



SAINTS NEWS & VIEWS

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AND THE ST. STANISLAUS COLLEGE (GUYANA) ALUMNI SOCIETY

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The Magazine Project

by Alfred Bhulai

Much of our Saints' traditions and lore came to be recorded in the literary institution known as the St. Stanislaus College Magazine. However, after the Ministry of Education took control in 1976 and the founders, the Society of Jesus, left the College in 1980, the Magazine began to fall on hard times. By 1983, even the preservation of its old issues could not be guaranteed.

Concerned members of the St. Stanislaus College Association and the editorial staff sought to preserve this archive in the newly established Caribbean Research Library at the University of Guyana (UG), a semi-autonomous institution. By 2008, when many of the old magazines could not be found in that archive, it was realized in hindsight that we should not have expected better, for UG was also under the effective control of the Ministry of Education.

Further developments are illustrated by an extract from alumnus Alfred Bhulai's letter to the *Stabroek News* published in the *Sunday Stabroek* of 4 Jan., 2015: "With the advent of the age of digital technology, the St. Stanislaus College Alumni Association of Toronto (SSCAAT) in Canada, our leading overseas old students chapter, began a project, ca. 2008, to digitise all the St. Stanislaus College Magazines, from their foundation in 1943 under Principal and Editor of the College Section Francis J. Smith SJ, President of the St. Stanislaus College Association John Fernandes, and editor of the Association Section P. F. De Caires."

I joined the online team led by physicist John Sparrock, a Guyana Scholar of the 1950s, now retired and living in the USA. We solicited and received some copies of the magazines. Those from retired Justice Desmond Burch-Smith got us going. We scanned, converted to suitable word processing formats, edited, and proof-read them. Even with the latest optical character recognition (OCR) technology, the amount of work was tremendous; and the few aging volunteers, one each in Barbados, Canada, Guyana, and the USA, meant that only some issues are presently characterised as reasonably well proof-read.

Many issues were still missing, so I applied to the UG library to allow us to scan their collection. They were in the reference archives (or something like that) and not available to the public except by request. I requested and was eventually given permission to scan. But the helpful assistant librarians could not find many issues, especially the early ones, even after diligent searches. I could not ask the librarians I knew in 1983, because they had all long retired or left this world. They could not have been lost in the 2005 flood, because I was shown where they were kept in the top floor. They simply went missing unaccountably from a place not accessible to the public. Fortunately, the Society of Jesus heard of our plight and graciously allowed access to their archives. The strictness with which these are kept, even towards brother Jesuits, must be evidently why God entrusted the preservation of the sacred scriptures through the ages to men of such discipline. They become seriously upset if there is any hint that my discipline in the use of the material does not match theirs!

John Sparrock believes that our efforts to digitise the St. Stanislaus College Magazine is the first such in the Caribbean. Do let us know if otherwise. Much of the work is available for viewing on the St. Stanislaus College website: <http://saints.edu.gy/>

Magazines/SSC-Magazines.htm.

There are articles on travels in that era, few more riveting than C. P. De Freitas' description, in the Oct. 1943 issue, of his work as a member of the British Guiana Boundary Commission. A perusal of this article should quickly reveal that the visual acuity of the elderly proof-reader was unable to rectify the random punctuations induced by OCR technology – and lend weight to my appeal for help. The inside story of the "Girl Pat" labels' in the 1946 magazine, a tale of postage stamps, and a recaptured runaway trawler, show that Guianese were just as enterprising in those days as the Guyanese hustlers of today. Other digitised works, like Norman E. Cameron's "150 years of Education in Guyana (1808-1957)" and the official 1924 history of British Guiana can be found at <http://saints.edu.gy/History/SSC-History.htm>.

The College Sections will verify just who was faster than whom in athletics, indicate when the rains flooded the place from Hadfield Street to Brickdam, demonstrate that QC beat Saints so often in cricket and football that wins by Saints were sometimes rewarded by half-day holidays*, and record who attended the College or taught there in what years. We can come by details of times gone by only by those who take the trouble to make and preserve the records.

Saints alumnus Dave Martins contributes weekly columns with vignettes of his experiences, which are automatically archived in the *Stabroek News* web server. The present generation can reinforce their influence on the future by continuing grand traditions like School Magazines and Yearbooks. There is now a plethora of cameras and other gadgets, a far cry from the days when I had to print my own B&W magazine photographs in the Saints labs at night. So I am also using this opportunity to appeal to alumni still alive and able to join

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St. Stanislaus College (Guyana) Alumni Society Annual Golf Tournament

WHEN: Saturday 9th July, 2016
WHERE: Bethesda Grange Golf Course
(<http://bethesdagrange.clublink.ca/>)
TIME: Registration begins at 6:30 a.m., and shotgun start is at 8:00 a.m.
COST: \$125/person (all inclusive)
CONTACT: m.ramcharan@st-stanislaus-gy.com

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The Magazine Project

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the various alumni associations (in Antigua, Barbados, Canada, England, Guyana, and the USA) to contribute to this effort or, at least, to send in news of themselves for possible publication in online editions of the College Magazine that may become realized.

For some overseas insight into the origin of the present Magazine-archiving work which John Sparrock is ably leading and doing by far the most work, we managed to persuade him to write:

"I was about 4 years into involuntary retirement from AT&T, dabbling with too many things at once, when alumnus Bunty Phillips phoned or e-mailed from Toronto to have a chat.

In my years at AT&T, I witnessed first-hand the rapid technological developments ranging from the increasing bandwidth of the National network to the global expansion resulting from the laying of undersea cables (copper then fibre-optic). Distance Learning was on my mind when Bunty Phillips called. He was then the President of SSCAAT and was seeking help with his mountain of problems all geared towards preventing our Alma Mater from going under. I was easily hooked.

"Shortly after, alumnus Godfrey Whyte appeared on my radar and could not be ignored. Between us, we got various Saints domains and web-hosting services started and, thereafter, the Saints e-mail system. After a not-so-gentle nudging from alumnus Rupert DeCastro, the majority of the SSCAAT Executive adopted the e-mail system as the primary communication tool for Saints-related communications. Accounts were subsequently set up for the folks in Guyana, Barbados, and elsewhere.

