

#1175
#1179

ABSTRACT

THE NEW JUNIOR SECONDARY SCHOOLS OF JAMAICA

By

Gloria Mary Smith

In 1966 the International Bank for Reconstruction and Development agreed to a loan of £3.4 million to assist the Government of Jamaica in financing the first phase of its education expansion program. A major part of the loan was devoted to the construction and equipment of 50 junior secondary schools, as the first step in a plan to provide three years of secondary education for all Jamaicans aged 12-15. The junior secondary school is an institutional innovation in Jamaica. In place of the older grammar school function of providing academic education for a select few, the junior secondary school is required to accommodate a wide range of ability; it must perform a remedial function as well as prepare some pupils for further schooling.

There is a polarization of opinion in Jamaica about the new schools. Much of the opposition emanates from traditional conceptions of academic secondary grammar school education, fears of lowered standards, and the potential development of a comprehensive secondary school system. Other Jamaicans support the comprehensive principle as socially democratic. Despite the controversy, little is known of what is actually happening within the junior secondary schools. This study endeavors to provide information by describing schools as they attempt to achieve their aims in their socio-cultural milieu.

The descriptive method is used to explain the similarities and differences in implementation of the official aims in four selected schools in different areas: a rural agricultural area, a rural small town, an urban depressed area, and a less depressed urban area. Bereday's four steps were employed leading to a simultaneous comparison of the four schools.

Data were gathered from the principals and teachers in structured interviews to discover their methods and difficulties. Principals, teachers, Grade 9 pupils, school-leavers, parents and community leaders were further asked to select the three aims (from ten) they considered most important to the pupils in their community, giving reasons for their choice.

Major findings:

1. The image of the academic grammar school as the ideal-type secondary school tends to persist quite strongly among the pupils of the junior secondary schools, their parents, and members of their communities.
2. Nevertheless, with few exceptions the comprehensive principle has been firmly established among the principals and teachers of these schools, despite their own grammar school backgrounds.
3. The school staffs have devised innovative programs to serve their pupils' needs, indicating that the institution is quite flexible. Vocational programs have been more particularized in rural than urban areas.
4. The home economics programs are performing an invaluable

function in contributing toward the improvement of home and family life.

5. It seems fair to conclude that the junior secondary program, through its social and practical emphasis, represents a positive advance toward making secondary level education more functional to Jamaica's national development.
6. A major concern is the future of the school-leaver, who is too young to work. There is a recognized need to extend the junior secondary school course to five years. However, there are problems of inadequate space and teacher supply.
7. The present government of Jamaica apparently plans eventually to extend the junior secondary school program to five years, but as part of a tripartite system. A major question remains. Will the junior secondary schools become a "flexible pivot of transition" toward the comprehensive system of secondary education envisaged by the previous government, or will the grammar schools maintain their prestigious academic orientation, relegating the junior secondary schools permanently to the status of second-class secondary schools?

THE NEW JUNIOR SECONDARY SCHOOLS OF JAMAICA

By

Gloria Mary Smith

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Secondary Education and Curriculum

1973

6/10/79

DEDICATION

To all those educators and policy-makers
in Jamaica and elsewhere, who are striving
to extend educational opportunities to all
children as equitably as possible.

12

13

14

15

16

17

18

19

20

21

22

23

24

25

26

27

28

ACKNOWLEDGMENTS

The writer wishes to express her indebtedness to various individuals and groups who have contributed in important ways to the development of this study.

Sincerest appreciation is extended to the many members of the academic staff of Michigan State University who, as a result of their international experience, contributed many insights into other cultures and the problems inherent in modernization.

To Dr. Carl H. Gross, Professor and Chairman of the Department of Secondary Education and Curriculum in the College of Education, and chairman of the doctoral guidance committee, I owe deepest gratitude for his careful, meticulous guidance, friendly patience and encouragement.

Very valuable assistance in the form of suggestions and criticism was provided by the members of the guidance committee: Dr. David K. Heenan, Associate Director of the Institute for International Studies in the College of Education; Dr. Iwao Ishino, Professor and Chairman of the Department of Anthropology; and Dr. John Useem, Professor in the Department of Sociology.

My gratitude is extended to many Jamaicans for their contributions of information, critical judgment and time which made this study feasible. While it is not possible to mention each individually, the following deserve special appreciation: the Minister of Education, the

the Honorable Florizel Glasspole, for officially permitting the study to proceed; the many officers of the Ministry of Education and other governmental agencies who patiently provided information, in particular Mr. Rene Daley and Mr. C. S. Edwards for their interest and guidance; Dr. L. Reid of the Department of Education, University of the West Indies, for helpful insights and guidance; the Honorable Edwin Allen, M.P., former Minister of Education, for an informative interview on the initiation and early development of the junior secondary schools.

My very deepest appreciation is due the informants associated with the four junior secondary schools: the principals who received the writer's intrusion into their busy schedules with professional interest, efficiency and warm hospitality, and made it administratively possible to gather the necessary data; the teachers who gave so willingly of their time and experience to discuss various aspects of their work; and those pupils, parents and community members who, when requested, thoughtfully answered the writer's questions and candidly expressed their views.

Finally, thanks are due my husband, Colin, for his continuous support and encouragement.

Sincere appreciation is due Mrs. Laura Cochrane for her professional competence and attention to detail in typing the manuscript, and for her patience and cheerful good humor.

TABLE OF CONTENTS

Chapter	Page
I INTRODUCTION	1
THE NEW JUNIOR SECONDARY SCHOOL	1
HISTORICAL BACKGROUND	4
Early British Occupation	4
Social Heritage of Slavery	5
Activities of the Early Missionaries	6
Breakdown of the Institution of Marriage	7
Mixed Ethnic and Cultural Heritage	9
Differing Ideas for the Education of Upper and Lower Classes	11
The Insecurity of an Economy Based upon Sugar	14
Continuous Social and Political Connections with Great Britain	15
The Modern Challenge of a More Comprehensive Educational Provision	16
STATEMENT OF THE PROBLEM	28
RELEVANT LITERATURE	29
METHODOLOGY	34
LIMITATIONS	36
II MANAGEMENT, GOALS AND CURRICULUM OF THE JUNIOR SECONDARY SCHOOLS	38
LEGAL FRAMEWORK	39
ADMINISTRATION AND FINANCE	40

Chapter		Page
	Capital Costs	41
	Recurrent Costs	42
	GOALS AND OBJECTIVES	44
	CURRICULUM	47
	TEACHERS' QUALIFICATIONS AND DUTIES	53
	PUPIL ATTENDANCE	56
	FURTHER EDUCATIONAL OPPORTUNITIES	57
	ANCILLARY SERVICES	60
	SUMMARY	62
III	UNIQUE FEATURES OF THE FOUR SCHOOLS	63
	BANANA GROVE JUNIOR SECONDARY SCHOOL SERVING A RURAL AGRICULTURAL AREA	63
	SEASURF JUNIOR SECONDARY SCHOOL SERVING A COASTAL RESORT TOWN	71
	INDUSTRIAL TOWN JUNIOR SECONDARY SCHOOL SERVING AN URBAN INDUSTRIAL AREA	76
	CITY PARK JUNIOR SECONDARY SCHOOL SERVING AN URBAN COMMERCIAL AREA	81
	CONCLUSION	88
IV	COMPARISON OF FOUR JUNIOR SECONDARY SCHOOLS	89
	FOUR COMMUNITIES	89
	FOUR JUNIOR SECONDARY SCHOOLS	92
	Their Histories, Staffs, Pupils, Sites and Buildings.	92
	Their Programs and Practices	96
	RELATIVE IMPORTANCE OF THE AIMS	115
	CONCLUSION	120
V	SUMMARIES, CONCLUSIONS AND RECOMMENDATIONS	127

Chapter	Page
SUMMARY OF THE PROBLEM	127
DATA SUMMARIES	129
CONCLUSIONS	130
RECOMMENDATIONS	135
APPENDIX	
A OFFICIAL FRAMEWORK	
A-1. Long-term Educational Targets and Objectives, 1966-1980	138
A-2. Structure of the Education System	139
A-3. Education Advisory Council	144
A-4 Boards of Governors	146
B AIMS AND OBJECTIVES FOR JUNIOR SECONDARY SCHOOLS	
B-1. Master Plan Report--Objectives	148
B-2. Curriculum Development Committee--Aims of the Junior Secondary School	150
C SURVEY FORMS	
C-1. Questions for Principals	158
C-2. Questions for Department Heads and Subject Teachers	160
C-3. Questions for Students, Parents, Community Leaders and Grade 9 School-leavers	161
D JUNIOR SECONDARY SCHOOL SYLLABI--TOPICAL SUMMARIES	
D-1. English	162
D-2. Mathematics	164
D-3. Social Studies	166
D-4. General Science	172
D-5. Agricultural Science	176
D-6. Home Economics	179

Appendix	Page
D-7. Industrial Arts	182
D-8. Art and Crafts	184
D-9. Religious Education	187
D-10. Physical Education	193
D-11. Music	194
E TEACHER CLASSIFICATIONS	196
F EDUCATIONAL TELEVISION AND RADIO BROADCASTING--A SAMPLE .	197
G ANCILLARY SERVICES	
G-1. Book Rental Scheme	200
G-2. School Meals	201
G-3. Educational Broadcasting Service	202
G-4. School Nursing Services	203
G-5. Evening Classes	205
H JAMAICA SCHOOL CERTIFICATE--SUBJECTS FOR EXAMINATION . .	206
I JUNIOR SECONDARY SCHOOL ACTIVITIES	
I-1. 4-H Club Activities at Banana Grove	207
I-2. Classroom Discussion of Current Jamaican Problems .	209
J WORLD BANK ARCHITECTURAL DESIGNS	
J-1. Linear Scheme	213
J-2. Court Scheme	216
K STUDENT COMPOSITION OF JUNIOR SECONDARY AND HIGH SCHOOLS	
K-1. Comparison of Socioeconomic Background of Students in the Junior Secondary and High Schools	219
K-2. Comparison of the Racial Composition of Student Body in Junior Secondary and High Schools	220
BIBLIOGRAPHY	221

LIST OF TABLES

Table		Page
1	Pupil Capacity of World Bank Junior Secondary Schools . .	41
2	Capital Costs of Junior Secondary Schools	42
3-A	Recurrent Costs per Pupil--Estimated	43
3-B	Recurrent Costs per Pupil--Actual	43
4	Subject Area Time Allocations	48
5	Pupil & Staff Populations Banana Grove Junior Secondary School 1971-72	66
6	Pupil & Staff Populations Seasurf Junior Secondary School 1971-72	73
7	Pupil & Staff Populations Industrial Town Junior Secondary School 1971-72	78
8	Pupil & Staff Populations City Park Junior Secondary School 1971-72	83
9	Pupil & Staff Populations of Four Junior Secondary Schools 1971-72	94
10	Relative Importance of Aims in Order of Choice of Selected Groups at Four Junior Secondary Schools . . .	116
11	Most Important Aims Selected by School Principals	117
12	Comparison of Socioeconomic Background of Students in the Junior Secondary and High Schools in the Corporate Area	219
13	Comparison of the Racial Composition of Student Body in Junior Secondary and High Schools in the Corporate Area	220

LIST OF FIGURES

Figure		Page
1	The Educational Ladder in Jamaica	140
2	The Linear Scheme--Perspective	213
3	The Linear Scheme--Ground Floor Plan	214
4	The Linear Scheme--First Floor Plan	215
5	The Court Scheme--Perspective	216
6	The Court Scheme--Ground Floor Plan	217
7	The Court Scheme--First Floor Plan	218

CHAPTER I

INTRODUCTION

THE NEW JUNIOR SECONDARY SCHOOL

Secondary education was established in Jamaica in the late nineteenth century on essentially an elitist basis, primarily for the upper and middle classes who could afford to pay fees. The main criterion of a good secondary education was success on the external examinations of Cambridge University. The English academic grammar school tradition was thus firmly established, and still persists today.

Efforts had been made to widen the base of recruitment into academic, technical and commercial schools by means of a Common Entrance Examination at the age of 11+, first introduced in 1958. However, it was chiefly the children whose parents could pay for education at private preparatory schools who secured the scholarships and free places, and it was this same class who could afford to accept the fee-paying places or "half-scholarships." Less privileged children, especially those living in rural areas, had very limited educational opportunity.

In December, 1966, the Ministry of Education published its New Deal for Education in Independent Jamaica (Ministry Paper No. 73) which stated its new philosophy: "opportunity for the best education the country can afford must be open to every child, because all children are equally important." "From now on Education will be a unifying and not a stratifying force in our society." The paper outlined The World Bank-Jamaica Loan

Agreement 1966 whose purpose was to improve and expand educational facilities in Jamaica, particularly in the areas of junior secondary education, teacher training, higher technical and agricultural education.

Of particular importance to this study is the World Bank-Jamaica agreement to construct and equip 50 new junior secondary schools: four in Kingston, and the rest scattered throughout the island. These schools aim generally to provide three years of secondary education for all Jamaicans between the ages of 12-15, to increase the educational competency and self-esteem of all Jamaicans, to provide a junior secondary syllabus more relevant to Jamaica, to develop a populace better prepared to earn a living in the performance of tasks required for the fulfillment of the needs of the society and the economy, and to exercise the rights and fulfill the duties of citizens in a democratic nation.

The new junior secondary school in Jamaica is an institutional innovation. In place of the older grammar school function of providing academic education for a select few, the junior secondary school is obligated to offer terminal education as well as preparation for further schooling. It is required to perform a remedial function as well as to open new vistas for study. Specifically, it aims to develop personal democratic citizenship, ethical values, vocational interests, good health practices, consumer skills, communication and computation skills, habits of critical thinking and work, an understanding and acceptance of the scientific method and change, and appreciation of and participation in the fine arts.

There is a polarization of opinion in Jamaica about the junior secondary schools. Many people fear a deterioration of traditional

academic secondary grammar school standards with the extension of secondary education to include all children aged twelve to fifteen, and the potential development of a comprehensive secondary school system; others support the comprehensive principle as socially democratic. Many also criticize the expenditure of large sums of money on remedial education in junior secondary schools at a time when primary school standards are falling, thus perpetuating the problem; others feel that both primary and junior secondary education may be improved concurrently. Despite all the controversy, little is known of what is actually happening within the junior secondary schools. The only informative research on these schools has centered on their social composition, and remedial education programs. There is need for research into the successes and failures of these schools so that opinion may be based on factual information.

The writer has taught in academic secondary grammar schools in Sarawak and Nigeria, and is interested in studying the difficulties involved in developing a more diversified, comprehensive secondary education system from the traditional British grammar school model. This study will endeavor to describe the practices of four selected junior secondary schools in order to discover in what manner and to what extent the educational aims and objectives are being achieved, and the difficulties encountered which emanate from the socio-cultural milieu of the schools.

We shall now look at some of the major social factors in the history of Jamaican education which may help us to understand the origins of the controversial development of the junior secondary schools.

HISTORICAL BACKGROUND

Jamaican society and its education system have been strongly influenced by the following historical factors:

1. The early British occupation, characterized by absentee landlords and transient overseers.
2. The social heritage of slavery.
3. The activities of the early missionaries: religious, economic and educational.
4. The breakdown of the institution of marriage.
5. The mixed Jamaican ethnic and cultural heritage; the dominance of the English language, paralleled by a minority creole.
6. Differing ideas and practices for the education of the upper and lower classes.
7. The insecurity of an economy based upon sugar.
8. The continuous social and political connections with Great Britain.
9. The modern challenge of a more comprehensive educational provision.

Each of the above historical factors will be discussed in some detail in order to provide a socio-cultural setting for the description of present-day Jamaican educational practices.

Early British Occupation

The few skilled British who came to Jamaica after its capture from the Spanish in 1655 intended no lasting settlement, but only to make

their fortunes and return home. British owners of sugar estates were most often absent from Jamaica, entrusting the supervision of their estates to attorneys and overseers. The fact that the British preferred to educate their children in England helps to explain the late development of education in Jamaica. " . . . outstanding grammar schools . . . were either the result of missionary activity or the realization that many of the elite could no longer afford to go 'home' for education."¹

By way of comparison, the pioneers of Massachusetts settled down to making a home and a new way of life in the new world; part of this task was the establishment of schools. The educational fruits of these two different outlooks may be seen in the fact that Harvard University began in 1636, while the University College of the West Indies was not established until 1948.

A few elementary schools were endowed by planters and merchants for the sons of the poor whites during the late seventeenth and eighteenth centuries.

Social Heritage of Slavery

The effects of the institution of slavery are felt today in the retardation of the educational advancement of black Jamaicans in comparison with other groups in the population. Before the emancipation of the slaves in 1833, missionaries who advocated religious education for

¹ John J. Figueroa, Society, Schools and Progress in the West Indies (Oxford: Pergamon Press, 1971), p. 13.

slaves were stoutly resisted by most European planters, who regarded the doctrine of "equality of all men in the sight of God" as a threat to their own vested interests, though the British Government had in 1823 requested them to provide religious education for slaves.² The few missionaries who were able to establish schools drew their pupils from those who were able to attend, free colored children predominantly. The foundation was thus laid for educational inequality based on color: first the privileged whites, then the browns, and finally the neglected blacks. These distinctions today have major implications for Jamaican society.

Activities of the Early Missionaries

The Act of Emancipation of 1833 included a grant of money, the Negro Education Grant, to promote Negro education in the ex-slave colonies, including Jamaica. Thirty thousand pounds per annum was offered by the British Government as a total for all the colonies for five years, the amount decreasing each year until the grant ceased in 1845. The basic issue was whether education would best be advanced by the local legislature or by the religious bodies who had undertaken instruction wherever they found opportunity under slavery. It was decided as a result of the Sterling Report of 1835 to offer the religious bodies financial support to build schools, and later to assist with the salaries of teachers as the best means of developing a system of education. In the appropriation of funds, the Minister of the Crown was to

² Shirley C. Gordon, A Century of West Indian Education (London: Longmans, Green & Co. Ltd., 1969), p. 10.

be guided by the principle that instruction in the doctrines and precepts of Christianity must form the basis of any such system of education; such moral and religious education was considered essential for the Negro population to be emancipated.³ At the conclusion of the Negro Education Grant in 1845, when the Jamaican Legislature assumed responsibility for education, the missionaries had firmly established themselves as providers of education in Jamaica:

. . . the provision of education proved to be much more expensive than the religious bodies and the Government had realized; and the subsidy was rather unreasonably cut off, and educational provision left to the legislatures who could not but be, in general, out of sympathy with the education of the cheap labour forces they had just lost. However, there were gains from this period of educational experiment and trial: the religious bodies were fully involved in regular schooling, as against Sunday or evening school; Christianity therefore became the religion of the region. Further, popular and mass education was established.⁴

The effects of the early inactivity of the public sector in education and heavy involvement of religious bodies are strongly evident today.

Breakdown of the Institution of Marriage

Slavery in Jamaica resulted in the collapse of the institution of marriage, and the breakdown of social sanctions controlling sexual behavior. Within the context of slavery it was virtually impossible to maintain African forms of polygynous marriage, or the nuclear family which could be severed at any time according to the needs of the master.

³ Gordon, p. 20.

⁴ Figueroa, op. cit., p. 18.

The shortage of white women and the lack of moral sanctions resulted in the exploitation of the female slave. Slave children became the responsibility of their mothers; fathers were relieved of any responsibility for their children. The result was the demoralization of the male slave. "Incapable of asserting his authority either as husband or father . . . it is no wonder that the male slave eventually came to lose all pretensions to masculine pride and to develop the irresponsible parental and sexual attitudes that are to be found even today."⁵

White planters often accepted responsibility for their children by slave women, providing for them materially, and educating them. Thus has evolved a brown middle class.

Today Jamaica has a variety of family patterns. A woman may have children by different fathers; a man and woman may have several children and then decide to get married legally. While the status-conferring religious and legal marriage of the middle and upper classes is now probably the ideal held by most Jamaicans, Henriques reported in 1953 that it was generally estimated that 71 per cent of Jamaican children were illegitimate.⁶ This percentage has probably not changed significantly since that time. Society tends to be matri-focal. The role played by father in the European pattern is often played in Jamaica by mother, and in many circumstances, by grandmother. Without the father's support, many Jamaican school children are poorly fed, poorly clothed,

⁵ Orlando Patterson, The Sociology of Slavery (London: Macgibbon & Kee, 1967), pp. 167-8.

⁶ Fernando Henriques, Family and Colour in Jamaica (London: Macgibbon & Kee, 1968), p. 23.

and overburdened with duties at home. Much of the mother's burden is progressively transferred to the older child, whose education becomes curtailed accordingly:

At home he is probably doing many adult jobs, and in many cases, if the eldest son, is being the man of the house. If there is no father, being the "eldest boy pickney" is an important status. His school attendance is probably spasmodic owing to work with the crops and therefore lacks continuity and sense.⁷

Mixed Ethnic and Cultural Heritage

The population is of mixed ethnic origin. The proportions of each of the various groups were given in 1963 as follows:

For every 100 Jamaicans, 76.8 are of pure African descent, 0.8 are pure European or White, 1.7 are East Indian, 0.6 are Chinese, 0.1 are Syrian, 14.6 are Afro-European (brown), 1.7 are Afro-East Indian, 0.6 are Afro-Chinese and other mixtures add up to 3.1.⁸

There is a fairly clear dichotomy between the culture of the black Jamaican majority and that of the brown and white more powerful numerical minorities. The culture of the black Jamaicans, while apparently based on British culture, includes elements of the African heritage of its people, most particularly in its language, religion, world view, music, dance and folklore. Its family patterns are peculiarly Jamaican, having evolved during the course of slavery. By contrast, the culture of the brown and white Jamaicans, variously shared by Jews,

⁷ Madeline Kerr, Personality and Conflict in Jamaica (London: Collins, 1963), pp. 80-1.

⁸ O.C. Francis, The People of Modern Jamaica (Kingston, Jamaica: Dept. of Statistics, 1963), quoted in Rex M. Nettleford, Mirror Mirror (Kingston, Jamaica: William Collins and Sangster (Jamaica) Ltd., 1970, p. 27.

Chinese and Syrians, is strongly based on the British model, including British family patterns. Most important, perhaps, is the divergence in language usage between the groups. Paralleling the use of standard English, there has developed a minority creole based on English with African elements. Such a language arose naturally from the need of the Africans of diverse tribes to communicate with each other and with their European masters and overseers. Today, standard English and "Jamaican dialect," as it is called, exist side-by-side. Most educated Jamaicans can speak both languages, while the less well-educated speak predominantly the dialect. When it is realized that the dialect has a vocabulary, syntax, and verb structure distinctly different from standard English, and that there are strong class connotations to its usage, many problems are posed for Jamaican education, especially as it would attempt to provide some measure of equality of opportunity.

The fact of color, plus the cultural dichotomy between blacks, browns and whites would appear historically to mutually reinforce their positions in the social structure. The powerful upper class consists chiefly of the descendants of the white planters, with the more recent addition of members of the Jewish and Syrian communities whose ancestors achieved considerable success as merchants.

Those of mixed white and black physical features have commonly striven to adhere very closely to European cultural ideals, and to reject the African, in order to claim higher social status.

Since Jamaican educational patterns have been established on the British model, and since the first educational opportunities were provided for whites and browns, these two groups have maintained distinctly

advantageous positions over the masses of blacks. Their better educational backgrounds have prepared them to engage in relatively higher remunerative occupations. Besides this important economic factor, which has enabled them to pay for educational opportunities for their children, they have also been able to offer their children cultural advantages to help them to succeed at a British-type school: a stable nuclear family including the support and guidance of two parents; adequate nutrition, hygiene and clothing; the use of standard English; widely accepted religious beliefs and practices; an introduction to European songs and folklore; and of great importance, a more rational and scientific view of the world. These educational advantages the masses of black Jamaican children have not had.

Differing Ideas for the Education of Upper and Lower Classes

Latrobe's report on Jamaica in 1837, during the period of the Negro Education Grant, revealed that while the blacks were against practical education in schools, the planters were against academic instruction for blacks which they feared would affect their own privileged position, and so they withheld support for any kind of schooling for black children which did not include instruction in industry and labor. On the other hand, the legislature used public moneys to provide secondary education for poorer children of their own class in order to produce educated leaders. Religious denominations started secondary schools to provide an educated ministry; most catered to whites and browns. Secondary education, separated from elementary education, became a symbol of social superiority and reinforced class divisions. As in England,

attendance at secondary grammar schools, necessary for economic and social advancement, required the payment of fees, and thus excluded the lower classes. Certain rules which precluded illegitimate children from attending secondary schools constituted a further barrier against the admission of black children. Secondary school teachers came from the most part from England; the classical curricula were based on those of English public schools of the time. By 1882 Jamaica had established a center for the University of Cambridge Local Examinations; thereafter, examination results became the passport for white-collar employment.

During the 1920's government grants were allowed to most religious secondary schools although students in secondary schools accounted for less than one per cent of their age group. Primary schools were permitted to provide a type of junior secondary education for their pupils up to the age of fifteen where the teachers felt able to cope with the more advanced instruction. In this way what is known as the "all-age" schools developed. Fees were minimal, and thus poorer children were able to gain a modicum of secondary-level education.

The Kandel Report in 1943 recommended that more free places should be provided in grant-aided secondary schools to enable poorer children of ability to gain entry to good secondary schools. However, it was not until 1958 that Jamaica followed England's example of 1944 in an official attempt to remove the secondary education barrier to the social advancement of the lower classes; the Common Entrance Examination at the age of 11+ was instituted to select pupils in rank order of achievement on the examination for full and half-scholarship places in good secondary schools. The first 2,000 students would receive free

tuition out of a total of 4,500 secondary school entrants.

However, as a result of better preparation in costly private "preparatory" schools, upper and middle-class children performed better on the Common Entrance Examination, and won most of the scholarships, despite their smaller numbers. Because of this fact, the first government of independent Jamaica in 1963 decided that scholarships to secondary schools would be awarded on the basis of the type of primary school which the pupils had attended; 70 per cent would go to pupils who had attended public primary schools, and 30 per cent to those who had attended private preparatory schools.

However, Dr. Miller indicates that the upper and traditional middle classes have been successful in restricting and minimizing the effects of those changes which would result in their loss of status and privilege.⁹

To summarize, Jamaica has historically developed two educational routes whose origins are inherent in the class structure of the society. The first route took the majority of children through the elementary school or the all-age school to the age of 13-15, with some proceeding to teachers' colleges, and the remainder undertaking industrial and agricultural employment. The second route led a privileged minority through private preparatory schools, secondary grammar schools, and the Cambridge or London Universities' external examinations in preparation for professional or white-collar employment. The two systems have been

⁹ Errol Miller, "Education and Society in Jamaica," Savacou, No. 5, June 1971 (Kingston: The Caribbean Artists Movement), pp. 61-3.

tending to converge somewhat since the institution of the Common Entrance (11+) Examination. Plans for the introduction of junior secondary education for all in 1966 were intended as a further advance toward the convergence of the two educational routes.

The Insecurity of an Economy Based upon Sugar

The Jamaican economy, based on sugar, has for a long time placed the country in an insecure, financially hazardous position, dependent on the vagaries of the external market, and vulnerable to the competition of beet sugar. (This vulnerability is particularly evident at the present time as a result of Britain's entry into the European Economic Community).

Economy has tended to win over efficiency in educational provision. Not until the 1960's was compulsory education in Jamaica really promoted and then only for certain limited areas. Public expenditure on education in Jamaica in 1960 amounted to only 2.71 per cent of the G.N.P. and in 1966 it had increased to only 2.96 per cent.¹⁰ However, Jamaica's expenditure of 2.3 per cent of the national income (as reported by Harbison and Myers in 1964) does not bear unfavorable comparison with other Level II, partially developed countries whose average expenditure was 2.1 per cent, and whose range was .08-3.6 per cent.¹¹ Jamaica's present public expenditure on education remains below 3 per cent of the G.N.P. Public cries are for increased government expenditure at all educational levels, depending upon interest or point of view.

¹⁰ Figueroa, op. cit., p. 34.

¹¹ Frederick Harbison & Charles A. Myers, Education, Manpower, and Economic Growth (New York: McGraw-Hill Book Company, 1964), p. 46.

In order to be less dependent upon international fluctuations in the sugar market, Jamaica is in the process of diversifying her economy. While the economy is still basically agricultural with sugar-cane, bananas, citrus, cocoa, coffee, pimento, ginger and their products grown for export, and a variety of other crops grown for local consumption, the contribution of agriculture to the gross domestic product has been rapidly declining. There has been rapid development in mining, manufacturing and tourism. The discovery in the early 1950's that Jamaica possessed the largest known deposits of bauxite led to the establishment of the mining industry and the construction of a few plants for the conversion of bauxite into alumina.

The increasing effort towards the development of light industries for home consumption and export, and of mining and tourism will surely result in demands for greater expenditure on education, particularly in the technical area. As a consequence of the present buoyancy of the economy, Jamaica has been able since 1967 to raise large sums in loan funds from the World Bank and other sources for her educational development program which is becoming increasingly diversified at the secondary level.

Continuous Social and Political Connections with Great Britain

Like other former British colonies, Jamaica has maintained very strong economic, political and educational links with Great Britain. Jamaican ties with Britain are perhaps stronger than those of other former colonies because of the many blood ties between the two countries. One of the manifestations of the strong British cultural allegiance has been the perpetuation of the British educational system.

The main criterion of a good secondary education continues to be success on the external examinations of Cambridge and London Universities; present plans to localize the school certificate examinations involve advice from, and active liaison with British examination experts so that equivalent standards will be maintained. Secondary and university teachers are recruited annually, especially from Great Britain. The policy, standards and certification of the University of the West Indies have long been associated with the University of London.

Thus, there is a pervasive belief that equivalence with English standards must be maintained, and considerable opposition to the encroachment of progressive ideas from North America upon Jamaican education. Today there is a struggle in Jamaican educational thinking between those who would perpetuate the older system, and those who would study other avenues in order to contrive systems and methods which they consider better suited to the development of Jamaican society.

The Modern Challenge of a More Comprehensive Educational Provision

A more recent development, but of major importance, has been the challenge of modern ideas, particularly in the provision of more comprehensive secondary education.

In 1941, a memorandum was submitted by S. A. Hammond to the Colonial Office which recommended a critical review of the secondary education provision in Jamaica.¹² As a result of the Hammond memorandum, a special committee was appointed under the chairmanship of Professor

¹² S. A. Hammond, Jamaica-Education, Jamaica No. 20 (Kingston, Jamaica: Great Britain Comptroller for Development and Welfare in the West Indies, 23 October, 1941).

I. L. Kandel of Columbia University in 1943. The committee was a large and representative group of educators and public people actively engaged in work in Jamaica. The Kandel Report¹³ was particularly critical of the following traditional practices in Jamaican secondary education: selection for entry regulated by the ability of parents to pay school fees; too few scholarships for poor but intelligent children; purely academic studies for all pupils, regardless of abilities or interests; control of the syllabus by external examinations with foreign content; cramming for examinations rather than education for life as it is lived in Jamaica; methods of rote learning rather than discovery; the authoritarian prefect system rather than the development of responsibility at all age levels.

The Kandel Report recommended, among other things, the diversification of secondary education to include practical training for both boys and girls. It suggested that the proportion of free places based solely on ability should be gradually increased, and that the curriculum of all schools should be adapted to the cultural and economic needs of Jamaica, irrespective of the requirements of external examinations. A further recommendation was that vocational counselling should be undertaken by schools, not left entirely to parents.

Ruscoe, twenty years later, appeared to reaffirm Kandel's finding that:

¹³ Report of the Committee Appointed to Enquire into the System of Secondary Education in Jamaica (Isaac Kandel, chairman). (Kingston, 1943). Mimeographed).

Nowhere is there to be found any definition of the aims and objectives of education except in terms of certain subjects to be studied in order to pass certain examinations. . . . Hence the emphasis is on the subjects which are examinable to the neglect of those subjects which may in the long run have a richer meaning in the lives of the pupils.¹⁴

Ruscoe found the high schools dysfunctional to Jamaica's development in that they were endeavoring to produce leaders, and failing to produce citizens capable of exercising critical judgment in relation to vocational, community and national problems.

New educational policies were devised by the Ministry of Education after Jamaica gained her independence from the Federation of the West Indies in 1962. A strong driving force behind the innovations was the new Minister of Education, the Honorable Edwin Allen. During his years as the principal of a rural Jamaican primary school, Mr. Allen had become acutely aware that many intelligent pupils were deprived of attending good secondary schools because of their financial incapacity. He enrolled pupils past the age of twelve years, provided them secondary level academic instruction, and proved their competence by their very successful passing of external examinations.

