



UWI TODAY

THE UNIVERSITY OF THE WEST INDIES · ST. AUGUSTINE CAMPUS

SUNDAY 29TH AUGUST, 2010



PHOTO: LEE ANN BEDDOE

Michelle Cazabon-Mannette tagging a Hawksbill turtle for her research

With this year designated as International Year of Biodiversity, we thought it fitting to look at what this complex area entails and why it is so important to the planet.

The St. Augustine Campus of The UWI is the home of three important sites of biodiversity: the Cocoa Research Unit which is the custodian of the world renowned International Cocoa Genebank, Trinidad (ICG,T), the National Herbarium, which is a regional repository of botanical life, and the Zoology Museum, with thousands of specimens. We look at these three sites, as well as the work being done by postgraduate students in relevant areas.

Our cover photograph shows one of them, **Michelle Cazabon-Mannette** with a Hawksbill turtle in Tobago waters. Her research has been on two species, the Hawksbill and the Green turtle, their distribution, their habits, their genetics and, as an aside, their value as a tourist attraction to scuba divers.

Two of our researchers, **Prof Andrew Lawrence** and **Dr Howard Nelson** explain how our rich biodiversity is not only a source of natural wealth, but brings measurable economic value to our islands. The UWI is now running a pilot for a new Edulink-funded biodiversity MSc programme to begin in the

following academic year, and it looks fascinating in terms of its scope.

The planet's efforts to preserve biodiversity have been falling way below the targets set at the last major world conference in 2002. Indeed, the latest reports, due to be discussed at the global Convention on Biological Diversity conference in Japan, in October 2010 will show that species are still growing extinct at an alarming rate.

With the Caribbean so naturally blessed, we have a great responsibility not to squander our resources, the consequences are too dire.

ECOSYSTEM - 06

A True Trini Bird

■ Precious Pawi



CAMPUS NEWS - 14

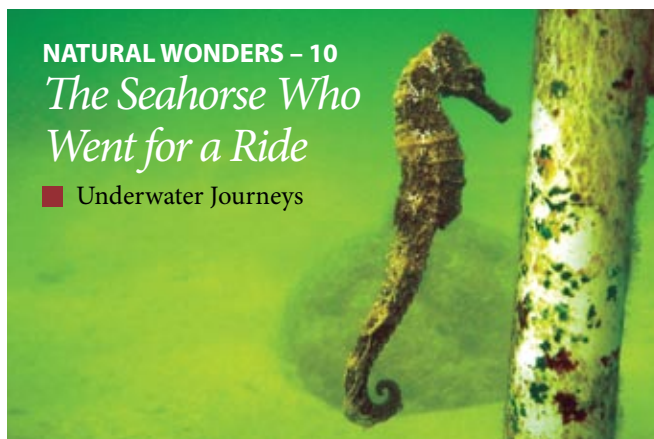
Helping Haiti

■ Vice Chancellor's Lecture

NATURAL WONDERS - 10

The Seahorse Who Went for a Ride

■ Underwater Journeys



FIFTY AND FORGING AHEAD
1960-2010

■ CAMPUS NEWS

US Assistant Secretary of State visits The UWI



PHOTOS: ANEEL KARIM

The Honourable Arturo Valenzuela, US Assistant Secretary of State for Western Hemispheric Affairs, speaks to UWI students, faculty and staff about using cooperation as a tool for achieving world peace.

All nations must “work together to build a better world ... we want a world of peace, that gives opportunity,” encouraged the Honourable Arturo Valenzuela, US Assistant Secretary of State for Western Hemispheric Affairs, at a meeting held at The UWI, St. Augustine Campus, on Friday 30th July, 2010.

At 11.30 that morning, 30 graduate students from The UWI Faculty of Social Sciences, gathered at the Campus Principal's Office for a brief, informal classroom session with Dr. Valenzuela, who made his visit to UWI on his way to Piarco airport for his return flight to the US. Also in attendance at the session were members of the faculty and staff of the Institute of International Relations (IIR), including IIR Director, Professor Timothy Shaw.

The ‘class’ was brought to order with welcome remarks by acting Campus Principal, Professor Dyer Narinesingh, who expressed the university's goal to “encourage our students to see things through different lenses.” US Ambassador to Trinidad and Tobago, Her Excellency Beatrice Walters, accompanied Dr. Valenzuela on his visit and followed, introducing him to his audience.

Dr. Valenzuela took the floor, first revealing his strategy of developing a “framework for

genuine cooperation” among the countries of the world where, “through mutual respect, we can learn from one another.” He then addressed the “significant international financial crisis,” and spoke of the Obama administration's efforts to overcome it. “We need to have robust, smart policies,” Dr. Valenzuela said. He concluded with the four pillars of US policy towards the Americas, which he listed as: discovering how the various countries can work together to promote economic development, developing higher levels of citizen security in all countries, ensuring that there is enough energy to support growing economies – particularly with rising concerns about climate change – and determining how to develop an “energy future” while protecting the environment.

Dr. Valenzuela then invited questions from the students and was met with a good response, as they were eager to have their concerns addressed.

Professor Shaw ended the affair with a vote of thanks to Dr. Valenzuela and Professor Narinesingh dismissed the ‘class’ with a few words of encouragement to the students, to continue their keen curiosity in world affairs.



Dr. Arturo Valenzuela chats with a UWI student after the meeting

FROM THE PRINCIPAL

Welcome Back



With the long vacation behind us, The UWI St. Augustine Campus is beginning a new academic year with continued vigour and new programmes as we continue to expand our services and offerings to our national and regional Community.

A fresh group of students will enter our gates in the next few days to find orientation programmes that we have been continuously improving to meet changing demands and to ease the transition into university life. I extend a warm welcome to all new and returning students, as well as to the new

members of staff joining our Campus community.

Over the last few years, The UWI, as an institution, has been refocusing its emphasis to strengthen graduate studies and research. We understand that the region's needs demand more research, development and innovation at the postgraduate level, and we have been reconfiguring our capacities to enable us to provide more support at this stage.

Coupled with the growing trend of continuous learning and professional development throughout one's career, the opportunities in graduate studies have led to a larger intake of mature students, whose needs are distinct from students fresh out of secondary school. This is also true for students registering in our Evening University Programmes. In this regard, we have been customizing our services to students to recognise these differences and provide the relevant support. As such, our orientation programmes are far different from what they used to be in times gone by.

This is a special year for our Campus because it marks the fiftieth anniversary of the formal establishment of The UWI St. Augustine Campus on October 12th 1960. It is indeed a significant milestone for a Campus that has helped shape the human development of post-Independence Trinidad and Tobago. We have dedicated the week of October 10-15 to celebrating this historic occasion and you will hear more about our activities over the coming weeks.

At fifty, we feel we have come of age, having moved past the fledgling days and become internationally recognized as one of the bedrock institutions of the region, an accomplishment of which our founders would indeed be proud. We appreciate our responsibility to provide leadership, knowledge and guidance as well as an opportunity for higher education and a foundation for innovation and critical thinking. Our promise to our incoming and current students is to continue to impart these qualities to the best of our ability and to build a sustainable Campus for future generations. The UWI St. Augustine Campus is fifty and forging ahead!

CLEMENT K. SANKAT

Pro Vice Chancellor & Principal

EDITORIAL TEAM

CAMPUS PRINCIPAL

Professor Clement Sankat

DIRECTOR OF MARKETING AND COMMUNICATIONS

Mrs. Dawn Marie De Four-Gill

EDITOR

Ms. Vaneisa Baksh

CONTACT US

The UWI Marketing and Communications Office

Tel: (868) 662-2002, exts. 2013, 2014

Or email: uwitoday@sta.uwi.edu

■ IN MEMORY OF PROFESSOR DENNIS ALBERTO PANTIN (1948–2010)

THE PROF WE KNEW

Two Students pay Tribute



Professor Dennis Alberto Pantin (1948–2010)

By Malini Maharaj

Sir Arthur Lewis, a Nobel Laureate of Caribbean heritage is well known for saying that economics was “based on an understanding of the conditions under which people live.” It was not until I met Prof Dennis Pantin in 2003 that I saw this philosophy embodied in the passion and spirit of one person. I understood only then through his work, that money, fame and success meant very little if one was not concerned with what was happening around us—to our people, to our country and to our world. For Dennis Pantin, success was being able to change the harsh realities that many are faced with, even if these circumstances changed only for one person at a time.

