

Ann — Banke

# Trinity College



25<sup>th</sup>

## Anniversary Magazine



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*is invited to attend the Opening of*

*Trinity College*

*by*

*Countess Mountbatten of Burma. C.I., G.B.E., D.C.V.O.*

*at 4.15 p.m., on Friday, 17th January, 1958*

*The Bishop will say prayers.*

*The Hon. The Minister of Education will speak.*

Visitor : The Right Reverend The Lord Bishop of Trinidad.  
Chairman of Governors : The Very Reverend The Dean of Trinidad.  
Headmaster : Peter Helps, Esq., M.A. (Oxon.)

Entrance : Melbourne Street.

R. S. V. P.  
The Headmaster,  
Trinity College,  
c/o The Deanery,  
Port-of-Spain.

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Trinity College  
Silver Jubilee Magazine  
1958-1983





# CONTENTS

Editorial .....	5
Foreword .....	7
A Brief History of Trinity College .....	8
The Early Years .....	11
<i>Of Stink Bugs in the Big Tree</i> <i>The Major and Melbourne</i>	
A Message from Peter Helps .....	21
Messages from the Church .....	22
Moka Years .....	28
<i>Remembering</i> <i>Trinity College — A Personal View</i>	
Messages from the Old Boys .....	42
PHOTOGRAPHS:	
First Forms .....	18
Second Forms .....	19
Third Forms .....	25
Fourth Forms .....	26
Fifth Forms .....	36
Sixth Forms .....	38
Staff .....	40



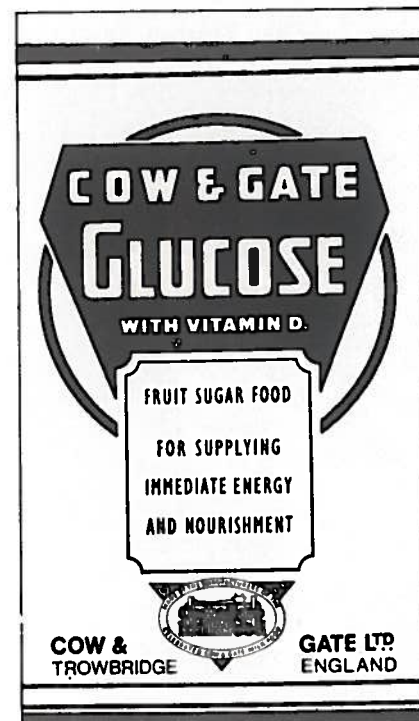
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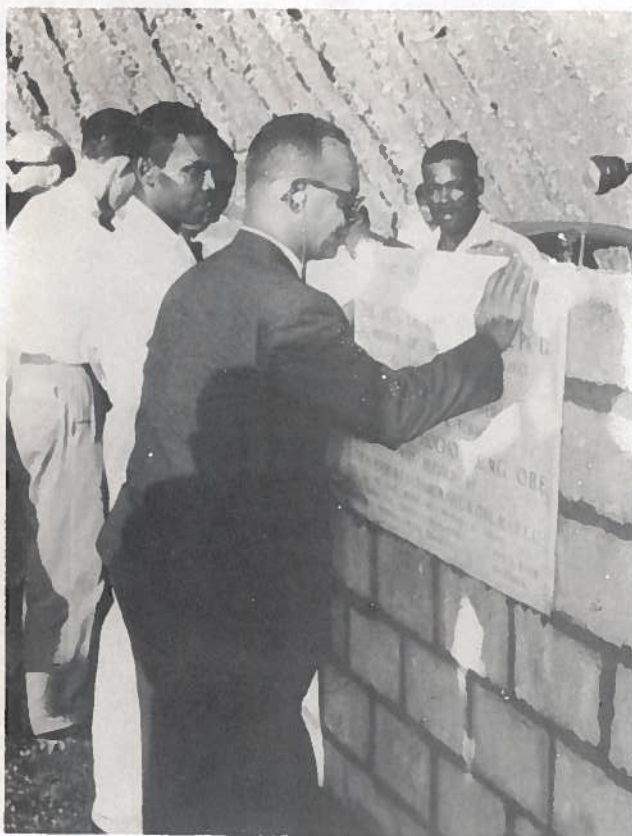
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The late Dr. Eric Williams laying the foundation stone.

Top right. Staff and students at Melbourne Street. ►

Grantly Adams and Dean Vaughan, foreground.



## ACKNOWLEDGEMENTS

The publication of a magazine of this type is not possible without help from many quarters. The editorial committee would like to take this opportunity to thank those who assisted us:

**Miss Hassanali** and **Mr. Lochan**, members of staff, without whose ideas, guidance and determined efforts, we would not have been able to produce this effort;

**Mr. Brown** and **Mr. Viarruel** who gave of their time to photograph the forms and staff on more than one occasion;

**Mr. Nicholls**, who supported the project and wrote the foreword;

**The John S. Donaldson Technical Institute** and **IBM Corporation** without whose invaluable expertise in areas of printing this effort would not have been realised;

**Mr. Claverie**, our art teacher, for his contribution to the lay-out and production of the magazine and the cover design.

The contribution of the **The Lighthouse** is truly appreciated:

*Special Thanks to: The Staff of S.M. Publications, G. Gomes, I. Blackman, Bishop Anstey High School; I. Christopher and last but not least, the Old Boys' Assoc*

Last, but by no means least, to you who have patronised the magazine, we invite you to read and comment and to look for our next major publication, commemorating the 30th anniversary of this institution.

## EDITORIAL COMMITTEE:

Editors:	C. Williams, P. Christopher, R. Boopsingh
Layout:	P. Christopher
Production:	P. Christopher
Co-ordinators:	R. M. Boopsingh, P. Christopher

Christopher and Boopsingh at work. Inset: C. B. Williams





## EDITORIAL

*"They who provide much wealth for their children, but neglect to improve them with virtue, do like those who feed their horses high, but never train them to the manage."*

Socrates' statement bears relevance to a disturbingly large proportion of youth of Trinidad's contemporary society. In simplistic terms, the responsibility for the physical well-being as well as moral development of youth is that of the parent(s) whilst that of intellectual development falls mainly within the jurisdiction of teachers as part of the educational system.

In my limited seven-year experience at Trinity College, I have noticed a disturbing change in the whole psyche of the new college student. The students enter the first form displaying a level of indiscipline that would have been unthinkable in my time. A lengthy discussion could be launched attempting to explore all the contributory factors to this trend. Careful analysis, however, I believe would reveal a noticeable trend towards the abdication of the serious parental responsibility of the moral education of the young individual, and the corresponding transfer of that obligation to the teacher who forms part of the overall educational framework.

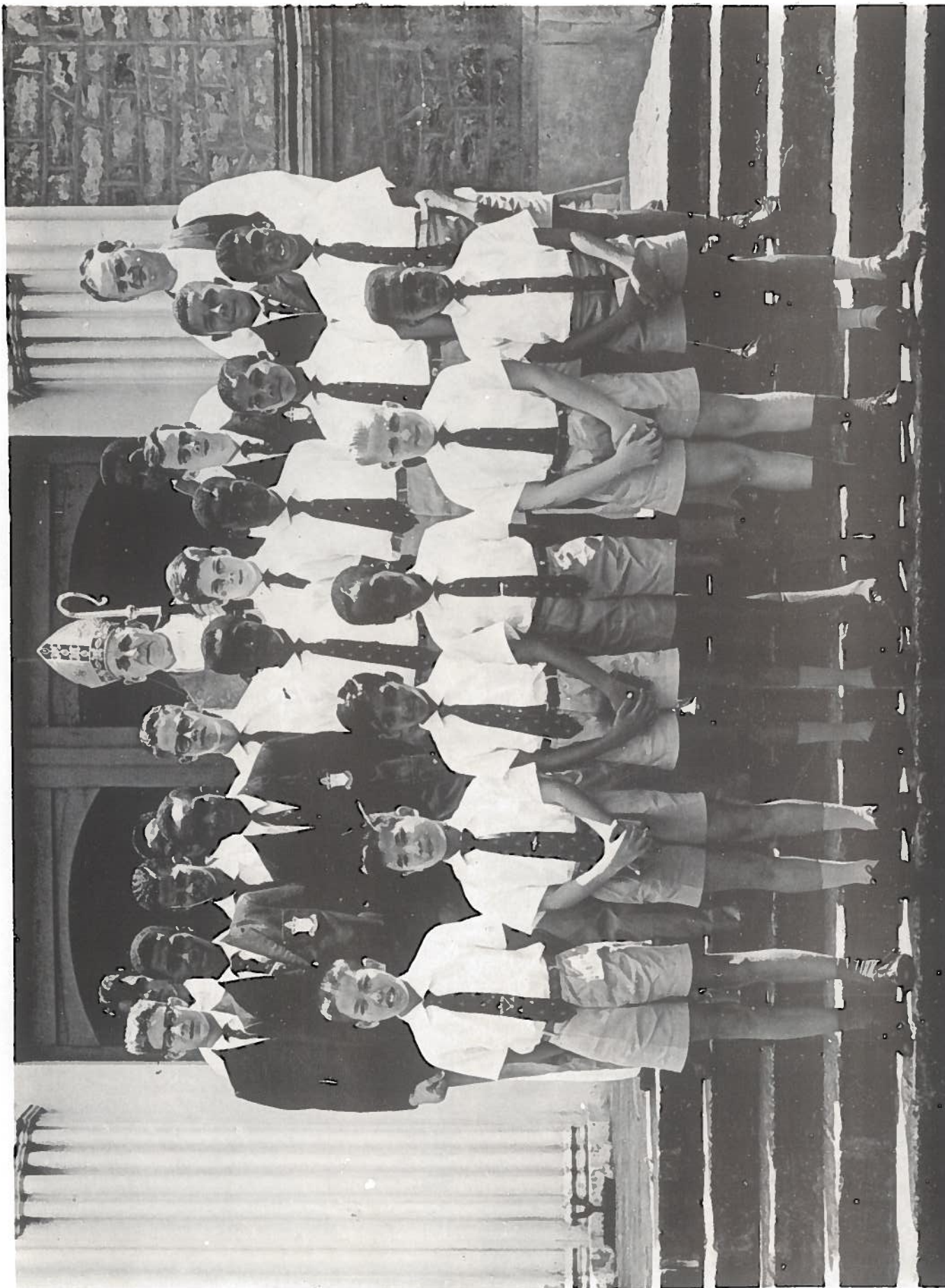
What is worthy of mention at this point is the advent of the era of television as an entertainment medium and its consequent effect in time previously spent in leisure time reading and the resultant intellectual enlightenment. The proficiency of the written and spoken expression displayed by the new college student has suffered. So that a number of factors militate against the development of a sense of motivation from the home with which the college student hitherto found himself armed. It is in this particular area that the school finds itself having to play an additional role.

The success of an exercise of such a responsibility would depend on the pride felt by the student to be students of the particular school. Are teachers inspiring? Is the school's academic and athletic/sporting record worthy of praise and recognition? Are the subjects taught interesting? Can I achieve success here either academically and/or in the field and have such success recognised and rewarded at school and at home? Are there extra-curricular activities both sporting and non-sporting in which I have an avid interest? These are all questions which at some time may have occupied and continue to occupy the thoughts of the student. Is the present situation at school such that favourable response is likely? Can this situation as it exists be improved? These questions deal with the central issue of motivation of the young individual to want to become an intelligent being of wholesome character able to fend for himself/herself in the work environment with the benefits of good secondary school education as insurance for success in such an important endeavour. How is the education system and Trinity College in particular fulfilling its new demanding role? Well . . .

*"Take care to be an economist in prosperity; there is no fear of you not being one in adversity."* — Zimmerman.

COURTENAY WILLIAMS  
(Editor)









## FOREWORD

Twenty-five years ago the founders of Trinity College sought to establish a school “to produce leaders in Church and State, Industry, Commerce and the Professions for Trinidad and the West Indies.” Today Trinity College is well on the way towards fulfilling these objectives. We are still the smallest public secondary with a sixth form in the country. Our most senior Old Boys have not yet reached the age of forty.

However, over the years we have more than held our own. We are heartened by the performance of students of Trinity College – those still at school, those who are at the University and other institutions of learning both here and overseas, and those who have qualified and are making their mark in the various walks of life. We look forward with confidence to the next twenty-five years.

*C. NICHOLLS, M.A. (Cantab)*  
*Principal*

# A Brief History Of Trinity College

The early history of Trinity College could be superficially covered in a diary of events.

- \* January 17, 1958      The college is officially opened by the Countess Mountbatten of Burma.
- \* January 22, 1958      Sixty-four boys begin classes at Melbourne Street. Peter Helps, Esq. M.A. is principal.
- \* January . . . 1959      The government provides financial assistance to the school which at the time charged fees at the rate of \$16. per term.
- \* November . . . 1962      The college enters forty-eight students in the GCE for the first time in its history.
- \* January . . . 1963      The school forms its first sixth form.
- \* December . . . 1966      —Trinity joins Bishop Anstey High School for their first joint carol service at Trinity Cathedral.
- \* August . . . 1967      Adrian Chatfield is the first Trinity student to win a National Scholarship.
- \* September . . . 1967      The college moves to Moka, Maraval, the present site of the college.
- \* November . . . 1967      The first canteen opens on college premises.
- \* August . . . 1968      Peter Fung wins the Jerningham Silver Medal.
- \* May . . . 1969      P. Helps retires and Courtney S. Nicholls, M.A. becomes principal. The government completely takes over payment of staff salaries.

This listing, however, does not answer the “whys” and “whos” and the countless other questions that have moulded Trinity College into what it is today.

