

Order of Proceedings

Oration by Professor Carmel Mallia M.D., F.R.C.P.(Edin), FRCP (Lond.)

Address by Edward Xuereb, a Ph.D. graduand and
a representative of the graduands.

Conferment of Degrees

Solemn Declaration by Graduates

INNU MALTI

The Congregation rises when the Dignitaries leave the Hall.

Oration by Professor Carmel Mallia M.D., F.R.C.P. (Lond.), F.R.C.P. (Edin)
Professor of Medicine, University of Malta

I would like to thank the Senate of the University for granting me the privilege and the honour to address you on this most significant day.

I consider myself as being favoured by serendipity in that it should have fallen to me to address this distinguished audience in this historical church, so closely connected with the founding of the *Collegium Melitensae* in 1593. The *Collegium*, set up through the direct intervention of Pope Clement VIII and run by the Jesuits, was the forerunner of our University. The Faculty of Theology formed the initial nucleus of the *Collegium*. In 1676, three hundred and thirty years ago, Grand Master Nicolo Cotoner founded a School of Anatomy and Surgery at the *Sacra Infermeria* and appointed Dr. Fra Giuseppe Zammit as its first director and teacher. Graduating today are members of the two oldest faculties of our University, which is one of the oldest in Europe and the oldest in the British Commonwealth outside the United Kingdom. No wonder our *Alma Mater* is so rich both in tradition and in heritage. The strength of any university lies in its staff and its students, and we all have the responsibility of maintaining its prestige and eminence.

While graduation day marks a transition - an end of student life and a beginning of life as responsible professionals - it is also a continuation of the life-long learning process that each of us began at the start of our university days. Our real value to society does not lie merely in our store of factual knowledge and our ability to recall facts. Of course, facts are necessary since they are the building blocks of our knowledge and without them judgment is impossible. However, facts change: a significant proportion of facts that was dogma when I graduated in medicine thirty seven years ago are now obsolete. But then, change is part of life, a fact recognised over two thousand years ago by the Greek philosopher Heraclitus when he said that ‘there is nothing permanent except change’. Education, like life, is a journey, not a destination; it is a habit of mind, a philosophy of life, a way of being. The purpose of university education is to make you learn to learn, to continue to question, to challenge established ideas and to test new ones. A quotation from Sir William Osler, considered by many as the ideal medical practitioner, is appropriate – ‘The killing vice of the young doctor is intellectual laziness.’

Within a short time you will be receiving your diplomas which are officially validated by our University. By virtue of this conferment, society assumes that

you are being transformed from a lay person to a young, though inexperienced, professional. In the case of medical doctors, patients you will encounter will bestow you with power, trusting you with their well-being and with their lives. Professionalism does not mean getting more privileges in society, but rather more duties over and above the duties of being a citizen. The diploma does not bestow upon us the attributes of professionalism – most of us keep learning how to be better “professionals” throughout our lives, but we are constantly building on a foundation that was developed at University or Medical School.

Change is also evident in the evolution of the practice of medicine. Sociological and technological advances are occurring at an unprecedented pace. It is true to say that the medical breakthroughs of the last sixty years have probably saved more lives than those of any era since medicine began. A century ago, our predecessors graduated with little else but a large amount of medical facts and clinical skills to face the challenges of the day, which included tuberculosis, polio, typhoid, pneumonia, rheumatic fever and brucellosis. Their therapeutic armamentarium was hopelessly inadequate; no wonder life expectancy was low and infant mortality so high.

