

We have the Technology!

Special Feature - Showcasing the Design Technology Department

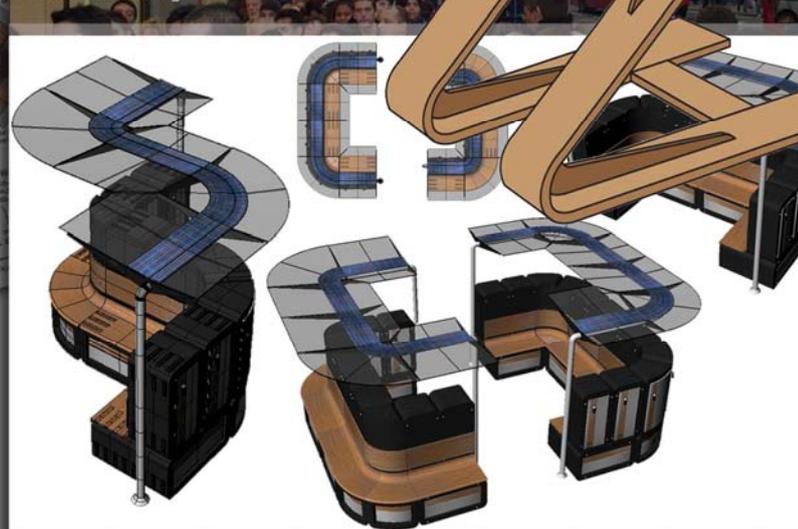
Inside -
Two outstanding students are paving the way for the revolution in Design Technology E-Portfolios



Also in this Edition

Mrs Mitchell's Florida report
Mr Scarlett sends a dustbin into space
Gambling - a dangerous game and...
MUCH, MUCH MORE!

Street Lockers
Final CAD Assembly



CONTENTS

FEATURES

	page
Play Time <i>All things dramatic</i>	4/5
Happy Days <i>Mrs Mitchell's Sunshine Trip</i>	6/7
Teenage Gambling <i>Are you addicted?</i>	8
E-Portfolios - a special feature on <i>the future of DT Coursework</i>	10/11
Young Consumers of the Year <i>The Langton gets to the final again!</i>	12
Author! Author! <i>Two big shots in teenage fiction pay the Langton a visit</i>	14
Ped to the Med <i>Guitar Teacher proves he has a big heart</i>	17
KAPOW! <i>Mr Scarlett's Big Bang</i>	18
Cricket Tour <i>Get involved</i>	22
Noo Yoik <i>Economics students take a bite of the Big Apple</i>	24/25
Selling Cells <i>Mr Hollow on the trials and tribulations of a Biology teacher</i>	28/29
Obituary <i>Dominic (Chris) Rieu</i>	30/31

REGULARS

From the Head <i>Splashing News!</i>	3
Sports News <i>in Brief</i>	9
Musical Notes	15

Star Centre:

Nobel Laureate visits the school	26
and Peter Hatfield reports on	27
The Satellite Team's latest challenge	

Student

Contributions

	page
Nat Clark <i>talks about</i> <i>Trips, Tapas and why you should get involved in Comenius</i>	14
Sarah Bell <i>reports on the</i> <i>latest outing of the</i> <i>Langton Equestrian Team</i>	16
Matthew Mortley <i>on how</i> <i>to attack and defend a</i> <i>castle</i>	19
Josh Staunton <i>explains</i> <i>why he just might make it</i> <i>big in football</i>	20
John Wilson <i>thinks Rocks</i> <i>Rock and so do we</i>	21
Tim Wood and Matty Guarino <i>help to save the</i> <i>planet</i>	23
Louis Sharrock <i>on how</i> <i>Langton students</i> <i>impressed the local MP</i>	32

If you would like to contribute to the next edition of Langton News, please email your article and/or photographs to

Susanbegg@thelangton.kent.sch.uk

We are especially interested in hearing about your favourite music, computer games, hobbies, movies, etc. Don't worry about layout - just write about things that interest you that you think would interest others.

Parents are also welcome to contribute if they wish.

Splashing News from Dr Baxter



I am delighted to be able to announce that swimming will be returning to the Langton. In the past few weeks we have been fortunate to have gained sufficient funding to enable us to refurbish the old swimming pool in time for the coming autumn term.

Students in year 9 and above will remember the old swimming pool. The pool had become very costly to maintain and its heating and ventilation were so limited that the pool could only be used during the summer months. Also its length - 25 yards – made it unsuitable for serious competitive swimmers. It was because of our concerns about the very poor quality of the pool, the deterioration of essential equipment and the prohibitive costs of refurbishment that two years ago I was forced to make the difficult decision to close the pool indefinitely.

The source of funds enabling the refurbishment was unexpected, but very welcome. After his visit to the school to open the new Art and Drama building in the summer the Leader of Kent County Council, Mr Paul Carter, encouraged us to carry out a feasibility study on refurbishing the pool and promised to provide what support he could. Mr Crick, our bursar, and Head of P.E. Mr Watson put in an enormous amount of time and effort to put together the feasibility study and their work clearly impressed Mr Carter. At the end of a recent meeting about the Star Centre Mr Carter discussed the feasibility study with me and agreed to make funds available for the swimming pool project – but, he added, only if a group of our sixth form students could give a presentation to him in his council offices which provided a sufficiently compelling case for swimming in the school to assure him that his investment would be worthwhile and justified.

Five students, George Leadbetter, Dan Keim, Geoffrey Baldwin, Ejike Onuchukwu and Nat Clark, rose

to the challenge and spent several weeks investigating all aspects of the project. They visited refurbished school swimming pools across the South East, analysed the costs of building and maintaining the pool, investigated the most appropriate methods for heating the pool and maintaining hygiene and worked with several swimming clubs, primary schools and community groups to consider how we might use the pool with the wider community. Geoffrey, Ejike and Nat gave a wonderful presentation to Mr Carter, showing mastery of the subject matter and the kind of confidence and assuredness that we so value at the Langton. Mr Carter, of course, was convinced and agreed to help fund the project.

Work has already begun on the refurbishment and I am confident that the pool will be ready early in the new school year. The old pool will be converted to 25 metres and its new heating, ventilation and cover will mean that swimming will be available all year round. The costs of the project are enormous and we are still looking for some additional funds to provide some of the finishing touches such as starting blocks, flags, clocks, training equipment and better quality showers and changing rooms. I am confident that we will be able to raise the additional funds, but even if we are unable to do so it is still very comforting to know that we can further extend the opportunities for our students to take part in regular and frequent sport and exercise at the school.

I have been working with local swimming clubs to ensure that the pool is available for training in the evenings. Whilst much of the available time has already been booked I am happy to hear from any interested groups who might want to use the pool for serious training.

Matthew Baxter, Headteacher



Forms battle it out to be crowned Drama Kings

The 2008 Interform Drama competition certainly gave judge Mrs Walters a difficult task, as all four plays were of such a high standard.

First to go was the "B" forms with a whodunit...sorry, a whodoughnut? This team were clearly well-rehearsed and no expense had been spared in terms of costumes and props. The audience loved the bread and cake puns and the striking chorus of Men in Black. All the actors were strong and clear.

The second play, from the "G" forms, returned to an old favourite, Cinderella. Always a good story, enabling boys to dress up as girls, the cast used the stage space extremely well and there was some superb acting; the ugly sisters in their

matching frocks and a beautifully winged fairy godmother but the star of the play, and indeed the entire afternoon, has to be Freddie Macmanus as the wicked stepmother; confident, clear and Commanding, he is one to watch! The light sabre fight was magnificent.

The "S" play was next. This was a large cast play and all credit to the two directors for letting everyone take part, which is the essence of Interform after all. They presented a scripted play but gave it their own ending. It was the most thought-provoking of all the plays and dealt with a number of issues, including polluting the environment and vanity. The cast had learnt their lines well and there was some serious talent on display.

The last play was the "L" forms version of Humpty Dumpty. There was some great humour in this, an easy to follow story line, cleverly interpreted and developed. The cast were well-disciplined and gave a tight performance. The audience loved the "portrait" of Humpty at the end. Particularly impressive was Eliot Watkins' narration (no script, no mistakes, great projection).

All the plays kept to time and the students were well-directed and rehearsed. The 6th form directors are to be congratulated on their professionalism and creativity. Well done to everyone involved, and particularly to the "L" forms for being this year's winners.

West Side Story

Simon Langton Girls' School produced the joint musical this year with the ambitious West Side Story and, as we have come to expect, the standard was extremely high. The orchestra played the challenging music with skill and style and the large cast delivered the familiar tunes and storyline with energy and obvious delight.

The Langton boys proved to be no slouches in the singing and dancing required of them. Aidan Blackall, Tom Moran and Matt

Richards were outstanding in their sharp, exciting and precise movement. Adam Parsons as Tony used his voice wonderfully, finding a range of emotional values; "Maria" was expertly delivered. Steven Wright gave a strong performance as Riff and Jack Carmicheal was at times pretty scary as Barnardo. There was excellent support from Will Morrish, Ollie Parsons, Matt Winstanley, Dan Burke and Jack Lee. Teddy Eastoe's clear performance ensured that he will be sought after in the future.

All elements of this West Side Story were way above what can be expected from a school production but, for me, two elements made it extra special: Faustine Buttenshaw's performance as Anita and the outstanding choreography. The dance routines were cleverly devised, exciting and creative, and looked faultless.

Congratulations to all involved in this highly enjoyable production.



PLAYTIME

National Youth Theatre Visit by Ally Watson

The National Youth Theatre is a group of actors who work with young people between the ages of 13-21, taking special visits to Schools, local parks and high street corners to encourage the enthusiasm and awareness of acting. For the lucky year 10 Langton students the National Youth Theatre paid them a personal visit.

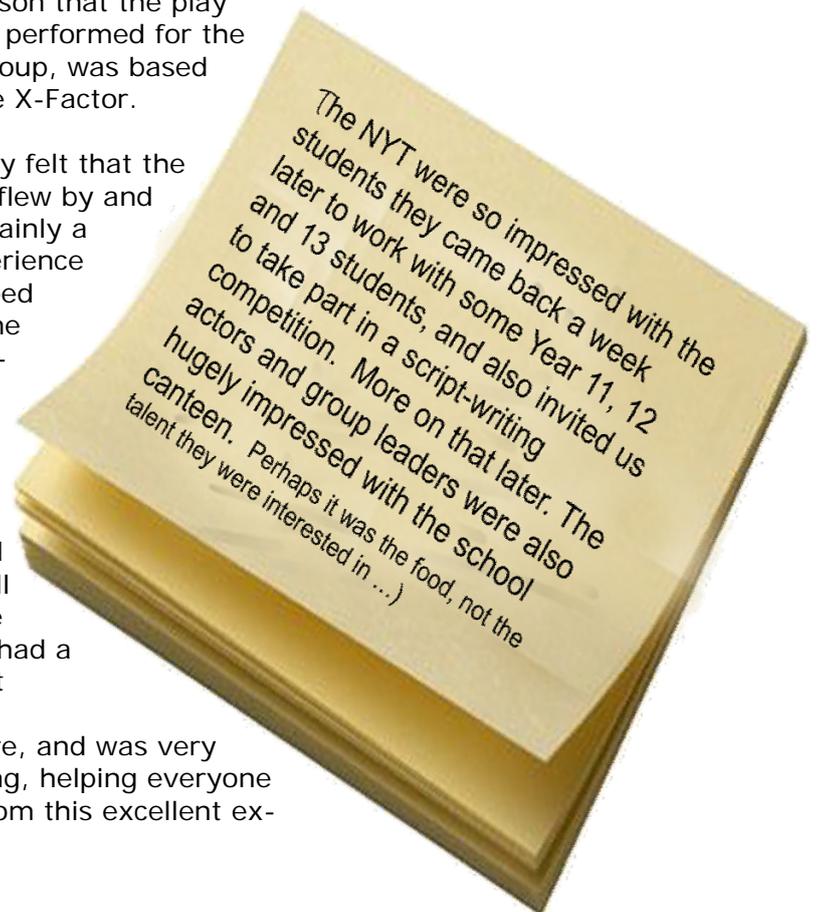
They brought four members of the National Youth Theatre to perform a piece, which had been written and developed by a script-writer/member of the NYT. The main theme of the play was to think about identity. We were asked to think about what identity means and would later be asked to express our thoughts and share them with our group.

