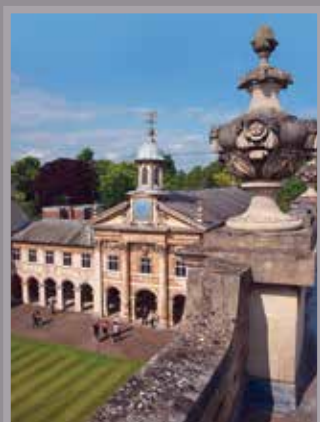


EMMANUEL 2013
REVIEW



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The Chapel and Cloisters from the roof of the Westmorland Building

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VIEW FROM THE LODGE

POSTSCRIPT **Lord Wilson of Dinton**

This has been a year of successful transition. For me, it began with the mantle of Master falling from my shoulders and ends with a sense that this has been accomplished and that a new phase is opening up which I am going to enjoy. For Richard Barnes, as Vice-Master, it has been a matter of successfully keeping the ship afloat, business as usual, while the two Masters change seats. For Fiona Reynolds, as she explains, it has been a move in the other direction, getting to know the College and what makes it tick, to the point where she is fully in the job. I suspect that most HR directors would shudder at the complexity and the scope for people to collide. But we haven't. Nobody has rocked the boat or fallen in. No one has even been splashed. Phew.

I think the College is ready for the change but do not misunderstand me. I loved being Master. Every May I woke up and thought: it's May in Cambridge and I do not have to take the Tripos. What more could one want? But all good things come to an end and my Mastership is over. Fiona Reynolds has handled this year skilfully, with tact and a sense of fun, and the College is in the best of hands. I am now a Life Fellow, with a lovely room overlooking Parker's Piece, where I look forward to entertaining people. I have lots of friends in the Emmanuel community, not least among its Members, whom I enjoy seeing. I have outside commitments to keep me out of mischief. And to the extent that I can be useful to the Master and the College, I shall be. One could not ask for more than that.

I loved being Master. Every May I woke up and thought: it's May in Cambridge, and I do not have to take the Tripos

As to those outside commitments, the most important one has just arrived. Caro and I have our first grandson, born in May, and a lovely chap. I know others have had grandchildren and that one must not go overboard about these things. But I think I can say with all modesty that he already promises to be a new step in human evolution. I have told him about Emmanuel and he looked impressed. My family say it was wind, but I know he got the message.

I attended a reunion at my old college a few weeks ago and caught up with a group of friends whom I have been meeting regularly for around 50 years. One of them observed dispassionately that in an imperfect world I had been pretty lucky since I left Cambridge. I agreed with him and feel very grateful for it. I had a marvellous time in the Civil Service but Emmanuel has been the icing on the cake. I still believe that, taking it all in all, it is the best college in the best university in

continued on next page



the world. I don't know how it does that but it has somehow managed over the decades consistently to attract and admit good, friendly, clever people who have made it a very special place. Fiona Reynolds is the latest and will be a great Master.

Over to you Fiona.

FOREWORD Fiona Reynolds

Thank you Richard. The warmth of your words is typical of the kindness and generosity everyone has shown me as I have begun the process of getting to know you all.

In late April Emma was looking spectacularly beautiful. After the coldest spring on record, the sun (at last!) on the mellow stone of Front Court gladdened everyone's hearts and even the ducks could not mar the precision of the mown lawns and neat pond edges. It could not have been more perfect. And then the students came back and the College really came alive!

As I type this in my room at the top of B staircase I can hear a penny flute being played outside and see an undergraduate pacing the lawns, text in hand, and some friends are lapping up the early evening sunlight. It's exam time and the temperature is rising ...

I have loved having this year to get to know Emmanuel, although with every step I take I realise how much there is to learn. I've been here as much as I can: I've attended formal occasions like Commemoration of Benefactors, informal events such as the Fellows' family lunch, and many other dinners, lectures, concerts, drinks parties and even a few meetings. I've met many Members including the Emmanuel Society's committee and been to several events, and I look forward to getting to know you all. I've met a

It could not have been more perfect.
And then the students came back and
the College really came alive!

few other Heads of House (lots more to do there) and have really enjoyed getting to know Cambridge again after too long an absence. Everywhere I have felt the warmth of your welcome. It's true – Emma really IS the friendliest college in town.

I am also really grateful for the chance to spend more time at home this year. With my daughters all doing big exams I have tried to be a slightly better mother. I even managed to take Olivia to her university interviews, something I didn't achieve with either Alice or Rose. And somehow Bob and I have managed to get some time away together too, in short trips to Tibet and the Baltic. Having spent all my adult life protecting the English countryside, I think I have sown the seed of a travel bug.

I've been taken aback by how busy this year has been. It turned out to be not a quiet time to become a Non-Executive Director of the BBC, and if I thought writing a book would be a quick matter I was very much mistaken. My room is bursting with my National Trust archive, which I have enjoyed weeding and re-visiting.

I can't wait to move into the Lodge in September and be here properly. I have only just started to get to know everyone connected with Emma. You have all been kindness itself and I look forward to taking part in everyday college life. Please come and say hello: I want to hear all about what you do and what, to you, makes Emma such a special place. I know I'm going to love it too.

Incipit Liber sextus de bono conjugali

VONIAM VNVSQVISQ; HOMO

m
C. 1.

humam genis pars est. & sociale quiddam est humane nature. magnūque hinc & naturale bonū. ut quicquid amicitie. ob hoc ex imo deus uoluit omnes homines condere. ut in sua societate non solum similitudine. sed etiam cognati-

omnis in celo tenerentur; Primum autem humane soci-

etatis copula. uir & uxor est. Quos condidit deus:

& tamquam alienigenas coniunxit. sicut in altero. signas

in unione in latere. Vnde & lateribus

in unione quae pariter ambulant. & fructus est. non

Consequens est conuexio societatis in fili- in utroque sexu. *m*

in unione maris & femine. sicut in unione sexualis **C. 2.**

in fine tali coniunctione aliter regit quae distinctio

quiddam & germana unio. Nihil distinctio sententiam proferam. ut

quod benedixerat deus diebus. cre- ete

triam si non peccassent. cum mortis ru-

erit. nec esse. scilicet sine mortu- im

de hac re sententiam distulit. e-

ritati diuinarum scripturarum quae- liq

disputationis negotium est. Sicut in

in si non peccassent habitum erant in

creatoris. qui potuit et ipsos sine rne

christi in uero originali formare. & AR.

qui potuit apud plebem sine scubitu ystice

de figurate dicta sunt. aliterque sic imple-

te uiam & diuinitatem eius. id est ut pl- unte

de potestatis id fieret. ut ipsu- catio





NORMAN MANUSCRIPTS IN EMMANUEL

LIESBETH VAN HOUTS – FELLOW

In Emmanuel we are most fortunate to have an important collection of medieval manuscripts. Amongst them is a group of late eleventh- and early twelfth-century books that were either imported from Normandy or copied in England by Norman scribes. They bear testimony to the fresh literary impulses brought to England after the Norman Conquest in 1066. The newly appointed Norman and continental bishops established in England were surprised to find that the social customs regarding marriage were much more unregulated and primitive compared with those they knew in Normandy.