In Prof Pantin I found an open mind, a kind heart and a sometimes strange but brilliant perspective on life which opened for me a whole new meaning of the word “success.” Prof Pantin taught me that success was not selfish; it was not about recognition or fame but rather about affecting and improving people’s lives. His involvement in environmental economics, in work on poverty and sustainable livelihoods, governance and constitutional reform, was not restricted to office hours at the University. He lived and practised the teachings and philosophy of sustainable development, whether it was through refusing to buy bottled water because it contributed to waste and pollution, or printing on both sides of paper to save trees, and even sacrificing his Republic Day holiday to walk for Constitutional Reform!

Prof’s mind was as complicated as his handwriting, yet there was a simplicity that belied this academic genius, which appealed to everyone, from the vendors around the Savannah, to the person sitting next to him in a bar, to the executive in fine couture, naturally unlike how Prof invariably would be dressed.

By Donna Ramjattan

I can’t help but smile every time I reminisce on the huge piles of books and papers on his desk. Prof was quick to reassure me, “Don’t worry, I know where everything is.” He cleverly dismissed any notion that his office was disorganized by referring you to a poster stuck on his notice board with these words attributed to Albert Einstein: “If a cluttered desk signs a cluttered mind, of what, then, is an empty desk a sign?”

As a member of the Sustainable Economic Development Unit (SEDU), I recall whenever the team travelled to various Caribbean destinations for conferences and workshops, Prof would always make sure to enjoy the pleasures of the Caribbean. He would say “we can’t be all work and no play!” His standard requirement of Caribbean hotels was that the beach must be within walking distance so that he could take a dip after the long meetings—he loved the beach. He enjoyed these simple pleasures and made you, as a Caribbean citizen, proud of the region’s natural beauty.

“Everyone has a story; a life and a world uniquely crafted based on one’s experiences. I feel privileged to have shared in a small excerpt—a line or two, perhaps a paragraph—of Prof’s story.”

Prof was notorious for his little black diary, his palm pilot in which he stored everything. His handwriting looked like hieroglyphics, yet even with his haphazard method of record-keeping, he always knew everything that was happening around him, everything!

Prof had a strong work ethic. Work hardly seemed something that required deliberate effort as Prof would always remind us of a bigger purpose that involved what he and the SEDU stood for. He created something positive out of challenging circumstances—be it personal trials or even national economic crises. He had faith in us and in society—even when we lost faith in ourselves.

Everyone has a story; a life and a world uniquely crafted based on one’s experiences. I feel privileged to have shared in a small excerpt—a line or two, perhaps a paragraph—of Prof’s story.

For many of us, Prof Pantin represents the defining chapter that lays the foundation for the rest of our stories. Through this experience we can only promise him that the legacy he has left with and in us does not end, but remains as undying as that undeniable spirit, that passion for life and that love for who we are and what we do. He will remain etched in our hearts and our histories. Prof was an inspiration, a mentor, a best friend and, as all who ever met him would attest, a true, true Caribbean man. He instilled in us the values to work hard and play even harder, to treasure friends and family and to love life. There is no denying his love of culture. He knew how to make the word “lime” come to life. There was no job left undone without a good lime to top it off.

Prof, thanks for the memories. Your legacy will live on through the work of the Sustainable Economic Development Unit (SEDU) and through your students.

ENVIRONMENT

DETERMINED TO MAKE A DIFFERENCE

A generation ago the central problem facing humanity was the threat of all-out nuclear war. The central problem in our time is the need to save our planet from irreversible environmental decay.

The UWI recognizes the special responsibility of academic institutions to show leadership in the preservation of the environment. To this end, we formulated an Environmental Policy, approved in 2008 by the University's Academic Board and Finance and General Purposes Committee, and executed by the Campus Environmental Committee, to assist the university in doing the right things with respect to the environment, and showing others how to do the right things.

Among our current thrusts is sharply reducing the amount of solid waste that our students and staff send to the dump. The Environmental Committee's ambition is nothing less than to set an example that will introduce a radical change in how our society views and manages solid waste.



It is reasonable to expect that within a generation we will see a marked difference in this area of daily life.

Working on the same premise, but with respect to flooding and deforestation, the UWI Biological Society has been looking at ways to slow down the rush of water during heavy rainfalls. Members have been putting stones into uphill gullies and planting water-tolerant plants in trenches to provide some barriers for the rushing waters. In June, they devoted themselves to reforestation projects, working on two hectares of land in Lopinot Village that had been ravaged by forest fires.

Educational methods are an important strategy for getting environmentally friendly messages across, as demonstrated in a course on Tropical Forest Ecology Management, which deals with deforestation and its environmental implications, taught by Dr Michael Oatham, a lecturer in the Life Sciences Department.



Members of the UWI Biological Society placed stones in gullies and replanted uphill areas in a bid to alleviate flooding.

■ BIODIVERSITY

What makes us a HOTSPOT?

*What makes the Caribbean such a hotspot of biodiversity?
And what is biodiversity anyway?*



PAWI in flight, one of two endemic birds to Trinidad & Tobago.

BIODIVERSITY EXPLAINED

Biodiversity refers to the variety of life on the planet, in all its forms, says Dr Howard Nelson, a researcher at The UWI, but biologists have placed them into three broad categories – genetic, species and ecosystem diversity.

Biodiversity provide humans with critical goods and services, he says, listing some off: water production; food, fiber and fuel; soil formation and protection; sustainable livelihoods derived from ecotourism and the harvesting of forest products, and equally important, being a spiritual and cultural well-spring for regional people.

CARIBBEAN HOTSPOT

The Caribbean and South America are considered hotspots in terms of biodiversity, says Dr Nelson, citing the rainforests and the coral reefs as two striking examples.

“Most of the islands are oceanic islands and are in the middle of nowhere,” he says, “that isolation allows evolution.” He says there are high levels of endemism (unique species) in places like St Vincent, St Lucia, Martinique, Guadeloupe, Cuba and Hispaniola. “Almost every plant, ever insect you touch... everything tends to be unique.”

As islands, Trinidad and Tobago have low levels of endemism, for instance, only two endemic birds [Trinidad Piping-guan, or the Pawi (Pipile pipile) and the Trinidad Mot Mot (Momotus bahamensis) which was only given species status within the last year, thus making it a new endemic].

But they are teeming with species.

Avian species richness of approximately 420 spp.

Butterfly species richness of over 660 spp

Mammal species richness of 97 native spp

BILLION-DOLLAR ECOSYSTEM

Making a presentation on the biodiversity crisis from an island perspective, Dr Nelson had said that the minimum estimated value of 17 ecosystem services was between US\$33 billion and US\$54 billion, while the current global gross national product was US\$18 billion, practically half of that.

“It would take two to three times the value of all human economic activity on the planet to replicate 17 ecosystem services provided by nature,” he explains.

Andrew Lawrence, a professor of Environmental

Biology, is sitting with us and he comments that the ecosystems have a functional value to us.

“Coral reefs in Tobago have an estimated value of about \$160 million annually, in tourism, fisheries and shoreline protection; that’s about half the GDP of Tobago.” (Afterwards, he sent figures from the World Resources Institute which confirmed what he said.)

THE \$\$ VALUE OF CORAL REEFS

■ Reef associated tourism in Tobago contributed US\$100 – 130 million per year in 2006

■ Fisheries economic benefit ranged from US\$0.8 – 1.3 million per year

■ Shoreline protection services of reefs were valued at US\$18 – 33 million

■ In 2006 the GDP of Tobago was US\$286 million

SOURCE: WORLD RESOURCES INSTITUTE

IS THERE A CRISIS?

Designated the International Year of BioDiversity, 2010 has been redefined not as the year to mark a significant reduction in the rate of biodiversity loss but at best, as the year when the world began taking it seriously.

In 2007, economist Pavan Sukhdev was asked to lead a study, *The Economics of Ecosystems and Biodiversity (TEEB)*, which revealed that one-third of Earth’s habitats have been damaged by humans. In October, the final findings will be presented at the global Convention on Biological Diversity conference in Japan, the biggest marker of the year of Biodiversity.

