



# SAINTS NEWS & VIEWS

THE NEWSLETTER OF THE ST. STANISLAUS COLLEGE ALUMNI ASSOCIATION TORONTO  
AND THE ST. STANISLAUS COLLEGE (GUYANA) ALUMNI SOCIETY  
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## EDITORIAL

In this issue, there are only two feature articles in addition to the regular Association information as we believe that these two articles will be of interest as schools begin their new school year in September. One is very long but reflects thoughts of Ken Khan, a past Headmaster, about the future of the College. The other is by a current member of the Toronto Executive and addresses the importance of continuing one's education throughout one's life in order to achieve full self-actualization. We shall resume publishing general articles about and by our alumni/ae in future newsletters.

## THE FUTURE OF EDUCATION AT ST. STANISLAUS COLLEGE

A PERSONAL VIEW BY KEN KHAN

This is a personal view and readers are asked to treat it as such. This paper was prepared for the Reunion held 16-23 August, 2009, but it was decided by the organizers that it should not be made public at that time. Some said it contained views in conflict with those of many attending the Reunion or that it was too controversial. Almost two years after this paper was drafted, there are still active discussions about various ways that the Alumni may assist the College in restoring its former glory. I therefore have revised the original draft, and I sincerely hope it may help in the ongoing debate about the future of our *alma mater*.

### 1. Events That Shaped My Philosophy

I have been involved in education from the day I entered Saints in September 1948 until the present time. I won a Demerara County scholarship for Queen's College, located at the time at the bottom of Brickdam, at the site of the recently destroyed Ministry of Health. I well remember collecting my tie, uniform, and books, and preparing for an academic future at the reputedly best school in Guyana. However, my father decided that he wanted me to go to Saints. At the time, I objected, saying that I did not want to go to a Jesuit school, but in vain. When my father said "Jump!", you can only reply "How high?" My life would have been different had I gone to QC as I intended. However, I made lifelong friends at Saints, and four of us formed what we called the House, frequenting each other's home for meals, study, and recreation. I owe them a lot: Carlyle Moore, and Oswald de Haan now in USA, and Godfrey Persaud who unfortunately passed away a few years ago (RIP). We were very close friends and remain so to this day.

Here is a brief summary of my life:

1936-1948: moved around various primary schools as my father, an educator and Headmaster, was transferred from school to school.

1948-55: student at Saints, and influenced by the Jesuits on the College Staff, eventually entering the Jesuit Novitiate

in UK.

1955-1972: Jesuit in formation for some 16 years, until taking Final Vows.

1972-1980: Jesuit HM of SSC. The Jesuit involvement ended with my departure.

1980-2011: Relocation to Barbados but still involved in promoting the welfare of my *alma mater*.

Understanding my history and background is the key to understanding my personal views on the subject of education in general and the future of education at Saints in particular.

### 2. Philosophy Of The College

The philosophy of the College can be gleaned from the changes noted over the years in the wording of the Prospectus which spells out its aims and objectives. There have been significant changes, and my thesis is that the process of change is not over.

The **1972 Prospectus** spells out the aims of SSC :

*"Saint Stanislaus College has been conducted for one hundred years by the Fathers of the Society of Jesus with the object not only of giving to boys a sound liberal education but also of imparting to them a love and knowledge of their religion."*

This Prospectus has been in use since SSC was set up in 1866. Liberal Education was understood by some as a humanistic education, viz. an appreciation of the arts, grammar, rhetoric, maths, and science,

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## The Future of Education at St. Stanislaus College

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as well as a philosophy that gives meaning to our lives.

The **1973 Prospectus** saw a dramatic shift, and owed a lot to the collective thinking of the Staff and the Board of Management and of the SSCA that was set up in 1943 by a great man, John Fernandes Snr., to whom and to whose family I would like to pay tribute.

The Prospectus was reworded as follows:

*“SSC is a Christian institution... It aims at imparting both intellectual and technical skills and at forming citizens of Guyana who are imbued with a reverence of God, a love of their religion, and a spirit of service to their country. It offers an education that stresses academic excellence and respect for manual labour, and is at the same time based on a philosophy of co-operation, a spirit of sharing, and working together for the good of all.”*

This was to lead to the setting up of the School Farm at Sophia and the construction of the Workshop at Brickdam.

