



# RESEARCH FOR DEVELOPMENT

## RESEARCH FELLOWSHIP PROGRAMME

## FACULTY of Humanities & Education

### Change from Within – A U.W.I. Project for School Improvement

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**Principal Researcher:** Mrs. Pauletta Chevannes  
Institute of Education

**Junior Research Fellow:** Ms. Sophia Morgan

This ongoing research project seeks to foster the development of a positive environment in several Jamaican schools. This involves the establishment of Participatory Action Research Teams within the 30 project schools. Ongoing baseline studies have been carried out in each of the participating schools, and have provided information on:

- state of the art profile of positives/ challenges;
- scientific school development plans;
- tracking of progress;
- sharing of good practices; and
- defining methodologies.

The knowledge generated from these activities has informed the development and implementation of new programmes and initiatives for promoting positive behavioural change. The aim is to build self esteem and promote positive lifestyles through staff development and programmes that foster parental involvement. There has also been continuous monitoring and evaluation.

One of the most significant achievements of the project has been the development of a methodology to guide the Change Process. This work has created conditions that engender positive change in the participating schools. Specifically, the work on "The Critical Role of Leadership", for example, has resulted in the creation of Leadership Building and Networking Teams of Principals in these schools. These newly formed "Circle of Friends" groups have proven to be invaluable to the Principals and ultimately to the Change Process.



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The following papers emanated from the findings of the study:

- *The Story of Four Schools – Findings of the Change From Within*, University Printery, Mona Campus, Jamaica.
- *Celebrations – Presentation of 10 Good Practices in 10 Jamaican Schools*, The University of the West Indies/Ministry of Education, Youth & Culture, 2000.
- *Change from Within – A Model For Change in Jamaican Schools* to be published in upcoming edition of the journal, Caribbean Childhoods.



- “Circle of Friends” Meeting at Alhambra Inn



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### Crime, Justice, and Society in Jamaica (1750 – 1900)

**Principal Researcher:** Dr. Jonathan Dalby  
Department of History and Archaeology

The central aim of this ongoing research project is to produce an empirical and quantitative study of the causes, nature, and levels of crime in Jamaica, and the transformation of punishment over a period running from the mid-eighteenth century (period of the earliest extant judicial sources) to the early years of Crown Colony government, when national crime statistics were published for the first time.

The historical study of crime in Jamaica and the English-speaking Caribbean remains practically virgin territory. In view of the escalating rates of crime and violence of recent years, this is surprising. Yet the sources exist. Thin for the eighteenth century, more abundant for the early nineteenth century, they become increasingly complete for the later nineteenth century. These sources consist principally of registers of indictments of the assize courts, the patchy records of slave courts (before 1834) and of courts of quarter sessions (before 1856), court reports published in the newspapers, judges' notes on trials, and governors' correspondence. Selective exploitation of these sources has enabled the compilation of a database of over 25,000 offenders who came before the various courts. This database has permitted a comprehensive quantitative analysis of the patterns of crime, categories of offender, verdicts, and punishments for the period under study.

Quantification, however, has its limits. The pitfalls associated with the compilation and interpretation of criminal statistics are many and varied. The history of crime is the history of what got recorded. And just as only a proportion of what got recorded survives, so prosecuted offences represent only a proportion of those actually committed. Furthermore, prosecution figures reflect not only the real levels of crime, but also the relative efficiency of the machinery of justice and repression. In this context, it has been found necessary to trace the evolution of the Jamaican court system, of the judiciary, and of the police forces during the eighteenth and nineteenth centuries.

Trial records open up one of the few *entrées* into the world of the subaltern classes, however fleeting the glimpses of this world may be. As one historian recently remarked, "the value of criminal records for history is not so much what they uncover about a particular crime as what they reveal about otherwise invisible or opaque realms of human experience." This study of crime and justice, then, while focused primarily on deviant behaviour, also tends to bring into perspective, and helps define the normative values of the wider society and of the ruling class. It aims to throw light on the evolving relationship between masters and slaves, between rulers and ruled, in the century before, and the decades immediately after the establishment of Crown Colony government in Jamaica.



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### Achieving Full Bilingualism: A Psycholinguistic Study of Jamaican Five Year Old Students

**Principal Researcher:** Professor Hubert Devonish  
Department of Language, Linguistics and Philosophy

**Research Fellow:** Dr. Karen Carpenter

In Jamaica a large number of children who speak Jamaican Creole (JC) as their first language enter school with little competence in Standard Jamaican English (SJE). In school these children are required to operate in English in all subjects without any instruction in their native Jamaican Creole. The fact that English and Jamaican share a common vocabulary creates difficulties for the children who are unable to distinguish between the structures, lexicon and grammar of English on one hand and Jamaican Creole on the other.

