Jordanhill School Journal

March 2010

Jordanhill Wedding

Congratulations to Tracy (née Brown) and Matthew Manson who were married at Broomhill Parish Church on 28th December.

Tracy is the office manager at Jordanhill School while former pupil Matthew has been head coach for two years after completing his degree.

Following their wedding Tracy and Matthew jetted off to Thailand, but were not accompanied by Walter on this occasion.

Scottish Swimming Champions

Boys 12 & Under 200 Metre Freestyle Relay

Congratulations to the Primary 7 swimming team who triumphed at the Scottish Championships beating Robert Gordon's College into second place by over 4 seconds with the High School a further 1.5 seconds adrift.

1.	Jordanhill School	2:12.00
2.	Robert Gordon's College	2:16.39
3.	High School of Glasgow	2:17.81

Peter McManus, Stewart Leanord, Ritchie Austin and Scott Deans

Journal

We would like to have an e-mail address for everyone on the FP database. Please complete and return the enclosed form or e-mail the information to us.

We welcome contributions to the Journal from all members of the Jordanhill community – former pupils, current pupils, parents and staff.

Please telephone or e-mail info@jordanhill.glasgow.sch.uk

In the September 2009 edition we published an article on **Captain Thomas Crawfurd** written by Patricia Wilson (FP 1947) which generated a lot of interest. Unfortunately, Patricia's name was omitted. We apologise for failing to credit Patricia as the author on this occasion.

Rangers Stars Back Anti-bullying Scheme

Rangers' manager Walter Smith and the first team squad have given their backing to the anti-bullying scheme created by the Jordanhill School Pupil Councils in conjunction with our Enterprise Group.

Following extensive consultation with the wider pupil body, the pupil Councils led by Suzanne Cheape and Tom Aitken devised a strategy built around building positive relationships. They then commissioned the Enterprise Group to come up with a marketing scheme to get their messages across. The key elements of this have been

- Anti-bullying video
- Building Positive Relationships leaflet (designed by Isla Whateley 2Mo)
- Cyberbullying leaflet
- Anti-bullying wristbands

The wristbands were launched to coincide with National Anti-bullying Week with the profits being ploughed back into the overall strategy.

The Rangers' stars can be seen displaying their bands at Murray Park. The Rangers team wore their bands during the Premier league fixture against Motherwell on 19th December. Clearly, the message of building positive relationships struck home as Rangers won 6-1!

Our thanks to Sahil Jaidka (S6 2008-09) editor of the last session's school magazine who took the photographs and to Rangers Football Club for lending their support.

Strategy Builds Momentum

The Cyberbullying leaflet was the topic of the first e-bulletin sent to parents in January 2010.

The scheme received a further boost at the end of the month when internationally renowned chef Gordon Ramsay also lent his support.

JORDANHILL SCHOOL ARTS NIGHT

Art & Design and music pupils showcased their skills at the first Jordanhill "Arts Night". The exhibition comprised the work of our five Advanced Higher pupils from 2009 along with the winning entries for the Glasgow City Council Art competition published in the September edition of the Journal.

The new Art department was also open for those who were interested to wander around. Pupils and parents from S3-S6 were joined by teachers from Glasgow and East Dunbartonshire schools as well as Jordanhill staff. The exhibition was a great success, with a large number of people dropping in throughout the evening, and will hopefully be the first of many similar exhibitions.

The Advanced Higher pupils produced some stunning work with all achieving 'A' passes (four at band 1).

Pupils from the music department provided some fantastic live background music, while a group of prefects and ambassadors attended to the catering.

Elizabeth Riddell – 'Bi-Polar disorder'

Gavin Blackhurst – 'Rage'

Hope Craig –
'Visit Japan advertising campaign'

Elliot McIntosh – 'Incarceration'

Pete Parker – 'Alienation'

The Remorseless March of Time

John MacLeod was a pupil from April 1974 to March 1980, leaving in Second Year. He is a columnist with the Scottish Daily Mail and is currently writing a book about the Clydebank Blitz.

Thirty years after I left the place, I have a recurring Jordanhill College School nightmare: that I have turned up at morning assembly without my trousers on.

Well, here I am in March 2009 – be-trousered; at the very threshold of the sacred precincts – and I cannot get the door open. After half a minute of tugging and pushing, I belatedly notice a little intercom and push the button.

That – and the banks of CCTV monitored by friendly reception, allowing staff an omniscient view of every door into the school – is a sharp reminder of how much things have changed in three decades: how, even in G13, the world is a much less innocent place.

Dr Thomson – fifty, going on thirty; trim, of easy and absolute self-possession - explains that, moments either side of intervals and lunch-time apart, all doors into the school are now locked all the time – a sad legacy of the infamy at Dunblane.

He grants me a full hour of his time – a considerable gift, when you have charge of a thousand pupils, a considerable staff and full executive responsibility for a £6 million budget - and, though we sweep through most of my old haunts, his focus is proudly on the newly accomplished: the revamped Refectory, the all-weather and floodlit pitch, and the New New Building.

I only once catch the Rector out – at the Old New Building (on the day of my visit, a temporarily evacuated building-site now occupied by the pristine Physics department) when I remember where there was once a small but atmospheric lecture-theatre, and he – understandably – does not.

