Benefactors

2016 St John’s College, Oxford

Visit the Alumni and Benefactors pages at www.sjc.ox.ac.uk
Find details of Oxford University alumni events at www.alumni.ox.ac.uk

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From the President
Professor Maggie Snowling

As I write in Michaelmas Term it is, once again, the time of year when I introduce new members to St John’s whilst welcoming back continuing students and their tutors. Within our new intake of students also arrive newly appointed scholars and recipients of awards generously donated by our benefactors. I am proud to say that St John’s continues to offer its students exceptional opportunities. We focus not only on admitting the best applicants, regardless of their background, but also on providing the best possible experience for them while they are here—one which embraces diversity and supports students through to their transition to the world after university. Of course, exceptional opportunities need to be underpinned by generous resources and the very best facilities. Our plans for the new study centre are advancing: we now have planning permission and are in the process of finalising the internal designs for both a superb study space and facilities for special events (particularly relating to our outreach and widening participation agendas). The study centre will be carbon neutral despite the energy usage generated by our students’ laptops, tablets and other devices. Enabling works will begin in spring 2016 and as a result the President’s garden will decrease in size, as it has repeatedly over the years commensurate with the increase in the size and success of the College. You can see some of the first work on the new building on pages 40-42.

This year it is a pleasure to welcome a new Official Fellow and Tutor in Archaeology and Anthropology, Professor Zuzanna Olszewska (whom we already know as one of our former Junior Research Fellows) alongside two new Supernumerary Fellows to support our work. First, Amber Bielby joins us as Director of Development and Alumni Relations and a Major Benefaction. You can read a profile of Amber in this issue—I hope you will all be able to meet her before too long. Second, Dr Ellie Clewlow has been appointed to the newly established role of Academic Dean in which she will support the Senior Tutor. Ellie joins us from the Higher Education Funding Council with a wealth of professional experience in teaching and learning policy. We are sure her appointment will enable us to remain at the forefront of developments in higher education as we work to build and maintain excellence in all we do.

It is the combination of our traditions and the development of new initiatives that makes leading St John’s College such a privilege. We are fortunate to have the means to advance and develop whilst also maintaining the tutorial system which has served our students well over decades, and we are so grateful to you for your support in enabling us to do so. This year, thanks to the generosity of our alumni, we can continue to provide one of the best levels of support in Oxford for students from all backgrounds. Our successful telephone campaign in March 2015 raised £219k and our commitment to student support remains strong with expenditure of £1.12m on bursaries awarded to students from low-income households, studentships, scholarships and hardship grants, in addition to grants to assist with academic costs that we provide directly to all our students.

I hope you will enjoy reading this newly styled magazine, now renamed Benefactors, and learning of the impact your collective philanthropy is having on St John’s today. My thanks go to the team for putting it together, and, once again, I thank all of you for your continuing support.
Recognition

How should the College thank those who have helped it? There are signs of gratitude to past benefactors built into the very fabric of St John’s, in the stone tablets, painted glass windows and marble memorials we see as we walk through the place. Those whose generosity has sustained the College surround us in other ways too: their names are attached to the most ancient and the newest of the quadrangles (Canterbury, Kendrew), and to scholarships, Fellowships and even grand dinners. St John’s has a long history of recognition, and one to be proud of. In a small way, even the present publication, renamed and enlarged a little, is part of this history. What began as an outline report on our accounts and the use of alumni funds has grown over the past few years into an annual round of thanks to everyone for their money, time, advice and good will towards the College.

In Benefactors we shall continue to inform you about what we are doing with the money—so you will find the accounts and reports here as before—but we have given ourselves more space to acknowledge the alumni and others whose gifts stand in direct historical line back to our Founder and to the men and women who succeeded him.

It has been ten years now since the College celebrated its 450th anniversary, the point when we began the first modern drive to enlist the backing of alumni and friends in securing the future of St John’s. Those who gave to the 450 Fund will in 2016 see their contribution recognised in a stone plaque. Designed by Alexander Beleschenko (the artist responsible for the design of the beautiful glass screens in the Garden Quadrangle) it will be set into the old stone and brick wall running adjacent to the Alumni House and Kendrew Quadrangle. The design is an elegant wheel (or circles) of philanthropy in which each of the names of the 450 donors is inscribed. We judge it to be a fitting recognition, and we trust you will too. Photographs and descriptions of the 450 plaque will be placed on the College website during the coming year, and it will be looked at in detail in the next issue of Benefactors.

During this past year, the Governing Body has also been thinking about this tradition of recognition and has asked itself, ‘What else might the College do in this area?’ The Fellowship, surely like every generation of dons before it, has been pleased and humbled to discover the sheer depth of affection and gratitude that alumni feel for St John’s. In this context it has concluded that St John’s men and women who have supported the College at the very highest levels might properly be honoured by the award of a Fellowship in respect of their philanthropy. It is the right step and in accord with our history of benefaction and recognition. This and other ways of acknowledging what alumni give to and do for the College are being thought through; we will report on these in the coming year.
Our new Director of Development and Alumni Relations

Amber Belby joined the College in December 2015 from the Guildhall School of Music & Drama, where she held the role of Deputy Head of Development. In November 2015, she met Founder’s Fellow, John Pitcher and staff writer, Lizzy Emerson, to talk about how she came to a career in development work and what excites her about being part of St John’s.

Amber’s own university experience was, as she says herself, a long way from that of a St John’s student. She started life in suburban Detroit, and studied for a degree in Business at Michigan State University. With over 50,000 students, this was not a place where individuals were known by name. ‘I was one amongst hundreds on my course. You had to be very independent and self-sufficient,’ she says, and she recalls without missing a beat her student number (A23968502, if you’re wondering) because it was how she was identified for everything. Despite its size, though, Michigan State gave Amber the chance to discover her interests and talents. Although she had originally wanted to study English or History, in a system where it’s usual for families to fund a first degree, Business was seen as the more practical route, and Amber admits the finance, economics and accounting she studied have been invaluable. She became an intern at MSU’s Wharton Center while she was a student and realised that the music and theatre she loved were underpinned by a huge business mechanism. Even then, she was excited by the realisation that raising funds could make performances happen.

This led her to a Master’s in Arts Management at Carnegie Mellon University in Pittsburgh. Here, the experience was worlds away from her undergraduate degree. In a class of 30, Amber found lecturers who knew their students and students who were supported at every turn: ‘I couldn’t believe it when someone would say “Can I help you with that?”’ With the confidence and independence she had built, Amber decided to move to New York City to make her way with nothing but two suitcases of belongings. ‘While it was daunting moving to a city where I had virtually no support network, it was an exciting time and I wouldn’t change it,’ she says. Her development role with Ballet Tech gave her the chance to work in a small team and take part in all aspects of the fundraising process.

In 2003, Amber took another big decision to move, this time to the UK. This, though, was no leap in the dark, but something she had long set her heart on achieving. In the nineteenth century, her family had moved from Bridlington in Yorkshire to Canada, and then on to Michigan. During a school trip to the UK as a teenager she felt she had come home, and she determined then that she would find her way back again: it was time for one more degree. Increasingly excited by politics, Amber came to the LSE to read for a Master’s in Comparative Politics and here found something much more like the experience that alumni at St John’s describe: ‘I threw myself into study and into learning.’ Not least, it showed her the value of ‘pub-learning,’ of intellectual conversations outside the lecture hall. ‘I loved it,’ she said. ‘It changed the way I thought.’ Amber took her experience at the LSE and moved back into development work, including multi-million pound fundraising projects at the Museum of London, Imperial War Museums and the Guildhall School. What fires her up about raising funds? ‘It’s the impact the money has,’ she says, recalling a moment recently when a donor agreed to fund the final year of study for a music student who would otherwise have had to drop out after six hard years of professional training. It’s a world where the lives of individuals can be transformed by the fundraising she does.

