

Part 4

Living the Life: UWI, Geography: Memories---Forming communities; Final research projects & Geography examinations

Cecille DePass

Creating and sustaining academic and professional communities are vital aspects of an academic life. Part 4 showcases ways in which emerging friendships and relationships with one's peers and professors, sometimes led to the development of dynamic relationships, some of which have lasted a lifetime. Contributions by Jones, Chung Aarons, Lee, and Jeffrey speak to the importance of community and identify memories of learning in an academic milieu in which a sense of belonging to a vibrant, community transcended geographic and national borders. DePass summarizes her final research project which had unanticipated positive, spin offs for her future career. Finally, Lumsden's and Floyd's archival photographs, illustrate tangible and intangible benefits of living in communities.

“Each friend represents a world in us, +
a world not born until they arrive,
and it is only by this meeting that a new world is born.”
(Anais Nin Quotes, Page 1, Column 2, Number 1. From Google)

Part 4, concentrates on showcasing a few examples of establishing and sustaining academic and professional communities. It highlights some of the friendships and relationships which developed gradually, with our peers, professors and colleagues. The guides address, in different but at the same time, complementary ways, some of the tangible and intangible qualities of such relationships within and beyond the UWI community which often transcend space and time.

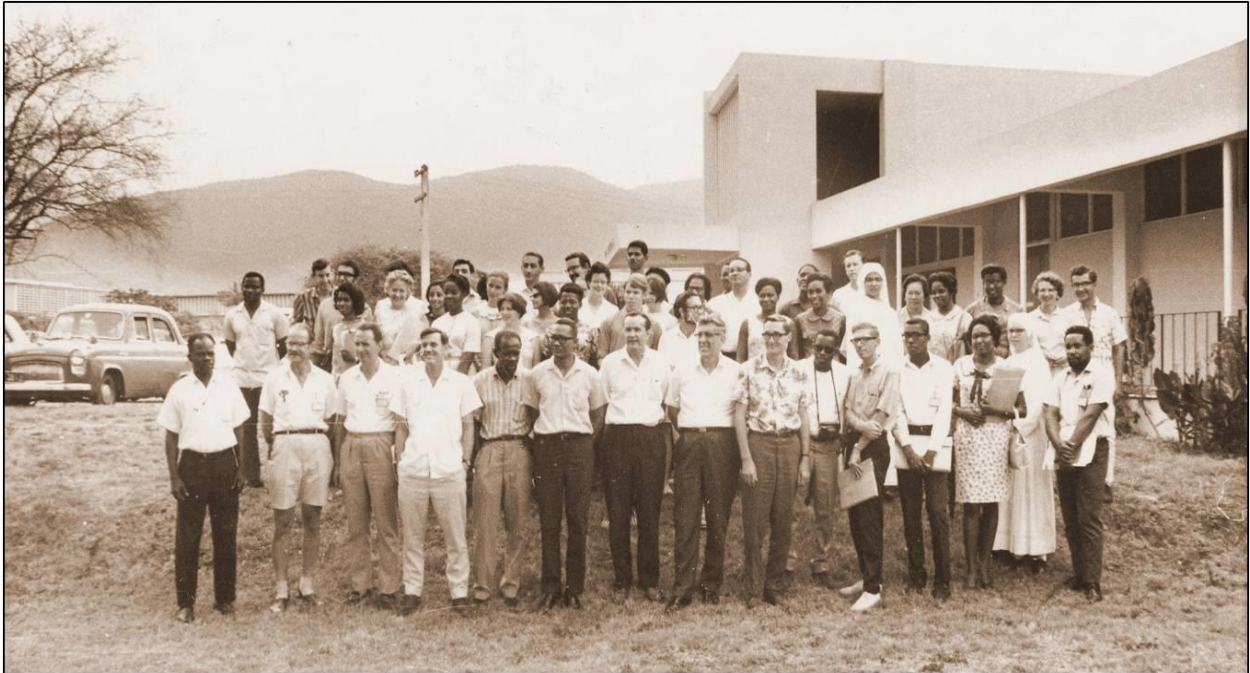
Guides in this part of the book are as follows:

