



UWI TODAY

THE UNIVERSITY OF THE WEST INDIES · ST. AUGUSTINE CAMPUS

SUNDAY 27TH NOVEMBER, 2011



IT'S THE MOST WONDERFUL TIME OF THE YEAR



Not only has enrolment increased at the St. Augustine Campus of The UWI, but our graduation ceremonies have swollen to accommodate the almost 4000 students completing their various programmes. In this special Graduation 2011 issue of *UWI Today*, we carry the speeches given by six of our eight honorary graduates: **Reginald Dumas, Anantanand Rambachan, Fenton Ramsahoye, Brian Lara, Roy Cape, Jackie Hinkson, Helen Bhagwansingh** and **Kamaluddin Mohammed**, as well as the six valedictorians: **Anaïs Joseph, Bernice Robinson, David Milne, Dexnell Peters, Fameeda Mohammed** and **Meera Rampersad-Janglee**. As space is a constraint, some of the speeches have been edited in the paper edition, but they are all available online in their entirety. Also available online are the citations and the Chancellor's address. *Our congratulations to all our graduates.*

ALL THE GRADUATION PHOTOS USED IN THIS ISSUE WERE TAKEN BY PIPS, UNLESS OTHERWISE INDICATED.

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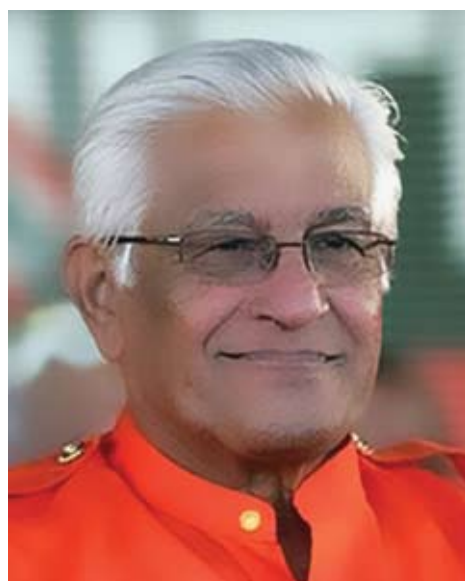
CONVERSATIONS WITH PRIME MINISTERS

A four-part series featuring conversations with the current and former Prime Ministers of Trinidad and Tobago

The UWI, St. Augustine Campus, has decided to celebrate the 50th anniversary of Trinidad and Tobago's independence by inviting dialogue over national matters. The idea is to examine the past and discuss the present and the future. It takes the form of a public series "Conversations with Prime Ministers," which began on November 22, 2011. This first session featured former **Prime Minister and President of the Republic of Trinidad and Tobago, His Excellency Arthur N.R. Robinson.**

His Excellency planned to share his views on the independence experience, his stewardship as Prime Minister and his vision for the future, as well as to address a number of topics including the Finance Act of 1966, his alleged involvement with Black Power elements and the No Vote Campaign, *inter alia*.

"Conversations with Prime Ministers," is a four-part series featuring conversations with the current and former Prime Ministers of Trinidad and Tobago. Subsequent instalments will feature former Prime Ministers, **Mr. Basdeo Panday** and **Mr. Patrick Manning**, as well as the current Prime Minister, **The Honourable, Mrs. Kamla Persad-Bissessar.**



FROM THE PRINCIPAL

Bold Strides Ahead



This year began with the excellent news of our Campus receiving institutional accreditation by the Accreditation Council of Trinidad and Tobago (ACTT). With this and so many teaching, learning, research and other activities to engage our staff, students and the wider Campus community now behind us, we are looking ahead at some new and exciting opportunities in 2012 as we continue to work steadily to meet their expectations.

We expect to formally begin the construction of the first phase of the UWI St. Augustine South Campus at Penal-Debe after quietly planning and working with our Project Manager, ACQUITAS and getting the necessary approvals during 2011. Our flagship Faculty of Law and the associated student residences and support services will be our first priority as we respond to the needs of students in the south.

We will also be undertaking construction projects at the Main Campus at St. Augustine to cater to our expanding student and staff numbers. We will see the completion and occupation of one of our largest buildings – the Teaching and Learning Complex – which will house several new lecture theatres, tutorial rooms, laboratories as well as some key departments and offices.

And as the country prepares to celebrate the 50th anniversary of the independence of Trinidad and Tobago next year, the UWI St. Augustine Campus will host a series of lectures entitled "Conversations with Prime Ministers" over the coming months to lead in reflection and discussion on our achievement and also to chart a course for our nation.

As an institution, we have our eyes set on our strategic direction for the next five years – what we plan to achieve and the kind of graduates we will seek to produce. In the coming months, we will complete our new UWI Strategic Plan 2012-2017 and continue to position ourselves at the forefront of tertiary education. One initiative that will be central to this thrust is the establishment of multi-disciplinary research areas at the UWI St. Augustine Campus linked to providing solutions to national and regional development challenges. A targeted research agenda is critical to the process of innovation and knowledge transfer and our Campus is determined to make bold strides in this area as this is what has always distinguished the UWI.

We look forward to the new year with great excitement, and I wish to take the opportunity in this final issue of UWI Today for 2011, to thank the Government of Trinidad and Tobago for its continued support and to offer my best wishes to all our students, staff, partners and friends of the UWI St. Augustine Campus.

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Pro Vice Chancellor & Principal

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RESEARCH

Oral health research has shown that oral diseases and disorders can affect general health and that oral complications of many systemic diseases also compromise the quality of life. There is strong evidence for a direct relationship between diabetes and periodontal disease and it is also suggestive of a relation between periodontal disease and diabetes control. There is also some evidence that poor oral hygiene and low grade periodontal inflammation is associated with greater of risk of cardiovascular disease.

Health interventions are often costly as they involve manpower and other resources not readily available in the Caribbean. These costs can be reduced by including oral health in the common risk factor approach. Health promotion should therefore involve a multi-sectoral approach when educating patients about reducing environmental and behavioural risk factors common to oral and general health. This approach focuses on improving the overall health for the general population, which includes high risk groups, thus reducing social inequities and the burden of oral disease. An example of this would be the strategy used to deal with smoking, which is the most preventable cause of disease and death worldwide. Its involvement in both oral and systemic diseases has also been well documented, where the oral presentations range from tooth staining to more serious precancerous oral lesions and oral cancer. The health research provided, along with advocates for health, resulted in Trinidad and Tobago formulating and enforcing legislation that banned smoking in public places in February 2010. Subsequently, primary care medical and non-medical personnel were also trained in smoking cessation techniques which served to follow two of the principles of the Ottawa Charter of 1986, namely by building health through public policy and creating a supportive environment in the public health sector.

One of the best examples of the effective use of health research is the employment of immunization worldwide to reduce the incidence of infectious diseases. In the Caribbean, however, there has been a noticeable shift from infectious disease toward chronic and lifestyle related illness, such as obesity and cardiovascular disease. Preliminary Caribbean data confirms the internationally reported association between the two chronic diseases, periodontal disease and diabetes. The Caribbean Health Research Council (CHRC) has produced evidence-based guidelines on managing diabetes in the Caribbean. In their multidisciplinary team approach, part of the initial physical examination of diabetic patients includes inspection of the mouth for periodontal disease.

Water fluoridation has shown promising results in reducing oral health inequalities across the social classes. However, in the Caribbean where municipal water supplies are less reliable, salt fluoridation has shown promise as an effective alternative. Caries levels in children in Jamaica fell dramatically over a six-year period following the introduction of fluoridated salt. A recently launched initiative between Colgate and PAHO has included the implementation of community based fluoride varnish

Your MOUTH CAN TELL YOUR HEALTH STORY



programmes for young children in the Caribbean, the effectiveness of this intervention having been established through high quality studies.

ORAL CANCER AND ORAL PROBLEMS RELATED TO HIV AND AIDS

Most oral diseases progress slowly with an initial asymptomatic stage with patients presenting for treatment when symptoms occur. For diseases such as oral cancer, ranked the eighth most common cancer worldwide early detection can affect treatment outcomes and survival rates. Screening of high risk groups such as smokers and the elderly should be part of local oral health promotion strategies in the Caribbean and if other healthcare providers are trained to examine the oral cavity, then serious oral diseases could be identified for early referral and diagnosis.

Notwithstanding this shift towards increased chronic diseases, there is still a high prevalence of HIV/AIDS in the

Caribbean. The prevalence rates of HIV/AIDS in the region are second only to sub-Saharan Africa. Dentists can aid in early detection of oral lesions associated with HIV/AIDS, sometimes the first markers of the disease and can also be involved in the multidisciplinary approach needed for care of these patients, which includes appropriate referral for counselling and treatment.

PUBLIC HEALTH STRATEGIES

Oral health is a human right that is essential to general health and quality of life efforts must therefore be made to protect this right by increasing access to quality research informed oral healthcare. However, management of disease can only be truly effective when we move away from treatment to prevention and health promotion. More research is needed on interventions that address general and oral health inequalities thereby improving the quality of life of people in the Caribbean. Building research capacity and strengthening oral health research networks has been identified as an important strategy for developing countries by the WHO and oral health promotion and disease prevention have been identified as strategic health priorities in the Caribbean region. Some countries in the Caribbean are in the early stages of designing public health strategies to address inequalities in oral health. Similar to the situation in other developing regions of the world, such strategies should include evidenced-based initiatives as outlined by the WHO, including:

- **conducting a situation analysis to assess oral disease burden;**
- **developing and strengthening programmes for oral health promotion and prevention of oral diseases;**
- **integrating oral health programmes with other relevant health programmes around common risk factors and determinants of health;**
- **adopting a multisectoral, multidisciplinary and multilevel approach to oral health promotion;**
- **establishing surveillance systems for oral health;**
- **ensuring regular evaluation of oral health programmes; and**
- **supporting research in oral health promotion, prevention and control of oral diseases.**

Oral health promotion policies and strategies addressing the determinants of oral disease in the Caribbean require a focused research agenda involving stakeholders from academic institutions, the private sector, governmental and non-government organizations across the region. Inequalities can only be addressed when health research provides evidence-based strategies appropriate to local population needs, based on the principles of oral health promotion. These strategies must also include greater access to effective primary dental care especially for vulnerable and disadvantaged groups in the population.

“Oral health is a human right that is essential to general health and quality of life efforts must therefore be made to protect this right by increasing access to quality research informed oral healthcare.”

Plastic wastes as ENGINEERING MATERIAL

BY ABRAHAMS MWASHA

Plastics are manufactured from oil and gas. These are not biodegradable material hence they need to be disposed in landfills, which then for many years pollute ground water. Products made from plastics such as foamed polystyrene, for example, packing materials, insulation, and foam drinking cups are abundant in the outdoor environment, particularly along shores and waterways, blocking drainage. Polystyrene (PS) require large landfill for their disposal, at the same time they should be well conserved against being blown all over by the wind. In initial preliminary analysis of plastic wastes, the author found that polystyrene could be recycled and used as engineering material for different purposes. Secondly, the author found that the large volume of polystyrene can be reduced for easy disposal.

Waste management methods vary widely for many reasons, including type of waste material, nearby land uses, and the area available for disposal. There are three methods widely used in the world: disposal methods (landfill and incineration), recycling methods and avoidance or reduction.

Disposing of waste in a landfill involves burying waste. Poorly-designed or poorly-managed landfills can create a number of adverse environmental impacts such as wind-blown litter, attraction of vermin, and generation of liquid leachate. Incineration is a controlled combustion process for reducing solid wastes to carbon dioxide, water vapour, other gases and ash.

