

**CARIBBEAN EDUCATIONAL RESEARCH INFORMATION SERVICE (CERIS)
SCHOOL OF EDUCATION
THE UNIVERSITY OF THE WEST INDIES
ST. AUGUSTINE**

**EDUCATION AND TRAINING IN ANTIGUA AND BARBUDA
A PARTIALLY ANNOTATED BIBLIOGRAPHY**

Compiled by

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Prepared on the occasion of the Antigua and Barbuda Conference: Beyond Walls: Multi-Disciplinary Perspectives, convened by the School of Continuing Studies, UWI at Jolly Beach Resort, St. Mary's, Antigua, 13-15 November, 2003

St. Augustine
2003

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LIST OF ACRONYMS AND ABBREVIATIONS

CANA	Caribbean News Agency
CARCAE	Caribbean Regional Council for Adult Education
CARICOM	Caribbean Community
CARNEID	Caribbean Network of Educational Innovation for Development
CDCC	Caribbean Development and Cooperation Committee
CEE	Common Entrance Examination
CIDA	Canadian International Development Agency
CISC	Caribbean Integrated Science Curriculum
COL	Commonwealth of Learning
EC	Eastern Caribbean
EFA	Education for All
EPW	Education and Productive Work
FLE	Family Life Education
HFLE	Health and Family Life Education
ILO	International Labour Organization
ISER	Institute of Social and Economic Research
LDCs	Less Developed Countries
NGO	Non-Governmental Organization
OAS	Organization of American States
OECS	Organisation of Eastern Caribbean States
SDA	Seventh-day Adventist
TLIU	Tertiary Level Institutions Unit
TRC	Teachers Resource Centre
TVET	Technical and Vocational Education and Training
UNDP	United Nations Development Programme
UNECLAC	United Nations Economic Commission for Latin America and the Caribbean
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Fund for Population Activities
UNICEF CAO	United Nations Children's Fund. Caribbean Area Office
USAID	United States Agency for International Development
UWI	The University of the West Indies
UWIDITE	The University of the West Indies Distance Teaching Experiment

INTRODUCTION

This bibliography on “Education and Training in Antigua and Barbuda” has been specifically prepared for the UWI School of Continuing Studies’ Antigua and Barbuda Conference. An attempt has been made to be as comprehensive as possible, but the compiler recognizes that because of the weak bibliographical coverage of the literature of the region, important items may have been omitted. This is especially true for policy documents emanating from official sources, since many of these do not reach library and documentation centres. In this respect, I would appreciate indications of any omissions or corrections, since amendments can be made to the computerized database being developed by the Caribbean Educational Research Information Service (CERIS) at the School of Education, UWI, St. Augustine. It is hoped that this database will be available online in the near future for the benefit of all researchers, planners, policy makers, and practitioners in the field of education in the English-speaking Caribbean. A few websites available on the Internet have been included in the bibliography.

Arrangement of Entries

The entries in the bibliography are arranged alphabetically by broad subject areas, then by author and title under each subject area. Each entry has a unique item number, and it will be observed that some entries occur under more than one subject heading. In the interest of space, the abstract is only printed under the first occurrence of an entry, with a reference made to the entry containing the abstract in subsequent occurrences. There are 201 entries in this bibliography, but because of the duplication of some entries, it should be noted that these represent a total of 156 records.

In order to facilitate retrieval of entries through different approaches, the bibliography has been provided with three indexes: a Personal Name Index, an Index of Corporate Authors and Sponsors, and a Supplementary Subject index. The Contents List is the primary tool for retrieving entries by subject, but the subject index is intended as a valuable supplement to this subject arrangement. The subject terms in the Contents List are not repeated in the subject index. Instead, the index seeks to highlight subjects other than the main subjects covered by the studies, which are likely to be of interest to potential users. Numbers under each entry in the indexes refer to the unique item number assigned in the main text.

Abstracting

The items for which abstracts have not been supplied represent items that the compiler was not able to consult, either to verify the entries or to prepare an abstract. Unfortunately, there are about 42 such records in the bibliography, representing some 27% of the total entries. Therefore, it was decided to have the title reflect the fact that the bibliography is only partially annotated. Where a copy of the document was not obtained, an attempt was made to supply as much bibliographical information as possible. Certain abbreviations have been used to indicate omissions in the bibliographical information supplied:

- n.p. no pagination
- S.I. no place of publication
- s.n. no publisher name
- n.d. no date of publication

BIBLIOGRAPHIES

001

Berleant-Schiller, Riva; Lowes, Susan; Benjamin, Milton, comps.

Antigua and Barbuda. Oxford: Clio, 1995. xxxviii, 210 p. (World Bibliographical Series; v. 182)

This bibliography provides annotated entries of works dealing with the history, geography, economy, politics, culture, religion, and social organization of Antigua and Barbuda. It covers published material as well as a number of dissertations to 1995. The annotations provide basic information about the content of entries as well as evaluative and critical commentary.

002

Callender, Jean A.; Wilkinson, Audine C.

The road to independence: Antigua and Barbuda: A select bibliography. Cave Hill, Barbados: Main Library and Institute of Social and Economic Research (Eastern Caribbean), 1981. ii, 16 p.

ACADEMIC ACHIEVEMENT

003

Broomes, Desmond R.

A study of the mathematics performance of students at teachers' colleges in Antigua, Barbados, Grenada, St. Lucia and St. Vincent during 1966. Cave Hill, Barbados: Institute of Education, UWI, 1967. [n.p.].

004

Paul, Una M.

School-related and non-school factors that impact negatively on Form 1 pupil performance at the secondary level: Renovating structures, content and methods of secondary education. Bridgetown, Barbados: UNESCO/Caribbean Network of Educational Innovation for Development (CARNEID), 1997. 58 p.

This exploratory study covered five Eastern Caribbean (EC) states—Antigua and Barbuda, Dominica, Grenada, St. Lucia, and St. Vincent and the Grenadines. The population consisted of three target groups—teachers who taught Form 1, students who repeated or performed poorly at the end-of-year examinations July 1996, and their parents. A total of 276 students (194 males and 82 females) from 15 schools responded to a focused interview, which sought to determine how they felt about their low performance, and the reasons for such performance. The focus of the 131 Form 1 teachers (39 males and 92 females) who participated in the survey was on their perception of good school practices, and what they believed were causal factors of student repetition and poor performance in Form 1. About 57% of parents of the students interviewed participated, and their

interview was intended to ascertain the type of non-school factors that might impact negatively on students' performance.

The results of the study suggested that most of the problems experienced by students who had repeated Form 1 and who performed poorly were attributed to: 1) teacher incapability in the delivery of quality education, 2) non-existence of a national curriculum in the first three forms at the secondary level, 3) student difficulties in the transition from primary to secondary, and 4) the non-involvement of parents in students' school work, or their inability to give guidance and direction in follow-through school work and homework. Absenteeism and socioeconomic factors did not play a major role among the students targeted. The majority of the students who repeated Form 1 felt ashamed, stupid, embarrassed, low, sad, and dejected. They felt worse when they were labelled by some teachers. In those countries where the policy was automatic promotion, those students who scored less than 50% and who were promoted to Form 2 felt disappointed, but accepted the blame for not studying hard enough. The general perception was that parent involvement in students' school activities had a positive impact on student performance. The study found that about 90% of the parents were interested, but that only 37% were able to give guidance and facilitate follow-through school work at home. Encouragement alone or checking work was not enough.

005

Williams-Hart, Myria A.

The effects of completion of homework on the academic performance of Grade seven students in Antigua. M.Ed., The University of the West Indies, Mona, 1998. xii, 165 p.

This study sought to examine certain factors that might explain why some Grade 7 secondary school students in Antigua fail to complete homework assignments, and possible effects on their performance. The variables examined were completion of homework, students' perception of parental support, location (rural-urban), teachers' homework practices, and students' attitude to homework. Data were collected from a sample of 205 Grade 7 students (122 males and 83 females) and 72 Grade 7 teachers from five public secondary schools in Antigua, using questionnaires and interviews. In addition, a document analysis of homework samples was done.

It was found that: 1) there was no significant difference in the average test scores between Grade 7 students who completed homework and those who did not; 2) there was no significant difference in the average test scores of Grade 7 students and their perception of parental support; 3) there was a significant relationship between teachers' homework practices and students' homework completion; 4) there was a significant difference between average test scores and students' attitude to homework; 5) there was no significant difference between location and students' homework completion rate; 6) the majority of teachers used punitive measures rather than positive reinforcement to encourage completion of homework; 7) homework was assigned for practice and preparation purposes, and the main types were textbook-based questions and short essays; 8) all of the teachers felt that homework was an important instructional tool and should be continued in schools; and 9) with one exception, all teachers assigned, collected, and marked homework at least once per week.

ADULT EDUCATION

006

Bird, Edris L.

Adult education and the advancement of women in the West Indies. *Convergence*, vol. 8, no. 1, 1975, pp. 57-67.

This article described the negative effects of the slave and colonial past on the evolution of adult education, and focused on the new trends in the education of women.

007

Bird, Edris L.

The experience of adult education in the mini-states of the Caribbean. *Bulletin of Eastern Caribbean Affairs*, vol. 7, no. 4, Sep-Oct. 1981, pp. 14-18.

This article examined the problems and challenges of providing and administering adult education programmes in the Lesser Developed Countries (LDCs) of the EC. Financial constraints and curricula content of adult education programmes are discussed, and it concludes with the suggestion that expansion of adult education might assist in the development of poor communities.

008

Bird, Edris L.

University adult education and development: A case study of three East Caribbean islands - Antigua, St. Kitts and Montserrat. Ed.D., University of Toronto, 1980. xiii, 279 p.

The central focus of this study was the nature of university education in three EC islands, and the extent to which it had contributed to their socioeconomic development. The study was based on an examination of primary and secondary historical sources and on interviews with leaders in the social, political, and economic fields in the three countries. Against the background of the political, social, and economic development of the islands, it looked at the origin and development of formal education and some early attempts at adult education on the part of voluntary groups. University adult education was examined against the backdrop of these early pioneering efforts. It was shown that the early policy framers felt that the establishment of a Department of Extra-Mural Studies of The University of the West Indies (UWI) would contribute to "nation building" and "development" in the territories.

The main findings showed that university adult education did have some influence on the development of the territories, although its impact has fallen short of the expectations of the early policy makers. Whereas persons in the social fields, for example, teachers, social workers, and civil servants, had benefited considerably from the courses offered by the local Extra-Mural departments, these had less impact on persons in the political and senior business management fields. University adult education had not been integrated into the national education plans and was still considered marginal, not only among national policy makers, but even within UWI itself. In consequence, it had been under-financed. These facts had decreased its effectiveness, for example, programmes among groups who needed them most, the rural poor, had to be curtailed or abandoned at times.

009

Bird, Edris L., ed.

Knowledge-building for the women of Antigua & Barbuda: Report of a seminar sponsored by the Coordinating Council of Women (Antigua and Barbuda) on 27th February 1982 at the Department of Extra-Mural Studies. [St. John's], Antigua: Coordinating Council of Women, 1982. 36 p.

010

Bird, Edris L., ed.

The University of the West Indies, School of Continuing Studies, Antigua and Barbuda: 40th anniversary. St. John's, Antigua: UWI School of Continuing Studies, 1989. 33 p.

This magazine was intended as a tribute to UWI and the Department of Extra-Mural Studies in Antigua and Barbuda, and sought to provide the opportunity for reflection, research, and documentation on the work of UWI and its contribution to regional and international development.

011

Bird, Edris L.; Kazarian, A.; Wolfe, David, comps.

Adult education in Antigua and Barbuda: A directory of opportunities and resources (4th ed.). St. John's, Antigua: UWI School of Continuing Studies, 1996. 38 p. (1st ed. compiled by David Wolfe, 1983; 2nd ed., 1985, 3rd ed., 1990)

This directory is intended as: 1) an inventory of the available adult education resources in Antigua and Barbuda, 2) a guide for adults interested in furthering their education, and 3) a convenient point from which to assess the strengths and weaknesses of available adult education resources in the country. It attempts to include all organizations offering either learning opportunities for adults or services related to adult education in Antigua and Barbuda. These learning opportunities may be either formal or informal, academic or non-academic.

012

Brown, John

The meaning of 'Extra-Mural' in the Leeward Islands. In John Brown, *Leeward Islands: Writings, past and present about the Leeward Islands* (pp. 5-11). [Basseterre, St. Kitts?]: Department of Extra-Mural Studies, UWI. & Advocate Co. Ltd, 1961.

This article examines the concept of "extra-mural" work in the Leeward Islands, which was seen as radically different from that in Jamaica or Trinidad.

013

Liburd, James S.

The historical development of adult technical education in selected Leeward Islands from 1834-1976. Ed.D., University of Cincinnati, 1979. 237 p.

This study examined the historical development of adult technical education programmes in selected Leeward Islands—St. Kitts, Nevis, Anguilla, Antigua, and Montserrat—from 1834-1976,

in order to determine what have been the major functions and roles of institutions undertaking these programmes. Data were collected from historical records and personal interviews with educational planners such as Ministers of Education, school inspectors, principals, and politicians. It was determined that a combination of factors such as emancipation, post-war politics, regional integration, and the cooperative effort of many Caribbean countries, as well as a strong emphasis on small industries, especially tourism, have demanded that local governments implement educational programmes that serve the development needs of the total community. The traditional system of primary and secondary education in the region has caused much unemployment, a stagnation of the economy, and a waste of much talent. The period of 1970-1976 marked significant progress in both the establishment of adult centres and technical colleges in the region. However, the study revealed that such programmes were still too narrow in their scope to reach the adult over 20 years of age.

AGRICULTURAL EDUCATION

014

Meaders, O. Donald

Developing and strengthening of agricultural education in Antigua. A report. East Lansing, MI: Michigan State University. Department of Agricultural and Extension Education, 1985. 28 p.