Trinity College opened its doors in an era when the church played a major role in education. At the time, the Anglican Church viewed very seriously the heavy demand for Anglican education. As such, the Cathedral of the Holy Trinity, Port of Spain, led by Dean Vaughn, proposed and later sponsored in part the opening of the college as their first secondary school for boys.

Facilities were limited as one student, Paul Faggenbaum remembers: “. . . temporary classrooms were erected and when there were more classes than classrooms, each form was given one half day a week. At Melbourne and Duke Streets there were no playing fields, yet each class had a games period and all students had to make the long trek to the Queen’s Park Savannah.” It was because of these conditions that the church decided to remove the college to Maraval.

In 1959 the *Guardian* wrote: “Trinity College . . . is to be removed to a new site. The first buildings are to be erected on a 20-acre site donated by M.W.G. Gordon at Moka Estate, Maraval. The estimated cost of the new buildings is \$320,000. Seven years and \$660,000. later, the *Express* wrote of a “Dream College for Trinity Students.” In reality, however, the dream fell very short of the dream that the Board of Directors and architect, Colin Laird had put together. The five-storey building with board facilities and the chapel on the plateau above was financially impossible.

But despite this and many other shortfalls, for a college that has peaked at 470 students, Trinity’s students have performed creditably in sport, academically and in many other endeavors.

## PERIOD PIECE

A generation is the period between the time when a town tears down a historic landmark and the time when it has a fund-raising drive to build an authentic reproduction of it.

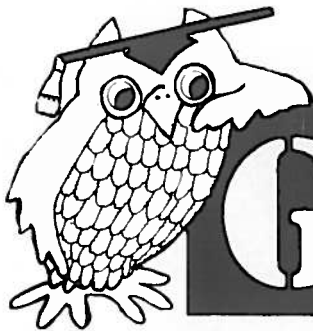
*Reader’s Digest*



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# The Early Ye

David Murray →  
1st LWI  
Scholarship  
winner of  
Trinity College 1967  
Now  
Oregon Ome





# rs (1957-1967)



*The early years. In a very real sense, the years at Melbourne Street were the years during which Trinity left its first indelible impressions. These were difficult times, facilities were short, money was short, and above all, space was limited. Paul Faggenbaum, a student from 1959 to 1965 remembers times when because of limited classroom space a half day was given every week so as to accommodate students.*

*Although the college faced many problems in its beginnings, the character of its principal, Peter Helps, rose to the challenge. In Faggenbaum's words, "Peter Helps was determined to place Trinity College on the map of Trinidad and Tobago. In order to achieve this he demanded extremely high standards of work, dress and courtesy from all students, and above all he taught that obstacles were to be overcome and not an excuse for failure." Most people remember Peter Helps as a stern disciplinarian; one thing is for sure, no one was anxious to test the temper of the ex-British soldier.*

*Paul Faggenbaum writes:*

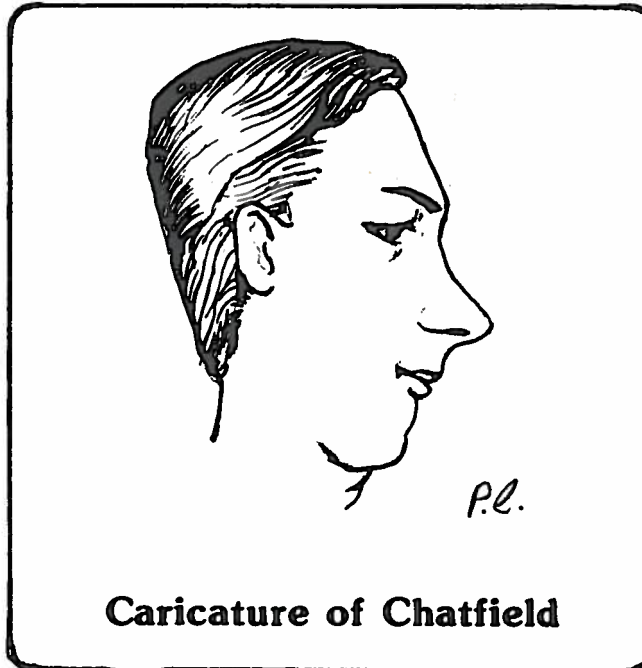
*"It was not long before Trinity College was making its presence felt in both the academic and sporting arenas. In 1962 the first group of students sat their senior Cambridge examinations and John Richards, John Chang and Ken Cornwallis were performing with distinction. One year later Bruce Seales won Trinity College its first house scholarship and a couple years later Adrian Chatfield its first island scholarship. In the sporting arena Gideon Clement (football, cricket and tennis), Edgar Gassaway (football and cricket), Geoffrey Clarke (chess), Donald and Brian Nothnagel (tennis), Brian Edghill and David Kerry (cycling) were establishing Trinity's reputation in sports."*

Students relaxing in Victoria Square.

# "..of stink bugs in the big tree."

Adrian Chatfield

I came to Trinity in the in-between days; I was neither one of the pioneers who remembered the days of the first school with a founder's pride, nor one of the brave-new-worldly ones of Moka. Yet for me Melbourne Street will always have very fond and very vivid memories, memories of "PH," of stink bugs in the big tree, of illicit bridge games and of revising for A' Levels in Victoria Square, surrounded by yet more stink bugs and a variety of human fauna. We read *Cicero* and a *Manual of Modern Spanish* while the gay life (*sic*) of the city passed us by, played chess or just "limed" and wished the future away.



Caricature of Chatfield

It was in April 1964 that I arrived back in Trinidad and was unceremoniously walked into Form 4A one morning by Peter Stevens, who happened to be passing PH's office at the time. A seat was granted me behind Salandy and beside Barton, who took me under his wing and earned for us the reputation of being gay at a time when I didn't even know what one of them was! It was a whole new world and a whole new language; after seven years of speaking Portuguese and hearing only the English of my parents, an interpreter was a necessity at first. My first visit to the barber nearly ended in complete embarrassment when I walked into the salon, asked where the barber was, and had to be told three times before I finally understood that he had gone to relieve himself. I could really have been taken for a ride, and it is to the credit of the then Form 4 that they

neither demolished me by their advantage nor ignored me completely. I do recall being the butt of a number which I expect are unprintable here but if the editor asks, I could supply them with an example.

The newness of the whole experience stood good stead with my O' Level English, for I was able to see the strange world of Trinity to advantage in the examination. I recall now that the essay was a string of anaphora from my new life. PH was always a good source; I think that we got on very well. He always felt that his interest in sport amounted to a case of high treason. I thought that he was most unjust. Besides, facing Baggy football up at the Savannah was enough to turn my heart over than mine. Latin was another bone of contention. For him, it was a sheer waste of time. I think he could have known better, but looking back on it, I rather wonder if he might not have chosen to do A' Level Latin had he been so strongly opposed to it. I wonder nowadays about the inordinate number of Trinity boys who went into the army or the police force or NJAC had so much to do with PH's experience in the Eighth Army Montgomery in North Africa. Maybe the psychology could enlighten me on that. It is true to say that most of the past students seem to have made some mark, a strong mark, one way or another, and PH never let the life out of us — he didn't try to.

*Lee Johnson in a moment of aberration read 'whore' as 'war', and Hugh Spicer collapsed.*

Memories are haphazard and the strangest ones. I never had the doubtful privilege, but I still remember with awe with which I at least regarded Hugh Spicer who wielded the twin bamboo canes. Has he renewed the cane then? In those days the punishment seemed to come often for smoking in the toilets — tobacco, not marijuana only struck so far as I remember in the days after I had left. I recall too the delightful eccentricity of so many of the teachers — Mr. Webborn in his white and his insistence that for a single Spanish syllable the tongue had to be rolled twice and for a "rr" five times more, no less. Physics' Mr. Cows who always got with chalk in the lab because he made such a fuss and threw the board duster back at the suspect. His atrocious, his temper worse. History's Bingham named "Ismo fusch" (I am not quite sure of the stylised spelling) because of the interminable isms and drawn maps with which he bombarded the sixth history class. And finally — I hope he forgives me — the astonishing revelation that Hugh Spicer laugh on the day in lower sixth when we were reading Austen, I believe. Lee Johnson in a moment of aberration read "whore" as "war," and Hugh Spicer collapsed. Human after all.



# The Major and Melbourne Street

Trinity College was opened in modest quarters at Melbourne Street in Port of Spain in September 1958. It occupied roughly half the land space that was previously utilised by the neighbouring Richmond Street E.C. Primary School. It was felt at that time, that there was an urgent need to have an Anglican Boys' College in Port of Spain, to complement the Bishop Anstey High School for girls and to help alleviate the dire need for more secondary school places for the numerous post-war babies booming to age in increasing numbers. That year marked the end of the College Exhibition era, when the grand total of 448 Exhibitions were awarded. Henceforth the new Nationalist Party Government elected in 1956 was destined to provide more and more school places for the children of the masses.

The man chosen for the job of charting the destiny of the new College in its infancy, was Peter Helps, English ex-patriate, former soldier and colonial administrator with a degree in history. The character, customs and traditions established in the new college were a mixture of Anglicanism and the personality, vision and experiences of Peter Helps. All the students who attended in the nine years between 1958 and 1967 owe some facet of their character and outlook to this first headmaster, "Marble Head," as he was called affectionately or derisively, by favourites and malcontents alike.

From the outset, it was stressed that schooling at Trinity College was meant to bestow a liberal education, and equally important if not more so to develop character. Character meant manliness, and manliness was akin to being a soldier. Trinity was a new command post for the ex-British Major.

Church services were held at the beginning and the end of terms. They were compulsory for all Anglicans. Students of other creeds or religious persuasions were excused attendance, provided that their parents wrote requesting their exclusion. Despite this provision a few Muslims and Hindus attended regularly. Imran Halim, a Muslim and a college prefect, occasionally read the selected lesson for the service. Church services were grand pageants, ceremonial affairs, closely resembling military parades. Assembly and roll call before the start of the service took place form by form. Inspection and entry had a distinct military air, rows of boys in green blazers with golden crests on their breast coat pockets, white shirts with green and gold ties and sharply pressed grey dull trousers and glittering black shoes stepping in procession in rows of two into the church. Entry was made in hierarchical order, the Principal "Major," the staff member in charge of the assembly, followed by the other members of staff, college prefects, house prefects and forms in that order. The



lessons chosen for each service were read by a member of staff and/or prefects.

Regularity and punctuality were stressed. Absences had to be accompanied by a letter from the parent and wherever and whenever merited by a doctor's certificate in addition. In the morning and after the lunch break, a warning whistle was blown, followed by a final whistle, and the main gates were closed thereafter. Latecomers' names were taken down by a prefect, stationed at the gate, and penalties followed. For a first offence, a warning was issued, for a second, half an hour detention, a third, one hour; a fourth, no games period, and for a fifth consecutive offence, a caning on the Wednesday following the date of the "sentence."

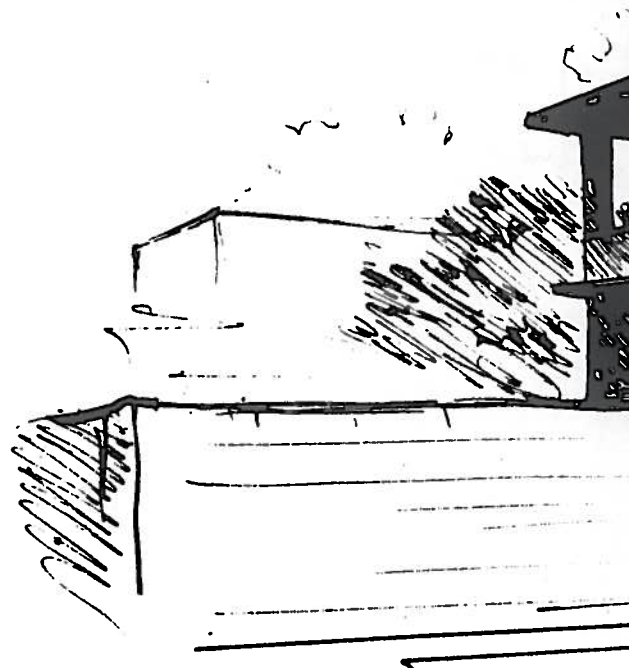
Discipline also consisted of observing the following customs. Entry by the front gate was restricted to staff, prefects, parents and other visitors. Classrooms were out of bounds during the lunch break. Gesticulating and waving or motioning with the hands when speaking to staff or anyone in authority was also forbidden. An erect stance with arms firmly held at the sides or behind the back was the preferred position. Corridors and stairways had to be kept clear and all boys except prefects had to remain stationary on the stairways when staff walked past. Rudeness or insolence voiced to staff or anyone in authority was "taboo."

In the beginning the college was divided into two houses — Rawle and Anstey; later as it grew in numbers, Gordon and School were added. Inter-house rivalry was encouraged in sport and games and throughout the year, there were many inter-house competitions in various areas. In sports, gamesmanship or sporting behaviour was idealised as a virtue. The sportsman, it was stressed, should stretch himself to the utmost to win, but cheating, resentment, unfair practices or other forms of unsportsmanlike behaviour were frowned upon. Boxing was encouraged and Gentle Daniel was retained to train all who were interested. Hostilities between boys had to be settled in the ring with gloves, with victor and vanquished shaking hands at the end to signal an end to their feud. Despite this custom there were many fistic encounters that were settled outside the officially approved method with bare hands, but with the same outcome. Some of the longest and best fights that I can recall were these unofficial fights. Jeffers or "Tex" as he was known versus "Bunbi" Lewis was one of these marathon battles. They fought for three hours in the schoolyard at Melbourne Street after staff had left. They fought to a literal standstill, until neither could raise a hand. Then they glared at each other, hugged one another and shook hands. Then they were led stumbling away by their respective backers to the pipes to wash away the dirt, blood and grime of their epic battle. Kirk and Goddard was also a classic, the very tall, gangling and angular Goddard versus the short, stocky and increasingly skilful Kirk. It was this fight which brought home to me the full realisation of the value of boxing in self-defence. Many fights of the present era were shaped in this school, among whom distinguished if not most successful is Khafra Duguma Kambo, formerly Dave Darbeau.

