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

Bristol & West Branch: Ann Revill
Cambridge Branch: Sue Collins
London Branch: Clare Dryhurst
Midlands Branch: Jane Darnton
North East Branch: David Royal
North West Branch: Jane Holmes
Oxford Branch: Hugh Sutherland
South of England Branch: Stella Chairman

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Celebrations in hard times

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

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

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

What of Oxford itself and our College in particular? The impact of Brexit on the UK’s richest cities, rough sleeping has gone away; some as potential flashpoints – Brexit, Trump and migration – have gone away; some

It’s been a turbulent year since our last issue – with the exception of the inimitable Alex, who, thanks to Russell Taylor, has the last word on the matter. An important contribution from the JCR looks at efforts by the University and the College to improve the range and diversity of students, and the findings of the Principal’s ‘2025 Conversation’ offer a challenging vision for the future. Helen King’s own column gives a more personal, behind the scenes glimpse into the Principal’s world.

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

At the heart of this issue we celebrate the seventieth birthday of the NHS, Britain’s ‘most cherished institution’ according to a number of polls and the chosen career of many St Anne’s alumni. We have an awe-inspiring collection of pieces from younger members of College who are working in a variety of capacities in the NHS, plus a thoughtful reflection on the importance of ‘kindness’ in the medical profession. Like most ageing bodies, the NHS is not without its problems in need of fixing, but the dedication and commitment with which our contributors write is grounds for optimism.

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

We have more contributors from the younger generation than ever, and I thank them for taking the time and trouble to give us this wider appeal. For this, many of our alumni grew up online and have engaged obsessively with social media, seeing it as an essential part of their lives.

Like most ageing bodies, the NHS is not without its problems in need of fixing, the dedication and commitment with which our contributors write is grounds for optimism. Though little comfort.

From the Editor

From the SAS President

Let’s go digital?

HUGH SUTHERLAND

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

It’s time, deleteFacebook.

Thus the founder of WhatsApp, Brian Acton, signed off from his directorship on the board of the predominant platform, originally gained when he sold his business to them. The goals of Silicon Valley prevent their children from using social media due to its toxicity.

In the good old days, software developers would write elegant thoughtful applications only to sigh as they were ignored by everyone as they got on with their lives: working, reading, chatting, watching telly. Now we attend to apps so intensely they are a detriment to our physical and mental health. Many of our alumnae grew up online and have engaged obsessively with social media, seeing it as an essential part of their lives.

Facebook is now proposed as the main way to accomplish the mission of the SAS. Far enough since it was always an essential made for the function of staying in touch with your companions and acquaintances from school, work and college. Digital natures are increasingly thoroughly networked and live in a world of virtually crowded events. So should we embrace our artificial future and encourage everyone to get Social, or take this opportunity to remind ourselves of the pleasures of unmediated faces and voices, of real things like paper and ink? It is a ‘Status Update’ of the first thing you will do in the morning, or the last thing you will ever do?

Many of our members prefer the certainty and security of the analogue world. Quite apart from the risk of fraud, the issue of privacy as something to be protected has crept onto the list of worries for the modern correspondent. We are warned of the Faustian pact embedded in ubiquitous and insistent ‘User Agreements’, 50 sides of fine print, regulatory-dictated, flannel panel text, pithily rendered as ‘If the product is free: you are the product.’ If we are free now, we shall soon be sold in chains, at the mercy of markeeters, AI testers and sinister foreign mind-maniupulators. Big Data knows more about us than we care to admit, even to ourselves.

Resistance starts with a blob about us than we care to admit, even to ourselves.

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

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

Hugh Sutherland (1983)
Getting to know you

HELEN KING

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

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

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

I prepare by reading the past year’s digital form tutorial reports about each of the students I am due to meet. Although not lengthy they will often contain themes highlighted by tutors across different modules of study and give me some insight, not just into the student’s ability and work ethic, but also their personality, levels of self-confidence and health.

Tutors’ reports are individually crafted, constructive and insightful. Sometimes they even make me laugh.

I generally start the interview by telling the student, perhaps nervous, undergraduate that it is nothing to worry about. We’re sitting in easy chairs and there are no gowns. It is important to me that we treat students as adults, albeit young ones. I am not their teacher or here to tell them how to live their lives or prioritise their energies. I attempt to reflect back to them what their tutors are saying about their progress, encourage them to reflect on what they have learned about learning, and check whether they are on track to achieve their own goals. Of course, the student has only had their own reports to read, so there is a natural inclination to minimise praise and focus on any perceived criticisms. It is a privilege to be able to point out that nearly all a student’s modules are doing exceptionally well.

Very occasionally, I find myself needing to point out that nearly all a student’s contemporaries are submitting the work requested, turning up for tutorials on time and staying awake in those tutorials. We explore what may be holding back such individuals, if any help is needed, and usually they commit to a plan to improve, which frequently is about developing their organisational and planning skills. If we think it will help, we arrange to meet again in a few weeks to see how they’re getting on. Sometimes there are learning difficulties or health issues. Often the difficulties arise from poor sleep, eating or exercise habits they’ve got into, about doing too little or overcommitting to too many activities. One second year, when asked what he’d learnt from his first year at Oxford, enthusiastically told me that he’d discovered something really amazing: everything is so, so much better when I’ve had eight or nine hours sleep!

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

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

I ask, too, about what they do to relax, what other activities they’re involved in. Some tell me about what they do with their friends: cooking meals, swimming at the, perhaps nervous, undergraduate that it is nothing to worry about. We’re sitting in easy chairs and there are no gowns. It is important to me that we treat students as adults, albeit young ones. I am not their teacher or here to tell them how to live their lives or prioritise their energies. I attempt to reflect back to them what their tutors are saying about their progress, encourage them to reflect on what they have learned about learning, and check whether they are on track to achieve their own goals. Of course, the student has only had their own reports to read, so there is a natural inclination to minimise praise and focus on any perceived criticisms. It is a privilege to be able to point out that nearly all a student’s modules are doing exceptionally well.

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I ask, too, about what they do to relax, what other activities they’re involved in. Some tell me about what they do with their friends: cooking meals, swimming at
Port Meadow, board games and jamming. Others speak of the many societies or activities that St Anne’s students are participating in or organizing. Sometimes what motivates them is career related, sometimes social, altruistic or even accidental. It is fascinating to find out what it is about an activity they particularly enjoy and to reflect their answers back to them when we come to talk about what thoughts, if any, they have about life after their degree. It may emerge that they love working as part of a team towards a common goal, or the buzz of organizing something complex to tight deadlines, or writing for an audience, or creating something new. Some have very clear ideas about their future target careers and many have no idea. Of course, for many there is no immediate rush; they will be working for a long time once they start. However, Oxford is great place to explore ideas and experiment, so I point out that we are the nearest College to the University Careers Service where they can access not just hundreds of opportunities but also 20-minute individual advice sessions with a careers advisor. I tell them that I haven’t found a student who didn’t find such a session useful and that, at worst, it will only be 24 minutes from their life, by the time they’ve walked there and back.

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

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

Helen King (1983) Principal

Background

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

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

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

St Anne’s 2025 Conversation

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

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

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

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

It was a tremendous privilege to hear the opinions of so many people who care deeply about the College. We heard many stories and insights from the past, and inspiring and ambitious ideas for the future.

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

The Purpose: an explanation

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

Aspiration

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

Ambition

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

Beliefs

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

Values

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

Approach

This is deliberately a very short memorable phrase that can be applied by any member of the St Anne’s community to what they do: as applicable to a porter or chef in the kitchens, as it is to a new student, tutor, graduate, or the Principal. It is based on the St Anne’s College motto Consulto et Audacter, translated as ‘Purposefully and Boldly’. Individually and collectively, members of St Anne’s carefully consider their purpose and then are prepared to pursue it boldly.

Helen King
Principal, St Anne’s College

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

Our Purpose

Our Aspiration

To understand the world and change it for the better.

Our Ambition

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

Our Approach

Purposefully & Boldly

Values

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

Our Beliefs

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

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

The motto Consulto et Audacter, translated as ‘Purposefully and Boldly’, is a reminder that members of St Anne’s College carefully consider their purpose and then are prepared to pursue it boldly.

Our Approach

Purposefully & Boldly

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All about suffrage

CLARE WHITE

‘It may interest people to realize that before the War numbers of law-abiding and peaceful women like myself got to be taken in and dismissed as part of the ordinary day’s work.’ Grace Hadow 1917

In February this year, St Anne’s proudly flew the flag of the violet, white and green suffrage colours to mark the centenary of women’s suffrage. The anniversary prompted the library to delve into the archives for evidence of the College’s – or as it was known then, the Society of Oxford Home-Students – role in the campaign for women’s suffrage. At first glance, examples were somewhat sparse. No diaries bequeathed by alumnae recording their part in events, no mention of early ‘Stanners’ making sacrifices for the cause – St Hugh’s have that claim of early ‘Stanners’ making sacrifices for the cause – St Hugh’s have that claim of early ‘Stanners’ making sacrifices for the cause – St Hugh’s have that claim of early ‘Stanners’ making sacrifices for the cause – St Hugh’s have that claim of early ‘Stanners’ making sacrifices for the cause.

It was decided that no student should be given permission to attend the march. It seems at odds with our perception of the early Principals as pioneers of equality in education for women at Oxford, but perhaps it was the anxiety that any association with militant behaviour could cause reputational damage, or worse still financial damage, to the colleges that led to the decision. There are records of funding for scholarships and some annual subscriptions being withdrawn from Somerville by donors less than impressed with its engagement in pro-suffrage activities. Vera Brittain, herself a Somervillian, notes in The Women at Oxford that ‘Most Oxford women stos judiciously avoided choosing between the constitutional and the militant technique, though the private sentiments of a vigorous minded few would have been worth investigating.’ One thing is clear from the notebook – Mrs Johnson chose not to inquire what happened about Miss Davison, who was insulted as part of the ordinary day’s work and then, that the Principals of the women’s colleges had combined to attend the procession and no disciplinary measures are mentioned!

The Ship, published annually since 1911, contains only passing references to the ongoing activities that were part of the suffrage cause. The Editor, Ruth Butler, noted in 1912 that ‘Most interesting suffrage meetings have been held, especially that addressed last term by Professor Gilbert Murray.’ Murray was Regius Professor of Greek and President of the League for Women’s Suffrage – one of the many Oxford men who supported the enfranchisement of women. The 1913 issue refers to student entertaining in the form of ‘an excellent suffrage sketch’ and to the visit of Millicent Fawcett, President of the National Union of Women’s Suffrage Societies (NUWSS), noting that the latter deserves special notice for the orderly but enthusiastic audience, and for the large number of ‘college women’ who were present on the platform or as stewards.’ The war issues of 1914-1917 unsurprisingly focus on other events, and nationally the women’s suffrage organizations put active campaigning on hold and focussed their attention on supporting the war effort. Possibly one of the women most actively involved with the suffrage movement in Oxford with a strong connection to St Anne’s was Olwen Rhys. A Home-Student, and later French tutor for the Society, Olwen came from a family of suffragists. Her father was Sir John Rhys, Professor of Celtic and the Principal of Jesus College. He chaired Oxford’s first public meeting on women’s suffrage in 1878, around the same time that the first women’s colleges originated. Sir John was not only a member of the Oxford University branch of the Men’s League for Women’s Suffrage, but became the president of the Oxford Women’s Suffrage Society (OWSS). Committee meetings were sometimes held at the Rhys family home – none other than 35 Banbury Road, now part of St Anne’s site and home to our current Principal, Helen King, and her sister Myranwy, served as secretary to the Committee.

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

It feels quite odd to think that possibly – even probably – before long people will neither shout with laughter nor throw things at one another in Women voting. I am glad to belong to a generation which has been stoned – not because I like being stoned (it is tiresome, and often messy), but since some women had to go through that to win the thing, it is a bit of luck not to have been out of it entirely…In years to come it may interest people to realize...
that before the War numbers of law-abiding and peaceful women like myself, quite inconspicuous members of a political party, got to be taken mobbed and insulted as part of the ordinary day’s work… Now the War has brought us to a peaceful recommendation that at least some women should vote.

It was the end of the War, along with reports of the devastating influenza epidemic, that dominated the content of the 1918 edition of The Ship, rather than a focus on the extension of the franchise to women. For the women at the helm of the Society of Oxford Home-Students, the advantages of the right to vote were inextricably linked to furthering the cause of education and opportunities for women. Bertha Johnson commented on the opening up of both the legal and medical professions, stating, 

‘I look to having our Poor Law solicitor and medical work – or whatever may be the substitute for the Poor Law – taken up as a real calling, and consequently more efficiently done.’ A century ago, there was a strong belief that the students had an important role to play in understanding and improving society, just as St Anne’s aims today. ‘To understand the world and change it for the better.’ Mrs Johnson further remarked in her address to Old Students at the 1918 Annual Meeting that, ‘the Parliamentary vote which has perhaps given me most pleasure is your vote for the University Burgess, and that it should have been given with such absolute fairness to this history of women’s education as planned by the University.’ Oxford had the right to elect two members of Parliament as representatives of the University, and, within a peculiar anomaly, from 1918, former women students over the age of 30 were entitled to vote for MPs representing a constituency. From 1918, women students over the age of 30 were entitled to vote for MPs representing a University which still did not recognise them as full members. This aspired strength to the ongoing cause for women to be admitted as full members of the University and to be awarded degrees. But that particular centenary celebration is still a few years away…

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

Clare White (1990) Librarian

Selected bibliography:


Delegates to Women Students, Society of Oxford Home-Students, Annual Report, 1918

Dawke, Helen, Grace Haliday, 1949

John, Angela V, Rocking the Boat: Welsh Women into Parliament (Equality) 1840-1990, 2011

Kemp, Emily, Oxford Women’s Suffrage, OHS 5/2, St Anne’s College Archives


Society of Oxford Home-Students Old Students’ Association, The Ship, issue 1911-1918

It’s your community

JULES FOSTER

It has been an exciting twelve months at St Anne’s with the arrival of Helen King and the launch of the 2025 Conversation through which we were able to discuss what the College should look like and be doing by 2025.

Further details on the outcomes of the conversation can be found on pages 8-9 and we look forward to keeping you updated.

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

Raising Funds

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

Our fundraising activities in 2017 and 2018 include the annual telethon through which we raised £180k and a campaign, Oxford Women’s suffragist banner. Credit: Bodleian Libraries, University of Oxford

to arrange a tour.

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activites of Dr John Trail (Director of Music) and the St Anne’s Camerata.

The aim is to create a fund to endow the post of Director of Music. We have just begun work on a campaign to endow the post of Tutorial Fellow in Economics. The campaign will formally launch with a reunion in September 2018 and will run for two years.

We have also recently launched an appeal to support tutorial teaching and graduate development scholarships. You can support this at: https://www.campaign.ox.ac.uk/st-annes-college

This year we have successfully secured further funds for our Research Centres based in the Library: the Centre for Personalised Medicine and Oxford Comparative Criticism and Translation.

We would like to thank the Dr Stanley Ho Medical Development Foundation and the Wellcome Trust for their support of CPM and Maria Wilti, Jane Atten and Celia Allin for their support of OCCT.

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

We continue to hold a number of events for the workforce. Our Careers Network is a series of alumnae-to- student workshops that began as a mentoring to both St Anne’s students and alumnae, and connect with others within their sector.

We are also looking for champions who are interested in spreading the word about the event via social media and send postal and electronic invitations. We are also welcome to host your own event at the College organised independently of the Development Office.

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

Volunteering and engagement

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

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

- **Live Streaming** – We have a huge number of events already taking place at the College, and we plan to start to share some of these via social media so that you can enjoy them wherever you are in the world.

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

Communicating with College

We hope that you all received your copy of the Annual Review in April. As part of this, we sent out a form offering you a chance to update your contact details and tell us what communications you would like to receive in advance of the GDPR regulation changes on 25 May. Thank you if you have returned the form. However, just to remind you: if you want to continue receiving emails from the College you may need to check your preferences as we may not be able to contact you if you have not done so.

The Privacy Notice has been updated and is available on our website (https://www.alumweb.ox.ac.uk/st-annes/privacy-notice) as well as being included with this edition of The Ship (p.98). If you would like to find out more about any of these initiatives or how you can get involved, please get in touch.

Thank you again for your continued support.

**Jules Foster**

Director of Development

**Get in touch with us**

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Telephone: +44 (0) 1865 284538

Facebook and Twitter: @stannescollege
Quacks of gratitude

JILL PATON WALSH AND WENDY MANTLE

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

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

As we have been throughout our history, St Anne’s remains reliant on the donations we receive from alumnae and friends. Though fees have increased, state funding for students continues to decline and we need the donations provided each year to provide an outstanding educational experience for all students, irrespective of background. Every gift really does make a difference and your support will mean that we can achieve our vision of understanding the world and changing it for the better.

Donor column

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

Eve since its foundation, the buildings of St Anne’s have depended on donations and the new Library and Academic Centre is no exception. They were paid for in large part by the College’s benefactors and each student who has studied here has been able to benefit from others’ generosity.

In 2005 the College held a reunion lunch for my matriculation year, 1955. About 30 of us turned up, some of us changed greatly, some hardly at all, and we had a good time comparing notes and gossiping together.

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

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

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

When the three years were up, I totally forgot to cancel the direct debit and so, unknowingly, simply went on giving my £5 a month. Last year when a member of the Development Office came to Cambridge to have lunch with me, I assumed she had come to ask for money, and was astonished when she said she had come simply to thank me. Over time, the direct debit had added up to a significant sum. I certainly would not dream of canceling it now — that would be ungracious. And so St Anne’s, for a lot: the College gave me a place in spite of my almost complete lack of preparation for study at university level. I once overheard myself referred to as ‘one of the Principal’s lame ducks’. For which I can only utter a grateful quack.

Wendy Mantle (Gullford 1957)

Despite the whirl of scandals about some major charities, the clamour of good causes via the media, the panic and despondency among us all. Most of us are tempted, understandably, to react negatively and perhaps resentfully, to calls for our compassion to be translated into money. No one has unlimited funds and everyone has their favourite charities.

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

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

The new Library was made possible by 500 donors from almost every year giving what they could, as well as several major donors, of whom one was persuaded to give a large sum because of the amount already raised by others collectively. The Entrance Hall and Library was also made possible with donor support of the same kind: donations however small and however given — in one gift, monthly, annually.

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

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

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

£3 per month really does make a difference. Donate at: https://www.campaign.ox.ac.uk/st-annes-college
The weapon to change the world

VICTORIA A MURPHY

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

The majority of the people in the world can speak more than one language (Grosjean, 2013). For many children around the world, education is the primary context in which their development into multilinguals begins. Indeed, the significant majority of children internationally will be learning a second or other language through the medium of education – either through bilingual education programmes, or learning a taught foreign language. A third context in which children can also develop their multilingualism is when a child speaks a language in the home that is not the language that is spoken in the wider society and, importantly, not the language of education. Children in this context are minority language learners – known as English as an Additional Language (EAL) learners in the UK – and will present a snapshot of some research that my colleagues and I have carried out over the years that speaks to these issues. I conclude by arguing that as a society we need to do far better in promoting multilingualism in British schools.

Approximately 20 percent of the primary school population in England have English as an Additional Language, a figure that is growing each year (DfE, 2016). Despite numerous well-documented advantages to being multilingual, many children with EAL in English schools (and indeed, internationally) underperform relative to non-EAL peers.

