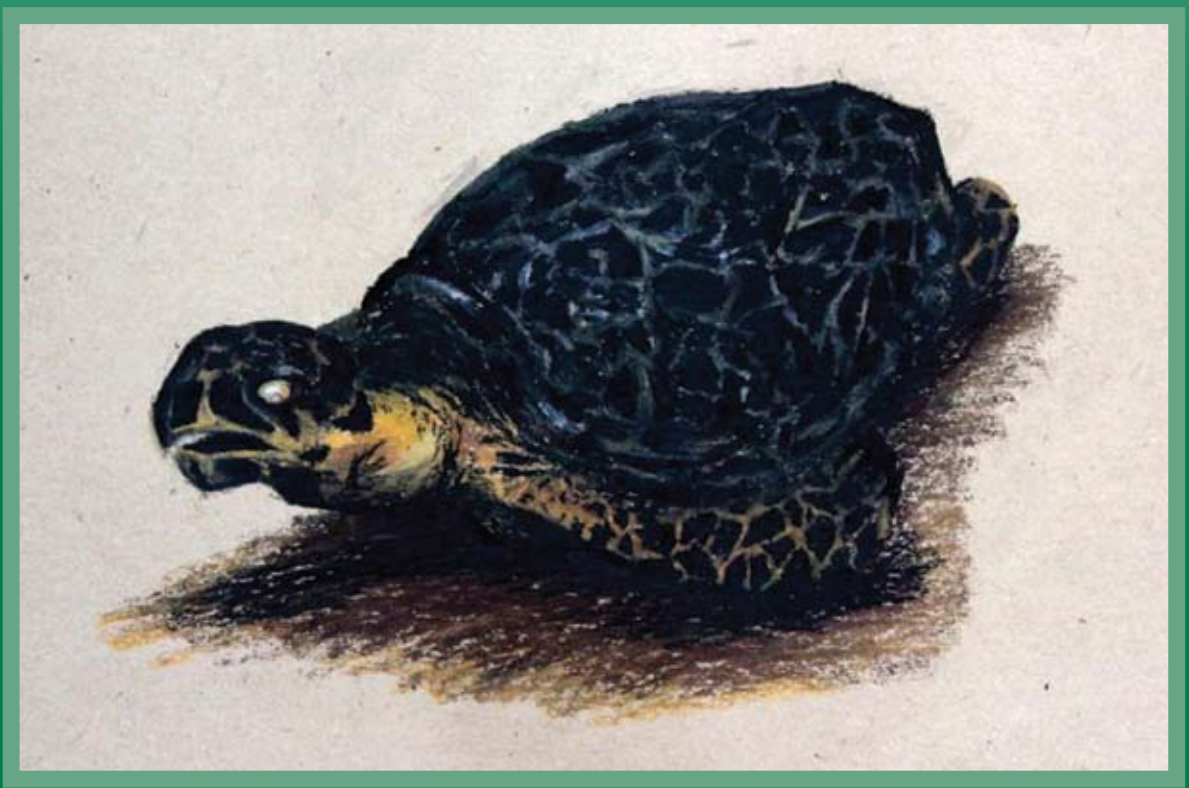
# Jordanhill School

# Journal

September 2011



# Rector

The first phase of the redevelopment of the school hall will be completed shortly. Following the installation of steel work at Easter, the summer months have seen the removal of all existing ceilings and wall coverings and the installation of the balcony and major rewiring in preparation for phase 2 next summer.

As we go to press the hall is almost completely filled with scaffolding, so the images below offer only a partial view.

The first public event to be held in the hall will be the Autumn Concert on Wednesday 26th October. We look forward to a full house.

This edition contains reports from all the major school trips including the World Challenge expedition to India. We also hear from and about some of our former pupils. Yassine Belkacemi, the first recipient of a Bonnyman Scholarship, writes to us from New York.

The items reproduced from the school magazines of 50 and 75 years ago present two contrasting images of Germany from either side of the war. Political comment is not unusual in the magazines from 1930s. The 1961 items about the school trip to Germany offers a very favourable view of how far rapprochement had come and the warmth of welcome experienced by the pupils and staff.

Thank you to all the current and former pupils and staff who have contributed to this edition. Contributions are welcome from all our readers. If you wish to receive the Journal in electronic format, then please visit the web site and click on the subscriptions link.

Paul W. Thomson

Rector

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*Oak finish to ceiling.*

*Framework for balcony seating with new doorway to first floor corridor beyond.*

# Glasgow City Council Art Competition 2011

Jordanhill pupils did exceptionally well again this year in the Annual Art Competition. This high profile competition is open to schools from across Scotland and involves pupils doing a three hour drawing in a Glasgow museum. This year Jordanhill pupils returned to Kelvingrove and swept the boards, winning one of the gold medals in the S1-S3 category, two of the gold medals in the S4-S6 category, one of the Bronze medals in the S1-S3 category and two bronze medals in the S4-S6 category. One highly commended certificate and three commended certificates were also awarded. On top of this, two of the highly prestigious Awards went to Jordanhill pupils; Molly McCarthy won the **Dr. T J Honeyman Award (Senior)** for her Turtle drawing and the **Poster Award** went to Megan Gallagher, meaning that her study will be used in all the promotional materials for the 2012 Competition. An outstanding result and a testament to the strong drawing skills and enthusiasm of our young Artists! All of the pupils who took part should be very proud of their efforts.

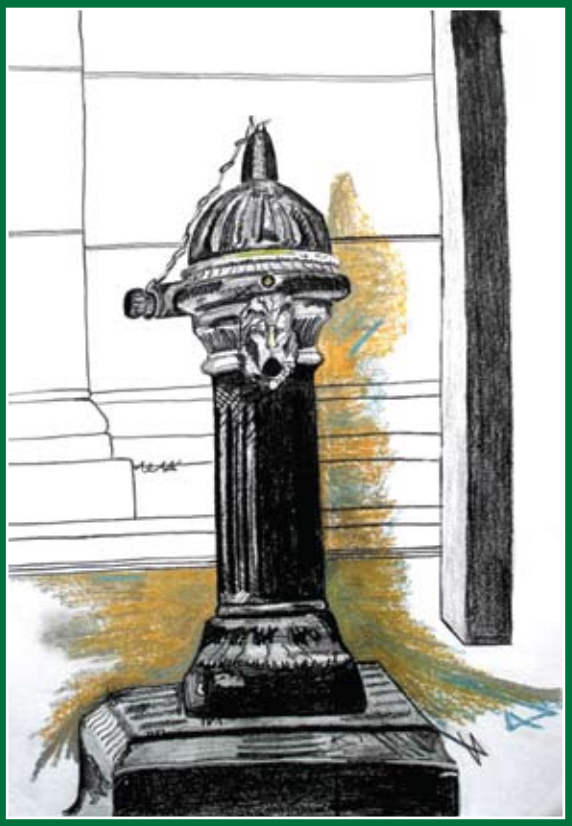
Megan Gallagher S5 - Gold Medal and **Poster Award**

Molly McCarthy S4 – Gold Medal and **Dr T J Honeyman Award Senior.**

Cara Morrison S3 - Gold Medal

Keir Ross S1 - Highly Commended

Ashley Kam S1 –
Bronze Medal Award



Garry Dick S6 - Commended

Robin Cannon S5 – Bronze Medal Award

Hannah Robertson – Bronze Medal Award

Iain Ogilvie - Commended

Kerri Wilson S1 - Commended

# India 2011

*"An ounce of practice is worth more than tons of preaching"*
*Mahatma Gandhi*

The World Challenge team got a whole lot more than an ounce of practice during their 32 day long adventure in North India, taking in trekking in the Himalayas, project work in Jaipur and the breath taking Taj Mahal in Agra.

The adventure began on the last day of term; also know as build up day. The team gathered for a final kit checkby the leaders Colin Watson and Grant Wallwork of World Challenge and George Bream (Chemistry teacher). Hair straighteners and beard trimmers removed (hair gel and nice clothes snuck back in!) the team spent their last night with their families before the expedition really began.