It's an intense hour – followed by another half-hour on my own, once the bell has gone and a thousand diligent scholars have made their reluctant way home of a Friday evening, of roaming the grounds.

There is much memory, reflection, emotion.

At one level I'm struck how little has changed. I had forgotten just how beautiful a building the original 'North Campus' is – though there is hard evidence Charles Rennie MacKintosh did the first draft of pre-Great War plans.

The classrooms are as bright and the staircases as shallow, intersecting and Esheresque as ever. (And they're still colour-coded.)

The uniform has scarcely changed – though in our day most of us wore cream rather than white shirts, and there was no special tie for senior pupils. The quiet hum of voices – in that delicious, clear Jorrr-dan-hill accent – is as ever; the infant wing smells just as it did (save there is now no faint musk of guinea-pig, and there is the palpable presence of contented industry. I had forgotten, I tell Dr Thomson, what a happy building it was: how it exuded, as it exudes still, focus and safety and order.

But I'm reminded besides of the remorseless march of time.

For one, I'm surrounded by ghosts. I see the shades of former classmates; every corner was the locus for some ploy, or giggle, or jibe or minor atrocity.

I think of all the teachers now retired and, more solemnly, those now dead. Here Mr Branston puffed his pipe: in that curious Room Y the gentle Mrs MacGregor, even as she fought the cancer that finally killed her, instilled French; there – it is now a music-room – the poised Mr McAllister could command a Classical Studies class to order with one curl of an eyebrow.

They are beyond us now. And I, still more creepily, am a ghost myself – still in spirit a small boy, but crossing the playground in extraordinarily few strides, as if in seven-league boots. Scholars slip by, incurious, for I do not belong to their world, or this place, or their generation.

And I remember how my 1970s order has all but gone, in its middle-class, assured, Tory-voting, churchgoing conservatism. There are eerie parallels to our present day – general economic anxiety, all-absorbing interest in Dr Who, a tanking Labour government, and belief in imminent global end for our civilisation... though by a new Ice Age, the boffins then assured us, if Soviet rockets did not kill us first.

It's hard to grasp now how close we, in the Glasgow of the 1970s, still stood to the Second World War. Today, no one of working age can even remember it. Back then, we were taught by men who had actually served in it.

Mr Branston himself was a Royal Navy officer, as was Jimmy Dodds, the genial martinet in charge of PE. The gentle George Graveson, whom we ragged so mercilessly, had been tortured by the Gestapo; Jimmy McNair, the perky woodwork master, had also fought Hitler.

And some doughty women – Susan Munro, EJ Blackwood – had launched their teaching careers before the war even began.

Going through old magazines, it's hard not to smile at hints of older attitudes: female members of staff who had unhelpfully 'retired to have a family'; the depravity of a mistress in 1975 who had gone off on an exchange-visit and 'became engaged to an Australian'; the earnestness of Mr Branston's 1977 tribute to a recently deceased former pupil - 'intelligent, co-operative, hard-working and circumspect.'

Staff photograph from 1973. Can you spot Mr Palmar and Mr Ryan who will retire this summer?

By modern standards, a very different and austere day. Yet there was so much fun then; such bright and literate humour; the mannered charms of the annual Gilbert and Sullivan operetta. And the values of that generation – honed in years of national struggle – were vital values. And their care for us – mindful of children slain, of contemporaries who had not survived to have children – was of profound and tender humanity.

I always remember my Jordanhill teachers with respect. What has only grown evident, in my fifth decade, is how much they respected us, and expected (and generally obtained) our very best in return.

There is a moment when Dr Thomson and I stand in the school hall, more or less at the spot where I stood many a morning in my secondary class, hymnbook in hand; and in that moment something chokes in me and my eyes swim, and I must turn, so that he will not see.

John MacLeod
Stornoway

Space School Houston Texas

I was thrilled and excited at being selected to attend the Scottish Space School's week long residential course held at Strathclyde University in June 2009; but I could never have anticpated that I'd be jetting off to Nasa, Houston 5 months later, 1 of 10 lucky participants. For 10 days I would have a unique opportunity to get VIP tours of Nasa's Johnson Space Center and meet inspirational astronauts and engineers who are internationally recognised for their contribution in putting man on the moon. This was all part of an all-expenses-paid for trip run by Strathclyde University in partnership with Skills Development Scotland.

My journey started on Thursday 5th of November with a brief visit to Alex Salmond's office to collect a small book of Burns poetry which astronaut Tony Antonelli would take into space – all part of the government's homecoming initiative and recognising Scotland's contribution to developments in science and engineering.

13 hours later I was in Houston, enjoying the 20°C + temperatures. We were met by Hyang Lloyd, the Scottish Space School president who previously worked for NASA as a scuba diver. Her contact list was endless and she helped to secure the services of various NASA personel during our visit; whilst also phoning the head of police in Houston to release our minbus when it was compounded. We checked into our very nice twin bedrooms in the Clear Lake Hilton hotel with stunning views across the lake, went out for dinner with some American astronaut friends and then settled down for an early night.