The Emmanuel manuscripts allow us to catch a glimpse of the books that these men considered important for the education of the English clergy and via them ultimately the laity. Very few of the theological tracts by the Church Fathers could be found across the Channel, so a campaign to copy pastoral books was begun. Several manuscripts produced at the time for the diocese of Chichester have survived in our library, one of which is of particular importance, namely the copy of St Augustine's tract on 'On the good of marriage' (*De bono conjugali*), MS I.24.

Written in the fourth century, it is the first important handbook on marriage to set out rules and instruction for the clergy, who in turn would pass them on to the laity. St Augustine stressed the sacramental nature of marriage by emphasising its indissolubility,

the importance of companionship between spouses and the admonition that sexual activity is only permitted for the sake of



procreation. Although the tract was well known on the European continent, the manuscript in the College Library is the oldest copy known from England.

St Augustine's tract bears testimony to the fact that in post-conquest England the episcopacy was represented by idealist bishops in favour of clerical celibacy. They attempted to persuade the English laity to marry properly, according to the reformed ecclesiastical rites and norms rather than live together informally, and they were keen for priests to give up their married status in order to police the new marriage policies for the laity. Married priests were told to 'do away' with their wives and children, even though the church gave no advice as to what this meant in practice. The penalties were clear; any married priest would lose his living and would be excommunicated. If, however, he abided by the new rules he was allowed to engage a housekeeper, preferably his mother or sister.

What this literature stresses is how happy the married priests were

One of the aspects of marriage that particularly intrigues me is the issue of priests' marriages. It has been argued that one of the problems of studying medieval marriage is that so much of the contemporary literature was written by celibate priests that we can hardly identify the layperson's view. In fact, before c.1150 most of the clergy were married and the campaign to establish clerical celibacy took place at the same time as marriage as a social and religious



institution was being propagated. Once we understand that the priesthood consisted of married priests, their opinion about marriage might be more worth looking into.

The matter is particularly intriguing as the camp in favour of clerical celibacy argued that married priests lived lives indistinguishable from those of the laity. They joked, laughed, frequently met up with their relatives and friends, ate together, socialised and, of course, engaged in sex with their wives.

What this literature stresses is how happy the married priests were. Yet, it was precisely this happiness that the celibates were keen to stamp out. It was seen as wrong for the priests to be married and happy as the reformed advice was for priests to live a single celibate life, soberly and pessimistically, so that they would be able to concentrate on their pastoral work without distractions and administer sacraments with hands unsullied by sexual activity. The laity in turn would receive sacraments that consequently were of greater spiritual value.

My argument is that the pro-clerical celibacy literature is an important source of information about the normality of married life that is not elsewhere described in such detail. If priests lived as married men in ways that did not differ from those of laymen, we should be able to use the literature written by such priests as an informed source of knowledge on the practicalities of married life. Paradoxically, St Augustine's text 'On the good of marriage', though ultimately meant for the laity, was copied in England and read by the clergy, many of whom were still happily married at the time the Emmanuel copy was made.

Above: Decorated initials from Emmanuel College Manuscript II.2.18, which dates back to c.1100–20 and contains Pope Gregory the Great's commentary on the biblical book Ezechiel. Intriguingly at the end of the book another hand wrote a short text on Jerusalem, a topic of contemporary crusading interest

Left: Emmanuel College Manuscript I.24: St Augustine's tract *De bono conjugali*

SOUND AND SILENCE

UNDERSTANDING AIRCRAFT NOISE

NIGEL PEAKE – FELLOW

If I had to summarise my research in a single sentence then I would say that I'm interested in waves of all kinds: how they are generated, how they propagate and how they interact with other objects.

Over the years this interest has led me to delve into a wide variety of areas, including the way polar sea ice breaks up because of the action of the ocean waves, precisely why it is that aircraft vapour trails hang around so long in the sky, and even on one occasion how vibrations from a cruise ship propeller could be reduced so as to improve the dining experience of the paying passengers! However, most of my time has been spent working on sound waves, and especially on the sound waves generated by aircraft, which are a cause of such annoyance for communities living round our busiest airports. Emmanuel has a fine tradition in this area, but more of that later. Of course, noise pollution is not the sole preserve of airports, and the noise from large on-shore wind farms is a subject of growing controversy (and no doubt academic investigation).

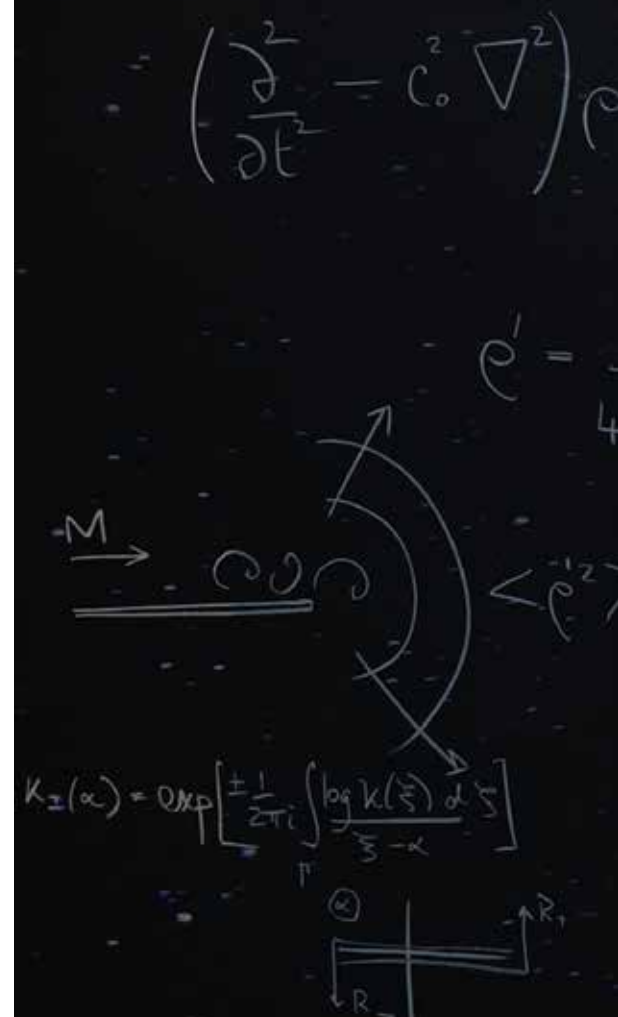
Aeroacoustics is the science of sound in air, with the aim of calculating numerical values for the decibel noise levels inflicted upon the observer

Aeroacoustics is the science of sound in air, with the aim of calculating numerical values for the decibel noise levels inflicted upon the observer. In my experience this involves attempting (and often failing) to solve mathematical equations of ever greater complexity. As an academic discipline, aeroacoustics was founded by Sir James Lighthill in 1952 who, in two papers which neither contained, nor required, reference to any previous published work, described how to calculate the noise generated by a turbulent jet of air. This was a subject of huge concern at the time, because of the advent of commercial jet aircraft with very noisy engines.

Lighthill's analysis represented a major step forward, but his interests soon moved into other areas and the person who did more than anyone else subsequently to develop the subject of aeroacoustics was our great former Master, Shôn Ffowcs Williams. The Ffowcs Williams & Hawkings (FWH) equation (published with Shôn's PhD student David Hawkings at Imperial College) extended Lighthill's work so that it could be applied to a vast range of situations, not just to jet noise, and is now the starting point for anyone who wants to predict the noise produced by an aircraft, a wind turbine, a submarine, or even an owl ...