The **1980 Prospectus**, subsequent to the Government takeover of education in 1976, witnessed the change from “Christian institution” to “Government school” but the aims and objectives were unchanged.

The **1993 Prospectus** makes a further change to: “*Grade A, Senior Secondary school administered by the Government of Guyana*” and spells out its philosophy, centred on its motto “*Aeterna Non Caduca* - Not for this life only but for Eternity”.

The **1995 Prospectus** claims that SSC is “*owned and managed by the Government of Guyana through the Ministry of Education*”. The ownership of the College at Brickdam is actually that of the Jesuits. The school farm at Sophia is owned by the SSCA.

The **2006 Prospectus** includes the changes spelt out in the Prospectus of 1973 and subsequent years, but now describes the responsibility of a Board of Governors that was set up in 2005 “*to manage the College in its entirety, viz. maintenance and repairs, day to day operations including hiring and firing of staff (except for HM and DHM). It receives an annual subvention to cover budgeted expenses and the wages and salaries of staff, but must raise any additional funds*”.

There are quite a number of government-sponsored repairs which take place at SSC as well as in other government schools. The College Farm was expanded considerably to become a Caribbean institution second to none, and the Computer laboratories at the Brickdam site is among the best in Guyana. We need to keep promoting Agricultural and Technical education, as well as Information Technology (IT), with Examination results showing our claim for excellence, so that Parents choose us, albeit sometimes as their 2<sup>nd</sup> or 3<sup>rd</sup> choice.

The history of the College at Brickdam and the Farm at Sophia have been spelt out in great detail in the web-site (<http://www.torontosaints.com>) set up by the Toronto Chapter, which I commend for your study.

I submit that these changes represent the evolution of ideas, influenced by the changing political situation. The movement from Liberal education to agricultural and technical education, with its present emphasis on computer-aided education, has introduced a new dimension unheard of or unimaginable in my time. The world has become a global village that has shrunk to the size of our palm, as we influence and are influenced by events across the globe by the click of a mouse of our Blackberry or hand-held computer. The present debate about the possibility of distance education, coupled with Broadband access in all schools that offer IT, opens out boundless possibilities for learning.

After considering where we come from, we naturally want to consider whither we are going. But we must always remember the statement that, if we forget the lessons of history, we are bound to repeat the mistakes of history. However, the past need not be seen as enslaving our thoughts but as helping us make decisions for our future.

### 3. Influence Of Christianity

My Philosophy is based on the Christian tradition that human values centre on the Incarnation of Jesus Christ, an event that many dispute and some fail to understand. Jesus is the one example of a perfect human (mortal man and spiritual God).

I recognize that there are other religious traditions (Jewish, Hindu, Muslim, Buddhist, Confucian, etc.) that were founded by prophets who also claim to be examples of human perfection.

In my view, when God became man, it was not as a god residing in a human body. I submit that God became the man Jesus so that every man (i.e. mankind) can become god-like or god-fearing.

Jesus was a real man who learnt by doing and grew up within the Jewish culture of his time.

We discovered over a period of time that He was God-made-man for us, the perfect combination of the physical or mortal “Man” and the spiritual “God”.

The voice of conscience within each of us is the voice of God. The presence or absence of a religious tradition may not lead us to the Christian God but this does not condemn us to a limbo or no-man’s land. Each one of us, in some way, relives the life of Christ even if we may not have heard anything about the Christian tradition.

I do not accept an exclusivist view of Salvation, summed up in the adage: “Outside of the Church, there is no salvation”. One can ask what is meant by the “Church”, whether it is a community of believers who are groping

## The Future of Education at St. Stanislaus College

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towards the truth. Again, the age-old questions surface: What is truth? Your truth or mine?

We have seen the influence of Christian and non-Christian traditions with various oral and written traditions. So down the centuries, mankind has torn itself apart in the name of God. The Inquisition, the religious wars of the past, and the present worldwide conflagrations between the various ideologies bear witness to this. More recently, the supposed dichotomy between science and religion has itself been a complicating factor, as we see in the debate about evolution as the way mankind progressed over the millions of years since earth spun out of the solar system, and life progressed from non-life to life to animal to pre-hominoids to mankind. This is not a magician God, as some tend to believe. God works through nature, and we are all caught up in the ongoing saga of mankind drawing closer to God through Jesus Christ, God-made-man for us.

