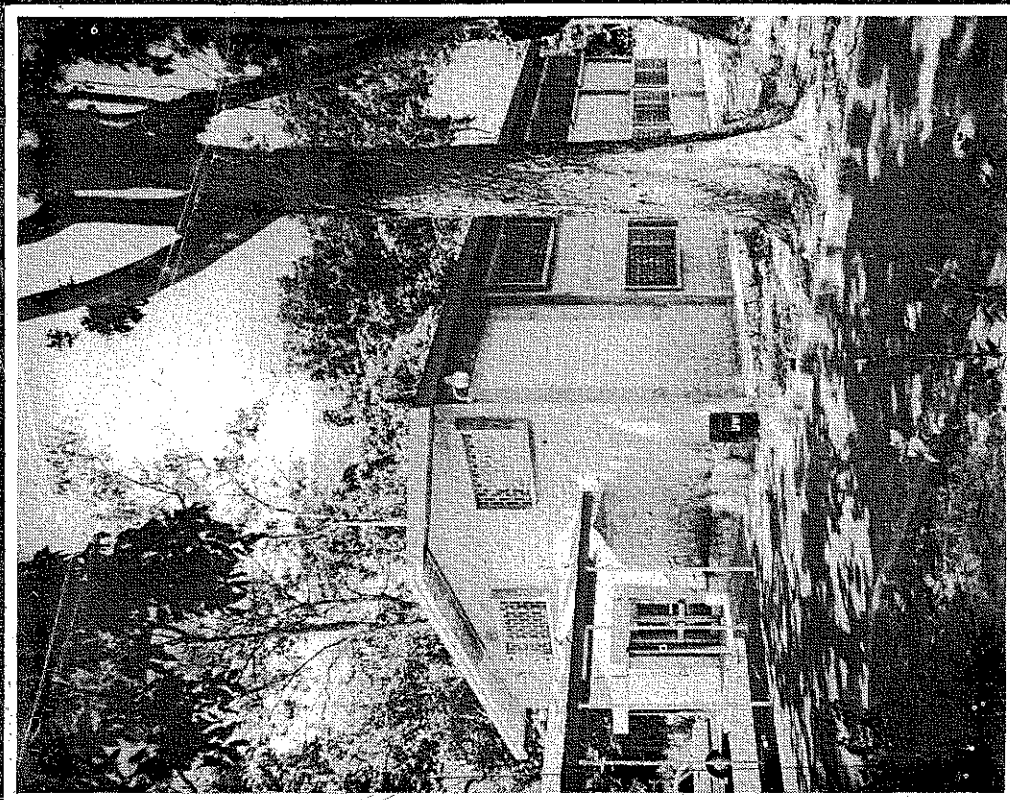




BROCHURE IN
 COMMEMORATION OF
 THE 25th ANNIVERSARY
 MARCH 16th - MARCH 23rd, 1986.
 Faculty of Education, St. Augustine.

*W. J. Lee
 P. J. Lee
 LEISA*

THE UNIVERSITY
OF THE WEST INDIES,
ST. AUGUSTINE

FACULTY OF EDUCATION



BROCHURE

INCOMMEMORATION

OF THE 25th ANNIVERSARY

MARCH 16th - MARCH 23rd, 1986

Growth of the Faculty

The *Institute of Education* was established in 1963 with the support of the West Indian Governments and the Ford Foundation. In October 1972 a new administrative structure introduced a diversification of functions which resulted in a change of label from Institute of Education to School of Education. Teaching, Research and service to the community formed a triad of activities within this new structure.

During the period 1963-1972, the major thrust was the improvement of the quality of Teacher-Training in all the contributing territories. Activities were: approving of syllabuses, monitoring examinations, developing curriculum materials, conducting in-service courses, conferences and workshops.

A significant feature of the development operations was the direct involvement of International Agencies such as UNESCO, UNICEF, and OAS in major education projects. At St. Augustine, the Caribbean Language Research Programme and Curriculum Development in the areas of Social Studies and Mathematics were the major ongoing activities.

In the ensuing years there was a gradual expansion characterized by responses to varying needs and circumstances. Indeed the pace and direction of growth have been occurring within a context of social, political and economic realities impinging on the schooling and education process. In 1984 with the restructuring of the University, the School of Education became the Faculty of Education. The introduction of a number of new courses in the Faculty clearly underlines its accommodation to the immediacies of expansion both short-term and long-term.

The Faculty of Education which now comprises the Teaching Section and Research and Development Section is now organized into two Departments.

- (a) The Department of Teacher Education and Educational Foundations.
- (b) The Department of Educational Research and Development.

The courses of study currently offered fall into two main categories:

- (a) Professional preparation for serving teachers at Secondary and Primary Levels.
- (b) Higher Degrees in Education i.e. M.A. (Ed.), Ph.D. (Ed.)

BROCHURE COMMITTEE

Roy Narinesingh (Chairman)
Maria Byron
Karl Crichtlow
Kelvin Jarvis
Lennox Bernard

SCHOOL OF EDUCATION LIBRARY	
U.W.I., ST. AUGUSTINE	
Call No	PM LE 15, A1 B 715
Accession No	210/83
Price	
Date	19 SEP 1986

It is envisaged that in addition to the existing programmes the Faculty will be expanded to include courses in the following areas: *Special Education, Educational Administration, Vocational and Technical Education, Certificate Programmes* in all curriculum areas for practising teachers at primary level and *Initial or Pre-Service Education* for secondary level teaching.

This new role suggests a renewed critical posture involving the establishing of priorities, a re-definition of goals, tasks and approaches, in order to maximize present resources, both physical and human. While responding to the claims of restructuring the Faculty preserves its essential character reflected in its research thrusts, continuing staff development opportunities and ongoing linkages with the wider University community both at home and abroad.

