

Mansfield

Autumn/Winter 2006



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Principal's Welcome



The tutorial system, in all its glories, features much in this edition of the Magazine. From recollections of past students to first impressions of newly appointed tutors, there is a constant thread running through this issue. In the midst of this, the Editors soberly warn of the threats to the future of the tutorial system and ask for contributions to the College's collective memory bank of the part that tutorials played in your lives when you were here.

This is not a simple exercise in nostalgia. It is because the University needs to be able to continue to justify to the powers-that-be the additional costs of teaching at Oxford. Recent complex discussions in the University about how the financial cake will be shared around its constituent parts have highlighted the grossly inadequate funding from Government that we get for teaching. For every undergraduate taught, the University loses some £6000 and the problem will remain even with the advent, this year, of top-up-fees. The system only keeps going through a complicated system of cross-subsidy, which, clearly, is unsustainable. How much longer can the tutorial system, as we now know it, survive? It would be unwise to look to the Government for salvation, so Mansfield, like all colleges, must turn to its alumni and friends to give support. We have established small endowment pots for each of our existing Fellowships and any contributions, of whatever size, will help to secure our tutorial posts for the future.

It is often said that, because the sums of money available for research are so much greater than for teaching, teaching skills are undervalued these days in academe. If so, then an initiative of the Oxford Learning Institute is going some way to redress the balance. I am delighted to say that four of our Fellows, Dr Janet Dyson (Maths), Dr Chris Martin (Engineering), Professor Stephen Blundell (Physics) and Professor Jon Chapman (Maths) have received awards for their teaching excellence. As this was just the first year of the scheme and not all departments participated, I confidently expect to be reporting the success of other Mansfield tutors in future years.

There is a tendency to think of tutors only in terms of their teaching but that is to ignore the vast hinterland of research and scholarship that underpins their pedagogical prowess. The list of research accolades awarded to Mansfield tutors is long and the recent award to Dr Ros Ballaster (English) of the prestigious Rose Mary Crawshay Prize 2006 for English Literature by the British Academy is but the latest in the list. Ros's prize-winning book *Fabulous Orient: Fictions of the East in England 1662-1785* was featured in a previous issue of this Magazine. The British Academy has also honoured another of our Fellows, Professor Robert Adams, by electing him to their Fellowship.

These notable awards present an academic pinnacle to which our newest members of academic staff may one day aspire. Dr Mary-Ann Lund joined us this year as Junior Research Fellow (English) and Director of Mansfield's Visiting Student Programme. Drs Francesca Marchetti and Joanne Rowland are non-stipendiary Junior Research Fellows in Physics and Egyptian Archeology respectively and Dr Helen Lacey is a stipendiary lecturer in History who is already making her mark as a tutor.

So welcome to them all and *floreat* the tutorial system!

Bursar's Report



The Bursar in Jamie Oliver mode

In writing this a few days after the triennial Mansfield College Ball I'm pleased to be able to see from my window the continued physical presence of a College on which to report. The JCR President is now legally obliged to undertake a 'special events risk assessment'

for the Ball. He obviously did a good job, as the Ball appears to have been an extremely successful occasion with very little in the way of collateral damage.

This is also the time of year where all colleges have to submit their audited accounts to the University. Mansfield remains open, friendly, democratic (things you can't see in the accounts) and relatively poor (something you can) but it is encouraging to see that the figures are moving in the right direction. We continue to receive significant annual grants from the 'Robin Hood' exercise which redistributes funds for endowment purposes from the richer to the poorer Colleges, and our conference and events trade is very buoyant with a doubling of income over the last four years, and a record 15 weddings and 2 baptisms taking place during 2006. (See the opposite page of this issue for more information)

As our finances have improved, together with the continuing and essential support from fundraising activities, we have built new student accommodation, etherneted all student rooms, provided a fire exit for the JCR to allow the big events to continue there, installed new CCTV and electronic key access and embarked on a rolling programme of redecoration and refurbishment of the older student rooms and also of the College bar. The list, of course, of new things that need doing is always growing, but many people have commented on how much better the College and its grounds is looking, with the next big project being a makeover for the Quadrangle and roadway surfaces.

Looking up from the day to day business of the College we see a number of potentially significant changes on the horizon. We are now, along with all colleges, having to think through the implications of the proposals for a new way of funding colleges (known as the Joint Resource Allocation Methodology or JRAM for short.) Essentially, instead of receiving an almost identical lump sum for each student passed on to us every year by the University, we will in future be receiving different amounts depending on the subject taught, whether a student is from the EU or elsewhere, and a new stream of funding which for the first time gives colleges a share of the research income coming into the University. These are early days in terms of fully understanding the implications for Mansfield, but there is no doubt that it will require all colleges to review whether some important structural changes may be needed in order to get the best deal out of these new ways of receiving funding via the University. Beyond that we also have debates on the future governance arrangements for the University and, in parallel with this, significant changes to charity law and its application to colleges, which will also affect the way in which we conduct our business and manage ourselves. How much any of these changes from on high actually increase or decrease the chances of repairing the Quadrangle pot holes remains to be seen, but as always we live in hope.

Steve Waterman

Events in 2006

Our events over the summer began with a Gaudy for all those who matriculated in and before 1965. We were blessed with superb weather and were able to enjoy our champagne in the sun before dinner in Hall. About fifty of us gathered for this delightful evening, and it was a real pleasure to hear so many fond memories being exchanged, see old friendships rekindled and, in some cases, to hear a lifetime of news and stories being recounted.

Following last year's successful formula, the Gaudy was followed on the Sunday by our Summer Garden Party. This was an enjoyable afternoon of food, drink and all things Mansfield. We were extremely lucky with the weather, and about two hundred and twenty alumni and friends of the College enjoyed a day of festivities in the Quad, accompanied once again by music from 'The Noisy Oysters'. Before the afternoon drew to a close with tea, we were able to hear Mansfield Fellow Helen Margetts, Professor of Society and the Internet at the Oxford Internet Institute, gave a lecture on 'Governments and Citizens in the Digital Age' in the cooler surroundings of the Chapel.

The first of our autumn events was the Fifth London Drinks Evening at The Counting House in Cornhill on 21st September. Approximately fifty alumni, from a wide variety of year groups and subjects, joined us in the bar's Gallery Room for an evening of socializing, networking and catching up in a relaxed atmosphere.

Less than a week later, we held the Ninth Annual Parents' Dinner. Fifty seven gathered for a champagne reception and a wonderful four-course dinner in Hall. For some of our guests, this was their first Mansfield event (the first of many, we hope)

and they were able to meet the Principal, a number of Fellows, and other parents who enjoy this event each year. The evening is an excellent opportunity for parents to meet others whose children have followed similar courses.

We have two events to look forward to in December: on the 9th, our Gaudy for Matriculation Years 1985-1990 and on the 12th, our first Varsity Match event with alumni, parents and friends at Twickenham. Looking forward to March 2007, there will be the Annual Mansfield Association Dinner on the 17th and, later on in the month, Dr Donald Sykes will be hosting a reunion dinner in New York - further details will be available on the website shortly. Please refer to the Calendar at the back of the Magazine for details of our other forthcoming events, or contact the Development Office for further details.

The last six months, my first at Mansfield, have been very exciting as we have had some wonderful events which have made this an especially memorable time for me. I should particularly like to thank Anu Dawson for all her kindness and guidance during my first couple of months in the Development Office.

Carrie Fehr
Development Administrator

For more pictures of the events, turn the page...

Banquets, Weddings and Conferences at Mansfield College

Mansfield College, with its beautiful Victorian buildings, is an exclusive conference and event venue in a glorious location. We offer a full range of these facilities and are particularly well known throughout Oxford University for our outstanding banqueting services.

We can host a range of banquets from intimate family gatherings to large corporate events. Mansfield caterers provide excellent formal and informal dining across a variety of styles, from simple buffets to celebration gala dinners, with individually tailored options. The College also has an excellent wine cellar, comprising some 130 wine varieties.

Alumni regularly choose Mansfield Chapel for their wedding venue. The College is also licensed for civil weddings, partnerships, naming ceremonies and funerals. Whatever your requirement we will endeavour to make your event a unique occasion.

For further information and a brochure please contact the Lynne Quiggin, Conference and Events Manager at events@mansfield.ox.ac.uk or see the website at www.mansfield.ox.ac.uk



Gaudy
(for all who matriculated
before 1965)
and Garden Party

June 2006



“It was a lovely, truly Mansfield occasion. There’s something special about that place....”.

Mike Walton *1956 Theology*



“.....the most enjoyable gaudy and garden party at Mansfield. We had a lovely time and enjoyed meeting up again with people we had not seen for many many years. (...) I am pleased to see that Mansfield is flourishing and hope to visit you more often in the future”.

Professor Vincent Brummer
1960 Philosophy of Religions

“....an excellent Gaudy and Garden Party – both were very enjoyable”.

Robert Porrer *1963 Modern Languages*



“....It made me more proud than ever that I had at one time been a student at Mansfield”.

D Vernon Davies *1938 Theology*



London Drinks Evening

September 2006



Parents' Dinner

September 2006



Mansfield Fellows



Paul Lodge
Tutorial Fellow in Philosophy and Dean

Born just outside Leeds, I went to a comprehensive school in the town of Featherstone – famed for its rugby league team and at the heart of the West Yorkshire coalfield. I was an undergraduate in Oxford, at Exeter College, and graduated in 1990 with a degree in PPP (not PPE, but the one that we don't offer at Mansfield, where you only ever do two of the three Ps, Philosophy, Psychology and Physiology). My A levels were in Maths, Physics, and Chemistry and I originally applied to do engineering at university, though not to Oxford because I was afraid I would not get in. However, a damascene moment during a trip to Durham for interview led to my pulling out of UCCA (as UCAS was then known) and abandoning my fate to who knew what. The following summer I got my results and plucked up the courage to apply to Oxford. Choosing a subject (I didn't choose a college, but applied 'open') was a little tricky now that I no longer wanted to be an engineer. However, I'd read books that were regularly advertised on the back as 'philosophical' by people like Albert Camus, Jean-Paul Sartre and Hermann Hesse, and, dare I admit it, Robert Pirsig's *Zen and the Art of Motorcycle Maintenance*, so I thought it would be interesting to see what philosophy was really about.

Luckily, I took to philosophy (unlike psychology) immediately and never looked back (more or less). After graduating I went back to Leeds and did an MA. After that I tried my hand at teacher training but, missing philosophy, I took what in retrospect seems like a big leap and moved to New Jersey to do my PhD. Six years later (a pretty standard time to be doing a PhD over there) I got my first job in New Orleans where I taught at Tulane University for five years.

I returned to Oxford in 2003. Getting a job here was genuinely a dream come true. Like so many, I was, and still am, strangely intoxicated by this odd little city and its university; and I have not been disappointed. The opportunity to be on the other side of the tutorial system has been a real pleasure, and eye-opener. In particular, I've relished the close interaction with students as a teacher, which was largely absent in the US contexts in which I worked.

