

# EXON

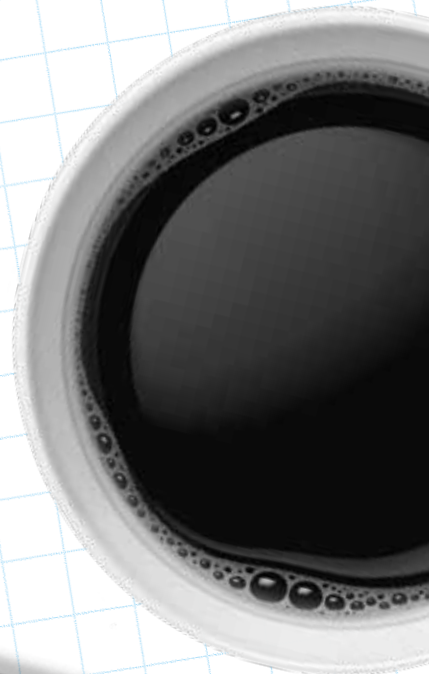
THE EXETER COLLEGE MAGAZINE ISSUE 18 SUMMER 2015  
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**Matthew Hancock** MP discusses education and entrepreneurship

Economist **David Chivers** weighs up the value of education

BBC education correspondent **Sanchia Berg** on schoolyard politics

**June Stevenson** receives a life lesson in the importance of teaching



Fair x  
Affordable x  
Complacent ✓  
Selfless x  
Untouchable ✓  
Reformed x

F



## AN F FOR FAIRNESS?

**Alan Bennett** examines the private education system

# Editorial



Exeter has entered its eighth century and the exceptional 700th anniversary celebrations have formally come to a close. After

over a year of events, including royal visits, unforgettable balls, and illustrious guest speakers, it is time to regroup and refocus. For *Exon* this means a return to the College's core purpose: this year the magazine's theme is education.

In a controversial and personal review of private education, Alan Bennett argues that to educate not according to ability but according to the social situation of the parents is both wrong and a waste. Sanchia Berg, the BBC's education correspondent, reports from Kent, where many parents are pressing for more selective schools. Economics lecturer David Chivers attempts to put a price on education – or at least explain why that is such a complex task. Matthew Hancock MP discusses the importance of education, soft skills and entrepreneurship. And Emeritus Fellow Professor Raymond Dwek illustrates the role education can play in building peace.

Exeter's "third quadrangle" is progressing apace. It will house students, academics, teaching facilities, and the College's special collections. Joanna Bowring, the College Librarian, reports on the rare books and manuscripts that the new facilities will make readily accessible, opening up fresh opportunities for teaching and research. Similarly the Bodleian's new Weston Library is making millions of books and catalogued materials available to the public, as David Vaisey, Bodley's Librarian Emeritus, reveals.

Naturally Exeter's students are at the forefront of education. Rachael White discusses classical allusions in contemporary Australian culture, Rebecca Evans shares her map of the geology of Scotland's Moine Thrust Zone, and Thomas Wilson describes how he discovered unpublished William Morris letters that shed new light on the artist's views on socialism and women.

I hope you will find this edition of *Exon* both educational and entertaining.

**Matthew Baldwin, Communications Officer**

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# A Learning Experience

Rector **Rick Trainor** finds his first 10 months in post an exciting period of getting to know Exonians, learning the College's traditions and celebrating its successes.

Becoming Rector of Exeter has been an extraordinary experience, quite apart from learning to pronounce "sedulously" in the time-honoured promise I read out at the declaration ceremony in the Chapel on 1 October. That event formally inaugurated what have now been 10 exciting months in post. I would characterise the period as above all a learning experience – appropriate to the Education theme of this edition of *Exon* – getting to know the people (near and far) of the Exeter family as well as the traditions and routines of a now 701-year-old institution. Another course of rapid instruction has been appropriate for the broader University, to which my wife Marguerite Dupree and I have returned after three and a half decades in Cambridge, Glasgow and London.

While still very recognisable, especially in the appearance of its splendid architecture and its overall ambience, Oxford is a much more female, much more postgraduate and much more cosmopolitan place than it was in the "Winter of Discontent" of 1978-9. Fortunately our recent periods as the parents of Oxford undergraduates have helped to prepare us for these and other major changes in the University and its colleges. Even more important in this very pleasant adjustment to Oxford and Exeter has been the highly welcoming attitude of Exonians, including not only Fellows and students but also the large numbers of alumni and their families met during travels to London, Exeter, Saskatoon, Toronto, Washington, New York, Boston, Florida, San Francisco, Los Angeles, Chicago, Hong Kong and Singapore. We have been made to feel very much at home in the famously cohesive and supportive Exeter community.

Above all we have benefited from the exceptional kindness of my predecessor, Frances Cairncross, and her husband, Hamish McRae, both still very much part of the life of Exeter. They facilitated our entry by moving out of the Lodgings – and Frances out of her office – into temporary quarters two months early, thereby allowing



Rick Trainor is sworn in as Rector of Exeter College

re-decoration and rewiring to occur. Having allowed us to participate in key events of the 700th anniversary celebrations earlier in the year, Frances and Hamish very kindly invited us to a dinner party on their final evening in College. Thus we were eyewitnesses to their exceptionally stylish exit, through an avenue of well-wishers sipping champagne and wielding sparklers, via the Broad Street gate, in a 1931 Rolls! Oxonian superlatives are difficult to sustain, but I reckon that this was the most spectacular departure ever of a Head of House. I'm also confident that the 2014 rectorial transition at Exeter was among the most successful ever in any Oxford college.

There has been challenge, of course, in following such a successful predecessor (very appropriately created a Dame in the June 2015 Birthday Honours List for services to higher education and to economics). Yet, as I have said to many Exeter audiences since October, if you are ambitious (as I am) for an institution, you *want* a "hard act to follow". Exeter has real momentum, evident – for example – in the 700th celebrations (of which more below), in its fundraising (with record-setting levels of participation in the anniversary year of 2013-14), in the successful operation of Oxford's only College-level careers service, in its interdisciplinary Rector's seminar programme and in the start of construction on the Walton Street quadrangle (to be named the Cohen Quad in memory of the parents of the College's greatest philanthropist, Exonian Sir Ronald Cohen (1964, PPE)). As the College begins to write a strategic plan for the years ahead, Exeter has the opportunity to become even more prominent and





successful, emphasising academic objectives (including the renewal of the library) now that the College's greatest-ever building project – which, drawing on donations from a number of Exonians, provides the opportunity to lift the quality of everything we do – is less than a year from completion.

The 2014-15 academic year has included what I soon learned to recognise as the usual busy round of Exeter life. My speechwriting talents were tested in October during the welcoming dinners for new freshers, graduates and scholars. I soon got used to the rhythm of frequent College committee and Governing Body meetings as well as less formal occasions for exchanging views with the leaders of Exeter's junior and middle common rooms. Rector's Collections provided an opportunity to hear from tutors how much academic progress our undergraduates were making, a function supplemented for postgraduates by voluntary "academic review" sessions. "Subject family dinners" for the four major academic areas brought together Fellows, postgraduates and undergraduates in a setting of stimulating celebration. Our undergraduates proved their academic prowess by gaining 14 Firsts or Distinctions in first-year exams, and 30 Firsts in finals, during summer 2015. They also continued the vigorous tradition of extracurricular activities (mightily assisted by Williams students), notably through the ExVac charity, our superb choir and sport. Our postgraduates, who have also been shining academically, shared in many of these activities while creatively celebrating the 50th anniversary of the Exeter MCR: they buried a time capsule (in a hole they dug themselves!) at Exeter House in February and staged a reunion weekend in College in June. Other important aspects of remembrance came in



November (for Exonians who fell in the First World War), in May (for their counterparts in the Second World War), and in October (a symposium marking 35 years of achievement by women Fellows and students at Exeter).

On the social side, Marguerite and I happily slipped into the traditions of Wednesday and Sunday high table guest nights, encountering many alumni using their dining rights as we did so. Another special Exonian feature we learned to cherish was the series of cosmopolitan festivals – Diwali, Thanksgiving and Burns Night – that are now so well established at Exeter. The annual College ball, at the start of Trinity Term, impressed for its cheerful success in the face of the only downpour that Oxford experienced during April! It was also a pleasure to welcome visiting speakers (many of them Exonians) to College for regular Rector's Seminars. In



addition, there were important alumni-related occasions such as subject dinners, the Young Alumni Garden Party, and the annual dinner of the Exeter College Boat Club and Association. And there has also been the University dimension – many meetings, of course, especially of the Conference of Colleges, but also many social occasions: the very pleasant custom is for new Heads of House to be invited to as many other colleges as diaries permit! The opening of the new Weston Library – the utterly transformed "new Bodleian" – by David Attenborough and Stephen Hawking in March was a truly impressive experience.

A very special dimension of 2014-15 has been the culmination of the 700th anniversary celebrations. Key events since my arrival have been donor drinks occasions in Oxford (at Modern Art Oxford) and London (at the College of Arms and at the Athenaeum). The final speaking event of the anniversary was very memorable: an eloquent address in February at the University Church of St Mary by former archbishop Rowan Williams. In May I gave a lecture, eight days after the General Election, in the parliamentary church, St Margaret's Westminster, on the English/Scottish Union, past, present (and speculatively!) future, followed by dinner in the House of Lords. Those Westminster events were the "hinge" between the 700th year – begun so admirably by Rector Cairncross with her walk from Exeter Cathedral to Exeter College in the summer of 2013 – and Exeter's plunge into its eighth century.

The first event of the new Exeter century proper came in late June when the celebrated director and producer



Peter Jackson – accompanied by his creative collaborator and wife, Fran Walsh – discussed, in the presence of a large audience in the Sheldonian, the career that has brought to the screen *The Lord of the Rings* and *The Hobbit*. This event, which depended on the achievements of Exeter's most famous alumnus, JRR Tolkien, neatly symbolised the mix of past achievement and promise for the future that characterises Exeter College at the end of the 2014-15 academic year. It has been a great privilege, and a highly stimulating learning experience, to become part of such a dynamic community.

**Images from far left:** 1 MCR President Andreas Harris (2012, Life Sciences Interface) with the MCR time capsule; 2 Graduation Day; 3 The men's boat takes to the water at Torpids; 4 Members of the Choir prepare to sing on VE Day; 5 The Young Alumni Garden Party





# Building for the Future: Cohen Quad

The last 12 months have been a whirlwind of activity, discovery, and celebration on the site of Exeter's third quadrangle at Walton Street.

**Katrina Hancock** (1998, Earth Sciences), Director of Development.



In November 2014 the College was thrilled to announce that the new quadrangle would be called "Cohen Quad" in recognition of the generosity of Sir Ronald Cohen (1964, PPE), who through his family's foundation had pledged a further donation towards the quadrangle, bringing his total gift to £9 million (\$14 million). The building will be named in honour of his parents,

Michael and Sonia Cohen, who believed wholeheartedly that "education is the one thing that cannot be taken from you". His gift, together with those of many other Exonians, has now brought the total of philanthropic funds raised for the new quadrangle to £16.5 million, just £1.5 million below the £18 million target (which represents 50% of the original budget for the quadrangle including purchase, construction, fit out, and fees). This is a remarkable achievement and

shows again what can be accomplished, when the College and alumni partner together to support scholarship and future generations of Exeter students.

In Hilary Term, the College historians were delighted to learn that evidence of the Civil War defences designed by the Dutch military engineer Bernard De Gomme had been found running through the site. These defences, which are shown on Loggan's 1675 map of Oxford, were built prior to the siege



Clockwise from far left: how the South Quad will look once completed looking away from Walton Street; the building site from a similar view; Sir Ronald Cohen at the start of demolition work in 2014

there is quite compelling evidence that the defences designed by de Gomme in this location are reusing existing drainage channels on the edge of the flood plain.

Also in Hilary, the College celebrated when planning permission for Cohen Quad's stunning champagne and bronze roof was approved by the City Council in late March. This

of the city in 1644. They almost certainly correspond with an east-west aligned ditch discovered at Cohen Quad, although the artefacts recovered from the ditch were exclusively medieval. Its location appears to correspond with the junction between the western end of the inner line of defences and the more substantial and symmetrical outer defensive circuit. The historic maps show that by the post-medieval period (possibly earlier) the area was drained by a network of channels in the immediate vicinity of the site, and

was a pivotal moment for Exeter: we had already received approval for the shape of the roof and a metallic tiling, but it had taken over three years to reach an agreement to use the Rimex stainless steel tiles in beautiful contrasting colours, which architect Alison Brooks had originally proposed. The opposition concerned glare from reflected sunlight, but the tiles will be anodised to achieve a stable and consistent colour, textured, and then bead-blasted to further reduce any shine.

Over Easter the basement was completed, with over 15,000 tons of earth removed (that's around 800 lorry-loads) and the concrete slab poured. Since then, the ground and first floors have been poured and we expect to put the weatherproof roof on during the Long Vacation. Already you can stand in the special collections' storage and reading rooms, you can see where the café will be, and you can see the north and south quadrangles. The bedrooms are marked out and you begin to get a sense of the views that students and Fellows will have over the surrounding area, with Worcester to the south and the Radcliffe Observatory and new Blavatnik School of Government to the north.

So what next? We still expect to take possession in late July 2016 and before then the interior will need to be fitted out and the exterior tiling and stone cladding completed. The bathroom pods will be delivered over the summer and the façade retention will be removed by September. Come and visit!





Images left to right: the Bohun Psalter, once the prayer book of Katharine of Aragon; architect's rendering of the Special Collections Reading Room at Cohen Quad; the Kelmscott Chaucer

# Showcasing Exeter's Special Collections

In 2017 a purpose-built Special Collections Centre will open at Exeter's Cohen Quad, allowing students, Fellows and visitors ready access to study some of the College's rarest and most valuable treasures.

**Joanna Bowring**, College Librarian.



The special collections at Exeter College consist of around 30,000 rare books, over 250 manuscripts, and an archive containing documents dating from the foundation of the College in 1314. The manuscripts date from the 12th to the 20th centuries,

ranging from a 12th century Priscian to the typescript of WH Auden's play *The Dog Beneath the Skin*. The early printed books include 75 incunables (books printed before 1501), and many historically important volumes, several of which appear to be unique to Exeter College. The College archive holds a wide variety of College records including

15th century parchment account rolls, land deeds and other estate documents, buttery books, rolled maps and plans, scrap books and photographs.

In part, the collections demonstrate Exeter's close connection with the West Country, featuring authors such as Thomas Hardy and RD Blackmore, and items such as *The Tinnars' Charter*, a

unique copy of the rules and regulations of the Devon tin-mining industry printed at Tavistock Abbey in 1533.

The special collections also reflect the membership of Exeter College over the years, holding works by – and owned by – notable alumni. For example, there are several books printed by William Morris's Kelmscott Press including William Morris's and Edward Burne-Jones's own copies of the great *Kelmscott Chaucer*.

The library has the very copy of Sir Charles Eliot's *Finnish Grammar* which was borrowed by the young Tolkien during his time as an undergraduate at Exeter and was later credited by him as inspiring his love of creating languages. So influential was this outwardly insignificant little book that Tolkien later compared its discovery to Keats's first glimpse inside Chapman's Homer.

All in all, the special collections contain some of the College's greatest treasures and it is interesting to consider how these items have come to be here.

Exeter acquired books and manuscripts from the time of its

foundation and housed them in a succession of library buildings which grew in size as the collection expanded. Some volumes were purchased, but many were donated and we still have some of those early donations today, for example a late 13th century manuscript, *Petrus Lombardus Sententiarum Libri IV*, given by William Rede, Bishop of Chichester, in 1374.

In 1470 Roger Keyes, the precentor of Exeter Cathedral, gave a series of fine decorated manuscripts of works by, or attributed to, Hugh of St Caro: 18 volumes of biblical commentaries which bear a curse on the frontispiece on any who take the books from the library without permission.

Sixteenth century donations include 32 medical books from the bequest of John Dotyn, a former Rector of Exeter College (1537-1539), a doctor and astronomer and sometime vicar of Bampton, who died in 1561. In 1567, Exeter was given the magnificent Bohun Psalter, once the prayer book of Katharine of Aragon, by the College's great benefactor, Sir William Petre (1505/6-1572).

After a disastrous fire in the College library in 1709, several benefactors came forward with notable gifts of books and manuscripts. One such benefactor was Joseph Sanford, who left a collection of many 15th and 16th century books to the library, including a 1525 edition of Boethius' *De consolazione philosophiae*.

Later, Charles Boase, historian and College Librarian who matriculated at Exeter in 1846, gave the library several Renaissance manuscripts including Petrarch's heavily annotated copy of

Suetonius' *Lives of the twelve Caesars*.

In 1889, the library of the Biblical Scholar Alfred Edersheim was donated to the College, consisting of Hebrew, Talmudic and early Christian literature.

Additions to the collection are less frequent in recent times, but there have been a few, most notably the acquisition last year of the manuscript teaching notes of Rector John Prideaux (1578-1650). These notes give an unusual and valuable insight into teaching methods and practice at Exeter College at that time.

Currently, the special collections are to be found in a series of locked rooms in College, fairly inaccessible and environmentally unsuitable. In 2017 we will move all of this material to a purpose-built Special Collections Centre at Cohen Quad on Walton Street.

There, the collections can be housed all together and in the correct conditions for the first time. There will be an adjacent reading room where staff can work with the collections, and visitors can come to consult them.

When the rare collections are better housed and more accessible, there will be more opportunity to use them for teaching as well as for research. The library staff will be able to work with tutors, arranging student sessions with selections of relevant material such as the early medical books or the large collection of historical tracts. Using the collections in this way will provide students with unique insight into their subject and the possibility of original research opportunities. There will also be the possibility of using early material in exhibitions, library inductions and displays so this fascinating material can become better known.





Church and state unite in support of Doreen Lawrence's (pictured centre) campaign for justice for victims of race crime

# Secular Churches and Holy Societies

Dr Rowan Williams's 700th Anniversary Lecture was both provocative and insightful, reports Fellow in Physics **Andrew Steane**.



When I saw on the programme for the 700th anniversary year that some imaginative person or persons had managed to secure a booking with Rowan Williams (that is, the Rt Revd and Rt Hon Dr Rowan Williams, former Archbishop of Canterbury), I was encouraged. Dr Williams has been an important presence in public life in our country for two or more decades. I would rate him among the most insightful Archbishops for a century, and the kind

of man that any thoughtful person can do business with, no matter what their convictions may be on matters called "religious". (I will say more about that round-about choice of phrase in the following.) Dr Williams brings to the anniversary both academic insight and a sense of deep sympathy with the hopes and aspirations of those who founded the College. His lecture also, perhaps, represented a recognition of the constituency of the modern college for whom the word "secular" describes a very positive part, but not the whole, of the

space in which human communities can creatively seek to live.

A "good crowd", as they say, gathered in the University Church for the lecture on 21 February. The building has recently been refurbished and this, together with the bright sunlight, gave an open, refreshing feel to the afternoon.

Dr Williams spoke on "Secular Churches and Holy Societies". A deliberately provocative title, of course, intended to make us question assumptions about demarcation lines between areas of human life. Indeed,



Dr Williams at the 700th Anniversary Lecture

he began by pointing out that the very idea of something called "a religion" is itself a modern invention. (I think it may have been invented by 19th-century anthropologists in a brave but hopeless attempt at objectivity.) To a citizen of ancient Rome, there was no such thing as "a religion" which you could identify and adhere to. Paying your dues to the temple cult was simply what you did as part of being a citizen. And therein lies the beginning of a long, painful story in which Christian (and, one could add, Jewish) commitments profoundly questioned the notion of a union between sacred value and political power.

The historical background will surprise anyone who buys into modern-day mythologies about the march of secularism. That blunt statement was not in Dr Williams's talk, but it is a thought hinted at in the dry humour that leavened his presentation. In the ancient world – and this is a near-universal across the world – it was thought that the sacred and the wielding of political and military power should go together. Don't think late-medieval popes here (I will come to that); think late-antiquity Roman emperors. And by the "sacred" don't think religious robes and rituals. By the "sacred" Dr Williams invited us to have in mind "that which

can command your deepest allegiance". It could include, for example, the principle of racial equality, or the notion of restraint in the face of violence, and so on. It was thought by our ancient forebears that rulers, whether emperors with a "civilisation" behind them, or tribal war-lords, could and should claim for themselves the sort of right to obedience which our most deep-seated convictions call for from us. You can see why they would. It appeals to both the abusive and the constructive side of human nature. On the one hand, it hugely strengthens the levers of power for those whose desire is power over others; on the other hand, to those who want to protect the

sacred, it seems as if it might be a good way of doing that. In fact it is not, but it took some very brave people, and very long arguments, to clarify this.