- Eleanor Jones who circulated several archival photographs, prior to the 50th Anniversary JGS Conference, 2016 (only two are included).
- Adrienne Chung Aarons who reminisced about life in Seacole (then a women's hall of residence), and relates a memorable experience of studying late at night in the Geography Dept.
- Carol Lee who graphically illustrates the types of learning environments which some of us experienced and remembered.
- Fitzgerald M. Jeffrey who explains the strength of community and the values of lifelong friendships.

- Cecille DePass who summarizes her major research project which had such unanticipated impacts on her future career.
- Faye Lumsden who submitted additional archival documents, from an early Geography Journal. In this case, we include snapshots of Geography students, specifically, the first graduates (1968) which identifies the respective research topics and the assigned advisors; and as importantly, photos of some of the students, at that time, in the 3rd, 2nd and 1st years (1968-1969). The photos indicate the steady growth of the Department in its formative years.
- Barry Floyd who contributed some photographs from his archives which illustrate: key presenters at a climatology conference (1966); conference participants (1968) standing in front of the De la Beche Building; Academic staff in 1971/1972; early Masters students (1971/1972), his participation in a major international conference (1968); and his continuing mentorship of international students. Floyd's contribution indicates that from its inception, the members of the Geography Department were active participants in forming communities and/or taking part in communities, on and off campus.

Selected Photos from Eleanor Jones' Archives

Participants attending The New Viewpoints in Geography Conference, 1968 (in front of the De la Beche Building)



Recognize anyone?

Students liming on the steps of the De la Beche Building



In effect, building long-lasting friendships, forming a community of learners, and waiting to go on a field trip. Note: clip charts. Does anyone remember this photo?

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Memories: Creating a community and lifelong friendships**Adrienne Chung Aarons**

As a student at the University of the West Indies studying Geography and Geology, much of my time was spent at the recently constructed Geography/Geology Department building. The De la Beche Building was not only a geographical departure, from the older science buildings then in use, but also a social departure. Initially, students who wished to study the Sciences would do so in a single dedicated building; this meant that there were rather large numbers of students, and the community within was perhaps best described as being politely casual in terms of acquaintance.

When the Geography/Geology Department was built in a detached location, the students dedicated to these subjects formed their own specialized community. Due to the smaller student population of this building, it was very easy to form close friendships with each other. Additionally, the Arts students at the time were also taking courses in Geography, and this meant that we had a rather unique situation whereby students from both the faculties of Arts and Sciences would mingle on a daily basis. To use a botanist's term, the 'cross-pollination' of ideas between the Arts and the Sciences students significantly enriched our experiences. There is no doubt in my mind that this situation positively affected the students for the rest of their lives. The unique combination of all of these factors led to a university experience which was something very special, and I believe that people who did not experience this first-hand missed something remarkable.

At the time, the class sizes in the Geography/Geology Department were not as large as I had witnessed in other disciplines. In particular, it was very easy to get to know one another during our practical labs. I distinctly remember being able to hold a conversation or two, clearly unrelated to the subject at hand, under the usual hum of an unidentified radio, which would be picking up the broadcast of the latest Cricket match. No inquiry was made, either by students or professors, as to the owner of this radio, and thus conversations would flow unabated. The field trips, lectures, and tutorials benefitted from the smaller class sizes as well. The professors were able to get to know us on an individual basis, and this made them very approachable if there were any queries. I have many fond memories of Drs. Floyd, Mulchansingh, Fermor, and Ann Norton, who were always willing to give us time and help, and with such good humour.

