

Part 1

Mapping the Landscapes

This anthology of evocative memories, stories/narratives, poetry, photographs and artwork, begins with a poem by Gloria Escoffery which questions our ways of knowing the natural and human world in which we live. The introduction creates the physical and conceptual maps which guide our collective eBook. To this end, candid reflective and reflexive essays by DePass, Lumsden, Browne, Cunningham-Heron, and Robertson-Hickling illustrate some of the key themes which are developed in different ways by the contributors. In the eBook, by speaking in our own voices, in our own ways, we highlight through stories/narratives and photographs, some of the impacts of learning Geography at the University of the West Indies (UWI). As importantly, we summarize lived experiences of formal, non-formal and informal learnings at the UWI Campus.

SPRING

Do you know why the sun shines

And the breeze throws

Small seeds across the sky?

Do you know why the seas heave

And the young sing

Small sounds without a sound?

The universe spins, the world reels, and I

See the street shining. Upside down

You are steady—or do you spin too?

Gloria Escoffery (In Mordecai, 1987, p. 69).

Introduction

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Nestled strategically, below the gentle rolling foothills of the impressive Blue Mountain range which lies to its north -- **the UWI, Mona, Kingston, Jamaica** -- was born from dreams of visionaries and pioneers. As importantly, dreams of creating a world class university were shared by members of the administration, faculty, students and alma mater. This dream has been brought to reality. Since its inception, many Caribbean men and women have become public and private sector leaders in several spheres of influence (nationally, regionally and internationally). Today, the dreams are kept alive and enhanced by UWI's present students, graduates, faculty and administrators.

Built on a large rolling plain, parts of the university's grounds were once a sugar estate, a cattle pasture, a mango walk and an ackee tree grove. The campus, itself, stretches westwards to merge with the built urban environment of the extensive, Liguanea plains.

On the campus' western boundary, within a 5 to 10 minute walk, is located the Mona Heights residential community with picturesque street names such as, Garden Boulevard, Lily Way, Daisy Avenue, Palmetto, Plumbago and Orchid Path. The subdivision was constructed more than 50 years ago, as a middle class housing development. Now it is a far more affluent, up town community. When it was developed, it was the first and largest residential subdivision of its kind in Jamaica, and perhaps, in the English-speaking Caribbean.

To the east, are a series of raised river terraces which descend to the Hope River valley and on which poorer working class communities such as, August Town have developed over a very long time. The campus gradually descends, to one of the flat river terraces which houses a large university residential complex. However, during the late 1960s to early 1970s, there were no such residential structures in the valley. The social and recreational activities of many students, revolved around the playing/sports fields; liming, profiling, as well as, swimming in the very large swimming pool, and participating actively, in a range of activities in the open air Students' Union in which many of us feted on weekends. There, we danced happily to the sounds of the emerging reggae; to its predecessors ska and rock steady; and of course, moved, grooved and jammed to the risqué sounds of Sparrow, Kitchener and other well known Calypsonians.

To the campus' southeast, lie the limestone escarpment of the Wareka Hills. To the south, as the crow flies, stretches another limestone escarpment, Long Mountain. To the southwest, near to the Mona Road, there is the Mona Dam, constructed between the early 1940s to 1947/48.

During the late 1960s, at first glance, most of the campus' administrative and classroom complexes were clustered in and around the Ring Road. When we entered the UWI's grounds, there were (and still are) a few reminders of the Second World War (egs., some of the Gibraltar Camp structures; and the air-raid warning signal, the siren which wailed and still wails, across the campus and surrounding areas, at 8 a.m. and again, at the end of the work day). During World War Two, the campus was once a detention camp for groups of British enemy aliens, as well as, European Jews and other detainees (See Suzanne Francis Brown, 2004, and a sample of Colin Hewitt's photos in Part 2).

In the late 1960s, many complexes such as the Natural Sciences, including **the De la Beche Building** which housed Geology and Geography (to the southwest of the Ring Road), and the Hospital (to the Ring Road's north) appeared to be quite, modern and spacious structures. There was a symmetry in the campus' design (See Francis Brown, 2004, for an informative discussion).

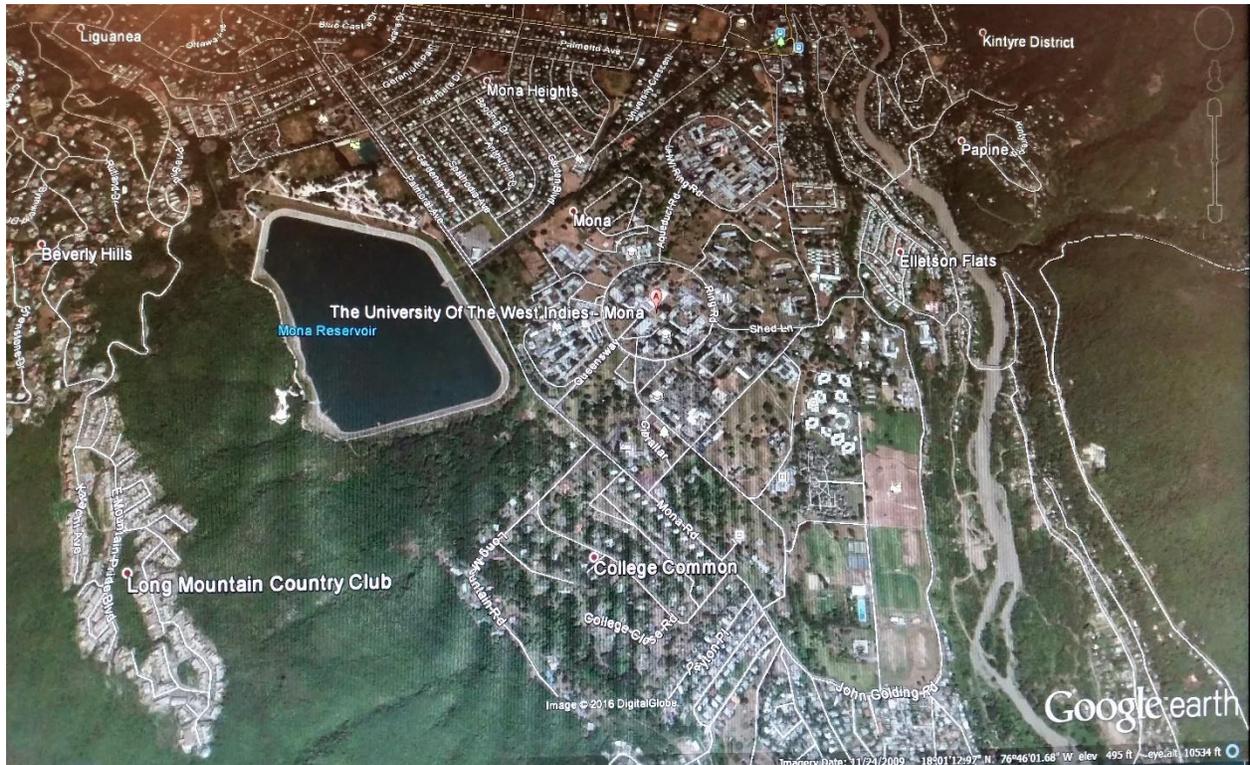
To the north and east of the Ring Road and across from the low rise, Main Library with its large windows, and wooden louvered walls, were the four halls of residence: Seacole, Chancellor, Taylor, and further east, along Shed Lane, Irvine.