### 4. My Philosophy Regarding Education

There are many qualities that define an educated person, not all of which are achievable at College, but also at University or the post-graduate level.

The **first quality** is a **passion for excellence**. It is the force that prevents us from accepting the status quo, succumbing to complacency, and motivates us to do our best in every worthwhile activity.

A **second quality** is the **study of the humanities and the sciences, with specific reference to the present thrust into computer-aided education**. No matter what specializations may be offered, we want our students to be able to think and speak and write, to know something about history, literature and art, to have their minds and hearts expanded by philosophy, and to have a solid understanding of maths and the sciences. We want students prepared for living as well as for working. With the demand for increased technological training in today's world, we need business leaders who read Shakespeare and computer scientists who understand the history and roots of world civilization.

A **third quality** is the preoccupation with questions of **ethics and values** for both the personal strength and professional witness of our graduates. Family values, personal integrity, and business ethics have always been important. In recent years, this characteristic has taken on added dimensions with attention on the great questions of justice and fairness that confront our age: economic inequality, racism and unemployment, the global imbalance of economic resources and opportunities, and poverty and oppression in the Third World, to cite some examples. These are not easy issues nor do they have any certain and universally accepted solutions through sloganeering and political

manoeuvring, except in a way that is proper for higher education, through learning and research, reflection, and creative action. In some way, we have to integrate ethics and values.

A **fourth quality** is the **importance it gives to religious experience**. This is vital and needs to be integrated into the educational process so that a student has the opportunity to grow and develop his/her potential to the fullest. There is a need to try to open this all-important horizon for all our students, whatever their religious tradition. God is known by various names, and even those who deny the existence of God are searching for meaning in their lives. We want a Jew to become a better Jew, a Hindu a better Hindu, a Christian a better Christian, a Muslim a better Muslim, an agnostic a better agnostic, an atheist a better atheist, etc. Whatever the religious or non-religious or anti-religious tradition of our students, we are not proselytizing or intent on converting to the Catholic faith.

A **fifth quality** is the **individual**. No matter how large or complex the institution, each individual is important and should be given as much personal attention as humanly possible, both in and out of the classroom. The reason for this **person-centered** focus is because teaching is much more than a job - indeed more than a profession. It truly is a vocation - a way of life. It enables men and women to look on their work of teaching or administration as sharing in the service of others.

### 5. Whither St. Stanislaus College?

As with all government schools, the aim of Saints is the inculcating of secular values in keeping with respect for human rights and a high degree of tolerance for those holding different views.

However, public education in general tends to suffer whenever the economy experiences a downturn and, unfortunately, Saints has not been spared.

This has made it extremely challenging to establish a new Culture, or rallying point, for achieving educational excellence.

The Old Culture was supported by a vibrant SSCA that was set up in 1943. Creating a new culture will require continued support from the SSCA as well as the government-appointed BOG that was set up in 2005.

The problems experienced by some teachers stem from their perception that teaching is not an attractive profession, and hence their last choice.

In the meantime, a lot of work has to be done to ensure proper management of the College, with staff paid working salaries and where both teachers and students are committed to learning and not just surviving from day to day.

We should ask ourselves the following questions:

**MEMBERSHIP**

The following is the list of alumni who are currently paid-up members in 2011. The names in *italics* are alumni who have paid since the last issue of the newsletter was published.

