

**ST ANTONY'S COLLEGE  
RECORD**

**2004**

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## THE COLLEGE

St Antony's is a postgraduate college which specialises in the inter-disciplinary study of Europe, Russia and the other successor states of the former Soviet Union, the Middle East, Africa, Japan, South and Southeast Asia, China and Latin America. Fellows of the College are specialists in modern history, language and literature, politics, economics, anthropology, sociology and international relations. Visiting and Research Fellows, as well as Senior Associate Members, complement the Fellowship. Junior Members of the College are men and women working for higher degrees of the University.

The corporate designation of the College is 'The Warden and Fellows of St Antony's College in the University of Oxford'. Its foundation was made possible by a gift of the late Antonin Besse of Aden, a leading merchant of French nationality. Provisional arrangements for the foundation of the College were made by a decree passed by Congregation on 21 September 1948. On 30 May 1950 a further decree bestowed on the College the status of a New Foundation. Its main functions were then defined: '(a) to be a centre of advanced study and research in the fields of modern international history, philosophy, economics and politics; (b) to provide an international centre within the University where graduate students from all over the world can live and work together in close contact with senior members of the University who are specialists in their field; (c) to contribute to the general teaching of the University, especially in the fields of modern history and politics.'

In Michaelmas Term 1950 the College opened its doors on the Woodstock Road in a former Anglican convent built in the 1860s which had hitherto been used by the University as a graduate hostel. Today, many of the academic facilities, the Library and the administration of the College can be found in the old convent, now known as the Main Building. In 1970 the newly built Hilda Besse Building was opened. Named after the wife of the Founder, herself a benefactress of the College, the Besse Building houses the Hall, Common Rooms, Buttery and other rooms for College functions. In 1993 a new building was opened, housing a new Lecture Theatre as well as the Nissan Institute of Japanese Studies and the Bodleian Japanese Library. And in 2000, the College's 50th anniversary year, the Founder's Building, containing extra accommodation and teaching space and named in honour of Antonin Besse, was inaugurated by HRH The Princess Royal. Other College properties, both within and beyond the curtilage, include the centres for regional studies, student residences and the Warden's lodgings.

The original body of the College consisted of the Warden, the Sub-Warden, the Bursar and seven students. Soon, the College grew and became recognised by the University and beyond. On 1 April 1953 a Charter of Incorporation was granted, and the Statutes of the College were approved by the Queen in Council. On 2 October 1962 a Supplementary Charter was granted to enable the College to admit women as well as men. On 21 May 1963 a statute was passed in Congregation making the College a full College of the University, and this was approved by the Queen in Council on 20 December 1963. The body of the College consists of the Warden, the Bursar, some forty Fellows, about 300 students and, at any time, more than sixty Senior Members.

The name, St Antony's, was chosen for the group set up to create the new College, the St Antony's Foundation, and intended to allude to the name of the Founder. For many years there was some ambiguity about whether the patron saint was St Antony the Abbot (17 January) or St Antony of Padua (13 June). When in 1961 the College was persuaded by one of its members that St Antony the Abbot was more appropriate, it decided also that the College flag should be flown on both saints' days. Nine years earlier, in 1952, the College coat of arms had been designed in the colours of the Red Sea (Red) and desert sands (Gold) with mullets borrowed from Antonin Besse's trade mark and crosses of St Antony the Abbot: Or on a chevron between three tau crosses gules as many pierced mullets of the field.

## THE FELLOWSHIP IN MICHAELMAS TERM 2004

VISITOR The Rt Hon. the Lord Falconer of Thoroton QC, The Lord High Chancellor of Great Britain

WARDEN Sir Marrack Irvine Goulding, KCMG, MA

## GOVERNING BODY

Malcolm Douglas Deas, OBE, MA *University Lecturer in Politics and Government of Latin America, Faculty Fellow*

Alan Edward Angell, MA (B.Sc. (Econ.) Lond.) *University Lecturer in Latin American Politics, Faculty Fellow*

Archibald Haworth Brown, MA (B.Sc. (Econ.) Lond.) *FBA Professor of Politics, Professorial Fellow*

Teresa Rosemary Thorp, MA *University Reader in Economics, Professorial Fellow*

Barbara Ann Waswo, MA (MA, Ph.D. Stanford) *Nissan Lecturer in Modern Japanese History, Faculty Fellow*

Jennifer Marjorie Corbett, MA (BA ANU, Ph.D. Michigan) *University Reader in the Economy of Japan, Professorial Fellow*

Paul Collier, MA, D.Phil. *Professor of Economics, Professorial Fellow*

Avi Shlaim, MA (BA Camb., M.Sc. (Econ.) Lond., Ph.D. Reading) *Professor of International Relations, Professorial Fellow*

Robert Harrison Barnes, MA, B.Litt., D.Phil. *Professor of Social Anthropology, Professorial Fellow*

Celia Jocelyn Kerslake, MA, D.Phil. *University Lecturer in Turkish, Faculty Fellow*

Alex Pravda, MA, D.Phil. *University Lecturer in Russian and East European Politics, Faculty Fellow*

Timothy John Garton Ash, CMG, MA, *Professor of European Studies, Gerd Bucerius Senior Research Fellow in Contemporary History*

Rosemary Foot, MA (Ph.D. LSE) *FBA Professor of International Relations, John Swire Fellow in the International Relations of East Asia*

David William Faure, MA (Ph.D. Princeton) *University Lecturer in Modern Chinese History, Faculty Fellow*

Eugene Lawrence Rogan, MA (BA Columbia, MA, Ph.D. Harvard) *University Lecturer in the Modern History of the Middle East, Faculty Fellow*

Alan Knight, MA, D.Phil., *FBA Professor of Latin American History, Professorial Fellow*

Roger James Goodman, MA, D.Phil. (BA Durham) *Nissan Professor of Modern Japanese Studies, Professorial Fellow*

Edmund Valpy Knox FitzGerald, MA (Ph.D. Camb.) *University Reader in International Economics and Finance, Director of Finance and Trade Policy Research Centre (Queen Elizabeth House), Professorial Fellow*

Nandini Gooptu, MA (BA Calcutta, Ph.D. Camb.) *University Lecturer in South Asian Studies, Faculty Fellow*

David Anthony Washbrook, MA (MA, Ph.D. Camb.) *University Reader in Modern South Asian History, Professorial Fellow*

Steve Yui-Sang Tsang, MA, D.Phil. (BA Hong Kong) *University Reader in Politics, Louis Cha Fellow*

- Marcus Edward Rebick, MA (MA Toronto, Ph.D. Harvard) *Nissan Lecturer in the Economy of Japan, Faculty Fellow*
- Philip Robins, MA (MA (Econ.) Manchester, Ph.D. Exeter) *University Lecturer in the Politics of the Middle East, Faculty Fellow*
- Richard Ralph Mowbray Clogg, MA *Senior Research Fellow*
- Carol Scott Leonard, MA (BA Minnesota, MA, Ph.D. Indiana) *University Lecturer in Regional Studies of the Post-Communist States, Faculty Fellow*
- William Justin Beinart, MA (MA, Ph.D. Lond.) *Rhodes Professor of Race Relations, Professorial Fellow*
- Leslie Michael Bethell, MA (BA, Ph.D. Lond.) *Director of the Centre for Brazilian Studies, Professorial Fellow*
- Robert John Service, MA (MA Camb., MA, Ph.D. Essex) *FBA Professor of Russian History, Professorial Fellow*
- Kalyso Aude Nicolaïdis, MA (MPA, Ph.D. Harvard) *University Lecturer in International Relations, Faculty Fellow*
- Allan Owen Taylor, MA (BA Bristol) *Official Fellow and Bursar*
- Walter Armbrust, MA (MA, Ph.D. Michigan) *University Lecturer in Modern Middle Eastern Studies, Albert Hourani Fellow, Faculty Fellow*
- Abdul Raufu Mustapha, MA, D.Phil. (M.Sc. Ahmadu Bello) *University Lecturer in African Politics, Kirk-Greene Fellow in African Studies, Faculty Fellow*
- Vivienne Shue, MA, B.Litt. (BA Vassar, Ph.D. Harvard) *Professor for the Study of Contemporary China, Professorial Fellow*
- David Frank Johnson, MA (BA Witwatersrand, M.Ed. Manchester, Ph.D. Bristol) *University Lecturer in Comparative Education, Faculty Fellow*
- Jane Caplan, MA, D.Phil. *University Lecturer in Modern European History, Faculty Fellow*
- Jan Zielonka, MA (BL Wroclaw, Ph.D. Warsaw) *University Lecturer in European Politics, Ralf Dahrendorf Fellow, Faculty Fellow*
- Charles Knickerbocker Harley, MA (BA Wooster, Ph.D. Harvard) *University Lecturer in Economic History, Faculty Fellow*
- Ian James Neary, MA (BA Sheffield, Ph.D. Sussex) *University Lecturer in Japanese Politics, Faculty Fellow*
- Michael Jonathan Willis, MA (BA Reading, MA LSE, Ph.D. Durham) *H.M. King Mohammed VI Fellow in Moroccan and Mediterranean Studies*

## RESEARCH FELLOWS

- Ahmed Al-Shahi, M.Litt., D.Phil. *Research Fellow*
- Othon Anastasakis (BA Athens, MA Columbia, Ph.D. LSE) *Research Fellow in South East European Studies*
- David McBeath Anderson (BA Sussex, Ph.D. Camb.) *F.R.Hist.S. Research Fellow in African Studies*
- Rodrigo Cubero-Brealey (BA Costa Rica, BBA Univ. Auton. CenAm., MA Essex) *Research Fellow in Latin American Studies*
- Neil Christian Menzies Carrier (BA, M.Litt., Ph.D. Edinburgh) *Junior Research Fellow in African Studies*

