Professor Raymond Warren, just one of the inspirational Bristol teachers profiled inside.
Welcome

The theme of this issue is teaching. As ever with *Nonesuch*, the emphasis is on people – in this case teachers, past and present, who embody some of the University’s most precious ideals. Many of you will know or remember such people. They are the ones who challenged you, inspired you and constantly renewed your passion for your subject.

It is sometimes said that Russell Group universities like Bristol are so obsessed with research that teaching has to play second fiddle. In my view this is an entirely false dichotomy. The boundary between the two activities is so permeable as to be non-existent. At Bristol, teaching and research go hand in hand, complementing one another beautifully. You may well have been taught by people at the leading edge of their subjects internationally who nonetheless learned fresh perspectives as a result of teaching you and your peers. I can’t count the number of academic staff who have said that one of the great attractions of Bristol is the fantastic quality of the students they have to teach – and how much they learn from them.

We mustn’t forget either that students – undergraduates as well as postgraduates – themselves undertake research. At a place such as this, the permeable boundary I referred to just disappears altogether.

As you may be fed up with our reminding you, this is the University’s centenary year. We can legitimately claim 100 years of distinguished, research-informed teaching. What’s more, I can reassure you that we are embarking on our second century with an undimmed belief in the centrality and transformational impact of great teaching.

Professor Eric Thomas (Hon LLD 2004)
Vice-Chancellor

P.S. Booking for the Centenary Alumni Weekend is breaking all records. Please gather friends together and book soon as it’s shaping up to be a fantastic weekend: see www.bristol.ac.uk/alumni/events
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www.bristol.ac.uk/alumni
In the beginning.

Date: 1909

The classic chalk-and-talk style.

Date: 1909-1915

Prof. F.R. Barrett, Head of Mathematics (1893-1915), noted for his excellence in the teaching of mathematics and his work in the field of geometry.

Date: 1930s

4 Setting their sites high: the fieldwork pioneers.

Date: 1930s

In the 1930s, under O.D. Kendal, the Department of Geography developed a vigorous and successful teaching school with particular interests in physical geography and in surveying. Advanced teaching in surveying was developed at Bristol and only Cambridge was a match at the time.

Date: 1909-1928

Time for a clean start. Welcome to practical chemistry.

Using this geometry, we can superimpose two x-ray plates to locate precisely an object lodged in the body.

Date: 1909

Practice makes perfect — science practical classes.

www.bristol.ac.uk/alumni
This cartoon, by Simon Gurr, was specially commissioned for the University Centenary book (see page 5)
On 13 January this year, Will Hutton (BSc 1972, Hon LLD 2003) launched Bristol University’s Centenary Campaign to raise £100m by 2014.

Established with a £100,000 donation from local businessman and philanthropist Henry Overton Wills in 1909, the University has long benefited from philanthropy. Its graduates have always been generous to their alma mater and, despite the economic down-turn, the campaign has already raised £40m, including £3.75m towards scholarships and bursaries for students.

The launch took place in the Churchill Museum and Cabinet War Rooms, London. It was followed by a celebration event at the Wills Memorial Building in Bristol with guest speaker actress Stephanie Cole (Hon MA 2002).

Speaking at the London launch, Will Hutton said: ‘Bristol University’s Centenary Campaign provides an extraordinary opportunity for each of us to play a role at one of the great institutions in our country and our world. At a time when we must all consider what is important, and prioritise our gifts of time and energy and philanthropy, I believe that Bristol University is just the sort of place which does make a real difference.’

The Campaign aims to raise funds for 22 projects in the following key areas: social responsibility, culture, medicine and health, supporting student talent, emerging science and technology, buildings and a general endowment.

The projects range from building a new Law Library, to raising scholarships for students and establishing new academic posts in the field of Quantum Information.

In the area of medicine and health, one project aims to extend Bristol’s ground-breaking stem cell research to help patients with osteoarthritis, cardiovascular disease and neurological conditions. And in the area of social responsibility, another project aims to bring scientific and social researchers together to address the impact of climate change on a global scale.

Roger Holmes (BSc 1981), former CEO of Marks & Spencer and Chair of the Centenary Campaign Board, added: ‘Bristol University’s Centenary Campaign is about creating the conditions in which more truly ground-breaking work is likely to happen. It is about giving young people the opportunity to learn and grow at an extraordinary university.

‘Most of all, the Campaign allows us to satisfy our own hunger, along with Bristol University’s, to make an even greater contribution to scholarships, science, the arts, social sciences, and medicine. Through our philanthropy, the impact we can all have on the world around us, is very great, and will be felt far and wide.’
Supporting sport
Talented sporting students will receive a boost thanks to Stuart Barnett (BSc 1973), who has donated £25,000 to the Centenary Campaign. The money will support coaching for student sport, in particular rugby. Stuart, a self-confessed ‘sport addict’ spent much of his non-academic time at Bristol playing team sports. He said: ‘I have always been proud to be a Bristol graduate, although I’m not sure I always made the most of being at university. I am keen for my contribution to enable current team players to achieve their best, both in their sport and their academic studies.’

Accessing Bristol
Chair of the Centenary Campaign Board Roger Holmes and his wife Kate have donated £100,000 to the Centenary Campaign to help ensure that ability, not the ability to pay, shapes Bristol’s student body. ‘Kate and I have chosen to support the Access to Bristol programme as it ensures that students with the academic ability to apply to the University of Bristol are not deterred by financial barriers,’ explained Roger. ‘We want to help today’s students – particularly those who might not otherwise feel they could afford to go to university. We’re very proud to feel that we are making a contribution towards the future of both a very great University and to many individuals too.’

A visionary gift
The Underwood Trust has pledged £1m to the Centenary Campaign to fund an endowment in ophthalmology.

This gift will help Bristol to find further treatments for ocular inflammation, macular disorders (such as age-related macular degeneration) and genetic eye disease. Most importantly, it will help take this research from the bench to the bedside for the ultimate benefit of the patient.

In the news
The launch of Bristol’s Centenary Campaign was picked up by a wide range of local and national press.

The Times reported on Professor Eric Thomas’ £100,000 gift to the Campaign. Professor Thomas was quoted as saying: ‘I felt I could not go around asking other people to give significant amounts to our appeal if I wasn’t prepared to do it myself.’ The article then went on to talk about the wider movement to encourage more donations from alumni to their universities.

One hundred years. One weekend.
Thousands of alumni are expected to make the journey back to Bristol for the Centenary Alumni Weekend on 3 to 5 July 2009. See page 24 and 25 of this magazine for more details.

Book marks centenary
Numerous Bristol alumni have contributed to a book that has been published to mark the University’s centenary. The 300-page book, 100: A collection of words and images to mark the centenary of the University of Bristol, contains entries from nearly 60 notable people, nearly all of whom have a past or present connection with the University.

Alumni contributors include actor Tim Pigott-Smith (BA 1967, Hon DLitt 2008), rugby player Josh Lewsey (BSc 1998) and novelist and screenwriter David Nicholls (BA 1988).

The book is available to order from www.bristol.ac.uk/centenary/read/books.html.

Find out about other centenary projects, such as a timeline that charts key moments from the past 100 years, at www.bristol.ac.uk/centenary.

www.bristol.ac.uk/alumni
Local heroes to be honoured
As part of its centenary celebrations, the University will award up to four Honorary degrees to unsung heroes from the Bristol area who have made a real difference to the quality of life in their local communities. The degrees will be conferred at the Civic Degree Ceremony in the Great Hall of the Wills Memorial Building on Wednesday 15 July 2009. The University has teamed up with the Bristol Evening Post on this one-off project.

A great support
Two Bristol alumni have developed the world’s first backless and strapless bra for women with a D-cup and above bra size. Martin Whitaker (BSc 1999) and Ian Reid (BSc 1999) invented the Perk-Up bra with a little help from Martin’s wife, who wore the first ever model to a ball at the Royal Marriott Hotel, Bristol.

The Perk-Up has been worn by a contestant on X-Factor, has featured in Cosmopolitan magazine and was one of Top Santé’s top 5 must-have products for 2008.

To celebrate the University’s centenary, Martin and Ian are offering Bristol alumni a 20 per cent discount on D+ Perk-Ups until the end of 2009. To claim this discount, alumni should go to www.underwearsolutions.co.uk and use the code UB100.

New-look libraries
Time spent in the library will be a much-improved experience for thousands of students, thanks to a refurbishment of the ground floor of the Arts and Social Sciences Library.

A new glass wall and doors at the front of the building have dramatically increased the natural light available. New refreshment facilities have been developed, and contemporary furnishings, newspapers and on-screen information systems introduced to create a space where visitors can relax after studying in quieter zones of the library.

The Medical Library has also been refurbished to a similar standard. Developments include more social learning space, using an innovative, flexible design to enable individual study, group problem-solving activities, presentation work and resource sharing.

Bristol research makes TIME magazine’s Top 10
Four research projects in which Bristol is closely involved have been included in TIME magazine’s Top 10 Medical Breakthroughs and Scientific Discoveries of the Year 2008.

