



St Hugh's College Oxford

Keeping alumni in touch with the latest news and events at St Hugh's College

MAGAZINE 2016



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Editorial

Last year's edition of the St Hugh's Magazine celebrated the opening of our new building, the University of Oxford Dickson Poon China Centre Building. This year, we have chosen to focus on the extraordinary academic, career and lifetime achievements of many members of the College community, be they Fellows, undergraduate or graduate students, or alumni. Although I have been at St Hugh's for over 18 months now, I never cease to be amazed during my day-to-day conversations by the depth, breadth and diversity of academic study taking place at College.



It is all the more impressive to find out not only about current successes, but to delve into the multi-faceted history of St Hugh's and its rich heritage of intellectual excellence. 2016 marks several significant anniversaries: 130 years since College was founded, 100 years since the opening of Main Building, 90 years since the Alumni Association came into being, 80 years since the opening of the Library, 50 years since the opening of Kenyon Building, and 30 years since St Hugh's first admitted men. More widely, there are also links with several significant events on the international scene: the 950th anniversary of the Battle of Hastings, 100 years since the Irish Easter Uprising, and the celebration of the Olympic Games in Rio de Janeiro.

This Magazine aims to explore the meaning that these milestones have for us as a College community. I hope that it shows something of the extraordinary buzz of academic activity at St Hugh's, the involvement and prominence of its members in all areas of life outside of College, and the enormous potential for the future that it possesses.

In a year as significant for St Hugh's as 2016, we hope that many of our alumni will join us in celebrating the Festival of Anniversaries, which runs from 12-16 October. Events will range from garden and open doors tours, to lectures and workshops on topics as diverse as Kathleen Kenyon's archaeological work on Jericho, the future of the European Union, modernist architecture as exemplified by the Kenyon building, and the rare books we hold in the College Library. The offering will be completed by several music performances tying in early music with the period when Main Building was opened, the launch of a book on Burma, events celebrating 350 years since Sir Isaac Newton first postulated his universal law of gravitation, and a special event to celebrate the founding of the Alumni Association in 1926.

There is such a vast legacy at St Hugh's for all of us to draw upon and contribute to, as we look to the future of the College. For my part, I am extremely excited to be part of an institution that is already starting to work on its next stage of development. Regardless of the uncertainty that currently appears pervasive in the UK, I draw a lot of confidence from looking back on the College's most significant high points. I hope you will, too.

Sarah Carthew Director of Development and Fellow of St Hugh's

A Message from The Principal

2016 is a historic year for St Hugh's. The Rt Hon Theresa May MP (Geography, 1974) has been appointed as Prime Minister. In becoming the UK's second female Prime Minister, she follows a distinguished tradition of College women who have occupied prominent roles in politics.

The Rt Hon Baroness Barbara Castle and The Rt Hon Nicky Morgan MP are only a couple of examples of whom we are justifiably proud, and I would like to extend my warmest congratulations to Mrs May on her extraordinary achievement. In the later parts of 2015, Daw Aung San Suu Kyi achieved a landmark and historic election victory which saw the National League for Democracy form a majority government as the first democratically-elected Burmese party in 25 years. Our joy at seeing this new era unfold for Burma and for our distinguished alumna, Daw Suu, could be not greater.



Over the last few weeks since the EU Referendum, so many members of the College community have asked me how the results may impact on St Hugh's, and the University as a whole. It is, without doubt, an uncertain and anxious time for the UK, and especially for those who study here or work in the higher education system. This holds particularly true when taking into account the open letter to voters signed by leaders of 103 of the UK's leading universities, Prof. Louise Richardson (Vice-Chancellor, University of Oxford) amongst them. The letter raised serious concerns about the impact of a UK exit from the European

Union. However, it is important to remember that, as announced by the Minister of State for Universities and Science, there will be no immediate change in the fee and immigration status of EU students currently in the UK, or those joining us in the coming academic year.

St Hugh's has always taken pride in its flourishing, diverse, and cosmopolitan academic community. Within the University of Oxford, and more widely in other higher education institutions across the UK, a sixth of academics and a seventh of students come from EU countries. We value all of our international students

and Fellows, irrespective of their country of origin or nationality. Our commitment to bringing together the most brilliant students and academics, irrespective of their ethnic or national background, remains as strong as ever.

2016 is also a noteworthy year which commemorates a number of significant anniversaries for us. The College was founded 130 years ago and first admitted men 30 years ago. The openings of three iconic St Hugh's buildings took place 100 years ago (Main Building), 80 years ago (the Library) and 50 years ago (Kenyon). We plan to celebrate these landmarks in the history of the College with a Festival of Anniversaries taking place between 12-16 October. I hope that as many of you as possible will be able to join us for all or part of this joyous week of celebrations.

With this in mind, there are so many success stories to share, some of which follow in the pages of this Magazine. It is also an opportunity to congratulate several other members of the St Hugh's Governing Body on their significant achievements this year. Prof. Elizabeth Eva Leach was recently elected a Fellow of the British Academy, an extraordinary recognition of her work in Music. Sir David Attenborough visited Oxford to feature some of Prof. Dora Biro's research on avian navigation in his fourth series of 'Natural Curiosities'. Prof. Stuart Conway was appointed to a Lectureship by the Biological and Medicinal Chemistry Sector of the RSC, which recognises significant advances made in the subject of Chemistry. In February, Prof. Antoine Jérusalem received the EPSRC Healthcare Technology Award for his work on Neuropulse, an innovative project which is set to revolutionise the diagnosis, prognosis and treatment of traumatic brain injury and spinal cord injury. For his unwavering commitment to Medicine and exceptional contributions throughout his career, Prof. John Morris (pictured right) received the Lifetime Achievement Award for Teaching Excellence in November 2015. These are only a few instances of exceptional academic success, which showcase the range and eminence of work taking place at St Hugh's.



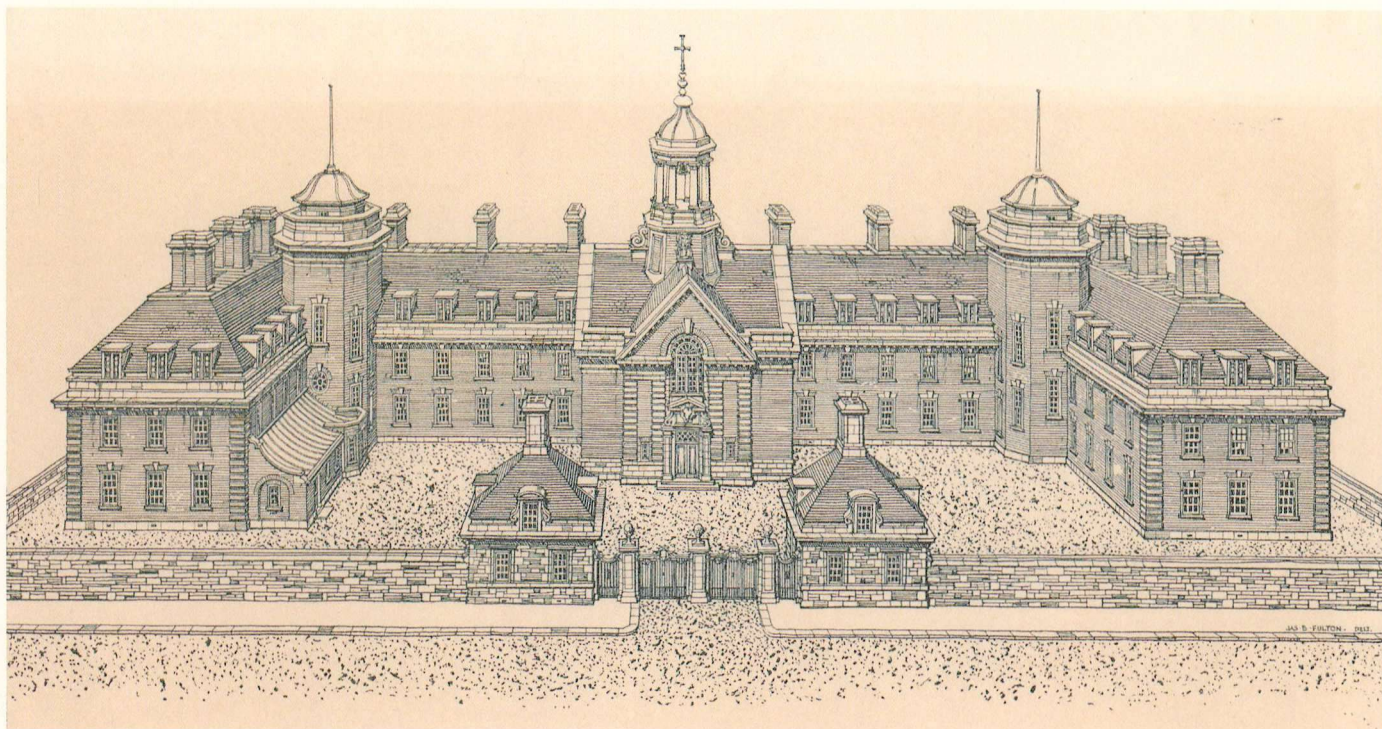
Overall, we acknowledge that the evolution of our current society has us standing united in the face of global challenges, and pursuing global opportunities. It must, therefore, follow that we can work together to find solutions to global problems. I am resolutely optimistic that St Hugh's will maintain its open and welcoming character, and play its own part in ensuring the success of a journey which is just beginning to unfold.

Rt Hon Dame Elish Angiolini DBE QC Principal



A Positive Centenary

by Professor George Garnett, Tutorial Fellow in History



2016 has a plausible claim to mark for Britain the centenary of the worst of times. But for St Hugh's College, 1916 was in one respect the best, or at least most auspicious, of times. Exactly thirty years after its foundation as a residential educational establishment designed primarily for the daughters of those of modest means, it moved from a collection of large Victorian villas in Norham Gardens into a new, purpose-built building on its current site¹.

The reasons why a move was desirable were obvious: St Hugh's Hall, rechristened St Hugh's College in 1911, had been a stupendous success, because it offered the advantages of a residential Oxford education at a fraction of the cost at Lady Margaret Hall, of which it had originally been an offshoot, or at St Hilda's, or at Somerville (which from the point of view of many parents had the additional disadvantage of being a non-confessional foundation). St Hugh's undercut the competition. Numbers had expanded from four in October 1886 to 49 in October 1913. There was every reason to anticipate that demand would continue to grow, and it was obvious that the acquisition of more and more houses would not have represented the most economical use of limited resources. As the Principal, Miss Moberley, told the newly constituted Building Committee, a sub-committee of the governing Council of the College (composed largely of external members), on 30 June 1913, 'the difficulties of running a College in

An engraving of the Main Building as imagined by the architect

three houses and in close proximity to Lady Margaret Hall were on the increase, and expenses were larger every year under the present conditions.' It seems likely that the reason why proximity to Lady Margaret Hall was a problem was the lack of a suitably large, available space for building nearby, rather than the *de haut en bas* attitude which the grander establishment customarily adopted to its indigent, down-market offspring². But doubtless the Principal also aspired to escape from the condescending shadow of the Hall. A site was acquired, on lease from University College. The Principal initially hesitated, but was persuaded by the Treasurer, George Cronshaw of Queen's College: 'the site of 'The Mount' ought to be carefully considered because it is perhaps our only chance of a suitable ground so high & so convenient even if a few yards further North than our current site' (letter of 22 July 1912). The large house on the proposed site – 'The Mount' – was to be demolished, after the interest of its current tenant had been bought out. Careful financial planning underpinned the project, and the campaign of fundraising was conducted with well-connected expedition: a letter from Miss Moberley's nephew opened 'Dear Aunt Annie, ... I happen to have some spare money... so I will lend you £2,000 at 4%'.

By 6 October an architect, a Mr Herbert Buckland of Buckland, Haywood and Farmer, Architects & Surveyors,

¹ For a brief account, see B. Kemp, 'The Early History of St Hugh's College', in P. Griffin, ed., *St Hugh's College: One Hundred Years of Women's Education in Oxford* (Oxford 1986), pp. 15-47, at 33-5. I should like to thank Amanda Ingram, College Archivist, for identifying relevant sources.

² 'Dare Unchaperoned to Gaze': A Woman's View of Edwardian Oxford, ed. G. Garnett, trans. D. Quare, N. Khayi, and A. Ingram (Oxford 2015), p. 3.

Birmingham, had been identified. He was considered to be well qualified, because he had designed the Women's Hostel at Birmingham University. His original estimate of £15,000 as the total cost for the new St Hugh's building 'excluding the Chapel' was to turn out to be as reliable as most estimates for building projects. Planning was soon in train. Even a century ago, the City's planning authorities required careful handling. On 13 January 1914 it was reported that the 'City authority' insisted that the building 'be set back 40 ft from St Margaret's Rd, and 45 ft from Banbury Rd.' As Buckland explained in an undated document which accompanied the now lost original plans (though an engraving and a colour print, to accompany fund raising literature, survive), 'We have adopted a Georgian character in our treatment of the elevation, because of the home-like impression it gives, and which is so desirable in a building of this type; furthermore it is suited to sash windows, which are in our opinion the best kind to employ, as they can be opened for ventilation both day & night, and by means of special fastening secured against intrusion.' In the architect's view, a neo-classical style was appropriate both because it was deemed to have domestic associations, and for reasons of practical security. It is not immediately apparent why the Gothic style of most Oxford College buildings, and indeed of most Oxford Victorian housing, including the current St Hugh's accommodation (with ubiquitous sash fenestration), was considered less suitable. Buckland explains his reasoning more clearly in a letter dated 10 July 1914 to Miss E.G. Powell, a wealthy benefactor and co-opted member of the Committee: 'I have always emphasized the importance of 'domestic' character in this a Women's College, but at the same time it must be recognized that the collegiate character should show itself, and be apparent, even to the casual observer.' Georgian architecture was assumed to be more domestic than Gothic, therefore more feminine, and therefore more fitting. The 'collegiate character' was to be manifest in the Library, the Dining Hall, and in some of the ornamentation: the rather un-Georgian towers, for instance, and the classical cupola.

With plans for this ornamentation the architect began to encounter more serious fussiness from the Building Committee than he had when explaining to Miss Moberley why in his view it was not desirable to 'arrange a separate way for Servants to the front door in the manner suggested by you' (26 November 1913). Fussiness over the aesthetics of architectural detail began to mar relations between him and the Building Committee. 'The Secretary was directed to warn Mr Buckland that the Tower turrets and certain other points did not altogether win the approbation of the Committee' (17 June 1914). On 28 June 1914 the Committee sent him another letter: 'We

"We have adopted a Georgian character in our treatment of the elevation, because of the home-like impression it gives."

are anxious for the removal of the central cupola, so as to leave the longer line of the roof. (There will be no bell, or if there be a bell, it will certainly be inside the building, not outside....) For the same reason, we shd like a similar lowering of the tops of the towers. We should indeed prefer flat roofs for these, instead of cupolas or flagstaffs, so as to preserve the open balustrades which we very much admire.' He replied with some exasperation: 'We cannot hope to give you a building which in every particular will satisfy everyone concerned, but we can if you will trust us give you the best that we know how, and hope that in the end it will earn some good opinion, even if it does not in every respect satisfy individual predilections.' Of course, a gimlet eye was also being kept on costs. And a great deal of attention was devoted to the question of heating: if fireplaces in addition to radiators were to be provided in each room, the cost would be 'about £6 each' (28 November 1913).

On the very day on which the Committee discharged that rather severe reprimand to Buckland on the subject of cupolas, bells, tower tops, and balustrades, an event happened on a street corner at the other end of Europe the effects of which came near to undermining the whole project. What is most striking is the speed with which the effects were felt. On 19 August 1914 'Miss Greenwood [Secretary to the Committee] with regard to the present circumstances held over the report of the ladies' temporary domestic sub-committee, and the Chairman laid before the meeting his view of the position of the College as to the Building operations in the face of the present war crisis.' The price of building materials (and of labour) was already 'very much enhanced, and they could obtain no goods except for cash payments'. But cash was very hard to come by. 'Loans already promised could not be paid by lenders owing to the impossibility of converting securities', because the Stock Exchange had been closed, and as the Chairman explained, there was no certainty about when it might be allowed to open again. Moreover, the banks were no longer willing

to lend on the type of security which the College might be able to offer. It was proposed that a further letter of a very different nature should be sent to Buckland, instructing him 'to prevent any further liabilities accruing.' And in a chilling reminder of an aspect of the crisis other than

the financial, it was minuted that the Red Cross had asked for the loan of eighteen beds. The report of the ladies' temporary domestic sub-committee had been put in perspective.

Various strategies were explored, which were considered at a meeting held on 7 September. By then the Board of Education had already been approached for a loan, but the response had been negative. It was therefore proposed to apply direct to the Treasury

'in the hopes that [it] might advance paper money for payment of contractor's monthly bills'. If the Treasury were to co-operate, 'it was understood that the Board of Education would not seek to control the College.' This could have been understood only because some informal conversations had already taken place. The view was taken that despite the brake put on proceeding with the project at the previous meeting, the College was already committed to very substantial expenditure, to contractors, builders' merchants, the architect, and so on. There was no going back. The most viable course would now be to build only a portion of the planned building. Buckland, who was invited to attend this meeting, suggested that it would make best sense to build only the central block. 'The Chairman explained briefly that the College could not at present obtain any ready money.'

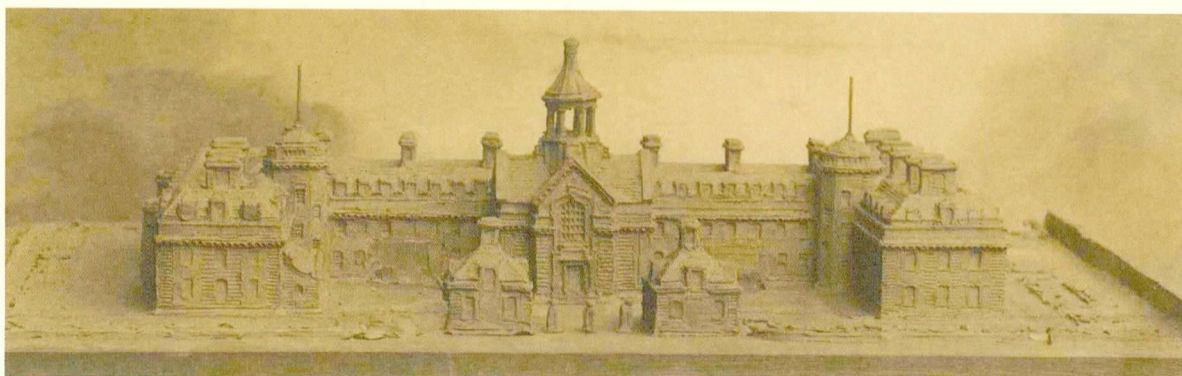
By the following week a formal response had been received from the Treasury: it could not lend any money, 'although it was willing to give facilities for transferring Consols or any other security within Government control.' It was agreed to proceed with only a part of the building, although a month later Miss Moberley was seeking to revisit that decision: 'to build only a part of the new building would result in making students uncomfortable & by injuring the prestige of the College would injure it also financially' (13 October 1914). But in the absence of a source of 'ready money', it seemed inevitable that the students would suffer the discomfort and the College the reputational damage consequent on partial completion. And then, on 17 November, the Principal wrote to the Chairman of the Council, saying that she proposed to retire, pointedly adding that she did so in confidence 'now that the new buildings are in course of erection'. Although the Council was ultimately responsible for the College, the Principal ran it, and it could not remain acephalous. Miss Moberley's retirement date was fixed for March 1915; the Council rapidly appointed Miss Jourdain, the current Vice-Principal, to take her place. The post was not advertised, and no other candidate was considered.

By January 1915 attempts were being made to negotiate a loan from 'an Insurance Company' at an interest rate variously reported as 3% or 'roughly'

4% per annum which might allow completion of the whole project – now estimated at £25,000. It could be serviced from the income projected from the increase in student numbers which would be possible. A week later this seemed to have fallen through. Then it was reported that the Westminster and County Bank was willing to advance money 'at 5% and from year to year and upon a guarantee' (Council meeting, 23 January 1915). But negotiations with the bank were still at an early stage when fate intervened, in Dickensian fashion. Clara Mordan, the daughter of a wealthy manufacturer of propelling pencils, already a great benefactor of the College, a member of Council since 1902, and another well-heeled connection of Miss Moberley, died. She left a legacy of £11,470 gross to the College. The bequest had been promised, but could not, in the nature of things, be expected at any predictable juncture: Miss Mordan had explained to Miss Moberley in 1912 that she could do nothing further for the College in her lifetime because 'all my spare cash is being spent on the Enfranchisement of women, which I have ever held to be the question of paramount importance, and which is indeed the root of my interest in women's education' (letter of 8 December). The windfall was reported to a meeting of the Building Committee on 5 February 1915. It immediately recommended to the Council that the building should now be completed 'according to the original contract'.