The last two periods of the day were structured around a workshop - we split up into groups and asked to answer certain questions about identity and whether we believed this was a good thing to have. This was then reported back to the whole group. The discussion led to all sorts of ideas about what identity is good for. One of my favourite tasks in the afternoon was an activity requiring the group to place themselves in an empty space on the floor. The students then had to state three words that best described a person's identity and they would later be asked to take up the role of this character and describe what they are, in one word, whilst in role.

We were also asked to line up in chronological order, from the person who hated the X-Factor the most at the end to the person who loved it best at the front.

However, this was not as easy as it sounds, as the group had to be silent and there was to be no communication. You may be thinking why X-Factor? For the simple reason that the play which was performed for the year 10 group, was based around the X-Factor.

I personally felt that the afternoon flew by and it was certainly a great experience which helped many of the drama students to gain a further insight into what drama and acting is all about. The workshop had a vibrant yet relaxing atmosphere, and was very entertaining, helping everyone to learn from this excellent experience.





Rise and Shine!

A typical day begins for the WBHS student at 7.15 (that's in the am – yes there is such a time!). Students have 12 minutes to get to their first lesson of the day. A series of bells counts down the minutes, until the final long bell means there is only one minute left to get to class and do they run down the corridors when that last bell goes! Why are they so keen to get to lessons on time? Because they will not be allowed into the classroom after the beginning of the lesson, and will have to go to the “tardy room” – which is a form of punishment! Hmm...maybe we could do with that system here at the Langton?

Long Lessons

Lessons last nearly 2 hours mostly, with some 50 minute lessons. That sounds like an horrendously long time, but it's amazing how quickly I got used to it. I was teaching World History and Law Studies (basically the American constitution).

All The 7's

Lunch is 45 minutes at either 11.17 or 12.17 The afternoon ends at 2.47. Why all the 7's? Because this allows for the 7 minutes it takes to get from one end of the school to the other!

So I abandoned you guys for 6 weeks, and you deserve to know just what I got up to, while I left my classes in the very capable care of Miss Johnson.

Mrs Mitchell's

HAPPY DAYS

The High School Years

High School covers the equivalent of our years 10-13. For all of those four years, students study 7 courses at a time— Math, English, Science, and social studies (ie History) as well as other subjects like Art and French,. They don't specialise until they get to college.

Schools Within a School

The list of subjects sounds strange to us. Music is either "band" or "chorus", for example. WBHS is different from a lot of others in that it has several "academies" within the school. These specialist "mini schools" include the Culinary Academy and the Medical Sciences Academy.

Some students enrol on these for their four years, and so most of their courses will be compulsory subjects according to their specialism. It's a good system, because other students can take some of these specialist subjects too, if they wish, alongside their regular High School subjects.

GO BULLS!

I haven't mentioned the ubiquitous Games. US High Schools are far more devoted to sport than our schools are. It is taken so seriously, that schools have nicknames based on the mascot for their sports teams (at WBHS the mascot is the Bull).

I enjoyed my time at WBHS. The students were friendly and motivated. Although, from my experience of teaching history, their curriculum was more superficial than ours.

Fond Farewells

I regretfully had to leave my South Florida life after a mere 6 weeks. I enjoyed my time at Boca Raton immensely and I know Miss Johnson has also taken home with her many happy memories of Canterbury. A link has been established, that will not be easily broken.

DIFFERENCES?

Students get to college mostly based on their average grade over the whole four years. So the students are well motivated to work hard in class, and their homework can be really thorough!

American students take fewer public exams, and what exams there are, are more like our SATs.

Americans can drive at the age of 16. This makes home time interesting – there are hundreds of student cars in the car park, with everybody trying to leave at the same time.

It is illegal to teach about any religion.

The American school year runs from the end of August to the beginning of June.

There is no form system. There are specialist Guidance Counsellors to meet pastoral needs, but nobody belongs to a form.

Every morning at 9.20 am students have to pledge allegiance to the flag of the USA. There is a stars and stripes in every classroom.

Which is the better system? There are advantages in our UK system as well as the US system. So to answer that question, I need to pose another. What makes a well educated person? I'm still pondering on that question.

Schools Warn Parents on Dangers of Teenage Gambling Addictions

Long accustomed to hear about eating disorders, alcoholism, and drug abuse, some schools are now reporting a newly ubiquitous teenage problem: gambling addiction.

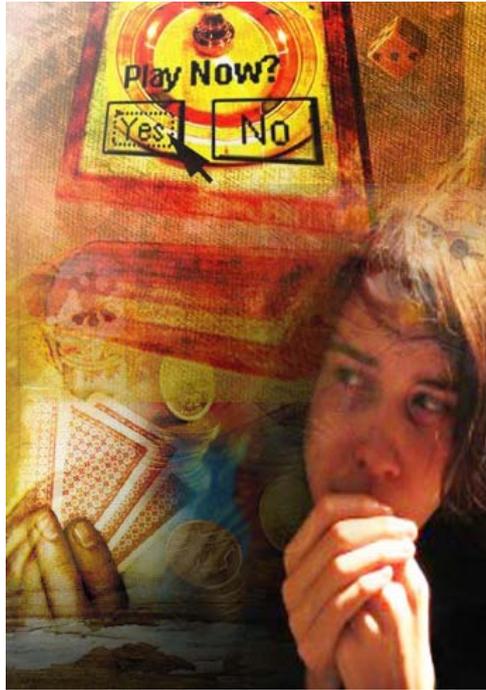
The popularity of poker has skyrocketed in the past few years and it has captured the attention of a lot of teenagers and young adults with problem gambling rates estimated to be double the rate of adults.

Since the problem of gambling addictions among teenager has only recently become a widespread problem, there is a dangerous lack of awareness about the problem. Gambling seems to parents to be a relatively safe activity for their adolescent children, since it does not involve drinking or drugs, and keeps the children at home, away from dangers like reckless driving.

However, experts say that this type of attitude towards teenage gambling is misinformed and dangerous. A gambling addiction can be just as life-damaging as an addiction to other substances. Moreover, gambling addiction puts the afflicted individual at a greater risk for alcoholism and drug addiction. Teenagers in affluent areas may be especially at risk. Many have their own personal credit cards, or access to their parent's card and may run up hundreds or thousands of pounds in gambling debt before parents begin to wonder where the money is going.

Another fact that parents may not realize is that teenagers are much more vulnerable to irresponsible gambling than adults may be. A spokesman from Gamblers Anonymous explains that it is precisely the

unique qualities of adolescents that make this population particularly vulnerable. "They are more compulsive risk-takers. It's sensation-seeking, looking for thrills and kicks without thinking about the consequences. Furthermore, internet gambling, which experts say may be more dangerous to those with the tendency to become addicted than land casino gambling, is particularly accessible to this internet-savvy generation".



A gambling addiction can be just as life-damaging as an addiction to other substances.

Phillip Hodson, of the British Association for Counselling and Psychotherapy, explains that young people are especially vulnerable during the formative stage of their life. 'Growing up is only completed at the age of 25 – some parts of the brain do not mature until then. So it's foolish to expose people to highly addictive behaviour at this stage in their lives. It normalises their behaviour and then they are stuck with it for life.' He forecasts that more opportunity to gamble in the UK will trigger many more addicts. 'In my opinion the Government have completely misread the times', he says. 'Letting this cat out of the bag is extremely irresponsible.' But as Gamblers' Anonymous

says, any figures on teenage gambling are often merely guesswork. 'Sadly we don't see many teenage gamblers until they are nearing their twenties and are really hooked on the habit', a spokesman explains. 'At that stage the situation has usually become so serious that it is causing major problems at home or in work. Often young people come to us because they have been found out. Then they tell us that they have been gambling since they were teenagers and that the compulsion has been there since youth. It is an absolutely devastating problem and it can be just as destructive in the home as any other addiction.'

How do you recognise if you're addicted?

Anything is potentially addictive, explains Dr Mark Griffiths, Professor of Gambling Studies at Nottingham Trent University. Here are six pointers to look out for:

- **Salience** – the activity becomes the most important thing in the addict's life
- **Mood modification** – the addict uses the activity to alter mood states
- **Tolerance** – the addict needs higher stakes or larger hits to satisfy their compulsion
- **Withdrawal** – the addict suffers withdrawal symptoms
- **Conflict** – the activity causes conflict with the addict's lifestyle, with friends, family or even inner conflict with themselves
- **Relapse** – if the addict stops feeding their addiction they are prone to relapses where they can literally pick up where they left off.

What you have to remember is that excess does not mean a addiction. Many addictions are part of everyday life and a person can sustain it without it being a problem. The trick is knowing when to quit.

Sports News in Brief by Mr R Green

HOCKEY

In all 61 matches have been played, four tournaments contested, and nine titles played for this season, and success has been achieved by all teams.

In the Kent Cups, the 1st XI reached the semi-finals, only to be knocked out by Langley Park, and eventually finishing third. The Under 16 and Under 14 sides both lost in the finals, again to Langley Park. This is the first time for many years that the Langton have had three teams at the Kent Finals Day. The Under 16's went on to play in the South East Regional play-offs and were placed third out of five teams, all county champions.

The East Kent Schools' Hockey League is now in its second season, and is made up by the Langton, Harvey GS, Norton Knatchbull, Borden GS, Chatham House GS and Sir Roger Manwood's. In its first year, the Langton won both the Under 13 and 14 Leagues. Both teams retained their titles this season in the Under 14 and Under 15 competitions with a perfect record of five wins and no defeats. In fact the Under 14's did not concede a single goal. The Under 12's in their first year as a team looked impressive, and took the League title, again with a perfect record. The 1st XI look certain to claim their title with a record of 4 wins and a single loss, but some results are still to be sent in. The 2nd XI will finish runners-up in the League in what has been their best season for many years. The Under 13's played a League decider in their final match of the season but sadly lost to Norton Knatchbull, a defeat that may place them second or third.

In the tournaments the 1st XI reached the quarter-finals of the Frank Mason. The Under 15's were fifth in the Peter Firminger, and the Under 13's reached the semi-finals of the Maylam Cup, ultimately finishing third. All of the competitions involved schools from all over Kent.

Apart from these competitions, friendly matches have been played against schools not in the League, with the majority of matches won.

In conclusion this has been a really good season and Langton hockey is starting to get back to the level once achieved in the late 90's. All of this has been possible through the skills and dedication of the three (and only three) coaches, namely Mr. Dowsing, Mr. Mitchell and Mr. Green. We must also give credit to Canterbury Junior Hockey Club where many Langton players train and play. We believe that this is a perfect partnership.

