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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As we settle into Michaelmas term I am cautiously optimistic about the prospect of an academic year with a community enjoying College life without 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, Jackie 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 Kofoorwola 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.
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.

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.
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.

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 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 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 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 helped with 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 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 focused 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 that helped. A year later I was appointed 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 research that showed that children published in The Lancet which showed how important the trajectory of the illness was, and that on the whole with the first wave few patients would die, but would 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, leading 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 awards 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 and vaccine policy. 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 2021, 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 could have thought they could be. We are highly vaccinated and we have a lot of exposure to the virus, we are hunkering down for winter. How long this will last – it’s a big unknown. 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 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 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 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.
Preventing disease outbreaks – can humans learn from social insects?

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 spread 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 ‘anti-viral’ behaviour. For instance, 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 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 the disease. 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 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. 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 fully infected fungal 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 shielded 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 magnetization. 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 that we have to date, and suggests it probably was creating a protective shield for the very earliest lifeforms.

What is your research on the oldest rocks from Greenland important for our understanding of Earth's magnetic field?

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 being able to run 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.
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 healthcare 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 disheartening to see so 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 delivering effective neuro-rehabilitation while reducing ongoing care costs.

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 hut, 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 for ‘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 Elfish Angiolini, I have secured a £3.2 million USD 3-year partnership between Oxford, the Mandell Multiple Sclerosis Centre and as 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 named 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.
The Paleo-Primate Project Gorongosa

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 swamps with life adaptation 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 23 troops of free-ranging baboons with 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.

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, this 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.

Back at the University of Oxford, Professor Carvalho is an Associate Professor in Palaeoanthropology and heads 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).

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.

2019 Oxford-Gorongosa Paleo-Primate Field School
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.

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.

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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.

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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 Spearin, 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 a novel which charting the contributions 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, Amandia 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 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.

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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

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.

Despite the challenges Rebecca faced during her time studying at Oxford, she said: ‘It has changed massively and for the better.’

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 ‘easil[y] 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.’

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).

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 anyone 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 a 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 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.

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 sixteenth-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 many 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.

When I asked if they could tell me about any challenges they might have faced in getting to the top, it was an 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 important to me. For example, in a meeting I would present an idea and somehow it seemed not to be heard, or was so 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.’

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)

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 the two maths tutors who had a big influence on Margaret were Dr Glens 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 who 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 your career need be a continuous ascent – there will be periods of plateau and then steep climbs, and serendipity is a great thing!’

Margaret’s 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.’
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.’

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 Hughs?’ 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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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, 1964).

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 alive 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, she became the first woman to attain Class I in Jurisprudence in 1933, and was the winner of the Winter Williams Law Scholarship for Women. She married Aviva Persitz, a lawyer, immediately on graduation. According to the Chronicle of 1933–34, she hoped to continue to read for the Bar although she 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.

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 she 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.

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.

By Veronica Lowe (Modern History, 1969)
Alumni Reflections

Jill Higham (PPE, 1943)

Why did you choose to apply for PPE?

In 1943, at the height of WWII, my school secured 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 learned 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 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 (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 vita.

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 M Phil, 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 Eurocruzean whereas I was a Eurosceptic. 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 inflation and unemployment in economics, and then studying voting patterns in politics. Although I have to 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 ‘ah’ 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

By Lena Sorochina, Outreach and Partnerships Manager

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 almost all about those heartening and inspiring times, when people in the outreach community came together.

The story of outreach in a pandemic for our college began on a pretty ordinary Monday in March. We had hosted a primary school group visit with The Brilliant Club, and held a rigorous planning meeting with University Education, another of our long-term collaborators; following which later that evening came the infamous government announcement. Confusion, disappointment, uncertainty followed, and quickly an outreach calendar full of exciting, colour-coded inbound and outbound visits, events and activities turned to red: ‘event cancelled’. Schools were shut, however we stayed in touch, not only corresponding about postponed 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 the teachers who have been so supportive of these sessions, and to our tutors, who have worked with us to develop the seminar content.