What FWH shows is that sound is generated by three physical processes, which are, in descending order of efficiency: sudden air expansion (like a balloon bursting, or bubbles breaking the surface in a 'babbling' brook); applied force (such as the force on aircraft landing gear when the plane comes in to land); and Lighthill's mechanism of turbulent fluid motion. However, an equally important Ffowcs Williams contribution (with another

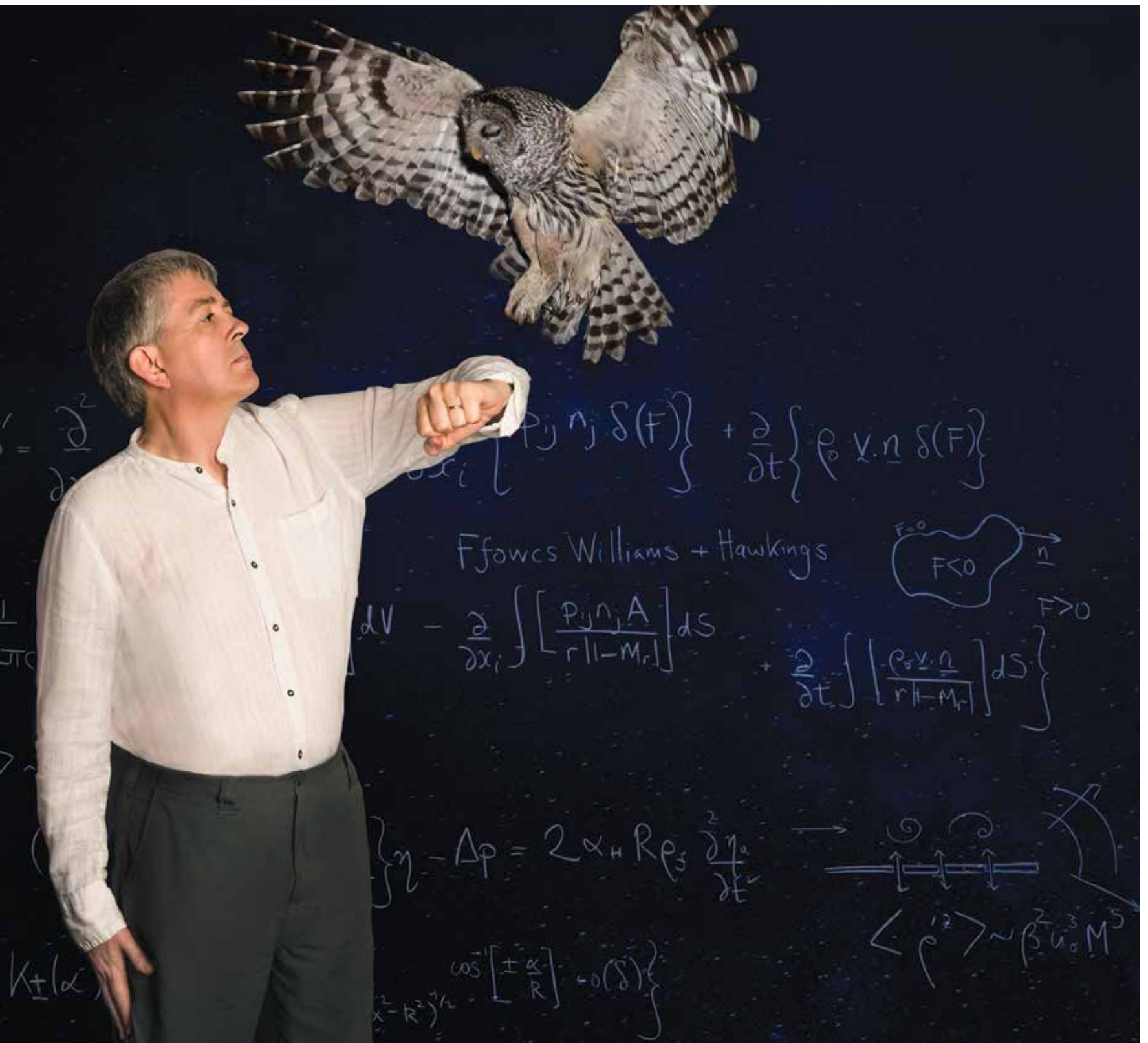
The Ffowcs Williams & Hawkings equation describes the generation of sound in a wide range of situations



So how does the owl help with aircraft noise?

Imperial PhD student, L H Hall) came with his realisation that Lighthill's turbulent noise source would become significantly louder if placed in the vicinity of a sharp edge. Indeed, the Ffowcs Williams & Hall effect is so strong that much of the noise you can hear from aircraft coming in to land comes not from the aircraft engines at all, but from the air flowing over the trailing edges of the wings!

So how does an owl help with aircraft noise? The point is that many owls can hunt in acoustic stealth, producing much less sound than one might expect in the audible range of



their prey. To do this they have to overcome the Ffowcs Williams & Hall effect, of course, but precisely how this is done has remained something of a mystery. Recently, Dr Justin Jaworski and I in Cambridge, in collaboration with experimentalists at Virginia Tech in the States, have been able to shed a little light on what might be going on. The owl has two unique features, which are not found on any other bird. One is that the microscopic structure

of the feathers on the upper wing surface is exceedingly complex, with layer upon layer of interleaved barbs and hairs. We believe that this has the effect of damping out a lot of the noise-generating turbulence present in the flow very close to the wing before it can ever get to the wing trailing edge. And the second is that at the wing trailing edge itself the feathers possess a small flexible and semi-porous comb, which we have been able to show negates the

Ffowcs Williams & Hall effect for that part of the turbulent flow which has not already been damped out by the feathers upstream.

So could these features from the owl be useful in engineering practice? Wind turbines with serrated rigid trailing edges already exist, but to get the same sort of noise reductions seen in nature more flexible materials, and perhaps metal foams, will be needed. Mimicking the complex structure of the feathers is much more of an engineering challenge, but it's not beyond the realms of possibility that carefully designed and placed roughness elements might achieve something similar. Whatever else happens, what is certain is that Shôn Ffowcs Williams's original insights will continue to take centre stage, in what we hope will be a less noisy future.

Mimicking the complex structure of the feathers is much more of an engineering challenge, but it's not beyond the realms of possibility



EDUCATION IN EARLY CHILDHOOD

BEATRICE BALFOUR – DEREK
BREWER RESEARCH STUDENT

A Derek Brewer PhD studentship, together with a grant from the Cambridge Home/ EU Scholarship Scheme, is enabling me to study for a doctorate at Emmanuel and the Faculty of Education. My research examines how notions of childhood and womanhood are constructed in the progressive education of the Reggio Emilia Approach, combining sociology, history and gender studies in an interdisciplinary study.

I focus on the nationally and internationally renowned educational practices used in centres for toddlers and other pre-schools in an Italian town, Reggio Emilia. In 1991, *Newsweek* included these institutions in its list of the ten best schools in the world; by 2012, the Harvard Graduate School of Education was able to host a symposium celebrating 15 years of the 'Making Learning Visible' project, which extended the approach in Reggio Emilia to schools in the US.

