

CHRONICLE



St Hugh's College
UNIVERSITY OF OXFORD

Celebrating 100 years of
Oxford degrees for women

How social insects prevent
disease outbreaks

St Hugh's legacy paves
way for neurological
advancement

Interview with author and
alumna Sarah Moss

2020–21

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Tessa Wood, Editor and College Communications Manager

Ms Tania Gulati (Modern Languages, 1995), Alumni Association Editor

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Introduction from the Principal



The Rt Hon
Dame Elish Angiolini
DBE QC FRSE

As we settle into Michaelmas term I am cautiously optimistic about the prospect of an academic year with a community enjoying College life without some of the many restrictions that have been imposed on us all over the last 18 months and with the added support of the double vaccine.

We did manage to have just a taste of normal College life in Trinity term when I was delighted to be able to meet many of our students in person for drinks in the gardens at the Lodgings, as well as at the JCR and MCR formal dinners. These events were a very welcome break from the virtual world of remote meetings! I am so proud of all our students for continuing to study hard, achieving so much in such difficult circumstances. I am equally proud of, and grateful to, our Fellows and staff for supporting our students throughout the pandemic and providing them with an exceptional learning experience despite the draconian restrictions. The JCR and MCR were also wonderful in providing innovative ways to cheer us all up and support their respective members.

As the economic impact on the College from the pandemic continues in 2021, I am so very grateful for the generosity of our alumni and friends who have continued to support us throughout the year, helping to ensure the College can continue to progress despite the absence of the very significant income we rely on

from summer schools and conferences. In particular, the generous donations towards our COVID-19 fund and during our Telethon have been a tremendous boost. The total raised from the Telethon was over £237,000 – the most we have ever raised during a St Hugh's Telethon. I cannot thank alumni and our friends enough for their gifts, particularly during such a difficult period in the College's history. I would also like to thank our fantastic students who gave up their time to take part in the Telethon.

Despite the negative impact of COVID-19, this issue of the *Chronicle* has many very positive accounts some of which are as a direct consequence of the virus, including a fascinating insight into ants and how they control the spread of infectious diseases from Lecturer Dr Christopher Pull; and a hugely uplifting article about a new national tutoring project for state school pupils pioneered by alumna and Honorary Fellow, Jacky Lambert (Philosophy, Politics and Economics, 1978) and Oxford graduate Jacob Kelly.

I am also proud to announce that we have launched The Lady Ademola Project which is intended to support the legacy of alumna Lady Koforowola Ademola's life and work. It will support students and scholars of Black, African, or Caribbean heritage with a series of initiatives including a new graduate scholarship. Full details of the project can be found at page 15.



The Telethon Team

I would like to express my great appreciation to Professor George Garnett whose tenure as Vice-Principal of the College came to an end in September. Professor Joshua Getzler, our Tutorial Fellow in Law, took on the role of Vice-Principal from Michaelmas Term.

We have to bid a farewell to our esteemed Senior Tutor, Roy Westbrook. As many of you will be aware, Roy kindly agreed to come out of retirement in 2015 to take on the role of Senior Tutor and I am sure I speak for everyone in College when I say that we shall miss his wise counsel as well as his wit and kindness. I wish Roy and his wife, Rosemary, a very enjoyable and peaceful retirement. We are enormously pleased to welcome Professor Robert Vilain as our new Senior Tutor from September. Robert joins us from the University of Bristol where he has been professor of German and comparative literature since 2010 and director of the South, West & Wales Doctoral Training Partnership since 2020.

We also have to say a sad goodbye to Professor Kim Plunkett, Fellow and Tutor in Experimental Psychology. Over the past 30 years Kim has made many contributions to the life and work of the College, including as SCR President during unprecedented COVID-19 times, as well as the additional work he undertook while he was a member of the Infrastructure Committee for which we are very grateful. We are immensely proud of Kim's academic work. His substantial and enduring contributions to the areas of computational modelling and child language development are exceptional

and his more recent experimental research in the Oxford BabyLab includes the Oxford CDI, the most widely used tool for measuring vocabulary size and growth in the UK. Kim has also been such an active and successful mentor to so many students. Alumni from his laboratory are in faculty positions all over the world and will continue Kim's work. We wish Kim all the best for his retirement.

I would also like to congratulate all the St Hugh's students who excelled in their sports during Trinity term. St Hugh's Men's first boat won blades at the 2021 Summer Torpids, and the MCR and JCR football teams both won in the finals of the Oxford Cuppers. You can read more on MCR and JCR activities in the reports from their Presidents on pages 42 and 44.



Students at the Principal's summer drinks

In the 2020-21 academic year we were delighted to join the University in marking the centenary of Oxford degrees for women with a series of online projects and virtual events produced in collaboration with the St Hugh's Alumni Association. Highlights of our celebrations included a thoroughly enjoyable virtual evening with BAFTA-award-winning actress and writer Rebecca Front (English Language and Literature, 1982): and a special online event with acclaimed conductor and musicologist Professor Dame Jane Glover DBE FRCM HonRAM (Music, 1968). The Alumni Association's symposium, 'Barbara Castle MP - "You're Only A Woman, What Do You Know About It?"' was fascinating. You can find more details on how the College celebrated this significant anniversary from page 16.

As I write, all COVID-19 restrictions have been lifted in England and I very much hope to welcome alumni and friends back to College in the coming year. Please keep an eye on the website and look out for invitations from our Development Team for in-person and virtual events as they become available.

I would like to thank all our alumni and friends once again for their support and good wishes. I wish everyone in the St Hugh's community and their families and friends health and happiness in the coming academic year.



Golden Angel Ice Sculpture by Violine Silier (Mathematics and Statistics, 2016)

Professor Anthony Harnden on the pandemic and working in primary health care

Professor Anthony Harnden has been a Governing Body Fellow at St Hugh's since 2002 and is a Professor of Primary Care at the University of Oxford's Nuffield Department of Primary Care Health Sciences. He is a general practitioner with a clinical and research interest in primary care paediatrics. Professor Harnden has worked as a principal in general practice in Wheatley for 30 years. He was interviewed in August 2021 by Tessa Wood, Editor.



year as a paediatric registrar. On my return I decided to do paediatrics in general practice as it offers both variety and continuity.

Having been with Morland House Surgery for 30 years, what are the most significant changes you have seen at the surgery and within general practice?

I did my GP training in Oxford which is how I started working at the practice in Wheatley. When I arrived in 1990 there was not a computer in sight - we worked from paper notes kept in what are known as Lloyd George folders, which shows how old they are! Technology has transformed how we now collect and keep patient data and has also enhanced the efficiency of patient treatment. Appointments were just five minute slots, during which we had to see the patients, write up their notes and dispense their medication. Now we are on call day and night. GP work has changed substantially, and we are more like general physicians in the community, managing far more complex cases, with a lot of treatment options and investigations; which while making the job more challenging, also provides a great sense of achievement and satisfaction.

What prompted you to take up research into infections and paediatrics in primary care?

I was always interested in research and had my first paper published on invasive group A streptococcal disease in previously well children while I was in New Zealand. My interest was further stimulated following a tragic case in which I was called out at night to an eight-year-old girl who had died in her bed of an invasive infection following a consultation with a competent colleague earlier that day with a mild sore throat. It made me think there must be a way we could identify serious infections

which we have had to make lots of bold decisions. In addition, I have done over 200 media interviews; I accompany Minister Zahawi for an hour a week to speak to MPs; and every month I speak to the Lords. As you can imagine, combining this work with keeping a GP practice going with 11,000 patients has been challenging to say the least! As Director of Graduate Studies in the Department of Primary Care Health Services I have responsibility for admissions and ensuring adequate supervision and training, progress and mentoring for around 50 DPhil students. These three jobs have been totally consuming since I recovered from COVID-19 in September, however I do feel proud of what we have achieved to date both with the practice and the JCVI committee.

What influenced your decision to focus on paediatrics and general practice after you left Birmingham University?

Throughout university I was always interested in paediatric medicine and also primary care. When I left I wasn't sure whether I wanted to be a GP or a paediatrician, and ended up training for both. I took a job in A&E and did a year in paediatrics and six months in obstetrics so that I had basic hospital training for general practice. After further jobs in paediatrics, I travelled to New Zealand to work at Auckland Children's Hospital for a

Could you give us an insight into how the pandemic has impacted your work both as a general practitioner and your role as deputy chairman of the Joint Committee on Vaccination and Immunisation (JCVI)?

There is some context here in that I reached my 60th birthday in March 2020 and had plans to reduce my University and GP commitments. As it turned out I contracted COVID-19 that month and I was in and out of hospital on four occasions. I had six months out of clinical practice, but carried on with some of my University and vaccine work which then accelerated from September onwards. Of course, during the height of the first wave few patients were being seen, and this led to an accumulation of problems which meant that primary care has become very busy not only with a backlog of patients, but an increase in demand from those who had held off making an appointment. Our practice continues to lead the vaccination programme in Wheatley and the surrounding areas, and I also speak to the Clinical Commissioning Groups (CCG), Oxfordshire GPs and their teams every week.

On a national level I'm involved in the JCVI meetings which are three to four hours in length. We've done over 65 JCVI meetings in the last year during



Prof Anthony Harnden (patient), Dr Helen Ashdown (speed bump) and Dr Dalliah Karim (driver) demonstrating the speed bump test at the Ig Nobel Awards.

at an earlier stage and improve the management of children's infections in primary care. Back in the UK, I applied for a fellowship in Oxford and the head of department encouraged me to co-write a £1.5m programme application to the Medical Research Council focussed on respiratory infections in children and how to characterise them better in terms of presentation. That is how I started in research, managing to bypass the PhD stage to become a University lecturer, I'm sure the £1.5m grant that came with me helped. A year later I was appointed to a Governing Body Fellowship at St Hugh's. Since then I have published over 100 original research papers.

Is there one paper of which you are most proud?

I'm afraid I can't single one out so may I give you three? The first was clinical recognition of meningococcal disease in children published in *The Lancet* which showed how important the trajectory of the illness was, and that on the whole the health of children with the disease rapidly declined within 24 hours of first symptom. We also came up with a series of key early symptoms including limb pain, cold hands and feet, and abnormal skin colour. The second paper was on persistent cough in school-aged children which was important because it showed a high prevalence of whooping cough and that vaccines did not give children immunity for life, tending to wane at school age. The paper won the Royal College of General Practitioners Research Paper of the Year Award in 2006. The third is a paper I worked on with one of my trainees who had the idea that you could diagnose appendicitis by asking

if the patient got pain while going over speed bumps on the way to the hospital. The paper was eventually published in the Christmas edition of *The BMJ* and won the Ig Nobel Prize, for which we had to travel to Harvard and give a theatrical presentation at the award ceremony on how the theory worked which as you can imagine was quite a comical act!

Was it your work in general practice that prompted your interest in vaccine policy and did this ultimately lead to your appointment as deputy chairman of the JCVI?

There is a clear link between paediatrics infection and vaccine. I applied to become the GP member of the JCVI in 2006, and because I had an extensive portfolio of work in children's infections and a lot of what we do is developing the paediatric immunisation programme, it was a good fit. The term of my appointment came to an end in 2014 but I was asked if I would continue on as the GP member and was also made deputy chairman. By the end of this membership term I will have been on the JCVI committee for 17 years.

When this interview appears, we will be hunkering down for winter. How do you think we can avoid another winter like 2020?

I think the vaccines are very good, much better than we ever thought they could be. We are highly vaccinated and we have a lot of exposure to the virus, heading to about 90% immunity in the population. The key question is how long this will last - it's a big unknown. We suspect if you have antibodies from the vaccine or natural infection you're unlikely to get severe illness. So, I think it is highly unlikely we will see a winter like last year but we are keeping a close

eye on variants. I suspect we will roll out an insurance booster for the more vulnerable population. The bigger problem is a potential influenza outbreak as there is little population immunity to this, so it will be really important to get both vaccines.

You have had numerous media interviews - was this something new for you and how have you found it?

It is rather dystopian when you're speaking to millions of people live on television in this virtual environment as you're just looking at a screen and can't even see the presenter, but you do get used to that. Interestingly though, I don't think I could have got through the volume of work if it had all been face to face. Before the pandemic I had been interviewed a couple of times, but I've never had any media training. I have just done it my own way by blending my experience of communicating complicated issues to patients and using a GP conversational voice which I hope has hit the right note.

Could you offer any advice to students interested in your field?

I've had an incredibly rewarding career, and my advice to students is to follow what you are interested in, do it well and work hard. If you put in the hard work you'll be successful at it.

If you have time left for a personal life after what is certainly a very busy work schedule, what do you like to do outside of work?

My wife is a dietician and we have three children. My main passion is road and mountain biking, in particular the latter. I've cycled off-road from the top to the bottom of Wales, taken part in two C2C rides across the Lake District, the Yorkshire Dales and the North York Moors, and also across Scotland.



Preventing disease outbreaks – can humans learn from social insects?



Destructive Disinfection of infected pupae



Ants performing behaviour talk

Dr Pull obtained his DPhil as a Stipendiary Lecturer at St Hugh's and is a Departmental Lecturer in Animal Behaviour at the Department of Zoology at Oxford.

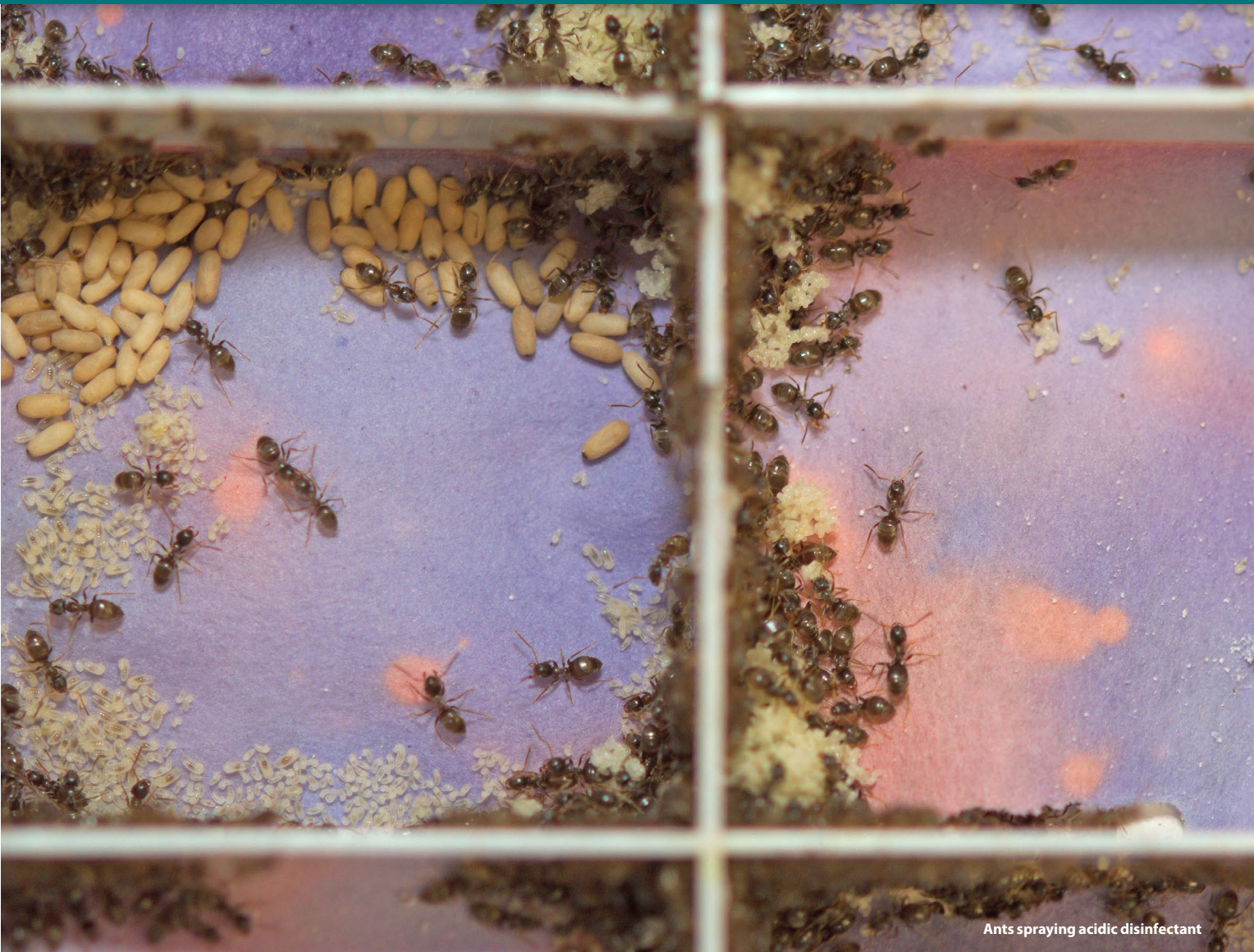
After a year like no other, it has never been so clear why the study of infectious diseases is critical to public health. We all now have at least a working understanding of epidemiology and the challenges that a social lifestyle presents in controlling contagious pathogens; COVID-19 is undoubtedly a 'social disease' that relies on close contacts between people to seek new hosts. As a result, the pandemic led us to adopt an anti-social lifestyle to reduce the spread of the virus. But whilst the challenges of this pandemic felt alien to us, many other social animals face the threat of infectious disease every day.

Across the animal kingdom, from groups of wriggling tadpoles in muddy pools to the close-knit families of rainforest mandrills, researchers have documented cases of social medication, social distancing and even self-isolation. Natural selection has shaped the behaviour of many animal societies to reduce the per capita risk of infection within the group. Without such measures, a group-living lifestyle may not even be possible, or at least the price of constantly falling ill would place rigid limits on just how large or social groups could be. Although infection avoidance is fairly common, the most extreme and elaborate forms of epidemic control exist – perhaps unsurprisingly – in the most social group of animals on our planet: the colonies of bees, wasps, ants and termites.

By Dr Christopher Pull

Social insect colonies usually build their nests in pathogen-rich soil and wood. Depending on the species, many thousands of individuals may cram together within the tight confines of the nest; they are in constant contact with one another, and even food is shared mouth to mouth. Moreover, as all individuals are usually offspring of a single queen, genetic similarity between the insects is high; a pathogen able to infect one has a good chance of infecting the many. Despite their seeming vulnerability to disease, few epidemics have been reported in the wild social insects. Attempts to eradicate colonies of pest social insects (such as termites), using pathogens as biological controls, have also failed repeatedly. All this begs the question: how are social insects so good at preventing disease outbreaks? Understanding this puzzle is the goal of my research.

The answer seems to lie in the insects' remarkable level of sociality: social insects fight disease as a collective. Every individual keeps itself meticulously clean through grooming and the application of disinfectants produced by specialised glands. On top of personal hygiene, social insects groom and disinfect one another, particularly if an individual returns to the nest covered in some dangerous contaminant. The nest structure exhibits antimicrobial properties through the incorporation of self-produced or wild collected disinfectants, such as pine tree resin. Food waste and dead nestmates are removed and kept isolated from the colony in 'graveyards'. Infected insects and those at the end of their life will even leave the colony voluntarily to



Ants spraying acidic disinfectant

avoid making their nestmates sick. Social contact is also modulated to reduce the probability of disease transmission between colony members, particularly those working outside that are most likely to encounter diseases.

Remarkably, social insects can even smell when individuals are sick, up to several days before showing symptoms or becoming infectious. Specifically, during my DPhil, we found that ants detect changes in the body odour of their pupae (the cocooned developmental stage between larva and adult ant), which results from an immune reaction rather than chemicals emanating directly from the infection itself. Indeed, the pupa may even be actively signalling to nurse ants that they are a danger to the colony. Upon detecting a sick pupa, the ants use their mandibles to shear away the protective cocoon surrounding it and begin tearing tiny holes in its cuticle.

The ants then bend their abdomen under themselves to jet highly acidic, antimicrobial venom into these wounds; it is worth mentioning that, by observing the pupa's heartbeat, we found the pupa is very much alive when the ants begin this macabre procedure.

Why do the ants go to such elaborate lengths to administer their venom? The pupa is infected with a fungal pathogen that must kill its host to produce new infectious spores that transmit to other ants. The pupa is hence a ticking time bomb – a full-blown infectious cadaver has the potential to spark a devastating epidemic that can lead to colony death. By detecting infections early and ensuring their poison can reach the internal infection, the ants disinfect the infected pupa from the inside out and maximise their chances of eliminating the pathogen before it is too late.

At Oxford University, I am now interested in understanding how ant colonies cope with repeated exposure to pathogens over time. Prior work has hinted that ants may remember the pathogens they have encountered before, and I am investigating whether this can lead to improved pathogen detection and elimination. A form of colony-level 'immune memory', akin to the protection our immune systems afford us, may sound far-fetched. However, social insect colonies are often considered superorganisms – an organism comprised of cooperating organisms – whose emergence mirrors the evolution of multicellularity in animals and plants from unicellular ancestors. Therefore, the collective disease defences discussed here may even constitute a 'social immune system', and a surprising number of parallels between cell-based immune systems and those of superorganisms have been identified.

Interview with Claire Nichols, Professor of the Geology of Planetary Processes

Claire joined St Hugh's College and the Department of Earth Sciences in 2020 as Associate Professor of the Geology of Planetary Processes. Before that, she was a 'Simons Collaboration on the Origins of Life' postdoctoral fellow at Massachusetts Institute of Technology where she studied ancient planetary magnetic fields in order to understand whether they play an important role in planetary habitability.

How have you been able to apply your background in Geology to the study of planetary science?

I was drawn to geology for the opportunities to spend time in the great outdoors and learn more about Earth's rich and diverse geological history. During my undergraduate degree, I had the opportunity to study meteorites which really transformed my perspective. Meteorites are smashed up pieces of asteroid, and represent the different layers of planets from their metallic cores to their rocky mantles and crusts. On Earth, we can only scratch the surface of what is beneath our feet, but with meteorites we can hold pieces of core material that formed hundreds or thousands of kilometers within the interior of a planet. Using the same approaches that we use to study rocks on Earth, such as paleomagnetism and electron microscopy, I study different meteorite types to try and understand more about their geological history out in the solar system. I've also studied Apollo samples from the Moon, and in the future, when they arrive, I hope to get my hands on some return samples from Mars.

It is thought that Earth's magnetic field shields us from harmful cosmic rays, allows us to maintain a stable atmosphere and may play a role in the preservation of our oceans. What are you hoping to discover from your recent fieldwork in Greenland?

While we believe that having a magnetic field is important for Earth's seemingly unique ability to host life, we still don't know when Earth's magnetic field 'switched on', or how strong it was when life first emerged. Greenland is a really unique and exciting place to try and answer this question. On the southwest coast, about 100 kilometers inland from the capital city, Nuuk, and emerging from beneath the ice sheet, are the oldest, best-preserved sequence of crustal rocks found anywhere on Earth. These rocks are a staggering 3.7 billion years old and can only be accessed by helicopter. I've been fortunate enough to visit the area twice, and collected hundreds of samples which I then took back to the laboratory to measure their magnetation. These rocks appear to hold a record of Earth's magnetic field from 3.7 billion years ago, and it looks like it was a similar strength to today. This is the oldest observation of Earth's magnetic field history that we have to date, and suggests it probably was creating a protective shield for the very earliest lifeforms.



Your study of lunar samples from the Apollo 17 mission sounds fascinating. What techniques do you use during your research and what is the significance of your findings for the future? And, very importantly, what was it like to work with an actual Apollo 17 astronaut?!

Being able to work on Apollo samples, and particularly with the astronaut who collected them (and was the only geologist NASA sent to the Moon), has been a very surreal and humbling experience! Harrison 'Jack' Schmitt is very understated about his lunar fieldwork – if you didn't know you would think he was talking about having collected rocks in some standard field locality on Earth. Jack has never stopped researching the geology of the Moon and in particular the Apollo 17 landing site. He has been a huge help in identifying important samples for us to study, in particular samples whose original orientation on the lunar surface is known. We are allowed to borrow small samples (a few grams) from the Johnson Space Center for our research. We cut these into even smaller samples that weigh around 0.1 grams each and have to preserve their exact orientation so the lab work is fiddly! It's also essential to avoid contaminating the samples, so all our work is done in a clean lab. We demagnetize the samples using alternating magnetic fields in a superconducting rock magnetometer, and by looking at the demagnetization trends we can figure out how they were

magnetized on the Moon. It turns out the Moon had its own magnetic field generated within its metallic core for billions of years, and scientists are still working hard to explain the physical mechanism behind this phenomenon.

What has been your most significant discovery/insight into how our solar system and planet formed and how life subsequently emerged?

We recently found evidence that suggests the ancient lunar magnetic field looked very similar to Earth's today – essentially like the magnetic field generated by a bar magnet, and aligned along the Moon's rotation axis. This isn't what physicists predicted; because the Moon rotates so slowly, it should have had a much more complex magnetic field geometry. For me, this is really exciting because it tells us we're missing something when we think about how planetary cores generate magnetic fields. This might be really important for Earth's early magnetic field too – and another piece of the puzzle in terms of working out the importance of magnetic fields for life.

Over the last year, St Hugh's has been celebrating 100 years of Oxford degrees for women. At a time when women are being encouraged to follow career paths which have previously been dominated by men, what advice would you give women hoping to have a career in geology?

It's been very encouraging for me to begin my career at a time when both Earth and planetary sciences are beginning to acknowledge and address the gender imbalances in our field. I was one of three female hires last year in the Earth Sciences department, which was really exciting and confirmed for me that we're making progress. With an increasing number of female role models and mentors in the subject I think it's becoming more accessible by the year. Geology has always been considered a very physical outdoorsy subject that requires sledge hammering rocks and carrying heavy equipment up mountains. While that's still part of it, and something I know many women really enjoy, the nice thing about our subject is its diversity. There are research opportunities in so many different areas and using so many

different techniques, from computer coding, to lab projects, to fieldwork, that I really believe there's something in Earth sciences for everyone, regardless of their background and identity.

What do you do in your spare time and what are your interests outside of your field?

In my spare time I really enjoy running and cycling. I've loved exploring Oxford since moving here – running along the rivers and around the meadows and parks has been a great escape from work (and Headington Hill has certainly improved my fitness!). I also enjoy hiking and rock climbing when I get the chance to go further afield. Since lockdown I've discovered the joy of crocheting as a stress buster and have adorned my house with several rather garish cushion covers. I also play the flute when I can find the time.

Fieldwork in Greenland



Helicopter lands in Greenland



Campsite



St Hugh's legacy paves way for neurological advancement in Oxford

By Professor
Gabriele De Luca

The global tally of neurological disorders, such as multiple sclerosis, Parkinson's disease, and Alzheimer's disease, is reaching alarming proportions. Already the leading cause of disability, and the second-most cause of death worldwide, neurological disorders affect an exponentially increasing number of people. Governments, already buckling under unprecedented health care pressures, face increasing demand to implement clinically impactful and cost-effective strategies.

As a consultant neurologist at the John Radcliffe Hospital and Associate Professor in the Nuffield Department of Clinical Neurosciences, I care for a range of people with chronic neurological conditions with subspecialty expertise in multiple sclerosis. Historically, much focus has been on the discovery of a cure or disease modifying drugs for multiple sclerosis and other chronic neurological conditions but these remain out of reach for the foreseeable future. As a result, it is dissatisfying to see many people with chronic neurological conditions suffer due to significant unmet needs. I believe that the creation of an innovative model and programme that integrates neurological services with state-of-the-art rehabilitation care promises a timely, patient-centred solution, while creating a pathway to a cure.

I first became aware of the power of integrating neurology and rehabilitation on an academic trip to Connecticut where I was invited to present my research on multiple sclerosis. As part of the programmed activities, faculty were asked to attend a pre-symposium gathering. I recall it well. I was hopelessly jetlagged and late due to a delayed flight. I entered



Top left – Military Hospital for Head Injuries in the grounds of St Hugh's
Top right – Patients with head injuries alongside nurse staff
Bottom left – Headington Hill Hall with a patient in an electric chair
Bottom right – Patient undergoing physiotherapy in the weaving workshop
Centre – Joyce (left) and Andy (centre) Mandell and Prof Gabriele De Luca (right)

a looming white marquee flapping vigorously in the frigid New England wind, which masked the entrance to Mount Sinai Rehabilitation Hospital. Before long, I was whisked away into the hospital for a tour of the Mandell Multiple Sclerosis Center. That is where I met Joyce and Andy Mandell.

Andy has multiple sclerosis. He and his wife grew frustrated with the fragmented model of care for people with multiple sclerosis. Through their philanthropic support, they established the Mandell Multiple Sclerosis Center to provide coordinated, multidisciplinary care bringing together the worlds of neurology and rehabilitation with all their expertise and technologies united under one roof. Over 3000 people with multiple sclerosis have since started their journey at the Center where they meet neurology and rehabilitation teams and have a comprehensive standardised set of functionality measures alongside blood work and imaging, obtained longitudinally, to guide personalised

therapy – a true 'one-stop shop' of integrated care and a fertile ground for translational research. On chatting to people with multiple sclerosis at the Center, one thing became crystal clear – the Mandell Multiple Sclerosis Center had changed their lives for the better. The jetlag lifted. I was inspired.

I questioned why such a simple and effective neuro-rehabilitation model for multiple sclerosis and other chronic neurological diseases was not commonplace in the UK. A growing body of evidence has shown that holistic multidisciplinary specialist rehabilitation for people with chronic neurological conditions significantly improves independence, autonomy and quality of life while reducing ongoing care costs. Not to mention the availability of robust clinical and research infrastructure, and longitudinal data and care can facilitate impactful translational research for a cure. Was there a precedent in the UK to emulate? Well, it turns out one has to look no further than St Hugh's.

During World War II, St Hugh's was transformed into a military hospital opening its doors to stretchers bearing young men with devastating head injuries. The Main Building and concrete huts built on College grounds contained wards and operating theatres that treated more than 13,000 soldiers. The hospital was led by Sir Hugh Cairns, whose bold vision for comprehensive care and world-class research fuelled the gathering of neurosurgeons, neurologists, anaesthetists, medical students, nurses, orderlies and other allied health staff to achieve its aims. St Hugh's became a multidisciplinary hub that amassed ground-breaking discoveries, such as the healing power of penicillin and the value of crash helmets to reduce motorcycle fatalities. What is more, for the first time, neurological rehabilitation took centre stage with the creation of an integrated network of specialist facilities, such as Headington Hill Hall (now home to the Oxford Brookes School of Law). There, the wounded would learn and relearn skills in furniture-making, carpentry, basket-making, weaving and gardening with adapted tools 'to make use of every residual capacity...to lead the best life possible'. Detailed studies were made of their progress with meticulously recorded neurological and neuropsychological data that is beautifully curated and safely stored in the College archive. My research team and I now have the privilege of sifting through these soldiers' fascinating records and studying their post-mortem brain material to understand the long-term consequences of head injury. This remarkable collection showcases the immense value of integrating neurological and rehabilitation care not only to better patient outcomes but also to unravel the mysteries of neurological disease, much akin to the Mandell Multiple Sclerosis model.

Could this St Hugh's legacy be resurrected in Oxford today? We are one step closer. With the support of senior leadership of Oxford University Hospitals NHS Foundation Trust, the University and our Principal, Dame Elish Angiolini, I have secured a \$3.2 million USD 5-year partnership between Oxford, the Mandell Multiple Sclerosis Center and its academic affiliate, Quinnipiac University, to revolutionise the delivery of clinical care, research and education in neuro-rehabilitation in Oxford. The first phase has established a medical student exchange programme, a clinical research fellowship, a termed professorship and funding for research infrastructural costs. Additional philanthropy is being pursued to further support academic scholarship with the longer-term goal to obtain infrastructural funding support for building refurbishment and the creation of a purpose-built world-leading institute for restorative neuroscience in Oxford. Together, I am confident we will make a palpable difference for the better in the lives of those who suffer while paving a pathway to a cure for people with chronic neurological diseases. I hope it won't be long before we host esteemed colleagues from around the world at St Hugh's to share our successes. I predict their jet lag will be quickly lifted and they will be inspired, too.



I questioned why such a simple and effective neuro-rehabilitation model for multiple sclerosis and other chronic neurological diseases was not commonplace in the UK.



The Paleo-Primate Project Gorongosa

Mind the gap: studying fossils and living primates in the East African Rift System to shed light on human origins

Where did we come from? How did we become what we are today? What factors contributed towards our evolutionary success? These questions are at the forefront of human origins research. Their answers are key to uncovering missing pieces in the puzzle of human evolution, and they are answers on which an interdisciplinary team of international researchers led by St Hugh's College Fellow Professor Susana Carvalho is hoping to shed light through fieldwork in Gorongosa National Park, Mozambique, as part of the Paleo-Primate Project Gorongosa.

Founded by Professor Carvalho in 2016, the Paleo-Primate Project Gorongosa brings together distinguished scholars from the fields of geology, speleology, palaeontology, palaeobotany, archaeology, primatology, genetics and conservation biology with the aim of elucidating our understanding of primate (and, particularly, human) evolution, both past and present, through research carried out in Gorongosa National Park, Mozambique. Located in central Mozambique in a relatively unexplored region of southeast Africa, Gorongosa National Park represents an auspicious site for tackling the overarching questions around the evolution of our species. Its unique position and ecology allow researchers from traditionally separate fields to work side by side using diverse methods to collect both modern and prehistoric data, all of which will be necessary to paint a clearer picture of what drove our evolution in the past.

Geographically speaking, Gorongosa National Park lies at a very strategic location within Africa which holds great promise for uncovering fossilised evidence of primate and perhaps also human evolution. Situated at the base of the East African Rift System, an active continental rift zone running from Ethiopia to Mozambique which has yielded some of the most well-known discoveries of fossil hominins (the group which comprises our own species, *Homo sapiens*, our direct ancestors, and extinct close relatives), between the so called 'Cradle of Humanity' in eastern Africa and the self-proclaimed 'Cradle of Humankind' in South Africa from which further hominin finds of great significance have been made, Gorongosa National Park represents the last unstudied link in the East African Rift System. Gorongosa's unique location makes it a logical place to search for evidence of our earliest human ancestors.

By Megan Beardmore-Herd, DPhil student of Professor Susana Carvalho

Already the team has identified several caves and promising open air fossil sites in Gorongosa National Park and begun excavations, so far yielding mammalian fossils predating the earliest hominin fossil evidence on record currently placed at approximately 7 million years ago. The hunt is on for fossil primates, including hominins, among these ancient sediments in what may be a multi-decade exploration and research endeavour yielding new insights about when and how our earliest human ancestors evolved.

In terms of its biodiversity and ecology, Gorongosa National Park also presents an ideal setting for studying what the environments in which our ancestors lived and evolved would have been like, so far as is possible using modern analogues. In common with reconstructions of past environments associated with hominin fossils, Gorongosa National Park is a complex mosaic habitat, encompassing dynamic areas of woodland, forest, savanna, grassland and swamp teeming with life, vegetation, and mammalian fauna similar to those which were likely found in the environments of human evolution. Among the animals found living in Gorongosa today are five species of non-human primates, including an estimated 219 troops of free-ranging baboons (a particularly high density for the 4000km² area of the Park, likely sustained by the favourable environment and seemingly low predation levels as a result of historic warfare and hunting of large mammals during the Mozambican Civil War from 1977 through to 1992).

