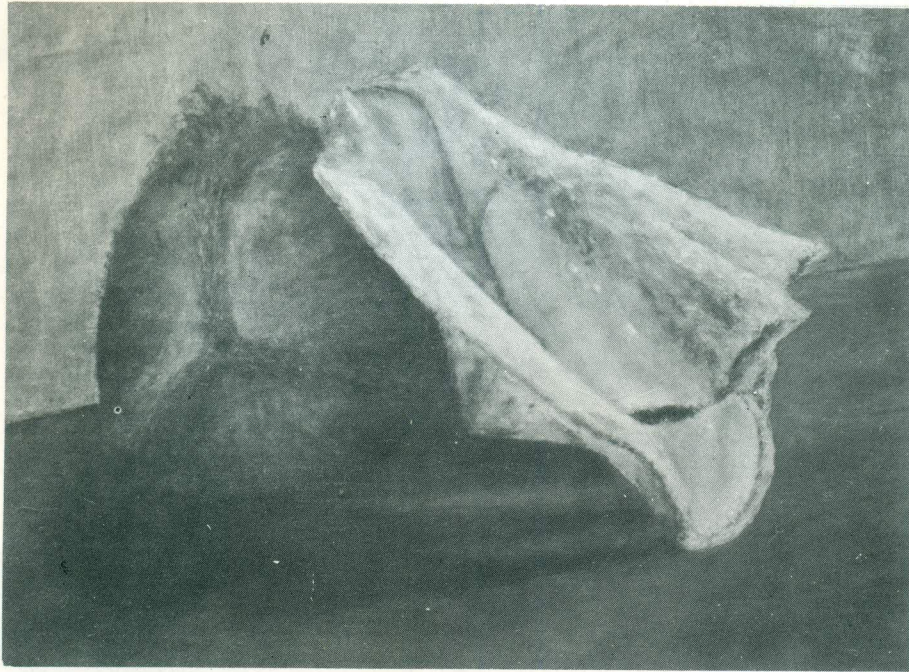
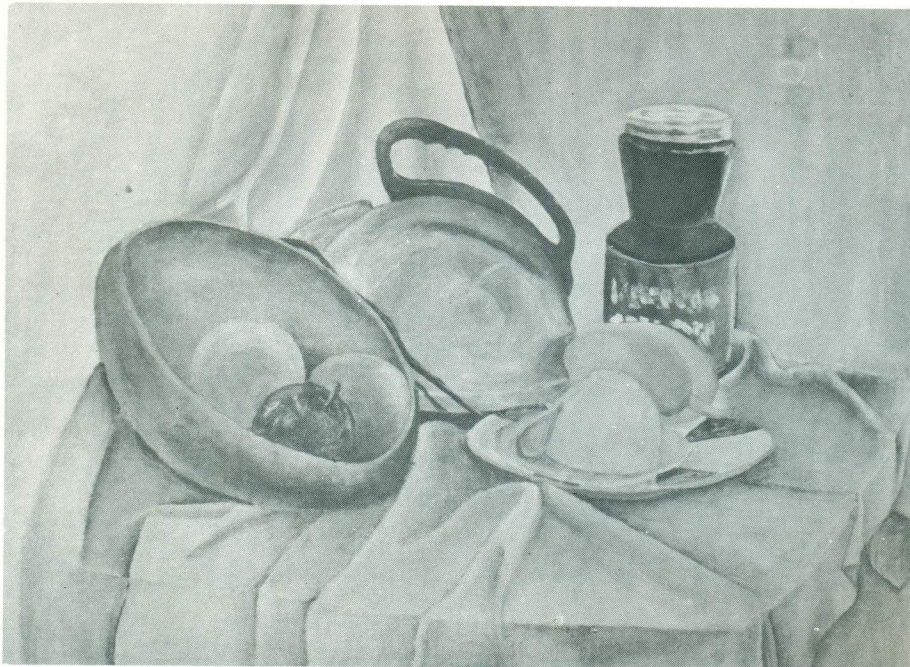




JAMAICA COLLEGE 1971-1972



"Education is the medium by which a people are prepared for the creation of their own particular civilization and the advancement and glory of their own nation (race)."





1



THE EDITORIAL COMMITTEE

L-R: W. Lopez (Editor, R. Jones (Asst. Editor), G. Keene (Advertisement Manager), P. Ramdial (Production Manager), E. Nicholas (Asst.

Advert. & Prod Manager), K. McLean (Asst. Art Editor), D. McDowell (Art Editor) Mr. D. Scott (Staff Advisor).

EDITORIAL

The 1971-72 Magazine has been compiled along similar lines as last year's. The size has had to be increased due to the fact that there are more articles, advertisements and pictures this year. As is apparent, last year's cover design has been changed. Special mention should be made of the Art Editors who designed it. But these are superficial alterations; no structural change has been made.

The majority of articles this year have been of a more "conscious" and "relevant" nature. In this respect we have added something we believe was lacking in the previous issues. This year's articles have come from a wider cross-section of the school than before. For the first time in the history of Jamaica College School Magazines, articles have been submitted by students from first to sixth forms. This overall enthusiasm is greatly appreciated by the editorial committee, for without it our magazine would be incomplete.

Over the past few years J.C. has undergone noticeable change. The recent erection of the Industrial Arts Building marks a significant change in our academic curriculum. The addition of this course is symbolic in that it reflects the changing outlook of the college. We no longer cater to the middle and upper classes exclusively, but now provide a few

courses which would equip those students who will seek non-white-collar jobs after leaving school. But these are only superficial changes as the school still remains predominantly middle class in its orientation. The NECESSARY social changes in the school will be impossible, unless the society itself undergoes a period of socio-economic reorganization.

We thank the various business firms who have consented to advertise in our magazine. To those students who have submitted articles, and form 6B who collected advertisements, we extend our sincere appreciation. We would also like to thank our Staff Advisor Mr. Scott who found time out from his busy schedule to give us some invaluable help. The Editorial Committee would also like to thank our headmaster, Mr. Taylor, who was instrumental in making this Magazine possible.

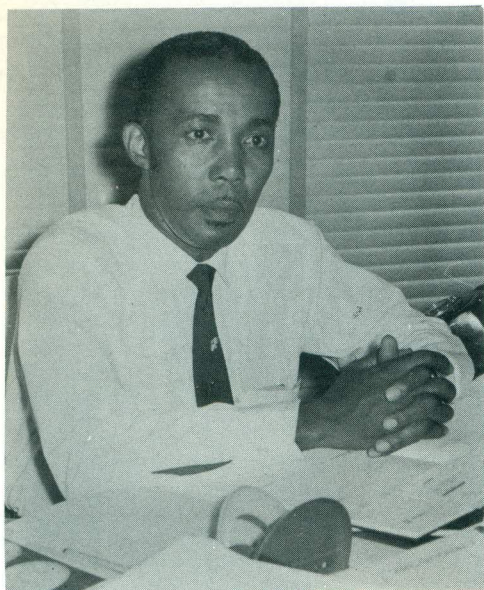
We of the Editorial Committee can only hope that the time and work which has been put into this Magazine will be appreciated by the readers.

One Love

WAYNE LOPEZ (Editor)

RICHARD JONES (Asst. Editor)

HEADMASTER'S ADDRESS



MR. R. L. TAYLOR

It gives me much pleasure to write this my second message for a School Magazine. Let me express at once the gratitude of the school to the Editorial and Advertising Committees for the work they are doing to make the magazine possible. I would like to add to these all those who are helping in any way whatsoever in the production.

The year ending has been relatively quiet. In sports we have participated in all the major sports and although there has been some improvement in our performances in Athletics, Cricket and Football, our only success was in Shooting where we retained the Perkins Shield. We have also moved into the field of competitive Basketball.

The extra-curricular activities have been expanding. The Drama Group under Mr. Dennis Scott did good work during the year. In the Schools Drama Festival they were commended and one of our boys earned a prize. Noah - the play produced by the group this term was well received. Other clubs such as Chess, Bridge, Hiking, Photographic, African Studies, Science (which shared the Leslie Moody Cup for the most effective display at the Schools Science Exhibition with Wolmers) have been quite active indeed.

The "A" Level results of Cambridge University were disappointing but the "O" Levels were satisfactory in that 50 boys qualified for Sixth Form.

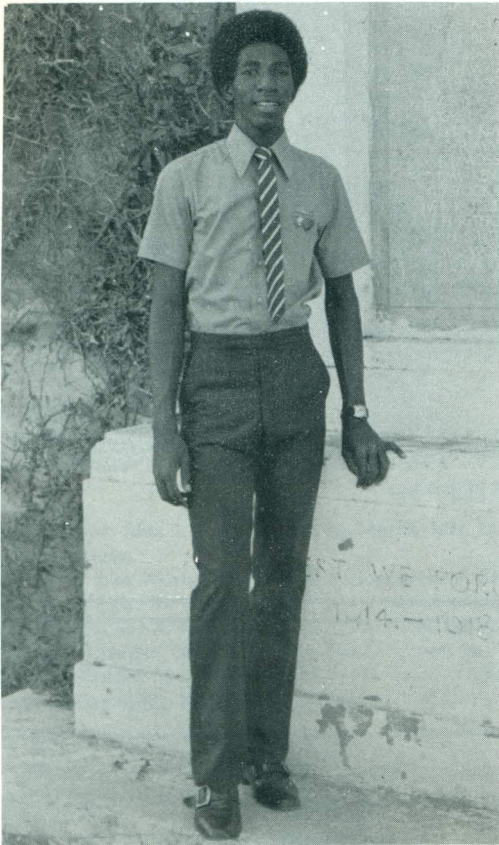
This message would not be complete without reference to the state of the compound. There is still no fence in the back of the compound. Broken windows and doors far outnumber good ones. The roofs leak in many places and the walls have not been painted for many many years.

In spite of these physical shortcomings the morale of the students is high and once the promises made over the years are fulfilled then we shall move to greater strengths.

In closing let me express my gratitude to the Staff of the Magazine for allowing me to deliver this message. I also hope that in reading the varied contributions in these pages all of us may be inspired to greater service to School and Country.

R. L. TAYLOR
HEADMASTER

SCHOOL CAPTAIN'S ADDRESS



LYNDEN C. NUGENT

The first lustrum since J.C. became a day school is now coming to a close. It has been a very eventful era during which we have experienced many changes in the structure and curriculum of the school, and although some of these changes have had adverse effects upon the school we have definitely passed through our worst times. Our new headmaster Mr. Ruel Taylor has been in office for nearly two years and now seems fully adjusted to that position.

The academic year 1971-72 was, like most of the recent years, one with mixed fortunes. We had a rather disappointing year at sports, gaining limited success in swimming. We performed creditably in athletics however, and won the Perkins Shield (shooting) for the second consecutive year. One very pleasing aspect of our sports activity has been the attitude of the old boys. They have been of tremendous assistance to the boys on all teams, and if this attitude is retained then a close relationship between these two groups will materialise and the institution will undoubtedly profit from it.

Discipline throughout this period has not deteriorated but it is still below the standards of former years - a situation common to nearly all educational institutions in Jamaica. The primary reason for this, in our case, has been the inconsistency of the administrative bodies in dealing with disciplinary problems. There is a definite need for closer staff-student relationship (especially between the student administrative officers and staff). The prefects body over the past year was hampered by the absence of a central point of operation for the first two terms and this was partially the cause of the lack in maximum efficiency.

This year March also saw two distinguished old boys of J.C., Mr. Michael Manley and Mr. David Coore, being elected to the offices of Prime Minister and Deputy Prime Minister

On a sadder note, however, we report the deaths of Michael Gordon, a senior student of the school who died after a period of illness; and two old boys, Mr. R. A. Burke and Robert Douglas. Mr. Burke was a prominent statesman in this country and also died after being ill for some time. Robert, on the other hand, a very recent graduate of the college died under more tragic circumstances. Our sympathies go to all who were closely related to these gentlemen.

The long-overdue prizegiving ceremony, the opening of the new cadet headquarters, and the presentation of the very successful play "Noah" by the Drama group were the highlights of the social functions that took place. If we have more school activity, involving students and to a lesser extent staff, in the coming years then better will come and our motto "Fervet Opus in Campis" (Work is burning in the fields) will be truly applicable.

LYNDEN C. NUGENT



THE PREFECTS BODY

SITTING (L-R): B. Barclay, P. Gordon, N. Corothers, L. Nugent, W. Blake, C. Smith.
STANDING (L-R): S. Saunders, W. Lopez, M. McDonald, R. Bryan,

P. Cole.
ABSENT: N. Blake, E. Sanguinette, C. Gooden



THE MONITORIAL BODY

FRONT ROW (L-R): R. Blake, A. Miller, K. Peart, E. Gayle, S. Hinds.
MIDDLE ROW (L-R): W. Forrest, E. Epstein, E. Nicholas, T. Alexander, M. Jackson, M. Erskine.

BACK ROW (L-R): G. Keene, D. McDowell, D. Murray, N. Barnett, H. Croskill.

SENIOR HOUSE REPORTS

COWPER HOUSE REPORT

House Master	:	Mr. Hazel
House Captain	:	Patrick Gordon
Secretary	:	W. Forrest
Prefects	:	Peter Cole, Courtney Gooden, Wayne Lopez.
Monitors	:	Hugh Crosshill, Colin Tavares, Hubert Hinds, Michael Jackson.

Cowper began the academic year 71-72 on a successful note when we won the inter-house football competition, regaining the cup lost in the previous year. It was obvious from the first match, that with Crossbill and Hinds at defence, Joe Sproul and Michael Gordon at link, and Saddler as "striker" that Cowper would emerge winners. Saddler was the leading goal scorer of the competition.

The following team saw Cowper placing second in the inter-house track meet. With full participation we could have done better. We must congratulate H. Hinds the Captain, Edwards who emerged Class I Champion, Gooden, Campbell, Tavares, Henry, Folkes and Cole, who all contributed points to our final score.

In swimming the house was somewhat short of talent, but still managed to place third. Steven Watson, the captain, gained most points for the house, with Wilson the other major contributor.

With the cricket season about to begin, we hope to produce an upset, and take top honours. Activities such as debating and chess have been lacking in the first two terms, but it is hoped that these will be organized in the summer term.

Through this medium we would extend to Mr. Hazel our appreciation for his continuous dedication and active interest in all aspects of House life. With the same spirit of oneness and a general aim for high standards, Cowper shall continue to enjoy success for years to come.

PATRICK GORDON
House Captain

DaCOSTA HOUSE REPORT

House Master	:	Mr. Campbell
House Captain	:	E. C. Sanguinetti
Vice House Captain	:	E. D. Gayle
House Officers	:	K. G. Peart, E. Alexander, S. Epstein, D. Murray, T. Ramikie, C. Edwards.

The lack of success in sports over the past year was due mainly to the fact that some members of the house with ability failed to participate very actively. It was evident in the football, swimming and track competitions. In track, never-

theless, we were proud of the fact that R. Anderson gained honours as Class II Champion on Sports Day. House spirit and the corresponding responsibility which led to a united house in the past was sadly lacking this year and this was the major cause for failure.

The decline of house spirit was probably due to irregular house meetings, and the absence of Mr. Campbell the House Master who has been ill.

Because of the decline of the house system some changes will have to be made. With this in view we are anticipating a better year to come.

E. C. Sanguinetti
Captain

DRAX HOUSE REPORT

House Master	:	Reverend Harold Krichlow
Deputy House Master	:	Howard Bryan
House Captain	:	Wesley Blake
Vice House Captain	:	Peter Blake
House Prefects	:	Michael MacDonald, Clive Smith
House Monitors	:	Robert Blake, Gregory Keene, Michael Erskine, Raymond Brown, Patrick Burke, Norris Barnett.

Drax House during the year 1971-1972 has established a good reputation, not only academically and behaviour-wise, but also in the field of sports, despite a lack of participation and support from many house members.

The school year started with football and the team of "red-clad boys", under the capable leadership of R. Brown, tied for second place, but was awarded third on goal average.

However, we were not discouraged by the team's performance, and in our following sport competition, swimming, we finished a close second, although we did not produce the strongest possible team. Special congratulations should go to our swimming captain G. Phillibert for extra effort he made in this sport.

Along came a new year and a new term. As usual Drax continued to show its unquestioned dominance in athletics, by winning for the third consecutive year. The Captain, R. Murray, should be given a special congratulation for his dedicated work. We also had the honour of receiving the H. C. Chambers Shield which was awarded for the first time.

This Summer term we should have inter-house tennis and cricket competition, and Drax especially in the former sport, should be very successful, because most members of the school team are in this house. In the latter, we should be able to provide stiff competition for the other houses, with our well balanced team.

Finally, on behalf of the house, I would like to thank Reverend Krichlow and H. Bryan for the exemplary contribution they have made, which enabled Drax to retain the position as the "superlative house in the school".

WESLEY BLAKE
House Captain

SPARKES HOUSE REPORT

House Master	:	Mr. N. Bramwell
House Captain	:	N. Corothers
Vice Captain	:	L. Nugent
House Officers	:	B. Barclay, R. Bryan, S. Saunders, D. McDowell, Nicholas, A. Miller.

This school year could only be described as a strange one for Sparkes House. There was a dramatic decline in the once formidable house spirit. This was due to a variety of factors, some of which were, and still are, nebulously vague. Student contact with each other within the house lessened in quality and frequency because of the new practice of only one house meeting per week. Lack of participation and, more important, the absence of ideas and initiative at all levels of the house, led to stagnation from early in the year. Neither was incentive gained from the activities or the examples set by other houses. The apathy evident in Sparkes House only reflected the general apathy present in the whole school. Clearly some drastic re-construction and re-organization is necessary in the house system.

Our sole victory for the year was in the swimming competition, in which we swamped our rivals by a praiseworthy margin. In the football competition we finished second behind Cowper, who were lucky to beat our half-strength team, fielded only because of injury and sickness. Our biggest upset and greatest disappointment was in track. The insufficient size of our track team was one of the reasons for our eventually finishing fourth and last.

We hope to do much better in the remaining competitions, cricket and tennis.

N. G. COROTHERS
House Captain

CHAMBERS HOUSE REPORT

House Master	:	Mr. Mills
House Captain	:	I. Gage

This year Chambers House did quite well, placing first in two competitions and second in two others. These good performances were due to the fact that there was almost complete participation by the members of the house.

In football, the first competition of the year, both our football teams placed first, playing a very hard and well-matched game against Musgrave House. I would like to thank our three most outstanding players, namely G. Reid, Blair and Alleyn. We also received first place honours in swimming, many of our points being gained by P. Meeks, without whom, we might have placed only second. We were not as victorious in track as we placed second, and here Watson of the House

will have to be congratulated for performing so well on sports day. The other competition in which we placed second was Table Tennis. Cricket and Lawn Tennis are yet to be played and we hope to do well in these also.

I would like to extend special thanks to our Housemaster, Mr. Mills, for all the help and encouragement he gave to the House, and especially for the needed assistance he gave to the football teams.

I. GAGE
House Captain

HARDIE HOUSE REPORT

House Mistress	:	Mrs. P. Commissiong
House Assistant	:	Miss Johnston, Mr. Davis
House Captain	:	E. McDonald
Vice-Captain	:	M. Bernard
House Officers	:	R. Corrie, N. Martin, I. Forbes, C. Goldson-Moss.

The year started with Mr. Carnegie leaving the House because of his promotion to Deputy Headmaster. We are proud that his worth was so recognised and we wish him every success. Fortunately, however, we got an equally good house mistress, Mrs. P. Commissiong.

Our activities have been mainly concerned with sports. In football we were stopped in our victory run by Murray House. We drew one match with Chambers, won the one with Musgrave, and were placed third in the series. In track we again placed third with Chambers House edging us out of second place by two points, and here I would like to thank Gooden who proved to have a lot of potential. We placed fourth in swimming due to lack of house spirit, and third in table tennis with Murray again stopping us in our drive towards victory. We are hoping that we will excel in cricket as we have had no victories so far.

Although we have not done as well as expected, we are still loyal to our house. The standard of behaviour has improved, and I hope that next year we will do much better.

E. McDONALD
House Captain

THE MURRAY HOUSE REPORT

House Master	:	Mr. McLeod
House Captain	:	L. Ashley
Vice-Captain	:	C. Minott

The standard in Murray House has not been high as usual this academic year.

In athletics we placed fourth(last) which is very bad, considering that we were second last year. Football appeared to be one of our best sports as we placed second in this competition. Our best achievement was definitely Table Tennis. We won. The House is expected to be either first or second in both the Tennis and Cricket competitions this year.

On the other hand the academic standard of achievements was creditable. For example, it was Murray House members who captured the top five places in most of the forms according to the exam results. We could have done even better, surely.

We were glad to welcome three members of staff into the House, namely Mrs. Scott, Mr. Reece, and Reverend Seaton.

It is our great hope that with a lot more all-round effort Murray House will return to the top rungs of the ladder, as in former years.

L. ASHLEY,
House Captain.

MUSGRAVE HOUSE REPORT

This year on the whole was a reasonably good year for the House. In Football and Track House spirit was at its peak, and much is owed to our Housemistress Mrs. Holmes.

In Football, although we had one of the better teams we unfortunately placed quite badly. A great deal is owed to D. Lindo our Vice-Football Captain who took over captaincy in the absence of the Captain M. O'reggio.

During the Christmas term the swimming competition took place. We placed second to Chambers.

In Easter there was athletics which we won with no trouble. Our victory was tremendous as we achieved honours in class 1 and class 3. In class 1 D. Simpson was class champion and L. Cato also performed well. The class 3 champion D. Hunter was a clear winner in his class. Congratulations should be extended to D. Simpson and L. Cato who as track captain and vice-captain respectively lead the team to victory. In addition we had the privilege of having three of our athletes, D. Simpson, L. Cato and D. Rattigan chosen to represent J.C. in the Annual Inter-School Championships at the Stadium. Here they were fairly successful and if ever they are given this chance again we should have complete confidence in them.

We are looking forward to the Cricket Season with great enthusiasm for we have a strong side.

M.O. O'Reggio,
House Captain.

"Faith is a knowledge within the heart, beyond the reach of proof."

"One can be educated in soul vision and feeling as well as in mind."

"The more you know the more you have to learn."

"The creative thinker is not afraid to take risks with his idea."

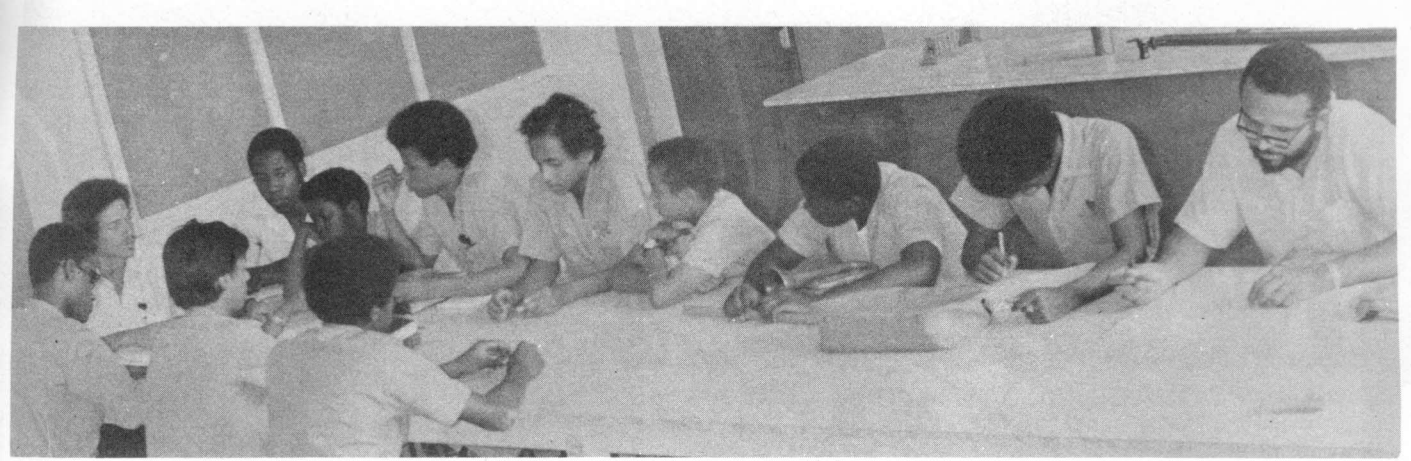
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STUDENTS' COUNCIL REPORT

The Students' Council has been functioning on half-strength over the past year, the reason being the decline of enthusiasm which had been present in the first two years of its existence. The functioning of the body has not completely come to a stop but our working capacity has been severely limited, and so very little has in fact been accomplished.

At present we are busy collecting funds to sponsor students for the School for the Deaf. The Sanitation Committee is active in keeping the college clean and healthy. We members of the Council are trying to organize ourselves and revive the former interest and enthusiasm which was the motivation behind the original formation of the Students' Council.

