

Dedication

Dedication Fr. William J. Sheehan, S.J.

Fr. William J. Sheehan owes his remarkable popularity on campus to his ability to smile in the tightest situations and to his uncanny talent in winning friends and making others feel wanted. This amiable teacher can always be seen surrounded by a flock of young students — and he is equally admired by older students, who have passed under his tutelage.

In 1959 Fr. Sheehan graduated from Boston College and came to St. George's College to spend his three years of Regency. He was made moderator of Campion House, and it is interesting to note that Campion was victorious that year.

As a scholastic, Fr. Sheehan did not start teaching English immediately, but taught Biology, Health Science and Religion. After his brief three years in Jamaica Fr. Sheehan proceeded to Weston College to complete his theological studies in preparation for ordination to the priesthood.

Ordained in 1965, Fr. Sheehan returned to St. George's in September of 1967, and became Chairman of the English Department. As chairman he started new and exciting developments in the teaching of English, such as revamping the English curriculum in the first three forms and introducing more up-to-date text books.

1967 also saw the birth of Fr. Sheehan's brainchild — the Reading Centre. Much of his time was devoted to obtaining quality books, organizing a lending system and overseeing the general and speedy growth of the admirable and unique project.

The Reading Centre is a great success and is patronized by all of the lower form students, and many of the upper-formers.

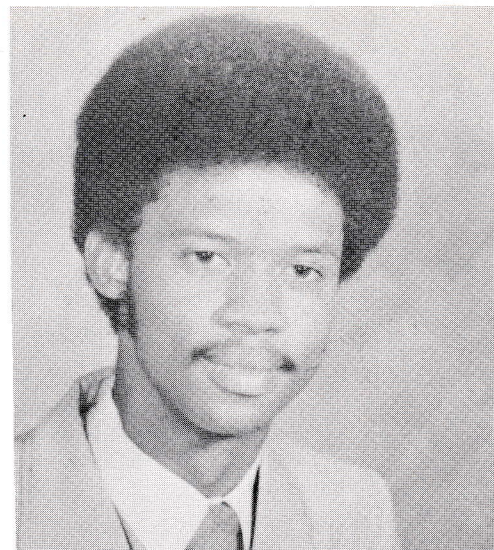
It was during the same year too that Fr. Sheehan saw the need for an improved reading programme at St. George's. He knew that not enough students were interested in reading — or didn't understand well enough what they read. He realized that in conjunction with providing good books from the Reading Centre, he had to stimulate an interest in reading and increase the students' comprehension. The solution came in the form of the S.R.A. reading skills programme, which Fr. Sheehan started with the help of Fr. Bowman.

Aside from Fr. Sheehan's immediate concern for students at St. George's, he has a strong interest in the reading ability of Jamaica. Unknown to many Georgians, Fr. Sheehan is the President of the Jamaica Reading Association, a national association which is dedicated to influencing Jamaican students in their reading habits, and providing reading material. He played an important role in the "BOOKWAVE" at the St. Andrew Parish Library in 1970, which sought to promote student interest in books. He has also attended numerous seminars, summer programs and workshops concerning reading, both in Jamaica and abroad.

Fr. Sheehan's devotion and hard work have produced many significant improvements in the teaching of English at St. George's. As Chairman of the Junior English Department he has unselfishly sacrificed time and energy implementing new patterns of studying the English language. Still this energetic, young priest comes up with idea after idea, as seen in his latest achievement, that of opening a new section in the school library.

It is with immense gratitude that we, the students of St. George's say, "Thank You" in dedicating this book to Fr. William J. Sheehan, S.J.

The Headboy's Message



by William Pearson

What? How? When? Where? Why? These five simple but very consequential words faced me when I assumed the responsibility of Head Boy. What was my job. How should I go about the job? When should it be executed? Where should it be executed? and lastly why was it me? I had no ready answers to these questions, so I simply forgot the questions and their answers and dedicated myself to the task of being exemplary to my fellow students. Exemplary not by sitting still, being inactive and pretending to be the Lord's Chief Angel Gabriel or some other member of the heavenly host with a shining halo. As a matter of fact I am no angel. Instead however, I hoped to be exemplary by doing MY BEST IN WHATEVER I DID.

This is what I want to impress upon you fellow Georgians. I want you to recognize and appreciate your own uniqueness, and your own individuality. I want you to feel that without "me" everything will flop, this might urge us all to give of our best. The whole system of placings — first, second, third, etc. — was designed with this in mind. The whole idea of competition was designed for people to give of their best. It would have been most inhuman if it were designed for the victors to be lauded and awarded while the vanquished were oppressed and punished. I would like you fellow Georgians to reach a stage where you think like this — "There is a bit of paper on the floor and if I don't pick it up, nobody will". "There is a goal to be scored. If I don't score it nobody will".

I frequently hear "Georges will never be what it was." I say: appreciate and respect the past, but never let it dim our vision of the future. Never let it be a stumbling block on our path of future achievement.

Quite attached to our ideas of "our best" and uniqueness is the idea of involvement. Almost every single extra curricular activity and group is built and maintained by a few involved people. What is the matter with the rest of us? I am indeed pleased that the administration of the school has seen that something has been amiss in our school life. It has been recognized that school is not 8.15 a.m. to 2.20 p.m. exclusive of lunch and break. It is however a period for that total development of every one in the school — student and teacher. This recognition of our shortcomings by the administration led to the historic Planning Programme and Voting Congress of last year's school year. Indeed it has already begun to bear fruit, I am pleased to say. The game — dominoes — which has permeated all strata of our society was given official recognition.

People have become quasi involved, in that a group of dynamic students and their moderator have opened a school newspaper, "UHURU" which has immediately given more life to our school spirit in addition to providing students with a medium to express themselves in writing.

It is not only the students that I wish to become involved but also parents. A good rapport is needed between school as a whole and parents. How can the school completely assume the responsibility of its student's future without knowing what the parents think? One of the most sadly lacking organisations at Saint George's is a powerful Parent-Teacher Association. I could not count the number of occasions this would prove a most valuable asset to our school life. It would not only help the institution known as Saint George's College but primarily the students themselves who are much more intimate with parents than the school could ever hope to be. It is not all a gloomy picture however; there is a spark of hope. In my "crystal ball" I see what has already begun and what will prove to be a very powerful force within the school — an involved Parent-Teacher Association.

I could not complete this report on Georgian life without mentioning an integral part of life at Saint George's, viz, our spiritual and aesthetic conditioning. Our motto, Ad Majorem Dei Gloriam, says it in part, "All for the greater glory of God. While the other half has been on elucidation of God to encompass man, the humanity of it all, remembering that all doctrine is social doctrine.

I think my duty to commend the administration whom I have found very helpful and co-operative, the staff, patient and understanding, and fellow students, working with whom is proving interesting, satisfying and fulfilling.

In closing let us call to mind some of the words of Tennessee Ernie Ford's spiritual.

'If when you give the best of your service
Telling the world that the Saviour is come
Be not dismayed when men do not believe you,
He'll understand and say WELL DONE.

Tony Pearson
Headboy.