FOOTBALL

District Cup football took centre stage this term. Three of our teams reached the Finals. The Under 12's played Herne Bay. The score at full time was 3-3, but the Langton went on to win 5-3 after extra time. The Under 13's also played Herne Bay and this final went to extra time as well, but at 2-2 nothing could separate the two teams and the title was shared. The Under 15's played Q.E.S. but sadly could not follow up their successes of previous seasons, losing 5-3.

Sports Writers wanted for Langton News

If you are a member of a Langton Sports Team and would like to write about the team's triumphs (and tragedies) please see Mrs Begg.

'Exciting', 'innovative', 'fun' are not exactly the first words that would come into a student's mind when considering coursework (or a teacher's for that matter) but all that is changing in the DT department where new techniques, cutting edge software and high-spec hardware mean that students can let rip with their creativity ...

The Future is Bright

by Mr B Hurlow, Subject Leader, Design Technology

The modern mobile phone - the bane of teachers' lives or...the answer to recording coursework? Well, nearly! Imagine recording work with still and video footage, voice over evaluation of ideas and thinking, almost no paper (okay, so it's not completely paperless but it is certainly less paper) animated CAD and all wrapped up in Power Point. Using the current youthful expertise in handling ICT then this is indeed a revolutionary answer that six Year 13 DT students have used to produce their A2 project design coursework. Assessable? Yes, but very *different* to assess and an interesting experience for me. I look forward to the future.

High Hopes for High Chair

As a year 13 Design student at the Langton, I have been involved in the subject for 7 years and now this has come to an end with the production of an A-Level Project.

With the freedom to do a topic of choice, I decided to do a Re-Design of a Child's High Chair for my final coursework. Unlike previous years where a paper based portfolio was the norm, I took a different approach towards it by creating an electronic portfolio.

By using this new type of portfolio, it has opened a new and exciting way of presenting coursework. The new method of presenting coursework in an e-portfolio form has enabled the use of recorded video clips and other interactive features including videos of Computer Aided Designs and production methods used in industry for example. This has reduced time that would otherwise be spent explaining the situation without a video which is a great bonus. If pictures speak a thousand words, videos can show much more which is handy for reducing the amount of text having to be typed in a portfolio but still keeping the information there!



Rowan Williams

This may have been a bit of a radical change with regards to the sudden change from paper to electronic but it has been well worth the risk and I hope that future designers to come through the Langton follow this approach!



Smart Street Style

I noticed that shoppers using the Park and Ride in Canterbury do not have anywhere to store their shopping throughout the day. As a result I wanted to design a unit that would allow users a safe place to store their belongings. I intended to get away from the conventional locker shape and create an aesthetically pleasing, functional piece of street

furniture. To further get away from the normal locker design I included seating in the design as well. The unit is completely modular to allow the buyer to tailor the design to the intended environment and create virtually any shape they want. I knew from the start of my project that I would be submitting it as an E-portfolio and there is no doubt that this decision influenced my design process, especially in the later stages. I knew that I would be able to create visually impressive work without

having to compromise my design and that, by recording a commentary, I could easily explain all the different processes involved, from the initial idea through to the final piece.



Jon Norfield

Charlie's Tags



Year 11 student Charlie Artingstoll has made good use of the skills he has learned in his DT lessons. Last December Charlie travelled to Maidstone to be presented with a prestigious Kent Eco Award. There were upwards of 200 businesses taking part in various categories and Charlie was presented with the awarded for 'Inspirational Business' by Television newsreader Geoff Clarke. As well as being presented with a plaque to commemorate his win, he was also awarded a cash grant – money which he has reinvested into his business 'Timbertags'.

"Timbertags is all about producing environmentally friendly tags – anything from plant labels to bespoke place names for functions. I go out of my way to ensure that all the wood from my tags is from recycled sources, which I get from a huge variety of local firms ranging from joineries to guitar makers. Using their waste means less

waste wood being burnt or ending up in landfill".

Charlie got his original idea from his grandmother, a keen gardener, who asked him to make some plant labels for her, and it wasn't long before he thought up other uses for his tag, ensuring that his business was an 'all season' enterprise.

"All of my tags can be printed with any text so that they can be unique. I have produced customised tags for several weddings and currently have orders worth over £1,000. I use a process called 'Hot Foiling' to impress the text onto the wood and then finish off the tags with pure beeswax – a completely eco friendly product."

DT Technician Dan Pledger acted as Charlie's mentor and design consultant in the early days of his

business. "Charlie has used both his skills as a craftsman and an entrepreneur to create a unique business which, in these days of 'eco chic' is bound to be a huge success" commented Mr Pledger.

If you would like a bit of eco chic in your own life why not take a look at Charlie's website www.timbertags.com. Name tags, napkin rings, flower labels, thank you tags, wedding favours, coasters, the choice is endless...



Young Consumer of the Year Regional Winners



Kent will be representing the south east again at the national finals of the Young Consumer of the Year competition in Bournemouth thanks to another win by the Langton team at this year's regional finals. The team beat off four other schools from across the south east on Thursday after the heat held at County Hall, Maidstone. Former Radio Kent presenter Barbara Sturgeon

compèred the gruelling question and answer session and the contestants were tested on issues including money, finance, food and drink, social responsibility and the environment, Europe and consumer rights. The team is now be revising hard for the national final which will be held during the TSI conference in Bournemouth on 24-26 June. KCC Lead Member for Community Services

Elizabeth Tweed said: "The competition helps raise awareness of many consumer issues and how important it is for us all to understand our rights and the role of businesses to trade. Congratulations to all those who worked very hard for these finals and all the best to Simon Langton Grammar for the national finals."

Spring has Sprung

If you find a young fledgling bird out of the nest, please leave it alone. It may look lost but it's parents will be keeping a watchful eye on it and will keep feeding it.



Talking the Talk in Barcelona

Nat Clark explains why it is a good idea to get involved with the Comenius Project

One of the most exciting aspects of being a representative for the Student Union (and a good reason for you to apply next year!) is the Comenius Project. It is a scheme funded by the European Union which sponsors a group of students from the Langton's SU to travel to various European cities to discuss with other schools from across Europe how best to improve the 'Student Voice'. Next year, the two trips will be to Germany and the Czech Republic. This year, I was fortunate enough to be able to go on such a trip to Barcelona.

I would recommend this trip firstly to those who enjoy meeting new people. Although my own knowledge of the Spanish, German and Czech languages rivals my knowledge of 15th Century Ming Dynasty pottery, the students we were working with had an incredible grasp of English. Nightmares of spending the four days making wild hand gesticulations and speaking slowly in an attempt to describe how our SU operated were rapidly dispelled. During the evenings, the group of teachers disappeared on what was strategically called a

'Tapas tour' (read: pub crawl). The large group of Comenius students split up in the evenings: the hosts took their guests out to various different restaurants across Barcelona. On the second night we traipsed into a restaurant which optimistically claimed to serve 'Italian cuisine'. Needless to say, if what I tasted was what the Italians intended their cuisine to taste like (and I'm certain it is not), Italy is one European country I hope not to visit in the near future. However the company was excellent and the card game I returned to at the hotel (I did not stay with a host) was fairly extraordinary.

I would also recommend this trip to the uninspired. During the first day, every school delivered a presentation they had prepared on their school's Student Voice. This typically included their Student Union and the organisations surrounding it. Some of the ideas presented provided food for thought: each school had similar problems but completely different solutions. When the Comenius students came to Canterbury earlier in the year, I 'borrowed' some of the schemes they brought with them for our own

SU. Looking at ideas of other cultures and seeing what would work in our own school and what would not is enthralling and this time was no different.

Finally, I would recommend this trip to those who 'enjoy new experiences'. Although this is a tired cliché, this doesn't make it untrue. On one of the nights the band I was with got completely lost in Barcelona (mainly due to my incredible sense of direction). We climbed higher and higher up the hill of Barcelona until we came to a huge flight of steps. I think it was me who suggested walking up them in order to get back to the hotel. I regret this decision. On arriving at the summit, we looked back on ourselves and saw the entire of Barcelona in front of us. The view was truly amazing (even if we had climbed thousands of stairs to get to the top).

The Comenius project was very engaging but, for once with these holidays, you do not need to take my word for it. You can get involved by asking Mr Fox, Mr Butler or Mr Moffat about it and, with any luck, I will see you in Berlin!

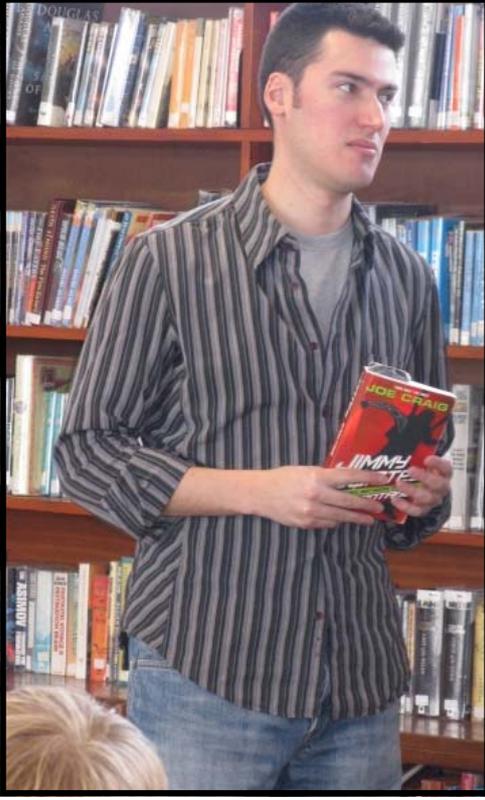


Photo Competition

The Langton Challenge set by the Art Department to take exciting and creative photographs of the school attracted a huge number of entries. Mr Howe is still making his mind up about who the eventual winner will be but, in the meantime, this atmospheric image of the Science Block, taken by Matti Guarino (Year 8) drew the attention of the Langton News editor.

AUTHOR! AUTHOR!

Joe Craig Wows the Crowd



The Jimmy Coates series is hugely popular, so it was very exciting to be able to arrange for their author, Joe Craig, to come into School on 7th March as part of the celebrations for this year's World Book Day. He gave two very lively sessions in the Library to boys from years 7, 8 and 9 during which he explained how he comes up with ideas and then shared techniques for turning ideas into stories.

He began by reading a passage from *Sabotage* and then discussed the 3 layers of the structure for a story:- the outer general problem - an impending doom problem -, interaction between characters and inner conflict. He illustrated these layers with a drawing of a fried egg in a frying pan! He then asked for ideas for situations and problems from the audience,

amongst which were many on the theme of eggs and chickens! Then, using these elements, delighted everyone with his talent for improvisation by constructing a version of a Jimmy Coates story of extraordinary humour and invention.

This was followed by a fascinating session of questions ranging from how the names of characters in the books are chosen to the difficulty of turning a book into a film. Joe was also in the Library at lunch time to sign copies of his books.

The new book in the Jimmy Coates series *Survival* is out in April - look out for them in the library!