Henceforth the awful events in the outside world ceased to impinge on the Building Committee, or at least on its minutes, except in terms of inflation, labour shortages, and delays consequent on government requisitioning of, for instance, railway transport. A great deal of attention was paid to 'the installation of telephonic inter-communication' (27 February 1915); the Chairman thought the initial plans 'too costly' (24 March), and cut down the number of wires. The intricacies of the more traditional system of bells for summoning domestic servants were repeatedly reconsidered. On 16 July the Secretary recorded with satisfaction in the minutes that 'The Building Committee met at the new St Hugh's Buildings', though there was also a complaint of a kind familiar to Buckland: that the

This photograph is all that survives of the architectural model prepared by Herbert Buckland. A letter dated 4 February 1914 to Miss Greenwood suggests that he regarded it with a protective parental pride: 'After your Council Meeting on Saturday next, it will be necessary for us to have the Model, and I want to know if you will be good enough to pack it and put the strap round, and a large notice on top, "This side up with great Care". If you can let your man hand it to the guard of the train by which it is to travel, we will send someone to meet it at this end, if you will let us know the hour of arrival.'



Colour print of the Main Building plans, to accompany fundraising literature



linoleum just laid in the room in which the meeting had been held was of the wrong colour.

For obvious reasons, the original timescale for completion was now going to be very difficult to achieve. Buckland had men working overtime to enable the building to be in at least partial use by the beginning of the academic year in October. He had devised ingenious plans to allow the builders to continue to work on part of it while the rest was occupied. He could not have known that building projects in St Hugh's always overrun. The Committee was less sanguine than the architect. On 1 September it deferred until 28 September a decision about whether to occupy the building. But on 23 September an emergency meeting was summoned, and it was agreed to rent Wycliffe Hall for three months in order to avoid partial occupation. By now Buckland must have opened any letter with an Oxford postmark with a heavy heart. He responded to the Principal by return and with litotes: 'I am rather dismayed at the contents of your letter received this morning' (24 September 1915). He urged her not in any circumstances to allow the men working with so much urgency in the building to learn that there was no longer much point in their doing so. The following day Miss Greenwood wrote to the Principal: 'Mr Buckland has treated us very badly – untruthfully, inconsiderately, in plain terms dishonestly...' Under pressure, relations were becoming fractious. Work proceeded regardless. It had been decided much earlier as an economy measure to scrap plans for a second lodge at the gates in St Margaret's Road; this was now reinstituted. A great deal of thought was devoted to the windows to be installed in the new Chapel, and plans laid for an organ. It was decided that each student's room should be fitted with a second electric light of 'ten candle power': 'to be switched on and off near the door: not to be used at the same time as the standard lamp.' Meanwhile Miss Jourdain had become

very unhappy about the temporary arrangement with Wycliffe Hall: 'the conditions [there] were so bad that she could not take responsibility of remaining another term' (27 November 1915). It was therefore agreed to retain 28 Norham Gardens for the time being and partially to occupy the new building from January 1916, a term later than planned. The building had been finished by October, and the new Chapel was dedicated by the Bishop of Oxford on Ascension Day.

The external events which almost scuppered the ambitious building project could not have been anticipated by the Council of St Hugh's. The response of its Building Committee was to display considerable ingenuity, determination, and boldness in the face of great adversity, and the same was true of the resourceful architect, uncordial though relations between them had become. But had it not been for Clara Mordan's generosity, it is very doubtful whether the new building could have been completed in the midst of a world war, and to an original plan devised prior to the war's outbreak. At New Year 1916, as the country at large began its plunge into an even deeper inferno, St Hugh's was going in the opposite direction, making a leap of faith into the future. The College had laid the foundations on which we still rest.

As a codicil it might be added that exactly twenty years later, in 1936, Miss Mordan made it possible for those foundations to be greatly extended. Her will had bequeathed the greater part of her estate to Miss Mary Gray Allen, but as a life interest. When Miss Allen died, the residue of the estate came to the College, and made possible the construction of the Mary Gray Allen Wing, and the present Library, the most aesthetically pleasing of all our buildings. The same firm of architects was engaged, and although the relevant papers are missing, it looks very much as if the architect responsible was none other than the long-suffering Herbert Buckland.

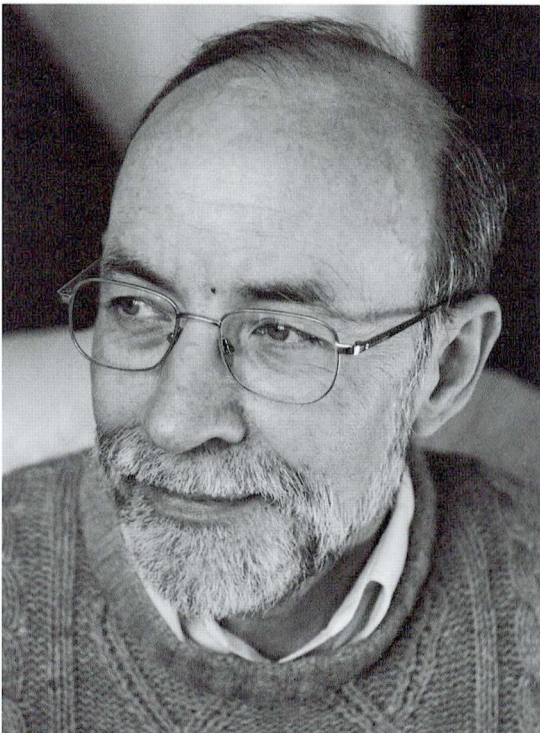
I should like to thank Amanda Ingram, College Archivist, for identifying relevant sources.



Interview with Professor Adrian Moore

by Helen Popescu (English, 2006), Publications Officer

Professor Adrian Moore, Tutorial Fellow in Philosophy, joined St Hugh's in 1988. In this interview, Adrian talks to Helen Popescu (English, 2006) about his upcoming radio series, about co-editing *MIND*, the leading British Philosophy journal, and about Philosophy at College. Professor Moore's radio series, which explores the history of thought about infinity, will be broadcast on Radio 4 from 1.45 pm to 2 pm each weekday from Monday 19 September to Friday 30 September.



Since 2015, you have been co-editor of *MIND*, alongside Lucy O'Brien. How have you found this so far?

I am really glad that I am one of two. It is the first time that *MIND* has had two editors. There are many advantages. Partly, it reduces the amount of work for each of us although of course, we are each doing more than 50%. Also, I would be much more nervous about the decisions I am making if there was not somebody else to run them past. So far, we have always seen

eye-to-eye. Lucy has been a reassuring voice, and she is a great person to work with. She is actually a former graduate student of mine. I was at St Hugh's when I was teaching her, while she was at New College.

How do you see the journal developing? I imagine that, even when you are taking over an established publication, you will have your own angles that you may wish to explore?

There are a number of aspirations that we have, but above all we are really keen to broaden the journal. We would love to get to a position where anybody who wanted to contribute an article in philosophy of any kind would feel that *MIND* was an appropriate forum. That has always been the journal's aspiration, but recently it has become a very technical journal. Without knowing any better, you would think you were looking at a mathematical journal rather than a philosophy journal. Part of the reason for that is that previous editors have been cautious about publishing anything where there was any question of it being wrong. This is understandable but there is only a certain kind of article that passes that test. Lucy and I would like to take much bigger risks and publish things that may

eventually be completely discredited but that have great value even so.

The radio series is perhaps quite similar to that in terms of making philosophy approachable. How did you get the idea for the series and how did it develop?

In some ways, it is a completely different enterprise, as the journal is a specialist publication for philosophy academics, while the radio series is intended to have a very diverse audience. Nevertheless, I agree with you in that I have always been a fan of breadth of appeal. As for the genesis, three years ago there was a general circular around all members of the university from the radio production company outlining a selection of work they had previously done with academics. They asked anyone with ideas for a series to get in touch, and they made some quite specific suggestions. I think they were keen on a series that was partly historical and partly looking ahead to the future, trying to spot trends and such like. As my earliest work was on this topic of infinity, I thought this is something that has quite a wide appeal. I submitted a 200-word abstract, they got in touch with me and several others, and in the end they selected two of us (the other series has already been broadcast).

Without wishing to spoil the series, could you give me a brief preview of the guests that you will be having, and the way that you are taking us through this journey and into the future?

There are 10 programmes altogether, and each one is a quarter of an hour long. It purports to be a journey of sorts, a history of the way that people have thought about infinity. We start in the very first programme with the Ancient Greeks, and by the time we get to programme number 10, it is a matter of looking ahead and asking the question 'what now?' It is not purely chronological; it is partly thematic as well.

There is the mathematical side of things, with all of the questions that arise about how mathematicians think about infinity. It was at a comparatively late stage in the history that mathematicians began to formalise their thoughts about infinity. Then there is the scientific side of things: you look at the night sky and it looks as though it goes on forever but actually, physicists tell us these days that the universe is finite. At the same time, there is the theological dimension. A lot of people, when they think about infinity, think about God.

My producer was happy to defer to me about who might be the best people to interview, and so each

programme includes snippets from experts in the field. In every case, although we conducted interviews, what you hear in the final programme does not take the form of an interview, you just hear snippets of what they said.

When you think about Philosophy at St Hugh's, having been here since 1988, obviously you have seen the teaching of the subject develop a lot. What are your thoughts on this?

The balance has changed a little bit in terms of what the students are actually reading. When I was first at the College, we had many more PPE students than we have now, for a variety of reasons. One of the reasons was that we wanted to develop Philosophy in some other combinations. Philosophy is only ever taught in combination. This makes a bit of a difference to how it is taught, because what the students are reading alongside Philosophy has a bearing on how they approach Philosophy itself.

The discipline itself has evolved in various ways over these 30 years, and options that are available to the students now are different from when I first started. However, you are talking about a discipline that is 2,500 years old so 30 years is not that long!

I know that you were very supportive of Career Development Fellowships (CDF). What is the outlook now for young academics in philosophy, and how has this changed since you started out on your own journey?

I am glad that you mentioned that because we have been very fortunate to have the funding to create a CDF in Philosophy, and these positions are wonderful opportunities for young academics. The way I describe it to people is that it is a win-win-win situation. It is wonderful for the person who was appointed, (NB: the current Lindsay Career Development Fellow in Philosophy is Dr Yuuki Ohta) an opportunity to establish themselves and get some experience. It is great for me, as I have a really interesting colleague with whom I can discuss Philosophy, and he also relieves me of some of my other commitments. He does a lot of teaching, takes on some admin responsibilities, and helps with admissions. And it is great for the undergraduates too, as I think that young academics bring a sort of freshness, unlike those of us who have been doing it for decades, and also the young academics are more up-to-date with the literature than we are. They can set different readings, which are more pertinent and more useful. Every single constituency in the College benefits.

To return to your original question, it is tough being a young academic these days. The job market is grim. In a way it always has been, since I have been at St Hugh's. One indication is the CDF itself. We had about 130 applications for this post. It is a challenging time for anybody who is just setting out on their career path.

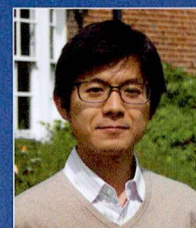
Returning to our undergraduates, one of our

students has told me that apparently you have a very unusual approach to weekly essays, whereby you set them reading but not the essay question itself. Can you tell me a bit more about this?

It is extremely unusual, I do not know if I am the only tutor in the university who does this. Well, actually, I know I am not the only one, because I have trained Yuuki (NB: Dr Yuuki Ohta, the Career Development Fellow in Philosophy) to do the same! The students do find it frustrating because they would like to have a steer, and they would like to have a particular question to address, but the main rationale is that in Philosophy, and I suspect in other disciplines as well, that is part of the challenge. It is as difficult to think of a really interesting question, as it is to think of a really interesting answer. The great philosophers have been great philosophers as much because of the questions that they've asked as because of the answers that they have given. Often the questions have been more interesting than the answers, raising issues which nobody had thought of before. It is about trying to encourage undergraduates to be philosophers, and to try and do what the great philosophers do.

If we were to turn the tables, what question would you pick out from your work that you would most want to see answered?

My most recent book has as its sub-title, "Making Sense of Things". That has been a preoccupation of mine ever since I have been doing philosophy. What is involved in making sense of things, and in particular what contribution can a philosopher make to the project of making sense of things? That last book was partly an attempt to explore that question, and I do not feel that I have ever come up with anything like a satisfactory answer to it.



Dr Yuuki Ohta

*Lindsay Career Development Fellow in Philosophy**

Yuuki's research interests stretch widely across several fields within philosophy: philosophy of action, metaethics, philosophy of language, and philosophy of art. In his DPhil thesis, he examined the question what it is for us to act, exercising the powers that distinguish us humans from other animals, that is, the powers of using language and giving reasons. This question lies at the centre of a great web of important philosophical issues, concerning, among other things, normativity, intention, reasons, rationality, and practice.

"The duties and the opportunities this CDF provides reflect the complex structure of the Oxford collegiate system; it has shown me how research and teaching (and even administration) can at their best foster each other, and how both flourish in a diverse, friendly and supportive academic community."

*Thank you to Sonia and Patricia Lindsay, Jacky Lambert, June Lancelyn Green, MBE, Glenn Granger, Debby Guthrie, Reverend Dr Patricia Kirkpatrick, Dr Hugh Johnston, and Lucy Stanford for enabling this CDF



Interview with Dr Michael Holland

by Helen Popescu (English, 2006),
Publications Officer



You are retiring at the end of this academic year, having arrived at St Hugh's in 1986. Obviously, 1986 was quite a big year for the College, celebrating its 100th anniversary and entering its first year of being mixed. What are your memories of St Hugh's from when you first arrived?

I arrived after all of the celebrations, so although people talked about the centenary a lot, I didn't see any of it. Thanks to fund-raising the centenary allowed some big changes to happen, however. Funding for graduate scholarships was one of them. The students that I taught in my first year were all women. However, in my first admissions round we admitted a mixed bunch of people.

Where did you come from at the time?

I came from the University of North Wales in Bangor, having spent eight years there, in what was my first British job. Before then I taught for three years in Paris, at the École Normale Supérieure, and then at the Sorbonne. Before that, I had been a graduate in Oxford and an undergraduate, at St John's. St Hugh's was my second British job – second and final.

Having seen College over a period of 30 years, how do you think it has changed?

Working inwards from the simple level, it has changed physically an incredible amount. When I came, the Rachel Trickett Building (RTB) wasn't built, Wolfson didn't have a top floor, there was no Maplethorpe Building (MTB) and obviously no China Centre. I saw all of that building work happen, and took some photos. One of them shows the arrival of the MTB bathroom pods, which were delivered by crane (pictured at the centre of the page). It looks like a painting by Magritte. I was at the opening of RTB by Barbara Castle. Because I was on the committee that oversaw Maplethorpe, I met all of the architects, some of whom came to visit the College. Generally, they were horrified to see that we had put an extra floor on Wolfson, which they considered to be a very important mid-20th century building (the only one of our buildings that Pevsner remarks on). At the time, they all hated the Kenyon Building, while apparently today's architects like it, as I do. The gardens were entirely different then, as every Woodstock Road house had a back garden and a wall, and you walked about the gardens in a much more discontinuous way; it was a bit of a patchwork.

When I came, the Principal was Rachel Trickett, who seemed to me to be quite a daunting figure. She was near the end of her time as Principal, and I believe she wasn't very happy about the College having gone mixed. Shortly after my arrival, she retired and we elected Derek Wood. I had Peggy Jacobs as my

colleague in German, who became a hugely generous and active Emeritus Fellow right to the end of her life. St Hugh's as a community was a very different place. The Senior Common Room had quite a large number of older women Fellows, as well as a central core of younger women, who were mostly science Fellows. I think, if I can hazard this, that they sometimes felt a bit at odds with some of the older Fellows. There were a number of male Fellows who had been appointed before the College went mixed. Coming into the College was quite a strange experience, because your presence as a young male in this environment was observed, and, for better or worse, occasionally joked about.

When do you feel that College started changing more towards how it is today?

I think that a principle of inclusiveness has increasingly entered the consciousness and the language of Oxford colleges since that time. It wasn't that colleges weren't inclusive before, they were just less self-conscious about it, and basically got on with being themselves. Paradoxically, the more aware of the need to be inclusive colleges have become, the fewer the Fellows who regularly participate in college activities. "College life" has shifted to another level. The Senior Common Room and College social events were much more frequently attended when I came to St Hugh's. Attendance at St Hugh's Night, for example, was almost a three-line whip matter if you were a Fellow, whereas this is not the case nowadays.



Quite a lot of that old collegiate behaviour stemmed from when St Hugh's was a women's college. It has gradually gone out since we went mixed, and in exchange College has acquired a well-deserved reputation for friendliness and openness. This probably began to emerge when Andrew Dilnot became Principal. It was partly because of him, partly because times were changing, with the renewal of the Fellowship. College has therefore moved with the times, as it always must. I think though that it has moved a little

too far too fast in some respects. I regret the days when Fellows and SCR members met and mixed more regularly, over dinner and at College events. I think that in many colleges, there is more of that. But I get a sense that the more recently appointed Fellows are reversing that trend, which is good!

How do you think the landscape for young academics has changed in Oxford during this time, in Modern Languages in particular, but more generally, too?

Most academics are jointly appointed to a faculty and a college these days. When I was appointed, I was a CUF,



that is, I was mostly a College appointee with a faculty attachment. My activity and my role in the faculty were pretty minimal, which suited me, as I'd had enough of being in a department! Though I was Chair of my Sub-Faculty for three years, and very much enjoyed the experience, I have always mainly got on with the job of being a College tutor.

Latterly, and it is quite recent, the University has become more and more centralised as an institution, partly under the influence of outside forces, partly because of its own managerial ambitions. As a result, colleges have to deal much more with rules, regulations, requests, and demands. Younger Fellows in particular can find themselves being asked, even obliged to take on far more burdens at the faculty level. One of the things Oxford has to monitor as a recruitment and retention issue is that, compared to other academic institutions, we don't start asking too much of our newer appointees. The administration, the examining, the supervising, can all build up gradually into a pretty burdensome load. This is especially true now that, unlike when I first came, research is not just something you do, it is something that you have to show you are doing. As a result there is an increasing pressure everywhere on young academics now.

Do you feel that the changes to funding, especially for Humanities, have changed your work? Is there an increasing pressure to show that Humanities are worthwhile, that Modern Languages are worthwhile?

The Government did a disgraceful thing by ceasing to fund humanities and saying to all institutions: you have to start charging undergraduates £9,000 and make it up that way. In other words, "sell yourselves". At a stroke, academic and intellectual values have been subordinated to monetary ones. We are extraordinarily fortunate in this University, because it has a tradition in the Humanities that it is determined to defend, and the colleges are the stalwart custodians of that tradition. Other institutions have to constantly rethink their courses in order to get enough people to pay those fees and to make the subject work. This means increasingly that vital areas of study are deemed financially irrelevant, and so discontinued.

A top-ranking national Modern Languages department recently learnt, just like that, that it is going to be closed. It is that sort of unexpected draconian move that this funding situation has created. Fortunately at the moment, Oxford does not function that way, and that is thanks to the collegiate structure. The colleges' autonomy and relative financial independence allow them, and therefore the University, to support academic excellence without being in thrall to market forces. This is particularly vital to the survival of the Humanities.

From an Oxford perspective, where do you see the study of Modern Languages heading over the next period of time, as it works to keep itself up-to-date and relevant to the world we live in?

There are committees and study groups nationally that are engaging with this question, and people have different views, but generally speaking, most agree (and have done for some time) that Modern Languages cannot simply carry on just being a traditional language and literature subject. These areas must continue to thrive, and again thanks to Oxford's strengths, study in fields that are less immediately accessible, such as the medieval and early modern, and which in other universities are being sometimes savagely pruned, can be defended and sustained. In addition, the subject must go on expanding to take in areas such as Post-Colonial writing, Women's writing, Queer studies etc. This will allow a lot of cross-disciplinary collaboration. Modern Languages must however stick to its principle of reading and studying textual material in the original language. There is a lot of pressure to study everything through the medium of English. This is impoverishing and must be resisted.

As things stand, Modern Languages in Oxford is already quite diverse. There are links with Oriental Studies so that you can do a degree in a European language with Arabic or Persian and Hebrew. I think it is the Far Eastern languages that are the next move, so that we have to start thinking about Modern Languages as non-English languages more generally. I think developments in the direction of Japanese and Chinese languages would be a good idea.