Engeland has made great strides in this area, where for the first time children with EAL overall matched or even out-performed non-EAL peers on the Attainment 8 score. However, on closer examination it is clear that many sub-groups of children with EAL do underperform relative to non-EAL peers, so more work is yet to be done. In our research, we ask questions about the cognitive and linguistic variables that underpin the development of language and literacy skills in EAL pupils because knowledge in this area underpins academic knowledge in this area. The second component of the SVR model, namely language comprehension. Children with EAL often start school behind non-EAL children in terms of their vocabulary knowledge (Bialystok et al., 2010). Not surprisingly, if a child has spent a large proportion of their early years speaking a language other than English, they are likely to come to school with less well-developed knowledge of English vocabulary. Given that currently, the school system is (sadly) uninterested in the child’s complete linguistic repertoire, knowing vocabulary in another language other than English is of nominal interest within the context of the English classroom. As a result of smaller vocabulary size, children with EAL often underperform on measures of vocabulary breadth: children with EAL have lower scores than non-EAL children. The second dimension of vocabulary knowledge is depth, where a child with well-developed vocabulary knowledge will understand many different features of a given word. For example, the word dog can map directly on to the referent ‘domesticated animal with fur and four legs’. However, knowing the word ‘dog’ also involves knowing its synonyms (canine), use in multiple semantic contexts (afflict, plague, trouble), knowing word associates (cat), pragmatic knowledge (when to use it) and also knowing the idioms and collocations that are relevant for the word (e.g. ‘It’s raining cats and dogs’; ‘The book’s pages were dog-eared’; ‘He was in the dog house’). We have spent some time in my research group exploring these other depth-dimensions to vocabulary knowledge in EAL and non-EAL pupils alike. What we have found thus far is that children with EAL tend to have lower scores than non-EAL children on i) measures that tap in to extended meanings of a word (e.g. plant in ‘plant pot’ vs. plant in ‘power plant’);
i) measures of colloquial knowledge and skills; ii) measures that estimate their comprehension of texts that contain multilingual vocabulary, and importantly here we've also documented a lack of awareness of the fact that they are misunderstanding the texts; iii) metaphor, where children with EAL have some manifest differences in their online processing of metaphors in text as measured with eye-tracking methods, and v) generally tend to have lower reading comprehension relative to non-EAL pupils (Murphy, 2014, 2018).

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

One of the ways we can work towards changing this state of affairs is to accept that multilingualism is a reality in our society today. However, this fact is mostly ignored by our current and previous governments. The term ‘multilingual’ was not mentioned once in the recent Integrated Strategies Green paper, England has no coherent EAL policy, and the EAL population in UK documents. Research shows that learning a second language can help support children’s developing literacy in their first languages in a multilingual child can actually support their learning of the target majority language (Cummins, 2000). If we want our educational systems to be transformative – with the power to change the world – we need to be able to educate all our pupils to the highest standard. Currently, our educational policy and practice adopts a monolingual mindset in a multilingual world. We need to change this mindset and adopt a more pluralistic approach which will have advantages for children from linguistically diverse backgrounds but will also benefit the monolingual children as well, so that they can also take advantage of developing knowledge of more than one language, which is needed now more than ever.

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

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

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Happy birthday NHS!

JUDITH VIDAL-HALL

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

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

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

The new service was soon 30 per cent over budget and 40,000 understaffed, especially nurses. Cash-strapped – not to say bickered – post-war Britain found its £437 million (roughly £15 billion at today’s value) budget was quickly under strain. Only four years after its launch, the government voted to bring in charges for dental care, spectacles and prescriptions. Modest prescription charges – one shilling/Sp – were introduced and a flat rate of £1 for dental treatment. A similar
charge for spectacles followed. More difficult to deal with were the nursing shortages. On 22 June 1948, the Empire Windrush arrived in the UK, carrying 492 passengers from the West Indies, many of whom took jobs in the NHS, which launched only two weeks later.

By the 1950s, aggressive recruitment campaigns were being organised in the Caribbean as in other colonial and former colonial territories. By 1964 there were more than 3,000 women from the Caribbean training as nurses in British hospitals. Five years on, the number had doubled. And by 1966, nearly three quarters from the West Indies. Life in a hostile and racist environment in the NHS, nearly three quarters from the West Indies. By 1966, only two years before Enoch Powell’s ‘rivers of blood’ speech, there were 16,745 foreign trainees in the NHS, nearly three quarters from the West Indies. Life in a hostile and racist environment was not easy. Had they not persisted in serving the institution of which the country was so proud, it could well have foundered long before its anticipated ‘three score years and ten’.

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

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

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

The NHS is envied by other countries for its universal coverage, its humanity and its value for money – and despite flaws, still the best in the developed world according to the international think-tank the Commonwealth Fund. But as our contributors tell us, radical reform of structure, funding and management, as well as a more preventive approach and attention to social care – in short, a new model of healthcare – is essential for its future. To be proud of the NHS is ‘not to be blind to its imperfections’ said chief executive Simon Stevens at the NHS 70th birthday celebration in Westminster Abbey. Indeed: while they share their anxieties on its future, not one of those writing here regrets her decision to enter its service.

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

August 1948 Credit: The Daily Mail

Absolutely free - but you’d better get cracking before the supplies run out

Paying tribute to the health service’s 1.5 million staff at the same event, Stevens said, ‘Today we give thanks – for their service, for their skill and for their compassion.’
If you have to teach empathy does it mean it is taught? Does it matter? There is a philosophical and psychological question here: if you don’t know the Rembrandt you are looking at is a forgery, surely it is an oversimplification. These are not learned behaviours that merely simulate kindness and compassion as opposed to unkindness if all their actions show the opposite? Much is written in the sociological literature about ‘emotional labour’, the work put into being kind or being cheerful that is required in some roles and jobs. A distinction is drawn between ‘superficial acting’ (smiling even though you can’t stand the person) and ‘deep acting’ (making a conscious effort to alter your attitudes and emotions). Research has shown that faking emotions is associated with feeling emotionally exhausted and detached, whereas deep acting is associated with feelings of personal accomplishment. What isn’t clear is the direction of causality; the style of emotional labour used may be a product rather than a predictor of burnout. But what can we do to help students who find empathy really difficult? Simon Baron-Cohen, in his book Zero Degrees of Empathy, describes two different varieties of deficit. One he describes as a medical deficit and the other as a sociological deficit. He points out to them that they have hurt someone’s feelings they are mortified and earnestly wish to learn how not to make the same mistake again. The second type is the psychopath-like lack of empathy in which our protagonist knows exactly what makes his or her interlocutor tick, knows which buttons to press to achieve the desired outcomes, but really doesn’t care at all about the happiness or wellbeing of the other person. In less extreme versions I have met both of these as medical students. While quite a lot of explicit coaching to come up to an acceptable level of consultation skills. The second learns quickly and will display excellent skills in a clinical examination, but I’m concerned about what might happen when unobserved. The interesting question then arises as to whether this latter deficit is remediable; we can teach knowledge and skills but can we ‘teach’ attitude? I think the answer is yes if you reframe ‘teach’ as influence, mould and model. If we return to our austri, or me on a bad day in surgery, and we view kindness as something that is performed, that really should be teachable. Reflective writing is one method used to encourage students to explore their reactions to events in their training. Students may object and ask whether it is my business what they feel; I should concern myself with how they act. If they are permanently grumpy and rude, fail to engage with patients and colleagues, it clearly is my business to explore their feelings with them, as if is they are performance busy finding the job a strain. But if they are performing well, have good relationships, what right have I to enquire what ‘genuinely’ feel about their patients? We are back to the question of private emotions and public behaviours. However, if the sociologists are right and superficial acting as related to genuine feelings it may really be my business to know, if I am looking out for my students and their future patients. There is a common perception that burnout is a consequence of doctors opening themselves up to genuine feelings about their patients. Emotional involvement is just too hard in modern medicine; in some specialties we genuinely fix the broken (set bones, cure cancers, eradicate infections) but many of us spend our careers caring for people with long-term conditions rather than effecting miracle cures. In this context, especially at the sharp end of acute medicine, can we afford to really care? To practise medicine is to put yourself in the presence of suffering. Clearly there are times when it is useful to set empathy aside; the sterile field with bright lights and green drapes enables the surgeon to concentrate on the intricacies of the operation without thinking about the patient underneath and their hopes and fears. Neighbour’s concept of ‘Crichton’s switch’ [Roger Neighbour, Past President, Royal College of General Practitioners Ed] is useful here; the ability to pack away the emotions evoked in one consultation, be they grief, frustration or joy, and meet the next patient without that baggage. Given that it is such hard work for the doctor, is empathy really worth it? Not everybody believes so. Paul Bloom, a US psychologist, believes that empathy leads us to act irrationally and that more good could be done in the world if we considered how to act without having our decisions coloured by emotion. The cool, clinically rational doctor is sometimes held up as a role model, with the opinion that patients would rather have a doctor who was good at medicine than one who was good at communicating, as if the two were mutually exclusive. To put yourself in the presence of suffering. We are, anyway, social animals and mostly what is heard in their consultation? How much is the system geared around institutional convenience and how much around patients’ needs? What weight is given to the patients’ wants and preferences when decisions need to be made? Medicine is still largely learnt as an apprenticeship, so we copy what we see. We are, anyway, social animals and mostly what do is done around us, making an effort to fit in. If the prevailing attitude in your emergency department is that people who sell harm are an irritation waste of everyone’s time, making work when there is frankly already enough to do, then it takes real courage to swim against that tide and treat the difficult and distressed
with kindness and patience. Resources are clearly a major factor and the pressure under which doctors work has a huge effect on their ability to be kind. If you are working in an overstretched, understaffed department, rushed off your feet and fearful that you will make a dangerous mistake, it will be very difficult to have the emotional energy left for kindness. If we are not careful, a siege mentality develops. This language we use is important: at a recent seminar (a group of GP trainers) were berated for failing to train our registrars for the ‘combat zone’ ahead. The speaker talked of the need for teamwork in terms of being ‘all in this fox-hole together’ and of our junior’s need to be ‘battle ready’. If medicine is war, who is the enemy?

Our ability to be kind is also shaped by the kindness we receive ourselves; the bullied become bullies, the abused, abusers.

Kindness starts at the top of some organisations, rude, obstructive behaviour is relayed to the level below and patients and others if you are not kind to yourself. Dr Helen Salisbury (1983) is a GP and leads the communications course for Oxford medical students.

What makes it all worthwhile

CHARLOTTE WILLIAMS

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

1944 publicly wall

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

I was reading Biochemistry, having opted for a hybrid of probably my best subjects, and realising that I could read enough popular history books to get a flavour of my other love in my spare time. At school I had the privilege of undertaking work experience with some medical doctors, and, to my parents’ mild chagrin, I was fairly certain that wasn’t the right path for me, but I wasn’t closing the door just yet. There was something about medicine and healthcare I found compelling.

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

Really enjoying my subject, making wonderful friends and sacking the narrow out of the College experience with my (squarely mediocre) rowing, JCR Committee, working in the College bar (let’s hope I don’t indeed bring any sort of evil out), debating and others’ subjects – and everything in between. I think this was one of the things I liked most. I wasn’t sure I was going to be just one thing in my life, or my career; I wasn’t sure that what would even be a good idea, given how fast I was discovering new things about the world. That is the sense of opportunity a great education, and I believe particularly time at an accepting, open and diverse college like St Anne’s can provide.

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

I was fortunate enough to be offered a place on the NHS Graduate Management College. I once heard Tim Gardam say that the best thing about learning in College is inter-disciplinarity, and the skills you gain in discussing and debating topics from yours and others’ subjects – and everything in between. I think this was one of the things I liked most. I wasn’t sure I was going to be just one thing in my life, or my career; I wasn’t sure that what would even be a good idea, given how fast I was discovering new things about the world. That is the sense of opportunity a great education, and I believe particularly time at an accepting, open and diverse college like St Anne’s can provide.
Training Scheme for general management upon leaving St Anne’s in 2001. I felt rather humbled and a little daunted, given the quality of people I had met at the assessment centres for the scheme – many of them existing NHS staff. I was also thinking about the grey suits I might have to buy and the froeens from people working in NHS management and bean-counting and budget-cutting. Then I recalled Baronsness Ruth Deech, then Principal, telling me that the NHS would be ‘very lucky to have [me].’ ‘There’s nothing like a bit of Oxford pride to buoy you up, is there?’ It makes me smile to this day.

I started work in operational hospital management in a spooky old workhouse I started work in operational hospital management in a spooky old workhouse in Essex. I’m back to those values and aims of a national flagship NHS programme. Some time in that rarefied air was amazingly insightful and allowed me to observe. I became phenomenal leaders, but it always left a little removed, and I perhaps felt somewhat like an imposter. In summer 2017, I came back into the provider side of the NHS to a Group Director role for a hospital group in Essex. I’m back to those values and aims to feel useful, and I think I am being a better hospital manager now than I would have been had I stayed on that track eight years ago. I’m more pestilent for change and more demanding of what can be achieved.

There is a real sense of family among the NHS workforce, even though within this vast community there are, of course, such different tribes and numerous identities. I find that the fundamental question of ‘why bother?’ is rarely one I have to ask myself when I get home from work at the end of the week, but as with any system ultimately overseen by government and by the merit of national and local, big and small politics, one can occasionally groan, ‘Does it have to be so difficult?’ Or, ‘It just doesn’t seem quite right!’ Coming to terms with this is important and part of the job, but over the years I have learned to know where my red lines are and when it is time to move on; to make sure I am able to make contributions I want to and ensure I am in good faith. The NHS is so important to us all we cannot risk losing sight of its aims and values.

I can say that in my NHS career so far I have genuinely helped to make care better. I know that because one of the things that can be hard about healthcare – the visible targets and the constant measurement – can also provide feedback and clear illustrations of improvement, both in processes and outcomes. Due to the work I have helped drive forward, patients got care more quickly in some cases, had access to better equipment in others, had better accommodation or had more choice about having a new therapy. I am lucky enough to have been able to point to published evidence of this in one case that makes me proud, the improvements to specialist cancer services in North and East London which I helped lead for a few years. The quiet thrill of seeing improvements you articulated as part of a case for change actually coming real three years later when those changes are in place, is hard to beat. It makes the days when nothing goes right and your plan fails to progress due to poor timing, lack of resources or simply a change in a leader’s mind, seem more transient and less consequential.

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

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

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

The other thing I love about working in the NHS is simply being part of a great cause. It is incredible that 70 years after it was started, the NHS remains unique across the world in terms of its accessibility to all regardless of their ability to pay. The NHS is a wonderful organisation, I feel honoured to have the privilege of serving within it as a consultant ophthalmologist. It is incredible that 70 years after it was started, the NHS remains truly unique in the world in terms of its accessibility to people regardless of their ability to pay. The difference it makes to have a health service that is free at the point of use cannot be overstated. At times when people are particularly vulnerable because of concerns either about their own health or the health of their loved ones, it is great that the NHS is there for them without adding financial barriers to their anxieties. I hope that this aspect of the NHS will be protected for a long time to come.

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idea. When I was offered a place on it, I jumped in, and spent three years gaining my CIFFA (Chartered Institute of Public Finance and Accountancy) qualification, alongside leadership and management training at Durham University Business School and plenty of on-the-job training, ranging from detailed technical accounts to understanding the impact strategic political decisions have on the finances under. Working in an ambulance trust was very different from managing the finances at a commissioning organisation buying services for the local population. I’m now Deputy Director of Finance for Leeds Teaching Hospitals Trust, which has a turnover of £1.2bn and employs 17,000 people, delivering services to our population locally and to patients nationally for some of our really specialist services. As part of my role, I’m currently working on the business case to deliver a new building on one of our sites, which will cost something in the region of £350m, so I’m learning about funding sources, legal agreements, how to influence the Department of Health and the Treasury, as well as local and national politicians to gain huge improvements in the environment within which our clinical staff deliver services to our patients. In its seventieth year, the NHS is at a point where the changing needs of the population alongside the incredible advances in medical science mean services need re-designing. There’s no question of the intellectual challenge of balancing that strategic planning with the day-to-day pressures of delivering services. I am privileged to work within a team of people whose core motivation is caring for others.

Ultimately, what gets me out of bed in the morning is the knowledge that I help to make a difference for our patients; that the work I do helps to make sure that the right care can be given in the right place and at the right time for our patients. There’s lots of job satisfaction and challenge, which highly intelligent folk like St Anne’s graduates can get their teeth into. I cannot recommend working at a place where the NHS is being gradually weakened as a service to the point that the public will stop fighting for it. Medicine is already being hit by politicians when I know that it’s free at the point of delivery. I worry that the NHS is being gradually weakened as a service to the point that the public will stop fighting for it. Medicine is already losing its appeal as a profession, with places to study medicine available in clearing for the first time ever this year and GP training places going unfilled in many areas. In the wake of the very public disputes between the government and junior doctors, I don’t know that I would choose medicine if I were starting now. Despite this, I’m hugely proud to work for the NHS and hope it continues to thrive for another 70 years.

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

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

On graduating, I decided to train in general practice and have been working as a salaried GP in South London since 2012. I’m not sure there’s ever been an unchallenging time to work for the NHS, but the past five years have felt increasingly turbulent. For the most part, I’ve been working as a GP, but there is no escaping the pressure of trying to manage increasing complexity and demand with diminishing resources. It can also be extremely demoralising hearing the NHS denigrated in the press and by politicians when I know that it’s surviving on the goodwill and dedication of its employees across all roles and sectors. I grew up in the USA, a country where healthcare is dependent on having enough money to pay for it. The NHS has its faults, but I passionately believe in the principle of universal healthcare that is free at the point of delivery. I worry that the NHS is being gradually weakened as a service to the point that the public will stop fighting for it. Medicine is already clearly losing its appeal as a profession, with places to study medicine available in clearing for the first time ever this year and GP training places going unfilled in many areas. In the wake of the very public disputes between the government and junior doctors, I don’t know that I would choose medicine if I were starting now. Despite this, I’m hugely proud to work for the NHS and hope it continues to thrive for another 70 years. Devora Vinick (1997) works as a GP in South London.

Jenny Ehrhardt

I’ve had a really varied career, ranging from detailed technical accounts to understanding the impact strategic political decisions have on the finances of your local NHS services.
Creating an NHS for the next 70 years will demand fundamental changes

If you had told me when I was 21 and about to leave St Anne’s to join the NHS Management Training Scheme that I would be sitting here, at my desk overlooking the Houses of Parliament, writing about life as Chief Executive of Guy’s and St Thomas’ NHS Foundation Trust, I would probably have said something unprintable! It’s a massive organisation, employing 15,000 people and with an annual turnover of £1.3bn. And it is hugely complex. It has 2.4m patient contacts a year, provides services ranging from health visiting to heart valve replacement, and what it does really matters. I left university wanting to do something that made a difference and thanks to the people I’ve worked with, learned from and who continue to support me every day, I am in the extraordinarily privileged position to be able to do just that.

Two years ago my youngest son had meningococcal septicaemia. I’d been a mum before, though never really ‘sick’, and I’d rather enjoyed all three of my pregnancies, so this was the first time I truly, desperately, needed the NHS. I am in the extraordinarily privileged position to be able to do just that.

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

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

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

People first: the number and variety of people involved in providing health and social care is vast, but mostly they operate in organisational silos. The population is ageing and the burden of chronic disease is growing so we have to find a better and more integrated way of allowing everyone to work together – GPs, hospital staff, community providers, social services, mental health providers, the voluntary sector and of course, the patient and their carers – to prevent or delay the onset of chronic illness and then support people to live well in their communities for as long as possible. This will require a fundamental change in how the NHS is organised, in how we value and respect everyone involved in providing ‘care’ and in shifting from a reactive disease response approach to a proactive risk management approach.

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

Each of these changes will require major upheaval in how the NHS is structured and care is delivered. However, I passionately believe that the NHS needs to have the vision and bravery to continue to adapt if it is to survive and thrive for another 70 years.

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

Amanda Pritchard (BSc 1994) is Chief Executive of Guy’s and St Thomas’ NHS Foundation Trust
Tempting fate

RUSSELL TAYLOR

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

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

As well as being scary and slightly surreal, my diagnosis with Non-Hodgkin Lymphoma seemed to be profoundly unfair. I'm a vegetarian. I've never smoked or taken drugs. I drink in moderation, I cycle and run regularly. My parents are both alive in their 70s. All the factors indicate that I should be in a very low-risk category. Yet it seemed I had wasted a load of time getting up early and going to the gym that my cameoorous couch potato contemporaries had spent more enjoyably drinking in bars or having a lie-in. And I was the one who'd ended up with cancer.