Given the successes of her career to date, the move to St John’s is a natural one for Amber. She firmly believes that nothing she has achieved would have been possible without higher education, and this is the benefit she wants to bring to others. She is excited about stepping up to the level of Director, working with a team to see how she can make a difference. It’s worth noting too that Amber has fallen, hard, for the College: ‘It’s a magical place,’ she says. ‘You can feel the history when you walk around, and also the intellectual curiosity.’ It is a great privilege to welcome her to St John’s.

Bidding Farewell

As we welcome one new member, we also say goodbye to another. Kiri-Ann Olney, Senior Development Officer, has been with St John’s over the last seven years and has contributed greatly to our achievements. For the last two years she has been based in New Zealand, following the birth of their daughter, Rose. In July, Kiri-Ann and her husband have decided to stay a little while longer. We are very sorry to see Kiri-Ann go and we know that you will join us in wishing her and her family all the best for the future.
Summary Financial Report

Sources and Use of Funds for the year 2014-15
The College presents its results for the year ended 31 July 2015 in accordance with the Statement of Recommended Practice on Accounting and Reporting by Charities issued in 2005. A summary of the College’s financial activities is as follows:

Summary of College Financial Activities

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<thead>
<tr>
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<th>2015</th>
<th>2014</th>
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<tbody>
<tr>
<td><strong>Incoming College Resources</strong></td>
<td></td>
<td></td>
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<tr>
<td>Resources from charitable activities</td>
<td>5,785</td>
<td>5,749</td>
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<tr>
<td>Revenue legacies and donations</td>
<td>751</td>
<td>666</td>
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<tr>
<td>Trading income other generation of funds</td>
<td>734</td>
<td>723</td>
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<tr>
<td>Profits on sale of charitable fixed assets</td>
<td>567</td>
<td>742</td>
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<tr>
<td><strong>Total Incoming Resources</strong></td>
<td>7,837</td>
<td>7,860</td>
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<tr>
<td><strong>Funding from College Endowment</strong></td>
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<tr>
<td>Investment income interest</td>
<td>13,627</td>
<td>12,934</td>
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<tr>
<td>Capital gains</td>
<td>1,300</td>
<td>2,130</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td>14,927</td>
<td>15,084</td>
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<tr>
<td><strong>Total College Expenditure</strong></td>
<td>22,730</td>
<td>22,911</td>
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<tr>
<td><strong>Net College revenue</strong></td>
<td>34</td>
<td>33</td>
</tr>
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Summary of Endowment Movements

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2014</th>
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<tbody>
<tr>
<td>Opening Endowments</td>
<td>399,606</td>
<td>386,302</td>
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<tr>
<td>Investment gains</td>
<td>48,189</td>
<td>19,439</td>
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<tr>
<td>New Endowments</td>
<td>170</td>
<td>1,668</td>
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<tr>
<td>Endowment costs</td>
<td>(3,970)</td>
<td>(3,963)</td>
</tr>
<tr>
<td>Gains used fund oper activity</td>
<td>(1,300)</td>
<td>(2,135)</td>
</tr>
<tr>
<td>Gains used fund fixed assets</td>
<td>(450)</td>
<td>(1,670)</td>
</tr>
<tr>
<td><strong>Closing Endowments</strong></td>
<td>442,245</td>
<td>399,606</td>
</tr>
</tbody>
</table>

The full Annual Report and Financial Statements will be available in spring 2016 at: www.ox.ac.uk/about/organisation/finance-and-funding
Calling for Support: the Alumni Fund 2014-15

The Alumni Fund was launched in 2009 to channel the generosity of alumni into support for current students. Donations to the Fund contribute to many areas of College life, notably scholarships, book grants, travel grants and pastoral care for undergraduate and graduate students. We are hugely grateful to those of you who help our students in this way. Alumni sometimes tell us that they don’t know whether it is worth giving if they can only offer a small contribution, but every gift counts. Modest grants from the College for books, special academic costs or to address financial hardship may make all the difference to a student. It may allow them to buy a book that makes a difference to their understanding, or to afford the equipment to take part in a sport they’ve never tried before, or to travel during a vacation to attend a conference or carry out research for a dissertation that they would normally have to work to balance their budget.

The Alumni Fund also goes to support outreach work and the tutorial system so that we can continue to attract the very best students to St John’s and teach them at the very highest level once they are with us. It is your help that makes this level of support possible.

Last year, the Alumni Fund raised a total of £475,276 in new funds (including pledges for recurring gifts). Of this total, £218,949 was raised during the annual Telephone Campaign held over two weeks in March 2015. Our student callers told us how grateful they were to have the chance to speak to alumni about their experiences since graduation, and to swap stories of student life. We thank you and our callers, and a particular ‘thank you’ goes to Jonathan Nash (History, 1991) and Stephen Barber (Mathematics and Philosophy, 1974) for matching regular gifts given in the Telephone Campaign.

After this year’s Telephone Campaign, one alumnus wrote to say how much he had enjoyed receiving a call: “I just wanted to tell you what a pleasure it was speaking to Bethany Gregory during her recent fundraising call. She was charming, bright, enthusiastic and persuasive! I am pleased to see that St John’s continues to get such great students.”

1006 alumni donated during the financial year 2014-15, which means that 15% of all alumni offered financial support to St John’s in that time. Over the longer timescale that we have been seeking support from alumni, 30% of alumni have given or pledged donations, and this is something of which we are very proud.

The College allocated £326,000 last year to support students financially. £337,000 of this amount went to bursaries, full scholarships and hardship awards, of which £109,000 went to the 94 of our undergraduates (just under a quarter of the total number of all undergraduates at St John’s) who were receiving some form of means-tested bursary or scholarship. £606,000 went towards 49 graduate scholarships. The remaining £797,000 of this amount went to financial hardship and this is something of which we are very proud.

The Alumni Fund raised £475,276 last year. Of this, the Telephone Campaign raised £218,949.

15% of alumni chose to donate in 2014-15; across all years, 30% of alumni have donated.

We would like to thank those who have made a provision for St John’s in their Will, either to the Alumni Fund or for other purposes within College.

For further information about the Alumni Fund, how to make a gift, how to join the 1555 Society or how to leave a legacy in your Will, please visit www.sjc.ox.ac.uk or contact the Development & Alumni Relations Office on 01865 280855.
Graduate Scholarships

On one of the first properly cold mornings of the Michaelmas Term (we all remember them!), we invited our new graduate scholars to the Alumni House so that we could welcome and congratulate them.

Joseph Marshall, Nicholas Bratt Scholar
Benefactor: Mr Nicholas Bratt (PPE, 1967)

I am delighted to be at St John’s.

Isabella Buono, Daniel Stilkin Scholar
Benefactor: Mr Daniel Stilkin (Jurisprudence, 1984)

I am extremely grateful to have received the Nicholas-Bratt/Clarendon scholarship, without which I would have struggled to undertake further study. With the generous support of this award, I have been fortunate enough to embark on the BCL programme, which has enabled me to build upon the legal knowledge I developed during my undergraduate law degree in Cambridge. Moving to Oxford has allowed me to embrace the exciting challenges of a new city, faculty and body of legal thought.

The vast range of courses available on the BCL, coupled with unparalleled teaching for a taught Master’s course, have permitted me to explore my varied legal interests more deeply, and to engage in debate with exceptionally able peers and academicians. I have taken the opportunity to undertake a range of courses, including theoretical modules such as Constitutional Theory and Punishment, Security and the State, in order to explore how legal practice is shaped by theory and the cross-fertilisation of ideas from other disciplines. I hope this will better prepare me for future practice, and allow me to see how law impacts on society more broadly. I am also following the International Law and Armed Conflicts module, building on my undergraduate module in Public International Law; and Comparative Public Law, which will allow me to examine how different legal systems adopt diverse solutions to the same problems.