Methods of waste reduction include reuse of secondhand products, repairing broken items instead of buying new, designing products to be reusable (vegetable fibre bags instead of plastic shopping bags), encouraging consumers to avoid using disposable products.

The process of extracting resources or value from waste is referred to as recycling, meaning to recover or reuse the material. The most common consumer products recycled include aluminum, steel and aerosol cans. Other types of plastic are also recyclable, although not as commonly collected.

Plastic recycling is the process of recovering scrap or waste plastics and reprocessing the material into useful products, sometimes completely different from their original state. When compared to other materials like glass and metal materials, plastic polymers require greater processing to be recycled.

A mechanical property of recycled PS was conducted. The result of this experiment showed the potential for the using of these materials in construction industry such as wall panels, roof tiles, ceiling and many more.

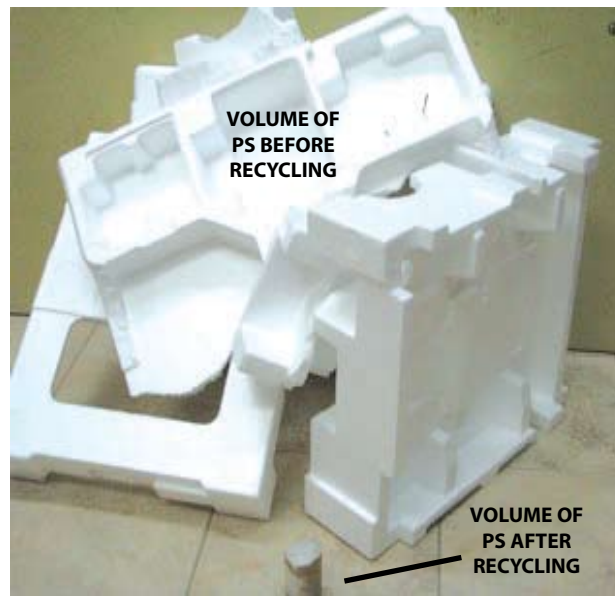


Figure 1 REDUCING VOLUME OF WASTES

As shown in **Figure 1** the PS wastes can be reduced by a large amount. This reduction has direct relation on the amount of waste landfill can be reduced by this much.

There are many advantages associated with this proposal

- **Reduction of the flooding hazards caused by lightweight wastes.**
- **Minimizing the deterioration of ground water due to pollution from plastics contaminations.**
- **Polystyrene is manufactured from non-renewable resources and the raw material for manufacturing it is expensive. Recycling PS is the only way to make the material sustainable.**
- **Reducing the landfill in Trinidad and Tobago**



Abrahams Mwashwa is a member of the Department of Civil and Environmental Engineering, UWI St. Augustine

HONORARY GRADUATE UWI GRADUATION CEREMONIES 2011

WE ARE PRODUCTS OF OUR ENVIRONMENT

B R I A N L A R A

It is with great humility that I accept this degree from such a prestigious institution. I am truly lost for words to describe the sentiments I feel today. Today is a momentous day in lives of the entire Lara family and I'm proud to be here at this ceremony with my siblings, close friends and of course, my daughter, Sydney. Words have also defeated me in my desire to express the immense gratitude that I wish to extend to The University of the West Indies, as well as to those who have inspired and believed in me along the way. In short, this honour will be treated with the respect and grace it deserves. I truly wish I could have shared this with my parents Bunty and Pearl.

Today is a landmark in life; not just for me, but also for the members of the graduating class of 2011, whom I wish to acknowledge and to pay special tribute. Look around you, this room is filled with a beautiful blend of people who come from diverse walks of life, who may share different experiences, and who may hold different beliefs. But what unites us here tonight is our common drive to make a positive contribution to the world – whether it is through sport, academics or even at a professional level. We ultimately want to know that whatever we undertake to do in our life today attains a benchmark worthy of merit for those who are to follow tomorrow.

The fundamental question therefore arises: how are we to make this positive contribution together?

While I am only just a handful of years older than most of you here, there are a few life lessons which I have picked up along the way and which I hold close to my heart. I consider these lessons to be life's survival tool kit, and I would be obliged to share these with you today:

LESSON NUMBER 1: Set high standards for yourself and do not at any point underestimate what you are capable of achieving. It is only through identifying a goal that you can begin to take careful and pragmatic steps to get there.

LESSON NUMBER 2: Be disciplined and work hard. There is no short cut to achievement. One must make an honest and conscious effort to consistently give of one's best. If this approach becomes a habit, you will undoubtedly succeed. One of my mentors in life, my beloved father, always shared an old but golden adage with me while growing up: there is no substitute for hard work. He lived his life that way, worked as a labourer in his formative years at an agriculture station to later retire as the manager of that same station. Every time I slipped up he was there to ensure I put in the hard work.

LESSON NUMBER 3: Always have confidence in yourself. No one has ever attained success without falling down. I can certainly attest to this. There are going to be times where you will encounter difficulties and yes, stumble along the way. It is important to have faith in your abilities and to persist despite any mitigating circumstance. I remember the day I broke the test batting record the second time and the events preceding that innings. No one here can tell me what took place before that innings. I can give you facts – we had already played three Test matches and had lost all three. I batted six times. Well, can anyone tell me the number of runs I had? I guess not. One hundred runs in six innings, averaging just over 16. Barbados was the venue for the third Test and I remembered being hit all about my body in scoring 33 and 30 in both innings, but it was the longest I had spent at the crease in the series. I was

growing in confidence and never doubted my ability. I knew something special was around the corner. I always look back and smile. The record books would show that I scored 500 runs in that series but it would leave out the little fact that 400 of those came in one match.

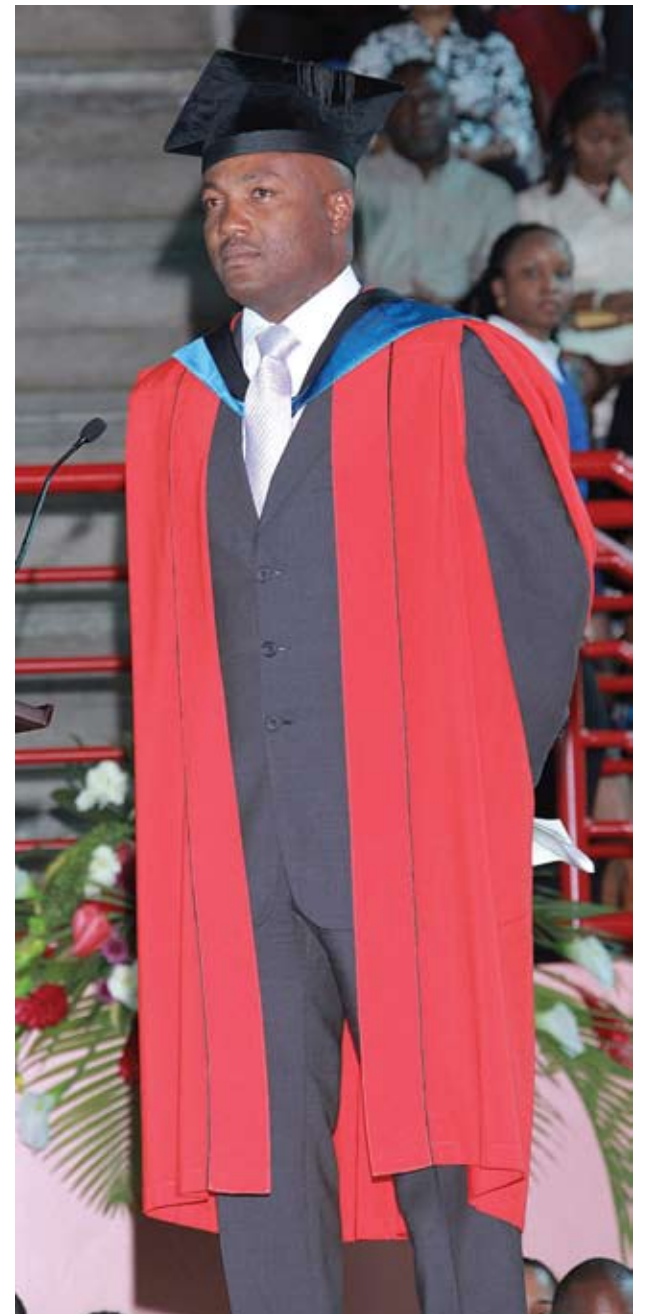
LESSON NUMBER 4: Be competitive but never compromise your morals. I encourage you to compete against yourself in a healthy manner. There will be those who may try to appease you with the idea that you can take shortcuts in life. But you must remain steadfast in your ways and ensure that you are always scrupulous so as to avoid embarking upon an unhealthy path. The end never justifies the means. The valour of success will be more meaningful if you have conducted yourself with unwavering dignity and integrity.

LESSON 5: Maintain a positive attitude and surround yourself with those who share similar goals and values. We are inevitably products of our environment, and when we immerse ourselves around those who work hard and play fairly, such a valuable ethic shall be imbibed in us.

Finally, the last and perhaps the most important lesson: Always remain humble. When you do reach your goal, and I have no doubt that this will occur, don't ever let success change the person you truly are. ...

Congratulations, graduands. You have inspired me in ways that I cannot describe, and I am eternally grateful to each of you tonight.

“One of my mentors in life, my beloved father, always shared an old but golden adage with me while growing up: there is no substitute for hard work.”



HONORARY GRADUATE UWI GRADUATION CEREMONIES 2011

SCHOLARS AND SCHOLARSHIP IN AN ORDERED SOCIETY

S I R F E N T O N R A M S A H O Y E

Graduation in any discipline – be it civil or military – marks the dawn of a new day. It is the reward of effort and sacrifice. It is therefore appropriate that minds should be turned on this occasion towards the role of scholars and scholarship in an ordered society.

Civilisation has had a long march. Its destination is still unknown as the march continues. Scholars and scholarship have been at its core. In every field of learning and experience scholars have been in the vanguard.

With every passing day the need for the advancement of learning grows. It is society's greatest need because learning and experience are at the heart of progress in every field of human endeavour and yet the costs of education are rising. It is a sad reflection that teachers, upon whom we depend, are poorly paid. Technology is developing with the rise of scholarship and with it needs and expectations rise as well. Civilisation is served if rulers accept that the provision of education ought to be a public service because too few will have access if it is left in private hands. Limited access means loss of talent and this in turn hampers the aspirations for future development.

Rulers are not often drawn from the world of scholars and scholarship but in an ordered society, rulers have the capacity to retain and reward the services of persons drawn from that world because of their control of the economic resources of the countries which they govern. The capacity to reward has inherent constraints because some societies are poor on account of limited resources but others are well endowed and can meet the demands which arise in meeting the costs of the intellectual and moral development of the population.

We marvel at the developments which have taken place in science and technology and in architecture to which we attribute many wonders of the world. It is all the result of patient and enduring scholarship. We have inherited legal systems by and through which we have been able to maintain peace and security and to advance the cause of justice because of the work of scholars during the past three thousand years or more. We speak of the rule of law. It is the basis of an ordered society in which rights and obligations are universally respected and enforced. Without it there can be no peace. Liberty and personal integrity will be endangered and respect for family life will diminish. There can be no progress in meeting peoples' needs without the work of scholars and the contributions of scholarship as nations face a massive increase in the world's population. Politicians speak of the unity of the people. That is an excellent concept in the search for consensus in a democratic society but the compulsive need is for scholars in every discipline to unite so that rulers who are dependent upon them for orderly government or democratic governance will listen to the force of their opinions.