At No 1 in the Top 10 Scientific Discoveries list is the largest scientific experiment in the world, conducted at the Large Hadron Collider, which aims to recreate the conditions that existed just a billionth of a second after the Big Bang. Scientists from the University’s Department of Physics designed and constructed crucial parts of the two detectors known as the CMS and LHC.

At No 10 in the Top Ten Scientific Discoveries list is research carried out by Dr Alistair Pike from the Department of Archaeology and Anthropology, which revealed the earliest evidence of a nuclear family.

At No 10 in the Top 10 Medical Breakthroughs list is stem cell research carried out by Professor Martin Birchall and Professor Anthony Hollander from the University’s Medical Science Faculty.
How do you solve a problem with MARIA?

A chance conversation between two Bristol academics – Alan Preece, Professor of Medical Physics in the Bristol Oncology Centre and Dr Ian Craddock, Reader in Electrical and Electronic Engineering – has led to the development of MARIA, a new and safe technology that uses radio waves to image breast cancers. The technique utilises an innovative radar system developed from land-mine detection by a team led by Dr Craddock.

Constructing arguments

Delib, an online opinion research and e-consultation company set up by Bristol graduates, has come up with an interactive argument-mapping tool that enables users to form comprehensive arguments on the subjects that inspire them.

The idea for aMap stemmed from the desire to ‘make arguments more accessible and encourage deliberation, debate and participation’. Company director and founder of aMap, Chris Quigley (BA 2000), explained: ‘Everyone has opinions; however, many people don’t understand how to structure effective arguments to support these opinions. The idea of aMap is to help people form strong arguments, while grappling with the topics that they find the most interesting, educational or fun.’

www.amap.org.uk

Life-saving stem cell breakthrough

In a medical first, Bristol stem cell experts engineered a windpipe that was transplanted into a young woman with a failing airway – saving her life.

Stem cells were obtained from the recipient’s own bone marrow, grown into a large population in Professor Martin Birchall’s lab and matured into cartilage cells using an adapted method originally devised for treating osteoarthritis by Professor Anthony Hollander at the University of Bristol.

The remarkable operation provides crucial new evidence that adult stem cells, combined with biologically compatible materials, can offer genuine solutions to other serious illnesses.

The BBC children’s programme, Blue Peter, awarded Professor Hollander its prestigious gold medal for his involvement in this operation, 35 years after he wrote them a letter that seems to have foretold his destiny.

In 1973, a nine-year-old Anthony Hollander had written to Blue Peter to tell them he had a ‘strange’ belief that he knew how to ‘make people or animals alive’. The response from then editor, Biddy Baxter, was ‘fundamental’ to his future, he now believes. She encouraged him to seek information for his idea from the family doctor. ‘If her letter had shown any hint of ridicule or disbelief, I might perhaps never have trained to become a medical scientist or been driven to achieve the impossible dream, and really make a difference to a human being’s life,’ he says.

Claudia Castillo, whose windpipe was transplanted

BAFTA successes

Bristol graduates were well represented at this year’s BAFTA awards.

September, by Esther May Campbell, won Best Short Film. You can watch Esther receive the award and talk about the film on the BAFTA website.

Codswallop, by Myles McLeod (BSc 1996, MSc 2000) and his brother Greg, was nominated for Best Short Animation. The Brothers McLeod were pipped to the winning post by the Bristol-based king of animation, Nick Park, with his film Wallace and Gromit: A Matter of Loaf and Death.

www.bristol.ac.uk/alumni
In the second of our special centenary ‘timeline’ features, we look at the history of teaching at the University over the last 100 years and profile some inspirational teachers.

1876 University College, Bristol opened. It was the first in the UK to admit women on an equal basis to men.

1910 Chemistry and Physiology building opened

1916 ‘Sandwich’ scheme for engineers introduced

1917 Weekend classes for miners introduced

1924 Department of Extra Mural Adult Education opened

1927 HH Wills Physics laboratory opened

1946 Drama Department opened, the first in the UK

1948 School of Veterinary Sciences opened

1958 Faculty of Engineering building opened by Queen Elizabeth II

1971 Electrical engineering students at work in the lab

1976 Arts and Social Sciences Library opened

1998 ResNet service launched. Bristol is the first university in the UK to provide internet access direct to rooms in student accommodation

1999 Synthetic Chemistry building opened

1999 Widening Participation strategy launched

2005 Creation of two Centres for Excellence in Teaching and Learning announced

2005 Bristol Laboratory for Advanced Dynamics Engineering (BLADE) launched

2009 Arts and Social Sciences Library gets a makeover

www.bristol.ac.uk/alumni
When the first students entered the modest doors of University College, Bristol – two adjoining Georgian houses in Park Row – in October 1876, they had two surprises. First, the majority of their fellow students were female and, second, one of their teachers was a woman – Mary Paley Marshall. University College, Bristol was the first university in the UK to admit women into higher education on an equal basis with men. Mary Marshall was the first woman to teach in a British university.

Striving for gender equality in staff and students was not the only teaching innovation. Staff were dispatched with ‘home-study kits’ by train and bicycle to conduct evening classes in places such as Stroud and Chippenham.

In 1878 there was another teaching innovation. Bristol was the first institution to introduce what we now call ‘sandwich courses’, where students spent some time on a company placement.

Bristol’s teachers were also innovative scholars. Professor Alfred Marshall, who was appointed the first Principal of University College in 1877, more or less invented economics as a discipline. Conwy Lloyd Morgan, University College’s first Professor of Psychology and Education, more or less invented experimental psychology. Sir William Ramsay, Principal and Professor of Chemistry at University College from 1880-87, received the Nobel Prize in Chemistry in 1904.

Ramsay set the standards for Bristol teaching. ‘A university,’ he said, ‘is not merely a place where known facts and theories should be administered in daily doses to young men and women. The duty of the professors, assistant professors, teachers and advanced students is to increase knowledge.’ By the time the college obtained its Charter in 1909, becoming the University of Bristol, it was firmly established that teaching at Bristol was to be teaching in an atmosphere of world-leading research.

A M Tyndall, who joined the staff in 1903 and became Professor of Physics in 1910, realised that, to achieve Ramsay’s aims, it would be necessary to create proper facilities for advanced students. He persuaded the Wills family to build a state-of-the-art physics laboratory and then managed to find money for postgraduate scholarships.

The two first recipients went on in later life to become Nobel laureates. Paul Dirac (BSc 1921), one of the last students in the old physics building, became the first Bristol graduate to win a Nobel Prize. By then, 1933, Bristol teaching was clearly producing world-class students.

When University College opened its doors, teaching was very much ‘talk and chalk’. The available technology scarcely went beyond the lecture room blackboard. The library was inadequate and staff loaned students books from their own collections. Science staff constructed their own experimental apparatus and Ramsay thought it a merit of Bristol teaching that his students learned how to blow their own glassware for chemistry.

‘Typing’ looks odd in the list of academic subjects offered. But in 1900, it was the latest technology. The typewriter was to remain central to university teaching for the next seven decades. We can trace that centrality in the language. One of the chief skills required was how ‘to cut a stencil’, a sort of flexible printing plate made of waxed mulberry paper. When the information had been typed, the plate was transferred to a hand-cranked ‘duplicator’ or mimeograph machine – most were made by the Roneo and Gestetner companies. It allowed cheap multiple copies to be made to serve as teaching notes or study guides. A new verb emerged: ‘to roneo’. In the hands of the unskilled, ‘to roneo’
meant to spread ink around liberally on every available surface in order to produce teaching notes that required the devotion of an archaeologist to decipher.

In the early 1970s, a new noun, Xerox—a photocopier—banished the Roneo and the Gestetner. The Banda spirit-based duplicator had been abolished somewhat earlier—staff found that students were sniffing their lecture notes and getting an unwanted ‘high’ from learning.

With the advent of the Xerox, a new phrase came into common use: ‘cut and paste’. It was possible with the aid of scissors and gum to combine passages from printed books with original typed material to produce clear, legible teaching notes.

Computers also entered university teaching in the early 1970s, first as ‘mainframe machines’ costing millions of pounds. The student—usually a research student—only had limited access to such a workstation. In the early 1980s, Apple Macintosh introduced a genuine personal computer that required no special skill to use. ‘Cut and paste’ became an instruction that almost anyone could give to a computer. Ten years later the internet arrived. New phrases like ‘email’, ‘download’ and ‘spam’ came into common use among students. Old words—like ‘virus’, ‘mouse’ and ‘file’—changed their meaning and significance. University teaching was changed utterly.

The change in the technology did not however change the essential relationship between the teacher and the taught. Although computer screens and white boards replaced blackboards and magic lanterns, some vital aspects of Bristol’s teaching remained the same. In medicine, veterinary studies and many of the science subjects, students still learned much through hands-on experience by walking the wards, engaging with animals, and through field trips at home and abroad.

Today teachers no longer administer daily doses of learning. Now they challenge students, helping them to use the technology to find answers to problems. Bristol teachers still embody what higher education can mean at its best, still reflect the practical needs of the world and still aspire with their students to extend the boundaries of knowledge.

The English department was a welcoming place and especially its medieval department, led by John Burrow and John Scattergood. Both inspired me to read much more widely. And John Scattergood also did me the huge favour of offering to read the works of Thomas Pynchon, to enable me to do a dissertation. Above all, they were enthusiasts, and communicated that.

