INVEST IN
THE FUTURE OF EDINBURGH

Cullen Property Ltd are specialists in advising on the purchase and management of residential property in the city of Edinburgh. We advise clients wishing to buy purely for investment and also for immediate or future occupation.

Edinburgh University undergraduates, and postgraduates in particular, face a shortage of suitable accommodation. Our landlord clients provide the University and others with an invaluable source of good quality private sector housing.

To enable you to own a quality investment property in the heart of Edinburgh, whether for investment or occupation, we provide a complete package service, all or any parts of which may be utilised:

- Acquisition — Finance — Refurbishment
- Furnishing — Letting — Management

- Excellent capital growth rates foreseen over the next few years as the city gains full recognition for its status as a parliamentary capital.
- Quality properties in prime locations are available from £65,000 upwards, minimum capital required around £20,000.
- 75%—80% mortgages are available (subject to status), at interest rates from 5.25% pa fixed.
- Initial yields from 6%—9% pa, net after all costs.
- Edinburgh has one of the strongest letting markets in the UK combined with excellent capital growth prospects. Edinburgh house prices continue to move steadily upwards, outperforming most other cities in the UK.

Cullen Property Ltd act for a large number of individual clients, many of whom are Edinburgh alumni, resident both overseas and in the UK.

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First Scottish Gazetteer for 113 years

The first fully comprehensive Scottish Gazetteer to be compiled since 1885 is being created in a flagship geographical research project by the University of the Royal Scottish Geographical Society (RSGS).

The Gazetteer for Scotland project aims to provide easily accessible information about places throughout Scotland. The project, which will take a number of years to complete, will be based on the World Wide Web, and be available as a reference book. Awarded at both the Scottish community and an international audience, it is seen as a major development to promote an understanding of the geography of Scotland.

If you want to find out about towns, villages, farms, barns and glens from the Scottish Borders to the Northern Isles, the Gazetteer will be the most useful source of reference. It will include not only descriptions of geographical features, historic sites and tourist attractions but also information on family names, famous people, and local industry.

With financial support from the Carnegie Trust for the Universities of Scotland and the Robertson Trust, the initial design phase of the Gazetteer has been completed using information on Fife and is already available on the Web at "http://www.geo.ed.ac.uk/scotgaz/". Data for the rest of Scotland will be added gradually by the year 2000.

Enlightenment Revisited

Enchantment, Energy, Excitement, Effervescence, Expectation, Experience, Education, Enlightenment, Edinburgh... Eureka!

Pick up a copy of the Centre for Continuing Education’s new 1999 International Summer Courses brochure and an exuberant selection of ‘E’ words jumps off the pages at you, transmitting the essence of University of Edinburgh summer school experience. Education and Enlightenment are what it’s all about and with the 1999 programme more exciting than ever with new courses in Radio Production at the Edinburgh Fringe, Scotland’s Railways and the Geology of Southern Scotland, as well as a special focus on developments surrounding the new Scottish Parliament. These accompany many well-established popular courses in Scottish Studies, the Edinburgh Festival, and much more.

Summer Courses are open to all adults – no previous knowledge or experience is required – just an enquiring mind and a desire to know more. You’ll be joined by adults of all ages and backgrounds from around the world - last year’s participants included a Swedish librarian, an Argentinian teacher, an American anthropologist, a Japanese lawyer, a Macarodian student, a French journalist, a Spanish civil servant, an Australian financial controller, a Scottish farmer, a Bulgarian musicologist, and a Canadian banker, among many others.

Find out all about the 1999 Summer of Enlightenment by requesting your free brochure from Ursula Michels at the Centre for Continuing Education, 11 Buccleuch Place, Edinburgh EH8 9LW. Tel 0131 650 4405/650 4406 Fax 0131 667 6097 Email ccesummer@ed.ac.uk Web site at http://www.cce.ed.ac.uk/summer

IBCS celebrates its 20th

The Institute for Applied Linguistics (IALS) at the University of Edinburgh is celebrating its 20th anniversary with the publication a review of the Institute’s development. IALS was set up in 1979 (occupying one room in Hope Park Square) by the Department of Applied Linguistics with the aim of supporting research and development. It is now the largest university language unit in the country. In its early years, IALS operated as an English language support service within the University, while developing new overseas business and gradually introducing courses in other languages. IALS moved to its present location in 1982, expanding later into refurbished ground and basement floors and neighbouring properties. Most recently, the Moray House merger has seen the English Language Centre at Holyrood joining IALS.

Development and expansion have been steady, after its first decade, the Institute had 37 staff, ran 23 different summer courses and measured both English Language and Modern Foreign Language enrolments in the high hundreds. Currently, staff number over 50, there are 38 summer courses and enrolments are more than twice their 1989 level. The Institute also runs overseas projects and consultancies, publishes an annual collection of research papers and runs an annual Symposium for language teachers, making a continued contribution to language learning and teaching and to the university.

Presenting Scotland to the World

The new Museum of Scotland building, purpose built to house over 10,000 objects from the nation’s most precious treasures to everyday items, was officially opened by HRH the Prince of Wales at St Andrews Day.