In this book, we share some of our memories and tributes, as ways of starting conversations between and among, Geography's students, graduates, faculty, administrative staff and the larger community. We revisit and recall, some of the most memorable days of our late teen and early adult years at the university. Some of us, for very different reasons, remember our UWI days as being, among the happiest of our lives. Still others of us, perhaps, viewed the university, educational experiences in far more, pragmatic and practical terms; as being, another series of steps in order to earn a living, to qualify for a good job in the high education segment of the labour market, and/or to find a partner. (Cecille's memory, of Dr. Roy Augier's very pointed aside, during a lecture in the New Arts Lecture Theatre, to general arts and science students, registered in one of the compulsory courses, fall, 1967. In Augier's lectures, Cecille sat entranced by his oratory, wit and brilliance).

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**Virtual Aerial Field Trip, UWI Campus and Surrounding Areas
From Faye Lumsden, using Google Earth**



**“Geography is what geographers do”
(Memory: Dr. Floyd quoting a well known Geographer)**

Cecille DePass

Since migrating to Canada, I have kept in contact with a few of the Geography professors, especially with, Eleanor Jones and Vernon Mulchansingh. Both of whom for very different reasons are no longer at the Mona Campus. Eleanor Jones was and still is, a dear colleague and friend with whom, I have worked in several capacities. Vernon Mulchansingh’s annual Christmas card was anticipated and a joy to receive (See Part 6, Conclusion). For me, Vernon’s beautiful calligraphy and cartography, symbolized, a professor’s continuing interest in the well-being of one of his former students. An unintended benefit of working on this book, has been re-connecting with Dr. Mulchansingh via telephone. Furthermore, corresponding via email, with Drs. Marlene Hamilton; Barry and Jean Floyd; Anne Hickling-Hudson and Brian Hudson and Mike Morrissey have validated the merit of this work, and brought tremendous pleasure as the book unfolded.

This introductory essay consists of two sections. **Section one**, highlights a few retrospective fragments of studying Geography at the UWI, Mona Campus. To a greater or lesser extent, my individual fragments of memories of UWI, Geography, are developed far, more fully, in a wide range of ways and from different perspectives by the book’s contributors. Some individuals address willingly and very openly, her/his journeys, experiences, challenges and triumphs at the UWI. Some summarize career aspirations and experiences, after graduating from the campus. Very few, if any present negative experiences and career setbacks.

Section two, spotlights fleetingly, some of my learning experiences at the UWI, in which Geography, either explicitly or implicitly, played important and lasting roles and functions in my professional life. One’s individual experiences of the learning milieu on campus, quite understandably, are often shared or at best, are similar, to experiences of our colleagues and friends. In the late 1960s, many of our colleagues came to the Mona Campus from within the Caribbean region. Accordingly, in this book, in order to achieve a more comprehensive picture of studying, living in, and/or, being affiliated with a hall of residence, I decided from the early stages of the book’s development, that the perspectives and experiences of a larger cross section of individuals were essential and vital.

Invited responses from some former UWI Geography students, faculty, instructors, and as importantly, from a few academics and colleagues in Canada, are distributed at strategic parts of the two volumes. All contributions in the two volumes of **Poetics**, have been carefully considered and selected for inclusion. Far earlier versions of the introductory essays by DePass and Lumsden, as well as, Brian Hudson’s, for example, were published as an insert, in the Observer (June, 27, 2016), to promote the Department’s 50th Anniversary, and the forthcoming Geography Conference at the UWI.

The introductory photographs and essays, in Part 1, play multiple roles. They introduce several themes which are amplified in the book. At times, the narratives, poems and photographs hint at issues; other times, they zoom in on issues for closer scrutiny; and still at some other times, they

present wide angle shots/vistas of some of our expanding horizons and world views which were influenced considerably, by studying Geography at the UWI, Mona. The voices, tones, nuances and manner of presentation may vary, however, a commonality at all times, is the desire to thank the founders and professors in the Geography Department for their work, dedication and commitment to the discipline and to the students whom they taught.¹

Section One: Retrospective Fragments: In fall 1967, I joined a group of students/fellow travellers in the fledgling Geography Department. As our studies progressed, we learned that we were in excellent hands. The academic guides/leaders/mentors: Drs. Floyd, Mulchansingh, Fermor and Ann Norton, made the undergraduate journeys lively, stimulating and always interesting. For three years, we travelled safely through the program. Most of us did not realize that the Geography program itself, was emerging and would take its place within the larger institution of the university. In due course, many of the Geography professors and students would themselves, create and occupy effectively, important leadership spaces/niches on national, regional and international stages.²

Little did we know, that some of the professors and our colleagues in Geography and other disciplines would eventually, become our mentors, colleagues and lifelong friends. Little did some of us suspect or dare to dream, that some of our own colleagues whom we knew in their youth would one day, become well established, highly respected, regional and international leaders (**See related essays in this volume**).