IN-SERVICE DIPLOMA IN EDUCATION PROGRAMME

The programme is designed to meet the needs of graduate teachers serving in secondary schools, and to help them to function more efficiently and effectively as educators of Trinidad and Tobago. The student does supervised practice during the calendar year and, in addition, attends the University during school vacations and on Fridays of the school term. The programme consists of:

- (a) The theory of education and
- (b) The practice of education



Curriculum Session Discussion

THE THEORY OF EDUCATION

The theoretical content of the course is selected in the light of the objectives of the programme. To that end, a two-pronged approach is applied.

On the one hand, a coherent core of each of three disciplines — philosophy, psychology and sociology — is treated in separate lectures. On the other hand, a thematic approach is used to draw together the relevant insights from the separate Foundation Areas around themes that relate to the perceived needs of students and teachers in the schools of Trinidad and Tobago.

The themes that are currently analysed and critically examined are:

- (1) The nature of Education
- (2) Social Aspects of Education
- (3) Teacher-student Relationships
- (4) Curriculum
- (5) Teaching and Learning
- (6) Values and Moral Education
- (7) Language and Education
- (8) School Organisation.



Education Staff in Concert

THE PRACTICE OF EDUCATION

The focus is to prepare the teacher to select and manage suitable learning experiences for students in the schools of Trinidad and Tobago. Theoretical guidelines analysed by teachers during curriculum sessions are applied mainly in the teacher's classroom with the guidance of the curriculum tutor.

ASSESSMENT REQUIREMENTS

Apart from highly satisfactory attendance and involvement in all learning activities, the assessment of a student's performance is based on:

- (a) Demonstrated competence in the teaching of a subject as

period for completing this programme is three (3) academic years.

Coursework includes selection of four (4) courses from:

The Philosophy of Education;
The Psychology of Education;
The Sociology of Education;
Language Education;
Curriculum Theory and Educational Administration.

Research Methods is compulsory.

Courses are assessed through written assignments and a final examination. The dissertation, however, reflects research undertaken by the student and should not exceed 50,000 words.

The Degree of Doctor of Philosophy (Ph.D) is offered to persons who satisfy faculty requirements provided adequate supervision can be assured. This depends on the staff expertise available on application.

DEPARTMENT OF EDUCATIONAL RESEARCH AND DEVELOPMENT

In its present form, the Section was part of the Institute of Education which was established specifically to assist in the development of curriculum in Teachers' Colleges. Research was then mainly action-based with short term potential. Today, research continues to be system supportive.

The small size and present staff composition, dictated by recruitment policies, have kept research interest person-specific. However, new focuses within the Faculty should see a thrust towards more general research that would be transformational. Furthermore, such mobilization should delineate a clear ongoing set of research activities for the Faculty.

OUTREACH ACTIVITIES

In addition to the teaching and research functions of the Faculty, staff members are engaged in a variety of professional activities both intra- and extra-mural.

Participation in activities at the Faculty takes several forms - Membership

On University Committees, Staff Seminars and the conduct of Workshops and short in-service courses.

Outreach work includes the provision of consultancies and services to institutions and organizations in the country. The main categories of public professional services are: the organization of workshops, conferences and seminars; membership on Commissions, Professional Associations and Examining Boards; collaborative ventures with associated institutions such as Teacher Colleges and involvement in community-based activities.

LINKS WITH OTHER UNIVERSITIES

The Faculty of Education, St. Augustine, has since its inception established links with the wider university community through its provision for the appointment of external examiners and moderators, the practice of staff exchanges and invitations to visiting scholars of international repute. These links have proved to be mutually beneficial and are intended to promote development in a number of areas related to education.

Support Services

THE LIBRARY

The Education Resource Library was created in 1973. It contains a comprehensive collection of materials in the field of education, with growing emphasis on Caribbean publications. The collection numbers approximately 15,000 items consisting of books, monographs, reports, newspaper clippings, files, theses, government documents, microtexts and subject bibliographies. It subscribes to over 150 journals in education.

Some of the services offered are:

- (i) Bibliographical searches
- (ii) Photocopying
- (iii) Lists of new acquisitions

- (iv) User orientation
- (v) Routing of publishers' catalogues to staff
- (vi) Book loans
- (vii) Assistance in using materials
- (viii) Availability of facilities for group discussions.

The library serves the staff of the Faculty of Education, staff and students of the wider university community, planners and researchers of the Ministry of Education and other persons whom the Faculty may deem eligible.

The library also plays an integral part in the teaching and research programmes undertaken by the Faculty through the acquisition and dissemination of published material.

THE MULTI-MEDIA PRODUCTION CENTRE

The Multi-media Production Centre (MPC) began as a UNESCO Pilot project in 1970. The centre is essentially divided into two sections: Audio-visual and Printing. The audio-visual section is a well equipped photographic unit geared for copy reproduction of charts, illustrations, high contrast black and white slides from technical drawings, graphic illustrations and colour slides for educational purposes.

Existing studio facilities are used by staff for previewing films and micro-teaching. Workshops and seminars are conducted in schools as outreach activities by Faculty members of the M.P.C.

The printing and graphics section produces a substantial number of useful publications for the Faculty and the university community. The range includes: conference and workshop documents, annual reports, research and curriculum development publications, journals, posters and newsletters. This section uses some of the latest equipment in its operations.

STUDENT REPRESENTATION ON CAMPUS BODIES (J. C. C.)

Joint Consultative Committee (J.C.C.) and Faculty Board

The J.C.C. is a committee of 6 comprising 3 staff and 3 student members. The purpose of the committee is to provide a clear channel of communication between staff and students and a forum for discussion of problems.

Student representatives on these committees are selected by the end of September.

Projected Programmes

CERTIFICATE IN EDUCATION:

These programmes are similar in design to the existing Certificate in Education, Reading. They aim to provide teachers with knowledge and understanding of principles and practices in the relevant curriculum area.

A major feature of these programmes is the preparation of teachers to train other teachers in primary schools. The courses will assist students in acquiring skills for providing leadership, guidance and the preparation of resource materials.

