

Inside The Grey Shirt



Fatima College Annual 84-'85

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NITENDO VINCES

ACKNOWLEDGEMENTS

We think it fair to acknowledge our gratitude to all those who assisted in whatever measure in the production of this the fourth issue of the Fatima College Annual. But we have received assistance from so many quarters that it is difficult; nay, impossible, to extend individual thanks to all who helped. Teachers, students, parents, advertisers, printers, photographers, have all contributed in some way. To all, we are extremely grateful.

Nevertheless, we feel that some must stand out for individual attention. We the Editors of the Fatima College Annual 1984/85 extend our heartiest thanks:

- * To Sixth Former Leyland Smith, our resident photographer, who squeezed time out of his busy schedule to shoot and develop for us;
- * To Andrew Woo Ling and Anthony Rowley who have officially left, but who nevertheless continue to lend us their assistance wherever this is needed;
- * To Gregory St. Bernard and Jeffrey O'Brien, who worked assiduously and tirelessly to ensure the A1 appearance of this Annual;
- * To Mr. Glen Roach, who liaised so efficiently between the Publication Committee and the advertisers;
- * To Miss Cynthia Joseph, who readily and inhesitantly gave of her time to assist us in typing.

To all these, we say once again: Thank You.

MR. A.B. JOSEPH
MR. C. JOHN.

EDITOR'S VIEWPOINT

The Fatima Annual is now in its fourth year. It got off the ground in 1981 — almost forty years too late. In that year, two teachers who had been toying with the idea for a long time, put their heads together and came up with "Inside the Grey Shirt — 1981". Today, four years later, the show goes on. But before the Fatima Annual can become a permanent institution, it is imperative that students be made aware of its importance.

A Yearbook is a major part of any academic institute. It is primarily a record. It records all the events that have taken place in any particular year. Moreover, it is a photographic record of all the people who were in any way connected with the named institute during that year. In the case of the Fatima Annual, it bears first of all photos of all the teachers and all the students of Fatima. Too often, the significance of this soars over the heads of students. Indeed it is correct to say that parents are more aware of the importance of an Annual than are their children. This is not surprising. Parents were students too, and for many of them, their school days remain but a distant memory shelved away somewhere in the dark recesses of their minds.

We are trying to avoid this. It is hoped that in future, Fatima students, or rather ex-Fatima students, will have a permanent record of their school life.

Consider, say, the year 2,000 — fifteen years from now. You have long left school; you have lost contact with your classmates; you have all gone your separate ways. Years have passed. The names and faces of your fellow-students are but an insignificant landmark along the highway of time. Your academic disciplines, your fun time on the football field or in the Chess room, remain but the fallen withered leaves in Time's garden. Your schoolboy pranks, the friendly inter-Form rivalry of the midday Leagues — these too are fading footsteps on the sands of Time.

Then one day you stumble across an all but forgotten booklet. You pick it up, dust it carefully, and read: "Inside the Grey Shirt — Fatima College Annual 1984/85". You flip the yellowed pages, and before long realise that you are holding a treasury of information in your hands. You come to the class photos. Incredible! You can't believe that that shy fourteen-year-old smiling wryly at the camera is you. As you scan further, your mind zips through the ages and memories that you had long considered lost suddenly burst forth upon you as flood waters bursting through a dam after heavy rains.

You see faces which you can vaguely recall, names which ring a distant bell. Memories of teachers — memories pleasant and unpleasant — return in a rush. You recall with a smile an end-of-term quiz; or with a tear a class detention. You wonder if this fellow-student has achieved his goal of becoming a professional wrestler, or if that one — a sickly chap, poor fellow — has gone the way of all flesh. You read with wonder — or disappointment — a poem or short story you had written fifteen years before, and praise or criticise your infantile efforts. You observe a photo taken at an Intercol match and remember with delight that day you saved your team by stopping a goal; or with dismay the day you wrecked it by throwing away a Penalty.

You realise that in the space of ten minutes, you have travelled backward in time some fifteen years. For this short space of time, you have actually re-lived experiences you had all but forgotten. Then and only then will you be aware of the importance of the Annual — but it may be too late.

However, the importance of an Annual does not lie solely in the distant future. The Annual can be seen as a forum of expression. Indeed in this issue, students express their views on a variety of topics: from the need for a Student Council to the value of School Prefects; from the Video Revolution to violence in Sports. Teachers opine, *inter alia*, on students' attitude to work and on Discipline.

Some suggestions have been made — and have been accepted — as to ways and means of improving the Fatima Annual. It was suggested, for instance, that colour photography be introduced and that the number of 'Student Personalities' be reduced. Students (past and present), teachers, and parents should feel free to make recommendations. After all, it is our Annual, and so it is up to us to perfect it.

More importantly, it is necessary for every student to have in his possession a copy of the Fatima Annual. People live and die; ages come and go; but fond memories can be preserved. Let us preserve ours, in the Fatima Annual — Inside the Grey Shirt.

ALOYSIUS JOSEPH
(Editor)

ACKNOWLEDGE

in 1981 — almost forty years too
 late to be aware of its
 existence. But before
 it was on, put their heads together

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On the cover is a sketch of Mr. Clive Pantin, done by a former student, Alan Chin Lee. Mr. Pantin is one of our three past Principals. He taught at Fatima for twenty-seven (27) years, and was Principal for nine years.

PRINCIPAL'S REPORT

The Principal's Report is an important speech delivered at the Annual Prizegiving Ceremony. In this issue we reproduce the gist of it. The full report is available from the Principal's Office, on request.

Your Grace, Representative of the Ministry, honoured guests, parents, friends, colleagues and students. It is indeed a great pleasure to welcome you all here to our Annual Prizegiving ceremony. My report will be for the academic year 1983/84.

Our results in the public examinations this year were very gratifying. This is particularly so, not because we won four (4) scholarships, and topped the island winning the President's medal for the second time in three years, but mainly because there were at both levels, Advanced and Ordinary, substantial increases in those obtaining full certificates.

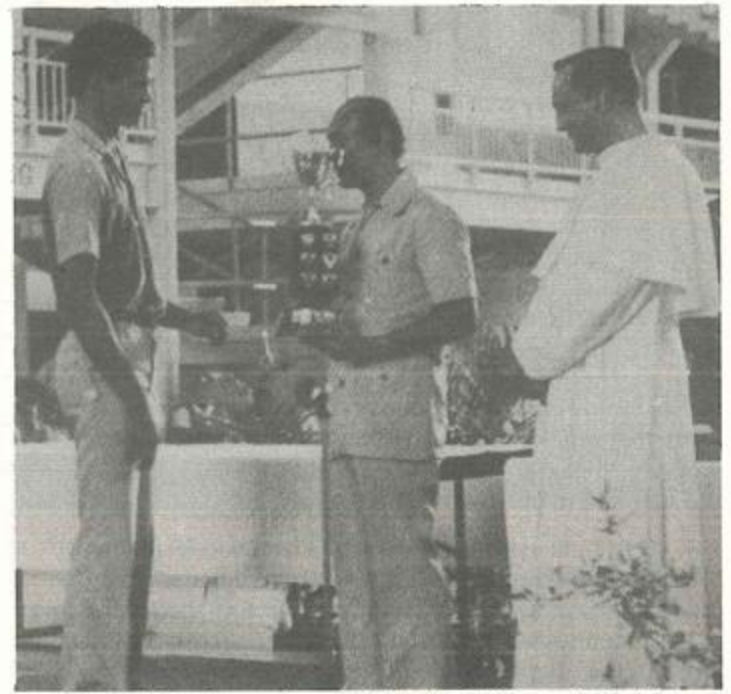
Our scholarship winners fall into two categories — the very brilliant, and the hard workers. This statement is an over simplification of the truth for the brilliant ones also had to work hard and the hard workers had to have some exceptional ability. In the first category I would venture to put Kyle Rudden and Brian Alleyene. Kyle from his first year at Fatima in Form IV displayed considerable talent and a propensity for hard and thorough work. He aimed always at 100% and generally expected to obtain it. Here was a student who was capable of doing four (4) Advanced Level subjects and of obtaining 'A's in all four. Our very heartfelt congratulations to him on attaining his ambition.

What can we say of Brian Alleyne? Brian was attempting five (5) Advanced Level subjects at one go — Mathematics, Further Mathematics, Physics, Chemistry and French. He succeeded in getting four (4) 'A's, and a 'C' in the last mentioned. But Brian was also a member of the Field Naturalist. He went hiking on many a weekend, he represented the school at chess and played the piano creditably.

Adrian Austin and David Downie were the other additional scholarship winners and their successes emphasise our motto 'Nitendo Vinces', for once again it was persevering diligence that won through in the end. David, in particular, had given up the glamour of intercol football to concentrate on winning a scholarship.

To achieve the all-round development of the student there were other areas in which our students engaged and in which they performed well. We entered six (6) teams in College's Football League, and while we were able to hold our own in Giants (under 14) and Colts (under 16) division, in the Championship division we ended up in the cellar position and faced relegation. During the year, regulations concerning this division were altered and we find ourselves facing the up-hill task of restoring our reputation in football in the 1983/84 season. Our only consolation was that we won the trophy for the best disciplined team.

Cricket is more time-consuming; it lacks the crowds, the coverage and the enchantment of football. This was reflected in the numbers participating, and we were only able to enter three (3) teams. The Giants were the North Zone Knock-Out Champions, the Colts — North Zone League Champions and the Seniors — National Champions in the League and Inter-Col. These excellent achievements



Patrick Borely receives the Principal's Cup and Medal.

especially at the under -19 level were mainly due to our captain Nicholas Gomez who was selected captain of the National Youth team playing in the Quadrangular tournament in Barbados and the Davis brothers Barry and Gregory. The team was a cohesive force and very good performances were made by other players in difficult times. Our participation and successes would not of course be possible without the very valuable contribution of expertise and time by our coaches and teachers.

The Scouts, a rather larger body, continue to train our young men to be useful, responsible, disciplined citizens. Several camps were held and, in particular, the exciting and education experience of a World Jamboree became a reality for ten (10) of our Scouts. We would like to thank Troop Leader, Mr. Raul Poon Kong, as well as the parents and all those who have helped us so generously in the course of the year.

Chess, under the able leadership of Mr. Aloysius Joseph, had a very good year. For the first time, Fatima won the school Annual Chess Tournament and, Fatima students, additionally, received some exposure to the outside world of Chess.

While generally the report indicates an improvement academically over the previous year, there are still certain points which have been made every year, and which it would appear need to be re-stated. Through religious education the school continues to develop in the student the absolutely necessary moral training in preparation for a harmonious internal as well as social life. Although we have found the support for this type of education is given when students are in the first three forms, when subject clashes occur, when students tend to rebel, when parents begin to consider their sons as 'big men', too often the support which the school requires from them is not forthcoming. We believe that it is precisely at this stage in the students' development that there is need for discipline and guidance.

Continued on Page 6

PRINCIPAL'S REPORT From Page 5

It is a frustrating task to know that you are dealing with an important subject, to prepare a course of work and to find that it is met with apathy on the part of the student aided and abetted by lack of interest on the part of the parent. Maybe I am being too harsh for, in fact, few parents fall into this category but I cannot help feeling that to educate fully, every single student is our responsibility.

There was a time, too, when a child corrected at school did not dare to report home for fear of further correction. We admit there were excesses and disadvantages in those 'good old days' situations but the readiness of parents today to accept almost without question the students' version points to lack of trust and faith in our teachers, and our school. The maintenance of discipline requires the support of the parents in the day to day management, in the little things - the proper uniform with shirts that can be tucked into trousers, and can be buttoned properly, being present regularly and on time, being neat and tidy and respectful.

Our fund raising achievements have received a boost by the introduction of the Christmas Bazaar to replace the Bingo. Once again the past students were at the forefront of this and other endeavours, and the success of these projects was due in no small way to the few members of the hardworking committee which meets weekly. Maybe some day there will be a prizegiving for these workers and some recognition will be given of their efforts. One of their efforts this year provided the college with a 25-seater bus to be used for school tours and away matches.

But the efforts, support and contribution of parents

cannot be minimised. The Bazaar 1982/83 brought together in an even closer bond parent and teacher especially class teachers and parents of Form I who were responsible for it.

It is to the parents and past students and the generosity of the Republic Bank that we owe our Computer room. With twenty-four micro computers and the associated equipment, we feel that we have an extremely workable facility, and we thank in a special way Fr. de Four for his drive and enthusiasm, in achieving the goal and his perseverance in carrying on the classes.

Finally, and in no way of least importance, I must pay tribute to our staff. Our results for the year 1983/84 tell the story. Improvements could not be achieved without hard work on their part. Towards the end of the year a seminar run by the Management Development Centre was held for deans, heads of departments, Principal and Vice-Principal. The hope is that a smoother, more efficient body will emerge based on the hard work and goodwill of all.

The Secretaries, Mrs. Garcia and Miss Joseph, the Manager, Fr. Power, and all associated with the college have been very good in their support and co-operation and without their help, the job of running the school would be extremely difficult if not impossible. To parents and to all assembled the blessings of this season and this holy year, and with God's help under the patroness of Our Lady of Fatima, we will continue "Nitendo Vincens" to strive and to conquer.

Thank You

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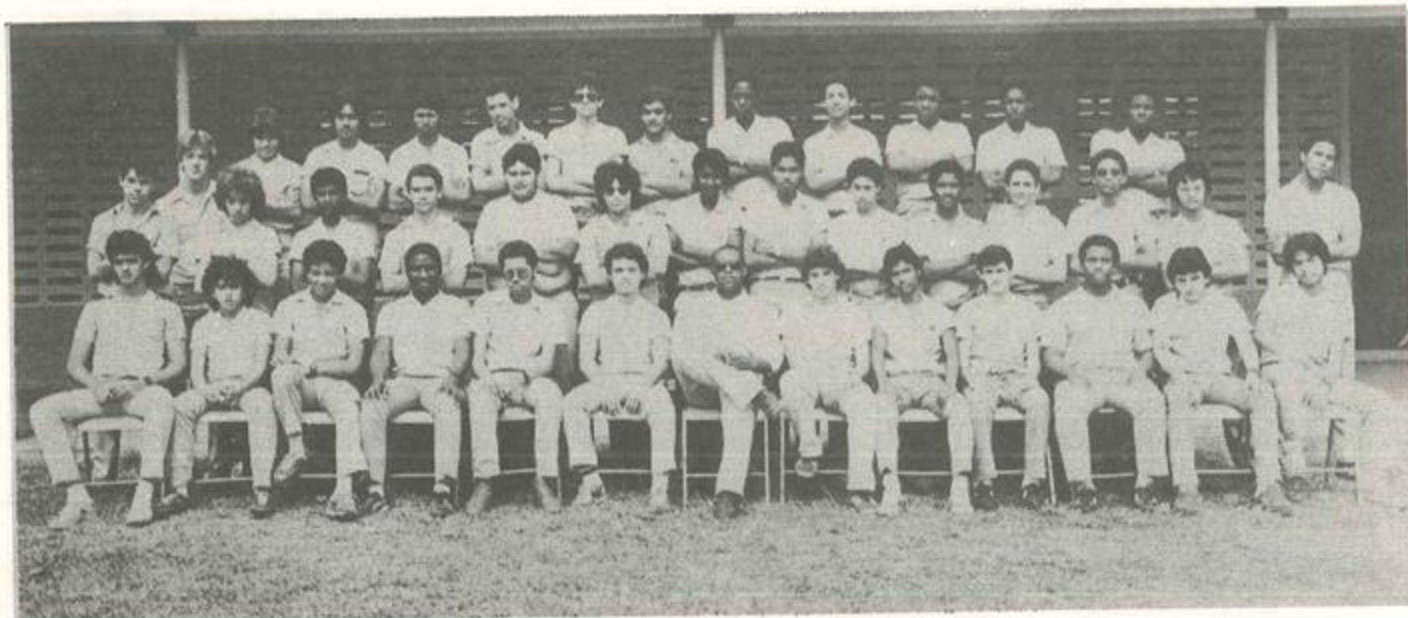


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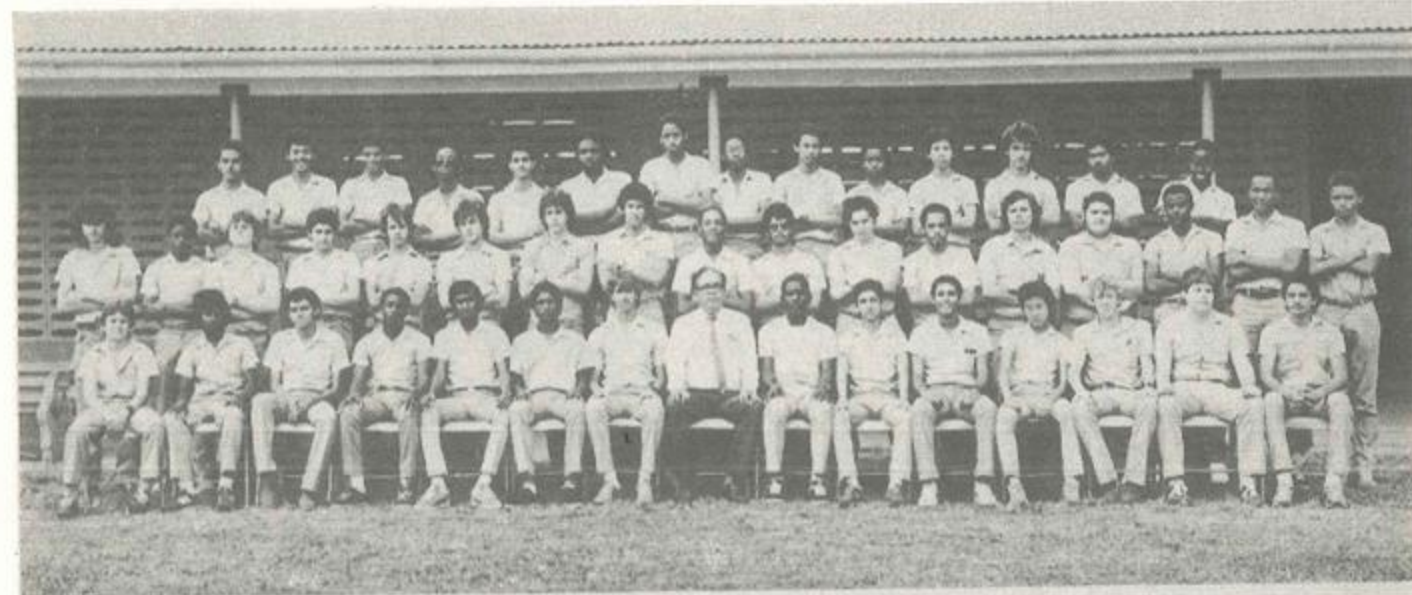


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FORM 5 Gr 1

BACK ROW (left to right): Mark ALCAZAR, Colin CARMICHAEL, Bernard ABREU, Sean AMMON, Christopher ABDULLA, Christian COZIER, Marc ALPHONSE, Ronald ALLEYNE, Ralph BYNOE, Colin BELL, Nigel BARROW, Raymond CHIN CHEONG, Andrew MOORE.

MIDDLE ROW (left to right): Miguel BURNETT, Kerwin CHAI, Dereck CHEN, Mark ACHE, Roger ACHONG, Andre AFFOON, Nigel AMING, Sheldon ANTHONY, Dominic BEAUBRUN, Maurice BACHAN, Winston CHANDLER, Carson CARUTH, Yusuff ADAMS, Don DALRYMPLE, David BORELY.

FRONT ROW (left to right): Alan BOISSIERE, Larry BAPTISTE, Duane ANDREWS, Sheldon CIPRIANI, Brian BECKLES, Aldrin ALLEYNE, Ms. D. HEYWOOD (Class Teacher), Veersen BHOLAI, Colin BROWNE, Mark COCKBURN, David CAESAR, Dexter BROWNE, Ricardo CHACIN.



FORM 5 Gr 3

BACK ROW (left to right): Graeme MARSHALL, Karim RAHAMAN, Charles PASHLEY, John PERMUY, Darren MILLIEN, Gerald RICHARDS, Duane PERRY, Wayne MATABAR, Graeme OTTLEY, Richard RIBIERO, Shane SHIVAJAR, Amral RAGOONANAN, Sean RAMDEEN, Sean RAMDOO, Leon RAMDEEN.

MIDDLE ROW (left to right): Wendell MITCHELL, Warren PARRIS, Gerard PEGUS, Adrian MIKE, Stephen MOORE, David MAKHAN, Terrance MC QUILKIN, Marc OSBOURNE, Ved RAMSEWAK, V. NARACE, Shiva MANRAJ, Cuthbert MITCHELL, V. NARACE, Damon MILLIEN.

FRONT ROW (left to right): Christopher MARTIN, Kieron MARHUE, Robert Charles MENDES, Ricardo PINTO, Gerald PASCALL, Ahmad RAHAMAN, Ms. J. O'BRIEN (Class Teacher), Neal PIERRE, Merrill MC HONEY, Francis PIERRE, Gerard PERRY, Ganesh RAMSAROOP, Anthony REDHEAD.



FORM 5 Gr 4

BACK ROW (left to right): Gerard SUPERVILLE, Michael REECE, Adam SAMPSON, Robert VAN DOORN, Ian VIRE, Allan TAM, Colin ZAMORE, Ian SALANDY, Raul THOMAS, Darren WARNER, Sheldon SPIERS, George SIEUNATH, David TOM, Kirk WOON SAM, Garnet RILEY.

MIDDLE ROW (left to right): Paul WOO LING, Charles ROSS, Steven SADLER, Andrew ORTIZ, Jose SALAZAR, Kirk RICHMOND, Shawn TANG MING, Randal WALKER, Sean SIMMONDS, Steven WILLIAMS, Vern-Wayne SMITH, Mark SMITH, Richard TAYLOR, Richard TURPIN, Lester THORNHILL, Brent ROBINSON.

FRONT ROW (left to right): Larry SINNERINE, Joel SQUIRES, Bruce TANG NIAN, Wayne SHEPPARD, Ronald SANCHEZ, Larry WILLIAMS, Scott RODRIGUEZ, Mr. J. NILES (Class Teacher), Brendan RODRIGUEZ, Anil ROBERTS, Mark SANTANA, Christopher WILSON, Lester TANG CHOON, Richard WILLIAMS, David ST. CYR.



LOWER VI Gr 2

BACK ROW (left to right): Roger WOOD, Anthony WILLIAMS, Brian HO, Paul PANTIN, Anthony JULES, Dominic RODRIGUEZ, Ronald ROBERTS, Martin STEELE, Nigel PANTIN, Colin INNISS, Dominic ROBAIN, Gregory KIRKPATRICK, Nigel WOO LING.

MIDDLE ROW (left to right): Brian MORRIS, Andrew PETERSEN, Dave INNISS, Stacey MORRIS, Keith SCOTLAND, Brent HILL, Edward KACAL, Barry LEE, Louis MOORE, Dylan MARFAN, Sheldon MILLETTE.

FRONT ROW (left to right): Raymond SAMMS, Anston RAMBERRAN, Leyland SMITH, Richard PIPER, Nigel MARHUE, Brian LAURENCE, Ms. S. HUMPHREY (Class Teacher), Andre HUGGINS, Roger KOO, Anthony JOSEPH, Azim SUNDERJI, Jeffrey JOSEPH.



LOWER VI Gr 1

BACK ROW (left to right): Yinka BADA, Clairmonte BOURNE, Patrick CHINASING, Devon CREESE, Neil GHANY, Richard CEDENO, David CAREW, Derek DANIEL, Bergen DOOKIE, Richard FIGARO, Colin ALEXIS, Keith ANTOINE, Stephen HARRIS.

MIDDLE ROW (left to right): Brent ANTHONY, Khalid CARMICHAEL, Paul DOWNER, Brian ELIAS, Allan GOODING, Mark ASSAM, Anthony ALI, Davin BORDE, Richard BATSON, Denton ARMSTRONG, Whitney CHIN, Stephen DE GANNES, Cornell GRIFFITH.

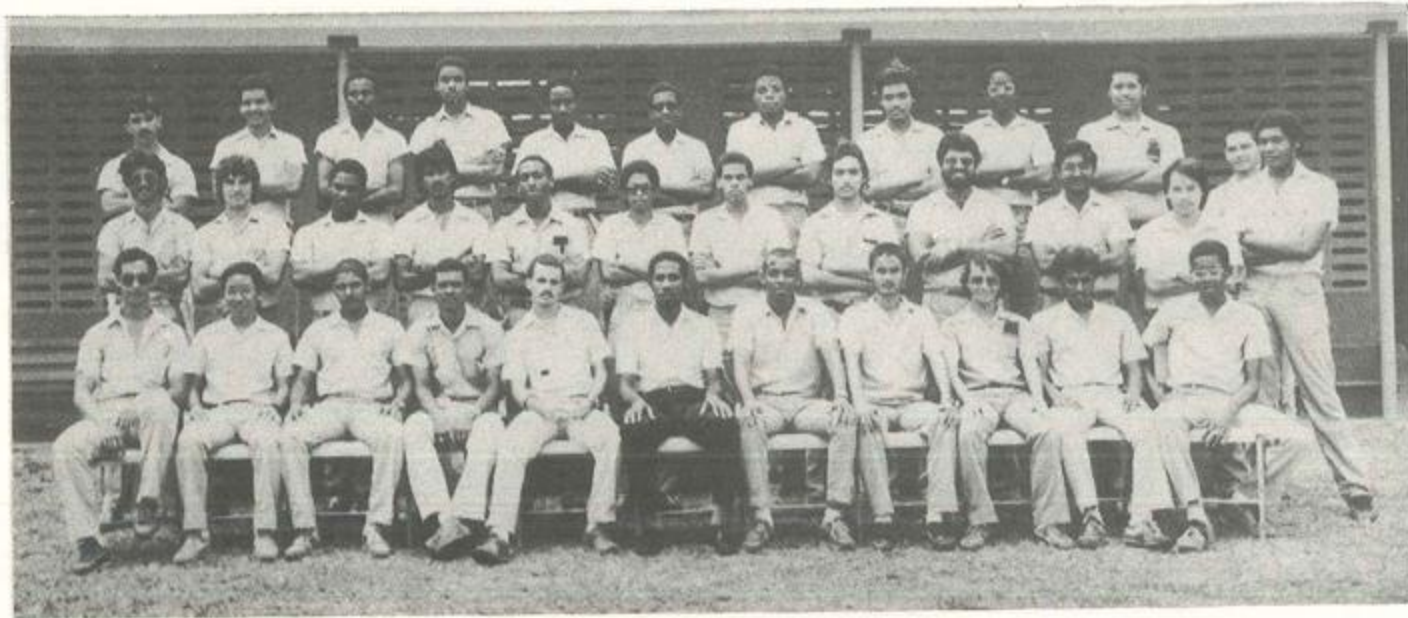
FRONT ROW (left to right): Joseph CHIN CHEONG, Juan CEZAR, Graeme DOW, Roger-Mark DE SOUZA, Alastair CASTRO, Hayden CHARLES, Alan DONAWA, Darren HERBERT, Carl HERREIRA, Keith CHAN, Alfred FAKOORY.