- Anke Elizabeth Hoeffler, D.Phil. (M.Sc. (Econ.) Lond.) *Research Fellow*  
 Charlotte Hughes, D.Phil. (BA Sussex, MA Lond.) *Junior Research Fellow in African Studies*  
 Homa Katouzian (B.Soc.Sc. Birmingham, M.Sc. (Econ.) Lond., Ph.D. Kent) *Iran Heritage Foundation Research Fellow*  
 Tobias Kelly (MA Edinburgh, Ph.D. LSE) *Junior Research Fellow*  
 Ashley Mitchell (BA (Hons) East Anglia, MA Lond.) *RAF Research Fellow*  
 Bernard Mommer, MA (B.Sc., Ph.D. Tübingen)  
 Jan-Werner Müller, MA, D.Phil. (B.Sc.(Econ.) Lond.) *Research Fellow in Modern European Thought*  
 Emanuele Ottolenghi (MA Bologna, Ph.D. Hebrew University of Jerusalem) *Research Fellow in Israeli Studies*  
 Eduardo Posada-Carbó, D.Phil. (BA Bogotá) *Research Fellow*  
 David Rechter (MA Melbourne, Ph.D. Jerusalem) *Research Fellow*  
 Elizabeth Mary Schröder-Butterfill, BA, D.Phil. (MSc. Lond.) *British Academy Post-Doctoral Fellow*  
 Robert Gerald Skinner (B.Sc. Queen's, Canada, M.Sc., Ph.D. Washington) *Research Fellow*  
 Andreas Umland, M.Phil. (MA Stanford, Dr.Phil. Berlin) *Research Fellow*  
 David Gareth Williams (B.Sc. (Econ.) Wales, M.Sc., Ph.D. Lond.) *Research Fellow*

## HONORARY FELLOWS

- Hanan Ashrawi (MA AUB, Ph.D. Virginia)  
 Suu Kyi Aung San, MA, DCL (Hon. DCL Camb.)  
 Monna Besse  
 Sir Julian Bullard, GCMG, MA  
 Sir Raymond Carr, MA, D.Litt., FBA, F.R.Hist.S  
 Rt Hon. Lord Carrington, PC, KCMG, MC  
 Sir Bryan Cartledge, KCMG (MA Camb.)  
 Louis Cha, Chevalier of the Légion d'Honneur, OBE (LLB Shanghai)  
 Francis René Hippolyte Conte, D.ès L.  
 Lord Dahrendorf, KBE, MA (Ph.D. Lond., Dr.Phil. Hamburg), FBA  
 Sir William Deakin, Kt, DSO, MA  
 Geoffrey Elliott, OBE  
 Foulath Hadid (MA Camb., MBA Harvard Business School), FCA  
 Alistair Allan Home, Kt, Chevalier of the Légion d'Honneur, CBE (MA, Litt.D. Camb.)  
 W. Roger Louis, CBE, D.Phil., D.Litt. (BA Oklahoma, MA Harvard), FBA  
 Margaret Olwen MacMillan, D.Phil. (BA Toronto)  
 José Maria Maravall, D.Phil. (Lic., Dr. Madrid, D.Litt. Warwick), FBA  
 David Ian Marquand, FBA, F.R.Hist.S.  
 Sadako Ogata (BA Tokyo, MA Georgetown, Ph.D. Berkeley), DCL  
 Rt Hon Christopher Francis Patten, CH, PC, MA, DCL  
 Soledad Ortega Spottorno (BA, Lic.F. y L., Madrid)  
 Gerhard Albert Ritter, B.Litt., D.Phil.  
 Sir John Swire, CBE, MA

Richard Henry Ullman, B.Phil., D.Phil.  
 President Dr Richard von Weizsäcker, DCL  
 Sir Denis Wright, GCMG, MA

## FOUNDATION FELLOW

Eric Hotung, CBE (BSS, Hon. D.Litt. Georgetown)

## EMERITUS FELLOWS

Mohamed Mustafa Badawi, MA (Ph.D. Lond.)  
 John Kennedy Campbell, MA, D.Phil.  
 Robert Harvey Cassen, MA, D.Phil.  
 John Mark Dutton Elvin, MA (Ph.D. Camb.)  
 Jack Ernest Shalom Hayward, MA (B.Sc., Ph.D. Lond.), FBA  
 Ronald Francis Hingley, MA (Ph.D. Lond.)  
 Derek Hopwood, OBE, MA, D.Phil.  
 Michael Charles Kaser, MA, D.Litt. (MA Camb., Hon. D.Soc.Sc. Birm.)  
 Richard Kerr Kindersley, MA (Ph.D. Camb.)  
 Anthony Hamilton Millard Kirk-Greene, CMG, MBE, MA (MA Camb.), F.R.Hist.S.  
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 Anthony James Nicholls, MA, B.Phil.  
 Patrick Karl O'Brien, MA, D.Phil. (B.Sc. (Econ.) Lond.), FBA, F.R.Hist.S., FRSA  
 Edward Roger John Owen, MA, D.Phil.  
 Terence Osborn Ranger, MA, D.Phil., FBA  
 Tapan Raychaudhuri, MA, D.Phil., D.Litt. (MA Calcutta)  
 Harold Shukman, MA, D.Phil. (BA Nott.)  
 James Arthur Ainscow Stockwin, MA (Ph.D. ANU)  
 Harry Taylor Willetts, MA  
 Theodore Zeldin, CBE, MA, D.Phil., F.R.Hist.S., FBA

## ASSOCIATE FELLOWS

Fernando Cepeda (LL.D., National University of Colombia)  
 Gabriel Cohen, D.Phil. (BA, MA Jerusalem)  
 Ari Joshua Sherman, D.Phil. (LL B Harvard)

## VISITING FELLOWS

Xabier Arzoz (BA Deusto, LL.M. Saarland, Ph.D. University of the Basque Country)  
*Basque Visiting Fellow*  
 Stefania Bernini (BA (Hons) Florence, Ph.D. Lond.) *Fondazione Monte dei Paschi di Siena*  
*Visiting Fellow in Modern Italian Studies*  
 Zafar Iqbal Cheema (MA Punjab, M.Sc. Quaid-i-Azam, Ph.D. Lond.) *Quaid-i-Azam*  
*Fellow*  
 Mas'ud Hamdan (MA, Ph.D. Haifa) *Israeli Junior Visiting Fellow*

Jürgen Heinz Kocka (MA North Carolina, Dr. Phil. Berlin, Habil. Münster) *Stifterverband Visiting Fellow*  
 Polly McMichael (BA, M.Phil. Camb.) *Max Hayward Visiting Fellow*  
 Thais Helena Maingón (BA Andrés Bello, MA Stanford, Ph.D. Venezuela) *Andrés Bello Fellow*  
 Rt Hon Sir Brian Stanley Mawhinney (B.Sc. Belfast, M.Sc. Michigan, Ph.D. Lond.), PC, MP, *Visiting Parliamentary Fellow*  
 Julian Mischi (BA Nantes, MA Grenoble, Ph.D. EHESS) *Deakin Visiting Fellow*  
 Hossein Modarressi, D.Phil. (MA Tehran) *Golestaneh Fellow*  
 Martin O'Neill (BA (Econ.) Heriot Watt) MP, *Visiting Parliamentary Fellow*  
 Anupama Roy (BA, MA Allahabad, M.Phil. Delhi, MA, Ph.D. SUNY) *Agatha Harrison Memorial Fellow*  
 George Scanlon (MA, Ph.D. Princeton) *Visiting Fellow*  
 Victoria Schofield, MA, *Alistair Horne Visiting Fellow*  
 Roxanne Varzi (BA, Washington, M.Phil., Ph.D. Columbia) *Iranian Visiting Fellow*

## COLLEGE OFFICERS 2004-5

<i>Warden</i>	Sir Marrack Goulding
<i>Sub-Warden, Senior Members' Fellow and Curator, SCR</i>	Dr Jennifer Corbett
<i>Senior Tutor</i>	Professor Rosemary Foot
<i>Tutor for Admissions and Dean</i>	Dr David Washbrook
<i>Governing Body Delegate for Finance</i>	Dr Mark Rebick
<i>Dean of Degrees</i>	Dr Mark Rebick
<i>Deputy Dean of Degrees</i>	Dr Walter Armbrust
<i>Advisor on Development Matters</i>	Dr Valpy FitzGerald
<i>Wine Fellow</i>	The Warden
<i>Editor of the College Record</i>	Dr Nandini Gooptu
<i>General Editor, St Antony's/Palgrave Series</i>	Dr Jan Zielonka
<i>Co-ordinator of Visiting Parliamentary Fellows</i>	Professor Archie Brown
<i>Chair of Nominating Committee</i>	Professor Leslie Bethell

## MANAGEMENT EXECUTIVE TEAM 2004-5

<i>Warden</i>	Sir Marrack Goulding
<i>Sub-Warden</i>	Dr Jennifer Corbett
<i>Bursar</i>	Mr Allan Taylor
<i>Senior Tutor</i>	Professor Rosemary Foot
<i>Tutor for Admissions and Dean</i>	Dr David Washbrook
<i>Governing Body Delegate for Finance</i>	Dr Mark Rebick

## CENTRE DIRECTORS

<i>Co-ordinator of African Studies</i>	Professor William Beinart
<i>Centre for the Study of African Economies</i>	Professor Paul Collier

