

invictus

VOLUME I & II

tabula rasa

BILLABONG HIGH EPS INTERNATIONAL SCHOOL
THE HUMANITIES DEPARTMENT

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fore word

English poet Rudyard Kipling once wrote, 'I am by nature a dealer in words, and words are the most powerful drug known to humanity.' INVICTUS, was born out of this need to provide the platform for our students to present to the world their creativity of words and art. It is an initiative taken by the Department of Humanities to create interest and enthusiasm for our department subjects (History, Sociology, Geography, Travel & Tourism and Global Perspectives) amongst the students and showcase how they apply the knowledge that they learn in these subjects to their own lives.

We really believe that never has the need for an effective means of student expression been greater than today. This newsletter aims to share the creative masterpieces of our students and therefore presents excellent work done by them that deserves to be recognized and championed for its worth and value. We hope to release to a newsletter every volume of the school so that it captures the work done by the Department throughout the year and also allow greater student participation and contribution to it. Through this we hope to expose multidisciplinary nature of our Department and how the subjects studied by the students prepare them to question, challenge, and learn to make the society they live in, a better place.

I would like to thank our Student Editorial Committee for tirelessly working in this project, bringing it to life by showing relentless commitment towards this newsletter. We have such an impressive team of students who took this initiative with such vigor, to take the learning process outside the classroom, actively encouraging others to contribute and making this a reality. Much gratitude should also be extended our Deputy Principal, Mr. Misbah Ahmed for giving us the go ahead and always being so keen and our Principal Ms. Zeena Gasim for her unconditional support and Mr. Adhly Rasheed, Executive Director of Islanders Group, who welcomes any initiative that allows the development of students in our school.

Thus we have for you, from the students, a variety of poems, art and some informative and inspirational articles.

'In the end, we'll all become stories.' – Margaret Atwood

MARIYAM GISHAU

Head of the
Department of Humanities
*Billabong High EPS International
School*



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Dictators Through the Ages

ANCIENT

Nero:

The Emperor Who Laughed When Rome Burned

Fathimath Rayya (11A)

Nero was the Roman Emperor from 54–68 AD. He was an actor, poet, and—most significantly—a dictator. He was born as Lucius Domitius Ahenobarbus, the son of Gnaeus Domitius Ahenobarus and Agrippina. Just like any other dictator, Nero used terror to stay in power. He was ruthless, cruel, and did not hesitate when it came to imposing power over the Roman people.

Nero executed many people during his 14 years as the Roman Emperor. He was heartless and politically expedient; he did not care about people closest to him when it came to protecting his status in Rome and consolidating power. This resulted in him murdering two of his wives and even his own mother, Agrippina. Nero's command to murder his own mother in 59 AD was because he 'had it' with his mother's interference into his private life, and because of her attempt to influence her son's rule.

Nero also didn't allow any alleged disloyalty or criticism during his rule. He purged anyone who went against this—such as a commander who criticised him at a party, and even a writer who made negative remarks about the senate in a book.

Nero was given his famous title as 'the Emperor who laughed when Rome burned' following the great fire in 64 AD. The title itself reveals just how merciless he was. The blaze that devastated 75% of Rome within 10 days began in stores in the southeastern end of the Circus Maximus. Many Romans believed the fire was part of the vicious dictator's plan to build his villa, Domus Aurea.

Like many dictators, Nero was also an opportunist. He used the fire as an excuse to implement terror and purge the Christians in Rome, since Christianity was then a new and concealed religion. With this, the accusation, persecution, and torture of Christians began in Rome. Unfazed by the great fire, Nero continued his plan to build the Domus Aurea. However, he needed money to finance his project, and so started taking new economic measures. These measures were no better than his social measures. It was so bad that he faced a heavy backlash, which eventually led to his downfall.

Nero began by selling positions in public office to the highest bidder—which ensured not only money, but also loyalty from the people. He increased taxes, took money from the temples, and devalued currency. Nero also reinstituted policies to seize property in case of suspected treason. This led to the then governor of Rome, Gaius Julius Vindex, and the Roman people, rebelling against Nero's tax policies.

When the power of the people was revealed, Nero didn't seem to be the heartless dictator he was, and he became a coward. Instead of facing the people, Nero tried to escape them.

However, he had to abandon his plans to head east since even his own officers refused to obey him. He was forced to return to his palace, where he received the news that the senate had condemned him to death by beating.

And so, the authoritarian dictator decided to commit suicide, ending his life and his reign in 68 AD. He was the last of the Julio-Claudian dynasty, and his last words were, 'What an artist dies in me!'

MODERN

Stalin: The Man of Steel

Aminath Eema Asim (11A)

Russia was completely closed and isolated from the rest of the world until 1991, when the communist regime fell. It is only by chance that evidence of many of the many violent acts he committed still survives.

One of the most 'Stalinist' acts of the period had been the arrest of a group of doctors after accusing them of the 'Doctor's plot'; they were charged with conspiring to assassinate the soviet leader. Although this may not even have been a real plot, they still confessed to the crime—which gets us thinking about what exactly Stalin must have done to horrify these doctors to the extent where they agreed to a crime they may not have committed. Makes one curious, doesn't it?

Stalin can undoubtedly be considered as the most cold-blooded murderer of the 20th century. When we associate 'murderer' to a leader, it is the image of Hitler that would come to one's mind. However, what people are not aware of

is that Stalin killed a dozen million more than Hitler did. Yes, Hitler massacred over 6 million Jews. But Stalin killed 25 million people in his lifetime.