We would like to use this report as a means to thank Mr. J. Carnegie for the role he played as staff advisor, this being his second year in this position. The secretary S. Saunders and the assistant secretary D. Moyston are also worthy of mention for the loyalty they displayed in carrying out their duties.

We expect to be a much more active and effective body by next year so as to fulfil our role as the representatives of the students of Jamaica College.

E. C. SANGUINETTI
Chairman

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ATHLETICS REPORT



THE TRACK TEAM

STOOPING (L-R): W. Blake, G. Henry, D. Kinhead, R. Boothe, N. Corothers, B. Barclay, T. Chang, S. Hinds, C. Smith.

STANDING (L-R): Gray, O. Edwards, C. Davis, Barrett, D. Charlton, D. Brown, R. Brown, D. Cato, M. Rattigan, R. Folkes, R. Murray, R. Rowe.

At long last the light of success has illuminated J.C.'s talent in the athletic field. Athletics has been quite popular in J.C. this year and many have realized that this will be a dominant sport in the near future.

Some of our more dedicated athletes started training last August. However, it was in September that the real planning was formulated. Shortly after our coach Mr. Arnold Bertram, together with a few old boys, took us to the muscle-building sands along the Palisadoes Road. In addition to this training, our "weights" coach, Teddy Waite, helped to mould our bodies to physical fitness.

Our athletes were looking quite good as Sports Day drew near. It should be mentioned that only those who trained seriously won events on Sports Day. The victorious senior house was Drax and its corresponding junior house, Musgrave, followed suit. Several records were broken and those competitors who gained first, second and third places, received appropriate medals. Unfortunately, we did not enter anyone in this year's cross-country. We did however, participate in many practice track meets. The tight training programme set by our coach together with these track meets did much to sharpen and improve the team. It must be realized that every single point gained at Championships came from track events; not even one came from field events. Surprisingly enough we managed to obtain points in every relay.

We placed fourth in Champs this year, showing some improvement over last year as we moved up four places. At this point I would like to voice a plea to boys with talent in the athletics field to turn out and train, so we can have a good all-round team next year. It is only through hard work and dedication that we can ever hope to win the coveted Championships Cup.

Special credit should be given to those athletes who helped their team tremendously. These include B. Barclay, third in hurdles Class I; A. Dale second and third in the 200 metres

and 400 metres respectively; and congratulations to D. Gray, D. Charlton, O. Simpson and especially to D. Barrett, who, in spite of a badly cut foot, sustained three days before Champs, placed third in hurdles Class III. Masseur, Mr. Teddy Waite must be thanked for looking after Barrett's cut foot.

We are all extremely grateful to everyone who has contributed in some way to Track. Our success is evidently due to the dedication of our small track team in addition to the efforts of the coach.

B. H. P. BARCLAY
Track Captain

BASKETBALL REPORT



THE BASKETBALL TEAM

STOOPING (L-R): N. McLaughlin, N. Green.

STANDING (L-R): Ramsay, R. Menzies, R. Chambers, D. Duncan, R. McDonald, C. Anderson, W. Walters, M. Carrington.

This year a new sport was introduced in Jamaica College: Basketball.

Despite lack of publicity and ignorance of the game, a large number of students came to practice serious. Gradually the more interested individuals coagulated into some semblance of a team.

Although we lacked a court, coach and other essential facilities, the desire and determination of the players has allowed the team to survive, to the point where we entered a knock-out competition with other schools. We lost all of our matches, but there has been a tremendous improvement due to this experience.

There are many players who have great potential, but without proper training, they could lose this talent which they have. What we lack is good teamwork and experience. If we could mould the individual talent into a solid, unselfish, unified team, we could go far in this sport, if not this year, maybe next year.

Hopefully, more publicity for this sport will encourage other Brothers to come and train; thus, making the sport a major one at J. C.

N. McLAUGHIN
Captain

CHESS CLUB REPORT



CHESS CLUB

The year 1971-72 was a very successful year for the J.C. Chess Club.

The school had two entrants in the Annual Schoolboy's Chess Championships in Michael Jackson and Richard Findlay. Both players performed creditably, Jackson doing particularly well in placing fourth out of eighteen entrants. Findlay placed eighth.

The Club regrets however the fact that many sixth formers who are good players refuse to come to meetings. This is a poor precedent being set by those who are supposedly senior members of the school community. Had it not been for the enthusiasms of boys in the lower school, the success of the club would not have been so outstanding.

We express tremendous gratitude to the Rev. Crichlow and Miss Anderson for their devotion and assistance. J.C. certainly has the enthusiasm, and the potential, to reach the pinnacle of schoolboy Chess supremacy. That should be our aim.

Fervit Opus In Campis

M. JACKSON.

COLTS FOOTBALL REPORT

After many years of near success, Jamaica College has once more won the Colts football competition for the Puma Trophy. The competition is played by boys under-16 years of age, and this year the team was composed mostly of junior boys. This fact makes their performance an even more creditable one.

Training started early in the Christmas term, and under the tireless guidance of our coach, Mr. Arnold Bertram, a young, fit and highly skilled squad was formed. The nucleus of the team was formed by E. Alexander, L. Whitney, R. McDonald and G. Blake, all of whom were members of the Manning Team. With the experience of the above four and the talent of the younger boys, hopes were high for the Colts.

Consequently, with minimum effort, the team swept through all their eliminations matches, and triumphed in our

zone convincingly, winning all our games. Among our opponents swept aside were Calabar, K.C., St. Jago, and Tivoli Gardens, while Meadowbrook conceded points without playing us. The final was set for Sabina Park, and our opponents were to be Excelsior. This match however, ended in a scoreless draw. The Excelsior boys were much bigger than the Jamaica College boys, but even then it was only the excellent performance of the "Aggie" goalkeeper that kept the "Dark-blues" from an outright victory.

Outstanding performers for J.C. were Luke Whitney, Donovan Brown and Johnny Chang, and others who performed well were Hiraldo Mitchell, Norman Pennycooke, and Stephen Bond. Apart from these individual players the whole team played well as an efficient unit even when reserves had to be called in.

At this stage I would like to thank our coach Mr. Bertram for all the help he gave us; during the matches he was a constant source of inspiration for everyone. Next year the Colts will have most of the players from last year's squad, and with the talent being shown by the members of the Junior school, the Puma Trophy should be J.C.'s for quite a few years.

E. C. ALEXANDER
Captain

THE CRICKET REPORT



THE CRICKET TEAM

SITTING (L-R): D. James, H. Croskill, E. Gayle, R. Bryan (capt.), E. Alexander, M. Barber.

STANDING (L-R): L. Nugent, D. Benentt, M. Coleman, P. Gordon, D. Rose, W. Tucker, T. McCleary.

The Cricket Team was not as successful as one would have hoped. The squad started training in November 1971, under the able guidance of Mr. T. Parchment. At this point I would like to thank Mr. Parchment for the fine work that he did.

At the start of the season the squad experienced many difficulties, one of which was getting the pitch prepared for practice sessions and sometimes matches. When it was prepared the job was usually inadequately done. The team started playing practice matches in January, however, and lost none.

The squad entered the actual Sunlight Season full of confidence, but this soon turned to disappointment. The first match against Calabar was a draw; the outstanding players in the match being T. Alexander, who took 3 for 29, R. Bryan 3 for 31 and D. Bennett who made 69. The next match was against Kingston Technical High School; the outstanding players being Tucker 19 runs, Gordon 20 runs and Crosskill 20 not out. This match also ended in a draw. We played Wolmers next, and in this match the record for the highest number of runs ever in a Sunlight match was broken. Of the 470 runs made Wolmers got 260 runs for two wickets and Jamaica College 210 runs for 6 wickets. The outstanding players in this match were H. Crosskill 1 for 12, T. Alexander 71 not out, R. Bryan 70 runs. This match also ended in a draw. The next match was against St. Georges. This was won by Jamaica College; the better players were W. Tucker 60 not out, P. Gordon 29 runs and 2 for 39, T. Alexander 29 runs, E. Gayle 6 for 15. In the following match against Camperdown, Jamaica College lost; the only players who really excelled were E. Gayle (81 not out) and R. Bryan (3 for 41). The St. Jago match was postponed due to rain.

The Colts team at this time are leading with 4 points. We anticipate a good season with this team, and an even better Sunlight Team next year.

R. A. BRYAN
Cricket Captain

HOCKEY REPORT

This year some measure of success had been expected from the Jamaica College Hockey Team. The team's strength lay in the forward line, its weakness in the defence. That weakness, however, did not reduce the team's overall strength to any great extent. Proof of this was shown in the first match against Kingston College which ended in a 3-2 victory for K.C., who scored from a penalty kick which they were fortunate enough to gain.

Many thanks should be extended to some of our Old Boys, namely Peter Jackson and Mark and David Taylor, who greatly assisted us in the training sessions. We also thank Mr. McLeod who was always there to offer us a helping hand.

The season having recently started we have played only one match. Nevertheless, we have given a fairly good account of ourselves and we look forward to the remainder of the matches with some hope of success.

E. C. SANGUINETTI
Captain

MANNING CUP

After an extremely promising period of pre-season training, J.C. entered the 1971 Manning Cup Competition with justifiably high hopes of victory. There were even serious thoughts of winning the Walker Cup and the Oliver Shield. Even though playing well below form, J.C. secured a 3-0 vic-



THE MANNING TEAM

STOOPING (L-R): G. Blake, L. Whitney, N. Corothers (captain), H. Crosskill, H. Nelson.
STANDING (L-R): D. Brown, S. Hinds, E. Sanguinetti, R. Stevenson, C. Galbraith, S. Webley, E. Alexander, P. Stewart, B. Barclay.
ABSENT: D. Halliman, J. Sproul, R. Brown, C. Saddler.

tory in the first match against St. Jago. Then, disaster. Defeat followed defeat without explanation. The fact is not that J.C. played well and were beaten; J.C. played badly and lost.

Overconfidence or staleness are not the reasons for the team's poor performance. By the third match a misunderstanding had developed between the coach, Mr. Winston Chung Fah, and the team. As a result, it appeared that the coach completely lost his apparently already diminishing interest. The team therefore, lost confidence in the coach who, after the third match, stopped coaching the side. The team would like to thank Mr. Teddy Wait the masseur, who subsequently took over the training of the team until the end of the season.

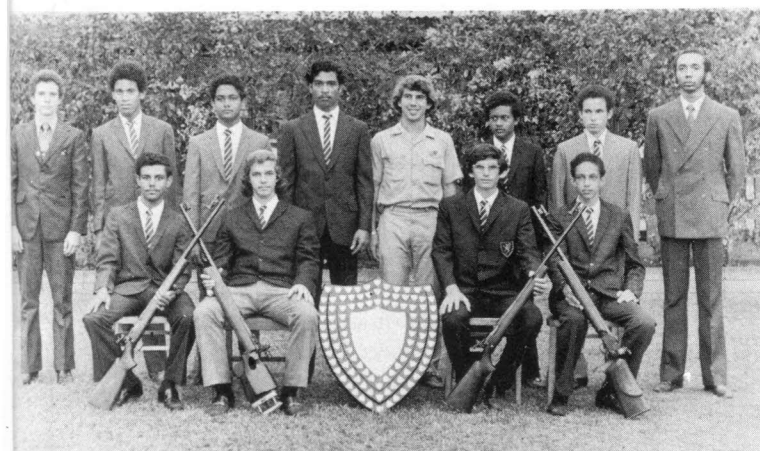
The two highlights of the season were J.C.'s 2-1 victory over St. Andrew Technical and the 1-0 defeat by Kingston College. The J.C.-K.C. encounter was the team's best match for the season, with the whole side playing exciting football of a high standard.

In closing, the team would also like to thank the "Old Boys" who contributed greatly to what must have seemed to them an unprofitable scheme. With their financial aid the team enjoyed a successful tour of Grand Cayman, in which J.C. won two matches 6-2 and 4-1, and drew the other 0-0. The support of the "Present Boys" at the matches was also noticed and appreciated. Combined with the remnant of this season's side, the crop of young talent in the lower school should form a competent and skilled team next season.

N. G. COROTHERS
Captain

SHOOTING REPORT PERKINS COMPETITION

This year Jamaica College entered the Perkins Shield Competition as defending champions, with a thirteen man team. We were fortunate in getting our old Perkins Captain, Stephen Harker, who is a distinguished shooter and an ideal



SHOOTING TEAM

SITTING (L-R): C. Sharp, R. Silvera, A. Heally, M. Lewis.
STANDING (L-R): S. Harker, L. Williams, P. Sharp, R. DaCosta, S. Epstein, P. Wint, R. Richardson, Mr. P. Martin (Coach).
ABSENT: R. Brown, M. Allen (Capt.)

coach. We also received much-needed help from Paul Martin, who is also an excellent coach.

We started training in late January, down at the Rifle Range on Mountain View Avenue, but many problems soon arose. The most pressing of these was the lack of ammunition. This threatened the very existence of the team, but we were held together by the strong determination and unity between team and coaches, which finally lead us to victory.

On Monday, March 27, at 8.30 the first squad consisting of Raymond Brown and myself commenced firing. The competition with Wolmers, who were our nearest rivals, was stiff, and it was not until later that evening that we finally emerged victors.

For the third consecutive year Jamaica College won the Henderson Medal. This year Richard Silvera took it with top honours by scoring 96 both at 25 yards and 50 yards, totalling 192 points.

The Perkins scores are as follows in positioned sequence:

	50 Yards	25 Yards	Total
1. Richard Silvera	96	96	192
2. Mark Allen (Capt.)	97	92	189
3. Richard Richardson	91	97	188
4. Christopher Sharp	95	92	187
5. Michael Lewis	95	92	187
6. Richard DaCosta	97	89	186
7. Allan Healy	94	92	186
8. Peter Wint	92	94	186
Eight Best counts	757	744	1,501

The Perkins Record is 1,503

9. Raymond Brown	88	94	182
10. Stephen Epstein (Vice-Capt.)	89	91	180

Reserves were Paul Sharp, Jeremy Hunt, and Leighton Williams.

MACHADO CUP COMPETITION

Previously the school had entered the Machado Competi-

tion and placed second. We did not leave empty handed however as Peter Wint won the Cridland Medal with the highest total score of 193 points shooting 97 and 96 at twenty-five yards.

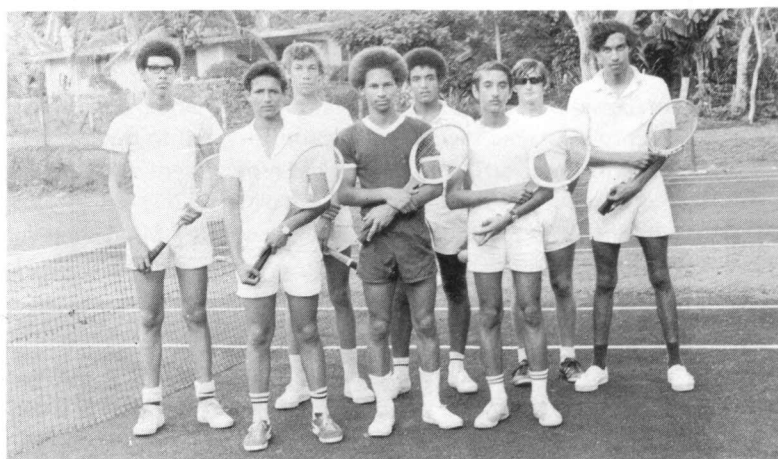
DACARTRET COMPETITION

The Vice-Captain, Stephen Epstein, and myself are now training the Dacartret squad, which consists of boys under the age of fourteen and those who will be fourteen after the first of September 1971. Ammunition has arrived, and we hope that the boys who are now in training, will appreciate the equipment that the Perkins Team lacked.

All participants would like to thank Mr. Taylor for his magnanimous support, and also the Jamaica Rifle and Pistol Association for the use of their many facilities.

M. ALLEN
 Captain

TENNIS REPORT



LAWN TENNIS TEAM

FRONT ROW (L-R): Kirkpatrick, M. Bond, B. Haddad.
BACK ROW (L-R): P. Samuels, S. Bond, M. Harriot (Capt.), Mr. Dickenson (Coach), C. Bond.

Lawn Tennis has not been reported in our School Magazine for the past four years. This was due to the fact that the tennis courts were in a state of disrepair, and the school had no coach.

Through the instrumentality and keen interest of our Headmaster Mr. Taylor, the courts were resurfaced and returned to proper condition about six months ago. Mr. Dickenson, one of our P.E. masters has done much to revive the game by giving lessons to junior students during P.E. classes.

A team was selected to represent the School in the Jamaica Mutual Shield Competition. Our first opponent was St. Georges College to whom we lost, but in our match against Kingston College we won convincingly.

I am convinced that the team will do well in the competition. On behalf of the team I would like to thank Mr. Hazel and Mr. Carnegie for transport to and from our matches.

M. HARRIOTT

CLUB REPORTS

AFRICAN STUDIES GROUP REPORT

General Aim: to impart a knowledge of historical and contemporary African developments and to show how these developments are relevant to Black (African) Jamaicans.

General Objective: to promote, stimulate and maintain a black consciousness and awareness by the knowledge and understanding of historical and contemporary African developments.

The African Studies Group (A.S.G.) is presently having birth pains; but this is to be expected of any group of this nature. The A.S.G. is still relatively small with a membership of only eighteen students. Many third, fourth, and even a few second and first formers have, however, expressed interest in the Group and it is hoped that they will join. At the moment the A.S.G. is composed of fifth and sixth formers with only one fourth former.

The members of the A.S.G. would like to see the Group established as an integral and permanent part of J.C.'s life. This can only be achieved if ALL members are forth-coming with creative ideas and ideals and are seriously interested enough to undertake a great deal of self-help and self-guidance. Nevertheless, members of staff who have at heart the interest of "conscious Black" students (with all that this implies), are asked and reminded to give whatever assistance they can to the A.S.G. There is the possibility that some people will hope, and are hoping to see the A.S.G. fail in its endeavours. For this and more important reasons, members of the A.S.G. must make the strongest effort possible to see to it that as long as J.C. continues to exist there is an A.S.G.

It is to be expected that older students will play a major role in organizing and leading the A.S.G., but the presence in the Group of lower school students, especially third and fourth formers, is essential. It must be remembered that the life of the A.S.G. depends on the state of continuity achieved, and potential continuity will come mainly from the lower school.

If the proportion of younger students in the Group is high, the future of the A.S.G., all things being equal, should be both bright and strong.

Those in positions of authority are reminded NOT to encourage divisions within the Group by rival individuals or factions. Although the interests of the A.S.G. should not be endangered for any trivial reasons, the rights of individual members must always be respected. It might prove to be very prudent and wise if future A.S.G. officials seek close ties with similar groups in other schools, C.A.S.T. and U.W.I. But as this growth takes place all members should be extremely careful in the choice and execution of various policies, and should also remember that in J.C., the A.S.G.'s primary function is educational.

All students seeking knowledge of historical and contemporary African developments and seeking to promote, stimulate and maintain a Black consciousness and awareness among J.C. students, are urged not to be side-tracked or railroaded,

but to aid both themselves and their brother students by supporting the ideals and ideals behind the A.S.G.'s influence.

One Aim.

N.G. Corothers (Secretary).

***** DRAMA REPORT

1971-72 was a very successful year for J.C.'s Drama group. In the Christmas Term we entered the annual Drama Festival for Secondary Schools with a play entitled 'Fowl Play'. The original script was written by our director Mr. Dennis Scott, but there was extensive improvisation by the young cast, most of whom were third formers. This production was well received by the public, and the critics comments were favourable. One member of the cast, Michael Williams, gained a special prize for an outstanding performance, while two others, P. Berwise and F. Chambers were commended.

The group, joined by four of the schools senior members, and four girls from Campion and St. Peter & Paul, started working in February on another play, "Noah", which our director "had wanted to do for a long time". At first there were regular meetings on Saturday mornings, but it soon became necessary to have rehearsals on weekdays as well. In March we experienced what at first seemed to be a serious set back, as two of the girls thought themselves incapable of playing the roles they were given and so left. They were however replaced by two girls from St. Andrew High School, and Sundays and holidays were sacrificed by the cast in order that the play could open on time. There was an atmosphere of togetherness between sixth formers and junior boys (a rare happening at J.C.)

"Noah" was staged outdoor on the verandah in front of the dining room and like "Fowl Play" was well received. Because of the tremendous public response (a full house on the third night) and to a lesser extent the enthusiasm of the cast, there was a repeat performance the following weekend. The critics were very satisfied with the production, and particular mention was made of Mike Ireland (Noah) Gillian Fox (Noah's wife), Lynden Nugent (Ham) and Michael Williams (monkey). The first three named played the leading roles.

On the final night of our performance, the assistant director who was sitting in for the director was absent. We organized the entire play ourselves, this was an experience we will never forget.

Fifty percent of the proceeds which were collected was given to charity, while the remainder will be used to furnish the Drama room.*

I would like to take this opportunity to express thanks on behalf of the Drama group, to our Director Mr. Scott, assistant director Mr. Tony Smith, and to the girls, Monica Lake, Hope Robertson, Stephanie Smith and Gillian Fox without whom this production would not have been possible.

L. NUGENT (Ham)

*One very pleasing aspect of the project was the invaluable cooperation of many students and staff members, especially in the Art and Woodwork Departments, who contributed backstage to the success of the production.

HORSE RIDING CLUB REPORT



HORSE RIDING CLUB

This club is quite unique in that it is the first and only one of its kind in a High School. It has also proven to be the largest club in the school, having over a hundred members. The previously unused land behind the school, is now being utilized for pastures, stable building and riding. The club was put in no financial pressure to get horses, as some students donated their personal horses for use in the club.

Paul Wright of fourth form, Peter Bent of fifth, and Clive Smith of sixth, all donated two horses each. Peter Cole of fifth donated one, and the other three were generously given by various people outside of the school.

An administrative body was chosen from among the more

experienced and capable riders. They are McClure (fourth), Paul Wright (fourth), Peter Bent (fifth), Lorne Dawing (fifth), Christopher Annamunthado (sixth), David Murray (sixth) and Clive Smith (sixth). First formers ride on Monday, Second on Tuesday, Third and Fourth on Wednesday, and Fifth and Sixth on Friday. The horses are rented for one dollar an hour on Saturday, to cover cost of material for stables, bridles, saddles, feed, shoeing etc., certain fees are charged. The initial membership fee is one dollar fifty cents. One dollar an hour is charged for experienced persons wishing to ride. Those who desire to learn pay thirty cents for two separate lessons. A member of staff is always present during riding. A few of them have ventured to leave the ground. Close relatives, who are allowed to join, are charged twice as much as students.

Riding goes on during the holidays on Tuesdays and Thursdays. Jumping and gymkhana events are done for the fun of it. The club has done well in some of the competitions held. Our official dress on these occasions is full black. The club is rapidly growing and great enthusiasm and willingness are expressed by the members in doing the necessary menial chores. The stables were built by us, the transportation of horses done by parents, the shoeing done by myself and Richard Polack, and veterinary care is free. Two foals will be born to the club, as two mares are in foal at the moment. The Horse Riding Club has been a success and is here to stay.

C LIVE SMITH
President

SCIENCE CLUB REPORT



SCIENCE CLUB

FRONT ROW (L-R): W. Blake, G. McKenzie, R. Bryan, E. Sanguinetti, P. Ramdial, T. Ramikie, L. Nugent, M. Ireland, D. Dixon, G. Chang, D. Shim.

MIDDLE ROW (L-R): T. McLeary, M. Erskine, C. Gooden, M. Bond, A. Tavares, M. Ashenheim, P. Croskery, L. Jones, E. Nicholas,

M. Carrington, K. Henry, M. McDonald.

BACK ROW (L-R): S. Watson, O. Edwards, R. Menzies, C. Anderson, D. McDowell, R. Rowe, P. Samuels, D. Grant, L. Ashenheim, D. Murray, G. Keene.

As has been the case the year before the Science Club became very active as the day of the annual Schools Science Exhibition drew near. In contrast with previous years however, we planned carefully the course of our action, and decided to work on the topic "Aspects of the Sea". Under the leadership of T. A. Ramikie the club was organized into research groups, and leaders were chosen for each group.

However, three weeks before the opening of the exhibition

enthusiasm was at a low ebb, mainly because of the difficulties encountered doing research. This period soon passed due to the invaluable advice given to us by Mrs. F. Commissiong, who encouraged and supported us through the difficult moments in our preparation.

With one week to go there was a sudden upsurge of enthusiasm. Obsessed with thoughts of winning the shield, dedicated members worked with unprecedented zeal con-

tinuously throughout the remaining days. Their energies climaxed into a frenzy on the day before the exhibition. There was a big rush to produce experiments and complete final touches on projects.

