



ST JOHN'S COLLEGE, OXFORD





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DR WILLIAM WHYTE, EDITOR OF TW

post. As I write, the *Guardian* has just published an editorial praising our current president, Sir Michael Scholar, for his role as chair of the UK Statistics Authority. At the same time, our next President, Professor Maggie Snowling, has been working in Washington DC as part of the pioneering Education for All: Fast-Track Initiative, intended to achieve the universal provision of primary schools across the world. This all seems a long way away from Herbert James and his philately.

And it's not just our Presidents who seek to make a difference. As this edition of TW shows, the last year has seen our Fellowship involved in life beyond the College walls in numerous important ways. From John Kay's commission on the equity market to Jaideep Pandit's investigation into anaesthesia to Dorothy Bishop's work on childhood

# THE STAMP OF AUTHORITY

Just over a hundred years ago, in 1909, Herbert Armitage James was elected President of St John's. He had many qualifications for the job: a distinguished career as a public school headmaster, an impressive beard, the best stamp collection in the country. But he was scarcely a noteworthy head of house, devoting more time to philately than to public life. In his memoirs, John Mabbott, who was himself President between 1963 and 1969, recalled that in one meeting about a problematic student James suddenly and dramatically fell to his knees. Assuming that this was invitation to prayer, the senior dean also politely knelt, and then heard James expostulate, 'It's only a penny red'. He had seen a stamp on the floor and forgotten about the issue they were meant to be discussing.

Since 1909, there have been ten presidents of St John's. Some have been scholars, some public servants, some a bit of both. The role is really what the individual makes it. Cyril Norwood, who took up the reins in 1933, resembled James in many ways, not least in coming to the job from a career in school teaching. But he was an altogether more serious figure, whose 1943 report on secondary education shaped British schools for at least a generation.

Most recent presidents have tended to follow the Norwood rather than the James approach to the

language disorders: the Fellows of St John's continue to do important public service. Our students, too, are impressive for more than just their academic ability. Both the current Oxford University Students' Union President, Martha Mackenzie (2008), and the next President, David Townsend (2007) are St John's graduates. Students in Oxford and half a dozen other universities are also being helped to volunteer their services by an organisation founded by two other St John's alumni – Adam O'Boyle (2005) and Rachel Stephenson (2005). There's more about their Oxford Hub later in TW.

That St John's is more than just an ivory tower – that it contributes to the public good in all manner of ways – scarcely needs mentioning. Or, at any rate, it would hardly necessitate this emphasis were it not for the fact that 'impact' has become one of the key ways in which the government proposes to rate universities. Quite what 'impact' means remains unclear; what is evident is that this nebulous term will become increasingly important for higher education in the next few years, not least in determining how we are funded. Our Fellows – and students – certainly do have impact, though whether it's the sort that will satisfy our paymasters remains to be determined. But in the current climate it seems vital to celebrate our existing work in the wider world.

# NEWS IN BRIEF

## ORDER! ORDER!

It is a little noticed fact that St John's now has more MPs in the House of Commons than any other Oxford college. Due to the kind intervention of one of the most recent recruits, Gregg McClymont (1999), this ensured that history alumni were able to celebrate the career of one of the College's most distinguished tutors, Ross McKibbin, in the literally palatial surroundings of the Speaker's state rooms in May. Timed to coincide with the launch of a Festschrift dedicated to him, the event drew more than a hundred of his former students, as well as journalists and politicians. The Festschrift, entitled *Classes, Cultures, and Politics* is published by OUP at the inviting price of £65 and includes several essays by St John's alumni – from Joe McAleer (1983) on Mills and Boon to Rosemary Sweet (1987) on Ross as a fashion icon.



Dr Ross McKibbin, Emeritus Research Fellow in History, holding the Festschrift written in his honour, 'Classes, Cultures and Politics'

## GENERAL ANAESTHETIC

Jaideep Pandit, Supernumerary Fellow in physiology, has been appointed Professor of Anaesthetics by the Royal College of Anaesthetists, in recognition of his pioneering researches. He has also been named as the national lead of the Royal College's National Audit Project on 'Accidental Awareness under General Anaesthesia'. This is a three year, comprehensive co-ordination of data

collection across all acute Trusts in the UK. It is a multi-disciplinary effort involving Trust legal departments, managers, clinicians, psychologists, the Royal College of Psychiatry, and patient representatives. This will be the largest study of this nature since 3 million general anaesthetics are administered in the UK each year.

## PLAYING FTSE

John Kay, Investment Officer and Supernumerary Fellow in Economics, has won the Wincott Senior Award for Financial Journalism for his weekly column in the *Financial Times*. He has been asked by the UK Business Secretary Vince Cable to chair The Kay Review into investment in UK equity markets and its impact on the long-term performance and governance of UK quoted companies. This will report in July 2012.

## READY, STEADY, GOLD?

As the 2012 London Olympics draws near, fingers remain firmly crossed for our two St John's Olympic hopefuls, alumni Rosara Joseph (2006) and Andreas Heger (2010). Rosara studied Law between 2006 and 2011 and represented New Zealand in cross country mountain bike racing in Beijing 2008, coming ninth overall. She is hoping to qualify again for London 2012 and has been training hard since completing her DPhil last May. Andreas recently completed his Bachelor of Civil Law and is hoping to compete for Australia in rowing at the London 2012 Paralympics before returning to Oxford to continue his postgraduate studies. Andreas is legally blind and began rowing in 2007.

Perhaps Rosara and Andreas can take inspiration from our medal-winning alumni of earlier years. St John's has four alumni, all representing the USA, who have achieved Olympic gold, the ultimate sporting success: Jennifer Howitt (2005) in wheelchair basketball in 2004; Annette Salmeen (1997) in the 800m freestyle swimming relay in 1996; Christopher Penny (1986) in the rowing eight in 1984; and Norm Taber (1913) in the 3000m athletics in 1912. We also have one College Olympian who won a medal for Great Britain: alumnus Richard Norris (1952) who was part of the bronze medal-winning GB hockey team in 1952.

## WINNING ARTS AND MINDS

Fifth week of Hilary 2011 saw the first Arts Week in College, conceived and successfully organised by student Katie Slee (2009) and the newly re-formed Arts Committee. St John's played host to a week-long celebration of all things arty, with activities including exhibitions, classes, tours, and performances, covering everything from still life to silent films, models to manuscripts.

Highlights included still life drawing classes for both beginners and experts, an Open Mike Night where budding musicians, poets and thespians performed, and a St John's Art Attack in which students took part in creating the biggest St John's Crest ever seen. The week ended with a St John's Showcase, a fashion, music, drama, and dance extravaganza in which some of the work created by the members of College throughout the week was on display.

Following on from the success of Arts Week, the Music and Visual Arts Committee has agreed to sponsor regular life drawing classes in Hilary 2012, held in the new Kendrew Arts Area, to which all members of the St John's community are invited.

## TOP QUAD

It is not only our students who appreciate the winning qualities of the Kendrew Quadrangle. We were delighted to hear last summer that our newest quadrangle was one of the ten buildings in the South/South East region to win a 2011 Royal Institute of British Architects' Award. The RIBA Awards recognise excellence in architecture and are respected worldwide. Judges assess buildings on a range of factors including budget, size, complexity of brief, detail, invention and originality, sustainability and delight. The award citation for the Kendrew Quadrangle acknowledges the quality of its architecture as well as the range of environmental features embraced:

*This building sits very comfortably in its setting: a south-facing courtyard focused on a mature beech tree. In its covered cloisters and glazed common room roofs, in the student rooms and the external terraces, this is a building that blurs the definitions of inside and out. The building is a journey of discovery with a series of delightfully framed views through architectural spaces on to the garden.*

*In this way the architecture complements the environmental agenda. St John's College wanted to use the latest thinking in sustainability. A combination of building orientation, excellent insulation, solar and*

*geothermal energy, biomass boilers, heat recovery, low-energy lighting and controls leave little that could be bettered. All this has been achieved without the slightest hint of compromise to the architecture.*

Our congratulations to MJP Architects and everyone in College connected with the build.

## WEIGHTY MATTERS

A year after the main Quad was officially launched, the new Kendrew gym opened in time for the arrival of our new freshers. The gym now houses aerobic exercise equipment including treadmills, exercise bikes and cross trainers, as well as mats and gym balls. The free weights – beloved by our rowers over the years – are housed in a second gym in College located near Thomas White Quad, across the Lamb and Flag passage (see new College Map, p.68).



## ALL SOULS AND THE FAITHFUL DEPARTED

Fresh from winning a University award for achieving the top first in history Finals, George Woudhuysen (2008) has been elected a Prize Fellow of All Souls. He follows a small, but distinguished line of other St John's alumni – including Euan Cameron (1976), Scott Mandelbrote (1987) and Patrick Finglass (1997) – who have similarly succeeded in the competition to win this most prestigious and desirable of prizes.

A historian of the late-Roman empire, George now has seven years in which to pursue his studies. As a previous captain of the St John's University Challenge team, this also gives him time to train up an All Souls equivalent.

*The new Kendrew Gym and those involved in its development, from left to right, Keith Pearce, formerly Clerk of Works, Ian Stokes, Estates Manager, and Professor Zoltán Molnár, Sports Officer*

Memorial plaque to  
Howard Colvin located  
by the entrance to the  
Library in Canterbury  
Quadrangle



## SI MONUMENTUM REQUIRES ...

Howard Colvin was a Fellow of St John's for six decades. A medieval historian by training, in his own words he found 'that Oxford was a place where, once established, one could do whatever one liked provided only that one did not neglect one's pupils'. The result was a wholly unexpected career in architectural history; one that saw him effect what other historians have termed 'the Colvin revolution'. Using the techniques he had learnt as a medievalist, he transformed our understanding of English architecture, writing and editing books that have still not been superseded. On 21 May 2011, the College, in association with the Society of Architectural Historians of Great Britain, held a one-day conference in his memory. More than 200 people attended, and at the end of the event Sir Keith Thomas unveiled a memorial plaque in Canterbury Quad.

## PRIZES GALORE

Our Fellows continue to excel. During the last academic year more Fellows of St John's have won prizes, been elected to Fellowships by leading academic bodies, and achieved recognition for their scholarly contributions.

**Alan Grafen** was elected to the Fellowship of The Royal Society in May 2011. Tutor in Quantitative Biology at St John's and Professor of Theoretical Biology at the Department of Zoology, Alan is distinguished for his mathematical and conceptual contributions to behavioural ecology.

His research interests embrace inclusive fitness, biological game theory, strategic signaling, and statistical techniques for analysing cross-species data. The Royal Society is a Fellowship of the world's most eminent scientists and is the oldest scientific academy in continuous existence. Its Fellows, who are elected for life on the basis of scientific excellence, have included Isaac Newton, Charles Darwin, and Albert Einstein. With this election, Alan joins two other current members of the Governing Body as an FRS: Professor Fraser Armstrong and Professor Nick Harberd.

**Martin Stokes**, Tutor in Music, has won The Royal Musical Association's 2010 Dent Medal, 'pro meritis erga musicae scientiam'. This prestigious award recognises Martin's research in ethnomusicology and the anthropology of music, with particular emphasis on social and cultural theory. A study day was held in his honour by the RMA at Senate House in London on 17 September 2010. Martin also won the 2010 Merriam Prize for his book *The Republic of Love: Cultural Intimacy and Turkish Popular Music*, a prize awarded annually by the Society for Ethnomusicology 'to recognize the most distinguished, published English-language monograph in the field of ethnomusicology.'

**Richard Compton**, Tutor in Chemistry, has received a number of honours this year. He has won the 2011 Sir George Stokes Award of the Royal Society of Chemistry for his work 'translating original and fundamental insights in interfacial charge transfer mechanisms and their kinetics into innovative and robust analytical sensing protocols which have revolutionised the field of

electroanalysis'. He was also appointed Aldrichian Praelector in Chemistry at the University of Oxford and awarded an Honorary Doctorate from Kharkov National University, Ukraine.

**Andrei Starinets**, Tutor in Physics at St John's, has won the 2011 Maxwell Medal. The award was given for his work on the gauge-gravity correspondence which relates quantum gauge theories to gravitational systems. The medal is awarded for outstanding contributions to theoretical, mathematical or computational Physics, and was previously won in 1976 by Stephen Hawking. Dr Starinets joins two other past winners from St John's, Sir Roger Elliott (1968) and Sir Chris Llewellyn Smith (1979).

**Linda McDowell**, Professorial Fellow in Geography, has been honoured by the University of Oxford with a DLitt, awarded for 'conspicuous ability and originality and research that constitutes a distinguished or sustained achievement'. The examiners' report describes Linda as 'the world's leading feminist geographer' who has 'been at the forefront of thought on the economy as a cultural negotiation.'

**Frédérique Aït-Touati**, Supernumerary Teaching Fellow in French, has won the 2010 Malcolm Bowie Prize, awarded by the Society of French Studies, for 'the best article published in the preceding year by an early-career researcher in the discipline of French Studies'.

**Maya Tudor**, Supernumerary Fellow in Politics, has won the 2010 Gabriel A. Almond Prize awarded by the American Political Science Association for the best doctoral dissertation in the field of Comparative Politics. Her thesis explored democracy in India and Pakistan, 1920–58.

**Iain Campbell FRS**, Emeritus Research Fellow in Biochemistry, gave the Gregor Mendel Lecture in the Mendel Museum in the Czech Republic on 4 November 2010. His lecture on 'Cell migration and protein-protein interactions' was delivered in the refectory of the Augustinian Abbey in Old Brno where Mendel, the founder of genetics, worked almost 200 years ago and was part of a lecture series attended annually by almost one thousand students and academics in the field of genetics.

**Jack Langton**, Emeritus Research Fellow in Geography, has been awarded an Honorary Doctorate at the University of Uppsala, which was conferred on 24 January 2012, in recognition of his theoretical and empirical work on the emergence in and effects on agrarian societies of social modernisation, capitalism, and urbanisation.

**Nicholas Purcell**, Emeritus Fellow and formerly Tutor in Ancient History, was appointed to the University's Camden Chair of Ancient History with effect from October 2011 and is now a Fellow of Brasenose College.

**Zuzanna Olszewska**, Junior Research Fellow in Oriental Studies, was awarded the Best Dissertation of the Year prize by the Foundation for Iranian Studies in November 2010 for her DPhil thesis 'Poetry and its Social Contexts among Afghan Refugees in Iran'. Zuzanna was praised by the awarding committee, for 'her empathy with her subject, sensitivity to language, and ability to render in English the near exact sentiment and nuance in the Persian verses she translates.'

A number of our College Lecturers have also received recognition for their work this year.

**Natalia Gromak**, Lecturer in Biochemistry, was awarded a prestigious Royal Society University Research Fellowship in June 2011. This fellowship has allowed Natalia to set up her independent research group at the Sir William Dunn School of Pathology, University of Oxford, from October 2011. Natalia's research interest lies in the field of gene regulation. In particular, she will investigate how mutations in proteins, governing fundamental steps of gene expression in each human cell, can lead to diseases. **Alan Strathern**, Lecturer in History, was awarded a 2010 Philip Leverhulme prize to undertake research on the space between religion and politics in the early modern world.

**Michael Riordan**, College Archivist, has been elected Fellow of the Society of Antiquaries in recognition of his expertise on the history of Oxford University and the study of politics and religion in early modern England.

## BEST IN CLASS

Our students have also been excelling this year.

**Ben Martindale**, has been named 'Best Chemistry Student' at the European Science, Engineering and Technology Awards 2011. A Finalist this summer, Ben won this award after impressing an eminent judging panel at the Royal Society of Chemistry with his project on 'What constitutes the flavour of garlic?' Impressing another European panel of judges, **Rahul Prabhakar**, a current graduate student in International Relations, has won the 2010 Daadler prize, awarded by the European Consortium for Political Research, for his paper 'Globalized Finance and National Regulation'.

# NEW FELLOWS

**PATRICK HAYES** (Tutorial Fellow in English) teaches literature in English from 1740 to the present day. His research is on the debate over literary value in the modern period, especially on how 20th and 21st century writers have explored this debate and the ways their work has been received and evaluated. His particular interest is in the modernist novel and its legacies in the post-war period, and he is currently working on the relationship between fiction and cultural criticism in post-war America. He was a Supernumerary Teaching Fellow at St John's before being appointed to this Governing Body position.

**ANGELA RUSSELL** (Tutorial Fellow in Chemistry) works in the field of medicinal chemistry and is engaged in a number of ongoing multidisciplinary research collaborations in this area. These include the development of arylamine N-acetyltransferase inhibitors for the treatment of tuberculosis and cancer, and the understanding of protein tyrosine phosphatase inhibitors in the treatment of cancer, diabetes, and inflammatory disorders. She held a Research Councils' UK Fellowship in Medicinal Chemistry at the Departments of Chemistry and Pharmacology in Oxford and was a Supernumerary Fellow at St John's before being appointed to this Governing Body position.

**KATE DOORNIK** (Supernumerary Fellow in Economics) is an economist whose research uses game theory to study issues relating to the internal organisation of firm and inter firm-relationships. She came to St John's in January 2009 from University College where she was a Fellow in Management Studies and was a Supernumerary Teaching Fellow before being appointed to this Governing Body position.

**ELIZABETH MACFARLANE** (Chaplain and Supernumerary Fellow) comes to St John's from Marlow, Buckinghamshire, where she was working as a parish priest. She was an undergraduate at St Hugh's College before training for the priesthood at Ripon College, Cuddesdon. Her graduate work has looked at the ways in which ideas of the saints have been used to influence church practice, from church restoration projects to pageants.

**CHARLES NEWTON** (Professorial Fellow) is a paediatric neurologist and the Cheryl and Reece Scott Professor of Psychiatry based in the Department of Psychiatry. He leads a programme of research looking at the epidemiology, mechanisms, and consequences of brain damage caused by infections of the brain and sickle cell anaemia, particularly in poor children living in Africa. He comes to Oxford and St John's

from the Institute of Child Health at University College London, where he was Professor in Tropical Neurosciences and Paediatrics.

**MAYA TUDOR** (Supernumerary Teaching Fellow in Politics) is a comparative political scientist who seeks to understand the origins of democracy and authoritarianism in India and Pakistan. Her forthcoming book argues that the origins of these dramatically different regime trajectories lie not in broader patterns of poverty or inequality (the dominant explanations for democratization today), but in the differential class groups leading the respective independence movements and the kinds of political parties that those classes created before independence in 1947. She comes to St John's from Research Fellowships at the Oxford Centre for the Study of Inequality and Democracy and the Belfer Center for Science and International Affairs, Harvard University.

**JERAMIAS PRASSL** (Supernumerary Teaching Fellow in Law) is a lawyer with an interest in corporate and employment law. His current research focuses on the Alternative Fund Management Industry, specifically Private Equity firms in the United Kingdom and continental Europe, looking at the legal implications of close shareholder involvement on traditional notions of the employer. He comes to St John's from his doctoral studies at Magdalen College and a Stipendiary Lectureship at Jesus College.

**JUDITH WOLFE** (Supernumerary Teaching Fellow in Theology) comes to St John's from a post-doctoral fellowship at the European College of Liberal Arts, Berlin. Her primary area of research is the interface between early-twentieth-century European theology and philosophy, and she is currently working on a monograph on Heidegger's Secular Eschatology for Oxford University Press as well as an introduction to Heidegger and Theology for Continuum.

**KATHERINE BUTLER** (Research Fellow in Music) holds a British Academy Postdoctoral Fellowship to research the changing cultural significance of music in early modern England by examining the myths and stories which informed beliefs about music. Her doctorate explored the political uses of music at the court of Queen Elizabeth I, considering the role of music in constructing royal and courtly identities and in influencing the Queen's policies and patronage. An alumna of The Queen's College, she comes to St John's from Royal Holloway College, University of London.

**DIANNE NEWMAN** (Visiting Senior Research Fellow) is visiting St John's from the California Institute of Technology where she is Professor of Biology and Geobiology and principal investigator at the Newman Laboratory. She is interested in the co-evolution of life and Earth and her interdisciplinary research group studies the molecular mechanisms that underlie putatively ancient forms of metabolism.

**JONAS PETERS** (Visiting Senior Research Fellow) is also visiting St John's from the California Institute of Technology where he is the Bren Professor of Chemistry. His research concerns the design and synthesis of unusual molecules whose geometries and electronic structures press the boundaries of our ideas about chemical bonding and offer insights into fundamental metabolic transformations including nitrogen fixation and photosynthesis.

**DANIEL MARSZALEC** (Junior Research Fellow in Economics) is an economist specialising in auctions. His research offers policymakers and practitioners practical insights into multi-unit and multi-dimensional auctions using theoretical, empirical, and experimental methods. An undergraduate at Merton, he comes to St John's from his doctoral studies at Nuffield College.

**SIMEON ZAHL** (Junior Research Fellow in Theology) is currently interested in how emotion and the affections were

understood in the sixteenth-century Protestant theology of Martin Luther and Philipp Melancthon, and how their fundamental ambivalence about affect has had significant consequences for later Protestant theology. He has a doctorate from Peterhouse, Cambridge on Christoph Friedrich Blumhardt (1842–1919), a German Pietist theologian and social activist. He comes to St John's from a post-doctoral research position at the Faculty of Divinity, Cambridge.

**NATHAN ROSE** (Junior Research Fellow in Biochemistry) is interested in how the interactions between DNA and the histone proteins that package it into chromatin work together to control gene expression. His current work focuses on interactions between histone modifications, the enzymes that catalyse them, and unique regions of the genome known as CpG islands. Originally from South Africa, he completed his doctorate at Merton College and comes to St John's from a post-doctoral research post in the Department of Chemistry.

**STEPHANIE SIMMONS** (Junior Research Fellow in Materials Science) is a quantum information scientist who works on the experimental development of spin-based quantum computers, where the quantum information can be stored within the spin degree of freedom of individual electrons and nuclei. Originally from Canada, she comes to St John's from Magdalen College where she gained her doctorate.

## Leavers & Retirees

Once again we said goodbye to a number of College Fellows and Lecturers at the end of the academic year. We thank all leavers and retirees for their teaching, research, and good company at St John's and wish them well for the future. We shall miss them.

**PROFESSOR GEORGE FLEET**,  
Tutorial Fellow in Chemistry (now Emeritus  
Research Fellow)

**MR NICHOLAS PURCELL**,  
Tutorial Fellow in Ancient History (now Emeritus  
Fellow)

**REVD DR ELIZABETH CARMICHAEL**,  
Chaplain and Tutorial Fellow in Theology (now  
Emeritus Research Fellow)

**DR ROBERT SAUNDERS**,  
Supernumerary Fellow in History

**MR VIJAY JOSHI**,  
Supernumerary Fellow in Economics

**DR WYETH BAIR**,  
Research Fellow in the Sciences

**DR KEVIN FOSTER**,  
Research Fellow in the Sciences

**PROFESSOR ROBERT YOUNG**,  
Senior Visiting Research Fellow

**DR TANIA DEMETRIOU**,  
Junior Research Fellow in English

**DR CAMILLA MURGIA**,  
Junior Research Fellow in Art History

**DR SHEEHAN OLVER**,  
Junior Research Fellow in Mathematics

**DR MARK STOKES**,  
Junior Research Fellow in Psychology



# NATURAL LANGUAGE?

*Professor Dorothy Bishop, Supernumerary Fellow and Professor of Developmental Neuropsychology, assesses a child for specific language impairment (SLI)*

ONE OF THE BIGGEST CHANGES TO HIT THE UNIVERSITY IN THE LAST THIRTY YEARS IS THE HUGE AND UNPRECEDENTED GROWTH IN MEDICAL AND PSYCHOLOGICAL RESEARCH DONE HERE. THIS HAS RESULTED IN MASSIVE LEAPS FORWARD IN SCHOLARSHIP, BUT THE SPEED OF CHANGE HAS BEEN SUCH THAT IT HAS ALSO CREATED A WHOLE CATEGORY OF INTERNATIONALLY-IMPORTANT SCHOLARS WHO HAVE NO ASSOCIATION WITH ANY COLLEGE. TO HELP RECTIFY THIS, ST JOHN'S HAS TAKEN THE DECISION TO ELECT A NUMBER OF THESE WORLD-LEADERS AS SUPERNUMERARY FELLOWS. HERE, DOROTHY BISHOP, PROFESSOR OF DEVELOPMENTAL NEUROPSYCHOLOGY, WRITES ABOUT HER WORK AS A LEADING EXPERT ON DEVELOPMENTAL LANGUAGE DISORDERS.

If you'd told me at the age of 18 that I'd end up as a psychologist, I'd have been amazed. My path from grammar school to university had a great many random elements, but one thing was clear to me. Freud and Jung were not my cup of tea. I was interested in what made people different from one another, but my forays into psychoanalytic literature had turned me off psychology completely. When I applied to Oxford, I decided that the course that offered the best match to my interests was PPP, but without the psychology. Disappointed to find that I was debarred from over 80 per cent of colleges because I didn't have a Y chromosome, I had ended up picking the one with a man's name, and so found myself trekking up the Banbury Road to St Hugh's on a cold winter's day. I was struggling to suppress the sense of shock that I'd been summoned for

interview, since I'd felt the admissions examination had done no more than reveal my extensive ignorance, and I'd been forced to make up answers out of my own head. Nobody had told me that this was the goal of the exercise. It quickly became apparent that philosophy was not the subject for one of my empirical turn of mind: when asked how we could tell if someone else could feel pain, I suggested setting up an experiment that involved looking for physiological indicators that correlated with people's subjective reports. Yes, I know, I know; the philosophers in College will be shuddering at such a mindset. Fortunately, the philosophy fellow at St Hugh's was sufficiently forgiving to suggest that I might be more suited to psychology, and I duly set off back down the Banbury Road for an interview in the little house at 1, South Parks Road that then accommodated the department. 'What sort of psychology do you like?' I was asked. I had no idea. I remembered the sign at the entrance of the building and replied 'Experimental psychology!' The tutor, who had no doubt spent the morning seeing rafts of candidates interested in Freud and Jung, brightened up considerably at this point, and my path thereafter seemed assured.

When I arrived as a fresher a few months later, Experimental Psychology was transformed, having just moved into the glittering new concrete edifice on South Parks Road. The building has not withstood the passing of the years very well, but the discipline has flourished, with Oxford retaining a position at the top of the *Guardian* league tables for 2012. And the subject matter was just what I had been hoping for: the study of mind and behaviour through empirical experiment, rather than introspection. After three years of study, I decided to take further my interest in what made people different from one another, and embarked on a master's in clinical psychology at the Institute of Psychiatry in London. I was not, though, a natural clinician and I was always dissatisfied with our level of understanding of psychological disorders. So when the opportunity came to do a doctorate in neuropsychology at Oxford, I leapt at it. And at this point, I was given a definite steer that shaped my entire career. I'd always been fascinated by studies of neurological patients, but my supervisor, Freda Newcombe, wanted someone who would specialise in children. She was increasingly getting referrals of children with language disorders from the local children's psychiatric hospital. I'd never been all

that interested in children, and indeed, hadn't even done the developmental psychology option in my undergraduate degree. Yet, once I'd encountered my first handful of paediatric referrals, I was hooked.

Most young children are highly vocal beings. Even as babies they will use cooing and babbling to interact with those around them. Then at some time around their first birthday the first words emerge, typically escalating to a sizeable vocabulary over the next 12 months. And as the number of words increases, they start to put them together in phrases, and by three years of age most children will be chattering away in simple but effective sentences. This developmental pattern is difficult to disrupt, regardless of the culture or language. Most children will learn to talk despite physical or visual impairments. A severe hearing loss will impair learning of spoken language, but if parents use sign language with the child, then language milestones are seen in gestural form on a similar timetable to those seen for spoken language. As Steven Pinker memorably remarked: 'In general, language acquisition is a stubbornly robust process; from what we can tell there is virtually no way to prevent it from happening short of raising a child in a barrel'.

I was, however, seeing the exceptions: children who struggled to learn their native language, despite having normal hearing and intelligence, and in the absence of any social or medical factors that might readily account for this. Often the child would have a history of being slow to start to talk, so that the milestones noted above might occur one or two years later than usual. Eventually, most of these children do learn to talk in sentences, albeit later than usual, but typically their utterances are short and simple.

The first question I wanted to ask was whether these children just had problems with speaking, or whether there were also issues with understanding language. I soon found it was difficult to answer this, because we didn't have adequate instruments, and so my thesis involved developing tests that allow one to check whether the child fully understands what others are saying. This confirmed that a child might appear to understand well, but a carefully-designed test could reveal that he or she may be succeeding by taking in two or three key words and working out a meaning – much as you and I might do if listening to a foreign language in which we have only

rudimentary competence (See Figure 1). Language problems like this are much less well-recognised than the related condition of developmental dyslexia, yet they are as common as dyslexia, affecting around five per cent of children, and their impact on educational progress can be severe. One reason for the relative neglect of language impairment is that it is a hidden disorder; the children do not look abnormal and their behaviour does not usually give cause for concern. Another reason is that there has been little agreement about terminology: a whole host of labels has been used, ranging from the more medical – ‘developmental dysphasia’ – to the rather vague and over-general ‘speech, language, and communication needs’. I prefer the term ‘specific language impairment’ (SLI), which indicates that the child’s difficulties are specific insofar as they are not accompanied by more general intellectual handicaps. Children with SLI have some features in common with autism, where communication is also affected, but in SLI, there are not the pervasive difficulties with social interaction that are found in autism.

Having made progress in diagnosing the nature of language problems, a much juicier question beckoned: if most children learn language effortlessly, what is different about these children, in either their experiences or their constitutional make-up, that makes language-learning so difficult? As shown in Figure 2, we can distinguish between explanations in terms of inadequacies of the language input to the child (A), transient problems with hearing (B), damage to the neurological centres that mediate language (C), or abnormal neurodevelopment (D).

