



## NEWSLETTER

NOVEMBER 2002    ISSUE 10



The design for the anniversary logo emerged from the St. Clare's coat of arms. By simply taking away the shield the keys were isolated. The two keys also have a link back to the first emblem of St. Clare's.  
PAUL SAVILLE - DIRECTOR  
LIBERAL ARTS PROGRAMME

St. Clare's, Oxford was founded in 1953 by Anne Dreydel and the late Pamela Morris. Miss Dreydel spoke of the founding of St. Clare's recently saying, "We wanted to create a place where students from different countries could come together in an atmosphere of mutual understanding and real learning." By 1956, as today, the College had a mix of native English speakers (then doing A-levels, now Liberal Arts and the International Baccalaureate) and those studying English as a Foreign Language combined with other subjects. "Language is, after all, just a tool," said Miss Dreydel. "It's of no value speaking three languages if you have nothing of interest to say."

In order to celebrate our 50 Anniversary several reunions are planned, both here in Oxford and overseas. We will be holding a weekend programme at the University of San Diego in April 2003, for alumni and friends, at which we will launch the North American Friends of St. Clare's. We are delighted that former US Senator Gary Hart has agreed to be our guest speaker at this event. We are also planning to visit and reconnect with our alumni in Brazil, Japan and elsewhere. In addition we are holding a number of events here in Oxford, three reunions for alumni, a Careers Information day for current students as well as a Finale event in late 2003 to which we will invite parents, governors and staff as well as people from the local community and official guests.

We are looking forward to celebrating St. Clare's Golden Jubilee year with our alumni, students, staff and friends and we hope that we will see you during this special year.

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# 50<sup>TH</sup> ANNIVERSARY THEMES

This academic year, 2002-3, is the 50th anniversary year of St. Clare's. Although the College is considerably larger than it was in 1953 - in terms of student numbers and premises - it shares many of the same features and characteristics. We still occupy what were once family homes - and that gives a particular intimacy and friendliness to life at St. Clare's. We still aim to provide an education of the highest quality, on each of our programmes. We still benefit enormously from our location in one of the world's leading academic cities, with its unique atmosphere and opportunities. And internationalism continues to be central to all that we do. Today's students are drawn from all the world's continents, whereas in 1953 they were entirely from Europe - and Western Europe at that. As then, we hope that students learn as much from one another as they do in the formal curriculum - about differences in cultural outlook, as well as what it means to share humanity.

A 50th anniversary is special for any institution, and at St. Clare's we are marking the golden jubilee by adopting three jubilee themes.

The first is to launch a **decade of development for our premises**.

In our first half century we have acquired and developed a varied collection of property to provide our central premises for teaching, activities and administration, and residential accommodation for up to 325 students. Our focus over the last five years or so has been on acquiring additional premises to give us a good basis for further development. The acquisition of the Oxford Academy premises and, more recently, 131 Banbury Road have brought us to the position where it is now the right time to do further work on the central site. We shall need to refurbish buildings, to remove some of our existing buildings of poorer quality, and to

build new facilities. To work out our priorities for development, to commission a masterplan for the central site, and to undertake the first stages of a phased programme of development is likely to take ten years.

Our second initiative is to improve the **funding of scholarships and bursaries** on all our programmes. We would like to continue to enable students to join St. Clare's who can only do so by a Financial award. Establishing a more secure financial basis for the award of bursaries and scholarships seems an admirable way to celebrate our fiftieth anniversary, and set the College well on course for its future.

Our third project concerns **global citizenship**. Most of our students are living their lives on a global scale. This is indicated simply by the fact that they have chosen to undertake study at St. Clare's, outside their own country. The way we lead our everyday lives - the travel we undertake, the food we eat, the energy we consume - has implications for other people on the planet. We are also members of societies which interact - by trade, political dealings, and by environmental impact. Although we hold formal citizenship of only one, or perhaps two, countries, increasingly we need also to see ourselves as inhabitants of this single and finite planet - with responsibilities to the earth and its people as a whole. This is what we mean by 'global citizenship'. We have committed ourselves to working towards more effective global citizenship.