UPPER VI Gr 1

BACK ROW (left to right): Maurice HALFHIDE, Christian DIAL, Kevin JEROME, Neil FRASER, Gervais VIEIRA, Todd BUTTS, Adrian BHARATH, Simon AQUI, Hayden DU PONT, Sheldon BLANC, David LAURAYNE, Brian HOWARD, Peter FELIX, Adrian KOYLASS, Karl SERRAO, Miguel BASANTA, Brendan BAYLIS.

FRONT ROW (left to right): Paul de ABREU, Howard CHIN FATT, Dexter JOHN, Nigel GRIMES, Wendell CHARLES, Paul HEE HOUNG, Mr. R. THOMPSON (Class Teacher), Jose JIMENEZ-PEREZ, Anthony ALEXIS, Martin FARINHA, Ronald COOPER, Richard ACHING, Casey GOMES, Ramesh BUCH.



UPPER VI Gr 2

BACK ROW (left to right): David BOGLE, Richard VIEIRA, Marlon RAGOONANAN, Roger ROXBURGH, Ronald ST. LOUIS, Roger PIERRE, Derrick SEALEY, Gregory ST. BERNARD, Wendell WALKER, Nigel SIU TONG, Martin FARINHA.

MIDDLE ROW (left to right) : Andy GOVIA, Alexis MACKENZIE, Wendell WILLIS, Ravi PERSAD, Denzil ROBERTSON, Darren SOLOZANO, Brent LUCAS, Mark RAYMOND, Ravi RAMSEWAK, Abu MOHAMMED, Winston O'YOUNG, Burt WISEMAN.

FRONT ROW (left to right): Adrian KOTLASS, Robert SOVERALL, Sean MENDONCA, Richard MOORE, Curtis MENDES, Mr. F. DE SILVA (Class Teacher), Wayne NAKHID, Sheldon POUJADE, Robert LUM KANG, Brian TANG WELL, David VINCENT.

A Sixth Former voices his opinion

SHOULD THERE BE A STUDENT COUNCIL IN FATIMA?

This question has for some time been circulating in the minds of students, and it is apparent that the majority of students are of the opinion that there should be a Students' Council.

"Why should there be such a Council?" is a question posed by those against this move. To answer this question, it is necessary to consider the fact that though the teachers and other administrators are responsible for the day-to-day running of the school, it is we the students who make the school what it is, and it seems quite strange that we have no voice in the affairs which pertain to the school, and particularly to us the students. The dictatorial system as apparent in Fatima is long out-dated and the winds of change are blowing like a hurricane.

Another question which is raised by those who oppose this move is "Don't the prefects do what a Student Council is supposed to do?" In all honesty, the answer to this question is "Yes", but only in theory. It has been seen in Fatima that the recent Prefect bodies, though praiseworthy in many other fields, have ignored totally the students' views, and use their badges to exert the dictatorial attitude spoken about before.

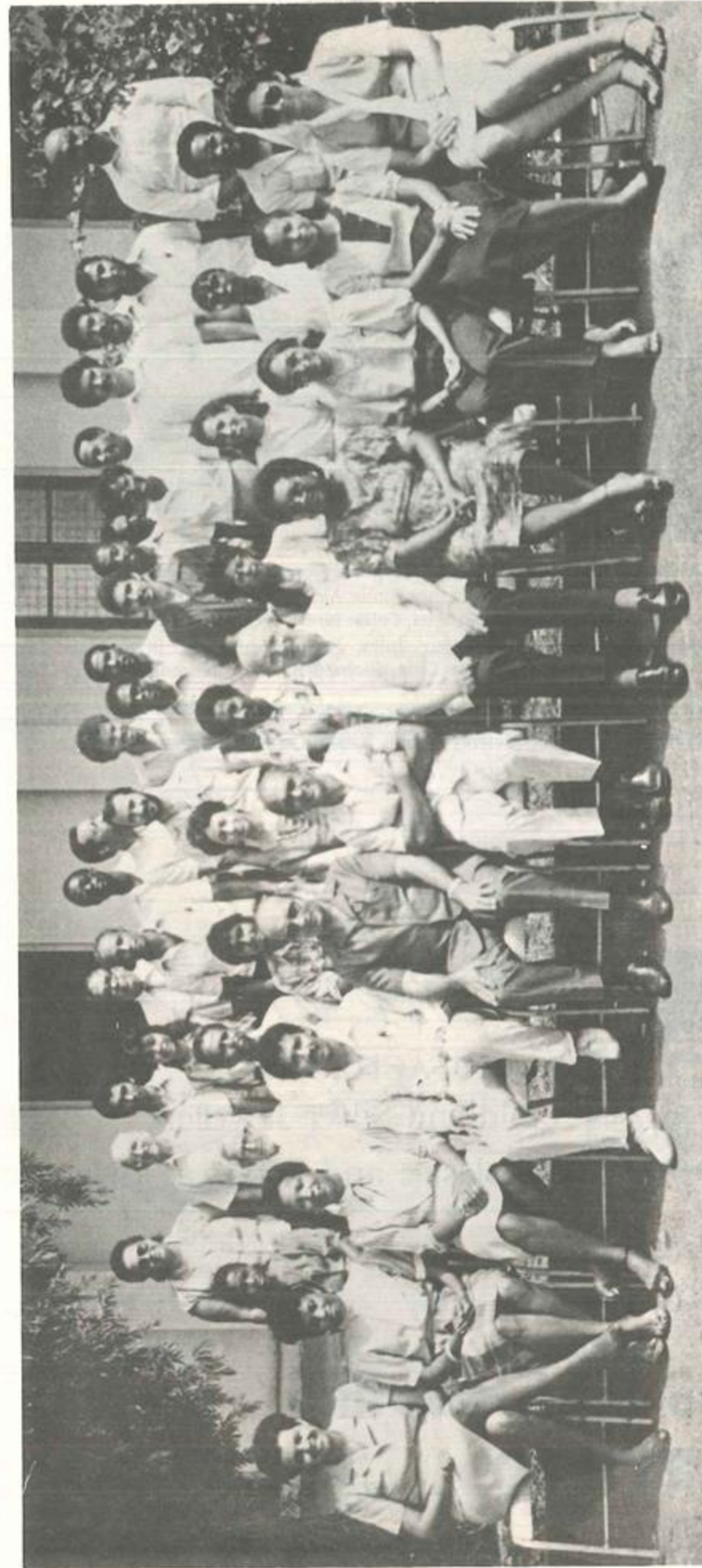
The Student Council is not the proverbial oil to pour on troubled waters, but can serve as a starting point for

better things. The Council in the view of its creators, is not the antagonistic bunch of "junior trade-unionists" which it has been seen as, but a medium through which teachers and students can voice their dissension about each other and in due course help build Fatima's reputation back up to where it should be, the best school in the island. This may seem far-fetched, but happy students perform much better and much more freely than students who are forced to work.

"But will it work?" This question crops up constantly when this subject arises and the creators believe it can, with the whole-hearted participation on both sides (Staff and students), ignoring all who are too narrow-minded to see the logic behind the re-introduction of the Student Council.

This is all just talk, but we hope that it will stir up views and allow the critics to voice their opinions and eventually lead to an open debate on the topic. If we succeed, we think Fatima will be a better place and that the resulting rapport between teachers and students will make the staff, devoted as they already are, more devoted and more understanding to the needs of the students; and the students more mindful of the authority of the staff, and therefore more disciplined and proud to be "INSIDE THE GREY SHIRT!"

F A T I M A C O L L E G E S T A F F 84 - 85



STANDING (left to right) : MS. W. MARIN, FR. G. GIROD, MR. R. WOOD, MS. C. AHWAI, MR. E. POUCHET, MR. J. NILES, MR. A. JOSEPH, MR. CLIFFORD ROACH, MR. M. BRASH, MR. E. ANDREWS, FR. L. MC PHILLIP, MR. F. DE SILVA, MR. R. THOMPSON, MR. CHRISTOPHER ROACH, MR. H. RAMDASS, MS. M. CUMBERBATCH, FR. R. DE FOUR, MR. F. GARCIA, MR. R. HOLMAN, MR. K. CHARLES, MR. I. DES VIGNES.

MIDDLE ROW (left to right) : MS. C. JOSEPH, FR. M. O'DWYER, MR. C. JOHN, MR. H. NEWALLO, MS. J. O'BRIEN, MR. F. JOHN, MS. K. GARCIA, MS. B. JENKINS, MS. J. LENDORE, MR. M. ACHILLE.

FRONT ROW (left to right) : MS. B. DE FOUR, MS. A. COAR, MS. S. HUMPHREY, MR. B. EDWARDS, MR. B. SUNDERJI (Vice-Principal), MR. M. MOORE (Principal), FR. K. POWER (Manager), MS. D. HEYWOOD, MS. P. CLERK, MS. M. ALLARD, MS. M. HUBBARD.

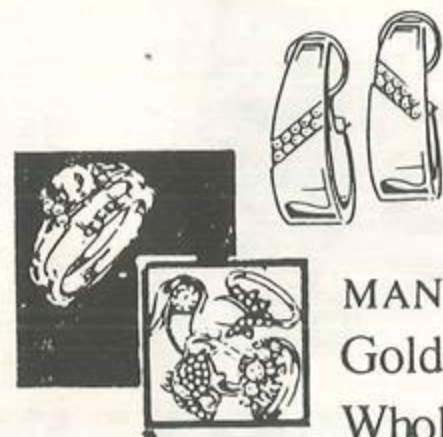
OUR SCHOOL PREFECTS



Back Row (l to r): Stephen De Gannes, Brian Morris, Juan Cezar, Paul Downer, Anthony Joseph, Roger Mark De Souza, Dominic Rodriguez, Colin Alexis, Raymond Samms, Cornell Griffith, Anthony Ali, Dave Inniss, Collin Inniss, Azim Sunderji.

Middle Row (l to r): Yinka Bada, Andre Huggins, Anthony Jules, Patrick Chinasing, Brian Elias, Allan Gooding (vice head prefect), Whitney Chin, Richard Batson, Clairmonte Bourne, Nigel Pantin, Ravi Samaroo.

Front Row (l to r): Louis Moore, Roger Koo, Nigel Marhue, Keith Chan, Derek Daniel, Dylan Marfan, Richard Figaro (head prefect), Jeffrey Joseph, Khalid Carmichael, Deven Creese.

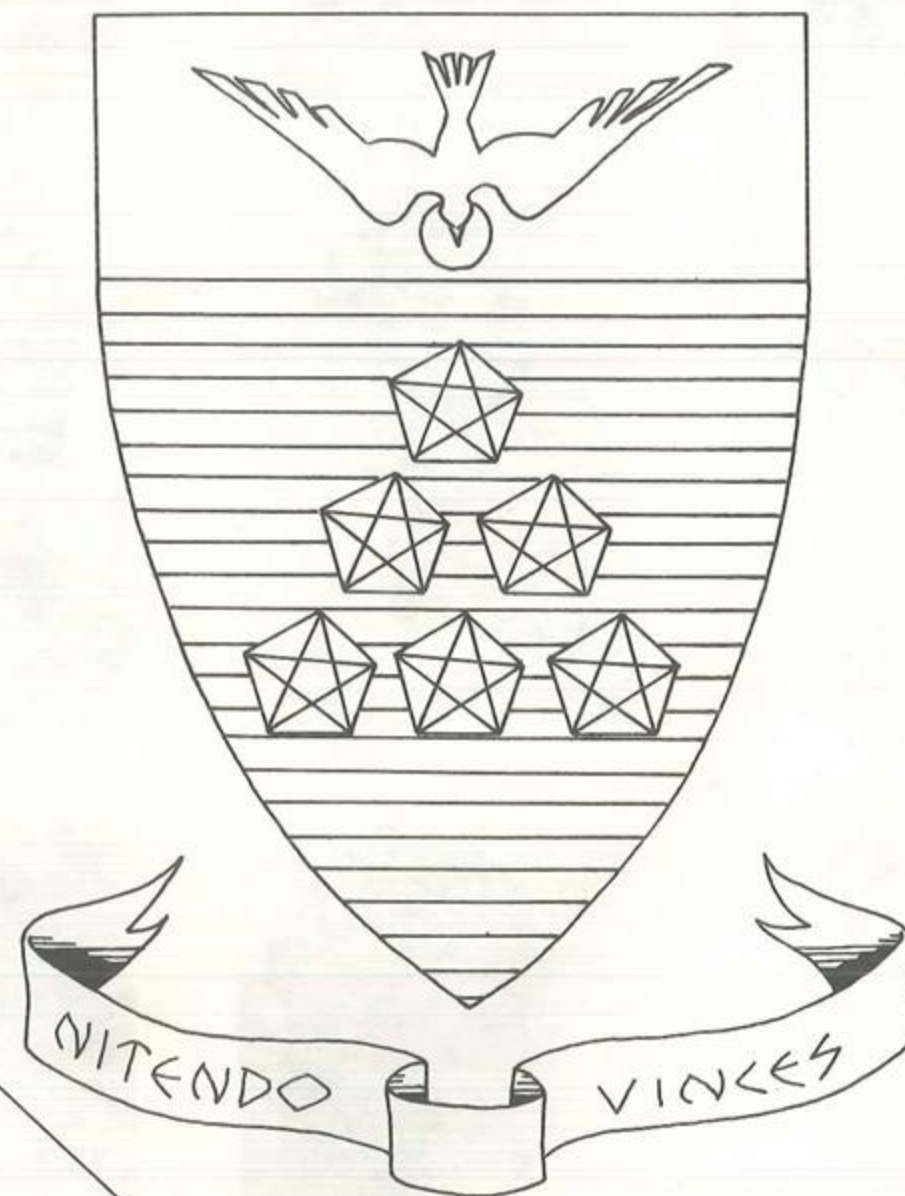


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GRADUATION LEVEL



FORM VI GRADUATES



Richard ACHING



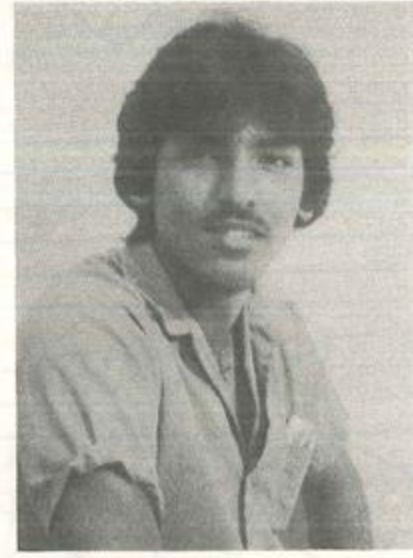
Simon AQUI



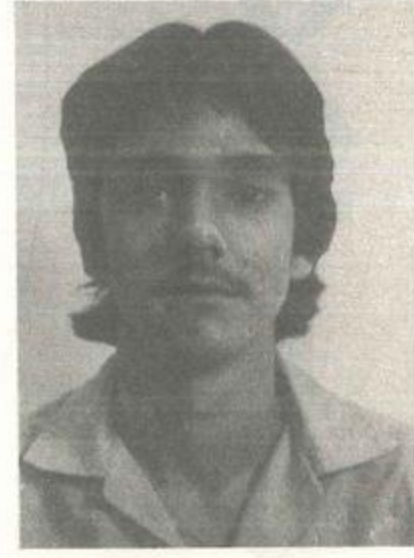
Marlon AUSTIN



Miguel BASANTA



Adrian BHARATH



Sheldon BLANC



David BOGLE



Ramesh BUCH



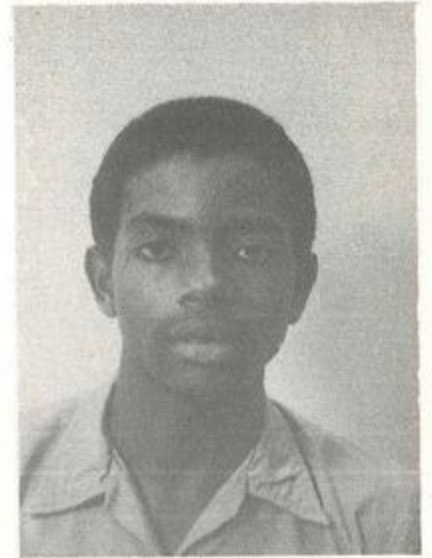
Todd BUTTS



Wendell CHARLES



Howard CHIN FATT



Ronald COOPER



Paul DE ABREU



Christian DIAL



Hayden DU PONT



Martin FARINHA



Neil FRASER



Andy GOVIA



Maurice HALFHIDE



Paul HEE HOUNG



Brian HOWARD



Robert LUM KANG



Alexis MACKENZIE



Curtis MENDES



Kevin JEROME



Jose JIMENEZ-PERES



Dexter JOHN



Sean MENDONCA



Wayne NAKHID



Winston O'YOUNG



Adrian KOYLASS



David LAURAYNE



Brent LUCAS



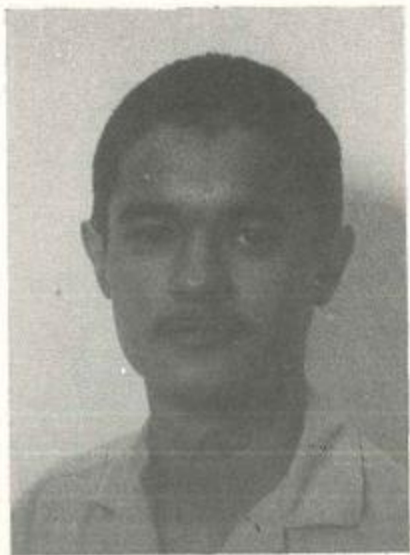
Ravi PERSAD



Roger PIERRE



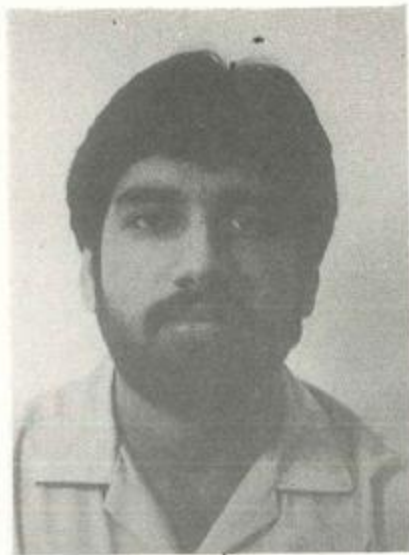
Roger PORTHER



Sheldon POUJADE



Mark RAYMOND



Ravi RAMSEWAK



Tilson TANG



Brian TANGWELL



Gervais VIEIRA



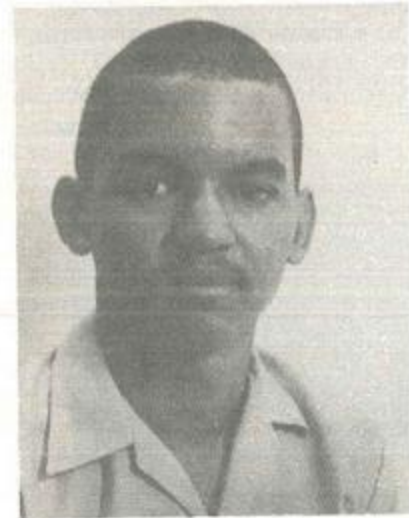
Roger ROXBURGH



Karl SERRAO



Nigel SIU TOUNG



Richard VIEIRA



David VINCENT



Wendell WALKER



Darren SOLONZANO



Gregory ST. BERNARD



Ronald ST. LOUIS



Wendell WILLIS



Burt WISEMAN



Robert SOVERALL

In addition

Anthony ALEXIS
Brendan BAYLIS
Ronald BROOMES

Lester MAXWELL
Abu MOHAMMED
Richard MOORE

Peter FELIX
Casey GOMES
Nigel GRIMES

Marlon RAGOONANAN
Denzil ROBERTSON
Derrick SEALEY

1st FATIMA SEA SCOUTS

Fatima Sea Scout troop presently has 47 members, Forms 1 to 3 making up the normal Sea Scout troop, and Forms 4 to 6 having recently formed a Venture Scout unit. Early in the year, we had a change of Scout masters from Mr. Raul Poon Kong, who has led us for the past three years and who has now become otherwise committed, to Mr. Vladimir Kacal, himself a scout parent, and previously a very active scouter.

In December, 1984, our recruits were introduced to camping in Scotland Bay with the rest of the troop, and this was followed by other camps throughout the year, including two Venture Scout camps.

In February 1985, we entered one patrol for the Chancellor Flag scout competition and placed third to CIC and QRC. Try again, fellas! In May, as usual, we ran the Lunch Stall in our Mayfair, from which we get our main troop funds. On June 2nd, we entered the Morrison Sea Scout Regatta swimming events and everyone enjoyed it, although we were trying to keep a low profile. (We allowed others the honour of placing in front of our 4th's and 5th's!)

On Saturday June 15, we held a troop evening at our Cocorite boathouse, for parents and guests. They were treated to a campsite display, a boating display (rowing, sailing and power boating), and a Bar-B-Que dinner. All this was followed by the investiture of our Form 1's into the troop (15 recruits), a blessing by Fr. Girod, a campfire with skits and music, and finally the presentation of badges and awards to scouts.

Throughout the year, our Scouting skills were learnt and practised at troop meetings on Thursdays at school, Boating meetings at our boathouse on Saturdays, and swimming meetings on Mondays at Flying Fish Pool. Venture Scouts held meetings in school every three weeks.

Now we are all set for our week-long camp in Tobago during the holidays. We would like at this point to thank all parents, teachers, our Scout Master, and Our Lady of Fatima who have all supported and helped us throughout the year and we hope to be successful in the year to come.

WHITNEY CHIN
(Troop Scribe)



- Back Row (l to r): Richard Batson, David Assam, Stephen De Gannes, Shannon Skinner, Brian Phillip, Mark Assam, Edward Kacal, Darryl Davis, Whitney Chin.
- 3rd Row (l to r): Graham Fernandes, Joseph Chin Cheong, Sean Griffith, Kevin Soares, Kirk Lake, Marc de Montrichard, Sheldon Khan, Colin Poon Kong, Stuart Williams, Jonathan Kacal.
- 2nd Row (l to r): Asa Montoute, Courtney Pegus, Marc Tom Yew, Troy Garcia, Ian Chin, Ronald Romany, Robert Beau brun, Thomas Escalante, Richard Sue-A-Quan.
- Front Row (l to r): Dereck O'Brien, Louis Araujo, Kevin Hackshaw, Colin Darmanie, Alex Assing, Ryan Proudfoot, Maurice Fermin, Franz Moore, Donavan Chang.

FORM SIX GRADUATION

Our graduation exercises began with a Mass at 9:00 a.m. on Monday July 1st, 1985 at St. Theresa's Church. Fr. Girod officiated.

In his homily he warned of the dangers of materialism and spoke of the necessity of cultivating spiritual values. Miss Ahwai, Robert Honore and Maurice Halfhide contributed their wonderful singing to the memorable occasion. They were assisted by one of our guests, Mr. Maurice Brash. Mr. Brash is to be thanked for his spontaneous contribution. About forty graduates received their scrolls from the Dean, Miss Daphne Heywood, in the absence of the Principal who was held up at school.

Our evening activities began with a dinner at the Trinidad Country Club. The dinner was followed by various speeches. Our guest speaker, Mr. Clive Pantin, made a very powerful appeal to the graduating class to follow Christ's teachings in their daily lives and not to seek excuses or to alter God's commandments to suit their own purposes. God, he said, spoke in absolutes, and he reminded them of Christ's warning: "You cannot serve God and Mammon."

Mr. Moore reinforced all that Mr. Pantin said and further indicated that he hoped that Fatima had managed to inculcate the need for developing proper values and Christian principles.

Paul Hee Houg, former Head Prefect, gave the valedictory speech. The Vice-Principal, Mr. Sunderji, and his wife, were among the special invitees. Mr. Holman, the former Dean, was also present. So too were members of Staff, Mr. and Mrs. Garcia, Messrs. Glen Roach and Brendan Kuei Tung, and Frs. Girod and Mc Phillip. Mr. Kuei Tung was praised for his assistance in the organisation of the function.

The formal part of the evening gave way to a dance which was well-attended. Many ex-Fatima students now studying abroad attended.



Yo no tengo pasado
el tiempo se lo
ha llevado
Y... el mañana puede
ser que nunca
llegue
Peno tengo el día
de hoy



I have no past,
Time has borne it away.
And tomorrow...
maybe it will never come—
But I have today.