My research life is centred on 17th century philosophy. I try to understand the grandiose philosophical systems of dead, white men of the time who were struggling to come to grips with the clash between the advent of the new mathematical sciences and older world views dominated by Christianized versions of Ancient Greek philosophy. In particular, I focus on the work of Gottfried Wilhelm Leibniz, who is perhaps best known as co-inventor/discoverer of the calculus and for the feud with Newton and his supporters over who actually did this first. He is also the author of one of the strangest accounts of the nature of reality ever devised. According to this system, the entirety of things consists of an infinite number of unextended, soul-like entities or 'monads' as he called them; some of which, such as us and other animals, are conscious and reasonably clever; some of which, such as angels and God, are similarly conscious and much cleverer; and some of which are really quite stupid and barely have any awareness at all. On my first encounter with these claims I was amazed that anyone could possibly believe them. I've spent the last 12 years or so trying to work out why and expect to continue to do so for a long time to come. Like an unending jigsaw puzzle, this is a constant source of playful frustration and even the occasional success!



In 1998 I came to Oxford to study for a DPhil in Statistics. I worked on developing statistical methods to detect areas of the brain that are activated during fMRI experiments. These datasets are very large and the signal can be well hidden within. Searching for a needle in a haystack is one analogy often used to describe this analysis and is especially hard as the data quality from the scanners can vary from day to day. Despite this I think we were reasonably successful with the methods we developed and I certainly learnt an incredible amount from my supervisor during that time. During this time I decided I'd pretty much had enough of getting covered in mud on my mountain bike and started dabbling in long distance road bike events.

Jonathan Marchini

Senior Research Fellow in Statistical Genomics

I became a University Lecturer in the Department of Statistics and a Fellow at Mansfield in September 2005 and I've very much enjoyed my first year. Everyone has been amazingly welcoming and my Maths colleagues have been incredibly supportive and patient with my endless questions as I've adapted to teaching Probability and Statistics in the tutorial system.

I was born in the city of Chichester in West Sussex but as you might have guessed from my name, my father is Italian and I have strong ties to my family that still live in Italy. I did A-levels in Mathematics, Statistics and Chemistry at an FE College in Chichester and then went on to study Maths at the University of Exeter. When I went to University all I wanted to do was become a professional mountain biker and wasn't very interested in Maths at all. Gradually, I became quite fascinated by Maths and found myself spending more and more of my time studying and less and less time on my bike! By the end of my third year and after a spell doing a summer research project, I had pretty much decided to do a PhD but wanted to spread my wings a bit first. I spent a year doing a PGCE in Maths teaching and then signed up as a VSO volunteer. In September 1995 I was posted to a secondary school in rural Tanzania to teach A-level Maths.

As you might imagine things were a bit different to teaching in a UK secondary school. In the classroom my problems changed from getting my students to settle down, stop chatting and work to getting them to say anything at all! The students were used to simply copying what the teacher wrote on the board and asking questions was taken to suggest the teacher's notes were in some way inadequate.

It took a while to get used to the new culture, language and working conditions, but after a while I was hooked and signed up for an extra year so as to take a new batch of students through the entire two year course. One of the most rewarding things we did was to renovate the school library which had fallen into misuse. It took ages to classify all of the books and set up an efficient and secure system for lending but once it was up and running it became very popular with the students.

Overall it was an amazing experience and something I would not hesitate to recommend. I don't have the space here to do it justice but I keep lots of photos about my time in Tanzania on my website for those who may be interested.

I then stayed in Oxford to do a post-doc on a different needle-in-haystack problem in Genetics. This focussed on detecting the signal of disease genes in datasets that consist of the genetic code of people with and without a given disease. The mix of developing statistical methodology at the same time as learning about the processes that shape and are influenced by our genetic code is perfect for me. I'm very much enjoying setting up my own research group in this area. As I write this we are only days away from getting our hands on the first data from a powerful study aimed at detecting the disease genes from 7 major diseases. Hopefully, by the time this is in print we'll have found several disease genes!

Finally, in the last few years I made the change to 'roadie' (to the great disapproval of my mountain biking friends) and usually spend most of my weekends training and racing my road bike somewhere in Oxfordshire or beyond. If only I hadn't got hooked on Maths I might be world champion by now!



Jonathan with some of his Tanzanian students on Graduation Day

Academic Exchange: Continuing the Tradition



Mansfield has a long history of welcoming visitors from overseas universities and from related institutions. The latest is **Dr Katrin Auel, Supernumerary Fellow in Politics**, who has joined the College for five years and has been teaching its PPE undergraduates.

Before coming to Oxford in January 2004, I was a Research Fellow in politics, first at the University of Halle-Wittenberg and later the University of Hagen, both in Germany. Having lived in France and the USA, I always wanted to spend some time abroad again, but was undecided where I wanted to go. Having spent some time in London to conduct interviews for my post-doc research (my first visit to Britain), the destination was clear: I had set my heart on England! When only a few months later the German Academic Exchange Service (DAAD) advertised the job as lecturer in German Politics at Oxford University I applied immediately. The DAAD is a publicly-funded but independent organisation of higher education institutions in Germany promoting international academic exchanges for students and faculty (www.daad.de). Currently, there are more than 60 young German academics working as DAAD lecturers in Great Britain and Ireland teaching German as a foreign language, but also other subjects, such as German Literature, Politics, History or Law. The DAAD also supports British students who want to spend some time in Germany. Thus, anyone interested in a stay in Germany, whether to study at a University or to brush up your German, is more than welcome to contact me.

When I took up my post in January, Peter Pulzer, one of the members of my interview panel, wrote me a lovely and warm letter of welcome, hoping I would 'settle in quickly and smoothly and not feel too overwhelmed by our strange ways'. It was a fair warning. Within the first week I was confronted with a bewildering array of new rules, committees, panels, teaching provisions, dress codes such as gown and sub fusc, and, in particular, with the British love for mystifying acronyms such as SCR, GB, APC, GJCC, or RAE (my favourite being CPLAAA). I was, however, greatly comforted by the fact that everyone assured me that it would 'take at least 10 years anyway to understand at least the bare basics about Oxford'. That I did get some of the basics right more quickly than that is definitely due to Michael Freeden and David Leopold, who have both been patiently answering all of my silly questions about tutorial teaching, admissions, exams and more. Thanks so much to both of you!

Coming to Oxford has once again demonstrated what I love about the European project. Giving EU citizens the opportunity to move to another member state and take up work without being legally considered an immigrant (I'm even allowed to vote in local and European elections) is one of the great achievements of the EU. But although I'm a strong supporter of EU integration as a political project, I'm not uncritical of the Union. In my research I'm keenly interested in the question of democratic legitimacy of the EU. When speaking of the EU, many people think only about the seemingly remote institutions at the European level, such as the European Parliament or the European Commission. However, decision-making in the EU involves the national and even the regional level as well. This is why political scientists describe the EU as a multilevel system of governance, one in which decisions and policies are made in an intricate net of institutions and actors across the different levels of government. When it comes to the democratic legitimacy of decision-making in the system, I am therefore not so much interested in the European



The Reichstag Building

institutions themselves, but rather in how domestic institutions and actors adapt to this system of governance and how this affects the democratic legitimacy of national policy making.

My current research, for example, focuses on the role of national parliaments in the European Union, which has become one of the most salient issues in the debate on the democratic legitimacy of the EU over the last years. One strand of the literature on this topic sees the process of European integration driving yet another nail into the coffin of national legislatures as more and more policy areas are being transferred to the EU level. As a consequence, national parliaments were and still are losing a growing part of their legislative sovereignty while national executives are strengthened due to their direct involvement in European policy-making. National parliaments seem to have been 'left behind in the rush'. Other studies challenged this 'de-parliamentarisation thesis' and demonstrated that 'backbenchers have learnt to fight back'. Yet, the majority of these studies still paint a rather gloomy picture by pointing out that national parliaments may have acquired more or less far-reaching institutional scrutiny and participation rights in EU affairs, but usually make no or only little effective use of them. I was therefore interested why MPs didn't use their formal rights and whether they developed more informal strategies instead to influence EU policies and to control their governments. My comparative analysis of the British House of Commons, the Danish Folketing and the German Bundestag has shown that MPs do indeed develop such strategies, and that the different types of this 'strategic Europeanisation', clearly influenced by the respective institutional context of the parliamentary system, have quite different and sometimes even negative effects in terms of democratic legitimacy.

In all of my past research projects, I have found that problems of democratic legitimacy more often than not actually arise within domestic rather than European institutions and processes. Thus, we should be careful about quickly blaming some alleged European super state or a single institution like the European Commission for the lack of democratic legitimacy. Many of the EU's democratic problems are genuinely home made.

'The academic disciplines of political sciences and political sociology are about many things. But among their foremost concerns is, or ought to be, the contribution that they could make to the understanding and the improvement of the conditions under which politics is able to produce effective and legitimate solutions to policy problems.'

(Fritz W. Scharpf 1997)



THE OLD TESTAMENT AND SOCIAL JUSTICE

Walter Houston, Chaplain, Fellow and Director of Ministerial Training

Christians with left-wing inclinations have always seen the Bible, and particularly the Old Testament, as supporting a political option for the poor. But some radical scholars recently have begun to question whether the Old Testament really supports modern ideas of social justice. After all, only a small elite in those days knew how to read and write, and it must have been written by them. Would they not be likely to favour their own interests in what they wrote about rich and poor?

My book, published last May, tries to settle this argument by taking a careful look at a number of texts in the Old Testament on the subject of relations between classes. It views them as expressions of particular points of view in concrete social situations. It is admittedly not easy with our very fragmentary information to place Old Testament texts against precise social backgrounds; but I have tried to do this, with a short chapter testing various proposed models of class formation in ancient Israel and Judah. What I did not initially expect was to find how important the relationship of patronage was, and how easily patrons could abuse it.

I then go on to look at the prophets' attack on social injustice, with particular attention to Amos; then various texts which, as I see it, focus on the relationship between patron and client; those which highlight the duty of the king to protect the poor, centrally Psalm 72; and those in the Prophets and the Law which sketch some features of a just society.

All of these texts, as every reader is aware, are concerned that the poor should be looked after and not exploited. But it is also true, as I have shown, that they mostly take for granted the current order of society: 'the poor you will always have with you'. The current social order can be seen as benign if you believe, as the writers do, in a cosmic order which in the long run punishes those who oppress the poor. But they also contain ideas, such as the brotherhood of all Israelites, which have the potential to undermine these assumptions.

I conclude that although these texts are rooted in their own time and its assumptions, there is one important thing they still have to teach us: that social relationships are moral relationships and must be guided by moral norms.

Walter J. Houston, *Contending for Justice: Ideologies and Theologies of Social Justice in the Old Testament* (T & T Clark International, 2006). List price £70; to individuals direct from publisher (020 7922 0880) at £35 plus p & p.