Many of the friendships formed during this time and that continue to this day were cemented by unusual or unique experiences shared between the participants, and one such experience is particularly vibrant in my memory. When the workload was very heavy, the students would walk down to the Department in the evenings together, with the intention of completing work in the labs. The return to the dorms after the work was completed always held the potential for adventure due to the campus' design and construction. The Geography building was on one side of the Ring Road, and the dorms were on the opposite side; this meant that the most direct route between the two was to cut across the land inside the Ring Road, passing by the Arts Department's buildings. The Ring Road itself was lit at night, however the path we took was not.

Jamaican folklore is riddled with myths and legends surrounding the existence of the 'Duppy'; to modern English speakers, we refer of course to 'Ghosts'. In nearly every tale I have ever heard, the 'Duppy' never does anything good, and is to be avoided at all cost. If one were to hear or see a 'Duppy', the clear course of action is to run for your life, lest the 'Duppy catch-you-up'. This understandable fear of the 'Duppy' is universal in Jamaica, and not to be taken lightly.

One night, after we finished work in the Geography lab, we began the journey back to our dorms. As we were walking in the unlit portion of the path, in pitch darkness, someone thought they saw a ghost and cried out 'Duppy!' We ran with the speed of our famed Olympic champions. Unbeknownst to us, one of our friends in the group fell as we were all running away. Jamaican logic would suggest that it is better for the 'Duppy' to be occupied with one person rather than to capture the whole group. Thus, not a single one of us looked back or stopped to help our fallen comrade. It is not one of my proudest moments, however it is something that all of us now remember with a smile and a laugh.

These memories last a lifetime. When I look back on my time spent at UWI, most of it in the Geography/Geology Department, I realize that it was one of the happiest times of my life. The friendships formed, and the warmth and camaraderie that was shared between all of us, have enriched my life. I am grateful for the experience, because it has made me a better person.

CLEAN SLATE

Carol Lee

pedagogic palimpsest

polished landscapes

green/black boards

sea

chalky

birds

erasures

a tide

of a million words

a language

evaluated

calculated

equated

broad strokes

felt beneath

a brush

encroach the darker edges

of a choppy shored line

yellow dust

scatters sunlight across a dappled surface...

spreads disembodied knowing

into shallow memories

under the sweep

of a wave

chaotic random thoughts

lapping

collect in a stream of conscious undoing

shifting sands

forming limestone deposits in the catch tray.

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My Experience Studying Geography at the UWI, Mona (1977-1981)

Fitzgerald M. Jeffrey¹

September 1977 was a period of enthusiasm, excitement and camaraderie when I entered the UWI, Mona. This was partly, attributable to the advice given by past and present Geography students, who were at the time, at Mona.

The advice was to keep up with assignments and studies because of the volume of work. They noted that we had a team of lecturers who were not only knowledgeable, but articulate, inspirational and true professionals.²

As students, we came from all over the Caribbean. We bonded very easily because our lecturers cultivated a strong team spirit, in and out of, the Geography Department.

The team of lecturers were: The Head of the Department, the knowledgeable and indomitable, Dr. Vernon Mulchansingh; the inspirational and ultimate professional, Mrs. Eleanor B. Jones; the analytical and research oriented, Dr. Alan Eyre; the intuitive, precise and approachable, Dr. Wilma Bailey; the resourceful and affable Dr. David Baker; the very sharp Mrs. Ann Lew Ayee. We could not desire better from such a stellar team.

I remember in 1979, that I had contracted the debilitating dengue fever during, the end of my second year examinations. It was difficult to concentrate and to grapple with my studies, but in the visits of many friends and colleagues (the Geography students from the first year to the final year), who came to my flat at Garden Boulevard in Mona Heights, I found comfort and strong support for my academic work.

The sharing of information; the assistance given and received from colleagues, are some of the hallmarks of that 1977-1981, experience in the Geography.

There was a culture made by fellow students in the Department that assignments must be completed by the deadline. I remember 1978, when there was a British West Indies Airlines (BWIA) strike and accordingly, that disbursement of the student's loan was not forthcoming from Trinidad.