“Our analysis shows that governments have failed to deliver on the commitments they made in 2002: biodiversity is still being lost as fast as ever, and we have made little headway in reducing the pressures on species, habitats and ecosystems,” said Stuart Butchart, lead author of the first formal assessment of the target, published in the journal, *Science*.

■ NEW PROGRAMME



BIODIVERSITY MSc AND DIPLOMA

The St Augustine Campus of The UWI is preparing two exciting new biodiversity programmes for the 2011-2012 academic year. A 24-credit Diploma and a 45-credit MSc in Biodiversity Conservation and Sustainable Development will be awarded from four regional universities, The UWI, University of Guyana, University of Belize and Anton de Kom University of Suriname.

The proposed Programme expands on the Science & Management of Tropical Biodiversity Diploma and MSc currently run by the Department of Life Sciences St. Augustine, by introducing four new courses and modifying existing courses, based on a regional needs assessment, and designed through the European Union-ACP Funded Edulink Biodiversity Project.

Edulink is an initiative that funds cooperative projects between ACP HEIs and the 15 EU member States that are signatories to the 9th European Fund (EDF).

Andrew Lawrence, a Professor of Environmental Biology at the Life Sciences Department, is a key member of the team designing the programmes. He said the regional needs were ascertained after an electronic survey was done and discussions held with about ten countries, who all asked for basic taxonomy training, among other things. A pilot MSc is currently running, and he says it will be of use in many areas such as policy-making, environment, marine life, etc.

About three quarters of the Diploma and the MSc will be delivered via distance teaching. Continuous assessment rather than final examinations will also be a feature. The Diploma will be offered for one year full-time or two years part-time, while the MSc will run for 18 months full-time and three years part-time.

COURSES

1. Characteristics of Biodiversity
2. Threats to Tropical Biodiversity
3. Environmental Law and Multilateral Environmental Agreements
4. Environmental Economics
5. Environmental Impact Assessment
6. Advanced GIS (geographic information systems)
7. Management and Analysis of Environmental Data
8. Sustainable Use and Management of Natural Resources
9. Conservation & Management of Biodiversity
10. Pollution and Ecotoxicology
11. Field Practicum
12. Taxonomy and Bioinformatics
13. Research Project
14. Environmental Resources Policy
15. Socio-ecology and Natural Resources Management

“Coral reefs in Tobago have an estimated value of about \$160 million annually, in tourism, fisheries and shoreline protection; that’s about half the GDP of Tobago.”

■ BIODIVERSITY SITES

The Old Curiosity Museum

BY VANEISA BAKSH

It's a curiosity; that's what it is. Innocuous along a grey corridor of classrooms... *FSA 114, FSA 113, Biosystematic Laboratory L53*... it's hard to imagine that just beyond the door with the square glass pane reposes a 5000-year-old Banwari skeleton.

Like a buried treasure chest, the Zoology Museum at UWI's St. Augustine Campus contains layers of riches—the collection reflects the scandalous bio-diversity of the country, its range is unparalleled, it is a trove for researchers (it provides animal IDs) and simply, it is just full of fascinating stuff.

The Zoology Museum is actually divided between two rooms. The first, opposite *L53*, has a formidable array of shelves where jars huddle—The Spirit Collection. Tightly packed in here are around 2,500 jars, mostly filled with fish of both marine and freshwater species. It's teeming with preserved marine life (some in The Dried Collection): crustaceans, molluscs, sponges, corals, thousands of shells and, not for the squeamish (whose name I won't call), a fair number of reptiles, amphibians and bats.

Many of the exhibits have been brought in by students, researchers, and curious adventurers, making it an open, growing collection—pretty much as it has been since 1920 when it started.

Next door is the Land Arthropod Room, which is all insects and land arthropods (jointed-leg creatures): scorpions, centipedes (the largest in the world is a Trinidadian), spiders, millipedes, and the like, about 15,000 specimens. The majority of them are pinned in drawers and cabinets, most are from Trinidad and Tobago, and the rest are mainly from within the Caribbean.

The butterflies and moths are gorgeous, farmers must see the bugs, and the beetles clearly belong in sci-fi movies, some so ornate and brilliantly coloured, they lie like iridescent jewels. Of course there are the social insects: ants, bees, wasps—darlings of the Life Sciences Department—and the pests: mosquitoes, houseflies, cockroaches (enormous ones!). There is also a Geology Collection, full of minerals, rocks and fossils of all sorts, and the Anthropology Collection which holds the Banwari skeleton found in San Francique in 1971.

It is truly diverse, with some oddities thrown in: heart of a whale, paw of an elephant, backbone of a buffalo, skull of a child, you get the drift.

The Museum has benefited from donations by individuals and organisations.

In the late 1940s, for instance, the collection of butterflies and moths belonging to Sir Norman Lamont, a Scottish baronet and estate owner in Trinidad (site of the River Estate Museum and Water Wheel in Diego Martin), was donated to the Museum. Sir Norman had served on the Legislative Council of Trinidad and Tobago from 1921



Octopus



Two-headed shark embryo

to 1945, and was a Governor of the Imperial College of Tropical Agriculture (ICTA), the forerunner to The UWI. His interest in entomology led to him producing a Catalogue of Trinidad Moths in 1927. (At 79, he was gored to death by a bull on his estate.)

Apart from The UWI, there are two other substantial collections in the country. CAB International, an organisation celebrating its centenary this year, houses approximately 15,000-20,000 specimens. According to its website, CABI began in 1910 as an entomological committee, but now offers service in agricultural information, pest identification and biological control. The Centre's Administrator, Anne De Gazon, explained that the small office, tucked away on Gordon Street in St Augustine, cannot accommodate masses of visitors but students and researchers are welcomed to use the facilities as long as they call ahead.

The other major collection has been assembled under a different premise. At the Caribbean Epidemiology Centre (CAREC), specimens were gathered on account of their epidemiological relevance – insects, mammals, reptiles, even an experimental mosquito colony – anything that could further the work initially begun by the Trinidad Regional Virus Laboratory, which existed from 1953 until it was absorbed into CAREC in 1975.

The collections of all three are generally kept quietly, partly because their specialised exhibits are of interest mainly to a select group; but space is a big factor in their inability to accommodate large groups or to advertise their wares on a grander scale.

The freshly appointed curator of the Zoology Museum, Mike Rutherford, wants to change that. Since he came to St. Augustine just over six months ago to take up the position, he has been busy stock-taking, cataloguing and working out strategies to build its profile and garner corporate sponsorship for its future.

Acknowledging that it is a tall order, Rutherford envisions a Bio-Diversity Centre, large enough and wise enough to house various units on the campus which contribute to bio-diversity. The National Herbarium and the Cocoa Research Unit (custodian of one of two world cacao genebanks) would be natural cohabitants.

His wish list includes a purpose-built museum with space for storage and display, a comprehensive database, and resources for staff, conservators, tour guides, and technology. It would be costly, but an investment in the country at many levels (corporations should find that appealing).

"It's readily accepted that historical artefacts are housed in national museums, but you have to look at your natural history in the same way," he says. "The zoological and botanical specimens should all be valued in the same way. The only way to get people to care more for their environment is to let them be informed about it."

And the museum is living proof of that.



PHOTO: ANEEL KARIM

Curator of the Zoology Museum, Mike Rutherford

CURATOR OF THE CURIOUS

It might not be kind to say he is one of the oddities at the Zoology Museum, but it is tempting because there is such a pleasing oddness about Mike Rutherford that one can't help but think he is a good choice for its curator.

He'd been skinning a rabbit, just before we settled down to talk. On the desk in his office there is a plastic sour cream container right next to a small jar of scorpions. Figuring there might be some equally grisly content instead of sour cream, I ask with feigned casualness. He grins and pulls the lid off. Raisins and nuts. Next to the scorpions.

He obviously loves what he does, and as he talks about his life, it is clear why. Born in Scotland, with a mum who volunteered at a zoo, the family moved to Malawi when he was about three and he grew up around all kinds of creatures.

"The best was when mum brought home a lion cub which had been rejected," he says as he lists off the tortoises, dogs, cats, owls and other birds who were constantly part of their household. When he was eight, they moved back to Scotland and he entered the school system. He'd always loved Biology and the Sciences in general and he did a Zoology degree at Glasgow University. He started doing Medicine, but after a year realised it was not for him.