We left Glasgow on the 28th June for India and boy did we know we had arrived. Delhi airport was a haven of air conditioning, the calm before the storm of the bustling streets of Delhi. From the airport, taxi bound for the centre of New Delhi to find the Chanderlock building, nothing can describe the exhilaration we were all feeling at this stage: the 40 degree heat was a slight shock to the systems of cold blooded Scots but, we were all up for an adventure. The taxis seemed to zoom through the chaos of traffic; I could hear laughing and genuine squeaks of excitement coming from the challengers as they acclimatised to the heat, the noise and the plethora of eye catching sites. Our main aim of the arrival day was to embark on an overnight bus to Manali, in the north, to start our trekking phase.

The overnight bus, I am afraid to say, was not the most pleasant part of the journey and unfortunately some of the challengers did not cope so well with the winding mountain road. As we arrived in Manali we were greeted by the owner of the "Tourist Hotel" our rendezvous point with our ICAs (in country agents), Chris and Rup who would help us arrange cooks, guides, and pony men for our treks and give us some advice on our onward journey to Jaipur after the trekking phase.

We had two treks to look forward to. We left for the first following a most memorable meal on the previous night supplied by a wonderful woman who we simply know as the owner of the Blue Hotel. This homely lady had bottomless pots of the tastiest Dahl, vegetable curry and Paranthas, enough to feed the five thousand. We could not have asked for a better place to stay, so if you are ever in Naggar in the Himachel Paradesh region of India please go stay at the Blue Hotel and let her know Jordanhill will never forget her hospitality and Rhoda , Sophie, Mals and myself will always appreciate being rescued from the VERY large spiders.

Our trekking phase was very sucessful with all team members completeing both treks, a special word must go out to Katy Hurr who on her day as leader had to wake 16 grumpy teenagers at 6am in a monsoon, get them out of bed and trekking!!! Well Done Katy and her trusty assistant Fiona Galbriath for their hard work that day.The bad times though were easily repaid by the most wonderul of experiences, a highlight was the historic Scotland vs India cricket match at 3000m.

Our lads (and ladettes) put up a valiant fight, but Sunder and his team of cooks and pony men had the edge, despite the professional playing by the likes of Alan Cardon! (the team will get that joke ...sorry the rest of you won't!)

After trekking came the long haul back to Dehli and onto Jaipur for our project phase. The team had worked hard to raise over $3000 to spend on the project work and they certainly made their money go as far as possible. On arrival at the city school in the Pink city we were feverishly welcomed by 750 eager pupils. The challengers engaged effortlessly with them and spent a lot of time teaching them games, songs and useful English words.They also embarked on painting two classrooms and various other areas of the school with educational muriels concentrating on life skills and themes for responsible citizenship.

The team sourced over 6000 pieces of stationary, enough for each pupil to have three pens, pencils and jotters. Zoe James and Jotie Purba were to thank for the "good price" paid for all the stationary.Their charm and excellent bartering skills delivered almost twice as much as we expected to get! Uniforms for approximtley 350 of the pupils, shoe racks for three classrooms, and ceiling fans

for 12 classrooms as well as 50 rugs for children to sit on during lessons were also procured for the school through the hard work and dedication of the team over the four day project phase in Jaipur. A quick elephant ride and a vist to the Red Fort in Jaipur and a dawn walk for the very keen finished off our project phase.

The final rest and relaxation phase saw us travel to the Taj Mahal which was more than worth the seven hour bus journey into ever increasing humidity, and ever increasing travel sickness!!! The tranquility of the gardens and magnificence of the Taj itself kept us all busy for hours. A few more days were spent wandering around the Bazaars of Agra, bargaining and stocking up on saris, shawls, spices and many more momentoes of our adventure. On arrival back home we were met with huge hugs and smiles from waiting families and after some tearful goodbyes from all the team members we headed our separate ways back to normality. I am sure I speak for the whole team when I say it is an experienced we shall never forget and always treasure. I had a wonderful time and that is all thanks to everyone's hard work and excellent team work.

# Abernethy 2011

At Jordanhill, the first week of June means just one thing for Primary 6 pupils – a trip to Abernethy Centre near Nethybridge.

This year, all 66 pupils decided to attend. They were led by the P6 class teachers, Mr Cameron and Miss Edmonstone together with Mrs Fleming, Miss Gunning and Mr Paton. For the first two days, we were joined by Rev. Colin Renwick and Tim Beattie, the Youth Worker at Jordanhill Church.

As usual, five senior pupils accompanied the youngsters. Finlay Leggat, Nisha Kohli-Lynch, Adil Ahmed, Rhoda Downie and Daniel Hunter were thought to be ideal candidates for the job. All proved to be friendly, endlessly patient and ideal 'big brothers and sisters' for a group of enthusiastic youngsters.

The weather was warm and wet, just the right conditions for an invasion of midges. In spite of this, the pupils had a fantastic time enjoying a range of outdoor pursuits. Abseiling, canoeing, archery, zip-wire, adventure course and a hill walk were the activities on offer and all enjoyed taking part.

This was also an opportunity to experience life away from home. For some, this was the first extended period away from mum and dad. All coped well with the challenge and everyone had a wonderful time.

# Paris 2011

In May our P7s had another very successful trip to the French capital, where they experienced the French culture and had lots of fun at the same time!

They rode the flumes at a great waterpark, and had their caricatures drawn by artists at the famous Place du Tertre, the artists' quarter in Montmartre.

Other activities included a visit to the Musee Grevin – a waxworks museum, a cruise along the Seine in a Bateau Mouche, and shopping in the Rue Mouffetard, one of the oldest streets in Paris.

A special highlight of the trip was a day spent at the schools of St Esprit and St Joseph, where our pupils met up with their penpals, with whom they had been corresponding over the course of the year. They were able to see, for themselves, life in a typical French school.

The weather was kind to us all week, and our trip was rounded off with an exhilarating day at Eurodisney.

Throughout the week, our pupils enjoyed using their knowledge of the French language, which they have been studying since Primary 6.

# Raasay 2011

At the end of May ninety-three S1 pupils headed to Raasay. They went in two groups for 3 days each and enjoyed a huge range of activities which included rock climbing, abseiling, trail biking, archery, sailing, crate climbing, kayaking and hill walking. The staff at Bordale House Hotel also ensured that we were well fed.

The pictures below give a flavour of the things that the pupils did while they were there. Everyone had a great time and returned exhausted but having experienced the great outdoors and many people made new friends. The new S1's will have their chance to head off to Raasay in May 2012.

# S2 French Experience

A view of Chateau du Broutel from the lake.

Touching the sea creatures at Nausicaa Sealife Centre.

In May, 71 pupils and 7 staff fled Jordanhill in search of some French culture, a luxurious chateau, some fine cuisine and some warm weather.

Thankfully their adventure to Chateau du Broutel in the town of Rue gave them everything that they were looking for plus more.

During the trip pupils visited many attractions including

- Nausicaa Sealife Centre in Boulogne
- Aqualud Water park in Le Touquet
- the Albert Museum, battlefields and cemeteries at the Somme
- a chocolate factory
- a Boulangerie

They also got to try out raft building, fencing and rifle shooting in the grounds of the chateau.

Making croissants at the Boulangerie where the instructions were given in French!

Fraser Glass sporting a First World War army uniform at the Albert Museum

The girls lead the way with some karaoke. (Jessica Richmond, Roisin Thom, Teresa Murio-Fernandez, Caroline MacKinnon and Kirsty Nicolson)

The boys decide they need to work on their image before they perform their song. (Hamish Hay, Jay van den Hoven, David Ovenstone, Finlay Gibson, Max Hanning and Neil Cunningham)

Mr Thorburn's house at the chateau.

Raft building at the chateau ….will they float or just fall off?

Fond farewells to Chateau du Broutel before the journey home.

# Castle Toward

**Can you face the personal challenge of walking across a narrow beam between tall trees?**

**Or even jump off it? Even better, can you support a friend to do the same?**

**Mrs Cleisham takes advantage of a 200 acre biology classroom to illustrate tree adaptation to photosynthesis.**

**Counting populations of different plant types**

The school's residential trip to the spectacular Castle Toward Outdoor Centre near Dunoon has been running since 1999. Aimed at S3-into-S4 pupils, it offers a combination of outdoor education, personal development and curricular enrichment.

