EDUCATION AND TRAINING IN THE BAHAMAS
A PARTIALLY ANNOTATED BIBLIOGRAPHY

Compiled by

Lynda Quamina-Aiyejina

CONTENTS

LIST OF ACRONYMS AND ABBREVIATIONS

ATIB	Association of Tertiary Institutions in the Bahamas
BALM	Bahamas Adult Literacy Movement
BCIT	British Columbia Institute of Technology
BGCSE	Bahamas General Certificate of Secondary Education
BHTS	Bahamas Hotel Training School
BJC	Bahamas Junior Certificate
BMAS	Bahamas Mathematics Achievement Scale
CARICOM	Caribbean Community
CFNI	Caribbean Food and Nutrition Institute
CHTM	Centre for Hotel and Tourism
COB	College of the Bahamas
COL	Commonwealth of Learning
EFA	Education for All
GCE	General Certificate of Education
HFLE	Health and Family Life Education
IESALC	International Institute for Higher Education in Latin America and the Caribbean
NCC	Non-campus countries
PAHO	Pan-American Health Organization
PLP	Progressive Liberal Party
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
US	United States of America
UWI	The University of the West Indies
WHO	World Health Organization

INTRODUCTION

This bibliography on "Education and Training in The Bahamas" has been specifically prepared for the UWI School of Continuing Studies' Bahamas Conference. Because it was recognized that the Bahamas is served by an academic library—the College of the Bahamas Library—this bibliography was not intended to be as comprehensive as those for the other non-campus countries. In particular, the following types of information were omitted: in-house operational research publications of the Ministry of Education, teachers' certificate theses, Bachelor of Education (B.Ed.) theses, curriculum and syllabus documents, and textbooks. The focus was therefore mainly on policy documents, post-graduate theses and dissertations, and research reports. Although an attempt was made to be as comprehensive as possible with respect to these latter document types, it is recognized that 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. A selection of websites available on the Internet has 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 280 entries in this bibliography, but because of the duplication of some entries, it should be noted that these represent a total of 225 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, or for which abstracts could not be located in databases. Unfortunately, there are about 112 such records in the bibliography, representing some 49.8% 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.l.   no place of publication
       s.n.   no publisher name

Location Codes

In order to aid retrieval of the documents identified in the bibliography, an attempt was made to identify locations in the major academic libraries in the region. The codes for these locations are as follows:

CERIS	Caribbean Educational Research Information Service
COB Library	College of the Bahamas Library
Main Library, UWIM	Main Library, UWI, Mona Campus
Main Library, UWISA	Main Library, UWI, St. Augustine Campus
SOE Library, UWIM	School of Education, Library, UWI, Mona Campus
SOE Library, UWISA	School of Education, Library, UWI, St. Augustine Campus
UVI Libraries	University of the Virgin Islands Libraries

BIBLIOGRAPHIES

001
Boultbee, Paul G., comp.

> *Bahamain [i.e. Bahamian] reference collection: Bibliography* (2nd ed.). Nassau, Bahamas: College of the Bahamas Library, 1981. 56 p.

This edition of the Bahamian reference collection bibliography incorporates all the entries of the first edition (1980). It consists of 494 entries, which includes monographs, journal articles, journals, government documents, ephemera, and maps. Author and subject indexes are provided.

Locations:
COB Library	B Z1504 B3 B68
Main Library, UWISA	WI REF Z1503 B764 B1 1981

002
Boultbee, Paul G., comp.

> *The Bahamas*. Oxford, UK: Clio Press, 1989. xx, 195 p. (World Bibliographical Series; Vol. 108)

This bibliography contains 703 entries grouped into 35 categories, including education. It includes books, journal articles, and some government documents, but omits theses and dissertations.

Locations:
COB Library	B Z1503 B34 1989
Main Library, UWISA	Ref.g Z1503 B68 1989

ACADEMIC ACHIEVEMENT

003
Cleare, Brendamae C.

> *The development of an instrument to identify factors which contribute to underachievement in mathematics in the Bahamas*. Ed.D., The University of Tennessee, 1995. xiv, 206 p.

This study sought to develop an instrument to identify factors that contributed to underachievement in mathematics among Bahamian high school students, and to determine the validity and reliability of the instrument. The sample consisted of 130 college preparatory students, who were registered in college preparatory mathematics courses at the College of the Bahamas (COB). A literature review identified eight factors as possible contributors to underachievement in mathematics—Academic, Instructional, Psychological, School Policies, School Personnel Attitudes, Verbal/Non-Verbal Abilities, Mathematics Curriculum, and Teaching Qualities. A panel of judges made up of experienced high school teachers in the Bahamas, ranked the factors on a 7-point scale based on the

perceived influence of each factor on underachievement in mathematics. A mean score of 4.0 on the 7-point scale assured the inclusion of a factor in the study. A list of 84 positively stated and negatively stated written items on the eight factors was reviewed by a panel of seven experts in the area of mathematics. A total of 50 statements, each with a 50% or more agreement among the experts, were included in the final scale that was administered to the study population. Average inter-correlation of .70 between the factors and the Bahamas Mathematics Achievement Scale (BMAS) supported the interrelatedness and the validity of the BMAS. A test-retest reliability coefficient of .47 to .88 and alpha coefficient of .38 supported the internal consistency of the BMAS. It was concluded that the BMAS developed in this study was demonstrated to be a valid, reliable, and stable instrument for assessing underachievement in mathematics among high school students in the Bahamas.

Location:

004

Collie-Patterson, Janet Maria

The effects of four selected components of opportunity to learn on mathematics achievement of Grade 12 students in New Providence, Bahamas. Ph.D., University of Southern Mississippi, 1999. 3, ix, 163 p.

This study sought to determine whether (1) a single dimension of opportunity to learn could be identified using four selected components of teachers' characteristics, students' characteristics, schools' characteristics, and classrooms' characteristics; and (2) each of the four components of opportunity to learn (OTL) was related to mathematics achievements as measured by the results of the June 1999 Bahamas General Certificate of Secondary Education (BGCSE) mathematics examination. The primary sample of the study consisted of 1,015 Grade 12 students from six public and six private schools in New Providence. The secondary sample consisted of 52 mathematics teachers who taught the participating students in Grades 10, 11, and 12. The findings indicated that there was a relationship between OTL and three selected components of teachers' characteristics, students' characteristics, and schools' characteristics. The fourth component, classrooms' characteristics, was not significantly related to OTL. Each of the four components of school, student, teacher, and classroom were significantly related to mathematics achievement as measured by the BGCSE mathematics examination. When taken individually, course taking, teaching strategies, professional development, educational background, affiliation, strength of climate, recognition, commitment, accomplishment, socio-economic status, attitude towards school, and students' prior ability were significantly related to mathematics achievement. However, when taken individually, manipulative use, parental involvement, and years of teaching experience were not significantly related to mathematics achievement. Furthermore, professional development, attitude towards school, strength of climate, recognition, and accomplishment were negatively related to mathematics achievement.

Locations:

005

Johnson, Pandora

Effective secondary schooling: Factors affecting academic achievement in the Commonwealth of the Bahamas. Ph.D., Ontario Institute for Studies in Education, University of Toronto, 1988. xiii, 367 p.

Schools and their effect on academic achievement have been an important theme in educational research, most of which has been carried out in developed countries of the English-speaking world. Although some research on this question has been carried out in developing countries, little or none has been done in countries that fit neither category, such as the Bahamas. The study attempts to determine the extent to which differences in educational achievement among secondary schools are accounted for by school factors sensitive to administrative manipulation.

Location:

COB Library   B.Diss LB1620 J63

006

Jordan, Portia Hartencia

The impact of social involvement on students' academic progress: Presented to the Consortium on Research Training. Concord, NC: Barber-Scotia College, 1982. ii, 27 p.

Location:

COB Library   B. LB1062.6 J67 1982

007

McMillan, Althea L.

The impact of parent-child communication on academic performance in elementary schools in The Bahamas. Ph.D., Walden University, 1993. viii, 140 p.

This study sought to identify some of the major factors in effective parent-child communication, and to discover how parent-child communication impacted on academic performance of primary school students in the Bahamas. Questionnaires were used to collect data from upper primary school students and their parents. Results of the data analysis suggested that parents spent too little time in effective communication with their children, and that their involvement in parent-child communication and in school activities correlated highly with the child's academic performance. Reading was not modelled or encouraged sufficiently and the home was no longer perceived as a very important teaching-learning unit.

Location:

COB Library   B.DISS LB1587 P37 M36 1993

008

Pinto, Giselle Josephine

Do teachers affect student achievement? The case of the Bahamas. A.B., Harvard University, 2000. 33 p.

009
Stubbs, Kendal C.
Determining the relationship between self-expectancy of achievement, perceived importance of achievement and actual achievement among tenth-grade students. Ed.D., Spalding University, 1996. 189 p.

This study examined the relationship between self-expectancy of academic achievement, importance placed on academic achievement, and actual academic achievement among tenth grade students in a cross-cultural setting (Bahamas and United States). Results revealed that: 1) there was a strong positive correlation between self-expectancy of academic achievement and actual academic achievement; 2) there was a strong positive correlation between importance placed on academic achievement and actual academic achievement; 3) US students tended to have higher academic achievements than Bahamian students, while Bahamian students tended to place higher importance on academic achievements; 4) students in public schools received slightly higher levels of academic achievement than students in private schools; and 5) female students received higher levels of academic achievement than male students, especially for English.

ACCESS TO EDUCATION

010
Bahamas. Ministry of Education
Country report: Education for All Assessment 2000. Nassau, Bahamas: The Ministry, 1999. [103] p. (EFA in the Caribbean: Assessment 2000. Country Reports)

The purpose of the Education for all (EFA) Assessment 2000 was to: 1) review achievements since Caribbean governments agreed to strive for EFA by the year 2000, and 2) to provide the necessary information for countries to assess their education systems and plan for ways to best meet their needs in the first decades of the new millennium. The International Consultative Forum on EFA provided General and Technical Guidelines for the collection of data, including identification of the indicators to be assessed. National coordinators were chosen by governments of each country. These coordinators were responsible for the completion of the country report, with assistance from representatives of the public, private, and nongovernmental sectors. This is the report from The Bahamas, which was presented to the Chairman of the Regional Technical Advisory Group on the EFA assessment.

Location:
CERIS   180:32
Electronic Resource: http://www2.unesco.org/wef/countryreports/bahamas/rapport_2.html

ADULT EDUCATION

011
College of the Bahamas
Report of the Committee on Evening Institutes. Nassau, Bahamas: COB, 1976. [n.p.].

Location:
COB Library   B LC5554 C64

012
Darling, Sylvia Elizabeth
Why a select group of Bahamian female adult learners return to the classroom and how their return impacted their personal and professional lives. M.Ed., Acadia University, 1999. 148 p.

This study attempted to provide answers to the question: Why do some Bahamian women working outside the home, with families and other social responsibilities, return to the classroom? Following a recruitment process, three Bahamian women volunteered to tell of their decision to return to the classroom, and how their personal and professional lives were affected as a result. Each of the women was interviewed for approximately 70 minutes, with the aid of eight semi-structured questions. The findings indicated that these Bahamian women were remarkably similar to women in industrialized countries—they returned to the classroom for economic and related reasons. Their credentials had to be constantly updated, so that they could remain employed and competitive in the workplace. The implications of the findings for education practices in the Bahamas are discussed.

013
Gordon, Hopeton L. A.
Some aspects of the relationship between university adult education and some facets of nation-building in new Commonwealth nations — A case study of Jamaica and the Bahamas. Ed.D., University of Toronto, 1977. xii, 400 p.

This study sought to examine the ways in which, and the extent to which, the Department of Extra-Mural Studies of The University of the West Indies (UWI) fulfilled its self-proclaimed intention of contributing to nation-building in the Caribbean, with specific reference to the Bahamas and Jamaica. The nature and role of university adult education are examined, explored, and explained in relation to the nation-building events that took place during the national evolution of the two countries. Data were collected through documentary research, interviews with selected individuals, and a limited questionnaire survey. The analysis provided evidence that much of the department's work was directed towards increasing the capability of the Caribbean territories to run their own affairs, and to assume this and other responsibilities of nationhood. Indeed, the university's adult education offerings exerted a formative influence on the processes and outcome of nation-building in the Caribbean.

Locations:
Main Library, UWISA   LC255 J25 G67 1997a
Main Library, UWIM   Microfiche No. 954
SOE Library, UWIM

014

Munnings, Janice, ed.

Bahamas Adult Education Association

  Identification of adult education needs in the Bahamas: (for formal and academic programs).
  Nassau, Bahamas: Bahamas Adult Education Association, 1994. vii, 70 p.

Location:

COB Library   B LC5255 B3 I34 1994

015

Roach, Arthur Leon

  The development of a continuing educational system for the College of the Bahamas with
  implications for Third World countries. Ph.D., Andrews University, 1985. 3, vii, 276 p.

This study sought to determine the form that adult education should take, and how it should be organized and administered to provide maximum effect for the Bahamas, considering its geography, with the purpose of developing a continuing education system for the COB. Responses were received from 60 institutions of higher education in the US to a letter containing seven questions covering organization, administration, programme planning, and evaluation. It was concluded that: 1) the Continuing Education Division of the COB should have a centralized structure, with a chief administrator being a director with responsibilities to the principal of the college. Additionally, the division should be organized into departments based upon the division's functions; 2) a spirit of cooperation should exist with the other academic divisions, and the Director of Continuing Education should be afforded equal status to the other academic divisions of the institution; 3) a variety of credit and non-credit programmes should be offered to meet the needs of the clientele; 4) a needs assessment should be conducted as the first part of the programme planning process; 5) financial support would be needed to cover the institutional and administrative cost of the programme; 6) the selection of a site and the environment of the faculty should enhance adult learning; and 7) standardized evaluation forms should be distributed to participants at the end of the programmes to evaluate the activity.

Location:

COB Library   B.Diss LC5317 C6 R62

016

Stamps, Bess

  A descriptive study of the program planning process for adult education programs in Nassau,
  Bahamas. Ph.D., Michigan State University, 1987. xii, 148 p.

This study sought to determine whether there were discrepancies between adult education programme planning procedures of adult education programme planners in the Bahamas and the theoretical planning criteria for adult education programmes, as proposed by nationally recognized planning authorities. Two surveys were developed for the study—one was designed and administered to 15 educational planners; the other to 58 graduates of adult education programmes. It was found that: 1) adult education planners perceived 10 conditions of discrepancies from the

theoretically proposed criteria for planning, 2) graduate learners perceived four areas of discrepancies, 3) planners and learners perceived mild discrepancies between most elements of tourism as they exist and as they should be, 4) both groups perceived tourism as the country's most important industry but preferred it not to be, and 5) results of the planners' priority rankings indicated a serious need for planners to obtain more information regarding planning criteria for adult education programmes.

017

William, Matthew

UWI in the Bahamas: Educating adults. In Ian O'B. Austin & Christine Marrett (Eds.), *Adult education in Caribbean universities* (pp. 111–128). Kingston, Jamaica: UNESCO, 2002.

This chapter seeks to examine the operation of UWI in the non-campus countries (NCCs) of the English-speaking Caribbean, with special reference to the Bahamas. It examines the role of the university in providing adult education opportunities, as well as the nature of the product.

