

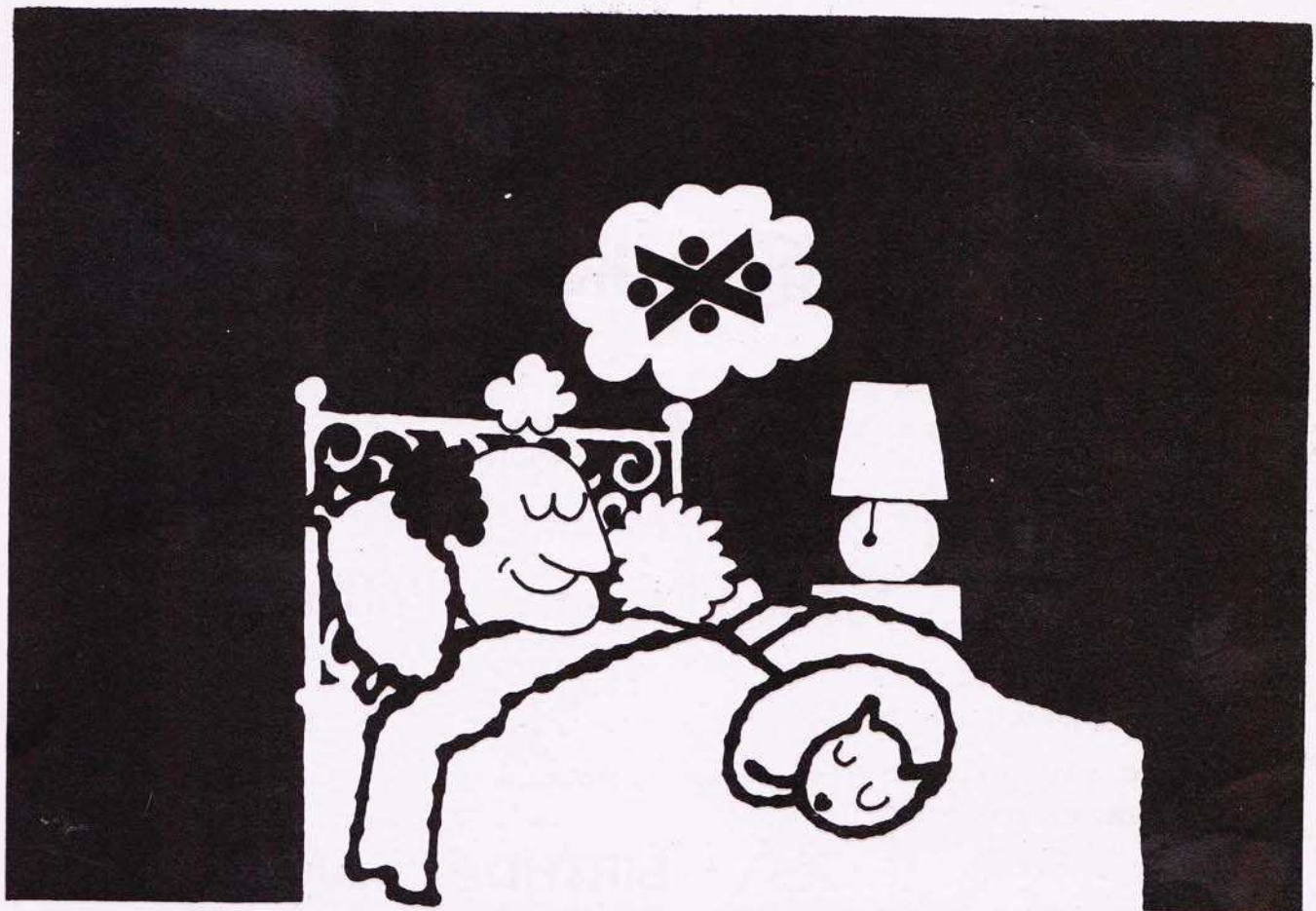
# TOWER

# '73

15p

The Magazine of Portobello Secondary School





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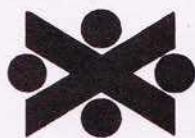
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Editing by Jill Brown VI, Gillian Fyffe VI, Patricia Ross VI, Stephen Boyle VI  
and Richard Munro VI.

# Foreword

At the beginning of the school year we decided to give the magazine a new look. We experimented by asking for articles from early school leavers and from various departments in the school. We asked the clubs and societies to make a special effort to write about themselves in an interesting way. We made it a matter of policy to reject dull or cliché-ridden material.

On the whole this has proved successful. From pupils of the different years we received many contributions that revealed original views on a wide range of subjects.

Selection of material is always difficult for editors. To those who are disappointed at not seeing their favourite club or society represented in the school magazine we can only say we share their disappointment. To the many of our fellow pupils who have submitted really promising articles and have yet not seen them published we can only plead lack of space and mistaken judgement.

We decided very early on to have the single image of a tower running throughout the magazine. We made this our choice because firstly we thought it would allow the contributor the opportunity of developing his choice of theme, and secondly we felt it would reflect in an imaginative way the world of the school.

On sifting through the hundreds of articles we noticed that many of the contributors have been probing, however tentatively, into the problem of man's constant struggle to find a meaning to life. We were delighted to discover this; for it proved to us that the commonly held view that school pupils are apathetic about such philosophical questions is simply so far as Portobello Secondary School not wholly true.

Lastly we would like to thank all the teachers and contributors who have aided us in producing this year's 'TOWER'. We hope that you like it and that you agree with us that our new venture in magazine editing has been worth while.

**Patricia Ross Stephen Boyle EDITORS**



**TOWER  
COMMITTEE**



# Headmaster's Report

**John J Baggaley**

Soon we will complete our first Session since the raising of the school leaving age. The real effect of this change will not be felt until the new Session 1973-74, when our numbers will increase beyond 2150. It is probable that we will need the Annexe into the foreseeable future and it seems that our numbers never seem to take the downward trend. Our major difficulties and frustrations will never disappear until we are able to dispense with the Annexe.

The year has been marked by the tremendous effort made by the Education Authority to consult parents and school staffs about the reorganisation of Secondary Education in the City. The main effect in Portobello Secondary School has been to find that pupils from our Feeder Primary Schools wish to continue their association with Portobello and this is to be expected. Thus instead of a reduced intake as a result of reorganisation, we can expect an increased first year intake. The meetings with the Director of Education and the parents were very lively and it is to the credit of Mr Forbes that he was able to attend so many meetings, and to the parents that they attended them in such numbers.

The size of the school was reported nationally by a huge centre page photograph appearing in "The Daily Record".

In the school steps were taken to provide more consultation in school affairs by the formation of a School Consultative Committee of myself, three elected staff members, three elected pupil members, three parents from the School Parents' Association and our three School Visitors appointed by the Education Committee. This Committee has discussed Secondary School Re-organisation, Corporal Punishment in Schools and the Four-Term Year. It could prove useful to the Director of Education in obtaining the views of most people connected with the school.

The school has also established a School Council this session. This has not been an easy task and the pupils on the Council have been glad to have the guidance of Mrs Judith Campbell (English Department) in working out their constitution. The leading officials of the Council have found some difficulty in gaining the interest of really serious-minded pupils ready to give their own time to meetings to make the venture a real success. However, given the experience, I am sure the pupils of Portobello School will use this new method of making their opinions known, and by their effort add constructively to the development of a happy and efficient school.

All the Sixth Year this session have had

the privileges granted to the Prefects and have had to carry out the duties formerly expected of School Prefects. In this way it was hoped to avoid the divided Sixth Year we have had in previous years. Unfortunately the experiment has not been entirely successful and until all pupils in SVI are ready to accept responsibility and carry out their duties conscientiously, this new system will always be defective. Sixth Year pupils should be ready to give something back to the school in this way. I would like to record my gratitude to the Head Boy, Head Girl and their Deputies for organising the system. Graham Bruce, Jacqueline Lodge, Alistair Watterston and Jane Donaldson have carried out their duties very efficiently - sometimes they have not had the support they deserve.

The Session has been curtailed by our late start last September and Departments have found some difficulty in making up the lost teaching time.

In February we had a visit from three of Her Majesty's Inspectors to study the House System. They were well satisfied with their visit and consider the school fortunate to have such a well-advanced organisation in this field.

Staff changes, as usual, have been quite considerable, and, while there are many colleagues I should like to mention by name, I shall this year confine myself to drawing the school's attention to changes at senior level. In this respect the school has bidden farewell to Mr John Linton (Principal Teacher of French) and is glad to welcome Mrs Jolly who is shortly to take over his place. Likewise, I am especially delighted to announce the promotion of Miss M Reid to the post of Assistant Headmistress, and to welcome Mr Christie to our school as Assistant Headmaster. I am also pleased to remind the school of Mr Brown's appointment to the School as Principal Teacher Adjustment and that of Mr Paton's appointment as Principal Teacher Biology.

The school is, of course delighted to see Mrs Andrews and Miss Marshall back after long absences due to illness. We hope they will soon be restored to their usual good health.

J J BAGGALEY  
Headmaster



Mrs J TAYLOR  
SCHOOL CLEANER

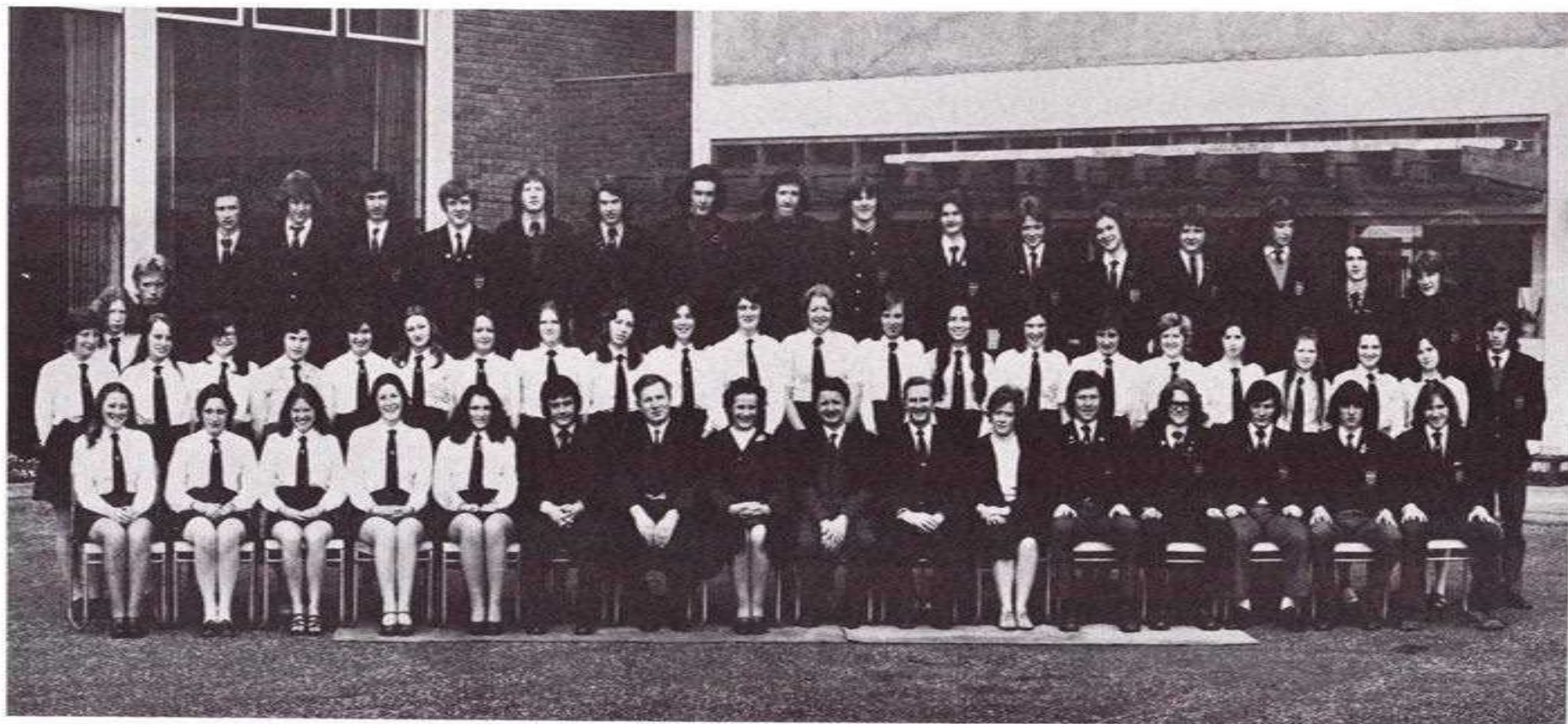
Joined Cleaning Staff of Portobello Secondary School 3rd March 1952.

Retires on Tuesday 4th December 1973 making her service to the school 21 years 9 months.

## STAFF PROMOTIONS to Assistant Principals

Roger J Bagshaw BA(Hons) Dip Ed  
Colin M Bryce DA  
Alexander E Cummings MA BA(Hons)  
James C Downie MA BD Dip Ed  
Edward Fenwick BSc  
William S Gentleman BSc(Hons) MSc  
Thomas C Gordon DPE  
Patricia M Grieve MA  
George R Hood MA  
Ian J Kellagher MA(Hons)  
Alan G Keay MA(Hons)  
Norma M Kirk DA  
Elizabeth M Mackay BSc Dip Ed  
George W Main MA(Hons)  
Colin Oswald ONC(Eng) Dip Tech Sc  
Ian I Patterson MA Dip Ed  
Anne M Robertson BSc  
James G Stewart BSc MSc Dip Ed  
Howard P Turner BA(Hons)  
Edith M Watt MA  
Sheila E Weld Dip II Dom Sc

## THE SIXTH YEAR 1972-73



Back Row: D Vidler, P Stevenson, J Main, N Fraser, P Flockhart, A Melville, H Clarke, B Endicott, P Ceaser, M Stewart, B Grandison, R Munro, S Boyle, N Spencer, C Nawrot, E Christie, R Grantham.