The new Museum, interlinked to the Royal Museum of Scotland in Chambers Street, is the latest development by the National Museums of Scotland whose very foundations can be traced right back to the University’s own Talbot Rice Gallery. The National Scottish Collection as it was then known, was initially held within the walls of the Talbot Rice Gallery overseen by one of the University professors. This collection progressively outgrew the available space and when the Royal Museum of Scotland was built in Chambers Street in the 1860s, the collection moved next door. This donation created a strong link with the Museum, perhaps best epitomised by the so-called “Bridge of Light”, which to this day connects the two buildings across West College Street.

The new Museum, finished at a cost of £52.7 million, has been created to present Scotland to the World, and it’s exhibits have been themed into five categories: Beginnings, Early People, Kingdom of the Scots, Scotland Transformed and Twentieth Century.

Cover Story

Crime writer Ian Rankin, whose short story "The Acid Test" featured in the last issue of Edit, shot the Illustration accompanying the article so much that he asked the photographers Tricia Malley and Ross Gillespie for permission to use it in the cover of his next paperback, Dead Souls.
"Portraits of Excellence", a collection of photographs of members of staff by Tricia Malley and Ross Gillespie, which featured in a previous issue of Edit, has been awarded first prize in the best corporate brochure of the year category of the British Association of Communicating in Business (Scotland) awards.
A Record Row

Earlier this year, Edinburgh University Boat Club completed its attempt to row the distance across the Atlantic. On a rowing machine in a new record time. Moving around the clock, 57 men and women completed the distance of 3,770 nautical miles in 46 days, 23 hours, 6 minutes and 34 seconds. The event raised £120,000 to help the club buy a much-needed new boat, with £300 being given to the St Michael’s Special Care Babies charity based at the Royal Infirmary of Edinburgh Hill Trust.

The event took place in the University Shopping Centre on Princes Street, in the heart of Edinburgh. The crews completed one-hour sessions during the day and two-hour sessions during the night, including a six-hour shift between three people from 1-3 am. The event was finally completed nearly two days ahead of schedule on Tuesday, 19 January, in a sprint finish by the Club President, Andrew Wallace.

Pets in practice

The Dick Vet’s new Hospital for Small Animals at the Easter Bush Veterinary Centre, Roslin, opened its doors in January. It provides a new opportunity for vets to meet the demands of veterinary medicine in the future; and search for new cures and treatment for small animals.

The hospital is the largest of its kind in the UK and the best equipped in Europe with eight consulting rooms, four specialist treatment rooms, three general wards, and four operating theatres. It also provides a dedicated ward for exotic animals and a wildlife ward, which makes it unique among hospitals run by the UK’s six veterinary schools.

Musical Success in Utrecht

University students Veronica Tsai Ying Yen and Robin Hutt have won first and second places in the 3rd International Student Music Competition held in Utrecht. The competition is open to university students worldwide. Veronica, from Taiwan, is studying for a BM in piano; and is specialising in the history of music, as an exchange student from Manchester. In studying for a BM in special interest in performance and composition. To the first, Veronica played the Schumann piano concerto and Robin played the Schumann in addition to bringing back first and second places to Edinburgh, Veronica and Robin swept the board with additional special prizes. Veronica won the “U-Royal” prize for interpretation of a contemporary Dutch work. Robin won the “Hermance” Audience Award voted for by the general public, for his performance in the final concert.

Edinburgh Worthies in Print

Some men and women connected with the University before 1901 became household names through their writings, and their books remain the standard works in their fields. From astronomy, physics, travel and exploration to medicine, mathematics, and literature, these pioneering scientists have had a lasting impact on scholarship. Some came from modest backgrounds, and are a testimony to the high quality of Scottish education, as well as to the breadth of their topics and pioneering spirit. Their writings are a research resource which attracts scholars worldwide to the University Library’s Special Collections.

A book, Edinburgh University Worthies, has been compiled containing biographies and portraits of such luminaries as Robert Christison, Sir Archibald Geikie, Cosmo Nelson Innes, Robert Knox, Colin Mackenzie, William Robertson and Peter Mark Roget.

Edinburgh Worthies in Print is available at £9.95 (plus postage if ordering by post) from the Main Library, George Square, Edinburgh EH8 9LJ (Tel 0131 650 6568, email Library@ed.ac.uk) and from the University of Edinburgh Centre, 9-11 Nicholson Street (Tel 0131 662 2250. Fax 0131 662 2253). Further details can be found on the Library’s Web site at http://www.lib.ed.ac.uk/

Edinburgh Worthy in Print

His statue of Ape and Skull which stands in the foyer of the Ashworth Laboratories at King’s Buildings was presented to the Department of Zoology in 1940. It is one of a small number of bronze castings produced by Reinhold in 1892. Another sits on Lenin’s desk in the Kremlin. The Latin inscription is a slight modification of what the serpent says to Eve in Genesis 3:5:

‘Eritis sicut dii scientes bonum et malum.’

(Vulgate)

I was a good student at university and so was my dog. We both got excellent grades. ’

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W atching Richard Walker

We all watch TV or go to the theatre. The paintings of Richard Walker, which will be on show at the Talbot Rice Gallery from 1 May to 16 June, have a real and a constructed connection to both these forms of simulation.