Awaking early on Saturday we were all buzzing with excitement to meet Gene Kranz, flight director of the Apollo 11, and probably best known for his role in bringing the crew of Apollo 13 safely back to earth. It was incredible to have the hero of the movie standing in front of us talking about the challenges the crew had to overcome. After a brief book signing and group photos if was off for a quick game of football and then shopping at the nearby Baybrook mall. It was a quick turnaround to make sure we got to the evening dinner party on time. We arrived at Dr Rick Scheuring's house only to jump out the van and witness the international space station pass over above. It was so surreal and something I thought I'd never see.

We got a lie in the next day to help combat the jeg lag before travelling to the George Observatory. Here we were able to try our hands at a mission control mockup, each person with their own responsibility and helping to land our spacecraft on the moon and then Mars. Unfortunately we were unable to look through the huge telescope situated there due to cloudy weather but we were shown pictures of what the telescope was capable of viewing, quite incredible.

On Monday we toured the Johnson Space Center. With our VIP, level 9, all access pass, we visited the neutral boyancy lab – a huge swimming pool containing 6.2 million gallons of water. There astronauts were training on ISS mockup capsules, shown on the tv screens round the pool. After lunch in the JSC cafe, we travelled to the mission control centres. There are three: one for the international space station, another for shuttle mission and the old mission control centre from which the Apollo missions were controlled. We also managed to see the rocket park with it's Saturn V rocket – the rocket which took man to the moon.

The size of it is incredible, absolutely breathtaking with massive engines and it's hard to comprehend how it must of felt to be sitting at the top of it – 111m high. We had dinner at Neal and Jeanne Pellis's house where the sound of the bagpipes were heard all across the lake situated at the back of their house.

It was our chance to build our own chemical rockets on Tuesday. Back at JSC we were given the materials and budget to construct a rocket that would not only take off, but land in one piece assisted by a self-deploying parachaute, this proved difficult! That evening it was back to the old mission control room to meet Apollo 13 astronaut Fred Haise. It was incredible to hear him speak of a near death experience in such a calm and relaxed manner when all the odds were against the crew ever returning to earth.

We visited the Wood Group's offices in Houston on Wednesday - a Scottish company employing 29,000 people in over 50 countries who provide energy services worldwide. We primarily heard about the oil and gas industry during our visit. I got my first taste of an American steak for dinner. To the disbelief of our hosts, none of us could finish the massive portions.

Thursday saw us visit United Space Alliance one of NASA's main contractors. The tour was limited due to the high security. Danielle and I with flight surgeon Rick Scheuring managed to get a half day's work experience at Wyle – where they train astronauts in how to deal with life threatening situations whilst in space. Astronauts only get around 40hrs of medical training before any mission and there isn't usually a trained physician on board. They must learn to cope with the medical complications that space can create: bone density loss, muscle fibre loss, exposure to radiation, and varying rehabilitation periods on returning to earth and an enviroment where gravity is present. I found this absolutely fascinating and the equipment and technology used at Wyle was very impressive.

Friday the 13th was our final full day in Houston. We travelled to Rice University to get a taste of American university life and the opportunities available to the students studying there. These can be anything from a huge capacity American football stadium to a gym exclusive to each college, but costing around $30,000 for each academic year. We arrived back at the hotel in plenty of time for our final dinner which was attended by many of the people who had contributed to our visit. Astronauts Michael Foale and Michael Baker presented each student with a plaque as a momento of our visit while a live band, made up of NASA personel, provided entertainment.

I thoroughly enjoyed my trip to Houston, and am extremely grateful to all those who contributed to the trip and making it such a success, in particular Hyang Lloyd, our main NASA contact. I could not have expected such an incredible experience and something which was so rewarding in so many ways from meeting new people, to exploring all the options available to me in maths and science as I progress to university. I hope to help out at the Scottish Space School course in 2010 and pass on my thrilling experience to others.

Tom Aitken S6

David Moir

When I officially retired on September 30th I found it hard to believe that an association with Jordanhill School, going back to 1962, was at an end. I have fulfilled many roles in my time in the school starting off as a rather timid pupil 47 years ago. I could always appreciate, when I became a Pastoral Care Teacher in 1978, the problems sometimes encountered by pupils coming in to S1 from other primary schools. I had spent seven years in Bankhead Primary School and was the only pupil from that school to go to the then Jordanhill College School. I was very grateful for the help I received from fellow pupils to settle in to the school, but I am certain that I would have benefitted from the excellent programme which pupils now undertake in the transition to Secondary School.

One of the turning points in my life came during Sixth Year at the school. I was asked by one of my fellow pupils, John Robertson, now rector of Dollar Academy if I would like to help him with the Primary Scripture Union Football team. I soon found myself in charge of the team (a trainee head teacher showing his powers of delegation at an early stage.) I continued in this position for the next 30 years during my time studying History at the University of Glasgow, teacher training at Jordanhill College, working in Kingsridge Secondary in Drumchapel and then at Jordanhill. Mr Branston, the then Headmaster, asked me in 1974 if I would be interested in expanding my activities in school to teaching in the History Department. I readily agreed to this and within a few weeks, when Joyce Boyd married a sheep farmer she had met on her exchange visit to Australia, I was asked to replace her as acting Principal Teacher of History. I continued in this position until the arrival of Michael Paterson from Glasgow Academy after Easter in 1975. Mike and I were to work together happily for over 30 years.