The experience is a challenging but rewarding one, to which pupils respond well. This year's group was no exception. Some satisfied customers say:

*"Castle Toward was a new and exciting experience for us all. There was lots to do like school lessons but in a different environment which we found a lot more interesting."*

*"We got to go on a two day camping expedition, either kayaking, canoeing, mountain biking or hill walking. This also gave us the opportunity to get the first level of the John Muir Award."*

*"The lessons we did at Castle Toward were Geography, Art, English, History, Biology and Business Education. For Geography we conducted a river study which helped us understand what we were doing in class."*

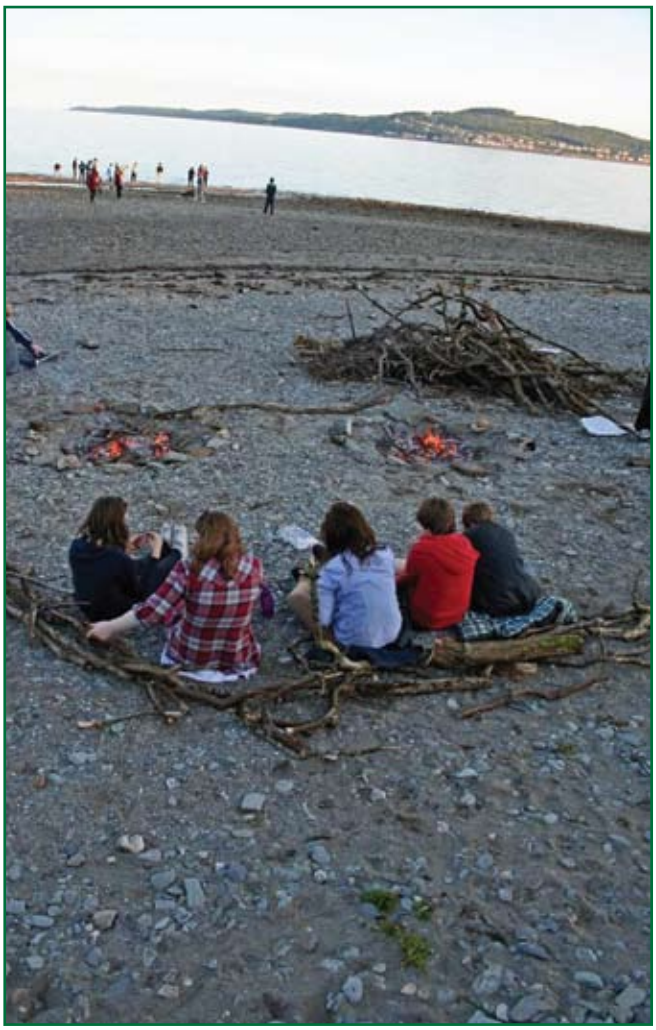
*"We also did outdoor activities and team games which was fun and a good bonding experience. On the last evening we had a barbecue and campfires on the beach, which was great because the weather was amazing."*

*"In addition to all this, another plus was that we had plenty of free time which meant we could go and explore the surrounding areas."*

*"We would highly recommend this trip, the food was great and it was such a different experience."*

Understanding the flow rate and cross-sectional area of a river is so much easier when you get to stand in it instead of sitting in a classroom.

Inspiration for artistic studies inside……and outside.



Relaxing by the fires on the shore at the end of a busy week. Can you see the smiley face?

# Learning out of doors

This edition of the Journal contains reports from the formal outdoor education trips experienced by pupils in P6, S1 and S3. However the informal learning which takes place in the school grounds is just as important to a child's development.

This year has seen some significant additions to our facilities within the school grounds: the 'castle' for younger children and the adventure area including the pirate's ship for older Primary pupils. (Don't tell anyone, but quite a few Secondary pupils, including S6, have been seen having a go.)

# A Hero Visits Jordanhill

Hero of the Soviet Union, cosmonaut Anatoly Artsebarsky visited Jordanhill School on 16th June to speak to Primary and Secondary pupils.

Anatoly was born in the Ukraine in 1956. As a young boy he was inspired to become a cosmonaut by Yuri Gargarin and the other early Soviet space pioneers. He became a pilot and then a test pilot in pursuit of his ambition and finally became a cosmonaut in 1985. He took part in his first space mission in 1991 as commander of the crew which included British cosmonaut Helen Sharman.

Launched aboard the Soyuz TM-12 the mission docked with the MIR space station. Anatoly then spent 145 days in space completing roughly 33 hours of space walking when he helped construct a 50 foot satellite tower. Experiments on the space station included growing plants exposed to cosmic radiation in zero gravity, testing superconductors and Anatoly himself conducted experiments into the effect of weightlessness on the heart.

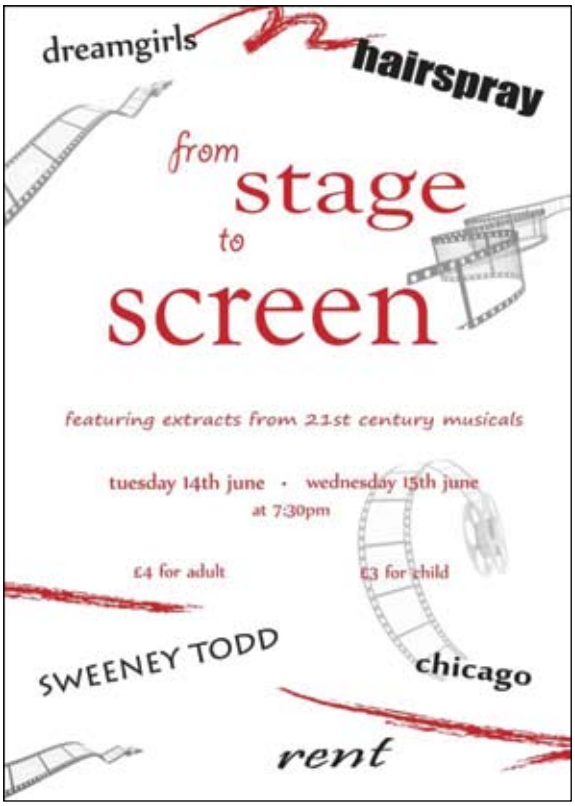
Anatoloy's talk to pupils in S5 included film of his mission on board Mir and some entertaining anecdotes about the effects of extended space flight on the human body. Listening through a translator was perhaps a first for all the pupils.

He then spoke to the extremely enthusiastic P5 pupils who stayed on in large numbers at the end of the day to get his autograph.

Anatoly's visit to Jordanhill came about due to the school's continuing and successful involvement in the Scottish Space School programme. Jenny Carr of the Scotland-Russia forum arranged the visit in conjunction with the Russian embassy and Russian Space Agency.

In the same week, Anatoly spoke at this year's Space School attended by Stephen Mak and Raf Ianetta. His talk was also attended by Tom Aitken (FP 2010) who was one of 10 students from across Scotland to go tothe Space School in Houston, Texas in 2009. An article about Tom's experiences appeared in the March 2010 edition of the Journal.

Jordanhill has an existing link with the Russian space programme as Julia Houston (FP 2009) attended a launch in Kazakhstan in 2010. From the billions of people on Earth, only just over 500 are recognised cosmonauts. Anatoly's visit offered the pupils a small insight into the technical and physiological challenges to be faced if we are ever to break free of our planet. We hope his visit has inspired some to engage with those challenges.




# School Show 2011

Musical theatre returned to Jordanhill School in June showcasing musicals which had first appeared on stage and then transferred onto the big screen in the 21st century.

**Dreamgirls**
Broadway Premiere 1981; Film Premiere 2006

**Hairspray**
Broadway Premiere 2002; Film Premiere 2007

**Sweeney Todd**
Broadway Premiere 1979; Film Premiere 2007

**Rent**
Broadway Premiere- 1996; Film Premiere 2005

**Chicago**
Broadway Premiere 1975; Film Premiere 2002

The school's last musical took place in the Crawfurd Theatre in June 1998. The extension of the examination diet into June from 1999 brought them to a halt. However, times change and we are delighted to see the return of a tradition which extends back to 1927.