There are ideas about developing joint degrees with subjects such as Economics. The problem with this is that you effectively drain the humanities subject of its intellectual content if you make it too much a part of disciplines whose intellectual core is very different. Personally, I do not see much mileage in wanting to go towards Business, Commercial Studies, even Law. Music is a better idea, as is History of Art.

One of the possible issues with joint subjects is attracting a completely different type of student. Is there a particular type of individual who studies Modern Languages at this point compared to when you started in 1986?

It was, and still is, a 'woman's subject'. That is why Modern Languages in the former women's colleges has been so important and should be preserved for historical reasons.

The real change has been caused again by the dreadful Government policy of ceasing to make a foreign language compulsory at GCSE. This means that people have turned away from what appear to be difficult subjects, thereby reducing the pool of people who might go on to do A Level.

Other universities can take applicants with poor languages skills, and invest in teaching them language mostly. It remains the case that we only take people with good language skills and the potential to study literature and other topics. But there is only a certain type of school that invests in teaching foreign languages,

and this is what has most affected the profile of applicants.

What are your plans for your retirement?

I'll be doing everything I do now, minus the marking, admin, examining and lying awake at night fuming at the latest top-down attempt at central managerialist control! I edit a journal, the *Cahiers Maurice Blanchot*, which I founded with other academics in 2012, so I will continue with that. I have a contract for a Dictionary on Maurice Blanchot, with a deadline of 2018. I am off to Chile in November to give a paper and I have a conference in Dublin in 2017. I have other archival work that I'm doing with other people, and I have articles and a book to write, so I will just carry on as normal!

Most of your work has been focussed on Maurice Blanchot. What do you feel we should take away from his work that is relevant to our understanding of 20th century French literature and philosophy?

He is the heart of the philosophical, political and literary developments in the second half of the 20th century in France. He is interesting politically because he was on the extreme Catholic nationalist right before the war, but then found a way of moving towards a completely different, left-wing radical point of view after the war without simply turning his coat or hiding things.

He is one of the greatest French literary critics of the 20th century, and he turned some of his work into a way of confronting some significant philosophical thought in the 20th century, for instance that of Heidegger. Most important, he is studied because of his narrative fiction which he uses to explore questions of human time. His practice of a discourse where the present is subject to scrutiny and dismantling is of huge importance. People like Michel Foucault and Jacques Derrida all draw on this, so it is that centrality and the multifarious, multi-dimensional nature of his activity which makes him somebody worth devoting huge amounts of your life to.

As you certainly have done! Over that time, how has your reading of Blanchot evolved?

I have just learnt a lot about him. He did not promote himself, he was famous for not allowing any photographs to be published, he never gave interviews, and you could not go and see him. He was the invisible man of French literature so you had to learn about him via everything that surrounded him. My entire knowledge of the politics and culture and art of the 20th century in France emerges via him and so I am much more informed than I was when I was younger. Overall though, in 30 years, my view of him hasn't changed much. I'm just better able now to see the 'big picture'.

Do you keep in touch with many of your former students?

There was a group who called themselves the 'Loony Linguists', in fact they were the first mixed group. Because of that difference, the 10 of them kept close at one time. About 10 years ago, we had a Modern Languages reunion where anybody alive and who had done Modern Languages came so we had someone who was in their 90s. The Loony Linguists came along en masse to that, but I haven't heard from them for a while.

There are people my colleagues keep in touch with, and there is a former student who has recently donated a fair amount of money. Modern Languages is fortunate because it has attracted quite a few donations and legacies. Thanks to that we have the Research Fellowships in College, and my post is funded thanks to a very generous gift from a former member. The funding for that is ongoing, so it will continue when I retire.

This is probably a difficult question if you forget anyone, but who are the people who have most touched your career at St Hugh's?

Peggy Jacobs was the German Fellow when I came, and I worked with her for several years before she retired. Tom Kuhn, the German Fellow, has been a superb colleague, and Giuseppe Stellardi too, who came to College as the Fellow in Italian shortly after Tom. Barbara Kennedy was great fun and she used to argue with me, she would tell me off rather like a big sister. There were some quite independent-minded women Fellows whom I got on quite well with - Letitia Edwards, the former Classics Fellow, Ann Smart, the Law Fellow who died sadly a few years ago, Ann Wordsworth who was an English lecturer, and who died last year, Avril Bruten, another English Fellow with whom I felt a sort of bond, Glenys Luke with her Antipodean cheek, which I like, being a Northern Englander who prefers people who say what they think. Nicky Watson was the Domestic Bursar for many years, and she was a wonderful presence in the College. Debbie Quare was the Librarian when I came, and she and I got on well.

I should also mention Edith McMorran, who was the French lecturer when I arrived. She and I became good friends. She ran an organisation called TRIO (Translation and Research in Oxford). She used to invite some very interesting people to the College, for example the whole team who translated the new Proust for Penguin, and the team who translated the new complete works of Freud. Very sadly, she died in 2004. Her replacement, Geneviève Adams has become a staunch friend and colleague. Finally Peter McDonald, one of the current English Fellows, has been a constant source of intellectual stimulus since he joined the College, and a good friend.

So if you were to say any final words to St Hugh's, what would they be?

Live long and prosper as a College!



Where Does Our Time Go?

by Professor Oriel Sullivan, Professor of Sociology of Gender and Co-Director, Centre for Time Use Research

I joined the Department of Sociology at Oxford in 2008, and am currently Co-Director of the ESRC-funded Centre for Time Use Research (CTUR), based in the Department of Sociology, but actually housed in No. 74 Woodstock Road – part of St Hugh's. The fact that the Centre is based in the St Hugh's grounds is very pleasant for me as my office is so close to College.



We currently employ 12 research staff at the Centre, including 8 post-doctoral Research Fellows (two of whom are Associate Members of the SCR), and we also enjoy the company of a regular stream of academic visitors from across the world. CTUR is the leading international source of expertise in the analysis, collection and distribution of large scale time-use diary data. It is home to the Multinational Time Use Study – the biggest collection of time-use diaries in the world. Time-use diaries do what they say – they collect information on what activities people do throughout the day, but also on where they are when they are doing those activities and who they are doing them with.

This may sound rather dull, but the idea is that behind cross-national and historical changes in social and economic structures and behaviour lie important differences in how individuals and national populations spend the 1440 minutes of their days. CTUR's collection of these records of how large, nationally-representative samples of people spend their time provides unique evidence of the changing balances of our activities among paid work, unpaid work, consumption, and leisure. Our time use diary holdings have been gathered from nearly 30 countries, span more than 50 years and cover some 850,000 person-days in total. They offer the most detailed portrait ever created of when, where, and with whom, people work, sleep, play, and socialise – and of how those patterns have changed over time. We are able to show how all the disparate activities of the day fit

together, both in the lives of individuals and across whole societies.

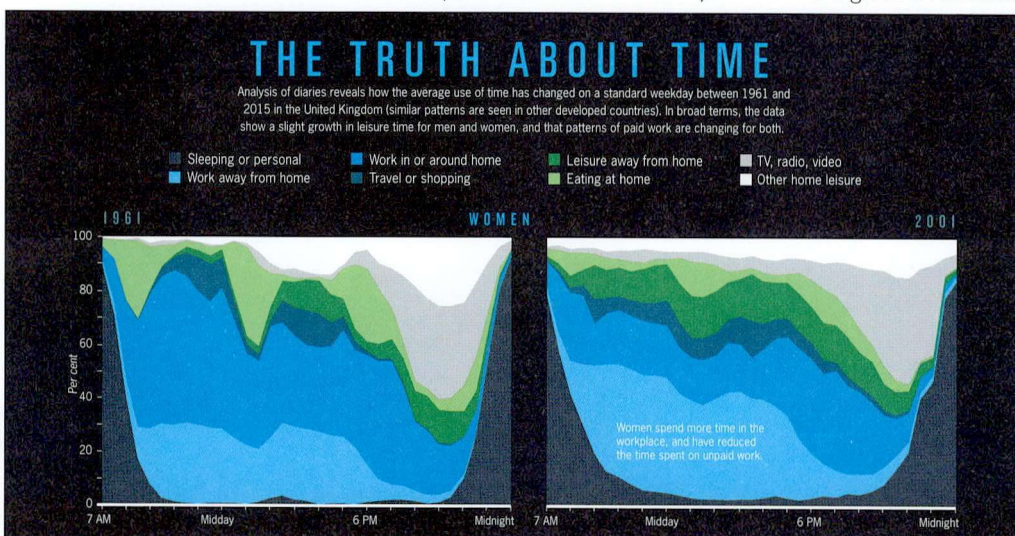
The CTUR recently commissioned the collection of time use diaries for the UK's 2015 contribution to the Harmonised European Time Use Survey. This survey, collected since the late 1990s, is carried out across all countries of the EU. We sampled nearly 11,000 private households in 2014-15, and we are only now in the process of receiving and processing the final data. It will form the most recent addition to a long sequence of British surveys collected in every decade since the 1960s, enabling the analysis of changes in how British people have spent their time over the past half-century.

My own research focuses on the cross-national analysis of changing gender relations and inequalities, including the investigation of international trends in housework and child care time. I have published many academic papers in this area, and a book, *Changing Gender Relations, Changing Families: Tracing the Pace of Change* (Rowman & Littlefield, 2006). The book contains an investigation of the (stuttering) cross-national trend towards increasing gender equality in the domestic sphere, in things such as domestic work and child care.

The time-use data shows that, in developed countries of the western world, there are continuing long-term trends in both paid and unpaid work in the direction of greater gender equality. Cross-nationally, over the past half-century women have substantially reduced their housework time, while men have increased theirs somewhat (although not nearly enough to compensate for the decrease in the housework that women used to do, prompting some people to ask the question 'who is doing the housework?'). On the other hand, both men and women have substantially increased the amount of time they spend on child care.

In a recent article, co-authored with one of the CTUR Research Fellows (Evrin Altintas), we show that there is a general movement in the direction of greater

gender equality in housework, but with significant country differences in both the level and the pace of that convergence. Specifically, there was a slowing from the late 1980s in those countries where men and women's time in housework was already more equal, with steeper gender convergence continuing in those countries where the gender division of housework was less equal. These findings support the view that despite short-term stalls, slowdowns, and even reverses, as well as important differences in national policy contexts, the overall picture in the developed



THE GADGET GUINEA PIG

DIARY OF A NATURE EDITOR

On 16 July 2015, I wore an accelerometer that tracks movement and a camera that took three images per minute. I also recorded what I was doing – and how much I was enjoying it – in a written diary. The Oxford Centre for Time Use Research in the United Kingdom is collecting gadget diaries in this way to find out if they produce more-useful information than do conventional paper diaries. **H.P.**



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countries of the West, at least, shows a continuing trend towards greater gender equality in the domestic sphere. This does not mean, however, that we should be complacent about change; progress towards greater gender equality still needs to be fought for, both at the political and the personal level.

My research has received wide media attention, including being featured in *New York Times*, *Sunday Times* and *Daily Telegraph* articles (see links), and is often referred to in popular books about women's time and time pressure. Some interesting examples include: a 2012 reference in Hansard (UK Parliamentary Record) in response to a Parliamentary Question; a quotation in the cover story of *Time* magazine: 'Women, Money and Power', (*Time*, March 2012), as well as a feature in *Nature* in October 2015 based on the CTUR and our Multinational Time Use Study archive.

Our collection of diaries is helping to solve a slew of scientific and societal puzzles more generally – not least, a paradox about modern life. There is a widespread perception in Western countries that life today is much busier than it once was, thanks to the unending demands of work, family, chores, smart-phones, and e-mails. But the diaries tell a different story: over the period 2000-2015 in the UK there was a significant decrease in the percentage of people reporting that they 'always feel rushed'. In fact, when paid and unpaid work are totted up, the average number of hours worked every week has not changed much since the 1980s in most countries of the developed world. The big difference is in the gender experience of time pressure; in both 2000 and 2015 women reported feeling more rushed than men. Clearly, time pressure will be particularly acute for those with exceptionally stressful schedules, such as mothers with young children who also have their own career. It is likely that, in a situation where women are both increasingly moving into the labour force whilst still being largely responsible for domestic work, the conflicts involved in managing work and family lead to heightened feelings of time pressure among women.

The new 2015 UK data allows us to see graphically how these trends in women's time use have played out over the past half century. We can see that, overall, women on an average weekday have considerably increased the time they spend at work, while their time spent in domestic work has reduced. Travel, leisure away from home, and eating at home are activities that have become more spread over the day, rather than focused around the 3 'dips' evident in the 1961 graph (reflecting the dominance at that time of women's responsibility for the three daily meals – breakfast, lunch and dinner).

Epidemiologists also are mining the diaries to explain how lifestyle changes are contributing to a rise in many chronic diseases, particularly in relation to stress and obesity. Activity patterns can be linked to energy expenditures, allowing the cross-national and historical comparison not only of the time and energy we expend in exercising, but also of the energy that people use in their everyday lives. It turns out that working (both paid and unpaid) accounts, on the average, for much more of our overall energy expenditure than deliberate exercising.

Recently we have been testing a major update to our diary-collection methods. In addition to asking people to complete a handwritten diary, we began last year giving them an electronic fitness tracker, a GPS tracker, and a small camera that snaps a stream of pictures of their day (see 'The gadget guinea pig'). We want to keep up with new technologies, and assess whether they can help improve on the tried and tested methods of collecting diaries. Other developments include the construction of apps for smart phones, to allow people to record their activities 'on the hoof'.

Our website address (which is currently being reconstructed!) is: www.timeuse.org

Hansard reference: <http://www.theyworkforyou.com/wrans/?id=2012-04-24b.104873.h>

Some newspaper articles:

<http://www.thesundaytimes.co.uk/sto/style/living/Wellbeing/article1347941.ece>

<http://www.nytimes.com/roomfordebate/2012/01/11/will-women-get-ahead-by-going-back-to-school/its-not-just-a-wage-gap>

http://www.nytimes.com/2012/02/12/opinion/sunday/marriage-suits-educated-women.html?_r=2&pagewanted=2&hp

<http://www.telegraph.co.uk/family/8526413/Research-women-will-be-doing-the-housework-until-2050.html>

St Hugh's in the Bronx

Understanding schooling, youth aspirations, and imagined futures in London and New York City

by Dr Patrick Alexander, College Lecturer in Social Anthropology

Picture a 17 year-old girl who was shot in the head at a Freshman party, now wheelchair-bound, struggling to graduate. A young Latino man with 'Game Over' tattooed on his eyelids, leaving his gang affiliations behind to focus on schooling. A first generation migrant teen from Ghana, on his way with a full scholarship to a prestigious private American university. Middle-class kids from relatively stable families, pursuing a well-known but increasingly fragile version of the American Dream that leads from college to job satisfaction and security in the future. Picture an incredibly dedicated principal who begins his work day, every day, at 4.30am, and for whom no issue in his high school of 2000 students is too small to deal with personally.



Picture tireless, caring teachers who may teach English, but who also counsel the homeless, or disaffected, or desperate youth that they encounter in their classrooms, before hemming and washing the clothes of their students so that they're presentable for work experience. Picture tired, over-worked teachers who struggle to marry their vision of doing well by their students against the increasing demands for accountability from their institution, the City, the state, and the government. Picture armed police officers walking the halls of a school, idly high-fiving the occasional straggler on the way to class, or restraining and handcuffing young men when a fight breaks

out. Picture an immense, castle-like structure in The Bronx, where these people exist together, carving out aspirations and imaginings of their distinct but interconnected futures amidst the pulsing, chaotic, inspiring, roaring mechanism of New York City.

This is a list of just a few of the individuals who I was fortunate enough to meet as part of my experience as a Fulbright Peabody Scholar conducting anthropological research into aspirations and schooling in New York City, during the academic year 2014-2015. As an anthropologist of education, I am fascinated and driven by three connected fields of enquiry: a) the social and cultural processes through which humans learn; b) the ways in which we give structure to our social lives; and c) the means that we use to shape and reproduce culture. In this research and in my previous academic work to date, I have been preoccupied in particular by the ways in which schooling serves to socialise young people (and eventually, older people) into particular practices and ways of thinking. As a profoundly important context in which lasting social norms and values are forged, mass formal education serves a very compelling space for exploring the ideological drivers of contemporary society.

With this in mind, in this research I was especially interested to explore comparatively the ways in which schooling shapes the aspirations and imaginings of the future held by those at the very end of formal secondary education. I wanted to ask high school seniors what they wanted to be when they grew up, and then to unravel the complex set of sociological factors that led them to aspire to particular imaginings of the future. I also wanted to know about the barriers to achieving their aspirations for the future, and the strategies and supports that they used in order to overcome (or not overcome) these barriers. In short, I wanted to better understand in comparative relief what young people in contemporary British and American society consider to be the building blocks of a meaningful life; and I wanted to understand why they think this way. These are issues at the heart of much political and popular discourse in the UK and the US. Indeed, the effective shaping of the aspirations of young people, through schooling, is at the very core of the economic and political ideologies of our respective nation-states. If the children are our future, as Whitney Houston would have it, then schools are the contexts in which particular imaginings of the future are given shape, value, and potentiality. I wanted to better understand why certain futures are privileged and articulated through experiences of schooling, and how these may be similar and different in the post-recession realities of everyday school life in the US and the UK.

In order to do so, during 2014-2015 I spent several days each week with seniors and their teachers at a school I call Bronx High School. By adopting this classic ethnographic methodology of socio-cultural anthropology, I hoped to immerse myself in the

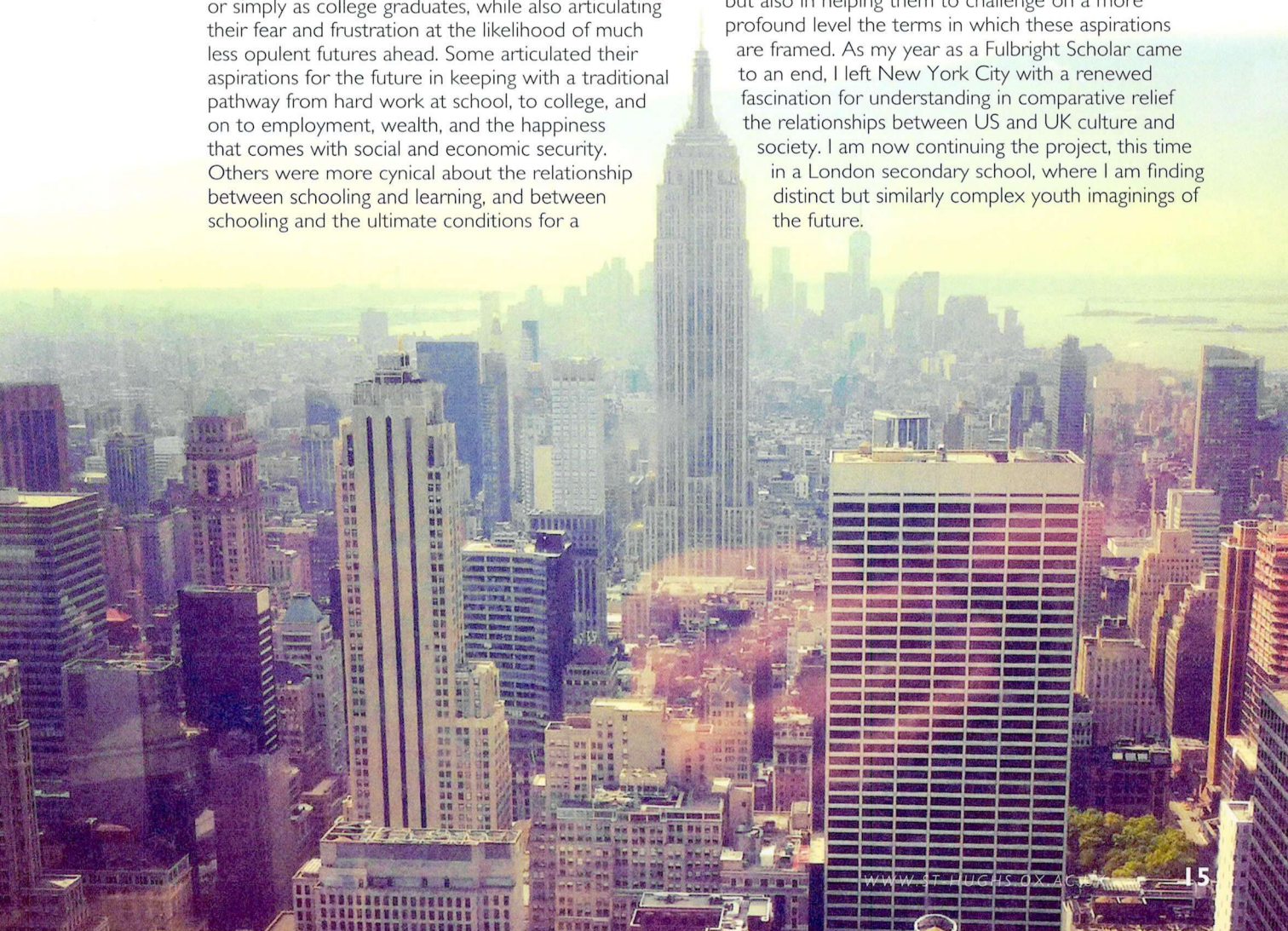


everyday life of the school, documenting mundane, cumulative, momentary articulations of ideas about aspiration and the future, mainly through observation, conversation, and interview. Fortunately for me, schools are inherently future-gazing spaces: most activities and conversations, are directed towards a future task, an impending examination or assessment, a future status as college student, college dropout, worker, or even grown-up. This meant that every day at Bronx High was a good day for exploring youth imaginings of the future.