<i>Asian Studies Centre</i>	Dr Mark Rebick
<i>Brazilian Studies Centre</i>	Professor Leslie Bethell
<i>European Studies Centre</i>	Professor Timothy Garton Ash
<i>Latin American Centre</i>	Mrs Rosemary Thorp
<i>Middle East Centre</i>	Dr Walter Armbrust
<i>Nissan Institute of Japanese Studies</i>	Dr Ann Waswo
<i>Russian and Eurasian Studies Centre</i>	Professor Archie Brown (MT) Dr Alex Pravda

## THE STAFF IN MICHAELMAS TERM 2004

## Central Staff

<i>College Secretary</i>	Mrs Jill Flitter
<i>Assistant College Secretary</i>	Mrs Gillian Crook
<i>Bursary Assistant</i>	Mrs Mary West
<i>College Librarian</i>	Ms Rosamund Campbell
<i>Library Assistant</i>	Mrs Hilary Maddicott
<i>GB Clerk</i>	Mrs Pauline Maclean
<i>Warden's Secretary</i>	Mrs Anne Robinson
<i>Bursar's Secretary</i>	Mrs Jennifer Cable
<i>Senior Members' Assistant</i>	Ms Alison Foss
<i>Accountant</i>	Mr Graham Jowett
<i>Accounts Clerks</i>	Mrs Marion Bailey, Mrs Nicola Pearson, Mrs Joan Yardy
<i>Computing Manager</i>	Mr Ray Allen
<i>Computing Officer</i>	Mr Peter Micklem
<i>Domestic Bursar</i>	
<i>Accommodation &amp; Conference Co-ordinator</i>	Mrs Kärin Leighton-Barrett
<i>Domestic Bursar's Secretary</i>	
<i>Chef</i>	Mr Mark Walker
<i>Second Chef</i>	Mr Colin Sparkes
<i>Third Chef</i>	Mr Paul Butterfield
<i>Craft Chef</i>	Mr Gordon Roy
<i>Trainee Chef</i>	Mr Craig Kilpin
<i>Servery Supervisor</i>	Mrs Fiona Francis
<i>Kitchen Operatives</i>	Mr Alton Cicero Faris, Ms Patricia Bayolo Fuentes, Mr Sam Hamper, Mr Steven Malyon, Mr Qaisar Shujaa
<i>Steward</i>	Mr Antony Squirrel
<i>Stewarding Assistants</i>	Mr Tony Cunningham, Mr Ifran Khan, Mr Caillin McNiffe
<i>Maintenance Assistants</i>	Mr Nigel Edgington, Mr Tom West
<i>Housekeeper</i>	Mrs Susan Manning
<i>Deputy Housekeeper</i>	Mrs Christine Wilcox
<i>Head Porter</i>	
<i>Porters</i>	Mr Patrick Hingley, Mr Mick Mears,

## THE STAFF

Mr John Nelson, Mr Neil Townsend,  
Mr Ken Wilkinson, Mr Paul Witts

## DEVELOPMENT OFFICE

*Public Relations & Development Officer*

*Development Assistant*

Mrs Polly Friedhoff  
Mrs Janet Collyer

## COLLEGE DOCTOR

*College Doctor*

*College Nurse*

Dr Roisin McCloskey  
Mrs Rosie Hilliard

## REGIONAL STUDIES

African Studies

*Secretary*

Asian Studies Centre

*Secretary*

Centre for Brazilian Studies

*Administrator*

*Administrative Secretaries*

*Secretary to the Director*

European Studies Centre

*Administrator*

*Secretary*

Latin American Centre

*Administrator*

*Secretary*

*Librarian*

*Library Assistant*

Middle East Centre

*Administrator*

*Librarian*

*Archivist*

Nissan Institute of Japanese Studies

*Secretary*

*Librarian*

Russian and Eurasian Studies Centre

*Secretary and Librarian*

Mrs Jennifer Griffiths

Ms Julie Smith

Ms Michelli Jaques, Ms Ailsa Thom

Ms Sarah Rankin

Mrs Ulli Parkinson

Ms Naomi Barbour

Mrs Elvira Ryan

Mrs Ruth Hodges

Mrs Laura Salinas

Ms Collette Caffrey

Mrs Mastan Ebtehaj

Ms Debbie Usher

Ms Jane Baker

Mrs Izumi Tytler

Ms Jackie Willcox

## COLLEGE AFFAIRS

### **Report by the Warden on the Academic Year 2003-4**

In the University, the process of change continues. The change that is in everyone's mind at the time of writing is change at the top of the University.

Our new Chancellor, Chris Patten, Honorary Fellow of St Antony's, has just completed his first year of office, to which, like his distinguished predecessor, he has brought dignity and wit. He has given Oxford a generous amount of his time, notwithstanding his very demanding responsibilities, until September 2004, as European Union Commissioner for External Relations.

The imminent change is the retirement of Colin Lucas from the Vice-Chancellorship. I am glad to say that the retirement is not from Oxford but only from Wellington Square, as he will immediately become Warden of Rhodes House. His seven years as Vice-Chancellor have been momentous ones. When he assumed office as Vice-Chancellor, the North Report was about to be published and to cast the University and its Colleges into a long debate about our future governance.

But a more immediate issue took top place on the new Vice-Chancellor's agenda, namely the government's assault on the public funding of College fees. In alliance with his counterpart in Cambridge, Colin Lucas succeeded in negotiating a compromise deal: the College fee, which had been paid directly to Colleges, would be abolished; instead a lump sum would be paid to the University which would decide, in consultation with the colleges, how it should be distributed; however, the size of the lump sum would decline each year and it would end after ten years. This outcome was better than had originally been expected but it inevitably threw the Vice-Chancellor into another long and difficult, but eventually successful, negotiation: how should the lump sum be divided between the University and the colleges and between the colleges themselves?

Another Government initiative soon began to demand the Vice-Chancellor's attention, namely its proposal to legislate an increase in the fees paid to the University by undergraduates. This was welcomed by some as compensation, albeit inadequate compensation, for the decline in public funding of higher education; but others found it unfair that this burden should be placed on students and their parents; and many argued that the fee proposed (£3,000) was too small to make much of a dent in the University's teaching deficit.

St Antony's has not been directly involved in any of these issues, because all of them related only to undergraduates. The College fees of UK/EU graduate students are still funded from public sources and the bill on student fees which is currently before Parliament does not touch upon the fees paid by graduate stu-

dents. But Colin Lucas has not allowed these issues to distract his attention from the graduate colleges and graduate students, be they in graduate or mixed colleges. Indeed, he has recognized the need for the University to strengthen its research and its graduate teaching if it is to compete successfully with universities elsewhere, especially in the United States. He has been generous in his accessibility and a good friend of St Antony's. We congratulate him on his achievements and welcome him as an almost-neighbour in South Parks Road.

By the time this *College Record* reaches you, John Hood, Vice-Chancellor of Auckland University in New Zealand, will have assumed his functions as Vice-Chancellor. He is an Oxonian, having been a Rhodes Scholar at Worcester in the late 70s where he won an M.Phil. in Management Studies, but he is the first and only Vice-Chancellor in 900 years to have been appointed from outside the University. By happy chance, I was invited by Auckland University last March to give some lectures and seminars on United Nations matters. The visit included two very agreeable meetings with our new Vice-Chancellor. Not surprisingly, he was enthusiastic about his appointment and avid for information. The questioning was precise, structured and relevant and confirmed that he had already done much homework. After asking a question, he has the great virtue of allowing his interlocutor as much time as he or she needs to answer it. His arrival here is keenly awaited.

Meanwhile the process of change has continued. Some of it is original and innovative, for instance the University's decisions to freeze undergraduate numbers at their present level for the time being and to seek a significant increase in graduate admissions during the three years 2003-4 to 2005-6. The targets are 7% per annum for Graduate Taught programmes (PGT) and 5.8% per annum for Graduate Research programmes (PGR). These ambitious targets have been welcomed by those who believe that the University's ambition to compete successfully with other world-class universities requires a shift of emphasis to research and graduate teaching. But the new policy is placing a heavy burden on colleges, especially the graduate colleges, who are being asked to provide more student accommodation.

Much effort is also being devoted to fine-tuning the new governance structures that came into effect in 2000, especially the flow of funds between the University and the Divisions and within the Divisions themselves. Negotiations on these issues are made more sensitive and difficult by the fact that Oxford University, like almost all others in the United Kingdom, is in a state of financial stress because of the precipitous fall in the real value of the Government's funding of higher education.

One of the issues under discussion has been of particular concern to the College, namely the future arrangements for the management of Area Studies.

It will be recalled that when the new governance structures were introduced, we

became concerned that Area Studies might get lost in the cracks between the three Divisions – Humanities, Life and Environmental Sciences and Social Sciences – that cover the various academic fields in which Area Studies are pursued. The College accordingly took the lead in arguing that the identity of Area Studies, and their financial needs, should be recognized in the new structures. We suggested that an Area Studies Committee be created to manage the University's Area Studies entities, replacing the Inter-Disciplinary Committees which had previously performed this function but which would be abolished when the new structures came into effect.

Queen Elizabeth House, the University's International Development Centre, had similar concerns and proposed that it too should come under the new Committee, which would then be called the Area and Development Studies Committee. Despite some misgivings about whether there was sufficient affinity between Area Studies and Development Studies to justify it, this proposal was accepted and the Area and Development Studies Committee duly came into being. However, following a review of the Committee in Trinity Term 2003, Queen Elizabeth House decided that it would prefer to leave the Committee and become a separate Department in the Social Sciences Division.

This development revived fears that Area Studies by themselves would not have sufficient weight to ensure that they received the necessary flow of funding either directly from the University or via the three Divisions concerned. A further worry was that the previous committee had been placed under the Social Sciences Division, with the result that important Area Studies programmes under the Humanities Division, especially in the field of Oriental Studies, were not fully included in the work of the Area and Development Studies Committee. At the time of writing, it has been agreed that that committee should be replaced by a new body, which is likely to be called 'the School of Interdisciplinary Area Studies' and will also be a Department in the Social Sciences Division.

