



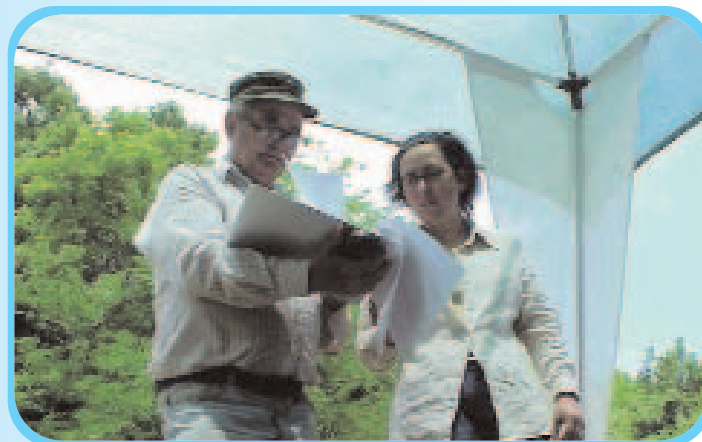
PRE-COLUMBIAN SETTLEMENTS IN JAMAICA/JAMES LEE COLLECTION

Principal Researcher:
Dr. Philip Allsworth-Jones
Department of History and
Archaeology

During the period 1999 to 2003 archaeological excavations were carried out in the parish of St Mary as part of a joint project between the Department of History and Archaeology at the UWI, Mona Campus and the Wickliffe Mounds Research Center at Murray State University, USA. The project was co-directed by the author, Professor Kit Wesler, and had the objective of investigating the Pre-Columbian settlement of this part of Jamaica. Funding was received from the UWI, Mona Campus Committee for Research and Publications and Graduate Awards, and the Reed Foundation in New York. A multi-disciplinary study of the excavated material has been carried out with the help of Dr. A.L. Santos of the Coimbra University in Portugal, Dr. Betsy Carlson from Gainesville, Florida and Dr. Simon Mitchell of the UWI, Mona Campus.

Four sites were excavated in the parish of St Mary - Green Castle, Newry and Coleraine in the vicinity of Annotto Bay, and Wentworth near Port Maria. From these sites 14 satisfactory radiocarbon dates were obtained, in the calibrated range from about 1000 A.D. to the beginning of the 16th century. Two human burials were discovered at Green Castle, one an adult and the other a child. A large quantity of faunal material, mainly fish bones, was also discovered in excellent condition and represents the largest analysed sample from Jamaica to date. The archaeological material, mainly ceramics and lithics, is of the variety which is commonly referred to as "White Marl". There are a number of unusual items, including stone beads, a bone needle, and various pieces made from conch shell. The settlement at Annotto Bay may correspond to what the Spaniards called Guayguata, whereas Port Maria is likely to have been what they called Melilla.

In 2000, Dr. James Lee presented his collection of Pre-Columbian artefacts and accompanying documentation to the University. Funding was obtained from the Jamaica Bauxite Institute to enable the study of this collection, which contains material from 191 of the 265 sites which he so methodically mapped. There are about 28,000 artefacts in the collection, as well as shells, animal and human bones. The latter represent a minimum number of 46 individuals from 25 locations. The artefacts also comprise rare pieces, including a number of complete pottery vessels, mostly from caves.



Author and physical anthropologist, Ana Luisa Santos at Green Castle.

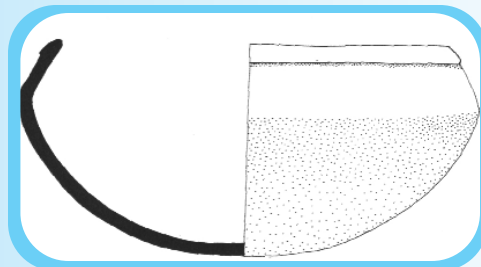


PRE-COLUMBIAN SETTLEMENTS IN JAMAICA/JAMES LEE COLLECTION

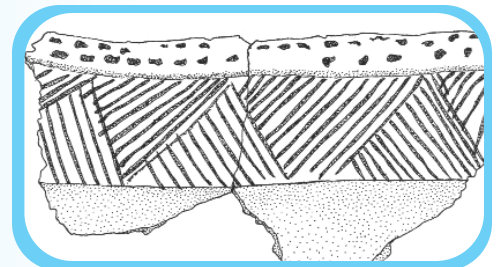
The two projects taken together add materially to our knowledge of the Pre-Columbian inhabitants of Jamaica. The Mona Campus, through its Research Fellowship programme, assisted with the publication of findings from both projects, in particular ,by way of illustrations which were done by Mrs Alison West Martin of the Edna Manley College. Sixteen figures were prepared for a book which is being compiled on the basis of the results of the work in St Mary, and five are being done for the book which will accompany the CD-ROM on the Lee Collection. Preliminary findings have already been reported for both projects in the Proceedings of the International Association for Caribbean Archaeology (2003 and 2005). ■



