Ad Summa nitor

1920 - 2010

Jordanhill School

Journal

September 2010

Jordanhill School 1920-2010

Welcome to this special edition of the Journal which celebrates the 90th anniversary of the founding of the school in 1920. To mark the occasion we commissioned renowned architectural photographer Keith Hunter to capture some images that reflect the essence of the school. Keith is also a former pupil of the school. We hope that these photographs bring back memories for you or, for those who may have been away for some time, introduce you to many new aspects of the school.

Included in this edition are extracts from the first School Magazine of 1925, the 25th anniversary Magazine of 1946 and also from 1970. Alongside these are articles from several former pupils which offer tantalizing insights into life at Jordanhill (College) School through the generations. While the physical environment and the curriculum may have changed enormously what is evident is that the concerns and interests of young people are the same today as they were forty, sixty and ninety years ago.

Over ninety years there have been four major phases of campus development. The construction of the original (north) building was completed in 1920 – see 'Foundation' article. This was followed by the addition of the 'practical' buildings on the south campus and the refectory and gym block behind the north building in the late 1960s. Major internal refurbishment of the buildings took place following the separation of the school from the College in 1988. Finally, of course, the main elements of our major campus redevelopment were completed in 2008.

The quality of the educational environment has improved enormously with the opening of the south campus building. In turn this has allowed us to regenerate other parts of the school: creating the Learning Zone (2008); instrumental instruction suite (2009); Primary flexible space (2010); examinations room (2010). New Science laboratories and facilities were created in the former Art department in 2009 with the aid of a grant from the Wolfson Foundation and the entrance, foyer and ground floor corridor of the Science building have been refurbished for August 2010.

Sports facilities now include the playing fields (leased from the University since 1998), MacMillan changing rooms (1999), games hall (2005), flood-lit all-weather pitch (2007) and multi-user games area (2008) with an additional changing room created in 2009. The fitness suite has also been refurbished in 2010.

At the start of 2010 the Board commissioned architects Elder and Canon to draw up plans for the redevelopment of the school hall which has existed in its current form for some fifty years. The challenge is to return the Hall and entrance foyer to something close to its original design concept whilst creating a space fit for 21st century uses. The Board will take a final decision on the viability of the project at the end of 2010 with a view to the work commencing in June 2011.

While much has changed over ninety years the school remains true to its traditions and values. We seek to develop the talents of all pupils to the limits of their abilities while fostering an atmosphere of diligence, tolerance, co-operation and mutual respect. We also encourage links with the local, national and international community. Visitors to the school come from every part of the world as do hits on our web site.

The next decade will no doubt bring many more changes. I am confident that through the efforts of pupils and staff and with the continuing support of parents and the community Jordanhill will continue to be one of Scotland's pre-eminent schools.

Paul W. Thomson

Rector

90th Anniversary Dinner

The month of June and the most glorious weather for many years provided a fitting backdrop to the celebrations of the school's 90th anniversary.

On Friday 11th June 180 former pupils, staff and parents attended the anniversary dinner. The guests included FPs from seven decades from 1943 through to 2005. They had travelled from all parts of the UK and from as far afield as France, USA, Australia and New Zealand.

The evening commenced with a reception in the south campus atrium which provided an opportunity for many to tour the new facilities for the first time, to review the school memorabilia on display and of course to renew acquaintances and friendships.

Dinner was served in the main school hall, resplendent for the occasion, following a welcoming speech from Dr Thomson. The meal was excellent, but little did those present know that the master of ceremonies, one of the waitresses and the chef who bumbled around asking everyone if they had enjoyed 'his' cooking were not what they seemed.

When the waitress grabbed a microphone and announced that she had been a pupil at the school, was starting work here as a pupil support assistant on Monday and wished to sing a song to mark the occasion the school's HR officer had a panic attack – "I don't know anything about this; I haven't done a contract or induction pack or anything."

Some truly terrible singing led to the MC's intervention and the waitress running out in tears. Some of the ladies present would gladly have taken their handbag to the brute, but the penny finally began to drop when he launched into a wonderful aria to be followed in turn by the waitress and finally the chef.

Collectively, the 'Singer Waiters' provided a wonderful selection of operatic and modern songs which captivated all ages.

Everyone is now looking forward to the centenary celebrations in 2020.

(The school photographer was present throughout the evening. Only a small selection of his photographs are shown. They can all be viewed and ordered online via the School Photographs link on the web site.)

“Thank you for a super evening on Friday. The company and entertainment were wonderful. The hall looked great and I am sure that everyone had a great time. Thank you for all the hard work and effort that went into making the evening such a success and a night to remember.”

"I would just like to thank all involved with the Dinner on Friday. It was a fantastic evening- the reception, food and entertainment hitting the right note! It was great to meet up with so many FP's and to see that the school is going from strength to strength. Congratulations to everyone who made it such a successful event."

“A cheerful note to say how much I enjoyed the Anniversary Dinner on Friday night. There was a splendid attendance, the food was delicious and the whole showed immaculate organisation. It was a great surprise to catch up with four survivors from my primary class (three of whom had travelled all the way from Australia) and besides to meet up with quite a few former teachers, one or two of whom I had kindly assumed to be long dead - and proved, instead, sparkling, spry, and immediately recognisable figures. I was astonished to be instantly remembered by Miss McArthur - who scarcely taught me - and how fresh and bubbly Mr Gardner remains.”

“Just a short email to thank you and your team very much for organising a thoroughly enjoyable night on Friday, my brother and I had a great time. We look forward to repeat performance in 10 years time!!”