He took charge of the Tropical House at Newquay Zoo in Cornwall and that lasted for six months, then he went off to Glasgow Museum where he stayed for seven years as Curator of Vertebrates.

He had filled in for a friend on an expedition to Trinidad and when he saw the vacancy for the job at St. Augustine, he felt it was a direct call to him.

Six months on, in between cataloguing and ensuring specimens are properly preserved, he is looking for ways to get the museum used more by schools, researchers and other museums.

He's thinking of something of a Bio-Blitz competition: where experts and members of the public spend 24 hours on the campus trying to record how many different species they can find.

As a hotspot of bio-diversity, the number of species they find is sure to be high; but no chance they'll find another Mike Rutherford. (VB)

The Home of Botany

BY YASMIN BAKSH-COMEAU & CHRISTOPHER STARR



Tabernaemontana Cymosa

The National Herbarium of Trinidad and Tobago was established as a unit of the Royal Botanic Gardens in 1887 to be a repository for a collection of native and introduced plants. At that time the Botanic Gardens played an advisory role in the islands' agricultural activities, especially in the identification and control of pests and diseases. The decision to locate the Imperial College of Tropical Agriculture (ICTA) in Trinidad in 1922 secured the future of the Herbarium as a research facility. In July 1947, to facilitate expanding botanical research and publication of the Flora of Trinidad and Tobago, the Herbarium was transferred to ICTA in St. Augustine. The collections were held in the Plant Pathology Department until 1953, when the Herbarium was moved to its own purpose-built room in the newly constructed Sir Frank Stockdale building, where it still resides.

Its geographic mandate is the wider Caribbean, particularly CARICOM and the Eastern Caribbean, although material from T&T predominates in the holdings.

The Herbarium is mainly a primary-systematic collection although its high level of curation allowed it to continue in its original role as a reference collection. It includes the cocoa (*Theobroma cacao*) germplasm

collection inherited from the Anglo-Colombian Collecting Expedition of 1953, the only voucher collection of its kind in this hemisphere. Vascular land plants form the bulk of the specimens, with a small but significant collection of lower plants, such as marine algae, mosses and liverworts and a small collection of micro fungi. A study of lichen biodiversity in T&T is in progress to determine its importance in monitoring the state of the environment and climate change.

The core of the holdings is a collection of about 50,000 accessions built up since 1842. Its staff has identified over 20,000 plant specimens and added over 20,000 new accessions which are recorded in Accession books, the first volume begun in 1887 by the Herbarium's founder, John H. Hart. There are now over 70,000 specimens in the Herbarium's collection; about a third of them have already been digitised as part of an ongoing project for the entire collection.

Surveying and inventory work have been going on for a few years to collect and identify the flora on both islands as part of a project to develop a Biodiversity Monitoring System for Trinidad and Tobago.

The core of the holdings is a collection of about 50,000 accessions built up since 1842. Its staff has identified over 20,000 plant specimens and added over 20,000 new accessions which are recorded in Accession books, the first volume begun in 1887 by the Herbarium's founder, John H. Hart.



Herbarium Accession Book

The House of Cocoa

BY FRANCES BEKELE

In 1930, cocoa research was initiated under the Imperial College of Tropical Agriculture, and since then, Trinidad and Tobago has been seen as a source of new cocoa production technology. In 1955, the Regional Research Centre was specially established to devote more time to improving cocoa production. The research scheme continued uninterrupted until 1963 when the Cocoa Research Unit (CRU) at The UWI was established. In the intervening years, major studies were conducted on agronomy, breeding and genetics, nutrition, propagation, screening for Witches' Broom and wilt diseases, physiology, and fermentation, among other areas. The results of the various research activities at CRU are well documented and have been of enormous value to cocoa researchers worldwide.

CRU manages one of the largest (2300 accessions) and most diverse collections of cacao germplasm in the world, namely the International Cocoa Genebank, Trinidad (ICG,T) at Centeno, Trinidad. The ICG,T contains primary germplasm from nine collection expeditions that aimed to obtain wild material from six countries including Peru, Ecuador and Colombia, regarded as the centre of diversity for cocoa. It is one of only two international depositories of cacao germplasm in the world that are in the public domain. CRU has maintained to date a multi-disciplinary research programme in conservation, characterisation, evaluation and utilisation (germplasm enhancement) of cacao genetic resources. Promising genotypes, which combine good yield potential with resistance to Black Pod and Witches' Broom diseases, have been developed under germplasm enhancement programmes at the CRU. The enhanced populations can be used by plant breeders in Trinidad and Tobago and other cocoa producing countries as a source of resistance genes towards developing locally adapted commercial cacao varieties. This will negate the need for heavy use of fungicides that are expensive, may pose risks to human health and are often deleterious for the environment, and will thus facilitate more sustainable cocoa production systems.

Utilisation of the genetic resources conserved in the ICG,T benefits the local and international cocoa industries. CRU's research activities are currently funded by the Government of Trinidad and Tobago and international partners, and are mainly collaborative in nature. The ICG,T is a national and international natural heritage collection, and The UWI, CRU is privileged to be involved with its conservation.





 ■ BIODIVERSITY RESEARCH

PHOTO: KERRIE NARANJIT ©

PRESERVING NATURE'S BOUNTY

The University of the West Indies is taking the reins in the global movement to preserve our environment by establishing and funding environmentally focused programmes and research to help educate our society on the bounty of natural resources at our doorstep. **Serah Acham** speaks with three UWI students who have turned their postgraduate research projects into a bid to preserve the wildlife of our twin-island nation.

Kerrie Naranjit

Tell us about your project.

My project assesses the phenology of the Trinidad Piping Guan (Pawi). Phenology is the study of plant and animal life cycle events and how these are influenced by seasonal variations. The Pawi is a large forest bird endemic to Trinidad (found only here) and it's critically endangered, with less than 200 left in the world. They've become endangered because of hunting and habitat loss. It's illegal to hunt them, but it has been going on.

My project is basically looking at the ecology of the bird so that we can learn more about it to develop better management plans for the species.

Although there've been other projects on it before, they're usually short-term, so this is pretty much the longest project on a single population of birds. I've done more than two years' field work at Grande Riviere and Morne Bleu. Those are two sites where they're regularly seen.

My fieldwork included field studies where I would go out there every morning – they're most active in the morning, so I did most of my observations from sunrise, about half-five, to about nine o'clock. If I did see them, I'd observe their activities – whether they're feeding or preening or anything like that – what they're feeding on, where they are in the area, if there are any preferences for parts of the habitat, how they interact with each other, how they interact with other species and stuff like that. What I'm doing right now is analyzing that data so that if we get a better idea of what their behavior is like and of their habitat use, we can put good management strategies in place for them, because it's really important right now to increase their population.

Why did you choose this topic?

When I was looking for my M Phil project, the EMA (Environmental Management Authority) decided to fund several Environmentally Sensitive Species projects, so there was funding available for it. I also did my undergrad project on the Pawi in Grande Riviere and enjoyed it. So it seemed a logical choice. I was financially supported by the World Pheasant Association and the Pawi Study Group, which is a local group that deals with conservation of this one species.

How has your personal experience been working on this project?

Well I've always been a field person, so it was the ideal project for me in some senses. But there are always the difficulties of having to get up early in the morning, climb a hill before sunrise in whatever weather, with insects around, when you may or may not see what you're looking for. I have been exposed to a lot of things that a lot of people don't get to see, just from working out there, a lot of birds and other animals that are in the forest, and working with community members who are trying to make the most of the situation. The same people who might have hunted them in the past, are actually trying to build up eco-tourism.

I lived in Grande Riviere, a rural village on the North coast of Trinidad, for most of the project. I came home every other week. I lived in an interesting house. My bedroom was part of the living room and we had chickens living inside and stuff like that. But it was a very, very safe place to live. The villagers are very friendly, so I felt comfortable.

The difficulty is when you're actually all by yourself and you have to go up there and sit down and look and wait. You learn to be patient. You find ways to occupy your time.