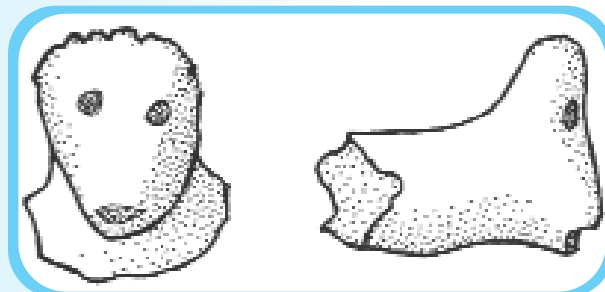
Pre-Columbian adult burial



Reconstructed pot (at foot of adult burial)
Green Castle.



Decorated potsherd



Animal-like head ceramic, Green Castle



BEHAVIOURAL PROBLEMS INCLUDING VIOLENCE AND AGGRESSION IN THE SCHOOLS: A MODEL FOR SCHOOL IMPROVEMENT

Principal Researcher:
Dr. Susan Anderson
Department of Educational
Studies

The aim of this research project is to examine behavioural problems in the school as well as the intervention programmes which are being implemented to deter them. The focus of the study will be on one particular programme which attempts to curb the violence and aggression, as well as analyse the socio-psychological implications of the disturbing trend at the school. Research will also be undertaken to create a model at the School which other schools could replicate with modifications.

The intervention and research in the chosen area uses a recently created High School in the corporate area which draws its students from communities surrounding the University of the West Indies that are considered to be among the most violent, and also "home" to major "warring" gangs. The school selected has been plagued by major behavioural problems over the recent past. These behavioural problems are play out in a wide range of anti-social behaviours such as frequent fighting, uncontrollable disruptive behaviour, willful destruction of school property, dishonesty and total disrespect of school authority.

The project intervention is seeking to better understand violence and aggression in the classroom, which is an area that has been identified within the priorities established by the Ministry of Education, Youth and Culture. It is also an area of national importance for the educational system and for the nation as a whole as it fits within the broader context of the problem nationally. This programme seeks fundamentally to help the student gain perspective, self-awareness, lose bad habits and learn tools for life. As the project evolves it is hoped that the evidence of positive change will be realized.

The study is in its early stage and the researcher has had an initial meeting with the participating students and received valuable feedback. Based on the responses received from the students, the researcher/interventionist had to review and revise the original plan of action. A multidisciplinary approach will be augmented by the Psychoeducational approach since there are issues found which can be better served by this approach.



Students and teacher from the high school involved in the study.



BEHAVIOURAL PROBLEMS INCLUDING VIOLENCE AND AGGRESSION IN THE SCHOOLS: A MODEL FOR SCHOOL IMPROVEMENT

According to Brentro and Von Bockern, (1994), the Psychoeducational approach intentionally combines a variety of methods to meet the diverse needs of troubled children and youth. This dynamic approach is best suited to the current behavioural problems identified. No two youngsters are the same and hence not every programme is the best option for the whole population. The assessment of the student's needs and, situations guided the decision. It was also critical to decide which option fits best, in helping the students to reach their potentials.

The researcher is encouraged by this initial intervention as there is scope for creating and developing something credible which can only serve to enhance the positive outcome of our Jamaican students, not only at this particular institution but indeed the wider group of students in our schools. ■



A section of the compound of the High School involved in the study..



JAMAICAN POPULAR MUSIC: ORAL HISTORY & CURRICULUM DEVELOPMENT



Principal Researcher:
Professor Carolyn Cooper
Department of Literatures in
English

This research project sought to enhance the public's understanding of the history of Jamaican popular music and also to develop curriculum materials for use in current and future courses on Caribbean Studies. The project was an initiative of the Reggae Studies Unit, strategically located within the Institute of Caribbean Studies.