"It is not clear exactly when and how the digitization of the Saints magazine started, but what is known is that the initial scanning activity began in Toronto. This was followed by a global search for missing copies. By then, alumnus Ray Shaw, serving as the IT representative on the College's Board of Governors (BoG), gracefully handed over to me the development of the School web page, freeing him up to tackle the organization of the IT labs and computing facilities at the school.

"The response to the requests for copies was almost miraculous, with the donors ranging from alumnus Horace Persaud (then President of the New York chapter, who personally delivered his batch to my home) all the way to Guyana where BoG chairman, alumnus Chris Fernandes, mailed his copies which ended up lost, even after several inquiries in Guyana.

"By this time, I was designated 'Chief Cook & Bottle Washer', with the responsibility of scanning to pdf format, then using OCR tools to convert to text, then copying the text to a MS-Word document for clean-up and formatting before converting back to pdf format for uploading to the Magazine section of the Saints web site. This was slow and tedious work, but I enjoyed the support of alumni Ken Khan and Alfred Bhulai who took on the proof-reading activity.

"This activity was running in parallel with a host of other Saints-related activities, including various textbook initiatives, where I was hooked on textbooks that were being digitized and becoming available on the web.

"Not surprisingly, the digitizing and publishing of CXC material crept into the picture, resulting in the delivery, by courier, of all Ken Khan's historical material that he had accumulated while he was Principal of Saints (1972-80). Many of those documents were too unique and important for me to ignore, so the magazines had to wait until they were published in the History section of the Saints web-site."

We also had Bunty Phillips visiting Guyana ~2009, returning to Toronto with Saints Magazines, and then Godfrey Whyte deliver-

ing them to New York for the alumni there to get them to John Sparrock in New Jersey.

Alumnus John Choy, who taught at Saints in the 1960s, returned to Guyana in 2007 after retirement as a teacher in Canada and taught Maths and Chemistry for 2 years at Saints again. He tried to assemble a team to scan the Magazines in Guyana, but failed because of lack of access to computers.

Finally, Ariola Barrow, the College Librarian, who was the only Saints member of staff to volunteer for computer training offered by the daughter of alumnus and former SSCAAT President Paul Archer, was then able to become employed by Alfred Bhulai to do all the scanning and some of the converting of the Magazines for John Sparrock to upload. This effort is still continuing, although there was a recent setback that requires the website to be rebuilt under www.st-stanislaus-gy.com.

We are also happy to announce that all the old Magazines have been successfully sourced, the last one being the long-missing 1969 issue, presently on loan to us by alumnus Chris Fraser, of Fraser's Battery Service, after he read the above letter in the Stabroek News.

The entire project renewed old comradeships and even established communication between alumni of different eras presently on different continents, who would never have otherwise exchanged words. All the known St. Stanislaus College Alumni Associations in the world participated.

* But this was only after QC moved out from the other end of Brickdam to their present Camp Road location and vastly increased their student numbers. Before that, Saints was more often the better in cricket and football competitions with QC and Berbice High School.

St. Stanislaus College (Guyana) Alumni Society Annual Golf Tournament

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Proceeds from the tournament will be sent to St. Stanislaus College to assist with the text book project for the upcoming 2016-2017 academic year. This is an initiative where enough text books would be purchased so that all students can have adequate access through the library.

Last year, the proceeds from the golf tournament funded the "Pueblo Science Project" (see <http://puebloscience.org/news/rise-program-expands-to-guyana/>). This initiative not only helped the teachers and students at St. Stanislaus College but was extended to several schools across a wide geographical region thereby benefiting a larger number of teachers and students, and education in general. This is all thanks to your support.

The tournament this year promises to be a fun and exciting one with 3 Hole-in-One prizes – 1 Camaro SS convertible and 2 \$5,000 prizes up for grabs. Come out and join us for a chance to win 1 of these fabulous Hole-in-One prizes. Join us to play, donate prizes, sponsor a hole, or contribute in any way that you can. Eligible donations will qualify for a charitable receipt. Thanks to all the players, sponsors, volunteers, and organizers for contributing to St. Stanislaus College.

Visit our web-site at www.torontosaints.com for details on how we make a difference. The future lies in the hands of the children.

Brilliant Guyanese Excels in Canada

In May 2012, there appeared in the Saints Blog an announcement that Saints' Alumnus - Glinton Hanover – had won a Scholarship to pursue the Internationale Baccalaureate program at Lester B. Pearson College, Victoria, B.C., Canada.

Although the accompanying photo showed Glinton wearing a QC tie, Glinton's heart and mind were with Toronto Saints who kept in touch throughout his academic journey. The story below, as described by Glinton, illustrates the very best outcomes of good International Cooperation.

In 2012, I was given an opportunity that, in my wildest dreams, I hadn't imagined – a chance to pursue an International Baccalaureate (IB) diploma at a United World College (UWC), namely Pearson College, located in Canada.

At that moment, I couldn't quite fathom what I had accomplished; I was unfamiliar with the IB program, the UWC movement, and Canada as a whole, and internet web-pages, though fueling my excitement, couldn't possibly give enough information that would make the remarkable experience that was to come predictable.

In August of 2012, having just completed my first year of the Caribbean Advanced Proficiency Examinations (CAPE), I left Guyana to take on this new opportunity with two main goals – to be exceptional academically, and to take full advantage of everything this opportunity had to offer. Reflecting now, having done exceptionally well at Pearson College and earning an additional affiliated scholarship to Trent University, there is quite a bit that is worth mentioning about my educational experience since leaving Guyana, the impact the IB and UWC Pearson College had on my personal development, and the changes that I needed to make in order to be successful there.

There were some key differences in the educational culture and educational approach of Pearson College, compared to that of secondary education in Guyana, that not only allowed for a smooth transition from Guyana's education system to Pearson's but also created an environment that resulted in a rewarding educational experience.