These programmes are for one year of full time study and it is hoped that they will soon be offered to graduates of Teachers' Colleges.

BA, B Sc, (Ed)

These are proposed full-time programmes that are intended to prepare students specifically for the teaching profession at the Secondary level.

The programmes will help students to develop knowledge and understanding of their subject areas and a critical evaluation of practices/processes that promote school learning. Students will concentrate on a major and minor subject area, will benefit from exposure to School Practice and a professional studies component consisting of Philosophy, Psychology and Sociology of Education, Curriculum Theory and Design, and a Curriculum Project.

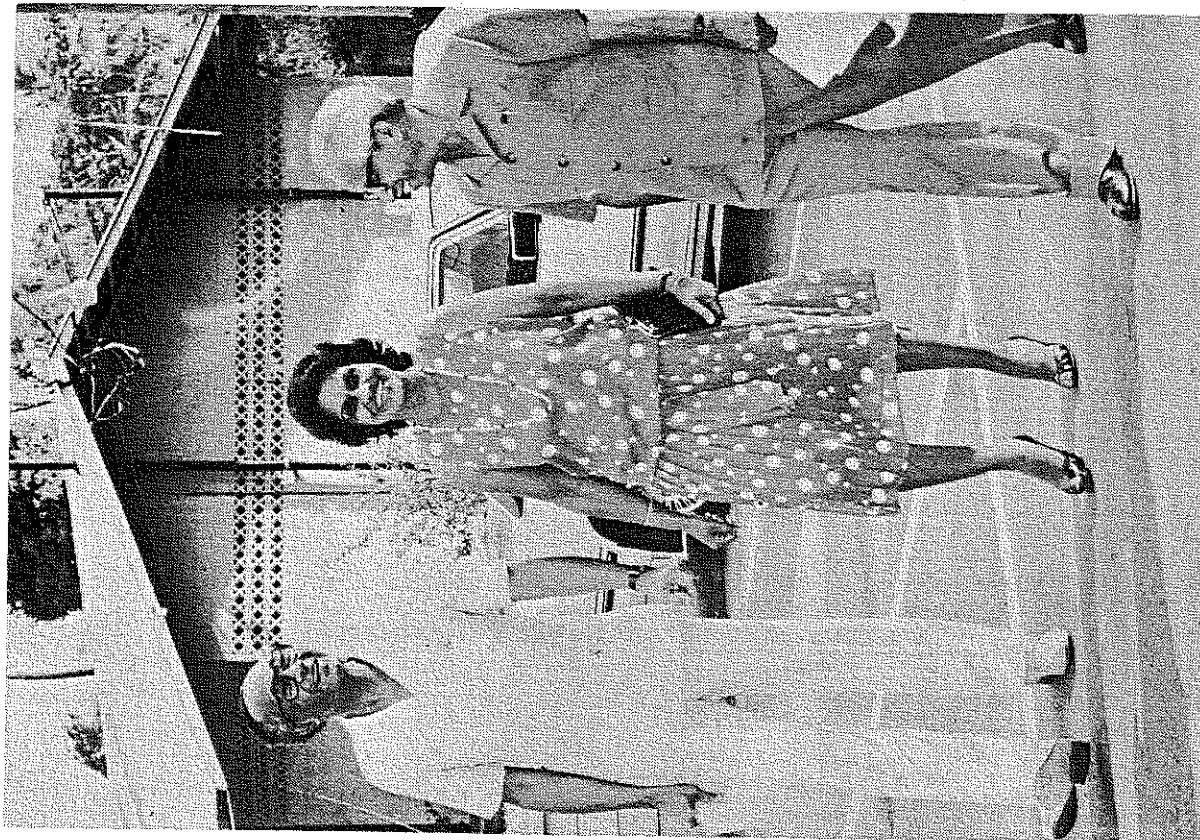
The four-year degree programme will be a cross faculty offering with the professional studies and school practice offered by the Faculty of Education.



Sporting Activities



Faculty of Education Library

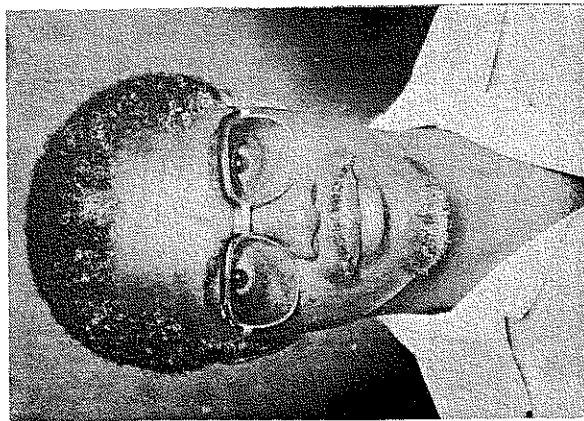


UWI Principal (left) visits Faculty of Education

EDRICK H. GIFT

BA Hons. (UWI), Dip. Ed. (UWI),
MEd (Ottawa), PhD, (Ottawa)

Dr. Gift taught at all levels of the education system in Trinidad and Tobago:- Primary, Secondary, Tertiary and Teachers' College levels. He has also held appointments in Canada as Lecturer and Assistant Professor. He was formerly lecturer in Teacher Education at the Faculty and Head of its Research and Development Section. Dr. Gift served as Vice-Dean of the Faculty for two terms. He's now a Senior Lecturer and University Dean with responsibility for the Faculties of Education on the three Campuses of the University of the West Indies. His involvement in professional activities includes membership of the Board of Teacher Training and the CXC Caribbean History Panel. He is also Editor of the History Teachers' Journal.



