

Meet Dr. Carole Gillis: A Profile In Lund

For the last couple of years, the number of students leaving their course after the first semester has been rising. The teachers didn't know what to do and no-one really knew what the problem was.



Dr. Carole Gillis, who teaches Latin and others subjects at Lund University, was one of the teachers who saw her students dropping out of courses one by one.

One day she went to a seminary on a method used in the USA since the 1970's about a method entitled *Supplemental Instructions*. Dr. Gillis immediately realised that this long

established method could be the solution to the problem at Lund. In 2001 she applied for money to be able to try the project for a year. At the end of the first year both she and her fellow teachers were pleased with the results.

But what was the method all about?

"*Supplemental Instructions (SI)* is simply a method for students to get back their energy and will to study", Carole explains. "The method gives first semester students the opportunity to meet more experienced students that study the same subject, in order to discuss, get advice and help."

"But it's not a study circle", Carole explains, while she wants to point out that the meetings are voluntary and on a more social level, where the students can get to meet and learn to know other students. Every group is lead by a mentor, a student who has already done the course and is more experienced. The mentor is there to teach study techniques, act as a link between students and teachers and be there as a support.

"The groups are more like a break in all the studying, the students get to meet and talk", Carole says.

The method covers both the gymnasium and the university and has become a big success. Since the introduction of the method, continued studies have increased by about 75%.

"There weren't any motivations before", Carole says. "The students had high student loans and too many things to do. With the mentor groups everything becomes easier!"

The goal with the groups and with SI is to make every student an independent individual who dares to question, has control over both his or her life and school, and of course, to succeed with his/her studies.

The idea is to give the will back to the students with the help of the mentors who have been in exactly the same situation and are willing to teach their techniques and tricks, but also to make the students environment more fun.

"It should be fun to study. If the students get to meet and have fun while they help each other with studies, everything will become more fun", says Dr. Gillis and tells about a group she visited where the students were studying Japanese, and arranged Bingo with Japanese characters.

How do you become a mentor?

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Lund 2014

The city of Lund is working to complete their application to become a European Culture City in the year 2014. In October this year, the application is supposed to be ready to be sent in, and then the wait for the jury's decision starts. The decision of the winner will

be announced in 2010. If Lund gets elected, the start of the concrete work with the program will begin. For now, the work is mainly about developing a common workplace where different participants can meet, discuss various strategies and start acting on them.

In the City Hall Conference Room, where most of the work on the application for *Lund 2014* takes place, **The Lundian** met with Jenny Kornmacher and Richard Willford who explained the application process to us. Jenny works in communication and development, whilst Richard is the project manager and is responsible for the application -- which has to be finished in October.

What exactly is Lund 2014?

"Lund 2014 is originally an initiative from the EU which started in 1985. Every year one European City gets elected

to be the Culture City that works as an instrument to bring people together. The goal is to unite the people in this united union around culture. In



Sweden, Lund competes with six other cities who are all strong contestants: Umeå, Norrköping, Göteborg, Gävle, Uppsala and Kalmar."

How will you go about it?

"We will use our the strategies and resources already have and create new ones. It really will become a regional project since Lund is such a small city. First we have to apply to compete, and then let a jury choose a finalist."

Do you collaborate with any local associations?

"Absolutely, very many societies. Actually we cooperate with about one hundred societies, all of them bringing something special that they would like to bring forward within the work".

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My name is Sebastian Regander, I'm 18 years old and I live in Lund.

Last spring I traveled to London with my father. We went there during a weekend and we visited many exiting places, such as The British Museum and Madame Tussauds.

But one thing I missed, which I regret not doing is to ride the London



Sebastian Regander

Underground. But I took a ride on a red double-decker bus around the city. And of course I ate the national dish "fish n' chips".

My name is Caroline Cramer. I live in Eslöv with my mother and two brothers and one sister. I have never been outside Sweden, but I want to travel a lot. Maybe to Africa and visit different tribes and get a chance to experience other cultures.



Caroline Cramer

In my freetime I listed to a lot of music. I also help take care of my brothers and sister so I don't have a lot of freetime.

I would like to go to a drama school in USA

My Trip to London

In 2006 my mother and I went to London with my friend and her mother. We lived outside London in a hotel. The reason that we went there was that we were going to see a play called 'Phantom of the Opera'. All of us thought it was fantastic, much better than the movie. We also went on a



Petra Bengtsson

tour of London by bus and we got to see the London Eye, Big Ben and lots of statues. We lived next to a shopping mall and that is what I miss most.