Shan's The Man

Undoubtedly, one of the most popular authors in the School Library is Darren Shan, so it was very exciting when I found out he was able to visit the School prior to his visit to Waterstones in Canterbury. On Wednesday 30th April, he came to give a talk to boys in years 7, 8 and 9 and to sign copies of his books. Darren Shan's real name is Darren O'Shaughnessy and, although he was born in London, he is Irish. He started writing when he was a teenager and has written many books for adults, but his career really took off with his first children's book *Cirque du Freak* in 2000. The 12 books in this series, The Saga of Darren Shan, about vampires was followed by another series, the Demonata, about demons. The 7th title in this series, *Death's Shadow* has just been published.

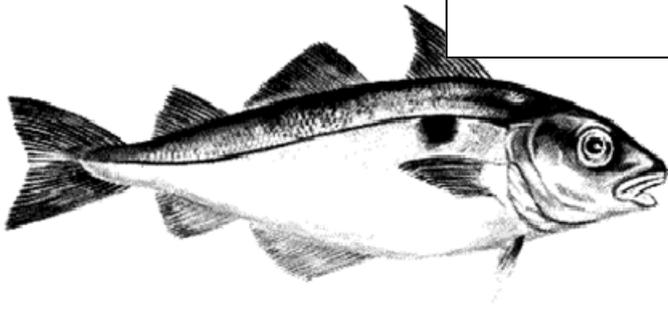
Darren Shan gave a very entertaining talk which began with an improvised dramatisation of a scene from *Cirque du Freak* with the help of a few willing volunteers who played their parts with great enthusiasm! This was followed by a very evocative reading from *Lord Loss*, the first in the Demonata Series. There was then a very interesting session of questions during which Darren Shan spoke about his ideas and his reasons for writing horror. He has always been interested in vampires and demons but wanted to explore the effects and the consequences of violence and how people deal with horror. The books are really about loneliness and coming to terms with the unexpected. The reason he uses the name Darren Shan in the Saga is to provide a deliberate blurring between fiction and reality- could anything like this *really* happen? He confessed that he doesn't really have a favourite book or character but finds each



interesting in different ways. And work is to start soon on making a film of the Saga! Staff from Waterstones were here to sell the books and the afternoon finished with a signing session with Darren Shan writing his own personal messages in all the books brought to him to sign. It was a highly enjoyable event much appreciated by all who attended.

Harry The Haddock Says...

Always remember that you are unique - just like everyone else.



Box Tops for Books Tokens

Thank you too for all those who have been collecting the Box Tops for Books Tokens. A total of 335 tokens were collected and free books will be ordered for the Library this term.

Book Fair

During the week the library also held a book fair with many popular titles for sale. A big thank you to all boys who came along and bought a book. Over £200 worth of books were sold which means the school has earned £60 commission to purchase new books for the Library.

Musical Notes By Mrs L Braddy

Concert of March 19th - Cello Ensemble run by Ms Nicki Whittaker and Guitar Ensemble run by Mr D'Alton Bellas and the full choir singing a medley from "Jesus Christ Superstar", which is the musical we intend to put on as a school March '09.

We also heard performances of GCSE compositions - it is always an absolute delight to be able to realise a pupil's work live which has up to then only been heard on a computer.

The Music department is very grateful to all the visiting Peripatetic music teachers who come into school week in, week out and give pupils one to one instrumental lessons. Those that run ensembles too really enhance what the department offers. A Big Thank You to them all.

As the department runs down the extra-curricular activities we would like to say thanks to all those dedicated pupils that turn up to the extra-curricular ensembles every week at lunchtime and after school. The department

needs you and you obviously enjoy what we do or you wouldn't turn up!

Wind Band and Year 8 Ensemble will continue as they will perform at the Presentation evening. Mr Pollott has settled in very well covering Mrs Temel's maternity (which she is enjoying!) and he is bringing his own flavour to the department.

The Samba Band went out on outreach twice last term to Blean and Sandwich to enhance their curriculum and to watch our boys interact with their young people is a delight, I am always very proud of them.

Exam students attended conferences in London where all picked up SOME useful information for their forthcoming exams!!

Many students attended concerts at the Gulbenkian and Cadogan Hall (London) given by the ARMY as a recruitment drive (we only go for the free music) which is always excellently performed. Year 8 and 9 pupils attended a

concert at the Barbican with some amazing live graphics up on a screen, for some this was their first excursion to hear and see a live orchestra and they really enjoyed it.

Exam students attended an Opera workshop and watched the Mikado at one of the world's best opera houses (English National Opera) and again benefited from a very different musical experience.

Some of Mr Hartley's piano pupils gave a concert before the end of term to parents, very bravely for some, unused to performing. As usual a busy term outside the classroom but the department is not looking to making the next year any the less busy!

Good Samaritan

A few days ago a local pensioner was struggling to unload bags of compost from the boot of her car when along came one of the Langton students on his way home....

Not only did this boy help the lady unload her car, he wheelbarrowed it around to the back of her house and stored the bags in her shed.

The lady in question telephoned the school to let us know about this act of kindness and to express her gratitude to the boy involved.

Mrs Begg managed to find out the name of this boy (who wishes to remain anonymous) and he has received a personal letter of appreciation from the Headteacher for his altruistic behaviour.



Musical Achievement
 Congratulations to Francis Gush (Year 10) on passing his Grade 8 Flute - with distinction!

A really fantastic Achievement

The Langton Equestrian Team Ride Again By Sarah Bell

On the 26th of March Ben Murphy, Henry Dingle and I took our horses to Bedgebury Riding Centre to compete in the National Schools Equestrian Association (NSEA) League. After our last competition we were ready for more success.

Henry was riding a new horse (who he had only been riding for a week!) and I was riding a different one to our previous competition. We met to walk the course and watched a few teams jump; nobody was having too much success, so we were hopeful for our chances.

We all jumped a warm up round, Ben and myself going clear and Henry having a refusal, and then it started to rain... and didn't stop!

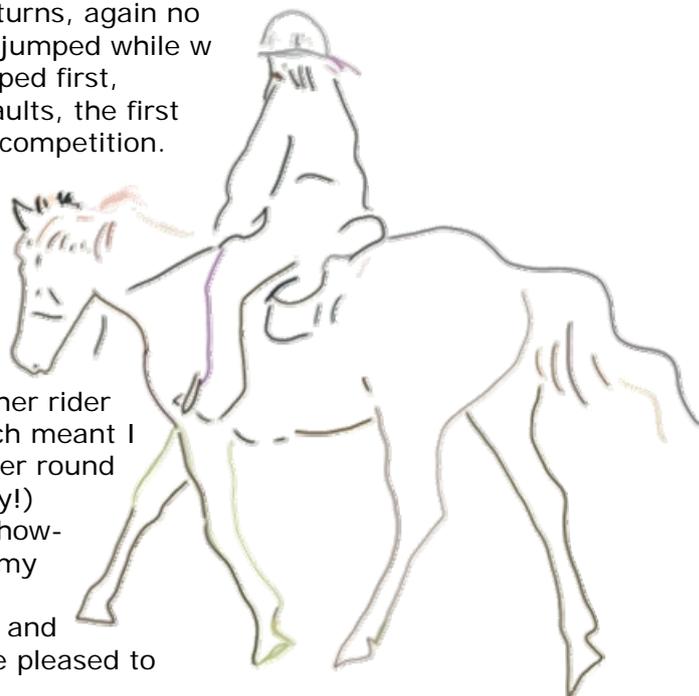
Finally it was our turn to jump in the teams competition. I started the team off jumping clear, followed by Ben who had a pole down. Henry completed Langton's effort by jumping a well deserved clear round! As no teams had three clear riders, we qualified for the next round, the jump off against the clock over a shortened course. I had a

refusal, but still managed a fast time, followed by Ben who jumped a lovely clear round. Then unfortunately the inexperience of the new partnership showed as Henry had two refusals, which resulted in elimination for Langton. However, it is obvious that the team has potential for future events.

Next it was the individual competition which Ben and I entered, the fences went up and we waited for our turns, again no clear rounds were jumped while we watched. I jumped first, finishing with no faults, the first clear round of the competition. Ben jumped next having an unfortunate two poles down, and this was good enough to put him in sixth place. Only one other rider jumped clear, which meant I had to jump another round (my fifth of the day!) against the clock, however by this point my very cold and wet horse did his best, and in the end we were pleased to

finish in second place. This position also gained Langton 5 points in the NSEA league.

A successful day, with some good riding and six clear rounds demonstrating Langton's potential for future events. If you are interested in the Langton Equestrian team please contact one of the mentioned riders in school, any level of rider is most welcome.



NB Have you taken Music any Exams?

The Langton has to inform the Department for Children, Schools and Families (formally the Department for Education & Skills) about any graded exams that our students have taken by the time they are in Year 11.

It would be very helpful if you could ensure that Mrs Braddy has this information.



Classical guitar teacher James D'Alton Bellas will be taking on a tough new challenge this Spring—cycling solo from Dover to Narbonne Plage on the Mediterranean Sea—a distance of some 750 miles.

Sponsorship for the event will raise vital funds for the British Heart Foundation.

Mr D'Alton Bellas will set out on Monday 12th May and hopes to complete the journey within a month, celebrating his 62nd birthday en route to Paris.

Following on from three heart attacks and a life saving triple by-pass operation three years ago, Mr D'Alton Bellas felt this would be one way to say thank you and perhaps provide some encouragement to those facing similar health problems. "My operation restored me to a fully active life but someone suffers a heart attack every two minutes of every day.

The British Heart Foundation needs to raise funds to continue their life-saving research and I am only too happy to do my bit to support them".

If you would like to sponsor Mr Bellas, see Mrs Begg.

Jim's Ped to the Med



As the world wide web and the media release ever increasing and impressive footage, planning 'exciting' lessons for today's pupil becomes harder if the teacher is only using traditional and old fashioned resources. So Mr Scarlett decided to live up his lessons by putting his own BIG BANG THEORY into practice ...

It all started with year 8 studying respiration. Part of their learning includes witnessing the release of energy from an everyday foodstuff. In their texts it read, 'your teacher may show you the tin can bomb experiment'. In a nutshell, the experiment demonstrates the rapid, exothermic and adiabatic deflagration of an aerosol of custard powder. In layman's language, a bunch of unwitting custard particles are torched up in an oxygen rich environment and find themselves a bit short of space after becoming a very hot gas, blowing the lid off a biscuit tin. A BISCUIT TIN?

Langton students have seen 'Hamster' from 'Top Gear' blowing up caravans with industrial amounts of ammonal and cyclonite in 'Braniac'. They have seen Dr Bunhead blasting up dummies with Lox. They are not about to be impressed with a biscuit tin.

But what do you do when approached by nearly all of year 11, stating, 'If you do a really big one out on the field we'll all pay a pound towards RAG week.'

I consulted Mr Fox. After wiping his brow with a strange trembling motion and swallowing a tablet, he correctly redirected me towards Dr MacKay. We immediately commenced planning and risk assessment.

After consulting Dr Carmody, I proceeded with a modified version of the experiment using a small plastic tank out on the playground with 8B in attendance. The rest as they say, is history.