For many years Walker has worked in the theatre painting the highly imaginative backdrops for the imaginary places of drama. The backdrops are on a large scale, they work with trickery and deception, providing the right places for performance. Having to work with this artifice of space and time demands is one of the reasons why the personal position of Walker is one that could almost be said to be its opposite. In this exhibition the viewer sees a small television screen and the paintings are quiet and domestic, seemingly at stake with our fixed digital world, but also associated with the bedroom aesthetic of a single generation of recent British artists. The simple subject matter of interior, windows, doorways - entrances and exits - is sparer and that, handled with three boxes of oil using often muted or sweet colours.

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Even before you can say it, 
Professor David Collins says it 
for you. The impressive bulk of a 
former special forces soldier 
turned psychologist seems 
incongruous given his academic 
office as the first holder of the 
Chair of Sport at the University 
of Edinburgh. But this new 
capture for the University from 
Manchester Metropolitan 
University is equally happy in his 
Great Britain backseat as he is in 
his professorial robes.

Sports science has become 
the stuff of academia even as it has 
taken on a new importance in 
contributing to the triumphs in every 
sphere of sport, from the blood and 
thunder of professional rugby to the 
surface gentility of tournament 
golf. Collins offers his clients 
confidence but so far the British 
weightlifting squad, international 
rugby players and the javelin thrower 
Steve Backley have been happy to 
admit they have benefitted from his 
particular brand of science-backed 
institutional psychology.

The man himself is quick to admit 
sympathy with confusion over the 
plethora of outside agencies in sport 
today. Collins goes straight for the 
jugular of what can seem a circus 
of backstage players. “Within my field you 
have sports scientists - that is, proper 
scientists - and you have what I call 
‘used car salesmen’, people who can 
talk a good game, management 
guru,” says the sportsman, who 
shows a fair proficiency in martial 
arts, canoeing, weight training and
rugby himself. “My job is to make myself redundant by teaching athletes to motivate themselves. Unbelievable. I’m not trying to get a continuing slice of my client’s action.”

“I guess from my appearance I don’t look like a professor and I know I may sometimes not sound like one but I’m confident that what I’m doing is scientifically rigorous. I’m not jumping on a bandwagon to thump the athletics and say, for example, ‘What we’re doing is increasing the degree of coupling in the dynamical system below the skin’,” I’m going to say, ‘We are going to the legs, John’. But if his coach turns round and says why are we doing it I can say, ‘Look at this data on the laptop’, and explain the science underpinning the straightforward advice.”

The portable computer he wields is the first clue to the extent of science’s penetration into sport and, by extension, into the brains and conscious minds of athletes. For Collins believes, as do most in his field, that the best physically prepared athletes can be undone if they are not properly mentally prepared. “There are other ways into athletes’ minds. Small works. Collins had archers pause after a good shot to visualise their actions and smell a lavender-soaked patch. When he had them shoot in a room perfumed with lavender, their scores went up. Another project worked on neither stimulants. He gave weightlifters a substance they would tolerate was steroids, and recorded greater lifts as a result. Next time round he told half the group they would use the placebo only for their score to drop, whereas the other group increased again.

Collins has conducted research on steroid use and refers anyone unsure of the role of the pharmacist in sport to one research project. “I am amazed to run at somebody ... inferior natural capability and talent with mental toughness and effort, outdoing rivals with greater on-paper attributes.”

Collins was switched onto psychology when he saw physiologists, who often study the body in isolation, conducting tests to determine the maximum effort possible for an athlete. “They would attribute any results they found to the head, but I thought sometimes they didn’t. What if there had been a child on the other side of the running machine? What if the athlete’s level of motivation was low and the child knew their results couldn’t be the full story?”

Collins had recently moved into the mind game. “It all seems very far away from the cartoon book world of Alf Tupper, the Tough of the Track, who raced to victory on a diet of fish and chips, the epitome of cheerful amateurism. Is it naïve ... Collins adds slyly, Alf belongs to the comic book. The great heroes of athletics, the golden age amateurs, were virtually professionals. Take Scottish sprinter Eric Liddell, for instance, who complained of his rugby and his church work suffering as he trained to become the best. ‘The mark of the greats has not changed. They still have an obsession, a compulsion to train and train and train until they are the best they can be’,” he adds. A real Tupper would never have thought a chance.

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Four years ago, after many years living in London, writer and columnist Antonia Swinson came back with her family to live in her University city. Sights and sounds are subtly different, yet familiar...

For the first few months there is the constant feeling that you might at any moment crash through Back to the Future’s Space Time Continuum by meeting your younger self coming round the corner. But Princes Street windows bring you back to reality. You stare, somehow expecting to see the young undergraduate Toni Swinson – long red hair and flappy jumper – but someone else is staring back at you, a mother of two, hair cut in a bob, dressed in a suit and carrying a briefcase. Where on earth did you turn into her? Of course inside yourself, you still feel twenty-two, until you walk through George Square, and see eighteen-year-olds chatting on their mobile phones with that Generation X seriousness you never, ever managed when you were their age.
AT FIRST, it is the familiar which surprises, as if every building has a giant tag with your personal history attached. Hendersons, with its deliciously 60s morals, still has the same menu and its special brand of slightly bouncy Australian girls behind the counter. The Scott Monument dominates the North Bridge, and Janes keeps gendtiness in place in Princes Street, while the Castle, Mound, Caley, David Hume Tower and even the foul concrete stump of the St James Centre remains fixed points. The sharp, cutting wind, the crimson buses and the all-pervading smell of beer bring back that other life you once had.

