



UWI TODAY

THE UNIVERSITY OF THE WEST INDIES · ST. AUGUSTINE CAMPUS

SUNDAY 28TH AUGUST, 2011



Roots that went Deep

The photograph on our cover is reproduced here with the kind permission of the National Library and Information System (NALIS) from the Julian Kenny Collection which had been donated by Professor Kenny in 2004. It is one of over 2500 that were meticulously labelled by the scientist and made available for researchers in all his generosity. This one, taken between 1975-1977 and described as a “Close-up of the complex branching prop root system of the red mangrove in the water;” is a fitting reminder of the man he was.

A man of strength and courage braced by intellectual vigour and ethical rigour, Professor Julian Stanley Kenny stood for much in many ways. He was the full and true embodiment of the finest ideals to which this University aspires.

Professor Kenny spent 29 years at the Department of Life Sciences at UWI, St. Augustine, where he left an indelible mark. As a zoologist, he was a remarkable teacher (one former student has ‘bloggingly’ paid tribute to the classroom doors that were locked at 8am so that stragglers had to find other places to absorb knowledge),

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A Truly Independent Mind

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and he opened many young minds to the importance of environmental vigilance even as he introduced them to the world of natural sciences. From freshwater fish species to frogs and toads, his research added significantly to the body of knowledge regarding the Caribbean's animal life. Yet as substantial as that was, it was only a part of the life work that he continued right up to the end.

As the NIHERST website noted, he spearheaded research that “highlighted information on the ecological dynamics of some of the country's natural areas, including its savannas, wetlands, cave systems, marine systems and coral reefs,” work which shaped policies regarding protection of our ecosystems and the management of fisheries. In the 1950s, he had worked as a Fisheries Officer at the Fisheries Division, where he contributed among other things, to the establishment of a flying fish industry in Tobago.

He was a tireless campaigner on environmental issues, and was the force behind the setting up of the National Trust. He sat on the Board of the Institute of Marine Affairs, was an advisor to the Inter-ministerial Committee on the Law of the Sea Convention, he helped draft legislation to create National Parks, and for six months,



This photograph, also from the Julian Kenny Collection which was donated to the National Library and Information System (NALIS), is reproduced here with their kind permission. It is described as “Water channel with overhanging trees, central focal point, large trees with buttress or prop roots at the water's edge,” under the subject, Swamp Forest.



Professor Julian Stanley Kenny

until he resigned in frustration, he chaired the Environmental Management Authority. He also served as a Senator.

His fiercely independent grit was fuelled by a penetrative mind that went into several dark and dusty corners, to the chagrin of their keepers. His sharp columns appeared regularly in the Express newspaper (the final one appearing the day before his passing), and they were always scientifically precise, deeply informed and beautifully written. His knowledge was astonishing not only because of its breadth, but because of its intimacy with detail. No one, it is said, knows the environmental legislation the way Professor Kenny did – and none could explain it better.

He was also an excellent photographer, as the photograph on our cover shows, spending hours and hours capturing images of flora and fauna that he donated to NALIS in July 2004 so that researchers could benefit from his work. It is a large collection, estimated by the Library to include 2700 images in the form of slides, negatives and photographs taken from as early as 1960. He had also published photographic collections such as “Views from the Bridge: A Memoir on the Freshwater Fishes of Trinidad and Tobago,” “A View from the Ridge: Exploring the Natural History of Trinidad and Tobago” and “The Native Orchids of the Eastern Caribbean.”

As The UWI joins the national community in mourning the passing of Professor Kenny on August 9, we salute him for the formidable contribution he made, for the indomitable spirit that tirelessly made its way through the world, always pointing towards the humane path.

FROM THE PRINCIPAL

The Finest of Minds



Fifty years measure something of an entry into the realm of maturity; for an institution, the experience accumulated over the years can be distilled into wisdom.

When this St. Augustine Campus crossed into that realm last year, it served to reinforce the goal that research would be our main pillar. As we retraced steps, reflected on the journey, analysed the present and projected for the future, it was possible to refresh our minds as to the enormity of our responsibility.

One of the initiatives of the 50th anniversary celebrations was an attempt to identify some of the marvellous research that has taken place here at St. Augustine over five decades. A book, “Decades of Research: UWI St. Augustine at 50,” was produced under the editorial eye of Professor Patricia Mohammed, the Campus Co-ordinator of Graduate Studies and Research. As I have said in the publication, it “encapsulates in a succinct way the wealth of institutional research, intellectual engagement and scholarly activities of our professoriate.” Accompanied by a fascinating historical film directed by Prof Mohammed and Francesca Hawkins, “An Oasis of Ideas,” it is a splendid account of our accomplishments.

And as we celebrate the decades of research, I would like to pay tribute to someone who was a superb exemplar of the highest quality of academic rigour and commitment, Professor Julian Kenny, who spent almost three decades of his life being of service to the Department of Life Sciences in the Faculty of Science and Agriculture. His contributions have been so many and so wide ranging – as teacher, as environmentalist, as a scientist well known for his work in zoology, as a public voice on issues of national importance, and as a tireless campaigner for doing the right thing – he represented all the ideals to which this University strives, and we are forever grateful to have had this beacon in our midst.

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Tell It Like It Is



A thousand words come to mind when one sees the photographs of the East Port of Spain Photovoice Project. On display were images, captured by 12 women, depicting various elements of their communities, including poverty and gang violence nestling between scenes of natural beauty.

The project, coordinated by Dr Kishi Animashaun Ducre, a Fulbright Scholar, tried to accomplish two goals – the academic one of trying to understand the lives of women forced to endure environmental burdens, and a social one of empowering its participants by amplifying their voices and priorities through the exhibition.



“Participants were encouraged to focus on transmitting images of their lifestyles, visually representing how they adapt and create homes amidst adverse circumstances.”

Dr. Ducre’s project included women from Beetham Gardens, St. Barbs, Laventille, Never Dirty and Mon Repos amongst other areas of Port of Spain. Participants were encouraged to focus on transmitting images of their lifestyles, visually representing how they adapt and create homes amidst adverse circumstances. They were given cameras to capture the elements in their communities which they perceived as representing the community’s strengths and areas in need of improvement.

The Photovoice project was hosted by the Institute of Gender and Development Studies (IGDS) at The UWI in collaboration with the East Port of Spain Development Company and featured an exhibition which ran at NALIS from July 18 to August 5, 2011.