For our younger audiences, and in response to teachers’ concerns about maintaining students’ focus, we created ‘Motivation & Study Skills’ sessions. We also ran these remotely with all Year 10 pupils at St George’s Church of England School in Gravesend. The sessions have become part of our standard outreach menu. Designed to help students to stay positive, keep working towards their goals, and 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 Brecknock 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 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 them, were excellent as always, and the feedback received was 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 IBES sessions.’

We have designed and delivered tailored events including an interdisciplinary, curriculum-enrichment, Enlightenment Masterclasses, 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 engrossed 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 academic Cornelia ‘Curious Minds’, ranging from ‘What makes a great medieval king?’ to ‘How will artificial intelligence change how we live?’, have been circulated to other tutors just because we wanted 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 as they allow us to continue to act as a point of contact, share our knowledge, and to provide our Tutors an excellent platform to showcase their expertise. 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 engrossed 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.

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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 10,000 hours of free tutoring to over 2,500 pupils, thanks to hundreds of volunteer university students, including several from St Hugh’s.

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.’

In 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.’

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.

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.

Carla V Fuentesálvez (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 am 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 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.

Simge Bahcevancı (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.

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.difusmo.org

Seamus Montgomery (DPhil Anthropology)

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.

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.

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.

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.

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.

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.
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 spent much of 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.’

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 organisations 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 lecturingship 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.

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

Beverley at the St Hugh’s Garden Party (c. 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…’

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.

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/34qscdp

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

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 two 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

By Professor Roy Westbrook

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 continued in each term, ending for the Final Examination period in Trinity term. Ably by Chapel Music Tutor and Organist Dan Chambers. Drinks by Zoom after services directed 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 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 Scholar Jonathan (Jonty) Watt (Music, 2018), and two new Organ Scholars, Jieun Lee (Music, 2020) and Taro Kobayashi (DPhil Music, 2020).

The several major pluses resulting from our continued unusual conditions were 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 Tobais 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 Elsh 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.

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, Jeun Lee (Music, 2020) and Taro Kobayashi (DPhil Music, 2020). Our professionally trained Choral Scholar Jonathan (Jonty) Watt (Music, 2018), and two new Organ Scholars, Jieun Lee (Music, 2020) and Taro Kobayashi (DPhil Music, 2020).

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Library and Archive news

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 College. Special thanks should be given to: Nicola Park (née Jackson, English

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 WWI, 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 front 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 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 Eain 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 research project to study brain-behaviour relationships.

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.
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 of the College, Custos Hortulorum of St Hugh’s and St Hugh’s College, 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 was 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 was

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.

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 Ajuga reptans, Cephalanthera gigantea and one of my favourites, Sanguisorba hakusanensis (‘Caradonna’). Steven (Hobson) has worked particularly hard on the refurbishment of the border and I am really proud of how spectacular this is now looking.

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During a visit to King’s College, Cambridge a few summers ago I was greatly impressed by these Echium candican (‘Pride of Madeira’) border, and when a colleague of 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.

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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.

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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.

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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 facilities 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 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 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 Hughshie athletes worked hard to make up for lost time, achieving incredible results. The first boat of the Men’s rowing team won coveted blazers 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 Coupers, the second oldest football tournament in the world after 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 ball, the format, 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 way 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 unuttered by the challenges of this year. Rather than downrodded, 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.

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

the Oxford/Cambridge Croquet Varsity match winners

MCR Report

Oxford/Cambridge Croquet Varsity match winners

Thirsty Thursday

Outdoor barbecue

LGBTQ+ flag at College

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 MICR FORMAL

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MICR FORMAL
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 at the end of each meeting). The committee organised a Black History Month Film screening, judged by the Principal, harnessing her self-proclaimed sense of ‘smell-o-vision’ to judge the dishes virtually and pick a winner.