Mark Ellingham (BA 1980, Hon MA 2004), founder of Rough Guides
Charles MacInnes, affectionately known as ‘Mac’, joined the University as an assistant lecturer in 1919. It was an appointment possibly obtained with the connivance of his sponsors, who did not reveal his blindness until the final interview. He became Professor of Imperial History in 1943 and Dean of the Faculty of Arts in 1952.

It seems difficult to believe that MacInnes was blind, since he could do most things as well as or better than those who could see. He is described as being very aware of his environment. He reputedly had an eye for a pretty girl, and horse-riding with him for the first time was said to be a hair-raising experience as he was so fearless. ‘His “eyes” were a Miss Peabody from the German department,’ remembers Mark Ottaway (BA 1961). ‘He was a very good horseman – Miss Peabody was only necessary to warn him when to duck as we galloped headlong through the woods!’

Past students remember MacInnes for his flair for asking the right questions, as well as his ability to mentally assimilate and synthesise information.

Friendship with students was all important to MacInnes, and in 1936 he founded and presided over the 36 Club, a pioneering effort to bring together staff and students from different disciplines to dine and talk. He believed that students and staff alike learnt most from interconnection and saw the club as a rare opportunity for the two to meet socially. MacInnes was also well known for his Christmas parties, at which he personally served ‘warmed spice wine’ made to a recipe recorded by Samuel Johnson and improved by much sipping and loving concentration over 50 years.

Two of his former students, Charles Mytton (BA 1931) and Mrs Gladys Mytton (BA 1931), left £100,000 for scholarships in the Department of History in recognition of what they had gained from studying under MacInnes at Bristol.

Profile: Charles MacInnes (1891-1971)
By Jonny Young (English 2006-)

After MacInnes’ retirement in 1957, the University and city authorities jointly commissioned the sculptor Jacob Epstein to create his likeness in a bronze head, which is now located in Bristol City Art Gallery.
Conscientious and demanding, Hawker was one of the ‘old school’ of female academics. Obtaining her lectureship at Bristol in 1945 and teaching the microbiology class for the first time in 1955, she was a dignified, austerely-dressed and uncompromising woman, with high academic and personal standards.

Pamela Welbourn (née Hepden) (BSc 1956, PhD 1960), remembers her ‘in a tailored grey suit, lisle stockings, and sensible shoes, her grey hair in a bun and her face innocent of make-up’. Her lectures were invariably packed with information and always intensely challenging to the audience. They weren’t, however, without humour. Anecdotes and punch lines were delivered in her trademark unemotional style, as were gems of mycological information, so much so that many students dutifully took them down in their lecture notes.

Her laboratory classes were similarly intensive – specimens would be handed out at such speed that Pamela recalls ‘one was reminded of a cocktail party at which the host needed to get everything eaten before the guests departed’.

As one of the first woman mycologists, Hawker was something of a celebrity in the UK and abroad. A letter from France addressed her as ‘My Dear Dame of the Mushroom Science’, an address which brought a rare smile to her face. But she also had to deal with the sexism of the time. ‘I understood her frustration with faculty meetings in which her ideas were ignored and her influence was limited by a tendency for crucial issues to be resolved in the men’s lavatory during breaks. She laughed about it, but we were all aware of the effects such treatment had on her person,’ says Jean Waddington (BSc 1956).

Although students were severely reprimanded for producing poor material, she was generous in her appreciation when things went well. Her rigorous criticism of students’ writing would sometimes reduce them to tears, but by their own admission improved the quality of that writing. Hawker was tough with her students, but loyal to them. Students learned from her that a good academic combines diligence in both teaching and research, and knows how to keep the right balance between the two.

She left a substantial bequest to the University ‘to be used at the discretion of the Vice-Chancellor’, the result of which is the Lilian Hawker Wing in the Department of Biochemistry.

Christopher Ricks was thrilling because he changed his mind about things – nothing was written in stone. This was very unusual with lecturers. He’d bound up onto the platform and say ‘I’ve been mulling over what I told you last week and think I got it wrong’. And he enthused about Bob Dylan and gave great parties. He made learning fun.

Deborah Moggach (BA 1970, Hon DLitt 2005), author, journalist and scriptwriter

Professor Alan Reid is the clinical teacher I will always remember. Medicine taught at the bedside came alive for me because of the way he imparted knowledge. He loved to teach and we loved to learn from him – he had a very special skill.

Professor Dame Carol Black CBE, DSc (BA 1962, MB ChB 1970, MD 1975, Hon DSc 2003), Chairman, Academy of Medical Royal Colleges

www.bristol.ac.uk/alumni
Like a second father to many, Alan Reynolds was, above all, seen as a particular friend to students. He was regarded as an enabler and the type of teacher to emulate.

After graduating in English in 1932, he later returned to hold Presidency of the Students’ Union. He became sub-warden at Wills Hall in 1937 and was appointed to the English Department in 1947 where he remained for 28 years. In 1956, he became the first warden of the newly built Churchill Hall.

Reynolds was a well-respected teacher, remembered for his warmth and kindness, as well as his deep knowledge of his subject. John Kemp (BA 1951, Cert Ed 1952) describes Reynolds’ lectures on George Eliot as being ‘full of insight and delivered with occasional flashes of dry wit’. Josie Wardle (BA 1971) remembers him as a ‘very clear teacher, rather like Swift, who was one of his specialities. He introduced us to a slightly shocking piece by Swift – The Modest Proposal. It’s a piece of writing I’ve never forgotten.’

He was skilled at getting the best out of people. Trevor Wright (BA 1949, MEd 1970) says: ‘I arrived in Bristol after five years as a war-time airman and my lengthy absence from any study of English literature must have been obvious. Nevertheless, Alan’s tutorial comments were always encouraging. He had the happy knack of sharing his scholarship, without leaving the student floundering.’

He may have been warm and approachable, but he was by no means a soft touch. ‘He never let one get away with the slightest flim-flam,’ says Bernard Harvey (BA 1952). ‘He had a good trick he used occasionally: he offered a scholarly-sounding assessment of the poem or text under discussion. If he elicited no response, he would then say, “Don’t you think that was all nonsense?” and proceed to give another view.’

But it is his role as sub-warden of Wills and warden of Churchill that many students will remember him for. Roger Hopwood (BA 1959) recalls his ‘wise, warm wardenship’. He was always there to give a helping hand to students who were struggling. ‘He was the most sensitive and gentle person, always on the look-out for those who were not flourishing in the mainstream,’ remembers Barry Williamson (BA 1964). His Honour Paul Batterbury (LLB 1958) recounts one such occasion. ‘A student, who was expected to do well but doubted it, took drugs the night before a crucial exam. As he was becoming drowsy, Alan walked him round the Downs for the rest of the night, after which the student took the exam and passed it.’

For most of his life he was at the service of the University. He gave unsparingly in all his roles, subscribing to a simple philosophy: to love the young, and love them well.

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Profile: Alan Reynolds (BA 1932) (1919-91)

By Jonny Young (English 2006-)

I was a student in English and also a resident in Wills Hall. Alan had to put up with a lot. We were often ‘up before the Warden’ to explain ourselves. Alan interceded on our behalf very often, and in fact interceded on my behalf in the department, enabling me to scrape through a degree, and go on to a career in teaching. A marvellous teacher.

Roger Hancock (BA 1952)
Profile: Glynne Wickham (1922-2004)
By Jonny Young (English 2006-)

Professor of Drama at Bristol from 1960 to 1982, Wickham enjoyed the rare distinction of having pioneered a new academic discipline in British universities. To many, he was the University of Bristol Drama Department, becoming the UK’s first Chair of Drama in 1960.

Wickham often delivered his latest research in ‘electrifying’ lectures and tutorials. Peter Harlock (BA 1966) says: ‘Glynne generated huge excitement with his research into the origins of secular theatre in the early Middle Ages. He was writing volume two of Early English Stages at the time and before that our “bible” had been E K Chambers. Glynne rethought Chambers and used us as a sounding board – or so we fantasised at the time! How enjoyable and revealing those sessions were …’

Inspiring and instilling enthusiasm without appearing to try, those he taught were often rather overawed by him since he was so formidably erudite. His lectures were delivered behind half-moon glasses with great authority and speed, and he thought nothing of sending students off to the library to study plays in their original Latin. ‘He was impressively elegant and eloquent, demonstrating a depth and breadth in his particular area of academic expertise which might have been daunting had he not been such a kind and friendly man,’ says Philomena Harding Winn (BA 1978).

His lecturing style was, rather surprisingly, dry and academic. No drama in the delivery. His wit was dry, too, creeping in slyly. His lip would curl, and he would chew on an ‘m’ before delivering some incisive comment or little-known, seemingly irrelevant, fact which he would unwrap and reveal as hugely important. He frequently used Latin phrases – ‘the... mmmm... fons et origo of the Court Masque was to be found...’

In our second year, one term we had Glynne once a week for a one-hour lecture. Over the course of nine weeks, he gave us, in lecture form, the contents of the next volume of his masterwork. We looked forward to it as you look forward to the next episode of a TV drama serial you get hooked on. Unforgettable.