VIVEKANAND MOHAN-RAM,
BSc. (Puerto Rico), Dip Ed (Guyana), MEd. (Canada)

Mr. Mohan-Ram was formerly a Lecturer, Senior Lecturer, Deputy Principal, Principal (Ag.) at Cyril Potter College of Education (a teachers' training college, primary), Guyana. He was appointed Principal at Lilian Dewar College of Education (a teachers' training college, secondary), Guyana. He was also involved in a special assignment at U.W.I., Barbados, and the University of Guyana. His other professional engagements include Senior Mathematics Examiner - Caribbean Examinations Council, joint author of Oxford Mathematics for the Caribbean Bool I, and author of the revised version of Caribbean Primary Mathematics Books 4 and 5. He joined the Faculty of Education, as a Lecturer in the Teaching of Mathematics in the Certificate in Education Programme in 1985.

PAULA MARK

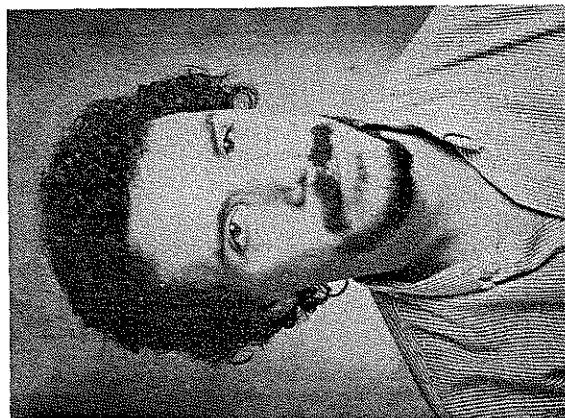
*BSc (UWI), MA, MEd (Columbia)
Dip Ed (UWI), Ed D (Columbia)*

Dr. Mark joined the Faculty of Education in 1978 as Lecturer in Education with special emphasis on the Teaching of Science. She has taught at both primary and secondary levels in Trinidad. Her major areas of research include Teacher Education and the Science Curriculum.



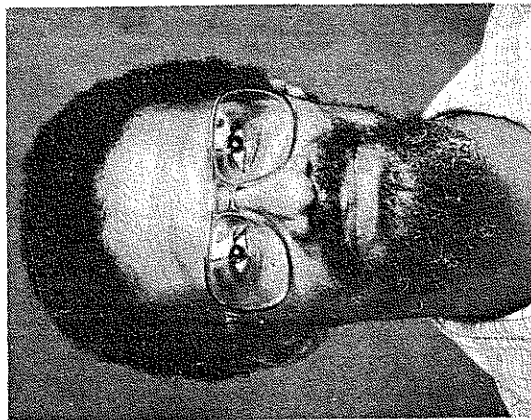
PETER KUTNIK
*BA (Oakland, USA)
MSc (Lond.), PhD (Lond.)*

Dr. Kutnik has taught at primary and secondary levels in the United States. Before assuming a Senior Lectureship at the Faculty of Education, St. Augustine, he was Lecturer in Education at Sussex University, England. His major interests are moral and social development, moral education, cooperative skills and classroom observation. His publications include a book and various chapters and articles.



LAWRENCE D. CARRINGTON
*BA (Lond-UCWI)
PhD (UWI)*

Dr. Lawrence Carrington joined the Institute of Education as a Research Assistant in 1965. He now holds the post of Senior Research Fellow and is Head of the Department of Educational Research and Development. He has also served for two terms as Vice Dean. A graduate of UWI, his primary research area is in creole linguistics as it relates to language acquisition, language teaching and educational policy formation.

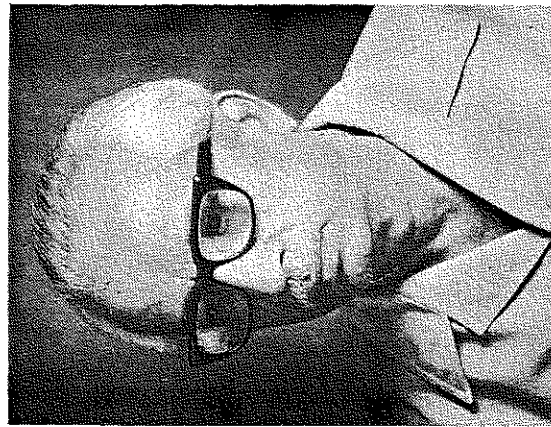


MRS. VENA JULES
*BSc Hons. (Queens)
MEd (Queens)*



Mrs. Jules has taught at all levels of the Trinidad and Tobago Education System. Her interests include research in Hydrology and ability range of secondary school students. She is currently a member of the Geography Association of Trinidad and Tobago and CXC Geography Development Panel.

MR. I. BEDDOE
*BA Hons. Dip Ed (Keele)
MEd (Alberta)*



Mr. Beddoe studied at Naparima Teachers' College and Universities in the UK and Canada. He was one time Master and Principal of secondary schools in Trinidad, and Lecturer at Government Training College. Formerly, Dean of the Faculty of Education, Mr. Beddoe is now a Senior Research Fellow in the Department of Educational Research and Development. His academic and research interests include Social Studies and Values/Moral Education.

ROY NARINESINGH
*BA Hons (Lond. UWI)
Dip Ed (UWI) MA. Ed. (Texas,
Austin)*



Mr. Narinesingh was educated at Naparima College, UWI, Mona, Jamaica and the University of Texas at Austin. He has taught at primary and secondary levels and has served as Vice-Principal at the secondary level. His research interests are: Language across the Curriculum and Children's Literature in Education. His publications include primary and secondary level courses and assessment works in English Language. Mr. Narinesingh joined the Faculty of Education as a Lecturer in Education with special emphasis on the Teaching of English since 1975.