<b>CANADA (119)</b>	Rupert De Castro <sup>1</sup>	Vibert Lampkin <sup>8</sup>	Jeffrey Rogers	<b>TRIN. &amp; TOB. (1)</b>
Paul Abdool	Peter De Freitas	John Lopes <sup>2</sup>	Albert Smith <sup>2</sup>	<i>John Jardim</i>
Lance Alexander	Frank Delph <sup>1</sup>	Geoffrey Luck	Winston Sparrock <sup>3</sup>	<b>U.K. (4)</b>
Terry Angoy <sup>1</sup>	<i>Vyvyan Deryck</i>	Fr. Ken Macaulay	Albert Sweetnam <sup>3</sup>	Christopher Cho-
Paul Archer	Roger Devers <sup>2</sup>	Gerard Martins	Michael Teixeira <sup>1</sup>	Young <sup>5</sup>
Glenmore Armogan	Terry Devers <sup>2</sup>	Herman McCowan	Walter Tiam-fook	Richard DeCaires <sup>1</sup>
Bernard Austin <sup>1</sup>	Neville Devonish <sup>3</sup>	Michael Mendes de	Beverly Vandeyar	<i>Tony Gomes<sup>1</sup></i>
Gregory Badley	Frederick Dias <sup>1</sup>	Franca <sup>2</sup>	Arthur Veerasammy <sup>3</sup>	Neville Jordan <sup>3</sup>
Malcolm Barrington <sup>4</sup>	Jerome D'Oliveira	Vincent Mendes de	Vibert Vieira <sup>2</sup>	
Arnold Bayley	Ronald D'Ornellas	Franca <sup>6</sup>	John Vincent <sup>2</sup>	<b>U.S.A. (19)</b>
Gerard Bayley <sup>1</sup>	Edward Driver	Richard Miller <sup>3</sup>	Howard Welshman <sup>3</sup>	Anthony Bollers <sup>1</sup>
Rene Bayley <sup>2</sup>	Paul Duarte	Perry Mittelholzer <sup>3</sup>	Godfrey Whyte	Fr. Andrew Chan-a-
<i>Teddy Boyce</i>	Carlton Faria <sup>1</sup>	Shevin Naraine	David Wong <sup>1</sup>	sue <sup>1</sup>
Randy Bradford <sup>4</sup>	Joe Faria <sup>9</sup>	Clarence Nichols <sup>4</sup>	Raymond Wong <sup>3</sup>	Ronald Chanderbhan <sup>1</sup>
Ian Camacho <sup>6</sup>	Frank Fernandes	Colin Nurse	Gerry Yaw	Brian Chin <sup>3</sup>
Paul Camacho <sup>1</sup>	Raymond Fernandes <sup>3</sup>	Anthony O'Dowd <sup>3</sup>	Brian Yhap <sup>2</sup>	Lawrence Correia <sup>2</sup>
Ronald Camacho	Keith Fletcher <sup>1</sup>	Malcolm Pequenezza <sup>1</sup>	John Yip	Peter Fernandes <sup>2</sup>
Wilfred Carr	Sonny Francis <sup>1</sup>	Leslie Pereira <sup>1</sup>	Angus Zitman	Bernard Friemann <sup>1</sup>
Joseph Castanheiro <sup>1</sup>	Leslie Fung <sup>3</sup>	<i>Desmond Perreira<sup>1</sup></i>	<b>AUSTRALIA (2)</b>	Vic Gonsalves <sup>1</sup>
Errol Chapman	Richard Gomes <sup>1</sup>	Michael Persaud <sup>3</sup>	Michael Wight	Guy Goveia <sup>3</sup>
Vernon Chaves <sup>2</sup>	Trevor Gomes <sup>1</sup>	<i>Renuka Persaud</i>	<i>Lennox Yhap</i>	Edward Gouveia <sup>2</sup>
Sydney Chin	Neil Gonsalves <sup>3</sup>	Bunty Phillips <sup>1</sup>	<b>BARBADOS (1)</b>	John Grenardo <sup>3</sup>
Ivan Choo	<i>Orlando Goveia<sup>4</sup></i>	<i>Marcelline Ramcha-</i>	Geoff De Caires <sup>2</sup>	Michael Heydon <sup>3</sup>
John Choy	Ken Hahnfeld <sup>1</sup>	<i>ran</i>	<b>BERMUDA (1)</b>	Kenneth Jordan <sup>7</sup>
Diane Christie	Albert Hamilton <sup>2</sup>	Linden Ramdeholl <sup>4</sup>	Francis Grenardo <sup>3</sup>	Carl Marx <sup>5</sup>
Tony Clarke <sup>3</sup>	Hugh Hazlewood <sup>2</sup>	Harold Rampersaud <sup>1</sup>	<b>BRAZIL (1)</b>	Hugh Rodrigues
Paul Crum-Ewing <sup>1</sup>	Desmond Hill <sup>1</sup>	Cecil Ramraj	Stephen De Castro <sup>1</sup>	Keith Seaforth
Vivian D'Andrade <sup>1</sup>	Ivan Holder	Hilary Rebeiro	<b>MEXICO (1)</b>	John Sparrock <sup>2</sup>
Ivor Da Silva <sup>1</sup>	Andrew Insanally <sup>3</sup>	Raymond Rebeiro	Frank Mandal	Leyland Thomas
Terry De Abreu <sup>2</sup>	Richard James <sup>1</sup>	Alex Rego	<b>VENEZUELA (1)</b>	<i>Horace Walcott<sup>4</sup></i>
Tyrone De Abreu <sup>1</sup>	Des Jardine <sup>1</sup>	Ramon Rego		
Dennis De Cambra	Clayton Jeffrey <sup>3</sup>	Herman Reid <sup>4</sup>		
Hilary De Cambra	Aubrey Kellawan	Joe Reis <sup>2</sup>		
Gabriel De Castro <sup>2</sup>	Greg Kellawan	Romeo Resaul <sup>3</sup>		
Gregory De Castro <sup>1</sup>	Amanda King	Phillip Rodrigues <sup>3</sup>		