(A study conducted during November 1984 at the request of the Caribbean Agricultural Extension Project in cooperation with the Ministry of Agriculture and the Ministry of Education)

This study examined present agricultural education programmes in Antigua and made recommendations for needed improvements. Data for the evaluation were obtained from numerous documents and publications, field trips, and discussions with key officials in various ministries and institutions, including the Ministry of Agriculture, Ministry of Education, Antigua State College, and secondary schools in the country. Although it was clear that the agricultural education programme in Antigua was in urgent need of improvement, the general goals of self-reliance and proper use of land and other natural resources were not sufficient to plan a direction for the country's agricultural education programme. Clear, specific national goals for both the short- and long-term improvement of instruction in the primary and secondary schools and teacher preparation needed to be formulated. Moreover, the importance of both education and agriculture to the development of Antigua needed to be reflected in the budgets of the two ministries responsible for each of these. Appendices to this report included a listing of documents reviewed by the researcher, data on staffing and training needs in Antigua, and selected information concerning educational institutions and enrolment in them.

ASSESSMENT AND EXAMINATIONS

015

Broomes, Desmond R.

Statistical analyses of final year mathematics examination (1971) in six teachers' colleges of the Eastern Caribbean. Cave Hill, Barbados: Institute of Education, UWI, 1972. [n.p.].

Performance of candidates on Mathematics—Part 1 of the Final Year Mathematics Examination (1971) held in teachers' colleges in Antigua, Barbados, Grenada, St. Kitts, St. Lucia, and St. Vincent—were presented and statistically analyzed. Detailed analyses of performance on each item of the test showing the number of candidates (male and female) in each college who got the item correct or wrong, or who omitted it, were also presented. Some uses for the taxonomy of mathematical objectives and item analysis were suggested.

BASIC EDUCATION

016

Antigua and Barbuda. Ministry of Education, Culture and Youth Affairs

Improving basic education (Antigua and Barbuda). In Conference of Commonwealth Education Ministers (11th), *Agenda item 2: Improving the quality of basic education. v. 6: Country papers* (pp. ANT 1-12). London: Commonwealth Secretariat, 1991. (11 CCEM/2/CP 6)

Conference of Commonwealth Education Ministers, 11th, Bridgetown, Barbados, 29 Oct. - 2 Nov. 1990. Sponsored by: Commonwealth Secretariat.

This paper outlines the government's plan to improve basic education over time, in keeping with its educational philosophy.

CHILD DEVELOPMENT

017

Heath, Kenneth

Children and youth in the Eastern Caribbean: Based on the 1990/1991 regional population and housing census data. Bridgetown, Barbados: UNICEF CAO, 1997. [vi], 32 p. (A CARICOM/UNICEF Project)

This report aimed to take a closer look at the socioeconomic conditions of children and youth in seven Eastern Caribbean states—Antigua and Barbuda, Barbados, Dominica, Grenada, St. Kitts-Nevis, St. Lucia, and St. Vincent and the Grenadines. It is based on data collected during the 1990/91 censuses conducted by these countries. The report comprises two parts: Part 1 analyzes the socioeconomic conditions of the heads of households where children were present, and the likely impact of these conditions on those children; and Part 2 deals with the youth and looks at the various characteristics of youth and the problems they face.

018

Peters Roberts, Winifred

Antigua: The Ministry of Education's Child Development Project. *ECCE Cariblink*, vol. 1, no. 2, Sep. 1993, p. 18.

This article provides a brief history and description of the Child Development Project administered by the Government of Antigua, with the assistance of UNICEF.

019

UNICEF Caribbean Area Office

Consolidating social achievements & meeting the challenges of the 21st century: Child survival, development & protection in Antigua & Barbuda. Bridgetown, Barbados: UNICEF CAO, [199?]. xxii, 177 p. (1991-1996 Situation Analysis of Children and their Families)

This assessment analyzes the situation of children and their families in Antigua and Barbuda over a five-year period, under the following headings: 1) Children and their socioeconomic environment, 2) Child survival, 3) Child development and participation, and 4) Child protection. In the case of child development, the school dropout rate and the student-teacher ratio are low. The policy of training new recruits after they spend two years in the profession is helping to alleviate the problem of untrained teachers in the classroom. Secondary education, however, is characterized by the gender disparity that exists in many other countries, that is, by females significantly outperforming males. In the case of preschooling, 60% of children aged 3-5 years are enrolled in early childhood education programmes, but the universality of the quality of that schooling through appropriate training for teachers has to be addressed.

020

UNICEF Caribbean Area Office

The state of Eastern Caribbean children 1998: Child survival, protection and development in seven Caribbean countries: Antigua and Barbuda, Dominica, Grenada, St. Kitts-Nevis, St. Vincent and the Grenadines, St. Lucia, and Trinidad and Tobago. Bridgetown, Barbados: UNICEF CAO, [199?]. xxxii, 138 p. (Situation Analysis of Children and their Families)

This sub-regional report analyzes the situation of children and their families in seven Caribbean countries, under the following headings: 1) Children and their socio-economic environment, 2) Child survival, 3) Child development and participation, and 4) Child protection. In education, trends in the Common Entrance examination (CEE) show that in many countries over half of the children sitting the examination fail to gain access to good secondary education, due to the limited spaces available at secondary schools. Many of the children disappear from the school registers after the first year post-CEE. The low educational performance, particularly in reading skills, is eventually reflected in the lowering of functional literacy and socialization skills of the younger members of the population of the EC. Juvenile crime and drug abuse profiles indicate that children who have been failed by the education system appear to have limited life skills, conflict resolution skills, and coping skills, and they do not have the entrepreneurial skills necessary to provide for their needs.

CURRICULUM DEVELOPMENT

021

Antigua and Barbuda. Ministry of Education

Curriculum for the primary schools in Antigua and Barbuda. St. John's, Antigua: The Ministry, 1975. [n.p.].

022

Edwards, Jean Genevieve

An analysis for reconceptualizing the junior secondary school program in Antigua and Barbuda: Family Management. M.A., Mount Saint Vincent University, 1991. xi, 192 p.

Concerns were expressed about students' failure to perform satisfactorily at problem solving and critical thinking in the Family Management programme. This study sought to demonstrate the need for reconceptualization. A situational analysis was used to investigate the state of the Family Management programme in the junior secondary school in Antigua and Barbuda. The results revealed that there were discrepancies in the programme, which was technically oriented. Teachers' beliefs about curriculum content and processes were comparable with existing beliefs in critical thinking and problem solving, but there were contradictions between teachers' beliefs and practices.

023

Energy and environment as related to chemistry teaching: Proceedings. Berkeley, CA: California University, Berkeley. Board of Regents, 1990. 249 p.

UNESCO International Workshop/Symposium, Berkeley, USA, 1-8 Dec., 1989. Sponsored by: Energy Information Administration; International Union of Pure and Applied Chemistry; UNESCO. Division of Science, Technical and Environmental Education.

This volume contains the proceedings of a workshop on teaching chemistry through energy and the environment, which included plenary lectures, country and commission reports, introductions to new programmes and materials, and an experimental approach to curriculum development across national boundaries via the production of an instruction unit. The workshop participants included 34 nations, including Antigua and Barbuda and Jamaica, 4 ICSU teaching commissions, the American Chemical Society, and the World Bank. The participants were asked to develop an instructional unit in the context of an international meeting, entitled "Burning Fuels: How Can Chemistry Help Us Minimize Waste in Materials and Energy?", which is included in the document. It also contains a synopsis of plenary lectures, and abstracts and reports from each country.

024

Evanson, Helena Veronica

Aims and objectives for a career education curriculum for the junior secondary schools of Antigua. Ed.D., Teachers College, Columbia University, 1975. 168 p.

025

Maynard, N. J.

Antigua Language Arts Development Project. In The University of the West Indies. Institute of Education, *Report of Conference on Teacher Education in the Eastern Caribbean held at St. Lucia, April 14-17, 1969* (pp. 69-74). Mona, Jamaica: Institute of Education, UWI, 1969.

This paper describes the evolution and development of the Language Arts Development Project in Antigua, and provides an evaluation of the project. A copy of the evaluation form is included.

026

Shadrach, Coralita

An analysis for reconceptualizing the junior secondary school program in Antigua and Barbuda: Clothing and textiles. M.A. (Ed.), Mount Saint Vincent University, 1990. viii, 183 p.

CURRICULUM EVALUATION

027

Alexander, Alfred Montgomery

An evaluation of the industrial arts program in the government schools of Antigua and Barbuda. M.Ed., University of Alberta, 1981. xv, 208 p.

028

Hill, E.

CXC Integrated Science - To integrate or not to integrate? M.Ed, University of Reading, 1982. [n.p.].

This study examined the advantages and disadvantages of the Caribbean Integrated Science Curriculum (CISC) with special reference to student and teacher attitudes to science education and student performance in science in Antigua and Barbuda. Non-integration was preferred because: 1) many of the new teaching methods of integrated science could be incorporated into the traditional science course, 2) there was insufficient evidence of three-subject integration in CISC to necessitate the development of a new course, 3) the high conceptual demand of CISC meant that it would cater for only about the top 20% of the student population, and 4) few competent teachers existed. It recommended that: (a) the chemistry, biology, and physics syllabuses should be completely revised, (b) compulsory science education for the first three years in all schools should take the form of an integrated science course, and (c) every effort be made to explore the most effective methods of school-based assessment in the separate sciences.

029

Hurst, Natalie Aurora

The role of home economics in the school curriculum of Antigua: A report presented to the Faculty of Education of the University of Western Ontario. London, Ontario: University of Western Ontario, 1976. vii, 150 p.

030

McGarrell, Shirley Ann

Differential perceptions of English teachers about the teaching of literature in Seventh-day Adventist secondary schools in selected regions of the Caribbean. Ph.D., Andrews University, 2000. 221 p.

Literature, as a subject in the English curriculum, is not taught in all Seventh-day Adventist (SDA) secondary schools in the Caribbean. This study attempted to investigate and document the reasons why this subject is not taught as part of the English curriculum in some schools and yet is taught in other schools. Questionnaires were sent to every teacher in the SDA secondary schools in Antigua

and Barbuda, Barbados, Dominica, Grenada, St. Croix, St. Lucia, St. Thomas, St. Vincent and the Grenadines, and Trinidad and Tobago. Completion of the questionnaire was followed up by telephone and face-to-face interviews and three case studies. The findings revealed that of the 34 teachers who taught English in all schools, 15 teachers did not teach literature. However, all perceived literature as being important to the English curriculum. Reservations persisted on the use of fiction, but these were primarily based on faulty moral, spiritual, and philosophical standards expressed in works, and not on the basis that fiction is false and not true to fact. On the whole, the teachers believed that literature is beneficial to students and should be taught in schools, although several factors militate against this. They perceived literature as an effective vehicle for communicating values as well as a catalyst for fostering critical and analytical thinking and writing.

DISTANCE EDUCATION

031

Mitchell, Betty; Murugan, Krishnapillai

The use of public broadcasting in the Caribbean for open/distance learning: Feasibility study report. Vancouver, Canada: COL, 2000. 118 p.

(Available: <http://www.col.org/Consultancies/oocaribfeas.htm>)

This study sought to determine the feasibility of using broadcast media for open/distance education and training to promote socioeconomic development in the Caribbean region. It involved Antigua and Barbuda, the Bahamas, Barbados, Belize, Grenada, Guyana, Jamaica, Trinidad and Tobago, and St. Lucia. Data were gathered from 54 interviews with post-secondary institutions, broadcasters, government ministries, and regional development agencies across the region; a document/literature review, and an analysis of distance learning enrolment statistics. The findings show that a few institutions in the region offer courses by distance education. The largest provider is UWI, which has more than tripled its enrolment in distance education courses in the past 10 years. The study revealed a consensus across the region for the need to expand distance education, and identified both radio and television as possible components of this expansion. There was little consensus regarding the type of content that should be offered by educational broadcasting. A wide range of programming was recommended, including both formal educational courses and programmes of interest to the general public. The study identified three educational broadcasting models for consideration. Each model focuses on educational television supported by radio programming and Internet services, but each differs in the extent to which these components are implemented. The differentiating factors are the capacity requirements, complexity, and cost of the three models.

032

Osoba, Ermina

Distance education in Antigua - Past and present challenges. In *Proceedings of the University of the West Indies Small States Conference 2000* (pp. 48-57). [S.l.]: UWI; COL, 2001.

Distance Education in Small States, Ocho Rios, Jamaica, 27-28 Jul., 2000. Sponsored by: The University of the West Indies Distance Education Centre; Commonwealth of Learning.

(Available in PDF at: <http://www.col.org/resources/publications/SmallStates00/>)

This paper briefly traces the early beginnings of distance education in Antigua, concentrating mainly on the period from the 1977/78 academic year when UWI's "Challenge Scheme" was first introduced in Antigua, to the 1999/2000 academic year. The challenges of delivering and administering distance education during this 22-year period are examined in three phases: Phase 1 describes and analyzes the Challenge Scheme, whereby students in non-campus countries could "challenge" the university's examination system by preparing for and sitting its examinations without the benefit of face-to-face lectures and tutorials. Phase 2 addresses the positive outcomes as well as the problems of the delivery of distance education via the teleconferencing mode of the University of the West Indies Distance Teaching Experiment (UWIDITE). In the current phase, Phase 3, teleconferencing has been greatly reduced and students are being encouraged to take a greater responsibility for their own learning, using instructional materials and packages that allow them to study and learn more on their own.

Throughout the paper, an attempt is made to discuss a number of pertinent issues, such as gender imbalance in the distribution of distance learners in UWI programmes sourced in Antigua. The concept of "the culture of learning" in the Caribbean is discussed as a problem that makes it difficult for most Caribbean students to become independent learners. It is concluded that UWI has to be more innovative and proactive in meeting the needs of its constituents for more and varied distance education programmes.