At the exhibition our visual attractions and simple but effective demonstrations were outstanding. This was confirmed by the panel of Judges who voted a tie between Wolmer's Boy School and ourselves for the title of "most effective display".

On behalf of the club members, I wish to express my gratitude to all members of staff, particularly to Miss A. Cook and Mr. A. Prescod, who either offered suggestions, or helped us in our transportation.

It is my belief, that with even a fraction of the dedication and co-operation shown by my colleagues, the Science Club should be very successful in years to come.

T. A. RAMIKIE
President

CADET REPORT

Captain. R. E. Allen, B.E.M., O.C.
Lieutenant H. I. Stevenson, I/C
Williams A. H. O., E.C.
H. A. Bryan, AD/C.Q.M.S.
M. M. Burke, AD/Sergeant, P.R.O.
S. E. Saunders, C.S.M.
C. A. McCoy, D/Major
Sgt. B. H. Barclay
Sgt. D. L. Townsend

At the beginning of the year the unit, being a young corps both in terms of age and membership, underwent serious training for the basic examination. Most of the training was done at a camp held in Montego Bay from the 15th - 18th October, 1971. The intensive training resulted in twenty-eight cadets passing the basic examination held at Jamaica College on the 8th November, 1971.

During the summer holidays four cadets from the unit were sent for selection courses. All four cadets were accepted and went abroad. Sgt. Bryan H.A. (now AD/C.Q.M.S.) went to Grenada, Sgt. Barclay B.H. and Corporal Townsend D.H. (now Sgt.), both went to Canada and Corporal McCoy C.A. (now D/Major) went to Trinidad.

At the Founder's Day parade on Sunday 21st November, 1971, the unit was represented by nine cadets on parade and by twenty-two cadets at the service.

In the Easter term the unit underwent training for inspection in February. Most of this training was carried out at a camp held on the school compound from the 16th - 20th February, 1972. During this camp the school's former canteen was converted into the new Cadet Headquarters. The building was re-painted and renovated, and a garden was planted out in front.

On 19th April, 1972, at a special parade and exhibition to which parents were invited, the new Headquarters building was officially opened by Mrs. F. A. Commissiong, a senior,

female member of the teaching staff at the school. The Headmaster and Deputy Headmaster were also present. Miss Johnstone gave an address. Various other members of staff were present.

During the Easter holidays a camp was held at J.C. in order to train cadets for the coming Proficiency and Basic Examinations. Recruits also underwent training for their Recruits' Test. Up until press time the training was still in progress, and the results of the inspection are not yet known.

AD/SGT. BURKE, M.M.
Public Relations Officer
Jamaica College Cadet Force

CHOIR REPORT



SCHOOL CHOIR

Our Annual Carol Service was held on the 19th December in the school Chapel.

This year's choir consisted of mainly first and second formers and a few members of staff. The choir was trained and conducted by Rev. H. Crichlow (who was ill at the time of the service), and accompanied at the organ by Miss Anderson.

The service could have been much better; its failure was due to lack of proper organization, too much last minute rushing, and the fact that the older boys were not invited to partake.

I am very anxious to see the day when Jamaica College will again have a complete choir with regular services held in our chapel. I firmly believe there should be a closer link between the school and its chapel.

On behalf of the members of the choir I would like to thank Rev. Crichlow and Miss Anderson. Special thanks to the Chairman of the Board of Governor, President of the O.B.A., President of the P.T.A., parent, teachers, old boys, students and well-wishers who attended the service. One can only hope that next year there will be better organization and participation.

Fervet Opus In Campis
HOWARD A. BRYAN

I. S. C. F.

President : Clive Smith
Vice President : O. J. Hussey

At the end of the Christmas Term our Inter-School Christian Fellowship group had the opportunity of going to the beach where we enjoyed ourselves and as usual had our fruitful Bible study.

During the Christmas holidays two members of our group attended the I.S.C.F. Leadership Conference, where they learnt skills in Christian leadership. After this, the group was well equipped for the coming term, in which we had both good and bad times. Meetings are held in the chapel every day at lunch time. These meetings consist mainly of Bible study and discussions. Singing and scripture quizzes have been introduced. These meetings are well attended and we are expanding numerically and spiritually.

The Wolmers' I.S.C.F. group have attended many of our meetings and helped in the running of personal Evangelism sessions, in which we all participated. We have had squashes (social gatherings) with other male and female high schools that proved rewarding. At the end of the Easter Term we began evangelical work throughout the school. As a result quite a few boys came to 'know' the Lord Jesus. Our aim is to get more students involved in this programme, whereby the 'word' can be promulgated to more boys who will come to accept Christ as their personal Saviour.

All members of our group express their gratitude to Mr. Richard McCaw (Crackers), for the wonderful work he has been doing for this group.

O. J. HUSSEY
Vice President

THE LIBRARY 1971/72

During the year 1971/72 a marked improvement was shown in the use of our School Library.

In September '71, with Mrs. Floyd the Head Librarian away, I began as Assistant Librarian, not at all timid to face the problems coming up, since I had been a student librarian at J.C. and knew what was to be expected.

We now have approximately 7000 books, including paperbacks, in our Library, and we are having to fight a very serious space battle. The safety of these books is still our greatest concern, but thanks to the Heads of the Geography and Biology departments, who established departmental libraries; we have sent some of our most valuable books into their care.

Another problem arose because students were sent to the Library and classes brought in far too often without adequate notice given to the librarians. This will not be allowed in the future, because it causes chaos, and librarians are not prepared to turn out boys out of the library so that others can use it with such short notice.

This term we welcome the new Librarian, Mrs. Brown. Library prefect and monitor badges have been issued to students although they did not undergo a test as originally

planned. I'm sure they are capable of playing their part.

At this time I would like to say thanks to Miss Cooke the then acting Librarian who took charge of all the displays, but because of her tight time table could not spend much time with us. Also to Gutzmer 5A, Sibbles 4C, Williams M.G. 3B, Palmer 2A, Linyard 2A, Carman 2B and all the first formers who helped to keep the Library going.

On the whole it was a reasonable year, but I'm quite sure we could have done much better if most of our Prefects, Monitors and sixth formers had cooperated with us and helped us to uphold discipline in the Library. "Better Days Are Coming!" I can only hope, at this time, for the best in the future.

"FERVET OPUS IN CAMPIS"

HOWARD A. BRYAN
Assistant Librarian

SCOUT TROOP REPORT

Scout Master : Mr. E. D. Winch
Asst. Scout Master : Clive Smith
Troop Leader : Vincent Thompson

The J.C./Hope United Troop has been very active during the past year. There are about seventy scouts divided into eight patrols including a Senior patrol. A former patrol leader Vincent Thompson has been promoted to the position of Troop Leader, and the former troop leader Clive Smith has now assumed the position of Assistant Scout Master.

Several camps have been held at Newcastle and Kintyre; there has also been plenty hiking. We are one of the few troops that joined with the Girl Guides for hikes and social functions. Parties and fish fries have been held for both groups; they proved to be both successful and enjoyable.

In the annual St. Andrew Scout Athletics competition, we again retained the Shield, amassing two and a half times the number of points gained by our nearest rival. There is a great enthusiasm in the troop, and we are supported by a very active parents' committee. On the first of April, ten scouts went to Guantanamo Bay in Cuba for a week's training and camping. In July twenty more will be travelling to the forty second Caribbean Jamboree, to be held in Barbados over a period of two weeks. After this, they will be staying with different families for four days. Film shows and other functions have been organized to raise money to send our boys to the Jamboree.

We have distinguished ourselves as a very prominent troop in St. Andrew, but we still have a long way to go, before we achieve our aim of having a dozen Chief Scouts in the Troop.

CLIVE SMITH
Asst. Scout Master

SCHOOL BANDS

At the beginning of the Easter Term the musicians in the school were brought together. Enough talent was found to form two bands. Band 1 practices on Tuesdays, Band 2 on Wednesdays and both on Saturdays. However, they are hampered greatly by a lack of instruments and so have to borrow from outsiders whenever they can. The only instruments that the bands own are those belonging to the members which consists of, one bass guitar, a drum set, three guitars and two amplifiers, the school piano is also available for use. We also have a storeroom for instruments.

The bands have played at various functions to raise money in order to purchase instruments. All reports indicate that they have been playing very well. The Sixth Form Band (a combination of certain members of Band 1 and 2) placed second in the Inter-School Sixth Form Band Festival. At the last performance of the Play "Noah", they again delighted their audience. Band 1 and 2 provided music for a S.F.A. dance held in the J.C. Dining Room. Junior musicians are being trained to replace students who are leaving school at the end of this term.

Band 1:

R. White - Bass guitar;

R. Bryce - Drums;

G. Kirkpatrick - Rythm guitar;

*P. Gordon - lead guitar;

C. Farquelson - Piano and organ.

Band 2:

*S. Watson - Drums;

D. Brownie - Bass guitar;

*T. Felixson - Piano;

R. Middleton - Lead guitar;

E. Gayle - Rythm guitar.

*Students leaving at the end of Term.

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DOMESTIC STAFF

FRONT ROW (L-R): Miss Veta Dennis, Miss Mary Morris, Miss Hilda Graham, Mrs. Olga Blake.

BACK ROW (L-R): Mrs. Joyce Carr, Miss Sylvia Graphine, Mrs. Alberta Simmonds, Miss Icilda Rowe, Miss Rachel Lindo.

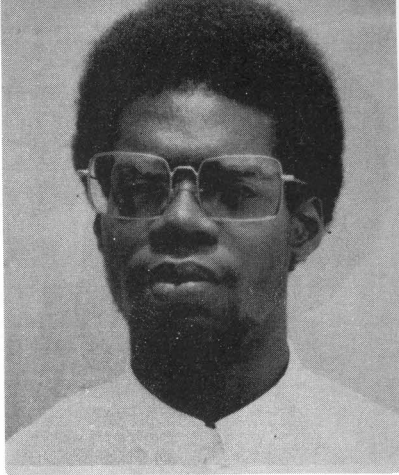
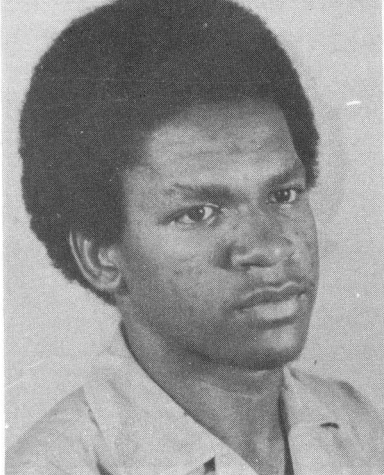


THE NEW INDUSTRIAL ARTS BLOCK

VALLETTE TO 6A

G. AIKMAN

"HEAD" Has possibly psycho-analysed everyone, except who needs it most — himself. J.C.'s resident tushy poet. Ambition: to be a hermit.

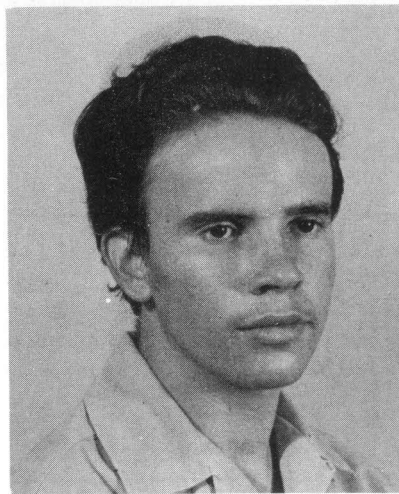
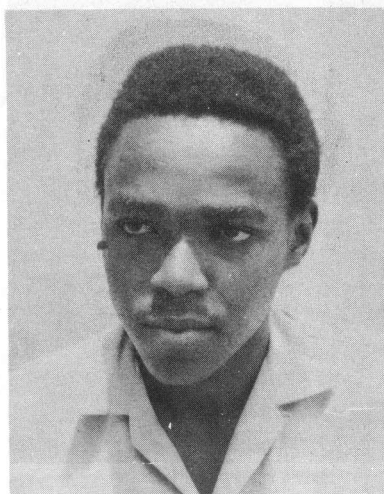


N. G. COROTHERS

Prefect. "Cock", "Beardy". A child of the Universe. Quiet assuming personality. Supposedly a 'deep thinker'. After disappointments at football and track, Ethiopia should be a welcomed resort. His ambition: To be wise.

J. ALLEN

"Jack". Beneath the bovine exterior of this excessively sluggish artist, lies nothing whatsoever. Ambition: None whatsoever.

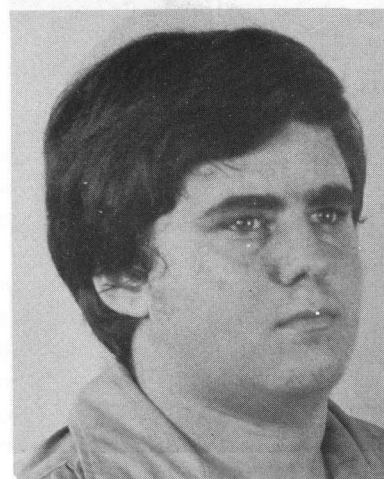


P. C. CROSKERY

6A's Gleaner Boy. A non-descript hobo not worth the ink to describe.

L. R. ASHENHEIM

'Mud', 'Muck', 'Tushy', 'Lash'. His more fitting names have been withheld for fear of island-wide vomiting. Destined to be a sensation at Caymanas Park — cleaning Jerry's stables. Ambition: to smell good.

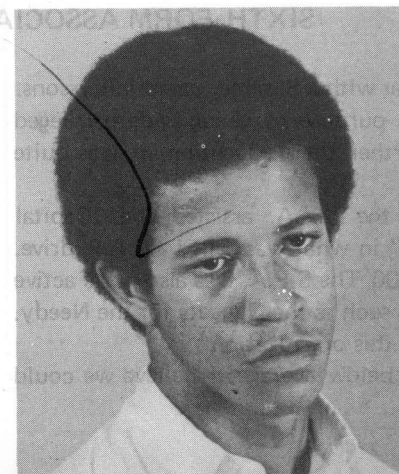
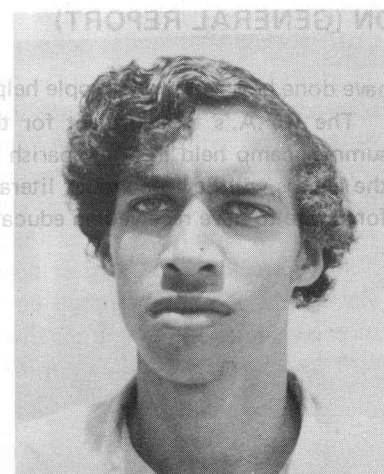


W. M. GOLDSON

After numerous wasted years at school, time has finally caught up with him. (Note: Voted in last two elections). We are still awaiting some form of accomplishment from him. No sensible ambition.

E. C. BOND

"Standman", "Kitty". This gangling freak, clumsily makes use of his hideously disproportioned appendages, to propel him on his brainless comings and goings. Ambition: to be accepted as human.

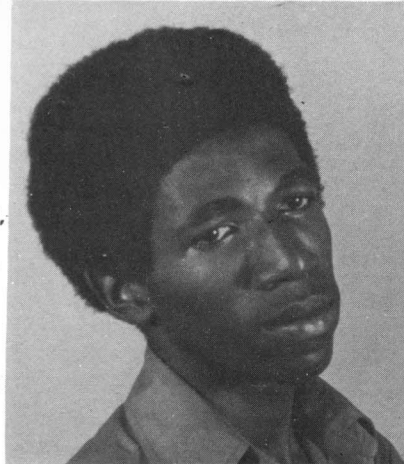


M. C. IRELAND

"Noah", "Cow B—ty". Everything is beautiful... in its own way? Perhaps a virile bull might agree — How now brown cow. Ambition: To jump over the moon.

L. NUGENT

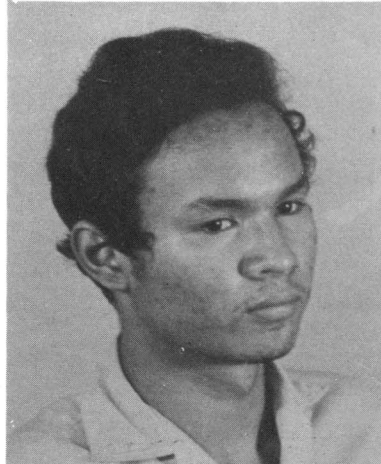
School Captain — 'Nose', 'Headman'. He is the only man that can kiss a girl and dig out her ears at the same time. (Note length of nose). Ambition: To drive a blue and white TransAm to S.F.A. meetings.



D. A. SHIM

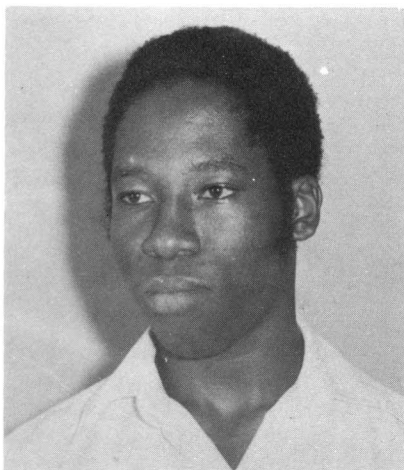
"Gladys", "Churchill", "Churchill's" canine characteristics have been attributed to his close association with a Doberman Pincher of the same name.

Ambition: To be a man.



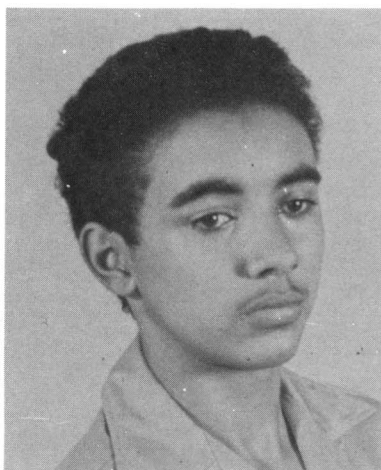
T. A. RAMIKIE

"Ramgoat". His expert leadership in the Science Exhibition was invaluable to the team — he never tires of telling us. Ambition: to have kids.



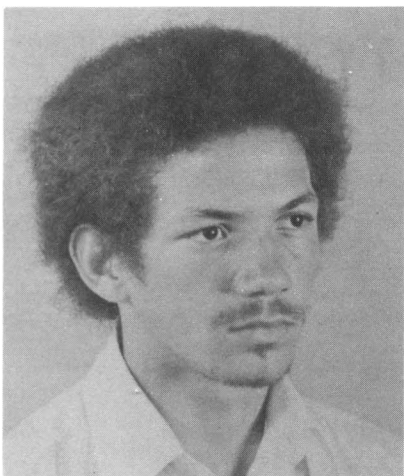
A. TAVARES

"Dulcimina", "Tav", "Dulcie" is an empty vessel that makes no noise. He is just a mindless dodo, wandering in and out of 6A.



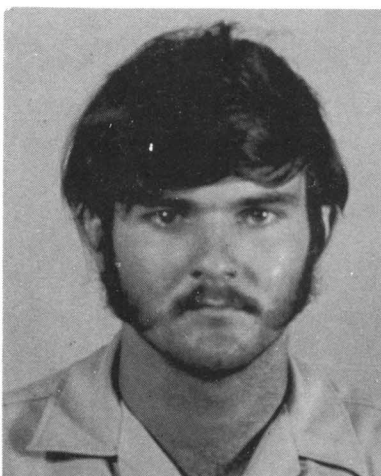
E. C. SANGUINETTI

Prefect. "Reds", "Burnhead", Captain "Right Guard". Never leaves his hockey team defenceless — even though he plays forward. A violent non-believer in showers. He simply uses "Right Guard" deodorant. Ambition: To grow a Afro.



S. B. WATSON

"Bigga" "Naomi". "The Missing Link". He makes one wonder where exactly man came from. The "Link's" frequent "appearances" in the goal reflect his primeval origin. In the evolutionary tree he is evidently somewhere near the root.



SIXTH FORM ASSOCIATION (GENERAL REPORT)

The S.F.A. began the year with a Summer camp in Lyssons. This was primarily for the purpose of giving underprivileged youngsters a chance to further their education. It was quite successful.

During October 1971, the S.F.A. assisted the "Capital Fund for the Handicapped" in what was called a C.A.P. drive. This drive earned over \$3,000. The S.F.A. was also quite active in other fund raising efforts such as the Nuggets for the Needy.

Quoting the secretary of this organization :

"Participation was well below average; I believe we could

have done better if more people helped!!"

The S.F.A.'s final project for this year will be six weeks summer camp held in every parish in Jamaica. The purpose of the camps will be to conduct literacy classes for all those not fortunate to have received an education.

C. A. GOODEN
Zone "D" President

'AWARE'

JAMAICA COLLEGE FIRST NEWSLETTER

Aware, the first newsletter of Jamaica College, had a rather peculiar inception. The idea was first presented to the Student Council by Mr. Michael Burke (now a member of the O.B.A.) who was then a councillor and prefect; but the idea was more or less rejected. Then after some consideration he was given a chance to carry out his plan. He began with the posting of notices around the school, calling on the interested students to attend the first meeting.

About thirteen students who approved the idea of having a communication medium, within the school, came to that meeting (in the old Biology Lab.). An Editor, Ass't Editor, and Treasurer were then elected and before long in the Easter Term of 1971 the first edition of "Aware" came off the press.

After the first publication, "Aware" lost its first Editor, Production Manager and a few reporters, but this was not a blow to the establishment: the Ass't Editor became Editor and more students became a part of "Aware" to fill necessary vacancies.

"Aware" was later on sale at St. Andrew High School, Queens High School, St. Hughs High School and St. Peter & Paul. At Queens the Headmistress was very polite and received our delegation with hearty smiles and congratulations, wishing us success in our endeavours. At St. Andrew High however our delegation had a rather different reception as the person who saw us was not at all happy to have boys in that school; business was transacted with some very tense smiles and gestures. Before long we were gladly on our way to St. Hughs High School. Mrs. Carnegie was quite hospitable and gave us the assurance that she thought the idea a good one. At all the schools visited "Aware" was placed on sale and articles were requested. So far only one person (from St. Andrew High School) has found it possible to oblige "Aware" with an article.

The aim of "Aware" was presented both verbally and in writing. It is to foster the improvement of communication between students, staff and school by written ideas and suggestions through articles, stories or in any other form. The S.F.A. seemed to be of great help to Sixth formers, but what about First to Fifth formers? What about staff? We are all in one institution doing work of mutual benefit and importance.

Later in 1971 "Aware" again lost a considerable amount of support and staff, leaving the editor and Mr. Burke (who had been largely instrumental in the formation of "Aware"). They constantly deplored the then existing situation. We both tried to show youths that they were to come forward and continue to uphold the establishment. Another edition appeared on January 26, 1972, and after advertisement to have the vacant post filled, "Aware" was able to start in February with a full staff. I hope with the addition of P. K. Minott as the next editor, "Aware" will continue to seek "its intended truths".

I would like to express my thanks to the past supporters and readers and hope they will continue to make it a pleasure to read the contents of "AWARE's" humble lines, and that

students will not be afraid to accept the responsibility of keeping "Aware" alive and functioning. Students, please continue to use the newsletter the way you should, remembering "Man for man, but God for all". Everyone will have to help in order to receive a fair share of the blessing. "Thank You", everyone who has helped to make "Aware" what it is. FERVET OPUS IN CAMPIS. "KEEP THAT LOVE LIGHT SHINING IN THE FIELD".

"Love"

McCOY C. A. (chico)

Editor, 71-72

"Part of being a good student is learning to be aware of the state of one's own mind and the degree of one's own understanding."

"Most youth in school fail. They fail because they are afraid, bored and confused."

"To understand the heart and mind of a person, look not at what he has already achieved, but at what he aspires to do."

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RENT COLLECTING

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P & L REALTY CO.