While Hitler never dared murder citizens of his country, Stalin effortlessly purged and killed his own people, just to make sure he remained in control. Both rulers were superb propagandists, but Stalin—being the paranoid psychopath he was—justified the death of the 25 million people in his infamous words: 'One death is a tragedy but a million is just statistics.'

The extent of his messed-up mentality can be seen from how he tried to cover his second wife's death, and completely ignored his son's. From historical accounts, it can be stated that he abused his wife until she committed suicide in 1932. He made sure that her death was officially reported as being caused by appendicitis. Meanwhile, his son Yakov was a soldier in the Red Army and was captured by the Nazis. When they proposed to free him in a prisoner swap, Stalin refused and surrendered his son voluntarily by saying that he was the father of all the sons of the Soviet Union.

Even with such paranoia and violence, Stalin managed to make Russia the country it is today. Thus, it can be said that he most definitely lived up to his name: the man of steel.



**The
Young
Joseph
Stalin**
Charcoal
on paper
*Fathimath
Zuhura
Ismail
(12A)*

CONTEMPORARY

Robert Mugabe:

Rose to Power as a Hero, Fell From Grace as a Joke

Zara Samy (11A)



One may wonder how a leader, once regarded a freedom fighter, now holds the title of the current longest-reigning dictator. Ruling for nearly four decades, the president of Zimbabwe, to this day, refuses to cease his power and control—even at the ripe age of 93.

President Mugabe was once a hero to the nation, as he fought against British colonisation and its disregard for the rights of black people in Southern Rhodesia, triumphing over their rule. In the process, he had been imprisoned for over a decade, for he had founded his own movement against the system, the Zimbabwe African National Union (ZANU).

Strongly holding Marxist beliefs, he opted for a guerilla war, and even carried out secret operations whilst in prison to launch such an operation. He eventually escaped from prison and assembled troops to initiate a war, which would continue

throughout the 1970s. His long battle for freedom, however, had its setbacks as the war crippled the nation's economy.

His reign began when the war was won and Southern Rhodesia—now named the Independent Republic of Zimbabwe—was freed from British rule by 1980, and he was elected prime minister. In 1987, he was elected the president of Zimbabwe, and for the first few years, he had managed to successfully execute a five-year plan. The country's economy grew, improving living standards.

However, the public began to see their hero transforming into a totalitarian dictator. Mugabe began to seize the lands of the white people without any compensation. This began his dictatorial reign, which ironically contradicted with his own views regarding Marxism. He justified his actions by saying it was the only way to gain full liberty for the black. He even went as far as passing an amendment, in 2000, that the British were to pay reparations to the blacks for the land that they had seized.

Growing unpopular among his people, he further refused to allow members of other parties to be involved in the constitution, assuring his dictatorial power. To make matters worse, he has been alleged to scam the elections in his favour through means of violence or corruption. These suspicions have been largely assumed to be true, as he pardoned attackers of his opposition. He has even gone to the extent of recounting votes for an election that he had lost against Morgan Tsvangirai, a democrat.

Zimbabwe's foreign relations have been greatly strained due to Mugabe's many doings, leaving them no support to overthrow such a government. Tsvangirai may now be the prime minister but Mugabe has ensured that most power still lies in his hands.

Though some still believe Mugabe to be a revolutionary—a hero to Zimbabwe—

he is now cited a controversial figure due to his power craze. He refuses to hand over authority till the day he dies and defies anyone who attempts to do so.

While he is noted nowadays for dozing off at events—he had even read out the wrong speech in the parliament—he has lived up to a shocking of age of 93, and even retained his power over a whole nation. This leaves one to speculate just how long this man may continue to rule.



(Google Images)

The Demise of the Romanov Dynasty

Aisath Faathin Maseeh (11A)

R: Romanovs dictated oppressive rules

U: Until they portrayed themselves as fools

S: Spring blooming with promises*, through their abdication.

S: Soon the Winter of Resentment** was to say farewell

I: In the midst of War time, Hope prevalent through the nation.

A: A tragic Tsar replaced, muddling Russia, far too well.

**Rise of Provisional Government (new hope)*

***The repression and economic problems Russians faced due to Tsar Nicholas II*

Dictator Facts You Probably Haven't Heard of

Humam Ahmed Mujah (11A)

1.

In 2012, a 14-year-old North Korean girl, Han Hyon Gyong, drowned while trying to save portraits of dictators Kim Il Sung and Kim Jong Il. Thus, the government named her school after her.



2.

Joseph Stalin's son shot himself because of Stalin's harshness towards him, but he survived. Then Stalin said, 'He can't even shoot straight.'



3.



Idi Amin, dictator of Uganda, has an official title of 'His Excellency President for Life, Field Marshal Al Hadji Doctor Idi Amin Dada, VC, DSO, MC, Lord of All the Beasts of the Earth and Fishes of the Seas and Conqueror of the British Empire in Africa in General and Uganda in Particular.' He never received a Distinguished Service Order (DSO), nor the Military Cross (MC), nor a Doctorate, nor even the Victoria Cross (VC).

4.

Romanian Dictator Nicolae Ceasescu banned Scrabble in Romania in the 1980s, describing the board game as 'too intellectual.'



5.

Benito Mussolini offered almost \$2000 to every couple who named their child Benito.



6.