Visiting Amsterdam

A friend and I went to Amsterdam in the early autumn of 2007, to work with a project for school about legalization of drugs. We went through Germany, and made a stop-over in the German city of Duisburg to visit a friend, for a couple of days. On October 28 we continued our train ride to Amsterdam, the Dutch capital located near the Dutch coast.

Here you find characteristic buildings from the 15th Century right next to the many Coffee shops tucked in on every block. The moral in Amsterdam is very liberal and tolerant and during our visit we got lots of new aspects of thinking. It's also a great place to make new friends, and we didn't miss a chance. The city is beautiful and can offer the feeling of a metropolis together with



small streets with picturesque remains from the Middle Ages. It's definitely a place to go back to.

Louise Andersson

Agadir, Morocco

Some might think its easy to impress a thirteen year old kid who's been living in a yellow wooden box for half of his life, but when my mother decided to take me to Agadir in Morocco, it turned out to be a harder task than expected. Once we arrived, I took a walk in the city and it was nothing but painful. It was a truly disgusting sight; big fancy



stores, fast food-restaurants and all those kinds of things that capitalism and globalisation do to a city. There are a lot of people who live to consume and probably would enjoy visitng Agadir, but not me, which made the whole week kind of pointless. Since then, I've been really careful about where I go on vacation.

My name is Simon, I am 18 years old and live at Djingis Khan far out in the east of Lund. I study text communication at Vipeholm and I will graduate this June.

Simon Berglind

My Love For Music

I'm studying my last year at the Media Programme at Vipan High School. My main subject is text communication and writing is one of my biggest interests. Music is something else that is really important to me and I listen to music every occasion I can. Music is so much more than just the sound you hear from the speakers. I love to experience music live and going to festivals during the summer-time is something I love doing.



For me it is really hard to tell what kind of music I prefer since I listen to so many different genres. One of my absolute favourite artists is nevertheless Regina Spektor,

who is an American singer.
Tina Karlsson

Bollhuset ("Bowling Alley")

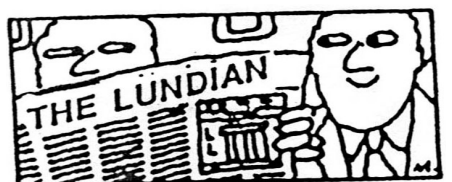
Bollhuset is a famous sports arena in Lund where you find almost every sport. There is everything from floorball to Zhineng Qigong, which comes from China. This form of exercise helps you to improve health and find peace in mind and soul.



Bollhuset was founded in the middle of the 60's with several rooms for different kinds of ball sports, such as handball, basketball, volleyball and more.

Here you can also find rooms for judo, weight lifting, bowling and even shooting, where you can use a gun, rifle or try archery.

Bowling is also a popular choice of the citizens in Lund.



The Lundian's Shoppers and Buyers Guide

Banks: There are a number of banks in Lund and there is a complete list in the tourist brochure under the heading "Allmän Information". The Swedish word for bank is, as you might know already, "Bank". **Rent a Bike!** The best way to see Lund during your stay here is to rent a bike at any of the bike shops. Just go in and ask them if they rent bikes. Most are open daily, between 10 a.m. and 5 p.m. **Books:** Lots of book stores in Lund, including used book stores. **Emergencies:** **Dial 112** for any emergency. **Libraries:** City Library and branches, S:t Petri Kyrkogata 6, 046-35 59 90; The Green Library (Miljöbiblioteket), Winstрупsgatan 3, 046 -12 24 44; University Library (UB1), Helgonabacken, 046- 222 7500. **Lost and Found and Assistance:** Police: Byggmästaregatan 1, Lund, 046 - 16 52 23. **Medical Care:** Studenthälsan, Gerdagatan 7a, 046 - 222 4377. Capió Citykliniken, Clemensstorget 5, telephone 046 - 35 05 00; University Hospital, Getingevägen 4. Telephone: 046- 17 10 00. **Post Office:** postal services such as stamps and mailing packages can be done at many local grocery stores, and one mails letters in the yellow mail boxes located all around town. All money related matters can still be done at the **Svenska Kassa Service**, located on Bangatan 7, to the right of the train station, For more locations and opening hours go to www.svenskassaservice.se. **Recreation Centers:** Ask at the Lund Tourist Office or the international student center about facilities. 046-35 50 40. Most are open 10 a.m. - 6 p.m. on weekdays and 10 a.m. to 1 or 2 p.m. on Saturdays. Long Saturday: The first Saturday of each month is known as **Långlördag** and most shops are open until 5 p.m. **Swimming pools:** Indoor pools: Högevall, City Park, Delfinen (Magistratsv. 55 A). Info: 046-35 52 17, 046-35 52