From the beginning of my first term in the Department, I realized that the curriculum and teaching-learning approaches, so typical of my secondary schooling, would be significantly different. A steady school diet of: breakfast: ‘chalk and talk’; lunch: ‘capes and bays’; and dinner: ‘texts, tests, standardized examinations’; indeed, the established diet, then and now, of many educational institutions in Jamaica and overseas was swept away. The deliberate policy to move from a reliance on received knowledge (that of the teachers, professors and canonical texts) was and still is, a highly contested issue in the formal curricula of many tertiary and secondary, educational institutions.

In my BA Program, I was absolutely, delighted with my courses and classes. I enjoyed the challenges presented, the learning and unlearning of much of my high school Geography, (mainly learned for examination purposes and not for its intrinsic value). In three years, we explored Geography’s seminal and emerging theories, concepts, issues and its new directions, in our lectures and recommended readings. As importantly, in each term, we conducted directed studies and independent research. We learned practical skills of map making and ways of presenting statistical data in visual forms. We also learned to interpret air photographs with stereo-pairs, and we learned about and studied some of the early infrared photographs (or is the latter, in my imagination?).

In retrospect, my fondest memories, are of the introductions to different types of experiential teaching and learning strategies which ranged widely from field trips to in-class simulations (See Pike & Selby, 1990, for discussion of experiential learning). The guided field trips/work in urban Geography, specifically, participating in Ann Norton’s meticulous and systematic mapping of the changing commercial, government and retail patterns of land use in Kingston’s Central Business District (CBD) was ground-breaking research. Yet, for me, the most memorable

experiences were associated with the week-long trip in 1970. During the Easter holidays of our final year, our class went in the Department's VW mini buses, to southern St. Elizabeth, in order to examine some of the small farmers', well established, dry land farming techniques.³

However, it was the required, original, empirical research project in the third year, which proved to be in the short and long term, the most efficacious and academically, rewarding. (For an example, of an early, award winning Geography research project, see extracts of Faye Lumsden's, 1970, research, in Volume 2). I learned how to conduct an independent study in the field, and how to integrate concepts and issues learned on campus in one of Dr. Mulchansingh's Economic Geography courses. Interestingly enough, the research project generated a number of unanticipated benefits/spin-offs. I was offered three opportunities to conduct further studies in Geography at the following universities: the UWI, Liverpool and the Victoria University of Wellington. The opportunities, to a large extent, were directly attributed to internal and external assessments of my research: an exploration of the development of the tourist industry in Ocho Rios in order to trace backward and forward linkages (some of the major concepts presented in one of Mulchansingh's lecture courses). (See Volume 2, for extracts of this original research).

In his assessment, the external examiner, Professor Mansell Prothero from Liverpool University, stated that although there was insufficient funds to offer me a scholarship, if I wished to do so, I would be placed in the final year of the Geography, BA Special's Program at his university. I remember that Dr. Floyd telephoned my mother with the happy news.

Armed with this information, I applied for admission to the Master's Program in UWI, Geography (to begin graduate work in fall 1970). As well, I submitted the required application forms and support documents for a Commonwealth scholarship. At that stage of my life, I was very restless. I was young, had completed a BA, and felt the call to travel and to experience some academic adventures in another country.

As mentioned, I applied for a Commonwealth scholarship, was interviewed by a panel of Jamaican male educators and administrators, including Dr. A. Phillips, a senior professor in Education at UWI. Imagine my astonishment in January 1971, when, one day, I received a cable from Miss Dorothy Anderson, the Victoria University of Wellington (VUW), New Zealand informing me, that I was granted a Commonwealth scholarship to study for a Master's degree in Geography at VUW. I accepted the offer readily. By the middle of February, my trunk and suitcase were packed. I was on my way to Wellington, via, Miami, Los Angeles, Papeete, Auckland, to finally arrive in Wellington, a week later.

On arrival, at VUW or Vic, when I met my supervisor, Dr. Harvey Franklin (originally from England), I submitted a copy of my final UWI, Geography research project. Within a few days, he called me to his office and stated that my research was above that usually produced by a Bachelor's student. In fact, it was 'well on the way to becoming a Master's degree'. I was thrilled, but not surprised, because I had been given Professor Prothero's earlier assessment.

At that time, I realized in New Zealand and confirmed later in Canada, that core research methods learnt in Geography, UWI, were applicable to the relatively, new academic discipline of Social Sciences. Following patterns in the Natural Sciences and Social Sciences, Geography

shifted progressively, along a statistical and quantitative research autobahn (See Davis, 1972, for full discussion).

The foundations of research methods (qualitative and quantitative) learnt in UWI, Geography have essentially, carried me to the completion of earned Graduate degrees and a Dip Ed at universities in three Commonwealth countries. The sound introduction to research methods also, paved the way for teaching two graduate research methods courses (Oral and Narrative Histories, and later Quantitative Research), in the former Faculty of Education, at present, the Werklund School of Education (WSE), University of Calgary.

Section Two: Reflections and Insights: In revisiting some of my formal education and lived experiences for this book, I realize that I have been travelling for most of my life---deliberately, taking significantly, well signed and sometimes, unsigned roads/career paths. The roads were seldom straight, and quite often, proved to be problematic and extremely challenging to navigate. In many ways, the roads travelled were similar to, the massive potholes and ruts, encountered on some of Jamaica's rural, parochial roads.