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

The drug I was treated with was Bendamustine, a derivative of mustard gas. So ironically on the one hundredth anniversary of the Battle of the Somme I found myself in a chemotherapy ward in a North London hospital having this notorious poison drip-fed into my veins. It's good to know that life has a sense of humour. And at least, like World War I, this grim experience would hopefully be over by Christmas.

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

The six months of chemo passed surprisingly quickly. I had a PET scan in January 2017 and was told I had a Deauville score of 1. That's the best. It meant the cancer had totally gone: 100 percent remission. Unfortunately, the problem with Non-Hodgkin Lymphoma is that, like a villain in a Hollywood movie of the 1980s, it tends to come back. So my priority was now to keep it at bay as long as possible. As my haematologist reminded me, there are all sorts of amazing new treatments currently in development so the longer I can stay healthy the better the drugs that will be available when the cancer returns.

The three mantras for staying free of cancer are: eat healthily, take exercise and, most important, maintain a positive mental attitude. As I mentioned earlier, I already do the first two. But can one take any mental positives out of an experience like having cancer? Well, actually you can. First, it gets your problems in perspective. Most of what we think of as problems are of a financial or emotional nature: bills, mortgages, school fees, kids, relationships. While I was doing my chemo the whole world was stressing about Brexit and Trump. But what's the issue? Life will go on after both of them – provided Trump doesn't start a nuclear war with anyone. And life going on is what it's all about. These days, of course, our lives go on much longer than they used to, thanks to all the advances in medicine and science. But that just gives us an excuse to put off things that we were planning to do. Oh, our little problems! How do we manage to get on with the world or your life? Write that novel? Start that business? Learn that language? Shall we put a date in the diary? Because some nasty disease might have other ideas.

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

Russell Taylor MBE (1979) adds:

“Mustard gas was invented by a scientist called Fritz Haber. And how do you think he was rewarded for this in 1918? Was he (A) taken out and shot, (B) ostracized by everyone for evermore, or (C) given a Nobel Prize? I'd give you a clue, but it's spoiling the story. What do you say? Mustard gas has got to be up there in the list of the top ten most evil things ever devised by human beings*.

And that it can also be put to a positive use. Good can come out of evil. That's a nice positive thought to make me want to hang around in this world a good while longer.

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The Russell Taylor column

The Russell Taylor column
Front of house and behind the scenes

JIM MERIDEW

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

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

Colin Yon: Hall Supervisor

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

The biggest reason why I have stayed so long is the excellent team at St Anne’s. We have both front and back of house and to keep this going we need flexibility, honesty, respect and great management.

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

Colleges, not just the Dining Hall.

Malc Waters: Lodge Porter

I have been a member of the Lodge Team for two-and-a-half years and am currently the new kid on the block as concerns permanent porters. I am thoroughly...
Malcolm is the new kid on the block, and I am the old or ancient kid. What changes have the old or ancient kids seen? Perhaps the biggest change was the first men students enrolled at a women’s college: the excitement of a fresh beginning, a touch of sadness at the end of a pioneer venture in women’s education. The Lodge in those days was a cubbyhole in the now demolished Gatehouse, mostly staffed by the wives of the three resident caretakers. There was no new Library, no Ruby Deech Building, no Clare Palace Building and no Trenaman House. But we did boast the beautiful, brutalist Wolfson & Rayne buildings. There was no Ali in his kebab van: he arrived in the late 1980s. The vending machine in Hartland House dispensed KitKats only and small sizes at that. There was no Amazon delivery, there were no mobile phones and the only computer we had was Hal in 2007: A Space Odyssey. And he was switched off!

In conversation: Anita (R) and Julie (L), Scouts in Trenaman House
Q: How long have you worked at St Anne’s?
A: I worked here 30 years ago in the Butler for the students’ afternoon tea and snack bar. I left when the children were still young, which was perhaps ignored in the past. A: I’ve been here 12 years. J: I’ve been here about 15 years.
Q: What attracted you to the College and to the job?
A: I was working here 30 years ago in the Butler for the students’ afternoon tea and snack bar. I left when the children were still young. When I got fed up with my last job I decided it was time to come back to St Anne’s.
J: I think so too; they take longer to get to know us.
Q: What’s the best bit about your job?
A: The company, sometimes satisfaction, feeling you’ve done a good job.
J: It’s nice to look back and see the rooms look clean, or as clean as we can get them.
Q: Have you noticed any differences between male and female students?
A: I think it’s very friendly and very approachable all around. I don’t feel there’s anyone we couldn’t approach if we had a problem or a concern, although conference time can be very hard. And it’s hard when the students go to turn over the rooms (from student to conference). It takes a good 45-50 minutes a room, before you start putting your conference bits in. Conferences are much more intense, we never had ironing boards and irons before!

Q: How do you think your job has changed over the years?
A: It takes longer to get to know them, because you’re still in conference mode. Conference season seems to be longer, and now, of course, we have University Rooms B&B, which is a bit of a struggle at times.
J: Yeah we keep an eye on them don’t we, make sure they’re okay if they’re a bit poorly, make sure they’re all right.
Q: How do you think College has changed over the years?
A: It’s very professional though, and from my perspective I see it as a business. I think it’s a bit of a business and a very friendly business.
J: You like to think there’s someone looking out for them.
A: Like they were your children being cared for. I think the way you relate to them usually tells by the time they go, usually there is a little gift, a thank you card. We’ve had some lovely cards, and gifts. It’s nice to feel appreciated.
Q: Has that been a constant thing the entire time you’ve worked here?
A: It’s very professional though.
J: Well yes, the rooms have to be to a better standard.
A: And the College is listening to our complaints and making improvements, which was perhaps ignored in the past.
J: I think so too; they take longer to get to know us.
Q: Is there a difference between working with kind and friendly students, or girls… We’ve been quite lucky with our students really.
A: It’s always strange when you first come in because they’re just got to get to know us.
Q: What is the relationship between scout and student?
A: On the whole it can be very good.
J: Always strange when you first come in because they’ve got to get to know us.
A: Second term, end to middle, you get to know them a bit more and they know how we work, and we’ve very approachable aren’t we? We try to work around them when we can, especially when it’s coming up to exam season. We always give them the option to change cleaning days if they’ve been up all night revising. We try to be flexible.
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J: Yeah we keep an eye on them don’t we, make sure they’re okay if they’re a bit poorly, make sure they’re all right.
A: We have been known in the past to bring attention to students we’re concerned about, that we felt might need intervention by the nurse.
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Brendan O’Meara: Lodge Porter

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

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

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

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

Engaging in what was then called women’s issues – today more commonly called the women’s or feminist movement – in its initial stages it revealed most dramatically the extraordinary difference between women and their situation in the economy, society and politics in the South, compared to those in the North, broadly defined as European civilisation. Many of these women had participated in their nations’ struggles for freedom – they were farmers, entrepreneurs, social leaders – yet those who were attempting to assist the former colonies to come out of the poverty and deprivation that they suffered, remained unaware of this strength. In addition to statistical mistakes and errors of judgement, even the vocabulary used to describe the conditions or situations in our countries got things so wrong.

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

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

Initially I wrote papers revealing what women do as workers in India. I went on to demonstrate the extraordinary capacity of the Household: Investigative Essays on Women’s Work, (1981). Both books came out in time for the Second World Conference on Women, also known as the mid-decade conference, being halfway through what was known as the UN Decade of Women, in Copenhagen in 1990.

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

It was possible then to bring ourselves together in a forum that could articulate what was at that time called Third World Women but now is called Women from the Developing Countries. As a voice from the South I enabled such a network, Development Alternatives for Women for a New Era (DAWN). For the first time, ‘Development was specifically linked with women in a meaningful way. I was not only recognised for being what is called the ‘voice from the South’, I was one of two women at the conference awarded the Bradford Morse Memorial Award by the UN for outstanding achievements through the Household: Investigative Essays on Women’s Work, (1981). Both books came out in time for the Second World Conference on Women, also known as the mid-decade conference, being halfway through what was known as the UN Decade of Women, in Copenhagen in 1990.

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

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

Even for me, as I walked this walk, what took note of their brilliance, their strengths and their contribution to the economy, was equally flawed.

What others say

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

Diane Elson Emeritus Professor, University of Essex

“Decades ago Devaki Jain highlighted the significance of unpaid and unrecognised women’s work – which is now being recognised worldwide as a critical issue. This valuable collection shows how much she has innovated to expand analytical and empirical approaches in many other areas, in ways that will continue to be useful far into the future.”

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

Journey of a Southern Feminist The Real Rock Follies

ANNABEL LEVENTON

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

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

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

And when our concept was stolen and made into a ground breaking television series, we broke the rules again by suing Thames Television for theft of our idea. It was a bumpy ride.

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

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

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

You wouldn’t have heard of Rock Bottom. You probably never heard of any of us.
music or came to any of our concerts. But we were hugely successful in another guise, which you might just remember. If you don’t, your parents will. Rock Follies, a ground-breaking television series in the 1970s, won a Bafta, had a platinum album and made stars out of the three leads. It was about three actresses trying to make it as a group in the world of show business. Sound familiar? It should. The series was written for us, about us – and without us. Instead, they cast three lookalikes. They stole everything: our names, our heights, the colour of our hair, our backgrounds. So Rock Bottom died and we lost any chance of real success.

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

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

I discovered a stubborn streak. Just as well, I needed one. It was a test case in the High Court and it took seven years to get it there. Winning would depend entirely on the judge and whom he believed. The case lasted ten weeks. It was grueling, terrifying and funny in ways I could never have imagined. When we won, we were astonished and relieved. It was a real test of friendship and of course there was a cost. We’d gone through too much together for there not to be a fall-out, over money of course. We came through that and our friendship is deeper than ever.

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

Now it’s published and out there, I’m still pinching myself. The feedback from Stephen Fry – ‘riotous, hilarious, riveting’ – was enough to get it off the ground. I’m now getting feedback from all over the world: people who couldn’t put it down, people, their lives changed by Rock Follies, giving me the credit. One woman told me it was the first time she’d ever seen three strong women on television and it transformed her life. A famous designer said watching Rock Follies made him go into the theatre. A long-lost cousin in Canada wants it to be made into a film and is doing her best to make it happen.

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

Annabel Leventon (1961) The Real Rock Follies (NW1 Books, £9.99) is in bookstores and on Amazon
NARRATIVES OF THE REFUGEE CRISIS

ELLEN WILES

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

‘Are you thinking what we’re thinking?’

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

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

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

For a start, it wasn’t until working on that case that I had any knowledge about Eritrea or about the thousands of Eritreans who had made their way to the UK against all the odds. If it was ever mentioned in the media, Eritrea was dismissed with a quick brush sweep as one of those African countries that churned out irritating swarms of refugees. I knew nothing about the 30-countries that churned out irritating swarms or one-legged hammer murderers, about asylum seekers’ lives back home, the support they received from British people and the minimal that Eritreans had to endure under its all-

I didn’t know that Eritrea had been an Italian colony for a time and that its capital, Asmara, was sometimes referred to as Piccola Roma, thanks to its unique collection of futuristic architecture, espresso bars and spaghetti joints. I didn’t know the scale of trauma, terror and suffering that Eritreans had to endure under its all-

while almost as glaring as this distortion and hatred were the omissions. There were never any articles about ‘good’ or ‘deserving’ asylum seekers who’d fled disaster and were grateful for the support they received from British people and the UK asylum system, however minimal that support was. Neither were there any details about asylum seekers’ lives back home, the professions they’d once had, their families, the reasons they had fled, the traumas they had faced before leaving or along the way, or what they had experienced after arriving in the UK. I was also always profiled in brief as conniving criminals, arriving here on a determined mission to damage the people and the narrative thicket. While I was both horrified and fascinated by what I read in the legal documents I was poring over, it seemed that the more I learned about immigration law and the facts around particular cases, the more hyper-aware I became of how much I didn’t know about the realities of the people at the centre of them.

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

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

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Wemple, Harriet; refugee art teacher, paints his version of the long, dangerous journey Eritrean refugee takes to reach Europe. "Eritrea Wall" — Jeroen Refugees Service
to access the sensation of being alive in someone else's skin. But at the time there wasn’t that much contemporary fiction on this subject, particularly by writers who’d had experiences of seeking asylum or fleeing Ethiopia themselves. The only fiction I found about Eritreans, back then, was Thomas Keneally’s gripping novel Towards Asmara (1989, Hodder & Stoughton), which follows a journalist embedded with fighters in the long independence war, before the country existed in its own right and well before the regime was in place. There are now a couple more: Naifita Mohamed’s Black Mamba Boy (2009, Harper Collins), a vivid autobiographical novel about her father who left Eritrea, and Michelle Wongs’ Borderlines (2015, Fourth Estate), which is based on references at the end. Some don’t make it. Remember that image of Alan Kurdi, the small Syrian boy, just a toddler? His tiny body, face down, washed up on a Turkish beach? Some don’t make it. Remember that image that made me think of putting together an anthology that explores the reality for child refugees and unaccompanied young adults making these harrowing journeys in search of safety. Some of our ﬁnest children’s writers have contributed stories, poems and ﬂash fiction exploring the reasons people have to ﬂee their homelands, the risks they take in the search for a new country, and the harsh confrontation of some young asylum seekers in camps and detention centres. Many contributions expose prejudice; others celebrate the incredible fortitude of child refugees, their resilience and hope. I hope this book will too. The plight of young refugees is nothing new. Sue Reid and my late mother, Christine Pulkkin-Thompson, have written historical
pieces about crossing borders during periods of turmoil in Eastern Europe. My mum’s piece is set just before the Romanian revolution in 1989. It is about a young boy who has to choose between living without fear in Britain or remaining in his repressive native country in order to look after his trail grandmother. Refugees suffer terrible hardship when they are forced to leave their homes and families and are often desperate to return as soon as the situation in their country has improved. Sue’s story takes us back to Hungary in 1956, when the revolution was crushed by the Soviets. Sue was fascinated to learn that children were among those who fought the Soviet tanks. Her story reminds us of a time when refugees, in spite of the huge number that escaped, were made very welcome by the West and elsewhere countries. Ball Ray writes about a young Syrian orphan’s terrifying flight by boat. Anna Perera imagines what it is like to be a young refugee adapting to life in a kitchen and living in limbo.

When you have no rights, no benefits and no ability to earn money legally, inevitably grey areas open up. It is easy to exploit those desperate for employment, as Eoin Colfer’s short story about young factory workers demonstrates. Tracy Brabin’s poem ‘Words’ and Patrice Lawrence and I offer an uplifting message at the end of his short story about asylum seekers learn to laugh again. Tony Bradman offers an uplifting message at the end of his poem ‘Words’ and Patrice Lawrence and I write about finding solace in music.

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

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

A Country to Call Home, edited by Lucy Pescosol (Unbound 2018, £12.99)

A country to Call Home is a therapeutic activity holiday where teenage

Kit de Waal

For Alan Kurdi, the boy on the shore

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

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

When you touched me on the beach, I was cold and wet under your hand, the sand in my mouth, the salty sea in my belly. You only saw me then.

Kit de Waal in A Country to Call Home.

Sometimes the things that are so different from their own lives.

A Country to Call Home opens the anthology, told from the points of view of a Polish and a Syrian refugee. And Simon Armitage underlines the timeless and circular nature of displacement in his powerful poem that closes the anthology.

Mozza Ali writes from personal experience about her family’s flight after the partition of India and Pakistan, but in her poem ‘Exile’ she writes about refugees from Sarajevo. Kit de Waal has written a piece of flash fiction inspired by the same photograph of Alan Kurdi that moved me. Some contributors – David Almond, Sita Brahmachari, Fiona Darbour and Miriam Halahmy – imagine what it is like to be a young refugee adapting to life in a foreign country. Peter Kakou writes from the perspective of an asylum seeker working in a kitchen and living in limbo.

Refugees

It is like to be a young refugee adapting to life in a kitchen and living in limbo. When you have no rights, no benefits and no ability to earn money legally, inevitably grey areas open up. It is easy to exploit those desperate for employment, as Eoin Colfer’s short story about young factory workers demonstrates. Tracy Brabin’s poem ‘Words’ and Patrice Lawrence and I offer an uplifting message at the end of his short story about asylum seekers learn to laugh again. Tony Bradman offers an uplifting message at the end of his poem ‘Words’ and Patrice Lawrence and I write about finding solace in music.

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Kit de Waal in A Country to Call Home.
Saving the Future

ANNE LONSDALE

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

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

On 5 May 1933, William Beveridge, who was part of this story since 1933.

Academics, of which I am Chair, has been a part of British life. Cara, the Council for At-Risk Academics Cara, the Council for At-Risk Academics

www.st-annes.ox.ac.uk

www.cara.ngo provides more information on our history and current activities.

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

Cara, the Council for At-Risk Academics

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Still roughing it

ELISABETH SALISBURY

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

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

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

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

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

I wrote in my ‘Oxford Letter’ last year of how Churches Together in Central Oxford (CTCO) were frustrated in our attempts to provide the accommodation for SWEP (Severe Weather Emergency Protocol) that guarantees shelter to all homeless people, regardless of where they come from, whenever the temperature is forecast to drop below freezing – 0 degrees centigrade – for three consecutive nights. We therefore decided on the far better scheme of opening a different church each night of the week from January to March. At the time of writing last year, we had four churches signed up.

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

Once the project got underway, all the beds were filled every night. The total number of guests was 35 and the individual length of stay varied between one and 88 nights. We had an amazing group of volunteers whose jobs varied from setting up beds and greeting guests on arrival, being present all night to ensure safety and comfort, and providing breakfast and cleaning up in the morning. There was a generally peaceful and harmonious atmosphere and on no occasion did we need to call in the police.

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

It should be noted that the City Council, much maligned for closing 62 homeless shelter beds, nevertheless managed to operate SWEP on 33 nights in the coldest winter for some years. In the face of swinging cuts by central government, they were forced to choose where to make their own cuts locally: children’s centres, social care, provision for the elderly, libraries? The list goes on. What would you have done? Left the voluntary sector to take up the slack?

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

Elisabeth Salisbury (Jones 1956)
Homeless in Oxford

On your doorstep

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

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

It wasn't always like this. A decade ago, counts of homeless people in this city would not only handfuls of rough sleepers – last year's official count, by contrast, found 61. Unofficial counts often find far more, and many rough sleepers, understandably wary of being moved on or having their possessions seized, do not want to be found. The crisis on our streets is enormous, and every winter it grows. The growth in the number of rough sleepers is a direct result of the severe inequality in our society, and the immediate, shelter closures by local authorities starved of funding by central government austerity measures.

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

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

So if you want to get involved, where to start? From my own experience, I can wholeheartedly recommend two groups that are making a real difference. On Your Doorstep (OYD) and Turl Street Homeless Action (TSHA). OYD, Oxford Student Union’s homelessness campaign, is involved in both directly helping people on the streets and working to change how they’re treated by authorities. Since I’ve been involved, its active campaigns have included efforts to tackle the root of the homelessness crisis as well as seeking immediate changes to make the lives of rough sleepers in Oxford more dignified and comfortable.

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

The group also campaigns locally around expanding winter shelter provision and preventing anti-social behaviour legislation from being used against rough sleepers. Expanding SWEP (Severe Weather Emergency Provision), is a necessity (see Oxford letter pp.56-57), OYD has been calling for shelters to be opened up every night temperatures drop below freezing, as it only takes one night of cold weather for people to start dying, as the rising body count among homeless people across the country tragically demonstrates. Even more than this, however, the current emergency shelter provision system is woefully insufficient. Underfunded outreach teams rarely reach all rough sleepers to even tell them when shelters have been opened, and homeless people are turned away if they seek to enter shelters after 9.30pm, no matter how cold the weather. Because of this, in addition to campaigning to expand provision, OYD led groups of dozens of students around the city, on feasting nights notifying homeless people seeking shelter for cold weather provision. A few of us were out until 3.00am or 4.00am some nights, having fundraised for hotel rooms to give shelter to those who had missed their chance, or were too mistrustful of official provision, to access SWEP.