Moving to Oxford has also allowed me to meet a fantastic range of fascinating people from across the globe, and to involve myself in a range of extra-curricular activities, such as the Law Society, Oxford Union and University Gliding Club. No doubt the people I have met and the opportunities the University has provided have been as integral to my Oxford experience as my studies. Beyond the BCL, I wish to keep my options open, but have not ruled out pursuing a career at the Bar in the longer term. I am also exploring careers in public policy, the Civil Service and politics, which will tie well with my broader interest in government and the relationship between the citizen and the state as echoed in my BCL modules.

Treveylan Wing, Yungtai Hsu Scholar
Benefactor: Dr Yungtai Hsu (Modern History, 1971)

Born in Hong Kong and educated in America and Europe, I grew up at home in various national settings and languages. These experiences engendered an interest in the broader geographic world, its peoples, and history—my major at Dartmouth College. Seeking to link human and environmental studies, I joined and chaired the Climate Change Council, and conducted Arctic research into the effects of climate change on the lives of Sámi reindeer herders.

To complement this fieldwork with policy exposure, I interned at the US Embassy in Paris and completed a fellowship in politics at Bonn. I interned again at the US Mission to the United Nations in Geneva, working on issues related to human rights and sustainable development, and helped organise the first UN Global Youth Summit. Serving as a US delegate to the event in Costa Rica, I helped draft the Summit Declaration, which heavily addresses environmental concerns. This experience inspired me to found and organise the Indigenous Youth Forum on Climate Change, which seeks to create a platform for young people from aboriginal backgrounds worldwide to dialogue and exercise their collective voices on impacts to their communities.

The MSc in Environmental Change and Management at Oxford provides the opportunity to enlarge my understanding of key global issues—climate change foremost—as I prepare for a career at the intersection of science and policy in international decision-making. I am delighted to be at St John’s, and to enjoy the richness of life here, feeding musical interests, swimming and athletic interests fencing with the Blues. I’m honoured to receive the Yungtai Hsu Scholarship, which has helped make all this possible.
Travel Scholarships

Duveen Travel Scholarship

Benefactor: Mr Peter Loose (Jurisprudence, 1953) and the Mildred Duveen Charitable Trust

Generously supported by the Duveen Trust and Mr Peter Loose (Jurisprudence, 1953), the Duveen Travel Scholarship is offered annually to a student of St John’s to contribute to their intellectual and professional development by visiting alumni in the United States and Canada. Here, Ruairidh Battleday (Medicine, 2009) writes about his experiences.

As a final year medical student at St John’s College, I was awarded the Duveen Travel Scholarship. Shortly afterwards, I was informed that I had been accepted onto the Neuroscience Graduate Program at the University of California, Berkeley. I was therefore able to use the scholarship to explore the United States and St John’s Alumni network whilst travelling from Oxford to San Francisco. In addition to imbuing my transition between degrees and continents with an atmosphere of adventure, this odyssey would allow me to gain an appreciation of America through the lens of a shared American and others that had been to St John’s as a step in their education, to those that had decided to set off from the nest of Europe. My overall aim for the trip was to blend the experiential value of discovering America in this manner with the creation of personal and professional friendships, and to get a sense of America’s strengths in academia and entrepreneurship: two spheres I myself want to move in.

I began in Boston, where I stayed with Emeritus Fellow Paul Harris and his family in a beautiful suburb, filled with large painted wooden houses; in addition meeting Steven Mo (Engineering Science, 2010), and Toby Brown (Chemistry, 1991). Their camaraderie and generosity were greater than I could have ever expected, and I felt warmly welcomed and intellectually enthused. I then set off south, employing every means of transportation available to me, along the way visiting New York and talking with Doug Mustz (Visiting Student, 1984), enjoying late-night jazz and mid-morning coffee; Princeton, staying with Iain Fraser (Clinical Medicine, 1989), and his wife, and visiting his company’s grand headquarters; and Washington D.C., meeting John Reppas (Clinical Medicine, 1991) for an impressive breakfast at the Jefferson Hotel. I was inspired by all the St John’s alumni I met: an eclectic group, united by their excellence and integrity. We would meet for meals in interesting and opulent spots, with John Reppas, a great host, often at the New York Stock Exchange, and with Iain Fraser, who treated me to a delightful evening of theatre and generosity.

I made my way to Los Angeles, where Denise O’Kelly (English, 1993) was accepted onto the Neuroscience Graduate Program at the University of California, Berkeley; I was visiting her for a day. We made our way to San Francisco, where I was lucky enough to meet the brilliant Julian Nott (Chemistry, 1962), and hear about his intriguing ventures. These three alumni championed the diversity and positivity of Californian cultural life, exciting me greatly about the prospect of living the next period of my own life here.

Reflecting back on my Duveen experience, I can identify a strong theme: I have been granted valuable insight into the types of knowledge and tools that can be used to accelerate success in any field. This theme fell out naturally, as a consequence of meeting like-minded individuals. More than any others of the countless made on my journey, this last observation is particularly satisfying. What is particularly satisfying is that although this theme matched my own interests, it felt out naturally, as a consequence of meeting like-minded individuals. More than any others of the countless made on my journey, this last observation highlights the true wealth of the St John’s global network—as a platform for extending the intellectual interaction that begins in College across ages and continents, a medium for its transformation into success in the real world.
Mahindra Travel Scholarship
Benefactor: Mr Ashok Mahindra (PPE, 1962)

The Mahindra Travel Scholarship was set up in 2013 by Ashok Mahindra (PPE, 1962) in memory of his father, Hem Mahindra (PPE, 1925). Its aim is to broaden the understanding of India and to give St John’s students the chance to meet alumni and others there. Here, Matthew Ford (History and Economics, 2014), writes about his experiences in India in the summer of 2015.

In Michaelmas 2014, I was awarded a Hem Mahindra Travel Scholarship, giving me the opportunity to visit India, getting to know its history and culture better, as well as building links between the college, its Indian alumni, and India more generally. I’d never visited India before, so to go for a month was a fantastic and eye-opening opportunity. Sure that I wanted to see the Taj Mahal and ride an elephant but of little else, I decided to fly into Delhi, where I was hosted by Mr Ashok Mahindra (PPE, 1962), who was preparing for a photography trip to Italy and the French Riviera but was kind enough to arrange tours of Delhi for me with his family. We also discussed St John’s, Oxford more generally, and the situation facing Indian scholars now, especially regarding funding and the need for this to be improved to increase their opportunities. I then traveled slowly south down the west coast, ending up in the beautiful countryside of Kerala.

I’d like to thank Dr Munish Neerathilingam (Biochemistry, 2007) in particular for meeting with me in Bengaluru and showing me the beautiful campus at the National Centre for Biological Sciences as well as his fascinating work directing research there. I’m grateful for many of the advantages of the UK compared to India, but funding for research certainly seems to be an area where India is ahead—in protein technology at least! Although I wasn’t able to meet Mr Samir Mody (Engineering, Economics & Management, 1986) and Professor Pratap Mehla (PPE, 1985), they both gave valuable advice and I look forward to meeting Mr Mody soon in Oxford.

I also met tourists, locals and taxi drivers who were interested to hear more about Oxford and why it had sent someone to visit India. They showed me that India is a land of vast contrasts, between rich and poor, developed and undeveloped areas, religion, food, and almost any aspect of life one can imagine. I was particularly surprised to see both Mughal and colonial-era architecture standing almost equally venerated—attitudes towards history, at least amongst the people I spoke to, seemed very different to those in the UK, with a greater focus on moving forward and tackling the challenges India faces now. Some of these challenges were very visible—poverty and traffic are just the most obvious. The experience gave me a greater insight into the scale of some of the issues, but also how people are helping themselves. Simply reading Indian newspapers on a day-to-day basis has given me a better understanding of what is going on and some of the currents of thought at this time.