It was my Geography classmates, from diverse parts of the Caribbean, who contributed to the payment of my rent for the flat, and purchased my groceries for a couple months until, the disbursement of the student loan was resumed. The relationships established during my years at Mona, still exist today.

I do travel a lot in the Caribbean and have opportunities to visit many of my Mona Geography mates. At present, I am in Jamaica as the Trinidad and Tobago High Commissioner. I continue to be in regular contact with many of my Geography mates.

It will be remiss of me if I did not mention my experience as a 5th and 6th Form Geography teacher from 1982 to 1996. Most of my students at 5th and 6th Form levels passed their Geography examinations at CXC, GCE or CAPE.

One of my many outstanding students - Mr. Faeid Ali, who obtained First Class Honours in Geography at UWI, Mona, is also performing wonders as a Geography teacher and Head of the Geography Department at ASJA Boys College in San Fernando Trinidad.

My successes as Teacher, Vice Principal, Principal, Member of Parliament, Minister of Government and now as a High Commissioner are due to a large degree, to the deep bonds of friendship with my fellow Geography colleagues and to the professionalism of my Geography lecturers. I did replicate many of their lecturing styles in my own Geography classrooms that paid handsome dividends.

Of all the Geography courses during that 1977-1981 period of study, Physical Geography was my favourite, followed by Agricultural Geography, followed not far behind, by Climatology.

If I had to choose my favourite Geography lecturer from the powerful team of lecturers, it was undoubtedly, Mrs. Eleanor Jones who made Physical Geography come alive and really inspired me to pursue Physical Geography, in greater depth.

I do wish the Geography Department every success for the next fifty (50) years.

May the Peace of Christ, the Love of God and the Fellowship of the Holy Spirit continue to bless, guide and protect the lecturers and students, both past and present, with improved health in mind, body and spirit.

God bless you.
Kingston, Jamaica
27/02/2017

Endnotes

1. High Commissioner to Jamaica with Accreditation to the republic of Haiti and the Dominican Republic. **Contact information:** 1-876-869-5290; **Email:** fmjeffrey@yahoo.com
2. We is inserted instead of I, at specific points in my essay, because many of my past colleagues in Geography at Mona, have stated that they share my sentiments and experiences of studying Geography at UWI, Mona.




Faye Lumsden's Archives, Extracts from an early Geography Journal

The Students of the Geography Department's formative years

THE GRADUATES

1967-68

The first set of Geography Graduates left the university of the West Indies in June 1968. Below are the graduates and their research-paper topics. Missing is Peggy Byfield.

TOPIC	STAFF ADVISER
 INDUSTRIALISATION IN SPANISH TOWN.....MULCHANSINGH	
 THE EMERGENCE AND GROWTH OF THE BOWDEN WHARF.....FLOYD.	
 URBAN LAND USE AND DEVEL OPMENT IN MONTEGO BAYFERMOR	

22



OMAR DAVIES

THE NEWPORT WEST DEVELOPMENT
SCHEME MULCHANSINGH



PAMELA EDGAR

THE SUGAR INDUSTRY OF
TRELAWNY FERMOR



NORMA GENTLES

INTERNAL MIGRATION IN
JAMAICA WITH SPECIFIC
REFERENCE TO JONESTOWN.....NOTTON



CLAUDETTE ROBINSON

GROWTH OF SUBURBAN
KINGSTON A CASE STUDY OF
LIGUANEANORTON



HYMAN SAROOP

A GEOGRAPHICAL APPRAISAL
OF THE JAMAICAN DAIRY
INDUSTRYFLOYD



WINDSOR SAWYER

A GEOGRAPHICAL STUDY OF
THE CONSTANT SPRING MARKET....NORTON



VERNAL SMITH

ALCOA OPERATIONS IN CLARENDON
MULCHANSINGH



BLOSSOM STOKES

A GEOGRAPHICAL AND SOCIO-
ECONOMIC STUDY OF THE
DISTRICT OF GALINA ST. MARY.....FERMOR



EILEEN SWABY

APPLETON SUGAR ESTATE.....FLOYD .