As an applied cultural and economic geographer, I have lived in or visited several countries in the British Commonwealth. I have visited parts of: the USA, Cuba, Trinidad, Tahiti, Fiji and Central and South America. In my travels, it is surprising to note, that the solid foundations laid by studying Geography at UWI, have assisted in my increasing understanding of and appreciation for the commonalities and differences in types of physical landscapes; as well as, agricultural, industrial and urban land use patterns. As importantly, such studies have piqued my interest in different cultures. I enjoy leaving the major highways and have travelled along parallel roads and paths. Often travelling by myself, sometimes with colleagues, family and friends. I tend to be curious and inquire into issues affecting people's lives, and historical and systemic relationships and links within and between the countries in the centre and periphery (Galtung, 1976).⁴

Due to family, and formal/non-formal educational influences, including travels and studies abroad, I have been sensitized to social justice issues. I am knowledgeable about the evolution of structural and systemic economic imbalances and disparities within and between countries. In my research and teaching, inquiries are usually from a standpoint of empathetic interest and not from the colonizer's gaze.

In my retirement from the university, as I continue my sojourns through life's unfolding, unanticipated journeys, I have participated actively in a series of very interesting academic and professional activities and events which are usually collaborative and collegial ventures. Most recent examples include: (i) the conceptualization, writing and joint production of this book; (ii) the production of an online, academic journal, founded by Ali Abdi, UBC, and myself; (iii) the development of the successful CIESC/CSSE/SSHC Preconference, in Spring 2016; and (iv) the ongoing academic work with the Farquharson Institute of Public Affairs (FIPA), Kingston, Jamaica. In each case, the borders between town, gown and community have been deliberately and effectively, blurred.

To Conclude: This book summarizes a few key events and memories of studying and teaching Geography at UWI. My own sojourns (symbolic, physical, and mental) as a student, researcher,

professor and tourist have been to different lands/fields. My lived experiences, as we see in the book, are by no means unique.

My study, practice, research and service, have included expected and unexpected, surprises, twists, turns and movements in time and space. Such unexpected twists and turns, detours and sometimes, rapid advances have surfaced in all my ventures. In my travels, Geography, as a multi/inter-disciplinary field, has played integral roles and functions. At times, explicit: e.g., teaching Geography at two secondary schools and a teacher's college in Jamaica (1970s); subsequently, on migrating, conducting and managing a large number of urban planning research projects in Calgary (1978-1984).

At other times Geography's roles and functions have been far more implicit, highly subtle, and sometimes covert, except when examined carefully, through a geographer's gaze. This book explores a few of the explicit and implicit roles and functions of Geography in our careers and lives.

Thank you to the founders of the Geography Department who worked unstintingly, to prepare us for a future world which was neither predetermined nor fixed (See for example, Barry Floyd's retrospective analysis of his leadership at UWI, Mona, reprinted with permission, in Part 2).

Endnotes

1. The introductory quote, and concept of world views were among the ideas introduced to us by Dr. Floyd in his philosophical and historical lectures in which we learned about Geography's founding fathers.
2. See (i) Ken Richards, Own Minott and Henry Fraser (1998), and (ii) Kenneth Magnus, Robert Lancashire (2010), for excellent discussions of the evolution of the UWI and as importantly, for summaries of significant contributions by some faculty and former students of UWI. Dr. Floyd's (1972) explanation of key challenges encountered and his own 'ah-ha' moment when he realized the eurocentrism and ethnocentrism espoused by some of the leading men in Geography and the Social Sciences, are indicators that contemporary issues such as diversity, multiculturalism, employment equity, and non-stereotypical portrayals of 'the others' in formal school and university curricula, all have a long history.

Between the late 1960s to the early 1970s, several graduate students from e.g., Australia (Barry Higman); UK (egs., Mike Morrissey and Kit Zweiberg), and Canada (Pat Chen) studied Geography at the UWI. At that time, there were a few Jamaican women graduate students, egs. only: Ethlyn Norton and Angela Cunningham-Heron.

In 1972-1973, Lawrence Nkemdirim, a highly respected, Geography Professor, University of Calgary, was probably Geography's first visiting professor. He was probably, the first professor with origins in Nigeria to hold a senior academic post in Geography, at an established, Canadian university. In the 1980s, Nkemdirim organized a major international Geography Conference in the UWI, Geography Department.

3. Pike and Selby's (1990) book, 'Global Teacher, Global Learner' explains differences between traditional teaching-learning approaches and holistic learning. They emphasize the significance of experiential learning which include simulations. Barry Floyd introduced us to a simulation, a farming game which he developed, in the 3rd year of our program. The distinction between field trips and field work, another type of experiential learning, was taught by Mike Morrissey, in his Geography Methods course, UWI, School of Education. In 1975-1976, Morrissey organized a field trip and market study for his Queen's School, A-level students and included us (from the UWI, Diploma of Education, Geography methods course).
4. In my dissertation, Galtung's (1976) centre-periphery model was central. More recently, in summer 2016, Cyril Dabydeen, Ottawa Poet Laureate, originally from Guyana, adopted the overarching concepts, 'centre and margin', in his special issue for Cultural and Pedagogical Inquiry (CPI).

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The University Next Door

Faye Lumsden

During my early high school years, I lived in Mona Heights, next to the Mona Campus of the University of the West Indies (UWI). I “knew” about the University, long before I was an undergraduate student there. I did competitive swimming with a club that practiced in the University’s pool two or three times, each week. I also, frequently rode my bicycle or went walking on the campus, just to enjoy its beauty. In my later high school years, I grew to appreciate the University’s Students’ Union, situated in the valley. This was just about the best place to enjoy a fete, as the cool air rolled down from the hills into the valley every night.

By the time I graduated from high school, I was living in Widcombe which was just a bit further, from the campus. When I registered as a student, I graduated from the bicycle to an old car, so the campus was once again, just a few minutes away from home.