Kim Jong Il's eldest son, Kim Il Nam, was the heir to the title of Supreme Leader of North Korea, until he attempted to enter Japan with a fake passport so that he could go to Disneyland.

So how many of these did you already know? Do you know any other little-known facts about famous historical figures? Submit to the BHIS Invictus gmail address for the chance to get your fun fact featured in the next volume.

Bloody Sunday

Jumana Shahid (11A)

22nd January 1905,
Released wasps from the hive;
Under the power of Tsar Nicholas the II
The Golden Days nearly came to an end

Shy was he, a timid maiden.
His moustache—the one good thing he
had then.
Though almost as dumb as the 16th
Louis,
He, at least, didn't marry a banshee.

He gave his people the Russo-Japanese
War:
This was during the fun year of 1904.
He tried to make his people patriotic,
But alas! He just got more idiotic.

Russia was agricultural then,
While Japan was industrialised—since
when?
Enough of that. It lead to starvation.
He blessed all with hunger, and a dead-
ly vacation.

300,000 people and Father Gapon,
Were tired of the Tsar, and became so
done,
That they marched to the Winter's Pal-
ace with a petition,

To get back their food, and wages in
addition.

Sadly their surprise party for the Tsar
Could not make it so very far,
Because they scared a baby Cossarc—
Who shot the people while it was still
not dark.

And when Tsar got scared and ran
away,
His people's trust in him began to sway.
Badabim Badaboom, with a Bibidi Bo-
bidi Boo—
He started the 1905 revolution too!

How, under one man, came 3 revolu-
tions, I don't know,
But it's history; I guess it was just so:
All men start drama worse than a Hindi
drama.
Goodbye TV. I'll read a textbook instead.

section ii

geography and travel & tourism

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Combating Natural Disasters in the Maldives—A Review

Lyn Abdul Hameed (11A)

Following the devastating Indian Ocean tsunami in December 2004 (the most recent major natural disaster to have struck the Maldives), UNDP Maldives carried out a risk assessment to identify the threats posed to the country by natural hazards. The key findings from this study are summarised thus:

There is a significant tsunami threat in the east (Male' Atoll, Felidhoo Atoll, etc.), and relatively low in the north and south atolls.

Northern atolls such as Thiladhunmath-ee Atoll have a greater risk of cyclonic winds and storm surges. There is a low hazard risk of this in the south atolls.

Addu Atoll, Fuvahmulah and the Gaafu Atolls have a minor earthquake risk.

Rise in sea levels due to climate change is a uniform hazard throughout the country; the Intergovernmental Panel on Climate Change estimated a rise in sea level from 0.09 metres to 0.88 metres in the country, years 1990-2100.

Overall, Maldives faces moderate hazard risk, with the exception of the tsunami risk, as well as the high consequential risk of sea level rise, leading to coastal erosion.

How is this information important? These facts can be used to pinpoint the natural disasters most imminent to the country.

This goes a long way in planning—and starting work on—measures to protect the country from, and alleviate the effects of these hazards. Consequently, tsunamis and sea level rise must be prioritised when focusing on prevention and mitigation.

The prevention and mitigation of natural disasters can be categorised into two: structural and non-structural. As tsunamis and sea level rise pose the same type of risk (with the difference of tsunamis being a more abrupt phenomena compared to the gradual rise in sea levels), protection policies can be put into place which will address both hazards at once.

When looking at non-structural mitigation strategies, community awareness takes complete precedence. People must be informed about the threats we are facing and their consequences, especially those in smaller islands who are thus more vulnerable due to lack of resources. This can be done by carrying out informative seminars, workshops, etc. and informing island and atoll chiefs, religious leaders, and other people of power in these areas. These will help islands become more self-sufficient in terms of protection.

Zoning is another viable plan that can be put into action; it enables the government to set restrictions on the types of structures that may be built in various locations. This can be used to prevent

critical infrastructures, such as power plants and hospitals, from being built in tsunami risk zones—an important step in ensuring the safety of such structures.

In terms of structural strategies, the Maldives has a slight economic constraint (being an upper-middle income country). Nevertheless, the government can certainly invest in hard structures such as dikes—which provide excellent protection against sea rise—and groins, which provide protection from large waves.

Building seawalls is a fairly expensive method, and it limits access to the water. However, it is one of the sturdiest protections against waves and sea level rise. One could argue that it is worth the expenditure.

One soft structure which would prove useful in mitigation is the construction of living shoreline, a shoreline management practice that protects, restores, and maintains coastal processes through the strategic placement of stone, sand fill, and other organic materials. It provides strong fortification against erosion, moderate protection against low storm surge, and wave action.

Subsequently, actions against natural disasters should not be taken lightly, particularly regarding the most immediate threats to the country. Every effort must be put in to ensure that all citizens are made aware of these dangers. The government must also invest in structural policies to mitigate the effects of the hazards, in keeping with the economic status of the Maldives.

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Volcanoes

Ahmed Rabaah Naseem (9B)

Volcanoes are openings in the Earth's crust through which hot magma, molten rock, and ash clouds come out when they erupt. They come in different shapes and sizes, which is dependent on the type of lava found within the volcano's underground chambers. Very hot, runny lava create **shield** volcanoes. If the volcano contains thicker lava, a **cone** volcano is produced.