Jilly Bond (BA 1977) says his lectures ‘instilled in me an abiding passion for Shakespeare and other early Elizabethan writers’. The lectures had another effect on her. ‘His passion for the subject rendered him extremely sexy in spite of his being very grey and at least a generation older than me!’ Wickham also had a light-hearted side. Suzy Topolskire (BA 1976) will never forget him performing in a spoof ‘whodunit’ directed by students. ‘All the lecturers rose to the challenge of acting – especially Wickham – upstaging each other and having enormous fun.’

Students were of the utmost importance to Wickham, and many felt it a privilege to have been taught by him.

Tim Pigott-Smith (BA 1967, Hon DLitt 2008)
Music as an academic discipline is quite unusual, as there’s such a wide range of skills and disciplines involved. It takes in almost the whole personality – intellectual, emotional, practical and social. As a music teacher, you have to reveal yourself and your understanding in all of these areas. Because of this, I think it’s true to say that my students got to know me very well. I remember overhearing some students discussing my lecture. One of them remarked: ‘Well he would say that,’ about me. I thought this was marvellous. They were evaluating me and weighing up my approach.

Tutorial groups were my favourite form of teaching – five or six people looking at a piece of music, playing it and thinking about it. I remember looking at a Mozart recitative with a group. We looked at all the technical aspects – how Mozart organised rhythms, the relationship between music and words. Then we began to look at how it’s performed. What problems will the singer have? Can the continuo player make a contribution? The students contributed ideas and as a group we began to make connections, bringing all the aspects of music together.

I’ve always felt that the quality of a good teacher is the ability to put your subject across in such a way that the people you’re teaching can learn to love it. Of course, you have to be able to instruct properly – to be technically good and historically correct – but love of your subject is most important. Though when past students say I was a good teacher, sometimes I think it simply reflects the fact that I knew them, they knew me and we got to spend time with one another.

Five years before I was due to retire, someone said to me in a staff meeting: ‘You have five years left; what would you most like to do?’ I said that most of all I would like to teach. So another staff member took over as Head of Department and I went back to doing more of what I loved most.

Alan Rump (BA 1973, PhD 1981)
I never felt that I was here to show off or give a performance. My sole aim was to keep students learning.

I’ve always been excited by ideas and I wanted to enthuse my students in the same way. I remember studying the Marches of Wales with Professor Charles Ross. It was taught in small groups and we talked about ideas. I got far more out of that than lectures, which I have to say I didn’t go to very often!

I believe that in effective teaching everyone provides for everyone else. Our department established a new form of learning, abolishing lectures, banning the word teacher; after all, the emphasis should be on learning rather than ‘teaching’. Staff members were only allowed to ask questions; it was called ‘enquiry and action learning’.

We chose a situation that confronts the social worker’s everyday life and spent about ten days working through that situation; finding out who to talk to, what was necessary to solve the problem and how everyone’s different life experiences contributed to their solutions. Obviously, the students needed to know the law too, but rather than us ‘teaching’ them, they had to find out about it themselves. We included demonstrations and role plays, because naturally you can’t learn how to beat an egg successfully without physically being shown.

It was a great privilege to be there for a wide range of students and during my time as warden at Wills. I remember how one evening I walked outside and a student suddenly told me to lie down. I did so and he pointed to the stars. He lived in the inner city so he’d never been able to see them so clearly before because of light pollution. That was a special moment.

Dr John Hannay was so frighteningly bright – he was scary. He helped us to appreciate, startlingly, the creativity needed to solve problems in physics, and the value of thinking spatially and from unexpected directions. And how superbly elegant, and, in the end, simple, solutions could be.

Kathy Sykes (BSc 1989, PhD 1996), Professor of Sciences and Society at Bristol and presenter of BBC’s *Rough Science*

Phyllida supervised my MPhil. She was formidable, but a great supervisor. Above all it was her very strong sense of ethics that impressed me. She had such a good grasp of the issues that mattered. She is one of those rare people you meet in a working life who has total integrity, is highly intelligent and is very willing to speak her mind. Some of the things she said to me have stayed: ‘It is not the role of a good professional to make their managers feel comfortable’ was one of them.

Professor Dickinson inspired me to read beyond economics. His knowledge of history and other disciplines was generously imparted. It was fascinating how he managed to draw on his vast store of knowledge. Without hesitation, I credit him for my abiding curiosity about economics, science and society.

Michael Wong Pakshong (BA 1957, Hon LLD 1994), Vice Chairman, OCBC Group and Chairman of Great Eastern Holdings Ltd

Phyllida Parsloe, Professor of Social Work from 1978 until 1996, reflects on her experience of teaching.

Phyllida Parsloe, Professor of Social Work from 1978 until 1996, reflects on her experience of teaching.

Celia Beckett (MPhil 1990)
Technology has had a huge impact on teaching at Bristol since the days of chalkboards and inkwells. Eve MacFarlane looks at the new tools that are changing the learning experience for students.

Take ‘blackboard’ for example. To generations of students, this meant a large black surface that can be written upon with chalk. To today’s students, ‘Blackboard’ is an online learning environment, accessible anywhere in the world via the internet. As well as offering an area in which to share resources, Blackboard provides a range of devices to increase communication and collaboration, like discussion boards and blogs. Tutorials take place online, with students and tutors logged into a virtual classroom. Even assessments can go online, with automatic marking and feedback. However, the original blackboard isn’t obsolete. Indeed, a black board and a piece of chalk is the teaching tool of choice for Bristol’s Quantum Information Group. Mind-boggling equations can be scrawled on a blackboard, assessed, rubbed out and rewritten.

Gill Clarke, Director of the University’s Education Support Unit, agrees that tried and tested methods – such as lectures – still work. However, she believes that new technology can expose students to different types of learning opportunity. ‘If we want students to be enquiring and analytical and technologies can be really helpful for that.’

A good example of this is the Dynamic Lab Manual. Developed by ChemLabS, it allows students to go through scientific experiments online prior to taking part in laboratory sessions. The experiment information comes in a variety of formats, including Flash-based simulations, virtual instruments and videos. Staff are able to see how the students have performed, and can adapt the laboratory session accordingly.

In a similar way, technology can be used to help students get more out of tutorials. For example, students may post comments on a wiki before a tutorial and write a blog afterwards to reflect on what they have learnt.

New technology is being harnessed to make lectures more interactive. This year, the Department of Engineering introduced an electronic voting system into some of its classes. Each student is given a wireless handset, which they use to provide feedback during a lecture.

In the past few years, new technology has transformed the practical teaching of physiology and pharmacology. A computer-controlled human patient simulator called ‘Stan’ is an Applied and Integrated Medical Sciences (AIMS) initiative. Stan – a life-sized manikin – breathes, blinks, speaks, has a beating heart and pulses, and can be programmed to model the physiology of a healthy individual or one with diseases. Judy Harris, Professorial Teaching Fellow in the Department of Physiology and Pharmacology, says: ‘We can “treat” Stan with virtual medicines and illustrate how the body reacts to a wide range of drugs.’

Veterinary students have a similar life-sized manikin on which to practice internal abdominal examination, such as pregnancy diagnosis. The ‘Haptic Cow’ is a simulator which uses haptic (touch-sensitive) technology. Extra software turns the Haptic Cow into a Haptic Horse as and when required.

Another AIMS initiative is the ‘virtual microscope’, a web-based resource that consists of hundreds of digital images created by scanning the department’s collection of glass-mounted tissue sections. Professor Harris explains: ‘We can annotate the digital images with features of interest and we’re developing associated teaching resources, such as web-based quizzes.’

Phil Langton, Senior Lecturer, Physiology and Pharmacology, believes that it is significant that both of the University’s government-funded Centres for Excellence and Teaching in Learning (ChemLabS and AIMS) rely heavily on the innovative use of computers and the internet to support learning and teaching. ‘Indeed, the use of the internet and networked computers to support education is one of the few remaining growth areas in the global economy,’ he says.

However, the use of technology is not without its challenges. Huge resources are needed to develop and maintain the infrastructure required. And is there a danger of students becoming over-reliant on technology? Sue Timmis, Lecturer in Technology Enhanced Learning at the Graduate School of Education, concedes that the ‘google generation’ could find itself to be disadvantaged in some ways by the automatic solutions provided by some technologies. However, her overall message is positive as she highlights that teaching is essentially a ‘bottom-up process’, with the possibility of those who have grown up with such technologies teaching their lecturers a thing or two about learning in the universities of tomorrow.

www.bristol.ac.uk/alumni
Today’s teachers

Dudley Shallcross (MEd 2006), Professorial Teaching Fellow in the School of Chemistry and winner of numerous teaching awards

‘It was made clear to me from my first day at Bristol that teaching was important. I’ve always appreciated people who use creative tools or demonstrations when teaching. I remember being particularly inspired by my tutor teaching us the Fourier transform – a mathematical tool to flip between time and frequency – when I was a student. He brought a cymbal and a striker in to explain the effect, which was obviously very memorable! I use the same illustration now. You can never have too many of those ‘lightbulb moments’ when students suddenly understand a difficult topic. As tutors, we should always be prepared to roam to find creative new methods of teaching – perhaps easier to do nowadays through the use of technology.