Among our closest living relatives, and adapted to living and thriving in complex environments, primates such as baboons offer a fascinating insight into how our ancestors may have lived and behaved millions of years ago, providing a useful model for reconstructing past human behavioural evolution. Thus, another powerful branch of the Paleo-Primate Project Gorongosa focuses on the study of these modern primates, their behaviour, genetics, and morphology. By observing baboons and their behavioural adaptations to the Gorongosa National Park ecology, researchers hope to throw light on how some of our own human ancestors would have lived, the ways they utilised resources in the landscape, the types of threats they faced and the ways in which they would have overcome them to succeed in similar environments. With the support of a British Academy mid-career fellowship, Professor Carvalho is set to begin a new study in the coming months tracking bipedalism and predation among baboons in Gorongosa National Park to inform our understanding of how predator interactions



2019 Oxford-Gorongosa Paleo-Primate Field School

influenced early human behaviour relative to bipedalism and carnivory, complementing ongoing primatological work led by researchers of the Paleo-Primate Project Gorongosa and illuminating yet another branch of human evolution.

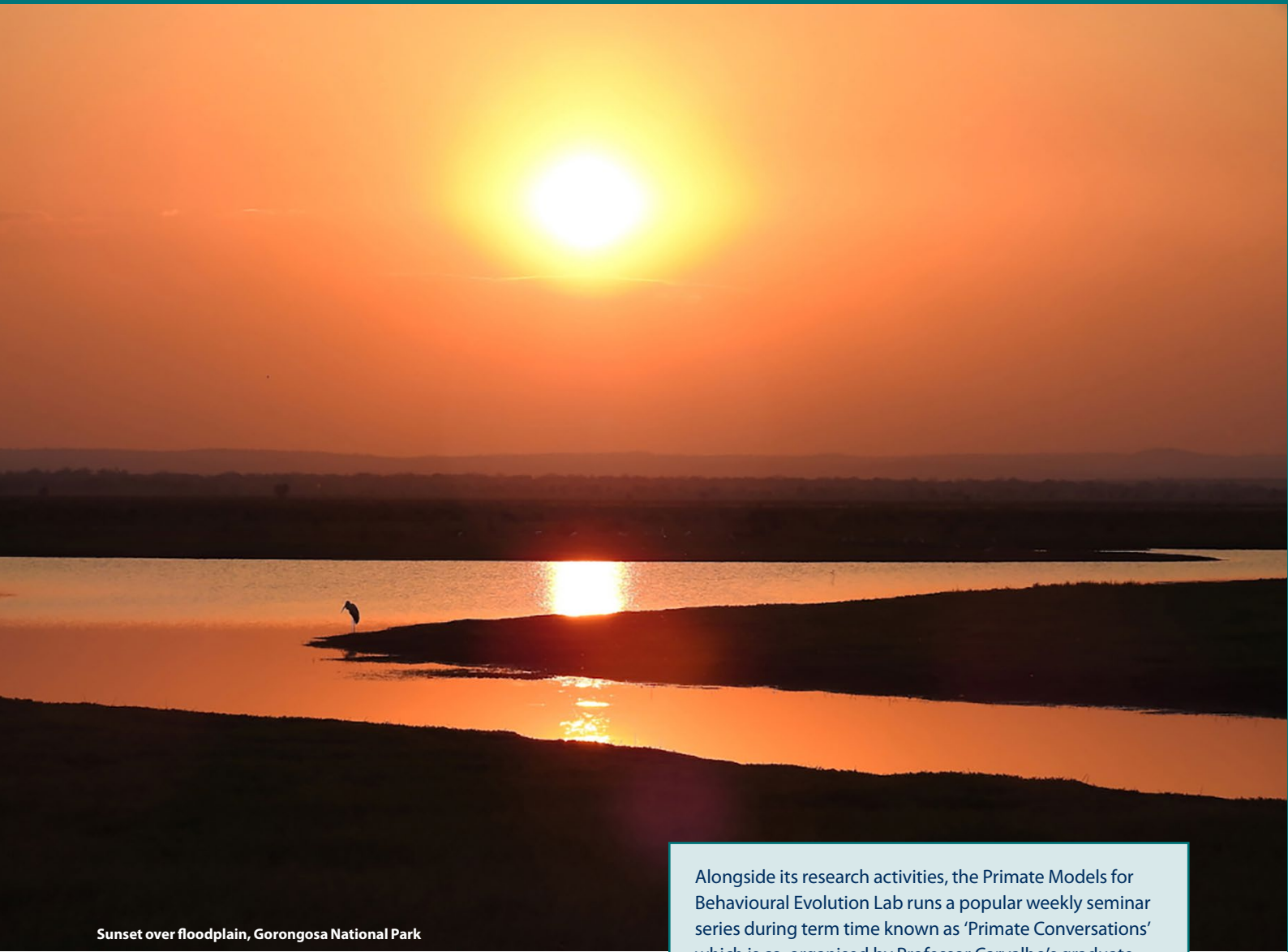
From its onset, the Paleo-Primate Project Gorongosa has recognised the importance of nurturing mentorship opportunities for the next generation of researchers. In 2018, in collaboration with Gorongosa National Park and the University of Oxford, Professor Carvalho officially launched the Oxford-Gorongosa Paleo-Primate Field School. A uniquely interdisciplinary experience, the field school draws upon the expertise of the Paleo-Primate Project Gorongosa team members who provide students with specialist training in primatology, palaeoanthropology, archaeology, geology, speleology and ecology, all within the ecologically rich and aesthetically breathtaking setting of Gorongosa National Park. Traditionally, opportunities to gain experience in these disciplines are notoriously expensive and hard to come by, but the Oxford-Gorongosa Paleo-Primate Field School aims to be as accessible as is possible: there are no tuition fees and assistance is available to students applying for small grants to cover associated travel

and living expenses. Half of the students selected each year are from Mozambique, including students from the local area and Eduardo Mondlane University in Mozambique's capital city. To date, over 20 students from Mozambique have been mentored by members of the Paleo-Primate Project Gorongosa, with a number now pursuing further study in associated disciplines and contributing valuable research towards the overarching goals of the project. The remainder of the cohort is comprised of students from the University of Oxford studying on related degree programmes such as the BA in Human Sciences, BA in Archaeology and Anthropology, and MSc in Cognitive and Evolutionary Anthropology. Field school students have the option to develop and conduct their own independent research projects in the Park, collecting original data which may form the basis of their undergraduate or postgraduate dissertations. Past dissertation projects have included studies of object manipulation and play behaviour among the Gorongosa baboons, carcass taphonomy and ethology on the Gorongosa floodplains, and the social dimension of bipedal behaviour in primates and its implications for human evolution. The results of these projects have added to a growing body of research into the ecology of Gorongosa National Park and behaviour of the species that inhabit it which is helping to inform future research directions of the project.

Back at the University of Oxford, Professor Carvalho is an Associate Professor in Palaeoanthropology and leads the Primate Models for Behavioural Evolution Lab within the Institute of Human Sciences. Several of the Lab's graduate students conduct research in Gorongosa National Park as part of the Paleo-Primate Project Gorongosa, with some projects falling under the primatology umbrella, involving data collection on baboon movement patterns and predatory behaviour through a combination of direct observation and digital methods including the use of GPS collars and camera trap footage, whilst others take a more palaeontological approach to tackling questions concerning human evolution, such as the research of St Hugh's graduate student Jacinto Mathe (DPhil Anthropology, 2020).



Professor Susana Carvalho excavating fossils in Gorongosa, photographed by Luke Stalley



Sunset over floodplain, Gorongosa National Park

Ultimately, it is through this integrated approach – focussing on studies of both modern and fossil primates among the exceptionally biodiverse and geologically promising site of Gorongosa National Park, and led by an international team of dedicated scholars from all career stages – that the Paleo-Primate Project Gorongosa can provide a clearer sense of how our ancestors lived, interacted, and migrated across Africa.



A Gorongosa baboon sat on a termite mound at dawn

Alongside its research activities, the Primate Models for Behavioural Evolution Lab runs a popular weekly seminar series during term time known as ‘Primate Conversations’ which is co-organised by Professor Carvalho’s graduate students and sponsored by St Hugh’s College. Each term, ‘Primate Conversations’ hosts expert speakers focusing on key research and outreach engagement within the fields of primatology and palaeoanthropology. Previously an Oxford-based seminar series taking place within the Primate Models for Behavioural Evolution Lab, the seminars have now moved online, with presentations streamed virtually over YouTube and reaching a global audience who can engage in the discussion through the submission of live questions and catch up on or rewatch talks of interest at a time that is convenient for them. Since the inception of ‘Primate Conversations’, a key aim has been to create an open, accessible, and inclusive environment that fosters diversity in topics, speakers, participation, organisers, moderators, and hosts. With the move to online streaming, ‘Primate Conversations’ has been able to host speakers of all career stages from all around the globe, providing a valuable resource for primatology and human evolution enthusiasts worldwide. The 2020-21 series of talks is available to watch through the Primate Models for Behavioural Evolution Lab channel on YouTube, and the seminar series is back in Michaelmas Term 2021 with a fresh line-up of speakers.

The Lady Ademola Project

The Lady Ademola Project, launched in Hilary term 2020, supports students and scholars of Black, African, or Caribbean heritage.

Kofoworola Ademola MBE (née Moore) (1913 – 2002) arrived at St Hugh’s College in 1932 to study English, and in 1935 became the first Black African woman to achieve a degree at Oxford. Lady Ademola, as Kofoworola would become, was a lifelong advocate for women’s education and social reform – hence this project, which is intended to keep her legacy alive in the new millennium.

St Hugh’s College is excited to be developing a set of activities inspired by her achievements and aimed at increasing access as well as meaningful participation in the life of the College for Black, African or Caribbean heritage scholars and students.

These activities include the annual Lady Ademola Lecture, a Senior Visiting Fellowship and a graduate student scholarship.



Lady Kofoworola Ademola

The Lady Ademola Lecture is delivered annually by an eminent speaker of Black, African or Caribbean heritage who can speak on any topic related to their expertise or experience. In June 2021, we were honoured to hear Professor Loretta J Ross give a lecture entitled ‘Appropriate Whiteness’. Professor Ross is an associate professor at Smith College in Northampton, Massachusetts, in the Program for the Study of Women and Gender. A recording of the lecture can be viewed on our [website](#).

In addition, generous contributions from our donors and alumni have enabled us to offer our very first St Hugh’s Ademola Graduate Scholarship in 2021-22, in partnership with the Africa Oxford Initiative (AfOx). The scholarship supports a student who has otherwise been unable to secure funding to read for a one-year Masters in any field supported by scholars at the College. The partnership with AfOx means that our scholarship holder will benefit from mentoring and academic support, membership of a community of students from Africa and access to professional opportunities. We are very excited to welcome Ndume Ibrahimu, from the Democratic Republic of Congo, to read for an MSt in Linguistics, Philology and Phonetics in Michaelmas term 2021.

Lastly, we hope to host a Senior Visiting Fellow from an African university at the College in the coming academic year, when conditions of travel allow. This builds on the excellent visit in 2019 of Dr Alemseged Beldados of the University of Addis Ababa, supported by an AfOx fellowship. St Hugh’s currently has six Fellows whose research is directly concerned with Africa and its diaspora, and a growing number of undergraduate and postgraduate students of Black, African, or Caribbean heritage. While we have made a modest start, we look forward to a fruitful partnership with AfOx, and we are keen to develop the Lady Ademola project with the support of our alumni and donors.



Professor Loretta J Ross

St Hugh's celebrates 100 years of Oxford degrees for women

In 2020-21 St Hugh's joined the University of Oxford in marking 100 years since women were first able to become full members of the University and to take their degrees. The anniversary provided a wonderful opportunity to explore the St Hugh's archives and to celebrate the achievements and legacies of just some of the incredible St Hugh's alumnae who have graduated from Oxford since 1920. We are grateful to all the members of our alumni community who have contributed to our celebrations this year, especially members of the St Hugh's Alumni Association committee past and present.

About the anniversary

St Hugh's was founded by Elizabeth Wordsworth in 1886 to open up the opportunities of an Oxford education to poorer women. However, it was not until October 1920, some 34 years after St Hugh's was established, that the first women were able to collect their degrees in the Sheldonian Theatre, having previously been permitted to attend University lectures and take exams but denied full membership of the University and formal recognition of their qualifications.



Photograph from the St Hugh's archives of the first women to receive degrees from the University of Oxford in October 1920. The photograph includes Gwyneth Bebb (fifth from right), the first woman to obtain a first class result in Jurisprudence at Oxford in 1911, who famously fought against the exclusion of women from the legal profession and became a pioneer for women lawyers.

Celebrating alumnae leaders and pioneers

Over the course of the academic year, the College worked with alumni to create a series of profiles looking at the life and work of former St Hugh's students who have been 'firsts' in their respective fields.

Featuring alumnae who embarked on their studies at St Hugh's between 1908 and 2004, the series included important figures in the history of the University such as Dr Evelyn Simpson (née Spearing), the first woman to be awarded a DPhil at Oxford in 1922, and solar astronomer Dr Madge Adam, the first woman to achieve first class honours in Physics in 1934, as well as pioneers from a host of academic disciplines and professions, from politicians to adventurers.

Alongside this project, alumna Dr Gianetta Corley (Modern Languages, 1958) produced an article charting the contribution of St Hugh's alumnae who have been change-makers in the field of school education between 1920 and 2020, with an accompanying roll of honour.

Full details of the College's celebrations to mark 100 years of Oxford degrees for women, including our series of profiles on pioneering alumnae, are available on the College website in the 'Alumni & Friends' section. For further information about centenary events across the University, visit the 'Women Making History' page on the University's website.

You can also visit the website of 'Education and Activism: Women at Oxford University, 1878-1920' (www.firstwomenatoxford.ox.ac.uk) which features more information on the centenary and the history of women's education in Oxford as well as a fascinating digital library of documents and images from the archives of the former women's colleges. This collaborative research and engagement project has been led by Professor Senia Pašeta with contributions from the St Hugh's Archivist, Amanda Ingram.

Literary Connections

We also launched a series of profiles highlighting the careers of just some of the many alumnae of St Hugh's who are distinguished authors, and exploring the lives of alumnae with literary connections who are perhaps not as well known. Alumnae featured included Eileen Blair (née O'Shaughnessy, English Language and Literature, 1924), the first wife and literary companion of the novelist George Orwell, and the multi-award-winning children's author Catherine Bruton (English Language and Literature, 1991), whose work is deeply influenced by her time at St Hugh's, especially by her tutors Ann Wordsworth and Professor Isabel Rivers.

Online events

Our celebrations to mark the centenary also featured a series of online events exploring the fascinating careers of some of our Honorary Fellows who are also St Hugh's alumnae. Full recordings of these events are available on the St Hugh's website.

An Evening with Rebecca Front



Rebecca Front in conversation with the Principal

We were honoured to launch the series on International Women's Day, 8 March 2021, with a highly entertaining evening with the wonderful BAFTA-award-winning actress and writer Rebecca Front, who is perhaps best known for her performance as Nicola Murray in *The Thick of It*. The event was hosted by the Principal, who enjoyed a wide-ranging conversation with Rebecca about everything from her early influences and aspirations and her stellar career, to her important work with several charities to raise awareness about mental health.

Rebecca read English at St Hugh's, matriculating in 1982, and credits her studies at Oxford for helping her to develop 'the ability to get inside a text, which is immensely valuable as an actor'. She became involved in comedy while at St Hugh's, and indeed her first comedy performances were in College in a sketch show co-written with her brother Jeremy. As a student she also toured with the Oxford Theatre Group and became the first female president of the Oxford Revue.

Although Rebecca herself entered a very male-dominated industry when she embarked on her acting career, she is positive about developments in the profession. Asked how she thought the perception of women in comedy had changed over the years, Rebecca said: 'It has changed massively and for the better, I think. When I was growing up there were brilliant women working in comedy such as Victoria Wood, who was a few years older than me, and Julie Walters. They were the people I looked up to. Before that, there were always brilliant women, there were always fantastic character comedy actresses, but somehow...the weight of a project was rarely put on their shoulders... There's still not enough change but it's definitely getting much better.'

In Conversation with Professor Dame Jane Glover

In Trinity term, we were delighted to welcome Professor Dame Jane Glover DBE FRCM HonRAM (Music, 1968), the acclaimed conductor and musicologist, as our distinguished guest for an online interview with Professor Roy Westbrook, Senior Tutor, and second-year St Hugh's Music student and aspiring conductor, Lucy Warm.

During the event Jane shared her memories of her earliest conducting engagements – including a performance in the Mordan Hall at St Hugh's during her first year at Oxford – and the many opportunities she seized as a student to collaborate with her contemporaries on musical projects, all of which helped to prepare her for what has been an immensely successful and truly ground-breaking career. To give just a sense of her pioneering work, Jane was the first woman to conduct at Glyndebourne, the second woman to conduct at the BBC Proms and the Royal Opera House, Covent Garden, and, as recently as 2013, she was only the third woman to conduct at the Metropolitan Opera. She was recently awarded the Royal Philharmonic Society's prestigious Gamechanger Award, which recognises those who break new ground in classical music, for 'earnestly carving a path for women conductors, long before it became a movement.'

Jane also gave an insight into the challenges she faced setting out on her career as a conductor, and reflected on encouraging developments in the industry in recent years: 'It's completely thrilling the way the landscape has changed since I started, particularly in the last five or six years. I look around the world now and I see wonderful women [conductors] getting really great positions. It's so exciting to see how women are finally being recognised.'

Lucy said of the event: 'As someone who aspires to follow in Jane's footsteps and embark on a professional career in conducting, it was an absolute honour to interview Jane, to learn from her incredible experience, and to hear her advice for those hoping to enter the industry now.'



Professor Dame Jane Glover in conversation with Professor Roy Westbrook and Lucy Warm

Our centenary celebrations concluded on 18 September 2021 with an online symposium entitled 'Barbara Castle MP – "You're Only A Woman, What Do You Know About It?"', which was hosted by the St Hugh's Alumni Association. A report on this event will be included in next year's edition of the *Chronicle*.

Women Leading in Oxford

Amidst all our celebrations to mark 100 years of Oxford degrees for women, *Chronicle* Editor, Tessa Wood, was delighted to meet via Zoom with three of Oxford's leading women, who were all students at St Hugh's in the 1970s, to hear about their time at St Hugh's and their hugely successful careers.



Gill Aitken CB, Registrar to the University of Oxford (Philosophy and Theology, 1979)

Gill Aitken was appointed as Registrar to the University of Oxford in September 2018 following a career in Whitehall where she led the legal teams of several large ministries, latterly as general counsel to Her Majesty's Revenue and Customs. In Whitehall she also ran professional services teams for a number of Ministries and at HMRC was the social mobility champion. Gill returned to Oxford after many years away, having studied Philosophy and Theology at St Hugh's College, where she is currently a Fellow. In the 2019 New Year Honours, she was appointed a Companion of the Order of the Bath (CB).



Dame Helen Ghosh DBE, Master of Balliol College (Modern History, 1973)

Dame Helen Ghosh read Modern History at St Hugh's and completed her MLitt on the cultural history of sixth-century Italy. She joined the Civil Service in 1979, where she worked for 33 years in a variety of government departments. From 2005 to 2010, Helen was permanent secretary (CEO) at the Department for Environment, Food and Rural Affairs, and from 2010, permanent secretary at the Home Office. She was appointed a Dame Commander of the Bath in the 2008 Birthday Honours. While a civil servant, she was particularly interested in social exclusion and urban regeneration policies, and in a variety of local and global environmental issues. She left the Civil Service in 2012 to become director general of the National Trust, which combined her interests in history and the environment. Helen took up her role as Master of Balliol in April 2018. Helen has lived in South Oxford for almost forty years with her husband and two (now grown-up) children and has very much enjoyed being involved in a variety of local school and community-based organisations.



Professor Margaret Stevens, Professor of Economics and Interim Head of the Social Sciences Division at the University of Oxford, and a Senior Research Fellow of Lincoln College (Mathematics, 1972)

Margaret studied Maths at St Hugh's and subsequently worked as a statistician, a secondary school teacher and an advisory teacher in computer-based learning. In 1989, when her children were young, she returned to the University to study Economics. Margaret had not intended to follow an academic career, but enjoyed it so much that she stayed, first for a doctorate (on the economics of vocational training) and later as Tutorial Fellow in Economics at Lincoln College. More recently she has held several leadership positions in the University: she became Head of the Department of Economics in 2015, and is currently Acting Head of the Social Sciences Division.

While their roles in the University are very different, there was one recurring theme that became apparent as we started our discussion which was 'collaboration and negotiation'.

The University's complex structure is such that its many departments work autonomously and bringing everyone together to come to an agreement requires leadership and the ability to build close relationships across the community. Having co-ordinated the University's response to COVID-19, Gill said, 'I hope we have learned how much more effective listening and working together can be and that this will be the norm in the future across colleges and the University'.

Looking back at their time at St Hugh's I asked if there was someone who particularly inspired them. Gill said, 'I was lucky enough to be taught by philosopher Baroness Mary Warnock, who was a moral philosopher and put that into practice during her career by creating government policy, which I think really chimes with the sort of career I've had. I read Philosophy because I wanted the world to be better place. Mary ran her tutorials like a committee and made sure I had read the right papers and could recite the right arguments. I loved her practical application of a subject that isn't often seen as being the way to build a career and it led me into medical ethics and law and then the Government Legal Service; her mix of thinking and pragmatism has influenced everything I have done since.'

The person who had the most influence on Dame Helen while at St Hugh's was her medieval history tutor, Susan Wood, who recently celebrated her 65th anniversary of becoming a Fellow. Helen recalls: 'Susan was very well organised; she had handwritten reading lists and gave rigorous comments, really listening to what you had to say, in a way that exemplifies what tutorials should be about. It taught me that you have to be sure of your evidence, be prepared to defend it and express it clearly. She was a Fellow who had a family and combined

her career with having children. In that sense she sent a good message about combining a high-profile job with home life.'

The two maths tutors who had a big influence on Margaret were Dr Glenys Luke and Dr Mary Lunn. Margaret explained: 'I was amazed how young they were, but they were archetypal Oxford tutors who subsequently stayed at St Hugh's throughout their careers, utterly committed to the achievements of their students and their subjects. They had a quiet authority that came from their love of the subject which they thought was worth doing just for itself. Their very high standards made us feel privileged to work with them. It seemed to me to be an ideal way of working, and taught me that it's your own evaluation of what you do that matters.'

As successful women in leadership roles, I asked what advice they would give to female students just starting their journeys at the University and hoping to make their mark.

Despite always being told to have a plan, Gill never had one and believes everyone should follow their hearts and interests. Looking back on her career Gill explained: 'I have found links to particular essays I wrote for moral philosophy which explain why I took roles on medical ethics committees and advised the national medicines approval agency. Follow your interests and always have an open mind to things that crop up, and somewhere deep inside there is some logic and when you look back you can think "I couldn't have done it better"'. Helen agreed: 'I followed things I thought were interesting. I think the other point, which is as much about leadership as personal happiness, is get to know yourself - be honest and look at why you react to and do certain things; perhaps get a mentor or coach to help you. You don't need to build your career all at once, forcing yourself to do something you're not ready for will just lead to unhappiness. Don't think a career need be a continuous ascent - there will

be periods of plateau and then steep climbs, and serendipity is a great thing.' Margaret had similar thoughts, 'I have had an extremely serendipitous career, never intending to end up where I am now. I was held back at the beginning of my career by thinking I ought to have a plan and also, I wasn't sure what I was interested in. So, I would say if you don't know what you are interested in just try something and if you don't like it move on - be curious.'

When I asked if they could tell me about any challenges they might have faced in getting to the top, it was a unanimous, 'Many!'. Gill saw her biggest challenge as always thinking she was not good enough. She said: 'There was a break-through moment as I sat waiting to be interviewed for a job as director general at DEFRA (I recall it was working for Helen!); I looked at the other candidates and for the first time it occurred to me that I was better than them. So, do not compare yourself to others and if you are interested in going for a job or want to develop a role just plan and never worry about what others think. Do it, test it and if it doesn't work do it differently next time.'

Studying maths during her time at school and university Margaret was surrounded by men and she believes this was where her naivety about what women could achieve originated; she did not think there was a difference between men and women. Margaret explained, 'In the earlier part of my career I experienced certain responses that I now think were simply because I was being treated differently as a woman, but I thought it was down to me. For instance, in a meeting I would present an idea and somehow it seemed not to be heard, or worse still it would be attributed to a man. For quite a long time I thought it happened because I was not being sufficiently forceful, but I do think there was a challenge, particularly as I was mainly working with men, that I was taken less seriously. If I had realised this earlier I believe it would have helped me.'

While many would dread Helen’s 30-year commute from Oxford to London, she found the 3-hour return trips a great opportunity to de-stress and have time to herself. However, Helen found managing the time her career and commute demanded with raising a family challenging, although she said, ‘You cannot have it all and to get to the top of any profession - man or woman - you have to make compromises. I think having a supportive partner who doesn’t question what you want to do is crucial.’ Gill added, ‘While juggling everything is difficult, there is an enormous reward in seeing our children grow up. My sons see me as a role model for women who have careers and are proud of it. They talk about how important women are in the workplace and understand how important it is to have equal partnerships.’ Gill, Margaret and Helen agreed that none of their children had suffered from having a mother that had a demanding career and didn’t always make it home for tea. On the contrary they believe that being able to fulfil their career aspirations had actually made them better mothers.

I asked them next what their thoughts were on the diversity of the University and how it has changed over the last few years. Gill said: ‘When I arrived in Oxford from Whitehall I was surprised at how few people there were in senior administrative positions who weren’t white and that was quite a shock, as I was used to far greater ethnic diversity at the Civil Service. When Black, Asian and Minority Ethnic students come to Oxford they talk about how great the welcome is, but they also talk about being treated

differently, and they all have stories about micro-aggressions. So, I think it is really important that we address this issue as well as other issues such as gender pay gaps within the academic population where women are paid less than men in senior positions. We are making progress on this, but there is still a long way to go.’

Margaret recalled: ‘20 years ago, when there was a significant increase in the number of women in senior positions at the University, I think they had to work harder than men to be accepted. I don’t think it happens nearly to the same extent now and that’s a huge step forward. In terms of ethnicity, some University research three years ago showed that after three years at Oxford Black, Asian and Minority Ethnic students performed less well than white students with similar backgrounds and qualifications. While we are uncertain as to the reason for this, I suspect the sense of minority and the lack of inclusion within the community is damaging. There have been a number of interventions since then which may close the gap, but I think we all have a responsibility to make Oxford a more inclusive place, and to get to know people who are different from ourselves.’ Helen talked about diversity within the much smaller college community, ‘Students both recognise and respect the sense of individual identities which is powerful, but at the same time they need to identify the similarities. One of the great privileges of being Head of House is that we do have the opportunity to make a difference to students’ lives in the way you build the community and set the tone.’

By the end of our conversation it was absolutely clear how these alumnae had become leading women in Oxford.

My final question was: ‘What are your stand-out memories of studying at St Hugh’s?’ Without hesitation, Helen said: ‘Friends – they go on being part of your life’. Gill had recently visited the College and recounted two particular memories, ‘I was relieved that my place in the Library on the upper floor is still there. Also, the parquet floor which runs along the corridor to the Dining Hall still rattles in the delightful way it used to which was immensely comforting!’ ‘My happiest time at St Hugh’s was in my third year preparing for my finals,’ Margaret recounted. ‘I would sit day after day in my room in Kenyon overlooking the gardens and realise, “Now I understand this”. In my first two years at Oxford I was often confused but as I sat there it had all come together and that was a very satisfying experience. So just being on my own in the College is a stand-out memory.’

My thanks to Gill, Helen and Margaret for giving their time to talk about their careers and their experiences at St Hugh’s, which has given a great insight into what it takes to become a leading woman in Oxford.





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Picture showing Dickson Poon China Centre Building Lecture Theatre 1 and 2

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100 years of women

The Early Years

St Hugh's can lay claim to two of the most influential and pioneering female lawyers in the past 100 years: Gwyneth Bebb (Jurisprudence, 1908) and Baroness Heather Hallett PC (Jurisprudence, 1968).

Indeed, the journey in Law of the 'brilliant' Miss Bebb started more than 100 years ago when in 1911 she was the first woman to attain Class I in Jurisprudence in the University, reputedly with the highest marks. The *St Hugh's Club Paper* of 1911 illustrates the effect: 'Such an achievement makes us all shine in reflected glory'. She memorably took on the Law Society in an attempt to qualify as a solicitor, and following the Sex Disqualification (Removal) Act 1919, for which she had worked tirelessly, was admitted to study at Lincoln's Inn immediately. She was finally awarded her degree in 1920. She was commissioner of the West Midland Division of the newly established National Service for Women, then assistant commissioner for enforcement for the Ministry of Food, Midland Division, until August 1920. Her role was in prosecuting black marketeers for food profiteering. For her prosecution work with the Ministry of Food she was one of the first women to be awarded the OBE in 1921, aged only 31. Her intention was to become the first woman barrister but her journey sadly ended with her premature death in 1924. Her many obituaries attested to her intellectual brilliance and exceptional gifts.

Exactly 60 years after Gwyneth Bebb matriculated, Heather Hallett also matriculated in Jurisprudence. When she retired from the judiciary in 2019, the Rt Hon Lady Justice Hallett DBE was vice-president of the Court of Appeal Criminal Division and became Baroness Hallett of Rye as a cross-bench Peer. Called to the Bar



Gwyneth Bebb

in 1972, she became one of the youngest QCs and was the first woman to chair the Bar Council. She also became College's first High Court judge in 1999. Part and parcel of her judicial leadership roles was a steadfast determination to improve training, equality and diversity. To the public, she may be better known as the highly regarded coroner for the inquests into the '7/7', 2005 London bombings, and of Dawn Sturgess, who died in the 2018 Salisbury Novichok poisonings. Heather Hallett and Gwyneth Bebb both feature in the series of profiles on pioneering alumnae included on the College website as part of the celebrations to mark 100 years of Oxford degrees for women.

However, the story of women lawyers at St Hugh's starts before Gwyneth Bebb - and with a mystery. The first woman to be awarded a Diploma in Jurisprudence (the precursor to the Degree award in 1920) was Ludmilla Von Vogdt in 1907. Intriguingly, the 1909 *Club Paper* refers to one unnamed fresher 'following the lead of Miss Von Vogdt and reading for Law'. That can only have been Gwyneth Bebb.

According to College records, Ludmilla Von Vogdt came from St Petersburg, to where she had returned by 1909. How she came to study at St Hugh's



Heather Hallett

at the age of just 18 is unknown but her entry in the *Register* briefly states that she had studied under Professor Tagantsev. That would have been Professor Nikolai Tagantsev, the foremost criminologist of his day and author of the Russian Penal Code. Unfortunately, the professor's son gave his name unwittingly to the Tagantsev Conspiracy faked by the Bolsheviks in 1921 to expose any intellectuals they could accuse of being disloyal. He was tricked into naming 800 members of the Petrograd intelligentsia, 98 of whom were executed as were he and his wife, and many were sent to concentration camps. Ludmilla Von Vogdt became Mrs M Kholodovsky in 1912, and ceased to be a subscribing member of the Association of Senior Members by 1914. It is so far impossible to tell what became of her or what befell her.

Fortunately, less drama attended the next female Jurisprudence graduates at St Hugh's: Agnes Hart and Elizabeth Crosthwaite who graduated in 1920 and 1923 respectively. The former went to work for the British Social Hygiene Council which had a major public educational role in combatting sexually transmitted diseases. Elizabeth Crosthwaite was reading for the Bar in 1923 then married in 1925, moving to Scotland and later starting a handicraft business.

lawyers at St Hugh's

By Veronica Lowe (Modern History, 1969)



Beatrice Alexander, centre, wearing a choker

Beatrice Alexander graduated in 1930 and was called to the Bar (Inner Temple) in 1934, making her St Hugh's College's first barrister. However, the 1933-34 *Chronicle* recorded that she had 'no present intention of practising and is now taking a secretarial course'. A senior secretarial career did follow including responsibility for the overseas section of the BBC Copyright department, and she may have been an amateur composer.

If there is some disappointment at only three Jurisprudence graduates in the 20 years following Gwyneth Bebb's first, and their decisions not to pursue a career in the Law, Doris Bushnell demonstrated progress. She graduated with Class II in 1932 then as a Bachelor of Civil Law (BCL) in 1934, and MA in 1937. Called to the Bar (Middle Temple) in 1934, she had already made the interesting career move of joining the police force in Birmingham where by 1940 she was superintendent in charge of the Women's Police department. She then became a solicitor probably in 1945, started her own practice 5 years later but sadly died at the age of 56 in 1964. She was most probably the College's first solicitor.

One year after Doris Bushnell graduated, Hilda Skidelsky took a Class II in Jurisprudence in 1933, and was the winner of the Winter Williams Law Scholarship for Women. She married Akiva Persitz, a lawyer, immediately on graduation. According to the *Chronicle* of 1933-34 she hoped to continue to read for the Bar although had moved to Tel Aviv in the then British Mandate of Palestine where her husband belonged to a prominent Zionist family who owned a major Hebrew language publishing house. The remaining Oxford link was her son Raphael who studied at Balliol and was an international chess champion.

Ellice Hearn CBE (Mrs Eadie) deserves a separate profile of her own. Also a winner of the Winter Williams Law Scholarship for Women and a number of other prizes, she graduated with a first in Jurisprudence in 1934 then the next year with a first in the BCL. She was second in merit in the first class in her final Bar exams, and was called to the Bar (Gray's Inn) in 1937. Of her many achievements, she became deputy parliamentary counsel in 1956, the first woman to achieve under-secretary rank as a lawyer in the Civil Service, then parliamentary counsel in 1968. She drafted ground-breaking divorce reform and pensions legislation, and revised the Supreme Court Rules. On retirement she became the first female standing counsel to the Church of England Synod, again with a modernising approach. She was described in her *Oxford Dictionary of National Biography* entry as 'a role model for other women in the Law'.

The third St Hugh's graduate awarded a first in Jurisprudence was Betty Harris CBE (Lady Johnston) in 1937 - another outstanding alumna with a career in public service. With echoes of Ellice Hearn, Betty Harris took the BCL in 1938, and was placed in the first class in her final Bar exams in 1939, winning the same

scholarships and prizes at St Hugh's and at the Bar as her predecessor. She was called to the Bar (Gray's Inn) in 1940, and became assistant parliamentary counsel in 1942 for six years then later deputy parliamentary counsel attached to the Law Commission as Ellice Hearn had done. On retirement, she also became standing counsel to the Church of England Synod. For many years she was involved in six organisations promoting the education of talented girls with modest means, in line with St Hugh's own ethos.

The first St Hugh's Jurisprudence graduate to start her own practice at the Bar was Rachel Howard, then only for three years before taking various legal and administrative posts. She graduated in 1939, and was called to the Bar in 1941.

In a perceptive article in the 1938-39 *Chronicle* on 'Women and The Legal Profession', one 'ER' wrote: 'At the moment the legal profession is not one to be entered lightly by women. It is an enthralling occupation for those who can afford it and have patience and adaptability. For those who must earn money immediately it is not advised unless they are lucky enough to have sympathetic friends or relatives already in the profession.'

On the other hand, 'The value of a legal training to women is immeasurable. The mental training teaches discipline, clarity of thought, application of principles to particular facts, and the capacity for making unbiased decisions devoid of emotion.'

Of the 11 Jurisprudence graduates by 1939, five were the daughters of solicitors and five pursued a legal career. Two lawyers were awarded CBEs and one an OBE, a further testament to the pioneering spirit and public service of St Hugh's women.

To be continued.