Mr. Allen himself did not have the benefit of secondary education within the country, but studied for external examinations by correspondence. He was selected to study education on scholarship in London in 1948. At that time Britain was democratizing her education system, and Mr. Allen was able to participate in many stimulating discussions

¹⁴ Gordon C. Ruscoe, Dysfunctionality in Jamaican Education (Ann Arbor, Michigan: University of Michigan School of Education, 1963), pp. 102-3.

on the comparative advantages of the tripartite and comprehensive secondary education systems, and to visit different types of schools. He came to the conclusion that the comprehensive system was better for the following reasons:

1. The Common Entrance (11+) Examination is not a valid instrument for discriminating academic ability.
2. "Economy of scale" makes technical education less expensive in comprehensive than in separate schools.
3. There are great social advantages to be gained from a good comprehensive school in that pupils may gain insights into other types of education.
4. A child of average or less than average ability can achieve more in a comprehensive school than in the tripartite system.
5. There is a stigma attached to transfer from one type of school to another, but no stigma to transfer within a comprehensive school.
6. Instead of the traditional, selective question, "What child is fit for the school?" Mr. Allen felt the question should be asked, "What school is fit for the child?" The comprehensive school could more readily adapt to the child's needs.

Upon his return to Jamaica, Mr. Allen wrote articles promoting the idea of comprehensive education. He recognized the problem of teacher supply for such a system. By means of an experiment conducted in five Kingston primary schools, he proved to his satisfaction that

good primary teachers could provide secondary education.

When his party was elected in 1962, Mr. Allen, as the new Minister of Education, represented Jamaica at a United Nations Educational, Scientific and Cultural Organization (UNESCO) education conference in Paris. It was the policy of UNESCO and the International Bank for Reconstruction and Development (World Bank) to loan money for training, but not for building. The Jamaican Minister of Education used "every means at his disposal" to persuade these organizations that the policy should be changed to invest in capital construction for secondary education. It was in the expectation that it would be possible to obtain loans for school buildings and teachers' cottages from the World Bank that he invited a UNESCO mission to visit Jamaica in 1964 to study its education needs and to make recommendations for development of the education provision. In Mr. Allen's words, "The UNESCO team accepted the Minister of Education's ideas on comprehensive education and put them in terms acceptable and intelligible to the World Bank."¹⁵

The report of the UNESCO Educational Planning Mission, published in 1965, urged a reappraisal of the aims of education in general, and the development of an integrated and smoothly articulated system. The mission recommended top priority be given to the improvement of education for children 6-14 years of age, entailing a major building program, the provision of aids and instructional materials for primary and junior secondary schools, and a relevant teacher education program.¹⁶ A major

¹⁵ Private interview with Mr. Edwin Allen, M.P., July 1972.

¹⁶ Educational Planning Mission, Jamaica, September-November 1964 (Paris: UNESCO, January 1965), p. 40.

recommendation was the establishment of junior secondary schools rather than the continuation of the all-age schools for educational, practical and financial reasons: to separate children entering puberty from younger children; to lead in the long-run to the discontinuance of selection at the age of 11+ and the possibility of a wide-ranging curriculum; to ensure in the short-run that more potential be discovered for entry into the various types of second-cycle secondary education; to reduce government and personal expenditures for residential schooling; to enable later expansion of junior secondary schools into full secondary school facilities; and to provide practical facilities of use also for adult education and community development.¹⁷ The alternative to the building of junior secondary schools was the development of more all-age schools, but this was not considered practical:

. . . the alternative would be to build more all-age schools. If these are to offer genuine opportunities to children of 12 through 14, they must all be provided with practical facilities and laboratories. The costs would be prohibitive; there would be considerable duplication and under-utilization. Not many of these schools are of the type to make additional building feasible or apposite;¹⁸

It was not proposed that the establishment of junior secondary schools should be at the expense of primary (6 through 11) places, but that funds allocated for all-age schools in the Five Year Independence Plan be used for primary school construction, and additional funds be made available for junior secondary school construction.¹⁹

¹⁷ Educational Planning Mission, Jamaica, p. 41.

¹⁸ Ibid.

¹⁹ Ibid., p. 42.

Guidelines for the new education policy were provided by the philosophy of the Five Year Independence Plan which placed its focus among other things upon comprehensive long-term planning opportunities for the hitherto underprivileged, new outlooks, social advancement, the promotion of mental and physical skills, and of "new and more relevant and acceptable values."²⁰

The UNESCO Planning Mission found that allocations to education as a per cent of total government expenditures had declined from 14.3 per cent in 1959-60 to 12.8 per cent in 1963-64. It recommended that expenditures for education be revised to at least 17 per cent of total governmental expenditures, or about 3 per cent of the national income, and that this amount be increased to at least 4 per cent of the national income by 1975. In addition to raising tax allocations, the mission recommended that the government begin to expand school construction through long-term borrowing. The rationale for this long-term borrowing is contained in the following statement:

The school-age population now outnumbers the employed labour force, and it seems sensible to project costs of school facilities into the future when a larger and better educated labour force will be available to pay for the benefits.

The Government of Jamaica has in its statements shown acute appreciation of the role of a re-organized and re-oriented educational system in the promotion of positive attitudes and desirable skills in its citizens to permit the fulfilment of the long-term goals of its economic and social developmental plans. The short-term "Five Year Independence Plan, 1963-68" states 'that the

²⁰ Proposed Ministry of Education Paper on Educational Development in Jamaica, Policy, Plans, and Programmes, Implementation and Financing. (Kingston, Jamaica: Ministry of Education, April, 1966), pp. 4-5. (Mimeographed).

achievement of the long-term goals will follow as investments in general education, in technical education, in agricultural techniques, in marketing and in specific economic projects [sic] begin to bring in significant results.' The foundation for and dynamic of development is education and training.²¹

Preliminary planning early in 1966 produced the following information. In 1960, of the population over 15 years of age, 76.9 per cent had completed the primary school course, 6.6 per cent had completed the secondary school course, and 0.5 per cent had completed a professional course.²² These figures revealed a critical shortage of professional and middle-level personnel.

The UNESCO Planning Mission proposed that the government seek a soft loan of \$15 million to supplement its own resources; it further proposed that such loan moneys should be used between 1966-70 primarily for the construction of junior secondary schools, secondly for the building requirements of vocational education and practical and science facilities for teacher-training colleges, and finally for the Jamaica School of Agriculture if other sources of funds were not made available for it.²³

Following the recommendation of the UNESCO Educational Planning Mission to Jamaica in 1964 that priority needs be redefined, and funds reallocated within the overall Independence Plan, the Ministry of Education incorporated the major recommendations of the UNESCO Mission in

²¹ Educational Planning Mission, Jamaica, op. cit., pp. 22-3.

²² Proposed Ministry of Education Paper on Educational Development in Jamaica, op. cit., p. 5.

²³ Educational Planning Mission, Jamaica, op. cit., p. 24.

its long- and short-term educational planning.²⁴

The short-term Educational Development Programme, 1966-70, emphasized the establishment of junior secondary school plants with some expansion and diversification of second cycle (senior high) provisions, and a holding operation in the construction of primary schools. Emphasis on primary and second cycle secondary plant construction was scheduled to begin with the second 5-year programme, 1971-75.²⁵ It was envisaged that the junior secondary school concept would be a "flexible pivot of transition" which could be reshaped by later thinking on the most appropriate structure for a Jamaican education system.²⁶

The detailed formulation of the proposals for the short-term development program was undertaken by a Project Implementation Team in the Ministry of Education under the Project Co-Ordinator, advised by the chief of the UNESCO Planning Mission who assisted the government in preparing the necessary project data. Further assistance was provided by two UNESCO experts: an architect and a technical education advisor. By January, 1966, the Government of Jamaica was ready to submit loan applications to the International Bank for Reconstruction and Development and to other external aid sources for assistance in financing the program:

²⁴ Proposed Ministry of Education Paper on Educational Development in Jamaica, op. cit., p. 10. (For long-term educational targets and objectives, 1966-1980, see Appendix A-1).

²⁵ Ibid., paragraph 59.

²⁶ Ibid., paragraph 60.

As a result of these applications the World Bank has agreed to a loan of f3.4 million to assist in financing a part of the first phase of the expansion programme, complemented by a Technical Assistance grant from US/AID of f0.464 million to assist the Government in its teacher training programme and to redesign and develop curricula for the Junior Secondary Schools as well as to develop, use and evaluate instructional material.²⁷

In December, 1966, the Ministry of Education published the Ministry Paper No. 73, its major policy document known as the New Deal for Education in Independent Jamaica. The foremost objective of the new policy was secondary education for all Jamaicans between the ages of 12-15. The New Deal outlined Government policy for an f8 million building program which was to be supported by loans from the World Bank, US/AID and Canada. A three-phased development program was then announced--1966-1970, 1971-1974, and 1976-1980. The objectives and targets were set out in the document, which also includes a substantial catalogue of educational reform. The following extract sets out a part of the new philosophy which is the "very soul" of the New Deal:

The new philosophy is that opportunity for the best education that the country can afford must be open to every child, because all children are equally important. Lack of wealth should not therefore, frustrate or handicap the education of any child. It is the people of a country who constitute its greatest assets and not the material things found in or produced by that country. In the present-day world there is little place for the illiterate and unskilled; in tomorrow's world what little place remains for the illiterate and unskilled will dwindle and eventually vanish. The need to educate all the people and to continue extending educational horizons and raising general educational standards is therefore urgent and compelling if our people are to maintain a place in the world. If the law of the jungle is the survival of the fittest, the law of civilization is the survival through ever-growing knowledge and ever-increasing skill.

²⁷ Publication Branch, Ministry of Education, New Deal for Education in Independent Jamaica (Kingston, Jamaica: Jamaica Times (Press) Ltd., 1966), p. 8.

From now on Education will be a unifying and not a stratifying force in our society. While equality of opportunity may still remain an elusive Utopian ideal, the poverty or low social status of parents will no longer be a barrier to a sound education nor will it determine the social, economic or civil future of any child. As a result of this Educational Revolution no Jamaican child will be debarred by the circumstances of his birth, or by his poverty from qualifying for any position in this country.²⁸

Phase I centered on the building of primary and junior secondary schools. Phase II includes continuation of the junior secondary school program, the creation of a number of comprehensive and bilateral schools, further expansion of the College of Advanced Science and Technology, teacher training facilities and special emphasis on technical and vocational education. The tendency was to enrich grammar schools so as to make them either bilateral or comprehensive, to add vocational wings to technical schools, and to develop some junior secondary schools into comprehensive schools with senior cycle classes.

The government was fully aware that perhaps the major problem in achieving its targets was the inadequacy of the teacher supply in both quantity and competence. Increased enrollments at both primary and secondary levels, including the expansion of technical and vocational education, made the training and upgrading of teachers a parallel aim of the government's policy to expand educational opportunities.

While urgent needs were recognized at the primary level, the Jamaican Government acknowledged that its decision to expand opportunities at the junior secondary level was influenced in large measure by the availability of external funding:

²⁸ New Deal, pp. 3-5.

Although the Government is increasing its spending on education the greater portion of the funds to be spent on the expansion and reorganization of the system is being provided from external sources. By and large external sources will not lend money or make grants for primary education. The only source of assistance at this level open to us is Canada and this source is now being tapped.

In order, therefore, to make use of external financing and at the same time to make some effort to solve indirectly the problem of primary education . . . , the establishment of Junior Secondary Schools was decided upon.

The removal of all pupils of from 12 to 15 years old from the present primary schools is bound to relieve some of the pressure which now exists. The establishment of schools with all the necessary accommodation, facilities and equipment for involving the adolescent in purposeful activity is bound to be of great overall benefit to the country.²⁹

The fifty junior secondary schools constructed under the World Bank-Jamaica Loan Agreement of 1966 have been completed and are operational; the first group of twenty-two opened in September 1969.

In summary, the older elitist tradition of secondary education for a selected few was seriously challenged by the first government of independent Jamaica which successfully solicited technical and capital assistance in planning and providing more equitable educational opportunities at the junior secondary level. The new institution of the junior secondary school made possible the transition toward a more comprehensive secondary educational provision to satisfy the needs of children of diverse abilities.

²⁹ New Deal, p. 57.

STATEMENT OF THE PROBLEM

A major educational issue arose from the policy of the Jamaica Labour Party Government (1962-72) to expand the provision of junior secondary education at a time when many primary school children were still poorly housed and poorly taught. Government policy was opposed particularly by the official opposition, the People's National Party, and the Jamaica Teachers' Association, as well as by many citizens. Much of the opposition to the junior secondary schools emanated from traditional conceptions of secondary grammar school academic standards, and fears of lowered standards and overall changes in the education system³⁰ which might result from this institutional innovation. These fears persist partly because of the dearth of information about what is happening in the junior secondary schools.

This study will endeavor to provide some of this information by describing the practices of four selected junior secondary schools as they attempt to achieve their aims and objectives³¹ in their particular socio-cultural milieu.

Some illumination of the problems of the junior secondary schools is contained in the following summary of a few short articles on their purpose and social composition, the achievement level of their intake, and samples of public criticism.

³⁰ For a description of the structure of the present education system and the education ladder in Jamaica, see Appendix A-2.

³¹ For the official Aims of the Junior Secondary Schools, see Appendix B-2.

RELEVANT LITERATURE

An article in Torch, the Journal of the Ministry of Education, Jamaica, in 1969 reveals that a major purpose of the junior secondary schools is to satisfy the economy's need for persons with some measure of secondary education. While Jamaica required 227,000 secondary-trained persons in 1960 for jobs ranging from the professions to technicians and craftsmen, her total supply at that time was approximately 66,000, leaving a gap of 161,000:

Even if the gap of 161,000 remained static, at the rate of 4,000 trained each year it would take 40 years to bridge it. But each year as industry develops in a new nation, new job opportunities arise, and the gap tends to widen unless the education system provides a means of increasing the output of secondary-trained personnel.

It is against this background that the junior secondary school idea was conceived with the definite intention of bridging the gap as quickly as possible between the number of jobs available and the number of persons trained to fill these jobs.³²

With the conversion of 14 senior schools and the completion of 35 new junior secondary schools, the number of children exposed to some type of secondary education by January, 1970, was expected to double the number enrolled in all types of secondary schools in 1969.

In an article published in June 1971, Dr. Errol Miller reveals the findings of studies on the social composition of students in the different types of secondary schools in Jamaica. Data collected by Miller in the Corporate Area of Kingston and St. Andrew in 1967 revealed

³² "Junior Secondary Schools," Torch, Journal of the Ministry of Education, Jamaica, Vol. 19, No. 2, Summer 1969 (Kingston: Publications Branch, Ministry of Education), p. 1.

that the junior secondary schools studied enrolled no children from the higher professional socioeconomic category, only 0.3 per cent from the lower professional group, 11.9 per cent from the semi-skilled, and 18.4 per cent from the unskilled categories. No white children attended these junior secondary schools in 1967; 18.1 per cent were brown; 77.1 per cent were black; 1.2 per cent, Chinese; 3.6 per cent, Indian.³³ Miller concluded that children of the emerging middle and lower strata predominated in junior secondary and all-age schools.³⁴

Miller states that somewhat similar findings were reported by Dabak from her study of student enrollment in the junior secondary schools studied included the following proportionate representation from the different socioeconomic categories: 1.1 per cent higher professional; 1.9 per cent lower professional; 26.4 per cent highly skilled; 39.8 per cent skilled; 18.6 per cent semi-skilled; 11.2 per cent unskilled.³⁵ Of transfers from the junior secondary schools to high schools at the end of grade nine, 3.2 per cent came from the lower professional group, 28.2 per cent from the highly skilled, 50 per cent from the skilled, 9.3 per cent from the semi-skilled, and 9.3 per cent from the unskilled.³⁶ According to Miller, Dabak's data would appear to indicate that at least in the Corporate Area the junior secondary school is the school of the emerging middle stratum.

³³ Errol Miller, op. cit., p. 58.

³⁴ Ibid., p. 59.

³⁵ Ibid., p. 57.

³⁶ Ibid.

Since the overwhelming majority of entrants to junior secondary schools come from the primary schools, it is important to know the achievement level of primary school-leavers. Articles in Torch, the Journal of the Ministry of Education in Jamaica, have pointed out the low achievement of pupils who have concluded their primary school education. To be particularly noted is their inability to read. In the September, 1963, issue of Torch it was reported that well over half the number of children sitting the Common Entrance Examination scored less than 20 per cent in English.³⁷ An article in the December, 1963, issue of Torch, reporting the findings of an interim survey on reading difficulties in four urban senior schools catering to children aged 12-15, revealed the following information: out of a total of 1,235 pupils entering these schools (presumably aged 12-13), 253 (20 per cent) had reading difficulties. Moreover, these figures were the result of a word recognition test only.³⁸ Out of a total of 571 second year pupils in the senior schools (presumably aged 13-14), 203 (35.5 per cent) had reading difficulties.³⁹ The chief reasons given were unpunctuality, poor attendance, and too large classes. The need for remedial reading was emphasized for these children.

³⁷ "The Common Entrance Examination," Torch, Journal of the Ministry of Education, Jamaica, September 1963 (Kingston: Publications Branch, Ministry of Education).

³⁸ Sybil Prescod, "Reading Retardation, a problem in some of Jamaica's senior schools," Torch, the Journal of the Ministry of Education, Jamaica, Vol. 13, No. 4, December 1963 (Kingston: Publications Branch, Ministry of Education), p. 22.

³⁹ Ibid., p. 24.

An article in the June, 1965, issue of Torch again points up the continuing problem of children moving from level to level without mastering the skills of reading and comprehension; "the problem was to be found from the lowest to the highest grades."⁴⁰ This article describes a remedial reading experiment then being conducted in eight schools in the Corporate Area, and indicates plans for inclusion of remedial reading courses in the curriculum of the teacher training colleges.

This generally low standard of achievement of the primary schools poses a serious problem for the junior secondary schools to which primary school-leavers are automatically promoted. It also constitutes a major issue of public controversy. Policy of the Jamaica Labour Party Government (1962-1972) was that the junior secondary schools should be streamed to provide basic literacy skills to remedial cases, as well as normally progressing academic instruction to more advanced pupils:

Junior Secondary Schools must accept the challenge that their best pupils, on graduating, should be fit to enter Grade 10 at the best high schools.

Junior Secondary Schools must accept the challenge that no normal pupil should graduate without functional literacy and numeracy.⁴¹

Typical of criticism of the junior secondary schools is that of the Minister of State in the Ministry of Education in the new People's National Party Government which took office on March 1, 1972. The

⁴⁰ Sybil Prescod, "The Remedial Reading Experiment," Torch, Journal of the Ministry of Education, Vol. 15, No. 2, June 1965 (Kingston: Publications Branch, Ministry of Education), p. 11.

⁴¹ "Allen in House - Policy Statement on Education," The Daily Gleaner, 1 July, 1971, p. 9.

Minister of State, who is also the Mayor of Kingston, by implication described the junior secondary school program as a pretence at higher education, and in the long run a sacrifice of quality:

It is . . . shortsighted to pamper the children of the poor with what amounts to a pretence to higher education, without providing the strong primary base necessary for them to absorb more complicated subjects.

This system is perhaps a good short-term quantity argument; in the long term it is a sacrifice of quality, the cause of an increasing expression of an inferiority complex, the cause of a greater proportion of dropouts, the accumulation of young and strong but useless hands, and finally, the outbreak of crimes against our country leading to parricide.⁴²

The former Speaker of the House of Representatives has pointed out a well-known fact, that the major problem of the junior secondary schools is the inadequate preparation of a large proportion of their entrants from the primary schools:

The chief failure of the Junior Secondary School is that 50 per cent of its pupils at the point of entry can neither read nor write . . .

Therefore, the failure of the Junior Secondary School is due to the breakdown of the Primary School and its secondary training.⁴³

The presently available literature offers no clear insight into the particular achievements and difficulties of the junior secondary schools themselves. This study will attempt to illustrate the actual practices of four selected schools.

⁴² "Matalon: junior secondary schools' programme 'pretence at higher education,'" The Daily Gleaner, March 27, 1972, p. 5.

⁴³ C. M. Aitchenson, "Tasks for the new Education Minister," The Daily Gleaner, March 26, 1972, p. 10.

METHODOLOGY

The study which follows is descriptive, explaining the similarities and differences in implementation of the national aims and objectives in four selected junior secondary schools in different areas of Jamaica. These four schools may be considered to be illustrations of junior secondary schools falling within the following categories: a rural agricultural area, a rural small town, an urban depressed area, and a somewhat better off urban area. Each school, which is given a fictitious name, is described as a separate unit in its own socio-cultural context.

Interviews with the principals and teachers were conducted on school premises during school hours. The interviews were structured by means of prepared questionnaires in an attempt to discover: (1) the methods they used to achieve the different aims and objectives: (2) the difficulties they experienced in the practical situation; (3) their perceptions of the relative importance of the aims for their pupils. (The interview schedule of questions for principals is included in Appendix C-1; questions for department heads and subject teachers may be found in Appendix C-2).

While it was the researcher's original intention to interview each teacher alone, the principal of the first school visited suggested that it would be administratively preferable to interview the teachers of each subject department collectively. The resulting group interviews stimulated discussion, and elicited varying points of view which produced valuable insights and information. Single specialist teachers were interviewed either in the staff common room or in their own classrooms.

The group interview procedure was used in three of the schools. In the fourth, where it was not made possible to interview groups, the researcher felt that single teacher interviews did not evoke as keen a discussion of vital problems.

Principals, teachers, Grade 9 pupils, junior secondary school-leavers, parents and community leaders were asked: (1) to select the three aims they considered most important to the pupils in their community; (2) to give reasons for their selection of certain aims as most important. (The questions for pupils, school-leavers, parents and community leaders are included in Appendix C-3).

In each school the researcher administered the questionnaire during class time to a sampling of Grade 9 pupils representative of the various streams. Both written and oral responses were requested. Information was similarly gathered from junior secondary school-leavers attending evening classes, and from parents attending meetings of their parent-teacher associations. Community leaders were interviewed individually: either after parent-teacher association gatherings, while they were visiting a school during the day, in their own offices, or over the telephone.

The number of times an objective was selected by members of a group was totalled, and was considered to be the value placed on that objective by that group; (for example, parents). When placed in rank order such totals provide only a very rough indication of the comparative value accorded the different aims by the members of any one group, but one which is nevertheless of value. The information so derived from groups was tabulated for comparison.

Bereday's four steps are utilized in the description and comparison of the four schools:

1. Description of the knowledge imparted and methods of teaching in congruence with the official aims and objectives.
2. Explanation within the particular socio-cultural context of each school.
3. & 4. Juxtaposition and simultaneous comparison of similarities and differences in implementation of the objectives in the four schools.

The remaining chapters may be outlined as follows: Chapter II outlines the management, goals and curriculum of the junior secondary schools; Chapter III contains a description of the more unique features of the four schools under study; Chapter IV provides a comparison of the similarities and differences of the four schools; Chapter V presents the conclusions and recommendations of the study.

The following limitations, which are inherent in this kind of study, must be recognized so that unwarranted generalizations may be avoided.

LIMITATIONS

1. The junior secondary school is intended to be a rather flexible institution so that principals and staffs may adapt their programs to the students' achievement levels and needs, and to the needs of the particular area in which a school is situated. Therefore, each school may be regarded as an unique

illustration of the Jamaican junior secondary school. Only tentative generalizations may be made for all the junior secondary schools in Jamaica from these four illustrations.

2. Because of certain dangers which attend open travel in Jamaica, particularly in the areas of the two urban schools studied, the researcher's personal mobility had to be restricted, with the result that the selection of school-leavers and parents for questioning was limited to those who came to the schools for specific purposes. Thus, the sampling of school-leaver and parent opinion may not be considered fully representative of these two populations served by the schools.
3. Because the researcher is a foreign observer and not an active participant in the schools, there are obvious limitations such as shortage of time for observation, dependence upon others interpretations, and the possibility of misunderstanding the language or means of communication.
4. Because the junior secondary school is presently a major political issue, the responses of informants may possibly be conditioned by political polarity or emotion.

Nevertheless, having gained official permission from the Ministry of Education to undertake the study, the researcher was very well received in all four schools, and gained the impression that nearly all informants responded with thoughtful sincerity and frankness.

CHAPTER II

MANAGEMENT, GOALS AND CURRICULUM OF THE JUNIOR SECONDARY SCHOOLS

The junior secondary schools of Jamaica form part of a quite highly centralized system of education. Their administration, finance, objectives, curriculum, teachers and inspection are controlled at the national level by the Ministry of Education. The numerical flow of pupils and thereby the progress of the individual pupil through the public education system is similarly controlled, both vertically between educational levels, and horizontally between school types; this control is exercised largely by means of age limitations and official examinations, whether internal or external.

Some ancillary services to the junior secondary schools such as the rental of textbooks, school meals, and evening classes are provided by the Ministry of Education. Others such as educational broadcasting, school health services and experimental subject teaching projects are provided through the cooperation of other agencies of government and the university with the Ministry of Education.

We shall now take a closer look at these external controls and provisions in order better to understand the practices of individual junior secondary schools.

LEGAL FRAMEWORK

In order to legalize the implementation of its desired new educational policies, the Government of Jamaica passed the Education Act, 1965, which gives the Minister of Education powers including the following: to frame new educational policy and to secure its execution; to establish new schools and to determine their classification; to provide facilities, free places in schools and financial assistance; to prescribe the management and conduct of schools, and the registration and discipling of teachers.¹ The regulations resulting from these powers of the Minister of Education are contained in the Education Regulations, 1966,² published by the Ministry of Education. These two documents govern all categories of education: primary, secondary and higher education, the training of teachers, the granting of scholarships, the compulsory registration of private schools, and the overall control of education in Jamaica.

As empowered by Section 3, Sub-section (a) of the Education Act, 1965, "to promote the education of the people of Jamaica and the progressive development of institutions devoted to that purpose," and by Sub-section (b), "to frame an educational policy designed to provide a varied and comprehensive educational service in Jamaica," the Ministry of Education in 1966 issued its Paper No. 73 called the New Deal for Education in Independent Jamaica outlining in detail the Ministry's

¹ Government of Jamaica, The Education Act, 1965 (Kingston: The Government Printer, 1965), Sections 3, 4 & 44, pp. 5-6, and pp. 36-7.

² Ministry of Education, The Education Regulations, 1966 (Kingston: The Government Printer, 1966).

education expansion program, its education policy and reforms, a major focus of which was the development of junior secondary education for all.³

ADMINISTRATION AND FINANCE

The administration and financing of all government-owned educational institutions in Jamaica, including the new junior secondary schools, are centrally controlled by the Ministry of Education in Kingston. Where powers are delegated to educational boards at the parish level, or to boards of governors of individual schools, they rest with persons either appointed directly by the Minister of Education, or whose nomination must be approved by the Minister. Upon the election of a new government, members of such boards are normally expected to resign, and then to be either reappointed or replaced.

The Education Act, 1965 authorizes the establishment of the Education Advisory Council⁴ at the national level, educational boards⁵ at the parish level, and boards of governors⁶ for individual schools at the local level. Each junior secondary school has its own board of governors whose members are appointed by the Minister of Education.

³ Publication Branch, Ministry of Education, New Deal for Education in Independent Jamaica (Kingston, Jamaica: Jamaica Times (Press) Ltd., 1966), p. 6.

⁴ The Education Act, 1965, op. cit., Section 5, p. 7. (For information on the composition and functions of the Education Advisory Council, see Appendix A-3).

⁵ Ibid., Section 8, p. 8.

⁶ Ibid., Section 9, p. 8. (For responsibilities of the boards of governors, see Appendix A-4).

The junior secondary schools are financed entirely by means of grants from the Ministry of Education to individual schools; the board of governors of each school is responsible for the administration of such grants via the principal of the school. There is no obligation on the boards of governors to raise money to support junior secondary schools; however, fund-raising activities are sometimes engaged in by staffs and others associated with individual schools for particular projects.

Capital Costs

The schools range in size from 9 streams to 3 streams (9 streams means that there are nine classes in each of grades 7, 8 and 9).⁷

Table 1. Pupil Capacity of World Bank Junior Secondary Schools

Individual Schools		50 Schools	
Size	Pupil Capacity	No. of Schools	Total Pupil Capacity
9 streams	1,215	3	3,645
6 streams	810	29	23,490
5 streams	675	8	5,400
4 streams	540	7	3,780
3 streams	405	3	1,215
Total		50	37,530 ⁸

⁷ New Deal op. cit., p. 39.

⁸ The total pupil capacity of 37,530 enables the World Bank junior secondary schools to accommodate only part of the 12-15 age group. By January, 1971, there were approximately 150,000 12-15 year olds in the population, of whom about 125,000 (83%) were enrolled in junior secondary schools, high schools, all-age schools, and other educational institutions. (The Daily Gleaner, January 4, 1971, p. 9).

As well as the school buildings themselves, some of the junior secondary school sites contain new staff housing units for the purpose of retaining good teachers in rural areas where accommodation is not easily available. Forty-six staff housing units have been constructed which should accommodate 14 per cent of the staff of the schools constructed in rural Jamaica.⁹

The capital costs of building the 50 schools have been considerably greater than those estimated in 1966, as the following figures will show (\$1 Jamaican = \$1.20 U.S.):

Table 2. Capital Costs of Junior Secondary Schools

Year	Costs of Building	50 Schools	46 Staff Housing
1966	Cost at appraisal	\$ 6,119,032	\$ 633,422
1968	Cost at contract	\$ 8,555,168	\$ 853,514
1972	Estimated final cost (reported March 1972)	\$ 13,570,000	\$ 1,344,000

It is important to note that no account is taken in these figures of expenditure on minor additional works, drainage or playing fields which were not adequately covered in the World Bank financial program.¹⁰

Recurrent Costs

Recurrent costs for the junior secondary schools were estimated in 1966 at ₡35 (approximately \$105 U.S.) per pupil per annum as follows:¹¹

⁹ New Deal, op. cit., p. 30.

¹⁰ Information provided by Project Architect, Ministry of Education.

¹¹ New Deal, op. cit., p. 36.

Table 3-A. Recurrent Costs per Pupil--Estimated

Total staff	£ 22
Other staff	5
Materials	3
Utilities and Office Supplies	0.5
Maintenance	3.5
Loan of Textbooks and other	1.0
Total	£ 35 (\$105 U.S.)

In fact, recurrent costs to date have not exceeded the original estimates.

Table 3-B. Recurrent Costs per Pupil--Actual

Financial Years	Cost Per Pupil
1969 - 71	\$ 71 Jamaican (\$ 88.75 U.S.)
1971 - 72	\$ 84 Jamaican (\$105.00 U.S.)

A 10 per cent increase was expected over the years 1972-75.¹² The above increases are due mainly to the regrading of teachers' salaries in April 1970; teachers' salaries are gradually increasing over a 3-year period.

¹² Information provided by the Financial Section, Ministry of Education.

GOALS AND OBJECTIVES

A general statement of the purpose of the concept of the junior secondary school is provided in the preface to the Master Plan Report of the junior secondary school program:

It is the recognition of the crucial importance of education that has motivated the Government to embark on this vast program of Junior Secondary Schools. This represents a new development in the nature and organization of the educational pyramid in Jamaica. The Junior Secondary School is to be the pivot around which the educational system will develop. It is the point where corrective action is taken to remedy defective starters; to arouse the interest of students and challenge their abilities; to acquaint students with various occupational skills which will make them more equipped as they enter the labor force, and to raise the level and standard of education to those who move into upper secondary and higher educational institutions. In the words of the Long-Term Development Plan:

The Government affirms its belief in education not only for its inestimable social value in enabling every individual for its own sake to develop his personality and his talents to the fullest extent, but equally that each individual might be enabled to make a maximum contribution to Society in every respect.¹³

This statement summarizes the basis on which the junior secondary school idea was conceived and developed.

More specific but comprehensive aims of the junior secondary schools are stated in the New Deal for Education in Independent Jamaica:

¹³ Caudill, Rowlett, Scott, Architects, Planners & Engineers, Master Plan Report, Junior Secondary School Program Ministry of Education, Jamaica, West Indies (Houston, Texas - New York, N.Y., December 1967), p. iv.

To provide -

- (1) opportunities for all pupils to progress according to attainment, aptitude and ability. Remedial work will be provided for the very weak while the very promising pupils will be given every opportunity for rapid advancement;
- (2) a wide range of subjects which will stress the basic subjects while exposing all pupils to a variety of practical subjects.

It is felt that it is essential that each pupil by the age of 15 should have a good groundwork in the use of English as a communication skill and to be able to do the calculations necessary to hold his or her own in everyday life and which is now necessary for employment in all but the most unskilled labour opportunities. The practical subjects are thought to be necessary as a part of physical development and to help to overcome the phobia which many people have for activities which involve the use of the hands;

- (3) opportunities for the proper development of those children who will go on to the second cycle of secondary education while providing opportunities for prevocational education for those who will not continue formal education but who will expect to be acceptable to employers for employment and training;
- (4) the provision of facilities for the use of the community and for young people who wish to continue their studies on a part-time basis outside the formal system.¹⁴

The New Deal stresses the importance of remedial work to compensate for the deficiencies of the primary school:

It is the policy of this Ministry to develop efficient remedial work wherever the need arises. The Ministry is convinced that the success of the Junior Secondary Schools is dependent on effective and properly run Remedial classes at the 1st and 2nd year-levels. These classes will ensure that:

¹⁴ New Deal, op. cit., pp. 57-8.