22. **Tourist Office:** Kyrkogatan 11 (opposite the Cathedral) 046-35 50 40. Information and guided tours available. Museums and other tourist sites are all listed in the Tourist Brochure which is available at the **The Lund Tourist Office**. **Transportation:** Trains: Regional buses and trains (Pågatåg) departing from the main train station; SJ, the Swedish state railway, 0771-75 75 75. English-speaking reservation agents are available at SJ. Lund city buses, 046 14 14 50. Minitaxi 046-12 12 12 or 15 15 15. **Worship Services:** Muslim Students: 046-13 48 22, Bahai Centre in Lund: 046-18 88 29. Jewish Centre in Lund For information see www.jcl.se. Jehova Witness 046-12 92 17. Student Chaplains: 046- 35 87 00; Catholic Church 046-14 06 15. International Church: 046-15 15 62.

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We have a number of lawyers who can help you, and we are affiliated with a number of Swedish Ombudsmen who have the duty to protect you from discrimination.

We also run a Human Rights Information Centre, so if you feel you are being discriminated in any manner, contact us at 046 – 222 1229 or by email at englintern@hotmail.com and we will give you advice on where to go to and who to call for help.

Know Your Rights

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The Season's Holidays

April

- 20-21 *Pesach (Passover) first two days - Jewish*
- 21 *First Day of Ridvan - Baha'i*
- 23 *St. George's Day - Christian*
- 25 *Holy Friday - Orthodox Christian*
- 26-27 *Pesach (Passover) final two days - Jewish*
- 27 *Easter/Pascha - Orthodox Christian*
- 29 *Ninth Day of Ridvan - Baha'i*
- 30 *St. James the Great Day - Orthodox Christian*

May

- 1 *Ascension of Christ - Christian*
- Beltane - Wicca Northern Hemisphere*
- Samhain - Wicca Southern Hemisphere*
- 2 *Yom HaSho'ah - Jewish*
- Twelfth Day of Ridvan - Baha'i*
- 8 *Yom Ha'Atzmaut - Jewish*
- 11 *Pentecost - Christian*
- 18 *Trinity Sunday - Christian*
- 20 *Buddha Day - Visakha Puja - Buddhist*
- 22 *Corpus Christi - Catholic Christian*
- 23 *Declaration of the Bab - Baha'i*
- Lag B'Omer - Jewish*
- 29 *Ascension of Baha'u'llah - Baha'i*
- 30 *Sacred Heart of Jesus - Catholic Christian*

Source: *Interfaith Calendar for 2008*

Lund 2014

Many people say that culture has always been a big part of life in Lund -- in which way?

"Lund has very educated inhabitants who have many opinions and a good insight into the culture life. Besides this, Lund has an exciting position in Europe by being an important meeting place in the fastest growing region of Öresund".

What are the special features of the city that are considered important within culture?

"Currently, they are not that many, but it is constantly a growing number. We have an historic university, a church with thousand-year old roots, the museum of Sketches, Kulturen and Lund as a city of books. And, as we said before, the inhabitants take an active interest in its history and have a new way of thinking. The four freedoms of Lund rests on the fact that products, services, capital and manpower can move



freely over the borders within the EU. As a theme for Lund 2014, you are now looking for a fifth freedom. The purpose of such a freedom is to complement the other four while preserving the quality of life and the meaningful consistency of each individual. The fifth freedom is going to get us to discuss dreams, the future and lifestyles from a new perspective".

What is most important to show in Lund as a culture city?

"Today we don't have anything to show. What we are focusing on is the futuristic version of Lund, so we



show the plans we have. The EU revolves many people and what we want to do is give this city a new face of development".

How and who decides who wins the title?

"Thirteen knowledgeable persons form the jury who chooses the winner. Six of them are chosen by a cultural committee and the rest are chosen by an EU-institution. In January or February 2010 one of the Swedish contestants will be elected and the Swedish government sends their proposal to the EU-commission".