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 spirits 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 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.
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.’

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 care for 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 silky yoghurt and it is slippery. Starfished on my back, I allow myself to glisten 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 fleckily, 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 story-teller; 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 trying to write novels. I thought, I have three years to spend on a notebook with characters, a chapter plan, sketches, 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.

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 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 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 when I’m always listening out for an idea. I’ve lived in many different places which I think has influenced my writing. I got bored quite quickly and my husband always hopes I’ll go 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 it 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’ve been 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 Tidal Zone

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 got 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!

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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 Avakle, Rachel Potter, Jennifer Clementi, 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 at the centre of humanity’s struggle against repression and the celebration of literature and the defence of free expression.

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, antiques 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.’


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 satre 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.

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.

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.

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 recitist, 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 St Hugh’s. Catherine also played a leading role in the commissioning of four major London organs, including a Mander organ, now in 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.

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: Jona Addis, Martha Berkmann, James Chapman, Jess Clucas, Sabrina Coghlan-Jasiewicz, Jess Curry, Evginner Edge-Portington, Alice Goddysy, Max Gregory, Heather MacKay, Sasha Miles, Ruby Potts, Tapyan 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 Filoip 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 (AOF), with the first recipient expected to embark on their studies at 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 2020-21 academic 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.

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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 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’


Ollie Shorhose (DPhil Engineering Science, 2019): ‘Soft Robotics, the future of safe human-robotic interface’


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.

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!
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 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 the College in its continuing pursuit of its founding principles – to provide an academic springboard for young people with rich potential but impoverished means.

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.

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 to the College in 1916, 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 £25.4m from legacy gifts, small and large, with £6.5m 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, 1953). Unrestricted gifts like Valerie’s allow us to support scholarships, bursaries, fellowships, buildings and resources by designating funds to the areas of greatest need.

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.

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.

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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.

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The St Hugh’s alumni community across the world

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

- 1–10
- 11–20
- 21–50
- 51–200
- 201–400
- 401–1000
- 1001–1500

The Armistic Tree in the grounds of St Hugh’s
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 COVID-19 vaccine which AstraZeneca on the vaccine which has been so significant in combatting COVID-19.

However, in a rewarding innovation at the Alumni Association’s AGM in November 2020 the Presidents of the URA 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 a joyful Thanksgiving from Chile to Lagos. The 2021 AGM will offer 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.

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.

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.

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.

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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 Pfang.

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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/8DXGtCkBpG0.

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 include 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 workshop. Mrs Catherine Lincoln (née Allen, Modern History, 1959) 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.’

New chapters and opportunities to get involved

I encourage you to reach out to our chapter leaders (listed below) through LinkedIn and through Catharine Rainberry, 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 Neil Coleman (Modern History, 1993)
Ms Manisha De Mel (Biodiversity, Conservation and Management, 2004)
Dr Mansou 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, JR 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 Gloucester 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 of 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 FCL, 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 with circumstances had allowed 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 un successful 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, as 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/carolynmg.

An extended interview review 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


’Our age owes Sir John Tavener (1944-2013) deep gratitude. His works cross both cultural and disciplinary boundaries. He drew on a variety of spiritual traditions. His fundamental view of everything has been scuppered by COVID-19. Stay safe everyone!’

Cultural Centre will also do something in the autumn. So, not news, I have recently returned to the art studio and currently have two artisans of the European Convention on Human Rights. I am now doing a study of the evidence there led directly to his later work as one of two artisans of the European Convention on 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 (Majdalen, 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 material and a podcast performance – all with the song cycle at the centre. You can find links to them all on our website (www.thehumaninsinthetelling.org) and I very much hope you will.’

Dr Sheila Thomas (née Bates, Modern Languages) published a collection of monologues entitled Six Kinds of Love and a play entitled A Journalist Acquits 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 (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.