100 years of Philosophy, Politics and Economics at Oxford

In 1920 the first cohort of students matriculated to read Philosophy, Politics and Economics (also known initially as 'Modern Greats') at the University of Oxford. This year, as we have looked back over the first 100 years of the PPE degree, we have been pleased to explore the lives of some of our earliest PPE students, and to take the opportunity to catch up with members of our alumni community to find out about the part their study of PPE has played in their lives.

The earliest PPE students at St Hugh's

The first cohort of PPE students in 1920 included just one from St Hugh's: Katharine Hoare. She graduated in 1924 alongside Margaret Nancy Hewins who joined her at St Hugh's in 1921. Nancy went on to lecture in economics, and to found and lead an all-women professional theatre company, the Osiris Players (later the Osiris Repertory Company). 1922 saw the arrival of Doreen Warriner, who became a respected academic specialising in development economics but is better known for her voluntary work helping Social Democrat and Jewish refugees to flee the advance of Nazism in Czechoslovakia. She was appointed OBE in 1941 for her courageous work and she was awarded (posthumously) a British Hero of the Holocaust Medal in 2018 in recognition of her 'selfless actions [which] preserved life in the face of persecution'. Professor Warriner features in our [series of online profiles on pioneering alumnae](#) produced to mark 100 years of Oxford degrees for women.

From 1923 the number of PPE students in each year at St Hugh's began to rise, with six women embarking on their studies in 1930. Today St Hugh's is proud to welcome approximately five PPE students per year, with around 15 on course at any one time.



'PPE is a wonderful course. It deals with fascinating topics, but it also fosters critical skills that can be exploited in all sorts of careers. I have loved keeping in touch with my former PPE students over the years and watching them pursue so many different paths from here.'

Professor Adrian Moore, Fellow and Tutor in Philosophy
Photo credit: Mim Saxl



Photo courtesy of Henry Warriner

Alumni Reflections

Jill Higham
(PPE, 1943)

Why did you choose to apply for PPE?

In 1943, at the height of WWII, my school secured for me, without an interview, an offer to study at St Hugh's to further my interest in modern history. On arrival in Oxford, when I shared a taxi to the war-time College premises, I was advised that I must be reading PPE, a great surprise to me!

What do you remember most about studying PPE at St Hugh's?

While I continued to be most interested in politics, I appreciated the relevance of other factors, even if philosophy was difficult at first for a 17 year old to comprehend. I particularly remember an inspiring philosophy professor at Pembroke. Economics was studied with Mr Mars at his flat in Woodstock Road and my tutors in politics included Frank Pakenham (later Lord Longford).

Were there any aspects of or topics within the course that particularly inspired you?

Crucially, I learnt how to identify and prioritise what is important, and that has stood me in great stead in later life.

How has your study of PPE influenced your life and career?

After a few false starts, I entered local government (then an appreciated public service) and I attribute my subsequent career with various local authorities – ending as a senior administrator with East Sussex County Council – to the mental training I received at Oxford. Thank you, St Hugh's!



Bridget Rosewell
CBE (PPE, 1970)

Why did you choose to apply for PPE?

I did languages at school but decided I wanted to do something entirely different at university. I applied for social psychology at Sussex, PPE at Oxford and various politics and economics courses elsewhere. St Hugh's gave me an exhibition – and this was Oxford after all – so that nailed it.

What do you remember most about studying PPE at St Hugh's?

I remember particularly those tutorials where I couldn't answer the questions and hadn't done enough work, and I remember sitting in the PPE reading room gutting articles to pull together enough to write an essay which would pass muster – again not doing enough work. My economics tutor, Theo Cooper, was instrumental in getting me turned around and focused on the work. As a result, I nearly got a first – just messed up the viva.

Were there any aspects of or topics within the course that particularly inspired you?

My special subjects included economic history and economic development and these were inspiring. I also enjoyed political history, indeed I sometimes wished I had done History and Economics.

How has your study of PPE influenced your life and career?

I became an economist so the influence is enormous. Max Hartwell, who taught me economic history, encouraged me to stay on for the MPhil, and then I continued in Oxford as a lecturer at St Hugh's, St Hilda's, Somerville and Oriel before leaving to work in economic consultancy. I've started and run several economics consultancies and now work as a non-executive director. I write on transport and infrastructure and how to move economics on as a subject. So I owe my entire career to starting on PPE.



Michael Hume
(PPE, 1992)

Why did you choose to apply for PPE?

Like many budding economists, I faced a choice between PPE at Oxford or straight economics elsewhere. PPE's breadth, the varied careers of the public figures I was aware of who studied it, and a sense that it was somehow unique and special, ultimately won me over.

What do you remember most about studying PPE at St Hugh's?

Lively tutorial discussions with Martin Holmes, the College's politics lecturer at the time. Martin was a Eurosceptic whereas I was a Europhile. However, we both agreed that the UK's reluctant membership of the EU was an unstable political equilibrium. I expect historians will judge Brexit to have been the inevitable consequence of the UK not participating in the euro and Brown's victory over Blair on this issue as the pivotal historical moment.

Were there any aspects of or topics within the course that particularly inspired you?

The policy ineffectiveness proposition of the New Classical economists Thomas Sargent and Neil Wallace. While I could immediately see that the theory was flawed, I was struck by the beautiful simplicity of its mathematical formulation. It marks the point at which I abandoned my scepticism of mathematical economics.

How has your study of PPE influenced your life and career?

During my career at both the Bank of England, and in the financial sector, PPE has certainly given me an edge on occasion in seeing the bigger picture and drawing together seemingly disparate strands of thought. It also instilled in me an appreciation of interdisciplinary research and, without it, I cannot imagine that I would have chosen to do a part-time PhD on the economics and politics of the eurozone crisis.



Olayemi Anifowose-Eso
(PPE, 2015)

Why did you choose to apply for PPE?

Having lived in both the UK and Nigeria, I was eager to understand the socioeconomic disparities between the two countries. Reading PPE was the perfect course to help me to better understand the world around me.

What do you remember most about studying PPE at St Hugh's?

I often think back to how much of a whirlwind each week was. In a day I could jump from learning about Plato's thoughts on justice in philosophy to debating the relationship between inflation and unemployment in economics, and then studying voting patterns in politics. Although challenging, I think the fast and varied nature of PPE helped me build mental agility. I always appreciated how giving the tutors were – working with you until you had an 'aha' moment. I had a lot of these moments with David Doyle studying comparative politics and Adrian Moore in my moral philosophy classes.

Were there any aspects of or topics within the course that particularly inspired you?

I really enjoyed my Sub-Saharan Africa and China politics modules. Although these courses were taught from a historical lens, learning about them both inspired me to go to China and learn more about Sino-African relations in my Masters in Global Affairs at Tsinghua University (Beijing) as part of the Schwarzman scholarship program.

How has your study of PPE influenced your life and career?

Since leaving St Hugh's I feel well equipped to become a global citizen. I have a foundation of information to draw on whenever I'm in new environments and encountering people from all walks of life. I'm looking forward to leveraging this further in my career in international finance.



Outreach in unusual times

We have all heard the past months frequently referred to as challenging and unprecedented times, yet it is still worth drawing attention to the particular problems faced by schools and their pupils and teachers. We are all aware of the significant disruption to education, especially for those students attending less well-resourced schools and colleges around the country. These are naturally the schools that the outreach work at St Hugh's, the work of our charity educational partners, and the University's projects aim to support. This account is about that work, but more importantly it is about the people – students, teachers, colleagues at St Hugh's and beyond – who found the time and energy to rise above circumstances, to stay positive, participate, collaborate, and ultimately motivate others; as such the following lines are about all those heartening and inspiring times, when people in the outreach community came together.



Photo credit: Sophie Cheng

visits and application advice, but also asking about each other's wellbeing, while discussing plans for how to address the new challenges that schools were facing.

We have come a long way since those early months and, beginning with the 2020 University Virtual Open Days, we became adept at delivering all of our outreach online. Throughout 2020–21, 'Oxford Explained', 'How to prepare a competitive application' and 'Raising Aspirations' talks, as well as personal statement and interview workshops, have all been done virtually and have been extremely well received by schools. Above all, the pandemic has given us the opportunity to try out new ideas, and go beyond our regular work. Through a process of close consultation with teachers, and thinking creatively to meet the schools' changing needs, we have developed new online outreach activities, which will remain part of our provision.

One such project is the *Explore* seminar series, launched in early March 2021. These one-hour seminars are a sustained form of engagement on a range of subjects delivered by St Hugh's academics on Wednesday evenings during school terms. The series is aimed primarily at Year 12 pupils, with teachers also attending. Students from our link schools are encouraged to learn about courses beyond their preferred subjects, meeting Tutors as well as peers from local schools. Take-up has been fantastic - we have had over 300 participants to date. We are extremely grateful to our academics for their support and enthusiasm in delivering these approachable sessions; students and teachers were eager to participate in their spare time, following up with more questions as well as messages of thanks. Everyone's positive attitude and valuable input has certainly given the project a lot of energy to develop, and we look forward to running *Explore* throughout the next

By Lena Sorochina,
Outreach and
Partnerships Manager

academic year. Trialled in summer 2021, *Connect* is an online opportunity for Sixth Formers to meet current St Hugh's mentor undergraduates and peers at other schools, to discuss the application process and student life informally, covering themes like personal statements, admissions tests and interviews.

For our younger audiences, and in response to teachers' concerns about maintaining pupils' focus, we created 'Motivation & Study Skills' sessions. We first ran these remotely with all Year 10 pupils at St George's Church of England School in Gravesend, and the sessions have become part of our standard outreach menu. Designed to help students to stay positive, keep working towards their goals, and to give them some guidance for studying and revising effectively, these sessions involve a short motivational presentation, followed by a discussion and top tips from our Student Ambassadors, whose readiness to take part, fantastic guidance for pupils, and enthusiasm have been galvanising.

Other highlights from our work with younger pupils include two large-scale events with years 7 and 8, and years 10 and 11, which we ran as part of our collaboration with Breaking Educational Barriers (BEB), a fantastic initiative run by another of our long-term partners, Kingsway International Christian Centre (KICC), which works with a predominantly West-African community in Kent and beyond. These large virtual events involved outreach presentations, subject tasters, Q&As with St Hugh's Ambassadors, and a fun quiz for which we awarded prizes posted to the children. Together with BEB we also ran an online information evening for parents with a session on demystifying Oxford and a Q&A with current undergraduates. It was truly uplifting to see how many parents were willing not only to give up an evening in a busy schedule, but also to have lively face-to-face discussions on camera. Our 'inspiring and outstanding' undergraduates, as the organiser described

The Enlightenment period - Enlightenment workshop

Attending an enlightenment workshop on the 26th November as a partnership with St Hugh's College Oxford allowed me to explore the ideas and styles of the period whilst using new techniques to create shape. The fashion lecture emphasised the importance of extravagance at the time for wealthy aristocrats. Women wore bodices with elaborate trims, ribbons, frills, ruffles and lace in brocades. Under them went tight corsets, accentuating bust lines and the female curve as clothes at the time were designed to seduce with a key sense of frivolity and lightness in the movement of their dress, also shown by the use of fans, a popular accessory to exaggerate alluring gestures. Exaggerating shapes was also incredibly important for the lavish period with excessive use of padding and panniers made out of metal and whale bone to create lots of volume out from the body and show off economic status.

The Rococo period was around 1720 to 1789 and began in France when aristocrats began to obsess about their wealth and how to present this in their dress and appearance. Rococo inspirations were popular during the enlightenment period and influenced the lavish designs of the time.

Fragonard's Rococo painting "The Swing" depicts a woman on a swing being pushed by her husband whilst her lover is concealed in the bushes. The flowing dress with masses of fabric and frills, her shoe flying on and the secret affair portrays the lightness and playfulness of the time.

In my initial exploration of the Enlightenment period this is a key element of how I am designing garments as they are meant to look extravagant and frivolous.

Fabrics used in 18th century Rococo fashions include:

- Linen - for underdresses and lining
- Wool twill and tabby - for skirts
- Plain and printed cotton
- Silk, silk brocades, silk velvet and silk chiffon - for dresses, dress details and scarves.
- Fustian, a blend of linen and cotton

The skirt would work well in a silk and silk brocade for the rococo pattern part. The design features heavy draping so the silk should be layered on top of a thicker fabric such as cotton or fustian to create greater volume which is my main intention.

Student's coursework

them, were excellent as always, and the thanks they received is a testament to their dedication and authenticity. The organiser went on to say, 'it was quite a remarkable session... They are very gifted and we would welcome an opportunity for them to support young people on future BEB sessions.'

We have designed and delivered tailored events including an interdisciplinary, curriculum-enrichment, Enlightenment Masterclass, with Invicta Grammar School. Professor Adrian Moore talked about the Philosophy of the Enlightenment, and Dr David Taylor led a workshop on 'progress' by looking at eighteenth-century writers. Academic sessions were combined with a practical workshop on eighteenth-century-inspired clothing design. Students who attended the sessions will be using them as evidence for their qualifications, and one student has already based their final coursework on the fashion workshop. The main aim of this masterclass was to offer pupils the possibility to enhance their cultural capital in a time when other opportunities to do so were limited. Seeing students engaging with our Tutors, and working on their designs in the classroom (via footage provided by the teacher who kindly walked a camera around the textiles studio) was a particular highlight.

Material generated from the masterclass will be published on the College website, alongside another teaching resource – a

set of questions on various topics devised by St Hugh's academics. 'Big Questions for Curious Minds', ranging from 'What makes a great medieval king?' to 'How will artificial intelligence change how we live?', have been collated to create a resource designed to stretch pupils' thinking. Our Tutors' commitment to inspiring young minds has clearly paid off!

Working closely with teachers has always been a top priority, and our new 'Teachers' Webinars' have been very popular. We are extremely grateful to the teachers who acted as co-presenters, and shared their expertise. We will continue the webinars throughout the new academic year and hope that this will improve knowledge-exchange and support networks. Ultimately, the strength of these sessions is offering a friendly forum for sharing ideas and experiences.

All in all, the pandemic has made us interrogate how we work and has made our outreach adapt and evolve, which can only be positive. The best thing yet, however, is that these unprecedented times have allowed us to strengthen our collaborations in new ways, so that many of these have developed into real friendships. We like to think that our link-Kent schools and educational partners are friends of our College, and so when pupils, teachers, and families take part in our events they are in fact spending time with their friends, and

not a faceless institution, who are there to support them in achieving their goals.

We look forward to the new academic year with optimism, not just because we hope that everything will return to normal, but because we know that we are now prepared for all eventualities, and we certainly know how to put the virtues of virtual to good use. As things stand, we have a mix of in-person and online activities planned for the 2021–22 academic year. Our outreach calendar is once again jam-packed with bookings in many colours; and we now have a new category for our events – purple for 'virtual', making next year the most colourful yet.

Connect flyer

Connect with Oxford students

Drop in to our informal group mentoring sessions

St Hugh's Connect

Fridays 4-5pm on Teams

EMAIL: OUTREACH@ST-HUGHS.OX.AC.UK

2nd July Top tips for making a competitive application

9th July Personal Statements

16th July Admissions Tests: where to start

St Hugh's College UNIVERSITY OF OXFORD

State school pupils given education boost



Like many university students back in March 2020, Lincoln College student Jacob Kelly was studying for his PPE finals from his bedroom at home. He was aware that, while his studies were coming to an end, there were thousands of school children who were just starting to work towards their university education, but due to school closures were having to be home-schooled with minimal teaching support.

Jacob recognised that there was a huge demand for private tuition. However, in the majority of cases this was unaffordable for state school pupils. Jacob was inspired to set up Coronavirus Tutoring Initiative (CTI) to provide free one-to-one online tutoring to pupils in the state sector. Since its inception CTI has delivered in excess of 50,000 hours of free tutoring to over 2,500 pupils, thanks to hundreds of volunteer university students, including several from St Hugh's.



Jacob was not the only person to recognise the urgent need to support young people suffering from the effects of school closures during the pandemic. St Hugh's alumna and Honorary Fellow Jacky Lambert (Philosophy, Politics and Economics, 1978) was determined to find a solution to tackle the fallout of the interruption of education in the United Kingdom; and in summer 2020, working closely with St Hugh's Principal, Dame Elish Angiolini, she set up Tutor The Nation (TTN) to use online tutoring to change the lives of pupils across the United Kingdom. TTN is a charitable platform inviting undergraduates, postgraduates, and recent graduates from the UK's top universities to volunteer to provide online tuition for young people in the state sector.

In July 2021 TTN joined forces with CTI to further support CTI's tutoring programme and ensure that it continues well beyond the pandemic. Commenting on the merger, Jacky Lambert said, 'I am delighted that Coronavirus Tutoring Initiative has come on board and I am looking forward to working alongside Jacob to ensure that all pupils across the state sector in the United Kingdom can access free one-to-one tutoring. Through tutoring, Tutor The Nation aims to give young people the confidence and tools they need both to perform better academically and to gain the motivation and confidence to work towards their future aspirations.'

Jacob said, 'I am excited to be working with Jacky and the TTN partners so that we can expand our tutoring programme nationwide. We currently have 200 pupils registered with us and are working with 14 schools in Bolton, Birmingham and London. Our aim is to increase the number of state schools to whom we offer tutoring to 25 by Autumn 2021. Our one-to-one tutoring would not be possible if it were not for the hundreds of university students who give their time each week to both tutor and mentor school pupils. Crucially though we need more university students to volunteer to become tutors, and I would encourage anyone to come forward and volunteer as not only does it make a big difference to the lives of others, but it offers university students a brilliant opportunity to hone their existing skills and acquire new ones.'



Supported by four of the UK's leading tutoring agencies, TTN student volunteers are given all the training and resources they need to provide excellent tutoring. Two students from St Hugh's tell us why they decided to sign up and what it means to them.



Dan Hayman

(Mathematics and Computer Science, 2020)

'I've just finished my first year as an undergraduate reading Mathematics and Computer Science at St Hugh's. I heard about Tutor The Nation (TTN) from the College at the beginning of the academic year; I had done some tutoring at my secondary school to help talented younger students and I really enjoyed it, so I thought TTN would be a great opportunity to continue.'

'I had the pleasure of spending an hour a week working one-to-one with a talented and enthusiastic A-level student from Bolton focusing mainly on mathematics with some physics. My approach was to focus on topics that she found difficult, going through the content in depth and covering lots of challenging past exam questions, before looking at some interesting extension topics. Online tutoring was tricky at first but we mastered the technology eventually, and the student's mathematical ability really progressed and her confidence flourished over the course of the year. I was well supported by TTN who kept in touch regularly and made sure everything was going smoothly.'

'Overall, the tutoring was certainly a very rewarding experience for me, and I hope it has helped the student get in to the university of her choice. I am looking forward to starting with a new student in September.'



Christoph Sponsel

(Politics, 2020)

'As most world regions slowly leave more and more COVID-19 restrictions behind, the pandemic's second tragedy, its social and mental health implications gradually become apparent. Especially for the younger generations, the pandemic provided unprecedented challenges.'

'I was therefore glad to learn that Tutor the Nation provided an opportunity to directly support school students from school districts where schools and parents often only have relatively limited resources to support the students' advancements. Arranged through Tutor the Nation, I have tutored a high school student from Bolton in maths for the past year. In weekly sessions we have worked through the GCSE curriculum, practised exercises and past exams, and explored how the learned content could one day become relevant in the student's future career.'

Participating in Tutor The Nation was very rewarding and provided a much-welcomed reality check outside the Oxford bubble.'

My DPhil in 50 words

Our doctoral researchers summarise their work in 50 words (or thereabouts).



Li Pi (DPhil Clinical Medicine)

Social distancing measures have been employed worldwide to tackle the COVID-19 pandemic. I explore strategies for maintaining physical distancing in an effective and sustainable way by analysing and modelling the dynamics of social contact networks. My project will contribute to pandemic preparedness and public health decision-making.



Carla V Fuenteslópez (DPhil Engineering Science)

Traumatic injuries are a major cause of mortality and morbidity worldwide, with significant impact to people's quality of life. Alongside in vivo and clinical research, we need high-fidelity in vitro models to understand microvascular trauma better. To this end, I'm developing a vascularised bioartificial muscle (VBAM) for trauma research that, in the long term, could be used as a platform for testing potential therapeutics for damage mitigation and/or to improve tissue repair and regeneration.



Yuhang He (DPhil Computer Science)

I am interested in learning various geometric structures from sound. I learn from classic signal processing techniques to design novel deep neural networks to directly consume sound raw waveform in an end-to-end manner. I also actively combine sound with other sensors to achieve more robust and accurate environment perception.



Jorge Corral Acero (DPhil Engineering Science)

Cardiovascular diseases, the world's leading cause of death, are usually associated with changes in the structure and function of the heart. My DPhil builds 3D computational models to shed new light on the structural-functional interplay that modulates adverse outcomes. This ultimately improves disease management towards preventive and personalised cardiovascular medicine.



Simge Bahcevacı (DPhil Engineering Science)

I am currently a third-year DPhil student in the Tissue Engineering lab. I am focusing on developing protein-based soft tissue scaffolds to promote accelerated wound healing. I use a 3D bioprinter to produce my scaffolds and I perform the mechanical, biological, and morphological characterisation methods to optimize my formulation.



David Wisth (DPhil Engineering Science)

Mobile robots and autonomous vehicles need an accurate and robust estimate of their location and environment. This is critical for navigation, collision avoidance, and control. My DPhil focuses on how to use Bayesian optimisation to combine information from multiple sensors, including cameras and lidars, for robot state estimation.



Mary Bitta (DPhil Psychiatry)

Stigma against people with mental illness is a barrier to accessing healthcare. My DPhil is evaluating the effectiveness of a participatory mental health awareness campaign in reducing stigma in Kilifi, Kenya. Details of the awareness campaign dubbed Difu Simo, which means breaking free, can be viewed at www.difusimo.org



Gabriella Makri (DPhil Archaeology)

My DPhil research examines the hermitages and hermits of Byzantine Cyprus, from both an archaeological and ethnoarchaeological perspective. It involves an analysis of the hermitages' nature, architecture, and material culture, as well as a topographic and cartographic analysis of the hermitages. A huge component of my DPhil research also involves an ethnographic study of the hermits' ways of life.



Maisie Vollans (DPhil Mathematical Ecology)

Ae. aegypti and *Ae. albopictus* are two species of mosquito that carry dengue, a potentially fatal virus whose incidence has greatly increased in recent years. My work takes a theoretical approach to investigate the combined effect of mosquito population suppression techniques and mating behaviour on the coexistence of these species.



Seamus Montgomery (DPhil Anthropology)

My doctoral thesis, '*Homo europaeus*: identity, bureaucracy and belonging in Brussels' is an ethnographic study of social constructions of Europeaness among EU civil servants working in the European Commission. Its results derive from 18 months of intense fieldwork I conducted in the European Quarter of Brussels between 2014 and 2016.



Hong Sun (DPhil Clinical Medicine)

My DPhil project aims at elucidating the role of HLA-E restricted CD8 T cells in infectious diseases, especially COVID-19 and HIV infection. The ultimate goal is to translate the findings into novel vaccine and therapeutic intervention of life-threatening infectious diseases, benefiting patients and global health.



Yurim Park (DPhil Medical Sciences)

During embryogenesis, there are distinctive asynchronous waves of haematopoiesis that generate different blood and immune cells. The contribution of the different waves to foetal and neonatal development is yet to be understood fully. My project focuses on neutrophils, the first responders to infection, and explores potential roles and uses of neutrophils originated from distinct developmental sites.



James Ranger (DPhil Politics)

My research explores the relationship between the technological configuration of social life and prospects for radical democracy. I argue that social media, as a combination of intrusive algorithmic imperatives and organic interpersonal connectivity, provides a uniquely interesting account of the contradictions and hindrances to the expansion of contemporary political spaces.

In conversation with Beverley Prevatt Goldstein (Modern History, 1968)

In June 2021, St Hugh's Classics and English finalist Nana Sarfo-Bonsu and the Tutor for Equality, Dr David Taylor, were fortunate to sit down with alumna Beverley Prevatt Goldstein (Modern History, 1968) to find out about her life and career, her life-long dedication to challenging racism and her experiences as a black student in Oxford in the late 60s and early 70s. Here, we are honoured to share insights into their conversation with the St Hugh's community.

Beverley was born in Trinidad in 1950, and spent her early years in Belmont, Port-of-Spain. Following the death of her mother in 1959, she came to England with her sisters to complete her education, moving in with her aunt and uncle, and their large family. At school she was encouraged by her South Asian teachers, who recognised her potential and helped to provide her with wider cultural experiences.

She came up to St Hugh's in 1968 to read History, graduating in 1971, and went on to undertake qualifications to enable her to pursue a career in social work, including a dissertation on black supplementary schools in London, one of the first on this subject. She later completed her PhD on 'Good practice with black children in contested family court cases' through Bristol University.

During her conversation with Nana and David, Beverley reflected on the 'alien experience' of arriving at St Hugh's in 1968 as one of the first black 'home' students to attend the College, and the challenges she faced with being fully herself during her time as a student. Beverley explained, 'I didn't fit all the stereotypes of being black. I wasn't "exotic" enough, and this important aspect of me was made invisible... It wasn't that I didn't have friends in College, it was that they were friends

who knew one version of me.' Beverley recalls that, with the exception of some of the male postgraduate students from Rhodes House, she hardly came across any other black students during her time at the University. Beverley later reflected that she was in good company as Frederick Douglass also perceived he did not fit the stereotype held by many of the white abolitionists in Britain and that CLR James left Oxford also finding it an alien experience.

As a student, she joined the Joint Action Committee Against Racial Intolerance (JACARI) and, as Beverley notes, '[she has] never stopped challenging racism and joining anti-racist societies since'. At the time, the society focused its activities on voluntary projects in Birmingham, supporting anti-racist campaigns in sport and hosting guest speakers. Beverley remembers the sage counsel of the guest speaker on racism in housing 'that anti-racist activity was best done outside the race relations industry', advice she followed in becoming a social worker. She describes JACARI as 'my "group" – that's where many of my closest friends were'. It was through JACARI that she

met her partner and got to know his friends, who demonstrated 'an awareness that [she] had something different to contribute, which was very affirming'.

Where Beverley encountered racism during her studies, she recalls that there was no dedicated system in place at the time for reporting such issues. 'It was normal. And, in a sense, at that time Oxford was so riddled with misogyny, racism and classism, that you could hardly separate what was going on.'

Nana reflected on challenges which she too had encountered in terms of feeling fully herself as a student and in other settings, and she was kind enough to share some of her own insights into life as a black student at Oxford now. She explained to Beverley: 'It's not perfect, but it's definitely different from what you're describing because there is a black community now, there are systems in place to report issues that go on, and I think students come in with a bit of a different mindset... There has been progress, but the work is ongoing and is not yet complete. I think it's really interesting the difference that a sense of community can make.'



Beverley, Nana and David meet via Zoom in June 2021.



Beverley at the St Hugh's Garden Party (circa 2000) with her son, who was studying at Wadham College.

Nana has been a key member of the Oxford African and Caribbean Society throughout her time at St Hugh's, and while she knows that some of her friends from the society have found it easier to connect with other members rather than their college communities, happily that has not been her experience and she has made good friends through both.

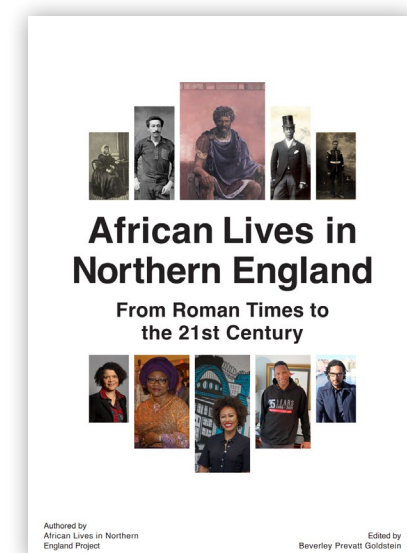
Beverley, Nana and David also discussed the heavy focus on British history within the Modern History course back in the 60s. Beverley recalled that, at the time, 'There was little understanding that you might want something different... I did Spain and the conquests of the Latin Americas as my special subject, which was the nearest I could get... I've no recollection of [the empire or questions of enslavement] being dealt with.' Prompted by their conversation, our History tutors went on to explore the changes that have been made to the course over the years, about which you can find out more on page 34. Looking back at the syllabus from the late 60s and early 70s, they noted the prominence of English history, particularly amongst the compulsory modules, with a wider variety of choices with a more global outlook, such as 'Slavery and Secession in the US, 1850-1862', available as optional special subjects.

Reflecting on whether she got a sense when she was at Oxford that there was a genuine desire for change, Beverley suggested that 'there was a pocket of a movement towards change', as in JACARI. She had doubts at the time about how deep, how authentic that 'pocket' might be, and though pleased to hear about the positive developments in College and across the University since her own student days, she still has similar doubts buttressed by the continuing prominence of the Rhodes statue.

Nevertheless, Beverley enjoyed her time at Oxford, particularly the interesting and new experiences in this 'alien' environment. She did not have any illusions or high expectations of Oxford or any university setting being anti-racist or 'black friendly'. She was content that three of her four children also attended Oxford University, with their experiences being somewhere between hers and Nana's.

Since graduating from Oxford, Beverley has gone on to enjoy a long and distinguished career in the fields of social work practice and education, training and consultancy, and she has dedicated herself to challenging racism through her professional and voluntary work. She became an anti-racist trainer early on in her career, speaking at conferences for national networks promoting anti-racism, leading workshops for charities, and drawing on her experience to support and educate foster carers and adopters through her social work. She went on to combine a social work lectureship at Durham University with training and consultancy work on equal opportunities and anti-racism, and published over 26 papers on anti-racism, feminism, the voluntary sector and good practice with black children. In 2001 she became the first CEO of the black minority ethnic Community Organisations Network (BECON) and helped to facilitate the black voluntary sector in the North East having a voice on all the strategic regional bodies.

In recent years Beverley has maintained her interest in social work, sitting on the boards of the General Social Care Council and the British Association of Social Workers. She has also been heavily involved in the black voluntary sector, engaging with 'Freedom Thinktank' to contribute a black perspective to the North East's commemoration of the ending of the British trade in enslaved Africans, and chairing the North East of England African Community Association. Beverley has recently edited a booklet on African lives in North East England, which was launched at the Durham Book Festival.



Front cover of *African Lives in Northern England* published by New Writing North, 2021

To find out more about Beverley's life and work, visit the website of African Stories in Hull & East Yorkshire to read her profile: <https://tinyurl.com/3j4mapcd>

Today, St Hugh's is honoured to be home to an increasingly diverse academic community, and to be heavily involved in many initiatives to help widen access to Oxford and to higher education more generally. However, we recognise that more still needs to be done to encourage black students to apply and to make those black students who join the College feel supported and welcome.

One of our sustained outreach partnerships is with the Kingsway International Christian Centre (KICC), whose community initiative 'Breaking Educational Barriers' equips young people and their parents with the tools to prepare for educational excellence, regardless of background, ethnicity or gender. Lena Sorochina, our dedicated Outreach and Partnerships Manager, works closely with secondary school-aged students and their parents, offering them comprehensive guidance and support with university applications and information about future destinations. This year the College introduced an Application Support Day for UK state school sixth formers with black, Asian

and minority ethnic heritage to its wider outreach programme, which was held in conjunction with the University-wide virtual Open Day in September 2021.

Recent developments in College have also included the establishment by the Governing Body of a taskforce of students, alumni and staff to address and eradicate racial discrimination and racial inequality wherever it occurs within the St Hugh's community. In addition, the wider University has introduced a number of schemes designed specifically to support black, Asian and minority ethnic students through their Oxford journey. For example, the University's welfare support programme includes a network of Peers of Colour dedicated to helping any students of colour who might wish to call on them for support during their studies at Oxford.

Important work has been undertaken across Oxford since the 1960s to interrogate the content of academic courses and the ways in which they are taught. To take the undergraduate History course as an example, there

have been many developments over the years which have helped to make it more inclusive and enabled students to study a much broader range of topics. For instance, three English (later renamed British) History outline papers which had been compulsory became optional in the early 1990s. Nowadays all undergraduate historians are required to offer at least one paper in global/non-European history, and the range of options available for them to pick from for their further and special subjects is one of the most diverse available in any History faculty in the world.

Our deepest thanks to Beverley and Nana for sharing their experiences with the St Hugh's community.

We are delighted to announce that Nana began her law conversion course in September at The City Law School, University of London, where she is the recipient of a prestigious Middle Temple scholarship and a scholarship from the Daniel Lett Fund.
Congratulations, Nana!



'Breaking Educational Barriers' visit to St Hugh's in 2019



Bursar's Report

By Harry Myring

During his time as Bursar for St Hugh's College, Harry Myring has worked tirelessly to ensure the College kept going during the height of the pandemic and we are hugely grateful to him for his commitment and resolve. Sadly, Harry departed St Hugh's in September 2021 and we were very pleased to welcome his replacement, Gareth Prior. Gareth joined us from Worcester College, where he was Finance & Estates Bursar.

As I write my final report for the *Chronicle*, I am looking out of my office onto the beautiful grounds of the College which I have missed while working from home over the last 18 months, as I'm sure have the College's academics, support staff, and many of our alumni. The gardeners have done an exceptional job in keeping the grounds looking immaculate for us all to enjoy on our return to the College. It has been a challenging time for wellbeing, particularly the mental health of staff and students, and the gardens play an important part in providing space for everyone to relax and socialise in safely.

While none of us could have imagined the length of time we would be away from College and how much COVID-19 would change the way we work, I am pleased to say we have received nothing but positive

comments on how the community at St Hugh's has coped. The collegiate structure is shown in its best light by the way we could respond meaningfully to students throughout the crisis. I am proud of the resilience and adaptability of all our staff and students, and how they have adhered to the seemingly never-ending series of precautions and safety measures put in place by the College as a result of the government guidance and regulations.

Over the past six years, St Hugh's has implemented a strategy for ensuring its long-term financial sustainability, and greater inclusivity in its academic and collegiate life. This work has taken on increased importance as a result of the pandemic and securing the long-term financial sustainability of the College is a key strategic priority, alongside its

fundamental academic priorities, as the College moves forward to drafting its new strategy.

I am pleased to report that the College is well placed to come out of COVID-19 stronger and to achieve its ambitious capital plans, as well as implementing a programme of renewal and refurbishment of the existing estate and adjusting to the long-term effects of the pandemic on College life and our commercial offering.

I would like to take this opportunity to thank every single person at St Hugh's for their hard work and support over the last two years. Everyone has stepped up to the plate to help keep the College going, and I am sure the community will be even stronger and more successful in its endeavours going forward.



Senior Tutor's Report

As with all colleges and universities, our undergraduate results were accomplished in highly unusual circumstances in Trinity term 2021, owing to the COVID-19 pandemic. But students all had to cope with the circumstances they were placed in, and their achievements are still highly worthy of note. St Hugh's students achieved 45 first class honours.

Their successors are unusually numerous, as we welcomed our largest intake on record into the first year in Michaelmas term 2020: 140 new undergraduates, and 281 new graduate students – the exceptional circumstances meant we were not able to mark their arrival with a matriculation ceremony or photograph.