Engaging the Cosmos

Astronomy, Philosophy, and Faith

NEVILLE BROWN

FROM HERE TO ETERNITY

Neville Brown
Former OCEES Fellow



The point of departure of the study is that it is timely to consider anew the dialectic between Religion and Science, given the pace of scientific advance and cultural flux. Astronomy or, if one prefers, cosmology, is very much centre stage in my exposition. Astral science and the major faiths are evaluated in historical perspective, though with the future firmly in mind. I have sought throughout to keep the Science accessible without being dumbed down. One quote which has informed the crafting of *Engaging the Cosmos. Astronomy, Philosophy and Faith* is from G. K. Chesterton, the literary virtuoso and Roman Catholic convert of the pre-1939 era. He cautioned that “when men cease to believe in God, they do not believe in nothing, they believe in anything”.

So how might the great religions come more into harmony with one another and with cosmology? Could such conflation nurture a sense of meaning and fulfilment more profound than what many today experience? Is this achievable, seeing that we apparently live within a cosmos, a universe of a 100 billion billion stars?

One has said “fulfilment” by dint of taking issue with the modish aspiration to “happiness” interpreted as egocentric consumerism. *Engaging the Cosmos* addresses this as well as other issues currently in the frame. Among them are Consciousness; its cosmic purpose; its relationship with Life; the Cosmic prevalence of Life; Intelligent Design; and Godliness. Manned Space flight is deemed helpful within limited confines.

Some people think the whole world is now sliding into confusion. Certainly the world we experience shrinks by the week. Does not this mean that, come 2050, it is bound to be either much nicer or much nastier than now? While the conflation *Engaging the Cosmos* envisages could never unaided guarantee “niceness”, it could be necessary to it.

But why turn to astronomy to mediate adaptation? Celebration of the heavens remains a paramount reason. Important, too, is the subject’s Copernican status as Queen of the Sciences or, at any rate, of physical science. Moreover, civil astronomy may be the closest we get internationally to a seamless scientific community. Then again, astronomers have not infrequently been good philosophers, notably *vis-à-vis* the timeless disputation between Idealism and Materialism. Above all, the subject’s roots are spread through many ancient cultures. In 365 AD, Chinese skywatchers divined the solar wind’s existence from the slewing of cometary tails. By 500 BC, Mesopotamian predictions of lunar eclipses were accurate, to within hours, in a good half of recorded cases.

In many spheres, we have been progressing from the national towards the international. Now the priority is shifting towards holistic planetary perspectives. Must not these encompass more regard for other forms of terrestrial life, this in keeping with the naturalism religion has often espoused? As the Koran puts it, “the birds in the air with wings outstretched. Each one knows his own mode of prayer and praise. And God knows well all they do” (s ra xxiv v. 41).

Professor Neville Brown’s *Engaging the Cosmos. Astronomy, Philosophy and Faith* is published by Sussex Academic Press. ISBN 1-903900-67-0. £55.00 HB and £17.95 PB.

Exam Results

The Senior Tutor writes...

Mansfield secured a good range of examination results this year. There were 8 Firsts in the Second Public Examination, 4 of them in mathematics and the joint schools, a subject that continues to be a star performer. Those readers who are avid followers of the Norrington Table, the league table that (supposedly) measures and compares Oxford Colleges' academic performance, will have been disappointed to see Mansfield slip from 19th to 29th in ranking in the academic year 2005-6, but very small variations in Finals results can propel a college quite a few places up or down the table. So we do well not to over-react and to rejoice at individual performances. In the First Public Examination, the college happily made a very strong showing for 2006, with 14 Firsts or Distinctions, continuing a record that has now been maintained over three successive first-year groups. Equally, 2006 was a very good year for graduate examination results, with 5 distinctions out of a total of 13 entrants, almost certainly a record for the college's small graduate community.

The success of both undergraduates and graduates was underscored by the range of university prizes that were secured. Man Ho Lam and Kevin Jones each won a Gibbs Prize in the Engineering Science Honour School. Katie Moore won the QinetiQ Prize for the best Materials third-year team design project. Manuel Schnabel won the Armourers-Rolls-Royce Prize for outstanding marks in the Materials Prelim. Richard Phelps was awarded the Joseph Schacht Junior Memorial Prize in the first-year in Oriental Studies. Yue Zhang won the University Prize for the best performance in the Master's in Computing Science, while Helen Marsh was awarded the Hetherington Memorial Prize for the Materials D.Phil student who gave the best second-year talk.

DOCTORATE (DPhil)

Politics	Uri Gordon
Mathematics	Christopher Spencer
Physics	Charles Pattison

MPhil in Oriental Studies

Pass	Rachel Orth
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MSc in Applied Statistics

Pass	Andreas Savva
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MSc in Biodiversity Conservation & Management

Pass	Sayed Iftekhar
------	----------------

MSc in Computer Science

Dist	Yue Zhang
------	-----------

MSc in Integrated Immunology

Pass	Monika Mortensen
------	------------------

MSc in Water Science, Policy & Management

Pass	Alex Guerra Noriega
------	---------------------

MSt in English

Dist	John McTague
Dist	Christopher Salamone

MSt in Jewish Studies

Pass	Sarah Cramsey
------	---------------

MSt in Science of Religion

Mahmoud Natout

MSt in The Study of Religion

Pass	Abhishek Ghosh
------	----------------

MSt in Women's Studies

Dist	Valentina Pugliano
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MBA

Pass	Ademola Adegbite
Dist	Prikshit Agarwal

MASTER OF ENGINEERING (MEng)

Engineering Science

Class 2.i	Simon Domone
Pass	Charles Kohlhaas
Engineering, Economics & Management	Class 2.i Garth Hampson
Materials Science	Class 2.ii Qian Yao

MASTER OF MATHEMATICS (MMaths)

Mathematics

Class 1	Tyrone Rees Christopher Wall
Class 2.i	Gregory Smye-Rumsby
Maths & Philosophy	Class 1 David Elston

MASTER OF PHYSICS (MPhys)

Class 1	Thomas Riddick
Class 2.i	Nathan Hill Praveena Joseph-de Saram
Class 2.ii	Robert McCracken

Mariko Takahagi	
Class 3	Sohaib Shamim Emma Stewart

BACHELOR OF ARTS (BA)

English Language & Literature

Class 2.i	Matthew Castle Kate Compton Madeleine Forbes Hannah Preston Catriona Rutherford
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Geography

Class 1	Amanda Crawford
Class 2.i	Catherine Francis Francesca Harris Alexander Kay Christopher Opie Matthew Paterson Tom Pinnock Ross Stafford Kieran Swann

Human Sciences

Class 2.i	Chloe Hayward Andrew Mitchell
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Jurisprudence

Class 2.i	Elizabeth Brathwaite Alastair Brown Victoria Salisbury Amelia Thorpe
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Mathematics

Class 1	Theresa Andrew
Class 2.i	Amanda Barton

Yanlin Wu

Modern History

Class 2.i Eleanor Coombs
Tanita Jamil
Nicholas Lambon
Edward Mayne
Danu Reid
Oliver Tracy

Modern History & English

Class 2.i Ruth Underwood

Modern History & Politics

Class 2.i Sarah Lister

Physics

Class 1 Ben Stafford

PPE

Class 1 Robert Hales
Class 2.i Cyrus Azima
Jack Sheldon
Fintan West
Shanthi Wilkinson
Rachel Winter
Class 2.ii Neil Wolfson

Theology

Class 2.i Joseph Fenton
Henry Rushton
Marilyn Thompson
Class 2.ii Hollie Atherton

BACHELOR OF THEOLOGY (BTh)

Class 2.i Richard Howard

UNCLASSIFIED HONOURS

Part I

Engineering, Economics & Management

Pass Man Ho Lam
Engineering Science
Pass Robert Bamford
Kevin Jones
David Wall

Materials, Economics & Management

Pass Markus Mittermaier

Materials Science

Pass Katie Moore

Part B

Mathematics

Pass Alastair Campbell
James Tavener

Mathematics & Philosophy

Pass Duncan Blythe

Physics

Pass Ryan Fitzgibbon
William Manley
Fergus Nelson
Rosalind West

Part A

Mathematics

Pass Wing Chu
Timothy Davies
Nathaniel Fenton
Ross Hibberd
John McCarthy
Colin Taylor

Mathematics & Statistics

Pass Valentina Iotchkova

Physics

Pass Laura Branagan
Paul Davies
Alyssa Heath
Stephen Jackson
Philip Merchant
Andrzej Nowojewski

HONOUR MODERATIONS

Mathematics

Class I Horatio Boedihardjo
Richard Dyble
Daniel Harvey

Class II David Sims

Mathematics & Statistics

Class II Pengzhu Xu

Class III Richard Collins

Mathematics & Philosophy

Class I Charlotte Stonehouse

MODERATIONS

English

Dist Kate Johnson
Pass Annie Catherall
Danielle Cluer
Emma Gerrard
Fiona Murphy
Benjamin Shockley
Kirsty Stanfield
Adam Watkins

Law

Dist David Johnson
Pass Rebekkah Finch
Alexia Kapranos
Lloyd Thomas

PRELIMINARY

EXAMINATIONS

Engineering

Dist Xie Feng
Martin Moran
Thomas Smith
Pass Mengru Qu

Geography

Dist Luke Jessop
Pass Gordon Campbell
Andrew Cook
Thomas Levenson Gower
Katharine Moore
Joseph Pickles
James Roylance
Daniel Thompson

Human Sciences

Pass Charlotte Chilcott
Sean Leopold

Materials, Economics & Management

Pass Sebastian Webb

Materials Science

Dist Jennifer Brown
Manuel Schnabel
Pass Luke Hanson Pettengell
Nicholas Ingram

Modern History

Dist Alexander Morris
Pass Alexander Craven
Thomas Foster
Simon Lerner
Thomas Patterson
Bethan Williams

Modern History & English

Pass Melissa Julian-Jones

Modern History & Politics

Pass Rebecca Barnett
Fay Burton

Oriental Studies

Pass Richard Phelps

PPE

Dist Laura Zimmerman
Pass Emily Davis
Julia Lerch
Thomas Mann
Julian Mansfield
Susannah May
Sarah Pemberton

Physics

Pass Richard Harriss
Harry Kennard
Wojciech Rzepala
Martin Slater
Ying Soon

Theology

Pass William Burrows
Roy Cooper
Alexander Dacre
Amy Icke
Caroline Roberts

Philosophy & Theology

Pass Thomas Crawshaw

Tutorial Recollections

The tutorial has long been the centre-piece of an Oxford education. For generations of undergraduates, the weekly meeting with a tutor has formed a fulcrum around which young minds have been honed. Of course, the tutorial has evolved, notably in relation to the growth of science teaching. But that is its great merit as a teaching medium: it can be adapted to circumstances, whether in relation to subject or to person. Recently, there has been debate both within Oxford and outside as to whether the tutorial system can any longer be justified. In part this is an argument about teaching methods in a new information age, but it is also about financial exigencies. Can the expense of teaching in small groups be sustained. In this issue of the magazine, we publish some of the many responses to our request from alumni for recollections of tutorials. Some are funny, some are mildly censorious. There are many that leave one in no doubt about the value of the tutorial, but there are a few that present an altogether more negative view. We have tried to publish as many as possible within the space available. Where contributions have had to be edited, we have endeavoured to maintain the spirit of the original. Any late or unpublished contributions may be placed on the web in due course

David Allen, Theology 1956

I had one year of Theology at Mansfield in 1956-7 following my Arts course in Geography and the Dip.Ed. As a former School Cert Latin pupil, I had at least to do set New Testament texts in Greek. My tutor for this was Dr. Cadman, notorious for his lectures on Mark which in a two year cycle of two sessions a week rarely got beyond Chapter 5. The experience of tutorials with him in what was then the Senior Common Room is one I have had many reasons to be thankful. There was the double whammy of the translation which I had to prepare, and for which there was always an excellent crib, and the subsequent period of interpretation in which I was asked to comment on the passage. I have this abiding memory of one such afternoon. Dr. Cadman and I had enjoyed a good lunch so, when there was a growing interval between my tripping translation and the next phase where he would begin questioning me about my interpretation. I coughed politely and looked to see if I'd offended or upset him. His eyes seemed glazed and his focus distant. I feared of a lambasting (something unheard-of from the most gentle and courteous of men). "Isn't that beautiful" he then said, remotely, as if in a trance. He was, it turned out, bemused by the form of expression of the author of the First Epistle of John, not by my fumbling attempt to render it.