I entered University with about six of my high school classmates, as well as, other friends and acquaintances. My friend, Marcia, for example, played netball for Wolmer’s when I played for St. Hugh’s, so we knew each other from the courts. My older sister, Maureen, who had taken time off to work after graduating from St. Hugh’s, also, started with me at UWI. During my second year, my friend Janet, with whom I went to school from when we were about 3 years old, also, started her University studies at Mona.

My transition to University was therefore, a very easy one. In comparison, batch-mates from the other member countries had to travel to Jamaica, first. Their journeys were expensive and, involved long trips by air. Some travelled by ferry and boat to reach the nearest airports in their countries, in order to fly to Jamaica. Accordingly, they had very different beginnings to their respective, university careers from mine!

I am one of the lucky persons whose undergraduate years have left lasting impressions that shape our thinking and arm us with close friendships which endure for the rest of our lives. Three sets of factors magnified the impact of UWI on my own life, specifically, the social context and political movements at that time; similarities in our Caribbean cultures combined with the diversity of our backgrounds; and, my love for the campus and its surroundings. I discuss these factors, below.

Like many other schools in the Caribbean, my high school was a single-sex institution, established by a mainstream church. My high school classmates were the same age as I was. In contrast, the demography of the university community was quite diverse. My university classmates included many older students who had taught in several urban and rural schools before joining the department (as Bachelor’s students). As well, they represented quite a spectrum of different religions and denominations. Besides the mix in terms of age-groups and religions, the larger university and departmental communities were ethnically and racially diverse. At that time, men and women were about equally represented in the Social Sciences and in Geography.

The period was one of optimism. In Jamaica, for example, employment conditions had been steadily improving since, its independence in 1962 with the appointment of locals to positions that had been previously held by British and other expatriate personnel. This meant, that we started to see more dark faces being featured in positions of authority and power in the public and private sectors and at UWI. Some non-white Jamaicans worked, for the first time, at front desks or in visible positions in various offices, hotels, banks and stores. The Civil Rights and Black Power movements in the USA paralleled and fed into our own self-identification and pride in ourselves. “Afro” hairstyles, wearing of dashikis, jeans, and Jesus boots grew in popularity. (See some students’ photographs in this volume).

Milly Small, a Jamaican migrant to the United Kingdom had recently had a major hit on the British charts with her song, “My boy Lollipop”. As importantly, we had started singing and dancing to our own music ... Ska, Rock Steady and Calypso.

When I began my studies at UWI, the mother of a close friend asked me why on earth would I choose to study Geography and Sociology; what would I do after graduation? I was very confident then (ah ... youth!!) and told her that that was what I enjoyed studying. I assured her that I would find a job that would enable me to use the knowledge that I would gain.

Life at Mona was hectic. Besides studying, going on field trips and feting, I tried the riding club -- with its horses that had been retired from a race track. On my first and only ride, the horse took off at high speed on its remembered elliptical course and leaned into one of the buildings that used to house detainees during World War II to scrape me off its back! (I’ve forgotten how I got out of that!); then I tried the Caving Club ... one “adventure” into a narrowing cave with steep sides and floors of quicksand was enough (although I DID gain a better understanding of what “quicksand” is).

Fridays and or Saturdays were reserved for fetes at the Students’ Union. My girlfriends and I would assemble in a Hall of Residence and walk down to the Students’ Union together. After “closing” the fetes (staying on the dance floor thereby forcing the band or DJ’s to continue playing), we would return to the Halls of Residence to catch a brief nap.

Those years at Mona were also politically active ones. Our own scholars articulated a “Third World”/Caribbean perspective that often clashed with those that emanated from the “First World”. We started to see the world with different eyes. Unsurprisingly, there was the “Rodney Crisis” in 1968; the “C.Y. Thomas Affair” in 1969; “Occupation of the Creative Arts Center” in 1970, the “Barclays Bank Incident” and support for the “University Workers’ Strike” in 1971. Many of my colleagues entered politics.

In those days, graduation was almost solely based, on results of final exams, at the end of our three years. The blossoming of the Pouli trees at the beginning of the dry season around February, signaled that it was time to start serious revisions. While a second blossoming in May, signaled that the time for revision was almost over. During my final year my sister, a friend and I went to the Geography Department every evening right after dinner, and stayed until daybreak, at which time we would return to our Halls of residence for breakfast and a nap before attending the day’s classes.

After graduation, I taught Geography and English at a local secondary school for a year. I realized that teaching Geography was definitely not the dream job using what I'd learned in the Geography program!

My next job was in the Planning Department of the newly-established Urban Development Corporation (UDC). Joining the UDC was a relatively easy transition as I had worked with the Town Planning Department during my summer vacations and liked the work it involved. My tasks also utilized and built on my field work, spatial analyses, use of maps and diagrams to communicate my findings, all of which I had learned in the Geography Department. I also enjoyed working as part of a team, another important skill fostered by Geography, at that time. As the UDC's staff grew and I gained more experience, I became the head of the Research Section. I was joined by Dorothy Beek (then Naylor) and Richard Lalor when they also graduated from the Geography Department, a few years later. Eleanor Jones, whom I had known from childhood, also briefly, joined the Research Section on her return to Jamaica, from studying at an American university. Within a short time, Eleanor joined the faculty of the UWI, in the Geography Department. (This was several years before establishing Environmental Solutions with a few colleagues).

Other UWI graduates joined the Town Planning Department (TPD) around this same time – notably, Marcia Hutchinson (now Edwards), my netball partner. We joined forces on several projects of interest to the TPD and the UDC. Our closest collaboration was in Montego Bay for which TPD was preparing a physical plan and the UDC was getting ready to undertake several developments. Our earlier practice in the Geography Department in conducting field work, working with others and conducting spatial analyses got us off to a fast start.