Our academic staff complement has seen some increase and inevitably some turnover. New appointees arrived, or still in the process of selection, are Associate Professors in Economics (vice McMahon, who becomes a Senior Research Fellow), Dr Sarah Clifford and in Experimental

Psychology (vice Plunkett, who retires) Professor Asifa Majid. Professor Ngoc Son Bui was elected to our new post in Asian Laws, and Dr Madeleine Reeves to a post in the Anthropology of Migration (vice Xiang, who has left). Dr Jack Miller (Physics, 2007) was elected a Fellow by Resolution in Physics. New appointees still to be elected or confirmed are the Professorial Fellow in Electrical Engineering, and the Hooke Professor of Experimental Physics. An Associate Professor in Physics (vice Chalker, who becomes a Senior Research Fellow) has yet to be elected. We are seeking an Associate Professor in the new and

By Professor Roy Westbrook

critical field of Anti-Microbial Resistance (which will make a second Biology Tutor for the first time).

Professor Kim Plunkett retires after many years of splendid service as our Tutor in Experimental Psychology. This will be the last time I will write this report as I also retire at the end of this academic year, having served as Senior Tutor for six years. My successor is Professor Robert Vilain, a distinguished professor of German, who joins us from the University of Bristol.

College Chapel Report 2020-21

By the Revd Dr Shaun C Henson, College Chaplain



The College Chapel continued this year its 'adventure of the unexpected for the unaccustomed', as I named it in Trinity term, with services and activities unavoidably marked by restrictions related to the COVID-19 pandemic. Although the University and College allowed for some limited in-person activities, from the start we made what eventuated to be a wise decision to continue from Michaelmas term a rota of virtual-only services. COVID-19 cases nationwide and among our own ranks rose sharply from the start of the academic year, and by 5 November we had entered another national lockdown. We began yet a third national lockdown in January.

The Chaplain and Choir increased in technical skill with the passage of time (helped enormously by Choir member Adina Henson), gradually producing better online weekly Choral Evensongs for our dedicated Facebook page and YouTube channel (see the links on the Chapel's section of the College website). The Choir was led by Senior Organ Scholar Jonathan (Jonty) Watt (Music, 2018), and two new Organ Scholars, Jieun Lee (Music, 2020) and Taro Kobayashi (DPhil Music, 2020). Our professionally trained Choral Award holders and other Choir members sang brilliantly throughout the year, directed ably by Chapel Music Tutor and Organist Dan Chambers. Drinks by Zoom after services continued in each term, ending for the Final Examination period in Trinity term.

The several major pluses resulting from our continued unusual conditions were again evident. The online services, available for viewing in perpetuity, were 'attended' by many more people than usual including alumni, those living near or far, and the wider public. Speakers, who likewise made their offerings by pre-recording, proved easier to book than usual, with no one having to travel or be present at any particular time or place for a service. Among highlights across the year were addresses from young Franciscan friar-in-training Brother Tobias SSF, Ms Zara Mohammed speaking from Scotland for a Muslim-Christian Interfaith Service, the University's Vicar, the Reverend Dr William Lamb, and our annual Advent Carols – at which literally hundreds more viewers than would have been able to meet in person were 'present'. The artist Anthony Todd Smith spoke from America, and author Dr John Frame from Istanbul, Turkey, among others. We ended the year with College Principal, Dame Elish Angiolini, giving another wonderful Leavers' Evensong address.

We intend to follow the University's lead by beginning to meet again in person from Michaelmas 2021, yet with some level of online presence continuing to extend our offerings so well for the foreseeable future.



Library and Archive news

By Nora Khayi, College Librarian, and Amanda Ingram, Archivist

Over summer 2020, it wasn't clear if we were going to be able to open for the start of term and various scenarios were investigated to look at access to both study space and the collection. Considering the current layout of the Library, it was not possible to open safely for both browsing and studying and there was a need to strike a balance between the priorities of access to physical space and provision of services. Group study spaces, furniture, and Library PCs were removed and, in order to avoid breaching social distancing with students studying and browsing in reading rooms, the number of seats available was reduced.

Library services were adapted to provide help to both students currently in residence and students not returning to College. Enhanced services included scanning, fetching and delivery of books to students' pigeon holes, as well as postal loans to students not in residence. A delivery service to self-isolating students in onsite College accommodation was also put in place.

The Library re-opened on 5 October 2020 and, despite a third lockdown in January 2021 and weeks of uncertainty, we managed to remain open for the entire academic year. This was mainly possible thanks to colossal efforts made by the Library staff and great resilience from our students.

The Library has been fortunate to receive many gifts of books this year. A good number of these came from our alumni community, and from academics of the College. Special thanks should be given to: Nicola Park (née Jackson, English Language and Literature, 1974), Gianetta Corley (Modern Languages, 1958), George Garnett, Richard Ovenden, Delilah Jeary (née Seale, Modern History, 1994), and Adrian Moore.

Archive news

While the Archive office has been closed during the pandemic, we do have some exciting news about a new research project involving the Head Hospital collection.

As many of you will know, during WWII, St Hugh's College was requisitioned as a Military Hospital for Head Injuries on the initiative of the Oxford neurosurgeon, Dr Hugh Cairns. Mobile surgical units behind the frontline were combined with fast repatriation by air to Oxford where some 13,000 servicemen were treated for head injuries. This was an enormously innovative and ambitious undertaking which pioneered the use of penicillin, made discoveries that have shaped modern understanding of traumatic brain injury, established the field of neuropsychology, and transformed practices related to disability and rehabilitation.

After the war, a follow-up programme was established by Dr William Ritchie Russell at the Radcliffe Infirmary to monitor the servicemen's medical condition, to make sure that they received the correct benefits and, of course, to carry out research. This group of healthy young men, who had sustained very localised lesions in the brain, represented a unique opportunity to study brain-behaviour relationships. Over the ensuing decades, this programme was extremely influential in our understanding of brain processes involved in perception, language, memory, and motor functioning. With the closure of the Radcliffe Infirmary in



Freda Newcombe on the occasion of the presentation of the archive to St Hugh's, wearing her signature boater hat which is now in the collection.

1994, Dr Freda Newcombe secured a permanent home for the archive of this programme at St Hugh's.

The archive is a treasure trove of medical, scientific and social information and a number of historic publications have emerged from its vaults. The medical data, however, have been used less since Freda Newcombe sadly passed away in 2001. Recently, however, a new research initiative has evolved. This initiative was set up by neurologist and Fellow of St Hugh's, Professor Gabriele De Luca, in collaboration with Emeritus Professor of Neuropathology and St Hugh's Emeritus Fellow Margaret Esiri née Evans, (Physiology, 1960), who carried out detailed post-mortem investigations on the brains of the ex-servicemen who had donated their bodies to science. For instance, they are now investigating the

effects of a brain lesion at an early age on the development of degenerative diseases, such as Alzheimer's, later in life.

In 2021, Professor Edward de Haan, who had been involved in the follow-up programme in the 1980s and 1990s, joined the team as a Senior Research Fellow from Amsterdam. Professor de Haan has also arranged for an additional body of archive material, previously held by a colleague of Freda Newcombe's, to be added to the St Hugh's Archive.

So, after almost 30 years, the archive is once again the basis of an active research programme attracting old hands and young investigators, including Professor Gabriele De Luca who is planning a DPhil based on data from the archive. Several different projects are now being developed including a study on the different neuro-anatomical pathways involved in visual perception. Freda Newcombe was one of the first to report on the different brain structures that are involved in visual

recognition (eg recognising familiar faces) and in visuo-motor behaviour (e.g. grasping). The team's current working hypothesis is that there are many more such dedicated pathways, for instance for the recognition of emotional signals (as in facial expressions), and the archive will allow them to look for ex-servicemen who demonstrated selective impairments in these hypothetical processing pathways.

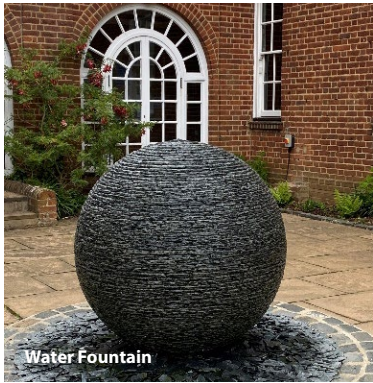
You can read more about the work currently being undertaken by Professor De Luca and his team on pages 10 and 11.



The Garden Report

By Edward Reid, Head Gardener

Despite starting the new year in lockdown there were still plenty of things to be excited about in the gardens, not least the installation of our new water feature. I had been tasked by the main donor of the water fountain project, Professor Jennifer Green (Chemistry, 1960), Emeritus Fellow and St Hugh's' *Custos Hortulorum*, to find a contemporary water feature suitable for the area outside the Bursar's office. Jenny liked a similar slate sphere at Christ Church, but due to its solid construction and weight it was going to be extremely difficult and expensive to install. I had previously been impressed with the ease with which Jeremy Hastings' spheres could be installed as they are made in sections, making them lighter and easier to construct. The sphere we chose is made from reclaimed roofing slate from Cornish miners' houses. To complement the slate, we have planted white flowering climbing roses and shrubs such as *Hydrangea arborescens* ('Annabelle'), *Polygonatum hybridum* ('Solomon's Seal') and ferns.



Water Fountain



The West Lawn: *Camassia*, *Nectaroscordum* and *Gladiolus byzantinus*

During a visit to King's College, Cambridge a few summers ago I was greatly impressed by their *Echium candican* ('Pride of Madeira') border, and when a colleague of my mine at Trinity College had some spare seedlings I snapped them up and decided to plant them throughout our MGA borders. Benefitting from the south-facing and sheltered position these impressive biennials produce towering six-foot tall blue flower spikes for which they are famous over the summer months. *Echium candican* are also a great source of nectar and much loved by bees and other pollinators.

We planted a considerable amount of later flowering and tall bulbs such as *Camassia*, *Nectaroscordum* and *Gladiolus byzantinus* in front of the stables near West Lawn, and under the row of beech trees. These complement the existing 'Queen of Night' tulips and naturally growing cow parsley which looked fantastic in early May.



Echium pininana

The new planting in the herbaceous border, one of my favourite spots in the gardens, continued to go from strength to strength and has particularly benefitted from all the rain we had in May. The results have been amazing, with a continuous display of blooming plants and flowers since then, including *Eupatorium purpureum*, *Cephalaria gigantea* and one of my favourites, *Sanguisorba hakusanensis* ('Lilac Squirrel'). Steven (Hobson) has worked particularly hard on the refurbishment of the border and I am really proud of how spectacular this is now looking.



Sanguisorba hakusanensis



Salvia nemorosa 'Caradonna'

Following on from the initial planting last year, we have expanded on the wildflower seed areas which came into flower in June and looked beautiful. In the areas we have kept unmown during spring, several wild orchids have been spotted within the long grass such as the pyramidal orchid and common spotted orchid.



Spotted Bee Orchid



Wildflower Meadow

The gardening team have just taken part in the University's biodiversity audit, to highlight areas in the College gardens where we have been working to create a better environment for wildlife, and also to consider ways in which we can improve further still in our work in the gardens overall. It is a very interesting project which has kept us busy with a variety of activities including recording bird song, analysing soil samples and surveying the College's micro fauna.

We have been holding welfare workshops for our students which have been very popular, particularly the flower arranging morning where students picked flowers

from the gardens and arranged them in jam jars to take back to their rooms. Other activities included seed sowing, garden tours and making bug hotels and bird feeders out of recycled materials.

Next year we are planning to expand the meadow and wildflower areas around the West Lawn, and I would also like to explore the possibility of redesigning the herb bed, using colours representative of the suffragette movement to pay homage to the role St Hugh's has played in women's education and the movement itself. Also, we recently received a very generous donation from Laura and Rachel Brackwell, in memory of Margaret Brackwell (née McConnachie, Modern Languages, 1943), for which we are extremely grateful. We intend to use the funds to restore the rose arbour and to purchase some obelisks to grow climbers up through the MGA borders to provide height and a focal point.



Cephalaria gigantea



Student Welfare Workshop

MCR Report

2020-21 was a year like no other and hopefully like no other to come. For most of our MCR members, crises are nothing new. Our generation lived through the 2008 economic crash, witnessed the turmoil of Brexit, and grew up learning about the impending planetary climate collapse we are now facing. Nonetheless, the COVID-19 crisis caught us all by surprise, and once again we found ourselves as the reluctant protagonists of future history books.

The year started on uncertain terms, as the duration and nature of the pandemic were still unknown. Freshers' week went ahead with an abridged schedule: online induction sessions, outdoor socially distanced barbecue and drinks, College families of six or less, punting for households, yoga and croquet on the campus lawns. New students had to contend with meeting each other from the bridge of the nose up, exchanging muffled and droplet-free introductions in order to keep us all safe.

Michaelmas term brought sombre auspices, with many graduate students facing difficulties returning and losing access to libraries, gyms, common rooms and laboratories. As the days grew shorter, ancient Oxford slumbered into hibernation. The last time students were deprived of access to normal campus services for this long was when the Main Building served as a hospital during World War II. While it was challenging to build a sense of community, especially with new students, it was more important than ever to create a solid support network and a feeling of mutual support within the MCR. During the deepest, darkest periods of lockdown, online game nights, take-home brunches, long walks outdoors, online parties, yoga and barre classes on Zoom, kept us all sane and connected to each other. There was a new-found appreciation for our beautiful gardens, as well as our proximity to Port Meadows.

Hilary term progressed with most classes still online, most departments, libraries and labs closed, and strict limits on in-person socialising. Our online academic events, 'Thirsty Thursdays', provided intellectual engagement as students came together to share 10-minute presentations on their DPhils or research, then discuss with others. While our beloved tradition of Friday night socials could not continue, the committee decided to put our party budget to good use and distribute free drinks and snacks from the MCR house before the weekends, so students could enjoy them with their households while tuning in for online events.

We also created the LGBTQ+ and Race Awareness Book Fund, that offered any member subsidies to pay for a book that was by, or on issues relating to LGBTQ+ individuals or people of colour. Recipients were encouraged to then donate the books for others to share, hopefully starting enriching and important conversations for all of us. Students and committee also pulled together to organise a series of last-minute fundraising events in response to the Indian COVID-19 crisis, raising more than £1000 in a week towards a shared University fund, allocated to various grassroots organisations. The MCR also voted overwhelmingly in favour of a historic Fossil Fuel Divestment Referendum, asking that College publicly commit to not investing in the fossil fuel companies most responsible for the climate crisis that refuse to change their practices. During Pride month, for the first time, the Trans flag was flown over College, showing that we support all our students, regardless of their identities.

As the days grew longer and the cobbled streets of Oxford filled with blossoms, Trinity term brought new hope. Restrictions eased, and we could host distanced drinks in the MCR garden

**Ricardo de Luca e Tuma
(Graduate Entry Medicine,
2019), MCR President**

again. Our beloved formal dinners returned, a particular thrill for our one-year students who got the chance to participate in a quintessential Oxonian tradition. Our determined Hughsie athletes worked hard to make up for lost time, achieving incredible results. The first boat of the Men's rowing team won coveted blades during the Summer Torpids (which replaced the traditional Summer Eights) reaching the highest position of any Hugh's boat in history, alongside great performances from the Women's side as well. In June, the MCR (and JCR) men's football team won the Oxford Cuppers, the second oldest football tournament in the world after



Outdoor barbecue



LGBTQ+ flag at College



Thirsty Thursday



Outdoor barbecue



Outdoor barbecue



MCR Formal



Oxford/Cambridge Croquet Varsity match winners

the FA Cup. Two of our own committee members represented us in the Oxford/Cambridge Croquet Varsity match, held annually at the Hurlingham Club in London, triumphing against the other place. As the summer came into full swing, dissertations were handed in, and theses put away; and we extended MCR events past term including a formal garden party, a welfare brunch with live student performances, and a summer barbecue, to make up for lost time.

All in all, this year's crisis has forced us to take a step back and pause. Invited into this centuries-old seat of privilege and opportunity, we had dreams and expectations of what our time here would be, all of which have been completely altered. We have had to ask ourselves, what is St Hugh's without the balls, the formals, and the Friday night socials? Without even a dining hall, common room, gym, or library? To me, the answer is simple: the St Hugh's community. Our community is made up of diverse students, academics, and staff, and has been with us every step of the way. We have embarked on this journey to pursue our own betterment and the advancement of the human condition, through the arts, sciences, literature, and technology. But that would not be possible without us helping and supporting each other, learning and exchanging with our peers. Nothing of what we do at Oxford would be possible, or worth it, without our communities. If this pandemic has taught us anything, it is that St Hugh's' community can thrive even in adversity, and that our sum is stronger than its individuals.

As we move forward, we can only hope that things will continue to improve and that this new year will be as normal as possible. However, normal is not what it was before, the ways we had to grow and adapt will stay. I write from my placement in a local District General Hospital, eagerly awaiting the arrival of a new cohort of students to College in October. I know they can expect to meet a group of intelligent, kind, passionate students, unbroken and undeterred by the challenges of this year. Rather than downtrodden, I see students brimming with a desire to learn, to discover, to experience and to contribute even more than before. So long as new and returning students continue to remember to pack that, St Hugh's will be in great hands.

JCR Report

By Michael Bakare (Philosophy, Politics and Economics, 2019), JCR President

In 2020-21, the COVID-19 pandemic continued to shape undergraduate life at St Hugh's. Ever-changing social distancing regulations and the emergence of new variants made for a year as unpredictable as it was challenging for the common room. Nevertheless, resilient, our student body persevered, successfully preserving some sense of normality in these decidedly abnormal times.

Though on looking at College at the start of Michaelmas term 2020, you could have been forgiven for thinking this was a year like any other, closer inspection would reveal a transformed College life. While College, unlike in Trinity term 2020, was able to welcome all students back for full-time residence, a series of COVID-19 measures had been introduced into the College to keep students and staff safe. Despite the restrictions, the freshers took these challenges in their stride, bringing a wealth of energy across our newly socially distanced college. An innovative freshers' committee organised a unique freshers' week, exchanging club nights for socially distanced quizzes and pub crawls for walks in Port Meadow.

Though the JCR community was mainly all onsite, our new normal meant that we could only gather together via Zoom meetings. These meetings were well attended across the common room (a success that may admittedly have had something to do with the pizza prize draw at the end of each meeting). The committee organised a Black History Month Zoom screening night of the movie *Queen & Slim*, and our Zoom-broadcasted Christmas formal was a true highlight, seeing the JCR join together for a historic first ever virtual formal.

With Hilary term came a new dynamic, government guidance left College open only for the members of our common

room who would be unduly burdened by studying from home.

With many JCR members absent from the College grounds, the first JCR motion of term gave honorary membership to the College cats, Professor Biscuit and Admiral Flapjack, such that they could act as stewards of the common room whilst so many of us were away.

As term moved along the committee found inventive ways to keep the common room entertained. A virtual escape room competition and Lunar New Year cooking competition formed just some of the events hosted, with the latter judged by the Principal, harnessing her self-proclaimed sense of 'smell-o-vision' to judge the dishes virtually and pick a winner.

Committee also used this term to address some larger structural reforms. The Welfare Officers worked to better organise the extensive College welfare team and lobbied for the creation of additional staff welfare positions. The committee was also able to secure a generous budget from College to embark on a complete refurbishment of the JCR, creating a new space now fully equipped with a coffee machine to satisfy all those late-night caffeine needs.

As restrictions began to ease over Trinity term, students were once again allowed back into College. No sooner were the doors swung open than committee worked to make up for lost time. Though outdoor socialising and British summer time don't necessarily always mix, the outdoor BBQs may have dampened our clothes but did not dampen our spirits. As we all looked for entertainment outside, JCR members took to forming new societies, from stargazing to surfing.

With Trinity term, we also saw the return of sports events, giving St Hugh's a



Black History Month Film Screening

chance to dominate. Amongst a summer of successes to rival Team GB's escapades in Tokyo, our mixed orienteering team clinched third in the Cuppers, the women's second boat rose two places in their division, and the men's first boat won blades, creating history by reaching the highest ever position for men's rowing in College history. To top it off, our men's football team took home gold in the Cuppers!

At the time of writing, plans for freshers' week and Michaelmas term are fully underway. Over the course of the year, we hope to make up for lost time, catching up on postponed events - including the 2021 summer ball. We intend to usher back the days of bops, full capacity formal halls, and in-person JCR meetings.

I can't help but look back in admiration at the supportive and caring community of people we have at this college, not just in the JCR but across all the students, staff and Fellows. I chose not to focus my report on the challenges faced by College this year, not because of their absence (there were many), but in spite of them. The past year is one that should be remembered for the truly heart-warming display of support and solidarity seen across this community. The way JCR members rallied around their peers was truly outstanding, and as I look at our common room, I am confident that this is a spirit of generosity that will continue to grow and flourish amongst the members of the St Hugh's JCR.



Aerial Men's 1st



JCR Formal 2021



Picnic with Balliol College



Students playing croquet



Enjoying sun in the gardens



Women's 1st rowing Team



Oxford Cuppers Winners



JCR BBQ



JCR Freshers' BBQ



Avril Bruten

Creative Writing Award 2021

Kitty Blain (Philosophy and Modern Languages, 2019) was the winner of this year’s Avril Bruten Creative Writing Award for her story ‘Looking at it all, underwater’. Sarah Moss (English Language and Literature, 1994), the acclaimed writer, and this year’s judge, also commended Nana Sarfo-Bonsu (Classics and English, 2018) for her story ‘kCal B at Oxford’ and Molly Stock-Duerdoth (Mst Greek and/or Latin Languages and Literature, 2020) for her poem ‘Three Recent Portraits’.

Sarah described ‘Looking at it all, underwater’ as, ‘beautifully written in a narrative voice that feels utterly natural and convincing but is finely judged and perfectly measured. The account of dislocation and alienation is both cool and moving. I hope to read more of this writer’s work.’



Kitty Blain

Extract from the winning story, ‘Looking at it all, underwater’, by Kitty Blain

One afternoon, I escape, my hair sticky with sun cream. I ride a train and a bus to Alt-Kladow, and eat a big stale pretzel. I feel secretive, because I am wearing a swimming costume under my clothes. But mostly I just caress the journey and savour its tenderness. Drink in the ripeness of stale sweat smell! Delight in feeling the rubbed-down train seat scratch my stuck-together thighs! I feel my long dress radiate around me, swish swish swish. And the day tastes sweet and flat, and feels weighty, thick and heavy on my tongue. A man tries to talk to me at the bus stop and I ignore him, I say, can’t you see I’m busy and I read the bus timetable and I think, when did I get so cruel. But then when I get off the bus, the sunlight twinkles. It has the wispy orange quality of sundown, half-light, really, even though it is just after midday. But no, I must be misremembering, it was mid-summer, and at two p.m., that can’t be right. It is very quiet in Alt-Kladow, and the streets are cobbled. I walk down the path to the lake, which I have forgotten the name of now, but it was perhaps the Groß Glienicker See or maybe it was the Sacrower See, I can’t remember. The lake is hidden by a big main road with an Aldi, and it is surrounded by forest, proper forest, with no path, and it looks large, and gentle. Its water quivers and lurches, pulsating underneath a shimmery top, and billows occasionally into little waves. It looks like something is covering the top of the water, a membrane or old custard skin, and it sometimes splits and curdles into tiny tumbles of water, all wrung out and creased. Like the water is an eyeball, moving, as it dreams underneath an eyelid. I leave all my possessions on the bank and soon I am balancing on its black-green surface. My limbs glow an eerie, ghostly white underwater. I can see the red of my toenails glistening beneath the surface, and trace my legs through its liquid. I enjoy being alive, you see, and move my limbs accordingly. And the lake ripples around my body, it is like silken yoghurt and it is slippery. Star-fished on my back, I allow myself to glimmer and float, and I sink into the lake until it reaches up to my chin, and so that only the very top of my face rises through the surface. The air feels very stiff on my cheeks in comparison to the looseness of the water. And everything is muted because my ears are filled with water, the talking of people on the bank becomes slow and blubbery. And I feel like I should be bleeding into the lake, but instead I am quite, quite distinct from it, a white, slimy girl, and in any case I am very warm and the lake is very cold. I shudder slightly. Later, I ride the bus back when it is truly twilight, gold light all mottled and freckly, blotchy through lots of trees - there is so much dappled light here - and the light darts through the dusty windows of the bus, flashing, and I am encrusted with sand, and salt, and sweat, on my eyelids, my ears, the creases of my elbows, and I feel something clear and true and almost joyful. I smell like pond for days afterwards, but the babies have no idea.

Alumna Sarah Moss

on her career as a writer and tutor

Avril Bruten Creative Writing Award winner, Kitty Blain, interviewed competition judge, Sarah Moss, author and academic, about her career, her literary inspirations and her time at Oxford.

What's your earliest memory of fiction, whether it's reading or writing?

That's an excellent question that nobody has asked me before. My grandfather was a very good storyteller, with little formal education. He wasn't imaginative in any other way but told stories about a magic bird who would swoop down and produce sky blue pink yellow berries out of trees. I adamantly resisted reading until I was six years old when my grandmother, who was a primary school teacher, said, 'Right, love, shall we go into Grandpa's study and sort out this reading?'. By the end of the week I was reading Arthur Ransome and other similar chapter books. I think oral story-telling is really important.

What was your evolution as a writer?

Whenever anyone asked what I wanted to do when I grew up it was always to write fiction. I wrote all the way through my teens, but when I got to Oxford I stopped because everyone was trying to write novels. I thought, I have three years to spend in a copyright library, and it seemed mad not to make the most of this opportunity and the whole world opening up around me. My first novel was a by-product of my DPhil; I was writing about the influence of travel on Wordsworth and Coleridge. Coleridge was keen on a story about the medieval Norse who went from Iceland to Greenland in about the 10th century where a European colony had lived for about 500 years but seemed to disappear after the Black Death. It was this that became the beginning of my first novel.

Do you feel taking a step back from the competitive nature of creative writing in Oxford and doing it for the love of it was beneficial?

I don't know – it was utterly typical of me at the time. If everyone was competing for something I would just turn around and walk off with my tail in the air because I wasn't going to join that scrum. I sometimes wonder if I had started writing ten years earlier whether my writing career would have been a shinier one, with the cachet that existed then of being a new writer in your early twenties, fresh-faced and sharp.

Do you follow your own advice when teaching creative writing?

I don't tend to give much advice. What I look for when choosing texts to teach is writers who are being experimental, which are not necessarily the best books around at that time but are the most stimulating and challenging for new writers to read. I teach very much through reading, and then provide line-level commentary.

How far do you consider it's possible to extricate yourself from the narrative perspective and can you ever write from a perspective that's totally separate from yourself?

If a student asked me that question I would say try anything if you're prepared to work long and hard enough. I've written from a male point of view a number of times and it's fun. But there are more things you have to be aware of; thinking about experiences of class or race does pose a risk of appropriation. I don't think I have a line in the sand I wouldn't cross but I am always aware of the boundaries and how much work is required in crossing them.

How do you feel when you're writing from a man's perspective, for instance Adam in *The Tidal Zone*?

By the time I'm writing a book it feels natural and I find it quite liberating and fun. I also think anyone who has grown up reading English literature knows what it's like to be a man, and I think that's actually where any experience of marginalisation can be useful because the more you see things through other peoples' eyes the easier it is to write a book. It's easier to write with the kind of voice you've read a lot rather than one that's rarely written, and that's one of the reasons why we need more diverse voices in fiction.

Do you follow a certain format when writing?

My first drafts are experimental and I throw a lot of them away. At that point I'm thinking about structure, a much larger scale thinking which get smaller as the novel evolves. I enjoy it more nearer the end – the delicate refinement of the drafts. For every novel I have a notebook with characters, a chapter plan, sketches, dates of birth – whatever I need to write it. But I might well discover while writing that I have other ideas which I have to incorporate.

Kitty and Sarah during Zoom interview



I really found my feet as a reader in those three years at Oxford, which equipped me to write. The feeling of tradition being passed from generation to generation has been hugely formative, even if it's not always a tradition that feels like mine.

Do you have characters sketched out before the plot and how important is place?

I normally only have biographical facts, characters come quite late on for me. Place is enormously important. If I'm in between novels I'm always listening out for an idea. I've lived in many different places which I think has influenced my writing. I get bored quite quickly and my husband always hopes I'll get going with the next novel quickly so I don't want to move house or country again!

Where do you draw your inspiration from?

Museums and galleries, particularly museums where objects pull me in the same way that places do – they bring a sense of their own past.

What advice would you give young writers?

Read widely and critically and with your brain switched on. It's important to know why you are doing what you are doing. A creative writing degree is not a guarantee for being a novelist, the only reason to do one is because you want to. I think if you're capable of writing a publishable novel you can whether or not you have a creative writing degree, but good teaching can accelerate and sharpen the process.

What do you feel is the most common misconception of your writing?

I let go of the books once they're published and they don't belong to me anymore, so I'm fine with it. Sometimes reviewers see things in my books that had never occurred to me which I like. I am always perplexed to be described as someone who writes climate change or nature fiction. Given the state the world is in, how can you not be aware of these issues and not write about them – we are part of nature.

Are there any writers that have had a profound effect on the way you write?

The Oxford English degree was a gift to me. The sense of having walked through the centuries with those changing rhythms of English poetry and then prose, and a deep sense of heritage of so many writers. There were many books available to me that I would never have read had it not been required of me. I really found my feet as a reader in those three years at Oxford which equipped me to write. The feeling of tradition being passed from generation to generation has been hugely formative, even if it's not always a tradition that feels like mine.

How did you find your time at St Hugh's?

Despite being a woman coming from Manchester and feeling insecure I found it intellectually very exciting. I didn't know the South at all and in some ways found Oxford unbelievable; as if it was made of fibre glass and I just wanted to poke it. It wasn't my England but it was so beautiful and I found it amazing that we could live in that beauty.

The St Hugh's College Bookshelf

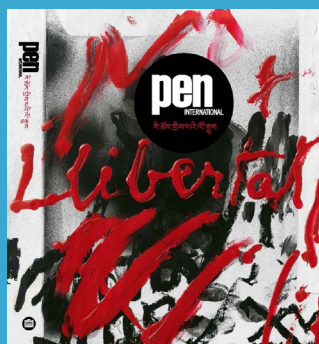
We are delighted to feature some of the books published by our Fellows during the last academic year, which cover a range of subjects studied and taught at St Hugh's.

PEN: An Illustrated History

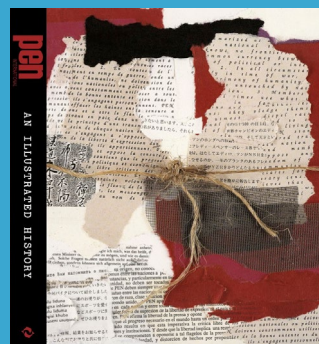
by Professor Peter D. McDonald, Tutorial Fellow in English with co-authors, Carles Torner, Ginevra Avalor, Rachel Potter, Jennifer Clement, Laetitia Zecchini

In September 2021, the College was due to host the centenary congress of PEN International, the world's oldest and largest writers' organisation, which was founded in London on 5 October 1921. Yet, like many best laid schemes, this one went the way of COVID-19 and moved online. In this new format, St Hugh's was represented by Professor Peter D McDonald, Fellow and Tutor in English, who gave a keynote about the history of 'The PEN Charter', the organisation's guiding manifesto. He also played an instrumental part in the design and drafting of *PEN: An Illustrated History* (2021), the UK and Tibetan editions of which are illustrated here. This beautifully produced book, which has been translated into more than ten languages, tells the extraordinary story of how writers from around the world placed the celebration of literature and the defence of free expression at the centre of humanity's struggle against repression and terror. It also highlights the case histories of key figures PEN has championed over the years, including Federico Garcia Lorca, Stefan Zweig, Musine Kokalari, Wole Soyinka, Salman Rushdie, Ngugi wa Thiong'o, Anna Politkovskaya, Hrant Dink and Svetlana Alexievich. To purchase the book visit:

<https://www.amazon.co.uk/PEN-International-Illustrated-Carles-Torner/dp/0500024618/>



Tibetan book cover



UK book cover

The Gift of Narrative in Medieval England

By Dr Nicholas Perkins, Tutorial Fellow in English

This book places medieval romance narrative in dialogue with theories and practices of gift and exchange, opening new approaches to questions of storytelling, agency, gender and materiality in some of the most engaging literature from the Middle Ages, works by Chaucer and the Gawain-Poet, and other much less known poetry ranging from the twelfth to the fifteenth centuries.



Dr Perkins said: 'The origins of this book go back to my previous research on advice for kings and princes, and also to my teaching about medieval romances, since gift objects and exchange are crucial to how these texts think about relationships, both inside the narrative, and outwards to their audience. Conversations with my colleagues and students here at St Hugh's and before that at Girton College, Cambridge, have really helped to make it what it is. The book's written both for scholars and students, and I hope that it will help people to understand these texts, and others too, as dynamic conversations, where moments of telling, listening and understanding can be gifts in themselves.' For more information and to purchase the book visit:

<https://manchesteruniversitypress.co.uk/9781526139917/>

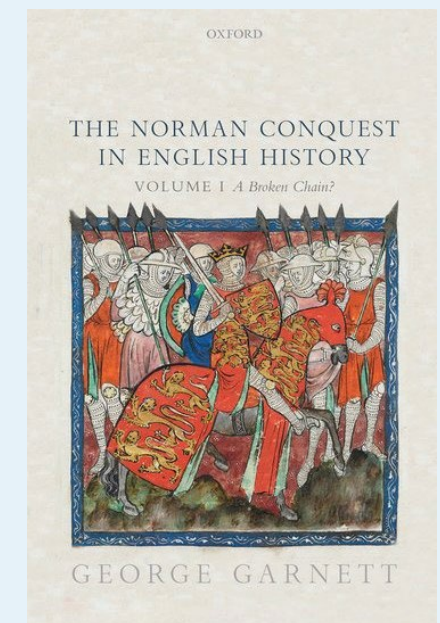
The Norman Conquest in English History. Volume I A Broken Chain?

By Professor George Garnett, Tutorial Fellow in History

This is the first book-length product of a Major Research Fellowship funded by the Leverhulme Trust in 2008-10. It explores how the Norman Conquest was treated in historical writing, law, and political argument from about 1085 to the early seventeenth century. The book ends by showing how materials salvaged from the Dissolution of the Monasteries informed political debate during the constitutional cataclysms of that century, when the Conquest came to be even more fervently contested than it had been in the twelfth.

Professor Garnett said, 'This might all seem antiquarian; antiquaries do indeed play a large part. But in the course of writing, the book was overtaken by contemporary politics, from Nigel Farage's ostentatiously sported Bayeux Tapestry tie, to the Supreme Court's decision that the purported prorogation of Parliament had been no prorogation. The Court's judgment began with Sir Edward Coke's seventeenth-century citation of Sir John Fortescue's fifteenth-century assessment of the legal consequences of the Conquest. And the in-the-event non-prorogation had been carefully scheduled to conclude on 14 October 2019, the nine-hundred-and-fifty-third anniversary of the Battle of Hastings. The Conquest is with us still as a point of political reference.'

For further information on the book please visit the Oxford University Press website: <https://global.oup.com/academic/product/the-normanconquest-in-english-history-9780198726166?cc=gb&lang=en&>

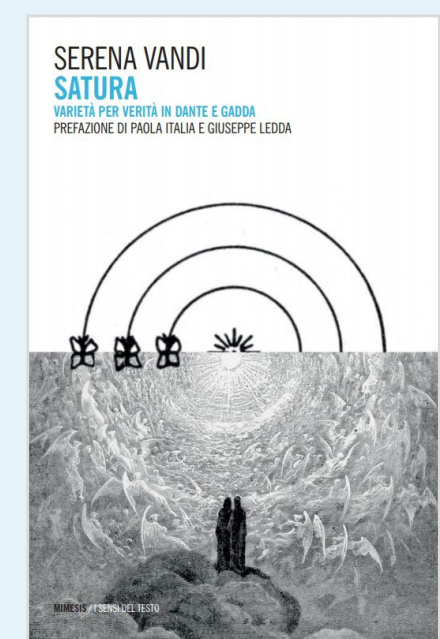


Satura. Truth through Variety in Dante and Gadda

by Dr Serena Vandi, Powys Roberts Research Fellow in European Literature, with a preface by Professor Paola Italia and Professor Giuseppe Ledda.