Visiting India as the Mahindra Travel Scholar has been fantastic for my development both personally and as an historian.
Special Grants

The Alumni Fund supports a number of areas of student finance, including Special Grants which are awarded to help fund work and travel during the vacations which furthers the studies of undergraduates and graduates. We hear from two students who have benefited from this support.

Maria Dance (Biological Sciences, 2013)

Thanks to the generous support of the College, I was able to attend a Tropical Ecology field course in the Danum Valley conservation area, Malaysian Borneo. Run by the University, the trip complements my third-year courses. I spent ten days in pristine rainforest where I took part in field practicals designed to teach us experimental and survey techniques for tropical ecological research. I particularly enjoyed the nocturnal and butterfly trapping, possibly because we saw wild orangutans on that day! I also attended lectures and tutorials in the evenings to supplement what we had learnt in the field.

In addition, we visited logged forest and oil palm plantations to learn about the extensive damage that has been done to forests in Borneo, as well as attempts to restore the forest and associated biodiversity. Living in the jungle has its ups and downs. I only got one leech bite, which I count as a major success. It was more luxurious than I hoped (dormitory and working showers), but even the tutors tired of the perennial chicken and rice meal. Every night we fell asleep to the sounds of fans whirring and frogs croaking, and every morning we awoke to gibbon calls echoing across the valley. On some mornings we rose before the dawn chorus to carry out mist netting in order to record morphological data on the local bird populations. Attached is a photo of me holding a Little Spiderhunter, a next feeding bird (hence the beak) which also include many other arthropods in their diet as well as spiders—they’re not fussy eaters!

It has given me ideas for further conservation and policy research questions.

I have come away from Danum Valley having gained first hand experience of Southeast Asian tropical forest ecosystems and the ecological research that is carried out in Sahab. I have learnt that logged forests are (perhaps surprisingly) still valuable habitats for many species and act as buffer zones for the lowland primary forest areas that are now few and far between. Even in oil palm exciting research is being conducted, looking at the effects of habitat fragmentation on ecosystem functioning.

Not only has this been a memorable learning experience which I can carry forward for my final examinations this year, I also have an insight into the conservation challenges that the Malaysian government and NGO’s face in order to mitigate deforestation, degradation and the planting of oil palm. It has given me ideas for further conservation and policy research questions.

For instance, many Malaysian students who studied at Danum are now in important governmental positions in Sahab. This is great news for forest conservation as the politicians understand the importance of protecting both primary and logged forest. If something similar could be achieved in the UK then our government would take a much more long term, sustainable approach to conserving nature in the UK and globally.

Eliza Joseph (English, 2013)

A fellow St John’s student and I had the privilege of spending the summer working on an a very exciting IT startup funded by the University’s IT Services’ Innovation Fund. We’re looking to create an online sharing platform, Oxchange, to allow Oxford University students to be able to capitalise on their community’s richest resource: knowledge. Every student can exchange what they know for what they want to know, giving an hour and receiving an hour back from their peers. This online skill exchange would be able to capitalise on the increasing popularity of sharing economies such as Airbnb and Uber, while also providing an invaluable academic resource for students looking to broaden their horizons both scholastically and in extra-curricular pursuits.

We’re still incredibly excited about the future of this project and the huge potential it has to broaden student life at Oxford.

Thanks to the generous support of St John’s and the Special Grant, we were able to have a permanent base in Oxford to be able to develop our venture, drawing on the extensive Oxford network of bright young tech-savvy minds, creatives and entrepreneurs, as well as meeting with professional website developers. We were able to receive guidance from the manager of the Oxford Launchpad at the Said Business School and the Oxford Entrepreneurs, as well as a number of now highly successful creators of IT startups. We developed a relationship with Oxford University Press which contacted us in the hope of creating a partnership as it was looking to create a database that connected students to academics.

While we intended to have a rudimentary website up and running for Michaelmas, the project grew to such a scale that we have now put it on hold while we take our final examinations, and will be taking it on full time after we graduate! We have also been accepted into the Isis Software Incubator (part of Isis Innovation, the University’s company managing technology transfer and academic consulting)—an extremely exciting programme that will grow our startup to a fully-fledged, independent company in an intensive eight months. We’re still incredibly excited about the future of this project and the huge potential it has to broaden student life at Oxford. Our work on it this summer would not have been possible without the incredible support of St John’s!
What Price Health?

MEDICINE IS ONE OF THE OLDEST UNIVERSITY DISCIPLINES IN THE WORLD. ONLY LAW AND THEOLOGY HAVE EXISTED FOR AS LONG.

In the first European universities, the three subjects were known as the ‘higher faculties’ and could only be studied after a first degree. Medical education began in the western world with Greek habits of rational enquiry into causation and with the analysis of symptoms. It is said that it was at Cos in the 5th Century BC that Hippocrates (hence the Hippocratic Oath) established the kind of medical teaching that still underpins the work of modern clinicians. The key advance was the assertion that illness was due to natural (as opposed to supernatural) causes, although the notion of illness as a punishment for sinful behaviour remained a dominant one for centuries. In the middle ages, the foundation of medical schools in Italy was mirrored by the rise of centres of medical education in the Muslim world. Medicine emerged as a separate profession from around the twelfth century, and universities played a key role: an English (draft) statute of 1342 states that ‘No one shall use the mysterie of fysyk, unless he shall have studied it in some University’. A breach was subject to a penalty of £40 and, ominously, the statute goes on to say that ‘any woman that shall practise physic shall incur the same penalty’. Matters have improved since then.

Before Modern Medicine

MEDICAL education began in the western world with Greek habits of rational enquiry into causation and with the analysis of symptoms. It is said that it was at Cos in the 5th Century BC that Hippocrates (hence the Hippocratic Oath) established the kind of medical teaching that still underpins the work of modern clinicians. The key advance was the assertion that illness was due to natural (as opposed to supernatural) causes, although the notion of illness as a punishment for sinful behaviour remained a dominant one for centuries. In the middle ages, the foundation of medical schools in Italy was mirrored by the rise of centres of medical education in the Muslim world. Medicine emerged as a separate profession from around the twelfth century, and universities played a key role: an English (draft) statute of 1342 states that ‘No one shall use the mysterie of fysyk, unless he shall have studied it in some University’. A breach was subject to a penalty of £40 and, ominously, the statute goes on to say that ‘any woman that shall practise physic shall incur the same penalty’. Matters have improved since then.
By the time Sir Thomas White founded St John's in 1555, medicine was becoming a valued profession with social status. The Royal College of Physicians, founded in 1518, issued licences to practise medicine and surgery, but the study of medicine within the universities remained prestigious and important and the numbers of students began to rise. In the first statutes of St John's, Sir Thomas White allowed that one of the Fellows, after reaching the degree of M.A., might devote himself to the study of medicine, and that he should be exempt from the duty of taking holy orders while he studied for the higher degree of M.D.

The holder of the post could claim the bodies of prisoners executed within 2.1 miles of Oxford so that they could be used for dissection

Despite its status, the study and practice of medicine at this time remained limited by not being able to see into the body: there were no microscopes, and it was not until the later part of the seventeenth century that the understanding of the heart as a pump was developed. Medical schools in Europe developed detailed notions of anatomy from dissection, though, and Oxford also had a tradition of dissection. The post of Tomlins Reader of Anatomy, established in the early seventeenth century, included a stipulation that the holder of the post could claim the bodies of prisoners executed within 21 miles of Oxford so that they could be used for dissection. But until the nineteenth century, Oxford's curriculum nonetheless remained relatively antiquated, and even the modest requirements laid out in the statutes (for example, that students attend lectures on the work of Galen and Hippocrates) were often ignored or dispensed with. There were also restrictions on where graduates could work: because London had the Royal College of Physicians, graduates from Oxford and Cambridge were not allowed to practise in London. Unsurprisingly, those who were serious about medicine often left Oxford to study and work in Europe. When we think of one of the great early modern medical advances—William Harvey's understanding of the circulation of the blood—we think of Oxford, because Harvey (1578-1657) later became Warden of Merton. In fact, Harvey did not train in Oxford, studying instead at the University of Padua.