While I was with UDC, I took a study break and did a Masters in City and Regional Planning at The University of California, Berkeley. I specialized in housing and community development. A few years after my return to Jamaica, I left for the US again – this time to join the World Bank in Washington, D.C. as a Young Professional. My subsequent roles were as an Urban Planner in the Bank's Urban Development Department and later, as an Operations Officer in the Infrastructure Department, responsible for the Middle East and North Africa Region. One of the things that impressed me when I first joined the Bank was that its map production capabilities exceeded Jamaica's!

In the position of Urban Planner I continued use of the field work, mapping and diagramming skills that were grounded in my studies in the Geography Department. The majority of the projects that I worked on involved the provision of housing and infrastructure over large tracts of land. I regularly used map coordinates to select samples for assessing and summarizing the stage of development of housing lots. While at the World Bank, I was also able to see quite a bit of the world. I spent about one-half of my time on visits of 2 to 6 weeks with clients reviewing the status and needs of projects in urban/housing/infrastructure sectors, as well as the status of projects either in preparation or implementation. The countries I visited as a team leader or member of a team included: Pakistan, the Philippines, Indonesia, The Gambia, Liberia, Zambia, Kenya, Tanzania, Malawi, Jordan, Turkey, Yemen, Iran, Egypt and Uganda. My trips to these countries enabled me to briefly enjoy visits to several other countries during short stopovers. Such travel opportunities responded to my desire to see other parts of the world.

While I was at the Bank, I did an MBA in Finance and Investments at the George Washington University. Thereafter, my focus shifted to Project Management and Process Improvement. My diagramming skills, initially developed in the Geography Department, remained highly relevant.

After approximately 20 years with the World Bank, I left to undertake independent consulting. I enhanced my skill-set with Certifications in City Planning (American Institute of City Planning – AICP) and Project Management (Project Management Institute - PMP). I worked in this capacity for the United Nations Center for Human Settlement (UNCHS), The Caribbean Development Bank (CDB), The Inter-American Development Bank (IADB), United Nations Development Project (UNDP), the Department for International Development (DFID) and the World Bank (WB) in Jamaica, Barbados, Guyana, Dominica, Montserrat, St. Vincent and the Grenadines, Suriname, Dominica, Malawi and Southern Sudan. During this time I also lived in Barbados for 3 year before moving to Miami. As an independent consultant, I was also fortunate to collaborate with fellow UWI, Mona, Geography Department graduates, Allan Jones and Lionel Nurse in Barbados and Mike Morrissey who still, lived in Jamaica.

The Geography Department not only gave me a sound foundation in field work, mapping and diagramming to analyze and explain the world around me, it also gave me a travel bug; and perhaps, just as importantly, a family of geographers who have continued to be a part of my life and a special destination – the campus—on my annual visits home.

Times have changed. Many of us who lived near the campus have moved, many overseas. The University of The West Indies now has Geography programs in several other member countries, many Governments have established National Universities and Guyana is no longer a partner in the University of the West Indies. The opportunities to meet people from other parts of the Caribbean which we took for granted in the late 1960s and 1970s, is therefore greatly reduced. We still have a long way to go on the road to “development” and today’s students at Mona face hurdles that appear to be greater than those faced by me and my batch-mates. For this reason, I welcome this publication and the opportunity to help future students, financially, with the generous donations by readers who download the book. I hope that the readers enjoy the essays contributed by some early graduates; and like the photographs and other illustrations which we have selected and compiled for inclusion in this commemorative book.

Gaining Entry into the UWI Geography Program

Ivan B. Browne (1968-1971)

My path to gaining entry into UWI Mona to study Geography was not typical.

On returning to Montserrat in August 1967 after completing my secondary education overseas, I was offered the position of head of the Geography Department at The Montserrat Secondary School by virtue of my 'A' level pass in the subject. I accepted the position and soon after my name was submitted for a scholarship to study for a Geography degree at McGill University in Canada. Political machinations, however put paid to this dream as the then Chief Minister still harboured a grudge against my grandfather for daring to run against him in two elections and vetoed the scholarship.

I was then encouraged to take the UWI Scholarship exam with a view to going to Mona to study Geography, History and English. I was successful in the exam and was awarded a Canadian External Aid scholarship, however it was not to study at Mona but History, English and Sociology at Cave Hill Barbados. As grateful as I was for the scholarship, Geography was my first love and I immediately began my efforts to try to get the scholarship switched to my original request.

The Education Department of the Montserrat Government offered no assistance stating that it could not be changed. My uncle, Major Vincent Browne, was Warden of Chancellor Hall at the time and he offered to assist through his network of University contacts, but as the time drew nigh for the matter to be finalized, I was no closer to being able to study Geography at Mona. Then fate intervened. A group of students, from the Geography Department at Mona accompanied by Prof. Vernon Mulchansingh and an English lecturer whose name escapes me with the passage of time, were visiting various Caribbean islands on one of the Federal boats. As the senior Geography teacher on island, the Ministry of Education instructed me to be the groups' tour guide for the day they spent in Montserrat. During the day, I was asked if I had considered studying Geography at Mona and I recounted the difficulty I was having getting my scholarship switched to allow me to do just that. The two leaders of the team promised to try to ensure the switch did take place. Their efforts were the straw that broke the camel's back and within two weeks, I received the news that the scholarship had indeed been switched to Mona.

I, of course, thanked Prof Mulchansingh and his compatriot when I commenced my studies and enjoyed my three years in the Geography Department immensely. Enough even to forgive Prof. Mulchansingh for the job recommendation he wrote to a prospective employer at the end of my studies in which he branded me as a student revolutionary!