Volcanoes get bigger over time, as the lava and molten rock cool down outside. The **chamber** of a volcano refers to the reservoir of magma beneath the volcano. A **vent** is the tube-like channel inside the volcano that allows the material inside to reach the surface in a volcanic eruption.

There are three types of volcanoes. Volcanoes that have erupted recently are referred to as **active** volcanoes; it is probable for these volcanoes to erupt again. Volcanoes that have not erupted for many centuries—but have a chance of doing so—are known as **dormant** volcanoes. Volcanoes that are not expected to erupt again are known as **extinct** volcanoes; these are ones that have not erupted in at least two thousand years.

Fun fact 1:

Some volcanic eruptions in the past have released so much material that the world's climate was affected for a few years.

Fun fact 2:

A volcano thought to be extinct in India's Barren islands erupted recently.

Fun fact 3:

There are over 1400 active volcanoes in the world, most of which are submerged. Volcanoes are distributed across plate boundaries; one third of them are found in 'Ring of Fire', in the Pacific Ocean.

Study Trip to Per Aquum Niyama Huvafenfushi

Zulaikha Abdul Wahi (10A)
Fathimath Eafa Rameez (10A)

The Travel and Tourism students of Grade 10—accompanied by BHIS Humanities department teachers—visited Per Aquum Niyama Huvafenfushi on the 24th of February. Although it was a half-day trip, we had an exceptional first-hand learning of concepts relevant to our subject. The study trip provided an excellent example of the saying, ‘Learning by doing and seeing.’

The journey to the resort was done via speedboat, which took about 40 minutes. Upon arrival, we were greeted by the management of the resort, who guided us throughout the trip.

Per Aquum Niyama Huvafenfushi is famous for featuring luxury and sensational natural beauty. Thus, we were all thrilled to have the opportunity of seeing the various facilities and services provided by the resort. In each area, information was provided to us on how they operated the services.

We were able to see the Marine Biology centre, the underground wine cellar, the diving centre, the fitness centre, and also the beach- and water-villa rooms. Each beach-villa have a secluded private beach, while the water-villas have direct access to the lagoon from a private sun deck.

After our class separated into two groups, we were taken around the resort in two buggies by some of the trainees. First, we went to a swimming pool area, where there were plenty of tanning chairs with

propped-up umbrellas. We were given the chance to spend a few minutes and take as many pictures as we could (which was, admittedly, a lot).



Later, we were taken into the wine cellar, where one of the managers provided us with information about the wines and some of their prices.

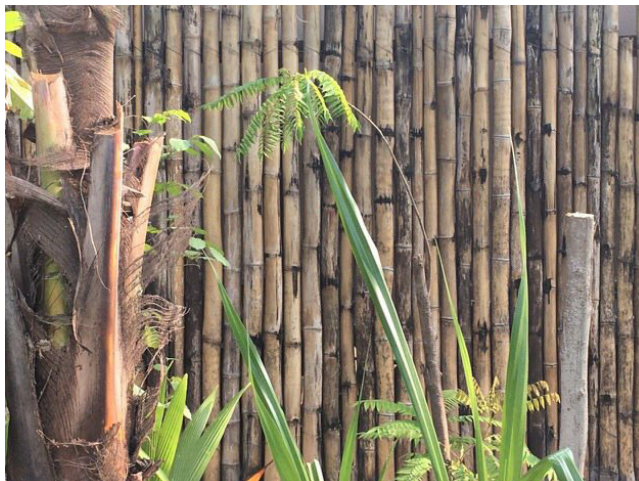
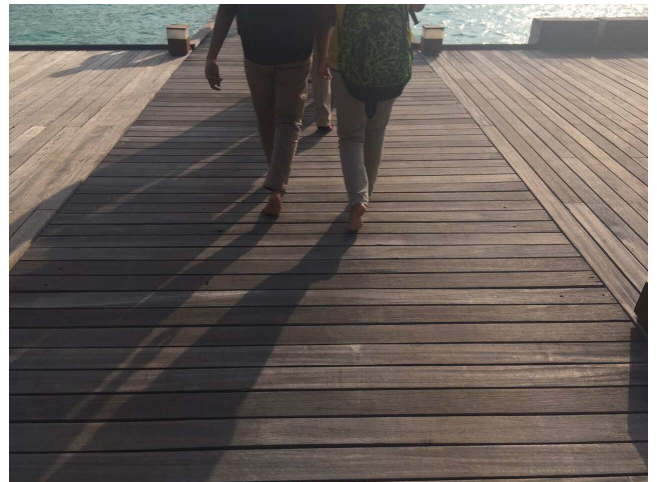
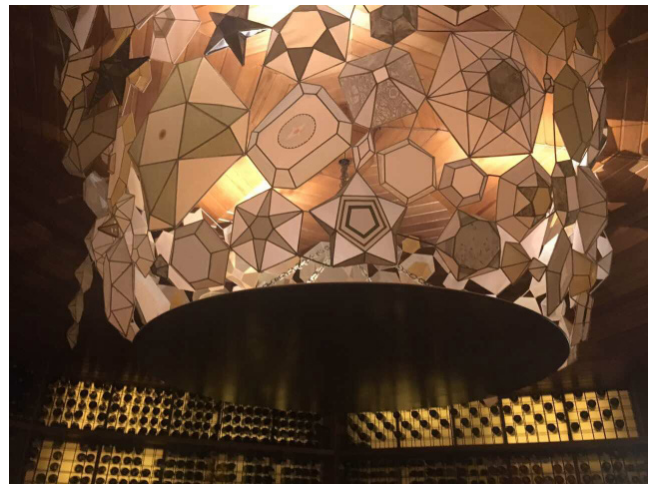
Then we went to one of the villas on the resort, and were given the chance to enter and observe the spacious lodgings. The one we visited was enormous!