This is not to say, however, that these imaginings were articulated in a simple or straightforward way. In fact, one of the more compelling emerging findings of the research is the complex, multiple imaginings of the future that individual students are able to maintain concurrently, even when these imaginings may at first seem mutually exclusive. Students must also navigate the contested nature of the futures imagined for them by (and in relation to the relative futures of) the school, the City, or broader US society. As suggested above, Bronx High was home to a range of students, many of whom were much more familiar with generational patterns of entrenched disadvantage in The Bronx than they were with the sparkling affluence of near-distant Manhattan. In reconciling their experiences of disadvantage with the powerful message of potential future success and happiness underpinning the school's articulation of the American Dream, many students would at once imagine a future as pro basketball players, rappers, lawyers, philanthropic businesspeople, or simply as college graduates, while also articulating their fear and frustration at the likelihood of much less opulent futures ahead. Some articulated their aspirations for the future in keeping with a traditional pathway from hard work at school, to college, and on to employment, wealth, and the happiness that comes with social and economic security. Others were more cynical about the relationship between schooling and learning, and between schooling and the ultimate conditions for a

meaningful life (even if they were on their way to college anyway – just in case). Others still had no clear vision of what the future would be like, but were on the way to college because that was their normative framework for navigating early adulthood. Drawing metaphorically from the realm of quantum physics, over the course of the project I developed the concept of quantum personhood as a means of understanding these complex, multiple imaginings of future selves – the uncertain, entangled, seemingly incongruent but ultimately coherent articulations of individual and collective social identity, expressed in the present but always in relation to past and potential future versions of who we are and may be.

In June 2015, as I attended the high school graduation ceremony for seniors at Bronx High (including some of those mentioned above), I had cause to reflect on the truly profound impact that this research experience had on me, both personally and professionally. I learned a lot from the gracious, welcoming high school seniors and teachers who allowed me into their lives during the school year. This was not only in terms of their particular articulations of aspiration and the future, but also in terms of developing a critical perspective on the broader concept of aspiration as it is understood and articulated in late modern capitalist societies like the UK and the US. Adopting this kind of critical approach is crucial not only in helping young people to overcome risks and develop resilience in achieving their aspirations, but also in helping them to challenge on a more profound level the terms in which these aspirations are framed. As my year as a Fulbright Scholar came to an end, I left New York City with a renewed fascination for understanding in comparative relief the relationships between US and UK culture and society. I am now continuing the project, this time in a London secondary school, where I am finding distinct but similarly complex youth imaginings of the future.





My DPhil in 50 Words

Matt Nolan

DPhil Clinical Neuroscience

My DPhil is in Clinical Neuroscience, where I'm working on the genetics and neuropathology of Motor Neuron Disease. Neurodegenerative diseases are characterised by the abnormal accumulation of proteins within neurons, which contribute to their degeneration. I'm looking at why some neurons are more susceptible to this disease pathology than others, and whether this is caused by tiny differences in the genome between neuronal subtypes.



Alex Hess

DPhil Inorganic Chemistry

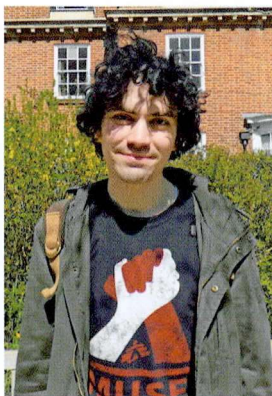
My research is concerned with using mechanically interlocking molecules, synthesized using anionic templates found in nature such as chloride and nitrate. This approach creates the equivalent of a molecular scale 'Cinderella shoe' which can be applied to highly selective anion sensing, with relevance to environmental science and biology.



Robin Malloy

DPhil Engineering Science

I am testing earthquake protection devices called buckling-restrained braces (BRBs) using hybrid testing. Hybrid testing analyses how a structure would respond to an earthquake by creating a feedback loop between a test rig which loads the BRB in real-time and a computational model of the remainder of the structure.



Nicolas Stone Villani

DPhil History

How do we avoid factions, revolutions, and conspiracies by fanatics? My thesis looks at the way Aristotle answered these questions and how his discussion of the means of preserving the state informed early modern political discourse.



Shuangmiao Han

DPhil Education

My doctoral research is an interdisciplinary policy analysis focusing on the use of policy experimentation in Chinese higher education reforms. It argues that policy experimentation is a mechanism to initiate changes—the convergence and discrepancies between the state's reform intentions and universities' institutional practices shape the higher education reform landscape.



Rachel Wheatley

DPhil Plant Sciences

I am conducting microbiology and genetics research on *Rhizobium leguminosarum*, a soil bacterium that forms nitrogen-fixing symbioses with agriculturally important leguminous plants, such as pea and lentil. In this symbiosis the bacteria provides the plant with nitrogen it requires to grow, increasing crop yield and relieving the requirements for nitrogenous fertiliser application.



Catherine Haslam*DPhil Organic Chemistry*

Antimicrobial resistance is a global health issue, caused in part by a lack of new antibiotics, and antibiotic targets. My DPhil addresses this problem through the development of chemical probes for a new antibacterial target, providing vital information for the rational design of novel antibacterial drugs.

**Vichaya Mukdamanee***DPhil Fine Art*

Responding to the question regarding the role of "Buddhism" in Thai contemporary art, I use my own artistic creative process as the personal learning operation to look at Buddhism in a form of knowledge that can be generated and learned via the practicing action and the performing mechanism of the body.

**Josh Bull***DPhil Systems Approaches to Biomedical Science*

Normally, your immune system keeps you safe from hostile bacteria or viruses and other threats. But in cancer, tumours reprogramme immune cells to become invisible to your defences. I use maths to predict drug targets to make the tumour visible again, so that your own cells can destroy the cancer.

**Jochen Wolf***DPhil Atomic and Laser Physics*

In my research, I will trap two Calcium ions in a vacuum, using electric fields. I will then use lasers to manipulate their states. Each ion can store one quantum bit of information, two of them make up the building blocks of a quantum computer, which could greatly advance science.

**Rebecca Pullon***DPhil Healthcare Innovation*

There is a lack of data to inform hospital charts used to monitor sick women during pregnancy. My research uses vital sign information (heart rate, oxygen saturation, blood pressure, temperature and respiratory rate) collected from women experiencing a normal pregnancy to model expected vital sign trajectories, and therefore create an evidence-based hospital chart.

**Agota Marton***DPhil English*

What do we attend to when we read? How do contemporary writers and literary critics read modernism today? I explore these questions by focusing on the ways in which contemporary fiction reworks modernist aesthetics through its concern with the limits of empathy as a form of attention, knowledge, and care.





Women in Higher Education

by The Rt Hon Nicky Morgan MP (née Griffith) (Law, 1990)

When I was studying at St Hugh's in the early 1990s, I did not give much thought to how I would be treated in the workplace. Coming from an all-girls school and studying at a college which had, until recently, admitted only female students I assumed that I would only be judged on the basis of my abilities not on other people's perceptions of me as a woman. To be fair, the former has been my experience in most of my roles since leaving St Hugh's. But the longer I was Minister for Women and Equalities the more I realised the hurdles women have to overcome and the more I hear women highlighting their lack of choices in the workplace particularly if they are juggling caring for children or elderly relatives.



Part of my role was to lead Government efforts to tackle inequality wherever we find it but also to work with a multitude of different bodies and sectors and support their efforts to increase diversity and acceptance regardless of gender, sexual orientation, or race.

Gender equality in UK Higher Education institutions is nothing short of essential. Universities act as important players in our economy and society, tackling global challenges and shaping the leaders of tomorrow. I should note at this stage that St Hugh's currently has a female Principal and Oxford University has just appointed its first female Vice-Chancellor. And, of course, Theresa May, a St Hugh's alumna, has recently become the UK's second female Prime Minister.

Earlier this year saw the publication of the WomenCount – Leaders in Higher Education Report 2016. The report highlighted that while progress has been made in increasing women's representation in senior Higher Education leadership positions, much remains to be done.

The report tracks progress made since 2013 and was authored and presented by Norma Jarboe OBE who is the founder and director of WomenCount. I was fortunate enough to speak at the launch.

As the report demonstrates, there is no doubt that encouraging progress has been made. Women now hold 28% of prestigious chancellor roles at universities, and in the top tier of academic structures women make up 31% of heads. Compared to 2013, a third of governing bodies are also now gender balanced compared to only a fifth. The report also profiles women recently appointed to senior leadership roles in the Higher Education sector, such as Imperial College's President, Professor Alice Gast, who is their first female president.

One of the messages which really struck me from the report is that the question we face today is 'not why we should have more women in governance and senior leadership roles but how do we achieve it'. We shouldn't underestimate the significance of the fact that people are no longer asking why gender diversity is important – they just want to know how they make it happen in their own organisation.

This is all positive news and current initiatives to increase gender diversity seem to be having an effect. This is in most part thanks to the committed and collective effort by Higher Education funding bodies, sector umbrella bodies and individual Higher Education institutions to increase women's leadership. The Athena

SWAN charter mark especially deserves a mention, and has been embraced as a sector standard. The new Higher Education Code of Governance also includes the important aspiration to have women make up 40% of governing bodies.

However, much remains to be done. It is at this juncture that the importance of gender equality needs to be highlighted again in its own right. Gender equality is not a matter of diversity for diversity's sake. It is not a matter of appeasing women or filling quotas. It is about making sure that women are not held back by stereotypes or unconscious bias and about making sure that women entering higher education have role models to look up to. There are very strong business cases for increasing the number of women in leadership roles, not least because diversity offers better governance at all stages of society.

The truth is that although progress has been made, there is no doubt that women are still heavily under-represented in senior leadership roles in our Higher Education Institutions. The sad reality is that men still chair more than 80% of all governing bodies, and that 78% of all Vice-Chancellors and Principals are still men. This bias is unfortunately not confined to Higher Education – after all, women still only make up 34% of managers, directors, and senior officials across all sectors. This lack of gender equality is not only damaging to the culture of these organisations but also one of the key causes of the gender pay gap.

It is why even though improvements have been made, continuing efforts to maintain the momentum of this positive progress has never been more important. That's why the Government recently announced new regulations requiring large employers to publish their gender pay gap data. It's also why I'm pleased to say that we are supporting the business-led target of 33% women on boards for FTSE 350 companies by 2020. Because although improvements are evident, now is not the time to be complacent.

In terms of Higher Education, however, the government can't do it all. Higher Education institutions remain responsible for the recruitment of their own staff just as private sector organisations are. What we can do however, is to continue to encourage employers in all sectors to recognise and reap the benefits of truly equal and diverse working environments. While the WomenCount report demonstrates that we are moving in the right direction it also shows that we have to continue to be committed to change if we want to get to a place where gender is irrelevant in leadership.

I sincerely hope that the women reading this year's Magazine, current students and alumni as well as academic staff, will all work together to keep the momentum of change up. I want any women thinking of applying for promotion or senior leadership positions to be encouraged to know that there is a lot of support out there for them. And employers should realise that the status quo in terms of appointments and working patterns just simply isn't an option whether in Higher Education, politics, or any other sector.

100 Years from the 1916 Easter Uprising

by Professor Senia Pašeta, Tutorial Fellow in History and Tutor for Women

This year marks the one hundredth anniversary of the Easter Rising, a violent attempt by Irish republicans to end British rule in Ireland. Though a momentous event in itself, the Rising should be understood in the context of a decade of revolutionary activity during which Irish political culture was profoundly radicalised and partition came to look inevitable. It must also be understood in the context of the First World War which was the single most important influence on the political development of modern Ireland.



The connectedness between the War and the Rising was clear to contemporary observers but links between the two were often elided by subsequent commentators, until relatively recently. Yet the links between the commemorations of these two events are also strong. Both present modern governments and other vested interests with considerable challenges as well as opportunities.

The Great War now allows Dublin, Belfast and London to speak of an Irish past which was characterised, albeit fleetingly, by common sacrifice rather than enmity. This provided a useful backdrop to the ongoing peace process, as well as to the effort to highlight improvements in Anglo-Irish relations. The Easter Rising, however, has provided no such opportunity for the celebration of a shared past. Nevertheless, its centenary, like those relating to the Great War, was planned with Anglo-Irish relations and contemporary politics in the Republic of Ireland and Northern Ireland firmly in mind.

IRA and loyalist guns may have fallen silent in recent years, but a number of proxy intellectual and political wars have continued to be fought in Northern Ireland and in the Republic of Ireland about sovereignty, national identities and North-South relationships. History remains central to the perceptions which underpin these: the commemoration of the Easter Rising provoked violence in the past precisely because

it encouraged the airing of profoundly different versions of modern Irish history. These fundamentally different understandings continue to matter because contemporary political agendas and justifications continue to be based on them. But these days, the two main tribes on the island have learned how to defuse or avoid any prospect of direct confrontation over such commemorations.

What has changed since the less diplomatically choreographed, more strident celebrations of the Easter Rising in 1966? The Rising itself and the nationalism it represented has been subjected to searching critiques, set in the context of Irish membership of the European Union, of Anglo-Irish and ongoing relations between the Republic and Northern Ireland, as well as the enormous shift in international opinion on terrorism since 9/11. The armed force wing of Irish republicanism had played its violence out and by this year's centenary of the

Easter Rising sat as part of the cross-party coalition government in Northern Ireland, having renounced violence as a way of achieving its aims. The context in which the violence of 1916 was remembered had therefore changed completely from 1966.

Historians have watched these developments carefully and have, on the whole, adopted an interested yet guarded position on the centenary of the Easter Rising. Wary of earlier attempts to politicise history and aware of the tendency of politicians to recast Irish history, academic or otherwise, as propaganda, historians have been alive to the potential impact of large scale commemoration of the Rising and of their collusion in this. A number of us have been slightly alarmed at times by the sheer scale of commemorative activity and concerned about some directions of travel. But I doubt that I am the only historian of modern Ireland who has been impressed by the originality of some commemorative initiatives and relieved to see the availability of a number of opportunities for the expression of interests of all kinds. Some of us have been relieved at the relative absence of triumphalism, but also exasperated at times by what seem to be highly contrived expressions of broad mindedness and conciliation.

Yet, while many of us have complained about 1916 overload, it would be churlish not to recognise how fortunate we are to work on a period of modern history which continues to excite and which genuinely continues not only to matter to a wide range of constituencies, but which also continues to shape the way many people think about the past and the present in the two Irelands. Very few historians work in fields or periods which attract as much public and institutional attention and therefore, which provide all sorts of possibilities for dissemination of research and the development of our field.

The effect of this has been to produce much public history, through live events, TV, radio and newspaper articles, that tells the story of the Easter Rising in ways that were not possible 50 years ago. We now see the Easter Rising of 1916 not only through the eyes of its leaders and their supporters, but also through the eyes of others caught up in the mayhem; through the eyes of British troops and the Royal Irish Constabulary (RIC); and through the eyes of those killed, most of whom were not among the rebels and had not chosen that fate. At the same time, we have not lost the story of the rebels themselves, a remarkable and unusual group of individuals. Some might argue that the result of this expansion of interest is a failure or refusal to deal with some of the hard questions posed by the Rising and its political legacy. They have a point, but new questions, some of them equally challenging, about feminism, internationalism, violence and resistance to the Rising, have in recent years become central to debates about 1916. The commemoration has given them audiences and platforms and debates about the legacy of the Rising have been the richer for it.

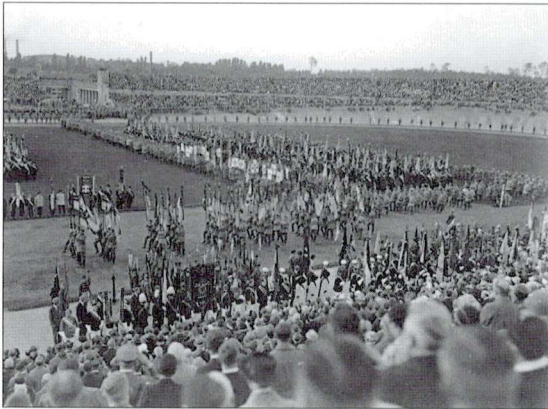
Cumann na mBan – the female wing of the Irish republican movement



1916-2016 Olympics

by Helen Popescu (English, 2006), Publications Officer

The first modern Olympic Games took place in its ancient birthplace, Athens, in 1896. In the 120 years since, the Olympics have been cancelled on three occasions, every time because of international conflict: in 1916 (World War I), 1940 and 1944 (World War II). On the 100th anniversary of the 1916 phantom Olympic Games, Helen Popescu examines the history of this first cancellation in the modern era, discusses the threat posed by the Zika virus to the 2016 Olympic Games in Rio de Janeiro, Brazil, and raises questions about the wider international context in which the Games of the XXXI Olympiad took place.



The opening ceremony for the Olympic Stadium in Berlin, 1913

At the closing ceremony of the 1912 Olympic Games in Stockholm, International Olympic Committee President Pierre de Coubertin looked to the future with confidence and optimism: 'A custom has arisen that the last word spoken shall be to salute

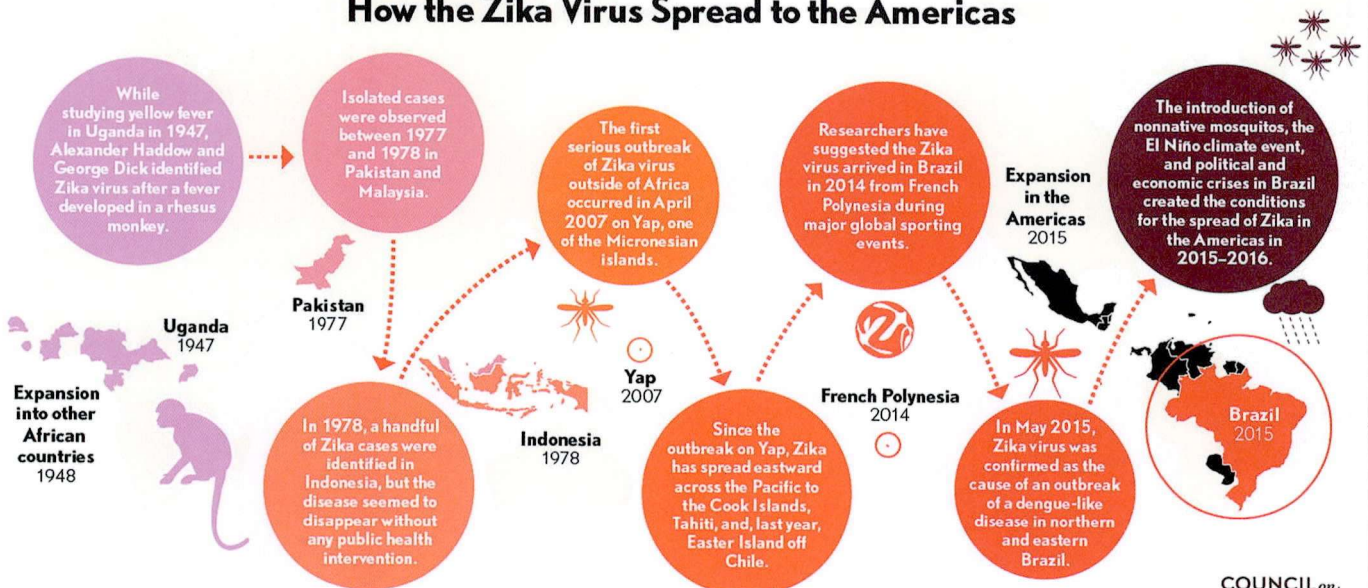
the dawn of the Games to follow. In the name of the International Olympic Committee, raise your glasses in honour of the sixth Olympiad.' He continued, stating fatefully, 'May it be prepared in the fruitful labour of peaceful times, may it be celebrated when the day comes, by all peoples of the world in gladness and concord.'