Thanks to the discovery of antibiotics and newer vaccines, improvement in social conditions, hygiene and sanitation, these major infections have been brought under control and in some instances, such as smallpox and poliomyelitis, eradicated. Brucellosis, so intimately linked to Maltese medicine, has not been reported in Malta for over 10 years. Other major advances have been recorded in all other spheres of medicine and surgery, both in investigative as well as in therapeutic fields. The challenges facing the medical profession today are quite different and include several chronic and degenerative diseases such as heart disease, stroke, arthritis, cancer and dementia, all due to multiple causes which may include both genetic and environmental factors, as well as new infections such as AIDS. Unfortunately, we shall be continuing to face an ever-increasing explosion of diseases caused by an intemperate lifestyle – obesity, smoking, alcohol and drug abuse

A major pharmacological development has been the ability to produce drugs aimed at specific receptors on cell surfaces. Such targeted pharmacological therapies are already a reality today, and have resulted in major therapeutic benefits in a number of diseases. Prospects for the development of other such drugs in the near future are very promising and will impact many areas

including oncology, haematology, rheumatology and psychiatry. As we learn more about the chemistry of mental function, diseases such as Alzheimer's could become manageable. The mapping of the human genome has set the stage in which doctors use gene tests to determine which patients are most likely to benefit from a particular treatment. It may also be that some time in the future stem cells may help our ailing bodies produce whatever proteins they lack.

The changing medical scene has resulted in significant changes in the nature of our service and the way we practise medicine. Our predecessors used to practise medicine mostly as solo practitioners, and were diagnosticians, therapists and pharmacists all wrapped in one. Unlike them, we now increasingly practise medicine as part of an ever-enlarging team of health professionals that may include administrators whose training is more in the line of economics and fiscal management rather than medicine and health care. While administrators and doctors share many attributes, not least among which is the desire to create an excellent health system, their perspectives sometimes clash. Resource constraints may threaten what the doctor sees as the proper discharge of his or her professional duties. Despite the changing scene, our prime concern should still be the same as it was centuries ago, namely the health and well-being of our patients. Patients themselves still expect their doctor to do what is in their best interest, they still expect their doctor to be their advocate and expect their advocate to be the leader of their management team. We must not betray that trust – although it is no easy task. Modern medicine is more effective but is becoming increasingly expensive; patient expectations are high and every new development moves quickly from something that would be nice to have to something that is definitely needed. There is no shortage of current and future medical, social and ethical questions to tackle and we have to ensure that our ethics keep pace with our science. How can we ensure that society can continue to afford quality health care for all? How can we ensure that access to health services is fair, just and based on real need? What about genetic testing – how are we to ensure that the information that is gained from these tests will not cause patients to lose their jobs or to be denied insurance? What about the ethics of stem cell research?

We are living in an exciting time, with medical science promising better prospects for improving human life. Challenges abound, but we must never forget the fact that it is the patient who is the centre of our attention. Irrespective of how technological medicine becomes, it will always remain

a human enterprise. Indeed, the legitimacy of medicine is based on our personal and intimate relationship with the patient and secured by the ethics of confidentiality. It has been said that the doctor's most compassionate act is to make the right diagnosis. Knowledge and ability to use this information are essential, but are incomplete unless we apply them with genuine regard to the patient, another human being, and ensure that we deal with each and every one of them with integrity, respect and compassion.

Dr. Francis Peabody was an American physician who practised in the beginning of the 20th century. He was a clinical scientist and an authority on typhoid fever and poliomyelitis who was described by his contemporaries as a model physician and a beloved teacher with an inner symmetry of intelligence and heart. He died of cancer at the age of 45, but his compassion and wisdom in patient care have made his short life an essential message for anyone who practises medicine. In 1927 he delivered what is considered to be his most famous lecture on "The Care of the Patient". In it he expressed concern that rapidly-growing scientific technology was crowding out human values in the management of patients. The need today to pay attention to the person as well as to the disease is even greater than in 1927. This is what Dr. Peabody had to say:

"The essence of the practice of medicine is that it is an intensely personal matter ...the treatment of a disease may be entirely impersonal; the care of a patient must be entirely personal. One of the essential qualities of the clinician is an interest in humanity, for the secret of the care of the patient is in caring for the patient."

I would like to congratulate all graduands from all the different faculties and institutes, Medicine and Surgery, Theology, Islands and Small States, Health Care and Gerontology, on their academic achievements. I wish to offer my heartiest congratulations to our new graduates from overseas for whom the challenges have been greatest. Unlike your Maltese counterparts you experienced much greater physical and emotional separation, and the challenges of a different culture and language. I congratulate you all, and fervently hope that you will all find as much satisfaction and as much fulfilment in your careers as I have in mine. I would like to end by also congratulating all the parents for whom this is a very happy occasion, marking a fitting reward for their enormous moral, emotional and financial support provided over so many years.