Dr. Ducre says she was driven to embark on this project by her passion for environmental justice, which involves studying unequal patterns in the distribution of environmental burdens like landfills, dumps, power plants, chemical complexes and any type of land use that people fight to keep out of their communities. East Port of Spain was a good case study.

The project reshaped her thinking, she said. She had to confront her narrow view of the environment, as it encompassed more than the presence of unwanted facilities, but also served to be broadly defined as urban decay, crumbling (or nonexistent) infrastructure, violence as a result of gang and drug activities, graffiti, etc.

Dr. Ducre describes the hosting of the exhibition by NALIS as a tremendous boost; it was well attended and the response from the public was astonishing. She felt it had done something to raise public consciousness.

“You should have seen the faces of the participants when they entered the space for the exhibition for the first time... It was one thing to look at the 4x7 print of a picture and then another to see images enlarged and mounted in a gallery space. I think that the participants were in awe of the presentation and then, during the opening, the level of engagement of the general audience to the photographs... It was an amazing experience,” she said.

She hopes to be able to repeat the exhibition at different locations.



(TOP) PHOTOGRAPHER: AFDERA SCOTT – HUSTLERS

Afdera Scott is a mother of three children. She is 24 years old and she has lived in Beetham Gardens for most of her life.

(LEFT) PHOTOGRAPHER: NICOLE WALKER – SAVANNAH AND ITS ENVIRONS
Nicole has been a resident of Laventille, near Belmont and St. Barbs most of her life. She is 27 years old.

(OPP. PAGE TOP) PHOTOGRAPHER: NICOLE WALKER – BACKYARD VIEW

(OPP. PAGE BOTTOM) PHOTOGRAPHER: DAPHNE LABORDE – FAMILY TIES
Daphne LaBorde is a married mother of four from the neighborhood of Port of Spain South. She has lived in the area for four years. She is 24 years old.

MAKING TOMORROW'S NEWS

UWI's Certificate in Journalism begins

The first group of students enrolled in The UWI's Certificate in Journalism programme will start classes this September, and according to the Programme Coordinator, Patricia Worrell, they're on a journey that will "change the culture of journalism in Trinidad and Tobago."

"This programme has a mandate from the media industry itself to produce competent graduates who will be able to carry their weight in any newsroom, certainly, and who, above all, will behave professionally and ethically," Worrell says. "I think everybody recognizes that while there are excellent journalists in this country, a fundamental change in the culture of journalism is urgently needed."

The 30 students who make up the class are a diverse lot, ranging from total novices to practising journalists, from students who have just left secondary school to persons in mid-career who believed that it was time to make a change, and who seized the opportunity to fulfill a long-time aspiration.

The programme was developed at the request of representatives of the media industry, Worrell recalls. "They approached us, not for the first time, and asked us to do this, because, as they told us, they themselves felt the urgent need to improve the standard of journalism in the country. What we told them, basically, was that we would work with them, but if they really needed the programme, they should commit to funding it... and they did. Mr. Ken Gordon himself approached the people in the industry, and they responded beautifully. And we, in turn, have done our part. We produced a programme that was developed at every step of the way in collaboration with representatives from the media. Every decision was discussed with them, and every decision was assessed against one basic principle: it had to prepare our students to work effectively in the industry."

The one-year, full-time programme, which was approved in 2010, includes courses that introduce students to fundamental principles of journalism, to the laws and ethical dilemmas that will inform the decisions they make, and to knowledge about the social context in which they will practice their profession. However, most of the courses seek to develop practical skills and

knowledge reporters need: how to conduct effective interviews, and the skills and strategies needed for investigative reporting. Above all, however, students are being taught how to tell an effective story.

"I remember," Worrell says, "that when we were developing the courses, one member of the sub-committee – a very experienced journalist – was lamenting that there were so many journalists who could go out and do a really excellent job obtaining the facts.

'And they'd come back to the newsroom and tell us the story, and it would be fascinating,' she told us. 'And then they'd sit down to write, and you know, the story would just lose all its appeal when they started writing it. They simply didn't know how to make the story come alive.' So it was quite clear to us what we needed to do."

The students in the Certificate programme are learning how to make a story come alive. They are learning, too, that they must find and produce stories

while working in newsrooms with all the organizational challenges and supports provided there. In their second semester, students will be doing internships at different media houses.

Worrell has no illusions about the challenges to which the journalism programme must respond. People come up to her, she says, and complain about the grammatical mistakes they have identified, the sometimes superficial interviews, some journalists' apparent inability to probe and question, and about the total lack of objectivity that so often characterizes news reporting in this country. It is clear, she says, that they expect that these things will change overnight, once this group graduates.

"Thirty students will be graduating next year,' she says, "and even if they perform superlatively well, thirty journalists can't change the face of journalism overnight. But we will have started the journey towards excellence. And that's the focus we intend to maintain."



Campers at children's vacation water camp in Matelot

The Institute of Gender and Development Studies/ Women Gender Water Network of The UWI St Augustine Campus, coordinated water-education programmes in Biche, Icacos and Matelot during the July/August vacation.

The camps, which lasted for two weeks in each of the communities, involved children from seven to 12 years. They seek to provide a practical environment for children to understand the importance of water and gender sensitive sustainable water management and conservation and help them to engage in healthy water practices.

The 2011 Camp, "Climate Change and Me" encouraged campers to investigate weather, climate and climate change in the context of themselves, their community and the surrounding ecosystems.

This project has been developed in collaboration with: the primary school principals in the three communities, community leaders, the Fondes Amandes Community Reforestation Project (FACRP), the Kairi Institute of Knowledge (KIK) and the Trinidad and Tobago Red Cross.

■ REASSEMBLING THE FRAGMENTS

Parts of the Whole

This past week, from Thursday 25th to Saturday 27th August, 2011, The UWI's Faculty of Humanities and Education, through its Departments of Liberal Arts and History, paid tribute to three of its retired professors – **Ian Robertson**, Professor of Linguistics; **Bridget Brereton**, Professor of History; and **Barbara Lalla**, Professor of Literature – in the form of a conference. *Reassembling the Fragments*, was held in recognition of their work and contributions to The University, the country and the region.

The conference, held at The UWI's Centre for Language Learning Auditorium, presented an opportunity for scholars and practitioners in their respective fields to interrogate the body of work compiled by each of the three honorees over their academic careers. The three-day conference included speeches by **David Trotman**, Associate Professor at York University; **Velma Pollard**, retired Senior Lecturer at The UWI Mona Campus; and **Lise Winer**, Professor at McGill University.