What will a victory mean for Lund?

"It will mean lots of funds. We would have to build a special building for culture and more museums. Those funds mean opportunities. We would also have to change the image that Lund has today".

And what happens if Lund doesn't become Culture City 2014?

"Then we'll just continue trying to develop Lund more. Admittedly we don't get all the money that the winning city will receive, but there are always other paths to follow".

Text: Sandra Walter, Joakim Svensson

Photos: Linn Sandström



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AF Borgen in Lund

Survival Guide Number 101

English - Swedish List of Foods You Might Buy to Survive*

*Originally translated by a foreign student, this list was revised by Elenor Axelsson of English International.

English Name	Swedish Name	Packaging
Dairy Products	<i>Mejeriprodukter</i>	
Eggs	<i>Ägg</i>	6 or 12 pack
Sour cream	<i>Gräddfil</i>	Blue/White Carton
French sour cream	<i>Crème fraîche</i>	Small round tube (color according to fat content)
Whole milk	<i>Mjöl</i>	Orange/White carton
1,5% milk	<i>1,5% mjöl</i>	Blue/White Carton
Skim milk	<i>Lätt mjöl</i>	Red/White Carton
Buttermilk	<i>Filmjöl</i>	Varied package
Coffee cream	<i>Kaffegrädde</i>	Green/White carton
Whipping cream	<i>Vispgrädde</i>	Red/White carton
Butter/unsalted	<i>Smör/osaltat</i>	Varied package
Butter/extra salted	<i>Smör/extra saltat</i>	Varied package
Margarine for baking	<i>Margarin</i>	Varied package
Liquid Margarine for baking	<i>Flytande Margarin</i>	Yellow plastic bottles
Margarine for table use	<i>Bordsmargarin</i>	Golden package
Extra-salted	<i>Extra saltat margarin</i>	Varied package
Dietary margarine	<i>Extra lätt margarin</i>	Varied package
Cheese spread	<i>Mjukost</i>	Blue/White tube
Mild common cheese	<i>Herrgårdsost</i>	See-through package
Cottage cheese	<i>Keso</i>	White package
Strong/sharp cheese	<i>Stark lagrad ost</i>	See-through package
Fish	<i>Fisk</i>	
Anchovies	<i>Ansjovis</i>	
Salmon	<i>Lax</i>	
Cod	<i>Torsk</i>	
Flounder	<i>Flundra</i>	
Plaice	<i>Rödspätta</i>	
Caviar	<i>Kaviar</i>	
Meat	<i>Kött</i>	
Ham	<i>Skinka</i>	
Liver Paté	<i>Leverpastej</i>	
Salami	<i>Salami</i>	
Liver	<i>Lever</i>	
Tongue	<i>Tunga</i>	
Brawn	<i>Sylta</i>	
Kidneys	<i>Njure</i>	
Ground beef	<i>Nötfärs</i>	
Ground pork	<i>Fläskfärs</i>	
Mixed ground meat	<i>Blandfärs</i>	
Pork chops	<i>Fläskkotletter</i>	
Lamb chops	<i>Lammkotletter</i>	
Beef brisket	<i>Oxbringa</i>	
Inner thigh of beef	<i>Ox innanlär</i>	
T-bone steak	<i>T-bone stek</i>	
Poultry	<i>Fågel</i>	
Chicken	<i>Kyckling</i>	
Goose	<i>Gås</i>	
Turkey	<i>Kalkon</i>	
Game	<i>Vilt</i>	
Moose	<i>Älg</i>	
Rabbit	<i>Kanin</i>	
Venison	<i>Rådjurskött</i>	

Know Your Rights

As a foreign student, researcher or a resident of Sweden, you have rights you may not be aware of. If you want to learn about your basic human rights in Sweden, attend our study circles on human rights.

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Mother Tongue Education Important To Maintain

The Hemspråk Reform was introduced in 1976, and in 1977 it became the child's right to be taught in his/her mother tongue. In 1985 the Swedish Parliament decided that school teaching should be characterized by an intercultural outlook, whilst mother tongue got a syllabus and grade criteria of its own.