90th Anniversary Concert

Jordanhill School
90th Anniversary Concert
University of Strathclyde
Jordanhill Campus
Monday 21st June
7.15 pm

The Foundation of Jordanhill College School

1912 Jordanhill House and Estate purchased by Glasgow Provincial Committee For The Training Of Teachers

1914 Formation of Chamberlain Road. Glasgow Provincial Committee paid £465 9s 5d towards the formation. The road now owned by the Committee.

1915 43 trees were removed from the front of the new school.

1916 Chamberlain Road (Southbrae Drive – Woodend Drive) taken over by the Corporation of Glasgow.

1916 The boundary walls and janitors house were built

1917 40 garden allotment plots laid out in the grounds of Jordanhill House. There were 78 applications for these plots – they were allocated by ballot. Each plot was 150 square yards. The annual rental was 3s 6d per plot.

1917 It was proposed that the main entrance to the new Training College be constructed From Chamberlain Road and not Southbrae Drive.

1919 The railings and side gates of the new school were made by Allan Gibson at a cost of £255.

1920 The Headship of the new school was offered to E.J.V. Brown – Senior Lecturer on Method. His salary was £750 p.a.

1920 It was decided to advertise the post of Infant Mistress, with a salary of £350 p.a.

1920 The Provincial Committee Office moved into the new school.

1920 Termly fees for the new school set at

- £1 1s Infant & Junior
- £2 2s Senior Department
- £3 3s Secondary Department

1920 School should have opened in September, however building work was not finished.

1920 15th November Jordanhill College School opens .The first pupil registered was Norman Archibald Stodart, 72 Southbrae Drive.

The 1920s

1923 Mr Tod Ritchie appointed second Headmaster.

1924 The first school concert in aid of Jordanhill College Sports Fund was held in The College Hall.

1924 The first School Sports held on June 14th.

1924 Stage erected in school hall. The first performance given on it was a Fairy Medley, acted by the Junior and Infant Departments.

1925 The first Jordanhill College School Magazine was published priced 6d.

1925 The first school colours awarded.

1926 3 new tennis courts opened by Mrs Tod Ritchie – using a golden key!

1926 A Magic Lantern was purchased – lantern lectures were given by members of staff.

1927 Jordanhill College School Musical Society formed

1928 Jordanhill College School Former Pupil Club founded.

1928 Jordanhill College School Swimming Club founded. It had over 90 members, all girls over the age of 10. The club met at Cranstonhill Public Baths.

Robin Miller 1999

THE
Jordanhill College School Magazine.

No.1. JUNE, 1925. Price 6d.

Foreword: by the Headmaster

FOR the past five years Jordanhill College School has been growing up. It has now reached the stage when it can prove to the outside world that it has developed the powers that are supposed to belong to institutions of mature growth; We are young in years; we have not attained our full stature by the measure of numbers; but we are already a proper Secondary School, provided with most of the agencies with which time has dowered other institutions. We have passed the Primary and the Intermediate steps, and are now taking the last step that leads to the University. We haye grown rapidly because of the live interest and active enthusiasm of Committee, Staff, Parents and Pupils.

We have a Rugby XV. and a Hockey XI. proud of their record and playing their games as sportsmen should. We have a Library and a Stage. And now we are venturing upon the provident course of keeping a record of the records that we make. Some day in the future pupils will ask to know something of those who were here before them, and our Magazine will help to give an answer. The written record will supplement the unwritten tradition that we are all striving to call forth-that Jordanhill College School is a happy place where work can be and is done willingly and well. With surroundings such as ours, with teachers of so varied capacity as ours, and with pupils as keen as ours, the Magazine is a foreordained success.

From Our Younger Contibuters

The Fairies.

Ha vou you seen a fairy,
Dancing late at night?
I have seen a fairy
In the pale moonlight.
She was dressed in a pure white robe,
And on her head was a crown;
I saw that fairy on the hillside,
Not inside the town.
The elves were dancing round her,
And ringing little bells;
While the bees were making honey,
To fill their tiny cells.
On a toadstool she was sitting,
In the middle of them there;
While a fairy just behind her
Was combing out her hair.
She was singing like a lark,
And dancing like a ball,
When suddenly they vanished
And there was nobody at all.

MADELAINE N. MURDOCH, Senior II.

A Wish.

I wish I had a garden green,
With roses on the wall;
I'd walk along the little path,
So that I'd see them all.

JACK C. MUSTARDE, Junior LB.

Winter.

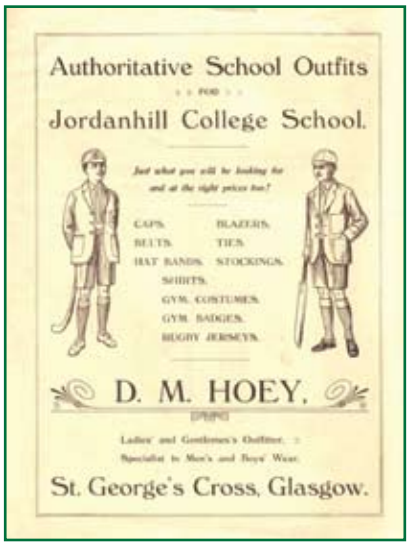
The snow lay stiff and white around,
And not a foot-print to be found,
As if the place were haunted.
It was so cold and very drear,
And not a single person near;
But far away I heard a bell,
The dogs put down their heads to smell, But nothing could I find.
The wind it whistled through the trees, The dogs barked as if ill at ease,
And never a bird did sing.
I pulled the reins and cracked the whip, The snow lay thick and the frost did nip, The wolves they howled as I flew past, My leading dog was frozen fast,
Alas! I had to stop.