Locations:
CERIS   186:39
Main Library, UWISA   LC5255 C27 A38 2002

AGRICULTURAL EDUCATION

018

Cash, John

Assessment of agricultural awareness of high school seniors in Nassau, Bahamas. M.S., Oklahoma State University, 1997. vii, 55 p.

019

Johnson, Earle McClain

Factors influencing secondary students' attitudes towards agriculture in New Providence, The Bahamas. Ph.D., University of Reading, 1996. xxvii, 454 p.

This study investigated the factors that influenced Grade 11 students' attitudes towards agriculture in New Providence, The Bahamas. It also examined the attitudes of Grade 11 teachers, parents, and group respondents towards agriculture. Questionnaires were used to collect data from a sample of 418 Grade 11 students randomly selected from six secondary schools, and a sample of 60 Grade 11 teachers and 54 parents were interviewed using questionnaire schedules. Another sample of 12 individuals was selected for group interview, which was in the form of open discussion. Results of the data analysis showed that: 1) all categories of students had neutral attitudes towards agriculture and would not register for agriculture as a course of study or a career; 2) male and female students of all ability levels perceived agriculture as being too manual—friends wanted them not to get involved, teachers did not encourage them, and they lacked agricultural knowledge; 3) students of different ability levels were unsure about opportunities or prominent persons' involvement in agriculture; they perceived that other professions had higher status, and the parents of above- and below-average ability students preferred them to pursue careers other than agriculture; 4) students,

according to their ability, were most strongly attracted to modern sector, mid/high status "managerial" positions as a result of the optional courses taught at school; 5) students of different ability levels had greater self-efficacy and willingness for professional careers rather than for non-professional careers, excluding repairer of electronic equipment; 6) female students, according to their ability, perceived that agriculture should not be sex-stereotyped, and should be open to both genders; 7) parents had positive attitudes towards agriculture and supported agriculture among their children; the non-professional occupations of parents, brothers, and sisters did not influence students' career aspirations for Professional Occupations; and 8) group respondents had a positive attitude towards agriculture; they perceived that opportunities existed in agriculture and adequate money could be generated in it.

Location:

COB Library   B.DISS S535 B3 J64 1996

020

McClain, Earle Johnson

Factors influencing secondary students' attitudes towards agriculture in New Providence, the Bahamas. Ph.D., University of Reading, 1996. [n.p.].

ARTS EDUCATION

021

Baker, Helen Marie

Introducing and establishing music education in a school in the Bahamas. M.A., Boston University, 1954. 43 p.

022

Carle-Hay, Joyce

A proposed program of choral activities for high schools of the Ministry of Education and Culture in New Providence, Bahamas. M.A., Prairie View A&M University, 1983. vii, 83 p.

023

Dean-Wright, Audrey Florence

A syllabus in music for the elementary schools of the Ministry of Education, Nassau, Bahamas. M.A., Manhattan School of Music, 1983. ix, 223 p.

Although music was included in the curriculum of all primary schools in the Bahamas, no set syllabus existed for the teaching of music. Teachers followed whatever programme they wished, with little or no guidance from the Ministry of Education. This study sought to analyse the existing situation in the schools with respect to music, and to provide a syllabus that was relevant to the Bahamian child. Data were obtained through interviews, questionnaires, and observation.

Location:

COB Library   B.Diss MT6 W74

024

Hancheruk, Heather Nancy

Teaching art in Paradise (Bahamas). M.A., Concordia University, 1996. 82 p. (Includes videocassette: Junior Junkanoo, 1988/89)

This study reflects on the researcher's four years (1985–1989) experience as an art teacher at St. Anne's School, Nassau, Bahamas. It describes and examines the process by which she became an art teacher in the Bahamas, and compares it with that experienced by another researcher who taught for three years in the Seychelles Islands. Data were also collected through interviews with former students and co-workers. The central question addressed by the researcher was: "Whose culture am I passing on to my students? Mine? Bahamian? Mother Africa? or Mother England's?" By engaging in a dialogue with two groups of people—those who went through similar experiences and those who shared parts of the journey with her—her sensitivity to the effects of one's culture on teaching art was increased. The accompanying videotape describes the researcher's participation in the Junior Junkanoo festival, which is a student version of a folk art tradition celebrated at Christmas and New Year's.

025

Seelman, Marilyn Mae

A plan for initiating a school string project designed for the Bahamas. D.M.A., University of Miami, 1986. 56 p.

This is a plan for a string programme in Nassau, Bahamas. It includes a section on Bahamian music education and music societies. An outline for the preliminary six-week summer string camp precedes a 30-unit curriculum, which includes regular examinations.

026

Walkine, Crosley N.

A manual for prospective and beginning teachers of music in the Commonwealth of the Bahamas. M.A., Prairie View A&M University, 1984. ii, 97 p.

027

Wright, Audrey Florence Dean

A syllabus in music for the elementary schools of the Ministry of Education. M.A., Manhattan School of Music, 1983. ix, 223 p.

Location:
COB Library   B.Diss MT6 W74

ASSESSMENT AND EXAMINATIONS

028

Bahamas. Ministry of Education and Training. Testing and Evaluation Section

Statistical report: BJC and BGCSE. Nassau, Bahamas: The Ministry, 1996. [1 v. in various pagings].

029

Bahamas. Ministry of Education and Youth

Bahamas General Certificate of Secondary Education (BGCSE) Examination: Confidential report 2000. Nassau, Bahamas: The Ministry, 2000. 83 p.

030

Bahamas. Ministry of Education and Youth

Bahamas Junior Certificate (BJC) Examination: Confidential reports 2000. Nassau, Bahamas: The Ministry, 2000. 38 p.

031

Stubbs, E.

Students competence: A statistical analysis of student placement relative to grade and age in the public school system, New Providence. [Nassau, Bahamas: Ministry of Education], 1999. [3], i, 32 p.

CURRICULUM DEVELOPMENT

032

Bahamas. Ministry of Education; College of the Bahamas; Pan American Health Organization; Caribbean Food and Nutrition Institute; The University of the West Indies. Faculty of Education

Final report: The infusion of food and nutrition education into the primary school curriculum for the Bahamas. Nassau, Bahamas: [s.n.], 1985. iii, 148 p.

033

Bowen, D. R.

Suggested courses for technical and vocational education in secondary schools, 1974. Nassau, Bahamas: Ministry of Education, 1974. [50 p.].

Location:
COB Library   B LB1598 B6

034

Caribbean Food and Nutrition Institute
  Workshop on the Infusion of Food and Nutrition Education into the Primary School Curriculum for the Bahamas. Kingston, Jamaica: CFNI, 1985. [n.p.].

035

Dean-Wright, Audrey Florence
  A syllabus in music for the elementary schools of the Ministry of Education, Nassau, Bahamas. M.A., Manhattan School of Music, 1983. ix, 223 p.

[See Record **023** for abstract]

Location:
COB Library   B.Diss MT6 W74

036

Isaacs, Gillian L.
  An alternative social studies curriculum for a Bahamian first grade. M.S. Ed., Bank Street College of Education, 1991. 63 p.

037

Persaud, John
  Curriculum reform: A case for BGCSE social studies. 13 p.
Paper prepared for the National Education Conference, 18th, Nassau, Bahamas, 3–7 Jul., 2005.

Location:
COB Library   B H62.5 B33 2005

038

Ruppin, R.
  Report on consultancy to the Bahamas fishery development and training project on the introduction of fisheries education into selected secondary schools, 24 April to 23 May 1979. Rome: Food and Agriculture Organization of the United Nations, 1979. [n.p.].

039

Seelman, Marilyn Mae
  A plan for initiating a school string project designed for the Bahamas. D.M.A., University of Miami, 1986. 56 p.

[See Record **025** for abstract]

040

Taylor, Beverly J.

Science curriculum development in the Bahamas — an overview. In Pamela Fraser-Abder (Ed.), *Science education research in Latin America and the Caribbean* (pp. 68–83). St. Augustine, Trinidad: UWI, 1986.

This paper focuses on the development of the primary science curriculum and its role as a prototype from which other science courses were patterned. It details the three-phased approach to curriculum development used. Phase 1 involved an investigation of what was being taught in schools. In Phase 2, findings were analysed and trial materials were drafted, tested, evaluated, and revised. During Phase 3, the curriculum was implemented.

Locations:

CERIS   280:08
Main Library, UWISA   Q180 L3 S416 E2

041

Wright, Audrey Florence Dean

A syllabus in music for the elementary schools of the Ministry of Education. M.A., Manhattan School of Music, 1983. ix, 223 p.

Location:

COB Library   B.Diss MT6 W74

CURRICULUM EVALUATION

042

Anderson, Tonya Jenique

Curriculum matters: A grounded analysis of drug education in public primary and junior high schools in the Bahamas. M.A., Acadia University, 2003. 141 p.

This study examines the health and family life education (HFLE) curriculum administered to primary and junior high school students in public schools in the Bahamas. It was found that the curricular videos mainly focus on the method of persuasion accompanied by themes such as the role of peers, the power of choice, the importance of making good decisions, the importance of getting the facts about drugs, and encouragement not to use drugs. The overall theme of the HFLE curriculum, however, is "don't use drugs." It was also found that in the HFLE curriculum there is an interaction and juxtaposition of concepts, addiction models, and messages familiar to various discourses on drugs, which contribute to the complexity of the curriculum, the flexibility of the curriculum, the priority of the curriculum, and the main foci of the curriculum. It is suggested that the HFLE curriculum does not present students with clear explanations or definitions of "disease" and "habit," thus conflating the concepts. It is concluded that the curriculum examined in the study serves ultimately to maintain social order and reflects heavily upon the "just say no" campaign generated in the US.

043

Barker, Maria L.

Review of the implementation of the midwifery curriculum for Registered Nurses: Government of the Commonwealth of the Bahamas. Washington, DC: PAHO/WHO, 1989. [n.p.].

Location:

COB Library   RG950 B37 1989

044

Bethel, Keva Marie

Perceived effectiveness of teacher education programs in the Bahamas. Ph.D., University of Alberta, 1981. xxvi, 447 p.

This study sought to determine: 1) the extent to which teacher education programmes in the Bahamas were perceived as being effective in providing prospective teachers with the competence needed for successful performance, and 2) the specific areas of strength and possible weaknesses in the programmes. Questionnaires were used to collect data from 37 teachers who had recently graduated from teacher education programmes at the COB, and who had been teaching in Bahamian schools for approximately one year, and from 31 supervisors of those teachers. Interviews were also held with 23 teachers and 17 supervisors. Results of the data analysis indicated that, generally, both teachers and supervisors perceived that teachers' performance during their first year of teaching after training was satisfactory, although both groups identified weaknesses that might have been related to inadequacies in their preparation. These weaknesses were most consistently perceived in relation to skills of diagnosis and assessment. On the whole, teachers rated their performance higher than did their supervisors, and sometimes the differences were quite marked. Teachers of primary and all-age schools viewed their performance more favourably than did junior secondary school teachers. There was, however, least agreement between primary teachers and their supervisors concerning performance. Teachers' views of their preparation were generally very positive, but junior secondary teachers provided the least favourable ratings. In addition, both the type of programme teachers followed, and experience in teaching prior to professional training seemed to account for some differences in perception concerning the adequacy of preparation. Major strengths of the programmes appeared to lie in those aspects of teaching related to the preparation for and presentation of lessons, and the effective management of the classroom. Weaknesses were perceived in the preparation offered in diagnostic and remedial skills, interpersonal relationships, and in administrative aspects of teaching. Programmes were also seen as not having provided adequate information concerning the diversity of school situations teachers would have to face. Various organizational aspects of the teacher education programmes were seen as needing revisions: the specification of programme guidelines, the length of the programmes, the weighting given to various programme components, and the arrangements for teaching practice. However, the quality of instruction provided within the programmes was seen to be a positive strength, although there were some suggestions that too little demonstration teaching had been done.

Location:

COB Library   B.Diss LB1731 B47

045

Carter, Wesley

The curriculum and the career development of the class of 1985 from the College of the Bahamas. Ed.D., State University of New York at Buffalo, 1989. 182 p.

This study sought to: (a) clarify the goals and objectives of the COB as perceived by the chairpersons of the seven academic divisions, (b) locate the graduates of the class of 1985 to determine their professional or academic status, and (c) determine the degree to which both chairpersons and graduates thought that the curriculum had been effective in meeting the academic goals of the students. Questionnaires were mailed to students comprising the alumni class of 1985 and division chairpersons, followed by telephone calls to verify responses, It was found that: 1) defining the goals and objectives of the college was difficult, because there was no consensus among division chairpersons as to institutional purpose; 2) past graduates were positive in their responses about the college and its effect on their careers; 3) chairpersons agreed with the graduates on such items as (a) the ability of the faculty and staff to prepare students for specific careers or further education, (b) the availability of faculty and their sensitive responses to the needs of students, (c) the impact of the curriculum, which was considered no less than good by all respondents, and (d) the satisfaction both groups expressed over the quality of instruction. Students were overwhelmingly positive when asked if they would recommend COB to future students.

046

Davis, Linda Agatha

Curriculum rhetoric and contemporary practice in the Bahamian primary school system. Ph.D., University of British Columbia, 1992. xi, 238 p.

This study examined the "intended" curriculum and the processes of its translation into classroom practices. The intended curriculum is the rhetoric incorporated in state documents of the independence era in the Bahamas. These state documents included three key general educational policy documents, in which policy makers presented persuasive arguments and strategies for the nation's development, and the curriculum guides based on these earlier policy documents. The study also examined the extent to which teachers in the Bahamian primary school system had translated this "independence plan" into their contemporary practice. The methods of investigation included documentary analysis, participant observation, informal interviews with classroom teachers and other Ministry of Education officials, and a teacher questionnaire. The analysis revealed that a continuity of themes ran throughout the major educational documents. Foremost among these themes were the move towards the Bahamianization of the educational system, the production of indigenous materials, the recognition of the classroom teacher as central in the reform process, and the importance of communication between policy makers and teachers. There was a divergence between the rhetoric of the educational policy documents and the practices within the contemporary educational context. The study identified five major factors that influence the success of the curriculum implementation process—resources, support services, the internal dynamics of the school context, assessment practices, and the personal backgrounds and professional experiences of teachers.

047

Klovekorn, Marta Romeu

An analysis of selected aspects of the University of Miami's Bahamas Academic Program, School of Education and Allied Professions. Ph.D., University of Miami, 1982. x, 184 p.

This study sought to analyse selected aspects of the University of Miami's Bahamas Academic Program, School of Education and Allied Professions, by seeking the opinions of its graduates (1977, 1978, 1979, and 1980). A randomly selected sample of professors who taught more than three courses in the Bahamas during the years 1975 to 1980, and a selected sample of administrators and staff members who worked closely with the programme also participated in the evaluation process. Data were collected through a questionnaire completed by 187 graduates, which recorded their perceptions of programme effectiveness, and interviews with 25 professors, administrators, and staff members. Results of the data analysis showed that: 1) the great majority of the respondents indicated satisfaction with the programme; 2) some respondents indicated that courses should be added or modified to make them more relevant to the Bahamas archipelago; and 3) weaknesses of the programme centred on inadequate library facilities, lack of resource materials, and sub-standard physical plant facilities.