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The Geography Department in 1966: the effect of Dr. Barry Floyd's teaching in my life

Angela Cunningham-Heron

My interest in Geography had its beginnings at St. Andrew High School where Geography was taught by Mrs. Batty who was, of course, British. The subject interested me because it covered a range of topics - Human, Physical, and Climatology. I never recognized that the syllabus was Eurocentric containing little or no information on Africa or the West Indies. Moving on to the University of the West Indies in September 1966 when Geography was introduced for the first time, as part of a first degree course, that subject continued to be the favourite of my first year courses.¹

However, changes began to take place in my personal life which included being part of an emerging black consciousness movement and a questioning of the 'establishment' at the University. Dr. Floyd recognized, that apart from him being a Geography lecturer and we, his students, we were in fact also part of "...an age of dissatisfaction and discontent with established procedures in many realms of life, not just the academic" (*The Fledging*, 1972, p. 28).

Thus, Dr. Floyd's presentation of African Geography was eagerly accepted as this was in fact my first learning about Africa in an institutional environment and more so, opened a whole new world of knowledge for me. The memorable subjects – Urban Geography, particularly Christaller's Central Place theory which I tested with city, towns and villages of Clarendon was inspired by Ann Norton's gentle but convincing presentations. Physical Geography came alive through exciting field trips, Climatology, through the fascinating cumulous, cirrus, stratus and other clouds whose names I have now forgotten; Cartography with captivating Dr. Mulchansingh. Do you remember going into Dr. Mulchansingh's office? I was happy when he was not there because I could explore all the pictures and charts which covered every inch of the four walls and ceiling!

Dr. Floyd, however, was by far the most engaging for me as a newly self-discovered African descendant. I was not only an eager student, but became emotionally involved, even to tears after one of his exciting classes.

The context is important. In 1966 Jamaica, the headlines of local newspapers carried the main events relating to the Black Power movement in North America, when black people staged marches, sit-ins and other forms of protest to fight against racism. Students of the University of the West Indies (UWI) including myself were exposed to new ideas and information concerning racism and history. Many of us were previously unaware of and unconcerned about their African Heritage, but the earnest and passionate declarations of young black men and women in the US, spurred the development of a Jamaican brand of 'black consciousness'.

A few 'conscious youth' started to teach classes for youth and adults in English, Mathematics, and African History, at (UWI's) Students' Union along with vocational skills such as sewing and tailoring. These classes were facilitated by the then President of the Guild of Undergraduates Ralph Gonzales who is now President of St. Vincent and the Grenadines. The Students' Union became a meeting place of these 'black conscious' students and community members;

‘reasonings’ went on for hours as we pooled our thoughts and shared our new and growing knowledge of our African History and planned our futures for this emerging nation.

At that time Walter Rodney, a lecturer in African History at UWI taught students as well as members of the wider community about their African history. Rodney was important in creating a whole new mind set among young African descendants like myself: *“In order to know ourselves we must learn about African history and culture....The acquired knowledge of African history must be seen as directly relevant but secondary to the concrete tactics and strategy which are necessary for our liberation.”*²

Dr. Floyd’s teaching of African Geography, not only satisfied in me a thirst for knowledge about Africa, the motherland, but gave a hint of the direction in which my life would develop.

Having come from a family of teachers, on graduation from UWI in 1969, there was no question as to what I would do. Teaching part-time at St. Hugh’s High School in the early 1970s enabled me to start a family as well as fulfill this family tradition. One of the difficulties of teaching Geography at the lower school in 1970 was that the syllabus was unsuitable for Caribbean students. Keith Rowley, a Geography undergraduate student, writing in 1972, recognized that the “...need for re-adjustments from British Geography to Caribbean Geography is the greatest challenge to Caribbean Geographers” (ibid p. 13). But I was a junior teacher in the classroom in 1970, had inherited a textbook which was based on an out-of-date syllabus, while there was a dearth of relevant text books available for Geography at that level. In order to make Geography more relevant, come alive and satisfy the syllabus requirements, I introduced Caribbean and African aspects into the existing syllabus, showing links and commonalities across the oceans and demonstrating relevance to the student’s history. This experience made such an impact on those young minds that forty years later, some of them still keep in touch.

Dr. Floyd, also in *The Fledging* of 1972 commented that: “The extent to which indigenous Caribbean Geographers can contribute to applied or action studies of real world issues with a view of effecting changes in the life styles of individuals...has yet to be demonstrated.” He also recognized that the “special ability of West Indian students to perceive the spatial problems of e.g. ...poorly paid unskilled labourers crowded into depressed urban dwellings should be capitalized upon” (p. 28). His words were put to the test nine (9) years later.

Sociology was my second main area of study at UWI, and ultimately it seemed natural that its combination with urban Geography would enable me to combine the two disciplines in the research into urban communities.

Years later, I found myself at the Ministry of Housing, Sites and Services division where, as Research Sociologist, I carried out field research and produced papers on the families and living conditions of the residents of: 15-17 Waltham Park Road, 32 Waltham Park Road, 100 Lane (Red Hills Road), Ackee Tree Lane, 57 Maxfield Park Road and other squatter communities (names forgotten). Working along with a team of young professional Architects, Sociologists, Engineers, support staff and the International Funding Agency, projects were developed. The design of which was based on the social and spatial characteristics revealed in approximately fourteen (14) studies carried out in urban and rural squatter settlements as part the Urban Upgrading Programme between 1974 and 1981. The objective was to regularize these

settlements, putting in infrastructure, training community members in self and community improvement and finally, giving homeowners the opportunity to own their residential lot.

Then, the Government changed and the comprehensive Urban Upgrading Programme was generally stopped, but completed in only a few of the communities, with homeowners having their own 99-year lease, at for example, 32 Waltham Park Road and Nannyville in Kingston, and De La Vega in Spanish Town. Conditions in the other urban settlements were not addressed. Dr. Floyd was correct - the challenge of using ‘action studies of real world issues’, in this case, in poor urban communities in Jamaica was not ‘capitalized on’ because of party politics. The opportunity to demonstrate the use of data from these studies to ‘effect changes in the life-style’ of its members was lost. At this time and many times in the future, party politics interfered with critically needed development at the community level.