The Reunification of Knowledge

Fr. Edward Xuereb S.Th.D., J.U.D., S.Th.B. (*Ang*)

Dear Rector, Teachers, Students and Guests,

It is my pleasure and honour, on this very significant evening for me and colleagues, to share with you my modest reflections upon an essential feature of our University in the context of our competitive and dynamic knowledge-based society and economy.

Three months ago, the first *Bologna Handbook* was published in order to support higher education professionals in introducing and implementing the Bologna Process in their institutions. It is a process that officially started in 1999 with the goal of establishing a European Higher Education Area by 2010. In the just mentioned *Handbook*, it is argued that European higher education institutions will increasingly see themselves, as a result of this process, as part of a larger whole¹. In my opinion, this can be possible only if within themselves, these institutes of higher learning foment an interdisciplinary system of teaching and research based upon a system of sound and common values. In fact, one particular challenge which universities are facing today is the reunification of knowledge. It has been recognised that, “the academic world has an urgent need to adapt to the interdisciplinary character of the fields opened up by society’s major problems, such as sustainable development, the new medical scourges and risk management”². This interdisciplinary approach is needed in our day, as it always was, because each field of knowledge is just one aspect of a broader and more universalistic truth.

That is why it is dangerous when research workers, students and teachers close themselves within their specific area of knowledge, seeing only a portion of reality. Contrarily, the university, as both the etymology of the word (*uni-versitas*)³ and the historical origins of the institution clearly signify⁴, should be a place where both academics and students strive to acquire their desired specialisation not in a completely independent way but within the wider context of the ‘entirety’ of the *universitas studiorum*. “*Non omnia possumus omnes*”⁵: all of us cannot do everything. This truth has various implications.

(a) First of all, an **opening to other disciplines** is needed as a complement to one’s specialisation. Human and natural sciences should enter into dialogue once again.

(b) We need a **university culture that is genuinely “humanistic”**, in the sense that it corresponds to the human person because it is can give meaning to life⁶.

(c) For this reason, an **ethical reference**⁷ is not only important but even a *sine qua non* if teaching and research in the university are meant to be worthy of man and put at the service of life. Our cultural legacy treasures this ethical dimension. Speaking of the relevance of ethics vis-à-vis the subjects taught at the university, since this evening a number of fellow students will graduate in medicine, health sciences and gerontology, it comes spontaneous to mention just one example that concerns this field, namely the famous Hippocrates' oath, of the celebrated Greek doctor (460-337 B.C.), rightly hailed as a "*codice morale di valore intramontabile*"⁸: a moral code of endless value.

(d) Finally, **theology rightly belongs in the university**⁹ and within the wide-ranging dialogue of sciences, as Benedict XVI remarked in his controversial lecture at the University of Regensburg, earlier this year. Theology belongs to the university, "not merely as a historical discipline and one of the human sciences, but precisely as theology, as inquiry into the rationality of faith"¹⁰, once "we overcome the self-imposed limitation of reason to the empirically falsifiable"¹¹.

This is all the more important nowadays because beneath the pretentious intellectual superiority of our society, there lingers a certain indecisiveness regarding the questions about the ultimate meaning of life. In my opinion, theology is still relevant within the State University precisely because of its scientific contribution in this specific area. On the one hand, theology, our *fides quaerens intellectum*, should engage itself in an ongoing *aggiornamento* by keeping abreast of what is happening in the other fields of knowledge; on the other hand, theology should contribute to the university system by offering both its time-tested answers to man's most profound existential questions, drawn from the Good News of the Logos made man, as well as the essential moral principles without which other areas of knowledge would be utterly harmful to man.