DISTANCE EDUCATION

048

Bancroft, Mik

Distance education: Bahamas 2000. In *Proceedings of the University of the West Indies Small States Conference 2000* (pp. 230–232). [S.l.]: UWI; COL, 2001.

This paper presents a brief overview of distance education initiatives undertaken in the Bahamas during the preceding 20 years. It examines existing programmes and gives the projected way forward, focusing on adult education and "at risk" populations on the Family Islands as well as New Providence.

049

Curry, Zorene Anita

A social action project, distance education, training and telehealth: New concepts in the health care system of the Commonwealth of the Bahamas. Ph.D., Union Institute and University, 2003. 158 p.

This study sought to test the concept that distance education, delivered through a communication system, is an effective vehicle for the provision of continuing education for health professionals residing on the Family Islands of the Bahamas. A needs assessment was carried out to determine the needs of the professionals. Data were collected from 29 doctors and 51 nurses working on these islands. Health technology assessment to determine the type of technology to use for the project was also conducted. This included literature reviews as well as attendance at demonstrations by vendors, and visits to places that use the technology to gain first-hand information about the efficiency and effectiveness of the technology. The findings were then used to assist in the selection of the technology for continuing education and teleconsultation. Manuals were also developed to guide the administration of the distance education and telehealth programmes. Policies were developed to provide guidance as well as to ensure quality control, and a comprehensive implementation and evaluation strategy was developed. The focus of the implementation is on the selection and purchase of equipment, training of personnel, technical support, resources, and conduct of continuing education and clinic sessions. The focus of the evaluation is centred on quality, access, cost, acceptability, and satisfaction of the physician. Evaluation tools in relation to each aspect of the evaluation were developed to solicit information.

Location:

COB Library   R119.9 C97 2003

050

Pinder, Philip Wallace

Distance education in small, developing island states: An investigation and proposal of a post-secondary distance education system for the Bahamas. D.Ed., Pennsylvania State University, 2003. 243 p.

This study sought to assess the possible effectiveness of using Meacham and Zubair's (1992) five-factor model as a planning tool for developing a framework for a distance education system in the Bahamas. The assessment involved taking cognizance of relevant contexts of the Bahamas, identifying elements of those contexts that operate as either enhancers or barriers to the development of a distance education system, and developing the framework for a plan for the introduction of a post-secondary distance education system in the Bahamas. Data were gathered through documentary analysis of documents that had addressed the issue of distance education for the Bahamas, and from members of the faculty of two colleges: The COB and the Bahamas Baptist Community College. These data show the lecturers' perceptions of the educational technologies—their experience with the use of technologies, how the technologies may help meet the country's educational needs, and the faculty member's willingness, or lack thereof, to adopt a distance education system. Formal and informal interviews were also carried out with current and former administrators of colleges, educational officers, the consultant and school principals of the Ministry of Education, and middle management.

051

Ramirez-Smith, Christina

Overview of distance education with the possibilities and limitations of instructional media in the development of distance education system for the Bahamas. [S.l.: s.n.], 1986. vii, 120 p.

(Project funded by the Organization of American States for the Commonwealth of the Bahamas, College of the Bahamas Special Project on the Development and Application of Distance Education Systems)

Location:
COB Library   B. LC5805 R3

EARLY CHILDHOOD CARE AND EDUCATION

052

Mortimer-Whitehead, Ann Eloise

Parental perceptions of day care programs in Nassau, Bahamas. Ed.D., State University of New York at Buffalo, 1994. 128 p.

A Likert-type questionnaire, composed of six sections and including items related to (a) physical health, (b) education and school readiness, (c) staff qualifications, (d) accessibility, (e) most important items from questionnaire, and (f) respondents' demographic information, was developed and employed with 149 parents. Subjects of the study were predominantly female, black, employed outside the home full-time, in their late 20s and 30s, and used a privately operated day-care centre. Information concerning the educational level of the respondents indicated that a high proportion had completed secondary school, approximately half had attended college, and several had received at least one degree. Respondent income levels indicated that they were financially secure. Results of the study furnished evidence that the subjects were principally concerned that day-care centres should protect the health and safety of the child, provide information on the child's progress, and enhance a child's social skills. A specific concern was that staff members should be musically creative. Results also demonstrated that parents were relatively unconcerned with such areas as academic programmes, staff qualifications regarding college education, and the role of the Ministry of Education.

Location:
Main Library, UWIM   HV861 B24 M67 1994

053

Young, Tommie Morton

Preschools and self-identity in Nassau, Bahamas. Ph.D., Duke University, 1977. xii, 175 p.

In Nassau, Bahamas, 30 Black 4-year-old Bahamian children were participants in an interview-questionnaire study that employed a revised version of Carol Guardo and Janis Bohan's Sense of Self-Identity Questionnaire. The study involved five preschools placed into two groups by type and status. School factors included organized and defined curriculum, amount of training and

experience, as well as nationality of teachers, pupil-teacher ratio, school facilities, and school sponsorship. Schools, identified by status, were labelled Group I or Group II. Group II schools evidenced less than half of the prescribed factors, while Group I schools evidenced more than half. School type was determined by school sponsorship—private or parochial. Children were placed in two groups—preschool children (PS) who had attended preschool for two or more years, and non-preschool children (NPS) who had enrolled in the school within 60 days prior to the interview. Socio-economic backgrounds of the children were described as middle- or low-status. It was found that: 1) among school factors, children in private schools with teachers who had advanced training, a prescribed curriculum, and smaller pupil-teacher ratios were more verbal and articulate, and tended to have a higher degree of development of the senses of humanity and continuity; 2) there seemed to be no significant difference between parochial and private schools, but significant difference between school status, GI and GII; 3) social status of the children was significant in the measure of sexuality, but showed no significance in the measure of individuality; 4) while there was less significant difference between middle-status and low-status children on the measure of humanity, children of middle status appeared to have a slight edge on children of lower status; 5) preschool children were generally more confident about their continuity and sense of humanity than non-preschool children; 6) significant difference in the measure of sexuality was reflected between preschool and non-preschool girls; while PS girls were more secure in their sense of sexuality, female children were generally less certain about their sexuality; 7) social status also appeared to be of significance in the measure of sexuality, with middle-status children evidencing a slight edge over low-status children in their perception of their sense of sexuality. It was concluded that preschool experience aided the child in the development of a sense of self-identity, and one type of school might be more effective in this task than another.

Location:

ECONOMICS OF EDUCATION

054
Gabregiorgis, Asefa
   Rate-of-return on secondary education in the Bahamas. Ph.D., University of Alberta, 1979. xvi, 307 p.

This study sought to investigate the social and private financial returns to different amounts of secondary education—Grades 7–13 inclusive—of the male labour force in the Bahamas. The basis of the investment analysis was human capital theory. The private direct investment on secondary education consisted of tuition fees, expenditure on books, and equipment and supplies minus subsidies, whereas the social direct investment consisted of salaries and wages of school personnel, expenditure on books, equipment and supplies, subsidies to students, and administrative and capital costs. In addition, foregone earnings were assumed as investment, both for individuals and society at large, at Grade 10 and over. Present values and internal rates-of-return analysis were employed to evaluate the profitability of secondary education. To capture the influences of factors assumed to be responsible for age-education earnings differentials, the data were analysed using the earnings of the employed male and adjusted age-education mean annual earnings by unemployment rates, by

five-year age groups and level of education, a secular growth rate of 2%, and an alpha coefficient of 60%, separately and in various combinations. All together, eight adjustments were employed, and the marginal and average present values and internal rates-of return were computed for each adjustment. In addition, six discount rates of 0, 5, 6, 8, 10, and 12% were used to analyse the present values under each adjustment. The analysis revealed that one or more secondary grades were financially beneficial to individual investors and to the society, even under the assumption that only 60% of lifetime earnings differentials were attributable to educational investment. However, the magnitude of returns depended very much on the adjustment employed. The findings showed that the magnitude of profitability on education depended very much on the assumptions made in the analysis of the benefits of secondary education. In the case of secondary education in the Bahamas, even the lowest possible returns were fairly high, both in terms of present values and internal rates-of-return for possible further investment to expand secondary education.

Location:
Main Library, UWIM   Microfiche No. 1081

055
Stubbs, E.
The impact of Haitian students on educational costs in Ministry schools within the Commonwealth of the Bahamas: 1991. Nassau, Bahamas: Ministry of Education, 1994. 18 p.

Location:
COB Library   B GOV DOC LC67 B24 S78 1994

EDUCATION AND DEVELOPMENT

056
Bahamas. Ministry of Education and Culture
Education for national progress: A development plan in education for the Commonwealth of the Bahamas for the period 1976–1981. Nassau, Bahamas: The Ministry, 1976. 212 p.

Location:
COB Library   B L251 B33 1976

057
McDonald, Thaddeus
A comparative study of the perceptions of students, faculty members, administrators and government authorities of the role of the College of the Bahamas in the national development of the Bahamas. Ed.D., Texas Southern University, 1987. viii, 233 p.

This study sought to determine the perceptions of students, faculty, and administrators of the COB and government authorities as to what the role of higher education should be in the national development of the Bahamas. A questionnaire was administered to the four constituents. It was found that: 1) the perceptions of the respondents towards the teaching role in national development were significantly different, 2) the perceptions of the respondents towards the research role in

national development were significantly different, 3) the perceptions of the respondents towards the community service role in national development were significantly different. In essence, the respondents felt that the teaching, research, and community service roles have had a significant effect on the higher education system in the national development of the Bahamas.

Location:

058
Rolle, John A.
    Education and national development. 15 p.
Paper prepared for the National Education Conference, 18th, Nassau, Bahamas, 3–7 Jul., 2005.

Location:

059
Watson, Rose Thomas
    Education and national development in the Bahamas: A study of the hotel sector of the tourist industry. Ph.D., University of Miami, 1981. x, 191 p.

This study sought to examine the extent to which educational programmes designed to support management training for the hotel sector of the tourist industry had been consistent with national development goals. In exploring the problem, the consistency between expressed development goals and mandates, manpower needs for hotel management, and available options for training were examined. The perceptions and attitudes of hotel managers were also discussed. Data were gathered from a variety of sources, including the archives, governmental agencies, educational institutions, trade unions, hotel associations, hotel management personnel, and personal observation. Data were also collected from 89 managers—13 from top management and 76 from middle management—from 13 hotels in two metropolitan areas—New Providence and Grand Bahama, and the Family Islands. It was found that: 1) the provision of education for tourism had been consistent with national development goals, and it had played a significant role in fostering these goals; 2) since 1968, Bahamian nationals had made significant progress in entering top and middle management positions in the hotel sector of the tourist industry; 3) education had been a significant factor in Bahamians' upward mobility into top and middle management positions; 4) generally, middle management perceived that their chances for upward mobility were good; 5) educational levels of the top and middle managers varied considerably, ranging from the primary school to post-baccalaureate levels; and 6) middle management perceived that the government and hotels were putting forth significant efforts to provide management training.

Locations:

EDUCATION AND EMPLOYMENT

060

Coakley, Brenda Yvonne

Labor market experiences of female and male graduates from the Bahamas Technical and Vocational Institute: A program in educational policy. Ph.D., Pennsylvania State University, 1997. 169 p.

This study examined educational policies of the Government of the Bahamas, as they pertained to ensuring equitable employment and provided for vocationally oriented education or training to effect that purpose. It focused on the government's promises to provide fundamental economic development and the building up of a better-trained, indigenous labour force equipped with a more diverse range of skills (than those limited to the traditional occupations), to meet the needs of socio-economic stabilization and expansion. The political goals of gender equity in training and employment were of special interest. The study is restricted to an examination of the educational and employment patterns of the 1995–1996 graduates of the Bahamas Technical and Vocational Institute in the Electronics and Electrical Installation programmes. These female and male graduates constituted the group of respondents surveyed. Information was gathered using focus group methodology and from their transcripts. The study showed the students' entry and preparation in the Institute for 1995–1996 graduates in Electronics and Electrical Installation. Their subsequent employment patterns in key higher skill industries and trades was treated and further analysed for gender differences. This was joined to a study of the perceived effectiveness of the training process and the job satisfaction of the sample of subjects selected for the study. The results of the study were analysed and conclusions drawn.

061

Gardiner-Farquharson, Beulah Louise

Factors associated with the post-school adjustment of youths with disabilities who exited secondary school programs from 1985–1990. Ed.D., Columbia University Teachers' College, 1994. 153 p.

This study sought to determine the factors associated with the post-school adjustment of disabled youth in the Bahamas who exited school between 1985 and 1990. The sample was drawn from special and regular schools. Interviews were conducted with parents/guardians by telephone or in person. Additional information regarding student identification and schooling experiences was gathered from school records and programme evaluation forms. Data analysis failed to yield significant differences for any of the group comparisons on post-school employment status and employment conditions. Vocational education/training and paid work experience during school were found to be significant predictors of post-school employment status for disabled individuals. Vocational education/training emerged as the best predictor. For individuals without disabilities, age was found to be the best predictor of post-school employment status.

EDUCATIONAL ADMINISTRATION

062

Albury, J.

Critical assessment of the recruitment and selection process for faculty employees at the College of the Bahamas. M.Sc., Institute for Development Policy and Management, University of Manchester, 2001. [n.p.].

063

Bahamas. Department of Education

Rules/procedures for creating safe schools: Draft manual for administrators and teachers. Nassau, Bahamas: The Department, 2001. 24 p.

Location:

COB Library   B GOV DOC LB3012.3 B3 2001

064

Bahamas. Ministry of Education

Code of student conduct. Nassau, Bahamas: The Ministry, 1992. ii, 24 p.

Location:

COB Library   B GOV DOC LB3609 C84 1992

065

Beverley, J. C.

An investigation into the influence of management style on the culture of two primary schools in the Bahamas. M.Ed., University of Bath, 1994. [n.p.].

This study investigated the management and culture of two primary schools in the Bahamas by using a conceptual framework to examine: (a) how the principals' management style influenced culture, (b) the teachers' perceptions of the schools' management style and culture, and (c) the impact of the previous management experience. Data were gathered through interviews with two principals and a questionnaire completed by full- and part-time teaching staff. It was found that: 1) the management style of the primary school principal was determined by a number of factors, which included: (a) personality characteristics of the individual, (b) the inherent value and belief system of the individual, (c) the learnt and instructed value and belief system of the individual, (d) the individuals' own perception of their role as educational managers, and (e) the influence of formal management instruction; 2) the success of the school culture could become unsettled when the value and belief system of one influential body within the school—the principal—differed from that of the teacher; and 3) schools were found to have their own unique cultures, which were established and sustained by the principal of the school.

066

Collinwood, Dean Walter

The developing Caribbean: Colonialism and school administration in an independent Bahamas. 1986. [n.p.].

Paper prepared for the International Sociological Association Conference, New Delhi, India, Aug. 1986.