As the years passed, the buildings were gradually expanded. Two new wings were added to the original two-storeyed building and finally a long metal shed that housed the laboratory and one classroom. The physical changes became necessary on a phased basis, as more forms were

added to the initial two forms of the first year. They were matched with a gradual expansion of school institutions and activities. Some activities like sports were no longer possible within the confines of the smaller and smaller schoolyard space. Some activities like dinners and fundraising dances in which the students participated as waiters, earning themselves much-needed pocket money, became necessary to keep pace with the demand for more and more facilities. From as early as 1961, the dream of Moka began to take shape, followed by fund-raising activities and leading up to the laying of the foundation stone and culminating in the beginning of actual construction.

Sports as well as the pursuit of academic excellence, the twin pillars of total development, espoused in the liberal concept of education, were fostered and encouraged. The individual, the form, the house and the school level. The first sportsday was held in the yard at Melbourne Street. Later in search of sporting grounds all the students and staff joined in cleaning a lot of land on lower Wrights Road of stones and other debris to prepare it for sports. This project did not materialise, however, and the Queen's Park Savannah was used at large, until finally grounds were obtained not far from the hollows for football and cricket. From very early the College engaged in sports and games first at a junior level and gradually as its students aged at intermediate and senior levels with other schools, institutions and colleges. Games were played against the Abbots School, the orphanage, QRC and the other traditional colleges existing in that era. Although the College did not compete at Inter-col level, it produced players who would have been outstanding at national level, and in fact some





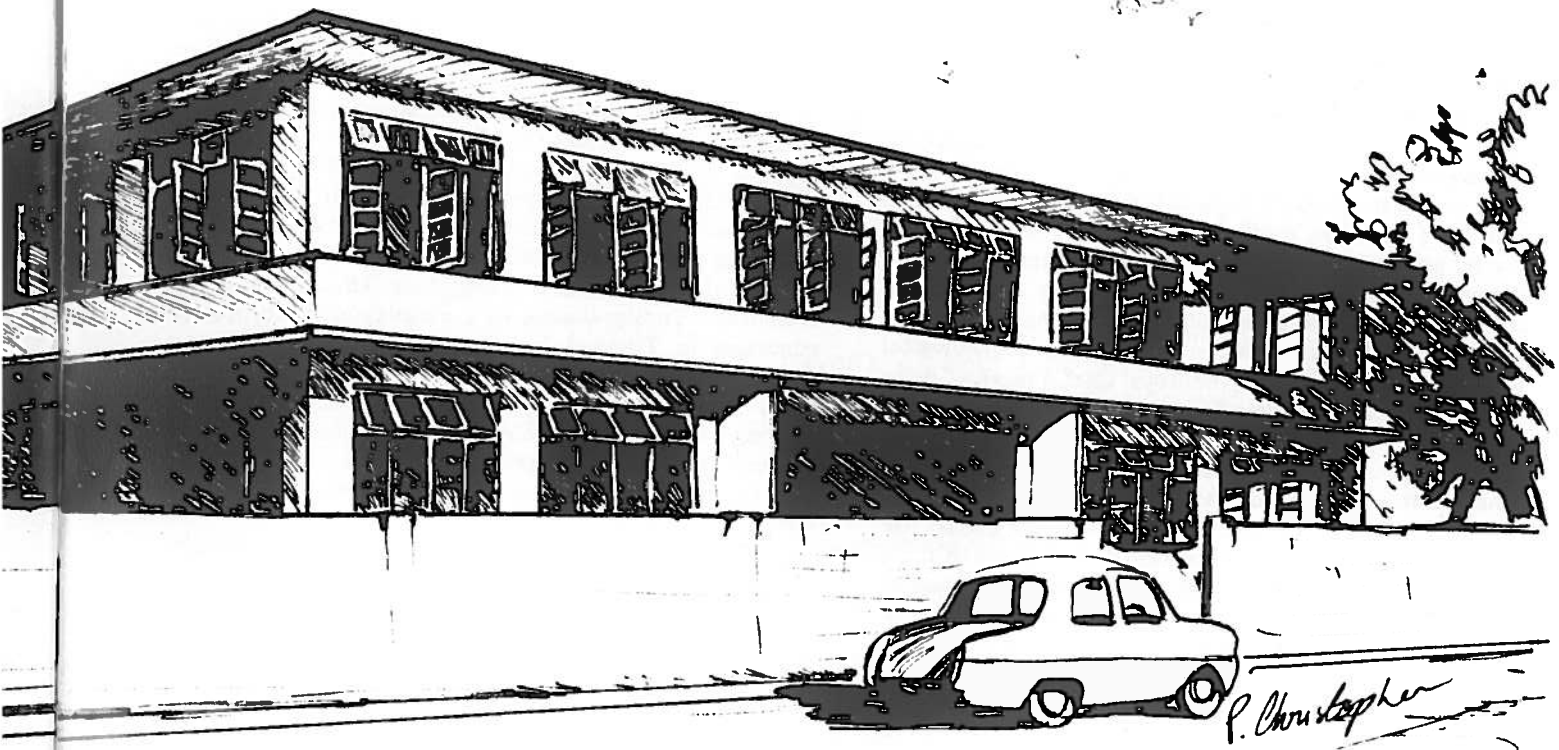
players did earn selection in sports such as football and cricket and the game of chess. A few of its memorable sportsmen of that era are Edgar Garraway, now a Public Health Inspector, its first football captain, I.G. Gomez or "Shorty" as he was known, Norris "Sputnik" Campbell, "Berry" or Beresford Hunte, Lloyd Gerald, and indefatigable all-round sportsman and sporting personality Gideon Clement or "Flaci Pomme" as he was called. Its boxing champions included people like Lidgiesie "Headmaster" Oliver, now Lidj Yasu Omowale, Edme "Tex" Jeffers, Dave Darbeau, now Khafra Kambo, Ivor Brown and Kirk. Its chess champions included people like Clarke and Chen.

The staff also expanded and changed as the years slipped by. In the beginning it consisted of many European ex-patriates from England, Wales and Ireland. Apart from the headmaster, "English," there was Mr. Hammond, second-in-command, Maths teacher and gamesmaster, Mr. Pierce and his wife; Mr. Owen, "Irish," and his wife. During its second year, the first Trinidadian joined the staff, Mr. Spicer, who taught Spanish, English literature and English language. He is remembered for his wry humour and his Oriental composure. He was followed by the first Afro-Caribbean woman, Miss Charlene Ogle. Most of the boys had a crush on Miss Ogle, and certainly for some she shaped their earliest image of their "ideal woman." To many she imparted their fledgling mastery of formal English, if not Latin.

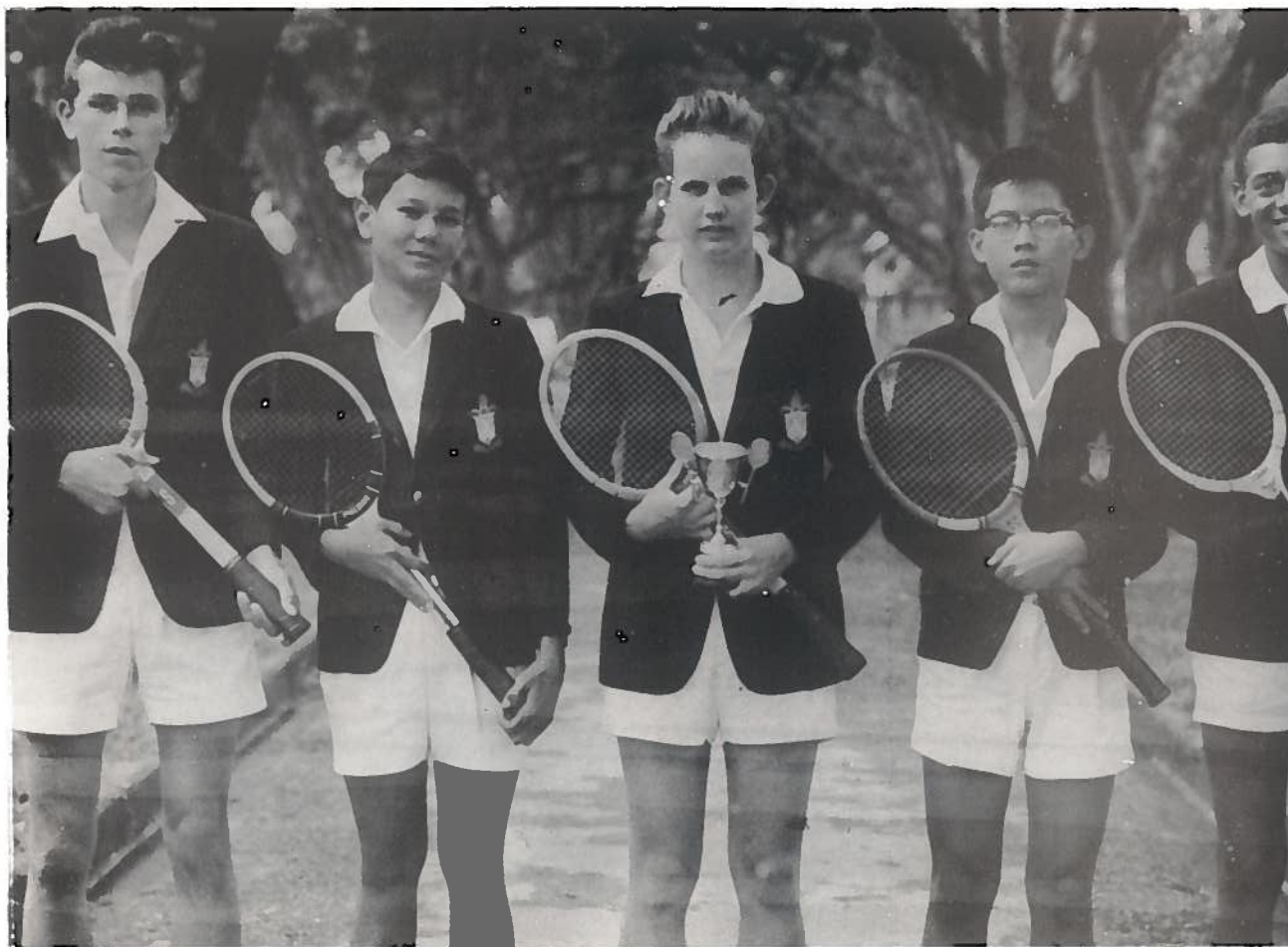
There were also numerous extra-curricular activities to ensure all-round development. "P.H." saw himself engaged in the business of educating the prospective leaders of the post-colonial world. Sometimes, while teaching



Cricket in the Savannah.



The College at Melbourne Street.



Tennis players in Victoria S

history, those who were intuitive enough caught flashes of his insight, in his occasional ramblings. He had served in a tank division against Rommel in North Africa during World War II. Later he had served as an administrator in Ghana in the role of District Commissioner. He had been both a soldier and administrator of Colonialism and Empire. However, in the early sixties, he sensed the death of an era, the rapid eclipse of the British Empire. He predicted on several occasions the inevitability of the "black backlash" as he called it, in the colonial world, then in the rapid process of obtaining political independence. His job, as he saw it, was to prepare the leaders of the emerging world. "Discipline, fairplay and manliness" was his personal motto. I recall, I was caned once for smoking cigarettes in the Savannah. On an occasion that had the psychological undertones of a hanging at the Royal Gaol, I received three miserable strokes administered by an obviously embarrassed and flustered "Marble Head." He always commented afterwards on the manliness I displayed, the stoicism with which punishment was accepted. This no doubt helped to shorten the time in which I was demoted from a house prefect. He was used to snooping around on tiptoes sometimes to catch forms at an unguarded moment so that he could discover what was taking place. However, he discouraged news-carrying. If a boy was caught doing something and he attempted to clear himself by snitching and implicating his accomplices, his punishment was increased. His revelations were not acted upon; he was held up to ridicule and he was held in low esteem by "P.H."

Fraternisation at the Senior School level was engaged with Bishop Anstey High School. This led to the formation of groups such as S.P.I.C. Debating and speaking contests were also organised. Our first newspaper, *La Verite*, with Lidj as its first editor was published. The paper did not last long, however, as its nascent editorial committee were too prone to reporting the news in an unvarnished manner. This shocked the British set and sought to undermine the systemised authorisation system. After its adamant editor and committee refused to retract one particular, it ceased publication.

The years 1958–1967 can be called the pioneer years or the foundation building phase. These infant years established Trinity College as a meaningful institution of education in Trinidad and Tobago for all times. Changes will be made and have to be made. However, stress on total development and character building with emphasis on discipline, fairplay and manliness should be jealously preserved, fostered and enshrined for all time. This approach and these values can well serve all future generations.

If my son, Lidj Yasu Chaka Omowale can come from Trinity College 1982–?, what I got in essence 1958–1965, I will be most adamant in my desire for my future grandsons to be educated at Trinity College.