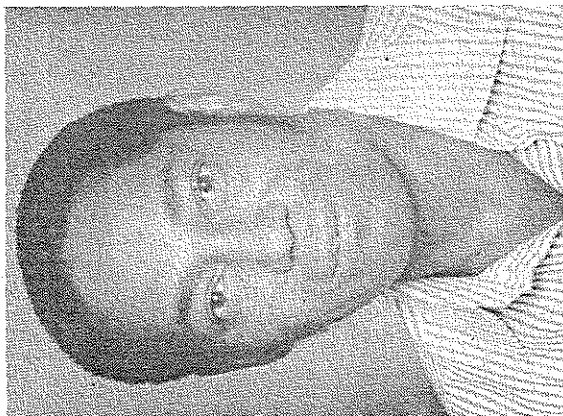
CLAUDE LUTCHMAN
*BA. (UWI) Dip. In Maths. Ed.
(Southampton),
Dip. Ed. (UWI), Dip. In Curriculum and Instruction
(Calgary), Teachers' Certificate.*



Mr. Lutchman joined the Faculty of Education as a Temporary Lecturer in the Teaching of Mathematics. He has taught at primary and secondary school levels and at the Teachers' College at Port-of-Spain and Valsayn.

KELVIN JARVIS
MA (Lough), FLA

Mr. Jarvis, a former Acting Senior Librarian, Trinidad Public Library, has taught at primary level in Trinidad. He was educated at Loughborough University and Manchester Library School. He has worked in England and Canada for several years, and has served on several committees in the Province of Ontario. Mr. Jarvis is currently a member of the Bibliography Committee on the Acquisition of Latin American Materials. He joined the Faculty of Education as Librarian/Documentalist.



LENNOX BERNARD
BA (UWI)
MEd (Toronto)

Mr. Bernard has taught at Primary, Secondary and Tertiary levels of Education in Trinidad. He joined the Faculty as Lecturer in Social Studies Education in the Department of Teacher Education and Educational Foundations. He has been currently engaged in research on Drug Abuse among the Adolescent Population in Trinidad and Tobago. Mr. Bernard has also been involved on a continuing basis with National Debating and Public Speaking adjudication at the Secondary level.



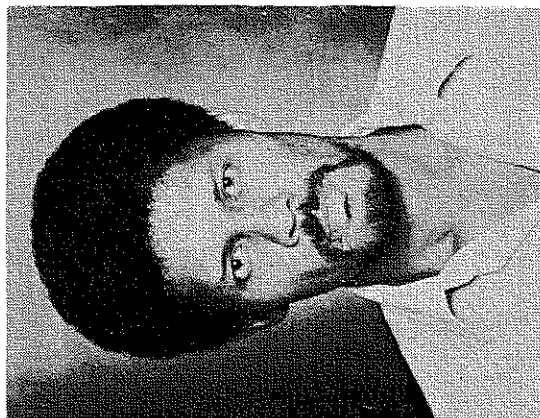
MARIA BYRON,
BA, Dip. Ed (UWI)

Mrs. Byron taught at all levels of the education system in Trinidad and Tobago. She joined the Faculty of Education in 1983 as a Lecturer in the Teaching of Mathematics in the Diploma in Education Programme. She has been seconded to the Certificate in Education Programme, Teaching of Mathematics, and is now Co-ordinator of that programme. Mrs. Byron is the Secretary of the Mathematics Association of Trinidad and Tobago.



KERL A. CRICHLLOW
BA, (Toronto, OISE)
MEd. (Toronto, OISE)
MA. (Br. Col.)

Mr Crichlow joined the Faculty of Education in 1984, as a Lecturer in the Teaching of Reading in the Certificate in Education Programme. His area of specialization includes Reading and Special Education. He has been actively involved in projects related to diagnosing students' reading needs and the prescription of reading programmes, at the secondary level. Mr. Crichlow is a member of the Trinidad and Tobago Reading Association.



STEPHEN QUAN SOON

BA (UWI) MEd (Toronto)

Mr. S. Quan Soon joined the School of Education as Lecturer in Mathematics Education in 1979. Previously he held the post of School Supervisor II, Curriculum, at the Ministry of Education. He is now the Head of the Department of Teacher Education at the Faculty. He has been involved with CXC Mathematics in the capacity of Chief Examiner. He is the author of Mathematics Curriculum Materials at both Primary and Secondary levels.



IAN, E. ROBERTSON

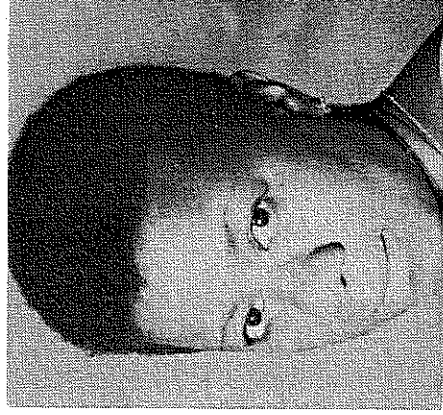
BA (UWI) PhD (UWI)

Dr. Robertson taught at primary, secondary and university levels in Guyana before taking up his appointment as lecturer in the Teaching of English at the Faculty of Education, St. Augustine. His research interests include language teaching in Creole communities, second languages learning and Creole languages (Dutch, English and French). He is currently engaged in research on the writing of UWI undergraduates.



MRS. JUNE GEORGE
BSc (UWI), MEd (Toronto)
MEd (Queens)

Mrs. George joined the Faculty of Education in August 1983. She has taught Chemistry and Integrated Science at the secondary level in Trinidad and Tobago. She is a member of the Association for Science Education of Trinidad and Tobago and has been involved with the Caribbean Examinations Council since its inception.



JEANETTE MORRIS
MA (Edin), Dip Ed (UWI)
MSc (Georgetown)

Mrs. Morris was educated at University of Edinburgh, Georgetown University and the University of the West Indies. She has taught at secondary school, university and adult evening classes at the Institute of Languages. She has done simultaneous interpreting for international conferences both here and abroad, and has acted in the capacity of curriculum consultant for the Institute of Languages in the restructuring of their curriculum offerings. Mrs. Morris joined the Faculty at St. Augustine as a Lecturer in the Teaching of Modern Languages.