Due to its size, we took a long time exploring it: a swimming pool outside, stairs that led to the bathroom, the main bedroom, and the living room area.

The bedroom was paired up with a beautiful open-air bathroom that had a sizable bathing area; it could've been a swimming pool by the sheer size of it! Then we were led to a swimming pool outside the villa—which took us by surprise, given our earlier astonishment of the bathroom.

Once we were done, the resort management surprised us with the opportunity of feeding stingrays! They gave us plenty of instructions; the amount of polaroid pictures we took are uncountable.

After this, we quickly had dinner, and spent the next hour on the ferry back to Male'. It disappointed us that we wouldn't be able to spend more time there in the resort, as we enjoyed the trip greatly.



(Photos by students)



Trip to Gililankan- fushi Resort

Ananya Viswanathan (10B)

We visited Gililankanfushi Resort for an educational field trip, on October 1st, Saturday. We departed from Male' at 8:00am, and it took us 40 minutes to get there by ferry. We reached the resort at nearly 8:45a.m.

As soon as we entered, we were greeted by Mr. Fazeel, who gave us a detailed explanation on how they took care of their surroundings and how we were supposed to remove our shoes in accordance to their rules.

After having some refreshments, we were taken to the training room. where we were given some brief information about the resort. There, we had a small questions-and-answers session with the leading managers of the resort.

This beautiful resort had opened on May 14, 2002. Previously this resort was also known as Soneva Gili, until the name was changed to the current one in July 2012.

Due to the unfortunate tsunami incidents, the resort had faced some damages, and its authorities decided to re-open the resort with a new look and a new name, on June 12, 2005.

As we saw, this resort gave most of its priority to nature—or to be more specific, this resort cared a great deal about its flora and fauna. This resort had its own motto, 'No news, no shoes', a policy where visitors were not allowed to wear shoes, and instead had to walk barefoot on the warm sand.

The resort's head office is situated in Singapore. Mr. Steven Philips—who is presently in U.K.—is the General Manager of the resort, and Ms. Deanne Garling works as the H.R. Management Head.

In this resort, all the rooms are situated over water—so if a visitor is interested in going to the mainland of Gili Lankanfushi, they have to travel in boat, which is referred to as a 'crusoe.'

Gili Lankanfushi is very fortunate to own the Private Reserve Villa—introduced on September 15, 2005—which holds the title of being the largest overwater villa in the world!

The luxury of this mesmerising place is no match for any other resort. As a matter of fact, it holds its own water production and is reputed to own a beautiful organic garden. The adventurous water sports of this resort is managed by 'Ocean Paradise.'

Gililankanfushi Resort owns a special 'Can do' policy: the resort officials are not allowed to deny anything to the customer. Of course, there might be exceptional cases, in which case the staff will have to deny a particular request of the customer—for example, if a customer wants to fish around the island. In these cases, the staff is compelled to say no to the tourist... though they do provide alternatives to the customer that might be to their interest.

The resort is renowned for another motto: 'Let's grow better together.' The resort management, the staff, and the chiefs all belong to different nations. As such, they hold a special monthly programme.

This is called the 'Monthly Meet the Management.' During this program, they share the recent and the most common concerns the resort is facing, and put forward their suggestions in order to make their resort even better than it already is.

They arrange other such programs for their staff, which include awards and recognition, host training, qualifications, promotions, and more.

Vision and Mission are two of the most commonly used words used in Gililankanfushi Resort. Their goals are to touch people's hearts, exceed expectations, and make their guests happy.

This resort holds a completely trained Nepalese security team. They are also the proud owners of 45 on-water villas, 29 villa suites, 8 residences, 7 crusee residences, 2 spa suites, and 1 Private Reserve.

When it comes down to the food, this resort gets even better! They provide cuisines as per the customer's requirement. The customer service is just as good, consisting of butlers and waiters known as Mr. and Ms. Fridays.

This resort has its own peak and lean seasons. Peak seasons are November, January, February and all kind of festive seasons. Lean seasons would be August, September and October.



Private Reserve
Gililankanfushi Resort
(Google Images)

Socio-Cultural Impacts of Tourism

Fathimath Eafa Rameez (10B)

Tourism is a highly popular industry today, especially right here in the Maldives, where it is one of the main sources of income. It can affect a society in many ways, showing the contrast between cultures, and what could happen if differing cultures are introduced to each other.

It is likely that, through the Demonstration Effect, the lifestyles of the locals will improve. The facilities and infrastructure of that area will improve, and parts of the area that are in decline will also have a chance of being revived. This will lead to a higher standard of living. More social and cultural events will take place for both locals and tourists to enjoy. This could result with many more activities being introduced. Most importantly, the local cultural heritage will be conserved.

However, the effect is not always positive. The infrastructure may not be able to cope due to overcrowding. Poor sanitation is a possibility, which would result in the rapid spread of many diseases. This will affect not only the locals, but also the visiting tourists. The lifestyles of these locals may suffer intrusion by the tourists, and the locals may lose their customs and standards of behaviour. Not only this, but they will eventually lose their native language(s) and traditions due to lack of conservation of their cultural heritage. In addition to this, an increased crime rate could only lead to a decline in moral and religious values.

global perspectives and sociology

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The Little Post-Modernist

Fathimath Zuhura Ismail (12A)

Are you confused? Do you feel uncertain? Don't worry. You're not the only one.