Another of my activities which began around this time was my love of school trips. I decided it would be a good idea to take my football team away for a few days to train at the Inverclyde Centre, where I had undertaken some coaching courses while at University. I also wanted to include some of the Kingsridge footballers so ended up with a group of Jordanhill Primary and Kingsridge Under 13's including John MacDonald, who would later play for Rangers, and Alex Dawson, whose daughter Alex would be one of the last S6 group I would see leaving school.

I followed this up with several trips to York, ten trips to the Dalguise Centre near Dunkeld, Battlefield trips to Northern France and Belgium, summer trips to Rome and Lido di Jesolo, S1 trips to Raasay and over twenty Ski Trips to Austria, Switzerland, France, Italy, Canada and the USA. It was a great experience to work with pupils in an out of school setting and you learn so much about their character, particularly when they are confronted with challenges like learning to ski or abseiling down a cliff face on Raasay.

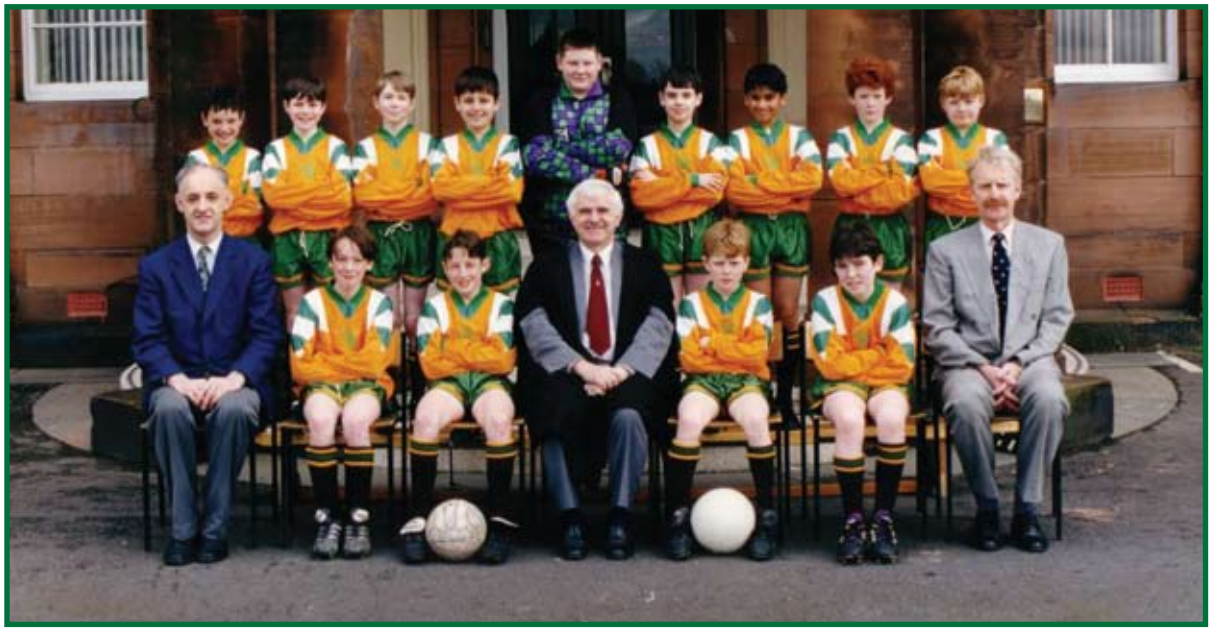
I had the privilege of working in the school for 35 years and was fortunate enough to be promoted to APT Guidance in 1978, acted for a few months as AHT Guidance while Moira Goudie worked her notice elsewhere, before becoming PT Guidance and then PT Pastoral Care. I worked in many different Guidance structures from being head of two year groups of boys, through being Head of a Year Group which you followed through school, to Head of St John and Crawfurd, then Head of St John alone and my final post as head of Smith, the House I was allocated to when I arrived in 1962. My greatest regret is that recent ill health has prevented me from making a significant contribution to this role.

I have been a pupil, a former pupil, a teacher, a parent, a President of the PTA, a member of the committee set up to help save the school in the 1980's, a football coach, a tour organiser and a Guidance Counsellor. I have worked with thousands of pupils and hundreds of staff both teaching and non teaching during my career. I have greatly enjoyed my experience of working with them all. I am sorry that my career has come to a rather sudden end and I did not really have the chance in person to say farewell and wish everyone in the school all the best for the future. I take this opportunity to do so.

I leave the school at a time when it is at the top of the academic league for state schools and the facilities are first rate, both for teaching and extra curricular activities. I am sure the excellent pupils we have in school at this time will take advantage of the opportunities they have to gain as much from their time in the school and to enjoy it as much as I have. I leave with many happy memories and thank all current and former staff and pupils, past and present, for enabling me to have such a long and fulfilling career. I wish the school continued success.