When I started out, it was not uncommon to find experts blaming the parents. ‘His parents don’t talk to him’ was a common response, and parents would be advised to attend parenting classes, or to give up work to devote more time to the child. Although this line of explanation is revived in the media from time to time, it is not given much credence by researchers. For a start, there is evidence from hearing children of congenitally deaf parents. When such children were first studied, it was anticipated they would have major problems with spoken language development, because they heard much less in the way of intelligible speech from parents, and might get only a few hours per week of clear oral language input. Surprisingly, this limited language input proved quite compatible with normal language development, provided the

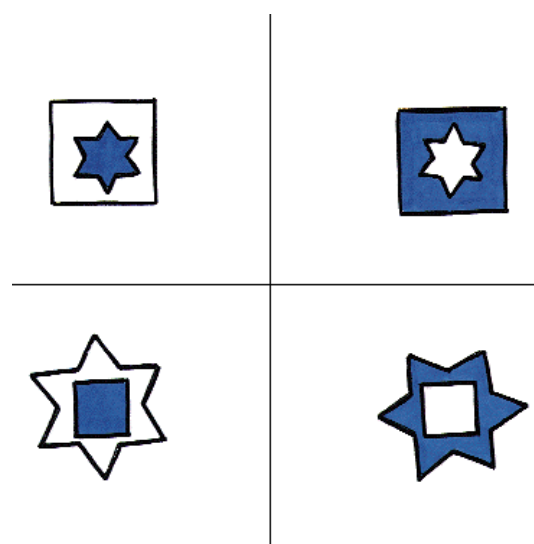


Figure 1

Test item: The child hears the spoken sentence: ‘The star in the square is blue’, and has to select the correct picture. Note that this involves ability to interpret word order and syntax, rather than just relating each word to the next.

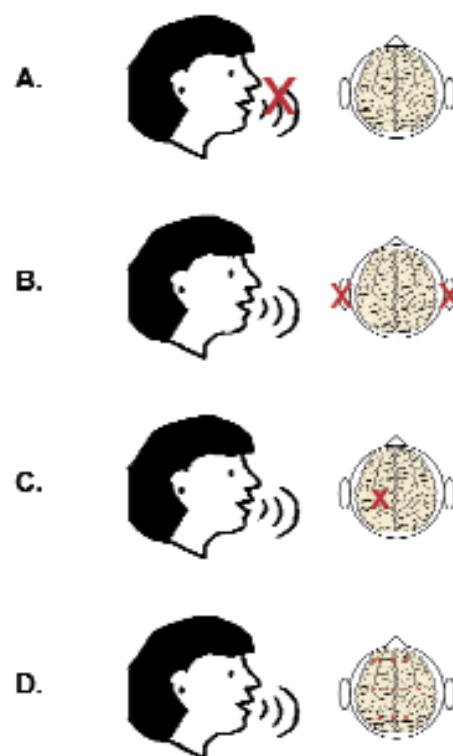


Figure 2

Possible causes of language impairment.

- A. Inadequate language input from parents;
- B. Middle ear disease causing fluctuating hearing loss;
- C. Focal brain damage;
- D. Abnormal brain development, caused by genes or other prenatal influences.

child had some exposure to normal speech. Another source of evidence came from twin studies. Non-identical twins growing up together can differ substantially in language skills, despite being exposed to the same language input from parents. In studies that I have done, it was not uncommon to find one child who was a clear case of SLI, while their non-identical twin had normal language skills. This is strong evidence against parental language as the major causal factor for SLI.

How about hearing loss? In the 1980s there was a surge of interest in the possible impact of middle ear disease on language development. 'Glue ear', where the middle ear fills with fluid, is a very common childhood ailment in the preschool years. It can have an effect on hearing like that experienced when you wear the not-very-effective foam earplugs that are provided by some airlines. Some early studies of children identified with glue ear at hospital clinics indicated they often had poor language skills. However, this association proved to be due to what the medics call 'ascertainment bias'. Children would be referred to an otolaryngologist precisely because they were having language problems. Other children with equivalent levels of middle ear disease but normal language would be treated more conservatively by their GP. To test for a genuine association between glue ear and language problems, one needed to screen a whole population of children, and when this was done, the evidence for a link with language problems was much weaker. This does not mean we can completely rule out a contributory role for middle ear disease in causing language problems in children, but it is unlikely to be the main factor responsible.

How about the third explanation shown in Figure 2? In the 1970s, when I started in the field, it was popular to blame language and other developmental problems on 'minimal brain damage'. The idea was that the child might suffer some mild oxygen deprivation or physical trauma around the time of birth, and this could lead to subtle developmental difficulties. But here again, when examined, the evidence was found to be lacking. Comparison of birth histories of children with and without language impairments did not find evidence of any excess of prematurity or birth trauma compared to typically-developing children of similar background. Also, it was instructive to turn the question on its head, to ask what happens

to language development if a child does sustain clear trauma to the brain regions concerned with language. The answer was remarkable: a child could suffer from brain damage that destroyed large areas of the left cerebral hemisphere – the side of the brain that usually controls language – and yet the language outcome was much better than is seen in SLI. Yes, language development would typically be rather delayed at first in such a child, but there seemed remarkable ability to catch up, as brain functions became reorganised to compensate for the injury.

The last remaining explanation was the final model in Figure 2, i.e. some kind of constitutional abnormality of neurodevelopment. When I conducted a simple questionnaire study in the 1980s, I asked parents about a range of factors that might be expected to cause language impairments, including problems around the time of birth, ear infections and neurological diseases. None of these was more common in families with a child with SLI compared to control families. However, there was a marked difference in family history: around one third of children with SLI had a close relative with reported problems in language development compared with three per cent of control children. This suggested there may be a genetic basis for SLI, but it wasn't conclusive. Family members share environments as well as genes. To disentangle these effects one needs a twin study, and so this is what I set out to do in the early 1980s. People often think that to do a twin study you need to find twins separated at birth, but this is not the case. If you study twins growing up together, then you can contrast pairs who are genetically identical (monozygotic twins) with those who are fraternal (dizygotic twins). In both cases you would expect two members of a twin pair to resemble one another because they have been exposed to very similar environments. However, if genes are important for a trait, then the similarity on that trait will be greater for the monozygotic than dizygotic twins. I needed therefore to find twin pairs where at least one twin had a language impairment, and assess both twins to calculate the degree of similarity in language development. The result indicated that genes were implicated in SLI; if one monozygotic twin had SLI, then their co-twin almost always had language problems as well. For dizygotic twins, around half the co-twins of affected twins had SLI; the remainder had normal language.

You might think that, having found evidence for a genetic influence on SLI, the next part would be easy – we just need to find the genes! It was not so simple, however. The study raised many questions about exactly how SLI should be defined. Children vary in both the nature and severity of their language difficulties, and results depended on how this was handled. In general, the strength of genetic effects depended on the aspects of language that were impaired in SLI, rather than on severity or persistence of language problems. Vocabulary, for instance, showed less evidence of genetic influence than measures implicating grammar or memory for speech sound sequences. This made sense both in terms of conventional wisdom and neurobiology. For a start, we might expect a child's vocabulary to be heavily dependent on the language they hear spoken around them, i.e., the home environment. You might also think that mastery of grammar would depend on parental input, but it is important here to recognise that we are not talking about grammar in the sense of 'correct' usage, but rather ability to apply inflectional endings appropriately, or to embed clauses within one another – these are aspects of language competence that are seen in all dialects but which some children struggle with. Similarly, a child's ability to repeat a nonsense word such as 'blonterstaping' is a very good predictor of language impairment, but is largely unaffected by social background. So, overall, the language measures that showed strongest genetic influences were those that tapped into aspects of language that are not explicitly taught, but are usually acquired effortlessly without instruction. Furthermore, these skills involve specific brain regions that are distinct from those involved in learning of vocabulary.

One insight from my work to date is that some popular interventions for children with SLI may be misguided: for example, some methods focus on trying to sharpen up children's ability to perceive speech sounds, but that doesn't seem to be the main problem. Remembering and learning to interpret complex sentences seem a core difficulty for many children. We are now studying how children learn to understand different types of material, using computerised methods that allow us repeatedly to present them with different tasks in an interactive game. We can teach children to respond correctly to sentences like 'the ball is above the car' or 'the dog is below the chair' with repeated

exposure to a game that requires them to move items on the screen to the right position in order to get a reward. However, whereas typically developing children progress to complete mastery after several exposures to 'The X is above the Y' or 'The X is after the Y', the language-impaired children continue to make errors. They aren't random, and are more often right than wrong, but nevertheless, their understanding is shaky. Using games like these, we hope to pinpoint the nature of the learning problem to identify intervention approaches that will allow meanings to be accessed more automatically.

I've been very fortunate in being funded throughout my career to do full-time research, first by the Medical Research Council, and since 1998 as a Wellcome Trust Principal Research Fellow. The Wellcome Trust encouraged my move from an MRC Unit in Cambridge to Oxford University, and this proved ideal for me to pursue my research on neurobiological bases of developmental disorders. First, my Supernumerary Fellowship at St John's provides a wonderful environment in which I can enjoy a unique intellectual atmosphere provided by a community of scholars. Second, here in Oxford I have excellent colleagues in Experimental Psychology with expertise in such areas as neuroscience, psychological methods, and language and literacy development. Third, I have benefitted from the opportunity to interact with molecular geneticists at the Wellcome Trust Centre for Human Genetics, and I'm delighted that one of my molecular genetics colleagues, Dr Dianne Newbury, is now a Junior Research Fellow at St John's, providing even more opportunity for fruitful interactions. It's been challenging to try and understand concepts and methods from such a different area, but I was surprised to find that it was a two-way process: in our joint journal clubs, the geneticists found the psychology just as impenetrable as we found the genetics. I've learned a huge amount from geneticists, but after many years of study, I increasingly realise that the ability to assess and characterise behaviour that I learned in those early undergraduate years is key to understanding the complex neurodevelopmental disorders that I work with. You can measure neurons firing or identify genetic variations, but without a good characterisation of the relevant behaviours, you won't arrive at a sound understanding of biological bases of a disorder.



# THE PRESIDENT WRITES:

Sadly this is the last in the series of articles I have written for TW. My term as President finishes at the end of the academic year immediately following my seventieth birthday. So, after eleven years, I will lay down my responsibilities here, with regret, but also with a strong belief that institutions like St John's benefit from a regular process of change and renewal of their senior officers. I have already offered my successor, Professor Snowling, my warm congratulations and good wishes for her tenure of the Presidency – and am happy to do so again here.

When I arrived at St John's ten years ago I came to a College which was successful and flourishing. It had become, over the previous fifty years, one of the top academic colleges in Oxford, strong in both teaching and research. It was socially successful, both as a place in which people were generally very happy to be and very sorry to leave, and in admitting students from many countries, and from a wide range of social and economic backgrounds. And I found the College to be financially strong, well-managed, and well-endowed.

All that has continued, and continues. It would be surprising if it were not so, since the College has, over its 456 years, acquired an enviable momentum. It goes from strength to strength.

The last ten years have seen many changes here. There has been a considerable expansion in our graduate student body and

in our Fellowship, both in numbers and in the range of subjects studied. We have built the Kendrew Quad so that we can accommodate all the newcomers; in fact, we can now house as many of the student body as want to live in College, and save them from the high commercial rents outside. We have extended the Senior Common Room (again!), and rebuilt the College kitchens and senior guest rooms. And we have improved important elements in the College's infrastructure, from the rebuilding of the Sports Pavilion to the construction of the new organ in Chapel and the purchase of a chamber organ, a harpsichord, and a new Steinway concert grand piano for the Auditorium. Through our new Alumni and Development Offices we have re-established contact with many alumni, and have received generous donations which have allowed us to retain our Tutorial Fellowships in German and Ancient History and to create a new Junior Research Fellowship, together with additional financial support for students, including new scholarships for graduate students.

All this has been the work of many hands in the College over the past ten years. It has been, for me, a joy to participate in the College's life and development over this time.

Floreat St John's!

*Michael Scholar*

*Sir Michael Scholar,  
President of St John's,  
2001-12*





# ARAB SPRING BREAK

*College Society Travel Scholar Will Todman (Oriental Studies, 2010), takes time out to visit the desert in Wadi Rum, Jordan, during his three week visit to the Middle East last summer*

EACH YEAR, DOZENS OF ST JOHN'S STUDENTS TRAVEL ROUND THE WORLD WITH HELP FROM THE COLLEGE. SOME ARE GOING IN SEARCH OF ARCHIVES; OTHERS ARE SEEKING ARCHAEOLOGICAL DIGS, LABORATORIES, OR OPPORTUNITIES TO IMPROVE THEIR LANGUAGES. ONLY ONE, HOWEVER, IS ELECTED TO A COLLEGE SOCIETY TRAVEL SCHOLARSHIP, INTENDED TO EXPOSE THEM TO A SUSTAINED PERIOD OF MIND-EXPANDING TRAVELLING. THIS YEAR'S SCHOLAR WAS WILL TODMAN (2010), WHO USED THE SCHOLARSHIP – AND THE CONNECTIONS WITH ALUMNI THAT IT BRINGS – TO EXPLORE POLITICS IN THE MIDDLE EAST AND THE EU.

After one of the Arab world's most turbulent years in living memory the chance to journey through the Middle East and Europe, as the College Society's second Travel Scholar, was an immensely exciting opportunity. Having just completed my first year of studying Arabic, I was keen to encounter the many faces of the Middle East, and because of my interests in politics, diplomacy, and journalism, I chose to conclude my trip with a visit to Brussels.

My travels through seven countries took me to contrasting places including the top of the world's tallest building in Dubai; Jerusalem, the holiest of cities in the world; the Jordanian desert, where I slept under the stars in a Bedouin camp; Beirut's

chic Corniche; and the European Parliament in Brussels. Leaving cloudy, riot-torn England, I headed for Dubai's searing 50 degree heat.

Everything in the UAE seemed to come with a world record: the world's largest mall, tallest building, most expensive mosque, fastest lift... the list went on. But I found Dubai to be a city of contradictions. Incredible opulence masks a state of near bankruptcy; Arabic is the official language yet I did not encounter anyone who could speak it; the city is highly westernised but still maintains a strict ban on eating or drinking in public during Ramadhan. My personal fast was broken magnificently in Abu Dhabi by a delicious meal with alumni Alistair Holland (1992) and Angie Fuessel (2001).

After Dubai, I continued to Beirut, Lebanon's war-scarred and throbbing capital, where I carried out work experience with Jim Muir in the BBC's Beirut bureau, helping to find internet clips of the protests in Syria. I experienced my first taste of the difficulties journalists encounter daily, when reporting on the revolutions sweeping the Arab world, but also the excitement of breaking news. My next stop was Jordan where alumnus Riad al Khouri (1968) had kindly arranged meetings for me with prominent journalists, British diplomats, and even a member of the Jordanian royal family! My night in the desert showed me a more traditional element of Middle Eastern culture.

Jerusalem appears so frequently in news headlines, and its divisions are an ever-present

reality, yet walking through the ancient alleys of the vibrant Old City it was easy to forget their existence. However, talking to alumni, including John Edwards (1992) in the British Embassy, gave me a personal insight into the realities of the conflict.

Obviously, Belgium and Luxembourg formed a complete contrast. In addition to the European Parliament, I visited other EU institutions including the Courts of Justice, the Commission and the Economic and Social Committee. Alumni here (Stephen Mazurkiewicz (1978), John Bell (1989), Marcus Pollard (2000), Nicolas Mathioudakis (2002), and Paul John Loewenthal (2002)), gave me a new understanding of just how powerful Europe now is, along with a taste for Belgian cuisine – mussels, frites and of course their beer!

I should like to extend my deepest gratitude to the College Society for giving me such a unique opportunity to travel so widely at this fascinating time. I am also particularly grateful to all the alumni who so kindly met me throughout my travels and especially to Alistair Holland, Angie Fuessel, and Riad al Khouri for their generosity. My thanks must also go to Sophie Petersen (1982), Jonathan Snicker (1986), and the other staff of the Alumni and Development Offices for patiently helping me with the planning of this trip, and finally to last year's Travel Scholar, Faise McClelland (2009), for his invaluable advice.

*Will meets alumni Angie Fuessel (2001) and Alistair Holland (1992) in Abu Dhabi*



*Enjoying a meal with alumni in Jerusalem, Will and, from left, Rammy Winograd (1995), Donna Shalev (1989), and Alfred Frohlich (1957)*

# CALLING ALL COMPOSERS:

## NEW ST JOHN'S COLLEGE GRACE COMPETITION

For better or worse, knowledge of Latin was dropped as an entry requirement to the University in 1960. Indeed nowadays, *perhaps* with the exception of classicists, the average student is able to pass his or her time at the College without much interaction with the language, let alone a working comprehension.

Surprisingly, however, one place in College where the ancient tongue is still going strong is the dining hall. Every day at 19:15 sharp, the fellow presiding at high table strikes the well-worn gavel and, Monday to Friday, the College grace is recited by an attending classicist. This is all very pleasant, but Sunday evening is where the real pomp and ceremony is to be found. Charged from the excitement of evensong (and the sherry thereafter), the occupants of the seats of the central table – the College choir – rise to their feet simultaneously with the gavel-clout and, after a preparatory beat from the organ scholar, burst, at a *very* hearty tempo (a sign of enthusiasm or hunger) into song.

The version sung – the current 'short' grace – was set to music by Christopher Tolman. It was written in May 1998 during his time in the College Choir and studying PPE at Christ Church, with a dedication to Gavin Milmer, the then organ scholar, and to the choir. Ever since, it has been used every Sunday in term time to give thanks for the evening's feast.

At Gaudies and special college meals, however, the Long Grace is used: this is a composition of the 17th century by John Reading, with words giving thanks for Sir Thomas White and his family. The latter work, part of the tradition of St John's, and an old friend of many alumni (if those attending the September 2011 Gaudy are anything to go by) will be kept, but the College is opening a competition to compose a new setting of the short grace.

This competition is open to the junior, middle, senior, and alumni common rooms, and to current staff, and it is hoped that as many alumni as possible might want to take this opportunity to leave a very audible legacy to the college.

Entries for the competition will be accepted until 12 noon on 16 April 2012. Two copies of your handwritten or computer-processed scores, plus the covering sheet available from the College website, must be sent via (internal or external) post to the organ scholar. A winner will be announced by 1 May 2012 and will be awarded £100. Two runners-up will receive £50. The three will be then invited to dine at high table at Sunday formal hall for the first performance of the new Grace before the end of Trinity term. From then on, this new setting will be used alongside the Tolman version.

What are the judges looking for? Well Christopher Tolman, now Head of Economics at Harrow School, who will be sitting on the judging panel, describes the current setting as 'deliberately rousing, but also purposefully over-the-top.' Whether or not the new version is true to this description, he states he will be looking for 'a crowd-pleaser'. Other judges will include the chaplain, the Revd Elizabeth Macfarlane, and Francis Goodburn, the current Organ Scholar.

The compulsory covering sheet, words to be set, and full competition rules are available on the College website or upon request by writing to the Organ Scholar at the College's postal address. If you have any questions about the competition, please email [organ.scholar@sjc.ox.ac.uk](mailto:organ.scholar@sjc.ox.ac.uk).

Francis Goodburn, Organ Scholar  
(Mathematics and Computer Science, 2011)



# OPEN ACCESS

*Professor Kate Nation  
(right), Tutor for  
Admissions, and  
Helen Hall, Schools  
Liaison Officer*

THE UNDERGRADUATE ADMISSIONS PROCESS HAS ALWAYS BEEN NERVE-WRACKING FOR APPLICANTS, THEIR SCHOOLS AND FAMILIES, AND FOR THE COLLEGE. RECENT CHANGES TO STUDENT FUNDING THREATEN TO MAKE LIFE EVEN MORE UNCERTAIN. HERE, OUR FELLOW IN PSYCHOLOGY AND TUTOR FOR ADMISSIONS, PROFESSOR KATE NATION, AND THE SCHOOLS LIAISON OFFICER, HELEN HALL, SEEK TO SET THE RECORD STRAIGHT.

Can you remember those days, early in December, some years ago? When I meet alumni, I'm struck by the powerful memories that uttering the words 'admissions' or 'interview' can elicit – intricate details of the questions asked, the smell of the room, its furniture, the attire of the interviewer. As Tutor in Psychology, I teach about 'flashbulb memory', a special form of autobiographical memory that leaves a lasting imprint on our minds. When we recollect hearing about the death of Diana, 9/11,

or the assassination of John Lennon, for example, we remember details of where we were, who we were with, or the voice of the newsreader. They may be more personal and smaller in scale but, for many students and alumni, the Oxford admissions interview can be added to these textbook examples.

Many things have changed about the admissions process over recent years. At heart though, the fundamental principles remain constant. We want to encourage academically-gifted students to apply to us, regardless of social, cultural, or educational background. We work hard to make our processes and procedures fair and transparent, reliable and valid. Applications are evaluated by academic tutors, not administrators. Tutors are looking for a record of outstanding academic achievement to date, and to further potential for the future – nothing more and nothing less. And for those students offered a place to study with us at St John's, financial concerns should not be a barrier to taking up that place.

# Positive Role Models: SJC Student Ambassadors

For many years students at St John's have been actively engaged in a variety of access initiatives. This enthusiasm is the driving force of the SJC Student Ambassador scheme, which sees current undergraduates supporting our work with schools and prospective applicants. Now in its fifth term, the scheme has around 75 active ambassadors who volunteer their time when schools and young people visit College – running tours, taking school pupils to lunch in Hall, and participating in question and answer sessions. They also share their experiences of Oxford by going out into schools and offering 'student life' talks for students in their local area.

For prospective applicants, meeting a current student who is from the same area, who went to the same type of school, or who simply shares similar interests goes such a long way towards breaking down the stereotype of the 'typical Oxford student'. In fact, many of our undergraduates volunteer to help partly because they remember how important their own first encounter with a St John's student was in their decision to apply.

JCR involvement has been key to the scheme's success, and having recently voted to establish a separate Access Officer position on the JCR committee, this support is set to continue.



*Student Ambassador,  
Helen Brooks  
(Classics, 2009),  
welcomes prospective  
students at a College  
Open Day*

## THE ADMISSIONS PROCESS – WHAT'S CHANGED?

The number of people applying to Oxford has increased dramatically. Over recent years, we have received more than 17,000 applications per year for approximately 3,200 places. This increase is mirrored at the College level – this year, we are on course to receive nearly 700 applications for about 115 places. Five years ago, we received 445 for approximately the same number of places. This is wonderful news in that many more people, and a more diverse set of people in terms of social background, are considering Oxford as a place to study. Pleasing as this is, though, it presents a challenge for those involved in admissions. Most importantly, how do we choose applicants from the

many hundreds of very able people who apply? Nationally, more than 40,000 people achieved at least AAA last year (until recently, our standard A level offer), so it is not surprising to learn that the majority of our applicants meet or exceed the minimum standard of school achievement required for application. Secondly, how do we make these choices in a way that is not only fair and transparent to applicants, but also practical in terms of the resources we have available to administer and run the admissions process?

Critical to understanding how the admissions process works is an appreciation of the Common Framework. This was agreed by the Colleges and the University in 2006 and since that time, all colleges, Departments, and Faculties have been

working within its procedures and guidelines, which centre on three core goals: to attract applications from the most academically able individuals, regardless of socio-economic, ethnic, or national origin; to ensure applicants are selected for admission on the basis that they are well qualified and have the most potential to excel at their chosen subject; and to ensure that the prospects for admission are not affected by the college an applicant has chosen (or were assigned to – many candidates now choose to make an open application). Exact procedures vary at a subject level. That is, applications to St John's for one subject might be assessed differently and to different criteria than those for another subject – naturally, the requirements for English or Modern Languages are likely to differ from those for Biological Sciences or Engineering. Crucially, however, the requirements, selection criteria, and decision-making processes are the same for all applications to a particular subject, regardless of which college a candidate applies to. So, a candidate applying to St John's to read Engineering will be judged in exactly the same way as a candidate applying for Engineering to all other colleges, and in competition with them. The same is true for all subjects and joint schools.

Generally, St John's is an 'exporting' college. We receive a large number of very high quality applications with demand outstripping supply; as well as making offers to many of these candidates ourselves, we are able to 'export' a good number of candidates each year to other colleges. We also 'import' too, when a candidate applying to another college for a particular subject (and not gaining a place at that college due to demand on places) is academically stronger than those who might have applied to us. Sounds complicated? It is. But it does ensure that the strongest candidates receive an offer from Oxford. Year-on-year, the amount of importing and exporting is increasing and last year, 24 per cent of offers from Oxford were not from the college specified in the application.

Alongside a big increase in transfers between colleges, what else has changed? Older alumni may remember that everyone applying to St John's came for interview. The numbers now applying mean that this is no longer possible. Our view is that we should make decisions – hard as they are to make – to invite to interview only those who have a realistic chance of getting a place. But how do we do this? Although tutors do take into account mitigating circumstances, such as illness,

which might have affected candidates' performance at school, some applications can be rejected without interview on the basis of the information provided on the UCAS form, as they fail to demonstrate a strong record of academic achievement or enthusiasm for their chosen subject, according to criteria specified for each subject. A number of subjects ask for candidates to send in examples of written work; these are marked by tutors according to criteria determined by faculties or departments and also assist in helping us decide whom to invite for interview. Perhaps the biggest change of recent years is the introduction of pre-interview aptitude tests. Many subjects use these – and a new set of acronyms needs to be learned by those involved in admissions: BMAT for Medicine and Biomedical Sciences, LNAT for Law, ELAT for English, TSA for PPE and PPP, PAT for Physics and Engineering, HAT for History; the list goes on. These provide additional data about academic strengths which tutors can use to help them decide whom to invite for interview.

The proportion of applicants shortlisted for interview varies between subjects. Medicine, Law, PPE, Economics and Management, for example, are very popular and heavily oversubscribed, meaning that only a relatively small number of applicants are invited for interview. Regardless of subject, all candidates shortlisted for interview are guaranteed two interviews, and for many subjects, there are automatic interviews at another college, helping us to maximise transfer between colleges. As with all parts of the selection process, interviews are scored according to agreed subject-level criteria, all of which are described on the University website. Interviews take place in December and decisions are communicated soon after. It's a mixed set of emotions for tutors – we are pleased to have chosen the next generation of students who will fill St John's, inspiring us year after year with their enthusiasm, intellect, and promise for the future; but there are many very talented people whom we aren't able to offer places. Our decisions are extremely hard to make and it is difficult to communicate disappointing news. If you are helping a family member or friend with their application, please encourage them to apply but do remember to tell them it is a hugely competitive process, more so as each year passes, and that not everyone is invited for interview and even fewer secure a place.

# Engaging Academically and Informing Choices

We know that it is the quality of teaching, the research-focussed environment, the breadth and depth of our courses, and of course the tutorial system that makes an Oxford education so special. We want students to apply to us not because we're 'Oxford', but because they have made an informed choice about the courses we offer and the style of teaching we give. To promote this, we feel it is vital to engage academically with school pupils and their teachers. This way, we hope not only to inspire and motivate young people to higher education, but also to help them make well-informed and competitive applications to university.

We are doing this in a number of ways. For example, in 2010 we launched a new essay competition in Classics and Ancient History. The competition was open to any student studying in the lower sixth, whether or not they had previously studied the ancient world. Tutors set essay questions and marked the competition entries, with topics including ancient history, archaeology, ancient literature, and philosophy, reflecting the expertise of our College Fellows. The response was incredibly positive with over

130 essays submitted from more than 70 schools and colleges from around the UK. Our tutors were impressed by the obvious enthusiasm for the study of the ancient world, and more generally, with the high standard of writing seen in many of the essays.

2012 will see a number of Academic Study Days for sixth-form students. Designed and led by subject tutors, these one-day events will offer a taste of university study for those who attend, helping individual students focus their subject choice in the year leading up to their university application. Each day will give the opportunity to meet current students, find out about the Oxford course, learn about the admissions process, and – most importantly – to attend academic sessions run by our tutors and lecturers. Participants will experience a lecture and a tutorial, and be expected to produce an essay! Having jointly hosted a Women in Politics Day with OUSU for a number of years, these College-specific days will broaden the scope to other subjects that are keen to bridge the gap between school and Oxford.



*David Lee,  
Supernumerary  
Teaching Fellow in  
Philosophy,  
congratulates the  
winner of the Classics  
and Ancient History  
Essay Competition,  
March 2011*

*Alumna and teacher, Fran Hamilton (English, 2003), enjoys lunch in Hall with her pupils from Kingsdown School, Wiltshire, on a visit to College in Michaelmas Term 2011*



In addition to subject-specific Academic Study Days for sixth-form students, school groups and individual students are welcomed to College on most Wednesdays in term time. Attendees meet some of our Student Ambassadors, learn about the College and the courses we offer, and hear about the admissions process. Lunch in Hall and academic visits to laboratories or museums provide a real taste of student life. These visits can be booked on our website

Understanding the importance of achieving high grades at GCSE and making appropriate post-16 subject choices is essential if a student is to make a strong application to competitive universities in the future. For this reason, we have a number of initiatives designed to support 14–16 year old students during this very important period. Some of our Wednesday events are designated for students preparing for their GCSEs (Years 10 and 11). These allow schools to bring an academically well-motivated group of young people to St John's where they have an introductory session explaining the College and tutorial system, meet current undergraduates, have a tour of the College, and enjoy lunch in Hall. Often the visits will include

a visit to a department or University museum for an academic 'taster' session. Evaluation of these events reveals they have a consistently positive impact on students' understanding and perceptions of the University.

We also host residential events where high-achieving students can stay for a few days to experience College life. Established by Aimhigher, a national widening participation project, these events are targeted at students who will be the first in their family to enter higher education, or who currently attend schools with below average attainment at GCSE and with low progression rates to higher education. Despite the ending of government funding for the Aimhigher project, we hosted this once again in September 2011. In a very personal example of the impact these events can have on individuals, this year's event was supported by a current St John's undergraduate who had herself attended the residential as a 15 year-old. Katie Slee is now in her final year reading History of Art – one of our most over-subscribed and competitive courses. Katie credits the residential event with giving her the confidence to apply.