1. Every fifteen-year old child leaving school should be functionally literate, and should be able to do simple calculations.
2. The standard of children's reading and comprehension should be so improved that they develop a love for reading as a means of enjoyment and as a form of research.
3. Every fifteen-year-old school-leaver should be able to communicate in good basic English. This is necessary because the Jamaican dialect has not currency outside of Jamaica except among Jamaicans abroad.¹⁵

The educational aims of the junior secondary school as provided in the Master Plan Report place emphasis upon future employment needs of the pupils, and on the need to correct the imbalance between the national supply of and the demand for secondary school graduates.¹⁶

A more detailed statement of aims has been prepared by the National Curriculum Development Committee,¹⁷ specifically to direct the activities of the teaching staffs of the junior secondary schools. The aims fall into the following general categories:

A. Personal Development

1. Citizenship
2. Ethical Values
3. Vocational Interests
4. Health Practices

B. Acquisition of Skills

5. Fundamentals of communication and computation

¹⁵ New Deal, p. 104.

¹⁶ Master Plan Report, op. cit., pp. 3-4. (For further objectives in the Master Plan Report, see Appendix B-1).

¹⁷ Aims of the Junior Secondary School (Kingston: National Curriculum Development Committee) (Mimeographed).

- 6. Habits of critical thinking
- 7. Work Habits and Attitudes toward Work

C. Involvement in His World

- 8. Consumer Skills
- 9. Relation to Environment
- 10. Appreciation of Fine Arts

Each of these categories is further analyzed into more specific operational terms for teachers. (See Appendix B-2).

CURRICULUM

The curriculum of the junior secondary schools, as provided in the New Deal for Education in Independent Jamaica, includes the following subjects:¹⁸

- English
- Mathematics
- Social Studies (History, Geography, Civics)
- Spanish or French
- General Science
- Agriculture (Rural)
- Home Economics
- Industrial Arts
- Arts and Crafts
- Religious Knowledge
- Physical Education and Games
- Music

The essential elements of the curriculum are English, mathematics and general science which claim the major share of class time. What is desired in the curriculum is a balance of academic and practical subject-matter within one institution, rather than the older reliance on a balance being achieved among various types of institutions.

¹⁸ New Deal, op. cit., p. 61.

The timetable consists of forty periods of forty minutes each per week. The four schools studied are providing approximately the following proportionate allocations of time for the different subject areas:

Table 4. Subject Area Time Allocations

Subject Area	% Time Allocation
Arts subjects (English, social studies, Spanish)	35
Mathematics - science - agriculture	27½
Practical subjects (industrial arts, home economics, art and crafts)	17
Physical education	4
Library	5
Music	4
Religious education	2½
Clubs	5
Total	100

However, these percentages must be interpreted liberally, as there are rather wide variations between schools, and within schools to accommodate different grades and streams at the discretion of the principal. One noticeable trend is to increase time allocated for academic subjects for upper stream Grade 9 pupils at the expense of practical subjects; conversely, time allocated for practical subjects for lower stream Grade 9 pupils is increased at the expense of subjects such as Spanish.

The schools devote Friday afternoons to club periods which include a great many artistic activities such as art and crafts, music, drama and dance.

Since Jamaican dialect is the language spoken in the homes of most of the pupils, the teachers must face the problem of teaching standard English and differentiating the two languages in the pupils' minds, particularly in remedial classes.

The first year of the junior secondary school is essentially diagnostic—a period of orientation and assessment. While there is a curriculum common to all, pupils are streamed to enable them to work at levels appropriate to their own achievement; some receive remedial help in English and arithmetic while others do more advanced work.

Policy is to encourage each child to work at his own level:

There will always be a policy of transfer so that pupils who improve may move to a faster moving group and 'vice versa.'

Under no circumstances however will a bright pupil be held back to wait for slower pupils to catch up with him. The methods used during this first year which is a diagnostic period, must specially aim at ensuring this, as otherwise a convoy system will develop where the slowest sets the pace of all. A child who is good academic material should not advance at a Junior Secondary School any slower than he would in high school.¹⁹

All the junior secondary schools are well equipped to teach home economics; these facilities are to be used fully in day and evening classes. Home economics is considered vitally important because of the demands of good home-making, and because of "the necessity to put to

¹⁹ New Deal, p. 58.

economic and nutritional use as much as possible of the material which now goes to waste or is sold in the raw." It is suggested that boys might show an interest in this area as a result of the demands of the growing tourist industry.²⁰

Industrial arts courses in the day school are intended to be pre-vocational, designed to orient the learner and make him more fit for vocational training. Evening classes for young persons and adults are encouraged to provide largely vocational education, direct preparation for production or specific employment.²¹

All junior secondary schools located in rural areas teach agriculture. In siting these schools, consideration is given to suitable lands and other provisions necessary for offering agricultural education.

The Curriculum Planning Committee, which was created specially to plan curricula for the junior secondary schools, was expanded in 1968 to form the National Curriculum Development Committee whose activities are directed at all levels of education in Jamaica--early childhood, primary, junior secondary, senior cycle, technical-vocational--including an overview of teacher training, though this last mentioned area is essentially controlled by the Institute of Education, U.W.I. The paramount aim of the National Curriculum Development Committee is the achievement of a meaningful, articulated education system with smooth "dovetailing" from one level to another.

²⁰ New Deal, p. 77.

²¹ Ibid., p. 76.

The committee consists of a body of people chosen for their particular competencies; it includes teachers at all levels including the College of Arts, Science and Technology, and the university, as well as people from such institutions as the church and business. The committee is intended to be a microcosm of the society which is expected to express its views on education.

The National Curriculum Development Committee is concerned with overall educational philosophy, planning and change, and gives direction and guidance to thirteen curriculum sub-committees which operate in the areas of mathematics, general science, English, physical and health education, religious knowledge, art and crafts, music, social studies, agriculture, business education, home economics, industrial arts, and Spanish.²²

The Curriculum Subject Sub-Committees, which are constituted almost entirely of practising teachers at all levels, have completed syllabi for all the subject areas of the junior secondary school. (Topical summaries of the junior secondary school syllabi may be found in Appendix D). These syllabi are to be revised every three years. As well, continuous revision is undertaken as each sub-committee gets feedback on the effectiveness of its syllabus, and as comments and suggestions are received from teachers during summer courses.

Syllabi are explained to teacher trainees in teachers' colleges, and to practising teachers by means of seminars on a continuous basis--

²² "The National Curriculum Development Committee and the Curriculum Subject Sub-Committees," p. 1, Performance Report 1970-1971 (Kingston: Ministry of Education) (Mimeographed).

on week-ends and at summer courses; as well, education officers conduct in-service training when they visit schools. The syllabus provides scope for the improvisation and initiative of individual teachers, as well as for experimentation such as that presently being undertaken by the Science Centre at the U.W.I. in the area of science teaching.

The Book Rental Service of the Ministry of Education necessitates the selection of textbooks for certain grades by the subject sub-committees. However, it is not the intention of the committee to confine teachers to one textbook. Schools are encouraged to purchase reference books to supplement those prescribed. It is the intention of the National Curriculum Development Committee to encourage the production of textbooks by local authors; the aim is to develop a group of people who can find time to write books relevant to the syllabi they have produced. A number of books have already been prepared in English, science and social studies. The proposed Caribbean Examinations Council²³ will of necessity foster the production of textbooks with a Caribbean orientation.

Within the committee, groups form for each educational level; the constant interaction between these groups facilitates for each one a view of the continuous progress of the pupil through each level of

²³ Consideration has been given to the establishment of an independent examinations council to serve either Jamaica alone, or most of the English-speaking Caribbean countries. Its responsibilities would include establishing a local General Certificate of Education (GCE) examination to replace the external examinations of London and Cambridge Universities, as well as assuming responsibility for the various examinations conducted by the local Ministry of Education, so that examination subject syllabi and textbooks could be adapted to local needs. Equivalent standards with other GCE examinations would be secured by including representatives of Cambridge and London Universities on the council. Plans have not yet been completed.

t

v

C

s

t

t

v

c

a

1

Ye

o:

ti

of

by

be

in

re

/

the education system. It is planned that each subject sub-committee will develop a Grade 10 program which will ensure continuity from the Grade 9 program of the junior secondary school into the second cycle school program, and which will provide the subject matter basis for the Jamaica School Certificate examinations.

Finally, an important linkage is usually maintained between the subject sub-committees and the preparation of educational television programs. For example, ETV science programs constitute the core of the science syllabus for junior secondary schools.

The ultimate responsibility for gaining value from these plans and programs rests with the teachers and the pupils. Because of limited resources, unfortunately, the Ministry of Education is not yet able to control fully the quality of teachers nor the attendance of pupils in the junior secondary schools.

TEACHERS' QUALIFICATIONS AND DUTIES

The Registration Board for Teachers, which includes representatives of professional teachers' associations, controls the registration of teachers, and ensures the maintenance of proper standards of conduct by registered teachers.²⁴ All teachers in junior secondary schools must be registered teachers. (The various grades of teachers are described in Appendix E).

It is the policy of the Ministry of Education that junior secondary schools be staffed entirely by trained teachers who are

²⁴ Education Act, 1965, op. cit., Section 32, p. 30.

specially prepared for them. "The Training Colleges are providing special courses to produce teachers who will each be competent in two subject areas. Every effort is being made to recruit trainees for these courses at not less than G.C.E. 'O' level."²⁵ Policy also is to attempt to recruit teachers of agriculture from among the graduates of the Jamaica School of Agriculture, and to pay them salaries commensurate with what they would normally have received in other branches of government service.²⁶

University graduates may be employed in junior secondary schools to teach English, mathematics, general science and Spanish. The principal normally should be a university graduate except where a non-graduate has given outstanding service to education. A vice-principal may be expected to have a university certificate in education.

The policy of staffing all junior secondary schools with fully trained teachers does not always work out in practice, especially in rural areas where trained teachers are less willing to take up positions. For this reason, it is the policy of the Ministry to give teachers in remote and difficult areas priorities in connection with amenities such as housing and electricity.

In the year 1969-70 there were 884 trained and 44 pre-trained teachers in the junior secondary schools. Included in these totals

²⁵ New Deal, op. cit., p. 83. In a subsequent effort to induce students with GCE Ordinary Level academic qualifications to enter the teaching profession, the Minister of Education established a pilot project in September, 1970, at Excelsior High School, offering GCE Advanced Level courses concurrently with a teacher training program. By 1972 this innovation had been adopted by some leading Jamaican teacher training colleges.

²⁶ Ibid., p. 77.

were 27 university graduates, 143 specialists in practical subjects and the arts, and one foreign volunteer.²⁷

The New Deal for Education in Independent Jamaica called for a teacher-pupil ratio in junior secondary schools of 1:45 for normal classroom subjects, and 1:23 for practical subjects. Each school was to be staffed at first with a principal and assistants at the rate of one teacher to 35 pupils; it was planned to reduce the size of classes gradually so that after 1970 the class size would be 40 and the teacher-pupil ratio accordingly reduced.²⁸

In a 5-day week consisting of forty periods of 40 minutes each, junior secondary teachers are to carry a work-load of 35 periods. The deputy principal is to carry a full teaching load, and the principal is to assume some teaching periods. Classes are to be conducted on the basis of the official curricula for the junior secondary schools.²⁹

Schools are inspected every 3-5 years. A panel of inspectors in specialist areas goes into a school for a week or so to see what is being taught, how it is being taught, and the reaction of the teaching on the pupils. The tone and discipline of the school are assessed as well as the administration. During the year 1972, inspection began of the first World Bank junior secondary schools which opened in 1969.

As well as inspection, the Ministry of Education provides a supervisory staff whose general responsibility is to advise principals

²⁷ Digest of Statistics 1969/70, (Kingston: Ministry of Education) (Mimeographed), pp. 121-4.

²⁸ New Deal, op. cit., p. 58.

²⁹ Master Plan Report, op. cit., p. 25.

on such questions as curriculum, school organization and administration, time-tabling, and staff allocation. Supervisory staff also advise teachers on class organization and management, syllabus construction, and general teaching methods, together with specialized help in specific subject areas of their own competence. They participate in in-service training courses, provide professional leadership and inspiration, give demonstration lessons, and provide the Ministry with feed-back information from the field.³⁰

PUPIL ATTENDANCE

All children who have completed the sixth grade at the age of 12 years are eligible to enter junior secondary schools, where they are available, on a non-selective basis for a three-year course. (Those already selected for admission to an academic high school would normally prefer to attend that institution unless they could not afford to accept a fee-paying place). No person may be admitted as a pupil to a junior secondary school before he has attained the age of twelve years or be retained in such a school after the end of the school year in which he has attained the age of fifteen years.³¹ Undesirable pupils may be suspended or expelled.³²

It is not yet compulsory by law that children attend school in Jamaica except in a few parishes designated "compulsory education areas";

³⁰ New Deal, op. cit., p. 99.

³¹ The Education Regulations, 1966, op. cit., Section 47(c), p. 24.

³² Ibid., Section 47 (3-5), pp. 24-5.

even in these areas, the law is ineffectual because of a shortage of truant officers. In fact, there are insufficient places in junior secondary schools for all the children who would like to attend. Many are over-enrolled so that if all pupils attend regularly, the capacity of the schools would be seriously taxed. For the school year 1969-70 the average attendance in all junior secondary schools was only 72.4 per cent.

What provision is made for the further education of the fifteen year-olds who leave the junior secondary schools?

FURTHER EDUCATIONAL OPPORTUNITIES

At the conclusion of their course at the age of fifteen years, a relatively small number of junior secondary and all-age school pupils are eligible for transfer to academic high schools by means of the Grade Nine Achievement Test. There is no direct cut-off point on the Grade Nine Achievement Test; it is a means used to select the best candidates for the openings available in academic and technical high schools and comprehensive schools. (Such openings are occasioned by pupils leaving school because of poor performance, or because they are unable to afford further their fee-paying places). In 1971, out of a total of 13,368 candidates sitting the examination, 1,298 (9.7%) were transferred, including 544 boys and 754 girls. The majority of these pupils were awarded free places to academic and technical high schools and comprehensive schools.³³

³³ Information provided by the Examinations Section, Ministry of Education.

Transferees from junior secondary schools to high schools rarely enter Grade 10 (Form IV) of the high school: because of different academic standards it is nearly always necessary for them to repeat Grade 9 (Form III) in the high school before proceeding. Further, the curricula of the different types of school at the Grades 7-9 level may differ considerably.

A potential problem exists for pupils who enter academic high schools from junior secondary schools because of their age. Since they are usually required to repeat Grade 9 (Form III) in the high school, they are one year older than pupils who entered high school in Grade 7. While they may complete Grade 11 (Form V), they must not be over the age of 18 on September 1 of the year they enter Lower Sixth Form, and they must not be over the age of 19 on September 1 of the year they enter Upper Sixth Form. It is quite possible that some academically good students from the junior secondary schools will find themselves a few months too old to be able to pursue Sixth Form studies in the high schools when they finally reach that level.

The vast majority of pupils who complete Grade 9 have no opportunity to continue their education full-time during the day. Each junior secondary school is free to provide Grade 9 school-leavers with its own school-leaving certificate. A school may provide no certificate, or it may provide a certificate generally stating that the pupil attended the school for a length of time. Some schools include a more personalized statement about the individual pupil's areas of competency. One junior secondary school provides certificates only to those who have a record of at least 75 per cent attendance. It is recognized

that a school-leaving certificate from a junior secondary school has no official status; furthermore, a fifteen-year old is too young to enter gainful employment in Jamaica. Thus, pupils who terminate their formal education at the end of Grade 9 in junior secondary or all-age schools are urged to return to the evening classes of the junior secondary schools where they are provided instruction in preparation for the Jamaica School Certificate Examination (JSC), which is rated at approximately Grade 10 level.

The Jamaica School Certificate Examination is the largest examination conducted by the Ministry of Education, and the numbers of candidates are increasing rapidly each year. In the July 1970 examination, 36,687 candidates were processed; 44,254 in 1971, and 59,751* in 1972.³⁴ (*This number includes absentees, a category deducted from the 1970 and 1971 figures). A list of subjects which may be written separately for the Jamaica School Certificate are to be found in Appendix B-1.

The full certificate of the J.S.C., besides being recognized for lesser jobs in the business sector and private industry, qualifies one for entry to the civil service, nursing training, police school, and teacher training. Thus, the evening classes leading to the Jamaica School Certificate are important in enabling the Grade 9 school-leaver to make the transition from school to employment via an officially recognized certification.

³⁴ Information provided by the Examinations Section, Ministry of Education.

ANCILLARY SERVICES

Ancillary services to the junior secondary schools include the rental of textbooks, the provision of low-cost school dinners, educational television and radio broadcasts, and a school health service, as well as the evening classes already mentioned.³⁵

The Book Rental Scheme is a means whereby textbooks are rented to pupils in junior secondary schools in order to lessen the financial burden on parents and to enable pupils to make the most of the educational opportunity available to them. Each pupil pays \$4.00 rental per year, plus \$1.00 caution deposit. A minority of parents expect junior secondary education to be completely free including textbooks; children who do not pay the rental fee are unable to take the books home, and their progress in school is thereby retarded. Principals must therefore undertake to change the attitudes of some parents in introducing this idea of participation.

Each junior secondary school is fully equipped with a kitchen and staff to provide hot school meals for pupils at the minimal cost per pupil of five to ten cents. The chief purpose of the program is to supplement the diets of needy children. It is estimated that among junior secondary schools there is a 10-95 per cent range in pupil consumption of school meals, with a greater consumption in the rural than the urban schools.³⁶

³⁵ More detailed descriptions of these services may be found in Appendix G.

³⁶ Estimate provided by the Home Economics Officer, Ministry of Education.

Program planning for educational radio and television is closely related to curriculum revision and development. The National Curriculum Development Committee gives advice on program content and participates in program presentation. Programs for the junior secondary schools have been chiefly concentrated in the subject areas of social studies, science, Spanish and agriculture.³⁷ Television sets, provided by the Government of Jamaica and by USAID, have been supplied to each of the junior secondary schools.

Public health nurses from the Ministry of Health visit schools to give smallpox vaccinations, and conduct the BCG program against tuberculosis. The Family Planning Unit, endorsed by the Ministry of Health, conducts a Family Life Education program which sends speakers to talk to pupils in the junior secondary schools throughout Jamaica.

Evening classes in the junior secondary schools provide for continuity in the education of Grade 9 school-leavers in that they study subjects at the Grade 10 level leading to the Jamaica School Certificate Examination, and continue under the influence of the principal and teachers of the school. Each student pays \$2 per term (\$6 per year) to take as many subjects as he wishes.

Projects of an experimental nature are being undertaken in selected junior secondary schools. Particularly important are the projects in remedial reading, science, and mathematics. These experiments are generally undertaken with the close cooperation of the Ministry of

³⁷ A sample of educational television and radio programming at the junior secondary level for the Summer Term 1972, April-June, may be found in Appendix F.

Education, the University of the West Indies, the National Curriculum Development Committee and its subject sub-committees, as well as the principals and teachers of the schools concerned.

SUMMARY

The management, goals and curriculum of the junior secondary schools are centralized under the authority of the Ministry of Education, which also provides ancillary services such as the rental of textbooks, a school meals service, and evening classes. However, the Ministry of Education has succeeded in obtaining rather widespread assistance from individuals, voluntary agencies and other public bodies in the management of individual schools, in advising the Minister, developing curricula, and providing ancillary services such as educational broadcasting, subject teaching experiments, and health services.

We shall now study four of the World Bank junior secondary schools in an attempt to assess the product of these educational policies and provisions.

CHAPTER III

UNIQUE FEATURES OF THE FOUR SCHOOLS

Despite the many provisions common to all the junior secondary schools, there are features which distinguish one school from another. Such differences result in large part from the sensitivity of the principals and staffs to the needs of the children of the quite different communities in which the schools are situated. Salient distinguishing features of each school will now be described within its community.

BANANA GROVE JUNIOR SECONDARY SCHOOL SERVING A RURAL AGRICULTURAL AREA

Banana Grove is a mountainous agricultural community of small farmers, most of whom gain their livelihood entirely from the continuous cultivation and sale of bananas. The village of Banana Grove is situated seventeen miles from a large sea-coast parish center, and approximately 1,200 feet above sea level. There is a narrow, winding, paved road extending from Banana Grove to the parish center, good telephone communications and mail service, and prompt, early delivery of the daily newspaper from Kingston.

The size of individual farms ranges from one-half to twenty-five acres; most are between three to five acres. The gross annual earnings from a ten-acre farm, which provides full-time employment for the farmer, would amount to approximately \$1,200 Jamaican (\$1,440 American) from

which must be deducted the costs of hired labor during reaping and fertilizing periods, fertilizers, and spraying trees against disease. The Government Banana Board in 1972 assured the farmer of a stable, basic price of 1.6 cents per pound for his produce. The board co-operates with the All-Island Banana Growers' Association for the welfare of the farmer. Encouraged by the Minister of Agriculture, nearly all the farmers of Banana Grove buy shares in their own cooperative banana boxing plant.

A government agricultural officer observed first, a tendency for farmers to abandon too quickly an older crop when they see their neighbor producing a different one successfully, resulting in over-production of a single crop in the area and a reliance upon it. Second, there is the continuous risk of loss through hurricane. Third, production of food for home consumption is sacrificed to the production of the cash crop. The agricultural officer would like to see Banana Grove farmers reduce their areas of banana cultivation in favor of diversification, and is beginning an experimental poultry project on his own land which he hopes will be useful for demonstration purposes.

There is a strong religious commitment throughout the community to various Protestant churches. Most children receive moral and ethical training at home and at church. There is grass-roots involvement as lay preachers and lay leaders, many of them also leaders in agriculture, conduct most services, supported occasionally by visiting clergymen.

The average family size is about six. Parents make sacrifices to send their children to school. A major problem for the schools is the regular attendance of the children, especially on days when they are

needed at home for farm work. Non-attendance is most pronounced on Fridays when many children carry loads of bananas from the fields to the trucks and some go to market.

The National Baptist Convention of America had established a secondary educational institution in the area which closed in 1964-5. Some of its former pupils gained entrance to high schools in the sea-coast parish center, while others were to be found aimless on the streets. The principal of the local primary school added a special class to accommodate these pupils, and prepared them for the Jamaica School Certificate examinations; lacking sufficient accommodations, many of these classes were conducted under the trees. The school remained an all-age school until the Ministry of Education opened the Banana Grove Junior Secondary School in 1969 to satisfy the need for secondary education. The principal of the all-age school spent the year 1967-8 studying in the United States, and the following year he supervised teachers in their internship year. When the Banana Grove Junior Secondary School opened in 1969 he became its first principal and is continuing in that role.

The junior secondary school staff has the important function of sharing in community leadership. In this integrated community, where leaders in the local branch of the Jamaica Agricultural Society and the All-Island Banana Growers' Association are also lay leaders in the churches and in educational development, the principal of the junior secondary school is himself a leader in agricultural and religious as well as educational institutions. The people like school staff members to assist at religious services, Sunday School, social events and concerts.

Here the old Jamaican tradition is still evident where the village teacher was expected to be lay preacher, cultural example, and social organizer. A striking illustration of the social unity of Banana Grove leading to worthwhile community action was the "rally" organized by the Basic School Committee of interested citizens and held in the junior secondary school to raise money for two basic schools in areas where pre-school education was considered vitally necessary. (The "rally" is an older Jamaican money-raising institution which is fast disappearing in other areas of the country). Important is the fact that the principal of the school was a major organizer of the rally, and that the chairman was a teacher on the staff as well as an ordained clergyman.

The pupils and staff for the school year 1971-72 are described in Table 5 below.

Table 5. Pupil and Staff Populations Banana Grove
Junior Secondary School 1971-72

Populations	Number
<u>Maximum enrolment intended</u>	810
<u>Pupils enrolled</u>	
Grades 7-9	762*
Grade 10	50
<u>Streams in grade</u>	
Grade 7	6
Grade 8	6
Grade 9	6
<u>Average class size</u>	45
<u>Teaching staff</u>	
Total number	26
University graduates	1
Untrained	2
Expatriates	1**

* 247 in Grade 7; 229 in Grade 8; 286 in Grade 9.

** American

Many students have to walk long distances to school. Some living near central road communications pay to travel on buses.

The junior secondary school is adjacent to the small business district of the village of Banana Grove. The school is sited on difficult, hilly terrain which necessitated the construction of three building units, horizontally placed on different levels.¹ The hillside on the northern boundary forms an interesting agricultural experimental area to demonstrate the wiser utilization of hill slopes for cultivation; here bananas, fruits, vegetables, poultry and rabbits are cared for by the school's agricultural department. Because of the shortage of level areas, the school has a reduced playing field.²

Interesting projects of the Banana Grove school are its agricultural program, its Thrift Club, and a student parliament.

The agriculture classes are of direct vocational interest to many of the pupils. Boys and girls follow the same program, which attempts to apply a scientific approach to farming in the local area, and demonstrates the possibilities of food production for home consumption. The scientific method is promoted by means of experiments. For example, pupils will test to discover whether one or another type of fertilizer is more beneficial for tomato plants. Some pupils put the results of such experiments into practice at home. They sometimes ask the teacher's advice about their parents' agricultural problems.

Consumer skills are developed as each Grade 7 pupil keeps a book in which he records his observations and costs of materials which

¹ For diagrams of the "linear scheme," see Appendix J-1.

² The standard playing field size is 165 feet by 300 feet.

he uses in agricultural projects. Grade 9 pupils make a more detailed recording. The school farm is really tutorial rather than commercial, but pupils do have an idea of whether or not it is profitable. While it is not officially in the syllabus, the teacher feels that pupils should know how to budget costs, and estimate accurately the returns gained.

The elected class representative has the responsibility of leadership; at the beginning of each class he assigns tasks on a rotational basis to each pupil, and he provides a good example by working as well as supervising.

The teacher reports that at first pupils are not very interested in studying agriculture which they expect will be the old method of planting and reaping which most of their parents follow. After the teacher shows that his approach is experimental, both practical and theoretical, and that everything done in the class is meant to prove something, the pupils take more interest.

Active community support has been enlisted for the school's agricultural program from organizations such as the Jamaican coffee industry, the Jamaican Agricultural Society, and the All-Island Banana Growers' Association.

Complementary to the agricultural program, the 4-H Club, conducted under the specific leadership of the teacher of agriculture and assisted by eight other teachers, is probably the most important extra-curricular activity in this school. Its major purposes are to encourage young people to develop skills useful to the farming community. Four-H means the all round development of the head, the hand, the heart and

health. These purposes, and the activities which they encourage, help to advance several of the objectives of the junior secondary school.³

The school has organized a Thrift Club in order to encourage pupils to develop consumer skills. Each class keeps its own account. Pupils may deposit or withdraw their money weekly. Each pupil has his own pass book. Homeroom teachers collect the money, record it, and deposit it with the bursar for banking. Most deposits come from pupils' pocket money; some pupils make deposits for their parents. Towards the end of June, 1972, some class accounts amounted to approximately \$30 for a class of twenty children; a total of over \$1,000 was on deposit for the whole school, a sum which had accumulated over a rather long period. Withdrawals occur chiefly over the festive season or when books or clothing are needed. The principal comments that in most cases there is careful handling of money in the pupils' homes. The school is therefore supporting parents' efforts to teach their children the value of money.

In an effort to teach pupils the Jamaican democratic parliamentary system which is based upon the British model, social studies teachers have conducted a parliament with senior pupils. They were introduced to legislative, judicial and executive functions of government. Their classes have discussed and debated questions such as

³ For a fuller description of 4-H activities at Banana Grove Junior Secondary School, see Appendix I-1.

"lowering the voting age" and "we are the children of slaves"; the latter topic is a manifestation of current interest in Jamaican identity. A particularly interesting discussion developed in a Grade 9 class which was studying Jamaica's trade in relation to the value of money. Reference was made to the 1967 devaluation of the pound. The teacher explained how devaluation affected trade, and outlined the unfavorable balance of payments Jamaica had been experiencing for some time. Since Jamaica had a considerable amount of trade with Great Britain, and her currency was tied to British currency, it was natural to devalue Jamaica's currency as well. Pupils then discussed whether or not it was better for Jamaica to produce her own products rather than to use valuable foreign currency on imports. Some pupils felt that the Jamaican dollar was not valuable. The ensuing discussion gave pupils an opportunity to take a critical look at their own judgment in relation to a national problem. Pupils suggest topics for discussion and debate such as "whether hippies should be allowed into Jamaica," "a second bus service in Jamaica," and "the tinned milk problem."

Thus, the Banana Grove Junior Secondary School endeavors to prepare its pupils as active, aware participants in both local and national life.

SEASURF JUNIOR SECONDARY SCHOOL
SERVING A COASTAL RESORT TOWN

Seasurf is an attractive small tourist resort town on the north coast of Jamaica, famed for its golden sandy beaches and lovely waterfalls. It has one of the best public natural recreational areas in the country. Most residents are involved in occupations related to the tourist industry: in hotels, restaurants, building construction, chauffeuring, or supplying objects for sale. A bauxite plant on the edge of town employs a few people. The community of Seasurf may be said to include the surrounding agricultural area which supplies fresh foodstuffs to the town.

There is good communication with Kingston and other coastal resort areas.

Although there is quite a strong traditional religious commitment in Seasurf, the influence of materialistic values is increasing. While tourism provides worthwhile opportunities for local residents to enlarge their experiences by meeting foreign nationals, it also emphasizes disparities in income, and false impressions of life abroad as foreigners are observed chiefly on holiday. The principal of the junior secondary school is very much aware of this social influence on her pupils.

There are a number of voluntary organizations which contribute to a rather strong community spirit. They manifest their interest in the welfare of the pupils by making their own unique contributions to the school.

The seven acres of land on which the school stands were given by a prominent citizen to the Church of England to build a parochial high school to receive children leaving the local Anglican preparatory school. However, because they lacked funds to build, Anglican officials gave the land to the Ministry of Education. On this site the Ministry built the Seasurf Junior Secondary School which opened in September, 1969.

Parents of children in the preparatory school will send their children to Anglican private grammar schools rather than to the junior secondary school. Other parents are concerned that their children be prepared to earn a living. Since the junior secondary school is a new institution in Seasurf, and people are skeptical about what they do not understand, the school must prove its worth to the community.

From the inception of the school, its principal embarked upon a program to enlist the support of "all walks of life" in the community for the welfare of the pupils. She organized the Friends of Our School Association which includes not only parents and teachers, but also clergymen, and representatives of service clubs, and the bauxite industry. The purpose of the association is "to form a bond between parents, pupils, teachers and the whole community." In a special effort to reach parents in rural areas, "zone meetings" of the association are held in different rural areas on a rotational basis. A special function of the association has been assisting the principal in providing for needy pupils in the form of hot school dinners and clothing.

The pupils and staff for the school year 1971-72 are described in Table 6 below:

Table 6. Pupil and Staff Populations Seasurf Junior
Secondary School 1971-72

Populations	Number
<u>Maximum enrollment intended</u>	810
<u>Pupils enrolled</u>	
Grades 7-9	765
Grade 10	20
<u>Streams in grade</u>	
Grade 7	6
Grade 8	6
Grade 9	6
<u>Average class size</u>	45
<u>Teaching staff</u>	
Total number	26
University graduates	4
Untrained	1*
Expatriates	4**

* Art specialist

** One American, one English, two Canadian

The pupils come from the homes of working class parents in the town of Seasurf, and from the surrounding agricultural community.

The seven-acre school site is approached from a major thoroughfare. The iron gate entrance is usually open during school hours. The compound is beautifully fringed on its northern boundary by coconut trees. Towards the southern boundary rise steep slopes at the foot of which has been improvised a rough, inadequate cricket field. Like Banana Grove, the "linear scheme" is utilized.⁴ Large, colorful murals, painted by the art department, decorate the walls of the school buildings, adding considerably to their general attractiveness. Because the steepness of much

⁴ See Appendix J-1.

of the land limits its use for recreation, supplementary land across the street has been made available for playing fields.

Unique aspects of the Seasurf school are its vocational programs related to the tourist industry, experimentation in the area of remedial reading, and endeavors in the arts. These programs are described in the comparison in the following chapter.

The need is recognized to make the school's programs more functional to prepare pupils for participation in the economic life of their own community. The principal conducted a study of her pupils' vocational aspirations, and found that, in general, their vocational interests were fairly realistic in terms of their abilities. Many children of higher academic ability aspired to continue their education to the professions. While some pupils in the lower streams hoped to become teachers or nurses for which they would have to achieve the Jamaica School Certificate (Grade 10), the rest wanted to enter trades. In fact, the principal asserts that more parents are now demanding full-time trades training for a longer time for their children rather than academic education, as they can see many opportunities in this community in the trades area. Therefore, the practical subjects assume major importance in the school.