Of the 150 paid-up members, 135 are renewals from last year.

Notes to Membership List :

1. These (39) alumni have paid in advance through 2012.
2. These (19) alumni have paid in advance through 2013.
3. These (24) alumni have paid in advance through 2014.
4. These (7) alumni have paid in advance through 2015.
5. This (2) alumnus has paid in advance through 2016.
6. This (2) alumnus has paid in advance through 2017.
7. This (1) alumnus has paid in advance through 2018.
8. This (1) alumnus has paid in advance through 2019.
9. This (1) alumnus has paid in advance through 2022.

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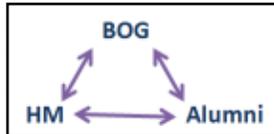


## The Future of Education at St. Stanislaus College

(continued from page 3)

- What are we teaching?
- Why are we teaching it?
- How are we teaching it?
- Why are we teaching in that way?
- How do we know the students are getting it?
- What did we learn in the process of teaching it?

I know that Guyana society is seen by some as predatory, mendicant, and beyond salvation as they join the exodus to greener pastures, but I am an optimist and still believe that better days are ahead if we only avail ourselves of the opportunities as they arise. The overseas Alumni represent an opportunity that has so far remained untapped. These Associations are currently run by former Saints students who experienced, and benefitted from, the old Culture and hence are keenly aware of the need for a new Culture at Saints. Also, thanks to the greener pastures, they are now keen to give something back. I believe it is a unique opportunity that should be vigorously explored.



A lot has happened since the Reunion of August 2009. The political situation has been fluid and impending national elections in the latter half of 2011 will undoubtedly influence the direction and future of education in Guyana at all levels.

I stress that the healthy sharing of Information and the strengthening of Communication are keys to the pursuance of the legacy of excellence as we try to influence the future

of our *alma mater*.

I have personally strived to work within a communication model that supports regular and open dialogue between the key “agents of change”. The model shown supports both informal and formal exchanges.

Alumni can play a role in providing educational software on a major scale, refurbishing of labs, maintenance of the College site in a way that gives regular informational updates from which parents and students can benefit, etc. The Keynote Speech by Thomas Singh, posted in [Things Educational](#), makes mention of the “tipping point” that is influenced by research on the relationship between culture and economic success, with emphasis on the extent to which school culture matters. We do acknowledge that professional development opportunities are now made available by the Ministry of Education, something that is very much welcomed.

I join in thanking the past Headteachers for their signal contributions as well as wishing the newly appointed HM the very best in her endeavours. My personal experience as HM has convinced me that team work is the only way to go, and my success was largely the result of finding others who shared my vision. The Principle of Subsidiarity, viz. letting others make their contribution while retaining ultimate responsibility, can be very difficult to implement.