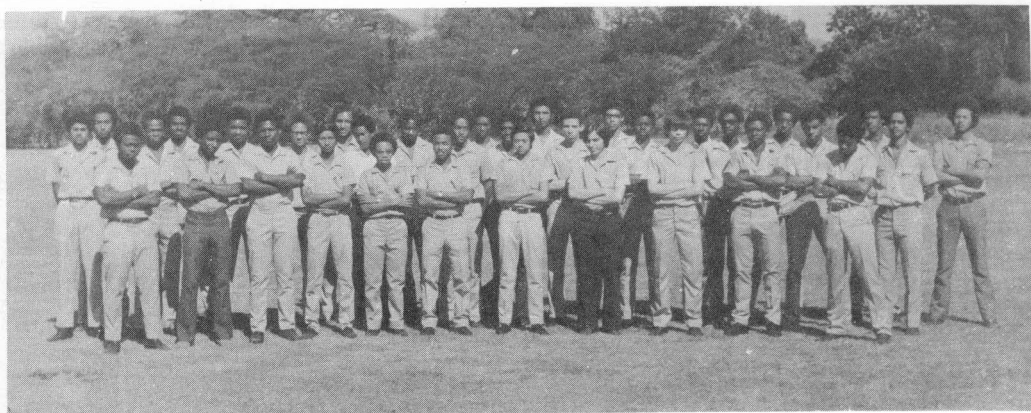
31 HALF WAY TREE ROAD,
KINGSTON 5,
TELEPHONE: 926-8023

6B

FRONT ROW (L-R): B. Bennett, R. Bryan, D. Rose, R. Ramdial, D. Dixon, P. Lennon, G. Chang, J. Middleton, M. Ashenheim, G. McKenzie, G. McLeod. MIDDLE ROW (L-R): M. Carrington, T. McLeary, P. Burke, M. Bond, C. Smith, C. Gooden, L. Jones, K. Henry, D. James, R. Jones, M. Erskine, P. Lopez.

BACK ROW (L-R): R. McDonald, C. Anderson, R. Menzies, D. Grant, R. Rowe, D. Murray, P. Samuels, K. McLean, D. McDowell, M. Bolton, G. Keene

ABSENT: C. Annamunthodo, W. Blake, H. Byrd, C. Edwards, O. Edwards, D. Ewbanks, F. Felixon, C. Hayle, A. Johnson, M. McDonald, R. McGregor, E. Nicholas, S. Saunders.

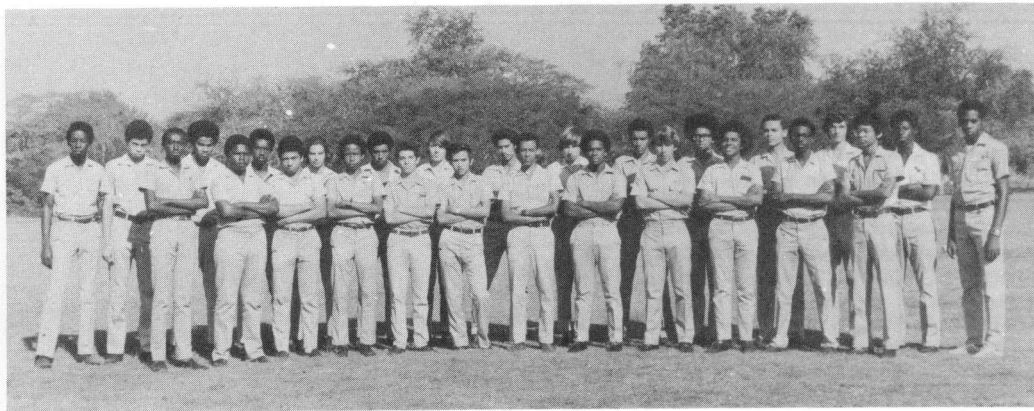


5A

FRONT ROW (L-R): W. Derby, D. Townsend, C. Abrahams, R. Blake, P. Lurch, S. Chang, P. Gutzmer, S. Webley, S. Epstein, G. Lewars, E. O'Meally, P. Weller

BACK ROW (L-R): M. Hamilton, E. Jones, M. DaCosta, R. Chambers, O. Hall, M. Henry, N. Neale, E. Alexander, S. Neale, C. Tavares, E. Reynolds, M. Carty, A. Healy, W. Forrest, I. Grant.

ABSENT: P. Bent, M. Budall, Kirkpatrick, L. McLaren, N. McLaughlin, L. Patterson, R. Richardson.

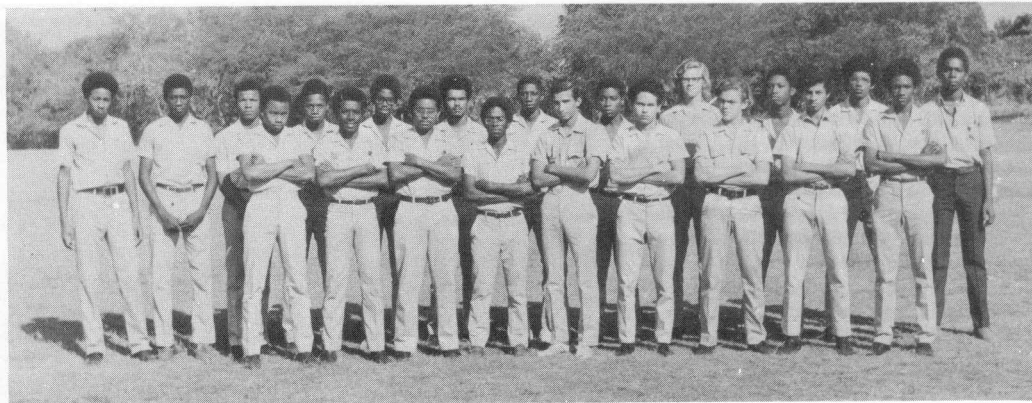


5B

FRONT ROW (L-R): D. Johnson, A. Miller, W. Turner, M. Webley, O. Hussey, P. Soltau, J. Cooper, P. Ragbeer, V. Williams.

BACK ROW (L-R): D. Ramsay, N. Wallen, M. Graham, E. Clunie, H. Jones, M. Allen, R. Wallen, P. Palmer, A. Burke, W. Morgan, I. Maxwell, D. Cuning.

ABSENT: R. Allen, N. Blake, R. Bryce, R. Brown, S. Donaldson, J. Gore, D. McLeary, A. Massey, H. Robinson, L. Ruddock, R. Silvera, P. Williams, F. Ziadie.



5C

FRONT ROW (L-R): M. Smith, J. Jenkins, P. Wint, C. Sharp, M. Hugh-Sam, A. Chin, K. La Cruise, Motta C. Bernard P. Hall.

BACK ROW (L-R): R. Murray, C. Henry, D. Moyston, M. Lewis, M. Harriott, D. Duncan, D. Williams, M. Clarke, G. McIntosh, D. Boyden.

ABSENT: T. Barrett, D. Burrowes, P. Cole, H. Croskill, P. Dallas, H. Evans, D. Halliman, H. Hinds, L. Maragh, K. Peart, P. Stewart, L. Strudwick, N. Sullivan, G. Todd, G. Williams.



5D

FRONT ROW (L-R): H. Edgington, R. Stevenson, C. Galbraith, E. Williams, O. Watson, S. Foster, Hylton, D. Davis, R. Polack, V. Thompson.

BACK ROW (L-R): W. Walters, B. Barclay, W. Tucker, R. Boothe, H. Lawrence, M. Anderson, S. Bryan, P. McClure, K. McLeod, A. Háyé, J. Vaz, R. White, N. Barnett.

ABSENT: A. Bolt, A. Dyer, J. Gardner, E. Gayle, N. Green, R. Gregg, M. Jackson, C. McCoy, N. Smith.



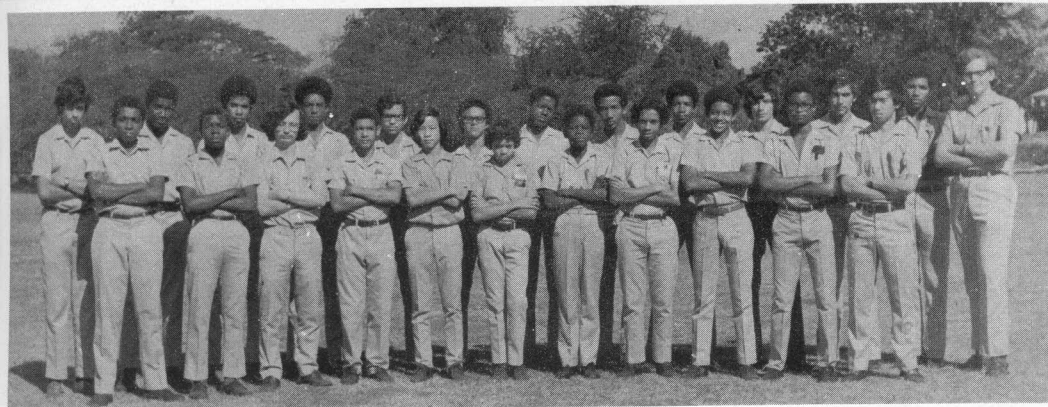
4A

FRONT ROW (L-R): J. Harrison, C. Lai, B. Haddad, R. Findlay, T. Markes, M. Hosang, A. Garbutt, B. Minott, L. Chang, R. Forrest, L. Walling.

BACK ROW (L-R): C. Duval, M. Donaldson, M. Barber, E. Polack, R. Williams, N. Zohoori, R. Brown, R. Wilson, C. Soltau, C. Johnson, S. Pyne, P. Rickards.

ABSENT: I. Campbell, A. Dale, P. Davey, L. Dawes, E. Munroe.

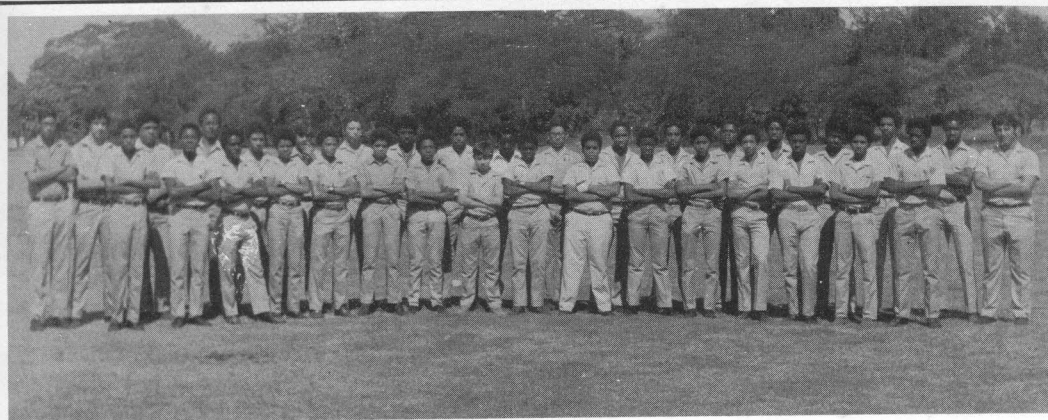




4 ALPHA

FRONT ROW (L-R): D. Bradshaw, E. Findley, L. Downing, P. Phillips, G. HughSam, M. Henry, F. Linton, P. Ragbeer, H. Mitchell, G. Blake, S. Chen.

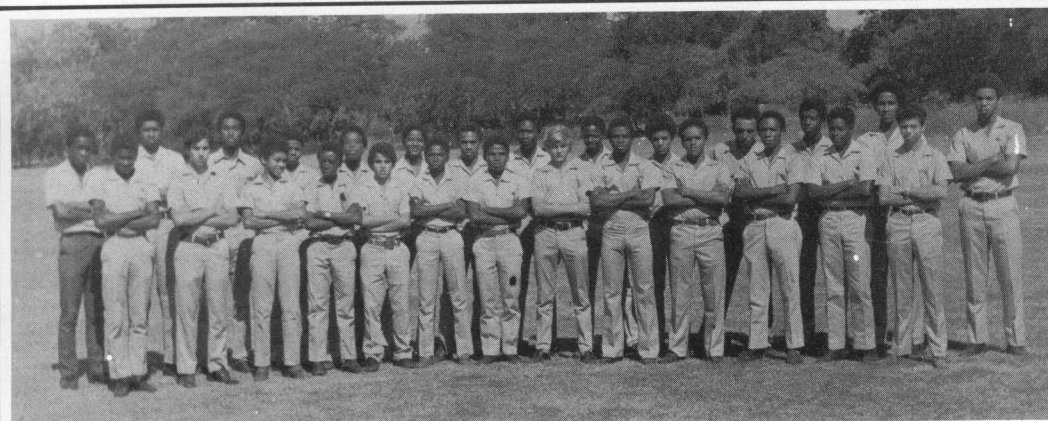
BACK ROW (L-R): C. McPherson, R. Armstrong, L. Miller, M. Saunders, R. Lalor, M. Carberry, A. Robinson, L. Finegan, P. Walter, J. Middleton, P. Tomlinson, R. Brown, M. Hoad.
ABSENT: G. Edwards, N. Goffe, M. Kudratt, R. McDonald, B. Mendez, G. Phillibert, P. Tole.



4B

FRONT ROW (L-R): D. McPherson, J. Barret, N. Walker, G. Smith, G. Warren, M. May, A. Tyson, P. Polack, R. Bowes, L. Franklin, M. Reid, D. McKenzie, R. Folkes, S. McKen, M. Keating, D. Sutherland.

BACK ROW (L-R): P. Tomlinson, R. Jackson, G. Murray, D. Barrett, G. Overton, J. Rogers, R. Risdon, D. Charlton, C. Wynter, R. Sutherland, C. Robinson, D. Kinkead, B. Miles, M. Sibbles, K. Evans, J. Capleton, R. Madden, C. Farquharson, A. Barbar.
ABSENT: L. Clarke, R. Swaby.



4C

FRONT ROW (L-R): D. Wright, M. Vaz, S. Maduro, E. Beckford, P. McKenzie, A. Gibson, S. Gooden, C. Hughes, P. McEwan, A. Robertson, P. Benjamin, C. Taite, R. Trewick.

BACK ROW (L-R): D. Brown, D. H. Brown, M. Jenkins, B. Gardner, N. Clarke, R. Orgill, R. Anderson, D. Bennett, A. Burrowes, W. Taylor, S. Fearon, M. Dennis, R. Walker, H. Nelson.
ABSENT: M. Alexander, J. Fletcher, A. James, A. Mignott.

FORMS

3A

FRONT ROW (L-R): G. Davidson, P. Berwise, P. Ewbanks, B. Baugh, E. Sharpe, L. Phillips, R. Lindo, P. Duval, O. Tonsingh.

MIDDLE ROW (L-R): B. Roberts, B. Sharpe, G. Lindo, P. Hunt, K. Murray, D. Gaynor, B. Barbar, D. Simpson, J. Beaubrun,, I. Gage, J. Schwab.

BACK ROW (L-R): R. DaCosta, T. Glaspole, R. Baker, M. O'Reggio, E. Cyrus, S. Reid, M. Johnson, B. Bates, W. Bowen, B. DaCosta.

ABSENT: E. Gadpaille, G. Green.



3 ALPHA

FRONT ROW (L-R): J. Cumper, H. Brooks, M. Bernard, E. Philp, F. Davis, N. Harding, P. Minott, D. Phillips, R. Martin.

MIDDLE ROW (L-R): S. Fox, P. McPherson, M. Goffe, R. Brooks, R. Tyson, B. McKenzie, D. Scott, P. Burke, B. Petrie, B. Fletcher, R. Corrie, R. McDaniel, D. Soares.

BACK ROW (L-R): W. Maragh, L. Cato, I. Gracey, O. Chang, C. Goldson-Moss, E. McDonald, O. Clunie, M. Ferguson, L. Williams, P. Hooker, D. Ashley.



3B

FRONT ROW (L-R): F. McGann, M. Williams, D. Haughton, P. Cohen, B. Rattray, P. Smith.

MIDDLE ROW (L-R): B. Bernard, D. Williams, P. Lawrence, T. Campbell, D. Donaldson, P. Diedrick, J. Rose, G. Nugent.

BACK ROW (L-R): H. Lamb, C. Davis, I. Forbes, H. Gordon, R. Hanna, C. March, M. McDonald.

ABSENT: L. Forbes, G. Robinson, P. Richardson, D. Villiers, G. Thompson, J. Rose, A. McKenley, C. Kennedy, S. Grindley, G. Boothe.





3C

FRONT ROW (L-R): R. Marshall, H. Phillips, H. Lumley, N. Pennycooke, C. Vincent, M. Williams, E. Brown.
BACK ROW (L-R): C. DaCosta, D. Samuels, N. Jacas, M. Kennedy, F. Chambers, B. Rattray, M. Wright, J. Hunt, H. Thompson, P. Wright.
ABSENT: D. Horsham, J. Chaplin.



3J

FRONT ROW (L-R): G. Davis, L. Givans, M. Ferron, L. Whitney, E. Williams, S. Green.
MIDDLE ROW (L-R): R. Chambers, E. Bryan, L. Wignall, M. Dennis, D. Ramgeet, A. Palmer, M. Howell, N. Hamilton, R. Simpson.
BACK ROW (L-R): M. Hamilton, R. Tuckett, C. Davis, G. Henry, C. Blackwood, K. Mitchell, S. Taylor, M. Coleman, D. Haughton, G. Shaw, A. Tate, J. Faulkner.
ABSENT: C. Bramwell, D. Brownie, E. McCall, D. Melhado, A. Miller, O. Millwood, D. Minto.



2A

FRONT ROW (L-R): A. Morrison, T. Weathers, D. Jones, P. Owen, M. Linyard, L. Hugh-Sam.
MIDDLE ROW (L-R): A. Fletcher, M. Griffiths, T. Alleyne, D. Daley, B. Hugh, R. Hew, P. Wilson, H. Scott, P. Tavares.
BACK ROW (L-R): L. Ashley, M. Williamson, K. Phillips, W. Goodison-Orr, B. Robertson, B. Ragbeer, C. Minott, I. Blair, B. Edwards, D. Brown, N. Palmer, S. Bond.
ABSENT: D. Carew, A. Chang, M. Edwards, M. Gayle, J. Meeks.

FORMS

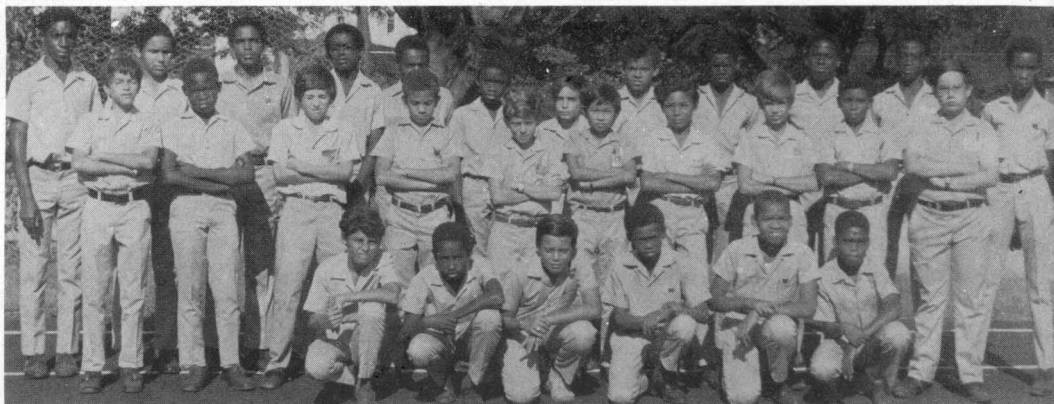
2B

FRONT ROW (L-R): C. Burke, W. Patterson, W. Kirkpatrick, P. Ashley, L. Richards, P. Pantan.

MIDDLE ROW (L-R): H. Ziadie, E. Cyrus, S. Healy, P. Nunes, P. Brown, R. Chang, M. Hew, R. Carman, K. Forrester, P. Polack.

BACK ROW (L-R): C. Williams, D. Franklin, G. Gooden, P. Lewis, P. Dawes, D. Jones, D. Middleton, M. Jones, D. McGlashan, D. Jenkins, I. Stamp, V. Waugh.

ABSENT: M. Braithwaite, C. Britton.



2C

FRONT ROW (L-R): C. Holder, E. Dunstan, L. Coward, D. Robotham, P. Finegan, P. Gadpaille.

MIDDLE ROW (L-R): J. Lawrence, P. Knibb, W. Ramdial, J. Burrowes, S. Aldred, C. Lym, R. Lawson, J. Francis.

BACK ROW (L-R): R. Hutchinson, P. Gillette-Chambers, D. Williams, R. Hanna, E. Lobban, R. Franklin, L. Walker, C. Blake, D. Rattigan, M. Henriques.

ABSENT: R. Allwood, S. DeLeon, E. Condell, W. Williams, P. Charlton.



2D

FRONT ROW (L-R): M. Woodstock, A. Cuffe, P. Austin, A. Silvera, A. Hobbs, P. Mathews, J. Williams.

MIDDLE ROW (L-R): D. deMoya, C. Patterson, G. Massey, P. Dixon, G. Reid, C. Hussey, W. McNeil, L. Gordon, M. Whittaker.

BACK ROW (L-R): S. Simons, D. Harnett, P. Anderson, C. McKenzie, N. Thomas, A. Miller, V. Henry.

ABSENT: D. Bonello.



"FALSE WORDS ARE NOT ONLY EVIL IN THEMSELVES, BUT INFECT THE SOUL WITH EVIL."

There was once a Tree;
a middle-sized, ordinary, nice-kind of Tree.
Many were the people who sought shade from the sun,
and took shelter from the rain, under its branches.
Some, even enjoyed the protection from the heavens
without realizing it.
Unfortunately, some people cursed the Tree,
saying that it blocked their view of the sky,
Little did they realize that from the higher branches of the Tree,
a better view could be had, not only of the heavens,
but also of the earth.
These people occasionally ate of the Tree's fruit,
and it was sweet to their mouths
but bitter to their bellies.

The Tree gave pleasure to many.
Many children spent memorable days frolicking
in and around the vicinity of the Tree.
The Tree gave comfort willingly to all.
Birds built nests in its branches,
and travellers found rest and tranquility under it.
The Tree frequently was the scene of serious meetings,
for the elders and the wise of the community,
often gathered at its roots to engage in profound reasonings.

How many people knew, really "knew", the Tree?
Most passed it everyday and had frequent business in its presence.

The majority of people however,
did not know what kind of tree it was,
nor did they know the shape of its leaves,
or the colour of its blossoms.
They simply did not have any interest in the Tree.
The few who really "knew" the Tree,
learnt to appreciate it greatly;
and the lesson was not hard;
These few knew exactly when
to pick the Tree's fruit,
and were thus considerably nourished.
They learnt a great deal about Life,
just by being involved in incidents relating to the Tree.
Only the Tree's friends "knew" its worth and "realized" its
potential.

Then the Tree died.

Just like that.

Everybody, now that it was not there, missed the Tree.
They passed the Tree's former location and wondered where
the vast expanse of empty sky had suddenly come from.
Those, who when the Tree had been alive
never had any interest in it, now that it was dead,
were full of questions concerning it.
The people talked happily of incidents relating to the Tree
which had happened in times past,
little realizing the relevance or worth of these incidents,
and sometimes even failing to remember (because they did not
really know) exactly what had occurred.

Those who had never seen its beauty,
would never again have the chance to do so.
Those who had scorned the Tree's fruit,
would never again have the chance to eat of it.
For those who had never "known" the Tree.....

On the festive day of the Tree's "funeral"
a large crowd and a few of its close friends
gathered to witness the spectacle.
They gathered around the prostrate form of the fallen Tree
to (supposedly) pay their last respects.
The Tree was praised as a "great son of the soil".
If it had possessed a human mind, the speaker said,
the Tree must have wished to help and satisfy its human friends.
The speaker spoke in delightful language
of the Tree's sometimes bitter fruit.
He then spoke in such glowing terms
of the Tree's blossoms, that the appearance the blossoms
had possessed in reality seemed dull in comparison.
All these people who had chopped it,
cursed and even hated the Tree in its life,
now, in its death, praised it as a glorious and noble companion.

Although apparently indicative of some peoples
attitude towards the Tree,
the words spoken expressed the empty vanity of the
thoughts of many.
Truly "false words are not only evil in themselves,
but infect the soul with evil"
Truly,

All the things which the Tree (with its human mind)
had stood for, and was consequently decried for,
were praised in the very way and by the very people the Tree
had been against.

Just as I wonder what the Tree would have said
if it could have attended its "funeral".
I wonder what Michael Gordon would have said
if he could have attended his.
(Who can say with certainty that he did not?).
He would probably just have shook his head,
with that certain little laugh of amazement,
and walked away.

N. G. COROTHERS

"A Black Man's Soul can continue to live only if it is oriented
towards a change in the social order."

"Time is the most valuable thing a man can spend."

"One who is in earnest is not afraid of consequences."

"Most of Man's goals are now fulfilled not by bodily actions
but by mental ones."



1 CHAMBERS

FRONT ROW (L-R): A. Henry, P. Findlay, A. Harpaul, E. Robinson, N. Hedmann, B. Jordon, W. March, G. Greenland.

MIDDLE ROW (L-R): M. Birbari, L. Cooper, L. Wallen, J. Robertson, N. McLeish, C. Hedmann, B. Panton, P. McDonald, R. Augier, D. Chambers, N. Reynolds.

BACK ROW (L-R): M. Williams, D. Williams, P. Smith, J. Francis, P. Hamilton, D. Hue, C. Thomas, C. Dinroe, P. Watson, G. Peterkin, R. Nix.