1963

Monica Kendall (Oriental Languages) 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 caught 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 was purged the lies. Rod Villette - my family is there. Inspired by my great-great-grandfather Joseph’s ump Gymn I am now doing a doctorate (in history) at Aberystwyth University.’

Monica’s book Life 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://monikacendall.com.

1964

Dr Carol Fry (née Silverstone, Theology) gained an MLit 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 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.

1965

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.’

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.

Professor Dame Jane Glover OBE 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 OBE 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 Wilbers 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/Seiber 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, Abolition 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 grandchildren between the ages of one and ten.’

1972

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1973

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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 Lynnette 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 (Ballot, 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 (Kebble, 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 Mansfeld 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 (Majdalen, 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 material and a podcast performance – all with the song cycle at the centre. You can find links to them all on our website (www.thehumaninsinthetelling.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.’
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 this new role, Lindsay served as deputy sherpa and deputy chief negotiator in Taskforce Europe (10 Downing Street) throughout 2020. He was a Lindsay Croisdale-Appleby (Archaeology and Anthropology) wrote: ‘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 sergeant 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.


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 295 km into 31 stages. We set off from the Source at 8 am on 24 July 2021 and finished at the Thames Barrier at just after 11 am 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 alumnus Daniel Walsh (Archaeology and Anthropology, 1999) and William Roberts (Biological Sciences, 1999).

2000 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.

2004 Luke Kane (Politics and Economics) was appointed OBE for ‘services to the development of the Continuous Positive Airway Pressure Device during the pandemic, nationally and internationally’ in The Queen’s Birthday Honours 2021. Professor Shelley 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 Shelley co-led a team of engineers from UCL and Mercedes-AMG High Performance Powertains 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’s Special Award for Pandemic Sciences (Summer 2020) and the Health Service Journal (HSJ) Awards 2020: Acute Innovation of the Year.

2005 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.’
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 (Physiological) 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 Langzhuhu 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 (GSi 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

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.

2020

Josh Sykes (Modern Languages) writes: ‘My project “Escobar’s Empire” debated 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.’

2013

Dr Stefania Kapsetaki (Zoology) is a post-doctoral 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...
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 Musality (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 (Archeology 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

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 visualizing 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 detail 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 Lowe, Linda made seminal contributions to the discovery of archael 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 Lowe, 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 Lowe 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.


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 mayress.

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.
Margaret maintained her connection with St Hugh’s and regularly attended College garden parties. 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 had always been a skilled artist, noted especially for her pastel portraits, and she later became a freelance artist based in Henley, focusing 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 children’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 ball 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 grandchildren and one granddaughter, as well as her three adult children.
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)
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 1971. 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 up 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 regularly 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.

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 Merston 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 Cad’s Rebellion 1450: a pamphlet for the Historical Association, published two weeks before her first child was born in 1950.
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.

There 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 USA 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 fulfill 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.
Emeritus Fellows as of the start of Michaelmas Term 2021

Professor Mary Clapinson
Dr Laetitia Edwards
Professor Margaret Esri
Professor Jennifer Green
Professor Adrian Harris
Dr Michael Holland
Dr Michael J Head
Professor Jeyarajan Kathirehanmy
Dr Glens 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 Willsum
Mrs Susan Wood

Honorary Fellows as of the start of Michaelmas Term 2021

Regents
Professor Julia Annas
Dame Dileen Atkinson
Dr Aung San Suu Kyi
The Rt Hon Baroness (Betty) Boothroyd of Sandwell PC DM
Professor Andrew Burrows QC
Professor Cristian Capelli
Kay Carberry CBE
Ms Aimal Cloney
Fergus Cochrane-Dyet OBE
Sir Andrew D’Innocenti CBE
Dame Elizabeth (Liz) Forgan DBE
Ms Rebecca Front
Professor Gillian Gehrke OBE
Dame Helen Ghosh DBE
Dr Jane Glover CBE
The Rt Hon Lady Justice Hallett DBE
Mr Andrew Heyn OBE
Professor Anne Hudson
Ms Jacky Lambert
The Honourable Andrew Liu
Kwok-nang GBM CBE JP QC