This paper argues that despite political independence, in some sectors of Bahamian society there was a strong and growing frustration based on the realization that though the colonialists had gone, colonialism had not. This was especially evident in the public schools of Nassau, which had experienced an unusual number of demonstrations, sit-ins, and protest marches. Observation in the schools over several years had revealed that the attitude against which the teachers and students rebelled was most apparent among school administrators—principals, district supervisors, and ministry-led personnel. The mindset they possessed included such characteristics as: the assertion of the natural inferiority of subordinates, an emphasis on things that separate people, a disdain for theory, and an assumption that the social system is better than its members deserve. Although these attitudes are not easy to expunge, they were seen as positive developments in Bahamian education that, if allowed to continue, would permit the school system to develop more appropriate models of leadership.

067
Johnson, Doris Louise Sands
A guide for the establishment of an Advisory Council to the Bahamas Board of Education (based upon a study of advisory services to the Central British Educational Authority from 1899 to 1959). Ed.D., New York University, 1962. viii, 275 p.

This study examined the development of patterns followed in the establishment of educational advisory services in England and Wales and, on the basis of these findings, sought to make recommendations for the establishment of an Advisory Council to the Bahamas Board of Education. Using a historical comparative methodology, 27 elements operating in the development of advisory services were isolated and embodied into a questionnaire. The questionnaire was administered to educators in the Bahamas, who were asked to record their opinion of the suitability of such elements for inclusion in a guide for advisory services in the Bahamas. Responses indicated that all 27 elements should be included in the guide. The guide was organized under the following headings: Organization and Structure, Administration, Finances, Membership, Conduct of Meetings, Reporting to the Board, Reporting to the Public, and Public Relations.

Locations:

Main Library, UWIM	LA481 J6
COB Library	B DISS LC221.4 B3 J6 1962

068
Major, A. F.
Performance appraisal system used by the Department of Education for public school teachers: A critical evaluation. M.Sc., Institute for Development Policy and Management, University of Manchester, 2000. [n.p.].

069

Nwosa, Christina Rahming

The role of principals in government-controlled secondary schools in the Bahamas. M.Ed., University of Saskatchewan, 1986. xii, 199 p.

This study sought to describe the expectations for the principals' role in government-controlled secondary schools in the Bahamas as perceived by (a) principals, (b) department heads, and (c) senior education officials. It also sought to highlight sources of intra-role conflict in the principals' role. Data were collected from principals in all 28 government-controlled schools, department heads in these schools, and senior education officers in the Ministry of Education. Results of the data analysis showed that: 1) principals felt that they better understood their role than did department heads and senior education officers; 2) department heads felt that principals were adequately trained to assume administrative responsibility; 3) senior education officers felt that principals were inadequately trained to assume administrative responsibility; 4) principals, department heads, and senior education officers felt that the five most important attributes of an effective principal were: strong leadership at the school level, good communication skills, effective organizational ability, a well-defined philosophy of education, and good human relations; 5) training for the principalship should include courses in administration, human relations, organization management, and organizational philosophy; 6) there were significant differences in perception (role conflict) between senior education officers and principals, and between senior education officers and department heads, with regard to the principals' actual role in Instructional Leadership and Student Personnel; 7) there were no significant differences in perception (conflict was less prevalent) among the three groups of respondents with regard to the principals' actual role performance in Staff Personnel, Financial/Physical Resources, and School-Community Relationships; 8) there were significant differences in perception (role conflict) between senior education officers and department heads with regard to the principals' ideal role performance in Instructional Leadership; and 9) there were no significant differences in perception (conflict was less apparent) among the three groups of respondents with regard to the principals' ideal role performance in Staff Personnel, Student Personnel, Financial/Physical Resources, and School-Community Relationships.

Location:

070

Smith, Rodney David

Politico-administrative factors associated with decentralization and recentralization in the education bureaucracy: The case of the Commonwealth of the Bahamas. Ed.D., Harvard University, 1986. vii, 268 p.

This study explored the politico-administrative factors that could account for what appeared to be "shifts" towards recentralization and decentralization efforts in Bahamian educational administration. The history of educational administration in the Bahamas suggested that actions and events could be related to movements towards and away from strengthening the central administration of education, that is, efforts to decentralize via deconcentration. Emphasis was placed on the Bahamas' historical sociology, based on "situational analyses." Data were collected

through interviews and documentary analysis. Results of the analysis suggested that policy shifts in development administration between decentralization and recentralization did not occur. What appeared to be shifts were really "stop-go patterns of change" along the continuum of central administration growth. It was suggested that specific politico-administrative factors, that is, the political superstructure, massive rural-urban migration, and political tensions, attributed to administrative changes within the central decision-making arena, accounted for the stop-go patterns of change.

Location:
COB Library   B.DISS LB2803.2 B3 S65 1986

071
Stubbs, E.
   The academic disciplinary deployment of teachers in the public school system. Nassau, Bahamas: Ministry of Education, 1997. 31 p.

Location:
COB Library   B.GOV LC71.2 S78

072
Stubbs, E.
   Administrative profiles on Ministers of Education 1964–1999. [Nassau, Bahamas]: Ministry of Education, 1999. [n.p.].

Location:
COB Library   B GOV DOC LB2803.2 BA3 A36 1999

EDUCATIONAL DEVELOPMENT

073
Bahamas. Ministry of Education
   Educational development in an archipelagic nation: Report of a review team invited by the Government of the Commonwealth of the Bahamas. Nassau, Bahamas: The Ministry, 1974. 172 p. (The Maraj Report)

This document, commonly called the Maraj Report, outlines the findings and recommendations of an Educational Mission to the Bahamas in 1974. The team members were charged with reviewing progress on the implementation of the *White Paper on Education*, and recommending plans for its full implementation. The review team made 121 recommendations, which included a programme of external assistance to supplement local manpower and financial resources to meet educational needs.

Locations:
COB Library   B GOV DOC L251 E48
Main Library, UWIM   LC92 B24 E38 1974

074

CARICOM Secretariat. Division of Functional Cooperation. Education Section

[Report] on Consultation on Basic Education in the Bahamas, March 31 – April 1, 1993. Georgetown, Guyana: CARICOM Secretariat, 1993. [1 v. in various pagings].

(A project of the Advisory Task Force on Education in collaboration with UNESCO and the Bahamas Ministry of Education and Culture)

This document presents the views of a wide cross-section of Bahamians on issues and concerns in education. Information on plans and programmes for the future of education in the Bahamas is also presented.

Locations:

Main Library, UWISA   LA481 C66 1993

Main Library, UWIM   LA481 C66 1993

075

Coakley, Livingstone Nathaniel

Communication to Parliament June 26th 1975 [on the report of a review team on the Bahamas education system entitled Educational development in an archipelagic nation]. Nassau, Bahamas: Government Printery, 1975. [27] p.

Locations:

COB Library   B LB1727 C62

Main Library, UWIM   LA505 B3 C62

076

Country summaries: Bahamas. In *The state of education in Latin America and the Caribbean, 1980–1994* (pp. 79–94). Santiago, Chile: UNESCO, 1996.

This is a summary of the state of education in the Bahamas during the period 1980–1994. The information is presented under the following headings: I — Expansion of primary schooling, progress, achievements, and problems; II — Literacy, post-literacy, and adult education; and III — Levels and factors on the quality of basic education.

Location:

CERIS   200:14

077

Houghton, Harold

Report on education in the Bahamas. London: Colonial Office, 1958. 36 p. (The Houghton Report)

This document, commonly referred to as the Houghton Report, reports on the organization of education in the Bahamas and offers 33 recommendations for improvement.

078

Maksik, Jon Mitchel

Educational development in the Bahamas: Bahamian perspectives. Ph.D., University of California, Los Angeles, 1976. viii, 262 p.

This study sought to: (a) identify a group of Bahamians who had a reputation for power and influence in the field of education and who, by virtue of that influence, could be expected to affect the direction of educational development in the Bahamas in the first decade after independence; and (b) ascertain the specific issues regarding educational development that were considered crucial by those identified. Data were gathered primarily through interviews with 12 influential persons identified by Bahamians. The findings established the fact that there was a group of people who Bahamians felt were powerful and influential enough to affect educational development in the nation. The issues that emerged as being of crucial importance to the educational development of the Bahamas included: 1) the attitudes of Bahamians towards schooling and education, 2) the relationship between the educational system and the economic sector of Bahamian society, 3) an over-emphasis on academically oriented educational programmes, 4) the joint development of the educational and economic systems of the Family Islands, and 5) geographical factors associated with the Bahamian archipelago itself and its proximity to the US.

079

Massiah, Erna

A study of the development of higher education in the Bahamas and its relationship to national goals. Ed.D., University of Houston, 1979. xvii, 275 p.

This study sought to identify factors responsible for the development of higher education and national goals in the Bahamas, and to investigate whether higher education programmes and courses introduced since 1973 supported national goals for education. The objectives were to: (a) provide an historical overview of the Bahamas from 1492 to 1973, focusing on the development of primary and secondary education; (b) trace the organization of higher education from 1947 through the colonial era, and survey its development and administration from 1973 to 1977; and (c) show how goals in the "Five Year Plan" for higher education supported national goals. Data were collected from documentary research and interviews with selected persons. It was found that: 1) early colonial education had recorded slow progress due to the government's inconsistent policy and sporadic provisions of educational services. Changes since 1967 in political and economic spheres had reflected improved educational planning and steady progress; 2) agencies adhering to British traditions had provided higher education in the colonial era, which had greatly influenced Bahamian education. Changes in philosophy and approach were evidenced in the post-Independence administration of higher education; and 3) most of the data supported national goal achievement, thus supporting the assumption that there was a relationship between higher

education and national goals; Bahamian national goals had influenced the development of higher education goals.

Location:

COB Library B DISS LA483 M37

EDUCATIONAL FINANCE

080

Horton-Wallace, Adrilla

Financial resource allocation decision-making in public higher education in the Commonwealth of the Bahamas: A collective case study. Ph.D., Kent State University, 2002. xiv, 392 p.

This case study examined the budgetary decision-making strategies used in allocating finances to public education at state and institutional levels in the Bahamas. It assessed the extent to which these strategies were congruent between levels and determined the decision-making model used. Two distinct views of budgetary decision making—politically rational and objectively rational—formed the theoretical and analytical framework. Data were gathered through interviews, field notes, and document analysis, and 11 administrators with financial decision-making authority in two government ministries and two public higher education institutions participated. The findings revealed that politically rational strategies are used to allocate funds to higher education at the state level and within institutions. At both levels, more objectively rational strategies begin the process but final allocations seem to be based on political considerations. These strategies led to calls for efficient fiscal management from state administrators and created financial constraints within institutions. The data strongly suggest the need for budgetary reform to include planning and accountability measures.

Location:

COB Library B Diss LC67.68 B1 H6 2002

081

Smith, Luther E.

Country paper: The Bahamas. In Maureen Woodhall, *Financing education in the Caribbean countries: Report of an IIEP educational forum* (pp. 43–54). Paris: UNESCO, 1996.

Against the background of an economic overview of the Bahamas, this paper describes the country's education system and discusses current patterns of financing education. It identifies some of the problems being experienced and makes some proposals for change.

Location:

CERIS 242:06

082

Stubbs, Coral

Efforts to cope with financial problems at the Bight School in Cat Island. Nassau, Bahamas: Bahamas Teachers' College, 1973. 30 p.

Location:

COB Library   B.REF LB2897 B3 S88

EDUCATIONAL INFRASTRUCTURE

083

Bahamas. National Task Force on Education

Final report: "Education: A preparation for life." Nassau, Bahamas: Government Printing Department, 1994. 314 p.

Location:

COB Library   B.GOV.DOC LA481 B34 N38 1994

084

Trainor, John M.

Public education in the Bahamas. In Dean Walter Collinwood & Steve Dodge (Eds.), *Modern Bahamian society* (pp. 172–198). Parkersburg, IA: Caribbean Books, 1989.

This article argues that the Bahamian educational system had witnessed profound change and significant activity in the previous two decades, with progress being made in the increased access to schooling for the general populace, the steadily rising financial provisions, the enhanced efforts in the training of teachers, and the improvement in the student-teacher ratio.

Locations:

COB Library   F1656 M62 1989
Main Library, UWISA   F1651 M63 1989

085

Wrigley, Stephen Philip

The communication skills centre at Queen's College, Nassau, Bahamas. M.Ed., University of Exeter, 1975. 108 p.

EDUCATIONAL ORGANIZATION

086

Urwick, James

The Bahamian educational system: A case study in Americanization. *Comparative Education Review*, vol. 46, no. 2, May 2002, pp. 157–181.

This article analyses causes of the transfer of the Northern American educational system to the Bahamas. It discusses: 1) organization of the COB and secondary education, 2) introduction of US team sports, 3) a career ladder for public school teachers, 4) the establishment of a national testing programme, and 5) national educational features.

Locations:
SOE Library, UWISA   Serials
COB Library

EDUCATIONAL PLANNING

087
Bahamas. Ministry of Education
   Draft strategic plan 2004: Bahamian education in the 21st century. Nassau, Bahamas: The Ministry, 2004. 46 p.

Location:
COB Library   B GOV DOC LC92 B3 D72 2004

088
Bahamas. Ministry of Education and Culture
   Education for national progress: A development plan in education for the Commonwealth of the Bahamas for the period 1976–1981. Nassau, Bahamas: The Ministry, 1976. 212 p.

Location:
COB Library   B L251 B33 1976

089
Bahamas. Ministry of Education and Culture
   Education for national progress: Guide for educational planning for the Commonwealth of the Bahamas for the period 1976–81. [Nassau, Bahamas]: The Ministry, 1976. 109 p.

090
Bahamas. Ministry of Education and Culture
   Focus on the future — White paper on education. Nassau, Bahamas: The Ministry, 1972. [i], 17 p.

This is a statement of the Bahamian's government's basic policies for the development of education. It covers preschool education, primary education, secondary education, special services, COB, teacher training, technical studies, and other higher education and training.

Locations:
COB Library   LA481 B33 1972
CERIS   182:07

Main Library, UWISA   LA481 B33 1972
Main Library, UWIM   LC92 B3 B35

091
Bahamas. National Task Force on Education
Final report: "Education: A preparation for life." Nassau, Bahamas: Government Printing Department, 1994. 314 p.

Location:
COB Library   B.GOV.DOC LA481 B34 N38 1994

092
Bahamas. National Task Force on Education
Report of town meetings, New Providence, Family Islands: Recommendations and concerns. [Nassau, Bahamas]: Government Printing Dept., 1994. 75 p.

093
Bahamas Union of Teachers
Focus on the future: Black paper on education. [Nassau, Bahamas: The Union], 1975. 19 p.

Location:
COB Library   B GOV DOC LB41 B33

094
CARICOM Secretariat. Division of Functional Cooperation. Education Section
[Report] on Consultation on Basic Education in the Bahamas, March 31 – April 1, 1993. Georgetown, Guyana: CARICOM Secretariat, 1993. [1 v. in various pagings].
(A project of the Advisory Task Force on Education in collaboration with UNESCO and the Bahamas Ministry of Education and Culture)

[See Record **074** for abstract]

Locations:
Main Library, UWISA   LA481 C66 1993
Main Library, UWIM   LA481 C66 1993

095
Farquharson, Verdie M.
Teachers in the Commonwealth of the Bahamas — a ten year projection: 1979–1990. M.Ed., University of Alberta, 1979. xiii, 114 p.