Sometimes you don't see them (the Pawi) at all for days. I came across snakes and other forest creatures. I actually came across a Mapepire (a poisonous snake) practically on my shoe because I walked into it without noticing and luckily just happened to stop. I was looking for something, or listening for a sound, and then I looked down and the Mapepire was right on the edge of my shoe, so I just stepped back. It was a small one, but you do get bigger snakes as well. I never got close to bigger ones really ... well that I knew of.

What did you like most about working on your project?

Being outside. I learnt a lot about my birds. I enjoyed that a lot. I did a lot of photography up there. I actually do photography now – that kinda grew out of being out there. I was always interested in photography, but I didn't really start anything professionally until I got up there. I also got a lot of practice and experience with the project itself. You have to take pictures of every Pawi that you see pretty much.

I think the experience also increased my sense of responsibility for conservation and environmental issues. Working with a rare and endangered species is unique and rewarding. The people I worked with, both in the field and out, have helped build me into who I am proud to be today and I hope to continue working with them to rescue this valuable species, and to encourage personal involvement in conservation and environmental issues in as many people as possible.

■ BIODIVERSITY RESEARCH

Michelle Cazabon-Mannette

Tell us about your project.

I've been studying two species of sea turtles that we have locally – Greens and Hawksbills. They live close to shore, feeding on the reefs and sea grass bed habitats that we have around Tobago. I've been doing my Master's research studying their distribution on reefs around the island, as well as their abundance, so how many of them there are in one location compared to another. I've also been collecting some samples to study their genetics – comparing them with nesting populations and other foraging aggregations around the Caribbean. I've also been looking at their value to the economy through fishing, because fishermen still capture turtles for sale for their meat, and I've been comparing that with their value to scuba divers because scuba diving is a growing industry in Tobago and turtles are a very popular thing to see to a diver.

Why did you choose this topic?

I wanted to continue with research after doing my undergraduate research project – I really enjoyed that. I was hoping to find something marine oriented and maybe I could tie in scuba diving. I also wanted something that I thought would be important for Trinidad and Tobago,

especially conservation oriented, and I know that sea turtles have hardly been studied locally, besides nesting beaches. A lot of work gets done on leatherbacks on the nesting beaches here but those are turtles that come here every three years, nest and leave – each after only spending a couple of months in our waters. The green and hawksbill turtles we have are here year round, living around both islands and they're subject to the local fishery.

How has your personal experience been working on this project?

For about a year and a half I was living in Tobago and just coming back to Trinidad for short breaks in between. I love to scuba dive and that was a big part of my method. In order to estimate the distribution and abundance of the animals, I would scuba dive at locations scattered around the island with the help of local dive shops and I was able to log over 200 dives doing that and it's something I love.

I loved being in the water, being able to observe turtles as well as other animals and interact with them. I also got to meet a lot of great people in Tobago. The local dive masters who work at the dive shops helped me out a lot. I was also able to help educate them about turtles and they like to learn about it so that they can teach their customers. I was also able to talk with a lot of visiting scuba divers. We get a lot of divers, both from America and Europe, so I would interact with them, interview them for my survey.

What did you like most about working on your project?

Scuba diving and being able to handle the turtles. In order to get the tissue samples for the genetic study, I would have to capture them. I was also tagging them so I could see, if I recaptured them, if they had changed location. That gave the divers who were on the boat chance to interact and learn more about the turtles as well. I tagged over 50 turtles – mostly medium-sized to small ones, but a few adult-sized ones that were quite big and required help to get on the boat.

I'm glad I was able to be involved in this – it's the first time that we've done any studies of these turtles. I think it's very important work that needed to be done because turtles are a shared resource really. They don't live here all the time. They move hundreds, thousands of kilometres across the Caribbean Basin. So having an open fishery here for example, we're not just affecting our stocks of turtles. We're depleting stocks of turtles from other locations where they might be trying to protect them. It makes no sense for each country to be managing the turtles differently. We need to have a regional management programme, otherwise the work at one location is not going to do much. We have to protect them everywhere that they're found.

Lee Ann Beddoe

Tell us about your project.

Overall, what we're doing is looking at a methodology for restoring coral reefs, because they're degrading due to anthropogenic (man-made) and natural causes. We're trying to find the fastest method for reversing this deterioration, and what we're using is electrolytic mineral accretion using low Direct Current (DC), to enhance the growth of the corals.

Our experimental site was based in a man-made bay in Tobago – Coconut Bay. We were using electricity from a dive shop and it was converting the household electricity (AC) to DC before charging the corals. This incorporated physics so the Physics Electronics Workshop helped us with that configuration. And using cables, we ran the electricity to the experimental site.

We needed a species of coral that was fast growing, but not endangered, so we used fire coral, also called *Millepora alcicornis*. We ran electricity to 40 individual pieces and had 40 pieces which acted as the control and received no electricity. We compared the growth changes every two weeks for 1 year.

We then used a Scanning Electron Microscope and X-Ray Diffractometer, through the Physics Department. So we had photos showing the skeletal structure of the coral that received electricity vs. the control, as well as the chemical analysis. At the end of the experiment we crushed different aspects of the coral to determine the composition, and we found that it was very similar to the natural growing coral. That's good because Buccoo Reef is a major tourist attraction and everybody depends upon reefs for the goods and services they offer, like fishing, scuba diving and tourism. That's good in terms of having a regional impact as well.

Why did you choose this topic?

I wanted to do a research project that wasn't just going to collect baseline data and sit on a shelf. I wanted to do something applicable to protecting the environment. So Prof Agard [John Agard, Head of The UWI Department of Life Sciences] suggested exploring the idea of mineral accretion.



Lee Ann Beddoe

What I liked about the project was that it pulled from different disciplines, even chemistry.

How has your personal experience been working on this project?

When I started the project I thought "ok, I'm going to do research that would help the environment." I didn't take into consideration the social aspect, but being in Tobago I have learnt about it. Tobagonians take a lot of pride in their environment and conserving it – they depend on their natural resources for tourism etc. They're very, very cooperative when it comes to doing research that could help preserve their resources, so I learnt about the people who actually use these resources and how much they depend upon them to feed their families. It inspired me to further my research in the Marine field, but more so Environmental Biology.

There's also the educational aspect because I got to teach people about different things and why we need to do this. Tourists especially were very interested and they were pleased that people were doing research like this.

I was a demonstrator and teaching assistant for a Marine Ecology course in the department and I asked students from that class to come and help me with my project. They learnt the technique of buoyant weighing and measuring corals, how to handle certain coral species with care and some of them actually learnt to scuba dive. I also advanced my scuba diving and learnt about coral species. I learnt new things from Physics. It was an exchange of knowledge.

I went to the Bermuda Institute of Ocean Sciences to do some training – a Coral Reef Ecology course for three weeks. I got a partial scholarship and UWI provided the rest of the funds to travel, and it was fantastic. I met other students doing research in the marine environment and networked with other marine scientists.