By LIDJ YASU OMOWALE  
formerly LIDGIESVE OLIVER (student, 1958)





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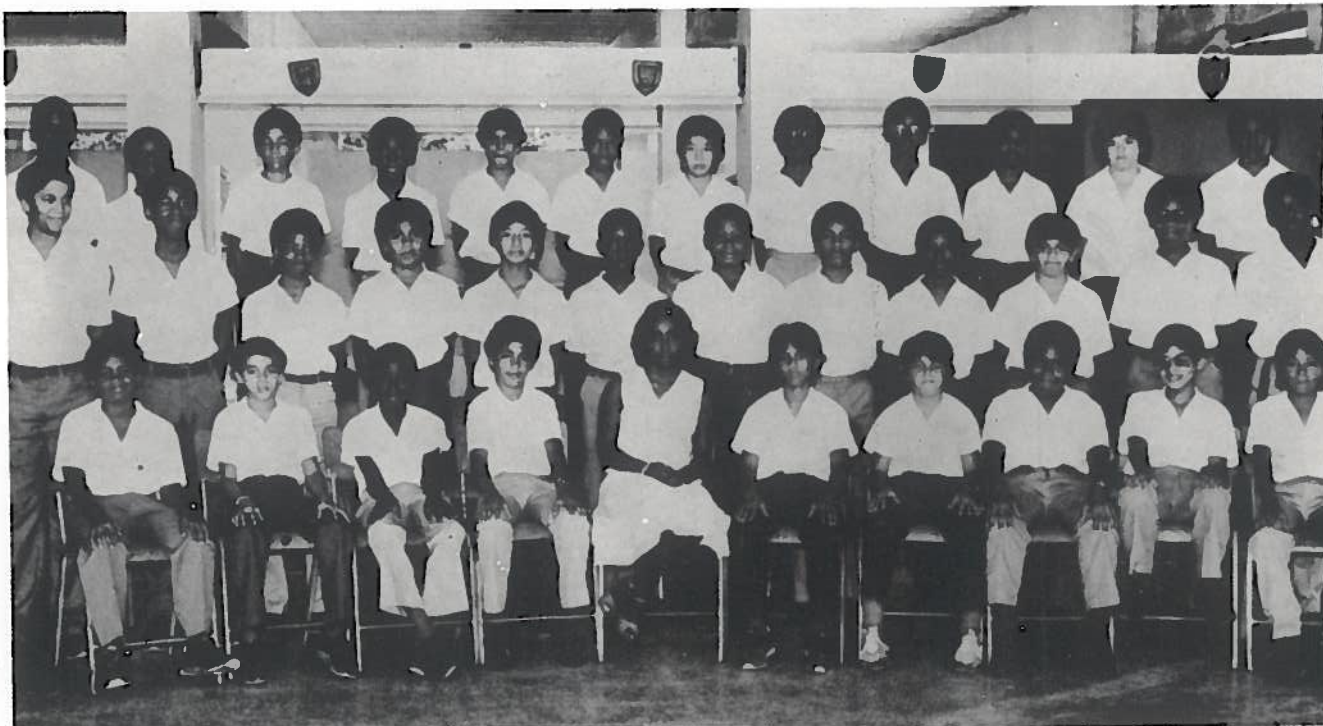
Keep on brushing your teeth with Colgate Dental Cream. It's most effective against cavities.

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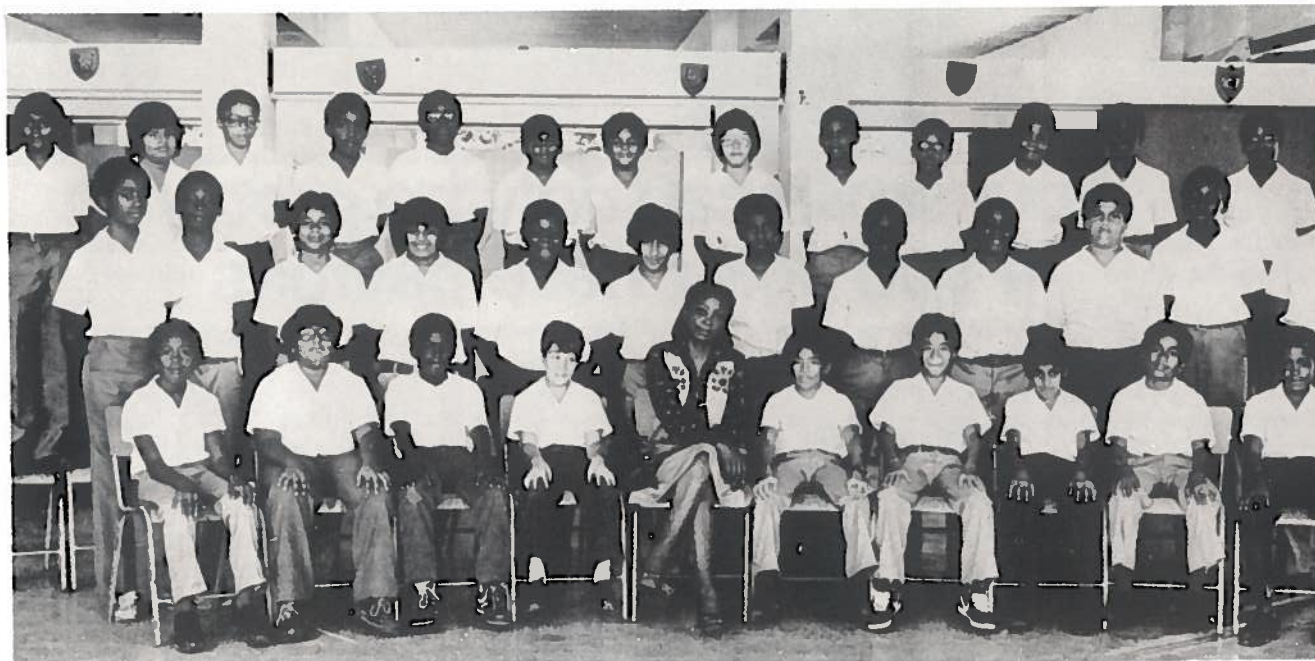
\*Monofluorophosphate

**it's most effective against cavities**



**FORM 1L (left to right)**

Back row: Seebaran, Prescott, Heath, Lopez, Roodal, Thomas, Woo, Thomas, Parker, Mahabir, Sheppard, Sa  
 Middle row: Legall, Rouse, Questel, Edwin, Belmonte, Noray, Boucaud, Lewis, Blandin, Maharaj, Des Vignes, A  
 Front row: Griffith, Ifill, Serrette, De Sousa, Miss D. Cherrie (form teacher), Seow, Parillon, Cumberbatch, P  
 Duncan.  
 Absent: Mc Phee, Webb, Gittens.



**FORM 1R (left to right)**

Back row: Gookool, Pillai, Morris, O'Mowale, Samuel, Sarkar, Canterbury, Lee Wo, Hinds, Crawford, R  
 Winchester, Will  
 Middle row: La Foucade, Baptiste, Lee Yee, Maraj, Edwards, Lok Jack, Thomas, Burke, Dalrymple, Patrick, W  
 Gonsalves.  
 Front row: Molino, Antar, Riley, Jackman, Mrs. S. McAlpin (form teacher), Lopez, Chin Cheong, Bailey, Go  
 Gomez.





FORM 2L (left to right)

Back row: Messiah, Hunte, Choy Lee, Daniel, Glasgow, D'ade, Canning, St. George, Hosein, Butcher, Bishop, Mackie, Goddard, See Wai.

Middle row: Ng Fan, Lowden-Blaber, Thomas, Skinner, Williams, Hamilton, Morris, Alexander, Rudder, Gabriel, Commissiong, Rocke, Founillier.

Front row: Small, Belgrave, Ammon, Francois, Sardinha, Alleyne, Wong Chong, Yeo, Turpin, Miss J. White (form teacher).

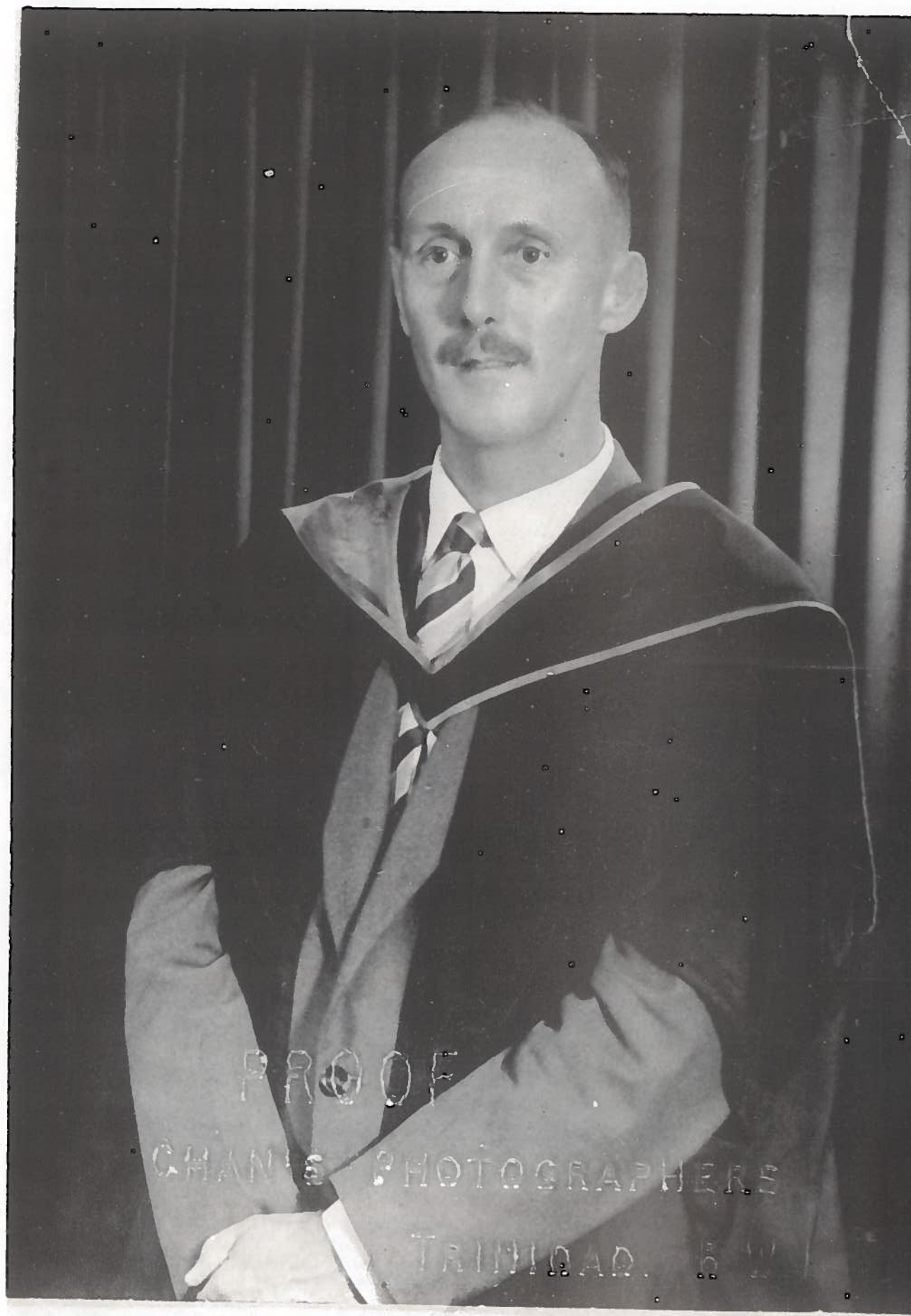


FORM 2R (left to right)

Back row: O'Conner, Lyons, Gillmore, Thomas, Huggins, Huggins, Pyke, Rampersad, Viarruel, Morgan, Chee Ying, Salandy, Thomas.

Middle row: Charles, O'Sullivan, Barrow, Carr, Pyle-Williams, Graham, Lopez, Zephyrine, Edwin, Questel.

Front row: Marquis, Durham, Garcia, Ifill, Mr. K. Vincent-Brown (form master), Sifontes, Andrews, Corriea, Scott, London.



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CHANCE PHOTOGRAPHER  
TRINIDAD, B. W.



## MESSAGE FROM MR. PETER HELPS, FIRST HEADMASTER

Twenty-five years ago with feelings of trepidation and excitement I sailed through the Dragon's Mouth and so to Trinidad and the most worthwhile and happy years of my life. Awaiting me were curates of the cathedral and Ken Kassim of the vestry; all to be good friends and counsellors during those early years. What a challenge to be invited to participate in the creation of a college which was to be the Anglican community's contribution to the new nation. This was the vision of Dean Vaughan and the Cathedral vestry supported by Bishop Noel Chamberlain.

Naming names is invidious but certain names do spring to mind from among those who carried a fair proportion of the burden. On the governing body there was Sir Errol dos Santos, H. Hudson Phillips, John Bayne, Louis Blanche Fraser and the ever enthusiastic Ken Galt. On the staff side there was Alec Hammond who served with the college from its opening day and remained for seven years; my right hand support Hugh Spicer who visited the college seeking a place for his younger brother as a pupil but ended up on the staff himself; Charlene Ogle who was allowed in temporarily until a male teacher of English could be found but has been irreplaceable ever since. The first intake of boys provided something special for the college. It was their response to the challenge which created a reputation and tradition which laid the foundations of Trinity's later successes. So many names with young faces spring to my mind: Imram Hallim, "Peanuts" Garraway, John Richards and Johnny Chang. The support from parents in general and the Parents' Committee in particular was one of the most heartening aspects of those formative years. The hours of spare time given so willingly to the raising of essential funds, culminating in the annual Family Open Day, bring to mind supporters such as Sarah Stollmeyer and Linda Wallace to mention but two among many.