SHEILA TOUGH

THE PORT OF KINGSTONMULCHANSINGH

THE STUDENTS



Third Year



Second Year



First Year

Anticipated and Unanticipated Benefits of the Final Geography Research Projects: Reflections¹

Cecille DePass

“There is no novelty nowadays in suggesting that the study of geography is largely an attitude of mind... [Further]...it is my conviction that [students] find their principal satisfaction in geography when they have the chance to get to grips with things [and people] as they exist, and that teaching is most likely to be successful when the subject is brought into close contact with realities, and when teachers encourage and direct in their pupils an attitude of enquiry and critical appraisal”. (G. H. Gopsill, *The Teaching of Geography*, 1966, p. ix).

Context

In my well considered view, the thesis, submitted before one’s final examinations in the third year, represented the capstone of one’s learning in Geography. It was an independent study conducted with minimal, if any, assistance, from the Geography professors. For some of us, it was an opportunity to showcase, whether intentionally or unintentionally, our knowledge (from primary and secondary sources) and as importantly, some of the skills in cartographic and statistical mapping. In so doing, we summarized important world views, perspectives, theoretical and applied knowledges, concepts, skills and attitudes which we had acquired, since 1967 when we entered the Department.²

From the faculty’s perspectives, the final project demonstrated in observable and measureable ways the knowledge, skills (including inquiry and critical thinking) and expertise which we had developed and honed during two years of classes, labs and short field trips. The final project was important because it evaluated our academic performance, and complemented the final, closed book written examinations.

As I remember, in Geography, the processes of assessment and evaluation were more gradual and humane. Formal and informal evaluations were divided into more manageable clusters/chunks. In some ways, specific aspects of our evaluation were very similar to the ones advocated by Bloom’s Taxonomy of Learning. Meaning that in UWI, Geography courses, there was far less reliance on recall and regurgitation of simple facts, and more emphasis on thick, rich verbal and visual observations, descriptions and analyses. Higher order thinking skills such as applications of models and theories, syntheses and generalizations were also, tremendously important.

My own story

Preferring to conduct individual research whether in the UWI main library, or in the field itself, instead of ‘beating books’ to sit the written examinations, as a self-directed learner, I looked

forward to conducting the field research. I was very happy that we were encouraged to select a topic which was based on individual interests.

During the summer holidays, of 1969, I began preparation. I developed a proposal and a list of open ended questions tailored for each of the different organizational representatives whom I chose to interview (face to face). Firstly, I interviewed middle level representatives, at the Jamaica Tourist Board's Head Office on Harbour Street. I obtained information, egs.: accounts of the history of the hotel industry in Jamaica; collected brochures which listed by region, the locations, total number of rooms per hotel and some other details. As importantly, I was given a large sample of some of the beautiful, large black and white photographs of the island's, scenic landscapes and popular tourist sites and attractions which I sifted and later, included a few in the final thesis.

My purpose was to explore whether and if so, which backward and forward linkages were generated by some of the largest hotels along the north coast. To do so, I spent a few weeks in the field, to collect the data. I organized interviews with the managers of at least 10 of the largest hotels, which were constructed mainly, with foreign capital. From the air, the hotels exemplified, a type of string strip development; running like a thin ribbon along the coastal plain often, with raised coral reefs, as backdrops. The tourist resorts stretched from Discovery Bay, to Run Away Bay through to the former Playboy Hotel, in Boscobel, St. Mary.

I contacted and interviewed a manager of the Agricultural Marketing Corporation in Brown's Town. I stayed with a cousin, who was the local manager, of a large, sprawling, low rise, foreign owned hotel near Ocho Rios. My cousin, very generously, lent me her car or I took a taxi, in order to, travel to conduct the pre-arranged interviews with the hotel managers.