When war broke out in July 1914, Coubertin had been hoping to step down as IOC President. However, the swelling conflict changed his plans. He enlisted in the French Army, and entrusted the leadership of the Committee to Swiss Baron Godefroy de Blonay. In 1915, the Olympic headquarters were moved to Lausanne in neutral Switzerland, where they remain to this day.

Although there was great confidence in a 'rapid war and certain victory' at the time, the growing hostility spilled into sport. Former Oxford Blue Boat rower, artist, and critic Sir Theodore Cook was one of the three British representatives on the IOC. 'It seemed to me that sport with Germany as a comrade had become impossible,' Cook later said when asked why he had called for Germany to be expelled from the movement, and resigned his membership of the Committee. For its part, Germany refused to withdraw as host from the Games. As war continued to rage on, it became evident that the only way for the Olympic Games to maintain neutrality was to cancel the event altogether.

As soon as the war ended, Germany, alongside the other Central Powers (Austria-Hungary, the Ottoman Empire and Bulgaria) was excluded from the Olympic movement for the 1920 Games. While the other three nations were invited again for the 1924 Summer Olympics in Paris, the ban on Germany was not lifted until the year after. It would be another 9 years before Berlin infamously hosted the Olympic Games in 1936 - the first to ever be broadcast on television and, ironically, the first to introduce the Olympic torch relay. At the height of Hitler's Nazi regime, in a

How the Zika Virus Spread to the Americas



Sources: CDC, New York Times Credits: David Foster, Laurie Garrett, Doug Halsey, Gabriella Meltzer

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highly politically charged context, there were more Swastikas showing than Olympic flags.

The subsequent cancellation of the 1940 and 1944 Games, in a world shaken by World War II, was the last time the Olympic Games did not take place as planned. Fast forward to the Games of the XXXI Olympiad – the 2016 Olympics held in Rio de Janeiro, and the threat of cancellation resurfaced, this time as a result of the rapid spread of the mosquito-borne Zika virus.

The current Zika epidemic started in May 2015, when the first case was confirmed in Brazil, and it was declared a Public Health Emergency of International Concern in February 2016. In light of this, there has been mounting international pressure to cancel the Olympics, including an open letter to the World Health Organisation signed by 150 international experts demanding that the Games be postponed or moved away from Rio. Amir Attaran, a Law and Medicine professor at the University of Ottawa and one of the leaders of the campaign, claimed that it was 'socially irresponsible' and 'ethically questionable'. The WHO has responded by asking the Zika Emergency Committee to examine the risks posed. At the same time, the Brazilian government has pointed out that the number of cases has declined from 7,700 at the beginning of 2016 to 700 in May, as Brazil moves into the winter season, and that the nature of a visitor's exposure will differ significantly to that of a local.

Celebrating the Olympiad always brings into sharper relief global issues which contradict the Olympic spirit of celebrating sport, culture, and education without discrimination, in an atmosphere of understanding, friendship, solidarity, and fair play. The refugee crisis which reached a critical point over the last 18 months could not be further removed from these ideals. In an attempt to draw attention to the magnitude and severity of the crisis, the IOC supported ten refugee athletes to compete at Rio.



Yonas Kinde, one of the members of the Refugee team

The athletes competed for the Refugee Olympic Team, and marched behind the Olympic flag at the opening ceremony, ahead of host nation Brazil. Four male and six female athletes from South Sudan, Ethiopia, Syria and the Democratic Republic of Congo competed in judo, athletics and swimming. Thomas Bach, the IOC President at his first Olympic Games, spoke movingly about the motivation behind this: 'These refugee athletes will show the world that despite the unimaginable tragedies that they have faced, anyone can contribute to society through their talent, skills, and strength of the human spirit.'

Bach poignantly echoes the spirit of Pierre de Coubertin's words 100 years ago, and gives pause for thought. Even after two World Wars and many other momentous historical events, and in light of unimaginable technological, economical, and political development, could it be that the need for 'gladness and concord' has never been greater?

Women in Sport at St Hugh's

by Helen Bridgman (Engineering Science, 2014)

My name is Helen Bridgman and I have just completed my 2nd year of Engineering here at St Hugh's. With Rio around the corner, I have been asked to discuss my experiences of sport at Oxford. Sport is a massive part of my life, some would say obsession. I took to football at a very young age and currently play for Oxford University Women's Blues. This season 2015/16, I was elected President of the Women's Football Club.



What inspired you to play football and where did you play football prior to university?

Growing up as one of four sporty sisters, everything was a competition. Whether it be who could swing highest at the park or run fastest to the shop, there was always a race. My older sister played football for her primary school team and so it was natural that I should follow suit, that was as soon as I was tall enough to not trip over the ball. Realising it was a sport I enjoyed, I joined the local boys' team. I played with them until the age of 9 when I was scouted by Chelsea to join their academy. I enjoyed 6 seasons at Chelsea playing at their Cobham Training ground and travelling the country at weekends to play teams such as Arsenal, Charlton, Fulham and Portsmouth. Despite an unsuccessful England trial, I flourished at Chelsea playing Centre Midfield and also captained the Surrey girls team. Whilst working



towards my GCSEs I was sadly dropped by Chelsea. The selection process each year was brutal, dare I say more so than Oxford interviews! Despite feeling very fortunate to have survived 6 seasons, to lose my place hit me hard. At 18, I was successful in a trial with Fulham Ladies and am fortunate to still be on their books today, playing matches and training with their firsts or reserves during vacations.

How was your first season in the Oxford Blues team?

As a nervous fresher, I attended the University football trials; little did I know how large a part of my life OUW AFC would become. In my first year, I was fortunate enough to play in a team of incredibly talented players. We won our league and reached the final of the National BUCS Cup. Our efforts were recognised by the University when we received 'Team of the Year' at the annual sports presentation evening.

What challenges did you encounter as President of the club?

Going into my second year, I was keen to give something back and with a fresh head of ideas for the club's future, I was elected President. The role was far more demanding than I had imagined, but at the same time incredibly rewarding. After several seasons without a sponsor and limited funds, we managed to secure sponsorship from CQS, a hedge fund firm. As a consequence, we were able to purchase new kits, equipment and hire more coaching staff. The role entailed hours of organisation, negotiation, and endless email writing, something which as an Engineering student did not come naturally. Despite my best efforts to host a joint men's and women's football Varsity event for the first time in line with rowing and rugby, this was not possible. I have, however, built bridges towards achieving this and am confident it will become a reality in years to come, demonstrating equality for women and promoting women's football.

How do you juggle your sporting commitments, academic deadlines, and social life?

What social life?! In seriousness, it is by no means easy. Studying at Oxford with so many deadlines can be incredibly stressful, especially when you are attempting to fit extracurricular activities into your schedule too.

Many students take on roles of responsibility and at times fitting everything into the day can seem impossible. You quickly learn to prioritise and develop your organisational and time management skills. I view sport as a great form of stress relief and believe training each day helps maintain my focus even through the most boring lectures. Sleep and eating healthily are also essential; even if it means my friends laughing at my 10:30 bedtime and bulk made frozen meals. And yes, sacrificing the odd night out is sadly sometimes necessary.

What is the future for women's football?

Women's football has been rapidly growing for several years in the UK, especially after the success of the Lioness' campaign at the World Cup. I believe perceptions are beginning to change; people are beginning to see women's football as genuinely competitive. The men's team may be fitter and stronger but the women's game is very tactical. Equality of pay for female footballers is a long way off but steps are being taken in the right direction by increasing media coverage of women's games. Opinions and funding issues are not going to change overnight but the women's game certainly has a bright future.

What are your plans for next year?

I am looking forward to getting back into my boots and beginning pre-season with the Blues in September. My main ambition for next year is to finally set up a St Hugh's Women's Football team. There seems to be sufficient interest so I look forward to pursuing this venture and hopefully inspiring more women to take part in the beautiful game!

Women in Sport *at St Hugh's*

by Lucy Farquhar (Engineering Science, 2015)

Oxford is a place known for its academic success, and sometimes the sporting excellence that takes place on the side-lines can be less noticeable in comparison. Sport plays a fundamental part in many people's lives here and I am lucky to be one of them.

I have been taking part in Triathlon since I was eleven years old, by just competing in local races initially. Then I realised what great fun doing three sports all at once was. I started training with the best swimmers, cyclists and runners I could find locally, as where I live in Holmfirth Triathlon was a sport most people had not even heard of at the time. I travelled to Leeds and York to do sessions with the Yorkshire Academy and then started competing nationally. I still remember my first open water swim in a lake near Pontefract, I took 20 minutes to get in and was hyperventilating the whole time. For the last few years, I have been competing in the Triathlon 'Super Series', which are races where the best junior and senior triathletes in the country compete. As a junior (Under 20 Woman) I have to do 750m swim (open water), 20km bike and a 5km run. Last year I was ranked 11th.

Training and studying Engineering at the same time is sometimes unbelievably hard, but for me doing one or the other was not an option, and it is great to be in a place with so many other like-minded people. Since being at Oxford, I have enjoyed the company of some great athletes who were already established here, and through training with them managed to get some great race results. We are trying to prove that you can combine high level sporting success with study, and it is a massive privilege to show people, especially younger athletes, that competing in Triathlon to potential world standard does not mean giving up on academia. This year, I ranked 8th in the BUCS Duathlon and 10th in the National Duathlon after training hard with the Oxford University Cross Country Club on my running (Duathlon is a 5km run, 20km bike followed by another 2.5km run!). I was also 3rd at the Varsity match this year against some very experienced athletes, contributing to an overall Oxford win! But given that Triathlon is made up of three separate sports this offers opportunities to race in all those sports separately on top of just doing Triathlon itself so this year has also involved training and racing with the Athletics, Cross-Country, Cycling and Swimming Club. I competed in Cross-Countries over the winter and came 2nd in Yorkshire, qualifying to run in the National Inter-Counties Cross-Country as well as competing for the university cross country club on several occasions. Next week, I am also taking part the Henley Varsity Open Water Swimming Race in which a team of 8 swimmers attempt to defeat the Cambridge team over a 2.1km open water swim course.

Undoubtedly, I wouldn't have been able to get the results I have had this year without the facilities and support at Oxford and at St Hugh's specifically. The College is a great place from which to train with great access to Port Meadow and even places further afield like Wytham Woods for running, as well as beautiful countryside in the Cotswolds, North of Oxford, for cycling. The support from my tutors and college staff has been incredible, even with some of my sometimes very unreasonable requests and I can only thank them from the bottom of my heart for this. They have made my life so much easier and allowed me to carry on doing both sport and studying to my best potential.

This year after returning home, I hope to gain a top 5 position in one of the super series races to improve on my current 8th place ranking. I also aspire to be able to compete in the European Cup races series, to race against some of the biggest names in junior triathlon.

Next year is a big year for me as I move into senior elite racing and longer Olympic distance events, requiring even more dedication on my part to training. But I am also looking forward to second year Engineering at what I think is the best college and university environment on the planet.





Spitsbergen Retraced

by Jamie Gardiner (History, 2013)

This summer, Jamie Gardiner will take part in a research and ski expedition to the Arctic islands of Svalbard as part of the 'Spitsbergen Retraced' project, filming the journey in conjunction with production company Talesmith.tv.



Jamie Gardiner, with pulk

Over the course of thirty days, Jamie and five others will attempt to ski the exact route of a 1923 Oxford expedition to the Arctic island of Spitsbergen that has not since been repeated. As the expedition historian, Jamie played a key role in piecing together a picture of the 1920s expedition from forgotten papers, maps and journals in the RGS, Scott Polar Research and Bodleian archives.

The discovery of some fifty black-and-white photographs taken by the

original team provided the main scientific research focus. The team aims to retake as many photos as possible in order to provide incontrovertible visual evidence of the profound glaciological changes occurring in Spitsbergen. They will supplement their photography with selected 3D drone mapping of the glaciers, as part of a project in conjunction with the University Centre in Svalbard.

Andrew Irvine and Geoffrey Milling, the youngest members of the 1923 Expedition.



To reach the start point of the 1923 expedition, the team will need to travel for fourteen hours by chartered yacht through the Hinlopen Strait. Svalbard, the name given to the collection of islands of which Spitsbergen is the largest, occupies a unique position at the apex of the Gulf Stream. A number of ocean currents makes it extremely hard to predict the extent of ice movement in the strait. The currents are also responsible for the region's reputation for the highest density of polar bears on the planet. To maximise their safety, the team will conduct a twenty four hour

system of bear watches as well as travelling with a pair of Greenlandic husky dogs. The dogs act both as an advance bear-warning system, but they should also serve as a valuable boost to morale likely to suffer in the face of an endless diet of dehydrated curry.

It is hoped to make landfall on 29th July, exactly ninety three years after the original Oxford Expedition. After that the group will spend roughly thirty days skiing across the ice. This is ample time to complete the 180-mile crossing, even with 80 kilogram 'pulk' in tow. However, it's necessary to factor in Svalbard's notorious storms, which left the 1923 expedition tent-bound for three days. In addition, the team comprises several keen mountaineers hoping to pursue new routes in the remote Atomfjella Mountains halfway in land, as well as repeating ascents of the highest mountains in Spitsbergen.

The mountaineering phase has a special resonance with the 1923 expedition since two of its members, Andrew

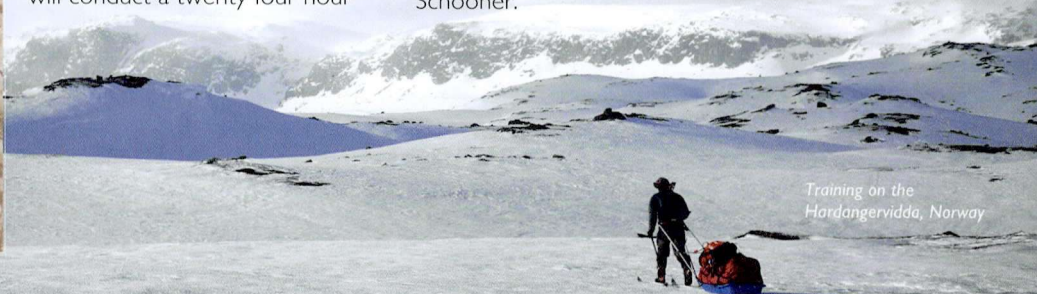
Irvine and Noel Odell subsequently took part in the unsuccessful 1924 Mount Everest Expedition. Tragically Irvine, aged only twenty two, disappeared high on the summit ridge with George Mallory. However, as his diary recalls, it was through climbing in Spitsbergen that Irvine's appetite for mountaineering really took hold. Odell, some years his senior and already an experienced member of the Alpine Club, was able to recommend him to the Everest committee.

Perhaps fittingly, Odell was the last member of the Everest expedition to see Irvine alive watching through a telescope from base camp as his one-time climbing partner disappeared into the clouds at 28,000 feet on the North East Ridge. The 5,000 foot summit of Mount Irvine in Spitsbergen bears the name of its first ascensionist and looks across to the peak now named Mount Mallory.

Preparatory ski, mountaineering and camp training have taken the team to Chamonix, Norway, the Scottish Highlands and in a somewhat surreal turn of events, a two day polar bear briefing in Dartmoor. Jamie will be joined by three other undergraduates, a glaciological specialist from Norway and Stephen Pax-Leonard, a fellow in anthropology at Exeter College who has already circumnavigated Svalbard in a 1905 Dutch Schooner.



Training in the Scottish Highlands



Training on the Hardangervidda, Norway

St Hugh's College Archive

by Amanda Ingram, College Archivist

I have been in post as St Hugh's first professional archivist since April 2009, prior to which, the archive material was managed by the Librarian. I work part-time (2½ days a week) and, for the rest of the week, I am the archivist at Pembroke College.



The main task when I first started was to catalogue the existing collection to archive standards (known as ISAAD/G) and re-package it. This involves using acid-free folders and boxes, with photographs being housed in sleeves made of an inert polyester called Melinex. This project is now complete but there are always new accessions and material that is discovered in cupboards and cabinets around college to be dealt with! This has included a small suitcase of artefacts relating to Ethel Seton (Fellow 1925-1974) and a letter from poet Philip Larkin to Rachel Trickett (Principal 1973-1991). Sometimes these can also be quite large collections, for example I have recently finished cataloguing the papers relating to the construction of the Maplethorpe Building.



Another key aspect of the role is answering enquiries, both from colleagues within college and external researchers. Most enquiries relate to individuals, often from a family history perspective. However, we are also visited by people researching aspects of women's education and social, architectural and cultural history. The archive also offers practical support to the college by providing historical information, for example decisions made by committees, details on previous

Top: One of Aung San Suu Kyi's many awards that we hold, this one from 1997.

Above: Probably the oldest thing we own – a silver beaker, 1688

building works, and the provision of material for exhibition. Recently, we acquired three very attractive display cabinets and we now run a new exhibition in the Library each term. These have included library history, significant alumnae and, this term, sport at St Hugh's. This is an excellent opportunity for items from the archive to get some exposure.

I have also recently taken on the management of the college 'chattels' which includes the silver collection, furniture, sculpture and other items of value for example clocks, rugs and decorative pieces. I also assist the Art Fellow to manage the College's art collection.

Left-to-right:

Patients and nurses at the head hospital.
The 1907 hockey team.
The College Council in 1928.



In addition to the traditional archive tasks, my role also includes records management which relates to the co-ordination and transfer of contemporary records, both paper and digital, into the archive. The latter is a particularly challenging area as digital material is much harder to maintain, particularly when looking at long term preservation. A good example of this is the capture of material from the JCR where business is now conducted almost exclusively via email and social media!

As well as files that have been created digitally, I also have an ongoing project to scan older material, both to preserve it and to enable it to be accessed more easily. I have most recently been working on the College newsletters/magazines including *The Chronicle* and *The Imp* and these can now be accessed via our website <http://www.st-hughs.ox.ac.uk/discover/archive/publications-online/>. In addition, I will soon begin to add images and other documents to the college website which I hope will be interesting for people to view.

I have also digitised *The Fritillary* which was the magazine produced jointly by the women's colleges from 1894-1931. We are still working on a joint website but they can currently be found here

<https://issuu.com/oxfordwomenscollegeshub>

The St Hugh's Archive is also home to a very unusual collection – that of the Head Hospital that was stationed here during WWII. In addition to the patient records from the war period, there are also records relating to the subsequent research projects investigating the impact of brain injury. Neurologist Ritchie Russell and his protégé Freda Newcombe continued to work with a selected group of veterans right up until Freda's death in 2001. In 2012, we were awarded a major grant from The Wellcome Trust which enabled us to fully catalogue and repackage the collection and this now makes it more accessible for researchers, particularly those interested in the history of medicine.

I am always happy to receive material that is directly relevant to the College or to its past students, Fellows or staff. Recently, this has included significant donations of family letters of Alicia Percival (m. 1921), letters of Phoebe Llewellyn-Smith (m. 1935) and a photograph collection relating to Sydney Alsford who was chief instructor at the Headington Hill Hall rehabilitation centre during WWII. I am also particularly interested in any material relating to clubs and societies as we have very little of this in the archive.

The role of archivist is always interesting and it is very rewarding to be able to provide useful material to researchers. I hope that our long term project to make more material available online will enable more people to share in and enjoy the history of the college in the future.