David Moir

A dinner to mark David Moir's retiral will be held at Oran Mhor on Sunday 20th June 2010. Please contact the school office if you are interested in attending.



David Moir (left) is pictured with Bill Bedborough (Rector 1989-97), Gordon Smith (Head of Primary 1988-2009) and the Primary football team season 1994-95

Satellite Beach, Florida

What a great five weeks back home last summer. Not weather wise, but with many warm hearted relatives and friends, weather wasn't important. Apart from the "Dear Green Place", I spent time in the Mull of Galloway and Marske on the Yorkshire coast, visited with friends in Dunoon, Troon and Barcaldine. One most enjoyable day was spent on the east side of Loch Lomond where we planted Rowan and Oak trees in the Cashel Forest in honour of family members. What a great way to reforest a native woodland.

Satellite Beach is a barrier island on the Atlantic coast midway down the Florida peninsula, about the size of Largs. We are 20 miles south of Kennedy Space center, 50 miles east of Orlando, 10 miles from Port Canaveral. Beautiful beaches, a surfer's paradise, good schools, many parks, a center for the performing arts, a great place to raise a family. Sports in school are baseball, American football (kind of a weak rugby), swimming, golf, tennis, basketball, softball, volleyball and rowing. Soccer is now becoming more popular and has a strong following with both boys and girls.

We have a dog park where they can run and socialize with other canines while owners do their own socializing. Other than the dog park, there are strict leash laws, clean-up rules and heavy fines for infringements.

Ecology is important. We see dolphin and manatee in the Indian River Lagoon where they are protected by law from speeding boats.

Because we live on an exposed island, when hurricane season is here and one is coming our way, we must evacuate to the mainland. We only take important papers and photographs and animals. Everything else is "stuff" and can be replaced. Lives can not.

We have lived here for 40 years and from our front garden can see shuttles and rockets lift off into space. Quite a contrast - quiet little town and amazing technology. In our garden we grow hibiscus, frangipani, roses and passion vine which flower all year. We have banana trees and pineapples which keep us well supplied with fruit. Citrus is plentiful, I have seen Indian River Fruit in Glasgow shops.

A little known and surprising fact, Florida is the largest cattle state in the U.S.A. not Texas. Native born Floridians are known as "Crackers", a term derived from the Florida cowboy who rides a horse and controls the cattle with the crack of a whip – much the same as a shepherd uses a collie dog and a whistle. Our son is Glasgow born but our daughter is an Orlando born "Cracker" a proud term.

This past summer was one of the hottest ever, about 90°+ most days. Conversely our winter so far has been the coldest on record 30°/60°. All our flowers are gone. So much for Global Warming, it makes one wonder.

That's it from sunny but cold Satellite Beach, maybe it's preparing me for my annual trip home this summer!

Renée M Bryant, February 2010

Queen Mary

Having lived in the USA for forty-six years, my daughter surprised me with a mother/daughter trip for my 80th birthday. We spent three days in New York, followed by a transatlantic cruise on Queen Mary II, and then travelled up to Scotland for my annual visit.

Shannon Toledo, Joyce Larsen nee Peterkin, Renee Bryant nee Wilson, Kurt Larsen

A highlight of the cruise was being invited to the Commodore's Reception. A gentleman and his wife asked if they could join us at our table and the conversation went as follows.

Me: *So, where are you from?*
Lady: Alabama.
Me: *So is my husband, but you don't sound a bit like him.*
Lady: Well, I'm originally from Glasgow.
Me: *So am I.*
Lady: Where about?
Me: *Knightswood.*
Lady; Jordanhill and I went to Jordanhill School.
Me: *So did I.*
Lady: What was your name and when did you leave school?
Me: *Wilson, in 1947 ..... what was your name?*
Lady: Peterkin, I left in 1949.
Me: *There was a Joyce Peterkin a couple of years below me.*
Lady: I am Joyce Peterkin!!!!

Needless to say, we did a lot of catching up. We remembered Miss Dennison when we began school at age 5. We remembered the 1st of May when we abandoned our uniforms for summer dresses, blazers and Panama hats. The war years: small groups in parent's homes, then in the college and finally back to our very own school. We were both in St John house. Teachers: Mr MacDonald, Miss McIver, Mr Bell, Miss Sinton etc. Wonderful memories!

The following week in Glasgow, my niece and I visited "our" school. The Rector, Dr Thomson, gave us a wonderful tour of the old school and the new buildings. He took photographs of us beside our team pictures in the infant corridor and one of Joyce Peterkin's name on the board in the assembly hall. I think she'll enjoy seeing that.

Dr Thomson graciously gave us the 2009 school magazine, several quarterly bulletins, a great sketch by Robin Miller of the school. Another connection previously unknown – Dr Thomson had been Best Man at my cousin's wedding many years ago. A small world indeed, where the JCS family always has a strong bond. I am still in touch with Graham McNab, Alastair Black and Carol King, but what has become of Pat Purves?

Back home in Florida now, where the heat is horrendous, and most days over 90o, humid and two hour tropical storms most days. Come to Florida, but come in the winter months when the weather is delightful.

In spite of all the rain, wind, and cold, I believe Scotland's temperate climate, with no alligators, snakes, hurricanes, is still the best place to live.