I especially appreciated the different roles that teachers took in helping students and the close teacher-student relationship that was established from the first day. Upon arriving at Pearson, each student, including myself, was paired with an 'advisor' – a teacher who served as a mentor for students throughout their IB diploma. Teacher advisors held weekly meetings to check in with students, talk about any concerns or, simply, to chat leisurely. This, along with the fact that most teachers preferred or even insisted to be addressed on a first name basis, for me, redefined who the teacher was.

Average class sizes of 15 students also created a uniquely different classroom setting. There was greater teacher-student interaction, and students took a more active, rather than passive, role in class. At first, this meant getting com-

fortable speaking in groups that were culturally diverse and getting used to freely commenting or questioning. However, this became, in my opinion, one of the most educational enhancing feature of Pearson College and one that greatly helped me to do as well as I did there. To add to these, the college also provided all the resources that were needed for a successful educational journey. All the required textbooks were distributed during the first week; class necessities, such as graphing calculators, lab coats, safety glasses, and even laptops, if needed, were provided.

Question: *Were these provided for free as in yours to keep or were they loaned and had to be returned?*

Answer: *Some were. Textbooks, lab equipment and graphing calculators were given only for the two years you spent at Pearson and were returned at the end of the IB. Laptops, however, students could keep!*

A reliable library, computer loft, and teachers willing to highlight, or even create, useful resources was a tremendous help. An educational environment that ensured I had everything I needed to be successful removed several barriers to learning and had encouraged me to push for excellence. These three, the multiple roles teachers played in helping students which saw for the development of a close teacher-student relationship, the small class sizes that encourage students, especially myself, to take a more active role in learning, and the fact that all the resources I needed to be successful were provided really created a unique environment that saw for a new but truly enjoyable and rewarding education experience. Along with a rather effective educational approach, Pearson College, employing the IB diploma as the educational program of choice and solely driven by the values and mission of a broader UWC community, created an environment that encouraged educational development, provided opportunities to develop relevant and useful skills, and fostered community and international awareness.

The fact that teachers were experts in their field, and often were the authors of the required IB textbooks, was inspiring; however, it was the freedom to pursue personal study, as a requirement of the IB diploma, that really encouraged educational development.

For successful completion of the IB diploma each student was required to complete an extended Essay (EE) – a personal study conducted under supervision of a professional (usually a teacher), in any subject area that interested the student and for which the student had the entire 2 years to research and complete.

For me, this meant I could research some of the captivating claims of science in the Laboratory under the supervision and guidance of Dr. Garth Irwin while, for others, it allowed in depth studies of

Brilliant Guyanese Excels in Canada *(continued from page 3)*
 issues of peace and conflict or thorough dissection of the effectiveness of certain economic models in developing countries. This freedom to pursue any study of interest under the supervision of a professional really encouraged me to be a front-liner in my studies, and to be more involved and a part of what was occurring in my field of study.

Question: *What was the teaching style & resources? Did they teach based on the textbooks, or based on notes & handouts? Did they use whiteboards, overhead projectors and or smartboards? If all of the above, which seemed to be more effective for learning?*

Answers:

a. Resources Used

Each classroom had a smartboard beside a whiteboard. In general teachers didn't adopt a fixed style but rather used the smartboard when it was better suited for a topic and the whiteboard when it was better suited. Some teachers focused more on one as opposed to the other, simply because of the nature of their subject e.g. maths vs theatre. Some teachers took things even further by creating special resources to help students learn. My French teacher created a computer application and website to help students, my biology teacher wrote an excellent study guide, and my chemistry teacher wrote our textbook.

b. Teaching Style

Teachers seemed very knowledgeable, and they were. Except for when Power-point presentations were used, teachers appeared to be teaching off the top of their heads, but I strongly believe they must have been following guidelines of their notes as most of what was covered closely matched the topics covered in the textbook (often in the same order). Usually, I made notes in class, then read the section in the textbook – both gave varying viewpoints of the same topic (this was helpful).

c. Effectiveness

I particularly preferred teaching done on the whiteboards as opposed to that done using smartboards simply because, to me, teaching done on the whiteboard was more engaging, and it was very effective.

However, there were some instances where a smartboard was absolutely necessary to ensure effective learning e.g. visualizing 3D protein molecules or looking at complex NMR spectra. I believe that teaching is most effective when the smartboard is used in conjunction with the whiteboard, not as a replacement; this is the strategy that was used at Pearson and it was very effective.

With this, the IB program also encouraged students to develop relevant and useful skills through its required Creativity, Activity and Service (CAS) program. In conjunction with this program, Pearson College provided several skill building weekly extracurricular options for student to take on. This allowed me to take a meaningful step towards my goal of becoming a medical doctor with the available Pearson College Medical Responder (PCMR) CAS program which allowed for level HCP first aid certification.

Students interested in marine biology could take on the Diving CAS program which allowed for diving certification, and still others interested in psychological counseling could take on the Peer Counselor CAS program to name a very few. The IB implemented CAS program was really an invaluable resource in helping students, especially myself, develop relevant and useful skills. Also very significant was Pearson Colleges' strong spirit of community and international awareness.

Through Weekly international affairs discussions, and from multiple week long community aiding projects, I developed an appreciation for the differences amongst international groups of people and a strong desire to help those in need – a desire that saw me volunteering at institutions, such as Woodwynn Farms and Our Place Society, in an effort to help those who were homeless.

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Colleague and myself in Laboratory

Brilliant Guyanese Excels in Canada *(continued from page 4)*

The combination of the EE, CAS program, and UWC’s strong spirit of community and international awareness resulted in a great deal of maturity and development for me, educationally, in skillful competence, and in mindfulness and care for the local and international community.

My UWC journey wasn’t without difficulty however. In fact, there were some lessons I needed to learn, and some adaptive changes I needed to make in order to be successful, the most important being time management.