It is through scholars that we know our past and can make choices about our future. There were writings about the past in languages which have long passed away and are neither known nor spoken. But today we still learn from scholars whether in the languages they used they wrote from left to right or right to left or from top to bottom. Modern archaeology can often tell us what we were from artifacts which range from broken utensils to shopping lists long buried in the ground. This discipline, like science,



continues to break new ground and is part of the wonders of scholarship.

In the arts and literature we draw from historical data and the writings of those who make the intellectual landscape. This has been adorned by biblical studies drawing from the Old and New Testaments and by Greek and Latin classical studies which we call the humanities. Literature knows the nature poems of Wordsworth, natural selection propounded by Darwin, the class struggle involving the dictatorship of the proletariat in the works of Marx and the emotional conflicts within the self, mostly sexual, adumbrated by Freud. These works have contributed to the cultural development of the present day. Art remains the reflection of the modern environment as it did in the past. It speaks the same language across the continents.

From time immemorial, man has known of war and peace. The production of armaments with their dreadful potential is the work of scientific scholarship. The decisions to make war are sometimes made on the advice of calculating scholars who see destruction of life

and property as a means to some end. Persons in the world of scholarship are sometimes involved in the negotiations for peace but as between victor and vanquished there can be no equality of arms and the result of the peace may be further cause for yet more war and yet more negotiations for peace only after great damage has been done and life has been reduced by death and injury. Scholarship, upon which economic and social progress depends, is a coin the two different sides of which can be made to have functions which reverse each other. The need for higher levels of diplomacy has become pressing to avoid war and to ensure peace. Society accepts the need but the obstacles appear implacable because scholars are not united to force peace upon the world. Without them there can be no implements of war. Without the implements of war decision makers will be forced to commit to peace.

The world's population grows. Food and water are still unsatisfied needs in many parts of the world. Science and technology can work to satisfy these needs. The spread of information technology in a computer literate society will help communications as well as scientific advance with greater speed than it does now. Research in medicine and treatment will be advanced with the availability of increasing resources. Education is under-funded all over the world. It is to scholars that the world must look for change to increase investment in this vital area.

Real scholars have unblemished intellectual and moral integrity. Politicians too often suffer from severe character deficits. Scholars need to choose whether they will support corrupt rulers. Society's misfortune is that some consciously or unconsciously aid and support cruel and vindictive tyrants. Many rulers are predisposed to plunder. A report about one who died recently is that he amassed assets exceeding two hundred billion dollars. He left many families in grief and they will continue to grieve for those they lost. Scholars who are united can force rulers to commit to peace and social justice and the end of war and plunder. They can compel the enlightened use of all national resources. Scholars must work against the evils which infest the globe so that light will be seen to shine at the end of life's challenging tunnel.

Praise be to the scholars.



HONORARY GRADUATE UWI GRADUATION CEREMONIES 2011

LET VIRTUE GUIDE YOU

PROFESSOR ANANTANAND RAMBACHAN

It is a distinct honour to receive today the Honorary Degree of Doctor of Laws from The University of the West Indies. The award of this degree is made even more special by the fact that it is conferred by my Alma Mater. I want to express my deepest gratitude to The University of the West Indies for this special recognition. I receive it also as a recognition of my discipline, one of the most ancient of scholarly disciplines.

The central purpose of this Ceremony, however, is to celebrate the achievements of our graduates from the Faculties of Science and Agriculture. I rejoice with your teachers, your families and your friends in your scholarly success and join them in congratulating you. I am proud to belong to, and to welcome each one of you into, the community of graduates of The University of the West Indies. This is a community that has achieved excellence and distinction in all of the fields of human endeavour. You will now enrich this community with your own special talents as you devote yourselves to your careers.

Along with our membership in this community, I share with you also a profound sense of gratitude. Human success is never solitary and individual. Human potential is realized only in a community of human beings. The list of those to whom we are indebted for our achievements is truly unfathomable. With you today are those who dreamt of and imagined this day soon after you were born, planned a way to your graduation and worked daily to make it a reality. Their hearts were united with your own, delighting in your success and supporting you through disappointments and failures. They were anxious about your safety and your health and woke up each day with a hope and wish for your wellbeing. Such love is not ordinary. Our celebration of success must always be infused with the grace of gratitude and the gentleness of humility. Those whose generosity with their love and resources make our flourishing possible must always be in our hearts. The journey of life is always more delightful for those who travel with gratitude and humility.

You are the recipients of one of the finest educational experiences in the world. In your disciplines of Science and Agriculture you have received a body of knowledge acquired through the diligent labours of distinguished researchers. You are trained also in the empirical methods of inquiry that are appropriate to discovering new knowledge in your fields and I hope that some of you will enrich your field with your own discoveries.

Your academic discipline however, does not specify the core ethical commitments that determine the use to which its knowledge and methods are employed. This is a critical choice that you must make. It is one that goes to the very heart of the person you understand yourself to be. I urge you to be thoughtful and intentional about your choices. You will most certainly, use your education to find and perform work that enables you to satisfy decently the legitimate needs that every human being ought to have opportunities to secure. I know that these are difficult times to find good work and wish you well in this search. But will the fulfilment of personal needs and desires be the only concern in the use of your learning? And even so, what are the core ethical values and commitments that will guide your choices and decisions in your work?



I ask you to ponder these questions for a most troubling reason. Here in Trinidad and Tobago, in the United States and in other parts of our world, choices were made in places of work that brought economies to the brink of collapse and devastated the lives of thousands of families. The effects may endure for generations. The persons making these decisions were educated at the finest universities and business schools. They were among the brightest of their generation, leaders in their fields. In their decision-making, most tragically, they were motivated by a concern only for private goals and were indifferent to what we speak of today as the public good. Their learning did not find expression in an ethical way of being, where compassionate concern for the wellbeing of others is a central purpose. I hope that a commitment to the public good will inform deeply the use to which you put your fine education and that your decisions will always be informed by a thoughtful regard for the good. This is the kind of graduate-leader that Trinidad and Tobago and countries across the world need. Knowledge without virtue is dangerous to the public good and does not create caring communities where human beings work together to overcome suffering and promote a culture where life flourishes.

May the use to which you put your learning and training be guided always by virtue. When in doubt, return to gratitude, and remember those who considered your wellbeing and gave of themselves with extraordinary generosity for your flourishing. If you do so, you will make this institution, your teachers, your families, your countries and yourselves proud. May your lives be filled always with the happiness that I see on your faces today. Thank you for the honour of addressing you and thank you for the honour you have so generously bestowed on me.



HONORARY GRADUATE UWI GRADUATION CEREMONIES 2011

DOCTAH HORN

ROY CAPE

CITATION

It is easy to understand why music is the universal language. The ethereal sound of the maternal heartbeat was the first drum. It was that music which with every pulsation conveyed nourishment to our souls.

Like the maternal drum, Roy Cape's horns have been making music and providing sustenance to our minds and hearts and souls for more than 50 years.

Born in Success Village, Laventille, failure was never on his agenda. Institutionalized at age 12 at a Dickensian-styled orphanage, in an environment where many others would have been broken, he flourished. There he found hope, his faith and his calling. He was there introduced to the clarinet and the saxophone. His love for music may have been nurtured by the steelpan but his infatuation with horns has blossomed into an enduring and lifelong romance.

His contribution to the Caribbean soundscape is monumental. In particular, his exploits in brass music are beyond compare. But his contribution to the steelband movement though far less obvious is noteworthy. He has mentored, connected personalities and built relationships that have godfathered the pan movement.

Twenty years ago, he founded the Roy Cape All Stars of which he remains the leader and musical director. This is the band of choice for most singers, composers, kaiso and soca artistes as well as masqueraders and party-goers. Roy and his band have been great ambassadors of the calypso and soca art forms and have been responsible for spreading that gospel far and wide.

Roy has toured, travelled and performed widely, taking his music and his musical message to the WOMAD and Portsmouth Festival in England, the Hoogstraten Festival in Belgium, The Helsinki Festival and the 2006 World Cup Soccer Finals in Germany. Of course, he has toured and performed extensively across the Caribbean.

Numerous articles in the popular press have highlighted and paid glowing tribute to his work. In 2004, he received the Humming Bird medal in gold in the national honours list.

Here is a man of disarming simplicity and subtle sophistication. His preference, however, might be for poetry rather than prose so here goes:



*Now threescores and ten
But still cyah forget when
Ah get chase from the panyard
Ah take mih licks but ah come back hard*

*Ah discover alto saxophone
From then ah was never alone
Even in the Belmont orphanage
Ah was always dreamin' ah the big stage*

*Despers get pan from Manette and Cobo Jack
Still for Panorama they back ah the pack
Ah take Bev Griffith up The Hill
Then trophy for so, they cabinet fill*

*With Hilanders dat was love at first sight
Bertie Marshall was real real bright
Everybody know how the steelband start
Ah happy ah play a little part*

*Threescore years ah blowing mih horn
For Carnival, here and dey, from dusk to dawn
Everybody know Black Stalin mih pardner
Now both ah we they have to call Doctah*

Chancellor, when you receive him and confer upon this Caribbean Man, this music maker, mentor and man of music, the degree of Doctor of Letters, honoris causa, we shall, as we already do to his devoted friend Black Stalin, have to refer to him deservedly as "Doctah."



HONORARY GRADUATE UWI GRADUATION CEREMONIES 2011

REFLECT, ANALYSE AND QUESTION

REGINALD DUMAS

I'm not going to tell you how old I am, but I will say that when I graduated from university the parents of most of you here today will not yet have been born. There were so few of us university graduates in those days that a job, usually in government service, was automatically assured. And the legal and medical professions were not as crowded as they are these days. Especially in today's economic climate, you face a much more complicated task.

Unlike you, we had no technological aids. Cell phones and computers did not exist, and the concept of the social media – *Facebook* and *LinkedIn* and *MySpace* and the like – that concept was totally unknown to us; the only things that tweeted and twittered were birds. I am privileged to have witnessed these changes, but are we better off for them? Has our quality of life improved?

I'm going to make some assumptions this morning.

I'm going to assume that before entering The UWI you thought hard about what you were going to study and why, because you were interested not in getting a degree for the sake of getting a degree but rather a degree towards a particular goal.

I'm also going to assume that during your time here the university authorities and the student bodies arranged for persons who have achieved a certain professional success outside the university to come and exchange ideas with you from time to time about life beyond the campus, and thus about your possible future.

Lastly, I'm going to assume that your professors and lecturers actively encouraged you to read and broaden your intellectual horizons beyond the classroom and the textbooks and your academic disciplines – in other words, to help you get an *education* and not merely a *degree*.

I shall make my next remarks on the basis that my assumptions are correct, and that you will therefore have less trouble than most in adjusting to the world. In that case, I have only three pieces of advice to offer you.

First, always place emphasis on values. It strikes me constantly that we have grown technologically at the expense of the values crucial for a civilised society – values such as integrity, hard work, community spirit, ethical behaviour, concern for the national over the sectional interest, and so on.

All these and other values influence the quality of our lives, and that is why a couple of minutes ago I wondered whether that quality had improved. Unlike many people, too many, I do not see a good quality of life as meaning ownership of expensive material goods. Ask yourselves: is such ownership necessary for a decent life? Do you have to try to impress others? To what end? And do you know how often those same others are quietly sniggering at you behind your back? Or trying to con you?