The various overseas Chapters in Antigua, Barbados, NY, Toronto, and the UK, as well as individual Alumni worldwide, have worked and continue to work towards promoting our *alma mater* in these difficult times. Their continued support is critical to the success of Saints.

*Ken Khan (Former Headmaster of the College)*

## The Value of Continuing Education

We have all heard that education is the key to success. As children, we were groomed to take the linear educational path – primary, secondary, tertiary levels of education - the traditional approach to learning.

While many individuals represent the very core of a society which is more inclined to studying and learning, the remaining individuals are excluded from these learning experiences due to reasons of cost, time, and even family/personal issues.

What many of us have learnt is that the traditional form of education hardly prepares us for the world of work. Armed with a Bachelors Degree, a crisp dress shirt and neatly pressed pair of pants, or a crisp navy dress or business suit, we arrive for our first day on the job only to realize that this is nothing like what we learnt in university.

We quickly learn the ‘other’ form of education – continuing education.

It is my opinion that continuing education describes the

opportunity and process of learning new skills and acquiring knowledge which is far superior to what we are taught during our formal schooling years. It is more practical than theoretical and better prepares us for the workforce.

Most people opt for continued education to further their knowledge base in areas specific to their line of work and even to their employability.

### Continuing Education vs. Traditional

Usually, what we learn in those long, arduous years of our formal schooling are basic skills that are good enough to help us start working, but not good enough to take us further in our careers, especially with the rapid changes and advancements in technology which demands a more practical and educated workforce.

However, the degree to which we succeed in higher level learning is based on the fundamentals which are taught and learnt in the earlier years of schooling, so this in no way diminishes

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**OBITUARIES**

\* **HAZLEWOOD, Ingrid** died on Monday 29 Aug., 2011, at the Scarborough Centenary Hospital in Toronto at age 63. She was the wife of alumnus **Paul**, mother of Tracy Holland (Nick) and Ian, and grandmother of 2. She was the sister of Donna, William, Suzanne, and Marcelle, and sister-in-law of alumni **Joe** and **Hugh**.

\* **TEIXEIRA, Judith** died on Sunday 10 July, 2011, at the Trillium Health Centre, Mississauga in her 91st. year. She was the mother of alumni **Noel, Michael, Bryan, Joseph,**

and Barbara Ann and Peter, and grandmother and great-grandmother to many.

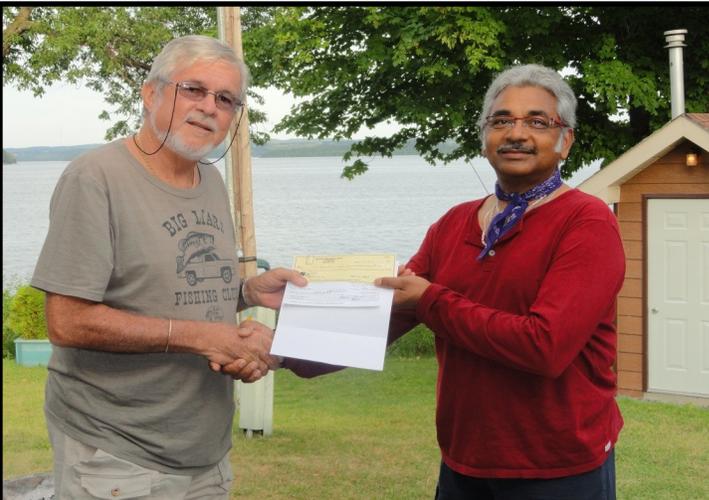
\* Alumnus (1952 – 1959) **VINCENT, Mervyn** died on Thursday 30 June, 2011, at the Chester Village Nursing Home in Toronto. He is survived by his companion Marcia James, and by his children Michael (Alice) and Alison (Barry), and four grandchildren. He also leaves behind his sisters Monuca and Gloria, and his brother alumnus **John**.

**ALUMNI IN THE NEWS**

**Alumni of 1959**

The alumni who graduated in 1959 have decided to “give back” to their *alma mater* by raising funds among themselves to fund a scholarship for a graduating Saints student to attend the University of Guyana. The current scholarship recipient is **Kezia Bess** who has had an excellent first year at UG and will be starting her second year there in September.