When I first came to an OYD meeting I didn’t know what to expect, but whether you feel more comfortable going out at nights and directly helping people, or would prefer to work on the campaigning side, or studying the political causes of homelessness, there is an opportunity for you. OYD can also point you to another local group, Turl Street Homeless Action, which is one such way. This is a student-run group which goes out each night to give hot drinks and sandwiches to rough sleepers, and you can turn up with no prior experience: just fill your name on a rota on their Facebook group beforehand, and there will be an experienced member there to lead the shift.

There are many ways to help the homeless of Oxford and many students committed to doing so. Turn up to an OYD event, or a TSHA outing, and whatever your experience or lack of it you can start making a difference. When I talked to homeless people in this city I came to understand something. I came to understand how the single greatest cause of homelessness is economic insecurity, simply not being able to afford rent. I came to understand how while some rough sleepers have drug and alcohol addiction problems, others do not, and that those who face poor and dwindling resources to help them recover, nobody is helped by the stigma of rough sleeping. I came to understand that homelessness services are often accessible only to those who can demonstrate a ‘local connection’, meaning those without a provable link to Oxford, including many European and other migrants, are left with no access to help.

Even those who can demonstrate a local connection can be led waiting many years for social housing; the housing problem spoke to one man who had been on the waiting list and on the streets for seven years, and another who’d lost his home that day but had been told he’d need to be on the streets for weeks before he could be helped by an outreach team; he didn’t even have the money for a sleeping bag that night. I came to understand also, that there is a legacy of mistrust from homeless people who’ve had possessions seized, been moved on by police or faced abuse from ordinary citizens.

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

Thomas Zagoria (2015) is an active member of On Your Doorstep
Kismet? Coincidence? Or simply ‘carelessness’?

JACKIE LANG, JILL MILNER, STEPHANIE FERRO

From 1980 to 2016 St Anne’s alumnae have dominated life at one of the country’s leading girls schools Walthamstow Hall School, a leading independent girls’ school in Sevenoaks, celebrated its 180th anniversary this year by welcoming its third successive Headmistress from St Anne’s. Stephanie Ferro succeeds Jill Milner who, in turn, followed Jackie Lang.

Stephanie Ferro

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

I have found everything about Walthamstow Hall to be inviting. The emblem of the ship (as is our own ‘ship’ in the heart of the Midlands), but this school has at its heart a commitment to ‘journey’. My very first tour revealed not only the strong academic foundations of the past and the energetic tour revealed not only the strong academic foundations of the past and the energetic foundations of the present, but students who are purposeful, who take pleasure in being part of a vibrant learning community, and an outstanding teaching staff who encourage each girl in her own personal voyages of discovery. I have enjoyed embarking on our journey together and look forward to a future full of exciting possibilities.

Jill Milner

I was struck, and yet not surprised, to discover that my successor at Walthamstow Hall was to be a fellow St Anne’s graduate. I might reasonably have been expected to be much more surprised at this coincidence, given that I had myself followed another St Anne’s graduate in the role in 2002. Kismet? Coincidence? Wildean ‘carelessness’? Even a lack of imagination on the part of the Governors? I don’t believe so. It seems to me that St Anne’s and Walthamstow Hall have much in common, both in style and substance: unpretentious, principled and committed to extending opportunity, because enlightened education is so precious.

Founded in 1838 to provide a ‘Home and School’ for missionary daughters, the school has continued to have pastoral care and a profound interest in each individual at its heart. This was also my experience at St Anne’s, facilitated by the tutorial and Moral Tutor system which, in the 1970s, might include sherry or scones as the occasion required! I have never forgotten the kindness of Mrs Bednarskowa, nor her energetic and inspiring teaching and her unerring ability to pluck a hefty text off the shelf to find a particularly illuminating sentence. I shall never forget making an appointment to see her in my final term to seek her permission (can that be right?) to marry that summer. Although I was only 20, to her credit she smiled on the idea and even kindly attended the wedding ceremony.

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

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

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

I could not be more delighted that excellence in the arts and sport is valued as highly as academic achievement at Walthamstow Hall, which is saying something for a consistently high-performing selective school. I am also delighted that, like St Anne’s, the school has worked hard in recent years to expand its ability to support students financially, through a well-established and long-standing means of working with some extraordinarily gifted pupils and colleagues.
I was there for 14 very good years, becoming head of modern languages and a governor. (Stephanie Ferro and I discovered that she had been in my form there in my last year: another amazing coincidence.) Then my husband spotted an advertisement for a head for Walthamstow Hall, my own old school. I thought it would be fun to try. I’d been very happy there from the age of five and was given an incredibly useful education, but I wasn’t looking to move and I didn’t really expect to be appointed. However, I was, and had another extremely happy time there – nearly 19 years – before retiring in 2002. I hope I was able to give back something to the school to which I owed so much. As a member of the committee for 16 years and chairman for the last five, I also wanted to do my bit for the government’s Assisted Places scheme. I was educated free at what was then a Direct Grant grammar school. It had been forced to go independent when they were abolished, but Assisted Places did help to make up for that and I wanted other children to have the advantages I had been given. I also believed very strongly in girls’ single-sex education, so I was delighted to be elected President of the Girls’ Schools Association in 1997. Though that was a difficult year: the incoming Blair government’s very first act was to abolish those Assisted Places.

Jackie Lang

I stride the green rim of England at Beachy Head
wary of the scalloped overhang, close enough
to watch the seashells scratch the pebbles;
its milky tongues of foam catlick the beach,
curl into the merringe-white cliffs.
Poem by Liz Cashdan

We agreed to attempt an outing in September. Alison Jackson, our treasurer, offered to sound out the possibility of a group visiting Newark Park, but discovered that the house had been so damaged by a water leak, that another venue was suggested – Tredegar House. Subsequent to the meeting, Lyn Urch offered to help the acting secretary with administration and agreed to take on the arrangements for a Fresher’s event in the autumn.

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

In March, a group of us visited the Museum of Classical Archaeology at the University of Cambridge where our guide gave us a lively and informative description of the objects on display. We then retired to the Graduate Centre for a convivial lunch. Our spring outing this year was to Lavenham in Suffolk. The day was gloriously sunny and it was a real pleasure to be shown the mediaval buildings and learn about the history of the village from our knowledgeable guide. We started at the Guildhall of Corpus Christi in Market Place and ended at the fine parish church of St Peter and St Pau, after which we adjourned to the Angel Hotel for a good lunch. To round off this academic year we are currently looking forward to our annual summer garden party in Fen Ditton in mid-June. The London Branch has had another busy year. Since our last report we have enjoyed a summer Sherry and Tapas tasting at the Shepherh Wine Bar, run by Jimmy Smith of the West London Wine School, who,
as a self-confessed sherry nut, gave us a fascinating talk on the making and history of sherry and broke open some special bottles for us to taste.

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

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

This spring we enjoyed a guided walk round the Charterhouse, which is full of hidden history and remarkably peaceful at the City of London, which is full of hidden history and remarkably peaceful. We have also visited two National Trust properties in Hampstead, Fenton House since 1995. It was one of the first houses designed by Hungarian-born architect Erno Goldfinger and completed in 1936. It has been managed by the National Trust since 1995. It was one of the first Modernist buildings acquired by the Trust, giving rise to some controversy. Goldfinger lived here with his wife Ursula and their two children until his death in 1987.

A number of cottages were demolished to allow for the construction of Willow Road, which was strongly opposed by local residents, including novelist Ian Fleming. It is said Fleming used the architect’s name for his James Bond villain Auric Goldfinger. The building is supported by a concrete frame, part of which is external, leaving room for a spacious, uncluttered interior. Goldfinger himself designed much of the furniture of no 2, and the house also contains a significant collection of twentieth century art by Bridget Riley, Prunella Clough, Marcel Duchamp, Henry Moore and Max Ernst. Nos 1 and 3 remain private homes.

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

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

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

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

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

Wendy Klein, President of Midlands Branch
The small museum incorporates the medieval vaulted undercroft, built by the monks but retained within the house built by the Brooke family as its wine cellar. Many of the artefacts discovered during excavations over the past 50 years are on show, including a letter by Sir Piers Dutton, Sheriff of Chezine in 1306 telling Thomas Cromwell that he had imprisoned the Abbot and four canons in Hatton Castle on charges of fraud. More than 100 skeletons were found buried within the abbey complex and small samples from some of these have been helpful in medical research into bone diseases such as Paget’s disease. There was more than enough in the museum and gardens to entertain us for the day and also plenty of time for sharing reminiscences about our time at St Anne’s.

In June 2017 Oxford members had a popular visit to Appleton Manor to see the gardens surrounding the Manor House. We were given a great welcome. The still-evolving reforms to the gardens were attractive, with a new slant on tradition and some interesting features such as the spiral mound and some wonderful trees. The rain held off long enough to enjoy the visit, which ended with refreshments and a final glimpse of some wonderful climbing roses and, for some of us, a visit to the adjacent church.

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

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

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

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

Mid-November saw a large group of North West alumnae gathered at the offices of Weightmans in central Manchester for the eagerly anticipated Meet the Principal event, a chance to get to know Helen King and for her to recruit our help in achieving her vision for St Anne’s in 2025. We heard the story of her life and the journey that took her from university to the police and back to Oxford. We then watched a brilliant little video https://www.youtube.com/watch?v=RhlB8vUWJmu full of jokey but interesting facts about the College, designed to entice students from all walks of life to consider applying. The round table discussions that followed got us all thinking about what we were proud of about the College and how we could help maintain and build on the traditions of inclusiveness and non-traditional approaches. The evening was an excellent chance to get to know new alumnae from the region and to meet up with old friends too.

In June 2017 Oxford members had a successful year for the South of England Branch. Our annual programme of events began in the Spring of 2017 with our annual lecture and AGM in April and theatre trip in May, which we covered in last year’s issue of The Ship. The year continued with its usual mix of discussions and visits, with both social and educational elements aimed at extending our networks and exercising

SAS branch reports

SAS branch reports

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

Our Freshers always have a flying send-off to College immediately before they go up. The enthusiasm of the returning second year old hands is a credit to the St Anne’s system of lifelong winners! Almost a full academic year has gone by since the well-attended meet-up for North East Branch Freshers in York last September, even though it only feels like last week! Since then, the Branch has been busy confirming and re-establishing the network of alumnae ‘up north’.

With the support of Ali Albrecht we hosted an evening at Norton Priory, which is doing in our region.

Away from the centre, and preconceptions they may have aspired to, there are just too many – if not more – people north of the border for whom Newcastle feels a bit too far. For those in the region who were just unable to make it in March, we are planning a summer event with details forthcoming shortly and for our friends in the true north, Branch Chair David Royal raised the possibility of a Scotland Branch at the next meeting.

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In September, we welcomed seven Freshers and one current undergraduate to our Freshers’ lunch, hosted once again by Ruth Le Mesurier in Winchester. As usual they were very appreciative of the chance to meet each other before the start of term, and also to get information from one of last year’s intake, now an ‘old hand’. We have heard that in the past ‘our’ Freshers have carried on meeting as the ‘Winchester group’, and we certainly hope this continues and they establish a robust support network for each other, both in and out of term-time.

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

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

Our final events of the year were a ‘St Anne’s Conversation lunch’, to which we invited Kate Davy and Al Albrecht, followed by our Mrs Dalloway discussion, both held on 1 November. Whilst only seven members were able to attend, others sent in their views in writing. Mindful of recent press reports about the lack of diversity among Oxbridge students, the Branch articulated a clear commitment to widening access and selecting for potential, and we explored ways in which we thought this could be achieved and supported by alumnae.

This exchange of ideas generated some interesting possibilities and challenges for College to consider when developing its approach and long term strategy. We do hope Kate and Al felt we made a useful contribution to the ‘Conversation’, and look forward to hearing the outcome from the Principal at the forthcoming dissemination events.

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

On 14 April, Oxford City Archaeologist David Radford spoke to us in Winchester on ‘Archaeology and The Modern World’.

This was a fascinating and entertaining talk that taught us much about the role of the modern archaeologist. Oxford’s early history and the secrets to be found under its ‘basements’. David illustrated his talk with some lovely slides showing digs in Oxford, including activity beneath the new St Anne’s library. His book The Archaeology of Oxford in 20 Digs should be out in July. We were delighted with a turnout of 28 people for this event, including friends and colleagues from other local organisations such as the Hampshire and Isle of Wight OUs and Oford U/S.

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

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

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


MEMORABLE MOMENTS

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

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

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

Samantha Akomeah (2010)

South of England
The sky’s the limit

YAO LI

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

My time at Oxford and St Anne’s was a turning point in my life. It opened a door for me to see a bigger world. In College, I had an unforgettable time with lifelong friends at College balls and formal dinners. I also acted as a part-time commentator with BBC Oxford and hosted events such as the UK PhD Forum and the Oxford Chinese New Year Gala.

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

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

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

I acted as a judge and tutor in the finals of the 2017 China College Student Internet-Innovation and Entrepreneurship Competition, which was organised by China’s Ministry of Education and is the most authoritative entrepreneurship contest for Chinese college students. I also acted as a judge and tutor for the 2017 Beijing Capital Culture and Innovation Investment and Financing Roadshow, the second and third Tsinghua University Alumni Innovation and Entrepreneurship Contest, the 2016 Sino-US Innovation and Entrepreneurship Competition (Atlanta, USA), the 2017 Seeking China’s Entrepreneurs Contest, and as a tutor at Tianghuang Space, an incubator for young entrepreneurs at Renmin University. In the past year, I have provided thousands of hours of one-to-one advisory sessions on innovation and business to young Chinese entrepreneurs and provided angel investment/financing to some of them.

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

In 2017, I was invited to host a number of events including the 2017 China Entrepreneur Private Equity Summit, the Third Youth Innovation and Entrepreneurship Ceremony of China National-owned Enterprises sponsored by the Communist Youth League of China and the UK-China Oxford and Cambridge Alumni Annual Conference in China. In the past two years, I’ve flown frequently to the US and UK, Switzerland and Germany in search of first-rank start-ups and young entrepreneurs.

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

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

Yao Li (2013) can be contacted at Yaoli_oxford@163.com
Making music

JOSHUA ASOKAN

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

Coming from Sri Lanka, where progress in Western art music is limited, the sheer vibrancy of the music scene here in Oxford was a surreal experience for me. I began playing the piano by ear from a very young age, but I started taking lessons much later. Having sat my ABRSM (The Associated Board of the Royal Schools of Music) piano exams, including diploma in performance and teaching, I performed as a concerto soloist in 2014 with the Symphony Orchestra of Sri Lanka. Since arriving in the UK, I regularly commute to London for piano lessons with Graham Caskie and I have been touched by the encouragement given to me by the Principal of the College and the wider St Anne’s community.

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

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

Making space for others

TOM MITTY

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

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

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

The JCR committee has also worked hard to fulfil its various roles. Myself, Alanna Gough and Lyndsay Wilson have continued to throw a number of bops and fundraising events such as ‘Pimms and Plays’. The St Anne’s Camerata, Joshua on piano, with Alberto Sanna (Plumer Visiting Fellow and St Anne’s alumnus, 2005) in advance of their trip to Kenya.

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

For more about the JCR see the website.

www.st-annes.ox.ac.uk
Target Oxbridge aims to improve access and admission of black African and Caribbean students to Oxford

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

Aimed at year 12 school students, Target Oxbridge provides:

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

Students selected onto the programme will already have demonstrated their academic potential, having scored 5A*-A at GCSE. Of fully funded students on the course from 45 in 2017 to 160.

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

At St Anne’s, I have promoted discussions around the issues that BME students face at university through arranging a talk by Sarah Ayatoyo about the challenges of working in mental health as a black woman and through introducing compulsory race awareness workshops for future Freshers’ Weeks. I feel I have also strengthened the ties between the BME students here through organising BMEEats and formal swaps with BME students at other colleges.

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

Ramani Chandramohan (2016)

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

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

St Anne’s statistics:

- 12.6 per cent of the UK students we admitted were from areas of low progression to HE; POLAR 1 & 2 compared with a University average of 11.7 per cent.
- 60.9 per cent of our admitted UK students were from state schools, compared with a University average of 57.2 per cent.
- 55 per cent of our admitted UK students were female compared to a 48.8 per cent university average, the highest of any College.

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

Plans for the future

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

St Anne’s current outreach and access work

We are proud of the work already being undertaken by St Anne’s and across the collegiate University, and supported by our generous donors and alumnae, to ensure that Oxford attracts talented and passionate students regardless of background. So far this academic year, we have coordinated or been involved in the delivery of over 70 different outreach events and activities with UK school-age students. Through this activity, we have engaged with students who attend over 140 different state secondary and primary schools in our link regions and

June 2018: guests from Lyn and Wex and Northampton and St Anne’s as part of a North East Residential
beyond. We have also supported Target Oxbridge, the UNIQ programme, and Study Days. To coincide with the University of Oxford Open Days, St Anne’s College invited students from schools in the North East to take part in a residential visit to Oxford between 26 and 28 June. We transported 39 students from 25 different state schools across Tyne and Wear and Northumberland to the College, providing free accommodation and meals while they were here. Two teachers also attended, and two of our own undergraduate students, who are from the North East – Matthew Kirtley and Eimear Curtis. We are very grateful to all our students, fellows and staff who support this work and are tremendous ambassadors for Oxford.

University figures – UK students only

The decision to publish a full account of where things stand is a major undertaking by the collegiate University, and you will be glad to see that the University collectively has been making progress in improving the mix of undergraduates who study at Oxford. Overall, the report tells a story of progress where things stand is a major undertaking

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

A summary of the Report is available on the Student News homepage of the University website and via http://www.ox.ac.uk/adstats

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

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<th>Course</th>
<th>First</th>
<th>Final</th>
<th>Overall</th>
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<tr>
<td>BA Biological Sciences</td>
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<td>BA Economics and Management</td>
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<td>BA Psychology, Philosophy and Economics</td>
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<td>BA Philosophy, Politics and Economics</td>
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<tr>
<td>BA Physics</td>
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</table>

The proportion from socio-economically disadvantaged areas rose from 6.8 per cent to 10.6 per cent.

The proportion from areas of low progression to higher education rose from 9.5 per cent to 12.9 per cent.

The proportion declaring a disability rose from 5.6 per cent to 7.7 per cent.

The mix of men and women has fluctuated, with men outnumbering women in most years but more women admitted than men in 2017.

A summary of the Report is available on the homepage of the University website via the following link:

http://www.ox.ac.uk/adstats

Compiled by Katie Davy, Deputy Director of Development and Head of Communications, Lucy Butfield, Outreach Officer, and Shannon McKellar-Stephen, Senior Tutor
A new lease of life

James Edwards

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

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

A case in point is our academic officer Virginia, who has worked tirelessly to provide travel grants to students to further their research outside Oxford, secured funding for our own thinking academic journal STAAR and organised a graduate symposium in Trinity term for any and all open to the wider university, with more and more of community grows as much from the personal connections and social interactions at St Anne’s we find that many of our personal help on any issue within the MCR.

Graduate life at St Anne’s is a dynamic experience. While a graduate student’s experience. While a graduate student’s time is often said to be focused around his or her respective faculty or department, at St Anne’s we find that many of our personal interactions and social connections emerge from our own diverse, international and interdisciplinary MCR. This sense of community grows as much from the organised events as from the informal moments: conversations over dinner, solidarity in late-night library sessions, the shared struggle of a 3am fire alarm (who knew burnt toast could ignite a friendship). We are proud Stanners, and for this we are eternally grateful to St Anne’s and to all who make our experiences here possible: porters, librarians, catering, cleaning, administrative and academic staff. Last, but certainly not least, we would like to thank our much-loved Principal, Helen King, who in a short space of time, has made herself an indispensable part of College life.