Initially this will mean working out our own particular understanding of the term. There is much very helpful writing on global citizenship. Oxfam, the Oxford-based development organisation, for instance, has published excellent materials on the topic. Most writers and thinkers are agreed that citizenship - global or otherwise - should include:

- Knowledge
- Skills
- Attitudes and Values

Knowledge includes global issues such as wealth and poverty, food and famine, peace and conflict, the environment and basic (political) geography.

Skills associated with global citizenship would include, for example, collaborative working, conflict resolution and appreciating understanding other viewpoints.

Attitudes and values are a key element, and include:

- Respect for others
- Empathy
- Compassion
- Justice
- Taking responsibility for one's own actions
- Commitment and reliability

In our thinking, we are adding two further components to global citizenship.

One is **experience**. In developing global citizenship, students should have direct first hand contact with another culture - which could be in their own country. We think it is important to distinguish between experience, from which we learn, and simple exposure, from which we may learn nothing. So we think students should actively reflect on the experience.

Finally, there is **active citizenship** - or actually acting in a way which makes a difference, even if only on a very small scale. Without this action, the other elements of global citizenship have no outcome.

We shall be developing our ideas further, within this structure. We hope to do this in cooperation with schools and institutions overseas which have a different cultural outlook. It is

important that our views are not unduly influenced by thinking in the west. We need to draw on views and perspectives from other parts of the world and other cultural traditions. I have already had contact with schools in Africa and the Middle East which we hope may join us in this exploration of what it means to be global citizens in the 21<sup>st</sup> century.

At the same time as we are developing our thinking, with other people in different parts of the world, we shall also be taking initiatives to work with students to develop them more effectively as global citizens. We expect our classes to incorporate more of the knowledge we identify as key knowledge for today's global citizen. We shall be looking at ways in which we can develop more effectively the skills associated with global citizenship. And how we can try better to foster the development of attitudes

and values of the global citizen. We do not expect to do this by adding extra classes. Instead, we wish to consider how global citizenship can be promoted through our normal classes, activities programme, and the residential life at St. Clare's.

We already have a strong commitment to international affairs, and this will be key in our work to encourage students to reflect on their international experiences. For some students, we shall be trying to offer more opportunities for exposure to culturally different outlooks, within the College and by other activities in Britain and elsewhere. And lastly, the College hopes to strengthen and develop further its already strong service commitment, through which students can be active global citizens.

We have set ourselves a five year

timescale for our global citizenship project. During this time, we hope to make real strides in our thinking and practice, which will set the way for further activities subsequently.

I hope that all our alumni and other friends of St. Clare's will take an interest in these jubilee themes, and support them in any ways they can. They will be very important in determining how the College looks and operates for the next few decades. More importantly, they will be important in determining the type of education we provide, and the ways in which students are influenced by their time at St. Clare's to become valuable inhabitants of this small, finite and increasingly interdependent world.

BOYD ROBERTS  
PRINCIPAL

## 50<sup>TH</sup> ANNIVERSARY EVENTS CALENDAR 2003

DATE	EVENT	LOCATION
27 - 27 April	<b>NORTH AMERICAN FRIENDS OF ST. CLARE'S REUNION</b>	UNIVERSITY OF SAN DIEGO, CALIFORNIA For all alumni currently living in Canada, the United States and Mexico
31 May - 1 June	<b>THE EARLY YEARS</b>	ST. CLARE'S OXFORD For all alumni who studied here between 1953 - 1979
20 - 21 September	<b>THE EIGHTIES</b>	ST. CLARE'S OXFORD For all alumni who studied here between 1980 - 1989
11 - 12 October	<b>THE NINETIES ONWARDS</b>	ST. CLARE'S OXFORD For all alumni who studied here between 1990 - 2003

We will also be holding reunions in Brazil and Japan. The dates and exact locations of these events have yet to be finalised. We will keep our alumni in those regions informed but please look on our website for further updates in the near future

Updated information on all these events will be available on our website or by contacting the Development and Alumni Office (please see back page).

## RECENT REUNIONS



### 25 YEARS OF THE INTERNATIONAL BACCALAUREATE AT ST. CLARE'S.

The sun shone on the 200 alumni, staff and guests who gathered together in Oxford on Saturday 1<sup>st</sup> June to celebrate 25 years of the IB at St. Clare's. The atmosphere was relaxed as people reminisced and reacquainted. The day gave alumni a chance to revisit places that they remembered as well as to see how the College had changed since they left. It was also an opportunity to catch up with old friends and teachers.