Serah Acham spoke with the three professors, getting their perspectives on their way in the world and the way of the world.

The Search for ANOTHER TONGUE

Professor Ian Robertson discusses the careful use of language



Professor Ian Robertson

“You need to understand how language is learnt ... what languages the students bring into the classroom. You need to understand how ... you can help them move from what they’ve brought in to what you’d like them to use.”

Professor Ian Robertson's foray into the field of Linguistics began with a deep interest in the English language, which he began to fulfil with an undergraduate degree in Literature at The UWI's Mona Campus. Following its completion in 1969, he returned to his home in Guyana and began teaching English at a secondary school. It was this experience that propelled him to pursue Linguistics, he explained.

“It just struck me that my degree in Literature was not really helping me to deal with the issues that would come up in the classroom. I didn't understand them in a way that would help me to teach and that led me towards the two things I love – Education and Linguistics ... I needed the one to teach properly and I needed the other one to understand what I was supposed to be doing.”

Two years after his graduation from The University, he returned to its St. Augustine Campus where he began a Master's degree with a focus on students' problems learning English. “It had to do with trying to understand whether it was a problem of knowledge or whether it was just a problem with their ability or willingness to use English structures.”

In 1973 he returned to Guyana, and became a teacher of Linguistics at the University of Guyana. “When that happened,” he said, “I had just been reading on the Creole languages and ... I had just completed my field work in the schools and I abandoned it to go to look for something that people said did not exist – because I didn't believe that it didn't exist ... a Dutch Lexicon Creole.” Six months later, he had proof of “not just one, but two Creole languages based on Dutch, spoken in Guyana” – Berbice Dutch and Skepi Dutch.

Thus began his journey into the history of the Caribbean's languages. “Actually, that was my PhD study eventually. I gave up the education side of it and spent the next three years doing a description of the Berbice language and much of my academic work in linguistics has been attached to those Creole languages and their significance to languages in general – the Creole languages in the Caribbean

area.” This, he reflects, is “my single contribution to Linguistics ... If you pick up a book ... a paper ... you're not going to find too many things written about Berbice Dutch without my name being included in it.”

In 1983, Professor Robertson returned to The UWI, St. Augustine where he continued teaching at the School of Education. “I was responsible for training teachers of language education,” he says, and in 1989, he became the Head of the School, a post which he held until 1994 when he switched to Linguistics, “my home discipline.” In 2000, he was appointed Dean of the Faculty of Humanities and Education (FHE).

Having spent much of his career in Education at The UWI, St. Augustine Campus, Professor Robertson has seen the development of teaching over the years. “For one thing,” he begins, “the classes are so much larger now. They're frighteningly large which means that you have to have a whole set of different skills and approaches.” The number of Linguistics courses taught at The University has also significantly increased, he says.

Another major development “is that the Ministry of Education has now acknowledged the significance of linguistics for the teaching of English.” He explains that, “for a long time, we couldn't convince the Ministry of Education of the need for teachers to understand the nature of language.” But, he elaborates, in order to teach effectively, “You need to understand how language is learnt ... what languages the students bring into the classroom. You need to understand how ... you can help them move from what they've brought in to what you'd like them to use.” He concludes that this “is probably the most significant change.”

But Linguistics isn't the only area on the Campus that has seen improvements. When Professor Robertson became the Dean of the FHE, he noticed that “there was a need for the Faculty to believe in itself ... I don't think it had a positive self-concept.” At the time, he says, “I don't think people believed that the Faculty could do things,” so as the Dean, “one of the things I found it necessary to do was to stand up for the Faculty – to encourage people to begin to believe in themselves.” To achieve this, he set about making the FHE “the first major step upwards in technology,” for The University. “In 2000,” he says, “no lecturer had a computer in his office,” but by the end of his first year as the Dean, seeing to this was only a part of the solution. He had all the classrooms refurbished, the furniture changed, drop-down screens added and ensured that everyone in the Faculty had access to “a large television screen, a DVD player and a VHS player so that people could view things,” as well as, “a number of cameras.” Today, he says, “you can go into one of those classrooms and deliver a lecture via videoconferencing to anyplace.”

The Faculty's new building is another product of his endeavours. “I remember speaking to the Deputy Dean in my first year as Dean,” about the open space between the old FHE building and the cafeteria, and wondering “why can't we put up a building here that would be real state of the art?” Thus the Faculty gained a new space, “and now it is a landmark,” he proclaims, referring to the clock at the top of the building.

What needs to be done now, he declares, is “to develop a much more robust foreign language profile,” to allow us to better “interface with the wider world.” We need to recognise the potential of our location, he stresses.

“I mean here we are boasting that we are the meeting place of all these different trade routes. We're sitting in the middle of Latin America, how many of us have good control of Spanish? We have French neighbours ... how many of us are fluent in French?” He attests that the Centre for Language Learning “is doing an excellent job to my mind, but on a smaller scale.” What we need, he says, is “to develop a greater consciousness of the role of language in our day-to-day operations so we begin to use language the way that it should be used.”

At the INTERSECTION

Prof Barbara Lalla has been catching the voices of real and different people

Ask Professor Barbara Lalla how she was drawn into the fields of English Language and Literature and you'll be greeted with a bemused expression and a simple explanation: "that is what interested me." She'll tell you about her fascination with literary writing, "for the usual reasons that people are interested in Literature – the way in which it represents life, the way in which it creates worlds." But specifically, she says, it's "the language of the writer" that has always held her interest.

So she had no trouble deciding what to get her degree in when she applied to The UWI's Mona Campus in the late 1960s. "I did the BA Special Honours in English," she says, which comprised mainly of Literature courses, "a lot of British Literature and I liked it," but also included a few in Linguistics. After earning her Bachelor's degree, she continued her studies at Mona, pursuing her MPhil which she later upgraded to a PhD. While there, she says, "I was also interested in language history and so I ended up doing my graduate work in Medieval Studies Language and Literature."

In 1976, Professor Lalla came to Trinidad as an assistant lecturer at The UWI's St. Augustine Campus. She began her career as a teacher of Linguistics and, in 1999, was appointed Professor of Language and Literature. Now, looking back on her time teaching at The UWI, she says, "I spent most of my time at UWI in Linguistics really, so I work at the intersection between Linguistics and Literature."