A second major outcome of last year's review has been the creation of a high-level committee which will support the incoming Head of the new School in establishing relations across the Divisions that will enable the teaching of, and research in, Area Studies to develop as fully as possible. To the delight of the College, Roger Goodman, who has succeeded Arthur Stockwin as Professor of Modern Japanese Studies and has returned from his sabbatical in Japan, has been appointed Head of the new School.

In last year's report I referred to the introduction of many new one-year masters courses (M.Sc. and M.St.) and various concerns that this had generated. The University and its colleges have done better than forecast in adapting to this change in the composition of the student body, but, taken together with the increase in graduate student numbers, it is making it more difficult for most colleges, including St Antony's, to provide college-owned accommodation for students in their first year in Oxford.

As regards the participation of one-year students in the social and sporting life of their colleges, it had been argued that the one-year courses were so intense that students would not have time to enjoy the Oxford college experience. As far as St Antony's is concerned, I am happy to report that the fears of the pessimists (of whom I was one) turned out to be mostly ill-founded. As described in the JCR President's report, the JCR has again had a busy and successful year, in both the academic and sports contexts.

On the academic side, two successful, and much appreciated, innovations have been introduced: first, the Writing Tutoring Programme in which members of the JCR help their fellow-students to improve their skills in essay writing, a form of academic activity which some of them have not previously encountered; and secondly, the Career Dinners and Talks Programme which enables students to discuss career prospects with young people who are already in employment. On river and sports field, St Antony's has had another very successful year, with the Men's Eight winning their blades in Summer Eights for the third year running and the Cricket Club fielding what is probably its strongest team ever, thanks especially to the talent of Amit Upadhyay which won him a University Cricket Blue in the Varsity match this summer.

The College has had a good year on the academic side too. We admitted 132 new students for the 2003-4 academic year, against a target of 130. As stated in the Bursar's report in last year's *Record*, we aim to increase by ten each year, from 2003-4 to 2007-8, the number of students paying the full College fee. This makes good sense in financial terms but is not easy to implement in practice. Student admission is not an exact science and we never know until the autumn how many of the offers we have issued during spring and summer will actually be taken up and how many of those who take them up will pass the financial clearance which is a necessary condition for admission to the College. During the five years from 1998-9 to 2002-3, the take-up averaged 59.3% per annum, the highest being 64.1% in 2002 and the lowest 50% in 1999. As a result, there is always a significant risk of over-shooting or under-shooting.

What does remain consistently high, however, is the quality of the students we admit and the number who indicate on their application forms that St Antony's is their college of choice. Informal polling of freshers each October indicates that the attractions of St Antony's continue to be that it is a graduate college, that it specializes in international studies, that it is very cosmopolitan and that it is informal and friendly. It is not possible, at the time of writing, to inform you of all the academic results our students have achieved in 2003-4. This is because not all of the results are yet available, but the figures for the period from 20 July 2002 to 20 July 2003, which can be found in pages 135 to 143 of the 2003 *College Record*, reveal that 35 students obtained their doctorates, 2 passed the M.Litt., 58 passed the M.Phil. with 4 distinctions, 36 passed the M.Sc. with 4 distinctions and 12 passed the M.St. with 2 distinctions. These are impressive figures but they are not

satisfactory, because they do not relate to a full academic year (October to September) and because nothing is revealed about failures that may have occurred. It is my intention to ensure that next year's *Record* includes complete statistics for the academic year 2003-4 and that this pattern will be followed in future years.

The other good news that has cheered us this year is, as stated in Allan Taylor's report, that in our financial year 2002-3 the College returned a surplus for the first time in several decades; or, to put it more dramatically, for the first time in several decades we did not have to exceed the 'safe take' of 4.5% from the College's General Endowment in order to finance the gap between the income we receive from fees, charges and grants and the costs of running the College. This very welcome result was partly due to one-off windfalls which may not recur, but it is, more importantly, due to Allan's remarkable success in maximizing our income and controlling our expenditure, especially through the ten precepts which Governing Body has endorsed as necessary elements in the latest edition of our rolling five-year financial plan.

The achievements of each of the College's seven regional centres are fully described later in this edition of the *Record*. Again they describe the extraordinary breadth of the College's research and its contribution to the University's teaching of graduate (and undergraduate) students of this and other colleges. They also list the very distinguished academics and practitioners of international relations who come to speak at the College.

I draw your attention especially to the visits of distinguished persons who came to the College to give lectures and/or participate in our seminars. They include, in more or less chronological order, Mr Lakhdar Brahimi of the United Nations who was here to receive one of the ten Honorary Doctorates awarded by the Chancellor to mark the beginning of his term of office; President Wade of Senegal; Dr Hanan Ashrawi and several other leading Palestinian politicians who participated in the Middle East Centre's Hilary Term Seminar series; Ms Kristiina Ojuland, Foreign Minister of Estonia; Mr Tom Friedman, an Antonian, distinguished author and *New York Times* columnist; Mr Pascal Lamy, European Union Trade Commissioner; Dr Vaira Vike-Freiberga, President of Latvia; Mr Recep Tayyip Erdogan, Prime Minister of Turkey, who gave the annual European Studies Centre lecture; Ms Rima Khalaf Hunaidi, Director of UNDP's Regional Bureau for Arab States, who leads the team that produces the annual Arab Human Development Report, who gave the annual Hourani Lecture; and Dr José Ramos Horta, an Antonian and the Senior Minister and Minister of Foreign Affairs and Cooperation of Timor-Leste.

Please also note and applaud a remarkable fund-raising achievement by the Middle East Centre. It brought to the College a benefaction of £1.5 million pounds from the Moroccan-British Society to endow a new fellowship called the King Mohammed VI Fellowship in Moroccan and Mediterranean Studies. The agreement was signed in June. Thanks to the cooperation of many colleagues, we suc-

ceeded in rapidly selecting, through open competition, Dr Michael Willis as the first holder of this new Fellowship in time for him to be appointed by Governing Body in the last week of Trinity Term. Mr Foulath Hadid, a Senior Associate Member of the College, played a leading role in the negotiations which led to the granting of this important benefaction.

I come now to the Fellows of the College, starting with the Honoraries. One of them died during the year – Alan Bullock, aged 89, founder of St Catherine’s College and a close associate of Bill Deakin in the early years of our own College. This edition of the *Record* contains a comprehensive and eloquent obituary of him by Tony Nicholls. It is my very sad duty to report also that Sara Carr, the wife of Raymond Carr, the College’s second Warden, died suddenly in Oxford on 22 June 2004. Many members of the College, including myself, attended her funeral at Deerhurst in Gloucestershire, the village where she had spent her youth. Malcolm Deas delivered a moving obituary; its edited text, ever more moving, can be found later in this volume.

However, there is happy news to report too on the Honorary front and I would like to take this opportunity of congratulating Geoffrey Elliott who was awarded an OBE in the Queen’s Birthday Honours for charitable services in the UK and overseas. Congratulations are also due to Raymond Carr for his election in the 2004 class of new Foreign Honorary Members of the American Academy of Arts and Sciences; to José Maria Maravall, who has been elected as a Corresponding Fellow of the British Academy; and to Sadako Ogata who was one of only five people to be awarded the Order of Culture by the Emperor of Japan.

In Trinity Term Governing Body elected two new Honorary Fellows. Dr Hanan Ashrawi was educated at the American University of Beirut and the University of Virginia where she gained her Ph.D. in Medieval and Comparative Literature, before establishing the Department of English at the University of Birzeit on the Occupied West Bank. She has been active in Palestinian politics since her undergraduate days and from 1991-93 was the Palestinian spokesperson in the Middle East Peace Process. After the signature of the Oslo Peace Accords in 1993, she held a series of governmental positions before resigning in 1998 in protest against the political corruption which by then was infecting the Palestinian National Authority and founding the an NGO, MIFTAH (which means ‘key’ in Arabic), the Palestinian Initiative for the Promotion of Global Dialogue and Democracy.

The second new Honorary Fellow is Mr Foulath Hadid. He has served the College generously by taking the lead in raising some £1.5 million for the Middle East Centre, especially, as already mentioned, the recent endowment of the new Fellowship in Moroccan and Mediterranean Studies. He was born in Iraq, where his father was a founding member of the Iraqi National Democratic Party and served in various governments both before and after the 1958 revolution. He now has Canadian nationality. His first degree was at Cambridge, followed by an MBA at the Harvard Business School. He became a partner of KPMG in 1970 and

worked for that firm in the United States. He has been a member of the College since 2000 and is now writing a book on democracy in the Arab world, which has been his main field of interest since he retired from his long and distinguished career as a chartered accountant and investment banker.

I come now to the Governing Body. News has just come through from the University's Recognition of Distinction Exercise for 2003-4 that Timothy Garton Ash will have the title of Professor of European Studies conferred on him with effect from 1 October. This comes on top of his recent award of an Honorary Doctorate by the University of St Andrews.

No Fellows left Governing Body during the year. The four new Fellows listed in last year's *Record* – Dr Jane Caplan, Dr Charles Harley, Dr David Johnson and Dr Jan Zielonka – took up their positions during the course of the year. Dr Michael Willis, the new Fellow in Moroccan and Mediterranean Studies, is a political scientist with interest also in modern history and international relations. He obtained his BA at Reading, his MA at the LSE and his Ph.D. at Durham, where his thesis was on 'The Development of the Islamist Movement in Algeria'. He will come to us in Michaelmas Term from Alakhawayn University in Morocco where he has been an Assistant Professor in the School of Humanities and Social Sciences since 1997.