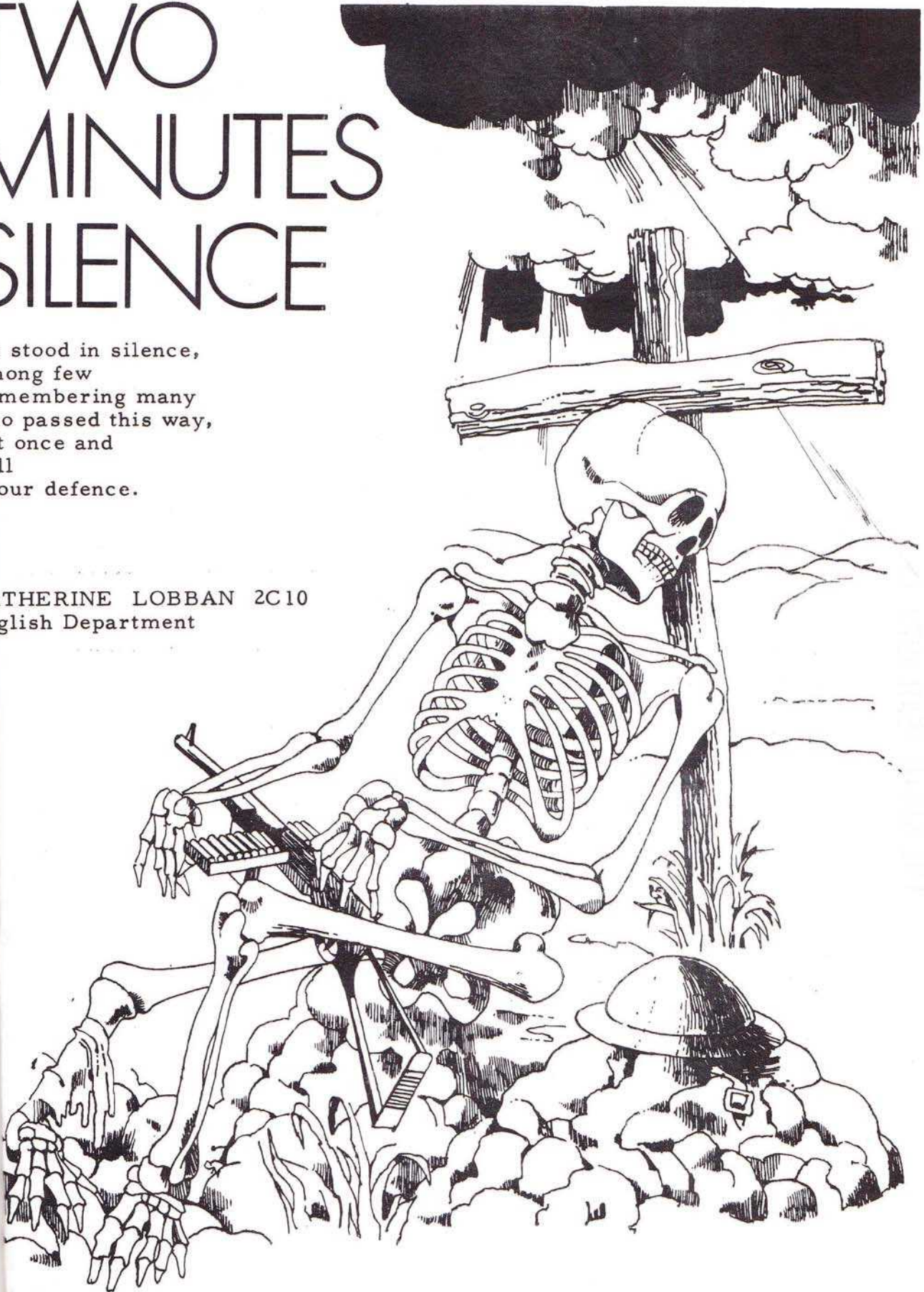
Middle Row: C Snowdon, F Ferguson, E Rennie, L Campbell, A Bojko, A Inglis, L Horne, J Bingham, A Finlayson, A Brettel, P Ross, E Smith, L Hunter, C Cousins, A McQuire, S Alexander, A Lynch, G Fyffe, J Brown, C Smith, S Marinello, P Lambert, K McIntosh.

Front Row: E Fisher, M Darling, S Walker, J Donaldson, J Lodge, Mr T Christie, Mr K Anderson, Miss I Whishart, Miss D McEwan, Miss M Reid, C Bruce, A Waterson, D Barry, D Wilson, G Stewart.

# TWO MINUTES SILENCE

We stood in silence,  
among few  
remembering many  
who passed this way,  
but once and  
well  
our defence.

CATHERINE LOBBAN 2C10  
English Department



ed not make any suggestion, except that the tower should not be too unlike  
real object or rather that it should suggest a real object. I like to think of  
building as a permanent symbol of my work plainly visible to the passer-by.

3 YEARS  
ter to T Sturge Moore 1919

# Le Club Sans Frontieres

"Le Club sans frontieres" is a meeting point for students of language. It is one in which boys and girls who are studying French or Spanish or German congregate. The motto that perhaps best applies to us is 'a little bit of culture mixed with a large measure of enjoyment'. Since 'le club' was formed in 1970-71 its activities have always been marked by both teachers and pupils mixing freely with one another. This, I think, is one of the ways in which its members live up to the spirit of a club without frontiers.

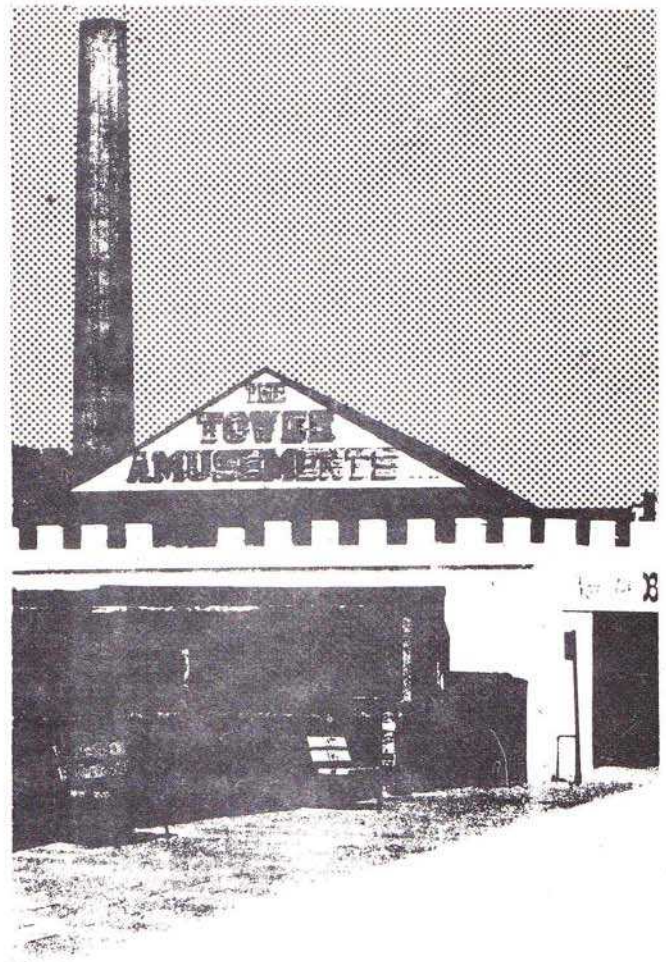
The club is blessed in having in Mrs Little (alias Miss Watt) an organiser of indefatigable enthusiasm and drive. The effect for all is a tremendous diversity of activities, such as visits to the theatre, delightful French cuisine or the production of our own short sketches.

Perhaps, rather than recall all we have done in the year I might much more clearly illustrate the club by focusing attention on one of its most memorable evenings.

This was our 'Weihnachtsfeier'. The evening was characterised with a whole round of fun. The teachers, anxious not to be outdone, performed a short 'Western'. Mr Walser earned our boos as the baddie while Mrs Lockhart made what we all thought was a delightful 'cowgirl'. Mr Linton left his mark as 'Sankt Nikolaus' aided and abetted by a flamboyant Mr Main. Now followed a 'bank robbery' staged by the German Drama Group .... a piece of acting that everyone agreed was performed with panache.

But what epitomised a successful evening was the dancing with which it ended, in which teachers freely danced with pupils. On this 'Weihnachtsfeier' which had been organised as our way of saying farewell to Mr Linton the club had one evening that was really in keeping with our name.

STEPHEN BOYLE 6



## Some SCHOOL EVENTS

- Swimming Gala at the Commonwealth Pool
- Bangor Grammar (N Ireland) Rugby Match
- Junior School Film Show
- Carol Service at St Philip's Church
- Burns' Night
- Seven-A-Sides 2nd Year Schools' Tournament
- SCE Examinations
- Schools' Fencing Tournament
- Sports' Day at the Commonwealth Stadium
- Oscar Wilde's The Importance of being Ernest
- Gilbert and Sullivan's Pirates of Penzance
- Schwenningen Visit
- Tom Buchan's "Knox and Mary"
- School Prize Giving Ceremony

# The Retreat

R. TADMAN 2c10 History



"Auld Cope scooted awa' ..... ran tae Dunbar."

"Aye," said another, "we sair routed them."

"You tired?" said my dad to me. "Half-lings don't seldom walk as far as this."

"A'm fine," I said. "There's plenty o' lads ma' age."

"Then, keep goin', Fergus, you and I, we've got to reach Glen Affric, and we're not past Falkirk yet. Them Lowland Whigs are nae't' be trusted. They'll sell us out to Cumberland."

Then came the blow! A man ran in. "We've got to retreat!" he yelled. "Charlie's orders, we've got to retreat." With the rain lashing in our face we made the long march back from Derby.

On the tenth day I had seen the Prince hurrying ahead on horse, accompanied by his Irish and French officers. In the rear, thirty miles north of Carlisle I heard Cumberland's canon firing its grape-shot, and I thought of the Scots lads. I said to myself: "There's Callum among them."

I wondered if we'd ever make it back. Falkirk had been a disaster. We had retreated up the Great Glen to Inverness, and then Culloden!

They started to fire. Men and boys fell all around me, screaming in pain and terror. I prayed. The order to charge did not come. I stood my ground. Finally, we charged without orders. In the ranks of the foe I could see Campbell tartan. My eyes blazed. I was at him. He drew

his claymore, striking my leg and gashing my knee-cap. Then we were separated by a volley of canon-shot, and I saw him lying dead at my feet.

I stumbled away. I sank in the long heather. I saw my father running ahead. I heard the sound of musket fire, and I saw him fall. The Hessian dragoons were everywhere. I saw them bayoneting boys no older than myself. I saw the mutilated bodies of the clansmen. The dragoons were prodding everywhere. One was moving in my direction. I stifled a cry: "Oh, mither, .... help! ..... help mi'." The man turned away.

Today I am in my mother's house, and the Prince is in France. With the women and children of my clan I sing the melancholy strains of:

"Many the man fought on that day,  
Well the claymore did wield;  
But came the night  
Silent they lay  
Dead on Culloden's Field."

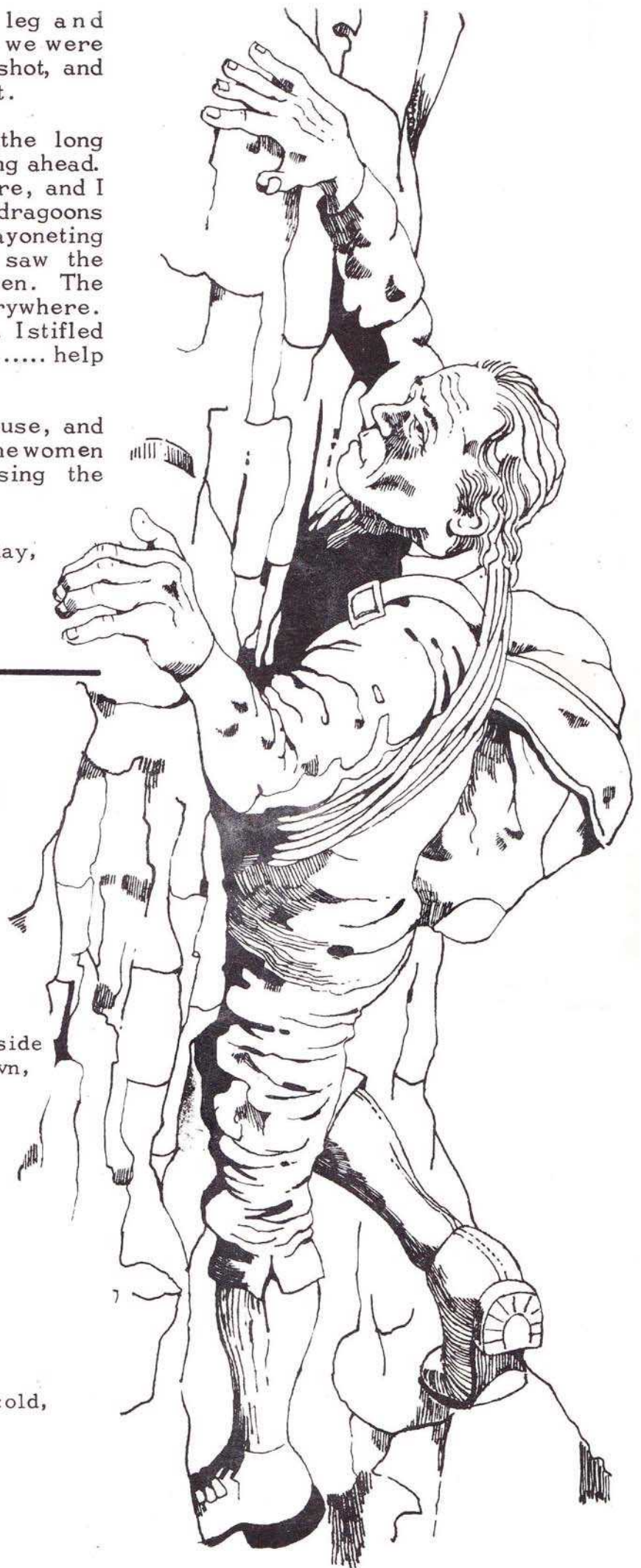
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# The Struggling Ascent

IAN SMALL 1C8

A lonesome climber  
Cold and miserable  
Caught in a snow-storm!  
Alone,  
Alone on a desolate mountain-side  
His rucksack weighing him down,  
His great boots crunching,  
Crunching as they bite into  
The crisp newly fallen snow,  
Crunching as he pushes on;  
On towards the summit.

Sometimes crawling,  
Sometimes scrambling,  
Fighting his way through;  
At last,  
At last the summit is in sight;  
Gathering up his strength,  
He urges himself on;  
His hands and feet numb with cold,  
Reaching the top,  
Sheltering behind a rock,  
He is safe,  
Safe at the top.



# FORMULAE FOR LIFE

3. 1415926 =  $\pi$

Sir, I bear a rhyme in mystic force and magic spelling/ all my striving can't relate/ celestial sprite elucidate:

I sat many hours  
In a wooden cage  
Listening to all  
Others chose to relate.

- But I'm waiting for the 'power'  
Before it's too late -

You showed me what it is  
To 'sum up things':

$$\frac{2^2 + 3ab^2}{2} = 5$$

$\therefore$  God is alive

- But I'm waiting for the power  
Before it's too late -

And you told us we have the power  
To 'differentiate'  
But the meaning, alas! it just slipped by  
And the 'constants' too, soon must die.

- So I'm waiting for the power  
Before it's too late -

Dedekind said: 'We are of divine descent.'  
With a knowledge of numbers  
We can 'integrate'  
With the power of 'abstraction'  
We can 'compass' the 'spheres'

- But I'm waiting for the power  
Before it's too late -

To 'formulize' my life before it is spent  
In 'circles' and 'tangents' and 'gradient'

BARBARA SMITH 5H  
Mathematics Department

---

## SKI CLUB REPORT

The membership of Portobello School Ski Club stands at 30, and already this club which was founded only three years ago is establishing itself as one of the leading ski clubs among Edinburgh schools. At the moment the club is competing strongly for the 'Boyd Anderson Trophy', with expectations of surpassing our earlier achievements of 3rd, 4th and 5th in this annual event.

The 'Boyd Anderson Trophy' competition marks the end of this kind of training at Hillend Ski Slope and the beginning of preparations for ski-ing abroad. In the

three years of the club's history, the club has travelled to Italy twice and Austria once. Next Easter the plan is to ski in Andorra a little country in the Pyrenees.

The ten-day excursion this Easter to the village of Ischl in Austria will long be remembered by the twenty members of our club. It was an occasion for meeting and mixing with 100 other pupils from schools all over Edinburgh. The instruction was excellent and the ski-ing good.