Feeling rather smug, I take my two children for Saturday supper at Pollock Halls. The atmosphere is more grown up these days, like a perpetual conference, ... lane when, to my amazement, a fresher starts chatting me up in the salad queue and offers me a drink upstairs in the Bar.

My children fall about with half-amused horror, but my own shock comes when I suddenly realise that I was Freshers Conference Director the year he was there. To save £100 a term on my full grant, and he looks at me as if I really am from another time. Go get the Flux Capacitor, Doc!

When the shock of the familiar wears off, the new buildings become the biggest eye-openers, apparent impostors in your own personal map of the city. When did the Festival Theatre on South Bridge replace the old Bingo hall where we used to get tickets for Murrayfield internationals? Whatever happened to Fountainbridge? The condemned building there where I rented a room for £7 a week is now landscaped into conservation area elegance, and all around the brewery there is new development for leisure and housing. The smell of beer remains, but the pong of the old dray horses at the diary where Sean Connery once worked lingers.

Look across the skyline on an Edinburgh day from the top of the David Hume Tower, and it is not the grey stone and the spires which excite, but the cranes stretched across the skyline which proclaim the city’s renaissance, the hugest number of Saltires waving in the wind which are testament to a great new national self-confidence.

I never had a car when I was at University. So it is as a driver that I take in the new one-ways system and the whole areas of the city which have been bought up by parents of University students who are now seeing their investment rocket with the arrival of the Scottish Parliament. For some, it has been a nightmarish experience which is currently forcing huge dramatic changes within a tight time-frame which are not without controversy and pain. Though in recent years the city has been on thermos internationaly, by being designated a World Heritage Site in 1995, and because of the 1997 Commonwealth Heads of Government Meeting which saw Edinburgh on TV screens worldwide, the biggest threat to Edinburgh’s development is almost the by-product of its success. Traffic. The perception is now that you cannot drive in and park, and this now threatens the sustainability of the centre, as well as the outlying retail and business parks. With increasing numbers of people across Fife and the Lothians buying into Edinburgh for week or cultural life, ‘demand management’ is now the buzz word in Edinburgh’s City Chambers which is keen to reduce through-traffic while encouraging both workers and big spenders. In the summer Edinburgh will learn whether its application to Government to introduce road pricing has been accepted.

I now feel, at last, up to speed on the issues facing this most fascinating of cities, and view my University life with enormous affection as a hinterland of Edinburgh’s present. I just wear thick cardis, comfortable shoes, and have rediscovered my talent for making lentil soup.

EIGHTEEN YEARS ago, Edinburgh was a chummy provincial town for lawyers whom more or less tolerated the Festival. Now there are Festivals all year round with tourism one of the big three employers along with financial services and the public sector. Yet, it has been Edinburgh’s penchant for vested interests which many decision-makers argue has condemned the city for so many years to such genteel paralysis. And just as Edinburgh is having to fight for its market share of national and international tourism, the Parliament’s arrival is raising high expectations for the local, economic which is currently facing huge dramatic changes within a tight time-frame which are not without controversy and pain.

Perhaps the most subtle change, however, is in the New Town, which has recently seen many financial services’ and lawyers’ offices converted back into residential use. Many flats which have been bought up by parents of University students who are now seeing their investment rocket with the arrival of the Scottish Parliament. For some, it has been a nightmarish experience which is currently forcing huge dramatic changes within a tight time-frame which are not without controversy and pain. Though in recent years the city has been on thermos internationaly, by being designated a World Heritage Site in 1995, and because of the 1997 Commonwealth Heads of Government Meeting which saw Edinburgh on TV screens worldwide, the biggest threat to Edinburgh’s development is almost the by-product of its success. Traffic. The perception is now that you cannot drive in and park, and this now threatens the sustainability of the centre, as well as the outlying retail and business parks. With increasing numbers of people across Fife and the Lothians buying into Edinburgh for week or cultural life, ‘demand management’ is now the buzz word in Edinburgh’s City Chambers which is keen to reduce through-traffic while encouraging both workers and big spenders. In the summer Edinburgh will learn whether its application to Government to introduce road pricing has been accepted.

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Antonia Swinson graduated MA from the University of Edinburgh in 1980 and was Freshers Conference Director in 1978. She now writes a weekly column for the Financial Times, and in 2000 her novel The Cousins’ Tale is published as a Flame paperback on 17 June by Hodder & Stoughton. The Antonia Swinson Web site - www.foraid.demon.co.uk/antonia_swinson
WHENEVER THE emotionally-charged subject of the Lockerbie bombing climbs back onto the agenda, there are two people the British media reach for. One is Dr Jim Lees, the Bromsgrove GP whose daughter Fiona was killed on Pan Am 103 and who is now spokesman for the British families. The other is Robert Black, Professor of Scots Law at the University of Edinburgh, the man who drafted the legal strategy of trying the two Libyan suspects under Scots law but on the neutral territory of Holland. It was, almost everyone agreed, a useful solution to a thorny legal problem. But ever since it was mooted, government and bureaucratic hostility made it look like the solution that would never be taken up.