I went into chemistry because of a love of practical experiments, which make understanding more accessible. We’re lucky that Bristol has been able to develop the ChemLabS project after being awarded status as a Centre for Excellence in Teaching and Learning. It has allowed us to undertake practical experiments that we were previously unable to do. The result has been a significant increase in enthusiasm for and understanding of the subject.

Learning is a two-way process and we shouldn’t miss out on opportunities to learn ourselves. When I started I was asked to be Schools Liaison Officer, a role that not only allows you to raise awareness about the subject, but also helps inform your own undergraduate teaching.’

Shelley Hales, Senior Lecturer, Department of Classics and Ancient History

‘Tutors have to create an environment in which everyone feels comfortable to contribute. The key to successful teaching is interaction, evening out the space between students and tutors. One of my fondest memories is of a seminar in which we all discussed the future of Pompeii. With all the facts, the students were on a level playing field and it was great to see their genuine passion for the subject. It’s also important to know the limits of the classroom itself. Some of the best experiences can be gained by going to the Pantheon or staring up at the Trojan Column and gaining a different perspective.

I’m currently working with students on a Second Life project of the Pompeian Court that was recreated in Sydenham’s Crystal Palace in 1854. Second Life is a 3-D virtual world, and the aim is to use this digital recreation of the court as a spatial research archive for undergraduates, and for pupils studying Key Stage 2 Romans.’

Wending my way up the drive to the Royal Fort in the autumn of 1947 I had no idea how lucky I was. Working behind the concrete evocation of Rutherford at the entrance to the Royal Fort building was an extraordinary collection of academics: Tyndall, Mott, Frank, Powell, Jackson …

In those days little was said to students about policy, but I recall an observation by Professor Mott that the basic idea was to expose physics students to the people who lead research in such a way that they learned about the progress of research. The findings we could read later when, after peer review and refinement, results appeared in journals and research papers. Only later did I realise the advantage of those Bristol days. Unfortunately, I was naive enough to miss asking Mott, Powell and Frank, with whom I had tutorials, about their part in the war as well as about wave equations, mesons and F-centres!

John Webb (BSc 1950)
Sarah Childs, Senior Lecturer, Department of Politics

'It’s important to care not only about what, but whom you are teaching. It’s also necessary to recognise that students can contribute to your own understanding and research. I believe seminars are critical – they are the students’ invitation for you to listen and explore what they have to say. A good seminar needs students to be prepared and willing to participate – this means creating a safe, yet challenging and critical, space.

Teaching should also be informed by our own current research. My research on gender and the Conservative Party has enabled me to develop links that permitted a student trip, and also to develop personal relations that bring politicians to the university to talk to students.

I’m convinced that in the teaching of politics, students should experience something of the ‘real world’ of politics. I took a group of third-year students to the Conservative Women’s Organisation annual conference.

I’ve also become more committed to the belief that students must read deeply and that we should resist the move towards a reliance on text-books as a teaching tool at advanced levels.
“I don’t want to make you a nun. I want to make you think.”
There wasn’t a particular teacher at school who inspired me. I was influenced the other way – I wanted to do better.

I grew up in a small town in Dorset. Bristol was something else. It was so vibrant – you could get curries, see bands, go to bars. I was 18 and my reaction was, ‘Like, this is amazing’.

I enjoyed theology at school but it had a very narrow focus. Theology at Bristol introduced me to world religions and that blew my mind.

The Department of Theology was full of inspiring academics. Dennis Turner, Dennis Miner, Ursula King – they really knew their stuff.

Bristol gave me time to do some serious reading. It also gave me bright people to hang out with – people who pushed me. It helped me find out what I’m about.

I never planned to be a teacher. When I finished my degree, I realised that other people had jobs. I wanted to stay at Bristol, so I applied to do a Certificate in Education. I went into it thinking it would give me a year to make up my mind about what I wanted to do.

In the second term, I took my first class as part of teaching practice and I was hooked. I thought, ‘This is the best. This is what I want to do.’

Religious studies comes with certain baggage. Kids will say: ‘I don’t want to be a nun’, to which I reply: ‘I don’t want to make you a nun. I want to make you think.’

As a teacher, you have to love your subject. After all, you’re going to spend the rest of your life talking about it.

I’m a firm but fair teacher with a consistent set of expectations. Once the boundaries are established, you can relax and do the crazy, creative stuff.

My teaching radically changed after I attended a conference in the US about collaborative teaching. I stopped thinking about what I wanted to teach and started thinking about what I wanted my class to learn.

Religious studies has a huge role to play in combating religious extremism. It teaches young people common humanity. They learn that there’s no one truth.

In my experience, the biggest struggle is getting believers to explore their own belief system.

Parents are surprised when they hear that their children like religious studies. They remember their own lessons and think that it’s all about the Bible. But that’s folk memory. It hasn’t been like that for years.

I’m proud to teach religious studies. It’s a subversive subject. You’re encouraging people to think for themselves.

Religion doesn’t happen in classrooms. You have to get out and encounter it in the world. You can explain what a sacred place is, but to experience it is the only way to really understand it. I organise trips to Glastonbury. The class get hands-on experience of pilgrimage when they walk up the Tor and meditate on top. I’ve also taken sixth-formers to India to learn about Buddhism and Hinduism.

I teach my pupils about the Holocaust, but rather than marking work on this subject I ask them to produce something creative – a poem, a drawing, a play – that expresses how they feel about what they’ve learnt. Every year I’m blown away by what they come up with.

One boy came in with a tree in a pot. He had traced online records of his family who had died in the Holocaust, printed them off, shredded them and made a mulch. He grew three trees in the mulch, one for his garden and two for the gardens of his family in Europe.

It’s a privilege to witness young people make discoveries, to see them go to new places and see things in a different way.

It’s important to keep learning throughout life. I did a Masters eight years ago and I’m currently five years into a PhD. Life isn’t static.

My plans for the future are to keep teaching and to get better and better at it. I do a job I love in an amazing school teaching fabulous kids. I’m very happy.
A different take

‘I really enjoyed my three years studying experimental psychology and philosophy at Bristol. My learning time involved a huge amount of reading and coffee-drinking. Unfortunately, neither experimental psychology nor philosophy had any definitive answers to the problem of how to absorb such a huge amount of knowledge across science, social science and the arts. I think being able to duplicate myself as I have done in these photos would have been an ideal solution.’

Photographer Liz Eve (BSc 2002) works for Fotohaus, which provides high-end digital photography of architecture and people for top brands. She recently worked for the University, documenting the new buildings that are being designed and built to improve its facilities.

www.fotohaus.co.uk.

Above and opposite: these photos of the Students’ Union evoke the modernist style that won awards when the building opened in 1965
100 years, one weekend

Centenary Alumni Weekend
Friday 3 to Sunday 5 July 2009

Who will you bring?

Prom on The Close
Celebrate Bristol’s centenary at this spectacular summer party at Clifton College. Bring your picnic, sit back and enjoy the music in stunning surroundings. This year’s concert will feature soprano Natasha Marsh and tenor Nicky Spence.

Coast to coast
Join the Bristol presenters of BBC 2’s Coast, Professor Mark Horton, Miranda Krestovnikoff (BSc 1994) and Dr Alice Roberts (PhD 2008), to learn about the making of this remarkable series. You can also join Dr Mark Horton for a guided boat tour of Bristol’s developing harbourside area.

Why we believe in the unbelievable
Where do our supernatural beliefs come from? Why are such beliefs common in today’s modern scientific age? Join Professor Bruce Hood, author of SuperSense: Why We Believe in the Unbelievable, as he explores these questions.

Highlights of the weekend

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We’re absolutely delighted to be working with Bristol to celebrate its centenary in a really fun way. The Prom on The Close is the finest open-air concert in the South West and the highlight of Bristol’s summer calendar.

Mike Innes, Managing Director of Clifton College Services Ltd

‘What better way to celebrate 100 years of University life in this great maritime city of ours than to share our love of the Great British Coast!’

Mark Horton, Professor in Archaeology

‘One hundred and fifty years after the publication of Darwin’s ‘On the Origin of Species’, and 100 years after the formation of our own institution of higher education, belief in the supernatural is just as strong as ever. This is a really interesting quirk of the modern mind and I’m looking forward to exploring it with alumni at the Centenary Alumni Weekend in July.’

Bruce Hood, Professor of Developmental Psychology
The weekend programme is regularly updated as details are confirmed and events added. Please keep checking www.bristol.ac.uk/alumni/events for the latest news.

- Alumni who wish to attend a single event can now pay a reduced registration fee of £8 per adult and £4 per child.
- Richard Evershed, Professor of Biogeochemistry, will give a talk about ‘Molecular messages from the past’ at 11.15 am on Saturday.
- Tickets for the Italian reunion lunch at Goldbrick House with Peggy Osborne will cost £29 per person.
- The discounted alumni ticket prices for Prom on The Close are: VIP seated ticket £30, VIP picnic ticket £25, picnic ticket £20, family picnic ticket £65, student picnic ticket £16.
- The School of Chemistry will be hosting a lunch on Saturday with past and present members of staff. Tickets will cost £15 per person.