"New rules"

On the 10th of March the Swedish Parliament announced that the national minority languages in Sweden should be



placed on an equal footing along with mother tongue in both the nine-year compulsory school and in the upper secondary school. This change specified that Finnish and Yiddisch were exceptions from the requirement that a student's mother tongue should function as the language spoken at home, to get the municipality to offer the

education. At least five students have to apply for mother tongue in a specific language, for them to be able to have lessons in that mother tongue. These new rules will take effect on July 1st, 2008 due to Sweden's treaty obligations to protect minorities and minority languages as mandated in several European human rights instruments.

Immense joy being a mother tongue-teacher

Elaine Bosak is a retired mother tongue-teacher of the English language. She started out in 1979 and she worked in 22 schools in Lund. Towards the end of her career it narrowed down to 9. Elaine tells us that you choose to have instruction in your mother tongue because you want to maintain and develop your language, and that everyone who uses their mother tongue as the main language at home qualifies to participate in the education. You have to have a connection to the language, you cannot join to learn a completely new one.

What does the law say about the education? Should it be taught in a special way?

"The law does not tell you how to teach. It only tells you that it is supposed to happen during school hours and about 40 minutes a week. Larger groups have 80 minutes a week. You might say it is too little, but there is no room for more. Other subjects in school have their hours so you have to stick to the 40 minutes. Of course it helps if you use the language at home while getting the education".

Are there good and bad results in the mother tongue education? Do the students take it seriously?

"Yes, the students take it seriously and there are almost no "bad results", since the students that lack interest and find it harder to keep up or attend lessons after school tend to drop out after a while. However, problems appear for the teachers when travelling between schools. The cell phone made it much easier for me to get in touch with students and teachers.

You can wonder if the number of mother tongue teachers is enough. You often hear students expressing opinions, saying there are not enough teachers on certain occasions. Elaine tells us that there are some 60 teachers in 35 languages in Lund. In the larger languages you have about 5 teachers and in the smaller ones you have fewer".

Where do you think the students learn the most - at home or at school?

"School and home work as a team. They complement each other. In the home you get the basics, like in any other language. For example, if Swedish is your mother tongue, you learn the language at home and when you get to school you continue to build on your knowledge. You learn more vocabulary, grammar, reading, and writing. You learn both at home and in school, you might say. It also depends on the interest and ability of the student, as in any other subject".

Do you think it is important to maintain your mother tongue?

"Yes, of course. You should maintain it both through school and your home. It is important for your identity. Having contact with your native country is also an advantage when it comes to keeping your language".

What is it like to be a mother tongue teacher?

"It's a lot of fun, hard work and at the same time very interesting. My students ranged from the ages of 6 to 16. The students have so much energy that it is contagious. Every day is different, and every pupil/group is special".

There is no comparison between learning at school and learning at home

Knowing the students opinions about the education is both important and interesting. Samir Morina is 18 years old and currently finishing his final year at Bergagymnasiet in Eslöv. His mother tongue is Albanian, since he originally comes from Kosova. Samir took part in mother tongue instruction until 9th grade on Sätöftaskolan in Höör.

Do you feel that you got any benefits from being taught in your mother tongue?

"Yes I do. We learned to use the Albanian language the right way and we read and wrote a lot. The teacher had many lessons where we talked about grammar".

But do you feel that you learned most when you communicated at home, or is that a different kind of learning?

"You learn a lot when you talk at home, but there is no way to compare that learning with the one at school. In school the teachers have a certain plan which tells us what we are supposed to learn and how we are supposed to learn it. When you talk at home you often use slang, just like every



other home which makes it different. We can use some words at home which do not even come from the Albanian language and in that way I

feel that mother tongue education is important".

What do you have to say about the range? Should one schedule more time for mother tongue and do you feel that there are enough teachers?

"I had mother tongue once a week for about 60 minutes, but I feel that you could make it into a regular lesson and have it twice a week instead. I remember that it worked out fine with the teacher and since we were not as many students the teacher had time for everyone. It was not as messy as it could be during other lessons and the teacher was good. However, a bad thing for me was that we mixed the ages of the students and on that note I do feel that there could be more teachers for mother tongue".

See also. <http://sydsvenskan.se/lund/article315248.ece>

Text: Joakim Svensson and Sandra Walter
Photos: Petra Bengtsson

The Car - The Woman

About a year ago, I got my drivers license and the same day my parents gave me a car. It's easy to understand that it was a good day.

The car is a white Ford Fiesta, year model '90. It's a really good car, in my opinion, and so far it hasn't really given me any problems. Well, of course I've had a little trouble, last time there were some flat spark plugs that made the car a bit jumpy, but never anything more serious.