DOUGLAS JACK 30

The earth began to walk ..... Beyond the edges of the plain the darkening waters of the lagoon began to boil. The rumbling grew louder, the ground vibrated. Small animals, panicking, ran blindly about. The noise became a deafening roar, there was a blinding flash, a resounding crack and lava oozed out of the ground to engulf the surrounding land.

Later it was calm. But the once flat land was now a bubbling sea and there was a large mound in the middle. It was Arthur's Seat's start. In time the waters drained away, vegetation formed and a few people came and settled on the land round about the great mound.

Today scientists tell us that under this sturdy hill lava could again be building up for another eruption. One day it may be all right, but the next it could cause havoc to many people. If this happened, the lava would destroy a large part of our city - this has just happened in the case of "Helgafell" on Heimay Island off the South Coast of Iceland where as a result of an eruption many houses have been buried.

We all take Arthur's Seat for granted: the protection it offers from high winds, the pasture it provides, the joy it gives to people who climb to its summit to welcome the dawn on the first of May. But cast your mind back and just imagine what it was like at first. Ask yourself: "Is it as safe as it seems?"

Is it not possible that one day the people of London will read in their newspaper, "The Daily Telegraph", a news report not unlike this:

"Edinburgh is in ruin. Its population has dropped by 75%. It is the first city to suffer an attack in the new nuclear war. At 22.30 hours a bomb has detonated Arthur's Seat, breaking its protective shell and letting millions of tons of molten lava spill out and block the Forth Estuary. Thousands of houses have been completely destroyed. The port is doomed."

Tuesday May 9th 2073

All this may be speculation. It might not be like this. The old giant still sleeps. If he does wake the ground will again walk.

# The Majestic Giant

W. MARSHALL  
R. TADMAN  
2C 10 Geography



# Winter Loneliness

LINDY COWIE 1C4

There the snow lies,  
Thin, crisp, cold,  
Like a white sheet,  
Covering his love for me.  
If only the warmth in my heart,  
Would melt that snow,  
I know he'd see!

There the wind blows,  
Bitter and cruel,  
Like a voice luring him,  
Ever far, far away.  
If I were to whisper a word of love in his ear,  
Surely he'd stay!  
Surely he'd stay!

---

## The Storm or Further Adventures of Swoebi



It was pouring rain and a Swoebi was walking down the road when an orangeman came shooting out of the sky on a large drop of rain.

The thunder rolled, so loudly that it rolled out of bed. All of a sudden a flash of lightning came streaking out of the sky and struck Swoebi. "Ouch," he said. He heard a laugh amid the rolling thunder which still hadn't been able to stay in bed, and he saw a jagged crackle of lightning across the black sky.

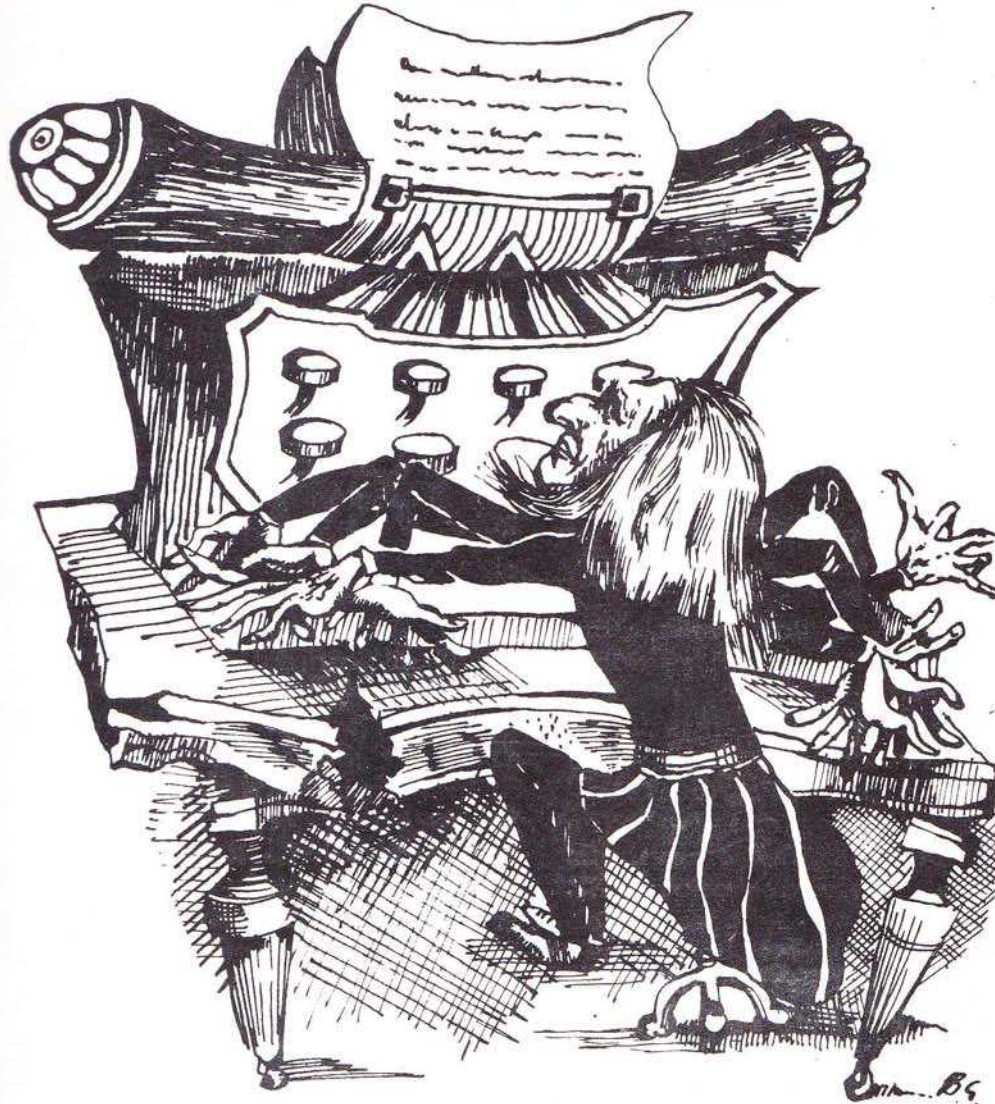
He looked up. "An orangeman," he exclaimed. "It could be dangerous." So he whistled to the roaring thunder and to the crackling lightning and asked them to do something. They said they would.

A great ball of fire came tumbling out of the sky and the thunder rolled as loudly as it could. The fire-ball struck the raindrop with the orangeman on it, and blew it to bits. The orangeman baled out at twenty thousand inches and, covered by rain-drops, landed safely in the gutter and got sucked down a drain. Swoebi heard him and dragged him out and took him home.

The rain had washed all the orangeman's magic away after his rain-drop had been hit and he was drenched to the orange and he was powerless.

**David Black 1c13**

# PROFILE



Jennifer doesn't really exist. Her name is not on the school roll. No one has actually spoken to her. No one is absolutely certain just what her last name is. Yet every morning she walks briskly down the corridor of the second floor and smartly enters the part of the school that is concerned with training in "secretarial studies".

Jennifer, who is in her Fourth Year has just turned 16. She is a pleasant girl to look at, one might almost say attractive. Already she knows quite a lot about the running of an office. Certainly she has long since passed the stage when she was first called upon to face a typewriter. Indeed she is at the point of her course where she has become fairly efficient at touch-typing and is now being introduced to audio-typing - a skill she combines with her new subject of shorthand. But let Jennifer speak for herself:

"When you first face a typewriter it is a rather frightening experience. It is like a battle and it is either you or the typewriter that wins. Normally the typewriter wins because it runs away from you. But after a few weeks you begin to know what you are doing and then it becomes fun .....

Jennifer is of course held in high regard by everyone that knows her. I think it's her attitude. Thus one day when Deborah asked what is special about Secretarial Studies it was Jennifer who replied. She spoke very slowly and deliberately, not voicing her own opinions but quoting her young friend in the Third Year, Janet Langlands:

"In the typing class it is not like any other class in the school. You have to behave as if you are all typists in a typing-pool or office. There is a good atmosphere in the typing class, and you

seem to be more like grown-ups when you are in it ..."

Jennifer knows that when she leaves school she will probably begin her career in a large office in the city. As she knows appearance and deportment are important to an employer she always turns out smartly dressed to school in a white blouse and blazer.

Meantime Jennifer is preparing for her 'O' Grade exam and this requires her to be familiar with all aspects of office routine such as the tasks of handling documents, distinguishing between registered post and recorded delivery and having a general knowledge of Banking and the business practice of paying by cheque.

Next year Jennifer will be taking her Highers in Business Studies. This will be harder than anything she has done before. She knows it will be difficult and that she will have to work. But if we know her, and we think we do, she will not mind because she is like the rest of us in the Department of Business Studies. She has found a subject in school she really likes.

MARGARET POTTER 40  
JANET LANGLANDS 30  
Business Studies and Economics

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## The Old Masters

"Lines of verse arising from a young candidate sitting waiting to be interviewed for a job in the Royal Observatory Library, Edinburgh."

Books, all in a pretty row.  
Books, sitting there on show,  
Not to be bought or sold,  
Only there because they are old.

Paintings, all in a pretty row.  
Paintings, hanging there on show,  
Not to be bought or sold,  
Only there because they are old.

People, all in an ugly row.  
People, not standing there on show,  
Lonely, hungry and cold,  
Only there because they are old.

ALAISTER WATTERSTON  
SYS English

---

# DISTINCTIONS

## DISTINCTIONS 1972-73

Thomas Beattie: captain of the Scottish Schoolboys' Fencing Team; placed 3rd in the Great Britain Team.

Lesley Bell: 2nd place in the under 14 division of the Scottish Pentathlon Championship.

Graham Bruce: selected to represent the Edinburgh Schools' Rugby XV in the match against Glasgow Schools' at Scotstoun, Glasgow.

Frances Fraser: 1st place in the Royal Philharmonic Orchestra's Edinburgh Festival Essay Award Competition.

Stuart Graham: selected to play for Edinburgh Schools' Rugby XV against the 'South' at Netherdale and against Glasgow Schools' at Scotstoun, Glasgow.

Mark Hennessey: 1st place in the under 14 division of the Edinburgh Chess Congress.

Scott Herbertson: captained the Portobello Chess Team which won the Edinburgh Schools' Division of the Edinburgh Chess League.

Neill Johnson: 1st place in the Scottish Schoolboys' Epee Championship.

Alistair Kinnear: 1st place in the Fletcher Moulton Cup of the British Polio Fellowship's National Swimming Gala at Buckinghamshire.

Lynne Oddie: awarded the Certificate of the Scottish Phonographic Association for the distinction of achieving the speed of 140 words a minute in shorthand.

Alexander Preston: selected for the Edinburgh Schools' Rugby XV against the 'South' at Netherdale.

Susan Underwood: selected to play for the Edinburgh Schools' Hockey XI against Midlothian XI.

Christopher Robertson: selected for the under 15 division of the Scottish Football XI against England at Wembley.

Brian Ross: selected to play in the under 15 division of the Scottish Football XI against the England XI at Wembley.

Michael Scouler: selected to play for Central Scotland in the Schoolboys' Golf tournament against North East England.

Moira Thomson: selected to play for the Edinburgh Schools' Hockey XI against Midlothian XI.

Deborah Wilson: 1st place in the 800 metre event of the under 15 division of the Scottish Junior Championship.

Lindsay Dunn  
Drama

# choosing



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School is not supposed to give you much of a chance if you are in a 'C' class. But I don't know. Five years ago when I was a small boy of ten a student who was a member of the Moray House Amateur Dramatic Society gave me my first real start. He introduced me to acting. Because of him I played the part of Edward VI in a play called 'Frost on the Rose', at the Moray House Theatre along with other children from the Traverse Theatre.

At twelve I had to go outside the school to find drama. I had to shift for myself to be given a part in 'Inherit the Wind' at the Churchill Theatre. It was only a walk-on part, but it was a step nearer for me towards becoming a member of the 'profession'.

My third year at Portobello School has been a good year for me. At the Burns' Supper I performed before an audience of 250 adults and senior pupils. I was also a member of the Margaret Scott School of Dance and Drama at Ravens-ton. In five weeks' time thanks to the help of my House-master, Mr McChesney I leave for the Barbara Speak Stage School in London where I shall complete my schooling in the subject I like, and be just that one step nearer to the career of my choice.

## POETRY IN MOTION Stephen Robertson

The two teams whirled in a blaze of colour. At either end rag-doll goal-keepers stiffened to tin soldiers. A pause, a rush, a melee of arms and legs and a streaking out like an exploding turret's nest. A team in possession pushing forward - thrusting, penetrating; a team in defence spraying itself out - surrounding, arcing its goal-mouth; guard dogs on a chain. No one straying too far, till one too ambitious unbonds, breaking his chain, breaking the line, tantalisingly close but to no avail.

Unendingly the game ebbing and flowing, feet scurrying tremulously, always the ball moving .... spinning, turning. A tall thin boy with a shock of white hair stealing the ball from a marauding

attacker is bouncing his spoil in a glow of glory, with his opponents streaming behind him like the tail of a comet.

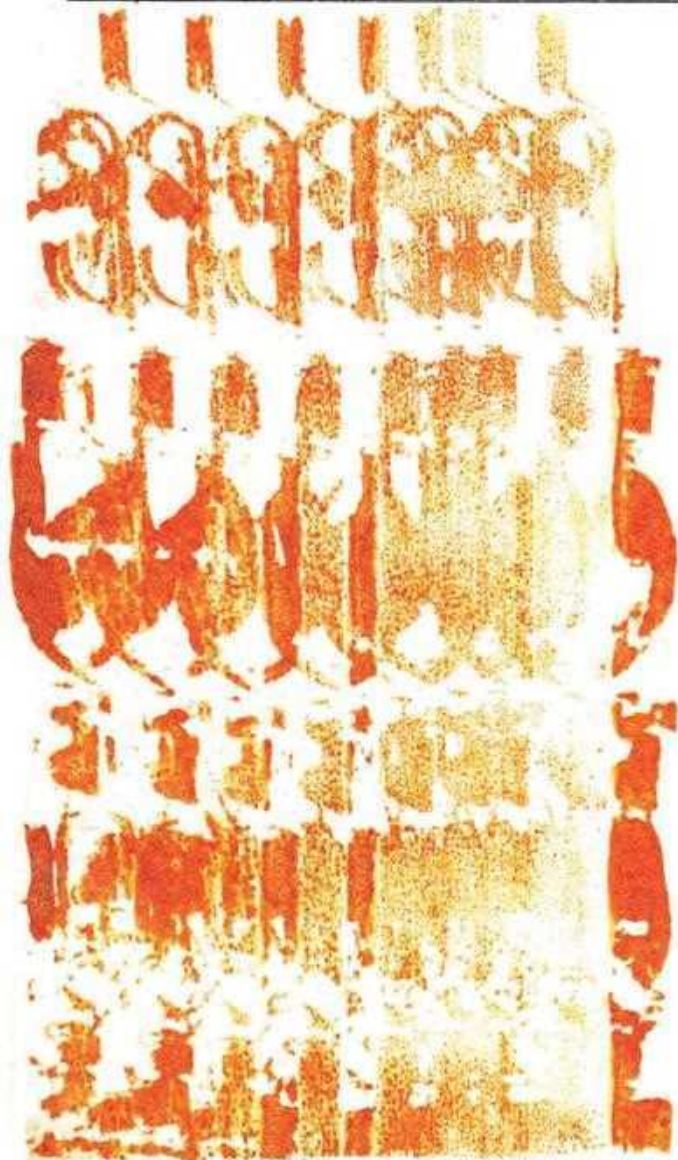
Now two teams inextricably entangled, seemingly becoming the ball of a kitten ... twisting and turning, parting and severing - rolling away like two balls of wool, colouring the hall floor in reds and greens.