Intemerata Fides.
Renée M Bryant (née Wilson), September 2009

British Champion Taekwondo

I hope some of you remember me from our school days. I was at Jordanhill from 1992 until I left in 2005 to study Medicine at Edinburgh University.

As a student at Jordanhill, I was a keen swimmer and hockey player, but then I decided to try out Taekwondo and started lessons at a local club - Caledonian (www.caledoniantkd.com) who have a training centre just up the road from the school.

When I started University I was a founder member of the University of Edinburgh Taekwondo Club, but didn't do too much taekwondo as I was studying a lot. I just trained for fun once or twice a week. Then in July 2008 I thought I would try to do it properly.

Since then I have been training five times a week, but I have to go back to Glasgow every night to do that. Luckily this year I have been given a sports bursary from the university. This has been brilliant; the financial support has really helped, as well as the strength and conditioning training and nutritional and psychological advice.

I realise that it may seem a bit strange for a medical student to be involved in a sport which would seem to have a high possibility of being injured, but I think you are more likely to get injured playing hockey or rugby. You are so well kitted up in Taekwondo, with body armour and head guards. The only real injury I have had is when I broke my wrist, and that was just from a silly mistake in training. I was really exhausted and wasn't concentrating. I was fighting a boy and put my hand out in the wrong position and got kicked – anyway it was just a tiny crack.

Over the past 2 years I have competed in numerous competitions throughout the UK, some with more success than others. I won the Scottish championships in 2008 and 2009 and then in March 2009 I competed in the UK championships in Manchester, where I won the gold medal for my weight category, **making me the UK champion**.

This led to me being the only female selected to represent Great Britain in Taekwondo at the World University Games which were held in Belgrade, Serbia in June 2009. I had an incredible time in Serbia – it was a massive event – apparently second only to the Olympic Games. It had its own athletes' village and opening ceremony and it was just amazing to be there representing the UK. Unfortunately for me I had one of the worst first round draws of all our team – against the Beijing Olympic Bronze Medallist – Martina Zubcic from Croatia. I fought a really good fight but was narrowly beaten. (I will just make sure I beat her the next time we fight!).

I have also been to Sweden to fight and early in 2010 I am off to Denmark for another competition, so as you can see it is a really great sport to be involved in. It is an ideal way of keeping fit, it trains your body and mind as well as teaching you self defence. I would thoroughly recommend it to everyone – so remember there is an excellent club close by, so go on give it a go – and parents – get your children along to it and hopefully Jordanhill school can produce some more champions!

Best wishes to everyone,
Carla Summerhill

http://www.inthewinningzone.com/wz/Magazine/July-2009/Student-Athlete-of-the-Month/460/

Euroscola

A group of 25 students from 10 schools visited Strasbourg for a variety of linguistic and cultural activities. Included in the group were 5 students from Jordanhill: Heather Galbraith, Shona Mackay, Catriona Logan, Amy Kerr and Suzanne Cheape.

During the long coach journey the participants soon integrated seamlessly and, on arriving at their destination, eagerly embarked upon a very eclectic programme, including:

Le sondage – the students asked les Strasbourgeois questions in French based on Scotland and analysed their findings.

A visit to ***la Nécropole Militaire*** – a local, private cemetery representing victims of 3 conflicts– the Franco-Prussian War, la Grande Guerre (a student background topic) and the 2nd World War.

Le défi de Strasbourg – a 3 part (cultural, linguistic and light- hearted) challenge.

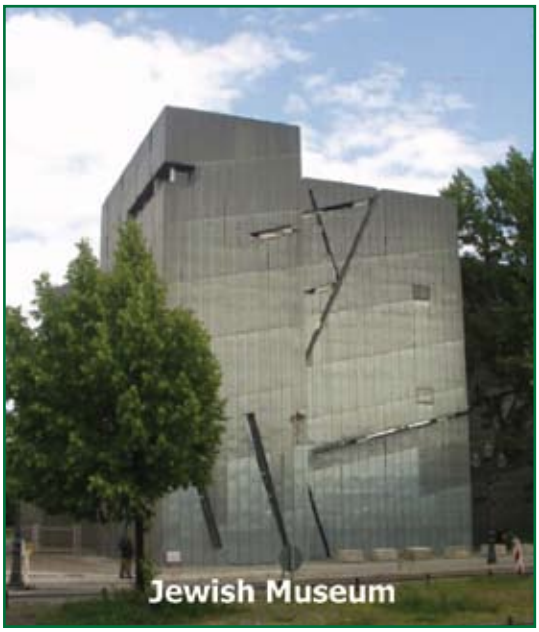
La journée Eursocola – a reunion of more than 600 people in the European Parliament where students from some 22 countries debate European issues in the main represented languages, especially French. All our participants had such a wonderful day.

The visit culminated in a ***ceilidh*** attended by many of our students' new European friends.