ABSENT: M. Hunt.



1 HARDIE

FRONT ROW (L-R): C. Murray, P. Dunn, H. Todd, S. Rhudd, E. Henry, I. Ferguson.

MIDDLE ROW (L-R): M. McPherson, M. Gibson, P. Hussey, S. Petgrave, D. Chin, C. Hugh, R. Gonzales, P. Walker, M. Hyde, D. Williams.

BACK ROW (L-R): R. Woolward, A. Chung, G. Bisnauth, H. Hamilton, A. Linton, P. Hoad, R. Goldson, L. Barnes, D. Samuel.

ABSENT: T. Sawh, I. Fox.



1 MURRAY

FRONT ROW (L-R): J. Barrett, W. Soltau, B. Gregg, M. Lee, A. Bell, D. Bingham, A. Johnson, K. Rattray, I. Carey, G. Nichols, D. Ashley.

MIDDLE ROW (L-R): R. Clarke, D. Erskine, A. Scott, M. Walling, W. de-Mercado, L. Hanna, R. Cooper, D. McGreggor, P. Gordon, L. Huggup, A. Phillips, P. Gutzmer, M. Jacas.

BACK ROW (L-R): C. Deane, W. Ward, C. Blair, R. Spence.

ABSENT: R. Nelson.

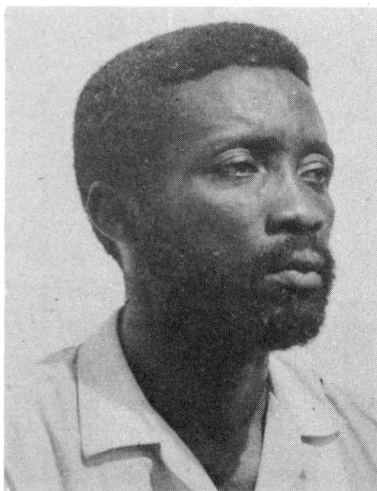
1 MUSGRAVE:

FRONT ROW (L-R): I. Johnson, F. McDermott, C. Grant, N. Hunter, L. Lyseight, P. Hill.

MIDDLE ROW (L-R): C. Chen, E. Williams, G. McCullough, P. Simm, D. Cameron, M. Blake, C. Richardson, F. McKenley, A. Beswick.

BACK ROW (L-R): C. Reid, S. Brown, B. Findlayson, D. O'Sullivan, H. Lawrence, R. Wight, L. Guy, J. Barnes, A. McCalla, M. Grant.

ABSENT: L. Muschette, A. Harris, D. Hylton.



JACKIE

INTERVIEW WITH 'JACKIE'

Interviewer:

What is your full name and how long have you been at J.C.?

Jackie:

My name is Henry Spaulding and July coming will make my seventh year at J.C.

Interviewer:

How did you get your nickname?

Jackie:

When I was a child my mother gave me the nickname.

Interviewer:

Since you have been at J.C. what improvements have you noticed?

Jackie:

Well, the erection of the Industrial Arts Building and the new sanitary conveniences are two major improvements I have noticed.

Interviewer:

What do you think of the attitude of students towards General Staff and vice versa?

Jackie:

To the best of my knowledge the relationship between General Staff and students and vice versa has always been a oneness of feeling. We co-operate fully with each other.

Interviewer:

What about General Staff and teaching staff?

Jackie:

This too is a good relationship all along. As a matter of fact about two years ago the Staff gave each member of the General Staff \$1.50 which we appreciated. This is the first time anything like this has ever happened since I've been here.

Interviewer:

Has anything of this nature ever happened again?

Jackie:

No. It has never happened again.

Interviewer:

As you know J.C. is now admitting Junior Secondary students and more Primary School students. Of course in the past only boys from privileged middle and upper class homes could enter the school. How do you think this has affected the school?

Jackie:

I definitely believe this will help in the advancements of the school in years to come. God made us all equal, so I don't think money or colour should set us apart.

Interviewer:

How has your life changed since you have been at J.C.?

Jackie:

A few years ago my life was transformed. I have accepted

the Christian faith, and today I am looking forward to the return of the Blessed Saviour Jesus Christ.

Interviewer:

What do you think of the Rastafarian Movement in J.C. and the impact it has had in the school?

Jackie:

In regards to the Rastafarian Movement, I would say that there are quite a few boys who accept this as their faith. Quite frankly, I disagree with this, because their God, Haile Selassie also look towards God for daily guidance. I believe there is only one God and we should all worship him, and him alone. So to those boys who are Rastas, I have not meant to offend you, but I really think you should all think consciously of what you are doing.

Interviewer:

How do you think the Movement has influenced Jamaica on a whole?

Jackie:

It has influenced a large portion of the society, but at this point I must say that there are several kinds of Rastas, but only one official one. I myself would never condemn them for I admire the loving, brotherly way in which they live. They are not as some people say, barbarous or wicked in the thoughts.

Interviewer:

What change or changes would you like to see in J.C.?

Jackie:

Well, first of all, I would like to see a fence erected behind the school. This is very important for our protection from

animals and burglars. A new gymnasium is also needed. Right now I cannot think of anymore necessary improvements.

Interviewer:

Are you interested in sports at J.C.?

Jackie:

Yes, I am very interested. I think that sports in J.C. has declined over the years. I may be wrong, but I feel we need an able, and dedicated sports-master who will give his best at all times. I believe that this decline has been mainly caused by the absence of a good sports-master. The lack of interest in competitions, discouraged many who would have done well in sports.

Interviewer:

In view of all that you have said, would you say that J.C. has made progress, or are we returning to the "decadence" of former years?

Jackie:

We have declined in sports and to a lesser extent in academic performance, but generally speaking our relationship with each other and necessary facilities have improved. So in that respect we have progressed.

Interviewer:

Now that we have reached the end of this very interesting interview, I would like to thank you very much.

Jackie:

I am extremely grateful for this opportunity you have given me to be interviewed. May the Lord's richest blessing be yours. Thank you.

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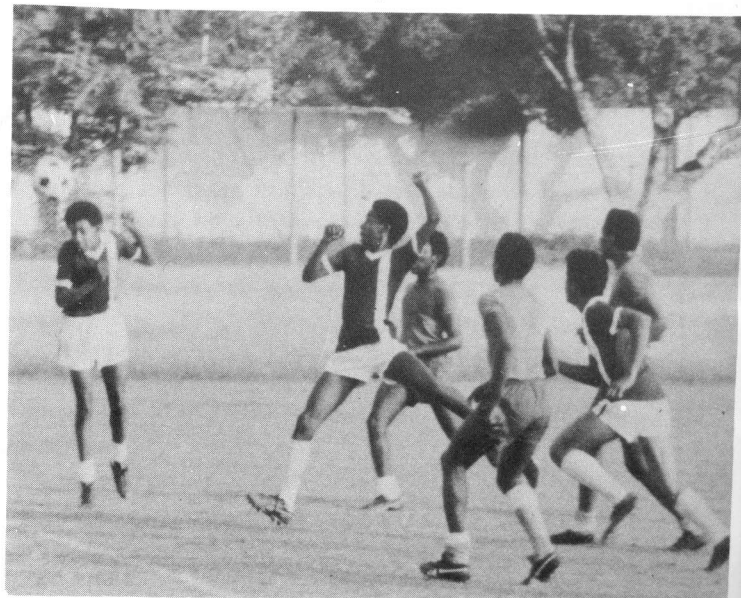
SPOTLIGHT ON SPORTS



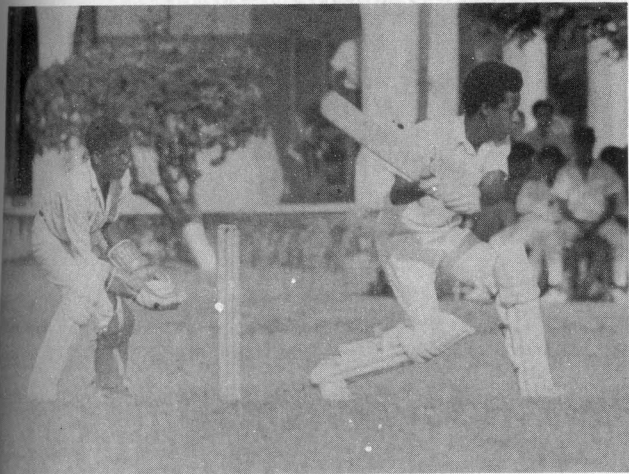
"Otto" (Screwface) "Biting" a Georges' opponent in the J.C. - St. Georges' match, while R. Brown (left) and C. Galbraith (Right) look on.



Class 1 Junior champion, O. Simpson, flashing to an easy win over the 100 metre hurdles, on Sports Day.



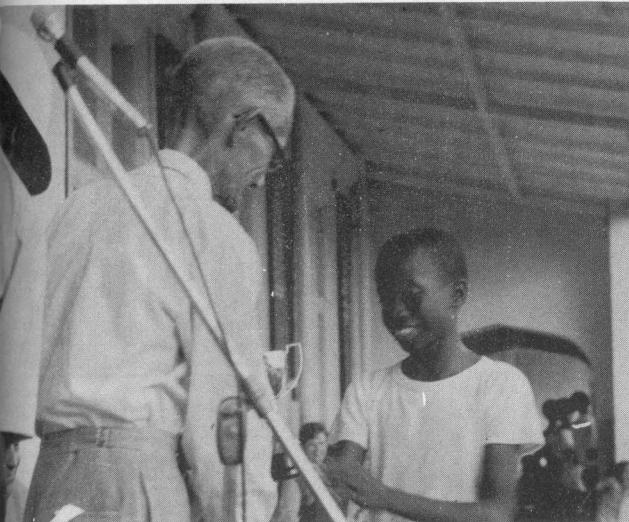
Good "Buk" Colts players in action.



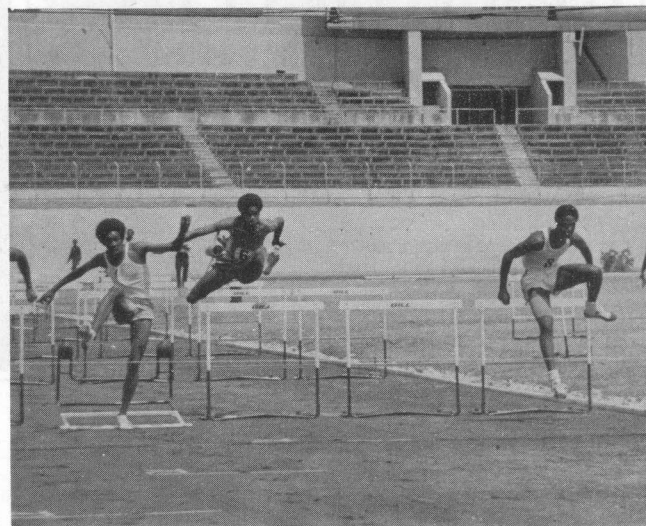
W. Tucker in action....Dollar!



M. Coleman behind the stumps — "Good Tek!"



Junior class 3 champion N. Hunter receiving cup from Mr. S. Brown.



Jamaica College's "Barny", (No. 8) who finished 3rd in class 1 hurdles Finals at champs, in action in the Semi-Finals.



Mr. S. Brown presenting cup to G. Gooden who was individual champion in class 2 Junior House.

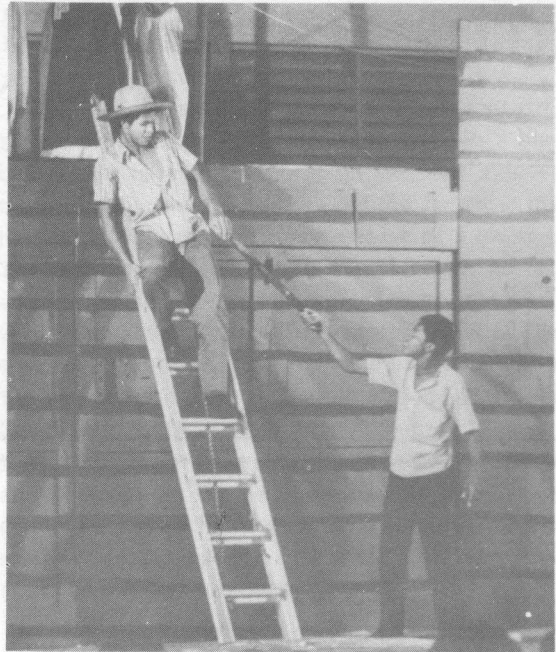


R. Murray (Drax Track Captain) holding aloft the H.C. Chambers Shield which was presented to him by Mr. C. Alexander (left) on Sports Day.

SCENES FROM 'NOAH'



The School Captain L. Nugent presenting a cheque for \$150 to Frances Hamilton of Save The Children Fund, on behalf of the students of Jamaica College. At left is Mr. Dennis Scott, and 3rd from left is the Headmaster, Mr. Ruel Taylor.



LITERARY SECTION

BLACK POWER: ITS RELEVANCE TO JAMAICA AND AMERICA

In discussing the subject of Black Power we must first state the various definitions, for contrary to popular belief it does not have a "hard and fast" ideological framework.

To some people Black Power means pride in the black race, culture and history. To others Black Power means social, economic and political power to the Black oppressed. There is also the Black Separatist who believes that the only answer to the Black man's oppression is to be completely separated from the white racist system, and to be established as a self sufficient nation. On examining the two more applicable definitions (the first and second), we find that they have originated from two different classes, the first being middle class orientated and the second being working class in origin.

Let us take for example the young black from the "Amerikkkan" Ghetto. This young brother grows up in an environment that constantly oppresses him physically and mentally. His main aim in life is to escape the rat infested Ebony cage of the ghetto. He is forced to leave school at an early age either because of financial problems, or the lack of proper facilities in the school. The racism that permeates every "nook and cranny" of the "Amerikkkan" culture, plus the economic hardships, hardens the ghetto youth into a person ready to liberate himself by "Any Means Necessary"! He knows the only thing he has to lose is his "chains", and that he has the world to gain.

Turning to Jamaica we see a similar ghetto youth who is oppressed but now the oppression takes a different form. The oppressed Jamaican does not see his "enemy" as a white majority; but they are the Jews, Chinese, Syrian, brown and black middle class who ape European oriented values and are "agents of oppression" of foreign interests. Because of the difference in our historical development the "Africans" in Jamaica find it easier to relate to the "Motherland" than those in Amerikkka. Because of this, many brothers and sisters have accepted repatriation to Africa as the answer to their economic and cultural problems.

The extensive development of the "mass media" and communication on a whole have made it possible for the radical views of many black leaders, to be heard by millions of people at the press of a button. This does not mean that there has been an increase in democracy, but that the medium which can have this news available quickest will sell the most. This high development of the media has allowed the black American to be more conscious of his environment and so increase his political awareness.

In Jamaica this does not happen, because of our limited mass media and the censorship of books and news coming into the island. The only news that reaches us comes from the established news media and these reports are very often biased. Because we don't have the opportunity to hear all sides of political issues, our development is retarded. The lack of "education" in the island has made it impossible for many people to understand and appreciate the importance of international issues.

Looking at the Black middle class in "Amerikkka" we find a split between the young and older generation. The older members of this class tend to accept their position as second class citizens; not that they like it, but they won't try to change this system. The younger brothers have realized that there is no difference between a middle class "nigger" and a ghetto "nigger". Racism is based on colour not class. Because the young Black realizes his position in society he sees it necessary to unite with his brother in the ghetto. This unity is not always a physical one but often mental. It is not practical to generalize about the middle class and ghetto Black. But from what I have seen, the middle class brothers usually try to "make it" through the system, while the ghetto brothers would be more likely to use violent means to achieve their aims. Angela Davis is an exception to the rule, because she is of a middle class background and has developed a deep revolutionary consciousness. There are those who develop their revolutionary ideology from studying books. Others do so through economic oppression.

The Jamaican middle class has played a different role in their development. They are a minority in a black majority. Under the false impression that we are "independent", and the myth that hard work will get the Jamaican man anywhere he wants, they tend to brand people of a lower class as lazy. The middle class usually say that since our Governor General and Parliament is Black, therefore, everyone who works hard will be able to "make it" in society. This, of course, ignores the fact that our political and economic policies have neglected the vast majority of our people and are geared to fill foreign "pockets". It is this minority (the middle class and foreign interests) who are keeping the mass of the people in poverty and degradation. We can now see the necessity for political, economic and social powers to be administered by the black majority of our island. This is the only way that our island could be run democratically.

The class structure in Jamaica has been the main obstacle in the unifying of its people. Unlike "Amerikkka" where the racist economic policies of its government have acted as a unifying force in the black struggle; in Jamaica our class orientated economic system has divided our people into antagonistic groups.

It can be therefore seen that Black America needs to be unified to fight the racist system, while the Jamaican working class and peasantry must unite to fight the class structure. This economic change will only come when the economic power of the monopoly capitalist and his puppets is taken by the "people" of the island.

If Black Power means pride in ourselves and "ALL POWER TO THE PEOPLE", I think it is relevant to Jamaica and "Amerikkka".

My observations and conclusion may be disputed, but this is what I have seen and I believe that Black Power as I have interpreted it is the logical answer to both the Black American and Jamaican socio-economic problems. The details of this transition which is necessary, have not been included because of limited space, and the question was only intended to show the relevance Black Power has in Jamaica and "Amerikkka".

One Love, One Aim, One Destiny

N. McLaughlin

THE SOCIALIST REORGANISATION OF THE JAMAICAN SOCIETY AND ECONOMY'

Firstly, I wish to emphasize the point that I do not claim to be a socio-economic expert. The reader is also asked to bear in mind the fact that not all, (in fact very few) of the social and economic changes of tremendous magnitude here suggested, can be introduced immediately after the emergence of a socialist government in Jamaica.

After the seizure of state power by the working classes and their political representatives, the new political order of any country has to turn its attention to the mammoth task of restructuring the national economy. Jamaica will be no exception to this rule. The mining (a strategic area of national economic activity) will have to be nationalized. This includes the bauxite and the gypsum mining industries. It is practical that the state assumes ownership of these industries.

The Tourist Sector is also a vitally important one in the economic life of the nation. State ownership and control of all hotels should be an objective. This demands a vigorous nationalization programme.

Worker ownership of the means of production in manufacturing should be encouraged. The demand of the working class is not for "participation" in industry but for ownership and control of it. A strategy, therefore, of transferring economic power from the hands of the monopoly capitalists (imperialists) of the North American continent, and the Jamaican bourgeoisie, will have to be mapped out. The sugar industry is an important case in point.

Finance capital, i.e. commercial banks and financial institutions, should also be nationalized and operated as state-owned corporations. The socialist regime must also recognise the importance of encouraging the growth of co-operative enterprises. Socialism demands a critical look at the current mode of industrialization which involves the granting of tax incentives to attract imperialist capital and encourage the growth of the Jamaican economic oligarchy. This method of economic development will have to be rejected for a socialist one, where the emphasis is on controlled planning. This new economic nationalism will also require that always, where possible, Jamaican raw materials should be used in native industry.

It would be impractical to suggest that all trade relations with the imperialist bloc should be broken off. But I envisage a policy of trade equalisation, which of course means that we will have to start to trade with the socialist bloc. The volume of this trade should be gradually increased. Other forms of economic co-operation between the developed socialist nations, and the young socialism in Jamaica, will have to be sought and encouraged.

A policy of land nationalization must be devised and pursued as a means of breaking the vice-like socio-economic grip of the plantation tutelage. I would suggest that we adopt a policy of establishing collective farming and agro-industrial projects of a co-operative nature. A minimum guaranteed price for all crops, plus other attractive subsidies, and material incentives, are necessary for the collectivization of agriculture in an even fairly successful manner.

All this should be promoted against a background of infra-

structural provisions such as adequate water supplies farm roads and satisfactory housing for collective farmers.

A very important aspect of socialism's re-organisation of societies, is the emphasis which it places on services such as housing, education health, youth organizations and community facilities. On the matter of housing, I believe that the existence of socialism in Jamaica will offer us a great opportunity, for working class people.

Another very important social service in a socialist Jamaica will be education. Our educational system will have to be overhauled to correspond to the socio-economic realities and necessities of the greater society. I would suggest more emphasis on efficient primary and pre-primary education. I believe that socialism will be a success in Jamaica only if it is accompanied by generous material incentives. To this end I propose that material incentives be utilised by the state to make teaching a more lucrative profession, and to make rural education that more attractive.

Public Utilities as a matter of necessity, have to be nationalized in the socialist Third World state. Emphasis has to be put on service from these firms rather than on the acquisition of profits.

One has to be very dissatisfied with the health services in Jamaica today. I would like to see free health services available to Jamaicans of all social classes. This would require the expropriation of all private medical institutions, catering to only the bourgeois and petty-bourgeois people who can afford them; and a more systematic strategy of constructing free health clinics in rural areas. I would also recommend the material incentive principle, to make their jobs more attractive to our medical and para-medical professionals.

Socialism in Jamaica will demand a more complete approach to social legislation. The problem of unemployment can only be removed by effective long term economic planning. Short term palliatives are no substitute for this. But short term reforms such as the introduction of an unemployment insurance scheme, with a twin feature, along with state planning, of a two-pronged attack, can serve the purpose of minimising the social effect of this socio-economic malady. A national family assistance programme is also a possibility.

Trade Unions in the multiform economic system should not distract workers from their historical mission of seizing ownership and control of the means of economic production, not owned by the state. The working class should also expect a programme of education from unions. Control of these worker's organisations will have to be taken from the hands of reactionary bourgeois collaborationist bureaucrats and put in the hands of workers themselves so that they can effect a collective centralization of social power.

An elaborate and efficient system of community facilities ought to be established. This sort of communitarian organisation can be an influential factor in fostering a spirit of social unity so necessary for the breakdown of class antagonisms which can push Jamaica socialism farther away from the classless socialist ideal. I believe that the youth groups of Jamaica, already organised into youth clubs in many areas should be encouraged to invest some of their time and energy in voluntary labour and social projects.

I am convinced that it is absurd for any socialist Third

World country to try and exist without making adequate provisions for its own defence and security. Socialism in Jamaica would demand that our security apparatus instead of being concentrated forces pursuing for social change, should be directed against and be on the lookout for the agents of international reaction, and their local allies, i.e. the defeated reactionary national bourgeois.

Plain-clothes security officers should patrol "Tourist areas" to ensure that visitors do not insult our national culture on laws. They should also be trained to detect C.I.A. counter revolutionaries passing as tourists. This will probably necessitate some sort of co-operation on the question of training between ourselves and developed socialist nations.

Our army should, in the multiform transition period, be modernised. Military co-operation and possibly defence agreement ought to be initiated between ourselves and other socialist states. It would be tragic, if we failed to recognise the fact that the more imperialism is weakened the more aggressive and militaristic international monopoly capitalists will become.

Of course, the very revolutionary socio-economic development which I have suggested can only be practicable if there is complete efficient state planning. Unlike some governments, a socialist one has a clean-cut vision of what the state and the people seek to achieve. It is realistic for people in multiform and collectivest societies of expect comprehensive Five Year Development Plans. This has to be the guide to the changes ment of a "proletarian society" in Jamaica.

STUDENT

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THE JAMAICA EDUCATIONAL SYSTEM

The Jamaican Educational System is designed to perpetuate the capitalist system. This is done by instilling in our minds the bourgeois aspirations of our society, through subjects such as English Literature, History, and Geography which all have a very European slant. I am not saying that studying European orientated History, Literature, and Geography, is wrong but we should start learning subjects, which could have wider application and meaning in our society. This type of somewhat "irrelevant" education, starts from our basic, primary or preparatory school and continues to the university level.

Because of the superior European image that is often portrayed, people of African, Indian and Chinese descent would tend to accept an inferior position. The African descendants in Jamaica, through this system, have been divided into groups by the use of colour difference. It is this, which to a large extent has been responsible for the scorn that black peoples have for their brothers and sisters who are not in the same economic class. The urge to "make it" in society is actually a rejection of our African heritage and acceptance of the European culture which is not ours. This is why most members of the middle class prefer to be called "Jamaican" rather than African.

A point I would like to raise before discussing the actual curriculum, is the fact that few working class students (on a percentage basis) manage to enter sixth form. This means the children of the bourgeois are allowed to receive the best possible education, thus to perpetuate their social status.

Now I come to the question of how relevant is the curriculum to the advancement of the Jamaican working class. The true answer is that it is of very little relevance. The first contradiction is that instead of showing the relationship between the arts and the sciences the two are presented as being in conflict, as sciences are always considered better than arts. The reason for this, is that any questioning of the capitalist structure of our society is usually done by people doing art subjects (as most criticism of our society is usually from people who have studied other societies with these faults and achievements). As a result of this division many students do not see the purpose of studying subjects such as history and literature. But the arts are safe guarded against this criticism of society because they are taught from a bourgeois stand point and not related to our society. Perfect examples of this are world, and Caribbean history books, which are written from an imperialist perspective. English Language precis and comprehensions all have capitalist overtones.