The school has a very strong social emphasis; the principal considers it a "life situation" in which pupils learn the values of good citizenship. In her endeavors to develop programs functional to the social life of the community, she is assisted by interested community organizations who sponsor the school's Red Cross Club, Boy Scouts, Youth Club and Key Club (Kiwanis), all of which help to develop good

citizens and to overcome "deficiency of values in home life." The Cadet Corps, led by the vice-principal, is noteworthy for its attractive new uniforms and insignia, marching drills and discipline. The program includes studies in map-reading, and aims to produce disciplined, loyal Jamaican citizens. The high visibility of this group as a result of its uniforms, together with the attractions of possible summer camps and tours, have created some competition for enrollment in the other clubs. A community leader of one of the groups observed that since school is the "most prestigious organization," the "chief motivating force," and "the springboard" for young people's participation, the school's official recognition of these outside organizations is important for their acceptance by the pupils, so that they become part of the whole school program.

In a further effort to make the program socially functional, social studies classes have gathered their own information about mining development in their community, cattle-raising and housing, together with related human problems and their solution. While the study centered on occupational specialization in their own community, it was devoted to the whole of Jamaica.

Despite these efforts, the junior secondary school in Seasurf is striving for acceptance by the community. The grammar school image persists, and passing examinations indicates success with the result that many "scoff at the school's cultural and social activities." Divergence of opinion is revealed in the following two statements. One informant expressed the view that "the school could well prove to be a stepping-stone between primary and secondary school, a sort of glorified primary school," and that "it might be better to have a trades school for these pupils." On the other hand, another commented, "It is a shame

that with these facilities everyone isn't coming here; then after three years some could go on to senior high schools. Everyone should go to the same common school. There is no sense in separating the cream from the rest. These pupils need the influence of more intelligent children; all must learn from each other and benefit from each other."

INDUSTRIAL TOWN JUNIOR SECONDARY SCHOOL
SERVING AN URBAN INDUSTRIAL AREA

Industrial Town is one of the most depressed, densely populated areas in the western part of Kingston. This working class community consists predominantly of unskilled laborers, kitchen helpers and maids. The already overcrowded small houses are further swelled by young relatives coming from the country to the city to seek employment, pleasure, and "better educational opportunities." Rather attractive low-rental government housing schemes of two-bedroom apartments and cottages with children's playgrounds have been established to alleviate somewhat the housing problem. In the home the mother is dominant, often the sole support of her family. In this area of chronic unemployment and alienation, violence is the "normal" way of solving problems, and has become a social problem of extreme magnitude.

A large number of people in the community believe that they have ancestral and religious connections with Ethiopia; they call themselves Rastafarians. As well, there are fairly large numbers of Jamaicans of Indian origin.

In 1965 the Emperor of Ethiopia, Haile Selassie, visited Jamaica and contributed to the building of a junior secondary school. The

Emperor laid the cornerstone of Industrial Town Junior Secondary School, and its first pupils were admitted in September, 1969.

The Parent-Teachers' Association is vitally interested in the welfare of the pupils. A major effort of this organization during the year 1971-72 was to raise money by means of such things as tea parties to build a new school wall where it had been broken by vandals and goats. In fact, security precautions are vitally necessary at this school; the iron entrance gates are kept locked twenty-four hours a day, and opened only for officially designated persons. The necessity of concern for the pupils' physical welfare may be illustrated by the following incident which occurred during the writer's visits to the school. A younger pupil had his comic book snatched away by a young man who had come in through the gates to attend evening classes. One of the finest pupils of the school, upon asking the young man to return the book, was stabbed in the back and sent to hospital in critical condition.

The pupils and staff for the school year 1971-72 are described in Table 7.

Most pupils come from within an area of four to five square miles. Ninety per cent come from the previously described low-income, overcrowded, mother-dominated homes. Moral responsibility is often indifferent. Children are accustomed to beatings at home and expect the same at school. This creates a problem for the teaching staff who try to develop self-discipline in their pupils.

The approximately six-acre level school site is approached from a minor residential street just three hundred yards from the major

Table 7. Pupil and Staff Populations Industrial Town
Junior Secondary School 1971-72

Populations	Number
<u>Maximum enrollment intended</u>	810
<u>Pupils enrolled</u>	
Grades 7-9	1,013
Grade 10	25
<u>Streams in grade</u>	
Grade 7	8
Grade 8	6
Grade 9	6
<u>Average class size</u>	50
<u>Teaching staff</u>	
Total number	35
University graduates	3
Untrained	0
Expatriates	3*

* A Trinidadian, an American, and an Australian

industrial area of Spanish Town Road. Inside the locked gate is an attractive lawn and adequate parking space. In order to gain entry to the school buildings, one must pass through a second set of iron gates which are kept locked outside of school hours. The flat terrain has permitted usage of the "court scheme."⁵ The inner court is a bright garden of grass, tropical flowers and plants, and in the center is a concrete dais used for school performances, backed by a large, colorful mural.

Programs important and relevant to the Industrial Town school are its competitive merit point system to encourage good work habits, a student court and games.

⁵ For diagrams of the "court scheme," see Appendix J-2.

The principal states that the staff has a continuous struggle to get pupils to study and work effectively. Merit points as well as an academic cup are offered as incentives to houses and classes to encourage good work habits.

The concept of the student court arose from the need of the school to teach its pupils to solve their problems without violence. When a pupil had done something wrong and the principal asked, "What shall I do with you?" the usual reply was, "Beat me." The principal was quite aware that punishing a child physically for fighting was teaching him nothing about the rational, peaceful solution of problems. What alternatives were there to strapping, kneeling, or sending a child out of the room? It was decided to experiment with the student court, presided over by five prefects from Grades 9 and 10 elected by the body of prefects, and supervised by two teachers. The court's responsibility is to try such minor offenses as leaving school without permission, throwing stones, stealing, and rudeness to teachers. The principal and teachers send cases which are posted on the school's notice board one day before they are to be tried. Witnesses are called when necessary. The court has power only to recommend punishments to the principal; the secretary submits a written record of the proceedings the morning after a court session.

During a court session the writer attended, the prevailing mood was solemn. Two cases were tried. The second involved a boy who left school without permission to go to Hope Gardens and the University of the West Indies. The punishment recommended was three days suspension from school together with a composition, "How important is it to come

to school every day?" The student chairman of the court "lectured" the accused on the importance of school rules; he said, "Go to Hope Gardens every day until you get sick of it; then you'll be glad to come to school." The accused was to be given an explanatory letter from the principal to carry home to his parents. Compositions assigned were to be handed in to the chairman of the court.

This school is fortunate in having a fine, large playing field, and three male physical education teachers, two of whom also teach science. (Most junior secondary schools have only one male teacher for physical education). These teachers consider their role very important in providing a "male image," personal counselling and healthy recreational interests. They state that all pupils are interested in games, and remain late after school "which they find more pleasant than their own homes." The teachers themselves are often at the school as late as 7 p.m. and on weekends as well. They commented that pupils in the lower streams can "ease their frustration by working at their own levels"; they can "achieve and prove they can do something" which results in "boosting morale." Individual pupils "can get to know a physical education teacher better in a more relaxed personal situation" and the teacher is able to "see them as individuals" and better understand their "problems at home." Through competition in games after school they encourage "clean, healthy habits toward their fellowmen, being considerate of other people, winning well and losing well." Mathematics teachers, who also play games regularly with pupils, feel it helps to "establish a healthy relationship with the mathematics class."

The contrast between the orderliness striven for at the school and conditions outside are poignantly expressed in the following letter written by a pupil to the editor of the school magazine:

Dear Editor,

It is horrible to see what happens to people's clothes when they come off the J.O.S. buses in the mornings. The uniform that children spend hours getting ready for school on Monday mornings is badly crushed, shoes get dirty, hair is pulled up, and lunch money is sometimes lost. If Jamaicans would learn to form a line as we do at schools then all this would stop.

At school we queue up as some teachers call lining up. We do so when we move from class to class and when we go for lunch. There are many more people in my school than I see at the bus stops on Spanish Town Road. If things can go smoothly at my school why can't it go smoothly at the bus stops?

Come on adults, line up!

Yours truly,
Carlton Cuthbert

CITY PARK JUNIOR SECONDARY SCHOOL
SERVING AN URBAN COMMERCIAL AREA

City Park is a relatively depressed, thickly populated community in the southern part of Kingston. It is largely a commercial area of car and hardware companies, small shops and an ironworks. The people are predominantly engaged in lower middle level occupations and there are also many unskilled and casual workers. It is an overcrowded area of small, privately owned homes and rented rooms. There are many religious denominations represented, including some Rastafarians.

It was a government decision to provide a junior secondary school for City Park. There had been little parental demand. The first pupils were admitted in September, 1969.

There are two major aspects of the relationship of the wider community with the City Park school: assistance from the Home and School Association, and experimentation within the school by outside educational agencies.

The Home and School Association of parents and teachers has raised funds to build a shed for ping pong and indoor recreational activities. Further, they held a special tea party and fashion show to raise money to print the school magazine and to defray expenses for the 1972 Grade 9 graduating exercises including rental of a church hall, achievement prizes, and school-leaving certificates. The graduation exercises were very impressive; it is the experience of the principal and staff that prizes awarded for achievement in many areas of the school's program are a strong incentive to pupils to strive for greater achievement.

The school is used for experimental purposes by several outside agencies. For example, during the writer's visits to the school, groups from the University of the West Indies were experimenting with new approaches to the teaching of mathematics and science, and students from the university were practice-teaching there. Further a researcher from the University of the West Indies had gathered data on "self-image" from pupils of the school. The principal welcomes this continual flow of new ideas which she and her staff find stimulating.

The pupils and staff for the school year 1971-72 are described in Table 8 below:

Table 8. Pupil and Staff Populations City Park
Junior Secondary School 1971-72

Populations	Number
<u>Maximum enrollment intended</u>	1,215
<u>Pupils enrolled</u>	
Grades 7-9	1,380
<u>Streams in grade</u>	
Grade 7	10
Grade 8	9
Grade 9	9
<u>Average class size</u>	48
<u>Teaching staff</u>	
Total number	44
University graduates	5
Untrained	1*
Expatriates	4**

* Art specialist

** One American, one English, two Canadian

Pupils come from an approximate radius of three miles. The principal estimates that in any one year about thirty children come from rural areas. Small numbers of pupils represent both the Indian and Rastafarian communities.

The 8.7 acre site originally planned has not yet been fully provided so that the present four acre site is considerably smaller, and the playing field space is inadequate. While the school is situated within a relatively densely populated area, the visitor gains the impression almost of being in the open country. One enters inauspiciously from a major thoroughfare into a narrow dirt road, past a public playing field on one side and an abandoned graveyard on the other. At last, with the open playing field of a primary school to one side, one

enters the grounds of the junior secondary school through iron gates which are usually kept locked. Spacious green lawns and ample parking space provide a very attractive entry to the buildings. It is a treeless, flat site permitting usage of the "court scheme."⁶

In the distance may be seen houses, trees, and the mountains beyond. The inner court is a lovely green lawn bordered with tropical plants. For recreational purposes, pupils use the public and primary school playing fields.

The principal states that the school program emphasizes and caters for the practical areas and science in an attempt to try to provide skills for the pupils to go out to work eventually, and to teach them to analyze and solve problems.

Industrial arts teachers comment that "some boys do not value industrial arts as much as academic subjects." Therefore, teachers try to explain the value of these subjects: "they are a part of the occupations of many people's lives; many will have to earn their living by some craft or other. We try to get them interested in some area and to put some dignity into it. The way the teacher approaches it is important so that students will place some value on themselves. Some students feel they cannot make a living in these fields. We cite examples of successful people, men who may have started life in their situation, for example, a local man who now has a successful woodworking industry." By Grade 9 the boys tend to value industrial arts more as they begin to understand its theoretical base; for example, electricity uses principles involved in science and mathematics.

⁶ See Appendix J-2.

Home economics teachers have taken their pupils to visit a cloth mill as well as garment factories so that they can see the demand for girls to stitch and make garments. The head of the home economics department has been asked to recommend girls to the factory because, with their general background, they are easier to train. Teachers say that their pupils can also do dressmaking, and could even open boutiques with assistance from a small loan society. Members of the Home Improvement Club, from all streams, make things for different areas of the home. If a girl is good at such things as crocheting or straw-work, the teachers "try to foster it because there is a market for it." Grade 9 pupils have requested permission to return to the school on Friday afternoons after they leave to do work on a commercial basis.

Important among the experimental projects conducted at the school is the project of learning science by methods of investigation supervised by the Science Centre at the University of the West Indies, details of which are included in the following chapter. Two examples here will illustrate. When studying "air," Grade 7 pupils make their own airplanes, windmills or kites, and try to explain how they work. The teacher may provide books with explanations, or may explain finally when asked, if pupils cannot deduce the principle for themselves. When studying "space," the teacher suggests that the class is going to "find out a little bit about astronauts." She asks them to bring clippings and questions about Apollo XVI. Pupils' imaginations soar, speculating what it would be like on the moon. They learn to read a compass, to understand sunrise and sunset, and make their own charts. Educational television provides additional information and activities.

The administration of the City Park school encourages pupils to participate in fine arts activities because they "are a part of developing their personalities and help to develop community spirit." In fact, so many pupils have enrolled in clubs that some have had to be restricted in size, and pupil attendance is no longer compulsory on Friday afternoons when clubs meet. While all four schools reveal an interest in this area, there appears to be a special enthusiasm for the arts at City Park. Particularly outstanding are the dance and music programs. The Dance Club, whose membership consists equally of boys and girls, emphasizes popular and modern creative dancing. Pupils express themselves in both western and Jamaican folk music idioms. The music program is described in more detail in Chapter IV.

For many reasons, City Park teachers considered the arts important. "The children are very creative and this may be vocationally profitable; if a child is good in drama, he should be steered in this direction." Pupils also were enthusiastic; "we do not know of our talents until we use them, so a child who can do art could go on to it when he leaves this school, and place himself in society. And also music, drama and dance. Who can tell what they can do with this little teaching of these subjects?"

A most interesting and important aspect of the emphasis on the arts is the interest in expression through the folk culture. A group of teachers agreed that "most problems of the junior secondary schools are sociological in origin." "Adults have just started to appreciate Jamaican music" (as distinct from European or American music). "The

biggest problem is that they don't know enough about the country; they become frustrated and drop out. It is important to provide the culture of the country in school so that pupils learn at an early age to accept these things" such as Jamaican popular music, and good Jamaican plays and folksongs. This acceptance of Jamaican artistic culture "is an incidental objective of this school; it comes out in concerts." This group of teachers was emphatic that "teachers must accept this as a must," that is, they must help their pupils to accept Jamaican artistic culture and to express themselves via this medium, as an acceptable form. The interest so expressed in Jamaican cultural identity is further evident in art and crafts expressions, and in English classes where Jamaican dialect is recognized as a separate language, and has an occasional place. For example, Grade 9 pupils enjoy making their own cartoons and advertisements in both the dialect and standard English; an advertisement for a car might include in the caption "fire in she wire" or "zip in de hip." Further, dialect is often heard spoken among teachers informally in the staff common room.

In sum, major emphases of the City Park Junior Secondary School would seem to be practical, scientific, and broadly speaking, cultural in that staff members are attempting to help pupils discover their own Jamaican identity.

CONCLUSION

The examples presented above illustrate four different communities, in each of which the junior secondary school principal and staff have initiated unique programs to accommodate the special needs of their pupils. They have also enlisted the support of parents and community members in diverse ways for the welfare of their pupils.

The simultaneous comparison which follows will endeavor to bring the commonalities and unique features of the four schools into sharper focus.

CHAPTER IV

COMPARISON OF FOUR JUNIOR SECONDARY SCHOOLS

The fifty new World Bank junior secondary schools in Jamaica have been established in communities which are often quite different socially, and therefore have different needs. Apart from the common facilities and curricula prescribed for all these schools, principals and staffs are encouraged to develop their programs so that they are relevant to the needs of their particular locales. Four schools were selected for study, and their unique features are described in Chapter III. A summary comparison will now be made of these four communities, the distinctive programs and practices of their junior secondary schools, and the relative importance of the official aims of the junior secondary school to the needs of the pupils.

FOUR COMMUNITIES

Banana Grove is an isolated, mountainous, agricultural community of independent, small banana farmers, while Seasurf is a popular sea-coast resort town most of whose inhabitants earn their livelihood from occupations related to tourism, including some agricultural producers and supplies of food on the outskirts. Industrial Town and City Park are both depressed, heavily populated communities in Kingston, the capital city; the working class community of the industrial area called Industrial Town consists predominantly of unskilled laborers, kitchen

helpers and maids, while the inhabitants of the slightly more affluent commercial area of City Park engage in such low income occupations as government clerk, bus-driver, nurse, policeman, artisan, housekeeper, fireman, retail clerk, or unskilled and casual labor. Banana Grove's geographical isolation has helped to protect its strong, traditional Protestant religious values; while these values are still quite strong in Seasurf, they are becoming increasingly eroded by materialistic values as a result of the tourist industry. In both Industrial Town and City Park traditional religious values have become considerably weakened, and because of poverty and feelings of rejection, the number of followers of Haile Selassie who call themselves Rastafarians is steadily increasing.

The economic interaction of independent Banana Grove farmers through their cooperative banana boxing plant, together with their common religious values, has developed a social cohesion which is evident particularly when community effort is called upon for a worthy community project. Most of the residents of Seasurf, on the other hand, are employees of various businesses catering to tourists; the resulting division of labor which the more modern society demands results in mobility and competition. The weakening social cohesion creates a need for the social and charitable activities of the modern service organizations. In common with Seasurf, both Industrial Town and City Park participate in the division of labor, competition and mobility characteristic of modernization, though stronger in the large city than in the small town. The greatly weakened social cohesion is further complicated in the two urban areas of congestion and poverty leading to

the use of violence as a means of solving problems. Particularly in Industrial Town, chronic unemployment and alienation have helped to create the subculture of Rastafarians owing alien religious and political allegiance. Low-cost government housing schemes in Industrial Town constitute a public effort to alleviate economic distress in the latter community.

While Banana Grove children are closely influenced by the stability of the strong moral and religious values of their families, Seasurf children are increasingly attracted by the materialistic influences of foreign tourists. In City Park and to a greater degree in Industrial Town, traditional religious values and family stability are considerably weaker than in the two rural communities. Communication between parents and children is generally poor; family problems are normally settled by physical conflict so that children receive many beatings. In the home the mother is dominant, often the sole support of her family. A "male image" for boys is most often lacking except in a few instances where it may be provided by a Rastafarian father-figure. Poor school attendance is a factor in all four communities: in Banana Grove because of the real need of children to help their parents with farming activities, and in Seasurf because of a similar need on the part of some parents engaged in agriculture, but also because of an historical cultural lag on the part of families living in the town. The same cultural lag is evident in the two urban schools where by custom and tradition large numbers of pupils stay away from school on Fridays. Pupil attendance in Industrial Town was also seriously affected during the 1972 elections by increased violence in the area.

FOUR JUNIOR SECONDARY SCHOOLS

Their Histories, Staffs, Pupils, Sites and Buildings

All four schools in this study were among the first group of World Bank junior secondary schools to be opened in September, 1969. The junior secondary school at Banana Grove has helped to satisfy a need left by the closing of an American Baptist secondary school, while the school at Seasurf occupies land on which the Church of England had planned to establish a secondary school. Thus, there was a need recognized by these two rural communities for some kind of secondary school. On the other hand, the two urban schools resulted from a government decision to establish secondary schools in these two areas. Notable is the fact that when the Emperor of Ethiopia, Haile Selassie, visited Jamaica in 1965, he contributed funds toward the construction of a junior secondary school and he laid the cornerstone of Industrial Town Junior Secondary School.

As might be predicted, the two rural schools have a closer relationship with their surrounding communities than do the urban schools. The Banana Grove school fulfills a community leadership function of participation and leadership in community religious and social activities such as helping to organize the Rally of the Basic Schools to raise money for necessary pre-school education. The Seasurf school also reaches out into the community, but with a somewhat different emphasis; the principal makes a deliberate effort to solicit community support for the school by means of the Friends of Our School Association, holding zone meetings to meet parents in rural areas, and inviting the participation of voluntary agencies and industry for the welfare of needy pupils

especially, and inviting other schools to participate in inter-school cultural activities. The two urban schools' contact with their communities, on the other hand, consists almost entirely of formal associations for parents and teachers. Industrial Town's Parent-Teachers' Association has devoted its fund-raising activities to securing the broken school wall against intrusion by vandals and goats, an indication that security precautions are more important for this school than interaction with the surrounding community. Less concerned about security, City Park's Home and School Association has devoted its fund-raising activities to providing the school with extra amenities such as recreational facilities and defraying school magazine and graduation expenses. An unique feature of the City Park school is its utilization by the University of the West Indies and teachers' colleges for experimental purposes.

Pupil and staff populations of the four schools for the school year 1971-72 are described in Table 9.

A comparison of the pupils and teaching staffs of the four schools as described in Table 9 reveals that the two rural schools of Banana Grove and Seasurf as well as the urban Industrial Town school were all planned to accommodate a maximum of 810 pupils; considerably larger, the City Park School was designed to accommodate 1,215 pupils. Each of the three smaller schools enrolls a special Grade 10 class not normally included in the junior secondary schools. The two rural schools are not over-populated, even with the addition of their Grade 10 classes; however, the facilities of the two urban schools are very much over-taxed particularly at Industrial Town, which explains the larger average class sizes in the two urban schools.

Table 9. Pupil and Staff Populations of Four
Junior Secondary Schools 1971-72

Populations	School			
	Banana Grove	Seasurf	Industrial Town	City Park
<u>Maximum enrollment intended</u>	810	810	810	1,215
<u>No. of pupils enrolled</u>				
Grades 7-9	762	765	1,013	1,380
Grade 10	50	20	25	-
<u>No. of streams in Grade</u>				
Grade 7	6	6	8	10
Grade 8	6	6	6	9
Grade 9	6	6	6	9
<u>Average class size</u>	45	45	50	48
<u>Teaching staff</u>				
Total number	26	26	35	44
No. university graduates	1	4	3	5
No. untrained	2	1*	0	1*
No. expatriates	1	4	3	4

* Art specialist

A school of 810 pupils was intended to enroll six streams (classes) in each grade, and a school of 1,215 was to have nine streams in each grade. The data reveal that both urban schools have additional Grade 7 streams. Some of this over-population results from the mobility of families, or pupils, from the country to the city in search of better educational opportunities. Both urban schools experience continuous fluctuation in enrollment, including the departure of some City Park pupils for America.

The increased enrollment at Industrial Town is accommodated by a larger teaching staff than either of the rural schools. It would appear that, proportionate to pupil enrollment, Seasurf has the largest percentage of university graduates among its staff members, and Banana

Grove has the least; this might be explained by the fact that it is difficult to keep the best qualified teachers in the most remote rural areas.

Both rural schools are located on hilly or steep sites necessitating utilization of the "linear scheme" of building arrangement, while both urban schools are located on level sites which permit utilization of the "court scheme."¹ The two rural sites are considerably more spacious than the two urban sites. The Banana Grove school has fifteen acres and Seasurf, eight compared with Industrial Town's six and City Park's four acres. Some of the extra space on the two rural campuses is occupied by staff housing accommodation including a house for the principal and flatlets for teachers. The urban Industrial Town school is the most fortunate in having a large flat playing field adequate for all kinds of recreational activities. Because of hilly terrain, Banana Grove's playing field is of reduced size to that considered desirable for junior secondary schools. Less fortunate, neither Seasurf nor City Park has a good playing field of its own; they both use nearby public playing fields for most of their physical education and recreational activities, and have contrived only small, inadequate playing areas on their own campuses for such games as netball and table tennis. Banana Grove utilizes a large section of its hilly site for agricultural experimentation, while Seasurf has constructed some most attractive outdoor picnic lunch tables on its tree-sheltered slopes. At all four schools, the modern school buildings are surrounded by

¹ For illustrations of the "linear" and "court scheme" designs, see Appendices J-1 and J-2.

well-kept lawns, tropical flowers and potted plants; Seasurf is particularly attractive with its fringe of coconut palms, and painted murals on the outside walls visible upon entrance to the campus.

Their Programs and Practices

As a consequence of their prescribed curricula and the rather frequent meetings of principals and teachers, the four schools are engaged in similar activities directed toward the achievement of the ten official aims of the junior secondary school.² In addition, as a result of the peculiar needs of a particular area or of the special talents of a teacher or principal, imaginative and creative utilization of resources is evident in aspects of the programs of individual schools directed toward the achievement of specific goals.

The practices common to the four schools in pursuance of each objective will now be presented in summary form, followed by comparison of the more unique aspects of the programs of individual schools, or priorities in relation to their social settings.

Citizenship

The four schools display in the library or some other public place photographs of prominent Jamaicans. Pupils are both elected and appointed to positions of leadership responsibility, and healthy competition is promoted through the "house system." Social studies classes study the Jamaican system of government and discuss and debate current social issues. Religious education classes discuss good

² For the Aims of the Junior Secondary Schools, see Appendix B-2.

citizenship and human rights, and home economics pupils learn acceptable social behavior.

Two unique projects are the "student parliament" at Banana Grove and the "student court" at Industrial Town. Banana Grove social studies teachers had their senior pupils form two parties, canvass for membership, nominate candidates and elect representatives by secret ballot, performing all the roles necessary in such processes. The pupils then conducted a model session of parliament discussing a current national government bill or controversial issue of current interest with demonstrated competence and enthusiasm.

A very important experiment is Industrial Town's weekly "student court" during which pupils accused of committing minor offenses are tried by their peers. Solving problems by means of physical violence has been a major behavioral pattern of pupils of this school. Therefore, a major effort is directed toward the development of the rational solution of problems. The student court is an experiment in an effort to reduce corporal punishment, and to teach citizenship, honesty, justice, responsibility, and thoughtful acceptance of punishment. The proceedings are conducted with dignity and solemnity, supervised by two teachers. Witnesses are called, and the accused speak in their own defense. Punishments are recommended by the student court to the principal who is the final judge.

It is most interesting that from the most remote school, Banana Grove, pupils have been taken by social studies teachers to see a session of the national parliament and to their parish center to visit the court house. Social studies teachers at Seasurf, much closer to Kingston, would

like to take their pupils to visit parliament but find it too difficult, and the two urban schools have not taken advantage of their proximity to these institutions to conduct pupil visits. Industrial Town teachers find it too dangerous to take their pupils out on many excursions. Instead, the latter three schools rely on speakers to come to their schools. Industrial Town experiences difficulty in this respect, feeling that outside speakers prefer to visit more prestigious schools.

Leadership responsibility is developed at City Park by allowing prefects and class captains to hold meetings and discuss problems in private, calling on the principal for guidance only when necessary. Competition is invoked between houses at Industrial Town to encourage high standards of pupil participation in service, cleaning and beautifying the school, as well as behavior in and out of class; merits and demerits are awarded weekly for revolving duties. At Seasurf, cooperation is expected in such activities under the direction of teacher committee chairmen; a strong social emphasis pervades the school which is considered a "life situation" in which pupils learn the values of good citizenship and social control through high standards for pupil elections, the care of school property, personal appearance and behavior.

Organized clubs assist with citizenship training particularly at Seasurf, and to a lesser extent at Industrial Town. Seasurf has a Cadet Corps, Boy Scouts, Youth Club and Key (Kiwanis) Club, while Industrial Town has a Jay-teens Youth Club and Girl Guides. The 4-H Club at Banana Grove is a very dynamic organization involving most of the pupils and staff, and devoted to the general purposes of developing skills useful for citizenship in this rural agricultural community; its

activities extend to the parish level. Both Seasurf and Industrial Town have small 4-H clubs, but without the community significance of the Banana Grove club.

Ethical Values

All four schools stress Christian ethical values in morning devotions and religious education classes. In Banana Grove the teaching at school reinforces the strong Protestant religious commitment of the surrounding community. While some discussion takes place on themes such as "kindness," religious education lessons are more often based upon the telling of Bible stories which teach a lesson. At Seasurf there is a wider representation of Christian denominations including Roman Catholics, Anglicans, Jehovah's Witnesses and other Protestant groups, as well as the intrusion of materialistic values emanating from the tourist industry. Taking their inspiration from the Bible, teachers and pupils discuss topics related to everyday life in which they are involved and ask questions about their own particular problems. Both Industrial Town and City Park school staffs feel they must compensate for the inadequacy of moral and ethical training and personal guidance in a large proportion of their pupils' homes. Like Seasurf, religious education classes in both urban schools are devoted primarily to the discussion of topics and problems directly related to everyday life. In both schools there are children of Rastafarian parents who question the teachers' interpretations of the Bible in such areas as the creation of the world and worship of an invisible being. Teachers report that their behavior is good, but they take little further part in religious education classes. A sympathetic teacher at the City Park school stated that he observed a

growing interest among the boys in the Rastafarian movement in which they see "a serious commitment to life." They use a reasoned approach, see wholesome values in it, discuss behavior and its symbolic importance, and he feels they impress other pupils as an example of settling problems in ways other than by physical conflict.

Vocational Interests

In the four schools, vocational interests are developed through preparations for external examinations, industrial arts and home economics programs, career weeks and guidance periods.

Both rural schools offer boys simple specialization in one area of industrial arts in Grade 9, either woodwork, metalwork or electricity. At Seasurf such practical subjects assume major importance since the principal states that parents are demanding full-time trades training for a longer time for their children as they can see many opportunities in this growing tourist community in the trades area; more practical courses are planned including motor mechanics. Both urban schools provide general rather than specific training to the end of Grade 9. Industrial Town teachers would like to offer specialization in one area in Grade 9 to help the boys' employment opportunities. On the other hand, City Park teachers are satisfied to provide basic general educational experiences to the end of Grade 9 so that boys will be better prepared to specialize later. The fact that City Park parents are, on the whole, somewhat more affluent than Industrial Town parents may be significant here.

While girls' home economics classes in the four schools are basically preparation for homemaking, in Seasurf they are also basic

preparation for the tourist industry. Girls in the two urban schools are advised about vocational opportunities in such areas as dietetics, in garment factories, dressmaking, basketwork and crocheting. An unique home economics class for boys has been projected at the Seasurf school to prepare boys for such jobs as waiter, chef or barman since job opportunities are so favorable in the tourist industry.

In the four schools instruction in art and crafts is of potential vocational interest. Banana Grove pupils are made aware of opportunities in batik and screen printing design, and Seasurf teachers encourage pupil production of such artistic productions as woodcarvings for sale to tourists. Some Industrial Town pupils have gone on to the Jamaica School of Art; a few from City Park have found employment making signs and posters and as store decorating clerks.

Unique to the Banana Grove school are the classes in agriculture which are of direct vocational interest to the many pupils who will take up farming as their career. Emphasis is placed on application of the scientific approach to farming in the local area. Agriculture classes are complemented by the many activities of the 4-H Club which are designed to promote efforts to make rural life more attractive.

Industrial Town appears to be the only one of the four schools whose pupils watched the Grade 7 educational television series on occupations in 1971-2. However, it must be remembered that the television sets at Banana Grove were not operational that year, and television reception at Seasurf is less than satisfactory.

It is noteworthy that both rural schools have occasional contact with potential employers of their school-leavers; the principal of

Banana Grove himself goes out to find places for his pupils in trades or other areas of training, and the principal at Seasurf is advised by employers, particularly in the tourist industry. On the other hand, apart from the home economics department at City Park, the two urban schools maintain little, if any, contact with employers.

Health Practices

The four schools encourage good health practices by means of assistance from various outside agencies such as the public health nurse and the National Family Planning Board, as well as providing instruction in home economics nutrition classes, health science and physical education. Hot cooked lunches are available at the minimal cost of ten cents per pupil per day.

While all four schools provide after-school games activities for their pupils, particularly outstanding in this respect are the schools at Banana Grove and Industrial Town, both of which have their own playing fields. In these two schools many teachers assist with games and in the process get to know their pupils and provide a fair amount of personal guidance. Male teachers at Industrial Town who participate in games consider their role particularly important in providing a "male image" and personal counselling for their pupils. Physical education teachers at City Park perform a similar role. Both urban schools find that pupils like to remain after school to play, or even to watch, since it is "more pleasant at school than at home." City Park games continue until 5:30 p.m., and those at Industrial Town often until 7 p.m. and on weekends.

An unique project of the City Park school extending over two and one-half months was their provision of weekly swimming lessons for forty pupils in a hired swimming pool. All learned to swim. Unfortunately, despite the fact that the Seasurf school is so close to an excellent public beach, no swimming instruction is provided by the school because no lifeguard is available.