As part of the project's varied activities, interviews were conducted with key players in the reggae music industry in order to generate a body of raw data, primarily in the form of audio-visual data, that could be utilized by a wide range of researchers in their studies on the development of reggae music in Jamaica and the Diaspora. The long-institutionalized Reggae Studies Seminar Series was also used to facilitate the research as it provided an opportunity for some of the informants/research subjects to reflect, in public, on their role in the development of reggae music.

In the first phase of the project, a seminar paper was produced on the topic, "Defining the Reggae Beat." This presentation was augmented by the vigorous autobiographical accounts of several Reggae Music pioneers such as Boris Gardner, Leroy Sibbles and Clancy Eccles. The seminar was videotaped by the Creative Production and Training Centre (CPTC) and recorded by the UWI's Radio Education Unit.

In the second phase of the project, several works were completed and published, some of which are listed below:



- Primary text for the course, "Reggae Poetry," which is a compilation of reggae poetry/lyrics spanning a 30-year period.
- Book manuscript, Dancehall Philosophy, a selection of the informative talks given in the Reggae Studies Unit's seminar series by a wide range of practitioners in the reggae music industry on the meaning of their work.
- Commissioned reader, Jamaican Dancehall Culture, for publication by the Sir Arthur Lewis Institute of Social and Economic Research.
- Publication of a selection of the bilingual "(W)uman Tong(ue)" newspaper columns, written for the Jamaica Observer over the period 1993-98. These columns constitute a major contribution to Caribbean popular culture studies.
- The published work, Sound Clash, has already been adopted as a textbook for courses in Caribbean Studies in a number of universities in North America, Europe and the Caribbean. ■





UU FIEVA MI, UU TAAK LAIK MI: RACIAL SELF-CONCEPT AND LANGUAGE ATTITUDE AMONG JAMAICAN PRIMARY SCHOOL CHILDREN

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

Research Fellow:
Dr. Karen Carpenter

Research Collaborator:
Ms. Charlene Coore

This research project examines the racial identity of 120 children from working class families, enrolled in an elementary school in Jamaica. The study combines issues of racial and linguistic self-concepts to explore the responses of these children, who are in the 5 to 10 years age cohort, in the Jamaican multi-racial, bilingual context. The research builds on seminal works on children's racial self-concept by Clark and Clark (1947) in the United States and Gopaul-Mc Nichol (1995) in the West Indies and the United States, as well as research on language attitude by Rosenthal (1974) in the United States and Le Page, R.B. and Tabouret-Keller, A. (1985) in the Caribbean.

The data were collected through face-to-face interviews using stimulus cards and matched guise tests. The results show that African-Jamaican children largely identify racially with African Jamaican persons and with African-Jamaican speakers of Jamaican Creole. Such findings, which point to quite accurate self-evaluation among young children are uncommon in the existing literature on self-concept in Black children in the Caribbean and elsewhere.



Uu Fieva Mi, Uu Taak Laik Mi: Racial self- concept and language attitude among Jamaican primary school children



VIOLENCE IN SCHOOLS AND THE CHANGE FROM WITHIN PROJECT

Principal Researcher:
Dr. Lorna Down
Institute of Education

Collaborators:
Dr. Clement Lambert
Mrs. Ceva McPherson-Kerr

Violence has been increasing at an alarming rate in Jamaican schools. *The Change From Within Project* (CFW) represented a direct response to the need to change this developing trend and to promote a culture of peace in schools. The project came out of a successful initiative that started over a decade ago under the leadership of Sir Philip Sherlock. However, the need to research the experiences of participants in this initiative and the incremental positive changes that occurred in the participating schools became increasingly evident. Additionally, there were few documented empirical studies on violence in schools.

This completed research project therefore, aimed to fill this gap by examining the nature and prevalence of violence in Jamaican schools and the influence of the CFW intervention as perceived by selected school communities. Four key areas were studied, namely; (i) definitions and manifestations of violence, (ii) causes of violence in schools, (iii) the impact of violence in schools and (iv) the *Change From Within Project*.