033

Roberts, Judy

Development of a distance education network in the OECS: Feasibility study. Filling a gap in a way that makes sense. Vancouver, Canada: COL, 1992. 41 p. (Report of a consultancy to the Commonwealth of Learning)

A study was conducted to determine the feasibility of a distance education network in the EC. Two type of consultations were completed: a brief site survey of four EC states (Grenada, Dominica, Antigua, and St. Lucia), and a workshop in St. Lucia to which education officials from government agencies and higher education institutions were invited. Through these sessions, information was gathered on the experience and resources of colleges of further education in distance education; the distance education technologies used by the colleges and their associated costs; the educational needs that such a network might address, and the financial opportunities and constraints for such a project. It was found that there was strong interest in distance education among tertiary institutions in the EC. Television stations existed as a means of providing distance education, but educational needs and the availability of other resources had not yet been established. Technical issues emerged with regard to the operation of a television network, and further research was needed to take advantage of opportunities. Finally, the study found that information sharing needs were acute at several levels, and that action, not more studies, was wanted. It was recommended that action steps be taken to implement the recommendations made in the workshop, and that surveys be made of needs, materials, technical feasibility, and an information clearinghouse.

EARLY CHILDHOOD CARE AND EDUCATION

034

Canning, Patricia; Bird, Edris L.

Early childhood education in Antigua and Barbuda. In Gary A. Woodill, Judith Bernhard, & Lawrence Prochner (eds.), *The international handbook on early childhood education* (pp. 31-38). New York: Garland Publishing, 1992.

This article reviews advances in early childhood education in Antigua and Barbuda, including developments in teacher training programmes.

ECONOMICS OF EDUCATION

035

Newton, Isaac James

Tourism and education reform: A case study of Antigua. Ed.D., Teachers College, Columbia University, 1999. 217 p.

This study explored how the macro-level changes involved in educational reform, and the driving force of tourism behind it, affected the lives of hotel workers, the so-called beneficiaries of educational reform in Antigua. Data were collected through participatory observation of hotel workers' working conditions, interviews, informal discussions with hotel workers, a survey, and a document analysis. The findings suggest that hotel workers' lives were affected by the presence of tourism and education reform at the individual, local, and national levels, often with both negative and positive effects. Race, gender, class, and age structural determinants were present in the ways the subjects perceived their working environment. Hotel workers' lives were affected most acutely through the social, political, cultural, ecological, educational, and economic domains that permeated their experiences. Their location in the tourist industry influenced the degree to which they perceived themselves as agents of change capable of making a productive difference.

EDUCATION AND DEVELOPMENT

036

Ambrose, Calvin I.

Sustainable development through education with reference to sustainable tourism in Antigua and Barbuda. M.A. (Ed.), University of Huddersfield, 2001. [n.p.].

037

Bird, Edris L.

University adult education and development: A case study of three East Caribbean islands - Antigua, St. Kitts and Montserrat. Ed.D., University of Toronto, 1980. xiii, 279 p.

[See Record **08** for abstract]

038

Grant, Rudolph W.

Political learning and awareness among student teachers: A Caribbean case study. *European Review of Latin American and Caribbean Studies*, No. 51, 1991, pp. 67-89.

This survey investigated what Caribbean student teachers knew and how they felt about regional integration. The paper is divided into three sections. The first places the study in the context of comparative theoretical and empirical research; the second reports on the findings of the study itself; and the third presents a discussion of the findings, including comparative perspectives. The sample consisted of 776 student teachers, mainly between 19 and 25 years old, drawn from nine Caribbean countries—Antigua, Barbados, Guyana, Jamaica, St. Kitts-Nevis, St. Lucia, St. Vincent and the Grenadines, and Trinidad and Tobago. The findings revealed that student teachers supported the "idea" of CARICOM and the "principle" of regional integration more than they recognized CARICOM's actual achievements, or welcomed measures designed to achieve the goals they favoured. The sample expressed strong support for the view that more attention should be paid to the "people aspects" of integration. There was no systematic relationship between knowledge of and attitudes towards CARICOM. Males seemed to have a slightly greater level of knowledge and a more critical outlook than females. Student teachers under the age of 21 seemed less aware of CARICOM than those in the 21-25 age group, and both these groups were not as aware as the over 25 age group.

039

Howell, Calvin A.

Education for endogenous development in the 1980s and beyond: A challenge for emerging Caribbean nations: A comparative analysis of education systems in Antigua/Barbuda, Montserrat and St. Kitts/Nevis. M.A., Concordia University, 1984. xi, 257, [6] p.

EDUCATION AND EMPLOYMENT

040

Fergus, M.

A review of the labour market and education in Antigua and Barbuda. Bridgetown, Barbados: British Development Division in the Caribbean, 1990. [n.p.].

EDUCATIONAL ADMINISTRATION

041

CARNEID

Profiles of the organisation and administration: Educational system in Antigua & Barbuda, Barbados, Belize, Cuba, Dominica, Grenada, Guyana, Jamaica, Suriname, St. Vincent & the Grenadines. Bridgetown, Barbados: Carneid Coordinating Centre, 1981. 72 p.

042

Merchant, Lestroy A.

The way out of the crisis facing primary and secondary schools in Antigua/Barbuda. Dip. Ed., University of Malta. Foundation for International Studies, 1995. [n.p.].

043

Swift, John J. O. L.

Improving the quality of technical and vocational education and training at the Antigua State College, the role of the head of department. M.Ed., University of Huddersfield, 2000. [n.p.].

044

Swift, John J. O. L.

Using staff appraisal as a method for conducting effective staff development. B.Ed., University of Huddersfield, 1999. [n.p.].

EDUCATIONAL DEVELOPMENT

045

Bird, Edris L.

The development of education in Antigua and Barbuda. *Bulletin of Eastern Caribbean Affairs*, vol. 7, no. 5, 1981, pp. 25-29.

This article traces the history of formal education in Antigua and Barbuda from its early development by missionaries during the 19th century to the 1970s. Specific mention is made of the 1940s, the period in which the government deliberately set out to improve the social condition of citizens through the use of education. It concludes with a call for proper central planning to improve the overall direction of education in the country.

046

Burke, Mavis E.

An analysis of Canadian educational assistance to the Commonwealth Caribbean Leeward and Windward Islands 1960-1970. Ph.D., University of Ottawa, 1975. xxv, 368 p.

047

Fergus, Howard A.

Educational development in some Eastern Caribbean countries: Perspective on current needs. In Dennis R. Craig (ed.), *Education in the West Indies: Developments and perspectives, 1948-1988* (pp. 20-33). Mona, Jamaica: Institute of Social and Economic Research, UWI, 1996.

This paper, which deals mostly with the countries of the Organisation of Eastern Caribbean States (OECS)—Anguilla, Antigua and Barbuda, Dominica, Grenada, Montserrat, St. Kitts-Nevis, St. Lucia, and St. Vincent and the Grenadines—is organized in three sections. The first section examines some of the regional literature that demonstrates concern for educational change that has relevance for social transformation. The second section critically presents some of the innovations

intended to give expression to the ideological pronouncements cited in the first section. In the third section, certain educational needs in the OECS are identified.

048

Lee, T. A. J.

Educational development programme for Antigua during the academic year 1972-1973. In R. M. Nicholson (ed.), *Report of Conference on Teacher Education in the Eastern Caribbean held at Dominica, April 10-14, 1972* (pp. 227-228). Mona, Jamaica: Institute of Education, UWI, 1972.

This paper provides information on plans for educational development in Antigua in 1972/73 in the areas of primary and secondary education.

049

Peters, Bevis Franklin

The emergence of community, state and national colleges in the OECS member countries: An institutional analysis. Cave Hill, Barbados: ISER (EC), 1993. 96 p. (ISER EC Monograph Series; No. 2)

This paper describes and analyzes developments in national tertiary education institutions in the seven countries of the OECS: Antigua and Barbuda, Dominica, Grenada, Montserrat, St. Kitts-Nevis, St. Lucia, and St. Vincent and the Grenadines. It employs a framework of institutional analysis to probe the rationale, structures, functions, and resources of these nascent institutions. The paper identifies a critical challenge involving the adaptation of traditional community college models to suit the indigenous characteristics and needs of these small, island societies. It is concluded that with the adoption of an institution-building framework and process, the new colleges will be able to undertake systematic planning and build on the gains so far achieved.

050

Taylor, W. L.; Carelli, M. Dino; Worku, T.; Johnstone, Leslie G.

The State of Antigua and Barbuda: Education sector survey; Analysis of the existing system and recommendations for its development. Paris: UNESCO, 1982. xii, 60, [26] p.

EDUCATIONAL INFRASTRUCTURE

051

Brown, Gerald R.; Halliday, Joseph Jacob

Feasibility study on the development of Teachers Resource Centres: Consultants Report. Organization of Eastern Caribbean States Education Reform Strategy Project 5. Manitoba, Canada: [s.n.], 1995. 145 p.

This report is based on the OECS' Educational Reform Strategy Project No. 5, which found that a Teachers Resource Centre (TRC) could be a vehicle to provide essential equipment and materials to schools organized in clusters, and serve as meeting places for officials, principals, and teachers. Data were collected from interviews held with about 80 educators at various levels, from classroom

to senior administration, as well as from site visits and document analysis. To develop the educational framework, four basic service areas were identified for a TRC: professional development, instructional and curriculum development, teachers' resources, and technical support services. Based on the data analysis, the following are provided: suggested strategies for organizing TRCs, ways that the vision could be translated into action, and implications for each of the following territories: Antigua and Barbuda, British Virgin Islands, Dominica, Grenada, Montserrat, St. Kitts-Nevis, St. Lucia, and St. Vincent and the Grenadines. The 14 recommendations presented were designed to assist decision makers in moving to the next stage according to their local educational needs and priorities, funding availability, access to facilities, and trained staffing.

052

Canadian International Development Agency

Educational requirements in Antigua. Ottawa, Canada: CIDA, 1972. [n.p.].

053

Emmanuel, Patrick A. M.

Problems of research and data collection in small islands without a social science faculty. *International Social Science Journal*, vol. 32, no. 3, 1980, pp. 560-563.

This article addresses the problems of research and data collection in Dominica, Antigua, Montserrat, St. Kitts-Nevis, Grenada, St. Lucia, and St. Vincent and the Grenadines, all of which participate in UWI, but do not have campuses located within their boundaries. The history of colonial research, academic research, and post-independence research is reviewed. It is noted that many governments in these states are disinclined to support research that might produce data that is embarrassing to them, and it is costly and inconvenient for researchers at the UWI campuses to conduct research in them.

054

Organization of American States; United States Agency for International Development

National plan to reduce the vulnerability of school buildings to natural disasters: Antigua and Barbuda. Washington, DC: OAS, 1998. 33 p.

This document outlines the existing conditions of school buildings and their vulnerability to natural hazards on the islands of Antigua and Barbuda, and makes recommendations on how to better protect them from these hazards. Profiles of the schools are presented and the roles and responsibilities of the various organizations concerning construction, reconstruction, retrofitting, and damage repair are highlighted. It also includes an assessment of the types and prevalence of specific natural hazards that can affect the islands and the vulnerability of each school to these hazards. The existing policies pertaining to school buildings and shelters are addressed, along with traditional building practice, site selection and specifications, design criteria, maintenance, and community involvement. Final comments explore: 1) the processes in school infrastructure including design, construction, retrofitting, and repair; 2) the organizations responsible for various projects such as retrofitting, design, site selection, and financing; and 3) existing country plans and strategies in disaster planning. Included is a list of recommendations to make school building less vulnerable to natural hazards. Appendices contain the mandates related to vulnerability reduction in the education sector and the survey forms used in the building assessment pilot study.

EDUCATIONAL ORGANIZATION

055

Austin, Marcus M. Josiah

Public education in Antigua and Barbuda: A model for developing an effective education system. B.A., Skidmore College, 1990. 69 p.

This study examined the historical development of public education in Antigua and Barbuda, as well as the strengths and weaknesses of the system. It proposes a model for effective public education into the new millennium and beyond.

056

CARNEID

Profiles of the organisation and administration: Educational system in Antigua & Barbuda, Barbados, Belize, Cuba, Dominica, Grenada, Guyana, Jamaica, Suriname, St. Vincent & the Grenadines. Bridgetown, Barbados: Carneid Coordinating Centre, 1981. 72 p.

057

Education. In Barry Chevannes, *The status of children and women in Antigua and Barbuda: A situation analysis; draft* (pp. 24-27). Bridgetown, Barbados: UNICEF CAO, 1990.

This section of the report describes the education system in Antigua and Barbuda, with particular reference to preschool education, dropouts, gender differences, and educational quality.

058

Francis, Holister Manswel

An approach to the organization of post secondary education in Antigua. Ed.D., Harvard University, 1975. viii, 174 p.

This study sought to analyze the existing educational system in Antigua, and to develop a plan that would make provision for continuing educational opportunity for Antiguan youths. It involved: (a) assessing the need and demand for post-secondary education in Antigua, (b) ascertaining the kind of post-secondary education best suited to Antigua's needs, (c) estimating and identifying the human resources necessary to staff an initial programme that would be both educationally and economically viable, and (d) involving individuals who would be responsible for implementing the programme in the analysis and design. The analysis showed that there was a social, economic, and political demand for post-secondary education in Antigua, and that the country possessed the available site and facilities, qualified post-secondary graduates, sufficient potential teaching personnel, and the financial resources to establish its own post-secondary institution. It was therefore recommended that a community college be established, by administratively merging the Technical and Teacher Training Colleges, and utilizing their existing physical plants, with the following departments; 1) Teacher Training, 2) Technical Training, 3) Business Education, 4) Hotel Management, 5) Agricultural Sciences, and 6) Arts and Science. A description of the Technical Planning Document is provided together with the political strategy for involving the appropriate people and groups in its preparation and implementation.

059

Howell, Calvin A.

Education for endogenous development in the 1980s and beyond: A challenge for emerging Caribbean nations: A comparative analysis of education systems in Antigua/Barbuda, Montserrat and St. Kitts/Nevis. M.A., Concordia University, 1984. xi, 257, [6] p.

060

Taylor, W. L.; Carelli, M. Dino; Worku, T.; Johnstone, Leslie G.

The State of Antigua and Barbuda: Education sector survey; Analysis of the existing system and recommendations for its development. Paris: UNESCO, 1982. xii, 60, [26] p.

061

United Nations Development Programme

Educational planning adviser and statistics: Antigua - (Mission). Project findings and recommendations. New York: UNDP, 1976. [29 p. in various pagings].