Satura is the first comparative study on the Italian writers Dante Alighieri (1265–1321) and Carlo Emilio Gadda (1893–1973). While acknowledging the importance of Dante as a direct source and model for Gadda, this work primarily puts aside issues of literary influence, by adopting a comparative approach, in order to reflect on some general structures and functions of the literary text, in two particular case-studies. The book proposes a new critical category to link the two authors' works: '*satura*'. The original name of satire is used to extend beyond that genre two of its key aspects – variety of form and content and a mission to unveil the truth – and to identify them and their connection as fundamental structures in the works of Dante and Gadda. A comparative rhetorical-stylistic analysis demonstrates that, beyond the 'multilingualism' which the renowned critic Gianfranco Contini identified as a common thread in Dante and Gadda, both authors work on the basis of a similar more complex correlation between a wider concept of 'variety' (linguistical, rhetorical, stylistic, and of content) and an ethical-gnoseological need to reveal the deepest truths of reality.

To purchase the book visit: <http://mimesisedizioni.it/libri/narrativa-linguistica-studi-letterari/i-sensi-del-testo/satura.html>



Welcome to new Fellows

The College continues to attract a range of exceptionally talented academics and warmly welcomed the new Fellows who commenced their roles in Michaelmas term 2021.



Dr Sarah Clifford, Tutor in Economics

Sarah is an Associate Professor at the Department of Economics and joined St Hugh's in September 2021 as a Tutorial Fellow in Economics. She completed her PhD in 2018 at the University of Copenhagen, and since then she has been a Postdoctoral Prize Research Fellow of Economics at Nuffield College and the Department of Economics. Her research focuses mostly on questions related to the taxation of firms and households with a particular focus on tax compliance and enforcement. She is particularly interested in how tax policy affects agent behaviour and what that means for the optimal design of a tax system.



Dr Damian Jenkins MBE, Official Fellow in Medicine; Dean

Damian was previously a Fellow by Resolution. He has been at St Hugh's since 2000, when he came up to read Medicine. Qualifying in 2006, he has since worked across the world, serving as a doctor in the British Army. He currently works in neurology at the Nuffield Department of Clinical Neurosciences and is the head of military neurology. His research focuses on neuronal and glial targets for the treatment of traumatic brain injury.

Outside of clinical medicine, Damian is a keen activist for diversity and inclusion. He lectures on the topics of unconscious bias and he helped the Army improve its standing in several employee rankings. At St Hugh's Damian teaches physiology and pharmacology to both medical and biomedical students, and this year he takes on the additional role of Dean. He hopes to use the role to promote cohesion and harmony for those living and working on site.

New Fellows by Resolution

Bruce Lawrence, Director of Development, became a Fellow by Resolution in May 2021.

Dr Jack Miller (Physics, 2007) became a Fellow by Resolution in Physics in October 2021.

Other new Fellows

Professor Edward de Haan became a Senior Research Fellow in July 2021.

Professor Ngoc Son Bui became an Associate Professor Non Tutorial Fellow in Asian Law in July 2021.

Professor Mark Turner became Belcher Visiting Fellow in Victorian Studies in October 2021.



Mr Gareth Prior, Bursar

Gareth joined St Hugh's from Worcester College, where he had been Finance & Estates Bursar since 2018.

Gareth spent over a decade as a senior finance executive in academic publishing, most recently as vice president for strategy and operations for the New York based publisher Wiley, and has also worked in the charity sector as finance director and company secretary for the UK's Waste and Resources Action Programme. Gareth is a Fellow of the Chartered Institute of Management Accountants.

Gareth read English at Brasenose College. Outside work, he is a published poet and a trustee of the Poetry Society. He loves cooking, especially Italian food, and is professionally qualified in the wine trade.



Professor Robert Vilain, Senior Tutor

The new Senior Tutor, Robert Vilain, joins St Hugh's from Bristol University where he has been a professor of German and comparative literature since 2010. His experience in Bristol has prepared him well for this post: as head of the school of modern languages (2012-15), he was responsible for strategy and all aspects of academic provision for over 1000 students, leading a team of nearly 100 staff; as Warden of Wills Hall (2015-18), he managed pastoral care and welfare for 350 first years; as director of the South, West and Wales Doctoral Training Partnership (2020-21) he oversaw funding, training, and partnerships for nearly 50 arts and humanities PhD students a year. Professor Vilain read French and German and took his DPhil in Comparative Literature at Christ Church, where he is currently also Lecturer in German. His research has focused mostly on comparative topics, especially in the field of modernist poetry (especially Hofmannsthal and Rilke) and the avant-garde (notably Yvan Goll), although he has also published widely on intertextuality, reception, translation, and the relations between literature, music and the visual arts between circa 1810 and 1960.



The Catherine Ennis Organ Scholarships

St Hugh's launches new fund in honour of the late Catherine Ennis HonRCO (Music, 1973), one of the UK's leading organists.

Earlier this year we were sorry to share the very sad news of the passing of St Hugh's alumna and renowned organist Catherine Ennis HonRCO (Music, 1973), who died of cancer on Christmas Eve 2020. With support from several of her St Hugh's friends, the College is raising funds to endow the organ scholarships at St Hugh's and name them after her. We hope that many members of our community will wish to honour Catherine's memory by contributing to the Catherine Ennis Organ Scholarships Fund.

Catherine Ennis was an organ scholar and an exhibitioner at St Hugh's. After graduating in 1976, she became assistant organist at Christ Church Cathedral, at a time when very few women had held such appointments. She went on to become director of music at St Marylebone Parish Church in 1980, and in 1985 she became director of music and organist at St Lawrence Jewry next Guildhall, a post she held until her death.

Catherine enjoyed an active career as a recitalist, in making recordings and as an organ teacher. She served as president of the Royal College of Organists from 2013 to 2015, only the second woman to hold that office, and she was awarded the prestigious Medal of the Royal College of Organists in 2018.

Catherine also played a leading role in the commissioning of four major London organs, including a Mander organ, now in the Lady Chapel at Westminster Abbey, which was commissioned to mark the Diamond Jubilee of Her Majesty The Queen.

To find out more about Catherine's remarkable life and career, please turn to her full obituary on page 79.



Photo credit: Andrew Prior

'I am so pleased that, with the support of the College community, we will honour Catherine's incredible legacy by establishing the Catherine Ennis Organ Scholarships at St Hugh's. Our organ scholars play a major part in leading College worship in the Chapel, and of course in the musical life of the College more widely. I look forward to welcoming wonderful musicians to St Hugh's to serve as our organ scholars alongside their studies for generations to come.'

The Revd Dr Shaun Henson, St Hugh's College Chaplain



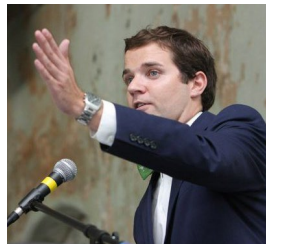
If you would like to contribute to the establishment of the Catherine Ennis Organ Scholarships at St Hugh's, please return the donation form enclosed, visit the 'Alumni & Friends' section of the College website for details of how to donate online, or contact Meghan Mitchell in the Development Team on meghan.mitchell@st-hughs.ox.ac.uk or +44 (0)1865 284477. Alternatively, please scan the QR code with your smartphone to be taken directly to our online donation page.



The Year in Review

'In such a challenging and unusual year, we have been so grateful for the incredible support from our alumni and friends. On behalf of everyone at St Hugh's, thank you for helping us to ensure that our academic community continues to flourish.'

Bruce Lawrence, Director of Development and Fellow



Record-breaking year for the St Hugh's Telethon

This year the Telethon was the first St Hugh's campaign to be run remotely with most of the students offsite making hundreds of calls from their rooms all across the country.

The student callers included both undergraduates and graduates, all of whom did a tremendous job, completing a total of 617 calls with our alumni during the two-week period.

Together our alumni helped us to raise an impressive £237,000 by the end of the campaign - an increase of more than 42% compared with the previous Telethon and the highest total in St Hugh's history, all in the context of a global pandemic. Deepest thanks to all those who participated.

A huge thank you to each and every one of our fantastic student callers: *Jana Addis, Martha Berkmann, James Chapman, Jess Clucas, Sabrina Coghlan-Jasiewicz, Jess Curry, Evelyn Edge-Partington, Alice Gadsby, Max Gregory, Heather MacKay, Sasha Mills, Ruby Potts, Tajrian Rahman, and Nana Sarfo-Bonsu.*

Ruby Potts (History, 2018), one of our student callers, said of the Telethon campaign: 'I found it to be one of the most enjoyable experiences of my time at College. I love conversing with alumni and sharing common experiences and stories about life at Oxford, particularly Hugh's. I consider myself immensely

fortunate to be at Hugh's and so the opportunity to raise money for the various College funds was an exciting endeavour I loved being a part of.'

As a result of one of our Telethon calls, we received a generous donation from The Lyon Family Charitable Trust on behalf of an alumna who greatly enjoyed rowing at St Hugh's. This donation will enable the women's crew to purchase a new, upgraded boat similar to the one currently used by the men's crew.

Vivian Leong (Mathematics, 2017), Boat Club Treasurer, said: 'We are so excited to be able to purchase a Filippi to be our new women's first boat. Everyone in the squad has worked incredibly hard despite the challenging circumstances we have all faced recently - we are extremely grateful to our donor for enabling us to see what we can achieve in this new boat.'

We very much look forward to the next Telethon and another great year ahead.

More highlights from 2020-21

Thank you so much to everyone who supported our annual Direct Mail campaign in 2020-21. You helped us to raise over £81,000 for St Hugh's, another record-breaking total, and a 41% increase on the 2019-20 campaign total. Our 2021-22 campaign begins in November, and we hope that you will consider donating to one of the many crucial funds which support our students and academics, the work of our outreach team, and of course the upkeep of our beautiful College site.

In March 2020 St Hugh's launched the Lady Ademola Fund in honour of alumna Kofoworola Ademola MBE (née Moore, English, 1932), the first Black African woman to achieve a degree at Oxford. Generous donations to the fund from alumni and friends have enabled the establishment of the St Hugh's Ademola Graduate Scholarship in partnership with the Africa Oxford Initiative (AfOx), with the first recipient expected to embark on their studies at St Hugh's in Michaelmas Term 2021. For more information about the scholarship and the College's wider Lady Ademola Project, please turn to page 15.

If you would be interested in contributing to the development of the Lady Ademola Project by making a donation, please get in touch with Meghan Mitchell on meghan.mitchell@st-hughs.ox.ac.uk or +44 (0)1865 284477.

Another exciting development this year has been the establishment of a new Modern Languages travel award, which is generously supported by alumna Pat Stockdale (Modern Languages, 1970). The award, which will be allocated annually to a first-year undergraduate studying Modern Languages, will help cover the costs of a language course or equivalent. Our thanks to Pat for enabling us to provide this wonderful resource for our students.

We would also like to express our warmest thanks to Patrick Hargreaves (English Language and Literature, 1993) and his wife, Katie, and the AKO Foundation, for their generous donations which will enhance and advance the College's important outreach work over the next three years.

A year of virtual events

While we have been so disappointed not to be able to catch up with alumni and friends in person this year, we hope that you have enjoyed our programme of virtual events. It has been brilliant to see so many alumni from across the world joining us for these occasions, and we certainly plan to continue to offer virtual components to our events programme in future.

Missed an event?

You can watch recordings of many of our recent virtual events on our dedicated Youtube playlist. Simply scan this QR code with your smartphone or visit <https://tinyurl.com/2dtu9r35> to catch up.



'One of the great silver linings of the pandemic has been having the ability to take part in College events remotely. St Hugh's is still a lovely place to visit but it isn't always practical, so being part of the College community from a distance has been wonderful.' Fiona Larcombe (Modern History, 1986)

In the 2020-21 academic year

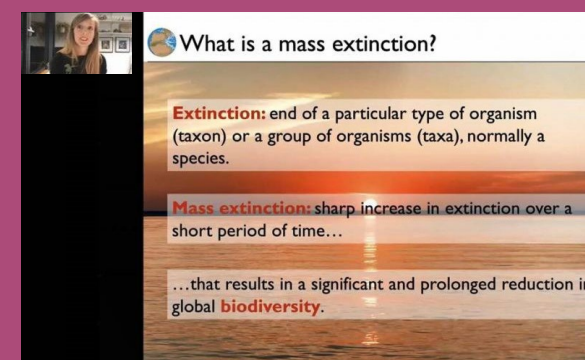
over **1200** guests attended our Zoom events from **35** countries

over **£5000** raised through registration donations

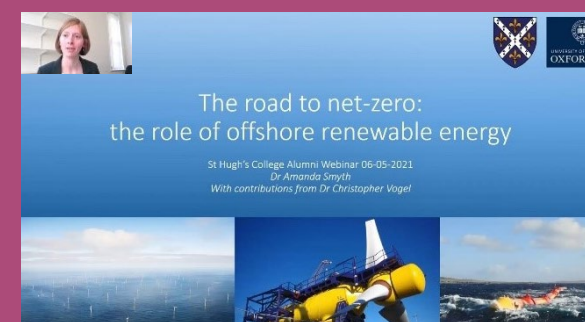
Academic Lectures

This year we have offered a series of online lectures from St Hugh's Fellows across a range of academic disciplines.

The series launched in November with a fascinating and sobering lecture from Professor Erin Saupe on 'The end of the world as we know it: mass extinctions in the past, the present and the future'. Professor Saupe is a palaeobiologist whose research focuses on determining the factors that promote speciation, extinction and shifts in species' distribution over Earth history.



In Hilary term Professor David Doyle presented a thought-provoking session exploring the political consequences of the steep decline in global remittances as a result of the COVID-19 pandemic, and what the pandemic might mean for the long-term political stability of developing countries.



Dr Amanda Smyth gave the final academic lecture of the year, focusing on the role of offshore renewable energy in delivering the UK government's plan to reach net-zero carbon emissions by 2050. Dr Smyth's talk gave an overview of the state of offshore renewable energy with a focus on wind, tidal and wave power, and presented the potential of these technologies to contribute to a renewable energy mix and the engineering challenges they face in scaling up to the required production levels. Dr Smyth joined St Hugh's as the Mary R Emerson Career Development Fellow in Engineering Science at the start of the 2020-21 academic year. Her post is generously supported by alumna Dr Rebecca Emerson (Economics, 1993).

In Conversation

We have also been delighted to host online interviews with several distinguished St Hugh's alumnae this year.



Back in October, we welcomed award-winning entrepreneur and businesswoman Kalli Purie (Philosophy, Politics and Economics, 1991), vice-chairperson of the India Today Group, to give an exclusive interview for St Hugh's. During her conversation with Professor Roy Westbrook, Senior Tutor, audience members were treated to insights into Kalli's life at St Hugh's and her distinguished career, as well as her perspective on the state of the media industry and the many significant changes to which it has had to adapt in recent years. Kalli also shared her thoughts on the future of the media and her sage advice for aspiring entrepreneurs.

We were also pleased to be joined by BAFTA-winning actress and writer Rebecca Front (English Language and Literature, 1982) and acclaimed musicologist and conductor Professor Dame Jane Glover DBE FRCM HonRAM (Music, 1968) for interviews in our series of events to mark 100 years of Oxford degrees for women. Find out more about these very special interviews and our celebrations to mark the centenary in our dedicated article on pages 16 and 17.



Meet our new Deputy Director of Development, Lorraine Hare

We are delighted to welcome Lorraine Hare as Deputy Director of Development from October 2021.

Joining us from Oriel College, Lorraine has previously worked in fundraising in the USA at Cornell University and the University of New Mexico, and led community relations for Dogs Trust in her hometown of Glasgow. She has a degree in English Language and Literature from the University of Glasgow. Lorraine looks forward to getting to know the St Hugh's community, so please get in touch with her at lorraine.hare@st-hughs.ox.ac.uk to say hello!

Spotlight on Graduate Research

We also shared some of the incredible research being undertaken by our DPhil students at our 'Spotlight on Graduate Research' event, which was hosted by the MCR President, Ricardo de Luca e Tuma (Graduate Entry Medicine, 2019), and the MCR Academic Rep, Chenying Liu (DPhil Engineering Science, 2019). Our student presenters were:

Jacinto Mathe (DPhil Anthropology, 2020): 'Bones and ecology in the southern African Rift Valley: implications for our understanding of human evolution'

Florence Smith (DPhil History, 2018): 'A Step Towards Equality? – The Introduction of Coeducation at the University of Oxford in 1974'

Ollie Shorthose (DPhil Engineering Science, 2019): 'Soft Robotics, the future of safe human-robotic interface'

Jana Hunter (DPhil History, 2020): '"Nature and Art, Present and Past": Travel Writing, Prague's Panorama, and Czech Modernist Consciousness, 1815-1848'

Future plans

We are looking forward to welcoming our alumni and friends back to College in the coming months. Please do bear with us as we look to reschedule reunions cancelled due to the pandemic.

Invitations to our in-person and virtual events are generally shared via email. Please do make sure that we have your up-to-date details if you would like to be kept informed. You can also find details of [future events](#) on the College website.

The 1886 Society

‘On the whole I try to give to the College when money is needed. St Hugh’s changed my life with an unexpected exhibition, so I would wish to support it now and in the future.’ Diana Dollery (née Stedman, Philosophy, Politics and Economics, 1952)

Transformative legacies have proved to be key to the development of St Hugh’s since its foundation, rooted in a legacy left by Elizabeth Wordsworth’s father. Our alumni will know well the impact of Clara Mordan’s legacy left to the College in 1915, and the further legacy left to St Hugh’s by her partner, Mary Gray Allen, on Clara’s instructions. In the last 10 years, St Hugh’s has received £5.4m from legacy gifts, small and large, with 66% coming from the last three financial years. In 2016 we were fortunate to receive a legacy gift of £165,000 towards the Discretionary Fund from the late Dr Valerie Chancellor (Modern History, 1955). Unrestricted gifts like Valerie’s allow us to support scholarships, bursaries, fellowships, buildings and resources by designating funds to the areas of greatest need.



Reflections from a St Hugh's Legator

By The Ven Dr Joy Tetley (née Payne, Theology, 1973)

I come from a home where there was much love but only a minimal experience of formal education. Thankfully, school ignited a passion for learning. Then, at a key point in my life, St Hugh’s took me on, gave me a scholarship and drew out my potential in a way that was both formative and transformative.

How did I benefit from it? Let me count the ways...

It built up my confidence, stretched my intellectual muscles, honed my thought processes, profoundly deepened my delight in learning, gave me the creativity and enjoyment of a living and active academic and social community and provided powerful role models of women in positions of leadership and governance.

Not surprisingly, then, my overwhelming motivation for donating to College is thanksgiving – an all too inadequate thank-offering for all that College has

given and enabled. Closely connected with that is a strong desire to encourage the College in its continuing pursuit of its founding principles – to provide an academic springboard for young people with rich potential but impoverished means.

The legacy will hopefully be a post-mortem sign of a yearning that others may continue to reap the benefits I enjoyed.

In the words of the poem I alluded to earlier, by Elizabeth Barrett Browning: -
I shall but love thee better after death!



If you would like more information on leaving a legacy gift, please get in touch with Meghan Mitchell on meghan.mitchell@st-hughs.ox.ac.uk or +44 (0)1865 284477.

Alternatively, you can request further information on leaving a legacy to St Hugh’s by filling out our online form. Simply scan the QR code with your smartphone or visit <https://www.st-hughs.ox.ac.uk/alumni-friends/update-your-details/>.



Elizabeth Wordsworth Fellows

St Hugh’s is deeply grateful to all those who have been honoured with Elizabeth Wordsworth Fellowships by Governing Body in recognition of their outstanding friendship and generosity towards the College.

- | | | |
|-------------------|---------------|--------------------------|
| Mr Henry Chan | Mr Norman Ho | Mr Weber Lo |
| Mrs Joanna Chan | Mrs Yvette Ho | Mr William Louey |
| Mrs Joey Chen | Mrs Nancy Lee | Sir Dickson Poon CBE SBS |
| Mr Zhujun Chen | Ms Meilian Li | Mr Eddy Tang |
| Mrs Cecilia Cheng | Ms Wendy Li | Mrs Emily Tang |
| Mr Vincent Cheng | Mrs Brenda Lo | |

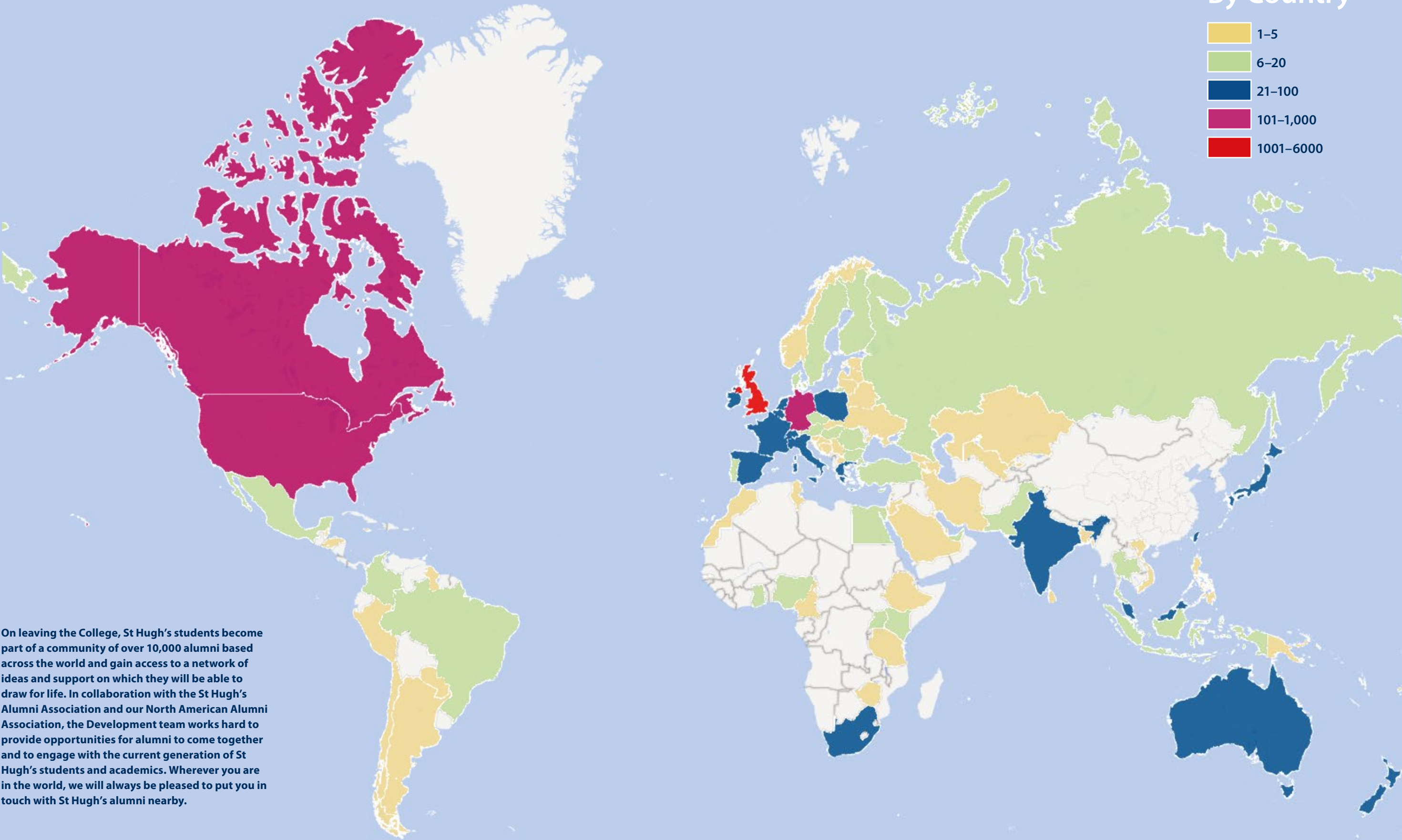
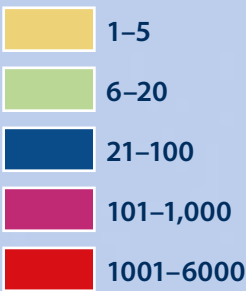
Distinguished Friends

We are also delighted to recognise here our Distinguished Friends, whose friendship and exceptional support over many years is greatly appreciated by all at St Hugh’s.

- | | | |
|---|--|--|
| Mr Vahid Alaghband | Dr Gianetta Corley (Modern Languages, 1958) | Ms Jackie Mitchell (Modern Languages, 1968) |
| Miss Francesca Barnes (Geography, 1977) | Mrs Margaret Costan (née Hanson, Theology, 1972) | Mr Christopher Mok |
| Dr Sue Brown (Modern History, 1963) | Mr Barden Gale | Mr Edwin Mok |
| Mrs Claire Callewaert (née Henderson, Zoology, 1989) | Mrs Flavia Gale (née Morrison, Modern Languages, 1966) | Professor Rina Mok |
| Mr Michael Callewaert | Mr Glenn Granger (Mathematics, 1987) | Mr Benjamin Parker (Law, 1995) |
| Ms Irene Chu | Mrs Adina Henson | Miss Judith Portrait OBE (Classics, 1965) |
| Mrs Mary Clapinson (née Cook, Modern History, 1963) | Mrs Ilse Kagan (née Echt, Modern Languages, 1946) | Mr Edward Schneider |
| Mrs Susan Clear (née Russell Vick, Mathematics, 1967) | Ms Dorothy Livingston (Law, 1966) | Mr Andrew Sheridan |
| Mr Neill Coleman (Modern History, 1993) | Mrs Veronica Lowe (née Bagley, Modern History, 1969) | Dr Ann Soutter† (née Morris, Modern Languages, 1953) |
| | | Mrs Joan Swindells (née Dukes, Philosophy, Politics and Economics, 1957) |
| | | Dr Yvonne Winkler |
| | | Mrs Dominica Yang |
| | | Mr Trevor Yang |

The St Hugh's alumni community across the world

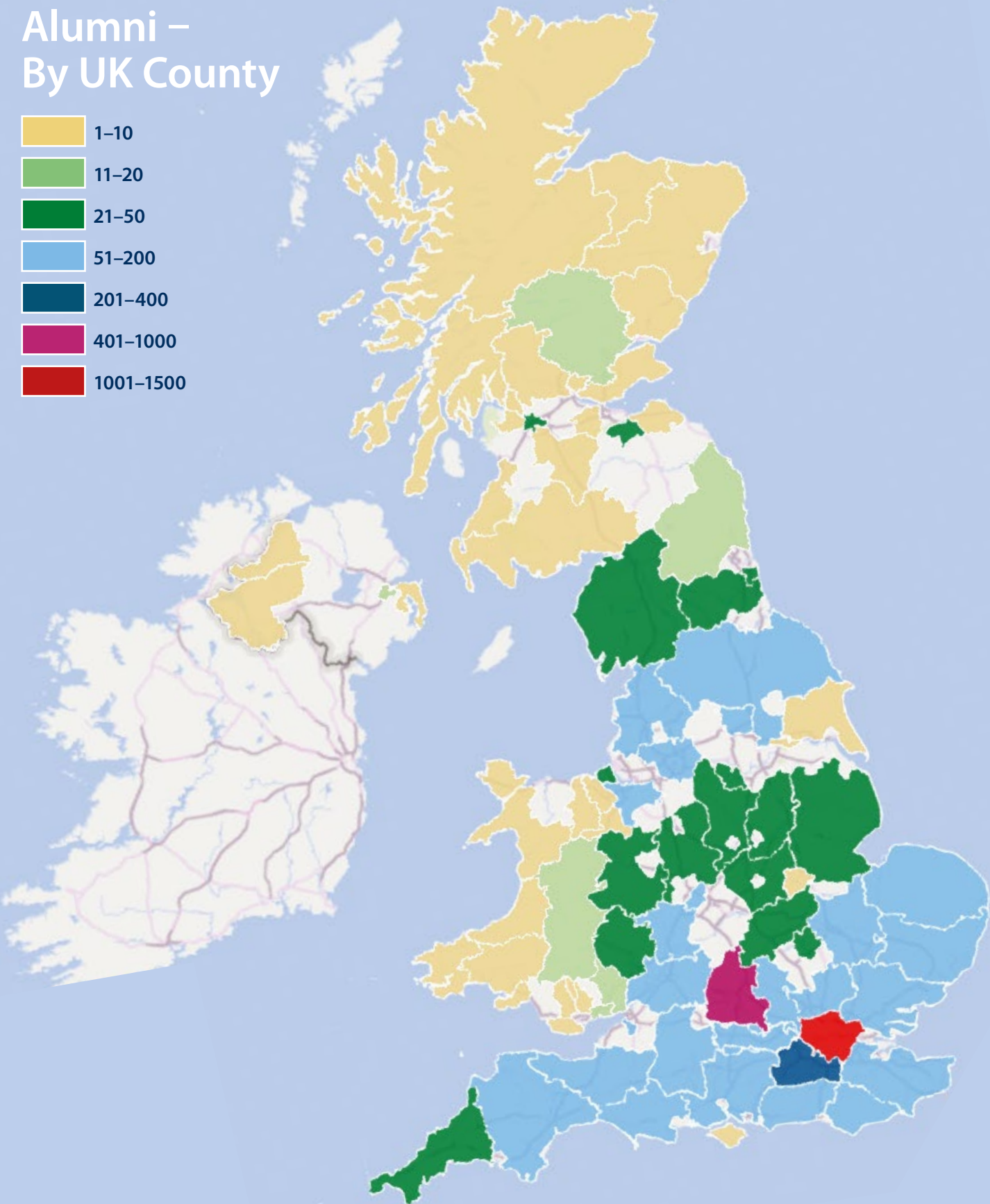
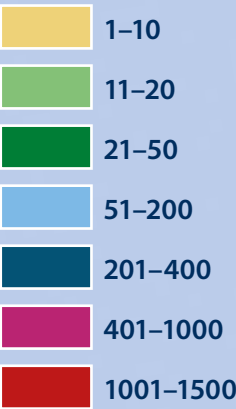
Alumni –
By Country



On leaving the College, St Hugh's students become part of a community of over 10,000 alumni based across the world and gain access to a network of ideas and support on which they will be able to draw for life. In collaboration with the St Hugh's Alumni Association and our North American Alumni Association, the Development team works hard to provide opportunities for alumni to come together and to engage with the current generation of St Hugh's students and academics. Wherever you are in the world, we will always be pleased to put you in touch with St Hugh's alumni nearby.

St Hugh's alumni across the UK

Alumni –
By UK County



The Armistice Tree in the grounds of St Hugh's



Alumni Association President's Report

By Veronica Lowe (née Bagley, Modern History, 1969)

When I wrote my report for 2019-20, the second UK lockdown to combat COVID-19 in 2020 was in place, and I hoped that by the time that report was read in early 2021, life would be returning gradually to normal. I felt optimistic that people would be able to meet personally again to enjoy each other's company, and events which give so much pleasure throughout the year. The prized dates in the St Hugh's calendar are of course the Summer Garden Party; Advent Carol Service; Alumni Association symposia; the annual Lunch and AGM; and festivities which mark the rhythm of the year.

A concrete expression of hope on the horizon was the announcement in October 2020 of the successful collaboration between the University and AstraZeneca on the vaccine which has been so significant in combatting COVID-19.

Life has not, however, returned to normal, whether domestic or collegiate. There is in fact a 'new normal' of cautious socialising, and virtual meetings and events. The date of 19 July 2021, when pandemic-based restrictions in the UK started to be eased, has an underlying significance. It was after the end of the academic year, and therefore marked the second year in which College and University life has been dramatically disrupted.

There will certainly have been more profound effects on individuals, families and businesses than 'missing out'. However, those who signed up for

precious student years at St Hugh's were not expecting a large chunk of that time and those experiences confined to virtual teaching, studying from home or 'bubble life' without the usual escape hatches of pubs and clubs. Life has been poorer without all the face-to-face events, social mingling, listening to others' opinions and engaging with them. There is perhaps an echo of the lack of fulfilment felt by some undergraduates who had to take shortened courses in World War II.

However, in a rewarding innovation at the Alumni Association's AGM in November 2020 the Presidents of the JCR and MCR at the time, Gerry O'Hanlon (Philosophy, Politics and Economics, 2018) and Alex Brandts (Computer Science, 2018), gave uplifting and often funny accounts of their members' creative adaptation to the constraints. Zoom interaction offered 'Socials', getting dressed up for kitchen suppers, home-made music and dancing, yoga in the gardens and more. The Principal, Dame Elish, had perfected the art of daily walkabouts, waving and loudly hailing at every open window.

The virtual nature of the AGM also had the advantage of switching the time to 5pm thus enabling members in a different time-zone to join. Not only were we able to wish our North American friends a joyful Thanksgiving but there was a considerably larger registered turnout than for recent face-to-face AGMs, with members tuning in from Chile to Lagos. The 2021 AGM will take place on Thursday 18 November via Zoom.

This chimes very much with the recognition that as members of the St Hugh's family throughout the world, not simply the UK, we can join hands across the continents and time-zones. As all St Hugh's graduates and undergraduates are life members of the Alumni Association, the community consists of you and exists for you wherever you may be, as a lifelong friend. That friendship is now strengthened by the opportunities offered by the 'virtual' even if we prefer the familiar and cherished life of face-to-face learning and socialising.

The Alumni Association Committee has continued to meet in the virtual world, supplemented by regular flurries of emails. We have been working on profiles of eminent St Hugh's alumnae for the website, celebrating the 100 years since the University awarded degrees to women. Please click on 'Alumni & Friends' on the website toolbar and choose '100 Years of Oxford Degrees for Women' to see the rich variety of lives. I particularly commend Dr Gianetta Corley's survey of the contribution which a huge number of St Hugh's alumnae have made to the world of education. A history of women lawyers is also being compiled.

We did not let the pandemic stop our popular series of symposia on prominent St Hugh's alumnae. A Zoom webinar took place on 18 September 2021 on Barbara Castle MP (Philosophy, Politics and Economics, 1929), one of the towering figures of UK post-war politics: 'You're Only A Woman, What Do You Know About It?'. There was as usual a fascinating array of speakers, and the website and next *Chronicle* will carry reports.

As always, I am very grateful for all the generous efforts of the Committee members in devoting their time to the Association's work in maintaining the lifelong link with alumni and College. We are also very fortunate in being supported and encouraged by the Alumni Relations Manager, Catharine Rainsberry, and by our Governing Body Representative, Professor David Marshall.

We also owe a considerable vote of thanks to Dr Olga Borymchuk who is stepping down after being a tireless Alumni Association Editor of the *Chronicle*, and to Dr Christian Pfrang.

I would simply add that new members of the Committee are always welcome, particularly as the 'virtual' provides an exciting opportunity to involve those who are not within easy travelling distance of College so I look forward to hearing from anyone wishing to volunteer. I can be contacted via the Development Team.

As all St Hugh's graduates and undergraduates are life members of the Alumni Association, the community consists of you and exists for you wherever you may be, as a lifelong friend.

St Hugh's Alumni Association Annual General Meeting 2021

It is intended that the rescheduled 2021 St Hugh's Alumni Association AGM will be held via Zoom on 18 November 2021, 5pm-6pm (UK time). Please visit the 'Events' page on the College website to register.