The format offered major roles to all of the performers and a variety of contrasting pieces from the almost operatic style of Sweeney Todd to the comedy of Hairspray.

Congratulations to all the performers and to Mrs Gilmour and Mrs Dempster under whose guidance and direction they flourished.

This was the last public event to be held in the School Hall prior to phase one of the redevelopment project commencing in July. We hope that the revitalised Hall will provide an even better venue to showcase the talents of our pupils.

## School Show 2012: 19th - 21st June

**Watch out for details on the web site**

# School Sports 2011

# Prizegiving
## 22nd June 2011

The principal guest at this year's Prizegiving was Sir Peter Housden, Permanent Secretary to the Scottish Government.

Sir Peter was appointed as Permanent Secretary in June 2010. He was previously Permanent Secretary at the Department for Communities and Local Government, and had earlier served at the Department for Education and Skills (DfES) where he was Director-General for Schools, responsible for primary and secondary education in England's 27,000 schools from 2001 to 2005.

Sir Peter began his career as a comprehensive school teacher in Shropshire and worked as an education officer in three county authorities before being appointed Director of Education in Nottinghamshire in 1991.

During the ceremony the School Captains, Nisha Kohli-Lynch and Finlay Leggat presented a cheque for £18,050 to Caroline Dickson the founder of Kenyawi Kids the S6 charity.

Caroline who was School Captain in 2004-05 has returned to Malawi to teach for the next two years.

Lesley Williams Memorial School Dux SV
**Christine Mackay**

Hugh S. Goudie Proxime Accessit Award SV
**Erin Kennedy**

William T. Branston Memorial Dux SVI
**Fiona Galbraith**

Andrew Walker Proxime Accessit SVI
**Rhoda Downie**

House Shield Winners
**Smith**

All of the photographs from the day can be viewed and ordered online from the Parents page on the web site.

# Lights! Camera! Trashion!

One of the biggest events during Going Green week in June was Jordanhill School's very own trashion show. Pupils in P6 and S4 took part in a task that involved using old clothes and recycled materials to create chic and sophisticated outfits to make even the biggest fashionistas 'green' with envy.

Pupils arrived at the hall and learning zone for the start of period 2 where they were introduced to some alarming facts regarding clothes and the environment. Unfortunately in this day and age the disposable nature of clothes has caused an explosion of problems. According to sources, clothing is given away to charities in such huge quantities that many are struggling to resell the stock in their shops. This is not helped by the increasing number of low cost clothing outlets appearing on our high streets which are able to rival many charity shops on price. Interestingly, this seems to tie up with the fact that the sale of new clothing has risen by 60% in the past decade.

As a nation we consume approximately 2 million tonnes of clothing each year, of which 1.1 million tonnes alone ends up in household bins. This poses a huge problem since much of that clothing is made from synthetic fibres, which are notorious for sitting in landfills around the country, simply refusing to break down! Saying this, conventionally grown cotton is no better for our planet either. Each year the cotton industry uses more than 10% of the world's insecticides and 25% of the world's pesticides –and more often than not they are some of the harsher ones. Spraying of such chemicals is harmful to wildlife, the environment and highly toxic to human beings who work with the crops or live in areas where it is grown.

From this information our message was clear: recycle!

Pupils organised themselves into groups and were subsequently given an allowance to purchase items of clothing and other materials that had been kindly donated for the task. The groups were allowed until lunchtime to create an outfit around a theme of their choice that was to be modelled on a catwalk in the afternoon and judged by a panel. Part of the creative process was to also formulate a strong brand identity to rival the likes of Dior and Versace. Everyone plunged straight into the task and there was a real buzz of excitement. I probably speak for most people when I say that I have never seen so many creative ways an old t-shirt can be worn!

In the afternoon much anticipation was felt as everyone eagerly awaited the efforts of their hard work. P6 started off the trashion show with fun themes such as the hippie movement of 60s America (a notable summer trend!) to farmyard animals. They were subsequently followed up on stage by our S4 models who showcased everything from sportswear to evening wear. After much deliberation the judges finally crowned outfits worn by Jenna Moran from P6 and Noor Iyyaz of 4StJ. A special mention goes to the group who pieced together a beautiful evening wear dress modelled by Roisin Leonard of 4Cr who came very close to claiming the secondary trashion title.

Everyone involved in the day would agree that recycling your old clothes is a great way to create new outfits. I encourage anyone to take a look at the many videos on YouTube and other websites out there that are dedicated to this subject. I would like to extend my thanks to all members of staff who helped in making Trashion one of the biggest successes of Going Green week.

Tayyabah Ahmed

# Columbia University New York

Yassine Belkacemi, Bonnyman Scholar

I arrived in New York on my twenty-third birthday dressed for a cool Scottish summer. Suddenly this seemed terribly inappropriate as I alighted my bus at Times Square and was exposed to the intense heat wave that was hanging over New York City. The last thing on my mind was that it was my birthday, as I knew no-one in this metropolis to celebrate with, coupled with the fact that I still needed to find an apartment. But my first action was to locate my hostel, unpack and take a deep breath.

Yassine in Central Park

I think back to this moment often. Mostly because I like to remember the overwhelming sensations that hit me when I first stepped off that bus – the honking of horns, the fast moving stream of people on both sides of the streets and just feeling a little lost. It also gives me a reference point as to how much I have adapted and grown up since moving to this wonderful and intense city. After stepping off that bus, I had to find a place to live, register for my classes at Columbia University and orientate myself around the biggest and busiest city I had ever set foot in. In these first couple of weeks negotiating all these obstacles to begin life abroad, I began to feel a wee bit proud of myself. I was doing things that I had never had to face on my own before and after each task was completed I began to feel more and more at home.

Following this initial settling in period, my energies were quickly focussed on the serious business of studying for my Masters in American Studies – after all, this was the whole reason I had landed in New York. My two year course consists of a range of classes which cover America's culture, history and society. When choosing my classes, I have to keep in mind that they should relate to my thesis topic which I will begin to write in my final semester.

Although I had studied before in the United States at the University of Richmond in Virginia during an exchange in 2007, coming to terms with the American academic system was challenging. What overawed me from the get-go was the sheer volume of assignments that were handed out. This included anything from one-page reports, to power-point presentations, to long essays – and these were being issued on a weekly basis. As a result, instead of meandering through Central Park in the early evening sun, I was to be found between the gloomy library bookshelves. I didn't mind though, because as I said before, this was the whole reason that I had come here – to study. Nevertheless, I found myself constantly in the library for most of the day and some of the night, and to be sure, it is easy to feel that you are cheating yourself out of exploring one of the world's great cultural hotspots. Nonetheless, slowly but surely I began to come to terms with the workload that is expected and mandatory at one of America's best educational institutions and found that the secret to creating a balance between study time and free time was routine.

Making friends with other Americans on my course who were far more familiar with learning at an American university, I began to watch their studying habits and quickly learnt that the harder and more efficiently you work, the more time you will give yourself to indulge in social activities.