Mixed comments from the staff at morning tea break. Some of the more polite ones:-

'I could have had a heart attack...' - Mr Mitchell;

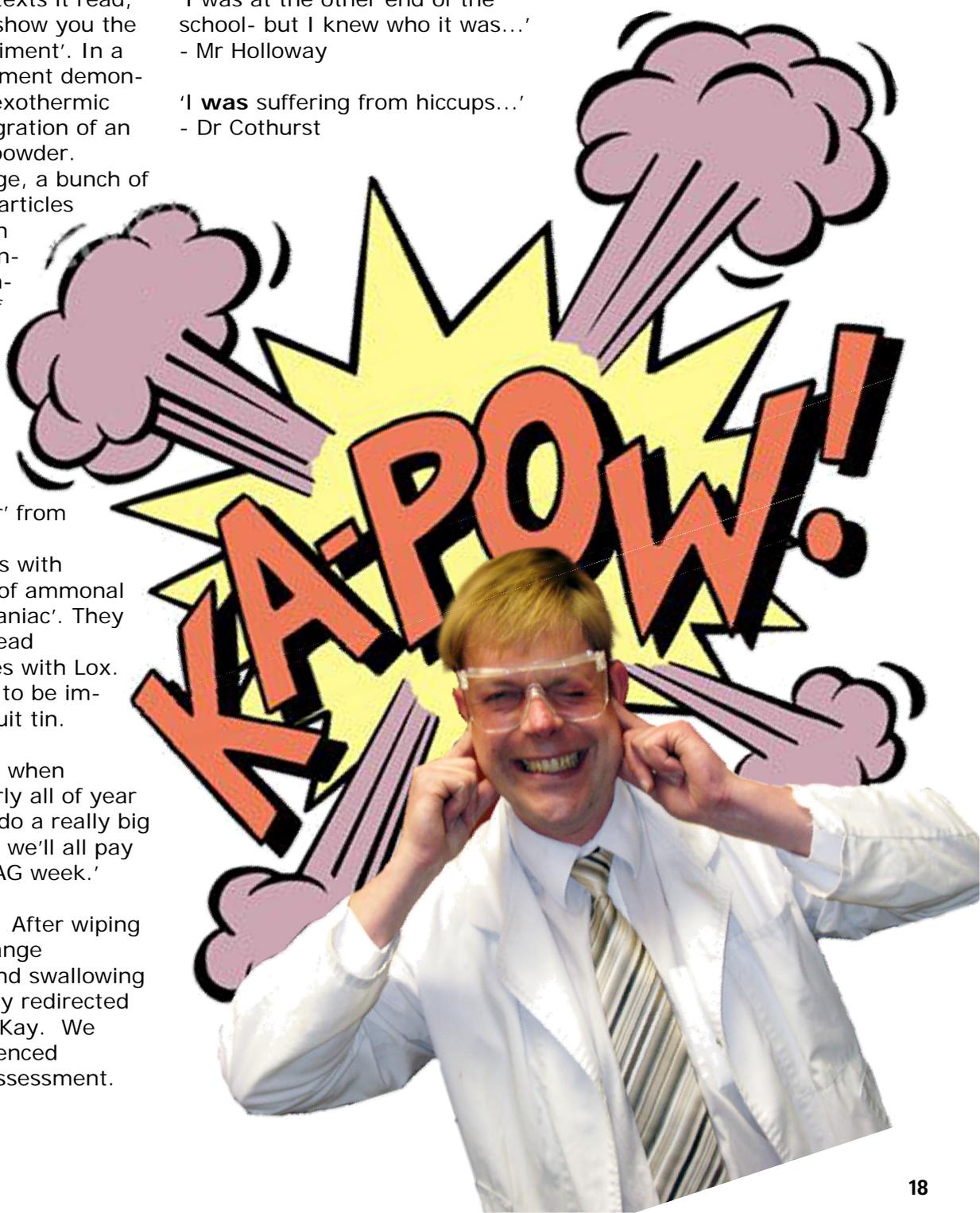
'What a fantastic bomb, what was in it...?' - Mr Grey

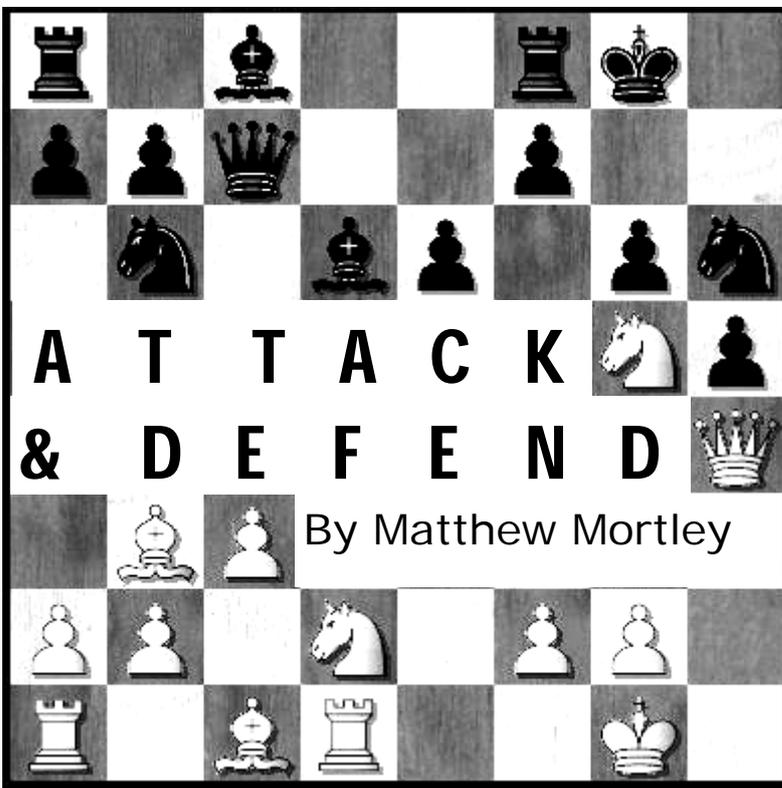
'I was at the other end of the school- but I knew who it was...' - Mr Holloway

'I **was** suffering from hiccups...' - Dr Cothurst

For the footage go to 'You Tube' and locate 'Scarlett goes Skyward'. Credit must go to the hundreds of our wonderful students from a cross-section of the school who attended and donated generously, not to mention the ones who placed the video.

Chemistry beats poverty!





In the last few weeks before the Easter break 7G did a cross curriculum project on attacking and defending a castle. The two teachers involved were Miss Hayes and Mr Peto. Throughout the two week period we learnt how castles were attacked and defended and put together a splendid performance that even Mrs Moore said was impressive.

We started the two weeks off by going through the five stages of attacking and defending a castle. We then moved on to writing a piece of descriptive writing to be read out whilst we were performing. We did have a slight treat in store when doing the descriptive writing as we got to watch the Siege of Helm's Deep in Lord of the Rings, to give us an idea on what the sounds, weather and language would be like. Having completed our descriptive writing, we were split into five groups, to correspond with the five stages of a castle siege (our piece of writing had to be on our stage).

For the next few lessons it was onto prop making, and what fun we had doing that! As long as it had something to do with our stage we could make what ever we liked as well as bringing in swords and shields from home. With everything made we could finally start to rehearse but with only a few lessons left we did not have much time. With some expert help from Miss Hayes, Mrs. Moore and Mr. Peto we were finally ready to perform. I was in the first stage which was to do with Feudal System and the gathering of all the knights. In our performance I was a blacksmith making swords and arrows. Each group performed for two or three minutes (depending on how long their piece of descriptive writing was) and in that time we had to change from one freeze frame to a second freeze frame. Our first frame was everyone working then moving to the final feast where all the knights meet before going into battle. With everything in place we went through the groups in order and got a pretty good idea of what happened when a castle was under attack.

I think all of 7G worked well and produced a great performance. Mr Peto agrees with me and said "Well done 7G! You all worked incredibly hard and produced a fantastic performance and project-work."



WORD SEARCH WINNER

Congratulations to Biff Sharrock, of 9B whose word search was the first pulled correct entry pulled out of the hat last term.

Biff wins a £10 WHS Voucher courtesy of
Langton News.

Like most boys, Josh Staunton of 7S dreams of being a professional footballer one day. Unlike most boys, however, he has a real chance of making his dream come true.



The Beginning

It all started when I was seven and I was playing in a local league for *Canterbury Eagles*. I was unaware a Gillingham scout was watching a match and I was invited to go to the development centre in Canterbury. I was taught by Daren Collins who used to play for Ipswich and Norwich. Gillingham then decided to start an under 9's team. All of the children from the two development centres were asked for team trials and I was chosen as one of the team members. My position is centre back but I also like to play centre forward. We played 20 games during my first season at places like Brighton, Portsmouth and QPR. At the end of the season we were invited to a tournament at Chelsea training ground in Cobham, where we played teams such as Fulham, Southampton, Chelsea and Watford. At the end of season presentation night I was awarded the Player of the season trophy which was presented to me by Andrew Croft (Gillingham captain) and Matthew Jarvis (who now plays for Wolves).

Injury Problems

I started my second season playing well. Following a knock from an opposition player I suffered my first injury. I saw the Gillingham doctor and physio-therapist who had never seen anything like it - my leg clicked every time I moved it and my knee was out of place. In February 06 I went to Lewisham hospital for an MRI scan. I was seen by three knee specialists who luckily knew exactly what was wrong with me. They diagnosed me with a condition called Discoid Meniscus. In July I had an operation in St. Mary's hospital, Paddington to correct my problem, followed by a period of physiotherapy to strengthen my leg.

Winning Season

The new season arrived and I was fit again. I played the season without any interruptions. During the season we played well as a team and we won 19 of the 20 games. This was a big achievement for us and I was also very thankful to be playing football again. I luckily went through the season with no further injuries. At the end of the season we had our biggest fixture which was against Ipswich Town FC. The whole team played extremely well and we managed to draw 1-1 with myself hitting the crossbar with a header.

Getting the Contract

2007 - 2008 was my best year with all my performances being very consistent and demanding. Over the year I travelled many miles and played well in many different positions. I was rewarded at the end of the season with two other players - the club offered me a four year contract to keep me at the club until I am 16. This is a great achievement for me and gets me one step nearer to my dream of one day playing as a professional footballer.

Year 7 Project Work

During Term 4, all of Year 7 completed a three-week project on the theme of "My Place in My Community". Students were able to choose from different options – Family and Friends; Global Community; Local Community; Special Interest groups and Virtual Community, but all projects involved skills from four subject areas: Citizenship, English, Geography and History. Apart from a one-hour introductory session at the start and a further mid-point meeting, the students worked on their projects in homework time only.