As documented in the book edited by Rolando Baldini and others, *One City, Many Children* (2010), the schools originated from Liberation movements at the end of the Second World War as parent-run schools, and women played a central role in the foundation of these municipal pre-schools in the 1960s. Today, more than 80 such pre-schools exist in Reggio Emilia and the 'Reggio Emilia Approach' is found in 34 countries worldwide.

The Reggio educational practices are noted for their progressiveness and educational theorists have described them as 'Utopian'. This is primarily attributed to their conceptualisation of children as having full intellectual potential, and for the focus on social interaction among children as a form of cognitive development. The teacher is described as a researcher who

observes and documents children's behaviours so as to hold classroom activities that best suit their development.

My research examines the history of these schools, the reasons that women had for encouraging their construction and development, and how their involvement affected pedagogical practices. There have already been studies that highlight the relation between the schools and the Union of Italian Women (UDI), which campaigned for women's emancipation, and the overlap between feminism in Reggio Emilia and the UDI. These researchers do not explore the influence of

The teacher is described as a researcher who observes and documents children's behaviours so as to hold classroom activities that best suit their development

women's movements and of feminist culture on the educational practices of the schools and this is what I am aiming to do, by combining conceptual contributions of feminist theories of the state with the history of memory and educational theory.

I intend to investigate two main areas. First I will gather testimonies from female teachers, parents and administrators in order to address the question 'what is the collective memory about notions of childhood/motherhood in these municipal schools in Reggio Emilia?' Then, I will analyse how these ideas are presented today, by asking 'how have these notions of childhood/motherhood affected teachers and children in these schools, from 1945 to the present?'

By exploring the history connecting the Reggio Emilia Approach with women's movements and feminism, I will therefore contribute to studies of the Approach and the history of progressive education. My work will also help to develop educational theory by applying feminist theories to collective memories of childhood and womanhood in child-centred and progressive educational practices.





PARK TERRACE

AMANDA GOODE – COLLEGE ARCHIVIST

The elegant gault brick, slate-roofed Georgian properties fronting Park Terrace, comprising 12 terraced houses, two central semi-detached houses and two flanking detached properties, were constructed in the 1830s as part of the general development of the Parker's Piece area.

The grazing land on which the Terrace was built had been acquired by Jesus College at the Reformation, following the dissolution of the nunnery of St Rhadegund. The development of the site for building began in 1831 with the construction of the pair of semi-detached houses now known as 7–8 Park Terrace. Further building followed and by 1838 the entire Terrace, together with Camden House and Park Lodge, had been completed. A brook crossing Parker's Piece was channelled into a culvert, which runs under the southern end of the Terrace and occasionally gives rise to flooded basements.

Park Terrace was purchased by Emmanuel from Jesus College in 1982–83, following some delicate negotiations. The possibility of our buying the Terrace was mooted as early as 1947 but Jesus were not willing to sell and this remained their position whenever the question was raised again. By 1980, however, it became apparent that there had been a sea change and negotiations for the purchase of all 16 properties got under way in earnest in 1981, due in no small part to the enthusiasm and persistence of the Master, Derek Brewer. The asking price was substantial and there were some dissenting voices among the Governing Body. Derek Brewer was convinced, however, that the College had to take advantage of this unique opportunity to acquire the long-coveted site and his persuasiveness carried the day. The

Park Terrace was purchased by Emmanuel from Jesus College in 1982–83, following some delicate negotiations

Governing Body minutes for 17 December 1981 blandly record that 'The Bursar was empowered to buy Park Terrace from Jesus College subject to planning permission being obtained for a sum of up to £1.5 million', giving no hint of the rather heated debate which had taken place.

A fund-raising campaign – the Quatercentenary Appeal – was launched but the College knew it had to find a substantial part of the purchase money itself. The Bursar, John Reddaway – an enthusiastic supporter of the purchase – thought it might be possible to draw on a College Sinking Fund but needed to take legal advice and consulted Clive Lewis (1952), a partner in the firm of solicitors that handled the College's most important business. (Lewis, who died in December 2012, was described by a former Senior Tutor as 'one of the most outstanding men we have had at this College since the war' and his examination record in law was almost unparalleled.) The funds in place, and planning permission for change of use having been granted, Emmanuel exchanged contracts with Jesus in August 1982 although it was not until early 1983 that all the properties had been formally conveyed.

The Terrace was acquired with sitting tenants, most of whom were Fellows of Jesus. At the

time of the purchase it was expected, or at any rate hoped, that Emmanuel would have vacant possession of the whole Terrace within 15 to 20 years. This proved to be optimistic but now, 30 years after the purchase, only three properties remain occupied by the original tenants.

It was intended from the outset that the Terrace would be used mainly for student accommodation and whenever a house fell vacant it was converted to this use. Relations between the old tenants and the new were inevitably prickly at times. Students were told that they were not to leave milk bottles on window sills, bikes in front gardens or curtains drawn all day. The College also issued strict instructions about the conduct of parties in the hope of 'educating the students in some of the common courtesies of life'. All things considered, the College received remarkably few complaints.

The College was keen to incorporate the Terrace into the main site, and in its planning application in 1982 warned the Council that 'openings would be required in the [medieval] boundary wall to facilitate access'. When in November 1985 a stretch of the wall behind the Library collapsed, the application for listed building consent for repairs included the provision of a pedestrian gate. As more houses became occupied the need for another gate to service the eastern half of the Terrace became more pressing. Permission was obtained in 1995 to rebuild part of the wall, which was unsafe, and incorporate another gate. This year gates have been installed to the lanes that give access to the rear of the Terrace, thus enabling us to remove the doors in the boundary wall. Students, Fellows and staff now move freely between the Paddock and the Terrace, thus realising Derek Brewer's vision.

A PASSION FOR THE ARCTIC

MATTHEW HAY – UNDERGRADUATE



College funds help students to go on expeditions in the vacations, and Matthew Hay (2010) describes how he benefited from such help last summer.

When I was 19 years old, during a year out between school and university, I took part in a nine-week Arctic expedition to Svalbard. I am still teased relentlessly by friends for talking about nothing else, which in many ways is completely fair: it was a very formative experience for me. Quite apart from an apparently endless supply of anecdotes though, the trip also instilled in me a strong desire to return to the Arctic at some point in the future. After two years at Emmanuel that desire was no less acute and I was lucky enough to have an opportunity come my way.

With the same organisation as before, the British Exploring Society (formally BSES), I was given the chance to go on a summer expedition to the far North of Norway as a 'trainee' leader. The trip would take place around the shores of Øksfjord (unfortunately it is pronounced much like Oxford), a north-facing sea-loch about two hours' ferry ride from the nearest city. Luckily, despite sounding suspiciously as though it was named after our rival university, it was a fantastic location with dark, cold seas, surrounded by steep mountains and numerous glaciers and ice caps. Our expedition was based in a valley that drained the northern reaches of the Øksfjordjøkelen, the region's largest ice cap at 42km². For six weeks I helped to lead groups of up to 12 sixteen-

to eighteen-year-olds in the mountainous environment as they learned Arctic survival and mountaineering skills. There was also a strong scientific element involved, with each group carrying out investigations in a specific discipline, for example glaciology or geomorphology.