A feature of this academic year has been the large number of Governing Body Fellows who were on sabbatical leave during the early part of the year. In Michaelmas Term they numbered 11 out of 34 (32.4%). Thereafter their number declined to the more normal 7 out of 37 (18.9%) in Hilary term and 5 out of 38 (13.8%) in Trinity Term. The large number of Fellows on leave in Michaelmas Term added to the load on those who remained and I take this opportunity to thank the latter for the determined and effective way in which they filled the gaps, be it in teaching, college advising or administrative duties.

The Management Executive Team (MET) has had a good year. Most of its meetings were shorter than had been the case in the preceding year. The same has been true of Governing Body, except for its last meeting of the year which was of marathon length. This welcome trend seems to be due to three factors. First, an overall revision of the College's Statutes, which has taken up much time during the last few terms and in which Ann Waswo has played, very effectively, the leading role, has been approved by Governing Body and at last submitted to the University committee which vets College Statutes before they are sent to the Privy Council for approval. Secondly, most of the College's practices and procedures have now been recorded in writing and approved by Governing Body and this facilitates policy formulation and the taking of decisions. Thirdly, a small, hard-working group of Governing Body Fellows, currently about 15 per cent of the total, plus the President of the JCR, has proved to be a more efficient mechanism for the preparation of recommendations for discussion and approval (or disapproval) by Governing Body than the previous constellation of committees which

often required that an issue be discussed by more than one committee before eventually reaching Governing Body.

There has been no change in the membership of the MET during the current academic year other than the JCR representative. When Alejandro Quiroz Flores unexpectedly left the College during the 2003 long vacation, he was replaced by Simonne Horwitz. At the end of Michaelmas Term she in turn was replaced by the newly elected President of the JCR, Shachar Nativ. I commend his report to you and draw your special attention especially to the Boat Club's appeal for funds to buy a boat for the Women's Eight. If ever there was a good cause, this is it, as has been demonstrated by the College's decision to contribute to the appeal. At the end of the current vacation, David Washbrook will succeed Bob Service as Dean and Tutor for Admissions and Mark Rebick will succeed Malcolm Deas who has resigned from the post of Governing Body Delegate for Finance after three years of service. Both the newcomers were elected to their posts by Governing Body in Hilary Term.

As before, I warmly thank the outgoing members of the MET, both the two Fellows and, in Hilary Term, the JCR representative, for all the hard work they have put into the reform and application of the College's management procedures; and, with equal warmth, I welcome and thank in advance the two new elected members.

The Bursar's report describes the significant changes that have taken place in the administration of the College during the academic year that is now ending. All I can add is my own thanks to each of the Senior Administrative Officers and the staff of their departments for the quality of the service they provide to the College and its members, both seniors and students.

As usual, I cannot end without mentioning fund-raising. But I will be brief. The Russian and Eurasian Studies Centre is pursuing the major campaign it launched last year. It has my full support, as do the other Centres. My own efforts are concentrated on the Capital Campaign whose objective is to raise the General Endowment by £10 million by September 2006. This now takes up about half my time and I remain confident that the target will be reached. Many discussions are under way but gifts given or formally pledged are not reported to Governing Body until the necessary agreements have been fully negotiated and signed. I hope to be able to convey more specific information this time next year. Meanwhile I repeat my request to all Antonians to steer me in the direction of any persons whom they know and whom they think might be willing to give to the Campaign.

*Marrack Goulding*

## From the Bursar

Over the last few years you have read a lot in the *Record* about our attempts to eliminate the College's deficit. I am very pleased to tell you that in 2002-3 we managed it. Measured by our traditional accounting conventions we had a small surplus of £4K; measured by the new, more usual, accounting conventions which include a balance sheet and which all colleges adopted for the first time last year we had a surplus of £76K (not, I hasten, to add £76 million as reported in some UK papers). As far as I can discover this is the first year we have had a surplus for more than twenty years.

It is particularly creditable that we achieved a small surplus last year because we faced a number of external pressures beyond our control. Firstly, the decline in the financial markets over the last three years has meant that the 4.5%, which we take out of general endowment each year, is less than it used to be. Secondly, employment costs are increasing at a faster rate than we can increase income. I must emphasise that this is not because we are paying people too much; this is far from the case. Salary inflation in the UK is running at a higher level than the Retail Price Index. In addition, the Government has increased the Nation Insurance Contribution payable by employers and the fall in the financial markets referred to above has led to a significant increase in the employers' contribution to the pension scheme to which most of our staff belong. Thirdly, one of the main areas of expenditure after employment costs is the maintenance of our buildings; this is another area where costs are increasing faster than the Retail Price Index because demand, both locally and nationally, is outstripping supply.

So how did we achieve our surplus? We did it by strictly enforcing our ten financial rules, or 'precepts' as we call them, which I have told you about in previous reports, so as to increase income and control expenditure. The Domestic Bursar, Graham Daniels and his team have worked hard and successfully at increasing our conference income. Their task is particularly difficult because they have to increase the business while at the same time ensuring that the academic environment of the College is not damaged. We have maintained tight control over the number and grading of staff. We have also cut back drastically on our expenditure on maintaining our buildings. This last can only be a short-term tactic and we will have to begin to increase our spending in this area after next year.

"One swallow does not make a summer". This traditional English saying reminds us that making a surplus in one year does not mean that we can now relax. We have to ensure that our finances are managed in such a way that we can budget realistically for a surplus each year and achieve that surplus. To do this we need to continue to adhere strictly to our ten precepts until the sustainable surplus becomes large enough to fund new academic activity without putting us back into deficit.

Achieving a surplus has required restraint from and involved pain for all parts of the College community; Governing Body, Senior Members, students and staff

have all been involved and suffered. I would like to thank them all for showing that restraint and bearing that pain with so little complaint. In particular, I would like to thank the students and the JCR Executive, currently led by Shachar Nativ, for the very constructive approach which they have always adopted during my three-and-a-half years at the College.

Perhaps not surprisingly given the importance of financial matters the Accounts Office was under particular pressure this year. We had a new Accountant, Graham Jowett, stepping into Peter Baseby's shoes – a hard act to follow. He faced the challenge of preparing our accounts under the new conventions which involved preparing our first balance sheet. Much to his credit he managed to submit our new format accounts to the University on time. The Accounts Office also faced the challenge of introducing a new accounting system. As is always the case we had some hiccups with the new system but the difficulties have now been largely resolved. The much clearer balance statements and pay slips have been universally welcomed. Everybody in the Accounts Office deserves to be congratulated on such a smooth transition.

I have already referred to the Domestic Bursar's activities on the conference front. He and his team have also provided the normal services to College members and they have continued to do this to a high standard. The College Secretary's Office led by Jill Flitter continues to cope effectively with admissions even though the number is rising each year because of the increase in those taking one-year courses. The main emphasis of the Development Office has been assisting the Warden with his Capital Campaign. The Computing Manager continues to defend the College against viruses and worms. The Governing Body Clerk provides much improved support for Senior Members.

Although we continue to make good progress in all these areas there have inevitably been staff changes during the year. Elizabeth Anderson retired from the Middle East Centre after more than 15 years of committed service. She has been replaced by Collette Caffrey who used to work in the College before she left to read for a degree. Ruth Cox the secretary for the St Antony's/Palgrave series of books retired during the year, and at the same time the College committee responsible for the series agreed more streamlined arrangements for its administration. Ruth's hard work has built a sure foundation for the future of the series. Charles White, our Accommodation and Conference Co-ordinator who has done so much to help Graham Daniels build up our conference business continued his progress round the North Oxford colleges by moving to a more senior role at St Hugh's. We wish him well. He is replaced by Kärin Leighton-Barret, who joins us from Unipart's conference business. We also welcomed Peter Micklem who joined us from Christ Church as Computing Officer.

And, as I write this report we have just heard that two particularly well-respected members of our community will be leaving. First Mike Dean, our Head Porter since 1991, who having joined us on his retirement from the police, has

now decided to retire for the second time during the summer. His achievement was summed up by a visitor whom I heard briefing a friend on how Oxford colleges are run; he said “Do you know who the most important person here is – it’s the Head Porter”. Secondly Graham Daniels, Domestic Bursar since 1997, has been appointed to a considerably more responsible job at Trinity College, Dublin. He leaves behind the Founder’s Building finished in time and on budget as a reminder of his many achievements. We wish them both well.

I am, as in the past, very grateful for the commitment of all our staff; the College owes them a lot.

*Allan Taylor*

### **Junior Common Room**

The JCR in the academic year of 2003-4 has been expanding its activities towards academic, arts, and sports, with its Late Bar not just used for a relaxing drink at the end of the working day, but also as a focal point for events, performances, and discussions. For many Antonians, St Antony’s is more than just a college or a place for completing their graduate education. It is also a community of people who are aware of the world around them and who are interested in changing their environment. A community that enables its members to evolve professionally and personally, while also facilitating social and sports activities. The JCR has been playing a vital role in this delicate balance of professional and social life.

On the sports side, several clubs have left their mark over the years. The most influential club in the last few years, with close to 50 members has been the Boat Club. The Boat Club has translated training, talent, and support from the College community into a very successful 2003-4 season. Antonians participated in three regattas, making this the biggest single student activity in College, despite sometimes icy conditions and long, hard hours on the Isis. Our women trounced opponents in Torpids in March, bumping four times in five races, despite competing in a heavy men’s boat (the only boat that the JCR possesses). In May’s electrifying Summer Eights, the Men’s First overpowered Magdalen, Oriel, Trinity, and Hertford, to win Blades for the third successive year. With our eyes fixed on future success, we rowed a cumulative 300km in a 24-hour *erg-a-thon* in March to raise funds for charity and a new women’s boat. To help us realise the dream of purchasing another boat before the end of 2004, we are looking to donors both within the Antonian community and outside. To date, the Boat Club has raised close to £1,000. This will be matched by the College which will add another £500. The College also agreed to update its annual contribution to the Boat Club and to peg it to inflation.