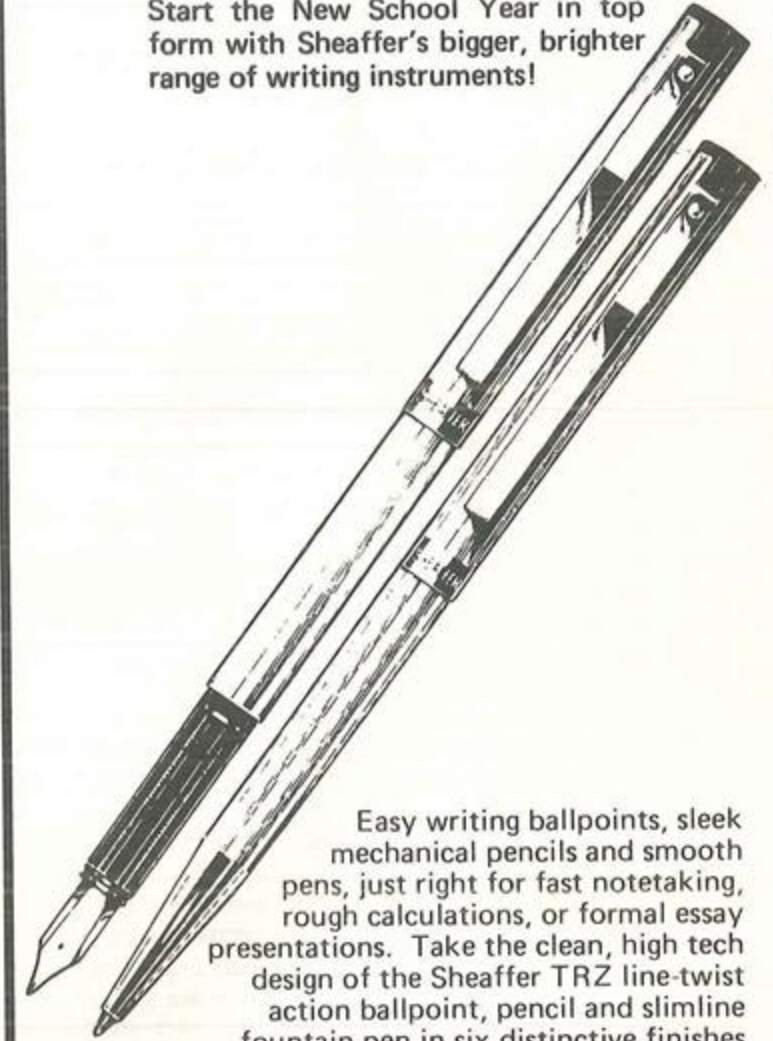


An ancient Mexican Proverb



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MISS HEYWOOD SPEAKS

Miss Daphne Heywood joined the Staff at Fatima College in 1972. Recently she was appointed Dean of Form VI, the first woman to hold this post. In this extensive interview conducted by two Sixth Formers – Roger Mark De Souza and Alan Donawa – Miss Heywood speaks about her past out of Fatima, her present in Fatima, and about things in general.

INT: *First of all Miss Heywood, what was your main reason for becoming a teacher?*

MS. H: I guess it is because I was conditioned to believe that was what I would become At home, somehow being the second of seven children, all girls, I always assumed leadership. I suppose it was quite strange to many people looking on, because I had an elder sister, but I would control, coach, tutor the young ones, help with Home Work and so, and in fact my nickname then was 'Teach'. So I wasn't surprised when I was about to leave school I decided to become a teacher after all.

INT: *How long have you been teaching at Fatima?*

MS. H: Twelve years at Fatima.

INT: *Being one of the first female teachers here, how did you fit in?*

MS. H: Well, when I came on staff there was only one other female teacher at the time, Miss Zakour, and we came together more or less. At first I think the boys didn't know how to cope with having women in their presence. I think they were overly-attentive. They attempted in many ways to get close to us. People who were here at that time would tell you that we were the teachers who got invited to go to "Kentucky" and so with the classes to have something to eat. They were very warm, because obviously it was a new experience and they were trying to come to terms with having women teaching them. You see, as some of them later confessed, (it may not seem so now because twelve years has made a lot of change to my physique and appearance), but when we first came here they anticipated that when they were getting female teachers they would meet two elderly, matronly types. They were rather surprised to see young teachers coming to teach them, and once they had got over the shock they settled in to trying to be overly attentive and very co-operative as far as the two of us were concerned. I think problems only came about when they kept getting female teachers, and then you see, the kind of respect, awe and admiration that they had at the start might have been lost as more and more women came on the staff. I would safely say that we had no problems in those early years.

INT: *You seem to be always breaking into what was originally considered a man's territory, especially now that you are the Dean of Form 6; how do you feel about this?*



MS. H: Well, I believe the school's administration must have extreme confidence in my ability to function as a Dean. Frankly, I have never thought of myself as a female teacher as opposed to being a teacher at Fatima, and I suspect it is because of years of dealing with men, both in the work situation and in school, somehow I lost my sense of difference. So it is no surprise to me to have to deal with young men because to me I have been dealing with young men for twelve years now. I believe, for the majority of pupils, it would be the same thing. They know me as a teacher, and therefore it would not be as striking to them to have a female as a Dean.

I suspect that people from outside this school, hearing of a female teacher as Dean would be a little bit "over-awed," but because I think the boys know me they won't recognise any extreme difference. More or less I have either taught them or been in contact with them, and they know what my standards are. They're quite aware of what my personality is like, and I'm sure that they would not see any difference with my being Dean.

INT: *What did you see your task as being when you accepted the post of Dean of Form VI?*

MS. H: Well I saw my task as gaining confidence and building in confidence in Form 6. What I think has happened is I believe, at the start they were a little bit lost because of, I suspect, the sudden change; and also with any new regime you're never too sure what the standards will be, and you rather suspect that any new regime is going to come on stronger than the last one. So those suspicions, once they are out of their mind, somehow I think it will work towards building greater confidence and encourage the helping of each other. I think for example, in the case of the Upper Six, because my reputation in this school has always been that of a disciplinarian, I suspect that my coming here in the middle of the term meant to them someone coming to "clamp down". But I find that generally people react and respond

to whatever standards you set for them. Once they realise what you want and what you consider to be acceptable, they usually work towards it. Of course there are "lapses", as with everything in life, but they usually work towards that.

So I thought that at the beginning I would tell people: 'Well listen, this is what I expect, and if you fall out of line, well surely I'm going to pull you up, but you first have to know what I expect.' So I set about meeting with individuals and groups letting them know how I felt about certain things which the Sixth Form had taken for granted, like unpunctuality, frequent absenteeism, leaving school without permission, showing disrespect for the school and its property, not wearing the proper school uniform.

I mention again that this is an establishment and for it to be run effectively, everyone must be seen to be conforming to some standard. I expected that being the senior pupils of the school, they would make the others aware of what the standards were. I thought that some people were rather concerned when I did this. Some people might have secretly thought of rebelling, but I think that because I showed them that I meant every word, they eventually fell into line. I am very pleased now with the efforts of Upper Six to settle down. It is very late now but I'm pleased with their efforts. They are obviously showing some kind of interest and enthusiasm in the coming exam, and a willingness to do what is required of them, and I think that is good. I have had very few breaches of discipline and when I have had those, I have dealt with the matter immediately. I haven't seen the same people coming back to me. So there is some change in attitude and I hope that this is something that will last and is not merely something for the moment.

INT: *How do you see the present Form Six's attitude towards their studies?*

MS. H: Overall, I believe that our Form 6's are not as serious about academic work as, say, Form 6 students in other schools, and I say this because I meet with a lot of them. I go into schools and I experience a different climate. Mind you, I think the Lower Six have come closer to what I expect of Sixth Form in terms of attitude to work. I think so because those who are serious about the academics have set the tone in the Lower Six. Generally one gets the feeling that these are people who are serious about exams, results, the future. I'm getting that feeling from the Lower Six even now, because usually after two terms or so, after people settle down, you see people "lapsing", as we say, but I find the Lower Six are still consistent.

INT: *How do you see the present Form V, that is to say, your future Lower VI?*

MS. H: In the present Form 5, the top group is very good. I think there is a tremendous amount of mediocrity in the present Form 5, but what I observe is a maturing from the first to second term as regards attitude to school work, and this is always

a good sign. It means that even with not-so-good results, if these people qualify for Form 6, they are the ones who will be consistent. The ones who are not so good, but have a serious attitude to work, are those who will eventually get their A'Level passes. Whereas you find those who do very well at O'Level standard, those who are quite intelligent, working well and so on, when it comes to Form 6, they waste a lot of time, become kind of giddy, and eventually fall by the wayside. So I prefer to see some people in Form 5 showing a mature approach to studies, and that to me will guarantee what kind of Sixth Form we will eventually have.

INT: *How do you compare Fatima students today with those of, say, eight years ago?*

MS. H: Well, it would not be fair to compare them outright for two reasons. One is over the years we seem to be getting people who place higher up in the Common Entrance Exam, so we are getting people who are supposed to be high achievers. However in the earlier period, not that we achieved such good results, but the climate in the school was much more pleasant. I think this was because we had people who needed to get passes – people who needed to have a good school record because they had no other doors open to them. I thought school was much more pleasant, because sure you'll have fun and so, but I find there was this respect, this awe for teachers, this willingness to co-operate that I find generally lacking throughout our school now. I put it down to getting more affluent students. You see, if you're intelligent and academics is the big priority in this school, well at least everybody will be working towards that goal.

What I find is that we seem to have people who have so many alternatives open to them that it is no longer a big thing to come to Fatima College. It is no longer necessary to show respect, concern and consideration for teachers, because they know that they have alternatives available. They can go abroad to school, etc. In the past, very few people knew that there were such alternatives, or their parents didn't act on them, so that I found that they tried their best to make the school a much more pleasant environment to work in. They were more committed to the ideals of Fatima College than our students are now.

Mind you, I am not putting the blame only on students. It is easier to have people accept the values of the students – with fewer members of the church and so on, fewer religious people in the school, (I don't mean in the sense of way of life). I believe that now that we have fewer priests and so setting the kind of tone and standard, we are bound to feel the influences from outside and it will be harder to maintain the ideals of Fatima College such as we maintained in the past. You will get people who will, for example, find certain kinds of behaviour acceptable, or who are not too fussy about things we held in great esteem in the past. That is all part and parcel of opening and broadening our horizons, but I think that eight

years ago, the staff, even the lay staff, to me, were closer to the ideals of the school than we are now. I put myself in this, for as time changes your values seem somehow to change as well. In the past I will say that both teachers and pupils were committed to Fatima College. I find of late people are committed to themselves first of all.

INT: *Do you think if we had more priests in school, attitudes would change?*

MS. H: Not necessarily, because priests are also changing in their views and their priorities. However I do believe if we could instil into both students and staff what the ideals are, if we can get people to see the necessity of preserving these ideals, I think it will be good.

INT: *Now let's talk a bit more of you, yourself. Have you taught only English?*

MS. H: No. I taught Art at Fatima College when I had just arrived here. I must explain that I'm not an Art teacher. I have A'Level Art. When I came to Fatima, there was no Art on the syllabus, and I thought it might be wise to include something creative. So I asked if I could be allowed to take those people who showed some interest in it, and we started a class after school, and of course as more and more people joined it became popular, and then we decided to put it on the syllabus.

INT: *What about even before coming to Fatima; what did you do prior to coming here?*

MS. H: I taught at Arima Government Secondary after leaving University, and before that I taught at Tranquillity Government Secondary. During the time I was at Fatima, I also taught at a school in England, at Aston Manor Secondary.

INT: *How long did you spend in England?*

MS. H: As a teacher, one year.

INT: *How do you compare Fatima to these other schools?*

MS. H: Well, it is a very different type of school, and the children are very different. The children in our school are basically high achievers and in the majority, affluent or at least middle class. In the other schools where I've taught, I've met very deprived kids. In one school I met kids who were not so deprived in terms of wealth, but rather academically deprived. I really taught different kinds of children. I think Fatima is really an unusual school.

INT: *How do you compare your English experience with that of Trinidad?*

MS. H: My English experience was very different. I taught mainly immigrant children of West Indian and Asian descent and a few impoverished whites. Now I don't think there is any kind of comparison in terms of the education available, and in terms of the achievements made. I must say, though, that I believe the best working conditions I've met outside of Fatima College were at my school in England.

INT: *Do you recall any incident with students that you found particularly distressing or disturbing?*

MS. H: None; this is very strange, none.

INT: *Do you think the increase in drug abuse in Trinidad has affected Fatima in any way?*

MS. H: No doubt it will, because our kids are more outgoing and unlike many of their rivals in the other schools who will probably have to steal to get the drugs, our kids have the money to do so and I think it is very worrying. One of the concerns I have now, I'm beginning to feel that perhaps we have to have some kind of drug education programme for our senior pupils, because I believe they are most vulnerable.

INT: *In your opinion, what changes would you like to see in Fatima or in the educational system?*

MS. H: First of all, I would not like to see our standards decline. I would like to see higher standards overall academically. I would like to see in Fatima College a revival of interest in the Arts. I would like to see people less concerned about areas of study where they would make lots of money, and being more concerned about education in general. What I have found over the years is that a lot of our really good students who did perhaps excel because they concentrated on their subject areas are lacking the things which I believe make one an educated person: taste, appreciation of the Arts, sensitivity to things around them, knowledge as regards world affairs. I believe that these are victims of inadequate education and it worries me to see that they are products of our school.

INT: *But isn't it idealistic to want to have only these qualities?*

MS. H: I recognise the importance of this, but I'm saying that generally we seem to be producing people who have that as their major priority at the expense of developing real personalities. I mean in the outside world, you will not be quoting solutions and so on; you have to be in touch with what is going on.

INT: *Do you have anything you wish to add in conclusion?*

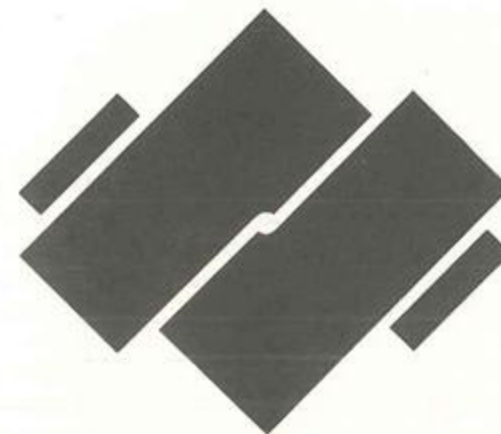
MS. H: Nothing in particular except that perhaps I really appreciate the kind of co-operation and respect that I've had from students in this school over the last twelve years, and sometimes I wonder if I have deserved it; because to me I've always met with respect from the kids and I think it is a good and hopeful sign when kids feel they wish to respect you, because in this day and age you have to work at it. People aren't willing to respect others – and this is a hopeful sign.

INT: *... Well, on behalf of the students of the school, I would like to thank you for remaining here for twelve years, and hope that in the future you would continue to get the respect you undoubtedly deserve.*

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STUDENT PERSONALITIES

Steven Acanne – (Form 1 – 1)

Steven Acanne is quite an ambitious student. He says he chose to come to Fatima because he thinks it's a good school. He said he had heard several people say so and the school usually wins several scholarships and does well at college league matches. In addition, his father is a former Fatima student and his grandfather built the school. Here Steven has a lot of friends. His preferred subjects are Mathematics and Geography. Steven wants to become either a doctor, lawyer or dentist because these professions pay well. Steven adores sports and delights in playing football, cricket, table tennis, running around the savannah and on Thursdays he attends classes in Kung-Fu. He likes to watch television but prefers to use his video. Science fiction – space programmes are the type he most enjoys and his favourites are "Return of the Jedi" and "Rambo".



Mario Diaz – (Form 1 – 2)

Mario Diaz is quite an active Form One student. He is a member of the Photography, Chess and A.V. groups. He particularly enjoys being in the Photography Club as it enables him to learn about developing film, flash and lighting, in addition it gives him an opportunity to take many pictures. As if this is not sufficient to keep him occupied, Mario also collects stamps and coins and is an ardent reader. His preference lies with mystery novels and his favourite author is Frank W. Dixon. At school his favourite subjects are Spanish and French, and he claims that he would like to further his studies in them. Mario holds the view that generally cinema shows are too corrupt and he prefers to watch television. This Diego Martin boy thinks that the school Annual is a good idea because it gives information on what has happened in the school for the past year.

Dev Latchman – (Form 1 – 3)

Dev is a student of Form 1 Group 3. In his free time, he enjoys a game of football or cricket sometimes participates in swimming. In school, his favourite subjects are French and Physical Education. When asked about his impression of Fatima's teachers, he replied that they were very good, but some are too strict. About his parents too, he admitted that they were good but strict. His ambition is to become a doctor.



Guy Procope (Form 1 – 4)

Guy lives in Belmont. He is a student of Form I. When asked why he chose Fatima he said that in his view it is an excellent school and one would be able to get a good education here. He claims that the teachers are good but some are stern. His favourite subjects are Spanish, French and Art. Guy likes football, hockey, cricket, table-tennis, badminton, basketball, and lawn tennis. He thinks that Fatima has good sporting facilities. His hobbies are playing monopoly, Parcheesi and chess.

His future plans are either to become a lawyer, a doctor or an architect.



Dominic Boyce (Form 2 – 1)

Dominic is a Form 2 student who lives in St. Clair. His favourite subject in school is Mathematics. His hobbies are playing football and cricket, and minding fishes. His future plans are to become an accountant (like his mother). About Fatima College, Dominic admitted that there were good sporting facilities and good teachers. He thinks that a lot of homework is given but he can handle it.

Gordon Gooding (Form 2 – 2)

Gordon is a student of Form 2 Group 2. His favourite subjects are Spanish, English and General Science. In his leisure time, Gordon likes to play a little cricket but says that his favourite hobby is chess. He also likes to read books relating to this topic. He enjoys listening to rock music and breakdancing. Gordon thinks that Fatima is a great school. He would like to become a doctor.



Sheldon Khan – (Form 2 – 3)

Sheldon is in Form 2 Group 3 and his favourite subjects are Mathematics, Science and Geography. Sheldon thinks that Fatima is not only a good school in academics, but in sport as well. He thinks that most of the teachers are friendly and considerate. His hobbies are stamp-collecting and collecting test papers in which he does well. About television shows, he likes those with a lot of action. Sheldon also likes to read adventure books with a lot of suspense. He likes table-tennis, cricket, hockey, swimming and rock music. He thinks that health is quite important to a person.

Sheldon is a Roman Catholic, he believes that we can achieve world peace if everyone would stop fighting and share. He wishes to become a doctor.



Roger Hadeed (Form 3 – 2)

Roger Hadeed is one of our students who enjoys watching sports more than actually participating in them. Nonetheless he does delight in playing cricket and football. Roger says that he finds a movie preferable to regular television. His favourite subject is Mathematics, and his aspiration is to do Accounting.



Frank Taylor (Form 2 – 4)

Frank is a student of Form 2 Group 4. He lives in Tunapuna. His favourite subjects are English, Mathematics, Spanish and General Science. Frank was born in Jamaica and went to school in Barbados from the age of 6 years to 13 years. Frank thinks that the school he attended there had better sporting facilities and more Physical Education. About Fatima, Frank says that the teachers teach at a better rate. Frank's ambition is to become an architect. His main hobby is listening to music.



Reginald Rose (Form 3 – 3)

Reginald lives in Malick, Barataria. His favourite subjects are Mathematics, and English. He also likes Art. In his spare time, Reginald enjoys a game of football or table-tennis. He thinks that Fatima is a good school and that the teachers try to 'push' the students very hard but some have the tendency to ignore you if they find that you are lazy or playful.

Reginald intends to go to university to study to become a doctor. He already is aware of the fact that if one wants to achieve anything in life, one has to work hard for it.

Jarrold Butts – (Form 3 – 1)

Jarrold Butts seems to be quite a serious-minded person, and in his own words "I guess you could say that I am sometimes a very complicated person". His favourite subjects are French, Spanish and Geography. His aspiration is to become an actor, a famous actor, as famous as he can possibly become. He chooses Sir Lawrence Olivier and Marlon Brando to others. Reading is also one of his favourite past-times and Michael Anthony is his preferred author. Commenting about today's society, Jarrold says, "I think that morals in our society are degrading and sometimes shocking. No more brotherhood exists between people any more. People try to emulate the violence shown on television screens and in the movies as well." For this youngster family life is important and he admires and respects his grandfather greatly.



Lee Cummings – (Form 3 – 4)

Lee lives in Diego Martin. His favourite subjects are Physics and Chemistry. He enjoys spending his spare time model-building or playing badminton. His favourite sport is cricket. Lee thinks that in many ways, Fatima is a good school. He finds that the teachers are very good. On the other hand, he notices that there is a problem with discipline. He sees many students not obeying the school rules and believes that if it's not put under control, it will be a big problem. He also found that the science facilities are inadequate.

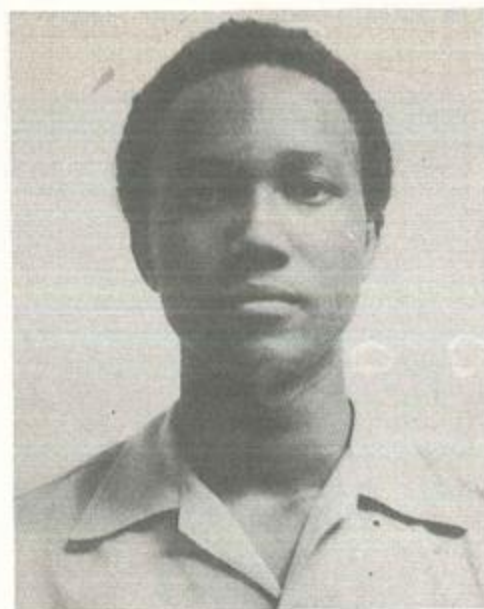
About Form 3 Group 4, Lee finds that it helps one to do better because of the tough competition but on the contrary, some people give up as they are discouraged from the onset.

Lee would like to pursue his studies in Form 6 doing Mathematics, Chemistry, Physics and Computer Science, after which he wishes to go to university. He would like to be in a profession that involves computers. His advice to young people is (in his own words) "Never procrastinate, if you have to do something, never wait until later to do it".



Stuart Sheppard - (Form 4)

This Petit Valley student is fascinated by Mother Nature. Stuart Sheppard would like to study Meteorology. His favourite subjects are Geography, English and Spanish, and he hopes to do 'A' level Geography. He has already visited the Meteorological station at Piarco and it was a good experience for him. He hopes to attend a university in Miami which specializes in this field. He is generally satisfied with Fatima. He says it's a good school and he appreciates the extra-curricular activities, particularly the computer courses. However he believes that there should be more field trips in Geography classes. He criticises the school Annual saying that it should contain more about teachers. He enjoys playing trivia - pursuit and reading. Adventure novels are his favourite.



Robert Honore (Form 5)

Robert Honore is one of our creative students. He is musically inclined and he plays both the recorder and the classical guitar. He claims to be better at the latter and on numerous occasions has accompanied the school during church services. In addition, he enjoys building models "out of any scraps of metal he can put his hands on". His father is an auto mechanic and Robert sometimes gives him a hand. His favourite subjects are Physics, Chemistry and Mathematics and he would like to further his studies in these areas at Advanced level. He is contemplating engineering for his future. About Fatima, he says that he is quite happy with the teachers but however he believes that music should be offered on the syllabus. Robert comes from San Juan.

FRIENDS

At the end-of-year English Language Exams (July 1985), Form III students were given as one of their essay choices the topic "Friends". Here are some excerpts from essays submitted:

"A friend is definitely a good thing to have" (Arthur Edwards : 3-1).

"I like a friend who is very compassionate, loyal, and understanding" (Anthony Pantin : 3-4).

"There are hardly any real friends in the world today" (Glenn Alexander : 3-1)

"A true friend is a rare and special gift" (Conrad Constantine : 3-4).

"There is a very fine line between friends and enemies" (Joseph Scott : 3-3).

"A friend is someone who is there to help you through rough times; a friend is someone who appreciates you for what you are; a friend is someone who has some sort of affection for you." (Gerard Borely : 3-4)

SCOUTS

THE SCOUT LAW

1. A Scout is to be trusted.
2. A Scout is loyal.
3. A Scout is friendly and considerate.
4. A Scout is a brother to all other scouts.
5. A Scout has courage in all difficulties.
6. A Scout makes good use of his time and is careful of possessions and property.
7. A Scout has respect for himself and others.

THE SCOUT MOTTO: Be Prepared !

THE SCOUT PROMISE: On my honour, I promise to do my best; to do my duty to God and to my country, to help other people, and to keep the Scout Law.

Although these are laws and rules, they are sometimes misinterpreted and abused. Although a Scout is a brother to all scouts and is friendly and considerate, this does not mean that as a scout, if you are having a late lunch, and someone comes begging, that you have an obligation to give him some. It simply means that you should treat others as your own brother and think before playing pranks or teasing them. Have compassion when he fails - he is only human. The Laws and Promise are just like the Commandments. The Motto is like our School Motto (Nitendo Vinces), and it means that a Scout must Be Prepared for any difficulties or troubles.

After this indoctrination, the recruits become Scouts officially by a function called Investiture, which occurs every year, as long as there are recruits to be 'invested' or made scouts. As a scout, you do many things which are fun, and need discipline.

At Scout Meetings, we practise knots and lashings and brush-up of theory work such as: First-Aid, Pioneering, Signalling (Morse Code or Semaphore), Rescue, etc. Basically a scout learns: knots, first-aid, pioneering, different skills (cutting bamboo without breaking it or splitting it), camping and survival (how to pitch a tent, site a camp, and how to get the most out of your surrounding). Also we have many camps and hikes. You are taught to be a responsible and caring person, and to be quick on your feet. All Scout Troops teach Scouting but there are three different types of Scouts.

These are the Land, Air and Sea Scouts. Land Scouts deal mainly with hikes, learning about the land such as soils, trees, etc. Air Scouts deal with planes, and Sea Scouts with boats. Fatima has Sea Scouts, and being a member, you are taught to swim and to attain faster speeds if you already can swim. You also learn to row, and when you have mastered this, you go on to learn how to sail either a mirror or a Laser (a one-man boat).