Fundamentals of Communication and Computation

Approximately one-third of the pupils in each of the four schools are given special instruction in reading by specially trained remedial reading teachers. The same pupils whose ability to solve mathematical problems is inhibited by their reading difficulties, are given instruction on fundamental mathematical calculations in practical situations. Some academically capable pupils in each of the four schools write Jamaica School Certificate subject examinations at the end of Grade 9. Thus, the four schools are attempting to provide for a wide range of pupil ability.

In all four schools the remedial reading teachers seem devoted, industrious, concerned, and appear to be making some worthwhile progress. Seasurf has a noteworthy experimental program under the direction of its principal who is a specialist in the area of remedial reading. She has developed a test to assess the reading levels of Grade 7 entrants which is used in all junior secondary schools. Classes in her school are identified by the initial of their homeroom teacher in order to avoid the adverse psychological effects of numbering classes according to ability stream. Three experiments were underway during the year 1971-2. First, as far as possible, pupils in all streams wrote the same

examinations, again in order to avoid possibly damaging psychological effects of ability grouping, and to discover whether or not remedial reading pupils do well in other subjects. Second, the slowest Grade 7 stream was given one experienced teacher for the "core subjects" of English, mathematics and social studies instead of the usual three teachers; the effects of this concentration of attention were to be assessed. Third, a pilot project was underway to develop testing procedures in reading for Grade 9 pupils at the end of the junior secondary course to see what progress was made in the reading program.

Libraries in the four schools are bright, attractive rooms which are well-stocked with more or less the same graded reading materials, fiction, biography, books on science, adventure and travel, reference encyclopedias, periodicals and teachers' reference books. Each class has a weekly library period. Only the City Park school library is open both at noon and after school; however, it is the only one of the four schools whose pupils may not borrow books to take home. On the other hand, the Industrial Town library is closed both at noon and after school but its pupils may borrow books during a special period each week. Similarly, the Banana Grove library is closed both at noon and after school, but all pupils are permitted to borrow books except those in Grade 7 and the two lowest Grade 8 streams; as well, the school librarian assists pupils upon request to join the parish library one mile away. The Seasurf school library is open only after school, and then only when necessary for Grades 9 and 10 pupils' research. Seasurf pupils are permitted to borrow books only when one asks for a special book and the librarian considers him responsible. This deficiency is partly made up

by the weekly Library Club when pupils listen to story-telling records, write short stories, and read them.

Habits of Critical Thinking

All four schools attempt to develop critical thinking by means of the problem approach in mathematics, social studies discussions and debates, religious education discussions, and constructive criticism of work in industrial arts and art and crafts.

It is of interest to note that mathematics teachers in both rural schools find that their pupils seldom are sufficiently interested to bring problems to the class, while some interested pupils in both urban schools bring mathematical problems to the teacher and to the class. For example, Industrial Town pupils formulate problems for themselves and for other classes. A small group of good pupils gathers around the teachers after school with mathematics problems. Teachers are identifying some "very good mathematicians" in higher streams who point out teachers' mistakes and bring special problems to test the teacher. Similarly, City Park pupils often come to the teacher at noon asking to be shown how to do a particular problem. Brighter pupils sometimes help weaker ones, or explain to the class.

In all the schools, physical education teachers try to teach their pupils to make thoughtful, quick decisions. Notably, a girls' teacher at City Park sets up situations in games such as volleyball where pupils have to think out the problem for themselves, and look beyond the practice of a skill to its application in a game.

Work Habits and Attitudes Toward Work

Negative attitudes toward work, engendered during slavery, persist today in Jamaica partly because of inadequate remuneration. Such attitudes

are recognized as a major problem throughout this modernizing society, and are very evident in all four schools. These schools stress neatness, accuracy and responsibility in all classes; considering fellow workers' safety in industrial arts and science activities; individual and group responsibility in social studies projects; and caring for equipment and cleaning up working areas in the practical subjects.

Individual teachers at both Banana Grove and City Park schools stress the functional importance of work in society. At Banana Grove, science teachers assume a personal responsibility for this task, talking to pupils about the "realities of life," "what we are all about as a people," that "work is necessary at all levels," that "each person has a role to play," and that they "can't talk peace and love while not doing work, or while performing poorly." At City Park, social studies teachers explain the kinds of jobs available in the sugar industry and the dignity of manual work. Crafts teachers talk about what takes place in a factory, and how a worker must do a certain amount of work for his pay. The religious education teacher points out the importance of putting value into work and society, of doing work within the range of one's ability, and of being the best at whatever work one does.

Banana Grove pupils have a very practical situation in their agriculture studies in which they are taught to approach farm work with regularity. They are responsible for caring for their plants, animals and agricultural experiments regularly under the teacher's supervision.

Opportunities for voluntary service in the school library are accepted by pupils and discharged responsibly in both Banana Grove and Industrial Town. The volunteers, mostly girls, assist the librarian at

Banana Grove by cataloguing books, signing them out on loan, and keeping pupils quiet when the librarian is absent; at Industrial Town they loan, reshelve and repair books, dust and tidy the library, and keep scrap-books.

The Seasurf school has a problem with the occasional disappearance of industrial arts and crafts tools, and the Industrial Town staff has a continuous struggle to get pupils to study and work effectively. Individual teachers in both these schools are interested in child development. The art and crafts teacher at Seasurf continually talks to his pupils about the problem of stealing, is very interested in them, and "does a lot of reading in the area of child psychology." Physical education teachers at Industrial Town work hard to develop team spirit in order to develop good habits, punctuality, confidence and self-reliance; through competition with other schools, the team begins to feel that it is working for one purpose. Both Seasurf and Industrial Town invoke competition as an incentive to get pupils to study and work effectively. Seasurf's four houses compete for points awarded weekly for attendance, achievement in class, sports, and cultural activities; a cup is presented at the end of the year to the winning house for overall achievement. At Industrial Town, merit points are awarded weekly to the houses for the performance of duties in making the compound clean and attractive and for behavior out of class; points are also awarded to each class for academic achievement, attractiveness of the classroom, and deportment in class. Among rewards are "a cup of the week" to the best class, and a "special treat" for the best class at the end of the year.

Consumer Skills

All four schools teach consumer skills to girls in home management classes, to boys in the estimating of costs for making items for the home in industrial arts classes, and to both as part of "being a citizen" in social studies classes. The major part of this prescribed curriculum content for the teaching of consumer skills is directed to the girls, since women assume a large measure of the responsibility for the economic management and support of Jamaican households.

The two rural schools engage in additional activities directed toward both girls and boys. Both Banana Grove and Seasurf schools conduct Thrift Clubs by means of which pupils are encouraged to defer gratification and save their money. Banana Grove pupils have the further experience in their agricultural projects of studying the budgeting of supplies, and the comparative economic advantages of different approaches to agriculture through experiments with such things as poultry.

In the two urban schools, little extra is done to teach consumer skills except that Grade 9 pupils at Industrial Town watch weekly educational television broadcasts on occupations and the wise use of money after they leave school.

Relation to Environment

Science teachers in the four schools teach the scientific method, but by different approaches. During the school year 1971-2, both Banana Grove and Industrial Town schools followed the prescribed syllabus for the junior secondary schools, employing methods of teacher demonstration followed by pupil experimentation. Selected Grades 7 and 8 classes at Seasurf and all Grades 7 and 8 classes at City Park participated in the

second year of an experimental science project of the Science Centre at the University of the West Indies, employing methods of pupil investigation; the remaining classes in these two schools followed the prescribed syllabus.

Science teachers at Banana Grove commented that their pupils learned by rote memory in primary school; although they were living in a rural environment, they had not learned to observe and record what they saw. Therefore, the teacher of Grade 7 pupils must teach them what to look for and how to record it. Under the direction of a science teacher, the school's Explorers' Club, the majority of whose members are Grade 7 pupils, exposes pupils to such activities as cave exploration, fossil and rock collecting, and helps them to develop inquiring minds in an effort to overcome the deficiency of their primary school science background. Banana Grove classes like to be taught by means of experiments. However, because the classes are too large for the laboratory facilities, pupils must do their experiments in groups; the teachers are therefore not satisfied that their pupils are sufficiently involved in the practical work. Nevertheless, practical, scientific experiments undertaken by pupils in agriculture classes reinforce and supplement the efforts of the science teachers.

Science teachers at Industrial Town find their task very difficult because of extreme over-crowding; their task is further complicated by the dearth of biological specimens in their urban industrial area. With limited equipment and laboratory space, only one-half of the pupils do the practical work for each lesson. While the pupils know something about engines and mechanical things, they know less about plant and animal life, and those pupils who have come to the school from rural areas are

reluctant to share their experience because they feel it is socially unacceptable. However, they enjoy studying about human biology. To circumvent some of their difficulties with lower stream pupils, science teachers at Industrial Town have pupils study the lives and work of scientists in the expectation that pupils will at least remember the stories attached to the scientific principles. Upper stream pupils understand the scientific principles better, and sometimes ask stimulating questions.

On the other hand, the classes at Seasurf which participate in the experimental project of pupil investigation do all their own experimentation which involves planning, observation, concluding and recording. Their teacher feels the pupils are "developing inquiring minds." Similarly, in City Park classes which use methods of investigation the emphasis is on practical experimentation by pupils where the teacher guides, but answers questions only when pupils have exhausted their own resources. Examination questions are set so that pupils cannot rely entirely on background knowledge, but must use their reasoning ability. Because the average Grade 7 class size at City Park is fifty, pupils must do experiments and report together in groups of three or four. However, the teacher is enthusiastic about her pupils' interest. Having been exposed to the method of investigation in Grade 7, Grade 8 pupils at City Park "do not bother listening if the teacher lectures." Grade 9 classes sometimes use this newer method which they prefer. Science teachers at City Park find that under the method of investigation their pupils cover more ground, have freedom to question, and nearly all are generally interested.

In order to acquaint pupils with the modernization of their country, each of the four schools in 1971-2 took groups of pupils on a small number of excursions to industries and to communications and

government centers. Because pupils usually have to pay their own transportation, the number of trips and the size of groups are necessarily limited. While both rural schools have taken groups of pupils to the national capital, the urban schools did not take their pupils to the country, except that the City Park school took a group to the historic site of Port Royal. Paradoxically, while the most remote school, Banana Grove, took pupils to Kingston to see the national parliament and radio and television stations, and Seasurf pupils visited the meteorological station at Kingston, neither of the urban schools took advantage of these opportunities. Similarly, while Banana Grove pupils travelled a long distance to visit bauxite and aluminum industries, Seasurf pupils were not taken to visit the bauxite industry in their town. Banana Grove pupils have also been taken to a rum production factory, Seasurf pupils to the Jamaican Manufacturers' Fair, Industrial Town pupils to various industries, a museum and post office, and City Park pupils to a nearby orphanage and home for delinquent girls. The teachers integrated these visits with their school studies.

Appreciation of Fine Arts

All four schools promote appreciation of the arts through classes in art and crafts, music, applied art in home economics, dramatizations in English and social studies classes, and Friday afternoon clubs. Interest in the arts is universal in the four schools. All do fine, creative work in art and crafts, particularly in batik and tie and dye fabric design. Music and dance groups are quite outstanding for the junior secondary level. Each school reveals its own unique artistic expressions.

Banana Grove has a particularly fine collection of music records for listening, and a most interesting drama club which emphasizes creative

drama and self-expression through the indigenous culture.

A major artistic undertaking of the Seasurf school is its annual Eisteddfod³ when the school's houses compete for prizes in speech, music, dance and drama. As well as the colorful murals previously mentioned, the art and crafts department produces lovely things from local materials such as driftwood, coconut and shells. Pupils sell some of their art objects, especially wood-carvings, to tourists.

Industrial Town music groups have prepared some very fine rhythmic folksongs, some of them Rastafarian songs, with authentic, local costuming and accompaniment. They have performed publicly in their own neighborhood, on radio and television, and at a public schools concert organized by the Ministry of Education. The art and crafts department has produced a large, attractive colorful mural which decorates the inner courtyard of the school. It is unfortunate that this department is unable to display regularly its products, as the other three schools do, because of the likelihood of their disappearance or destruction; however, very fine work was displayed for visitors at the graduation ceremonies.

The City Park school has a very dynamic music program directed by a tutor of music teachers at residential summer courses. Two pupils of the school who belong to the National Volunteer Orchestra play the trumpet and clarinet, and teach other pupils to play these instruments during school hours. Guitar players also teach fellow pupils. The music

³ Eisteddfod: a popular annual Welsh festival at which a wide variety of competitions are held in vocal, choral and orchestral music, as well as poetry and literature, drama, arts and crafts.

room is a lively place throughout the day with choral and instrumental groups practising, and other pupils listening outside. Many public performances have been undertaken by these groups, and pupils have heard other groups perform, including a military band whose players demonstrated their instruments. City Park is the only school of the four where a few pupils take private music lessons.

In summary, all four schools include in their programs similar activities designed to contribute toward the achievement of each of the ten official aims. In addition, individual schools have developed special strengths as a result of the needs of particular areas or the creative talents of interested teachers or principals.

The Banana Grove school, through its agricultural program directly related to the local area together with the complementary 4-H Club, develops pupils' vocational interests, good work habits, consumer skills, and practical understanding of the scientific method. Its Thrift Club also promotes consumer skills. A student parliament and excursions to quite distant places to acquaint pupils with the Jamaican parliament, court system, radio and television broadcasting and industries all contribute to good citizenship and understanding of the country. The broad teacher-involvement in the after-school games program contributes to good health practices, and provides many opportunities for informal personal counselling. Thus, the vocational, practical and social needs of this rural agricultural community are served by the Banana Grove school.

Citizenship is a major aim of the Seasurf school as expressed in its strong social emphasis and its enlistment of several community

agencies to assist with clubs such as the Boy Scouts, Cadet Corps, Youth Club and Key Club. The school has an unique experimental program in remedial reading under the direction of its principal who is a nationally recognized specialist in this area. Some of the science classes, using methods of investigation, participate in the experimental science project of the Science Centre, University of the West Indies. Aspects of some of the home economics and art and crafts programs are directly related to the local tourist industry to serve pupils' vocational interests. Thus, important focuses of the Seasurf school serving a coastal tourist resort town are social, academic and vocational.

The Industrial Town school develops citizenship and critical thinking through its student court. Good work habits are fostered competitively through merit points to houses, team responsibility in games, and voluntary service in the library. Good health practices are promoted by means of the active involvement of many teachers in after-school games and informal personal counselling. Critical thinking is further developed as good pupils become actively involved in solving mathematical problems. Thus, the Industrial Town school, serving an urban, depressed area places major emphasis on social and practical objectives, and on critical thinking.

The City Park school develops critical thinking through the active involvement of prefects and class captains in privately discussing and solving their own problems, as well as the lively interest of good mathematics pupils in solving mathematical problems. All Grades 7 and 8 science classes participate in the experimental project of the Science Centre of the University of the West Indies using methods of

investigation. Good health practices are stressed through swimming instruction, after-school games and informal counselling. Noteworthy among the many activities of the school in the arts is its extensive music program. Thus, major emphasis at the City Park school is placed upon academic, practical and artistic goals, as well as thinking critically.

RELATIVE IMPORTANCE OF THE AIMS

An important question is the following: to what extent are the major emphases of the schools, as described above, in accord with the perceived needs of the pupils? In an attempt at least partially to answer this question, groups and individuals most interested in the progress of the pupils were asked to select the three aims they considered most important to the pupils in their community. The number of times an objective was selected by members of a group was totalled, and considered to be the value placed on that objective by that group. When placed in rank order,⁴ such totals provide only a very rough indication of the comparative value accorded the different aims by the members of any one group, but one which is nevertheless of value. The information so derived from groups is contained in Table 10 and from individuals in Table 11.

Certain clear trends may be distinguished from the data in Tables 10 and 11. First, there is overwhelming agreement among the groups and individuals consulted that a primary need of the pupils of the four schools

⁴ Number 1 indicates the most popular choice; 10, the least popular choice.

Table 10. Relative Importance of Aims in Order of Choice of Selected Groups at Four Junior Secondary Schools

Aims	Groups															
	Teachers				Grade 9 Pupils				School-leavers				Parents & Community Members			
	Banana Grove	Seasurf	Industrial Town	City Park	Banana Grove	Seasurf	Industrial Town	City Park	Banana Grove	Seasurf	Industrial Town	City Park	Banana Grove	Seasurf	Industrial Town	City Park
Citizenship	3	4	3	3	6	3	7	7	2	8	4	6	1	3	9	5
Ethical values	8	1	5	2	9	6	9	10	8	10	8	9	8	4	8	4
Vocational interests	2	1	3	4	10	10	9	9	10	5	9	6	3	8	10	8
Health practices	6	8	7	9	3	9	6	6	5	6	3	3	4	5	4	7
Fundamentals of communication & computation	8	4	8	7	2	2	1	1	1	3	1	1	4	2	1	2
Habits of critical thinking	3	6	2	4	4	4	4	3	2	2	2	5	10	8	2	5
Work habits & attitudes toward work	1	1	1	1	1	1	2	2	7	1	4	2	4	1	1	1
Consumer skills	6	8	8	10	4	5	3	5	5	6	6	3	2	7	4	3
Relation to environment	5	8	8	8	8	7	5	8	4	4	7	10	8	5	4	10
Appreciation of fine arts	8	6	6	4	6	7	8	4	8	8	10	8	4	8	4	9

Table 11. Most Important Aims Selected
by School Principals

Aims	Principals									
	Jr. Sec. Schools				Academic High Schools			Technical Institute	Technical High School	
	Banana Grove	Seasurf	Industrial Town	City Park	I	II	III			
Citizenship	+	+	+	+						
Ethical values		+	+							
Vocational interests	+							+		+
Health practices										
Fundamentals of communication & computation		+	+		+	+	+	+		+
Habits of critical thinking					+	+				
Work habits & attitudes toward work	+	+		+	+	+	+	+		+
Consumer skills										
Relation to environment					+			+		
Appreciation of fine arts				+						

Note: Three principals selected four objectives as most important, instead of three as requested.

is good work habits and positive attitudes toward work. It is most revealing that even the pupils themselves recognize this need. This is simply further evidence of the need recognized by government and many segments of Jamaican society that the country will not be able to progress as rapidly as most would like until all are willing to contribute to the best of their ability.

A second important trend is the major importance placed upon competence in the fundamentals of communication and computation, standard English and mathematics, with the surprising exception of the teachers and two of the four principals. The educational institutions which receive a selected few of the pupils at the end of Grade 9 may be expected to give priority to their academic competence. So also may the pupils and their parents since the prevailing image in Jamaica of good secondary education is the successful passing of external examinations, and the consequent certification is normally required for desirable employment opportunities or further education. Further, as several pupils pointed out, activities of the ordinary Jamaican worker or housewife now require competence in English and arithmetic. Why did most of the teachers, who spend the largest part of their time in the classroom, not select this as one of the three most important objectives? The answer may lie not so much in their non-recognition of the importance of this objective, but rather in a reaction against the traditional academic image, since they are realistically aware that most pupils will not continue their formal education, and have other needs that the school may help to satisfy.

One of these needs recognized by principals and teachers alike in all four schools is the social goal of good citizenship. It is of interest that parents and community leaders as well as some pupils and school-leavers in the two rural communities shared the school staffs' emphasis on citizenship; perhaps this is an indicator of the closer social relationships commonly found in rural areas. Ethical values, related to citizenship, is another need given high priority by some teachers and principals. This need is expressed particularly by those at Seasurf, perhaps as a result of the encroachment of materialism on traditional values in this tourist resort town.

Teachers in the four schools also considered the development of vocational interests an important need of their pupils. This view is quite naturally shared by the principals of technical educational institutions. However, it is most important to note that pupils, school-leavers and parents did not share this view; no doubt they maintain the traditional image of academic education as essential for social mobility. The parents and community leaders at Banana Grove would appear to be more realistic in recognizing their children's needs for vocational guidance.

It is not unimportant that critical thinking, considered a major need by high school principals, was accorded relatively high priority by teachers as a means of achieving the other objectives, and by the young people themselves and urban parents, because of the strong tendency of the young to copy their fellows without questioning. Urban-rural cultural differences are revealed by the fact that parents in the depressed urban area of Industrial Town thought pupils must learn to think

for themselves in order to avoid trouble through "following the crowd," while parents and community leaders in isolated Banana Grove gave much higher priority to citizenship which they interpreted as conformity to community norms.

It is worth considering the fact that the very practical needs of learning good health practices and consumer skills were given rather high priority by varied groups of pupils, school-leavers and parents for all schools except Seasurf. Particularly noticeable is the urban school-leavers' mention of health practices, and their parents' selection of consumer skills as very important needs. However, none of the schools' staffs considered these needs of major importance. Immediate, practical needs were apparently subordinated to what they considered larger social and vocational goals.

Unique is the fact that the City Park principal, teachers and pupils gave relatively high priority to appreciation of fine arts for socio-cultural, recreational and vocational reasons.

CONCLUSION

The question remains, "to what extent are the programs emphasized at the schools in accord with the perceived needs of those groups and individuals interested in the welfare of the pupils?" In attempting to answer this question, no effort will be made here to evaluate the comparative quality of the schools' endeavors. For most of the aims, objective evaluation is virtually impossible. Where such evaluation is possible, for example reading levels, appropriate testing procedures are not yet complete. (As previously mentioned, the principal of the Seasurf school

developed a test to assess the reading levels of entrants to Grade 7, and in 1971-2 was working on procedures to test reading levels at the end of Grade 9; it should then be possible to make more objective statements about the qualitative achievements of individual schools in remedial reading). It therefore is not the purpose of this writer to state that the official aims are, or are not being fully achieved, or that, comparatively, some schools are better than others. Rather, it is intended here to point out areas in which there is perceived need which schools are, or are not attempting to satisfy by means of special programs.

The Banana Grove school has developed special programs to meet all the major needs expressed within the context of its own rural, agricultural community. Its scientific agricultural program helps to meet the need for the development of vocational interests, good work habits, and consumer skills. The student parliament and visits to government institutions as well as the vital 4-H Club all contribute to citizenship education. Through the after-school games program involving many teachers and a good deal of personal counselling, good health practices are encouraged. The school's Thrift Club helps to develop consumer skills. It is apparent that the junior secondary school in Banana Grove is quite closely in touch with the needs of the community, and has been accepted by that community. The most noticeable conflict is the fact that pupils and school-leavers seem to adhere to an image of academic education without vocational guidance, while the school staff, parents and community leaders recognize a need for the development of their vocational interests.

The Seasurf school, too has developed programs in accord with all its perceived needs. In order to satisfy the need for citizenship education the school has a strong social emphasis on good behavior; assistance in this endeavor is provided by many community organizations. Vocational interests are served by special home economics, industrial arts and art and crafts programs relevant to the tourist industry. However, there appears to be a conflict of perceived need. While the principal stated that many parents were demanding more trades training for their children to satisfy vocational interest, those parents consulted by the writer did not so indicate. The image of the academic grammar school persists more strongly in Seasurf than in Banana Grove; Seasurf has rather prestigious grammar schools, and the junior secondary school in this town is striving for social acceptability. Much of the school's emphasis on good behavior and public deportment may be attributed to this drive.

Special programs at the Industrial Town school help to satisfy all but two of the perceived needs. The student court helps to develop good citizenship. The many teachers involved until late in the evening in games and personal counselling assist with good health practices. Active involvement in mathematical problem-solving and participation in the student court stimulate critical thinking. House competitions, teamwork in games, and voluntary service in the library all contribute toward good work habits. In these ways the Industrial Town school's program satisfies in part the perceived needs of this very depressed, urban community. However, the very practical need for education in consumer skills expressed by pupils and parents is apparently not being fully met; girls receive instruction in the management of domestic

finances in their home management course; the boys receive little help in the management of their financial affairs, except for the viewing of an educational television series in Grade 7. This would seem to the writer inadequate preparation for a boy leaving school at the end of Grade 9 in this community where financial problems are continuous and gambling is common. Further, though the development of vocational interests was perceived as an important need of pupils by their teachers and the receiving educational institutions, no specific vocational programs were developed, and the school had no contact with possible future employers. In fact, the school maintains what can only be considered a defensive position against the values of the surrounding community. Teachers view their role most often as substituting for the parents in promoting social values in defiance of locally accepted norms. The double set of locked gates to the school buildings testifies to this attitude. The fact that parents and the young people themselves did not consider vocational interests very important implies a rather strong persistence in the community of the image of the academic grammar school by means of which Jamaicans have for generations risen from humble beginnings to higher status employment.

The City Park school is attempting to meet all the perceived needs of its community, with the possible exception of instruction in consumer skills for the boys. Physical education teachers help to meet the need for good health practices by remaining late after school for games when they get to know pupils and do personal counselling; they also have provided special swimming instruction. The active involvement of pupils in solving mathematical problems, and the methods of investigation used in science classes stimulate critical thinking. The

special, perceived need of City Park pupils for appreciation of the fine arts is met in many ways, particularly by its extensive music program. School-leavers and parents in City Park, like those in Industrial Town, express a need for instruction in consumer skills; girls are well provided for in this area at City Park, but it appears that the boys' needs are unsatisfied.

Similar to Industrial Town, the need expressed by teachers at City Park to develop vocational interests was, apart from the possible exception of the home economics department, not supported by specific programs, and the school had slight contact with future employers. However, parents of children at the City Park school are somewhat more affluent than those at Industrial Town, and so the possibilities of paying for further education or specific training upon leaving the school are greater. Also like Industrial Town, pupils, school-leavers and parents at City Park did not place high value on the development of vocational interests, but would seem to maintain strongly the grammar school image as a means of social mobility. While the City Park school cannot be described as closely integrated into the local community, it is considerably less defensive against its surrounding community than the school at Industrial Town. However, City Park teachers too considered their teaching of social and ethical values important as substitution for parents where the home failed.

To what extent is the comprehensive principle, as distinguished from the traditional academic grammar school, accepted and practised in the four junior secondary schools? Most of the aims of the junior secondary school are also those inherent in the academic grammar school; those which

distinguish the junior secondary school are the development of vocational interests as evident in the practical areas of industrial arts, home economics, and art and crafts, as well as the practical teaching of consumer skills. Thus, the above question may be answered by a consideration of the importance accorded to the development of vocational interests, and to a lesser extent to the practical aim of teaching consumer skills.

The grammar school image appears to be very strong among pupils and school-leavers in all four schools, and among parents and members of the community for all schools but Banana Grove. On the other hand, the comprehensive principle appears to be accepted by teachers in all four schools, and the principal, parents and community leaders in Banana Grove, all of whom stressed the importance of developing pupils' vocational interests.

While practices of the four schools may be said to be comprehensive in that they cater to a wide range of ability in developing communications and computational skills, and they provide prescribed courses in the practical areas of industrial arts, home economics and art and crafts, some have been more innovative than others in developing their own practical programs. The two rural schools have both developed special programs to serve the vocational interests of their pupils: in Banana Grove they serve the needs of an agricultural area, and in Seasurf, the tourist industry; both have contact with employers; both permit Grade 9 pupils to specialize in one area of industrial arts. On the other hand, the two urban schools have developed no specific vocational programs, have little or no communication with future employers,

and provide general instruction in three areas of industrial arts in Grade 9 rather than specific instruction in one area. While all four schools teach the prescribed curricula for consumer skills for girls in home economics classes, the two rural schools have added programs in consumer skills for boys; there is little such instruction for boys in the urban schools. Thus, one may conclude that the two rural schools have adapted the comprehensive idea to satisfy the practical needs of their pupils more readily than the urban schools, and that the junior secondary school is more acceptable in the isolated agrarian community of Banana Grove than it is in the small resort town of Seasurf.

CHAPTER V

SUMMARIES, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY OF THE PROBLEM

When Jamaica gained full independence in 1962 she had inherited a secondary education system which was academically oriented in the British tradition, and which was limited to a small proportion of the population. Several factors explain this development. The early British sugar estate owners and overseers were slow to develop secondary schools since they preferred to educate their children in England. Because of the inactivity of the public sector, religious bodies became increasingly involved in providing education, and continue that function today. The institution of slavery retarded the educational advancement of black Jamaicans in comparison with other groups in the population. The collapse of the institution of marriage during slavery has led to a variety of family patterns; the matri-focal pattern may be said to predominate today among black Jamaicans, resulting in a heavy burden upon the mother, and comparatively inadequate support for the child which has adversely influenced his educational advancement. The mixed racial and cultural origins of the Jamaican population have resulted in social classes distinguished by their color and cultural characteristics; since Jamaican educational patterns have been established on the British model, and since the first educational opportunities were provided for whites and browns, these two groups have maintained increasingly advantageous

positions over the masses of blacks. European cultural ideals have been considered socially acceptable, and the African rejected. Ideas governing the education of the ruling white and brown classes have been oriented toward academic studies unrelated to the immediate needs of the economy, while education for the lower black classes has been conceived of in terms of practical class function, of industry and labor; thus, academic secondary grammar education became a symbol of social superiority reinforcing social class divisions.

While the Common Entrance Examination at the age of 11+ to academic high schools increased opportunities for black Jamaican children after 1958, they continued at a disadvantage because of their inadequate primary school preparation.

Modern developments toward a more comprehensive secondary education provision have resulted, in large part, from the needs of an agricultural economy increasingly diversifying in the areas of mining (especially bauxite), manufacturing and tourism. These economic developments have led to a demand for technical education, and to the ability of the government to borrow large sums in loan funds from agencies such as the World Bank for educational development.

In an initial step toward a more comprehensive secondary educational provision, the first government of independent Jamaica in 1966 successfully solicited technical assistance from UNESCO and US/AID, and \$3.4 million capital assistance from the International Bank for Reconstruction and Development for planning and providing fifty new junior secondary schools in order to satisfy the needs of children of diverse abilities between the ages of twelve to fifteen years. A major

educational issue arose from the policy of the Jamaica Labour Party government (1962-72) to expand the provision of junior secondary education at a time when primary school standards were falling, with the inevitable result that the junior secondary schools would have to provide remedial instruction in basic skills where the primary schools had failed. Further, black Jamaicans feared that these schools would provide their children with an inferior type of secondary education. Despite the controversy, little is publicly known of the practices and achievements of the junior secondary schools.

The problem of this study is to provide some of this information by describing programs and practices of four junior secondary schools as they attempt to achieve their official aims in their particular socio-cultural milieu: a rural agricultural community, a rural small town, an urban depressed area, and a somewhat better off urban area.

DATA SUMMARIES

Data presented in Chapter II explain that the management, goals and curriculum of the junior secondary schools are centralized under the authority of the Ministry of Education, which also provides ancillary services such as the rental of textbooks, a school meals service, and evening classes.

Data in Chapter III reveal that unique programs and practices have been devised by the principal and teaching staff of each of the four schools to satisfy the needs of their pupils within their own socio-cultural environment.

A simultaneous comparison of the four schools in Chapter IV brings into perspective the relative emphasis placed upon the various

aims by the staffs of the four schools, and the perceived importance of these objectives to the pupils. It was concluded that the junior secondary school is more adaptable and accepted by parents and community leaders in the isolated agricultural community of Banana Grove than it is in the small town and urban areas studied.

CONCLUSIONS

1. The image of the academic grammar school as the ideal-type secondary school tends to persist quite strongly among the pupils of the junior secondary schools, their parents, and members of their communities. The programs and practices of the schools themselves also reveal this tendency:
 - (a) the Grade 10 extension in three of the four schools studied provides a purely academic program;
 - (b) all pupils in the four schools, even the lowest streams, study some Spanish in order not to eliminate possible academic opportunities later, though the time might more profitably be spent on practical subjects;
 - (c) grammar school practices are employed, such as the "prefect" system whereby supervisory power is invested in appointed senior pupils.
2. Nevertheless, the writer must conclude that with few exceptions the comprehensive principle has been firmly established among the principals and teachers of the schools. It is quite suprising to the writer that the staff members have been able to adopt the new ethos and following practices so

different from their own grammar school background:

- (a) coeducation;
- (b) remedial instruction in English language and arithmetic in order to cater to a wide range of abilities;
- (c) the practical areas of industrial arts, home economics and agriculture;
- (d) the teaching of social studies rather than separate history and geography;
- (e) the teaching of consumer skills;
- (f) acceptance of Jamaican dialect as an acceptable means of communication in the arts, occasionally in classes, and very commonly among teachers in staff common rooms.

3. The principals and teachers have devised innovative programs to serve the needs of their particular pupils quite successfully in all four schools, an indication that the institution is quite flexible. Programs to cater to pupils' vocational interests have been more particularized in rural than in urban areas. (It should be noted that 46 of the World Bank schools are in rural areas; 4 in urban areas).
4. The home economics facilities and programs are performing an invaluable function in contributing toward the improvement of home and family life for the masses of Jamaicans.
5. A major concern is the future of the school-leaver, who at fifteen years of age is too young to work. While he is strongly encouraged to return to the school's evening classes, there is a recognized need to extend the duration

of the junior secondary school course to five years. However, the shortage of space and the dearth of suitable teachers does not make such an extension a strong possibility within the near future.