CAROL KELLER

**BA (UWI) Dip Ed (UWI)
MA (Stanford University)**

Carol Keller did his undergraduate training at UWI St. Augustine and pursued post-graduate studies at the same institution in International Relations and Education. He did further post-graduate studies at the Stanford International Development Education Centre (Stanford University) where he is now enrolled in a PhD programme and at the London Institute of Education (The Centre for Staff Development in Higher Education) where he pursued courses in programme design and staff development in Higher Education.

He is currently engaged in teaching courses in the Sociology of Education at the Diploma, Certificate and Master's level and courses in the teaching of Economics, Business Studies and History.

ANDREW BALLANTYNE

**BA Kent, PGCE,
Diploma Open University**

Mr. Ballantyne joined the Faculty of Education in 1984 as a Lecturer in the Teaching of Reading.

IRMA KING

**BA (Hons) (Lond. U.C.W.I.)
Dip Ed. (U.C.W.I.)
MEd (Toronto)
PhD (Toronto)**

Dr. King, formerly of the Faculty of Education, University of Guyana, has taught at Primary, Secondary and Teacher College levels in Guyana. She has also worked in Trinidad and the United Kingdom as a secondary school teacher. Her research interests are:-

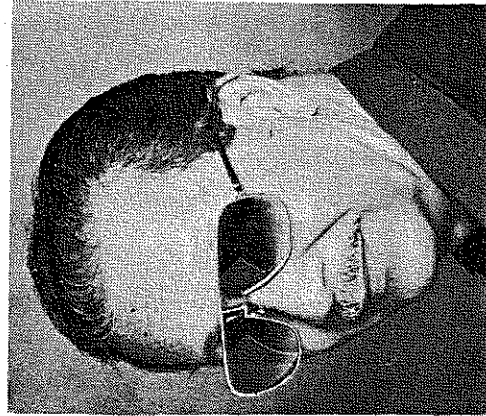
Teacher Classroom Behaviour,
The Correction of Error and
Students' Learning Styles.

Dr. King joined the Faculty at St. Augustine as a Lecturer in the Teaching of Modern Languages.

VICTOR LOOK LOY

TEACHERS' CERTIFICATE

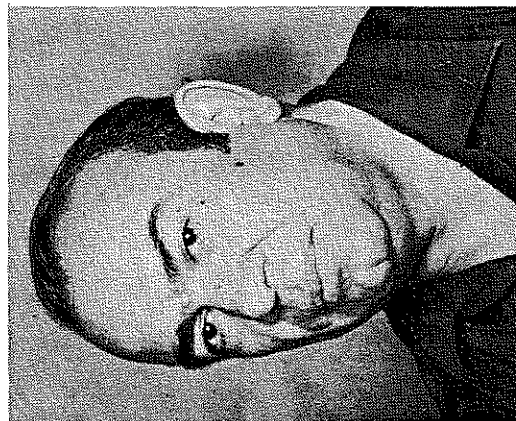
Mr. Look Loy was a former school teacher and principal at the primary level of the education system. He served as Education Broadcasting Officer II at the Ministry of Education. He joined the Faculty as Education Technologist in 1975 and participated in UNESCO - U.W.I., Teacher Training Projects RLA 142. Mr. Look Loy has done production and script writing for the BBC, and at Ryerson Institute, Toronto, Canada.



M. H. RAHIM

**BSc. (Baghdad), MSc. (Lond.),
M. Phil. (Lond.), PhD. (Lond.).**

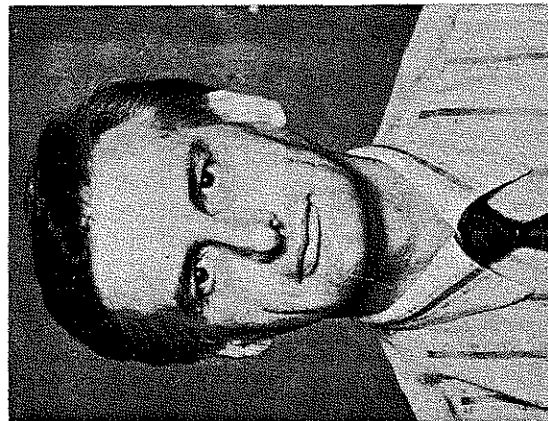
Dr. Rahim joined the Faculty of Education as a Lecturer in the Teaching of Mathematics. He also held appointments as Teaching Assistant and Assistant Professor at the University of Alberta, Canada. Dr. Rahim is a reviewer for the School Science and Mathematics Journal in the fields of mathematics, statistics and computer applications in education. His major areas of interest include geometry and computer applications.



RICHARD T. ALLEN

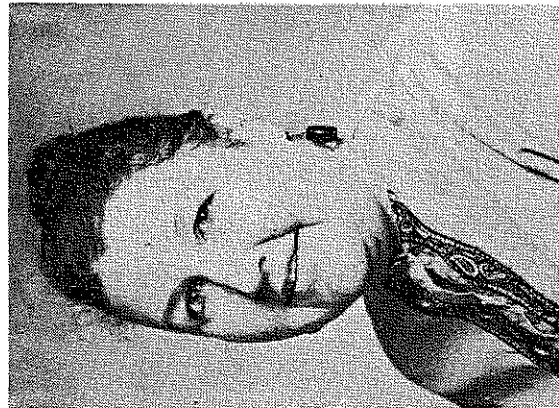
**BA (Nott.), MEd. (Leic.)
PGCE (Hull), PhD (London)**

Dr. Allen worked in industry, taught English at Kettering Grammar School, England, and was one time Lecturer in Education at Loughborough College of Education. Prior to his appointment as Senior Lecturer in Philosophy of Education at the Faculty at St. Augustine, Dr. Allen was Senior Lecturer at Sokoto College of Education, Nigeria. He has published two books on the philosophy of education and several journal articles on philosophy, education and theology.