There are badges which a Scout gets for certain skills or hobbies in which he may be proficient. These are called

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"Scouts" is a word used a lot by students of Fatima, sometimes in a derogatory way. This is caused by a lack of knowledge of the Scout Movement. Thus it seems that the people involved are immature, or we are doing something wrong by God's laws or by the laws of the country. Those who make such accusations simply have evil thoughts, and this stems from a lack of things to do in their spare time.

HISTORY OF SCOUTS

The Scout Movement was founded by a man called Lord Robert Baden Powell. As a child, he enjoyed building structures, going on excursions, doing what seems impossible to a child, e.g. climbing up and down a vertical incline, and other adventurous things. He was born on February 22nd, 1857 in London. When he grew older he joined the army and fought in the Boer War of 1899 - 1902. From October 12, 1899 to May 17, 1900, he defended Mafeking, holding off a much larger Boer force until the siege was lifted. (Boer was the name of a band of farmers, and the war was in Africa). After the war, he recruited and trained the South African Constabulary.

On returning to England in 1903, he was appointed Inspector-General of Calvary, and was promoted to Lieutenant in 1907. At this time, his book "Aids to Scouting" (1899) was being used to train boys in woodcraft. It was read by boys all over London, so he ran a trial camp on Brown Sea Island in 1907, and wrote an outline for the proposed Boy Scout Movement. Scout troops sprang up all over Britain and for their use, Baden Powell's book, "Scouting for Boys", was issued in 1908.

He returned from the army in 1910 to devote all his time to the Boy Scouts, and in that same year, he and his sister Agnes founded the Girl Guides Movement. In 1916, he organised the Wolf Cubs in Great Britain for boys under the age of eleven. At the first International Boy Scout Jamboree in London in 1920, he was acclaimed Chief Scout of the World. A Baronet from 1922, Baden Powell was made a Baron in 1929. He spent his last years in Kenya and died on January 8th, 1941.

The first Scout Troop was established in Trinidad in 1911 by Mr. Canon Doorly, and the first Cub Pack in 1928 by Miss Nona Byatt.

FACTS ABOUT SCOUTING

Ask any Scout why he joined the movement and his answer will be along these lines. He likes adventure, discipline, or wants to be in a group and learn survival tips. The Scout Movement is divided into age groups. They are: Cub Scouts (7 - 11 years); Scouts (11 - 15 years) and Venture Scouts (15 - 18 years). In the Scout troop, at first, a recruit (as the new member is called since he has not been officially made a scout, or received his membership badge), is taught the history of the Scout Movement, the Scout Law, and the Scout Promise. The Law is made up of seven parts and the Motto.

Proficiency badges. There are badges for nearly every hobby or skill you can think of, so that even if a scout cannot do all the requirements, he still has a chance to strive for a goal. Being a scout is also a service, as implied by the Scout Promise. Some services we performed recently were: assisting the Forestry Division in planting trees along the Audrey-Jeffers Highway, being Guard of Honour at the Papal Mass, and helping out at the Girl Guides Rally. In addition, we often form the Guard of Honour for the President at various functions.

Trinidad is divided into 21 Scouting Districts of which we belong to the District of Port of Spain. World Scouting is divided into five regions: Africa-Asia, Europe, Pacific, Arab and Inter-America. We belong to the Inter-America region. In the past, there have been international gatherings of Scouts. These are called Jamborees and here you meet scouts from other countries and spend some time learning their culture while they learn yours. Lord Baden Powell was given the title of Chief Scout of the World. For everything in Scouts on a world basis (such as Chairman of the World Scout Committee), there is a representative in each country. The Chief Scout for Trinidad and Tobago is our President, Sir Ellis Clarke. The Fatima Scout Troop had for some time been under the leadership of Mr. Raul Poon Kong, but it is now run by Mr. V. Kacal. So far he is doing a terrific job in coping with the post since he is working and it is hard to find spare time. He is known as the Scout master. Under him, there is the Troop Leader who is a Sixth Former at present: Stephen De Gannes. Following are the Patrol Leaders and their patrols. The scouts in Form VI are not in a patrol as such, but help Stephen run the meetings and the troop. Other Sixth Formers who see to it that boats and equipment are ready for use and the den is in good condition are Edward Kacal, Whitney Chin, and Joseph Chin Cheong.

We thank all parents, without whose support and patience we could not have well-attended meetings and camps. All this sometimes involves them out of their way and having them get up before the roosters.

It is sometimes said that we are boring or like sissies. If people think so, that a scout is like a sissy, then let them try doing some of the things we do, and let us see who will survive. If they think Scouts are boring it is because they themselves are boring in that nothing seems more exciting to them than liming at West Mall doing nothing except checking out the latest styles and the female sex. If a scout makes this accusation, it is because he does not participate fully by attendance to swimming, meetings, or Camps, and so misses out on the fun. Scouts help boys be quick on their feet and gives them enjoyment during their youthful years. Scouts can be very enjoyable once every scout knows when to play and when to work. If your school does not have a scout troop, it does not mean you cannot join one in another school.

I hope in the future, the Scout Troop will grow and not diminish. We have had success years ago at Chancellor Flag (a competition which tests people on camping skills, first-air, pioneering, etc.) and Regatta (a rowing competition between Sea Scout Troops). I hope more success will follow Our Scout Troop in the future.

BRIAN PHILLIP

Patrol Leader of Falcons Patrol,
Fatima Sea Scouts (11th),
Trinidad



The Cure For DRUGS

All drugs are evil – it's only that some are more evil than others, and some, sometimes, are a necessary evil. The only use for drugs is to understand the workings of the human body, and how it acts upon all materials which enter it – both foods and poisons.

In the article which follows, Mr. Clive John (Staff) interviews Mr. Henriques, who is a member of the National Hygiene Society of Trinidad and Tobago.

Q. Do drugs cure illnesses – and here I mean all drugs, including Cafenol and Panadol?

A. Drugs do not cure illness. They suppress symptoms and give relief, but they do not cure.

Q. How is it then that drugs and pharmacies are so popular?

A. Huge sums have been and continue to be spent to promote every kind of drug use. Over-the-counter drugs are heavily advertised on television. Television commercials constantly drum into people that they do not have to suffer the consequences of abusing their bodies. People are led to believe that health can be bought.

Q. Can you tell me something about how drugs act on the human body?

A. Well first of all let me say that a drug has no power to act on the body. It is the body that acts on the drug. There is a fundamental principle in Biology and Zoology: Only living matter has the power to act. If you put a drug in the body of a corpse, there is no action.

Q. You say that all drugs constitute a health hazard; then what do you recommend for the maintenance of health?

A. We should build health with the elements of health. These include unpolluted air, wholesome natural food, pure water, regular exercise, and a clean environment.

Q. I understand this. But what do we take when we become ill?

A. Most sick people ask what they should take to get well. Instead they should ask what they are doing to make themselves ill. Getting well, to a large extent, depends on the removal of causes of ill-health.

Q. Can you give some examples?

A. Certainly. An alcoholic can only overcome his problem if he stops drinking alcohol. Similarly other

ailments can only be overcome if we remove their causes. Ailments usually arise when we violate the laws of nature by overeating, eating the wrong foods, getting insufficient rest, sleep, and exercise, and indulging in poison habits like taking drugs.

Q. Our readers are mainly teenagers; what advice can you give them about drugs?

A. Stay away from drugs. They wreck both mind and body. One should try to achieve physical, mental, and spiritual health.

Q. How can we do this?

A. By adhering to the laws of Nature, attending the church of our faith, and getting involved in meaningful or enjoyable pursuits.

Q. Maybe you can tell us briefly something about Natural Hygiene.

A. Of course. Natural Hygiene is a system of health building which started in the United States in the early part of the nineteenth century.

Q. How is this system applicable today in our present environment?

A. Even in the 20th Century, our bodies are still governed by certain fixed laws of Nature, some of which I mentioned earlier. If we live within our genetic limitations and adhere to the laws of Nature, we will achieve our optimum health potential.

Q. Let's turn our attention to diet for a moment. What's so terrible about eating the proverbial "junk food"?

A. Junk food fills the blood with unusable materials and waste products which the body has to eliminate. This is an extensive energy-demanding activity that weakens the body. Premature aging and disease usually develop in many "junk food" addicts.

Q. But many people like the taste of "junk food". How can they give these up?

A. Taste is usually an acquired habit. A person's taste buds can be trained to appreciate new foods which have more food value.

Q. What kinds of new foods are you talking about?

A. Fruits and vegetables for instance. These foods are loaded with vitamins and minerals, and most of them require little or no preparation before eating.

“ ON SATURDAY DECEMBER 1ST, 1945 ”

I was looking at some old school literature, when I came across the following passage:

“On Saturday December 1st, 1945, shortly after 4 p.m. the formal opening of Fatima College took place. In Episcopal robes and accompanied by Fr. Murray and the Rev. M. Pinard, the deacon and sub-deacon respectively, in the presence of a large and representative gathering, the Archbishop of Port of Spain, the Most Rev. Dr. Finbar Ryan read the Pontifical prayers which preceded the solemn blessing of the college; he then blessed the new building.”

That was exactly four decades ago, four Principals ago, and four school Annuals ago.

Here one naturally turns one's mind to the past. The history of Fatima College is well chronicled elsewhere, so I will do no such thing.

One must be forever looking towards the future via the present, for the future is continually melting away into the present. The next four decades will take us well into the twenty-first century – the year 2025 to be exact.

Could you imagine all the present Form One boys being fifty-one years old? And the Sixth Formers around sixty years old? The years at Fatima will help to decide what type of people they will become.

This matter alone is worth much thought

MR. CLIVE JOHN

MY STORY (Fiction)

The female reporter came in with my mother. She sat down, then asked me:

"Are you ready to speak?"

"Yes," I replied.

"O.K. I will have everything here on tape, so if you want to take out anything, I"

"No! Don't take out anything."

"Fine, I am recording now"

"My name is Jerry. I am an ex-addict. I want to tell you my story.

"It all started one evening when Bertie and I were walking down Rudolph Street. Bertie started walking faster and faster until he was running. I followed suit. We kept running until we reached a small house. Bertie told me to wait outside, so I waited. He was inside for about ten minutes, then he came out changed, sort of withdrawn and somewhat sick.

"He expressed a sudden need to go over by George and the gang. When we arrived, it seemed as if George and most of his gang were in the same condition as Bertie.

George said to Bertie:

'Did you get the stuff?'

'Yeah.'

'O.K. O.K. Well share it around.'

'Jerry, do you want some?'

I asked George: 'What is it?'

'Try it.'

It was cocaine.

"Well I took a sniff and that was the beginning of a nightmare. My head began to feel lighter and I felt as if I could do anything. Eventually this effect wore off and I wanted more of the stuff. I took more and more until I couldn't help myself.

"The next day I felt terrible, as if I had a hundred hangovers one after the other. My nose was running and my eyes felt grainy, and worst of all, I felt this gnawing need for the 'coke'. I went over by Bertie and asked him how much a straw of 'coke' cost. He said fifty dollars. The next thing I knew I was stealing money from my mother's purse.

"These events didn't happen only once. They happened over and over again, and each time the need was worse.

"My mother noticed from the beginning but she thought I had a cold or an infection. Then she noticed the money missing. She came and asked what was happening and I told her everything.

"The next day we went to a clinic where they ran tests and gave me therapy. After a few months I was for the most part cured except for the lining of my nose. Also my I.Q. had dropped by ten. Now I know better but I will never forget the experience."

I asked the reporter, when we were finished, if there were others who were worse off than I was. In answer to my question she held up twelve photographs of dead kids my age. They were addicts.

JOSEPH SCOTT (3-3).



(Good Health is the result of a totally natural lifestyle.)

We can examine most of the labels on foods on our supermarket shelves and see how much we are subjecting our bodies to the digestion of harmful chemicals. Our lungs are being spoilt by the pollution in our atmosphere and by our intake of tobacco.

Of course there is nothing good about liquor too, but we drink it anyway. Now, man has reached a point where he must return to a natural lifestyle or pay dearly for the abuse his body suffers. Food manufacturers do not think twice about loading their products with preservatives, artificial flavourings and artificial colourings as well as the product itself which may be a foreign substance altogether. Snack foods are an especially good illustration of this. The soft drink that some children seem to live on are nothing but water, sugar, gas, artificial flavouring and in some cases caffeine.

Inhaling a lot of smoke into our lungs all the time can do nothing but endanger our health nor can the polluted air of our cities which is filled up with carbon monoxide.

Alcohol weakens the liver and like cocaine, and marijuana, it is a drug which affects the brain. That is why cancer is so rampant in the society, but if people took more care of their bodies the health situation might improve. Every month there is a new flu circulating and the effects seem to be growing worse all the time. Natural vitamin C found in fruits can help to prevent flu. If we tried living on vegetables too and other natural foods, we would notice how much better conditioned the body becomes to defend against infections. It is good to halt the intake of food at certain periods to give the stomach a chance to purge itself which it cannot do properly when constantly receiving food.

In this hectic world of ours people seldom get time to rest and the body becomes overworked, but we need time to 'recharge' - so to speak and start again, afresh.

Natural health concerns our mind as well. Peace of mind contributes to our overall well being so it is good that at times we stop watching television, stop listening to the radio and stop gossiping to reflect on the self and on life. Many times our brain is over-worked and added to that it is not well nourished.

So it is in natural lifestyles and hygiene that health is found and not in doctors' pills and certainly not in cigarettes or alcohol or in long hours spent watching television. We must live right to live longer.

Maurice Halfhide.

BOOK DONATION

A very valuable donation of six Health books has been made to the School Library. We review them here for the benefit of our readers. We recommend that you go to the library and make a study of these books.

(1) **Medical Drugs on Trial? Verdict: "Guilty!"** - by Dr. Keki R. Sidwah.

This interesting book is an exposé of the present-day practice of medicine, the drug industry, and food technology.

(2) **You Don't Have to be Sick!** - by Jack Dunn Trop.

This book (a) expresses the cults and fads masquerading as modern science, which encourage the use of foods and drugs which are inadequate, and often downright dangerous;

(b) exposes some common diets which are harmful;

(c) exposes the hypnotic exhortations of our advertising hucksters who present physically and socially destructive behaviour as the normal way of life.

(3) **Health for the Millions** - by Herbert M. Shelton.

This book is written by the world's foremost Health Educator. For over forty years, Dr. Shelton has managed his own institution where people from all parts of the world come to improve and maintain their health.

(4) **First Aid - The Natural Way**

This book shows some interesting approaches to First-Aid. It should be compulsory reading.

(5) **Fasting Can Save Your Life** - Herbert Shelton

(6) **Fasting for the Health of it** - Oswald/Shelton

These two books (5 & 6) deal with fasting as an instrument of good health. These books are actually documented cases to illustrate the point.

spot the difference?



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Anyhow you spell it, our *KLIM is Milk* and your *Milk is KLIM.*

KLIM...milk that makes a name for itself.

CALYPSO

This year, our Annual Calypso Competition took place on Carnival Friday, February 22nd. There was no trophy at stake, as Robert Wickham had won for three consecutive years and was allowed to keep the Sparrow Trophy. Wickham did not participate in this year's competition, for he has proven to be far superior to all others.

Only six calypsonians contested the finals. Many late entries were rejected. The line-up was:-

1. Wendell Mitchell (5-3) - The Mighty Dazzler: "West Indies Jam".
2. Jason Phillips (2-3) - The Mighty Senator: "Teachers".
3. Michael Wiltshire (1-4) - Lord Protestor and the Picketers: "Boo to the Budget".
4. Herman Creque, Andres Assee, Ian Chin and Roget Bibby (2-1) - The Educators: "Education".
5. Clint Carvalho (1-1) - Chalkie and the Dusters: "Charlie".
6. Ricardo Mendoza (4-2) - Bara and the Channas: "Breakdance".

The judges were Mrs. Humphrey and Miss Cumberbatch. Ten points each were awarded for Lyrics, Melody, Rendition, Presentation and Originality. The Emcee was Robert Wickham; he replaced an ailing Keith Scotland.

Just as the competition was about to begin, T&TEC struck. However, the contest took place before a very co-operative audience. It was short and sweet, and ended with a guest appearance by Mr. Glen "Kaiso" Roach, singing "Breakdance". He was accompanied by breakdancers from Form I, Michael Wiltshire and Valentine Collis.

Easy winners were the Form 2 Gr 1 contingent of Assee, Creque, Chin and Bibby, followed by Clint Carvalho and Wendell Mitchell. Prizes were distributed by the Vice-Principal, Mr. Sunderji.

BREAKDANCE

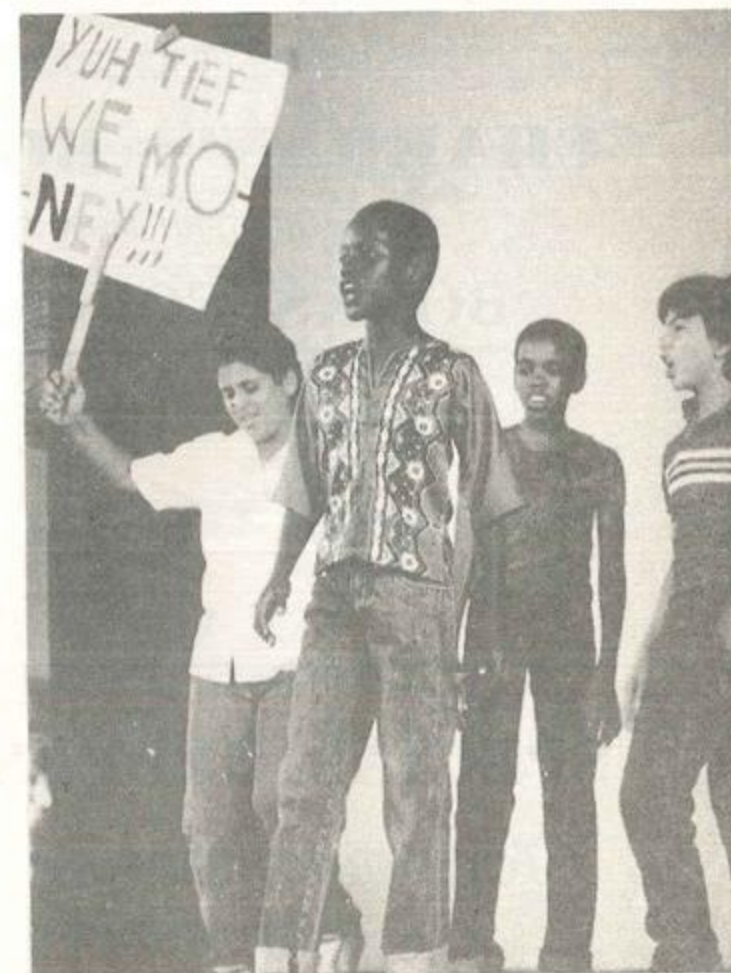
by

Glen 'Kaiso' Roach

Check out Fr. O'Dwyer,
He's a champion breakdancer;
See Fr. De Four,
Dancing the Boogooloo,
Mr. Ramdass hand-gliding,
Sunderji doing a headspin;
This ent no ole talk,
Mr. Joseph doing the moon walk.

CHORUS

On the way to Spanish class,
They breakdancing.
Even when they going to Mass,
They breakdancing.
By the cafeteria,
They breakdancing.
Eating a hamburger,
They breakdancing.
Talking to Mr. Moore,
They breakdancing.
Put them to stand up by the door,
They breakdancing.
You send them to Romero,
They breakdancing.
Before they get the first blow,
They breakdancing



EDUCATION

The Winning Calypso – 1985

CHORUS: *You cannot afford to waste any time,
To go to party, to drink and lime,
Because when exams come around,
You will get most of your answers wrong.*

Assee: *You must study with your heart and soul,
To make a place in this massive world,
So children you must try in college,
To acquire respect and good knowledge.*

CHORUS: *You cannot afford*

Chin: *I know someone who cleans ole rugs,
Because he used to be on drugs,
Every time he went to fete
He had plenty coke and cigarette.*

CHORUS: *You cannot afford*

Bibby: *I give you this piece of advice,
Study or you'll pay the price,
You better have a good foundation,
Before you end up in a gas station.*

CHORUS: *You cannot afford*

Creque: *Then go to a university,
To get masters or a degree.
It is something of necessity.
After that raise a family.*

CHORUS: *You cannot afford (twice)*

by THE EDUCATORS

(Andres Assess, Ian Chin, Roget Bibby & Herman Creque)



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difficult to find locally.*

"The future is female" – (Discuss)

A.

In today's world women are becoming more and more prevalent in what were once considered exclusive male occupations; women are becoming leaders of countries, business executives, lawyers and doctors.

However the social environment has made it quite difficult for women to obtain as well as hold these positions. The performance of women in these new fields of employment has shown that they are capable of doing tasks as effectively as men and sometimes much better.

Women are more conscious of life. They themselves bring forth life and are more capable of correcting and preventing the destruction of life which has quite recently been brought to the attention of the world. Nuclear war and environmental destruction are some of these problems. Women can be prominently seen protesting these subjects.

On the other hand the majority of women seem to lack the courage to break out from under their inferiority

complex. Women seem to let their emotions flow when under pressure which makes society afraid to follow their leadership.

The social concept of a leader is someone who is strong, fails to crack under pressure, quick minded, intelligent and who is usually a man. These concepts must change before the future is female.

Consequently women leaders today are far more hard-lined than their male colleagues. This is so since they must prove themselves. And this causes the population to resent them in high office. Their strictness and harsh policies will eventually force their employees to revolt against them. Thus women in high positions are few.

NIGEL SIU TOUNG.

B.

Years ago it would have been different, your life that is. Contentment could have been had from 'simple' things. Most of your kind aspired to connect themselves to men of reasonable habits and incomes. Even social standing was an important factor. Being generally well established was a prime concern of your kind. Immense pleasure was had from the rearing of children – your children. Values were vastly different.

Now, years later, you want more. You complain of the monotony associated with time honoured tasks. Who among you remembers the joys of parenthood? Who cares merely to serve as a complement of others?

In keeping with changing values new recognition is desired, more freedom from routine. Women have proven that they are in no way intellectually deficient. Capability is understood as proof of the right to assume responsibility for tasks previously handled by men. All your findings in that regard are publicised among your kind. It is not sowing seeds of discontentment, for sure; rather it's awakening your kind.

ROGER ROXBURGH.

.....

*Be not afraid when foes appear
Preparing for attack.
Fear rather friends who smile and fawn,
Then stab you in the back.*



PRIZEGIVING

Our Prizegiving Ceremony for the Academic Year 1983-84 was held at the Jean Pierre Sports Complex on Thursday, December 13, 1984. As usual the Ceremony was not the distribution of prizes and certificates, full stop, but an opportunity for us to hear the Principal's Report as well as a report from a Ministry official. In addition this year, His Grace Archbishop Anthony Pantin addressed the graduates. The Principal's Report followed the opening prayer and the singing of the National Anthem. The text of this report is given on page six (6) of this Annual.

The distribution of Prizes for individual subjects, for Application and for First Place among Forms 1 to 4 students followed. Here three (3) outstanding students were Fourth Formers Ronald Alleyne, Nigel Harrison and Randal Walker. They all won prizes in each of the above-mentioned divisions. In addition, Ronald Alleyne won prizes for being Form IV student in Physics, Chemistry, Additional Mathematics and Computer Studies. Nigel Harrison in his turn, excelled in French, Spanish and Biology. Nigel was also one of the few Fourth Formers with a perfect record for Regularity and Punctuality.

The Prizegiving Ceremony had two (2) musical interludes. In the first a Junior choir performed, under the direction of Troy Gatcliffe and Kwame Ryan. Two carols marked the second interlude, the first by Maurice Halfhide and the other by Gerard Pascall.

In his address, Mr. Victor Wheeler, School Supervisor III in the Ministry of Education, referred to his Ministry as the 'Head Office' and claimed that all teachers were Ministry officials. He appealed to parents to let their voices be heard and expressed his hope that the P.T.A. can make 'a serious contribution to the drafting of an Education Plan'. He also called upon the students to 'take an active interest' in all affairs pertaining to their school.

The distribution of Special prizes as well as of prizes for individual subjects based on the results of the Cambridge and CXC examinations followed. Ronald Roberts stood out, as far as concerned prizes for 'O' level subjects, receiving prizes for Principles of Business, History and Economics. He also received the Fr. Curtin's Cup for Best Academic Record in Form 5.

In these times when latecoming and absenteeism are becoming the order of the day, it was indeed pleasing to see so many students receiving certificates for having had a perfect record of Regularity and Punctuality. Here are the students who were neither late nor absent for the entire Academic year 1983-84:

Form 6 - Davidson Rodney, Hayden Dupont

Form 5 - Graeme Ottley

Form 4 - Kirk Richmond, Kerwin Chai, David St. Cyr, Anthony Redhead, Ian Vire, Nigel Harrison, Martin Hatem

Form 3 - Lennard Kong, Erik Uddenberg, Gregory Lindsay

Form 2 - Sean Agostini, Richard Akong, Martin Chin Cham, Conrad Chin Fatt, Jerry Jarvis, Shane Marshall, Adrian Niles, John Mollenthiel, Anile Pascall, Sean Power

Form 1 - Ryan Agostini, Dennis Chang, Mathew Crittenden, David Darbasie, Derek Darbasie.

The Principal's Cup and Medal - presented every year to 'the student who best exemplifies the spirits and ideals of Fatima College' - was awarded this year to Patrick Borely of Form VI.

The Prizegiving Ceremony ended at 11:45 a.m. with the Archbishop's address and the singing of the College song.



Students Writings



Of all the arts in which the wise excel,

Nature's chief masterpiece is writing well.

Sheffield, J. (1648-1721)

THE RIVER

I can remember it clearly now. I was eleven, and it was a Saturday when I first went to 'the river'. The river is actually a storm-drain - - - a large concrete canyon about fifty feet wide by ten deep which snakes down through the valley to the sea, carrying in it, usually a trickle of water.

The day before, Jack, my school-friend, had dared me to go fishing with him for guabin in the river.

"You too coward, Man," he said, "it ain't have nutten to be afraid of dere."