6. As a result of comparison with Ruscoe's statements in 1963 about the dysfunctionality of high school education in the economic, social and political development of Jamaica, it seems fair to conclude that the junior secondary school program is a positive advance toward making secondary level education more functional to national development. The dichotomy which follows serves to illustrate:

Dysfunctional Aspects of High
School Education 1963

More Functional Aspects of
Junior Secondary School
Education - 1972

- | | |
|--|--|
| a. Purpose to produce leaders. ¹ | Purpose to educate the mass of Jamaican citizenry. |
| b. No statement of aims except the passing of examinations. ² | Detailed statement of aims. |
| c. Meaning limited to passing of examinations unrelated to needs of any particular community. ³ | Programs adapted, at least in part, to needs of particular communities. |
| d. Emphasis on concrete, examinable subject matter to neglect of less examinable subject matter such as: | Emphasis on social and practical goals as well as concrete, academic subject matter: |

¹ Gordon C. Ruscoe, Dysfunctionality in Jamaican Education, Ann Arbor, Michigan: University of Michigan School of Education, 1963, p. 98.

² Ibid., p. 103.

³ Ibid., pp. 97-8.

- | | |
|--|---|
| (i) social skills and attitudes; ⁴ | social and ethical values involving discussion of current Jamaican social problems; ⁵ home economics courses to promote family well-being; |
| (ii) development of informed voters; ⁶ | study of structure of Jamaican government; discussion and evaluation of current national problems; election of student representatives (in addition to appointments of prefects); |
| (iii) guidance of vocational interests; ⁷ | development of vocational interests attempted (but insufficient vocational guidance). |

The junior secondary school program is, therefore, more functional to Jamaican society in that it constitutes an attempt to open the structure of secondary education to provide a school capable of accommodating the needs of a wide range of ability and interest. Further, the fact that the aims and curricula have been determined for their relevancy to Jamaican life, without concern for external examinations, has made possible the following: attempts to compensate for deficiencies of family life by providing nourishing food, personal adult images and friendly counseling, as well as classroom discussions of the values and

⁴ Dysfunctionality in Jamaican Education, pp. 100-8.

⁵ For examples of discussion of current Jamaican problems, see Appendix I-2.

⁶ Dysfunctionality in Jamaican Education, p. 116.

⁷ Ibid., p. 53.

problems of family and community life; study and exercise of the rights and duties of democratic citizenship in the practical school social situation; pupil exploration of a rather wide range of occupational skills in the hope of discovering vocational preferences. Locally determined aims and curricula have also made possible acceptance of Jamaican cultural expressions, particularly in the arts, as well as sharing European cultural expressions. Acceptance of the integrity of the pupils' own Jamaican culture, including its African components, would seem to this writer to encourage development of their self-esteem and positive self-image, as well as useful, continuous relationships with their own communities rather than rejection of them.

7. The junior secondary schools are doubtless "here to stay." It would be politically very hazardous to cease providing for the wide range of ability now accommodated by them. Therefore, though the junior secondary schools may be improved, they may not be eliminated.⁸ These schools will have to continue their practical programs since the equipment is available; further, the teachers of these subjects, and those who trained them, have a vested interest in the practical subjects. Remedial instruction will have to

⁸ The Minister of Education, the Honorable Florizel Glasspole, in July, 1972, publicly announced that his Ministry was working out a plan "calculated to put a two-year extension on the school life of junior secondary school students who fail to reach the admission level to technical, vocational or secondary high schools." (The Daily Gleaner, 21 July 1972, p. 20).

continue indefinitely until primary school-leavers have achieved adequate standards. An important question remains to be answered. Will the junior secondary schools become a "flexible pivot of transition" toward the comprehensive system of secondary education envisaged by the previous government of Jamaica, or will the grammar schools maintain their prestigious academic orientation, relegating the junior secondary schools permanently to the status of second-class secondary schools, similar to that of English "secondary modern" schools before the development of comprehensive secondary schools in England?

RECOMMENDATIONS

From a study of the data, and upon the advice of informants, the following recommendations are advanced:

1. that the Ministry of Education make available to the schools information on job opportunities and qualifications necessary for particular occupations, and as far as possible, provide the schools with assistance in vocational counseling.
2. that Spanish not be a compulsory subject for all pupils, so that lower streams especially may devote more time to practical subjects.
3. that specialization in one area of the industrial arts be permitted Grade 9 pupils when deemed advisable by a particular school.
4. that the findings of the experimental project of the Science Centre, University of the West Indies, be carefully studied,

and if judged successful, be extended to all junior secondary schools.

5. that the National Curriculum Development Committee develop appropriate materials to teach boys consumer skills, and that urban schools particularly take note of a possible deficiency in this area of their curriculum.
6. that all schools, particularly urban schools, take advantage of the many opportunities to familiarize pupils with their social environment by conducting them on tours to public institutions.
7. that urban schools seriously consider the possibility of taking their pupils on visits to the countryside, with particular relationship to science classes.
8. that when possible, the junior secondary school program be extended to five years and integrated with other types of secondary schools into a comprehensive system for the following reasons:
 - (a) The junior secondary schools have demonstrated that some of their best pupils are capable at the end of Grade 9 of proceeding successfully to academic high schools, and some have passed Jamaica School Certificate (Grade 10) examinations. The ability of the Common Entrance Examination to distinguish academic ability at the age of 11+ is therefore brought into question.
 - (b) Aspects of the junior secondary school program which might be considered more functional to the development

of Jamaican society and its culture could be readily adopted in a comprehensive system not controlled by external examinations.

- (c) Despite the fact that many poorer black Jamaican children are now attending academic high schools, there is not a comparable representation of white and brown upper and middle class children in the junior secondary schools. The junior secondary schools enroll predominantly the children of the black and Indian lower classes,⁹ with the result that they are not necessarily helping to overcome class divisions. A comprehensive system would bring all Jamaican children together into one institution; it would help to eradicate fears of black Jamaicans that their children are receiving an inferior type of secondary education, and would contribute substantially toward achievement of the national motto, "Out of many, one people."

⁹ Miller in 1967 found that in the urban area of Kingston-St. Andrew, the junior secondary schools enrolled predominantly children of the lower strata as well as what he called the emerging middle strata, the artisan class which has developed over the past 30-40 years as a result of industrialization, urbanization and modernization. (Miller, op. cit., p. 59).

For comparisons of the socioeconomic backgrounds of students in junior secondary and academic high schools in urban Kingston-St. Andrew, and the racial composition of these two school types, see Appendix K).

APPENDICES

APPENDIX A

OFFICIAL FRAMEWORK

- A-1. Long-term Educational Targets and Objectives, 1966-1980
- A-2. Structure of the Education System
- A-3. Education Advisory Council
- A-4. Boards of Governors

APPENDIX A-1

LONG-TERM EDUCATIONAL TARGETS AND OBJECTIVES,
1966-1980

APPENDIX A-1

LONG-TERM EDUCATIONAL TARGETS AND OBJECTIVES, 1966-1980¹

- (i) Provision of a system of free education for 90% of the children in the age group 6-15 on a compulsory and non-selective basis; (allowance is made for 10% of the group to be enrolled in private schools and in special schools).
- (ii) Gearing the education of the 12-15 age group to the needs, abilities and aptitudes of the age group.
- (iii) Increased and diversified provisions for the education of a selected 36% of the 15 and 16 year olds and for 8.5% of the 17 and 18 year olds.
- (iv) Diversification of the educational services for the 15-19 year old age group (academic, science, technical vocational, agricultural, commercial and industrial).
- (v) Opportunities and facilities for young people moving out of the system at 15 for further education and for training.
- (vi) Articulation and integration of the system to ensure mobility within the system but also to permit re-entry into the system of children who moved out at the age of 15.
- (vii) Distribution and location of the educational resources on a rational and just island-wide basis for continuous utilization by the young and by adults.
- (viii) A teaching force relevantly and fully qualified academically, professionally and technically.
- (ix) Provision of appropriate, functional school plant and of relevant and adequate--quantitatively and qualitatively--supplies of instructional materials--books, equipment, apparatus, machines, aids, etc.,--for effective learning and skillful teaching.

¹ From the Proposed Ministry of Education Paper on Educational Development in Jamaica. Policy, Plans, and Programmes, Implementation and Financing. Kingston, Jamaica: Ministry of Education, April, 1966, pp. 16-7.

APPENDIX A-2

STRUCTURE OF THE EDUCATION SYSTEM

APPENDIX A-2

STRUCTURE OF THE EDUCATION SYSTEM

At present the Jamaican Government accepts full responsibility for education; however, church authorities and private enterprise continue to provide Infant, Preparatory, and Secondary education, and Teacher Training, often assisted by Government grants.

Although there still exist some private schools which are attended by children whose parents are able to pay fees, Jamaica has a system of free education which begins at the age of 6 for most children and at the age of 4 in a few cases where there are infant schools and infant departments. A rapidly expanding program of junior secondary schools is intended to provide 3 years of free secondary education for all children from the ages of 12-15. At the age of 15 the most promising students are transferred to senior cycle grammar, technical or vocational schools.

Let us now take a look at the ladder of education in Jamaica, (see diagram, p. 140). The Jamaican educational ladder has four major rungs--Early Childhood, Primary, Secondary and Further.

Schools for Early Childhood education are run mainly by private agencies, though Government is assuming greater responsibilities increasingly at this level. It has been estimated that the total number of such schools is over 2,000. The Ministry of Education awards grants to 604 of them to assist with operational expenses. Government itself operates 26 Infant Schools and 41 Infant Departments of Primary Schools.

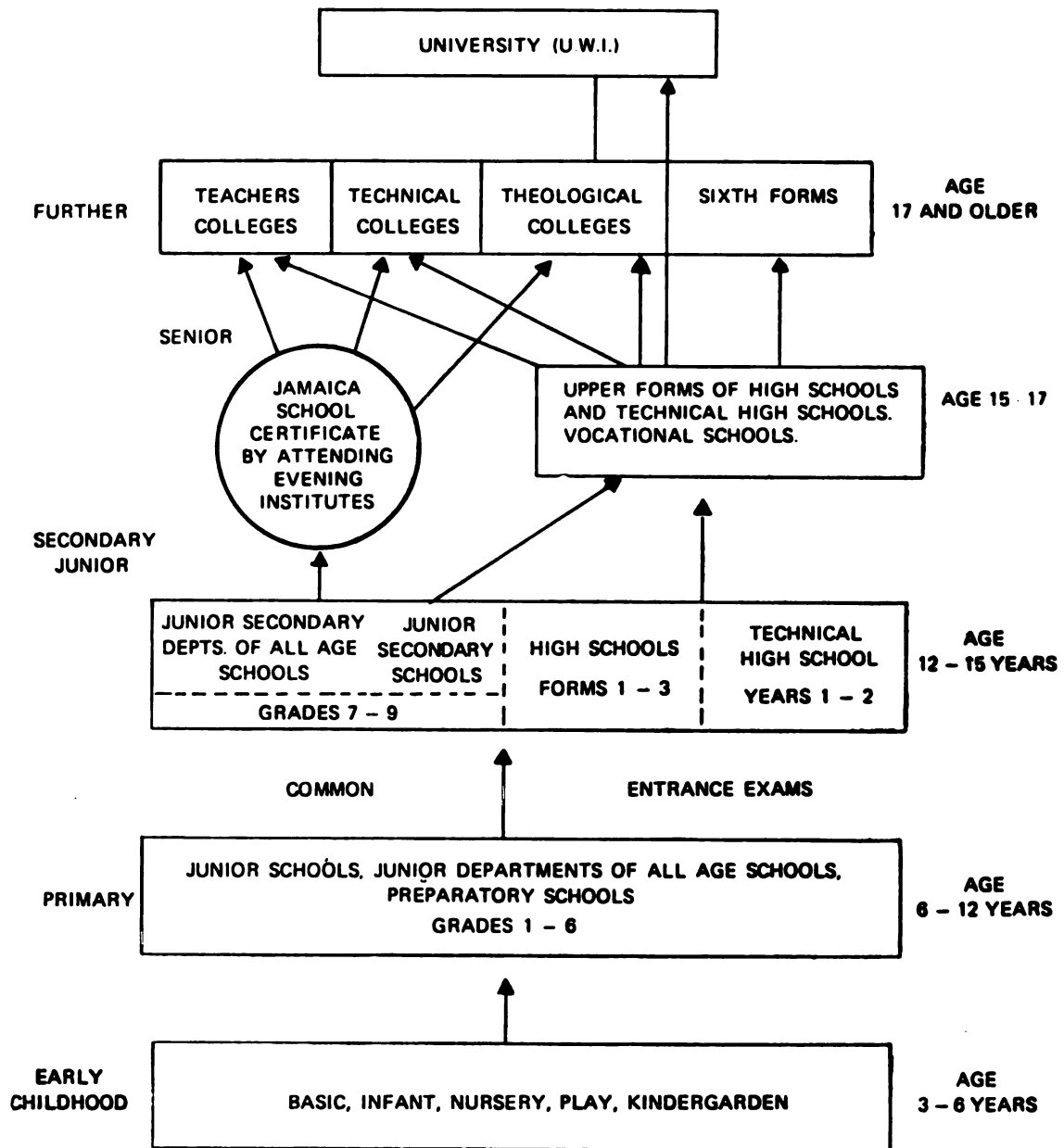


Figure 1. The Educational Ladder in Jamaica

Source: Errol Miller, "Education and Society in Jamaica," Savacou (Kingston: The Caribbean Artists Movement, June, 1971), p. 54.

Of 187,000 four to six year olds in the population, about 130,000 (69%) were reported to be in school in January, 1971.¹

Primary schools cater to children aged six to twelve years. In January, 1971, it was estimated that there were about 350,000 six to twelve year olds in the population. Of this number 267,000 were enrolled in Government primary schools, and about 10,000 in private preparatory schools. Thus, approximately 79 per cent of this age group were enrolled in school in 1971. Education is not yet compulsory in Jamaica.

The Public schools which cater to this age group are of two types--Primary schools and All-age schools. The Primary schools have children between the ages of six and twelve years, while the All-age schools have students up to the age of fifteen. That is, the All-age school has a junior secondary department. With the establishment of junior secondary schools, many All-age schools have become Primary schools as their 12-15 year olds have been absorbed into the junior secondary schools.²

Secondary education is divided into two sections: junior secondary (often termed "first cycle") and senior secondary (often termed "second cycle"). Some form of junior secondary education is offered in four types of secondary schools: the junior secondary departments of All-age schools, the Junior secondary schools, the first three Forms (Grades 7-8) in high schools (academic grammar schools), and the first two years of Technical high schools.

¹ "The Educational System," The Daily Gleaner, January 4, 1971, p. 9.

² Ibid.

Senior secondary education is provided in the upper forms (grades) of high schools, Technical high schools, Comprehensive high schools, Vocational schools, and in Evening Institutes in various schools.

In moving from the primary to the secondary stage, some children sit the Common Entrance examinations. Some are thereby selected to attend high schools or Technical high schools; the remainder may attend either All-age schools or Junior secondary schools. In Technical high schools, first year is equivalent to Grade 8. (Students sit the entrance examination to Technical high schools while they are in Grade 7). Between 70 and 80 per cent of Jamaican children finish their formal education at Grade 9.

At the end of the Junior secondary, or first cycle, about 20 to 30 per cent of the students go on to some form of senior secondary education. Those continuing in the evening institutes of Junior secondary schools sit the Jamaica School Certificate examination (approximately Grade 10). Those in Vocational schools may also sit the Jamaica School Certificate examination, but they also learn trades and receive appropriate certificates. Students in high schools and Technical high schools sit the London or Cambridge G.C.E. examinations at Ordinary level (Grade 11) and Advanced level (Grade 13 approximately).

In January, 1971, there were approximately 150,000 twelve to fifteen year olds in the population, of whom about 125,000 or 83% were enrolled in school. At the senior secondary level only about 13 per cent of the fifteen-eighteen year age group were enrolled in the Public education system. There were approximately 22,000 students in high schools,

2,500 in Comprehensive high schools, 3,500 in Technical high schools, 1,000 in Vocational schools, and about 3,000 in Evening Institutes.³

Further Education includes institutions such as Teacher Training colleges, Technical colleges, (such as the College of Arts, Science and Technology), the Jamaica School of Agriculture, Commercial colleges, Theological colleges, Sixth Forms in high schools (grades 12-13), and the University. Entry to institutions of Further Education is dependent on some combination of passes in J.S.C. or G.C.E. examinations. Only a very small percentage of the total population actually receives the benefit of education at this level.

Government-owned and -aided institutions for Further Education are: 8 teachers' colleges, 1 teacher training pilot project, 1 junior teachers' college, 1 technical college, 1 agricultural college, 2 nursing schools, and 1 university. In January, 1971, there were approximately 3,200 Trainee Teachers including Interns (those practising before certification). The College of Advanced Science and Technology had approximately 1,300 students including part-time and evening students. The University of the West Indies had approximately 1,900 Jamaican students out of a total enrollment of 4,600 West Indian students.⁴

Aside from the above formal education levels, there are 6 Special schools for handicapped children which are aided by Government.

³ "The Educational System," The Daily Gleaner, January 4, 1971, p. 9.

⁴ Ibid.

APPENDIX A-3

EDUCATION ADVISORY COUNCIL

APPENDIX A-3

EDUCATION ADVISORY COUNCIL

At the national level, Section 5 of the Education Act, 1965 authorizes the establishment of an Education Advisory Council whose duty it is "to advise the Minister on such matters connected with educational theory and practice as it thinks fit and upon any question referred to it by the Minister."¹ As stated in the First Schedule of the Education Act, 1965, the Education Advisory Council is to consist of twenty-two members; eleven are to be appointed by the Minister, six are to be representatives nominated by professional teachers' associations recognized by the Minister, and five are to be representatives nominated by the owners of aided educational institutions. Members are appointed for a period not exceeding three years, after which time they are eligible for re-appointment.²

In practice, members of the Education Advisory Council have embodied a fairly wide cross-section of opinion; individual members have been representative of such varied occupations as primary school teacher, secondary school teacher, principal, librarian, home economist and industrialist. The membership has also been geographically dispersed.

The Council meets four times a year to discuss a broad area of educational interest; a sample of topics discussed includes curriculum,

¹ Government of Jamaica, The Education Act, 1965 (Kingston: The Government Printer, 1965), Section 5, p. 7.

² Ibid., First Schedule, p. 39.

discipline, pornographic literature, and United Nations education year. Sub-committees form to discuss special aspects of education. A standing committee of the Council advises the Minister on the appointment of principals whose nominations have been forwarded by the Boards of Governors of all types of educational institution--from training colleges to primary schools, including grant-aided institutions.

While the Education Advisory Council may have some influence indirectly on Ministerial decision-making, its function is purely advisory. The Council makes no public statement. It is respected as the highest advisory body to the Minister of Education.

APPENDIX A-4

BOARDS OF GOVERNORS

APPENDIX A-4

BOARDS OF GOVERNORS

At the local level, Section 9 of the Education Act, 1965, prescribes that every public educational institution shall be administered by a Board of Managers or a Board of Governors of not less than three persons.¹ In the case of the government-owned junior secondary schools, all the members are appointed by the Minister of Education for a period not exceeding three years, after which time they are eligible for re-appointment. More than one public educational institution may be administered by the same Board when the Minister is satisfied that the general interests of education in the area will be best served by a single Board.² Responsibilities of the Board of Governors as prescribed in the Education Regulations, 1966, are the following:

- (1) Every Board shall, as respects the public educational institution which they are appointed to administer, be responsible to the Minister for—
 - (a) the conduct, supervision and efficient maintenance of the institution;
 - (b) the expenditure of grants to the institution;
 - (c) dealing with serious charges of breach of discipline against pupils of the institution;
 - (d) submitting to the Minister such returns and such statements and other documents relating to the conduct and

¹ Government of Jamaica, The Education Act, 1965 (Kingston: The Government Printer, 1965), Section 9, p. 8.

² Ministry of Education, The Education Regulations, 1966 (Kingston: The Government Printer, 1966), Section 5, p. 3.

maintenance of the institution, as the Minister may from time to time require, and if they are aware of any serious contravention of the Act or these Regulations in the institution the Board shall forthwith report such contravention to the Minister.

- (2) For the purposes of paragraph (1) the supervision of a public educational institution includes the making by at least one member of the Board of not less than one visit in every period of three months to that institution during working hours.
- (3) If it appears to the Minister that there is serious defect in the work of any public educational institution he may request the Board to make such investigations into the matter as he thinks fit and report to him, and he may, after consideration of the report and consultation with the Board, give them such directions as he may consider necessary for providing a remedy³ for such defect and the Board shall comply with those directions.

³ Ministry of Education, The Education Regulations, 1966 (Kingston: The Government Printer, 1966), Section 18, p. 7.

APPENDIX B

AIMS AND OBJECTIVES FOR JUNIOR SECONDARY SCHOOLS

B-1. Master Plan Report--Objectives

B-2. Curriculum Development Committee--Aims of the Junior Secondary School

APPENDIX B-1

MASTER PLAN REPORT--OBJECTIVES

APPENDIX B-1

MASTER PLAN REPORT--OBJECTIVES

The educational aims of the junior secondary school as provided in the Master Plan Report place emphasis upon future employment needs:

To provide a form of education that will acquaint students with various occupational skills, so that they may discover their vocational interest and increase their desire to pursue further educational avenues in those disciplines.

To raise the level of students entering second-cycle secondary schools in order that the level of these outputs may in turn be raised.

To equip children in the age group 12 to 14 with a minimum degree of skill to be better able to service man-power needs, and in this regard to expand the employment horizons of persons entering the labor force at the age of 15 and to make that education immediately functional on entering the labor force.

To challenge the abilities and attract the interest of students.

To establish a more balanced education program which would integrate man-power needs with skills offered through the educational facilities, and to correct the imbalances in the educational facilities offered through the existing educational institutions.¹

The Master Plan Report elucidates on the need to correct the imbalance between the supply of and the demand for secondary school graduates:

In 1960, the total number of persons employed in occupations ranging from persons of professions, business managers, senior executives to technicians and craftsmen, amounted to 227,000. The view of the educationists is that in all of these occupations, the minimum of secondary education is desirable. The supply of

¹ Caudill, Rowlett, Scott, Architects, Planners & Engineers, Master Plan Report, Junior Secondary School Program, Ministry of Education, Jamaica, West Indies, (Houston, Texas--New York, N.Y., December 1967), p. 3.

secondary-trained persons in Jamaica in that year was 65,900, or 161,000 short of the desired number. The gap has continued to increase as the annual incremental need exceeds the annual supply. The output of secondary graduates averages 4,000 per annum and the demand for such graduates between 1960 and 1965 has been estimated at just over 50,000.

The Junior Secondary School program is formulated against this background to try in the shortest possible period to bridge the gap and to establish some equilibrium between the supply and the demand for secondary graduates.²

² Master Plan Report, Junior Secondary School Program, pp. 3-4.

APPENDIX B-2

**CURRICULUM DEVELOPMENT COMMITTEE--AIMS OF
THE JUNIOR SECONDARY SCHOOL**

APPENDIX B-2

CURRICULUM DEVELOPMENT COMMITTEE--AIMS OF THE JUNIOR SECONDARY SCHOOL

1. Need for Aims:-

The Junior Secondary School Jamaica's most recent educational venture, will require careful direction if it is to be successful. Although it is the first phase of secondary education, it is obligated to offer terminal education as well as preparation for further schooling. It needs to perform a remedial function as well as to open new vistas for study. Its responsibilities, therefore, appear overwhelming. It is vital that there should be a well-considered set of aims, which clearly identifies these responsibilities, assigns priorities and suggests a program for discharging them.

The aims of schools should grow out of the needs of the society which they serve. At the same time individuals in the society have needs that must be satisfied if the society is to be strengthened. Societal and individual needs are usually two sides of the same coin. However, both areas need to be identified and catered for in order that serious gaps do not occur in the educational process.

2. Responsibilities of School Personnel for Realizing Aims:-

All Junior Secondary School Personnel need to understand the aims of the school in order to organize programs for achieving these aims, and to modify them if and when they seem inappropriate or unattainable.

It is expected that some aims of the school will be achieved through the way the school is organized and administered rather than through subjects taught. It is not enough for children to hear about democracy, to read about co-operative action, or to study about community service. Abundant opportunities to participate in democratic decision making, to work together on common projects, and to serve the community, should be provided. Pupils involved in meaningful community and school work will inevitably achieve many aims of the program, and at the same time build school morale, develop skill in team work and inspire respect from the public.

Provision must be made in the organization of the school for teachers to handle efficiently the wide range of individual differences which populate the Junior Secondary School. Pupils of low abilities must be identified and appropriate instruction provided for them. Similarly, the able student must be provided with challenging activities. In the long run public and professional support for the Junior Secondary School will be generated only if an increasing number of those leaving these schools subsequently perform satisfactorily.

Teachers and administrators must examine the aims with concern for the selection of subject material, as well as for how this material is to be presented. Development of self-respect, communication skills, and initiative rarely evolve from listening to lectures. Methods of teaching that provide for individual differences, that foster open mindedness, permit reasonable dissent, and promote

creativity, must be developed by all teachers if the schools are to succeed.

3. Characteristics of the Set of Aims:-

This set of aims envisions a school situation where pupils can develop their potential, follow their natural inclinations of study, and achieve the standards of literacy required of effective citizens.

The interest in growth of Jamaican youth towards responsible citizenship is clearly discernible in the statement of aims. The democratic process demands a universally shared willingness of each citizen to act intelligently on matters of public concern.

Since the Junior Secondary School will be a terminal educational experience for many students, the curriculum must give consistent attention to vocations. Although it is too early for pure vocational training, it is important that teachers survey with their classes the fields of work related to their subjects, concurrently attempting to mould proper attitudes toward work and provide prevocational experiences.

4. Evaluation an Integral Part of Program Building:-

The school must develop evaluation procedures to determine the extent to which the aims are being realized. It must be noted, however, that some aims cannot be evaluated through the use of normal written instruments. The teacher skills involved in evaluation are of a high professional character. This implies that the skills of evaluation need to be included and emphasized during the teacher training process.

5. Organization of the Statement:-

The order in which the aims appear does not necessarily indicate priority. Each aim has its place in the scheme of the school.

There is an attempt to group them into a pattern that suggests:

- (a) personal development of the individual,
- (b) the skills the individual needs to become an effective individual, and then
- (c) the involvement of the individual as he interacts with his world.

Thus in general terms the Aims fall into these categories:

A. Personal Development

- 1. Citizenship
- 2. Ethical Values
- 3. Vocational Interests
- 4. Health Practices

B. Acquisition of Skills

- 5. Fundamentals of communication and computation
- 6. Habits of critical thinking
- 7. Work Habits and Attitudes toward Work

C. Involvement in His World

- 8. Consumer Skills
- 9. Relation to Environment
- 10. Appreciation of Fine Arts

The Graduate of the Junior Secondary School -

1. . . . understands the rights and duties of a citizen, the necessity for participation in the democratic process and possesses the skills for so doing.
 - (1) He knows the principles of democracy.
 - (2) He knows the processes of democratic decision making.
 - (3) He accepts his responsibility for contributing to the effective working of the democratic process.
 - (4) He knows the history and traditions of Jamaica and can use them to understand current problems better.
 - (5) He can identify the leading problems facing a developing democratic society and can offer tentative rational solutions to them. (For example: over-population, inequality of opportunity, etc.).
2. . . . has developed insight into his system of ethical values including the origin of this system.
 - (1) He has developed a respect for other persons and their rights, understands that all people have equal rights, and is tolerant of other people's opinions.
 - (2) He has developed an understanding of and a respect for himself.
 - (3) His own conduct is based on a personal code of ethics and morals which he is thoughtfully working out.
 - (4) He knows ethical and moral principles relating to community life and is willing to discuss them.
 - (5) He has demonstrated his respect for law and government in compliance to school rules, orderly participation in the modification of such rules, respect for school property, and by exhibiting high standards of integrity.
3. . . . is prepared to undertake an on-the-job training program which is consistent with his interests and abilities, and contributes to the nation's welfare.
 - (1) He knows the vocation opportunities which exist in Jamaica, knows the trend of modern employment, and is willing to adjust to the changing economic scene.
 - (2) He knows the relationships which exist between vocations and disciplines studied in school.

- (3) He knows his own interests and abilities and will have identified them with specific vocations.
 - (4) He is self-motivated to extend his knowledge to the vocations for which he holds an interest and the requisite abilities.
 - (5) He demonstrates suitable proficiency in skills fundamental to on-the-job training that will support his job success. For example:
 - (i) He can make basic arithmetic computations
 - (ii) He can communicate ideas and information both orally and in writing
 - (iii) He can follow specific directions.
4. . . . will consider personal, community, and national implications in developing his pattern of health practices.
- (1) He keeps himself informed relative to the conditions of his personal health.
 - (2) He participates in exercise and play activities which are of interest to him and which may be carried over to adult life.
 - (3) He maintains a condition of personal physical fitness appropriate to his bodily limitations.
 - (4) He is willing to play his part in the development of personal and community health and sanitation practices which reflect a concern for community and national welfare.
5. . . . has a mastery of the fundamental academic skills requisite to the development of his full educational potential.
- (1) He communicates orally and in writing at a level appropriate to his age and ability.
 - (2) He reads the comprehension at a level appropriate to his age and ability.
 - (3) He performs the fundamental operations of mathematics at a level appropriate to his age and ability.
6. . . . has developed his ability to think critically and is acquainted with the models of rational thinking related to the major disciplines.
- (1) He understands and can use the "if-then" approach to problem solving as studied in mathematics.

- (2) He understands and can use the scientific method of thought.
 - (3) He understands and can apply the mode of inquiry as practised in the social sciences.
 - (4) He understands and can be critically analytic of language.
7. . . . has developed desirable work habits and attitudes toward work.
- (1) He can identify those habits necessary for success in the world of work.
 - (2) He accepts the idea that work is a central function of human life.
 - (3) He exhibits desirable work habits (promptness, initiative, responsibilities, etc.), in his acceptance and completion of assignments.
 - (4) He has demonstrated the ability to organize and use his time efficiently.
 - (5) He has achieved sufficient success in his school experiences that he is willing to risk failure in his personal efforts to achieve.
8. . . . can purchase and use goods, services, and credit with a knowledge of alternatives and their consequences.
- (1) He knows the kinds of goods, services and credit which are available for his use.
 - (2) He knows the financial consequences implied by the use of various goods, services and credit.
 - (3) He understands the nature of investments, savings, thrift, and work and their inter-relationships.
 - (4) He is able to develop and use a family budget.
 - (5) He knows the general relationships between consumer behavior and national developmental goals.
9. . . . is oriented to his physical environment, possesses basic laboratory skills, the habits of scientific thought, and understands the relationships between scientific advancements and modern life.
- (1) He can identify and explain common scientific phenomena and can reproduce some of them using laboratory equipment.
 - (2) He knows basic scientific principles and concepts and where appropriate can express the principles quantitatively.

- (3) He can explain the role of science in transforming man's living conditions.
10. . . . shows growing enjoyment of beauty in art, music, literature, drama and dance; utilizing his talents and participating in art activities.
- (1) He can identify leading contemporary Jamaican artists and their work.
 - (2) He uses his knowledge of contemporary art, music, etc., to study the widely accepted cultural expressions.
 - (3) He has identified his talents in the arts and participates in those fields in which he has talent and interest.
 - (4) He recognizes creativity as exhibited in the arts and adapts this creativity to his own activities.

APPENDIX C

SURVEY FORMS

- C-1. Questions for Principals**
- C-2. Questions for Department Heads and Subject Teachers**
- C-3. Questions for Students, Parents, Community Leaders
and Grade 9 School-leavers**

10-3

APPENDIX C-1

QUESTIONS FOR PRINCIPALS

1. How long has your school been operating?
How wide an area does it serve?
Where do your students come from?
Are there any important facts about your school's history and sponsorship?
What are the important economic, family, religious, cultural, social or political influences which affect the operation of your school?
2. How many teachers have you on staff--full-time and part-time?
How many teach each subject?
What are the qualifications of the teachers of each subject (academic, teacher training, experience)?
3. What is the total number of students in the school; in each grade; in each stream?
4. What is the student-teacher ratio for the whole school; for each subject area?
What student-teacher ratio would you consider desirable for your school? Why?
5. Have you department heads? For what subject areas?
What are their responsibilities?
6. Have you found that it is possible to achieve some of the aims and objectives for the junior secondary schools by means of your overall administrative policies and practices? How have you been able to achieve specific objectives?
7. Do extra-curricular activities in your school help to achieve specific objectives?
8. Which subject areas in your school are best suited for the achievement of specific objectives?
9. Do agencies outside the school assist in the achievement of specific objectives?
What functions do they perform in conjunction with, or in support of your school?
10. Do some agencies outside the school seem to be working against the achievement of your school's specific objectives?