## ACADEMIC ACHIEVEMENT IN CONTEXT

You may have read in the press about social inclusion initiatives by some of our elite universities to assist widening participation. Although we wholeheartedly agree with the principles of social inclusion, we don't operate directives such as positive discrimination, quotas, or differential offers. We say that we wish to have the most academically able students at St John's, regardless of social, national or educational background. We mean this – as tutors, we wish to teach those who share our passion and enthusiasm for our subject – but what are we doing to achieve it?

There are two ways we are working to this goal. First, we wish to encourage potential students to realise that Oxford and other elite universities might be right for them. We are working with teachers and pupils from the primary school years onwards: these pages document some of our initiatives and more information is on our website. Recognising the power of positive role models, St John's undergraduates are playing a very important role in our access and recruitment work, meeting school pupils up and down the country and contributing to events, summer schools, and open days that we run in College. We aim to help potential applicants make informed choices about their future and if they choose to apply to us, to help them make as strong an application as possible. Together with our tutors, Helen Hall, our Schools Liaison Officer, works with all schools, be they state or independent, although some of our initiatives are specifically designed to support and inform potential applicants from the less-advantaged parts of the state school sector.

Alongside our outreach work with teachers and pupils, widening participation is also considered during the admissions process itself. Once applications are received, tutors have a range of data available to help them assess each application in context. Postcode data provide an indication of social disadvantage. Applications from people who have spent time in care are flagged. For each candidate, GCSE record is calculated as a

contextualized score, relative to the average GCSE score obtained by other pupils at that candidate's school. This allows us to identify pupils whose GCSE performance might be relatively modest in terms of raw grades compared with many other candidates, but is nevertheless exceptionally strong for their school. These data are not used algorithmically or to fill quotas, but we do use them to help inform shortlisting decisions, meaning that a candidate from a poorly-performing school or a socially-disadvantaged background might be invited for interview, even if their GCSE scores are a little lower than those achieved by other candidates selected for interview. And at interview, we use questions and problems designed to tap academic potential as well as taught knowledge. We are not interested in grace or eloquence but in passion and enthusiasm as well as evidence that the person has the talents and attitudes needed to participate in the special education we offer. When making final decisions, tutors use all the sources of information they have – school record, predicted and achieved exam grades, aptitude test scores, personal statement, and performance across a minimum of two independent interviews.

By working hard to encourage applications from serious and talented individuals from all social backgrounds, by supporting those who might have less support from home or school to make informed decisions and submit as strong an application as possible, and by providing tutors with contextualized data, we hope to be socially inclusive and not exclusive, open and welcoming to all. This is a challenge. Social and educational differences run deep and no matter how much work we do with young people in school, we as a college cannot expect to change these differences in a fundamental way. But what we can do – and what we are doing – is to provide information, to debunk myths, to mentor and support potential applicants, and to make our admissions process fair and transparent to all. And we would be delighted to hear from alumni who are interested in helping us to continue our work.

*Students from Evelyn Grace Academy, Brixton,  
visit College for a tour and talk, May 2011*



*Year 11 high-achieving pupils get a taste of College life  
on the Durham Schools Residential, September 2011,  
photographed with some of our student ambassadors*

## STUDENT FINANCE

One of the most common misconceptions we hear voiced in schools is that Oxford is somehow more expensive than other UK universities. In the context of recent changes to tuition charges announced by the government, concerns over finance are one of the biggest perceived obstacles for students from non-traditional backgrounds. The key message we want to convey to potential applicants is simple: St John's is committed to ensuring that as far as it is possible, no UK student is prevented from coming to study with us solely on financial grounds.

The University has put together what is considered to be the most generous package of support nationally: while many universities are offering either fee waivers or bursaries in response to the new tuition charges, Oxford will provide

both. Students with a household income of up to £42,600 will receive some form of support, with greater amounts of support being provided to those from lower-income families. Based on current student profiles, one in six students will receive a fee waiver and a quarter will receive a bursary. Combined with the support St John's provides for all students, and our very generous hardship fund for those experiencing financial hardship, St John's is a place that is affordable for all students, regardless of family background.

Funding arrangements are complex, depending on a range of factors such as a student's household income, and where they live, with different arrangements being in place for students from England, Scotland, Wales and Northern Ireland. If you wish to learn more, please visit [www.ox.ac.uk/fundingupdate](http://www.ox.ac.uk/fundingupdate).

## Working with teachers

While much of the work we do focuses on engaging directly with students, we also recognise the value of building relationships with teachers who, in many cases, can be a key influence on a young person's decisions about the future. Working with schools and colleges in our link outreach regions has allowed us to establish and sustain contact with individual members of staff. This has allowed us to put in place coherent plans for events with students, which over time are building to provide increasingly targeted information and tailored support. In schools without a history of applications to Oxford, it also gives the teachers a known contact within the University, to whom they can refer questions which the school may not otherwise have the expertise to answer.

A prominent event in the College's outreach calendar is the Study Week for Teachers and Education Professionals, which is now the only

one of its kind in Oxford. The event is open to anyone working in education. Each July, around 30 teachers join College for a week, with accommodation and meals provided, along with reading access across the University libraries. While with us, teachers have time and space to further their subject knowledge as well as create course content and resources designed to stretch the brightest students. Lively conversation flows over dinner each evening, with teachers, Fellows, and admissions staff sharing experiences and making plans for the future. It is enjoyed by all and the event has a very real and positive impact on teachers' understanding of the University and its admission process; as one of the 2011 attendees noted: 'although I already thought Oxford was really trying to widen participation, this week confirmed this in a tangible way, by explaining the admissions procedure in such detail. This was invaluable.'

THE STUDENT PROTESTS OF THE LAST EIGHTEEN MONTHS HAVE FINALLY SILENCED THOSE WHO UNTIL RECENTLY WERE SNEERING AT THE APPARENT APATHY OF UNDERGRADUATES. BUT THERE WAS LITTLE EVIDENCE OF ANY POLITICAL DISENGAGEMENT AT ST JOHN'S EVEN BEFORE THIS. THE JCR REMAINS VIBRANT – AND ACTIVE. THIS YEAR'S PRESIDENT, DAVID MESSLING, REFLECTS ON A TURBULENT TIME.

similar to that of College families, has been established, with each incoming international student paired up with an older undergraduate from the same country, able to help them settle in smoothly on arrival. International students lunches have provided a forum for internationals to share their experiences, and for the JCR to understand better the issues facing international students.

Standing in the background of the day-to-day pursuits of St John's undergraduates have been the

# MORE THAN CONSUMERS: THE JCR PRESIDENT WRITES

Every year of an undergraduate's life at St John's is an eventful one, with Oxford constantly providing new opportunities and fresh challenges. The past year has been no exception, with the members of the Junior Common Room illustrating the abundance of student life at Oxford.

The JCR exists as a community continually working to improve the experience of St John's undergraduates. For the past year this has manifested itself in an eclectic mix of ways, from debates over student fees, to the first St John's College Arts Week in many years. The Student Ambassador scheme is entering its second year, and is already a model for students working with their College to inspire school pupils and enable them to realise their potential. Academic Feedback Sessions, now looking forward to their third year, are a further example of partnership between Tutors and students in seeking to improve teaching and learning at St John's.

Another memorable highlight of the year was the Music Society's excellently put together 'Collaborative Performance.' For one night only, the Auditorium witnessed a programme containing the Senior Dean (Martin Stokes) on the Kanun, the Domestic Staff musical troupe, the College Choir a capella, and the President delighting the audience with a performance of Bach on the College Steinway.

The Junior Common Room doesn't just contain UK students, and an exciting recent development has been the revival of the JCR's International Students' Reps. An international 'buddy system',

far-reaching changes to higher education funding over the past year. Next year's freshers will be the first to pay fees of £9,000 per year, and the debates on policy have triggered discussions over how undergraduate life, and the University as a whole, will look under the new fees system.

The student body played a dynamic part in the debate, concerned about the impact on potential students of the future who might be deterred from applying to Oxford. The Common Room Officers worked with the Oxford University Students' Union to argue for the importance of the bursary scheme and an extensive fee waiver, and the resulting Oxford fee package is the most generous in the country.

Within St John's an open discussion took place in the auditorium, with all members of College able to share their thoughts and thus shape the College's response. The same dynamic seen in the tutorial system was on display in the auditorium – tutors and students seeking a better understanding as part of the same academic community.

Undergraduate life at St John's continues to stand as a testament to the fact that students are more than merely consumers. Relationships with each other and with tutors continue beyond graduation, and it is always heartening for current students to see the affection and excitement expressed by alumni returning to the College for Gaudies. The Junior Common Room isn't a consumer organisation, but a body of students living and working together, and seeking an abundant university life. Students don't just buy an education, they enter into a community.

*David Messling  
(History and  
Economics, 2009),  
JCR President 2011*





# VITAL STATISTICS

*St John's College, Cambridge, the President's undergraduate college and where he gave the Johnian Lecture in 2011, reproduced in a shortened version here (The Bridgeman Art Library)*

IN ADDITION TO HIS ROLE AS PRESIDENT SIR MICHAEL SCHOLAR HAS BEEN HEAD OF THE UK STATISTICS AUTHORITY, CHARGED WITH REFORMING THE GOVERNMENT'S USE OF STATISTICAL INFORMATION. THIS HAS INVOLVED BATTLES WITH MINISTERS, OPPOSITION LEADERS, AND THE MAYOR OF LONDON. IN THIS SHORTENED VERSION OF A TALK GIVEN AT ST JOHN'S COLLEGE, CAMBRIDGE, HE EXPLAINS WHY IT'S ALL BEEN WORTH IT – AND REVEALS HIS FEARS FOR THE FUTURE.

I came up to St John's College, Cambridge to read classics in 1960, and was taught by a formidable group of tutors. After Part I of the Classical Tripos I switched to Part II of the Moral Sciences Tripos: a move which led to my embarking upon an academic career as a philosopher, beginning with a Research Fellowship at the same college. A few

years later, I reluctantly abandoned academic life, in order to pursue the career which I then felt – and still feel – to be a high calling: to be a civil servant, with deep involvement in the business of governing the country. I did not want to be a politician, at the top of the government tree. I had a vision of rationality in government, of knowledge and analysis. To be a civil servant; to be required to offer advice, information, and help to those elected by the British people, who, as politicians, were necessarily bound by the constraints of democratic politics; to administer and implement the resultant policies: all of this, I felt, would be difficult and satisfying – and so it was. I was, of course, wholly unsure whether my abilities and my skills would fit me for this role.

This is a question on which I have often pondered. Was a classical and philosophical education a suitable foundation for my subsequent career, which at different times put me in very

senior posts with responsibility, for example, for UK monetary and fiscal policy, financial regulation, tax and energy policy, the administration of British science, trade and industry and much besides?

What I have come to realise is that, when you are at or near the top of any big institution – and, most particularly, near the top of government – you need a huge range of skills and experience, a range far beyond the capability of any mortal to acquire in one lifetime. As a senior Treasury official you should, ideally, be an expert in macro- and micro-economics, a statistician, an accountant, a lawyer; someone expert in constitutional and Parliamentary theory and practice, in management, behavioural psychology, and leadership; never mind the expertise you should have in the actual subject-matter of government with which you are at different times concerned: health, education, transport, foreign affairs, defence, and so on.

My time at university gave me absolutely none of this expertise. What did it give me? First and foremost, intellectual self-confidence: the appetite to confront an entirely new field, a new set of problems, to read and listen to the principal sources to which we were guided by our tutors, to work out what we thought, then to discuss it with these teachers on the basis of pretended or sometimes actual equality, and also to discuss these issues with our contemporaries. We were engaged in the pursuit of knowledge, in analysis, in enquiry, and in rationality. A close attention to argument was required, to the nuances of meaning, to words – but not, alas, to numbers, the signal omission in my preparation for later things.

These values of rationality and enquiry are, I believe, core characteristics of St John's Cambridge, as they are of another St John's, the College whose President I have had the honour to be over the past ten years; and they are the core characteristics of many other colleges and universities. These values are not, in the main, under attack at the present time, and for that we should be very grateful. The attack on these institutions is on other grounds: principally the question of who will finance higher education and the implications of that decision on the range of subjects which may be studied in universities and on the institutions' freedom to select those students they believe most capable of profiting from the education they offer. These are serious attacks, which could be the subject-matter of another lecture on another day. But, let us record, with gratitude, there is in our country at present little or no attempt to interfere with the

processes of individual academic disciplines, or to influence the conclusions they reach.

In government the situation is different. There are strong forces at work whose natural outcome is, I suggest, to demote rationality, analysis, and the pursuit of knowledge within government.

There has been much discussion of these forces, and of their origins: the sound-bite, the three bullet-point interview, the need to respond instantly to every event which may be used to criticise government, preferably with action or with a new initiative. There is also, more generally, the large and growing power of the new information media, and the challenge to, and weakness of, all authority.

At the heart of all of this there is a deep flaw in democratic government. Ministers, naturally, want to be elected and then re-elected, and their rivals want them to be thrown out. Ministers need to persuade the electorate of the rightness of their actions, and of their power to right the wrongs which afflict us, wrongs which are constantly paraded by their rivals as evidence of Ministers' unfitness for office. A powerful alliance springs up between Ministers pursuing those objectives and those in the press and media who wish to make money and to exercise power. This alliance is, I believe, the greatest source of corruption in modern times. It dwarfs the petty corruption revealed in the Parliamentary expenses scandal. It is the genus of which the Murdoch affair is a species.

In the face of a hypercritical stream of comment, 24 hours a day, seven days in every week, broadcast to a public with, in general, little respect for any person or body which dares to assume a role of authority, Ministers and their advisers strenuously seek to present their case as persuasively as possible. It is entirely right that they should do so. But it is not right if they make deals with individual journalists or editors or proprietors – to provide, say, news now in exchange for later favours. Nor is it right if they cross the line from persuasive presentation of their policies and actions to the manipulation of information, or to interference with the publication of Departmental information and statistics.

In Whitehall these developments have led to a hyper-sensitivity to the media and outside commentary and criticism, and to the huge growth in influence first, in the 1980s, of Departmental Press Offices, then of Special Advisers; then to the growing influence of a new kind of Departmental Minister whose consuming interest is in what the

next day's press will say – or, if he has a longer time-horizon, what the weekend's press will say. A growth in such influences means, necessarily, a reduction in other influences. In Whitehall it has meant a diminishing interest in analysis and enquiry, and, in the field of government information, a growing interest in the persuasive press release, with its careful selection of facts and numbers, designed to communicate as effectively as possible some pre-determined message.

Others have charted this familiar history in greater detail and depth than I can do today. But it brings me to the substance on which I want to speak in this lecture, and also to a point in my personal history. It was six years since I had retired from the Civil Service when, in 2007, I was asked if I would be interested in becoming Chair of the new Statistics Authority, which was then the subject of a Bill before Parliament. I was interested, because it seemed to me that the Statistics and Registration Service Act 2007, as the Bill subsequently became, offered an unparalleled opportunity to arrest, or to push back, the mischief which I so much deplored: the manipulation of this highly important species of government information – official statistics – for political ends. Here was an opportunity to strengthen the forces of rationality in government, which have always been, and are, there, but are in recent times on the defensive; the forces for objectivity, dispassionate analysis, impartiality, and honesty.

The Statistics Act, and the Authority it created, have certainly improved the environment in which this critical component of government information operates. Let me give you two examples of how we have, I believe, been effective over the past four years.

First, an example of us in our role as governing body of the Office for National Statistics. In March 2009 the ONS published a statistical release on the country of birth and nationality of workers in employment which provided evidence for the view that a large proportion of the new jobs created since 1997 had been filled by people born abroad. The ONS was immediately subjected to a fierce political attack, in which it was suggested that their analysis, which undermined one important element in the then Prime Minister's political platform, was politically motivated. It was **not** politically motivated: the Authority said, in a high-profile public statement, that it was not; the Authority was believed; and the storm blew over. That analysis, which was published by the ONS to assist informed

public debate in an area of great political controversy, would, I can assure you, not have been published under the pre-Statistics Act regime.

My second example is of the Statistics Authority in our second role, as the regulator of all official statistics. In December 2008 the then Prime Minister's office arranged a photo-opportunity to demonstrate how well the government's policies in combatting knife crime were working. There were interviews with the families of knife-crime victims, with celebrities and so on. Some statistics were paraded around the Newsrooms of Fleet Street, which purported to show a reduction in knife-attack hospital admissions in the areas in which the government's initiative had been introduced. The professional statisticians in the NHS immediately protested that their advice about these statistics had been ignored by the Prime Minister's office: the statistics were not ready for publication, were unchecked, and incomplete. I then wrote to the Prime Minister's office, and said, in a letter which I sent to Parliament and placed on our website, that the Prime Minister's use of these statistics had been irregular, premature, selective, and deeply corrosive of public trust in official statistics. A political and media storm followed. The Prime Minister's Office, and the Home Secretary, made public apologies for their misuse of these statistics, and the Cabinet Secretary later issued instructions to every official and Special Adviser in Whitehall that the Code of Practice for Official Statistics, which clearly outlawed such practices, must always be followed, and that the last word on statistical matters must always be with the Department's professional statisticians. This was a major breakthrough. There is a large and growing volume of evidence that these radically new instructions, repeated at the beginning of the Coalition Government, and addressed also to incoming Ministers, have been very influential and effective.

My time as Chair of the Statistics Authority is approaching its end. I have been privileged to have been given the opportunity, in my last public service post, to make a contribution towards strengthening the values within government which have all along inspired me, and which my education taught me to hold dear. Objectivity, impartiality, enquiry, and analysis have been valued by the Civil Service for many years, certainly as far back as the Northcote-Trevelyan reforms of the mid-nineteenth century. They are valued to this day in many quarters. They should be powerful characteristics of any government, in any country.



# THE NEXT PRESIDENT WRITES:

I am honoured to be chosen as successor to Sir Michael Scholar and excited to think I will be joining St John's in just over six months' time to work with so many gifted people. Since I do not have any experience of Oxford, either as a student or an academic, I am especially looking forward to meeting the current members of College and alumni who will be able to give me their sense of St John's values: exploring what has changed in the College and indeed what their views are on its future.

To give a sense of what I bring to St John's it is important to know a little about my family, my education and the experiences which have shaped my approach to university life. My research concerns developmental disorders of language, learning, and cognition, and I have for many years been interested in how spoken language is a foundation for literacy. Like many in this field, it was experiences in my family that ignited an interest in trying to understand the cognitive causes of learning disorders, dyslexia in particular. My father, by his own admission, was 'not a great reader' and my brother was severely dyslexic. As the older sister, I was from an early age responsible for 'translating' what my 'unintelligible' brother said and later, as a teenager, I was a bit of a prop for my mother who was by then fighting for his educational needs to be recognized. Looking back, I feel dyslexia had a profound effect on the whole family and certainly got me interested not only in the causes of dyslexia but also in how it could be identified and treated. During my undergraduate degree in Bristol, I became fascinated by cognitive accounts of what was then called mental retardation and following graduation, I sought a place to work in the Medical Research Council's Developmental

Psychology Unit, which had pioneered the application of experimental psychology to language and learning disabilities. My supervisor, Uta Frith (an expert on autism), was at the time interested in spelling and I was very lucky to complete my doctorate on dyslexia with her guidance.

An early obstacle to my research was to find children with dyslexia. At the time (the mid-1970s), most education professionals held the view that dyslexia did not exist! After much searching, by turn of fortune, I discovered the Dyslexia Clinic at St Bartholomew's Hospital, the head of which was a really go-ahead speech therapist called Bevé Hornsby. Never being one to let an opportunity pass, Bevé set about training me to assess and to teach the children who came to her clinic for a weekly lesson from as far away as Birmingham. In return I had a supply of willing participants for my research. I never regretted this opportunity; my teaching experiences were formative and shaped my approach to dyslexia. I also decided a few years later to hone my professional skills and, whilst working as a junior lecturer at the National Hospital's College of Speech Sciences (now part of UCL), I undertook training in Clinical Psychology. I remained at the National Hospital for several years, eventually becoming Principal, before I went first to Newcastle and then to York as Professor of Psychology. I've been at York since 1994.

Looking back, my academic life has been fuelled not only by intellectual curiosity but also by a desire to improve the lot of people with specific learning difficulties. I have, together with my collaborators, investigated the cognitive skills of children with dyslexia, specific language impairment, autism-spectrum disorders, and Down Syndrome in order to understand the causes of

their learning difficulties. With findings such as these as the starting point, my husband Charles Hulme and I, together with many talented post-docs, have developed and evaluated educational interventions to promote oral language and reading skills using randomized controlled trials – regrettably this rigorous methodology is still not widely used to inform education policy. Our group has shown that structured programmes which link phonological skills – the development of an awareness of how language sounds – with practice in reading text are highly effective for children with dyslexia, but that children with additional impairments of oral language fare less well. To address the needs of such children, our team has recently turned to the design of interventions for children who enter school with poorly developed speech and language skills. Thus, our research is changing its focus from remediation to prevention of reading difficulties. Alongside this, our team is involved in developing assessment instruments and we run a research clinic for the diagnosis of learning difficulties at the Centre for Reading and Language in York. I continue to work in this clinic in which we see children for educational assessment and provide management advice to their families.

Outside the university, I have been involved with the work of charities, such as the British Dyslexia Association, and I have been called upon by the Department of Education to advise on aspects of the teaching of literacy and on provision for children with special educational needs. Under the previous government, I was involved in developing national programmes for the teaching of literacy and served on Sir Jim Rose's Advisory Group which produced a review of provision for children with dyslexia in English schools. In addition, I have helped in the development of the 'Phonics Screening' test for children in Year 1 which will be implemented in schools nationally from 2012. By enabling the identification and ongoing monitoring of children with language learning difficulties, it is hoped that this screening should lead to the timely implementation of interventions for those who need them. Currently we are working with the charity ICAN and the Nuffield Foundation to develop a training course for teachers and other providers in Early Years settings which will enable them to deliver an intervention for children with spoken language difficulties.



As I hope this suggests, throughout my career I have aimed to bring together research and practice. My earliest ambition was to be a doctor and, although this never came about, I have found the study and practice of psychology extremely fulfilling, spanning as it does science and social science. Psychology has provided a valuable framework within which to study how developmental cognitive disorders with a neurobiological basis affect the lives of individuals, and how a range of environmental factors can ameliorate their impact. The kind of work I do flourishes through partnerships with professional colleagues and voluntary agencies and I believe that, with them, the research of our group has had significant impact by feeding into national policies for education and informing the debate on inclusion for those with special educational needs. When I join St John's, I am sure that my research agenda will change. I am sure however that I will not abandon my interests in improving the quality of education in our schools and in increasing the expectations which are held for young people.

*President-elect,  
Professor Margaret  
Snowling, FBA*

# GUILTY PLEASURES

ALTHOUGH IT IS PRESUMABLY ALMOST IMPOSSIBLE TO STUDY AT ST JOHN'S WITHOUT EVER ENTERING THE LIBRARY, IT'S ALL TOO EASY FOR STUDENTS – AND FELLOWS – TO REMAIN UNAWARE OF THE MANY TREASURES IT HOLDS. THE COLLEGE LIBRARIAN, STEWART TILEY, INTRODUCES US TO ONE OR TWO OF THEM – FROM BOOKS OF HOURS TO FARTING BEASTS.



*A bonnacon repelling attackers in a 14th c. bestiary from Westminster (SJC MS 178)*

One of the guilty pleasures of being a librarian in a place with collections of fascinating and beautiful historic books, like St John's, is getting them out so that you can play with them. You need an excuse to do this, of course, but luckily these present themselves fairly regularly. The exhibitions in the display cases in the Old Library are useful here. Ostensibly put on to engage visitors, they also allow librarians to explore shelves, safes and cupboards, pull out their favourite stuff, and show it off.

Last year the Library hosted two exhibitions. The first was inspired by two of the College's more striking medieval manuscripts – its bestiaries or books of beasts. A particularly English phenomenon, there are only around 90 of these still extant. They are usually highly illustrated, and the St John's specimens are no exception. One was made in York in the thirteenth century, and its lions, elephants, and dragons are depicted on backgrounds of gold-leaf. The other, from fourteenth-century Westminster, is smaller and less ostentatious, but perhaps more fun. Compare their bonnacons. Apparently dwelling

*The Lion, from a 13th c. bestiary once owned by a priory in York (SJC MS 61)*

in Asia, a bonnacon boasts horns that curl inwards, making them useless for defence. To compensate the animal turns around and 'emits a fart three acres long', which is 'so hot that it scorches whatever it touches'. The Yorkshire bonnacon is a solemn soul, bearing an expression of deep regret as it repels its attackers, whereas the Westminster bonnacon capers away with a grin.

These lavish volumes were produced for monastic libraries, furnishing inspiration for religious life, rather than as repositories of zoological knowledge. Even so there is a continuing legacy of books listing animals, fabulous and factual, and the exhibition followed this, through such works as Gessner's encyclopaedic *Historia Animalia* (1551), until the twentieth century, represented by an original illustration from Spike Milligan's *Milliganimals*. It also took in depictions of sea monsters and dodos, Robert Hooke's pioneering engravings of insects, and an attempt to notate the noises made by bees which developed into a four-part madrigal.

The subsequent exhibition was on language and writing. Amongst the items on display were an alphabet used by angels, examples of medieval cryptography, a universal philosophical alphabet intended to replace Latin as a scholarly medium, and the first American Bible (printed in the local Massachusetts language in 1663). During Michaelmas and Hilary Terms 2011–12, we're offering something on the exploration of America, using Theodor de Bry's exquisite, if fanciful, engravings of indigenous cultures as a starting point. For Trinity Term we aim to show our prayer books, both beautifully illuminated medieval Books of Hours, and the more sober Books of Common Prayer that form milestones of the English Reformation. So please continue to give us an excuse to do this, and come and visit.

Alumni are very welcome to visit the Library and to bring guests. During term our opening hours extend into the evening, although it is advisable to ring ahead on 01865 277331 or email [library@sjc.ox.ac.uk](mailto:library@sjc.ox.ac.uk) to check we can accommodate you.



FOR DECADES, STUDENTS HAVE VOLUNTEERED TO WORK WITH CHARITIES IN ALL SORTS OF DIFFERENT WAYS: FROM THE EAST END SETTLEMENT AT TOYNBEE HALL TO VOLUNTARY SERVICE OVERSEAS; FROM RAG WEEK TO THE OXFORD HOME TEACHING SCHEME, JACARI. NEARLY FIVE YEARS AGO, TWO ST JOHN'S UNDERGRADUATES FOUNDED AN IMMENSELY AMBITIOUS ORGANISATION DESIGNED TO CO-ORDINATE MUCH OF THIS GOOD WORK. NOW, WITH ITS OWN CENTRAL OXFORD LOCATION AND ADJOINING CAFÉ, OXFORD HUB IS MAKING HEADLINES INTERNATIONALLY. RACHEL STEPHENSON (2005) AND ADAM O'BOYLE (2005) EXPLAIN ALL.

After rallying more student charities for support and securing seed funding from the Oxfordshire Community Foundation, Oxford Hub was launched in October 2007. Starting out with a few hastily printed flyers on a Freshers' Fair stall, the charity set out to bring together all student groups working on social and environmental issues, to raise awareness among the student body of the opportunities on offer to create social change, and to support students do so effectively and sustainably.

It became clear early on that if Oxford Hub was to be a success, a summer's worth of volunteer time might not be enough. Happily, the College granted Adam a year's leave from his studies to support the charity as a part-time staff member. This sabbatical afforded the team the extra capacity

# HUB OF THE UNIVERSITY

**O**n the second floor of an old Georgian townhouse, right in the heart of Oxford's historic centre, the student charity Oxford Hub is settling into its new home. Among new phone lines, printers, a newly-opened café, and 9,000 square feet of central Oxford real estate, the charity is looking ahead to new, exciting, and uncharted territory. Oxford is now home to the first ever centre in the UK to be dedicated to student social action and volunteering. And the story begins in St John's.

Oxford Hub was set up in 2007 by a group of students including two St John's undergraduates, Adam O'Boyle (History and Economics, 2005) and Rachel Stephenson (French and Linguistics, 2005). The aim was to help students become aware of and active in social action and volunteering; to make it easy to make a difference in the world.

The initial concept came about in January 2007, as Adam was running a one-day lecture series on international development for students, the International Development Course. At the same time, he and Rachel, and a group of students working on charities including Students Supporting Street Kids and UNICEF, began collaborating on fundraising and awareness-raising events, discovering how much more effective they could be when they worked together. They found that not only could students be informed and inspired about global social issues alongside their academic studies, but through networks they could support each other in taking action on causes they cared about.

that was needed, and Oxford Hub began very quickly to attract students from across the University, even setting up in a small office in the Careers Service. In early 2008, the Hub's steady growth in Oxford also led to national expansion, and the model was implemented in other universities: initially Cambridge, Bristol, and Southampton, and since then Oxford Brookes and Warwick.

By the summer of 2008, the charity was operating as Student Hubs, a national network of operations in local Universities, headed up by the flagship Oxford Hub. At this time, Rachel completed an internship at Oxfam GB to learn more about fundraising and Adam supplemented working for the Hub with a role at New Philanthropy Capital. As the charity entered its second year of operation, and Adam and Rachel entered their final years at St John's, corporate sponsorship was secured, and new staff members were taken on.

Extra staff capacity enabled Oxford Hub to pursue a more local focus, and the 2008–09 academic year saw the development of a community volunteering programme for students. This was set up to harness the capacity of students to meet local community needs, enabling students to be able to make a positive difference in their adopted city of dreaming spires. To help combat some of the problems faced by the divided city of Oxford, student volunteers began to volunteer in local schools, with refugees and homeless people.

This programme has since developed, and Oxford Hub now places around 600 students in over twenty community volunteering projects, benefitting local groups across the city.