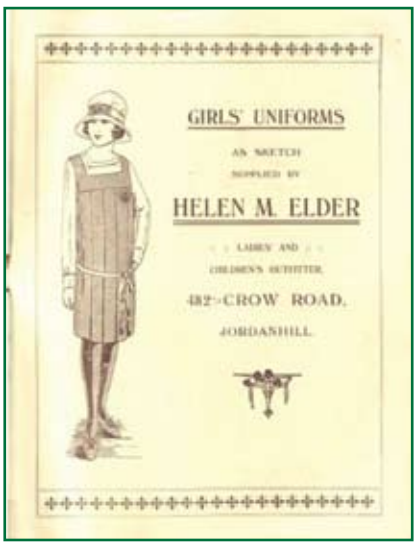
JOHN BRINKLEY, Junior I.B.

The Fairies in the Wood.

ONE day, when Jean was walking through the wood, she saw a little group of fairies. On a mush¬room there sat a little pixie playing a tiny flute. Some other fairies were dancing to his music. When¬ever they saw Jean they stopped dancing, and the little pixie dropped his flute. "Don't be afraid," said Jean softly, " I won't hurt you." The fairies all crowded round Jean and asked her who she was. Jean 'told them, and asked them if she might join them in their dancing. They said she might, and when Jean went home she told her mother all about the fairies she saw in the wood.

ELLEN MITCHE**LL, Junior LA.**





Memories of School Days

Iain and Mary Mann are both former pupils, and by coincidence the 90th Anniversary of the School is also the 60th anniversary of their leaving in June 1950. Since then they have had an almost unbroken connection with the School. Mary was a member of staff for almost thirty years, including 17 as head of the Primary Department. Iain was a member of the original Board of Managers and a trustee of the Educational Amenities Fund, and in 1995 wrote a brief history of the first 75 years of the School.

This article is based on a talk Iain gave recently to a second-year class, telling them what the School was like during his time as a pupil. This may bring back happy memories to many FPs, and also be of interest to today's generation of pupils and parents.

The School As it Was

I first became a pupil at Jordanhill College School, as it was then called, in September 1939, entering at Primary 3 level. (In those days it was Primary 1, because the first two years were designated as Infants 1 and 2). My first classroom was on the right, just past what was then the Janitor's office and is now the Primary Head Teacher's office.

The front appearance of the School has hardly changed in all those years. The entrance gates, the janitor's house and the sports pitches are still there, although the sports area has been greatly improved with all-weather pitches and floodlighting. The big difference at the front of the School is that there were hardly any cars parked on the drive, because very few teachers had a car. The staff travelled to school by public transport, as most people did at that time.

The boys' and girls' playgrounds have changed a lot since my day. Where the refectory is now, there were toilets and a covered shelter, and in front of the "back pitch" there was a single-storey building with small dark rooms used to store sports gear. It was rumoured that it had been a mortuary when the School was used as a military hospital during the First World War! There were also rows of cycle racks, because many more children cycled to school than do now. I had a bumpy ride down Crow Road, which still had cobbles and tram rails, but it never crossed my mind to cycle on the pavement as many do today!

Inside the School. The main front door to the School is still the same, although there was no secure entry system and no electronic notice board just inside the front doors. The way into the School office and headmaster's room was from the main corridor where the waiting room is now, and that area was smaller and not furnished as it is today. The inside corridors are also unchanged except that there were no fire doors in the corridors, and there was no lift. The main hall had white tiled walls like a hospital, a bigger platform than today and an open railed balcony above each end at first floor level. The boards listing captains, dux and sports champions were there but of course had far fewer names.

Classrooms. On the ground floor two primary 4 classrooms have been knocked into one to become what is now the main staff room. Previously male and female teachers had separate staffrooms on the first landing outside the boys' and girls' cloakrooms. Two more classrooms became the Primary Department Library and is now the finance office. Down the three steps at the end of that corridor, the big room looking out on the boys' playground was the woodwork room, equipped with benches, lathes and tools. Later it became the Primary Assembly Hall, where all primary pupils met each morning, and it is now the Drama studio.

On the first floor the classrooms are very much as they were, except that the Library was a single room at the far end of the west corridor next to the main geography room. On the top floor what is now the School Library was the Art Studio, with its large plate-glass windows to the north giving the best light for art work. Some other rooms on the first and second floors have also changed their use, especially those now used for IT subjects, but a few are still used for the same subjects as they were 60 years ago.

In our day there were no classrooms in huts around the School boundary, and thankfully they have all now been removed. The only classes outside the main building were home economics (then called domestic science), which were based in 'Lymehurst' a large converted house on the corner of Chamberlain Road and Southbrae Drive where the new south campus stands now.

Prefects 1949

Back: Marion McLean, Kenneth Arnott, Frances Guthrie, Hamish McLeod, Netta Kerr, Ronald Samuel, Sheila Duncan, Billy Kerr
Front: John Miller, Margaret Wilson, Robert McInnes, Lilias McGregor, Mr Walker, Gordon Mackie with Marjory Muir and Allan

Inside the classrooms. In the early days most of the desks were in twos, with pupils sitting in pairs sharing an uncomfortable wooden bench. Each desk had a glass ink-well set into a hole, and in secondary we dipped our pens into the ink for all our writing. Being left-handed (as I was) caused a real problem, and there were no ballpoint pens in those days!) The teacher had a high desk and chair, not a table, and wrote notes and instructions in white chalk on a big blackboard. At the end of each period one pupil would be chosen to clean the blackboard with a wooden-backed duster.

Of course the biggest change of all is that 60 years ago there were no such things as overhead projectors, televisions or pocket calculators, and computers had not even been invented. Calculations had to be worked out longhand on paper or done in your head, and there was no Google to search for information or Word to write essays. All lessons had to be learned from specially written text-books or from notes taken in class, and everything was written by hand.