At first, the IB and the demands of Pearson College seemed overwhelming. Coming from Guyana’s educational system, where there were no compulsory extra-curriculum activity, to juggling academic studies along with weekly CAS activities, fitness, village meeting, international affairs, student volunteer job, and EE research was difficult. It was critical that I learn to manage my time efficiently. Though initially the IB program resembled the first year of CAPE, it was rather learnt strategic planning and firm organization, along with sound advice from my advisor, that was critical to my quick transition. The rather technological approach of Pearson College also required some adapting to. Pearson was largely based upon an online notification system known as Pearnert. Instead of traditional blackboards, teacher taught on smartboards, and notes were posted.

Question: Compare, as best you can, the CAPE program vs the subjects you took at Pearson.

Answer: CAPE’s Biology, Chemistry, and Maths are almost identical to IB Biology, Chemistry, and Maths. So is CAPE’s Communication Studies to IB’s English A. Caribbean studies doesn’t have an equivalent in the IB.

In addition to my main field of study (science and math), it was required that I (all student are required to) do two languages (I chose French and English), one social science (I chose Economics) and Theory of Knowledge. Theory of Knowledge is a subject area which aims to question what we “know” as knowledge and how we know it. It includes a very critical essay on some areas of knowledge (TOK Essay), a similar presentation, and the Extended Essay.

E-mails became a common form of communication, and assignments and projects, traditionally submitted in hard copy, were now submitted via software. At first, I found it difficult to adapt and would often miss important announcement and opportunities that were only posted electronically. This didn’t last very long, however, as I was able to gain an appreciation and, afterwards, a liking for this new but efficient system.

Finally, in the rather new environment, far from home, I had to learn to be independent. This didn’t come naturally. However, by my second year, I was proposing personal



PCMR Team

Question: Given what you know of the QC resources, how much of this new teaching system could be implemented successfully in Guyana? A) Teacher training B) equipment maintenance C) Student tools (laptops, etc)

Answer: As it relates to a more technological approach, it’s possible, but may require some investment in the necessary technology, such as projectors and possibly smartboards. With this, technological resources will only be effective if they are easily accessible by students. Computer labs, laptop loans, and school Wi-Fi will probably be essential in making this possible (especially for student in need). If implemented, a more technological approach will likely improve the standard of learning after a few weeks of getting accustomed to it.

academic and career plans and strategies to our university admissions officer, developing my own scientific research in laboratory and designing personal CAS projects.

Now having successfully completed what was truly a rewarding period at UWC Pearson College, I still reap the benefits of my educational experience, personal development, and lessons learnt there. With a similar educational approach at Trent University where I now attend, I thrive well. With a great deal of personal development, educationally and in skillful competence, I am often ahead of my peers, a fact that shows in the several academic awards and recognitions I have received during my first year at Trent. Lessons of time management and independence are especially invaluable to me now as I take on challenges greater than those I faced at Pearson College. I am truly thankful to UWC Pearson College for bestowing on me, back in 2012, an opportunity that I can now describe as one of the most meaningful and significant in my life, and one whose teachings I hope will continue to aid many future successes.

THE GHOMESHI VERDICT

by Justice (rtd.) Vibert Lampkin

On Thursday, 24 March, 2016, Jian Ghomeshi was acquitted by Justice William Horkins of four charges of sexual assault and one count of overcoming resistance by choking. Hundreds - if not thousands - of women were outraged by the verdict, and demonstrations have been staged in Toronto to show their disapproval. The protesters claim that the justice system is rigged against women who come forward with allegations of sexual assault against them. Adopting the banner "*We Believe Survivors*", they claim that these women are not believed, that the victims are put on trial rather than the accused. Even prominent politicians, including a lawyer, have joined the chorus and have taken to social media and have lambasted Ghomeshi's lawyer Marie Henein, stating, *inter alia*, that she has set the cause of women back seventy years, that she has betrayed women. But the Judge was right. His decision is justifiable on legal grounds supported by legal precedent going back for hundreds of years. Indeed, I told an Assistant Crown Attorney on 20 February, some five weeks before the judgment was delivered, that, from the snippets of evidence I had read in the press, Ghomeshi would be acquitted.

I am afraid the protesters have a serious misunderstanding of what a criminal trial is all about. Every accused person, whether he is accused of murder, terrorist activity, sexual assault, or petty theft, is entitled to the presumption of innocence and to a fair trial by an impartial judge or judge and jury, as the case may be. The Crown, with all its resources including those of the Police who are charged with investigating criminal activity, has the burden of proving the charge against the accused beyond a reasonable doubt by credible, reliable evidence which is subject to cross-examination. The accused has no obligation to give evidence - if the case against him is so weak, he may not testify. The accused is entitled to say to the State: "You allege that I have committed a crime. Prove it".

The allegations against Jian Ghomeshi stem from his interaction with three women in 2002 and 2003. He had been the host of a CBC television show called '*PLAY*' and, subsequently for several years, he had been the host of a CBC radio show called '*Q*'. By 2014, he had attained celebrity status. He was publicly dismissed from his position in October 2014 after several allegations of disreputable conduct towards a number of women surfaced. The complainants came forward in response to the public request of Police Chief Bill Blair encouraging those with complaints against Mr. Ghomeshi to come forward.

A non-publication and non-broadcast order was issued with respect to the identification of two of the complainants, and they were referred to as L.R. and S.D. The third complainant was Lucy DeCoutere, an actor and Air Force pilot. Charges of sexual assault and choking were laid against

Mr. Ghomeshi on the allegations of these women. The evidence was heard from 1 February through to 11 February, 2016. It was perhaps the most closely followed trial in recent Canadian history.

L.R. testified that, in December 2002 following the taping of one of Mr. Ghomeshi's shows to which he had invited her, they went to a pub with others. She recalled that he ordered a Heineken beer while she had a ginger ale. When they left the pub, they sat in his car in the parking lot. She had a specific recollection that his car was a bright yellow Volkswagen Beetle. They flirted with each other and kissed when, suddenly, he grabbed hold of her long hair and yanked it really, really hard. It was painful.

During the first week of January 2003, L.R. attended another taping of one of Mr. Ghomeshi's shows. After the show, he drove her to his home. They had a drink; they sat on a couch and talked. At one point as she was standing near the couch, suddenly out of the blue he came up behind her, grabbed her hair and pulled it, punched her in the head several times and pulled her to her knees. She felt that she had walked into a pole or had hit her head on the pavement. Suddenly the rage was gone, and he suggested that he call her a cab. She said he threw her out like trash.