See www.bristol.ac.uk/alumni/events for:

- full weekend programme
- online booking
- a list of who’s coming
- accommodation and travel

Help us to be green! Please make sure we have your up-to-date email address so we can keep you informed about the centenary celebrations by email.

Departments

Most departments will be opening over the weekend, offering tours, talks and refreshments.

On Saturday, join Professor Tim Gallagher for a tour of the School of Chemistry followed by lunch. See Bristol’s world-leading outreach in action in the afternoon, when local children will take part in practical chemistry experiments.

The School of Chemistry is one of the most successful teaching and research chemistry departments in the UK and I’m looking forward to showing alumni and their families the massive changes that have taken place here over the last ten years. Alumni will be able to see the quality of what we deliver as well as the impact that this is making both within the department and well beyond the bounds of the university.

Tim Gallagher, Professor of Organic Chemistry

Getting groups together

Make the Centenary Alumni Weekend extra special and organise a mini-reunion for your hall or society friends, sports team or classmates. The alumni relations team can help you reach friends you have lost touch with.

1958-61 Air Squadron and Explorers’ Club

Ken Parry (BSc 1961) is organising a pub evening on Friday for alumni with links to Wills Hall, the University Air Squadron and the Explorers’ Club for the period 1958-61.

For some months I have been working on a mini-reunion. I am delighted with the progress made – some 50 people have already said they will be coming. I’m looking forward to the evening with a real buzz.

Ken Parry (BSc 1961)

Latest updates

The weekend programme is regularly updated as details are confirmed and events added. Please keep checking www.bristol.ac.uk/alumni/events for the latest news.

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- a list of who’s coming
- accommodation and travel

Your booking form is enclosed with this mailing.

Book online at www.bristol.ac.uk/alumni/events or phone +44 (0)117 928 7939.
Event: Centenary alumni forum. The global financial climate.

When: Wednesday 29 April 2009, 6.30 pm

Where: HSBC, Canary Wharf

Tell me more: A panel discussion on the current economic climate with Angela Knight CBE (BSc 1972), Chief Executive of the British Bankers’ Association, and Tim Herrington (LLB 1975), Chairman of the FSA’s Regulatory Decisions Committee. Followed by a drinks and canapés reception. Tickets £18 each.

Event: Centenary alumni forum. Is a sustainable future within our grasp?

When: Wednesday 13 May 2009, 6.30 pm

Where: The Royal Society, London

Tell me more: Tony Juniper (BSc 1983), former Executive Director with Friends of the Earth and now Green Party Parliamentary candidate for Cambridge, and Dr Rich Pancost, Reader in Biogeochemistry, School of Chemistry, will discuss some of the world’s most pressing environmental problems and how to solve them. Followed by a drinks and canapés reception. Tickets £18 each.

Unless otherwise stated, please find more information about events at www.bristol.ac.uk/alumni/events
Thursday 23 April 2009
Centenary lecture, Bristol
Will Hutton (BSc 1972, Hon LLD 2003), Chief Executive, The Work Foundation, on the shifting global economy.

Wednesday 29 April 2009
Centenary alumni forum, London
The global financial climate.

Saturday 3 May
Midlands Branch of Convocation centenary lunch and lecture, Solihull

Wednesday 6 May 2009
Centenary lecture, Bristol
Dr Richard Horton FRCP Editor-in-Chief, The Lancet, on global health.

Saturday 9 May 2009
Medics reunion 1974–1979, Bristol

Wednesday 13 May 2009
Centenary alumni forum, London
Is a sustainable future within our grasp?

Tuesday 9 June 2009
Centenary lecture, Bristol
Professor Michael Lipton CMG, FBA, Research Professor of Economics, Sussex University, on eliminating poverty.

Thursday 18 June 2009
Centenary forum, London
Healthcare lottery? Professor Dame Carol Black CBE, DSc (BA 1962, MB ChB 1970, MD 1975, Hon DSc 2003), Chairman, Academy of Medical Royal Colleges, Bill Fullagar (BA 1961), Chairman of NHS Blood and Transplant and David Redfern (BSc 1988), Chief Strategy Officer, GlaxoSmithKline, discuss.

Monday 19 October 2009
Vice-Chancellor’s visit to Hong Kong, China

Wednesday 21 October 2009
Vice-Chancellor’s visit to Kuala Lumpur, Malaysia

Friday 23 October
Vice-Chancellor’s visit to Singapore City, Singapore

Sunday 25 October 2009
Vice-Chancellor’s visit to Melbourne, Australia

Tuesday 27 October 2009
Vice-Chancellor’s visit to Sydney, Australia

Tuesday 23 October 2009
Vice-Chancellor’s visit to San Francisco, USA
During the centenary year, the Vice-Chancellor, Professor Eric Thomas (Hon LLD 2004), will visit alumni in a number of cities around the world.

Thursday 22 September
Centenary alumni forum, London

Thursday 24 September 2009
Vice-Chancellor’s visit to Vancouver, Canada

Thursday 24 September
Centenary lecture, Bristol
Sir David Attenborough FRSE (Hon LLD 1977), broadcaster and naturalist, on Darwin and Wallace.

Saturday 26 September 2009
Vice-Chancellor’s visit to Toronto, Canada

Thursday 1 October 2009
Vice-Chancellor’s visit to New York City, USA

Tuesday 6 October 2009
Centenary forum, London
Healthcare lottery? Professor Dame Carol Black CBE, DSc (BA 1962, MB ChB 1970, MD 1975, Hon DSc 2003), Chairman, Academy of Medical Royal Colleges, Bill Fullagar (BA 1961), Chairman of NHS Blood and Transplant and David Redfern (BSc 1988), Chief Strategy Officer, GlaxoSmithKline, discuss.

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Vice-Chancellor’s visit to Sydney, Australia

Thursday 29 October 2009
Centenary lecture, Bristol
The Rt Hon Lord Waldegrave of North Hill, politician and Provost of Eton College, on trust in politics.

Thursday 29 October 2009
Vice-Chancellor’s visit to Auckland, New Zealand

Wednesday 4 November 2009
Centenary lecture of the London Branch of Convocation, London
The Rt Hon Paul Boateng (LLB 1973, Hon LLD 2007), British High Commissioner to South Africa, on future prospects for Africa, followed by a reception.

Wednesday 4 November
Centenary lecture, Bristol
Professor Stephen Rose, Emeritus Professor of Biology and Neurobiology, Open University, on the future of the brain.

Monday 9 November 2009
Centenary forum, London
Lord Ronald Oxburgh, member, House of Lords, on energy systems.

Wednesday 18 November 2009
Centenary forum, London
The brain under pressure: Stafford Lightman, Professor of Medicine, explains his ground-breaking research into stress and the brain, followed by a reception.

Tuesday 24 November 2009
Centenary forum, London
Sir Nicholas Kenyon CBE, Managing Director, Barbican Centre, on nurturing human creativity.

Saturday 28 November 2009
Pub night, London
Catch up with other Bristol alumni for festive drinks.

Tuesday 1 December
Vice-Chancellor’s visit to Paris, France

Thursday 3 December
Vice-Chancellor’s visit to Athens, Greece

Thursday 10 December
Convocation reception, Bristol

Find more information about events at www.bristol.ac.uk/alumni/events
Predicting the future: libraries

In our special centenary series, we ask experts to predict the future. What do they think the major trends in their field over the next 100 years will be?

“Books still have their place in the modern library. They are the life-blood of the university.”
Alison Alden (BA 1976), Bristol’s Director of Information Services, with the help of James Clark (BA 1992), looks to the past to predict the future of university libraries.

To consider how our world might look in 100 years’ time is challenging. So to consider what a library might be by 2109 is a daunting – but fascinating – prospect.

I wondered whether the extent of change over the next 100 years might be similar to the quantum of change in libraries that we have seen over the last 500 years. This comparison was one I knew I could explore with Dr James Clark (BA 1992) from the Department of Historical Studies. His research into the medieval books and libraries is of international renown. We had an animated discussion over a cup of coffee as James described some features of the medieval library and the scholarship that surrounded it.

‘A university book collection as we understand it is in fact a recent phenomenon,’ James explained. ‘The earliest universities in Europe – first established at the turn of the 12th and 13th centuries – didn’t provide a library, or indeed, books, for their students, because books were a costly commodity. Teaching and learning was a truly “live” experience, taking place largely in the lecture room itself.’

He went on to describe how an institutional book collection emerged incrementally, and very slowly, almost exclusively through the bequests and gifts of alumni and benefactors. In fact, universities were the very last learned institutions of the Middle Ages to provide libraries for their members, long after cathedrals, monasteries and even parish churches had been well-equipped.

And how were these early libraries used? ‘The first university libraries were anything but accessible. Undergraduates were not permitted,’ James explained. ‘Generally, the library was open to selected key-holders only. Readers’ rights could be forfeited if a window were left open. Books were for reference only and were chained to shelves and desks. Benches were supplied with the seat on a slant to ensure the constant attention (and discomfort) of the reader.’

James argued that the library owes its hallowed place in the modern university to the great expansion of higher education witnessed in the 20th century and, perhaps, to the priority placed on public education and knowledge by the civic and industrial patrons of universities such as Bristol.