This mission report discussed the need for comprehensive and reliable educational statistics in Antigua in order to improve the country's educational planning. It covered all levels of the educational system, including vocational training and teacher education, and referred briefly to such aspects of planning as curriculum planning, educational administration, and maintenance of school building and equipment.

EDUCATIONAL PLANNING

062

Merchant, Lestroy A.

The way out of the crisis facing primary and secondary schools in Antigua/Barbuda. Dip. Ed., University of Malta. Foundation for International Studies, 1995. [n.p.].

063

Mourillon, Verieux

Technical &

vocational education and training: Planning workshop for Antigua and Barbuda. [S.l.: s.n.], 1992. iii, 38, 20 p.

This is the report of the national planning workshop organized by Antigua and Barbuda to plan for the country's technical and vocational education and training (TVET) system. The workshop, which involved all the major stakeholders in TVET, produced planning matrices for TVET in five major areas: policy development and planning, management, curricula, staffing, and facilities.

064

Organization of American States; United States Agency for International Development

National plan to reduce the vulnerability of school buildings to natural disasters: Antigua and Barbuda. Washington, DC: OAS, 1998. 33 p.

[See Record **054** for abstract]

065

United Nations Development Programme

Educational planning adviser and statistics: Antigua - (Mission). Project findings and recommendations. New York: UNDP, 1976. [29 p. in various pagings].

[See Record **061** for abstract]

EDUCATIONAL POLICIES

066

Antigua and Barbuda. Ministry of Education, Culture, Youth Affairs and Sports

Policy statement on Antigua and Barbuda's formal education system. St. John's, Antigua: The Ministry, 1988. [n.p.].

067

Osoba, Ermina; Sheppard, Evelyn

Women and policy making in education in Antigua and Barbuda. [n.p.].

Paper prepared for the Symposium on the Role of Women in Policy Making in Education in the Commonwealth Caribbean, Bridgetown, Barbados, 1992. Sponsored by: UNESCO/CARNEID/UWI.

EDUCATIONAL PROJECTS

068

Maynard, N. J.

Antigua Language Arts Development Project. In The University of the West Indies. Institute of Education, *Report of Conference on Teacher Education in the Eastern Caribbean held at St. Lucia, April 14-17, 1969* (pp. 69-74). Mona, Jamaica: Institute of Education, UWI, 1969.

[See Record **025** for abstract]

069

Shorey, Leonard L.

The primary education project. *Bulletin of Eastern Caribbean Affairs*, vol. 7, no. 3, Jul-Aug. 1981, pp. 22-25.

This article describes the four-year project (1980-1984) for the EC and Jamaica, which was funded by the United States Agency for International Development (USAID). The objective of the project was to enhance primary school education, and the quality of administration and educational planning by concentrating on five schools in each territory in three of the following subject areas: language, arts, maths, science, and social studies. Countries involved in the project were: Antigua and Barbuda, Barbados, Belize, British Virgin Islands, Dominica, Grenada, Jamaica, Montserrat, St. Kitts-Nevis, St. Lucia, and St. Vincent and the Grenadines.

EDUCATIONAL PSYCHOLOGY

070

Daniel, Eugene Fitzroy

Intrinsic-extrinsic religious motivation and patterns of the self-concept: An analysis of selected single young adults in the North Caribbean Conference of Seventh-day Adventists. Ed.D., Andrews University, 1980. 193 p.

This study sought to investigate the relationship between intrinsic-extrinsic religious motivation and patterns of self-concept for a selected sample of single young adults of the Seventh-day Adventist Church in Antigua. Data were collected from a sample of 215 subjects, who were randomly selected from among the 987 single young adults who were baptized members of the Seventh-day Adventist Church in Antigua on November 30, 1979. Each subject was asked to complete the Intrinsic-Extrinsic Religiosity Scale, the Tennessee Self Concept Scale, and a demographic data sheet. Results of the data analysis revealed that: 1) there were significant positive relationships between intrinsic religious motivation and the following: global self-concept, moral-ethical component, personal component, family component, identity dimension, and the behaviour dimension; 2) the groups within the demographic categories of sex, age, education, and previous religious affiliation did not differ significantly on the relationship between intrinsic religious motivation and the global self-concept; and 3) there were significant negative correlations between extrinsic religious motivation and the self-concept variables.

071

Hughes, Gretta Alberta Burke

A positive approach to effective behaviour management in secondary schools in Antigua/Barbuda. B.Ed., University of Nottingham, 1996. 87 p.

072

Joseph, Louis; Payne, Monica Anne

Pupil control ideology, dogmatism, and moral reasoning: A study of secondary teachers in Antigua-Barbuda. *Caribbean Journal of Education*, vol. 15, no. 3, Sept. 1988, pp. 221-230.

The relationships among pupil control ideology, dogmatism, and moral reasoning were investigated in a representative sample of secondary school teachers in Antigua and Barbuda. There was a strong positive relationship between custodial control ideology and closed-mindedness, with non-graduate teachers obtaining higher scores than those with a university degree. Levels of moral reasoning were generally lower than reported for adults in Western societies, and failed to relate in any identifiable way to other dependent or independent variables. Findings are discussed with reference to methodological issues and to local conditions in Antigua and Barbuda.

073

Reynolds, Eloise

Investigation into the level of job satisfaction of teachers of all age schools in Antigua and the possible factors influencing their level of job satisfaction. B.Ed., The University of the West Indies, Mona, 1988. [n.p.].

074

Richardson, Arthur G.

Stress in teaching: A study of elementary school teachers in the Caribbean. *Bulletin of Eastern Caribbean Affairs*, vol. 21, no. 3, Sep. 1996, pp. 1-8.

(A version of this paper was presented at the Annual Meeting of the American Educational Research Association, Chicago, IL, 24-28 Mar., 1997)

The goal of this study was to discover the sources of stress in primary school teachers in the Caribbean. It sought to answer three questions that focused on teachers' perceptions of (a) the most stressful classroom activity/condition, (b) differences in sources of stress between male and female teachers, and (c) differences in sources of stress among teachers across eight Caribbean countries. The subjects were 645 primary school teachers (310 males and 335 females) from 8 Caribbean territories—Antigua and Barbuda (63), Barbados (103), British Virgin Islands (40), Dominica (113), Grenada (67), Montserrat (65), St. Kitts-Nevis (93), and St. Vincent and the Grenadines (101). Data were collected using a Teacher Stress Inventory, which contained seven scales: role ambiguity, role stress, organizational management, job satisfaction, task stress, and supervisory support. Task stress emerged as the major source of stress for teachers. Male teachers showed higher levels of stress on role stress and life satisfaction. Differences emerged among territorial sub-samples on two of the seven measures: organizational management and supervisory support. On the organizational management measure, teachers from St. Vincent and Barbados scored higher than their counterparts in Montserrat and Dominica; Vincentian teachers achieved a higher score on this measure than peers in the British Virgin Islands and Grenada. With respect to supervisory support, teachers from Antigua, Barbados, St. Vincent, and St. Kitts indicated the highest levels of stress.

075

Sheppard, Eustace Montgomery

A correlational study of the relationship between adolescent religiosity and adolescent perception of parental behavior in Antigua and Barbuda. Ed.D., Andrews University, 1986. xi, 233 p.

This study investigated the relationship between adolescent religiosity and (a) adolescents' perception of paternal supporting, controlling, demanding, and punishing behaviour; (b) adolescents' perception of maternal supporting, controlling, demanding, and punishing behaviour; and (c) the 10 dimensions of adolescents' religiosity and three predictor variables of age, sex, and religious affiliation. Data were collected from a sample of 400 adolescents between the ages of 14-17 years, in Forms 3 and 4, from 11 of the 15 secondary schools in Antigua and Barbuda, using the Basic Religiosity and Composite Scales by King and Hunt (1975) to measure the religiosity dimension, and the Bonfenbrenner Parent Behavior Questionnaire to measure adolescents' perception of parental behaviour. The results showed that: 1) religious affiliation was the best predictor of adolescent religiosity; 2) there was no significant relationship between adolescents' religiosity and their perception of paternal supporting, controlling, demanding, and punishing behaviours; and 3) there was a significant relationship between the ten dimensions of adolescent religiosity and their perception of maternal demanding and punishing behaviours, but there was no significant relationship between adolescents' religiosity and their perception of supporting and

controlling behaviours. It was concluded that mothers appeared to play a more significant role than fathers in the religious socialization of adolescents in the sample studied.

EDUCATIONAL QUALITY

076

Antigua and Barbuda. Ministry of Education, Culture and Youth Affairs

Improving basic education (Antigua and Barbuda). In Conference of Commonwealth Education Ministers (11th), *Agenda item 2: Improving the quality of basic education. v. 6: Country papers* (pp. ANT 1-12). London: Commonwealth Secretariat, 1991. (11 CCEM/2/CP 6)

Conference of Commonwealth Education Ministers, 11th, Bridgetown, Barbados, 29 Oct. - 2 Nov. 1990. Sponsored by: Commonwealth Secretariat.

[See Record 016 for abstract]

077

Education. In Barry Chevannes, *The status of children and women in Antigua and Barbuda: A situation analysis; draft* (pp. 24-27). Bridgetown, Barbados: UNICEF CAO, 1990.

[See Record 057 for abstract]

078

Michael, Emil A.

Achieving quality in school, a model for the improvement of pre-vocational education in Antigua and Barbuda. M.Ed., University of Huddersfield, 1999. [n.p.].

079

Swift, John J. O. L.

Improving the quality of technical and vocational education and training at the Antigua State College, the role of the head of department. M.Ed., University of Huddersfield, 2000. [n.p.].

EDUCATIONAL REFORM

080

Fergus, Howard A.

The challenge of educational reform in microstates: A case-study of the Organization of Eastern Caribbean States. *Prospects*, vol. 21, no. 4, 1991, pp. 561-571.

This article deals mainly with the challenges of educational reform in the microstates of the OECS—Antigua and Barbuda, Dominica, Grenada, Montserrat, St. Lucia, and St. Vincent and the Grenadines—and the strategies that might be used to deal with them. The first section establishes the rationale for reform; the second analyzes reform projects; and the third section suggests a number of strategies for coping with change.

081

Francis, Alister

The redesigning of teacher education. In Arthur G. Richardson (ed.), *Report of the Ninth Biennial Eastern Caribbean Standing Conference on Teacher Education* (pp. 74-87). Cave Hill, Barbados: UWI, 1995.

Biennial Eastern Caribbean Standing Conference on Teacher Education, 9th, Bridgetown, Barbados, 13-15 Dec., 1993. Sponsored by: The University of the West Indies, Cave Hill. Faculty of Education.

This paper presents the views of each staff member of the Teacher-Training Department of the Antigua State College on the redesign of teacher preparation in their subject area. The views of the Head of Department and the Principal of the College are also included.

082

Newton, Isaac James

Tourism and education reform: A case study of Antigua. Ed.D., Teachers College, Columbia University, 1999. 217 p.

[See Record **035** for abstract]

083

Richardson, Arthur G.

Future directions of primary education in the Organization of Eastern Caribbean States (OECS). *La Educacion*, vol. 34, no. 107, 1990, pp. 1-18.

This article presents a broad outline of what is considered necessary for the reform of primary education in the EC, through a study of current offerings in primary education in the following states: Antigua and Barbuda, the British Virgin Islands, Dominica, Grenada, Montserrat, St. Kitts-Nevis, St. Lucia, and St. Vincent and the Grenadines. It proposes seven major areas for reform and reconsideration: 1) educational resources, especially instructional material related to reading and writing; 2) an improved classroom learning environment, including adequate space and appropriate teaching materials and supplies; 3) a reduction in class size; 4) improved classroom management and organization; 5) improved and streamlined curriculum offerings for the lower levels of primary education; 6) improved teacher training; and 7) improved training for primary school principals.

EDUCATIONAL STATISTICS

084

United Nations Development Programme

Educational planning adviser and statistics: Antigua - (Mission). Project findings and recommendations. New York: UNDP, 1976. [29 p. in various pagings].

[See Record **061** for abstract]

EDUCATIONAL TECHNOLOGY

085

Deodat, Rovin

Radio as an educational medium in the Commonwealth Caribbean. Vancouver, Canada: COL, 1992. 99 p.

This study examined the use of radio in formal and informal education in 12 Commonwealth Caribbean countries: Antigua and Barbuda, Barbados, Belize, Dominica, Grenada, Guyana, Jamaica, Montserrat, St. Lucia, St. Kitts-Nevis, St. Vincent and the Grenadines, and Trinidad and Tobago. Data were collected through interviews with radio station personnel, representatives of Ministries of Education, and recognized thinkers and teachers of communication and education in the Caribbean. It was found that nine of these countries had attempted to use radio in formal education at some time over the previous 20 years in the form of broadcast to schools programmes. The programmes were produced by a unit within the Ministry of Education and broadcast by one of the national broadcasting services in the respective countries. None of the countries had attempted to use radio for formal adult education; however, there were many examples of attempts to use radio for informal or nonformal educational purposes.

The report suggests that radio, as currently organized and operated in the Caribbean, cannot be a tool for education and development unless these educational and development programmes are part of a national or regional plan involving the central governments, the universities or educational institutions, the radio stations, and appropriate local and overseas agencies. It is further suggested that if national and regional objectives in education are articulated and coordinated in such a way that broadcasting is given a specific mandate in the field, and the appropriate financial and institutional support, then existing organs such as the Caribbean Broadcasting Union, the UWI radio unit, CANA's radio division, Ministries of Education Broadcasting Units, and specialist producers in individual Caribbean countries could be co-opted in a genuine regional effort utilizing radio and broadcasting, in general, for education and development.

086

Mitchell, Betty; Murugan, Krishnapillai

Use of public broadcasting in the Caribbean for open/distance learning: Feasibility study report. [S.l.: s.n.], 2000. v, 118 p.