Daily Routine. Every morning when the bell rang, pupils waiting in the playground had to line up outside the various doors and march two by two into the school smartly and quietly. There were always at least one teacher and prefect present to supervise the lines and catch latecomers. Inside the school the lines of pupils had to keep to the left in corridors, and on the stairs go up on the left and down on the right. This was for safety reasons and to avoid congestion, and perhaps the same rules apply today. Only prefects and sixth year pupils were allowed to come in and out the main front entrance.

Morning Assembly. Every day began at 9am with all secondary pupils standing in the Main Hall, with the youngest ones at the front and teachers at the back. The Headmaster and one prefect were on the platform, and there was a prayer, a bible reading from the prefect, and an opening and closing hymn (accompanied by a teacher or senior pupil on a grand piano which stood on the platform). The Headmaster then made announcements and read out sports results, and occasionally gave a stern lecture about some breach of discipline or bad behaviour in or out of the School. It was a simple but effective means of communication.

During the interval break (we called it playtime) and after school there were always several games of football in the boys' playground, with folded blazers on the ground for goalposts. I've no idea what the girls did in their playground!

The lunchtime break was an hour and a half from 12.30 to 2pm and almost every pupil went home for lunch, because in those days very few mothers went out to work. There was no School refectory, and the handful of pupils who lived too far way brought packed lunches to eat in a class-room available for them.

Uniform. All the pupils had to wear the full School uniform, with the colours just the same as they are today, brown, yellow and green. **The boys** wore brown blazers, cream shirts and grey trousers, and throughout the whole primary they wore short trousers and only got longs when they started secondary!

We were also supposed to wear school caps as part of the uniform, but we all hated them, and as soon as we were out of sight of the school we took them off and stuffed them in our pockets!

The girls wore brown pinafore dress called gym-slips, with cream blouses. The older girls in fifth and sixth years could wear brown skirts which they much preferred, but they still had gym-slips when playing hockey. There was no question of trousers or shorts as hardly any female of any age wore trousers in those days. The infants wore green smocks over their uniform just as they do now.

And of course boys and girls all had to wear school ties properly knotted at the neck, not at half-mast like today - and the boys wouldn't have dared to wear shirts outside their trousers! We would have been in serious trouble if we had walked down Woodend Drive looking like that!

The teachers in both primary and secondary wore black gowns over their ordinary clothes, partly as a sign of authority and partly to protect their ordinary clothes from the white chalk-dust.

The School badge on our blazers was much plainer than the current one, being simply a round circle with the letters "JCS" inside. The letters stood for "Jordanhill College School" which was the name until the 1980s. The original name was chosen because the School began life as an off-shoot of the teacher training college and for many years was used as a demonstration and experimental school, to give student teachers experience in the class-room and to try out new ideas in education. The new badge with the four quarters representing the School houses – Crawford, Montgomerie, Smith and St John – was introduced in 1948, to reflect the history of the area and the families who had lived there in the past.

Subjects

In secondary we studied the same core subjects as today, although I'm sure the content and teaching methods were very different. Each week we had periods of English, maths, science, history, geography, French, Latin, music, art, gym (now called PE). Girls could also do what was then called domestic science – mostly cooking, baking and sewing, and boys could opt for technical classes in woodwork etc. There were no computing or IT classes, and modern studies had not been heard of.

The belt In my schooldays and until 1983 most teachers had a leather strap or belt (the Scots word was tawse), which they used to punish pupils (usually boys) for misbehaviour by giving them one or two strokes on the palm of the hand. It was very sore at the time and took about half an hour to stop hurting, but it didn't break the skin or do any damage to your hand. To be honest, it was better than getting punishment exercises or being kept in after school when your pals were outside playing football. And to be fair, most teachers didn't like giving the belt and didn't use it very often, although there were one or two who seemed to enjoy it!

The Future

There have been many changes in Jordanhill School over the last sixty years. Curriculum, teaching methods, discipline, and relationships between teachers, pupils, and parents are very different from what they were sixty years ago. The School has come through some very difficult and challenging times but has adapted well to the changes it has faced. Today it is recognised as a modern "centre of educational excellence", while still remaining true to the ethos and traditions developed over its 90 years.

Thousands of former pupils are proud of their association with "their" School and look back on their time there with affection. I am confident that future generations of pupils will continue to "strive for the highest" and bring further credit to Jordanhill School.

Back: Duncan Robertson, Alec Colvin, George Seith, Alastair McLaren, Mr Peter Whyte, Mike Milne, Billy Frame, Ian McFarlane, Alastair Mackechnie
Middle: Marjory Crawford, Roddy McLeod, Julie Howat, Johny Liddell, Maud Gibson, Ian Young, Betty Anderson, Leslie Sutherland
Front: Joyce Peterkin, Kenneth Arnott, Marie Fischbacher, Allan Quinn, Elinor Goodman, Bill Wright, Netta Kerr, Iain Mann, Mary Lumsden

Do you remember?