The important, liberating idea of a secular political space was not discovered by brave anti-religionists in spite of clerical opposition in the 18th century. It was won by brave second-century Christian people who were willing to pay taxes to, but not burn incense to, the emperor (Caesar), and who were executed for living by precisely this. "They represented a

***The very idea of something called "a religion" is itself a modern invention.***

challenge to the sacred claims of the way things are". This opened up the centrally important idea that the right of religion is not the right to power but the right to question. It is not the right to gain control,

but the right to place one's deepest allegiance somewhere else, where no worldly power can get at it.

Of course, Dr Williams said this very much more gradually, working his way through 20 centuries of tortuous human journey, including a full recognition of the awful abuse of power that parts of the Christian church got mired in when they went the way of imperialism for too long. But, in my limited experience, the study of history leaves one not with a sense of triumph but with a sense of understanding for the difficulties that people had to wrestle with, and gratitude that we mostly inherit the best of what they discovered.

Dr Williams did not conclude with a bullet-point list of pointers for modern politics or church-state relations. That is not his style. However, if one can pull out a single memorable lesson, it could be the following. Among the convictions that many of us hold deeply is the notion of *generous inter-dependence, or generous, mutually supportive relations*, as the model of what human society should embody. This is perhaps our central non-negotiable. Politics is the realm of practical wisdom where a conviction like that is worked out in practical policies. The sacred space is a different sort of space, where we get together to take a look at our deepest convictions, and ask ourselves whether they need moulding, and whether we are living up to them. This is not just about interior life; it has many practical implications. But we don't want to see our deepest convictions explicitly attached to party manifestos. We (I include here many of us who are willing to speak of the sacred in personal categories, and this is what Dr Williams affirmed) prefer that politics should be conducted in the toned-down language of secular discourse. But that does not mean that secular discourse now earns the right to claim that it is the only language of adults, or the only type of conversation that can command respect. No, people may, thoughtfully and legitimately, reserve their final loyalty for something other than that; something never quite captured in human attempts at saying what matters, but nonetheless real and uplifting for all that.



# Closing the Circle

A visit to Exeter College was a chance for acclaimed film director Peter Jackson to connect with the memory of JRR Tolkien, whose books have been so pivotal to his career. **Edward Elliott** (2011, History).



In 1914, JRR Tolkien was a student at Exeter College and president of its JCR, the Stapeldon Society.

That year Oxford's first

cinemas were founded, the Phoenix Picture Palace and the Oxford (now Ultimate) Picture Palace – both still in use today. But some eyed the new entertainment with suspicion, fearing it would suck people away from reality and gainful pursuits. The Stapeldon Society convened on the motion, "The cheap 'Cinema' is an engine of social corruption." Tolkien commented in favour.

"Haha, really?" grins Sir Peter Jackson. "Well, I'd love to show him our movies. I'd be terrified. I'm sure there would be lots in them he'd not like at all. But hopefully some of what we did would delight and surprise him."

It's one moment from a unique Q&A staged on 25 June as part of Exeter College's celebrations of the commencement of its eighth century, commemorating Tolkien, one of its most distinguished alumni. An audience thronged the Sheldonian Theatre, perspiring from excitement and not inconsiderable humidity, to levy questions at the acclaimed director of the *Lord of the Rings* and *Hobbit* trilogies. Exeter's Rector, Sir Rick Trainor, opened

**"I'd love to show Tolkien our movies. I'd be terrified!"**

proceedings. I was lucky enough to be chosen to conduct the centrepiece interview, with clammy palms and a cold sweat all of my own. Topics ranged from Jackson's wide filmography to his technical achievements, and, of course, his attachment to Tolkien.

At the box office, each of the two trilogies grossed close to \$3 billion worldwide. *The Lord of the Rings: The Return of The King* alone garnered 11 Oscars and four Golden Globes. Success earned Jackson, born and operating in New Zealand, his country's Order of Merit Knight Companion. However, all this might never have come to be.

Middle-earth had not been his initial destination. Closing the shoot on the director's fifth feature *The Frighteners*, he and partner Fran Walsh (now Lady Jackson) had sought to create an original fantasy adventure in the mould of *Sinbad* or *Jason and the Argonauts* – movies involving the stop-

motion genius of Ray Harryhausen, a major childhood influence on Jackson. Only after recurrent discussions about how to construct their film "like *Lord of the Rings*" did they decide to try adapting Tolkien's work itself.

"We were in a first-look deal with Miramax and Harvey Weinstein. The idea we originally pitched was to do *The Hobbit* as one movie, and then to do *The Lord of the Rings* as two movies. We didn't know who had the rights." Weinstein investigated and called them back. "He had found out a producer named Saul Zaentz had the rights to *The Lord of the Rings* and he had the rights to half *The Hobbit* but not the other half – I don't know which half it was."

Zaentz had "rejected many offers from lots of filmmakers", said Jackson. Leverage relied in the end on a Hollywood "guilt card". According to Jackson, it was not until Miramax's late swoop to save the financially fraught



Zaentz production *The English Patient* that creative control was released.

"The next call was that [the rights situation with] *The Hobbit* was too difficult ... but *The Lord of the Rings* was ok. So we had to do that one first."

Initial funders Miramax wanted an "Americanised" project – a desire that led to a creative "fight" and "divorce" from Jackson and team. "I'll be the first to admit I'm not a Tolkien expert – I would never claim to be," he said. "We tried to respect his work as best we could. We tried not to Americanise. We tried to protect the integrity of his

stories. But at the same time we had to make our movie."

The end result was "films I'm very, very proud of", he said. "We try to make the films as good as we can. We keep working on them. There is no such thing to us as a finished script."

Self-critical scrutiny can continue long after release. Watching *King Kong* this year for the first time since its 2005 release, he and his partner drowned out the soundtrack with conversation of "sloppy edits" and scenes in need of "tightening".

"*The Lord of the Rings, The Hobbit,*

I'm sure I'll see them one day," he reflected. "It's a strange thing. You're making a film you want to see, but when it's finished you don't want to see it."

Asked what projects he might want to pursue next, Jackson stated he was in "no rush" to recommence filming. Nor indeed to return to Hollywood.

"At the moment a lot of the films there are not the sort of films

I particularly enjoy. So what Fran and I are probably going to do is make some smaller movies, make some New Zealand movies.

"I've got *The Dam Busters* too: I've been working on a script with Stephen Fry over the last few years on and off. But whatever we do over the next few years, it will be quite a lot smaller."

Following the Q&A, at dinner with the Rector and students at Exeter College, Jackson admitted he and Fran had been to Oxford once before: a brief deviation from the *Lord of the Rings* press tour for a quick drink in The Eagle and Child, Tolkien's old retreat – a "sneak in, sneak out" enjoyed most because it was incognito. Comfortable with movie epics and Sheldonian Theatres, the director – who can only be described as warm, modest and charming – is yet more at home with the homely.

At the College, he was given the opportunity to scrutinise Exeter's Tolkien-related archives, including a report card, his signature in the College register, and the minutes to a Stapeldon Society meeting which Tolkien – secretary at the time – depicted as a battle. Jackson appeared sincerely moved, saying it was the first time he had been able to connect directly with the memory of the man whose work helped him to such success.



Images (clockwise from left): Sir Peter Jackson addresses the Sheldonian Theatre; JRR Tolkien (back) at Exeter College in 1914; Sir Peter Jackson talks to students in the Rector's garden





# An Australian Odyssey

Government House, Melbourne

**Rachael White** (2013, Classical Literature) journeys down under to discover a country alive with classical allusions.



"I tell you so in stark naked blunt English that you are as great a tyrant as Nero ever was", said one convict to the commandant of the penal colony on Norfolk Island. He received an extra 100 lashes for his pains.

Classical allusions abound in Australian culture from the date of its settlement as a penal colony in 1788. Early European depictions of Australia's Aboriginal people show them in the poses of Greek statuary, complete with marble-white skin and ancient weaponry. Participants in political life in the 19th century drew on classical visual forms to glorify themselves as the founders of their nation in busts and bronze profiles, while their opponents used classical allusion to insult them. ("Twopenny Catiline" was considered particularly cutting.) Australian troops fighting at Gallipoli were keenly aware of the poetic resonance of fighting in the same landscape where Homer's Greeks and Trojans struggled: "Australian backblock heroes slain/With Hector and Achilles

lie", ran a line in a poem popular with troops at the time.

My DPhil thesis explores the rich afterlife of the classical past in Australian culture, of which these are only a few examples. Classical literature and ideas were influential in the official, public sphere of the Australian colonies, in their architecture, insignia, education systems and political debates. The public buildings of Melbourne and Sydney offer several examples of neo-classical architecture, while the War Memorial in Sydney's Hyde Park bears a striking resemblance to a Greek temple and eschews more conventional Christian symbolism for classical imagery. Classics occupied a (controversially) dominant place in the curriculum of both Sydney and Melbourne universities when they were first founded.

Antiquity also offered a vocabulary and framework which private individuals used to describe the land which was to many of them a place of exile. In poetry and memoirs Australia is often figured as a kind of classical underworld, "Pluto's land", especially by those who had been transported and served time in places

of secondary punishment like Norfolk Island and Macquarie Harbour. For the Anzac troops in the First World War, their identification with the ancient heroes of the Dardanelles was a source of humour as well as pathos.

My interest lies not only in unearthing these examples and exploring the influence of the classical on Australia, but also in examining what Australia made of the classics. Virgil's *Georgics and Eclogues*, Hesiod's *Works and Days*, and Homer's *Iliad* are all vigorously reinterpreted by colonial Australians in contexts far removed from the schoolrooms and universities of England.

I spent Hilary Term 2015 in Australia with the support of a DPhil Research Grant from Exeter, which enabled me to work with archival material at the State Library of New South Wales, the University of Sydney, and the Australian War Memorial. I read convict memoirs, war reports, university speeches, and letters whose authors all form part of the vibrant tradition of Antipodean engagement with the classics my thesis will, I hope, uncover.

# William Morris Letters Uncovered

**Thomas Wilson** (2013, History) spent a summer at the former residence of William Morris (1852, Classics) where he hit upon letters never before published.



Exonian William Morris (1834 – 1896) is perhaps most famous now because of his wallpapers. However, beyond all the acanthi,

pomegranates and strawberries, he was a leading figure of socialism in England during the 19th century. This always struck me as odd, given that he was born into a wealthy middle-class family and held the lease of a beautiful Tudor summer residence, Kelmscott Manor.

Over the summer of 2014, thanks to Oxford's Internship Programme, I was fortunate to spend five weeks working in Kelmscott. Set in the Oxfordshire Cotswolds, next to the river Thames, this house was described by Morris as the "loveliest haunt of ancient peace." I began by creating a working list of photographs, paintings and sketches that would show how the appearance and function of the manor had changed over time. Apart from looking through online collections, I dived into the manor's small archive room and found many surprises.

Kelmscott's archive had remained completely uncatalogued and unexamined for the past half-century and nobody (alive) knew

what was hidden in there. So, as any impressionable history student would, I believed I was the next Indiana Jones as I found bundles of letters written by the Morris family, documents from the reign of Charles II and socialist pamphlets from the 19th century.

The most exciting finds were two unpublished letters written by William Morris in 1894 on the subject of socialism, in response to a question that one woman posed to him: will socialism make a man honest? "I should rather say that it will not prevent them from being honest as the present system does. When society is made up of slaves and slaveholders and the parasites of the latter, as it is nowadays, honesty is impossible for the average man, and difficult for even the heroic to practice."

By this stage, Morris was approaching the end of his life, but – as these letters prove – he still retained a strong socialist view and was keen to recruit new followers, as he suggests that she join a local socialist league and, in a style recognisable to all Oxford students, he gives his recipient a reading list.

The letters are also fascinating as they show Morris's attitude towards women and their role in the socialist

cause; "I should suggest that you should try to influence women that you come across: in the working classes, especially, much depends on the women (wives especially) being sympathetic with the men who are in the movement. You can have more leaflets if you think you can distribute them usefully." In his vision of socialism, women were not so much independent political thinkers and actors, but played a role in supporting husbands.

Morris's character comes across in these letters, as he fears he is being patronising and begs her to "excuse the lecturing." You can feel his enthusiasm and passion for his cause too, as he apologises: "only since you asked me a question I thought you might be interested in the whole subject."

It is an extraordinary feeling to rediscover letters written by someone over a century ago. This feeling is made all the more meaningful when I remember that this was a person who came to Exeter College 160 years before I did. Indeed, he wrote very kindly of the friends he made here in a letter to his mother in 1855, claiming that "this love is something priceless, and not to be bought again anywhere and by any means."



# Rocks Unearthed in Highland Fling

During her mapping project in the Scottish Highlands, earth scientist **Rebecca Evans** (2012) discovered 2.9 billion-year-old rocks and a trans-continental mountain range.



Over the summer of 2014, as part of the second-year Earth Sciences syllabus, I spent six weeks in Kinlochewe in the north-west

Scottish Highlands for the purpose of constructing a geological map of a 15km<sup>2</sup> area in a region of my choice. Based on the fantastic geology of Scotland, its accessibility, and the beautiful scenery of the Highlands, I chose to undertake the project mapping the geology of the world-famous Moine Thrust Zone.

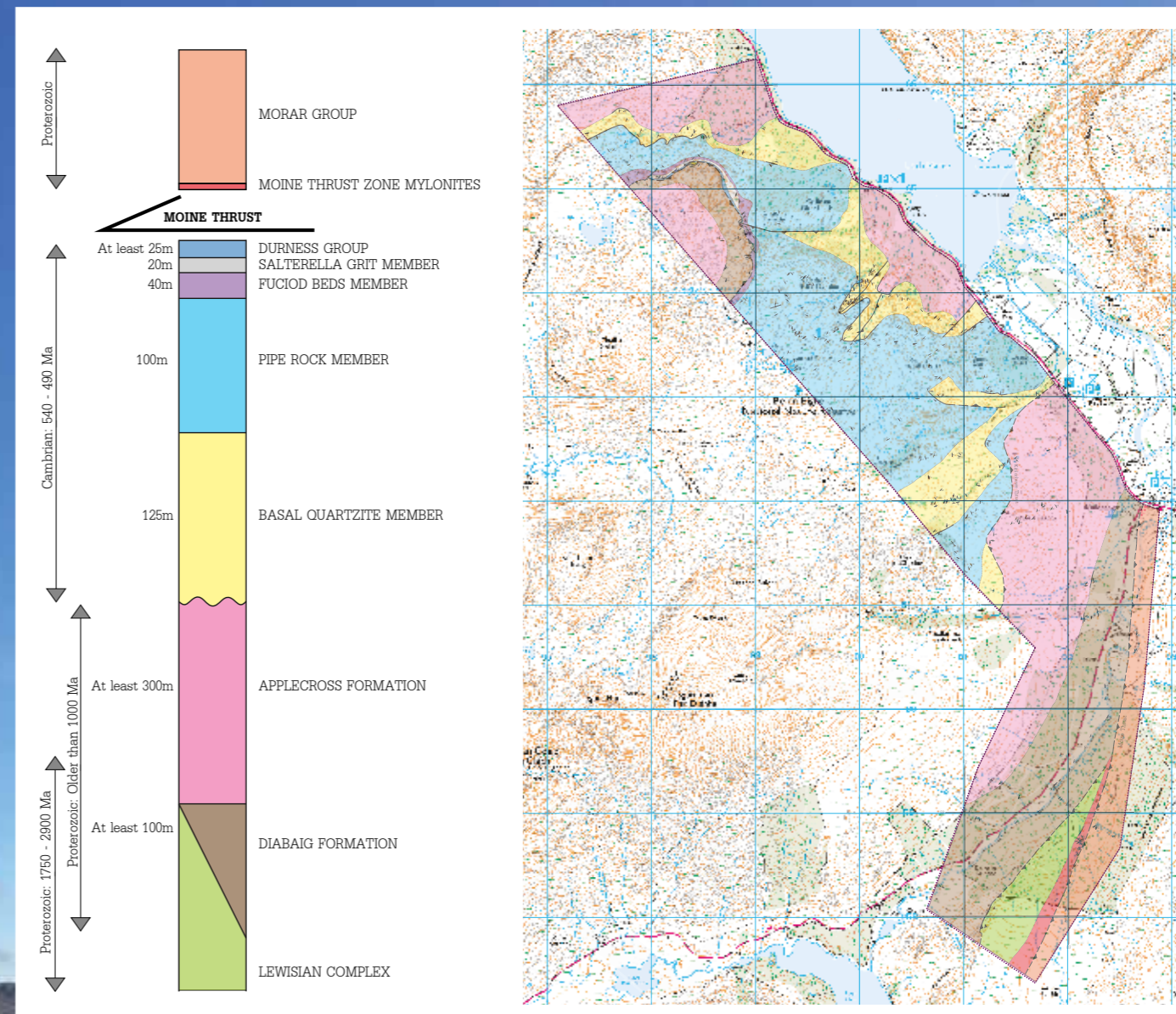
The aim of the project was to make a geological overlay on a normal Ordnance Survey map to show rock types, their boundaries and the geological structures of the area (pictured right). This was used in conjunction with observations of rock features and additional reading to construct a report on the geological history of the area on a local and regional scale.

The geology of Kinlochewe suggests that north-west Scotland was once under great compression from a

mountain building event, the Caledonian Orogeny, which built the Highlands to the size of the modern day Alps. It was fascinating to see rocks as old as 2.9 billion years and the origin and evolution of the once supreme mountain range that was the Caledonides, today spanning the east coast of the USA and north-west Scotland.

To view Rebecca Evans's full mapping project or to support Exeter students' mapping projects visit:

[www.exeter.ox.ac.uk/mapping](http://www.exeter.ox.ac.uk/mapping)



*The Caledonian Orogeny built the Highlands to the size of the modern day Alps.*

The Highlands at Kinlochewe and Rebecca Evans's geological map



# Made in the USA

Researching mental health provision in North America was a life-shaping experience for **Aideen Carroll** (2009, Medical Sciences).



Over the years, life at Exeter has allowed me to accumulate a number of remarkable memories. The North American Travel Scholarship,

however, must rank as one of my favourite life experiences to date.

As someone studying medicine, I have always been interested in mental health and applied to the scholarship with the intention of exploring mental health law and provision of services in North America. The theme was deliberately broad as I wanted to use the local knowledge and contacts of each alumnus I met to help shape my time.