By all means try to improve your financial situation, but please remember, however wealthy and/or famous you may become, that the strength of the values and of the institutional pillars of the society you live in is what above all affects your quality of life, a central element of which is your mental and psychological comfort.

My second piece of advice for you is that you constantly bear in mind that, as I just indicated, education is not limited to the possession of a degree, however good that degree. For instance, one of the finest thinkers to emerge from this region, the late CLR James, never attended a university.



Bill Gates dropped out of university. As far as I know, Steve Jobs had only an honorary degree. I said a few minutes ago that I assumed you had been encouraged to broaden your intellectual horizons. On leaving the university, you must continue such broadening, especially given today's knowledge-based world.

But be careful: you must not only broaden, you must also reflect and analyse and question. A few months ago I was reading a *New York Times* article on the distinction between information and ideas. "(I)n the past," the writer said, "we collected information not simply to know things (but also) to convert it...into ideas that made sense of the information. We sought not just to apprehend the world but to comprehend it, which is the primary function of ideas."

"But...over the last decade," the writer went on, "(information) has become competition for (ideas). We are inundated with so much information that we wouldn't have time to process it even if we wanted to, and most of us don't want to." The writer fears that in the future there will be so much information that "there won't be anything we won't know. But," he concludes somberly, "there will be no one thinking about it."

I invite you, who are now about to embark on a new phase of your lives, to think about it. And to remember, if you are to improve your quality of life, that thought should be followed by considered and coherent action to create and build up social capital, from which you benefit, and in which volunteerism and the social media I mentioned earlier play a central role.

My third and last piece of advice is simplicity itself. I implore you to keep this region constantly in the foreground of your thoughts. It is our region; it is the only one we can genuinely call ours. We must therefore do what we can to enhance its indigenous resources, intellectual, economic and other, and to strengthen its institutions – The University of the West Indies, naturally, but also CARICOM, the OECS, the CCJ, the cricket team, and so on. Nobody is going to do it for us.

Strengthening institutions walks hand-in-hand with strengthening values. It is a long, slow, hard process. Forget about overnight success. But in that process we all benefit personally, and so do our individual countries and the region as a whole. Many persons have fought hard for this region of ours. Many have passed, or are passing, from the scene. If I have one appeal to make to you today, it is that, however difficult it may often be, and whatever your private issues, you continue that struggle, for your own sake and quality of life, and for the sake and quality of life of those around you, and those who will come after you.



HONORARY GRADUATE UWI GRADUATION CEREMONIES 2011

THE ARTIST'S PLACE

DONALD JACKIE HINKSON

It is a great honour for me to address you today, particularly you graduands.

An artist friend of mine, also a painter, was at a social function and was approached by a gentleman from one of the highly regarded professions who asked him “what do you do?”

My artist colleague replied, “I am an artist.”

The professional persisted.

“No, what do you really do?”

“I paint and I draw and I also produce sculpture.”

The response: “No, what do you really, really do?”

The social relevance of the artist is not as readily acknowledged as that of the other established professions and in fact, even within the arts, the relevance of the visual artist is not as widely understood as, for example, the calypsonians, the novelist, the filmmaker, etc.

During my 50 years as a practising artist, a significant part of my output has been produced plein air, that is, outdoors in front of the subject. So I have had the opportunity to experience firsthand the impact of my calling and my work in real time on the man on the street. I wish to share with you some of these outdoor experiences and invite you to reflect on what these experiences reveal about the artist's place in society.

Somewhere around 1980 I was painting on Jackson Hill in Laventille and a man passed by on one of those old-time Raleigh bicycles. He stopped and observed me in silence. After a long time he climbed back on the Raleigh and as he rode away I heard him muttering to himself, “boy dat is education, dat is education.”

Not long after, this time in the John John area, I had another experience that has remained with me. It was a blistering hot day, and I wanted to do a drawing of a wooden roadside house. I approached its open window and called out to a man who I could see silhouetted inside.

“Excuse me, I am an artist and I want to know if it is okay to make a drawing of your house?”

Before I could finish, without turning to face me the man indicated with a gesture that I should wait. I grew uneasy. I knew from experience that people can be sensitive about having outsiders enter their space. Eventually, without looking at me again he gestured for me to go ahead. I returned to the midday heat of the pavement and proceeded, nervously at first. Some 30 minutes into my work, the man emerged and made his way towards me. Without a word, he opened an umbrella to shade me from the sun. We eventually began talking, and even had a drink in the nearby rum shop. He told me about his life, the scar on his face and the bullet wound on his upper chest where said he'd been shot by the police.

But I have also had experiences of a different type. While working in a fishing village in the Grenadines one day, I was suddenly approached by a man from the village who picked up one of my valuable sable-hair brushes and asked, “what you go do if I mash up this brush?”

I was stunned by the unexpected aggression and felt threatened. I wondered why someone would adopt such an attitude towards an innocuous looking artist. I have never had an answer for it but I did escape by calling his bluff. I replied with a serious face and a controlled voice, “Well, there's only one way to find out.” He withdrew with a nervous laugh. Of course, if he had raised a finger I would



have been the first to duck.

Even more difficult to accept, was the anger and suspicion of a man who approached me in a rural village. He observed me in the early stages of a painting when I was building my composition in fragments, a shape here a shape there. I suppose that the fragments seemed to bear little relationship to the subject before me and he exploded, “You think you could fool people so easily? My little children could paint better than that!”

His fury was genuine and he stormed off.

Conversely, I had an experience in a coastal village in Dominica where under almost exactly the same circumstances I was being observed by a barefoot villager on a windy day. After quite a while, as the watercolour easel (with my flat picture base clipped on to a tripod base), shifted in the wind, he asked me in his patois accent, “How you balance it?” Assuming that he was referring to the unsteadiness of the painting surface, I explained that the design of the tripod base makes it more stable than it appears. He looked slightly puzzled, pointed directly to the painting, and said, “No, this. How you balance it?”

Only then did I realize that he was expressing an appreciation of my process of building the composition.

Appreciation and acknowledgement can also come from unexpected places and sometimes they can be clouded with other notions of art and culture.

One morning I was painting outdoors and set up just outside a traditional village primary school, close enough so that I could hear the teachers' voices in the classroom. One voice stood out more than the others because of the speaker's somewhat pedantic style. Suddenly someone walked out the school door, saw me and said, “Oh, an artist! Wonderful!”

It was the voice of the very teacher. I smiled. She said, “What are you doing here? You should be in Italy, France or one of those places.”

“Well, I like it here,” I said.

She looked at my makeshift palette, which was in fact a cupcake baking pan and she said, “Oh, that's an interesting weasel.”

She had made two mistakes: 1. Calling an easel a weasel and 2. Thinking that the palette was an easel. I knew that people were often not familiar with artists' equipment. Wishing to gently correct her, I pointed directly at my easel and said, “Yes, this is a watercolour EASEL,” at which point, she looked startled.

“Oh,” she said, “I guess the W is silent!”

As much as I would like to find deep meaning in all my plein air experiences there are some that are simply amusing.

I enjoyed a brief moment of illustriousness when I was painting in a quiet corner of Arnos Vale in Tobago. I noticed a taxi pull up on the main road. A woman tourist came out and approached me. Finally working up the courage she asked, “Are you Cazabon?”

I laughed out loud.

“I hope not,” I said.

“Why?”

“Because he has been dead over 100 years now.”

“Oh,” she recovered, “You could be his grandson.”

I am grateful for the experiences I've had as an artist, and however reluctant I may be to interpret them, I have never doubted the validity of the artist. The functional relevance of the astonishing Stone Age drawings of animals done some 17 thousand years ago at a time when hunting was crucial for survival, is obvious. But they also have a more enduring value, for in the sensitive depiction of the animals, particularly of the noble dying bison, the cave artist has communicated to his public deeper insights into life, insights that move us to this day.

I wish to end by saying that the fact that the region's most influential educational institution has chosen to confer on Mr. Roy Cape and me this high honour is proof of the important role that UWI has played and continues to play in expanding our understanding of the value that all creative artists may bring to a society.

I had the pleasure of talking with fellow honoree Mr. Cape about his tales as a wide-travelling musician and encourage you to seek him out if you want some exciting stories.

I am sure that you graduands in the Arts, the Humanities, Education, will have thought-provoking and challenging experiences, not unlike ours. Having benefited from the vision of UWI and your experiences here may you go on to add to the richness of your country and the region.

UWI GRADUATION CEREMONIES 2011

I Graduated!

RAYNA MAHARAJ

The day finally came. Indeed it was one of the happiest days on my life – worth the money, time, patience, perseverance, lack of sleep and more.

“Would they please hurry up and call us in!”

It was the thought racing through my mind as we stood waiting impatiently outside SPEC, in line before the ceremony.

My (former!) classmates and I were enthusiastic about the ceremony starting, but were also excited about its end, because when it finished, that meant we could officially add those three big letters behind our names.

While we were all in awe at Brian Lara receiving his Honorary Doctorate at our Ceremony, it still couldn't take the shine off of us, knowing that we about to get our five seconds of fame; five seconds which would we would remember for a lifetime. As the Dean began calling names, my heart began to race. I could not contain my nervous excitement, hoping Dr. [Hamid] Ghany pronounced my name correctly, maintaining a smile until my jaw hurt, and of course hoping I wouldn't trip while walking off stage. Apart from the bright camera lights which hit the stage, I could see the radiance and glow in everyone's faces. Better yet, apart from seeing it, I could feel it. It felt great. That moment when I was next in line to receive my certificate erased all the cries, sleepless nights, boring meals, lectures and stresses of UWI life.

Being in SPEC on Graduation day took me back to Orientation day, UWI Life 2008, which seemed like just yesterday. Those five seconds on stage compensated for the challenging three years. Seeing the smiles on the faces of my friends and family, in addition to all the warm wishes, made me extra happy knowing I made persons other than myself proud. God carried me through this journey; He molded me to motivate myself and be the best that I could have been; along with the support of my family, friends, lecturers and colleagues.

Making the decision to pursue my tertiary education has been by far, one of my best decisions. Anyone can have an education but, combined with the right mindset, persistence, patience, love and support; it makes the journey and experience of having an education worth the time and sacrifice. I feel proud and honoured to be a Graduate of The University of the West Indies. My future is now limitless and unwritten. Anything is possible.

How to address an Honorary Graduate?

Did you know that while recipients of the *honoris causa* degree may enjoy some of the same privileges as do their substantive counterparts, their title isn't one of them? For example, someone who received an honorary doctorate would not add the prefix *Dr.* to his name. Rather, he would adopt the degree title postnominally, with either the descriptor “*honorary*,” “*honoris causa*” or “*h.c.*” in parenthesis at the end, to clarify the type of degree he holds.

“Apart from the bright camera lights which hit the stage, I could see the radiance and glow in everyone's faces. Better yet, apart from seeing it, I could feel it. It felt great.”

Graduate vs. Graduand?

Did you know that graduating students aren't called graduates until they actually have their degrees in hand? Before that, they're called graduands. ‘*What's that?*’ you ask? Well, according to Wiktionary, a graduand is “*a university student who has completed the requirements for, but has not yet been awarded, a particular degree.*” After the award has been conferred, the student has graduated and is now a graduate.



HONORARY GRADUATE UWI GRADUATION CEREMONIES 2011

AT THE TABLES OF POLICY AND CULTURE

K A M A L U D D I N M O H A M M E D

The virtues of hard work and commitment to duty must never be underestimated, as they provide the basis for success in life. I want to urge you to note that the more renowned you become in your profession, the more you must ensure that you maintain your humility in the way you interact with other people, regardless of their station in life.