11. Perhaps you have had to modify, at least temporarily, some of the objectives of the school in favor of others, in view of the special conditions of the community in which your school is situated (economic, family, religious, cultural, social, political, educational tradition). Would you care to explain any of these modifications, and the reasons they are necessary at this time?
12. What is your assessment of the aims and objectives of the junior secondary school in light of your practical experience? What do you consider to be the three most important objectives? Why?
13. Where have your students gone at the end of Grade 9 for employment or further training?

APPENDIX C-2

QUESTIONS FOR DEPARTMENT HEADS AND SUBJECT TEACHERS

APPENDIX C-2

QUESTIONS FOR DEPARTMENT HEADS AND SUBJECT TEACHERS

1. What is the student-teacher ratio in your classes?
2. Are you familiar with the aims and objectives of the junior secondary school?
3. Which of the objectives is your subject area best able to help further?
4. What specific methods have you found successful in helping you to achieve any of these objectives, which might be useful to other teachers?
5. What specific difficulties do you find in trying to reach the objectives?
6. Do you participate in any extra-curricular activities which would help to achieve any of the objectives?
7. Do you make use of any agencies outside the school in order to achieve any of the objectives?
8. Is the overall administration of the school important in the achievement of the objectives? How?
9. What do you consider to be the three most important objectives of the junior secondary school? Why?

APPENDIX C-3

**QUESTIONS FOR STUDENTS, PARENTS, COMMUNITY LEADERS
AND GRADE 9 SCHOOL-LEAVERS**

APPENDIX C-3

QUESTIONS FOR STUDENTS, PARENTS, COMMUNITY LEADERS AND GRADE 9 SCHOOL-LEAVERS

Which of the following do you consider to be the three most important objectives of the junior secondary school? Why do you consider each of these to be important?

- a. to prepare pupils for democratic citizenship.
- b. to develop moral and ethical values.
- c. to provide vocational guidance.
- d. to teach good health practices.
- e. to teach academic subjects--especially English and mathematics.
- f. to teach pupils to think clearly and critically.
- g. to develop good work habits, and responsible attitudes towards work.
- h. to teach pupils how to use money wisely--buying, budgeting and saving.
- i. to teach pupils to think scientifically.
- j. to help pupils to enjoy and participate in art, music, literature, drama and dance.

APPENDIX D

JUNIOR SECONDARY SCHOOL SYLLABI--TOPICAL SUMMARIES

- D- 1. English
- D- 2. Mathematics
- D- 3. Social Studies
- D- 4. General Science
- D- 5. Agricultural Science
- D- 6. Home Economics
- D- 7. Industrial Arts
- D- 8. Art and Crafts
- D- 9. Religious Education
- D-10. Physical Education
- D-11. Music

APPENDIX D-1

ENGLISH

APPENDIX D-1

ENGLISH

We must strive to make Jamaican children highly competent in the language widely spoken in the world, while teaching them to appreciate the local creole.

Teachers should apportion time to the various aspects of language according to the range of ability of their pupils, but it is recommended that about a quarter of the time for English be spent on literature.

Language is firstly speech, so that the emphasis throughout should be on oral work, with writing employed mainly as a consolidation of this. Language emerges from one's experience of his social reality and is the chief mode of social intercourse. Every conceivable device must be used to bring the children in contact with their real social life when language is being taught in the classroom. Hence formal and informal language should be introduced via the situational method.

ORGANIZATION OF SYLLABUS

All topics and activities which make up the English syllabus are to be considered as parts of a whole subject. For organizational purposes, however, the subject is here broken down under the following headings:

1. Reading and library work
2. Dramatization
3. Literature

5. Structure, usage and punctuation

6. Presentation of written language

In planning lessons we must preserve a unified approach and students must gain from our presentation that the study and use of language are never compartmentalized. Each of the language arts must be used to reinforce the others.

English is such that it lends itself especially to development along concentric lines, the core being more or less the same at all levels, but development or deepening taking place according to the child's age, ability and previous mastery. Hence, in all grades of the junior secondary school the same topics comprise the syllabus, but certain aspects of each receive more attention at one level than another.

Each of the six topics is introduced separately, with suggestions on how it should be approached. The content of the syllabus under each topic follows the introduction and is so arranged that the work for the three years can be viewed together. The appendix gives lists of novels, poems and plays to aid the teacher in selecting material for literature study.

APPENDIX D-2

MATHEMATICS

APPENDIX D-2

MATHEMATICS

The syllabus is divided into three years. It is not expected, however, that all students will be able to cover the whole of each year's syllabus in the time suggested, nor are they expected to proceed at the same pace. It is not intended that each topic will be dealt with "once and for all" as the subject headings tend to suggest in the syllabus, but the spiral approach will be used in the classroom.

Grade 7

The language of sets

The system of whole numbers and the four operations

Different shapes--planes, lines and points

Introduction of algebra

Fractions

Weights and measures

Angles and triangles

Consumer arithmetic

Grade 8

Locus

Multiplying and dividing

Congruent and similar shapes

Perimeters and areas

Simple graphs

Directed numbers

The distributive principle

Simple equations and inequations

Grade 9

Ratio and proportion

The straight line graph

Simultaneous equations

Formulae

The properties of simple polygons

Pythagoras' theorem

Quadratic expressions

Grade 9 students (non-academic streams)

Mensuration

Simple plans and elevations

Money

Elements of statistics

Uses and interpretation of formulae in:

- (i) mensuration;
- (ii) commerce;
- (iii) the technical subjects.

APPENDIX D-3

SOCIAL STUDIES

APPENDIX D-3

SOCIAL STUDIES

Grade 7

Our School Community--Orientation and Community Initiation

This unit provides opportunities for the pupils to practise various social studies skills by exploring their immediate environment from a new viewpoint. The community survey suggested in this unit may be regarded as an introduction to the next unit--Our Island Community--Land and Living.

Grade 8

People With Whom We Have Links

In Grade 7, the junior secondary school student learns something about his country: the physical environment, the occupations of the people, the different racial groups who live in the country, the history of the country, the ways in which people work together to solve their problems.

In Grade 8 he must go further afield to increase his understanding of life in his country. Our motto, "Out of Many, One People," emphasizes the fact that our people are descended from a variety of racial and national groups. Even though many of these people came to Jamaica many decades ago, their habits and customs have contributed to the great variety in Jamaican life. To understand our own society we need to know more about the people in the countries from which our ancestors came and the countries with whom we form new social, political and economic links every day.

Improvements in transportation and communication have placed all the countries of the world within close contact with one another. The resulting mobility has meant that most people have some relative or friend in other parts of the world. Some of the students in our classrooms have parents abroad; some have themselves lived in other countries; a large number will go to other countries as students, job-seekers or tourists. It becomes increasingly obvious, therefore, that a good social studies program must include a study of the ways of life of people of other lands, for only by understanding one another, can the peoples of the world learn to live in peace.

Skills--grows in the ability:

- (a) to do research;
 - (b) to use original sources;
 - (c) to record data;
 - (d) to make oral and written reports;
 - (e) to plan;
 - (f) to read and use maps;
 - (g) to read and use charts, graphs and cartoons.
-
- (a) to listen;
 - (b) to take turns in discussion;
 - (c) to discuss rationally;
 - (d) to react intellectually rather than emotionally;
 - (e) to work harmoniously in a group;
 - (f) to show appreciation of others' efforts.

grows in the ability to use information creatively.

Xanadu--one of the peoples with whom we have links.

Who are the people of Xanadu?

In what sort of place do the people of Xanadu live?

How do the people of Xanadu make a living?

How do people and goods travel from one part of Xanadu to another and to other parts of the world? (routes, trade)

How do people get in touch with other people in Xanadu and with other parts of the world? (communications)

What is life like in Xanadu? (culture)

What was life like for the people of Xanadu many years ago? (history)

How does life in Xanadu differ from life in Jamaica?

What are the links between Xanadu and Jamaica?

The People of Latin America

Grade 9

At this stage, students should tackle the field of "human problems" at the local as well as at the world level. After the students have divined the problems, they need opportunities to discover and analyze the causes, incidence and effects of the problems in Jamaica and the rest of the world. Then they can investigate solutions that are being or might be tried, both locally and internationally.

The Social Studies Outline Syllabus lists a number of possible problems around which units could be developed: Health, Over-population, Water, Natural Disasters, etc. While it would be impossible to do an in-depth study of each of these, it is possible in a unit on Food to deal

with all these other topics since they all have links to the food problem.

The teacher should try to bear in mind that the human element is the most important in a social studies unit and particularly in a unit on "human problems." In this study of food as a human problem, the students will be finding out why some people have a balanced diet, why some suffer from diseases of malnutrition, why many young people in Jamaica are leaving the land, how ocean pollution may affect people, what problems food processors are having, why the cost of our food imports is rising, how much a housewife paid for various foods a generation or more ago, etc.

The best way for the children to come to understand these issues is for them to collect information; draft questionnaires; interview farmers, housewives, health nurses, health inspectors; collect pictures and articles; draw; compile statistics; make graphs; and carry out other learning activities on their own as much as possible.

Food

What foods do we eat and how are they prepared?

How does the food we eat help our bodies?

Where does our food come from?

Why does each kind of crop grow best in certain places?

How does our food get to us?

What are some of the problems which the people involved in food production in Jamaica are having?

What is being and can be done to solve these problems?

How was food produced long ago?

Why are so many people in Jamaica and the rest of the world hungry and malnourished?

Sugar in Our Lives

The topic "Sugar in Our Lives" is a particularly interesting social studies topic: a study of sugar calls for an examination of the physical environment and of our historical background, and it also allows us to investigate a variety of present-day social, economic and political phenomena. In other words, the sugar story touches virtually all aspects of life throughout the West Indies.

The development of the West Indian sugar industry in the middle of the 17th century had tremendous effects on the racial composition of the islands and hence on our cultural heritage. It influenced profoundly the social structure of the West Indies, and, as a consequence, created enormous problems for the future; it helped shape the political system; and it established, at once, great potential for wealth and for poverty. An in-depth study of "Sugar," therefore, could give the Grade 9 student a clear insight into our heritage and also present him with an opportunity to examine some of our current problems.

How and when did sugar-cane first come to the West Indies?
Of what importance was sugar in Jamaica when it was first introduced?

How was the sugar-cane cultivated in the 18th century? How was sugar made in the 18th century? How was it sold?

How did the sugar planter in the 18th century meet his need for a large labor force?

What was life like on a sugar estate in the 18th century?

How did the decline of the sugar industry affect the lives of Jamaicans in the 19th century?

What is the condition of the sugar industry today?

APPENDIX D-4

GENERAL SCIENCE

APPENDIX D-4

GENERAL SCIENCE

The program should:

1. foster creativity and encourage flexibility of mind, developing an attitude to change disciplined by the scientific method;
2. further develop problem-solving techniques, encouraging students to consider the long-term effects of proposed solutions and to test predictions;
3. provide a basis for understanding the technical aspects of modern life, by developing an understanding of the environment both natural and man-made;
4. develop some basic technical and scientific manipulative skills;
5. provide ground work for later training in depth in scientific disciplines.

Grade 7

Living Things

Characteristics

Plants and animals

Food and animals

Food for plants

Air and living things

New plants and animals (reproduction)

Earth and Universe

The earth's atmosphere

The gases of the air

Using air

The earth as part of the universe

More about the sun's family

Earth and gravity

Earth and time

Man and space

Matter and Energy

Matter

Matter and energy

Matter and molecules

Measurement

Density

Solutions

Change of state

Atoms, elements and compounds

Grade 8Earth and Universe

Weather and climate

The sun and the weather

Moisture in the air

Air pressure and the weather

Air masses and the weather

Matter and Energy

Energy

Heat and molecules

How heat travels (conduction, convection, radiation)

Temperature and the thermometer

Using and producing heat

Magnetism

The earth's magnetic field

Electromagnets and their uses

Electricity

The electric circuit

Producing current electricity from chemical energy

Grade 9The Human Body

How the human body is made up

Food for energy and growth

How food is digested

How the body gets oxygen

How food and oxygen reach the cells

How the body gets rid of waste matter

Growth and development

The story of reproduction

Some diseases of the body

More about Matter and Energy

Evidences for atoms and molecules

the structure of atoms

How atoms combine

Mixtures and compounds

Acids, bases and salts

Light and shadow

How to bend light

Light and seeing

Sound

How we hear

Machines and Energy

Force

Work and power

Machines—how they help us

More about machines

Energy and work

The internal combustion engine

Energy

Energy in industry and agriculture

APPENDIX D-5

AGRICULTURAL SCIENCE

APPENDIX D-5

AGRICULTURAL SCIENCE

Objectives

1. To put agricultural education on a new basis in schools which will give the youths a new approach to agriculture; a new philosophy of agriculture which will awake in them a respect for the land.
2. To establish a viable economic operation at any school where a minimum of five acres cultivable land is available.
3. To teach and practise agriculture in both a scientific and economic way; so that more young Jamaicans will not only acquire some of the right skills for modern agriculture, but will also be convinced to accept agriculture as their life's vocation.
4. To provide a basic agricultural background for people who live in an agricultural society.
5. To develop an appreciation of the importance of agriculture in Jamaica.

Grade 7

The plant

Germination and growth

The soil

The animal

The plant

Weeds, collection and classification

Weed control

Pests and diseases

The soil--water relations

Poultry

Housing and equipment

Brooding and rearing

Plant life

Tillage

The animal--feeding, sanitation and disease prevention,
marketing

Grade 8

The plant

The animal

The soil

Farming according to land capability

Altering land capability, terracing

The plant--the flower

Plant husbandry--methods of propagation

The animals--mammals

The plant--leaves

Permanent crops

The animal--mammal project (breeds, care of young,
judging of animals)

Grade 9

The plant and soil--elements necessary for plant growth

The animal--mammal project--housing and feeding

The plant--factors affecting farming in the locality

The animal--mammals--feeding, production, milking techniques

The plant

Simple accounts (single crop grown)

Planning for profit

Introduction to agricultural organizations and programs

The animal--parasites, diseases and disorders

Recognition

Prevention (methods)

Control (in cooperation with livestock or veterinary
officer)

Marketing

APPENDIX D-6

HOME ECONOMICS

APPENDIX D-6

HOME ECONOMICS

Every effort should be made to relate classroom activities to real home situations. Students should be encouraged to transfer the knowledge gained at school into their homes. Every lesson should be built around the activities of the family, and should include all areas of home-making for the welfare of the family. Two-thirds of the time allotted for home economics education should be spent on activities, and one-third of the time for developing appreciations, values, attitudes and knowledge.

Foods, Nutrition and Home Management

Grade 7

Why people eat

Use and care of household equipment and furnishings

Breakfast dishes

Assisting in the purchase of the family's food

Safety at school and at home

Use and care of household equipment and furnishings

Management of time and energy in home activities

Social acceptability within the home

Getting along in the family

Use of leisure time

Foods, good health and good looks

Grade 8

Nutrition and food preparation of family meals

Hospitality--social graces

Furnishing the home attractively

Sharing in the care of the home

Management of money for home and personal use

Getting along with others

Use of leisure time--family recreation

Good grooming

Grade 9

Nutrition and food preparation of meals for special occasions

Government agencies that safe-guard food and disseminate
information

Principles of cookery and processes involved in preparation

Planning for spending the family income

Housing the family

Living happily with family and friends

Recognizing ways of making the home safe and hygienic for
children and other members of the family

Sharing the care of the young child--food needs and eating
habits, clothing

Recognizing teenager's influence on younger children

Good health for the girl and her family

Illnesses and emergencies in the home

Sewing--will involve primarily the following work:

Grade 7

- construction of two garments: cotton blouse; cotton shirt

Grade 8 and Grade 9

- construction of other garments for everyday wear;

Processes

Girls may in addition sew more elaborate household articles, such as dresser sets, and do decorative work to include crochet and knitting.

Study of: the sewing machine; using and caring for the sewing machine; theory of fabrics; overview and classification; the different kinds of fabrics; simple tests for identification; care of clothing.

APPENDIX D-7

INDUSTRIAL ARTS

APPENDIX D-7

INDUSTRIAL ARTS

The course is developmental in nature, so that while its objectives are valid for all grade levels, the relative emphasis given will vary from grade to grade. Thus in the 7th and 8th grades pupils should be exposed to two or three areas to provide learning situations in which they will recognize their individual aptitudes, abilities and interest, and allow to concentrate on one area in the 9th grade.

At all levels, industrial arts must be considered an integral part of general education, rather than a specific training in a skill subject. Nevertheless, the nature of the experiences provided in any course of industrial arts may have avocational or vocational values. The industrial arts program in the junior secondary school should prepare students to meet the increasingly complex challenges of an industrial society.

Specific Aims

1. To develop the capacity to analyze, plan, construct and evaluate useful objects through the media of tools and materials.
2. To develop an appreciation for high standards of good design and craftsmanship.
3. To develop competence in the use of hand and machine tools and in the use of various materials.
4. To motivate interest in and increase knowledge of the principal mechanical professions and fields of industry and their related

educational and occupational opportunities.

5. To develop leisure-time interests.

6. To provide opportunities for certain pupils who may terminate formal education at the end of the 9th grade to acquire such skill as may make them employable.

General Areas of Study

(a) General woodwork

Hand

Machine

Finishing

(b) General metals

Bench metal

Art metal

Machine shop

Sheet metal

(c) General electricity

(d) Leathercraft

(e) Technical drafting

(f) Home mechanics

Woodwork and carpentry

Upholstery

Painting and finishing

Electricity

Metalwork

Plumbing

APPENDIX D-8

ART AND CRAFTS

APPENDIX D-8

ART AND CRAFTS

General Aims:

To create an atmosphere in the classroom which will be a sure invitation to use mind and hand in creative work; to provide leisure time activity and lay the foundation for vocational training and pleasurable and lucrative hobbies.

While it may not be desirable to hand down a set syllabus for art, the following detailed syllabus is intended, until teachers are well-trained and have more experience, to be a guide for the majority who might find it helpful in giving a varied, balanced, and progressive training to pupils.

Grade 7

Art

All drawing is to be freehand
Introduction to color mixing
Imaginative compositions
Pictorial compositions
Drawing from object (still life)
Measurement

Crafts

Pattern planning; group children according to the medium they excel in
Lettering

Grade 8

Art

Plant study in a vase

Still life

Illustrative

Drapery

Woodcut--picture

Vegetable cut--picture

Outdoor sketch

Mounting a picture

Line cut picture

Crafts

Two more crafts should be introduced--bookbinding and one other craft which may be basketry, depending on the availability of material.

Pattern planning and lettering.

Where children show special aptitude for crafts and little taste for academic subjects, it would do well to allow them more periods to perfect their skills in the crafts in which they excel.

Grade 9

Art

Plant form in color

Object drawings--still life

Portraiture (a real person) in charcoal

Outdoor sketch

Composition on paper for line cut; transfer to line and cut

Draped life (person in everyday dress)

Composition from abstract shapes

Crafts

The third year should be a continued progression of the second year work with the addition of two more crafts, one of which should be lighter and which demands less practice to become skilled in it. For example, shellcraft.

By the end of the third year it is expected that all pupils will have acquired skills in at least three crafts, that some will even have had what amounts to vocational training in at least one craft and others pre-vocational training.

APPENDIX D-9

RELIGIOUS EDUCATION

APPENDIX D-9

RELIGIOUS EDUCATION

It is acknowledged by those who have studied religious education seriously that the traditional approaches have caused many people to think of the subject as something unrelated to life, for the simple reason that many teachers have omitted from it many things that interest young people; many of the things which would satisfy their basic needs; many of the questions for which they are seeking answers.

The feeling is growing that instead of the Bible-centered approach, a child-centred/thematic approach should be adopted. This does not mean that the Bible will be discarded. The Bible is given the central place which belongs to it by right. The Bible is used, however, in what we believe is a more realistic and relevant manner in that the stages through which individuals pass in their religious development have been taken into consideration.

The formal operational thinking stage (age 12 onwards) is when it is possible for the adolescent to reason hypothetically and deductively, and to understand symbolic and abstract terms. Thus in discussing the Bible narrative they are able to consider both what actually happened and what it signified. Not until this stage can the intellectual factor in religion be adequately dealt with, or the Bible reveal its spiritualized meaning, and a religious education which does not lead the pupils to this way of thinking is inadequate and likely to give the pupils an erroneous idea of what religion is about.

Grade 7Community

Aim - To give a deeper insight into the community in which they live as they join a new school and begin their progress towards adult life. To develop an understanding of how they share with Christ the task of building a worthwhile community for everyone.

Belonging

Aim - To realize that our inborn desire to be accepted as a friend and member of a social group is a start toward becoming a friend, with others, of Christ—who calls us to be God's People.

Leadership

Aim - To help the children to discover for themselves the relevance of Christ's leadership in their own lives and/or in the world of today.

Teamwork

Aim - To help the children to see that "No man is an island unto himself"; the need for cooperation in the community and the importance of good organization under carefully chosen leaders.

Gifts

Aim - To establish the place we have in our community on the level of our individual gifts and how we each make our own contribution to the group. To study how Christ shows us how to spend our lives using our opportunities not only to benefit ourselves but also to benefit others.

Communicating

Aim - To help the students see that listening and working with one another is central to our human and Christian lives.

Qualities of Christ

Aim - By studying what He did and said to arouse admiration for Jesus and a desire to be like Him.

Reverence for Life

Pentecost: the Holy Spirit at work

Presence

Aim - To show how the life of a community depends on the wholehearted way in which people share their lives and problems; being present to each other means we are aware of everyone as individuals with good and bad points. To deepen the understanding of how the Holy Spirit is present in the world and in our hearts to guide us.

Belief

Aim - To help the students to reflect on how we reach Christ (God) by that kind of knowing called faith.

Progress--Life is on-going

Aim - To help the students to realize that the power of Christ did not end with his resurrection.

1. Progress: life is growth
2. Progress in personal relationships
3. Progress in community living
4. Progress to life
5. Progress today
6. Progress in world brotherhood

Grade 8Trying to Solve Our Problems

Aim - To show how the problems we have as human beings are not new ones, that we are sharing the experience of human beings throughout the ages—throughout the world. Our problems have a spiritual importance for ourselves and others. We can benefit from discussing them and getting insight from other people, who share our search for the truth about life and about God.

Happiness

Suffering

Who is God?

Choices

Aim - To establish that we are free to choose in all areas of life. We need to be able to make right choices, or we will be unhappy and cause others unhappiness. How do we learn to make the right choices for love of God, ourselves and our neighbor?

Conscience

Kinds of choice

Which factors influence our decisions most?

Links With the Past

Aim - To establish that from the beginning of time, Christ has been aware of our problems and that he has always been with us to guide us. We have the record of how people have experienced this and come to understand it in the Bible and in the life of the Christian churches. Other religions too have something to show us about how people look for God and how he gradually shows

them who He is and the truth about themselves. Today, God is speaking to us, in the lives we are living, and we can be guided by the past experience of others. Christ's spirit will guide us also.

The Old Testament

The New Testament

What is the Bible?

God is near

The big view (sacred history)

A collection of books (division of books in scripture)

How to understand what the Bible means

Man's early history (Genesis 1-11)

Our God is a God of love (the Covenant)

The true God manifests Himself (historical books)

God calls for witnesses (the Prophets)

Some wise sayings (the Wisdom Writings)

Four views of Christ (The Gospels)

How Jesus taught (Parables)

Worship

Worship in the Bible

Elements of worship

The culmination of worship (service for others)

The Church in Jamaica

Courage

Heroes of the church in Jamaica

Moral courage

Prayer

Speaking and listening, as friends

Christ shows us how to pray

Qualities our prayer should have

Christianity values the Quality not the duration of Life

APPENDIX D-10

PHYSICAL EDUCATION

APPENDIX D-10

PHYSICAL EDUCATION

The syllabus is intended to serve as a guide. Sections selected to formulate the program of a particular school will vary with facilities, staff and students. Whatever sections are selected, it is hoped that the basic principles of movement will be taught and that scope will be given for the particular demands of the group.

This is a period of adult interests, often of intellectual interests and a period of emotional self-consciousness.

There is an awareness of skills and techniques. Therefore, the program should provide for the learning of skills, should challenge abilities and satisfy the need for adventure.

Rapid growth in height causes posture faults and posture training becomes a necessity.

The syllabus contains detailed instructions for progressive development in modern educational gymnastics, modern educational dance, folk dance, developing own dances, athletics, games, and swimming.

APPENDIX D-11

MUSIC

APPENDIX D-11

MUSIC

Children should be given the opportunity to develop the necessary musical taste, appreciation and skills, so that their lives may be enriched through this worthwhile and important cultural medium.

There should be at least two music lessons a week in junior secondary schools, one devoted to the teaching of rudiments, aural training, and sight reading, the other to choral music, alternating with appreciation by listening to music, and being exposed to history of music.

The teaching of instruments, e.g., recorders, melodicas, bamboo pipes, fifes, guitars or harmonicas, should be arranged as an extra-curricular activity. A selected school choir is desirable and could be organized as one of these activities.

Aims of Teacher

1. To help and encourage the children to make and interpret good music, and so provide expression for their emotional and spiritual nature, particularly by song, instrumental work, spontaneous melody-making and rhythmic movement.

2. To give knowledge of music and to train listeners. This will develop taste, and give a cultural background for later life and enable pupils to make full use of leisure in appreciation of the music. A wide and intimate acquaintance with music, in the classroom and through various musical functions could be achieved through performances by

visiting artists, attendance at important suitable recitals, and listening to records, tapes, etc.

The syllabus which develops progressively through Grades 7-9, includes rudiments, aural training, choral music, appreciation, and folk music. The teaching of musical rudiments should always be related to music-making. The importance of folk music should be emphasized and the children encouraged to learn about their own folklore.

APPENDIX E

TEACHER CLASSIFICATIONS

APPENDIX E

TEACHER CLASSIFICATIONS

The grades of teachers in public educational institutions are the following:

- (a) principal, that is a teacher who has served for not less than four years as a teacher after obtaining a certificate of a trained teacher awarded by a teachers' college or a recognized university or a degree from a recognized university and is appointed as the principal of a public educational institution.
- (b) graduate teacher, that is a teacher who has obtained a degree from a recognized university in subjects approved by the Minister; teachers in this grade are classified into those with and those without the certificate of a trained teacher.
- (c) trained teacher, that is a teacher who has satisfactorily completed the final year of a course in a teachers' college, and possesses a certificate of a trained teacher awarded by a teachers' college or a recognized university.
- (d) specialist, that is a teacher who has obtained from a technical college or any other institution recognized by the Minister a diploma in a practical subject offered in the school curriculum and has passed the Higher Schools Certificate examination or the General Certificate of Education examination or any other examination accepted by the Minister as equivalent thereto. (This grade of teacher is now being kept only for those on strength, and is being phased out).
- (e) pre-trained teacher, that is a teacher who has not completed a teachers' course, but who may have completed the first year, or the second year, or who may have passed the Higher Schools Certificate examination or the General Certificate of Education examination.

(Information provided by the Ministry of Education).

APPENDIX F

EDUCATIONAL TELEVISION AND RADIO BROADCASTING A SAMPLE

APPENDIX F

EDUCATIONAL TELEVISION AND RADIO BROADCASTING A SAMPLE

The Educational Broadcasting Service--Summer Term 1972
at the Junior Secondary Level

The following sample of programming of the Educational Broadcasting Service for the junior secondary level was produced during the Summer Term (April-June) 1972:

TELEVISION

Grade 7

Social Studies--Land Use and Occupations (This series was repeated twice).

The Many Uses of the Land
Bringing up the Bauxite
This Little Pig Went to Market
Buy Yu' Coconut
Eggs--Handle with Love
Group Farming
How Does Your Garden Grow?
From Fritters to French Fries--the Potato Way
Preserving Our Products

Spanish--Let's Speak Spanish (This series was repeated twice).

Science--Living Things (This series was repeated twice).

Is It Alive?
Of What Are Living Things Made?
Plants and Animals
Food for Animals - Part I
Food for Animals - Part II
Food for Plants
Air and Living Things
New Plants and Animals
New Plants
New Animals

Agriculture

Tillage - Part I
 Tillage - Part II
 Tillage - Part III
 Farm Equipment
 Pig Rearing - Part I
 Pig Rearing - Part II
 Pig Rearing - Part III
 Farm Records

Grade 8

Social Studies--How We Live Together in the World

(This series was repeated twice).

Who Cares About People?
 Who Cares About People? (continued)
 UNICEF
 UNESCO
 The Work of the WHO
 The FAO
 The ILO
 The UNDP
 ICAO

Spanish--Adelantemos (This series was repeated twice).

Science--Magnetism and Electricity (This series was repeated once).

Magnets and Their Behavior
 How Magnets are Made
 The Earth's Magnetic Field
 Electro-magnets and Their Uses
 Electricity
 The Electric Circuit
 More about Circuits
 Producing Electricity from Chemicals
 Producing Electricity from Magnets
 The Electric Motor

Grade 9

Social Studies--Making Ends Meet (This series was repeated twice).

Earning Money
 Managing Money
 The Budget
 How to Shop--Value for Money (Part I)
 Food--Value for Money (Part II)
 Clothes--Value for Money (Part III)

A Roof Over Your Head
 Making Money Grow (Part I)
 Marking Money Grow (Part II)
 What Have We Learnt About Money?

Spanish--Así se Aprende (This series was repeated once).

Science--Machines and Energy (This series was repeated twice).

Force
 Gravity, Friction and Inertia
 Work and Power
 Machines and How They Help Us
 More about Machines
 Energy and Work
 Internal Combustion Engine
 $E = mc^2$
 Waves and Energy
 Energy for Industry and Agriculture

Teacher's Seminars

Grade 9 - Spanish
 Grade 8 - Spanish
 Grade 7 - Spanish

RADIO

Grade 9

West Indian Literature

Tell Freedom (Part I)
 Tell Freedom (Part II)
 Tell Freedom (Part III)
 West Indian Poetry (Part I)
 West Indian Poetry (Part II)
 West Indian Poetry (Part III)
 West Indian Poetry (Part IV)
 West Indian Narrative (Part I)
 West Indian Narrative (Part II)
 Religious Service

Vocational Guidance--Careers for Young Citizens

Introduction	The Plumber
Agriculture	Working in an Office
Beautician and Caterer	Mechanic Repairman
Industry	Motor Vehicle Mechanic
Printing	Conclusion--"Another Point of View."

APPENDIX G

ANCILLARY SERVICES

- G-1. Book Rental Scheme
- G-2. School Meals
- G-3. Educational Broadcasting Service
- G-4. School Nursing Services
- G-5. Evening Classes

APPENDIX G-1

BOOK RENTAL SCHEME

APPENDIX G-1

BOOK RENTAL SCHEME

Books are selected by the subject sub-committees of the National Curriculum Development Committee, and are then ordered through the Publications Branch of the Ministry of Education, treated against termites and sent to the schools. There are three categories of textbooks: (1) those loaned to the pupil for a year for such subjects as Mathematics, Spanish and Science, which he may take home; (2) those loaned for a shorter period of time, and which rotate in each grade, such as literature books; (3) class sets retained by the teacher for classroom use, such as certain Music and Social Studies books.

An initial grant is made by Government to each school to establish the Book Rental Scheme; thereafter the Scheme becomes self-supporting, as each pupil pays \$4.00 rental per year, plus \$1.00 caution deposit. Students must pay for lost books. The life span of most textbooks is anticipated to be three years, or up to five years where bindings are exceptionally strong. Thus, the Scheme is a revolving one, whereby the rental cost is used to replace stocks every three years. The Art and Crafts departments in Junior secondary schools are encouraged to teach book repair and book binding in order to repair damaged books.

APPENDIX G-2

SCHOOL MEALS

APPENDIX G-2

SCHOOL MEALS

Government provides a monetary grant for the purchase of meat and vegetables, and US/AID provides supplementary foods in the form of flour, powdered milk, oil, high protein Wheat Soya Blend (WSB), oats, Cornmeal Soya Milk solids (CSM), and bulgar. These supplementary foods are distributed through three central stores at Kingston, Williamstown, and Montego Bay.

The school meals program is centrally supervised through the Home Economics Officer at the Ministry of Education, and in each school by the Home Economics department. Home Economics officers and teachers meet periodically to discuss nutritional aspects of the program, and to develop new recipes in order particularly to utilize the supplementary foods in a way that is palatable for the pupils.

There are problems of inadequate grants in the face of increasing enrollments, and delays in distribution of supplementary foods to schools. However, the school meals program is providing a vitally important service in supplementing the diets of poor children.