There were pioneering researchers who trained and worked in Oxford, though. Thomas Willis (1621-1675), who lived on Merton Street, made huge advances in understanding the anatomy of the brain, nervous system and muscles. He discovered a circle of arteries on the base of the brain which became known as the ‘Circle of Willis’. He also employed the natural philosopher Robert Hooke (1635-1703) as an assistant (at the same time that Hooke was working for Robert Boyle, building the vacuum pumps that made possible Boyle's famous experiments on the law of gases).

By the late eighteenth century, studying medicine at Oxford meant tackling anatomy and even dissection, but it was not until the 1830s that something like a modern syllabus came into existence, including anatomy, physiology, pathology, chemistry and botany. Students also had to show that they had attended lectures and hospital practice sessions before they would be permitted to take examinations. Alongside strong medical education ran the growth of laboratory work, which meant that the study of disease could be based on bacteriology and virology. Oxford's status as a great medical school grew. Key figures such as Charles Scott Sherrington (1857-1952), the Waynflete Professor of Physiology, brought a new philosophy of learning to medical education. It was Sherrington's view that ‘with the undeniable upsurge of scientific research, we cannot continue to rely on the mere fact that we have learned how to teach what is not yet known’. St John's also played a part in these developments. At the turn of the twentieth century and for its first half (he was elected Fellow and Lecturer in Natural Sciences in 1907), the medical tutor at St John's was Claude Gordon Douglas (1882-1963) who with John Scott Haldane (1860-1936) laid the foundations of modern respiratory physiology and invented the ‘Douglas bag’, a device still used by generations of medical students to measure oxygen consumption.
John Case was born around 1549 and became a scholar at St John’s in 1564. The works of Aristotle were the main focus of his career: he wrote a textbook on Aristotelian logic and a commentary on the Nicomachean Ethics which was the first major publication of the new Oxford University Press. Alongside this, he also attended medical lectures and supplicated for a medical degree in 1588. One of the tasks of the physician at this time was to stipulate medical recipes (though probably no more so than those used now by ‘Big Pharma’). Case was probably the doctor who called for ‘one dragee of rubarbe, and half an ounce of manna, in a draught of checkin brothe’ to be given to the Earl of Derby in the 1590s. Case died in 1600, and the College chapel contains a monument to him.

Sir William Paddy was born in 1554 and educated at the Merchant Taylors’ School. He took his BA at St John’s in 1573, and travelled to the University of Leiden to study medicine. When he returned to London he received a licence from the King’s solemn profession of faith in his copy of the Book of Common Prayer, and he was also friends with William Laud. When he died in December 1634, Paddy was buried in the chapel in St John’s. In his lifetime, he had given the College 682 volumes for the library, containing 1123 different works. On his death, he left the bulk of his estate to St John’s, including a generous gift to the choir and a contribution towards ‘commons’ (food and drink for College members).

Medicine in early modern times: two St John’s physicians

was physician to William Cecil, Lord Burghley and then, from 1603, personal physician to King James I. When James died in 1625, it was Paddy who recorded the King’s solemn profession of faith in his copy of the Book of Common Prayer, and he was also friends with William Laud. When he died in December 1634, Paddy was buried in the chapel in St John’s. In his lifetime, he had given the College 682 volumes for the library, containing 1123 different works. On his death, he left the bulk of his estate to St John’s, including a generous gift to the choir and a contribution towards ‘commons’ (food and drink for College members).

Today’s future doctors often know by the age of 17 (or sometimes much earlier) that Medicine is for them. They know, too, that competition for a place on a degree course grows every year. For those applying to take up a place at Oxford in 2014, 30% of applicants reached the interview stage, and the overall success rate was 11%. As well as a stellar academic school record, successful applicants also have to show a vocation to care for others and that they have chosen this path for themselves (as the University’s admissions literature has it, ‘Studying Medicine because that is what is expected of you is never a good idea.’). Tutors will look for how applicants gained an insight from their work experience (which might have been volunteering in a care home) rather than that they have simply shadowed a doctor in an apparently exciting field like neurosurgery. At this young age, potential students must demonstrate a maturity and commitment that many of us would struggle to match at any point.

It has been compared to studying for a degree in a foreign language and a degree in science at the same time.

When they arrive at St John’s, our Medicine students have a moment or two to congratulate themselves on their success before we throw them into one of the most demanding and timetabled courses in the University. It has been compared to studying for a degree in a foreign language and a degree in science at the same time. For the first three years, when students study physiology (what in the US would be known as ‘Pre-Med’), lectures and practicals take up around half the time. As in other subjects, the main focus is work for tutorials, and students of Medicine at Oxford can write up to three essays each week, with essays for the Final Honour School sometimes taking weeks to prepare. The work just keeps coming, so good organisational skills are vital, but medics are almost always heavily involved as well with sport or music alongside their problem sheets and lab reports.

The pre-clinical degree at Oxford remains one with limited patient contact. This bucks the trend of other medical degrees, which now often integrate significant clinical elements into this first section of medical training. But Oxford holds to the view that the sheer level of science needed to prepare medical students means that intensive pre-clinical training is crucial. A good number of students at Oxford will also take time during their studies to do research, and the strong academic basis of the pre-clinical degree allows this. But alongside physiology, pharmacology, biochemistry and anatomy, students do still follow courses at Oxford on doctor/patient contact and on medical sociology. In the third year of the First BM they are also given the opportunity to do a project and an extended essay.

If the pre-clinical degree is difficult, the clinical studies that follow are, at least at first, a little terrifying. The amount of information to be absorbed is still huge, but now medical students must also start to develop their skills as doctors. Those who come into the clinical course at Oxford have usually been undergraduates here as well, although there are students from other universities, as well as Oxford graduates going on to clinical study in Cambridge, London and elsewhere. Much of the teaching for this part of the course takes place in hospitals and general practices in Oxford, Northampton, Swindon and Reading, and students also have opportunities to work and study abroad. There has been a return to the idea that studying another subject before training as a doctor can be of great value, and ‘accelerated’ Medicine courses now exist for those who already hold degrees in other subjects. While Paddy and Case might not recognise very much of the technology or the techniques used in modern Medicine, the urge to understand and to heal remains firmly at the heart of medical studies in St John’s.

Supporting the Future

What are we doing at St John’s to nurture the next generation of doctors and medical researchers? The combination of technical sophistication and the sheer amount of time and teaching needed to train today’s doctors makes Medicine one of the most expensive degree courses for the state and for universities. Although an undergraduate medical degree does not, in theory, cost any more to the student (the same tuition fees and attendant bursary and loan schemes apply to Medicine as every other subject) the costs of equipment and the six years of study required for the pre-clinical and clinical courses together mean that to study Medicine is certainly an altruistic rather than an economic choice. Up-front costs are reduced or delayed, and those...
D.L. Davies Bursary is an award specifically for students. Fund, and they make sure that the opportunities available awards are often funded partly or wholly from the Alumni electives and also for equipment such as stethoscopes. These these very substantial investments in teaching and research, that will bring new developments in medicine. Alongside tutors to teach and oversee their work. These tutors are the total cost is around £87,000.

Between £36,000 in fees alone. With living costs as well, undergraduate medical degree for a UK student will cost with lower household incomes receive more help, but an undergraduate medical degree for a UK student will cost between £46,000 in fees alone. With living costs as well, the total cost is around £87,000.