It was in the early days of Melbourne Street where, under incredibly difficult conditions, the college took root and flourished with an amazing "family feeling" which sprang from our small numbers and proximity in which we worked. The promised land of Moka so often seemed an unattainable vision but step by step it was achieved. Never will I forget the sense of excitement and anticipation with which I lent over the parapet of the new college and watched, for the first time, the boys in grey and white wending their way up the hill to the new buildings. The financial support of the government was of course a vital factor in our success and for this we have to thank the late Dr. Eric Williams for his interest and support. I remember with gratitude his several visits to us when the work was in progress at Moka and his honouring the college by performing the opening ceremony of the new buildings.

Now that the Silver Jubilee approaches I am grateful for the opportunity to send a message of congratulations for the past and good wishes for the future. Of the problems and successes of the college in recent years I know little. However, from what I have heard it would appear that the pioneers laid a good foundation on which their successors have been able to build and develop with success in accordance with the needs of the times.

In the early years there were some "doubters" but they have been confounded. My congratulations to all those who have contributed to the successes of the first twenty-five years and all good wishes to current and future members as they reach out to the challenge and excitement of the future.

*Dorton House  
Aylesbury  
Bucks*

*P. H.  
Christmas 1982*

# A message from the bishop of Trinidad & Tobago

As we look back over the 25 years since Trinity College was founded, we recall that it was the "brain child" of the Dean of the Holy Trinity Cathedral, the Very Rev. Benjamin N.Y. Vaughan, M.A., now Bishop of Swansea & Brecon. His thrust was in response to the ever-present need for further education especially amongst the youngsters in Trinidad & Tobago, who in time would be the adults of tomorrow.

The College has undergone many changes in its short history, but it has proved itself in all fields of endeavour, thus laying the ground-work for a tradition that will mature in the years ahead.

Education for the '80s is far from being either a simple or straightforward matter. The society of today is under stresses and strains, and any programme in the field of education requires constant review and updating.

But there is an unchanging ingredient required in the education of our youth is to contribute to the stability and growth of the society. That ingredient is *character-formation*.

Regrettably, character-formation is no longer an equal partner in achieving success in examinations or in the field of sport. Yet the drive towards learning, or the acquisition of skills without a deep sense of moral and spiritual values, produces in the long run a society of persons committed only to self-interests. Such a society eventually self-destructs.

It is the recognition of this truth that infuses the participation of the church in the field of education. If therefore Trinity College graduates of yesterday, today and tomorrow are indeed directed by this perspective, then we can really rejoice today and move into the future with confidence.

Rev. CLIVE ABDUL

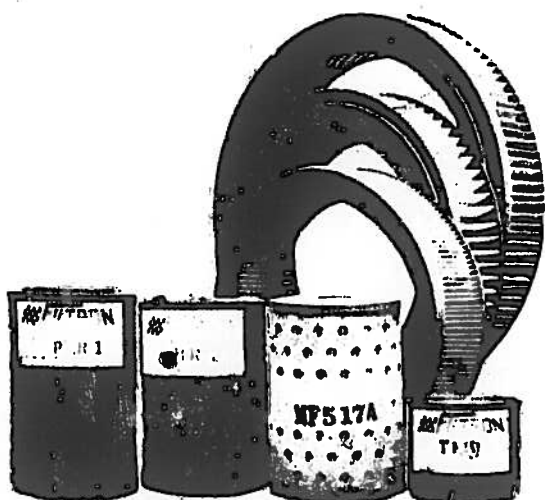


## All Saints' Church

As I write this short congratulatory message I recall with pride the honour of being one of the first students to enter Trinity College the day Trinity opened its doors to education in this country. Twenty-five years on, it is an occasion for much thanksgiving. Trinity was born out of self-sacrifice and it stands as a monument to what can be accomplished through self-sacrifice. As one proud to be a product of Trinity College I offer my heartiest congratulations for 25 years of service.

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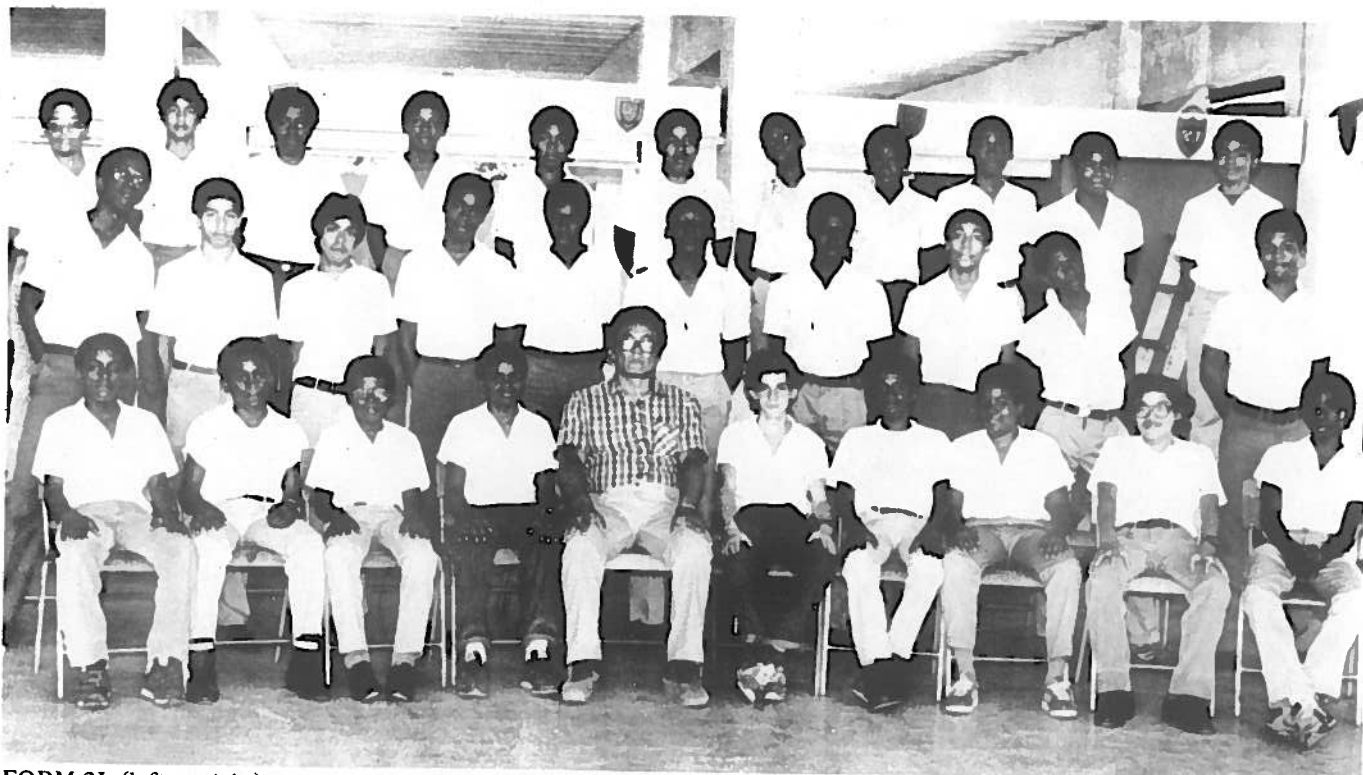
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**FORM 3L (left to right)**

**Back row:** Joseph, Aziz, Alleyne, Gonzales, Hughes, Skinner, Potter, Alexander, Dillon, St. Rose, Harry.  
**Middle row:** Cox, Hernandez, Lee Yee, Wiltshire, Williams, Yeates, Simmons, Morris, Romany, Belgrave.  
**Front row:** Riley, Draper, Morris, Arnold, Mr. R. Tom-Pack (form master), Dawson, Griffith, Solomon, Chin Aleong, Moe.



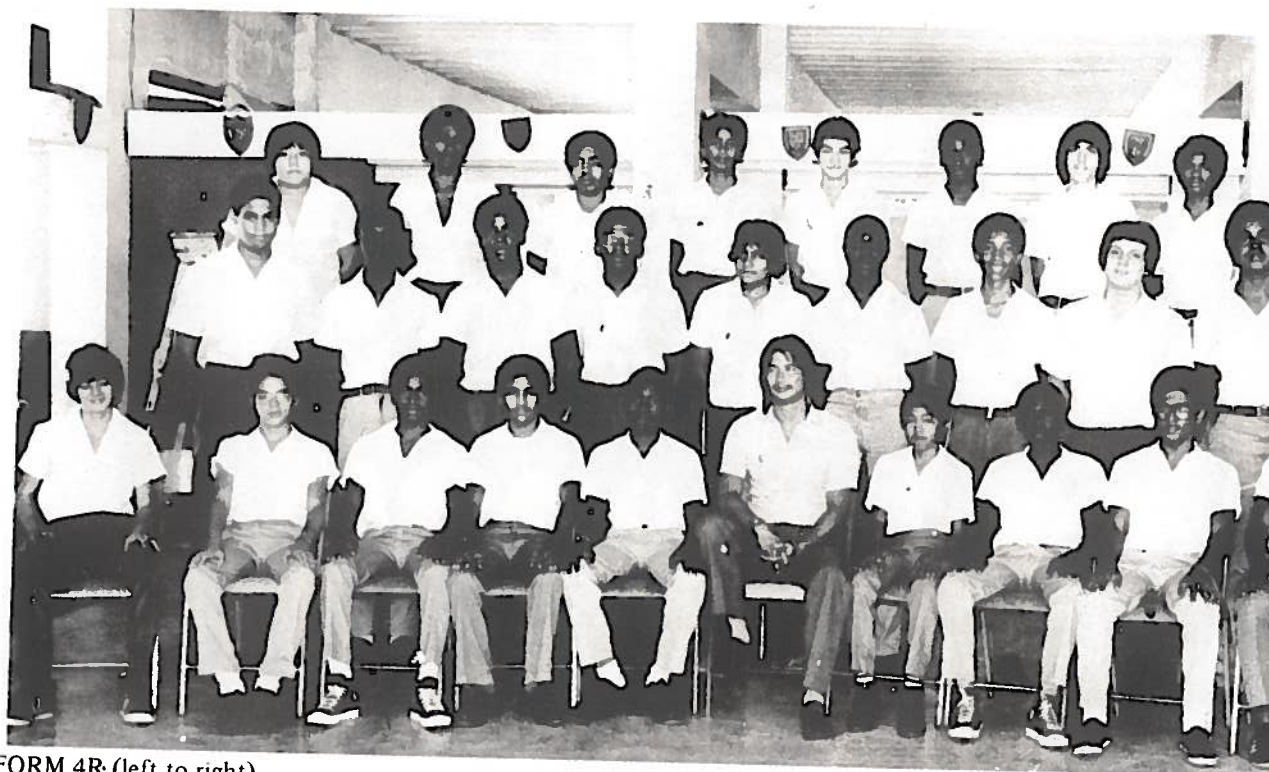
**FORM 3R (left to right)**

**Back row:** Carr, Allen, Chin-Asiong, Campbell, McClean, Dillion, Gordon, King, Wong, Govia, Lambie.  
**Middle row:** Jack, Edwin, Phillips, Alphonse, Mohammed, Spinks, Andrews, Jacob, Moore, Smith, Lue-Affat, Rochard, Robinson.  
**Front row:** Solomon, Rique, Griffith, DeFreitas, Serrette, Millette, Planchard, Cassim.  
**Absent:** Form master, Mr. Belgrave.



**FORM 4L (left to right)**

**Back row:** Hackshaw, Bowen, Carter, Welch, Duncan, Marson, Skeritt, Francisco, Roberts, Nicholas, Atwell.  
**Middle row:** Joseph, Isava, Cambridge, Sandy, Atwell, Tom, Leon, Charles-Harris, Croney, Figueroux, Leonce.  
**Front row:** John, James, Boodoo, Wiltshire, Mrs. J. Richards (form teacher), Gooding, Best, Alexander, Dalton.  
**Absent:** Lake, Francis.



**FORM 4R (left to right)**

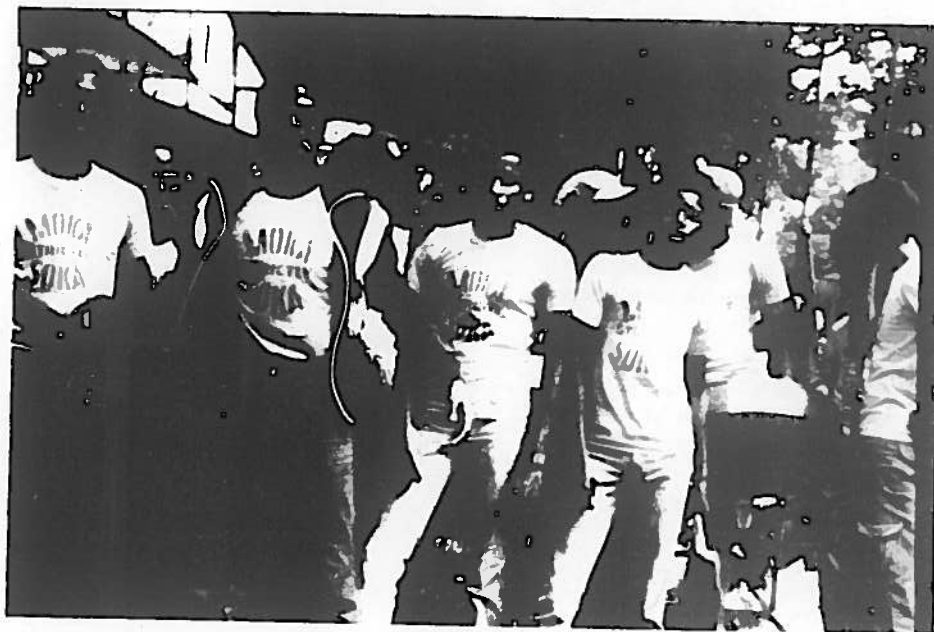
**Front row:** Barclay, Misle, Smith, Chay, Mr. J. Ming Hon (form master), Daniel, De Souza, Edwards, Chan, Gi.  
**Middle row:** Boodoosingh, Barrow, Heath, Davis, Karim, Morris, Smith, Jacobs, Cumberbatch.  
**Back row:** Maundy, Rudder, Wilcox, St. Hilaire, Chapman, Ramsamooj, Major, Mackay, Choy Yuen.  
**Absent:** Ahjee, Grant.