A very wide variety of work has come out of the project, some presented on CD or DVD, and many

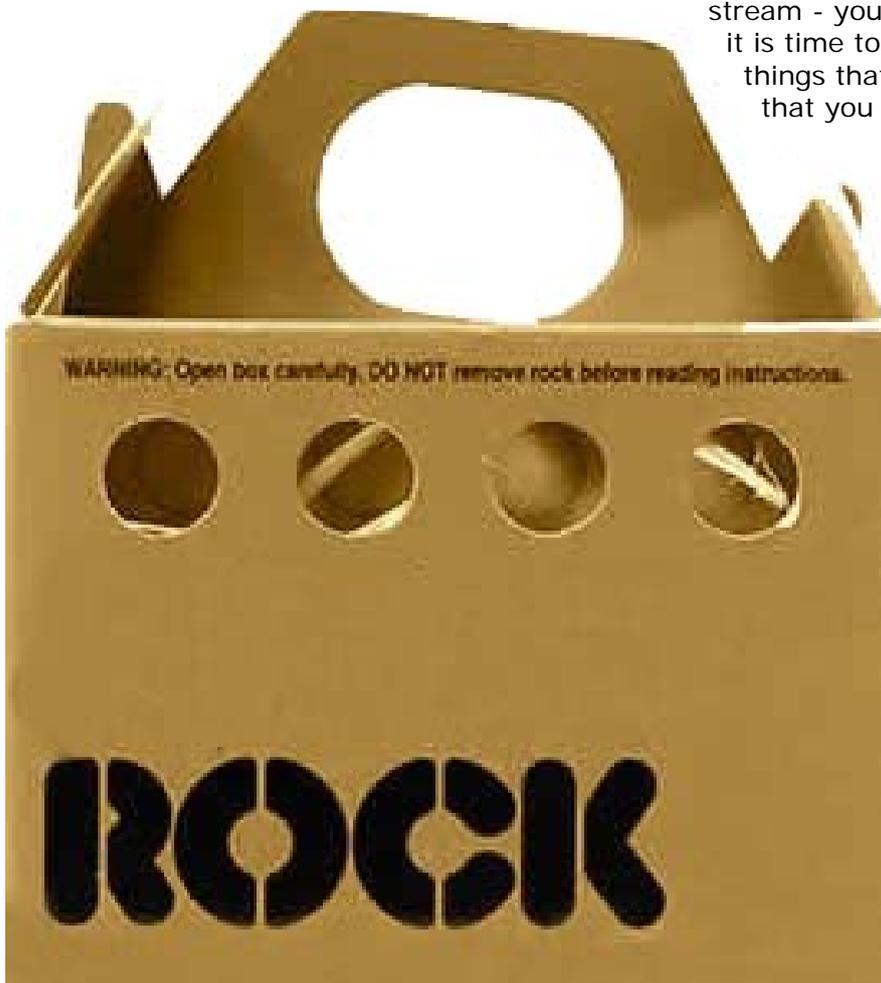
students deserve huge praise for the effort they put in. The projects were given Bronze, Silver or Gold awards, and prizes were presented for the very best projects in a special assembly on 12th May.

This was an unusual venture for the Langton and one which students seemed to have enjoyed. There is the possibility that the idea of cross-curricular project work might be repeated or extended next year and we'd very much like to hear the views of students and parents about the idea. If you have a view you would like to share, please contact the school by email in the usual way

Your Friend Forever

John Wilson explains how to care for your New Best Friend

Carry your rock with you everywhere. Do not leave it out of things that you have going on with your friends. If you are going to the new James Bond flick, don't leave the rock home alone. Take your rock with you on special occasions. Fishing makes a nice day out. Just don't put your rock down in the stream - you may not remember which one it is when it is time to pick it up again. Tell your rock about things that you did during the day. Tell it secrets that you do not want to tell anyone else.



Name your rock. Think of its personality but give it a name that your rock will like. Appearances will help you name it. For example, if there are black spots on it, then you could name it Spot. Try to keep the name creative. Give your pet rock a home. Find a box of any size (preferably not too small) and furnish it. Put in a carpet, tables, chairs, anything you and your rock think is good. Teach your rock to care for its home. A messy house means an unhappy rock. Dress your rock. Give your rock some warm clothes. Give it toys that you will keep it company while you are not around. Make sure you record and celebrate your rock's birthday or they may think that you don't care! Entertain your rock. Play games with it, watch movies.

Keep it clean. Give your rock a bath every day but make sure that the water is warm as rocks HATE the cold.

Remember - a rock can be your greatest friend - if you have the imagination.

Old Boys Cricket Tour

Since 1965 a team of Old Boys have descended on Derbyshire for an annual cricket tour. This year is no exception and the tour will take place from the 27th until the 31st July and any new tourists will be warmly welcomed.

The first tour in 1965 was organised by an Old Langtonian called Ken John who lived in Derby and offered to arrange the fixtures. Every year since then, the Old Boys have toured the area and enjoyed playing fixtures against the likes of Rolls Royce, Derby Cricket Club (at the County ground) and Litchfield. Litchfield were played on the first ever Old Boys tour and we continue to play the team today.

The tour is enjoyed by Old Boys of all ages and cricketing ability. Peter Moyce toured on the very first tour in 1965 and continues to tour today. Last year, a current Yr 13 student was our youngest tourist.

For many years the touring party stayed at the Gables, opposite Derbyshire Royal Infirmary which was handy for occasional accidents for the elderly and access to nurses for the younger tourists. Today, we reside in the beautiful surroundings of Belper and Zanzibars nightclub in Derby provides the evening entertainment for the younger tourists on a Monday night whilst the elder members of the touring party reminisce about tours gone by at a local hostelry.

Several staff were involved in the tour, most notably Bernard Falconer and Joe Auty, who

came on tour as umpire. Bernard's son Alistair (known on tour as Senior Pro), still tours today.

This year's tour has a slight twist in that not only are we playing 3 games of cricket but we have also acquired tickets for the first day of the South Africa test at Edgbaston. Ecclesiastical dress is required for all those attending the test match.

We are always on the lookout for able recruits and if any Old Boy of any age, staff member or student in years 12 or 13 would like to attend this years tour they are more than welcome. Subsidies are provided to all still in full time education.

For more information, please contact Simon Addis at simonaddis@hsbc.com

Hands Up if you want to play Cricket this summer...

Join The Langton Old Boys' Cricket Tour 2008 in Derby
27th - 31st July

Former Langton students of any age and current 6th Formers are eligible to play regardless of cricketing expertise!

The tour includes the opportunity to watch the first day of the South Africa Test at Edgbaston

For further details contact the Tour Manager
Simon Addis
simonaddis@hsbc.com

Accommodation subsidies are available for anyone in full time education



Congratulations

to Mr and Mrs Temel on the birth of their daughter, Lilia Faith.



8L students Tim Wood and Matty Guarino winners of last Term's Langton Challenge explain what inspired their design.

Early this year the science department held the Langton Challenge, to design a logo to go on a pencil case which had been made from recycled car tyres.. We stated the design in form time but it was pretty basic so we spent a couple more lunch times working on it in till it was finished. We came up with our design first time both of us agreeing it should have paw prints on it as this tied in quite nicely with our slogan 'reduce your carbon footprint'. The pencil cases cost £2.50 each and we hope you buy them and help to save the environment.





The Langton in Noo Yoik

Over the Easter period a group of sixth form students visited New York with the Economics Department. Mr Speller tells all.

The first stop on the tour was the Statue of Liberty and the Ellis Island Museum. Prior to 1958, Ellis Island was used by the US immigration service as an inspection post. During this time over 12 million immigrants passed through its gates. Students discovered how those hoping to start a new life in the USA had to pass a health check before being allowed entry to the mainland. Those with health problems or diseases were held at the hospital facilities on the island for long periods of time. During this period the majority of those arriving in the America came from Eastern Europe countries but in recent decades immigration to the USA has been mainly from

Hispanic countries. This part of the trip was particularly useful for Year 13 students who are required to study "Labour Markets" as a compulsory element of their A2 Level qualification.

Students took part in a walking tour which included all of the major parts of the financial district. First stop on the tour was the Federal Reserve, which is the Central Bank for the USA. This means that it is the Bank of the Federal Government and is where all the revenue collected from taxes is stored. Ben Bernanke is the current Chairman of the Board of the Federal Reserve and the institution has made headlines recently by slashing interest rates to try and avert a global recession. Also on the tour was the New York Stock Exchange where shares in major corporations are traded by brokers. This

was the location of the 1929 stock market crash which precipitated the Great Depression. Security outside both the Federal Reserve and the NYSE was noticeably high and a reaction against the terror threat which clearly remains around these sites.

During the trip it seemed fitting that the group should visit the former site of the World Trade Centre to view the rebuilding that was taking place. The attack on 9/11 in 2001 has perhaps been the single most important event in world economics and politics in recent years. In the week subsequent to the disaster the stock market collapsed due to loss of confidence in what became known as the "Dot Com Crash". This terrorism was also used by American President George Bush

a motive to intervene in Afghanistan and Iraq.

The new "Freedom Tower" that is to stand on the site will be 1,776 feet tall. There will also be a formal memorial on the site to mark the loss of life resulting from the attack.

A further highlight of this fantastic trip was a visit to the Headquarters of the United Nations. Students were able to see the chambers where some of the most important speeches in recent global history have been made. During the visit to the UN the sixth form were able to learn more about the effect of this important institution on global trade and economic development of countries.

There was time for some sight-seeing during the stay. Amongst the many attractions that the students visited were the Empire State Building, Central Park, Grand Central Station, China Town, Little Italy, Times Square and Broadway. The hotel in which the group stayed was directly opposite Madison Square Garden. The opportunity was therefore taken to go to watch the Knicks-vs-Bobcats NBA basketball match which conveniently fell on one of the nights we were residing in the States. The Year 12s and 13s enjoyed this evening event and enthusiastically gave their loud support to the home side. The result, a narrow Nicks win in the final seconds of the