But all that changed when Muammar Gaddafi gave up the two Libyans - Lamen Khalifa Fhimah and Abdel Basset Ali Al-Megrahi - into Scottish custody. Now that the two men are safely tucked away in 'Her Majesty’s Prison Zeist' under guard by Scots law officials, prison officers and police, Black feels vindicated. “I’m absolutely delighted,” he says. “It’s not often that an academic like myself gets to have an effect on the real world.”

There is a powerful irony in Robert Black’s preoccupation with Lockerbie. He was born and raised in the little Border town. In fact, he was there a few days after the bombing happened. His father is a Lockerbie man, a plumber to trade, and his mother came from a fishing family in Aberdeen. “So I don’t come from a family of lawyers,” he says. “My grandfather was a molecatcher. In fact, one of my cousins is still at the mole catching. I think he’s one of the last full-time mole catchers in Scotland.” After a pioneering career at Lockerbie and Dumfries Academies, Black began studying law at the University of Edinburgh in the autumn of 1964, “the first member of my family - on either side - to go to university,” he declares.

His student career was a success. First Class Honours, the Lord President Cooper Memorial Prize and the Vans Dunlop Scholarship. Then it was three years on a Commonwealth scholarship at McGill University in Montreal where he did an LLM on the “History of the Scottish Law of Reparation for Personal Injuries and Death”, an issue that was high on the legal agenda in the 1960s. “A lot of people were arguing in favour of what was called no-fault liability,” he recalls. “But I was opposed to that. Fault serves a moral purpose. If somebody is injured because of someone else’s fault, then the wrong doer - or the negligent party - should pay.”

The years at McGill were followed by a spell teaching at Witwatersrand University in Johannesburg, then it was back to the University of Edinburgh in 1972 as lecturer in Scots Law and entry to the Scottish Bar. Between 1975 and 1978 Black was an officer with the Scottish Law Commission which he followed by three years as a practising advocate. In 1981 he returned to
All of which prompted Black, in January 1994, to come to terms with his feelings of guilt and to report to the Lockerbie families. But when Dr Jim Swire got to hear of Black's scheme for a Scottish trial almost he threw the weight of the Lockerbie families behind it. He never looked back. All through the conversation he just stood inside the middle distance. But in the end it proved to be a quite a useful meeting. We even made him laugh. Our interpreter said to us: "The leader laughed three times. Someone will pay for that!"

Black's second meeting with Qaddafi in September 1996 was a more relaxed affair. "He greeted us wearing this extraordinary shawl. Jim Swire had brought him a tartan tie as a small gift. So Qaddafi swapped him the hat for the tie I suppose Jim still has." Black describes the Libyan revolution as "a strange man" who liked to claim that it was not up to him whether or not the two suspects were handed over to the Scots. But when Dr Jim Swire got to hear of Black's scheme for a Scottish trial almost he threw the weight of the Lockerbie families behind it. He never looked back. All through the conversation he just stood inside the middle distance. But in the end it proved to be a quite a useful meeting. We even made him laugh. Our interpreter said to us: "The leader laughed three times. Someone will pay for that!"

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"You've either got or you haven't got style," goes the song. These Edinburgh students have developed their own, highly individualistic style.

Ruth Dlugolecka, studying Fine Art

"I've had it like this for a couple of years now.... I kept changing my hair because my mum never let me experiment when I was younger. When it ended up shaved, I was really happy with it. She said to me she thought it was very attractive, but I think she'd probably prefer if I did have hair."

Timothy Lenkiewicz, studying Geography

"I made the trousers. I thought I might study fashion after I've finished Geography, but I don't have a big enough portfolio at the moment to get into any fashion college. "That's a flesh tunnel in my ear, I did it myself. You do it quite slowly, and then it just gets stretched. I've had it since I was about 16."
Mary Rhodes, studying English Literature and Classics (top and middle)

“I dye my hair every 5 to 6 weeks. It’s fun and I can get away with it just now. My favourite colours are bright orange and bright pink - the green was a mistake. It was meant to be blue. Back home in Dunoon I was surprised to see children hiding behind their mother’s skirt in the supermarket, until I remembered I had green spiked hair.”

Deborah Gibson, studying Nursing and Social Anthropology

“I lived with a bedouin family for two years in the Sinai desert and lived in the Middle East for 16 years before, so I’ve had quite a Middle Eastern influence. You get more energy in different clothes - just go for it! It’s nice to have different colours, it brings a bit of zest into life, it’s fun.”

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I have noticed, over a number of years, that some people become distinctly nervous when I introduce my subject to conversation. Cannabis - the word comes out and, suddenly, the person I've been speaking to stiffens into a shell; their expression is suddenly frozen in their face. The third syllable is almost inaudible. Only the inner panic escaping from their eyes reveals that time indeed has not stopped. Within a fraction of a second I can see that I am being completely read. Deep within, their gaze transforms from emblematic apprehension - seeing becomes sounding and I am no longer a benign respondent in a shallow conversation. Even the most adept communicators reveal an inner concern about what their outer concerns might reveal - words and expressions that follow are chosen carefully.