Despite only a handful of alumni in my chosen destinations working in healthcare, the response was amazing. As well as generously offering accommodation, alumni went out of their way to organise meetings with relevant individuals and took time to teach me about the local mental health charities, healthcare services and advocacy

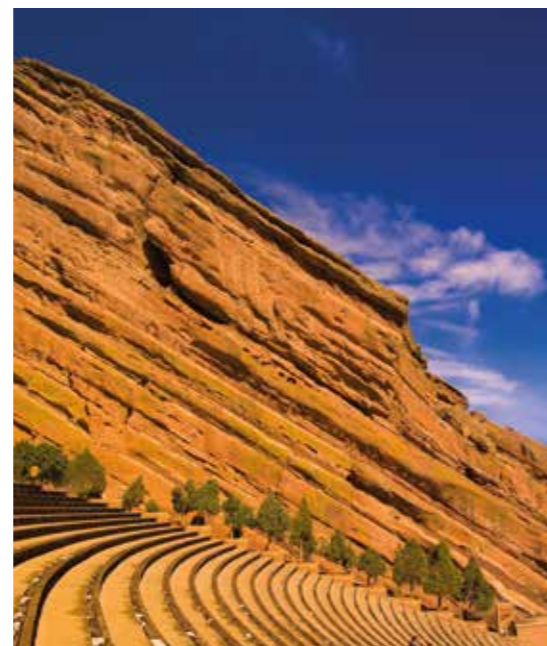
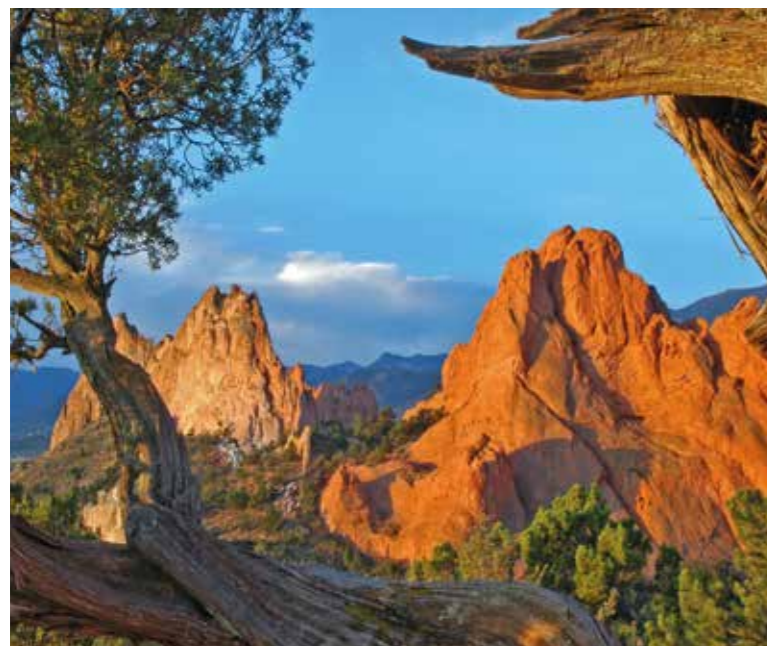
groups in their towns and cities. This meant that, for the few days I spent with each host, I was lucky enough to see the North American healthcare system through their eyes.

During my four weeks of travelling, I shadowed clinicians, participated in a healthy eating class for individuals with chronic mental illness, met with patient advocacy groups, studied Texan state mental health law, sat in on a research group, visited a homeless shelter, dropped in on outreach clinics, and asked numerous awkward questions about the funding of services (which led to me being accused of being a state spy!). Throughout, I talked to brave, wonderful people about their experiences accessing mental health services, and also to those striving to provide high quality care. It was both a motivating and humbling experience.

I took a work hard, play hard attitude throughout, and experienced as much American culture in each state as I could. For a week, I lived life as a

quintessential Texan: shooting rifles on a ranch, eating Tex-Mex burritos and southern fried chicken, and shopping for cowboy boots. Then it was on to the beautiful scenery of Colorado: afternoons in the small town of Breckenridge and the beautiful Garden of the Gods, with a dusk trip to the natural Red Rocks Amphitheatre. In California, I took a wonderfully scenic train journey from the small city of Merced in the San Joaquin Valley to the bright lights of San Francisco. In Vancouver, I learnt about the Canadian staple of poutine and Vancouver's signature Caesar cocktail, and finally I travelled to Toronto where, in between meeting Sir Rick Trainor and visiting Niagara Falls, I found time to relax in a delightful guest cottage owned by my hosts and even managed to spot some moose.

I am full of gratitude for all those who help facilitate the scholarship; the North American Travel Scholarship is a gift and will always remain one of my most valued Exeter memories.



Left: Garden of the Gods, Colorado. Right: Red Rocks Amphitheatre, Colorado



Studying in Oxford enabled Kari Baker to broaden her horizons, including a visit to Zadar's sea organ (pictured)

# Breadth and Depth

The Holaday Scholar **Kari Baker** (2014, Global Governance and Diplomacy) finds an extensive education crucial for a career in military intelligence.



Like many at the United States Air Force Academy, I joined the Air Force with the dream of becoming a pilot, and during my four years

there I was fortunate to participate in the freefall parachuting, soaring, and powered flight programmes. I thoroughly enjoyed all of these experiences, but found myself drawn to the field of intelligence because of its commitment to analysing the forces shaping our world. After spending a summer in Israel discussing cultural and security challenges and another on an intelligence internship in Washington, DC, I became increasingly interested in the capabilities, limitations, and ethics of the intelligence services within the contemporary state.

In this age of information, intelligence work and education are fundamentally interconnected. Compiling information is becoming progressively easier but inversely, among so much data, assessing which are credible and relevant becomes more difficult. The

ability to situate this information within its proper global context and make recommendations that acknowledge its historical, geopolitical, and cultural foundations is a fundamental task for an intelligence professional. It demands an education with breadth and depth and an emphasis on critical assessment and communication skills. My experiences at both the Air Force Academy and Oxford have been developmental and complementary in this respect.

The Academy's curriculum of mandatory liberal arts and sciences classes builds a broad foundation upon which cadets can engage with a vast range of topics and strengthens the ability to work under pressure. My honours programme also thoroughly challenged and advanced my analytical skills – skills that a modern military officer must possess. However, Oxford's educational setting, which fundamentally differs in structure from the Academy, has provided me with opportunity to focus on several crucial areas of my education that I neglected while at the Academy.

One of the most profound ways in which Oxford has enabled me to improve concerns my ability to engage with concepts in depth. My degree course, Global Governance and Diplomacy, includes between six and eight hours of formal contact time per week on closely related topics. At the Academy, I often experienced the same amount of contact time on a daily basis, but on topics ranging from physics to Spanish. Consequently, beyond the transition from a Bachelor's to a Master's, my time at Oxford is allowing me to specialise. Through this increased depth, my ability to make nuanced arguments that challenge assumptions has improved substantially, a skill which I hope will serve me well in the intelligence world.

I treasure my time at the Academy, but I am also grateful for the opportunity to build upon the skills and knowledge I gained there through my studies at Oxford thanks to the Holaday Scholarship. I hope to employ this investment in my education through a lifetime of service.



EXETER COLLEGE  
Oxford  
NEVERLAND BALL  
2015



TIGERLILY STAGE  
& BAR

THE LOOKOUT

POPCORN &  
DONUTS

THE JOLLY ROGER

RUM, GRUB & ENTZ

GROG BAR



DOWN TO THE BLUE  
LAGOON DISCO

DODGEMS

PIRATE COVE

CLOAKROOM

LOST BOYS' HIDEOUT

COCKTAILS

## Second Star to the Right and Straight On Till Morning

**Zoe Jackson** (2012, Engineering Science) reports on a College ball full of wonder.



After the success of the 700th anniversary ball last summer the bar was certainly set high for the College ball this year. Our theme was "Neverland" and the College was transformed, with the Hall becoming Captain Hook's ship, the Rector's garden a fairy grotto, and a large-scale sunken pirate ship erected in the Front Quad. Highlights included the return of the dodgemes to the Front Quad, bespoke cocktails served in the Chapel and a food court in Margary Quad. We were overwhelmed by the interest we received – tickets sold out in a record 24 hours! On top of the success of the night (ignoring the rain!) we also made a profit of £1,000 for ExVac, Exeter's student-run charity. Everyone had a very enjoyable evening and the committee had a great deal of fun organising the event. We very much look forward to next year's ball!

Images: Students dodging the rain at this year's Neverland themed ball  
Illustrated map by Max Mulvany (2008, Fine Art)

HANGMAN'S HOLLOW

FUN & GAMES



LONDON

CITY FOOD MARKET

W.C.S



# Exeter Wins Rugby 10s Cuppers

A rollercoaster year for Exeter's rugby team includes promotion, relegation and silverware, writes **Sam Hillman** (2012, Physics).



Exeter College RFC lost many great players at the end of the 2013-2014 season and was looking to rebuild come Michaelmas. Thankfully

a number of talented freshers joined the ranks this year, leaving us with a back seven that would be the envy of any college.

Success came immediately as Exeter dominated the Rugby 10s Cuppers tournament held on the first day of term, with a tight final settled by a final-minute diving try in the corner. With the new silverware proudly on display in Exeter's bar, ECRFC pushed on to secure

promotion to Division One for the first time since 2011, whilst also boasting the best defensive record in the league – a net score of 198-45 over five games.

In Hilary, Division One proved a trickier prospect for the club. Despite competing well in all games, a lack of manpower proved too great a handicap for Exeter when up against the larger colleges, and the team will be back in Division Two at the start of the 2015-16 season.

ECRFC appeared to be punching above its weight and well prepared for a serious run in the Cuppers tournament but, after giving Lincoln a sound thrashing to avenge last year's knock-out defeat, we were unlucky to draw

fellow Division One side New College relatively early in the tournament, and Exeter went out in the quarter-finals.

Win or lose, I am incredibly proud to be part of a club with an atmosphere and ethic like Exeter's. ECRFC continues to bring together a wide range of students of all backgrounds and abilities, and it is this mix that is so rewarding.

As ever, the end of the season is accompanied by goodbyes, and this year we say farewell to Jake Jacobs, Joe Weld-Blundell, Ralph Spencer-Tucker, Floris ten Nijenhuis, Will Johnson and Harry Swinhoe. However, with a new intake of freshers on the horizon, Exeter has a good chance of achieving great things next year.



The Cuppers winning team

# Rowing



The Boat Club began the year with two very novice crews brimming with an enthusiasm that endured a rainy Hilary Term dominated by erg

sessions, circuits, and river restrictions. Thankfully, the rain cleared just in time for Torpids, where the men's first crew was dubbed the "miracle of Exeter" after impressive consecutive row-overs, despite limited water time.

The squad was raring to go in Trinity Term, kicking off with a training camp, and taking full advantage of our Abingdon training facilities. The 6am outings and double training sessions were sometimes gruelling, but ultimately



worth it, enabling us to enter two boats in "Rowing On", in addition to our three fixed-division crews.

Summer Eights unfolded to (mostly) sunshine and growing, if somewhat grudging, respect for Exeter College Boat Club over the public announcement system. We have enjoyed one of our best Eights in recent years,

watching each of our crews escape spoons, in some cases holding off opponents by mere inches for a whole kilometre. It has been a hard, but strong year, and we look forward to seeing this work pay off in next year's bumps races, hopefully winning blades once more!

**Alice Rossignol** (2014, Williams)



In only the second season since its creation, the Exeter women's football team has had a highly successful year. Producing consecutive victories in

the Women's College League against four of the teams in our Division, we were placed first with a goal difference of 16 ahead of a deciding match at the end of the season against the Oxford Brookes second team. Although defeated, we showed great determination against the larger and well-coached university team

and finished second, unlucky not to be promoted. The Men's second team also had a great season, finishing at the top of their division, whilst the first team finished seventh in the JCR Premier Division.

The Women's team enjoyed a series of excellent victories, with a particularly decisive win against a combined Christ Church and Oriel side which ended 7-1 to Exeter, and we were thrilled with such a successful league season given the team's relative youth and size.

This year's team was made up of a group of extremely keen players,

who enthusiastically turned up for early morning games and practices, often in torrential rain and on sodden pitches. Women's football at Exeter provides a lovely way for different year groups to integrate, as well as an opportunity to play with the Williams and graduate students. Almost everyone on the team had played little to no football before, but we have shown this doesn't matter.

**Charlotte Cato** (2013, Modern Languages)



# Sing from the Rooftop

For Exeter's choir the 700th anniversary celebrations were a springboard for even bigger and greater things, reports **Tim Muggeridge** (2013, Music), Organ Scholar.



For many at Exeter, 2015 has been a chance to draw breath after the 700th anniversary celebrations. The choir had an extremely successful 2014 with the release of a critically acclaimed CD, a concert with the Oxford Philomusica, and a tour to the East Coast of the United States. Naturally the question I asked myself at the start of this year was what on earth to do next?

Michaelmas often begins with choirs trying to find their feet following a new intake of singers, but Exeter Choir jumped straight in, collaborating with the Oxford Lieder Festival in October and performing Duruflé's hauntingly beautiful *Requiem* at Exeter's All Souls' Day service in November. Christmas brought with it perhaps my favourite event of the year, the Children's Carol Workshop – a new initiative bringing children of alumni to spend an afternoon performing some festive favourites with members of the choir.



Members of the Choir sing from the College tower on Ascension Day

During the Easter vacation the choir took a weekend residency in Oxford and London which saw them make their debut appearance in the Brandenburg Choral Festival, take part in a workshop with top choral composer and conductor Malcolm Archer, discover the glamorous life of television during filming of ITV's *Endeavour* (look out for us in the first episode of the new series), and return to Westminster Abbey to sing

Evensong in front of a congregation of over 200.

Through the dedication of its members, the choir has gone from strength to strength in the past two years – developing as a musical and social unit beyond anything it has achieved before – and with a tour to Cologne and Bonn in July and the recording of a Christmas CD for release in October 2016, I can see this continuing for many years ahead.

# I ♥ New York

After six years in Oxford, Vice-Chancellor Professor Andrew Hamilton decides it's time to return to the US. **Alex Doody** (2013, Modern Languages).



Oxford's Vice-Chancellor, Professor Andrew Hamilton, will leave Oxford in December to become president of New York University in the New Year.

An academic, Professor Hamilton studied Chemistry at the University of Exeter and the University of British Columbia before receiving a PhD from Cambridge in 1980. Since then, he has held a number of positions, including Assistant Professor of Chemistry at Princeton, Department Chair and Professor of Chemistry at the University of Pittsburgh, and Provost of Yale. He has won international accolades for his research into the use of synthetic design to understand and mimic biological activity, including the Arthur C Cope Scholar Award from the American Chemical Society in 1999 and the Izatt-Christensen Award in Macrocyclic Chemistry in 2011.

Appointed in 2009, Professor Hamilton is Oxford's second longest serving Vice-Chancellor of the modern era. Among his notable achievements is spearheading the "Oxford Thinking" fundraising campaign, which has raised over £2 billion, since its launch in 2008 to fund scholarships, bursaries, student support, research, infrastructure and academic posts.

Speaking about his time at Oxford, Professor Hamilton said "It is a huge privilege to serve this great university and will remain so for the rest of my time here. It is premature to talk of achievements and legacies – there is still much to be done on my watch – but I am delighted to have been part of a very exciting, dynamic and successful time in Oxford's long and illustrious history."

The Chancellor of the University, Lord Patten of Barnes, said: "[Professor Hamilton] has shared his departure plans with me, and I know he will continue to serve Oxford for his remaining period in office with the same remarkable energy and commitment that have made his tenure as Vice-Chancellor such a success. When the time comes, he will leave Oxford with our best wishes and sincere thanks."

In July the University of Oxford announced Professor Louise Richardson, currently the Principal and Vice-Chancellor of the University of St Andrews, had been approved by Congregation, the University's Parliament, as Oxford's next Vice-Chancellor. Professor Richardson will succeed Professor Hamilton on 1 January 2016. An internationally renowned scholar of terrorism and security studies, Professor Richardson will become the University's first female Vice-Chancellor.

# Connecting Exonians

**Katherine Fieldgate**, Annual Fund Officer, unveils the mentoring service that is helping Exeter students get ahead.



For many students, leaving Exeter and entering the world of work is a daunting prospect. Despite all the information now available online, there is no substitute for a conversation with someone who may once have pondered the same question in the Fellows' Garden: "what am I going to do next?"

To facilitate such discussions, Exeter has launched Aluminate, an

online mentoring platform designed to connect current students with alumni.

Exonians around the world have a wealth of experience and knowledge that can benefit students who will soon take their first step on the career ladder. Whether you have recently graduated or retired, current students are keen to hear from Exonians about their careers and the lessons they have learnt since graduating.

With just a few clicks you can sign up to be a mentor. Those with a LinkedIn

account can upload their details in a matter of moments. You can also specify the level of time commitment that suits you, whether offering to look over a CV, meet for a coffee, or provide a work experience opportunity; any time you can spare will be greatly appreciated. To begin offering careers advice to students today, please visit

[www.exetercollege.aluminate.net](http://www.exetercollege.aluminate.net).



Vice-Chancellor Professor Hamilton (right) with Queen Sofia of Spain (middle) and Dame Frances Cairncross during Exeter's 700th anniversary celebrations in 2014



# Vobis Gratulamur

Oxford honoured Dame Hilary Mantel and other high achievers at its Encaenia ceremony in June, reports **Ellen Brewster** (2013, English).



Dame Hilary Mantel enjoys the gardens at Exeter College before processing to the Sheldonian Theatre for Encaenia



At the end of the academic year the University holds its august Encaenia ceremony to celebrate its benefactors and award honorary degrees to some of the world's most distinguished high-achievers.

This year, six people received honorary doctorates, including Dame Hilary Mantel, the two-time Man Booker Prize-winning author of *Wolf Hall* and *Bring Up the Bodies*.

Exeter hosted the pre-ceremony reception, known as Lord Crewe's Benefaction, in the Fellows' Garden. Rector Sir Rick Trainor joined academics, students, and University dignitaries and mingled with the honorands in perfect sunshine, enjoying champagne and strawberries before processing to the Sheldonian Theatre through Radcliffe Square.

Encaenia is conducted mostly in Latin, but a translation of the words of the Public Orator, Professor Richard Jenkyns, was available, and his speech following the presentation of the honorands was given in English. It was pleasing to note in that speech former Rector Frances Cairncross received mention for her damehood, awarded in the Queen's birthday honours this year.

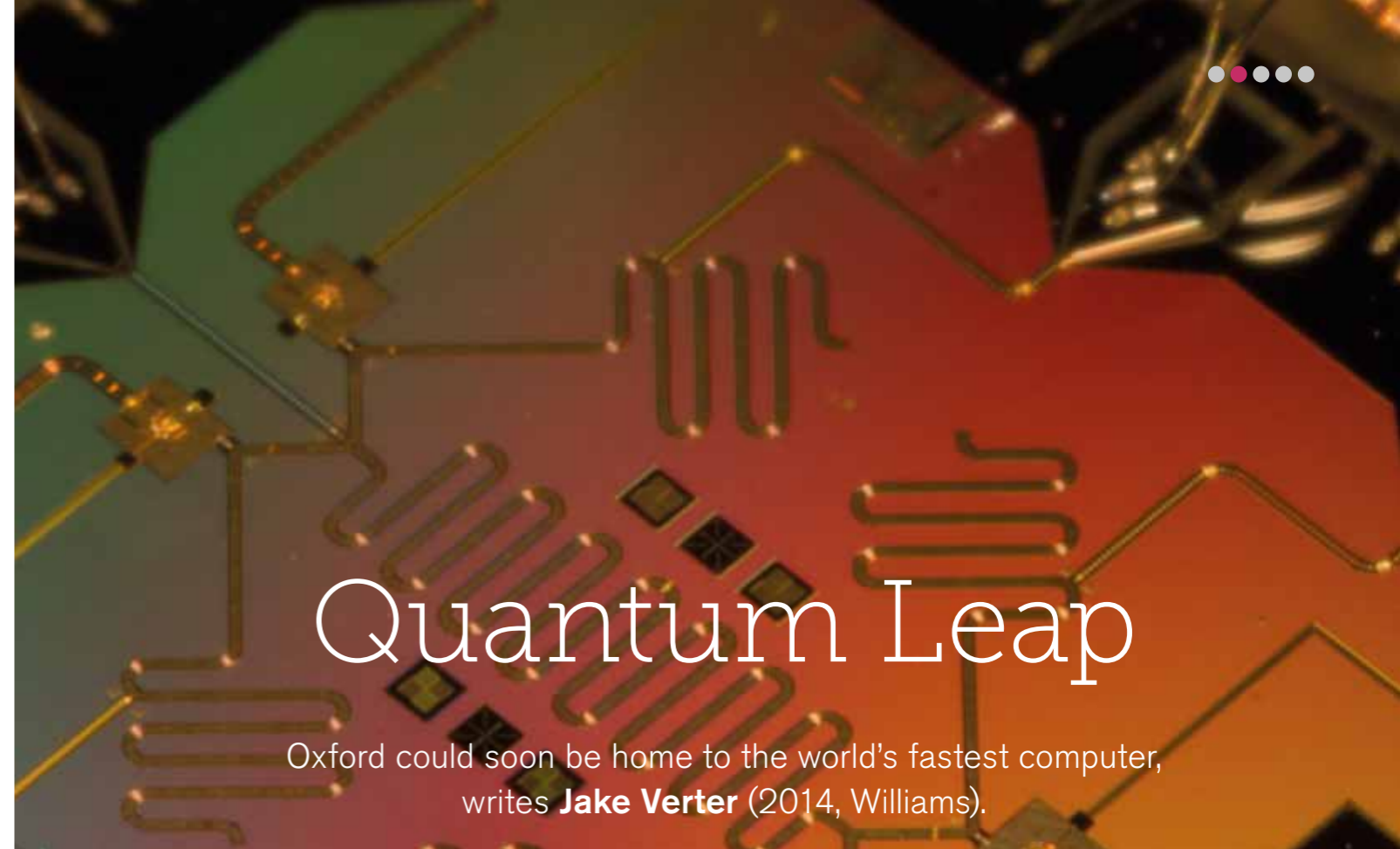
The main purpose of the ceremony is to recognise the achievements of the honorands. Dame Hilary was praised for "her books [which] display great variety" and which "receive the admiration of general readers and reviewers alike." Professor Jenkyns's oration – or its translation for those of us whose Latin wasn't up to scratch

– proved amusing, particularly when he noted that "it is very hard to put words into the mouths of people from an earlier age without either sounding affected or conveying too much of a modern flavour – one might as well try to speechify about contemporary matters in classical Latin." The laughter of the audience here divided in two: those who could understand the speech, and, fractionally later, those reading the translation (myself included).