She says that in the 35 years between when she first came to the St. Augustine Campus in 1976, and now, there have been developments in both Literature and Linguistics. "There has been a growth of understanding in both disciplines of the mutual importance of them." In the area of Literature, she says, "the significance of studying Literature as discourse, of critiquing Literature by applying tools of language analysis ... we have really built that over the past few years." It's similar with Linguistics she continues, where "the applied areas of Linguistics have gotten increasingly important," and there has been growth particularly in the area of Literary Linguistics. "So the intersections of the two disciplines, Language and Literature, have developed in ways that have interested me a great deal."

As a professor of Literature, Professor Lalla says that there have been some significant changes in how it has been taught since she was a student. "When I was studying it at an undergraduate level, it was very much associated with literary periods, the Medieval, 17th century, 18th century and so on, and then of course, more and more attention began to be paid to other literatures besides British Literature ... and a great deal of attention started to be given to Indian ... African ... Latin American literature." This, she adds, was "quite apart from West Indian literatures in English," since, "obviously we had to pay attention to that." The result is that "we developed here, not just a Department of English Literature, but of Literatures in English."

Never static, the teaching of Literature has continued to evolve. She calls on recent discussions with those in her field, "about the ways in which we might begin to look at particular topics without looking specifically at the geographical spread, American or Indian or African,

or the historical spread." She says that they're exploring, "more creative ways of looking at (Literature) in terms of topics." For example, how "a particular topic, like love or death, has developed over the ages and across geographies and across genres." The outcome of this, she says, "is that we have diversified our ways of thinking about the teaching of Literature and categorizing it."

There are improvements yet to be made, however. With regards to teaching, Professor Lalla says that, "I would like to see a greater independence of learning," and to achieve this, "we have to get our students to think more independently, to actually read ... and we have to find ways of encouraging that." She recommends that her colleagues "find ways of not answering the questions so much as prompting the students to develop their answers."

She also thinks that The University should "build on the interconnections between the disciplines," for example, "between literature and film, literature and cultural studies, literature and linguistics." But, she says that in doing that, it's also important that the "the integrity of the disciplines" is maintained.

Professor Lalla continues that another thing she'd like to see is a development in the strength of "Caribbean interpretation and attention to other literatures." She

asserts that, "in the very same way that we have British and American critics critiquing the Caribbean, I would like to see a greater development in the Caribbean critique of other literatures." She maintains that such critique does occur, citing an example from one of her classes in Shakespeare, "when I taught Othello we talked about race." But, she says, "more of what we're doing," should "percolate down into the schools." Students may be more interested if, when "studying something really remote, like Chaucer ... they could be encouraged to see the similarities between the 14th century pilgrimage and Trinidad Carnival ... the infusion of our perspective on other literatures would assist people in connecting and relating to other literatures."

Now retired, Professor Lalla believes her most significant contribution to West Indian literature is her research on the analysis of its language. We have "a multi-vocal situation in the Caribbean with the influence of so many different languages and registers – Standard English and Creole and so on," she explains, and what particularly interests her, are "the ways in which that multi-vocal literary discourse of the Caribbean, defines literature."

She hasn't abandoned her interest in language history, however. "I've also been particularly interested in contributing to our knowledge of language history in the Caribbean, by finding and analyzing textual evidence of it ... to find actual representations of Creole so as to be able to trace the development of and the changes in Caribbean language."

But the creative writer in Professor Lalla can't be neglected. She has published two novels – *Arch of Fire*, published in 1998, and *Cascade: A Novel*, published in 2010. "My interest in language ... has assisted me in writing because I am particularly interested in trying to catch the voices of different people of different ages and different regions ... that sense of representing the voices of real people."



Professor Barbara Lalla

"I would like to see a greater independence of learning ... we have to get our students to think more independently, to actually read ... and we have to find ways of encouraging that."

■ REASSEMBLING THE FRAGMENTS

The Future OF HISTORY

Professor Bridget Brereton reflects on her career and the times ahead

Professor Bridget Brereton. Hers is a name almost synonymous with Caribbean History and one that's fixed in the history of the St. Augustine Campus of The University of the West Indies. But how did she come to be the resident historian of the Campus?

Her journey began in 1963 where, as an aspiring undergraduate at The UWI's Mona Campus, she was tasked with choosing between her two loves: History and English Literature.

"It was partly a quirk of fate," she says.

While she always loved History and reading historical works, she felt she was better at Literature since, "it came more easily to me." However, fate intervened when her father, a professor of English Literature, accepted the position of Professor of English at the Mona Campus.

"Neither he nor me wanted me to do a degree in English when he was the Head of the English Department and the Senior Professor. We both thought that was awkward, so I turned to my second love which was History."

After completing her undergraduate degree in 1966, she went on to pursue her Master's in History at the University of Toronto, Canada. She then moved on to The UWI's St. Augustine Campus for her PhD.

"My claim to fame is that I was the first person to get a PhD at St. Augustine in any subject outside Engineering and the Sciences." This was in 1972, she says, "and ever since then I have actually been at the History Department at St. Augustine here, teaching at one level or another."

In 1995, she was promoted to Professor of History.

Over 40 years (she taught part-time at The UWI St. Augustine while studying her PhD) and countless students later, Professor Brereton has witnessed and experienced the progression of teaching and student learning at the St. Augustine Campus.

One development, she says, has been the "massive explosion" in the amount of scholarly work, publications and research on Caribbean and Trinidad and Tobago's history. "When I was an undergraduate ... in the middle 1960s," she relates, "the booklist was quite limited because relatively little had been published of a scholarly kind on Caribbean history." That's definitely not the case now, she asserts. "There's now a huge amount of work and it's increasing all the time."

She also notes that there has been a significant increase in the number of graduate students of History. "When I was a PhD student at St. Augustine in the late '60s and early '70s, I was one of a very very small group." Now, she says, there are considerably more graduate students across all disciplines at The UWI St. Augustine. "In History we have had, over the last ten years, quite a large body of very active students doing MAs, MPhils and PhDs."

"Unfortunately," she says, the most significant change that she has noticed is not positive. "Our students are less well prepared for university studies, less intellectually curious, less well prepared to read ... anything except for short short pieces." She does assert, however, that not all students fall into this category and that this phenomenon is not unique to The UWI. "There's a worldwide decline in the ability to read more difficult material," which she attributes to the burgeoning social media trend. The "tiny little tweets" that are gaining popularity as a regular mode of communication she says, contribute to the "the loss of the ability to write whole paragraphs in proper English."