This made my blood boil, so I said to him,

"Alright. I is a coward, eh? Be there tomorrow morning' and we'll see who is man!"

Saturday dawned bright and clear, and after having breakfast, I plucked up my courage and went to the river. I told my parents that I was going out to play, for if they only knew I intended going to the river, they would not have permitted me. It took me five minutes to get there, and Jack was waiting for me on the bank with plastic cups to catch the fish.

"Oho," he said, "I thought you wasn't coming!"

Quietly, we made our way down to the river bed using pieces of wood stuck in holes in the sheer wall of the drain. At the bottom we set up and started 'panning' for the fish.

We panned for about an hour, and only when we decided to take a break did I notice the level of the river had risen considerably while we were blithely fishing, and the water was a dark, muddy brown. Only then did we notice the dark clouds which now capped the valley - a sure sign of rain, which meant that the river would probably flood.

"Let's get out of here!" I shouted.

"Coward!" Jack's words stung like a whip.

"Listen!" I said, for I was getting fed-up. "I value my life above everything else, and we're in danger. I am leaving!"

Jack considered and said,

"Okay, we have enough fish already."

"Forget those stupid fishes!" I said.

So saying, we started back towards the place where we had descended, wading through the rapidly rising water. But before we could reach the place, I heard a sudden rush and swirl of water. Looking up, we saw a four-foot wall of water coming towards us, crested with foam and rubbish.

Immediately, we flattened against the sheer bank of the drain, holding our breath. The wave hit, and even though we clutched at little protrusions on the bank with all our strength, it bore us away like chaff in the wind. But Jack and I remained fairly close together as the wave pushed and scraped us along the bank. Then, in the distance, I saw a low water pipe spanning the river, and I grabbed it as I passed underneath. I felt as if my arms would be wrenched off, but I hung on for dear life. At that moment, Jack swept past me. Alone, I could have easily worked my way across the pipe to the top of the bank and to safety, but I couldn't just leave Jack.

"Grab my feet!" I screamed at him above the roar

of the flood, hoping it wasn't too late. But I felt his weight pull at my legs and I breathed a sigh of relief. I only hoped that I was strong enough to pull both of us to safety.

I started to move sideways - hand over hand - along the pipe towards the bank. And I paused to rest at a joint in the pipe. Too late, I realized my mistake. The pipe began to bend, water seeping out of the joint. I was amazed how clearly it occurred to me, as if in slow motion - my God, I thought, the pipe is breaking!

Just then, the pipe burst at the joint, spewing out water, adding to the flood. I swore horribly, more in rage than in fear. I knew that I had to work quickly, so I pulled Jack and myself along the ruptured pipe as fast as my aching arms would allow.

After what seemed like an age, we reached the bank and just barely hauled ourselves from the water. We just lay there, trying to recover. At length, I propped myself up on my elbows and laughed mirthlessly.

"Thanks," Jack said.

I remained silent. There was nothing that I could say. Somewhere I found the strength to stagger to my feet. My head throbbed mercilessly.

"Come on," I told him, "let's go."

So saying, wet, bedraggled, and aching, we limped away from the river towards home.

IAN SUE WING (4 - 3)



CHESS

*The time is coming,
The plot has been conceived,
Which very few of the players
Are able to perceive.
Hear them shriek;
They cry in grief,
Unjustly, he is then a thief.
Deceit, grief, anger - trivial emotion.
But necessary for the change
From a puddle to an ocean.
Destiny in chief,
Try not to achieve;
Few are powerful enough
To withstand the fierceness of the siege.
Dream of relief;
Paradise. All make-believe,
Comfort, compassion.
No more pain,
But dreams are all -
They shall remain*

CARLOS WRIGHT (4 - 3)

*Twinkle, Twinkle, little star,
I know exactly who you are:
Man-made station high in space,
Spying on the human race.*

COLIN MOHAMMED (1 - 3)

*Have we trials and temptations?
Is there trouble anywhere?
We should never be discouraged;
Take it to the Lord in prayer.*

*Oh, what peace we often forfeit!
Oh, what needless pain we bear!
All because we do not carry
Everything to God in prayer.*

*From the Hymn,
JOSEPH SCRIVEN (1855)*

THE JOURNEY

Today was the day, and my destination was inevitable. Doomed, for Fate was against me. In my dismay I was ignorant of the reason for this unjust act which I was soon to become a victim of. Like a puppet on a string, with all my steps and actions carefully co-ordinated by my "Masters", I was out of control, and now it was only a matter of time.

"No! Please! Not Yet! Please don't make me go!" No matter how much I begged and pleaded, I knew to myself that it was bound to happen. Nevertheless that did not deter my futile attempts to resist. In a desperate state, as we walked through the steel gate, I burst into tears and fell to my knees, once again begging. When this proved useless and ineffective, I grabbed hold of the large gate. I held it as though I were holding on for dear life. I suppose one could say that I was - literally.

"Come on, don't try to be difficult. Make it easy on yourself. You know that you have to go; it's the law." I knew that they were right and I was wrong, but that did not change how I felt. With all my might, I held the gate, screaming and crying. Suddenly someone grabbed me from behind; enveloped by an iron fist, I struggled to escape from its clutches. I was picked up and wrenched from the gate. As my once firm grip weakened, and then ceased to be, I knew that when the door slammed behind me, I would have crossed the point of no return.

The drive was a half an hour long. As we travelled along the seemingly endless deserted road, I scanned my brain hoping to find some final plot in order to conquer this evil. All confused and delirious, I could think of nothing. There was no solution. I could only wait.

As we turned the corner, I could feel the chills running up my spine and the cold sweat not far behind as I saw it. To my horror and disgust, there it was before me. My destination. Uncontrolled, the screaming and pleading began again. My inner self was begging for mercy, determined and willing to make any compromise possible. I was once again refused. The car slowed down, then stopped and with tears on my cheeks, I knew that this was it - the end to what was a carefree life.

Escorted to the gates, then locked inside, I turned to say goodbye to those who had brought me there. How I hated them! But was it really them I hated or was it the circumstance that I was a victim of? As I walked the narrow path, I knew that this was no ordinary path but one which would carry me through life. However in my eyes, this was the worst thing that ever happened to me. I had never wanted to be five; moreover, I had never wanted to be a five-year-old on his first day at school.

MAURICE BACHAN (5 - 1)

MY FIRST THREE YEARS AT FATIMA

My first three years at Fatima College have so far been an experience I hope never to forget. I entered this school in September 1981. I was the only one from my primary school, who had passed the exams for Fatima, and therefore I had to make friends. Making friends was not so hard for me since I am a very likeable person. I did well in all my subjects and at the end-of-term examinations I placed second in my class. This trend I kept all through Form I, never falling below second place except for Term III when some of my exam papers got lost by some careless person, so I could not be placed.

In my second year, Form II, I continued my trend until the last term when I began to slack off a bit and placed fourth in class. Art class was the class I liked most in Form II; it was so much fun painting and sketching scenery and people. At the exams for the last term of Form II, all the students were to be streamed, thus separating the hard workers from the slackers and not-so-hard workers. Unfortunately, I did not get into the streamed class, but I did not despair; I just had to start working harder.

My third year, Form III, has so far been very good for me since I came first in the second term. I enjoyed attending Fatima College and I hope to pass all my subjects at 'O' and 'A' Levels.

FAIZAL SUNDERJI (3-3)

FATIMA'S VICTORY

*It was the day that Fatima
played against Barrackpore,
And Brian Lara played cricket
like he never played before.
It was only fours and sixes,
nothing less,
And he was only molesting the ball
at his very best.*

*It took more than Ranjie Nanan
to out him now.
Nobody could stop him,
not even the big fat boy
who was catching all the others out.*

*Now it was obvious who
the winners were,
Since Brian Lara alone
made the Barrackpore score.*

*With tired grace
He lies down upon
His bed of blue, blue Sea
Far from where
Any of us could ever reach.*

*He smiles his smug smile
At us Mortals who are grounded
And we stare in admiration
At his ever-changing hues
And we yearn for his immortality.*

*But we know
That on the morrow
He will act the very same way –
Yet we wait in pretense
Hoping that, this time, he will stay with us.*

ETIENNE ESPINET (5-2)

SUNSET

THOUGHTS

*One rainy night I lay in bed
Reminiscing
I began to think, and
the thoughts coagulated into a huge halo
About me and my being
I thought of flying, and fly I did
to lands whose boundaries of imagination
I surpassed easily.
I thought of people,
people who cared, people who didn't care,
people who loved, people who were in love,
people whose facial expression revealed their insides,
their inner core.
As my mind meandered further into
a psychological dimension
it stumbled upon
a thought
that might have been forgotten –
Life.*

*I thought and thought and asked myself
What is Life?
How is Life?
Why is Life?
But even as I asked myself these questions,
I knew they would remain unanswered
For
Life is something
No one seems to understand
Sometime, somehow,
thoughts end
mind's wanderings cease
Not forever, though,
But
For sometime.
The halo dissolves into mist
And
Disappears.*

RICARDO MENDOZA (4-2)

THE BEACH

*Just yesterday, the beach was bare;
Only the sand and sea were there,
And a seagull, high in the sky,
And the little sand-crabs, and I.*

*Today, with bright umbrellas out,
And happy crowds that laugh and shout
And all this sunny sand and sea,
I doubt there ever was just me.*

GERARD NILES (2-3)

LOVE – BROKEN, BUILT, BARRED

*I've watched love, hastily a relationship build,
And with each other, the couple are thrilled.
But as the shadow of time has passed,
The two realise that it will not last.
Monotony succeeds the fading elation,
'Tis then they realise it was just infatuation.*

*But love, when developed at its own pace,
Flamed at the right time, at the right place.
Understanding, trust, respect and communication,
All go into its fantastic creation.
After all these factors have fallen in line,
Evolves a love to parallel time.*

*Why then love, a friend's heart it tears,
They've been close colleagues for very many years.
His mind wants what they have to never die,
His heart wants her love for him to intensify.
He listens to his mind, but his heart still burns bright,
'Tis a shining star in the blackest night.*

KIRK LAKE (4-2)

CRICKET

*Cricket is the game for me.
When I bowl the ball
The wickets fall,
Cricket is the game for me.*

*Cricket is the game for me.
When I start to bat
The bowlers fall flat,
Cricket is the game for me.*

*Cricket is the game for me.
When I start to field
The batsmen squeal,
Cricket is the game for me.*

DAVID DARBASIE (2-2)

•••••
If God be for us, who can be against us?

ST. PAUL

*Feelin' RC
Feelin' so Alive!*

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AN ENCOUNTER WITH A MONKEY

I walked through the forest with great care for fear of making a noise to scare my prey away. Joseph Williams walked a few paces in front of me with a dreary look in his eyes. We had started off at first light and he had not taken his beauty sleep.

Without warning, a loud piercing screech was uttered. Joseph jumped sky-high and my blood was chilled instantly. For a moment we stood dumbfounded; in the next instant, our guns were raised in a firing position. We waited in suspense, but this suspense did not last long — again the piercing screech, but we maintained our composure. Then, out of the trees, flew a brown figure. I saw it clearly, but it took me a good second look to confirm what my eyes had seen.

Suddenly, from behind my back, I heard Joseph say, in a disbelieving tone,

"That monkey cannot be living in these woods. I haven't seen one in years. It must have escaped from its owner."

I had to agree with him, for I could see no other alternative. We had been looking at it for a long time, when it occurred to us how well kept it was.

"There must be a reward out for such a fine looking animal," I said, and needing the money, I was prepared to go all out to capture it.

I stripped to the waist, and moved in quietly from behind, trying not to make any noise, but when I was within a few feet of him, he suddenly vaulted onto the branch of a tree. I studied him for a moment, and proceeded to climb the tree. Thinking only about the monkey I forgot to think about the strength and stability of the branch. When I was almost on top of him, I took a flying leap and at the same speed the monkey took hold of a vine, and swung to the next tree. Joseph, standing beneath me, must have seen my imminent danger, for he shouted a warning; but I had already landed on the branch with great force. It broke, tumbling me to the ground. The monkey then uttered another piercing screech, and went swinging merrily on its way deeper into the woods.

Immediately, I felt such rage and irritation that had I been able to get up, I would have been jumping up and down non-stop, for I could show nothing for my troubles but a broken leg and many cuts and bruises.

DANIEL YOUNG (3-3)

THE MOON

*She sits there,
A pearl on dark velvet
Kissed by the Night
And hugged by the Wind coming into shore.*

*The stars blink in disbelief at her beauty;
The clouds, in dark jealousy, try to hide her,
While the Sea thrashes in fury
For it yearns for her company, into its cool dark depths.*

ETIENNE ESPINET (5-2)

DEWD WORKERS

*Dey come,
Dey sit dong,
Dey gossip all day,
Next ting you know,
Dey wondering when dey getting pay.
Dey mite clean a drain or two
And when you catch you self,
Dey getting more salary than you.*

*Many a man say,
"Government working dis ting real funny,
Because is dem dude workers self,
Who taking we taxpayers money."*

*Ah hear some teachers dong tong yesterday say
"We get salary and dem dude workers get more pay
dan we."*

*Just a word of advice from me,
If Government doh watch how
Dey spennin' de country money,
Dey go end up in real treachery.*

DERMONT JOHN (2-2)

EYES

*From time to time the Eye sees all,
Everything, either big or small,
The Eye sees far and the Eye sees near,
And often it finds things when you're in despair.
It moves about as the body goes,
And sees the world's lovely shows.
It moves very fast and always focusses,
On the cars, trucks, or even buses,
The Eye gets commands from your very thinking,
And that's probably why it never stops blinking.
Even Time itself that goes slowly by,
It sees very clearly, this wonderful Eye.*

STEFAN HARLEY (2-2)



STORM

She is beautiful when
Angered to the fullest.
Her goddess-like serenity
Giving way to an all too human passion.

She is strong and
Can destroy you, me at will.
Her lighting and torrential rains,
Locked up in her mind, until,
Unleashed with such fury
Nothing can be done, but beg for mercy.

She's cold and unforgiving,
Her smile clouded by the darkness of her wrath.
The winds she causes
Swirl, Spray and Climb
Shooting columns of water into the air
Playing with her mutant prowess.

Hours, even days pass,
All her fury, devastating but beautiful,
Comes to a quiet end,
The battle finished long after started,
She's tired, weak and worn.
But I love her, for she
Is Storm.

CURTIS JAMES (2-2)

A TRAGEDY IN MY LIFE

It happened one night, bright and clear,
I lost someone who was very dear,
It was my wife, whose name was Lisa,
She died in a plane disaster.

When I heard of my wife being dead,
I cried and cried, and shaved my head,
To mourn my dear, dear wife,
Who was fair and young, but lost her life.

Up to now I cannot sleep,
Because I loved my wife too deep.
I tried to take a new bride,
But I cannot forget my wife who died.

When I go to bed at night,
Sometimes I dream an awful fright,
When I roll to her side,
It's empty - and I remember that she has died.

HERMAN CREQUE (2-1)

PEOPLE

People all around the world
Come in different shapes and sizes.
Some people's lives have no hope at all
And some are full of surprises.

They come in different shapes and colours
On this large earth so wide,
But even though we physically differ,
We are the same inside.

Anyone can change his ways
From good to bad, it's true.
But if you want to change yourself,
The choice is up to you.

You get these ways from people you're with,
Or where you have grown up.
And if you're lucky and guide your life,
You'll end up at the top.

Everyone has a different lifestyle,
And so no one is to blame.
With all the people in the world,
No one is the same.

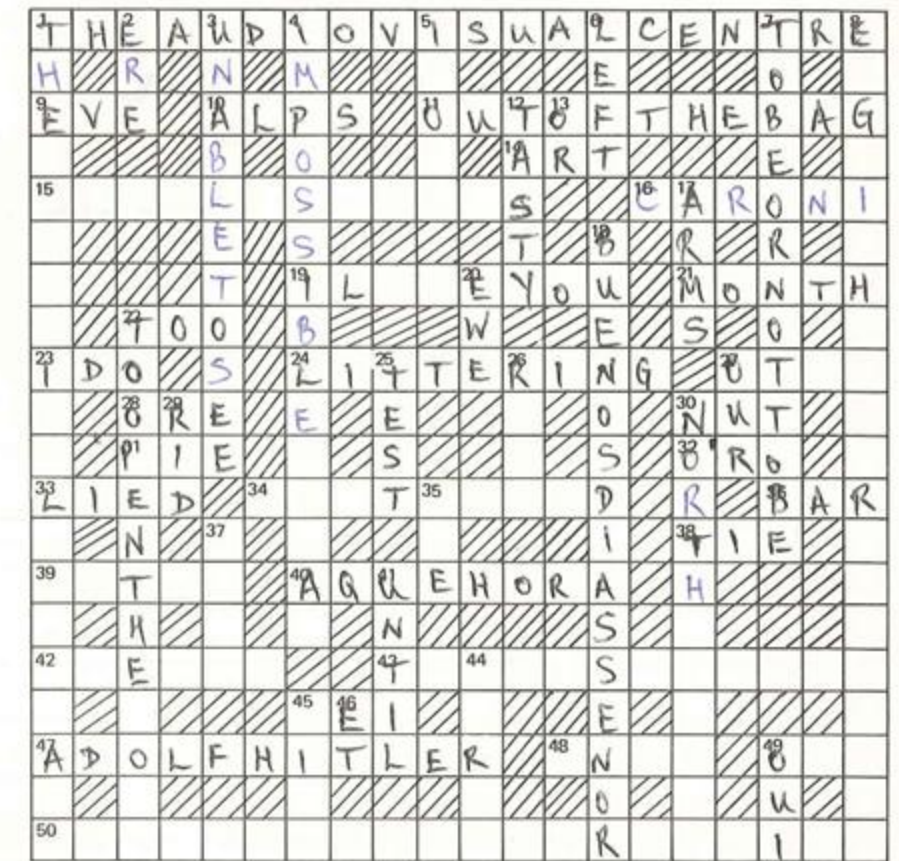
ASHLEY THOMPSON (3-3)

THE VOLCANO

I'm a volcano, my name is Mr. B,
When I get angry, I let my lava free.
The fright of me many people share,
Because when I start to rumble, people beware.
As a volcano I'm the best around,
People get frightened when I make one little sound.
I can burn the land and boil the sea;
My name will go down in history.
You might be frightened of a hurricane,
But if you think he's badder than me, you must be insane.
Y' see when I start to spit red molten fire,
If you'd say you weren't frightened, I'd call you a liar.
When men think that they're the best alive,
When I'm ready they can't give me no jive.
You want tough,
Well I'm gruff.
Take it from me,
Mr. B!

JAN WYATT (2-4)

CROSSWORD



ACROSS

- Where films are shown in Fatima (3, 5-6, 6)
- The first woman (3)
- Range of mountains in Europe (4)
- "To let the cat . . ." is to reveal a secret (3, 2, 3, 3)
- Subject taught by Mrs. Allard and Mr. Kuei Tung (3)
- A state of constant agitation (12)
- County of Trinidad (6)
- Je t'aime (1,4,3)
- May, for example (5)
- Also (3)
- Words heard twice at every marriage ceremony (1, 2)
- Throwing bits of paper, etc, carelessly all over the place (9)
- Nineteenth century German engineer (4)
- From which a mineral is extracted (3)
- A kernel is found inside it (3)
- It is baked (3)
- Spanish word for 'gold' (3)
- Did not speak the truth (4)
- Expressed disagreement (9)
- To block one's entry (3)
- It is worn around the neck (3)
- Well-known (5)
- At what time? (Spanish) (1, 3, 4)
- "He who . . . my purse, . . . trash" (Shakespeare) (6)
- Change "into an artist" (to await long-distance transport) (5, 7)
- I read (Spanish) (3)
- He ruled Germany during World War II (5, 6)
- The . . . Empire is what is now know as Peru (4)
- Sash worn by Japanese women and children (3)
- News you receive directly (5-4, 11)

DOWN

- They are responsible for the administration of our school (3, 9, 3, 5)
- Before (3)
- Blind (6,2,3)
- It will never come true (10, 5)
- Combined (2, 3)
- Opposite of 'right' (4)
- Hamlet's famous 'question' (2, 2, 2, 3, 2, 2)
- It tests students' ability to understand (7, 13)
- Delicious (5)
- It goes with 'Either' (2)
- Weapons (4)
- How students may greet their Spanish teacher (6,4,5)
- Female sheep (3)
- Pour ouvrir la porte (2, 4, 3, 4)
- Exam (4)
- It occurs only in the presence of air and water (4)
- Belonging to us (3)
- "To do away with" is "to get . . . of" (3)
- Where Great Bear Lake is (5, 6)
- "To . . . out a livelihood" is "to try one's best to survive" (3)
- Statue worshipped (4)
- Hasta mañana - . . . tomorrow (5)
- It protects the washerwoman's skirt (5)
- Peruvian capital (4)
- And (French) (2)
- Yes (French) (3)

Teacher In Focus

We feel that our boys must get to know our teachers as people and simple human beings. In focussing on Ms. Cherie-Ann Ahwai, Alan Donawa (Form VI) and Mr. Clive John (Staff) seek to do just that. Alan and Mr. John are two seasoned members of the Publications Committee and are well qualified to do the job. In fact, they were key members of the founding committee which published the School's first ever Annual in 1982.

On the other hand, Ms. Ahwai is a newcomer to the Fatima scene. Nevertheless, one may not realise this, considering the total way in which she has plunged herself into the cause of education at our school.

Miss Ahwai, this is your first teaching experience, isn't it?

Yes, it is.

How does the real experience compare with your prior expectations?

I expected a bit of what I experienced when I was a student. My expectations were far above the real experience. I am accustomed to a certain amount of discipline in school and I find that this is sadly lacking here. The level of discipline that I was accustomed to in school I don't see that kind of discipline here, at all. That was the first real thing that struck me here. Even though I went to an 'all-girls' school, and this is an 'all-boys' school, I still think that discipline is a major problem. It is one of the main drawbacks, because it affects the way a teacher is able to get across to a particular class.

Many of the classes that I deal with, I spend about three-quarters of the time trying to get the class to be disciplined and a quarter of the time trying to put across material; and of course, you find that coming down to the end of the term you are rushed; and no matter how you try to put across that to the boys, you try to reason with them, a lot of them don't seem to understand because they are not mature enough, and they don't accept that. Even though you tell them that if you waste time now, it means that you are not going to be able to finish what you have to do, they don't understand, they don't appreciate it, and it means that their learning suffers as a result, and I think that's a major problem.

This question of discipline is a really major problem; we can spend the whole afternoon talking about that. Now, do you have any recommendations?

I think measures that are used are not stringent enough; half an hour in detention — boys don't really take that on at all, that's like nothing.

What would you recommend?

Maybe a longer time in detention, and also maybe something that would affect them more. I don't know if something like taking away library privileges, or banning them from going to P.E. would really affect them.

But P.E. is a part of Education!

Well, that's the next thing too, I know.



Ms. Cherie-Ann Ahwai

And Library is part of Education!

But I don't think that detention and so on as given are really a deterrent to the way the boys behave. I don't think it really helps too much in trying to instil more discipline.

You are a Science teacher; would you like to say something about the Science facilities at Fatima?

I think the facilities could be vastly improved.

In what way?

I don't think we have enough facilities for the lower Forms; because lab space is very limited, preference is given to students in the higher forms. Sometimes you want to use a lab for a class and the lab is being used to teach something like Economics or some other subject.

What are your impressions of the students? Did you encounter any problems? Do you think you have a good rapport with students?

Well, let me see if I can remember all of these questions and try to answer them. Impressions of the students... Let's try to be positive. There are a few who try to learn; they are really willing and they put themselves out and they are interested, these are in the minority. There are those who just sort of coast along, neither here nor there, but if pushed they could be channelled in the right direction, but they could follow bad influences also in the class and go in the opposite direction. There are a few like that, and that sort of gives you encouragement and makes you want to continue; but then on the other hand there are many in certain classes who seem to have no motivation. I think the problem stems a lot from home. I think many students

have all kinds of problems at home. In order to be a teacher you should at first do some kind of course in Psychology, I really think so. You need a lot of training before you come in, you need to be extremely patient and tolerant.

How do you find the teaching staff?

Oh, easy to get along with. They give me good support and encouragement. You share experiences with them and from listening to them and seeing that they have been here for much longer and listening to what they go through, you seem to realise that it's not only you. Sometimes I think when you've just started to teach, you figure maybe it's you, maybe something is wrong with you. I used to think so in the beginning; that maybe I wasn't doing something the way I should. I don't think that I am a perfect teacher, by no means, but I know that a lot of the problems stem from the attitude towards work, you would be able to relate a little bit better to them. It is like a relationship, and if people are interested and involved in what you are doing and they are giving of themselves, you would tend to give more of yourself too. I'm not saying that you are putting out when you are teaching; I am saying that if a class is interested, your class as a result becomes more interesting because you know they are willing to learn, and you get the extra zeal or enthusiasm, to put across the work in a particular way.

That's human nature!

Well yes it is, it really is, that's why I said it's like a relationship.

Maybe you can tell us something about your education, which Secondary School you attended, which A' Level subjects you did, which University you went to, and so on. That should be most interesting, it takes us away from Fatima College and the grey walls.

Alright. I attained my Secondary Education at Holy Name Convent. I did eight O'Level subjects and three A'Level. My A'Level subjects were Physics, Chemistry and Zoology. Of these I got Chemistry and Zoology and then I went on and did Botany at A'Level at Polytechnic just as a sideline. After I got that, I went on to University. I graduated last year. My subject areas were many. In my first year, I did Botany, Zoology, Chemistry, and I did the compulsory courses, which were History of the Caribbean and Development of Civilization. I took all of them in my first year. In my second year, I did straight Chemistry.

Just straight Chemistry?

I did second year and third year Chemistry and I took up a Maths course in my second year. And in my final year I did Analytical Chemistry, Food Technology and Botany. Those are the subjects that I did. I also did Pharmacology at U.W.I. after leaving school.