Ninety percent of our population is of African descent, and yet no African history is taught in our schools. Our educational system which, for the most part is based on the English system, does not encourage thought and application of what we learn, but instead we simply recite words from a book.

The Jamaican Educational system aptly reflects the present socio-economic position of our society. A reform in the educational system is not enough. What is needed is a change in the structure of our society, which will be reflected in the educational system.

STUDENT

THE FIRST DAY — By G. Lindo

CAST

Announcer	E. Sharp
Father	G. Lindo
Paul	B. Baugh
Robert	P. Berwise
Gage	I. Gage
Mr. Goings	M. O'Reggio
Green	G. Green
Lindo	G. Lindo
Duval	P. Duval
Script writer - Director	G. Lindo
Producer	J. Beaubrun

SCENE I.

Announcer Paul Smith is arriving at Jamaica College. This is his first day and as usual initiation will take place.

Father (Fade up) Well son, this is your first day at J.C. so do well.

Paul Okay dad (car door is shut). (car is also heard driving away).

Robert Paul, hold on.

Paul Oh, oh, its you, what happen?

Robert I heard that we have to sing for the older boys.

Paul Yea, I heard that too.

Robert You going sing

Paul I don't know. (Boys walk on, their voices fade).

Gage Youth man come yah.

Paul I wonder what him want.

Robert Bet you, him want us to sing.

Paul What we going to do?

Robert I know I not singing.

Gage Unu nah come? What you stand up there talking about? Come man come.

.....Okay, what you name?

Paul Paul

Robert Robert

Gage I want a song from both of you.

Paul I don't know any songs to sing.

Robert Bway I not singing.

Gage You bad?

Robert No, but I am not singing.

Gage (With a cynical voice) You not singing eh, 'we'll see. (Scuffle is heard).

Robert Lemme go, lemme go.

Gage You not singing eh.

Mr. Goings Gage stop that, stop harassing the boy.

Gage But sir.

Mr. Goings No buts Gage, stop it.

Gage (Reluctantly) Okay sir.

Mr. Goings Okay you boys can go on now.

Paul & Robert (Simultaneously) Thank you, sir.

(Fade out on sound of school bell ringing).

SCENE II.

(Classroom noises, voices)

Mr. Goings Good Morning boys. I am your form and English teacher, Mr. Goings. Your faces are all new to me so I want you to each tell your name in turn.

Paul Robert, isn't that the teacher who stopped the guy from making us sing. (Voices of boys giving their names in background).

Robert Yea, is him.

Mr. Goings And you young man, what's your name?

Paul Uh, oh Paul Smith sir.

Robert Robert Goodison

(Rest of boys give their name).

Mr. Goings I would like to explain that you will have eight classes a day. Six morning classes and two afternoon classes. After the first three classes there will be break and at the end of the sixth class there will be lunch. The time-table will be given to you as soon as possible.

SCENE III.

(Paul is walking around the compound during lunch time). (Voices of boys playing).

Paul I was lucky during break time not to get sung.

Green Sonny, come here.

Paul Looks like my luck fust ran out (softly to himself). (Then loudly) What do you want?

Lindo Well, bwoy, we want a song.

Paul What do you want me to sing?

Green Anything.

Paul I don't know all the words to any songs.

Green Just sing some thing.

Lindo Toes in heels out....do it.

Paul How?

Lindo Like this, put your toes together and let your heels stick out. (Pause)

Paul Like this?

Lindo Yea. Now start the song.

(No sound)

Lindo Sing the blasted song bwoy.

Paul (Pleadingly) I can't sing.

(Scuffle heard then slap)

Paul Ahie!!!

Green Res' yuh self Lindo. Don't lick the youth.

Lindo Them god damn first formers think them bad man.

Duval What going on here? Is you hit the little youth Lindo?

Lindo Yea, Him won't sing.

Duval Don't do it again you hear sah. Come youth man come with me. Whats your name?

Paul Paul....Paul Smith.

Duval Alright Paul all you have to do is sing, right, and nobody will slap you or anything.

Paul But I don't know any songs to sing.

Duval It looks like its going to be hard on you. Tell

Paul you what, let me and you be friends, O.K.?
 Duval So if any body want to sing you tell them that
 you and Phillip Duval are friends. (Bell is heard)
 I have to go now. What form are you in?
 4A.

SCENE IV

 (Bell is heard ringing to end the day).
 Paul Come Robert. Come nuh man (impatiently)
 Robert What you rushing me about?
 Paul I don't want to get sung again.
 Robert You afraid of them bwoys?
 Paul Not that, just that I don't want to get sung again.
 Robert Alright just let me pack up these books.
 (Pause)
 Robert Alright, I am ready.
 Paul Lets try and avoid the bigger boys.
 Robert How?
 Paul Walk through the top gate, but we have to walk
 behind the buildings so they don't see us.
 Robert O.K., but why all the hide and seek business?
 Paul This morning a guy name Lindo box me and I
 don't want to see him again, and I just plainly
 don't want to sing again.
 Robert You not going tell your mother?
 Paul What?
 Robert That him box you?
 Paul No.
 Robert Bwoy you think if it was me them would box
 me.
 Paul Come walk behind the Chapel.
 Robert Bwoy I know you mad. You nah say anthing to
 your parents.
 Paul Cho! Forget that.
 Robert Alright! We outside now so what we do?
 Paul Yea, without anybody seeing us.
 Robert I wonder how long this thing goin' to last?
 (Sound of bus approaching)
 Paul See a bus there, come. Run!

LOVE

From the Love of Parents I was born,
 Through the Love of People I live on,
 Through the Love of Teachers I will learn,
 Through the Love of work, I will earn,
 For the Love of money I will lie,
 For the love of Life I will die.

E. O'MEALLY
 5A

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RESULT

Birds
that eat
man-flesh
swoop low
to the stink
of swelling man.
Trace his eyes,
plucked,
and see
sweet food.

Wail
Oh, cry!
thoughtless ones
Mother, son,
Ask : for why
the rope that twists
grotesque the face
that shows the pain
of death.

Scavengers of flesh
must scatter -
belly not full -
for inquest
to be held.
Float on air
and listen to the truth
of lies
of them that speak
of lack of time
to spend on one so
old with age -
with heart.
See faith crumble
the love of life
despair
Caw! Caw! Caw!
Silly old man
to care for love
to die of want
in a world
that knows it not.

Birds that eat
the flesh of man
swoop low
for belly full
Food swininging
low on tree
a hundred times before.

G. AIKMAN

6A



J. ALLEN 6A

THE TRUTH AND THE LIGHT

There is the cry, the cry for equality,
But no one seems to face reality.
Our government, our leaders are boasting
When poor men below are suffering
Everyone is talking of consciousness and equality
Yet we still have sickness in our society.

Poverty has become accepted in our life
We are uncertain what our leaders do is right.
The wicked get stronger, the rich richer,
While the poor are still dying of hunger.
The key to truth few men have found,
But even then they are stuck to the ground.

Why, why, is this so, one may ask,
When will we see light instead of dark.
Can't our goals be guided to a common worm,
So people can live in peace and loving calm.
Let unity and strength fulfil our needs.
And Brotherly love embedded deep.

Reality, history and facts have proven to us,
That our people have suffered long enough.
Ignorance and folly must come to an end,
So our society may follow a better trend.
Power to stand and fight for our right
Is something which must be done with all our might!

M. ERSKINE

6B

CRIME

Crime is any illegal activity punishable by law. Juvenile delinquency refers to crime committed by persons who are under eighteen years, or in some cases, under twenty-one years of age. Juvenile delinquency is often the first step towards a life of crime.

Crime is a major social problem, especially in heavily populated areas. Police and law enforcement agencies are needed to detect and apprehend criminals and protect other citizens from criminal activity. Penal or correctional institutions — jails, reformatories and the like, are maintained at public expense, in order to punish or reform criminals, or simply to put them away!

A crime is an offence committed against. Criminals, when apprehended, are given a public trial, and if found guilty, are sentenced. There are many types of crime ranging from high treason to the much more common homicide, felony and misdemeanor. A misdemeanor, for example, can be an automobile accident caused perhaps, by carelessness. Wilful crime committed after careful thought or planning is termed premeditated crime, or first degree crime. The most serious in this category is murder.

There are many theories advanced as to why people become criminals. Criminologists — people who study crime — do not believe there is any single cause, but a number of causes why people do become criminal. Poverty with its innumerable disadvantages is cited as the foremost reason. Deprivation, over-crowded living conditions and unstable home life, broken families, unemployment, hunger, in a word suffering, go together to create an atmosphere where crime is natural. That is why people living in poverty — stricken areas very often turn to crime simply so as to survive.

Those people who commit crimes who are afflicted by mental illness, mental deficiency, or are habitual alcoholics or drug-users, are usually treated less severely. They are invariably placed under medical care, and are treated in special hospitals.

In past ages where deep religious feeling prevailed, when someone committed a criminal act, his behavior was thought to be due to some evil element in the man's nature. Crime is differentiated from sin, in that sin is a violation of a religious law, while crime is the breaking of a social law. The body of law that defines crime and specifies its punishment is called criminal law.

Criminals who are proved guilty of different crimes are treated in different ways. People who commit misdemeanors are usually fined a sum of money, while at the other extreme, first degree murderers are sentenced to death or life imprisonment. This form of punishment is meant to deter others from committing such serious crimes, by making them fear to receive similar treatment.

In most countries an accused person is entitled to a lawyer and a fair trial. If found guilty he is sentenced by the judge, according to the severity of the crime. In prison if, while serving his term, a prisoner behaves himself to the approval of the authorities, his term of sentence may be reduced. He may be granted a parole.

Crime is a steadily increasing problem in the world today. It has now reached such great proportions that there are large

organizations which commit crime on a vast scale.

I myself believe that the only hope of decreasing crime effectively, lies with today's youth. It is for us to realize that crime does not pay, and it is up to the Government, assisted by parents, to create a situation whereby one does not have to turn to crime in order to survive.

LANCELOT FORBES

3B

"Love comes in many forms; in justice, in hope, and in wisdom."

UNITY

One of the main objectives of many peoples today is to achieve unity. Success in achieving this will enable them to withstand certain pressures that the world will exert, and is exerting now. At present, a great deal of pressure is being exerted on the Black People of this world. In order to withstand this pressure Black People MUST unite.

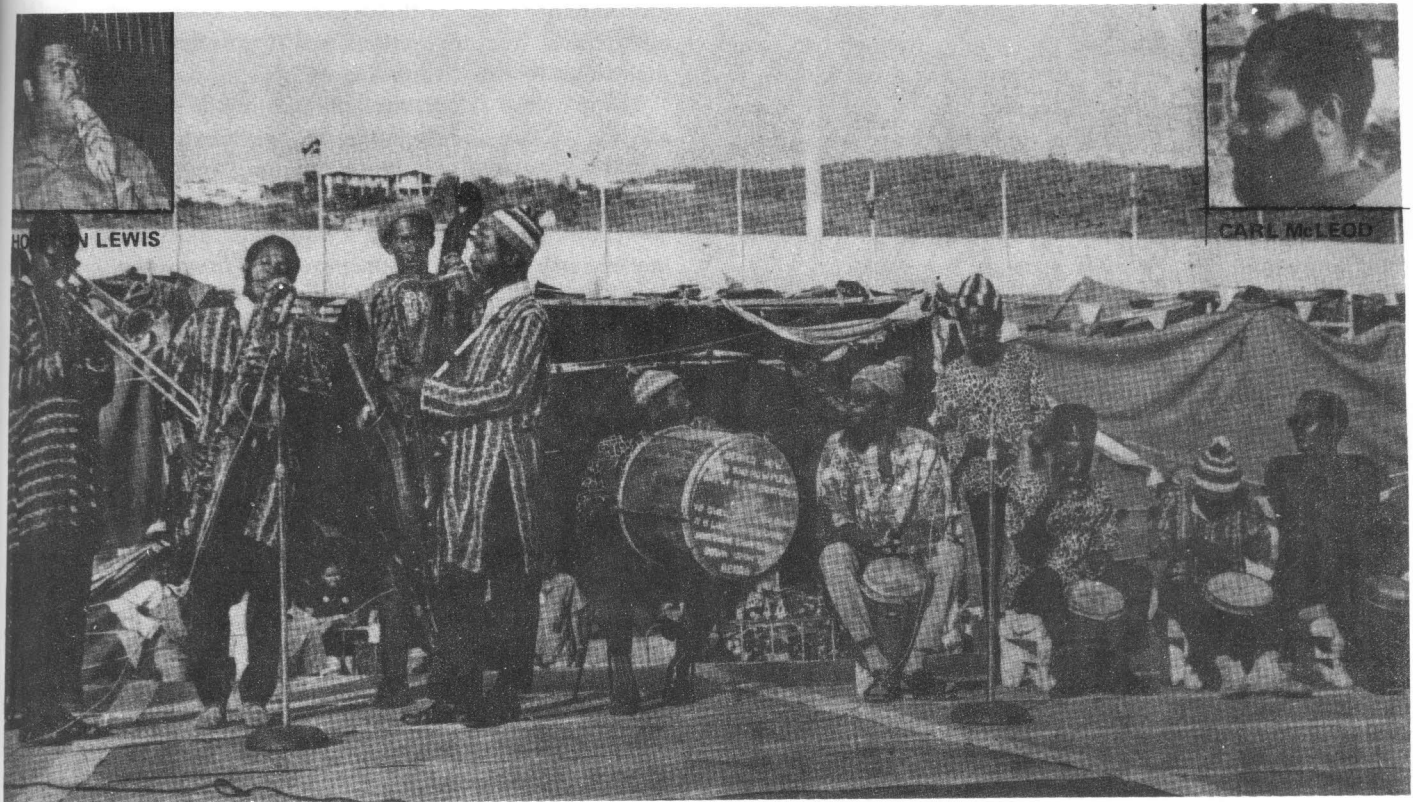
If unity is so wonderful, why have very few countries, if any, really achieved this? Obviously serious problems must first be overcome before any state of unity can be reached. In my opinion the root of these problems is lack of knowledge. I believe that all the other problems which face those who would want unity, spring from this fact. Everyday we hear of crimes being committed by Black People against their brethren. In these cases we must find out really why these crimes are being committed, and I myself would say it is a reaction to economic and social pressures.

If people are educated they can readily become conscious of what in fact is going on all around them, and can see what can be done to change things. So if these uneducated youths, who now commit crimes, were educated and exposed to the "said" knowledge, then they, would reason with themselves and see that they would not now have to turn to crime. They would realize that their duty would be to help their brethren not to rob and kill each other. But unfortunately, as we all know well, very little of this learning exists, so the crime problem remains unsolved.

It seems then, that "man and man" must be taught to become aware of what's happening, so we will come to some understanding and unity of aim and mind would result. We can then proceed to unite spiritually. Only after this will we be able to withstand any and all pressures the world can possibly exert. Take for instance if two people are carrying a weight of say five hundred pounds, progress will obviously be difficult. If these two were joined by some others, progress would then indeed be made. In the beginning there was unity (in creation) and in the end there MUST be unity again. Unite NOW, my brethren, so we may fight together.

D. SIMPSON
Form 3A.

THE DEVELOPMENT OF POPULAR MUSIC IN JAMAICA



Members of the MYSTIC REVELATION OF RASTAFARI: From left: Ronald 'Nambo' Robinson, Les Samuels, Ras Joe Rouglas (on bass), Cedric 'Im' Brooks, Roy 'King Royo' Smith, Oswald 'Count Ossie' Williams, Winston 'Peanuts' Smith, George 'Little Bop' Clarke, Samuel 'Time' Williams, and Anthony Morgan. Missing from this picture are Calvin 'Army' Cameron, Kenny Terroade, and Samuel Clayton.

The development of any really significant, Jamaican, popular music, dates back to the 1950's. Before this period most popular music heard or played here was created by foreign musicians, mainly Americans. This American music was none other than the "Boogie-Woogie" beat and some of the more famous singers heard at this time included the late "Fats" Domino and Lloyd Price.

The local music passed through three main stages of development, each stage having some outstanding feature. The first stage was the Ska, next came Rock Steady and later Reggae. There were many variations in each case, usually in order to fit particular lyrics. In the pre-Ska days sound systems developed in the slums of lower Kingston. There were numerous competitions between rival "sound" operators. At first the best "sounds" were usually the ones with the largest array of the popular American selections, but this later changed with the coming of Ska. There being very many enthusiastic and ambitious sound system operators in the music world, a record industry was eventually brought into existence. Pioneers of those sound system days included the talented Duke Reid and Sir Coxone along with disc-jockeys such as Prince Buster and King Stitt.

During the late 50's and early 60's a number of young and talented musicians appeared in Jamaica. They provided the records for the sound systems and then small record-buying public. From the ranks of these musicians a very popular dance and recording band called Tommy McCook and the Skatalites evolved. This particular band had more than its fair share of stars, such as Tommy McCook himself, the late and great Don

Drummond, Roland Alphonso and of course, Jackie Mitoo. Other popular bands at the time were Carlos Malcom and the Afro-Jamaican Rhythms and the Granville Williams Orchestra. Along with the few local singers of popular music at that time, Ska was a very popular and successful dance and dance music and was given island-wide air-play on both radio stations.

During the Ska era dance fans were regularly thrilled by the sound systems and dance bands, and people travelled from parts of the island to attend music sessions mainly in Kingston. Some of the regular "spots" were Victoria Pier and Bournemouth Beach. Over the years Don Drummond became by far the most brilliant and well-known Ska musician, and was at one time rated in the top five in the world as a trombonist.

In the early and mid sixties the Jamaican music scene underwent change. The light, fast Ska beat slowed down and Rock Steady was the result. It was during this period that local singers became more and more exposed to the still small, record-buying public. It is said that a singer by the name of Alton Ellis was chiefly responsible for the success of Rock Steady. He was known to his many fans as "Mr. Rock Steady". The Paragons, the Maytals and Ken Boothe were instrumental in the promotion of Rock Steady.

These and other singing stars a few years later started singing something different, Reggae. Hopeton Lewis, a very talented young singer was the originator of this new dance craze. Reggae itself was a variation of Rock Steady. Many of the popular musicians and singers were from the country and they can be easily recognized in recordings because of their slightly different style.

Financially speaking things have not been too bright for Jamaican artistes but a few of them have done well internationally. For example, Desmond Dekker, Bob Andy and Marcia Griffiths, Jimmy Cliff and Bob Marley have all had some encouraging record sales abroad, having had a few million to their credit. Reggae is now being recorded by foreign musicians, notably by Paul Simon, an American singer who recorded the international hit, "Mother and Child Re-union".

With the continual evolution of Jamaican music over the years, local artistes have become skilled in the most sophisticated of instruments. Take for instance Tommy McCook, Don Drummond, Mike Thompson, Carl McLeod, Lennie Hibbert and Earnest Ranglin, these musicians have gained world-wide recognition in their respective musical field.

Recently a great deal more emphasis has been placed on lyrics and their meanings. "Messages" are what are concentrated upon now. These messages may be religious or political, or simply portraying or speaking about topical and everyday situations. Over the last two years a small group of culture conscious "brethren" came together and have formed a culturally-oriented musical group, the Mystic Revelation of Rastafari. This group is a combination of the Bongo and African Drummers of the former Count Ossie group which existed over ten years, and a very talented brass team plus a "heavy" bass. This is certainly one of the most versatile and colourful bands in Jamaica now. The band features Kenny Terroade, Bill Barnwell, Cedric "Im" Brooks, Oswald "Count Ossie" Williams,

his son "Time" Williams, and George "Little Bop" Clarke among others. The Mystic Revelation has definitely linked local popular music with African music where a great deal of our musical traditions originated. A good example of this is their single release "Rasta Reggae".

Some of the top rated singers in this land include Bob Marley and the Wailers, a really authentic Jamaican group, Ken Boothe, John Holt, Dennis Brown and Errol Dunkley. The great contributions made by the sound systems, bands, recording artistes, promoters and producers have made Jamaica an island most rich in popular music. Figures like Don Drummond will long be remembered and regarded as the heart of dance fans of his time. An integral part of Jamaican popular music is the heavy bass "back up", which is invariably in the background of most local recordings, and without the heavy "thumping" of the bass neither Ska, nor Reggae, nor Rock Steady could ever be the same. (This heavy bass appreciation is undoubtedly the African part of a Jamaican's make-up). It may be significant to note that at no time was Calypso considered popular music in the island. However, Jamaican recorded music has, without a doubt, made and is now making a great impact on the West Indies and the world.

G. McLEOD
6B

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THE MOTIVES BEHIND COMICS

Many people, young and old alike, read comics. They find the easy, simple illustrations and language make interesting and effortless reading. Adventure comics, mystery comics, space comics, super hero comics, romantic comics, cowboy comics and "joke" comics are products of man's creative mind and appeal to all age groups. It is often fun to watch students reading comics because these comics sometimes get them emotionally involved, this involvement displayed by facial expressions or loud outbursts of obscenity. Adult comic-readers usually read the more popular ones, and these same adults may be heard condemning the art used in these magazines.

Comics are either wholly picture with a limited amount of printed material, or all picture. They are printed in either the United States or England (except for a few of the comic strips in the Gleaner and Star) and are by and large irrelevant to black Jamaicans and totally unrelated to the Jamaican situation. A great deal of the so-called humour in comics is stale and "unfunny", and the usual themes in the rest of the comics are battle, crime, romance or the typical miraculous and narrow escape of the hero who never, repeat never, dies. Comics make the readers lose interest in good books, because although comics are basically shallow and repetitive, the glamour of the brightly-coloured pictures and the simplicity of reading and understanding them, make comics far more attractive to them than good literature. The question is, do comics actually prevent people from reading good literature? Well, if they do, so do T.V. and films.

What are the creative impulses behind comics? one may ask. They tell of and illustrate some men's fanciful imaginations. The types of comics readers find most entertaining are those with some hero or super hero, who, of course, never dies, for example, one of the old favourites, namely Tarzan, has many great powers which the "simple" black Africans lack. These black Africans are portrayed as worshipful disciples of the white Tarzan, "Lord of the jungle". In addition Jane, his woman, is made to be superior over the African women. In this comic Africa itself is made to seem merely a place of jungles, wild beasts, "wild and barbaric" and "uncivilised" peoples, and "witch doctors". This presents a totally false and denigrating picture of Africa and its peoples, with the white man not accidentally being placed in the superior position. Exactly the same thing occurs in the Phantom comics. These prejudices which are portrayed in comics are generally accepted as FACT by both young and old! This form of brainwashing is even at the present giving young black Jamaicans, especially, a very distorted and degrading view of themselves through the apparently harmless and everyday medium of comics.

By: DAVID BURROWES

"History acquires meaning and objectivity only when it establishes a coherent relationship between the past and the future."

PATOIS SCORNE

In Jamaica nearly two million people speak the native dialect, "Patois". That means it is spoken by almost every race and in every class in the island. Unfortunately, there are those in the society who think that the speaking of patois is disgraceful or degrading. They themselves 'slip' or unconsciously speak in the dialect, yet they will criticize or frown on anyone who uses it.

There is dialect in every country, spoken by at least some of the inhabitants. It is a fact that the dialects of regions not far from each other may be so dissimilar that a person from one region may have difficulty in understanding a person from the other - why then should a special group of people in a society dictate that their accepted language should be the recognized and proper one? The answer is they consider patois to be a degrading form of speech suitable only for the back yard or bush. They believe they themselves should use it only when speaking with the poorer or more deprived members of the society, namely the working class.

It is said that patois originated during the era of slavery in Jamaica. This dialect is comprised mainly of words borrowed from the English language, although the pronunciation is different. In addition the dialect has Spanish and African words composing it. As in Colonial days and to a certain extent at present, things related to Africa had been and are thought of as degrading. Hence, a large cross-section of the society scorns patois.

But patois is our own native speech. It has beauty. It distinguishes us. It is "our own thing".

So I say to all Jamaican, be proud and appreciate the beauty, of our native tongue. "Keep up de patwa han du yu hown ting".

LLOYD JONES
6B

LIFE OF A SUFFERER

I an I rise in de maaning,
Rise to see de glory of de fada.
Yet there was nutting, nutting but misery.
I an I rise out a banana trash bed where I did resse fe de nite.
I man sit on a waal in de early maaning,
Sitting on a waal, eyeserving, medatating, begging.
I man site I igsine-still, han beg im a 10 cent yu noh.
Im say im no ave it, im a go wok.
I an I nex bredrin foward crass de dungle,
We site up a van a dash weh patty,
I an I igun stack it dung, I man reach fus.
Still I ole bout two dozen, han de bredrin get bout six.
De igiin neva like dat, han im waan fite I,
Still I did a show im seh dat wrong.
But de cuden see dat reasoning for im still waan fite I.
I an I igine bring wa to I, so I did ave fe chop im.
De commonist ting in de life of a sufferer
is misery, starvation, batteration and victimization.
Life to a sufferer is jus misery, pure misery.