She never thought of calling the police. She testified that she never saw Mr. Ghomeshi again after this incident. She was so traumatized that, every time she heard Mr. Ghomeshi's voice on TV or the radio, she would turn it off as the sound of his voice and the sight of his face made her relive the trauma of the assault.

However, a year later, she sent a flirtatious e-mail to Mr. Ghomeshi, calling him "Play-boy" and referring to his ploughing snow naked. She provided him with her e-mail address and phone number but she received no response. Six months later, L.R. sent another e-mail to Mr. Ghomeshi, stating that she had been watching him. She attached to this e-mail a picture of herself reclining on a sandy beach, wearing a red string bikini.

L.R. had never disclosed these e-mails to the police or to the Crown, and it was only when she was confronted with the actual e-mails and picture that she suddenly remembered that it was used as 'bait' as part of a plan.

Further, Mr. Ghomeshi did not acquire the bright yellow Volkswagen beetle until seven months after the December 2002 incident which she said had occurred in that car. There were several other inconsistencies in her evidence. Mr. Justice Horkins found that L.R. had deliberately breached her oath to tell the truth.

Lucy DeCoutere first met Mr. Ghomeshi in June 2003. They stayed in touch and planned to get together in Toronto over the forthcoming Canada Day long week-end. She travelled from her home in Halifax to visit with him

THE GOMESHI VERDICT*(continued from page 6)*

and other friends in Toronto.

Early in the visit, she and Mr. Ghomeshi went out to dinner. After dinner, they returned to his home, a short walk from the restaurant. He gave her a tour of his home. Suddenly out of the blue, he kissed her. He put his hand onto her throat and pushed her forcefully to the wall, choking her and slapping her in the face. Though shocked, she tried to remain calm. She stayed a while as they listened to music, and he played his guitar. She left after a good-night kiss.

Over the course of the weekend, they attended several social events together during which there were no further acts of violence. After the weekend, she determined not to have any on-going personal relationship with him. She gave the court her guarantee under oath that she had no romantic feelings for Mr. Ghomeshi.

Ms. DeCoutere had provided a sworn cautioned statement to police to the effect that, after the alleged assault, she only saw Mr. Ghomeshi "in passing". On the evening of the second day of trial, her lawyer approached Crown counsel and asked whether the Crown would be interested in any further disclosure of the post-assault relationship between his client and Mr. Ghomeshi. A further formal sworn statement was taken from her and disclosed to the Defence. This new statement disclosed for the first time that she had sent flowers to him days after the alleged choking. It also disclosed for the first time that they had spent a considerable amount of time together in Banff at the Banff Film Festival in 2004. They had performed a karaoke song, '*Hit Me Baby One More Time*', at Banff Springs. She sent him a photograph of their performance with the caption "proof that you can't live without me".

She was confronted in cross-examination with a photograph of herself affectionately cuddling in the park, the very next day, with Mr. Ghomeshi, the man who had allegedly violently assaulted her the night before in July 2003. On 5 July, 2003, within twenty-four hours of the alleged choking, Ms. DeCoutere e-mailed Mr. Ghomeshi. *Inter alia* she said: "...You kicked my ass last night and that makes me want to f**k your brains out tonight".

Five days after the alleged choking, Ms. DeCoutere sent Mr. Ghomeshi from her home in Halifax a hand-written love letter expressing her regret that they had not spent that night together. On 17 July, 2003, Ms. DeCoutere sent an e-mail to Mr. Ghomeshi, telling him that he was "magic". On 25 July, 2003, she wrote to him telling him that she was really glad to know him.

On 6 April, , she wrote an e-mail to Mr. Ghomeshi, suggesting help with "*an itch that you need ...scratching*". On 19 October, 2005, she sent him a photo in which she described herself as 'ridiculous, sexualized' with the neck of a beer bottle in her mouth, simulating an act of fellatio.

Prior to going to Banff, Ms. DeCoutere had e-mailed Mr. Ghomeshi, saying that she wanted to play with him in Banff and suggested they have a "*chance encounter in the broom closet*". He replied that he would love to hangout but could not promise much. She replied that she would

"beat the crap" out of him if they did not hang out together in Banff and that she would like to "*tap (him) on the shoulder for breakfast*".

The third complainant, S.D., alleged that between 15 July, 2003, and 2 August, 2003, while "making out" sometime after dark on a secluded park bench, Mr. Ghomeshi squeezed her neck forcefully enough to cause discomfort and interfere with her ability to breathe. They kissed, and she felt his hands and his teeth on and around her neck. It was rough and unwelcome. She told police that they socialized two or three more times following this incident, but it was always in public; they went to a bar and had a dinner date, but there was no further relationship between them.

S.D. met with Crown counsel five times in the year prior to trial and, on each occasion, she was reminded of the need to be completely honest and accurate. At no time until almost literally the eve before she was called to the witness box did she reveal the whole truth of her relationship with Mr. Ghomeshi.

The truth of the matter was that, after meeting with Mr. Ghomeshi at a bar in public, she took him back to her home where they "messed around", and she gave him a "hand job". He slept for a while and then went home. On 25 February, 2004, S.D. sent Mr. Ghomeshi an e-mail in which she asked him if he still wanted to have that drink sometime.

When S.D. made these last-minute disclosures, the other two complainants had already testified and had been embarrassed by the Defence who produced their e-mails that showed they had not disclosed the full picture of their relationship with Mr. Ghomeshi following his alleged assaults upon them. S.D. had reviewed her sworn statement to the police the week prior to trial and, at that time, had offered no amendments. She said that she inadvertently heard something on the radio about e-mails being presented to the other complainants and then she decided it was time to disclose the full extent of her relationship with Mr. Ghomeshi. S.D. initially testified that she and Ms. DeCoutere had never discussed the details of her experience prior to her police interview but, in cross-examination, she admitted that she had. Between 29 October, 2014, that is after the public humiliation of Mr. Ghomeshi, and September 2015, she and Ms. DeCoutere had exchanged approximately 5,000 messages. They considered themselves to be a team with the express purpose of bringing down Mr. Ghomeshi. They discussed witnesses, court dates, and meetings with the prosecution. They shared a publicist and initially shared the same lawyer. Their expressed top priority was to "sink the prick".