What this means for teachers, she explains, is that "you have to change your teaching methods and basically simplify, simplify, simplify."

What she would love to see, are "students who are more intellectually curious ... more interested in exploring their subject ... who are not just prepared to do the minimum little bits of reading off the internet and think that they can coast along on that." To achieve this, she says, reforms need to begin at the secondary school level and particularly with the Caribbean Advanced Proficiency Examination (CAPE). She says that, while she knows the CAPE History syllabus is "quite good," she isn't "convinced that our CAPE graduates who come to UWI are very well trained to cope with difficult material ... at the university level." To accommodate for this, she says, teachers at The University "have to redouble our efforts to train students to read properly, to study properly and to write." She also recommends that her colleagues "continue what they're already doing ... using all the ICTs (Information and Communications Technologies) in order to engage the interest of their undergraduates."

Additionally, she believes that UWI should put more focus on graduate teaching. "I would like to see more of the resources ... devoted to nurturing, helping, funding and encouraging our graduate students, particularly our

MPhil and PhD students." In doing this, "you're sort of encouraging your own future staff." She draws an example from the History Department. "I think we have a very good group and we have for the last few years." This, coupled with the Department's "very good tradition of research ... Nearly all its members have been active researchers and ... publishers of their work," can help foster and strengthen this tradition, "so that the body of work on Caribbean history will continue to increase and," she avows, "UWI should be at the forefront of researching and publishing good work on Caribbean history."

Professor Brereton, herself, has been one of these active publishers. In fact she believes that her publications, particularly her books "on the social history of Trinidad and Tobago and the Caribbean," have been her most significant contributions to her field.

Yet, her talents, interest and influence are not solely centred on Caribbean History. "I've also helped to pioneer the field of Gender and Women's History in the Caribbean," she says – a feat that was not without its challenges.

"When we began in the '80s," she recalls, "it hadn't yet become a part of basic academic life, at least not in this part of the world ... so we did have to face some scepticism and perhaps some mild patronising attitudes." These didn't last long, however, since, "there were obviously serious academics, such as myself and Dr. Marjorie Thorpe ... who were involved." She adds that because, "relatively little had been published on the field" at the time, there was also the challenge of creating decent courses. "In fact we had to write a lot of the material ourselves ... we wrote papers, articles and book chapters ... edited and co-edited books in order to produce the sort of materials that we could base a respectable course or courses on." And since then, "it's become a very respectable and growing field in Caribbean history." Now, Professor Brereton says, their only challenge is balancing the gender distribution in the classes. "Our classes have almost always been entirely female which is not what we wanted. We've always wanted men as well as women."

"The 'tiny little tweets' that are gaining popularity as a regular mode of communication contribute to the 'the loss of the ability to write whole paragraphs in proper English.'"



Professor Bridget Brereton

RESEARCH

FISHY BUSINESS

Students compare regional industries

To get some exposure to the agricultural sectors of other countries, postgraduate students of the Department of Agricultural Economics and Extension (DAEE) went off to Guyana and Suriname recently.

Done in conjunction with the Agribusiness Society of The UWI, St. Augustine Campus, this study tour also facilitated a regional project meant to develop fishing industries. The project, “An Assessment of Trinidad and Tobago Fish Industry: Gaining access to the European Union,” measures the readiness for export of fish products via a comparison of fish landing sites within Trinidad and Tobago, Guyana and Suriname.

From May 29 to June 5, 2011, the delegation visited fish landing sites, port facilities, agricultural based institutions and a variety of agricultural production and agro processing sites. The delegation – 12 postgraduate and two undergraduate students and Dr. Govind Seepersad – returned and began working on creating Re-useable Learning Objects (RLO), a conceptual tool shared by the lecturers of the Texas Agricultural and Mechanical University (Texas A&M) delegation who visited the DAEE earlier this year. The students will use these RLOs to share their practical experiences with as many students of the DAEE as possible.

The tour was made possible by financial assistance from the Department of Agricultural Economics and Extension, the Faculty of Science and Agriculture; Dean’s Office, The Inter-American Institute for Co-operation on Agriculture (IICA), and the UWI Guild of Students. The students themselves held numerous fundraisers.



■ BONASIKA, GUYANA

Through Ms. Ida Sealey Adams and Mr. Christopher Anan of the New Guyana Marketing Company, the delegation visited the Bonasika region, which is accessible via the Essequibo River. Students saw the sustainable, agri-based lifestyle which relies on transport via the river – a small tributary enables the people to conduct their affairs regarding school, religion, sport and social activities. The group also met a pineapple farmer there who highlighted factors affecting agricultural production, most importantly the issue of transportation of inputs and produce. PHOTO: TRISTAN ALVAREZ

■ SURINAME SWITIE

BANANA COMPANY This banana plantation and processing plant illustrated how size can be efficiently managed through the combination of traditional cultivation practices and careful selection of agricultural innovations. Field upgrades included replacing conventional irrigation techniques with drip line irrigation. Despite the tremendous cost of this upgrade, concurrent reductions in pest control and soil management make it an extremely successful measure. PHOTO: TRISTAN ALVAREZ



■ SURINAME FISH LANDING AND PROCESSING FACILITY

Approaching a seemingly innocuous dock in the early morning in no way prepared this group for the world class operation we were about to witness. The courtyard of the processing plant gave way to a private dock at which a multitude of ships of varying sizes and points of origin were moored. An astonishing array of seafood was unloaded before the group. The strict adherence by all vessels to cold chain and hygiene protocol was compellingly in evidence as even when fish were being moved from water to land, they remained in iced containers and were almost immediately packed in refrigerated trucks. Yellow fin tuna was the prize catch on this day. PHOTO: MALCOLM WALLACE



■ PARIKA, GUYANA

The delegation first stopped in the town of Parika, an agricultural hub for many communities such as the one in Bonasika. Driven by the ferry service along the Essequibo River, the town acts as a port for much business and so has a large populace. The agricultural communities supply the Parika Market with a multitude of products. PHOTO: TRISTAN ALVAREZ

AN EXPLANATION OF SELF

New HR reader brings local perspectives

BY ASHA CHASTEAU

Dr Roland Baptiste considers the dismantling of the Central Training Unit (CTU), which was primarily responsible for training and developing staff of government ministries, an indelible loss to Trinidad and Tobago's Public Service. Under the mantle of Public Service Reform, ministries began training their own staff; however, it lacked the scope and width provided by the CTU. For those like Dr Baptiste who were intimately involved with the workings of the CTU, the closing of the Unit left a void in the Public Service that is yet to be filled.