Many of you today will become medical professionals and I want to say how much I identify with you. I served as Minister of Health in the Cabinet of Dr. Eric Williams at the time when the Mount Hope Medical Sciences Complex was constructed.

In the 1976 Budget speech delivered by the then Prime Minister and Minister of Finance, Dr. Eric Williams, on 12th December, 1975, he indicated that a medical school would be developed in Trinidad and Tobago in collaboration with The University of the West Indies.

As the Minister with responsibility for delivering that project, I want to say that I regard it as one of the crowning accomplishments of my service in public life. As I stand before the graduating class from the Faculty of Medical Sciences today, I feel a sense of pride to see all of you in your graduation regalia and I also feel a sense of achievement knowing that the efforts made in the mid- and late- 1970s were not in vain.

There is another aspect of your graduation that I would like you to consider. You are now a graduate of an institution known as The University of the West Indies. At an earlier time in my career in public life, I was appointed Minister of West Indian Affairs in the Cabinet of Dr. Eric Williams in 1967.

There were many challenges facing us at that time in the region in trying to hold the West Indies together in the aftermath of the failure of the West Indian Federation some five years before.

My personal desire to see regional unity preserved after the collapse of the Federation drove my passion to try and create a platform on which the West Indies could move forward.

The formation of CARIFTA, the desire of Anguilla to secede from St. Kitts and Nevis, the formation of the Caribbean Development Bank, the reorganization and refinancing of British West Indian Airways (BWIA), and the future of The University of the West Indies were all issues that commanded attention in the late 1960s.

As someone who was involved in all of these negotiations, in one way or another, the only passion that drove me was a deep commitment to regional unity and West Indian nationhood.

One of the most daunting challenges concerned the future of The University of the West Indies itself that became an issue at a meeting of Commonwealth Caribbean Heads of Government in Barbados in June 1969. The agreement between the contributing governments to The University of the West Indies was due to expire in 1972 and there were basically two courses of action to be pursued.

These courses of action were contained in a memorandum to all Heads of Government by Vice Chancellor O.R. Marshall dated 16th May, 1969 entitled



“I make a simple request of you today. Please consider as part of your personal development the adoption of the values of regionalism in the West Indies. There are many small states in the world today who would want to isolate themselves and not seek to join with others for their own economic benefit.”

“Future of The University of the West Indies”. According to the memorandum by Vice Chancellor [Roy] Marshall the courses of action were as follows:

A. The continuation of the UWI as a regional University after the expiration of the current agreement in 1972, either on its present basis, or on a modified basis; or,

B. the dissolution of the UWI from 1972 or a date thereafter to be fixed and the establishment of a mechanism for giving effect to this decision.”

Fortunately, the regional governments decided to continue with The University of the West Indies after 1972 and I recall how committed Dr. Williams was to the continuation of The UWI. As Minister of West Indian Affairs, I was pleased to be a part of that historic process which has allowed us all to be present here today under the auspices of The University of the West Indies.

I make a simple request of you today. Please consider as part of your personal development the adoption of the values of regionalism in the West Indies. There are many small states in the world today who would want to isolate themselves and not seek to join with others for their own economic benefit.

In the West Indies, it is more than just economic benefit that we seek when we speak of regional unity. For us there are powerful bonds of history and culture that we share as a region.

We also have a diversity that we can celebrate as we move forward as a region. My involvement in the formation of the People’s National Movement in 1956 in Trinidad and Tobago with Dr. Williams came at a time when I was simultaneously leading a struggle for the recognition of East Indian culture and music in this society.

That struggle was one that tried to break the underdevelopment that was already a part of the colonial legacy of division between racial and ethnic groups in our society.

My involvement with the launch of the programme “Indian Talent on Parade” in 1947 on Radio Trinidad was not part of any desire to create separation in this society. What we were dealing with was the under-representation of the cultural identity of a very large sector of the colonial society in Trinidad and Tobago.

There were those who felt that it was an attempt to promote separation, while others recognized that it was all about validation of cultural identity.

In those days, before Radio Trinidad launched my programme in 1947, those who were fortunate to have radios and who were inclined to listen to East Indian music were only able to listen to it on Radio ZFY from British Guiana.

The reception was not always clear and people in Trinidad and Tobago came to know the names of those British Guianese radio announcers such as Azeem Khan, Mohammed Ackbar and Dindial Singh.

After I started my show on Radio Trinidad, I used to invite the Naya Zamana Orchestra of Ostad Nazear Mohammed, Narsaloo Ramaya and Isaac Mohammed;

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HONORARY GRADUATE UWI GRADUATION CEREMONIES 2011

AN IRON LADY WITH NERVES OF STEEL

HELEN BHAGWANSINGH

CITATION

“What’s in a name? That which we call a rose by any other name would smell as sweet.” – Shakespeare circa 1600.

This is a 400-year-old and still prevailing wisdom. A simple man from South Trinidad, however, dared challenge this dogma. He named his firstborn Helen, for he understood that with this name came strength of character and the will to survive and excel. He predicted greatness in his daughter, who, like Helens in history, have overcome many obstacles on their way to greatness. If the persona of Helen of Troy could have launched 1,000 ships, then this one would launch 1,000 businesses. If Helen Keller endured existing prejudices to overcome deafness and blindness and not just survived but excelled... what path might this Helen have to cut?

Short of open warfare, we are told that business is the most aggressively competitive environment. Helen would have had to endure and overcome conventional chauvinism when she dared enter the battlefield of business.

In 1969, the seeds of a small mom and pop hardware business were planted in apparently infertile conditions in East Port of Spain, at the edge of the Caroni swamp and some still say at the very edge of civilization – in Sea Lots. We have heard the old dictum: no risk, no return. Well, to the ordinary man this venture seemed all adventure... one with all risk and no return. But Chancellor, we were not dealing with an ordinary man... we are here dealing with an extraordinary woman.

With that humble, high-risk strategy 50 years ago, the seeds were sown. And how has that small acorn grown into a giant empire! We can today count megastores across the country providing service to thousands of customers and providing bread on the tables for 1,200 employees.



Her business interests include hardware, steel, aluminium, construction, manufacturing and distribution.

At the turn of the last century, she was proclaimed “Woman of the Millennium” by the Trinidad and Tobago Energy Chamber. Earlier this year she was inducted into the Business Hall of Fame of the Chamber of Industry and Commerce of Trinidad and Tobago and in its long history, this was the first woman to have ever been so inducted. On Independence Day this year, Helen received our nation’s highest honour: The Order of Trinidad and Tobago.

Chancellor, Helen fully understands that it takes more than bricks, mortar and even steel to build a nation. She understands that hearts and minds and souls are far more important. It is for this reason that she has contributed towards the establishment of The Diabetes Education Research and Prevention Institute at The University of The West Indies. Her grant will exist in perpetuity and the proceeds therefrom will be used to ensure that each successive generation will have a start better than the one before. Work from this institution has already been formulated into policy and is already influencing practice.

Chancellor, you will agree that there is much to a name. Here stands before you, Helen Bhagwansingh, a woman of substance, an entrepreneur and a philanthropist. She is an iron lady with nerves of steel, a mind of high speed silicon and a heart of gold. She has a soul and a spirit capable of compassion, sacrifice and endurance.

Where a great woman has led, many can go afterwards, but the honour is hers who has found and cut the path.

So, Chancellor, I invite you to receive her and to confer upon her the title of Doctor of Law, honoris causa.

...from PAGE 14

Jit Seesahai and his Melody Makers; and the S.M. Aziz Orchestra as well as many other singers.

Today, the East Indian music scene has developed considerably and there are many radio stations that have become commercially viable operations that can survive in the diverse media marketplace that we have. This is a remarkable upgrade from the days when one hour per week was allocated on Radio Trinidad out of 119 hours per week in the colonial era.

The upshot of this part of my address on the growth of East Indian culture in the local media and my own struggles to that end is to emphasize that we are diverse. Our society today is made up of many cultural streams and no one can say that Trinidad and Tobago does not have all of the symbols of a richly diverse society that makes it the envy of many others.

I sat at the tables of policy and culture during my lifetime as a Cabinet Minister, broadcaster and cultural impresario. I saw it all and I want to tell you that what we

have constructed in the West Indies must be preserved. We are an oasis of stability that other parts of the world would love to be.

On 29th March, 1981, Dr. Eric Williams died in office as Prime Minister. There were many in this society who felt that I should have been appointed Prime Minister to succeed him. That did not happen and I did not leave the PNM because I was not appointed.

I stayed and I continued to serve the new Prime Minister George Chambers in his Cabinet. We won a general election together in the same year that Dr. Williams died. We worked well together and he paid me the compliment of regularly having me perform the duties of Prime Minister whenever he had to travel overseas.

I want to urge you to uphold those values of teamwork and collaboration so that what becomes most important is your professionalism as opposed to your personal ambition.

After I left office following the loss of the PNM to the National Alliance for Reconstruction in 1986, I was recalled to public service in the late 1990s by the then Prime Minister,

Basdeo Panday, to serve as Ambassador to CARICOM.

It was a great honour to serve my country in an area where I had helped to build regional unity. I was there in 1973 when the Treaty of Chaguaramas was signed to create CARICOM which was the successor to CARIFTA. Despite the fact that Basdeo Panday had been on the opposite side politically when I served under Dr. Williams and George Chambers, it was a credit to him and an honour for me that he could reach across the political aisle to ask me to serve my country in such a capacity.

The lesson that I would like to share with you are the values of magnanimity and patriotism. These will serve you in good stead for your future careers.

As I close my address, I want to take this opportunity to wish all of the very best as you embark on this new phase of your life. You have come out of an institution that embodies regionalism and your degree is recognized worldwide.

I am proud of you and I am proud of the University of the West Indies for producing you. As graduates, it is now your task to make your university proud. The world awaits you.

Health Degendered is Health Denied

BY SIR GEORGE ALLEYNE

Chancellor, The University of the West Indies

...Tonight I wish to deal principally with health and my thesis is fundamentally different from that of [Judith] Lorber. I contend that if one is to alter the inequity inherent in gender differences in health, one first has to start from the conviction that such differences have evolved and are not immutable. It can be asked whether gender discrimination arose as a result of biological differentiation.

Difference in reproductive roles, differences in physical attributes as a result of the sex difference may be at the root of the social construct that is gender, and societal organization of roles over the millennia has done nothing more than adapt to these biological differences. Certain societal values have changed more rapidly than others, and in this sense, our concern for equity and gender justice has evolved more rapidly than those values which assigned an unfavourable role to females. The change may have been helped by the advent of technologies which diminished the importance of some of the biologically derived differences.

Societal value systems are not universal, but western value systems are currently accepting, albeit slowly, that gender must not be a social determinant which impacts negatively on any aspect of human wellbeing. This thesis of course, relates predominantly to gender considerations as they affect female health, but there is also now universal acceptance that seeing gender as a social determinant as related only to females is of limited value.

Gender considerations enter into discussions of male health as well. If one denies the relevance of gender in addressing health issues, then one will not succeed in improving health individually or collectively for both females and males. Gender has to be seen as a structural determinant of health in that it produces differential exposures to risks and vulnerabilities.

Viewed only through the lens of social determination, the gender aspect of health is one of the more difficult to address. Other social determinants such as poverty and urbanization are relatively easy to identify and quantify and thus lend themselves to proposals for changes in policy. Gender is more subtle and in a sense more difficult as other social determinants are themselves gendered. Poverty is the obvious example.