When the Janitor's room was the Headmaster's room and the College Office was in the present Headmaster's Room?
When there was vacant ground all round the school in Chamberlain and Munro Road?
When the girls wore flat straw hats in the summer and each gust of wind sent them bowling down the road like a hoop?
When the gym girdles were worn at the fashionable waistline nearly round the knees?
When the boys wore " bumble-bee" caps?
When we had a resident piano teacher who conducted her individual tuition in a small room next the Senior Boys cloakroom?
When Room 13A was called the Room of Terror?
When the whole Secondary Examination was held in the School Hall?
When the chickens were' hatched' (?) by a broody hen in the Infant Room?
When a whistle indicated the end of a period and a handbell, rung through the playgrounds, called you to school?.
When you trembled at ' Sandy's' wrath if you made an ink-spot on the floor?
When we made secret trips of exploration along the rafters through the door of the 'cookery' room and When the climax came one day When somebody's foot slipped through the ceiling in the middle of a Maths. Class?
When the stage curtains were sent to the cleaners and came back 3 ft. shorter through shrinkage just before the performance of a play? .
When the bicycle room was inside what is now the Manual Room?
When we had dozens of tins of fruit and creamy trifles and conversation lozenges at the School Dances?
When the Staff gowns vanished just before the Staff photograph?
When the whole School assembled in a chilly wind for a Panoramic Photograph?
When the Tennis Courts were opened with a golden key?
When in Coronation Year we all got a free treat with ice-cream and a box of chocolates and there were sails down -the Clyde and to the Western Isles ?
When we had on the Staff Granny, Teenie, Willie and the numerous Pa's?
When a member of Staff was famed for his chalk throwing?
When we filed down the road in a long procession with bobbing gas-masks to entrain for the unknown destination of Gartmore?
When we met in groups in private houses?
When -but I could go on like this for days so wander down "Memory Lane" yourself.

"Old Age Pensioner"
School Magazine 1946

The Test

Legend has it that my name was down for Jordanhill before I was born. Admittedly, I had no Christian name, but the intent of my parents was declared.

Jordanhill was in the genes, almost. My mother, as Sheila Stewart had been at Jordanhill from 1923 to 1936. Her brother, my Uncle Roy had taken the same educational route from 1928. Two cousins, on my mother's side had been at Jordanhill (Ann and Charles Dand) from the late 1940's. My brother Stewart had been accepted for entry by the spring of '52, and there was another arrival due in the late summer of the same year - me. Demand for places was high. The advice was to put the name of the unborn on the list for consideration for the 1957 September intake.

There was plenty of historical precedent, but I had to make the grade. I had to pass 'THE TEST'. I had to impress, at the tender age of four and a bit, those who would be responsible for my education. Failure was not an option. I was oblivious to all of this, when scrubbed to a shining perfection, I was taken to the school for THE TEST by mum.

As we arrived at the main entrance I remember being curious rather than nervous. The build up to this day had been gentle as far as I was concerned. The concept of TEST was beyond my experience, but not my parents'.

Perhaps some or all of these thoughts had kept both parents awake the night before. Was my mother thinking, inter alia:- What if he is not accepted? The family was moving from Broomhill to Whittingehame Drive to be nearer the School. What were the options in education for a reject? A whole new wardrobe of uniform for the second child – the hand-me-down option was at risk.

Attending THE TEST that day were a number of my mother's contemporaries whose aspirations for their children were the same. Would I say the right thing to the staff concerned, a number of whom had taught my mother?

Did my mother's hand tighten slightly on mine as she led me gently into the building? I remember soft gloves. Perhaps it did. We passed the War Memorial in the entrance hall. My mother would have known most, if not all of those in the photographs. I was transfixed.

There was a comfortable smell - unfamiliar in many ways, but comforting in others – a homely mixture of disinfectant and polish combined with chalk, and fresh paper. Mixed perhaps with the fragrance of the office copying fluid or a 'woodyness' from the woodwork room. Was there a smell of food from the dining room from the imported food? Somewhere in the mixture was a faint musty dankness. Perhaps it was the clay, kept in the dustbin and covered with wet sacking in the cloakroom. This was intriguing. The gleaming ceramic tiles on the walls of the corridor reminded me of the 'close' in Broomhill Drive. The impression of a wall of gleaming glass partitioning the Main Hall from the corridor has lasted to this day.

Seated along this wall was a large group of grownups with children, none of whom I knew. This was not the case with my parent. The grip on my hand loosened as she greeted so many people she knew who were twenty years and a war away from when she had last seen some

of them. Others she saw regularly for many reasons, whether professionally through her teaching career, to attending the JCS badminton club. Thinking about it, after all these years, I detected an easing of tension.

Then it was my turn for THE TEST. I did not feel nervous as I recall. I am sure that the kindly lady who looked familiar, because we had met her and her identical twin, when on holiday in Killcreggan was the lovely Miss Currie (who had taught Mum). The conversation was easy, the questions asked in such a skilful way that I did not feel intimidated. I got the impression that I was the only person in the world of interest. The fact that the same interview was to be repeated innumerable times was not in my sphere of thought.

I remember a picture - a black and white drawing of a dog stealing washing from a clothes line and running away with it, followed by some laughing children, the while under the wrathful eye of an outraged adult. My task was to consider what was wrong with the image. In the background a chimney belched smoke from right to the left. On the other hand, the washing was blowing in the other direction. Indifferent to the incompetence of the artist when it came to the most basic rules of meteorology, I commented on the inability of some people to train dogs properly and the low standard of behaviour on the part of the children. My mother's elegantly gloved hand tightened on the matching pale blue leather handbag.

The final part of THE TEST involved an interview with Mr Branston. I thought he was a kindly gentleman in a long cloak. Mr Branston asked me to count the bentwood chairs ranged around his office, then just before we left his office, he took from his pocket some small change. Showing this to me, he enquired, "What's that, Alistair?" pointing at a particular coin. The expected answer was the identification of denomination – sixpence, a florin, half crown, whatever. This I knew, and, composing my features into the shyest of shy smiles I trilled, "That's "Heads'." My mother made a most peculiar noise. Mr Branston's indulgent smile became a little too fixed.

I am not 100% sure, but I think I was taken to 'The Modern Café' in Crow Road for ice cream. I expect my Mother had hot sweet (although she did not normally take sugar) tea.
What agonies were teased out at the post mortem with my father and Grandfather (who lived with us) I will never know. The import of the day was lost on me totally.