St John’s gives undergraduates the support they need in their studies by employing the best and most dedicated tutors to teach and oversee their work. These tutors are also world-class researchers, running the labs and projects that will bring new developments in medicine. Alongside these very substantial investments in teaching and research, we are also able to offer grants and support for travel for electives and also for equipment such as stethoscopes. These awards are often funded partly or wholly from the Alumni Fund, and they make sure that the opportunities available to our medical students depend only on their talents and enthusiasm and not on their economic background. The D.L. Davies Bursary is an award specifically for students of Medicine, as is the Peter Fan award, given by Dr Peter Fan (Medicine, 1954). St John’s has long recognised that the transition from preclinical to clinical in a traditional course like Oxford’s can be a difficult one and so has a dedicated set of tutors to offer personal and pastoral supervision. In addition to his role as a preclinical physiology tutor, Professor Jaideep Pandit oversees the clinical training along with a team of Clinical Teaching Associates, who are recently qualified doctors (often with a past connection to St John’s) who offer regular bedside and revision teaching in a range of clinical subjects. There is an active clinical student society (the Torrance Society), established over ten years ago, through which the specific and changing needs of clinical students within College can be addressed. We take our history of medical education seriously, and we know that more investment will be needed to give that education a sound future.

As a Professor in the Department of Physiology, Anatomy and Genetics, Andrew Parker heads a group researching visual neuroscience. His team uses high-field magnetic resonance imaging and other advanced techniques to study how we use our two eyes in co-ordination to see the world in stereoscopic depth. (If you have been to 3D movies and the special glasses work for you, then you have experienced stereoscopic depth.) In St John’s, Professor Parker is an Official Fellow and Tutor in Physiology, and has been involved in pre-clinical teaching of medical students as well as teaching for undergraduate science degrees that include Physiology. He is also Principal Bursar. Professor Parker writes:

‘The fundamental kit needed to provide a good medical education clearly does not vary from one college to another. The General Medical Council regularly visits the Oxford medical school and is always concerned to understand and test whether the provision to all Oxford medical students meets the benchmark requirements, regardless of which college is attended. Where we can help at St John’s is by providing more teaching within the College with tutors who get to know the students personally over a period of time. At undergraduate level, we aim to cover almost all of the core areas ‘in house’ and it is always a pleasure when third year students taking the BA Honours in Medical Science opt to do their laboratory research project with one of the tutors. We also aim to provide a good range of contacts to support our students as their interests widen. This varies from providing exchange teaching to ensure that, when appropriate, St John’s students can access the best qualified outside tutors across to maintaining support through the clinical years through our support for the Torrance Society meetings, electives and the ‘bench to bedside’ approach to teaching offered by our clinical tutors. This all costs extra, but, as far as you see Caroline Pendleton’s account, we have a clear message coming back that this is worth it. So we do spend more than the bare minimum to comply with requirements: the extra is not excessive but it does bind the peer-group at St John’s together and provides their educational experience with a momentum that propels them through the critical early post-qualification years.’

We have a clear message coming back that this is worth it’

A new medical student, Caroline, tells the story of her experiences at St John’s. Her experiences are a testament to the value of investing in Oxford medical education. Her story demonstrates the importance of community, the value of clinical training, and the long-term impact of a medical education. Caroline’s story highlights the benefits of a medical education and the opportunities it provides for students to develop their skills and knowledge.

‘Fired up with an immense feeling of social responsibility’

D. C. Caroline Pemberton (Medicine, 2008) graduated in 2004 and is now working at King’s College Hospital in London. During her time at St John’s, Caroline was partly funded by the D.L. Davies Bursary. This award is paid from a fund set up by three brothers, Jonathan (Jurisprudence, 1965), Peter (Mathematics, 1967) and Geoffrey (PPE, 1973) in memory of their father, Dr D.L. Davies (Medicine, 1930).

Like many alumni, Caroline couldn’t believe her luck when she arrived at St John’s. She thought it was a fluke: ‘I’d managed to sneak onto a place on the best course, at the best college, at the best university.’ She was not from a medical family, but had grown up with a talent for science and an interest in people, and friends suggested Medicine might be a good route. She wasn’t sure at first, and work experience in a hospital helping with day-to-day care, as was the case, ‘a dose of reality.’ While at sixth-form college, Caroline was encouraged to attend the Sutton Trust Summer School, which gave state school students the chance to experience tutorials and Oxford life. She loved living in St John’s for two weeks, ‘it was brilliant,’ she says. That was the turning point (and the food was good too, which helped). When she gained a place at St John’s, she felt that she had ‘really looked out’.

Alongside all the physiology, anatomy and pathology, the pre-clinical years ‘taught me to really think and question,’ says Caroline. She says she had no idea at the time how valuable the skills learned in tutorials would be: ‘it’s similar, unlike sadly the details of the Krebs cycle, they appear to stay with you forever.’ She remembers one particular moment during an FHS tutorial where, after weeks of reading the literature, she found herself able to argue against the tutor’s position and ‘felt like after three years of defending the base line, I could suddenly knock back a 120mph serve!’ She welcomed the chance to hone these skills in more informal settings too, taking politics and economics with Professor Pandit (Tutor in Medicine) over Douglas Society dinners and becoming involved in Oxford’s Medicine in Management series.

Caroline’s story highlights the value of investing in Oxford medical education. She argues that Oxford’s full support package, including a fully funded place and living costs, means that it is possible for students from lower household incomes to access a world-class medical education. She also emphasizes the importance of community and the support of tutors and peers in helping students to develop their skills and knowledge.

Caroline’s story is a testament to the value of investing in Oxford medical education. Her experiences demonstrate the benefits of a medical education and the opportunities it provides for students to develop their skills and knowledge. Her story highlights the importance of community and the support of tutors and peers in helping students to develop their skills and knowledge. Caroline’s story is a testament to the value of investing in Oxford medical education. Her experiences demonstrate the benefits of a medical education and the opportunities it provides for students to develop their skills and knowledge. Her story highlights the importance of community and the support of tutors and peers in helping students to develop their skills and knowledge.
Thank you to all who have given to St John's
Almost all Oxford colleges now offer early career Fellowships of one kind or another, and many offer more than one each year. The St John’s programme, though, is of an altogether more ambitious kind, working in concert with other colleges. It became clear that we needed a way to ensure that talented doctoral students could gain the confidence and experience (and feed themselves in the meantime) to go on to become tutors and scholars for life. And so, the triumvirate of St John’s, Christ Church and Merton established a scheme of supporting up to forty JRFs each year between the three colleges. It is a big undertaking: approximately £1.4 million of endowed funding is needed to support one Junior Research Fellowship in perpetuity. The spending cost to St John’s of supporting twelve JRFs (although the number is often higher) in any one year is just over half a million pounds. At 2015 prices, then, the College has spent over £14 million on the JRF programme since its inception in 1988. Aside from the money, there is the time that it takes to scrutinise applications and hold interviews. With upwards of seventy very well-qualified applicants for each spot, the process is rigorous and time-consuming. Fellows busy with their own teaching and research set aside a good chunk of their time in Hilary Term to read applications and discuss the outcome and then to interview applicants, but for them it is also an investment: encouraging the next generation of thinkers and teachers, and knowing that by doing so, they are preserving the tradition of work in their own discipline. For the applicants, the process can be...
Sarah Colvin

As a Junior Research Fellow at St John’s, Sarah read Modern Languages at Exeter College, Oxford, and completed her DPhil (on the musical and textual representation of women and Turkish characters in early opera and drama) at Hamburg and at Christ Church, Oxford. She came to St John’s as a Junior Research Fellow in 1995 and developed her research on women and theatre before taking up a lectureship in Edinburgh in 1997. In 2004 she was appointed to the Eudos C. Mason Chair of German at Edinburgh, from 2010-12 she was Director of the DAAD (German Academic Exchange Service) Institute for German Studies at Birmingham. In 2013 she took up a professorship of German at Warwick. Sarah was appointed Schröder Professor of German at Cambridge from January 2014. As Schröder Professor, she plays a leading role in enhancing the public understanding of German in the English-speaking world. Sarah’s research interests include writing by prisoners, gender and culture, the representation and justification of violence, and literature’s function and meaning—also in reading and writing projects in prisons. Two books emerged from her (RF at St John’s) one (deriving from the DPhil) on gender and “the Orient” on the German stage, and a second on German-language women playwrights. She has since written a study of the German terrorist Ulrike Meinhof, and is the editor of the recent Routledge Handbook of German Politics and Culture. Sarah is President of the Association for German Studies, and sits on the editorial boards of the German Monitor, the Publications of the English Goethe Society (PEGS), Forum for Modern Language Studies, and The Bithell Series.