The research findings indicate that common perceptions of violence and poverty, students poor home communities and school violence contribute to the violence in schools mainly through feedback loops (that is, self-reinforcing feedback actions such as the 'self-fulfilling prophecy' and the 'bandwagon effect'). There is also evidence of an acceptance and in some instances, justification of the violence as many of the study's respondents see a lack of respect as the cause of violence. The study also revealed a paradigm shift in school discipline which has left many schools uncertain of how to negotiate between the various traditional authoritarian forms of discipline (that no longer work), and also unsure of how to create effective non-traditional forms. Another major finding relates to the teaching methodology for boys. Inappropriate, gender-biased pedagogy has been found to be associated with boys' violent behaviour. Although there have been attempts made to deal with this issue with varying levels of success, some schools have not sufficiently addressed it.

By studying the *Change From Within Project*, various essential elements have been identified as factors necessary for changing the culture of violence in schools. The most significant factor identified was that of school leadership. In this regard, the CFW project has made a major impact through its creation of the Circles of Friends, which comprise groups of School Principals, who share problems openly and together arrive at ways in which to address them. This has proved to be an extremely valuable strategy as the Principals are provided with support as well as a forum for the discussion of issues and the formulation of appropriate strategies. It has also had the effect of promoting a philosophy of self-reliance in schools. This has allowed CFW schools to engage in a number of projects and programmes that have produced a positive multiplier effect.

Teachers at various levels of the system, school administrators, and policy makers should find the research useful as it not only emphasizes the important role of school leaders in creating a peaceful school community but also reveals a cost-effective programme for their training and support. The project's work and achievements also provide a pragmatic and flexible model for action that can be replicated in most school contexts. The Report on the project's work is currently available through the Institute of Education's Publications Unit. Forthcoming articles will also be produced. ■



CARIBBEAN LIBRARIES AND INFORMATION SERVICES: AN ASSESSMENT OF THE FACTORS WHICH HAVE CONTRIBUTED TO THE CURRENT STAGE OF DEVELOPMENT, 1980-2005

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

Research Fellow:
Ms. Hyacinth Brown

This project aims to identify, document and analyze the factors which have contributed to the advances in access to information in the Caribbean, with emphasis on the period from 1980 to 2005. Contributing factors including national government policies, legislation, information infrastructure, education of personnel, library and information studies programmes, and development projects, are being examined to evaluate the nature of their contribution. The findings to date have been documented in a report which provides a preliminary description. The report also provides an analysis of the factors which have contributed to the development of the libraries and information services in the Caribbean. Resources consulted were primarily those available in Jamaica and on the Internet.

In the study, the development of the Caribbean Library and Information Service industry since 1980 is examined in three main eras. The first era relates to the decade of the 1980s when UNESCO and other agencies assisted in the development of national information policies that guided the work of libraries, archives and documentation centres. The second era covered the period from the late 1980s to the end of the 1990s when the Personal Computer and the Internet acted as catalysts to the initiatives already begun as a result of the implementation of national information policies. The third covers the period from the year 2000 to the present time and focuses on the efforts of various governments to formulate and implement Information and Communication Technology policies, stimulate industry development and promote the liberalization of the telecommunications industry.

It was found that there were several significant change agents that positively influenced the development of the industry. These include UNESCO which played an important role in developing programmes for libraries and other information units in various territories, namely: Aruba, Barbados, Dominica, Grenada, Jamaica, Montserrat and St. Kitts-Nevis, St. Vincent and the Grenadines and Trinidad & Tobago. The study also looked at the positive impact of Professional Education with particular reference to the Department of Library and Information Studies, UWI, and also professional associations (national, regional and international). There was also an examination of Regional Information Systems which supported the development of national focal points as well as an assessment of the national ICT policies of the CARICOM countries.

Further work will be carried out, utilizing the earlier research findings, to examine the factors which have contributed to access to information in the Caribbean and to determine the best practices for input to national and regional policy making. ■



THEORETICAL/CONCEPTUAL PERSPECTIVES AND PRACTICAL APPLICATIONS IN EDUCATIONAL MANAGEMENT/ADMINISTRATION

Principal Researcher:

Dr. Sonia O. Jones

Department of Educational Studies

The objective of this research project is the publication of a book that will add to the growing body of theoretical knowledge in educational management. Global changes in trade as well as in education suggests a need to broaden perspectives on this important area of study so that strategies directed at solving some of the economic, educational, cultural, political and other problems will benefit from an understanding of some of the paradigms that underpin their origins. The book looks at traditional theories of organization and leadership not merely in the context of classical, human relations, human resources and contemporary periods but with a conscious effort to deal with global changes in education. The critical departure from a book mostly highlighting or re-visiting the theoretical underpinnings of educational management/administration has been deliberate. The importance of applying practical approaches to managing educational organizations is persuasively argued.