But it must have worked. Kitted out in a brand new uniform from Paisley's (or was it Rowan's, Copeland and Lye, Pettigrew and Stephens, R.W. Forsyth or Birss of Partick) I remember going with my mother and brother – a sophisticate in primary 5.1 – to the school in early September 1957. In my hand I carried a newly washed slipper bag containing sandshoes and a green smock-like garment, fresh from laundering, a hand-me-down from my brother who now eschewed such juvenile garments. What happened that day as one of the latest intake of Miss Currie's 'Little Bees' must be left to another time.

All this took place in 1957. I am 57 years of age as I write. Mentioning this as being an uncanny coincidence, I was brought down to earth with a bump when a comment was made that 57 had significance to Heinz where the excellence of their '57 Varieties' is proclaimed to this day on their product labels, including the beans.

Alistair Goldsmith

Rhode Island

In the April 2009 Journal – John Anderson asked about the origin of the name "Jordanhill". The school website offers that there is a "connection…. with the Knights of St John who adventured to Palestine" but doesn't elaborate.

On the occasion of the 90th anniversary my mind reaches back to the 50th anniversary. Aged 10 in P5 I recall the celebration of the school having attained its Golden Jubilee - despite threats that it should "go Comprehensive" like the rest of the world. The iced top from the celebration cake was kept in the trophy cabinet next to the school office for many years afterwards. The left side adorned with the original circular JCS school badge and the right side the later school crest.

Mrs. Hastie – then head of infants and about to retire – reminisced about the early days of the school. She had been an early pupil and recalled that the area all around the school when it opened was farmland. The rugby pitches at the back of the building in 1970 had been a field full of sheep in 1920. She recalled the name Jordanhill came from:

"….a man who had visited the holy land and returned and looked down to the Clyde. The view so reminded him of the River Jordan that he called the place he was standing – Jordan Hill".

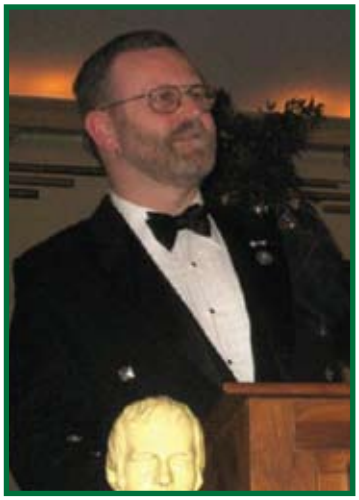
My memory paraphrases her, but it is how I distinctly recall the story being told. Put Mrs. Hastie's story with the school website connection and there is probably some truth in both stories. Presumably a returning crusader made the call.

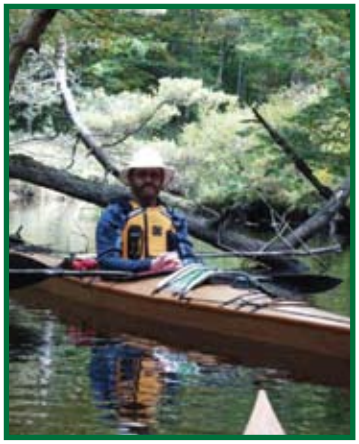
Of my time at Jordanhill I recall sitting in the infant assembly room listening to the radio for the launch of yard number Q4 at John Brown's yard with much speculation as to what the Queen was going to name the QE2. As the ship was launched we could hear the sirens from down on the river. Two years ago I saw the QE2 make her final American call in Newport, Rhode Island where I now live.

Mr. McLeod the janitor of the "new building" taught chanter to a small group of disciples in an extra – extra-curricular activity. Mr. Gardiner - banished to his new art class rooms never stopped bemoaning the loss of the "wonderful North light" in his beloved art rooms which were turned into the Secondary library in the 1960's upgrade of the main building. Major Paul's Combined Cadet Force was on its last and unfashionable legs. Though the armory at the top of the boys' stairs where the rifles were kept was always a source of fascination if the door was ajar.

I positively rebelled at being streamed into the classics program in early secondary. I never found Mr. Branston quite as "god like" as others report - he always had an open door if a pupil wanted to see him. I approached him about my firm desire to return to woodwork and mechanical drawing.

Rhode Island





My arguments about them being of more use to me in later life only partly swayed him and he played his delaying "ace" that the department had to agree to my request. I trumped him with the fact I had already squared it with them and was left sprinting between buildings at class changes when others walked the corridors between classrooms.

I would race through the drawing exercises and then continue designing yachts on a spare piece of drawing paper. As a hobby I now make furniture and Mr. Hillhouse's quiet demonstration to "saw to the waste side – just skliffing the line" is never far from my hands

My younger sister Ann reports that on her arrival in "The Bran's" office a few years later her request to also go to woodworking and mechanical drawing, instead of classics, only produced a faint protest that surely she meant Home Economics? She didn't - and broke the chauvinist barrier allowing other girls to follow into the "boys" realm.

Mrs. Mizen would probably be gently horrified at my recollections - of Burns - as taught in her class when in 2008 I proposed the Immortal Memory at the Rhode Island St. Andrew's Society Burns Night. She would definitely be absolutely horrified that I now tend to spell according to Mr. Webster instead of the OED.

"Jimmy" Dodds would be glad to know that all those hours spent at the front of the gym with the old reel to reel tape recorder as he declaimed "pas de bas" in time to the music were not entirely wasted. At American ballroom dancing I may get accused of "bouncing around" but at a Strip the Willow I can run seven American neophytes precisely through the routine and have the set finish with the music.

I now own a Business Process and Information Technology consultancy and am a naturalized American – having arrived here via Whisky blending, Photographic Sciences, Youth Worker, Tall Ship captain, luxury yacht Project Manager and Production Manager. I'm also a Captain (Honorary) in the Royal Australian Navy - but that is another story.