Dr James Desmond Caldwell McConnell
Dr Susanna Millar
Mr Alec Monk
Mrs. Jean Monk
Professor Alison Noble FRSE FRegO OBE
Professor Sir Robert O’Nions KB FRSL
Ms Margie Orford
Ms Sarah Owsen MBE FRGS
Mr Richard Owen
Mrs Ursula Owen OBE
Professor Roger Parker
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 Rossam FRSL
Dr Rosemary Sanders
Dr Subha 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 Walmsey
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 G Hatzi (Tutor in Law; Vice-Principal)
Professor L A Wong (Tutor in Inorganic Chemistry)
Professor A Stellardi (Tutor in Italian)
Professor P J Mitchell (Tutor in Archaeology)
Professor P D McDonald (Tutor in English)
Mrs S J Vankier (Fellow by Special Election in Oriental Studies; Curator of Pictures)
Professor S R Duncan (Tutor in Engineering Science; Computing IT Fellow)
Professor S Paietta (Tutor in Modern History)
Professor R G Grainger (Tutor in Physics)
Professor C J Stevens (Tutor in Engineering Science)
Professor M R Maznair (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 Engineering Science)
Professor B Rakesh (Tutor in Physics)
Dr D Jenkins (Official Fellow in Medicine; Dean)
Dr S Clifford (Tutor in Economics)
Professor R Vlais (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 Obstetrics and Gynaecology)
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)
Mr G Ariken (Fellow by Resolution; University Registrar)
Professor I Alameen (Fellow by Resolution in Entrepreneurial Finance)

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 Bro (Tutor in Biological Sciences)
Professor D Doyle (Tutor in the Politics of Latin America; GB Secretary)
Professor H Edelmann (FRESHFIELDS Chair in Commercial Law; Senior Fellow)
Professor A Jerusalem (APNTF in Engineering Science (Solid Mechanics))
Professor H Oberhauser (Tutor in Mathematics)
Professor E Saube (Tutor in Palaeobiology)
Professor E Moris (Tutor in French; Library and Archive Fellow)
Professor T D Cousins (Tutor in Human Sciences)
Professor R Conant (Professorial Fellow in Mathematical Finance)
Dr D F Taylor (Tutor in English)
Professor B Kjemmann (Tutor in Biochemistry)
Professor A Abate (Tutor in Mathematics)
Professor D J Eagles (Tutor in Pure Mathematics)
Professor E H F de Haan (Senior Research Fellow)
Dr N Wang (Junior Research Fellow in Mathematics and Data Science)
Dr S Vandi (Powys Roberts Junior Research Fellow in European Literature)
Dr A Smyth (Mary R Emerson Career Development Fellow in Engineering Science)
Professor M Turner (Belfrich Visiting Fellow in Victorian Studies MT23)

Lecturers

Dr P G Fowler (Classics)
Dr L E Bird (Biochemistry)
Dr J Stanley (Biochemistry)
Dr R Palmer (Medicine)
Dr S Ramanathan (Economics)
Professor P E Harper-Scott (Music)
Professor C 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 C Gazzard (English)
Dr P Fatt (Cardiovascular Physiologist)
Dr P J Stylou (Ancient History)
Dr J Bell (Philosophy)