Then a pause again and the goal looms up, and a boy from the other team darts onwards; stops, jumps, arches his back and brings his arm from behind like David's sling sending the ball even faster than lightning. Into the net it spins, the keeper lifting his arms half-heartedly in a gesture of failure.

# A QUALITATIVE ANALYSIS

Martin Brady 3

CHEMISTR



It is a long time since my Aunt May gave me my first chemistry set for my twelfth birthday. Yet I can still recall that proud day. There was I in my imagination mixing mysterious chemicals that would change the world. Yes, I would be a scientist! Two liquids later and an open box lid and all the glamour had utterly vanished. Before me lay an open cardboard box in which were set rows of small bottles of rather dull chemicals, packages of litmus paper and a booklet telling me how to make things like invisible ink ...

Chemistry is rather disappointingly short of bangs and dramatic colour changes, and so I suppose for this reason chemistry as a school subject has never lived up to what I expected. Probably few of us who study chemistry will become chemists. But at least most of us who do study it will learn that there is more to it than flashes, bangs and strange smells.

To enter any of the laboratories on the fourth floor is to risk being greeted by a variety of odours, each of which smells out for me another mile in the realm of chemical equations. At times in class I feel I know everything I need to know about a particular experiment or law, and perhaps I do.

But this is only me talking about one item of knowledge. There is all the rest I do not know - a whole world of chemistry lying outside of my classroom lessons. Perhaps I shall never be a chemist in a great hospital or factory. But even so I will have learned one thing, namely this: the more one understands about chemistry, the more one learns how much more there is still to learn.

It would be a brave person indeed who would base his knowledge of chemistry on the results of experiments done in class alone. The true laboratory of the young scientist is the world outside. Yet the school lesson is important too. The mis-reading of an instruction, inattention at a critical moment or even an error in recording is fatal. Without this kind of training from our teachers one can never even hope to learn about nature.

Chemistry is a subject that calls for great care. Yet in our mistakes there is something valuable to be learnt - not only about our subject, but about life itself. For chemistry is not simply a subject one learns. It is an activity of a demanding kind in the learning of which a young person is personally involved.

# Signs and Signals

SANDRA PRINGLE 30

Have you ever looked into a person's eyes and noticed how they express themselves? Eyes tell a lot. They warn you to keep away or come near. They show signs of interest or boredom. They show love or hate or fear. Eyes look bright when a person is happy. At other times they hold a sorrowful look or even one of pain. These are signs we can all read.

Do you have a good eye? Do you notice nature's signs and warnings? Did you notice 'mares' tails' yesterday? I mean the name we give to cloud movement high in the sky on a clear day. This is a sign from nature telling it will not be long before the weather changes and that man and beast must make ready for the approach of a strong wind.

There are other signs: footprints in the snow. When we see a mouse or a shrew's footprints they tell sometimes of a small animal scurrying over the snow, and of prints ending in a flurry of snow, a trace of wing-tip feather and some drops of

blood tinging the snow. When we see this we can imagine a small animal in the last moments of its life dashing about in panic, trying to escape the looming shadow of a hawk or owl.

Human beings, too, make their signs. The way a person sits or stands, the way he comes close to you or moves away. The words a person uses tell you what he feels. But they do more than this. His words tell his neighbour what territory he occupies. When a person talks his talking is a kind of stalking exercise. The same is true of dogs who, when they 'visit a lamp-post' do so to warn other animals that this is their territory.

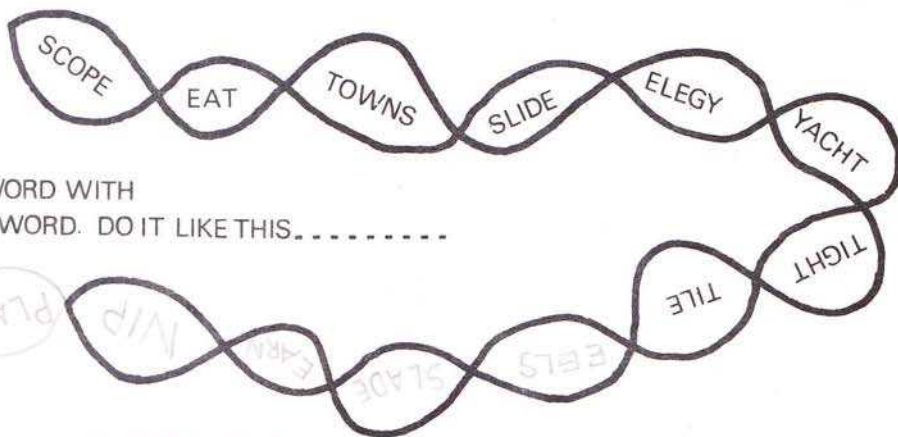
Signs are the language of all natural things. You and I, we use signs and signals all the time in our lives wherever we are. We often need to recognise them just to stay alive. When we learn to see these signs and think about their meaning in terms of life, we are at the threshold of Biology.

## THE WORD CHAIN!

Help your spelling!  
Make a Word Chain!  
Use your dictionary!

YOU MUST BEGIN YOUR SECOND WORD WITH THE LAST LETTER OF YOUR FIRST WORD. DO IT LIKE THIS.....

YOU COULD DO THIS WITH FRENCH OR GERMAN WORDS.



Avril Thomson 2c15 Remedial English



# IN GOD WE TRUST

Their name is legion ..... those youthful sophisticates who, when questioned concerning their beliefs, deny the validity of religion altogether. "Youth," they claim, "has no need of it."

But stop! What exactly is religion? The dictionary documents it as "that which binds" or "that which gives coherence to our beliefs". Do these so-called irreligious people claim to be void of any binding whatsoever? Surely we are all bound by some belief, even if it is only a belief in ourselves.

Perhaps, this is the reason so many reject Christian value. Their belief in themselves has become too strong. They have, in a word, become their own "gods", and since man cannot serve two gods he finds no need for another. Accordingly, he settles for the god-like image of self, placing his confidence in it until in the order of things it breaks down.

It is at this point that youth in his wisdom must begin looking for something outside of himself on which to stake his beliefs. He has become a person faced with many "gods" each of which deceptively appears to be something stable.

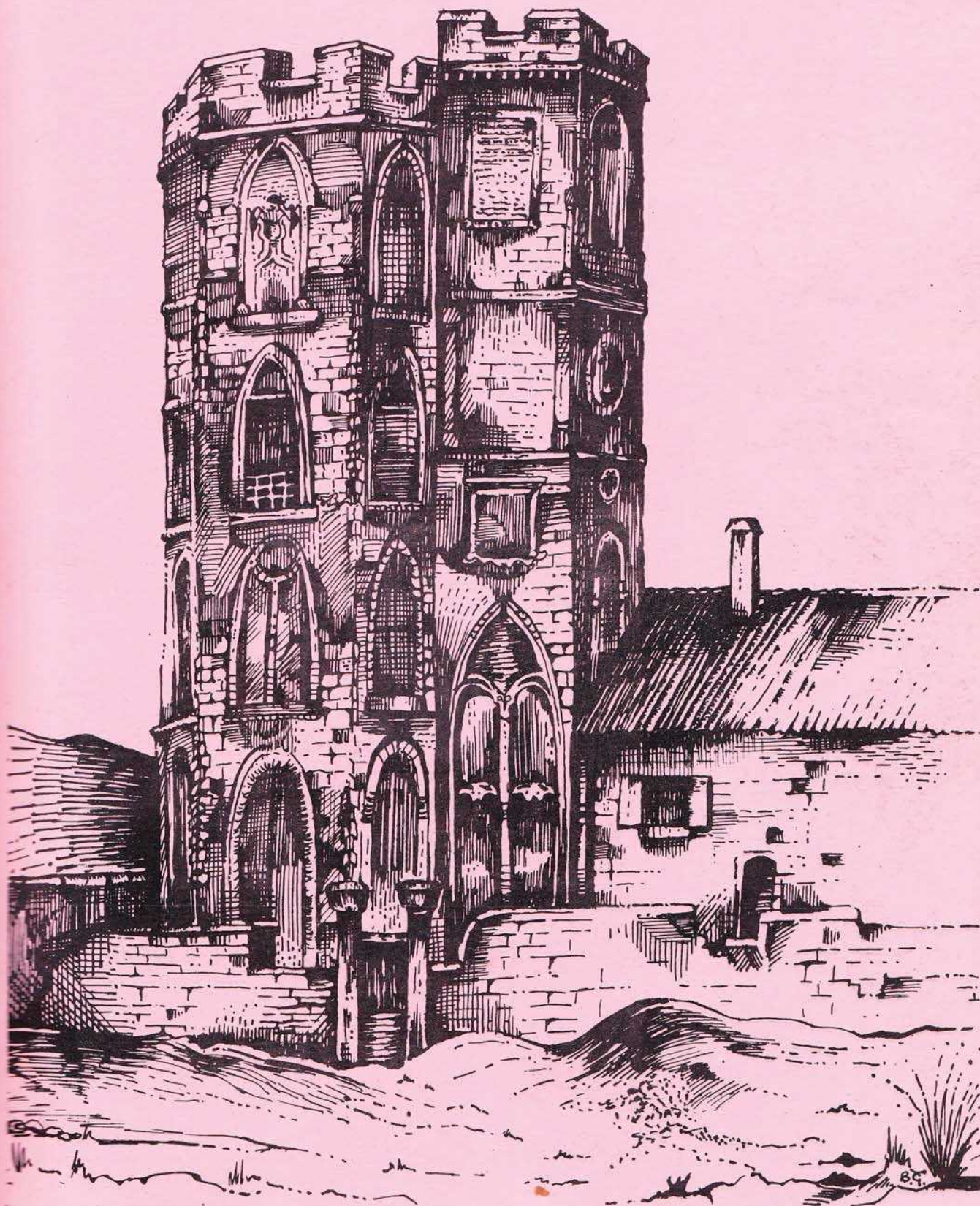
But the line between appearance and reality is a slender one. If the youth ever truly step outside of himself, he must consider the nature of reality. He must condemn the illusions of life and find reality in the image of God or Christ. For this is the only stable image he can have in an unreal world.

The merit of the image of Christ is that it does not break. For in Christ, man responds to life with love. He binds himself to a value that is not to be repeated in any of the other religions or attitudes of the world. He finds in Christ what he has thought in his youth "he has no need for".

LINDA GLAKEN 5H  
Religious Education

# THE FOREST OF THE FIGGATE

Adapted from  
The Laing Chronicle



## THE DEATH OF GEORGE HAMILTON

'Thou wilt give thanks when night is spent.'

On the rock-snout of land the sea-birds cry.  
The air is snow-touched, fans our streaming backs,  
Runs out the day on the heels of the sun.  
It's gloom is everywhere - I almost breathe rain  
On the wind's slow tongue, softening thick  
It hangs at my window huge as the sky.

Over my body the slushed clouds go.  
Hard, neglectful, hoarding under the pale rain  
A pale agony - an old man dying,  
White-still, then sleeping, caught adrift .... The wind  
Throws rain like iron at the house, the sea  
Rasps black, stirs in a grinding suck of shingle.

The black wick burns. Stinks and sparks and  
Smokes by my bed. I burn in the cold,  
Lying in a sweat with the sky at my back.  
Who can meet death with warmth? We breathe and live,  
Our death is useless to dead and living,  
We lose ourselves in the waste thaw of loss,

God-bereft, cut by malicious nature,  
But strong enough to build up from nothing.  
We built from nothing. Cut from black the  
Gray stones that bled for our winter-long,  
Winter-dark, winter-cold and loveless night.  
Cut from the blue darkness a special light.

Now the first spark steams through a churning sky:  
The bitter dawn that hands us back to life,  
Has us always, owning us to the end, it  
Burns the chill from patient clay, stirs the seed  
In patient soil - life from a hope of life ...  
The rain falls down, the seeds push up and breathe ...

IAN BELL 5H1

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## THE FOREST OF THE FIGGATE

"and the 'lands of the Figgate' which had once in the dim, remote years of the twelfth century been held in feu to the Lordships of the Abbots of Kelso had passed in the winter of 1747 into the hereditary possession of James Farquherson, Earl of Milton and incumbent lord of 'Brunstain' House; and the lands extended from the ancient village of Restalrig to the Pans of Joppa and Musselburgh.

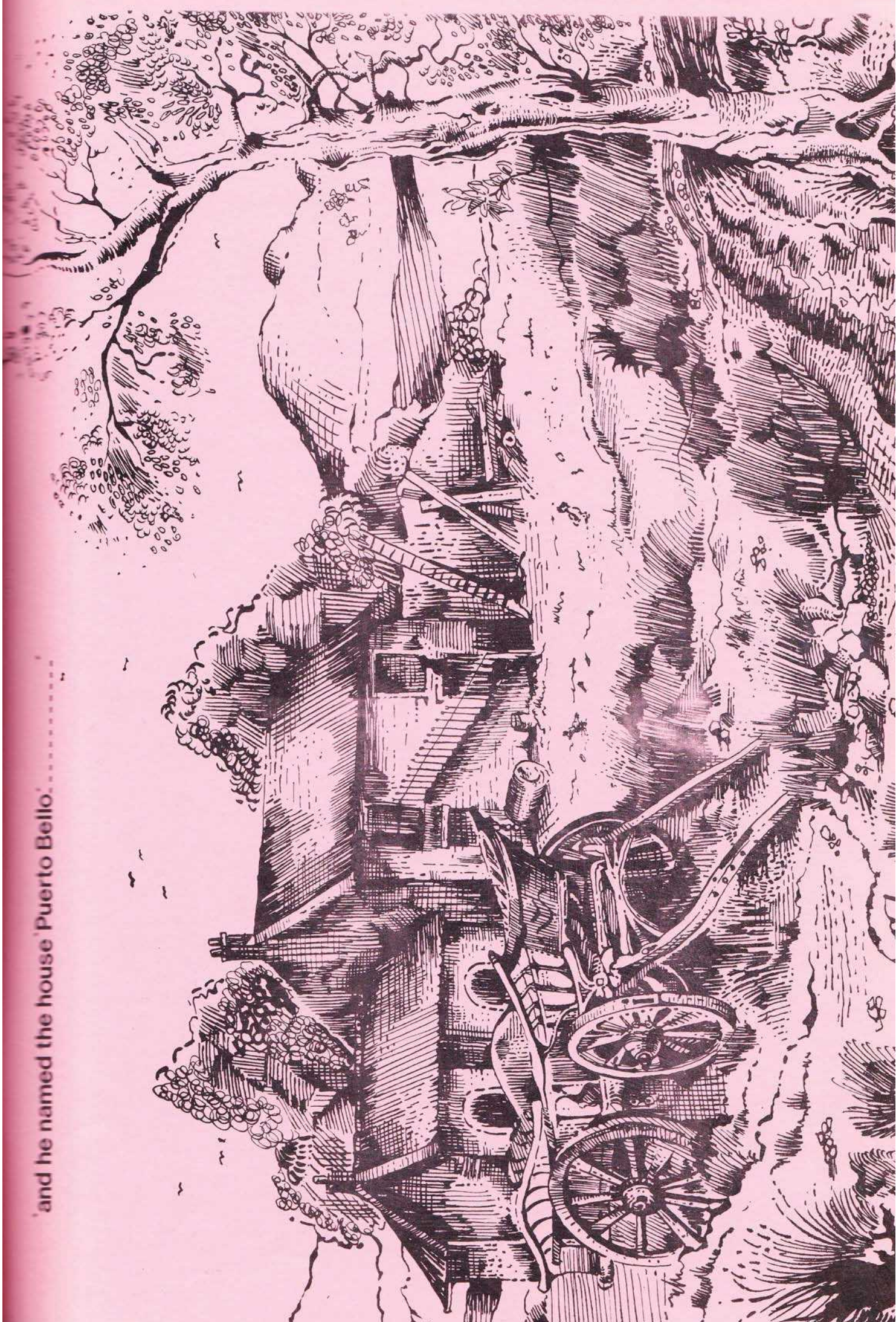
"and the land which had taken its name from a corruption of the Saxon word for a 'common pasture for cattle' or a 'cattle-gait' was in the 1740's a wilderness of heath-covered moorland and sand-blown downs; for this was all that

was left of the ancient 'Forest of the Figgate'.