This study sought to project future demand for teachers of primary, junior high, and senior high schools in the Bahamas for the years 1979–1990. An examination of past and existing data on student enrolments and the teaching force was made as a prerequisite for projecting future student enrolment and future demand for teachers for the school system. Results related to future enrolments showed that primary level enrolments would continue to increase until 1980, and then

experience a decline to 1990. With respect to the secondary level, both junior high and senior high enrolments might be expected to increase throughout the forecast years. Consequently, similar trends might be experienced for future teacher demand, since the size of the teaching force is directly related to school enrolment. It was projected that the demands for teachers at the primary level would increase to its peak in 1980, and decrease thereafter to 1990, and that junior and senior high levels would experience increasing demands for teachers in the years 1979–1990 inclusive.

Location:
Main Library, UWIM   Microfiche No. 1079

096
Ingraham, Hubert A.
   Communication on the three year development plan for the College of the Bahamas. Nassau, Bahamas: Government Printing Department, 1998. 33 p.

Location:
COB Library   B GOV L251 B33

097
A master plan for post-secondary education in the Bahamas. Nassau, Bahamas: [s.n.], 1992. 83 p. (Project conceived as part of the Second Technical and Vocational Training Project (World Bank Loan 3004–BM). Part 1: The Report; Part 2: Appendices)

Location:
COB Library   LA481 B33 M27 1992

098
Stamps, Bess
   A descriptive study of the program planning process for adult education programs in Nassau, Bahamas. Ph.D., Michigan State University, 1987. xii, 148 p.

[See Record **016** for abstract]

EDUCATIONAL POLICIES

099
Bacchus, M. Kazim
   A suggested policy for higher education in the Bahamas: With special reference to the development of the College of the Bahamas. Nassau, Bahamas: College of the Bahamas, 1976. 134 p.

Location:
COB Library   B LC176 B32

100

Bahamas. Ministry of Education

Draft education policy document. [Nassau, Bahamas]: The Ministry, 1994. 35 p.

101

Bahamas. Ministry of Education and Culture

Focus on the future — White paper on education. Nassau, Bahamas: The Ministry, 1972. [i], 17 p.

[See Record **090** for abstract]

Locations:
COB Library   LA481 B33 1972
CERIS   182:07
Main Library, UWISA   LA481 B33 1972
Main Library, UWIM   LC92 B3 B35

102

Bahamas Union of Teachers

Focus on the future: Black paper on education. [Nassau, Bahamas: The Union], 1975. 19 p.

Location:
COB Library   B GOV DOC LB41 B33

103

Bain, Rodney E.

Educational policy in the Bahamas up to 1823 and its determinants. M.A.(Ed.), Institute of Education, University of London, 1959. [n.p.].

104

Coakley, Brenda Yvonne

Labor market experiences of female and male graduates from the Bahamas Technical and Vocational Institute: A program in educational policy. Ph.D., Pennsylvania State University, 1997. 169 p.

[See Record **060** for abstract]

105

Davis, Linda Agatha

Curriculum rhetoric and contemporary practice in the Bahamian primary school system. Ph.D., University of British Columbia, 1992. xi, 238 p.

[See Record **046** for abstract]

106

Johnson, Doris Louise Sands

A guide for the establishment of an Advisory Council to the Bahamas Board of Education (based upon a study of advisory services to the Central British Educational Authority from 1899 to 1959). Ed.D., New York University, 1962. viii, 275 p.

[See Record **067** for abstract]

107

Smith, Rodney David

Politico-administrative factors associated with decentralization and recentralization in the education bureaucracy: The case of the Commonwealth of the Bahamas. Ed.D., Harvard University, 1986. vii, 268 p.

[See Record **070** for abstract]

108

Thompson, Ethel Miriam Eleanor

An examination of the implementation of higher education policy in an independent Bahamas, 1974–1982. Ed.D., Ontario Institute for Studies in Education, University of Toronto, 1984. viii, 239 p.

This study sought to provide an explanation for the failure of the implementation initiatives of the higher education policy in the Bahamas from 1974–1982 to produce the intended outputs. A case study approach was adopted and data were collected through analysis of documents that shed light on the policy and its implementation, such as the policy document and legislation, major education reports, and institutional records, and through focused interviewing of persons either involved in the implementation or knowledgeable about it, that is, COB administrators and faculty, and civil servants in the Ministry of Education and Culture. The findings suggested that implementation problems were linked to a number of factors: a lack of clarity concerning the policy's intent; faculty resistance stimulated by the extent of organizational change mandated by the policy; the nature of the leadership, including the frequent change of leaders, which made for an unstable situation; constraints of a political, economic, and social nature, which resulted in insufficient resources to provide the needed infrastructure, and a problem of student supply; a high degree of hierarchical control in the implementing organization causing implementors to feel little involvement and

commitment. It was concluded that: 1) the disposition of the implementors to the policy, and the constraints imposed by environmental conditions were crucial determinants of the outputs realized; and 2) the disposition of the implementors of the policy was influenced negatively by the way in which the policy had been formulated, the extent of the organizational change mandated by the policy, and conditions existing in the implementation environment.

EDUCATIONAL PSYCHOLOGY

109
Cooper-Bouchard, Celestine Clarice
A study of students on academic probation at the College of the Bahamas. Ph.D., University of Miami, 1991. viii, 135 p.

This study sought to: (a) identify and analyse factors contributing to academic probation of COB students; (b) determine the congruence or incongruence of factors, identified by COB personnel and students, that contributed to academic probation; and (c) make recommendations that, if implemented, could reduce the number of students on academic probation, and assist COB personnel in improving assistance for students on academic probation. The three research questions were: 1) What were the academic characteristics of COB students on academic probation? 2) What were the demographic characteristics of COB students on academic probation? and 3) What factors did students and COB personnel regard as contributing to academic probation?. The findings were: 1) Academic characteristics: 49% were assigned to Intermediate English I, 59% were assigned to College Prep Mathematics II, and English and mathematics were the most frequently failed courses; 2) Demographic characteristics: 66% were female and represented 70% of the total enrolment; subjects represented nine religious preferences with the majority—34%—being Baptists; 70% were from Nassau; 96% were Bahamian; and 3) COB personnel identified low academic ability (36%), personal problems (21%), and poor transition to college (10%) as the main reasons for academic probation. Students indicated that personal problems (15%), poor study habits (10%), and low academic ability (10%) were the main reasons for academic probation.

Location:
COB Library   B.Diss LC148 C6

110
Hanna, C. L.; Gibson, A.
Report on the youth survey on drugs conducted in Ministry of Education and independent junior and senior high schools. Nassau, Bahamas: National Drug Council, 1985. [n.p.].

111
Johnson, Kathleen Elizabeth
A comparative study of factors influencing the psychosocial behaviour of adolescents 10–19 years from selected community and custodial schools in the Bahamas. M.P.H., The University of the West Indies, Mona, 1993. ix, 82, [25] p.

This study provides a comparative assessment of the factors influencing psychosocial behaviour among Bahamian adolescents in the age groups, 10–13, 14–16, and 17–19. The sample consisted of 35 students from three high schools, 10 students from two evening institutes, 5 students from one primary school, and 50 students (25 male and 25 female) from both custodial schools. Two self-administered questionnaires were used for data collection. Results of the data analysis revealed that experiential behaviours, such as substance use and abuse, sexual activities, teen pregnancies, gang violence, deviant behaviours supported by peer pressure, and the lack of quality family interactions, were not specific to any one group of people or community area. The youths in the study expressed the view that their behaviour was largely dependent on their family's socio-economic status and lifestyles. On a societal level, the most prominent risk factors were the socio-economic issues, such as education, gender and sex roles, age, adolescent development, and the media. Illiteracy contributed to the level of anger, stress, and frustration experienced by the adolescents in the community.

Locations:

Main Library, UWISA	UWI Theses Collection
Main Library, UWIM	Research paper

112

Jordan, Portia Hartencia

The achievement motivation of students in two black cultures. Ed.D., University of San Francisco, 1980. 148 p.

This study explored the achievement motivation of children ages 8 and 10 in two Black cultures—one Bahamian, the other American. It sought to determine why a child in any given culture wanted to achieve and whether or not a culture valued an appropriate achievement behaviour. An attempt was made to discover whether the motive to achieve was for the benefit of oneself or for the benefit of others, and whether there might be differences in the achievement motivation of Black children across cultures, between socio-economic strata, between sexes, and with regard to age. Data were collected from a random sample of 80 subjects—40 Bahamian and 40 American—at two schools—Uriah McPhee Primary School in Nassau, Bahamas, and Willow Oaks, California—using two assessment instruments—the Bicultural Achievement Motivation Scale (BAMS) and the Thematic Apperception Test (TAT). Each group was balanced according to socio-economic strata, sex, and age. Results indicated that there were some significant differences in achievement motivation across and within the two cultures. In particular, Bahamians (except for within the home environment) were found to be more motivated than Americans to achieve for the self; younger children in both cultures demonstrated more achievement motivation than older children; and low SES groups showed higher achievement motivation than did high SES.

113

Miller, Grace Ena-Mae

Levels of job satisfaction for Jamaican language teachers. M.Ed., The University of the West Indies, Mona, 1991. viii, 104 p.

This study sought to examine and compare the levels of job satisfaction of language teachers in secondary schools in Jamaica and Jamaican language teachers in the Bahamas, and to identify the

factors most important to job satisfaction. Questionnaires were used to collect data from 32 secondary school teachers in Jamaica and 16 in the Bahamas. Results of the data analysis indicated that: 1) there was no significant difference between the level of satisfaction of language teachers in the Bahamas and those in Jamaica; 2) salary and working conditions were the major disincentives for the teaching profession, while the major incentives were hours of work, and love of children and teaching; and 3) language teachers in Jamaica in the 10+ years teaching experience category were more satisfied than their counterparts in the Bahamas, but those in the Bahamas with 10-years experience were most satisfied.

Location:

Main Library, UWISA   UWI Theses Collection

114
Roberts, Owen Anthony

An investigation of the relationship between learning-style and temperament of senior high school students in the Bahamas and Jamaica. M.A., Andrews University, 1984. 3, xii, 184 p.

This study sought to determine whether senior secondary school students' temperaments could be considered a significant factor that affected their learning style. Two standardized instruments—the Learning Style Inventory and the Temperament Inventory—were administered to 326 senior secondary school students (192 female and 134 male) in the Bahamas and Jamaica. Results of the data analysis showed: 1) a number of significant correlations between the Learning Style Inventory scales and the Temperament Inventory scales; 2) each temperament type could be described in terms of a linear combination of learning style variables; 3) differences existed between (a) males and females on the learning style variables, and (b) Bahamian and Jamaican students on the learning style and temperament variables; and 4) a significant canonical correlation existed between the 4 Temperament Inventory scales and the 24 Learning Style Inventory scales.

115
Rowland, Karen D.

Career decision-making skills of high school students in The Bahamas. *Journal of Career Development*, vol. 31, no. 1, Fall 2004, pp. 1–13.

This study investigated the factors that influence the level of confidence among adolescents in their career decision-making skills. Data were obtained from 385 students in Grades 11–12 at three randomly selected schools in Nassau, Bahamas. Findings indicated that the type of school, the grade level, and a visit to the school guidance office were significant factors that influenced Bahamian adolescents' level of confidence in career decision making. Implications for research and practice are discussed.

116
Smart, Reginald G.; Dean-Patterson, Sandra

Comparison of alcohol and tobacco and illicit drug use among students and delinquents in Bahamas. *Bulletin of the Pan American Health Organization*, vol. 24, no. 1, 1990, pp. 39–45.

Surveys of drug use were conducted in 1988 among 4,767 junior and senior secondary school students and 74 incarcerated delinquents in the Bahamas. It was found that the majority of both groups reported having drunk alcohol, and substantial proportions had also smoked tobacco, although over twice as many delinquents as students had smoked. However, use of illicit drugs was far more common among delinquents, at seven times the student rate for marijuana and six times for cocaine. Many social and demographic similarities were found among users in both groups: they were likely to be males who had trouble in school or did not attend schools, were not religiously active, and came from families where drugs were used or sold. Over one-third of the delinquents had sold drugs, but almost half (44%) of the delinquents and 25% of the students said that they would use or sell marijuana or cocaine if they had it. The results of the studies point to the need for increased drug education in the Bahamas and for efforts involving schools, churches, parents, the media, and government.

Locations:

COB Library	Serials Stacks
Main Library, UWISA	RA442 R48
Main Library, UWIM	RA421 P21
UVI Libraries	RA10 P254

117

Thompson, Karen Denise

An exploratory study of factors influencing career certainty and indecision of high school students in the Bahamas. Ph.D., University of South Carolina, 2001. xiii, 140 p.

This study sought to examine the confidence level in career decision making of Bahamian adolescents in the secondary schools of Nassau, Bahamas, by investigating factors that influence one's level of confidence in career decision making and comparing means of a Bahamian sample with the high school norms of the Career Decision Scale (CDS). The CDS was administered to a sample consisting of 385 Grades 11 and 12 students from three high schools (two private and one public) in Nassau, Bahamas. In addition, a demographic survey was conducted to examine the 13 factors that measured the effects and/or interaction effects of influences on confidence in career decision making. The results of the data analysis indicated that there were significant differences among grade levels, type of school, post-secondary plans, a visit to the school guidance counsellor, BJC examination passes, and parents' occupation, and one three-way interaction among gender, type of school, and grade level. Compared to the high school norm group, the Bahamian secondary school students demonstrated more certainty and less indecision in career decision making.

Location:

COB Library	B.DISS HF5381.5 T46 2001

118

Wallace, Susan J.

The influences of the major changes in the Bahamas since the 1967 elections on the attitudes of secondary school students. M.A., University of Miami, 1971. vii, 108 p.

EDUCATIONAL QUALITY

119
Bahamas School of Nursing
Institutional self-study. Nassau, Bahamas: The School, 1991. iv, 345 p.

Location:
COB Library   LB2331 B33 1991

120
College of the Bahamas
The College of the Bahamas self-study. Nassau, Bahamas: COB, 1991. [n.p.].

Location:
COB Library   LE13 B27 C65 1991

121
Conference of Commonwealth Education Ministers, 11th, Bridgetown, Barbados
Improving the quality of basic education: The Bahamas. London: Commonwealth Secretariat, 1991. 6 p.

This paper describes the Bahamian educational system, with specific reference to educational goals and the provision of basic education.

Locations:
COB Library   LC1035.8 E63
CERIS   183:16

122
Industrial Training Centre (Nassau)
The Industrial Training Centre's institutional self-study. Nassau, Bahamas: The Centre, 1991. vii, 180 p.

Location:
COB Library   LB2331 I52 1991

123
Report of institution: Bahamas Hotel Training College for Commission on Occupational Education Institutions of the Southern Association of Colleges and Schools. [Nassau, Bahamas]: Hotel Tourism and Allied Industries Training Council, 1976. 109 p.