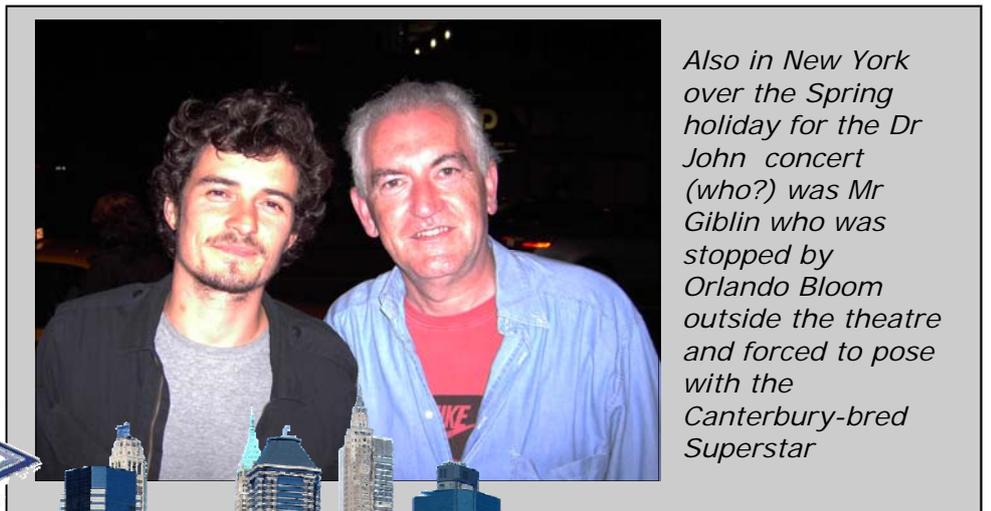


Above: Then and now – the New York Stock Exchange on the day of the 1929 Crash

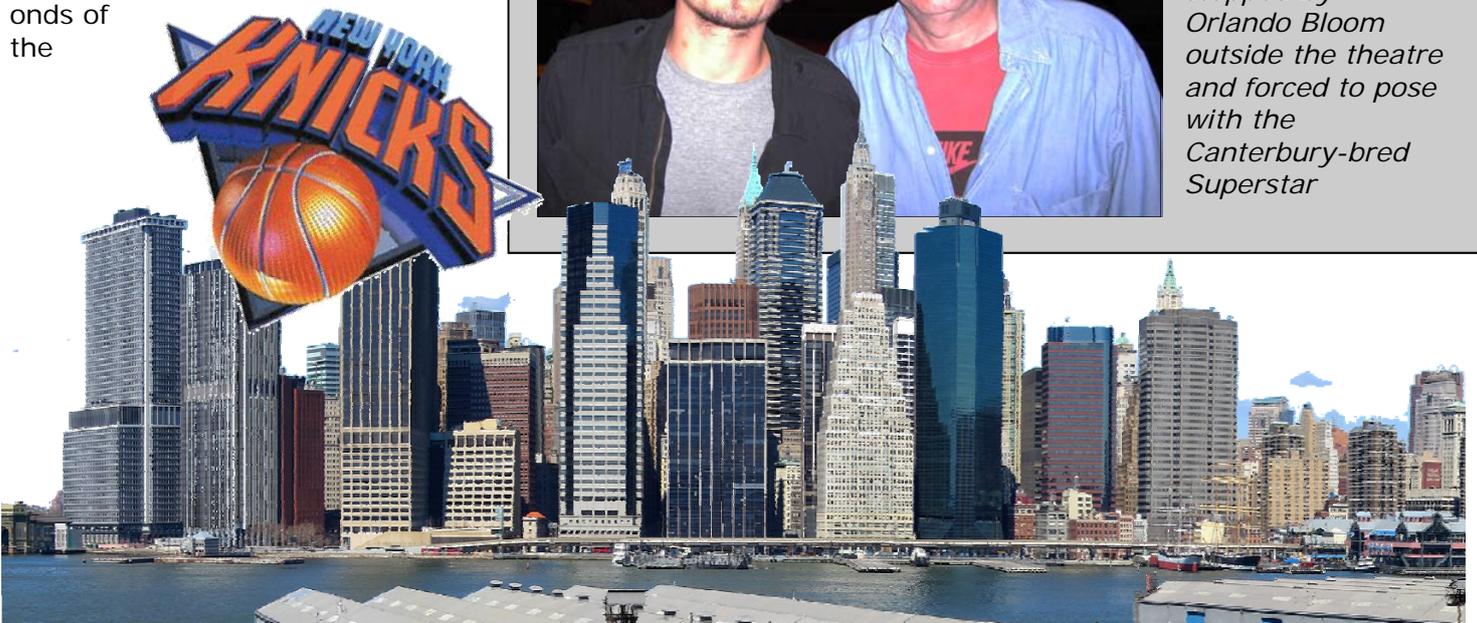


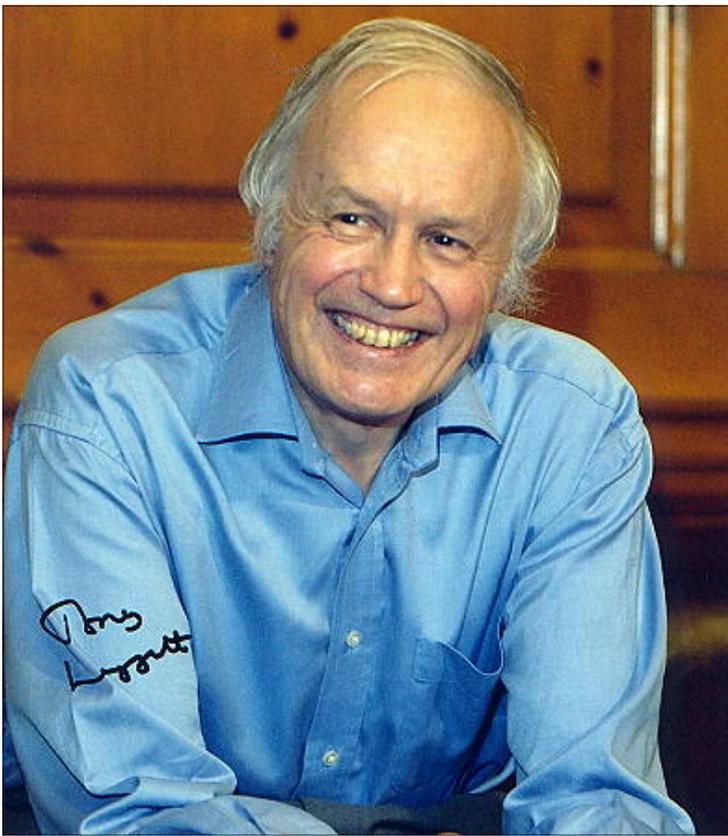
Students on the New York trip were Michael Craig, Rory Foster, Tony Hyde, Dan Keim, Will Lama, George Leadbetter, David McKeever and Tom Williams.

Thanks go to Mr Carney for organising the visit and to Mr Raines for getting us to the airport and back.



Also in New York over the Spring holiday for the Dr John concert (who?) was Mr Giblin who was stopped by Orlando Bloom outside the theatre and forced to pose with the Canterbury-bred Superstar





Nobel Laureate talks about that knotty problem - What to do with a Quantum Liquid...

By Mrs Parker

After giving a lecture to a huge number of students on 'What can we do with a quantum liquid' Professor Sir Tony Leggett, the 2003 Nobel Laureate for Physics, had an informal seminar style session with about sixty students. He answered a variety of questions about light, relativity and the philosophical problems in quantum mechanics. He attempted to distil the essence of the measurement problem in quantum mechanics and explained how having been purely a thought experiment, the Schrödinger Cat Paradox could be tested with macroscopic examples. Don't worry, these macroscopic examples did not run to real cats in boxes.

The students felt it was 'fantastic' and 'really amazing' and it was a brilliant opportunity to be discussing such things as the latest research he is planning on human perception of quan-

tum states. There we were, with one of the greatest minds in physics on the planet, and he was impressed with our students and keen to visit again.

He managed to fit us in between giving lectures at CERN and Oxford University and I picked him up from Gatwick. There was a real buzz around the school after his lecture and seminar, and it instilled an intensity of thought and concentration. The only problem I found with the event was trying to maintain this intense level of concentration on the current ideas in quantum mechanics while trying to negotiate a busy M25 back home. I had to keep bringing myself back to a reality which was far from the quantum nature of reality we were discussing!

Thanks to everyone who helped make this happen and to all the students for holding your own with one of the most brilliant physicists of our time.



THE SKY'S THE LIMIT *Report by Peter Hatfield*



LANGTON SATELLITE TEAM

The Langton Star Centre's terrestrial confinement could all change if six Langton students win the final stage of BNSC's (British National Space Centre) competition to design an experiment to go on one of their satellites. If our team wins, they will get £100,000 to build their design at Surrey Satellite Technology Ltd and their experiment will be launched into space in 2010. The team received the news that they had been picked as one of the 6 finalist teams while visiting the UK Space Conference last month.

Adam Sandey, Rachel Powell, David Mackenzie, Tom Stevenson, Cassie Warren and myself came up with the idea of a Cosmic Ray detector for use in outer space as our design. Our plan uses the same Medipix chips that detect elementary particles at the heart of CERN (the international research centre in Switzerland) to detect the torrents of protons and alpha particles that flow in the inter-planetary medium. A "Medipix chip" consists of a tiny square of pixels. Each time a charged particle crosses through a pixel, it is recorded. Our design is a 3-D lattice of these small squares that will each detect a point that a ray has passed through. We will then be able to work out the speed and direction of each particle, which hopefully will lead to more information like what

type of particle it is, where it had come from and how the earth's magnetic fields affect it. The main two important things we hope the experiment will show is how radiation detected on earth is affected by what is happening in space, and how best to shield people from cosmic rays once actually in space - we are in contact with Virgin Galactic to see how our experiment fits in with their safety considerations for their commercial manned flights into space.

Before the final however, we have a lot of research to do! Our initial submission was just a vague outline of our plan. Between now and the final we have to make a full plan of our construction down to the expected mass, volume, data storage and cost. Our final design must be smaller than 10cm by 10cm by 10cm, weigh no more than 1kg, and although £100,000 sounds like a lot, we might have to work quite hard to stay within that budget too! The team has now also got fantastic input from year 13 student Rowan Williams on presentation. All teams are invited to Surrey

Satellite Technology Ltd to discuss with the engineers how to improve their designs and we have an expedition to CERN planned to get more information about Medipix.

The single winning team will be announced in October this year at the International Astronautical Congress Glasgow. The six finalist teams, including us, will be there to give a short presentation about their individual projects and then the judges will make their decision. The other teams all have good plans, but if all goes well the Langton Lion could soon be orbiting above from high!

Guess who has just been awarded an Honorary Degree by UKC for her work in Physics Education. Go on..... Guess....

Here's a Clue...



Congratulations Mrs P!



Next we talk about how water moves from cell to cell, from outside to inside a cell or vice versa.

This is always a tricky process to understand; 30% of me is thinking analogy, 70% is thinking hmmm Bacon Double Cheeseburger. I decide to go for the safe option, an expertly drawn diagram.

'Water moves from a high concentration to a low concentration through a partially permeable membrane', I explain as I proudly point to my diagram, privately celebrating the 43rd time I've drawn it over the past 11½ years. Then I raise what I think is an important point, but exam boards don't. 'Can you get concentrated water?' I ask the group. 'Yes!' exclaims Jon.

In my head I'm thinking, Jon, once again, you've engaged mouth before brain, but I realise that I'm actually saying these words when Jon says, 'Thank you Sir'.

'Anytime', I reply.

'It's a bit like having dehydrated water; you just add water to get liquid water!' I prefer the definition, 'Water moves

from a weak solution to a strong solution through a partially permeable membrane'. Well I prefer it, but I'm not sure if the group does; in fact I'm not sure if they care, but I press on with the rest of the lesson anyway.

Active transport is a method by which substances are transported across a membrane from a low to a high concentration using carrier proteins and energy is required. 'Where does this energy come from?' I ask the

group. 'It comes from cells that respire', I hear. I'm not sure where this answer came from, but I'm thinking maybe Ikram. Then I'm thinking that Ikram hasn't spoken an audible word in any of my lessons since September 2006. Come to think of it, neither has Jack R.

I think it was Shaun, but he was probably too busy counting the dots making up the pattern on the desk surface to realise what he had said. Anyhow, 'respire isn't a word. It's a bit like saying that muscles contract and expand'. No they don't! If muscles expanded, you'd look like Michelin Man or the Marshmallow Man from Ghostbusters! Muscles contract and relax, by the way.

I was feeling fairly certain that the boys had some grasp on what we'd been discussing for the past forty minutes, when Zach pipes up with his random question at a random time. 'Sir, do you drive a jeep 'cause if you do I've got some great ideas to customise it'.

'Er, yes I do actually and I'm glad you've got some ideas because I've got some as well, like putting four massive exhaust pipes along the side as well as replacing the doors with a couple of Lamborghini doors. But let's discuss that another time'. Reluctantly, Zach agrees, but I know he'll be imagining what my jeep could look like for the rest of the lesson.

I wanted to move swiftly onto different cell types, but I was also very distracted as all I could do was visualise my jeep as if it did have loads of customisations to it [man, did it look good!].

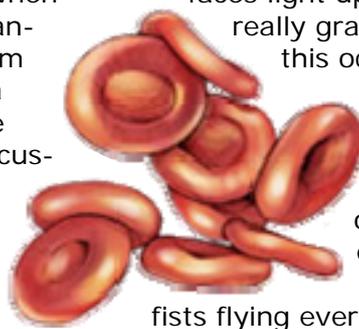
'Who can name me a cell type and how it is adapted to carry out its function?'

This went well. Sperm cell, fat cell, nerve cell, palisade cell, red

blood cell, white blood cell, root hair cell, rod cell and cone cell were all blurted out [even the quiet pupils were twitching in their seats as though they were actually going to answer a question], with generally good descriptions of their functions.