A great example of Oxford Hub's work in the community is Maths Plus, a programme which matches students with local GCSE pupils on the C/D grade borderline. Students give tailored, one-to-one support which directly enhances classroom teaching whilst meeting individual needs. At the end of its first year, Maths Plus had helped all the GCSE pupils on the programme to achieve their C grade, with two achieving B grades and one an A. Oxford Hub programmes like Maths Plus, which facilitate interaction between Oxford students and local communities, help to build educational aspirations as well as attainment levels. This is

charity groups within the University. This growth prompted the charity's biggest development to date: opening a central venue dedicated to student volunteering and social action. In March 2011, Oxford Hub took on the lease of a City Council-owned building on Turl Street, which has a rich and varied history including the QI Club and the Taj Mahal Indian restaurant.

This building not only houses Oxford Hub, but also six other student-facing charities, events and meeting space for community projects, a specialist resources library, and a sustainable café-bar-restaurant, Turl Street Kitchen. It serves as a space to learn, to meet others, to be inspired to make a difference, or simply to take in a locally-sourced, seasonal meal. Turl Street Kitchen, which operates from the ground floor, is set up to support the



*Alumni and Oxford Hub founders, Adam O'Boyle (History and Economics, 2005) and Rachel Stephenson (French and Linguistics, 2005) in the new Turl Street Kitchen*

crucial in a city with the worst Key Stage 1 results in the country.

Now, some four and a half years since opening, Oxford Hub maintains the key goals and activities it started out with in 2007. Andrew Hamilton, the current Vice-Chancellor has stated his firm belief that 'universities should produce not only world-class academics, but also world-class citizens. It is our duty to enable students to do the best that they can in the world – for themselves and, crucially, for the global communities they live in'. This well articulates the motivations of Oxford Hub: students are the leaders, thinkers, and decision-makers of tomorrow, and they can create enormous social good not only now but also in the future.

Oxford Hub now reaches over 7,500 of these future leaders, and supports around 35 student

charity with any profits made securing its funding for the years to come.

Oxford Hub is looking forward to this bright future built upon sustainability and forged through the new Turl Street centre. Perhaps this is the first time in Oxford's history that simply patronising a local café-bar-restaurant has the power to transform student culture, making giving back to society the norm, not the exception.

There are many ways to support Oxford Hub. If you would like to donate directly visit [www.oxfordhub.org/donate](http://www.oxfordhub.org/donate) and if you're local to Oxford, visit Turl Street Kitchen for a meal or drinks. To find out more about Oxford Hub or to offer any advice, contact Adam and Rachel on [manager@oxfordhub.org](mailto:manager@oxfordhub.org)

Michael Klaput  
(Theoretical Physics,  
2009), MCR President  
2010/11



## FROM COMMITTEES TO NUDE CALENDARS: THE MCR PRESIDENT WRITES

THE GROWTH OF OXFORD'S GRADUATE COMMUNITY IS ONE OF THE BIG STORIES — AND ONE OF THE SUCCESS STORIES — OF THE LAST THIRTY YEARS OR SO. BUT THIS DOESN'T MEAN THAT EVERYONE UNDERSTANDS THE PLACE OF THE MCR WITHIN COLLEGE OR THE UNIVERSITY. THE CURRENT MCR PRESIDENT, MICHAEL KLAPUT, LIFTS THE LID ON A BUSY YEAR.

Oxford's Vice Chancellor Andrew Hamilton chose in this year's oration to draw attention to the growing graduate student community at the University. The number of graduates at St John's will not perhaps surprise readers of TW, who will already have read a recent article by my predecessor as MCR President David Townsend. However, what may be new to you is the way in which the MCR functions as part of the College and, indeed, the wider University community. Let me take you on a quick tour through this lesser-known side of MCR life, as seen through the eyes of the MCR President. Find out how we participate in College governance, graduate student politics, and maybe even in University history.

Our freshers this year asked me, 'What is it that you do as MCR President?' Well, for a start: plenty of committee meetings. Any Wednesday in term it

might be Garden, Equality, Domestic, Educational Policy, Decanal, Library, Web committee or the Governing body: the MCR President sits on all of them. Topics to be discussed in as large and diverse college as St John's are manifold. New welfare strategies, library loan periods, the new gym, choosing roses for the gardens, admissions statistics, changing the informal hall signup scheme (with success), Arts Week...

Of course, there is much more to the President's life than just committees. I work with a great team of MCR Officers who are responsible for organizing the graduate life at St John's: guest dinners, bops, cultural trips, dessert nights, grad lunches, cheese and wine tastings, welfare teas, women's dinners, and much more besides.

It is these Officers who define the MCR at St John's by all their hard work and a dominant part of my job is to make their lives as easy as possible. But managing the team is only one part of the job; another is close liaison with the Fellows, College staff, and the JCR. Consequently, I am a regular visitor to the domestic office, works department, and College stores. I meet termly with the President and still more regularly with the Tutor for Graduates. In particular, I enjoy the interaction with the JCR President whom I meet almost weekly to discuss current matters.

The benefit of having a good relationship between JCR and MCR is revealed most clearly every Trinity term, when the annual rents and charges negotiations with College take place. The Bursar invites the executive committees of both common rooms – consisting of the respective President, Secretary, and Treasurer – to talk about changes in rents and food prices, as well as scholarships and grants in College. In a series of between four and six meetings, College accounts are revealed to student eyes; inflation indices examined (featuring the famous Van Noorden index of Oxford college inflation); student funding developments researched; and in the whole process a legion of numbers is carefully examined: all with the aim of negotiating a fair settlement for rents and charges. This year's negotiations were especially difficult given the current time of serious economic downturn. It is, therefore, particularly noteworthy that College appreciated the difficult funding situation for students, resulting in an increased rent below the predicted rate of inflation.

While most of the time the MCR President's duties happen in College close to his constituency, a significant part of them also leads him outside St John's. To be honest, I had little clue about this aspect on the day of my election, but I quickly came to recognize its importance, for the University is currently in an exceptional period of transition. The undergraduate dominance in numbers at Oxford has ended: graduates now make up 44 per cent of the student body.

This change has also reshaped St John's. Only a few decades ago, graduate numbers were low and graduate students were considered merely a subset of the JCR. Today, MCR and JCR are comparable in size for the first time in College history and last year both were declared to be independent student bodies at St John's. Graduates are thus involved in College governance together with the JCR on an equal footing.

However, this picture looks different beyond the College walls. There, the change in reality meets a mismatch in many of the University's structures, which evolved in times when the student body was mostly undergraduate. A prominent example is our students' union, OUSU. While it is the union of all students at Oxford, until recently it did not reflect the interests of graduates in any noticeable way. The number of MCR Presidents at OUSU councils rarely amounts to much more than five and several MCRs have even disaffiliated themselves from OUSU.

This disconnection between OUSU and 44 per cent of its members has been investigated by its President Martha Mackenzie (History and Politics, 2008) and a 'post graduate representation review' committee formed. During this process, another important shortcoming was identified: while an undergraduate's academic life happens mostly at a college – where the common room represents student interests – a graduate's academic life happens almost exclusively in the departments. Here, no coherent system of student representation exists apart from a board elected by OUSU council – or, in other words, by a majority of JCR Presidents. It is a historic challenge to instate democratic student representation in every single department at Oxford. There are about 70 departments which themselves split into a total of several hundred sub-departments.

A central role in the ongoing developments across the University is played by the assembly of MCR Presidents, the MCR Presidents' Committee (PresCom).

Twice each term, all MCR Presidents meet to discuss matters of common interest, share experiences and consult their fellow colleagues. The atmosphere at meetings is open, friendly, and welcoming – the adjourned discussions at Oxford pubs are shrouded in legend and many Presidents become close friends over time.

Last Trinity term, PresCom initiated an unusual charity initiative: the first MCR Presidents' naked charity calendar. The selected charity, Gold Coast Fund, was set up by former St Hilda's MCR Vice-President Kojo Minta and supports education in Ghana through building village libraries. Minta died in a tragic accident last August and the proceeds of the calendar will help to sustain his charity. The calendar itself features fourteen current or former MCR Presidents from eleven different colleges and was shot all across Oxford. The photos display students at croquet, punting, rowing or chess; at medieval buildings, modern quads or beautiful gardens; in short: at Oxford life with its many facets.

I feel that this is a good point to conclude my little tour. Looking back at the scenery, I am reminded of a well-known truth: every institution can only be as strong as the people who make up its community. It is a time of change at Oxford and it is an exciting time to be an Oxford graduate. No less importantly – and I am sure that you will agree with me on this – it is a great time to be a member of St John's College.

*We are delighted to report that current DPhil student and former MCR President, David Townsend (Law, 2007), has recently been elected President of OUSU. He will follow on from SJC alumna Martha Mackenzie (History and Politics, 2008) this summer and becomes the first graduate student ever elected to the role.*

ALTHOUGH THE COLLEGE HAS BEEN FORTUNATE IN INSPIRING A NUMBER OF SCHOLARLY HISTORIES, THE FIRST CENTURY OF ST JOHN'S REMAINS A RELATIVELY UNKNOWN STORY. THIS YEAR, HOWEVER, ALL THAT BEGAN TO CHANGE AS DR ANDREW HEGARTY PUBLISHED HIS BIOGRAPHICAL REGISTER OF THE COLLEGE FROM 1555 TO 1660. THIS NOT ONLY COMPLETES OUR RUN OF REGISTERS, BUT GIVES AN UNRIVALLED AND UNIQUE VIEW OF THE EARLY YEARS OF LIFE IN ST JOHN'S. AMONGST HIS MANY IMPORTANT FINDINGS, AS THE COLLEGE ARCHIVIST MICHAEL RIORDAN SHOWS HERE, WAS ONE THAT CASTS LIGHT ON THE RELIGIOUS LIFE OF THE COLLEGE IN THE FIRST DECADE OF ELIZABETH'S REIGN, SUGGESTING THAT THIS WAS NOT QUITE THE ORTHODOX PLACE IT PRETENDED TO BE.

But one of the others is just as interesting, and deserves to be better known. In fact St Cuthbert Mayne can claim pre-eminence amongst all the sixteenth-century English saints as the first of the Roman Catholic missionaries to be executed by Elizabeth I.

Mayne's origins are obscure. He was born to a Barnstaple farmer in 1544 and seems early to have come to the notice of his father's landlord Sir John Chichester, who made him rector of the parish of Huntshaw in Devon aged only seventeen. Chichester then sent him to St Alban Hall in Oxford, where he must have attracted the attention of another powerful patron, for he was made chaplain of St John's. Since he took his BA from St John's in 1566 and the founder did not die until 1567, his appointment must have had Sir Thomas White's approval.

At St John's, Mayne seems to have come under

# WHICH CHURCH? WHICH QUEEN?

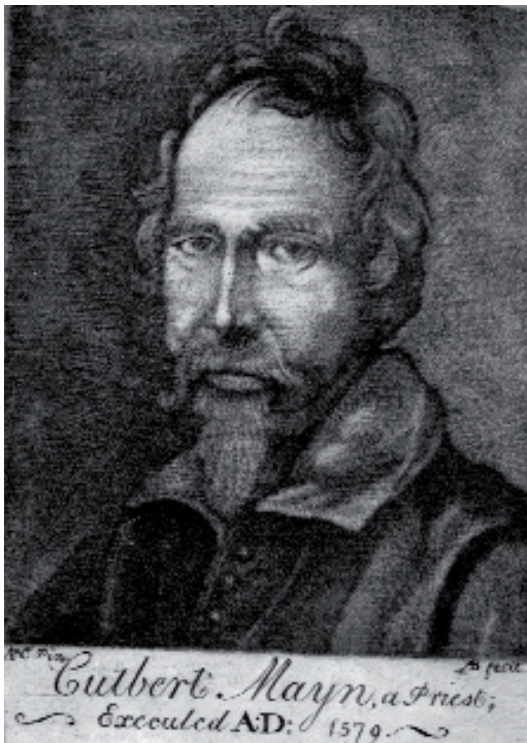
On 1 May 1555 Queen Mary of England and King of Philip of Spain jointly signed a decree founding St John's. Twenty-eight days later, on 29 May, Sir Thomas White issued the first set of statutes, establishing exactly what his new College would look like. A few months after that, on 16 October, the two Protestant bishops, Hugh Latimer and Nicholas Ridley, were burnt at the stake in nearby Broad Street. This concatenation of events is a stark reminder of the fact that the College's early history is strongly bound up with the story of the English Reformation. After all, Thomas White was one of the men who tried the Protestant Archbishop Thomas Cranmer, who was himself burnt to death in Broad Street in March 1556.

Nor did the College's involvement in religious politics end with the death of Queen Mary and the accession of Queen Elizabeth in 1558. In the late-sixteenth century several men attended St John's who would go on to be canonized as saints by the Roman Catholic Church for their work in seeking to undo the Elizabethan religious settlement. Of these, Edmund Campion is by far the most famous.

the influence of the two Fellows of the College with whom he shared his room. These were Edmund Campion and Gregory Martin. Campion is, as we've already noted, well known as one of the most influential seminary priests and martyrs of the late sixteenth century. But Martin is just as important in the history of English Catholicism. From his base at the English College at Douai, he was the moving spirit of the papally-sanctioned project to translate the Bible into English that has become known as the Douai-Rheims Bible and which was finished just a few years before the Church of England finished its own Authorized Version. It seems likely that Mayne was already sympathetic to Catholicism (the South-West was a hotspot for recusancy), but his association with Campion and Martin can only have hardened his beliefs. By 1570 Martin had fled England and was inviting Mayne to join him.

Unfortunately, their letters fell into the hands of the authorities and Mayne, who was away from Oxford at the time, went into hiding. His movements in the next few years are obscure, but it is unlikely that he ever returned to St John's and in

Engraving of  
Cuthbert Mayne  
(The Bridgeman  
Art Library)



1572 he was with his old friend in Douai. Here he was re-ordained as a Catholic and studied for the Bachelor in Divinity. In 1576 he was ready to return to England, and did so in the company of John Payne who may also have been an undergraduate at St John's (and therefore may count as our fourth sixteenth-century saint). Mayne returned to his native South-West, serving as chaplain and steward to Sir Francis Tregian at Golden, near Truro. Both the chaplain and his employer were arrested on 8 June 1577 and Mayne spent three months in the dungeon of Launceston Castle before being tried and found guilty of treason. Tregian lost all his property and was sentenced to life imprisonment; Mayne was not so lucky. On 29 November 1577 Mayne reaffirmed that 'the Queen neither ever was, nor is, nor ever shall be the head of the Church in England', and admitted that he believed that all true Catholics should support any invading Roman Catholic prince. The following day he was hanged, drawn, and quartered.

This is interesting enough in itself, but Dr Hegarty has found something more. Hidden away



Portrait of  
Gregory Martin



Engraving of  
Edmund Campion  
(The Bridgeman  
Art Library)

in an early hagiographical account is a curious statement. It is said that Mayne only once at St John's gave the Lord's Supper according to the Prayer Book and that otherwise 'every Sunday gave those attending only a dry Communion'. Now what, we might ask, does this mean? We might take it literally and read it as giving out only the bread and not the wine. Or perhaps no-one communicated at all. Or perhaps part of the rubric was left out making it only a pseudo-communion. But whatever it means precisely, it is clear that there was something not quite proper about the way the weekly communion service was performed at St John's and in a college with so many ordained men studying theology it is inconceivable that the secret was Mayne's alone. We can only come to the conclusion that the whole College was conspiring so as not to use the form of service laid down by the established Church. And, as it was done in his lifetime, not just the College, but the founder was complicit in this too.

Can this be true? It seems likely that the founder had a conception of how to manipulate liturgy to make it appear – or even be – more traditional. Despite having been associated with London all his life, when he died Sir Thomas was brought to Oxford for his funeral. It is certainly not unusual for a founder to be buried in his college but White may also have been tempted by the 1560 Latin Prayer Book which had been created specifically for the two universities. By using the funeral service from this and by having it said by a Fellow who had been ordained under Mary I (and was therefore part of the Catholic Church) this was to all intents and purposes a traditional requiem mass. It therefore seems credible that the founder would have acquiesced in (or perhaps even instigated) Mayne's practices within the College.

It is unlikely that many of the Fellows would have objected either. The College statutes had laid down that to retain his Fellowship, a Fellow had to be ordained within three years of taking his MA (usually about eleven years after entering the College); there were even significant financial incentives to take orders. Yet very few Fellows in the 1560s were ordained. Some even developed schemes (one is tempted to say scams) to avoid taking orders – the statutes were generously interpreted so that by transferring to law or medicine after taking the MA, the day of ordination was postponed. This could also be achieved by accepting one of the College lectureships, as the

years spent holding these positions were considered not to count towards the ordination deadline. But this still begs a question: why did so many Fellows resist being ordained?

It seems likely that there was a large number of Fellows who were undecided about the Church of England. By 1560 there had been thirty years of religious change – change which had accelerated in the last decade. Edward VI had moved Henry VIII's church closer to Calvinism, but Mary I had converted it back to Rome in 1553, and Elizabeth I in 1558 had changed it once more to something akin to the early years of Edward VI. If Elizabeth were to die in the 1560s (either naturally or by an assassin – both genuine possibilities), then her cousin Mary Stuart (better known as Mary, Queen of Scots) would probably have acceded to the throne and converted England once more back to Roman Catholicism. The future was not clear in the 1560s and the conservative Fellows of St John's may not have wanted to commit themselves. It was one thing to take communion or even to subscribe to the Thirty-nine Articles, but to be ordained in a heretical Church was probably too much for them. They would therefore postpone ordination until they were sure.

Between 1567 and 1574 twelve Fellows of the College (all appointed by the founder) converted openly to Roman Catholicism; as did many other members of the College, like Mayne. Various matters may have forced them to make up their minds; at a national level the excommunication of Elizabeth in 1570 forced Catholics to choose their loyalties, while at the local level the election of the staunchly Calvinist Toby Mathew as President in 1572 made St John's a less comfortable place for crypto-Catholics. But above all, it was becoming clear that Elizabeth was here to stay.

The 1560s was therefore a unique decade in which many people were able to keep their confessional identities a little fuzzy, conforming with the Elizabethan regime without committing to it. As the decade wore on it became more difficult to do so and the men of St John's had to make up their minds. Some committed to the Church of England, others fled to Douai. But they did so not only as individuals. A stray comment in a Latin hagiography, that Dr Hegarty has now brought to light, suggests that as an institution, St John's was itself biding its time in the 1560s and not quite – yet – committing itself to Church and Queen.

# SPORT:

## 2010-2011

### BADMINTON

It has been another successful year for St John's Badminton Club. Our Women's team dominated their league, ending the season five clear points ahead of second place Wadham. Our Mixed team was similarly successful, also coming top in their division by a good margin. The Men's first and second teams both came second in their respective divisions, in each case losing out to their St Hugh's counterparts, with the first team missing out by a single point! Both of our Cuppers teams also put in a respectable performance; the Men's team were delighted to walk away with the third prize (along with shiny medals) while the Women's team were sadly robbed of a similar honour, narrowly missing out in the playoffs to finish fourth overall. Thankfully the Club will retain most of its members for the coming year (and will hopefully pick up some talented freshers), so we anticipate yet another strong season.

KRIS WARD (CHEMISTRY, 2006)

### CRICKET

Ten months away from the beautiful SJC oval was enough to generate a huge amount of anticipation for the 2011 season. In fact, the season was looked forward to so greatly that the captain was not even back in Oxford before the rest of the team were organising their own net sessions. This enthusiasm from a set of dedicated players who constituted the core of the team would go on to characterise the season.

The year started with the traditional early-season friendly against Westcliffe-on-Sea, nicely scheduled so as to fall on 1 May. Needless to say, the team was not at its freshest. However, chasing 204, we rallied at 70-7, and with 17 runs coming off the final over, we ended up on 204.

SJCCC then started their League campaign: and

what a start it was. Playing away to Oriel, an impressive 228 off 30 overs was amassed before the Oriel top order was removed in three destructive overs from Phillimore and Dr Jones, leaving the home side reeling at 0-5 before being bowled all out for 40. The good start to the League campaign with wins against St Anne's and Nuffield, coupled with a win against the Demi-Johns team of alumni, was echoed in the Cuppers competition and after six games of the season SJCCC remained unbeaten.

Unfortunately, the Cuppers dream came to an end in the quarter finals when a strong Lincoln side played exceptionally well to overcome us. The vast majority of the game was in the balance but unfortunately the 176 which was reached in testing conditions was not quite enough on the day; for the second year in a row the semi finals had only just evaded us. Following on from this defeat, a close League match against LMH which went down to the wire (40 required off the last four overs; six required off the last ball) was lost, as was a friendly against the touring Hetaroi.

It would have been easy at this point to slump into mediocrity and lose the spirit with which we had been playing throughout the season. Luckily, this was not the case, and good wins against Exeter and Magdalen (a close game which was won by a solid partnership between Howe and Chatterji) ensured that we went into the final round of the season at the top of the league. Sadly, a poor performance against Trinity meant that the League was lost by a mere three points. However, coming second, we won the second promotion spot and look forward to next season where we will be captained by the veteran Oliver Adams, now in his sixth (and final) season for SJCCC. I wish him and the rest of the team all the best and hope captaining SJCCC will be as much of a pleasure for him as it was for me.

MO CHATTERJI (MODERN LANGUAGES, 2009)

## CROQUET

Croquet might not be the most prominent sport played at St John's, but it is the best. After a competitive trial process we managed to reduce a field of 28 would-be Croquet champions to seven teams of four people. With seven teams, four mallets, and three matches played we had a year of unprecedented success, building on the foundations laid down by our long-standing former Croquet Captain Henry Venmore-Rowland. Special congratulations must go to the A-Team of Beau Woodbury, Joe Stenson, Alex Harvey, and me, who managed to reach the third round of Trinity Term's Croquet Cuppers Tournament. We look forward to next year's tournament where we hope we can build on the experience we gained this year to bring home the silverware.

BEN LEWY (PHILOSOPHY, POLITICS, AND ECONOMICS, 2009)

## HOCKEY

The 2010–11 season has reflected exactly what the St John's-Christ Church hockey team is all about: mixed success, but lots of fun! At the end of Hilary we finished third in Men's Division three, just missing out on promotion. Mixed Cuppers was once again a highlight but unfortunately we were put out in the quarter-finals by Oriel, the runners-up of the competition, on penalty flicks. It has been great to see the St John's representation in the team increase since last year. This is something we hope to build upon next season, with the intake of some new enthusiastic freshers and older members of the College alike. Thanks to everyone who played this year; here's to an even more successful season next.

ROSANNA LE VOIR (HUMAN SCIENCES, 2009)

## RUGBY

Following relegation from the previous year, and with a large number of key players leaving, the outlook going into the 2010 season appeared relatively unhelpful. However, following an exceptional turnout at both colleges' freshers' fairs, it appeared positive with a great deal of talent being discovered in the fresher intake.

Our first game in the third division was against Worcester and, having generated a 22–0 lead at half time, it looked a certain bet for a Saints' promotion this season. The forwards' strength was indomitable in the scrum, with huge performances

in the back row by Alex Dungate and Matt Thain, and the pace in the backs was blistering, led by the superb running and handling skills of Ben Butterfield at fly-half. Nonetheless, what started as a dream soon descended into a nightmare. The final score read 22–27 to Worcester as they scored the winner in the final few minutes. Moreover in our next game against Exeter, we lost 27–15 to a hard-working and determined team who went on to achieve an undefeated double promotion this year.

It was do-or-die time at our next match against Jesus, which had more than just a relegation feel about it with the Parry twins facing each other in the centre. The troops were rallied. After a very tense first-half with no score, the second half erupted into life with a storming 80m try by Richard Antwi-Boasiako, soon followed by two more tries. Unfortunately a lack of talent with the boot meant that the final score remained 15–0.

Suddenly aspirations were raised again and, like a phoenix from the ashes, Saints rose to 'champagne-rugby' heights as we smashed New College 34–7 in arguably the best game I have ever been involved in while wearing a Saints' shirt. Fantastic all-round athleticism by Josh 'The Beautiful Game' Stone, combined with the sheer might of our front row, Olly Adams and Charles Macfayden, laced with brutal tackling by Ellis Parry resulted in a fine victory. This momentum continued as we walloped Wadham in our final game, 37–10, sending them into the pits of division four. Unfortunately this late surge was not sufficient to bring us promotion.

In the second season, a string of injuries led to a frustrating time in the New Year. However, glimpses of what epitomises the Saints' spirit were shown – especially in our first game of the season against Merton/Mansfield where we played with twelve men, beating them in the second half by three tries. It was a truly inspiring game to be a part of. Great commitment was shown by both the veteran guard and by freshers who fought together in an incredible game, where Will Hancock at flanker shone. Nonetheless, a heavy loss to Lincoln and a draw against Oriel resulted in St John's-St Anne's being placed in the relegation zone at the end of the season, just above Jesus.

In Cuppers we were knocked out in the first-round by first-division team LMH, 25–7. But the score did not accurately reflect our performance as we were drawing 7–7 for most of the game, and again we played with two few men.

In the end we didn't see the tangible results

that we were hoping for in a fast promotion or a strong Cuppers run, but I believe that the Club is still in a rebuilding process following last season. It has been a pleasure to play alongside so many great players, and an even greater one leading them there. We say goodbye to two die-hard Saints, Josh Stone and Ben Butterfield, who undoubtedly played their best season of rugby this year. We have also exciting ability surfacing in Will Balcombe and Charlie Dumeresque, and I wish Ellis Parry, the next Saints' captain, the best of luck next season in earning that elusive double-promotion. This season we never gave in, and put in everything we had until the final whistle. Next season, we must again stand up and not just be counted in that starting 15, but want to earn that spot, and make a difference. Good luck boys.

ARTHUR COATES (ENGINEERING SCIENCE, 2009)

## WOMEN'S FOOTBALL

This was a tough year for SJCWFC, with the majority of the side that made it to the Cuppers final last year having inconveniently graduated. Things were looking bleak after our first match, which, with only eight players, we lost 7-0 to Jesus. Thankfully that was by far our worst defeat of the season, as with a couple of fresher recruitments from both common rooms, a substantial amount of pleading with friends, and the occasional guest appearance by former teammates, we managed to put out a good team for the rest of our matches. Despite our shaky start, the team steadily improved throughout the season, thanks largely to our dedicated team of coaches, who relished the opportunity to throw balls at girls' heads.

Although we never managed to assert ourselves in the League, our Cuppers run was enough to make any captain proud. After coming second in our group on goal difference, we found ourselves up once again against Jesus in the quarterfinals. Understandably, the team was a little nervous, but everyone was equally eager to prove a point. I joked at the beginning of the match that we needed to win by more than seven goals to be the overall victors, but little did I imagine the extent to which the team would heed my advice. From the very beginning of the match we dominated completely, with Claire Stockdale and Maija Sequeira controlling the midfield, whilst our strikers, Doran Boyle and Clare Webb, gave the Jesus defence a lot to worry about. However, the first 15 minutes did not see any goals, and the team's frustration was

beginning to show when Claire, after first inadvertently incapacitating the referee, drove the ball into the back of the net. This opened the proverbial floodgates, and by half time we were 3-0 up. In the second half Jesus were visibly disheartened, but the strikers showed no mercy, scoring five more goals before the end of the match, and thus giving us both our ticket to the semi-finals, and overall victory over Jesus!

The semi-final saw us up against New College, who, with seven or eight regular Blues players, had won every match so far that season. Although we lost the match 5-1, the fight that the team put up against such a strong side was admirable. Nyasha Weinberg was fearless in goal and Magda Lomacka, who had played left wing for most of the season, proved to be ruthless in defence. Judith Roberts and Sophie Graham were as solid as ever on the right side of defence, and every single player worked tirelessly against what was quite simply a superb football team.

Despite relegation, it was a very positive season for SJCWFC. With only a few players left from last year, we managed to form a cohesive team very quickly with the new players, whilst the third years, despite their busy run up to finals, were unfaltering in their dedication. This year the team will be in a more suitable league; and, under a very capable new captain, I'm sure they will do well!

KATHRYN PHILLIPS (MODERN LANGUAGES, 2009)

## BOAT CLUB

This year has been one of the most successful in recent history for SJCBC. During Michaelmas, the Men's Novice Bs reached the fourth round of Christ Church Regatta and the semi-final of Nephthys Regatta, whilst Christ Church Regatta also saw the Men's Novice As reach the semi-final and the Women's Novice As reach the third round. Both Development Squads made great progress, with the Men moving to train at Wallingford and the Women hiring Allan French as the new Head Coach. Allan has himself rowed in the Oxford Brookes First Eight and coached a Brookes' novice crew to win at Henley.

In Torpids, SJCBC finished on a net +8 for the week, one of the highest-climbing boat clubs. The week was filled with excellent performances all round. This included blades for the Women's First Torpid who climbed up to fourth in division two, gaining both an overbump on Somerville and a

triple overbump on St Hilda's in the process. The Men's First Torpid bumped Hertford on Wednesday and after some intense battles all week bumped the rowing powerhouse of Oriel on Saturday and so climbed two places up to sixth on the river, our highest position for around 40 years. The Women's Second Torpid finished up three places and the Men's Second Torpid ended down one place.

We also had excellent representation at University level again. Paul Crewe was the President of Oxford University Men's Lightweight this year. He rowed in the OULRC Blue Boat along with Andrew Craig. Remi Drouin made OULRC's Nephthys and former SJCBC Captain Alex Woods made Isis, a fantastic achievement for someone who learnt to row at St John's. In April we also held the second Triennial Dinner of the SJCBC Society, with a good attendance from current and former members.