While bearing in mind the peculiar characteristics of a small State like ours – a theme which our colleagues graduating in this subject are particularly familiar with – for justice's sake, we should acknowledge the contribution of our Faculty of Theology, not just in the present day, but ever since its early beginnings in the Jesuit *Collegium Melitense* at Valletta founded in 1592, that is, almost two centuries before the establishment of the State University by Grand Master Pinto in 1769¹². It is encouraging to notice today the interest in theology not both by lay persons who specialise in this field as well as by students following other disciplines. Besides, it would be a good idea if more students, not just those studying theology, take advantage of the marvellous opportunity of pursuing a research doctorate in their respective field.

To wind up, dear colleagues, I feel that I can express on behalf of you all a sense of appreciation and thankfulness to the tutors, lecturers and other members of the University staff, whose service and assistance proved was indispensable for us to arrive at this solemn and remarkable moment. Heartfelt thanks evidently come very spontaneous this evening to our parents and families for their love and support all throughout.

May I wish, dear colleagues, that we continue searching the truth about man in the light of Truth as a whole, that Truth which is one¹³ and which has a name: “Christ”, the God made man. Our different specialisations are not completely autonomous but complementary: they converge into one ‘whole’ – *uni-versitas*. Whether or not we succeed in doing this depends to a large extent upon what are our motivations in pursuing our respective professions. That is why I conclude now by borrowing the words of Saint Bernard of Clairvaux about this subject:

“There are five incentives that can motivate man to learning:

There are men who want to know for the mere pleasure of knowledge: it is base curiosity.

Others seek to get to know in order to be become known: it is pure vanity.

Others want to possess science to be able to resell it and earn money and honours: their motivation is miserable.

But some desire to get to know so as to edify: and this is charity; others to be edified: and this is wisdom”.

Endnotes

¹ Cf. R. FLOUD, *Convergence and diversity*, in Bologna Handbook, August 2006.

² Communication from the Commission, *The role of the universities in the Europe of knowledge*, 5.2.2003, in COM (2003) 58 final (not published in the Official Journal).

³ A. SCOLA, *C'è ancora l'Università?*, XVII Edizione del Meeting per l'Amicizia fra i Popoli, Rimini, 19.8.1996.

⁴ “As to the range of University teaching, certainly the very name of University is inconsistent with restrictions of any kind. Whatever was the original reason of the adoption of that term, which is unknown, I am only putting on it its popular, its recognized sense, when I say that a University should teach universal knowledge”. (J. H. NEWMAN, *The Idea of a University*, 1852 and 1858 | 1873, Discourse 2, 1).

⁵ VIRGIL, *Eclogae*, VII, 83.

⁶ Cf. JOHN PAUL II, *Address to University Professors of All Nations*, Jubilee of University Professors, 9.9.2000, no. 3.

⁷ Cf. BENEDICT XVI, *Address to the Members of the Pontifical Academy of Sciences*, 6.11.2006, par. 4.

⁸ A. LUCIANI, *Illustrissimi. Lettere del Patriarca*, Padova 1978⁴, 193.

⁹ Indeed, “According to the classical concept, a university without a theological faculty could not exist; it would have been considered incomplete” (JOHN PAUL II, *Address to Members of the University of Silesia*, 13.1.2005).

¹⁰ BENEDICT XVI, *Faith, Reason and the University. Memories and Reflections*, University of Regensburg, 12.9.06.

¹¹ Cf. *Ibidem*.

¹² Cf. V. BORG, *The Faculty of Theology of Malta. A Historical Sketch*, in *The Dove Homing in the Owl's Nest. Contributions to the dialogue between faith and culture*, ed. Theology Students' Association, Malta 1989, 124-127.

¹³ “licet plures sint essentiae vel formae rerum, tamen una est veritas divini intellectus, secundum quam omnes res denominantur verae” (THOMAS AQUINAS, *Summa Theologiae*, I, 16, 6).