My focus was botanical, in line with the plant sciences module I had studied as part of my Natural Sciences course in Cambridge. With the help of sponsorship from Emmanuel and the Scottish Rock Garden Club (SRGC), I employed the 70 members of our expedition to help carry out a survey of the flora of our locale, noting the variations that occurred with altitude, aspect and shelter. Slightly to my surprise the response was greeted with great enthusiasm; both Leaders and 'Young Explorers' took large numbers of photographs of all the plants they came across. The results too were far more varied and interesting than I had expected, with numerous species recorded and many that I was surprised to discover at such a high latitude: a product of the gulf-stream, no doubt. We also found trees that managed to grow high above the region's tree-line, on the summits of the nunataks that protruded through the ice cap and its associated glaciers. This second finding was particularly interesting, given the recent speculation that it was in such environments that trees clung on in Northern Europe through the successive glaciations of the Pleistocene. Our findings at least give substance to that theory.

In addition to the science were the challenges of everyday life in the Arctic. The weather was changeable with wind, rain and snow a regular treat. That said, however, there were days with nothing but sunshine and astonishing views of the mountainous interior of the Finnmark Plateau. The 'Young Explorers' were quick to pick up the necessary camp craft and fitness and soon were keen to be climbing peaks and circumnavigating the ice cap. Having to re-supply meant that a

weekly return to base-camp could not be avoided; there is only so much food that can be carried in amongst tents, ropes, pots, pans, hats and jumpers. Even so the quantity and variety of mountains in this part of the world meant that there was far too much to do and see even within ten miles of the campsite for anyone to get bored or restless.

The expedition lasted just six weeks and all too soon it was finished and we were travelling home. In terms of my personal development, it had been fantastic. I had been able to lead and instruct a very mixed group of teenagers in an extreme environment and hone my own mountaineering and Arctic skills at the same time. As with Svalbard, the experience left me with a hope that I would be able to venture north again at some point in the near future.

My focus was botanical, in line with the plant sciences module I had studied as part of my Natural Sciences course in Cambridge

I am at a stage in life where people always ask me what it is that I plan to do after university. At 22, I have no idea. There seems at the same time too much opportunity and no way of knowing what the right path is. An involvement with the Arctic, however, is something that appeals greatly. It is not a straightforward line of work and can rarely provide full-time employment, but the rewards are rich, as long as snow, wind and the cold are not a turn-off.

I am grateful to Emmanuel for helping me in this enterprise for several reasons. The opportunity to carry out an ecological survey in the field is a



Matthew is sitting on a nunatak in the middle of the Øksfjordjøkelen ice cap

I am grateful to Emmanuel for helping me in this enterprise. The opportunity to carry out an ecological survey in the field is a useful experience for any aspiring scientist

useful experience for any aspiring scientist. The extent to which these projects must be planned and thought through in advance hits home. So do the many problems encountered in the field, and the difficulties in controlling all the variables to an extent that allows useful, scientific inferences to be drawn from the results. As well as this, Arctic/Mountain leadership has been a potential career option for me for some time. It is a hard world to break into and practical experience is almost the only way to prove one's credibility. Finally, and perhaps most importantly, the intrinsic value of an experience such as this is enormous. Many friendships are formed, many challenges are overcome but ultimately it is just a fantastic chance to live in the wilderness. To camp out under the Aurora Borealis on top of an ice cap or climb into a glacial crevasse network is not something that many people get to do. Even the less romantic aspects, like teaching a sixteen-year-old how to use crampons and an ice-axe, or simply getting used to eating dehydrated ration packs for extended periods of time, have great appeal.

Regardless of where I am in five years' time, these memories will endure and the desire to return to the Arctic will be no less strong. I just hope that for the sake of my friends I have found something else to talk about in the meantime.

ACCESS INITIATIVES

ROBERT HENDERSON – SENIOR TUTOR

For many years, Emmanuel has, like many other colleges seeking undergraduates, been trying to encourage the brightest applicants from the broadest range of backgrounds. The landscape of secondary education is changing constantly and so we have to be both reactive and proactive to ensure that we encourage applications from those who might be discouraged through lack of (or misleading) information or misapprehensions.

Various recent changes have affected access to higher education. For example, the government initiative known as 'Aimhigher', which was directed to widening participation in UK higher education, ended in 2010 and, of course, student funding arrangements have altered, with the introduction of the £9000 fee. In addition, with these new arrangements came the creation of the Office for Fair Access (OFFA), meaning that universities have to set themselves targets for admissions from maintained schools.

Cambridge's OFFA target is 60 to 63 per cent of UK admissions. The number is not plucked from the air. It is based upon an analysis of the likelihood of UK applicants, taking a variety of examinations, reaching the typical expected level of attainment so as to cross the significant academic hurdle of obtaining a place (and we always remind potential applicants that the reason academic standards for admission are high is because the courses are hard work and exacting once they have got in). So, we must work hard to meet our original aim of attracting applicants, because by appealing to the broadest diversity we raise our chances of reaching out to the brightest students, and also of satisfying the more prosaic OFFA-driven imperative.

What are we at Emmanuel doing? The answer is 'quite a lot', but I will focus on a few notable initiatives that we have recently instigated.

CHALLENGE DAYS

We host a number of Challenge Days in Emmanuel each year. These are one-day taster events designed to introduce the idea of higher education to large numbers of academically able students, and build relationships between Cambridge and targeted schools, typically in



We must work hard to meet our aim of attracting applicants by appealing to the broadest diversity

areas of high deprivation and below national average attainment. Each Challenge Day consists of a series of lectures and activities introducing higher education, delivered by academics and admissions staff, alongside an opportunity to meet current undergraduates.

AREA LINKS SCHEME

In 2000 the Area Links Scheme was established to enable the Cambridge colleges to build effective, coherent relationships with schools and colleges across the country. Colleges are linked with specific regions, allowing building long-term relationships between the areas and not only the college, but also the University in general. The strategy gives schools and colleges a more personal and direct way to interact with us. Emmanuel is linked with Sheffield and Essex. The scheme has led to student-led initiatives, the latest of which is the 'Access Bus' that Kate Henney writes about on the following page. It's important to realise that this is not a scheme by which students are necessarily intended to

apply to the college linked with that area, but rather a way of making sure that between them the colleges can run an initiative that covers all local authority areas in the UK.

SHADOWING SCHEMES

Through Shadowing Schemes, UK students have the opportunity of experiencing life as a Cambridge student first-hand. The schemes target those with little school or family experience of university, and those who have reservations about applying to Cambridge. The scheme takes the form of a three-day stay in Cambridge, during which Year 12 students (first-year sixth-form) have the opportunity to 'shadow' current undergraduates, attending lectures, supervisions, practical classes and social events with them. The original scheme was run by the Cambridge University Students' Union (CUSU), and Emmanuel took and still takes part in this, but since last year Emmanuel students have been running their own scheme, specifically targeting Year 12 students from Essex and Sheffield, partly as a follow-up to contacts with teachers made during Access Bus visits earlier in the year.

So, these are three well-defined initiatives, which among others add to other less tangible ways in which we endeavour to reach out to attract the best applicants.



DISPELLING MYTHS ABOUT UNIVERSITY

KATE HENNEY – UNDERGRADUATE

The student body plays a key part in the College's efforts to encourage applicants from a wide variety of backgrounds. Kate Henney (2011) is ECSU's Access Officer.