Development News



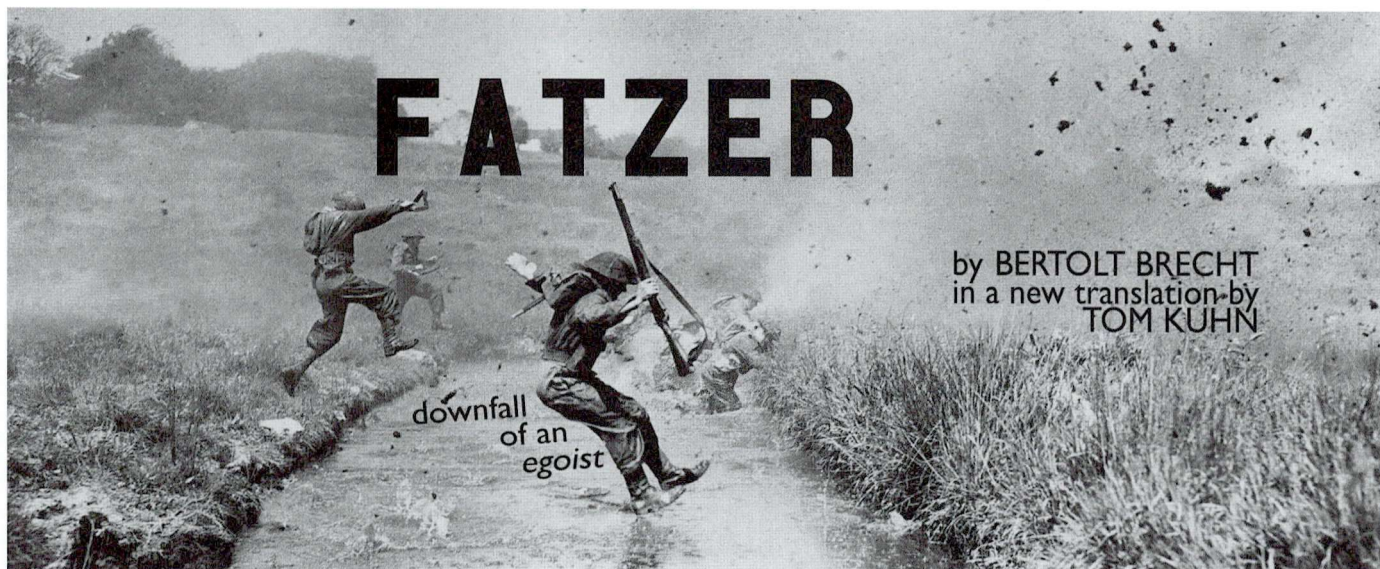
The Principal and Fellows of St Hugh's are delighted that James O'Shaughnessy (Philosophy, Politics and Economics, 1995) was elevated to the House of Lords by the former Prime Minister, David Cameron, for his service to education and public policy. James worked as the Prime Minister's Director of Policy between 2010 and 2011. Previously, he had worked for the Conservative Party as Director of Policy and Research from 2007 to 2010. During that time, he was responsible for developing the party's 2010 General Election Manifesto. Prior to this position,

he was appointed Deputy Director of the think tank, Policy Exchange, responsible for their award-winning research programme. James has always been a passionate advocate for the transformational power of education and has authored and edited several publications as well as proposals on Academies and Free Schools. In 2013, James set up Floreat Education based on a simple idea: that education is as much about developing young people's character strengths and virtues as it is about developing their academic knowledge. Dame Elish says, 'I am delighted for James that all his hard work has been recognised in this way. He joins a growing list of St Hugh's alumni in the political and educational sectors, working to improve the lives of many.'

On their recent visit to St Hugh's, the Ho family generously donated a triptic of paintings which will be exhibited in the Ho Seminar Room in the China Centre. Painter Natalya Ho, 17, chose the central image very carefully because she feels that the mandala is more than just a decorative pattern.



In her own words, 'the four sections, with the lotus at the centre, depict the artwork into a division of the four elements – metal, wood, water and earth – in the cycle of generation and control. The lotus, on the other hand, is associated with purity, spiritual awakening and faithfulness in Buddhism.' The whole work is called The World Within, and the Principal was delighted to accept the gift on behalf of the Fellows and staff of the College. 'This gift illustrates in so many ways the important relationship St Hugh's has had with the Ho family over many years and many generations. I am immensely impressed by Natalya's talent and welcome the family's new generation's connections to College.'



The 15th International Brecht Society Symposium was held in late June, with St Hugh's hosting the event for the first time. Founded in 1970, the theme of the symposium this year 'Recycling Brecht', exploring the ideas of Brecht both as a recycler of ideas, as well as ways in which his work has been re-imagined. The symposium's ambitious cultural programme included a performance of a new translation by Dr Tom Kuhn, Tutorial Fellow in German at St Hugh's, of *Fatzer: Downfall of an Egotist*. As another first, we used CrowdFunding to help support this important aspect of the symposium, raising over £4,000 in two months. This was a very welcome contribution to the costs of the event and thank you so much to all of you who helped support such an important initiative.

Leaving a Legacy for Future Generations

Arlene Paterson, Fundraising Manager

Oxford has a long and distinguished history of benefitting from legacies. Much of what we see around the University is the result of the generosity and investment of generations past. Legacy gifts can transform the lives of our students and these gifts, large and small, have helped shape the University into the world-class institution it is today.



Funding for the Mary Gray Allen building came from a bequest in the 1920s

St Hugh's was born of the legacy Elizabeth Wordsworth received from her father, enabling her to buy the College's first house in 1886. It was her vision to provide access to an Oxford education for women from less fortunate circumstances that led to the purchase.

The College's first legacy gift was received in 1915 from Clara Mordan. This gift was truly transformational, enabling the St Hugh's Council to purchase a house and four acres of grounds of a house at St Margaret's Road and Banbury Road, the beautiful site we know today in North Oxford.

In the 1920s, the College received its first residuary legacy gift again from Clara Mordan, after the passing of her residuary legatee, Mary Gray Allen, which enabled the College to expand further through the purchase of the property freehold, lawn, an adjoining house, and the addition of the Mary Gray Allen wing to the Main Building. Another bequest in the 1940s led to the establishment of the endowment fund, which St Hugh's continues to rely upon today for significant projects, research and student support.

Legacies continue make a significant and lasting contribution to College. Since 2000, St Hugh's has been very fortunate to receive over £3,600,000 in legacies from alumni and friends who invested in our future. Almost 200 alumni and supporters have pledged to leave a legacy, with the vast majority of these donors also making contributions during their lifetime.

In the past academic year, two supporters have told us that they have made provisions for College totalling over £1.5m which will go a long way to securing the future of College for students regardless of their financial or social background.

To find out more about how you can continue this tradition by leaving a gift in your Will, you can contact the Development Office at +44 (0)1865 274958, email development.office@st-hughs.ox.ac.uk or visit our website www.st-hughs.ox.ac.uk/alumni-friends/supporting-college.

Bruce Lawrence

Director of International Alumni Engagement and Development

Bruce Lawrence recently joined St Hugh's in a new post as Executive Director of International Alumni Engagement and Development.



Coming from the small state of South Carolina in the United States, I am thrilled to join the St Hugh's Development team and help increase our engagement of the over 2,600 alumni living outside of the UK. For the past decade I have been working with charities across the US and I look forward to bringing that experience to Oxford as we begin to expand our alumni networks around the world. I recently married a Linguistics Fellow at St Hugh's and, when we are not in the States, we live in College with our Border Terrier named "Don" who is quite fond, as are we, of the beautiful gardens and wonderful community here. Coming to Oxford as an outsider was daunting at first but the incredibly welcoming community here at St Hugh's has been wonderful and made this Southerner feel right at home.

In the coming months we will be establishing a North American Alumni Association and begin assembling a board of volunteers to help organize regional events for our alumni throughout the United States and Canada. So far, I have had the great honour of meeting with alumni in the Washington, DC and New York City areas and I am looking forward to upcoming meetings in the San Francisco Bay area and Philadelphia, PA. As we expand our reach to alumni in the US, we are also reaching out to alumni across Europe and Asia with events already being planned in Munich and Hong Kong. In addition to increasing our engagement of our alumni abroad, we are beginning to do more in College for our International students with a number of annual events including a Thanksgiving celebration graciously hosted by the Principal in her lodgings, a Chinese New Year party, and a traditional Diwali evening featuring performances from students, fellows, and staff.

I have already been inspired by the brilliant alumni I had the good fortune of meeting in the US earlier this year and at recent events in College. Your accomplishments, combined with your passionate commitment to St Hugh's and your incredible generosity over the years, are remarkable. You, the alumni community of St Hugh's, are our greatest asset and I look forward to meeting many more of you in the months and years to come. If you are interested in helping to establish an alumni association in your area, hosting a local gathering of alumni, sponsoring a regional event, or have suggestions on how we may communicate and engage with you better, please do let me know. You can reach me directly via email at bruce.lawrence@st-hughs.ox.ac.uk.



Anne Burns – *Breaking through Brick Walls*

by Helen Popescu (English, 2006), Publications Officer

In 1935, Anne Pellew arrived at St Hugh's to read Engineering Science, becoming the first ever woman at College, and only the second woman within the University, to do so. Four years later, the Haworth-born daughter of Major Fleetwood Pellew, a descendant of the Napoleonic War naval hero Sir Edward Pellew, graduated with a First. She had also won the previously men-only Edgell Shepee scholarship for Engineering Science, as well as a Blue for hockey and a Half Blue for squash.



Unfortunately, the sight and noise of her whizzing around Oxford in a sports car had been a little less popular, and the proctors promptly impounded the offending item. Anne's time at Oxford was only the start of a hugely accomplished career, and an eventful and adventurous life.

When Anne graduated on the eve of World War II, there could be no greater need for her engineering knowledge and her inquisitive nature. Her research on Rayleigh-Benard convection alongside Professor Richard Southwell had already been published in the Royal Society's *Proceedings*. She

joined the Royal Aircraft Establishment (RAE), qualifying for a pilot's licence and becoming involved in flight testing programmes for the RAF. Anne spent her entire working life at the RAE until her retirement in 1976, and it was also here that she met her husband, Denis Owen Burns. They were married in 1947.

After the war, she worked as a flight test observer, playing a central part in investigating some of Britain's most significant aircraft accidents. When two British Overseas Airways Corporation planes disintegrated at over 25,000 feet over the Mediterranean in 1954, it was recently-promoted Principal Scientific Officer Anne Burns who led the investigation team at the RAE. Recalling her experimental flights at 40,000 feet, which led to the eventual detection of metal fatigue in Comet jet airliners, Anne wrote, 'We just flew about, waiting for the windows to fall out'.

Her bravery and the contribution she made to aircraft safety were recognised a year later, when she received a Queen's Commendation for Valuable Services in the Air. The Royal Aeronautical Society awarded her the R.P. Alston Medal in 1958 for the same project, and its Silver Medal for Aeronautics in 1966. A second Queen's Commendation in 1963 rewarded her research into low- and high-level turbulence. In what had become typical of Anne, she became an expert on clear air turbulence by investigating this rare phenomenon of 'brick walls' in the sky in a fragile glider with an outboard engine that could be switched off.

Even while away from work, Anne could not long keep her feet on the ground, and took up gliding alongside her husband Denis in 1954. She became the first female British Gliding Champion in 1996, and at one point held eight world and 20 national women's gliding records, including those for the longest distance on her first solo cross country flight, and for absolute altitude and gain-of-height. In spite of incidents such as being struck by lightning and momentarily incapacitated at 34,000 feet above the ground, Anne persisted in her brave pursuits.

The first woman glider pilot to cross the Channel in 1957 ended her very successful career after setting several other records, in August 1977, when a bird strike caused her to exit her glider less than ceremoniously with her foot caught in her parachute shrouds. This earned her membership of Leslie Irvin's notorious Caterpillar Club, for people who have successfully used a parachute to exit a disabled aircraft. Anne's propensity for breaking records ensured that she ticked another one off in this instance, becoming the oldest person (aged 62) to be welcomed by the Caterpillar Club.

Her determination then turned to fly fishing and snooker, in which she won further awards, and, after Denis passed away in 1990, to gardening and bowls. Anne died in 2001, aged 85. Her extraordinary thirst for knowledge and the fearlessness with which she approached its pursuit shine through reminiscences of her life.

A Career Development Fellowship in Engineering Science is planned, dependent on raising the necessary funds. This will further enhance the provision for teaching the subject at St Hugh's.

Skies

by Alison Brackenbury (English, 1971)

Published by Carcanet, www.carcanet.co.uk

***I am cycling, in a sensible, bright coat.
A girl comes pedalling quickly by, loose shawls
skidding from shoulders, hitched skirt, silver pumps. I was
that girl. O may she ride her falls.***



One of the many things I learnt at Oxford is that poems are often factually untrue. When, in 1971, I exchanged a sleepy Lincolnshire village for the roar of the Banbury Road, I usually cycled, not in a Mary Quant mini-dress, but in skirts which were dangerously long. A friend of mine once had to be untangled from her cycle chain amongst the buses of St Giles... It is a wonder that any of us survived. My closest friends from St Hugh's know that, although I left with a First and a fiancé, my time there included at least one crashing fall (and not from a bike). But I am grateful for those years of reading work which nourished my own writing, such as *The Testament of Cresseid*, which begins with Robert Henryson standing in his icy room, watching 'fair Venus' blaze. Where else would I have discovered a medieval Scots masterpiece?

I come from a long line of domestic servants and skilled country workers. My mother, a gamekeeper's daughter, became a teacher. My father, from a long line of shepherds, worked first as a ploughboy, then a farm lorry driver. My contemporaries at St Hugh's included the daughter of a miner and the daughter of a don. Grammar schools, full grants, and entrance exams offered new chances for state school pupils. My offer from St Hugh's, for the top scholarship, was for spectacularly low grades. I wonder if my small grammar school – or today's comprehensives – could supply the consistency of teaching needed to ensure the dazzlingly high marks now achieved by the best private schools. Recently I had the honour of judging the creative writing award endowed at St Hugh's by Avril Bruten, one of my most inspiring tutors. I was impressed by the variety of students I met, and by the hospitable Principal's assurance that St Hugh's recruits an above average number of students from state schools. Sadly, I have heard elsewhere that fee increases may be narrowing the social range of students on some of Oxford's humanities courses.

What did I do when I (and my battered bicycle) left Oxford? The editor of *Poetry Review* wrote that I 'went my own way'. I look with admiration (and, honestly, without envy) at college friends with long, distinguished careers in universities, the professions, industry or the media. I learnt at St Hugh's that I could not attempt this, and write. I married, moved to a small town in Gloucestershire, worked in a technical college library, had a child, then worked for twenty-three years, in my oily boiler suit, in my husband's metal finishing business: a tiny part of Britain's vital engineering industry. I bought

the shaggy ponies I could not afford as a child, and haunted the stony hills, meeting owls and badgers. In the midst of this, I wrote. My first (award-winning) collection was published when I was twenty-eight. (I was lucky to be published young; many women of my generation now struggle to publish in their sixties.) In the decades which followed, it was hard to do public readings. But I never stopped writing and publishing, in magazines and books. I also managed to smuggle a surprising number of my poems on to BBC radio.

Now I am sixty-two: the old woman in the bright coat. But I continue to ride my dangerous bike, and have just published *Skies*, my ninth collection of poems, which has been featured in *The Guardian*, and on Radio 4. It still smoulders with the political heat of my youth. Its poem, 'Playground', recalls a Lincolnshire catching game, in which children were assured that 'the wolf has gone to Derbyshire'. But, the poem snarls, 'even then they lied to you'. The speaker is the wolf. Almost inaudible at Oxford, I realise that I have grown bolder. I used to apologise because my poems were (unfashionably) haunted by seasons, by greenfinches and ash trees. Now, able to do unlimited readings and broadcasts, I look audiences in the eye and say 'As we sleepwalk into climate disaster, these poems may catch a little of all we stand to lose'. Increasingly, I find, listeners look around them, then agree.

Debts can take a long time to repay. In St Hugh's wintry rooms, I pored over Victorian novels. A poem in *Skies* which readers often favour is 'Dickens: a daydream'. Here is Dickens at the end of his life, roaming London by night. As 'the dawn strikes London's walls' the poem pays tribute to a generosity of vision we badly need: 'Waitresses, Poles, striped bankers pour, / your million words. Sleep, river.' As I glimpse the shining girl on her quick bicycle, I also notice younger writers, with whom I am often in contact, via my website, Facebook or Twitter. At least one (Rachel Piercy) is from St Hugh's! I think they are excellent: a rare reason for hope.

Finally, I must pay tribute to my elders at St Hugh's: tutors and Principals who other readers may remember, patient and generous to me in both crashes and successes. These include Avril Bruten, Kathleen Kenyon, Rachel Trickett, Ann Wordsworth and Marilyn Butler. All were remarkable people. All, now, are dead. *Skies* includes a short elegy for Marilyn Butler, whose life came closest to that of my own and many of my contemporaries, since she was married, with children, and with experience of work and politics outside Oxford. My poem, 'Ex-tutor', praises her career and 'her agile mind'. But it is time for the long view. I would like to dedicate this poem's final line to all my lost teachers and lasting friends from St Hugh's: 'March wind is bitter. She was kind.'

Other books by Alison Brackenbury include *Then* (2013), *Shadow* (2009), *Singing in the Dark* (2008), *Bricks and Ballads* (2004), *After Beethoven* (2000) and several other collections published since 1981.



Taking Schools *on the Eve of War*

by Rosemary Kelly (Modern History, 1947)

My mother, Dorothy Tupper (née Chappel) was at St Hugh's from 1911 to 1914. Her father, Canon William Chappel, was headmaster of King's School, Worcester, and also Chairman of the School Council of the Alice Ottley School. He was a close friend of Alice Ottley; she had founded this neighbouring school to provide a good education for girls, and his four daughters all went there.

Dorothy, the eldest, won a scholarship to read Modern History. The entrance examination required both Latin and Greek. She had learnt Latin at the Alice Ottley School. Her father taught her Greek with his classical sixth form, surely an unusual action for a headmaster of his time, as was his solid support for the further education of his daughters.

The postcard which he sent her on the day before she started School still survives. It has a halfpenny stamp, and the postmark is 10 June 1914. It was found amongst her papers after she died, with her pencil note on it, 'Schools 1914.'

The writing is faded, and runs as follows:

Good luck tomorrow.

[in Latin, from Horace Odes, Book 2, Ode 3.

Aequamemento rebus in arduis/ Servare mentem]:

Remember when the going gets tough,

To keep calm

Remember in difficult times

To preserve your equanimity – [in English]

Hope the papers will suit

Love

WHC

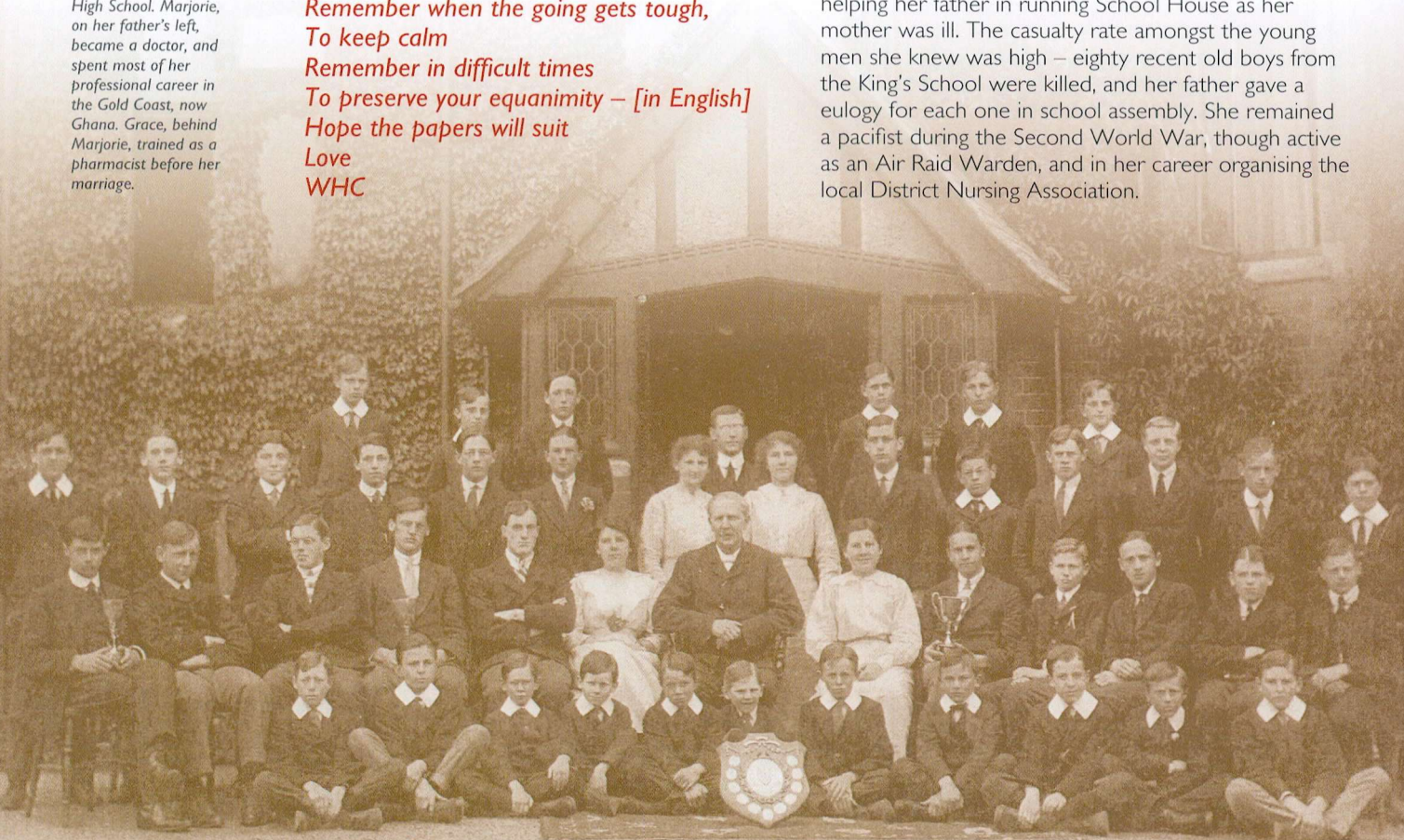
Dorothy deeply valued her time at St Hugh's, and, as well as her Christian faith, two influences were especially important to her throughout her life. Her undergraduate years overlapped with the height of the Suffragette campaign. She and her friends were enthusiastically committed to the cause of women's rights, but did not believe that the campaign of violence would win women the vote, and were Suffragists, who seem to have been strong in St Hugh's.