Receiving an honorary doctorate of letters alongside Dame Hilary were historian Sir Richard Evans and the former president of Brown University (and first black president of an Ivy League institution), Professor Ruth Simmons.

Professor Dame Ann Dowling, the University of Cambridge's first female Professor of Mechanical Engineering and the first woman to head the Department of Engineering there, received an honorary doctorate of science. Professor Dowling was praised for her research into low-noise vehicles, prompting Professor Jenkyns to present her as "a loudly proclaimed creator of quietness." Also recognised for their contributions to science were earth and environmental scientist Professor Wallace Broecker and Professor Sir Magdi Yacoub, Professor of Cardiothoracic Surgery at the National Heart and Lung Institute, Imperial College London.

The final honorand – Ms Jessye Norman, the revered opera singer – was prevented from attending by illness, and it is expected that an honorary doctorate in music will be conferred on her at Encaenia next year.



## Quantum Leap

Oxford could soon be home to the world's fastest computer, writes **Jake Verter** (2014, Williams).



Within the next five years, the world's fastest computer could be located right here in Oxford. In 2013, the Engineering and Physical Sciences Research Council decided to invest £270 million in the UK National Quantum Technologies Programme as part of a push to translate basic physics research into practical applications, something that the UK "has a history of not doing that well," according to Professor Tim Spiller of the University of York. Professor Spiller's hub is focusing on quantum communications, a Glasgow-based hub is developing quantum imaging techniques, a hub in Birmingham is studying quantum sensing and measurement, and the Oxford hub for Networked Quantum Information Technologies (NQIT) is researching quantum computing.

Nearly £38 million of new government funding has been allocated to the NQIT, which, though based at Oxford, represents a collaboration of over a dozen companies and nine universities: Oxford, Bath, Cambridge, Edinburgh, Leeds, Southampton, Strathclyde, Sussex, and Warwick. One of their primary goals is to build a "Q20:20" computer, which would be the most powerful quantum computer ever created.

Describing the foundation of this area of research, Oxford's Professor Samson Abramsky explains, "the kinds of information processing performed by ordinary computers are based on classical physics, although we know that the world is fundamentally quantum." This revolution opens up the possibility for exploiting features of quantum mechanics for the world of information processing.

The idea of the Q20:20 is to have a network of 20

interconnected components, each capable of holding 20 "qubits" – the basic units of quantum information processing. This is in contrast to "bits", used in ordinary computers. Qubits speed up complex calculations using quantum properties like superposition and entanglement. Exeter Fellow in Physics Professor Andrew Steane cites walking up a hill as an example of superposition: "with one step, you have moved both along and upwards at the same time." Similarly, within the classical binary system, bits can store either a 1 or a 0, but in a quantum environment, qubits could store both a 1 and 0, or any values in between. Moreover, when qubits are entangled, this allows them to be used for multiple simultaneous calculations, which leads to processing speeds millions of times faster than modern computers.

One unknown about these systems is their likely effect on the information age. Without a functional quantum computer in place, it is hard to predict all of their potential uses. For example a common method of encrypting data is based on the assumption that factoring prime numbers is practically impossible for a traditional computer. A quantum system could solve such problems in seconds, which would necessitate the development of even more complex cryptographic methods. Other potential uses include producing very fast searches of unordered data and quicker machine learning.

Something we can be sure about is Oxford's place at the forefront of the quantum computing boom. These technologies are poised to advance such diverse fields as healthcare, communications, and security, and there is no better place from which to observe that growth than here.





# Library Opens Its Doors to the Public

Once more interested in acquisition than access, the Bodleian's new Weston Library is now more accessible than ever.

**David Vaisey (1956, History).**



The Bodleian's new Weston Library opened at the end of March. Now, the former forbidding fortress that was the 1930s New Bodleian Library, with its entry for readers only in Parks Road, has been reborn with an inviting façade on Broad Street, welcoming the general public into a vast new atrium (named Blackwell Hall) off which there are exhibition galleries, a lecture room, a café and a shop. From this hall, accredited readers can access the new reading, research and seminar rooms. Facing those coming in to this great airy space is a huge digital display screen, which features a rolling timeline of the Bodleian's development since it first opened its doors in 1602.

Some five months before the Weston's opening, the Bodleian appointed an Associate Director with responsibility to lead its Digital Library Systems and Services Team in providing high quality digital information services and for developing content and tools to support digital scholarship.

These two events demonstrate a considerable change in the way that a library like the Bodleian, with its proud history over four centuries of collecting and providing manuscripts and printed materials for learning and scholarship, is responding to (a) the changed format by means of which such materials are now delivered; (b) the changed needs and methods of work of today's library users; and (c) the changed priorities of those who help to finance the world's great libraries.

These changes have progressed with increasing acceleration since the mid-1980s. I joined the Bodleian's staff in 1963. Trained originally as a historian and archivist, I became head of the Library's Western Manuscripts Department in 1975, and Bodley's Librarian in 1986. Speaking very generally, the Bodleian in the 1960s was much more about acquisition than it was about access. All its processes were manual, including the production of its idiosyncratic catalogue of printed books, the huge volume of which came to occupy the whole of the middle floor of the south range of the Old Schools Quadrangle. The catalogue itself was simply an alphabetical list by author of the library's holdings, with no subject access. The Bodleian's job was seen to be to acquire, list and make available historical and current materials. Most readers, of course, came with a subject in mind, but it was seen as the role of others (tutors, reviewers, published bibliographies) to advise on what might be pertinent to that subject. The Bodleian's job was to have it and to make it available.

And then came the computer, which, by enabling new titles to get into the catalogue faster and with subject access, not only revolutionised what information could be got from the catalogue, but also changed the way in which it was delivered: electronically and off-site. This was a huge revolution, which brought with it the need to convert into a new format four centuries of idiosyncratic work. After a difficult (and expensive) period of adjustment, the beneficial results of this revolution became clear during my decade as Bodley's Librarian and are now taken for granted.

And now a second revolution is under way: a revolution not in the way information about the Bodleian's holdings is disseminated, but in the nature of the holdings themselves. Many conventional research materials, including scholarly journals, may now be published only in electronic form and, alongside these, scholars require books from past eras to be digitised and made available off-site. On the archive front, politicians' papers are likely to contain hundreds of thousands of e-mails. How are these

to be catalogued, stored, conserved and made available over the centuries ahead in the way that manuscripts and print have been over the centuries past? The archive training from which I benefited in the late 1950s has long since been dropped. The Bodleian now trains digital archivists.

I recently asked Richard Ovenden, the current Bodley's Librarian, how he saw the future, and his reply was: "more of the same, but different". No radical change in the means by which

we communicate from one generation to the next has ever completely supplanted its predecessor. The library is on the point of accessioning its 12 millionth printed book. Making available the tools of learning that are "born digital" will be a task in addition to, rather than as a replacement for, what has gone before.

Further, though Sir Thomas Bodley four centuries ago placed his library in Oxford University, he made it clear that it was for "the republic of letters" in general. Over the centuries that republic, though worldwide, has been quite a small one. Now libraries like the Bodleian have been opened up to a wider world by the electronic revolution and future funding is likely to depend on widening this access. I doubt very much whether the Garfield Weston Foundation, or the Hamlyn Foundation, or the Blackwell family or any of the others who have helped to finance and equip the splendid new Weston Library would have been so generous if its availability to the general public, typified by the new Broad Street entrance, had not been part of the Bodleian's changed role in the world of learning.

*The library is on the point of accessioning its 12 millionth printed book.*



# Pushing for Progress

After decades of inequality, women's rowing is finally pulling level, writes **Georgina Lee** (2012, Modern Languages).



Oxford's women establish a commanding lead over Cambridge in a historic victory



2015 marked a historic year for the BNY Mellon Boat Races. For the first time, the women of Oxford and Cambridge competed over London's tidal course.

The Championship Course, a 6.8 kilometre stretch of the Thames from Putney to Chiswick Bridge, has been the scene of elation and heartbreak since 1845. But while the Men's Boat Race enjoys a 170-year history on this iconic course, the Women's Boat Race has had a long and difficult journey to achieve parity.

Oxford University Women's Boat Club's foundation in 1926 only briefly predates the first Women's Boat Race, on the Isis stretch of the Thames in 1927. Amid concern that racing side-by-side would be unseemly, the competition was decided by time trial and style; the crews took turns to row the course downstream as elegantly as they could, then upstream at full speed, before being awarded points by a male umpire. Oxford won the first of these contests, which, from 1935, became a proper side-by-side race over a half-mile course, alternating between the Isis and the Cam.

Unlike the Men's Boat Race, the Women's Boat Race continued throughout the Second World War, but there was a hiatus from 1953 until 1964 after Oxford was banned from the Isis for rowing over a weir and the near-folding of both clubs because of funding and organisational issues. In the 1970s the Women's Boat Race moved to Henley, where for the next four decades it made a modest prelude in relative obscurity to the televised Men's Boat Race, usually held a week later.

Without television coverage and the considerable sponsorship this could bring, funding remained a concern.

The Women's crews had to cover their own travel and kit costs, were coached by volunteers, and were generally restricted to the use of facilities and boats loaned or donated by local schools and colleges.

Sponsorship from Newton Investment Management – part of BNY Mellon – has transformed the Women's Boat Race. Helena Morrissey, Newton's CEO and a Cambridge graduate, was the driving force behind a decision to provide equal funding for the Men's and Women's crews and to insist the Women's Race be televised from the Tideway alongside the Men's Race. Detractors argued female crews wouldn't cope with the Championship Course's demands. Ms Morrissey was adamant: there would be parity or there would be no sponsorship deal.

On a bright, windy afternoon on 11 April 2015 the detractors were proved wrong. Oxford's women put out a dominant performance, winning by six and a half lengths in 19 minutes and 45 seconds. Television audiences for the Women's Race reached 4.8 million in the UK and in excess of 100 million worldwide. The crew, stroked by the multi-Olympic medalist Caryn Davies, contained Exeter's Lauren Kedar (2013, Earth Sciences), completing her second Boat Race victory.

This was Oxford's third consecutive win under head coach Christine Wilson, who has an extensive international coaching career and is a tremendous asset to the Oxford University Women's Boat Club, made possible by the sponsorship of Newton Investment Management. In this new era for women's rowing, we hope to see the Thames run Dark Blue for many years to come!

# True Blue

For proud father **Leonard Louloudis** (1974, Modern History) the 161st Men's Boat Race was double cause for celebration.



By the time the nine men boated for the BNY Mellon Boat Race, Oxford had already achieved commanding victories in both the historic Women's Boat Race and the Isis-Goldie reserves' race. Exonians had played a prominent part in both these triumphs, with Lauren Kedar (2013, Earth Sciences) rowing in the victorious women's boat and Morgan Gerlak (2014, Economic and Social History) part of the winning Isis crew.

Exeter's involvement in the final race on this uncharacteristically warm and sunny afternoon was somewhat more oblique. Constantine Louloudis, rowing in the stroke seat of the men's boat, is not an Exonian... but I am, and he is my son. In his last year at Oxford, and as this year's OUBC President, Constantine was vying for his fourth Boat Race victory – a feat of some significance in the race's long history.

As in previous years, I took my position in the teeming Westminster School boathouse, where two wide-screen televisions had been strategically placed to give everyone a view. It seemed even more crowded than usual, crammed with the now familiar mix of family and friends, OUBC members, coaching staff and numerous old Blues. As the boats lined up for the start, we stared at the screens, nervous anticipation palpable. I had only known the heady

joy of victory in this room. A different outcome seemed almost too terrible to contemplate.

The race began and the crews remained in agonisingly close contention for the first eight minutes, with never more than a second between them. And then, half-way through the race, as they rounded the bend at Hammersmith, Oxford made their move. Suddenly there was clear water between the two crews and the Dark Blues were pulling away.

It was then that the room erupted; we were an unashamedly, gloriously partisan crowd and we were going to enjoy the moment for all it was worth. Everyone was on their feet stamping, shouting and punching the air. As Oxford's two-length advantage grew into three and then four, we switched to a deafening chant of "We want more!" And more we got, as the Dark Blues reached the finish 20 seconds ahead of Cambridge, winning by six lengths in a masterful performance.

My wife and I will miss being part of this. We have seen the level of discipline, sacrifice and dedication that goes into this event – one of the greatest tests of sporting endurance in the world – as well as the passions it engenders and the global respect it commands. We have been lucky enough to experience the excitement of Constantine's participation and the thrill of his crews' victories. We may not have the same involvement next year, but we will certainly be shouting our support.



Constantine Louloudis (fourth from left) and the Oxford crew celebrate victory





# Spot On

Oxford hold their nerve to beat Cambridge in a game of sudden death, writes **Michael Essman** (2013, *Medical Anthropology*).



The 131st Varsity Football Match was held on Sunday 8 March at Cambridge United's Abbey Stadium. Oxford were keenly aware of

the troubles this ground had presented England's other footballing giant, Manchester United, who drew against Cambridge United here in the fourth round of the FA Cup in January. Oxford's trip to Abbey Stadium was destined to prove every bit as tense.

After a frantic, physical start that was typical of both the Varsity matches in which I have played, Oxford nearly went ahead in the sixth minute but were denied by the crossbar. Cambridge weathered the storm and with 10 minutes remaining of the first half scored on the counterattack.

In the second half Oxford continued to press and finally, in the 75th minute, Ezra Rubenstein's free kick into a crowd of light and dark blue was deflected into the bottom corner to even the scores. Having found their swagger, Oxford applied pressure for the remainder of the game, but couldn't find the winning

goal. After 90 minutes the match went to penalties for the fifth time in nine years.

I was not eligible to take a penalty in last year's shootout at Craven Cottage, but this time I was ready to step up. The two teams remained inseparable in the shootout, with Oxford's third and Cambridge's fourth penalty takers missing the target. As Oxford's fifth shooter, I

converted my penalty to keep our chances alive. Finally, with Oxford leading 7-6, Dark Blues' goalkeeper Ben Szreter came up with a massive save to give Oxford victory.

Images (from top): Michael Essman scores a crucial penalty and vies for possession in the Varsity victory



Senate House, University of Cambridge

# Barriers to Entry

As a 17-year-old, the odds were stacked against state-educated boys like **Alan Bennett** (1954, *History*) getting into Oxbridge. Sixty years on, the English education system is still unfair.





Alan Bennett on the set of *The History Boys* movie in 2006



I had first seen Cambridge when, as a boy of 17, I had come down from Leeds in December 1951 to sit the scholarship examination in History, staying the weekend in the college of my first choice, Sidney Sussex.

The place and the university bowled me over. Leeds, where I had been born and brought up, was like the other great Northern cities still intact in 1951, but though I was not blind to its architectural splendours, it was a soot-blackened, wholly 19th-century city and as a boy I was famished for antiquity.

I had never been in a place of such continuous and unfolding beauty as Cambridge and, December 1951 being exceptionally cold, the Cam was frozen over and a thick hoarfrost covered every court and quadrangle, giving the whole city an unreal and celestial beauty.

We were examined in the Senate House, the interior of which, had it been in Leeds, would have been sequestered behind red ropes, and I went to evensong in King's, astonished that one could just walk in and be seated in the choir stalls.

Interviewed by the kindly dons at Sidney Sussex, I was for the first time conscious of having a Northern accent.

If the dons were genial, some of my fellow candidates were less so. That

weekend was the first time I had come across public schoolboys in the mass and I was appalled. They were loud, self-confident and all seemed to know one another, shouting down the table to prove it while also being shockingly greedy. Public school they might be, but they were louts.

Seated at long refectory tables beneath the mellow portraits of Tudor and Stewart grandees, neat, timorous and genteel, we grammar school boys were the interlopers; these slobs, as they seemed to me, the party in possession.

But it was a party, seemingly, that I was going to be allowed to join as, though I was a long way from getting a scholarship, Sidney Sussex offered me a place to read History, to come up after my national service.

Having done basic training in the infantry, I was then sent on a course to learn Russian, a year of which was spent out of uniform. It was a heady atmosphere, more so in some ways than university, where many of my colleagues were headed after national service. Some of them were disconcertingly clever; boys from public schools who, when they talked of their schooldays, often had in the background a master whose teaching had been memorable and about whom they told anecdotes and whose sayings they remembered; teachers, I remember

thinking bitterly, who had presumably played a part in getting them the scholarships most of them had at Oxford and Cambridge.

For them, the scholarship examination – from which I'd just managed to scrape a place – had almost been a formality. They had been schooled for it and groomed for the interviews that followed, with the scholarships and exhibitions that ensued almost to be taken for granted. This was Oxford and Cambridge after all; they were entitled. If I felt this was wrong, which I did, it was not at that time an altruistic feeling. I was thinking of myself and how the odds were stacked against me and boys like me.

I took some comfort, as I think educators did generally, in assuming that this situation must inevitably alter and that the proportion of undergraduates from state schools at Oxford and Cambridge would gradually overtake that from public schools until they were both properly and proportionately represented.

It was only when, as time passed, this didn't happen that what in my case had begun as a selfish and even plaintive grievance, hardened to take in not just entrance to Oxford and Cambridge, but access to higher education in general, with the scramble for university places more desperate year by year. And this is to say nothing of the cost. Better minds

## Private education is not fair. Those who provide it know it. Those who pay for it know it.

than mine have tackled this problem and continue to do so and I would be foolish if I claimed to have a solution. But I know what is part of the problem and that is private education.

My objection to private education is simply put. It is not fair. And to say that nothing is fair is not an answer. Governments, even this one, exist to make the nation's circumstances more fair, but no government, whatever its complexion, has dared to tackle private education. It might have been feasible at the time of the Butler reforms in 1944 but there were other things going on.

The Labour government in 1945 could have tried, but it had a great deal to do besides. There was not another chance until 1997, when Labour's huge majority would have at least allowed a start, except that the prime minister had been a public schoolboy himself and seemingly a happy one, so that

opportunity too went begging. I am not altogether sure why. When the question comes up there is always talk of the social disruption that would result, as if it might be the Dissolution of the Monasteries all over again. But would it?

I am not, after all, suggesting that public schools should be abolished, but a gradual reform which began with the amalgamation of state and public schools at sixth form level, say, ought to be feasible and hardly revolutionary, if the will is there.

And that, of course, is the problem. Some of this lack of will can be put down to the unfocused parental anxiety summed up, almost comically now, in Stephen Spender's 1930s poem:

*My parents kept me from children who were rough,  
And who threw words like stones and wore torn clothes.*

Class, in a word, still. Less forgivably, there is a reluctance to share more widely (and thus to dilute) the undoubted advantages of a private education: smaller classes, better facilities and still, seemingly, a greater chance of getting to university. Still – and this is not to discount the many excellent schools in the state sector – a child of average ability is likely to do better at a good public school.

Another reason why there is a lack of will and a reluctance to meddle – a reluctance, one has to say, that does not protect the state sector where scarcely a week passes without some new initiative being announced – is that private

education is seemingly not to be touched. This I think is because the division between state and private education is now taken for granted. Which doesn't mean that it is thought to be fair, only that there is nothing that can or should be done about it.