The day started with a talk given by Boyd Roberts, current Principal, about the present activities and future of St. Clare's.

The action then moved to St. Clare's newest acquisition, 131 Banbury Road,

or New Place. Tea, with cakes, scones and cucumber sandwiches, was served in the garden. Anne Dreydel, co-founder of the College talked of her memories of the early years of the IB at St. Clare's to an audience of recent leavers as well as those whom she had taught.

After a reception, around 100 people moved to the marquee in the garden of the Academic Resources Centre (Anne Dreydel House) for a wonderful three-course meal. This gave the College the opportunity to pay tribute to two of its longest serving teachers, Julita Edwards (38 years at St. Clare's) and David Ripley (23 years at St. Clare's), who both retired at the end of the last academic year.

Boyd Roberts then outlined the progress made by the College and paid tribute to all those who have worked towards making St. Clare's the vibrant community it is today.

Sophie James (nee Chalmers) one of the first students of the IB at St. Clare's, rounded off the evening by toasting the College.



### 1956 - 1957 REUNION WEEKEND

Organised by Ulf Benneter (English Course 1957)

The first event to celebrate the 50<sup>th</sup> Anniversary of St. Clare's was held over the weekend of 20-21 September. It started when Ulf Benneter (English Course, 1957) decided to reunite former classmates for a weekend in Oxford, some of whom had not been in touch with each other or the College for 45 years.

Twelve of Ulf's contemporaries from eleven countries came back to reminisce and to see how the passage of time had altered Oxford, St. Clare's and each other. Co-founder Anne Dreydel and Principal Boyd Roberts joined them for a lunch hosted by St. Clare's in New Place. Most had not been back to Oxford since they left in the late 1950s, when the only teaching and residential building was 141 Banbury Road. It still holds many memories for all those who were present at the reunion. "When we came here in 1956/57, we were unwritten pages. We were young, innocent and ready to learn," said Ulf. "We came to a school with very high teaching standards, exemplified by Anne Dreydel and co-founder Pamela Morris." St. Clare's is pleased that these high standards are continued to this day.



Here at St. Clare's we are conscious of the privileges and advantages our students enjoy compared to students in other schools. To work in an international school in a third world country, such as Tanzania, as I have done for the last two years, is to see that privilege even more starkly.

Two years ago Phillippe Durant, who was then teaching French at St. Clare's, but had previously taught in Moshi, started the St. Clare's Tanzanian Education Project. The aim was to raise money to help one primary school in the Moshi area, Kiboriloni Primary School, whose buildings (built in the 1940s) were badly dilapidated.

During my time in Moshi I followed this project with interest through the St. Clare's web-site. Just before leaving Tanzania I decided to go and see for myself what had become of the project and what had been done with the considerable sum of money that St. Clare's staff and students had managed to raise.

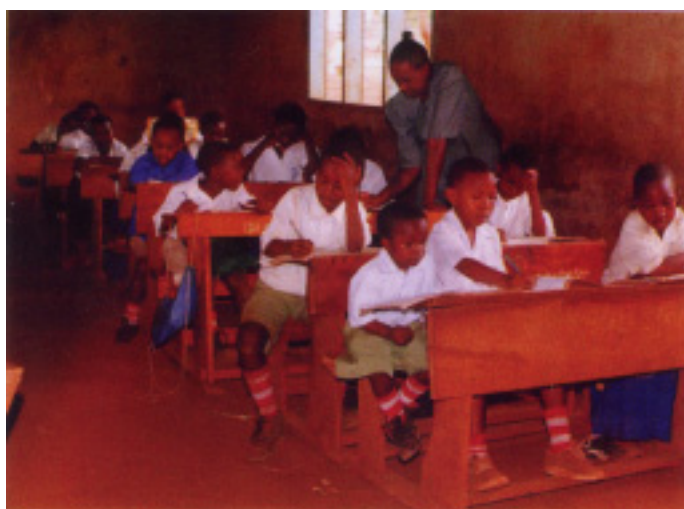
As I saw on my visit to the school, the money had been used to renovate seven classrooms. The cracked walls and broken window frames and rough dirt floors had previously made the buildings unusable during the rainy seasons and even in danger of collapse.