Committee elections will take place at the 2021 AGM.

AGENDA

- 1 The President's Report
- 2 College Reports
- 3 Elections to the Alumni Association Committee
- 4 Any Other Business

Items for 4, in writing and bearing the signatures of at least two alumni, may be sent to the President, Mrs Veronica Lowe (via the Development Office), to reach her by a minimum of 14 days before the notified date of the AGM. Any nominations for Committee membership may also be submitted by that time.

The St Hugh's Alumni Association Committee

President: Mrs Veronica Lowe (née Bagley, Modern History, 1969)

Alumni Association *Chronicle* Editor: Ms Tania Gulati (Modern Languages, 1995)

Governing Body Representative: Professor David Marshall

Dr Sally Allatt (née Jackson, Chemistry, 1967)

Dr Olga Borymchuk (History, 2001) – to June 2021

Dr Gianetta Corley (Modern Languages, 1958)

Dr Liz Montgomery (née Sharp, Geography, 1973)

Dr Christian Pfrang (Chemistry, 2001) – to June 2021

Ms Zena Sorokopud (Classics, 1985)

Dr Maggie Stearn (Psychology, Philosophy and Physiology, 1964)

Ms Sam Tolley (Zoology, 1987)

Mr Marco Zhang (Computer Science, 2003)

North American Alumni Association Chair's Report

By Mary Gardill (Global Strategy and Finance, 2014)

How wonderful it has been to know that so many of our alumni based in North America, have accessed the College’s varied program of virtual events this year. The College is looking forward to moving to a hybrid model for many of its events, and virtual opportunities certainly will continue as the participation has been a key to engagement, bridging the continents. We are also looking forward to a return to in-person reunions over the coming months.

Online Engagement

St Hugh’s offered us many fantastic opportunities for virtual engagement this year, including online tours, lectures and interviews. Themes from the garden, from the visual arts and sacred music from St Hugh’s Chapel were especially inspiring in the past few months.

One of my personal favorites offered earlier this year featured St Hugh’s MBA student Max Wolfe in conversation with the College’s *Custos Hortulorum*, Professor Jennifer Green (Chemistry, 1960), and the wonderful Head Gardener, Ed Reid. The video can be viewed at <https://youtu.be/8DXGtCk8pG0>.

Collaborations with OUS chapters

In addition, members of the committee have also been involved with events connected to University of Oxford Society (OUS) chapters across North America. These included events organized by OUS Washington, DC. OUS DC’s co-founder and secretary emeritus is one of our own committee members, Catherine Lincoln (Modern History, 1959). Several St Hugh’s alumni participated in ‘Three Capitals’ where the OUS chapters of Ottawa, Mexico City, and Washington, DC organized a lecture or panel for their respective country’s Oxonians.

As the world opens up again, and it will, we are looking forward to reintroducing in-person College events, and of course we will continue to represent St Hugh’s at events organized by the wider University chapters for Oxford alumni too. In addition to joining us for St Hugh’s events, one of the best ways to remain connected locally is to attend a larger OUS event, such as the holiday party scheduled in Washington at the historic Bacon House on 10 December 2021 or the holiday parties held in other cities. The Oxford chapters always welcome an enthusiastic table of St Hugh’s alumni. We also invite you to represent the College at garden parties and patio happy hours, polo games and the send-off parties for freshers.

Depending on the interest and comfort level of our alumni, our committee will hold events at a restaurant or in a kind host’s house or garden. The committee is also very willing to arrange talks and ‘meet and greets’ with St Hugh’s Fellows and alumni passing through the cities where we are working to create communities of St Hugh’s alumni.

New chapters and opportunities to get involved

I encourage you to reach out to our chapter leaders (listed below) through LinkedIn and through Catharine Rainsberry, Alumni Relations Manager, on development.office@st-hughs.ox.ac.uk. Catharine is always delighted to hear from those who might be interested in setting up a chapter in their area, especially from those in Chicago, Houston and Canada. You are also encouraged to connect with St Hugh’s alumni across North America should you be travelling the continent. I personally warmly welcome hearing about your encounters and conversations and welcome any interest from alumni who wish to present webinars, panels or podcasts throughout the year.

Many thanks to our wonderful chapter leaders for their continuing support for the St Hugh’s North American Alumni Association.

The St Hugh’s North American Alumni Association Committee

- Boston**
Mr James Evans (Philosophy, Politics and Economics, 2009)
Ms Mary Gardill, Chair (Global Strategy and Finance, 2014)
- Los Angeles**
Mr Alasdair Trotter (Physics, 1997)
- Mexico**
Mr Victor Fort López (MBA, 2017)
- New York**
Mr Neill Coleman (Modern History, 1993)
Ms Manishka De Mel (Biodiversity, Conservation and Management, 2004)
Dr Marini Edwards (Human Sciences, 1976)
- New York and Canada**
Mr Dhaval Patel (MBA, 2009)
- Philadelphia**
Ms Juliet Goldsmith (Biochemistry, 2006)
- San Francisco Bay Area**
Mr Anton Chakhmatov (MBA, 2011)
Mr Aaron Lai (Sociology, 2008)
Ms Chelsea Nguyen (Theology, 2000)
- Washington, DC**
Mrs Catherine Lincoln (née Allen, Modern History, 1959)

Alumni News

1943

Jean Cardy (née Robinson, English Language and Literature) had her book of poems *A World in a Whirlwind* published in 2021. The book can be read for free on Amazon or a printed copy can be ordered.

1947

Lady Christine Jennings (née Bennett, English Language and Literature) writes: 'In 2019 my biography of my late husband, *ROBBIE: the Life of Sir Robert Jennings*, was published. He was the outstanding international lawyer of his time – QC, judge and president of the International Court of Justice, Whewell Professor at Cambridge. The book has been widely praised.'

1948

Mary Rentoul (née Tindal, Modern History) writes: 'Because of the lockdowns and being now 91, there is little to say, except that my husband (also 91) and I have been lucky to be reasonably healthy during this odd time. Our family (mostly in London or Scotland) have been supporting us all the time and we were able to meet our son and two daughters near here recently – that was splendid. Our son, John Rentoul, is very well known as a journalist, and spends a lot of his time at Westminster. He writes for *The Independent*; a lot of my friends read his work all the time!

'Looking back to 1948 I am grateful that I was able to go to St Hugh’s. My mates at my Edinburgh school said "Why on earth do you want to go to Oxford? Is Edinburgh University not good enough for you?" They got it all wrong, but I am delighted that one of our grandsons is now at Edinburgh University, though that has been difficult because of the virus and he says he has not been in any of the University buildings for a year.'

1952

Elizabeth Crossley (née Browning, Modern History) shares the sad news that her husband, J R Crossley, died in April 2020.

1954

Anthea Jones (née Page, Modern History) edited *Johannes Kip: the Gloucestershire Engravings*, which was published by Hobnob Press in March 2021, in association with the Gloucestershire Gardens and Landscape Trust. Anthea writes: 'These Gloucestershire engravings were the illustrations in Sir Robert Atkyns' *The Ancient and Present State of Glostershire* published in 1712. All 64 have been scanned from copies in Gloucestershire Archives. Remarkably, the original artwork was Kip's as well as the engraving and all were signed "J. Kip delin. et sculp.". Each engraving in my book is

accompanied by a description of the context of the house, features of the garden and of the surrounding landscape, a brief assessment of accuracy, and an indication of how far the scene drawn still exists. The project has led to many interesting exploratory expeditions. I was helped with contributions by a number of volunteers, also a foreword by Nicholas Kingsley, formerly secretary of the Historical Manuscripts Commission. My introduction reviews the life of Johannes Kip, "the Dutch engraver", as far as it is known; it reviews the techniques used, and some of the background to Atkyns' book. Writing it was an absorbing task during lockdowns. Kip died in London in August 1721, and, 300 years later, this book celebrates his work.'

1959

Carolyn Keep (née Herbert, Chemistry) published "A good game": historical views on gardening for children up to 1940' in *Garden History*, 49:1 Summer 2021, pp.18-32.

Anita Money

(née Auden, English Language and Literature) writes: 'In March 2020, following a restructure at Maria Fidelis Catholic School FCJ, where I had worked for over 16 years in a variety of roles that included organizing work experience, career workshops and at an earlier stage supporting Sixth Form, I took a redundancy; my intention was to find more work. The timing coincided with the pandemic and lockdown. I found myself drawn to the idea of teaching, a challenge that I wish circumstances had allowed me to take on earlier. Having researched training providers and salaried routes (rather than bursaries) and been encouraged by a teacher guide at the Department for Education (DfE), the gloomy cautions about the virus and the elderly put me off. Tutoring seemed a possible alternative and, though unsuccessful in my application for the salaried fixed-term academic mentor roles being run by Teach First for the National Tutoring Programme, I have been enjoying face-to-face and online English sessions with young pupils as a volunteer at Action Tutoring, also a DfE partner on the programme, and some private tutoring.

'I had secured a position in a school as an academic mentor or tutor rather than being in the process of hopefully finding a paid position. However, the voluntary tutoring I am currently doing is both rewarding and informative in relation to teaching. I volunteered to run sessions for pupils entering Year 7 during a week's summer school at St Gabriel's College in south London. I hope this will lead to paid roles in schools though at 80 I am competing with young graduates and middle-aged career changers.

'Action Tutoring (<https://actiontutoring.org.uk/>) is always looking for more volunteers if anyone is interested. They provide their own workbooks but there is leeway to add one's own material.

'I write occasional reviews, details of which together with those of poetry events I have organized can be found on my LinkedIn profile at www.linkedin.com/in/anitamoney. An extended interview will be published in *Re-Markings* (www.re-markings.com), the online academic magazine edited by Nibir Ghosh.'

1961

Linda Williams

(née Schaffer, Geography) writes: 'It's now about 20 years since my husband and I "settled down" in England after many years of travelling to many different countries, and living and working as teachers in schools, colleges and universities in some of them. One of our daughters is a Cambridge graduate, the second graduated from Hertford College, Oxford, and my granddaughter followed her grandfather and aunt to Hertford. I'm proud of these achievements since all of our ancestors came from working class and/or immigrant backgrounds.'

1962

**Professor June Boyce-Tillman MBE**

(née Boyce, Music) and Ann-Marie Forbes edited *Heart's Ease – Spirituality in the Music of John Tavener*, published in 2020. The book is volume 11 in the Peter Lang series on Music and Spirituality (edited by June). June writes:

'Our age owes Sir John Tavener (1944-2013) deep gratitude. His works cross both cultural and disciplinary boundaries. He illustrated how to deal with intense suffering and felt deeply for the suffering of the world. He stands as an icon representing a view of artistic expression as a way of generating hope and transcendence. His music has brought alive spirituality for many people. His own distinctive spirituality is the essence of his understanding of the nature and role of music. His spirituality is rooted firmly in the Christian tradition but during his lifetime he drew on a variety of spiritual traditions. His fundamental view of music was that it is concerned with heart's ease. He challenged an increasingly secularized cultural context including its view of the place and role of music.'

The book includes academic chapters and shorter meditations on the role Tavener has played in practitioners' practice. Judith Weir has said: 'The astonishing breadth of the composer's musical and spiritual sympathies is surveyed here from numerous viewpoints, laid out with clarity by thoughtful, literate commentators.' Jeremy Huw Williams writes: 'Tavener was a composer who could not separate the spiritual from the musical, and this phenomenon is investigated in depth from many different perspectives in this analytical book, with reference to some of his major works.'

1964

Dr Carol Fry

(née Bilverstone, Theology) gained an MLitt degree from the University of Dundee in 2020 with a dissertation entitled "'An Education which may begin in an infant school and end in heaven": a consideration of connexional and local motives in the Wesleyan provision of education, with particular reference to day schools in Cheshire'.

1968

Dr Beverley Prevatt Goldstein

(née Prevatt, Modern History) has recently edited a booklet on African lives in North East England, which was launched at the Durham Book Festival in 2021.



Photo credit: John Batten

Professor Dame Jane Glover

DBE FRCM HonRAM (Music), acclaimed British conductor and musicologist, was awarded the Gamechanger Award for her pioneering work to bring more female conductors to the stage at the 2020 Royal Philharmonic Society Awards. She was also appointed DBE for services to music in the 2021 New Year Honours.

Julia Seiber-Boyd

(née Seiber, Modern History) writes: 'I have been stuck at home with COVID-19 restrictions so am missing my normal trips to Szeged. I have been putting out several talks on Zoom – including one on social photography, one on Seiber and Bauer (now available on my YouTube), and one in October on photography and travels in Iran and the surrounding Eastern countries by Miklos Sarkozy.'

'2020 events largely had to be cancelled, but the Royal College of Music did a wonderful concert in November and will shortly have further footage of memorabilia and interviews. Also, the Villiers Quartet residency in Oxford has allowed one broadcast of Seiber's 3rd String Quartet. There are also two CDs in the making – one in the UK of Seiber Film Music (including *A Town Like Alice*) and another in Germany of mainly violin or violin and piano music. The Hungarian Cultural Centre will also do something in the autumn. So, not everything has been scuppered by COVID-19. Stay safe everyone!'

1970

Penelope Flint

(née Green, English Language and Literature) writes: 'My lockdown diary, *Absolution Diary of a Crisis*, will be published hopefully later in 2021. My first book, *All the Days of My Life* (Spire, 1989), has also been republished and is available online. In other news, I have recently returned to the art studio and currently have two sea pictures hanging in a Norfolk gallery.'

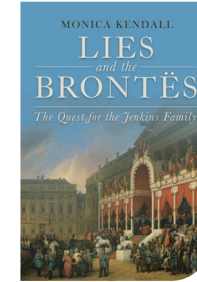
'I now have four grandsons between the ages of one and ten.'

1972

Caroline Jackson

(née Marriott, English Language and Literature) writes: 'In May I was elected leader of Lancaster City Council. I am the first Green Party leader in the north west and the second in the country. I have been a serving councillor for eight years, on the cabinet for the last two with the housing portfolio. My shared administration embraces five of the seven political groups on the council. Its priorities are co-operative action on the climate emergency, building community wealth, and involving and engaging the whole community.'

1973

**Monica Kendall**

(Oriental Studies) writes: 'I discovered seven years ago that my Jenkins ancestors knew the Brontës in Brussels and West Yorkshire. Eager to learn about them, I read the biographies and discovered that no one had researched them, and, worse, that what was written was fabricated. Yet Mrs Gaskell had deliberately sought out my great-great-grandmother when she was researching her *Life of Charlotte Brontë* in 1856. In my years of research I discovered an extraordinary family is purged the lies. Read *Villette* - my family is there. Inspired by my great-great-grandfather's *hiraeth am Gymru* I am now doing a doctorate (in history) at Aberystwyth University.'

Monica's book *Lies and the Brontës: The Quest for the Jenkins Family* was published by SilverWood Books on 21 April 2021, Charlotte Brontë's 205th birthday. To find out more about Monica's work, visit <https://monicakendall.com>.

1976

Leigh Gibson OBE

(née Spain, Modern History) completed a four-year posting as US country director for the British Council in late 2020 and moved to take up her new role as the British Council's director for Scotland.

1977

Renny Gye

(née Walker, Philosophy, Politics and Economics) writes: 'I have become a grandmother over the last two years – three grandchildren were born. Roo Hale in September 2019, Lily Taylor in March 2020 and Teddy Hale in June 2021. I recently stood down after four years as chair of trustees of Windsor Hill Wood, a refuge for people in crisis.'

1978

Professor Lynette Ryals OBE

(Philosophy, Politics and Economics) joined the board of East West Rail as a non-executive director in November 2020.

1980

Sue Casson

(English Language and Literature) writes: 'November 2020 marked the 75th anniversary of the Nuremberg War Crimes Trials and the 70th since the signing of the European Convention on Human Rights. These significant events are linked by David Maxwell Fyfe (Balliol, 1917) a leading British prosecutor at Nuremberg, whose study of the evidence there led directly to his later work as one of two artisans of the European Convention on Human Rights.'

'Maxwell Fyfe is the grandfather of my husband, Tom Blackmore (Keble, 1979), and together we have created *Dreams of Peace & Freedom*, an original song cycle that tells the story of Fyfe's journey from Nuremberg to Strasbourg in his own words – taken from letters, speeches and his autobiography, woven with my original musical settings of poetry that inspired him, and which he often

quoted – notably in his closing against the Nazi Organisations at the Nuremberg Trials, where he concluded with words from Rupert Brooke's 'The Soldier'. This was the springboard inspiration for our show.

'We first staged *Dreams of Peace & Freedom* at the Edinburgh Festival Fringe in 2014, with his great-grandson Robert reading his words, and since the launch of our Project 2020 at Mansfield College (home of the new Bonavero Institute of Human Rights which was then under construction) we have been lucky enough to perform it in the Palace of Westminster at the invitation of Dominic Grieve (Magdalen, 1975), and above Courtroom 600 in Nuremberg, where the trial took place. November 2020 was to have seen a performance tour of each of the important centres of Maxwell Fyfe's story – and then came the pandemic.

'So, with Robert and our daughter Lily, who is a singer, we have spent the lockdown producing a recording, a film, a scrapbook telling our story discovering Fyfe alongside archive material and a podcast performance - all with the song cycle at the centre. You can find links to them all on our website (www.thehumansinthetelling.org) and I very much hope you will.'

Rebecca George OBE

(English Language and Literature) writes: 'I have recently retired from Deloitte, where I was managing partner for government and public services, running the business across 25 countries. Being newly independent, I'm thinking about what to do next as a non-executive director or chair. In the meantime, I am enjoying being a new grandmother and looking forward to getting my folk band together again.'

Dr Sheila Thomas

(née Bates, Modern Languages) published a collection of monologues entitled *Six Kinds of Love* and a play entitled *A Journalist Arrives* via Matador in March 2021. She writes: 'The former is an exploration of the six different types of love identified by the ancient Greeks in the style of Alan Bennett's *Talking Heads*, and the latter is a reworking of J B Priestley's *An Inspector Calls* dealing with modern day cancel culture. Both publications are available through Amazon, Blackwells, Waterstones etc.'

Sheila has also recently published *AQA Psychology A Level Research Methods Practice Questions* (March 2021) and an article in the *Journal of Autism and Developmental Language Impairments*, volume four, entitled 'Assessment and Diagnosis of Developmental Language Disorder: the experiences of speech and language therapists' with co-authors J Schulz and N Ryder (2019). She was awarded her PhD in Psycholinguistics for her thesis entitled 'A Study of Inhibition in preschool children at risk of Developmental Language Disorder' in 2020.

Sheila now lives in Portugal and works as a company director and author.

1983

Carol Goodall (née Gibbs, Music)

writes: 'Since leaving St Hugh's in 1986 I have married, raised two children, and qualified as a music teacher, gaining a PGCE and MA in Music Education. I now work as a self-employed musician, teacher, and examiner for the ABRSM.'

1984

Sarah Mnatzaganian

(English Language & Literature) The debut poetry pamphlet by Sarah Mnatzaganian, *Philosophy Revision*, will be published by Against the Grain Press in Spring 2022.

1988

Eamonn Toland

(History and Economics) *The Pursuit of Kindness* by Eamonn Toland was published by Liberties Press in May 2021. The book is an evolutionary history of human nature that draws on the latest evidence from psychology, archaeology and biology to explain why we are naturally predisposed to kindness and collaboration, and why the evolution of a conscience increased our chances of survival.

1989

Revd Dr Karen Hyde

(née Carpenter, Biochemistry) took up the post of chaplain at St Helen and St Katharine School in Abingdon in September 2021.

1991

**Catherine Bruton**

(née Price, English Language and Literature) is the author of multi-award-winning novels for children and young people, including *No Ballet Shoes in Syria* (winner of the #BooksAreMyBag Award for Children's Fiction in 2019, and The Cheshire Book Award and the Middle

East Book Award in 2020); *We Can Be Heroes* (now a family feature starring Alison Steadman and Phil Davies); and the critically acclaimed sequel to *Oliver Twist* *Another Twist in the Tale*. Her new novel, *Following Frankenstein*, was published in October 2021.

1992

Lindsay Croisdale-Appleby CMG

(Modern History) was appointed head of the UK mission to the European Union in January 2021. Prior to taking up his new role, Lindsay served as deputy sherpa and deputy chief negotiator in Taskforce Europe (10 Downing Street) throughout 2020. He was a director general in the Foreign & Commonwealth Office (FCO) from 2017 to 2020, working on the EU and other issues.

Professor David Manlove

(Mathematics and Computation) was awarded the Lord Kelvin Medal by the Royal Society of Edinburgh in the 2019–20 session. The award citation read: 'The Lord Kelvin Medal is presented each year to an exceptional individual who has demonstrated lifelong dedication and made an outstanding contribution to physical, engineering & informatic sciences. Professor David Manlove (University of Glasgow) has received the medal for his outstanding contribution to computing science, whose pioneering work in matching algorithms and software has enabled a significant increase in living kidney transplants, thereby improving public health.'

1994

Kathryn Davies

(Archaeology and Anthropology) writes: 'I recently joined the non-profit Open Ownership, which works to bring about transparency in who owns, and ultimately benefits from, companies. It feels like particularly important work given the procurement crises we have seen worldwide during the COVID-19 era. I am the fundraising and communications manager, working with a fully remote international team. They're a great bunch of people and I'm loving the work.'

Jane Healey Brown

(née Healey, Geography) has been appointed a visiting professor in the Department of Geography and Planning at the University of Liverpool. Jane has also been appointed vice chair of the Royal Town Planning Institute Partnership Board at University College London.

In personal news, Jane has been promoted to principal clarinet and serjeant in the Royal Regiment of Fusiliers Lancashire.

1995

Nazia Hirjee

(Geography) accepted an appointment to the role of chief operations officer at the Aerospace Technology Institute with effect from 1 September 2021, after 12 years at Imperial College London.

1996

Dr Erwin P Mark

(Visiting Student, Chemistry) In the context of the COVID-19 pandemic, Dr Erwin P Mark analysed 'Droplet Sizes Emitted from Demonstration Electric Toothbrushes', assessing the microbial transmission risk via aerosols. This was published in the *International Journal of Environmental Research and Public Health* 2021, 18 (5), 2320. Furthermore, several patents were granted in the area of toothbrush and filament development (US10869545, US10537169, US10149532, US10021961, US10021962) and packaging development and design (EP3124396, US10273067, US9938063, USD882391, USD904868).

1998

Amy Fonseca Williams

(née Williams, Modern Languages) got married to Andy in June 2021 in Horsham, West Sussex.

1999

William Ellerby

(Archaeology and Anthropology) writes: 'To distract us from the stresses of lockdown over the past year, and to give us something to work towards, I put together a team of six to run the length of the River Thames non-stop from the Source to the Thames Barrier in aid of the British Heart Foundation.'

'We completed the route as a non-stop relay by splitting the 295km into 31 stages. We set off from the Source at 8am on 24 July 2021 and finished at the Thames Barrier at just after 11am on 25 July.'

'Each of us completed five stages of approximately 10km, before running the final leg all together. As such we ran roughly 50km each over the course of 27 hours. It was a fantastically rewarding challenge to have completed, and we are delighted to have raised over £18,000 for the British Heart Foundation.'

The team also included St Hugh's alumni Daniel Walsh (Archaeology and Anthropology, 1999) and William Roberts (Biological Sciences, 1999).

**William Roberts**

(Biological Sciences) and his partner, Kara, welcomed their first child, Aeva, on 13 February 2021.

**Daniel Walsh**

(Archaeology and Anthropology) and his partner, Naomi, welcomed their son, Alfred, on 27 June 2021.

Dan has also launched his debut children's book, which he has written and illustrated, entitled *Hoppo the Penguin*. Based on a song Dan thought

up while at St Hugh's, *Hoppo the Penguin* is brought to life in watercolour and tells the story of a determined but lonely little penguin, on a quest to meet his perfect partner and have an egg of his own. Try as he might, his advances are always spurned, so, dejected, he wanders down to the Antarctic shore. Seemingly out of the blue, a mysterious egg-like object washes up, but Hoppo just can't figure out how to hatch it (spoiler alert, it's a mango). Thankfully, as if by magic, a giant whale bursts out of the ocean, recognises the 'egg', and leads Hoppo on an epic journey to discover its secrets in a faraway land...

With a target audience of children aged three to five years, the first edition of *Hoppo the Penguin* is set to be available for delivery Christmas 2021. For further information, including details of how to reserve a copy, head over to Dan's website: www.danwalshart.com.

2000

Jo Harvey

(Educational Studies) was appointed MBE in The Queen's Birthday Honours 2021 for services to education, international talent and trade development. Jo is the global director of corporate and alumni relations for the Mountbatten Program in New York.

2001

Joe Dunning

(Modern Languages) writes: 'In June 2020 I founded Dunning & Partners, a consultancy that connects businesses and brands to arts organisations across the globe. We advise arts organisations on how to identify and secure the right corporate partner, with a focus on businesses that put purpose on a par with profit. And we help businesses make the right investment by tapping into our network across the arts and applying our understanding of the industry to find the perfect project, or to design and deliver a tailor-made project that achieves their goals.'

'For obvious reasons this was a challenging time to launch a new business, but it was also one full of opportunity for innovation. I remain convinced that our mission is an important one, and am happy to say that in the first year we have already had success in achieving it. We are involved in a number of projects focused on diversity, inclusion, social justice and environmental sustainability.'



Peter Laverack (Philosophy, Politics and Economics) and **Dr Luke Kane** (Biological Sciences, 2002) are overjoyed to announce the birth of their son, Willson, who was born via surrogacy in Montana, USA.

Professor Rebecca Shipley

(née Carter, Mathematics) was appointed OBE for 'services to the development of the Continuous Positive Airways Pressure Device during the pandemic, nationally and internationally' in The Queen's Birthday Honours 2021. Professor Shipley is a professor of healthcare engineering at University College London (UCL). She serves as the director of the UCL Institute of Healthcare Engineering, co-director of the UCL Centre for Nerve Engineering and vice dean for health for the UCL Faculty of Engineering Sciences.

In 2020, Professor Shipley co-led a team of engineers from UCL and Mercedes-AMG High Performance Powertrains and clinicians from UCLH to design and manufacture at scale non-invasive breathing aids for COVID-19 patients. The team reverse-engineered an off-patent Continuous Positive Airway Pressure (CPAP) device, optimised its design and secured regulatory approval within just two weeks. Together the team's effort produced 10,000 CPAP devices for the UK. These breathing aids, known as UCL-Ventura, have been deployed to over 130 NHS hospitals.

Recognising that the humanitarian need was global, the UCL-Ventura team enabled the licensed release of the device's design and manufacturing instructions at no cost. The instructions have since been accessed by over 1900 manufacturers, non-profits and governments in 105 countries.

UCL-Ventura devices are now helping patients in hundreds of hospitals in over 15 countries including India, South Africa, Peru and Pakistan. The UCL-Ventura team was awarded the Royal Academy of Engineering President's Special Award for Pandemic Services (Summer 2020) and the Health Service Journal (HSJ) Awards 2020: Acute Sector Innovation of the Year.

2004

Linus Mattauch

(Mathematics and Philosophy) was awarded the Robert Bosch Junior Professorship 2020, a research prize from the Robert Bosch Foundation. Linus writes: 'The award allows me to build a research group at the Technical University of Berlin on climate change economics and policy. In addition, I was selected as a member of "Junge Akademie", which is the young academics' chapter of the Leopoldina, the most prestigious learned society in Germany.'

2005

David Derham

(PGCE Mathematics) writes: 'During three weeks in August 2020 I achieved a long-held ambition by cycling the entire 3500km Tour de France 2020 route. The 2020 edition began in Nice, which is close to where I live, so it seemed like an appropriate year to attempt the folly!'

Delyth Jewell

(English Language and Literature) was re-elected as a Member of the Senedd (Welsh Parliament) to represent South Wales East in May 2021. She is her party's spokesperson on climate change, transport and energy, and has been a Member of the Senedd since 2019.

2006

Josh Sykes

(Modern Languages) writes: 'My project "Escobar's Empire" debuted on National Geographic in the United States on 30 December 2020 as part of the Narco Wars series. The project charts the extraordinary rise of the world's first cocaine billionaire – as told by his wife, son, personal photographer, and political figures from the United States and Colombia. "Escobar's Empire" can be watched at <https://vimeo.com/492546246>. Password: narcos.'

2010

**Morag Elwis**

(Modern Languages)

married **Tom Griffiths**

(Engineering Science, 2009)

in the College Chapel on 6 June 2021. Morag and Tom met in the entrance hall at St Hugh's when they were both running late for rowing outings in Morag's first week of university.

2013

Dr Stefania Kapsetaki (Zoology) is a postdoctoral researcher at Arizona State University, USA, working on comparative oncology.

In 2021 she published 'Hypothesis for the evolution of clonal multicellularity', chapter ten in the open access book *The evolution of multicellularity*, Taylor and Francis Publishing.

Her research has been celebrated and recognised across a range of competitions in recent years. In 2021 she was a finalist for Arizona State University's Knowledge Mobilization Award in the 'Postdoctoral scholar: Research in progress' category (top three of 116 entries). She was also a finalist for 'The Science Breakthrough of the Year' in the Life Sciences Category at the World Science Summit 'Falling Walls' in 2020, for which she presented her research on cancer across the tree of life (top 53 of 900 nominations from across the world). She also achieved a Poster Award for her presentation 'Is chimerism associated

with cancer across the tree of life?' at the National Cancer Institute 2020 Junior Investigator Meeting for the Cancer Systems Biology Consortium (CSBC), Physical Sciences-Oncology Network (PS-ON), and Big Data Scientist Training Enhancement Program (BD-STEP).

Aside from her research, Stefania was awarded an Emerging Artist Scholarship to exhibit artwork at the Southern Arizona Arts and Cultural Alliance's Oro Valley Spring Festival of the Arts in 2020. Stefania also published *Timeless time*, a translation of Yovanna's poetry book *Achronos Kairos*, in 2019.

**Jonny Taylor** (Physics) and **Itziar Banerjee Martin**

(Jurisprudence) were married in London on 5 December 2020.

2015

David Izamoje

(Sociology) contributed to Hargreaves, J, E Kessler, D Izamoje, and A Simon, *How We Get Along: The Diversity Study of England and Wales 2020*, produced by the Woolf Institute, Cambridge. David was also appointed a trustee of Headliners UK, the national youth journalism charity.

2017

Yiren Shen

(Visual, Material and Museum Anthropology) writes: 'After leaving St Hugh's in 2018, I moved to London to join the leading art company HENI Group. Starting as a researcher, I was responsible for delivering themed reports on crucial aspects in the Chinese art world as a preparatory stage for our venture in China. I have also assisted clients with everything from on-site museum visits to negotiating exhibition terms and conditions and liaising with internal stakeholders. By the end of 2019, I helped HENI establish its first Asia-Pacific enterprise in Shanghai, China. Thanks to my academic training at Oxford and acute cultural sense, I now manage HENI's content in China.'

'I regularly contribute to art magazines, writing exhibition reviews and travel essays in my spare time. I am also glad that I could extend my research from Oxford (on the global-local nexus during the World Heritage Site application) by helping the Archaeological Ruins of Liangzhu City to launch its official English website after it was inscribed on the UNESCO World Heritage List in 2019.'

2018

Emily Scholey

(Music) has been working as a classroom assistant at Northern House Academy (SEN primary school) and as a part-time admin assistant at Soundabout since leaving St Hugh's.

Notifications of deaths since the last edition of the *Chronicle*

Fellows

1975

Dr Iain Morley (paleoanthropologist and Palaeolithic archaeologist and Fellow of St Hugh's) died in February 2021. Iain taught students in both Archaeology and Anthropology and, more extensively, Human Sciences.

Alumni and Associate Senior Members

1937

Miss Winifred Laws (Physics) on 21 January 2021, aged 102.

1940

Mrs Margaret Phillips (née Pritchard, Geography) on 23 March 2021, aged 98.

1943

Mrs Mary May (née Orton, Modern History) on 15 February 2021, aged 94.

1944

Dr Jane Sampson (née Robinson, Physiology) on 28 January 2021, aged 94.

1947

Mrs Mary Coatman (née Brown, English Language and Literature) on 17 November 2020, aged 92.

Dr Elizabeth Hyde (née Galbraith, Modern History) on 10 September 2020, aged 91.

Mrs Margaret Duncan (née Mogford, Modern Languages) on 8 February 2021, aged 92.

1950

Ms Margaret Ewert (Modern Languages) on 22 April 2021, aged 90.

Miss Sheila Nicholas (Modern History) on 14 November 2020, aged 88.

Mrs Beryl Mortimer (née Rose, Geography) in March 2020, aged 89.

1953

Professor Ann Gath (née Lewis, Physiology) on 15 December 2020, aged 85.

1959

Mrs Felicity Currie (née Pichanick, English Language and Literature, 1959) on 6 December 2016, aged 75.

1960

Ms Marion Colthorpe (English Language and Literature) on 20 January 2021, aged 87.

1961

Dr Janet Knight (née Maclean, Chemistry) on 11 December 2020, aged 81.

Dr Margaret Johnston (née Wilson, English Language and Literature) on 26 November 2020, aged 78.

1963

Dr Linda Amos (née Richardson, Physics) on 21 February 2021, aged 77.

1965

Mrs Teresa Halikowska-Smith (née Halikowska, English and Polish Literature) on 26 November 2020, aged 80.

1967

Miss Ann Prior (English Language and Literature) in June 2016, aged 66.

1972

Ms Moira Allum (née Lacey, Theology) in March 2021, aged 67.

1973

Mrs Catherine Higham (née Ennis, Music) on 24 December 2020, aged 65.

1975

Reverend Jane Sinclair (Modern History) on 14 January 2021, aged 64.

1987

Dr Claire Wormald (née Hanley, Chemistry) on 27 July 2021.



To share your news for next year's edition of the *Chronicle*, simply scan this QR code with your smartphone, visit <https://www.st-hughs.ox.ac.uk/alumni-friends/update-your-details/>, email development.office@st-hughs.ox.ac.uk or telephone +44 (0)1865 613852.

Obituary: Dr Iain Morley, Fellow

8 February 1975 – 20 February 2021
Our thanks to Iain’s wife Laura and his St Hugh’s friends for their contributions to this obituary

Iain was a palaeoanthropologist and Palaeolithic archaeologist, with particular research interests in the evolutionary origins and archaeology of music, the emergence of ritual and religion, and Palaeolithic imagery. He obtained his PHD in 2004 at Trinity Hall, Cambridge, and then became a Research Fellow at Darwin College, Cambridge (2005-2008), and a Wenner-Gren Foundation Hunt Postdoctoral Fellow (2008-2009).

In 2009 Iain moved to Oxford University to become a Fellow of Keble College where he was a Tutor in Archaeology and Anthropology and Director of Studies. He went on to a lectureship in Palaeoanthropology and Human Sciences at the School of Anthropology & Museum Ethnography (SAME) (2010-15), alongside a Fellowship at St Hugh’s. From 2015, Iain became the Academic Coordinator for SAME, until his early retirement on health grounds in 2020. He also served two terms as Pro-Proctor in the University of Oxford (2015-16, 2017-18), and was a Fellow of the Society of Antiquaries.

Iain produced a number of publications during his career, probably the most influential of which is his book *The Prehistory of Music: Human Evolution, Archaeology, and the Origins of Musicality* (Oxford University Press, 2013).