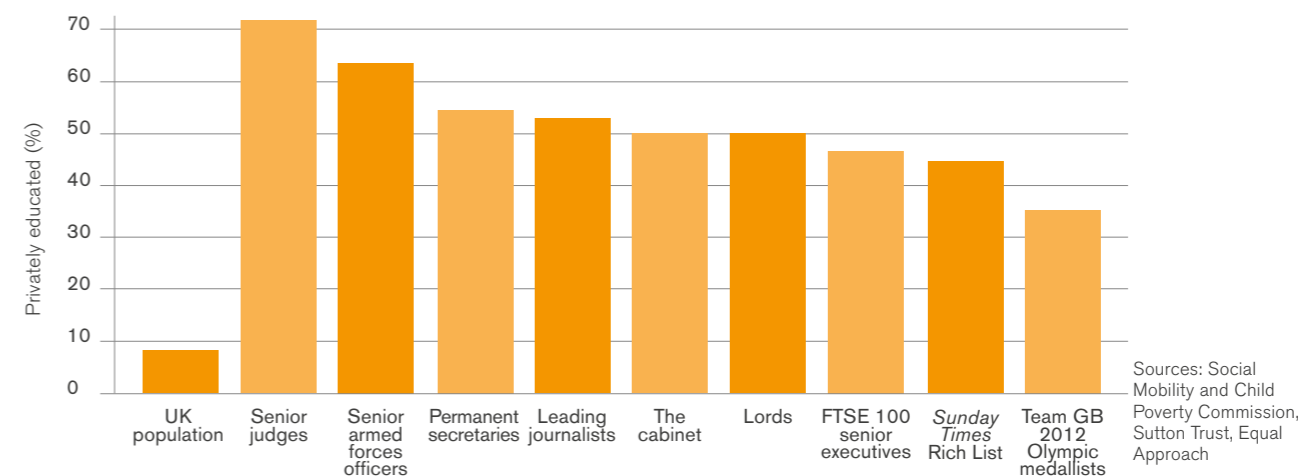
But if one believes that the nation is still generous, magnanimous and above all fair, it is hard not to think that we all know that to educate not according to ability but according to the social situation of the parents is both wrong and a waste.

Private education is not fair. Those who provide it know it. Those who pay for it know it. Those who have to sacrifice in order to purchase it know it. And those who receive it know it, or should, and if their education ends without it dawning on them then that education has been wasted. I would also suggest that if it is not fair, then maybe it's not Christian either.

How much our ideas of fairness owe to Christianity, I am not sure. Souls, after all, are equal in the sight of God and thus deserving of what these days is called a level playing field.

This is certainly not the case in education and never has been, but that doesn't mean we shouldn't go on trying. Isn't it time we made a proper start?

*This article is based on the "Sermon Before the University" given by Alan Bennett at King's College Chapel, Cambridge in June 2014. It is reproduced here in abridged form by kind permission of Alan Bennett. For the full sermon visit the King's College website.*







# What Next for the Grammar School?

A political hot potato is making headlines again, writes **Sanchia Berg** (1982, English), BBC Education and Home Affairs Correspondent.



The issue of grammar schools remains a hardy perennial in the education debate. It is one which is very much alive in Kent, where 20% of pupils still

go to grammar schools. The growing population and rising demand for places has led many Kent grammar schools to expand. This reflects the national picture. Although the number of grammar schools has remained stable for decades, the number of pupils has risen.

Kent County Council, one of the largest local authorities in England, says there is no more room for popular grammars in Tonbridge and Tunbridge Wells to expand. That's why the council has been supporting the creation of an annexe of Weald of Kent girls' school in Sevenoaks – a town that has no grammar school of its own. It is a controversial step.

In an alternative approach, the town's Knole Academy has created its own "grammar stream". According to head teacher Mary Boyle, this is not just a "top set", but grammar school teaching. She has promised parents and pupils they will study academic subjects "with rigour" and "in depth". Her grammar stream pupils are aiming at the best universities, including Oxford and Cambridge.

According to opinion polls, support for grammar schools remains constant. A recent YouGov survey, published in *The Times*, indicated that 54% of people said they would support a new grammar in response to "demonstrated local demand". UKIP's election manifesto promised a grammar school in every town.

The former education secretary Michael Gove did not support the creation of new grammars – instead he focused on improving non-selective

schools. In the past, Prime Minister David Cameron has not supported grammars either – seeing them as divisive. However, he said recently that all good schools – including grammars – should be able to expand. The current Education Secretary Nicky Morgan has yet to make a decision.

Parents in Sevenoaks have been campaigning for many years for new grammar provision in their town. Sarah Randall, a teacher living in Sevenoaks, has two older children who go to school in Tonbridge every day. Her daughter, aged 12, travels by bus. That can take 80 minutes each way. Her son, aged 13, takes the train. The journey takes less time – between 40 minutes and an hour – but it costs £500 a year.

The children have a lot of homework, and the travel means they have little time for extra-curricular activities during the week. Their schools

take pupils from many miles away – one of her daughter's friends has a journey of two hours each way. It can be hard for them to see each other, even at weekends. However, their schools are among the very best in the country, with excellent exam results. Many pupils go on to leading universities.

Ms Randall hopes her younger daughter, who's nine, could benefit from the new grammar annexe and believes it would be a "positive move". "Many parents would support it," she says.

Sarah Shilling, of the Sevenoaks Grammar School Campaign, believes parents would welcome a new girls' school, "but we're only half way there. To get the whole way we need our boys catered for, too."

Many opponents of grammar schools – like Sir Michael Wilshaw, the Ofsted chief inspector – nonetheless support streaming within schools, teaching by ability groups.

In Sevenoaks one multi-ability school is using this approach to challenge the grammar schools on their own turf. In a year eight art class at Knole Academy, 13-year-old Mustafa works on a piece of pop art. He tells me he's only just arrived at the school, he had been at one of the most selective grammars in Kent. He doesn't see any difference at all: "We're learning the same things. I think this school might even be better." He'd had a long journey to school before, taking two trains. Now it is a quick bus ride.

Mary Boyle tells me that initially parents were sceptical. "When we set it up we invited prospective parents to come along. We had three turn up. But

***"Not even Margaret Thatcher approved the expansion of selective education."***

**Tristram Hunt**

## Increasing Demand:

- In recent years, grammar schools have increased their reach.
- In 1985 there were 175 grammar schools across England, educating 3.2% of the population.
- By last year there were 163, but they educated 5.1% of secondary school pupils.

now we have over 100 people applying every year." She believes the 11 plus exam unfairly decides a child's future. "I think children are badged when they're told they've failed the 11 plus – and also when they're told not to bother sitting it at all. So you're deciding a child's future when they're barely 11."

The advantage of Knole Academy is that children get a second chance.

Georgia, 14, failed the 11 plus by just a few marks in Maths, so she came to Knole. After a year, she was promoted into the grammar stream. Now she's hoping to be a solicitor, and would like to go to Cambridge.

"I've slowly worked my way up and I'm on target to get good grades in my GCSEs" she said. "I wouldn't change my school for the world."

As yet no pupils in the grammar stream have sat any public examinations: Georgia's year will be the first to sit GCSEs.

Many parents remain sceptical. "Generally speaking, if a child passes the 11 plus both the child and their parents want to go to a grammar school" said Sarah Randall. "And in Kent there is the 11 plus – it's not going away. Given that, and the increasing population, it seems crazy that there isn't another grammar school being built in Sevenoaks".

The leader of Kent County Council, Paul Carter, has urged the education secretary to approve the new grammar school annexe quickly. He says it could cost his council £4.5 million if it does not go ahead. Contractors are already working on the site, which will also house a new free school. Mr Carter says the

decision to build both schools together had been agreed with the Education Funding Agency, a branch of the Department for Education.

Some doubt whether a new site 10 miles away from the main school, along a busy main road, can really be seen as an extension. Robert McCartney QC, chairman of the National Grammar Schools Association, believes it cannot, and that it will, in effect, be a new school. But he would like to see the law changed so that new grammars can be set up. "That applies to all other types of school," he says, "why not grammars?"

If the annexe is approved, it would send a positive signal to other schools and other local authorities seeking to expand their grammar provision.

Labour believes approval would show the Conservatives have moved to the right of the political spectrum.

"David Cameron once said that selective education was unpopular with parents and that parents did not believe it was right for children to be divided into successes and failures at 11," said Tristram Hunt, the shadow education secretary. "But now his government looks set to sign off on the first new grammar school in 50 years. Not even Margaret Thatcher approved the expansion of selective education. This is more evidence that he has abandoned the centre ground."

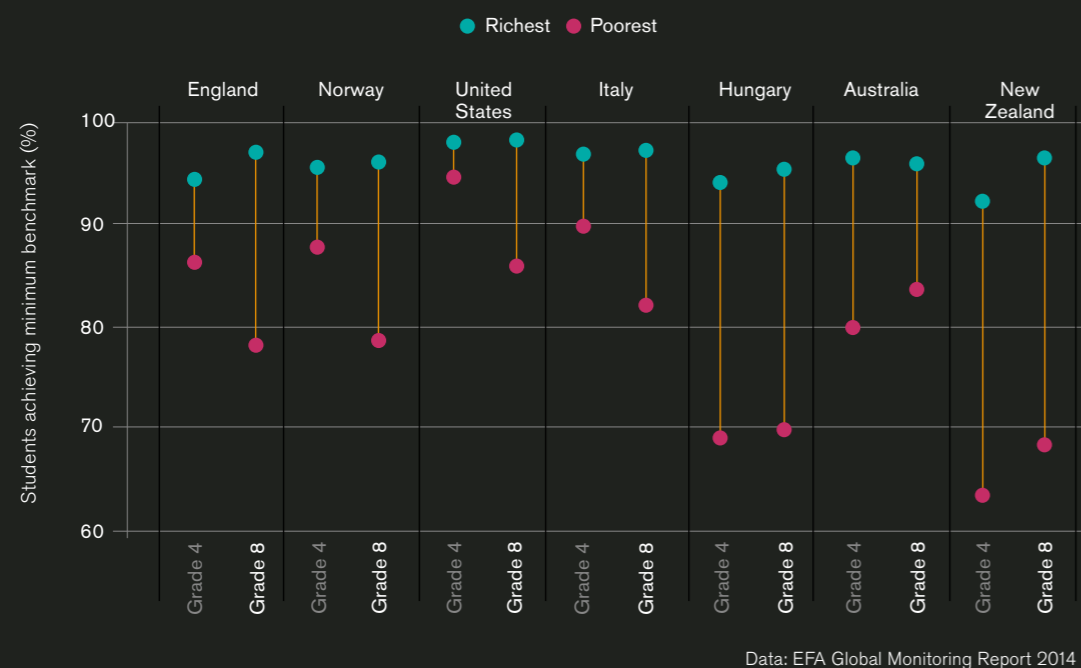
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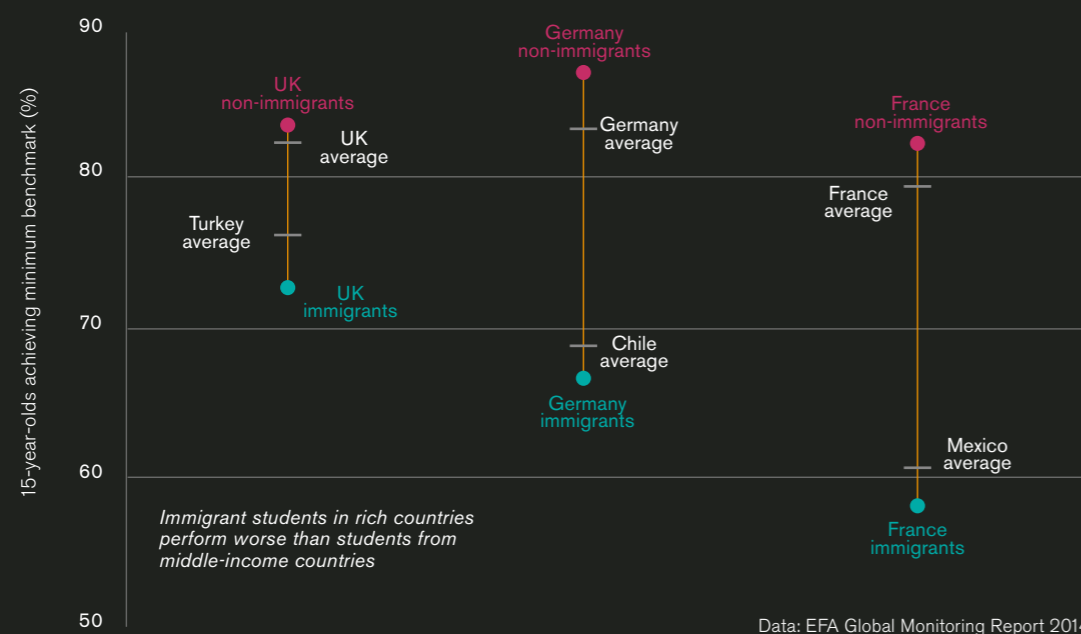
# Schools Failing Immigrant Pupils

## Is education the great leveller?

The divide between rich and poor students grows as students go to higher classes, even in developed countries



## Immigration and education



Across the world, children of immigrants are underachieving academically. **Akshat Rathi** (2008, Organic Chemistry) asks why.



Immigrant students and those from poor backgrounds living in developed countries are being failed by the school system and face a high risk of marginalisation, according to a UNESCO report.

Data from the 2009 results of the OECD's Programme for International Student Assessment (PISA) shows that only 60% of French 15-year-old students pass the minimum benchmark for reading if they are immigrants. This is the same proportion achieved by an average Mexican student. Non-immigrant students in France fare much better, with 82% achieving that benchmark.

Similarly, reading levels of England's immigrant students are on par with an average student in Turkey, and Germany's are on par with an average student in Chile.

According to Stephen Gorard, professor of education and public policy at Durham University, "On average economic migrants and refugees from less educated social backgrounds may tend to do worse, wherever they go." He said that when UNESCO quotes difference in attainment rates for immigrants in different countries, "it is important to bear in mind how developed these countries are and where the influx is from."

This comparison between immigrants and non-immigrants may mask issues over first-generation immigrants studying in a second language. Gorard said factors of social class are of key importance. Where new children perform worse at school than their indigenous peers, "this is not necessarily a consequence of their immigrant status or their treatment by others."

The key question is what happens over time, perhaps over a generation or two. But, he said, "This is in no way an excuse for situations where there is direct evidence of unfair treatment of recent immigrant students."

A 2013 report by the Coram Children's Legal Centre pointed to children of some migrants being denied access to education and housing.

Their analysis found that in England, the gap between rich and poor children achieving minimum levels in maths grows as they progress through school. At grade four (nine-year-olds), the gap was 8%, but it was 19% by grade eight (13-year-olds).

**250 million of the world's 650 million primary school-age children are not learning the basics of reading and maths.**

New Zealand has similar disparities, with only two thirds of poor students achieving standards, compared to nearly all rich students. In Australia, the problem has persisted for more than a decade, with two thirds of indigenous grade eight students achieving the minimum level in maths between 1994-5 and 2011, compared to 90% of non-indigenous students.

Such discrepancies are not inevitable. Policies in East Asian

countries such as Japan and Korea, as well as in Finland, have promoted quality teaching and helped reduce disparities in learning, creating a level playing field for students from different social class.

Policy interventions to address discrepancies between ethnic groups can be difficult to get political attention. When it comes to analysis of achievement of different ethnic groups, David Gilborn, professor of critical race studies at the University of Birmingham, said race equality isn't currently taken very seriously in debates around education in the UK. "I think certainly over the last few years, policymakers have not just taken their eye off the ball in terms of inclusive education. They've removed it from the agenda all together."

Gilborn has worked on the differences in attainment between children of black Caribbean heritage and the national average, which he said remain pronounced. "Education policy at the moment is dominated by a kind of colour-blind rhetoric that emphasises standards and choice and, if anything, talk about inclusion and social justice tends to emphasise a particular view of white students being the race victims," he said.

The UNESCO report points out that 250 million of the world's 650 million primary school-age children are not learning the basics of reading and maths. The researchers put the cost of this to governments at \$129 billion, or 10% of global spending on primary education.

*This article was originally published in The Conversation, an independent media outlet specialising in content sourced from the academic and research community.*



# From Education to Entrepreneurship



**Matthew Hancock MP** (1996, PPE), Minister for the Cabinet Office and Paymaster General, visited 100 businesses in 100 days in the run-up to the General Election in his capacity as then Minister of State for Business and Enterprise. He took time out to share his views on the evolving role university education and the government play in the career paths of students.



**Beatrice Natzler** (2013, PPE): Has there been a change in the role of university in preparing people for the job market?



**Matthew Hancock:** I think that there is a change under way. People are more demanding of their universities and of the teaching that they get, and quite rightly so. People are also looking to make sure they spend their time at university getting not only the academic credentials, but also the soft skills that can help in a career.

I think this change took place because of a combination of the increase in university fees and the recession, which made people worry about how they would get a job after graduating. What is interesting is that a rise in fees has led to an increase in the proportion of young people applying to university and an increase to record levels in the proportion of people from disadvantaged backgrounds applying to university. This is partly because people can see that you don't pay anything back until you earn £21,000. It is a one-way bet for a young person: if you get a good job you pay it back; if you don't, you don't.

**BN:** Many people would agree with the point you make about soft skills: that the value of a university education does not merely lie in the content of the course, but in the transferable skills people gain. Is there also an argument for education for education's sake?

**MH:** Yes. One of the most important roles of education is to make sure you have what it takes to have a successful career. But it is not the only role of education. To have a space in our country and to have a time in your life when you engage in education for education's sake is important. But undoubtedly people are also asking "what am I going to get out of it?", and that's entirely understandable. The two can go hand in hand. As with many "either...or" questions, balance is the best answer.

*Education for education's sake is important. But people are also asking "what am I going to get out of it?"*

**BN:** Do you think a degree is important for a career in enterprise?

**MH:** There are undoubtedly other paths people can take, but not necessarily. Here, for example, the Saïd Business School has fantastic facilities for supporting students across the University who want to get involved in all sorts of projects. At the same time, some of the best and most enterprising people in the world either didn't go to the world's best universities, or left them before completing their degree. Still, having that space in the University where people can take an idea and try to make a business of it, whether that's a traditional business or a social enterprise, is very important.

**BN:** After leaving university you first worked for your family's software company. At the time what was the level of careers support at Exeter like, and how does it compare now?

**MH:** There was a careers service, but the question was simply whether you were going to become a banker or a management consultant! That was where the focus used to lie, particularly before the financial crash. Since the recession, attitudes have changed, partly through a more personal careers service, like the one you have in College, and partly by being more broad-minded in terms of what graduates can go on to do.

It is interesting that Teach First is now one of the biggest employers of university graduates. They've taken the same approach the management consultants and bankers used to have, which is to make applying very easy and to say to people, "just do it for two years, and see how it goes." This means you don't have to make an active decision to become a teacher, you simply have to make a decision to try that out for a while. It becomes the path of least resistance for high-flying graduates.





Matthew Hancock speaking in London in the run-up to the General Election

**BN:** How do you envisage the future of the job market for graduates in 20 years' time?

**MH:** I hope it's really strong!

I think the idea of a job market will change: increasingly the question is "what will I do with my time?" rather than "what is the job I will do?" It's a long time since the 9 to 5 job became the exception rather than the rule. If anything, this is because of changes in technology and how we live our lives. So I envisage people choosing between going to start up their own business (which is certainly not a 9 to 5 job), or spending a few years working internationally, or working on a social enterprise, or on a combination of these things.

**BN:** It is quite a challenge for people lacking funding to set up a business. Would you advise aspiring entrepreneurs to earn money before launching their enterprise?

**MH:** No! Go for it. There's a big increase in the number of people who are starting businesses whilst at university, because then you've got the funding you need to live your life, and you can have the time to put into starting a business. There is also the start-up loan scheme, which has now given out 25,000 loans. It is precisely aimed at people who don't have resources of their own, but have an idea, and want to have a shot at turning it into a business. There's increasing amounts of support available, through that, and through other angel investors, to help people go straight for it.