These classrooms are now completely renovated and brightly painted, with new floors, windows and blackboards. They are in use and their repair has given the pupils at the school encouragement and hope and the ambition to do well in their studies. During my visit it was clear that St. Clare's efforts meant a great deal to the staff and also to the students of the school. They expressed their gratitude to St. Clare's in songs and speeches and were clearly encouraged and heartened by our interest and help.

Wilbald Swai, Headmaster of Kiboriloni School, recently wrote to me thanking the St. Clare's Community for enabling the initial renovation work to proceed.

In St. Clare's jubilee year, we are aiming to complete the work at Kiboriloni, where the second classroom block still needs renovation, by raising a further £5000. Students are planning fundraising events through our St. Clare's Tanzanian Education Project (STEP). If you would like further information about the project please contact me at [john.rolfe@stclares.ac.uk](mailto:john.rolfe@stclares.ac.uk)

JOHN ROLFE  
HEAD OF ART DEPARTMENT



# STUDENTS AND COMMUNITY SERVICE

St. Clare's runs a number of groups that allow students to become more involved with their local, national and international community. Fifty hours of community service is a requirement of the International Baccalaureate Diploma but many of our students do much more than that. The service activities are also open to students on all programmes. The service element of the IB aims to encourage students to build a greater awareness of concern and responsibility for serving the community, particularly the disadvantaged. Below, you will find brief descriptions of the activities of two of our service groups.

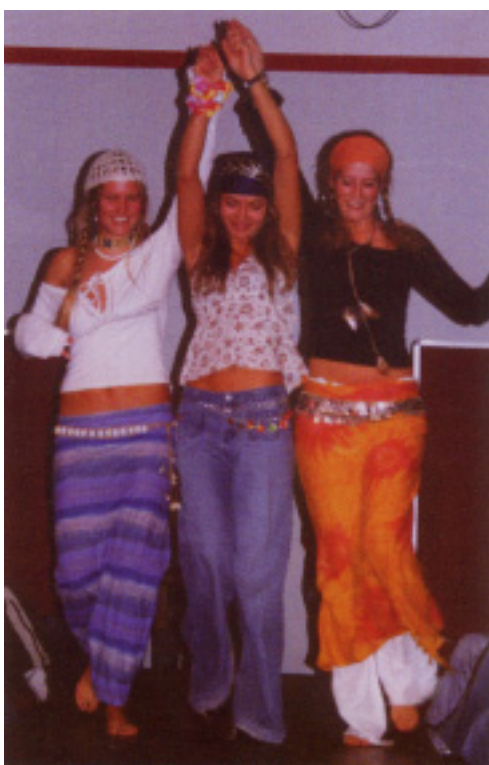
## THE HUMAN RIGHTS GROUP

The Refugee Support Group, which this year was renamed the Human Rights Group, has been run as a service activity for over two years. During this time, many students have participated in the group which aims to provide support for detainees at Campsfield Detention Centre in Kidlington. Students generally tend to visit the Detention Centre twice a week where they will meet with and talk to as many as twelve refugees. They help them by providing support from and contact with the outside world. The group has received many letters of thanks from refugees who they have met. The main benefit for students is learning about and understanding a part of the world with which they would normally not come into contact.

## THE HOMESLESS SUPPORT GROUP

The Homeless Support Group is another service activity which is run by a committee of dedicated students who meet regularly. The students involved, along with some staff members, take food from the College to a local homeless shelter. The food drop-offs are daily and include weekends. Another function of the group is to fund projects that offer additional help to the homeless in Oxford. One such project is giving Christmas gift packages containing toiletries.

On 16 October 2002, the Homeless Support Group, The Latin Funk Dance Group and other students organised a Charity Fashion Show to raise money for the Homeless. Students found the outfits in local charity shops and organised, publicised and ran a thirty minute show for other students and staff. Tickets sales raised £ 300 for the Homeless Support Group.





**Six students and three staff members visited Peru earlier this year as part of the CAS (Creativity, Action and Service) Programme. Students who participated can count the trip towards the CAS requirement for the IB Diploma. Here is an account by one of our students.**

Six students were we, inventing our version of the pre-Columbian world of centuries past, a vast world of Incas, Aztecs, Mayans, rituals, gold, and unimaginable architectural feats, and we beheld in reverence and fascination the expansion and rise of their society to span the west coast of Latin America, and then to so rapidly dissolve and subdue their millions to the arrival of the Spanish Conquest. Myths lay in our minds until we were given the opportunity to resolve them. To voyage to Peru, the true home of the Incas, to be immersed in the culture and descendants of this magnificent civilisation, and to trek the arduous trail to Machu Picchu.