The event was a complete success and greatly enhanced the linguistic confidence of every participant. We are grateful to the following for their support of this event

Glasgow City Council International Office
Jordanhill Educational Amenities Trust
The European Parliament

Holocaust Education Trip


Jewish Museum

At the end of May, 2009, I took part in a study trip to Berlin to explore Holocaust Education. Our four day visit included excursions to The Holocaust 'Memorial to the Murdered Jews of Europe', the Jewish Museum, Sachsenhausen Memorial and Museum, House of the Wannsee Conference (the centre at which key Nazis planned measures known now as the 'Final Solution') and the Anne Frank House.

The trip was intended to provide us with the opportunity to explore various approaches to learning and teaching about issues such as genocide, diversity, citizenship and tolerance. On my return to school, I hoped that the trip would inform my teaching through developing new ideas on subject-based and interdisciplinary approaches. I certainly came back with plenty of teaching ideas, the main inspiration for these being the approaches to Holocaust Education taken in the German context.

Many of the places that we visited were relatively new in design or concept. When developing the historic sites, the Germans had struggled with issues familiar to history teachers the whole world over; how to do justice to a complex subject when far removed in time and distance from the events that took place? How to engage interest from visitors, but avoid intimidating or making excessive emotional demands?

The Holocaust Tower
Visitors are only allowed in this space one at a time

The response from the designers of the places we visited was to make a conscious break with official patterns of remembrance and to make their historic sites living institutions. They have used public art to represent an emotional response to the Holocaust. At the same time, these pieces of public art were accompanied by exhibitions showing the diversity of personal experience and culture of Jewish peoples across Europe.

The Jewish Museum consciously tried to get visitors to think of the effects of the destruction of a vibrant culture. The Memorial to Murdered Jews used a variety of visual media to allow visitors to reflect on personal stories. The exhibition to this Memorial was underground and powerfully, the third room in the exhibition contained nothing but sound recordings and muted lighting. The final room contained audio narrative of victims facing extermination. The dramatic presentation was very effective at overcoming the anonymity of the over 3.5 million victims whose names are known.

The theme of using public art was continued at the Sachsenhausen Memorial and Museum. This former concentration camp had a powerful impact, not only because this was where high profile prisoners like Martin Niemoller died, but also because of the issues of diversity, tolerance and citizenship that it raised. We were shown the posts on which political prisoners were hung and also the ovens that were used to destroy evidence of bodies. However, we were also shown the officer's houses just at the front gates of the camp and the proximity of the camp to the town. We were also reminded that the camp had been in

Memorial To Murdered Jews

continuous use as a concentration camp for 16 years, from 1936-1950. In its final years, it had been ran by the Russian army and had had as prisoners, former Nazis, Jew hunters and anyone considered undesirable or denounced by their peers. The prisoners included children; no prisoners were allowed any contact with the outside world.

After the war period, it was used for a short time as a chemical warfare unit and then opened by the Communist government as memorial to those interned during the Nazi years. However, the museum deliberately did not mention its use by the Russians and memorials to specific groups of camp victims were marginalised if they did not fit in with the Communist story of 'heroic' resistance to the Nazis: an uncomfortable reminder of the 'misuses' of History and the importance of finding out for oneself about the past.

Perhaps one of the eeriest places that we visited was the villa at Wannsee where the Nazis met to plan the final destruction of Jewish people in 1942. This beautiful house, on the edge of a water sports leisure lake, runs workshops for young people that put the Holocaust in context and again raise issues of tolerance and citizenship. The contrast between the environment and the subject being studied made a powerful impression.

Wannsee

The interdisciplinary approach to Holocaust Education by educators in Germany definitely helped me develop a deeper, more reflective understanding of what happened. It has given us greater focus in the History Department to the work that we do with S2 and S4; we are moving away completely from directed study to more enterprising communities of enquiry.

This year we will use GLOW (the national intranet) to collaborate with other schools on Holocaust commemoration and ask pupils who've elected to do so, to explore the Holocaust and its Glasgow backdrop in more depth.

Overall, I hugely enjoyed the trip; I formed friendships and professional links with a wide variety of teachers across Scotland. Most importantly, the experience challenged me to be more creative and adventurous in my approaches to emotional and controversial history.

Claire Wood
Principal Teacher of History

National Science Learning Centre

Last year I completed my NQT year in Jordanhill School and I was fortunate enough to secure a permanent post in the chemistry department – one of the most successful in Scotland.

In our department, one of the key areas we continually strive to improve is our use of practical demonstrations and experiments. It is no secret that teachers of practical subjects (Music, Art, Technology…) would all agree that pupil learning is enhanced through practical activity.

Earlier on in the school year, chemistry teachers from across the UK were invited to apply to attend a three-day course at the National Science Learning Centre in York. The course title was aptly named 'Inspiring Post 16 Chemistry'; the synopsis of which married well to our ongoing goals within the chemistry department.

With many of their courses often oversubscribed, NSLC are renowned within the science teaching community. After submitting my application I was successful in being offered a place; not only this, but my application also secured a **£2000** bursary (co-funded by sponsors including: Vodafone, BP and Rolls-Royce!) The bursary will be directed to enhancing science education at Jordanhill, particularly for post-16 learners.

Arriving in York, my three days began with meeting Chemistry Teachers from across the UK and sharing our present practise. It became apparent to me from the onset, that many schools lack the resources and funding to engage pupils with practical activities. However this acted as a subtle reminder; we at Jordanhill School are very wealthy in the finest resource - a science department where teachers are incredibly passionate about their specialist areas. A trait I did my best to promote whilst in York.