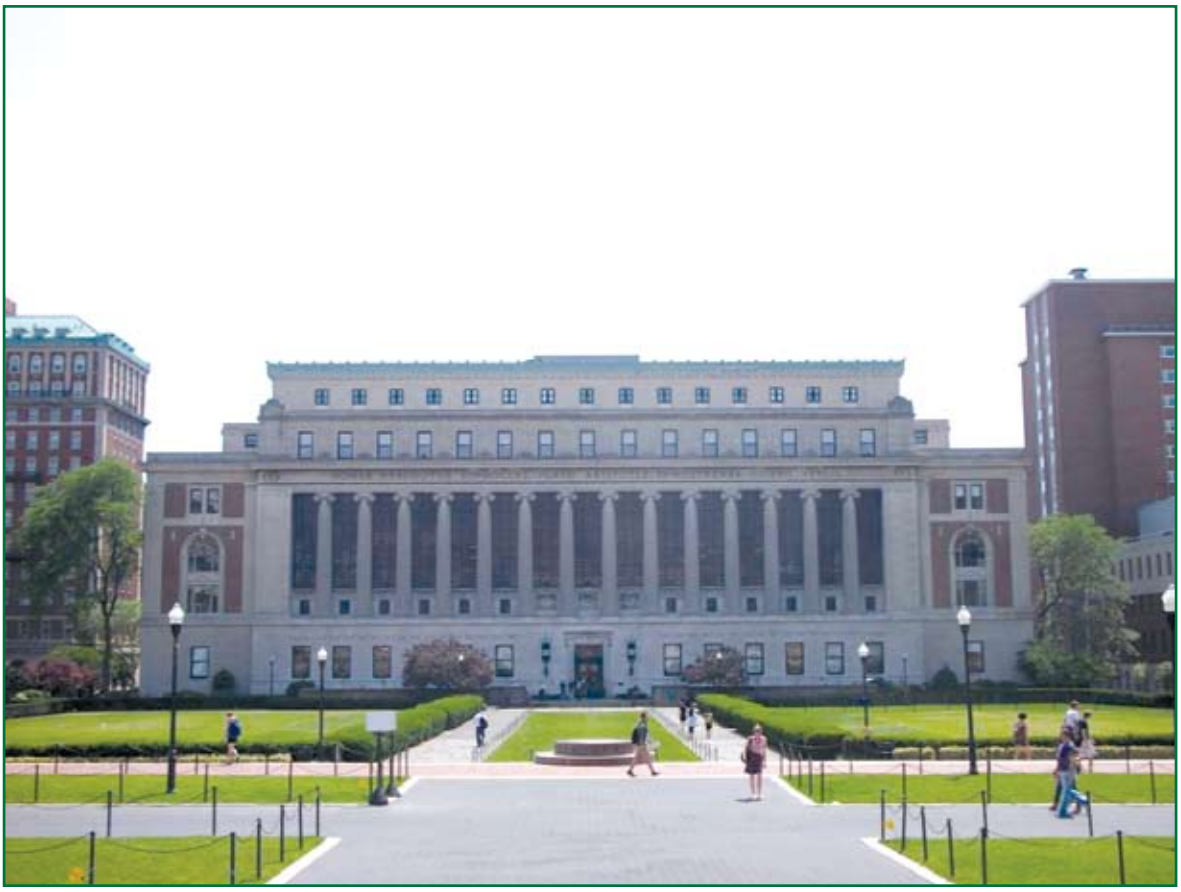
With the plethora of activities that there are to do in New York, it is fair to say that I spent most of my free time in the beginning trawling through my guide book and actually deciding what to do with myself. If you have an eye for painting and sculpture, you have the world-famous Metropolitan Art Museum and Museum of Modern Art to explore. If you care to take in the sports such as the American pastime, baseball, you have a couple of choices – if glory hunting is your bag then the New York Yankees stadium resides in the Bronx, while if you are more inclined to root for the underdog, then the New York Mets live out in eastern Queens. If you want to catch some football of the American variety, then a train ride across the Hudson River to New Jersey is where you will find the New York Giants in their plush, state-of-the-art stadium. However, if you want to get away from the compactness of Manhattan's streets and stretch your legs or have a picnic then Central Park offers a huge expanse of parkland that includes lakes, huge lawns and nature trails. As well as Central Park in Manhattan, Brooklyn offers its own –in my opinion – beautiful park, Prospect Park, which also borders both the Brooklyn Museum and Botanic Gardens. I could go through reams of pages giving you all the fantastic bookstores, concert venues, restaurants, cinemas, theatres, that there are to visit and explore, but it just wouldn't do them justice.

Low Library, Columbia University

This is the greatest perk of living here, having all these great opportunities linked together by a subway system which does take a little getting used to. I have to admit that I have visited most of the 5 boroughs by accident rather than design. I should briefly mention that during my first year, I lived with another student in a small apartment in South Harlem. The apartment was a ten minute walk from the university campus and the surrounding neighbourhood was genteel with an array of cuisine available from Ethiopian to Vietnamese to Italian. I was really spoilt for choice in terms of catering to my taste buds.

Recently, I have left Northern Manhattan and decided to live with people whom I have met on my course and relocated to Brooklyn. It is decidedly different to Manhattan, but equally as exhilarating to live in. While it does not have the same hustle and bustle, it shares the vast diversity. Within a fifteen minute bike ride you can pass through a Russian neighbourhood, a Puerto Rican one and end up with a flat tyre in a Polish area. Moreover, having spent the majority of my summer in New York I have also had the opportunity to work in the city.

This summer I worked as an intern for a literary publishing agency in the lower east side of Manhattan. From my first day there I wasn't molly-coddled but was given real work to do which included reading manuscripts from unsigned authors and deciding whether they merited consideration for publication. At first I was shocked and asked whether I was qualified enough to determine another person's artistic fate, to which I received the reply "If you weren't, would we have hired you?" Since that rhetorical reply I have had the most enjoyable time working for this agency, learning about all facets of the publishing industry – something that interests me immensely. I have now been asked to stay on for the remainder of the year.



Butler Library, Columbia University

I hope this short article conveys the opportunities, activities and fun that I have experienced in my first year studying and living in New York. Of course, none of this would be in any way possible without the generosity of Gordon and Linda Bonnyman and the **Bonnyman Trust.** Through the Trust I have been afforded the chance to study at a great university which is located in a fantastic city; an opportunity that would have otherwise been wishful thinking. So allow me to take this last sentence to offer my heartfelt gratitude to Gordon and Linda who have allowed this young man to see, live and experience this marvellous part of the world.

# DARE

On 18th July 2011 former school sports champion Jonathan Stevenson (FP 1987) set out to cycle from Edinburgh to Isiolo in Kenya in aid of charity DARE set up by Jonny's friend Emma.

DARE (Development Assistance for Rural Enterprises) works with communities in northern Kenya to establish environmentally sustainable enterprises. http://darefoundation.com

We hope to hear more from Jonny on his return to the UK. In the interim you can follow his journey at http://www.daretoride.co.uk/ where you can also donate to DARE.

We wish Jonny (4th from left) and his team every success.

**United Kingdom**
I'll travel from Edinburgh to Harwich and take a ferry to Holland or Belgium from there. Depending on the exact route the distance of this stage will be 450 – 500 miles. This is the start of the trip so I won't yet be 'road-fit.' The UK also has quite a lot of hills.

**Europe**
Once past the easy cycling of the Low Countries I'll head south east through Germany. I intend to pick up the Danube cycle route at Passau right down in the south eastern corner of Germany and follow the river to Vienna. After Vienna comes Bratislava then Budapest, still following the Danube. The river, and myself, then head south towards Belgrade. After that the Danube wobbles to and fro along the Serbia-Romania border and the Romania-Bulgaria border. I'll part company with the Danube somewhere in Bulgaria and start heading south towards Istanbul.

**Middle East**
Unfortunately I won't be visiting Syria. The situation there seems to be worsening by the week. I'll fly from Istanbul to Amman in Jordan. Bit of a cheat but I don't think Syria is currently as hospitable as its reputation suggests. From Amman its south to Aqaba and a ferry across to Egypt's Sinai Peninsula. Then its a quick skip across the desert to Suez and on to Cairo.

**Egypt to Sudan to Ethiopia**
From Cairo the navigation becomes much more straightforward. The road follows the Nile. All the way to Aswan where I get a ferry to Wadi Halfa, which is just inside Sudan. The road continues following the Nile all the way to Khartoum. After Khartoum I head south then east towards the Ethiopian border. This is where the real hills begin. Ethiopia is not known as 'The Roof of Africa' for nothing. So its up and down all the way to Addis Ababa. Almost directly south of Addis is the town of Moyale, straddling the border with Kenya.

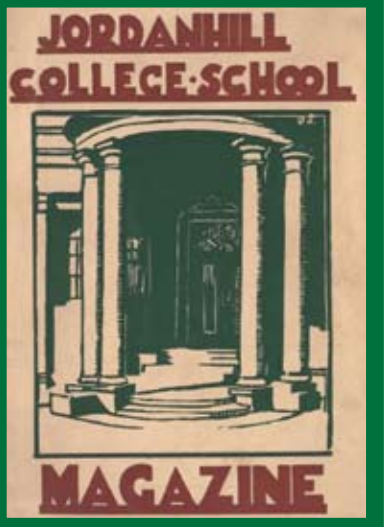
**Kenya**
The home stretch! But not without complications. The tarmac ends on the Kenyan side of the border. Although the road from Isiolo has been being rebuilt over the last few years there's still going to be a good few days of very rough, unpaved road. I've driven over this in a pick-up. It's not pleasant. There can also be problems with bandits but we won't talk about it as my Mum might be reading this page. There's only one road to take south, passing through Marsabit then on to Isiolo a cold Tusker and a long lie in.