Location:
COB Library   B TX669 B2 R46

EDUCATIONAL REFORM

124
Bethel, Keva Marie
Educational reform in the Bahamas. In Errol L. Miller (Ed.), *Educational reform in the Commonwealth Caribbean* (pp. 71–117). Washington, DC: Organization of American States, 1999. (INTERAMER Educational Series; 54)

This essay describes five decades of post-World War II developments in education in the Bahamas against the background of the social, economic, and political developments during the period. This period is seen as having brought phenomenal progress and reform in the provision of educational opportunities, with a significant increase in equity of access and the democratization of the education system. Developments in the period are presented under the following headings: 1) Post-war Perspectives (1945–1957), 2) Pre-independence Perspectives (1958–1973), 3) Post-independence Perspectives (1973–1998), and 4) The Future Agenda.

Locations:

COB Library	W LA476 E38 1999
Main Library, UWIM	LA476 E388 1998
SOE Library, UWISA	WI RES LA476 E376 1998

EDUCATIONAL STATISTICS

125
Bahamas. Ministry of Education and Training. Testing and Evaluation Section
Statistical report: BJC and BGCSE. Nassau, Bahamas: The Ministry, 1996. [1 v. in various pagings].

Location:

COB Library	B GOV DOC LC1033 B24 1996

126
Curry, Sidney R.
Commonwealth of the Bahamas: Educational indicators. 22 p.
Paper prepared for the Regional Workshop on Education Indicators in the Caribbean, Georgetown, Guyana, 13–17 Mar., 1995. Sponsored by: UNESCO; CARICOM.

This paper provides information on the education system in the Bahamas and indicators of educational development in the country.

Location:

CERIS	284/204:06

EDUCATIONAL TECHNOLOGY

127

Lodge, William B.

Application of television techniques to extend high school education in the Bahama Islands. [S.l.]: Engineering Department, CBS Television Network, 1963. [1 v. in various pagings].

128

McKenzie, Vandyke

Instructional development: Planning, development and evaluation of thermographic, diazo, and high contrast photographic transparency production for Bahamian education. M.S., St. Cloud State University, 1979. ii, 205 p.

129

Wilson, June Marie

An assessment of computer usage within the Bahamian public school system and recommended guidelines towards the development of a strategic national computer plan. Ed.D., Florida International University, 2000. 281 p.

(A presentation with this title was made at the Meet the Writers Forum, the College of the Bahamas Library, November 15, 2000. Available at the COB Library — B LB1028.43 W55 2000)

This descriptive study assessed the situation with respect to computers within the Bahamian public school system, and provided recommended guidelines to the Bahamian government based on the results of a survey, the body of knowledge about trends in computer usage in schools, and the country's needs. Questionnaires were used to collect data from 201 teachers and 51 school administrators from 60 randomly selected public schools, and interviews were conducted with senior educational administrators. Based on the data collected and the literature review, a number of recommendations are presented. It is hoped that these recommendations will be used by the Bahamian government to establish policies with respect to the use of computers within the public school system.

ENVIRONMENTAL EDUCATION

130

Jacobson, Susan K.; Gape, Lynn; Sweeting, Monique; Stein, Taylor

Using a nominal group process to plan educational outreach for a Bahamas Park. *Applied Environmental Education and Communication*, vol. 4, no. 4, Oct–Dec. 2005, pp. 305–316.

A needs assessment for an education and outreach programme for Abaco National Park in the Bahamas used a nominal group process to collect data from seven key stakeholder groups: neighbouring residents, community leaders, teachers, hunters, environmental group members, tourism industry representatives, and international biologists. Stakeholders identified primary threats to Abaco National Park and its endangered Bahama parrots, prioritized benefits that park resources could provide, and ranked potential educational techniques. These results were combined

with ecological information to provide educators with priority strategies and content for materials targeting teachers, local communities, and the tourism industry.

GUIDANCE AND COUNSELLING

131
Ellis-Mills, Pamula Elly
   Benefits of training sixth-grade Bahamian teachers to use conflict resolution techniques in the classroom. Ph.D., Union Institute, 1995. 147 p.

In the Bahamas, particular emphasis has been placed on the Counselor Education programmes in the school. Therefore, 12 teachers and 66 students were selected to participate in a study that examined the students' abilities to resolve their own conflicts in socially acceptable ways, after they were taught how to do so by their teachers. The subjects were divided into experimental and control groups and the treatment for the teachers of the experimental group was a week of intensive training in conflict resolution skills. The actual experiment lasted for seven weeks. Results indicated that there were no statistically significant differences between the teachers who attended the training and the teachers who did not attend, as well as among the students who participated.

Location:
Main Library, UWIM   LB3013 E44 1995

132
McPhee, Sidney Anthony
   A comparative study of Bahamian educators' attitudes and perceptions toward counseling and student personnel programs. Ed.D., Oklahoma State University, 1982. xi, [149] p.

This study surveyed and compared the attitudes and perceptions towards counselling and student personnel programmes held by selected educators in Nassau, Bahamas. The subjects comprised 287 teachers and administrators employed in public and private junior high and senior high schools in Nassau, Bahamas. The results indicated that administrators, overall, expressed significantly more positive attitudes and perceptions towards counselling and student personnel programmes in the school than teachers. Teachers expressed (a) a serious lack of knowledge of the role and function of the school counsellor; (b) a need for clarification of their role and function in the guidance process; and (c) a need for more effective personal and social counselling, educational counselling, and vocational counselling services to students.

Location:
COB Library   B.REF LB1027.5 M3

133
McPhee, Sidney Anthony
   Educators' perceptions and attitudes toward school counseling and student personnel services: A cultural perspective. *International Review of Education*, vol. 31, no. 1, 1985, pp. 19–32.

This study was designed to survey and compare attitudes and perceptions toward school counselling and student personnel programmes as held by educators in the Caribbean. The subjects in the study comprised 275 teachers and administrators employed in public and private junior and senior high schools in Nassau, Bahamas. The statistical tests used to analyse the data were the Kruskal-Wallis one-way analysis of variance and the Friedman two-way analysis for repeated measures. The findings indicated that administrators at all levels expressed significantly more favourable attitudes and perceptions toward counselling and student personnel programmes in the schools than teachers. Teachers in the study expressed the following: 1) serious concern regarding the competency of practising counsellors in their schools, 2) a need for clarification of their role and function in the guidance process and a clarification of the counsellor's role, and 3) that minimum acceptable standards should be established for school counselling positions.

Locations:

Main Library, UWIM   LA1 I5
CERIS   Photocopy #40

134

Major, Colyn D. R.
> *The development of a guidance program for Bahamas Academy*. M.A., Loma Linda University, 1975. 46 p.

HEALTH AND FAMILY LIFE EDUCATION

135

Anderson, Tonya Jenique
> *Curriculum matters: A grounded analysis of drug education in public primary and junior high schools in the Bahamas*. M.A., Acadia University, 2003. 141 p.

[See Record **042** for abstract]

136

Deveaux, Audrey Marie
> *Perceptions of health education: A study of selected health and social service providers in the Bahamas*. M.S., University of Massachusets, 1981. viii, 121 p.

137

Deveaux, Audrey Marie; Darity, William A.
> Perceptions of health education of selected health and social service providers in the Bahamas. *International Quarterly of Community Health and Education*, vol. 3, no. 3, 1982–83, pp. 279–290.

This article explores the perceptions of selected health and social service providers about health problems, their most likely solutions, and health education and health education-related issues in the Bahamas. Data were obtained from 127 usable responses to a questionnaire sent to 412 selected health and social service providers in New Providence and the Family Islands. Results showed that

a majority of respondents indicated consistent support for health education and health education-related issues. This support was evident even when responses were cross-tabulated with such variables as age, profession, and years of experience in present occupation.

HIGHER EDUCATION

138

Association of Tertiary Institutions in the Bahamas
Second Biennial Conference: Issues, trends and challenges facing higher education. [Nassau, Bahamas: ATIB], 2003. 20 p.

Location:
COB Library   B LC67.68 B3 2003

139

Bacchus, M. Kazim
A suggested policy for higher education in the Bahamas: With special reference to the development of the College of the Bahamas. Nassau, Bahamas: College of the Bahamas, 1976. 134 p.

Location:
COB Library   B LC176 B32

140

Brice, Trevor A.; Bethel, Terence C. A.
Educational Services Bahamas' guide to higher education in the Bahamas. Nassau, Bahamas: Educational Services Bahamas, 1998. [n. p.].

Location:
COB Library   B LB2326.4 E48 1997

141

College of the Bahamas
College of the Bahamas tenth anniversary 1975–1985: "Excellence our ultimate goal." Nassau, Bahamas: The College, 1985. 67 p.

Location:
COB Library   B LE15 B31 C6

142

College of the Bahamas in the 1990s. In Martin MacLeish (Ed.), *Commonwealth Ministers reference book 1995/96* (n.p.). London: Kensington Publications Ltd, 1995.

143

Fielding, William J.; Gibson, Jeannie
    National report on higher education in the Commonwealth of the Bahamas. Caracas, Venezuela: UNESCO-IESALC, 2005. 99 p.
(Prepared with the assistance of Pandora Johnson, Willamae Johnson, Paula Sweeting-Davis, and Marie Sairsingh-Mills)

This report covers: 1) the historical development of higher education; 2) the structure and functioning of higher education; 3) access to higher education and demographic coverage; 4) the principal actors in higher education; 5) higher education financing; 6) research in higher education; 7) the place and role of the new information and communications technologies in higher education; 8) recent innovations, reform, and development programmes; and 9) evolutionary trends, future development prospects, and plans. Appendices include the College of the Bahamas Act, 1993 and Education Laws of the Bahamas.

Electronic Resource:

http://www.iesalc.unesco.org.ve/programas/nacionales/bahamas/nationalpercentreport%20 bahamas.pdf

144

Fox, Norman; Townsend, Lindsay
    The College of the Bahamas — A new venture. *New Era*, vol. 60, no. 1, Jan.–Feb. 1979, pp. 22–25.

This article provides a brief introduction to the history of the COB, its structure, staffing, and finance.

Location:
CERIS   Photocopy #67

145

Gordon, Hopeton L. A.
    Some aspects of the relationship between university adult education and some facets of nation-building in new Commonwealth nations — A case study of Jamaica and the Bahamas. Ed.D., University of Toronto, 1977. xii, 400 p.

[See Record **013** for abstract]

Locations:
Main Library, UWISA   LC255 J25 G67 1997a
Main Library, UWIM   Microfiche No. 954
SOE Library, UWIM

146

Greenberg, Barry
    The potential for program evaluation in a "developing" country. 14 p.

Paper prepared for the Annual Meeting of the American Educational Research Association, Los Angeles, United States, 13–17 Apr., 1981.

Differences in conditions in the US and the Bahamas suggested that evaluation of higher education programmes were more welcome in the latter. US evaluation programmes were few in number and had only recently spread in response to declining resources and increasing demands for accountability. In developing countries, however, there is a critical need for programme evaluation, because of the large number of problems experienced by them, the consequent need for many higher education programmes, the lack of models for comparison, the sharp limits on resources and funding, and the need to deal with political pressures for particular programmes. An example of a successful evaluation occurred in the Bahamas, where the COB assessed the need for, and implementation and outcome of, a new programme to prepare secondary school dropouts for employment or higher education. The evaluation process included data collection and analysis as well as faculty training in evaluation methods. As expected, college and government officials were very receptive to the programme evaluation process.

147
Horton-Wallace, Adrilla
Financial resource allocation decision-making in public higher education in the Commonwealth of the Bahamas: A collective case study. Ph.D., Kent State University, 2002. xiv, 392 p.

[See Record **080** for abstract]

Location:

148
Ingraham, Hubert A.
Communication on the three year development plan for the College of the Bahamas. Nassau, Bahamas: Government Printing Department, 1998. 33 p.

Location:

149
Leys, C. T.; Waines, W. J.; Watts, Gordon Edward
Report on the development of a College of the Bahamas. Nassau, Bahamas: [s.n.], 1968. 73 p.

Locations:

150
McDonald, Thaddeus

A comparative study of the perceptions of students, faculty members, administrators and government authorities of the role of the College of the Bahamas in the national development of the Bahamas. Ed.D., Texas Southern University, 1987. viii, 233 p.

[See Record **057** for abstract]

Location:
COB Library   B.Diss LC176 M3

151
Marshall, Lincoln Herbert

A study of the goals of the College of the Bahamas as perceived and preferred by faculty, students and administrators. Ph.D., American University, 1982. xiv, [184] p.

This study sought to: 1) survey a sample of the COB's community as to the nature of the college's goals as assessed through the Small College Goals Inventory (SCGI), both as they were perceived and as they were preferred; 2) determine statistical differences among SCGI goal area means for respondents classified by faculty, student, and administrator roles; and 3) interpret the findings for their implications regarding present and future college planning strategies and/or mission. The SCGI was administered to the 225 participants (202 students, 17 full-time faculty, and 6 administrators) in January 1982. Results showed that the goal areas Academic Development, Intellectual Skills, and Vocational Preparation received the greatest importance, while Cultural/Aesthetic Awareness, Meeting Local Needs, and Religious Orientation received the least importance. Respondent groups preferred the goal areas of Vocational Preparation, Intellectual Skills, and Planning to receive the greatest importance, and Religious Orientation, Cultural/Aesthetic Awareness, and Meeting Local Needs to receive the least importance in the future. It was concluded that the emphasis being given to the goal areas of COB was reasonably clear to its constituents.

Location:
COB Library   B.Diss LE15 C6799 M3

152
Massiah, Erna

A study of the development of higher education in the Bahamas and its relationship to national goals. Ed.D., University of Houston, 1979. xvii, 275 p.

[See Record **079** for abstract]

Location:
COB Library   B DISS LA483 M37

153

A master plan for post-secondary education in the Bahamas. Nassau, Bahamas: [s.n.], 1992. 83 p. (Project conceived as part of the Second Technical and Vocational Training Project (World Bank Loan 3004–BM). Part 1: The Report; Part 2: Appendices)

Location:

154

Miller, Errol L.
    Teacher education: The partnership between the University of the West Indies and the teachers colleges. *Caribbean Journal of Education*, vol. 23, nos. 1–2, Apr/Sep. 2001, pp. 71–86.

This article focuses on the partnerships between UWI and teachers' colleges in preparing teachers in Jamaica, the Bahamas, and Belize. The article indicates that UWI's strategic objective is to maintain partnerships with the other tertiary level institutions in the Caribbean. However, the different partnerships are not rationalized or synchronized, and the article argues that this hinders the development of first-class tertiary education to meet the region's developmental needs. It advocates the creation of a framework, and a synchronized and integrated strategy. Responses by Beverley Bryan and Norma H. Darlington are included.

Locations:

155

O'Reilly, A. M.
    UWI's hotel and tourism management programmes: Development, impact and future prospects. *Caribbean Finance and Management*, vol. 5, no. 2, 1989, pp. 66–80.

This article describes the rationale for establishing the Centre for Hotel and Tourism (CHTM), and discusses its subsequent development from planning to reality. It shows how the existing tertiary education arrangements and economic problems affect the student intake from the Bahamas, Jamaica, and Trinidad and Tobago. Statistics are presented for the 10-year period 1979–1989, and a brief outline of the research, teaching, and employment effects on the Caribbean is given. The article concludes with an assessment of the future prospects of the CHTM as an agent of change and progress in the hotel and tourism industry of the Caribbean.