This study sought to determine the feasibility of using broadcast media for open/distance education and training to promote socioeconomic development in the Caribbean region. The countries covered were Antigua and Barbuda, The Bahamas, Barbados, Belize, Grenada, Guyana, Jamaica, St. Lucia, and Trinidad and Tobago. Data were gathered through 54 interviews with personnel from post-secondary institutions, broadcasters, government ministries, and regional development agencies across the region; a document/literature review; and an analysis of distance learning enrolment statistics. The findings showed that only a few institutions in the region offer courses by distance education. The largest provider is UWI, which had more than tripled its enrolment in distance education courses in the previous 10 years. The study revealed a consensus across the region for the need to expand distance education, and identified both radio and television as possible components of this expansion. There was little consensus regarding the type of content

that should be offered by educational broadcasting. A wide range of programming was recommended including both formal educational courses and programmes of interest to the general public. The study recommended three educational broadcasting models for consideration.

087

New media in education in the Commonwealth: A study conducted by the Centre for Educational Development Overseas and the Commonwealth Secretariat. London: Commonwealth Secretariat, 1974. xiv, 292 p.

This survey was undertaken in order to provide a comprehensive factual survey of projects using new media throughout the Commonwealth, and to carry out more detailed studies of selected projects. The new media were taken to mean: (a) the use of television for educational purposes, (b) the use of radio for educational purposes, (c) the use of correspondence education, and (d) the use of any combination of audio-visual media designed for teaching or learning. Part I contains a digest of information obtained from a questionnaire survey of relevant projects, supported by country-based educational fact sheets. The following Caribbean countries are included in this section: Antigua and Barbuda, Bahamas, Barbados, Belize, Bermuda, British Virgin Islands, Cayman Islands, Dominica, Grenada, Guyana, Jamaica, Montserrat, St. Kitts-Nevis-Anguilla, St. Lucia, St. Vincent, and Trinidad and Tobago. Part II contains reports of 19 case studies selected from the projects listed in Part I, including two from the Caribbean.

ENVIRONMENTAL EDUCATION

088

Energy and environment as related to chemistry teaching: Proceedings. Berkeley, CA: California University, Berkeley. Board of Regents, 1990. 249 p.

UNESCO International Workshop/Symposium, Berkeley, USA, 1-8 Dec., 1989. Sponsored by: Energy Information Administration; International Union of Pure and Applied Chemistry; UNESCO. Division of Science, Technical and Environmental Education.

[See Record **023** for abstract]

089

Hill, Eustace; Irvine, Kate; Williams, Candia

Environmental issues with special reference to Antigua-Barbuda, including environmental education activities. Cave Hill, Barbados: Centre for Resource Management and Environmental Studies, UWI, 1991. vi, 79 p.

This book is divided into two sections: one focuses on environmental issues facing the world, and Antigua and Barbuda in particular; the other provides activities and games that teach about the environment. It was designed to provide information for teachers and youth leaders in order to help them teach about the environment. It was also hoped that the information provided on different environmental issues would be useful to students at all levels.

HEALTH AND FAMILY LIFE EDUCATION

090

Antigua and Barbuda. Ministry of Health; World Health Organization

Government of Antigua and Barbuda - The medium term plan for prevention and control of AIDS (1988-1991). St. John's, Antigua: Ministry of Health, 1988. 91 p.

091

Corona, E.; Epps, Roselyn P.; Kodagoda, Nandadsa; Simonen, M.

Report on the evaluation of various family life education projects with particular emphasis on youth in the English-speaking Caribbean: country reports. New York: UNFPA, 1984. xiv, 89 p.

092

Epps, Roselyn P.; Corona, E.; Kodagoda, Nandadsa; Simonen, M.

Family life education in the English-speaking Caribbean. *Journal of Community Health*, vol. 11, no. 1, Spring 1986, pp. 70-74.

Although birth rates are relatively low in the English-speaking Caribbean, the increase in adolescent pregnancy and births is becoming more visible. Mother-centred homes are frequent, and support from the father is often lacking. This series of family life education (FLE) programmes, funded by the United Nations Fund for Population Activities (UNFPA), was aimed at providing help to various groups in the Caribbean in an acceptable and non-threatening manner. These out-of-school FLE techniques included several approaches: integration of the proposed programme into an already-established place (factory, youth centre, or community centre); education in human growth, food and nutrition, environmental health, mental health, safety and first aid, dental health and human relations, including human sexuality, rights, and responsibilities, and decision making; and the use of specially-trained personnel who understood the conditions of the particular community. This article is based on evaluations made of programmes in Antigua and Barbuda, Barbados, Dominica, Jamaica, St. Kitts-Nevis, and St. Lucia.

093

Gilliam, G. Aisha; Eke, Agatha; Aymer, Felicity; O'Neil, Cheryl

Developing a theory-based, culturally sensitive intervention for adolescents: The Antigua School Project. In Barbara A. Dicks (ed.), *HIV/AIDS and children in the English Speaking Caribbean* (pp. 105-126). New York: Haworth Press, 2001.

The Antigua School Project used ethnographic methods to assess needs and guide the development of a theory-based, culturally sensitive intervention to decrease behaviours that result in HIV and STDs. This article discusses the process of designing the intervention. The intervention includes a classroom component, a parent involvement component, and a community component. Constructs of the Theory of Reasoned Action, Social Learning Theory, and the Health Belief Model were applied to activities in the development of learning activities.

094

Schweser, Helen; Blaize, Agnes A.

The development of a health education department in a less developed Caribbean country. Millwood, VA: Project HOPE Center for Health Affairs, 1976. v, 70 p.

095

Sinha, Dinesh P.

Project Lifestyle: Developing positive health lifestyles for schoolchildren in Antigua. *Journal of School Health*, vol. 62, no. 10, Dec., 1992, pp. 449-453.

Countries of the English-speaking Caribbean are in epidemiological transition. Following 30 years of socioeconomic change, obesity and chronic diseases have almost replaced malnutrition and infectious diseases as major health problems. Major risk factors for this modern epidemic are lifestyle related. Project Lifestyle seeks to develop positive health lifestyles in students gradually, sequentially, and systematically from Grades 1-12, and throughout the school system in Antigua. The four health habits addressed include weighing right, eating right, doing daily physical exercise, and having positive self-concept. Since risk interventions with students have produced positive results in several developed countries, this project developed an intervention methodology in the Caribbean context.

096

The University of the West Indies, Cave Hill. School of Education

CARICOM Multi-Agency Health and Family Life Education Project: Regional report of needs assessment study. Cave Hill, Barbados: School of Education, UWI, 1998. 37 p.

The Health and Family Life Education (HFLE) Needs Assessment Study was carried out to obtain data on student knowledge and views about health lifestyles, a range of psychosocial issues affecting youth, and some aspects of the modus operandi of the existing HFLE curriculum. It also sought to explore the problems, concerns, and values of young people; possible goals, outcomes, and teaching and assessment methods in HFLE; and factors affecting the teaching of HFLE. The intended respondents were students in primary and secondary schools, and their teachers, principals, and parents. This report summarizes and discusses the findings described in the various country reports—Antigua and Barbuda, Barbados, Belize, Guyana, Jamaica, St. Lucia, and Trinidad and Tobago. The analysis is organized by HFLE issue, and within each issue by respondent group.

HIGHER EDUCATION

097

Bird, Edris L.

The University of the West Indies in the 1980s. *Prospects*, vol. 14, no. 3, 1984, pp. 414-422.

This article considers the institutional change experienced by UWI in seeking to adapt itself to the demands of the varying needs of its several supporting governments. The university's historical background, the impact of political independence, and its restructuring are discussed.

098

Bird, Edris L., ed.

The Antigua University Centre, 1967-1977: Tenth anniversary 1967-1977 souvenir magazine. St. John's, Antigua: The Centre, 1977. 40 p.

This magazine attempted to: 1) review the main emphases of the University Centre's programme during the 10 years under review, 2) examine the progress of some of its former students, 3) record some of the work of its tutors and students, and 4) articulate some of the views on the work of the Centre.

099

Bird, Edris L.

University adult education and development: A case study of three East Caribbean islands - Antigua, St. Kitts and Montserrat. Ed.D., University of Toronto, 1980. xiii, 279 p.

[See Record **008** for abstract]

100

Francis, Holister Manswel

An approach to the organization of post secondary education in Antigua. Ed.D., Harvard University, 1975. viii, 174 p.

[See Record **058** for abstract]

101

Peters, Bevis Franklin

The emergence of community, state and national colleges in the OECS member countries: An institutional analysis. Cave Hill, Barbados: ISER (EC), 1993. 96 p. (ISER EC Monograph Series; No. 2)

[See Record **049** for abstract]

102

Swift, John J. O. L.

Improving the quality of technical and vocational education and training at the Antigua State College, the role of the head of department. M.Ed., University of Huddersfield, 2000. [n.p.].

HISTORY OF EDUCATION

103

Antigua Girls' High School Centennial Celebrations Committee

Antigua Girls' High School centenary 1886-1986: A tribute to our alma mater. St. John's, Antigua: The Committee, 1986. 80 p.

This commemorative journal includes a history of the school, a list of headmistresses, a series of memories and tributes by former students, and a number of profiles of well-known former students.

104

Austin, Marcus M. Josiah

Public education in Antigua and Barbuda: A model for developing an effective education system. B.A., Skidmore College, 1990. 69 p.

[See Record **055** for abstract]

105

Bird, Edris L.

The development of education in Antigua and Barbuda. *Bulletin of Eastern Caribbean Affairs*, vol. 7, no. 5, 1981, pp. 25-29.

[See Record **045** for abstract]

106

Bird, Edris L., ed.

The Antigua University Centre, 1967-1977: Tenth anniversary 1967-1977 souvenir magazine. St. John's, Antigua: The Centre, 1977. 40 p.

[See Record **098** for abstract]

107

Bird, Edris L.

Adult education and the advancement of women in the West Indies. *Convergence*, vol. 8, no. 1, 1975, pp. 57-67.

[See Record **006** for abstract]

108

Bird, Edris L., ed.

The University of the West Indies, School of Continuing Studies, Antigua and Barbuda: 40th anniversary. St. John's, Antigua: UWI School of Continuing Studies, 1989. 33 p.

[See Record **010** for abstract]

109

Bird, Edris L., ed.

George Wall Westerby Memorial Educational Complex commemorative magazine. St. John's, Antigua: Spring Gardens Moravian Church, 1991. 28 p.

This magazine was compiled to mark the occasion of the historic opening of the George Wall Westerby Memorial Educational Complex in Antigua and Barbuda on June 19th, 1991. It attempts

to show the historical development of the educational work of the Moravian Church in Antigua and Barbuda.

110

Burke, Mavis E.

An analysis of Canadian educational assistance to the Commonwealth Caribbean Leeward and Windward Islands 1960-1970. Ph.D., University of Ottawa, 1975. xxv, 368 p.

111

Chatham, Delvin A.

An evaluation of teacher training in Antigua. B.A., The University of the West Indies, St. Augustine, 1974. [iv], 67 p. (Caribbean Studies Paper)

This historical study investigated: 1) the origins of the methods of teacher education in Antigua, 2) the contexts in which they were shaped for the society, 3) the validity of the process, and 4) the resultant successes or failures. The evaluation covers three periods: (a) 1834-1900, (b) 1901-1956, and (c) 1957-1974. The paper also analyzes the college curriculum and teaching methods employed.

112

Contributions of Catholics to education in Antigua. St. John's, Antigua: Antigua Archives in collaboration with Fr. Albert, 1984. 7 p.

113

Flax, Olva

Antigua Grammar School: One hundred years of service to Antigua, 1884-1984. St. John's, Antigua: Archives Committee, 1984. 15 p.

This is a short history of grammar school education in Antigua.

114

Flax, Olva

The influence of church and school upon the Antiguan society: A study of the first 50 years after emancipation. St. John's, Antigua: Antigua Archives Committee, 1984. 12 p.

This pamphlet briefly describes education in the immediate post-emancipation years, emphasizing the role of the church and friendly societies.

115

Gailer, J. W.

Proposals for the development of technical education in the Leeward and Windward Islands and in Barbados. Bridgetown, Barbados: Ministry of Education, 1965. 36, [68] p.

This report provided a plan for developing technical education and training in the region at the trade and technician levels. The system was designed to take account of the aspirations of the various islands to have their own training arrangements, while recognizing the need to ensure the

best use of scarce staff, equipment, and finance. Part I deals with economic and manpower development; Part II outlines the new proposals; and Part III, together with appendices, provides details of the institutions needed for their implementation.

116

Hall, Neville A. T., trans.

Louis Rothe's 1846 report on education in post-emancipation Antigua. In Ruby Hope King(ed.), *Education in the Caribbean: Historical perspectives* (pp. 46-53). Mona, Jamaica: Faculty of Education, UWI, 1988.

(Special issue of the Caribbean Journal of Education, vol. 14, nos. 1 and 2, Jan-Apr., 1987; Also published in Caribbean Journal of Education, vol. 10, no. 1, Jan. 1983, pp. 55-62)

Louis Rothe was an important public official in the Danish West Indies. He was commissioned by the government of Denmark in 1845 to undertake a fact-finding mission throughout the West Indies. This is the section of his report on Antigua dealing with education, which was translated and introduced by N.A.T. Hall. It has been assessed as containing useful details not found in other travellers' accounts.

117

Hammond, Stanley A.

Education in the Windward and Leeward Islands: First report of the Education Commissioners, 1937. [S.l.: s.n.], 1937. 273 p.

This review of the educational situation in the Leeward and Windward Islands was based on a survey, and sought to present the schools and other agencies of education in their social setting. It provided information on the existing background and organization, and made suggestions for reform. It is divided into three parts: Part I: The Islands and Their Peoples, Part II: The Schools, and Part III: Lines of Advance.

118

Hammond, Stanley A.

Education in the Windward and Leeward Islands: Report of the Education Commissioners, 1938. London: HMSO, 1939. 66 p.

This report sought to record movements in each island that were of interest to the whole group, and to show how general tendencies were manifesting themselves in each.

119

Hammond, Stanley A.

Education in the Windward and Leeward Islands: Report of the Education Commissioners, 1939. Trinidad: [s.n.], 1940. 115 p.

This report was a personal expression of the Education Commissioner, and was written before the publication of the recommendations of the West India Royal Commission. However, brief additions were made after the recommendation appeared.

120

Historical notes on education in Antigua, 1837-1984. [St. John's], Antigua: Government Printing Press, 1991. 17 p.