"and a ford had been fashioned across the burn that flowed through the desolate lands to allow for the passage of persons and merchandise, between Edinburgh and Preston Pans. But no habitation or dwelling-house had been erected among the wild grasses save that of Jock's Lodge which was at the edge of the 'Figgate Whins'.

"and in these years of unrest the 'Whins' had become the haunt of highway-men and rieviers whose lawlessness and violence had made this dreary, lonely region a place of great danger to the lieges; and some nine years after the suppression of the Jacobite rebellion

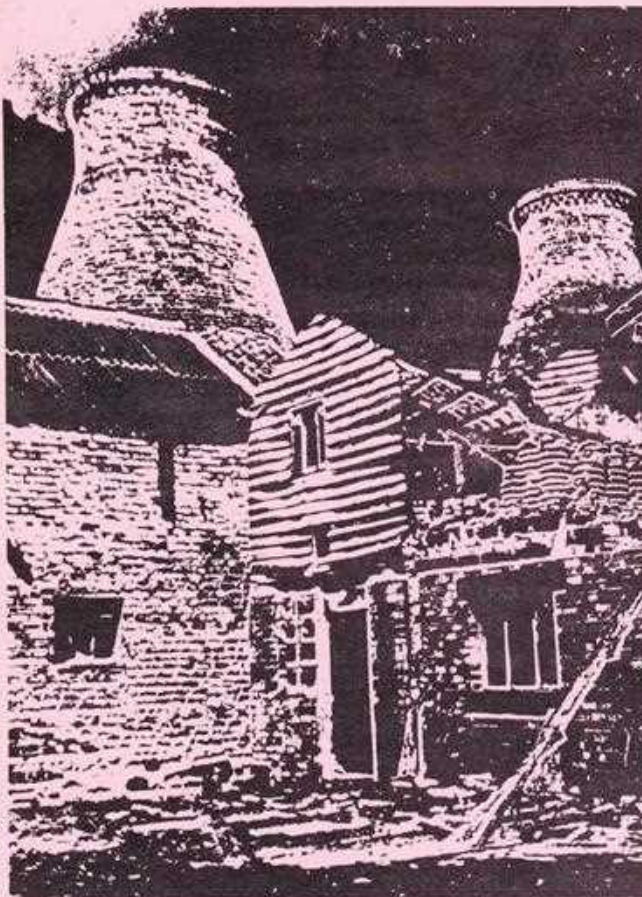
'and he named the house 'Puerto Bello'.....



there came to the 'Whins' a certain George Hamilton who built some distance from the sea-shore a two-storey coach-house; and he betook with him some dozen horses.

"and he named the house 'Puerto Bello' after the Spanish town of that same name on the Isthmus of Panama which he had stormed in the year 1739 when in the service of Admiral Vernon; and in the year he came to the 'Whins' he was 43 years old.

"and George Hamilton brought to 'Puerto Bello' his spouse and his five children, and of these the eldest son subdued the waste 'lands of the Figgate'; and after the violent death of his father, he brought into the house a wife and, he planted seeds in the likeness of himself.



"and these seeds multiplied in the clay soils of the 'lands of the Figgate' and the land in time became the burgh of Portobello; for the burgh grew and its burghers followed diverse employments and vocations; but in the days of George Hamilton and his sons it was also called 'the Village of the Figgate'.

"and of the streets in the village, Pipe Street and Ramsay Lane were most used for the manufacture of bricks and

pottery; and this was because the streets were near the rich clay bed around the Figgate Burn, and because of the work of Robert Jameson.

"and in the summer of 1785 there was erected near the sea-shore a tower of some four storeys high and of octagonal sides; and this tower had a circular stone stair-case and its mullions and cornices were of old carved stones that had once been part of 'the Old Cross of Edinburgh' as well as 'the Old College of Edinburgh' and 'the Cathedral of St Andrews'; and its bricks came from the clay-beds of the 'Whins'.

"and the preservation of the sacred stones in the tower became an outward sign of the burghers' love of religion and learning so that there grew up among the burghers a tradition that these stones had been brought to Portobello as an act of love; and as many years as the tower stood the myth of the 'beautiful port' on the golden fringe of the Figgate Whins drew artisans, merchants and scholars within its doors and some it held for its own.

"and of these the most literary and fanciful were Scott, Lockhart and Lady Nairn and the most learned and scientific were Jameson, Laing and Miller; and of these Hugh Miller who was the author of 'The Testimony of the Rocks' and 'Schools and Schoolmasters' answered best for the burghers the challenge of the tower.

"and in the years that followed the great windstorm the Martello Tower was allowed to fall into disrepair so that its roof gave way, its windows were broken and its rafters and joists rotted; and all this was so until the year Hugh Paton restored it; for he did so because he was mindful of the meaning of the tower for the burghers'; and because he feared the loss of the sacred stones; and the tower was rebuilt in the year 1864.

"and in the year that the church school in Wellington Street was closed down and the first Burgh Public School was ..

" ..... and in 1966 a new school was opened on the grounds of the old rugby playing-fields beside the Duddingston Road; and the school towers eight storeys above the burgh that has had its history on the 'lands of the Figgate'.

# Time

Where did yesterday go?  
And tomorrow, where does it come from?

Time - your whole life is a series of unconnected  
events in the present.  
When do they become past?

Time - colourless, odourless, tasteless, non-  
existent?

Well, where did yesterday go?  
Tomorrow - what will happen?  
Has it happened already?  
Can I remember?  
Was today real?

Time - a clock on a wall:  
A climb to the top of the stairs,  
A look over an old battlement wall,  
Or an old woman at a bus stop - her life ebbing  
away fast,  
Almost invisible.

Even I have aged by a minute already.

Time is not me:  
Time - the seasons revolving with a dazzling  
swiftness,  
A gyre on a merry-go-round;  
Earth. Mundus Infans!

Do you feel the minutes slipping by?  
Or do you just wake up one morning  
And realise you are old?

But what is Time?

Time - a gushing mountain torrent,  
A lazy summer river edging its reluctant way  
into the twilight?

No!  
Time is.

ANN-MARIE BOJKO PH6  
English Department



COMITÉ D'ACTION  
POUR LES  
ÉTATS-UNIS D'EUROPE

PASSY 52-36  
KLÉBER 24-64

83, AVENUE FOCH, PARIS 16<sup>ème</sup>

9 Juin 1973

Cher Monsieur Stephen Main,

Je vous félicite, ainsi que vos camarades, de préparer la revue de l'histoire de votre lycée.

Les élèves de votre lycée se préparent à apporter, plus tard, leur contribution au développement de notre société. Je dis "notre société", parce qu'Edimbourg, Paris, Londres, Bonn et Rome se rejoignent et vont, ensemble, se réunir en ce qui maintenant devient l'Europe unie.

Je vous félicite de votre initiative et souhaite de tout coeur que vous réussissiez.

Votre cordialement,



Jean Monnet

Monsieur Stephen Main  
Portobello Secondary School  
Diddingston Road

EDIMBOURG, 15

Royaume-Uni

# LE BATEAU IVRE

Comme je descendais des Fleuves impassibles,  
Je ne me sentis plus guide par les haleurs:  
Des Peaux Rouges criards les avaient pris pour cibles,  
Les ayant cloués nus aux poteaux de couleurs.

J'étais insoucieux de tous les équipages,  
Porteur de blés flamands ou de cotons anglais.  
Quand avec mes haleurs ont fini ces tapages,  
Les Fleuves m'ont laissé descendre où je voulais.

Dans les clapotements furieux des marées,  
Moi, l'autre hiver, plus sourd que les cerveaux d'enfants,  
Je courus! Et les Peninsules demarrées  
N'ont pas subi tohu-bohus plus triomphants.

ARTHUR RIMBAUD Aged 17

## THE DRUNKEN BOAT

As I sailed down impassive rivers,  
I no longer felt guided by towmen:  
Shrill Red-skins had used them as targets,  
After nailing them bare-skinned to coloured stakes.

I paid no heed to all the crews,  
Bearers of Flemish wheat or of English cotton.  
When these uproars ended with my towmen,  
The rivers have let me drift as I willed.

In the furious splashings of the tides  
I, last winter, deafer than children's brains,  
Sped, and the unmoored Peninsulas  
Never have known more triumphant disorders.

This is the opening twelve lines of a poem in which Rimbaud expresses his burning desire to free himself from the constraints of his parents and the society of his day. I have not attempted to do more than offer a literal translation. The 'drunken-boat' is the young poet himself and the 'towmen' are the restraining forces of tradition.

**Stephen Boyle SYS French**

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### FROM THE FATHER OF EUROPE

On the opposite page is a letter from M Jean Monnet, who has fulfilled in his life his dream of a United Europe. Through his idea and courage nine nations of Europe are bonded together for the first time in history.

In his letter M Monnet advises the pupils of our school to make ready our contribution to the new society and he reminds us that the society is ours now that Edinburgh and Rome have at last become one. We salute this illustrious statesman.

STEPHEN MAIN 5H1  
English Department



# THE BEST LIFE

Living in an isolated community is like being part of one big happy family. There's the same closeness, the same knowledge of each other. Shetland is such a community and the people in it have an interest in each other.

To live somewhere, where no-one cared what you did, where you aren't even noticed is a fate far worse than the gossip of home. In the big cities of Europe when a road accident takes place and someone is hurt the cars all race past. But this would never happen in Shetland. In our world no one would dream of not stopping.

Living in an isolated community means a much freer upbringing. Parents have much more trust in their children when they know where they are, who they're out with and what they are likely to be doing. It is a freedom the children of the cities of Glasgow and Edinburgh cannot know until they come to somewhere like Shetland.

Entertainment in Shetland is like nowhere else. For five days of the week the islands and their inhabitants are in peaceful harmony. But on Friday and Saturday everything is different. Then there is dancing and singing and enjoyment for all.

Customs die hard in a community where the passage of time is much slower than it is in the city. Habits become accepted down through the years and no one sees any gain in an incentive to change.

## and the life to come.....

In the main, people in Shetland are dreading oil coming, but sometimes I think it is very difficult to know who is for, and who is against. Certain people don't like to say they want oil to come for they know so many people are against it. I would say the people who want the oil to come are the shop-keepers and the hotel owners and the lovers of money. I don't think everything will be as good for them as they think. If the oil really comes, there will be thousands of new families coming to Shetland. Along with them will come the department stores of the big towns crowding out the original business-men of the islands, and, except for a few, making them worse off than they are now.

Some people among us think that Shetland needs developing. I agree that a certain amount of development is good, but how would you like an oil refinery on your doorstep or miles of pipeline running through your place, or power stations near your door?

The islands have an atmosphere of their own, a quiet charm. What will be left of it once the oil comes? And the wild-life? What will happen to the thousands of birds and creatures that have made Shetland their home?

And when it's all over, perhaps thirty years later, then what will Shetland be left with? All the oil people will have left, and behind them will be ghost towns: houses standing gaunt and empty. A few old folk will stay and the birds and animals can come back again. But Shetland will never be the same again.

Contributors:

KATHLEEN JAMIESON 3A and

LESLEY POLSON 3A

Anderson High School

Lerwick

Shetland

# The Resurrection

"..... and the elements shall melt with fervent heat, the earth also and the works that are therein shall be burned up. "

2 Peter Ch 3 v 10

## I

Higher and higher  
flames rise  
enveloping the very sky.  
The moon,  
rising to meet her successor,  
fades  
in the strain.  
Fire, gaining new power  
sweeps over  
the strabilious forest  
erupting  
in a blaze of light.  
Trees  
shrink in fear.

## II

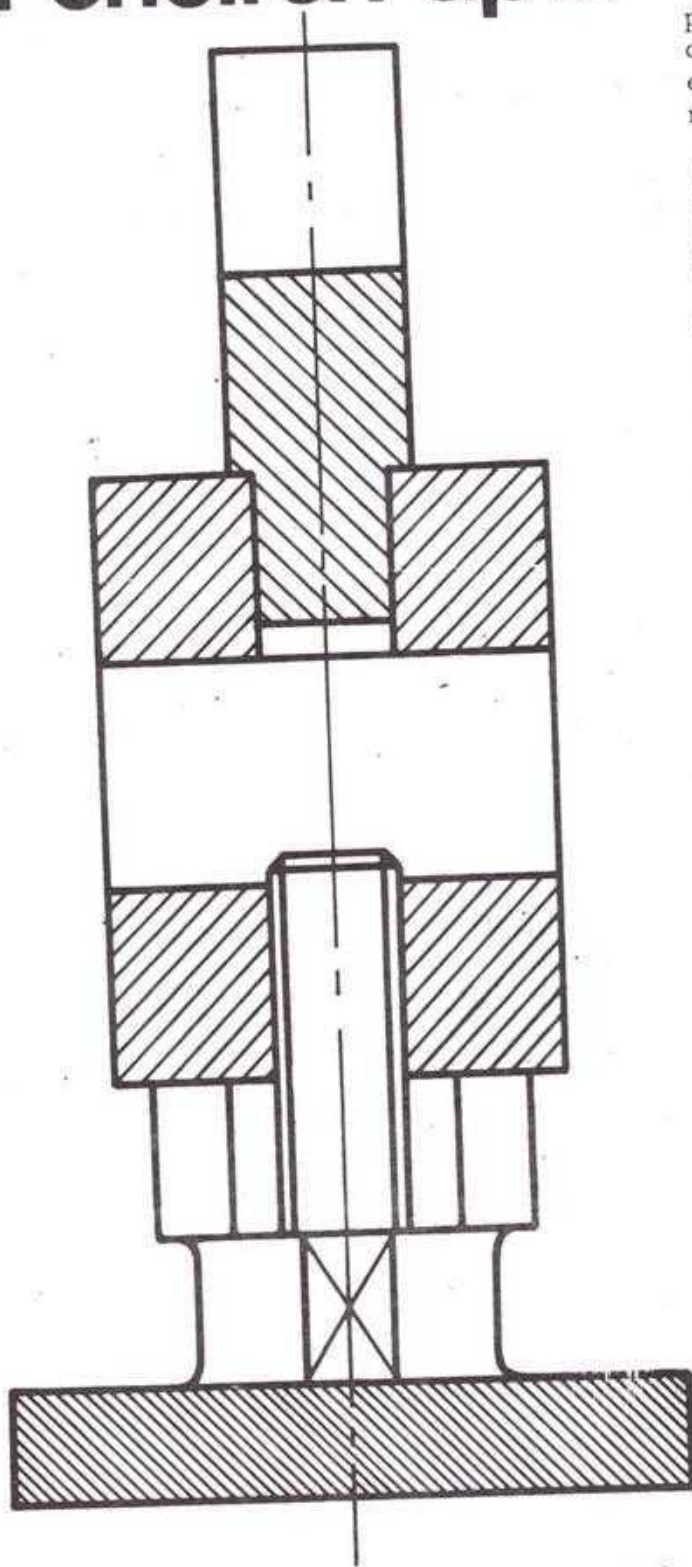
Creeping over ancient grasses  
giving birth to dying logs,  
the flames  
grow.  
White and glowing  
they speed  
a raiment of purity  
over  
the vile stench  
of  
the earth.