Arriving in Lima was not arriving in Peru for us. Lima is the dirty, dangerous capital city of Peru, with a population of around 7 million and an eternal grey smog cloud overhead. We stayed in the city overnight before flying to Cusco, known as the heart of the Incan civilisation. We were welcomed by the floating sound of Peruvian panpipes, and had a definite

sense of arrival. The first few days were spent in a mild but comfortable daze, as we acclimatised physically to the 3,000 metre altitude by drinking Mate du Coca (a tea made out of the leaves of the cocaine plant), and acclimatised mentally to the breathtaking beauty of the peaks of the Andes that surround the valley of Cusco.

The colourful and vibrant markets of Cusco took up endless hours of our days prior to the trek (important to note I was travelling with seven shopaholic females), where sensationally soft baby alpaca scarves, touristic sombreros, ponchos and trinkets could be (and mostly were) bought. Much of our time was spent doing exhausting activities (as if a 4-day hike wasn't enough) which took us to the most incredible places: pony trekking around places of Incan worship; a white water rafting ride that ended in a white-faced four metre drop; a climb to an Incan site (they liked to build things in difficult places) led by a spiritual little Peruvian man called William, who insisted on meditation and inspiring the essence of the Incans as we reflectively sat on their creation of a series of stone walls and water channels.

This was only the start of a crescendo towards our final goal - Machu Picchu. We met our guide, Mario (aka Super Mario), the day before we were due to

set off for a short briefing in which he modestly informed us he'd completed the trail in six hours. 'No problem', we thought. 'We have four days. It'll be a breeze'. Two days later, as we *gradually* ascended the aptly named 'Dead Woman's Pass' (a 1,000 metre climb in one day) we considered that we wouldn't even pass it dead. Thankfully, with our trusty sticks and life-saving porters who carried the bulk of our luggage (we lost our consciences at the millionth-or-so step), we all made it. At this point we stopped looking at our feet and took in the stunning scenery. We didn't think it could get much better. But then we hadn't reached our goal yet.

At 4 o' clock on our final morning, we rose with the dawn and eased past the final three hours with anticipation. We arrived at the Sun Gate which leads to Machu Picchu, and paused as we absorbed what lay before us. The atmosphere was tranquil. With ease and personal reflection we reached Machu Picchu. Not much was said, as everyone involved themselves in the thoughts and magnificence of this unique creation, irreplicable today even with all scientific and engineering knowledge, set in the heart of a forest of a country we had all grown to love.

**JOSH COPPERSMITH-HEAVEN**  
**IB STUDENT**  
**STUDENT COUNCIL PRESIDENT**

# MY TIME IN JORDAN



high-ranking government officials and even royalty. However the students recognise their privileged position and the responsibilities they owe to themselves, their parents and to those less fortunate. Academically they are extremely demanding and this is reflected in the astonishingly high Diploma pass rate (100% in 2001).

The students are heavily involved in community service, raising funds for poor rural and urban communities, delivering food and clothes to them. It is easy to forget, in affluent west Amman that refugee camps and settlements exist only a few miles away. Although Jordan is stable politically it has become home to tens of thousands of displaced people as a result of the Gulf War and the years of conflict with neighbouring states.

Almost everyone at the school has family or friends on the West Bank. The violence which erupted afresh in late 2000 and which continues to this day touched the ABS community very deeply. Even as an outsider it was impossible not to be moved by the scenes that unfolded in the newspapers and on TV. As a westerner I was constantly confounded by the significance of religion, culture and the royal family in everyday life, even in school and astounded by my own naive ignorance of the political history of the region.

I am glad that I went. I experienced a few difficult times but made good and I hope long lasting friendships with expatriates and Jordanians alike. There are also great places to escape the city in Jordan; the Roman ruins of Jerash; the Red Sea coast resort of Aqaba; Wadi Rum, the desert setting for "Lawrence of Arabia" and best of all Petra, a Nabtean settlement with buildings carved into the ancient sandstone rocks.