Tributes to Iain following his death highlight the esteem in which he was held, not only for his erudition and the passion he brought to his teaching, but as a kind and generous colleague and friend. In her tribute to Iain, Dr Sara Polak (Archaeology and Anthropology, 2010) wrote: ‘Witty, with unbelievable style, grace, kindness, quiet humility, and one of the best academics I’ve ever known who inspired me so much, taught me how archaeology actually works, sparked my passion for evolution, and wore the best blue suede vests and silk cravats for his lectures. And made the best strong black tea ... your passing is such a loss to Oxford, the academic community and all the students who didn’t have the honour to be taught by you.’

Iain is survived by his wife, Laura, and their children.

Many thanks to Oliver Scott Curry for giving us permission to share his photos of Iain.



Alumni Obituaries

Edited by Tania Gulati (Modern Languages, 1995) on behalf of the St Hugh’s Alumni Association

Dr Linda Ann Amos (née Richardson, Physics, 1963)
19 November 1943 – 21 February 2021
By Elaine Wake (née Kirkpatrick, Theology, 1963) with contributions from Linda’s husband, Brad, and Linda’s St Hugh’s friends.



Linda came up to St Hugh’s with a Nuffield Exhibition in Natural Sciences and studied Physics, with Betty Bleaney as her tutor. She took an active part in College life, particularly in sport, and was one of the first Oxford women to take up rowing, earning a half blue as a member of the First VIII.

After graduating, she worked briefly at the Berkeley Nuclear Laboratory, UK, on the computation of safety factors, then in Cambridge as a computer programmer at the Medical Research Council’s Laboratory of Molecular Biology (MRC LMB). Here Aaron Klug, the future Nobel Laureate, and his colleagues were developing computational methods for analysing electron microscope images. Linda’s aptitude for writing and perfecting the programs to extract a model of 3D structure from multiple 2D images soon led to her being offered a PhD studentship with Klug; it became clear that research was her natural role.

In 1978 she was appointed to head her own group in the Structural Studies Division as a programme leader. Her group focussed on the structure of microtubules in cells, including atomic details of the tubulin molecules from which they are assembled, and made major contributions to the study of mechanisms of various members of the kinesin family of motor proteins. With her postdoc Jan Löwe, Linda made seminal contributions to the discovery of archaean and bacterial cytoskeletons. In 2003 she was elected a member of the European Molecular Biology Organization (EMBO).

As well as her continuous output of major scientific papers, in 1991, Linda and her husband wrote a textbook: *Molecules of the Cytoskeleton*. In 2012 she co-edited another: *The Handbook of Dynein*.

Jan Löwe, now director of the MRC LMB, always paid tribute to Linda. When she became wheelchair-bound with multiple sclerosis (MS), he arranged for her to have a special desk and an office next to his own, where she was consulted by numerous students, despite no longer being able to do experimental work herself.

Tributes to Linda following her death mentioned, with admiration, her intelligence and vision, but they also emphasised her kindness and self-effacing character. Jan Löwe wrote: ‘Over the years, I have been in constant awe of Linda’s sometimes uncanny ability to get things right very early on... Her sincere generosity meant that great things were happening around her. But maybe...in combination with her long battle with MS, it contributed to the fact that she did not enjoy the scientific recognition that I would like to suggest she deserved.’

Linda is survived by her husband, Brad, originally a zoologist (whom she met at Oxford), and by two sons and four grandchildren.

Mrs Pamela Marjorie Bushing (née Moore, Philosophy, Politics and Economics, 1952)
5 October 1932 – 12 May 2020
By Sylvia Booth and Tom Moore



Pamela Bushing of Southern Pines, passed away on 12 May 2020 at FirstHealth Moore Regional Hospital in Pinehurst, North Carolina, USA.

She was born in London in 1932 to Rose and Cecil Moore. In 1940 she was evacuated, moving to the United States to escape WWII. She and her twin brother, Tom, lived in Stratford, Connecticut, for five years before returning home in 1945.

Following graduation from Oxford University, she worked in the Middle East before returning to the United States. She was an executive at *Vanity Fair* for several years.

In 1970 she married Farrell Bushing and they resided in New York City with a weekend home in Salisbury, Connecticut. In 1999 they made their home in Pinehurst, moving to Belle Meade in 2014.

She was a member of the Country Club of North Carolina and had many interests.

Mrs Felicity Constance Phyllis Currie (née Pichanick, English Language and Literature, 1959)
23 January 1941 – 6 December 2016

By Malcolm Currie

Felicity came from Southern Rhodesia to St Hugh's in 1959 to read English. She loved her work with Rachel Trickett and Pamela Gradon at St Hugh's, and John Bayley at New College. She loved acting, and toured Germany acting in plays by Ionesco and Arthur Miller. Our marriage, and my taking up a much-postponed job at the University of Queensland, meant that she left St Hugh's without graduating. She graduated with a first in Queensland in 1964 and was made a tutor and then a lecturer in English.

We returned to England in 1968 and she taught English part-time for the Open University, then the Workers' Educational Association (WEA), then the Extra-Mural Department of Manchester University. Concurrently, she took part-time jobs at the Universities of Leeds, Manchester, and Salford. She also lectured to A-Level students for Sovereign Education and served as assistant chief examiner for the former Joint Matriculation Board. In the early 2000s she produced 16 booklets on English texts set for A-Level. A school could buy one copy of a booklet and then make as many other copies as it needed. The Textwise series, from which she made no profit, was very popular.

Her lectures were regularly praised not only for their originality but for their presentation. Her clear and elegant delivery, her acting skill, her presence, and her clothes charmed her audience. She was a sympathetic tutor – and friend – to her pupils.

All her married life she was a passionate and active supporter of the ANC, PSC and the Labour Party. Lastly, the police caution given to suspects ('You have the right to remain silent...') is her work, drafted when she worked – briefly – for the Plain English Campaign.

Felicity was born in Salisbury, Southern Rhodesia, in 1941, and she died in 2016. She is survived by her sons, Oliver and Bruno, and me, her husband of 53 years.

Mrs Margaret Ceinwan Duncan (née Mogford, Modern Languages, 1947)
11 April 1928 – 8 February 2021

By Rachel Below OBE (née Duncan, History and Economics, 1983)

Margaret was born in Bristol, where her father was a headmaster, and she grew up in a close-knit, loving family interested in architecture, books, music and the theatre. Many activities came to a halt when World War II broke out when Margaret was 11; the city was heavily bombed and for most of the war the family slept in their reinforced cellar. She later recalled that Bristol endured 100 consecutive nights of bombing, and the shocking sight of the medieval city centre in flames.

A key theme of Margaret's life was education. She was immensely proud that her three granddaughters were the fourth generation of girls in the family to go on to higher education. Achieving the top mark in the Bristol 11+ exam in 1939, which gained her a place at Clifton High School, and then going up to St Hugh's in 1947 to read Modern Languages were events that shaped her life. As well as taking the opportunity to study in Germany and Austria as part of her course, she made lifelong friends at Oxford, where she was also to meet her husband-to-be, Alistair.

After graduation, Margaret joined the Army as a regular officer because she felt that it was unfair that only her male contemporaries had to do National Service, and she was posted to the School of Anti-Aircraft Artillery near Tenby. She left the Army in April 1953, when she married Alistair, and they lived in Leeds before moving to Loughborough in 1958, when Alistair got a new job at what was then the College of Technology.

Although her family were all teachers, Margaret came to teaching accidentally when a local school approached her to teach A-level French, having heard through the grapevine that she was a modern languages graduate. She later taught for many years at Loughborough University, where she prepared students for their year abroad in Germany.

Always an active citizen and a contributing member of many committees, Margaret was chair of governors at two local schools for many years, and when Alistair was mayor of Charnwood, Margaret was by his side as mayoress.

She was enormously sociable, and many people came to her house for a cup of tea, a meal, or for a party. She regularly provided hospitality for overseas guests (who were often visiting academics or students), and more recently for visitors from Loughborough's twin towns.

Describing her grandmother, one of her granddaughters said, 'she thought everything we did was amazing'. Margaret just delighted in spending time with her family and was always interested in what they were doing.

Although increasingly frail towards the end of her life, she remained well informed about current affairs and continued to enjoy conversation. Her passion for Wentworth jigsaws endured, as did her liking for the occasional glass of *Gewürztraminer*.



Ms Margaret Joan Ewert (Modern Languages, 1950)
3 March 1931 – 22 April 2021

By Caroline Emerton (Mathematics, 1976)

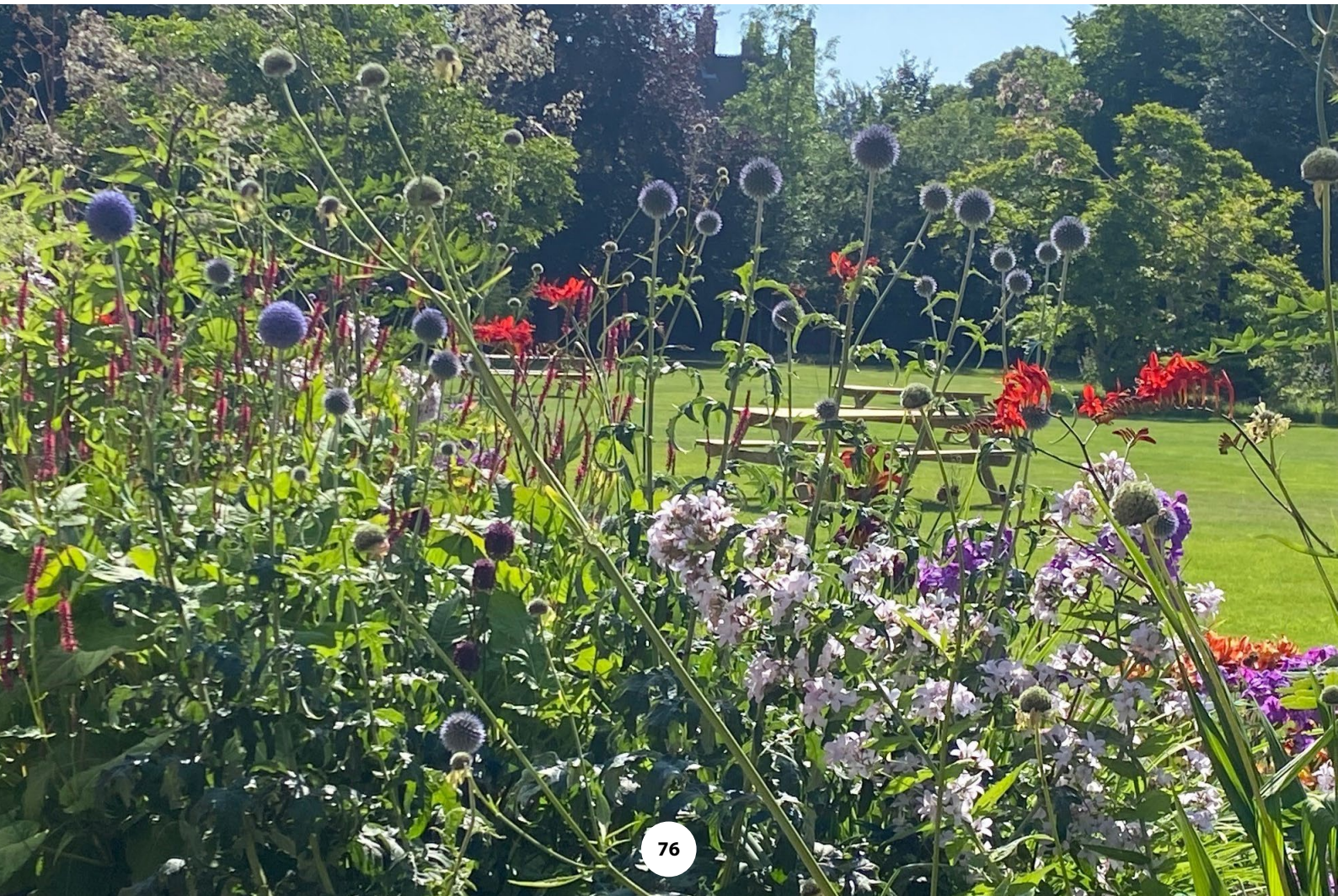
With grateful thanks to Lorna Logan (née Wigney, English Language and Literature, 1971) for information from her eulogy at Margaret's funeral.

Margaret Ewert was my godmother, a lifelong friend of my mother, Norma Emerton (née Bennington, Chemistry, 1950).

Margaret was brought up in Oxford with her elder sister, Elizabeth (Modern Languages, 1947). Their father, Albert Ewert, was Professor of Romance Languages and a Fellow of Trinity College, Oxford. Margaret attended Wychwood School.

In July 1940 the girls and their mother were evacuated and moved to America, initially to Nashville, Tennessee, and then to Connecticut, where they rode horses, went ice-skating, made friends, and were very happy. This was as part of an arrangement between Yale and Oxford Universities to save the children of Oxford University dons from what they believed to be imminent invasion by the Nazis. Margaret contributed to a book of collected memoirs about this by Ann Spokes Symonds – *Havens Across the Sea*. One of her recollections is about 10 May 1941 in Nashville:

'There were not many English people down in that part of the world and the early summer of 1941 found us christening the Vultee Vanguard aircraft being manufactured for Britain. It was a big event for which Wendell Wilkie, then running for president, came.'



Elizabeth, being the elder, actually broke the flask, which contained liquid oxygen.

There is newsreel footage of this event on YouTube featuring the two smiling girls in puffed sleeve summer dresses, with lots of fuzzy blonde hair and Margaret wearing glasses.

The evacuees arrived home again as D-Day was being prepared, and they lived in Trinity College. The sisters were sent to school at St Mary's Convent, Wantage, as boarders – which must have come as a culture shock to two teenagers used to American conditions.

Following her elder sister, Margaret also read French at St Hugh's. This cannot have been a straightforward experience as her father was the professor!

After completing a postgraduate secretarial course, Margaret initially worked for the National Adoption Society and then in various roles in publishing at Oxford University Press (OUP), Blackwells, Stillit Books and Trianon Press. This included a stint in New York with OUP, which gave her the welcome opportunity to live in America once again.

Margaret had always been a skilled artist, noted especially for her pastel portraits, and she later became a freelance artist based in Henley, focussing on book illustration and portraiture.

She retired to share the family home in Oxford with her sister. Her role was to take care of the garden, in which she took an immense interest. Both sisters were musical, and they regularly went to concerts and visited the theatre.

Margaret maintained her connection with St Hugh's and regularly attended College garden parties.

Professor Ann-Mary Gethin Gath (née Lewis, Physiology, 1953)

4 July 1935 – 15 December 2020

By Charlotte Gath

Ann Gath was born in Penarth, South Wales, and went to Westonbirt School. In 1952 she followed her older sister Joanna to St Hugh's and began her undergraduate medical training in Oxford. She loved being at St Hugh's and acquired fond memories of her time there, which were to last a lifetime. In 1955 she moved to St Thomas' Hospital, London, to do her clinical training, and she qualified as a doctor in 1958. She began her career working in paediatrics, which triggered a lifelong interest in the health of children and young people, in particular disadvantaged children. With a young family of her own, she then moved into child psychiatry, and she researched the impact of having a child with Down's Syndrome on families, with a particular focus on the child's siblings, in Oxford in the 1970s. This work demonstrated that the impacts on the health and wellbeing of siblings were clearly positive rather than negative. In 1980 she was appointed as a consultant in child and adolescent psychiatry at the West Suffolk Hospital, a post which she loved.

As a psychiatrist, she also enjoyed her teaching and training roles, and later went on to be appointed chair in child and adolescent psychiatry at University College London/Middlesex in the early 1990s. She was the first female registrar of the Royal College of Psychiatrists, holding this honorary senior officer post from 1988 to 1993. Whilst in this role, she was part of a delegation sent to Romania to investigate the living conditions of children with disabilities in orphanages, an investigation featured in a television documentary at the time. Her paper documenting the findings of the visit contributed to international pressure to improve conditions, which ultimately led to reforms in the care of children with disabilities in Romania.

One of her other passions, besides the health of children, was breeding Connemara ponies (she co-founded the award-winning Silverbridge Connemara Pony Stud in Suffolk). It was this that drew her back full time to Suffolk and she returned to her post in West Suffolk in the late 1990s for the remaining years of her career. When she retired, she enjoyed bell ringing and being with her dogs and ponies, and she was an active and enthusiastic grandmother. She also loved to travel and undertook a Trans-Siberian railway journey in her late seventies.

In the last two years of her life, whilst living with advanced dementia, she moved into a care home in Oxford. For her, one of the happiest things at this time was that her youngest grandson, Joe, also began studying at St Hugh's. Being able to attend alumni events and the annual garden party with him gave her great pleasure, and she was thrilled that her name was listed on a donor board displayed in College so that they could be photographed there together. Even in the very late stages of dementia, talking about St Hugh's brought a smile to her face.

It was in her Oxford care home that she contracted COVID-19 and died in December 2020. She was a devoted grandmother and leaves seven grandsons and one granddaughter, as well as her three adult children.



Mrs Catherine Mary Higham HonRCO (née Ennis, Music, 1973)

20 January 1955 – 24 December 2020

Our thanks to Catherine's family and St Hugh's friends for their contributions to this obituary



Catherine Higham, known professionally as Catherine Ennis, was one of the UK's leading organists. She sadly passed away of cancer on Christmas Eve 2020 with her devoted husband, John, holding her hand.

Catherine was an organ scholar and exhibitioner at St Hugh's, where she read Music, matriculating in 1973. As an undergraduate, she had many interests outside music and a wide circle of friends. Her friends recall that she was extremely glamorous and her time at Oxford was characterised, among other things, by the attentions of numerous, generally disappointed, admirers.

After she graduated, Catherine became assistant organist at Christ Church Cathedral, at a time when very few women had held such appointments. In 1980 she became director of music at St Marylebone Parish Church, which is where she met her husband, John Higham QC. While at St Marylebone, Catherine played a major part in the commissioning of a Rieger organ, shared with the Royal Academy of Music, which was completed in 1987. This was one of four such projects in which Catherine took a leading role.

In 1985 Catherine became director of music and organist at St Lawrence Jewry next Guildhall, the official church of the Lord Mayor of London and City Corporation, a post she held until her death. In 2012, one of Catherine's close Oxford friends, Roger (later Sir Roger) Gifford (Trinity, 1973), Lord Mayor of London. They worked together on a number of musical projects, including the commissioning of a Mander organ, now in Westminster Abbey, to mark the Diamond Jubilee of Her Majesty The Queen.

Catherine also had an active career as a recitalist, in making recordings and as an organ teacher. She was president of the Royal College of Organists from 2013 to 2015, only the second woman to hold that office. She represented the college when it celebrated its 150th anniversary at St George's Chapel, Windsor, in April 2014. She was awarded the Medal of the Royal College of Organists in 2018.

Catherine was devoted to her large family. They lived in Atcham, near Shrewsbury, where she was an outstanding cook, gardener and host of parties. She was charming, entertaining and charismatic, and marvellously supportive of her friends. She also expected everything to be done properly; by way of example, acting as her page turner was not something to be undertaken lightly.

With support from Catherine's St Hugh's friends, the College is honoured to be raising funds to endow the organ scholarships at St Hugh's and name them after her. For further information and to find out more about how you can contribute, please turn to page 54.

Photo credit: Andrew Prior

Dr Janet Noble Knight (née Maclean, Chemistry, 1961)

8 January 1939 – 11 December 2020

By Professor John Knight



Janet Knight was a graduate student of St Hugh's, matriculating in 1961. She achieved a DPhil in Chemistry in 1964. These were different times: Oxford female chemistry researchers were rare, and I recall attending the very first MCR dinner to which men were invited. Janet had been an undergraduate at Edinburgh University and had begun her doctoral research there. Then came a chance event that determined the lives of five people. Her supervisor was appointed to a post in Oxford and brought his research students with him.

We were married in Oxford in 1964. Janet held postdoctoral positions until she threw herself into motherhood. She enthusiastically encouraged her three daughters to aim high and pursue successful careers: one works in cancer trials at a medical research institute and the other two – a neuroscientist and a research director – are at Russell Group universities. Continuing to live in Oxfordshire, she later became an accountant but retired early to pursue her love of charitable work, particularly for mental health charities. Although Janet never hankered to return to Scotland, her personality had been moulded by her humble upbringing there, and she was very conscious of her Scottish heritage. She bore the ill-health of her last decade with wonderful fortitude.

Lady Sophie Susan Sydenham Cole Laws (née Marshall, Theology, 1963)

1 September 1944 – 27 June 2017

By Dr Elin Jones (née Phillips, Modern History, 1963) with contributions from Sophie's daughter, Margaret, her late husband, Sir John Laws (Exeter, 1963), and her colleague Julia Weiner (St Edmund Hall, 1985)



Lady Laws (Sophie Marshall) gained a scholarship to read Theology at St Hugh's, matriculating in 1963. After graduating, Sophie began studying for a BLitt on the Epistle of James, which was subsequently published as *A Commentary on the Epistle of James* in Black's New Testament Commentaries series in 1980, republished in 1993.

Sophie met John Laws of Exeter College, also a scholar, in that first year. They enjoyed the delights of university life together, including the commemoration balls. But they both worked hard too, and both gained firsts – Sophie in Theology and John in Greats. After Oxford, John became a barrister; he was appointed a High Court judge in 1992 and knighted at this time. In 1999 he was appointed to the Court of Appeal as a Lord Justice of Appeal and appointed to the Privy Council.

John and Sophie married in 1973. When they attended Exeter College's 700th anniversary ball in 2014 Sophie was delighted to be able to wear the dress she had worn to the 650th anniversary ball there – slightly adapted, but still just as elegant.

Sophie's first academic post was at Leeds University, and she went on from there to a lectureship at King's College, London, in 1970. She was a consummate professional whose teaching career in theology, ancient history and the role of women in the ancient world spanned several decades and several institutions too.

In 1981, Sophie and John adopted a much-loved daughter, Margaret Grace, and Sophie stopped working full time to care for her. She was a devoted wife and mother. Sophie did travel though as a visiting lecturer to John Carroll University in Ohio for one semester, taking a three-year-old Margaret Grace with her. She began teaching at the British American College London in Regent's Park (now Regent's University) in 1985. She would eventually become dean, then head of school, programme director and finally head of study abroad.

Sophie was closely associated with teaching study abroad students from the USA. She regularly went to the States to recruit new students and she made many firm friends there. Her secret to making these students feel particularly welcome was to explain why they happened to be in London at the best possible time. She would always find a meaningful anniversary that year. 2012 was the Olympics; 2014, the start of the Great War; 2016, the 400th anniversary of the death of Shakespeare; and in 2015 she was spoilt for choice with Magna Carta, Agincourt and Waterloo all vying for that spot. In the end, she went for Magna Carta and taught a whole module on it.

Above all Sophie was an inspirational teacher. Her students absolutely adored Lady Sophie, as they called her. She never compromised her own character or appearance to be more popular, but they loved her for being so very genuine and so original. She always came to class with her notes on a wooden board – a detail much loved by her students. She did not just lecture at the students, she slowly asked question after question to elicit information from them so that they developed a deeper understanding of the subject.

As well as teaching, Sophie devoted time and energy to voluntary work, serving as the chair of Age Concern Westminster for a while, before becoming a governor of Whitelands College, now part of the University of Roehampton. She became a church warden at St Stephen's, Rochester Row, her local church, and a governor and then chair of governors of the Grey Coat Hospital School. She was a volunteer at the Temple Church, a building to which she loved to take her students and where her ashes now lie.

Sophie and John were also intrepid travellers who travelled recently to Ethiopia and St Helena as well as their regular visits to their second home on the island of Andros in Greece. For several years Sophie was one of the guest lecturers on Swan Hellenic cruises, lecturing on a range of topics reflecting her many interests, but all grounded in thorough academic research.

She had a very strong Christian faith, but she also had great respect for other people's beliefs and traditions; she danced in the Hindu temple, was moved to tears at a candlelit remembrance service at the Bevis Marks synagogue and gave inspired talks at various churches around the country. Despite her great tact and sensitivity, she was uncompromising over her core values, and prepared to defend them with courage and integrity.

She finally retired in 2016 so that she could enjoy more time with her daughter and her growing family. She was a devoted and proud grandmother to James and little Sophie, who was born just two months before her grandmother's death.

Retirement also gave Sophie the opportunity to accompany John to Cambridge, where he was spending a year as the Goodhart Visiting Professor of Legal Science at the University of Cambridge. She loved her life in Cambridge, but sadly halfway through the year she fell ill and it soon became clear her cancer was terminal. She kept busy to the end, maintaining her positive outlook, her faith never wavering under that ultimate test. She even hosted a garden party for Cambridge colleagues the day before she died. She is much missed by all her family, friends and colleagues at Regent's University, where three cherry trees have recently been planted in her honour in the gardens which she so loved.

Mrs Helen Marjorie Lyle (née Watt, Modern History, 1944)

5 February 1926 – 21 March 2020

By Catherine Drewett



Marjorie Lyle was a historian who shared her enthusiasm for the subject through her many gifts of writing, lecturing, and teaching. Her lifelong love of Oxford began when her family lived there and she attended Headington School. When she was moved to Ashford School for Girls, Kent, she was determined to return to Oxford as a student. It was at Ashford that she came under the influence of Lillian Brake, the inspiring headmistress who evacuated the whole school to Devon during the war years.

By working hard, she did indeed return to Oxford in January 1944, to read History at St Hugh's, graduating in December 1946. In the last years of World War II, the College was taken over as a head injuries hospital, so students were housed in either New College hostel or Balliol's Holywell Manor. Her first choice of career was to train as a probation officer but, at 20 years old, she was too young for this: in her own words, 'the only opening for an Oxford degree and no training was to teach for two years'. This led her to Northampton High School, where she taught history and scripture until her marriage in August 1949 to Lawrence Lyle, a history graduate from Merton College, Oxford.

Most of her subsequent years were spent in Canterbury, Kent, where she raised five children and taught history at the Girls' Technical High School and Dover Grammar School for Girls. She then became head of history and humanities at the Chaucer Technology School, where she remained until eyesight problems forced her to retire early.

With plenty of energy and enthusiasm left, it was not long before other interests took over. She fought the 1983 General Election for the Social Democratic Party as a candidate in Coventry South West, and raised funds for the Canterbury Archaeological Trust by running a charity shop whose premises had student accommodation on the first floor. After eight years, £250,000 had been raised.

She became the education officer for the Canterbury Archaeological Trust and took up part-time teaching in the School of Continuing Education at the University of Kent, Canterbury. She was a city guide for many years and was much in demand, especially during the Canterbury Festival.

Her writing began at an early age when she wrote a history of Horatio Nelson for her school notice board and *Cade's Rebellion 1450*: a pamphlet for the Historical Association, published two weeks before her first child was born in 1950.

Further publications followed later with the *English Heritage Book of Canterbury* (1994), *Canterbury 2000 Years of History* (2002), *Canterbury History You Can See* (2008) and *Canterbury and the Gothic Revival* (2013), which she co-wrote with her husband.

Marjorie was a riveting storyteller and she put this to good use along with her association with the Archaeological Trust to write and self-publish two children's books. The first was *Seven Buried Canterbury Tales* (1996), based on Canterbury archaeological finds from Roman times to 1450, followed by *Becket's Bones to the Blitz* (1998): seven further stories covering 1538 to 1942.

In 2005 she received a civic award from the City of Canterbury for making history available to the wider public through diligent research. She also gave over 200 talks, covering a diverse range of topics on local history.

Marjorie was the first female Rotarian in Canterbury and worked tirelessly in this capacity on several worthy projects for many years. She and her husband were great travellers; she supported him in organising and leading tours for the Historical Association. In her later years, despite failing physical health, she was still very sharp-witted, with an amazing memory, and this helped to keep her interested in current affairs and the exploits of her growing and diverse family. She was still quoting poetry learnt during her school days at her platinum wedding anniversary in August 2019.

Marjorie lived a long and fulfilling life and will long be remembered by her family and many friends.

Mrs Barbara Mary May (née Orton, Modern History, 1943)

12 April 1926 - 15 February 2021

By Helen Simmons

This obituary was originally published in Reflections, the magazine of St Michael's Collegiate School in Hobart, Tasmania, Australia, where Mary taught for the last period of her working life.

Barbara Mary, usually known as Mary, was a treasure. To the end, she was warm, kind, generous and interested. With her trademark 'boofy' white hair, disarming smile and twinkling eye, she remained aware of significant events in both her community and the wider world, often making cheeky, even provocative, comments about the status quo, while always reflecting her concern about the welfare of other individuals. Mary's wicked humour and sense of fun were delightful.

Mary taught English at St Michael's Collegiate school for 12 years, from 1974 until 1986. On her retirement, the school magazine wrote: 'Her patience, wit, calmness and concern for others have been a fine example to all members of the school'. She is remembered with great fondness by many at St Michael's Collegiate School, especially by those in whom she inspired a love of Jane Austen.

Mary's fine intelligence was obvious early on when, in 1943, at the tender age of 16, she was awarded a place at St Hugh's College to read Modern History.

In June 1947 Mary met John May, a young cleric from Tasmania, not long returned from a prisoner of war camp in Japan, who was at Oxford on a scholarship. They were married on 11 December 1948, leaving for Australia only a few weeks later. Mary took her role and duties as a clergy wife seriously, steadfastly supporting John through thick and thin.

Theirs was a loving and devoted, lifelong relationship. This devotion was to remain strong in Mary during the years following John's death.

John and Mary had four children – Marian, Hilary, Nick and Tim. Until the family left for Morpeth in New South Wales, Marian and Hilary attended St Michael's Collegiate School, while Nick and Tim attended the Hutchins School.

In 1961 Mary returned to teaching, as a tutor in church history for theological students of Christ College, Hobart. Later, at Morpeth, as well as teaching some church history at St John's Theological College, she taught English and history at Maitland Girls' High and Newcastle Girls' Grammar Schools.

In retirement, she and John shared their love of scholarship, books and music. They became involved in the U3A group and together taught a popular series on the history of the popes: 'The Popes – Prisoners of Power'.

After John died, and it was eventually time for her to leave her home, Mary moved to Bupa South Hobart. Bupa quickly became her community, with new friends, poetry groups and talks, as well as opportunities to raise controversial topics at the dining table.

To quote from the eulogy at Mary's funeral: 'At Bupa, Mary's strong sense of justice once again came to the fore. With other residents she drafted letters and submissions about the conditions of care, nutrition, and residents' and carers' rights. Their concerns were borne out by the attention paid to Bupa South Hobart by the Royal Commission.'

Mary, ever fond of drawing up lists, wrote one titled 'What is/was important to me'. The list reflected her strong values and priorities, including education, the education of women, preparing children for independence, thinking globally, taking account of history, and saying thank you.

Boundaries of religion, sex, and ethnicity did not figure with Mary: she was interested in everyone. She was a supporter of the underdog, with a strong sense of justice and equality for indigenous people and refugees. She enjoyed challenging others but could do so without making them feel awkward. She was a good friend and supportive mentor to many.

Mary could be provocative and irreverent, with her sharp wit frequently peeping through – and this was the case right up to her death. The last time that Mary knew I was with her, Mary said 'thank you', thereby maintaining her priorities until the end.

Thank you, Mary, I shall treasure our friendship and the memories.



Dr Jane Margretha Sampson (née Robinson, Physiology, 1944)

24 May 1926 - 28 January 2021

By Alice and Kate Sampson

Having qualified as a doctor and worked at Middlesex Hospital, Jane married a farmer and moved to a marshland farm in Essex where she used her medical skills to look after Welsh ewes. Every spring, the kitchen was full of orphaned lambs and other maimed wild animals and birds. Jane took various positions in the local hospital to fit around family and farm life and, as her children grew up, she worked as a general practitioner. On her way home after early morning callouts, she picked up dead rabbits or pheasants she had found on country lanes and served them up for supper.

After her six children had left home and her husband, Anthony, had died in 1986, Jane was free to fulfil her lifelong ambition to work overseas and became the oldest doctor to take a course at the London School of Tropical Medicine. She gave away her money, learnt Urdu, and set off for the North-West Frontier in Pakistan where she was a missionary doctor for more than twenty years. Jane walked far into remote mountain villages to look after patients, and when nomads camped around the hospital, she cared for them and their animals. She made good use of the hospital X-ray machine for both donkeys and their owners.

In her mid-eighties, after successfully retiring for the third time, Jane settled into rural life in the Lake District. She continued living a minimalist lifestyle and played an active part in community life. Her biking and walking escapades will be remembered by many whom she encountered along the way.