James Edwards (2017) MCR President

Faculty of Philosophy

MCR Murder Mystery dinner

Graduate degrees 2017-2018

Bachelor of Civil Law

Mira, Shiban

Vanessa, Wim

Doctor of Philosophy

Alexandra, Alex

Alexopoulos, Zoi

Aliakbar, Reem

Bouissou, Anna

Broady, Lucanne

Chen, Yu-Chen

Chinga, Simukai

Corrall, Emily

Dhillon, Kanta

Flatt, Lucas

Franchino, Alanna

Fung, Ella

Gall, Lucia

Haniffa, Muhammad Rashan

Hicks, Edward

Hong, Zuliang

Jansen, Friso

Joestel, Jan

Kim,Soon, Yeas-Loiarn

Lanc, Karel

Li, Dongli

Li, Yang

McGonigle, David

Menendez Smith, Rodrigo

Mebati, Alisson

Neon, Sophie

O’Donnell, Johanna

Malandro, Alba

Ryan, Natalie

Saunders, Alex

Scott, Jacob

Scott, Jacob

Siddique, Abu Bakr

Sun, Chiaung

Thomson, Stuart

Vaninari, Ani

Vilmin, Christopher

Magister Juris

Fasia, Enri

Master of Business Administration

Agnew, Nadia

Chigura, Rufaro

Gates, Allie

Gnagap, Gudam

Gupta, Niyali

Nungo, Anu

Ziwin, Adham

Master of Fine Arts

Ali

Siddhale, Rolland

Master of Philosophy

McKinnon, Lucy

Siddi, Ricardo

Walsh, Alphon

Zhao, Feike

Master of Public Policy

Government, Sai

Hikajat, Lama

Hong, Ka Wai

Mekuria, Marie

Podestas omes, Gabriel

Master of Science

Agnew, Vinit

Au, Atl

Bellers, Carolyn

Booth, Amin

Broke, Keziah

Carter, James

Comastri, Chiara

Da Silva Lousada, Mariana

Diez, Marlen

Dolan, Leil

Ding, Weirun

Du, Haivan

Eagles, Andrew

Eckert, Nicole

Heather, Tobi

Herring, Marcus

Hobden, Josie

Huang, Lucie

James, Izzy

Jard, Hammad

Kim, Jimin

Junker, Alexa

Labaditi, Rassan

Lee, Joseph

Kuang, Kel

Liu, Xiuxian

Maharana, Lokendra

Manders, Colin

Matisse, Elsa

Mathieu, Mahima

Matthews, Ian

Mawhorn, Alison

Miyaz, Alyssa

Oo, Lomane

Philips, Darron

Pileane, Victor

Powell, Miles

Potman, Friedrich Clarnens

Raabe, Sandor

Ravward, Quille

Rochau, Denis

Auchuchou, Uica

Russell, Alex

Saksaato, Aya

Schultz, Emily

Wang, Ludi

Wang, Bowen

Wang, Kai

Wang, Xiangang

Wanmanaya, Amos

Wright, Lucy

Ziwin, Adham

Zong, Duguo

Luckin

Master of Studies

Aston, Proc

Amal, Clare

Aran, Alison

Aspej, Ryan

Barrett, Robert

Barlow, Luke

Browne, Francesco

Chang, Cindy

Chapman, Louise

Entringer, Rachel

Evans, Florence

Feuchau, Ariane

Mindb, Gabriela

Naj, Jasmin

Peplov, Roh

Sachs, Carol

Smyth, Emily

Stan, Stav

Stavett, Tom

Master of Studies by Research

Font, Federica

Postgraduate Certificate of Education

Futs, Emmanuels

Maia, Anna

Mills-Harbert, Magdalena

Prasumkumar, Vithya

Purcell, Claire

Pieris, Izzy

Shah, Priyanka

Thompson, Hugh

Villacorales, Eric

Professional Graduate Certificate in Education

Hoffsch, David

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Synthetic Biology (EPSRC & BBSRC CDT) Collab

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Governing Body 2018

Principal
Ms Helen King (2017)

Fellows
- Professor Johannes Abeler, Associate Professor Tutorial Fellow in Economics (2011)
- Professor Jo-Anne Baird, Professional Fellow in Educational Studies (2011)
- Professor Dmitry Belyaev, Associate Professor Tutorial Fellow in Mathematics (2011)
- Professor Andrew Briggs, Professional Fellow in Materials Science (2003)
- Professor Robert Ghrist, Associate Professor Tutorial Fellow in Oriental Studies – Chinese (1990)
- Professor Helen Christensen, Associate Professor Tutorial Fellow in Medical Sciences (2003)
- Professor Alex Cocks, Professional Fellow in Engineering Science (2020)
- Professor Roger Crisp, Supernumerary Professor Tutorial Fellow in Philosophy (1995)
- Professor Gareth Davies, Associate Professor Tutorial Fellow in History (2003)
- Professor Charlotte Deane, Supernumerary Fellow in Biostatistics (2015)
- Professor Peter Donnelly, Associate Professor Tutorial Fellow in History (2011)
- Professor Helen King, Tutorial Fellow in Physics (1989)
- Tutorial Fellow in Materials Science (1996)
- Associate Professor Tutorial Fellow in English (2006)
- Associate Professor Tutorial Fellow in Modern Languages: Spanish (2015)
- Professor Chris Holmes, Professional Fellow in Bioinformatics (2015)
- Professor Howard Hotson, Associate Professor Tutorial Fellow in History (2006)
- Professor Patrick Irvine, Acting Vice-Principal & Associate Professor Tutorial Fellow in Physics (1996)
- Professor Peter Jeavons, Associate Professor Tutorial Fellow in Computer Science (1996)
- Professor Freya Johnstone, Associate Professor Tutorial Fellow in English (2007)
- Dr Samina Khan, Supernumerary Fellow, Director of UQ Admissions & Outreach, University of Oxford (2015)
- Dr Jonathan Katz, Stipendiary Lecturer in Literature Humanities Classics (2017)
- Dr Andrew Klevan, Associate Professor Non-Tutorial Fellow in Film Aesthetics (2007)
- Professor Elia Koutsouporis, Supernumerary Fellow in Computer Science (2015)
- Professor Liara Lazarus, Associate Professor Tutorial Fellow in Jurisprudence (2015)
- Professor Matthew Leigh, Associate Professor Tutorial Fellow in Literature Humanities (1997)
- Professor Terence Lyons, Professorial Fellow in Mathematics (2005)
- Professor Neil MacFarlane, Professor Fellow in International Relations (1995)
- Professor Patrick McGuinness, Associate Professor Tutorial Fellow in Modern Languages: French (1994)
- Dr Shannon McKeever Stephen, Senior Tutor 2015-2021
- Professor Victoria Murphy, Supernumerary Fellow in Educational Studies (2015)
- Professor David Murray, Associate Professor Tutorial Fellow in Engineering Science (1996)
- Dr Graham Nelson, Supernumerary Fellow and Lecture in Mathematics (2017)
- Dr Tony O’Shaughnessy, Tutorial Fellow in Economics (2003)
- Professor Simon Park, Associate Professor Tutorial Fellow in Modern Languages, Portuguese (2017)
- Professor Don Porcelli, Associate Professor Tutorial Fellow in Earth Sciences (2003)
- Professor David Pyke, Supernumerary Fellow in Earth Sciences (2006)
- Professor Roger Reed, Supernumerary Fellow in Engineering and Materials Science (2013)
- Professor Matthew Reynolds, Associate Professor Tutorial Fellow in English (1997)
- Dr Patricia Rice, Supernumerary Fellow in Economics (2015)
- Professor Shari Robinson, Associate Professor Tutorial Fellow in Earth Sciences (2016)
- Professor Tim Rogers, Associate Professor Tutorial Fellow in Computer Science (2015)
- Professor Tim Rogers, Supernumerary Fellow in Engineering Science (2009)
- Professor Tim Schwanen, Associate Professor Tutorial Fellow in Geography (2019)
- Professor Sally Shuttleworth, Professional Fellow in English (2003)
- Professor Francis Snieg, Associate Professor Tutorial Fellow in Medical Sciences (2007)
- Professor Antonios Tzanakopoulos, Associate Professor Tutorial Fellow in International Relations (2017)
- Professor Kate Walters, Associate Professor Tutorial Fellow in Experimental Psychology (2006)
- Professor Sarah Waters, Associate Professor Tutorial Fellow in Medical Sciences (2009)
- Professor Sarah Waters, Supernumerary Fellow in Population Health (2014)
- Professor Yaqeen Yediger, Professorial Fellow in Veterinary Studies (2017)
- Professor Anna Yudina, Associate Professor Tutorial Fellow in Neurosciences (2017)

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

Tortellini wins Tortoise Race
Following a poor performance in 2017 and some bullying from the bigger tortoises, St Anne’s College tortoise, Tortellini (middle of the picture above), raced to victory in the annual Corpus Christi Tortoise Race on 27 May 2018.

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

If you would like to view them when next in College, please visit the Lodge or contact development@st-annes.ox.ac.uk in advance or your visit.

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

Keep up to date with the latest news by signing up to our email news list, following us on social media, or checking the news pages found in the roof garden of the new Library.
Professor Matthew Leigh, Professor, Fellow and Tutor of Classical Languages, has been invited to give the Battle Lecture at the University of Texas at Austin in September 2018.

Dr Beth Mortimer, Junior Research Fellow in Zoology

A new Oxford University collaboration with Save The Elephants, has shown that elephant behaviour can be determined in a new way: through the vibrations they create.

Researchers from the University’s Department of Zoology and Earth Sciences worked together with Save The Elephants to develop an innovative way of classifying elephant distress and poaching threats in remote locations.

To capture the information, the two lead scientists, Dr Beth Mortimer and Professor Tarje Nissen-Meyer, used small sensors called ‘geophones’ to measure the ground-based vibrations generated by elephants in Kenya’s Samburu National Reserve. The study relied on the application of cutting-edge seismological techniques, commonly used to study earthquakes.

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

The Oxford Comparative Criticism and Translation research centre (OCCT) is collaborating with the humanities research centres of the universities of Chile, Western Cape and California (Irvine) to form a Global Translation research centre (OCCT) is collaborating with the humanities research centres in the universities of Chile, Western Cape and California (Irvine) to form a Global

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

Poems written by school students as part of OCCT’s AHRC-funded ‘Prismatic Poems written by school students as part of OCCT’s AHRC-funded ‘Prismatic...
Margaret (Meg) Peacock (Blennet 1948) won the 2020 Cholmondeley Award for “distinction in poetry.”

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

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

Julian Yates (1987), a scholar of medievial and Renaissance British literature, has been appointed H Fletcher Brown Professor of English at the University of Delaware effective 1 April 2018. The H Fletcher Brown Professorship was established through the estate of H Fletcher Brown, who served on the University of Delaware Board of Trustees and received an honorary Doctor of Science degree in 1982.

Julian Yates’ most recent book, Of Sheep, Oranges, and Yeast: A Multispecies Impression, won the 2017 Michelle Kendrick Memorial Book Prize from the Society for Literature, Science and Arts, which praised its success in bringing together animal studies, plant studies, eco-theory and bio-politics in new and fascinating ways. He is the author of some 40 essays on medievial and Renaissance literature and culture, questions of ecology, the post human and literary theory. He is currently working on two projects: a book on Shakespeare’s dramaturgy and contemporary ecologies of refuge titled Cosmopolitan Shakespeareans and a study of the legacies of Noah’s Ark in contemporary accounts of global warming with Jeffrey Jerome Cohen titled Noah’s Ark: Towards an Ecology of Refuge.

Catherine Charteris (1977) haunting first novel The Weiî, published by Canongate, is set in a near future Britain where it has not rained for two years, the drought bringing social unrest to the entire country. The only place remaining inexplicably fertile is The Weiî, Mark and Ruth’s country home. The Weiî was a Richard & Judy book club pick, was long-listed for the OWA John Creasy (new blood) dagger in 2015 and has sold in 12 countries. Catherine’s second novel is The Half-Sister (Canongate, 2018) a compelling portrayal of a family imprisoned by the past and their struggle to find the words that will release them.

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

Hilda Coppola (Caffrey 1961) Translator of the images of Salento by Fernando E Coppola (Editions Grifo, 2017) won the 2016 Frank O’Connor International Short Story Award and the 2015 Jerwood Fiction Uncovered Prize. West is a spellbinding and timeless epic in miniature, an eerie parable of early frontier life and an electric monument to possibility. When widowed mule breeder Cy Bellman reads in the newspaper that colossal ancient bones have been discovered in a Kentucky swamp, he sets out from his small Pennsylvania farm to see for himself if the rumours are true: that the giant monsters are still alive and roam the entire country. The only place remaining inexplicably fertile is The Weiî, Mark and Ruth’s country home. The Weiî was a Richard & Judy book club pick, was long-listed for the OWA John Creasy (new blood) dagger in 2015 and has sold in 12 countries. Catherine’s second novel is The Half-Sister (Canongate, 2018) a compelling portrayal of a family imprisoned by the past and their struggle to find the words that will release them.

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Carys Davies (Bowen-Jones 1978) is the author of a novel, West (Granita Books, 2016), and two collections of short stories, Some New Ambush and The Redemption of Galen Pike, which won the 2015 Frank O’Connor International Short Story Award and the 2015 Jerwood Fiction Uncovered Prize. West is a spellbinding and timeless epic-in-miniature, an eerie parable of early frontier life and an electric monument to possibility. When widowed mule breeder Cy Bellman reads in the newspaper that colossal ancient bones have been discovered in a Kentucky swamp, he sets out from his small Pennsylvania farm to see for himself if the rumours are true: that the giant monsters are still alive and roam the entire country. The only place remaining inexplicably fertile is The Weiî, Mark and Ruth’s country home. The Weiî was a Richard & Judy book club pick, was long-listed for the OWA John Creasy (new blood) dagger in 2015 and has sold in 12 countries. Catherine’s second novel is The Half-Sister (Canongate, 2018) a compelling portrayal of a family imprisoned by the past and their struggle to find the words that will release them.

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Susan Foreman (1957) After Susan's graduation in 1977, she spent a number of years as an advertising copywriter, a journalist, and a copywriter, before becoming a senior manager at the Department of Trade and Industry. Susan later became a founder and director of the Institute of Social Studies and later the Board of Trade. She later became a founding member of Development Alternatives with Women for a New Era (DAWN) and member of the Advisory Council on the design of organic life of their own' (John Burnside).

Joyce Plotnikoff (1972) Joyce Plotnikoff’s work is deeply rooted in the tradition of Jewish thought, and her poems are characterized by their intricate structure and precise language. She has been described as a poet ‘working at the margins of the margins of the living world. Pauline has published an updated version of Crossing the Snowline (2008).

Jane Thynne (1980) Jane Thynne has been a guest reader at the Arvon Foundation and has sat on the broadcasting committee of the Society of Authors. Jane has three children and lives in London.

Sarah Turvey (1973) Sarah Turvey read English Literature for her degree at the University of Roehampton. In 1999, she founded the charity Prison Reading Groups (PRG), to set up, fund and facilitate reading groups in prisons. PRG now supports over 40 groups in more than 30 prisons nationwide, run by volunteers with help from the prison librarian. The groups are voluntary and informal, with an emphasis on personal development, and the pleasures of reading and book talk.

Devalsi Jain (1959) Devalsi Jain is the Founder and International Director of Prison Reading Groups (PRG). In 2017, she was awarded the OBE for services to prison reading. PRG has published an updated version of Crossing the Snowline (2008) and Tiger Facing the Most (2013).

Faith Raven (1949) Faith Raven is a poet and writer who has published eight other books with Bloodaxe, including The Lady and the Hare: New and Selected Poems (2003), Crossing the Snowline (2008), and Tiger Facing the Most (2013).

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The novels have been translated into French, German, Greek, Turkish and Italian. As well as writing books, Jane now freelances as a journalist, writing for British magazines and newspapers, and also appears as a broadcaster on Sky News and Radio 4.
**Jude Woodward (1970) **

Jude worked in journalism then in various roles in politics, including as an advisor to the Mayor of London from 2000-2008. In this capacity she was responsible for the London offices in Beijing and Shanghai. After 2008, she regularly lectured in the business school at Shanghai Jiao Tong University and at other Chinese institutions. Her book, The US vs China: Asia’s new Cold War, grew out of her study of Chinese politics and foreign policy in this period. China’s rise is already tearing up the established contours of post-1945 international relations. The global changes underway are throwing up fundamental questions: can US hegemony prevail? Are the US and China caught in a contemporary ‘Thucydides trap’ that will inevitably lead to war? Does China’s rise threaten the stability of Asia? In this accessible yet rigorous book, Jude challenges conventional preconceptions about the implications of China’s rise and suggests that with US global influence declining, China hopes for the future.

**Jenny Uglow (1966)**

Jenny Uglow’s most recent book, Mr Lear: A Life of Art and Nonsense (Faber & Faber 2017) was shortlisted for the Waterstoner’s Book of the Year and won the Harvey Darton Prize and the Hawthorn Prize for 2018. Her other books include biographies of Elizabeth Gaskell, William Hogarth, Thomas Bewick and Sarah Losh, Victorian architect and visionary, as well as the award-winning group study, The Lunar Men: The Friends who Made the Future and the panoramic in These Times: Living in Britain through Napoleon’s Wars, 1793-1815. Jenny was awarded an OBE in 2008 and was Chair of the Royal Society of Literature 2014-2016. She has been a Professor of Criminal Law at the University of Kent, she lives in Canterbury and Borrowdale, and has four grown up children and seven grandchildren.


is a novelist. Inspired by a case she worked on as a barrister and volunteerwork with refugees, her debut novel, The Invisible Crowd (Harper Collins, 2017), was published in 2015. A Holiday to Die For has just been released.

**Francis Ware known as Marion Leigh (1968)**

Marion Leigh was born in Birminghamp, England. After receiving her MA in Modern Languages from the University of Oxford, she worked for a year as a volunteer in Indonesia before moving to Canada where she enjoyed a successful career as a financial and legal translator. Marion divides her time between Europe and North America. She lives boating and living close to the water. In addition to the Petra Mino novels, she has published two e-books: a collection of risqué poetry entitled To Love Sex and Cunnilingus, and Rosie Aims High, a children’s story about a racoon. The Politican’s Daughter is the first book in Marion Leigh’s series of adventure thrillers featuring Marine Unit Sergeant Petra Mino of the Royal Canadian Mounted Police. The second novel in the series, Dead Man’s Legacy, was published in 2015. A Holiday to Die For has just been released.

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

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

**JOAN SHENTON**

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

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**Sacrificial Virgins**

**Joan Shenton**

Shenton herself adds that investigative film making, often done in the shadow of powerful commercial and political concerns that don’t want you to be heard, can be lonely and sometimes a little frightening. Professional approprum, especially of such a callous, touches our hearts, not least when we are told the awards include Best of the Festival. Those awards go not only to us as film-makers but to the families of the medical victims we filmed, who every day are battling against extraordinary odds to make better lives for their disabled daughters.

**Alumnae news: film**

**Alumnae news: publications**

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[Image 43x64 to 118x251]

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[Image 217x256 to 293x370]

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[Image 638x382 to 714x496]
In almost all cases the infection does not produce symptoms and clears up without treatment or complications. However, the films demonstrate plenty of evidence that, after receiving the vaccines, countless young women worldwide have experienced life-changing neurological damage. Yet these vaccines are pushed on to whole populations in many countries through national vaccination programmes. The important thing now is to stop the vaccination programmes until independent, ethically conducted research shows that the benefits properly outweigh the risks.

Joan Shenton (1961) Sacrificial Virgins is on YouTube as a trilogy at http://bit.ly/SV-playlist and, in some cases, to find justice for the daughters who are no longer with them.

The films establish that there is no evidence that the HPV vaccines Gardasil and Cervarix, that the HPV vaccines Gardasil and Cervarix, and, in some cases, to find justice for the daughters who are no longer with them.

While the HPV vaccine is proven to be able to prevent HPV infection, there is no scientific evidence that HPV actually causes such cancers. In almost all cases the infection does not produce symptoms and clears up without treatment or complications. However, the films demonstrate plenty of evidence that, after receiving the vaccines, countless young women worldwide have experienced life-changing neurological damage. Yet these vaccines are pushed on to whole populations in many countries through national vaccination programmes. The important thing now is to stop the vaccination programmes until independent, ethically conducted research shows that the benefits properly outweigh the risks.