Educational leaders grapple with very serious problems in the day to day operations of the educational organization. This book offers theoretical perspectives on many of these problems and discusses a selection of appropriate strategies to deal with such issues as violence in schools, cultural differences in staff and student populations, and HIV/AIDS. More and more educational managers understand that in seeking to effectively manage educational organizations 'one size does not fit all' in problem solution. Educational managers need to come to grips with an educational and training programme that prepares students for a global workplace. Furthermore, the local workplace may comprise more international workers than what is often seen in national borders. How do we as educational leaders treat this and other human relations situations? What are the needs of these diverse groupings? How will these needs be addressed to engender a cohesive workforce? Schematic diagrams, cases and dialogues are used to illustrate practical ways in which educational leaders can professionally address these concerns, issues and problems in educational management.

On publication, the book should provide useful ideas in the field of educational management/administration. Furthermore, the use of practical examples to illustrate the impact of globalization from a Caribbean perspective should bring cogent analysis to the issues explored. As such, policy makers, public sector interests, undergraduate and postgraduate students and educational managers/administrators at all levels of the educational system should find the book to be an important addition to their reading list. ■



THE WEST AFRICAN SOURCES OF JAMAICAN CREOLE GRAMMAR AND LEXICON



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

It has been an unquestioned assumption for at least the past forty years that Jamaican Creole owes much of its non-English derived grammar and vocabulary to Twi (Akan). This has been attributed to an early and long-lasting dominant presence of enslaved Africans in colonial Jamaica from ports on the Gold Coast, making Akan speakers the primary agents in the formation of the Jamaican Creole language and culture. The aim of this research project is to challenge that assumption and pursue a line of investigation which is more solidly based on the now available documentation of the transatlantic slave trade and on the current state of knowledge of relevant West African languages. The research, although primarily linguistic in its focus, is multidisciplinary in the resources which it calls upon. Its findings are likely to shed new light on the ethnicity of the African peoples whose traditions informed the creation, not only of the language, but also of the culture of Jamaica.

The research carried out to date has had both a historical demographic component and a linguistic component. The historical demographic research findings, using the currently available sources on the transatlantic slave trade clearly fail to support an early dominance of Akan speakers. Instead, an early predominance of slave voyages to Jamaica originating in the Bights of Biafra and Benin and on the Loango coast is suggested. This points to the presence of speakers of Igbo, Lower Cross languages, Gbe, and Bantu varieties among the enslaved Africans in seventeenth century colonial Jamaica. Although present in small numbers during the seventeenth-century, slaves from the Gold Coast area (Akan speakers) did not become a significant presence until the eighteenth century - too late to have constituted the dominant founding influence on Jamaican culture and language.

Because of the broad typological range of (West and West Central) African languages which appear to have been present in seventeenth century Jamaica, a typological approach has been developed for the linguistic aspects of the research. This approach consists of a consideration of selected aspects of the grammar of the relevant African languages to determine their typological range. This makes it possible to attempt to place Jamaican Creole within that typological range. An application of this approach to prosody (specifically evidence for foot binarity effects) points to Benue-Congo languages (Igbo, Lower Cross, Bantu) rather than Kwa languages (Gbe, Akan) as providing parallels with this aspect of Jamaican Creole grammar.

Work will be carried out on four specific topics for further study. These pertain to the phonology morphology interface (prosodic structure), to two areas of syntax which substratists have typically ascribed to substrate influence (verb focus and preverbal TMA), and to one syntactic topic which has not generally drawn the attention of substratists (argument structure). Important in the choice of topics is that they should not be uniform across the potential substrate languages of Jamaican Creole. Substratist research has often relied on uniformity within Niger Congo to argue for pervasive parallels between Caribbean Creole and Niger Congo languages. However, uniformity has generally been assumed rather than demonstrated an approach which is not methodologically sound. Moreover, the more successful substrate research projects of the past two decades have involved detailed study of individual creole substrate relations, at times down to dialect variation (e.g. work on the Suriname Creoles & Gbe languages, Haitian Creole & Fongbe, Berbice Dutch & Eastern Ijo). In the case of Jamaican Creole, where no dominant substrate language can be established on historical demographic grounds, it is the variation across substrate languages which allows for research aimed at identifying its substrate(s) on linguistic grounds. ■