Phil Avery, Geography 1997

In 1997 I was sitting in a geography tutorial with Michaela Durrant (Mansfield 97-00) and Tony Lemon, our tutor. Michaela lived two floors above Tony's room and, for 10 minutes of the tutorial, Dave Falkner (Mansfield 97-00) was calling for Michaela from his E-block window (thinking she was in her room in A staircase) using a large traffic cone. Throughout the whole incident Tony said nothing and kept completely dead pan, despite Dave being so loud as to make it difficult for us to hear each other in the tutorial discussion.

Editors' note: Dave Falkner went on to score a First in the FHS

Oliver Bolton, Geography 1999

Never being the hardest worker I always found tutorials invaluable as they gave me a unique opportunity to explore and develop ideas while thinking on my feet (or more likely in a chair) in a safe, informal and knowledgeable environment. To a large degree, tutorials are the only reason I really wanted to study at Oxford as well as what kept me studying while I was

there. All the class work that we did was interesting, but it was always quite contrived and difficult for those less confident to feel able to contribute. I understand how expensive running the tutorial system is and with ever-growing pressure from the Government to tighten the purse strings it can seem like an obvious candidate for cut backs. However, I see tutorials as the very essence of Oxford and I fail to see how it could offer anything like the quality of education that it has become internationally renowned for without them.

Vic Bredenkamp, Theology 1953

I have no hesitation in stating my conviction that, when I was at Mansfield the tutorial system constituted the backbone of my academic studies in the Honour School of Theology. Admittedly, I was fortunate in my tutors - W H Cadman, Erik Routley and Horton Davies, whose considerable scholarship contributed enormously to the wealth of learning that I acquired at Oxford. The rigorous discipline of having to prepare an in-depth essay every two weeks throughout term time was a demanding assignment. We were advised to limit the number of lectures we attended to less than half a dozen per week. The rest of the time was spent reading in the library and writing the essays.

Rishi Dastidar, History 1996

Despite my best efforts (turning up hungover; breathless from having run out of the Rad Cam precisely three minutes before; 9am Monday morning starts - by my own choice) I generally enjoyed my weekly or bi-weekly intellectual sessions. Thankfully by the third year, I had figured out what I needed to do to at least appear conscious in them. Some notable occasions stand out. At times they could be brutal - I used to curl up with a noxious fear before my British History I sessions, knowing that they would be an unmitigated disaster. But more often than not they were (and remain) some of the most free-wheeling, wide-ranging and stimulating conversations I've ever had.

Jo Dixon (né Penn), Theology, 1994

I find this an interesting question as I am currently at Auckland University doing another undergrad degree as a mature student and it is a very different experience to Oxford so I can actually compare! Firstly, I loved being at Mansfield and would never regret a moment of it, but for me, the tutorial system was not something that I hold dear, and I think Oxford could do with a shake-up. The most positive experience I had was with Charles Brock, as I felt

we had very intelligent discussion and that he took me seriously. However, I don't think any of the other tutors made an impact. Some of my tutorials were just petrifying – as when we had to go visit the old nun where we felt we had to dress appropriately.

My experience at Auckland is with a modern University and of lectures with hundreds of students, the Powerpoint slides posted on the e-learning site, all journals etc available through the internet – and also we have “tutorials” with 15-20 people where we can discuss things, plus office hours with the lecturers/tutors – plus the lecturers are very happy to meet with keen students or answer questions by email. I still write essays and have them marked as well. So it seems to me that the tutorial system is not needed in order to feel you are valued, and that you can have direct input with the lecturers.

Sara Dracup, English 1982

As an English student 82 to 85 I can only praise the wit and wisdom of John Creaser, whose laconic reactions to my eager but sometimes misguided comments were eternally calm and considered. Also his contemporary Kate Ward-Perkins inspired us by taking a radical step in walking out of what was “new” buildings (near the porter's lodge) and conducting a tutorial ‘sur l'herbe’ beneath the trees, one sunny hour in golden Oxford. As a teacher of English in Kidlington, near Oxford, I am now advised I cannot teach my charges out of doors these days, due to the dreaded and omnipresent Health and Safety Regulations. O quam te memoram...as T S Eliot three quarters said. Long live the tute system: we need the time to nurture the intellects of the future; we neglect discussion at our peril

David Evans, Law 1978

As a law graduate (78-81) I have some memories. I recall Roman Law tutorials conducted in the presence of two huge poodles who never seemed very impressed with our efforts and then trying to make oneself heard as the tutor's snuff-taking led to very loud sneezing. I recall in Criminal Law tutorials when my colleague's reading of his essay stopped in the introductory paragraph as the tutor (Dr Buckley) plucked a text book off the shelf and read a sentence out of the book and suggested that this was the next sentence in the essay. It was. The essay was lifted verbatim. It was one of our shortest tutorials.

Tiffany Ewins, Theology 1994

I loved my time at Mansfield; uniqueness of a tutorial and the inevitable ‘essay crisis’ all formed part of what made it such a formative time. As someone who spent much more time on the river or doing things with the CU than in the Rad. Cam., tutorials always began with me feeling sleep deprived (I had almost always stayed up all the previous night to work) a little sick, and very, very exposed. Thus I had a policy of distraction – keep the tutor off the subject and on generalities as long as possible. My tutorial partners (Hannah New and Antony Leonard) and I would then sometimes play a game where we challenged each other to get certain words into the conversation. So I remember a tutorial on the Son of Man in Mark's Gospel with John Muddiman when we



managed to manipulate the discussion to include the words ‘Tree’ (Level: easy) for Antony, ‘Sock’ (Level: intermediate) for Hannah and ‘Milkshake’ (Level: advanced) for me. John Muddiman did look somewhat surprised at the notion that the disciples were so confused by the identity of Jesus that they just wanted to think it through over a cool *milkshake*, but he took it in his stride.

Rupert Hill, Geography 1978

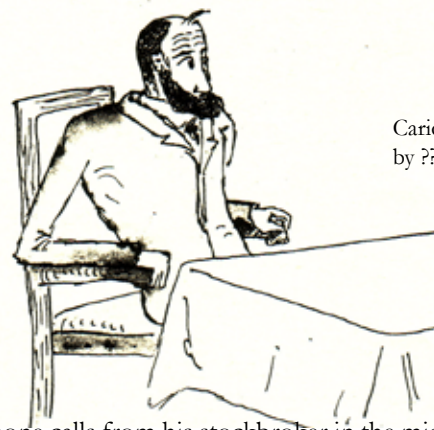
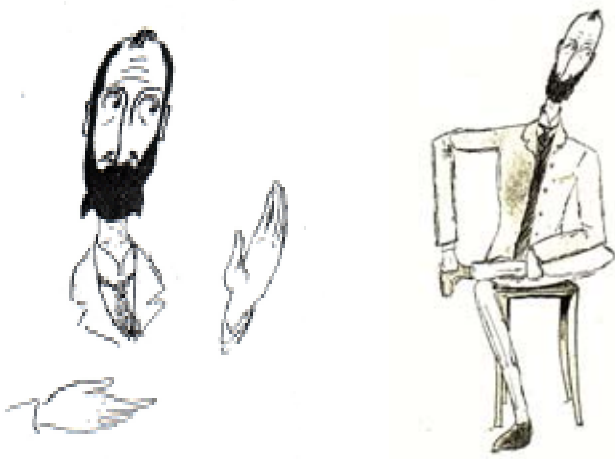
The tutorial system was excellent. It was always flexible with my tutor, Tony Lemon, and my various tutorial partners, and proved a good method of learning because of the personal contact and instant feedback. One recollection - perhaps not for publication in a series of responses promoting the system - was a knock on the door half an hour into a tutorial with a request that I finish sooner rather than later because the OULC team was in the minibus outside and they wanted to leave for the final of the Universities Cup!! Tony was accommodating - but reluctantly - we had started the tutorial with some words about academic priorities!!

Michael Hopkins, Theology 1998

I found the tutorial system to be the most important part of learning my subject - it knocked spots off mere lectures. I suppose my most entertaining recollection of a tutorial would be where we hadn't done the work very thoroughly beforehand, and attempted to bribe Donald Sykes with a bottle of sherry. He happily took the bribe and then proceeded to spend the next hour making us wish we'd done the work!

David Ivorson, English 1970

I read English at Mansfield from 1970 to 1973. I appreciated tutorials for their intensity and their immediacy – no question of waiting for the return of a marked essay. The opportunity to engage in dialogue with one's tutor, following his or her response to one's work, was particularly valuable. I could never decide whether I preferred the one-to-one tutorial (as it tended to be with John Creaser at Mansfield) or the shared tutorial (with one other undergraduate) as tended to be the case when we were sometimes farmed out to other colleges (such as Valentine Cunningham, then at St John's, or J.D.Fleeman at Pembroke). One-to-one was more intense, but the interaction with a third person was sometimes useful.



Caricatures of Dr Bartlett
by ??????, Drawn in ??????

phone calls from his stockbroker in the middle of otherwise very thought provoking tutorials. Mostly, I enjoyed the way some tutors used Socratic questioning to challenge assumptions that had been made in a piece of work. It made one reflect in a very critical way about one's work and also think about new connections and insights.