## III

Soon all is an orb of light  
rolling in the vastness  
of a new universe  
until  
it joins  
with sin  
to make  
Another hell for the souls of fire.

LINDA GLACKEN 5H  
English Department

# Pencil & Paper



What does the word 'engine' mean? What does the word 'engineer' mean, or for that matter the verb 'to engineer' or 'engineering'? What is 'engineering-drawing'? If you look up a dictionary you find:

'engineer' - a designer or builder of engines.

'to engineer' - to lay out, construct, contrive.

'engineering' - the science by which the

properties of matter and the sources of energy in nature are made useful to man. 'engine' - something used to effect a purpose, a mechanical tool, a machine for converting any of the various forms of energy into a mechanical force or motion.

But what is 'engineering drawing'? What is it - a school subject you take if you are good at drawing and can't do anything else?

This is not the way to think about one of the most important subjects a boy can do at school. When he is at his drawing board he is not just making so many lines and squiggles. He is learning the basic techniques and procedures of draughtsmanship. He is doing this because he knows that almost everything that has been constructed has been 'on a drawing board'. This includes not only the giant power station at Cockerhill or the new oil rigs off the Scottish coast. It includes even the school we learn in and the houses we call 'home'.

Let's consider the Commonwealth Sports Stadium at Meadowbank. Most of us have used it at one time or another. Did you know the piece of ground it occupies once housed a speedway track? It took a man's imagination to visualise the present complex.

Before the Commonwealth Games were held, an engineer had to visualise its design. Draughtsmen and architects had to represent the idea on paper before the tradesmen could begin to build. Everything in the stadium from the turnstiles to the electronic score-board had to pass through the hands of the draughtsman. Even after the work was all done and the games had started, copies of the drawings had to be readily available in case alterations or repairs had to be carried out immediately.

In the classroom we are preparing ourselves for the day when we shall become a part of these great designs. Some of us may never be more than 'tracers' doing routine copy-work. But others will become 'design craftsmen' involved in the science of mechanical structures.

We too ask 'what is engineering drawing' But our reasons are different.

DEREK FERRIER  
COLIN HALL  
BRIAN ROBERTSON

# Para Comer Bien

MARGARET LEITCH 1c Spanish

PARA COMER BIEN, vaya Vd. a Lugo!

I like the sound of these words. They conjure up all the succulent foods of Spain - roast lamb, liver and chicken, grilled crab.

I'll look at the menu. There it is. "..... lacon con grelos." I wonder what that is? Oh, yes! It's gammon with turnip tops. Should I have that? Or should I try trout or salmon or shellfish or octopus?

Gosh! look at these people over there at the other table. They're eating all these things in one meal.

Now, what shall I have? Some of these names are real tongue twisters:

"torta de chicharrones  
filloas de mantanza"

There's the waiter coming, oh, no ..... he's gone past.

What was it I had with Dolores in Orense on Tuesday? Was it "caldeirada"? Yes, that was it. It was a kind of broth. I didn't take the "empanad" because it tasted something like a Cornish Pasty.

That settles it. I'll have "Paella". I liked it. It's got practically everything in it. Let me see if I can remember.

"rice with saffron  
different types of shell fish  
chicken mixed in  
fruit like lemons and tomatoes and  
onions, olives and garlic.

Ah, here he comes at last!

"Camarero, tenga Vd. la bondad de darme tocino y huevos."

"Certainly madam, two eggs or one?"



# DIMBLEBY

Tuesday Afternoon, London

"Miss Wilcox, come in here, immediately!" bellowed Sir Michael Swan, Director of the British Broadcasting Corporation (the BBC to the less informed).

"Yes sir, immediately," quivered his frightened secretary.

Two minutes later his secretary stood before him with her note-book in her hand.

"Now what's this I've been hearing about a Pupils' Council at Portobello Secondary School?" he questioned. "Why was I not informed of this development at once?"

"I have never heard of this particular school, and certainly not about any Pupils' Council. You know I would have told you if I had heard of anything as important as that, sir," pleaded his secretary.

"Then damn it woman, find out about it. Go to the school. Interview everyone, but do it quickly. No stop! Better still send Dimbleby. I must, I repeat, must have this story for our Friday night programme," he commanded.

Wednesday 9 00 am Outside Portobello Secondary School, Edinburgh

"Excuse me son. My name is Dimbleby. I am from the BBC. I've been sent to find out about your Pupils' Council. Tell me: 'What are its aims? Who are its members? Who started it? Is it true that the Council runs the school? What are your thoughts about it?'"

The boy stared at him. "What the ..... are you talking about, mister?" came the rejoinder.

"Your new Pupils' Council - you do have one, don't you?" he asked.

"Ah dinna ken," came the reply, and off he went.

200 repeats of the same question followed; 200 answers of exactly the same calibre. Twenty-four hours later a weary Mr Dimbleby asked a member

of the school staff. "Excuse me, sir - could you tell me anything about this new Pupils' Council?" he probed.

"Eh, well, hem, hurumph, well, arrgh! I'm not qualified to answer that question. I think you had better ask the Headmaster," and quickly exited one of the staff.

Same Day Inside The Headmaster's Room

"Come right in, Mr Dimbleby. What can I do for you? Oh, yes .... the Council. Let me tell you all about it, though really I've nothing to do with it.

Two Hours Later: Outside The Headmaster's Room

"Psst." came a sound.

"Psst." it came again. A half-concealed figure of a man was retreating down a small corridor on the first floor.

"Come to the staff-room at 4 30, and you will hear from me, Mr Dimbleby, the whole story of the invisible Pupils' Council.

Broadcasting House, London  
Friday 9 30 pm

DIMBLEBY: "Good evening, viewers, and welcome to another "Dimbleby Talk-In". Tonight's programme concerns pupils' councils and their successes or failures.

"Among my guests tonight I have two members of Portobello Secondary School in Edinburgh, one a member of their new council and the other not. John, may I open up the discussion by asking you why you are not a member of the council? Am I right in saying that you were nominated, but you declined to let your name go forward?"

JOHN: "I declined because I do not believe that the council, as it is at present constituted, will ever succeed in influencing the affairs of the school."

SUSAN: "I entirely agree with you,

# TALK-IN

John, but for reasons other than you suggest. The Pupils' Council has failed miserably for a dozen reasons, but for none so much as the failure of the pupils to respond to its challenge."

JOHN: "Oh, I don't know about that."

SUSAN: "You mean you don't want to know. The fault lies entirely with the pupils. They have not protested, they have not agreed, they have not added to any of the suggestions put forward. In a word they have done nothing."

JOHN: "But what could I have achieved had I been voted on to the council?"

SUSAN: "Your own self respect, if not a whole lot more. You would have been thinking about other people, instead of only yourself."

JOHN: "Well you know we've got exams and everything to think about."

SUSAN: "Mr Dimbleby, I'm obviously getting nowhere with a person like John. I really only want to say one

thing to the viewers of this programme: 'This famous Scottish school of which I am a member has failed in the first moral project it has been called upon to try. I implore its pupils in the coming session to give unselfishly of themselves. For it is on this and on none other that the concept of a Pupils' Council is enshrined.'

DIMBLEBY: "Well, Susan and John, I am sure the viewers join with me in thanking you both for coming along tonight. For my own part, I hope a lot of boys and girls from Portobello Secondary, and their parents too, have been listening in tonight. I am sure if they have, they will recognise, as I have, that there is a great deal of wisdom in Susan's words."

FIONA (foina) DOUGLAS  
English 40





# ECCE ROMANI

by THE PLEBS OF 2C 10  
Latin Department

"ECCE ROMANI! ..... Behold the Romans!" With a sadistic leer and an evil cackle which changed to a fearsome laugh, Miss D .... addressed the class. "You are about to start your first lesson in Latin." The plebs cringed in ultimate terror as the dreaded text-books came nearer. "ECCE ROMANI" had struck again!

But seriously though Latin isn't all that bad. Take for example the first page: it reads, "Ecce, in pictura est puella. Puella est parva." Which translated gives the startling information that on the first page there's a picture of a little girl. Well, we've progressed since then. We've worked our way through Books 2, 3, and 4 of "ECCE ROMANI" and it's amazing what we've learnt. We've come to know about Roman dress, eating habits, manners and the theatre. We've even picked up odd words like 'glis' - a dormouse, and to cap all this we've got completely, utterly and eternally muddled with verbs, tenses, word-endings and forms. Some of us, if not most of us, can now even read Latin.

You'll be saying: "What's the good of Latin?" Well, it helps you to know your own language better. It also tells you a lot about the world round about you. You know what an orchestra is, but do you know how it got its name? In Roman times an orchestra was a dance floor, today it is a word for a little band of players.

At the end of term the school is putting on an opera. But will those at the back of the hall hear what the actors say or sing? Maybe it would be a good idea for the School Opera Society to follow the practise of the good old Roman actors who wore masks in order to signify their parts in a play. If the school did this then those people sitting in the back row would be able to understand the opera better.

If, on the other hand you prefer 'pop' to opera you can always join with us in singing the immortal words of that "vir honestissimus" (distinguished person) which the most famous Roman poet Virgil never wrote:

'O bile heres ago  
Fortibus es in aro  
O no mari, Themis trux  
Vatis i num? Pes an dux!

which we give to you in English:

'O Billy here they go  
Forty buses in a row  
O no Mari, them is trucks  
What is in them, peas and ducks.'

# Chess Club



Membership of the Portobello School Chess Club now stands at 80. This makes it the second largest club in the school and the only club to rank in numbers near the school's rugby teams.

The Senior Chess Team has every reason to be proud of its achievements this year. In the Schools' Division of the Edinburgh League the team won ten successive matches with an average score of 5-1 to gain 1st place and the added distinction of promotion to the Adult League. The seven players figuring in the winning run were:

Adrian Black  
Douglas Cairns  
Mark Hennessy  
John Reglinski

Scott Herbertson  
Jeffrey Hunter  
Andrew Mackenzie

The Junior Team almost equalled the Senior Team's record. They gained Second place in the under 14 section of the Schools' Division of the Edinburgh League. They almost won, but were denied victory in a vital match against Craigmount School Club in which the score was 4-5. This disappointment, however, was somewhat off-set by Mark Hennessy's achievement in winning for the school the under 14 section of the Edinburgh Chess Congress.

The increased interest in this game at school cannot be explained simply in terms of Bobby Fisher's triumph over

Boris Spasky at Reykjavik last summer. I think the answer also lies in the imaginative lead Mr Rod Hart has shown, and the dedication of the members. I think the club is stronger now than it has ever been because boys in our school are coming to believe that chess is a meaningful way of fulfilling one's leisure.

SCOTT HERBERTSON 5H1

## F.P. CHESS CLUB

This season the Portobello Former Pupils' Chess Club fulfilled its promise of the last two years by winning the 'A' Division of the Edinburgh Chess League. The League was very strong this year and Portobello did well to fight off challenges of the strength of Edinburgh Central (reigning champions), the intelligence of Ferranti, and the experience of the Edinburgh Chess Club (who celebrated its 150th anniversary this year) and to end the season undefeated, a full point clear of its nearest rivals.

DONALD SMITH  
Secretary  
3 Ormilie Terrace  
Edinburgh 15

## 1st XV 1972-73



Back Row: Mr Baggaley, M Forrest, D Davidson, A MacKenzie, D Meekie, M Gentle, G Cairns, M Devenney, Mr Cuthbertson.

Front Row: D Wilson, A Preston, M Stewart, D Berry (Capt), G Bruce, S Graham, W Grandison.

Seated: A Meekie, C Nawrot.

# RUGBY

## THE FIRST FIFTEEN

Captain - Dean Berry Vice Captain - Michael Stewart

Played	Won	Lost	Drawn	Points for	Points against
24	20	2	2	565	154

The First Fifteen has completed another successful season. The record speaks for itself. Couched in terms of running rugby 99 tries for - 19 against. Graham Bruce was top scorer with 219 points, and along with Alex Preston and Stuart Graham, was selected for Edinburgh schools at representative level.

For the purpose of this report Mr Alan Thomson, captain of the Portobello FP Rugby Football Club interviewed on behalf of the school magazine the Committee: comprised of, Dean Berry, Mike Stewart, Graham Bruce, David Wilson, Stuart Graham, Alex Preston, and Mr Alastair Cuthbertson (coach).

During the semester they reflected on events of the past season:

MR THOMSON: Looking back, Dean, did you not have any misgivings at the beginning of the season? After all only four of last year's team came back.

BERRY: My worry was that we had a shortage of experienced leadership. I was apprehensive that a string of defeats early on might dampen the enthusiasm of the talented but enthusiastic younger players.

MR THOMSON: Off the field, Dean, what were the main planks of your policy?

BERRY: Principally, discipline - from the little things like spotless bootlaces to the big issues like turnout for training sessions. You know the story of the legendary All-Black who, speaking of British sides, said: "Over here you play rugby to get fit; we get fit to play rugby." No one in the First's is likely to forget the sessions on the 'Hill'.

MR CUTHBERTSON: Don't forget the basics! There is an inevitable fall from grace when players are shoddy in their application of the basic skills.

STEWART: We started badly. Everything in those early days hinged on Dean Berry's drive in the centre, and Alex Preston and Stuart Graham were the main-springs of the pack.

BERRY: As the Boroughmuir game loomed up it was great to see how the new boys came good, particularly David Davidson and Andrew McKenzie.

PRESTON: The Boroughmuir game was a turning point. The introduction of Gordon McCulloch tightened up the defence round the base of the scrum.

BRUCE: Yes, Alan Mekie was a bit on the light side. But when he made his comeback after the Christmas break he had matured physically, and added length to his pass.

BERRY: He has a fast break. His style suits our kind of back row play.

MR CUTHBERTSON: While on the subject of the pack, I'd like to say that technically, they were about the best eight we have ever fielded. Despite a lack of weight, they were able to counter the power of Bangor Grammar School and Greenock Academy - our two hardest games. The Academy wilted after Malcolm Gentle's try.