So what about libraries today? Well, the medium has changed, from papyrus scrolls, through parchment quires gathered together to form bound books, printed books and the mass-produced paperbacks, to electronic journals and e-books that increasingly dominate modern libraries, creating hybrid institutions where books sit alongside electronic resources.

However, we must expect a time when the vast majority of existing paper-based information will have been digitised and most new material will be ‘born digital’. Books and paper will retain their status as original sources and become the artefacts and archives of the future. The collection and accessibility of digital data will be ubiquitous.

Will there continue to be a need for the library? I think so. I believe the collection and management of information resources within a ‘library’ will provide a way to make sense of the enormity of the future digital information landscape. Navigators or guides to that landscape will be the next generation of librarians.

Meanwhile, the physical resources – books and paper – will support research activity in the future. James confirmed this. ‘Books still have their place in the modern library,’ he told me. ‘They are the life-blood of the university. Wherever they are, in whatever format, invariably they lead us to the very heart of the academic community.’

The democratisation of knowledge, through electronic media such as the online encyclopaedia Wikipedia, will provide a vast and variable resource base. Indeed, a university education may increase in value as it becomes an asset in the critical exploitation of this huge knowledge base. Research will be part of a cycle of creation and reuse of the knowledge and information that future libraries will preserve and authenticate.

One word of caution. While we are good at creating the exponential growth of electronic information we are not yet good at preserving it for the future. It is expensive, just as the book once was. But if we don’t start to pay attention to the storage and curation of digital content, scholars of the future may well look back on the early 21st century as the digital information Dark Ages.

The library of today needs to look forward to the library in 100 years, but we learn from the past too. A library is about capturing and making accessible knowledge both for our future and from our past. Above all, a library, in whatever guise, is about the ability to learn, to research and add to human knowledge. It is about the vision and purpose of a great university.
I didn’t do that well at school. It wasn’t until I found my subject that it all began to make sense. I was very fortunate, but I worked hard for it as well.

I left school at 16, not knowing what I wanted to do. I travelled for a bit and then got my first proper job – as a grave-digger. I did that for five years until I had an accident. I was literally buried alive when a grave I was digging collapsed. A colleague managed to pull me out, but my leg was badly dislocated and that was the end of my grave-digging career.

The turning point
I got some compensation and decided to travel for a bit. The trip turned into a ten-year expedition, and it was during this time that I first experienced archaeology. I was riding a camel across the desert near the India/Pakistan border when I came across a site – Mohenjo-daro, a ruined city built around 2600 BCE – being excavated. I got chatting to the site manager and he said, ‘If you’re interested, have a go’. So I said goodbye to my camel and got stuck in. That experience brought alive all the ruins I saw on my later travels. I had an epiphany in Nepal. I was on the steps of a ruined temple watching a woman weaving with her feet. It was incredible. I knew then that I wanted to be an archaeologist. I wanted to know about this place, how it had been used, why it had been abandoned.

Making it happen
I came back to the UK and did an access to higher education course followed by an HND in practical field archaeology. I surprised myself and got a first. My tutor suggested that I do a degree and recommended Bristol. I applied, got a place and surprised myself again by getting a first. I then went on to do an MA and a PhD at Bristol, both funded by the Arts and Humanities Research Council. Two days after I got my PhD, the Department of Archaeology and Anthropology offered me a part-time teaching fellowship. I’ve been a full-time lecturer for three years now.

I’m research active, but my focus is teaching. My gift is for engaging people and disseminating information. I’m on a new ‘academic route’ that aims to encourage excellence in teaching – you can rise to professorial level based on outstanding teaching practice.

The highs and lows
The best bit of my job is the opportunity to inspire people about the subject I love. I also get to work on some amazing excavations. The challenges? Lots of administration.

The skills you need to make it
You need to be determined, passionate and focused. You’ve got to love your subject. And you need to be prepared for your subject to dominate your life. I eat, sleep and breathe history and archaeology.

I didn’t do that well at school. It wasn’t until I found my subject that it all began to make sense. I was very fortunate, but I worked hard for it as well.
Researchers at the University of Bristol have enabled the world’s first-ever adult stem cell trachea transplant.

They have saved a young mother’s life and have proved that adult stem cells can also be the answer to conditions such as osteoarthritis, heart disease, eye disease, MS and many others.

Please leave a gift in your will to support our stem cell research programme. With your legacy, you can help to save and change lives for the better.

Anyone can leave a legacy. Think about it.

For further information, please contact:
Laura Serratrice, Planned Giving Manager, University of Bristol
+44 (0)117 331 7560  laura.serratrice@bristol.ac.uk
www.bristol.ac.uk/alumni/planned-giving
Alfred Lewis Jones (PhD 1959) is still putting in a full day’s work at 83. In 2001, he was asked to go to Kunming, China, to start a school for Korean children living in the area. He has remained in China ever since and now teaches in a senior high school after having held posts at colleges and universities throughout China.

Dr Gillian Bickley’s (née Workman) (BA 1965, Cert Ed 1966, MLitt 1969) third poetry collection, *Sightings*, has been published. To celebrate their lifelong love of books, Gillian and her husband have established the Proverse Prize.

Carol Clapperton (BA 1965) lives in France where she runs a gite. Prior to this she taught at an international school in Hamburg.

Tom Mall (MA 1965) now enjoys partial retirement in Door County, Sturgeon Bay, Wisconsin. He spent the first part of his career teaching speech and drama at university level and also worked in psychiatric social work throughout the East Coast of the USA.

Bob Oades (BSc 1967, PhD 1982) is Professor of Biopsychology at the University Clinic for Child and Adolescent Psychiatry in Essen, Germany. His research revolves around the diverse neurobiological bases of attention-related mechanisms in the brain.

Penny Morgan (PhD 1969) has had her second novel published. *Blood Wood* is a thriller about illegal logging and the bushmeat trade.

Michael McCall (BSc 1970) and Margaret Skutsch (BSc 1970) have moved to Morelia, Mexico for a couple of years to work with the National Autonomous University of Mexico.

Ronald Ramsay (BDS 1970) specialised in orthodontics in the US and has built practices in Barbados and Trinidad. He is married and has three children.

Ted Woods (BA 1973) has been lecturing on the Old Testament at the Bible College of Victoria (Australia) for the past 21 years.

Filip Henley (BA 1974, Diploma 1974) has worked as an architect in Sweden for the past 20 years. He is now county architect for a small county on the Baltic coast.

Nicola Mountain (née Yeatman) (BSc 1974) moved to New Zealand in 2002. She looks after international students at a local girls’ school and runs a holiday business, Mountain Holidays.

Zangley Dukpa (MEd 1983) is the Minister of Health, Royal Government of Bhutan.

Marie-Paulette Naiken (MEd 1988) is Assistant Director of Assessment of Testing Services at the Ministry of Education in Seychelles.

Damon Chua (LLB 1989) is the literary manager for Company of Angels, Los Angeles’ oldest non-profit theatre company. He is currently working on a historical murder mystery titled *The Ghost Building*. His latest play, *Film Chinois*, which won the 2007 Ovation Award for Best New Play, has been published by Samuel French and is available for purchase on Amazon.com.
What does it take?

Atlantic rower Niall McCann (BSc 2004) wowed alumni, staff and students with his tales of derring-do at a lecture in Bristol on 16 October 2008. His lecture, ‘What it takes’, described his incredible journey across the Atlantic Ocean as part of a two-man rowing team.

A record reunion?

Veterinary graduates from 1956 gathered in York in September last year for a weekend reunion – the fifth time the group has got together since 1994.

Nineteen graduates attended the weekend, which is an excellent turn-out considering that of the 32 who qualified that year, three have died, four have lost touch and a further three were unable to attend because of poor health. The programme included tours of York and a visit to the World of Herriot Museum. Jim Wight, the veterinary surgeon son of the late James Herriot, was the after-dinner speaker at a formal dinner on the Saturday night. Many attendees stayed on an extra day to explore the Yorkshire Moors and to experience Whitby’s fish and chips.

Hugh Reed (BVSc 1956) said: ‘There was unanimous agreement that the next reunion (on the 54th anniversary of our graduation) should be held in 2010 in Somerset, the view being that if it were left much longer, there might not be too many around to attend it! Would this be a record for a reunion held so long after graduation?’

Tom Hambley (MEng 1994) has worked in structural engineering design since graduating. He is now based in Australia, where, for the past four years, he has led a team responsible for designing the Southbank Institute of Technology, Brisbane. The project was awarded the 2007 Public Private Award for Best Global Project.

Laura Bower (BA 1995) is Executive Director of the Kyle David Miller Foundation, a not-for-profit organisation which donates high-weight-capacity harnessing car seats to low-income families across the USA and Canada.

Dr Eugene Lloyd (MB ChB 1996) would like to regain contact with Rahim Mir (BSc 1993).

Rika Wakasugi (BA 1996) acted in a BBC Radio 4 drama directed by John Dryden and recorded in Japan in which she played seven roles. She is also in an international community theatre company in Tokyo called TIP.

Jan Lee (JYA 1997) works for the Grand Hyatt Hotel, Hong Kong, with a team that handles meetings and conventions.

Martha Wilches (MSc 2000) now works at the International Criminal Court in The Hague, the Netherlands.