121

Liburd, James S.

The historical development of adult technical education in selected Leeward Islands from 1834-1976. Ed.D., University of Cincinnati, 1979. 237 p.

[See Record **013** for abstract]

122

Lovell, Harold, ed.

Antigua Grammar School 1884-1984: Centenary magazine. St. John's, Antigua: Antigua Printing and Publishing Co., 1984. 46 p.

This commemorative journal includes a history of the school by Tim Hector, as well as a number of short pieces by former students, a list of headmasters, a list of Leeward Island scholarship winners, and other useful information. There are also a number of early photographs of students and staff.

123

O'Mard, C. M.

Teacher training in Antigua. In The University of the West Indies. Institute of Education, *Report of Conference on Teacher Education in the Eastern Caribbean held at St. Vincent, April 3-5, 1967* (pp. 49-50). Cave Hill, Barbados: UWI, 1967.

This is a brief discussion of the development of teacher training in Antigua.

124

Osoba, Ermina

Distance education in Antigua - Past and present challenges. In *Proceedings of the University of the West Indies Small States Conference 2000* (pp. 48-57). [S.I.]: UWI; COL, 2001.

Distance Education in Small States, Ocho Rios, Jamaica, 27-28 Jul., 2000. Sponsored by: The University of the West Indies Distance Education Centre; Commonwealth of Learning.

(Available in PDF at: <http://www.col.org/resources/publications/SmallStates00/>)

[See Record **032** for abstract]

INFORMATION RESOURCES

125

Mungo, Katie

The school librarian in the Caribbean. *Caribbean Journal of Education*, vol. 7, no. 3, Sep. 1980, pp. 169-192.

New ideas and developments in educational aims and objectives, methods, and practices have catapulted the school library from the periphery to the mainstream of the teaching-learning process. Developing countries, like those of the English-speaking Caribbean, are recognizing the need for including school library services in their educational planning, and some are making efforts to provide these services and train school librarians. Examples are drawn from conditions and practices observed in Antigua and Barbuda, Barbados, and Jamaica.

LANGUAGE EDUCATION

126

Evelyn, Veronica C.

English language problems in Antiguan secondary schools: A sociolinguistic study. M.Phil., The University of the West Indies, Cave Hill, 1994. [iii], vi, 131 p.

This study sought to identify, analyze, and categorize actual errors made by Forms 1-5 students of two secondary schools in Antigua, with a view to facilitating a new approach to the teaching of English in Antiguan secondary schools. The greatest difficulty encountered by students was in the area of verb usage, which is attributed to the vast divergence between the verbal systems of Standard English and Creole, and the consistent interaction between these two distinct codes. It is concluded that, in the context of formal education, an enlightened and adequately trained teaching corps can make a significant contribution towards minimizing the English/Creole conflict. It is suggested that success will be possible only through the adoption of a quasi-foreign language approach, which takes into account the psychological concerns fundamental to the teaching of English to English Creole speakers.

LITERACY

127

George, Gordon

History of the Adult Literacy Program in Antigua. *Convergence*, vol. 24, nos. 1/2, Nov. 1991, pp. 65-69.

This is a brief summary of the history of the Adult Literacy Programme in Antigua (planning for which began in 1989), its work, and the problems it faced.

128

George, Gordon

Report on the literacy survey carried out by the Adult Literacy Programme in Antigua, June-July 1993. [S.l.: s.n.], 1993. [n.p.].

LITERATURE EDUCATION

129

McGarrell, Shirley Ann

Differential perceptions of English teachers about the teaching of literature in Seventh-day Adventist secondary schools in selected regions of the Caribbean. Ph.D., Andrews University, 2000. 221 p.

[See Record 030 for abstract]

MATHEMATICS EDUCATION

130

Broomes, Desmond R.

Survey of teaching practices in arithmetic: Primary and all-age schools - Antigua, Barbados. Cave Hill, Barbados: Institute of Education, UWI, 1968. [n.p.].

131

Sheppard, J. V.

Validation of the Van Hiele Model of Geometric Reasoning in a secondary school in Antigua. B.Ed., The University of the West Indies, Mona, 1986. [n.p.].

132

Thompson, Elizabeth Joy

A comparison of some curriculum practices in two secondary schools in Antigua preparing students for the regional mathematics examination. B.Ed., University of Nottingham, 1995. [8], 108 p.

NUTRITION AND HEALTH

133

Blum, R. W.; Campbell Forester, S.; Beuhring, T.; Venema, A.; Pate, E.

Caribbean Adolescent Health Survey: Antigua, Dominica, Grenada, Jamaica. Minneapolis, MN: Division of General Pediatrics and Adolescent Health, University of Minnesota, 1998. 20 p.

This report on adolescent health in the Caribbean is based on a sample of some 8,096 adolescents from Antigua and Barbuda, Dominica, Grenada, and Jamaica. Most of the sample came from primary and secondary schools, however, in Dominica, 162 young people were in post-secondary schools at the time of the survey, and approximately 30 teens in Antigua were out of school. The findings showed that the majority of in-school youth in the countries surveyed were doing well. They were not involved in vandalism and theft, fighting with weapons, cigarette and drug use, and they were not members of a gang. However, several issues for concern were identified including: 1) the high level of physical and sexual abuse; 2) alcohol use in older teens, especially male; 3) the

early onset of physical activity, lack of contraceptive use in those who were sexually active, and the number of sexual partners; 4) the adolescents' worry about getting pregnant and contracting AIDS; 5) the high percentage of youth indicating that they could not discuss their problems and concerns with either parent; 6) the high percentage of youth not remembering or never having had a physical exam; and 7) the high percentage of youth experiencing learning difficulties and extreme anger.

134

Tikasingsh, Elisha S.; Baboolal, S.

Seroprevalence of toxocara infections in schoolchildren in the Eastern Caribbean - abstract. *West Indian Medical Journal*, vol. 43, Suppl. 1, Apr. 1994, p. 45.

Paper prepared for the Scientific Meeting of the Commonwealth Caribbean Medical Research Council, 39th, Kingston, Jamaica, 21-23 Apr., 1994.

Enzyme-linked immunosorbent assay (ELISA) was used to study the prevalence toxocariasis in six EC countries—Antigua and Barbuda, Montserrat, Dominica, St. Vincent and the Grenadines, St. Kitts-Nevis, and Grenada. Test sera were collected from school children aged 5 years and 9 years. Sera with a titre of 100 or more were considered positive for *Toxocara*. Overall prevalence rates were: Antigua - 38.8% (n=322), Montserrat - 47.4% (n=228), Dominica - 59.9% (n=157), St. Vincent - 63.2% (n=285), St. Kitts-Nevis - 66.1% (n=168), and Grenada - 78.0% (n=387). Although antibody prevalence was high, no full-blown cases of visceral larva migrans were reported in these countries.

135

Vignarajah, S.

A frequency survey of sugary foods and drinks consumption in school children and adolescents in a West Indian island - Antigua. *International Dental Journal*, vol. 47, no. 5, pp. 293-297.

In 1991, the pattern of sugar consumption in samples of 172 12-year-old children and 231 15 to 19-year-old adolescents was studied. Twenty-four hour dietary records of five consecutive days were obtained from each subject. The frequency of total sugary food and drink episodes for children was 3.16 and 3.71 for adolescents. This was mainly accounted for by the consumption of sugary items at meals for both age groups. Students mostly consumed sweetened drinks at meals, especially at breakfast, and ate sugary foods between meal times, particularly between lunch and dinner. Sweetened tea and juice were the most popular drinks, and confectionery was the most popular snack food.

136

Vignarajah, S.

Oral health knowledge and behaviours and barriers to dental attendance of school children and adolescents in the Caribbean island of Antigua. *International Dental Journal*, vol. 47, no. 3, Jun. 1997, pp. 167-172.

This study sought to gather data on dental health knowledge from 12-year-old school children and 15 to 19-year-old adolescents, including self-reported dental behaviours and factors affecting regular dental attendance. Completed questionnaires from 350 children and 345 adolescents were analyzed. The majority of young people were able to correctly identify the periodontal disease.

However, they incorrectly defined the meaning of dental caries and dental plaque. Students claimed good oral hygiene behaviour and willingness to receive necessary treatment for a carious tooth from a dentist. Sixty five percent of children and 74% of adolescents went to a dentist at some time, and were likely to receive an extraction at their last visit. Cost and fear were found to be the common barriers for regular dental attendance.

137

Vignarajah, S.

Periodontal treatment needs in 12 and 15 to 19-year-old school children in the Caribbean island of Antigua, 1990. *Journal of Periodontal Research*, vol. 29, no. 5, Sep., 1994, pp. 324-327.

A national survey was undertaken in 1990 to investigate the periodontal treatment needs in 12 and 15 to 19-year-olds residing in urban and rural areas of Antigua. Using the CPITN procedure, examination of 246 12-year-old children and 456 adolescents (15-19 years) revealed that the CPITN scores of healthy, gingival bleeding, calculus, 4 or 5mm and greater than or equal to 6mm periodontal pockets were distributed similarly in urban and rural areas. Calculus was the most commonly recorded score, with a prevalence of 46% in 12-year-olds and 56% in 15 to 19-year-olds. In 14% of adolescents, 4 or 5mm pockets were found, affecting, on average, less than one sextant per subject, but deep pockets were uncommon. Some 26% of 12-year-olds and 14% of adolescents had periodontally healthy mouths. Scaling and oral hygiene instruction were the predominant treatment needs in both age groups, but the requirement for complex periodontal care in adolescents was low—3% only.

138

Vignarajah, S.; Williams, G. A.

Prevalence of dental caries and enamel defects in the primary dentition of Antiguan pre-school children aged 3-4 years including an assessment of their habits. *Community Dental Health*, vol. 9, no. 4, Dec., 1992, pp. 349-360.

In 1989, a national survey was carried out on children aged 3-4 attending nursery schools in Antigua, in order to investigate the prevalence of caries experience, nursing bottle caries, and enamel defects in the primary dentition, and their dentally related habits. In the first part of the study, examination of 482 children showed that the dmft and dmfs values were 0.80 and 1.26 respectively, and that 77% of the children were caries free; 4.6% had nursing bottle caries; and enamel deficits occurred in 24% of children. No significant difference was found in oral health between urban and rural samples. In the second part, which was an interview survey, habits such as thumb sucking (13%), not brushing their teeth (3%), and swallowing fluoride toothpaste (13%) were found among 369 children. In the third part (a questionnaire survey), a response rate of 63% was obtained. Significantly more of the children with nursing bottle caries (78.6%) had the habit of sleeping with a feeding bottle than occurred in caries-free children (25.6%), but there was no difference in the infant feeding pattern. The children with enamel defects were breast-fed for a shorter period, and had an earlier introduction to bottle feeding, compared with children without enamel defects. In the final part of the survey, an assessment of snack eating habits at school, a 58% response rate was achieved. The majority of children often brought healthier snacks, together with daily sugar-rich drinks. Significantly more caries-free children brought sugary snacks less frequently than children with caries experience.

PRIMARY EDUCATION

139

Merchant, Lestroy A.

The way out of the crisis facing primary and secondary schools in Antigua/Barbuda. Dip. Ed., University of Malta. Foundation for International Studies, 1995. [n.p.].

140

Richardson, Arthur G.

Future directions of primary education in the Organization of Eastern Caribbean States (OECS). *La Educacion*, vol. 34, no. 107, 1990, pp. 1-18.

[See Record **083** for abstract]

141

Shorey, Leonard L.

The primary education project. *Bulletin of Eastern Caribbean Affairs*, vol. 7, no. 3, Jul-Aug. 1981, pp. 22-25.

[See Record **069** for abstract]

PROFESSIONAL TRAINING

142

Consultation on Education and Training of Community Health Aides and other Health Staff

Report of a consultation on education and training of community health aides and other health staff for Antigua, Belize, Dominica, Grenada, Montserrat, St. Kitts-Nevis-Anguilla, St. Lucia and St. Vincent, Barbados, 12 and 13 March 1979. Bridgetown: [s.n.], 1979. [1 v. in various pagings].

143

Greenaway, Ronald J.

A proposal to the government of Antigua and Barbuda for technical and vocational teachers and instructors to become qualified first aiders. M.Ed., University of Huddersfield, 2000. [n.p.].

144

Reid, George

Report on survey of training needs for planning officials in the Eastern Caribbean. Port of Spain, Trinidad: UNECLAC, 1981. 31 p. (CDCC/PWG:T/81/1)

At the Second Meeting of Planning Officials of Caribbean Development and Cooperation Committee (CDCC) countries, which was held in Jamaica from 29 May - 2 June, 1980, it was agreed that there was a need to "analyse the actual situation of training in planning in the Eastern Caribbean (EC) in order to outline the basic orientation for the sub-regional and national courses in

the future." It was therefore proposed that a survey of training needs for planners in the EC be conducted. This report of the survey was based on the consultant's visit to the seven countries—Antigua and Barbuda, Dominica, Grenada, Montserrat, St. Kitts-Nevis, St. Lucia, and St. Vincent and the Grenadines—during the period 11 March - 3 April, 1981, when meetings were held with staff of the central planning agencies, ministers responsible for those agencies, as well as with representatives of the Ministers of Finance, and of other ministers responsible for the implementation of sectoral plans and policies.

RELIGIOUS EDUCATION

145

Bird, Edris L., ed.

George Wall Westerby Memorial Educational Complex commemorative magazine. St. John's, Antigua: Spring Gardens Moravian Church, 1991. 28 p.

[See Record **109** for abstract]

SCIENCE EDUCATION

146

Energy and environment as related to chemistry teaching: Proceedings. Berkeley, CA: California University, Berkeley. Board of Regents, 1990. 249 p.

UNESCO International Workshop/Symposium, Berkeley, USA, 1-8 Dec., 1989. Sponsored by: Energy Information Administration; International Union of Pure and Applied Chemistry; UNESCO. Division of Science, Technical and Environmental Education.

[See Record **023** for abstract]

147

Spencer, Peecheeta Angela

Strategies for dealing with difficult topics in biology at the secondary school level in Antigua. M.A. (Ed.), University of Southampton, 1988. [n.p.].