DAVID GOMM  
GEOGRAPHY TEACHER

I arrived in Jordan in August 2000 to begin a two year teaching contract at Amman Baccalaureate School (ABS) in the capital city of the Hashemite Kingdom of Jordan. Until this time I had spent my entire teaching career at St. Clare's and I was not at all sure what to expect of my new circumstances. I did anticipate that things would be very different and that's how it turned out...

ABS is a big school. Not so large by some standards but certainly when compared to St. Clare's. It caters for all ages from kindergarten through primary, middle and senior levels. As there is also a creche at the school it would be possible, as a student, to spend 16 years of your life there. Some do just that, helping to create a very close-knit sense of community.

ABS has about 170 IB students, 900 students altogether and more than 100 teachers. The school is an amazing feat of architectural engineering. Built on four levels and set into a steep slope, it almost seems to defy gravity the way it clings to the hillside. It has excellent facilities including what are probably the best sports and theatre facilities in the country. I was involved in an ambitious production of West Side Story, helping to paint a 64 square metre backdrop of the Bronx circa the late 1950's.

The IB students at ABS represent the elite of Jordanian Society. Their parents are mostly politicians, businessmen,





If you had asked me a year ago if I wanted to study abroad my answer would have been 'no'. However, somewhere along the road, I changed my mind. I decided there must be more to this world than just what the United States has to offer and that I should get out and experience it. So, here I am, at St. Clare's - and I am enjoying every minute of it.

I have found Oxford to be somewhat of a microcosm; people from all over the world are brought together in one city. Standing on Cornmarket Street you can hear many different languages being spoken, see African tribes performing ritual tribal dances, and touch buildings that have stood for hundreds of years.

Oxford is full of history and culture and the same can be said for St. Clare's. I have made friends with students from all over the world. By learning from one another we can enrich our own lives as well as those around us. St. Clare's is helping me to become a more well-rounded person; less self-absorbed and more in tune with the cultures around me. It has helped me to open my mind and look at ideas from different viewpoints.

This can be said specifically for my experiences with the Oxfordshire Fire Service. At home, in Milwaukee, Wisconsin, I am training to become a

firefighter. For a little over a year I have been receiving an education in fire science and have completed my Level I basic training. I was reluctant to leave fire training for four months while studying in Oxford, but have since found I can learn things here which I never would have had the opportunity to learn at home.

The first time I visited a fire station in Oxford, I was very nervous. Firefighting in America, especially since September 11, has become somewhat trendy, and fire stations often keep their doors open in anticipation of having visitors. I was not sure if British fire stations would be the same, or if they would be more professional and businesslike. I soon found out however, that firefighters around the world enjoy visitors and are eager to show their equipment to someone who is willing to listen. I was given a tour of the station and shown the equipment. Apart from a few different names and the different measurement systems, the equipment used by both the British Fire Service and the American Fire Service is quite similar.

With the help of St. Clare's, I was invited to visit the main Oxford fire station at Rewley Road while they performed a training exercise. When I arrived they found an extra kit for me to wear and gave a quick introduction

on their BA (breathing apparatus) set. They were performing a search and rescue drill with live fire and smoke. I was allowed to stand by and observe the exercise, and was then taken on a tour of the smokehouse once the drill was complete. It was very interesting not only to be shown their equipment and compare it with that of the American Fire Service, but also to see their tactics and strategies.

I have learned that although safety is key in any fire service, British firefighters are especially safety-conscious. They have implemented procedures to ensure every firefighter's safety. They have also suffered very few firefighter casualties in the past several years, which is more than can be said for the American Fire Service.

As it is in many arenas of life, firefighting is an area in which it is imperative to observe other techniques and adopt the safest. I am grateful for the opportunity to learn about methods used in other fire services, and hope to take information back to my instructors at the fire school. A well-rounded education is the safest defence one can have when fighting fires.

COURTNEY CARLSON  
LIBERAL ARTS STUDENT



# ALUMNI PROFILES

JOSÉ EDUARDO DE LACERDA SOARES Liberal Arts 1988

After leaving St. Clare's in 1988 I came back to Brazil where I received a BS degree at FundaCgo Getulio Vargas and then dove into the investment banking business (JP Morgan and BNP Paribas). In 1997 I got my MBA from the Wharton School, University of Pennsylvania.