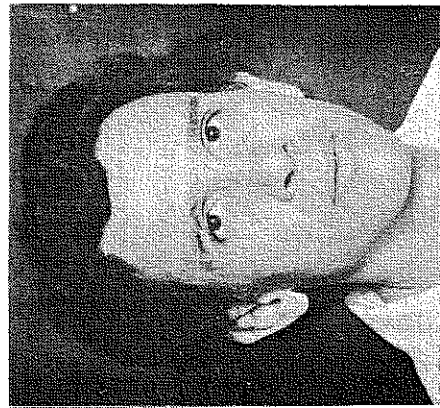
MARGARET EATON WATTS
BA (Oberlin College)
MA (Columbia).
PGCE (Lond.), PhD (Union)

Dr. Watts has taught English at Lady Doak College, South India, and at Tema Secondary School, Ghana. She has trained Peace Corps Teachers for the secondary schools of Ghana and Primary English Teachers at Accra Teacher Training College; she has also taught English to translators at the Institute of Languages, Accra. Dr. Watts worked in the English Department, University of Ghana, for ten years before taking up her appointment at the Faculty of Education, St. Augustine, as Lecturer in the Teaching of English.



BERNARD L. HEYDORN
BA (Ottawa)
MEd (Toronto), PhD (Lond.)

Dr. Heydorn joined the Faculty as a Research fellow in the Teaching of Reading in 1984. He has had training and exposure in the areas of psychology, education, special education and reading. He has worked at Primary, Secondary and University levels in the West Indies, Canada and the United States.



PAMELA FRASER-ABDER

**BSc (UWI)
MEd, PhD (Penn)**

Dr. Abder joined the Department of Educational Research and Development in 1977 as a Lecturer. Her areas of research include Science Curriculum Development, Concept Learning and Science Attitudes. She has been actively engaged in Science Popularization Programmes.



JUDITH REAY

**BHSc
F. Inst. P.**

Miss Reay has taught in schools in New Zealand, Fiji, Switzerland, Jamaica and England. She has conducted courses in Teacher Education in the Cameroon and Pakistan, served as Director of the Science Education Project and Centre at UWI Mona and was closely involved in lower secondary science curriculum development for Jamaica and the Caribbean. She considers outreach and teacher development a major priority. She has also been heavily involved in several capacities with CXC since 1977. Miss Reay joined the Faculty as Senior Lecturer in the Teaching of Science since 1973.



**THE UNIVERSITY OF THE WEST INDIES
FACULTY OF EDUCATION
ST. AUGUSTINE**

**The Dip Ed Programme — Some Considerations
by R.H.E. Brathwaite**

It is not merely useful, but necessary, to take stock every now and then of any programme of activities in order to ensure that everything is working as smoothly, as efficiently and as successfully as one can reasonably expect. An attempt is made in this paper to give the background to the present Dip Ed Course at St. Augustine, as well as some of the major considerations that must arise when any form of examination takes place.

Any attempt at evaluation that emphasises statistical techniques is doomed to be sadly deficient, for it can point only to those things that are measurable, eg. number of failures, passes, distinctions etc. What is needed is extremely difficult — a thorough consideration of such things as the objectives of the programme, the methods of teaching, the methods of assessment, the ecology of the secondary school in Trinidad and Tobago, the attitudes of parents, teachers and pupils to schooling and to education. Perhaps this is why no formal evaluation has ever been attempted of any teacher-training programme whether at primary or at secondary level.

✓ But let us start at the beginning. In the late 1960s the Ministry of Education (and Culture) had begun informal discussions with the (then) Institute of Education, St. Augustine, on the possibility of initiating an in-service post-graduate Dip Ed Course. When there was a meeting in Port of Spain, in 1969, of CIECC, the OAS counterpart of UNESCO, OAS officials expressed great interest in such a project, and assisted in framing the proposal in the correct way for forwarding formally to OAS Headquarters in Washington for technical assistance.

✓ At that time there were about 500 untrained graduates teaching in the secondary schools of Trinidad and Tobago, and the proposal asked for funds to cover the costs of training these over a five (5) year period. No thought was given to the numbers of new graduates entering the "profession" every year (incidentally, to this day extensions of the programme are limited to six years). However, the eventual OAS contribution fell far short of the expected quantum, but was handsome enough to get the Library off to a reasonably good start.

7. The August session was recognized as a period of self-examination for the teachers who were facing Education for the first time, though they might have been teaching for many years. This is also why, following up the Chaguaramas Conference of 1971, a panel of secondary school students was invited every August to give the teachers their candid views and perceptions of education, school and teachers, and to discuss these with the teachers.
8. Practising what it preached, the course was student-centred and not bureaucratically subject-centred.
9. Curriculum Tutors would be responsible, in their groups, for improving the teaching ability of the students, and for helping them at work in the schools, and for assessing their performance over the year.

Such then is the background to the Dip Ed course, the thinking behind its form and direction, and its actual provision in its first few years (whatever its shortcomings and imperfections).

In this light, and in the light of the changed and changing economic, social and political circumstances of the sovereign Republic of Trinidad and Tobago, it seems clear that any review of the Course must also include and emphasize the following considerations:

1. A part-time course may have been unavoidable when arrangements were made in 1970-72. A full-time course is a necessity now. In-service courses for primary teachers have always been full-time, as well as other courses for primary Principals, and teachers of various subjects.
2. The Diploma in Education confers 'trained-teacher' status. But officially no distinction is made between a graduate with a Diploma and a graduate without one. When a primary school teacher is trained he moves up, not one or two increments, but many ranges in the Classification and Compensation plan. When in 1970 primary school teachers were given a rush course of a few weeks in the content of various subjects (GCE fashion) they were given 2 increments! It is time to smash this prehistoric myth that possession of a degree makes you a secondary school teacher.
3. The nature and purpose of the Themes must be understood by all. Not only must they be relevant and internally consistent, but introductory and follow-up lectures in the "foundation areas" must be

- planned in conjunction with them so that students can participate with greater understanding.
4. The importance of the theme 'Language' cannot be over-emphasized; with 75% of the relevant school age moving on to secondary school, every teacher must have a good grasp of the pivotal role of language in the development of the child, not merely in the classroom.
5. Every teacher must learn more, how best to get pupils interested in his subject wanting to learn more, and understanding how it helps them to understand the world. But, despite outcry to the contrary, the teacher is much, much more than a classroom practitioner. He is essentially and primarily a guidance counsellor.
6. The Dip Ed programme must above all intellectualize the teachers, making them want to read more, discuss more and think critically about education, throughout their lives.