# On Politics 1936

"Half a league, half a league, half a league onward." Ah yes, a new League of Nations is being formed. Doubtless more treaties will be made more 'scraps of paper' will be torn up to be used in the European paper-chase.

A vastly superior idea to that of forming a new League would be to form a dictators' (Glee) Club. Hitler, Stalin, Mussolini, Sir Oswald Measly (sorry, Mosley) and the others could meet in an atmosphere of cheerful friendliness and decide what lands and countries they would appropriate and what treaties they would violate.

They would also determine when each one would occupy the limelight as it would be rather disconcerting if Mussolini's invasion of the Sudan coincided with Hitler's placing a nominal force on the Rhone valley. (By the way I am at liberty to disclose that Hitler's secret dispatch to Russia contained the following message – "Quit Stalin!")




Once the day's duties o'er the dictators would then lapse into song. Hitler might favour the following ditty:-

"If all the folks of Adam's race
Were gathered together in one place,
Then I'd prepare to shed a tear
Before I'd part from you my dear.
Chorus:
A jew, a jew kind friends, a jew,
He can no longer stay with you;
He'll hang by the nose from a wailing
Willow tree,
And always, always rail at me."

Mussolini would prefer "Looky, looky, here comes Duce"; while Sir Oswald might have a predilection for "Coal black mammy o'mine." In the background Stalin would contentedly swing the "Lady in Red" on a Cossack guitar. The cacophony would be appalling, but picture the happy, happy scene.

It may be surprising for some of you to learn that Jordanhill College School has entered the field of politics.

In accordance with the slogan "Sanctions begin at home," the purchasing of ice-cream outside the school gates has been strictly forbidden. Italian ice-vendors must be suppressed and Jordanhill is conscientiously doing her bit to support the League of Nations. As purely British ice-cream vendors seem non-existent "there the matter rests at present." (Hackneyed political phrase). The pupils now chant mournfully "Oh! Oh! Antonio has gone away!"

One bright youth had a brilliant brainstorm. He suggested that Latin should be dropped out of the School curriculum. He argued plausibly that Mussolini was striving to restore to Italy the power she held in the days of the Roman Empire. Now surely it is unpatriotic to study the language of ancient Rome when that arch-monster Mussolini proposes to restore to Rome her former traditions?

This brave boy was hastily and quietly removed from the School and now languishes in a bank or bears a white man's burden in some dreary chamber of commerce.

This article gives but a slight indication of the abnormal interest Jordanhill takes in policy and politics.

# Weinheim Germany 1961

At 9.30p.m. on Tuesday, 28th March, 1961, Wagon-master Macdonald, his three trusty scouts and fifty wild pioneers entrained at Central Station to start their epic journey across the plains of Europe. The wagons were speedily filled and the party settled down to pass the journey with various simple amusements such as eating and snap. Sleep was not a popular choice.

On reaching Crewe, we discovered that our train was twenty-five minutes late. An obliging B.R. scout, however, assured us that this could be made up easily. It was, to two hours and five minutes. We did eventually reach Euston where the natives succeeded in delaying the party still further so that we reached Victoria in time to see our boat train departing.

An emergency breakfast was rushed forward to revive our failing spirits and, although there was no shortage of provisions, two girls were observed eating the same roll, one at either end.

After further nerve-wracking delays we reached the coast. The Channel crossing was uneventful and at Ostend a record was established for the change from boat to train. We were soon ensconced in a 1st class coach and it was during this part of the journey that one of the boys decided that he should be in his bed-a not unnatural thought at 1a.m. He was half-stripped before he could be persuaded to stop and we understand that he denies responsibility for subsequently quarter-dressing himself. We hope to find Browning's "Ode to my shirt" on another page of this Magazine.

A very sleepy party reluctantly de-trained at Cologne to face a two hour wait for the next train. The outlook was black in a cold station at 4a.m. until DeutcheBundesbahn came to our rescue by opening the restaurant specially in our honour. We quickly revived on Apfelsaft and Coca-cola.

After two hours' fitful slumber on chairs and tables, we boarded yet another train on which Miss Suttee and Miss Moodie, who never sleep on trains, enjoyed the scenery as we rolled up the Rhine to Frankfurt. We arrived at Frankfurt a few minutes behind schedule, and it was here that Miss Suttee held up a German express while all her charges piled on.

We did eventually reach our destination where we were greeted by our hoteliers and the man who became our guardian angel during our stay in Weinheim. Having pressed a bunch of daffodils upon Miss Suttie, he introduced himself as Herr Schilling. From the moment we met him things began to go well and it was due to his remarkable initiative, boundless enthusiasm and great kindness that our sojourn was so successful. The account of our stay is given elsewhere in the Magazine. *(See Easter Trip below. Ed.)* We confess that we could happily have spent a fortnight in Weinheim instead of the week into which we packed our hectic programme. That week passed all too quickly.

## EASTER TRIP, 1961

This year, Jordanhill's dauntless tourists arrived at Weinheim, a hitherto quiet town in the Odenwald region of southern Germany. After a day recovering from the rigours of trans-continental travel, the party felt fit for a thirty minute street-car journey to Heidelberg where a visit was paid to the old sandstone castle overlooking the River Neckar. When we had been shown through the castle's numerous corridors, rooms and halls and photographed in the courtyard, we descended, to the Great Tun, or wine barrel, which in former days contained fifty thousand gallons of wine, but now holds nothing except air.

On Saturday, 1st April, the boys, from their mountainside Youth Hostel, and the girls, from the Hotel Goldener Bock, gathered in the Schlosspark (Castle Park) for a game of mini-golf with some of the younger inhabitants of Weinheim. Although rain began to pour down, the players finished their games like true golfers, and the winners were presented with prizes by Herr Schilling, the indefatigable head of Weinheim's Tourist Agency. Herr Schilling took a keen interest in our party and, among other things, arranged for us to go the Circus Amar at Mannheim.

On Easter Monday, we went by train to Frankfurt and its Zoo where the pupils and staff compared the various species of animals to one another.

The weather, which had been rather disappointing during the first few days, changed for the better so that for the remainder of our stay it was gloriously sunny. With the temperature touching eighty degrees, we sped along the autobahns in a luxury coach to Strasbourg which we reached in time to watch the Cathedral clock's biblical figures appearing and disappearing, one by one, as it chimed.

We spent Wednesday afternoon shopping in Heidelberg, and in the evening a dance was held in the cellar of the Hotel Goldener Bock. Mr Macdonald was M.C. and saw that a good time was had by all.

Our last engagement was a civic reception given by the Mayor of Weinheim who presented our party with a painting of Weinheim Schlosspark as a memento of our stay.

And so our eight days were over. Both during the first five, when the rain drove us into café's and the juke-boxes were never silent, and during the last three, when the sun glared down unmercifully and sun-glasses were a necessity, everyone had a most enjoyable time. This was due in no small measure to the four members of staff who were in charge, and I should like to thank them and hope that they had as pleasant a holiday as we all had.

J.R. V

# More Memories of Wartime

*"I always enjoy reading the Jordanhill School Journal. Not only is it beautifully produced, but it keeps former and present pupils in touch with each other and with what is currently happening concerning school building".*

In Iain Mann's excellent article entitled The Good Old Days, he mentioned briefly the military occupation of Jordanhill School from 1940 to 1944.

I would like to describe in detail some incidents which occurred during these years. For much of this time, the soldiers based in the school belonged to the 13th Battalion King's Regiment. The only reminder of their presence was a beautiful mural of their regimental crest painted on the back wall of the main hall. Unfortunately, when the school was derequisitioned, this work of art was painted over.