156

Reid, John Y.
    Higher education in an emerging nation: The College of the Bahamas as a case study. 30 p.
Paper prepared for the Issues in Caribbean Studies, Miami, United States, 19–20 Jul., 1979. Sponsored by: University of Miami.

This paper presented an historical overview of higher education in the Bahamas, with particular focus on the development of the COB. It surveyed the administration of the college, degrees offered, faculty characteristics, enrolment trends, and funding for the college. Four major problems facing the college at the time were listed, including lack of a clearly articulated mission or meaningful philosophical orientation. The paper made seven recommendations for improvement, including governmental cooperation with college and community representatives to determine a philosophical orientation for the college.

157
Samuel, John
College of the Bahamas. Office of Academic Affairs
   The College of the Bahamas annual report 1999–2000. Nassau, Bahamas: COB, 2001. 49 p.

Location:
COB Library   B LE15 B34 2001

158
Sharma, Tika Nath
   A follow-up study of the business graduates of the College of the Bahamas. Nassau, Bahamas: [s.n.], 1983. ix, 103 p.

Location:
COB Library   B HF1121 S52

159
Thompson, Ethel Miriam Eleanor
   An examination of the implementation of higher education policy in an independent Bahamas, 1974–1982. Ed.D., Ontario Institute for Studies in Education, University of Toronto, 1984. viii, 239 p.

[See Record **108** for abstract]

160
Urwick, James
   The Bahamian educational system: A case study in Americanization. *Comparative Education Review*, vol. 46, no. 2, May 2002, pp. 157–181.

[See Record **086** for abstract]

Locations:
SOE Library, UWISA   Serials
COB Library

161
Vanderpool, Joan Dorrell
  International academic relations and small nation states: A case study of selected British, American, and Canadian initiatives in Bahamian higher education. Ph.D., University of Toronto, 1999. viii, 251 p.

Bahamian international academic relationships contribute to the development of a viable higher education system and a number of higher education opportunities. However, they can also challenge and impose limitations on the creation of indigenous educational policies and practices and weaken the identities of emerging local institutions. This study explores these contributions and challenges using quantitative and qualitative research approaches. A survey of local perceptions of external influences on the development of Bahamian higher education was conducted along with a multiple case study of initiatives that reflect British, American, and Canadian influences during the 25-year period, 1973–1998. The initiatives include: 1) transformation of bank training and education from British models of the 1970s to current programmes in banking at the COB, 2) the evolution of a part-time extension programme from America into a Bahamas-based university college, and 3) the selection of Canada as one foreign study destination, among many options, selected by Bahamian students seeking higher education. All initiatives were analysed across typical higher education functions to assess the extent to which they offer opportunities for productive strategies of development, including domestic relevance, linkages with regional and other higher education jurisdictions, and allow for counter-penetration into cultures of initiating countries. Survey findings revealed that participants perceive benefits from fostering international linkages, but they also value the development of the Bahamas' own unique approach to higher education. From a Bahamian perspective, academic relations are based on individually asserted needs for, and strong national obligation to provide, locally and internationally recognized standards of achievement in higher education. Meanwhile, the Bahamas' larger partners in academic relations seek international linkages establishing offshore extension, exchange, and research programmes, or facilities abroad and the recruitment of potential students to help increase enrolment and perceived levels of internationality at home. Findings suggest that the strategic value of international academic relations on either side is linked to both prestige and expedience. However, it is apparent that even though academic relationships between small and large nations appear to be potentially beneficial and interdependent, they are not always reciprocal or collaborative.

HISTORY OF EDUCATION

162
Bain, Rodney E.
  Educational policy in the Bahamas up to 1823 and its determinants. M.A.(Ed.), Institute of Education, University of London, 1959. [n.p.].

163
Bullock, Willoughby; Albury, Wilton G.
  A short account of the system of education in the Bahamas. London: Waterlow & Sons, 1924. 58 p.

164
College of the Bahamas
   College of the Bahamas tenth anniversary 1975–1985: "Excellence our ultimate goal." Nassau,
   Bahamas: COB, 1985. 67 p.

Location:
COB Library   B LE15 B31 C6

165
Daxon, Olivia
   George Town Primary School: Reflections of the past. [Exuma, Bahamas: George Town
   Primary School], 1999. 32 p.

Location:
COB Library   B LA484 E98 D39 1999

166
Godfrey, Lana L.
   *An investigation into the development of technical and vocational education in the Bahamas
   with special emphasis on home economics and teacher training.* Nassau, Bahamas: College of
   the Bahamas, 1979. v, 127 p.

Location:
COB Library   B.REF LC1047 B3 G62

167
Houghton, Harold
   Report on education in the Bahamas. London: Colonial Office, 1958. 36 p. (The Houghton
   Report)

[See Record **077** for abstract]

Location:
COB Library   B L251 H68

168
Johnson, Jolton L., comp.
   Some personalities in Bahamian education. Nassau, Bahamas: Department of Archives, 1992.
   ii, 51 p.

Location:
COB Library   B LA2301 J66 B33
Electronic Resource:
http://www.bahamasnationalarchives.bs/Bahamian_Educators_Educational%20Resources_
Bahamian%20Educators.htm

169

Leys, C. T.; Waines, W. J.; Watts, Gordon Edward
   Report on the development of a College of the Bahamas. Nassau, Bahamas: [s.n.], 1968. 73 p.

Locations:

COB Library	B L251 L49
Main Library, UWIM	LA482 U5 1968

170

Massiah, Erna
   A study of the development of higher education in the Bahamas and its relationship to national goals. Ed.D., University of Houston, 1979. xvii, 275 p.

[See Record **079** for abstract]

Location:

COB Library	B DISS LA483 M37

171

Peggs, A. Deans
   A history of Bahamian education. M.Ed., University of Durham, 1947. [n.p.].

172

Queen's College
   Queen's College Centenary: 1890–1900. Nassau, Bahamas: Queen's College, 1990. 160 p.

Location:

COB Library	B LC577 Q68

173

Reid, John Y.
   Higher education in an emerging nation: The College of the Bahamas as a case study. 30 p.
Paper prepared for the Issues in Caribbean Studies, Miami, United States, 19–20 Jul., 1979. Sponsored by: University of Miami.

[See Record **156** for abstract]

174

Roach, Arthur Leon
   Development of Seventh-day Adventist education in the Bahamas. Berrien Springs, MI: Andrews University, School of Graduate Studies, 1981. ii, 48 p. (Term paper)

175

Turner, Ronald
   A study of education in the Bahamas. M.Ed., Colorado State University, 1968. xiv, 279 p.

This study attempted to examine the factors that had determined the development of education in the Bahama Islands in the past, and those factors that were influencing contemporary development, with special reference to reading. A survey of the reading habits of the Bahamian people and the availability and methods of distribution of reading material was conducted.

Locations:
COB Library   B.REF LA481 T87
SOE Library, UWIM

176
Williams, Colbert V.
The Methodist contribution to education in the Bahamas (circa 1790–1975). Gloucester, UK: A. Sutton, 1982. 256 p.

This study places the Methodist contribution to education in the Bahamas within the context of Bahamian education as a whole. This contribution began around 1790 when Joseph Paul opened what was probably the first independent school for Negroes in the Colony. In its early years in the Bahamas, the Methodist Church was motivated to give instruction to its converts, not for the sake of education per se, but for other reasons, for example, to further the establishment of church order, and to enable its members to read the Bible for themselves. For about 100 years, the bulwark of Methodist education was the Sabbath School, in which missionaries, helped by literate black and white members, gave instruction in the three Rs to young and old, black and white, bond and free. In addition, small, primary day schools—some free, some fee paying—were established by the missionaries and their wives, but these tended to lack continuity because of Methodism's system of ministerial itinerancy. In the succeeding years, however, the Methodist educational programme was put in jeopardy by an Anglican Church alarmed by the continuing spread of Methodism. Methodism's first contribution to secondary education was not made until 1871, with the opening of the Bahamas Collegiate. The establishment of Methodist high schools was accompanied by racial segregation, and black children were rigidly excluded from these schools. It took the Methodist Missionary Society in London 40 years of persistent effort before equality of educational opportunity was made available to black Methodists in the Bahamas.

Locations:
COB Library   B LC624 B3 W55 1982
Main Library, UWISA   LC577 W55 1982
Main Library, UWIM   LC624.B2 W55
UVI Libraries   LC577 W55

LANGUAGE EDUCATION

177
Belton, Kristy
Spanish language education in New Providence: A case study. M.A., Barry University, 2001. iv, 115 p.

178

Burrows, Coralee S.
    Dialect and writing in a Bahamian secondary school. Fredericton, NB: Faculty of Education, University of New Brunswick, 1982. 38 p.

179

Carey-Baines, Earla
    Constructing realities: Learning to write at the College of the Bahamas. Ph.D., Washington State University, 1997. xii, 213 p.

This study examined the teaching and learning of writing in the first college-level English course students were required to take at the COB. It attempted to explore the ways in which the writing behaviours of students—their writing processes and their written products—were influenced by the strategies and practices used to teach writing in the undergraduate writing classroom. Data were collected by qualitative techniques such as observation and interviews from (a) faculty responsible for teaching the course, who described the strategies and activities they used to teach writing; and (b) students enrolled in the course, who described the writing strategies they used to produce the essays required for the course. Findings indicated that: 1) students had used the instruction they received to construct a concept of writing unique to the instructional context, 2) classroom writing instruction had influenced the writing behaviour of students, and 3) students had learned to write in accordance with the ways writing had been defined by the strategies and activities used to teach writing in the undergraduate writing classroom.

Location:

COB Library   B DISS PN181 C37 1997

180

Davis, Donella
    The response of modern foreign language teachers to the oral and aural components of the (Bahamas) General Certificate of Secondary Education. M.Ed., University of Bristol, 1995. [n.p.].

181

Major, Michelle Veronica
    Some non-standard features of college writing: Evidence for a second dialect approach to English language teaching in the Bahamas. M.A., Southern Illinois University at Carbondale, 1993. ix, 212 p.

This study attempted to clarify issues of Creole/dialect interference in the Standard English writing of college level students. Two major questions were posed: 1) Which non-standard features are highly recurrent in students' expository compositions at the college level? and 2) What factors seem to account for, or influence the occurrence and/or distribution of, these features? Samples of college students' writing from the COB were analysed for the frequency and distribution of errors and non-Standard features. Questionnaires were used to collect data from teachers on the major problem areas in students' writing as perceived by English language teachers. Results from the composition

analysis showed considerable levels of interference from Bahamian English Creole to Standard English. Teacher responses from the questionnaires indicated dissatisfaction with students' writing proficiency at both secondary and college levels.

Location:

COB Library   B.DISS PE1068 B34 M35 1993

182

Seymour, Maria T.

Motivation and the teaching of Spanish in the Bahamas. M.A., Institute of Education, University of London, 1998. 86 p.

183

Winner, Tammy; Shields, Theodore

Breaking the island chains: A case study exploring the intricate powers of language shared on the World Wide Web. *Computers and Composition*, vol. 19, no. 3, 2002, pp. 273–284.

This article details the act of writing and publishing a literacy autobiography on the World Wide Web for an English course at a college located on a small island in the Bahamas. It notes that this activity gave geographically isolated writers an opportunity to consider the intricate powers of language and their space in the larger social and cultural influences of language learning.

LITERACY

184

Bahamas. Ministry of Education and Training

School Literacy Improvement Plan for primary schools. Nassau, Bahamas: The Ministry, 1996. [n.p.].

185

Bahamas. Ministry of Youth, Sports and Community Affairs. Women's Affairs Unit

Report on literacy in the Bahamas, 1990. Nassau, Bahamas: Women's Affairs Unit, 1990. 39 p.

Location:

COB Library   LC155 A2 M47 1990

186

Sumner, Ruth Louise

The literacy experiences of Family Island participants in the Bahamian adult literacy program. Ph.D., University of Alberta, 1998. [8], 181 p.

This study sought to examine the Bahamas Adult Literacy Movement (BALM) programme through the experiences of the Family Island learners as perceived by them, their tutors, and programme coordinators. Data were collected from 4 coordinators, 18 tutors, and 20 adult learners from four selected Family Islands using questionnaires, interviews, and programme and coordinator

documents. Four major themes emerged: participatory stances, programme influence, instructional initiatives, and evaluation. The results indicated that participants were motivated to participate in a literacy programme for personal gratification purposes. Participants believed that their increased self-confidence, as a result of their involvement in a programme, had a positive effect on their lives. The findings also suggested that regardless of the instructional methodology chosen by the organizers, participants indicated that they felt that their literacy abilities had increased. However, the results also indicated that evaluation was a shortcoming of programme offerings as there was little evidence indicating that either formal or informal evaluation was conducted within local programmes or by BALM organizers.

Location:
COB Library   B.DISS LC155 B3 S86 1998

MANAGEMENT EDUCATION

187
Higgs, Leon L.
   A study of the Nassau business community to determine the feasibility of a management training program at the College of the Bahamas. Ph.D., University of Nebraska-Lincoln, 1979. vii, 122 p.

This study sought to: (a) determine what personal qualities and skills and knowledge were crucial to success on the job, (b) examine the existing business programme at the COB to determine what courses might be integrated into a proposed management training programme, and (c) develop guidelines for a training programme that would give business students the skills and knowledge that were crucial to on-the-job success. A questionnaire was used to collect data from a random sample of 25 companies that employed 50 or more people. Some of the major findings were that: 1) all personal traits were rated as being important; however, reliability, integrity, responsibility, and intelligence were rated as the top four personal traits respectively; 2) communications (oral and written) were rated as the number one technical skills item; 3) business law, psychology, sociology, and politics were not considered important courses for management trainees; 4) all human relations skill items were considered to be important; however, the ability to communicate, to assist subordinates with work-related problems, and to maintain cooperation among workers were the top three human relations skills; 5) all administrative skill items were considered to be important; however, the top four were: the ability to make decisions, to delegate responsibility, to set priorities, and to use time effectively; 6) for management trainees, administrative skills were rated the most important group of skills, followed by the human relations skills, the personal traits, and the technical skills respectively.

Location:
COB Library   B Diss HF1135 B3 H5

188

O'Reilly, A. M.

UWI's hotel and tourism management programmes: Development, impact and future prospects. *Caribbean Finance and Management*, vol. 5, no. 2, 1989, pp. 66–80.

[See Record **155** for abstract]

189

Watson, Rose Thomas

Education and national development in the Bahamas: A study of the hotel sector of the tourist industry. Ph.D., University of Miami, 1981. x, 191 p.

[See Record **059** for abstract]

Locations:

COB Library	B.Diss HD75.5 W37
Main Library, UWISA	TX910 B24 W38 1983
Main Library, UWIM	GT3824 W3 E3

MATHEMATICS EDUCATION

190

Cleare, Brendamae C.

The development of an instrument to identify factors which contribute to underachievement in mathematics in the Bahamas. Ed.D., The University of Tennessee, 1995. xiv, 206 p.

[See Record **003** for abstract]

Location:

COB Library	B.Diss LB1646 B24 C62 1995

191

Collie-Patterson, Janet Maria

The effects of four selected components of opportunity to learn on mathematics achievement of Grade 12 students in New Providence, Bahamas. Ph.D., University of Southern Mississippi, 1999. 3, ix, 163 p.