**FORM 4M (left to right)**

Front row: Peru, St. Louis, Gomez, Mr. S. Lochan (form master), Edwards, Smith, Templo.  
 Middle row: LeMessy, Phillips, Julien, Hoyte, Williams, Adams, Lewis, Prescod.  
 Back row: Williams, Williams, Telesford, Noriega, Alexander, Carter, Edwards, Webb, Volney.  
 Absent: Bridgeman.



**STEELBAND**

The College Steelband was started in 1980 under the direction of Mr. Ian Belgrave. The students were trained by an old boy, Mr. Keith Maynard.

We were finalists in the 1981 Schools Steelband Panorama Competition and played in the Diamond Jubilee celebrations of the Bishop Anstey High School.

# The Moka

## MOKA YEARS

*These were exciting times. The college had virtually a valley to itself, two large playing fields just a stone's throw from the college (a vast improvement over the infamous trek between Melbourne Street and the Savannah), and an abundance of characters to make it unforgettable.*

*These years I talk of are most familiar, not to the present student body, but to those who went in and out in the seventies. These were times of the marauding hailers, the petrified victims and the pupilless pants that occasionally graced the flagpole. These were times of the nimble "citrus harvesters," untuning the piano in the geography room, and last moments of the time of tall tales. Hosang, for example, was alleged to have spat over a tree in a "spitting contest." This was the time of student newspapers, like the Buzzer and most recently, the Moka Mako (a scandal paper produced each week on a sheet of copy-book paper, or two). In essence life at Moka was a rich adventure as our editor, C. B. Williams, remembers.*

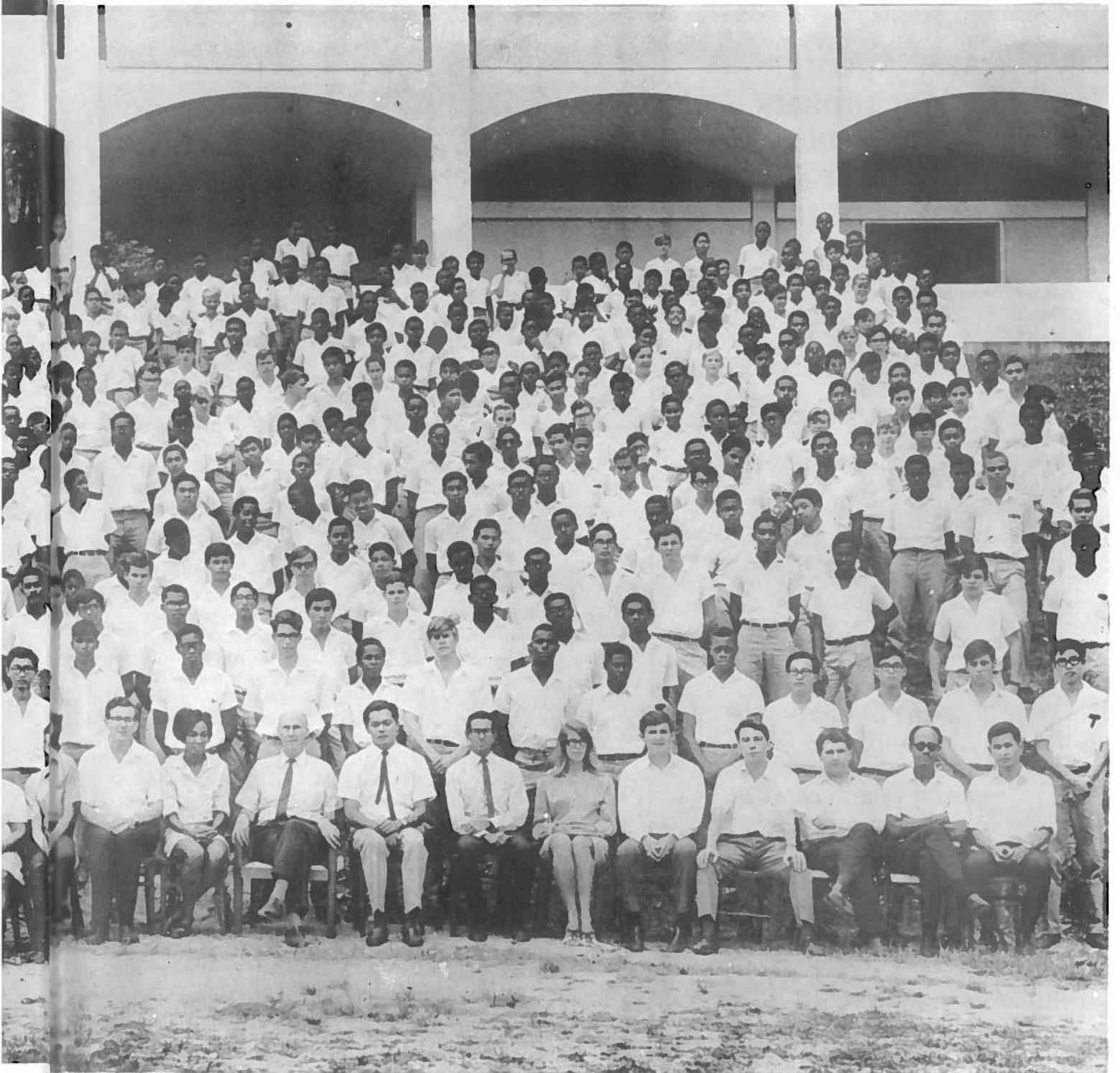
"In my seven years of attendance at Trinity College, I have observed the demise of several traditions that were in vogue in my first years. I am sure that my contemporaries would all remember the days when there were prayer book and shoe inspection, singing, or absence of it, the hailing, the pantsing, the jostling we used to endure at the hands and feet of the grown men that were the pupils of fourth and fifth form. I am sure we would all remember as I remember . . .

"Lining up for house assembly on the second day of the start of the Michaelmas term 1975, looking at each other, clutching our prayer books, harbouring our secret fears of wrong-doing and resulting public embarrassment. The sixth formers in our fearful little minds seemed to be capable of any cynicism. The housemaster made his slow inspection of the form lines, he noted the shine of our black leather shoes and the presence or absence of prayer books, stopping at each apprehensive boy to either grunt a terse reply of approval or observe with extreme disapproval anybody who failed to meet requirements. At the end of the inspection, the unfortunate offenders capable of it were blushing all familiar hues of red whilst those who received favourable treatment were either gazing contentedly at their shiny black shoes or fiddling with the first few pages of their English Hymnals. The subdued chatter of the fourth and fifth formers was the only sound to be heard as they scrutinised their new and vulnerable prey in the first forms, expressing extreme satisfaction at our diminutiveness. The housemaster, flanked by the house prefects, turned dramatically to face the assembly, and uttered





# Years (1967-)



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words which received instantaneous response: talking! With that he directed the first form customary positions in the hall.

"As more and more students filed into the sound of their chatter increased until an observer former whispered hoarsely: 'Shh! . . . ' Talk died and petered out altogether as the principal's became the sole source of sound in the hall. He the assembly as the organist struck up the first of the national anthem. This brought forth an as of chortles, murmurings and cleared throats as valiant souls attempted to do justice to that particular of music. "Well!" I thought to myself, perhaps they feeling too patriotic this morning and would be inclined to make a "joyful sound unto the Lord" learnt subsequently this particular group of being equally unenthused about "bringing to bear any influence upon themselves." I had always participated lusty singing both at church and at my previous Trinity Junior School. Ah well, the particular participation of Trinity College and its students was beginning to leave an impression on me.

The classes filed back to their rooms at dismissal. As we first-formers seated ourselves, I suddenly fell into semi-darkness as the fourth crowded the doorways of the classroom. Our chatter abruptly as we stared in consternation at the face would become an integral and unwelcome part of for some years to come. They surveyed us with total satisfaction on their faces that I observed at houseably. A sadistic smirk crossed three or four of the which made even more lasting and later painful impressions both on mind and body. After a few minutes, they made their slow progress down the corridor. As the murmurings faded away, some valiant rays of streaked into the room from which they were denied. Our spirits on the other hand were not lightened.

"Our despair crystallised as the recess bell rang emerged from the classroom, some of us who turned in the direction of the bathrooms were greeted by the unpleasant sight of the dreaded fourth and fifth formers lined up on either side of the corridor. Some of us were lucky; some were not.

"As we 'matured' and progressed through the hierarchy we came to realise that that routine became less frequent and that when it did happen the usually was a noted trouble maker and was being disciplined. However it could have been interpreted probably was effective where members of the lower were concerned. As my colleagues would undoubtedly attest, discipline in those forms and in the school has a steady decline. Whether it was as a result of the death of the hailing, pantsing, jostling routine or decline in the for the members of the prefect system, deserved and deserved, is worthy of consideration. Perhaps it is more attributable to what might be the increasing discipline of the students that have entered Trinity College within recent years.

"Right now I cannot possibly decide with 'context of my limited seven years' experience. Any am too busy remembering . . . " ■

## TRINITY COLLEGE – A PERSONAL VIEW

Of all the students (past and present) writing in this journal I have probably had the longest stay at Trinity: nine years in all, two as a member of staff and seven as a student.

I came to Trinity College in September, 1969 and was assigned to Gordon House in Form 1R. The first thing that impressed me was the peace and tranquility of the surroundings. At that time there were no houses along the road to the college and we were surrounded by orange orchards on either side, a fact which interested many of my friends. The other thing that impressed me was the size and spacious layout of the college, it seemed like a university when compared to the 'primary school from which I came. On more than one Friday I recall going home hoarse from shouting from one end of the college to friends at the other end. We also seemed rather fortunate to have good bus service despite our relative isolation. There was always an early bus on mornings and evenings and generally the PTSC provided the college with three buses on mornings as well as evenings.

The students of the college were quite different from what they appear to be now. At that time there was no question of disobeying a sixth former and in general prefects commanded as much respect as teachers. Of course, sixth formers conducted themselves with a fair amount of dignity and provided a good example for the lower school to follow. However, it did not take the staff long to tire of us and by the middle of that first year Miss Ogle forcefully informed us that we were the noisiest 1R ever to pass through the school.

Of all the subjects that we studied, general science was the most interesting. Mr. Wellington, our science master, always did his best to ensure that the classes were interesting and, at times, took us on field trips to investigate the flora and fauna of our environment. Our literature classes were also interesting and I can still remember Mrs. McAlpin doing a Red Indian dance in order to illustrate the story of *Hiawatha*.

Of all the teachers, our headmaster, Mr. Nicholls, was the most interesting. He was generally well-liked by all of us despite his apparent fits of temper and we all respected him as a just headmaster. There was no problem, it seemed, that Mr. Nicholls could not solve by suitably adjusting his temper. When the canteen attempted to raise prices the fourth and fifth formers organised a boycott and started to demonstrate outside the canteen. Mr. Nicholls went out to quell the demonstrators. Upon his appearance they started to shout, "Hail! Hail!" But, because he was so well liked by most and feared by the rest not a student raised a finger on him. There was one recurring problem for which Mr. Nicholls had a sure solution. On evenings when the early bus arrived there would always be pushing and tugging to get in, with the younger boys generally having to stay behind. It always amazed me how Mr. Nicholls could stay up at the college and recognise each of the offenders down at the bus line. He would then get into his car and speed down the western side of the college. The sight of the car was always sufficient to cause even the meanest of the bigger boys to get into line and, of course, by the time Mr. Nicholls arrived the line would be as straight as it could possibly be.

In my nine years at the college, I recall being on the wrong side of Mr. Nicholls only once. It occurred towards the end of the first year, during the GCE exams. "Around this time the headmaster became a different person. The slightest thing would upset him and everyone interpreted this as a sign that they should be on their best behaviour. It seemed to us at that time, that he could be at every part of the school at the same time. One game that he expressly forbade was table tennis because the boards were just under the exam. rooms. During our games period two of my friends decided to play. Some of us remembered the rule and I went to tell them. Unseen to me Mr. Nicholls suddenly appeared and predictably enough I was left with the ball and racquet in my hand while my friend at the other end of the board had received the most tremendous of "taps." I was later told by my friends that I was just about to receive one also when Mr. Nicholls noticed that I was wearing glasses. I never liked glasses but that was one day when I loved my glasses."

Time went by and soon we had completed our second year and we had to choose between science and languages for GCE. At that time the choice was made at the end of Form 2. I chose science and was promoted to 3R. It was then that I began to meet the examination staff. The attitude of the staff seemed to have been to allow us to develop at our own pace. No attempt was made to "spoon-feed" us as is the case in some other colleges. This allowed me an opportunity to study on my own, which I grasped

*"Unseen to me Mr. Nicholls suddenly appeared and predictably enough, I was left holding the ball and racquet..."*

"with both hands." During my third year the college had a "Speech Day" but for some reason it was, to my knowledge, the last that the college had. This is unfortunate.

It was during my third year that I developed an undying love of chemistry. To be frank, I must admit that Mr. Ramdial, our chemistry teacher, did less with us as far as the syllabus goes, during the third year than any of the other teachers. But Mr. Ramdial had the unique ability to make a subject come alive and in this respect he accomplished more with us than the others had. Further proof of his ability confronted me when as a member of staff I was assigned to teach the second form general science in 1976. Mr. Ramdial taught them in first form and after the first two months all I could get from them was, "We want Mr. Ramdial." I solved that problem, but more of that later.