The language interference between these two similar but discrete languages begins in early childhood and persists throughout the students' educational experience. As a result neither language is learned fluently. The native Jamaican speaker has a clear grasp of the oral forms of his/her first language but does not know the corresponding writing system. The student therefore learns the writing, reading and speech of English using the structures of the Jamaican Creole and is handicapped in his/her language fluency.

The *Achieving Full Bilingualism* research project entails a longitudinal study, which tracks the psycholinguistic development of a group of first grade, Jamaican students as they work towards full fluency in Jamaican and English. The main objective of the ongoing project is to determine the challenges that face Jamaican students enrolled in a bilingual education programme, in the early stages of literacy but more specifically to:

explore the growth in linguistic self-concept of Jamaican first language students in a Jamaican and English Language Arts education programme; explore the areas of cognitive and emotional dissonance for Grade One Jamaican students in their attempts to achieve full bilingualism; and inform existing models of bilingual language education policies and practice.

At the end of the four years of the Bilingual Education Project students who began the programme in grade one are expected to have achieved full bilingualism in both English and Jamaican. Further, through greater language awareness students are expected to demonstrate improved performance in other areas of the curriculum, which are language-dependent.



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### Caribbean Libraries and Information Services: An Assessment of the Factors which have Contributed to the Current Stage of Development, 1980-2005

**Principal Researcher:** Professor Fay Durrant  
Department of Library and Information Studies

**Research Fellow:** Mrs. Hyacinth Brown

This research project seeks to provide an analysis of the stages of development of the libraries and information services in the Caribbean, and also to examine the salient factors which have affected the accessibility of information. The policies and legislation related to libraries and information systems, which were developed in the early 1980s, are being studied as instruments that have provided the platform for expansion and for increased availability of information access.

The work will involve the identification and analysis of the major national and regional information initiatives that have contributed to the bridging of the information and digital divide in the Caribbean. To this end, an assessment is currently being undertaken on the effectiveness of the telecommunications policies and legislation as they relate to the achievement of universal access to the Internet in the Caribbean. Other areas that will be investigated are the advance in electronic government and the contribution to access to information on government services via public service points, including libraries and community centres.

The focus of the work, however, will be on the carrying out of the critical analysis of the major initiatives, and the factors which have contributed to the development of Caribbean libraries and information services. The major output from this project will be the production of a document on the chronology of the major advances in the information field in the region.

It is expected that this research will make a substantial input to the formulation of the information policy that is to guide the development of the information sector in the Caribbean. Specifically, information will be provided to the national information policy agencies in the region such as the Advisory Committee on the National Information System (ACNIS) of Jamaica, and to the Caribbean position on the World Summit on the Information Society. The information should also be useful to researchers in their bid to identify and characterize best practices in the areas studied.



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### The West African Sources of Jamaican Creole Grammar and Lexicon

**Principal Researcher:** Dr. Silvia Kouwenberg  
Department of Language, Linguistics & Philosophy

It has been an unquestioned assumption for at least the last forty years that Jamaican Creole owes much of its non-English derived grammar and vocabulary to the Twi (Akan) language. This view has been attributed to an early and long-lasting dominant presence of enslaved Africans in colonial Jamaica. Based on the fact that these Africans came from various ports on the Gold Coast, it is implied that Akan speakers were the primary agents in the formation of Jamaican Creole language and culture. The aim of this research project is to challenge that assumption and pursue a line of investigation which is more solidly based on more recently available documentation of the transatlantic slave trade and also on the current state of knowledge of relevant West African languages.

To date, no efforts have been made to uncover the evidence for the presumed dominant influence of Akan on Jamaican Creole grammar. The linguistic evidence for this strong influence have as the essential features, the presumed dominance of Akan-derived forms in African heritage vocabulary and the continued use of (reduced forms of) Akan in some of Jamaica's maroon traditions. As it turns out, the evidence is unconvincing. First, the African heritage forms listed in the Cassidy & LePage dictionary do not show the overwhelming preponderance of reliably Akan-derived forms which one is led to expect. Second, it appears unlikely that a particular ethno-linguistic dominance among the Jamaican Maroons impacted on the creole of the larger society as the latter appears to have undergone development that is largely independent of early Jamaican Maroon Creole.