An important first step in defining and removing inequity is establishing the inequalities – the differences. Not all inequalities or differences are unjust, unfair and beyond the agency of those involved and are therefore not manifestations of inequity. In that sense if one degenders health – if one fails to take account of gender, then one is doomed to deny many aspects of health to both men and women.

The World Bank Report on gender equality and development identifies three dimensions of gender equality. They are the “accumulation of endowments, (such as education, health and physical assets); the use of those endowments to take up economic opportunities and generate incomes and the application of those endowments to take action or agency, affecting individual and household wellbeing.” These endowments are akin to the capabilities which Amartya Sen posits as the bedrock of the freedom necessary for genuine human development and although they are interconnected, I will deal exclusively with health not only because it is the area I know. I have long contended that health has both an intrinsic as well as an instrumental value and the latter has only recently been universally

accepted. I subscribe to the view that health should be valued intrinsically more than other aspects of human development which have little intrinsic social value such as income.

I will begin with the best known of the differences in health between men and women. Women are sicker, but men die quicker. The current difference in life expectancies between men and women is an almost universal phenomenon and the evidence is strong that while there may be some slight biological input, it is a gendered phenomenon. There is no sound, major intrinsic biological difference present at birth which predisposes women to live longer than men. The gap is seen clearly in the Caribbean where the average life expectancy at birth is 70.0 years for men and 75.7 years for women. There is not much variation between the countries, but the largest gap is in Guyana where the life expectancy for both sexes is the lowest in the region.

One of the consequences of this differential here is that women have a long period of widowhood and are often left without resources after having cared for a sick partner, thus creating the frequently observed problem of the poor, elderly widow. While there may be a minor input of biology, it is generally accepted that men die earlier because they have been socialized into forms of behaviour that lead to early death: smoking, eating more unhealthy foods and indulging in more risky behaviour. The most risky of these behaviours is violence, and homicide is many times commoner in males than females. More men die from heart disease, cancer and

stroke while diabetes kills more women in the Caribbean and the latter can possibly be related to the greater prevalence of obesity. The mortality from diabetes in the Caribbean is exceeded in the Americas only by Mexico.

Women take more careful notice of the symptoms of ill health and seek attention more frequently. Men, perhaps because of the false sense that complaining runs counter to the image of the brave and stoic male stereotype, complain less. This common perception or misperception of the complaining woman often leads to her being misdiagnosed when indeed there is serious illness. The social construction of masculinity and its hegemonic version may not only induce health damaging behaviour that leads to earlier death, but it will impact on health help-seeking behaviour.

The denial of weakness, the need to appear strong and powerful and the idea that soliciting help is feminine all conspire to keep men away from the health services or to attend late. It has also been suggested that because health services are staffed predominantly by females, the need to seek help from them would be yet another denial of the hegemonic masculinity. This defect increases in importance in the management of the non-communicable diseases which require chronic rather than episodic care.

If this perception of the health services as a feminine space really contributes to poor health help-seeking behaviour by males, the situation will only get worse as the medical profession becomes more feminized since females



Deputy Principal of the St. Augustine Campus, Professor Rhoda Reddock, pins a ribbon on UWI Chancellor, Sir George Alleyne.

have consistently outnumbered males among medical graduates in our University for at least the past decade if not for longer.

There is no indication of this phenomenon in the Caribbean, but in Asia there is clear evidence of female infanticide as female children are valued less than males. With the growing availability of prenatal sex determination, parents have the possibility of early abortion of the female foetus. It is claimed that there are millions of “missing” women in Asia because of these practices. The reasons for this are complex, but it is estimated that “globally, excess female mortality after birth and ‘missing’ girls at birth account every year for an estimated 3.9 million women below the age of 60.”

The high mortality from non-communicable diseases such as cardiovascular disease, cancer, diabetes and chronic respiratory disease (NCDs) has generated considerable concern in the Caribbean. This region has the distinction of having convened the first Summit of Heads of Government in Port of Spain to address them and the 15-point Declaration from that Summit forms the framework for Caribbean action in this area. So concerned were our Heads of Government with the problems of these diseases that they mobilized global attention and we saw the United Nations convene a High Level Meeting of the world’s Heads of Government and State in September [2011] to consider and decide what might be done globally to address them.

This has been recognized universally as a major diplomatic success by CARICOM. The Political Declaration from that Meeting recognized that *“the economic, social, gender, political, behavioural and environmental determinants of health are among the contributing factors to the rising incidence and prevalence of non-communicable diseases.”*

One of the areas that has drawn more attention recently is the role of women in the genesis and treatment of these diseases. It has become clear that maternal nutrition bears close relation to the birth weight of the infant and the infant’s birth weight and nutrition in the first two years of life have a clear and direct impact on the chances of that infant developing diabetes, becoming obese and dying from a heart attack. This is an example of biology being affected by gendered behaviour as it is almost universally accepted that the nurturing of the young is usually the responsibility of the mother.

The exposure to the epigenetic factors which affect the development of the infant’s predisposition to these diseases is likely gendered as well. While this knowledge of what is referred to as the developmental origins of health and disease has been hailed as a tremendous advance in our understanding of the genesis of these diseases and the possibility of preventing them, I have a concern that once again the burden of change will be placed on the woman.

It is bad enough to have the responsibility for one’s own health, but I view with concern the pointing of the finger at women as the agents responsible for the future development of diseases in their offspring and the charge will be even more grave if as is possible these changes are intergenerational. Unfortunately the percentage of infants with low birth weight in the Caribbean is higher than in any other part of the Americas.

It is not only the genesis of these diseases that may be gendered, but the care of them as well. There is a growing epidemic of childhood obesity in the world as well as high and increasing prevalence of diabetes. The Caribbean countries figure in the first seven positions among the Americas in terms of diabetes.

There is the tendency to regard the increasing prevalence of childhood obesity and obesity in general as a function of domestic consumption, and this has been and continues to be the domain of the woman. One of the standard tenets



PHOTO: DEXTER SUPERVILLE

“It is bad enough to have the responsibility for one’s own health, but I view with concern the pointing of the finger at women as the agents responsible for the future development of diseases in their offspring and the charge will be even more grave if as is possible these changes are intergenerational.”

of neo-liberalism is to urge individual responsibility and in that sense, place the blame squarely on the woman. However the better approach is the classical liberal one which takes account of the role of the state. Indeed it is the latter view that is gaining traction internationally and emphasis is being placed not solely on the individual and principally the woman, but on the state or rather the government to so change the environment as to facilitate the healthy choice.

The common risk factors for these diseases are smoking an unhealthy diet, the harmful use of alcohol and physical inactivity. In all of these the better approach is to insist that the enabling environment be so changed by government action as to make the healthy choice the easy one.

But it is not only in the NCDs that gender is important. The feminization of the AIDS epidemic in the Caribbean is a major cause of concern and this region has the lowest male to female ratio of AIDS cases in the Americas. This is the area of health that has perhaps stimulated more gender research than any other. There are several studies from The University of the West Indies on the female vulnerability to infection with HIV which is enhanced by the power relationships and the male domination in economic, social and often physical terms. An area which intrigues me relates to the attitudes and practices of young girls with relation to sexuality and the vulnerability to HIV. The incidence of HIV infection is rising rapidly in this group. Christine Barrow describes the phenomenon of “*bashment*” in which there is aggressive display of sexuality by a subset of young girls who have no

truck with the societal norms and use their bodies according to their perception of their own agency. It is not that they do not possess information, but they choose what of it they wish. I have drawn an analogy here with the character in the famous song by Althea and Donna, “Uptown Top Ranking.” Let me cite one verse:

*“Shouda see me and the ranking dread
Check how we jamming and ting
Love is all I bring inna me khaki suit and ting
Nah pop no style, a strictly roots
Nah pop no style, ah strictly roots.”*

I take these as almost a rejection of the common submissive gender role assigned by society. Thus we have a double danger. The young female is the victim of male domination and frequently violence thus causing her to be vulnerable to infection. But when she kicks over the notion of domination and acts out her gender freedom, “*jamming and ting*,” she may also be more vulnerable to infection.

In this area of HIV, it has become clearer that failure to understand and consider the role of gender in the epidemic will make it impossible to control it even in the face of the availability of information and treatment. Male circumcision has emerged as a highly effective measure for prevention of transmission of HIV. It will be interesting to see the level of uptake of this method, given the organization of much of masculinity around the penis and the perception of it by the young male as shown for example in the popular music.

I have outlined only a few of the gendered aspects of health which can lend themselves to change and I ask myself whether there can indeed be substantial and significant change. I believe the answer is yes. First, there is historical evidence of change. The gender difference in life expectancy was not present a century ago.

My colleagues at PAHO point out that change will come when there is empowerment of both men and women through transformative programmes that acknowledge and value the different norms and roles for women and men and include ways to change harmful norms. The push for changes of norms and values that drive social movements has usually been fed with the notion or reality of there being a disadvantaged class, as was the case with the civil rights and the feminine movements. In one sense, this is applicable to female health, but when the argument is put that gender considerations apply to both women and men, we will need a somewhat different approach to the problem. But I have no doubt that there will be change.

But more importantly, I see change as a result of more profound social evolution. The highway of history may meander, but I believe it goes inexorably in the direction of equality. Although this has caused much debate, the political scientists such as Fukuyama aver that this finds its best expression in the universal adoption of liberal democracy as a form of political and social organization. The thrust for this lies in what Hegel would describe as the drive for recognition and for dignity as the forces behind the move towards justice and fairness. This drive and struggle originate in the thymos – the spirited part of the soul as described by Plato.

Another facilitating factor is that the world is moving slowly to recognizing that soft power which is essentially in the feminine domain will replace hard power with its masculine visage as the means of influence.

But more prosaically and more to the point locally, I am cheered that our University and specifically the Institute is dedicating time and thought to these issues. The one small request I would make of you is that this concept of gender and how it affects health find a place in the training of all our health personnel.

VALEDICTORIANS UWI GRADUATION CEREMONIES 2011



STEP OUT OF YOUR COMFORT ZONE

Anais Joseph – Faculty of Social Sciences

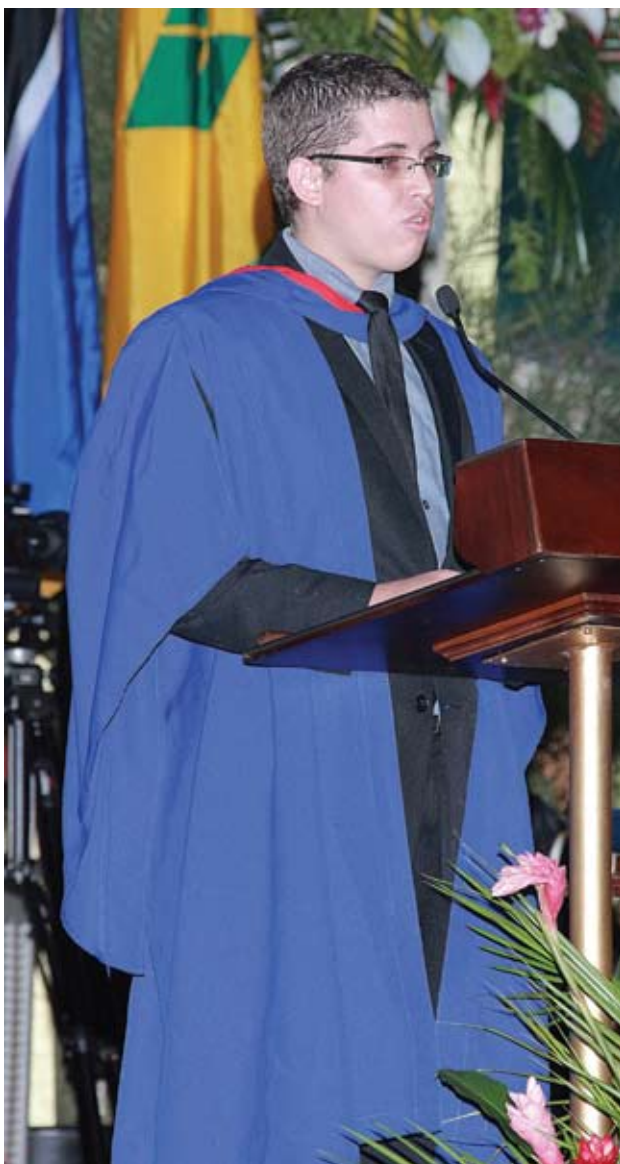
“Our journey does not end here. For some, UWI may have opened our minds to the possibilities of totally different career paths, or reinforced our certainty in the one we chose. Or, it may have fuelled a desire to continue on in the world of education. Whatever your dream, don’t be afraid to dream big, and don’t be afraid to take risks – how else will you know what you are truly capable of? But at the same time, while you’re out there chasing that dream – don’t lose your humanity. Don’t get caught up in the hustle, destroying whoever or whatever is standing in the way of your perceived success.