John Dupré

After reading PPE at St John’s, John Dupré studied for his PhD in Cambridge (including a period of study as a Harkness Fellow in the U.S.) before returning to Oxford in 1980 to begin his Junior Research Fellowship at St John’s. He went on to take up a post in the Department of Philosophy at Stanford, and then returned to the UK to become Professor of Philosophy at Birkbeck College, London and a Senior Research Fellow at Exeter University. At Exeter, he has overseen the reinvention of Philosophy (the department was closed in the mid-1980s) and was appointed as Professor of Philosophy of Science (giving up his post in London) in 2000. In 2002 John became director of Egenis, the Economic and Social Research Council’s Centre for the study of Genomics in Society. He is currently leading a major ERC-funded project which rethinks the philosophy of biology with a focus on the processual nature of living systems. In autumn 2013 he held a post as Visiting Professor of Gender Studies at Cambridge.
particular type and range of teaching to have been completed. There is much talk in academic policy fora about the need for a ‘pipeline’ of appointments to draw young scholars into the academy and to ensure that the next generation of researchers and tutors is secured. The JRF route is, and has been for almost half a century, one of the most effective ways of ‘bringing on’ talented scholars and, in the case of JRFs at St John’s and in other colleges, has been achieved without the support of state funding.

The JRF programme has been quietly supporting the quality and continuity of generations of academics. The Woodhouse JRF in Classics, for example, was held by Malcolm Davies, now Tutor and Official Fellow in Classics. Current tutors and Official Fellows who held JRFs at Christ Church, Merton or St John’s include Alan Grafen (Quantitative Biology), Ian Sobery (Engineering Science), Zoltan Molnár (Human Anatomy), Hannah Skoda (History) and Zuzanna Olzewska (Archeology and Anthropology). And, of course, it is not just Oxford that benefits from the JRF scheme. Almost all JRFs have gone on to hold prestigious appointments in the very best universities all around the world (from Vienna to Boston and even, occasionally, in Cambridge!). The roll call is impressive, and it shows that JRFs are immensely effective, allowing bright minds at the beginning of their careers to find their intellectual voice. Now, more than ever, those who hold the posts relish the freedom that it gives them to develop their work without the pressure of academic administration that comes with so many permanent posts in Oxford and elsewhere.

In recent years, the power and quality of Junior Research Fellowships has begun to attract generous benefactions. In 2007, Andrew Fraser (PPE, 1965) gave £1 million to endow a new Junior Research Fellowship. The Kilner Junior Research Fellowship was established as a result of a bequest from the late Miss Patricia Adams, and is named in memory of the pioneering plastic surgeon, Thomas Pomfret Kilner (1890-1964). St John’s will continue to invest heavily in JRFs. In the future, we will need as many of these posts as possible to ensure that talented students coming out of their doctorates are able to develop their research and be ready for the next stage of the academic ‘pipeline’. But supporting more JRFs is not the end of the story: without significant philanthropic intervention, the academic roles for which JRFs have prepared people may simply vanish, especially in those subjects which are not favoured currently by the state’s priorities for funding. It is up to all of us to make sure that this does not happen, and that the tradition of freedom to develop scholarship and science continues to flourish.

Maria Bruna

"When I was awarded the JRF at St John’s, older colleagues in the department congratulated me saying what a life-opportunity that was. At the time, although I was obviously over the moon about my new job, I didn’t quite grasp what they really meant. Two years into it, I think I now do. I would say that a JRF is the perfect balance between the old and the new. College JRFs may be the closest we have nowadays to the old concept of a research scholar: a position giving young researchers the chance to develop their independent research regardless of whether it will bring money or impact to the University. But the position also offers all the opportunities and flexibility one could wish for as a 21st-century researcher. For example, St John’s has given me great networking opportunities, such as interdisciplinary collaborations with other Fellows or an industrial partnership with Dyson, which started from a friendly conversation across the High Table at dinner!"

Maria began her studies in Barcelona before coming to Oxford to complete an MSc and DPhil in Mathematics. She began her JRF at St John’s in 2013 and also holds a University Research Fellowship in Mathematical and Computational Modelling. Maria’s work focuses on the stochastic modelling of interacting particle systems, with applications to explain how individual-led mechanisms give rise to population-level behaviour in biology and ecology. For autumn 2015, Maria was appointed Olga Taussky Pauli Fellow at the Wolfgang Pauli Institute in Vienna.
It was a pleasure to welcome Alan Halliday back to St John’s College, Vive le théâtre! an exhibition held in the Kendrew Barn in February 2015. Proustian, reviews Here, Dr Jennifer Rushworth, Junior Research Fellow in Modern Languages and self-confessed as in a number of Oxford colleges. Alan generously gave St John’s both an exhibition and a painting.

Alumni Generosity

Over the course of its history, St John’s has received many gifts in kind, from the silver tankards of the eighteenth century and earlier (still kept in the strong room and brought out for feasts), paintings and sculptures, to donations of talent, time and expertise. Here, we thank those who have given gifts in kind during 2014-15.

Vive le théâtre!

Alan Halliday (History of Art, 1975) has been a professional artist for over 35 years. His paintings interpret theatre performances, and can be found in the collections of the Victoria & Albert Museum, the Theatre Museum, the Museum of London and the Folger Shakespeare Library as well as in a number of Oxford colleges. Alan generously gave St John’s both an exhibition and a painting. Here, Dr Jennifer Rushworth, Junior Research Fellow in Modern Languages and self-confessed

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A Silver Gift

St John’s has an impressive and beautiful collection of silver. Here, we discover the story behind one ornate piece from the 1670s.

The practice of making gifts of silver began in earnest with the creation of the category of ‘gentleman commoners’. These members of the College could, for a higher fee, dine at High Table (so with the Fellows rather than with the ordinary students). It was also the expectation that they would give gifts of silver. In 1666, one Richard Bellingham ‘in consideration that he was admitted to sit at the Masters Table’ was told to give ‘to the College for a gratuity a white silver cup with two eves’. Some items survive from this early period, but most date from after the Civil War. Like many other colleges, St John’s responded to Charles I’s appeal for silver that could be melted down to make coin to pay the Royalist army. The College’s register records the surrender in 1643 of one hundred and seventy six pounds in weight of ‘white’ and forty eight pounds of ‘gilt’ plate (probably almost everything, in fact, except for those objects used in the chapel for communion). With the restoration of the monarchy in 1660, St John’s settled down to rebuild itself, and the collection of silver grew again. College feasts and etiquette became more elaborate, and rituals, such as sharing wine from a standing cup, became an important statement of community.