I do think in the UK we need to be more like the US in terms of being forgiving of failure, so that we applaud people for having a go at starting an enterprise, whether or not it is successful.

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## *All the greatest mistakes in my life have been from taking no for an answer.*

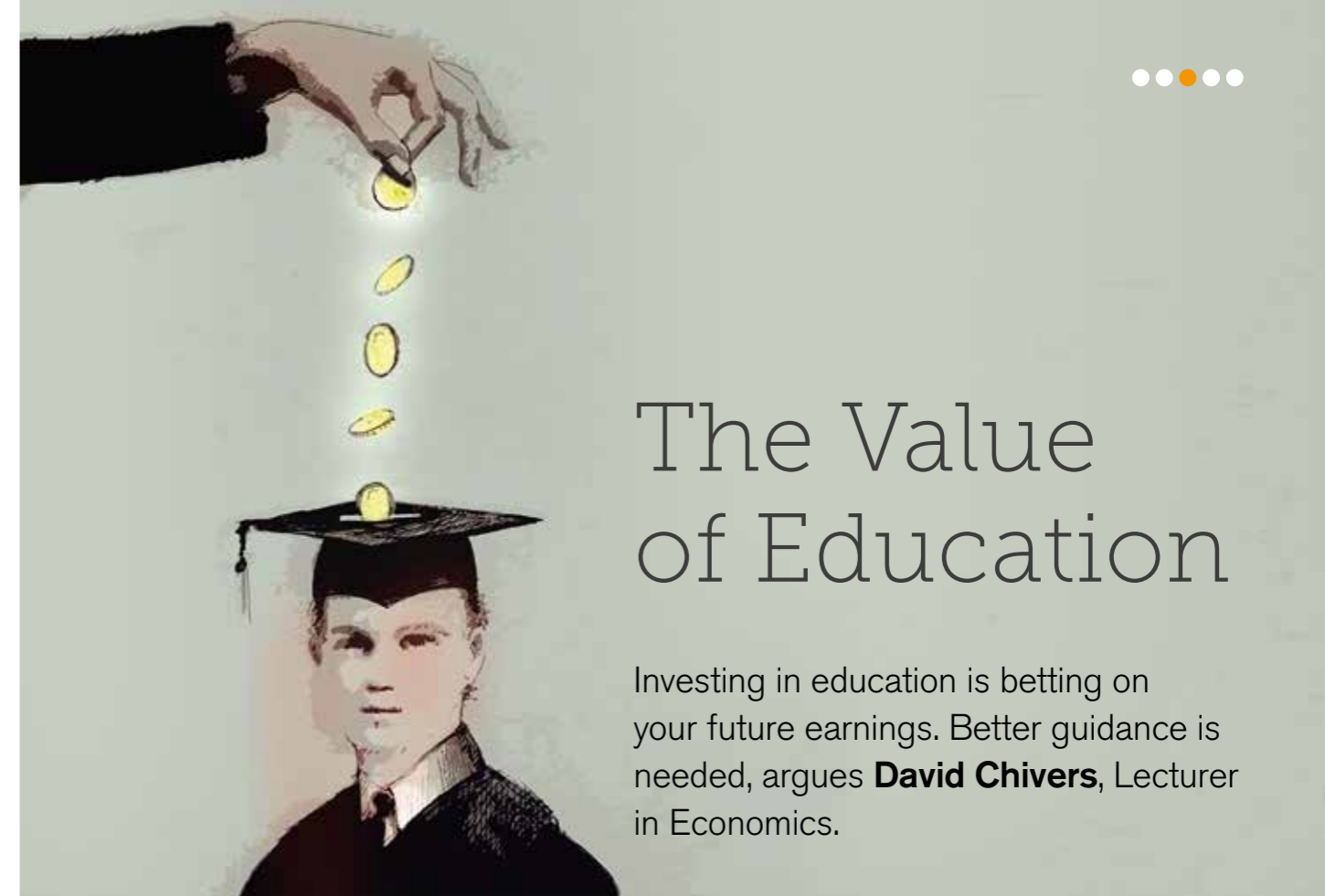
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**BN:** How do you think we could encourage that?

**MH:** Mainly through a cultural shift, although also through support from the government: we don't expect by any means to get money back from all the loans. Also, more broadly we want to be in favour of people who have failed in an enterprise picking up and starting again.

**BN:** One bit of advice for aspiring entrepreneurs?

**MH:** Go for it. Don't take no for an answer. All the greatest mistakes in my life have been from taking no for an answer.



# The Value of Education

Investing in education is betting on your future earnings. Better guidance is needed, argues **David Chivers**, Lecturer in Economics.



The recent debate surrounding UK tuition fees has raised important questions as to who should pay for university education. We know

that higher education is important for a whole host of reasons that contribute to society other than simply increasing economic growth. It is difficult to put a value on education, but it is important that we look at the economics of university education in order to inform our view on how we should fund it.

I teach macroeconomics at Exeter, and we explore how education (or, in economics speak, human capital accumulation) can explain long-run economic performance. In fact, there is an abundance of empirical research which suggests education positively affects economic growth.

Given the importance of education to the economy, there is an implication that we as a society should contribute to funding future generations of doctors, lawyers and (most importantly) economists. This would suggest that higher education should be free for those studying: the logic being that we want to encourage young people to

delay earning money now to enter higher education so that they may benefit the economy as a whole in the future.

The problem with this argument is that there is already a financial incentive to go to university: people who leave education after completing an undergraduate degree typically earn 27% more than those who leave education after completing A levels or equivalent. So if potential higher wages already encourage students to attend university, there is no point in subsidising this decision. One could even argue it is unfair that those who do not go to university are subsidising those who do.

What complicates matters further is that the decision to go to university will be affected by your family's background and level of income. Students from the most disadvantaged backgrounds are over 13 times less likely to go to the UK's most prestigious universities than those from the wealthiest backgrounds. High tuition fees may act as a potential barrier for some students; but leaving aside the important question of fairness, deterring good students is inefficient in the long run.

When conducting interviews for potential undergraduates, I want

the best students, regardless of their backgrounds. If we have a smaller pool of applicants because people are worried about the cost of university, we are not going to produce the best economists, lawyers or doctors possible, for example.

However, under the current loan system, those who earn more will end up paying back more. There are also numerous scholarships available for students from disadvantaged backgrounds. This topic is of particular interest to me as I have recently published a paper that suggests it is the perception of debt and the risks associated with debt that may deter some students from lower-income backgrounds from investing in higher education. One solution to this problem is to have an independent body that provides information on the outcome of various courses, such as the average starting salary and employability after graduation.

There are far more benefits to education than economic growth or a financial return on investment. However, it is important that students have as much information as possible before they decide whether to embark on a university education.





Cuts to higher education funding have met with vociferous opposition

# The Implications of the General Election on Higher Education

Rector **Rick Trainor** contemplates the outlook for education in a climate of fiscal austerity and political uncertainty.



As I write in late July, two and a half months after the General Election, its implications for higher education are necessarily unclear. However, already

there are important changes, and signs of others to come, which are likely to be significant for universities in England. It should be kept in mind that universities the world over are always wary about government policies, and this would have been true in the UK whatever had happened on 7 May. So this is not a partisan essay!

Voters consigned to oblivion a major Labour policy for higher education – the reduction of the maximum undergraduate fee for UK and other EU students from the

current £9,000 per year to £6,000. If Labour had won, universities would have been reliant on the Government making up the shortfall from other revenue, which in turn would have been constrained by Labour's commitment to reduce the country's budget deficit. Such calculations matter because the increase in fees, from £3,375 to £9,000 for new undergraduate entrants from 2012-13, in effect simply compensated institutions for simultaneous large reductions in Government teaching grants to universities.

Yet the new Conservative majority Government has brought significant fiscal stringency from another direction: Chancellor George Osborne's deficit reduction measures. Before his July Budget, and well in advance of this

autumn's overall spending review, the Chancellor announced nine-figure cuts in spending on higher education.

Spending on research may be "ring fenced": if so this would be good news for research-intensive institutions such as Oxford. This university emerged from last year's Research Excellence Framework with more money, for the underlying costs of research, than any other institution. Yet the new higher education minister, Jo Johnson, said in a speech in mid-July that the Government would introduce audits of strengths in science and innovation across the country in the face of the 46% of public investment in research which currently goes to the "golden triangle" of Oxford, Cambridge and London.

Other new measures must also be taken into account. One source of

pain from next academic year will be the elimination of a stream of funding which for some years has supported the relatively high cost of Oxford's tutorial teaching system (likewise Cambridge will lose its analogous income stream).

Also, in this respect like English universities generally, Oxford must cope with the elimination, from 2016-17, of the grants which support the living costs of Home undergraduates from the poorest families. There will be loans to compensate, but research has shown that the availability of maintenance grants has helped to persuade such aspiring undergraduates to apply. Still, at Oxford the University and the colleges have invested in bursaries which should preserve Oxford's position as the most financially attractive university for applicants from socially disadvantaged backgrounds.

The election result of 7 May also has consequences for immigration policy and thus for the ability of a leading university such as Oxford to recruit and retain the best staff and students. The Coalition Government introduced many further restrictions on such immigration and compelled each university to police the visa status and regular attendance of their non-EU students and employees on pain of losing altogether the institution's right to recruit from outside the European Union. Since the election there have been signs of further restrictions, notably concerning the ability of those from outside the EU who gain UK degrees to remain in the country after graduation, a key issue in determining the country in which overseas students enrol.

There is also concern in academic circles about another consequence of the election: a referendum by the end of 2017 on continued UK membership of the EU. A "no" vote might mean that many additional countries would be excluded from free entry to the UK. Also, UK universities have been especially successful in recent years in their collective share of rising EU research income. Yet the EU membership debate will of course deal with a much broader range of issues!



A referendum on continued UK membership of the EU is creating uncertainty for the future of higher education

Concerning teaching quality, the Conservative manifesto promised a "Teaching Excellence Framework" (TEF) in order to incentivise first-rate teaching. UK universities have coped for a decade with the National Student Survey (NSS), which measures student satisfaction. Universities have been eager to score well, not least because NSS scores have been powerful drivers of the newspaper league tables of UK universities. Oxford, like Cambridge, has done especially well in the NSS. But the TEF may incorporate the concept of "added value": its implications for the country's most selective institutions are particularly unclear. Clarifications on these issues will be important: the Government has said that only those universities which score well on the TEF will be allowed to increase fees above £9,000 in line with inflation.

Do these emerging policies really matter to Oxford? As I'm not (at time of writing) involved in such discussions at the university level, I can only speculate. Further immigration questions – a focal point of the Vice-Chancellor's oration last October – are highly likely to concern a university many of whose staff and students come from outside the EU. With regard to money, as a leading world university in an increasingly competitive higher education world, Oxford has to cope with cost pressures (arising for example from the very high and rapidly rising price of housing in the city) which put its effective inflation rate well above the currently low national counterpart. In

this context, it is sobering to learn – as this article goes to press – that because of Government cuts in the English higher education budget (part of the Chancellor's attempts to bring down the deficit in the Government's accounts) the University of Oxford will lose in excess of £2m of government funding allocated to the coming academic year and more than £500,000 of the allocation previously made for the 2014/15 academic year.

Yet with regard to the debate about the ways in which the general policies of the new Government will be implemented, Oxford will no doubt continue to contribute, collectively, alongside other universities from all parts of the higher education sector, and through the expertise of its individual academics. Such debates will help to determine how far the recent change in political "weather" will result in serious storms rather than a few soaking squalls! The hope will be that – alongside the more general claims of the university system – the widely accepted national strategic importance of the country's leading research universities, and the particular prominence of Oxbridge, will moderate the impact of those announcements of the new Government which are currently causing concern. In this important sense, Oxford's numerous friends – and its many donors – will hope that the University and its colleges can, with their continued help, weather any "turbulence" ahead just as they have weathered so many in the past.



# Peace in the Negev

**Raymond Dwek**, Emeritus Fellow in Biochemistry, reports on the "Oxford in the Negev" that is driving peace through education and science.



The Negev region of Israel is a vast and spectacular desert covering 60% of the country's land mass, but home to only 8%

of the country's population. Historically the Negev was considered to be an uninhabitable territory whose main importance was strategic and political. Today, travellers on the ancient Nabatean spice trail would encounter at Beer Sheva, capital city of the Negev region, the very modern Ben-Gurion University (BGU) of the Negev.

BGU's foundation was based on the vision of its namesake, David Ben-Gurion, the founder of the State of Israel and its first Prime Minister. David Ben-Gurion was deeply inspired by Oxford and wished to create "Oxford in the Negev". Strategically located at the axis point between Egypt, Jordan and Israel, BGU has become a leader in cooperative research projects, with world-leading departments of Biotechnology, Cyber Technology and Water Research.

I arrived at BGU in late 1996, as part of an international peer review

team of the research programmes at the Institute of Applied BioSciences (IAB). The Institute had been established by a donation from a Swiss banker, Edgar de Picciotto. He had met and been influenced by the charismatic Avishay Braverman, a Stanford-educated World Bank economist, who in the 15 years of his tenure as President of BGU transformed what resembled a small local college into an internationally recognised

***"Science is beyond nation, above politics and can unite and heal."***

**Matthew Gould**

institution of higher education. de Picciotto's dream – to create what he called "A New Israel in the Negev" – extended this transformation even further, investing in people, ideas and

technologies that strengthened the weaker sectors of society and helped to build bridges with Israel's neighbours. I saw these challenges and felt that science could also help in building these bridges, particularly with the support of Oxford University, which has traditionally been accepted by all peoples in the region as a centre of excellence and of neutrality in politics.

In 1996, the Institute of Applied BioSciences was based in two "huts". It was clear that if biotechnology was to be used to develop the Negev then the science had to become more ambitious and investment in infrastructure was sorely needed. I became the Advisor on Biotechnology to the President of BGU, a post which I have held ever since, and have encouraged the support of transformational and translational science. Edgar de Picciotto and the Israeli government provided the infrastructure investment through their funding of the National Institute of Biotechnology in the Negev (NIBN). I agreed with Edgar's vision, that the NIBN would bridge the gap between basic and applied research, and would help establish a scientific



Ben-Gurion University students

infrastructure for the biotech industry in the Negev. Since its inception, the NIBN has moved from strength to strength, and earlier this year the new Edgar de Picciotto and Family Buildings at the NIBN were opened, providing state-of-the-art facilities for the research staff.

What science has the NIBN produced and how has it contributed to peace? Rivka Carmi, a distinguished geneticist, was massively influential in putting the Institute on a firm academic footing and establishing the principle of scientific outreach at NIBN. Rivka, who was previously Dean of the Medical School, had initiated a programme of mapping genes specific to the Bedouin community prior to her appointment as director of NIBN in 2002. Her work expanded into one of the main research themes of NIBN and resulted in an immediate benefit in health care in the Bedouin communities. The research programmes implemented in the NIBN in collaboration with the Soroka University Medical Centre have led to the development of massive carrier testing and pre-natal diagnostic efforts, as well as educational strategies for those Bedouin communities at risk from the genetic problems arising from consanguineous marriages. In the first five years of the joint initiative, infant mortality in the Bedouin community has decreased by 25%. Rivka Carmi went on to become President of BGU in 2006 and maintained her support for minorities. In 2010, in recognition of Rivka's achievements and the nature of BGU's outreach policies, a scholarship was endowed in her name for students from BGU to do a Master's degree at Exeter College, with preference given to candidates who are women and/or from



The National Institute for Biotechnology in the Negev

minorities. Indeed BGU's outreach also appealed to Oxford Brookes University, who set up a similar course. I felt that this was a fitting tribute to the New Israel that was emerging in the Negev. These scholarships were praised as a way of helping the peace process in the House of Lords in July 2011.

Today the NIBN is directed by Varda Shoshan-Barmatz who leads an Institute which now includes over 230 staff, including 26 Principal Investigators and 150 research students. Their research today covers a wide range of interests including cancer therapies, computational biotechnology, human genetic disorders, and novel antibiotics.

In addition to being a biotechnology hub, research at BGU is at the centre of water technology. Over a billion people worldwide do not have access to clean water, and the tensions created by lack of water are a major contributing factor to civil unrest and war. Here science can play a key role in promoting peace through the development of technologies to produce clean water and preserve scarce resources.

The Blaustein Institutes for Desert Research at BGU's campus in Sede

Boqer sit on a plateau overlooking the spectacular landscape of Israel's largest desert canyon, the Zin Canyon. Committed to achieving sustainable desert ecosystems and stemming the spread of desertification, the location of the Institutes is more than an inspiration: it is an ideal laboratory for studying a variety of ecosystems that converge in the Negev desert. Since dryland ecosystems cover nearly half of the earth's land surface, the mission of making deserts productive and comfortable places to live is a task of stunning significance. The Institute at Sede Boqer trains around 150 students each year from all over the world, including those from Palestine and Jordan, with the aim of developing and sharing water technologies. These technologies include nano-filtration to improve water resources of marginal quality, cleaning domestic greywater using bacteria and efficient methods for desalination. It is initiatives such as this that inspired HM Ambassador to Israel Matthew Gould when he stated that "science is beyond nation, above politics and can unite and heal".





# Those Who Can, Teach

Putting off a career decision, **June Stevenson** (2000, PPE) tried teaching. It proved the making of her.



Heading into Hilary Term of my third year, vaguely starting to wonder what a management consultant or a corporate lawyer might do, my good friend and co-PPEist Amy Clarke (2000) told me about a radical new scheme she'd just been selected for. Teach for two years in an inner city London secondary school – with just six weeks of training! Make a difference! Do something that sounds thrillingly dangerous yet also impressively socially responsible! I think I mainly heard "Defer your career ponderings for a couple of years."

such an important and stimulating sector. Teach First has expanded multiple times from that first year of 180 teachers across 50 London secondary schools, now also covering primary and nursery phases, as well as a growing number of regions across England. This year the charity will recruit 2,000 new teachers. It has also expanded its vision. That first summer training institute, we debated how long it would be before the scheme could elevate the teaching profession such that it would no longer need this clever recruitment tool. Perhaps five years we wondered? Maybe 10?

I joined her in signing up to "Teach First", and by September found myself in a Croydon classroom with 90% of a teacher's timetable and perhaps (generously) 10% of a clue what to do with it. Unsurprisingly I found that first year in the classroom very challenging. Anyone considering teaching would do well to watch the BBC documentary Tough Young Teachers for a pretty real portrayal of how hard it can be. Relentless daily failure can be hard to stomach, perhaps even more so when your own schooling seemed so straightforward.

Nowadays it's probably more appropriate to talk of a "movement". Teach First's big vision is for a country where a child's parental income is no longer a barrier to their chances of success. Depressingly, in England the link between socio-economic background and poor educational achievement is greater than in almost any other developed country, so it's a huge task.

But the rewards! I thoroughly enjoyed the next three years once I understood how to be a good teacher: the joy of leading great learning experiences, the fun of daily interactions with young people, the intense highs of seeing the difference you make, moment by moment... then leading on to the satisfaction of mentoring and training other new teachers, directing a department, taking on more school-wide responsibilities. I looked back in shame that it had taken a glitzy grad scheme to draw me in to

Teacher recruitment remains the foundation from which Teach First operates, but of course pursuing such a grand ambition means it's vital for all of us "ambassadors" to play our part. After four years, I moved on from teaching to help set up a support service for school leaders, and have also relished the challenges of school governorship at two different schools. Some of my 2003 cohort have gone onto school leadership and headship, and some have set up education charities (check out Jamie's Farm, PEAS or First Story, for example). Wherever our day jobs have taken us, those formative years in teaching have inspired and helped shape us all.



## Here Come the Girls

Learning for Life seeks to empower through education, writes **Charlotte Bannister-Parker**, Catechist of Exeter College Chapel.



I founded the charity Learning for Life in 1994 with the aim of developing girls' education in India and Pakistan. Twenty-one years on, we have expanded our commitment and vision, working with street children as well as impoverished communities across South Asia, Afghanistan, India, Pakistan, Bangladesh and Nepal.

Back in London, I came up with the idea of Learning for Life: a charity that did not arrive with preconceived ideas about what was needed or move on before problems were resolved; a charity that responded to what women needed and tried to make each project self-sustaining.