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Joan Shenton with Director, Andrés Flass, and Editor, Ole Richards
Please fill in your news in the sections below, so that we can update your friends in next year’s edition of The Ship.

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 on page 93-98.

The Ship: Feedback

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

The Ship: Personal news for 2018/19

Fill in your news in the sections below, so that we can update your friends in next year’s edition of The Ship.

Please complete and return to the Development Office, St Anne’s College, Oxford, OX2 6HS, or email development@st-annes.ox.ac.uk

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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 on page 93-98.

The Ship: Privacy notice

St Anne’s College Privacy Notice (Abridged)

Alumnae, Donors and Supporters, Published 21 May 2018

Over the past few months, you are sure to have been inundated with emails asking you to update your preferences, to opt in and to view revised privacy notices. Along with every other organisation in the UK, we also need to share our updated privacy notice with you. We’re sorry that we’ve needed to take up six pages with this but we want you to be aware of how we use your data and to make sure we are totally transparent about what we do.

If you would like a larger print version of the notice (or the unabridged version) you can view this on our website at https://www.alumniweb.ox.ac.uk/st-annes/privacy-notice or get in touch with us by telephone, post or email and we’ll be very happy to send you a copy of this.

The overarching purpose of collecting and processing your data is to provide you with the best possible experience of being an alumna/alumnus, donor, or supporter. It also enables us to ensure that any approaches we make to ask for your support of our alumnae relations or fundraising goals are respectful, professional, and relevant to you.

What we do

St Anne’s College’s Alumnae Relations and Development team exists to establish and develop lifelong relationships with and amongst our alumnae, donors and supporters. We’re here to help you stay connected with each other, with St Anne’s College and with the University of Oxford. Our communications with you will include the news, research developments, events, exhibitions, collections and resources, reunions, volunteering opportunities, fundraising priorities and progress updates that are important to you.

As a registered charity, St Anne’s College relies on the generous support of our alumnae and friends who contribute in so many ways to make St Anne’s the inclusive and thriving community it is. We fundraise to ensure that, thanks to the incredible generosity of our donors, St Anne’s College can continue to enable our students to make the most of their time at College, supporting what is for many of our students a life-changing experience. By giving towards areas ranging from bursaries to travel grants, from graduate development scholarships to tutorial teaching, or the development of new buildings such as our milestone project, the new Library and Academic Centre, you help to secure the future of St Anne’s.

The generosity of our alumnae and friends touches every aspect of student life. The What we do

Throughout its history, St Anne’s College has relied upon alumnae, friends and benefactors to help realise its mission of learning and advancement. The colleges, permanent private halls, academic departments, faculties, schools, research institutes, gardens, museums, and libraries that make up the collegiate University of Oxford, are committed to maintaining our confidence and trust with respect to your privacy. Our principles are simple – we will be transparent about what data we are we, where that data comes from, how we use the information we hold about you, the legal rights you have, and the choices you make.

About this privacy notice

The purpose of this privacy notice is to explain how St Anne’s College (“we”, “us”, “our”, “us”) hold and use personal data about alumnae, donors and supporters (“you”), and how we use it for the purposes of fundraising and alumni and supporter relations.

If you would like a larger print version of the notice (or the unabridged version) you can view this on our website at https://www.alumniweb.ox.ac.uk/st-annes/privacy-notice or get in touch with us by telephone, post or email and we’ll be very happy to send you a copy of this.

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What we do

St Anne’s College’s Alumnae Relations and Development team exists to establish and develop lifelong relationships with and amongst our alumnae, donors and supporters. We’re here to help you stay connected with each other, with St Anne’s College and with the University of Oxford. Our communications with you will include the news, research developments, events, exhibitions, collections and resources, reunions, volunteering opportunities, fundraising priorities and progress updates that are important to you.

As a registered charity, St Anne’s College relies on the generous support of our alumnae and friends who contribute in so many ways to make St Anne’s the inclusive and thriving community it is. We fundraise to ensure that, thanks to the incredible generosity of our donors, St Anne’s College can continue to enable our students to make the most of their time at College, supporting what is for many of our students a life-changing experience. By giving towards areas ranging from bursaries to travel grants, from graduate development scholarships to tutorial teaching, or the development of new buildings such as our milestone project, the new Library and Academic Centre, you help to secure the future of St Anne’s.

The generosity of our alumnae and friends touches every aspect of student life. The What we do
We may hold and process the following types of personal data:

- Biographical information, which may include: your name, contact details, date of birth, gender, marital status, partner, and family relationships; your presence (e.g. LinkedIn, Twitter).
- Personal recommendations, where made by you; any publicly accessible information about earnings and assets; information about your willingness or ability to provide support; and any estimate we may make regarding the potential scale of your support on the basis of this information.
- Sensitivity personal data, which may include:
  - Health information, including any medical conditions - we may use health information identified by you; we can make reasonable adjustments to improve the service we are able to offer you (e.g. dietary requirements, provision of disabled parking). With your permission, we may also hold health data to ensure our engagement with you is based on a suitable understanding of your needs and respect for your particular circumstances.
  - Criminal convictions, offences and allegations of criminal activity - we may use publicly accessible information concerning criminal convictions and offences or allegations of criminal activity, including money laundering or bribery offences, to carry out due diligence on donors or prospective donors in order to assist the planning of engagement and fundraising, we may create anonymised or pseudonymised data.

Your personal data are used by us for the following purposes:

- For alumnae and supporter engagement: to manage our ongoing relationship with you; and to provide a record of your interactions with us and other Oxford colleges participating in the lifetime of our relationship with you and the frequency and nature of your engagement with us. Information may be gathered across the lifetime of our relationship with you and from many different forms of interaction.
- For internal reporting and governance: for these purposes, we will only use the minimum amount of information necessary in an online directory or in donor listings.

Privacy notice
Your data may be shared in the following ways:

With the colleges, private permanent halls, academic departments, faculties, schools, research institutes, gardens, museums, and libraries that make up the collegiate University of Oxford where it is necessary in order to carry out any of the purposes listed in this privacy notice. For example, where the University is coordinating with one or more colleges to organise shared events to which you are invited, to manage and coordinate relationship management activities with you; to ensure your contact information is up-to-date; or to distribute to your college any gifts received via the University’s payment methods. We may also share relevant data, in appropriate circumstances, with University Sports Clubs and Societies where you are (or were) a member of that club or society.

Within the collegiate University of Oxford via our shared relationship management system DARS (Development and Alumni Relations System), which stores and shares data across participating University departments, colleges and permanent private halls. Our objective in doing so is to improve our mutual understanding of the multiple relationships and expertise serving on boards or committees; or with recognised University or college alumni groups when they are hosting or helping to organise an event to which you are invited. In all cases we only share relevant data, in appropriate circumstances, by secure means, and with the relevant data sharing agreements in place. A list of recognised alumni groups can be found at: https://www.alumni.ox.ac.uk/alumni-groups.

With partner organisations that enable tax efficient giving to St Anne’s College including Americans for Oxford, Inc. (AFO), Swiss Friends of Oxford (SFOU) and the German Friends of Oxford University. We may share data with these organisations where it relates specifically to donations you have made, or have pledged to make, via these organisations.

With third-party organisations engaged by St Anne’s College to provide services which include but are not limited to: making payments online; providing marketing, technical and security services; or with recognised University or college alumni groups when they are hosting or helping to organise an event to which you are invited. In all cases we only share relevant data, in appropriate circumstances, by secure means, and with the relevant data sharing agreements in place. A list of recognised alumni groups can be found at: https://www.alumni.ox.ac.uk/alumni-groups.

With organisations or individuals affiliated to St Anne’s College who volunteer their expertise serving on boards or committees; or with recognised University or college alumni groups when they are hosting or helping to organise an event to which you are invited. In all cases we only share relevant data, in appropriate circumstances, by secure means, and with the relevant data sharing agreements in place. A list of recognised alumni groups can be found at: https://www.alumni.ox.ac.uk/alumni-groups.

With organisations or individuals that work with the University or your college and we will liaise as appropriate to respond to your query. A list of participating colleges, including the University, can be found at: https://www.alumniweb.ox.ac.uk/cao/joint-data-controllers.

With the University’s third-party partners’ servers is located in a country outside of the EEA. This may occur if, for example, one of our third-party partners’ servers is located in a country outside of the EEA. This may also occur where staff in our international offices access DARS.

Our shared relationship management system, DARS, is hosted on infrastructure within the University of Oxford’s network and is protected by logical access controls. Access is limited to individuals who need to see and use the data to carry out their duties, and access rights are restricted according to individual job roles in order to ensure that users only see information that is relevant to them. All DARS users receive appropriate training, including training on data privacy, before being granted access.

With where you have provided us with your credit or debit card information, over the phone, or on a printed form, that is stored securely and destroyed after your payment has been processed. Card payments are processed via our third-party payment service providers and your credit or debit card information is not collected or stored by us.

Transfers of your data outside of the European Economic Area (EEA) - although most of the information we collect, store and process stays within the UK, some information may be transferred to countries outside of the European Economic Area (EEA). This may occur if, for example, one of our third-party partners’ servers is located in a country outside of the EEA. This may also occur where staff in our international offices access DARS.

Transfers outside of the EEA will only take place if one of the following applies:

- The country receiving the data is considered by the EU to provide an adequate level of data protection.
- The organisation receiving the data is covered by an arrangement recognised by the EU as providing an adequate standard of data protection, e.g. transfers to companies that are certified under the EU US Privacy Shield.
- The transfer is governed by an approved contractual clause.
- The transfer is necessary for the performance of a contract with you or to take steps requested by you prior to entering into that contract.
- The transfer is necessary in order to protect your vital interests or of those of other persons, where you or other persons are incapable of giving consent.
- The transfer is necessary for the exercise of legal claims.
- The transfer is necessary for important reasons of public interest.

How long we keep your data

St Anne’s College considers its relationship with alumnae, donors and supporters to be lifelong and we will retain much of your data indefinitely unless you request otherwise.

When determining how long we should retain your personal data we take into consideration our legal obligations and tax or accounting rules. When we no longer need to retain personal information, we ensure it is securely disposed of.

The legal basis for processing your data

- The transfer is necessary for the performance of a contract with another person, which is in your interests.
- The transfer is necessary in order to protect your vital interests or of those of other persons, where you or other persons are incapable of giving consent.
- The transfer is necessary for the exercise of legal claims.
- The transfer is necessary for important reasons of public interest.
- The contract we have entered into with you (e.g. registering for an event, making a donation).
- Where we are required to comply with our legal obligations (e.g. Gift Aid reclaim; statutory returns to government bodies).
- Where your consent is required, for example where sensitive personal data is recorded.
- Change of purpose - we will only process your personal data for the purposes for which we collected it, unless we reasonably consider that we need to use it for another related reason and that reason is compatible with the original purpose. If we need to use your data for an unrelated purpose, we will seek your consent to use it for that new purpose.

Your legal rights and choices in connection with your personal data

Under certain circumstances, by law you have the right to:

- Request access to your personal data (commonly known as a “subject
• Request correction of your data. This enables you to ask us to correct any incomplete or inaccurate information we hold about you.
• Request erasure of your data. This enables you to ask us to delete or remove your data where there is no good reason for us continuing to process it. You also have the right to ask us to delete or remove your data where you have exercised your right to object to processing (see below).

**Object to processing of your data**

You have the right to object to processing of your data where we are processing it to meet our public interest tasks or legitimate interests (or those of a third party) and there is something about your particular situation which makes you want to object to processing on this ground. You also have the right to object where we are processing your data for direct marketing purposes.

• Request the transfer of your data to another party.

Depending on the circumstances and the nature of your request it may not be possible for us to do what you have asked, for example, where there is a statutory or contractual requirement for us to process your data and it would not be possible to fulfil our legal obligations if we were to stop. However, where you have consented to the processing, you can withdraw your consent at any time by contacting us using the details below. In this event, we will stop the processing as soon as we can. If you choose to withdraw consent it will not invalidate past processing.

If you want to exercise any of the rights described above or are dissatisfied with the way we have used your information, please contact us at dataprotection@st-annes.ox.ac.uk. We will deal with your request without undue delay and in any event in accordance with the requirements of the GDPR. Please note that we may keep a record of your communications to help us resolve any issues which you raise. If you remain satisfied, you have the right to lodge a complaint with the Information Commissioner’s Office at: https://ico.org.uk/concerns/

**Contact us**

If you have any questions about this privacy notice or about how we are using your personal data, or if you want to provide updates to your data, make any changes to your communication preferences or exercise any of your rights as outlined above, please contact us:

St Anne’s College Development Office
St Anne’s College
Woodstock Road
Oxford
OX2 6HS
Email: development@st-annes.ox.ac.uk

University Development and Alumni Relations Database Team
University of Oxford Development Office
University Offices, Wellington Square
Oxford, OX1 2LU

United Kingdom
Email: database@dcoff.ox.ac.uk
Phone: +44 (0)1865 611530

If possible, please quote your Alumni Number. If you have registered with Oxford Alumni Online, either via the central University Alumni Office or via your college, you can update your communication preferences at any time at: https://www.oxalumni.ox.ac.uk/account

**Changes to this Privacy Notice**

This privacy notice was last updated on 21 May 2018. We reserve the right to update this privacy notice at any time. For the full length version of our privacy notice, please go to: https://www.ouralumnwebs.ox.ac.uk/st-annes/privacy-notice or ask us to send you a copy.

**In memoriam**

Pamela Alwyn (Jackson) 1943 25 June 2018
Elizabeth Andrew (Blayney) 1954 13 January 2018
Peggy Attlee (Brown) 1937 17 April 2018
Audrey Beatty (Cooker) 1944 30 July 2017
Anne Bessley (Caliss) 1947 5 November 2017
Mary Bellhouse (1976) 1 April 2017
Catherine Bennington (Llewelyn Smith) 1953 23 April 2017
Janice Brown (Watson) 1952 26 November 2017
Margaret Brown (1966) 26 March 2018
Helen Burgers (Wardell) 1963 8 February 2018
Felicity Clarke (1971) 27 June 2018
Elizabeth Doolby (1969) 17 January 2018
Elizabeth Delaney (Camiran) 1966 21 February 2018
Janet Drury (Jenkins) 1949 1 December 2017
Charlotte Evey (Barford) 1963 5 June 2016
Elizabeth Fowler (Burly) 1967 7 September 2017
Pamela Gauntlett (Jackman) 1969 3 January 2018
Batty Gogg (O’Donnell) 1929 17 July 2018
Sheila Green (Mujatt) 1953 28 September 2017
Miriam Griffin (Dessler) 1957 16 May 2018
Gillian Harrison (Morgan) 1954 15 August 2017
Michael Harrison 12 June 2017
Margaret Harvey (Brooker) 1938 10 August 2017
Louise Hastings (Braham) 1954 12 September 2017
Patricia Heidegger (Rochefile) 1942 8 June 2018
Luise Hercus (Schwarzchild) 1943 15 April 2018
Alison Hewitt (Jones) 1987 11 September 2017
Joan Houthuijs (1944) 8 January 2018
Patricia Ingham (Cortoss) 1949 18 November 2017
Blair Kenney (Brumly) 1952 2 October 2017
Sandra Landy (D’kly) 1957 11 May 2018
Emily Letemendia (1972) 19 July 2017
Joel Lewis (2015) 27 April 2018
Amy Lim (1966) 11 December 2017
Lesley Maddock (1941) 12 October 2017
Vera Magna (Laccy) 1956 8 September 2017
Marjorie Maslen (Jones) 1948 17 April 2018
Jean Lindsay McEwan (D’kly) 1945 5 September 2017
Barbara Mitchell (1959) 12 October 2017
Alison Norman (1962) 17 June 2018
Kathleen Osman (Plessy) 1932 9 February 2018
Margaret Ovens (Wilk) 1952 24 April 2018
Diana Peeler (Wynee) 1953 8 May 2018
Patricia Pettitt (E зат) 1947 19 February 2018
Madeline Read (Dixdall) 1976 25 October 2017
Ann Richardson (1952) 19 July 2017
Pat Round (Church) 1951 29 March 2017
Betty Rushton (1959) 9 August 2016
Audrey Sallitts (St’m) 1947 17 September 2017
Joan Scott (1957) 23 April 2018
Maureen Smith (Stoney) 1944 14 January 2018
Josephine Snail (Claiot) 1965 28 May 2018
Clemence Stanes (Bedells) 1941 6 August 2017
Ann Streeten (Palmer) 1950 10 April 2018
Anne Treisman (Saylor) 1957 9 February 2018
Treydley Tidayseley (Piloe) 1959 3 June 2017
Christina Walter (Chippener) 1954 10 March 2018
Jean Wiarborton (Sumer) 1948 1 December 2017
Grizel Watts (Budge) 1941 19 November 2017
Barbara Weaver (1943) 4 June 2017
Joan Wright (1965) 5 July 2017
Please note that some dates are approximate as no exact date was provided when College was notified.
Obituaries

St Anne's Student, Joel Lewis

In memoriam

Joel Lewis (1997 – 2018)

Joel Lewis was a loving and much loved son, brother and friend, known to those in as a member of St Anne's College, a member of the Computer Science Department and the University's Taekwondo Club.

Joel's wide interests and interests in others, touched all he met and our community here in Oxford is richer for having known him, and poor for having lost him. Fellow students, tutors and College staff have shared their memories of Joel: of him playing the piano in the JCR, joining in late night ice hockey, unexpectedly discovering a fellow ukulele player, catching up with friends to play music into the night, of his humility, enthusiasm and strength when sparring in taekwondo and the furious and brilliant way he engaged in online gaming. Words that are repeatedly used when talking about Joel are humour, fun, inspiration, positivity, energy and joy.

Joel attended Sedgley High School, where he obtained excellent GCSEs and in 2013 he was recognised at the House of Commons with a London Schools and the Black Child Academic Achievement Award. He gained entry to the sixth form at St Olave's Grammar School where he committed himself to his studies with a determination to get into the best University he could. Obtaining a place at the University of Oxford was something he described as 'a lifelong dream come true'.

Joel's family. On behalf of all at St Anne's College, our thanks go to Dr William Lamb and Robert, Joel's family, his church family and friends. Our heartfelt condolences are with his parents, Elizabeth and Robert, Joel's family, his church family and friends. St Anne's College was Joel's home and his community in Oxford. Our heartfelt condolences are with his parents, Elizabeth and Robert, Joel's family, his church family and friends. Joel's life has been far too short but we are determined to treasure our memories of Joel's character, talents and achievements and to celebrate his life, remembering him with laughter as well as tears.

Based on a tribute given by Helen King, Principal, at Joel's Memorial Service

Tutors and College staff have shared their memories of Joel: of him playing the piano in the JCR, joining in late night ice hockey, unexpectedly discovering a fellow ukulele player, catching up with friends to play music into the night, of his humility, enthusiasm and strength when sparring in taekwondo and the furious and brilliant way he engaged in online gaming. Words that are repeatedly used when talking about Joel are humour, fun, inspiration, positivity, energy and joy.

Joel attended Sedgley High School, where he obtained excellent GCSEs and in 2013 he was recognised at the House of Commons with a London Schools and the Black Child Academic Achievement Award. He gained entry to the sixth form at St Olave's Grammar School where he committed himself to his studies with a determination to get into the best University he could. Obtaining a place at the University of Oxford was something he described as 'a lifelong dream come true'.

There is no doubt that Joel had an promising future ahead of him. His tutors describe how he was a pleasure to teach and particularly thrived in tutorials, which played to his strength and preference for learning with and from others. As well as his academic abilities and interests, he had successfully completed a Danson Internship at Global Data in 2017 where he had left an outstanding impression and would have been welcomed back. For the summer of 2018, Joel had secured and was excited about a prestigious internship with Amazon. His other interests included being a talented musician, despite starting as a beginner at University, competing in a very successful University of Oxford Taekwondo team, winning two half blue.

Even more importantly, Joel had an abundance of good humour, enthusiasm, kindness, determination, sense of fun, and fantastical and loving support from his family and friends.