But perhaps most importantly, with regards to the presumed early presence of Akan speakers in Jamaica, there has been an over reliance on the data available for the well-documented (late) eighteenth century slave trade, coupled with the assumption that the distribution of enslaved Africans shipped from different slaving ports would have been constant throughout the period of the English slave trade. Preliminary research using the currently available data sources on the transatlantic slave trade suggests, however, an early predominance of slave voyages to Jamaica originating in the Bights of Biafra and Benin and on the Loango coast. This indicated that there were speakers of Igbo, Lower Cross languages, Gbe, and Bantu varieties among the enslaved Africans in seventeenth century colonial Jamaica. Slaves from the Gold Coast area (Akan speakers) did not become a significant presence until the eighteenth century.

Creole language formation took place in the plantation societies of the Caribbean within decades of their founding. This suggests that the Africans present during those early years had a founding effect on these languages. This is not to say that the later presence of other ethno-linguistic groups could not have had an impact on an already established creole language, but their effect is expected to be limited to the borrowing of vocabulary particularly in culture-specific areas.



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### Philosophy in the West Indian Novel

**Principal Researcher:** Dr. Earl McKenzie  
Department of Language, Linguistics and Philosophy

Philosophy can be considered to be a reflection on the deepest questions we can ask about the world and our lives in it. By extension, literature and especially the novel is seen as one of the best methods yet devised to give a human face to philosophical ideas.

This ongoing research project seeks to achieve the following objectives:

- make a contribution to the development of Caribbean Philosophy;
- explore the under-studied area of philosophy and literature in the Caribbean;
- encourage synergy between philosophy, literature, the social sciences, and Caribbean Studies; and
- make a Caribbean contribution to the world discipline of philosophy in literature.

The novelists whose works will be studied, were selected to reflect differences in geography, chronology, ethnicity, and gender. They are George Lamming, Roger Mais, Wilson Harris, V. S. Naipaul, Orlando Patterson, Jean Rhys, Erna Brodber, Lakshmi Persaud, Earl Lovelace and Jamaica Kinkead. The study will focus on examining the influences of the ancestral philosophies of Europe, Africa and Asia. An attempt will also be made to identify distinctly Caribbean or creolized thought.

The following are some of the main findings to date, and the issues that they have raised:

- Lamming's *In the Castle of My Skin* powerfully dramatizes a central question of philosophy of education: the aims of education. By embodying the aims of colonial education in Barbados, it raises deep questions about the aims of post-colonial education in the Caribbean, which should be of central concern to educators, makers of educational policy, and social planners.
- Mais's *Black Lightning* links the ethics of suicide and the psychological evils of alienation and meaninglessness to the central philosophical question of the meaning of life. This work should also be of interest to psychologists and sociologists.
- Harris's *Palace of the Peacock* explores the fundamental philosophical question of the nature of the human self. His optimistic view is that it is a form of radiance which undergirds our historical and social experience. This work should be of interest to persons interested in Caribbean spirituality, including students of religion and anthropology.
- Naipaul's *A House for Mr Biswas* exemplifies the philosophical view that literature can be a source of knowledge and human understanding. Against a historical background of transplantation and rootlessness, it presents a powerful metaphor and symbol of the Caribbean as the home of an independent people. It is an ideal which is central to all disciplines pursued in the region, and is at the heart of Caribbean aspirations.



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- Albert Camus, the existential novelist-philosopher who influenced Patterson's *The Children of Sisyphus*, saw freedom and responsibility as the aim of all life. The research finds this novel to be a pre-existentialist protest against the ravages of unfreedom, and, by implication, an affirmation of a primary human value which has a special meaning in societies which have known and continue to know unfreedom.

It has been shown that all the novels studied so far have proved to be amenable to philosophical study. They all deal with issues which are part of the theoretical foundations of Caribbean culture. This is encouraging for future work in this area.





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### A History of Spanish Town

**Principal Researcher:** Dr. James Robertson  
Department of History & Archaeology

This completed research project sought to produce a book on the history of Spanish Town, Jamaica's former capital city. This effort benefited from assistance provided by the UWI (Mona) Research Fellowship programme and the Jamaica National Heritage Trust which was helpful in accessing material held in Jamaican collections, namely, the Jamaica Archives, the National Library of Jamaica, the Island Records Office, the University's West Indies Collection, and also material held at the African-Caribbean Institute of Jamaica, the Catholic Archdiocese Archives, the National Gallery of Jamaica, the Survey Department and the Titles Office.