The word 'cannabis' does not seem to elicit the same ambivalent reaction as the word 'marijuana'. Part of the reason may be that 'cannabis' is not a word of everyday usage. It is a word that is rarely used in casual conversation. It is a word that is associated with a particular group of people - the marijuana users. The word 'cannabis' is not a word that is used in everyday conversation. It is a word that is associated with a particular group of people - the marijuana users.

What I'm describing, of course, is a brief moment of unconscious deliberation, a programmed hesitance triggered by a highly significant but ambivalent word. Why does the word 'cannabis' not elicit the same ambivalent reaction as the word 'marijuana'? Perhaps it is because 'cannabis' is a word that is not part of our language and actions. We have developed very confusing and uncertain social images for association with the word 'cannabis'. Recently, however, an escape from such temporary prejudices and social panic has presented itself through the public reporting of cannabis being used as a therapeutic rather than recreational substance. A certain relief can be spotted in the eyes of the nervous because we can now begin to discuss the perfectly respectable topic of medicine.

Let's assume for a moment that the numerous institutions and individuals who believe that cannabis has therapeutic benefits are right. How do we pave the way for acceptance of a substance described at the birth of its control as perhaps the most dangerous of all narcotics, that carries with it connotations of a darker side? As Dr. Geoffrey Guy of GW Pharmaceuticals, which is conducting the UK Medicinal Cannabis Project, put it: "How do we bring patients in from the cold? How do we get from 100% of cannabis patients as law-breakers to a significant portion as participants in our legal programmes?"

Amidst the search for answers it is obvious that some of them lie in the very ability for such a question to be asked. Here we have a pharmaceutical company discussing cannabis patients and legal programmes 20 years after its prescription was prohibited. Furthermore, the question readily expands to include potential patients - those who may benefit from but will not involve themselves in cannabis use, therapeutic or not; those who are not prepared to break the law yet might be suffering for it. An environment for change is already being prepared.

The following text is from the book "The Philosopher's Stone" by Neil Montgomery.
Despite a political landscape that would appear determined to maintain the illegal status of cannabis, progress is being made in one crucial area, the gathering of knowledge. Importantly, it is a specific kind of gathering and a particular type of knowledge. The gathering has governmental authority and the knowledge is scientific. I can hear the collective breathing from the ‘reglerar cannabis’ campaigner corner as they question with considerable angst the need for a lab coat and rubber stamps to legitimize something that has been ‘common’ knowledge for thousands of years. There may be many good arguments against the police, indeed hunger, for scientific, codified, ostensible objective knowledge to function as the only authoritative knowledge - particularly given the numerous disasters left in its wake. We feel more comfortable when our lives are ordered, when difficult decisions can be made for us, and we demand assurances that these decisions will be the correct ones. In a dialogue between people and the State, alternate desires become resolved in an understanding of mutual dependences. To make this complex relationship of interdependencies accessible, a legible framework must be in place, and it can only be but a simplification, a tangible grid of mutual understanding.

Cannabis, since its inclusion on the Poisons List in 1925, became subject to tighter and tighter controls until the use of almost the entire plant (all except stalk, roots and non-germinating seeds) became absolutely illegal (deemed to have no medicinal value). All cannabis activity became rigidly codified as unacceptable, it lost any status that it had established on the grid and in the end attempts at anti-criminality/therapeuticism were ignored. The idiotic criminalization cannabis lobby became essentially non-existent. Cannabis activity moved ‘between the lines’. The proliferation of its recreational use became a handy weapon for the State in the War on Drugs and its distinct, seven-fingered leaf became a symbol of resistance. Cannabis the poisoner and cannabis the liberator.

The gathering and distribution of knowledge also moved off the grid and ‘between the lines’. State-funded research into cannabis became almost non-existent; codified, scientific knowledge about it became redundant. Amidst the mélange of unstructured activity, cannabis knowledge became the property of reforming, subversive and revolutionary mandarins. Cannabis ‘between the lines’ became elevated through music, myths, legends and folk-heroes to cult status. Unsurprisingly attractive to fringe and liminal groups.

In this environment the list of its spiritual and medicinal qualities expanded until, for many of its followers, the plant became the Philosopher’s Stone, a cure-all for mind and body. It may, of course, be that in time an extensive list of the manifold medicinal properties of cannabis will indeed make it a kind of Philosopher’s Stone or it may be that such an extensive list is indeed consigned to the past. The plant became the property of reforming, subversive and revolutionary mandarins. Cannabis ‘between the lines’ became elevated through music, myths, legends and folk-heroes to cult status. Unsurprisingly attractive to fringe and liminal groups.

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However, it would be misleading to imagine that this framework was inflexible: slow to react perhaps, but indubitably mobile. Knowledge changes, it develops and grows; new facts come to light, old facts are discarded and redundant facts are disposed of; the processes take time.