St Anne's College was Joel's home and his community in Oxford. Our heartfelt condolences are with his parents, Elizabeth and Robert, Joel's family, his church family and friends.

Member of the Order of Australia (AM), Fellow of the Australian Academy of the Humanities (FAHA)

Luise Hercus died on Sunday 15 April after a short illness. She was born on 16 January 1926 in Munich, Germany. In 1938 the family fled to England, where Luise learned English. In 1943, she gained entrance to the Society of Home-Studens where she achieved first class honours in Romance languages, specializing in medieval French. She was appointed as tutor in French philology, becoming a Founding Fellow of St Anne's College. She became interested in Indo-Aryan languages, studying Sanskrit and Middle Indo-Aryan Prakrit dialects, and became the first female Boden Scholar of Sanskrit, in which she gained first class honours in 1948. In 1950, she married an Australian physicist Graham Hercus. They lived in Melbourne, where their son Iain was born in 1967. Jobs for Sanskrit specialists were scarce, and so Luise taught Sanskrit, continued at the University of Melbourne, and continued to write articles on Indo-Aryan languages. From 1962, she turned her great energy and skills to documenting Australian aboriginal languages, place-names, songs and traditions, especially from Victoria, New South Wales and South Australia. This meant getting her husband to drive her and Iain on weekends and in his annual leave through South-East Australia, seeking Aboriginal people who might be willing to discuss their languages. Collaborating with specialists in other fields became a lifelong practice for Luise and she was brilliant at it. Everything interested her from Aboriginal traditions, to contact history, to grammar, to lexicostatistics, to how to prepare grass witchetty grubs.

In 1969, her first major publication on Australian languages appeared: the two volume book Victorian Languages: a late survey. It contains the recordings that cover over 56 languages and dialects, and published many articles and several grammars and dictionaries. For many languages, her recordings and analyses are the main records of the languages; many indigenous groups have found this material enormously valuable. From the start, Luise's gratitude and sense of responsibility towards the people who taught her their languages shone through her work. She worked tirelessly with the Australian Institute of Aboriginal and Torres Strait Islander Studies to ensure the safe archiving of the material. In 1991, Luise retired from the Sanskrit department. She threw herself even more wholeheartedly into the study of Aboriginal languages, tribaling on more field trips, repatriating material, assisting with language revival projects, with site-mapping, with native title claims. In her late sixties, she took up the work of Wirangu and published appointed as senior lecturer in Sanskrit at ANU.
Obituaries

Barbara Mitchell (Tutor in Ancient History from 1949 to 1989)
10 October 1933 – 12 October 2017

Barbara was a talented mathematician from Wrexham, whose undergraduate career at Jesus College was interrupted by World War I. She taught maths at the Deacon’s School, Peterborough, while Barbara became a pupil at Peterborough Grammar School for Girls, where she was a prefect and excelled both in modern and classical languages until a few weeks before her death. She is survived by her nephew, Mari Siiteri, her sister Dora and nieces and nephews.

Obituaries

Betty Rutson (1955) Tutor and Fellow in French
29 October 1935 – 9 August 2016

Betty Rutson was appointed to a CUF lectureship in 1959 and was appointed colleague, to symbolise not just the power of attraction in which she was held across generations, but the nurturing atmosphere which she created over her four decades in College.

There was something paradoxical about Betty, or rather, those of us who knew her realised that first impressions were deceptive ones. I won’t hide the fact that, to begin with, she terrified me. She was formal, firm and fierce. For the first term, I was ‘Di McGuinness’ and she was ‘Miss Rutson’. Her French was grammatically impeccable, but then again, so was her English. It was thanks to Betty that I discovered (while discussing Prelims translations) what a ‘costermonger’ was, and it was also thanks to Betty (while going through the exam regulations) that the word ‘costumacous’ was introduced to me. For a time, I feared it might become part of my everyday vocabulary.

But like everyone else who came to know Betty, things soon changed, and behind that stern façade was someone capable of the most extraordinary and selfless warmth. When I say that she cared about students, I don’t just mean that she cared about their performance in exams, or what they got in their essays and translations. I mean that she cared about them as people, and that there was nothing she wouldn’t do for them (this is not an exaggeration, as many readers will know). I have spoken to many of Betty’s former students over the years, and they (this is not an exaggeration) as many readers will know). I have spoken to many of Betty’s former students over the years, and they...
Betty helped them through the kinds of grave crises of mind, confidence or health, through bereavements and personal tragedies, in the days when welfare was barely on the radar of universities. Her students will all have their own experiences of this, but so do I, so do her colleagues, and so indeed does anyone with whom she interacted in College, as she did, with no sense of hierarchy or superiority. Her fearlessly retentive memory, which could so easily have been used to nurture grudges or to invoke people’s shortcomings, was instead used to remember people’s birthdays and the birthdays of their husbands or wives, the names of her students, their achievements, their personalities and even their presences years at St Anne’s. She had a generous mind, because she always thought the best of people, which meant, naturally, people wanted to measure up.

I was moved when, at the recent ceremony to scatter her ashes outside the room she had named after herself from her teenage years into her twenties, Liz had been very much involved in Anorexic Aid, later the Eating Disorders Association (now BEAT). Additionally, for some years she was a trustee for the Women’s Therapy Centre in North London. Liz was a very caring person and strongly pursued for nearly 20 years. On retirement she joined Prisoners’ Education Trust, becoming chairman of the charity and greatly expanding its work, enabling large numbers of prisoners to acquire qualifications and secure employment on release, thus reducing re-offending. For this she was awarded the OBE in 2000. She had many other interests, including music, gardening and five young grandchildren. She is greatly missed by her family and friends.

Robert Andrew
In memoriam
Elizabeth Ann Deeble (1968)
19 July 1960 – 17 January 2018

My partner Liz Deeble was born in Halifax to Eric Douglas Deeble (Merton 1934) and Eileen Stuart Deeble (nee Davison). In 1954, a brother, Richard, was born. The family moved to Hull where they remained for some years before relocating to Leeds. After studying at Roundhay Girls High School, Liz gained a place at St Anne’s where she graduated with a degree in PPE. She then went on to further study at Queen’s University Belfast obtaining an MSc. in 1973.

After a short spell of working in the Civil Service, Liz began her career as a Clinical Psychologist in the NHS working with adults with mental health difficulties. For some years she was based in hospitals in South London and Surrey but, in 1991, she got a position working in Barnet and it was after this move that I met her. She subsequently obtained a post at Goodmayes Hospital, Redbridge and, having completed a course run by the Department of Clinical Psychology at Warneford Hospital, she specialized in Cognitive Behavioural Therapy until her retirement.

Liz was a very caring person and strongly believed in giving something back to society. Having struggled with an eating disorder herself from her teenage years into her twenties, Liz had been very much involved in Anorexic Aid, later the Eating Disorders Association (now BEAT). Additionally, for some years she was a trustee for the Women’s Therapy Centre in North London. On retirement Liz still felt that she wanted to be useful and initially managed to combine this with her love of the outdoors by volunteering for the National Trust, clearing scrub and unwanted vegetation from Dunstable Downs. She had to give this up as her arthritis increased but, having joined a local Age UK health walk, she found herself a new role as one of the assistant walk leaders. She also took an interest in news from St Anne’s, and was keen to offer support to the student body via the Development Office.

Liz had a passion for walking, an interest we both shared. One of our first holidays together was a winter walking course in Scotland. She later told me that when she invited me to join her she hadn’t really expected me to accept – although I am not sure either of us would have knowingly opted to try and eat snow encrusted sandwiches on the top of Cairngorm in a near white out. However, we survived the experience and went on to enjoy treks in Nepal, Peru and Tibet as well as walking holidays in Great Britain and Europe.

Following the change in the law, we were able to register a civil partnership in 2006 and continued to share many diverse activities – these included a memorable trip on a Thames sailing barge, exploring archaeological sites, going to concerts, theatre and exhibitions but above all enjoying the varied landscapes and places of Great Britain.

We had always shared an interest in polar exploration and last year had booked a trip to go to Antarctica in November. Sadly, throughout the latter part of 2017, Liz began to experience increasing pain in her ribs and back so much so that, just before our due departure, we had to cancel the trip. At the beginning of December, Liz was admitted to hospital where she was diagnosed as having Plasma Cell Leukaemia. She responded well to chemotherapy but because of her weakened immune system she contracted both flu and pneumonia. With the Yorkshire girl that made her such a determined character, she fought against these but was unable to withstand contracting a second round of pneumonia.

Liz made and maintained friendships throughout her life as was evidenced at her funeral, which was attended by those who had known her for many years both socially and through work, and by those whom she had only got to know more recently. Her brother predeceased her in 1975 whilst a student at Merton.

Judith Tucker
Charlotte Anne Elvey in memoriam

In memoriam
Charlotte Evanta Elvey
(Beresford 1963)
19 October 1944 – 5 June 2016

Charlotte’s love of literature and drama stretched through her life, from being an avid reader as a young child through to her final career as an Anglican priest. She is remembered by fellow pupils at King Alfred’s School, London, for many performances in school plays, in particular as Lady Macbeth and St Joan. She kept up acting through her life, from being an avid garden, exploring the delights of Shropshire in the beginning. She enjoyed planning a new garden, exploring the delights of Shropshire and singing in a local choir. She continued as a spiritual Director and was licensed to officiate at St George’s Church, Shrewsbury in 2015 during the last year before her death.

Charlotte faced cancer three times during her lifetime; first was breast cancer in 1998, and then a second time in 2009, but in November 2015 she was diagnosed with secondary cancers which proved to be beyond treatment. There were then months of determined resistance, with a continued appetite for what life had to offer and times of great joy after the birth of a granddaughter and namesake, Evantha. She died on 5 June 2016. She is survived by her husband Ian and her daughters Rebecca and Katharine.

Ian Elvey

In memoriam
Elizabeth Fowler (Burley 1957)
15 November 1933 – 7 September 2017

Elizabeth Fowler played a small but noteworthy role in post-war British archaeology, but will be remembered at least as much for the lasting impact and example of her life for her family and the Quaker community in and around Weoley Garden City.

She was born in London in 1933 and attended Weoley Garden City’s Sherrardswood School, where she already displayed the thoughtfulness, assiduousness and attention to detail that would characterise her life.

From somewhere came a wish to study archaeology, then still a relatively young academic discipline and not one heavily populated by women, and she won a place to do so at Edinburgh University. She flourished there, later identifying this as probably the happiest time of her life, and conceiving an abiding love of Scotland in general and Edinburgh in particular.

She had already embarked on graduate work in Edinburgh when she met Peter Fowler, then still an undergraduate at Oxford and a fellow student of archaeology, then still a relatively young academic discipline. She fell in love and married him in 1957. I remember her recalling making the first of the professional papers, she made the first of the professional rejections that would mark her life, and also, in later life, around a Harrison Birtwistle, then Director of Music there.

As so often for women of her generation and background, motherhood interrupted her career, but for many years, with three young daughters, she taught what were then called extra-mural classes, now, adult education classes, in archaeology and history at Bristol University. For many summers, on site, she meticulously recorded the finds from her husband’s excavations, as well as playing her part in keeping the diggers and their children fed and watered. She also developed indexing skills, indexing not only books by her husband but also, in later life, around a decade’s worth of the Quaker weekly Proceedings of the Society of Antiquaries of Scotland (of which she was a member for over 50 years).

Chloë Charlotte Evanta Elvey

After graduating from Oxford, Charlotte completed a PGCE at Bristol University and embarked on her first career as a secondary school teacher. Her first teaching post was at Stockwell Manor, a large South London comprehensive school. This was followed by appointment as Head of English at Clapham County School where she is fondly remembered for her production of The Owl and the Pussy-Cat. It was during her early teaching years that she met and married Ian Elvey in 1972.

The birth of Charlotte and Ian’s two daughters – Rebecca in 1976 and Katharine in 1979 – provided a career break during which she completed an OU Diploma in Reading Development. Charlotte then moved into teaching Adult Literacy at Southwark College for Further Education. During this period she became involved in St Peter’s Ecumenical Community, Dulwich, which had been set up by a small Benedictine off-shoot Ecumenical Community, Dulwich, which had been set up. Specifically she engaged with stories and recalled poetry. She was particularly concerned to support other women in finding their place in the life of the church.

Prayer and meditation lay at the heart of Charlotte’s ministry. She regularly attended annual retreats at Begbroke Priory, Oxfordshire and longer silent retreats at St Bueno’s. Charlotte wholeheartedly embraced this new beginning. She enjoyed planning a new garden, exploring the delights of Shropshire and singing in a local choir. She continued as a Spiritual Director and was licensed to officiate at St George’s Church, Shrewsbury in 2015 during the last year before her death.

Charlotte faced cancer three times during her lifetime; first was breast cancer in 1998, and then a second time in 2009, but in November 2015 she was diagnosed with secondary cancers which proved to be beyond treatment. There were then months of determined resistance, with a continued appetite for what life had to offer and times of great joy after the birth of a granddaughter and namesake, Evantha. She died on 5 June 2016. She is survived by her husband Ian and her daughters Rebecca and Katharine.

Ian Elvey
After the family moved to St Albans in 1979 she reinvented herself successively as an editor, at the monthly magazine Popular Archaeology; an AO level examiner; an editor, again, at The Friend; and an administrator at the Friends World Committee for Consultation, the body responsible for liaison among Quaker communities worldwide and for the Quaker Offices at the United Nations in Geneva and New York.

With Quaker elements in her family background, and having joined the Society of Friends while at Edinburgh, her life as a Quaker became increasingly important to her. She was an Elder at St Albans and then Welwyn Garden City Meeting, after she decided in 2004 to move back to the town where she grew up. She became a mainstay of the local Quaker community, undertaking significant administrative duties of the kind that often fall to those who take the ‘If it’s worth doing, it’s worth doing properly’ approach to life; and unfailingly offering sometimes robust but always kind and thoughtful counsel to local meetings and their members and attenders and their children.

In St Albans, as a volunteer she worked effectively to run the local Oxfam shop; and in Welwyn Garden City she remained active and generous with her time locally, being involved at various points with groups for Sherrardstown School alumni, the United Nations Association, local history, music and horticulture. Music and gardens were sources of pleasure, along with her family, the level, art and books; she read widely in popular history, science, religion, economics, politics and the arts, and was taking Workers’ Educational Association courses into her 80s. With a wish to improve both herself and the world that could be simultaneously straightforward and difficult, she remained an indefatigable writer on letters, signer of petitions and giver of donations to a wide variety of, in particular, development, conservation and international causes. Her international friendships, plus her position, latterly, as in effect mascot of a much-loved but geographically dispersed extended family, meant that on her death people and messages arrived from Australia, Cambodia, Canasta, France, Hong Kong, Sweden and the United States, as well as from around the UK and the local community.

At three important points, her personal life strangely intersected with the story of the archaeological investigation of the life of St Columba and his early Christian monastery on the Scottish island of Iona. She and Peter met, famously, in summer 1956 in the back of a car taking them to work on the first year of the late Charles Thomas’ excavation on the island. Professor Thomas had still been an experimental technique in radiocarbon dating now undertaken on samples retrieved from Professor Thomas’ garage, which proved that the Iona structure was contemporaneous with Columba. She knew before her death, following a sudden short illness, that the Glasgow team now regard the evidence as ‘compelling’ that the structure she helped excavate 60 years earlier was indeed Columba’s writing cell.

Brigida Fowler - (PPE, 1988)

In memoriam
Miriam Griffin (Dressler 1957)
6 June 1935 – 16 May 2018

Miriam made significant contributions to Roman history, especially to early imperial history and to philosophy in the Roman republic and empire.

She was the author of major studies of Seneca (1978) and of Nero (1984), and together with Jonathan Barnes produced two volumes of collected studies on Roman Philosophy Philosopher Toga (i.e. & ii).

Further works on Roman history and philosophy followed in her retirement, and a volume of her collected papers will appear in June from Oxford University Press, entitled Politics and Philosophy at Rome.

Miriam came to Oxford as a Fulbright scholar, after studying at Bard College and Harvard University, and gained a DPhil in Roman history.

From 1967 until 2002 she was Fellow and Tutor in Ancient History, loved and respected by many generations of Somerville undergraduates in Classics and in ancient and modern history.

As an Emeritus Fellow Miriam continued to publish important scholarly works as well as to undertake occasional teaching for the College and to supervise graduate students.

On Miriam’s retirement former pupil Gillian Clark and Tessa Rajak brought out a volume of essays in her honour, Philosophy and Power in the Graeco-Roman World. Miriam, who died on May 16, is survived by her husband, Jasper Griffin, daughters Julia, Miranda and Tamara, and a granddaughter.

Somerville College
In memoriam

Marjorie Maslen (Jones 1948)
20 February 1930 – 17 April 2018

On 17 April, 2018, Marjorie Maslen passed away peacefully at the Otago Community Hospice with family at her side; aged 88 years. Dear daughter and loving wife of Keith for 50 years, loved mother and mother-in-law of Ian and Polly (United Kingdom), Lesley and Ashok (Christchurch), David and Oiga (Philippines), Geldsven and Kevin (Wellington), loved grandmother of Iris Kahnragi and Shoue, Chantal, Araya and Donald, Meghna and Tanjil, Maya, Alexandra and Diana; and Dyan, loved great-grandmother of Sasha, and Jack; Luca; Ruby; Laim and Vaideli. A service to celebrate Marjorie’s life was held in Hope and Sons Chapel on Friday 20 April 2018.

In memoriam

Jean Lindsay McEwan (Ogilvy 1949)
21 April 1952 – 5 September 2017

Jean Lindsay Ogilvy was born in Manchester, where she grew up attending local schools and attending the Presbyterian Church. She was active, and a chairman, in the Women’s Citizens. She helped in the direction of an old people’s home. She was a keen amateur painter. She was a loyal member and lifelong supporter of St Anne’s. On leaving school she joined the Oxford Society of Home-Students and was afterwards a loyal member and lifelong supporter of St Anne’s. Jean read History. She always spoke at home with affection and respect of her tutor Marjorie Reeves and retained a love of history, combined with keen interests in pre-history and geology. Another tutor, at Magdalen, was AJP Taylor, who taught her how to avoid nonsense and how to write essays: say what you mean to say, say it, say what you said. This good advice was passed on.

The war involved her in air-raid duties in North Oxford and took a sad toll in Manchester where the family house was destroyed by bombing, leaving her with shrapnel permanently in her legs. After taking her degree, Jean worked at Bletchley Park; her duties there were never discussed because top-secret. In 1945, she married a fellow Mancunian and Oxford history student, Richard Keith McEwan, who had returned from the army (three times badly wounded) to finish his degree. They were living in digs in Oxford when Neil was born. Alan and Malcolm were born when Keith was a history master teaching at grammar schools in the Midlands. He became a headmaster and later principal of a sixth-form college in the Manchester area. Jean was a loving mother, and a carer for her parents, an aunt and later for her sister Alison. She was a magistrate for many years.

In memoriam

Madeleine Read (Dowdall 1976)
29 October 1957 – 25 October 2017

My friendship with Maddie (as she was always known) started through administrative happenstance on our first day at St Anne’s in October 1976, at the allocation of tutorial partners. The conversation that began that day grew over time to become like a golden thread running through nearly every interest and concern of my adult life.

Maddie died from cancer last October, two weeks shy of her sixtieth birthday. She was first diagnosed in 2000 and after treatment went into remission for 10 years. Throughout her illness, which returned for the third time in 2014, she conducted herself with her usual grace, good humour and courage, fully engaged with the people and events around her. Just months before she died, she and her husband had been in Lebanon visiting their daughter Claire, who was there with the BBC.