I know of five other ex-pat Jordanhill School FP's from the late 1970's who also now live on East Coast USA. Perhaps we escaped the clutches – more likely we were encouraged to broaden our minds by Jordanhill (College) School and "fly the nest" with confidence.

Unfortunately I could not be in Scotland this year for the 90th – but perhaps the 100th?

Graeme J.W.Smith FP (1978)
Rhode Island

Prizegiving 22nd June 2010

The guests at this year's Prizegiving were Baroness Liddell of Coatdyke and her husband Dr Alistair Liddell.

Helen Liddell was the Member of Parliament for Monklands East from 1994 to 1997, and then for Airdrie and Shotts until 2005. She also served as a Cabinet Minister as Secretary of State for Scotland. Until 2009 she was the British High Commissioner to Australia.

On 28 May 2010 it was announced in the Dissolution Honours List that she would be made a life peer.

During the ceremony the School Captains, Shona Lambie and Tony Herron presented a cheque for £21,000 to Richard Donald from Clic Sargent the S6 charity.

The captain and vice-captain of the football team Daniel Hunter and Calum McCrossan were presented with the Scottish Independent Schools Football Championship trophy.

Andrew Brien and Olivia Villegas were jointly awarded the Anderson Quaich for their contributions to music. On the occasion of its first award, Mr Anderson presented the Quaich to Andrew and Olivia.

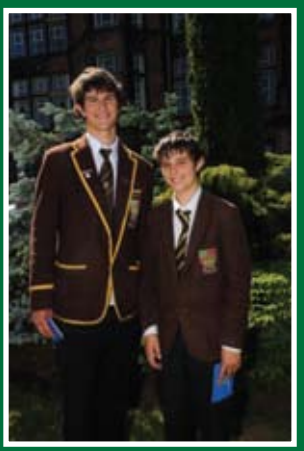
Lesley Williams Memorial School Dux SV
Rhoda Downie

Hugh S. Goudie Proxime Accessit Award SV
Stella Gallagher & Shona Mackintosh

William T. Branston Memorial Dux SVI
Catriona Logan

Andrew Walker Proxime Accessit SVI
Katherine Pringle

House Shield Winners
Montgomerie



All of the photographs from the day can be viewed and ordered online. Simply go to the school web site and click on Photographs Online.

School Sports 2010

Copenhagen 2010

In March 2010, I joined a group of 16 Scottish teachers on a study trip to Copenhagen to explore Interdisciplinary Learning. Effective interdisciplinary learning is based upon experiences and outcomes drawn from different curriculum areas or subjects within them and ensures progression in both skills and knowledge and understanding. This is an active area of development in the senior school and I was interested to explore how other countries execute this.

The experiences and outcomes within Curriculum for Excellence provide Scottish schools with a great opportunity to embed interdisciplinary learning within our new curriculum and provide our pupils with a more cohesive learning experience. As with all new initiatives in education, there are many issues that need to be addressed and questions that need to be answered. I therefore hoped that the visit would allow me to explore how Danish schools organise their timetables so that interdisciplinary learning is effective and meaningful as well as provide some practical ideas for projects and activities.

Denmark has a successful education system which prides itself on a long standing tradition of lifelong learning. Working adults are retrained in response to demands of the labour market meaning that unemployment is outstandingly low at only 3%. All schools have been obliged to include interdisciplinary learning and teaching within their curricula since 1993, therefore the capital city of Copenhagen was a natural place for LTScotland to send Scottish teachers eager to see this type of learning in action. Our three day study included visits to the Child and Youth Administration (local authority offices) as well as school visits and follow up dialogues with teachers and education officials.

On visiting schools and speaking with educators, my questions regarding the practicalities and organisation of an interdisciplinary curriculum were answered very quickly. We observed many models in action but it became clear that no matter how the learning was executed, flexibility was the key to success. There is much less central direction in Denmark; headteachers are given autonomy in organising their curriculum and staffing according to the needs of their own school. Models observed during school visits varied from the familiar 6 period day to the extreme fluidity seen at the Orestad Gymnasium where the timetable could vary on a daily basis. We heard of teachers working in self governing teams responsible for teaching between two and four classes in all subjects in one academic year. In a typical session, pupils receive a combination of discrete and cross-subject teaching as well as carrying out interdisciplinary projects. It was interesting to note that, in contrast to the current Scottish system, timetabling is driven by content and not vice versa.

One of the most memorable school visits was to the Orestad Gymnasium which delivers a broad general upper secondary education for students between the ages of 16 and 19. Students study a timetable comprised of a mixture of compulsory and optional subjects including 10% cross curricular learning.

Orestad Gymnasium

On arrival at the school it was clear that this was very different to any secondary school in Glasgow. The look and feel of the place was very much like a university or college. We saw students working in groups in 'learning spaces' where we were told up to 40% of their learning takes place; a stark contrast to the traditional teacher led classroom that would still be seen in most Scottish schools today. We also heard of pupils taking part in virtual learning; who knows if GLOW will provide us with this ability in the future?

I was impressed by many of the practical examples of interdisciplinary projects we were given across the three days. One of the most significant was the use of a programme called DJEEO by Bellakg School, one of the top sports schools in the country. DJEEO is a GPS based learning platform that could be used across all subjects. One example given was the use of this programme to deliver outcomes from geography, maths and physical education by setting pupils maths challenges in an orienteering style activity. This school gave other examples of cross curricular learning including the use of large calculators and keyboards to promote physical activity during numeracy and literacy. It struck me that this could have huge uses in the delivery of our new health and wellbeing outcomes and experiences.