You seem to be involved in a lot of extra-curricular activities, or what you might call hobbies. Would you like to tell us about some of them. I know you are a member of the Field Naturalist Club and you are very involved in Church activities, and God alone knows what else.

I think that is basically it. I'm a member of the choir in my Parish, St. Francois folk choir. I play the guitar a bit and I sing a bit. I was asked to help out at Masses here in the school — Class Masses, and this is what I have been doing. I was also asked if I could help out at all with the play "Joseph and his Amazing Multicoloured Coat". I'm sorry that the school did not see the entire production, because a lot of work went into it. I hope that some time



in the future we would be able to put it on in its entirety.

And the Field Naturalist Club, is it for any particular reason?

I'm very much interested in Biology. Biology has always been my favourite subject at school. Even though I don't think I did too much Biology at University. But I find that I was really very interested in the areas that come under the purview of the Field Naturalist Club. It's just like a hobby with me really. I also feel that we should preserve the environment. It we don't, it's not going to be around for us to enjoy, and for future generations.

You obviously have some sort of religious background, and a Catholic upbringing. This is a Catholic school. I was beginning to feel that the discipline problem could be tackled in the religious classes, what's your opinion?

Let me see how I can answer that. I can't comment at all on the teaching of Religion in this school because I don't have any contact.

I found when I was at school at Holy Name, well the Principal was a live-wire behind everything. Well, being a nun too, that would all fall into what she would be concerned about. That is not to say that I'm contrasting and comparing, but what I've found was that at Holy Name somehow there was a spirit, a school spirit, and that was talked about quite a lot, and that spirit they tried to foster. You keep hearing about this school spirit and a lot of activities and different things were planned, different things that would sort of help to encourage and build this school spirit.

Like what for example, that we don't have here?

Many things. Oh yes, every single day, school began with an assembly. The assembly lasted 20 minutes to half an hour. We had some sort of reading or maybe a skit; sometimes the classes themselves put on the assembly, but during that assembly the entire school got together in the morning at the start of the school day, and anything going on in school was mentioned, you know, at the beginning of the day, so that everybody was very much aware of what was happening in the school at any point in time. If we were involved in any competition and you go and didn't do so well, or if anything at all that was going on in the school — by just being at the assembly you were sure to know about it. I find that is something that is lacking here. I know it's because of facilities which are limited, that the whole school cannot be together and so on, but I know that

A TEACHER IN FOCUS

that helped me a lot; it helped the school.

When I was at school here we had an assembly every Monday morning, and that made a difference to us. This was every single day. Another thing which we had was the House system. I know you all have one here, too.

House System?

But the House system operated, not only on Sports Day. The House System operated every single day. You were in a House and all the activities were tied up to that. We had Audio-Visual competitions, whereby in the classes themselves whatever subjects you were doing you made charts on different things and you got marks for that. There was also a competition with all the different classes. The competition was based on keeping the class tidy and the quality of charts you made. This helped you in your work too.

The basic idea behind it was to keep your class and your entire surroundings clean and tidy. All of this was linked up to the House system. I think it was a very good system in that it fostered the school spirit and it helped at the same time to keep you interested in what you were learning.

Maybe it's something worth trying? One wonders: how does it feel to be a female teacher at a boys' school? Does it make any difference to you at all?

It doesn't.

It doesn't?

No, it doesn't at all.

What about improvements? How can we improve around here?

For me, Number one will be Discipline. I must come back to that. I think that discipline could be improved overall. I remember when I was at school, Mother Bernadette would patrol the corridors, and you had this visible presence, you couldn't get out of line. Some people would try, but she would be around the corridors. No matter if you tried very hard, you would be brought up, very shortly. The boys here walk around too much – you see them just going all over the place. You don't know whether they are on legitimate business, or whether they are just liming or what they are doing. And so I think Discipline foremost.

Discipline. Anything else?

I think more co-operation all along – students with one another, teachers with one another and then students with teachers as well. I think everybody could try to change his attitude a bit and to be more co-operative all around. Sometimes I would tell my classes . . . O.K. you have to try to discipline them, because if you don't you can't teach, right? You wouldn't be able to put across any subject matter with the class haywire, and you find that if their attitudes were improved, you know that the way you come across to them would also be improved. Many times I tell

Continued on Page 82

OUR ANNUAL MAYFAIR

(A look behind the scenes)

The Mayfair is Fatima's main event each year. This was the nineteenth year since its inception, and it has been going from strength to strength. For most people, it is merely one of many events; they come, they enjoy themselves, they leave. But they do not know what goes on behind the scenes. Who or what is responsible for the success the Mayfair has been enjoying over the years?

The part played by our Past Students Association and by the Parents' body is now common knowledge. This year the present students, working in conjunction with their class teachers, gave an unheard of display of dedication and effort.

Each class was set a target of three hundred dollars. During the month just before the Mayfair, the school was a beehive of activity as students displayed their ability and ingenuity in successfully organising ways and means to meet their target. Each class tried to outdo the others on the question of inventiveness and originality.

Form V Gr 2 organised a raffle where the first prize was a hamper – a hamper which can safely be considered a student's dream. It consisted of novels, comic books, magazines, audio cassettes, pens, pencils, etc. The second prize was a trip for two to Tobago. Incidentally, both prizes were won by First Formers. Form II Gr 2 also decided on a raffle with a digital watch and a cake as the first two prizes.

But film shows were even more prevalent than raffles. During the two weeks or so immediately prior to the Mayfair, Fatima students put on more film shows than they had done for the entire school year. Classes were constantly interrupted, as individual students announced that this or that class would be showing so and so, on such and such a day. Some conflict just had to arise – as Lower VI found out to their disadvantage. They had arranged to present "The Terminator" on a certain day, but another class beat them to it, showing this film on the day before the one Lower VI had chosen.

The teachers also did their part, not only by monitoring the raffles and film shows, but also by assisting at Cake Sales and at various stalls at the Fair itself. As a matter of fact, a group of teachers got together and created their own stall by contributing hundreds of records.

Form II Gr 3 organised a massive Car Wash, with each student seeking to wash two cars.

But kudos for organisational originality must undoubtedly go to Mr. Clifford Roach and his class. This class, Form V Gr I, organised a "Hops and Dat" sale for Thursday May 2nd. People started to ask questions; they knew what hops were, but what was 'Dat'? The idea was that purchasers would be given hops and something, but no one knew what the 'something' was. It turned out that the students had offered to bring in different items to make sandwiches, so some purchasers got sausage, some corned beef, some saltfish, etc.

The result of all this activity was that the majority of classes met their target, and the Mayfair turned out to be yet another success – making a net profit of some \$52,000.

SAVE THE HYDROPONICS UNIT! (An Open Letter by a Second Former)

Dear Annual Readers,

This is one of the less optimistic letters. It is about the neglect of the Hydroponics farm donated by the Lions Club of Port of Spain (North). In the year 1983 a Hydroponics farm was handed over to the students and staff of Fatima College, after being constructed and donated by the Lions Club. It was constructed at an estimated cost of \$18,400.

Many teachers, including Mrs. P. Clerk, Mr. J. Niles, Mr. M. Mc Nish, and Mr. M. Moore, were present at the time of the construction and they even helped prepare the foundation. At the time, they all seemed very interested in it, but after a few months most people lost interest.

Due to the fact that there was nobody assigned to check up on it, the upkeep of the farm deteriorated and after a while it was left untended.

Before the installation of the tank was completed, it was stolen during class time. A new one was bought, but this too was stolen. Today, the Hydroponics farm is seemingly un-noticed by everyone and the crops are dying because of the absence of regulated nutrients.

It is saddening to see people in Ethiopia and other African states dying of starvation, and yet we, the staff and student body of Fatima, watch a great facility like our Hydroponics farm go to waste. It can not only show us how to produce food, but it can also be a source of revenue for the school.

I felt it my duty to bring this fact out into the open, and I hope that more attention will be paid to the Hydroponics farm.

RICHARD STEELE
Form (2-4)

COMMERCE SENSE.

Look toward the future as you would look toward your career. Youth today are rapidly learning the value of money, and the importance of saving.

Join the Commerce and save for rainy days and brighter tomorrows. Get smarter with the Commerce Save for your future today.

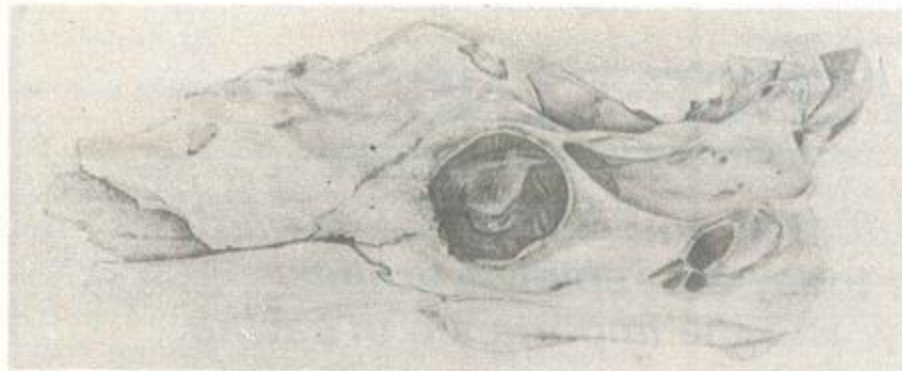


BANK OF COMMERCE
Trinidad and Tobago Limited

ART

The Art Room, under the direction of the industrious Mrs. Marion Allard, is always a beehive of activity. Since the Annual suffers from the limitations of colour, we are reproducing here a few pieces in black and white. Here we feature the work of some Form 6 Art students.

LEONARD BUTTS



G. ST. BERNARD



MAURICE HALFHIDE

Good art reflects the creativity that is the essence of true Education.



OUR ANNUAL SPORTS DAY

Fatima Sports Day 1985 was held on Thursday March 7th. From early morning one could see that this was the ideal day for a sports meet. Unlike the previous year when our Sports Day was sprinkled with intermittent showers, this year we were blessed with a full day's sun. Moreover, this did not seem at its most intense, for the thick haze of clouds which covered the entire Northern Range and which seemed to portend imminent rains, gave the deceptive feeling that the weather was actually much cooler. These "clouds", we were later told, were formed from particles of dust which had blown all the way for the Sahara.

The first event of the day was — as usual — the Marathon. As usual, too, this was open only to students of Form IV, V & VI. Sixty students entered. The route was from Fatima east along Warren Street, up Damian Street, west along Tragarete Road, and into Long Circular Road. From Long Circular Road, the route led through Fairways Avenue and into Federation Park via Golf Course Road and Saddle Road.

Leaving Federation Park via Trinidad Crescent and Barbados Road, the competitors were to head south along Long Circular Road and east along Tragarete Road, as far as French Street. Here they were to dip South up to Roberts Street and head west on to Warren Street, swerve down Belle-Smythe Street on to the Foreshore, up towards the Link Road and then back to Fatima via Mucurapo Road. One lap around the field in an anti-clockwise direction was to complete the course.

The route was manned and surveyed by officials at strategic check points, as well as by a number of students who supplied water along the way to the athletes.

At the end of it all, Wayne Sheppard of Form V emerged winner, and he was followed by Ian Netto, Whitney Chin, and Louis Moore — in that order.

The March Past was to follow closely on the heels of the Marathon, paving the way for the second race. But for some unknown reason, the March Past did not get on the way before 9:45 a.m., setting back all events by at least a half an hour. The salute was taken by Mr. Moore the Principal, as well as by representatives from the Past Students Association and the Parents Body.

The Sports Meeting was officially declared open by Mr. Sunderji, our Vice-Principal. The day passed quickly, but it was most enjoyable. As always, it had its laughable moments. David Carew, for instance, completed the entire track in the walking race with a glass in his hand — a walking race which incidentally ended in a running race as the fifteen or so 'last' competitors, realising that they had already lost, changed their minds about walking, and almost on cue, when some fifty metres away from the tape, sprinted towards the finishing line.

In the 1500m Giants A Cycling Race, AL Alexander and Gregory Gouveia, both of Archbishop House, decided to join hands and cross the finishing line at the very same moment.

Unfortunately, our Sports Meeting also had its sad moments. In the 6th Form 25m Bald Head Blindfold Race — a spontaneous innovation, since it was not carded on the programme — one of the competitors, Paul Hee Houg, veered off-course (no surprise since he was blindfolded), and stumbled and fell on the rough 'pitched' section of the field.

In Event No. 26, the 400m flat for Juniors, Gregory Lindsay had covered almost 300 metres before he realised that the race had gone off to a 'false start', and the recall shot had been fired. It seemed that the recall had been given too late, and it certainly was a pitiful sight to see Gregory "gunning it" across the tracks in what he believed was a comfortable lead. At any rate, the race was re-run some seven or eight events later, and Gregory had to be content with third place.

Continued on Page 65



The Marathon is off



Basanta and Mendes sprint to victory



The fat boys' race

From Page 64

In the Teachers Race, a student drew too near the track with his bicycle, and Mr. John Niles in an attempt to avoid running into it, tripped and fell, badly hurting his knee. This required a minor operation, but fortunately Mr. Niles is now back on the good foot.

It seems that this incident as well as that involving Paul Hee Houg could have been avoided if there were track stewards on the field — or at any rate if the track stewards were doing their job. It is to be hoped that there is no recurrence of such incidents.

Excellent performances were witnessed, by individual students in the Juniors, Seniors and Giants Divisions. Among the Juniors, Sheldon Guerra of Form IV stood out like a shining star on a dark night, placing first in the 100m Flat, the 200m Flat, as well as in the 400m Flat. In the 800m Juniors/Seniors, he was knocked into second place by Cornell Griffith.

Wendell Charles of Form VI was to accomplish in the Seniors Division what Sheldon Guerra had in the Juniors. Wendell placed first in the 100m, 200m and 400m races.

Keston Wright, a second-former, also saw that his name was firmly engraved in the annals of Fatima College.

Running in the Giants B Division, he beat all competitors in the 200m Flat and 400m Flat, though he had to concede first place to Jan Wyatt in the 100m Flat.

Byron Brown, who had won the 100 and 200m Flat (Giants A), was nominated Best Track Athlete among the Giants. In the Seniors and Juniors Divisions, this title was given to Wendell Charles and Sheldon Guerra respectively. Sean Assam was again named Best Cyclist, and Ricardo Bleasdel, who had come second in the 100m Flat (Giants A), also topped the Javelin events in this division.

At the end of it all, Stuart House captured the trophy, having accumulated more points than any other. The Victores Ludora were as follows:

Juniors	—	Sean Simmonds & Sheldon Guerra
Giants	—	Byron Brown
Seniors	—	Wendell Charles.

Prizes, medals, and trophies were presented that very afternoon, and the entire programme ended at 2:30 p.m.



HOCKEY

Fatima College continues to be champions in the sport of Hockey — both indoor and field. During the past seven years, the Fatima squad has proven to be unmatched in its skills, condition and team spirit.

In the Colleges Indoor Hockey Tournament, held at the end of the 1984 Hockey season, our squad emerged winners demonstrating their superiority over other competing teams, reflected by their undefeated record in the games which they played in that tournament against such teams as C.I.C., Trinity College, and Malick Senior Comprehensive. All these teams made unsuccessful attempts to break our winning record in order to make history for themselves.

The College Team also took part in a National Under — 25 Tournament during this 1985 Hockey season, but managed to win only one game (against Rangers), out of the three games played. Consequently we were unable to reach the semi-finals of that Tournament.

Fatima College fielded a senior squad and an Under — 15 squad for the 1985 outdoor hockey season. Our senior squad again demonstrated that they were masters of this sport at their level. Out of the four trophies which we won in previous seasons, we retained three. One trophy was awarded for being winners of the open

American-style tournament, in which Fatima defeated CIC by short corners. Our team won the league trophy and during this season they recorded the highest goal average, with signal victories such as that over Q.R.C. whom they defeated by 12 goals to nil. In the league finals, Fatima defeated C.I.C. by one goal to nil to take the trophy with a 100% recorded wins.

The Hockey Team again emerged undefeated in the Intercol Championships to take the Intercol trophy after defeating C.I.C. 2 — 1 in the finals. The senior squad gave up the Open Knockout Trophy when they went down to Trinity College in the semi-final round of the tournament by 3 goals to 4 on penalty kicks, after playing extra time to attempt to break the tie-in score of one goal.

This season our under-15 squad was not as destructive as the senior team. During the season they brought home the knockout trophy after they defeated CIC by 2 goals to 1 in the finals. This team lost the league title which they had previously held and they also lost the American-style Tournament in the finals when they emerged as runners-up to Woodbrook who defeated them by one short corner in the dying seconds of the game. All divisions of our Hockey Teams are already in training for the 1986 season.



CHESS

The Fatima Chess Tournament 1985 began on Tuesday January 22nd. Fifty-one students took part and as usual, the tournament was hotly contested. Fifteen First-Formers entered — a large number considering that the majority had only learnt the game during the previous term.

At the end of it all, Robert Rose emerged Form I winner, with six points out of seven — having lost only to Paul Bertie. Paul himself went on to win an open Novices' Tournament organised by the Junior Chess Federation of Trinidad and Tobago.

Forms II & V presented no major problems, since Paul Ferdinand and Christopher Wilson respectively, easily sailed through all opponents, both ending up with a perfect score. The only real challenge to Christopher Wilson was Wendell Mitchell, but when they met in the fourth round, a positional blunder on Mitchell's part in an equal end-game caused him to be checkmated with a knight.

The Form VI tournament never actually got off the ground, for after the first round when Brent Anthony had played — and won — both his games, the entrants decided to call off the match because of pressure of academic work.

Form III is usually the least interested Form, but this year they produced a major surprise as well as a minor dispute. The surprise came in the third round when Enrique Diaz — champion in both Forms I & 2 — fell to Conrad Chin Fatt. Unfortunately Chin Fatt conceded two draws and as such had to share the championship with Diaz.

The disagreement came about in the fourth round between Gerard Borely and Conrad Chin Fatt. One claimed that their game did produce a winner, the other that it ended in a draw. So insistent were the two that after a week of indecision, their game was replayed — and it did end in a draw.

The Tournament had its usual share of surprises. In the first game to be played, Wendell Mitchell had a drawn position against Kirk Woon Sam, refused the offer of a



Paul Bertie makes his move

draw and went on to lose a rook. But his strength — or rather Woon Sam's weakness — in the end-game showed up and Mitchell achieved victory.

In the first round, too, First Former Stokeley Smart had far superior material (including a Rook and a Queen) to his opponent's lone King, but blundered, allowing a draw by Stalemate. Boldly enough, Stokeley suggested that they 'play over' — a suggestion which Donovan Chang, his opponent, wisely rejected.

Apart from our internal tournament, Fatima students continue to shine on the National Level. In addition to Paul Bertie's victory in the Chess Federation's Novices' Tournament, Richard Williams captured the trophy for his victory in the Intermediate leg of the same tournament. In addition, three Fatima players, Brent Anthony, Chamath Pereira, and Dominic Rodriguez, were chosen to represent Trinidad and Tobago at a Tournament held in Barbados in April.

DON QUARRIE VISITS

On Friday May 17th, 1985, at 11:00 a.m. Don Quarrie came to Fatima College. Don Quarrie is the Jamaican professional runner who specialises in the 100-metre and 200-metre races. He won the 200-metres in the 1976 Olympics — the same year Hasely Crawford won the 100-metres.

Don's career started in 1966 when he ran for his High School in Jamaica on their Sports Day. He beat all the other competitors in the 100-metre and 200-metre races by a considerable distance. He made the National Olympic Jamaican team in 1968, and went to the Olympics that year in Mexico. However he did not do so well. He also went to the 1972 Olympics in Munich, where he made it to the finals. In 1976 at the Montreal Olympics, he was finally successful. He also participated at the Olympics in 1980 and 1984, but although he managed to reach the finals on both occasions, he did not win. He retired after the 1984 Olympics.

Don Quarrie came to Trinidad to help organise the Annual Hampton Games, with particular regard to the foreign athletes. He decided to visit the various colleges.

The members of the Athletics club were the only students allowed to go across on the field to talk with Don Quarrie. He came accompanied by Joan Porter, who represented Trinidad in the sprints at the Olympics. First there was a question and answer session, where Don answered some of the questions presented to him by the Club members. He talked about his career in general and why he was so successful. Afterwards, there was an exercise program where he showed the athletes different exercises and told the Club why the exercises are so important. He also showed the club how to do the starting position correctly.

We thank Don Quarrie and Joan Porter for spending time with the Fatima Athletic Club.

NICHOLAS PHILLIPS (3 - 4)

CRICKET

Fatima went into the 1985 Cricket season as defending champions. They had everything to prove because they were basically a very young and inexperienced squad. The team no longer had the Davis brothers and Nicholas Gomez, the mainstay of the first XI team of the previous year. This year the captain of the team was David Carew. David had a lot of responsibility resting on his shoulders, because not only was he given the difficult task of captaining a very young team, but he was also expected to perform well.

We started our campaign to retain the coveted trophy against close rivals, St. Mary's College. The "Saints" had a stronger squad because they had experience on their side. But the Fatima team managed to hold its own, earning first-innings points. Outstanding performers in this match were Brian Lara, Fatima's diminutive left-hand stroke-maker, who made 117, and skipper David Carew who chipped in with a timely 54.

The next match was against Presentation College, at Chaguana. The team knew that this would be a difficult match and we were totally prepared. We arrived at Presentation grounds only to find it water-logged. Thanks to some desperate tactics by our skipper, we managed to get the pitch in condition.

Fatima won the toss and decided to bowl — a good decision by the skipper because our front-line bowlers Scott Rodriguez and skipper himself David Carew could take full advantage of the wet pitch. The decision was a good one, and we bowled out Presentation for exactly 100. Carew (6 for 40) and Rodriguez (3 for 45) were Fatima's outstanding bowlers.

Our reply started off very badly with both our openers going cheaply for 01 and 03 respectively. Once again, it was Brian Lara who saved the day for us with a well-struck 60. There were some minor contributions by Carew (14), and wicket-keeper Christopher Sagar (19). We struggled to get first innings points and declared overnight at 112 for 6 to try to get an outright victory. This was not to be, because Presentation batted right out till the end and we had to settle for first innings points only.

In our match against Hillview College, we bowled them out for 110. Carew and Andy Govia stood out, taking 5 - 33 and 4 - 36 respectively. When it was Fatima's turn at the crease, once again Brian Lara was the main contributor when our openers failed. Brian made 45 and helped us to 116 to get first innings points. Hillview went back to the crease and made 107 for 8. The match was affected by rain and was drawn. David Carew was also outstanding, taking a total of ten wickets.

The next match was against Marabella Senior Comprehensive at Marabella. Fatima scuttled them out for 66. Outstanding were our opening bowlers, Sheldon Anthony and Scott Rodriguez. Anthony took 6 for 27, while Rodriguez took 3 for 29. Fatima replied with 115. Our "run-machine" Lara failed for this innings, making a mere 7 runs. High scores were made by demoted opener Nigel Siu Toung and Andy Govia. They both made 27. Marabella were bowled out for 101 in their second turn at the crease. Anthony again stood out among the wicket takers, taking 3 - 27. Carew took 4 - 26 and Rodriguez and Govia got a wicket each. Fatima seemed poised to win

the match outright with 52 runs needed. Our openers Lara and Dupont made 30 and 20 respectively, and saw Fatima through to a ten-wicket victory — the first outright victory for the season.

The next match was to be the most exciting match of the season. It was against Q.R.C. at their ground. Fatima was dismissed for a meagre 121, with Carew top-scoring with 30. Siu Toung, who seems to favour batting lower down the order, made 26 before he was bowled. QRC made 84 with Carew taking 4 for 14 and Rodriguez 3 - 23.

Fatima, in their second innings, declared at 121 for 7 to try to force an outright win. Lara made 43 in this innings. This meant that Q.R.C. had to make 158 runs in one hour and 20 mandatory overs. They started off excellently with the first wicket falling at 73. But then wickets began to tumble. After nineteen overs, QRC had made 155 runs for 9 wickets. In other words, with one over left, they needed four (4) runs to win — an easy step to victory. Or so they thought.

In the very first ball of the final over, Scott Rodriguez bowled the Q.R.C. No. 1 batsman, bringing victory to Fatima.

Then came the crucial match. The match that we had to win to retain the championship. The match against Barrackpore. They batted first and scored a comfortable 153. David Carew was once again caught doing yeoman service with the ball; he took 7 for 59. Fatima's reply to the Barrackpore score was a low 96, with Lara top-scoring (36). Barrackpore made 121 in their second innings before they declared. Carew was once again among the wicket-takers. He took 3 - 54 and Anthony took 2 - 18. This left Fatima with a target of 178 to score to win. We started badly but some intense batting by skipper Carew and Dexter John, put some respectability to the score. Carew made 33 while John made 31. Nevertheless, we fell 50 runs short. It is worthy of mention that in this match, we were victims of some very questionable umpiring. This defeat meant that we were dethroned as champions.

Our last match of the regular season was against Naparima. We bowled them out for 41, Rodriguez and Carew again doing the honours. Fatima replied with 247 for 3 declared. This was the time for Carew to 'shine' with the bat. He made 123 while the 'run-machine' Lara made yet another century. Naparima in reply made 88 and lost by 118 runs. Fatima, for the first time in quite a number of years, went away without a trophy, for we also lost the Knockout final against Presentation — by 10 runs. But this coming season, we intend to strive to bring back all trophies that we lost last season.

While the first XI did not win any trophies this season, the Under-16 team, captained by Scott Rodriguez, won all the titles and remained undefeated. They won the North League, the North Knockout, and the National League Championships. However the Under - 14 side was in the same boat as the first XI in that they did not win a single title. They lost to St. Mary's in both the League and Knockout Championships.

GRAEME OTTLEY

TURTLE NESTING AT MATHURA BEACH

During the third term, students of Lower VI Biology went on a field trip to Mathura Beach. They were accompanied by two teachers, Mr. Clive John and Ms. Cherie-Ann Ahwai. This report was prepared by one of the students, Colin Inniss.