At its core, Learning for Life exists to help those who would otherwise have no education: because they live in remote areas, have the misfortune of being female, or are refugees. It targets deep-rooted discrimination to provide an education for all.

***"If you educate a woman, you educate a family. If you educate a girl, you educate the future."***

**Queen Rania of Jordan**

Having completed my Master's thesis on the empowerment of women through beekeeping in an area north of Kathmandu in collaboration with ActionAid, I spent the following years working for charities in India, which exposed me to the endemic sexual discrimination in South Asia. When I arrived in Delhi, I had no idea what the next six months would hold. I heard stories of dowry death (the killing of young wives to gain a dowry from a second marriage), sati (the burning of widows on the funeral pyre of their husbands), Eve teasing (sexual harassment of unmarried women on the streets) and girls being physically harmed so that they could beg on the streets of Delhi. The subservient status of women and girls in India was all too clear and ignited my passion to rectify this inequality.

When I hear back from women such as Tauhida Akter, who have benefitted from the work that we do, I feel that we have achieved this initial objective. Tauhida, from Cox's Bazar in Bangladesh, worked as a child labourer in a fish drying plant before enrolling at Learning for Life's Catch Up Education Centre. As a result of the education provided, Tauhida has received a general scholarship from the Government Primary Education Board and passed the entrance test at the Government Girl's High School. She aspires to become a doctor.

Female education has gained renewed attention on the global stage with the story of Malala Yousafzai, the young Pakistani activist for female education who was shot by the Taliban on a local bus. In her 2013 speech to the UN, she highlighted the importance of female education, saying that "one child, one teacher, one pen and one book can change the world." Learning for Life shares this sentiment, and continues its work across South Asia, for which it recently won an award at the Bond International Development Awards.



# Giving Something Back

By naming buildings after major benefactors, Exeter is able to recognise the generosity of donors and the tradition of one generation of Exonians supporting the next. **Katrina Hancock** (1998, Earth Sciences), Director of Development.



Architect design concept of the Dakota Café, named for Bart Holaday's family foundation.



What do Ivan Margary, Thomas Wood, John Peryam, and the Rhodes Scholars of Saskatchewan all have in common? Each of them

has a quadrangle, buildings, or a room named for them in honour of generous gifts that transformed the College.

Margary was a chemist whose studies at Exeter were interrupted by the First World War. Together with a generous gift from St Osyth ME Wood, the College was able to purchase Parker's bookshop and complete the College's second quadrangle. It was named the "Margary Quadrangle" and staircases 12, 13, and 14 were named the "Thomas Wood Building" in honour of Mrs Wood's late husband, an alumnus of the College.

John Peryam, one-time mayor of Exeter and brother of a former Fellow, Sir William Peryam, paid for the building of staircases four and five in 1618 – the same year that Sir John Acland paid for the construction of the new Dining Hall. Above the doorway of staircase four you will see the inscription that marks the "Peryam's Mansions", in recognition of the generous Friend of the College. Equally the Hall could have been named

"Acland Hall", but instead you will see the subtle use of his coat of arms throughout the building.

And the generosity of Exeter's Saskatchewan Rhodes Scholars is commemorated in the naming of the Saskatchewan Room, which proudly displays a plaque celebrating the gifts given by this group of alumni in 1988, when staircase nine – or the Crowther Hunt Building – was reconstructed and refurbished. On this occasion, the building is named for the Rector who sadly passed away before his vision for Margary Quadrangle was realised. But just inside the entrance to staircase nine is another plaque to honour both the Rhodes Scholars, but also Honorary Fellow Stephen Merrett whose generosity completed the building of this part of the quadrangle.

So the concept of donor recognition is not new. At Exeter we are always delighted to celebrate publicly the generosity of our donors – where it is desired. It is a wonderful way of recognising that we are a family, where one generation takes care of the next, reminding each successive generation that the College and life we cherish was literally built through the generosity of those who came before us.

To that end, as we see the new quadrangle at Walton Street rise up, we will celebrate the generosity of Sir Ronald Cohen for whose parents "Cohen Quad" will be named. There will also be the Dakota Café, named for Bart Holaday (his family foundation is the "Dakota Foundation") and we will be looking for other ways to recognise all those who have given to this latest part of Exeter's fabric.

It's not only buildings. Our Law, English, and History students are taught by the DM Wolfe, Thompson, and Jackson Fellows respectively, with other students taught by those whose Fellowships carry the names of benefactors historic and recent – recognition that once again reminds us of our dependence on philanthropy. The same is true of bursaries and scholarships, named for individual donors or for donors' loved ones.

It's a personal choice for each donor. Over recent years our Donors' Report has expanded to accommodate a rapidly growing list of donors. Not only is it good practice to thank our donors publicly, keeping us grounded and grateful, but we hope that it will inspire others to give too. Over 50% of alumni have made a gift now at some point in the last 10 years – and we are delighted to recognise that support.

# The Power of Regular Giving

**Katherine Fieldgate**, Annual Fund Officer, reveals how vital regular gifts of any size are to the College and its students.



"Would you consider making a regular gift?"

In March this phrase reverberated around the Rector's Dining Room – the telethon campaign's headquarters – as a team of student callers spoke to Exonians around the world.

All donations made to the College are vital in enhancing the Exeter experience for students, whether those donations support bursaries, books or the Boat Club. You may therefore ask why regular gifts in particular are so important.

Regular gifts – that is monthly and annual donations made automatically usually via direct debit – are the foundation of the College's fundraising income. Each financial year these gifts provide a source of dependable income that allows Exeter to plan for the future in terms of the support, teaching and facilities it can offer. As the Bursar will undoubtedly testify, the importance of reliable income for the College cannot be overstated. Regular gifts play a central role in this security for the College; members of the Development Office often point out that an annual gift of £32.50 is equivalent in value to the funds drawn down annually from £1,000 in the endowment.

But why should a regular gift be important to you? When speaking to alumni across the decades, I have found that there is often a common motivation behind their regular gift: it enables

them to break down a more substantial gift, whatever that might be, into smaller, more manageable amounts they can spread over time. For example, making a gift of £750 can understandably seem a daunting and impossible prospect for many recent graduates. Yet by dividing this into donations of £10 a month with Gift Aid for five years, this initially distant sum soon becomes a reality and, crucially, could provide three internship grants for students to undertake valuable work experience opportunities. Whether you give £10 a month or £1,314 a year (as

members of the popular 1314 Society do), the cumulative total of your giving quickly adds up to a significant sum and enables Exeter to provide more opportunities and support for students.

Turning back to the Rector's Dining Room in March, I am pleased to say that 25% of the alumni to whom we spoke did indeed establish a regular gift – up from 4% last year. Whatever your motivation may be, I hope that you will too.

To make a regular gift to Exeter College visit [www.exeter.ox.ac.uk/giving](http://www.exeter.ox.ac.uk/giving)

*The importance of reliable income for the College cannot be overstated.*



Members of the March student telethon team





# Something Old, Something New

The new Cohen Quad will be a marvellous mix of state-of-the-art facilities and Exeter's rich heritage, writes **Tessa Stanley Price**, Deputy Director of Development.



Picture the scene: Oth Week of Michaelmas Term 2016, just over a year from now. Our returning Finalists are heaving their belongings into College after the Long Vac. Nothing unusual about that, except this time they are not unpacking on Turl Street, but on Walton Street in Jericho. Exeter's long-awaited third quadrangle is finally open for business.

Exeter was always clear that its new campus had to be much more than a glorified dormitory building or a secondary annexe to the main College. Yes, additional student accommodation was sorely needed, but so too was teaching,

study and relaxation space. The brief for our architects was therefore to develop a full quadrangle that would represent the "collegiate ideal", where students and scholars live, teach and learn alongside each other. The support of a great many alumni and Friends has enabled Exeter to transform this vision into bricks and mortar.

One of the challenges presented by the physical expansion of the College is the connection of the two sites – how can we link a 21st century building to historic Exeter, with its 600-year-old Palmer's Tower, 19th century chapel and Jacobean dining hall? One way is by bringing some of Exeter's creative past onto the new campus. The College's original William Morris rug has been

removed from the Rector's Lodgings to be cleaned and restored before being hung on the ground floor of Cohen Quad, and display units nearby will feature changing exhibitions on College history.

Next to the Morris rug will stand a proud acquisition for the new quadrangle: two stained windows designed and executed by Edward Burne-Jones and William Morris, who met as undergraduates at Exeter in the 1850s. The stunning windows portray scenes from four biblical parables. They will be purchased from a church in north London thanks to the gifts of many Exonians and Friends, including six members of one family in memory of their husband, father and grandfather. We hope these



Images (clockwise from top left): Stained windows created by Edward Burne-Jones and William Morris; an architect's rendering of how the Morris rug may look in situ at Cohen Quad; an architect's rendering of a typical seminar room

represents such an important part of collegiate living.

The College has a long tradition of making use of subterranean space (think of the Saskatchewan, Quarrell, Balsdon and Stapeldon rooms, and the College Bar). Cohen Quad is no exception. Its basement will house our 30,000 rare books and manuscripts; the first time they will have been kept in one place and in climate-controlled conditions. An adjacent reading room will open up access to these special collections in an unprecedented way.

All these projects would be no more than pipe dreams if it hadn't been for the enormous generosity of Exeter alumni and Friends over the last few years, through gifts large and small.

Cohen Quad, arguably the most significant expansion in Exeter's 700-year history, will be for everyone. It therefore shouldn't be a surprise that so many people have contributed to its creation. We hope that even more will choose to do so as we count down to the 2016 grand opening.

Visit [www.exetercohenquad.com](http://www.exetercohenquad.com) to sign up for regular updates on the construction of Cohen Quad.

installations will help to merge Exeter's past, present and future.

"History" is also represented more literally on the site: one of the quadrangle's five ground-floor seminar rooms will be named the Maddicott Room in recognition of the service Dr John Maddicott, Fellow in History from 1969 to 2006, has given Exeter. Dr Maddicott remains active in writing and research, and published *Founders and Fellowship: The Early History of Exeter College, Oxford* to coincide with Exeter's 700th anniversary in 2014. Many of his former students have chosen to make a donation in his honour and we hope to reach our £100,000 target by Christmas. From five-figure donors to the recent graduate who gives £20 a month, everyone is doing their bit, at the level they are comfortable with.

The first, second and third floors of the campus are residential. Each

student will have a single room with generous desk space and an en-suite bathroom. Older Exonians will no doubt be glad to hear that students no longer need to wander down lengthy corridors, nor cross quads to basement bathrooms, to perform their ablutions! The bedrooms are available for naming and many people have already made donations to secure "their" room on the site.

On each residential floor there will be kitchens for student use, the largest of which will be the Cairncross Kitchen. Named in honour of Rector Dame Frances Cairncross and her 10 years' service to the College (during which time she conceived the vision for a new campus and oversaw Cohen Quad's purchase), it will be a place for students to come together, cook and relax. 135 generous people have given nearly £140,000 to honour Frances and provide this shared space, which to her





The Exeter "smurfs" and Oxfordshire children enjoy new experiences

# "The Bestest Day Ever!"

ExVac gives students and kids a chance to shine beyond Oxford, reports **Rory Sullivan** (2012, Literae Humaniores).



This Easter, ExVac returned for two weeks to Woodrow High House near Amersham. Sixteen Exeter students looked after and provided entertainment for 32 children from Oxfordshire, and the action-packed holidays were hugely enjoyed by all.

ExVac gives a week's respite to children who need a break from life at home. The holidays provide them with the opportunity to do things they might never have done before; some leave Oxford for the first time, others go on their first trip to a farm or a theme park. It is often their first stay away from home, which can be daunting, but they relish the experience, running around the centre with their new friends, developing teamwork through shelter-building, and exploring their creative sides at a pottery café. They love the simple things all children love, but which are all too often missing from their lives. They take home not only their fire-kilned mugs, but also, we hope, many happy memories of their holiday.

My fondest memories include seeing the joy on the children's faces whilst feeding animals at Odds Farm, their

delighted shrieks on the rollercoaster at Legoland, their concentration whilst making ravioli, and, perhaps above all, the children simply playing "it" with the leaders. The children quickly became comfortable talking to us (calling us "smurfs" on account of our blue jumpers!), asking us to sit next to them at dinner and trying to get us to reveal the following day's activities (we like to keep them a secret). As always, bedtime stories were greatly appreciated, especially Roald Dahl's *Fantastic Mr Fox*. We too enjoyed the one activity that sent them to sleep!

These holidays require an enormous amount of work. Many of the ExVac committee members don't enjoy the chance to go on the holidays themselves, as priority is given to students who have not been on one before, but they still devote time to ensuring every holiday is a success. Their fundraising, organising and financial expertise are invaluable. I am proud to be part of a college that enables its students to see that Oxford is broader than its picturesque university bubble.

All the hard work was proved worthwhile when one beaming boy appeared beside me and declared that day "the bestest day ever!"

# The Exeter Family

Why be an Old Member? For the feel good factor, writes **Tessa Stanley Price**, Deputy Director of Development.



I recently tried to describe my job to a confused friend in Spain. I had expected her questions to centre on fundraising, but they didn't; she was far more intrigued by the concept of an "alumni community". She loved her time at university but, 15 years on, she certainly doesn't think about the institution on a regular basis and was astounded to learn that so many Exeter alumni remain engaged with their place of study, even decades later. "But why is the College relevant to them now?" she kept asking.

Her questions made me realise that I often take for granted Exonians' strong attachment to their college, and I began to ponder why the bond remains long after graduation. Why be an Old Member?

It is a way to remain in touch with friends, for a start. We hold contact details for the majority of Exeter alumni and receive regular requests to be put in touch with old friends (which we are delighted to do, once we have sought permission).

Being an alumnus of Exeter also offers a way to meet new and like-minded people. Yes, there's professional networking on offer, but there's also the opportunity simply to be part of a welcoming community that believes in shared experiences, regardless of when each member was "up". Our popular twice-yearly City Drinks events are prime examples, where we have become adept at cheerfully

shepherding Exonians who are still talking to friends old and new, and of all generations, long after the drinks have been cleared away.

We have started to place greater emphasis on lifelong learning. Many of our alumni gatherings include a lecture, presentation or academic discussion that is designed to challenge. They are, we hope, an opportunity to keep discovering, and to take part once again in rigorous Oxford debate.

The philanthropic element is also important, and not just to Exeter. Opportunities to support the College financially are well documented elsewhere in this publication, but we rarely discuss how giving can benefit the donor. I firmly believe that giving should make you feel good. Support Exeter, have an impact on the life of a student today, and enjoy how it makes you feel!

Lastly, I like to think that pride is another factor. Every time the College publishes superb Finals results, reports a promising week on the river, promotes the work of its academics, or simply shares a photo of the Fellows' Garden in full bloom on social media, I hope that Exonians around the world feel proud that their college is doing well, and want to remain imbued with its success.

To me, these all seem valid reasons to remain part of this wonderful institution, and I would be interested to hear others. It is an enormous privilege to be part of a team that supports the Exeter alumni community.



Exonians across generations find common ground at an alumni event in the City



# The Birth of a Legend

**John Garth** explores the undergraduate days of JRR Tolkien and the primal experiences that helped shape the creator of Middle-earth.



Tolkien as an undergraduate

When you picture JRR Tolkien, it's probably as a member of Oxford's Inklings, writing *The Hobbit* and *The Lord of the Rings* in the 1930s and 1940s, or in old age when fame caught up with him in the 1960s. Yet he first wrote about Middle-earth in 1914–15 while studying at Exeter College. My 2003 book, *Tolkien and the*

*Great War*, started a shift in interest towards the author's early development. I've now returned to focus tightly on his undergraduate years in *Tolkien at Exeter College*, published by the College.

So how did Tolkien first strike his lifelong creative seam? It's an unlikely and fascinating tale, involving Beowulf, Hiawatha, the outbreak of war, and – most crucial of all – the College library's *Finnish Grammar*. We meet a fresh Tolkien – a classicist who nearly failed Mods; a socialite and slacker who climbed College walls, "hijacked" a bus, and was arrested during a town vs gown confrontation. We see his fortunes transformed by an extraordinary sensitivity to language and by a yearning to imagine the dim unrecorded past.

With the help of a series of diverting sidebars, we also see him in the context of an Oxford that is both familiar and unfamiliar: the Stapeldon Society meetings which he recorded in inimitable style as secretary (including one prototypical epic of battle between order and chaos); the parties and performances he attended; a shocking tragedy on his staircase; the official machinations which allowed him to switch from Classics to English. We meet the friends he gathered in a kind of proto-Inklings, and we follow them into the Great War.

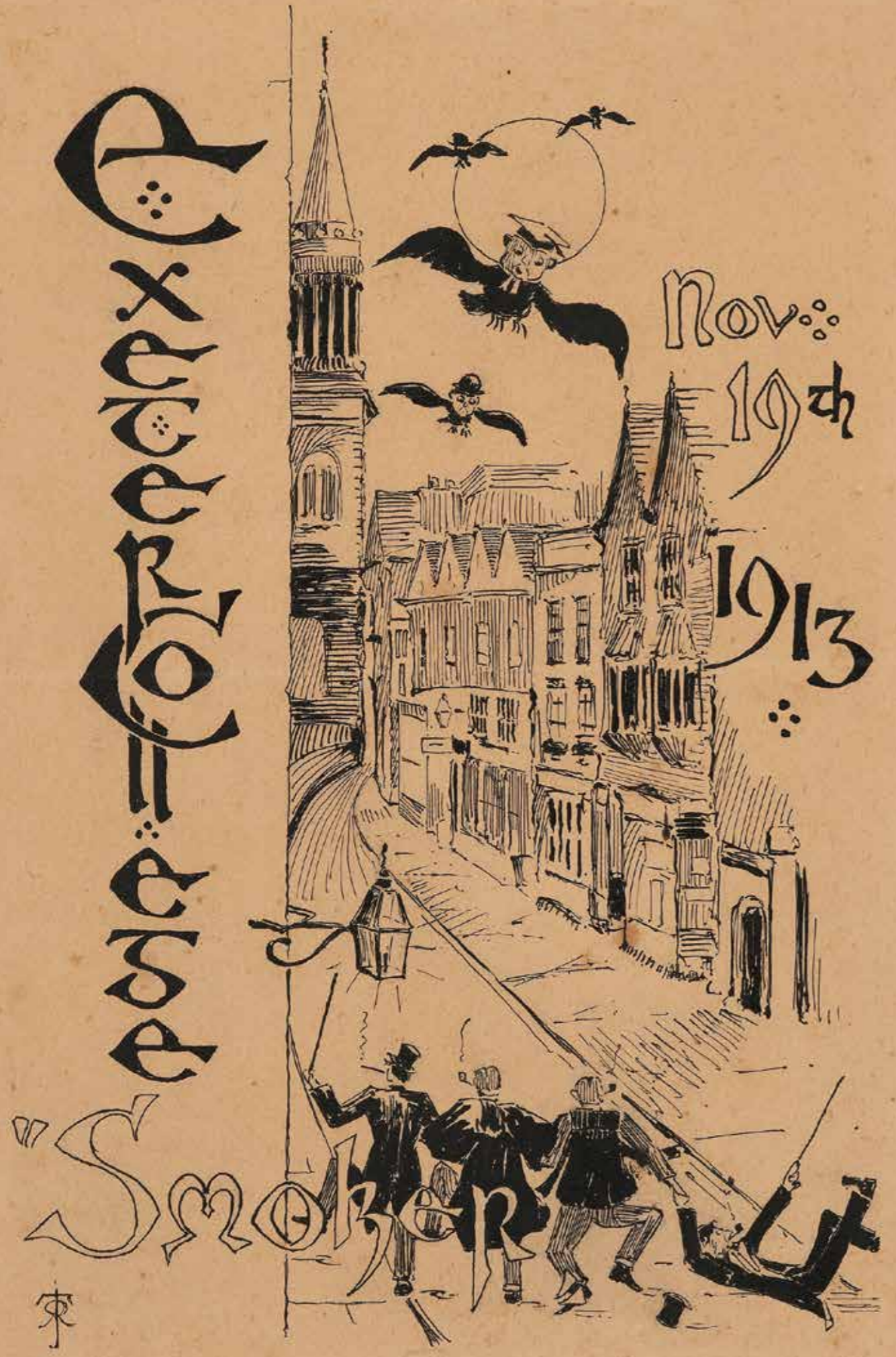
At the same time we trace the invention of "Elvish" and of the first Middle-earth hero, Eärendil the star mariner; and we hear of Tolkien's return to the College as a Somme veteran to read aloud his first mythological epic of battle.