Summer Eights was one of the most memorable that St John's has ever had. Both the Men's and the Women's First Eights won blades in division one. This is the first time (as far back as detailed records exist) that both the Men's and Women's First Eights of the same college have simultaneously won blades in the top division. The Women's First Eight climbed up to fourth in division one, proving themselves a class apart from other crews around them. They bumped Magdalen, Christ Church, Osler House, and Teddy Hall to finish the week in their highest ever position. Their blades were also the highest set of blades won this year. The rise of the Women's First Eight has been

incredible over the last seven years. At the start of 2005 they were second in division three and have risen an average of over three places a year since then. We hope that this continues in 2012 when our women will be in reach of the Headship for the first time ever.

The Men's First Eight entered Bedford Regatta where they won the College Eights category, beating Magdalen, Christ Church, and Downing College, Cambridge (who finished second in Cambridge's May Bumps), in the process. In Summer Eights, the Men's First Eight bumped New College on Wednesday returning to division one after a 14-year absence. This was followed with quick bumps (all before or around Donnington Bridge) on Worcester, Teddy Hall, and Magdalen, taking them to ninth on the River, their highest position for about 15 years. The Men's First Eight have now bumped for nine consecutive Summer Eights days, an incredible achievement. There were also some valiant performances from the lower boats, all of whom were starting in high positions. An inexperienced Men's Second Eight finished down one place and a graduate boat rowing as the Men's Third Eight finished down three places. The Women's Second Eight finished down three places and the Women's Third Eight, dressed as the 118-118 men, finished down two places.

With a large number of oarsmen/women returning this year, we hope to capitalize further on these achievements in 2012.

BEN PILGRIM (CHEMISTRY, 2005)



# LETTERS TO THE EDITOR

## REFLECTIONS

Dear Dr Whyte,

I once asked William Hayes how he explained the way that St John's had moved from middle of the road, in terms of academic results, to top of the tree. He said the answer was simple. At some point (date unspecified) the Governing Body had decided to focus its investment in two areas, facilities (in fact, I think he said 'the kitchen'), and the Fellowship. A simple strategy: attract the best students through their stomachs (more broadly, by offering a high standard of living) and then provide the best possible food for their brains.

Mike Riordan's piece (Morphing Maufe) in TW, Summer 2011, illustrated the spectacular way that the first of these strands has been implemented. It has prompted me to wonder about the second because, during my time at the College (I matriculated in 1962), the Fellows were already a pretty impressive bunch. Everything was half the size compared to today but then, as now, about 20 per cent had been elected to the Fellowship of the British Academy or Royal Society. A further 30 per cent of the Fellows listed in College Notes of 1966, mostly the relative youngsters, were elected to the Academy or Society subsequently in their careers. It will not be known for about 30 years whether their 2011 successors are able to emulate this, which means that I may never know.

The class of 1962 was the last of W C Costin's Presidency. Gareth Jones quotes Prys Morgan describing him as 'very nice but eccentric' (TW, Summer 2011) and also referring to him as 'William Costin'. I agree with the 'very nice', think that 'eccentric' though possibly accurate risks being misinterpreted, and doubt that Professor Morgan ever referred to him as 'William'. In College he was universally known as 'Costin'; to his sister and other members of his biological family he was 'Conrad'. The closest he ever got to William in my experience was a note inscribed on the front page of a book he gave me, '*Galfrido d.d. Guilielmus*'.

I got to know Costin particularly well because for two years, after he retired from the Presidency, he was my landlord in Wellington Place. I had the attic and shared a bathroom with the guest room

on the second floor. He had his rooms on the first floor, with the dining room and kitchen beneath. He prepared breakfast for us promptly at 08.15 each morning – always grapefruit and toast, usually boiled eggs but just occasionally an omelette with herbs picked freshly from the garden or herring fried in oatmeal. Breakfast was over by 08.45 and for the rest of the day we lived our separate lives. He never intruded but occasionally, if I returned to the house at about 18.00, he would call to me as I passed his room and invite me for a drink – always a generous and very dry Gin and French.

For me, it was perfect. Setting aside the convenience and comfort of the digs (which were unrivalled), listening to his tales (from medieval popes to his own life – anything except commanding machine guns in the trenches), watching the way he worked and thought, benefiting from his advice and enjoying his trust, have all had a lasting impact. He was forthright, decisive, and interested in almost everything. He combined this with utter respect for the right and responsibility of each individual to make their own decisions. For example, after the first four weeks of each Hilary Term whilst he was President, he would discover which freshman had the largest and which the smallest account with the Buttery. He would summon them to see him in turn and say, 'I understand you have the largest/smallest expenditure in the Buttery: are you confident that you are not overspending/failing to enjoy yourself enough? I don't want an explanation, the decisions about how you spend your money are entirely for you, but you should know the facts.' If this is a description of eccentricity, Costin was, indeed, eccentric.

Although I got to know Costin better than any other don, and it was he who ensured that my wedding was described in the Obituary pages of *The Times*, I learned much from many of the other Fellows. For instance, how to combine the sharpest of incisive thinking with grace and impeccable manners (John Mabbott); how to chair a difficult meeting (Will Moore); how to write better minutes (Keith Thomas); how to read the poetry of Gerard Manley Hopkins (John Carey); how to calculate

dates (Howard Colvin). I wish I could say that I learned how to score runs reliably past third slip, as Paul Grice could, but I never approached his skill. And there were the insights into other worlds, such as George Richardson fearing that academic economics would rapidly lose credibility when Harold Wilson started relying on the advice of academics, and H W Thompson (Tommy) commenting how impossible it was to give scientific advice to government and especially to 'that man Hogg'.

Enough of rose-tinted retrospect. Why did my generation not get better results in Final Schools (in 1966 there were six Firsts, 38 Seconds, 22 Thirds, one Fourth and one Pass)? In part, probably, because we were intellectually more heterogeneous than current intakes. Partly, I suspect, because there was not the same pressure that there is today to do well academically. It was not because our dons were dim.

Despite the results, we nevertheless produced top public servants and diplomats, eminent academics, teachers, doctors, lawyers, clerics,

research scientists, businessmen, journalists, poets, international sportsmen, and a world-record-breaking balloonist. We did not produce many bankers (the only one I can think of was a central banker), which is a sign of the times. Firsts were good things to get, of course. A Fourth required eccentricity; it was not a sign of stupidity (unless, that is, you take the view that anyone with the basic intelligence to get a First has to be stupid not to make it their top priority to do so: many of my generation did not).

Last word to Costin. He broke the opportunities of life at Oxford into three broad categories – getting a First, winning a blue, and falling in love. On the basis of many years experience, he reckoned that most people were able to excel in two of these areas but that those who attempted all three were at serious risk of all-round underperformance. I doubt if much has changed.

Yours sincerely,

*Geoffrey Penzer (Chemistry, 1962)*

August 2011

## ART COMMITTEE LIVES AGAIN

Dear Dr Whyte,

I was interested to read in the summer issue of TW that the JCR Art Committee has been resurrected (again!) and has catalogued the JCR Art Collection. This mirrors more or less exactly my own experience in the 1960s. I came up to St John's in October 1964 with an Open Scholarship to read Chemistry. This proved to be no handicap to being elected President of the JCR Art Committee in 1965. Despite the grand title the Committee was essentially defunct, and the Art Collection dispersed who knows where. The only information I had was an insurance policy held by one of the Fellows which had a listing of works (with values) that the JCR claimed to own. I set about retrieving as much of the collection as I could from rooms in and out of the College; many on the list were never found and our insurance claim was settled for a sum near to £1000, not a trivial amount in 1965. Of course we gave an assurance that we would refund anything due if a missing picture was found

– to the best of my recollection that never happened.

Anyhow the Art Committee had some funds again and we set about buying what we thought were suitable and interesting – trips to London and e.g. the Marlborough gallery where I remember I bought a Bernard Buffet print. I'd be interested to know how many, if any are to be found in the catalogue that Katie Slee has prepared. I'm sure I'd recognize some of the names of pieces we bought, if any survived this long.

We never managed an Art Week, though we did have an exhibition in the old JCR rooms over a weekend in 1966 devoted to a one-man show of rather strange paintings and 'things'; conceptual art was rather new then, and the exhibition caused quite a stir. I don't recall it being very popular with the JCR body! I wonder if anybody else can remember these happenings?

Kind regards,

*Guy Woolley (Chemistry, 1964)*

August 2011

# F A R E W E L L

## FRITZ CASPARI

PROFESSOR SIR FRITZ CASPARI KCVO WAS BORN IN 1914 AND CAME UP TO ST JOHN'S AS A RHODES SCHOLAR IN 1932. HE WENT ON TO BECOME BOTH A FIRST-RATE ACADEMIC AND AN IMPORTANT PUBLIC SERVANT. HE DIED ON 1 DECEMBER 2010.

A brilliant international diplomat, a talented historian, and a staunch opponent of totalitarianism, Fritz Caspari was born in Switzerland on 21 March 1914. He grew up in his parents' native Germany and was educated at Heidelberg University before winning a Rhodes Scholarship to St John's in 1932. Here, he read for a diploma in economics before writing a BLitt on the impact of the Renaissance on English conceptions of the state. He also rowed for the College as well as serving as president of the essay society and treasurer of the Archery Club – a role that particularly appealed, as it enabled him to entertain female undergraduates.

On leaving St John's, he went first to America and then wrote a doctorate on Humanist thought in Tudor England at the University of Hamburg. But his profound hatred for Nazism drove him into what he termed 'voluntary political exile', and in 1939 he returned to the USA to work as an academic. Interned repeatedly during the war as an enemy alien and – absurdly – as a suspected Nazi spy, he nonetheless remained in the States until 1954, when he made the journey back to Germany.

This was the start of a glittering career in public service. From 1963–68, Caspari served as part of the German delegation to the UN. He then took charge of the country's relations with the developing world, before becoming chief adviser on foreign affairs to the German President. In 1974 he was appointed Ambassador to Portugal and, at considerable risk to himself, he was instrumental in helping to sustain the fledgling democracy that was being established there. He later recalled that he took a deeply personal interest in sustaining the hard-won freedoms of the Portuguese, comparing their success in overthrowing a dictatorship with his own countrymen's failure to do the same a generation before.

Fritz Caspari's integrity and achievements were rewarded by international honours. He was recognized by the Portuguese state and granted the Grand Cross of the German Order of Merit. In 1972 he was knighted and made an Honorary Fellow of St John's. Married in 1944, to Elita Galdós Walker, who died in 2008, they had four children and several grandchildren.

In retirement, Fritz Caspari increasingly lived in England and was a regular visitor to St John's, recalling that his scholarship here had not only changed his life but also probably saved it, allowing him to escape a tyranny which would otherwise have sought to eliminate him, just as it eliminated many of his friends.

## IAN SAMUEL

ADRIAN CHRISTOPHER IAN SAMUEL WAS BORN IN 1915 AND CAME UP TO ST JOHN'S IN 1934 TO READ MODERN LANGUAGES. AFTER WAR SERVICE IN THE RAF, AND A CAREER IN THE FOREIGN OFFICE, HE BECAME A SUCCESSFUL BUSINESSMAN. HE DIED ON 26 DECEMBER 2010.

A man of many talents – linguistic, political, and commercial – Ian Samuel was born on 20 August 1915 and educated at Rugby School. At St John's he read modern languages and excelled at sport, playing for the first hockey and lawn tennis teams. He was also a member of the debating society and essay society. In 1938 he entered the consular service, having taught himself Arabic for the purpose. He served in Beirut, Tunis, and Trieste until the war.

In 1940 he entered the RAF and served with distinction in anti-submarine operations, single-handedly sinking a U-Boat off the Hebrides in 1943. A year later, he was released into the diplomatic corps, where he remained for the next twenty years, serving in embassies from Ankara, to Cairo, to Damascus. Between 1959 and 1963, he was principal private secretary to the Foreign Secretary, before concluding his career as minister to Madrid.

Thereafter, Ian Samuel pursued a successful life in business. He was successively director of the British Chemical Engineering Contractors' Association and the British Agrochemicals Association and director general of the Groupement International des Associations Nationales de Fabricants de Pesticides. He also wrote a biography of General Sir Robert Wilson.

A keen sportsman and yachtsman throughout his life, Ian Samuel married Sheila Bassett in 1942. They had three sons and a daughter, all of whom survive him.

## NICHOLAS RIASANOVSKY

NICHOLAS VALENTINE RIASANOVSKY WAS BORN IN 1923 AND CAME TO ST JOHN'S AS A RHODES SCHOLAR IN 1947. A DISTINGUISHED HISTORIAN AND PROFESSOR AT BERKELEY, HE WAS THE AUTHOR OF A STANDARD HISTORY OF RUSSIA, NOW IN ITS TENTH EDITION. HE DIED ON 14 MAY 2011.

Nicholas Riasanovsky was born in Harbin, China, on 21 December 1923. The son of two Russian émigrés, his father was a noted legal scholar whilst his mother was an award-winning novelist. He emigrated to the United States in 1938 and read history at the University of Oregon. In 1943 he was granted American citizenship and enlisted in the army. He saw action at the Normandy landings and at the Battle of the Bulge, where his knowledge of sport saved his life. Asked by an American soldier, who suspected he was a German spy, to identify the third base-player for the St Louis Cardinals, he was able to reply immediately that it was Whitey Kurowski. He never lost his love of American pastimes.

After the War, Riasanovsky took a master's in history at Harvard and came to St John's as a Rhodes Scholar in 1947. Here he wrote a DPhil on Russian history, supervised in part by Isaiah Berlin. Such was his supervisor's fabled garrulousness that President Lane Poole once asked him in collections, 'When you are with Mr Berlin, do you ever get to say a word?' Riasanovsky replied that he too was quite talkative, and did manage to say something now and again. Although he rarely participated in the College's social life, he was president of the history society, and recalled St John's with fondness, not least its having 'one of the world's great gardens.'

Returning to the States in 1949, Riasanovsky was Professor of History first at the State University of Iowa and then at UC Berkeley. It was there that he wrote his now famous *History of Russia*; to all intents and purposes, the first college textbook available on the subject, written in the depths of the Cold War. This was followed by a series of other important works, including major studies of nineteenth-century Russian thought.

Professor Riasanovsky married his wife Arlene when at the University of Iowa. They had two sons and a daughter. He died in a nursing home aged 87 after a long illness.

## EDWARD (TED) JONES

PROFESSOR EDWARD G JONES WAS BORN IN 1939 AND CAME TO ST JOHN'S IN 1966 TO WRITE A DPHIL IN NEURO-ANATOMY. HE WENT ON TO BECOME ONE OF THE MOST ORIGINAL AND IMPORTANT NEUROSCIENTISTS OF HIS GENERATION. HE DIED ON 6 JUNE 2011.

Ted Jones was born on 26 March 1939 in Upper Hutt, Wellington, New Zealand. Educated at the University of Otago, he came to St John's in the Hilary term of 1966 to write a doctorate. Although he remained here rather less than three years, he was nonetheless associated with the College for the rest of his life, returning as a Visiting Fellow in the 1980s.

In the course of a forty-year career, Jones worked in Oxford, Otago, and St Louis, Missouri. But it was his time in California, first at UC Irvine and then at UC Davis, that made his name. He was one of the heroes of the heroic age of functional neuro-anatomy, adopting all manner of new procedures in the search for a better understanding of the brain.

The author of 20 books and more than 400 academic papers, Ted Jones was not merely prolific but profound. He had a specific interest in psychiatric disorders, and was able to show that minute abnormalities in the brain were related to diseases like schizophrenia. He was also interested in how the brain recovered from trauma and sought to find ways in which insights gained from this research could be applied to brains that were undamaged but poorly functioning, as in some learning disabilities. Perhaps most importantly, his work on the thalamus – the part of the brain responsible for coordinating sensory

perceptions and motor functions – led him to develop a model which may help to explain the nature of consciousness.

Ted Jones was the recipient of numerous honours and awards. He was president of the International Society for Neuroscience, a member of the National Academy of Sciences, and winner of the 2001 Karl Spencer Lashley Award from the American Philosophical Society for his work on consciousness. His achievements as a historian of science were acknowledged with an honorary doctorate from the University of Salamanca.

Despite his busy working life Ted Jones found time to cultivate a vineyard and olive trees, and produced his own wine and olive oil. His wife of 48 years, Elizabeth Sue Jones, described him as ‘a loving father and husband who was devoted to his family and his work.’ A father of two, and grandfather of three, he died suddenly whilst attending a scientific meeting.

#### ANN MCPHERSON

DR ANN MCPHERSON WAS BORN IN 1945 AND SERVED AS COLLEGE DOCTOR FOR MORE THAN TWENTY YEARS. SHE WAS ALSO A NOTED AUTHOR AND CAMPAIGNER. SHE DIED OF PANCREATIC CANCER ON 28 MAY 2011.

As principal partner of the 19 Beaumont Street practice, Dr Ann McPherson was the College GP for more than two decades. With what colleagues described as a ‘sixth sense for diagnosis’, she was a brilliant doctor. She was also deeply concerned to understand patients’ experiences and much of her life was devoted to this study. Indeed, shortly before she died, she was given the *British Medical Journal’s* Health Communicator of the Year award in recognition of her work.

Born in London on 22 June 1945, to two secular, socialist Jewish parents, Ann Egelnick was a strikingly able student. She was one of the few women admitted to St George’s medical school and graduated with distinction in 1968. A passionate campaigner for left-wing causes, she met her husband, Kim McPherson at an anti-apartheid rally. They went on have three children and five grandchildren.

As a doctor, Ann McPherson combined clinical excellence with real compassion. She also had a deep conviction of the need both to explain medicine to those without medical education and comprehend how patients understood their treatment. To that end, she wrote more than 30 papers and 20 books, and also established the Health Experiences Research group within the University. Her popular writing was especially successful, with *The Diary of a Teenage Health Freak* (1987) being translated into 27 languages and selling more than 1 million copies.

Granted a CBE for her work in medicine, Dr McPherson was an active campaigner for patients’ rights, establishing a number of organisations which sought to provide support for those experiencing ill-health. In her role as founder of DiPEX, an Oxford-based charity intended to disseminate research into personal experiences of health and illness, she was described by the actor Hugh Grant as ‘part

doctor, part campaigner, part stalker’, such was her determination to get him involved. Latterly, she was also deeply involved in the campaign to decriminalize assisted dying, using her own experience of terminal illness as evidence for the need for legal euthanasia.

## APPRECIATIONS

#### DENIS BOTT

DENIS HENRY BOTT WAS BORN IN 1927 AND CAME UP TO ST JOHN’S IN 1951 TO READ THEOLOGY. HE DIED ON 14 FEBRUARY 2011 AND WE ARE GRATEFUL TO ANTHONY BIRD (1950) FOR THIS APPRECIATION.

‘We shall never see his like again.’ This tired cliché acquired new lustre when Denis died at home, aged 83, in Great Easton, Leicestershire on 14 February 2011 after a debilitating illness which over three years increasingly diminished his activities, frustrating his appetite for a life rich in physical, intellectual, social and spiritual pursuits.

In his autobiographical ‘Scholastic Vignettes’ he wrote: ‘Coming from a long line of farmers, minor gentry and professional people I was inevitably a Tory as they all were in Lincolnshire. Even so my Toryism was not only inbred it also became thought out. My early Sheffield background made me detest uncouth radicals whose principles were based on envy, ignorance and humbug. After an early private education I went through an excellent grammar school and graduated in classics at Sheffield University in 1949. After an inconspicuous two years of National Service I took up a mature scholarship at St John’s, Oxford’.

When I first met Denis in 1948 he was already interested in politics, later to become Chairman of his local Conservative Association. He omits mention of the first-class honours awarded him by Sheffield. Nor was his military career inconspicuous; stationed at Catterick he acquired near legendary status. Marched before the colonel on a charge of persistent lateness, Sergeant Bott of the Education Corps was asked whether he had any defence: ‘Yes, sir. I have always considered punctuality to be a mediocre virtue.’

Denis arrived at St John’s in 1951 to read Classical Moderations, his tutors Colin Robert and Donald Russell, and Oxford became the citadel of his conviction that the classics constituted the fount and origin of true learning. Compromise on this article of faith was for him anathema. Denis was no compromiser and argument with him was usually futile. In the event he narrowly missed a first and sensed that his army years had blunted his academic edge. The College forbade him to read Greats; this involved philosophy and a flexibility of mind and approach which he could not deploy. His work rate was formidable, his motivation unquestionable but his intellectual style was that of a locomotive on fixed rails, not that of a car weaving through traffic. Any notion of a university career evaporated. But there was no bitterness.

Denis’s loyalty to the subject he revered continued unwaveringly to the end; he was reading Thucydides days before his death.

He was gregarious. At Oxford he forged many friendships, male and female. He never married and accumulated godchildren whom he cherished generously. I shared lodgings with him and others for two years; his robotic routines could be unsettling, but he was kind, a humorous and enjoyable companion, anything but dull – the forthright Yorkshireman who flirted innocently with the landlady’s daughter, invoking her as ‘a right buxom wench’ or ‘Britannia’. They loved him for it.

Denis now turned to theology, his goal ordination in the Church of England, and having obtained his degree went to Ridley Theological College in Cambridge. He had all but completed his course there when ‘my bishop deemed my interest in teaching to be paramount and so refused to ordain me’. His university days over, he remained loyal to St John’s, attending gaudies and garden parties, corresponding with and occasionally visiting Donald Russell who had encouraged him to publish a text of *Nepos* for use in schools.

Denis defined himself as schoolmaster and Lay Reader. Daily cycling 23 miles in all weathers he taught at Corby Grammar School where his friends and colleagues included Colin Dexter and Malcolm Fuller who says of him: ‘The extreme rigor, indeed severity, of Denis’s style in teaching the Classics was perhaps better suited to dealing with Oxbridge entrants in the sixth form than with classes lower down in the school. Even so, he taught with great success. The Classics department, later led by Denis himself, achieved outstandingly good results in examinations. He could be a harsh and exacting taskmaster. Yet in those boys and girls who stayed the course with him, he inspired a loyalty and affection that long outlasted their school days.’ Teaching at Rutland sixth Form College (14 years) followed Corby (13), then at Uppingham and other schools as well as privately, he ranged over six subjects, including, to the astonishment of all, computer studies.

Denis’s 50 years as Lay Reader in Great Easton and neighbouring churches were marked by relentless energy. His tall, slim figure bent over the handlebars became a familiar sight, pedalling wide areas. He was devoted to leading worship and to his Christian discipleship. Liturgically conservative, he approved only the King James Bible and the Book of Common Prayer, and promoted archaisms as when praying for ‘Mesopotamia’; ‘Iraq’ he deemed ‘undignified’. He immersed himself in communal activities and visited the infirm assiduously. His house was crammed with books he read voraciously, Trollope and P.G. Wodehouse being particular favourites, second only to Greek and Latin texts. He enjoyed classical music and the ‘wireless’, never missing *The Archers*. He eschewed TV.

Denis was given to hospitality but you learnt not to forget that he’d removed the central heating. On one of my visits I counted his bicycles and antique clocks just to confirm that he had eight of each.

To conclude, three brief appraisals of this endearing man. His grave is close to St Andrew's Church, Great Easton.

His own: 'Many may think that my formal education, from the age of four until I was thirty, was excessive and unjustified by my inability to climb any professional or social ladder thereafter. My reply is simple and I hope not in arrogance: let my epitaph be "Bene docuit, bene vixit".'

My own: his particular gift was a generous-hearted capacity for friendship. Blossoming in his Oxford days, it became the pearl of great price at the core of his future strivings in work and worship. He is held in deep affection.

From Donald Russell: 'I have very happy memories of him and I think we should all value independent people like that, even if established authorities find little use for them.'

#### HUGH FREEMAN

HUGH LIONEL FREEMAN WAS BORN IN 1929 AND CAME UP TO ST JOHN'S IN 1947 TO READ PSYCHOLOGY, PHILOSOPHY, AND PHYSIOLOGY. HE DIED ON 4 MAY 2011 AND WE ARE GRATEFUL TO HIS WIFE JOAN FOR THIS APPRECIATION.

Hugh arrived at St John's College as an undergraduate in 1947, a rather shy Altrincham Grammar school boy not only with State and County Major University Scholarships, but also an Open Scholarship in Modern History. This made his first years of medicine somewhat difficult, as he had not studied any science since he was fifteen. His BA was Psychology, Philosophy, and Physiology. Along with John Westhead and Martin French Constant, he was one of just three very clever youths in the College that year. The others were all ex-servicemen in their new demob suits after the war. The three remained friends all their lives and celebrated their 50 years together with a dinner at the College.

The long letters to me flowing in after his death say the same things over and over again. They tell me how much people appreciate what he did to help them on their way. They appreciated it at the time and as they went through life. He meant so much to so many, and so much to me over the fifty-four years we were happily married.

Descriptions of him include 'a great man', a 'good man', 'a quiet, thoughtful and compassionate person', and 'a good listener with a first-class mind'. They find his loss 'grievous'. His obituaries in national and local papers also describe his modesty, kindness, and concern for others. I had not realised in what esteem and gratitude he was held by so many others.

After his National Service, his training at the Maudsley Hospital, London, and at Littlemore Hospital, Oxford, Hugh was swiftly appointed Consultant Psychiatrist in North Manchester at the tender age of thirty-one.

At that point he began to change the practice of medicine; something not many doctors manage to do. It came through his strongly-held belief in quality of life, something he sustained throughout his years of hard work. His goal was to diminish the

number of people held unnecessarily in mental hospitals. At that time, in the sixties, mental patients had sometimes been incarcerated for most of their lives. Although some were indeed seriously ill, others were considered a risk to society for their moral degeneracy, such as girls who gave birth out of wedlock, while yet others had cognitive problems.

Taking them out of the secure environment they might have known for decades was conditional on the presence of what Hugh set up – teams of professionals in the community. He spent a good deal of his time in home visiting, supervising psychiatric nurses, social workers etc. He set up the staging post of half-way houses to help people get back to normal life. He also used long-term drugs which were new and had to be handled carefully. These often enabled mentally ill people to return home, but only if the psychiatric team was on hand to make sure they took them.

Without that solid backup, other countries which tried to follow suit got into awful trouble, the mentally ill ending up on the street, particularly in Italy and the United States. Thousands of ill people who found themselves without their familiar daily structured lives or any long-term care, suffered a great deal. Hugh reckoned that there always had to be an institution for those who needed it, but not in the ways they had been run.

Hugh was not the first to set out on this path, but he was an early pioneer. At our home we entertained many foreign visitors who came to see his set-up. It astonished me that so many American psychiatrists came. Did they not make their livings by keeping people in hospital rather than out?

Academically, Hugh produced hundreds of papers and books. They described new forms of treatment for the mentally ill, how medicines could be used in their care and the environmental aspects of mental illness. This was in opposition to the popular view of R D Laing in the 1970s that mental illness is all due to the family, an idea that students were particularly keen on. Yet Hugh understood perfectly well that it was not unreasonable to be depressed if you were a woman with an abusive alcoholic husband or a man who lost his livelihood with 'rationalisation' at work. He began follow-up research on schizophrenia, building up a city-wide case register with Mervyn Susser.

The World Health Authority sent him to Granada in the West Indies for three months. Our family went too. He found the mental hospital in an old British fort. There were new double beds in the corridors, too big to get into the wards – our first experience of how some of the locals used public money to make the most profit they could. He exchanged them for single beds. Just one psychiatric nurse served the whole island. But he got a care system up and running. It was there that he continued his research on schizophrenia, concluding that it was just as prevalent among that rather simpler society as anywhere else. But there they were more likely to stay put in their villages, whereas in the big cities the mentally ill tend to sink to the lowest levels.

Hugh took on the editorship of the *British Journal of Psychiatry* for ten years. He developed it from a relatively parochial publication to one which is now ranked second in the world. It involved him travelling twice a week to London from our home in Manchester – in addition to his day job. This began to take its physical toll and so we moved to London.

Hugh's major edited books, among very many (in no particular order), were *Progress in Behaviour Therapy*, *Quality of Life in Mental Disorders*, *A Century of Psychiatry*, *Community Care & Schizophrenia*, *Mental Health & the Environment*. His next one on the psychology of terrorism, *Cycles of Violence*, will be published posthumously. He wrote hundreds of papers. His Oxford doctorate was awarded for his thesis on 'Comprehensive Mental Health Services and Psychiatric Disorder: with Studies of an Urban Population'. Among his other Oxford appointments, he was a Visiting Scholar at St John's.

Hugh's contribution to medicine was world-wide and effective. I am proud of his life as a doctor, as father of our four children, and as my husband.

#### MICHAEL HOWARD JENNER

MICHAEL HOWARD JENNER WAS BORN IN 1946 AND CAME UP TO ST JOHN'S IN 1965 TO READ MODERN LANGUAGES. HE DIED ON 3 OCTOBER 2011 AND WE ARE GRATEFUL TO MARK MASCALL (1965) WHO WROTE THIS APPRECIATION (WITH ADDITIONAL INFORMATION FROM MICHAEL'S SISTER, HILARY SIMPKIN).

Mike and I read German and French under Will Moore and T J Reed. After graduating in 1968, Mike joined The British Tourist Authority (BTA) which has the mandate to promote Britain abroad, while helping third world countries to develop their own tourist industries.

Michael's training took him to Canada and Paris, and he was eventually posted to Zurich – a lovely office overlooking Limmatquai. While he was in post his superior was ill and he ran the whole show very well, accompanying Swiss tourism journalists on tours of Scotland and ordering an old-style London bus for an out-of-town shopping centre's British Week. All the while he was doing travel journalism and this prompted him to leave BTA and strike out alone. He was certainly doing this in 1976 when I was finishing my MA in Linguistics at Reading University. Mike, a Public Relations Manager from British Airways, and a Swiss travel agent were erratically steering a cabin cruiser down the Thames. It was that incredible summer when we even swam in the Thames.