MR THOMSON: This must be heartening. I gather most of the pack are returning?

WILSON: Yes it will be a settled formation from the start - and therefore much easier to work with.

MR THOMSON: It has been said by the pundits that too much coaching tends to inhibit flair.

BRUCE: I don't agree. A plan of campaign sets up ball for players with flair to exploit.



MR THOMSON: I thought that outside the scrum, this year's side lacked something of the pace of previous years - backs like Andy Pool, Colin Robertson and Ernest Schulte, for instance?

MR CUTHBERTSON: Yes, when a team is aware of a lack of real finishing pace on the wings, the insides are tempted to take the load on their own shoulders..... We resisted this. We concentrated on getting the ball along the line as quickly as possible. These tactics paid off. By the middle of the season our wingers, Billy Grandison and Mike Devenney had developed into dangerous runners.

BERRY: It's been a good season, but if you were to ask me about our fixtures I'd say we had outgrown some of them!

STEWART: But it's nice to know we have a 1st Fifteen fixture with George Watson's next session. Perhaps, we have the Seconds to thank for this long awaited breakthrough?

MR THOMSON: Finally, Mr Cuthbertson, will you sum up in a few words your appraisal of this year's Sevens?

MR CUTHBERTSON: In terms of hardware on the side-board.... less successful than some previous seasons. We came close in two finals when we lost to Merchiston Castle at Hawkill, and to Galashiels Academy at Liberton. But we did have our moment of glory. We lifted the Murrayfield Trophy, for the fourth successive year, and with the Former Pupils completed the 'double'.

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The Second Team played good rugby and, despite the loss of two scrum-halves to the Firsts, won 17 out of 28 games. This modest success in a context of Fixtures that are almost wholly with First Fifteens and top Second Fifteen clubs says much for the leadership of the team's Captain, David Fulton.

The defeat of the team at the hands of the High School Seconds at Jock's Lodge taught us a much needed lesson about standards of play. The win over George Watson's Seconds at Duddingston, in our first ever engagement with the school, demonstrated our readiness to benefit from such a defeat.

The team was at its strongest in the pack, and at its weakest immediately behind the base of the scrum. But the inclusion later in the season of fast players like J Campbell and B Adair gave us a mobility and thrust hitherto lacking in our outsid'es.

MIKE DARNELL Vice-Captain Second Fifteen

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It has not been a good season for the Third Fifteen. The cause of this lay not in the players themselves, but principally in other schools repeatedly cancelling fixtures at the last minute. In all only 10 games were played, and of these the most exciting and closely contested was our second fixture with Melville College.

In spite of this most players did show promise and boys such as Derek Stirton, Scott Brittee and Colin Cooke held their place in the Seconds over a goodly number of games.

DEREK DICKSON Captain Third Fifteen

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## INTIMATIONS

On behalf of the 1st Fifteen Committee, I take this opportunity of thanking Coaches, Former Pupils, Mr Anthony and his staff and all members and friends for their interest and active support of the club.

DEAN BERRY

The Club would like to congratulate Former Pupil David Robertson for having been selected this season to represent British Universities in Paris against France.

A R CUTHBERTSON  
Hon Sec PSSRFC

# JUNIOR SCHOOL RUGBY

12 00 am Saturday, March 1973, in the Staff Changing Room at Duddingston Playing Fields.

MR BRYCE: Yes, Kevin Devenney makes a good captain for the D2's. But I've refereed the D1's. Their pack is really a formidable unit. Props like Keith Dilworth and Alastair Wood and Middle Row men like Ian Cauklay and Derek Stevenson, they know how to get good ball.

MR WHEELDON: Oh, don't get me wrong! The D1's are good! Richard Dimelow makes a first class captain. He and Alan Halvorson combine really well as half-backs.

MR GARVIE: I can't stay long. It's a bit different coaching Third Year boys. When a boy's approaching fifteen he's beginning to get his eye on the seniors. I often wonder if they would not be better training with the Third Fifteen?

MR GIBSON: What exactly was the form of the B1 team this year?

MR GARVIE: Let me put it like this: on the 14th January the B1 team finally broke its 'duck' by beating Bathgate Academy at Duddingston. This was for them the turning point in the season. Their best game in terms of good play was against Dunfermline High School's B1. They beat us 18 - 10. But the quality of the opposition brought out the best in our team. This spirit continued to the end of the season.

MR BRYCE: One of our FP's who had been refereeing the B1's - I think it was Derek Tait, but I'm not sure - spoke very highly of the B1's two halves - Brian Devenney and John Grady. I know myself that for sheer courage in defence Charles Southwell is just about the best Full Back the Third Year has had for some time.

MR WHEELDON: I think there should be more Seven-a-sides organised for Third Year boys. I know our visit to the Alva Sevens at Tillicoultry with the D team was thoroughly enjoyed. We beat Glasgow High and were beaten by Hawick High School in the semi-final by only one point.

MR BRYCE: For me the Junior Seven-a-side Tournament for the FP Trophy at Duddingston this year was the highlight of the season. Did you know that 24 schools competed in it?

MR WHEELDON: I was there. George Watson's easily deserved to win. They beat the Royal High by 26 points to 10. Incidentally, congratulations to you. You did a great job. Every referee was a panel referee. They all said they thoroughly enjoyed refereeing. They didn't know Junior School Sevens could be so fast.

MR GIBSON: The C's have really played well this year. The three teams have won game after game. Forrester, Broughton, Leith Academy, Preston Lodge and Boroughmuir, they've all gone down before them. Even the defeats were very close.

MR BRYCE: Yes they've had good captains: Robert Taylor, Harry Hogarth and Robert Huggan. Taylor's goal kicking is a pleasure to watch. All in all a great season.



1st YEAR RUGBY

# FENCING AT THE TOP



Slowly teams begin to arrive from all over Scotland - from Perth, Stirling, the Borders, Glasgow and even from as far afield as Dingwall. At 10 00 am precisely the Annual Portobello Fencing Tournament begins impressively with 130 fencers in action. Professor Bracewell, National Coach for Fencing, arrives and comments: "It's a big tournament," and he smiles. Under the one roof, he knows, are gathered the top fencers in Scotland, and he watches carefully.

Mr McLean, the Portobello coach, expresses amazement at the number of Presidents who have come on the day to assist. "This does not happen at every Tournament," someone commented, "but then Portobello Fencing Club is very highly thought of and popular." This casual opinion, we think, epitomises the standing of the Club in Scottish fencing circles. The Portobello teams are not only a group of accomplished fencers, but are also excellent ambassadors for the school.

Professor Bracewell moves over now to speak to Tom Beattie and Neil Johnston of the Portobello Senior Team. He knows both fencers well for Tom is Captain of the Scottish Schoolboys' Team, and Neil is one of Scotland's finest young prospects. He discusses with them the International Match against Ireland and how on that day seven Portobello School fencers fought for Scotland, and won convincingly. It was a magnificent achievement for the team:

Tom Beattie  
Neil Johnston  
Leslie Forfar  
Garry Hamilton

John Airlie  
Pat Simpson  
George Hamilton

The subject turns to 'Scottish Schools' Week, and Portobello's successes. There is a whole catalogue of names:

### Junior Team Foil Winners

Pat Simpson  
Jacqueline McKenna  
Gail Young  
with Pat Simpson beaten finalist in the Junior Foil Individual Competition. The list goes on:

Tom Beattie: beaten finalist in foil, sabre and epee winner of the Master of Arms Trophy

Neil Johnston: Senior Individual Epee winner

### Winners of the Senior Team Foil

George Hamilton  
Tom Beattie  
Neil Johnston

For the second year in succession the Portobello Fencing Club has emerged as a top fencing school.

By 6 30 pm the tournament is drawing to a close. Gail, George and Garry have fought their way into the final rounds and are among the trophy winners. Meantime, Tom and Neil look on and think of their fencing future. They see before them, and well within their grasp, full international honours, British championships and Olympic honours. It is now 7 00 pm and all the teams are beginning to disperse. Portobello Fencing Club whose motto is 'Fencing at the Top' has this day made more friends.

TOM BEATTIE 5H  
Portobello School Fencing Club and  
Coach MR HUGH MCLEAN

## ANN FINLAYSON 6H ELAINE RENNIE 6H

At the beginning of the season Ann Finlayson was elected captain, Elaine Rennie vice-captain. Colours were awarded to:

Helen Nisbet  
Helen Reid  
Sheila Reid

Dates for 1972-1973 were awarded to those previously gained and held by:

Ann Finlayson  
Anne Johnston  
Elaine Rennie  
Moira Thomson  
Susan Underwood

At the East of Scotland Trials Moira and Susan were chosen to represent the Edinburgh Schools' Hockey 'B' XI.

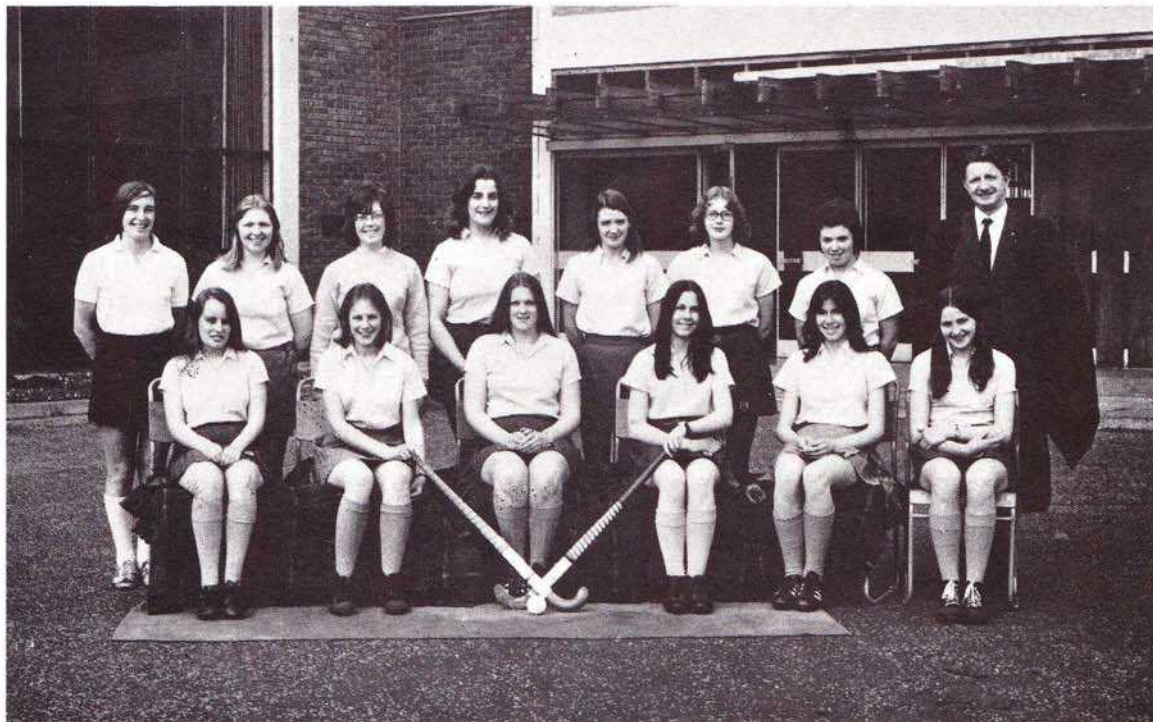
The 1st XI results have been mixed. The team played 18 games, won seven, drew three and lost eight. Yet our win over the Dunfermline College of Physical Education is a better register of our success, for we were one of only two schools to defeat the College this season. The success of our team has been due to match fitness that comes

# HOCKEY!

from regular mid-week training after school. Tactics, of course, played an important part in the sense that they were firstly discussed and tested in training with our coaches Miss Ross and Mrs Williamson and finally enacted in match-fixtures.

The 2nd XI under the captaincy of Janis Campbell also had a season of mixed results. However, this is a young team consisting mainly of 3rd and 4th year, and it is to their credit that they were playing and in many cases beating teams of 5th and 6th year pupils from other schools.

Both second year teams had difficult beginnings. But due to the selfless and skilled coaching of Mrs Williamson and the efforts of the girls themselves they pulled through to finish the season ahead in games. As usual the 1st year give plenty of evidence of enthusiasm and natural ability for the game, and it is the view of both Miss McFadzean and Miss Barclay that amongst them is a nucleus of very good players upon whose skill and dedication the club of the future will come to depend.



Back Row: Miss I Ross, M Thompson, H Reid, M Woodburn, H Nisbet, G Downie, S Pringle, Mr Baggaley.

Front Row: E Rennie, S Reid, A Finlayson (Capt), E Underwood, S Underwood, A Johnson.

# WHO'S FOR HOCKEY ? ELAINE RENNIE VI

Got to win this week.

Anybody got an elastic band?

An early goal. Straight through their goal and score.

Typical Saturday morning conversation in the end-changing room, Duddingston Playing Fields. Usual chaos with one player late, and the remainder looking as if they've just crawled out of bed.

Now I stagger to the pitch - scene of glorious victories and infamous defeats.

Goal keeper looks good.

Onside, please.

This is it then. Struggled to control the ball. Hard pitch. Must try to dribble past the half who tackles back strongly. Joan, drag your foot behind you so that you can kick the ball contrary to the rules, if necessary.

Half time, and we're winning 3-1. Walk off, expecting great praise - to be confronted with: "You should never have lost that goal. Don't dare concede another one. Go back and score a few more."

Curses. Thought we were doing well. No pleasing some people. Smile pleasantly at the opposition.

"Right on you go - and good luck."

Five more goals for us ..... (smooth). Into double figures with any luck. Ease off the pressure slightly. Give our defence something to do for a change. Back we come again. Full time already? Must clap them in. Everything is breaking up. It's all over.

## Portobello Secondary School Film Society

### 73/74

**BUTCH CASSIDY & THE SUNDANCE KID**

The Omega Man

IT HAPPENED HERE

### KES

JOHN AND MARY

Mighty Joe Young

### CORMAN

THE  
CULPEPPER  
CATTLE CO



WHAT'S UP, DOC?

M\*A\*S\*H

Charly

The Red Baron

Science  
Fiction

### HORROR

SPECIALS

CARTOONS

WESTERNS

### Music

### Talks

FANTASY

COMEDY

FAR-OUT FUN

### FOCUS

And that's not all. More titles to be announced. Guest speakers, fund-raising events, double-bills, and new FREE, biologically-improved 'FOCUS', the society's magazine full of facts and comment. Membership details from Mr Watterson and Mr Wilson. If you are leaving school you can join now as an FP.



# Orienteering Club

Hello, is that you Dorothy? .... Is that 669 4568? This is Margaret speaking. I've to put in a 'report' to the school magazine and the committee say they don't want the usual dull reports. Have you any ideas how we should draw ours up?

You know we've got to tell them about what we've been doing .... After all the magazine is a record of the school year. Do you think I should start by saying that orienteering is a fairly new sport originating in Scandinavia. Oh, I don't think they'll want to know that.

I'll tell you, Dorothy I'll give them it straight. I'll say that in our club we owe everything to Miss Marshall. She arranges for us to take part in the competitions. She tells us when we've to meet on Wednesdays after school and have a training run in the Queen's Park.