His extensive career in the Public Service began in 1975 with the post of Training Officer of the CTU, progressed to Assistant Director of the Unit (1981-1987) and then to the Chief Personnel Officer of the Personnel Department, a position he held for five years before moving on to become the Deputy Director of the then UWI Institute of Business, before transferring to the St. Augustine Campus.

A senior lecturer in the Management Studies Department since 1997, Dr Baptiste lectures in Human Resource Management, Organization Behaviour, Organization Development and Human Resource Development. He will be launching his first published book for which he is also the editor, "Human Resource Management: A Reader for Students and Practitioners," in time for the new academic year.

So what prompted him to conceive and produce a text on Human Resource Management when so many others already exist? Well, according to Dr Baptiste who has been assisting with the theses of postgraduate students in the Management programme, a lot of research and work on Human Resource Management in Trinidad and Tobago was being developed, and he thinks the publication of the accumulation of this work is a good way to bring it to the attention of those interested in the subject. In addition, Dr Baptiste also views the text as an opportunity to showcase the quality of work produced by postgraduate students of the Management Studies Department, of which he is evidently pleased.

"Human Resource Management (HRM) may be considered a cycle of interdependent processes that begins with the entry of employees into a firm and end with their exit," writes Dr Baptiste. In fact, there are different kinds of Human Resource Management practices; a major insurance company that does business on an international scale will have a more sophisticated HR method than a micro enterprise run by a family. This is but one of the topics discussed in the text.

The first two articles are authored by Dr Baptiste himself. The first, 'What is Human Resource Management (HRM)?' is a comprehensive discussion on the field and provides valuable information to those not familiar with the subject. "I am of the view that we should look at the full context of how this area of management has been established and how it has evolved in the Trinidad and Tobago context as opposed to the British context," he said during our interview. The second article, "Labour Disturbances in Trinidad, 1937: The Views of Two Influential Observers," deals with employment relationships and seems to reflect the influence of his first degree in History and Political Science and a Master's in History both of which he attained at Howard University. In this article, Dr Baptiste gives a fascinating history, from the perspectives of the then Governor and American Consul, of the social and political change which led to a shift in employment relations and the effects upon the labour situation in Trinidad and Tobago which can still be seen.

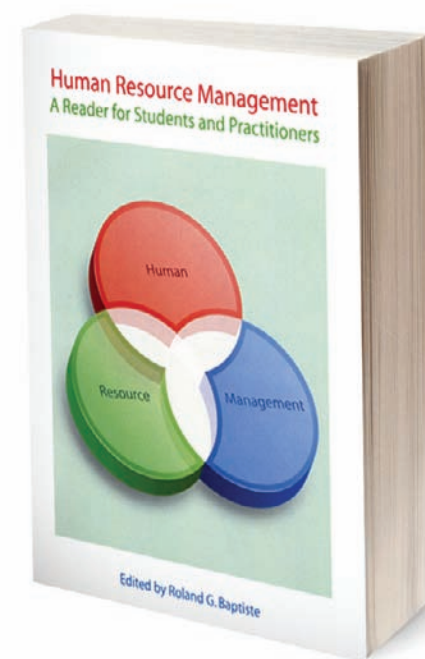


Dr Roland Baptiste

The subsequent chapters consist of essays by former postgraduate students of the Management Studies Department and are abridged versions of their MSc theses. They cover a range of topics, providing information employee relations, management practices and other issues relating to the national labour environment. One contribution I found particularly interesting pertains to the perception of the "glass ceiling" and its effect on female career advancement in Trinidad. Submitted by Shonda Moore, 'The Glass Ceiling Effect: Sex Differences in Explanations for Career Progress in Trinidad', found that there is little indication of a sex-based barrier which prevents women from progressing to senior management positions in Trinidadian companies. This finding may be of great national interest in light of Prime Minister Kamla Persad-Bissessar's focus on the importance of gender equality to national development.

And as the person who has brought all this work to fruition, what does Dr Baptiste hope readers take away from his book?

"Two things. The concept that we as people are the most reliable contributors to competitive advantage ... if you do right by the people you have, you can develop a staff with a culture that is very difficult to imitate. It is sustainable. The second thing is that the general public should know about work that is being done by UWI students ... to generate knowledge about ourselves as a society. We have to explain ourselves to ourselves."



■ **Human Resource Management: A Reader for Students and Practitioners** will be officially launched on September 7, 2011 at the Office of the Campus Principal, The University of the West Indies St. Augustine Campus. It will be available at the UWI Bookshop.

Beetle Busters



Shazara Ali and Daniel Sammy open a rotting log on the forest floor in search of subsocial passalid beetles. Every summer the Department of Life Sciences conducts its field course in Neotropical Ecology for a select group of final-year undergraduates. This year the course took place at Simla, a research station in the Arima Valley and had as its focus social insects. The students presented the findings of their research projects (accounting for about half of the course) during the biennial meeting of the Bolivarian IUSSI recently held at The UWI. The regional conference on social insects drew participants from Belgium, Brazil, Colombia, T&T and the USA. Over three meeting days and one field-trip day in early August, experts on social wasps, social bees, ants and termites met to present research results and discuss ways to better integrate colleagues working in the New World tropics. PHOTO: KATRINA KHAN

ONE SIZE DOES NOT FIT ALL

System needs to meet different needs

BY NOEL KALICHARAN

About 20 years ago, I wrote, “With each passing year, I see more evidence of the devastation the emphasis of our current education system has wrought on the best young minds in the country. Einstein once said that there is born into the minds of all men and women an intense curiosity and desire for knowledge, but for most people, this is soon educated out of them.”

We are all born with remarkable natural capacities but, unfortunately for many, these deteriorate over time. As Einstein suggested, the irony is that this happens *because* of education and our education systems. The result is that too many people never connect with their true talents and therefore don't know what they are really capable of achieving.

In his book *The Element*, Ken Robinson tells the story of Gillian, an eight-year-old whose future was already at risk. Her schoolwork was a disaster and she was disruptive in class. The school was very concerned and suggested her parents take her to see a psychologist. The psychologist and her mother spoke for about 20 minutes and then he said to Gillian, “I need to speak to your mother privately now. We're going to go out of the room for a few minutes. Don't worry; we won't be very long.” As they left the room, he turned on the radio. From outside, they could see into the room without being seen.