Understandably, all managers were extremely cooperative, because they wished to present their respective hotels, in the best light. I was given extensive tours of the hotels from the kitchens, to the manicured grounds, to the dining rooms, to the luxury suites. In addition to the interviews with the hotel managers, I visited some of the nearby tourist attractions, egs.: The Ruins (a new disco at the site of a small floodlit waterfall); and the caves of the newly, opened Green Grotto.

One should remember that my case study was conducted well before, Urban Development Corporation's (UDC) flagship creation of a major tourist resort in Ocho Rios. Gloria Knight, the Director, and John Allgrove, the Senior Engineer of UDC, played instrumental roles in the town's significant make over and re-development. In 1969, there was no carefully designed, comprehensive land use plan for the future. The major highway (the bypass), Turtle Towers (condominium complex), high rise hotels on the strip, reclaimed white sand beaches, pier for cruise ships, and the relocation of the bauxite loading facilities; none existed. There were no cluster of attractive tourist shops and a craft market. Everything in the new development was strategically designed and constructed. Ocho Rios would be transformed from a sleepy, fishing village to a tourist hot spot.

In retrospect, although, I searched for economic linkages, there were some but not many, as I had anticipated, egs.: (i) A little food was supplied by the AMC and local farmers. At that time, very little of the food consumed by the tourists in the hotels was locally, produced. Most meals served were to cater to the needs of US tourists. (ii) Employment, was predominantly, at the

lower levels of the hotels/organizational hierarchies. Except for employment as unskilled and semi-skilled labour, such as cooks, kitchen staff, waiters/waitresses, domestic staff (maids & laundry services), and ground crews, there were very few, if any Jamaicans employed at the higher echelons of the hotels job ladders. In this sense, each hotel, appeared to be a modern day plantation. (iii) In conversations with a few taxi drivers, the impression was given that tourists in the hotels were rich, and that they enjoyed far more the sun, sea and sand (See Trevor Rhone's, early 1970s, satirical play, "Smile Orange", set in a fictitious hotel). At that time, being so young, I did not make any connections between the recreations in each hotel of a plantation style political-economy.

I thoroughly enjoyed the self-directed field work, and liked grappling with and making sense of the wealth of information and data collected. For several nights, on the second floor of the main library, in the first term of 1970, I worked assiduously: collating and analyzing, data; preparing maps and statistical diagrams, and writing the final study. In completing the study, I realized that I particularly, liked, conducting research which involved active interactions with individuals, in contrast with research conducted in a lab.³

Endnotes

1. Unfortunately in moving between New Zealand, returning to Jamaica and migrating to Canada, in 1977, I have lost my only copy of the 1970 study. Original copies of all students' final research projects, should be in the Geography Department.
2. In a conversation with Dr. Mulchansingh in the late 1980s to early 1990s, he indicated that Geography was a fundamental discipline. Further, that students who studied Geography at UWI, had acquired research knowledge and skills applicable, to many fields. The geographer's contributions in Volumes 1 and 2, support Mulchansingh's views.
3. See DePass' essay, Part 1, for references to significant unanticipated spinoff from the small research project conducted, almost 50 years ago, in Ocho Rios.

Reference

Gopsill, G. H. (1966). *The Teaching of Geography*. London: Macmillan and Co. Ltd.

Samples of Barry Floyd's Photo Journal (UWI and Beyond)

Participation in Conferences:

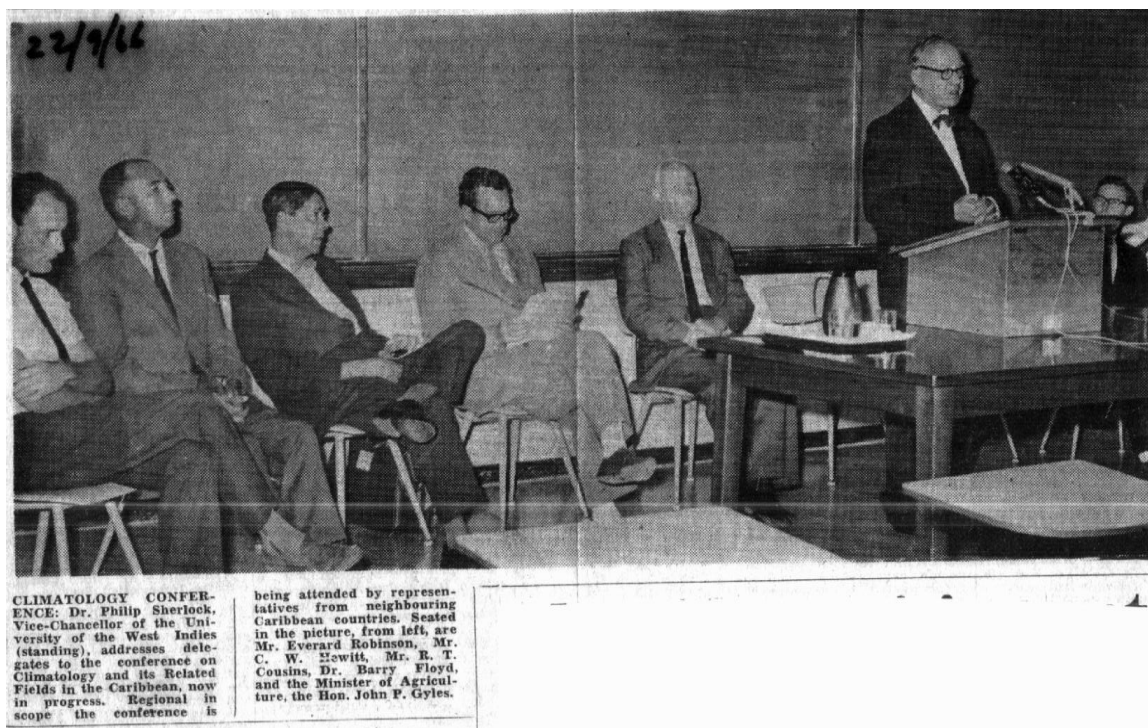


Photo 1: Key presenters at a Climatology Conference (1966).



REPRESENTING JAMAICA at the 21st. International Geographical Congress, held in New Delhi India from December 1 to 8, 1968, was Dr. Barry Floyd, head of the Geography Department, U.W.I. In the above photograph, Dr. Floyd is seen (left) arriving for the opening session of the Congress — presided over by the Prime Minister, Mrs. Indira Ghandi — in the company of Dr. Leslie Cummings (right), head of the Geography Department, University of Guy-

ana. Dr. Floyd presented an illustrated paper to Congress delegates entitled: "Agricultural Innovation in Jamaica: the Yallahs Valley Land Authority." He also participated in a working party to establish a Commonwealth Geographical Bureau, and voted in the General Assembly of the International Geographical Union on issues relating to the professional advancement of the organization over the next four years.

Photo 2: Barry Floyd, representing Jamaica at the 21st International Geography Congress, New Delhi (1968).

Geography Dept.'s Academic Staff and Graduate Students:



MEMBERS OF ACADEMIC STAFF, GEOGRAPHY DEPARTMENT, U.W.I. (1971/2)

From Left to Right: Dr. Vernon Mulchansingh, Mr. Bud Frank,
Miss Ann Norton, Dr. Barry Floyd, Dr. Alan Tyre.
(Not in photograph: Mrs. Wilma Bailey).