Pride aside, we spent most of our time in the lab as the course was designed to be very practical. We were shown inspiring demonstrations and exciting experiments, as well as modern spins on the 'old classics' to take back to our respective schools. My personal favourite (which I hope to 'borrow') was adding solid carbon dioxide to a solution of sodium hydroxide and universal indicator and watching the CO_2 subliming.

From the view of a teacher, each demonstration extracted multiple teaching points, which could easily be implemented across various different stages of the curriculum. A pupil experiment, which particularly stuck in my mind, was reducing iron oxide to iron on the head of a matchstick. This experiment is simple to apply to a classroom setting and ideal in showing each stage of the reduction of iron in a blast furnace.

But for me, the highlight of my trip was being introduced to the concept of liquid crystals; the fourth state of matter! - As demonstrated by renowned research chemist from the University of York, Dr. Avtar Matharu. Liquid crystal technology is worth billions of dollars each year and is an ever-expanding area in chemistry. Liquid crystal displays, commonly known as LCD, are found in televisions, iPods, laptop screens, calculators…the list is endless!

Dr. Matharu told us the history behind liquid crystals and where the technology is today. During our lab session we were shown how to make a simple liquid crystal and how we could manipulate the structure by adding on different lengths of hydrocarbon chains. The information and guidance given was fantastic, as not only would this area make an interesting Advanced Higher Chemistry project; it will also relate science in the classroom to science in everyday life!

I will be returning to the National Science Centre in April to complete the second half of the course, which I am anticipating greatly. I am looking forward to not only implementing, engaging activities in chemistry, but also to using the £2000 bursary to continue to maintain the Jordanhill School chemistry department reputation as a leader in Scottish science education.

Tayyabah Ahmed

Reflections from **Ontario**

No external examinations and no school inspectorate. A vision of utopia or a recipe for falling standards? Whatever your view, these are just some of the features of the education system in Ontario, Canada which has received plaudits for its rise up the international ratings in recent years.

Last session I joined a group of 16 teachers from Scotland who spent a week in Ontario under the auspices of LTScotland's SCIPD programme. It was a wonderful learning experience for all concerned. Arriving on the Saturday we had an opportunity to do some sight-seeing around Toronto and visit the Niagara Falls before embarking on a busy schedule of meetings and school visits. We spoke to educators at every level from the Province's Deputy Minister and his officials through the Director of Education and senior colleagues in York Region to Principals and teachers in schools.

There has been a rapid expansion of the population in Ontario and in York District in particular. The District has been building one secondary and five elementary schools per year for some time. Much of the new population comes from Asia and literacy is seen as the gateway to future educational success. Support mechanisms are very strong in both elementary and secondary schools

In total our group visited 10 schools. I spent a day each in Cedarwood Elementary School (70% Tamil) and Richmond Green Secondary School (50% Chinese). The levels of reading and functional writing were strong reflecting the focus on literacy. However, there appeared to be less overall breadth to the curriculum and less creativity in the work undertaken by pupils.

Classroom practice by teachers was very sound across the board, but we did not observe the range of active learning, cooperative or collaborative approaches which would be seen in the best Scottish classrooms.

This trip has certainly impacted on my thinking as to how Scotland should be moving to implement Curriculum for Excellence. I have written articles for the Times Educational Supplement Scotland and delivered seminars for SQA and LTS conferences on the themes of leadership, assessment, Literacy and Numeracy and the delivery of CfE.

While Scotland would never adopt the Ontario model wholesale, there is much to reflect on. National policy has now shifted to remove external assessment at SCQF level 4 and to adopt assessment techniques that better fit the skills and knowledge we are trying to develop in courses at all levels. This will bring greater relevance and flexibility to the curriculum. It remains to be seen if we can get the balance of assessment right in Primary and early Secondary in the key areas of Literacy and Numeracy.

Paul Thomson

It is not possible to do justice to the issues or technicalities in a short article. If you are interested you can read more at

http://www.jordanhill.glasgow.sch.uk/staff/rectors_blog/default.aspx

Jordanhill School
90th Anniversary Dinner

Friday 11th June 2010
7.00 for 7.30 p.m.
School Hall

Former pupils, staff and friends are invited to attend a reception and dinner to mark the 90th anniversary of the school.

Tickets £45

Please book early to avoid disappointment. 100 of the 150 places had been reserved by 1 February.

Full details on the web site or contact the school office

2010 has seen the introduction of regular e-bulletins sent directly to parents'. We have e-mail addresses for 99.7% of families and this offers a much more reliable method of communication than the school bag. A printed copy of the bulletin is issued to pupils for whom we do not have an e-mail address.

The bulletins will be used to publicise issues of substance and to circulate Newsletters

- No.1 Cyberbullying
- No.2 January Newsletter
- No.3 Disability Equality Scheme & Uniform Guide

Back copies of the bulletin are available on the **Parents** page of our web site.

If you wish to be added to the list of recipients, please e-mail info@jordanhill.glasgow.sch.uk

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