DOCTOR OF PHILOSOPHY

**METHODUS CONFERENDO
GRADUS ACADEMICO
PHILOSOPHIAE DOCTORIS
IN UNIVERSITATE STUDIORUM MELITENSI**

Adiutor a libellis, Candidato propriam ante sedem stanti sit ait:

*PRAECLARISSIME DOMINE, PLACUIT AUCTORITATIBUS UNIVERSITATI
MODERANDAE PRAEFECTIS DIGNUM TE DECLARARE QUI LAUREAE
INSIGNIBUS DECORERIS.*

**Statim a Decano, in circulo medio, haec formula legitur, Candidatum
coram ipso:**

*TUUM IN CONSPECTUM, MAGNIFICE RECTOR, ADDUCIMUS HUNC
LECTISSIMUM CANDIDATUM, OMNIBUS LAUREAE INSIGNIBUS, MORE
INSTITUTOQUE MAJORUM, A TE HONESTANDUM QUI, A CONSILIARIIS ET
SENATORIBUS HUIUS UNIVERSITATIS DIGNISSIMIS PRAESENTATUS, TE MOX
ROGABIT UT, TIBI ATTRIBUTA POTESTATE, EUM DOCTOREM IN PHILOSOPHIA
RENUNTIES, ATQUE IN EIUSMODI CENSU COOPTATUM ASCRIPTUMQUE
NOMINES ATQUE EDICAS.*

**Hac postulatione facta, ab Illmo. Rectore conferuntur gradus juxta
formulam, ut sequitur:**

FORMULA

**Ab Illmo. Rectore pronuntianda dum confert Candidato insignia
laureae.**

*UT ITAQUE DEUS, EXORATUS, VERTAT BENE, NOBIS ATTRIBUTA
AUCTORITATE, TE DOCTOREM IN PHILOSOPHIA EO JURE CENSERI ET
ESSE, QUO OPTIMO SUNT CREATI ALII, EDICIMUS ET PRONUNTIAMUS,
OMNIBUSQUE HONORIBUS, QUI CUM LAUREA SUNT CONIUNCTI, FRUENDI
ET UTENDI TIBI FACULTATEM FACIMUS.*

His expletis, Illmus. Rector Candidato insignia dabit, nempe Togam, Pileum, dicens:

CAPE JAM COLLATAE TIBI DIGNITATIS ORNAMENTA, ET QUID ILLA INSTITUTO MAJORUM PORTENDANT INTELLEGE.

GESTA SIC TOGAM HANC, UT NORINT OMNES TE IN DOCTORUM COLLEGIUM ALLECTUM ESSE.

SIT TIBI LIBERALIS PILEUS HIC, VELUTI LAUREUM ORNAMENTUM, QUO DONABANTUR POST CERTAMEN VICTORES.

LIBRUM HUNC PLENUM SAPIENTIAE, CLAUSUM ET RESERATUM, ACCIPITO, EUMQUE EX EDITO SCHOLAE LOCO EXPLICANDI INTERPRETANDIQUE TIBI JUS ESSE SCITO.

QUANTOPERE VERO TE DE DIGNITATE ADEPTA IN TOTIUS ACADEMICI COETUS NOMINE GRATULAMUR, TESTETUR TIBI HIC NOSTER AMPLEXUS.

**Procedure of conferring the Academic Degree of a Doctor of
Philosophy at the University of Malta
(*Liberally Translated*)**

The Registrar calls the candidate as follows:

“Most distinguished Sir, it has pleased the Authorities of the University to declare you worthy to be honoured with the insignia of success”.

The sponsor, then approaches the dais and pronounces the following words:

“Rector, we are presenting this excellent candidate so that you confer the academic honour in the manner and tradition of our University. In accordance with the will of the senate and of the council, I am requesting that you, Rector, with the authority that you hold, declare him Doctor of Philosophy and that his name be recorded in the Book of Graduates”.

Following this pronouncement, the most Distinguished Rector proceeds to confer the Degree by first addressing the Graduand thus:

“By the authority vested in me, I declare and proclaim you to be enrolled and considered as Doctor of Philosophy by the same supreme Law as others have been chosen. We give you the opportunity of enjoying and using all the honours which are connected with the Degree”.

Subsequently, the Rector bestows the symbols of the Doctorate saying:

“Take now the insignia of merit conferred on you, and understand what they mean according to the traditions of the past.”