Samira Dhanji (BA 2001) is a Chief Executive Officer based in Vermont, USA.

Claudia Spelta (ERSAMUS 2001) lives in Verona, Italy, and teaches Italian Literature, Latin, History and Geography.

Wong Ngan Ling (JYA 2002) is a lecturer in the Department of Asian and European Languages at the University of Malaya. She obtained a PhD from Nagoya University, Japan, in 2005.

Jun Tao (MSc 2003) has worked for Shanghai General Motors in China since graduating. She married a Bristol graduate, and the couple have a son.

Charlie Bretherton (BA 2003) is Headmaster at Morogoro International School, Tanzania.

Taylor Hess (JYA 2005) works for the Ohio Secretary of State in Columbus, Ohio, USA. She is a certified paralegal and is applying to law schools in the state of Ohio.

Akane Nishizuka (MSc 2005) returned to Japan after graduating and worked as a psychotherapist. She now works as a secretary at a law firm.

Elizabeth Charles (LLM 2007) is the Director of Technical Co-operation at the Ministry of Finance in Seychelles.

Kevin Li (MSc 2007) is studying for a PhD in Mechanical Engineering at Bath University. Previous to this he worked for Simulation System Ltd as a C++ software engineer.

Vicky Smith (BA 2007) is working as production manager for The Journal of Sustainable Tourism. Founder and co-editor of the magazine, Bernard Lane, is a former lecturer in continuing education and archaelogy at Bristol.

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Read more alumni news at www.bristol.ac.uk/alumni/yournews
Branching out in the Midlands

Bristol alumni based in the West Midlands joined the Vice-Chancellor, Professor Eric Thomas (Hon LLD 2004), and key speaker Nick Paul (BSc 1966) for an evening reception on 22 September 2008 in Birmingham. Nick talked about challenges he faces as Chairman of Advantage West Midlands, and outlined key economic developments in the West Midlands area.

The group will be holding a centenary lunch and lecture on 30 May this year. Professor Timothy Mowl (BEd 1975), Professor of History of Architecture and Designed Landscapes, will give the lecture. Contact the Chairman, Carol Southworth (BA 1965), at cms@kes.bham.sch.uk or the Treasurer, Tim Drakeford (BA 1966), at timdrakeford@btinternet.com.

Volunteering Opportunities

Would you like to support Bristol University and its alumni community?

Expressions of interest/nominations are sought for the voluntary roles of:

Chairman of Convocation & Member of Council (two roles which may be held by one or two persons) Dr Stuart Goldsmith (BA 1966, Hon LLD 2007) has indicated his intention to retire this year as Chairman of Convocation and its elected representative on Council, the University’s governing body. Candidates should have senior management or leadership experience, and/or other specialist professional skills. Jointly, these roles require a time commitment of at least 20 days a year in Bristol, and attendance at social occasions in the UK and possibly overseas. For more information contact Dr Stuart Goldsmith at s.a.goldsmith@bristol.ac.uk.

Member of Convocation Committee (multiple volunteer posts) Convocation Committee is the executive body of Convocation which determines and shapes its activities. Volunteer responsibilities include: nominating representatives to various University committees; encouraging and supporting alumni groups; and providing advice to the University’s Alumni Relations team. The Committee meets two or three times a year and is currently made up of 16 members. New members are elected at the AGM for a three-year term.

Convocation representative on Court (multiple volunteer posts) Each year the Annual General Meeting of Convocation elects 25 members of Convocation to serve for four years on Court, the body that comprises representatives of all the stakeholders of the University, which has total membership of about 500. Members commit to attend the annual meeting of Court, similar to a corporate AGM, and traditionally held on a Friday in December. The deadline for applications/nominations for all three roles is 1 June 2009. For more information and application/nomination forms please visit www.bristol.ac.uk/alumni or contact alumni@bristol.ac.uk or +44 (0)117 331 7139.

Convocation is the statutory body for Bristol alumni. For more information about Convocation and Convocation Committee visit www.bristol.ac.uk/alumni

California celebrations

The centenary year got off to a lively start in sunny California on 17 January at the King’s Head pub in Santa Monica. About 25 alumni and friends attended the event, which was organised by John Binsted (BA 1954), Convenor of the US West Coast Branch of Convocation. Professor Nick Lieven, Bristol’s Dean of Engineering and Professor of Aerospace Dynamics, attended the evening, providing the opportunity for alumni to learn more about his work and hear news from Bristol.

Convocation AGM 2009

Your agenda for the meeting scheduled on Saturday 4th July at 4 pm is enclosed with this issue of Nonesuch.
Obituaries

The University extends its sincere condolences to the friends and families of those listed below for whom the University has received notification of death.

Alumni (in order of degree date)

Kenneth Pople (BA 1939, Diploma 1947) died 2 November 2008, aged 90.
Mary Benson (née Gould Williams) (BSc 1943, Diploma 1944) died 7 July 2008, aged 87.
John Harmsworth (BSc 1946) died 23 September 2008, aged 84.
John Clater (BA 1948) died 2008, aged 80.
Professor Baroness June Lloyd (MB ChB 1951, MD 1966) died 28 June 2006, aged 78.
Alan Pedler (BSc 1951, PhD 1954) died 21 January 2008, aged 78.
Dr Marguerite Pennefather (MB ChB 1953) died 20 November 2007, aged 86.
Dr Anwar Hossain (PhD 1955) died 24 September 2008, aged 77.
Professor Andree Rosenfeld (BSc 1956) died 2 October 2008, aged 74.
David Davies (MA 1960) died 18 November 2008, aged 92.
Jeffrey Daniels (BSc 1961) died March 2008, aged 68.
Peter Loxton (BA 1963) died 23 September 2008, aged 64.
Rev Dr Michael Starr (BSc 1963, PhD 1966) died 4 November 2008, aged 86.
Elizabeth Herington (née Yemm) (BA 1964) died 6 November 2008, aged 66.
Professor Kenneth Gee (BSc 1968) died 23 November 2008, aged 61.
Dr Heather Sims-Williams (née Clemett) (MB ChB 1970) died 27 November 2008, aged 85.
Dr Kenneth Hanks (BA 1950, Cert Ed 1951, PhD 1998) died 29 November 2008, aged 83.
Michael Humberston (BSc 1974) died 17 August 2008, aged 55.
Dr Garry Bernacsek (PhD 1976) died 2006, aged 56.
David Nicholls (PhD 1976) died 21 July 2008, aged 60.
Dr David Greet (MB ChB 1979) died 2008, aged 52.
Dr Brian Foxwell (PhD 1981, PhD 2006) died 17 December 2008, aged 52.
Simon Hargreaves (BSc 1985) died 2008, aged 44.
Dr Peter Bolan (MPPS 1986, PhD 1997) died 2005, aged 58.
Tapfumaneyi Manyika (MSc 1993) died 6 December 2008, aged 53.
Susan Cox (BA 2000) died 12 December 2008, aged 64.
Alastair Mcbride (BSc 2004) died 5 August 2008, aged 27.
Why did you choose Bristol?  
It had an extremely good reputation for science. I reckoned a Bristol degree would set me in good stead for the future, and it did.

What were your first impressions?  
I liked it. Clifton is splendid. I was away from home for the first time on my own, so most of all I was thinking: 'I'm free!'.

What kind of student were you?  
I did what I needed to do. I wasn’t particularly studious, but I wasn’t a waster either.

And away from study?  
I had a ball. The temptation’s there to party too much, and I did – especially in the second year. I spent a lot of time in the Long Bar, chatting with friends about everything from Bob Dylan to the meaning of life!

Were there any academics or other members of staff who made a particular impression on you?  
For me, getting a degree was my route into industry. And industry was my escape from the programmed pathway for girls of my generation. I’m sure that there were some marvellous professors, but my attention wasn’t really on that.

How has your time at Bristol influenced your career?  
It helped me to get my first job; most girls had arts degrees in those days so a woman with a science degree from Bristol certainly got noticed. It also gave me connections to other Bristol alumni and this has been extremely useful in my life – Bristol alumni are in a lot of influential positions.

What do you think Bristol’s role is today?  
To continue to turn out high-calibre, educated and mature graduates.

Do you ever come back to Bristol?  
About twice a year on business. I’m hoping to come along to the Convocation Reunion Weekend this year.

Do you have any tips or words of advice for Bristol freshers?  
Who am I to give advice! Just one thing, really: work and enjoy yourself. Don’t get the two out of balance or you might limit your experience.

Sum up your Bristol experience in three words.  
I can’t. Three words aren’t enough.

Centenary alumni forum, Wednesday 29 April; join Angela Knight and Tim Herrington (LLB 1975), Chairman of the FSA’s Regulator Decisions Committee, for a panel discussion about the global financial climate followed by drinks and a reception. Visit www.bristol.ac.uk/alumni/events for more information and booking.
Winter 1978. Bristol students build a snow Vice-Chancellor.

February 2009. Some things never change.
2009 CENTENARY
GREAT PAST - GREATER FUTURE

Professor Raymond Warren conducting the University Choral Society and Symphony Orchestra in the Great Hall, 1988.

Time to celebrate! 2009 is the University’s centenary.

www.bristol.ac.uk/alumni