Records

Emeritus Fellows as of the start of Michaelmas Term 2021

Professor Mary Clapinson
Dr Laetitia Edwards
Professor Margaret Esiri
Professor Jennifer Green
Professor Adrian Harris
Dr Michael Holland
Professor Jeyaraney Kathirithamby
Dr Glenys Luke
Dr Mary Lunn
Dr Susanna Millar
Professor John Morris
Professor Isabel Rivers
Professor Rodney Eatock Taylor
Professor Anthony Watts
Professor Roy Westbrook
Dr John Wilkinson
Mrs Susan Wood

Honorary Fellows as of the start of Michaelmas Term 2021

Regents Professor Julia Annas
Dame Eileen Atkins
Dr Aung San Suu Kyi
The Rt Hon Baroness (Betty) Boothroyd of Sandwell PC OM
Professor Andrew Burrows QC
Professor Cristian Capelli
Kay Carberry CBE
Ms Amal Clooney
Fergus Cochrane-Dyet OBE
Sir Andrew Dilnot CBE
Dame Elizabeth (Liz) Forgan DBE
Ms Rebecca Front
Professor Gillian Gehring OBE
Dame Helen Ghosh DCB
Dr Jane Glover CBE
The Rt Hon Lady Justice Hallett DBE
Mr Andrew Heyn OBE
Professor Anne Hudson
Ms Jacky Lambert
The Honourable Andrew Li Kwok-nang GBM CBE JP QC

Dr James Desmond Caldwell McConnell
Dr Susanna Millar
Mr Alec Monk
Mrs Jean Monk
Professor Alison Noble FRS FREng OBE
Professor Sir Robert O’Nions KB FRS
Ms Margie Orford
Ms Sarah Outen MBE FRGS
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Professor Kathryn Pritchard-Jones
Professor John Quah
The Hon Mr Justice Robert Ribeiro
Ms Bridget Riley CH CBE
Professor Jane Roberts
Professor John Robertson
Professor Janet Rossant FRS
Dr Rosemary Sanders
Dr Subra Suresh
Ms June Tabor
Professor Lionel Tarassenko CBE
Mr Justice Robert Tang Kwok-ching GBM SBS
The Rt Hon Josephine Valentine Baroness Valentine
Sir David Verey CBE
Professor Ian Walmsley
Mrs Patrice Wellesley-Cole
Ms Gwyneth Williams
Professor Kathy Willis
Ms Mary-Kay Wilmers
Mr Derek Wood CBE QC

Fellows (by seniority) as of the start of Michaelmas Term 2021

The Principal
Professor A W Moore (Tutor in Philosophy)
Professor G S Garnett (Tutor in Modern History)
Dr T M Kuhn (Tutor in German)
Professor M B Giles (Professorial Fellow in Mathematical Finance)
Professor J S Getzler (Tutor in Law; Vice-Principal)
Professor L L Wong (Tutor in Inorganic Chemistry)
Professor G A Stellardi (Tutor in Italian)
Professor P J Mitchell (Tutor in Archaeology)
Professor P D McDonald (Tutor in English)
Mrs S J Vainker (Fellow by Special Election in Oriental Studies; Curator of Pictures)
Professor S R Duncan (Tutor in Engineering Science; Computing/IT Fellow)
Professor S Pařeta (Tutor in Modern History)
Professor R G Grainger (Tutor in Physics)
Professor C J Stevens (Tutor in Engineering)
Professor M R Macnair (Tutor in Law)
Professor C Wilson (Tutor in Medicine)
Professor T C B Rood (Tutor in Classics; Dean of Degrees)
Professor A Harnden (Fellow by Special Election and Tutor in General Practice)
Dr N E R Perkins (Tutor in English)
Professor T C Powell (Tutor in Management Strategy)
Professor J Martin (Tutor in Statistics)
Professor D P Marshall (Professor of Physical Oceanography)
Professor R Perera (Fellow in Medical Statistics)
Mr P R C Marshall (Fellow by Special Election)
Professor E E Leach (Tutor in Music)
Professor G Loutzenhiser (Tutor in Tax Law)
Professor S J Conway (Tutor in Organic Chemistry)
Professor R Baker (Tutor in Mathematical Biology)
Professor E Mann (Tutor in Medicine)

Dr T Sanders (Tutor in Pure Mathematics)
Dr J Parkin (Tutor in History)
Professor E M Husband (Tutor in Psycholinguistics)
Professor C Ballentine (Professorial Fellow in Geochemistry)
Professor D Biro (Tutor in Biological Sciences)
Professor D Doyle (Tutor in the Politics of Latin America; GB Secretary)
Professor H Eidenmüller (Freshfields Chair in Commercial Law; Sports Fellow)
Professor A Jérusalem (APNTF in Engineering Science (Solid Mechanics)
Professor H Oberhauser (Tutor in Mathematics)
Professor E Saupe (Tutor in Palaeobiology)
Professor È Morisi (Tutor in French; Library and Archive Fellow)
Professor T D Cousins (Tutor in Human Sciences)
Professor R Cont (Professorial Fellow in Mathematical Finance)
Dr D F Taylor (Tutor in English)
Professor B Kornmann (Tutor in Biochemistry)
Professor A Abate (Tutor in Computer Science)
Professor B Kocsis (Tutor in Physics)
Dr D Jenkins (Official Fellow in Medicine; Dean)
Dr S Clifford (Tutor in Economics)
Professor R Vilain (Senior Tutor)
Mr G Prior (Bursar)

Fellows (by resolution)

Professor A A Ahmed (Fellow by Resolution in Obstetrics and Gynaecology)
Dr J Large (Fellow by Resolution in Economics)
Professor I Thompson (Fellow by Resolution in English Education)
Professor J Cook (Fellow by Resolution in Musculoskeletal Sciences)
Professor S Carvalho (APNTF in Palaeoanthropology)
Dr A Hein (Fellow by Resolution in Chinese Archaeology)
Professor G C De Luca (Fellow by Resolution in Medicine)
Ms G Aitken (Fellow by Resolution; University Registrar)
Professor L Alemany (Fellow by Resolution in Entrepreneurial Finance)

Dr C Nichols (APNTF in Planetary Geology)
Mr B Lawrence (Fellow by Resolution; Director of Development)
Professor N S Bui (APNTF in Asian Law)
Dr J Miller (Fellow by Resolution in Physics)

Senior Research/ Junior Research/ Career Development and Visiting Fellows

Professor J T Chalker (Senior Research Fellow in Physics)
Professor P Blunsom (Senior Research Fellow in Computer Science)
Professor M Bentley (Senior Research Fellow in History)
Professor M F McMahon (Senior Research Fellow in Economics)
Professor E H F de Haan (Senior Research Fellow)
Dr N Wang (Junior Research Fellow in Mathematics and Data Science)
Dr S Vandt (Powys Roberts Junior Research Fellow in European Literature)
Dr A Smyth (Mary R Emerson Career Development Fellow in Engineering Science)
Professor M Turner (Belcher Visiting Fellow in Victorian Studies MT21)

Lecturers

Dr P G Fowler (Classics)
Dr L E Bird (Biochemistry)
Dr J Stanley (Biochemistry)
Dr R Palmer (Medicine)
Professor J P E Harper-Scott (Music)
Professor C T Kuhn (Classics)
Dr M Ford (Physical Chemistry)
Dr M Stewart (Organic Chemistry)
Dr D Holdsworth (Clinical Medicine)
Professor G C De Luca (Medicine)
Professor J Morris (Medicine)
Dr G Murphy (Surgery)
Dr C Kaiser (German)
Dr H Gazzard (English)
Dr P Fait (Classical Philosophy)
Dr P J Stylianou (Ancient History)
Dr J Bell (Philosophy)
Dr P Alexander (Social Anthropology)
Dr O Vázquez-Medina (Spanish)
Dr J Buckler (Medicine)
Dr L Watts (Medicine)
Professor M Bentley (History)
Dr G Chapman (Medicine)
Mr T Cibulskas (Clinical Medicine)
Dr T Fanshawe (Psychology)
Dr A Hamblin (Medicine)
Dr L Mycock (Linguistics)
Dr D Robertson (Management)
Dr V Schuchter (Austrian Lektorin)
Dr S Wolfe (Linguistics)
Dr C Bateman (French)
Dr T Coombes (Music)
Dr C Phillips (Biology)
Dr C Turnbull (Clinical Medicine)
Dr M Vázquez-Montes (Human Sciences)
Dr E Sellon (Clinical Medicine)
Dr A Vallecchi (Engineering)
Dr C Campbell (Chemistry)
Dr A Davies (Medicine)
Ms S Donderwinkel (Mathematics)
Mr S Garratt (Physics)
Dr G Gerardi (Spanish)
Dr S Nicholls (History)
Dr G Perdigão (Portuguese)
Dr B Schaper (German)
Dr G Westwood (Classics)
Dr C Willman (Engineering)
Dr A Violet (French)
Dr A Connock (Management)
Ms A Meyer (French Lectrice)
Dr A Middleton (History)
Mr J Moloney (Chemistry)
Mr C Toth (Mathematics)
Dr Y Liu (Mathematics)
Dr R Phillips (Music)
Mr N Clanchy (Philosophy)
Ms G Dima (Engineering)
Ms L Feldman (Law)
Mr J Feis (Engineering)
Dr W H Kelly (Anthropology)
Mr G J Linares Matás (Archaeology)
Mr J Merrington (History)
Ms L Baehren (Human Sciences)
Dr H Mitchell (Classics)
Ms J Shenk (Politics)
Dr Z Smallwood (Chemistry)
Dr N Shaler (Psychology)

Matriculation, 2020-21

Achebo-Awusu **Kimberley** BA Jurisprudence
Addis **Jana** BA Modern Languages (French and Spanish)
Ahlualia **Vardaan** MSc Law and Finance
Ahuja **Akanksha** MSc Computer Science
Akao **Miyu** DPhil Linguistics, Philology and Phonetics
Akinlabi **Akinbami** BA Economics and Management
Alhajri **Fatema** MSc Major Programme Management
Ali **Hasan** MEng Engineering Science
Allum-Pearce **Alexandra** BCL
Alnuhait **Fahad** MSc Major Programme Management
Al-Sabah **Yousef** MSc Major Programme Management
Alsaleh Almutawa **Musaed** EMBA
Alurkar **Meghana** BA Economics and Management
Arbel **Ilan** MSc Major Programme Management
Archer **Robert** MSc Mathematical Modelling and Scientific Computing
Atilola **Bimbo** MSc Taxation
Aydin **Ali** MEng Engineering Science
Baffoe **Megan** BA English Language and Literature
Bareng **Graciella Albertine** MSc Major Programme Management
Barros metlova **Victoria** DPhil Inorganic Chemistry
Bascle **Morgane** BA Philosophy, Politics and Economics
Batki **Biborka** BA Archaeology and Anthropology
Battison **Phoebe** PGCE - Geography
Bauer **Ludwig** DPhil Chemistry in Cells - New Tech to Probe Cmp B and M
Benham **Oliver** EMBA
Bercovici **Vlad-Stefan** MMathCompSci Mathematics and Computer Science
Bhargava **Pranshu** MBA
Bhat **Krishna** MBA
Bochsler **Jessica** PGCE - Modern Languages
Bodalila **Dhru** Medicine - Preclinical
Bojic **Thomas** PGCE - English
Boot **Mirte** Master of Public Policy
Bott **Samuel** MSt History - Modern British History 1850-present
Bourgeois **Jean** BA Modern Languages (German & Italian)
Bourrelier **Corail** MSc Major Programme Management
Boys **Nicola** MBiol Biology
Brennan **Junio** BA History
Bullock **May** PGCE - History
Burton **Dorian** EMBA
Cadman **Amelia** MSt Classical Archaeology
Cai **Yuxi** MEng Engineering Science
Campbell **Craig** MBA
Can **Hüsni Gültekin** MJur
Cao **Yuxuan** MSc Applied Linguistics and Second Language Acquisition (Full-time)
Cardenas Uribe **Maria Juliana** MSc Law and Finance
Carotenuto **Nicola** DPhil History
Chan **Ashlynn** BA Music
Chan **Kam Kang** EMBA
Chandrasekaram **Seshan** BA Jurisprudence
Chapman **James** BA Archaeology and Anthropology
Chen **Chen** BFA Fine Art
Chen **Kan** MSc Financial Economics
Chernyshov **Ivan** BA Experimental Psychology
Chittmittrapap **Sahnfun** MBA
Chmielewski **Alexander** BA Philosophy and Modern Languages (German)
Chouhan **Rahul** MBA
Chun **Minji** DPhil History of Art
Chung **Jee Yoon** MSc Taxation
Church **Andrew** MEarthSci Earth Sciences
Clemit **Aodren** BA History
Clucas **Jessica** BA PPL (Psychology, Philosophy and Linguistics)
Coghlan-Jasiewicz **Sabrina** BA English Language and Literature
Collin **Liam** MChem Chemistry
Collins **David** BFA Fine Art
Connaghan **Gabriel** MPhys Physics
Cooper **Timothy** PGCE - Mathematics
Cox **James** PGCE - English
Creutzfeldt **Daniel** BA Archaeology and Anthropology
Curtis-Smith **Katherine** MBiol Biology

Curzydlo **Laura** PGCE - Religious Education
Dai **Zhangzhuoran** MSc Cognitive Evolutionary Anthropology
Dailey **Kyle** MBA
Davison **Skaai** MSc Clinical Embryology
De Araújo Muggli **Francesca Leonor** BA Archaeology and Anthropology
de Jong **Lucas** MSc Mathematical Sciences
De Lorm **Boris** MSc Cognitive Evolutionary Anthropology
Deak Serapião **Mariel** Master of Public Policy
Degli Esposti **Sofia** MSt History - Early Modern History 1500-1700
Denman **Scarlet** BA Literae Humaniores
Deprez **Victor** MSc Law and Finance
Devereux **Riona** DPhil Chemistry in Cells - New Tech to Probe Cmp B and M
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Dickens **John** MBA
Dickson **Carolyn** BA PPL (Psychology, Philosophy and Linguistics)
Douglas Abubakar **Jennifer** EMBA
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Du Toit **Stephanie** BA Experimental Psychology
Dundovic **Davor** MSc Mathematical Modelling and Scientific Computing
Dunn **Olivia** BA Classics and English
Dunnett **Oliver** BA Economics and Management
Duo **Lan** MPhil Medical Anthropology
Edge-Partington **Evelyn** BA Modern Languages (French and Spanish)
Egea Arrebola **David** DPhil Organic Chemistry
El Chazli **Karim** MJur
Elkington **Eloise** MBiol Biology
Eskelinen **Maria** DPhil Economics
Evans **Cory** BA Economics and Management
Evans **Dylan** BA Jurisprudence
Ezebuka **Chisom** MBA
Ezenwanne **Elesie** EMBA
Fall **Mamadou Lamine** EMBA
Fan **Yang** MPhil Linguistics, Philology and Phonetics
Farid **Dina** EMBA
Fawkes **Jake** DPhil Statistics
Fieber **Manuel** MBA
Fitchett **Connor** MMath Mathematics
Florea **Ciprian** MMathCompSci Mathematics and Computer Science
Froustis **Ellen** DPhil Education
Gaeta **Giorgia** DPhil Molecular and Cellular Medicine
Garagnon **James** MMath Mathematics
Gaughran **Patrick** PGCE - English
Geller **Martin** DPhil Mathematics of Random Systems: A,M and A (CDT)
Gibbens **Enh-Gerel** DPhil Anthropology
Goel **Sonali** MEng Engineering Science
Goel **Vanshika** BA Human Sciences
Gopal **Sharan** MSc Computer Science
Gorbunov **Khariton** MSc Computer Science
Gorrie **Jonathan** MSc Cognitive Evolutionary Anthropology
Gou **Mingyang** MSc Mathematical Sciences
Grabowska-Zywar **Malwina** MSt Greek and/or Roman History
Grageda Nunez **Eugenio** MSc Taxation
Gravel **Pauline** MSc Financial Economics
Griffith **Olivia** MSc Applied Linguistics and Second Language Acquisition
Griffiths **Kelton** MBiochem Molecular and Cellular Biochemistry
Grohmann **Fabian** MSc Financial Economics
Gu **Po** MBA
Guo **Yi Yi** MSc Clinical Embryology
Guo **Youle** MSt Ancient Philosophy
Gustavsson **Julia** MSt History - Intellectual History
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Haiderly **Shariq** BA Philosophy, Politics and Economics
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Hameed **Rizwan** MSc Major Programme Management
Harris **Steven** PGCE - Geography
Hartless **Alexandra** BA Philosophy, Politics and Economics
Hatton **Louis** MChem Chemistry
Hayman **Daniel** MMathCompSci Mathematics and Computer Science
He **Haorui** DPhil Engineering Science
He **Yuan** DPhil Computer Science
Hearn **Arun** MChem Chemistry
Hein **Fidelia** MBA
Henagan **William** DPhil Politics
Herkewitz **Gregor** DPhil Future Propulsion and Power (EPSRC CDT)
Hernandez **Cesar** EMBA
Hevey **Eleanor** EMBA
Hippisley-Cox **Rosemary** PGCE - Religious Education
Hirst **Emily** MEarthSci Earth Sciences
Ho **Chanh** DPhil Clinical Medicine
Honig-Rozario **Jacob** MBiol Biology
Hoslett **Gwendoline** DPhil Oncology
Hou **Jingyan** MSc(Res) Organic Chemistry
Hu **Shuhan** MSc Computer Science
Huang **Haiwen** MSc Computer Science
Huang **Shitong** DPhil Inorganic Chemistry
Huergo Munoz **Blanca** MMathCompSci Mathematics and Computer Science
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Hunter **Jana** DPhil History
Huo **Yuedan** MMath Mathematics and Statistics
Hussein **Hibo** Master of Public Policy
Ike **Onachukwu** MSc Taxation
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Jacobelli **Lucas** BA History
Janusz **Maja** BA Jurisprudence
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Jones **Katharine** PGCE - Geography
Karman **Luisa** MSc Visual, Material and Museum Anthropology
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Keeratimathat **Kan** DPhil Health Data Science (EPSRC CDT)
Kessler **Jacob** MChem Chemistry
Ketchell **Samuel** MMath Mathematics
Khalili Nejad **Parisa** PGCE - Mathematics
Khan **Aaliyah** BA English Language and Literature
Khan **Muhammad** EMBA
Khanna **Vaibhav** MSc(Res) Inorganic Chemistry
Kiknadze **Salome** BCL
Kim **Kimo** EMBA
Kimura **Genki** MJur
Kirichenko **Ivan** EMBA
Kirkpatrick **Megan** DPhil Archaeology
Knebel **Alexandra** MChem Chemistry
Kostadinov **Emil** MBA
Krishan **Lucas** MSc Financial Economics
Kufuor **Kwaku** MBA
Kunkudatharn **Narissa** MSc Education (Child Development and Education)
Lam **Emmett** MMath Mathematics
Lam **Koong** EMBA
Lan **Ying** MSc Major Programme Management
Lanaspre **Pierre** MPhys Physics
Laney **Katherine** DPhil Inorganic Chemistry
Langri **Khando Céline** MSc Social Anthropology
Langton **Niamh** BA English Language and Literature
Lappin **William** BA Music
Laughton **Isobel** BA Experimental Psychology
Lavelle **Oliver** BA History
Lebuis **Nicholas** EMBA
Lee **Jieun** BA Music

Leng **Chenyi** MBA
Leonessi **Davide** MSc Mathematics and Foundations of Computer Science
Lewin **Federico** MSc Taxation
Lewis **Gareth** MSc Taxation
Lewis **Morgan** MSc Education (Higher Education)
Ley **Harriet** Medicine - Graduate Entry
Li **Jiaqi** MEng Engineering Science
Li **Polina** MSc Financial Economics
Li **Ruiquan** MBA
Li **Runjia** MEng Engineering Science
Li **Xinyi** MSc Social Anthropology
Li **Yiming** MPhys Physics
Liao **Dishan** MBA
Liao **Zukang** DPhil Engineering Science
Liddell **Agnes** BA Human Sciences
Liddle **Emma** BA Jurisprudence
Liu **Mingyu** MSc Statistical Science
Lo **Sin Yee Hannah** MBA
Loubser **Johann** MSc African Studies
Lu **Yutong** MChem Chemistry
Lu **Yuxuan** DPhil Inorganic Chemistry
Luo **Danqing** MEarthSci Earth Sciences
Lycksell **Lucas** MSc Taxation
Ma **Hing Wah Michelle** MSc(Res) Women's and Reproductive Health
Ma **Siyu** MSc Education (Research Design and Methodology)
MacKay **Heather** DPhil Physiology, Anatomy and Genetics
Mackenthun **Joanna Louise** DPhil Information, Communication & Social Sciences
Mahapatra **Gautam** MSc Financial Economics
Martignac **Victoire** MSc Cognitive Evolutionary Anthropology
Martin **Rosa** MSt History - Early Modern History 1500-1700
Mathe **Jacinto** DPhil Anthropology
Matthews **Victoria** PGCE - Chemistry
McAndrew **Kate** BA English Language and Literature
McBroom **Madeleine** BA History and Politics
McConnell Montoya **Erin** MPhys Physics
McDonald **Charlotte** BA Classics and English
McGahan **Rose** BA Literae Humaniores
McLaughlin **Samuel** BA History
McNelly **Alice** MChem Chemistry
Medina Mora Perez **Tomas** MPhil Latin American Studies
Milesevic **Dennis** DPhil Physical and Theoretical Chemistry
Miller **Isobel** BA Modern Languages (French and Italian)
Miori **Deborah** DPhil Mathematics of Random Systems: A,M and A (CDT)
Mohamed **Abdulkadir** Medicine - Graduate Entry
Moisan **Benjamin** MBiochem Molecular and Cellular Biochemistry
Monga **Marcello** DPhil Mathematics of Random Systems: A,M and A (CDT)
Moolji **Faiyaz** MPhys Physics
Morris **Holly** BA English Language and Literature
Morrison **Christopher** EMBA
Mu **Rong** MSc Social Anthropology
Muirhead **Rory** BA History
Mullan **Samuel** Medicine - Preclinical
Mulley **Clare** DPhil English
Musella **Giovanni** MSt English (1550-1700)
Mustapha **Abisola** EMBA
Naniwadekar **Mihir Chandrashekhkar** MSc Taxation
Nardelli **Enrico** MSc Cognitive Evolutionary Anthropology
Nathoo **Heena** MBA
Nayak **Jyoti** MPhil Politics: Political Theory
Nehikhare **Eghosasere** EMBA
Nguyen **Bao-Linh** MSc Applied Linguistics and Second Language Acquisition
Nicholas **Ong Ren Tse** MSt Music (Musicology)
Nicol **Catherine** BA History
Nicolaides **Nicholas** MSc Clinical Embryology
Nikolaeva **Tatiana** MSc Applied Linguistics and Second Language Acquisition

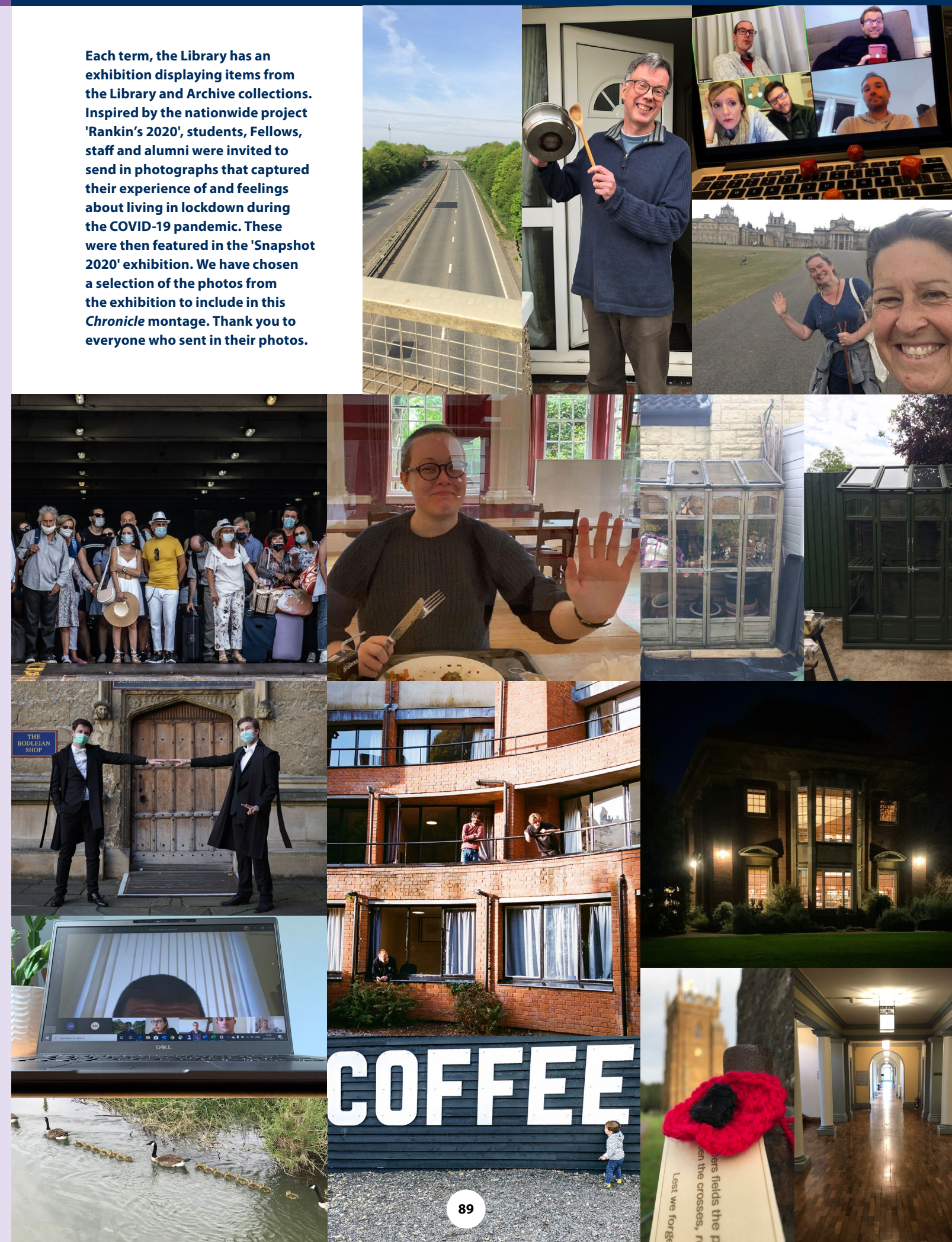
Nizami **Taniya** Medicine - Preclinical
Noriega **Thomas** MPhil History - Intellectual History
Norman **Alexander** DPhil Interdisciplinary Bioscience (BBSRC DTP)
Oancea **Monica-Daniela** MSc Major Programme Management
Ogunde **Molayoinuoluwa** BA Human Sciences
Ojo **Iyiola** MSc Major Programme Management
Oladoyinbo **Olarotimi** EMBA
Oliha **Victoria** MSc Applied Linguistics and Second Language Acquisition
Orbegoza Daza **Maria Camila** Master of Public Policy
O'Reilly **Keoni** MPhil English Studies (Medieval)
O'Riordan **Tony** MSc Major Programme Management
Ortu **Alessandro** EMBA
O'Sullivan **Denis** BA Jurisprudence
Otto **Gregory** EMBA
Otto **Willem** MSc Major Programme Management
Oyatoye **Oyinkansola** MSc Taxation
Ozdemir **Onur** EMBA
Panish **Leo** DPhil Engineering Science
Park **Sarah** EMBA
Peart **Alexander** BA Archaeology and Anthropology
Peet **Libby** BA Jurisprudence (with Law in Europe)
Pi Li **DPhil Clinical Medicine**
Pillai **Ragini** MBA
Pogoreni **Ecaterina** Medicine - Preclinical
Popovic **Milos** Master of Public Policy
Porchez **Mathis** MSc Political Theory Research
Porter **Megan** BA Modern Languages (French)
Potterie **Francois** MSc Major Programme Management
Prasad **Roneil** MSc Taxation
Prokopieva **Vera** BA Human Sciences
Qiu **Tong** MSc Education (Child Development and Education)
Quinlan **Freda** MSc Major Programme Management
Rasul **Aisha** Medicine - Preclinical
Raszpla **Aleksander** PGCE - English
Rathkey **Lucy** BA Music
Reece **Hathorn** BA Modern Languages (French)
Richards **Sylvia** BA History
Robson **William** BA Philosophy, Politics and Economics
Rodden **Jack** MBiochem Molecular and Cellular Biochemistry
Rosegrant **Joseph** BA Archaeology and Anthropology
Rosenfeld **Joseph** BA Biomedical Sciences
Roy **Abhishek** MBA
Rubini **Dylan** DPhil Engineering Science
Rydwod **Erik** MSc Mathematical & Theoretical Physics
Salphati **Sacha** DPhil Interdisciplinary Bioscience (BBSRC DTP)
Savash **Munuse** MSc Clinical Embryology
Savery **Daisy** MSt History - Modern British History 1850-present
Schott **Felix** MSc Cognitive Evolutionary Anthropology
Schwarzmann **Gabrielle** MSt History - Medieval History
Scully **Blaine** EMBA
Searle **Amy** DPhil Atomic and Laser Physics
Senisamy **Saravana Kumaran** MSc Taxation
Senesi **Jakub** BA Archaeology and Anthropology
Serewel **Mahmoud** BCL
Shang **Yifei** MPhil Economics
Shapanis **Natalie** EMBA
Sheard **Adrian** MMath Mathematics and Statistics
Sheng **Connie** PGCE - Geography
Shen **Guofang** MSc Education (Higher Education)
Sheng **Yiming** MMath Mathematics and Statistics
Shenoy **Amrita** MSt World Literatures in English
Shi **Yuyang** DPhil Statistics
Shin **Gyungin** DPhil Engineering Science
Siebert Caceres **Isabel** BA European and Middle Eastern Languages (German and Arabic)
Simpson-Talmer **Daisy** BA English Language and Literature
Smith **Alexander** MChem Chemistry
Smith **Marcus** PGCE - Mathematics
Spellman **Sarah** MPhil Medical Anthropology
Spiller-Boulter **Lauren** Medicine - Preclinical

Sponsel **Christoph** DPhil Politics
St-Jean **Frédérique** Master of Public Policy
Stock **James** PGCE - Religious Education
Stock-Duerdoth **Molly** MSt Greek and/or Latin Languages and Literature
Stratton **Oliver** DPhil Chemistry in Cells - New Tech to Probe Cmp B and M
Strauss **Ariella** MPhil Social Anthropology
Strazdas **Martynas** MPhys Physics
Sulaivany **Alan** BA History
Takyi **Abigail** DPhil Women's and Reproductive Health
Tansley **James** BA Modern Languages (French and German)
Tantasith **Chantawit** DPhil International Development
Taylor **Niall** DPhil Health Data Science (EPSRC CDT)
Teahan **Clara** BA Music
Thomas **Chloe** PGCE - English
Tidmarsh **Leo** BA European and Middle Eastern Languages (French and Arabic)
Tofte **Christian** MSt Modern Languages (Spanish)
Tokaryk **Roman** MJur
Tse **Yin Chun** Medicine - Graduate Entry
Udott **Sharon** BA Human Sciences
Unger **Michael** MBA
Van Vredenburch **Tatiana** MBA
Van Wasen **Henri** BA Human Sciences
Vié **Aymeric** DPhil Mathematics of Random Systems: A,M and A (CDT)
Vitte **Pauline** Dip Legal Studies
Walker **Benjamin** MSc Mathematical Modelling and Scientific Computing
Wang **Luna** BA PPL (Psychology, Philosophy and Linguistics)
Warren **Hannah** MChem Chemistry
Wijetilaka **Tahire** BA History
Willis **Georgina** MSt Greek and/or Latin Languages and Literature
Wilson **John** BCL
Wolf **Max** BA Archaeology and Anthropology
Wolfe **John** MBA
Woo **Seleste** MSt Greek and/or Latin Languages and Literature
Woodman **Joseph** DPhil Zoology
Wu **Haoran** MSc Economics for Development
Wu **Jiahn** MMath Mathematics
Wyles **Luke** BA Economics and Management
Xiang **Nan** MJur
Xie **Zixin** MSc Education (Comparative and International Education)
Xu **Wei** MSc Law and Finance
Xu **Xiaoting** MSc Financial Economics
Xu **Xinan** MSc Statistical Science
Xu **Yidan** MPhil Economics
Yadav **Chitra** MSc Radiation Biology
Yazicioglu **Yavuz Furkan** DPhil Molecular and Cellular Medicine
Yellinek **Virginia** MJur
Yesufu **Zarah** BA English Language and Literature
Yip **Kei Tung** MSc Financial Economics
Yong **Wei** BPhil Philosophy
Younes **Shadi** EMBA
Yuan **Meng** MSc Radiation Biology
Yue **Lingkun** MSc Financial Economics
Zhang **Qi** MMath Mathematics
Zhang **Qian** DPhil Condensed Matter Physics
Zhang **Tianhao** MSc Computer Science
Zhang **Yizhuo** MBA
Zhao **Davy Dawei** MSc Political Theory Research
Zheng **Ziyue** BA Experimental Psychology
Zhou **Bo** MSc Major Programme Management
Zhou **Yuqing** DPhil Zoology
Zhu **Bingjie** MSc Financial Economics
Zorga **Mateusz** MEng Engineering Science
Zufar **Tariq** EMBA

Associate Members, 2020-21

Simon Adebola	Diploma in Strategy and Innovation	(HT21)	Nic Makin	Diploma in Financial Strategy	(HT21)
Maxi Alonso	Diploma in Financial Strategy	(HT21)	Leyla Mammadova	Diploma in Strategy and Innovation	(HT21)
Sami Alshammary	Diploma in Strategy and Innovation	(HT21)	Verena Masters	Diploma in Strategy and Innovation	(HT21)
Alexandre Balouin	Diploma in Financial Strategy	(HT21)	Anand Mavani	Diploma in Financial Strategy	(HT21)
Ariel Ben Hattar	Diploma in Financial Strategy	(HT21)	Julia Mayersohn	Diploma in Strategy and Innovation	(HT21)
Denitsa Boncheva	Diploma in Strategy and Innovation	(HT21)	Byron McGarr	Diploma in Financial Strategy	(HT21)
Abdel Bounia	Diploma in Financial Strategy	(HT21)	Udyan Mehra	Diploma in Strategy and Innovation	(HT21)
Natascha Braumann	Diploma in Financial Strategy	(HT21)	Marten Mills	Diploma in Financial Strategy	(HT21)
Robert Brown	Diploma in Financial Strategy	(HT21)	Ragad Nasser	Diploma in Financial Strategy	(HT21)
Will Cadell	Diploma in Strategy and Innovation	(HT21)	Andrey Nechiporenko	Diploma in Financial Strategy	(HT21)
Savoeung Chann	Diploma in Strategy and Innovation	(HT21)	George Nimfour	Diploma in Financial Strategy	(HT21)
Nick Chiew	Diploma in Financial Strategy	(HT21)	Oluwagbemiga Omolokun	Diploma in Strategy and Innovation	(HT21)
Pavel Chirkov	Diploma in Financial Strategy	(HT21)	Marie-Chealthia Ortiz	Diploma in Strategy and Innovation	(HT21)
Cedric Corbierre	Diploma in Financial Strategy	(HT21)	Vikram Pande	Diploma in Strategy and Innovation	(HT21)
Jose Cortesia	Diploma in Strategy and Innovation	(HT21)	Caroline Pantoja	Diploma in Financial Strategy	(HT21)
Caskey Dickson	Diploma in Strategy and Innovation	(HT21)	Pavel Polyakov	Diploma in Strategy and Innovation	(HT21)
Claire Dykta	Diploma in Financial Strategy	(HT21)	Nicholas Pryor	Diploma in Strategy and Innovation	(HT21)
Ygor Francisco	Diploma in Financial Strategy	(HT21)	Gabriele Pulvermüller	Diploma in Financial Strategy	(HT21)
Kumar Govindasamy	Diploma in Financial Strategy	(HT21)	Eva Raevskaya	Diploma in Financial Strategy	(HT21)
XiuLing Guo	Diploma in Financial Strategy	(HT21)	Tanvir Sandhu	Diploma in Financial Strategy	(HT21)
Amirul Hakim	Diploma in Strategy and Innovation	(HT21)	Flavia Santana	Diploma in Strategy and Innovation	(HT21)
Gil-Yong Han	Diploma in Strategy and Innovation	(HT21)	Sheheryar Shah	Diploma in Financial Strategy	(HT21)
Daniel Harrison	Diploma in Strategy and Innovation	(HT21)	Diane Stewart	Diploma in Strategy and Innovation	(HT21)
Philipp Haumueller	Diploma in Strategy and Innovation	(HT21)	Kan Sun	Diploma in Financial Strategy	(HT21)
Shunsuke Hirai	Diploma in Financial Strategy	(HT21)	Alfredo Tan	Diploma in Financial Strategy	(HT21)
Paulina Jakubec	Diploma in Financial Strategy	(HT21)	Luke Timmins	Diploma in Financial Strategy	(HT21)
Christopher Jones	Diploma in Financial Strategy	(HT21)	Joel Varghese	Diploma in Strategy and Innovation	(HT21)
Stephen Kagaruki	Diploma in Strategy and Innovation	(HT21)	Weiwei Vincent Walker	Diploma in Financial Strategy	(HT21)
Tore Karlsson	Diploma in Financial Strategy	(HT21)	Joseph Yu	Diploma in Financial Strategy	(HT21)
Irakli Khabeishvili	Diploma in Financial Strategy	(HT21)	Mikita Zabuga	Diploma in Financial Strategy	(HT21)
Fyona Knight	Diploma in Financial Strategy	(HT21)	Patricia Zvarayi	Diploma in Financial Strategy	(HT21)
Xiyang Liu	Diploma in Strategy and Innovation	(HT21)			
Liz Liz	Diploma in Financial Strategy	(HT21)			
Alvaro Luque	Diploma in Financial Strategy	(HT21)			
Waqas Mahmood	Diploma in Strategy and Innovation	(HT21)			

Each term, the Library has an exhibition displaying items from the Library and Archive collections. Inspired by the nationwide project 'Rankin's 2020', students, Fellows, staff and alumni were invited to send in photographs that captured their experience of and feelings about living in lockdown during the COVID-19 pandemic. These were then featured in the 'Snapshot 2020' exhibition. We have chosen a selection of the photos from the exhibition to include in this *Chronicle* montage. Thank you to everyone who sent in their photos.



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Thank you to all who contributed to the St Hugh's College *Chronicle*. Please contact us if you would like to share your news and stories in the next *Chronicle*.

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