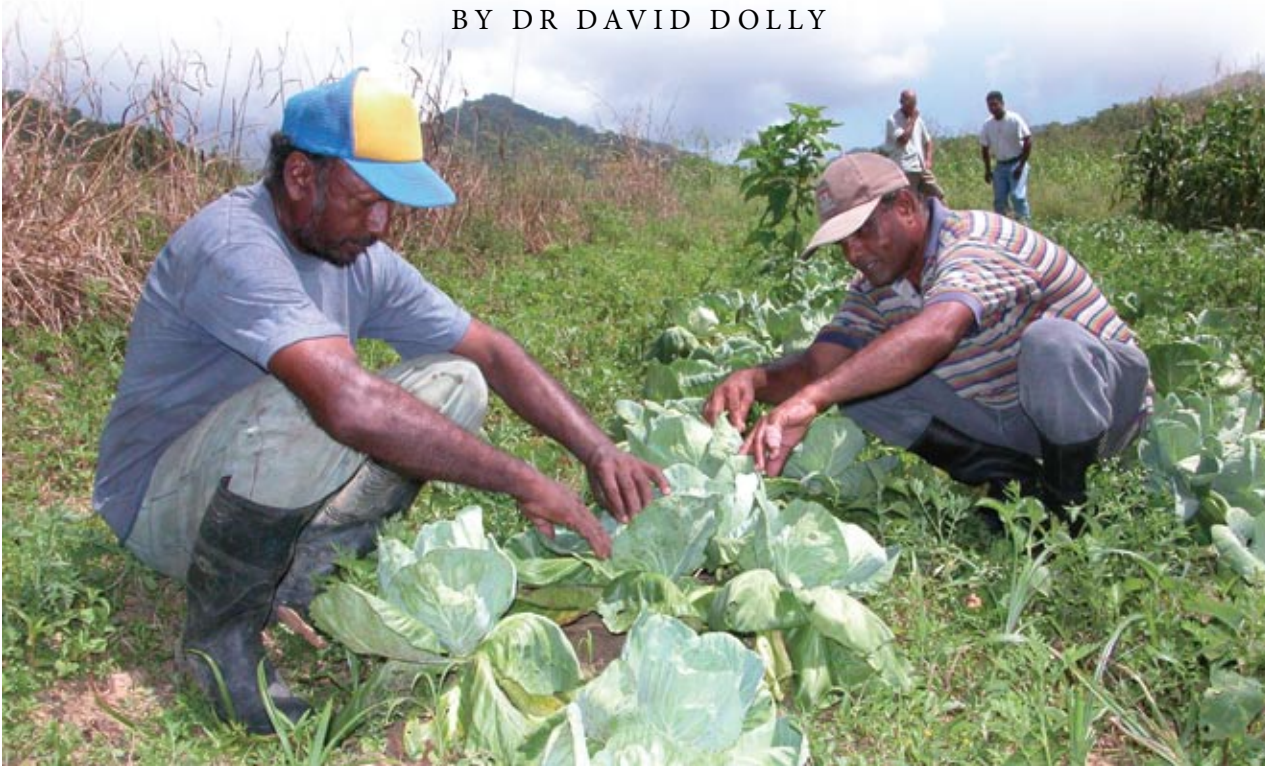
It sounds like fun.

Oh definitely! I have pictures of creatures that are on my research. A sea horse came and he actually started living on it (the experimental site), so it was good for the dive shop because when they teach their beginner divers, they take them on the experiment site and they would see the sea horse. We call him Sea Biscuit. We also had squid, starfish, several species of reef fish and a moray eel that would come to visit from time to time.

INNOVATION

Farmers at School

BY DR DAVID DOLLY



Crop inspection at the Caura Valley Farmers Field School.

The Farmer Field School (FFS) is an open learning environment in which farmers school themselves in integrated pest management techniques for agricultural food production. Farmers seek to understand the environment in which crops are cultivated in order to find natural pest enemies, alternative and cheaper fertiliser applications and techniques which do not harm the environment, while producing healthier food for consumers.

Field Schools occur during the life of the crop. The farmers choose a central location within their community to set up cultivation. The site could be under a mango tree, under a shed on the farm, a rehabilitated harvest site, etc. They would meet on this plot at agreed times throughout the crop's cultivation.

Then comes the big learning bash. Which pests exist? Do these pests face other pests that may easily eat and destroy them? What alternatives are there to expensive and harmful pesticides? Can one use compost as a natural fertiliser? Which crop variety is really better?



Classroom session at the Caura Valley Farmer Field School

As with all school environments, the farmers get a chance to share fellowship, mingle with agricultural scientists, extension officers and other stakeholders. They catch up on happenings in the neighbourhood. It's like making happy school days all over again. Farmers in the Caribbean are eagerly engaging this technique and they always look forward to receiving their certificates of participation at the end.

These schools first began among small rice farmers in South East Asia approximately twenty years ago. Although the Asian region is still responsible for a high percentage of school graduates, there is more widespread adoption of this teaching technique among other small producers worldwide, even livestock producers. Since arriving in the Caribbean in 2000, 40 schools have been conducted in Dominica, St Lucia, Suriname and Trinidad.

I became involved when CAB International and the Food and Agricultural Organisation (FAO) invited The UWI to partake in the first field school in the Aranguez vegetable growing area just outside of Port of Spain. This was a great way to help farmers become masters of their own science as it was an opportunity to empower those with a feel for scientific exploration to break down the barriers between scientists and farmers, males and females and even consumers and producers.

Ten years hence, this effort rethinks pesticide use and tries to reduce the cost of food. The FFS is an exciting new Extension methodology. Very often the Extension agent cannot educate an entire client base, so a schooling method which multiplies teaching capacity is a welcome innovation.

Hopefully the FFS concept will spread more widely among the general citizenry. One could find a method to school other gardeners, landscapers and hobbyists to carefully observe their growing lots in order to understand pest invasions and less harmful ways of controlling the regulars which invade the garden. In the long term this approach would be cheaper, healthier and contribute to a more sustainable environment for future generations.

HONOUR ROLL



PHOTOS COURTESY: DR DAVID DOLLY

Dr David Dolly

JOURNAL ARTICLE OF THE YEAR AWARD

Dr David Dolly, Lecturer in Agricultural Extension in the Department of Agricultural Economics and Extension and Deputy Dean Student Matters, Faculty of Science and Agriculture, has been awarded the Journal article of the year award (2009) on behalf of the Journal of International Agricultural and Extension Education (JIAEE). The JIAEE is the official refereed publication of the Association for International Agricultural and Extension Education.

The association has worldwide membership and seeks to serve as a catalyst in bringing the collective expertise of agricultural and Extension educators to bear on the problems of human resource and agricultural development.

Dr Dolly's article is entitled, "An assessment of the Implementation and Outcomes of Farmer Field Schools to improve vegetable production in Trinidad and Tobago."

Farmer Field Schools seek to build intelligence capacity among food producers in developing countries with regard to adopting technologies for sustained ecological environments and healthy pesticide-free food. The Food and Agricultural Organization and other international bodies have piloted this methodology worldwide.

Since its introduction, Trinidad and Tobago conducted forty field schools. The UWI participated in 'Training of trainers' exercises to spread the FFS concept throughout the Caribbean. The Ministry of Agriculture Land and Marine Resources (now Food Production Lands and Marine Affairs) supported these field schools while staff at the Extension Training and Information Services Division facilitated Dr Dolly's involvement with the activities.

Other Caribbean countries have conducted few schools. Studying the methodology in Trinidad and Tobago is an important imperative if the region is to ascertain its suitability as an Extension methodology.

Dr Dolly's article highlights the initiatives in Trinidad and Tobago and compares this implementation with a major review of the school's implementation throughout Africa.

David Dolly (PhD) is a Lecturer in Agricultural Extension and Deputy Dean (Student Matters) Faculty of Science and Agriculture.

■ PSYCHOLOGY SEMINAR SERIES

The **Psychology Seminar Series** is an initiative undertaken by graduate students from the Behavioural Sciences Department, Rosana Yearwood and Jannel Philip, supported by supervisor, Dr. Derek Chadee, and lecturers of the Psychology Unit. The series was designed to create a forum for a meeting of minds in a space which generates healthy debate. A key feature of the series is its flexible format, which facilitates students' and presenters' particular needs or agendas. It also prepares students for seminar presentations in fulfillment of their MPhil or PhD requirements, by offering a supportive environment, in which they can stand and confidently respond to feedback.

In April 2010, the Psychology Seminar Series was launched with two student presentations on the theme Emotions and Cognition. MPhil candidate, Sideeka Ali, raised methodological concerns, access to information and direction to resources in order to facilitate data collection. Her research in developmental psychology is titled, "Emotion Experience and Emotional Regulation: How Are They Related to Relationship Satisfaction across Age and Gender?"

In keeping with the theme, PhD candidate Jannel Philip presented theoretical arguments on the bidirectional aspect of emotions/cognition relationship and the effects on behaviour from a social psychological perspective. Her presentation, "Feeling or Cognition? Cognitions and Emotions as Predictors of Prosocial Behaviour," questioned the role of emotions and cognition in predicting prosocial behaviour. She suggested that both feelings and cognitions have a significant impact on prosocial behaviour and the prominence of one over the other depends on many social psychological factors.

At the second seminar in May, visiting Professor Joseph Khiston, a lifespan developmental psychologist at the University of North Carolina Wilmington, spoke on "Psychobiography." He began with a distinction between traditional biography which is focused on telling the story of a life, versus psychobiography which is about making sense of a person's life. Psychobiography, he explained, employs Erik Erikson's epigenetic principle which states that we develop through a predetermined unfolding of our personalities. Our progress through life is therefore dependant on our successes and failures throughout our developmental process, from childhood to adulthood. These events coupled with our genetics give explanation to our life events and make us who we are.