On 9 December, 2014, Ms. DeCoutere told S.D. that she (Ms. DeCoutere, the professional actor) was excited for the trial because it was going to be "*...theatre at its best*". Ms. DeCoutere engaged the services of a publicist for her involvement in the case. She gave 19 media interviews and received massive media attention for her involvement in the case.

First and foremost, a criminal trial

THE GOMESHI VERDICT*(continued from page 7)*

is a search for the truth. \Anyone accused of a crime is presumed to be innocent and is entitled to have the charge proved against him beyond a reasonable doubt. Unless an accused person pleads guilty to the charge against him which means that he accepts responsibility for the criminal actions alleged against him, that proof must be found in hard evidence produced in a court of law. That evidence is subject to cross-examination by the accused or his lawyer.

The standard of proof in a criminal case is very high. The words 'beyond a reasonable doubt' are not words of art to be taken lightly. They are traceable back to earliest times. Sir Edward Coke, former Chief Justice of England and regarded as the greatest jurist of the Elizabethan era, completed his *Institutes of the Laws of England* prior to his death in September 1634. In this work, he explained the standard of proof as follows:

In criminalibus, probationes debent esse luce clarioles

(In criminal cases the proof must be clearer than light).

Of course, all Commonwealth countries, of which Canada is one, have in large measure inherited the common law of England and adapted it to suit their own circumstances, but we still retain the principles. That maxim demonstrates the high exacting standard of proof in a criminal case. It does not require absolute certainty but something approaching that. The House of Lords, formerly the highest Court of Law in England (now it is The Supreme Court of England and Wales), has stated that the trier of fact must be sure before registering a finding of guilt.

Sir Edward also put forward the maxim:

Suppressio veri, suggestio falsi

(The suppression of the truth is equivalent to the suggestion of falsehood).

There is also a parallel maxim that is of relevance in these proceedings:

Suppressio veri, expressio falsi

(Suppression of the truth is equivalent to the expression of falsehood).

All three complainants had independent counsel. All three complainants deliberately withheld vital, important, relevant information from the police who had taken sworn statements from them, the Crown, and the Court, and they only came forth with the whole truth when they were either confronted with their e-mails and their photographs or when they realised that the game was up. They paid lip

service to the oaths they had taken. Proof beyond a reasonable doubt is not speculation or a gut feeling that an offence has occurred. The evidence must be truthful and reliable.

Margaret Wentz got it right. In her article; "*Truth and deception: Verdict a good day for justice*" in *The Globe And Mail* on Friday, 25 March, she wrote, *inter alia*,:

The case against Mr. Ghomeshi fell apart not because the system is rigged against the victims, not because he had a clever defence lawyer who knew all the tricks, not because sexual assault victims are not believed. It fell apart because all three women grossly failed to tell the truth.

Our courts have given direction to trial judges with respect to the treatment of inconsistencies in evidence. In *R. v. G. (M)* (1994) 93 C.C.C. (3d) 347 at p. 347 *et seq.*, Mr. Justice Galligan, speaking for the majority of the Ontario Court of Appeal, said:

Probably the most valuable means of assessing the credibility of a crucial witness is to examine the consistency between what the witness said in the witness-box and what the witness has said on other occasions, whether on oath or not.

Inconsistencies on minor matters or matters of detail are normal and are to be expected. They do not generally affect the credibility of the witness. But, where the inconsistency involves a material matter about which an honest witness is unlikely to be mistaken, the inconsistency can demonstrate carelessness with the truth. The trier of fact is then placed in the dilemma of trying to decide whether or not he can rely upon the testimony of a witness who has demonstrated carelessness with the truth.

I do not think the principle is different whether there is one or several inconsistencies. What is important is the significance of the inconsistency. If the inconsistency is a significant one, then the trial judge must pay careful attention to it when assessing the reliability of the witness's testimony.

In *R. v. Lifcus* [1997] 3 S.C.R. 320, the Supreme Court of Canada provided a guide for trial judges with respect to the term "beyond a reasonable doubt". Probable guilt or likely guilty is not enough. The court stated:

In short, if, based upon the evidence before the court, you are sure that the accused committed the offence, you should convict since this demonstrates that you are satisfied of his guilt beyond a reasonable doubt.

ENQUIRIES AND REMINISCENCES

In response to an enquiry about a former College caretaker, some of us have taken a trip down memory lane.

Dear Secretary,

I have a strange story for you. My Dad's grandfather was the caretaker of your college for years. He remembers visiting his grandfather there. He says it was probably from 1946. My Dad's name is Basil Singh.

I don't know if it possible but I would like to find out any records there might be about my great-grandfather and his service there at your school. His name would have been Singh, but we are not sure about the first name.

I appreciate your help.

Sincerely,

Serena Singh

Continued on page 10

(The following article has been taken (and edited) with permission from the archives of the British Province of the Society of Jesus, London, England.)

Biography of Jesuits at St. Stanislaus College - 13

FR. FREDERIC BRITTO, ENGLISH MASTER

The Guyana Newsletter gives us this account of Fr. Frederic's work in India and in Guyana:

"Fr. Frederic Britto, after a ministry of 20 years in Bombay mostly in education, spent his last 15 years in Guyana, also mainly in school work. On 25th July, 1983, he arrived back in Bombay for a rest and medical treatment after a stroke and a heart attack. Few would have thought that he was coming home to die. He passed to his reward on Sunday, 18th September, 1983, after having been for some weeks at the Holy Spirit Hospital and at Vinayalaya. He was buried at Chembur where he had been born 70 years before on 27th July, 1913, the eldest of 5 brothers and 4 sisters.