It is my role as ECSU's Access Officer to organise activities to help break down myths and preconceptions surrounding both Cambridge itself and higher education more generally. I strongly believe that everyone should have access to top quality education regardless of his or her background, but unfortunately several factors often prevent very able students from even considering applying to Cambridge. I and the Access Sub-Committee, a group of Emma students passionate about access, try to break down barriers through producing materials for school pupils, visiting schools and hosting visits to Cambridge. Our main projects this year have been running two Access Buses, one to Essex and another to Sheffield (our two target areas, assigned to us by the University), and the Emmanuel Shadowing Scheme, which will take place in Michaelmas 2013.

The Access Buses took the form of two three-day trips where we visited 15 schools, giving students of various ages a short presentation explaining how Cambridge works, what student life is like and how the application process runs. We then split the pupils into smaller groups and each of us led a discussion, having a more informal chat with them and answering their questions. We were able to adapt our structure for younger year groups by talking more about university – how many subjects you can study, where you live and how much it costs – whereas with older groups we were able to have more focused discussions surrounding applying, such as the interview. Below I list some of the preconceptions and myths that we discussed with pupils.

FINANCE

The recent rise in the cap on university tuition fees to £9000 has created a significant psychological barrier to university for many. We explained the different costs entailed in going to university, the loans available from the government (emphasising these are not

You're not as posh as we'd expected!

paid back until you have graduated and are earning over £21 000) and the support available, particularly at Cambridge. We also mentioned that Cambridge is actually a relatively cheap place to live as a student.

THE 'TYPE' OF PERSON WHO GOES TO CAMBRIDGE

A frequent comment from pupils on visits was 'You're not as posh as we'd expected!' We emphasised that a wide variety of people from different backgrounds and from all over the world come to Cambridge, not just people from private schools. We told them that what we do all have in common is a passion for what we are studying and a willingness to work hard.

WORKLOAD

Another common preconception is that, at Cambridge, students spend all their time working. Whilst we certainly didn't lie about the academic challenge and commitment Cambridge

offers, we did emphasise that there are many other activities in which to get involved, from social to sports.

We also distributed copies of our Emmanuel *Alternative Prospectus*, which we put together last year. Overall, the trips went very well and we received extremely positive feedback.

The Shadowing Scheme, which is running in October for the second year, will involve a group of sixth-form students studying for AS-Levels from schools we have links with in Essex and Sheffield coming to stay in Emmanuel for three days, 'shadowing' a host student here: attending lectures and supervisions with them, and getting a real taste of what it is like to be a student. It is a really valuable experience for pupils to come and experience Cambridge for themselves, and the best way for them to discover what studying here is really like, and encourage them to consider applying.

We received extremely positive feedback





FILLING THE GAPS

MIKE GROSS – Bursar

In the 1970s and 1980s, before the modern fashion for out-of-town, purpose-built grounds, football clubs expanded their sites by in-filling the corners between their existing stands. Thus a few thousand more seats and a new press box could often be squeezed in between stands built many decades earlier. While it can't be said that this practice has provided the direct inspiration for the College's recent improvements to its main site, the parallels are clear. Three projects, together providing 50 new student rooms, will fill the gaps at the College's extreme northern, southern and eastern corners. These buildings are increasing the capacity of the main site and will mean that in future a higher proportion of Junior Members can be accommodated centrally.

In North Court the New Cloisters block, completed in 2010, provides a perfect illustration of this strategy. This new building fills the gap between

Q staircase, at the end of the northern side of the main North Court range, and the rooms in the original North Court Cloisters. This was a rather neglected and under-used corner, with a small single-storey maintenance department located there. We have rebuilt the department to a good modern standard (in so doing we have expanded the range of work that can be undertaken in-house), sound-proofed it, and added two storeys of student accommodation above. This provides 14 new rooms with en-suite facilities. The style of the building matches the original North Court architecture quite closely and a new 'mini-courtyard' has been created, providing the entrance to the new rooms. The project has allowed the College to make use of 'free' land and at the same time to tidy up a rather neglected corner of the site.

By the middle of August work to create 32 new en-suite rooms at the far southern corner of

Three projects, together providing 50 new student rooms, will fill the gaps

the College site will have been completed. Again, the project is using an area which was otherwise wasted. We are building three floors of accommodation over the flat roof of 50 St Andrew's Street (one of the investment properties owned by the College endowment which at ground-floor level provides premises let to Sainsbury's and Maplin). The new block follows the line of the shorter wing of South Court and extends on pillars over the final section of the Camden Court lane.

It is quite a complex site in that it has the underground car park from 50 St Andrew's Street beneath it and an electricity sub-station, and the associated cables, immediately adjacent to it. We have not been able to use the existing single-storey section of 50 St Andrew's Street to support the new structure. The new building is therefore cantilevered off a central span of pillars and uses a structural steel frame and modern light-weight materials. Externally the building matches the colour palette of the existing South Court and replicates some of the design features seen there, but it is clad with terracotta tiles rather than bricks, and has a lot of glass around the staircases and forming the external walls to the top storey.

It is an opportunity to tidy up a rather hidden and under-used corner of the site

We hope that it will sit comfortably beside South Court while being non-traditional in terms of materials and construction methods.

Finally, in the eastern corner of the site near Parker Street we will shortly start a small building project. This will fill the gap between the single-storey section of the East Court Stables and Park Lodge and provide four new student rooms. It will also allow us to modernise and improve some rooms in Park Lodge. Again it is an opportunity to tidy up a rather hidden and under-used corner of the site. With the recent installation of gates across the lane from Park Terrace adjacent to Park Lodge this area of the College is more secure, and we have made changes to improve pedestrian access between East Court, Park Lodge, Park Terrace and the Paddock. The houses there now feel more fully integrated into the centre of the College.

These three projects will have added 50 student rooms to the stock on the main site: an increase of about 15 per cent. Numerous benefits will follow from this. For example, more of the undergraduates will be located close to College facilities such as Hall, the Library and the JCR; rooms in the centre of College will be easier to manage; each project increases the number of modern purpose-built rooms with good-sized gyp rooms and other facilities; and, during the vacations, the new en-suite rooms will help support the College's external and conference business. These projects can be financed, at least in part, by the disposal of some of the existing outside properties.

While bringing more of the undergraduates together on the main site has advantages, it is not clear that the same logic always applies in the case of graduate students. Many of them, having already lived in an undergraduate community, wish for something a little different. For example, they often want accommodation that offers more independence. While the MCR is extremely active and provides an essential social hub for graduate students right in the centre of College, it can still sometimes be a relief to escape the main site and live rather further from the term-time excitements

of undergraduate life. At the same time slightly different facilities are appropriate in graduate accommodation. We have a little way to go in getting our graduate accommodation quite right: in terms of kitchens and laundries there is more we can do to improve graduate houses. But as more of the undergraduates move onto the main site we will have the opportunity to reorganise some of the outside properties to offer much better graduate accommodation. This summer we will starting this process with work taking place to turn the Barnwell Hostel into a graduate colony with almost 40 rooms. We will start upgrading the facilities there and this will provide a new focus for graduate accommodation. This process won't be completed in a single summer and further works will need to take place at Barnwell in 2013-14.