Nearly immediately, Gillian was on her feet, moving around the room to the music. The two adults stood watching quietly for a few minutes, transfixed by the girl's grace. There was an expression of utter pleasure on her face. At last, the psychologist turned to Gillian's mother and said, “You know, Mrs. Lynne, Gillian isn't sick. She's a dancer. Take her to a dance school.”

Her mother did and Gillian Lynne went on to become one of the most accomplished dancers and choreographers of her time. She became a soloist dancer at the Royal Ballet School in London, performing all over the world. She eventually worked with Andrew Lloyd Webber to produce *Cats* and *The Phantom of the Opera*, two of the most successful musicals of all time.

This happened because someone looked deep into her eyes – someone who had seen children like her before and knew how to read the signs. Someone else might have diagnosed her as having ADHD, put her on medication such as Ritalin or Concerta, and told her to calm down. But Gillian wasn't a problem child. She didn't need to go away to a special school. She just needed to find expression for her true talents.

The book tells similar stories about Paul McCartney of *The Beatles* fame, Matt Groening (creator of *The Simpsons*), Dr. Paul Samuelson (the first American to win the Nobel Prize in Economics), Elvis Presley and many other famous and not-so-famous people. And Robinson cautions that these are not isolated examples.

We all know stories of people who became very successful without ever having had much formal schooling or who dropped out of school at an early age. When such stories are told, we tend to hear “they became successful *despite* not having a formal education.” I believe the opposite is true: they became successful *because* they dropped out of school, before the school system had a chance to strangle their creativity.

Many people blame the “school system” for a number of our ills, sometimes with good reason. When we talk about the



school system, the implication is that there is one system for all. Nobody can argue with the nobility of the vision of “school for all.” What is terribly wrong with that notion is that we have interpreted it to mean “*same* school for all.”

“School for all” is a worthy social and political goal but don't you think we were better off when fewer students actually went to high school? Don't misunderstand me. I believe that everyone should be given the opportunity to pursue their ambition. However, the mistake we've made is to believe that school (the way it is structured) is for everyone. The result is that large numbers of students are deemed qualified to attend high school, but once there, are literally forced to try to learn things for which they have neither the aptitude nor the inclination.

Imagine a whole class (or an entire school!) of Gillian Lynnes! Clearly, we would think we have a discipline problem when the issue is simply that these students are in the wrong place. Before “school for all” those who didn't make it to high school would find employment learning to be mechanics, carpenters, masons, tailors, seamstresses, etc. The society was better off for it – we all know how difficult it is to find a good mechanic or plumber these days – and there were fewer indiscipline problems in schools.

I believe that many of these problems arise from the great disconnect between what the student is being asked to do and what he/she really wants to do or is capable of doing. No wonder we are wasting such a high proportion of our human capital. The major reason for this vast waste is what Robinson calls “academicism,” the preoccupation with developing certain sorts of academic ability to the exclusion of others, and its confusion with general intelligence.

Many people do well in the school system as it is and enjoy what the education system has to offer. But too many leave school unsure of their real talents and of what direction to take next. Too many feel that what they're good at isn't valued or encouraged by schools. Too many are led to believe that they're “a waste of time” and not good at anything.

Education systems across the world were developed to meet economic interests in the 18th and 19th centuries, interests that were driven by the Industrial Revolution (roughly 1760-

1850) in Europe and America. Math, science, and language skills were essential for jobs in the industrial economies. Our education system is derived mainly from the British model.

While this system has worked well for the purpose for which it was intended, times have changed, and changed quite dramatically in the last 20 years. The one-size-fits-all approach to education stopped working a long time ago, yet we persist with it even as it becomes less relevant and effective.

How many schools teach dance and music every day as a formal part of the curriculum they way they teach math? Come to think of it, how many schools teach computer programming every day to all students they way they do science? I can make (and have made) a compelling case that all students, starting from elementary school, should learn computer programming.

I would wager that, in some of our schools, very many more students would be interested in dance and music than math. Interestingly, Gillian Lynne said that she did better in all of her subjects once she discovered dance. She was one of those people who had to “move to think.” Unfortunately, most children don't find someone to play the role the psychologist played in Gillian's life. When they fidget too much, they're reprimanded or drugged and told to calm down.

The changes now sweeping the world are unprecedented. In terms of technological change and innovation, no other period in human history could match the present one for size, speed and complexity. We live in a world that none of us can predict what it would be like in ten years, much less fifty, when current secondary school students would be retiring. Given such uncertainty, those who can creatively adjust to a changing world are the ones who will survive. In such a world, we will not succeed with “business as usual school systems.”

We are preoccupied with preparing students for the world that existed two hundred years ago when we should be preparing them for the world of *their* future: a world in which many will have multiple careers over the course of their working lives and many will have jobs that haven't been conceived as yet. All we know is that the future will be very different from it is now. Shouldn't we be encouraging our students to explore as many avenues as possible with an eye to discovering their true talents and passions?

At graduation time, children will hear many speeches exhorting them to follow their dreams and pursue their passions – all good advice. But one gets the impression that they are supposed to do this only *after* they have left the school system. I submit that we should change the way we view education and restructure our education system so that many more of our young people can begin to pursue their dreams and ambitions *during* their school years.

If we do that, we will produce happy people whose lives have meaning and purpose in and beyond the work that they do. If we do not, many of our children *will* be left behind, leading to more crime and violence among the young; we would not be able to produce the problem-solvers and creative thinkers this country so desperately needs, and our society would descend to a level of anarchy and chaos we cannot even begin to imagine.

Dr Noel Kalicharan is a senior lecturer in Computing & Information Technology at The UWI, St. Augustine Campus.

This is an edited excerpt of an address given at Naparima College on July 8, 2011. The full text of the address can be found online at <http://sta.uwi.edu/uwitoday/default.asp>.

■ CAMPUS NEWS

ECONOMIC EMBRACE FOR YOUTH



BY TIMOTHY WOOLFORD

In 2009, the Conference of the Economy (COTE) opened itself up to a key component of development of Trinidad and Tobago. This was done by inviting participation from CAPE students – who must be seen as the future students in the Economics undergraduate programme. In doing so, the COTE essentially welcomed young people into the intense discussion of development. This has given them a valuable opportunity to connect economic concepts from the CAPE syllabus with challenges and problems in the economy as well as to see themselves as part of bigger picture. It is hoped that these future leaders keep in mind the idea of what true development is. They must be the perpetuators of these discussions and issues that are put forward through COTE.