SECONDARY EDUCATION

148

Antigua Girls' High School Centennial Celebrations Committee

Antigua Girls' High School centenary 1886-1986: A tribute to our alma mater. St. John's, Antigua: The Committee, 1986. 80 p.

[See Record **103** for abstract]

149

Merchant, Lestroy A.

The way out of the crisis facing primary and secondary schools in Antigua/Barbuda. Dip. Ed., University of Malta. Foundation for International Studies, 1995. [n.p.].

SOCIAL STUDIES EDUCATION

150

Griffith, Anthony D.

Problems in the teaching of social studies in East Caribbean schools: The perception of the teacher. *Journal of Eastern Caribbean Studies*, vol. 22, no. 1, Mar. 1997, pp. 45-62.

This study sought to answer the following questions: 1) What do teachers in EC schools perceive to be the major problems in teaching social studies? 2) What is the nature of these problems? A questionnaire was used to collect data from a random sample of 293 teachers (79 males and 214 females) who were in the final year of the inservice training programme at the teachers' colleges in Antigua and Barbuda, Barbados, Grenada, St. Kitts-Nevis, St. Lucia, and St. Vincent and the Grenadines. It was found that: 1) teachers in EC schools had identified nine problems that they perceived to be the major ones faced in the teaching of social studies; 2) a lack of adequate and appropriate resource materials and lack of variety in the use of teaching skills consistently stood out as, by far, the dominant problems; 3) the other perceived problems, in descending rank order, were: lack of administrative support, poor teacher attitude to the subject, poor student attitude, inadequate numbers of trained teachers, infrequent field trips, a problematic social studies curriculum, and inadequate classroom space.

SOCIOLOGY OF EDUCATION

151

Flax, Olva

The influence of church and school upon the Antiguan society: A study of the first 50 years after emancipation. St. John's, Antigua: Antigua Archives Committee, 1984. 12 p.

[See Record **114** for abstract]

152

Handwerker, W. Penn

Empowerment and fertility transition on Antigua, WI: Education, employment, and the moral economy of childbearing. *Human Organization*, vol. 52, no. 1, Spring 1993, pp. 41-52.

This article shows that Antiguan women's birth trajectories are functions of their view of the moral economy of childbearing, which is related to improved employment opportunities and increased educational attainment. Women's educational attainment occurs in response to improved employment opportunities.

153

McKenzie, Hermione

The educational experiences of Caribbean women. *Social and Economic Studies*, vol. 35, no. 3, Sep. 1986, pp. 65-105.

This paper presents a review of the information on women's education in Caribbean society, which was gained from the multi-level interviewing methodology used by the Women in the Caribbean Project researchers in St. Vincent, Antigua, and Barbados. The two main aims of this review were to: 1) describe the educational levels and conditions of the women studied, as a necessary background to understanding some of the factors influencing their lives, including the opportunities and restrictions they experience; and 2) explore these women's orientation to education, and the importance of education to their female identity and female status in society.

154

Newton, Isaac James

Tourism and education reform: A case study of Antigua. Ed.D., Teachers College, Columbia University, 1999. 217 p.

[See Record **035** for abstract]

SPECIAL EDUCATION

155

Antigua and Barbuda. Ministry of Education, Culture and Youth Affairs

Special education - The Antigua and Barbuda experience. St. Johns, Antigua: Ministry of Education, 1989. 20 p.

Paper prepared for the Caribbean Consultation Meeting for the World Conference on Education for All, Kingston, Jamaica, 22-24 Nov., 1989. Sponsored by: UNESCO.

This paper describes each of the special education services and programmes available in Antigua and Barbuda, identifying some of the difficulties experienced and the successes achieved. The presentation of each programme includes a discussion on its impact, and brief recommendations are made where necessary.

156

Davidson, Phillip W.; Goode, David A.; Kendig, James W.

Developmental disabilities-related education, technical assistance, and research activities in developing nations. *Mental Retardation*, vol. 30, no.5, Oct. 1992, pp. 269-275.

Different models for international activities in mental retardation and developmental disabilities are described, as well as principles that characterize successful international programmes. A case study of an international exchange and technical assistance project conducted between a University Affiliated Programme, and Antigua and Barbuda is offered.

157

Delgado, Gilbert L.

A comparative overview of the education of deaf children in Central America, the Caribbean and parts of South America. 12 p.

Paper prepared for the International Congress on Education of the Deaf, 18th, Tel Aviv, Israel, 16-20 Jul., 1995.

This paper describes the state of education for deaf children in Central America and the Caribbean, focusing on: 1) an historical description of events and forces impacting on these regions, 2) current educational philosophies, 3) adult associations of deaf people, 4) intra-/inter-country networking, 5) educational and medical aspects, and 6) visions for the future. Jamaica, Antigua and Barbuda, Dominica, and the Bahamas are among the countries included.

158

Educating the special child in the Caribbean and Central America. 37 p.

Paper prepared for the Missouri Federation of the Council for Exceptional Children Annual Conference, St. Louis, MO, United States, 10-12 Mar., 1994.

This paper was prepared by 25 students from 13 Caribbean and Central American countries (Barbados, Belize, Costa Rica, Guatemala, Honduras, Nevis, Nicaragua, El Salvador, Dominica, St. Vincent and the Grenadines, Jamaica, Grenada and Antigua), sponsored by the Cooperative Association of States for Scholarships and the Academy for Education Development, studying at Harris-Stowe State College, St. Louis, MO, for a two-year period. It represents their perspectives on the status of special education in their countries in the areas of funding, legislation, identification, and programming. Specific sections of the report address the following aspects of special education in the geographical area: disability prevalence, legislation, funding, identification and placement, programmes, teacher training, services, other factors affecting special education in the Caribbean and Central America, public awareness, attitudes, government barriers, poverty, and new directions for the 21st century. Appendices include a listing of general areas of concern about special education in the Caribbean and Latin America, and specific information about St. Kitts-Nevis, Barbados, Belize and Jamaica.

159

O'Toole, Brian

The challenge of children with disabilities in the Caribbean. 25 p.

Paper prepared for the Symposium: Rights of the Child and the Caribbean Experience, Bridgetown, Barbados, 13-15 Mar., 2000. Sponsored by: UNICEF.

This paper, which is based on a study commissioned by UNICEF to examine the magnitude of the challenge of disability in the children of the Caribbean, constitutes a review of the situation of disabled children in 13 countries: Antigua and Barbuda, Barbados, British Virgin Islands, Dominica, Grenada, Guyana, Montserrat, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines, Suriname, Trinidad and Tobago, and the Turks and Caicos Islands. The study sought to: (a) determine the extent of the problem of disability in children in these countries; and (b) examine the effectiveness of the existing provision to meet the needs of children with disabilities in the various territories. Data were collected through extensive house-to-house surveys, visits to the

various special centres, and through questionnaires and key informant interviews. Of the 42,085 children covered in the survey, 935 (2.22%) were judged to be disabled. In all but two of the countries, the percentage of children identified as disabled varied from 1.1% of the total population to 2.75%. In St. Kitts and Nevis, the figure was 3.95%, and 6.25% in Dominica. The most prevalent disability identified was difficulty in learning (33.4%). A further 20.36% of the sample had difficulties in hearing and speech, and 14.9% had difficulty in seeing.

160

Report: National needs assessment survey on the status of persons with disabilities conducted in Antigua and Barbuda, Barbados, Guyana. [S.l.: s.n.], 1999. vii, [48] p.

This survey formed part of an OAS Multilateral Project on the Equalization of Opportunities for Persons with Disabilities between the ages of 15 and 35, particularly persons with visual impairment, physical, hearing, speech, and mental disabilities. Interviews were conducted with government officials, and representatives of non-governmental organizations (NGOs) of and for the disabled, training institutions, employers' organizations, and trade unions. The survey found that while there is no lack of organizations by and for the disabled in each country, there is a serious lack of financial support/resources and trained personnel. In most cases, facilities were inadequate. There is also a serious lack of awareness on the part of parents of disabled children, and disabled persons themselves, of their rights, potential, and capabilities.

TEACHER EDUCATION

161

Broomes, Desmond R.

Constructing programmes in teachers' colleges: A research perspective. In R. M. Nicholson (ed.), *Report of the First Biennial Eastern Caribbean Standing Conference on Teacher Education held at Barbados, April 18-22, 1977* (pp. 15-22). Cave Hill, Barbados: School of Education, [197?].

This paper reports on a project, Profiles of Abilities of Persons in Teachers' Colleges, launched by the School of Education. It was designed to collect information about persons who were in teachers' colleges in Antigua, Barbados, Dominica, Guyana, St. Lucia and St. Vincent, in order to study the abilities (cognitive and affective) that seemed most valid to predict successful completion of a teacher training programme. Analysis of the results of the project was expected to result in suggestions for reorganizing the curriculum and training design traditionally used in teachers' colleges.

162

Canning, Patricia; Bird, Edris L.

Early childhood education in Antigua and Barbuda. In Gary A. Woodill, Judith Bernhard & Lawrence Prochner (eds.), *The international handbook on early childhood education* (pp. 31-38). New York: Garland Publishing, 1992.

[See Record 034 for abstract]

163

Chatham, Delvin A.

An evaluation of teacher training in Antigua. B.A., The University of the West Indies, St. Augustine, 1974. [iv], 67 p. (Caribbean Studies Paper)

[See Record **111** for abstract]

164

Francis, Alister

The redesigning of teacher education. In Arthur G. Richardson (ed.), *Report of the Ninth Biennial Eastern Caribbean Standing Conference on Teacher Education* (pp. 74-87). Cave Hill, Barbados: UWI, 1995.

[See Record **081** for abstract]

165

Francis, Alister

Report on the activities of Antigua State College, 1979 to 1981. 2 p.

Paper prepared for the Biennial Eastern Caribbean Standing Conference on Teacher Education, 3rd, Bridgetown, Barbados, 6-8 Apr., 1981. Sponsored by: The University of the West Indies. School of Education.

This paper reports briefly on activities at the Teacher Training Department of the Antigua State College during the period 1979-1981.

166

Inservice and preservice training for teachers: [Papers presented at the Conference on Teacher Training, St. Augustine, Trinidad, 19-28 July, 1964]. [S.l.: s.n.], 1964. 49 p.

This volume contains reports on inservice and preservice teacher training in Barbados, St. Kitts-Nevis-Anguilla, Antigua and Barbuda, Montserrat, Grenada, St. Lucia, Dominica, St. Vincent and the Grenadines, Jamaica, and British Honduras.

167

Lee, T. A. J.

Introduction of a 5-year programme of teacher training for Antiguan students at the Leeward Islands' Teacher Training College, Antigua. In The University of the West Indies. Institute of Education, *Report of Conference on Teacher Education in the Eastern Caribbean, held at Montserrat, April 6-9, 1970* (pp. 168-170). Mona, Jamaica: Institute of Education, 1970.

This paper combines proposals for the introduction of a five-year programme of teacher training for Antiguan students at the Leeward Islands Teachers' Training College with a report on activities at the College during the period April 1969 - March 1970.

168

Lee, T. A. J.

Leeward Islands Teachers' Training College, Antigua: Principal's report on College activities, April 1967 to March 1968. In The University of the West Indies. Institute of Education, *Report of Conference on Teacher Education in the Eastern Caribbean held at Antigua, April 21-24, 1968* (pp. 85-86). Mona, Jamaica: Institute of Education, 1968.

This is a report on activities at the Leeward Islands Teachers' Training College, Antigua during the period April 1967-March 1968 in the areas of curriculum development and staff participation in inservice training courses.

169

Lee, T. A. J.

Leeward Islands Training College: Outstanding features or highlights of the Leeward Islands Teachers' Training College - Antigua, May 1970 - March 1971. In R. M. Nicholson (ed.), *Report of Conference on Teacher Education in the Eastern Caribbean held at St. Kitts, April 19-23, 1971* (pp. 181-183). Mona, Jamaica: Institute of Education, 1971.

This report covers activities at the Leeward Islands Teachers' Training College, Antigua, during the period May 1970 - March 1971. It includes the five-year programme of teacher training, staff and student activities, curriculum development, and plans for future development.

170

Lee, T. A. J.

Outstanding features or highlights of the Leeward Is. Teacher Training College - Antigua, May 1968 - March 1969. In The University of the West Indies. Institute of Education, *Report of Conference on Teacher Education in the Eastern Caribbean held at St. Lucia, April 14-17, 1969* (pp. 90-91). Mona, Jamaica: Institute of Education, 1969.

This report covers activities at the Leeward Islands Teacher Training College, Antigua, between May 1968 - March 1969, in the areas of curriculum development, and student and staff participation in workshops and training courses.

171

Leeward Islands Teachers' Training College: Principal's report on activities, 1971-1972. In R. M. Nicholson (ed.), *Report of Conference on Teacher Education in the Eastern Caribbean held at Dominica, April 10-14, 1972* (pp. 207-209). Mona, Jamaica: Institute of Education, 1972.

This report provides information on a new one-year emergency training course offered at the Leeward Islands Teachers' Training College in 1971/72.

172

Newton, Earle H.

Overview of initial teacher education in the Eastern Caribbean and Guyana. In Lucy Steward & Elwyn Thomas (eds.), *Teacher education in the Commonwealth: Caribbean issues and development* (pp. 25-32). London: Commonwealth Secretariat, 1996.

This survey of initial teacher training activities was carried out in 10 countries: Antigua and Barbuda, Barbados, British Virgin Islands, Dominica, Grenada, Guyana, St. Kitts-Nevis, St. Lucia, St. Vincent and the Grenadines, and Trinidad and Tobago, all of which have teachers' colleges. The paper examined staffing and student enrolment, programmes, and teaching practice, showing the progress which has been made in the field, and indicating some of the issues that must be dealt with in the future.

173

O'Mard, C. M.

Teacher training in Antigua. In The University of the West Indies. Institute of Education, *Report of Conference on Teacher Education in the Eastern Caribbean held at St. Vincent, April 3-5, 1967* (pp. 49-50). Cave Hill, Barbados: UWI, 1967.