SIBBLES

THE LION

He is a beautiful creature,
Majestic and powerful.
He strolls around
With a wary eye on us,
The onlookers.
The lioness is in the cage
With the cubs,
While the King of Beasts,
The lion,
Is on guard.
Then the lioness
Decides that she wants
To have a walk out, too,
So that she can show us
Her beautiful muscles and bravery.
The lion, the great King,
Just lies relaxed on his side,
As if he were concerned with nothing
But the cleaning of his paws;
If you ever make one daring movement,
That yellow-coloured beast
Would move like a flash,
And bound up just as he has
A large spring of muscles,
Just uncoiling.
The powerful paws of the lion
Can break a cow's neck,
And the great yellow teeth
Can tear the flesh
Right down to the bone.
The lion is made
To be King.

ERROL LOBBAN
2C

STAGA-LEE

Every morning, at half past eight,
Staga-Lee walks, through the gate.
School calls at five past eight,
So every morning he is late.

Stag is the strongest man in school,
So don't anyone play the fool.
When he cracks a joke,
You better not "screw",
If you know what's go for you.

Some man joke,
And call him libber lip,
But I think he look more like Flip.
If when serious, you should slip and say,
libeer lip!
You'll get a fell of his iron grip.

LOUIS ROBINSON
4B

DUSK

In the evening when the full moon rises
Trees like the mahoe look like great silver shadows.
All trees lose their lush green colours
And become great black shapes against
The star-spangled sky.
The guango tree looks like a huge man's head
Scrutinizing the back yard,
And the two large rotten branches which
Which stretch from the trunk,
Look like great arms outstretched
To catch the fireflies flying by
Blinking their fluorescent lights.

H. BROOKS
3 Alpha



FLETCHER 2A

AT MIDNIGHT

The tense feeling of fear fading to curiosity,
The cold, fresh, mint-smelling air,
And the ringing sounds of hundreds of cricketing,
screeching, chirping crickets.
The mysterious shadows and menacing silhouette,
The ghostly reflections in near by trees.
The jagged silver linings of clouds surrounding the moon.
Then, suddenly, all is black.

P. McPHERSON
3 Alpha

**The fear of the Lord is the beginning of wisdom;
and the knowledge of the Holy is understanding.**

Thought precedes action. Thus, the things people say or do are manifestations of their thoughts. When thoughts are manifested in institutions, establishments and systems of social organization, they achieve a measure of permanence. The present economic and social condition of the world is thus a reflection of how men think these systems should be organized. These systems are at present in an intensely confused state, leading one to conclude that the thoughts from which they stem are also, most definitely, highly confused.

In a race or nation, individual thoughts are merged into one and expressed on a national and international level. A race or nation thus has a self-image, its identity, which it desires to live up to; there is also a racial or national goal towards which all efforts are directed. High ideals are clearly common to all mankind. Unfortunately some of the methods utilized by various races and nations to achieve these ideals are basically just not viable. As these methods are incorporated in established economic, social and cultural institutions and systems, their end result is lasting frustration and suffering. The root cause of this whole state of confusion lies in the thoughts and habitual ways of thinking of mankind.

It is no exaggeration to say that the motivating forces of men's thoughts are lust for prestige and power, agreed for material wealth, and a basic inhumanity. These motives undoubtedly influence greatly the methods by which a racial or national consciousness seeks to achieve its ends. These thoughts themselves lead to conditioned ways of thinking which systematically make false evaluations and assumptions. These thoughts have not, will not, and cannot bring about universal prosperity, universal peace, or universal respect of man for man. The scope, vision and applicability of these ideas, and even the ideals themselves are strictly limited. Contention, tribulation, hate and evil are intrinsically manifest in such thoughts. The outcome of this extremely complex psychological situation are exploitative economic systems, degrading social structures, lack of human fulfillment and war.

Peace is supposed to be one of the ideals of mankind. Man's ideas however often foster antagonism and war. War is obviously not conducive to peace. Clearly, there is a fundamental contradiction between the ideals of men and their ideas of how to achieve them. Even on an individual level, such a concept as Mercy is practically non-existent. The aggressive policy of the war-monger nations shall not be forgotten. However, "blessed are the merciful, for they shall obtain mercy". History gives ample proof that the underlying causes of wars over the centuries, right up to present day hostilities, have been self-interest, envy and greed (among other things). Proposals for peace made by men are merely attempted compromises and do not destroy the basic reasons for antagonism. Retribution has always and will always be swift. The already infamous "World War Three" will more than ever be a battle for and of minds. It is conceivable and maybe even very probable that direct mind to mind confrontations will take place. Thus, possibly not only is physical

annihilation in the offing but mental genocide as well. The present state of men's minds makes this occurrence almost inevitable. Man must now, therefore, primarily equip his mind for battle.

There are three basic faculties of man's mind; wisdom, knowledge and understanding. Without knowledge, understanding is impossible. Without knowledge and understanding, wisdom is impossible. Men utilize this fact in the type of education they offer (when they have to give it) to the economically and socially oppressed nations of the world. Many more fallacies than are generally realized are taught in schools and universities. Not only very relatively unimportant fallacies but very important basic fallacies are taught. The content of the knowledge possessed by especially the oppressed youth of the world should therefore be a cause for grave concern. The purpose for which it is given and the haphazard way in which it is taught makes complete understanding of educational subject-matter extremely difficult. Fortunately, for all concerned, the "powers that be" (for the moment) appear to believe the fallacies that they allow to be taught. Oppressed youth who have the privilege of receiving an education must not just wait on the teachers to "teach" them anymore. They must start to question and learn for themselves. They should seek knowledge relating to subjects that are even outside of their school courses. It is not and will not be easy, but "where there's a will there's a way". Knowledge is the ammunition for mental combat, while understanding is its weapon. Wisdom is the mechanism by which the mind can be most efficiently and effectively mobilized. The task of arming oneself mentally is NOW of paramount importance for all oppressed youth.

The universe and its components naturally tend towards stability and harmony despite the many disruptive forces presently at work. Stability on a universal scale is inconceivable if various cosmic forces are in disharmony. But as universal creation tends towards harmony and stability, man's existence must also tend towards harmony. This means that the disruptive influences of greedy, envious, malicious thoughts will tend to be neutralized. One can therefore be confident of the victory of Good over evil and Truth over deceit. The vain ideas and ideals of parasitic races and nations propagate deceit. These thoughts establish societies, systems and complexes which by their very nature are diametrically opposed to harmonious relationships with other societies and systems. The antagonism created by deceit cannot neutralize, cloud over, or out-live the true state of harmonious universal existence, for one "can do nothing against the Truth but for the Truth". Youth must seek the Truth diligently for when one "knows the Truth....the Truth shall make one free".

For every action there is a reaction and the manifestations of all thoughts bring about many reactions. Some reactions destroy the actor of the initial action. Thus, youth must think seriously about the possible outcome of their thoughts. "The wisdom of the prudent is to understand his way; but the folly of fools is deceit". The lust-filled, greedy thoughts of men cause their races and nations to perform many wicked deeds. They do not realize that "righteousness exalteth a nation: but sin is a reproach to any people". In this day and age truly "blessed is the man that walketh not in the council

of the ungodly, nor standeth in the way of sinners, nor sitteth in the seat of the scornful". Just judgement is certain for evil-thinkers for it is written, "vengeance is mine. I will repay, saith the Lord. It is a fearful thing to fall into the hands of the LIVING GOD".

The battle for man's mind is being greatly intensified. Black youth must consciously seek to influence, train and mobilize their minds towards concerted action. The path of progress may at present seem ill-defined but as one advances the haze disperses. The thoughts of the white western world seem to be centered around material possessions and material existence. However, "to be carnally minded is death: but to be spiritually minded is life and peace." This extreme pre-occupation with material existence is one of the fundamental causes of mens' exploitation of man, and therefore of war. Men have rejected the Fatherhood of God and the brotherhood of man. Youth must therefore learn to honour every man, love the brotherhood, fear God, and honour the King. But let none despise a youth for his youthfulness. Only by ridding ones mind of all contradictions of man against man will it be possible to bring about any permanent peace. "Blessed are the peacemakers for they shall be called the children of God....for as many as are led by the Spirit of God, they are the sons of God."

Fools have said in their hearts, there is no God. "Corrupt are they, and have done abominable iniquity; there is none that doeth good." Men and people treasure material wealth, but "where your treasure is there will your heart be also." It says a lot about the existence of men and people that their treasure can be stolen and destroyed. "Why boasteth thou thyself in mischief, O mighty man? The goodness of God endureth continually. Thou lovest evil more than good; and lying rather than to speak righteousness." Men "know not neither will they understand: they walk on in darkness: all the foundations of the earth are out of course..... All the gods of the nations are idols: but the Lord made the heavens.....Con-founded be all they that serve graven images, that boasts themselves of idols: worship Him (H.I.M.) all ye gods....Be wise now therefore, O ye kings: be instructed, ye judges of the earth....Blessed are all they that put their trust in Him (H.I.M.).

"The Lord shall endure for ever: He hath prepared His throne for judgement. And He shall judge the world in righteousness, He shall minister judgement to the people in uprightness. The Lord also will be a refuge for the oppressed, a refuge in times of trouble. For the needy shall not always be forgotten: the expectations of the poor shall not perish for ever. For the King trusteth in the Lord, and through the mercy of the Most High, He shall not be moved. He asked life of thee, and gavest it H.I.M., even length of days for ever and ever. A seed shall serve H.I.M.; it shall be accounted to the Lord for a generation. They shall come, and shall declare His righteousness unto a people that shall be born. The counsel of the Lord standeth for ever, the thoughts of His heart to all generations. Blessed is the nation where God is the Lord; and the people whom He hath chosen for his own inheritance. (His) people shall be willing in the day of (His) powers, in the beauties of holiness from the womb of the morning: (He) hast the dew of (His) youth. For what was hidden from the wise and prudent is now revealed to the babes and sucklings. The Lord hath cho-

sen Jacob unto Himself, and Israel for His peculiar treasure."

Alas for that great empire Babylon, for in one hour is her judgement come. Babylon the great is fallen and has become the habitation of devils, for the Truth and Love of God were not in the thoughts that built her anon Except the Lord build the house, they labour in vain that build it' "Therefore" fret not thyself because of evildoers, neither be thou envious against the workers of iniquity, for evildoers shall be cut off. A little that a righteousman hath is better than the riches of many wicked".

Black youth must operate on the principle of one for all and all for one; by this method there is no failure. Behold youth, "how good and how pleasant it is for brethren to dwell together in unity. The Black Nation must now seek to achieve an upright self-image by righteous methods. For the Black Nation to do this wisdom is necessary. "Wisdom is the principal thing; therefore get wisdom: and with all thy getting get understanding. "Black minds must be mobilized and prepared, for the hour of the earth's judgement is nigh and IMAN shall judge all spirits and powers and principalities. Black youth must now seek and find their spiritual origins for "this is generation of them that seek H.I.M., that seek thy face O Jacob, Selah."

One Aim, One God, One Destiny.

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LOVE AND PEACE

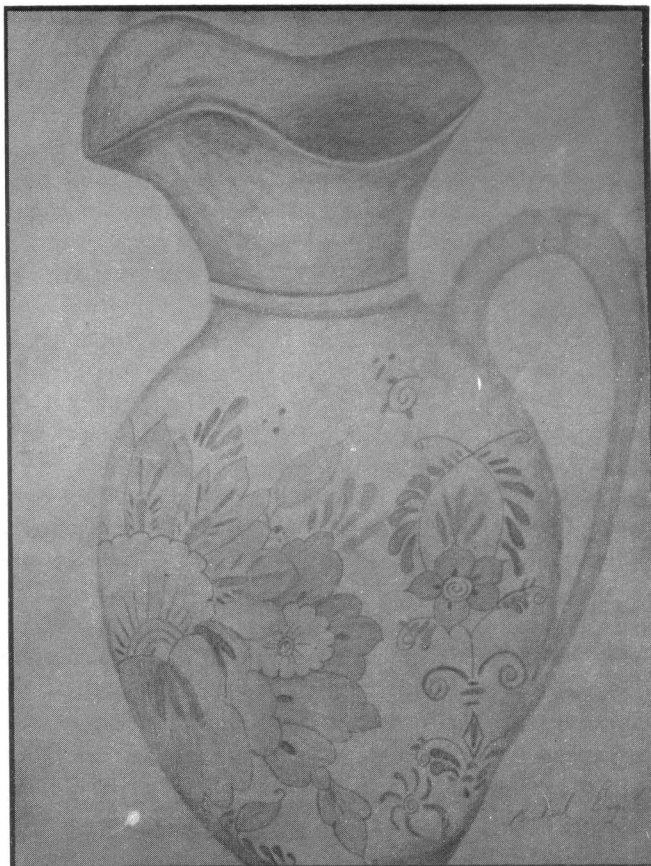
I am a child of the Universe,
Or so I've been told.
But is the Universe my parent?
I feel an affinity to the world around me,
Transcending all physical barriers,
For plants, animals and I are one.
We are neighbours.
Neighbours should be friends.
Are we friends?
People keep on going in circles
and temporary tangential paths,
Everybody searching for and talking taking about peace.
What is peace?
The way to peace is through love.
What is love?
'Love the ideal, love the goal,
Love a state of mind and soul.'
Peace is that which exists between neighbours,
Let's be neighbours.

E O MEALLY
5A

PERHAPS

Perhaps
it is they who stand
alone
amid the silence
of empty memories
alone
after the parting
of the earth accepts
its peaceful dreamer
to a longed far rest.
Perhaps it is they
that matter more.
So should we sit
together in our loneliness
and reminisce and speak
of how it really was
but does it matter in the end
if no word is said
does not life go on
and shall we all
not see the same
self - light and know
the same self -
knowledge that is
at life's open door.

G. AIKMAN
6A



M. ORGILL 4A

THINE WILL BE DONE

Onward and onward these words shall go,
Till they reach the depths of our inward being.
Moments by moments they shall ever flow,
Till the true righteousness of God be seen

Father if possible take this cup from me,
It's too hard for me to bear,
I am not guilty, lord you see,
But this moment brought me here.

Unto Thee O Lord, I lift up my soul
Thou art my rock and my shield.
Take me now Lord, and make me whole
With that touch of Thine heavenly heal.

A sinner Lord, I stand before Thee
Who is the Ruler and Judge of all
I come bending on my worthless knees
Because before Thee we must fall.

For we He died, that after death
We all can live in heaven
Trust in Him now, and do not fret
Your sins will be forgiven.

All heavenly blessings will now be yours
And you'll walk in the light of His word
Trust Him today, He is your store
With all of his riches untold.

JACKIE

"A HAITIAN EXPERIENCE"

Mrs. Williams is a Haitian who was trained in America as a professional classical ballet dancer. After her studying and teaching in the U.S. she decided to go home to Haiti. At this point in her life certain things caused her to begin the study of African Ballet. It is possible that racism in America helped to force her into accepting her African Culture, because at this time she needed a cultural base. She is now perhaps, sixty-two and is teaching students in Haiti, and all over the world, the wonderful African dances, that have made her so proud of the Culture from which she comes.

The first dance that was being practised (at the Creative Art Centre, U.W.I.) was the Spider Dance. The movements of the dancers were imitations of a Spider and symbolic of its spiritual powers. "Anancy" of Jamaica exists also in Haiti, but there he has much more cultural importance: the Spider was thought to have many powers, and it was a very strong spirit for the Africans who came to the West. The link between our two cultures in Haiti and Jamaica can clearly show, that as descendants of Africans we have a great deal in common, and all of our culture has not been lost. But we must at this point reclaim it or soon there will be nothing left of it in our island.

The second dance was The Ebo. This is from the Ebo Tribe and here again the beauty of the dances could only be understood if the background to the dance was explained. The last dance was the Death Dance, and this was probably the most interesting as far as symbolism and meaning was concerned.

Before I discuss the actual press conference, I think it necessary to make one criticism of the Ballet. The movements of both men and women are the same in the Spider and Ebo dance. This was something I found to be European in origin, because the two African Ballet groups I have seen from Guinea and Sierra Leone both show a distinctive difference between male and female movements. At no time in these two African groups I saw, did the feeling ever cross my mind that the men were dancing the roles of women. This however, was the feeling I got when watching the Spider and Ebo dances. In the Death Dance, because there was only one man and a woman, their movements were different because of the "parts" that had to be played. This "womanization" of the Black Man has been possibly one of the most obvious effects of the integration of some European culture into our African Heritage. This I must remark, is to my mind more of a liability than an asset in our reconstruction of the Afro-West Indian Culture.

We questioned Mrs. Williams about the dances, Haiti and herself. The first thing to explain was the cultural significance of the Spider or Anancy. The Spider is the God of Death in the Dahomey Tribe, his name is Juedezerum. The Voodoo Religion came from the Dahomey Tribe and is an integral part of the Haitian culture, as there are still both Dahomey and Ebo Tribes in Haiti. The belief, in this religion is that a person lives forever, or as long as he is remembered. At death a special ceremony is performed to extract the spirit from the person's head and it is put in a bottle. This bottle is placed on the family altar. If the individual has been bad the spirit will pass

away, but if has been good he will live on in spirit. The Voodoo cult has every God that Greek mythology had; an example is Petro who is the Revolutionary God. In this Religion said Mrs. Williams the individual is given the right to take anyone God as his or her patron.

This culture was almost lost when the Africans were brought to Haiti. The families were divided and domiciled many miles from each other. The different languages and tribes were mixed so there could be little communication. But after the Revolution in 1804 started by Boukman (an escape slave from Jamaica) and led by Toussaint L'Overture, the families all over Haiti came together, because of a strong cultural similarity which had not been lost.

The Voodoo Religion has many Rites, and from early childhood a Haitian may be brought up in the Voodoo Church. Singing and dancing play a very dominant part in the ceremonies and rites. In the death dance for example, many characters were portrayed. Baram Samedhi is the Death God and Guardian of the Cemetery. He cannot leave the cemetery so he has two agents that act on his behalf: Gued Banda who is white and takes ordinary dead people to the cemetery and Gedu Nembo who only takes politicians; he is black. The colours of death are black, white and purple, and the Magical colour is Red. All these dances are done in a ceremony on All Souls Day in Haiti. Death is a glutton; he likes to drink and eat, he dresses like an undertaker and is always smoking a cigar. Both the Spider Dance and Death Dance had these imitations of Death characteristics. The "belly dance" done by the woman in the Death Dance was symbolic of birth which starts in the stomach. In all the dances with spirits there is a thing called "Crisis of Possession" a climax when the spirit enters the human body. This type of "feeling" is also dominant in the various Religious Cults of Jamaica.

The Ebo Tribe was the most hostile of all the people that came to Haiti. At one point in the slave trade, in fact, the importation of Ebos was stopped. The Ebo dance shows a very aggressive movement, and it shows the symbolic breaking of the shackles and the achievement of freedom. It symbolises the power of the Ebo God to break all people from bondage and captivity.

After this very cultural exchange we spoke of Haiti today. The misconceptions about Haiti were great. The Voodoo that westernized media (for example Time magazine) reported was very corrupted, and stories of "Papa Doc" were often misleading. Mrs. Williams said that he had been loved by people and hated by many because his interest was too much for the masses. Jean-Claude Duvalles, according to her, had been in training from he was five to be President. The reason was that "Papa Doc" had realized that the old people in the government were more likely to be corrupt, and so should not lead the country.

Haiti has diplomatic ties with almost every "Independent" African nation, and in this respect I think we could emulate Haiti. No question was raised in relations to Haiti's economic plans for the future. Haiti has a long way to go in the provision of housing, education, employment and food for her people. The trend it will take in the next few years is left to be seen, but I can only hope it moves towards the development of a democratic economic system which will provide for all

and not a few.

I would like to thank the General Paper Staff for the opportunity to speak with Mrs. Williams, because it was both educational and interesting.

W. LOPEZ
6B

"African culture is based on a warm, stable, cohesive social unit."

THE BATTLE AGAINST RATS

a play by R. Corrie
I. Gracey
M. Goffe
E. McDonald
M. Ferguson
W. Maragh

CHARACTERS : BOOBS A DOCTOR
 TUBBS A PARSON
 MOORAN BOY A RAT
 BIG BOY
 PUNCIE

WRITER : M. GOFFE

(A grocery shop. BOOBS steals money from the cash register. Runs out.)

BOOBS (Looks at his watch. Worried.) Bwoy, is only ten o'clock. Mi woman dem a go wonder whe mi get dis money from. Mi think mi gwine hide it in a de store room. Scene!

 (Tiptoes out through the back gate to the storeroom. Hides the money.)

 Mi haffi go tell Tubbs an Puncie an Big Boy bout dis!

 (Hurries out.)

SCENE 2. (In the park. The boys are playing football.)

PUNCIE Ail, Boobs!
BOOBS Ail man.
THE REST Ail Boobs!
BOOBS Bwoy, me just rob de shop an mi ide de money.
BIG BOY Which part?
BOOBS Yu tink mia tell oonu?

 (They try to hold him. He escapes. They continue playing.)

SCENE 3. (The storeroom. BOOBS cautiously pushes his hand into the hiding place, to recover the money. Pulls back his hand, quickly.)

BOOBS OW! A rat bite mi! (Sucks his finger.) Ow, ow!
 (Exit.)

SCENE 4. (The park. BOOBS enters.)

BIG BOY Yu a play ball game?
BOOBS Bwoy, mi no know yu know, cause a rat bite me pon mi finger an it a hurt mi.
TUBBS (Jeering at him) Ratty, Ratty!

 (The others laugh.)

 Yu put anything pon it?
BOOBS No, is only a little bite. (He wanders away.)

SCENE 5. (BOOBS' room. He is lying on the bed. The others are standing around the bed.)

BIG BOY Him a act mad, mad!

 (BOOBS moans and tosses on the bed.)
TUBBS Wi better call Doc Mac.

 (PUNCIE phones the Doctor.)
 (The others watch BOOBS worriedly.)
 (At the door - "Knock, knock!")

BIG BOY Who dat?
DOCTOR Doctor Mac!
BIG BOY Come nuh.

 (DOC enters and examines BOOBS.)

PUNCIE Wha wrong wid him?
DOC He has rabies.
THE BOYS Wha dat?
DOC A sickness transmitted sometimes by rats. It can cause death if a cure is not found.
BIG BOY Yu haffi fine a cure bways.

 (They start searching. They find a rat and kill it.)

DOC It's too late boys. He has no chance.
BIG BOY Den who a go tell him?
TUBBS Mi wi do it. Boobs, wi sorry but yu a go dead.
BOOBS Wha! An mi so young!
 (Becomes hysterical, runs to the door and falls.)
 (The others run over to him.)

PUNCIE Mi hear someting tick!
TUBBS Is im heart!
DOC No, it's his watch. He is dead!

SCENE 6. (The cemetery. The boys dig a grave. The PARSON waits for them to finish. BOOBS is lugged to the grave, they drop him in, and the PARSON conducts a short service.)

PARSON Ashes to ashes....

 (THEY BOYS are sobbing.)
 (As the body is covered, they sing mournfully.)

TUBBS (Suddenly) A wonder whe im lef de money!
 (Silence. They stop singing.)
BIG BOY A rat bite im pon im finger. So it de in a rat ole!
PUNCIE Quick, mek wi go back a de warehouse.

 (And they all race off, happily.)

MY IDEAL SCHOOL

My ideal school would have to be Co-Educational; it would be situated by a lake; isolated from the rest of the country.

My reason for having Co-Education is that boys and girls have to get used to being with each other when they leave school. It would therefore be better for both sexes to get accustomed to each other as early as possible.

I would like the school to be a boarding school so that the students can get used to being without their parents. Students who go to day-school are much more dependent on their parents than those who go to boarding school. Remember, that after the student is twenty one years old he will not be guaranteed a "rice and peas and fried chicken" each night until he has settled down in a job. Also boarding-school gets you accustomed to some of the hardships of life. For example there will be the odd bully, and you will not be able to do anything about him. However there should be no integrated (boy and girl) dormitories as certain problems would arise.

I would like the school by a lake isolated from the other parts of the country. I say this because I would prefer any school in a nice quiet place, without the bustle of cars and trucks. Also a lake is such a relaxing place, because it is more placid than a river or the sea.

An important thing to me would be the subjects and the staff. After all one of the most important things in any school is its lessons. The student should have an option of subjects from the end of second form. I'm sure that everybody in second form has made up his mind as to what he wants to be, and what subjects are needed. Another important subject is the staff. The members of staff will have to pass a tolerance test before they are allowed to teach students. The staff will not be grouchy, and whenever possible either handsome or pretty. There shall be extremely good Physics, Biology, and Chemistry labs., and also a very big and well-equipped gym.