During our fourth year the pace of the work began to pick up. Mr. Cowie, our Spanish teacher, also began to put more pressure on us. He would always quarrel with us for not doing our work. A most amusing moment occurred one morning when he was talking to us in Spanish about our hobbies. He asked one of us, Mitchell, what his hobby was and the fellow responded that it was sleeping. Well, if you know Mr. Cowie at all you can imagine his response. He really "flipped his lid." Mr. Cowie was later to confess to me that it was an act enjoyed as much by him as the students





The Thanksgiving Service at Moka.

Finally, we reached fifth form. I recall being very nervous about exams just before school reopened but when I came out to school and intermingled with my friends all such tensions evaporated. We did not have an exam. at the end of the first term in 5R, which I think is unfortunate. Since we are being trained for a final exam. only some six months distant it would seem illogical not to have exams at the end of the first term. In any event most of us did very little work in the last week of that term as we prepared for the annual Carol Service with Bishop Anstey.

The most enjoyable classes in fifth form were Mr. Tom Pack's biology classes. Some of the fellows took a great delight in attempting to unnerve him but he rose to the occasion splendidly, enjoying it as much as we did. Despite this we all did our work and almost everyone passed biology that year. Mr. Tom Pack still says that it was his best fifth form. Generally the results for that 5R were very good. Before entering sixth form, there was talk amongst some of us to the effect that we should go to one or other of the colleges with more prestigious sixth forms,

but we had enjoyed our five years so much at Tr that no one wanted to leave.

Because of the very good O' Level passes the Lower Six classes were rather large. In sixth form we were given far more privileges than before. Some friends and I were made seniors and generally we were down to two years of hard work.

To me science in sixth form was not difficult simply required a good grounding in mathematics and willingness to work on your own. The good grounding in mathematics was well provided by Mr. Martin who taught us Add Maths at O' Level. As a matter of fact because of those Add Maths classes most of us were able to move through sixth form with relative ease. Mr. Martin's method of teaching the Physics course did not meet with the approval of all of us. It seemed that he had missed an understanding of general physics too much to the detriment of exam technique. However, as we began to see the results of his teaching we all gained confidence. By exam time the degree to which we had confi-



*Service of  
Dedication and Blessing  
by The Lord Bishop of Trinidad & Tobago  
The Rt. Rev. William James Hughes, D.D.*

OF

**TRINITY COLLEGE, MOKA**

IN THE PRESENCE OF

**HIS EXCELLENCY, SIR SOLOMON HOCHOY, G.C.M.G.**

ON

**THURSDAY, 16th NOVEMBER, 1967**

at 4.30 p.m.

Please bring this Card with you.

Reserved Seat

him was aptly put by my colleague, Farmer, who said, "If I pass A' Level Physics it will be solely because of Mr. Lockhart." It was not until I got to university that I fully appreciated Mr. Lockhart's methods, especially as regards labs and indeed I got permission from him to come back and deliver a lecture to one of his sixth forms on the importance of lab technique.

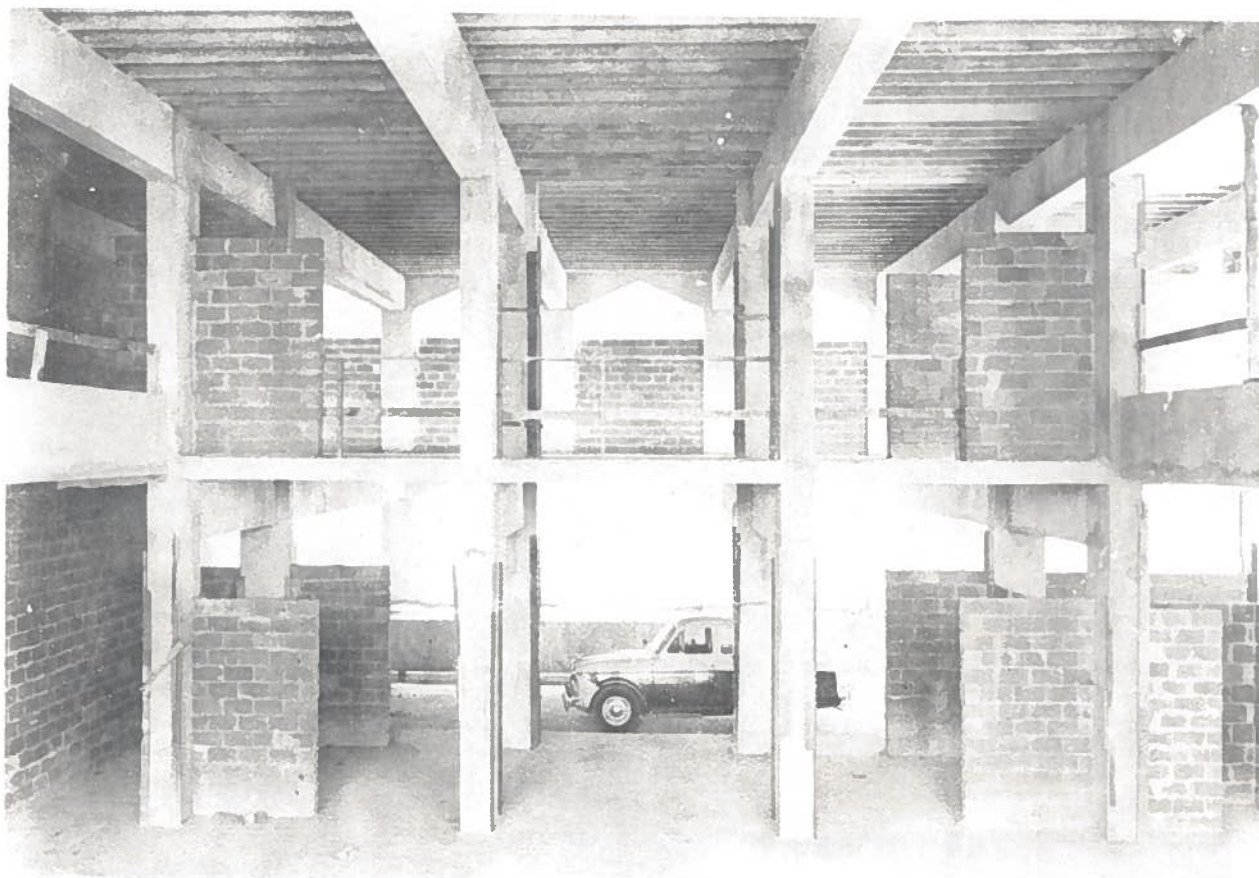
We graduated with our A' Levels in 1976. Very few of us went straight to university; most of us went to work. Out of the science class of twelve, about eight received certificates and of these eight, three later went to UWI. These three were later to graduate with first class honours in science and engineering in 1980. I was one of those who went to work — at Trinity. My love of teaching developed while I was at A' Level. The 4R at that time had no Physics master and I volunteered to teach them during my free periods. They were responsive and that encouraged me greatly.

I taught for one year at the college. It was a most enjoyable year. At first it was difficult to relate to the mem-

bers of staff as they had just three months before been my teachers. But they accepted me quite easily and significantly, no one attempted to push me around and tell me what to do all the time. Rather, I was allowed to show my own initiative and I knew that I could always go to them for support. Both Mr. Ramdial and Mr. Lockhart gave me much advice on how to teach. I solved my problem with the second form referred to earlier, by inviting Mr. Ramdial to teach them a few times and attending the class myself to see how he did it. The second form itself was very bright, a fact that was always an encouragement to me and they responded well thereafter.

In addition to the second form I was assigned to teach third form general science and fourth form Physics. In addition I had one period per week to teach fifth form chemistry. The only students from whom I encountered resistance were those in the fourth and fifth forms that I did not teach. However, with advice from Mr. Nicholls and other teachers I was able to control them.





The third form proved to be the greatest test of what few abilities I had developed as a teacher, at that time. They were quite unresponsive. No matter what I did I could not get through. 3L was worse than 3R in that they were always quiet, they just never did anything. I quarrelled with them greatly in those days. But now I realise that I was annoyed not with them but, rather, at my inability to get through. There were many times when I just wanted to give up on them.

I left in 1977 and returned in 1980 having received a degree in Mathematics and Chemistry from UWI. I was assigned to teach A' and O' Level Chemistry. This time I had no problem fitting in and the only difference was that this time the weak classes did not dismay me as before. I was able to change my methods to suit these classes.

The Upper Six worked well during that year and reaped the results of their hard work in June 1981. Six out of ten of them obtained passes, which was quite good when you consider that they had only one year to do the whole course. They did not have a teacher for most of their previous year in sixth form. That Upper Six chemistry class contained some of the most responsible students of the

entire college.

Finally, I left Trinity College in September 1981 to again further my studies. In closing I should like to thank the members of staff of the college for the help that they gave me firstly as teachers and then as friends and colleagues. I have spent what so far has been the happiest years of my life at Trinity College with the most enjoyable being that last year. Further, I think a word of praise should be said about that small group of dedicated sixth formers headed by Courtenay Williams and Robert Boopsingh who have taken the task of getting this magazine out upon themselves. Admittedly I was very disappointed in the present Upper Six when I presented them with a draft teaching scheme for O' Level chemistry in order for them to make suggestions and not one of them even bothered to read it. However, with people like Boopsingh and Williams there, it is my hope that the present sixth form may yet make a lasting contribution to the growth of a really great college, our college, Trinity College!

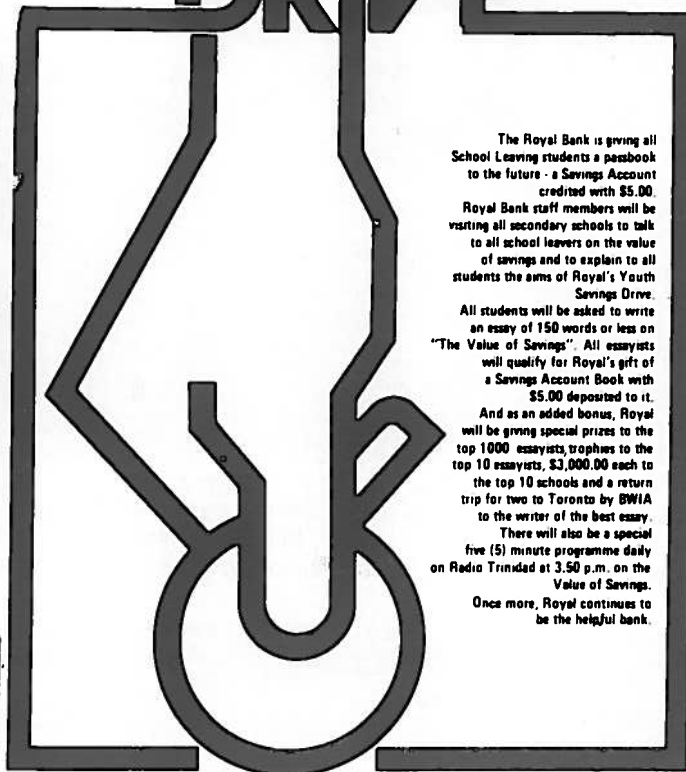
*TERRENCE SEEMUNGAL*





Sir. Errol Dos Santos.

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**FORM 5L (left to right)**

**Back row:** Gilbert, Gamory, John, Lewis, Jordan, Copland, St. John, Marciano, Cook, Chung, Rawlins, Pyle-William  
**Middle row:** Mc Clean, Kassie, Pillai, Williams, Rouse, Herbert, Walker, Matthias, Tang, Charles, Thomas, De Freitas  
**Front row:** Acham, Dookie, Berkeley, Shoon, Mrs. D. Miller (form teacher), Laudat, Chay, Williams, Ferguson, Hosan



**FORM 5R (left to right)**

**Front row:** Nicholas, Noriega, Ince, Hughes, Miss J. Williams (form teacher), Brown, Garcia, Albelto, Ghent, Hoskin  
**Middle row:** Hannays, Butler, Chandler, Reid, Taylor, Beckford, Clement, Smith, MacDougal, Hall, Chakmati, Hewitt  
**Back row:** Caldeira, Ramsamhoj, De Freitas, Emmanuel Abraham, Garcial Cooper, Chaves, Frederick, Le Blanc, Joshua, Juman.



FORM 5X (left to right) Front row:  
Back row:

Morris, Ruiz, Joseph, Chase, Derrick, Le Blanc, Holder.  
Charles, Bristol, Rodney, Roper. Wilson, Nivet, Wilson.





#### FORM SIX ARTS

Back row: St. Clair, Williams, Branche, Cumberbatch, George.  
 Middle row: Quamina, Lewis, Smith, Mr. M. F. Clarke (form master), Diaz, Dowers, Louis.  
 Front row: Clayton, Inniss, Taylor, Anatol, Boisson, Parker, Blades.  
 Absent: Chevrotiere, Griffith, Rajah, Edwards, Jack, Carter, Leonce, Lyons, Williams, Herelle, Salandy.



#### FORM SIX SCIENCE

Back row: Thompson, Pantin, Andrews, Williams, St. Hill, Georges, Bateau, Chin, Bhogal, Blackman.  
 Middle row: Arthur, Gill, Hill, Punch, Lee, Christopher, Ali, Garner, Moe, Jessamy.  
 Front row: Williams, Williams, Boopsingh, Gomes, Miss A. Hassanali (form teacher), Gunby, Noel, Sargeant, Webb.  
 Absent: Roach, Donaldson, Hamilton, Davis.



**PREFECTS AND SENIORS (left to right)**

Back row: Thompson, George, Gill, Georges, Ali, Lee (seniors), Punch, Moe (prefects), Blades, Louis.  
 Front row: Williams, Webb, Boopsingh, Christopher (head prefect), Gunby, Sargeant, Clayton (prefects).  
 Absent: Roach, Lyons.