Then, as now, I lived in Southbrae Drive and often, as youngsters, my friends and I used to watch the soldiers marching up and down in the school grounds. Sometimes we looked through the railings as the men practised bayonet drill at a double lime of straw-stuffed figures set out in lines in front of the school. We thought it looked rather fun. I'm not sure the soldiers shared this view!

In company with other residents of Jordanhill, my parents offered hospitality to four of the soldiers based in the school. Their names were Bill, Ralph, John and Jack. They came to our home regularly for supper, a chat and sometimes a hot bath. One day in November 1942, they informed us that they were leaving Glasgow. They told us to wait at our gate at night and though we would not be able to see them in the blackout, they would bid us farewell. At nine o'clock, the whole battalion marched down Southbrae Drive. We heard our boys shouting "Goodbye, friends". The whole column of marching men took up the refrain. In vain the sergeant-major called for "Silence in the ranks".

From Glasgow the men were posted to Felixstowe, where they were subjected to constant German bombing. They wrote to us regularly. I have kept one of Ralph's letter in which he wrote, "There isn't a man in the 13th King's who wouldn't do anything to be back in dear old Glasgow among its very very king-hearted citizens. It was almost like leaving home when we left Glasgow. There is one thing certain, that no matter where the men of the regiment my go, Glasgow will remain forever in our hearts."

It is such a warm tribute paid to our city by a grateful soldier.

Margaret Cockburn

# Iain Padruig Crawford

## Born 21 January 1922 Died 21 July 2011

Recent obituaries in The Herald, Guardian and Scotsman detailed the amazing life of former pupil Iain P. Crawford. Later generations of FPs may not have heard of Mr Crawford, but I hope many will be interested in the inspirational story of his many successful careers. At various times he was a teenage wartime sailor decorated for heroism, a journalist, author, playwright, poet, radio and TV scriptwriter, actor, television presenter, wine and food critic, travel writer, and sportsman. He was publicity director of the Edinburgh International Festival, and stood for parliament as a Liberal candidate.

Iain Crawford left JCS in 1939, having been a prefect and a member of the 1st XV rugby team. When the Second World War began a few weeks later he was still too young to be called up for the forces, so he enlisted as an ordinary seaman in the Merchant Navy. He served on three Clan Line ships, all of which were torpedoed by German U-boats. After the last of these he and a few shipmates survived for 10 days in an open boat while rowing 560 miles across the Atlantic to reach Trinidad.

Crawford then became an RNVR officer in the highly dangerous tug rescue service, and was twice mentioned in dispatches for his bravery in diving into the sea to rescue drowning personnel from sinking ships. Later he was first lieutenant on a naval ship running the gauntlet on dangerous missions between Gibraltar and North Africa. He was actively involved in the allied invasions of Sicily, Italy, and France, and he arrived at Venice on the last day of the Second World War, where he remained for some months clearing mines in the Venetian lagoon and also acting as a liaison officer for foreign troops.

After such an eventful war Iain Crawford embarked on a career in journalism, variously writing for the Edinburgh Evening Dispatch, Scottish Daily Express, Sunday Express and London Evening Standard, as well as several specialist magazines. For a time he was the restaurant critic for The Tatler and contributed wine and travel articles to the Scottish Field, Ideal Homes and other magazines, and wrote short comedy stories for the D C Thomson comics. He also scripted TV programmes in France, Italy, Denmark and the USA, and in this country created several news and comment programmes, acting as anchor man on these.

Along with his journalism Iain Crawford provided numerous drama scripts for the Citizens' Theatre, Dundee Rep and radio plays, and was publicity manager for BBC Scotland for four years and also for Scottish Ballet and Glyndebourne Opera. From its outset Iain was closely involved with the Edinburgh International Festival, attending and reporting on every festival from the first in 1947 until 2010. He appeared on stage as Banquo in a Fringe production of Macbeth in 1947 and his last public performance was in 2006, at 84 the oldest Fringe performer of that year.

His most treasured job came in 1973 when he was appointed the first publicity director of the Edinburgh Festival. Iain held this post for nine years, working closely with festival directors Peter Diamond and John Drummond and helping to increase further the status of the annual event to become the leading cultural festival in the world. During this time he met and arranged press conferences for some of the biggest names in the world of classical entertainment. His book Banquo on Thursdays, the inside story of the first 60 years of the Edinburgh festival, is a rich source of personal observations and memories.

The first of Crawford's 24 books, *The Burning Sea*, was based on his wartime naval experiences and sold over 300,000 copies. He wrote four books on wine, three novels, and several historical and factual works, including *Held in Trust,* the history and background of the properties of the National Trust for Scotland, which was later made into an eight-part television series for Channel 4.

Having in earlier years played rugby for Bordeaux and had a trial for the Scottish rugby team, Iain Crawford developed a passion for golf, playing regularly to a high standard and travelling extensively to research locations for golf articles and travel columns. The end result was a five-volume reference book on golf around the world. Somehow he also found time to marry three times, and he is survived by four children, three stepchildren and 13 grandchildren.

Iain Mann

# Nuffield Bursary

**Eilidh Crawford S6**

Over five weeks of summer 2011 I worked in the biochemistry department at Yorkhill Hospital courtesy of a **Nuffield Bursary**. The Nuffield scheme offers fifth year pupils a chance to work in industry. It is usually linked to biology, chemistry, maths or physics. The placement requires the student to work for a minimum of four weeks at a selected institute, and to undertake a project that forms part of the establishment's work plan. At the end the student writes a report on their experiences and creates a poster summarising the project.

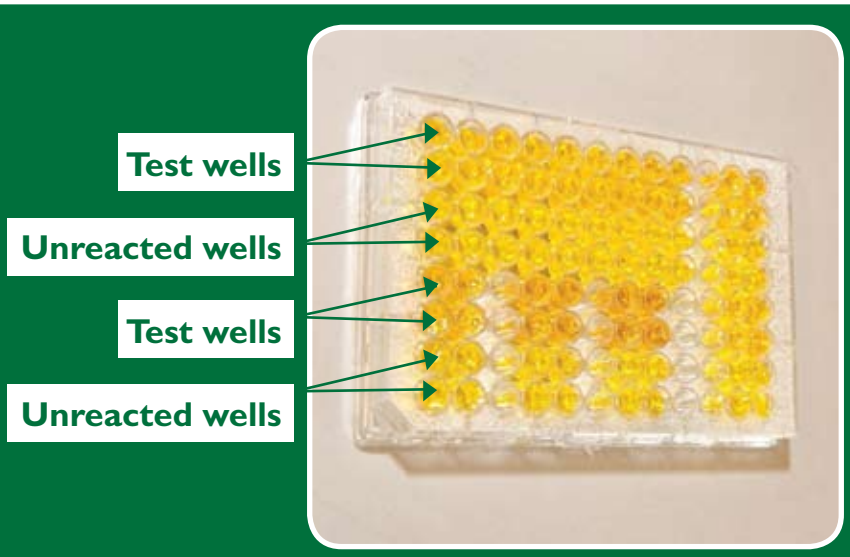
Yorkhill Children's Hospital specialises in testing for inborn errors of metabolism. This means that a child has a gene defect that prevents a certain enzyme being made. As all enzymes are important, a lack of any one can lead to the build-up of toxic substances and a deficiency in essential substances.

My project involved testing human blood plasma for high levels of the enzyme **Arylsuphatase A** (ASA). This enzyme is usually found in lysosomes in the cell cytoplasm, and is needed for the lysosomes to digest cell debris. There is a gene defect which leads to a protein not being made; this protein marks the ASA for transport into the lysosomes so without it the ASA is excreted into the blood. Without the necessary ASA enzyme, the lysosomes cannot properly digest the dead cell material and it builds up inside them, causing a lysosomal storage disorder called I-Cell disease. **I-Cell disease** has many physical and psychological effects. Tests are usually done after a doctor has seen delayed mental or physical development in a baby. The characteristic signs are coarse facial features, joint stiffness, cloudy corneas and abnormal growths. Early diagnosisis is essential so that parents understand the condition and how long they have with their child. A child with I-Cell disease will usually live for ten years, and die of lung or heart problems.