Work started early this year for the players of St Antony’s Cricket Club. Winter

nets were in use at the University's Iffley Road complex throughout Hilary Term with between eight and twenty players regularly practicing. At this stage the majority of players who were in the frame for a place in the team were either British players returning to the game after a gap of several years since school or North American and European newcomers to the game. St Antony's Cricket Club was lucky to have Tom Mundy bringing the experience of Welsh club cricket to our training, whilst James Milner's stories of our last Ashtray win (against Nuffield) and Amit Upadhyay's Blues-quality batting further strengthened the team. In association with several other MCR cricket clubs an attempt was made to form a league for the season. However, due to the weather the full compliment of MCR matches were unable to be played and so the league quickly broke down. The Club managed to secure several matches against JCR teams with a very notable win against Queen's College. All in all, this year has provided excellent experience for our novice players, the majority of whom will still be in Oxford next year. Unfortunately the weather caused the cancellation of the Ashtray match. For more information and pictures of the Cricket Club please visit <http://sacc.play-cricket.com>.

Another active club in the College is the football club (men and women) which attracted between 20 and 30 members. The men's team managed to survive difficulties in the new division, while the women's team - which combined students from St Antony's and Wolfson Colleges - were promoted up a division at the end of Hilary term. Other sport's activities in the College include a student-led Yoga class and a jogging club.

An ever-growing society (and a self-funded one) is the St Antony's Wine Society. This year it grew in reputation and popularity with many tasting evenings being sold out days in advance. Wines from all around the world were sampled. The final tasting of the year was (for the first time) based on a donation from a Californian Winery, which supplied and shipped the wine free of charge.

This year was also marked by a growing attendance of the students at JCR meetings. We hope that this is due to the increasing number of activities in which the JCR is involved for the benefit of all students. In terms of environmental awareness, the JCR has contributed to a major step forward in recycling paper, glass, and metal materials from all College accommodation. The JCR has also signed a multi-year agreement with the College about the rent structure for the coming five years. This agreement marks a departure from previous ones between the College and the JCR as it includes, in addition to its multi-year nature, several provisions to ensure that the College provides the facilities and service level that it has committed to provide to its student population within a timeframe. Moreover, the College has committed itself to further transparency in the use that it makes of the capital generated by student rent income. This agreement also returns some of the responsibility for the cleaning of student rooms to the students themselves with a consequent reduction on College costs. The group of people

who helped achieve this agreement are: Alexey Gorchakov for obtaining valuable information from the University Student Union; Sonia Sodha for coming up with ideas during the talks with the College; for Pierre Gemson for advice throughout; and for Vivek Krishnamurthy for mastering the spreadsheets in ways very few people can, and for simplifying life on more than one occasion.

This is where I would like to mention those who held responsibility for key areas throughout the year and who also played such an important part in making the JCR the active, vibrant, and successful entity which is so central to life in St Antony's. Lindsay Levkoff, followed by Alexandra Delano in the last few weeks of the year, in the role of VP Welfare, made sure that any welfare issue was dealt efficiently and confidently. Alexandra has also shown her organizational and creative skills in her role as Sports Officer. In this role she arranged Pool and Chess Tournaments which attracted a large number of college members – students and staff alike. Furthermore, Alexandra played a vital role in the expansion of the College Gym, managing to convince the College to support the JCR in the pursuit of a new cross-trainer machine and in adding exercise instructions on the walls of the Gym. The Sport's Day, which was also organized by Alexandra, was well attended and was a nice relaxing afternoon just a few days before the final exams started. Luckily, the weather was cooperative and enabled everybody to enjoy a real sunny and joyful afternoon. Alexandra also took part in many discussions about managing the finance of the JCR in general and the sport's clubs in particular.

The JCR 'old school' Treasurer, Teun Dekker, managed the JCR funds, the Late Bar salaries, and made sure that all the expenses of the JCR were accounted for. His wisdom combined with a rare sense of humour made him a likeable and respected person by all members. The efficient manner in which he ran the funds of the JCR enabled all clubs and societies, as well as the Late Bar to function smoothly. Not only was Teun a remarkable treasurer, he also agreed to take on his shoulders the responsibility (elected of course) of the 'keeper of the attic'. Again, he showed his organisational skills with the celebrated annual attic sale generating close to £600 pounds (thanks to the generous support and labour of the Boat Club). Pierre Gemson, VP Academic, made sure that academic seminars continued on a regular basis – allowing Junior Members of the College the chance to present their work in front of other students and staff. Pierre also pushed forward the idea and practice of reviving an academic journal for the College (to be run by Matthew Eagleton-Pierce). Alexander Bristow, the JCR Secretary, with his great sense of humour has made sure all the minutes from the JCR meetings have been carefully taken, while also maintaining and circulating the JCR newsletter twice a week.

Florenzia Lopez-Boo, the JCR Social Welfare Officer arranged several events throughout the year, from a Tango Lesson during Hilary term in aid of the Terrence Higgins Trust Foundation (followed by a wider collaboration between the social

welfare committee and the Terrence Higgins Trust) to collecting used clothing items from students for various charities (mainly the Marie Curie Cancer Foundation and OXFAM) and preparing a long list of possible ways for College members to support the community through voluntary work. Florencia also represented two charities to which the JCR donated money – in South Africa and Argentina. Julie Taylor, the Women Officer arranged several events for the women students of the College including an event titled ‘Women in Academia’.

The JCR arranged many parties and events this year. These included the well known cross-dressing Halloque’en party in the fall of 2003 (arranged by Andre Carvalho and John Paul Ghobrial) and the traditional salsa bop in Hilary Term. The Social Secretaries, Richard Horton, Sang Hun Lim, and Nur Laiq arranged a variety of events in College. Most noteworthy was the ‘Cultural Carnival’ held in Trinity Term, an art exhibition, several showings of classic Indian films, an Open Mike night and a band playing live jazz in Late Bar. This was complemented by two performances of a band playing Irish music in Late Bar when Guinness became the drink of choice.

It is important to mention two other student initiatives this year. The first was the idea of the outgoing VP Academic – Paul Ocobock – and organised by him, Meredith Carew, and Michael Maltese. Their idea was to run a writing tutorial programme for students by students in the College. All three of them had previous experience in writing development at their former undergraduate universities and held ‘office-hours’ each week for two hours when students could drop in with their writing questions and concerns. The aim of the exercise was to help improve their writing skills. After three consecutive terms, the writing programme became a great success, often requiring the tutors to expand their hours! Many of the students using of the programme, and their tutors, believe their writing improved over the course of the year. The Writing Tutoring Programme is currently looking for new tutors and plans to continue in the next academic year under the guidance of Meredith Carew.

The second initiative – Career Dinners and Talks – which was supported by the College’s Development Office and the University Careers Office, was planned and executed by Cathy Baldwin. This initiative gave students from all over the University the opportunity to talk with representative individuals from a variety of professions. It proved to be incredibly useful, particularly for those not sure about the career paths that they intend taking. Cathy’s energetic personality and organisational abilities guaranteed the success of the project and have - we hope - laid down a sound basis for further activities of this kind.

Finally, the JCR would like to mention the hard work that is being done on a daily basis by College staff so that students could focus on their studies. For this, the JCR is most grateful. Finally, it is important to mention the support of and to thank the Warden, Sir Marrack Goulding for his overview of the College’s business and his constant support, openness, and personal acquaintance with the

majority of students in the College; of the Senior Tutor, Professor Rosemary Foot, for her dedication to student's affairs, of the Dean, Dr Robert Service for his calming and accommodating approach, for the outgoing Domestic Bursar, Graham Daniels, for the services he has provided for the College, and for the Bursar of the College for devoting dozens of hours for the benefits of the students. Together, staff and students make St Antony's a special place and enable the highest level of academic life alongside an active, multi-cultural, and lively JCR.

*Shachar Nativ*

### **The Library**

The College Library, comprising the Main Library and the library of the Russian and Eurasian Studies Centre, together with the associated libraries of the Middle East Centre and the Latin American Centre, contain over 100,000 volumes, and subscribe to over 260 journals and newspapers, the collections reflecting the major disciplinary interests of the College.

The Main Library reading rooms occupy what were formerly the chapel, refectory and chapter house of the first Anglican convent, the Society of the Holy and Undivided Trinity. It holds the general collections in modern history, politics, international relations, economics and development studies, and the regional collections on Europe and Asia. The western language collections on Russia, and the former USSR are also in the Main Library, while the Slavonic language material on these areas and the Eastern European countries are in the Russian and Eurasian Studies Centre library.

Archival holdings at the College include an extensive collection at the Middle East Centre of private papers and photographs from diplomats, businessmen and others who worked or travelled in the Middle East. The Main Library's archives include a number of collections of private papers relating to twentieth century Europe, of particular importance being those of Sir John Wheeler-Bennett.

While the primary aim of the College Library as a whole is to serve the needs of members of the College, the area studies centres fulfill a wider role in providing facilities to all members of the University whose studies come within their orbit; they also, under certain conditions, admit other scholars. The Main Library also admits a number of researchers from outside the College to use its unique material, in particular those on the Third Reich and fascist Italy.

The Latin American Centre's library was transferred from the College to the Oxford University Library Services (OULS) in January 2004, but negotiations for the similar integration into OULS of the Middle East Centre Library are proving more complicated and still continue.