SPIRITUALITY AND HIV/AIDS HEALING IN THE CARIBBEAN: A MISSED OPPORTUNITY FOR BEHAVIOUR CHANGE COMMUNICATION



Principal Researcher:

Dr. Nanci Muturi

Caribbean Institute of Media
and Communication
(CARIMAC)

Collaborators:

Ms. Maxine Ruddock-Small
Mr. Ron Page

Modern medicine and its contemporary forms constitutes the basis of health-care delivery in the Western industrialized nations. Spiritual healing, often understood as channelling of healing energy from its spiritual source to someone who needs it, has been in existence long before the advent of modern medicine when the concept of health and sickness was seen as religious or moral. Today, spirituality has been associated with the reduced risk of illnesses such as cancer and hypertension among others and has been statistically associated with protective factors against these diseases, increasing the median survival time significantly (Aldridge, 2000).

This qualitative study focuses on the link between spirituality and HIV/AIDS healing in the Caribbean using data collected qualitatively through twelve focus groups with members of Faith-Based organizations (FBOs) persons living with HIV/AIDS (PLWA), and sixty in-depth interviews with FBO leaders and PLWA in Jamaica. It explores the role of these organizations as effective channels for HIV/AIDS education and behaviour change communication, as well as challenges in implementing this role. The study was coordinated by the University of the West Indies HIV/AIDS programme (UWIHARP).

Key findings indicate that whereas several organizations have undertaken a leading role in HIV/AIDS response in Jamaica, developing care and support programmes, policies and manuals to guide their HIV/AIDS prevention activities, an equal majority rely on faith and the power of prayer for healing and cure of HIV/AIDS and related illnesses. There exist strong beliefs in spiritual healing where PLWAs turn to their faiths for spiritual healing and cure in place of seeking conventional medicine. With the exception of a few, leaders participate as spiritual healers through the laying of hands and praying for those infected and affected by HIV/AIDS. Spirituality is associated with diverting certain behaviours, some of which have serious consequences, including purposively infecting others, homicide to those suspected of infecting the victims, and suicidal attempts among those infected.

However, while most people seek security and comfort from their religious leaders, the stigma associated with HIV/AIDS, linking it with sin and homosexuality, prevents many leaders from providing the needed information, education for behaviour change, and self-efficacy skills to their followers. Discrimination is also prevalent within some FBOs where members avoid physical and other direct contacts with those infected and affected by the virus. This is caused by a lack of understanding of the disease among leaders and members of FBOs, which calls for stronger collaboration with the health agencies on the development of public and strategic behaviour change communication programs on HIV/AIDS in the region. The social and psychological roles of religion, appealing to people's emotions and actions at the individual, community, societal and national levels, makes it a crucial component in behaviour change communication for HIV/AIDS prevention in the Caribbean.

FBO leaders are viewed as credible sources for information related to sexuality, sexual practices and marital counselling. The study however found them equally unprepared to communicate effectively about these topics in relation to HIV/AIDS due to a lack of understanding about the disease and prevention strategies, the stigma attached to it and the



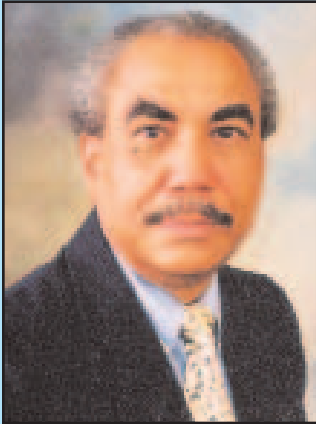
SPIRITUALITY AND HIV/AIDS HEALING IN THE CARIBBEAN: A MISSED OPPORTUNITY FOR BEHAVIOUR CHANGE COMMUNICATION

lack of skills in communicating about sensitive issues related to sex, sexuality and sexually transmitted diseases. The study therefore calls for training of leaders and other FBO influentials in behaviour change communication.