The school will be one huge, gigantic, building with air conditioning. After all, one works best when he is in comfort! My reason for suggesting one building is that it provides quick and easy transportation from one room to another. If it rains nobody will get wet when trying to get from one place to another. The students can choose what colour they want their classroom to be. The playing fields should be built around the school. There will be an auditorium beside the school for some extra-curricular activities. The extra-curricular activities shall include all forms of sport, and different clubs such as photography, debating and stamp collecting. There will also be a pool where one can swim, or join the scuba diving club. On Saturday nights there shall be either a dance or a movie. Movies will be every other week. These two activities shall be held in the auditorium. The Drama Club activities will also be held in this auditorium.

The school should have three hundred pupils, one hundred and fifty girls and a hundred and fifty boys, no more, no less. It will also be built on a square mile of land.

T. S. ALLEYNE, 2A

"Ignorance is potentially as great a danger as disease."

YOUTH - KNOW THYSELF

The more a man knows about his past, the more complete will be his knowledge and understanding of his idea of himself. A man should therefore seek to find out as much as possible about his History. Black youth are taught European values, ideals and history in Jamaican Schools. In fact they are totally brain-washed with European culture, and can find out anything they desire to know about it with ease. No fuss... yet! The undoubtedly greater percentage of (racially but not spiritually) "unpure" Black youth's heritage, is African. When these youths desire to know themselves, in other words, to know the other, greater proportion of their African History and culture,.....fuss!

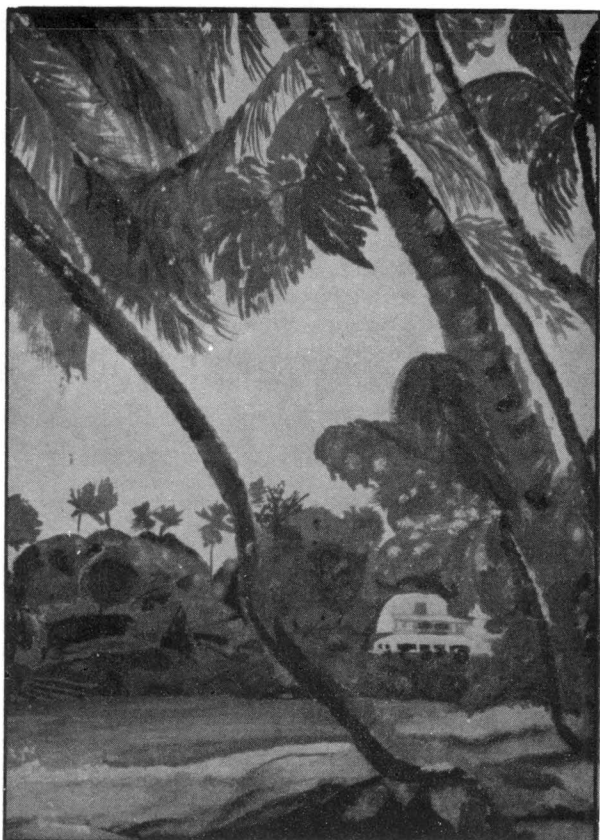
A conscious youth may now ask, "Why the fuss?" The answer is simple. The people who are making the fuss are afraid that when Black youth have knowledge of their African History and heritage, they might use that knowledge in a way which is (for the youths and all oppressed brethren of the world) socially, economically and culturally beneficial and productive. This new state of Affairs, which is FAST approaching, will mean that these same people will no longer be able to live off (in a parasitic sense) the exploitative system which they uphold. Thus, they fuss. These people prefer Black youth to be indoctrinated in school with alien thoughts and methods of thinking. This so-called "knowledge", as these men are aware (and come to think of it, their women too), cannot be used more than so far by Black Youth to any productive end. For conscious Black youth however, this "knowledge" has some value, for it teaches them all they could desire to know of the oppressor and his system.

Knowledge, to have value, must be productive in either a social, economic or cultural sense. But to be properly productive, it has to be relevant to the user (in this case Black youths) and the situation (local and universal) in which he uses it. In order to know if and when knowledge is relevant and how it can be used productively, knowledge has to be understood. Everyone should have as a quest in LIFE the attainment of knowledge, and the understanding of that knowledge. The degree to which one is enlightened (or not enlightened) affects how one uses knowledge in a general social context. Many hope that by keeping Black youth unenlightened, they can stifle the productive use of knowledge by the oppressed, and benefit themselves.

Many people, not all, do not realize that they are perpetuating a racist, Europe-originated, world-wide, exploitative system of oppression. Black youth must beware of drifting (with the "in-crowd", and with "Gladstone" and "Gladys") into this unconscious state of mind. The first stage in freeing (for it is in captivity) and mobilizing a black mind is to make it conscious of its African History and heritage. Therefore youth, know thyself, for you are not free. To be free in need is to be free in deed and you are certainly not free in need. Fear not when evil men boast themselves in iniquity and vanity, for who God blesses no men curse. The Father has said, "Blessed are they which are persecuted for righteousness' sake: for theirs is the Kingdom of Heaven".

One Heart. Asher.

ASHER



ORGILL 4A

REFLECTIONS ON THE SEA

Meandering footsteps in the sand, at the ever extending front of the footprints was a man. Hands in his pockets and head bent in deep thought Arthur wandered absently along the deserted beach. Now and then he stumbled over some obstacle or other the sea had dis-gorged, and punctuated his silent reverie with a muttered curse. He looked like a man with a problem.

Arthur Williams was a son of the sea, ever since he could remember he had lived by and in the sea. His physique was developed by years of aquatic exertions, in fact, he had been more at home in the sea than on land, till the accident. For all his life the sea had been even more of a friend, until, like the crazed rush of a storm-fed wave it had struck his life with tragedy.

They had been in a boat, Arthur, his parents, his sister and his wife. Though they could all swim Arthur was the only expert. They had gone out to one of the cays to spend a relaxing weekend, and it was only on the return journey that they discovered the hole in the fuel tank. Miles from anywhere they were forced to sit and wait for the storm, ominously heralded by angry thunder in the sky. The little motorboat was a toy in the watery hands of the merciless sea. The boat was wrecked, and it was only Arthur's instinct of self-preservation and his affinity for the sea, which eventually enabled him to reach the shore safely. Externally he was uninjured, but internally he was a shattered man. From then on he had hated the sea with an intensity that sometimes shocked him. He had consequently moved inland, but now, five years later some morbid fascination had brought him back to that familiar beach, and the sea. Glancing at it now, with its blue-green

intensity he could only feel a dull ache within him. He glanced at the foreshore rocks where the agonized spray warned of the hidden treachery there. It was at that moment that he noticed the boat.

A little sailing dingy can be an instrument of death in inexperienced hands, and he realized immediately what would happen. The gaily painted boat would carry its gaily garbed passenger to a not so gay death on the nearby rocks.

Since the tragedy he had felt an aversion to the sea that verged on loathing. Nothing could make him approach the scheming water. Now his aversion stood naked before him. It was fair.

He stood mesmerised as the little boat slowly, oh so slowly, was driven unto the hungry rocks. As if in slow-motion the flimsy boat disintegrated before his captured eyes. He knew that he could probably save whoever was in the boat, if he swam out there quickly. He wanted to, but fear petrified him, not fear of the unknown, but of the known. He didn't believe in fate or destiny or anything like that, but he knew that some strange agency was intervening into his life at that moment. His contorted face reflected the inner conflict. He turned to run.

His agonized shout of, "Why me?" ascended into a scream of pure emotion, as his life, with a mind of their own, carried him towards the water.

He dived in, and gradually the unspeakable fear which had afflicted him changed into a kind of new-found exhilaration. He swam like a man possessed with new life, new purpose. Eventually he reached the terrified girl clinging to a floating piece and, soothing her as best he could, he carried her safely to shore.

After drying himself in the heat of the mid-day sun, he was mildly annoyed at finding water still in his eyes and on his cheeks, until he realized they were tears.

E. O'MEALLY — 5A

UNA RIMA

Mi Amigo por Palmer de 2A (14 years old).

Mi amigo es muy extraordinario.
En efecto 'el' existe solamente
Cuando yo estoy solo, triste
Estoy en un aprieto,
Contento,
Confuse
O abuse
O gun cuando divertido.
Cualquiera|la problema el esta sempre,
Alli a consolar y guiarme.
Pero, es 'el' un 'el' o una 'ella'
Caramba!
No me importa
El es todavia
Mi amigo

THE LIFE OF A CADET

It all begins within your mind. First you may be attracted by the roughness and rigidity of the training. You may then be further attracted by the smartness of the older cadets in uniform, and of course, even more so by the appearance of the experienced old soldiers - the "sashes". This stage of attraction is the primary stage.

Then you hear tell of the camps to such places as Ocho Rios and Port Antonio. You hear of rigid camp training, the many adventures possible in a new town, and you soon become convinced that this is the ideal way of life for you. You can't wait to join!

News of the recruiting drive that's going on for the first two weeks of the month, reaches your ear. During the long wait you sweat it out, wondering if you will be found acceptable when the times comes round for joining. Finally, the "blessed" day arrives.

The "fall-in" bugle blares across the school compound and the more seasoned cadets "jump to it" followed by the "encouraging" shouts of the Orderly Corporal. Being a recruit, you really don't know just what to do; not yet anyway. You stand around looking mystified and getting in everybody's way. Then, seemingly out of nowhere there is the mighty shout of, "Recruits this way", emitted by the shortest sergeant of the unit.

It is at this stage that the new recruit falls under the guidance of the unit's recruit specialist, Sergeant Townsend. Now is the time for you to start the long walk along the well-trod road. Your own advancement really depends upon how well you can stand up to rigid discipline, discipline which makes or breaks a cadet. This period seems to be the most boring period of cadet life because all you seem to do is practice drill. But you may ask yourself, "How can I possibly hope to train with the others if I am not up to their standard?" The answer you invariably get is, "I must try to be as good as them. I must!" After all, good things don't come easy in life.

After the first three weeks you realize that drill is not all. You are taught the history of the Jamaica College Cadet Force. You are also taught the proper way to address a N.C.O. (Non-Commissioned Officer) and officers. After some time of training Sergeant Townsend hands in a report (unknown to the recruits) saying whether you are ready for the recruits' test, which if you pass, will make you a cadet. Recruits are all informed of this test a week beforehand, and during that week you, the recruit, are in for some serious practice.

Eventually the big day arrives and you are either excitedly expectant (if you have studied) or terribly nervous (if you haven't). This, however, is the first and easiest test given to a cadet. Nevertheless, often the happiest moment in a recruits life is to see his name published in the J.C.C.F. orders from the J.C.C.F. Headquarters. This means that this recruit has passed his Recruits' Test and has now advanced to the rank of Cadet. In addition to this promotion the new cadet is now

entitled to his full cadet uniform, which includes his boots and beret.

You, new cadet, have made your first big step in cadet life: you are now qualified to begin basic training. At this time you meet the adult Company Quarter Master, Sergeant (AD/CQMS) Bryan H.A. He is the one responsible for your training to the basic standard. Here you have to be on your P's and Q's as bad behaviour is not tolerated. Under the expert direction of our only drum Major McCoy C., some of the young cadets are instructed in the playing of drums and the blowing of bugles, this being an integral part of cadet life. The best constitute the No. 1 Drum Corps.

In basic training, the cadet has to satisfy the examiner that he is sufficiently practiced in drill; that he knows his map reading, weaponry and field craft, so as to be able to serve his country well in the future. If he is successful he is given a half-star to wear over the left pocket of his uniform. He is also issued with yet another uniform.

At this point the young cadet has the pleasure of meeting the "Ghastly Trio" from H.Q. You, the new cadet, now have the opportunity to attend the annual camps, and to participate in the Exchange Programmes abroad. In addition the normal cricket and football matches are played when their respective seasons come around.

Then, at long last the most important test in Cadet life approaches. This is the proficiency test. The name is self-explanatory. The test itself and the actual training of the unit is the direct responsibility of Company Sergeant Major (C.S.M.) S. E. Saunders. The training for this test is rigorous in the extreme as the cadet by now is experienced enough. Here advanced map reading, drill, weapon training and section leading are the main subjects learnt and practised.

The proficiency test is always carried out under the supervision of army personnel from the Jamaica Defence Force, as is the basic, sometimes. If you as a cadet are successful in this test you can then be regarded as an "old soldier". During all this time the training of the unit is being constantly watched and assisted by the unit's commanding officer Captain R.E. Allen B.E.M.

As soon as you have passed basic you are considered for possible promotion through the ranks, from Lance-Corporal (L/Cpl), then to Sergeant (Sgt), Company Quarter Master Sergeant (CQMS) is next, then there is Company Sergeant Major (C.S.M.). Promotion through the ranks will take quite some as stiff competition will always be present.

This is definitely the life for those who like to dare the impossible, and who will eventually conquer, it in the end. It is a life which involves learning the virtues honesty, integrity and of course, discipline. Cadet life is also full of fun, adventure and excitement.

I must end by saying that as a cadet myself I can honestly say I have lost nothing by joining the force, but what I have gained is undoubtedly invaluable. The choice of a way of life for yourself, is of course, entirely up to you.

El Commodore.

EARTH'S RIGHTFUL RULER

In 1927 Marcus Garvey, having been deported from the United States, returned to his homeland, Jamaica, where he began preaching his doctrine of Black racial pride. In the eyes of most Jamaicans, Garvey was looked upon as a prophet and his constant message to the people was :

"Look to Africa, when a black king shall be crowned, for the day of deliverance is near." (For the Black man).

In November 1930, Ras Tafari was crowned as Emperor Haile Selassie I, Kings of Kings, Lords of Lords, the conquering Lion of the tribe of Judah. People in Jamaica, then began to consult their Bibles. Could this be the King of whom Garvey had spoken? (Rev.5:1-5).

During the 1930's Italy invaded Ethiopia. Not knowing of this attack, His Majesty's armies were not prepared and thus the Emperor had to go into exile. After incessant talking, Britain became instrumental in helping to drive out the Italians and in restoring peace to the country. With the Emperor's return to Ethiopia, Revelation 19:19 was fulfilled.

All this resulted in the dawning of a new religion in Jamaica. The doctrine which stated that Ras Tafari (known to the world as Emperor Haile Selassie I of Ethiopia) is the Living God, was developed by several persons independently. However, Mr. Leonard P. Howell is genuinely regarded as being the first to preach the divinity of Ras Tafari in Kingston. People remembering what Garvey had said, lent a willing ear to the doctrines preached by Howell and others. Under the influence of these believers, Rastafarians⁷ recognised Haile Selassie as the one true and living God.

In May 1940 Howell purchased Pinnacle* on behalf of the Society in America, for the branch in Jamaica. Here, along with himself, over five hundred members of the Rastafarian cult lived. They did not pay rent, but like brethren lived freely in unity and cultivated the large property.

In 1954 however, the police raided the settlement, after receiving information that ganja was grown there on a large scale.

From the earliest days many Rastafarian brethren wore beards and allowed their hair to grow naturally, in direct accordance with the scriptures. Numbers 6 gives in detail what should be fulfilled by a Nazarite, who was similar to a Rastafari. In Kingston around 1947 "Dread Locks" first appeared; then after the raid of Pinnacle the number of "Dread Locks" increased.

As time progressed the Rastafarians encountered a great deal of difficulty with the Babylons (Police), for as we all know Rastafarians praise and esteem ganja, and thus provide easy targets for these raids. Because of this, a deep hatred (until this present day) developed between Rastafarians and Babylons. Whenever the Babylons arrested a Rastafari, the Brother's pride and dignity were taken from him by the shaving of his beard and "Dread Locks".

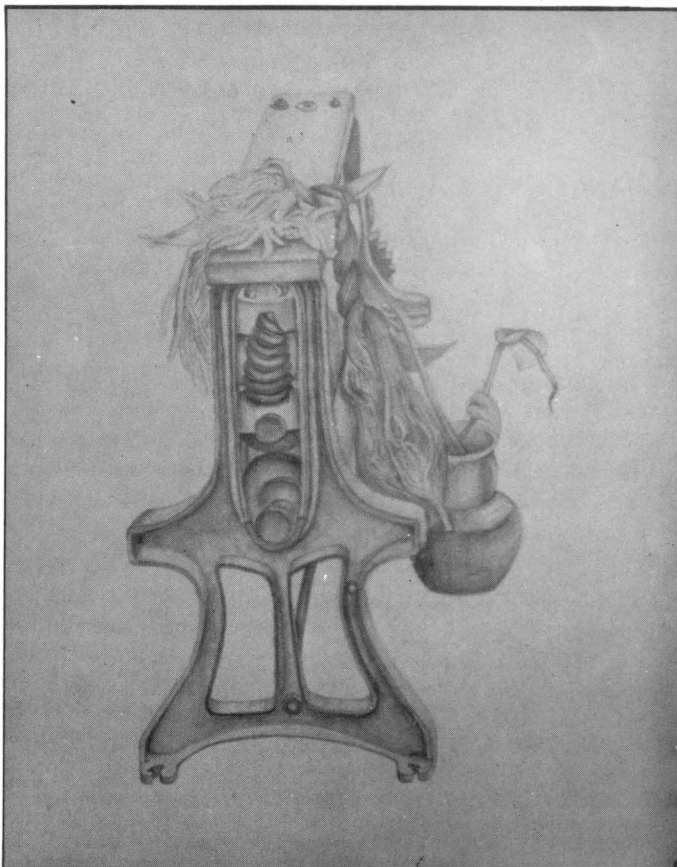
Many organizations, fortunately, have been established to better the Rastafarians so that in time, all brethren pure and clean shall go to Ethiopia, Land of our Forefathers.

ANDREW CHIN
Form 5C

* An old sugar estate near Sligoville.



J. ALLEN - 6A



M. ASHENHEIM

TWO LITTLE BOYS

(Abiodun Oyewole - Last Poets)

Have you seen the skinny little boy
That chases the white ghost at night?
Face puffed up/tracks in his arm and his mind blown
His momma somewhere drinking
And talking about survival
Pop's in jail or downtown at the Y.
The little boy chases the white ghost with his friend
And they get HIGH/and they get HIGH
Like cloud nine
Where everything is fine

Have you seen two little boys running past you
With a lady's purse?
They stole a black woman's purse
The other day
Yesterday/today/tomorrow
Face puffed up
Tracks in their arm
Eyes popping out of their skulls
And their minds blown
And they get HIGH/and they get HIGH
Talkin' 'bout trippin'/talkin' 'bout flyin'
Talkin' 'bout getting HIGH/gettin' HIGH

Have you seen two little boys sitting in Sylvia's
Stuffing chicken and cornbread down their tasteless mouths?
Trying to revive a dying heart
Shrinking lungs and wasted minds
Have you seen the sickness of our people?

And all the while we parade around
In robes of our ancestors
And wisdoms of the universe
And all the while there are children dying
Chasing the white ghost
Whitey is dying and his ghost is killing us

Oh beautiful black minds
Create, create the world for children to play with life
And not with death
Oh beautiful black brothers and sisters
Come together and create life
Come together and create love
Come together and create, create
Come together and create, create

"Political or economic independence that is not grounded on a psychologically independent people is utterly meaningless."

"The ends one serve that are selfish will take one no further than oneself; but the ends that one serves that are for all, in common, will take one even into Eternity."



S. BRYAN - 5C

MI AMIGO

Mi amigo se llama Pablo
Pablo vive en Kingston,
zona ocho.
Tiene dos gatos y cinco peces
Su casa es negra
y amarillenta,
y es muy grande
Pablo tiene once anos.
Tiene muchos cabellos negros,
Tiene mucho dinero.
Pablo esta muerto
Ayer.

BRYAN EDWARDS
2A

In the fight for complete liberation the oppressed people rely first of all on their own struggle and then, and only then, on international assistance. The people who have triumphed in their own revolution should help those still struggling for liberation. This is our internationalist duty.

Changes in society are due chiefly to the development of the internal contradictions in society, that is, the contradiction between the productive forces and the relations of production, the contradiction between classes and the contradiction between the old and the new; it is the development of these contradictions that pushes society forward and gives the impetus for the supersession of the old society by the new.

END OF THE ROAD

There was nothing special or important about 21 Shady Lane. The premises were occupied by a wooden house evidently in need of repair. The Smiths, a quiet and religious people, lived here. The family consisted of Mr. and Mrs. Uton Smith, Robert the eldest child, next Samuel, and lastly Donna the youngest child and only girl. Mrs. Smith was a very devoted mother and often sacrificed her last cent in order that her children could receive a proper education.

Robert made use of his opportunity to go to school, had now finished school and was working with one of the big insurance companies in Kingston. He earned a reasonable salary, which helped maintain the family.

Donna had passed five subjects in the J.S.C. examinations and entered for five more subjects in the G'C'E' 'O' level exams. Her ambition was to become a nurse and so she was working hard at her school lessons in order to attain her desired occupation.

Samuel had failed all his 'O' level subjects and had attached himself to a group of idle boys who called themselves the "Spengs". Sammy, as his friends called him, went around with his shirt buttoned up to his neck, one side of the shirt out of his pants, and one side in. He wore a pair of dark glasses a "mafia" and would "screw up his face" (twist his face as if in agony) when looked at.

He committed theft, and he and his friend were no doubt responsible for various criminal offences carried out in the area recently. He stayed out late at nights. His parents spent sleepless nights, fretting and worrying about their son. His mother constantly warned him about his way of life, but her efforts proved fruitless....

Acting on a hot tip, the police went down to a certain bank in town and cordoned off the immediate area. A blue Cortina pulled to a stop beside the bank not long afterwards. It was about 2 o'clock in the morning. Five men alighted from the car, each one holding a revolver. One of the men carried a tool box while another remained at the steering wheel. In a minute a sudden crash and the splintering of glass broke the stillness of the night air. The men had broken in.

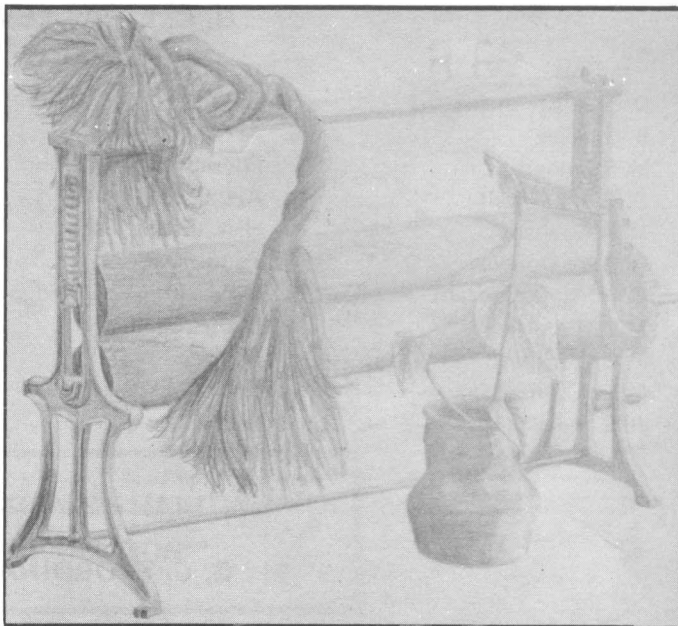
The alert police who had been waiting in ambush, accosted the men and ordered them to come out unarmed with their hands up. Instantaneously the silence was again broken, this time by a barrage of gunfire. Glass splintered. Loud screams of pain and agony rent the air. Bodies thudded to the ground and on the floor. One man broke and ran to the parked Cortina and desperately drove off, hotly pursued by a patrol car.

Long afterwards, when everything cooled down the wounded and dead were taken from the scene of the showdown to the KPH. The list of casualties read, three policemen killed and two wounded, and two bank robbers dead and one seriously wounded.

At 21 Shady Lane the telephone rang. The sleepy-eyed Smiths were dumbstruck by the message they received. Samuel was lying critically wounded from gunshots in the KPH. Quickly Robert drove the family to the hospital in his car. The family rushed to Samuel's bedside. He was barely conscious. Mrs. Smith commenced her religious council, but

Samuel was in great pain as he had three bullet wounds in his chest. His family could now foresee the inevitable. Sammy turned to face the corner of the room. With tears in his eyes he whispered faintly, "forgive me mama and all of you," then breathed his last. His poor mother wept bitterly, her major concern had met his end.

D. BURROWES
Form 5C

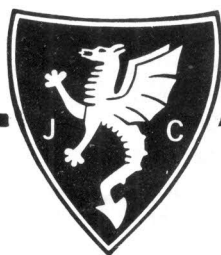


J. R. MIDDLETON 6B

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