I can't say that I really think that there are any differences between being a woman or a man owning and driving a car. Some probably think that men know more about cars than women, but the fact is, just being a man doesn't necessarily mean you have that kind of knowledge. I know a lot of girls who know a lot about cars and a lot of boys who don't know anything about cars.

Despite this, people still seem to react differently about which gender drives which car. My car is a tiny one, with faded windows, it has some stickers on it and a pretty big exhaust pipe, and it seems that people who look at my car when I drive by mainly consist of 14-16 year old girls. They probably think that the driver is a guy and one of my girlfriends has noticed the same thing about her car. I guess women are supposed to drive a little, if you say, "softer" car, but I don't really know what type of car that would be.



That's kind of like it is, being a woman and driving a car. The biggest difference as I see it though, is not a question of gender - it is a question of age and that is because of insurance reasons. Insurance for young people and women is more expensive than for men.

What type of car do you have?

Answer: A Ford Fiesta, '90.

What does the generator do?

Answer: It gives power to the car battery.

How much tire pressure are you supposed to have?

Answer: That depends on the type of tires.

How many volts does the battery have?

Answer: 12 volts.

Where is the battery?

Answer: Next to the car engine.

How many passengers fit in your car?

Answer: Three excluding the driver.

What type of fuel does the car use?

Answer: 95 octane petrol.

What are the three most important things that you have to have in your car?

Answer: A warning triangle, a jack and a tire-wrench.

Text: Sandra Walter

Photo: Max Malmgren

Some Facts: Ms. Gloria Ray Karlmark was raised in Little Rock, Arkansas, USA. Since the end of the 1960's she has lived in Stockholm, Sweden with her husband, Krister Karlmark. They have two grown children. Ms. Karlmark has a degree in chemistry and mathematics from the Illinois Institute of Technology, Chicago. She worked as a systems analyst and patent technician for companies such as IBM and Phillips in Sweden and Holland, and is now retired.

Dr. Carole Gillis

"You have to apply to become a mentor. Then you get evaluated, to see that you really can do the work. Social competence is important and that you have reached a certain level of maturity and understanding. Then there is a two-day long education followed by further education a couple of times a month."

Carole points out that the ones who really win something, are the mentors.

"Besides learning their subject, they also learn the basics of leadership. And they have fun!"

But the future for the method is insecure.

"We fight with a very tiny budget and have had to make many cuts", Carole explains. "Teaching will always come first, but I really hope this will continue to exist".

This method is an opportunity for the students to deal with their studies together, and at the same time it's an opportunity for the students to relax, get to know new people and have fun.

"It's a really great thing, and everyone should join", Dr. Gillis says.

For more information visit: www.si-mentor.lth.se

Text: Karin Bäckman Berg

Photo: Max Malmgren

Meet One Of The Little Rock Nine

Gloria Ray Karlmark wrote history in 1957 when she, together with eight other teenagers, challenged the segregation laws in the American school system. Their action led to one of the most dramatic events in the black people's struggle for equality and justice in American society.

In 1954, the Supreme Court of the United States declared that racial segregation in schools was unconstitutional. In her hometown, Little Rock in Arkansas, integrated schools were introduced step-by-step and in 1957, and the black population was allowed to go to the same high schools as whites.

But when Gloria Ray Karlmark and eight other black students attempted to attend Little Rock Central High School, they were

stopped by thousands of demonstrating racists and soldiers sent out by governor Orval Faubus. The decision of the governor



created a national political crisis where the state went on complete collision course with President Dwight D. Eisenhower. After a tug-of-war lasting several weeks, Eisenhower commended thousand of soldiers with the objective to protect the school and the nine black students.

Despite constant death threats and with the help of military, the students could carry out one school year under which they were constantly bullied and frozen out by school by their white schoolmates, teachers and parents with racists views. "The Nine's" action still counts as one of the most important parts in the building of the black movement that, with Martin Luther King and many others, would overcome racial segregation in many parts of the United States.

She recently visited Malmö to celebrate the United Nations Day Against Racism and Discrimination (March 21) and to tell about her experiences. Gloria Ray Karlmark regularly lectures in schools, assemblies and associations.

Sources: Chronology of African American History, by Alton Hornsby, Jr. (Gale Research, 1997) See also sydsvenskan.se 16 March, 2008 (Niklas Holm)