Several papers have been presented at International conferences, namely the 3rd UWI-HARP Scientific Conference in Barbados, the Annual International Communication and Media Research (IAMCR) in Taiwan, and two papers were accepted for presentation at the Annual American Public Health Association (APHA), Philadelphia in December 2005. These papers are currently under revision for publication. ■



PHILOSOPHY IN THE WEST INDIAN NOVEL



Principal Researcher:

Dr. Earl McKenzie

Department of Language,
Linguistics and Philosophy

This is probably the first book-length philosophical study of the West Indian novel ever done. It is based on three main assumptions. The first is that philosophy is reflection on the most fundamental questions we can ask about ourselves and our world. The second is that literature, and especially the novel, is the best method yet devised to give a "human face" to these reflections. The third is that at the present time, Caribbean philosophy is mostly embedded in other forms of cultural expression such as literature, and it needs to be excavated if we are to discover what is there.

The study examines the works of ten Caribbean authors, namely: George Lamming, Roger Mais, Wilson Harris, V.S. Naipaul, Orlando Patterson, Jean Rhys, Erna Brodber, Lakshmi Persaud, Earl Lovelace and Jamaica Kincaid. These novels were selected to represent differences in geography, chronology, ethnicity and gender. The study found that the novels embody ideas from several areas of philosophy including metaphysics, epistemology, philosophy of education, social and political philosophy, ethics, feminist philosophy and philosophy of literature. The issues treated in the novels include the aims of education, the meaning of life, the nature of the self, freedom and existentialist thought, the subjection of women, the concept of a person, the law of karma, the morality of reparation, the philosophy of motherhood and literature as a form of knowledge.

The study therefore reveals some of the philosophical ideas which have been at work in literary portrayals of Caribbean life. It identifies ancestral influences from the philosophies of Europe, Africa and India. Although it is not intended as intellectual history, the fact that the novels are studied chronologically could have implications for the literary dimension of a Caribbean history of ideas. It uncovers sections of the mostly unknown Caribbean philosophical mosaic, and will hopefully encourage further work to reveal the bigger picture. It is hoped that the findings from the study will encourage reflection on philosophical ideas in a Caribbean context. The published work should be of interest to philosophers, literary critics, educators, social scientists, and anyone interested in Caribbean studies. ■



ORIGINAL RESEARCH INTO COMMONWEALTH CARIBBEAN LITERATURE FOR CHILDREN AND YOUNG ADULTS



Principal Researcher:
Dr. Cherrell Shelley-Robinson
Department of Library
& Information Studies

This study seeks to identify and document all known books written about the Caribbean experience by regional and foreign authors mainly in North America and Britain, and to critically trace the development of this body of literature. This will include a discussion on the social factors that impacted the creation, publication and distribution of these literatures, the works of the leading authors in the field, and the trends and issues found in the literature. The findings from the study will be used to write a book that will help to make educators, librarians, parents and the general public aware of the literature, and also in the process, initiate academic dialogue, which is severely lacking on the topic.

The decision to undertake this project was reached based on two factors. The first is a firm belief in the value and importance of indigenous literature in helping Caribbean youths to develop positive self-esteem, a sense of pride in their heritage, and to gain insights in themselves and the Caribbean way of life that can strengthen their sense of identity and feeling of personhood. The second factor was the noticeable absence of any scholarly attempt to systematically document and critically assess the body of literature written for Caribbean young people, even though there has been a small but steady stream of publications appearing since the 1960s.

Most of the data collection has already been completed. This was achieved through visits to many Caribbean countries, the United States, Canada and Britain where the largest number of books were located. One of the most interesting finds of the study has been the discovery of possibly the earliest Caribbean children's book, which has a 1854 imprint and is descriptive of life in the Caribbean under slavery. The book is written from a European perspective and provides valuable insights into the way of life then and how the Europeans perceived their slaves - especially those who worked in the house.

The study has generated several conference papers that have been presented at various regional and international seminars and conferences. Of note was the presentation of the paper entitled, "Finding a place in the sun: the immigrant experience in Caribbean Youth Literature", at the International Board of Books for Young People (IBBY) 2004 Conference, held in Cape Town South Africa. Work is currently underway on the writing of a book and many articles have been published, including a modified version of the IBBY paper, published in *Children and Libraries*, a refereed journal of the America Library Association.

A database of nearly 1500 titles (and growing) of identifiable Caribbean children's books has been created where nothing like it existed before. A website that is intended to become the authoritative source of information on Caribbean children's literature worldwide is currently being developed. ■



ASPECTS OF THE ECOLOGY OF THE ENGLISH LANGUAGE CLASSROOM: ANALYSIS OF THE CONTEXT OF THE PROFESSIONAL PREPARATION OF TEACHERS IN ENGLISH

Principal Researcher:

Dr. Monica E. Taylor

Department of Language,
Linguistics & Philosophy

One of the major issues facing Jamaican educators, parents and policy makers is the poor achievement levels in English Language. Even after several years of schooling, disappointing results continue to emanate from the regional CXC English examinations. These concerns have prompted varied responses from policy makers and educators/researchers.