During the year in the Main Library, we have applied to a number of funding

organisations for help towards the project to convert our pre-1990 catalogue to OLIS. Though we have not had success so far, we continue our search for this essential support. Janet Pearson came over from the European Studies Centre to work with us as afternoon assistant from October to January. Since her departure, we have managed to put together sufficient funds from our existing resources to support a full-time Library Assistant post for 2 years, specialising in catalogue retroconversion work. We hope that this will make a significant inroad on the pre-1990 holdings and encourage outside benefactors to enable the project's completion.

The Library Committee having been dissolved three years ago, this year saw a further historic change with the abolition of the post of Library Fellow.

We are very grateful to all those who have made donations to the Main Library during the past year, including: Professor Ian Adie; Aspera Romanian Educational Foundation; Professor J. Breman; Professor A.H. Brown; Dr I. Carter; Dr F. Cibulka; Ellen, Lady Dahrendorf; Professor X. Ezeizabarrena; D. Fleitas; Professor R. Foot; T. Garton Ash; J. Gittings; Professor M. Hilermeier; Institute for Balkan Studies; G. Jukes; Dr R. Karatani; A. Kirk-Greene; Professor D. Kitsikis; P. Lanuza; Commodore N. Latham; Dr J. Le Sueur; F. Lloreda; Millennium Publishing Group; Dr J. Moerchel; Dr J-W. Müller; Naval War College; Professor A.J. Nicholls; Lt Col A.S. Ogwuche; Professor H. Pogge von Strandmann; Professor R. Pommerin; Professor V. Rittberger; St Catherine's College; St Hilda's College Library; C.M.F. Santos; Professor R. Service; Dr J. Sherr; Professor A. Shlaim; Professor J.A.A. Stockwin; Ms Sun Shuyun; D.R. Thorpe; Dr S. Tsang; E. Weaver; World Peace Foundation; Dr Zhang Congming.

### **The St Antony's/Palgrave Series**

My predecessor reported thirteen new titles in the series in 2003. This year's report is shorter by comparison, a reflection of changes in editorial policies in recent years. Our publisher, Palgrave Macmillan, keeps an eye on the market as well as quality, which is fair enough. We at the College want good books for our own fields. The compromise is not always easy, but both parties see the value of continuing this long-established series (founded 1978). Manuscripts come in, they are considered by Palgrave Macmillan on commercial viability grounds, sent out for reviews, and it is the editorial committee that decides if the title goes into the series.

There is no record, as far as I know, of all titles published in the series. The Bodleian's catalogue lists 266 titles, possibly with some duplications.

Along with cost-cutting in the College, the editorial board has been streamlined. The editorial board now meets once a year, and it falls to the General Editor

to keep board members informed. Aside from the General Editor, the board of 2004-5 is made up of five college fellows and a representative from Palgrave Macmillan. The fellows are: William Beinart, Archie Brown, Richard Clogg, Alex Pravda and Rosemary Thorp. At Palgrave Macmillan, the editorial board started the year working with Alison Howson, and she was joined by Jill Lake later in the year as her duties became more onerous. Our secretary, Ruth Cox, retired at the beginning of the year after five years of highly commended service.

With the help of Polly Friedhoff, Public Relations and Development Officer at the College, the editorial board organised a lecture given by Jill Lake in the Trinity Term on the preparation of book proposals for publication. It was very well attended and found extremely informative and helpful.

Dr Jan Zielonka will take over as General Editor next year. I wish him well.

The following new titles appeared during the academic year:

Julie M. Newton, *Russia, France, and the Idea of Europe*

Neil J. Melvin, *Soviet Power and the Countryside, Policy Innovation and Institutional Decay*

Isao Miyaoka, *Legitimacy in International Society, Japan's Reaction to Global Wildlife Preservation*

C.W. Braddick, *Japan and the Sino-Soviet Alliance, 1950-1964, In the Shadow of the Monolith*

Steve Tsang, ed. *Peace and Security Across the Taiwan Strait*

*David Faure (General Editor)*



## SPECIAL ARTICLES

**Doing Fieldwork with Children in Japan**

*(Roger Goodman writes about his year in Japan)*

Mary Bateson, the daughter of possibly the most famous anthropologists to study child socialisation, Margaret Mead and Gregory Bateson, is often said to be the most highly anthropologised child of all times and, when a student, was told by her mother that she could not discard her childhood paintings because she 'had probably had the best-documented childhood in the United States' (see Bateson, 1984: 30). The psychologist, R.D. Laing (1978), recorded his conversations with his children over a six-year period and presented them as material for others to analyse how children develop their cognitive universes. My children have suffered similarly from having a father who is an anthropologist of education and child welfare. During my last two periods of sabbatical leave, I have dragged my expanding family to Japan and plonked the children in the local schools and nurseries for a year. My oldest son has had the unusual experience of both participating in the entrance ceremony of one elementary school in Osaka and receiving a graduation certificate from another one in Kyoto exactly six years later.<sup>1</sup> Although I have been teaching and researching at all levels of Japan's educational and child welfare system for the past twenty years, seeing the system through the eyes of a parent has significantly altered my perception of it. At the same time, I am happy to say that none of my three children seem to have suffered from the experience.

What are some of the main points that struck us all that differentiated the experience of small children in Japanese and UK schools? The first is the amount of freedom and autonomy enjoyed by young Japanese children. While in England I not only have to deliver my children to school up until they reach about the age of ten, but I have to do so within about a ten minute window between 8.45 and 8.55. Arriving too early is as heinous a crime (the school is not insured to look after the children before 8.45) as arriving too late. In Japan, in Osaka and Kyoto all the children walk to school themselves, in small neighbourhood groups generally under the care of the oldest child in the group. They arrive at least thirty minutes before school starts and burn off huge amounts of energy in the school playground before the beginning of lessons. Much more to our surprise, they come home completely independently at varying times between 1.30 pm and 5.00 pm depending on their schedules and personal whim. In Osaka (one of the world's largest cities), the local parks play a tune at 5.00 pm, which all school age children know means it is time to return home. It is a common sight to see first grade children as young as six travelling by themselves on buses and changing trains at major termini all by themselves; in England any six-year-old regularly seen doing this would probably be taken into care by the local social services.

That such a system still pertains in Japan of course is due to the belief that people are still basically good and that society is still basically safe. While in the UK, responsible parenting is based on the assumption that behind every tree lurks a potential paedophile, in Japan the chances of a child being attacked are still considered negligible. In Osaka, my six-year-old brought back a piece of paper one day saying that a strange man had been trying to coax young children in to his car in the neighbourhood - and parents should warn their children of the dangers of accepting such an offer. There was no suggestion that parents should either take their children to school or come and pick them up from it.

If the responsibility of the British teacher extends only to the school gate during regular school hours in the UK, then in Japan it goes right up to - and into - the house of the children who attend their classes. All elementary school teachers must visit the homes of their children at least once a year and in practice they often do so more often. In Kyoto, my children's classroom teachers regularly rang to say they would be over in ten minutes. The children never quite got used to this, and one of them once hid in a cupboard in order to protect his privacy during one such visit. They also take a didactic position in relation to the parents of their children. We were constantly told off (chided might be a better word) by the twenty-something classroom teacher of my second son in Kyoto for having forgotten to send something with him to school or for not having responded to the mountain of paperwork he brought back almost every day.

At the same time, we as parents were constantly invited to invade the 'privacy' of the teachers' domain. Every month, the school held an open class day when any parent could sit in and observe the class in action and this was often followed by a meeting with the classroom teacher for all the parents of the children in each class to feed back comments from their children. Since these occurred on a weekday, once a year there was a special day of Sunday schooling which allowed fathers to come and watch classes and there was a further period of two days when the school was open to anyone in the local community to wander in and watch any class they wanted. On such occasions, audiences in classes often far outnumbered children in them and the discussions afterwards belied the image of conflict avoidance often ascribed to Japanese. Indeed, I was struck by the difference between those meetings arranged with school inspectors for parents in England (when parents close ranks and rush to the defence of 'their' teachers) and the demands of Japanese parents for better performance from the teachers who teach their children.

Parents want two things from elementary schools in Japan. They want their children to be socialised to be responsible and co-operative individuals and they want them to be given the basic skills so that they can do themselves justice in an examination system, which is still largely perceived to determine social success in Japan. Although there are the universal inter-generational panics about the badly-behaved problem youth of today which are continuously played on by the Japa-

nese media, from an English perspective the Japanese system is still stunningly successful at the former of these. At one level this is attested to by what happens outside the classroom. Japan enjoys by far the lowest use of illicit drugs, number of teenage mothers and rates of recorded juvenile crime among the OECD countries. Indeed, between 1985-95, the official juvenile crime rate declined significantly despite the fact that this period saw the country plunge into recession. Much has been made of rises since 1995, but these are actually only to pre-1985 levels. One of the main social panics has been about what is known in Japanese as *gakkyū hōkai* (classroom collapse) where teachers have been unable to exert any control over their charges. Over the past fifteen years, I have met a number of people in Japan who know someone who knows someone whose class has collapsed in such a fashion, but have yet to meet such a teacher or see such a class myself. If sociologists in Japan are correct, then the school my sons attended in Kyoto might have been one which was expected to see such a problem: it was based in a down-town working class area of the city with not only a large Japanese-Korean ethnic minority but also what is euphemistically known as a community of *burakumin* (literally 'hamlet people', but referring to the presence of what some comparativists have called Japan's 'outcaste' or 'untouchable' group, a left-over from Japan's feudal past who continue to be discriminated against). The school also integrated - to a much higher degree and for much longer than in the UK - children with severe learning as well as physical disabilities. Yet, my children saw no signs of bullying or disobedience throughout their time in the school. It was true that one teacher left on long-term sick leave during the course of the year, but this was put down to him being unable to cope with the pressure from the parents rather than from the children.