Some time later Mike rejoined BTA on the understanding that he would have a harder posting: Bahrain. I worked as a lecturer in Kuwait from 1981–84 where Mike was a regular visitor, producing copy for an Arab newspaper and liaising with the British Council and Embassy. Due to its remit to develop tourist industries, Mike was dispatched to Yemen. He wrote and photographed a book jointly funded by Longmans and the Yemen Tourism Company

– *Yemen Rediscovered* (1983). As this was to be more than a coffee table book, a chapter was devoted to the ancient scripts in which various Southern Arabian dialects were couched, and Mike received the generous advice and help from Freddie Beeston, Laudian Professor of Arabic at St John's. Two similar books followed: *Bahrain – Gulf Heritage in Transition* and *Syria in View*.

Mike left BTA for the second time to become a freelance writer and photographer, and produced several beautiful, critically-acclaimed, travel books covering the British Isles as well as magazine articles and photographs. He also produced a thin volume for the Foreign and Commonwealth Office: *Scenes from a Relationship/Britain's German Heritage*, and stayed with me in Celle while photographing the orangerie of Herrenhausen Palace in Hanover. In the meantime he married BTA's Arab bilingual secretary, Diana Neayem, an Iraqi Christian from Baghdad.

Computer technology and digital photography opened up wonderful new opportunities for Michael to experiment with images using exciting and vibrant colours. He also manipulated his photographs to produce a wide range of original artistic designs. He wrote a small body of varied literary work full of his special humour and surreal imagination. These include a child's magic adventure full of action and excitement as well as pathos, a romp in a country house combining comedy, mystery and tragedy, and a lengthier work with more complex and serious thought processes, but still laced with fun – just like Michael himself. His work can be seen on his website [www.michaeljenner.com](http://www.michaeljenner.com), with more recent books available from the online publishing company Lulu. Michael was producing new work up to within a few months of his death and three of his pictures are to be hung in the new outpatients' cancer unit at University College Hospital. He has bequeathed to St John's College any royalties from his work after the death of his widow Diana.

**HUGH MACDONALD,**  
HUGH FRANCIS MACDONALD WAS BORN IN 1941 AND CAME UP TO ST JOHN'S IN 1960 TO READ PHYSICS. HE DIED ON 17 SEPTEMBER 2011 AND WE ARE GRATEFUL TO HIS FRIENDS MALCOLM DAY, PETER JARMAN, AND PETER SELBY (ALL 1960) FOR THIS APPRECIATION.

Hugh's sudden death in September was a tragic blow to Maighread (Midie), his wife, and to his children and grandchildren. It also came with a special sense of loss to the three of us who came up to St John's at the same time as Hugh and after a chance meeting at our first breakfast in College became a 'gang of four', regularly lunching together and forming a friendship across disciplines (Hugh was a physicist; the three of us were respectively metallurgist, zoologist, and classicist). This friendship endured across the years during which Hugh spent virtually his entire professional life rooted in Gloucestershire employed at the Berkeley Nuclear Laboratories. We've prematurely lost a gentle, strong, and warm friend, someone of firm and yet

unobtrusive conviction, totally to be trusted. The gang of four, and our spouses, had a reunion last summer, the first chance we had to be together in Oxford; we're glad of that, and shall miss him.

**CHRISTOPHER MATHIESON**  
CHRISTOPHER (CHRIS) LIAM JOHN MATHIESON WAS BORN IN 1954 AND CAME UP TO ST JOHN'S IN 1974 TO READ PHILOSOPHY, POLITICS, AND ECONOMICS. HE DIED ON 9 DECEMBER 2010 AND WE ARE GRATEFUL TO STEPHEN BARBER (1974) FOR THIS APPRECIATION.

In a place where the concentration of unusual characters was notably high, Chris stood out as unique. In the first place, he wore a strange, neatly-trimmed ginger beard that framed his face, narrowing to a distinctive chin. He carried a full head of fair hair that curled tightly across his upper forehead. His eyes were set in a permanently wry expression, reflecting, one felt, his witty appreciation for the ironies of life – great and small. The overall impression was of a nobility of character that was fully confirmed as we got to know each other.

His distinctive appearance instantly attracted the nickname Plato. I think I may have coined it myself. It was nothing to do with his prowess at PPE. That's not to say Chris lacked intellectual vigour. On the contrary, as the first boy to get into Oxford from Snitterfield Comprehensive (how we loved that name), he was used to academic success. But he did take a decidedly philosophical approach to work – it was something to be avoided if at all possible.

Chris was a past master at passing time. He would begin the day with an alarm call at 11am, followed by a cup of tea in his pyjamas and perhaps some music. Probably Delius. If you knocked on his door before 11, you'd get a snuffled and irritable 'go away!' So we'd normally meet in College Hall for lunch. After that, it would be back to his or my room for coffee.

In the early evening it was necessary to go to the College bar to quench our thirst, and enjoy a chicken-and-mushroom pie and beans. Is this what the Glittering Prizes is all about, we wondered. 'Not all it's cracked up to be,' Chris would mutter, philosophically. I really must do some work, I'd say. 'Aw, come on!' he'd say, 'Just a swift half. Anyway, Thursday night is townie spare night!'

So, optimistically at first, we'd go out of the main gate, turn sharply left and march in the direction of the High Street. 'And they're off,' he'd exclaim, 'Mathieson ahead by a nose, Barber just behind. Coming up to the first obstacle. Will they fall at the first fence? Will they even find the fence? Do they know how to jump?'

It was a delicious metaphor for our failure to 'score'. We tried everywhere: the Ox and Cow Secretarial College, the Westminster, the Nurses' College, St Clare's, the sixth-form college...we even made the occasional foray to a women's college, though this was distinctly alien if not virgin territory. There were girls we

knew by sight who sailed past like ships in the night. I well remember the 'Queen of Sheba', for example. And then we'd return to his room for a post mortem: where did we go wrong?

Eventually, we both had success at the Ox and Cow and I remember glorious evenings in our second year, dancing, partying, punting, and going to all-night balls. That was a truly magical summer, 1976.

Chris had no trouble satisfying his tutors. For PPE all he seemed to require to pass muster was a daily scan of the *Guardian*, a little reading here and there, and a thorough application of natural intelligence. He'd write out his essays in that distinctive, spidery long hand, its flat profile creeping evenly across the page, punctuated by tall, looped l's, t's, d's and so on. Once again, it was utterly distinctive. No-one's handwriting can ever have looked like that before or since.

And it never varied in style or appearance, as his annual Christmas card testified. In fact his handwriting said a lot about him. Not only did it reflect his uniqueness, but it mirrored his character as a man of settled habits that, as far as I know, never changed. Our paths diverged after graduation, but not immediately. Within a few months we were sharing a flat in Cornwall Gardens in London. Fortunately, I had a full-time job to protect me against his blandishments during the day, but the Anglesea Arms was too close to resist a nightly pint or two after the laundromat. What did we talk about, I wonder? I think we just found each other's company constantly amusing.

When we last saw each other at his 50th, he was the same cheerful, amused, ironic man, laughing at his own wit, that I'd grown so fond of a third of a century before. He'd since made an attempt at qualifying as a solicitor, soon abandoning this course in favour of teaching economics and politics at sixth form colleges, most recently in Oxford.

I don't remember exactly, but I think Chris and I briefly shared a room. Two other rooms had a girl each in them. Anyway, one girl was strikingly charming, very friendly and quite dizzily beautiful. In short order, Chris had moved into her room and he never left her side until his last, tragic days.

Chris was completely devoted to Claire. I doubt he ever looked at another girl again. You could see on his face, every day of his life, an expression that said, 'I'm the luckiest man alive'. And he was. For thirty-three years. Not many people can say that. He had a wonderful life-partner, a wonderful son Will, a wonderful daughter Rachel, and a, well, philosophical outlook that meant his life was completely his own creation, almost a work of art. This was his gift to us. Not many people can say that either.

And so, I think he was a very fortunate man, and we who knew him were very fortunate to have shared part of his life.

Chris died aged 56 after an operation to insert a stent at the John Radcliffe Hospital, Oxford.

**MICHAEL MCALISTER**  
MICHAEL IAN MCALISTER WAS BORN IN 1930 AND CAME UP TO ST JOHN'S IN 1951



TO READ PHILOSOPHY, POLITICS, AND ECONOMICS. HE DIED ON 5 APRIL 2011 AND WE ARE GRATEFUL TO HIS SON-IN-LAW RICHARD WALKER FOR THIS APPRECIATION.

Michael Ian McAlister was the first President of the Australian Associated Stock Exchanges. He had a reputation as one of the most dynamic and well-connected financiers of his day.

After school in Wakefield and National Service in the Intelligence Corps, where he achieved the rank of acting-captain, Michael went up to St John's to read PPE.

Thereafter, his career was anything but conventional. Shortly after qualifying as a Chartered Accountant with Price Waterhouse, he was appointed Private and Financial Secretary to HRH the Duke of Windsor (the former King Edward VIII). Inevitably this gave him knowledge of the most highly-charged political story of the age. However, he remained a model of discretion throughout his life and rarely referred to that period.

Leaving the employment of the Duke of Windsor in 1961, he became Managing Director of the Ionian Bank Trustee Company, a London-based merchant bank. He followed this with a move to Australia and a three year stint as Chairman of Slater Walker Securities, Sydney.

In 1972 he was offered an irresistible opportunity to become the first President of the Australian Associated Stock Exchanges. The role involved merging several provincial

stock exchanges into one primary exchange. As President he managed this integration with the energy, diplomacy, and competence for which he was renowned.

He also brought additional skills to the role. He was a gifted linguist and could speak Portuguese, French, Russian, and Arabic. The importance of Australian trade with Asia motivated Michael to learn yet another language: Japanese. He deployed this skill to the full and became the catalyst for substantially increased Australian trade with Japan.

An accomplished public speaker and media performer, he was an ideal ambassador to promote the Exchange throughout those early years. Today, approximately 2200 companies are listed on the Australian Stock Exchange; it has become the eighth largest equity market in the world.

Michael returned to the UK with his family in 1975, later becoming a director of Cluff Resources. He held this role for nine years before being headhunted for yet another irresistible career opportunity. He became the first Managing Director of the European Bank for Reconstruction and Development's Turnaround Management Programme (TAM).

The TAM Programme is a funding initiative designed to support former East European state controlled industries to trade within capitalist markets. It is a great success and during McAlister's tenure it carried out over 1000 enterprise-restructuring projects throughout Europe. This was Michael's

proudest achievement. His leadership of the TAM Programme, with its delivery of considerable economic, cultural, and humanitarian benefits, gave him the greatest satisfaction of his distinguished career.

Outside work, Michael had a keen interest in politics. He was a former chairman of Woking Conservatives and a former vice-chairman and treasurer of the Braintree Conservative Association. His love of politics continued well after his retirement as did his love of carpentry. Many pieces of his home furniture are testament to his carpentry skills.

Michael McAlister married Patricia Evans in 1953 with whom he had four sons and three daughters. The marriage was later dissolved. In 1984 he married Elizabeth Hehn. She, his former wife and their seven children survive him.

#### ALFRED ROUT

ALFRED (ALF) EDGAR ROUT WAS BORN IN 1918 AND CAME UP TO ST JOHN'S IN 1936 TO READ CHEMISTRY. HE DIED ON 5 APRIL 2011 AND WE ARE GRATEFUL TO HIS FAMILY FOR THIS APPRECIATION.

Born in Cardiff, Alf was one of five children and attended local schools and scout meetings in Battersea where the family had relocated from Wales. In his last year at junior school Alf's academic potential was spotted by a new headmaster who mentored him, helping him pass his eleven plus and then win scholarships to Sir Walter St John's School in 1929 and to

St John's College in 1936. Here he was a member of the essay society and the debating team, enjoyed football, boxing and athletics, and gained his BA in Chemistry in 1939.

The breakout of the Second World War prevented further study and in 1940 Alf was sent to work as a research chemist at ICI where he continued in employment for over three decades. After settling in the North East with ICI, Alf met and married his wife Patricia Hood in 1945. Their honeymoon was spent climbing peaks and exploring glaciers in the Alps and was one of the many holidays they enjoyed riding their 150cc Velocette motorcycle. Involved in rambling and climbing all his life, Alf was a founder member of the Cleveland Mountaineering Club and enjoyed numerous camping holidays in the Lakes, Cornwall, North Wales, Sweden, and Norway with Pat and their four children.

After his long career with ICI, in 1977 Alf took a job with the British National Oil Corporation, working away from home during the week. He returned to Middlesbrough permanently when he retired in 1989. Enjoying education all his life, Alf gained an MSc in Mathematics from Durham University in 1990, with a thesis entitled 'The Quantum Theory and the Mind Brain-Relation'.

During retirement Alf continued to work on private projects, dabbling on the stock market and presenting talks and lectures to the many societies he was a member of. He was a very loving grandfather and was fascinated by his grandchildren and how they played together. His office was their playground and quite often became a school room, a train station, or shop!

Sadly in 2008 Pat passed away and having shared in each other's lives for over 63 years Alf was understandably devastated: his life was never the same again. Realising that staying at home alone would not be good for him he reinstated his interest in the many clubs, societies and scientific organisations he was a member of and also joined some new ones including a U3A group, the Humanist Society, and a local history group. In his nineties he was still a keen swimmer, only stopping when his local pool closed. He will be sadly missed by his children Helen, Anne, Chris, and Adam.

## IN MEMORIAM

**ADAMS**, Edward Barry (1946)  
Edward (Barry) Adams was born in 1918 and died on 18 November 2011. He attended Durban High School and then studied for his BSc at Natal University College. After qualifying in medicine at Witwatersrand University he won a Rhodes Scholarship to Oxford and came up to St John's in 1946. Here he pursued postgraduate clinical research in the field of aplastic anaemia and was a member of the Rugby First XV. Returning to South Africa in 1948, he pursued a long and successful medical career, ending up as Emeritus Professor of Medicine at the Nelson R Mandela Medical School of the University of Natal. A specialist in haematology, he was also

involved in research into the treatment of neonatal tetanus and founded a specialist unit at Natal dedicated to its management. During the apartheid era he made a principled and unwavering stand against the forces which threatened the high ideals that his department upheld. The Medical School later honoured him by naming the main lecture room in the Department of Medicine after him. He married Sybil Rosalie North in 1943 and they had twin sons and two daughters. They retired to Long Melford in Suffolk in the 1980s.

**ALLEN**, Reginald (Rex) Frank (1938)  
Rex Allen was born in 1919 and died on 16 September 2011. He was educated at King Henry VIII School, Coventry and came up to St John's in 1938 to read Modern Languages. His studies were interrupted in 1940 when he joined the war effort as a Captain in the Royal Regiment of Artillery. After serving in the 6th Airborne Division from 1944–45 he joined the staff of the British Liberation Army. Awarded a War Degree in 1945, he joined Macmillan Publishers Ltd, working first as an Editor, from 1946–62, and then as a Director, from 1963–74. He was a member of the Territorial Army from 1947–60. In 1976 he moved to the Readers' Union Group of Book Clubs as their Literary Director until his retirement in 1984. He married Shirley Stanion in 1946 and they had one daughter and two sons.

**BATEMAN**, Geoffrey David (1959)  
Geoffrey Bateman was born in 1940 and died on 12 November 2010. Educated at Dulwich College, he came up to St John's in 1959 as an Exhibitioner to read Oriental Studies. He was a member of the Classics Society and took part in the Oxford University expedition to Nubia in 1961. After graduation, he was appointed Verger at St Mary the Virgin in Rye. He was very fond of St John's and was a regular donor to the College.

**CANNELL**, John Corjeage (1953)  
John Cannell was born in 1932 and died in the winter of 2011. He was educated at King William's College, Isle of Man, and completed National Service in the RAF from 1951–53. He came up to St John's in 1953 to read Chemistry. After graduation in 1957 he worked as a metallurgist for Mount Isa Mines Ltd in Australia.

**COWAN**, John Vernon (1938)  
John Cowan was born in 1919 and died on 22 March 2011. Educated at Merchant Taylors' School, he came up to St John's in 1938 to read Law. His studies were interrupted in 1939 when he joined the war effort as a Captain in the Royal Regiment of Artillery. Awarded a War degree in 1945, he trained as a solicitor, qualifying in 1948. He worked as Chief Executive Officer and Town Clerk for Luton County Borough Council from 1968, retiring from this post in 1974. From 1975 he worked for some years in private practice as a solicitor in Norwich. He married Pauline Bird in 1945 and they had a daughter and a son, Richard Cowan (1971), also an alumnus of St John's.

**HAMPTON DAVIES**, David Arthur Guy (1948). David Hampton Davies was born in 1927 and died in the spring of 2011. He was educated at Brighton College and completed National Service as Signaller in the Royal Signals from 1945–48 before coming up to St John's to read English. He took his BA in 1950 and stayed on at College to take a one year Diploma in Theology followed by training for the Church at Ely Theological College. He was ordained in 1953 and became curate in Somers Town, London. After further curacies in Cranford, 1955–60 and Shrewsbury, 1960–62, he was appointed rector of St Mary's Church, Stamford where he stayed until his retirement in 1990. He married Barbara Lee in 1962 and they had three sons. He was a generous donor to the Organ Appeal.

**de SALIS**, Rodolph Patrick Fane (1949)  
Rodolph de Salis was born in 1930 and died on 16 October 2010. He was educated at Rugby School and completed National Service as a sergeant in the RAF from 1948–49. He came up to St John's in 1949 to read Modern Languages, graduating in 1953 and taking an MA in 1968. He represented the College in hockey and was a member of the Debating Society. After graduation he worked for the Bristol Aeroplane Company and as a Commercial manager for Rolls Royce, and trained as a Lay Reader in the Diocese of Bristol. He married Jenefer Wiltshire in 1958 and they had two sons and two daughters.

**HJORTH**, Rolf Gunner Leer (1943)  
Rolf Hjorth died on 6 January 2010. He was educated at University College School in London and came up to St John's to read Engineering Science in 1943. After graduating he worked in Malaysia as the Deputy City Water Engineer in Penang from 1951 to 1960. He returned to Oxford to study at Wycliffe College and was ordained in 1961. Appointed to a curacy in Cumnor from 1962–65, he moved to Bramfield then Oulton to work as a vicar. The last part of his career was spent in Europe, first as a Chaplain in Ostend and Bruges 1978–84, then in Christ Church, Dusseldorf 1985–1990, before retiring in 1990. He married and had three daughters and one son.

**LEGATT**, Jeremy John (1955)  
Jeremy Leggatt was born in 1936 and died on 14 April 2011. Born in Uttar Pradesh in India, the son of a British Army major, he lived in Mount Abu, India until the age of eleven when his family returned to England. He was educated at Epsom College and came up to St John's as an Open Scholar in 1955 to read Modern Languages. His entire career was shaped by his skill in languages, working at *Realities* magazine in Paris, as a senior editor for Reader's Digest, in both the English and French press sections at the United Nations, and as a freelance translator with over twenty books to his credit. He travelled widely for both business and pleasure and for the last third of his life made his home in Dallas, Texas. He married Claire and they had two sons.

**LINDLEY, Geoffrey (1940)**

Geoffrey Lindley was born in 1922 and died on 17 November 2010. He was educated at Leeds Grammar School and came up to St John's in 1940 to read Theology. Like so many of his generation his studies were interrupted by war service: he served as a Second Lieutenant in the East Lancashire Regiment from 1942 to 1945. After being awarded a War degree in 1945 he attended Westcott House Theological College in Cambridge and was ordained in 1947. Curacies followed, first at St Michael's, East Wickham, 1947–51, and then at St Mary the Virgin, Welling, 1951–52. Appointed vicar of St Philip's Church in Lambeth, he was also chaplain at Lambeth Hospital from 1952 to 1956. He returned to Oxford in 1956 where he was vicar at St Margaret's Church for 17 years. After officiating in Lewknor, 1972–79, he moved to Milton and Shipton-under-Wychwood until his retirement in 1987. He married Jeanne Cammaerts in 1945 and they had a son and a daughter.

**MAHONY, Antony Damian (1978)**

Antony Mahony was born in 1954 and died on 6 January 2011. He took his first degree in French and English at Exeter University and came up to St John's to read for a Postgraduate Certificate in Education in 1978. On graduation he became a languages teacher at Lord Williams's School in Thame for a number of years until in 1989 he joined Voluntary Service Overseas (VSO) to teach in the Gambia. The rest of his career was in the voluntary sector, first with VSO where he was responsible for the posting of English teachers to various Eastern European countries following the fall of the Iron Curtain. He later worked for Christian Aid and CAFOD where his final role involved supporting people affected by the civil war in Darfur. He died prematurely of kidney cancer.

**MILLER, Charles Harcourt (1946)**

Charles Miller was born in 1921 and died on 8 April 2011. An Australian citizen, he was awarded an Engineering degree at the University of Tasmania before serving as a lieutenant with the Electrical and Mechanical Engineering Corps of the Australian Imperial Forces from 1942 to 1946. After the War he was elected to a Rhodes Scholarship and came up to St John's in 1946 to read for his DPhil in Engineering Science. He returned to Australia after his doctorate and was engaged in research from 1951 to 1960, first for Amalgamated Wireless Australasia Limited, and then for the National Standards Laboratory in Sydney. He joined the University of New South Wales in 1961, working first as a Senior Lecturer and then as Associate Professor of Electrical Engineering. Moving onto a chair in Electrical Engineering at the University of Tasmania in 1966, he worked there for two decades until his retirement in 1986. He served as Pro Vice Chancellor, 1977–78 and Chairman of the Professorial Board, 1984–85, was a Member of the Hydro-Electric Commission of Tasmania, 1984–92 and, keeping up his Oxford connections, was

Honorary Secretary of the Association of Rhodes Scholars in Australia, 1976–80. He married Margaret Poole in 1956.

**PAUL, Julian Braithwaite (1963)**

Julian Paul was born in 1945 and died on 1 March 2011. He was educated at Wrekin College, Shropshire and came up to St John's in 1963 to read PPE. In his second year he was elected to a Casberd Exhibition in College and to the Presidency of the Oxford University Conservative Association. After graduating he qualified as a chartered accountant with Arthur Andersen & Co, 1969–71, and then moved into merchant banking, first at First National City Bank of New York, 1971–74, and then as Executive Director of the Banco Urquijo Hispano Americano Ltd., 1974–87. Subsequently he held many senior positions in the media and entertainment sector, co-founding Eagle Rock Entertainment in 1997. Between 1994 and 1999 he was a shareholder, director, and consultant to Sanctuary Group which acted as manager to Iron Maiden amongst other artists. More recently he held a number of directorships, including board membership of Edge Performance VCT plc. He married Diana Davies in 1973 and they had two daughters, Arabella and Henrietta, and a son, Rupert. His brother is alumnus Patrick Paul CBE (1966).

**SPAFFORD, Christopher Garnett Jowsin (1946)** Christopher Spafford was born in 1924 and died on 29 April 2011. He was educated at Marlborough College and completed war service as a Captain in the Royal Artillery from 1942 to 1946. He came up to St John's after the War to read Modern History. He represented the College at tennis and rowing and was treasurer of the University History Society. On graduating he attended Wells Theological College and was ordained in 1950. After curacies in Brighouse, 1950–53, and Huddersfield, 1953–55, he was appointed Vicar of Hebden Bridge, 1955–61, Rector of Thornhill, Dewsbury, 1961–69, and Vicar of St Chad's, Shrewsbury, 1969–76. His long and distinguished career culminated in 1976 with a move to Newcastle where he was Provost and Vicar until his retirement in 1989. Interests in retirement included reading, gardening, and walking. He married Stephanie Peel in 1953 and they had three sons, Martin, Timothy, and Jeremy.

**TURNBULL, Colin Richard (1954)**

Colin Turnbull was born in 1933 and died on 12 October 2010. He was educated at Merchant Taylors' School and, after completing National Service as a Second Lieutenant in the Gordon Highlanders, 1952–54, came up to St John's as a Fish Exhibitioner to read Law. A talented sportsman, he was a member of the SJC Rugby XV as well as representing the College in athletics. He played for Oxford University as part of the OU Greyhounds Rugby Football Club and was a member of Vincent's Club.

**Elizabeth Collins (2007)**

Betsy was a Chemistry student who tragically died on July 4, 2011. Her family is establishing a Hardship Fund in her name which will provide financial support for gifted Chemistry undergraduates, ordinarily resident in the UK or USA, who encounter unforeseen need. If you are interested in contributing to this Fund, please contact: Lindsey Davis, University of Oxford Development Office.

**WATTERSON, Melvin Outram (1940)**

Melvin Watterson was born in 1921 and died on 26 November 2010. He was educated at Merchant Taylors' School, Crosby and came up to St John's in 1940 to read Geography. His studies were interrupted by War service from 1942 to 1946 in India, Burma, Malaya, and Java as part of the Indian Army, where he achieved the rank of Major. He returned to St John's in 1946 to complete his degree, and represented the College in hockey before graduating in 1948. After university he built a successful career in the oil industry, working firstly for Iraq Petroleum Co Ltd, 1948–62, then Petroleum Development Oman Ltd, 1962–73, and finally Shell Co. of Qatar Ltd. After twenty five years he changed direction and was employed at Larchfield School, Helensburgh as a schoolmaster in 1974, before joining the Ministry of Defence in 1975. In retirement he moved to the Isle of Man, where he died at home after a short illness. He married Sylvia Winstanley in 1962 and had two sons. The marriage was dissolved in 1974. He kept in touch with the College and was a generous donor to the 450 Fund.





# COLLEGE NOTES

## FIRST IN FINALS 2011

NICHOLAS JOHN BAKER (Poole Grammar School), Engineering Science

EDWARD OWEN BARNES (Backwell School, Bristol), Chemistry

PHILIP STEPHEN BARTLETT (Saltash Community School), English

GEORGE FELIX BARTON (Westminster School, London), Philosophy and Modern Languages

MALCOLM BEGG (Perse School, Cambridge), Engineering Science

BARNABY BLACKBURN (Charterhouse, Godalming), Engineering Science

HENRY BRADFORD (Greenhead College, Huddersfield), Mathematics

CHARIS EILEEN BREDIN (Hills Road Sixth Form College, Cambridge), European and Middle Eastern Languages

SIMON BROWN (Monmouth Comprehensive School), Philosophy, Politics, and Economics

PHOOM CHAIRATANA (Rochester Independent College), Chemistry

CARMEN CHAN (Kendrick School, Reading), Chemistry

BENEDICT PETER CONNERY (Ampleforth College), Oriental Studies

RACHEL JESSICA DEDMAN (North London Collegiate School, Edgware), History of Art

MICHAEL DOCHERTY (Royal Grammar School, Newcastle), English

EUGENE DUFF (Eton College, Windsor), Theology

BEN ELLIS (Kesgrave High School), History

JEREMY MARK EVANS (Stanwell School, Penarth), Engineering Science

JAMIE YATES FINDLAY (Bedford School), Modern Languages

SOPHIE GRAHAM (Tiffin Girls' School, Kingston-upon-Thames), Classical Archaeology and Ancient History

MIRIAM HILLYARD (Woodroffe School, Lyme Regis), Medicine

WILLIAM KELLEY (Highgate School, London), History

DAVID KEYS (Regent House Grammar School, Newtownards), Law

MARC KUSICKA (Bishop Wordsworth's School, Salisbury), Psychology, Philosophy, and Physiology

SEAN LEDGER (Dronfield School, Sheffield), Mathematics

JOSHUA HARRY MCFARLANE (Colyton Grammar School, Colyford), Engineering Science

ISLA MUNDELL-PERKINS (Cheney School/Faringdon School, Oxford), Music

HIRA OMAR (Karachi Grammar School, Pakistan), Economics and Management

MARCO PAOLETTI (Scotch College, Melbourne, Australia), History

FRANCIS-CHRISTIAN PARHAM (Eton College, Windsor), Classics and Modern Languages

ALED RICHARD-JONES (Queen Elizabeth Cambria School, Carmarthen), Chemistry

REBECCA CLAIRE RICHMOND (Lancaster Girls' Grammar School), Human Sciences

MAIJA-ELIINA SEQUEIRA (Alley's School, London), Human Sciences

MARCUS SIMS (Carmel School, Darlington), Chemistry

CHRISTOPHER SPARROW (Dr Challoner's Grammar School, Amersham), Physics

MARTA KLARA SZCZERBA (Sevenoaks School), Philosophy, Politics, and Economics

DUNCAN FREDERICK WANE (McClintock High School/Payne Academy, Phoenix, USA), European and Middle Eastern Languages

FREDERICK WOJNAROWSKI (Stowe School, Buckingham), Archaeology and Anthropology

GEORGE WOULDHUYSEN (King's College School, Wimbledon), History

## DISTINCTION/FIRST CLASS IN PUBLIC EXAMINATIONS 2011

DINA AKHMADEEVA (Grey Coat Hospital School, London), History of Art

GRACE ATWELL (St Peter's School, Bournemouth), Theology

GAOANG BIAN (Peter Symonds College, Winchester), Mathematics and Computer Science

DORAN BOYLE (Hills Road Sixth Form College, Cambridge), Modern Languages

JONATHAN PETER BRADFORD (Peter Symonds College, Winchester), Mathematics

BRYNMOR KENTARO CHAPMAN (Individual), Mathematics and Computer Science

ANNA COLERIDGE (King's School, Ely), Human Sciences

AIDEN COOPER (Royal Latin School, Buckingham), Chemistry

INES LAURA DAWSON (San Francisco de Paula, Sevilla, Spain), Biological Sciences

CHARLES DEARMAN (Chesham High School), Medicine

RUTH EVANS (Joseph Rowntree School, York), Psychology, Philosophy, and Physiology

SUZANNE ABIGAIL FORD (Beauchamp College, Leicester), Biological Sciences

LUCIAN FREDERICK GEORGE (Highgate School, London), History

DAVID PHILLIP GILLOTT (Alton College), Chemistry

CECYLIA GRENDOWICZ (St Paul's Girls' School, London), Modern Languages

LAYLA BARBARA GUSCOTH (King Edward VI Camp Hill School for Girls, Birmingham), Medicine