Research was not only carried out in Jamaica but also at libraries in the United Kingdom and the United States. The overseas leg of the work was facilitated by research support provided by the University of London's Institute of Commonwealth Studies, the Friends of the Manderville Library (the University of California, San Diego) and the Henry E. Huntington Library in Pasadena.

In writing a book with such a long chronological span, the effort was enhanced by the access to the resources of the University Library and in particular, its West Indian Collection. However, in approaching the topic, the research also benefited from a generation of careful scholarly work by Jamaican archivists and librarians, whose catalogues and hand-lists have now made the remarkable collections in Jamaica's archives and libraries accessible to scholars.

In the development of the study on material obtained in Jamaica, the focus was on unearthing information on the local people's interests and issues, rather than allowing the all-too-persuasive royal governors' official dispatches filed in London to shape the agenda. In making sense of a town that housed successive governors from 1534 through to 1871, material was drawn from the individual governors' dispatches, which are often articulate and informed, aiming to communicate island affairs to metropolitan officials. This approach also provided opportunities to trace the local peoples' questions and concerns which offered fresh alternatives to the-view-from-the Governor's-window.

The completed manuscript benefited from a campus research award from the University of the West Indies. It was then submitted to Ian Randle Publishers and accepted for publication. It should be available by early 2005 and will carry the title "*Gone is the Ancient Glory!*" *Spanish Town, Jamaica, 1534-2000*.

Spanish Town remains a candidate for UNESCO World Heritage Site status and it is hoped this study will be of some assistance in that well-merited campaign. In addition, the publication of a history of this remarkable town by a Jamaican publisher should help to fulfil the Mona Research Fellowship programme's goal of making the research undertaken at the University of the West Indies more widely accessible in the region.



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# Gender Differentials at the Secondary and Tertiary Levels of the Educational System in the Anglophone Caribbean

**Principal Researcher:** Professor Barbara Bailey  
Centre for Gender and Development Studies

**Research Fellow:** Miss Suzanne M. Charles

This ongoing research project is the first comprehensive research programme of its magnitude ever undertaken, that attempts to provide an analysis of male/female advantage and disadvantage at the secondary and tertiary levels of education systems in the region. The study examines the five territories of Belize, Guyana, Jamaica, St. Kitts and Nevis and Trinidad and Tobago and is projected to cost some US\$200,000. It also seeks to examine socialization influences and demographic factors that could contribute to gender imbalances, with respect to certain key indicators such as enrolment, participation and achievement in the system.

Funded by the Caribbean Development Bank, with counterpart funding from the University of the West Indies and CIDA (through its Canada-Caribbean Gender Equality Fund), the *Gender Differentials* Project is designed to obtain empirical data from which conclusions can be drawn, and through which relevant policies can be subsequently developed, disseminated and used to inform practice.

The Research is guided by the following six broad themes:

- Access to educational opportunities
- Attitudes and perceptions about schooling
- Perceptions of the value of certification
- Programme offerings & gender based participation
- Student aspirations
- Certification and labour market trends

Through the contributions of a multi-disciplinary working group, the scope and sequence of the project's activities have been developed, together with the formulation of fifteen research questions that will direct the research effort.

A pilot study has been completed, and a report is in preparation, which will guide the broader study that is scheduled for completion by May 2005.



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To optimise the project's resources, the pilot study was conducted in two phases, with the Research Director and Coordinator visiting St. Kitts and Nevis, in advance of the actual study, to arrange logistics. The visit which took place during the week of April 12 - 16, 2004, focused around meetings with the Chief Education Officer and was used to facilitate the selection of secondary schools and key players and stake holders in the labour market for involvement in the research. The visit was also used to finalize accommodation and transportation arrangements. The pilot study was completed during April 25 – May 8, 2004.

	Basseterre High	Sandy Point	Charlestown	CFB College	TOTALS
Education Officers					4
Teachers	28	11	26	6	71
Guidance Officers	2	2	2	0	6
Principals	1	1	0	0	2
Parents	23	28	28		79
Student Essays	22	10	13	0	45
Students 4 <sup>th</sup> Form	52	67	69	0	188
Students 6 <sup>th</sup> Form	0	0	27	27	54



Project team members at Retreat at Villa Sonaté Cardiff Hall, Runaway Bay, Jamaica April 2004 : (L-R) Anthony Perry (BUS), Barbara Bailey, Althea Perkins, Suzanne M. Charles (CGDS), Wilma Bailey (PAS - Geography), Mark Figueroa (FSS) (Missing from photo Yasmeen Khalil - CGDS)



Students in St. Kitts during Pilot Study