Then we moved onto stem cells. This is a huge and very topical subject that is extremely interesting and discussion provoking. This is where we totally went off at a tangent, but everybody present became actively involved with the discussion. Imagine glow-in-the-dark grass and its uses, bringing back Elvis from the dead, an actual Jurassic Park, creating 'disposable' humans for use in war, proving if the blood on the Turin Shroud is, in fact Jesus Christ, and so on.

It is so pleasing to see pupils' faces light up when something really grabs them and on this occasion it surely did.



In fact, they ended up running the discussion themselves, opinions and frequent

[metaphorical] fists flying everywhere! In fact, the discussion was so frenzied, that I believe Ikram blinked [only once though].

All good things must eventually come to an end. The bell made sure of that, but what a great lesson EVERYBODY had!

You know Pavlov's dogs – ring the bell, the dog salivates? What is it with pupils? Hear the bell, pack up their books and run out of the door. I suppose it's better than ring the bell Year 11 salivates, though! So that's what they did, packed up their books and left. Even so, they were still talking about the lesson as they disappeared down the corridor.

Thanks guys.
Your ever patient teacher
Mr Holloway

The school recently received the sad news that former Headteacher, Christopher Rieu, had passed away aged 92. Mr Rieu visited the school last summer and spent the afternoon with some of the teachers in the school that he had worked with many years ago and all of whom remembered him with great affection and respect.

After retiring from the Langton Mr Rieu joined Subud - an international association of men and women who practise a spiritual training known as the latihan (an Indonesian word meaning exercise) and took the name Dominic.

Chris Rieu

Christopher Rieu was Headmaster of Simon Langton Boys' School from 1955 to 1977 during which time he negotiated the school's move from its old Whitefriars base to the new premises on the Nackington Road. He joined the school from his previous position as Head of English at Warwick School and was the son of the distinguished classicist E.V.Rieu. He was wounded in East Africa in the Second World War and awarded the MC after reading English at Queen's Oxford.

During his time at the Langton he oversaw a period of progressive education and marked academic improvement of the school. He recalled in 1977,

"The school hadn't pulled off an Oxford or Cambridge scholarship for 20 years, but there were at the school two boys, R.C Dilnot and F. Moys, whom I fairly soon saw to be up to the standard, and a modern language master of brilliance, Mr Trotman. So we entered them for the Oxford entrance examinations in November of 1956 and Moys was awarded a scholarship at Pembroke College and Dilnot at Jesus. For two or three days I knew the meaning of the phrase "walking on air".

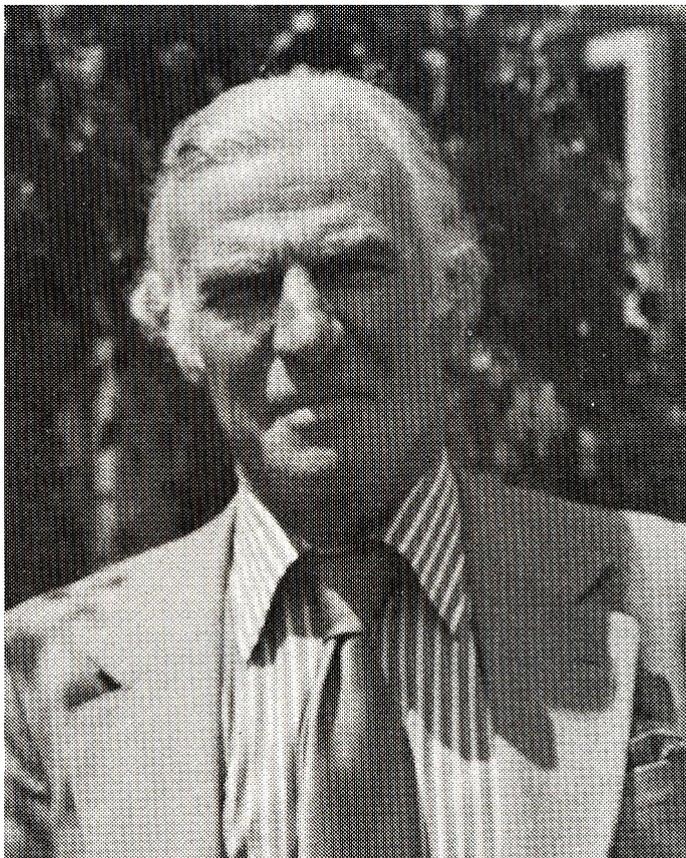
The school went on to enjoy continuing success with both ancient universities. He also recalled a more humorous incident of the pike in the goldfish pond.

"One day a junior school boy called Hilderbrand brought a pike to school and put it in the goldfish pond. Even before assembly every boy in the school knew. Wrathfully I summoned him and he said, "Harvey appealed for anyone who could to help re-stock the goldfish pond, and I caught this pike and brought it to school in a wet cloth. I went to the prefects' room to show it to Harvey but no-one was there so I put it in the pool as I thought it might die." What could I say?"

He is remembered by many for his tendency to reprimand the school in assembly with the phrase, "It's not on boys" and he is recorded in the school's school council meeting minutes finishing a particularly robust discussion on boys' behaviour with the phrase "Boys is rough!"

Current Headteacher, Dr Matthew Baxter, said "Chris Rieu was an inspiration to me and much of what we have done at the school has been in an attempt to recapture the progressive and liberal spirit that the school enjoyed in the 1960s and '70s under his stewardship. He valued high academic standards of behaviour but also believed in the school as a democracy and an environment concerned to support the wellbeing and personal development of boys."

Mr Rieu made a last visit to the school in the summer of last year to meet with Dr Baxter and current students.



A personal remembrance of an outstanding Headmaster by Tom McGing

I was at the Langton from 1960 to 1968. 1960 was a significant year to join the School as it was the year that the School moved from the old Whitefriars site in the centre of the City to the (then) new buildings built on the playing fields on Nackington Road. I consider myself very lucky to have had Dominic Rieu as my Headteacher for my time at the Langton.

Mr Rieu had been appointed Headteacher in 1955. He had taken over from Mr Myers who had been at the School for a long time, including the years of the Second World War. Mr Myers had run a certain type of school but the War had meant great changes socially and economically and the School needed to change too. It is always difficult to make changes at institutions like the Langton and the early years were very challenging for Mr Rieu.

It is difficult to realise now just what a difference Dominic, supported by his actress wife Christobel, made to the School. However difficult it was to make the changes that he felt were needed, by the time I joined the School we had new buildings and some new, younger, teachers. I can only imagine the change of atmosphere and philosophy he brought with him.

New students seldom have much contact with the headteacher and my earliest memories of Mr Rieu are of a very severe person striding about the School wearing an academic gown (often worn off the shoulder). As I went through the School the thing I remember is a person who smiled a great deal. He was famous for certain mannerisms and sayings. The one he seemed to use most to me was, 'You don't expect me to believe that?', sometimes expanded to, 'Surely you don't expect me to believe that?' with heavy emphasis on the 'Surely'.

He was always prepared to support his pupils and to encourage whatever talents or interests they had. He was delighted when I was made captain of the Kent Senior Schools Soccer team. He was less happy when I told him that we lost our first match ten – nil. Essex had a very strong side that year. He attended all the School concerts and plays, and most School sports matches. His enthusiasm to be involved sometimes got the better of him. I remember an occasion when he was standing on the pitch during a first XI football match because he had confused the line markings. Our left winger had to say 'Excuse me, Sir,' as he dribbled round him.

Langtonians from his time have gone on to have great success in many areas, including academia, in the performing arts, and in commerce. Much of that success can be attributed to the encouragement they received at the Langton.

After he left the School he was involved in a review of recruitment procedures for armed service officers. He took great pride in the changes introduced as the result of his work which increased the range of people accepted for officer training.

Last summer Dr Baxter kindly invited Mr Rieu to visit the School. I collected Dominic from his home in Windsor and drove him down to Canterbury. He was quiet as we drove down. When we arrived at the School he perked up but it was when he was introduced to a group of the present pupils that he was at his best. He was interested to meet the new generations of boys. Dr Baxter also managed to bring in a group of staff members who had been appointed by, and worked with, Dominic, and that pleased him.

I enjoyed my time at the Langton. The School was a friendly place to be, high standards were expected, interests and talents were encouraged. We all owe Dominic Rieu a great deal. I shall miss him.

Raising Awareness of World Poverty

report by Louis Sharrock

On Friday 16th April 2008, 32 students from year 8 presented Beat Poverty campaigns to Julian Brazier MP, the present Canterbury MP, after much hard work over the preceding weeks.

Over two weeks before the end of term, students in the four forms of year 8 had been discussing, and working on different campaigns, covering different aspects or causes of world poverty. Splitting into groups of 4 students, they came up with their campaigns before presenting them to their own forms. Although there had not been much time for these presentations to be prepared, the quality of each campaign was stunning. After much deliberation, Mr Butler and Mr Raines managed to decide on two groups to go through from each form, to present their campaigns in front of Julian Brazier.

After the students were elected to go forward to the finals even more effort was put into the progression of the campaigns, by teachers and students alike. From S, one group comprised of me, Robbie McConkey, Chris Cundy and Joe Foster, the other of Jordan Edmunds, Sam Burt, Tom Frostick and Dominic Owen. From L, group 1 was made up of Joe Keel, David Hewett, Connor Waghorn and James Wood, group 2 being made by Matthew Brady, Ben Rogers, Dominic Coulon and Matty Gerhuino.

During the 2nd period of the last day of term, in an end to an impressive beat poverty week, the students of S and L gathered in the Sixth Form Centre, to present their campaigns to Mr Brazier MP. After each group had set up their campaign material on an impressive display board



the presentations kicked off, with each group hoping to grab the prize of a trip up to parliament with the MP.

The first group up was the 1st group from L. They set a standard that would be difficult to beat. Their campaign focused on the lack of clean water in the world. Showing a professional video, designed themselves, along with an on screen presentation, t-shirts and other material, (including a letter to the Prime Minister) it would be a campaign hard to beat.

The second group up was the 1st group from S. Again, the campaigning group showed an impressive PowerPoint talking about corruption and its links to poverty in the world, backing up their display board material. The second campaign showed also a website, which those in the group had made. This group again represented the effort put in by everyone involved.

The third group, again from L also showed a strong presentation, this time focusing on corruption and war in relation to poverty. A website and their own video backed up what they had to say. Another strong campaign!

The last group on show from S showed a website and PowerPoint, along with various

campaign work such as a petition representing their views on poverty and its link to HIV/AIDS. This again showed the high standard of work in these two forms.

Staff, students and Mr Brazier alike were thoroughly impressed by the presentations and after much thought Mr Brazier judged the group focusing on corruption and its links to poverty to be narrow winners. However, such was the professionalism of the 1st group's video that Mr Brazier did not realise that it was actually made by the group themselves. On second thought, the 1st and 2nd groups on show were deemed joint winners.

In the third period, and equal success was shared by G and B who presented their campaigns to Mr Brazier at that time.

After the event and indeed after the spring break, Mr Brazier emailed the school to say that he would be more than happy not just to take the winners of each set of two forms up to parliament, but everyone who showed presentations to him. So, all in all, a great success... and although the prize offered is exciting the real prize is the awareness of everyone who saw the presentations being raised about the poverty issues in the world.