Based on my experience with the above Urban Upgrading Programme and working with the Head of the Faculty of the Built Environment (Christian Wolfe) at the College of Arts, Science and Technology, now the University of Technology (UTECH), a course was developed in 1985 called ‘Community Development Planning in Building’ which I taught for a number of years. The objective of the course was to show the steps to be taken, including training and working within a building programme, to take a depressed community from being an informal squatter settlement to a well-defined, self-directed and active community. The experience of developing these community development plans, demonstrated the synergy between Geographers, Engineers and Architects. This was the culmination of my education, training and experience as a geographer at the University of the West Indies. This is what Geographers can do.

(Am living temporarily with one of my sons, who is a lecturer in Architecture, U Bahir Dar, Ethiopia. Written December 23, 2016).

Endnotes

1. This is a not an academic paper but rather a personal narrative, explaining how and why the Geography Department from 1966-1969 had such an influence on my personal development. I was initially pleased when Cecille DePass called, asking me to contribute to an eBook relating to the early days of the Geography Dept. However, when I gave it a second thought I had doubts about whether the paper would be suitable; I wondered where this personal narrative would stand in the light of Keith Rowley’s paper in *The Fledging, 1972, pp. 13, 14 & 27*, in which he ably presented ideas “On the Academic Goals and Research Objectives of the Emerging School of Indigenous Caribbean Geographers”. Nevertheless, I pressed on mainly because of fond memories of Barry Floyd, and recognition of the critical role he played (probably unknowingly) in my life.

I did not continue with Geography and an academic career. Nevertheless, I am happy with the road I ended up taking because it allowed me to combine my involvement with poor people, at the community level, with raising a family. I finally received my Master’s degree in Community Development at UWI, the same year that my daughter, the first of five children, graduated with her Bachelor’s degree from UWI.

2. Rodney, Walter. (1969). *The Groundings with My Brothers*. Kingston: Bogle-L’Ouverture Publications, p. 28.

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Exodus: Movement of Jah People

Hilary Robertson-Hickling

Bob Marley's famous song and album, *Exodus*, describes the epic journey of those Jamaicans and other descendants of Africans, who were enslaved in the New World. The latter concept has been advanced by Erna Brodber, the author and historian.

It is from the subject of Geography that I grasped the enormity and the impact of migration and the development of Diasporas. Hence, I have borrowed the title of Marley's famous song and stretched it to fit this essay. The book of *Exodus* in the Bible, describes the most important event in the historical formation of the Jewish nation.

Geography was one of my favourite subjects in high school and it was well taught by both local and expatriate teachers. I did well in the Cambridge Ordinary level exams and went on to do Geography at Advanced Levels. The subject expanded my horizons about the world and I was fortunate to attend some very exciting meetings of the Jamaica Geographical Society (JGS) at the University of the West Indies.

Our high school teacher, Mike Morrissey was engaged in teaching, researching and promoting the subject at the secondary and tertiary levels in Jamaica and in the region. My schoolmates and I learned about the emerging subject of conservation and the importance of the environment, and the many kinds of Geography.

In retrospect, Human Geography was my favourite subject and my lifelong interest in migration was stimulated at the UWI. The lecturers in the Department were also very interesting. They reflected the expatriate and local mix which was then common.

Dr. Vernon Mulchansingh was a one-man, software graphics expert, long before the computer age. His diagrams and calligraphy were breath taking.

Our appreciation of the physical world was enhanced by the slides shown and the exciting field trips across the country.

As a result of the transition from high school to undergraduate studies, Geography continued to play a critical role in my studies. There was a growing understanding of the contradictions between the colonial and postcolonial conceptual frameworks. Perhaps they were implicit and not explicit.

At the recent, 50th Anniversary Conference of the Geography Department, in late June 2016, there was an early photograph of the administrative, faculty and teaching staff of the Department (late 1960s to early 1970s). At that time, the Geography Department hired largely, white men from Britain. Today's staff is predominantly, black men from the Caribbean.

In the past, female geographers were much rarer, although I can remember Anne Norton, Wilma Bailey, and Eleanor Jones. I subsequently met Elizabeth Thomas-Hope, at a much later stage. In

my bachelor's studies, I had not thought about gender issues in Geography, but I am sure that there were many.

I am intrigued to see how the British Prime Minister, Theresa May, who read Geography at Oxford University, will use her Geography skills as she leads Brexit, Britain. Apparently there are a few political leaders in the world who have been Geographers.

Here in the Caribbean, it is Trinidad that has produced two Prime Ministers who are geologists. They are the late Patrick Manning, and his successor Dr. Keith Rowley.

Today's Department combines Geography and Geology at UWI.

Geography provided many of the concepts and frameworks for my understanding of contemporary migration issues and dilemmas. As we know, migration is at an all-time high as a result of globalization, war and other major political, economic and religious issues in many countries. My own transnational family scattered across North America and Britain as well as, the unnamed and unknown ones in Africa, occupy my thoughts all the time.

Caribbean migration from the forced to the free have become my area of research especially, the psychological aspects of this experience. Hence, I have examined such issues as the human resource consequences of a highly mobile population. As importantly, I have explored matters of immigrants' resiliency in my book: *White Squall on the Land: Narratives of Resilient Caribbean People* (2011). Return migration is examined in a book that I edited called: *That Time in Foreign* (2016).

Ultimately, we are concerned with such issues as brain drain -- brain gain -- brain circulation, and its subsequent impacts on human capacities and capabilities, as well as, the rapidly, emerging interdisciplinary field of diasporas studies. This is an area which concentrates on how migration impacts economic and social developments in the sending and receiving countries.

The Geography Department at UWI has produced scholars, entrepreneurs, educators, politicians and priests. It has produced people who can use their knowledge of Geography to make sense of the world. That is a pretty, tall order in today's chaotic world.

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(Written in Summer 2016)

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