"Fred's was what in those days was considered a late vocation. On his 21st birthday, he took the train for the south towards Shembaganur where he was to remain for seven years as novice, junior, and philosopher. He taught at St. Stanislaus Bandra before he began his theological studies at De Nobili College, then (in its pioneering days) at St Vincent's, and continued them in Kurseong where he was ordained priest in 1946. Back in Bombay, he was immediately appointed principal of St. Mary's E.T. School. After a year at Vinayalaya as minister and parish priest of the new parish, he did pioneering work at Manickpur as Superior and Principal. Manickpur is a strongly Catholic area and one of the places visited by St. Francis Xavier. Then came his first foreign mission. Together with two other Bombay priests, he was commissioned in December 1953 to serve as military chaplain to the Custodian Forces of India in Korea.

"Fifteen years later, after having been Rector and Principal at St. Xavier's and Principal at St. Mary's, Bombay, and at St. Paul's, Belgaum, and being at the time Superior of Sodality House and in charge of Jesuit education in Bombay and President of the Bombay Headmasters' Association, he volunteered for work in the Guyana Mission. In July 1968, he was one of the two first Bombay Jesuits to be sent to Guyana on a permanent basis.

"When he came to Guyana, the hope was that a school might be founded that would serve the East Indian population, both Hindu and Christian. To this end, Fr. Britto spent a year at St. Stanislaus College before moving to the Corentyne district. It soon became clear that a new school was not a practical proposition, so Fr. Britto put his effort into teaching at Berbice High School. Living either at Port Mourant or at New Amsterdam, Fr. Britto taught English at Berbice H.S. for nine years.

"After retiring from teaching in 1978, Fr. Britto spent four years helping with parish work, still in the Corentyne, at Springlands and Port Mourant. In July 1982, he suffered a stroke which left him partially paralysed and with his sight badly impaired. By July of 1983, a partial recovery allowed him to make a delayed trip to India for long leave –

passing through the U.K. on the way, and taking part in the ordination celebration at Stamford Hill in July – but, all too soon after his arrival in India, came news of his death."

Fr. Michael Coutts, a fellow Bombay man, writes from Malgretout and gives us more details, aided by Fr. Jerome Aixala, former Provincial of Bombay Province.

"If there are two descriptions that are tailor-made to suit Fr. Britto, they would be priest and schoolmaster. Priesthood for him was traditionally sacramental - celebrating the Mass and administering the Sacraments. We would be travelling the whole day long, come home dog-tired with just two thoughts in mind: bath and bed. We were too tired even to eat. As we opened the door, Fred would say, let's celebrate Mass and then we can tackle the rest. He always got his way. His next great love was students. He made things easy even for the dim-witted. He did not promise you the sky, but he did not give up. The exams would be around the corner, the student could barely tell a subject from the predicate, and Fred would say, 'Well, you will not get an A-grade, but let us see what is the next best that is possible'.

"In July 1968, Bishop Guilly made his second trip to Bombay, asking for volunteers to work in Guyana. Fred Britto and Mathew D'Souza were the first batch to come to Guyana. Within weeks, he was teaching at our Jesuit College, St. Stanislaus. The next year, he was back in pioneering work, opening a small house on the Corentyne Coast. He and two young Jesuits began to teach in non-Catholic schools. Fred continued teaching there for the next ten years. He was very friendly with the students, who came to him not only for an A-level English tuition but also with their personal problems. He was very popular also as a preacher for wedding, funerals, and house blessings.

"When he was posted in the Corentyne, his confreres in Bombay really thought it was a waste of talent. He was unknown in the Corentyne and he had to make a fresh start; with a stroke of the pen, all his influence and contacts in Bombay were wiped away. But Fred had always been a pioneer and he had always wanted to be in teaching – plain and simple, not tied up with the red tape of administration. It was not for nothing that he gained a First Class in B.Ed., a Master's degree in English Literature, and a Fulbright scholarship. One thing was certain: Fred Britto was happiest in a classroom situation. His pupils, his fellow teachers, and many others benefited from his teaching and counselling and friendly interest in each one of them.

"His boundless energy kept him always on the move. He could preach a fine sermon, sing a popular song, and crack a good joke. Straightforward, he would stand no nonsense. A strict disciplinarian, he respected freedom and encouraged initiative.

Continued on page 10

Brilliant Guyanese Excels in Canada *(continued from page 5)*

Question: *Are you willing to make a guess about approximately where the Pearson program and the Trent program compares with the CAPE and the UG Programs?*

Answer: In my opinion CAPE is academically almost on par with the IB. In fact, my first year of IB Chemistry, Biology and Math was almost identical to my first year of CAPE Chemistry, Biology and Math. I would give an academic edge to the IB because it requires that students do more for graduation e.g. In addition to their main areas of study students are required to do a social science, a foreign language, TOK, as well as, personal studies (EE and TOK Essay). I can't quite make any meaningful comparison for University of Guyana as I didn't attend the university of Guyana and don't know details about the educational strategy or curriculum there.



Advisor Meeting

ENQUIRIES AND REMINISCENCES *(continued from page 8)*

The following is a reply from Bunty Phillips, former member of the Toronto Alumni Executive.

My memory of the school caretaker of the 50's is that his name was Das, and his wife's name was Mai (I'm not sure of this spelling). They lived in a room (or two?) on the ground floor at the south end of the Weld wing. I do not know what their surname was - if indeed they did have one, and I am not aware of them having children - I can't remember any children ever living there with them, but they were an older couple and any children may have moved on to live in their own houses.

Das rang the school bell to announce the start/end of class periods, and tended the school grounds at the Brickdam premises and at the sea-wall grounds the entrance to which was from the sea-wall road as the land south of it was a "bush lot" and not developed as it is today. I don't think that he actually did any repairs as such to the school infrastructure, but I may be wrong here. Mai sold "goodies" to the students during the mid-morning and lunch breaks.

At that time, only the Weld and Scannell wings were in existence, and the Colts (under 12 years) would use the Brickdam ground for cricket and football matches, and Das would mow the grass, lay out lines for boundaries, and take care of the single cricket pitch which ran east-to-west, parallel to Brickdam. The football pitch would be over the cricket field, and again ran from east to west.