There are of course limits on how far we can go with in-filling in this manner. The major buildings on the four sides of the College site are here to stay and there aren't that many quiet and under-used corners left. Equally, we don't want the College site to become crowded or for the open spaces at its centre to be lost. At some point we will reach the capacity beyond which we won't want to develop the buildings further.

However, continuing the football ground analogy, there is one further trick available to us: adding an additional tier to an existing stand. The houses in Park Terrace are magnificent and have nothing at all in common with football terracing, but they do have a line of redundant garages and outbuildings running parallel to the Paddock along the line of the medieval wall. Done cleverly and with appropriate respect for an extremely sensitive site, these outbuildings may eventually provide as many rooms as the Park Terrace houses. There would then be two lines of accommodation running along Park Terrace: the original fine four-storey houses together with a new mews-type development of lower buildings closer to the Paddock and following the line of the existing garages.

It is a project which may well take the College many years to complete, and in all probability will need to be approached through a sequence of separate phases. The planning, design and funding challenges will be significant. But the land to the rear of Park Terrace offers the opportunity to add to the facilities on the main College site and it very may well be the final chance to do any more building projects on such a significant scale.

HOUSING AT EMMA

UNDERGRADUATE VS GRADUATE ROOMS

Undergraduates 80%
Graduates 20%

TOTAL ROOMS

Main site..... 344
Park Terrace..... 71
Outside properties 221

TOTAL 636

ON MAIN SITE

North Court 142
South Court 104
The Hostel 34
Old Court 23
East Court 19
New Court 17
Front Court..... 5

Total..... 344



Sarah Bendall

Friends of Eddie George (1959), Lord George of St Tudy, have given a bench in his memory

THANKING DONORS

All Benefactors

- ✦ are listed in the *Emmanuel Review*
- ✦ receive invitations to occasional events in College, including garden parties for donors

All who pledge legacies to Emmanuel

- ✦ receive invitations to occasional events in College, including garden parties for donors

Benefactor Bye-Fellows

(£250 000 or more received)

- ✦ receive invitations to some College events
- ✦ are able to dine at High Table on a number of occasions each year
- ✦ are listed in the *College Magazine* and in the *Cambridge University Reporter*
- ✦ are admitted at a ceremony in the Parlour
- ✦ have their names recorded on a board in the Old Library

Benefactor Fellows

(£1 000 000 or more received)

- ✦ receive invitations to many College events
- ✦ are able to dine at High Table on several occasions each year
- ✦ are listed in the *College Magazine* and in the *Cambridge University Reporter*
- ✦ are admitted at a ceremony in the Parlour
- ✦ have their names recorded on a board in the Old Library

LATE EIGHTIES FUND 1984–1990

LATE EIGHTIES FUND UPDATE

The 'Late Eighties Fund' was established in 2011 by Members who matriculated between 1984 and 1990, to help students suffering from financial hardship. In 2012–13 £15 000 has been disbursed as follows:

- ✦ contribution towards the full funding of an MPhil in English for a student who was an undergraduate at Emmanuel
- ✦ 25 per cent of the College's contribution of £21 280 to the 16 first-year students who receive the maximum amount under the Cambridge bursary scheme
- ✦ to a student who suffered a change of family circumstances, causing considerable financial hardship
- ✦ to two students reading Asian & Middle Eastern Studies, each spending their third year studying at Chinese universities. There are no University funds available to cover the costs, they will be liable for University fees in China and part fees in Cambridge, and the students' visas will not allow them to have employment during this year
- ✦ grants to help with vacation placements for 10 students
- ✦ to a student who is the official registered carer for a parent, whose family is facing unforeseeable financial difficulties because of the Government's changes to the disability allowance

Securing Emmanuel's Future



LEGACIES

There are several ways to include Emmanuel College in your Will. The College has produced a new brochure about legacies, which gives suggested wordings and explains about different types of bequest, though we also suggest you consult your solicitor. Copies are available from the Development Office. We are very grateful to the many Members and friends of Emmanuel who have already remembered the College in this way.

Reducing Inheritance Tax

Emmanuel College is a registered charity, number 1137456. This means that legacies to it are free from Inheritance and Capital Gains Taxes, thus reducing the total liability on your estate.

The Inheritance Tax rate on the remainder of your net estate can be reduced from 40 per cent to 36 per cent if you leave at least 10 per cent of your estate to charity, and existing Wills can be amended by codicil. After death, if all the beneficiaries agree, they can change the terms of the Will by deed of variation to reduce the Inheritance Tax liability by leaving at least 10 per cent of the estate to charity.

I HAVE SET AN *Acorn*, WHICH WHEN IT BECOMES AN *Oake*, GOD ALONE KNOWS WHAT WILL BE THE FRUIT THEREOF · SIR WALTER MILD MAY



Sarah Bendall

The College has named a new scull the 'John Jenkins' in recognition of a generous gift, by him and other members of the 1956 Lent Third Boat, of new indoor rowing machines for the Boathouse



FUNDS RAISED Donations 1 June 2012 to 31 May 2013

Donations received and receivable	£1 588 467
Gifts in kind	£99 767 ¹
Legacies pledged	£303 000

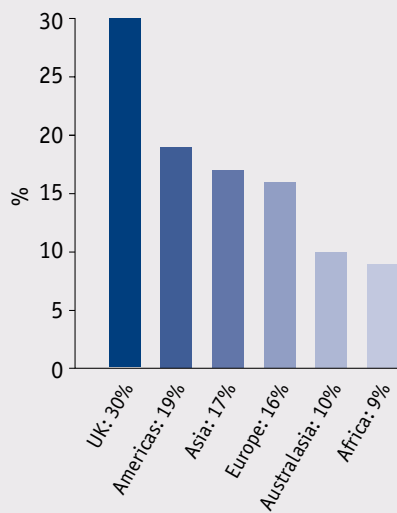
HARDSHIP FUNDS & RENT BURSARIES 2011–12

152 grants
£88 674 awarded
£52 327 available from hardship funds, balance from the endowment
£5 – £4200 is the range of grant per person

1. fees not charged for managing part of the College's investment portfolio, portrait of the Founder, sculling boat, and gifts of wine, whisky & sherry

26% of Members asked made a gift to the College (average for all colleges for in 2011–12 was 13%)

PARTICIPATION RATE BY REGION



71% of Members spoken to in the telephone campaign made a gift

NUMBER OF GIFTS RECEIVED

(average donation for gifts under £10 000 is £308)

Up to £99	560
£100–£249	601
£250–£499	376
£500–£999	132
£1 000–£4 999	100
£5 000–£9 999	10
£10 000–£49 999	10
£50 000–£99 999	1
£100 000–£499 999	4