SIYI HAO (John Leggott College, Scunthorpe), Engineering Science

SAM HODGSON (Brigshaw High School, Castleford), Medicine

THOMAS JEE (Warwick School), History

ELIZ KILICH (Dame Alice Owen's School, Potters Bar), Medicine

DANIEL CHRISTOPH KRANZELBINDER (Individual), Literae Humaniores

JOSEPH THOMAS LARVIN (St Peter's School, Bournemouth), Medicine

LENA LEE (Ecole Active Bilingue J Manuel, Paris), Human Sciences

SALLY CHINA Le PAGE (King's High School for Girls, Warwick), Biological Sciences

REBECCA LOWE (Kendrick School, Reading), Engineering Science

JOSEPH MASON (Clevedon Community School), Chemistry

DAVID MCHARDY (Peter Symonds College, Winchester), Physics

BETH O'LEARY (Peter Symonds College, Winchester), English

DOMINIC PARIKH (St Paul's School, London), Philosophy, Politics, and Economics

MICHAEL PATEFIELD (Winchmore School, London), History and Economics

ALEXANDER PESHEV (Paisij Hilendarski, Sofia High School of Mathematics, Bulgaria), Computer Science

THOMAS ROBERT PRESTON (Somervale School, Radstock), Physics

ALEXANDER DAVID PROCTOR (Allerton Grange School, Leeds), Mathematics

ALEXANDER PHILIP ROBERTS (Grange School, Hartford), Mathematics

IMOGEN PATRICIA BEASLEY ROBINSON (Moreton Hall, Oswestry), Geography

EDMUND SINGER-KINGSMITH (Brighton College), History

WILLIAM ROBERT JAMES TODMAN (Warwick School), Oriental Studies

LAJOY SOPHIA TUCKER (Woodhouse Sixth Form College, London), Chemistry

UCHECHUKWU GREGORY UKACHI (Notre Dame Sixth Form College, Leeds), Engineering Science

MADELEINE LUCY MAY WARD (Ackworth School, Pontefract), Theology

YVES-LEON WEISSENBERGER (St Brendan's Sixth Form College, Bristol), Medicine

GARETH ROBERT WILKES (Grange School, Hartford), Mathematics

HELEN FRANCES WILLIS (Mary Hare Grammar School, Newbury), Psychology, Philosophy, and Physiology

DAVID MATTHEW WRAY (Derby Grammar School), Chemistry

## UNDERGRADUATE SCHOLARS

DINA AKHMADEEVA (Grey Coat Hospital School, London), History of Art

PHAKPOOM ANGPANITCHAROEN (Rochester Independent College), Chemistry

GRACE ATWELL (St Peter's School, Bournemouth), History and Modern Languages

GAOANG BIAN (Peter Symonds College, Winchester), Mathematics and Computer Science

JEREMY BOWLES (Sevenoaks School), Philosophy, Politics, and Economics

DORAN BOYLE (Hills Road Sixth Form College, Cambridge), Modern Languages

JONATHAN PETER BRADFORD (Peter Symonds College, Winchester), Mathematics

JAMES ALEXANDER HAMILTON BRIDGES (Dr Challoner's Grammar School, Amersham), Philosophy, Politics, and Economics

LAURA BUNCE (Furze Platt School, Maidenhead), Psychology, Philosophy, and Physiology

BRYNMOR KENTARO CHAPMAN (Individual), Mathematics and Computer Science

PHILIP CHAPMAN (Backwell School, Bristol), Biological Sciences

ARTHUR SAMUEL COATES (University College School, London), Engineering Science

ANNA COLERIDGE (King's School, Ely), Human Sciences

AIDEN COOPER (Royal Latin School, Buckingham), Chemistry

THOMAS JOSEPH CRAWFORD (Bridgewater High School, Warrington), Mathematics

JONATHAN ALBERT DALY (Reading School), Engineering Science

SOPHIE DAPIN (Leeds Girls' High School), Chemistry

INÉS LAURA DAWSON (San Francisco de Paula, Sevilla, Spain), Biological Sciences

CHARLES DEARMAN (Chesham High School), Medicine

JAN RONG-XUAN DEEG (Stanwell School, Penarth), European and Middle Eastern Languages

HARRY DESMOND (Abingdon School), Physics

CHARLOTTE JANE DIFFEY (Sherborne School for Girls), Archaeology and Anthropology

LUCY DUCKWORTH (Headington School, Oxford), Chemistry

BENJAMIN DUFFIELD (Wydean School, Chepstow), Mathematics

DUNCAN TERENCE EDWARDS (Crossley Heath School, Halifax), Engineering Science

HANNAH EVANS (King Henry VIII School, Coventry), Physics

RUTH EVANS (Joseph Rowntree School, York), Psychology, Philosophy, and Physiology

KEVIN FERRITER (Haberdashers' Aske's Boys' School, Eltree), History and Economics

ANDREW FOO (Hwa Chong Junior College, Singapore), Law

SUZANNE ABIGAIL FORD (Beauchamp College, Leicester), Biological Sciences

THOMAS MICHAEL FRANKLIN GAMMAGE (King Edwards School, Birmingham), Engineering Science

LUCIAN FREDERICK GEORGE (Highgate School, London), History

DAVID PHILLIP GILLOTT (Alton College), Chemistry

JULIANE QIAOCHU GONG (Lessing Gymnasium, Norderstedt, Germany), Physics

CECYLIA GRENDOWICZ (St Paul's Girls' School, London), Modern Languages

LAYLA BARBARA GUSCOTH (King Edward VI Camp Hill School for Girls, Birmingham), Medicine

GEOFFREY DAVID HALL (Pate's Grammar School, Cheltenham), Mathematics and Computer Science

SIYI HAO (John Leggott College, Scunthorpe), Engineering Science

WILLIAM HANCOCK (Portsmouth Grammar School), Engineering Science

MAXWELL HODGES (King Edward VI School, Stratford upon Avon), Chemistry

SAM HODGSON (Brigshaw High School, Castleford), Medicine

THOMAS JEE (Warwick School), History

KRISTOFOROS JOANIDIS (Individual), Mathematics and Computer Science

GERAINT RHYS JONES (Brynhyfryd School, Ruthin), Chemistry

ELIZ KILICH (Dame Alice Owen's School, Potters Bar), Medicine

DANIEL CHRISTOPH KRANZELBINDER (Individual), Literae Humaniores

FLORA ALICE KENNEDY-McCONNELL (Guiseley School), Engineering Science

HARRY KERSHAW (Radley College), Engineering Science

TIM KIELY (King Edward's School, Birmingham), English

SUPAPIROM KRAISORAPHONG (Charterhouse, Godalming), English

NOEL YUN PUI LAM (Harrow School, Harrow-in-the Hill), Engineering Science

MARINA ELIZABETH LAMBRAKIS (Queen's School, Chester), Classics and Modern Languages

JOSEPH THOMAS LARVIN (St Peter's School, Bournemouth), Medicine

LENA LEE (Ecole Active Bilingue J Manuel, Paris), Human Sciences

SALLY CHINA Le PAGE (King's High School for Girls, Warwick), Biological Sciences

ROSANNA LE VOIR (Alleyn's School, London), Human Sciences

GEORGE LEWIS (Bishop Vesey's Grammar School, Sutton Coldfield), History and Modern Languages

BENJAMIN GILBERT LEWY (Haberdashers' Aske's Boys' School, Elstree), Philosophy, Politics, and Economics

JARED LIM (The Latymer School, London), Chemistry

LESLIE SHEN MING LIM (Harrow School, Harrow-on-the-Hill), Engineering, Economics and Management

TSZ WOON BENEDICT LO (Reading School), Chemistry

REBECCA LOWE (Kendrick School, Reading), Engineering Science

CLAIRE MARIE DOMINIQUE MacNEILL (St Mary's Hall, Brighton), Modern Languages

BENJAMIN MARTINDALE (Steyning Grammar School), Chemistry

JOSEPH MASON (Clevedon Community School), Chemistry

FAISE McCLELLAND (St Paul's School, London), History and Economics

DAVID McHARDY (Peter Symonds College, Winchester), Physics

OLIVER MONTAGUE (Chew Valley School, Chew Magna), Engineering Science

WILLIAM GILES RICHARD MOYLE (Monmouth School), Mathematics

CHRISTOPHER NEUMANN (Cheltenham College), Chemistry

BETH O'LEARY (Peter Symonds College, Winchester), English

CLARE PALMER (Eltham College, London), Psychology, Philosophy, and Physiology

DOMINIC PARIKH (St Paul's School, London), Philosophy, Politics, and Economics

MARIANNE ELIZABETH PARKINSON (Woldingham School), English and Modern Languages

MICHAEL PATEFIELD (Winchmore School, London), History and Economics

EMILY PEARCE (Heathland School, Hounslow), Mathematics

ALEXANDER PESHEV (Paisij Hilendarski, Sofia High School of Mathematics, Bulgaria), Computer Science

JONATHAN PHILLIPS (Leeds Grammar School), Chemistry

ROBERT STEPHEN POPE (Richard Huish College, Taunton), Mathematics

THOMAS ROBERT PRESTON (Somervale School, Radstock), Physics

ALEXANDER DAVID PROCTOR (Allerton Grange School, Leeds), Mathematics

DAVID RAINSLEY (Barton Peveril College, Eastleigh), History

RICHARD ANTHONY RALPH (Silverdale School, Sheffield), Geography

SANDRA RANKOVIC (Mathematical High School, Belgrade), Mathematics

ALEXANDER PHILIP ROBERTS (Grange School, Hartford), Mathematics

IMOGEN PATRICIA BEASLEY ROBINSON (Moreton Hall, Oswestry), Geography

JANE-MARIE SALDANHA (Cardinal Vaughan School, London), Physics

EDMUND SINGER-KINGSMITH (Brighton College), History

KATHERINE OLIVIA SLEE (Durham Johnston School), History of Art

MICHAL SPISIAK (Gymnazium Grosslingova, Bratislava), Mathematics

CHRISTOPHER JAMES STOKES (Chester Catholic High School), Mathematics

JOHN CHRISTOPHER GEORGE SYKES (Westminster School, London), Physics

WILLIAM ROBERT JAMES TODMAN (Warwick School), Oriental Studies

LAJOY SOPHIA TUCKER (Woodhouse Sixth Form College, London), Chemistry

UCHECHUKWU GREGORY UKACHI (Notre Dame Sixth Form College, Leeds), Engineering Science

MADELEINE LUCY MAY WARD (Ackworth School, Pontefract), Theology

EDWARD AIDAN ROSEVAER WARREN (Adams' Grammar School, Newport), Medicine

YVES-LEON WEISSENBERGER (St Brendan's Sixth Form College, Bristol), Medicine

MACIEJ MATEUSZ WENCEL (III Liceum Ogólnokształcące, Gdynia, Poland), Archaeology and Anthropology

GARETH ROBERT WILKES (Grange School, Hartford), Mathematics

HELEN FRANCES WILLIS (Mary Hare Grammar School, Newbury), Psychology, Philosophy and Physiology

BEAU ANTONIE HUNTER WOODBURY (Southbank International School), History

DAVID MATTHEW WRAY (Derby Grammar School), Chemistry

## UNIVERSITY PRIZES 2010/11

EDWARD BARNES, Physical and Theoretical Chemistry Thesis Prize, *proxime accessit*, for thesis in Final Honour School of Chemistry Part II

GEORGE BARTON, Gibbs Prize for outstanding performance in the Philosophy papers in the Philosophy and Modern Languages Final Honour School examinations

MALCOLM BEGG, Institution of Mechanical Engineers Best Student Certificate for performance in the Final Honour School of Engineering

CHARIS BREDIN, Mustafa Badawi Prize in Modern Arabic Literature for the best essay in English on any aspect of modern Arabic literature in the Final Honour School examinations; and James Mew Junior Prize for outstanding performance in the Arabic language papers in the Final Honour School examinations

PHOOM CHAIRATANA, Organic Chemistry Thesis Prize, *proxime accessit*, for thesis in Final Honour School of Chemistry Part II

JONATHAN DALY, jointly awarded a Gibbs Prize for best Part I Project in Final Honour School of Engineering Science

RONNIE DENNIS, Law Faculty Graduate Prize in Punishment, Security and the State

JEREMY EVANS, Institute of Civil Engineers Student Prize for best performance in Civil Engineering in the Final Honour School of Engineering

LUCIAN GEORGE, HWC Davis Prize for the best performance in the Preliminary examinations for the Honour School of History and associated joint Honour Schools

GEORGE HOBDDAY, Thomas Whitcombe Greene Prize, *proxime accessit*, for the best performance in a Classical Art or Archaeology paper in the Honour Schools of Literae Humaniores, Ancient and Modern History, and Classical Archaeology and Ancient History

KRISTOFOROS JOANIDIS, The Ocado Prize for Best Project 2011, as part of the team the Judging Panel for the Group Design Practicals awarded as best project in the Honour School of Computing Science

WILLIAM KELLEY, *proxime accessit*, Gibbs Prize in History for performance in the Final Honour School of History and associated joint Honour Schools

SEAN LEDGER, Junior Mathematical Prize, for excellent performance in Final Honour School of Mathematics (Part C)

BENJAMIN MARTINDALE, Gibbs Prize for results in Final Honour School of Chemistry Part IB

JOSHUA McFARLANE, The Head of Department Prize for excellent performance in the final examinations in the Honour School of Engineering Science

NIGEL NGO, Organic Chemistry Thesis Prize Commendation for thesis in Final Honour School of Chemistry Part II

EDWARD PEVELER, CE Stevens and Charles Oldham Scholarship in Classical Studies, for travel abroad in 2011

RAHUL PRABHAKAR, Malone Prize for the best thesis in the M.Phil. in International Relations

GARETH WILKES, IBM Prize for the (joint) best performance in Honour Moderations in Mathematics

GEORGE WOUDHUYSEN, Gibbs Prize in History for best performance in the Final Honour School of History and associated joint Honour Schools

## COLLEGE PRIZES 2010/11

STEPHANIE BELL, Burke Knapp Travel Scholarship

JEREMY BOWLES, Hans Michael Caspari UN Travel Grant

JACK BRADLEY-SEDDON, Duveen Travel Scholarship

MOHINOOR CHATTERJI, *proxime accessit*, Nicholas Hanlon prize in Modern Languages

WILL COURTLEY, St John's Ancient History Prize, for general excellence in undergraduate work connected specifically to ancient historical themes

ADRIAN DEEN, *proxime accessit*, Mapleton-Bree Prize for original work in the creative arts

ANDREW FOO, Lovells Prize for the best performance by a second year law student

JAMES FOWKES, *proxime accessit*, Nicholas Hanlon prize in Modern Languages

ANDREAS HEGER, Sir Roy Goode Prize for best performance among St John's students in the BCL/MJur programmes

ALEX NIVEN, *proxime accessit*, Mapleton-Bree Prize for original work in the creative arts

ELIZABETH PORTER, Nicholas Hanlon prize in Modern Languages

RAHUL PRABHAKAR, Hans Michael Caspari UN Travel Grant

IMRAN TEHAL, Lovells Prize for the best performance by a second year law student

WILL TODMAN, College Society Travel Scholarship

GINGER TURNER, Burke Knapp Travel Scholarship

DAVID WRAY, *proxime accessit*, Mapleton-Bree Prize for original work in the creative arts

GREGORY WYATT, Alister Sutherland Award for a journey in the high mountains

ANYA YERMAKOVA, Mapleton-Bree Prize for original work in the creative arts and the John Heath Music Scholarship

## GRADUATE DEGREES CONFERRED

### DOCTOR OF PHILOSOPHY

MICHAEL BROWNING, 'The Mechanisms and Effects of Modifying Attentional Biases to Threatening Information'

SARAH JOANNE CARRINGTON, 'A Neuroimaging Study of Theory of Mind and Imitation in Typically Developing Individuals and Autism Spectrum Disorder'

JAMIE DAVID CASSELS DARLING, 'High Power Pulsed RF Generation by Soliton Type Oscillation on Nonlinear Lumped Element Transmission Lines'

WING-YIN CHOW, 'Genetic and Environmental Influences on Learning Chinese Language and Literacy Skills'

BEN COLIN GAUNTLETT, 'Article 82 of the European Community Treaty and Exclusionary Conduct – The Need for a Clearly Defined Approach'

IFAN BETINA IP, 'Effects of Visual Attention on Stereoscopic Depth Perception in the Human Visual Cortex'

ROSARA ANN BETHAM JOSEPH, 'The Executive, Foreign Policy and Separation of Power'

ELIZABETH JAMES KISTIN, 'Critiquing Cooperation: The Dynamic Effects of Transboundary Water Regimes'

SABINE KOBAYTER, 'The Actions of Prostaglandins on the Urinary Bladder'

ANDREW LESLIE LAWRENCE, 'Biomimetic and Domino Pericyclic Approaches to Natural Products'

BRUNO JEROME SEBASTIAN MARNETTE, 'Tractable Schema-Mappings under Oblivious Termination'

DAVID ALEXANDER NORDSLETTEN, 'Fluid-solid Coupling for the Simulation of Left Ventricular Mechanics'

JOSHUA ALEXANDER SUZMAN NUNN, 'Quantum Memory in Atomic Ensembles'

PATRICK CAMPBELL O'BRIEN, 'The Democratic Objection to Judicial Review'

CAMILLA LISA OXLEY, 'Post Translational Modifications in Integrin Signalling and Proteasome Targeting'

HECTOR MANUEL PEREZ-URBINA, 'Tractable Query Answering for Description Logics via Query Rewriting'

ARMIN SHALILE, 'Representations of Brauer Algebras'

SACHI SRIVASTAVA, 'Laplace transforms, Non-Analytic Growth Bounds and  $C_{\{0\}}$  – Semigroups'

AARON JOSEPH TRACHTENBERG, 'The Effects of APOE Genotype on Brain Function'

ANDERSON TSUN-WU WANG, 'The Role of Human Snn1A in DNA Interstrand Cross-link Repair'

WAI LAP WONG, 'A Longitudinal Twin Study of Chinese Children Learning to Read English as a Second Language'

LOUISE MARY WESTON, 'Functional Studies on the P53 Co-Factor JMY'

### MASTER OF LETTERS

LEA-REBECCA LAHNSTEIN, 'Conceptions of Governance and Constructions of the Social/Biological in Genomic Databases'

### MASTER OF PHILOSOPHY

ADRIAN JOHNSTON, International Relations

CHRISTIAN CASEY SAHNER, History

DAVID JAMES TOWNSEND, Law

### MASTER OF BUSINESS ADMINISTRATION

NIGAR GAHRMANOVA

ALLID FERROW

### BACHELOR OF MEDICINE AND BACHELOR OF SURGERY

OMAR ASSEM ABDEL-MANNAN

JASON ARORA

STEPHANI BERNARD

ANISHA RAJNEE ANANDA  
RAMESSUR

NAMRATA TURAGA

### BACHELOR OF CIVIL LAW/MAGISTER JURIS

MISCHA BALEN

ROSARA ANN BEETHAM JOSEPH

### MASTER OF SCIENCE

JESSICA SARAH FLIEGNER, Environmental Change and Management

JOHN MAYHEW, Forestry

WANLING TUNG, Neuroscience

### MASTER OF STUDIES

MATTHEW GRAHAM COLLINS, Modern Languages

ZOE HOPKINS, English

ADRASTOS OMISSI, Late Antique and Byzantine Studies

LUISA JOYCE SEELBACH, Theology

SIMON WILLIAM WARDLE, English

## GRADUATE SCHOLARS

### NORTH SENIOR SCHOLARS

STEPHEN BELDING, Chemistry

ALBERTO RIGOLIO, Classics

MATTHEW TARBARD, Mathematics

### KENDREW MUSIC SCHOLAR

RORY McCLEERY, Music

### KENDREW SCHOLARS

MIN-WENG CHUNG, Chemistry (joint with Clarendon Scholarship)

DANU SUWATCHARA, Chemistry

YIGE ZHOU, Chemistry

### LAMB AND FLAG SCHOLARSHIPS

JESSICA FAY, English

FELIX GEYER, Mathematics

THOMAS HODGSON, Music

MICHAEL KLAPUT, Physics

ARNAUD LIONNET, Mathematics

ROBIN LITT, Psychology

PAOLO RONCHI, Law

YIJUN WANG, Chemistry

FARNIAZ ZAKER, Fine Art

#### ANDREW FRASER SCHOLAR

MICHAEL HART, History

#### ELIZABETH FALLAIZE SCHOLAR

JENNIFER OLIVER, Modern Languages

#### DANIEL SLIFKIN SCHOLAR

SARAH OSPREY, Law

#### DR YUNGTAI HSU SCHOLAR

YINGGI LIU, Geography

#### 450 FUND SCHOLAR

MIMI ZOU, Law

#### ST JOHN'S GRADUATE SCHOLARS

ANDREAS BACHMEIER, Chemistry

JONATHAN BALLS, Geography (joint with ESRC)

SIMON BROWN, Philosophy (joint with AHRC)

JOHANNES BUERGER, Engineering

GAELLE COULLON, Clinical Neurology

SVEN ERNST, Chemistry

SASO GROZDANOV, Physics

PETER HILL, Oriental Studies (joint with AHRC)

ANATOLE OUDAILLE-DIETHARDT, Modern Languages

BENJAMIN PILGRIM, Chemistry

ALBERTO RIGOLIO, Classics

NEAL SHASORE, History of Art (joint with AHRC)

DAVID TOWNSEND, Law

PHILIP WULFF, Chemistry

## MEMBERS OF GOVERNING BODY

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JOHN CHARLES GEORGE PITCHER, M.A., D.Phil., Tutor in English

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CHARLES JAMES KEITH BATTY, M.A., D.Phil., Tutor in Mathematics and Professor of Analysis

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IAN JOHN SOBEY, M.A., (B.Sc. Adelaide, Ph.D. Cantab.), Tutor in Engineering Science, Senior Tutor, I.T. Officer, Wine Steward

SIMON JOHN WHITTAKER, B.C.L., M.A., D.Phil., D.C.L., Tutor in Law and Professor in Comparative European Law, Steward of High Table, Sigillarius, Tutor for Graduates

PAUL KEVIN DRESCH, M.A., D.Phil., Fellow by Special Election in Social Anthropology

ALAN GRAFEN, M.A., M.Phil., D.Phil., F.R.S., Tutor in Quantitative Biology and Professor of Theoretical Biology, Steward of Common Room

ANTHONY ROBIN WEIDBERG, M.A., D.Phil., (B.Sc. Lond.), Tutor in Physics and University Reader in Physics, Web Editor

KEVIN CHARLES GATTER, B.M., M.A., D.Phil., Fellow by Special Election in Clinical Medicine and Professor of Pathology, Fellow for Alumni

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LIONEL TARASSENKO, M.A., D.Phil., C.Eng., F.R.Eng., F.I.E.E., Professorial Fellow in Electrical and Electronic Engineering, Vice-President

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GERARD JAN HENK van GELDER, M.A., (kandidaatsexamen Amsterdam, doctoraal examen Leiden and Amsterdam, P.D. Leiden), F.B.A., Professorial Fellow, Laudian Professor of Arabic

ZOLTÁN MOLNÁR, M.A., D.Phil., (M.D. Szeged), Tutor in Human Anatomy and Professor of Developmental Neuroscience, Sports Officer

MARK CANNON, M.A., M.Eng., D.Phil., (S.M.Mech., M.I.T.), Tutor in Engineering, Safety Officer, Secretary to Governing Body

KATE ANNE NATION, M.A., (B.Sc., Ph.D. York), Tutor in Psychology and Professor of Experimental Psychology, Tutor for Admissions

WALTER MATTLI, M.A., (B.A. University of Geneva, M.A. New York, Ph.D. Chicago), Tutor in Politics and Professor of International Political Economy, Estates Bursar

JOEL OUAKNINE, M.A., D.Phil., (B.Sc., M.Sc. McGill), Tutor in Computer Science and Professor of Computer Science, Domestic Bursar, Warden of St Giles' House

LINDA MARGARET McDOWELL, M.A., (B.A. Cantab., M.Phil., Ph.D. Lond.), F.B.A., D.Litt., Professorial Fellow in Human Geography, Director of the Research Centre

PHILIP KUMAR MAINI, M.A., D.Phil., Professorial Fellow in Mathematical Biology

CAROLYNE ANN LARRINGTON, M.A., D.Phil., Supernumerary Fellow in English, Equality Officer

WILLIAM HADDEN WHYTE, M.A., M.St., D.Phil., F.R.Hist.S., Tutor in Modern History, Senior Dean, Editor of TW

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ALISON HILLS, M.A., (B.A., Ph.D. Cantab.), Tutor in Philosophy, Tutor for Women

ROSALIND MAY HARDING, M.A., (B.Sc. Brisbane, Ph.D. La Trobe), Tutor in Human Sciences, Keeper of the Groves

HEATHER BOUMAN, M.A., (B.Sc. Guelph, M.Sc., Ph.D. Dalhousie), Supernumerary Fellow in Biogeochemistry

NICHOLAS PAUL HARBERD, (M.A., Ph.D. Cantab.), F.R.S., Professorial Fellow and Sibthorpe Professor of Plant Sciences, Keeper of Bagley Wood

MARTIN STOKES, M.A., M.St., D.Phil., Tutor in Music

SIMON MYERS, M.Math., D.Phil., Supernumerary Fellow in Bioinformatics

ALASTAIR IAN WRIGHT, M.A., (B.A. Cantab., M.A. Minnesota, Ph.D. Columbia), Tutor in History of Art, Keeper of the Archives, Keeper of the Laudian Vestments, Fellow Librarian

ANDREI STARINETS, (Cand.Sci., Dipl. Moscow, Ph.D. New York), Tutor in Physics

JASON SCHNELL, (B.S. Minnesota, Ph.D. La Jolla), Tutor in Biochemistry

CRAIG JEFFREY, (M.A., Ph.D. Cantab.), Tutor in Geography

THERESA BURT de PERERA, D.Phil., (B.Sc. University of Wales), Tutor in Zoology

JONATHAN GREGORY CLIFFORD SNICKER, M.A., D.Phil., Director of Development

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MOHAMED-SALAH OMRI, (Maitrise Tunis, M.A. Ph.D. St. Louis, Missouri), Tutor in Arabic Language and Literature

NIKOLAJ D'ORIGNY LÜBECKER, (D.E.A. Paris, M.A. Copenhagen, Ph.D. Paris), Tutor in French

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ANGELA RUSSELL, M.Chem., D.Phil., Tutor in Chemistry

KATHERINE DOORNIK, B.A., M.Phil., D.Phil., Supernumerary Fellow and Tutor in Economics

CHARLES RICHARD JAMES CARRUTHERS NEWTON, (M.B.Ch.B., M.D. Cape Town), Professorial Fellow, Cheryl and Reece Scott Professor of Psychiatry

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DOROTHY VERA MARGARET BISHOP, M.A., D.Phil., (D.M. Lond.), F.B.A., Professor of Developmental Neuropsychology

NICHOLAS JOHN WHITE, O.B.E., M.A., (B.Sc., M.B., B.S., D.M., D.Sc. Lond.), F.R.S., Professor of Tropical Medicine

DOMINIC PETER KWIATKOWSKI, M.A., (M.B., B.S., Lond.), F.R.C.P., F.R.C.P.P.C.H., F.Med.Sci., Professor of Tropical Paediatrics

KATHERINE MARY BLUNDELL, M.A., (M.A., Ph.D. Cantab.), Professor of Astrophysics

SANDRA CAMPBELL, (B.Sc. Edin., M.Sc., Ph.D. Dundee), Physiology

ELIZABETH CLARE MACFARLANE, B.A., B.A., Chaplain

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DAVID LEE, B.A., (M.A. Nottingham, Ph.D. Bristol), Philosophy

SUSANNAH MURPHY, M.A., M.Sc., D.Phil., Psychology

FREDERIQUE AIT-TOUATI, (D.E.A., Ph.D. Sorbonne), French

KATHERINE EARNSHAW, (B.A., M.A., Ph.D. Manchester), Classical Language and Literature

MAYA JESSICA TUDOR, (B.A. Stanford, M.P.A., Ph.D. Princeton), Politics

JEREMIAS BENEDIKT BARUCH PRASSL, B.A., M.St., (LL.M. Harvard), Law

JUDITH ELISABETH WOLFE, M.A., M.Phil., D.Phil., (B.A. Hebrew University of Jerusalem), Theology

#### EMERITUS RESEARCH FELLOWS

TERENCE CHRISTOPHER CAVE, M.A., D.Phil., F.B.A., formerly Tutor in French and Professor of French Literature, Delegate of Oxford University Press

DAVID LLEWELLYN BEVAN, M.A., formerly Tutor in Economics

ROSS IAN McKIBBIN, M.A., D.Phil., (M.A. Sydney), F.B.A., formerly Tutor in History

PETER MICHAEL STEPHEN HACKER, M.A., D.Phil., formerly Tutor in Philosophy

MARLIA CORDELIA MUNDELL MANGO, M.A., D.Phil., (B.A. Newton, Mass., M.A. Lond.), F.S.A., formerly Fellow by Special Election in Byzantine Archaeology and Art

THOMAS STAINFORTH KEMP, M.A., D.Phil., formerly Tutor in Zoology

JOHN STEPHEN KELLY, M.A., D.Phil., (M.A. Dublin), formerly Tutor in English

JOHN LANGTON, M.A., (Ph.D. Wales), formerly Tutor in Geography

IAIN DONALD CAMPBELL, M.A., (B.Sc., Ph.D. St Andrews), F.R.S., formerly Tutor in Biochemistry

ROBIN CLAYTON OSTLE, M.A., D.Phil., formerly Tutor in Modern Arabic

MALCOLM GRAHAM ALLAN VALE, M.A., D.Phil., F.R.Hist.S., formerly Tutor in History

GEORGE WILLIAM JOHN FLEET, M.A., D.Phil., formerly Tutor in Chemistry

ELIZABETH DOROTHEA HARRIET CARMICHAEL, M.B.E., M.A., D.Phil., B.M., B.Ch., (M.R.C.S. Eng., L.R.C.P. Lond.), formerly Tutor in Theology