I first spoke about Tolkien's Exeter life at a Tolkien conference hosted by the College in 2006. In writing *Tolkien at Exeter College*, I enjoyed the amazing support of former Rector Dame Frances Cairncross, who invited me to showcase my work at Founder's Day and in the 2014 City Lecture. It has been a delight to revisit the college archives, with the assistance of archivist Penny Baker and librarian Joanna Bowring, and also to broach Tolkien's own College memorabilia at the Bodleian. By the kindness of the College, the Tolkien Trust, and some hard-core Tolkien collectors, I've been able to include a wealth of rare archival images – some previously unseen, including a 1911 matriculation line-up, a photo of Tolkien haring up the rugby pitch, and his own sketches of Exeter College Hall and Broad Street. Matt Baldwin in the Development Office has laid it all out beautifully.

*Tolkien at Exeter College: How an Oxford Undergraduate Created Middle-earth* (64pp) is available from the lodge and from the Development Office. When Exon went to press, it had been named a finalist in the prestigious 2015 Mythopoeic Awards for Scholarship (won by *Tolkien and the Great War* in 2004).



*John Garth read English at Oxford (1985, St Anne's) and has worked in journalism ever since, including 13 years at the London Evening Standard and the past year as web editor of alumni magazine Oxford Today. He has spoken widely on Tolkien, including a week-long Oxford Summer School for Adults; and he is about to begin a year's Fellowship in Humanities at the Black Mountain Institute of the University of Nevada in Las Vegas.*



Invitation to a smoking concert, drawn by Tolkien during his years at Exeter College



# The Problem of Prediction

**Adam Ward** (2011, PPE) visited 50 of the country's most marginal seats in the run-up to the General Election, meeting the electorate and watching the pollsters get things spectacularly wrong.



BBC Radio Gloucestershire



Alison McGovern MP



50 for15, a non-partisan blog I co-founded with two other Oxford graduates, followed our travels to 50 key marginal seats across

the country ahead of the 2015 General Election. Along the way we interviewed candidates, shadowed campaigns, and spoke to the crucial voters who could determine the result of the election.

Many voters we spoke to felt disengaged with politics because of the constant debate about polls and

election predictions instead of proper policy discussion. We therefore focused on the key political issues in these marginal seats rather than fixating on predictions.

That was perhaps just as well, as the strongly predicted hung parliament proved in fact to be a small but workable Conservative majority.

Despite the UK holding a national election on 7 May, the results can be viewed as the summation of a number of regional elections. The paradigm shift in Scotland was remarkable; of the 56 seats now held by the SNP, 36 were won with over 50% of votes. This represented a massacre for Labour, which lost 40 of the 41 seats it had held in Scotland. To underline how bad things had become, of the seven SNP seats held with a majority of less than 5,000 votes, the Liberal Democrats were runners-up in four, the Conservatives in one, and Labour only in two (one of which being Na h-Eileanan An Iar, where only 15,938 votes were cast). The sole Labour seat in this sea of SNP yellow is Edinburgh South. Labour's hold here is likely because the SNP candidate was outed as an internet "troll" shortly before the election, creating considerable negative press.

Election campaign teams suggested to us that a candidate's personality and cachet can sway the vote by up to 5%. But in the South West, where many of the incumbent Liberal Democrats were entrenched and

**"The little party always gets smashed!"**  
Angela Merkel



Chris Law MP



Cleethorpes



Hull North



Bristol West



Hustings, Stockton South



Wells

**Pollsters may want to keep a low profile following their blunders at the 2015 election.**

well-known, recognition could not stop a Conservative surge. The swathe of blue now covering the region markedly demonstrates Angela Merkel's reported comment to David Cameron on junior coalition partners: "The little party always gets smashed!"

The Midlands saw more success for the Conservatives; the party not only defended seats by increasing their majority, but also took Telford from Labour.

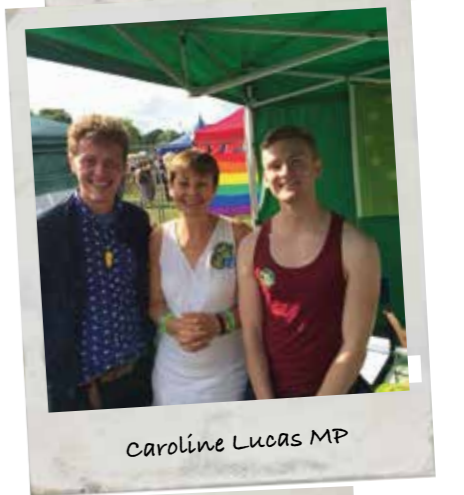
On a catastrophic night for Labour, London was their main solace, where they won Ilford North from the Conservatives and captured all of their Liberal Democrat target seats. Indeed, Labour retained its dominance in English metropolises; apart from London and Bristol, the Conservatives have no representation in the country's largest cities. Reflecting on his party's election defeat, David Lammy, the London Mayoral hopeful, stated that Labour has "been reduced to a metropolitan party."

In a first-past-the-post system, ruminating on which parties came second across the UK's 650 constituencies seems unintuitive, but

in fact the changes are indicative of wider transformations in UK party politics. Where once a map of the runner-up parties was dominated by the yellow of the Liberal Democrats, now it is the red of Labour and purple of UKIP. This is sure to have ramifications on how parties position themselves and frame their tactical voting suggestions to voters in the future.

The UK's marked political divisions along regional lines pose challenges for the new government, which intends to legislate on Scottish devolution and English votes for English laws.

The regionalised results also pose problems for the pollsters, who may want to keep a low profile for a while following their blunders at the 2015 election. The predicted swings towards opposition parties Labour and UKIP didn't materialise – or, rather, the swing in votes (up 1.5% for Labour and 9.5% for UKIP nationally) didn't translate into the predicted gains in the Commons (Labour lost 26 seats and UKIP won only one seat, retaining Clacton, but losing Rochester and Strood, both of which they had originally taken in by-elections in 2014). New methods of extrapolating poll data into meaningful predictions will therefore need to be devised. Indeed, for an accurate prediction, we may as well wait for the exit poll, or even the final result.



Caroline Lucas MP



LGBTory parade, Brighton



BBC Interview



# Unleashing Brain Power

**Matthew Baldwin**, Communications Officer, reports on the software that is giving autistic children a personalised path to independence.



As new technology and gadgets are developed, innovative applications quickly follow. Microsoft's Xbox Kinect, for example, was created to allow controller-free computer gaming using hand gestures and body movements. But from the start it was

obvious the potential applications of this ground-breaking technology (developed by a former Exeter Fellow in Engineering, Professor Andrew Blake) stretch well beyond the living room. The Kinect now has uses in boardrooms, surgeries, and even warzones.

One such recent advancement in technology is Google Glass, a smartphone-like interface that resembles standard eyeglasses, through which wearers communicate with the internet by voice commands and can view images and text displayed on the Glass's lenses. It is currently being rethought as a mass market product, but is still available to certified partners including Brain Power, the neuro-technology start-up founded by Dr Ned Sahin (1996, Neuroscience) in Cambridge, Massachusetts.

Dr Sahin wanted to apply his neuroscience and technology training to practical challenges that get in the way of people living fulfilling lives. With Brain Power he is developing a uniquely suitable tool to tackle autism: a Google Glass-compatible software suite designed to help autistic children learn to navigate social challenges.

Even everyday situations can be difficult to understand and acutely stressful for people with autism. Brain Power is a game-changer. It promotes interaction with the outside world, unlike many alternative tablet or smartphone initiatives, encouraging autistic children to engage with other people. It tackles key areas of difficulty, such as the improvement of communication skills, emotional intelligence, and self-regulation, through the gamification of everyday situations.

Attracting the attention of an autistic child can be difficult; when Brain Power's software detects the child's name being called, it redirects his or her attention with on-screen arrows. If sensors detect head movement towards the noise, the child is rewarded

with points. Brain Power also aims to improve eye contact by placing an eye-catching cartoon over the face of the person speaking, which eventually fades. If eye contact is maintained with the speaker, points are again awarded.

As autistic children are not always able to interpret quirks of expression, Brain Power analyses faces, tone, and body language to assess emotion. It then helps wearers to decode that emotion by displaying emoticons on the Glass; through a subtle nod the children can indicate which emoticon represents the mood of the person with whom they are interacting, winning points if they are correct.

Another use of Brain Power is to monitor autistic children's underlying physiological stress responses, such as heart and breathing rates, in order to predict meltdowns and ultimately reduce stress situations. Alerts are sent to parents and carers, and the children experience soothing music and videos, which they can pre-select, to help calm down. Software modules collect these data, which are analysed to give customised feedback – one application of which is the creation of geographical markers for environmental triggers, helping both parents and children to avoid stressful locations.

In this way, Brain Power's tools provide a personalised path to independence. By enabling children to engage fully with their environment, Brain Power's system helps them benefit from all the exciting opportunities that life holds.

Visit [www.brain-power.com](http://www.brain-power.com) to follow Dr Sahin's work and show your support.



Dr Ned Sahin road tests the Glass software

# Japan Decorates Professor Nye

Leading political scientist Joe Nye (1958, PPE) has received one of Japan's highest honours, writes **Ben Wilcox** (2013, PPE).



Last November, Professor Joseph Nye (1958, PPE) was awarded the Order of the Rising Sun, Gold and Silver Star by Emperor Akihito of Japan in a ceremony at the Imperial Palace in Tokyo.

The award – one of the highest decorations the Japanese government bestows – came in recognition of Professor Nye's "contribution to the development of studies on Japan-US security and to the promotion of the mutual understanding between Japan and the United States."

Widely considered one of the preeminent political scientists of his generation, Professor Nye has authored over a dozen books on wide-ranging topics in international affairs and diplomacy. He has taught at Harvard University since 1964, and has also held prominent positions in the United States government, including serving as Deputy to the Undersecretary of State for Security Assistance, Science, and

Technology in the 1970s and chairing the National Intelligence Committee in the 1990s. Professor Nye often returns to Exeter to meet with students. Most recently he attended the College's Social Sciences Symposium in May 2014 and gave a talk entitled "Is the American Century Over?" at a Rector's Seminar in June 2015.

Professor Nye's recent writing on Japan has focused on escalating tensions between China and Japan over disputed islands in the South China Sea, and on efforts by Japanese Prime Minister Shinzo Abe to enhance Japan's defensive capabilities. He has also addressed the difficult balancing act faced by United States foreign policy makers, who are striving to build a strong regional alliance with Japan without threatening Chinese interests in the region.



## From Exeter to Jesus

**Tim Hele** (2007, Chemistry) reveals the Exonians taking over Jesus.



Some years ago, the hedonistic days of my first year as an undergraduate were punctuated by parties thrown by the then Chaplain of Exeter, Helen Orchard, which involved the consumption of large quantities of food and drink, and ended with compline around 2am. At one of these I met a perspicacious fourth-year undergraduate by the name of Adam Harper (2004, Mathematics and Statistics), with whom I discussed (or rather, he educated me on) the distribution of prime numbers.

Adam then graduated and left Oxford, while I remained at Exeter until 2011 when I moved to Trinity College, Cambridge, to undertake a PhD [sic] in theoretical chemistry. In the autumn of 2013 I applied for numerous research fellowships and, to my great surprise, was offered one by the Master of Jesus College, Cambridge. I enquired

about the possibility of intermission to research abroad, to which he responded that a current Junior Research Fellow had done that. I contacted him, and he replied that he remembered me from Exeter, six years ago!

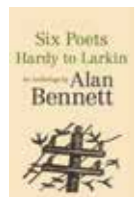
Adam had undertaken a PhD in mathematics at King's College, Cambridge, then a postdoc in Canada, and joined Jesus in October 2013.

Adam is not the only Exonian I have the pleasure of dining with at high table. There is also the Schroder Professor of German, Sarah Colvin (1986, Modern Languages), the Emeritus Fellow in Law, Peter Glazebrook (Lecturer in Law at Exeter from 1958 to 1963), and the acting Chaplain, Nick Widdows (2001, Engineering). As a *pièce de résistance*, I have been invited to represent Jesus College, Cambridge at the Domus Dinner of our sister college, Jesus College, Oxford. Time to dust off the Exeter cufflinks...



# Exonians in Print

From a travel guide through London's past to an exploration of the spoken traditions of Inuit people in north-west Greenland, Exeter's alumni take readers on a vibrant and varied voyage.



**Six Poets: Hardy to Larkin: An Anthology**  
Alan Bennett (1954, Modern History)  
*Six Poets: Hardy to Larkin: An Anthology* is a selection of English verse by Alan Bennett's favourite poets. Including more than 70 poems, and accompanied by his own enlivening commentary, Mr Bennett creates profound and witty portraits of Thomas Hardy, AE Housman, John Betjeman, WH Auden, Louis MacNeice and Philip Larkin.



**Indecision Points: George W Bush and the Israeli-Palestinian Conflict**  
Daniel Zoughbie (2008, International Relations)  
Drawing on his own interviews with 45 global leaders, Dr Daniel Zoughbie's *Indecision Points* provides the first comprehensive history of the Bush administration's attempt to reshape political order in a "New Middle East" and examines the major assumptions underpinning US foreign policy.



**Glimpses of Utopia**  
George Walker (1960, Chemistry)  
George Walker has published *Glimpses of Utopia: A Lifetime's Education*, a collection of autobiographical essays in which he describes some defining moments in his distinguished career in education as the director general of the International Baccalaureate and visiting professor in the University of Bath. Among the essays are reminiscences on his time at Exeter College.



**Saxo Grammaticus: The History of the Danes**  
Peter Fisher (1952, English)  
Peter Fisher has published a translation of Saxo Grammaticus's *History of the Danes* in two parts. Edited by Karsten Friis-Jensen, part one contains the first 10 books of Saxo's work and part two contains books 11 to 16, covering the myths and heroic tales of primitive Scandinavia and the history of the first Danish kings.



**Nothing But Grass**  
Will Cohu (1983, English)  
*Nothing But Grass* is the critically acclaimed debut novel by Will Cohu. It tells the story of Norman Tanner, a man who thinks he has got away with murder. But he hasn't accounted for his victim's girlfriend, or a child destined to come back to haunt him.



**Landmark Essays on Speech and Writing**  
Peter Elbow (1957, English)  
Peter Elbow, a leading expert on speech and writing, has edited a selection of classic essays which show the main streams of scholarly thought in this field and invite readers to think critically about the relationship between speech and writing.



**London: A Travel Guide Through Time**  
Matthew Green (2001, Modern History)  
Dr Matthew Green guides us through six extraordinary periods in London's thrilling and vibrant history: medieval city life, the ages of Shakespeare, the plague, coffee houses, the reign of Victoria and the Blitz. Stepping back in time, he introduces the mad, bad and dangerous characters of the past, all desperate to show you the rich and occasionally hazardous past of the world's liveliest city.



**The Polar North: Ways of Speaking, Ways of Belonging**  
Stephen Leonard (2004, General Linguistics and Comparative Philology)  
Exeter fellow in Anthropology Dr Stephen Leonard set off on a journey to document the language and spoken traditions of a small group of Inuit living in a remote corner of north-west Greenland. *Polar North* is a story of a year spent with a group of people whose ancient way of life juxtaposes the modern, consumerist lifestyle that now pervades every corner of the planet.



**EP Thompson and English Radicalism**  
Richard Taylor (1964, PPE)  
Alongside Roger Fieldhouse, Richard Taylor has edited a book on the British historian, writer, socialist and peace campaigner EP Thompson. The collection marks the 50th anniversary of the publication of *The Making of the English Working Class*, a highly-influential work which helped revolutionise the study of history.



**Scratching Around**  
Paul Gittins (1964, English)  
A fervent defender of those traditional skills of poetry writing that are all too often absent in modern poetry, Paul Gittins's immediately accessible selection of poetry explores experiences of everyday life which are filled with beauty and significance, displaying a tenderness for the passing of time, of love and the difficulties of relationships.



**The Devil's Dance**  
John Symons (1964, Literae Humaniores)  
John Symons's latest novel is an exciting, original story, full of menace and very moving. Charmingly illustrated by Tracy Davy, *The Devil's Dance* is told in turn by two teenagers, and explores loss, friendship and family.



**Tourist (EP)**  
Emma Ballantine (2005, English)  
*Tourist*, the latest EP from singer songwriter Emma Ballantine, was launched on 24 July and went to number 15 in the iTunes charts on the day of release. The lead track, The Love I Seek, was featured as *Q Magazine*'s "Track of the Day".



**Stanley, I Resume**  
Stanley Johnson (1959, English)  
*Stanley, I Resume*, the sequel to the memoir *Stanley, I Presume*, is filled with recollections from the colourful life of the former politician and current poet and adventurer, including run-ins with Margaret Thatcher, two ascents of Mount Kilimanjaro (one for Exeter College), and the turbulent rapids of parenthood.



**Under the Radar**  
James Hamilton-Paterson (1961, English)  
*Under the Radar*, James Hamilton-Paterson's remarkable novel about the lives of British pilots at the height of the Cold War, tells the story of Squadron-Leader Amos McKenna, who is suffering from desires and frustrations that are making him question his ultimate loyalties.

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# EVENT DATES FOR YOUR DIARY 2015 – 2016

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WEDNESDAY 9 SEPTEMBER

Dinner in Boston

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THURSDAY 10 SEPTEMBER

Lecture and Drinks Reception in New York

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SATURDAY 19 SEPTEMBER

University of Oxford Alumni Weekend:  
Afternoon Tea with the Rector

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SATURDAY 19 SEPTEMBER

1995 – 1999 Gaudy

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THURSDAY 24 SEPTEMBER

Dinner in Zurich

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SUNDAY 11 OCTOBER

High Table for 2015 Leavers

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THURSDAY 22 OCTOBER

Lecture and Dinner in Exeter, Devon

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SATURDAY 24 OCTOBER

Chemistry Dinner

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SATURDAY 7 NOVEMBER

War and Peace Symposium

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SATURDAY 7 NOVEMBER

Rutter Requiem (choir performance)

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FRIDAY 13 NOVEMBER

Engineering Dinner

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THURSDAY 19 NOVEMBER

Winter City Drinks in London

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SATURDAY 21 NOVEMBER

Medical Society Dinner

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SUNDAY 6 DECEMBER

Children's Christmas Carol Concert

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WEDNESDAY 9 DECEMBER

Alumni Lunch in Singapore

---

THURSDAY 10 DECEMBER

Drinks Reception in Hong Kong

---

FRIDAY 11 DECEMBER

Dinner in Sydney

---

MONDAY 14 DECEMBER

Dinner in Melbourne

---

FEBRUARY

Drinks Reception in Yorkshire

---

FEBRUARY

Lessons in Leadership Lecture

---

SATURDAY 6 FEBRUARY

Fortescue (Law) Society Dinner

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THURSDAY 25 FEBRUARY

Exepreneurs Drinks in London (for  
entrepreneurs)

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SATURDAY 27 FEBRUARY

Parents' Dinner

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FRIDAY 4 MARCH

PPE Dinner

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SATURDAY 9 APRIL

Alumni Event in Washington, DC

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MAY

Drinks Reception in Edinburgh

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SATURDAY 7 MAY

Amelia Jackson (Legacy) Society Luncheon

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SATURDAY 28 MAY

1314 Society Garden Party

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SATURDAY 28 MAY

Young Alumni Garden Party

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SATURDAY 28 MAY

Boat Club Dinner

---

JUNE

Summer City Lecture in London

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SATURDAY 25 JUNE

1975 – 1979 Grand Gaudy

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All events, unless otherwise stated, take place at Exeter College. For full details of events and dates as they are confirmed, please see [www.exeter.ox.ac.uk/alumni/events](http://www.exeter.ox.ac.uk/alumni/events). Invitations are typically sent out three months before an event. Event details may be subject to change; we therefore recommend you do not make travel arrangements until the Development Office has confirmed you have a ticket.

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