[See Record **123** for abstract]

174

Powell, M.

Leeward Islands Teacher Training College: A search for relevance. In R. M. Nicholson (ed.), *Report of Conference on Teacher Education in the Eastern Caribbean held at Barbados, April 30 - May 4, 1973* (pp. 173-176). Mona, Jamaica: School of Education, 1973.

This paper describes a one-year training course instituted by the Leeward Islands Teachers' Training College to help overcome Antigua's critical shortage of trained teachers. The year's training was followed by a year of internship or probation, which was supervised by staff of the College and the Ministry of Education.

175

Problems of recruitment and training of Training College staff: [Papers presented at the Conference on Teacher Training, St. Augustine, Trinidad, 19-28 July, 1964]. [S.l.: s.n.], 1964. 23 p.

This volume contains papers on the problems of recruiting and training staff of the training colleges in Jamaica, Barbados, Antigua, British Honduras, Grenada, and St. Lucia.

176

Richardson, Arthur G.

Perceived instructional competence of Eastern Caribbean student teachers. *Bulletin of Eastern Caribbean Affairs*, vol. 13, nos. 5-6, 1987-1988, pp. 39-46.

The Shapiro Teacher Self-Assessment Scale was administered to 156 final year student teachers from four Eastern Caribbean teachers' colleges (Antigua, Barbados, Dominica, and St. Vincent) to inquire into their perceived instructional competence. Results indicated that the student teachers needed help in "using creative methods in teaching" and also in "the organization of classes for instruction." Male teachers in the sample were significantly more deficient in perceived competence than their female counterparts.

177

Richardson, Arthur G.

Perceived instructional competence of student teachers in Eastern Caribbean teachers' training colleges. In Winston K. King (ed.), *Report of the Seventh Biennial Eastern Caribbean Standing Conference on Teacher Education held at Barbados, April 4-7, 1989* (pp. 79-86). Cave Hill, Barbados: Faculty of Education, 1989.

[See Record 176 for abstract]

178

Richardson, Arthur G.

Teacher preparation programmes in the Caribbean: How effective are they? *Bulletin of Eastern Caribbean Affairs*, vol. 19, no. 1, Mar. 1994, pp. 29-38.

Questionnaires were administered to a random sample of 170 teachers (47 males and 123 females) drawn from the population of those trained teachers in the OECS who had completed one year of classroom teaching after being college trained (Antigua and Barbuda - 25, Dominica - 21, Grenada - 41, St. Kitts-Nevis - 16, St. Lucia - 21, St. Vincent and the Grenadines - 46). Results pointed to variation in usefulness of college courses, with Education Theory being perceived as the most useful, followed in rank by English, Mathematics, Teaching Practice, Social Studies, Science, and Individual Study. Teachers also identified "inability to get materials and equipment" and "teaching slow learners" as major difficulties.

179

Richardson, Arthur G.; Joseph, Cuthbert H.

Perceived problems of Eastern Caribbean student teachers. *Bulletin of Eastern Caribbean Affairs*, vol. 13, no. 1, Mar/Apr. 1987, pp. 42-51.

(Also published in D. C. Clarke, ed. *Report of the Sixth Biennial Eastern Caribbean Standing Conference on Teacher Education* (pp. 19-36). Cave Hill, Barbados: Faculty of Education, UWI, 1987)

This study compared the perceived teaching problems of EC teachers (100 males and 232 females) randomly selected from five of the seven teacher training colleges in the EC (Antigua and Barbuda - 50, Grenada - 69, St. Kitts-Nevis - 45, St. Lucia - 58, St. Vincent and the Grenadines - 110) with those of beginning teachers in developed countries (Veeman, 1984). The results indicated that the rank order of teaching problems of Caribbean student teachers and beginning teachers were dissimilar. Beginning teachers stressed problems with classroom discipline, assessing student work, and relationships with parents, while Caribbean student teachers stressed task-related problems— inadequate school equipment, insufficient materials and supplies, and oversized classes. Significant sex differences also emerged on the ratings of 3 of the 24 problem areas. Caribbean females perceived two of the problems as being more serious than their male counterparts. The implications of these problems for teacher education in the EC are discussed.

180

Sabaroche, Herbert F.; Hogan, D.

Evaluation report: OECS Technical Teacher Training Programme (Business Studies) at Antigua State College. Bridgetown, Barbados: British Development Division in the Caribbean, 1992. [n.p.].

181

Walters, Elsa H.; Jensen, J. C.

Report on Leeward Islands Teachers' Training College, Golden Grove, Antigua. [S.l.: s.n.], 1962. 26 p.

182

Wright, J. A.

The development of teacher education in the Caribbean, with special reference to Antigua, Grenada and the United States Virgin Islands. Ph.D., University of Hull, 1989. [n.p.].

TEACHER MOTIVATION

183

Alleyne, Albert B.

The situation of teachers in the English-speaking Caribbean. *The Major Project in the Field of Education in Latin America and the Caribbean*, No. 17, pp. 7-23.

Under the sponsorship of UNESCO, a Seminar on the "Status of Teachers" was held in Kingston, Jamaica during September 1988, in which the situation of teachers in the English-speaking Caribbean was reviewed. This paper presents part of what was analyzed at this event. The first part examines the status of Caribbean teachers in respect of specific clauses of the International Recommendation for the improvement of this status developed in 1966 and discussed in the 1984 ILO/UNESCO Joint Commentaries which address the following: 1) Teachers' salaries, 2) Social security, and 3) Teacher shortage. Data were obtained from eight Caribbean territories: Antigua and Barbuda, Belize, Dominica, Guyana, Jamaica, St. Kitts-Nevis, St. Lucia, and Trinidad and Tobago. A questionnaire was designed to elicit the required information, and written responses were received from teachers, principals and/or representatives of teachers' organizations. In some instances, interviews were held with respondents. The second part looks at educational objectives and policies, and preparation for the profession and further education for teachers. Questionnaires were sent to Ministries of Education in the Caribbean and to teachers' unions in some of the territories, and a distillation of the data and ideas received from the respondents is presented here.

184

Richardson, Arthur G.

Why teach? A comparative study of Caribbean and North American college students' attraction to teaching. *Bulletin of Eastern Caribbean Affairs*, vol. 14, nos. 1-2, 1988, pp. 24-30.

This study investigated reasons why student teachers (66 males and 132 females) in four EC teachers' training colleges (Antigua, Dominica, St. Kitts-Nevis, and St. Vincent) chose teaching as

a career. Results indicated the major attraction to be interpersonal in nature—"special interest in dealing with children and/or young people." Overall findings coincided neatly with similar research mounted in the United States by Jantzen (1981).

TEACHING MATERIALS

185

Guiste, Evelyn Bernadine Joseph

An evaluation of the basal readers utilized in the Antigua and Barbuda public schools to determine the treatment of career information. Ph.D., Michigan State University, 1985. xv, 250 p.

This evaluative study sought to determine whether or not, and to what extent, career information presented in the basal readers was reflective of occupational situations in the Antiguan and Barbudan society. It also sought to ascertain whether the two basal readers series, Caribbean and Nelson New West Indian Readers, differed substantially in the variability of careers. The career information presented in 17 basal readers was compared to the occupational information reflected in the society. The findings revealed that: 1) 302 occupational references indicated more variations than similarities; 2) except for Infants 2, occupation references increased by grade level; 3) textual career information occurred nine times more than pictorial occupational information; 4) 6% of the lines in the readers was devoted to occupational information; and 5) there was a marked discrepancy between career information depicted in the readers and the society.

TEACHING TECHNIQUES

186

Spencer, Peecheeta Angela

Strategies for dealing with difficult topics in biology at the secondary school level in Antigua. M.A. (Ed.), University of Southampton, 1988. [n.p.].

187

Thompson, Elizabeth Joy

A comparison of some curriculum practices in two secondary schools in Antigua preparing students for the regional mathematics examination. B.Ed., University of Nottingham, 1995. [8], 108 p.

TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

188

Antigua and Barbuda. Ministry of Education, Culture and Youth Affairs

Technical and vocational education and training in Antigua and Barbuda. St. John's, Antigua: The Ministry, 1983. [n.p.].

This report identified the equipping of young adults with employable skills in selected technical fields (especially the construction industry), and upgrading the skills of technical personnel already employed, as ways in which technical and vocational education in the 1980s would make its greatest contribution in Antigua and Barbuda. The main institutions that provided technical/vocational education were highlighted, and a brief description of technical/vocational education in the school system was provided. This took the form of Industrial Arts, Home Economics, girls' Handicraft, and Commercial Studies. However, the programmes were handicapped by a shortage of qualified teachers, and problems in recruiting enough students with a suitable academic background for higher level technical courses. Nonformal technical and vocational education was organized by the Ministries of Public Works and Education, private firms or institutions, and private tradesmen. The report also contained an update on the Pre-Employment Training Programme, and made suggestions on how regional and international cooperation in technical/vocational education could be usefully developed in the future.

189

Craft training, production and marketing: CAR/72/005: Caribbean: Project findings and recommendations: Report prepared for the governments of Antigua, British Virgin Islands, Dominica, Grenada, Montserrat, St. Kitts-Nevis, St. Lucia, St. Vincent, Turks and Caicos. Geneva: UNDP. ILO, 1976. 19 p.

This document contains a summary, results and recommendations of an ILO regional project for the EC concerning employment creation, full or part time, in a workshop or in the home, for young school leavers.

190

Gailer, J. W.

Proposals for the development of technical education in the Leeward and Windward Islands and in Barbados. Bridgetown, Barbados: Ministry of Education, 1965. 36, [68] p.

[See Record 115 for abstract]

191

Halliday, Joseph Jacob

Perceptions of technical and vocational education in the developing countries of Antigua and St. Kitts. Ph.D., The University of the West Indies, Mona, 1994. xviii, 457 p.

This study attempted an evaluation cum perception of technical and vocational education in Antigua and St. Kitts. It also examined differences and similarities of these attitudes cum evaluation of various groups (parents, students, teachers, and employers) and sub-groups, differentiated by socioeconomic status, academic achievement, rural-urban residence, gender, and stream. The study used 10 variables and/or groups of respondents linked with 5 instruments as data bases to provide answers for the 12 research questions posed. The sample of 312 respondents comprised 200 students, 32 employers, 40 teachers, and 40 parents.

Results of the data analysis showed that the majority of employers, teachers, parents, and students in Antigua and St. Kitts were unfavourably disposed towards tech-voc education. There were

slightly more Antiguan than Kittitian students, more tech-voc than academic students, more urban than rural students, more male than female students, and more of the better qualified than lesser qualified students, with favourable perceptions of tech-voc education, but with differences in scores which were generally not significant at the 5% level. Almost twice as many students from the tech-voc as from the academic stream found employment and, of these school leavers, a greater percentage was occupied in technical and vocational oriented jobs than in the blue- and white-collar occupations traditionally associated with an academic curriculum. Stream made no apparent difference in the percentage of students originally registered in the academic stream who later pursued tech-voc education or academic studies at the post-secondary level. However, of the students who were enrolled in the tech-voc streams, a relatively higher percentage opted for further academic studies rather than technical and vocational education.

192

Henry, Winston T.

An effective appraisal strategy for improving technical and vocational education in Antigua and Barbuda. M.Ed., University of Huddersfield, 1998. [n.p.].

193

Knowles, James H.

A case study of education and productive work in Antigua and Barbuda. Bridgetown, Barbados: CARNEID, 1985. [n.p.].

An overview of attempts to vocationalize curricula in Antigua and Barbuda, beginning in 1955 with the Princess Margaret Secondary Comprehensive School, precedes a discussion on agricultural education in this study. A substantial part of the study deals with nonformal education. It ends with some thoughts on the future direction of education and productive work (EPW) programmes in Antigua and Barbuda, which are seen as having a bright future.

194

Lavender, Gordon

Technical and vocational education in the Commonwealth Leeward and Windward Islands. London: Overseas Development Ministry, 1973. [n.p.].

195

Liburd, James S.

The historical development of adult technical education in selected Leeward Islands from 1834-1976. Ed.D., University of Cincinnati, 1979. 237 p.

[See Record 013 for abstract]

196

Michael, Emil A.

Achieving quality in school, a model for the improvement of pre-vocational education in Antigua and Barbuda. M.Ed., University of Huddersfield, 1999. [n.p.].

197

Michael, Emil A.

Developing technical and vocational education in Antigua and Barbuda. Dip.Ed., University of Huddersfield, 1991. [n.p.].

198

Mourillon, Verieux

Technical

vocational education and training: Planning workshop for Antigua and Barbuda. [S.l.: s.n.], 1992. iii, 38, 20 p.

[See Record **063** for abstract]

199

Pearson, J.

Report on visits to Antigua, Dominica, Grenada, Montserrat, St. Kitts, St. Lucia, St. Vincent: 27th September - 12th October 1972. London: Council for Technical Education and Training for Overseas Countries, 1972. [n.p.].

200

Swift, John J. O. L.

Improving the quality of technical and vocational education and training at the Antigua State College, the role of the head of department. M.Ed., University of Huddersfield, 2000. [n.p.].

201

Taylor, W. L.; Moller, W.

The state of Antigua and Barbuda: Report of the technical- vocational education and training reconnaissance mission. [S.l.: s.n.], 1983. [12 p. in various pagings].

SELECTED WEBSITES

The EFA 2000 Assessment Country Reports: Antigua and Barbuda

This is the Antigua and Barbuda country report for the Education for All (EFA) Assessment 2000, undertaken under the auspices of the Education for All Forum. This report outlines the progress made by Antigua and Barbuda since 1990 towards the goal of education for all, and also seeks to identify shortcomings in achieving that goal.

URL: *http://www2.unesco.org/wef/countryreports/antigua_barbuda/contents.html#cont*

Antigua State College

This profile of the Antigua State College has been prepared by the Tertiary Level Institutions Unit (TLIU) of the Cave Hill Campus of UWI. It provides a brief history of the college as well as statistical data on enrolment, by programme, for the 1996-1997 academic year, and information on entry requirements for the various programmes.

URL: *<http://www.uwichill.edu.bb/tliu/ncc/asc.htm>*

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