This year's COTE will feature a debate competition which will take place on September 29th, 2011, one week before the conference begins. Like the COTE, the debate will be held at the Learning Resource Centre, UWI St. Augustine. The COTE will also feature an essay competition targeted at secondary school students across the country. These competitions, like the conference, seek to bridge the gap between economics and the people. They develop and create an awareness of economic theories in the younger generations, which in essence, make the subject come alive for them. These new components of the Conference promise to provide an even greater sense of enlightenment and in their own way also keep with the aim of encouraging meaningful dialogue so that solutions can be advanced.

The theme of this year's conference is "Managing in a Volatile Economic Environment – Addressing the Challenges before us." It promises to provide an enlightening experience for the audience. This year also sees Dr. Eric St. Cyr joining the company of men such as Dr. Trevor Farrell and Dr. Roy Thomas as a distinguished honoree at the conference. Dr. St. Cyr worked closely with Lloyd Best on his final publications.

At COTE 2007 Dr. St. Cyr produced his paper, "Trinidad and Tobago – The Case for Onshore Transformation," which posited that the Trinidad and Tobago economy was yet to experience its transformation. He cited the misunderstanding of the Plantation Economy as a key component of this. Dr. St. Cyr asserted that historically, Trinidad and Tobago was primarily driven by external forces, which in turn, caused it to have massive vulnerability to external shocks. His solution was for the focus to shift from the offshore sector to an expansion of the onshore sector. He believed that the investments necessary to develop the offshore sector will come on its own and questioned why we should be putting more of our surpluses in that direction.

■ COTE 2011

October 5-8, 2011

at the Learning Resource Centre,
UWI St. Augustine.

UWI CALENDAR of EVENTS

SEPTEMBER – OCTOBER 2011



UWI LIFE

August - September, 2011
Sport & Physical Education Centre (SPEC)
UWI St. Augustine Campus

Show your true colours! Be part of the UWI life orientation experience! Join us at UWI Sport & Physical Education Centre (SPEC) for:

■ MONDAY 29TH AUGUST AT 5PM UWI LIFE SUPPORT

for parents, guardians, spouses of first year undergraduate and postgraduate students ONLY

■ FRIDAY 2ND SEPTEMBER AT 9AM UWI LIFE STUDENT

for first year, full time undergraduate students ONLY

■ SATURDAY 3RD SEPTEMBER AT 9AM UWI LIFE EXTENSION

for first year part time, evening, mature undergraduate students ONLY

■ SATURDAY 3RD SEPTEMBER AT 1PM UWI LIFE POSTGRADUATE

for first year postgraduate students ONLY

For more information on UWI Life 2011 and orientation activities:

Log on to: www.sta.uwi.edu/uwilife
Join: UWI St. Augustine on Facebook
Email: uwilife@sta.uwi.edu



UWI/GUARDIAN LIFE PREMIUM OPEN LECTURE 2011

30 September, 2011
Daaga Auditorium
UWI St. Augustine Campus

The Instructional Development Unit at The UWI, collaborates with Guardian Life of the Caribbean Ltd, to host the UWI/Guardian Life Premium Open Lecture 2011. This lecture is themed *Maximum Impact: Using Feedback to Drive Assessment*, and will feature key speaker Dr. Maryellen Weimer, Professor Emeritus of Teaching and Learning at Penn State University, Pennsylvania, USA.

For further information, please visit www.gloc.biz or Instructional Development Unit at 662-2002 ext 82611, or via email: idu@sta.uwi.edu

30TH ANNUAL WEST INDIAN LITERATURE CONFERENCE

13-15 October, 2011

The UWI Department of Liberal Arts hosts the 30th Annual West Indian Literature Conference, themed "I Dream to Change the World": *Literature and Social Transformation*. This conference will take place from the 13th-15th October, 2011.

For further information, please contact Dr. Geraldine Skeete at Geraldine.Skeete@sta.uwi.edu, or Dr. Giselle Rampaul at Giselle.Rampaul@sta.uwi.edu



COTE 2011

5-8 October, 2011
Learning Resource Centre
UWI St Augustine Campus

This year's Conference of the Economy (COTE 2011) pays tribute to Dr. Eric St. Cyr, a former Lecturer and Head of the Department of Economics. It will focus on the challenges facing regional economies as these seek to establish a path to sustainable growth and development in the existing volatile economic environment. COTE 2011 will highlight the key economic, and related developmental issues facing the region in this context.

For further information, please contact The Department of Economics at 662 2002 ext. 3231, 3582, or via e-mail at uwi.cote@gmail.com.

HUMAN RESOURCE MANAGEMENT

7 September, 2011
Office of the Campus Principal
UWI St. Augustine Campus

Dr. Roland G. Baptiste, Senior Lecturer at the Department of Management Studies, Faculty of Social Sciences, The UWI, will launch his new book, *Human Resource Management: A Reader for Students and Practitioners*. This book will contribute to Caribbean scholarship in the area of Human Resource Management by adding to the small body of empirical Human Resource Studies conducted in Trinidad and Tobago. The book will be available in all major book stores as well as the UWI Bookshop following its release.

For further information, contact Dr. Baptiste at 662-2002 ext. 83301.



UWI ST. AUGUSTINE GRADUATION 2011

27-29 October, 2011

SPEC

UWI St Augustine Campus

THURSDAY 27TH OCTOBER, 2011

- 10 am – STRICTLY for graduands of the Faculty of Science & Agriculture/Pure & Applied Sciences
- 4 pm – STRICTLY for graduands of the Faculties of Engineering & Law

FRIDAY 28TH OCTOBER, 2011

- 10 am – STRICTLY for Undergraduate graduands of the Faculty of Social Sciences (FSS) with surnames beginning with the letters A-L and graduands of the Arthur Lok Jack Graduate School of Business (ALJGSB)
- 4 pm – STRICTLY for FSS Undergraduate graduands with surnames beginning with the letters M-Z and Postgraduate graduands from the Departments of Management Studies, Economics, Behavioural Sciences, Institute of International Relations and Centre for Gender & Development Studies

SATURDAY 29TH OCTOBER, 2011

- 10 am – STRICTLY for graduands of the Faculty of Humanities and Education
- 4 pm – STRICTLY for graduands of the Faculty of Medical Sciences

For further information, please contact Examinations at 662-2002 ext 2155 or 3008.