If one looks at the Jamaican English Language classroom and attempt to unravel its dynamics, a number of elements would have to be contemplated, including the language(s) brought to the classroom encounter by the teachers and students, teachers' education and training, students' aptitudes, background and support systems, individual resources, factors in the school environment and the classroom environment itself. In this context, the teachers' training and general competence will logically have a strong influence on the 'linguistic portrait' of the classroom.

This research project seeks to explore the formative aspects of training and early practice of teachers of English. The research is at the point of completing the literature search, instrument design and entry protocols. When completed, the study will produce a profile of the epistemology generated by teacher educators and the pedagogical models internalised by trainee and newly qualified English teachers. It should also indicate how such models relate to teachers' language awareness and the sensitivity to, and engineering of opportunity to learn Standard Jamaican English (SJE) in the classroom.

The interviews and observations for this study commenced in the months of September and October, 2005. It is expected that the research findings will help to promote reflective practice at all levels (from teacher educators to classroom teachers) and provide policy makers with a decision-enhancing view of the physical, psychosocial and intellectual space in which teachers of English are trained. The study should make a significant contribution to the way in which English Language pedagogy is conceptualised in Jamaica, and in general, it should enrich our understanding of the forces that help to shape English language teachers. ■



WEST INDIAN MISSIONARIES IN THE NIGER MISSION TO SOUTHERN NIGERIA, 1895-1925

Principal Researcher:
Dr. Waibinte E. Wariboko
Department of History
and Archaeology

This research project investigated, narrated and analyzed the activities and contributions of black West Indians to the implantation, growth and development of Christianity in Southern Nigeria. The findings from this study challenge the key concepts of race unity and belonging, upon which the whole idea of the African diaspora has been constructed. For this and other reasons, it is critical reading for both undergraduate and graduate students interested in the African diaspora. The findings also contribute substantially to our understanding of the Caribbean-African connection, including the history of the back-to-Africa movement championed by activists like E.W. Blyden and M. Garvey.

One of the most significant findings of the study was that Black West Indians, mainly Jamaicans, were motivated by humanitarian considerations and socioeconomic interests, including a sense of race belonging or pan-Africanism, in their efforts to migrate to West Africa as Christian missionaries under the auspices of the CMS Niger Mission and the Church of England in Jamaica. However, their sense of African consciousness and belonging to a race notwithstanding, they refused to make Africa their home when invited to do so by the Church Missionary Society, because of the prevailing racism in the Niger Mission. This research sheds fresh light on the racial discrimination that black missionaries, both Africans and West Indians, faced within the British missionary organizations that were interested in the evangelization of Africa during the heyday of the "racial contract" between whites and nonwhite societies. It demonstrates that in the Church of Christ, as in society, whiteness meant superiority while blackness represented inferiority. This and other factors led to the resignation of the West Indian missionaries in 1924. With this development the CMS scheme designed to recruit black West Indians for missionary service in Southern Nigeria came formally to an end and, the missionaries returned to the West Indies in 1925.

Another significant finding of this research was that the pursuit of socioeconomic self-interest, among other factors, affected the construction of race and identity among the black West Indian missionaries in the Niger Mission between 1898 and 1925. These findings are documented in an article published in the *Journal of African History* [JAH] in 2004, entitled, *"I Really Cannot Make Africa My Home: West Indian Missionaries as 'Outsiders' in the Church Missionary Society Civilizing Mission to Southern Nigeria"*. The article showed that based on the notion of racial affinity, the CMS and the Church of England in Jamaica had required all black West Indians in the employ of the Niger Mission in Southern Nigeria to make Africa their home. Because the African posting involved a substantial devaluation in the material benefits to be derived from missionary service, the West Indians objected to that idea. They demanded instead to be perceived and treated as foreigners on the same footing as Europeans. How they related to West Africa is part of the "dialectic between diasporas and homeland", that is, to learn about Africa, help it develop socio-culturally, but not necessarily return there permanently. This type of identification with Africa is different from the position held by those Rastafarians who continue to advocate that they be repatriated to the continent. ■