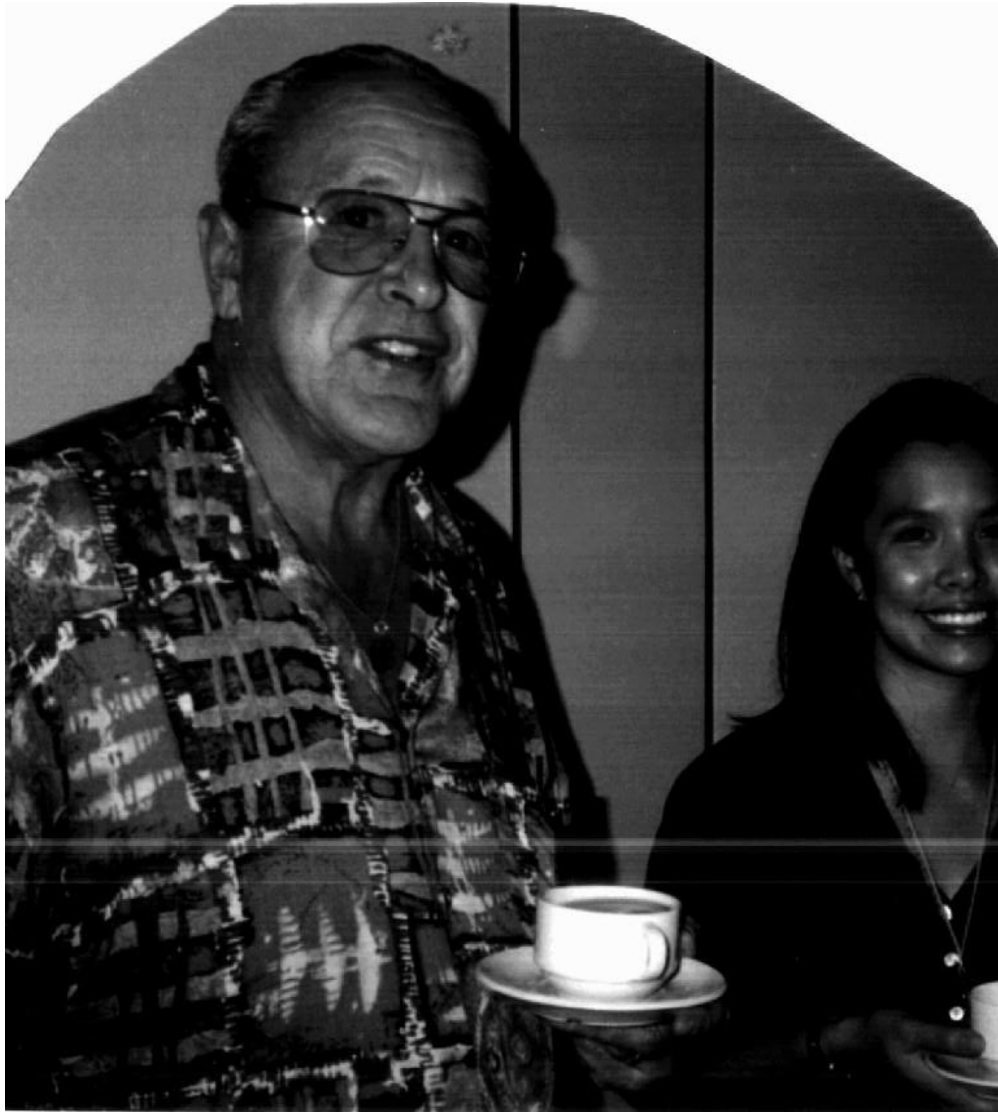
GROUP OF POSTGRADUATE STUDENTS, GEOGRAPHY DEPARTMENT, U.W.I. (1971/2)

From Left to Right: Mrs. Valerie Magnus (Medical Geography);
Mr. Kit Zweigbergk (Tourism in Jamaica); Mrs. Angela Heron
(Urban Geography, Kingston); Mr. Pat Chen (Economic Geography,
Middle America); Mr. Mike Morrissey (Population Geography);
Miss Anne Baxter (Agricultural Geography).

Photo 3.1: Geography Dept., Academic staff (1971/1972).

Photo 3.2: Early Geography, MSc students (1971/1972).

A love of teaching the discipline still flourishes:



Dr. Barry Floyd, having coffee
with a tutee.

Photo 4: Barry Floyd's mentorship of a Geography student, continues.

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