Back in Brazil, I re-started my investment banking career at a local bank (Banco Garantia) which was then acquired by CSFB in 1998. After heading CSFB Garantia's investment banking execution group in Brazil for

2 years, I left the bank last March to open a Mergers and Acquisitions Boutique focused on middle-market corporate clients in Brazil and other countries in Latin America.

I have teamed up with an ex-partner of Banco Garantia and some other guys from New York - today, our firm is called Bassini Playfair Wright.

We have basically three activities:  
- M&A and strategic advisory services

- Wealth management  
- Private equity and equity/fixed income funds.

If anyone is currently working in this industry or wants/needs advisory services in the Latin American region or wants to exchange some ideas, please do not hesitate to contact me.

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jose.lacerda@bpw.com.br

MARGHERITA DI FRANCESCO English Course 1974

I was at St. Clare's many years ago and I remember that period as a special experience. I met very qualified staff, lovely teachers, friendly boys and girls; I learned a lot about English language and life!

After St. Clare's in 1976, I got a degree as a teacher of English as a foreign language from the University in Pescara. In 1978 I moved to Brescia

and taught English Language in a secondary school until 1999. In 1982 I married and in 1983 my son Marco was born. I travelled, for short periods, in England, Scotland, India, Malta, France and Greece.

In 1998 I was involved in a project for the development of modern languages within the "Common European Framework of Reference" and

now I'm organising group work for teachers. In 2000 I moved to the High Secondary School for catering services and bartending, where I'm teaching English for professional purposes.

My husband teaches philosophy in a secondary school and my son Marco is attending the first year of University in Trieste.

JASMINA DANIEL (HAMZAVI) A-Levels 1963

Since leaving St. Clare's, I worked as an actor on stage, television and films for 20 years using the name Jasmina Hilton. In the mid seventies I spent two and a half years in South East Asia travelling and working. I then became a scuba diving instructor and taught in Kenya.

In 1980 I went to Pitcaim Island as a member of the Royal Geographical Society to make a film and a book on

the mutineers of the Bounty and their descendants. This was followed by a few years spent in Germany teaching English and French and writing articles about scuba diving in European and tropical waters.

I went on to work with Operation Raleigh as a scuba diving instructor in Australia and Guyana and married the Field Executive Director, Charles Daniel. I lived in Grenada. West

Indies for twelve years, firstly teaching languages, then at St George's University as Deputy Director of the Department Educational Services teaching study and test-taking skills.

In 2000 I returned to the UK, but have retained land in Grenada in the hope of returning to build a home among the mango trees!

If you would like to contribute to the Alumni Profiles please contact the Development and Alumni Office

## JAY BOSWORTH

Alumni relations at St. Clare's started in earnest in the summer of 1993 when Jay Bosworth took on responsibility in this area. Since that time he has built on the earlier foundations laid by Jack Jones and Anthony Binnington. He has supervised the research to establish our database, produced annual alumni news, and, with Vicky Bullard, the Newsletter. He has communicated with many alumni over the years, and also organised our first - and very successful and enjoyable - alumni reunions. He has also prepared the way for establishing an Alumni and Development Office with full-time staff.

As we move on to a new phase in alumni relations, Jay has decided that he would like to concentrate on other areas of his work. We have therefore agreed that he will relinquish his involvement with alumni work, which will be taken on by other members of the Development and Alumni Office.

On behalf of alumni, and of all members of the College community, I would like to thank Jay for his excellent work on alumni relations. I am very grateful to him for his dedicated efforts, which will now be focussed on other areas of his work.

BOYD ROBERTS  
PRINCIPAL

## IBSCA STUDENTS CONFERENCE

KEYNOTE SPEAKER: PROFESSOR RICHARD DAWKINS

Boyd Roberts welcomed Professor Richard Dawkins to the IBSCA (IB Schools and Colleges Association for the UK and Ireland) Conference as keynote speaker in a day of discussion on the topic of Science and Ethics. The conference draws to a close a year of celebrations marking the 25th anniversary of the IB Diploma at St. Clare's.

He spoke to an audience of over 200 students and staff drawn from 10 UK IB Diploma schools and colleges. The conference gave students the opportunity to discuss such topics as positive and negative eugenics, stem cell research, the use and mis-use of science, nuclear power, euthanasia, ethical scientific research, genetic modification of plants, animals and humans within the framework of the Theory of Knowledge programme of the IB Diploma.