Pupils working in learning spaces

The three day visit was certainly thought provoking and has encouraged me to think not only about my own practice as a Biology teacher but also about how I can extend my role in the planning and delivery of interdisciplinary learning across Jordanhill School. While Scotland would never adopt the Copenhagen model fully, a more flexible approach will be required if interdisciplinary learning is to take place meaningfully. At Jordanhill School, we already provide our senior pupils with such experiences through our Inspiring Enquiring Minds programme in S6 and more recently through the Interdisciplinary project and Scottish Baccalaureate qualification. The challenge is now to extend this type of learning to our young people further down the school. It is a very exciting time to be involved in education.

Jennifer Molloy
Biology

The Prefect

While recently interviewing the infants on various topics we found them to be under some serious misapprehensions as to the exact purpose and the activities of that mysterious section of society-the Prefects. One little boy told us that a Prefect was "a lady who takes off coats and puts your slippers in your slipper bag if you're late". His friend informed us that "they wash lots of cups as well" and the third member of the trio volunteered the information that "they play in their room as well".

This astonished us, and when asked how he knew that, he told us that his big sister had seen us. Possibly his sister is in III(2), as some of these young ladies were also found to be under some similar misapprehensions. When given an essay on "The Permissive Society" for Prefect evasion, the said young ladies (?) went to town. We were accused of Total Idleness, Immoral Activities, Excessive consumption of (alcohol-reinforced) coffee and some even worse practices which are unprintable. So to correct general opinion here is a slightly more accurate insight into our activities.

The first point to be made is that, contrary to popular belief, happiness is not a week on the Junior Cloakroom. In fact, nothing can match the utter dejection on Monday mornings of the four unfortunates who have been assigned to this, despite the obvious fun to be gained from crawling under desks in pursuit of certain incorrigible members of II(3). The dreaded Door duty must surely come a close second in respect of unavailing effort necessary. The Ideal Prefect for Door duty should be equipped with at least three pairs of arms, a blunt instrument (of the truncheon type) and a good layer of subcutaneous fat to keep out the cold in winter. She should also have learned by heart at least five of the ten good reasons why a third-former benefits from a daily dose of fresh air. Last but not least she should be aware of the many ingenious excuses presented by Form I to gain entry. The most common of these are "but I MUST get to the office" and "my mother says I mustn't go outside without my coat on." Senior cloakroom is nothing more than embarrassing, as the chances are that no-one even notices you anyway, as a result of which your pleas of "please hurry up" are totally ineffectual.

The last evil which faces you is that of reading at Prayers. This is a truly nerve-wracking experience to which all Sixth Year are subjected. If you have ever been near enough the platform, you have doubtless already noticed the external signs of strain-the shaking hands and/or knees and nervous pitch of voice. The internal symptoms are equally unpleasant-the closing Amen produces an abdominal lurch and rapidly increased heart beat. The relief of having finished is indescribable; so much so that one of our number exhorted God to add his reading to this blessing. . . .
But despite the disadvantages, a prefect's lot is not an altogether unhappy one apart from the fact that to actually have time to finish a mug of coffee is rare, we are quite a happy bunch really. And you're not such a bad lot either. . . .

The Prefects
Jordanhill School Magazine 1970

The Aerodrome

The Spitfires left the runway,
Each graceful as a gull,
But once their drone was miles away
There came an eerie lull.

Then daylight-bombers quite plain to see
Across the channel came,
And made straight for the aerodrome
To drop their bombs again.

So when the Spitfires from their mission,
Floundering back to base,
All that was left of the "Ops. Room" building,
Was rubble to mark its place.

David Workall, Form I

Columbia Bound

At the 90th Dinner in June Dr Thomson was delighted to announce the first recipient of a scholarship from the **Linda and Gordon Bonnyman Trust.**

Yassine Balkacemi (FP 2005) commences a two year post-graduate MA in American Studies at Columbia University in September. Yassine completed his MA at Edinburgh in 2009.

Yassine has undertaken to write some articles for the Journal whilst in America. We hope he enjoys his studies and the experience of American culture and look forward to hearing from him.

The Linda and Gordon Bonnyman Trust was established primarily to support former pupils of Jordanhill School who are seeking to undertake a programme of post-graduate study at one of the elite universities in the United States.

To be eligible students must have completed a minimum of **4 years of secondary education** at Jordanhill School including S5. In addition, the university you are applying to must be recognized by the Trustees as an elite institution.

The Trust prefer to receive applications in electronic format. Please e-mail info@jordanhill.glasgow.sch.uk and head it Bonnyman Trust. Full details are available on the school web site.

COLUMBIA UNIVERSITY
IN THE CITY OF NEW YORK

Anti-bullying Pupils Honoured

Jordanhill pupils have been recognised for their work in combating bullying.

Secondary six students Tom Aitken and Suzanne Cheape received their **Diana Award** during a presentation at the City Chambers.

As joint vice-captains of the school (2009-10), they had co-ordinated the ***REACTnow*** scheme which aimed to take a positive stance and promote cohesion in the classroom.

They worked with enterprise groups to create a *REACTnow* wristband for pupils to wear to show they were supporting the scheme.

Jordanhill was particularly commended for its marketing scheme which included pictures of celebrities including Lorraine Kelly, Gordon Ramsay, David Tennant and several Celtic and Rangers players.

Jordanhill School
45 Chamberlain Road, Glasgow, G13 1SP
Tel: 0141 576 2500 **Fax:** 0141 576 2555
Email: friends@jordanhill.glasgow.sch.uk
Web: www.jordanhill.glasgow.sch.uk

The Homework Diary Company Ltd.
Unit 2, Maritime Court, Cartside Avenue,
Inchinnan Business Park, Inchinnan, Renfrewshire, PA4 9RX
Tel: 0141 812 0199 **Fax:** 0141 812 6699
Web: www.thehomeworkdiary.co.uk