Welcome to the post-modern era: an age of confusion, fragmentation, and identity crises. Unanswered questions everywhere! You know everything, and you know nothing—proof that Jon Snow is a post-modernist, perhaps?

As Jencks (1996) states, post-modernity 'is a time of incessant choosing.' Never before did we, as individuals, have the opportunity to become so many things. By that, I do not refer exclusively to professional diversity—I speak in terms of identity.

We used to live in a time where our identities were centred and fixed. We knew what was what. Everything was clear-cut. Whether it was your religion, your class, your gender, or your ethnicity, the lines were drawn with bold lines.

Now, those lines may not even exist.

We are forced to confront a world so vast and deep we cannot sail its horizons, nor divine its depths. Each of us is a fish swimming in that endless sea, discovering our place, and ourselves, looking for answers that may never be found.

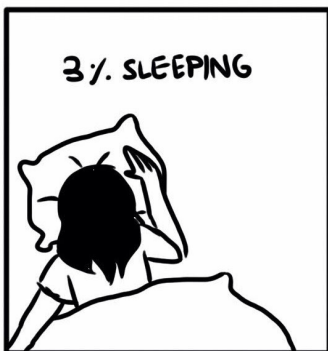
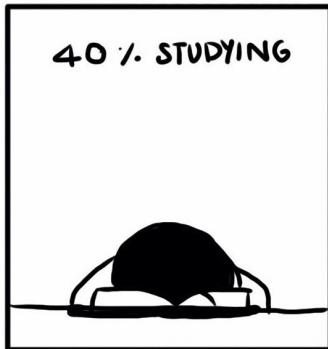
In the post-modern world, we have undergone a process of de-fragmentation :while you are still socialised into specific roles and expectations, you have a range of possibilities.

Consider it as a butterfly effect. At a given point in time, you face an infinite number

of choices, and a single decision can lead to contrasting outcomes... so what if you choose something else altogether? What if you, an accountant, wake up one morning and realise you have missed your calling as a scientist? How can you be sure of who you are, when there is so much you can be?



How I
spend
my day,



As you can imagine, identity crises are not a rare occurrence.

Post-modernity, therefore, is increasingly focused around the validation of personal experience. Individuals are continuously searching for meaning in their lives (42, anyone?), and they do it in ways that are suited to themselves. Some turn to religion; some turn to work. Either way, individuals continue to ask this question: who am I?

The answer is simple, and complicated, at the same time: you are everything you think yourself to be. Not very helpful, maybe, but true.

What, however, is post-modernism? Generally speaking, it is a Sociological perspective. For some, it may even be a meta-narrative, but I digress.

Post-modernity is a fairly recent phenomenon, and can be identified by the process of globalisation: the transmission of world views, products, ideas, and more, from all over the world, due to the development of modern technology. Thus, geography ceases to be a limitation on human behaviour. Globalisation is the reason why today's individuals are so uncertain.

It is a truth universally acknowledged, that we no longer do or say things that are unique to us. Phrases and behaviours we casually use may have originated from a country far off to our own. We watch Hollywood movies and BBC series; we read translations of French novels and Japanese manga; we listen to Spanish music and dance to hip-hop; we wear saris and identify our spirit animals.

I, a Maldivian, am writing in English.

When we pick and mix across societies, we undergo a process known as cultural hybridisation. This leads to a globalised culture, wherein various cultures are shaped to suit the needs of different groups.

Therefore, no culture—not even bacteria—is untouched, or unchanged, in the post-modern world.

Many choices, many combinations, many outcomes. Much confusion. Wow.

The most important lesson that post-modernity offers to us is to be open-minded. In a world composed of different people, different beliefs, and different behaviours, we must learn to coexist—even if we do not always see eye-to-eye. If their actions do not hurt anyone, is it truly necessary to look down upon someone for being different? As Friedrich Nietzsche once so aptly said, ‘You have your way. I have my way. As for the right way, the correct way, and the only way, it does not exist.’

I conclude now in the hope that you may one day find the solution to one of the greatest quandaries of post-modernity:

Who are you?

“Freedom is not merely the opportunity to do as one pleases; neither is it merely the opportunity to choose between set alternatives. Freedom is, first of all, the chance to formulate the available choices, to argue over them—and then, the opportunity to choose.”

C. Wright Mills

Bestowed: Definitions of a Woman

Aishath Noorain Jiyad (9B)

she is a being of
delicacy, felicity, and
charm.
evidence of womanhood
is displayed atop her waist,
like jewelry,
around her thighs.
but be not at fault
by her honeyed smile
or her fragile body,
as from her lips run
love and excruciating pain,
wisdom, and iniquity.
of men she is most famous,
of women she is most praised.
but twisted,
this peculiar scarcity—
so beautiful and beyond,
is also
every women
who’ve bled and broke,
loved and lost—
concept: so women
you are art, you are life,
for your exquisite empowerment
ceases to fall.
oh darlings,
chin up and

Do #AllLives Matter?

Zaain Ahmed Hameed (12A)

In the Trending list on Twitter, the hashtag **#BlackLivesMatter** would be followed, by **#AllLivesMatter**. A tweet about Black Lives Matter would be sent out, and in no time there would be a tweet back saying it is all lives that matter. One person says, 'Black lives matter.' Then another responds, 'No; all lives matter.'