Instead of your primary goal being to earn money, choose instead to earn the respect of your peers. Instead of wanting to build the biggest house, choose instead to build a reputation based on integrity. Instead of aiming to “step out” in the most expensive, fashionable clothes, step out of your comfort zone and do something, anything, to change the world for the better.

You can be the manager who leads by example with uncompromising ethics. You can be the accountant who refuses to understate profits. You can be the social worker or psychologist who isn’t afraid to speak out on taboo subjects.

You can simply be a good spouse and a good parent, leaving the world a better place by the love that you shared.

“Intelligence plus character – that is the goal of true education” – these are the words of Dr Martin Luther King Jr. Today is the pinnacle of our undergraduate journey at The University of the West Indies. It is the proof that every single one of us has mastered our field of study, struggled and come out victorious. Yet if the only thing that we take out of this three-year experience is a little more knowledge and a piece of paper, we have failed – our lecturers have failed – the University has failed. In this room are gathered the future CEOs, CFOs, bankers, economists, philanthropists, activists, politicians and heads of government who will lead our country, our region and indeed our world for the next few decades. I know that we have the intelligence it takes to develop world-changing policies, to lead innovations in business and research. I hope that we have the character not to let greed, external pressures and self-serving ideals restrict us. My fellow graduates, we have the unbridled potential to shape the future. We can be the generation who makes a difference. Now let’s get out there, and do it!”



THE NEW DAWN OF HEALTH CARE

David Milne – Faculty of Medical Sciences

“I know that we all will cherish the memories we forged together and I look forward to the new tales we shall write as leaders in the health professions. Together dentists, pharmacists, doctors, nurses and vets, let us write the story of the new dawn of health care in this country and the region.

I would also like to thank Trinidad and Tobago. The people of this great county have afforded us a wonderful opportunity to pursue a career in the health services without having to pay a cent towards our tuition. This is a privilege that few people in the world have been granted. We will always be indebted to this country. Trinidad and Tobago on behalf of the class of 2011, thank you.

We are also thankful to The University of the West Indies. To the pioneers who started this medical school like Professor Melville, may he rest in peace. And also to those who continue to hold the torch today. To every single person who works at the university, thank you for the role you played in getting us to where we are today. We will never be able to thank you enough.

It would be unfair to mention names of specific individuals who helped us along the way, as we were fortunate to have been exposed to so many wonderful persons. However I will mention two names in order to illustrate a point.

Dr. Nyak and Dr Harrinarayan have been named for the last two years by the Trinidad and Tobago Medical Students

Association as teachers of the year as voted by the graduating class. Given that we had so many amazing teachers, I wondered what set these two apart. Many of our lecturers can deliver captivating classes, provide great studying aids and go above and beyond the call. The difference with these two individuals is that in spite of teaching well over a hundred students a year, they possess a unique ability to make each and every students feel as though they are important as a person. Together they could form a sort of dream team of parenting. It is not to say that other lecturers don’t hold similar sentiments for us, but these two gentlemen had a knack for making sure we each knew it.

I challenge all of us to follow their great example. Let your patients know you care, let them understand that you value them as human beings, and that you want the best for them. Even in the midst of crowded wards and clinics, never fail to see persons as individuals. Do not waste the opportunity to make a lasting impression. For if we all do this, it is inevitable that our patients will receive the best standard of care, and their quality of life will improve.

Let us all together go out into the health care system as leaders, aiming to make the difference in our country. Not necessarily through sweeping changes, but by the way we deal with our patients. Through our dedicated service, unwavering patience and tolerance let us together make Trinidad and Tobago a better place one patient at a time.”

VALEDICTORIANS UWI GRADUATION CEREMONIES 2011



THE HABIT OF LEARNING, UNLEARNING AND RE-LEARNING

Bernice Robinson – Faculty of Science and Agriculture

“**The Caribbean is calling;** is begging for leaders to serve, men and women, leaders like you, like us; calling us to serve in educational and financial institutions, in the private and the public sectors, in our parliaments, where we can reshape policies to suit the purpose of those we serve; calling for leaders with the open-mindedness and ability to embrace change; the ability to overcome challenges; the ability to envision.

So, having received a strong academic base from The UWI, let each one of us be a catalyst of change and innovation. And having been inculcated with those elements of character that facilitate success, let us be poised to champion the cause of regional integration, so that regardless of race, colour or creed; we all shall rise. In the words of our own Sir Arthur Lewis, “the recognition of seminal truth is that only a unified Caribbean, politically and economically can save the region from fatal particularism.”

It was Aristotle who said that we are what we repeatedly do; excellence then is not an act but a habit. Let us hope that in receiving these certificates, we would have inspired just one person younger than us to follow in our footsteps.

As we are about to embark on our individual endeavors, let us not forget the individuals who helped us chart this course. We must acknowledge the esteemed faculty here at the University, who were not just qualified and well-versed in their field of study, but whom numerous students

describe as supportive and inspiring. The instructors who understood and embraced young minds and in so doing have propagated greatness. In particular all of the lecturers who taught me, you have impacted with great significance on my personal and intellectual development. However I must single out Dr Rowena Butland who was more just a lecturer but also a friend and an inspiration to me and to all of the students of Geography. The mere fact that we are here today having survived three arduous years speaks to this fact. We are appreciative.

Also, I implore all the graduates here to join me in expressing deepest gratitude to family for being ever supportive; to administration and auxiliary staff for providing an environment conducive to the imparting and assimilation of knowledge. And, of paramount importance, our Supreme Being, for the spirit of endurance.

We have a tendency sometimes to look outside for heroes but I see them right here among us. All of us are talented and all of us have that intrinsic drive to succeed. Let me challenge you to commit yourself to meaningful and productive goals that will allow you to be an inspiration to those around you.

And finally, let me say in the most non-violent way I possibly can: We are dressed to kill, and we are armed with exuberance. So, let’s have a blast, let sparks fly and let the fireworks begin.”



TIME TO GIVE SOMETHING BACK

Meera Rampersad-Janglee – Faculty of Engineering and Law

“**This success we have achieved today** has not been attained without the guidance of persons who I will now make special mention of. I would like to first and foremost thank God. He has been there for me every step of the way and I know that He will continue to guide me through this new path in my life.

We cannot forget our parents and guardians who have been our anchors throughout this period of our lives with their continued support and understanding. Parents, how many times did you hear, ‘Mom/Dad I won’t be able to come home this week, I have a group meeting or project work to complete?’ Do you remember the many impromptu visits to UWI during these times? What about the traffic to get here? As you can see it was a sacrifice well worth making. One of the best gifts a parent can give a child is an education. To our friends who became our families during this time. Thank you for being there.

On behalf of the students, I will now express our heartfelt thanks and gratitude to our lecturers, tutors, administrative staff and members of UWI. You all contributed to our success by your mentoring, insights, advice, support, your ever open office doors, your concern and your caring. Our success is as much yours as it is ours.

I would also like to impart to you, the graduates, some words about your new role. How will you give back to

society all that you have benefitted from today? Most of the engineers here tonight will be looking toward the energy sector for employment. In our country, we are currently in an age where we are looking for alternative sources of energy to sustain our economy. So engineers, I urge you to be innovative, let your brilliance shine, the time is here and now for us to make our mark.

To the lawyers seated here tonight, how do you intend to give back? Well if you haven’t thought about it, I have a suggestion to make. Work with us; lend your legal guidance by assisting us with developing legislation and regulations for the conservation of our natural resources and the preservation of our environment. Working together will not only ensure that we have a brighter today but a better tomorrow.

I would like to end by sharing with you a quotation from the late Steve Jobs who was a co-founder, chairman and CEO of Apple Inc. “Your time is limited, so don’t waste it living someone else’s life. Don’t be trapped by the dogma which is living with the results of other people’s thinking. Don’t let the noise of others’ opinions drown out your own inner voice. And most important, have the courage to follow your heart and intuition. They somehow already know what you truly want to become. Everything else is secondary.”

HIGHLIGHTS UWI GRADUATION CEREMONIES 2011



VALEDICTORIANS UWI GRADUATION CEREMONIES 2011



LIVE A LIFE THAT BRINGS SOLUTIONS

Dexnell Peters – Faculty of Humanities and Education

“We can be aware and play a role in what is built in us. The same UWI experience for two persons can build two completely different individuals. Who we become, whether we desire it or not, is based very clearly on the priorities and values we embrace now.

As we move on from university, we enter a world that leaves much to be desired – a world crying out for leadership, for people who can bring solutions to longstanding and new problems. Sir Philip Sherlock, UWI founding father, and Professor Rex Nettleford once wrote that the founding of the UWI was “a product of the positive response of West Indian people to the challenge of change.” The call for change is awaiting our response. One of the best responses we can make is not simply in coming up with solutions but rather in living a life that brings about solutions.

We can be the leaders who bring about change and produce solutions required. But the important thing is the process behind this effort. While we actively engage in our work environments, what is significant is how we work.

Corruption, for example, surfaces as people compromise principles and values. Development is stifled in a corrupt

environment. We become the solutions to such problems when we choose never to surrender or compromise our principles and values, not even a little.

As we offer our services we must constantly check the reason for doing so. We should ensure that we always operate with an element of selflessness and genuine desire for benefit and development of others.

Every time we move away from solid principles we make an active contribution to the continuing misdirection, chaos and confusion that occurs in the world. As we stand firm to quality values, we make inroads towards making a positive impact. We have a clear choice to make. There are no grey areas. UWI prods us in the direction to choose in its motto, and I’ll give the English because attempting the Latin might prove disastrous, “a light shining from the west.” So my fellow Humanities and Education graduates, as we enter the classrooms, the media production centres, the public service, consultancies, communities, families, and the many other limitless opportunities available to Humanities and Education graduates, let us make a continuous conscious effort to be a shining light to our environments.”



INNOVATIVELY SEEK NATIONAL REFORM

Fameeda Lorraine Mohammed – Faculty of Social Sciences

“Undeniably, UWI exposed us to an environment conducive to learning, as well as, our holistic development, as today, we graduate equipped with the qualities and attributes needed to move on to the next stages of life.