Professor Kishton further cited use of this principle in Erickson's psychobiographies of key historical figures such as Mahatma Gandhi (1969), Martin Luther (1958), the protestant reformer, and even a fictional film character Dr. Isak Borg, from Ingmar Bergman's film, *Wild*



Visiting Professor Joseph Khiston, a lifespan developmental psychologist at the University of North Carolina Wilmington, spoke on "Psychobiography."

Meeting of Minds



"The series was designed to create a forum for a meeting of minds in a space which generates healthy debate...It also prepares students for seminar presentations in fulfillment of their MPhil or PhD requirements, by offering a supportive environment, in which they can stand and confidently respond to feedback."



Sideeka Ali's research in developmental psychology is titled, "Emotion Experience and Emotional Regulation: How Are They Related to Relationship Satisfaction across Age and Gender?"

Strawberries. With video clips and excerpts from his work on some personalities, Professor Kishton demonstrated the application and usefulness of Psychobiography.

Among those who attended, a history student saw relevance of this enlightening topic to the area of psycho history by using the psychobiographical approach to examine the narratives of African slaves in the Caribbean. Students from the Liberal Arts Dept. noted that psychobiography can be used to study cultural icons in Trinidad and Tobago. Another student noted that while psychobiographical sketches have been done here at the university, there was no formal recognition that the work was psychobiography. These insights gleaned from students of varying disciplines demonstrate that there is a particular richness derived from the cross fertilization of ideas, the meeting of minds from diverse disciplines with varying perspectives.

In the academic year 2010-2011, topics at the Psychology Seminar Series will range from research in psychology, to career opportunities and perspectives on further academic pursuits in psychology. Various approaches will be used; some will be in the form of presentations by students, lecturers and visiting professors as well as panel discussions. Panelists will be drawn from students, lecturers, successful MPhil and PhD candidates and also from among psychologists. Students and staff are invited to attend and participate.



Jannel Philip spoke on "Feeling or Cognition? Cognitions and Emotions as Predictors of Prosocial Behaviour."

■ CAMPUS NEWS



PHOTO:STUDIO WORKS

Vice Chancellor of The University of the West Indies, **Professor E Nigel Harris**, delivered the annual Eric Williams Memorial Lecture on July 9, 2010. The lecture, “Haiti and its many crises and its place in the Caribbean,” covered the historical journey of Haiti and looked at ways to help rebuild the country. *This is an edited excerpt of his address.*

As tragic as the Haitian earthquake has been, its occurrence has created an opportunity for Haiti, for the world, for the nations of CARICOM and countries in the Caribbean basin. CARICOM has an opportunity to play a special role in this global constellation, because it is we who first opened our arms to Haiti and it is with us that Haiti has so much in common. This is a moment of transformation and the leaders of Haiti and many members of the international community are talking, not about reconstructing what existed, but of a “Re-founding” of the country. This means fashioning a new country with stable democratic government, orderly systems of administration that can deliver services to all Haiti’s people with assistance from, but not dominated by NGOs; of government authority distributed across the country rather than concentrated in the capital; of a thriving, sustainable economy; reliable management of water and waste; of buildings erected to withstand the forces of nature

in better planned communities; of an effective and accessible system of health care; of a well designed, high-standard education system from primary through secondary to tertiary education that provides the knowledge, skills and attributes to drive transformation and social and economic growth.

In the months since the earthquake, the leaders of Haiti in concert with the international community have finalised an Action Plan for National Recovery and Development and identified priority areas for action. With promised funding support from the international community, this plan is designed to provide sustainable social and economic development through reconstruction, investment, employment and income generation. The international community has pledged \$5.3 billion over the next two years to transform Haiti into a modern state.

What role must CARICOM play? We cannot provide much in the way of funds, but our historic relationship to

Haiti and our geographic proximity puts us in a significant position to provide technical and professional support. ...

Assistance can be provided in areas of legislation, tax reform and establishment of a system that enables provision of land titles. CARICOM personnel from the public and private sectors can go to Haiti on secondment and Haitian personnel can come to our countries for training. These are steps that can be made by involvement of all countries and institutions of CARICOM, including academic institutions.

We need to forge a triangular relationship: funds and material support from the North, provision of technical and professional support from CARICOM nations and the implementation of the Recovery Plan guided by Haitian leadership. While the press and people remain sceptical about the progress being made by CARICOM towards a Caribbean Single Market and Economy, insufficient attention has been paid to good progress in terms of

...LET ME COUNT THE WAYS

functional cooperation reflected in commonly shared institutions such as The University of the West Indies, the Caribbean Examinations Council (CXC), the Caribbean Association of Industry and Commerce (CAIC), the Caribbean Tourism Organisation (CTO), The Caribbean Disaster and Emergency Management Agency (CDEMA), and more. By linking with Haiti in areas of business, particularly in the fields of reconstruction, agriculture and light manufacturing—areas targeted to jump-start the Haitian economy—and by drawing Haiti into the CARICOM network of education, health, tourism, disaster risk reduction and environmental protection, all elements of functional cooperation, Haiti will benefit and it is likely CARICOM, if it positions itself correctly, can also benefit. Indeed, if we were to be truly ambitious, we can envision a functionally cooperative and an integrated economic community much larger than CARICOM and Haiti, to include the Dominican Republic, Cuba and Puerto Rico and other islands in the Caribbean basin.

The University of the West Indies too sees the earthquake in Haiti as a moment of opportunity. Within a week of the tragedy, our leaders met and began constructing short and long term plans. In the short term, staff and students engaged in collection drives of food, clothing, personal hygiene products and other such items. Bank accounts were opened on all Campuses and funds deposited will be used towards assisting students in need.

Our academic community on all campuses, including the Open Campus, held symposia, talks and wrote articles in the media aimed at sensitising and educating the general public and our internal community. This was meant to inform people about the current situation in Haiti and to tell the story of its vibrant history and culture.

Drawing on a database of expertise that our University has constructed to identify academic and non-academic staff who can respond to disasters, two civil engineers from the Faculty of Engineering in Trinidad, Dr. Derek Gay and Dr. Richard Clarke, went to Haiti as members of the CDEMA Team. Some medical personnel were also deployed to Haiti. Prior to the earthquake, Dr. Assad Mohammed had been working on urban planning projects in Haiti and Professor John Agard on a reforestation project.

In truth, we see ourselves as playing a more sustained role in the Haiti re-founding effort. In March 2010, we seized the moment to convene a meeting of UNICA, the Association of Caribbean Universities and Research Institutes, encompassing universities from the Spanish, French and Dutch-speaking Caribbean. Rectors of four of the universities in Haiti were invited to report on the effects of the devastating earthquake on their institutions, which wiped out 90% of the university infrastructure, killed about 40 academics and over 200 students, some of whom were buried in the buildings in which classes were being held. The UNICA meeting was asked to begin discussions on how Caribbean universities might help in the re-founding of the Haitian tertiary education sector. We hope we can rally Caribbean universities to provide advocacy with their Governments for sustained help for Haiti and that these universities, some bigger and better endowed than we are, can provide, places for students both undergraduate and graduate, provision of academics and provision of expertise in the broader recovery effort.

To lead the way, UWI stepped up to the plate. The Mona Campus offered 100 places, Cave Hill 25 and St. Augustine 75, and based on the wishes of our Haitian counterparts, places were offered to final-year students. For a number of reasons, including insufficient fluency in English, an unwillingness of some students to leave their families at this time and logistics, we shall fall short of the 200 for which we were aiming, but we have started something that can



“I make a plea to our governments, private sector and civic leaders in the Caribbean to partner with us in helping to fund the housing and living requirements of these students. We need to raise at least US\$1 million to house even the present students we shall admit.”



continue in the future, since we can assist too in graduate education and collaborative research which is not evident in Haiti at this time. I make a plea to our governments, private sector and civic leaders in the Caribbean to partner with us in helping to fund the housing and living requirements of these students. We need to raise at least US\$1 million to house even the present students we shall admit. Some countries of the Caribbean have visited enormous cuts in funding on UWI. Despite this, we believe it is our fraternal duty as a Caribbean institution to assist in whatever practical ways we can in the re-founding of Haiti. However, we cannot do it all and it is for this reason we issue a public appeal to institutions and persons willing to assist in helping to fund living expenses, books and travel for these young people from Haiti.