The Latin inscription on this tankard (beginning ex dono Hugonis Speke) […] sits alongside the arms of the Speke family and of the College. On the thumb-piece is a representation of the porcupine in the Speke family crest. Hugh Speke was born in 1656 and entered St John’s on 1 July 1672. He did not take a degree and probably left the College in the late 1676 (the year the tankard was given). We know that he was admitted to Lincoln’s Inn in 1673 and was called to the Bar in 1684, but his was not to be the quiet career of a working lawyer. Along with his father and brothers, Speke joined an association hostile to the court during the Exclusion Crisis of 1679-83, siding with those who wanted to stop Charles II’s Catholic brother James, Duke of York from being able to succeed to the throne. Speke, made himself conspicuous, not just because of the radical company he kept (he was warned by some friends that to go ‘so open amidst’ such radical company he kept (he was warned by some friends that to go ‘so open amidst’ such
The Otranto Passage

In the last issue of our magazine TW, we set out the story so far: how the library came to be, and where it will be going next. Now, we can show you some of the first images of the link between the old and the new. In October 2015, current Fellows and students were given the chance to see the recently completed staircase from the Laudian Library and the Otranto Passage (named, we think, because of the comparison between the narrow opening of the passage and the straits of Otranto). Construction was carried out by local company, Beard.

The door by the garden gate into Canterbury Quad is one we have all walked past hundreds of times, to the point where it almost fades out of sight. Now, when we open it, we find a new set of glass doors and a gentle slope upwards, past roundels cut into the stone on the right hand side. At the end of this passage, the architects Wright & Wright have preserved the wooden doorway and beams of the corner room of the quadrangle, and have carefully turned around them a staircase of oak with brass finishes, set on a stone plinth. A panel of Clipsham stone at the turn of the staircase contrasts beautifully with the original wood of the doorway. Come to the top of the stairs, and you can turn right through new wooden doors into the Laudian Library, or left to sit in one of the new modern oak seats, just right for reading, or perhaps for admiring the view of the garden.

In time, this floor will be continued through the wall and into the new extension. It is already an inviting place, and those who come seem to find the urge to touch the old wood and the new, to check the textures of one against the other, irresistible. Soon, the left-hand side of the Otranto passage will have its glasswork installed, so that the light through the mullioned window in the centre of the passage falls onto the design by Kirsty Brooks which will be inspired by aspects of the history of St John’s.
A Major Benefaction

The library that we know exists because of benefaction, and it is the generosity of today’s benefactors which is making the new library and study centre a reality. Here, Angus McLeod (Modern History, 1982) who has generously donated over £1m to the College, including £500,000 to this project, talks about what prompted him to give.

“One of the many strengths of Oxford is the access which it provides to a range of great libraries, and in turn to some of the most inspirational spaces conceivable in which to study. St John’s has always looked after its students well in this regard, right back to the days of the Founder and Archbishop Laud, as well as in more recent times, but circumstances and methods of study change.

The library project is a bold move to equip the College to meet the needs of future generations of students, as well as being a building of great sensitivity and quality which respects its immediate surroundings and is at ease with them. For alumni, this is a chance to make a difference by helping to ensure that our successors can enjoy the same opportunities from which we benefitted ourselves.”

Angus began giving to the College in 2009. In 2013, he donated £500,000 to go towards a named scholarship for graduate students. The current Angus McLeod scholar, Lindsey Hoh, is reading for a DPhil in Africanist Ethnomusicology. Angus lives in South Lanarkshire, and is a Director, Investment Advisor and Member of the Board of Directors at the investment management firm Baillie Gifford & Co.
This section contains the names of major and core benefactors, and all donors who have given between 1 August 2014 and 31 July 2015. Please accept our apologies for any errors.
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Sir Nicholas Hamblen
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The painted glass shown on the cover, in the Roll of Benefactors and above is in the east window of the Old Library. We have all walked past the window on our way up the steps towards the Laudian Library (although as the works on the new building continue this will cease to be the main entry route). The panels commemorate benefactors to the building and contents of the library in 1596-8 and also include the shield of Queen Elizabeth I.

Gifts from the Merchant Taylors’ Company and from individuals paid for around half the cost of the library building. The Company gave £100, as did Robert Berkeley, a gentleman commoner of the College (gentleman commoners had a higher status within the College which enabled them to dine with the Fellows rather than with other undergraduates). William Craven and Robert Dowe, both Merchant Taylors, each gave £50, as did the Founder’s stepson, Richard Warren. There are also panels commemorating Sir Thomas Tresham, who gave over a hundred books to the library from 1598 onwards, and George Hangar, a Citizen and Clothworker of London who gave £10 to buy ‘books of divinity’. The modern value of these benefactions is hard to calculate accurately, but a gift of £100 would have been worth a great deal.

In the 1630s, when the library was extended, the window was moved from its original position, and over the following centuries, some parts of the shields were moved to and from other parts of the window (and, indeed, from other windows) and some were damaged. Although we do not know who was responsible for the original work on the window, we know from our records that restoration and repair work was done in 1772. In 1986 all the panels were cleaned, repaired and reset by Mr John Hayward, and the oval portrait of the Founder was reconstructed from the original fragments and set into a new border designed by Mr Hayward.

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- Miss Katie Chung
- Mr Jack Clift
- Miss Siobhan Coote
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- Mr Benjamin Eisert
- Ms Tanya McKiray
- Mr Austin Nourshargh
- Mr Edward Ranty

### 2013 11%
- Mr Ameen Chekroud
- Miss Vicky Skarnia
- Mr Daniel Waldman

### Friends
- Anonymous
- The late Miss Patricia Adams
- Mr Derek Benham
- Ms Sophie Crip
- Mr Geoffrey de Jager and Mrs Caroline de Jager
- Mrs Nianhla Diamini
- Professor Les Dutton
- Professor Hans-Johann Glock
- Miss Emma Golden
- Professor Helen Fulton
- Mr John Larocque
- Mr Alastair Lawson
- The late Mr Stanley Ray
- Professor Athan Shaka
- Dr Marie Surridge
- Professor Richard Swinburne (JRF, 1954)

### Staff
- Anonymous (2)
- Dr Katherine Doakmk
- Dr Katherine Earnshaw
- Mrs Rachel Graves
- Dr Georgy Kantor
- Ms Caitlyn Lindsay
- Dr Barry Murnane
- Professor Kate Nation
- Mrs Kiri-Ann Oiney
- Professor Maggie Snowing
- Dr Ian Sibey
- Ms Caitlin Tedbit

### Organisations
- Deutsche Bank AG London
- BNY Mellon Wealth Management
- Lamb & Flag
- The Mildred Duveen Charitable Trust
- 3 Monkeys Communications Ltd
- Mackesy Charitable Trust

The painted glass shown on the cover, in the Roll of Benefactors and above is in the east window of the Old Library. We have all walked past the window on our way up the steps towards the Laudian library (although as the works on the new building continue this will cease to be the main entry route). The panels commemorate benefactors to the building and contents of the library in 1596-8 and also include the shield of Queen Elizabeth I.

Gifts from the Merchant Taylors’ Company and from individuals paid for around half the cost of the library building. The Company gave £100, as did Robert Berkeley, a gentleman commoner of the College (gentleman commoners had a higher status within the College which enabled them to dine with the Fellows rather than with other undergraduates). William Craven and Robert Dowe, both Merchant Taylors, each gave £50, as did the Founder’s stepson, Richard Warren. There are also panels commemorating Sir Thomas Tresham, who gave over a hundred books to the library from 1598 onwards, and George Hangar, a Citizen and Clothworker of London who gave £10 to buy ‘books of divinity’. The modern value of these benefactions is hard to calculate accurately, but a gift of £100 would have been worth a great deal.

In the 1630s, when the library was extended, the window was moved from its original position, and over the following centuries, some parts of the shields were moved to and from other parts of the window (and, indeed, from other windows) and some were damaged. Although we do not know who was responsible for the original work on the window, we know from our records that restoration and repair work was done in 1772. In 1986 all the panels were cleaned, repaired and reset by Mr John Hayward, and the oval portrait of the Founder was reconstructed from the original fragments and set into a new border designed by Mr Hayward.