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There are few doubts now that some benefits can be gained from the therapeutic application of cannabis. Gradually, cannabis therapeutics are moving towards the ‘grid’ with support from numerous respected groups and institutions - the British Medical Association, the Church of Scotland, the House of Lords and the Home Office to name but a few. ‘Grid-dwellers’. It is terribly important that we begin to codify our understanding of cannabis activity, we pay profound attention to ‘between the lines’ knowledge that we don’t demarcate a wealth of knowledge because it appears not to be scientific. The UK Medicinal Cannabis Project, licensed by the Home Office and being conducted by GW Pharmaceuticals, is committed to an understanding of this knowledge. It is a part of my role as Consultant Anthropologist to make this knowledge accessible as possible. To do this, following a traditional method of anthropological, involves me in the long-term participant observation of cannabis users in the UK - what a burdensome task!” I hear you say.

As an anthropologist, my interest, of course, is not only in making legible the savvy of cannabis users, but in understanding the processes we employ in the selective appropriation of knowledge. If we are going to reduce and codify, what forces drive the selection and appropriation process, and why? I find the theoretical and academic inquiry into ‘what goes on with cannabis’ fascinating and its combination with ‘fieldwork’ stimulating. It is also immensely satisfying that my work puts me in the position to be able to help ‘bring patients in from the cold’. Surely, this is what drives most of all researchers, the belief that eventually, even if it takes more than a lifetime, its findings will not only contribute to a body of knowledge but make a valuable contribution to the quality of life.

Neil M. Montgomery, a postgraduate student in the Department of Social Anthropology, is Consultant Anthropologist to the UK Medicinal Cannabis Project. Email Neil.Montgomery@ed.ac.uk
Kings Buildings, the home of our Faculty of Science and Engineering, has often been called the academic industrial estate. Not a bad description really, because from the 1930s there were to be seen, strung out along West Mains and Mayfield Roads, the handsome stone buildings, the home of our Faculty of Science and Engineering, Zoology, Geology and Chemistry. Their backside, away from the public eye, never matched up, and when I arrived in 1956 an acrimonious debate on ugly extensions, huts and lean-tos, more or less temporary, had begun to spread inward across the site.

The development of the site had begun in the late 1920s when science, until then operating in Old College (apart from physics), burst its bounds. After the war science began another big period of expansion and during the 1960s the sciences were out in force at Kings Buildings. But by 1940 Law, Arts and Social Sciences, which had expanded into the vacated space in Old College and onto Buccleuch Place, were also looking at the site. This problem had been anticipated a decade earlier and in my early days as the Assistant Lecturer a rapidly growing department of the University was underway.

The University Court, urged by the Principal, Sir Edward Appleton, and the Secretary, Charles Stewart, set up three groups to look at the possible site for a big rebuilding, identified as George Square, High School Yards and Kings Buildings. Perhaps the other two recognised that George Square was irresistible because it assisted abandoning Old College, the Medical School and the McEwan Hall. Perhaps Court packed the George Square group with the big names, so that the desired answer was achieved. No matter now.

I don't know what input the City planners had, but I find it instructive to reflect that the University sailed blithely on with this scheme which involved demolishing part of 18th century George Square and Buccleuch Place. Certainly there were protests, but none which had the muscle to stop it. Of course, more or less simultaneously, the City was demolishing St James' Square. Is it not marvellous to contemplate how much taste and priorities have evolved that now University or City will scarcely contemplate putting an unsuitable doorbell onto a Georgian building because of the offence to public taste?

Few now remember that the University's redevelopment in George Square was, at first, intended to be exactly that. I recall a public meeting addressed by Bailie Spence, the main architect of the scheme, at which drawings of the whole area were on display. Then, on the site of the demolished Buccleuch Place, were long rectangles labelled 'Zoology' and 'Engineering'.

Professor Emeritus Aubrey Manning reflects on the geographical and psychological situation of science and engineering in the University.

forty years on :: where are we now?
thought wistfully of our handsome Robert Lorimer building with ZOOLOGY incised in deep stone relief over the front door. Alas I loved the place and certainly didn’t want to move next day. I looked out of my lab window where a big new extension for the Department of Electrical Engineering was actively under construction. I sensed, with relief, that not all the architect’s dreams would come true.

Arts and Social Sciences did rededicate the centre and their work has flourished. However, I feel in architectural terms, it is only the first of those new buildings, the David Hume Tower, which begins to compensate for the loss of George Square. It has a fine form and, externally, its materials have weathered very well. The Library has some style but, for the rest, silence is best. It’s ironic that the only part of the grand science-back-to-the-centre plan which ever came to pass was the Appleton Tower, which surely would have anybody’s short list in a competition to find the ugliest post-war building in Edinburgh.

However, the Appleton Tower, for all its ugliness, has a worthy aim at its inception. It was designed internally with great care to accommodate all 1st year science students. There were split level, well equipped labs for physics, chemistry, geology and biology. The idea was that freshmen, beginning their University studies, would be able to mingle with those from other faculties and become familiar with the labs. They would then have to take subsequent courses out at Kings Buildings, where they would have already secured to themselves and places and at the heart of the University.

Whilst never really popular with the academic staff, the scheme worked well enough for years, but gradually it decayed. The science classes became ever larger and after they had some recognised ‘form’ in the shape of published work, and an ability to communicate well. The young academic usually gets a rolling contract, and only achieves tenure once really proven; and an absolutely crucial aspect of this is the ability to finance one’s research by obtaining grants.