FUNDS RECEIVED 1 June 2012 to 31 May 2013

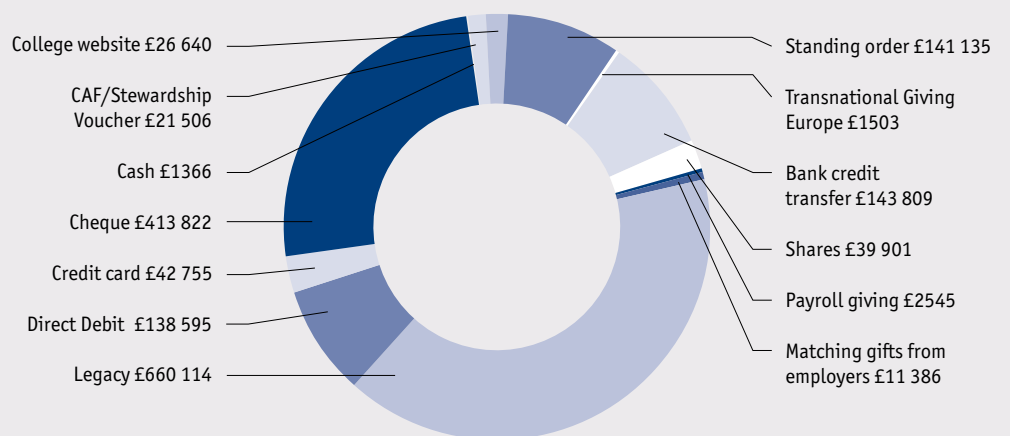
Buildings, facilities & grounds	£371 215 ¹
Library	£132 994
Student activities	£49 875 ²
Student support, hardship & access	£790 855 ³
Studentships & scholarships	£259 197 ⁴
Teaching & research	£40 941 ⁵
Total	£1 645 077

1. includes refurbishment of staircases in North Court, and donation of a bench in memory of Lord George. Also includes £331 812 given for the College to allocate to wherever the need is greatest and £17 793 to the New World Fund, which have been put towards the refurbishment of North Court and the new building in South Court
2. includes donations to the Emmanuel College Boat Club Association, for the Performing Arts Fund, for College music and the Chapel choir, for a gym and for sport
3. includes donations to the Late Eighties Fund and support for students with disabilities
4. includes financial support for several overseas students who are wholly or partly self-funded, awards for Freshers and Derek Brewer research studentships
5. includes Odgers Fund to support the study of Law at Emmanuel, Mead Fellowship in Economics, and teaching of History

67% of donors asked the College to allocate their gift to wherever the need is greatest

86% of gifts were under £500

SOURCES OF FUNDS RECEIVED 1 JUNE 2012 TO 31 MAY 2013



TAX

Emmanuel College is a registered charity, number 1137456

The Development Office can advise on tax-deductible giving through, for example, Gift Aid, charity cheques, gifts of shares, payroll giving and legacies

Charity Lump Sum Death Benefit

Are you over the age of 75 and are currently drawing an 'Alternatively Secured Pension' from your personal pension plan, i.e. you have not purchased an annuity from an insurance company? If the answer to both of the above questions is 'Yes' and you have no dependants, then on your death 82% can disappear in tax. If you prefer, you can nominate a charity to

receive the whole of the remaining assets tax-free. It is important that any nomination is notified to your Pension Scheme Administrator before your death as it is not possible for the Scheme Administrator to elect to make a payment to a charity in the absence of any nomination by the member. Even if you have a dependant you can still nominate in advance that any remaining funds left on that dependant's death are paid as a Charity Lump Sum Death Benefit.

If you would like to nominate Emmanuel, please contact the Development Office for further details and a nomination form



EMMANUEL SOCIETY

Every Member of Emmanuel is also a member of the Emmanuel Society, which promotes links between Members and encourages their continuing interest in and involvement with the College. This includes strengthening connections between current Junior Members and those who have graduated.

The Society organises a wide range of events. They are publicised in *Emmanuel Society News*, which is published three times a year, and on the website www.emma.cam.ac.uk/emmanuelsoc. Members are warmly welcome to attend any events that interest them.

Highlights of the past year include two careers evenings at which Members came and gave advice to current students about life after Emmanuel, dinners in Wilmslow and the House of Lords (for lawyers), talks in College by Hugo Rifkind (1995) and Matthew Kahane (1967), a forum for entrepreneurs, a display of butchering by the College chefs and a visit to the racing stables of John Gosden (1970), Champion Trainer for 2012.

Fundraising is not part of the Society's remit and none takes place at any of its activities. The Emmanuel Society Office is, however, part of the Development Office and can be reached at emmanuel-society@emma.cam.ac.uk, tel. 00 44 1223 762792, fax 00 44 1223 762793.



Members of the Emmanuel Society were privileged to be shown round his Clarehaven Stables by John Gosden (1970). John was Champion Trainer in 2012

EMMANUEL ONLINE

Please make sure the Development Office has your email address, so that you can receive email newsletters from both the College and the Emmanuel Society.

Emmanuel has a fan page on **Facebook**, which can be found by searching for Emmanuel College on www.facebook.com, and a group for Members who live in the USA, found by searching for Emmanuel in America.

The College also has a group on **LinkedIn** (search for Emmanuel College) and can be followed on **Twitter** (follow EmmaCambridge).



VISITING EMMANUEL

All Members of MA status are invited to dine up to twice a year at High Table as guests of the College. They may bring a guest at their own expense. A booking form is available from the Development Office and www.emma.cam.ac.uk/former/events.

The College has simple student guest rooms with shared facilities, which are available for booking by Members at www.emma.cam.ac.uk/guestrooms or by telephoning 00 44 1223 334255.

The College welcomes private bookings of its rooms for meetings, meals and conferences. Contact conferences@emma.cam.ac.uk or telephone 00 44 1223 762099, fax 00 44 1223 762547.

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www.emma.cam.ac.uk

Development Office
development-office@emma.cam.ac.uk
tel 00 44 1223 330476
fax 00 44 1223 762793



THE SECRET LIFE OF PORTERS

Dave Glover – Head Porter

When the inner gate of the front entrance closes at 6pm the College begins to take on a different atmosphere. Gone are the parties of tourists wandering round the Paddock and inspecting the Chapel, to be replaced by even more diverse groups: perhaps a birthday party in Formal Hall traditionally dressed in their gowns with guests from other colleges, or students gathering in the Cloisters for a fancy dress night at 'Emma Ents' themed to shock. These are just some of the scenes which play out on a nightly basis.

A fox has just gone up the stairs towards Upper Hall ...

'A fox has just gone up the stairs towards Upper Hall' was a recent excited exclamation from a student bursting into the Lodge. The Porter quickly leaves safety to search the area, only to discover that the fox had decided against a trip up 'A' staircase. The Emma Fox often pops up to give porters a bright-eyed stare, very disconcerting if you are not expecting it.

Harry was cooking a steak and kidney pie in the microwave but he gave it 20 minutes and it's on fire



Dave Glover, Head Porter



A queue of students waiting to collect parcels and keys for the laundry is suddenly interrupted by the shrill sound of the fire alarm. 'Excuse me folks' the Porter says, heading towards the panel to find out which area of the College is under threat. The Porter then grabs the mobile phone and starts to close the security grill. 'Back as soon as I can, there's a fire alarm in South Court.' On arrival in South Court the Porter is met by a group of students leaving a very smoky staircase saying 'Harry was cooking a steak and kidney pie in the microwave but he gave it 20 minutes and it's on fire.' Once inspected and the smoke has cleared the Porter resets the alarm and returns to the even longer queue in the Lodge.

These are just some of the duties of a Porter at Emmanuel, along with the everyday duties of answering the switchboard, and receiving mail and a procession of parcel couriers. The Lodge is open for 365 days a year and is always ready for the unexpected.

The Lodge is always ready for the unexpected





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