In addition to admitting students to our Campuses, we are also working on a project that will provide courses by distance to Haitians through the Open Campus. These programmes are expected to utilize both Haitian and UWI academics to construct appropriate and culturally specific programmes in areas such as teacher education, justice and security. In the area of teacher education, the project will adopt a two-tiered approach. Initially, it will focus on teachers whose training was interrupted by the earthquake, and then attention will be paid to training primary and secondary untrained teachers, teacher trainers and university faculty. I thank Dr Glenford Howe of the Open Campus for preparing this proposal, which we have submitted to one multilateral agency so far. There is also a proposal that has received some initial funding to revive a training programme in Urban and Settlements Planning in Haiti. Dr Assad Mohammed of St. Augustine is leading this effort. As you can imagine, in reconstructing Port-au-Prince and other damaged areas, urban and settlement planning is a vital requirement.

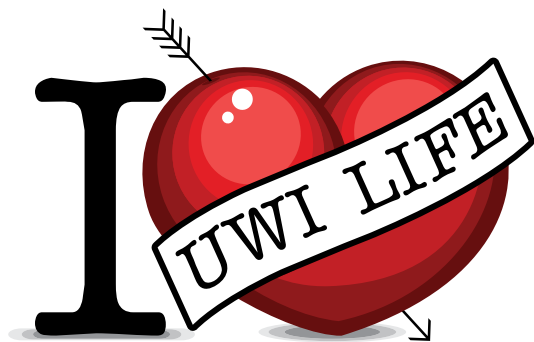
Recognising that language is one of the most important barriers between Haiti and the Anglophone Caribbean, The UWI, the State University of Haiti, the University of Quisqueya and the University of Havana in Cuba have recently proposed the creation of an Institute of Languages and Translation for teaching of English, French, Spanish and Creole. This initiative will be expected to link with our Institute of Language Studies at St. Augustine and other similar units at Mona and Cave Hill. If this tragedy does nothing else for us in the Anglophone Caribbean, let it make us become resolute in our insistence that every school child at the primary level and by the secondary level should become fluent in at least one other language—Spanish or French—but preferably both. This may well be an opportunity for exchange between Spanish, French, Dutch and the Anglophone Caribbean of young people who can teach their language to countries speaking other languages. ...

In relation to the activities of The University of the West Indies, let me state what so many of our people do not seem to see about The UWI. We are not only an institution that grants undergraduate degrees, we are a full-service entity able to impart knowledge and skills not only at the undergraduate level but also at the graduate and post-doctoral levels in broad areas relevant to Caribbean self-knowledge, growth and development. We are also committed and able to create new knowledge that can drive national and regional development, and through outreach, we can assist in providing the sort of broad-based, meaningful and sustained support for policy making and planning of our public and private sectors, and we can respond in varying ways to a situation such as that of Haiti.

I believe that no other institution in the Anglophone Caribbean has the capacity to contribute in such broad ways.

UWI CALENDAR of EVENTS

SEPTEMBER – OCTOBER 2010



UWI LIFE

Wednesday 1 to Monday 6 September, 2010
UWI, St. Augustine, Trinidad

UWI is opening its gates for the incoming class of 2010! UWI Life 2010 is the “official welcome event” designed to make incoming students more confident in taking on this new adventure of life at The UWI, St. Augustine. All incoming students are invited to come out and greet your new colleagues while taking part in forums, games, giveaways and musical performances.

UWI Life will include four main events, as follows:

UWI LIFE SUPPORT

Wednesday 1 September, 2010, at 6 pm
UWI Sport & Physical Education Centre (SPEC)
For parents, guardians, and spouses only

UWI LIFE EXTENSION

Thursday 2 September, 2010, at 6 pm
UWI Sport & Physical Education Centre (SPEC)
Mature, evening and part-time undergraduate students only

UWI LIFE STUDENT

Friday 3 September, 2010, at 9 am
UWI Sports & Physical Education Center (SPEC)
First-year or first-time undergraduate students only

UWI LIFE POSTGRAD

Monday 6 September, 2010, at 6 pm
UWI Sports & Physical Education Center (SPEC)
First-year or first-time postgraduate students only

For further information, please call 662-2002 Ext. 2097, or visit the UWI Life website at www.sta.uwi.edu/uwilife.

COTE

COTE 2010

Thursday 7 and Friday 8 October, 2010
UWI, St. Augustine, Trinidad

The St Augustine Campus of The UWI is preparing to host its annual Conference on the Economy (COTE 2010) in October. COTE aims to highlight developmental issues facing the country and the wider Caribbean. It will feature key speaker Professor Compton Bourne, former Principal of The UWI St Augustine Campus, and current President of the Caribbean Development Bank (CDB). Organized by the Department of Economics, Faculty of Social Sciences, COTE 2010 is open to decision makers, policy makers, technocrats, private sector representatives, academics, students and the general public.

For further information, please visit the official website at <http://sta.uwi.edu/fss/economics>, or please contact Joel Jordan, COTE 10 Secretariat Office at joel.jordan@sta.uwi.edu or (868) 662 2002, Ext. 3231, or contact Roger Mc Lean, Chair, COTE 10 Committee at Roger.McLean@sta.uwi.edu, or (868) 662 2002 Ext. 3055, or (Fax) 662 6555.

CHANGING TIMES, CHANGING MARKETS, CHANGING PRIORITIES

Wednesday 24th to Friday 26th November, 2010
Melbourne, Australia

The Association of Commonwealth Universities' (ACU) will host its 3rd PR, Marketing and Communications Network Conference. The conference is themed ‘Changing Times, Changing Markets, Changing Priorities,’ and features Stephen Holmes, Managing Partner of the Knowledge Partnership, as a key note speaker. Registration closes on August 31st, 2010, so register now.

For further information, please visit the ACU conference website at <http://www.2010acuconference.info/>.

UWI TODAY WANTS TO HEAR FROM YOU

UWI TODAY welcomes submissions by staff and students for publication in the paper. Please send your suggestions, comments, or articles for consideration to uwitoday@sta.uwi.edu.

ART, DESIGN AND ARCHITECTURE IN OUR SPACE

Wednesday 6 October, 2010
UWI, St. Augustine, Trinidad

The Department of the Creative and Festival Arts (DCFA), Faculty of Humanities and Education, UWI, St. Augustine, will host a special one day symposium, entitled Art, Design and Architecture in our Space: New Perspectives on Art and Design Practice in the Caribbean. This symposium aims to initiate a dialogue on issues that affect the practice of art, design and architecture in Trinidad & Tobago and the wider Caribbean.

For further information please contact Keith Cadette at keith.cadette@sta.uwi.edu, or Lesley-Ann Noel at lesley-ann.noel@sta.uwi.edu, or contact the DCFA office at 663-2141 or 662-2002 ext 3622.

RELIGION IN THE CARIBBEAN

Thursday 16 to Saturday 18 September, 2010
UWI, St. Augustine, Trinidad

There has been considerable published research on religion internationally but insufficient work has been conducted in the Caribbean and Latin America. This conference, Religion in the Caribbean: Addressing the Challenges of Development and Globalism, hosted by the Department of Behavioural Sciences, UWI, seeks to fill that gap by bringing together scholars who have been doing research in this area.

For further information, please visit the conference website at <http://sta.uwi.edu/conferences/10/religion/>, or contact Rachel D'Arceuil, Faculty of Social Sciences, UWI, at 663-4968, or via email at Rachel.DArceuil@sta.uwi.edu.

REFLECTIONS, RELEVANCE AND CONTINUITY

Saturday 18 to Sunday 19 September, 2010
UWI, St. Augustine, Trinidad

This year marks the 40th anniversary of the Black Power Movement in Trinidad and Tobago and this provides an opportunity to re-examine this period in our history and place it in a global context. The Department of History at The UWI, St. Augustine Campus, in collaboration with SALISES, CENLAC, local organizations and trade unions, will host this international academic conference, “Reflections, Relevance and Continuity.”

For further information, please contact Jerome Teelucksingh, Department of History, UWI, St. Augustine, at jerome.teelucksingh@sta.uwi.edu