By the time Dorothy was able to take her MA in 1921, and claim the degree she had successfully achieved, she was married, with two young children. In 1918, when women over thirty gained the vote, she was too young to qualify. Ten years later all women over twenty one were enfranchised, and in 1929, the year I was born, she voted in the general election for the first time.

Soon after, her husband, then Vicar of St Mary's, Wimbledon, died suddenly, leaving her with three young children. She then carved out a successful career in social work and health administration, and later became a founder member of the North London Marriage Guidance Council, now known as Relate.

The other profound influence on her was the First World War, which broke out only a few weeks after she had finished Schools. She spent most of the war helping her father in running School House as her mother was ill. The casualty rate amongst the young men she knew was high – eighty recent old boys from the King's School were killed, and her father gave a eulogy for each one in school assembly. She remained a pacifist during the Second World War, though active as an Air Raid Warden, and in her career organising the local District Nursing Association.

Canon William Chappel and his four daughters. – detail from a school group, probably dated 1915. Dorothy sits next to him on his right. Mary is behind her, just about to matriculate to read English at St. Hugh's on an Ottley scholarship. She later became Headmistress of Romford County High School. Marjorie, on her father's left, became a doctor, and spent most of her professional career in the Gold Coast, now Ghana. Grace, behind Marjorie, trained as a pharmacist before her marriage.



From Geography to the Automotive Industry

by Robert Forrester (Geography, 1987)

From the migration of 19th Century Swedish peasants, to national automotive sales. It's not an obvious progression is it? But as a geographer at St Hugh's from 1987-1990, part of the first co-ed cohort, it is a journey I owe to my time at Oxford.



Being born in Lancashire, and growing up in Shropshire, where I went to the local comprehensive, life at Oxford opened up a whole new world of possibility for me. The first in my family to go to university, I suddenly found myself surrounded by bright, driven people, a number of whom remain some of my closest friends, whose achievements and career-paths continue to inspire me today.

I felt completely at home in this academic enclave, far more so than I ever had at school. I set my sights on a scholarly career, continuing to explore the development and industrialisation of Scandinavia and the movement of people in the nineteenth century in the Northern Forests at the top of the Gulf of Bothnia, the topic of my dissertation. I even spent a summer in the Swedish city of Umea in the Arctic Circle conducting research. But, it was my college tutor, John Wilkinson, who set me on a very different path. Confiding in him my wish to continue my studies with a DPhil at Cambridge and a year in the US looking at Swedish migration, he protested that I was, "much too competitive to be an academic", and that I should become a chartered accountant. So, that's what I did using application forms borrowed from Glenn Granger, my next door neighbour in College.

After training at Arthur Andersen, I spent a number of years in positions of growing seniority before, in 2006, I founded Vertu Motors, a company which now employs 5,000 people, has a turnover of £2.5bn and sells more than 170,000 vehicles a year. It was my degree from Oxford and my experiences at St Hugh's which gave me the skills I needed to make this leap.

My degree itself, geography, not what you'd necessarily expect for the CEO of an automotive retail company,

has been invaluable nonetheless. From knowledge of the demography and socio-economic makeup of the UK, to planning issues and contaminated ground conditions – even my technical understanding of leaching and groundwater movements has come in handy (almost on a monthly basis as we develop new dealerships). And also, what we know as "transferable skills", like being able to quickly assimilate and interpret large volumes of data. In the automotive sector with vast amounts of data constantly circulating – financial reports, marketing and car trends – it's essential to be able to rapidly analyse considerable volumes of information.

Above all, my time at Oxford gave me confidence. An innate confidence, so that I felt comfortable in boardrooms with senior executives and investment houses. In founding the Group, we were able to generate £26m of investment from scratch in 2006 to launch a cash shell on AIM. Without that confidence and indeed, without the strength of spirit at St Hugh's, I have little doubt that I would not be in the position I am today. A position of privilege to lead a team of brilliant leaders and colleagues who take an immense pride in building a new Group in the sector with a unique culture based on the importance of the customer and colleagues. Where leaders serve colleagues to create and deliver Value – a culture of servant leadership. It is fantastic to be in a position to be able to create a culture from scratch and to visualise a business and then to go out and build it.

I was no stranger to St Hugh's after graduation, serving on the Investment Committee and working briefly on the alumni programme. I strongly believe that the more you give, the more you get. And this maxim was fully realised when, in late 2006, I helped organise an alumni event at the Oxford and Cambridge Club. I was seeking investment for my new venture in London at the time pre-float – Vertu Motors, an idea which, at the time, had no business and no money. At the event, I had a chat with Jason Hollands, who was then investor relations director at F&C. He was the first male JCR president at St Hugh's a joint appointment at the time. He took me to see the team at his firm and I found myself with a 15% investor. It just shows you the benefit of keeping in touch with college friends and giving something back.

And so, the journey from a Shropshire comprehensive schoolboy, to a would-be expert on Swedish peasant migration in the 19th Century, to CEO of the UK's 5th largest automotive company, is not so surprising after all. But without Oxford and without St Hugh's, it would not have happened. A rare career discussion with a tutor; the influence of so many ebullient personalities; a proactive approach to networking and an ongoing positive relationship with St Hugh's have given me the confidence, skills and drive to succeed (with a bit of luck along the way).



From Tea Dancing to Teaching in Zanzibar...

by Ann Dieckmann (English, 1980)

After selling her medical education company, Facilitate, in 2014, Ann Dieckmann (English, 1980) married her long-term partner Caroline Richardson. Together, they travelled to Zanzibar to volunteer for three months at a remote village school. In this article, Ann shares stories from this extraordinary experience. Ann and Caroline plan to return to Zanzibar in November this year.



We celebrated our marriage with a sparkly 1920s tea dance, but we wanted 2015 to be the starting point for a different kind of life adventure. We had planned a 3-month honeymoon in Zanzibar, volunteering as teachers in a remote village called Unguja Ukuu. Two Zanzibari friends, now retired professionals living in Brighton and Canada, had told us about the school, one of them having taught there after the 1964 revolution and returned in 2010 to rebuild it with the help of the villagers.

The Revolutionary Government of Zanzibar requires most teaching and exams to be conducted in English. On arrival, we found the school was closed. Shut in October due to the elections. Shut in November due to exams in the secondary school nearby (although we never saw any students at the secondary school, let alone any exams in progress). Shut in December, just because. However, the teachers were still being paid, and so the school committee and headmaster agreed that they had to attend our English lessons, as many barely reach lower intermediate English level.

The primary school accommodates 800 children in 10 classrooms, which are painted blue and cream. The paint is already peeling as there is no money for refurbishment. The school is a long way from the village so heavy rain derails teaching. Hardly anyone turns up on a wet day, and teaching is almost impossible with the sound of a downpour on a tin roof. There is a small library, run by a teacher who is going blind and has been reallocated librarian duties. The 'computer room' became our base. It has a random collection of computing equipment, very little of which works.

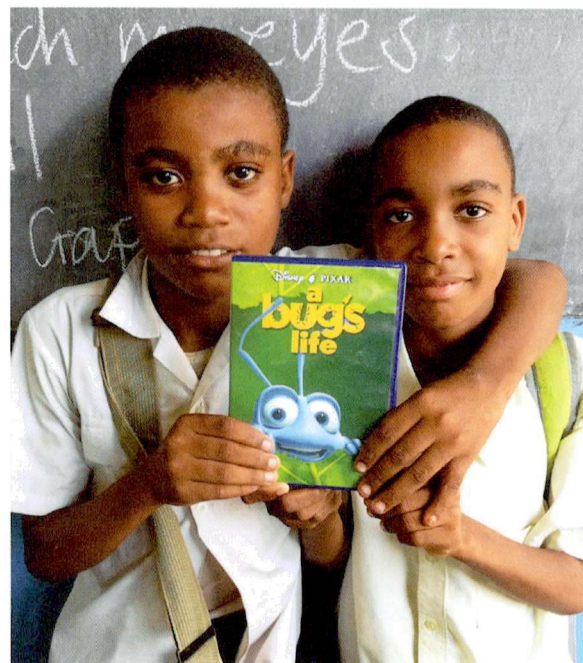
Through the local Rotary Club we met an inspirational young teacher, Gasica. In his early twenties, Gasica set up his own school, the Prospective Learning Charitable Institution (PLCI), located in his mother's house. Its aims are to supplement the poor teaching in government

schools, and introduce computer and leadership skills. 300 students from age 7 to mid-20s cram into small rooms in shifts throughout the day. Gasica was looking for another project and he agreed to take us on. As a native Zanzibari, fluent in English, and a role model to young people, he was the perfect person to help us.

We chose to live in Stone Town as we worried that as a lesbian couple we would not be accepted in the village: homosexuality is illegal in Tanzania. We thought we would be less noticeable there, although it meant 2 hours of driving every day, dodging crazy buses and livestock on the roads. We need not have worried: the teachers took us on face value as two slightly mad English ladies.

Just 10 days after our wedding, we were teaching the teachers every morning, and had a growing class of children. Questions such as, 'What countries have you visited?', and 'What are your hobbies?' from the TEFL 'Getting to know you' lesson plan were irrelevant. Most teachers never leave the island and have no time for hobbies. Outside school, they raise chickens, grow vegetables or type letters to earn a few shillings to supplement their small salaries.

We'd been advised to show Disney films, and started with 'Frozen' (the only one that worked). The children hadn't seen animated film before and were entranced. We taught vocabulary from the films and practiced pronunciation. Over the following weeks, we worked





our way through 'Lion King', 'Rio' and 'Jungle Book'. The kids picked up a lot of English and we picked up the counterpoint Swahili.

In Zanzibar, lessons consist of teachers writing on blackboards, with students copying down information, like in an archaic Latin translation lesson. Despite a very dull approach to education, the children are surprisingly keen to learn. Textbooks are inaccurate, with English so bizarre it is hard to work out what some sentences mean. Working as a team, Caroline and I modelled what we wanted the children to do and it was massively exciting when students started to think independently, rather than just repeating questions back to us. The students' enthusiasm for our smaller classes and different teaching styles was endearing.

In January, the format changed. The government school resumed and English lessons moved to after school. The IT teacher confided to us that she was required to teach 'the Internet', but had no idea what it was, internet connection in Unguja Ukuu being practically non-existent. We filmed the required topics (emails, search engines, social media) each evening in Stone Town, and showed them to the teachers the following day. We then taught 'the Internet' to eighty eleven-year-olds. Unfortunately, at the appointed time the power failed (a not-infrequent occurrence in Zanzibar), so we had to demonstrate the Internet on a blackboard using chalk and a tiny laptop that we took around the classroom.

An English friend used our reports as a resource for her students at Varndean College in Brighton. We decided to try a Skype link to her class. The class learnt the location of the school, looked at photos of the building and practised asking questions. The exchange worked better than we expected on our patchy 3G signal – the

link lasted for 10 minutes. It was an amazing experience for the children to go from not knowing about the Internet to a Skype call with their English peers just two weeks later.

Extra lessons are having an impact, with teachers reporting that the children from our classes were the first to answer questions correctly, and to take on responsibilities around the school. The aim is for children to pass the November public examinations to attend the good school in Stone Town, which has never been done before. Gasica is ensuring continuity of education, and through social media we found two volunteers to take our place until later this year. With the generous help of Rotary Clubs in Zanzibar and Brighton, we bought 40 Kio Kit tablet computers, designed in Africa for hot, steamy, dusty school classrooms. A friend funded some PDF books, enabling all of the children to read the same story and learn together. This is an amazing improvement considering that, previously, whole classes could never read the same book at the same time due to poverty of resources.

Working together was a great start to married life, brainstorming problems and enjoying some magical moments such as being invited to attend the village 'Dhow' race where we saw the villagers relax and have fun. The Zanzibar Schools Project is developing in lots of exciting ways. Pupils at Harmondsworth Primary School have become pen-friends with the students in Unguja Ukuu. The next challenge is that Gasica needs a purpose built-school for PLCI – a fund-raising project for another wedding perhaps?

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St Hugh's Events 2015-2016

by Jen Stedman, Alumni Relations Manager

It has been another very busy year for the College. We have had such fun catching up with our alumni at events around the world.

College events



Above: The amazing chocolate teapot created by the St Hugh's kitchens for the Mad Hatter's Afternoon Tea Party
Top: Mad Hatter's Afternoon Tea Party in September 2015

The academic year started with the fabulous Mad Hatter's Tea Party in early September to celebrate the 150th anniversary of Alice's Adventures in Wonderland. Watched over by the Cheshire Cat, alumni and their guests were treated to a family-friendly afternoon in one of College's most beautiful and secluded spaces, the Senior Members' and Fellows' Garden. The Alice in Wonderland themed afternoon tea included miniature macaroons, jam tarts, and chocolate teapots created

by our fantastic chefs. The party followed a matinee performance of Creation Theatre's production of 'Alice' in the College gardens.

September also saw the Gaudy and Jubilee Lunch events, as part of the University-wide Alumni Weekend in Oxford. We welcomed alumni from matriculation years 1981, 1982, 1983; 1990, 1991, 1992; 2008, 2009, 2010, as well as our jubilee years (1945, 1955 and 1965) to College for our Gaudy. Guests were served a delicious four-course dinner, followed by a jazz band in the Mordan Hall. The Principal, the Rt Hon Dame Elish Angiolini DBE QC, hosted a lunch the following day for those who were celebrating their golden, diamond and platinum anniversary since matriculation. The 2016 Gaudy will take place on Saturday 17th September for matriculation years up to 1955; Jubilee years: 1946, 1956 and 1966 plus 1978, 1979, 1980; 1984, 1985, 1986; 1996, 1997 and 1998.

In October, the College launched its new book: 'Dare unchaperoned to gaze: A Women's View of Edwardian Oxford' in the Howard Piper Library. The Editor of the book, Professor George Garnett, Tutorial Fellow in History, launched the publication to a packed audience of alumni, Fellows and distinguished guests, including a representative of the book sponsor, The Rockefeller Foundation, Mr Neill Coleman (Modern History, 1993). This edition presents the diary entries of two of St Hugh's early students, offering a personal and rare female account of Edwardian Oxford. Copies are available from our online shop: www.st-hughs.ox.ac.uk/discover/shop

Later in the month, we hosted a sell-out private screening of the film 'Suffragette' at the local cinema, the Phoenix Picturehouse, in Jericho followed by a post-film discussion panel with prominent women in the fields of law, industry and education. We were delighted to welcome to the discussion panel our Principal, the Rt Hon Dame Elish Angiolini DBE QC; Frances O'Grady, General Secretary of the TUC; Ursula Owen OBE (Physiological Sciences, 1956), Alumna of St Hugh's and co-founder of Virago Press; Sam Smethers, CEO of the Fawcett Society; and Chair of the panel, Professor Senia Pažeta, Tutorial Fellow in History and Fellow for Women at St Hugh's College.



Blade Presentation 2015: The Principal receiving the illuminated blade from the St Hugh's 1975 1st VIII Boat Club Team to commemorate 40 years since the historic bump

In November, the rowers of the St Hugh's 1975 1st VIII returned to present the College with an illuminated blade to celebrate 40 years since the historic bump which saw the first and only women's crew bump a men's crew in Oxford's Summer Eights. This historic moment contributed in no small part to the decision to give women their own divisions in the competition. Nowadays, there are 6 women's divisions to 7 men's. It was a wonderful evening with all of the 8 women of the crew in attendance, some travelling across the globe to be with us for the presentation. Special thanks go to alumnae Beverley Wright (née Mather, Geography,

The after-dinner ceilidh
in the Mordan Hall



1973), Jane Maggs (Forest Sciences & Agriculture, 1973) and Sheena Derry (née Lauckner, Zoology, 1973) who donated the blade to College.

In the New Year, we held the popular Burns Night for alumni and friends of College. The evening was another roaring success with a delicious St Hugh's take on the traditional haggis, neeps and tatties supper, and with Steve, our piper, theatrically presenting the haggis to the Principal and her guests. Speeches from our guest speaker, The Rt Hon Lord Wallace of Tankerness PC QC and St Hugh's students were followed by a lively ceilidh. The 2017 event is scheduled to take place on 28 January, and we hope to see you there.

February saw the return of our well-attended Chinese New Year event to celebrate the incoming year of the monkey. This year, a traditional Chinese dragon team danced for our guests in the Wordsworth Tea Room, in the Dickson Poon University of Oxford China Centre Building, to symbolise the bringing of good luck and prosperity for the year ahead.

In April, College hosted the launch of the Mary Renault Prize to a packed audience in the Mordan Hall. Professor Paul Cartledge, Emeritus A. G. Leventis Professor of Greek Culture at the University of Cambridge, delivered a lecture on 'The First of the Wine: Drinking Deep from Mary Renault', followed by a discussion panel with historians and broadcasters Mr Tom Holland and Dr Bettany Hughes.

In her honour the College has set up the Mary Renault Essay Prize for pupils in Year 12 or 13 on the theme of the influence of classical antiquity. The prize is designed to encourage interest in Classics among pupils who have not had the chance to study Greek or Latin at school.

Throughout the year, we hosted the Academic Lecture Series, showcasing the research and findings of our Fellows. This year, we doubled the number of lectures and covered topics such as the Easter Rising in Ireland in 1916, the impact of the horse on indigenous societies, and questioned whether a never-ending life would be desirable. Videos of our lectures are available on the St Hugh's YouTube channel.

Thanking events for St Hugh's Donors



Donors' Dinner: Cheryl Tan (Music, 2015) playing the guzheng to guests at the Donors' Dinner in March 2016

Every year, we hold a series of special events to thank our benefactors including our Donors' Dinner, held in March, and the Afternoon Tea for Donors, held in May. This year, at the dinner, donors were entertained by the amazing Cheryl Tan (Music, 2015), first year student, who played the guzheng, a Chinese traditional plucked musical string instrument, for us. She was a sheer delight to hear play.



Leighton House Museum: David Robbins, Senior Curator at Leighton House Museum, addressing alumni and guests at the St Hugh's private view of the House and exhibition in May 2016



In February this year, the Principal and Professor Adrian Moore, Tutorial Fellow in Philosophy, welcomed our generous alumni benefactors to the Philosophy Career Development Fellow (CDF) fund for an intimate dinner with the new Philosophy CDF, Dr Yuuki Ohta, who took up his post in September.

St Hugh's across the world

The College expanded its reach to our global network of alumni and held several international events, in Hong Kong and Shanghai in September, followed by a College dinner with the Vice-Principal and C W Maplethorpe Fellow in Biological Sciences, Professor Anthony Watts, in Abu Dhabi at the Residence of the British Embassy with H.E. Phillip Parham, and his wife, Alumna Mrs Kasia Parham (Theology, 1981).



During mid-April, we visited the United States of America for the University's North American Alumni Weekend in Washington DC. The Principal, the Director of Development, Sarah Carthew, and our Executive Director of International Alumni Engagement and Development, Bruce Lawrence, attended and hosted a series of events for our alumni, including hosting a table at the Gala Dinner at the Library of Congress, a College dinner at DACOR Bacon House, in the neighbourhood of the White House, and an afternoon tea at the Tudor Place Historic House and Gardens. The tour of the East Coast continued with events in New York at Hunt & Fish Club and Marta Manhattan restaurants and a working lunch for alumni at the Rockefeller Foundation.



We are planning to continue our international programme next academic year with events in San Francisco and Munich, Germany by the end of this calendar year. Invitations to alumni in the region will be sent out in due course. You can keep up-to-date by visiting the alumni section of the website and ensuring that we have your current email address.

Events in London

We have also hosted a number of special events for our alumni in London and the surrounding areas this year. In November, we held a fantastic event at the Charles Dickens Museum in London, with renowned writer and biographer Claire Tomalin. Alumni and guests enjoyed an evening walking in the footsteps of Charles Dickens, seeing the rooms he shared with his family and servants as well as enjoying the collections on show in the museum. A proportion of the tickets sales went to support postgraduate scholarships in English and History.