After a few minutes walk through a grove of almond and coconut trees we entered onto the beach front. After hearing tales from people who had come to the beach on different occasions and not seen a single leatherback turtle, great was our surprise when but fifteen minutes later we came upon the first one.

We were warned by a crowd of people already on hand to approach silently, as the turtle had just started the procedure of nesting, in the almost pitch darkness that cloaked the atmosphere. No lights were allowed during the nesting as this might scare the turtle back into the ocean. All that could be seen was one huge mass moving against a black background. Above the whispers of the crowd, the laboured breathing of the turtle could be heard as she continued to dig the hole in which to lay her eggs. After observing for a while in the light of flashing torches, a small group of us continued along the beach.

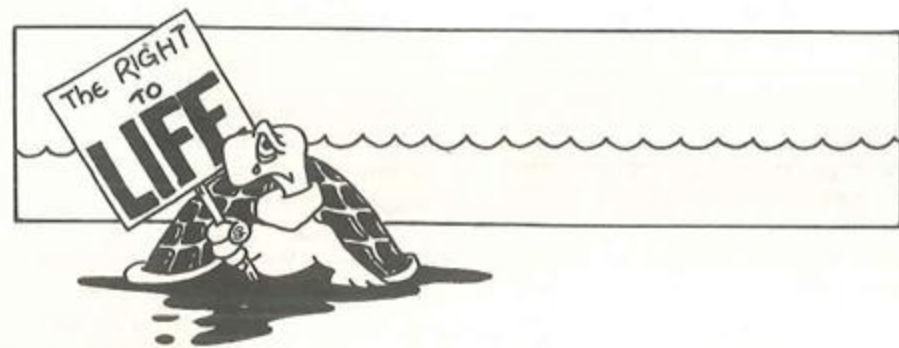
Lady Luck was really smiling on us as we came upon not one but two more turtles, one of which was well into the nesting stage. She was actually laying the eggs, so full advantage was made of the situation and the area was well lit. Needless to say, many cameras were in operation, and I even managed to take a photograph of the eggs.

Each turtle was about six feet long from head to tail. The head was about the size of a watermelon and the front flippers were each about two and a half feet long. The shell was almost oval in shape but ended in peaks at the head and tail. There was a central ridge along the shell which was speckled with white. We were now able to see why it was called a leatherback turtle. We observed that as the turtle breathed, the shell provided some pliability and was not made up of rigid plates as were those of the more common turtles. Having witnessed a remarkable experience, we decided to return home.

On our journey back to our entrance point on the beach, the serenity was broken by one word: "Rain". Everyone started to hurry but it was no use. We were soaked and arrived back home exhausted but filled with the wonder that can only come from viewing one of Nature's finer creations in its bid to continue the life of its species.



COLIN INNISS (Lower VI)



There is another side to this story. We say that we are environmentalists, so we go to Mathura Beach to observe the nesting of the turtles. We talk and we watch, we eat and we drink and we are happy.

The turtles come out of the water and on to the beach. These females are about the very serious business of propagating their species by incubating their eggs in the warm tropical sand, a most crucial time in the life of any species. They are obviously following an ingrained instinct. You can sense that they have done this for millions of years. Most likely even before man appeared on the face of the earth.

And after eons of this natural scenario, a visitor and an observer appear on the scene. Man comes along and says that he is observing the nesting. But what do we find? Some people come along with their torch lights and shine the beams into the eyes of the creature; some take photographs with their high-powered flashes, some tag and measure, many make noises, some ride her back, some poke at her and touch her. Some observe the spot so that they can come afterwards to collect eggs; some even chop and kill her. You see some carcasses lying on the beach. And sometimes the rain falls and everyone scampers away so that the job of creation can continue.

And what about the womenfolk who are part of this scenario? In the warm glow of the moonlit night, you can see the distress on their faces. After all, they are females, too. Their eyes say that there is something wrong here. And you say to yourself that you are either part of the problem or part of the solution.

MR. CLIVE JOHN

STUDENT INTERVIEWS

Q What do you think is responsible for the worsening drug situation in Trinidad and Tobago, and what means do you think should be effected to curb it?

Robert Rose : (1 - 4)

First, the government should try to determine where drugs are prepared. They should also have police patrols in the late evening and night in the streets in case anyone is taking the drugs. They should put these people in prison and question them to find out who are the pushers, and try to find out where the pushers are to be found. For schools, they should send medical examiners to find out if anyone has been using drugs, and they should try their best to get them to stop taking them. In homes, parents, if they know that their children are taking drugs, they should sit down and talk to them about the situation in order to try to get their children from hanging around people who take drugs.

Also, there are people bringing in drugs from their own boats, so the Coast Guard patrolling the seas for such boats, should have a few police officers with them. If boats are seen in the night, they should be checked out for drugs.

Keith Scotland : (Lower VI)

Well, the apparent decline in family life seems to be the major reason for deterioration in the drug situation. It appears that as a substitute for parental care, young people revert to drugs. Also the need to be *dans le coup* and "one of the boys", because of the cliché "Everyone is doing it", and also because of the lack of harsh laws which would reprimand the dope pushers in this country.

For example, one sees a local pusher as a hero and does not condemn his illicit trade. There also seems to be some degree of frustration among the youths in our country. They are searching for something to relate to, and they think they find it in drugs - but like most things in our society, finally it lets them down.

The lack of some deep religious belief or background also constitutes a major role in the increase of drug usage. In previous years, one remembers delighting in going to church but now, pleasure is only derived from a 'fix'.

What deeply troubles me is the increase in the abuse of cocaine. Addicts have graduated from marijuana which they claim no longer gives them a 'head', but I don't think they recognise the immense destruction this drug incites. It completely changes the personality of the individual. One loses a sense of identity, and seems to be forever 'jumpy'. It is obvious that the drug situation has become intolerable. One can look at the 'drug city' (San Juan), and witness the manifestations of this. There are over 50 crimes per day and shoot-outs are a regular occurrence.

What is the police doing to curb this menace? I think that they have been extremely lenient with the pushers. In order to eradicate the drugs they must start at the source. By apprehending petty pushers, nothing is accomplished. The 'big daddies' must be brought to justice. More stringent laws must be introduced and I would like to hear about more raids on these 'big daddies, instead of the petty ones.

Parents must also contribute to the curbing of the drug menace. The competent parent must know when his child is on drugs. Then he must tackle the problem from the source - the inner need of the child. Then, in collaboration with the police, parents must continually work hard to eradicate the problem. The youths cannot be lost. Our nation's future is in jeopardy.

Q Do you think the present prefect body in Fatima is necessary? If so, why?

(1) Michael Inniss : (1-2)

I think it is necessary because teachers are not always there (on lunch times, for instance), and when teachers are not there, students start to play the fool. Prefects are also needed in times when P.E. teachers do not come, so that they can take them to the field.

I think that some prefects come around looking for faults in you, so that they can give you long penances, although sometimes they themselves step out



Robert Rose



Keith Scotland



Michael Inniss

of line. The prefects are needed for the Form I's to discipline them because when nobody is supervising them, they break the school rules.

(2) Anthony Joseph : (Lower 6)

Yes, because it is an essential activity in the development of future leaders. Students look upon the position of a prefect as something to aspire to. Prefects develop leadership qualities. It is necessary for Fatima because if they did not exist, the situation would be the same as in most secondary schools. The prefect body has contributed to a better school life for the individual. It's an elite group. It benefits the administration by spreading some of their simple duties and helping to maintain discipline in the school. If there were no prefects, the administration would be under more pressure and jobs would not be done with as much efficiency as they are done now. The present prefect body is one of the most enthusiastic groups in recent times because so far the body has organised more activities for its period than others have in the recent past.

It is dangerous for a teacher to get too close to students, since teachers, by their very position, may not have the rapport that prefects have.

The prefect is in a better position to link the two 'worlds' of the school. He can be spokesman for both teacher and student. In Fatima, even though they have restricted duties, they try to do more.

Q. Do you think our secondary school system of education is the best possible? If not, why, and what changes would you recommend?

Keith Antoine : (Lower VI)

It is not the best because it is based on the British system, and was created to suit British students' needs. At the time of our Independence, it was not changed. It must be evolved to suit our specific needs in the Caribbean. For example, in Trinidad and Tobago, a large percentage of the population falls between the ages of 5 and 18. There is therefore a great demand on educational facilities. The Government is trying to meet it, but whereas before, you either had to pay or earn a scholarship to attend a secondary school, the Government has put an end to this and is endeavouring to have more schools built and in this way is opening more doors for the students of today.

Schools such as Fatima and St. Mary's College, which are usually held in high esteem, have created a belief that people coming from these schools are better qualified. Therefore, people are more willing to hire these students than those coming from the other Government Secondary schools. Thus everyone is not given an equal opportunity. Few people get into such schools like Fatima, because so few exist.

Many people have premeditated ideas about Fatima and such schools, believing that they are for students coming from the elite circles of society. This should not be. Everyone should have an equal opportunity and therefore all schools should be equal. There should be a more balanced system in each school. The stress should not be placed only on academic work or on physical or technical activities, but on all. In this way the balance can be achieved.

At age 11, children do not understand the importance of the 11 plus exam. They think that if they pass for a school like Fatima their life is made, and if they pass for a Junior Secondary school, they will have a difficult time. I think that such an exam should come later, probable at age 14 or 15, since students would then have a better idea of what they want to do.

Q. Do you think that our present secondary system of education is the best possible? If not, why, and what changes would you recommend?

Jeffrey Mac Laughlin : (Form I Group 3)

I, generally, like the present system. Overall the teachers have a good way of teaching. I have heard people say that Fatima is one of the better schools, and someone who passes Common Entrance for here must have done well. Students in other schools have to try harder. When you go for a job and you tell them that you went to Fatima you may have a better chance. I think the system is good. However in Junior Secondary Schools more students will wear earrings and in Fatima this is not so. Also I think our Science textbook is not challenging enough. I like experiments, but there aren't many. It does not have many written assignments, so the only written work we do is that given by the teachers.



Anthony Joseph



Keith Antoine



Jeffrey Mc Laughlin

Q. What in your opinion does the Video revolution mean to us?

(1) Kristopher Anderson : (1 - 1)

I think of the video as a way of getting information and entertainment at home when we want it. An advantage of it is that one can get information quickly. It is also easy to use, so much so that even a child can use it. It does not even take up much space.

I feel, however, that it is being abused by certain people. Some bring home many cassettes for one week. Every day you go to such people's home, you see them glued to the T.V. Children lose interest in other things because they are forever watching T.V.

I don't think the video has replaced our regular T.V. channels. I still tune in to shows aired on TTT, but it all depends on what's on it. Watching video affects children to some extent; they put off their homework because of this. Another disadvantage is that people don't get exercise from watching video; they just sit there getting fatter day after day. Besides, it's not good for one's eyes.

(2) Darren Herbert : (Lower VI)

I'll use the word 'us' as referring to the family unit. Now it has been claimed that the television has been responsible for the marked lack of communication between parents and their children. We now find that the video has replaced the television in the more affluent circles of our society. With this replacement, more and more young people are being exposed to films of a rather questionable nature, and I am referring mainly to shows that place an emphasis on immoral acts and violence.

This naturally serves as a means to widen the rift that already exists between parents and children. But as with all things there is a positive side, and it's interesting to note that if used correctly, the video can be an extremely useful source of entertainment for the entire family. Educational shows that are not usually shown on television can be obtained, such as shows dealing with drugs, defence against crime (precautionary methods), and safety tips, such as in case of a fire or drowning.

It can be argued that there are shows such as "Dial 999" which deal with these topics already. But we must bear in mind that these shows are an average of approximately 5 - 15 minutes long and (no offence intended) they are locally produced; therefore the impact that should be produced amongst the people is not there. I'm saying this while considering the fact that the shows produced abroad are of a higher quality and are produced in such a way as to create an uproar, whereas the shows we produce are created to inform, not that the information in itself is unimportant, but if the proper response is not brought about, then such information becomes useless.

Q. What do you think about the increasing amount of violence among fans at important sporting events?

Dylan Marfan : (Lower 6)

Before I get into this topic, I must inform you that statistically there have not been many instances of violence at important sporting events. However, in the past couple of years, one sporting event which seems to have broken the code of peace among fans is soccer. The persons most guilty of such barbarous acts are the English. In the past year and a half, out of four recorded violent out-bursts at International Soccer Meets, the British fans were involved in three, one of which the whole world will remember when at a match between an English Club and an Italian Club, thirty-nine people among spectators and fans of both teams lost their lives.

These few cases however, should cause no alarm to the sporting world because surely there are ways and means of controlling clashes between such sporting fans. One such way, which is used in England is to set up partitions in stadiums so that fans of one club are separated from those of another although this method of control does not seem too practical as it is hard to distinguish who is supporting which club. So far, however, it has proven to be an effective method.

In my point of view, it seems that there is no apparent increase of violence at sporting Meets. Whatever little there may be tends to result in the loss of human lives. So the question is not about the increase in violence but the extent at which it is carried. But I guess in a world where people seem to implore violent measures to make their ideas accepted there should be no surprise when supporting fans use such measures for people to accept that either club is superior.



Kristopher Anderson



Darren Herbert



Dylan Marfan

THE OIL EDUCATION PROJECT

On March 19th, 1985, two judges came to mark an oil project displayed by Form II and various Form I pupils of Fatima College. This was the first time that Fatima had participated in this annual competition.

About one month before the competition, Ms. Cherie-Ann Ahwai suggested that we participate in the annual Trintoc oil competition. Immediately classes of Form II were divided into groups. These groups researched and wrote about aspects and processes of oil, while Form 3 students prepared for the oil quiz. Much time and effort was put into these projects. Many creative ideas were introduced to the projects, such as 'oil rap', the use of the computer to display a diagram, and displaying various aspects of oil were also put on by Form I Gr 4 students under the leadership of Mrs. Allard. Also, new types of models made of Lego were seen.

When one considers it was our first time, it will be readily agreed that we put on an extremely good project, but compared to other schools in the South, who actually had parents working in the oilfields, we did not have much chance of placing. This was because schools in the South were able to get actual equipment such as drilling bits and



maybe even a 'Kelly'. But according to the judges, it was worthwhile, because we can learn from what we have done. It was also suggested that we keep our projects for next competition, and build on them.

JASON PHILLIPS (2 - 3)

LITERARY GEMS

Whoever said that the life of a Language teacher is an easy one? Teachers will encounter grammatical and spelling mistakes, of course, but some mistakes are so glaring that they can't be easily forgotten.

Here are some of the 'gems' produced by Fatima students during the course of the 1984/85 academic year:

- * "The light in the room distinguished, due to the lack of electricity."
- * "The sun did not reply any answer."
- * "I stood in ore at the damage done."
- * Noun formed from 'anxious' - "ANXIOUSILITY"
- * "His sentence made a lot of cence."
- * "That sentence make no scents."
- * Definition of 'propagandise': "To influence with false facts."
- * Macbeth talking to the murderers in Act III Scene 1, is "trying to make them beleive that Banquo is the course of all these troubles".
- * Banquo was killed because "he was a treat to Macbeth."
- * "Cocane is used by dentist to deadern the nurves in the gums so that teeth could be extracted."
- * "As soon as I putted the television on...."
- * During World War II, soldiers were given morphine "to ease there pains and to take there mines off the worries of war."
- * The monster's head was "elongated like a watermelon."
- * There was "a special ere of mystery" about the moon.
- * Sentence using the word 'blind': "He was blind about everything he sees."

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COMPUTER SCIENCE

Computer Science was introduced in Fatima College in 1983, and the Computer Lab was officially opened in January of 1984. At present Computer Science is included on the curriculum of Fourth and Fifth Formers only, but students of the Junior Forms pursue this course out of their school time-table. In addition courses are run for non-Fatima students on evenings and on weekends.

It is pleasant to hear the jovial banter among personal computer owners here at Fatima — arguments about which is the best computer to own, etc. Of course, we are now equipped to join in as we gain more knowledge about our COCO (Radio Shack's Colour Computer Two). The confidence with which our 'O' Level candidates wrote the Computer Science examination for the first time, and the enthusiasm that the younger ones show when invited to learn about computers are enough to wipe out many of the myths, negative criticism, and poor attitudes about Computer technology.

Our COCO, as it is familiarly called, has immense capabilities as a personal computer. Wordprocessing software has assisted us on many an occasion with our circulars and correspondence. Educational Programs have been copied by several parents of Fatima boys who have invested in the same brand. And more importantly, programs written by our own upper and lower level students have been filed to improve our growing store of software. This computer is geared for education, geared for children, as it is easy to manipulate. Moreover, the immense capabilities of sound and graphics help keep our learners very interested and contented.

We have certainly stimulated both parents and

children to plunge into computer technology and to clear up many of the myths and misunderstandings with which many adults view it. Since Fatima has always assumed a reputation of moving with the times, we have gained support and advice from various companies involved in the computer field (Republic Bank, British American Life, among others).

The dynamism with which we attempt to run the computer set-up is surely in the interest of education. And in keeping with the times, adult night classes, computer camps and much more are in store for us in the future. We have been in the process of compiling our books, manuals, notes, and posters in order to encourage all students to become computer-literate.

Thinking of buying a computer? Well, just drop in at lunch time to join in an informal discussion. All our students are so full of new knowledge and enthusiasm they are willing to pass on. We look forward to using the ICL computer recently installed, and with an open mind we intend to take in as much as possible computer technology from outside. We can foresee computers incorporated into Natural Science lecturers, Maths and Language tutorials, and very importantly, school administration.

So keep up your enthusiasm, young ones and pass it on to adults who are just a bit scared about something that has only really been around for about thirty years.

AVRILLE COAR.

MR FERREIRA



Mr. Ferreira (right) delivers lunch.

Mr. Michael Ferreira has for the past three years been supplying lunches to hundreds of students of Fatima College. Shortly before the luncheon interval every day, Mr. Ferreira can be seen driving into the compound in his characteristic mini-van.

A model of punctuality, Mr. Ferreira arrives on time even when — as occasionally happens — the lunch hour is brought forward to accommodate some activity like a Staff Meeting or general Assembly. The students admire him for his punctuality; they adore him for his culinary expertise and variety.

Progress Report

Did you know that

- (1) The day after the Mayfair (Monday, 6th May) eleven out of thirteen students were absent from one Form 6 class.
- (2) The holiday given to Fatima students on Wednesday, March 27, 1985, was, in the words of the Principal, not for Cricket. It just so happened that on that day there was a one-day International on at the oval.
- (3) Fr. O'Dwyer, this year, celebrated fifty years as a priest.
- (4) On Tuesday, May 7, 1985, two days after the Mayfair a Heineken truck, reversing, struck one of the pillars next to the Art Room, and shook the entire Chemistry Lab.
- (5) During the first term, a first Former was struck by a passing car and during the second term, a second Former was struck. Both accidents occurred on the Zebra crossing during the luncheon interval.
- (6) At the walking race at our 1985 Sports Meet, Dexter John came first and Dexter John came last.
- (7) Four (4) Sixth Form Biology students with three (3) teachers visited the Port-of-Spain mortuary on Saturday, June 1st, 1985 to witness a post-mortem as part of their course, but within five minutes of their arrival, two of the students had left — unable to stomach what they were seeing.
- (8) A mad man walked into the Chess Room on Thursday, September 6th 1984, picked up a king from a set where two students were playing, put it into his pocket, and calmly walked out.
- (9) The Bomb Scare which interrupted classes on Tuesday, October 9th, 1984, was traced on that very day to two (2) Form III students.
- (10) Early in the third term three new students appeared in Fatima neatly attired in their khaki pants and Fatima shirts. They turned out to be three girls from a Port -of-Spain Convent.

.....

"To construct a more just world means, among other things, exerting every effort to make sure there will be no children without sufficient food, without education; that there will be no systems that permit the exploitation of man by man or by the state; that there will be no persons living in super-abundance while others, through no fault of their own, lack everything; that force will not prevail over truth and law; and that economic and political matters will never prevail over human matters."

POPE JOHN PAUL II

"The responsibility for war rests not only with those who directly cause war, but also with those who do not do everything in their power to prevent it."

POPE JOHN PAUL II

.....

OUR CAFETERIA STAFF



(From left to right) : Ms. Hilda ANTOINE; Ms. Val MOHAMMED; Ms. Lyn HOPE; Ms. Antoinette PIERRE.

THE LEGION OF MARY

In September 1984, the Legion of Mary was seven members strong, 4 officers and 3 members. Now in July 1985, we have 13 members – 4 officers and 9 probationers (boys who have recently joined). Sadly, we have lost members on our way but others have joined and our group has grown in number.

The Legion of Mary still carries out its work, caring for the spiritual side of mankind. Members work amongst friends, class mates and especially at the Princess Elizabeth Centre for handicapped children where we make weekly visits just to talk with the children and to help them in whatever way possible. All this work, reaching out to people and sometimes discussing religious topics with them, certainly needs Heavenly HELP and this is where prayer comes in. We pray for the intercession of Mary our Mother to ask God to help us in our work and struggles.

Our group holds meetings at 2:30 – 3:30 p.m. every Tuesday in the Religion Room, while visitation work can be done any time during the week. All Forms (1 – 6) are invited and one is free to attend any meeting, as many people have done throughout the year.

We wish to take this opportunity to thank Fr. O'Dwyer who has been our spiritual director for the past 2 years and who celebrated his 50th Anniversary in the Priesthood on June 23rd, 1985. We wish him all the best in the future.

We often spend time visiting elderly people in the area and anyone is welcome to join us. Anyway, our school is named in honour of Our Lady of Fatima so we owe it to her to do our share of Christian work. Join the Legion!

Our officers are: **President** – Whitney Chin
Vice-President – Nigel Harrison, replacing Joseph Chin Cheong
Secretary – Alan Donawa
Treasurer – Stephen de Gannes, replacing Nicholas Phillips.

..... LORD MAKE ME AN INSTRUMENT

St. Francis of Assisi left his home at an early age to live the life of a hermit. He practised the triple virtues of Chastity, Poverty, and Obedience, and soon had many followers.

The basic principles that St. Francis preached were that one should help others at all times, obey the Gospel literally, care for the sick and suffering, and give up everything for Christ. He died in Italy, his native land, in 1226.

His prayer is well-known throughout the world, and it is the prayer that ends our morning session every day.

*Lord,
 Make me an instrument of your peace.
 Where there is hatred let me sow love;
 Where there is discord, harmony;
 Where there is injury, pardon;
 Where there is doubt, faith;
 Where there is despair, hope;
 Where there is darkness, light;
 Where there is sadness, joy.*

O Divine Master grant that I may not so much seek to be consoled as to console, to be understood as to understand, to be loved as to love.

For it is in giving that we receive, in forgiving that we are pardoned, and in dying that we are brought to Eternal Life.

*Seigneur,
 Faites de moi un instrument de votre paix.
 Là où est la haine, que je mette l'amour;*



Back Row (l to r): Nigel Harrison, Alan Donawa, Dylan Marfan, Stephen de Gannes.

3rd Row (l to r): Gerard Niles, Joseph Chin Cheong, Whitney Chin.

2nd Row (l to r): Kurt Harris, Lester Thomas, Jude Bailey (Visitor)

Front Row (l to r): Courtney Pegus, Franz Moore, Maurice Fermin, Adrian Louis-Charles (Visitor), Dereck O'Brien.

BY WHITNEY CHIN

*Là où est la discorde, que je mette l'union;
 Là où est l'offense, que je mette le pardon;
 Là où est le doute, que mette la foi;
 Là où est le desespoir, que je mette l'espérance;
 Là où sont les ténèbres, que je mette la lumière;
 Là où est la tristesse, que je mette la joie.*

*O Divin Maître, faites que je ne cherche pas tant d'être consolé, que de consoler, d'être compris que de comprendre, d'être aimé que d'aimer.
 Car en donnant, on reçoit, en pardonnant, on est pardonné, et c'est la mort qui mène à la Vie Eternelle.*

*Señor,
 Haz de mí un instrumento de tu paz.
 Allí donde haya odio, que yo ponga amor;
 Allí donde haya discordia, que yo ponga la unión;
 Allí donde haya ofensa, que yo ponga perdón;
 Allí donde haya duda, que yo ponga la fe;
 Allí donde haya desesperación, que yo ponga la esperanza;
 Allí donde haya tinieblas, que yo ponga la luz;
 Allí donde haya tristeza, que yo ponga la alegría.*

*Oh Divino Maestro, que no me empeñe tanto en ser consolado, como en consolar, en ser comprendido como en comprender, en ser amado, como en amar.
 Pues dando es como se recibe, perdonando se es perdonado y muriendo se resucita a la Vida Eterna.*

WHAT IS FORM THREE GROUP FOUR?

In Form 2, during the third term, we were constantly told about a special class. Once a person enters Fatima College, he is put into a class according to his surname, i.e. students are placed in alphabetical order. This arrangement remains stable until the end of Form 2. During the third term many of the teachers told us repeatedly to study well and strive for this goal, the special class, Form 3 Group 4.

The definition given by teachers is that it is a class where the sheep are separated from the goats and they are taught at a fast rate with no breaks and there is no one to keep the class back. It is a class where everyone has one goal – to keep in any knowledge given and to use it to the best of his ability. This class operates like a well-oiled and well-maintained engine with no knocks, squeaks or stalls.

The definition given by students are many and varied. Some say that if your father is a computer and your mother is an encyclopedia, then you should be in this class. If you are the son of Einstein, this is also your class. It is the class where you are kept behind locked doors for a year and when you return outside, you are changed somewhat like the dogs trained by Napoleon in Orwell's Animal Farm. Others claim that it is a place where the slow-coaches, the laggards, and the skylarkers are separated from the working group and the latter are put in a class where they are able to work at a faster pace. Some even say that it is the class which gets the best teachers, but this is not altogether true.

Although some unfavourable comments were passed, everyone still fought for this special Form 3 class. To get into this class, you must have a record of good comments and an average amount of nines (9's) in your Progress Report. You must also be among the top forty in the last term exam of Form 2. Lucky for me, I got in – or was I unlucky?