Donald W Norwood, History 1959 and Theology 1962

Forty years after finishing my degrees I still meet my old History Tutor, Professor George Holmes, in the Bodleian and he still remembers who I am. In over forty years of teaching he must have taught hundreds of us but the one to one relationship we enjoyed in tutorials means that you are never just one of a crowd but Donald or Jane with a fascinating essay to read and a gentle word of encouragement if you showed the slightest sign of promise that your next efforts might be better. I still remember such compliments as though they were spoken now -George Caird commending me for reading a book he had not read, Donald Sykes probing some common assumption to see if you really agreed with it, Brian Cooper reporting to the Principal John Marsh that I showed signs of scholarship etc. Of course it is an expensive system and I have no objection to cutting the cost by having tutorials in pairs. But nothing can replace having for a whole hour the concentrated attention of a respected scholar and their personal interest in you and your development. Such attention lasts a lifetime, just as well as it is too rarely copied later in any profession.

Keith Powell, History 1991

Arthur Burns held history tutorials in an office reached by the spiral stairs in the college tower. Such stairs prevent the ascending party from effective use of arms, while providing all advantage to the party above. So went the rhythm of ascendance and retreat, always weekly and usually weakly. The degree of challenge in the tutorial is the very source of the degree of personal satisfaction in making some small progress or insight during the meeting, or at least on the way down the stairs to the JCR bar afterward. I think these small personal satisfactions are the addictive property in liberal education, which is why I would happily march right back up Arthur's staircase any day.

Susan Taylor, Theology 1982

The very first tutorial of my Oxford career was with the then Principal, Donald Sykes. He used to have piles of books on the desk of his study in the Principal's Lodgings. I entered nervously

My fondest recollection is of Bruce Harbert, my Anglo-Saxon tutor at Merton, treating us to indoor fireworks before we got down to translating *The Dream of the Rood* on Guy Fawkes night. The 'rude dream' never seemed the same after that!

Rob Keeping, Physics 1992

My recollections were that the tutorials were mostly concreting the subject matter of the lectures, which were generally insufficient by themselves. Lectures and tutorials were only as good as the lecturer or tutor that gave them, though with Physics our main tutor managed to farm out some of the tutorials to other colleges and some of these were excellent. One particular event that saddened me is that I found out a year or 2 after graduating that one of these very good tutors (who spurred me on into doing one of the option papers on her subject) died of malaria having finished taking her malaria pills early. This was a great loss to the University as I thought she was a brilliant tutor. She also happened to be a little more unusual in that she had a red stripe in her hair and was a bit of a goth.

Editors' note: the tutor concerned was Dr Caroline Fraser who contracted the most virulent form of malaria on a visit to Africa

Bianca Locsin, JYA 1997

I was a Junior Year Abroad Student at Mansfield College in 1997. Coming from a US College (Smith), I was intrigued and challenged by the usually one on one experience of my tutorials. In contrast to a classroom atmosphere, the tutorials forced me to be "up" on all my reading for my meetings with my tutor and to be ready to argue with, not my peers, but the actual working scholar on the topic. The system allowed a young undergraduate to enter the orbit of very unique and highly qualified individuals, fascinating not just because of their intellects, but for their attitudes, casually displayed in such intimate atmospheres, towards intellectual pursuits, their fellow tutors, and the university as a whole. I hope that unlike a graffiti I remember from my time at Oxford, the system - which I have not experienced in any other educational institution - does not go the way of the dinosaur.

Paul Midwinter, History 1980

Obviously the quality of tutorials varied depending predominantly on the quality of the tutor, but it was never less than good and sometimes inspirational. I remember John Maddicott's tutorials over in Exeter College in 1980-1 which really fired my interest in Anglo-Saxon and Medieval History. Occasionally some tutors showed their more eccentric side. John Dunbabin used to get

and Donald invited me to sit on the opposite side of the desk from him, where, because of the books, I couldn't see him at all! He didn't move them and we remained out of sight of each other for the whole hour. Happy days!

Mike Walton, English 1956

The tutorial system was for me one of the most important features of my time at Oxford, and played a significant part in my education, not just in terms of subject specialism, but in a broader sense. Tutorials in particular taught me much about literature, and how it relates to my life; about the nature of learning, and the skills of teaching; and helped me to mature in my personal capacity for thought and analysis far beyond the world of Spencer and Chaucer and co. I am sure it's expensive. But there are *immeasurable* benefits which outweigh the material costs.

Peter Zimmer, Theology 1965

As a graduate of a North American college I had been acquainted with the lecture-and- test system of education, but had never experienced the cut-and-thrust of the Oxbridge tutorial system, until I arrived at Mansfield in Michaelmas term of 1965 to read Theology. I was fortunate beyond words that my principal Tutor (and Moral Tutor) was G.B. Caird. Two of us met weekly in George's rooms in College, each preparing and reading a paper every fortnight. Two incidents stand out in my recollection from that time. The first occurred on the occasion of the first paper I read. It was, I recall, to be on the kingdom of God in the Synoptic Gospels, a gentle introductory topic, and one dear to Dr. Caird's heart. I laboured manfully for two weeks preparing, and felt relatively confident when I offered the fruits of my labour. At the end of my essay, there was an ominous silence. Finally George let out a deep sigh. "I suppose" he said, "there's something in there that we can use", and over the next twenty-five minutes discovered, or demonstrated, that his gracious supposition was false. Carefully, and with great patience he led both my tute-partner and myself through the process of transmuting raw information into a coherent, elegant and persuasive argument. He demonstrated, perhaps for the first time, the difference between knowing and thinking. The second occasion was over a year later. I don't recall the essay topic which my partner read, but it entailed a comparison of a number of New Testament texts. Frustrated with the slow pace of looking up the texts in Greek, George waved his hand and told us to simply cite the book, chapter and verse, and he would quote it. At the end of the tutorial that day he confessed that he had, as an undergraduate, taken one long vacation to memorize the Greek New Testament. "It was", he said, "pure laziness on my part. I just couldn't be bothered to carry the book around with me all the time." Both of us were awestruck, not with his perhaps false show of

modesty, but with the sheer power of his mind, which could not only think so lucidly, but which could also hold so much raw information, available for access when needed. That was now forty years ago, and I still count myself blessed to be not only at Oxford during what was most certainly a golden age, but to be at Mansfield, able to be tutored by George Caird at such a formative time in my life. He taught not so much by what he said, but by how he listened; and in listening showed that true learning always grows out of dialogue.

John Zolidis, JYA 1993

I had one tutorial that really stands out. The subject was the philosophy of language and my tutor was Eugene Fischer a D.Phil student at St. John's. It went something like this: Each week, based on his reading of my essay, my tutor would begin our session by asking me to explain to him what he felt I least understood about the subject. When I couldn't, he didn't simply explain the idea to me. Instead, he forced me to figure it out for myself by asking me questions that were designed to identify and break down my misconceptions. I was then required to make a second attempt to explain the idea to him. Assuming he was satisfied, we would move on to the next part of the subject that he felt I had failed to grasp. At the conclusion of the tutorial, I was given a new essay topic for the following week and sent on my way. What did I get out of this? Besides feeling really compelled to prepare (after all, there was nothing more scary than facing this kind of grilling without having done one's work) the interchange with my tutor effectively taught me a systematic way to approach issues that I didn't understand. Today I can't remember the details of Frege's arguments on reference, but I can and do still use the thinking skills I got out of my time in the tutorial.

We would be delighted to receive more of your tutorial recollections.

We shall be posting those that didn't make it into this magazine, along with any more we receive, onto the website in the New Year. Please send them to development@mansfield.ox.ac.uk.

Development News

As you will have already noticed, there is a strong emphasis on the tutorial system in this edition of *Mansfield*. It has been very interesting and informative reading the recollections, mainly positive but occasionally less so, of our alumni.

Supporting the tutorial system through the endowment of posts or rolling funding has so many benefits across the College. Without it, the College faces an ever-widening gap between the amount received for teaching and its costs, exerting additional pressure on the College's annual income. There is also a risk that through both staff turnover and retirements that posts may be frozen by the University once they fall vacant, unless the College has sufficient finances to continue the post.

Increasing the endowment of our tutorial fellowships will not only help the college safeguard the future of teaching in that particular subject. It will release funds currently committed to teaching from Mansfield's annual income to be used across a wide variety of projects to improve the educational experience at the College; financial support for students, refurbishment of existing facilities and increased provision of IT and library resources.

Of course, to endow each existing fellowship requires a terrific amount of money, for which large-scale support would be required. However, as shown in the Giving Culture article, widespread participation at a modest level can also make a huge difference and a lasting contribution to the provision of such high quality teaching. May I ask you to bear this in mind when you receive our Annual Fund literature in the near future.

Another way of making such a difference is through your Will. Legacies have been instrumental in transforming the finances of a number of Oxford colleges and is often a way to make a larger contribution than current circumstances may otherwise allow. We have recently produced a new legacy brochure, outlining how legacies can have such an impact on Mansfield's future, as well as offering the possibility of reducing the tax payable on your estate. For more information, please return the enclosed update form, marking the appropriate box, or contact the Development Office directly.

Our events calendar continues to grow (see page 30) and it has been wonderful to see so many new and familiar faces throughout the last year. Almost 300 alumni have attended events, along with a large number of parents and friends. We hope to see many more of you in 2007! I would like to thank Carrie Fehr, our Development Administrator, whose hard work and enthusiasm have ensured the successful growth of our programme this year.

MCBC News

Term has barely begun and there is already an air of anticipation about MCBC's prospects for the coming year. This year's freshers, a mixture of experienced and novice rowers, have already become very involved with the Club, allowing us to put out 5 crews for training (3 Men's & 2 Women's). With the assistance of the coaching teams, we are hopeful that many of our novices can progress quickly to become accomplished oarsmen and women and take the Club up the divisions. Several crews from Mansfield will also be taking part in an 8-hour sponsored rowathon in aid of the 'Hands Up for Darfur' fundraising effort organised by Oxford students.

We would also like to take this opportunity to thank everyone who continues to donate to the MCBC Appeal, set up last year following the arson attack on the Longbridges Boathouse. Your support has really been invaluable in keeping Mansfield's boats on the river. However, we continue to seek support for coaching and equipment. Please contact the Development Office if you would like to donate to the Appeal.

Your support is also always very welcome on the river. We shall be sending out a provisional list of dates for rowing events throughout the year as well as the alumni dinner, which is provisionally scheduled for 10th March at a central London venue. More details will be available soon.

Thank you, once again, for your support.

Alyssa Heath (MCBC President), Luke Hanson-Pettengell (MCBC Men's Captain), Rebekah Finch, (MCBC Women's Captain)

Order your MCBC kit now!

Navy hoodies & t-shirts (unisex & women's fitted) available for £22 and £15 respectively. Splash tops, tech tops and all-in-one suits also available. Please contact Alyssa.heath@mansfield.ox.ac.uk with your order or for more details.

A Giving Culture Revisited

You will recall that in the 2004 issue of *Mansfield*, we looked at the support given – in terms of the number of donors, rather than the amounts – by each matriculation year. Following the success of the two subsequent telephone campaigns in generating a huge amount of support for the College, we thought it would be interesting to look at how the picture has changed in two years.