Why is it this way though? It is because people do not understand what the slogan Black Lives Matter actually means. People tend to interpret it as 'black lives matter more than all other lives.' However, the point of Black Lives Matter is not to suggest that blacks lives are, or should be, more important than any other lives.

So what does Black Lives Matter really mean?

The Black Lives Matter movement is an international activist movement founded by Alicia Garza, Patrisse Cullors, and Opal Tometi. This movement campaigns against violence and institutionalised racism towards black people.

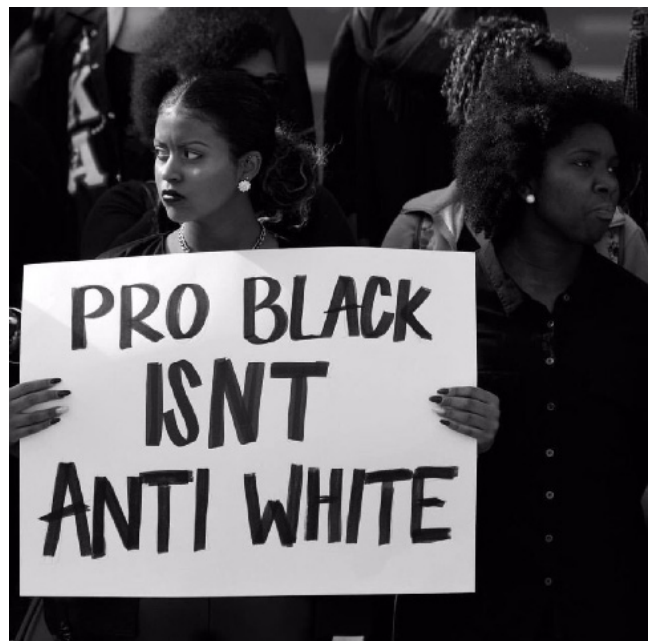
The point of Black Lives Matter is to reveal and remind people that black lives are undervalued, and by doing so to put an end to inequality. What **#BlackLivesMatter** essentially says is that 'Black Lives Matter, Too,' not 'Only Black Lives Matter.'

In the United States, race and police brutality are closely linked, and have provoked many ethnic conflicts. The Civil Rights Movement of the 1960s is one of the many movements that involved excessive force by the police.

The Civil Rights Act of 1964 ended segregation in public spaces and 'banned employment discrimination on the basis of race, color, religion, sex or national origin.' However, it did not stop inequality and discrimination then, and it still does not stop the violent crimes of racial hatred that occur today.

All lives matter, yes. Black lives are also lives. Therefore, black lives matter. Black lives matter because, just like any other person, it is the life of a human being. And any human, despite their race—whether white, black, brown, or any other colour—should be treated with equality.

'All lives can't matter unless black lives matter.'



(Google Images)



Untamed

Zaain Ahmed Hameed (12A)

Have you watched, or read about, Mowgli? Or Tarzan? Or perhaps you know of the story of Shasta of the Wolves. What do all these stories have in common?

Yes: all three stories are about a child raised by animals. It is not uncommon to see this depicted in fiction, even in myths and legends. People have been fascinated by human-animal interactions, and the ability of animals to bring up human children, for centuries.

The legend surrounding the foundation of the city Rome is proof enough. In Roman mythology, Romulus and Remus were twin brothers who grew up in the care of a she-wolf. Later on, Romulus founded the Roman Kingdom—although not before killing Remus.

Throughout history, accounts of wild or ‘feral children’ have captivated the human imagination. A feral child, by definition, is a human child who has lived isolated from any human contact from a very young age, and is therefore someone who has been inadequately socialised. This results in the child having little, or sometimes no, experience with human care, behaviour, and language.

They may be unable to walk upright or use a toilet, and face many difficulties in learning human languages. They often seem mentally impaired, and sometimes do not have any interest in any ‘normal’ human activity. They are also unable to eat cooked food, as most of them are

accustomed to eating raw meat.

Historically, there have been many cases of feral children. One of them is the infamous case of Genie.

Genie—which is not her real name, but a pseudonym used for her protection—was brought up in an isolated room, strapped to a child’s toilet or bound in a crib. Her father decided to keep her as socially isolated due to his belief that Genie was intellectually disabled. Once rescued, psychologists attempted to help Genie develop language and basic social skills, but she remained severely delayed for the rest of her life.

There are many other such cases. Vanya Yudin, a seven-year-old boy, was found to have spent his entire life living in a tiny, two-bedroom apartment surrounded by birds. His mother never spoke to him and treated him as a pet; Vanya was thus unable to communicate except by chirping and flapping his arms like wings.

Natasha was a five-year-old girl who spent her entire life locked in a room with cats and dogs, and had no access to heat, water, or the sewage system. When she was found, she could not speak, and would jump at the door and bark.

Oxana Malaya was another such child. For 5 years—until she was 8 years old—Oxana Malaya was neglected by her alcoholic parents and lived with dogs. By the time she was found, she was unable to talk, ran around on all fours barking, slept on the floor, and ate directly with her mouth instead of using her hands.

Sociobiologists, or biogrammers, say that the social environment plays little to no role in the development of human behaviour—instead, humans are born with a tendency, or instinct, towards certain behaviours.