Dr P Alexander (Social Anthropology)
Dr D Vazquez Medina (Spanish)
Dr J Buckler (Medicine)
Dr L Watts (Medicine)
Professor M Bentley (History)
Dr G Chapman (Medicine)
Mr T Cubilus (Clinical Medicine)
Dr T Fanchawe (Psychology)
Dr A Hamblin (Medicine)
Dr L Mycock (Linguistics)
Dr D Robertson (Management)
Dr Y Schuchter (Austrian Lektoren)
Dr S Wolfe (Linguistics)
Dr C Bateman (French)
Dr T Coombe (Music)
Dr C Phillips (Biology)
Dr C Turnbull (Clinical Medicine)
Dr M Vazquez-Montes (Human Sciences)
Dr E Sellon (Clinical Medicine)
Dr A Valléche (Engineering)
Dr C Campbell (Chemistry)
Dr A Davies (Medicine)
Ms S Dondonwinkel (Mathematics)
Mr S Garrett (Physics)
Dr G Gerardi (Spanish)
Dr S Nichols (History)
Dr G Perdigo (Portuguese)
Dr B Schaper (German)
Dr G Westwood (Classics)
Dr C Willman (Engineering)
Dr A Wicket (French)
Dr A Connock (Management)
Ms A Meyer (French Lecturer)
Dr A Middleton (History)
Mr J Moloney (Chemistry)
Mr C Toth (Mathematics)
Dr Y Liu (Mathematics)
Dr P Phillips (Music)
Mr N Clancy (Philosophy)
Ms G Dima (Engineering)
Ms L Feldman (Law)
Mr J Feis (Engineering)
Dr W H Kelly (Anthropology)
Mr G J Linares Matas (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

Chadde Aaveux Kimberly MA (Arts and Humanities) Spanish

Ahmed Javed Arshad MA (Law and Finance)

Ahupu Akondsha MA (Computer Science)

Akshat Alasia MA (Economics and Management)

Akshit Akhikumar MA (Economics and Politics)

Anjana Ambiga MA (Computer Science)

Ashok Anil MA (Management)

Ashraf Anis MA (Management)

Asim Amaan MA (Management)

Asma Araz MA (Management)

Atabeh Asefa MA (Taxation)

Ayten Atilma MA (Financial Engineering)

Baffie Aderomu MA (Economics and Language)

Banyin Albert AC (MSc in Computer Science)

Barbara Ag Bundle MA (Humanities and Literature)

Bartholomew Aquino MA (Public Policy)

Benjamin Arも多い (MSc in Applied Economics)

Bethan Arrowsmith MA (Computer Science)

Biswajit Arora MA (Management)

Bhawna Arora MA (Computer Science)

Bhakti Arora MA (Management)

Bhavya Arora MA (Economics and Politics)

Blake Arora MA (Management)

Bollywood Arow MA (Management)

Budt Arora MA (Management)

Buffy Arora MA (Management)

Bhavna Arora MA (Management)

Bhagya Arora MA (Management)

Bhavna Arora MA (Computer Science)

Bhakti Arora MA (Management)

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Bhakti Arora MA (Management)
Associate Members, 2020-21