Firstly, I would like to offer a huge thank you, on behalf of everyone at Mansfield, for your generosity. It is wonderful to see that support has increased in every year and we are particularly delighted with the increase in support amongst our more recent graduates. Graduates from the last 10 years have raised almost £40,000, with the same amount scheduled to be received over the next few years. Being able to forecast with some certainty when donations are going to be received is enormously beneficial in the College's future financial planning.

Once again, it is important to stress that all support, at whatever level, is vital in the College being able to secure funding from companies and charitable trusts. Mansfield's successful applications for support to these bodies has been built on the widespread support that our alumni and friends continue to give. However, the market is becoming increasingly competitive and we must be able to demonstrate bigger and better support than ever in order before to benefit from the generosity of these charitable organisations.

Moreover, it is interesting to see how a group giving a modest, regular amount can make such a difference. Were all of Mansfield's geography graduates to give an average of £30 per month over the next three years, they would endow the Geography Tutorial Fellowship, in perpetuity, as well as attracting over £300,000 in matched funding from the University's College Contributions Fund. Similarly, if all those undergraduates who matriculated in 1986 gave £8.33 every month for 3 years, it would provide a grant of £1,000 per year, every year, to a student facing financial difficulties.

So can I ask you to take a look at the tables to find out how your year are faring. For those of you in the lower reaches, the above demonstrates how something that may seem very modest to you can have such an effect on the College (as well as your league position!). For those of you towards the upper reaches, think how a similar contribution could send your year to the top!

If you are interested in finding out more about class and subject gifts, please contact the Development Office.

Year	% of year who have donated by November 2006	% of year who had donated by October 2004	% Increase in donors since October 2004
Pre-1960	51	48	107
1961	36	24	152
1962	52	39	134
1963	35	19	183
1964	63	46	135
1965	39	28	140
1966	66	40	166
1967	48	28	175
1968	31	23	133
1969	20	10	206
1970	46	31	150
1971	30	25	121
1972	39	35	114
1973	57	34	165
1974	52	50	104
1975	40	29	140
1976	34	24	141
1977	35	29	122
1978	34	23	150
1979	34	21	161
1980	26	14	182
1981	26	18	145
1982	30	20	148
1983	23	16	147
1984	29	16	185
1985	19	13	150
1986	17	9	188
1987	17	9	184
1988	28	17	167
1989	17	9	194
1990	17	6	277
1991	28	14	199
1992	15	3	528
1993	19	9	213
1994	23	9	247
1995	20	11	180
1996	19	2	993
1997	18	4	440
1998	16	2	633
1999	10	2	593
Post-2000			



Mansfield Memorabilia

You may have noticed in the last edition of the Magazine that a wide range of Mansfield memorabilia is available.

For more information on the full range of memorabilia and placing an order, please visit the Mansfield memorabilia section of the College website. These pages can be accessed from the homepage or can be visited directly at: www.mansfield.ox.ac.uk/shop

	Year	% of year who have donated by November 2006	% of year who had donated by October 2004	% Increase in donors since October 2004
Top Five Givers	1966		40	166
	1964	66	46	135
	1973	63	34	165
	1962	57	39	134
	1974	52	50	104
Most Improved		52		
	1996		2	993
	1998	19	2	633
	1999	16	2	593
	1992	10	3	528
	1997	15	4	440
		18		

Memories of a very late Gap Year in



Martin Atkinson (English 1977) writes about his mid-career gap year

Losing my job as Finance Director at an international development charity in October 2004 gave me time to tidy up my flat. In doing so, I found an old neglected Mansfield magazine containing an article by Anthony Lunch about an organisation he had set up, MondoChallenge, which places individuals in projects in the developing world. Having previously spent 2 years with VSO running a honey factory in north western Zambia, I was interested in volunteering again, but for a shorter period. It was partly the prospect of the travelling which attracted me, particularly being able to take more than a brief annual summer break, but also the desire to see international development from the other end of the food chain. I contacted Anthony and some weeks later was on a plane to Calcutta.

There followed an extraordinary 5 months during which I made some attempts to help 2 local non-government organisations with the construction of business plans. Both NGOs help to set up and support women's groups, particularly with microfinance initiatives (a very clever, simple and effective alternative form of finance that started in Bangladesh). One of the NGOs also works in the field of disaster management, while the other runs a school for children with disabilities in a town outside Calcutta.

I had a wonderful time getting to know Calcutta, possibly the most colourful and culturally stimulating city in the world. For example, the annual week-long book fair in the central park (the 'maidan')

is a highlight of the calendar and visited by huge crowds, which I could not envisage happening in London. Many evenings were spent with other refugees from the British winter drinking beer at an old colonial hotel, the Fairlawn. The combination of the exotic East and the residual influence of the British Empire is another aspect of India that I found absorbing. Although many place names have been officially changed, St Paul's Cathedral is to be found a short walk away from the vast white marble Victoria Memorial (which Calcuttans rate as the equal of the Taj Mahal).

At the age of 6 my daughter, Ellie, was able to visit for a week towards the end of my stay. This was special for me; while for her it was a chaotic mixture of sights and sounds. Unfortunately, her main memories are of malaria tablets and stomach upsets. However, she is proud to have been to India and recently she told me that at school she was being taught about life in an Indian village by a teacher 'who had not even been there.'

As well as finally having the time to read War and Peace and discover various Indian books (most memorably 'The God of Small Things' by Arundhati Roy and 'A Fine Balance' by Rohinton Mistry) I also continued my sporadic re-reading of some of the literature I speed-read at Mansfield from 1977-80 with John Creaser. It still baffles me that undergraduates study English in their late teens, with so little experience or understanding of the world, particularly the internal world, about which they are reading (I am talking about myself and presuming it applies to others too). But I do remember John saying at an introductory sherry evening to the 8 or 9 of us who started in 1977, that he principally saw taking a degree in English as being the basis of a lifetime's reading. Despite my repeated failure to produce essays on time (a failing I have reproduced for the very patient and persevering editors of this magazine), I do appreciate having had the opportunity to spend 3 years at Mansfield reading and discussing literature.

Following my return from India in April 2005, and having narrowly failed to quickly find permanent employment, I rediscovered the student life last summer with an alternative foundation course at the Slade School of Art. A mind-expanding

experience which I would recommend to anyone with 10 weeks to spare. Painting has been a hobby of mine for some years now, but the process of being constantly challenged with ideas, many of them contradictory, being taught new skills and then mentored in the production of art, was another educational experience from which I hope to benefit for many years to come.

Just as I started to contemplate converting my mid-career gap year into very early retirement, I did find a permanent job last December as the Director of Finance and Resources at a charity in north London, TreeHouse, which works with children with autism and their families. So for the foreseeable future I am back on the treadmill, and enjoying it, but all the time knowing that there is another world out there.

www.treehouse.org.uk



Ballygunge Junction



School in Calcutta



Main Street, Puri



Colour Seller in Puri



Martin playing Cricket in Calcutta

Forging a Life in the Music Industry

Ben Marnan (English 2000) writes about his career since leaving Mansfield.

For many of those high-achievers who have had the benefit of spending three or more years in the care of Mansfield, the path onwards is clear, and is one that fulfils the status quo of accomplishment. A share of hard work, late nights and community spirit is liable to be replaced by – well – more of the same, albeit with a move to the city potentially exchanging the short cycle to the Bodleian for the beloved claustrophobia of the tube, and the Cherwell towpath for the delights of the South bank. What then, however, of those whose resolution to work with something they love (and we're not talking about accounting here) leads them down an altogether dustier track signposted 'the creative route'?

Well, in the case of this particular trainer-clad 'media type' the love is music, and it will surprise few of you to hear that my 'path' a few years on from graduation has been neither straight nor directly uphill in terms of progress and success, and has also involved a large dose of humility.

Suddenly confronted with the need to forge a (less clichéd) life for myself after a spell travelling, I made my entry to the music industry in time-honoured fashion- through luck and perseverance. In a world where a top Oxford degree has little true currency (where, indeed, many executives proudly trade on the fact that they have very little in the way of education) it can often take a contact –in my case an old family friend- to give you a foot in the door. For several of those I met in this first phase as a long-term work experience nonentity at Sony, the starry-eyed enthusiasm with which they stepped in faded fast. The reality of such an over-subscribed industry is that stable, well-paid jobs are very few in number at any level, and earning the stripes required to reach a respectable position can take longer than patience and ambition will allow for many sane people.

The fact that I had taken this on board before trying to jump into music may make me seem all the more foolish, but it also helped me build up an extra reserve of stubbornness so as not to mind working for free, and to learn to treat even the most menial of tasks as if they were matters of life and death. While no dream job was handed to me on a plate, nine months without salary (inter-dispersed with stints temping at other music companies) was enough to impress (or annoy) others enough to recommend me to my current employers.

Life on the payroll still isn't the most glamorous of affairs. After 18 months in my small music and entertainment marketing company, the presentation writing and research I enjoy don't come uninterrupted. A typical day will still include

such wonders as fetching coffee, putting out the rubbish and assuring 15 different friendly voices from a call centre in Beijing that our company will not be requiring a new 'mobile foam'. Then there's the whole money situation, of course. I will freely admit that sometimes it would be nice to have enough spare cash to be a bit less frugal with the shopping, or to go about replacing my rapidly decomposing collection of t-shirts.

It is not the case that the corporate world and its relative riches somehow escaped my attention –rather, it was touted around every corner during my years as an undergraduate. I suppose I believe, simply, that the subtleties of career division amongst our supposed elite are largely driven by the question of priorities. If it ever seems that a choice of a more illustrious or 'respected' route that I have bypassed is motivated by the desire for money alongside the thrill of success, I should make an admission, namely that in one sense, I am guilty of my own -equally pertinent- brand of greed. You see, by choosing a career path based on a passion, the work is often enjoyable, seldom very stressful, and allows me to retain enough energy with which to indulge my dreams further when playing in my band out of office hours. Those with any knowledge of the unsigned band circuit will think me a glutton for the punishment of slow progress, but the thrill of the recording studio and the stage at live shows almost always makes me feel privileged.

While there was certainly no music industry mentoring system at Mansfield, in many ways my path has been a natural continuation of my time there. At Oxford, too, I was working without the incentive of a pay packet of any weight. While the University's reputation was clearly no hindrance, along with many of my contemporaries I was working to indulge a personal interest (in literature in my case), to take the opportunity to be creative and to see what I could achieve. The ethos of acceptance, which I feel characterises Mansfield, always allowed me to feel comfortable alongside others who were (and are) far more career-focused than myself, at least at this stage. With the move to music I may not be fulfilling my 'potential' as measured against my degree, but luckily there are compensations in what could understandably be considered underachievement. During the day, I am paid to keep up to speed with an industry that excites me, and in performance, every positive comment received and every fan won is another validation that brings pleasure on both sides. In effect I am very much having my cake and eating it, and if perhaps it isn't the richest, it most certainly is tasty.



www.myspace.com/catostreetconspiracy





College Ties

Nathaniel Tapley (History 1995) was married to Zoe Battley in Chapel on 12th August and writes here of his family's long association with Mansfield

It wasn't an uncommon scene. 'Wake Me Up Before You Go-Go' was echoing across the Quad; in the JCR Luke was singing falsetto; and somewhere, deep in the bowels of the College, Russell was chasing people with a stick. Yes, there were couples lying on the Chapel Lawn gazing at the stars, or jumping up and down to Pulp, and everyone was resisting the urge to stumble over to the John Marsh building and go to bed. It was a Saturday night much like any other bop in the summer of 1996. Except, of course, that it happened a decade later, and we all looked much worse in the photographs, and that day I had married Zoe. But that's only the end of the story. It really started more than a half a century ago, in the same place.