How do Japanese schools get their children to behave so well? There are a number of interesting techniques at play here. The first is that children are taught to make a clear distinction between study and play from as soon as they start school. Indeed, the first three years of school in Japan (and children do not start until the first of April after their sixth birthday, so some of them are almost seven while, in Oxford, children start as 'Rising Fives' ie. two or more years earlier) are largely devoted to learning how to learn rather than learning itself. Only in the fourth grade (age ten) does the famed emphasis on learning itself in Japan begin, and then the learning curve - based on the foundation of the previous three years - is very steep indeed. As I discovered in an earlier research project on Japanese children who had lived overseas and returned to Japan (Goodman, 1990), miss a year in the system after the age of ten and you are going to have trouble catching up. (As far as we - or more importantly they - can tell neither of my children aged nine and twelve missed out on any significantly new area of study in the year they were away from the British system as much of the curriculum at this stage is simply an incremental development of material covered the year before.)

Learning the difference between play and work means that when children play

they are allowed to do so virtually without regulation or restrictions. Enter a school during playtime and one would have thought the whole place was completely out of control. Once the bell goes for class though children settle down (according to sociologists who have taken the trouble to measure such things) an astounding *ten* times faster than their peers in the UK and US (Cummings, 2003: 184). In most cases the responsibility for getting the class to settle down rests with their peers and not the teacher. And since children take it in turns to be class monitors, they can see that it is in their interest to follow instructions if they want others to follow their instructions when they are monitors.

The use of children to monitor and support other children in Japanese schools is well documented, but it is still fascinating to watch in process. Every class that I have ever seen in Japan is divided into groups, either by lot or by the teacher but never by self-selection as is often the case in English schools. Groups are encouraged to compete with each other and to take responsibility for the actions of each of their members. If someone in any group does something wrong then they are seen as letting down the whole group and need to apologise and make up for this. On the other hand, in order to compete with other groups, stronger group members need to help weaker ones. My children have been huge beneficiaries of this as other children in their group have taken it upon themselves to both explain what work they have to do and how to do it. Groups (as one can see later in companies, although one must be careful of extrapolating directly from one type of group to another) have a sense of inclusivity, which is broader than that of friendship. The Japanese indeed have a word for this obligation that they feel to fellow groups members, '*tsukiai*'. While *tsukiai* transcends both relations of kin and friendship, these categories, of course, are not mutually incompatible and it was doubtless through a combination of *tsukiai* and friendship that other children in their classes would insist on incorporating my children (even when, as at the beginning, they spoke absolutely no Japanese) into their activities. One curious by-product of this was my twelve-year-old son's reintroduction to girls; in British school, the gender-division is almost complete by the age of nine. In Japan, because of the fact that all groups throughout the system are mixed-sex, boys and girls interact on a much more co-operative basis throughout their school careers.

If the socialising functions of the school system are so impressive, what about the academic ones? In the 1980s, when the Japanese economy looked set to become the strongest in the world, Japan became the first port-of-call for all new North American and European Education Ministers. The development of the core curriculum in the UK, for example, can be seen (to some degree) as influenced by the Japanese model of that period. Curiously, as western policy-makers were rushing to Japan to find answers (in most cases actually confirmation or support for already-formed plans) for their educational problems, Japanese policy-makers were rushing to the UK and US to look for solutions to what they saw as their overheated and over-centralised system. The development of what is known as '*yutori*

*kyōiku* (relaxed education) in Japan, for example, can be seen (to some degree) as influenced by the UK model of that period. (I can add in parentheses that I spent much of this decade – increasingly puzzled though not financially unrewarded – advising both sides about the others’ systems.) The bursting of Japan’s economic bubble (though to those who visit Japan regularly this image appears most inappropriate; Japan’s economy looks more like a deflated rather than a burst balloon) led to the end of much of this discourse and my role as the Wafic Said of educational reform (though I am pleased to report that I have been able to pick this up again as the UK has become a model for the reform of Japan’s tertiary education system).

It is possible that I became converted by my own rhetoric - and I suspect that many Japanese readers of the *College Record* may beg to differ, as the British schooling system is still widely idealised in Japan for its ability to ‘develop creativity’ - but there remains a great deal, I believe, that UK schools can learn from the Japanese model. The most important of these is high expectations for all children. Japanese teachers do not avoid ‘labelling’ because it is politically incorrect; they avoid it because it is simply not part of their world-view. They seem to genuinely believe that everyone has the (basically equal) potential to learn everything if they are properly taught and put in the effort. There was a statue outside my children’s elementary school in Kyoto of Ninomiya Sontoku, a feudal period agronomist. He is caught carrying firewood on his back and reading by the light of the moon since he was brought up by an uncle who gave him no time to study and forced him to work for him. He symbolises what can be achieved if one works hard enough (though many Japanese are rather embarrassed to admit they are not sure exactly what it is that Ninomiya achieved as an agronomist rendering the story a bit like George Washington and the cherries, without the part about him becoming President).

In Japanese educational philosophy, everything can be taught, everything can be learned and everything can be examined. I one day flicked through 120 still-life pictures drawn by twelve year olds of a flower vase, flowers and some fruit. I could recognise what each depicted as all the children had been taught the basic principles of angle, perspective and proportion. In Japan, all children learn also to read music. Japan has the highest literacy rate in the world despite also having (and those of us who have spent many years learning it defy anyone to disagree with us) the most difficult writing system. People in all echelons of society in Japan are as embarrassed to be innumerate (interestingly my English spell-checker does not even recognise the word) as British people would be to be illiterate. As English schools cut back on art and music (in the belief that those with natural ability will find other means to develop these?), they deprive not only individuals, but society at large of important means of common communication. (As one goes around a Japanese factory or office one notices that people draw the messages they want all to imbibe more often than they write them.)

It is indeed difficult to exaggerate the importance given to the common performance and enjoyment of sports and arts in Japanese schools. Almost a month is set aside each year to prepare for the annual sports and cultural festivals. Every child must participate in both. On Sports Day in Kyoto, the whole school clapped as a severely physically disabled girl completed the 100 metres with her walking frame and her point was scored for the Reds, one of the three teams into which the whole school of 1100 had been divided. My older son – who had assiduously managed to avoid performing on stage in the UK since the age of six – was forced to debut speaking in Japanese in front of an audience of a thousand children, who, unbeknownst to him, had been told by their teachers not to laugh at his accent. The sense of achievement that both children felt on not letting down their team mates and classmates was palpable.

In the end, the politicians always tell us, the quality of education that children receive all comes down to money. To some extent, of course this is true. Despite the new millions we are assured are being pumped into the education system and despite having such high rates of tax, we in the UK spend a lower proportion of our GDP on education than any other OECD country (Stevens, 2004: 103). The Japanese case though suggests that it is not just about how much money is spent on education, but about how that money is used. The single thing which most convinced me that those British and American politicians, who visited Japanese schools in the 1980s, only saw what they wanted to see was the complete absence of descriptions in their accounts of the physical layout of Japanese schools. On an initial viewing, Japanese schools, apart from a few private ones, are uniformly grim. They have neither air conditioners (much of Japan is sub-tropical in summer) nor central heating (much of Japan is covered by snow for months of the year). Buildings are generally old, run-down and poorly lit with a dusty playground squeezed between them. They are also dirty. As is well-known, children do the cleaning themselves in Japanese schools and, however well-organised they might be, six, seven and eight year olds are not the most effective of cleaners.

So, if Japanese spending on education on primary and secondary education is much higher than the UK, where does the money get spent? The answer is on textbooks and teachers rather than on buildings and brooms. Every child has a copy of every book for every course they study. While much has been made of the fact that the state controls the contents of these textbooks (which to some is tantamount to censorship), the fact that they are provided free to every child means that they (and their parents) know what they will be covering and that children always have work which they can both revise and prepare. Teachers in Japan are also well paid not only by global but also by local standards (see, Cummings, 2003: 72). Teaching is a highly competitive field to enter and teachers still enjoy high status, even if they are under much closer parental scrutiny than ever before. Even the staff at the nursery and kindergarten my children have attended have all been graduates of higher education institutions.

Shortly after returning to Japan last year, I found a book deep in the bowels of the university library where I was based (in order to undertake a project on the reforms taking place in higher education in Japan at the moment) entitled *Children and Anthropological Research* (Butler and Turner, 1982). While most authors were able to find positives in the experience of taking their children overseas for a year or more, the book also contained a worrying catalogue of short and long-term damage that the experience had caused their children. I put it quickly back on the shelf. In retrospect though I am confident that my children's experiences overall were positive: they picked up Japanese quickly; they learned to cross communication boundaries; they became accustomed to a different cuisine and culture; they became tolerant of other peoples' ways of doing things. In some ways, the biggest problem we faced was when we returned and discovered one does not take one's child out of a popular North Oxford state school for a year lightly. While finally commonsense prevailed and our children were able to rejoin their class mates, it is somewhat ironic, given all the impressions one has about the competitive pressures of Japanese schooling, that it is fear of losing out in the competition of the English education system which will probably prevent us repeating the experience of taking our children to Japan for a whole year again.

*Roger Goodman*

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<sup>1</sup> This essay gives me an opportunity to thank those Old Antonians who facilitated my children being able to enter local schools in Japan. In 1997-8, Professor Hirochika Nakamaki (OA) organised for my son Sam (then aged 6) to attend Toyokawa Minamai Shogakko and Joe aged 3 to attend Onohara Gakuen in Osaka. In 2003-4, Professor Makoto Kosaka (OA) and his wife, Kyoko, introduced us to Saiin Shogakko and Kasuga Yochien in Kyoto.