To test for the disease, the blood plasma of a patient is added to a substrate and incubated to allow the ASA enzyme to react. Plasma + substrate > product. The more product produced, the higher the enzyme activity. The absorbance of the solution shows if there is a large amount of product. The aim of my project was to transfer the method of testing for ASA from single glass columns to a 96 well plate. This meant that 24 samples could be tested instead of one sample in a single glass column.

single glass cuvette

The volumes had to be scaled down, and then I had to test different combinations of plasma and substrate volumes to see which would provide the clearest results. The resultant plate is read on a plate reader, which employs a single wavelength (520nm) directed down the well and tests how much light is detected at the bottom of the well. The absorbance can then be used to calculate activity, and if the activity is high the patient has I-Cell disease.




The plate above shows the test for ASA; in which the top two wells are the reacted patient samples and the two below it are the unreacted wells. Unreacted wells allow the activity to be accurately calculated, as red blood cells that have burst in the plasma can cause haemolysed samples to have higher absorbance due to the redder colour.

A sample from an affected case was sent to the hospital for us to test the method. The high absorbance was easily detected, and the project was a success.

Overall I found the project to be very interesting and challenging. There were times when the experiment didn't work and Dr Hamilton (supervisor) and I had to do some troubleshooting. It was tough when I started the practical work as it required very precise measurements and accuracy. Finding out about the ways in which a biomedical scientist works was helpful in making decisions about my future career. The project involved a lot of practical work, inside, without much contact with other people which I found slightly isolating. However the other scientists who worked there were very friendly and welcoming, and shared their work with me. Working in a lab has made me more aware of the experience needed to be a professional and excel at something.

Plate reader

I would recommend the Nuffield Bursary to everyone. It is an opportunity to experience an environment in which the work that you do is important.

I have become more confident and acquired new skills that I hope to use in the future. It looks good on your CV and, even better, you get paid to do it!

# LTS Trip to Stockholm, Sweden

## Monday 28 - Wednesday 30 March 2011

Scottish education is in the midst of the most significant period of change in a generation. With the introduction of a Curriculum for Excellence and new certificate courses in middle and upper school our education system is in an almost unprecedented period of flux and uncertainty.

At the end of March I had the opportunity to attend a study trip to Stockholm focussing on the technologies area of the Swedish education system. The trip took place over three days and involved a variety of guided activities that allowed 16 Scottish teachers to develop an insight into the Swedish system. It afforded practitioners the opportunity to reflect upon their own practice and learn from the Swedish model as we prepare for the future.

Thomas Ginner was our host on the trip and he has many years experience as a curriculum specialist in the technologies area of Swedish education.Thomas was able to provide us with a deep and rich insight into the manner in which Sweden has adapted to a changing educational and technological landscape in the post WW2 era.

The Swedish comprehensive school was developed from 1950 to 1971. This system remained largely unchanged until a radical restructuring in 1990.These reforms have been subject to intense analysis due to falling attainment levels. Use of PISA, and other international comparisons, indicated that Sweden's education system was falling significantly behind many of its international counterparts. According to Professor Ingrid Calgren, who we met on the final day of the trip, scrutiny of this data has been used to 'scandalise' the existing system and so catalyse change and improve the attainment of the typical Swedish school pupil.

This should also be seen against the backdrop of an ailing Swedish economy of late and a Sweden that no longer enjoys the wealth and prosperity that was often associated with the country during the post war years up to the late 1970s. Like most of northern Europe, Sweden's manufacturing base and export market, so buoyant after the war, has been devastated by cheaper manufacturing economies in the Far East. In the light of this Sweden is now revising their curricular structure once again to better prepare their young people for the challenges of today and the future.

On the first afternoon of our trip we had the opportunity to visit a secondary school for pupils in the later stages of the educational programme. Thorildsplans Gymnasium is an Upper Secondary school, specialising in vocational education (including the Technology Program).

We had a brief introduction from two members of staff in their design and technology department. Initially it seemed that there were many similarities between their system and ours. The working environment was open plan with dedicated workshop spaces and computer rooms. Many of the student outcomes were of a high standard and we noticed that they were using the same software we use in Jordanhill School. Much of the student work was project based and over the course of the project they were instructed in a range of skills depending on their individual requirements.

Through discussions with the students it was clear they were responsible for their own learning. Teachers in this scenario are used as a resource. Students access their expertise as and when required. Here there seemed to be a marked difference between their system and our own. To some extent we might argue that Curriculum for Excellence is designed to promote a similar degree of student autonomy. The Swedish system promotes this to an extreme level however. When quizzed about how students were assessed staff were ambivalent about the assessment process and an incoherent picture emerged. Under further questioning it emerged that no national certification body, like the SQA, or a national inspectorate, like HMIe, seemed to exist. Each school was free to develop their own schemes of work. National guidelines on course development were brief and lacked depth. Consequently the quality of education that the student might experience in one curricular area in a particular school might differ radically from that in another school in the same subject discipline. This alarmed many in the group used to the stringent quality assurance mechanisms in place in Scotland. Similarly, it seemed obvious that one student equipped with an abundant range of study skills would make a far better job of accessing the curriculum than one who did not. On the Wednesday session Professor Ingrid Calgren dramatically suggested that the main problem with the curriculum structure introduced in 1990 was that, "Sweden abolished teaching" for a generation.

Our conversations with Torgny Martinsson and Margartha Allen at the Swedish National Agency for Education confirmed that our sense of unease was justified. They acknowledged that the Swedish 'educational experiment' had gone too far.

As I write, in August 2011, Sweden is about to introduce significant reforms to their upper school curriculum. Like us, the Swedes acknowledge the importance of interdisciplinary working. Subject knowledge should be shared beyond the confines of traditional subject boundaries. Technology teaching can be strengthened through collaboration across departments. The need for innovation, creativity and entrepreneurship is fundamental to the economies of Sweden and Scotland too. Interpersonal skills, communication, group and teamwork are skills that need to be fostered and nurtured in both our school systems. One observation I would like to make is that our Swedish hosts continually impressed us with the significant part that their sense of history seems to have in influencing the shape of the new courses. They are immensely proud of their achievements in science, engineering, technology and manufacturing. This

sense of history really seems to form a rich part of their national identity. I would like this to be stressed more in our own curricular developments in Scotland. We have much to be proud of and we have a duty to remind our pupils of this as we prepare them for the future.

An example of the importance of Swedish engineering history was the trip to the Vasa Museum. The Vasa warship was built between 1626 and 1628. Unfortunately the vessel is infamous as it foundered and sank on its maiden voyage on 10 August 1628. The boat was top heavy and lacked ballast. It was built as a symbol of might for King Gustavas Adolphus. He was impatient to see it join his Baltic fleet as part of the Swedish intervention in the Thirty Years' War.

The ship was recovered, almost completely intact, in 1961 along with thousands of artefacts as well as the bodies of at least 15 people who perished when the boat sank. The recovery operation was well documented at the time and the newsreel footage provided a fascinating insight into the engineering challenges that the operation presented.

The vessel itself is a fascinating glimpse into the engineering and craft techniques of the time. Constructed entirely in oak the boat reveals insights into the shipbuilding techniques of the day as well as details of the naval warfare and everyday life of early 17th century Sweden.

I wish to thank LTS for allowing me to be part of this trip. Thomas Ginner, in particular, deserves real credit for his hospitality and skill in bringing the whole experience together. The trip provided a useful understanding of a country wrestling with the failings of its last educational reform and its attempt to provide an improved educational experience for students in the future. I was impressed by the honest and open way in which our Swedish counterparts expressed their thoughts on the failings of their education system. While there are some similarities between their system and ours, most of our party was reassured that our planned improvements already had the best of their proposals embedded into the core of our new courses. Further, our system seems to have better quality assurance mechanisms built in. These will afford individual teachers the autonomy required to cater for the needs of individual pupils whilst, at the same time, ensuring that centres are delivering courses that attend closely to national guidelines.

Time will tell how successful we will be in developing credible courses that prepare pupils for the future. My conclusion, based on the Swedish experience, is that although there is still a great deal of work to be done the Curriculum for Excellence vision is credible and has much merit. It is up to all of us to make it work.

*Paul Jennings*

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