In 1941, my grandfather, Robert S. Paul, having been an undergraduate at St. Catherine's, came to Mansfield to train for the Congregational ministry, and to do his D. Phil. He had supported himself during his undergraduate years by working as a commercial artist, and even did caricatures of all of the members of the MCR and SCR, copies of which are in the College archive. He was a member of the College cricket team, and their team photograph from 1943 proves quite conclusively that I have kept my hair longer than he did. My grandmother, Eunice Pickup, had been a Modern Languages student at Westfield College, University of London, and was evacuated to St. Peter's when the war began. The two met during meetings of the Congregational Society at Mansfield, and she remembers evenings spent in John Marsh's rooms, listening to him read the stories of Damon Runyon. Listening to the College Chaplain read short stories is, I am sure, the way most undergraduates prefer to spend their evenings to this very day.

There are many arguments to be made about the alleged decline in educational standards that has apparently happened over the last fifty years. I shall only mention that, as a wedding present, John Marsh gave my grandfather a copy of the Penguin book *The Pocket Handyman*. In the inscription he used the word 'proleptic'. No matter how much the world has changed, nothing will stop Oxonians showing off their knowledge of Greek, and deliberately using words that will send others to their dictionaries.

After my grandparents were married, they moved away from Oxford, first to Leatherhead Congregational Church, then, after the publication of my grandfather's book, *The Lord Protector*, to the World Council of Churches at Bossey in Switzerland. From there, the Pauls moved to America, although they visited the College at least once. I have a video made from an old Super 8 film labelled 'Paul Family Holiday 1963' (actually, the film was labelled 'Dean and Lydia's Wedding', but it was in the wrong tin, which did somewhat take the shine off its surprise showing at my parents 25th wedding anniversary). In it, there are shots of the drive into Oxford over Magdalen Bridge, taken from the window of a moving Dormobile, shots of berobed academics filing into Congregation, and footage of my uncle sulking at being made to sit through the boring Queen Mother's opening of the tedious John Marsh building. That same uncle would return to Mansfield as a Junior Year Abroad student in 1975 for Hilary and Trinity terms. Whether he found that experience as dull as his first contact with Mansfield has not been recorded.

By the time I came up to Mansfield in 1995, the College had received its Royal Charter, enabling us to dance tauntingly in front of those unfortunates at a PPH like Regent's Park, Blackfriars and St. Benet's. Not everything had changed however. I remember the JCR President of about ten years ago, explaining in a JCR meeting that Mansfield was too poor to qualify for the Poor Colleges' Fund. A leaflet sent out from the college in 1952, suggests that this was not a new situation. It was entitled *Vision Fulfilment?* The leaflet makes it clear that Mansfield had had to make its staff much smaller, was unable to buy library books "with the same freedom as in the past", and that it needed another £4,000 a year to survive. There is a handy tearaway sheet at the back, so that you can send your money to them.

After successfully avoiding anything resembling Modern History for three years, in 1998 I became Acting Assistant Junior Dean in the summer after I left College. It was living in the same rooms my grandparents had listened to John Marsh in that I sat and tried to avoid questions of what I was to do with the rest of my life, occasionally berating visiting Nebraskans for their cavalier attitude to the sanctity of the Quad, and desultorily applying for jobs I didn't want.

Eight years later I was back: again dressed in silly clothes, again drunk (by the end), but this time introducing some one new, my wife Zoë. It was a wonderful day, and a wonderful combination of the old and the new. Nothing had changed, but then again, everything had. Yet another chapter in my family's history was written at Mansfield College. It is odd to be able to point to a place that has been so significant in so many ways, and to think of the debt you owe to it.

Dr W.B. Selbie, in an article written for the founding of the College in 1889 said of the need for a Nonconformist College: "Members of Nonconformist families came into a society whose religious associations, customs, and influences were altogether unlike those of their homes. The faith in which they had been reared had no living associations, no outward and active being, and no academic representative at Oxford." Presumably undergraduates turned up at home after their first term in Oxford and started putting posters of archbishops on their walls, going around smelling of incense, and starting arguments over the Christmas dinner about Cardinal Newman. However, without this place for the training of Congregational ministers, without the Congregational Society's meeting in the JCR (or the Lecture Room, as it was then), my grandparents might never have met, which would have seriously jeopardised my future existence.

I met Zoë when we appeared in *News Revue* (according to the *Guinness Book of Records* the world's longest-running satirical sketch show – and, according to some of its audiences, it definitely felt like it) together. Without the opportunities I had at Mansfield to neglect the use of Scandinavian coin-hoards in determining the levels of Danegeld paid in the 11th century, preferring instead to skulk in pubs and theatres, I would probably not have had the opportunities to turn my love of the stage into a profession.

Had it not been for Nathaniel Micklem, Principal of the College when my grandfather was there, I probably would have ended up with a different name. Something like Colin or Antoine or Shane. For that alone I am immensely grateful.

As far as I know, I am the first person to be 'third-generation Mansfield', although a Caird or a Cadoux will probably pop out from behind a hedge now to prove me wrong. I wish I could give a Mansfield to the whole world: an institution and a place that is haven and home, and a



Nathaniel's Grandfather, Robert S Paul and his Grandmother, Eunice Paul (nee Pickup)



The Paul Family

place in which one can be challenged, or be welcomed, or just be. It is a place of learning, both about oneself and about the world, and it stands in the best tradition of education, only a very small part of which happens in tutorials. I wish everyone had a bar to which they could go to argue, to debate and to dance to Wham! I wish everyone had a Mansfield. For those of us who do, I'd simply remind us that it should be cherished. And that their rates for weddings are very reasonable indeed.



Alumni News

David Allen

Theology 1956

Retired as NSM but still serving Central District of N.W. Synod URC as Ecumenical Officer. Retired as Chaplain of the University of Bolton this summer.

Frances Ayles

English Literature 1989

I set up my own osteopathic clinic seven years ago having retrained. I am about to set up a second one which specialises in paediatric osteopathy - the first one is in Paddington, the second is in Hampstead, North London. I live in North London and am a tutor at the British School of Osteopathy.

Clayton Bond

Environmental Change & Management 2000

Ted Osius and I were married in Vancouver, Canada on June 3rd 2006. We are both assigned now to the U.S Embassy in New Delhi, where I am a Diplomacy Officer.

Gregory Bowden

History 1967

I have recently been asked by the Morgan Motor Co to write a book in celebration of their centenary which falls in 2009. This will be my fourth book on the marque!

Bruce Cameron

BLitt 1963

Although I differed in significant ways from Paul Tillich (see SJT Vol 18 # 3 and Vol 29 pg 27-48) he was also my mentor and one of the ways was in being "auf der gienze" or on the boundary. I enjoyed boundary life very much reading Nineteenth Century Theology at Oxford and look forward to more, reading and writing now.

Thomas Cattoi

PPE 1992

My academic career has been rather unusual. I read PPE focusing on Economics and Philosophy, but I ended up doing a PhD in Theology at Boston College in Massachusetts. I am now an Assistant Professor in Systematic Theology at the Jesuit School of Theology in Berkeley, California.

Allen Churchill

Theology 1964

I was a graduate student (1964-68) of Dr George Caird and earned a DPhil for work on historical and biblical theology. I currently preach every Sunday, as well as teach theology as an adjunct professor. My latest book is entitled "A Lively Hope". I also broadcast on

an Ottawa radio station (CFRA) each Sunday.

Gareth Davies

Geography 2001

After graduating, I took a year out to go travelling with fellow Mansfieldians (USA with Helen Prowse and Thailand with Des Walker and Nigel Simkin). I have been working as a consultant for Michael Page International in Manchester for the last year and will be running the New York Marathon in November with the company.

Sky Davies

Nature, Society and Environment 2004

Sky Davies and James Griffiths had a beautiful baby girl, Isis Nikau Griffiths (yes, named after the river) on the 12th of February 2006. She is a happy and healthy little thing bringing us much joy.

John Dodwell

Theology 1962

Euranis and I were married at the Quaker Meeting House in Bournemouth in 2003.

George Hobson

Theology 1979

A book of my poems and photographs was published in 2005 by Piquant Press, UK. A Collective book of poems on genocide, in which I have seven poems, was published in 2005 by Garod Books, UK.

John Horrocks

English 1963

CBE in New Year's Honours 2006. Retiring end of September 2006. Son (Nicholas) completed MSc at Oxford (St Anne's) and doing PhD at Groningen University. Daughter (Caroline) read English at Nottingham and now waiting for BBC publications.

John Hughes

Geography 1979

Having spent from 1988 to 2002 as a geography teacher in Essex, I went on to 4 very interesting years as a Secondary Strategy ICT consultant: an impossible job to do to my own satisfaction! Following a chain of unlikely events I start as ICT teacher/trainer/general gofer at an independent girls school next month - teaching ages 6 to 11!

David Ivorson

English 1970

I am training as an Anglican priest at SEITE in Southwark, and have just completed my first year - two years to go!

Charles Johnson

History 1981

I have been appointed Headmaster of the Duke of York Royal Military School in Dover from September 2007. The School has an interesting history and was founded by the reforming Duke of York in Chelsea in 1801 only moving to its present site just outside Dover in the early years of the last century.

Philip Jones

Geography 1978

I have recently been told that I am leaving my current job in Fleet Headquarters, at short notice, to become the new Commander of the Amphibious Task Group. This is a Plymouth-based job, but my staff apparently spends quite a bit of time at sea on exercise and operations; indeed the chap I am relieving is currently commanding the Naval Task Group evacuating UK personnel from Lebanon. My first (planned) trip will be an 8 week deployment to West Africa in the Autumn with the carrier OCEAN and the assault ship ALBION, exercising and training with the armed forces of Sierra Leone and Senegal. It sounds great fun, and a welcome return to sea after 5 years of hard "desk time" ashore.

Molly Kenyon

Theology 1980

Molly Kenyon has given up a secure job at Leeds Church Institute to take a risk with a United Reformed Church initiative. She is now Development Manager for the St John's Centre in Bradford, where an old church building has been replaced by a small community centre.