Yet, if behaviour is instinctive, then why are feral children so different from other human beings?

And when they are brought back into society, why do they struggle to learn and pick up on 'normal' human behaviour?

'Father hit arm. Big wood. Genie cry... Not spit. Father. Hit face—spit. Father hit big stick. Father is angry. Father hit Genie big stick. Father take piece wood hit. Cry. Father make me cry. Father is dead.'

Genie



Photographic depiction of Oxana Malaya (Google Images)

As a Girl

Fathimath Imaan Suhail (9A)

As a girl,
You're told to be soft,
Fragile,
Like petals on a flower.
But, like flowers,
You are destined to bloom.

As a daughter,
You are told to obey,
To keep your voice down.
But you have a voice
That brings the twinkling stars
Out to the night sky, and
You have a voice so powerful
It is capable of moving mountains.
Therefore,
My darling,
You deserve to be heard.

As a younger sister,
You are told to follow the steps
Of your brother.
But you, alone, hold a boundless universe
Filled with bliss,
And many beautiful flowers growing
inside you.

As a woman,
You are told
That you are less,
That your work at home could never suffice
Or that your work in the office could never prevail,
Compared to what men do.
But you have strength in you:
All that you will ever need.
You have the potential
To shine;
Do not let your light be dimmed.



The Harsh Yet Hidden Reality of the Education System

Aishath Faathin Maseeh (11A)

The manifest function of the education system is to impart knowledge and instil the academic curriculum into young minds, to make our futures more colourful—whereas the latent functions involve the instilling of certain values through a hidden curriculum. This includes respect, teamwork, healthy competition, and other important skills.

However, is this really what the education system truly is? A mere organisation providing us with endless righteous values, and encouraging us to pursue more knowledge?

Unfortunately, nothing in existence is perfect.

Education is nothing but a system promoting capitalism. It conveys the ideology of the ruling class and produces a labour force fitting into the capitalist system, so that the bourgeoisie can benefit from that labour and remain in power. As Sociologists Bowles and Gintis (2002) claimed, 'schools prepare pupils for adult work ruled by socialising them to function well, and without complaint, in the hierarchical structure of Modern Corporation.'

Bowles and Gintis believed that there is a great similarity between the interactions at school and the workplace. Schools teach students

(through the hidden curriculum) to be motivated, obedient, punctual, dutiful and docile—all of which are traits encouraged by the typical workplace, to ensure the survival of the capitalist system.

When the youth become demotivated to continue their pursuit of education—or when they are simply unable to afford further studies—it results in a fatalistic outlook on their futures, and prepares them for a monotonous job requiring little to no skill.

This in itself shows that capitalism exploits different levels of intelligence and financial background, so that a certain group of students will fail their education and work in lower class jobs, while the intellectually (and financially) privileged have a secure future ahead. This is social inequality at its worst, showing how oppressive capitalism truly is.

Capitalism is so deeply embedded into society, that we do not realise how much we succumb to it without even intending to. Capitalism is not evident in just the education system, but also in social institutions and sub-systems such as family, media, and politics.

We are merely subjects of capitalism, equipped to serve the interests of those above us—those controlling us without our knowledge—who use us as mere puppets in a dark abyss of a future.

As Jean Jacques Rousseau stated, 'A man is born free, but everywhere he is in chains.' We are controlled and oppressed by the chains of capitalism... and yet we claim to be free and independent, because the unquestioning conformity of society blinds us to capitalist exploitation.

Through the Glass

Aishath Ahna Ali (11A)

Who are you? Identify yourself.
Who are you? Just a simple answer.
Simple? Think some more.
Who are you? Identify yourself.
Stop looking at the glass.
See who you are, not who is shown.
Man once said, 'You're not who you are,
But who is in front of you.'
Who are you? Speak what you desire.
You are held back by looks—
Whose looks?
See through the glass; you shall see.
Do you see? Who are they?
Who are you? You say your name.
Asked again: who are you?
Silence follows.
Questions come. Yet again, silence.
Look at the glass; who do you see?
You see the face of another.
Simple question. No answer.
Identify yourself. Who are you?
Are you who you claim to be?
See through the glass,
And you shall see
Your face, body, clothes, voice.
Through the glass
They see you, and you see them.
Once more identify yourself.
Who are you?



Language

Sarah Ali (9A)

One of my favourite things about myself is that I'm fluent in more than one language.
I can slip seamlessly from Dhivehi to English, switching between the two with such ease that sometimes I don't even realise I've done it.
'Aslutha?' rests as comfortably on my tongue as 'Really?'
Words like 'dhoni' and 'kaashi' and 'moodhu'—words that, to me, feel distinctly Maldivian—never fail to make me feel just a little bit more at home.
I revel in the convenience of finding the perfect term in English for a experience I can't quite capture in Dhivehi.
I feel my chest bloom with pride whenever I do exceptionally well in English at school, because I did so well, and this isn't even my native language.
I feel so proud, and so grateful, because often, I consider my skill at English a privilege, too.
I stroll along this road of bilingualism with ease, with comfort.
But sometimes—
More often than I'd like to admit—I trip.
I stumble with my words, and Dhivehi sits foreign on my tongue.
Restless. Fidgeting.
I find myself flustered and ashamed when I can't remember the word in Dhivehi for something as simple as mathematical multiplication ('gunakurun').
My language,
My mother tongue.
The one I was supposed to be born with.
And I feel I do not do it justice.

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