Professor Dawkins holds the Charles Simonyi Chair in the Public Understanding of Science at the University of Oxford. A graduate of Oxford, he did his doctorate under the Nobel-prizewinning ethologist Niko Tinbergen.

Professor Dawkins's first book, *The Selfish Gene* (1976) became an immediate bestseller and has been translated into all the major languages. Its more technical sequel, *The Extended Phenotype*, followed in 1982. *The Blind Watchmaker* (1986) won the Royal Society of Literature Award in 1987. His other best sellers include *River Out of Eden* (1995), *Climbing Mount Improbable* (1996) and *Unweaving the Rainbow* (1998). He has lectured all around the world, and in 1991 he gave the Royal Institution Christmas Lectures in London.

### [www.stclares.ac.uk](http://www.stclares.ac.uk)

The alumni section of the St. Clare's website is a great source of information about events and recent news from the College. You will also find on-line forms which you can complete to let us know of a change in personal details or your recent news.

## YOUR STORIES OF ST. CLARE'S

One of our alumni, Philippa (Foo) Boston (IB 1982), is in the process of writing the *Story of St. Clare's*. We would like all of our alumni, particularly those here in the 'early years' to send us reminiscences of their time at St. Clare's.

If you wish to contribute please send your memories to the Development and Alumni Office by fax, post or e-mail before 15 December 2002 (see back page for contact details). We hope to have the final edited version available at all events during 2003.

# EVENTS AT ST. CLARE'S

9 <sup>TH</sup> -10 <sup>TH</sup> DECEMBER 2002	<b>SHAKERS</b> <i>Theatre Production</i>
11 <sup>TH</sup> DECEMBER 2002	<b>Christmas Concert</b>
17 <sup>TH</sup> DECEMBER 2002	<b>Mulled Wine Evening</b>
14 <sup>TH</sup> -15 <sup>TH</sup> JANUARY 2003	<b>MIDSUMMER NIGHT'S DREAM</b> <i>Theatre Production</i>
31 <sup>ST</sup> JANUARY 2003	<b>Chinese New Year Celebrations</b>
12 <sup>TH</sup> FEBRUARY 2003	<b>Music Concert</b>

## MONDAY EVENINGS:

### **PPE (Politics, Philosophy and Economics) Lectures.**

Topics include: Global warming, Rogue States, Truth and Lies in History, The Refugee and Asylum Seeker Crisis.

## THURSDAY EVENINGS:

### **St. Clare's Seminar Series**

Theme for Autumn 2002: Events that Shook the World.

Theme for Spring/Summer 2003: Secrets and Lies

## CAREERS AND HIGHER EDUCATION DAY

February 2003

At the time of writing planning is already well under way for this year's Careers and Higher Education day. Invited speakers from various British universities will team up with some of St. Clare's alumni to talk to students about entering university, their time there, and career paths after completing their degrees. The day is currently scheduled for the first week in February.

The first half of the day will have prospectuses and information available on stands. Students will have the opportunity to question the university representatives. Speakers from each university will deliver a short talk on a specific subject; from the application and selection process to course content.

During the afternoon session professional people from our alumni within various job sectors will talk about their careers and the path they have travelled to reach where they are today. In addition a professional careers company based in the UK will provide information to support and back up the university advice and the alumni input.

Much of the final planning will take place at this year's European Council for International Schools (ECIS) conference in Berlin in November, where I will be meeting various representatives from our chosen universities to finalise the program. In addition the St. Clare's Development and Alumni Office will contact a number of alumni based in the UK and

Europe with invitations to deliver seminars on their chosen careers. Our hope is that within one full day students will receive general and specific information regarding British universities and the courses they offer, combined with excellent and relevant information from ex-students. Furthermore, the presence of a professional careers company should serve to allow students access to additional expertise and guidance.

If you would like to give advice to students at this or future Careers and Higher Education days, please contact the Development and Alumni Office.

PAUL LENNON  
CAREERS AND HIGHER  
EDUCATION Advisor



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If you would like further information on any items in this newsletter, please contact the Development and Alumni Office. We welcome suggestion and newsworthy contributions from readers. The Editors wish to thank all those, who in any way, assisted the production of this edition.