Eric Lund

Theology 1972

After teaching for 25 years in the Religion Department of St Olaf College, I have moved to an administrative position as Director of International and Off-Campus Studies. I have been active in study abroad for years, leading 15 programmes in Europe, the Middle East and South Africa. Last summer, I visited Oxford for the first time in 30 years as a Visiting Fellow of Harris Manchester College. I enjoyed visiting Mansfield with Donald Sykes.

Moyra Macleod

Theology & Philosophy 1985

I'm lecturing and researching in education - I work in the area of additional support needs,

in particular kids with social, emotional and behavioural problems. I am Married with 2 kids - Iskra is 4 and Lovel is nearly 18 months.

Lisa Martin

English 1998

Graham and I had our 2nd child, a boy on March 4th 2006. We named him Asher Edward; a very welcome brother for our daughter Ava (born Feb 2004).

Iain McDonald

Theology 1994

After Many years of waiting, I was at last ordained on 10th June and am now Minister at Southernhay Unitde Reformed Church in Exeter. It was good to see a Mansfield Contingent at what was a very special occasion.

Judah Milunsky

Philosophy & Economics 2004

I had a great year at Mansfield, gaining a lacrosse blue, and have been keeping in touch with my peers since leaving in June of 2005. Since Oxford, I have completed my studies at Brandeis University and moved to New York to work at Compass Advisers, a boutique investment bank.

Richard Morrison

Politics, History & Economics 1987

My wife Rebecca and I had a son in May 2005, his name is Max. We live in Arlington, Virginia and I work for the Department of Justice.

John Muir

Theology 1960

I'm now retired but am attached to Halifax Parish Church with the honorary position of "Lecturer" (one of the few parishes still having this position). I also continue with a colleague to produce resources for all age worship under the heading "All Age Plus".

Stephanie Okell,

Human Sciences 2002

I am currently working at Cadbury Trebor Bassett in Maple Cross.

Lynda Patterson

Theology 1992

Lynda Patterson has been appointed Director of Theology House in Christchurch, New Zealand, and Priest Assistant at Christchurch Cathedral.

Arthur Pedersen

Theology 1967

I retired from full-time ministry in the Lutheran Church (ELCA) in September 2005 after 26 years as Senior Pastor of Gloria Dei Lutheran Church in New Milford, New Jersey. In May 2006, we moved to Poquoson, Virginia where i have joined the Pastoral Staff of Gloria Dei Lutheran Church in Hampton, Virginia and assist several vacant parishes in the Hampton Roads - Norfolk Area.

Ben Stafford

Physics 2003

I graduated in Physics this summer and have a research position at Imperial starting next year.

Chris Stoyell

Geography 1996

I am now working for the RWE energy group in their npower business in the UK. It's very much the industry I have been wanting to eneter for a number of years now so I'm happy to have finally made it. There is certainly a lot happening in energy these days and feels like finally I have found a career path which links me back my Geography days!

Elizabeth Taylor-Carson

English 1993

I'm a reporter for The Associated Press in St. Louis, Mo., though currently on maternity leave. My husband David and I have a little girl, Ava, our first child.

Greg Wolfe

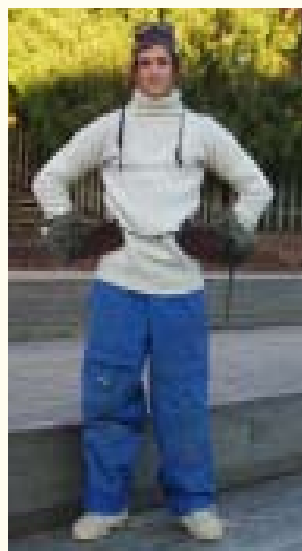
English 1980

Suzanne Pierce (now Suzanne Wolfe) and I were students at Mansfield (reading English with John Creaser) in the early 1980s (she 1981-1984) (me 1981-1983). We got married almost immediately after going down and have lived a wonderfully literary life ever since, writing books and publishing a literary quarterly. Our metropolitan newspaper, the Seattle Times, recently did a feature article on us.

Hannah Wright

PPE 2002

Having moved to Bristol last summer, I have now secured myself a lucrative career in the international arms trade.



Phil in original kit from Sir Vivian Fuch's 1957 expedition

FROM TEACHER TO POLAR EXPLORER
FROM OXFORD TO ANTARCTICA

Phil Avery (Geography, 1997), is now teaching Geography at Oxted School in Surrey

Mansfield Geographers believe that Geography is more than a subject; it is a way of life. However, never did I think that it would be a way of life or death! Next year I have the chance to travel to Antarctica and camp for four weeks on the Union glacier in the Ellsworth Mountains. I will conduct research that will be used to create teaching materials designed to inspire children about Geography and Science. The expedition, comprising four teachers and two guides, is being organised by the Fuchs Foundation. It will celebrate the 50th Anniversary of the first complete crossing of the continent, by Sir Vivian Fuchs. My research is looking at how humans endure temperatures as low as -90°C (plus wind chill!). The team are lending their bodies to the study. While surviving in Antarctica they will undergo testing; their body fat will be measured, their diet and clothing will be modified and their face and hands will be regularly plunged into iced water to see if it really does cause the heart rate to slow!! Training started last weekend with two days of testing tents, stoves and fitness in the wind and rain of The Lakes. Further training will be taking place over the coming months in Scotland, The Peaks and Norway. We will be learning how to man-haul sledges on cross-country skis, put up tents in 100km winds and escape from crevasses. Any donations would be welcomed to this educational cause. Please contact avers03@yahoo.co.uk

In Memoriam

Although most College buildings had been requisitioned by the Government on the outbreak of war, he entered wholeheartedly into the life of the JCR, where he formed a lifelong friendship with George Caird, who was later to be Principal of Mansfield. In 1942 he was ordained in the Congregational ministry and served the churches in Ware, London, Kendal and Thames Ditton before moving in 1966 to Maidstone for his longest pastorate.

George quickly became a well-known local figure in the life of the county town, a part-time chaplain at a psychiatric hospital where he built a strong rapport with the patients and an enthusiastic supporter of Christian Aid, Shelter, Amnesty International and any group that was declaring a Christian social message. With the local Roman Catholic priest he was instrumental in setting up a hostel for the homeless and alcohol-addicted.

After seventeen years at Maidstone, he and his wife Rowena retired in 1983 to Bath, where he continued to take services and was a popular City guide as he led visitors around the City. With his fine voice, he revelled in leading roles in the local drama group.

George was a man with a burning Christian desire for social improvement for the needy, the lonely and the down-trodden; a great and questioning intellect; never afraid to speak out for what he saw to be right; and a laugh that enlivened any gathering. He loved Mansfield and came back from Commemoration whenever possible.

In April 2006, George and Rowena, who had met when he was at Mansfield and she was at St Anne's, celebrated their Diamond Wedding with their three daughters. A few weeks later he died at the age of 89. He will be remembered by many throughout the country as a powerful and challenging preacher and, above all, as a trusted and loyal friend.

written by Kenneth Sears

It is always sad when the College loses its former members when still in their prime. Below **TONY LEMON**, Fellow in Geography, remembers two students who have left their mark on Mansfield in distinctive ways: David Dew (Mansfield 1972-78.) and Michael Durber (Mansfield 1978-81 and 1982-4).

David Dew

David Dew, who died of cancer in March 2003, spent seven years at Mansfield reading three degrees – first degrees in Law and English and a postgraduate degree in English – before going on to train as a teacher. He entered into all his academic work, and everything he did outside it, with gusto. David was a college institution: a fount of wisdom and a witty commentator who contributed to almost every aspect of college life. He was an intellectual whose appreciation of the classics once expressed itself in a Greek ballad that managed to include in its *dramatis personae* a significant proportion of both JCR and SCR members, carefully re-named but clearly recognisable! His passion for Victorian music was allowed to unleash itself upon a chapel congregation when one of his organ compositions was performed. With these distinctive interests he combined qualities one might less easily have guessed (reflecting determination as much as natural talent), rowing several times in successive College First Eights, some of which won blades.

David's whole teaching career was at Oundle School in Northamptonshire. His career choice was perfectly suited to his personality and talents. He was the quintessential public school master, devoted to the school and those in his care and taking a very active part in many aspects of school life, as he had at Mansfield. He was especially active in the school CCF (a school CCF prize now bears his name) and both the school's and the town's musical activities, taking part in four choirs including the local Gilbert and Sullivan Society: fittingly, Oundle marked the sad death of one of their most loyal and respected teachers with a performance of Verdi's Requiem.

Many generations of Mansfield students will remember David with affection and – if sensitive enough to his intellectual qualities or the barbs of his humour – some awe.

Michael came up to Mansfield from Newcastle-under-Lyme High School in 1978, graduating with a First in Geography in 1981. He went on to do a Masters degree in the United States, also in Geography, before returning to Mansfield to do a Theology degree and train for the ministry of the Congregational Federation – thus uniting in his career both the religious and secular elements of Mansfield. He married Susan, a Mansfield theology student who was subsequently ordained in the United Reformed Church, and they had a daughter, Grace.

Michael served as Minister of the Congregational Church in Walkden, Lancashire, and was subsequently responsible for the organisation of ministerial training in the Congregational Federation. He represented his Church on Mansfield's Ministerial Training Committee, returning frequently to the College in this capacity and taking a keen interest in the theological side of the College. He was based successively in Salford and Oxford, where Susan ministered, and then after the break-up of their marriage in Witney, where he regularly preached at his local Congregational Church and provided a loving second home for Grace.

Michael's untimely death was as an indirect result of a tragic car accident more than two years before. After a long and courageous struggle in the face of terrible injuries he recovered sufficiently to return to Witney and regain his independence, but brain damage caused by deprivation of oxygen at the time of his accident gradually took over. He spent his final months in a nursing home at Newcastle-under-Lyme, close to his family. Michael will be missed for his sharp intellect, independence of mind and dry sense of humour; for his calm, sensitive and caring personality; and for his firm Christian faith which supported him throughout.

Events

for our alumni , parents and friends

2007

31st January

Hands Lecture: ‘Globalisation’s Mid Life Crisis’, Speaker: Sir Jeremy Greenstock GCMG Director of the Ditchley Foundation

17th March

Mansfield Association Dinner

Mansfield College

19th April

Sixth London Drinks Evening

Central London Venue TBC

3rd May

Adam von Trott Lecture

“Faith, European Values and the American Dream: echoes for today from the German resistance”, speaker Keith Clements

German Embassy, London

23rd June

Gaudy for Matriculation Years 1975 - 1980

Mansfield College

24th June

Summer Garden Party

Mansfield College

For all current and former students, parents, tutors, staff, former staff, friends and their families.

The **Commemoration of Benefactors Service** and the **Mansfield Association Annual General Meeting** will be held during the day.

15th September

Tenth Annual Parents’ Dinner

Mansfield College

16th September

Oxford University Reunion

Up-to-date information on all our events, including booking forms, will be added to the website as soon as it becomes available. You will find the on-line events calendar in the ‘Alumni and Friends’ section of the site.

www.mansfield.ox.ac.uk



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