#### VISITING SENIOR RESEARCH FELLOWS

DIANNE KATHERINE NEWMAN, (B.A. Stanford, Ph.D. MIT), Microbiology and Molecular Genetics

JONAS CHRISTOPHER PETERS, (B.Sc. Chicago, Ph.D. MIT), Inorganic Chemistry

#### RESEARCH FELLOWS

JUSTIN BENESCH, M.Chem. (Ph.D. Cantab.), Biophysical Chemistry

JOHN MORTON, B.A., D.Phil., Physics

KATHERINE ANNE BUTLER, M.A., M.St. (Ph.D. Lond.), Music

#### JUNIOR RESEARCH FELLOWS

ROBERTO BONFATTI, (Laurea Milan, M.Research, Ph.D. Lond.), Economics

EFTYCHIA BATHRELOU, (B.A. Athens, M.Phil., Ph.D. Cantab.), Classics

ZUZANNA MARIA OLSZEWSKA, M.St., D.Phil., (B.A. Harvard), Oriental Studies

KATHERINE HORTON, M.Phys., D.Phil., Physics

ANDREW DAVID TWIGG, (B.Sc. Warwick, Ph.D. Cantab.), Computer Science

PHILIP WILLIAM FOWLER, (B.A., M.Sci. Cantab., Ph.D. Lond.), Biophysics

JOHN PHILIP FILLING, B.A., M.Phil., D.Phil., Andrew Fraser Junior Research Fellow in Political Philosophy

RICHARD GUNN ALLEN, (B.A., M.A., M.Litt., D.Phil. Glasgow), History

JORN BRUGGEMAN, (M.Sc., Ph.D. Vrije Universiteit of Amsterdam), Biology

JAN HENNINGS, (B.A. Rostock, M.Phil., Ph.D. Cantab), History

MICHAEL ALAN CHAPPELL, M.Eng., D.Phil., Engineering

CHRISTOPHER RAYMOND JONES, (M.A., Ph.D. Cantab.), Chemistry

SAMUEL NICHOLAS COHEN, (B. Mathematical and Computer Sciences, B. Finance, B. Mathematical Sciences, Ph.D., Adelaide), Mathematics

DIANNE FRANCES NEWBURY, D.Phil., (B.Sc. Nottingham), Physiology

PETER DAVID FIFIELD, (B.A., M.A. Glasgow, Ph.D. York), English

HANNAH MARGARET WILLIAMS, (B.A. Sydney, M.A., Ph.D. Lond.), History of Art

EMILY TAMARISK TROSCIANKO, B.A., M.St., D.Phil., Modern Languages

DANIEL JANUSZ MARSZALEC, B.A., M.Phil., D.Phil., Economics

SIMEON McLEAN ZAHL, (A.B. Harvard, Dipl. Theol., Ph.D. Cantab.), Theology

NATHAN ROLF ROSE, D.Phil. (B.Sc., M.Sc. Rhodes University, South Africa), Biochemistry

STEPHANIE SIMMONS, D.Phil. (B.Math. Waterloo, Ontario), Materials Science

## BALZAN RESEARCH FELLOWS

KARIN KUKKONEN, (Ph.D. Mainz), Literature

OLIVIA SMITH, (B.A. East Anglia, M.A. Ph.D. Lond.), Literature

## LECTURERS

SIMON DADSON, B.A., (M.Sc. British Columbia, Ph.D. Cantab.), Physical Geography, (MT11)

MARIE ELVEN, (D.E.A. Paris III), French Language

JULIE ALEXANDRA CURTIS, M.A., D.Phil., Russian

DAVID BARRON, (B.A. Cantab., M.A., Ph.D. Cornell), Management Studies

JOHN CHARLES SMITH, M.A., French Linguistics

EMMANUELA TANDELLO, M.Phil., D.Phil., (B.A. Padua), Italian

PAUL GRIFFITHS, (B.Sc., Ph.D. Liverpool), Quantitative Methods and Statistics

NATALIA GROMAK, (B.Sc. Edin., Ph.D. Cantab.), Biochemistry

GEORG VIEHAUSER, (Ph.D. Vienna), Physics

SABINE MUELLER, M.St., D.Phil. (M.A. Tübingen), German

PAUL HUNTER, (B.Sc. Tasmania, Ph.D. Cantab.), Computer Science

CHARLES McFADYEN, B.A., Medicine

DANIEL THOMAS, B.A., M.St., English

ANJA DRAUTZBURG, (M.A. Trier), German Lektorin

ROBERT SAUNDERS, M.A., D.Phil., British History

DEVINDER S. SIVIA, B.A., D.Phil., Mathematics for the Sciences

JAMES ANDREW UNWIN, (M.Math.&Phy. Manchester), Mathematics

HENRIETTE VAN DER BLOM, M.St., D.Phil. (B.A., M.A. Copenhagen), Ancient History

DOMINIC ZENG WANG, M.Eng., Engineering (MT11 and HT12)

MARK WHITTOW, M.A., D.Phil., Early Medieval History

CLAUDIA KAISER, German Language

ALAN LEIPER STRATHERN, B.A., D.Phil. (M.A. Lond.), History

GEORGE SOUTHCOMBE, M.A., M.St., D.Phil., History

BEN ALEXANDER FRANCIS BOLLIG, (B.A. Nottingham, M.A., Ph.D. Lond.), Spanish

NATHALIE PATRICIA RAUNET, (B.A. Nanterre), French Lectrice

MILENA GRABAČIĆ, M.St., D.Phil. (M.A. Belgrade), Medieval History

NOEL JAMES LOBLEY, M.Sc., D.Phil. (M.A. St Andrews), Music

ABIGAIL STONE, M.A., D.Phil. (M.Sc. Lond.), Geography

JORG DHIPTA WILLHOFT, B.Phil. (B.A. Essex, M.A., Ph.D. Lond.), Philosophy

DAVID JOHN CUNNINGTON, M.A., D.Phil., English

PAVLOS AVLAMIS, (Ptychio Athens, M.A. Virginia, Ph.D. Princeton), Classics

JANE ELIZABETH ANN ANDERSON, M.A., M.Phil., D.Phil. (P.G.C.E. Lond.), Classical Archaeology

SIMON JAMES THWAITE, (B.Sc. Waikato, M.Sc. Auckland), Physics (MT11)

FARRUKH AMIN AZFAR, (B.Sc., M.Sc. John Hopkins, Ph.D. Pennsylvania), Physics (MT11)

THOMAS EDGAR WOOLLEY, M.Math., Mathematics (TT12)

## HONORARY FELLOWS

SIR REX RICHARDS, M.A., D.Phil., F.R.S., Hon.F.B.A., F.R.S.C., Hon. F.R.C.P., Hon. F.R.A.M., F.R.I.C., formerly Exhibitioner, sometime Fellow and Tutor of Lincoln, Dr Lee's Professor of Chemistry; sometime Warden of Merton; formerly Vice-Chancellor, University of Oxford

SIR MICHAEL JAMES KERRY, K.C.B., Q.C., M.A., formerly Scholar, sometime H.M. Procurator General and Treasury Solicitor

HECTOR WILLIAM CATLING, C.B.E., M.A., D.Phil., F.S.A., formerly Exhibitioner, sometime Director of the British School at Athens

THE RIGHT REVD. ANDREW ALEXANDER KENNY GRAHAM, M.A., (D.D. Lambeth), formerly Scholar; formerly Bishop of Newcastle, Hon. Assistant Bishop, Diocese of Carlisle

SIR KEITH VIVIAN THOMAS, M.A., F.B.A., formerly Professorial Fellow and Tutor in History; sometime President of Corpus Christi College, Oxford; formerly President of the British Academy

SIR ROGER JAMES ELLIOTT, M.A., D.Phil., F.R.S., formerly Fellow and Tutor in Physics; sometime Secretary to the Delegates and Chief Executive of the Oxford University Press; formerly Wykeham Professor of Physics; Emeritus Fellow of the Leverhulme Trust

IOAN MacKENZIE JAMES, M.A., D.Phil., F.R.S., formerly Fellow and Tutor in Pure Mathematics; sometime Savilian Professor of Geometry

ARTHUR NAPOLEON RAYMOND ROBINSON, M.A., (LL.B. Lond.), T.C., O.C.C., S.C., President of the Republic of Trinidad and Tobago and sometime Prime Minister

PATRICK SELIM ATIYAH, Q.C., M.A., D.C.L., F.B.A., formerly Fellow and Professor of English Law

GEORGE BARCLAY RICHARDSON, C.B.E., M.A., Hon.D.C.L., formerly Professorial Fellow and Tutor in Economics; sometime Secretary to the Delegates of the Oxford University Press; formerly Warden of Keble College

SEAMUS JUSTIN HEANEY, M.A., Hon.D.Litt., (B.A., Queen's, Belfast), F.B.A., M.I.R.A., sometime Professor of Poetry; Nobel Laureate

JOHN CAREY, M.A., D.Phil., F.B.A., F.R.S.L., formerly Lambe Scholar and Fellow and Tutor in English; sometime Merton Professor of English Literature

SIR ALAN MARSHALL BAILEY, K.C.B., M.A., B.Phil., formerly Exhibitioner and Honorary Scholar; formerly Permanent Secretary, Department of Transport; Hon. Treasurer, History of Parliament Trust

SIR GEOFFREY HOLLAND, K.C.B., M.A., formerly Andrew Scholar; formerly Permanent Secretary, Department of Employment and Department of Education; sometime Vice-Chancellor, Exeter University; member of the Court of the Merchant Taylors' Company; President of the Institute of Personnel and Development; Chairman, Government's Advisory Panel on Education for Sustainable Development

SIR MICHAEL JOHN ANTHONY PARTRIDGE, K.C.B., M.A., formerly Fish Scholar; formerly Permanent Secretary, Department of Social Security; Pro-Chancellor and Governor of Middlesex University; Member of Council, Sheffield University; President, Old Merchant Taylors' Society; Director, Aviva Plc

THE MOST REVD. FATHER TIMOTHY PETER JOSEPH RADCLIFFE, O.P., M.A., D.D., formerly Commoner; sometime Master General of the Dominicans

ANTHONY CHARLES LYNTON BLAIR, formerly Commoner; formerly MP and Prime Minister; Special Envoy to the Middle East

JOHN WILLIAM WHITE, C.M.G., M.A., D.Phil., (B.Sc., M.Sc. Sydney), F.R.S., F.R.S.C., F.A.A., formerly Fellow and Tutor in Chemistry; Science Policy Secretary, Council of the Australian Academy of Science; Professor, Research School of Chemistry, Australian National University

PETER DAY, M.A., D.Phil., (D.Sc. Newcastle), F.R.S., F.R.S.C., F.Inst.P., formerly Junior Research Fellow, Fellow and Tutor in Chemistry; sometime Fullerian Professor of Chemistry and Royal Institution Professorial Research Fellow at University College, London

TERENCE JAMES REED, M.A., F.B.A., formerly Fellow; sometime Taylor Professor of German Language and Literature; Corresponding Fellow, Göttingen Academy of Sciences

PAUL ALEXANDER SLACK, M.A., D.Phil., F.B.A., F.R.Hist.S., formerly Casberd Exhibitioner and Scholar; sometime Principal of Linacre College

QUENTIN BONE, J.P., M.A., D.Phil., F.R.S., formerly Exhibitioner and Casberd Scholar; Hon. Research Fellow, Marine Biological Association UK

SADAYUKI HAYASHI, Hon. G.C.V.O., M.A., formerly Commoner, Ambassador of Japan to the Court of St James

SIR CHRISTOPHER HUBERT LLEWELLYN SMITH, K.B., D.Phil., F.R.S. formerly Professorial Fellow and Tutor in Physics; formerly Director General of CERN; Director, Culham Division, U.K. Atomic Energy Authority

ROBERT GEOFFREY ANDERSON, M.A., D.Phil., F.R.S.C, F.S.A., F.R.S.E., formerly Casberd Exhibitioner, formerly Director of the British Museum

ROBERT DARNTON, D.Phil., formerly Rhodes Scholar, sometime Professor of European Literature, Princeton University; Carl H Pforzheimer University Professor and Director of the Harvard University Library

WILLIAM HAYES, M.A., D.Phil., (M.Sc., Ph.D., National University of Ireland), Hon. M.R.I.A.; formerly Professorial Fellow and Tutor in Physics; sometime Bursar; formerly Pro-Vice-Chancellor, Oxford University, and President of St John's

SIR STUART HAMPSON, Kt., M.A., formerly Commoner; formerly Chairman, John Lewis Partnership

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ANDREW WILLIAM DILNOT, C.B.E., B.A., formerly Commoner; formerly Director, Institute of Fiscal Studies; Principal, St Hugh's College, Warden-elect, Nuffield College

SIR SIMON DAVID JENKINS, B.A., formerly Commoner; sometime editor, *London Evening Standard*; sometime editor, *The Times*; Chairman of The National Trust.

PETER JOHN PRESTON, M.A., formerly Commoner; sometime editor, the *Guardian*; Co-Director, Guardian Foundation

EDWARD BRIAN DAVIES, M.A., F.R.S., formerly Fellow and Tutor in Mathematics; Professor of Mathematics, King's College, London

JOHN GRAHAM COTTINGHAM, M.A., D.Phil., formerly Thomas White Scholar; Emeritus Professor of Philosophy, Reading University

SIR MICHAEL PERRY, G.B.E., M.A., formerly Commoner; sometime Chairman, Unilever Plc and Centrica Plc

MARTIN LITCHFIELD WEST, M.A., D.Phil., F.B.A.; formerly Woodhouse Junior Research Fellow, formerly Fellow and Praelector in Classics, University College, Oxford; sometime Professor of Greek, University of London; Emeritus Fellow All Souls College

KEITH BURNETT, M.A., D.Phil., F.R.S., F.A.P.S., F.O.S.A., F.Inst.P., formerly Tutor in Physics and Professor of Physics, Head of Mathematical, Physical and Life Sciences Division; Vice-Chancellor Sheffield University

THE RT. HON. SIR STEPHEN PRICE RICHARDS, Kt. P.C., M.A., formerly Scholar, Lord Justice of Appeal; Privy Counsellor

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PETER ULICK BURKE, M.A., F.B.A., F.R.Hist.S., formerly Scholar, formerly Professor of Cultural History, University of Cambridge; Life Fellow of Emmanuel College, Cambridge

JOHN LAWSON THORNTON, M.A., formerly Commoner, formerly President of Goldman Sachs; Professor and Director of Global Leadership at Tsinghua University, Beijing and Chairman, Brookings Institution

ANDREW FREDERIC WALLACE-HADRILL, O.B.E., M.A., D.Phil., formerly Senior Scholar, formerly Director of the British School at Rome; Master of Sidney Sussex College, Cambridge

ANTHONY JOHN BOYCE, M.A., D.Phil., formerly Scholar, formerly Tutor in Human Sciences and Principal Bursar

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C. RICHARD CATLOW, M. A., D.Phil., F.R.S., F.R.S.C., formerly Exhibitioner, formerly Wolfson Professor of Natural Philosophy; Professor of Solid State Chemistry and Dean, Mathematics and Physical Sciences Faculty, University College London

SIR BRIAN HARRISON, Kt., M.A., D.Phil., F.B.A., F.R.Hist.S., formerly Scholar, formerly Professor of Modern History, University of Oxford and Joint Editor of the *Oxford Dictionary of National Biography*; Emeritus Fellow of Corpus Christi College

HENRY REECE, M.A., D.Phil., (B.A., Bristol), formerly graduate student, formerly Secretary to the Delegates and Chief Executive, Oxford University Press; Emeritus Fellow of Jesus College

## EMERITUS FELLOWS

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DONALD ANDREW FRANK MOORE RUSSELL, M.A., D.Litt., F.B.A., formerly Fellow and Tutor in Classics and Professor of Classical Literature

LESLIE JOHN MACFARLANE, M.A., (B.Sc., Ph.D. Lond.), formerly Fellow and Tutor in Politics

IAIN McLAREN MASON, M.A., (B.Sc. Cape Town, Ph.D. Edin.), F.R.S., formerly Fellow and Tutor in Engineering Science; Professor of Geophysics, University of Sydney

MICHAEL CHARLES HURST, M.A., F.R.Hist.S., F.R.G.S., F.R.A.S., formerly Supernumerary Fellow in History and Politics

WILFERD FERDINAND MADELUNG, (Ph.D. Hamburg), formerly Laudian Professor of Arabic

SIR ROYSTON MILES GOODE, C.B.E., Q.C., M.A., (LL.B., LL.D. Lond.), F.B.A., formerly Norton Rose Professor of English Law

SIR ANTHONY JOHN PATRICK KENNY, M.A., D.Phil., D.Litt., F.B.A., sometime Master of Balliol College; formerly President of the British Academy; formerly Chairman, British Library Board; sometime Warden of Rhodes House; formerly Pro-Vice-Chancellor (Development); formerly President of the Development Office

OLIVER LOUIS ROBERT JACOBS, M.A., D.Phil., (M.A., Ph.D. Cantab.), formerly Fellow and Tutor in Engineering Science

PAUL LANSLEY HARRIS, M.A., D.Phil., F.B.A., formerly Professor of Developmental Psychology and Tutor in Psychology, Victor S. Thomas Professor of Education, Harvard

DESMOND STEPHEN KING, M.A., (B.A. Dublin, M.A., Ph.D., Northwestern), F.B.A., formerly Fellow and Tutor in Politics; Andrew Mellon Professor of American Government and Professorial Fellow, Nuffield College

JOHN ALEXANDER MONTGOMERY, M.A., F.C.A., formerly Finance Bursar and Supernumerary Fellow

CHRISTOPHER JOHN LEAVER, C.B.E., M.A., (B.Sc., A.R.C.S., D.I.C., Ph.D. Lond.), F.R.S., F.R.S.E., formerly Professorial Fellow and Sibthorpian Professor of Plant Sciences

RITCHIE NEIL NINIAN ROBERTSON, M.A., D.Phil., formerly Tutor in German; Taylor Professor of the German Language and Literature, Fellow of The Queen's College

NICHOLAS PURCELL, M.A., F.B.A., formerly Tutor in Ancient History; Camden Professor of Ancient History, Fellow of Brasenose College

# NEWS OF ALUMNI

**Peter Harvey 1940** married Judith Bray, an American citizen, at the Bonhomme Presbyterian Church in Chesterfield on 29 April 2011. Judy, as she is known to her friends, holds two degrees in Nursing and is Peter's second wife. He lost his first wife Mary in 2007, and Judy, an old friend of the family who was widowed a year earlier, was a great support to Peter at this time. Gradually 'we came to feel that the natural thing was to get married'. The happy couple is making their home in Cromarty, Scotland.

**John Possingham 1954** has retired from the position of Chief of Research in Horticulture with the Australian Government's premier scientific body CSIRO. Together with his wife he has established two vineyards and a modern winery in the McLaren Vale wine region of South Australia. They produce a wide range of Estate wines which are sold under the brand name of Possums in the UK, Germany, Denmark, Hong Kong, and in Australia. Their wines have won numerous Wine Show Awards both in Australia and overseas.

**Martin Zissell 1955** is happy to announce the birth of his first granddaughter this year. He now has three grandchildren, two grandsons at secondary school, as well as his baby granddaughter.

**Allen Scott 1958** has recently been awarded the degree of Doctor Honoris Causa by the Friedrich-Schiller University of Jena, Germany.

**Roger Fielding 1960** was elected President of the Cheshire Union of Golf Clubs in 2011. He invites local golfers or other alumni visiting or passing through the County to get in touch via the Alumni Office.

**Peter Griffiths 1961** will receive the Anachem Award in analytical chemistry in 2012. He retired a couple of years ago from the Department of Chemistry of the University of Idaho where he was chair for 12 years. He is currently the Editor-in-Chief of the journal, *Applied Spectroscopy* and acts as an occasional expert witness in pharmaceutical law suits. Twenty years of playing tight-head prop (finishing in 1973) finally took its toll and he received a new right knee in July.

**Stephen Ferruolo 1971** has returned to academia after 25 years. He was appointed Dean of the University of San Diego School of Law in August 2011. He moves from the San Diego office of the Goodwin Procter law firm where he had been chairman since 2007. Before graduating with honours from Stanford Law School in 1990, he was an Assistant Professor of History at Stanford.

**Nigel Bourne 1979** continues as Vicar of Chalk in Kent. He received an MBA degree from the Open University in 2009 and was elected as a member and trustee of the Church of England Pensions Board in the same year. He welcomes feedback from any clergy about pensions policy and implementation and can be contacted by email at vicarofchalk@hotmail.com

**Myles Allen 1984** was appointed this year to a statutory professorship in the School of Geography and the Environment at the University of Oxford. He is group leader of the Climate Dynamics Group and delivered his inaugural lecture on 24 November on 'The People's Planet: reconnecting climate science, climate policy, and reality'.

**Jeremy Yarnell-Davies 1988** entered a Civil Partnership on 19 August 2010 with David Anthony Farmer, who has adopted his surname.

**Simon Winter 1992** married Ellodie Gibbins on 28 August 2011 at the Ashton Memorial in Lancaster. Ellodie read Law at Emmanuel, Cambridge, matriculating in 1994, and is, 'even more importantly', Enfranchisement and Right to Manage Barrister of the Year 2011. With apologies to Dr Johnson, Simon hopes that all readers who remember him will share his joy in this particular triumph of hope over experience.

**Tim Hill 1995 and Rachel Hill (née Gardner) 1995** happily report that their first baby, an enchanting daughter, Abigail Eloise Sophie, was born on 18 October 2010 at Epsom Hospital, at 3:26am and weighing 6 pounds 9 oz.

**Mike Dargan 1996** and his wife Clarice are delighted to announce the birth of their daughter Olivia Min Elizabeth. She was born on 7 May 2011 and weighed 3.5kg.

**Ben Sheriff 1996** married Corinne Berg (Pembroke and Linacre) in November 2010.

**Aaron Bell 1998 and Emily Bell (née Bennett) 1999** were married on 5 September 2008 in Staffordshire, with Jack Waley-Cohen (1998) acting as Best Man, and Alison Lakey (1998) and Ruth Sheppard (née Shepperd) (1999) amongst the bridesmaids. Aaron and Emily are delighted to announce the birth of their first child, Thomas Henry, born on 8 November 2010.

**Greg Little 1998** married Rachel Huitson in St Mary's Church, Warwick on 4 June 2011. Rachel has a degree from Cranfield and works for a Flood Risk and Environment Management Consultancy and Greg continues to work as a Forensic Accountant at Deloitte LLP in London. They are combining surnames and will be known as Gregory and Rachel Huitson-Little.

**Jon Sheppard 1998 and Ruth Sheppard (née Shepperd) 1999** had a son, Jacob, on 12 April 2011, a little brother for Ben. Jon is now head of physics at Cherwell School, Summertown, while Ruth continues to work as a freelance editor and writer.

**Jonathan Fishman 2001** was awarded a Royal College of Surgeons of England Research Fellowship in 2009. This year he was awarded a prestigious Medical Research Council Clinical Research Training Fellowship.

**Wang Ruobing 2006** announces with love and joy the arrival of a daughter, Chen Siyi (nick name Lele), born on 14 August 2011, weighing 2.5kg.

Please send news for  
the next edition of TW to  
sophie.petersen@sjc.ox.ac.uk





# ST. JOHN'S COLLEGE OXFORD



## Key to Buildings and Rooms

- |                          |                                     |
|--------------------------|-------------------------------------|
| 01. Dining Hall          | 12. College Bar                     |
| 02. Chapel               | 13. Larkin and Prestwich Rooms      |
| 03. President's Lodgings | 14. MCR                             |
| 04. Library              | 15. Auditorium/Reception Room       |
| 05. New Seminar Room     | 16. Gym                             |
| 06. Holmes Building      | 17. St. Giles House                 |
| 07. Dolphin Lecture Room | 18. 20 St. Giles/Alumni Guest Rooms |
| 08. SCR                  | 19. 21 St. Giles/ACR                |
| 09. Beehive              | 20. Kendrew Café/Gym/Events Room    |
| 10. Bursary              | 21. Law Library                     |
| 11. North Lecture Room   | 22. The Barn/Artist's Studio        |

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 Drawn by Jeremy Rapp, www.art-works.co.uk

# DATES FOR YOUR DIARY 2012

## 16 March GAUDY LUNCH (1991-1992)

Invitations for this Gaudy have been posted to all alumni who matriculated in 1991 and 1992. If you have not received an invitation please contact the Alumni Office.

## 17 March RETIREMENT DINNER FOR THE PRESIDENT

Our President, Sir Michael Scholar, is retiring in August 2012 and this spring we are holding an alumni dinner in his honour. Our benefactors were invited in November 2011 and all other alumni received an email invitation before Christmas. Tickets for this event are £60 (£45 for alumni who matriculated in 2001 and after). If you have not received an invitation and would like to attend, contact the Alumni Office as soon as possible.

## 25 March GAUDY LUNCH (1993 – 1996)

Invitations for this Gaudy have been posted to all alumni who matriculated in 1993, 1994, 1995 and 1996. If you have not received an invitation please contact the Alumni Office.

## 14 April ST JOHN'S IN NEW YORK

To coincide with the University of Oxford's North American Reunion in New York, we are holding a St John's dinner in New York on 14 April 2012. All North America based alumni have recently received an invitation to this event. Alumni who will be visiting the States during this time are also welcome to join us at this dinner which will be an opportunity for alumni living in the USA and Canada to say goodbye to Sir Michael Scholar before he retires.

## 16 April ST JOHN'S IN WASHINGTON D.C.

Following on from the New York event, we will be holding an after work gathering in Washington D.C. on 16 April 2012. Alumni in the area are invited to join the President and other members of College for drinks and dinner at the home of alumnus John Reppas (1989) who is very generously hosting this event. To register an interest, please contact the Alumni Office.

## 10 May FOUNDER'S LECTURE

The Founder's Lecture 2012 will be given by the eminent psychologist and Emeritus Fellow, Professor Paul Harris, Victor S. Thomas Professor of Education at Harvard. Professor Harris was Tutor in Psychology at St John's from 1980 to 2001 and will be speaking on 'Imagination and Testimony: Trusting What You're Told'. All alumni are welcome to attend the lecture and the drinks reception that follows. Further details can be found on the St John's website.

## 22 June GAUDY DINNER (1977 – 1979)

Invitations for this Gaudy will be posted in plenty of time to all alumni who matriculated in 1977, 1978, and 1979. If you would like to register an interest in this event please contact the Alumni Office.

## 23 June GARDEN PARTY

The Garden Party is held once every three years and all alumni are invited to this traditional summer event. While the Garden Party is still subsidised, this year we are introducing a small charge to cover some of the costs and we hope that alumni will not be deterred from joining the President, Fellows, staff, pensioners, and other alumni at this family friendly event. Further details and a booking form are enclosed with this TW mailing.

## 30 June GAUDY LUNCH (1957-1960 and up to 1950)

Invitations for this lunchtime Gaudy will be posted in plenty of time to all alumni who matriculated in 1957, 1958, 1959, 1960, and up to 1950. If you would like to register an interest in this event please contact the Alumni Office.

## 21 July RETIREMENT LUNCH FOR MARK FREEDLAND

To mark the retirement of Professor Mark Freedland, Tutor in Law, a lunch will be held in Hall in his honour. Invitations will be posted to all Professor Freedland's former pupils in the Spring. If you would like to register your interest before then, please email [alumni.office@sjc.ox.ac.uk](mailto:alumni.office@sjc.ox.ac.uk).

## 14-16 September ALUMNI WEEKEND, INCLUDING COLLEGE SOCIETY DINNER

The University Alumni weekend is an annual event to which all Oxford alumni are invited. St John's will also be offering a number of College-based events, including the Society Dinner on 14 September to which all SJC alumni are invited with a guest.

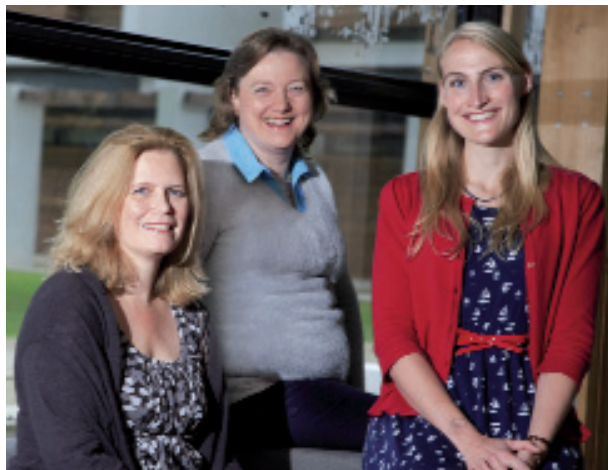
This year we will be inviting alumni to the Alumni Weekend and the College Society Dinner by email rather than post, saving the College several thousand pounds. If you do not have an email address and wish to attend, please let us know and we will send you hard paper details and a booking form when they are available.

For further details of these and the many other events which will be held over the coming year, please visit the events section of the alumni pages at [www.sjc.ox.ac.uk](http://www.sjc.ox.ac.uk)

*The University of Oxford Alumni Office organises a wide range of events to which all Oxonians are welcome. These include professional networking events, regional gatherings and Oxford10 events for recent leavers.*

*To receive details by email, sign up for the University's E-Pidge at [www.ox.ac.uk/alumni](http://www.ox.ac.uk/alumni)*





We are always delighted to hear from St John's alumni and warmly invite you to make contact with the Alumni Office and let us know your news or update us with your contact details. We would also appreciate your comments and suggestions on what you would like from us.

Do come and see us if you are in Oxford. You can visit the Alumni Common Room, at 21 St Giles, any weekday from 9.30am to 12.30pm and 1.30pm to 5pm, and on Saturday from 9am to 5pm. Here you will find SJC gifts to view and buy, details of upcoming events, and information about alumni guestrooms. There is a coffee machine, comfortable chairs, and internet access for your use.

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