Finally it must be borne in mind that apart from minor, measurable matters, immediate results cannot be expected, but that success will show itself only as the years go by and students develop into good, dedicated, considerate persons.

NUMBER OF GRADUATES OF THE DIP. ED. PROGRAMME (1973 - 1985)

1973-1974	71
1974-1975	89
1975-1976	92
1976-1977	79
1977-1978	67
1978-1979	63
1979-1980	64
1980-1981	53
1981-1982	58
1982-1983	69
1983-1984	103
1984-1985	107
Total:	915

Programme

THE UNIVERSITY OF THE WEST INDIES
ST. AUGUSTINE

FACULTY OF EDUCATION

25TH ANNIVERSARY, THE UNIVERSITY OF THE WEST INDIES,
ST. AUGUSTINE,

MARCH 16 — MARCH 23, 1986

Programme of Activities at the Faculty of Education

— Faculty Library Exhibition —

Theme : Contemporary Issues in Education — The First Decade.
Date : March 17 — March 21, 1986.
Time : 10.00 a.m. — 3.00 p.m. each day.
Venue : Library, Faculty of Education.

The Faculty Library Exhibition features:—

- (a) commercially produced books by local publishers including those of the Multi-media Production Centre, Faculty of Education, U.W.I., St. Augustine,
- (b) a cross-section of completed staff research,
- (c) a range of available materials which treat current issues in the educational system of Trinidad and Tobago, and
- (d) a bibliography reflecting a substantial corpus of valuable research on education in Trinidad and Tobago, which includes monographs, chapters in texts, journal articles, addresses, reports, seminars and workshop documents reproduced in mimeograph form.

— Photographic Exhibition —

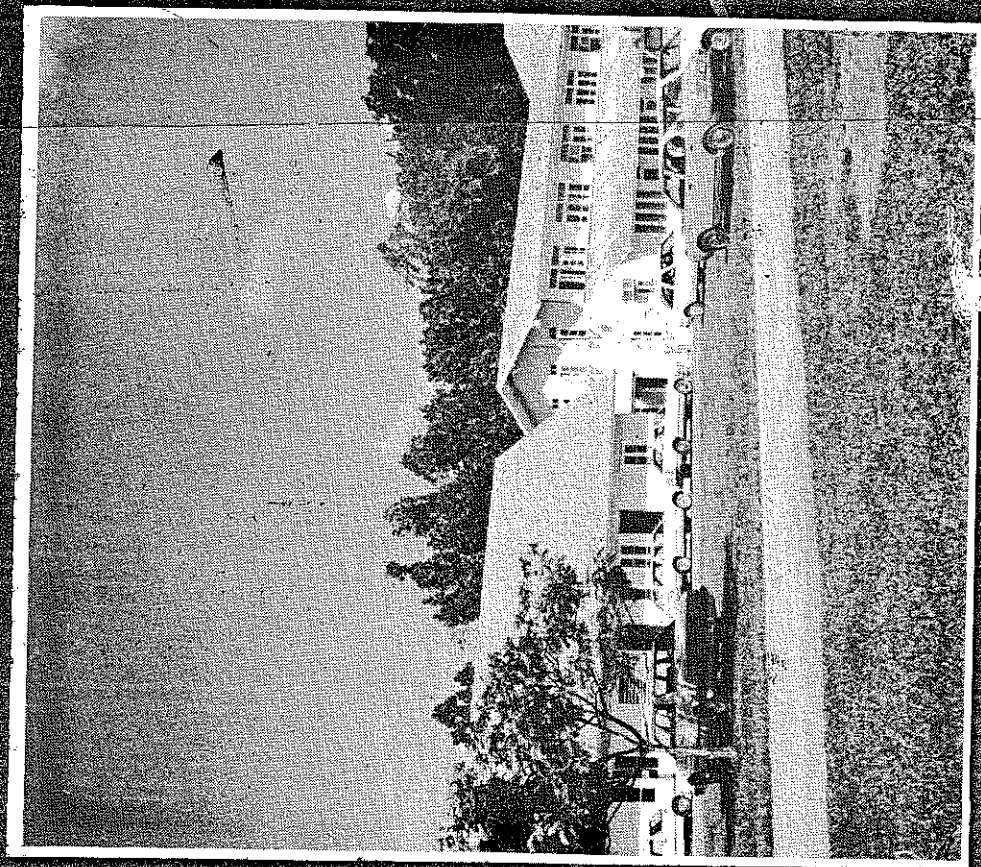
Theme : Photography as a Tool in Education.
Date : March 17 — March 21, 1986,
Time : 10.00 a.m. — 3.00 p.m. each day.
Venue : New Education Building, Ground Level.

Photographs form part of the wide range of iconic experiences from which the learner may benefit; and as reflections of reality constitute a rich source of information.

This information may be used to advantage by helping the learner to acquire knowledge, hence the theme "Photography as a Tool in Education".

But the theme apart, the exhibition provides an opportunity for aesthetic pleasure and some quiet relaxing moments viewing high quality photographic productions including video-tape material.

The cover photograph shows the New Education Building which was completed in May, 1985. In contrast, the photograph on the back cover gives a view of the Old Buildings which include the Faculty Library and offices of Administrative and Academic Staff.



Designed and Printed by Multimedia Production Centre, Photography: Courtesy
Multimedia Production Centre, Faculty of Education, U.W.I. St. Augustine, Trinidad.