### SPORT IN TRINITY COLLEGE

From the beginning a great deal of emphasis has been placed on participation in games and inter-school competitions. In the earlier years cricket and tennis were the premier sports with names like Stollmeyer and Gomez in cricket and Nothnagel and Lee Lum in tennis. More recently the football and rugby have come to the fore.

In 1975 Trinity gained promotions to the Championship division of the Colleges' Football League and in this first season reached the finals of the Inter Col Knock Out competition. Two years later, in 1977, the first year of the Wrangler-sponsored competition, Trinity won the League, playing unbeaten throughout the season – a feat that has not been yet equalled in the Colleges' League. 1978 saw the team being relegated and 1979 saw a hard fight to win the Senior Division and promotion to the Championship division again.

In 1980, a season cut short by the work to rule instituted by T.T. U. T. A., Trinity won the Inter Col K. O. of the North Zone – a title that had eluded them since 1975. Even though 1981 and 1982 were not successful years, there is abundant hope for the future. Players like Richard Chinapoo (1975), Vernon Skinner (1980), Robert De Gale (1981) have all represented their country.

Rugby was introduced in 1970 and met with rapid success. Keith Gardiner, Dexter Camejo, Larry Harper, David Frederick have performed well both in Trinity and for their present clubs.

Other games played are hockey, basketball and table tennis. With a student population of just 450, that is with only 150 boys in Form 5 and 6 combined, students at Trinity have more of an opportunity to represent their school.



**STAFF (left to right)**

**Back row:** M. F. Clarke, R. Escalante, K. Vincent-Brown, S. Lochan, R. Tom Pack, J. Lockhart, J. Ming Hon O. Martineau, A. Claverie, H. Spicer (Vice-Principal).

**Front row:** A. Hassanali, J. White, J. Williams, Y. Rigsby, C. S. Nicholls (Principal), S. Mc Alpin, D. Cherrie, C. Ogle D. Miller.

**Absent:** F. Lyons, I. Belgrave, E. Skinner, A. C. Hosten, M. G. Clark.



**GROUND STAFF (left to right):** Mr. Buddy, Mr. Minors, Mr. John.



## THE ICL COMPUTER EDUCATION IN SCHOOLS PROJECT

ICL — CES is a non-profit-making project staffed by teachers who have previously taught at schools and colleges and who have joined the project in order to help other teachers by communicating their own experiences, by gathering and disseminating the experiences of others and by developing the appropriate teaching materials.

The stated aims of CES are as follows: —

For students:

- \* to describe the impact of computers on society.
- \* to show the applications of computers in all spheres of public life.
- \* to demonstrate the use of the computer for solving problems.
- \* to make use of the computer so as to dispel fear of the machine.
- \* to help produce a generation that appreciates both the power and the vulnerability of the computer.

For teachers:

- \* to facilitate the introduction of computer studies into the curriculum.
- \* to help teachers to plan courses.
- \* to give teachers the background information they require.
- \* to provide a modular course which can be adapted to suit the requirements of particular syllabuses.
- \* to provide materials that will form the basis of exam, appreciation and non-vocational courses.

For local Education Authorities:

- \* to help organise teachers' courses.
- \* to provide already proven materials.
- \* to provide back-up support to the teacher in the classroom.
- \* to talk with advisers on the provision of computer education.

For Society:

- \* to enlighten the public about the role of the computer in society.

### THE COMPUTER STUDIES SCHEME

One of the major developments undertaken by ICL CES is the Computer Studies Scheme which has been designed to meet the requirements of CSE (Certificate of Secondary Education) and GCE O' and A' Level Computer Studies in the U.K.. and general computer appreciation courses.

Parts 1 and 2 of this scheme would be covered by an average ability student at CSE level, whilst to extend bright CSE students or to complete the course for O' Level candidates, Part 3 is also required. Basic is the high level language used throughout.

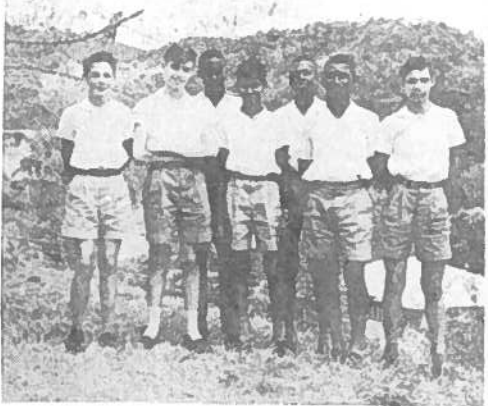
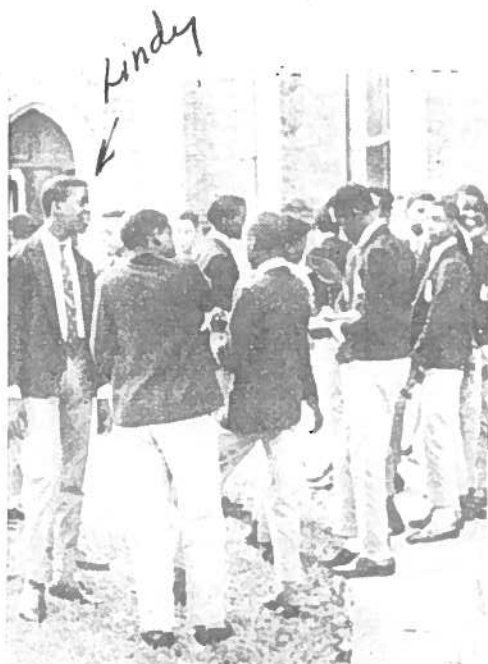
Each part of the scheme has accompanying student texts and teacher guides. In addition to these there are other materials available, including revision questions selected from past papers, overhead projector transparencies and audio programmes.

Thus ICL CES, both through its in-house expertise and experience and through the range of teaching materials developed is playing a vital role in the area of computer education in schools.

For further information contact— International Computers Ltd., ICL House, 1

London, Tel: 62 32826/7/8.

# Messages from old boys



*Students of Trinity College have sifted into all walks of life, most of them melting into the ordinary commercial professions. But there are the odd dozen or so who stand out. There is the scattering of actors, radio personalities, soldiers, one world class professional footballer, and even an engineer on a British Nuclear submarine. While diverse professions are not unique, what is unique is the strong character passed on to the majority of students leaving school, something they attribute to the college's environment.*

*We have decided to share with you, the reader, the greetings of some of our past students . . .*

**Roger Moore**  
(1965 – 73)  
Foreign Service Officer  
in Venezuela



As a former student (1965 – 1973) and ex-teacher (1973 – 1974) at Trinity College, it gives me immense pleasure to extend best wishes to the staff and students of Trinity College on the occasion of its twenty-fifth anniversary. in

It is my sincere hope that Trinity College will continue to maintain high standards in all fields of activity and to produce the type of citizen who would be an asset to Trinidad and Tobago in the challenging times ahead.

**Allan Hoyte**  
(1966 – 74)  
Medical doctor,  
POS General Hospital

Heartiest congratulations on your 25th anniversary and best wishes for the years ahead.

A special note of thanks to members of staff and to all other persons, past and present, who have made the continued success of this school possible.

**Charles Applewhaite**  
(1961 – 68)  
Now a dramatist and architect



Trinity College has always been a unique school, for, while there were always the usual preoccupations with exam-results and sport, it provided an atmosphere in which its students were encouraged to think and explore.

Since it has been lucky to have staff-continuity, exemplified by the persons of Ms. Charlene Ogle and Mr. Hugh Spicer – to both of whom I extend my thanks, congratulations and best wishes – I have no doubt that "Trinity" will continue to prevail in these superficially confusing times.

**Selwyn Locke**  
(1958 – 65)  
Medical doctor

I send sincerest congratulations to my Alma Mater on this our 25th anniversary.

From humble beginnings, you have grown into a force to be reckoned with; academically, spiritually and in the area of sports.

It is my hope that this will continue and you have my blessings in all your future endeavours.

**Ian Carter**  
(1974 – 80)  
Now a soldier



Greetings to all students and members of the faculty on this memorable occasion of the twenty-fifth anniversary of Trinity College.

It took a hard and conscientious effort by past and present teachers and students alike that the college can today be able to celebrate its Silver Jubilee.

I sincerely pray that all of you will maintain a high standard of performance and strive towards greater achievement.





Mankind is made up of people with many different qualities. Many of these inherent attributes remain useless until explored and properly exercised. However, once put to the test these same traits serve to build character and mental fortitude.

Today we live in a world plagued with frustration and difficulty. As we look around us it requires little effort to realise that those who are at least prepared to cope with the harassments of life are the same ones of weak character.

At the stage of their lives when they could have afforded the time and energy to build their character they failed to do so. Now, beset by the realities of life, their mental and emotional make-ups have crumbled.

You are at the stage of your lives where you need to pay attention to building a strong character. Do not fall into the same trap as many of your elders. Take time to explore and exercise your virgin qualities.

A sense of responsibility, confidence, pride and the ability to communicate effectively with others are just a few of the qualities which you need to survive in today's demanding world.

Technical ability alone will not stand up to the test of one's emotions. Therefore, as important as academic achievements will remain, some serious attention must be paid to non-academic development.

As a student of Trinity College, I was afforded several opportunities to build my character. Looking back I have no regrets that I grasped these opportunities as they arose. The sense of responsibility and pride which I gained as a sergeant in the school's cadet unit, the confidence derived from representing Trinity on the sports-field and the ability to communicate effectively, which I developed as a member of the debating team and magazine committee have all served me in good stead.

The experience of living in a foreign environment for a year while undergoing military training was easy to cope with.

The College still offers the same opportunities for self development which I took advantage of during my time there.

While I insist that you strive for academic and professional achievement, I admonish you to consider fortifying your character, for only then will you be on the way to all-round development.

*Vive le courage et la courtoisie!*



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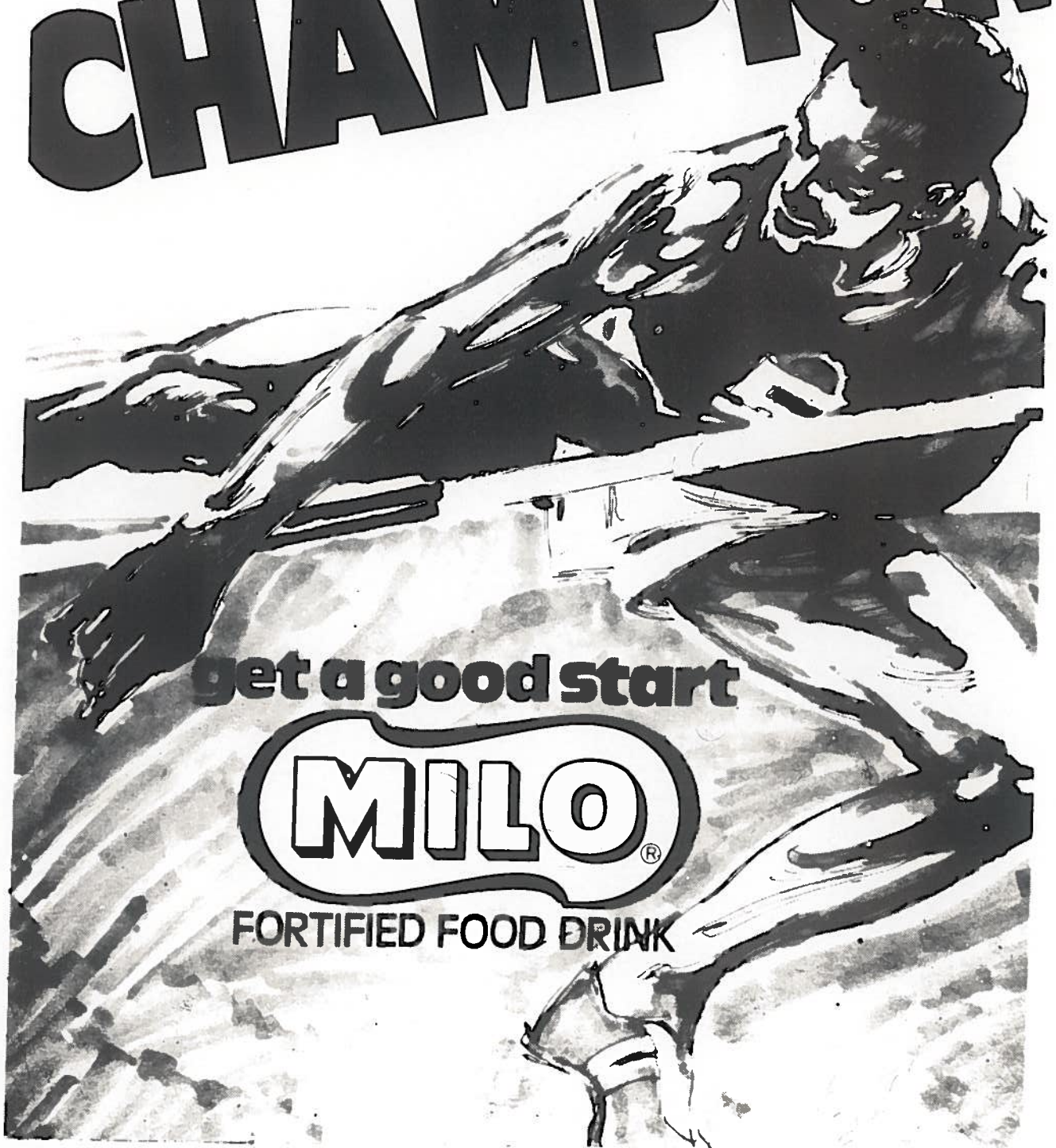


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