No, I don't think that'll do. 'Perhaps, I ought to say what orienteering is? I could say: In an orienteering competition we are all taken to a certain place, usually a forest. We are given a map, a compass, a punch card and a whistle. There is a starting time and a marked route and check-points. The person who completes the course in the shortest time is the winner. Sometimes our club wins.

But what's the good of that! Everybody in the club knows that. Well, I've got to say something. I'll tell them we've been in competitions all over the south of Scotland, from Dunoon to Newcastleton. I'll remind them we've also spent several weekends at Lagganlea and the Adventure Centre near Aviemore. They'll like hearing that ....

Look, Dorothy, how about coming round to my house and we'll really get down to the job of writing a report. It's got to be in by Monday, you know.

MARGARET BRUCE 5H1

# VOLLEYBALL

With the increasing popularity in Central Scotland during the last five years it follows that a school of our size situated close to the Commonwealth Stadium should in time inaugurate its own club.

That this should come about is due to the fore-sight of a number of Scotsmen who as far back as 1955 brought the game from the continent of Europe to Scotland. This is the road along which this new demanding sport has come in its passage to Portobello since the sport was first founded in the United States in 1895.

Volleyball is a game for all ages. It is played by both sexes, and may be played indoors and out. Socially and physically it has many advantages over some of the more traditional sports in that it demands little space and can accommodate many people in that space. Equipment is merely a high net, and a ball slightly smaller than a football.

Much is required, however, if a small new club like ours is to prosper. We must have a continuous supply of young players ready to give us their enthusiastic support and to accept the discipline of strenuous training. It is for this reason therefore that we urge the younger boy or girl to visit us during our training sessions. If they do, we are sure, they will find themselves soon becoming involved in our club fixtures with other schools that are turning to a game in which Scotland for the first time is going forward to compete in the European Junior Championships.

It is fitting now to comment on a few of our more outstanding players and we begin with Gordon Baillie of 3rd year, who, after only a few months of experience, is now recognised as an international prospect. James Young, Richard Fraser and David Kerr will, we think, with further training become fine players, and along with Gordon will form the basis of the school junior team. The girls of course must not be forgotten and special praise is due to Ann Gilfillan, Joan Ritchie, Lorna Fyffe and Mary Walker who have all improved greatly this season, especially Mary who is to train with the National Junior Squad.

ANN GILFILLAN 4O  
JAMES YOUNG 4O

# Valedictory Address

Our report will be short, and we hope to the point. The school needs to think much more closely about its Sixth Year because this year it has had its problems on account of the introduction of the new Prefect system.

We think that the Prefects' responsibilities and authority should be fulfilled in ways in which the Prefects may most usefully serve the school. There is the percentage of this year's Sixth who have held back the school and have at the same time degraded the name of the year itself. However, there are those in 'the Sixth' who will always be remembered by their own generation as being Sixth Formers of real worth.

The clubs and societies have mushroomed, and now there are at least 50 of them serving the cultural life of the school. Apart from them being a source of pleasure to many these societies and clubs serve in building up a more close-knit relationship between staff and pupils which would otherwise be impossible in a school of our size. For the younger pupils the clubs and societies should be simply an opportunity to enjoy themselves, but to the senior pupils and especially the Sixth the clubs and societies should provide a challenge for them to accept positions of responsibility in these organisations.

The Sixth Year is a year at which, we think, the rest of the pupils in the school aim for. The younger boy or girl sees the Sixth Year as the height of his or her school career, and a year of experience and responsibility which will transform them from 'old' children to young adults. The younger pupils should be making their individual contributions so that something new is always being added to the school.

Finally, to the younger pupils we give our best wishes, and to next year's Sixth we give you our greetings and to the Sixth of this year who have supported and befriended us so well our thanks and our farewell.

## SCHOOL CAPTAINS

Jacqueline Lodge  
Graham Bruce



# The Ultimate Obscenity

OBSCENE - REPULSIVE, FILTHY, LOATHSOME, (ARCHAIC); INDECENT, LEWD -  
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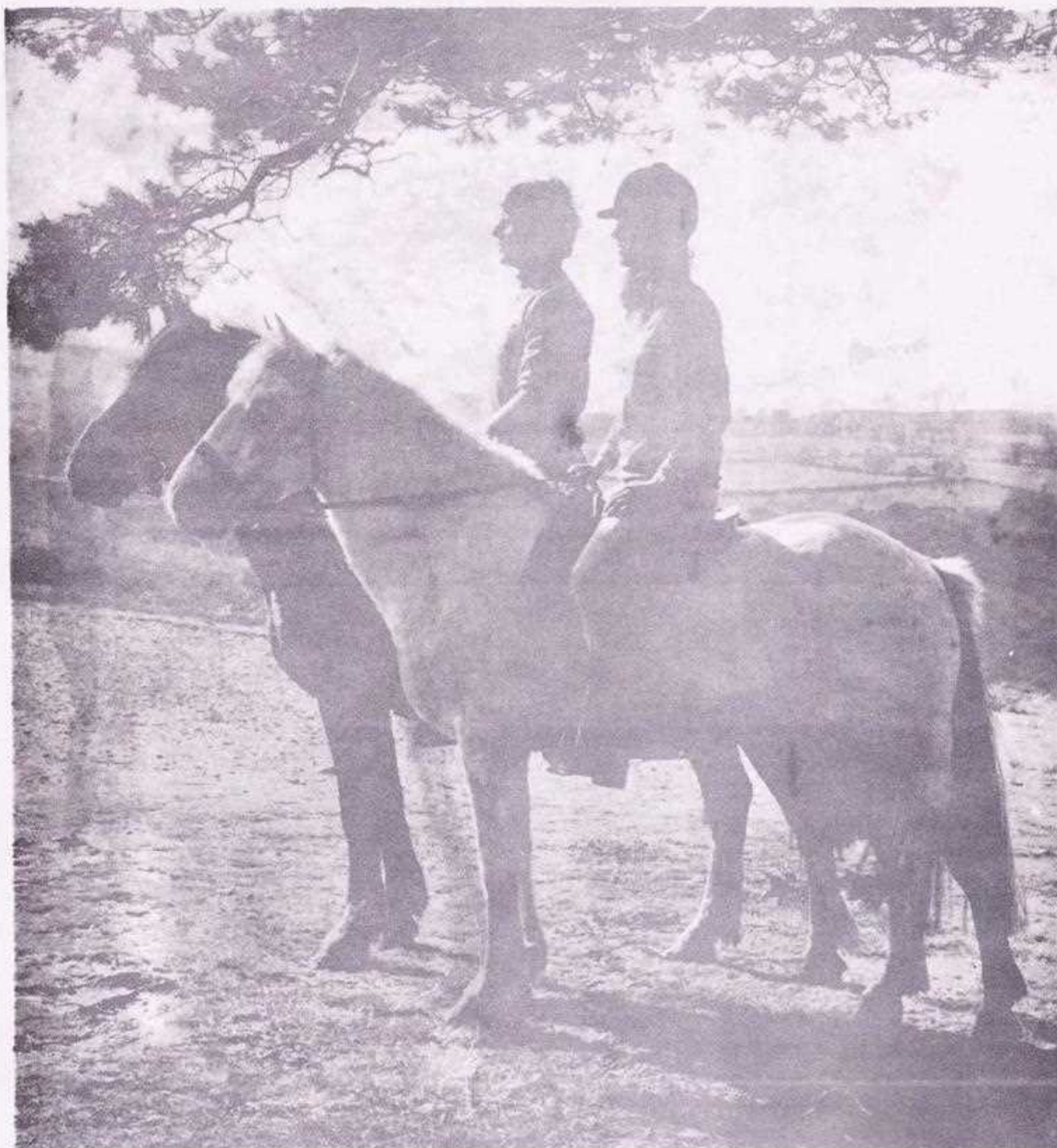
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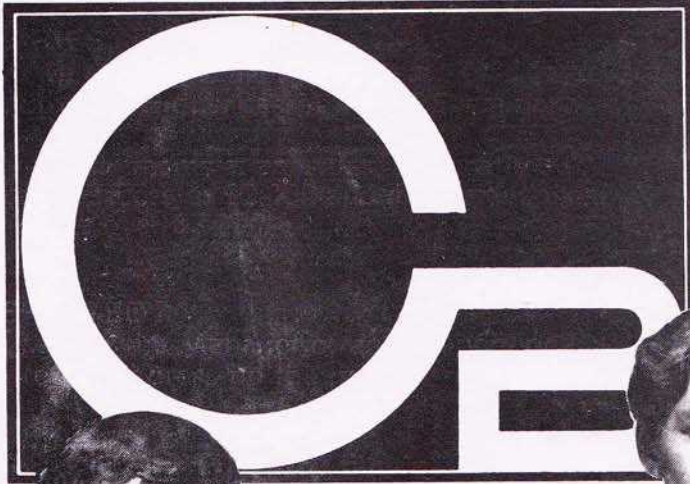
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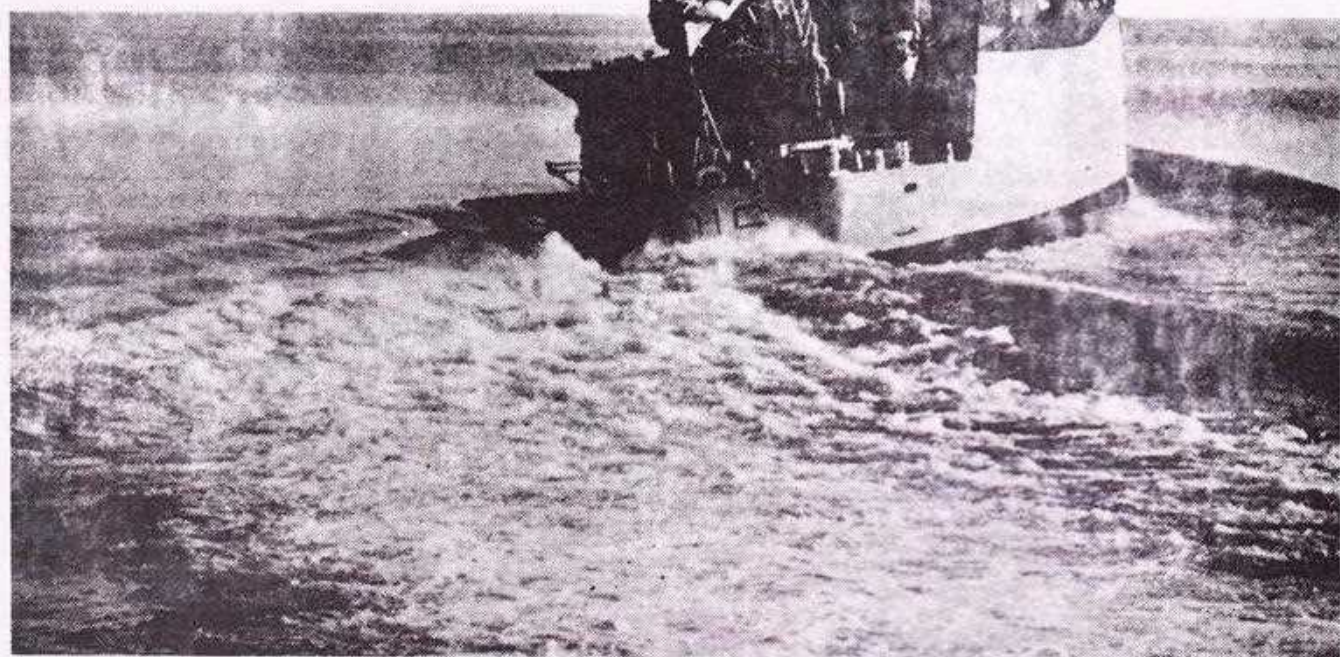
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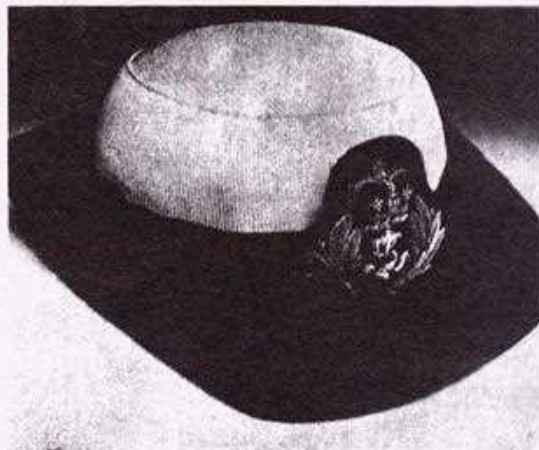
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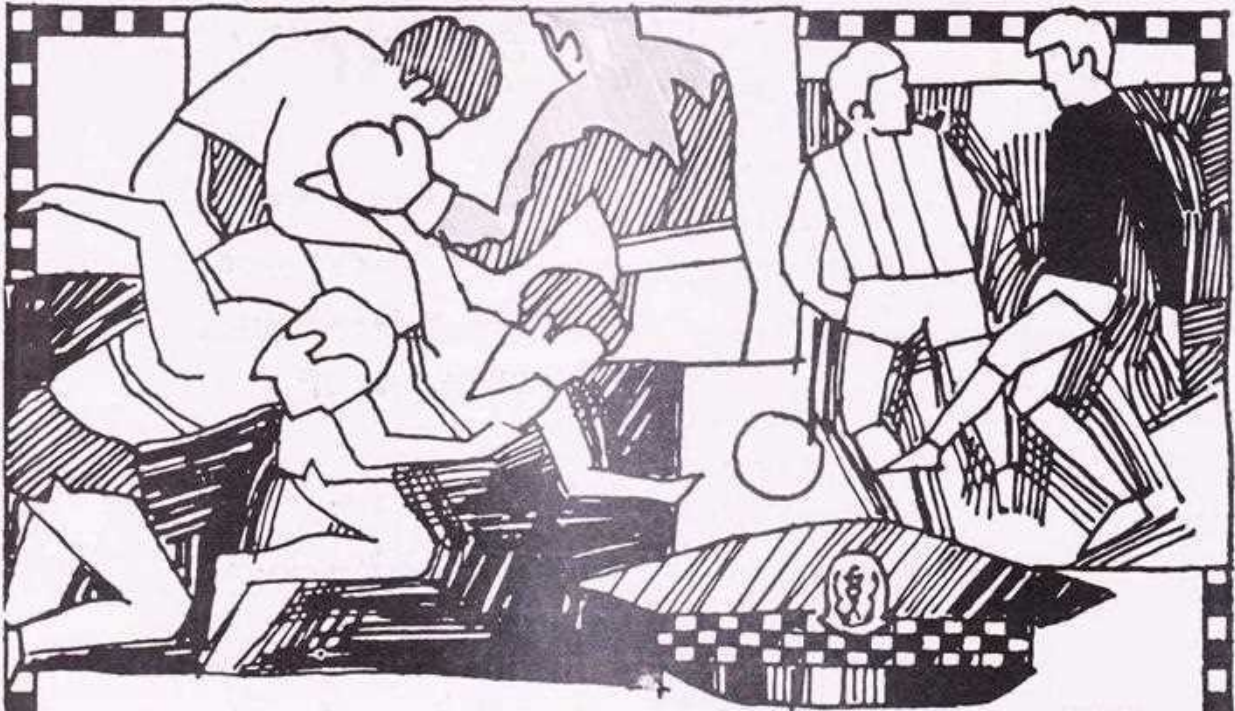
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