In April, the St Hugh's Law Society dinner and AGM took place at The Honourable Society of the Middle Temple with guest speaker, Alumna the Rt Hon Lady Justice Hallett DBE (Law, 1968). Over 30 alumni and guests dined with current Law students for the evening.

In May, St Hugh's hosted an exclusive private view at Leighton House Museum in Kensington, London, one of the most remarkable buildings of nineteenth century London. Built on the edge of Holland Park, Leighton House Museum is a studio-house and was the former home of Victorian artist Frederic, Lord Leighton. Alumni were treated to a private viewing and discussion of the 'Pre-Raphaelites on Paper: Victorian Drawings' exhibition from the Lanigan Collection, introduced by the excellent and knowledgeable Daniel Robbins, Senior Curator and expert on the work of Victorian artists and designers.

Join us in 2016-17

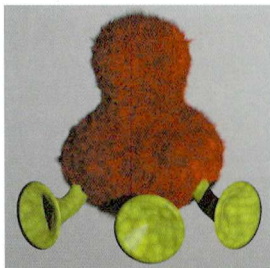
We hold a whole range of events throughout the year and we would love to see you at one of our occasions. Most of our invitations are sent out via email. If you are not on our emailing list, and would like to be, please get in touch with us: <http://www.st-hughs.ox.ac.uk/alumni-friends/update-your-details/> or via development.office@st-hughs.ox.ac.uk

For more details on upcoming events, such as the Gaudy, the Jubilee Lunches, Academic Lectures, the Festival of Anniversaries, please visit www.st-hughs.ox.ac.uk/alumni-friends/alumni-events/

Watching Babies *Learn First Words*

by Dr Nadja Althaus, Winkler Career Development Fellow in Experimental Psychology

At the Oxford BabyLab (led by Professor Kim Plunkett) a group of researchers study how infants develop language across the first years of life. One of them is Dr Nadja Althaus, the Winkler Career Development Fellow at St Hugh's College. Her research focuses on word learning and category learning in infants.



Research has shown that infants understand first words ("mummy", "milk", etc.) in their first year of life, long before they begin speaking. The focus of Nadja's research is on the question of how babies understand that a word doesn't refer to a single thing, but a whole category of potentially quite dissimilar-looking objects.



Examples of novel objects, as shown during experiments at the Oxford BabyLab

The main tool to investigate learning in babies is to measure what they are interested in: using eye tracking technology we are able to observe exactly what attracts baby's attention. Infants generally prefer looking at new things over familiar things. This can be used to study how infants learn categories – for instance, how they understand that a poodle and a labrador are the same kind of animal, whereas a cat is something else. When being shown a dog and a cat side by side, after just having seen

a sequence of 8 different dog images, infants will look more at the cat than at the dog. The cat is now more interesting – demonstrating that the babies consider all the dogs as similar, but the cat is something new.

In the research Nadja conducted during her CDF at



St Hugh's she investigated the role of language in category learning. In her infant studies, 12-month-olds were presented with "novel" objects, which they haven't encountered before, and these either came with a name (e.g. the child heard "It's a perto!" when

looking at the object), or were shown in silence.

These studies show that labels can allow 12-month-olds to learn categories which they are unable to form in silence. Detailed eye tracking analyses also show how babies are using these object names. Compared to learning without names, infants who heard words during learning showed more looking towards object parts that were the same across several objects. It appears that they understand that a shared name indicates shared properties. Learning language therefore plays a role in babies' understanding of the structure of the world around them.

Janette Chow

Winkler Career Development Fellow in Experimental Psychology



Janette's research at the Oxford BabyLab looks at the role of sleep in language acquisition during infancy. Her doctoral thesis examined how language shapes visual attention and the

relationship between language and cognitive development. Her wider academic interests include bilingualism and the development of political attitudes in children.

"This CDF will allow me to investigate the relationship between sleep and vocabulary growth during the first two years of life – a period of dramatic development in both sleep and language acquisition. Previous studies have shown that sleep helps consolidate memory during infancy. However, it remains unclear how sleep may be beneficial to vocabulary expansion. By tracking infants' sleep patterns and vocabulary growth for two years, this research will help us understand better the role of sleep in language development and investigate the potential of sleep patterns as behavioural and biological markers of cognitive development and academic achievements later in life."

Outgoing Winkler Career Development Fellow in 2016

Dr Nadja Althaus

Winkler Career Development Fellow in Experimental Psychology



Nadja, postdoctoral researcher at Oxford BabyLab, investigates language and cognitive development during infancy, with a particular emphasis on concept and vocabulary acquisition. This

research can provide insight into how learning works and atypical development in children. Further research projects investigate word learning and processes involved in the recognition of familiar words.

"The CDF was instrumental in gaining experience and preparation for a lectureship position. Most post-doctoral researchers devote their time primarily to conducting research so the teaching experience gained via the CDF supplied me with a competitive advantage in my search for a lectureship. I think this experience was instrumental to my securing a lectureship in Psychology at the University of East Anglia this coming September."

We are indebted to Yvonne and Pierre Winkler for their visionary and continuing support.



Biodiversity and Social Interactions

by Professor Dora Biro, Tutorial Fellow in Biological Sciences

Many animal species live in social groups – humans are no exception. The advantages for group members are numerous, and the resulting societies are often intricately organised webs of social relationships and interactions. My research focuses on several issues faced by members of such societies: what is the nature of individuals' interactions with each other, how do they reach joint decisions about common problems, how does information pass from one individual to another, and how does the presence of others impact individuals' interactions with their environment?



Professor Dora Biro

In my research I use a combination of experimental, observational, and theoretical approaches to answering questions of this sort. I focus on social interactions among individuals in two model systems: during collective motion by flocks of birds, and in the maintenance of cultural traditions in wild primate communities. I exploit the fact that in both cases groups of individuals represent a pool of available information: I examine, for instance, how flocks of birds heading for a given destination agree on a route despite conflicts in individual opinion, and how young chimpanzees draw on the skills and knowledge of older group members to acquire group-typical behavioural customs.

Much of the research my group conducts in Oxford uses homing pigeons carrying miniature GPS devices in individual backpacks that allow us to track and analyse their movements with exquisite precision. Homing pigeons are prodigious navigators, and have been used for a variety of purposes over many hundreds of years of human history. Their service during wartime has made them the most heavily decorated animals (with competition only from horses and dogs), while on a more peaceful mission, pigeon racing remains an immensely popular sport around the world. Champions, like good racehorses, can be worth a fortune. Decades of research into their spatial cognition have revealed that their excellent navigational skills rely on a suite of senses: they use the sun and the earth's magnetic field as a compass, and they can build a mental map of their environment using smells and visual landmarks.

Recently, we have become interested in how birds make navigational decisions jointly, in flocks. Birds travelling together face a problem that is ubiquitous among group-living species: how to resolve differences of opinion and remain cohesive. Humans can solve these problems democratically, by voting, or by

appointing leaders whom others follow. In collaboration with statistical physicists, and using high-resolution GPS data from flocks of pigeons, we have identified a subtle hierarchical arrangement that lies somewhere between democracy and despotism: each member of the flock can have some input into the navigational decisions of the flock, but some members' 'votes' carry more weight than those of others. Interestingly, birds near the top of this leadership hierarchy are not necessarily more dominant socially, nor the best navigators. Indeed, it appears that it is the fastest birds that spontaneously emerge as leaders: their speed places them at the front of flocks, where they are forced to make the majority of the group's navigational decisions. These 'incidental leaders' then learn through the experience of leading, and effectively improve 'on the job'. Thus, reassuringly perhaps, it appears that, in birds at least, leading itself can make one a better leader.

In parallel to studies of coordination and conflict resolution in birds, my research also exploits the fact that intragroup differences in knowledge and ability not only present a problem, but also an opportunity for less experienced group members to learn from more experienced ones. Since 1998 I have been conducting studies on wild chimpanzees in West Africa, in collaboration with an international team coordinated by Kyoto University. Our interest is in chimpanzees' use of tools: they are by far the most proficient and varied tool-users among non-humans. At our field site in Bossou, Guinea, one of the signature forms of tool use our small community of chimpanzees performs is the use of stones to crack open hard-shelled nuts. They employ stones as hammer and anvil, striking nuts with great precision to extract the oil-rich kernel inside.

Nut-cracking is thought to be a "cultural" behaviour among chimpanzees: it is not passed on genetically, but

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instead has to be learnt by youngsters watching their mothers and other adults around them. Learning takes years: young chimpanzees first begin to manipulate nuts and stones when they are about 1 year old, but they only successfully crack their first nut at around three-and-a-half years, sometimes even later. What role adults play in this process has been described as "Education by master-apprenticeship": unlike the current Western model of education, but much like many traditional societies, adults do not actively teach, but they allow youngsters to observe their activities repeatedly, from close range. Such observations provide learners with information on what objects are involved, how they need to be combined, and what the potential rewards are of getting the task right.

Nut-cracking is present among several chimpanzee communities in West Africa, but it is completely absent in East Africa despite the presence of nuts and stones in both regions. If the cultural model is correct, the behaviour was likely invented by a chimpanzee (or perhaps several chimpanzees) somewhere in West Africa, and spread locally through the migration of individuals, but has not yet made it as far as East Africa, perhaps due to the presence of significant geographical barriers that limit not only physical movements, but also the diffusion of knowledge across the continent. In our work we aim to understand the links between behavioural innovation, transmission and diffusion in order to elucidate the key cultural processes that shape the full extent of the present-day pan-African chimpanzee repertoire, and may well have shaped the cultural repertoire of our own ancestors as well.

The questions I and my collaborators and students explore have clear relevance to all social-living species. Humans face collective decisions daily: coordinating activities with friends, or electing leaders whose decisions affect society as a whole. Human culture is built upon an ever-expanding array of traditions: what is the evolutionary basis of our ability to learn from each other and to maintain group-specific norms? By studying such questions in organisms both distantly and closely related to *Homo sapiens*, we hope to shed light on the evolutionary basis of how societies are shaped by the individuals of which they are composed.

Biodiversity and the Future of St Hugh's

by Arlene Paterson, Fundraising Manager

Biodiversity, the variability of life on our planet, is one of the most topical issues of our time. This interconnected web of animals, plants and other organisms provides the substrate upon which we live, survive and prosper. How we protect and perpetuate our planet's diversity and biological legacy is instrumental to our future.

Biodiversity research is burgeoning at Oxford and St Hugh's aims to introduce the first Career Development Fellowship (CDF) in Biodiversity in 2017.

St Hugh's has a long tradition of academic excellence in Biology. For almost 40 years, Dr John Iles, Professor and Tutorial Fellow in Zoology at St Hugh's, was a pillar of the College community before retiring in 2014. Many will remember his kindness and his passion for Zoology. He has left a legacy of being well loved and respected by generations of biologists at St Hugh's.

Professor Dora Biro, Associate Professor of Animal Behaviour Tutorial Fellow of St Hugh's College, joined us in 2013. The prospective Career Development Fellow will provide valuable additional teaching resources to Professor Biro. This will give students the opportunity to learn from a biologist working at the very cutting edge of biodiversity. By adding another post to an already successful subject area, it will only serve to increase the standard of teaching. Additionally, the Career Development Fellow's complementary expertise will provide students with additional perspectives on Biology, enhancing their understanding of the wider discipline.

Since 2005, alumni and friends have supported 15 Career Development Fellowships in Chemistry, Economics, Law and Psychology at St Hugh's. The primary purpose of these highly competitive three year posts is to promote innovative and original research, and to offer valuable teaching experience preparing young academics for their first substantive position.

Career Development Fellows also become members of the vibrant intellectual community at St Hugh's. Most cross-disciplinary interactions with other academic colleagues happen at the college level. This environment permits the CDF to exchange ideas, obtain feedback and gain inspiration from interacting with colleagues from diverse academic backgrounds.

As well as positioning St Hugh's at the forefront of teaching and research in the field, the Career Development Fellowship in Biodiversity builds on the academic strength of the present and past.

It is the start of a career of a talented young academic of the future, providing a valuable opportunity to teach and conduct research in an area which will further our understanding of the intricate environment in which we live and the steps we can take to protect it for tomorrow.

To find out more about Career Development Fellowships or how you can help support them, please contact the Development Office at development.office@st-hughs.ox.ac.uk or +44 (0)1865 274958.



St Hugh's through the Eyes of a Graduate Scholar

by Kate Costello (DPhil Oriental Studies, 2015) and Oxford-Mok Graduate Scholar

Looking out at the tulips and magnolia in full bloom, it is hard to believe that Trinity Term is already upon us. The English spring is one of the most distinctive parts of my experience at Oxford and yet the fragrance of the freshly cut grass after a light rain evokes a nostalgia for other times and other places.



As a first year DPhil, it is often hard to suppress the feeling of time moving too quickly. The year has been a rush of reading and writing, and I cannot help but feel that the magic of Oxford lies in the everyday routines – a shared cup of tea or an evening walk through the gardens.

I came to St Hugh's in fall 2015 as the Oxford-Mok Graduate Scholar, working under the supervision of Dr Margaret Hillenbrand. Looking back, my path to Oxford has been a circuitous one. In the academic year 2010-2011, I was a visiting student at Pembroke College from the University of Pennsylvania. After completing my undergraduate degree in East Asian Languages and Civilizations, I spent some time in Beijing studying filmmaking before continuing my language training at the International Chinese Language Program at National Taiwan University. Returning to the States, I worked as a Chinese-English interpreter in New York

to consolidate my language skills before coming to Oxford for an MS in Oriental Studies, with a focus on contemporary Chinese fiction and drama.

My doctoral research examines bilingualism in modern and contemporary Chinese literature. Focusing on the literary production of bilingual individuals, I explore the ways that multilingual competencies are manifested in fiction. My research aims to answer the question of what it means to be bilingual in the Chinese context. While my Masters dissertation focused on authors who wrote both in Chinese and a Western language (English or French), my doctoral research examines bilingual literature as a site of converging linguistic influences, from classical Chinese and European grammar and syntax to regional dialects.

One of the highlights of my year was organizing and moderating a seminar at the American Comparative Literature Association's Annual Meeting at Harvard this spring. My seminar, entitled "Placing Bilingualism: Bilingualism in Comparative Perspective" brought together scholars from a wide range of disciplines in discussing the role of bilingualism in literary production and criticism. Participants travelled from as far as India, Morocco, Italy and Serbia, and it was wonderful to be able to facilitate such a dynamic and productive gathering. The success of this seminar inspired me to continue the conversation at Oxford, and I have had the pleasure of co-convening the Oxford Comparative Criticism and Translation reading program on Multilingualism this Trinity.

This year I have also had the opportunity to present my work at the Columbia Graduate Conference on East Asia, and in a few weeks I will be traveling to Helsinki, Finland, to attend the Cognitive Futures in the Humanities Conference, where I will be exploring the intersections between psycholinguistics and literary criticism. Naturally shy, the prospect of presenting at conferences has always been intimidating to me, but over the course of the year I have come to appreciate and even enjoy the opportunity to share my work and receive feedback from the larger academic community. The conversations that I have shared over the course of the year both with scholars from Oxford and beyond light up the often solitary life of a DPhil student. While my time at St Hugh's has been brief, in these past few months I have found friends and intellectual companions who I know will be an important part of my life for years to come.



I met Kate recently and was hugely impressed by her knowledge and passion for her subject. I am delighted that the Mok family has been able to support academic prestige through this scholarship, continuing our valued relationship with St Hugh's, now and into the future.

Edwin Mok

Events for Your Diary

Friday 16 September – Sunday 19 September **Oxford Alumni Weekend**

Friday 16 September **Ashmolean Museum Private View**

'Storms, War & Shipwrecks – Treasures from the Sicilian Seas' Join our Principal, the Rt Hon Dame Elish Angiolini DBE QC, for this pre-Gaudy event. Our evening will include an exclusive talk by Alexandra Sofroniew, Exhibition Curator.

Time: 6.00pm – 8.15pm. Cost: £35 including drinks, canapés, introductory talk and private view of exhibition

Saturday 17 September **Gaudy**

Evensong, drinks reception, dinner in the Dining Hall and a jazz band. Priority will be given to those who matriculated in the following years, although everyone is welcome to attend: up to and including 1955; Jubilee years: 1946, 1956 and 1966 plus 1978, 1979, 1980; 1984, 1985, 1986; 1996, 1997 and 1998.

Time: 7.00pm for 7.30pm. Cost: £45

Sunday 18 September **Jubilee Lunch**

A special reunion lunch for Alumni who matriculated in 1946, 1956, 1966.

Location: St Hugh's College. Time: 12.00pm for 12.30pm. No cost

Sunday 25 September – Monday 3 October **St Hugh's in Hong Kong**

Including: Thursday 29 September – The Mok Hing Yiu Visiting Professor Public Lecture at The Chinese University of Hong Kong.

The Rt Hon Dame Elish Angiolini DBE QC is honoured to deliver this year's lecture, entitled 'Justice and the Misunderstood – An exploration of the extent to which knowledge of human behaviour influences the responses of systems of justice'.

Location: The Chinese University of Hong Kong, Lee Shau Kee Building. Time: 5.00pm

Wednesday 12 October – Sunday 16 October **Festival of Anniversaries**

Celebrating a significant year for St Hugh's – marking 130 years since the College was founded, 100 years since the opening of Main Building, 90 years since the Alumni Association (formerly the Association of Senior Members) was formed, 80 years since the opening of the Library, 50 years since the opening of the Kenyon Building, and 30 years since St Hugh's became co-educational. Join us for a range of events during our Festival of Anniversaries including lectures and workshops, music performances, garden and open-door tours and much, much more.

Location: St Hugh's College. Time: Various times. Cost: mostly free, dinner and music to be charged.

More details will be available on our website (<http://www.st-hughs.ox.ac.uk/alumni-friends/alumni-events/>) in due course.

November – date to be finalised **House of Lords Reception for St Hugh's Alumni**

Details will follow very shortly.

Wednesday 23 November **Academic Lecture with Prof. Collin Raymond**

Lying has long been viewed as an essential, if frequently condemned, human activity. Recently, psychologists, sociologists and economists have been trying understand lying in much greater detail. This talk will provide an overview of recent research into lying. It will explore issues such as: who lies; whether there are gender differences in lying; how much people lie; whether they lie differently when the stakes are higher; and why people don't lie more often.

Collin Raymond is an Assistant Professor of Economics at Amherst College in Massachusetts. Prior to joining Amherst he was the Ptarmigan Career Development Fellow at St Hugh's College. His research focuses on understanding the interplay between psychology and economics.

Sunday 27 November **Carol Service**

Carol service in Mordan Hall followed by supper in the Dining Hall.

Time: 6.15pm

Thursday 8 December **St Hugh's at the Varsity Match**

Location: Twickenham. Kick Off: 11.30am (Women's)/2.30pm (Men's)

Cost: Premium tickets and Blues Village £36

For up-to-date information on all our events please visit <http://www.st-hughs.ox.ac.uk/alumni-friends/alumni-events/>

For further information, please email development.office@st-hughs.ox.ac.uk or telephone +44 (0)1865 274958.



Theresa Mary May (née Brasier) was born on October 1, 1956 in Eastbourne, Sussex. She grew up in Oxfordshire, attending the Wheatley Park Comprehensive School near Oxford, before gaining a place at St Hugh's to read Geography from 1974 to 1977. At Oxford, she met her future husband Philip May; they were married in 1980.

Following her graduation in 1977, she started her career at the Bank of England, staying there for six years before a move to the Association for Payment Clearing Services as Head of the European Affairs Unit and Senior Adviser on International Affairs. She has been involved in politics at all levels, starting out by stuffing envelopes at her local Conservative Association before becoming a Councillor for the London Borough of Merton from 1986 to 1994.

In 1997, she was elected as Member of Parliament for Maidenhead, a position she has held since. 2002

saw her become the Conservative Party's first female Chairman. Theresa May MP occupied several positions in Shadow Cabinets from 1999, working as Shadow Education Secretary (1999-2001), Shadow Transport Secretary (2001-2004), Shadow Culture, Media and Sport Secretary (2004-2005), Shadow Leader of the House of Commons (2005-2009) and Shadow Work and Pensions Secretary (2009-2010).

Her appointment as Home Secretary in 2010 was the start of the longest tenure in this position for the last 50 years. Following David Cameron's resignation as Prime Minister and Conservative Party leader, Theresa May MP emerged as one of the front-runners in the Conservative Party leadership election. She was appointed as Conservative Party leader on 11 July 2016. Two days later, on 13 July 2016, she became Prime Minister, only the second woman to hold this position in the UK.



St Hugh's College
Oxford

Thank you to all who contributed to the St Hugh's College Magazine. Please contact us if you would like to share your news and stories in the next Magazine. We would be delighted to hear from you.

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