Simon Adebola Diploma in Strategy and Innovation (HT21)
Maxi Alonso Diploma in Financial Strategy (HT21)
Sami Alshammery Diploma in Strategy and Innovation (HT21)
Alexandre Balzun Diploma in Financial Strategy (HT21)
Ariel Ben Hattar Diploma in Financial Strategy (HT21)
Denisca Boncheva Diploma in Strategy and Innovation (HT21)
Abdel Boumia Diploma in Financial Strategy (HT21)
Natascha Braumann Diploma in Financial Strategy (HT21)
Robert Brown Diploma in Financial Strategy (HT21)
Will Cadell Diploma in Strategy and Innovation (HT21)
Savesong Chann Diploma in Strategy and Innovation (HT21)
Nick Chew Diploma in Financial Strategy (HT21)
Pavel Chirkov Diploma in Financial Strategy (HT21)
Cedric Conibiere Diploma in Financial Strategy (HT21)
Jose Cortesio Diploma in Strategy and Innovation (HT21)
Caskey Dickson Diploma in Strategy and Innovation (HT21)
Claire Dykta Diploma in Financial Strategy (HT21)
Ygor Francisco Diploma in Financial Strategy (HT21)
Kumar Govindasamy Diploma in Financial Strategy (HT21)
Xiuling Guo Diploma in Financial Strategy (HT21)
Amrind Hakim Diploma in Strategy and Innovation (HT21)
Gil-Yong Han Diploma in Strategy and Innovation (HT21)
Daniel Harrison Diploma in Strategy and Innovation (HT21)
Philippe Hausmoller Diploma in Strategy and Innovation (HT21)
Shunsuke Hira Diploma in Financial Strategy (HT21)
Paulina Jakubec Diploma in Financial Strategy (HT21)
Christopher Jones Diploma in Financial Strategy (HT21)
Stephen Kaganuki Diploma in Strategy and Innovation (HT21)
Tore Karlsson Diploma in Financial Strategy (HT21)
Irakli Khubetishvili Diploma in Financial Strategy (HT21)
Pyona Knight Diploma in Financial Strategy (HT21)
Xiyang Liu Diploma in Strategy and Innovation (HT21)
Liu Lux Diploma in Financial Strategy (HT21)
Alvaro Luque Diploma in Financial Strategy (HT21)
Waqas Mahmood Diploma in Strategy and Innovation (HT21)

Nic Makin Diploma in Financial Strategy (HT21)
Leyla Mammadova Diploma in Strategy and Innovation (HT21)
Verena Masters Diploma in Strategy and Innovation (HT21)
Anand Mavani Diploma in Financial Strategy (HT21)
Julia Mayersohn Diploma in Strategy and Innovation (HT21)
Byron McGarr Diploma in Financial Strategy (HT21)
Udyan Mehra Diploma in Strategy and Innovation (HT21)
Marten Mills Diploma in Financial Strategy (HT21)
Ragad Nasser Diploma in Financial Strategy (HT21)
Andrey Nchhipomenko Diploma in Financial Strategy (HT21)
George Nimfou Diploma in Financial Strategy (HT21)
Oluwagbemiga Omololu Diploma in Financial Strategy (HT21)

Marie-Chaalthia Ortz Diploma in Strategy and Innovation (HT21)
Vikram Pande Diploma in Strategy and Innovation (HT21)
Caroline Pantoja Diploma in Financial Strategy (HT21)
Pavel Polyakov Diploma in Strategy and Innovation (HT21)
Nicholas Pryor Diploma in Strategy and Innovation (HT21)
Gabriela Pulvermüller Diploma in Financial Strategy (HT21)
Eva Raevskaya Diploma in Financial Strategy (HT21)
Tamir Sandhu Diploma in Financial Strategy (HT21)
Flavia Santana Diploma in Strategy and Innovation (HT21)
Shahyar Shah Diploma in Financial Strategy (HT21)
Diane Stewart Diploma in Strategy and Innovation (HT21)
Kan Sun Diploma in Financial Strategy (HT21)
Alfredo Tan Diploma in Financial Strategy (HT21)
Luke Timmins Diploma in Financial Strategy (HT21)
Joel Vangheise Diploma in Strategy and Innovation (HT21)
Weiwai Vincent Walker Diploma in Financial Strategy (HT21)
Joseph Yu Diploma in Financial Strategy (HT21)
Mikita Zabuiga Diploma in Financial Strategy (HT21)
Patricia Zueray Diploma in Financial Strategy (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.
Have we got the correct contact details for you? Scan the QR code below with your smartphone, visit the ‘Alumni & Friends’ section on the College website, email development.office@st-hughs.ox.ac.uk or telephone +44 (0)1865 274958 to update the Development Team so that we can keep you informed with event invitations, offers, news, fundraising appeals and other updates.

If you would like to make a donation to 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 the Development Team directly on development.office@st-hughs.ox.ac.uk or +44 (0)1865 284477. We are deeply grateful for your support.