At the sea-wall, Das mowed the grass and laid out and tended the cricket pitches (which ran north to south) of

which there were two, one on the west side closest to the pavilion which was used by the Seniors for House matches and for competition against Georgetown club sides in the second division Northcote Cup, third division Wight Cup, and the Rajah Cup which included clubs from outside of Georgetown, and the other at the east end of the grounds which was used by the Juniors (12 - 14 years). In the football season, there were again two football pitches, corresponding in position to the cricket pitches, with the goal posts at the north and south sides of the grounds. Das also marked out the boundaries for these. In the athletics season, Das marked out a 440-yard running track which had the straights parallel to the sea wall road with the start/finish at the west end of the north-side straight nearest to the sea-wall.

It's been a long time ago, and this is what I can remember (and even this may be flawed). It's somewhat scarce as, being a schoolboy at that time with typical schoolboy interests, I had no interest or curiosity into Das' situation or his personal affairs.

Readers with any corrections or further information on this question are encouraged to write in and share their memories with us.

As well, other submissions by alumni/ae for publishing in the newsletter are most welcomed. The newsletter is published four times per year in March, June, September, and December, and submissions should be made by the end of the month preceding the publishing date.

FR. FREDERIC BRITTO*(continued from page 9)*

One of the four young Jesuits sent to Manickpur in 1955, when Fred was Superior there, remembers Fred's first words to him: 'You know why you have come; I expect you to be responsible enough to do your duty without my urging you'. Fred then proceeded to show by example what he said in words.

"While in the Corentyne, Fred would often point to a spot in the cemetery at St. Francis Xavier's, Port Mourant. You must bury me there, he would say, just under the coconut tree. Little did he expect to go back to India to be buried in the very parish in which his family lived."

Requiescat in pace.

OBITUARIES

* Alumnus (48 – 53) **Harold St. Clair Rampersaud** died in his 83rd year in late December 2015, the funeral being held on 29 Dec. at the Ogden Funeral Home on Sheppard Ave East in Toronto. He attended Sacred Heart Catholic Primary (Main St.)



School from 1941 to 1948 before moving on to Saints where, in addition to gaining a love for the works of Shakespeare as taught by the late Fr. Earle S.J., he was active in sports, running the mile and playing the position of goalkeeper on the College and the Combined (with Queens) Colleges football teams. Harold passed eight subjects at the GCE Ordinary Level in 1952 and left Br. Guiana in 1953 to attend the Jesuit school, St. Louis University, Missouri, U.S.A., from which

he graduated in 1957 with a B.Sc. degree, majoring in Philosophy. He then returned to St. Stanislaus College where he taught Biology for one year.

From 1958 to 1964, he attended the University College of the West Indies at the Mona campus in Jamaica, and successfully completed his medical studies, graduating with the M.B., B.S. (London) degrees. To complete his internship, he moved to the Queen Elizabeth Hospital, Bridgetown, Barbados, where he became the House Officer by 1966, after which he joined the St. Vincent and the Grenadines Medical Services in 1966, from which he eventually retired in 2001.

During the course of his stay in St. Vincent, he was involved as an Advisor on and the Administrator of Government health policies and other associated matters and, in these roles, he travelled extensively throughout the world, including the Caribbean, Europe, the Middle East, and the Far East (including Hong Kong and Taiwan). He also represented the Government at WHO and PAHO conferences in U.S.A., Switzerland, the Caribbean, and Guyana.

In local matters, Harold acted as the personal physician to the Prime Ministers of the country, as well as to the Judges of the State and Eastern Caribbean Circuit. In addition, he was appointed to attend to all the Caribbean Prime Ministers and Ministers of Health at a Caribbean Conference held at the famous villa complex of Canouan Beach Resort in the Grenadines. He also worked as the only medical doctor to attend, on request, to all visiting Hollywood and rock stars, including Mick Jagger, and administered medical services to many other well-known persons, including H.R.H. the late Princess Margaret of the U.K., who owned a villa on the island of Mustique. He was appointed Chief Medical Officer, a post he held from 1990 until his retirement in 2001.

Harold held the position of President of the St. Vincent and the Grenadines Family Planning Association for four years, and also was the President of the Canadian Save the Children Fund (St. Vincent branch) for eight years. In recognition of all the valuable services which he had rendered to the public, he was awarded the O.B.E. in 1996.

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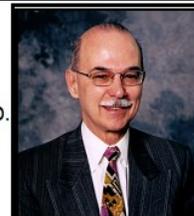
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St. Stanislaus College Alumni Association Toronto, founded in 1993, is devoted to making St. Stanislaus College the best educational institution in Guyana. It provides financial aid and other aid to the college, which was founded by Fr. Langton S. 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. Saints News & Views publishes four issues each year. The articles published represent the opinions of the authors, and do not necessarily reflect those of the publisher. Saints News & Views welcomes contributing articles from its membership. The publisher reserves the right to edit or publish all submissions solely at its discretion.

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The Association welcomes your feedback. Please direct your comments, enquiries, or articles you would like published to:
The Editor, Godfrey Whyte, 4544 Sheppard Avenue East, Toronto, Ontario M1S 1V2. You may contact the Editor, Godfrey Whyte, by phone at home at 416-265-4362 or cell 416-315-8158 or by email at gwhyte@st-stanislaus-gy.com.

COMING EVENTS

Date	Event	Location	Cost
Sat. 16 Apr., 2016	Spring Dance	West Rouge Community Centre	\$45 (all inclusive)
Sat. 9 Jul., 2016	Golf Tournament	Bethesda Grange Golf Course, 12808 Warden Ave., Stouffville	\$125
Fri. 29 Jul., 2016	CaribJam Dance	Pickering Recreation Complex 1867 Valley Farm Road, Pickering	\$30 in advance \$40 at the door
Mon. 1 Aug., 2016	Last Lap Lime	Woodbridge Fairgrounds	\$10
Sat. 15 Oct., 2016	Fall Dance	West Rouge Community Centre	<i>tba</i>

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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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