The accompanying photograph shows 1959 alumnus **Aubrey Kellawan** (on the right) presenting two cheques of \$1,510 (US) and \$250 (US) to John Carpenter who will deposit them into the Scholarship Fund Account at the Scotiabank in Guyana.



**The Value of Continuing Education**

*(continued from page 5)*

the importance of formal schooling but rather shows the discipline it takes to participate in formal schooling.

Students who participate in continuing their education are generally working professionals who seek to further advance and promote their intellectual capabilities while still working. Since their time is divided between studies and full-time work, they have to be extremely motivated in order to succeed. One of the biggest characteristics which distinguish students who are participating in continuing education is their tendency to relate the lessons which they learn in class to their work experience.

Instructors must have the proper and appropriate practical

experience and knowledge in order to address the issues and concerns of the students.

Students involved in continuing education can be very selective when it comes to choosing their courses. The courses which they choose have to be in some way relevant to their work and should be able to benefit them. If the right course is chosen, it is beneficial personally, educationally and professionally.

More and more adults are now engaged in continuing education which leads to formal qualifications which provide them with the adequate knowledge pertaining to a certain area of study. Furthermore, continuing education also provides us with a certain pride of accomplishment as we take our courses.

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## The Value of Continuing Education

*(continued from page 6)*

Offering an affordable, faster, and definitely more focused means of acquiring career or personal objectives, continuing education credentials can be put on resumes and presented anywhere as evidence of the individual's professional studies.

### Importance in the Workplace

A skilled workforce will always result in increased economic productivity. Many organizations place a huge emphasis on career and professional development and provide financial support to advance an employee's career.

Continuing education can benefit the working force in several ways, and I have outlined below just a few.

*A more skilled workforce is always more productive:*

- These days, skills and education are seen as the most important elements of the employability and income potential of a candidate. Since the economy has shifted to one that values an educated workforce more than an uneducated workforce, employers are now seeking both educated and

skilled workers. Therefore, it is arguable that the demand for continuing education has increased.

*Continuing education helps employers retain better employees while remaining as competitive as ever:*

- A more educated employee will likely be more productive, so companies have now started hiring employees who are continuing with their education. Continuing education can be seen as a way to retain the better, more educated employees.

With the rapid advancement of the information technology sector, continuing education will not be confined to only physical space. Distance learning through interactive media will form a major part of continuing education. The internet will also play a huge role in delivering the course materials to the students.

A virtual course that is aimed at extending an individual's knowledge beyond those formal years of education has now become reality. With respect to the development in the field of continuing education, we can ask: how much further can continuing education go?

*Marcelline Ramcharan (Alumna 1985 - 1990)*

*Advertisement*

## Harvard-trained surgeon-scientist seeks donations

Dr. Anthony Nichols, the son of Saints alumnus **Clarence** and BHS alumna Audrey, is a clinician-scientist in otolaryngology (head and neck surgery) who joined the faculty at the London Health Sciences Centre (LHSC) in October 2009 after completing a residency and a fellowship in his speciality at Harvard University. He earned an undergraduate degree in medical biophysics from McMaster University and a medical degree from the University of Toronto. Dr. Nichols says that there was a two-fold reason for his decision to return to Canada following his training in Boston. First, the Canadian health care model appealed to him and, secondly, it was clear that there were tremendous academic opportunities in London that would allow him to continue the research he began at Harvard.

Head and Neck cancer is a devastating disease as it affects some of the most personal aspects of life, including facial appearance and the ability to speak and eat. In the last five to 10 years, it has been shown that the Human Papilloma Virus (HPV) is associated with cancers of the tonsil and tongue, with young patients who don't smoke or drink getting this type of tumour. Working with the team in Boston, Dr. Nichols' research demonstrated that, based on several tumour markers, some people were destined to fail chemotherapy and radiation treatment. His research showed that, with chemotherapy and radiation, patients with an HPV-related cancer and no Bcl-2 marker had close to 100 per cent survival rates, while those with a non-HPV-related cancer and the Bcl-2 marker all succumbed to the disease.