Science in universities always required grants for large scale work. Until recently, government funded the general running of departments and provided basic staff and facilities so that you could try out an idea or keep something ticking over until you were ready to put forward a full scale proposal. That’s fast disappearing and, as a result, we shall lose a lot of flexibility as facilities were and were depending on who’s got the money to run them.

Nor does the constant chasing after grants help with teaching. Students often feel that teaching and research are in conflict. Under good conditions they’re not - quite the opposite. The best teaching will come from people who have first-hand experience of the cutting edge of their subject. Let’s hope we can avoid a tribal split between these two, essentially linked aspects of an academic career.

This IS A VIEW from the University’s southern edge. Those from other faculties may dismiss much of it as the usual moans from science, which they will argue is awash with cash compared with Arts or Social Sciences. I don’t agree, but anyway this is not what I’m trying to argue.

Some of the cost cutting we’ve all had to endure has had useful results; there was indeed slack in the system. That’s all gone now and university funding is in a bad way. With more students than ever before, are we being pushed hard to keep up standards and raise our own finances, not least by charging students for their education. I regret this deeply and still find it hard to understand why recent governments of either persuasion, with all these universities graduates sitting round the Cabinet table, seem to feel we deserve less. George Square or Kings Buildings, I think we deserve very good welfare for money.

HERE WERE three of us, doing the 1960s undergraduate ritual summer holiday in Greece. Our unofficial leader was reading Classics, and wanted to visit temples, most of which had fallen down. The heat was punishing. The highlight of each day was lunch. In those days, incredibly, the hallmark of Britishness was a cooked meal at midday.

We were somewhere god-awful where the columns of the temple had slipped into a chopped Swiss roll. Replying to an enquiry in Classical Greek and...
There is a conflict in the education of an architect. On the one hand educators think they must preserve, promote and pass on a core of architecture skills. On the other hand, in the tradition of liberal education, educators recognise the need to equip students to stir things up, and to challenge accepted understandings of architecture.

On the subject of core skills, it seems as though the community needs to know what to expect when they employ an architect, a concern realised in our attention to standards, and the accreditation of schools and individuals. Of course, what constitutes the core of architectural education has changed over the years. A general consensus is emerging that the issues of the built environment are too vast, and the procurement of buildings too complex, to reside with a single body of professionals. Architects commonly lament that they are no longer the master builders, the overseers, the controllers of the building process or the final arbiters on what is good for people and the environment.

The core of architecture now appears to be ‘design’, understood not from the position of the overseer, but the designer as the person who speaks and acts for the user, the inhabitant, the community. This understanding of design is controversial among architectural educators. There is a familiar lament that when they graduate, few architects spend their time designing. Most architects are not involved in projects of compatibility or speculation to those they undertook as students. Most practitioners are involved in solving detailed technical problems, with routine buildings. It seems that architects can be specialists other than in design. In practice they can be managers, entrepreneurs, documenters, specifiers, facilitators, critics, theorists, collectors, architects and historians.

If there is this tension in architectural education between the notion of a core of skills, focusing around design, and the liberal goal of decentering architecture, then perhaps design itself provides the key to realising this tension. If design is to be the focus of architectural education then we can attend to its definition. To design is to produce a proposal, an intervention or an innovation. The building, the intervention, need not be the end of the story. To design is to produce a proposal, an intervention or an innovation. The teaching, the intervention, need not be the end of the story. To design is to produce a proposal, an intervention or an innovation. The teaching, the intervention, need not be the end of the story. The teaching, the intervention, need not be the end of the story. Students may produce spatial explorations other than proposals for buildings that may be constructed as paintings or sculptures, virtual architectural events, installations, and even solutions to technical problems. If design is to remain at the core of architecture, then it does so as a critical pursuit, identifying and promoting productive differences within and amongst artefacts, practices and contexts.

Second, we can recognise that formal architectural education is part of a continuum in the education of the architect. An architecture degree fits within a combination of moves by the professional, which involves experimentation with new degrees, finding oneself in different practices, and undertaking changes in specialisms and even changes in career. It is not that there is a puritan career path that is architecture, with deviations from this, but architecture can be seen as all these diverse activities. Design, as the core of architecture, is a restless pursuit.

Third, it is worth recognising that the community that is architecture is diverse, a fact partly recognised in the educational community in the UK. We recognise that different schools have different strengths, educational policies and different views of what architecture is about. In assessing a student we don’t need to ask whether a particular student has the skills to be an architect, but will he or she be in a position to contribute to the diverse professional community that is architecture? Will the graduate make a place for himself or herself within it? This diversity is at the heart of design. Design involves community, a sharing and colliding of horizons, working through conflicts, and participation. Complaints about architecture and disarray over the quality of the built environment come down to the question of who was consulted in the intervention, and who participated. If design thrives on participation within a diverse professional community then this is in keeping with architecture.

In design, which is at the core of architecture, we find this restless movement, a subversion of sorts that is already there. An architecture school can be the real place where this movement is given free rein. It is not an anarchic restlessess, but it recognises that restlessess is the core itself, a symbiotic tension between what needs to be taught and its revision and reconstruction.