APPENDIX G-3

EDUCATIONAL BROADCASTING SERVICE

APPENDIX G-3

EDUCATIONAL BROADCASTING SERVICE

The Educational Materials and Aids Centre was established in 1968 as an integrated service to combine the following functions:

1. Educational Broadcasting (Radio and Television).
2. Publication of reading books and reading cards, work books, work cards for pupils' use, charts, pictures and other teaching aids for teacher's use.
3. Correspondence courses for use among school-leavers aged 15 and over, in preparation for the Jamaica School Certificate Examination.

The purpose of the Instructional Materials and Aids Centre is to provide a gradual development to a National Production Organization for preparing materials for direct use in the Nation's schools as well as to provide facilities for a multi-media approach to communication in education in relation to the curriculum and the associated educational goals.¹

The Art Department of the Educational Materials and Aids Centre is responsible for the illustration and production of guides and work-books to accompany the TV programs, as well as posters and charts for seminars and audio-visual demonstrations, and the setting up of displays.

The Television Maintenance Section of the Educational Materials and Aids Centre, equipped with three transit vans and three driver-technicians, repairs, loans and installs TV sets for schools. Between 1964-1972 a total of 700 television sets were acquired and maintained by the Centre; 400 of these were supplied by the Government of Jamaica, and 300 by US/AID.²

¹ "Educational Materials and Aids--1970-71," p. 1. Performance Report 1970-71 (Kingston: Ministry of Education). (Mimeographed).

² "Educational Broadcasting Service," p. 15. Performance Report 1970-71 (Kingston: Ministry of Education). (Mimeographed).

APPENDIX G-4

SCHOOL NURSING SERVICES

APPENDIX G-4

SCHOOL NURSING SERVICES

The Kingston and St. Andrew Corporation (KSAC) maintains its own School Nursing Department of eleven school nurses who are responsible for junior secondary and all-age schools, as well as primary and infant schools. The most important task of these school nurses is the BCG program against tuberculosis, small-pox vaccination, and immunization against polio. Immunization against tetanus, diphtheria and measles, while desirable, is not yet possible. This department trains health inspectors in small-pox vaccination for schools.

The KSAC audiometry service to schools includes screening of children by the teacher for defective hearing, referral to the school nurse, and then referral to an ear, nose and throat specialist. In cases where a hearing aid is required, it is provided by the Association for the Deaf which is supported by government.

All children within the Corporate Area are screened by the school nurse for defective eyesight after they enter primary school. They may then be referred to an optician who has a clinic for school children one day a week. Glasses and the optician's fees are provided by the KSAC through the School Nursing Service. In 1971, 126 pairs of glasses were so provided; and from January-July 1972, 71 pairs.

There is one dentist attached to the School Nursing Service of the KSAC who goes to junior secondary and primary schools, sets up his equipment, and extracts teeth. Approximately twelve pupils may be treated per day.

The School Nursing Department has its own health education program. It works with the Bureau of Health Education in the Ministry of Health to provide teaching aids, posters and pamphlets on foods, cooking and feeding for infants and schools. It cooperates with the Home Economics Officer at the Ministry of Education, assisting where requested on the nutritional aspects of junior secondary school meals. The service also works with the Family Life Education program of the Family Planning Unit, a voluntary organization which is endorsed and assisted heavily by the Ministry of Health, and sends speakers to talk to pupils in the junior secondary schools throughout Jamaica.

Three of the KSAC nurses are involved with child guidance clinics, part of the Psychiatric Department at the University of the West Indies. When a school principal refers a child to the Child Guidance Clinic, the nurse works with the family in the home.

APPENDIX G-5

EVENING CLASSES

APPENDIX G-5

EVENING CLASSES

The supervisor of the Evening Classes is normally the principal of the junior secondary school in which classes are held, and the teachers are normally the full-time teachers of the school. Both supervisor and teachers are paid extra for their services to Evening Classes out of a special provision of the Ministry of Finance. In addition, the supervisor is given \$50 per evening class per annum in order to buy materials in such subject areas as home economics, industrial arts, and art and crafts.

Two junior secondary schools in 1971-72 offered GCE 'O' level (Grade 11) courses with the permission of the Ministry of Education. However, because the Ministry must first be satisfied that the teachers are capable of providing instruction at 'O' level, this practice has not yet been greatly extended. (GCE 'O' level evening classes are conducted in many academic high schools).

APPENDIX H

JAMAICA SCHOOL CERTIFICATE--SUBJECTS FOR
EXAMINATION

APPENDIX H

JAMAICA SCHOOL CERTIFICATE--SUBJECTS FOR EXAMINATION

English Language	Auto Mechanics
Mathematics	Commercial Practice
Civics	Cookery and Nutrition
Agricultural Science	Electrical Installation
Biology	English Literature
General Science A	Geography
General Science B	History
Health Science	Home Management
Preliminary Technical Science	Metal Work
Additional Mathematics	Needlework & Dressmaking
Agriculture	Plumbing
Art	Principles of Accounts
Crafts	Shorthand
Art and Crafts	Technical Drawing
Bible Knowledge	Typewriting
Spanish	Woodworking

APPENDIX I

JUNIOR SECONDARY SCHOOL ACTIVITIES

I-1. 4-H Club Activities at Banana Grove

I-2. Classroom Discussion of Current Jamaican Problems

APPENDIX I-1

4-H CLUB ACTIVITIES AT BANANA GROVE

APPENDIX I-1

4-H CLUB ACTIVITIES AT BANANA GROVE

The 4-H Club chooses its leadership democratically. Members nominate candidates for president, vice-president, secretary, assistant secretary, and treasurer, and then vote to elect these officers. The leadership and membership are a mixed group of boys and girls, lively young people who work together participating in things that will be useful later in their lives.

Club members engage in sports activities such as races, netball, volleyball, football and cricket assisted by physical education teachers. Both boys and girls, with the support of the agriculture teacher, raise vegetables and flowers on the school farm. The girls sew, cook, bake, launder, and do needlework, embroidery and crocheting under the direction of the home economics teacher. Boys do woodwork and picture-framing and leathercraft using the industrial arts facilities. Using common materials, and advised by art and crafts teachers, boys and girls work with their hands to make things to beautify the home; such items include screen-printing, tie and dye, leathercraft and basketmaking. Members also made costumes for a dance group participating in Education Week activities in the large parish centre.

In March, Achievement Day is held in the parish centre. Club members have entered competitions against all other 4-H Clubs in the parish with such items as crocket-work, cushions, antimacassars, dresses, tables, leather belts and handbags, straw hats, live rabbits, cakes,

preserved food (pickapeppa sauce, marmalade, jams, jellies), puddings, biscuits, breadfruit baking, coconut cakes and drops, coconut puffs, muffins, donuts, meal planning and table setting. The ideas come from the club members, both boys and girls. In Achievement Day inter-club competitions, members of Banana Grove Junior Secondary School 4-H Club won several competitions: one boy won a prize for replacing a zipper in a pair of pants; other prizes and trophies were won for picture-framing, dressmaking, cakemaking, races, athletics, and maypole and folk-dancing. These trophies and cups are proudly displayed in the school library.

On Achievement Day a "Boy and Girl of the Year" were chosen by judges from among those 4-H Club members in the parish who had entered exhibits, and who had passed at least three Jamaica School Certificate subject examinations. On the basis of a quiz contest of questions about 4-H, a boy and a girl were chosen "Boy and Girl of the Year," and were awarded a free trip to Miami for one week. The "Girl of the Year" for 1972 was a former pupil of Banana Grove Junior Secondary School.

APPENDIX I-2

CLASSROOM DISCUSSION OF CURRENT JAMAICAN PROBLEMS

APPENDIX I-2

CLASSROOM DISCUSSION OF CURRENT JAMAICAN PROBLEMS

Ethical Values

Seasurf Junior Secondary School

In religious education classes at Seasurf, a study of the Bible has central place, but pupils learn to understand themselves as they discuss topics related to the everyday life in which they are involved. The teacher expresses her opinion; pupils express theirs; there develops a deeper understanding and respect for differences of opinion. Themes in the syllabus such as "Preparation for Love, Marriage and Parenthood," "Decisions," or "Service in Society" give pupils an opportunity to go deeply into "the problems and joys of human existence. They are chosen because they appeal to the children and are valuable to them at their stage of development." The pupils take part actively in reading, discussion and drama, and by means of a question box, they ask questions about their particular problems arising from topics studied. Pupils prepare papers which they present to the class, and discussion follows. The teacher tries not to answer pupil questions directly, but redirects questions back to the class. "Through discussion pupils are made aware of what God wants them to be, how they can respond to His love through worship and how they can perform tasks that face them in their communities."

Industrial Town Junior Secondary School

In teaching about love and marriage, the teacher at Industrial Town begins with a Bible reference such as the story of Adam and Eve. She gives examples of good marriages, and then examples of "situations which they have noticed, and would not like to get themselves involved in." The pupils contribute well, especially the top Grade 9 pupils who are preparing to leave school. At the conclusion of the lesson, the teacher gives her own advice. She feels the strong emphasis on morals and ethics might tend to produce a more dissatisfied citizen but a better man.

Banana Grove Junior Secondary School

At Banana Grove, the teacher uses Bible stories to illustrate different kinds of love: love for mother, love for a friend. The story of Joseph is used to illustrate filial love; the Good Samaritan represents love for people; Hosea, romantic love. The teacher will ask pupils how they felt when they first came to the school, and how they would treat a new boy or girl at school. She also asks pupils to tell about their favorite character from the Bible, and to explain what appeals to them about this character; classroom discussion follows of personal characteristics they admire.

Social Attitudes

Social studies teachers find that their pupils "tend to use ideas they pick up at home or on the street." Teachers attempt to get them to think independently.

In the City Park area, public attitudes toward the police are often contentious. In one class a boy, who did not have a good relationship with the police, usually expressed strong emotion when the police were mentioned. In an attempt to change his attitude the teacher suggested the following situation. One night a thief came into his home when only he and his mother were present. The teacher asked the boy what he would do. He replied that he would call the police, try to "ease himself out" and show the police where the thief was. The teacher suggested, "The thief might have a gun and kill the policeman; the policeman, a husband and father, died protecting you and your mother. Is this the man you hate so much?" The class then discussed the duties of the policeman; the teacher felt that the boy "came around and changed his attitude."

Situations are dramatized in the classroom to help pupils gain social insights and understanding. For example, while studying the tourist industry, Banana Grove pupils prepared their own dialogues between Jamaicans and tourists and dramatized them.

In English classes, Industrial Town pupils created scenes from poems studied; for example, they dramatized scenes of Jamaican emigrants leaving Jamaica and landing in England, describing what they saw and felt.

Discussions and debates are conducted encouraging pupils to think critically on social issues. For example, particularly successful discussions have been conducted at Seasurf on slavery, and the national motto, "Out of Many One People."

Banana Grove pupils debated the moot "We are the children of slaves"; this topic is a manifestation of current interest in Jamaican identity.

APPENDIX J

WORLD BANK ARCHITECTURAL DESIGNS

J-1. Linear Scheme

J-2. Court Scheme

APPENDIX J-1

LINEAR SCHEME

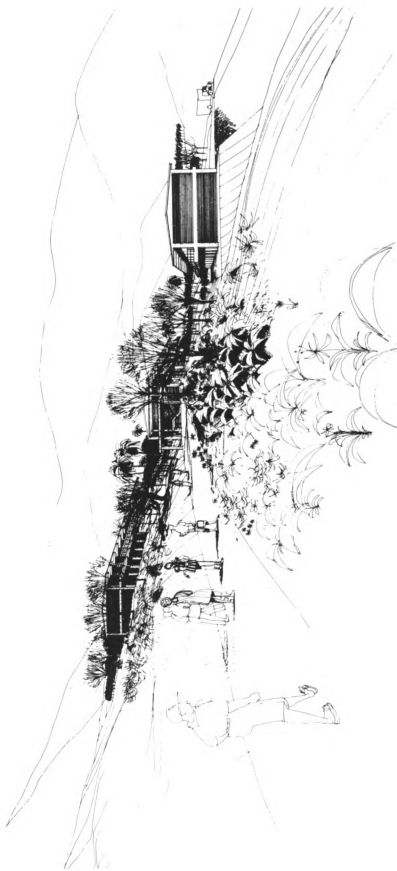


Figure 2. The Linear Scheme--Perspective

Source: Caudill, Rowlett, Scott, Architects, Planners & Engineers, Master Plan Report, Junior Secondary School Program, Ministry of Education, Jamaica, West Indies (Houston, Texas - New York, N.Y., December 1967), p. 259.

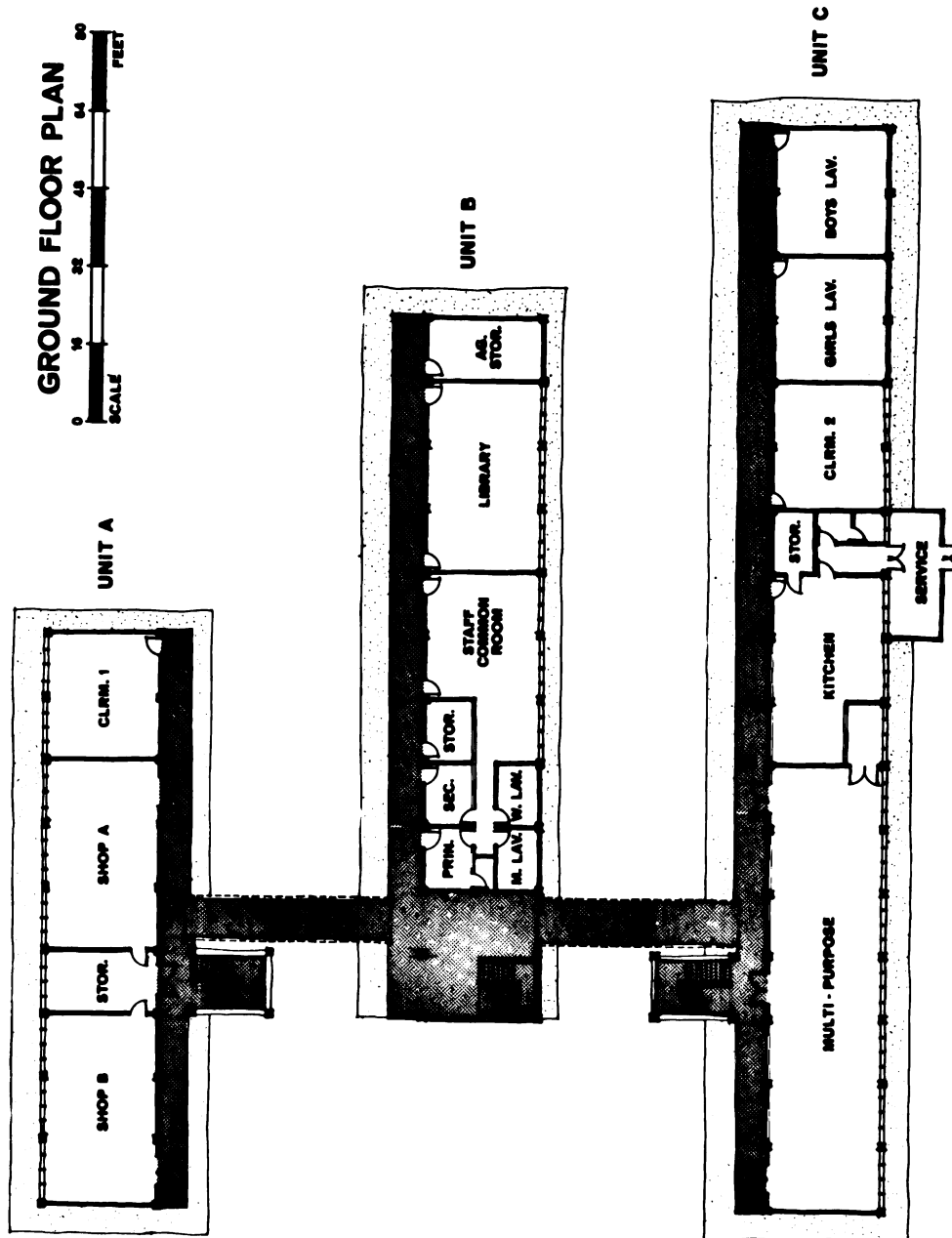


Figure 3. The Linear Scheme---Ground Floor Plan

Source: Master Plan Report, p. 256.

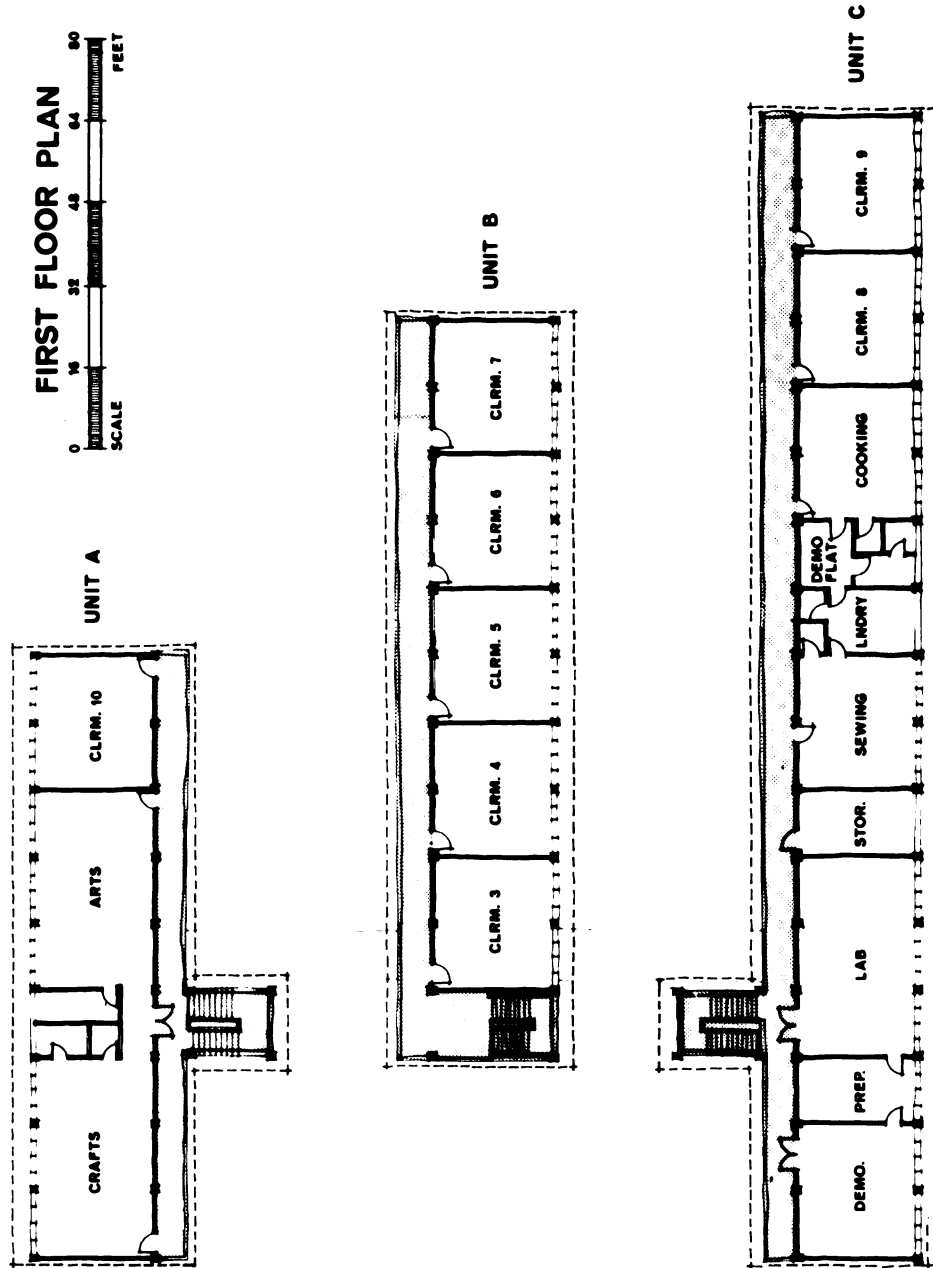


Figure 4. The Linear Scheme--First Floor Plan

Source: Master Plan Report, p. 257.

APPENDIX J-2

COURT SCHEME

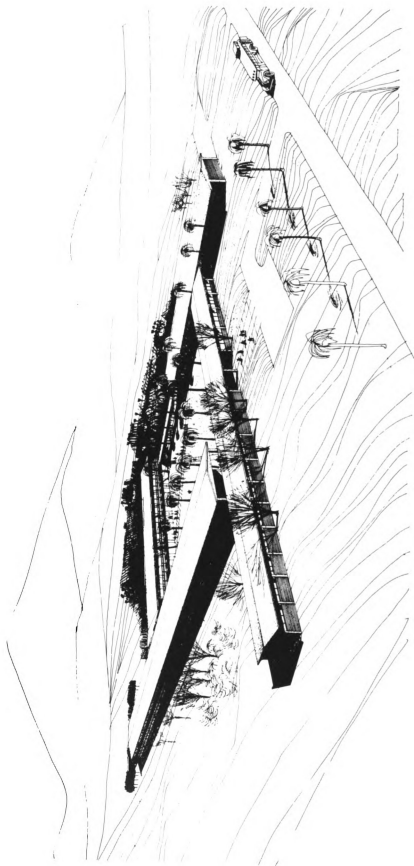


Figure 5. The Court Scheme--Perspective

Source: Master Plan Report, p. 265.

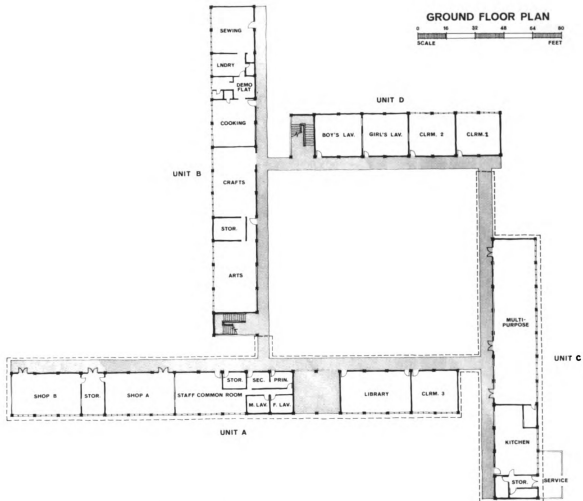


Figure 6. The Court Scheme--Ground Floor Plan

Source: Master Plan Report, p. 262.

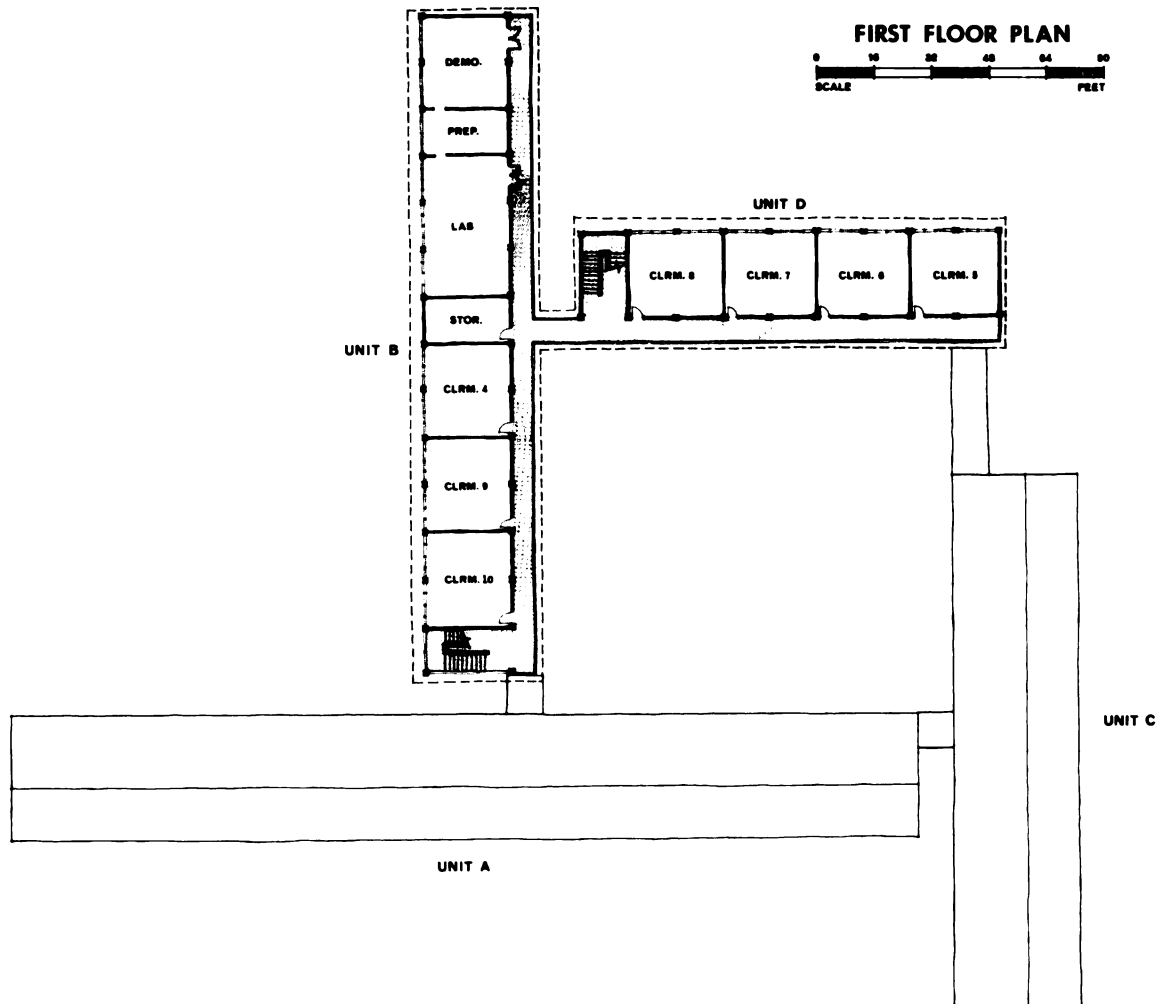


Figure 7. The Court Scheme--First Floor Plan

Source: Master Plan Report, p. 263.

APPENDIX K

STUDENT COMPOSITION OF JUNIOR SECONDARY AND HIGH SCHOOLS

- K-1. Comparison of Socioeconomic Background of Students
in the Junior Secondary and High Schools
- K-2. Comparison of the Racial Composition of Student Body
in Junior Secondary and High Schools

APPENDIX K-1

**COMPARISON OF SOCIOECONOMIC BACKGROUND OF STUDENTS
IN THE JUNIOR SECONDARY AND HIGH SCHOOLS**

Table 12

Comparison of Socioeconomic Background of Students in the Junior Secondary and High Schools in the Corporate Area (Miller 1967)

Type of School	SOCIOECONOMIC CATEGORIES											
	Higher Prof.		Lower Prof.		Highly Skilled		Skilled		Semi-Skilled		Unskilled	
	N	%	N	%	N	%	N	%	N	%	N	%
High	43	6.6	75	11.6	252	38.9	183	28.3	68	10.5	26	4.1
Junior Secondary	—	—	1	0.3	40	11.9	142	42.5	90	26.9	61	18.4

Source: Errol Miller, "Education and Society in Jamaica," Savacou (Kingston: The Caribbean Artists Movement, June, 1971), p. 58.

APPENDIX K-2

COMPARISON OF THE RACIAL COMPOSITION OF STUDENT BODY
IN JUNIOR SECONDARY AND HIGH SCHOOLS

Table 13

**Comparison of the Racial Composition of Student Body in Junior Secondary and
High Schools in the Corporate Area (Miller 1967)**

Type of School	R A C E									
	WHITE		BROWN		BLACK		CHINESE		INDIAN	
	N	%	N	%	N	%	N	%	N	%
High	20	6.9	123	41.2	100	33.5	5.1	17.1	4	1.3
Junior Secondary	—	—	15	18.1	64	77.1	1.	1.2	3	3.6

Source: Errol Miller, p. 58.

BIBLIOGRAPHY

BIBLIOGRAPHY

PRIMARY SOURCES

A. Government Publications

Aims of the Junior Secondary School. Kingston: National Curriculum Development Committee, Ministry of Education. Pp. 6. (Mimeographed).

Caudill, Rowlett & Scott, Architects, Planners & Engineers. Master Plan Report, Junior Secondary School Program. Ministry of Education, Jamaica, West Indies, Houston, Texas - New York, N.Y., December 1967. Pp. vii + 279.

Digest of Statistics 1969/70. Kingston: Ministry of Education. (Mimeographed).

Education Act, 1965. Kingston, Jamaica: The Government Printer, Pp. 47.

Education Regulations, 1966. Kingston, Jamaica: The Ministry of Education. The Government Printer. Pp. 39.

Education Statistics, Jamaica, Year 1968/69. Kingston: Ministry of Education, Planning Unit, Statistic Section. Pp. 58. (Mimeographed).

Five Year Independence Plan, 1963-1968. A long term development programme for Jamaica. Kingston, Jamaica: The Government Printer, 1963. Pp. 240.-

Hammond, S.A. Jamaica-Education, Jamaica No. 20. Kingston, Jamaica: Great Britain Comptroller for Development and Welfare in the West Indies, 23 October, 1941. Pp. 20.

Performance Report 1970-1971. Kingston: Ministry of Education. (Mimeographed).

Performance Report 1971-1972. Kingston: Ministry of Education. (Mimeographed).

Proposed Ministry of Education Paper on Educational Development in Jamaica, Policy, Plans, and Programmes, Implementation and Financing. Kingston, Jamaica: Ministry of Education, April, 1966. Pp. 102. (Mimeographed).

Publication Branch, Ministry of Education. New Deal for Education in Independent Jamaica. Kingston, Jamaica: Jamaica Times (Press) Ltd., 1965. Pp. 108.

Report of the Committee Appointed to Enquire into the System of Secondary Education in Jamaica (Kandel Report). Kingston, Jamaica, 1943. Pp. 24. (Mimeographed).

B. UNESCO Publication

Educational Planning Mission, Jamaica, September-November 1964. Paris: UNESCO, January 1965. Pp. 64 + 59.

SECONDARY SOURCES

A. Books

Figueroa, John J. Society, Schools and Progress in the West Indies. Pergamon Press, 1971. Pp. xxi + 208.

Gordon, Shirley C. A Century of West Indian Education. London: Longmans, Green and Co. Ltd., 1969. Pp. viii + 312.

Gordon, Shirley C. Reports and Repercussions in West Indian Education, 1835-1933. London: Ginn & Co., Ltd., 1968. Pp. x + 190.

Harbison, Frederick & Charles A. Myers. Education, Manpower, and Economic Growth. New York: McGraw-Hill Book Company, 1964. Pp. xiii + 229.

Henriques, Fernando. Family and Colour in Jamaica. London: Macgibbon and Kee, 1968. Pp. 208.

Johnston, Franklin A.J. Education in Jamaica and Trinidad in the Generation after Emancipation. Oxford University, 1970. (Unpublished D. Phil. thesis). Pp. vi + 500.

Kerr, Madeline. Personality and Conflict in Jamaica. London: Collins, 1963. Pp. xii + 220.

Murray, R. N. Nelson's West Indian History. London: Thomas Nelson & Sons Ltd., 1971. Pp. 190.

Nettleford, Rex M. Mirror Mirror, Identity, Race and Protest in Jamaica. Kingston, Jamaica: William Collins and Sangster (Jamaica) Ltd., 1970. Pp. 256.

Patterson, Orlando. The Sociology of Slavery. London: Macgibbon and Kee, 1967. Pp. 310.

Ruscoe, Gordon C. Dysfunctionality in Jamaican Education. Ann Arbor, Michigan: University of Michigan School of Education, 1963.
Pp. v. + 144.

B. Articles in Periodicals

Miller, Errol. "Education and Society in Jamaica," Savacou, Vol. 5, June 1971. Kingston, Jamaica: The Caribbean Artists Movement.
Pp. 51-70.

Torch, Journal of the Ministry of Education, Jamaica. Kingston:
Publications Branch, Ministry of Education:

"Junior Secondary Schools," Vol. 19, No. 2, Summer 1969. Pp. 1-6.

Prescod, Sybil, "Reading Retardation, a problem in some of Jamaica's senior schools," Vol. 13, No. 4, December 1963. Pp. 22-27.

Prescod, Sybil, "The Remedial Reading Experiment," Vol. 15, No. 2, 1965. Pp. 11-15.

"The Common Entrance Examination," September 1963.

Grant, Trixie, "From Theory to Practice in Vocational Guidance," Summer 1968, Pp. 13-18.

C. Articles in Newspapers

Aitchenson, C. M., "Tasks for the new Education Minister," The Daily Gleaner, 26 March, 1972, p. 10.

"Allen in House - Policy Statement on Education," The Daily Gleaner, 1 July, 1971, p. 9.

"Matalon: junior secondary schools' programme 'pretence at higher education,'" The Daily Gleaner, March 27, 1972, p. 5.

"The Educational System," The Daily Gleaner, 4 January, 1971, p. 9.