As with any journey, our path to success was not without obstacles. Thankfully, with our presence here today as proof, we did not let ourselves remain defeated by these stumbling blocks, we displayed strength and braved the rough tides with courage, discipline, perseverance and adversity, qualities that have allowed us to excel beyond expectations and achieve a level of greatness aspired by many. As Winston Churchill once said, “Success is not final, failure is not fatal: it is the courage to continue that counts.” So as we navigate our individual paths, I assure you, we will encounter challenges, but we should not surrender, for UWI has taught us to strategize and develop alternative maps that would lead us to our desired destinations.

In the spirit of gratitude we must not forget all those who held the torch providing light on this journey. I would like to take this opportunity to thank the almighty God, with whom all things are possible. Surely His mercy has facilitated our successes and lifted us in times of darkness. I am one to say that nothing is impossible without faith as I was richly blessed in my time of need.

Of course, we would not have climbed to these heights in the academic ladder without our mentors, teachers, tutors, lecturers and other academic and non-academic staff at UWI. Gracious thanks to all of you who answered your phones during weekends, responded efficiently to emails

and went far beyond your stipulated office hours and call of duty to ensure that we were clear in our understanding of the course material.

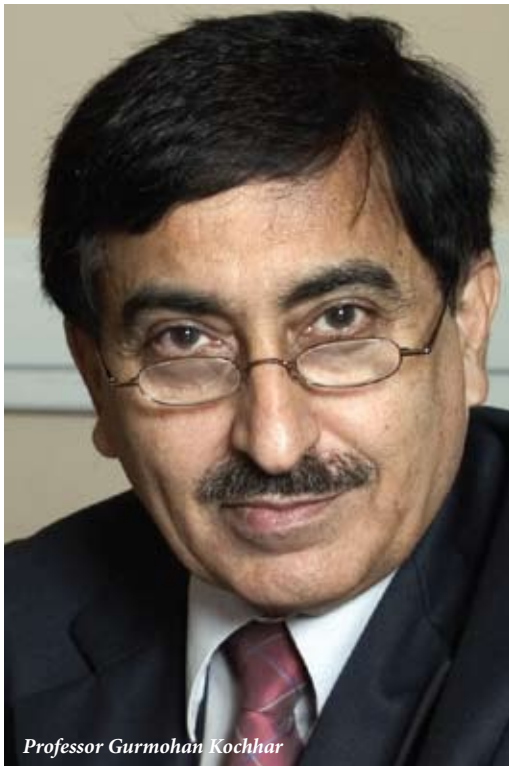
In the same breath, heartfelt thanks to the support networks that provided us with love and compassion throughout, and ensured that we did not give up. Parents, spouses, siblings, friends, and other loved ones who provided support during stressful circumstances, thank you. I attest, that without patient, loving, motivating and outgoing parents like mine, and a younger sister who would cook for me while I was studying, I would not have made it here today.

As our futures dawn on us, remember that US Senator Orrin Hatch of Utah once said “there is a good reason they call these ceremonies commencement exercises, Graduation is not the end; it’s the beginning.” Confidently, I am proud to declare that UWI has provided us with a secure platform for the future, a foundation for our new beginnings. I urge you, employ your analytical skills and sound judgment and become the liberators of tomorrow, create a level of sustainable development in your home countries that will allow us to advance economically, socially and politically. Assume leadership and innovatively seek national reform that will alleviate impediments such as poverty, crime and policy problems and thereby engender economic stability and social integrity throughout the world. As a prime agent in your respective fields, act as agents of change to create and build a diversified knowledge intensive economy capable of supporting future generations.”

■ CAMPUS NEWS

■ ENGINEERING HONOUR
FOR PROF KOCHHAR

Professor Gurmohan Kochhar, Professor of Mechanical Engineering, has recently been elected Fellow of the American Society of Mechanical Engineers (ASME). He is one of only 3,187 Fellows, out of 199,209 ASME Members, selected for this honour. A member of the ASME since 1973, Professor Kochhar is the immediate past Deputy Principal of The UWI St. Augustine Campus, having served in the role for six years, from 2002-2008. He also served as Dean and Deputy Dean of the Faculty of Engineering for



Professor Gurmohan Kochhar

four and six years respectively, during which time, he was instrumental in the formation of the Engineering Institute within the Faculty, and the enhancement of linkages between The UWI and several international universities. Prof Kochhar has done extensive research in the thermal properties of local building materials which has led to the utilization of a more efficient air conditioning system and ultimate energy conservation. He has also done significant research in the field of Solar Engineering. Some of Professor Kochhar's research work include: Energy Conservation – Environmental Control Systems; Determination of Comfort Zones for Local Climates, and Solar Operation of Absorption Refrigeration Systems, to name a few. Professor Kochhar's work in the field of engineering earned him the Career of Excellence in Engineering award from the Association of Professional Engineers of Trinidad and Tobago (APETT) in 2003. He was the youngest engineer to receive this award. He was also awarded by the ASME Trinidad and Tobago Group for the advancement of the engineering profession in 2006. ASME is a not-for-profit membership organization that enables collaboration, knowledge sharing, career enrichment, and skills development across all engineering disciplines, toward a goal of helping the global engineering community develop solutions to benefit lives and livelihoods. Founded in 1880 by a small group of leading industrialists, ASME has grown through the decades to include more than 120,000 members in over 150 countries worldwide.

■ CELEBRATING EXCELLENCE

Every year, the Faculty of Social Sciences, hosts an “*Evening of Excellence*” to recognize and reward First Class Honours and Special Prizes students. On October 30, the Department of Management Studies celebrated the achievements of more than 40 students from a number of its programmes ranging from management studies, accounting, banking and finance, hospitality and tourism and sports management.



First Class Honours and Special Prizes Students, Dept. of Management Studies, with the Head of the Department, Professor Surendra Arjoon; Mr. Errol Simms and Dean Dr. Hamid Ghany (centre)

www.sta.uwi.edu



FACULTY OF SOCIAL SCIENCES
Department of Management Studies

BSc Insurance and Risk Management

Three (3) Years Full Time | Evenings and Weekends

The BSc in Insurance and Risk Management is being offered by The UWI in partnership with the local insurance industry.

ENTRY REQUIREMENTS

Passes in Five (5) subjects including English Language and Mathematics at CSEC (CXC), General Proficiency Grades I or II and from 1998 Grade III/GCE O-levels

AND

Passes in at least two (2) subjects at GCE A-level or passes in at least two 2-Unit CAPE subjects.

OR

Associate degrees, diplomas and certificates from other approved tertiary institutions. Note: Applicants who hold an approved Associate degree, Diploma and Certificate are required to have attained a minimum B+ average or a GPA of 2.5 and above.

APPLICATION PROCEDURE

ONLY Paper Applications will be accepted! Visit <http://www.sta.uwi.edu/admissions> to download the application form as well as the Information Sheet which will guide you in completing the application form.

SUBMIT COMPLETED FORMS AND RELEVANT DOCUMENTS TO

The Assistant Registrar, Student Affairs (Admissions)
UWI, Student Administration Building
Lewis Avenue, St. Augustine Campus
Trinidad & Tobago, W.I.

CLOSING DATE FOR RECEIPT OF APPLICATIONS IS NOVEMBER 30, 2011

UWI CALENDAR of EVENTS

DECEMBER 2011 – JANUARY 2012

INTERNATIONAL TOURISM CONFERENCE

18-21 January, 2012
UWI, St. Augustine Campus

The Department of Management Studies collaborates with The Ted Rogers School of Hospitality and Tourism Management, Ryerson University, Canada, and London Metropolitan University, UK, to host the 2nd International Tourism Conference, themed “Tourism, Culture and the Creative Industries: Exploring the Linkages.”

For further information, please contact Dr. Acolla Cameron at 868-662-2002 ext. 82621, or via e-mail at acolla.lewis-cameron@sta.uwi.edu.

UWI ARTS CHORALE AND UWI STEEL PRESENT “GO TELL IT”

4 December, 2011
Daaga Auditorium
UWI, St. Augustine Campus

This UWI Arts Chorale and UWI Steel Christmas concert is especially dedicated to the United Nations “Year of People of African Descent” and will include theatrical readings and diverse carols from the African diaspora, including music from Haiti and Nigeria.

For further information, please contact the UWI Arts Chorale at 743-0841, 398-8576, or via e-mail at uwi.arts.chorale@gmail.com.



PARLIAMENT AND CONSTITUTIONAL REFORM

Dr. Olabisi Kuboni
6-8pm
7 December, 2011
Town Hall, George Road, Point Fortin

The Bicameralism Lecture Series was launched to mark 50 years since the Parliament of Trinidad and Tobago first sat as a two-Chamber legislature in 1961. This series is intended to educate the public on the importance of Parliamentary democracy in Trinidad and Tobago and the role that the Parliament plays in ensuring that democratic principles are upheld. The series will culminate with a gala event at the National Academy for the Performing Arts (NAPA) on December 19, 2011 at 10 a.m., when His Excellency Prof. George Maxwell Richards, President of the Republic of Trinidad and Tobago, will deliver a lecture on “The Role of the Head of State in a Bicameral System of Governance: From Independence to the Present.”

To find out more, please contact Mr. Jason Elcock, Corporate Communications Manager, Office of the Parliament, at 868 624-7275 ext. 2302.



UWI FETE 2012
22 January, 2012
UWI, St. Augustine Campus

Zangalewa
UWI FETE 2012



Themed *Zangaléwa*, the 22nd annual UWI Fete celebrates Africa. The event will be set on the picturesque UWI Campus Principal's Grounds, where you can find a cool spot under a mango tree and take it easy all day, sipping Dawas or fresh coconut water in the company of friends. Or you can be at the stage, front and centre, dancing to the sweet sounds of T&T's finest while refreshing yourself at any one of several luxury drink and food bars. Two parties, one fete.

For further information, please contact Alana at 868-662-2002 ext. 82326, or Nastassia at 868-622-2762.

AFUWI NEW YORK GALA

25 January, 2012, USA

The American Foundation for The University of the West Indies' (AFUWI) prepares to host the 2012 AFUWI Gala. The Annual Gala is the American Foundation for The University of the West Indies' (AFUWI) premier fundraising event in the USA. At the Gala the prestigious Legacy Awards are conferred on notable individuals who represent high levels of achievement within their respective fields of industry and enterprise.

For further information, please contact Ms. Ann-Marie Grant at (212) 759-9345, or via e-mail at amgrant@afuwi.org.

UWI TODAY WANTS TO HEAR FROM YOU

UWI TODAY welcomes submissions by staff and students for publication in the paper. Please send your suggestions, comments, or articles for consideration to: uwitoday@sta.uwi.edu



GLOBAL EARTHQUAKE MODEL SESSION

5 December, 2011
Hyatt Regency Hotel
Port of Spain

The Global Earthquake Model (GEM) session is a part of the 6th Caribbean Conference on Comprehensive Disaster Management, carded for 5-9 December, 2011. GEM is a global collaborative effort that brings together state-of-the-art science, national, regional and international organizations and individuals aimed at the establishment of uniform and open standards for calculating and communicating earthquake risk worldwide. The main goal of this GEM Session is to make the key practitioners/stakeholders in the Caribbean more aware of GEM's mission, vision and objectives within the Caribbean region and the prevailing earthquake risk in their respective territories and to highlight the need for a more organized multi-disciplinary approach in promoting cost-effective earthquake mitigation measures.

For further information, please contact Stacey Edwards at (868)-662-4659 ext.23, or via e-mail at stacey.edwards@sta.uwi.edu.