At her funeral the church was packed with family, friends from childhood onwards, members of her church community and colleagues from GCHQ where she spent most of her career. Many of us there felt that Maddie was our special friend and were surprised to find others felt that way, too. Central to Maddie’s life was her Roman Catholic faith. She came up to Oxford from St Peter’s Convent and St George’s College, both in Weybridge in Surrey. At St Anne’s she read English under the steely, though warm, guidance of her personal tutor Mrs Bednarowska, with whom she kept in touch until Mrs Bed’s death in 2003 – a relationship...
My mother was born Christina Ellen Chipperfield in St Thomas’s Hospital, London, in 1935, to Walter, an engineer, and Agnes. When war broke out four years later, the family, now including my mother’s younger brother Alan, moved to Harpenden, where my mother attended St Albans High School. The family returned to London in September 1945, and Christina went to Blackheath High School, where she excelled both academically and at sport, and won numerous prizes.

In 1954 she went up to St Anne’s College to study Geography. She loved her time at Oxford and enjoyed sport alongside her studies, including playing lacrosse for the University. On graduation she went to Jordanhill Teachers College, now part of Strathclyde University, in Glasgow, an experience she described as both interesting and challenging. She then taught at Wymondham College in Norfolk, perhaps the largest state boarding and day school in the country at the time, before going on to teach at Notting Hill and Ealing High School for seven years.

Needing a change, she moved to work in the Maps Office of the Ministry of Housing and Local Government, a job she found stimulating and demanding. It was there that she met Peter Walter, a widower and Edinburgh Geography graduate, whom she married in 1968. The following year they moved to the East Midlands with Peter’s two daughters. In 1972, I was born.

My mother returned to work five years later, working for a local engineering company in a clerical capacity. Peter had to retire from the Civil Service in 1985, rather earlier than he wanted, and so my mother decided to give up work in 1988. They enjoyed a very active retirement together. Both volunteered at the National Trust’s Calke Abbey in Derbyshire, my mother clocking up 25 years of service.

She also worked for the Citizens Advice Bureau in Coalville, Leicestershire for some 15 years, at a time when the local coal mining industry had closed and the area faced innumerable social problems.

During their retirement, my parents also enjoyed many holidays at home and abroad as well as time with their daughters and their families. My mother sang with a local choir, Charnwood Voices, for nearly 30 years, and after she was widowed in 2016, at the age of 81, took up classes in Latin, Greek and Technology with the University of the Third Age, USA. She retained a sharp mind, and sharp wit, to the end of her life.

Before she died, my mother described herself as having led an ‘uneventful life’. But in truth her life touched so many people, through her work and voluntary work, her many friendships and her care for her daughters, grandchildren and great-grandchildren. She was held in high regard by all those who knew her and remember her for her keen mind, her wit and sense of fun, her generosity, her compassion and her deep integrity.

Isabel Walter (St John’s, 1990 Geography)
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.

Alphay, Nina: 2005
Austin, Michel: 1955
Baker, Ruth (Gibbons): 1945
Baillie-Jones, Jean (Taylor): 1958
Bleby, Valerie: 1952
Belden, Hary: 1966
Bennett, Lynne (Thompson): 1974
Biggs, Lynn (Perry): 1972
Blake, Richard (Condor): 1990
Boone, Margaret: 1940
Brewer, Christopher: 1991
Burton, Frances (Nevenhuygh): 1963
Burt, Audrey (Wates): 1942
Bush, Julia (Harton): 1967
Byrne, Geraldine (Robinson): 1969
Carte, Elise (Palmer): 1914
Chadwick, Linda (Carter): 1967
Chesterfield, Jane: 1960
Colling, Mike: 1979
Cox, Frances (Irving): 1964
Darron, Jane (Baird): 1962
Davies, Jane (Ellasden): 1970
Deech, Ruth (Fraenkel): 1962
Donald, Margaret: 1950
Dowdall, Deb: 1974
Dunbar, Anne: 1970
Dyer, Susan: 1970
Eveson, Charles (Cox): 1966
Facer, Judith: 1970
Gardiner, Tim: 1974
Gibbs, Anne’s College from her late mother’s estate (Phillips Wray-Blish): 2016
Gill, India (O’Rourke): 1945
Glaser, Barbara (Roth): 1942
Gordon, (Landau), Sylvia: 1948
Grenfell, Kathy (Shaw): 1952
Gronkow, Anna (Dennery): 1959
Grocock, Anne: 1965
Hall, Kathleen: 1941
Hamilton, Susan (Pacey-
Day): 1965
Hampton, Kate: 1977
Hansen, Barbara (Hawley): 1956
Hatch, Lucy (Marten): 2004
Hilton, Catherine: 1965
Home, Anna: 1966
Honoré, Deborah (Duncan): 1948
Hudson, Julie: 1975
Hunt, Ann (Siddeley): 1963
Huysz, Crem: 1953
Huysz, Christine: 1988
Jack, Susan: 1970
James, Cherry (Lucas): 1977
Jarman, Richard: 1989
Jay, Elizabeth (Addis): 1966
Jennison, Maureen (Smith): 1953
Johnstone, Harry: 1957
Jones, Elizabeth (Smith): 1962
Julian, Celia (Whittome): 1964
Kenna, Stephanie (Hamilton): 1968
Khan, Yasmin: 1991
Kielich, Christine: 1970
King, Fiona: 1980
Kingdon, Janet: 1976
Kirk-Wilson, Ruth (Matthews): 1963
Lacey, Juliet (Kynaston): 1962
Lakins, Fay (Rees): 1953
Lawless, Sally (Freeston): 1971
Lee, Liz (D’Orr): 1981
Lewis, Karl: 1947
Lickey, Peter: 1983
Mann, Paul: 1985
Marks, Winton: 1944
Mason, Rosamary (Chai): 1958
Massy, Lili (Glazer): 1967
McCarrick, Gabrielle (Chavasse): 1954
McDonnell, Marie Louise (Phillips): 1971
Moore, Anna (Sconbee): 1965
Mottonsett, Ann (Roberts): 1978
Moughton, Elizabeth (Parr): 1951
Murdo, Rob: 1982
Murin, Lesley (Miburn): 1961
Newlands, Elizabeth (Raworth): 1960
Newton, Clare (Edwards): 1970
Nixon, Gill: 1977
O’Fflyn, Hazel (Breust): 1946
O’Sullivan, Helen: 1969
Osten, Elisabeth: 1953
Packer, Sally (Oakley): 1964
Pattison, John: 1992
Peake, Helen: 1994
Perram, Wendy (Nether): 1958
Pickles, Jane (Wilson): 1953
Pomfret, Carol (Pearson): 1979
Preston, Barbara (Kayes): 1957
Reilly, Ann (Radford): 1955
Reynolds, Sloan (France): 1958
Robinson, Griselda: 1979
Rossotti, Hazel: 1948
Rowe, Barbara: 1942
Sheather, Judith (Yald): 1962
Shenton, Joan: 1961
Simon, Jane (Holmes): 1973
Skilton, Judy: 1965
Smith, Davis: 1974
Spies, Christine (Fox): 1947
Spokes, Lymond, Ann (Spokes): 1944
Stanton, Mandy (Byers): 1981
Stoddart, Frances (Pawson): 1965
Tayeb, Monir: 1976
Terlilli, Angela (Goldman): 1966
Thomas, Stella Maria: 1977
Thompson, Jean: 1942
Tindall-Shepherd, Wendy (Dunn): 1963
Tja, Carola (Chinn): 1965
Tricker, Marilyn (Powell): 1964
Tucker, Kathrynn (Davison): 1972
Tucker, Clare (Griffiths): 1986
Twamley, Delia: 1976
Wagner, Rosemary: 1964
Wells, Yvonne (Lemmings): 1944
Wheelock, Heather: 1958
Whitty, Joy (Fildt): 1949
Willetts, Maria (Femmen): 1974
Wright, Lynne: 1970
Yates, Sue (Drake): 1967
Young, Margaret (Taylor): 1949
*Delia Twamley is leaving a legacy to St Anne’s College from her late mother’s estate (Phyllis Wray-Blish): 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


twamley@st-annes.ox.ac.uk.

Legators 2016-17

Aldworth, Elizabeth: 1940
Barlow, Fin: 1965
Bedford, Margaret: 1954
Horstian, Jean: 1942
Kennard (Watson), Therese: 1942
King (Haines), Doris: 1933
On (Stones), Joy: 1944
Poundy, Rosemary: 1960

Plumer Society

The Plumer Society was founded in 1953

www.st-annes.ox.ac.uk

Thank you

www.st-annes.ox.ac.uk

Thank you
Donations to College, 2016 - 2017

Thank you
The Principal and Fellows acknowledge with deep gratitude all alumnae and friends for their gifts. At this point in The Ship, we usually include a list of those who made a donation to St Anne’s in the previous financial year. As many of you will have seen, there have been a number of changes to data protection regulations – we’ve already had a fantastic response to our update form, and we’d love to hear from more of you to make sure that we are communicating with you as you would like.

We’ve also been advised that we need your explicit permission to include you in this list - at present we only have this for a very small percentage of donors. If you should have been listed, we have included further details with your copy of The Ship about how you can opt in will be included in the 2018/19 edition of The Ship.

A total of £2.07m was gifted by St Anne’s alumnae, parents and friends between 1 August 2016 and 31 July 2017, to the following funds:

<table>
<thead>
<tr>
<th>Fund Name</th>
<th>Amount</th>
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<tr>
<td>Outreach Group: Access Fund</td>
<td>£14.5k</td>
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<tr>
<td>Student Support Fund (Accommodation)</td>
<td>£325</td>
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<td>Student Support Fund (Bursaries)</td>
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<td>Student Support Fund (Graduate Scholarship)</td>
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<td>Student Support Fund (Outreach and Access)</td>
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<td>1980s Campaign Fund</td>
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<td>ASM Graduate Bursary</td>
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<td>Bursary Fund</td>
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<td>Delbridge Bursary Fund</td>
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<td>Dorothy Bednarewska Bursary Fund</td>
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<td>English Hirsch Geography Prize</td>
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<td>GDBT Bursary Scheme</td>
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<td>Graduate Development Scheme</td>
<td>£745</td>
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<td>Hardship Fund</td>
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<td>Jeremy Orr Bursary Fund</td>
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<td>Jim Stanford Memorial Fund</td>
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<td>Marianne Fillzer Memorial Fund</td>
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<td>Marjorie Reeves Memorial Fund</td>
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<td>Sarah McCabe Bursary Fund</td>
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<td>The 1979-1989 Endowed Bursary Fund</td>
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<td>Tim Gardam Student Welfare Fund</td>
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<td>Year of 1955 Bursary Fund</td>
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<td>Year of 1962 Bursary</td>
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Front of College | £288k |
Kitchen Circle of Names | £1.2k |
Nursery Fund | £1.9k |

Teaching Support
- Classics Fellowship | £760 |
- Drama JRF | £14.5k |
- English Appeal | £125 |
- Gabriela Taylor Fellowship in Philosophy | £5k |
- Mathematics Fellowship | £4.2k |
- Music Fund | £120k |
- Post Doctoral Research Fellowships | £15k |
- Centre for Personalized Medicine | £90k |
- OCCT | £2.4k |

Library Provision
- Library Fund | £4k |
- PPE Library | £3.8k |

St Anne’s College Boat Club
- Student Support Fund (Boat Club) | £3.7k |

Other
- Access and Communications | £25k |
- Incubator running costs | £30k |
- Kuala Lumpur Summer School | £20k |
- Weidtsteld Prize Fund | £2k |

Many of the figures listed above are greater than the amount stated here which refer only to last year’s donations.

Thanks to all those who have generously supported the College in recent years. As ever, we are so grateful for your generosity and ongoing support.

The impact of your support

Your donations have gone towards supporting a wide range of areas over the past twelve months. These are just a few examples of how you have helped make a difference to those in the College community.

**Bursaries**
- Oxford awards bursaries to students on University criteria based on parental income. In 2017/18 full Oxford Bursaries were awarded by the University to students whose combined household residual income was under £16k. 35 of our students were on full bursaries, with a total of 79 students on bursaries. The total value of bursaries awarded to St Anne’s students in 2017/18 was £226k. All students are admitted to St Anne’s on the basis of academic potential alone. It is vital the next generation of students is not dissuaded from applying to Oxford through the fear of financial hardship.
- Bursaries are provided from funds including the Harold Parr Charitable Trust Bursary, the Donor’s Programme (that also provides over 30 internships to St Anne’s students each year), and the College Annual Fund.
- ‘As a second year Spanish and Portuguese student, this summer and the academic year after I am expected to begin my Year Abroad, and the money that I was given came off my bill and therefore gave me an extra £300 to put towards my travels this summer. It has enabled me to finance staying three months in Brazil, something that I would have never dreamt I would have been able to do, and it will be an invaluable experience for improving my language skills and experiencing Portuguese Brazilian culture. I am incredibly grateful and thankful for the money I have been given as it enabled me to take my degree to the furthest limit.’

**Travel Grants**
- St Anne’s offers travel and research grants, built up over the years from endowments by many generous benefactors, for those vacation projects that enhance or support academic experience. Each year the College gives approximately £35k to students to undertake a broad range of different activities including mapping projects, language courses, research, presenting papers at conferences, and medical electives.
- During the period of late June - mid August 2017 George Willment, with fellow St Anne’s Earth Scientist Rob Paver, undertook a five-week independent geological mapping project in Kekerengu, New Zealand.
- ‘Travel, food, car hire and all costs were significantly reduced thanks to the generosity of a variety of funds, notably through the inter-college travel/research grant scheme.’

**Student Accommodation and Buildings**
- Front of College | £288k |
- Kitchen Circle of Names | £1.2k |
- Nursery Fund | £1.9k |

**Teaching Support**
- Classics Fellowship | £760 |
- Drama JRF | £14.5k |
- English Appeal | £125 |
- Gabriela Taylor Fellowship in Philosophy | £5k |
- Mathematics Fellowship | £4.2k |
- Music Fund | £120k |
- Post Doctoral Research Fellowships | £15k |
- Centre for Personalized Medicine | £90k |
- OCCT | £2.4k |

**Library Provision**
- Library Fund | £4k |
- PPE Library | £3.8k |

**St Anne’s College Boat Club**
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**Other**
- Access and Communications | £25k |
- Incubator running costs | £30k |
- Kuala Lumpur Summer School | £20k |
- Weidtsteld Prize Fund | £2k |

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If you should have been listed, we have included further details with your copy of The Ship about how you can opt in will be included in the 2018/19 edition of The Ship.
The Tim Gardam Building (Library and Academic Centre)

The new Library was officially opened by the Vice-Chancellor, Professor Louise Richardson, in October 2017. Over 500 alumnae and friends from almost every single year from 1940 to 2013 played a part in raising the £3m required to build this magnificent building in what was the College’s most successful campaign ever.

Student studying in the new building

Aside from housing around 40,000 of the College’s 100,000+ books and periodicals, the new building almost doubles the number of library reader spaces available, and provides group study and meeting spaces. There is a room for school outreach visits and the Centre for Personalised Medicine and Oxford Comparative Criticism and Translation are both housed on the top floor. All alumnae are welcome to visit the new and the old Library.

‘The Library lets in a lot of natural light, which makes it a wonderful environment in which to work. The computers and facilities are ergonomically designed, which makes it a comfortable experience for the long hours I often have to put in as a research student.’

Current student

The addition of the new Library has provided College with so many plusses, it is difficult to summarise them all. The impressive architecture and quality of light in the seminar rooms is often commented on and the roof garden provides a sanctuary for students, staff and conference guests alike, one organisation recently commented on the space as being a ‘wellness garden’ which descriptively fits the feel of the area.”

Lisa Killick, Deputy Bursar

‘The Library for me is a much-needed and very desirable working space. The dedicated office for Visiting Fellows and JRFs is beautifully situated on the top floor with a view of the roof garden and spires to the south of the College. The space is quiet and allows me time to focus on my projects within the College, which is invaluable.’

Dr Beth Mortimer, Drapers’ Company JRF in Zoology

Oxford Comparative Criticism and Translation (OCC&T)

Oxford Comparative Criticism and Translation is a centre based in The Oxford Research Centre in the Humanities at St. Anne’s College. It brings together experts in the fields of English, Modern Languages, Oriental Studies, Classics, Music, Visual Art, Film, Philosophy, and History. Find out more at www.occt.ox.ac.uk.

‘I am extremely grateful for the funding provided by Maria Willeits and Jane Atkin. OCCT has not only informed my own research through the running of important and varied events, but has also offered me the opportunity to publish and engage with an extensive network of academics and graduate students who work in the field of comparative literature and translation studies.’

Eleni Phillipou, OCCT

Crowdfunding

We have run a number of successful crowdfunding campaigns this year which have allowed our students to take advantage of a number of opportunities that would have been otherwise out of reach. Two Earth Scientists are spending nine weeks of the summer geologically mapping an area of South Greenland; five of our musicians spent 10 days on an outreach tour in Nairobi and our MCR committee raised money for St Anne’s Academic Review (STAAR).

‘A heartfelt THANK YOU to all the contributors who donated to our crowdfunding campaign @ReachfortheSTAAR. Thanks to your generosity we raised £1,105, which we will invest wisely in order to make our STAAR rise higher and higher.’

STAAR Editors

Legacies

Legacy income is vital to St Anne’s. Between 2011 and 2016, £4.75 million was received in legacy gifts. Each bequest, however big or small, made a lasting contribution.

26% Has directly supported our students

60% Has helped maintain teaching and the tutorial system

14% Has improved infrastructure and facilities

‘The legacy of Mary Knox, St Anne’s first mathematics Fellow, helped create the St Anne’s Mathematical Sciences Fund. Through the generosity of former mathematicians a total of over £50k was raised, providing an income of £2k per year. Around half the annual income goes towards teaching and helps fund a tutorial fellowship, helping ensure the future of mathematical sciences at St Anne’s. The other half provides support for students, enhancing their learning experience and giving them opportunities to make the most of their time at Oxford.’

Professor Ben Hambley, Tutorial Fellow in Applied Mathematics, St Anne’s College
Exclusive benefits for alumnae

Visit St Anne’s
You are welcome to visit St Anne’s at any time, just register with the Lodge on your way in to College. Please email: development@st-annes.ox.ac.uk if you would like a guided tour or to pop in for a cup of tea.

Dine in College
College is delighted to be able to offer alumnae the option to dine at St Anne’s at lunchtime on a Monday to Friday during term time. You are welcome to dine on up to two days per term and also to have lunch with up to three guests in the Hall between 12 and 1:30pm. Seating will be with the students and costs £3 per person. This includes two courses and coffee/tea. Block by emailing 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 short notice.

10% discount for alumnae on St Anne’s accommodation
Alumnae can access a 10% discount on bed and breakfast accommodation booked via UniversityRooms.com. There is a special promotional code for this offer and you will need to log in or register to access this.

Other benefits
As an alumna or alumnus of the University of Oxford you are entitled to other benefits including discounts at restaurants, Blackwells and Oxford University Sport, access to the Oxford and Cambridge Club, training careers support, and journals access. Find out more: https://www.alumni.ox.ac.uk/yourbenefits

The Library
All St Anne’s alumnae are welcome to use the College Library for reference by arrangement with Library staff. Please contact Claire White (email: claire.white@st-annes.ox.ac.uk or tel: 01865 274813) or Sally Spains (email: sally.spains@st-annes.ox.ac.uk or tel: 01865 274819).

Events at St Anne’s
Interested in hosting a St Anne’s reunion? St Anne’s Development Office can assist you with these events. The Development Office is looking for alumnae who are interested in serving as year, decade or subject reunion chairpersons to bring their contemporaries to the College. You are also welcome to host your own event at the College. B&B services are available in addition to facilities that can accommodate small intimate dinners to large multi-room events.

Communications
Keeping in contact with our alumnae and friends is vital to all that we do at College. Even more important is that we help you keep in touch with each other after you have left St Anne’s to help foster and nurture a global community of alumnae and friends of the College.

You can update your details at any time, or opt out of communications, via our alumnae area online at https://www.alumni.ox.ac.uk/st-anne’s, or you can get in touch with us at development@st-anne’s.ox.ac.uk.

Personal News
Please send personal news for The Ship 2018-2019 by email to development@st-anne’s.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.

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-anne’s.ox.ac.uk.

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Designed and printed by Windrush Group
Windrush House, Avenue Two
Station Lane, Witney, OX28 4WV