“Wear thus this gown so that all may recognise that you have been chosen for membership for our College of Graduates”.

“Let this cap be a sign of intellectual merit, analogous to the crown of laurel bestowed for excellence, in the past”.

“Accept this book full of wisdom, and be aware that you should now explain and interpret it from your important position as a teacher.”

“Indeed, Insofar as we, in the name of the whole academic gathering, congratulate you on the merit received, let this embrace be a testimony to you”.

DOCTOR OF MEDICINE AND SURGERY

Sponsor: Prof. V. LaFerla

Maria AGIUS
Rodianne AGIUS
Velitchka AGIUS
Philip AMATO GAUCI
Samuel AQUILINA
Alan Aaron ATTARD
Mark Anthony ATTARD
 BIANCARDI
Godfrey AZZOPARDI
Joelle AZZOPARDI
Laura AZZOPARDI
Ramon Ruben BONDIN
Luke BONELLO
Kevin BORG
Philip BORG
Christa CALLEJA
Adriana CAPPELLO
Melissa Caroline CAUCHI
Daniel CHETCUTI
Philippa CONEY
Kelvin CORTIS
Christopher D'ALFONSO
Melvin D'ANASTASI
Philip Francis DINGLI

Charlene FARRUGIA
Marie Eleanor FARRUGIA
Alison FAVA
Matthew FENECH
Valerie Anne FENECH
Angela GALEA
Andre' GRISCTI
Thomas KRISTIANSEN
Andre MANGANI
Edward MASSA
Kristian MICALLEF
Beppe MICALLEF TRIGONA
Jeffrey MUSCAT
Suzanne PIROTTA
Elton PLLAHA
Maya PODESTA
Karen SAMMUT
Torgrim Lysen SKIAKER
Patrick TANTI
Charlene VASSALLO
Diana Marie VASSALLO
Fiona VELLA
Benedict VELLA BRIFFA
Jean Paul ZAHRA

MASTER OF ARTS IN ISLANDS AND SMALL STATES STUDIES

Sponsor: Prof. L. Briguglio

Mario BORG*
Angelo CAMILLERI
Josianne CAMILLERI
Caroline CAMILLERI ROLLS
Joseph CUTAJAR
Gabrielle GALEA
Adriana GATT TERRIBILE

Maria GAUCI
Marlene GRIMA
Carmen SALIBA
Judith SMITH
Carmen VELLA
Maryrose VELLA
Sabrina ZAMMIT

* *in absentia*

MASTER OF HEALTH SCIENCE

Sponsor: Dr. S. Buttigieg

Diana BORG
Brenda BUGEJA
Sarah CILIA VINCENTI
Joanna DEPARES
Gwendlyn FARRUGIA

Sarah FLERI
Sylvmarie GATT
Rita PACE
PARASCANDALO
Catherine SHARPLES

MASTER OF ARTS (THEOLOGY)

Sponsor: Prof. G. Grima

Alfiero CARDONA*
Joyce CASSAR

Elwanda LIBRERI
Maria SAMMUT

MASTER OF ARTS IN THEOLOGY AND HUMAN STUDIES

Sponsor: Prof. G. Grima

Emanuel BARTOLO
Emanuel BORG

Emmanuel ZAMMIT

LICENTIATE IN SACRED THEOLOGY

Sponsor: Prof. G. Grima

Andre AZZOPARDI
Andrew BORG

Reuben John MICALLEF

MASTER OF SCIENCE IN MEDICINE & SURGERY

Sponsor: Prof. G. LaFerla

Rita Josepha DARMANIN ELLUL

* *in absentia*

MASTER OF PHILOSOPHY

Sponsor: Dr S. Camilleri

Alexandra BETTS

DOCTOR OF PHILOSOPHY

Sponsor: Prof. G. LaFerla

Carmen GAUCI

Gertrude RAPINETT

DOCTOR IN SACRED THEOLOGY

Sponsor: Rev. Prof. G. Grima

Edward XUEREB