Upon receiving my results at the end of my Form 2 year, I jumped for joy and my heart skipped a number of beats when I found out I had come 4th, and best of all, I had a percentage high enough to enable me to get into Form 3 Group 4. I was happy since I had gotten away from the students who kept me back and lowered my enthusiasm level drastically.

When the first day came, we met our teachers and because of the malicious gossip around the school about the murderous and ruthless teachers of Form 3 – 4, we were somewhat scared. After a few days, we got to know our teachers – their good points and bad points, their likes and dislikes.

During my year in Form 3 Group 4, my happiness was lost and found many times, sometimes lost a little too often as the teachers occasionally forgot that we were not machines and that we had our limits. All the days that we would boast of having little written work were gone for now. Every day we got Home Lesson in at least six

subjects, and we could hardly find time to revise. Our playing time was limited, and the only talk was about Home Work for the next day.

The rest of the students were put in alphabetical order and were given some of the best teachers but some of them felt rejected. They thought of 3–4 as the only real class that mattered and since they did not make it, they felt not wanted, not well qualified, and decided to lime or lag behind. Getting a low grade only encouraged them to waste time; therefore since they had extra time they decided to go with the bad company with their bad ways of smoking, using drugs, breaking biche, etc. Those who did not pass for 3 – 4 should have been encouraged by this to study harder and take their lessons seriously, but bad company got the better of them. Friends you may once have had, you suddenly realise that their attitudes are changed, sometimes for the worse as is the case with some boys who are more or less good at heart, but have indulged in smoking cigarettes and breaking biche. For those who have not the guts to go that far, they specialise in obscene language. These are some of the drawbacks of Form 3 Group 4.

But the privileges are that the class strives to do its best. As an example, in the Easter Term Examinations, 1984, Form 3 Group 4 had 65% as its lowest mark overall, and the student who placed first obtained 83.5%. Formerly, in any term exam, there are gaps of 5% or 2% between places, but this particular exam, 0.05% and 0.5% separated the places in the results. Around this stage in Fatima, places are secondary; what really counts is the percentage. Drawing to the end of the term, both students and teachers are satisfied, and there is a feeling of having achieved something.

I hope that the future Form 3 Gr 4s will do better and surpass our achievements, and will work for very high standards in their career at Fatima, even after Form 3 level. After Form 3, the students are put back into alphabetical order, but now there are separate classrooms for certain subjects. In Form 3 – 4, you are expected to have the best discipline, best results, fastest rate of work, and you are taught some O'Level work which is not that difficult.

I think that this class is a good idea to ensure good results in the O'Level Examinations, but the drawbacks must be eliminated for all to benefit from it. If all enter with an attitude to work, they will make many great achievements. Taking the school's watchwords we can apply them to this class in particular – Nitendo Vinces: By Striving, we are certain to overcome all barriers in our quest for knowledge.

BRIAN PHILLIP (3 – 4)

OUR YOUTH...



Our Nation's Greatest Asset!

Our Nation's youth possess riches untold. Many are blessed with exceptional talents - academic and otherwise. Others have shown their worth through active participation in their communities or through displays of personal courage. These are the young achievers who will enrich our nation's future!

And they're the reason the National Youth Achievement Award Programme was established by the Geddes Grant - Huggins Group of Companies - to ensure that our promising young citizens receive the national recognition they deserve as well as handsome awards.

But the success of the programme depends on your nominations of those young people who you feel are worthy of receiving awards. They must however be under the age of 20 and resident in the country.

Anyone can nominate candidates. A parent, coach, friend or teacher. A village council, church, or club. Nomination forms are available from:-

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HELP THEM TO DISCOVER THEIR WORTH THROUGH THE NATIONAL YOUTH ACHIEVEMENT AWARD PROGRAMME.



NOMINATE AN ACHIEVER TODAY

THE OTHER SIDE OF ROCK MUSIC

In our previous Annual, Kwame Ryan - then a third Former - gave his views on Rock Music. Kwame wrote that we can already see

"some of the adverse effects of this malignant excuse for music. More and more we see the youths of the world turning to delinquency, violence, homosexuality, lesbianism, pre-marital sex, alcohol, and drugs. Every one of these, individually and collectively, makes for the pathetic condition of our society today. Kids are now resenting parental and pastoral authority at a very early age.

"I seriously suspect that as the rock era progresses, the suggestive music will lead us to a total break-down of societal mores and morals."

Another third former now gives an opposing view

When people, usually the older generation, think of Rock Music, they think of acid or hard rock but the truth of the matter is that most songs on the charts nowadays are Rock Music.

Rock 'n' Roll was a musical style which arose in the mid 1950's in the United States. Many thought it was

just a passing fad, but it became a leading music form and led to the start of the Rock Era. Acid rock came out of San Francisco in 1966 - 68, as a way of combating such anti-social activities as drugs, alcohol, crime, etc. Of course, some groups or singers twisted it around in promotion of these practices.

Continued on Page 80

OUR TWINS

In Fatima we have two pairs of twins. They have been interviewed by two members of the Annual Committee.

Douglas and Jonathan Boyce are identical twins. They are 14 years old. They are physically alike except that Jonathan has two moles at the side of his face, while his twin brother has only one. Jonathan is also a bit taller. They share the same likes and dislikes. This pair enjoys playing tennis and football, and they get along fairly well together. They also claim that they're closer to each other than to anyone else. When asked if teachers experience difficulty in distinguishing them, they looked at each other, and replied that at the beginning, yes, but now their teachers seem to have become accustomed to them.

This pair does the same subjects with the exception of two. Douglas does Chemistry and Computer Science while Jonathan does Business and Accounts. Although they do many similar subjects, they are only in two classes together - Spanish and Religion. To avoid difficulty in these classes, according to the pair, the teacher merely calls the name, be it Jonathan or Douglas, and that one replies. When asked if they see themselves as different or privileged, or if they had even been treated differently because they're twins, they looked at each other, and replied in the negative. They see themselves in the same light as everyone else. They say that it's enjoyable being twins, because one can play tricks on people. However, (they were quick to add), they do not.

Douglas' musical preference lies with Rock Music while Jonathan tends to prefer Pop and only a bit of Rock. They both envisage Form 6. However, in later life Jonathan would like to major in Business, Accounting or Engineering, while Douglas would prefer a job in the field of Computers or Mechanical Engineering. We all wish our twins the best of luck!

by ROGER-MARK DE SOUZA



Douglas (left) and Jonathan BOYCE

Malcolm and Michael Tardieu are the last children in a family of two sisters and five brothers. They are 14 years old. To be more technical, Michael is the last, as he was born five minutes after his twin brother. When they were babies, they were perfectly identical, and as such it was difficult to tell them apart. Identification bands had to be used to overcome this problem. Even their parents experienced a lot of difficulty in telling them apart, and sometimes they still do. But what is the secret to telling them apart? That will be revealed later on.

They are both students of Form III and are at about the same level of intelligence. In Form III, all the subjects are compulsory, but in Form V, in addition to English and Mathematics, Michael would like to do Physics, Accounts, Geography, Business and Add Maths.

They both enjoy rugby, and the outdoor life, like sailing and Scouting. When asked whether they had any telepathic senses, they said no. However, they admitted that they get along well with each other.

They have their differences as well. Malcolm likes to have his hair short, but Michael does not. Michael, too, unlike his brother does not really like to "dress-up", and whereas Michael hates Rock Music, Malcolm simply adores it. Michael is not only more muscular, but he is a little taller, and has a slightly lighter complexion. These are two ways in which they can be distinguished, but in addition Malcolm has a mole just below his nose. Michael wears glasses, stammers, has a chipped tooth and also has a birthmark in his eye. When asked if teachers experience any problems the answer was "Not really," as they have been given fixed seating arrangements.

by ALAN DONAWA



Malcolm (left) and Michael TARDIEU

SMILE A WHILE

At our Sports Day a few years ago, when the present Archbishop was still a teacher here, he decided to enter the Teacher's Race — but he didn't win. He couldn't; the race was too much for him. As we all know, he was Pantin' even before the race started!

Then there was this man who boasted he had read all of Shakespeare's plays except two — Romeo and Juliet.

Patient: Doctor, I have this serious problem. I can't seem to remember anything at all.

Doctor: Well, let's see. Have a seat. Now, how long have you had this problem?

Patient: What problem?

Heard the one about the Prison Officer who went to work with a microscope — to see the cells.

A young man, trying to impress the father of one of his prospective girl-friends, decided to boast about his many travels.

"I've travelled far and wide," he began. "I've spent time in Brooklyn, New York, Philadelphia. I've even been to Barcelona, Moscow, Germany — all over the world".

"You've travelled so much," said the girl's father, "that I'm sure you know Geography."

The young man hesitated for a fraction of a second, then ... "Ah ... Geography, he said. "Sure. I spent a week there".

Girl: When have you been asked a really stupid question?

Boy: About two seconds ago.

*** **

THE ROOF! THE ROOF! THE ROOF IS ON FIRE!!

Here is a protest song that misdirects and misleads our youths. We know of course that there is no roof on fire, to start with.

But the world is on fire. The world burns with racism in South Africa, financial exploitation of poor countries, the threat of nuclear war, the destruction of the environment — to name but a few.

But to say "We don't need no water, let the whole world burn!" is a total and deliberate misdirection. This is quite likely a fall-out of the drug culture.

We certainly need solutions - let the whole world change.

THE OTHER SIDE OF ROCK MUSIC

From Page 79

Many people are very critical of rock music, their main argument being that it is Satanic, but I'm sure that these very people listen to many songs, unconscious of the fact that it is Rock and Roll. I am not denying that a very small number of groups are Satanic, but in every institution there are defects.

Why criticise Rock Music alone?

Can't other kinds of music be Satanic or misleading? Scientists don't jump to conclusions without sufficient evidence, so why should serious accusations like this be made without proof?

The Beatles were pioneers of Rock and Roll. Parents claim that that was enjoyable music, and they don't know what is being played nowadays; but believe it or not, the music of the Beatles in those days is the equivalent of hard rock today. The lyrics of the songs usually have significance, sometimes sharing a message or giving advice to the listeners. Songwriters, singers and musicians are professionals dedicated to executing their talents for the enjoyment of their fans, not a bunch of stupid people who would spend a lifetime devoted to encouraging Satanism.

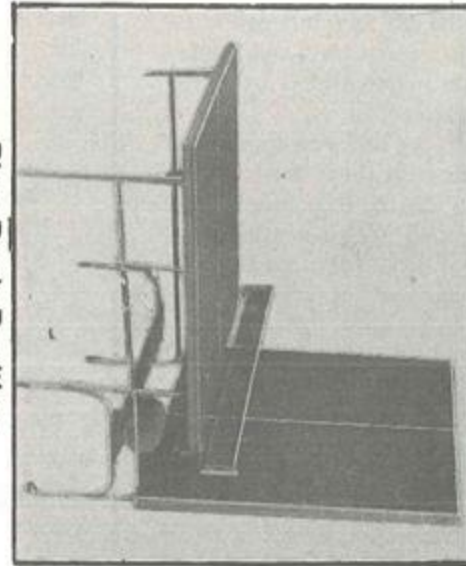
Today, throughout the world, youths, not necessarily teenagers alone, are turning to delinquency, drugs, alcohol, violence, and crime. These problems caused by various disturbing and sometimes unavoidable factors, are blamed ignorantly on Rock Music.

Many people hold this view strongly, maybe because they don't like the music. I suppose it is just an opinion, but I still believe that people should think well before they open their mouths, and that they should also have first-hand information. I obviously stand strongly in favour of Rock and Roll. Long Live Rock 'n' Roll!

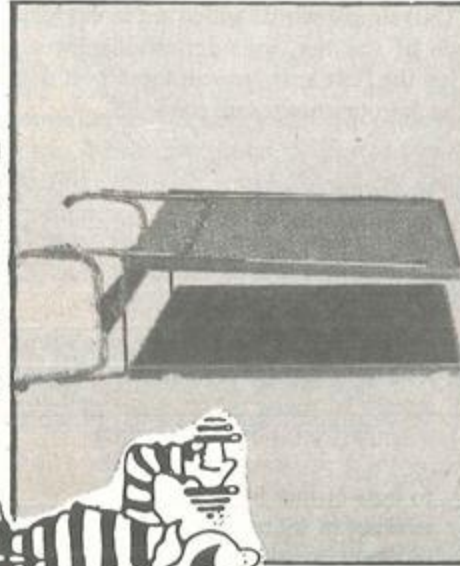
KHALID HOSEIN (3-4)

BOSS

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my classes I don't like to come across in this harsh sort of way. I don't like to talk to people like this; but you know, you have no choice. You have to be that way, and it seems as if I'm going against my 'grain'. Sometimes I feel that people might think that I'm hypocritical, . . . O.K. you come and play for Masses and so on, and you sing and all of that, and next thing you're shouting them down in class. But you really don't have a choice in the matter — you really have to be that way. It really feels sometimes as if I'm not being myself though I find that most of the students would find that hard to believe.

I remember one teacher saying in the Staff Room: "You know this teaching job is changing my personality!"

I have made that statement to people. I felt that I was becoming just dogmatic, and like a dictator. What I say goes, you know, and no arguments. And it starts from high up, even from the Form 6's.

That is a danger inherent in teaching — a problem that all teachers face.

Yes. I'm not saying that we are totally right in everything. We are human beings too, and we do make mistakes.

In closing, may we ask: What is your philosophy of life?

My philosophy about life — Try to take one day at a time, and try to do your best in whatever situation you find yourself.



TEST YOUR VOCABULARY

Here are ten (10) simple words which are in everyday use. For each of the ten, four definitions are suggested. Select which of the four answers you think best defines the key word. Check your answers on page 86

1. peer (a) to associate with
(b) to look closely
(c) to long for
(d) to marry
2. slur (a) a stain or bad mark (as on one's reputation)
(b) a punishment (as for a minor offense)
(c) a mark of praise (as for a job well-done)
(d) a similarity (as between twins)
3. flag (a) to fade or lose intensity
(b) to erect or set up
(c) to vanish into thin air
(d) to succeed
4. onus (a) distinctive characteristic
(b) error in judgement
(c) insignificance
(d) burden or responsibility
5. wary (a) tired
(b) cautious
(c) trustworthy
(d) ungrateful
6. vein (a) attraction
(b) belief
(c) mood
(d) simplicity
7. rift (a) a split
(b) a battle
(c) an enemy
(d) a relationship
8. wage (a) to return (as a favour)
(b) to raise one's voice (as in anger)
(c) to receive (as payment)
(d) to carry on (as a war)
9. pine (a) to settle
(b) to increase
(c) to grieve
(d) to pretend
10. harp (a) to dwell at length (on)
(b) to long (for)
(c) to be attacked (by)
(d) to go along (with)

RÉSUMÉ OF SCHOOL YEAR

SEPTEMBER

The school year started on Monday, September 3rd, 1984. There were two half-an-hour assemblies and school ended for students at 11:00 a.m. In the afternoon there was a general Staff Meeting, and this was followed by Department meetings.

On this, the first day of school, too, the G.C.E; 'O' and 'A' Level results were released.

On Wednesday 12th, Fatima played their first football match of the season against Q.R.C., this in spite of TTUTA's instructions to the contrary.

The opening Mass was held on Friday 21st. His grace the Archbishop officiated and in his sermon made a plea to students to avoid two (2) of the "dangers" now pervading our society — Drug Abuse and Homosexuality.

The mid-day League began on Monday, September 17th. In this league, Form 2-2 met Form 2-4 on Wednesday 26th, and the former team won by three goals to nil. But Form 2-4 lodged a protest — in writing — against the unfairness of the referee.

OCTOBER

October marked the official opening of the Hydroponics Unit. On Friday 19th, the entire school gathered for a three-fold purpose:

- (i) To congratulate Brian Lara who had just been selected on the Trinidad Youth Cricket Team to India.
- (ii) To congratulate Mr. B. Sunderji on his recent appointment as Vice-Principal.
- (iii) To congratulate Kyle Rudden on his attaining the highest medal for academic studies in Trinidad & Tobago — the President's Gold.

As far as football was concerned, Fatima was not at all doing well. On the last Saturday in September, the under 14 team was swamped 10 - 0 by Q.R.C. and on the last day in October, our Intercol team fell 0 - 2 to C.I.C.

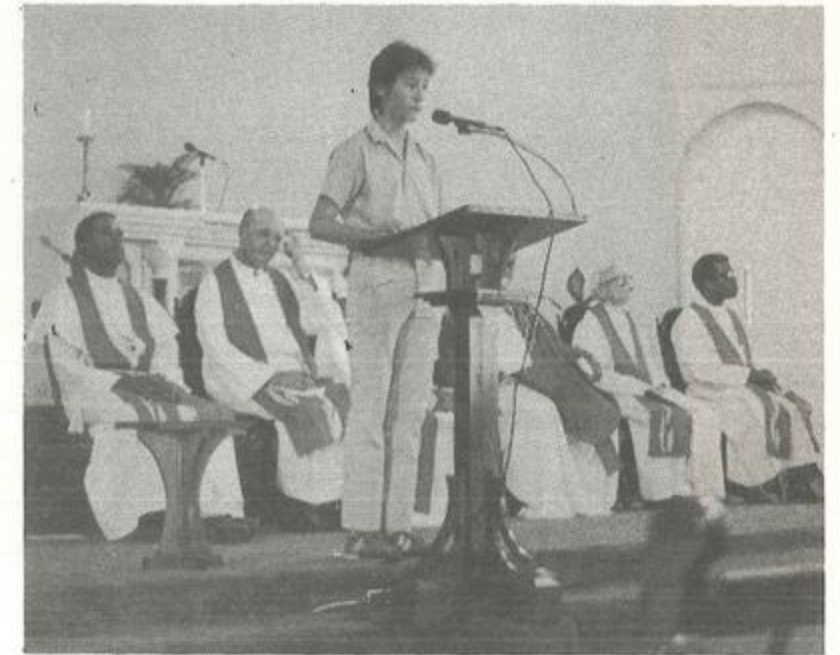
NOVEMBER

Stephen Chung, a first Former was knocked down by a car while attempting to cross on the Zebra Crossing, on Wednesday, November 11th. Fortunately he was not seriously injured.

Mrs. Isa Belfon ("Miss Campbell") who was in charge of our Cafeteria for over twenty (20) years, died on November 12th 1984. She was buried on Thursday, November 15th, at the Mucurapo cemetery.

Fatima continued to display its inferiority falling to St. Augustine (5 -1) and Signal Hill (5 -0) on Saturday 24th and Wednesday 28th respectively.

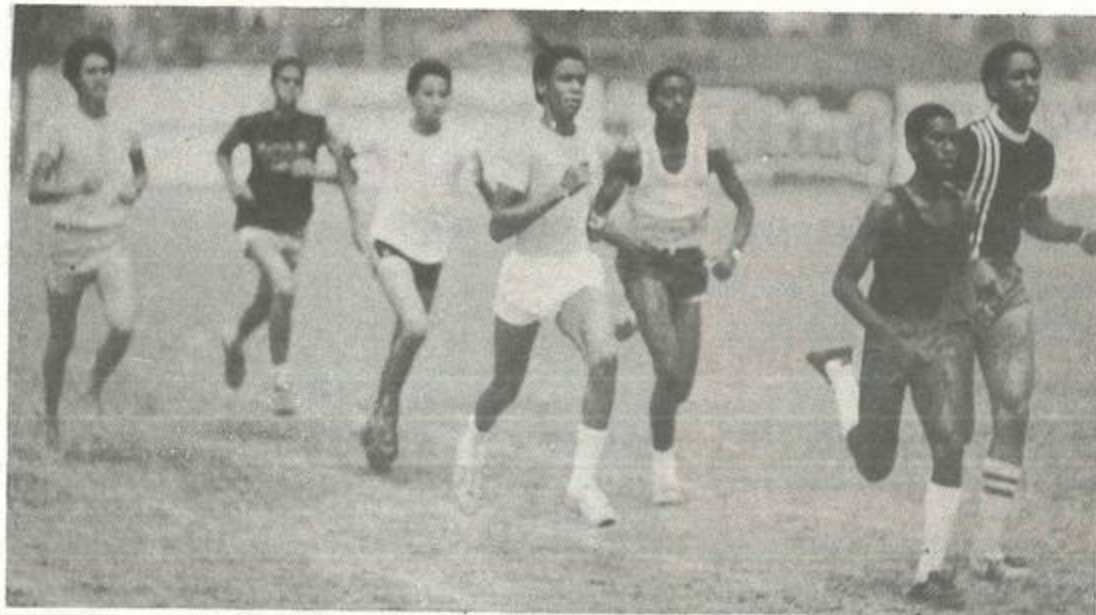
Continued On Page 84



Our Opening Mass



Lunchtime in the Cafeteria



The 800m Flat

DECEMBER

Our Annual Prize-Giving was held on Thursday, December 13th at the Jean-Pierre Sports Complex. The term ended on Friday 14th with our Annual Christmas Concert.

JANUARY

After a short vacation, school re-opened on 7th January, 1985. P.T.A. Meetings were held on 14th January for Forms I and 6, and on 16th January and 22nd January, meetings were held for Forms 2 and 5, and 3 and 4 respectively.

Jason Pedro, a Form 2 student was struck by a taxi on 25th January during the Lunch period while on the Zebra Crossing. His injuries were minor.

FEBRUARY

Our Annual Calypso Competition took place on Carnival Friday – February 15th.

After the two days of Carnival, February 20th (Ash Wednesday) ushered in a change of Deans. Mr. R. Holman (Form 6) was replaced by Miss D. Heywood, and Mr. C. Roach (Forms I & 2) was replaced by Fr. G. Girod.

MARCH

Our Annual Sports Day was held on Thursday, March 7th, and the second term ended on Thursday, 28th March.

APRIL

After two weeks Easter vacation, school re-opened on 15th April for the final term. There was an Assembly at 2:00 p.m.

Staff Meetings are an integral part of the school's development, and on 29th April, school ended at 11:50 a.m. to accommodate a Staff Meeting.

MAY

Fatima's main annual event – our Mayfair – took place on Sunday 5th. This month, too, teachers met parents of Forms 3, 4, 5 and 6.



Principal congratulates Vice-Principal on his appointment



Our Calypso band in action

On Wednesday, 8th May, Fr. Theodore, a former teacher here and now lecturing in Theology at the University of the West Indies, gave the students of Forms 5 and 6 a talk on the Virgin Mary.

Form 6 retreats were also held this month – on Tuesday 7th, for Upper 6, and on Tuesday 14th, for Lower 6. On Thursday 16th, a Mass was held for the Form 6 students who would soon be writing the 'A' Level examinations.



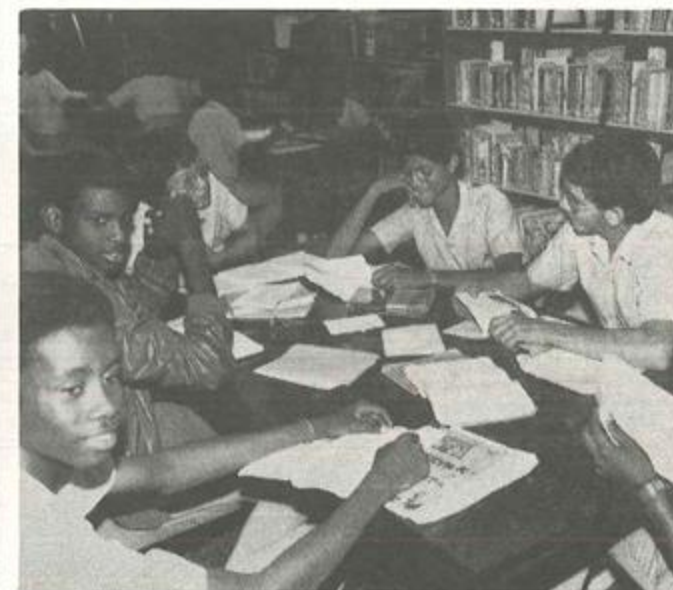
Two students honoured

JUNE

This year marked the 50th anniversary of Fr. O'Dwyer being in the priesthood and on Tuesday, June 11, 1985, a small ceremony was held in his honour, in the Staff Room. Fr. O'Dwyer in a short speech expressed his admiration of the dedication of Staff members. On the following day, he left for Ireland on a short holiday.

JULY

The academic year came to an end on July 5th, with a general clean up of the school and an Assembly.



Studying? Or liming?

**“If this is
the
Cable
Office
how
come
you can
make
telephone
calls
from
here?”**

Well, first, they don't call it the Cable Office anymore. TEXTEL offers many services other than cables — or telegraph. In fact, they are responsible for all external telecommunications, in most cases, in cooperation with other local companies, such as the telephone company, TELCO.

So when you make an overseas telephone call, it involves Telco as they provide all the local connections and are responsible for billing the customer, both for local and overseas calls and TEXTEL who provides the link between Trinidad and the foreign country. It's the same thing in reverse when you are receiving an incoming call.



However, both TEXTEL and TELCO operate a booth service for international telephone calls at their public offices.

The process is almost similar for international telex.

TEXTEL provides the overseas service while TELCO is responsible for all requests for telex facilities and for the supply, rental and maintenance of subscriber terminal equipment and the land lines comprising the local network.

TEXTEL handles the billing of customers for the international service and also operates a Telex Agency for customers who do not have their own terminal equipment.

Many other services, such as leased circuits and the new international public data service, are operated in the same way, with TELCO being responsible for the local or internal network and TEXTEL providing the international connections between our country and the rest of the world.

In the case of international television relays, TTT is the local company with the responsibility for all broadcasts within Trinidad and Tobago.

TEXTEL handles the transmission between countries via satellite, on behalf of TTT who is also responsible for booking the programme and obtaining the necessary copyrights.

To keep in touch with the rest of the world, TEXTEL has to keep abreast of all the new developments in the world of communications.

**With TEXTEL,
that's a
commitment.**

 **textel**

keeping our country in touch with the world