Dr. Nichols is working with Dr. Joe Mymryk, an expert in the field of tumour viruses and a senior scientist at the Lawson Cancer Research Laboratory of the London Regional Cancer Program (LRCP). Along with Mymryk and the team at the LRCP, he is continuing his research to find the optimal treatment for

each patient with head and neck cancer, based on the biology of his/her tumour. He eventually hopes his research will help create a more patient-focused and personalized treatment plan. When Dr. Nichols is not in the lab, he spends his time caring for patients and performing head and neck cancer surgeries along with Drs. John Yoo, Kevin Fung, and Jason Franklin.

Dr. Nichols and the surgery residents at the University of Western Ontario are trying to raise money for Head and Neck Cancer Research.

More information can be found at the web-site,

[www.headandneckcancer.kintera.org](http://www.headandneckcancer.kintera.org).

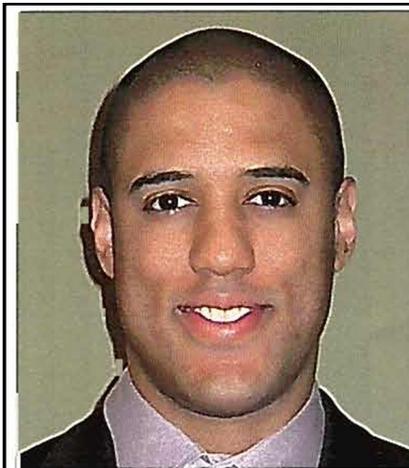
For those interested in donating but who don't want to do it online, cheques can be made payable to:

London Health Sciences Foundation (re: Manuary - Head and Neck Cancer Research) and mailed to :

**London Health Sciences Foundation, Attention: Sara Folias  
747 Baseline Road East**

**London Ontario N6C 2R6**

Sara Folias can also be contacted by telephone at (519) 685-8721 and will be happy to take the donor's credit card information over the phone.



<p style="text-align: center;"><b>Publisher:</b> St. Stanislaus College Alumni Association Toronto 4544 Sheppard Avenue East, Toronto M1S 1V2</p> <p style="text-align: center;"><b>Editorial Committee:</b> Paul Camacho, L. A. (Bunty) Phillips, John Yip, Godfrey Whyte</p> <p style="text-align: center;"><b>Contributing Writers:</b> Ken Khan, Aubrey Kellawan, Marcelline Ramcharan</p> <p style="text-align: center;"><b>Photographs:</b> Aubrey Kellawan</p>	<p>St. Stanislaus College Alumni Association Toronto, founded in 1993, is devoted to making St. Stanislaus College the best educational institution in Guyana. It provides financial aid and other aid to the college, which was founded by Fr. Langton S. J. in 1866. Formerly run by the Jesuit Order of Catholic Priests, the school was taken over by the Government in 1976, with Government-appointed teachers replacing the clergy in 1980.</p> <p>Saints News &amp; Views publishes four issues each year. The articles published represent the opinions of the authors, and do not necessarily reflect those of the publisher.</p> <p>Saints News &amp; Views welcomes contributing articles from its membership. The publisher reserves the right to edit or publish all submissions solely at its discretion.</p>
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**COMING EVENTS**

Date	Event	Location	Cost
Sun. 25 Sept., 2011	Annual General Meeting (SSCAAT and SSCGAS)	4544 Sheppard Ave. E., Toronto - 2 p.m.	N/A
Sat. 15 Oct., 2011	Fall Dance	West Rouge Community Centre	\$40, all inclusive
Sat. 21 Apr., 2012	Spring 2011 Dinner / Dance	West Rouge Community Centre	\$40, all inclusive
Sat. 7 Jul., 2012	Golf Tournament	Glen Eagle Golf Club, Hwy 50, Palgrave	\$120, all inclusive
Fri. 3 Aug., 2012	Caribjam	Thornhill Community Centre	tba
Mon. 6 Aug., 2012	Last Lap Lime	Woodbridge Fairgrounds	\$15 pre-event \$25 on the day

**Alumni Association Membership Form**

*Please complete this portion and return it with a cheque for \$25.00 (Cdn) for 1 year, or \$100.00 (Cdn) for 5 years payable to:*

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