[See Record **004** for abstract]

Locations:

COB Library	B.DISS QA14 B34 C65 1999
Main Library, UWIM	LB1062.6 C65 1999

192
Mathematics Workshop for Teachers in Junior High Schools, 1974, Nassau
Report of mathematics workshop for teachers in junior high schools. [Nassau, Bahamas: Ministry of Education], 1974. [1 v. in various pagings].

Locations:

COB Library	B QA11 M37 1974
Main Library, UWISA	QA14 W5 R425 M4

193
Storr, Elkin R.
Effective teacher training for the improvement of mathematics education in the Bahamas. Ph.D., Loughborough University of Technology, 1983. 494 p.

This study was concerned with the development of the secondary mathematics curriculum in the Bahamas. In order to determine whether students assimilated mathematical ideas into a schematic structure, and could retrieve and use them as final behaviours outlined in the syllabuses, data from two diagnostic tests administered to pupils of 13+ and 15+ years respectively, were analysed. For the former age range, 377 pupils completed an Objective Test containing 50 items; and for the latter age range, 241 pupils attempted a Choice-Type Test with the instruction to choose any 10 of the total of 14 questions. On each of these tests, the following indices per question are presented: popularity, facility, mean ability, and discrimination. Reliability and validity were calculated and determined by KR20 formula. The most important finding of this research was that a massive percentage of underachievement was occurring in the high schools, thus reflecting instructional ineffectiveness as well as inefficiency at learning tasks. It was concluded that a well thought-out programme of inservice education for teachers of mathematics should be mounted in the Bahamas as a matter of urgent necessity.

Location:

COB Library	B.Diss QA14 S76

NUTRITION AND HEALTH

194
Bonner, F. B.
Medical survey of the school children of the Bahamas. M.D., Trinity College, Dublin, 1971. [n.p.].

195
Pickstock, Joyous C.
A study into the development of the dental health care system and the dental status of government primary school children in Nassau, Bahamas. M.Sc., Eastman Dental Institute, 1994. 114 p.

This study investigated the dental status of primary school students in Nassau, Bahamas. The initial study examined data collected from 5- and 11-year-old children at school screening during 1990–1993. In a second follow-up study, children in the same age group from a selected group of six schools, were also examined during a formalized survey. Results showed that, overall, the levels of dental caries in school-children attending government primary school are low. The 11-year-old children in the study had an average DMFT of 1.61 with 40.58% having no caries experience. The 5-year-olds had a DMFT of 1.99 with 41.58% being caries free.

196
Rowe, David A.
> *Health-related fitness levels in Bahamian elementary school age children*. M.S., Springfield College, 1992. xi, 173 p.

197
Symonette, Patricia L.
> *Assessment of the physical fitness of Bahamian youths ages 13 thru 17 years, and their attitudes toward physical education*. M.S., Howard University, 1983. x, 52 p.

198
Symonette, Patricia L.
> Attitudes toward physical activity and exercise in Bahamian adolescent female students. *Cajanus*, vol. 29, no. 1, 1996, pp. 24–30.

The subjects of this study were 150 adolescent females between the ages of 13–16 years, representing Grade 9 through Grade 12 students of a private high school in Nassau, Bahamas. The findings indicated that the majority of students demonstrated a positive attitude towards physical education and that their knowledge of the benefits of physical education and exercise in promoting good health was consistent with current exercise recommendations. However, there seemed to be some doubt about whether the physical education programme should emphasize improvement in learning skills. It was also found that actual participation in regular physical education and exercise was low. Approximately 40% of the students indicated that they engaged in physical education classes or similar activity more than three times per week for 20 minutes or more, while almost 60% indicated that they participated in such activity once a week or less.

Locations:

COB Library	Serials Stack
Main Library, UWISA	TX341 C139 N5
Main Library, UWIM	RA784 C3

PHILOSOPHY OF EDUCATION

199
Hendricks, Robert E.; Redlhammer, Paul Robert
> Educational change in the islands: An assessment of Bahamian trends. *Journal of Negro Education*, vol. 49, no. 1, Winter 1980, pp. 85–90.

This article examined changes in the Bahamian educational structure following independence in 1973 and efforts to change the purpose of education from status enhancement to skill development. It provides recommendations for research on developing a distinctive Bahamian education.

Locations:

Main Library, UWIM	LC2701 J6
SOE Library, UWISA	Serials
COB Library	

200

Redlhammer, Paul Robert

> *A comparison between the Technical-Function and Status-Conflict Theories in Bahamian education, 1967–1975*. Ph.D., University of Miami, 1976. xi, 198, [4] p.

This study examined, from a historical perspective, the evolution of Bahamian public secondary education from 1967 through 1975. Two theories that explain the reason a society places importance upon formal school training—the Status-Conflict and Technical Function Theories—were utilized as a basis for comparison of educational change. The Status-Conflict Theory asserts that the primary function of schools is to teach and select for particular status those students who share the values, interests, and tastes of the group in power. The Technical-Function Theory propounds that education should provide the specific skills and capabilities required for employment. Both theories were evident in the Bahamian public school system. The Black Progressive Liberal Party (PLP), after victory in the 1967 election, promised, in effect, a change from a Status-Conflict to a Technical-Function orientation for public education. An evaluation of the educational system in 1970 revealed that very little had been accomplished towards this goal. The problems of overcrowding, teacher shortages, and poor student performances on examinations, which were characteristic of the pre-PLP era, still existed after three years of Black rule. The election of 1967 stimulated an effort by the government to develop a Technical-Function type school system to train students in the necessary skills for economic diversification. An assessment of progress in late 1974 found that the dramatic changes necessary to develop a Technical-Function type school system had not emerged. The basic structure of Bahamian public schools, by 1975, remained relatively unchanged from the Status-Conflict orientation evident under the British. While private schools enjoyed the prestige and esteem accorded to curricular success, public schools still struggled with problems of overcrowding, teacher shortages, and poor student performances on examinations. Efforts to implement a Technical-Function structure had been only token.

Locations:

COB Library	B DISS LB1607.53 B34 R43 1976
Main Library, UWIM	LA482 R4 C6

PHYSICAL EDUCATION

201
Bonamy, Melvin A.
   The problems of teaching physical education in junior and senior schools in New Providence. [S.l.: s.n., 19??]. [19] p.

Location:
COB Library   B. REF GV362 B66

202
Fox, Norman
   An appraisal of physical education, sport, and recreation in the Bahamas. M.Ed., University of Liverpool, 1975. [n.p.].

203
Fox, Norman
   PE in the Bahamas. *British Journal of Physical Education*, vol. 7, Jul–Aug., 1976, pp. 171–172.

204
Fox, Norman
   Sport and physical education in a new nation: The Commonwealth of the Bahama Islands. *Physical Educator*, vol. 34, Dec. 1977, pp. 204–207.

205
Symonette, Patricia L.
   Assessment of the physical fitness of Bahamian youths ages 13 thru 17 years, and their attitudes toward physical education. M.S., Howard University, 1983. x, 52 p.

206
Symonette, Patricia L.
   Attitudes toward physical activity and exercise in Bahamian adolescent female students. *Cajanus*, vol. 29, no. 1, 1996, pp. 24–30.

[See Record **198** for abstract]

Locations:
COB Library   Serials Stack
Main Library, UWISA   TX341 C139 N5
Main Library, UWIM   RA784 C3

PRIMARY EDUCATION

207
Bahamas. Ministry of Education
Improvement of primary and secondary education project report. Nassau, Bahamas: Inter-American Development Bank, 1992. [1 v. in various pagings].

Location:
COB Library   B GOV DOC LA481 B34 I47 1992

208
Roach, Arthur Leon
A comparative study of primary school objectives in the Bahamas as perceived by education office principals and teachers: A project report. M.A., Andrews University, 1977. ix, 42 p.

Location:
COB Library   B.Diss LB1507 R62

PROFESSIONAL TRAINING

209
McPhee, Clara Jane Roach
The perceived in-service needs of first-grade teachers in the Bahamas in the area of reading. Ed.D., State University of New York at Buffalo, 1987. 190 p.

The perceptions of inservice education needs of first grade teachers in public schools were surveyed, and compared with those of independent school teachers. Questionnaires were used to collect data from first grade teachers, principals, and educational policy makers. Results of the data analysis indicated that: 1) all groups identified "planning lessons," "techniques for motivating," and "analysing difficulties" as being very important; 2) teachers and principals selected "strategies and techniques for teaching slow students," "analysing difficulties," "planning lessons," "techniques for motivating," and "communicating with parents" as being very important; 3) policy makers selected items that were concerned with instructional planning, selection of materials, and classroom management; and 4) principals ranked "techniques for motivating students" highest.

Location:
COB Library   B.Diss LB1731 M32

210
Major, Ruby Charlotte
Assessment of perceived inservice needs of educators of the Bahamas Conference of Seventh-day Adventists. Ed.D., Florida International University, 1993. 192 p.

This study sought to identify the perceived inservice needs of educators in the Bahamas Conference of Seventh-day Adventists, and to determine the degree to which variables such as gender, level of

training, teaching assignment, and years of teaching experience influenced these perceptions. Data were collected from a questionnaire administered to the entire population of teachers and school administrators of the conference. The findings revealed that the teachers' perceptions were not significantly influenced by these variables. One of the conclusions was that the teachers desired joint participation in the planning, implementation, and evaluation of inservice activities.

SCIENCE EDUCATION

211
Brown, Luther
> Service-learning and field biology in postcolonial perspective: The Bahamas Environmental Research Center as a case study. In David C. Brubaker & Joel H. Ostroff (Eds.), *Life, learning, and community: Concepts and models for service-learning in biology* (n.p.). Washington, DC: American Association for Higher Education, 2000. (AAHE's Series on Service-Learning in the Disciplines)

212
Smith, Portia M.
> *The development of an instrument to measure the attitude of Bahamian high school students toward science*. M.Ed., University of Alberta, 1977. 41 p

213
Taylor, Beverly J.
> Science curriculum development in the Bahamas — an overview. In Pamela Fraser-Abder (Ed.), *Science education research in Latin America and the Caribbean* (pp. 68–83). St. Augustine, Trinidad: UWI, 1986.

[See Record **040** for abstract]

Locations:

CERIS	280:08
Main Library, UWISA	Q180 L3 S416 E2

SECONDARY EDUCATION

214
Bacchus, M. Kazim; Brown, Roger Godfrey
> Pre-college education in the Bahamas. In Norma A. Niles & Trevor George Gardner (Eds.), *Perspectives in West Indian education: Papers read at the second annual conference of the West Indian Student Association, Michigan State University, May 1977* (pp. 43–49). Lansing, MI: West Indian Student Association, Michigan State University, 1978.

This paper defines pre-college education as secondary education of the type that is likely to qualify its recipients for higher education. It discusses two aspects of the topic: 1) the very late but rapid

expansion of secondary educational opportunities after the mid-1960s; and 2) the changing attitudes to pre-college education and the way this was related to a growing congruence between education beyond the primary level and income.

Location:

SOE Library, UWISA   WI RES LB1626 B24 B33

215

Bahamas. Ministry of Education

Improvement of primary and secondary education project report. Nassau, Bahamas: Inter-American Development Bank, 1992. [1 v. in various pagings].

Location:

COB Library   B GOV DOC LA481 B34 I47 1992

216

Brown, Roger Godfrey

The identification and analysis of the educational goal preferences of five significant groups in the Bahamas. Ed.D., University of Miami, 1987. ix, 167 p.

This study sought to investigate the degree to which five groups in the Bahamas agreed or differed regarding the importance of certain selected educational goals for the public secondary schools. Data were collected using a questionnaire adapted from the Educational Goals Survey developed by the National School Boards Association. The sample consisted of 120 students, 120 parents, and 100 teachers and site administrators from four rural and four urban public high schools; 100 business persons; and 42 professional staff from the Ministry of Education. The major findings were that: 1) five role groups identified 33 goals as most important for students to learn, 28 as most important for schools to teach, and 15 that should be required for graduation; 2) a comparison of the rank orderings by the five groups indicated that all groups placed greatest emphasis on basic reading, writing, and computational goals; 3) there were no significant differences among the five groups in their perceptions and ranking of the selected goals; and 4) there was a positive relationship between achievement level of the schools with which parents and students were associated, and how the two groups rated the importance of the selected goals.

Locations:

COB Library   B.REF LB1033 B76
Main Library, UWIM   LA482 B76 1987

217

Gabregiorgis, Asefa

Rate-of-return on secondary education in the Bahamas. Ph.D., University of Alberta, 1979. xvi, 307 p.

[See Record **054** for abstract]

218
Johnson, Pandora
Effective secondary schooling: Factors affecting academic achievement in the Commonwealth of the Bahamas. Ph.D., Ontario Institute for Studies in Education, University of Toronto, 1988. xiii, 367 p.

[See Record **005** for abstract]

219
Redlhammer, Paul Robert
A comparison between the Technical-Function and Status-Conflict Theories in Bahamian education, 1967–1975. Ph.D., University of Miami, 1976. xi, 198, [4] p.

[See Record **200** for abstract]

220
Reid, C. S.
Report of a committee to consider secondary education in the Bahamas. Nassau, Bahamas: [s.n.], 1968. [n.p.].

221
Urwick, James
The Bahamian educational system: A case study in Americanization. *Comparative Education Review*, vol. 46, no. 2, May 2002, pp. 157–181.

[See Record **086** for abstract]

SOCIAL STUDIES EDUCATION

222
Brown, Hartman Oral
   A handbook on Bahamian social studies for junior high Christian schools. M.S., Tennessee Temple University, 1988. [iv], 74 p.

223
Isaacs, Gillian L.
   An alternative social studies curriculum for a Bahamian first grade. M.S. Ed., Bank Street College of Education, 1991. 63 p.

224
Persaud, John
Curriculum reform: A case for BGCSE social studies. 13 p.
Paper prepared for the National Education Conference, 18th, Nassau, Bahamas, 3–7 Jul., 2005.

Location:
COB Library   B H62.5 B33 2005

225
Sealey, Neil E.
   Geography in the Bahamas – The last ten years and the next. 8 p.
Paper prepared for the Caribbean Studies Association Conference, 15th, St. Augustine, Trinidad, 22–26 May 1990.

This paper discusses developments in geography education in the Bahamas at the primary, secondary, and tertiary levels after the 1980s. It notes problems relating to the supply of teachers and lack of resources, including teaching materials.

Location:
Main Library, UWISA   F1601 C277 P2

226
Sealey, Neil E.
   Conceptual problems in teaching physical geography. *Caribbean Geography*, vol. 3, no. 1, Mar. 1991, pp. 67–68.

This paper identifies and describes some of the problems experienced by Bahamian students in introductory physical geography and geology courses: 1) problems of scale, 2) lack of familiarity with world-wide phenomenon, 3) inexperience in applying scientific methodology, and 4) ignorance of major processes active in the Bahamas.

Locations:
Main Library, UWISA   G76.5 C2 A1 C277 G3
Main Library, UWIM   F1601 C331

SOCIOLOGY OF EDUCATION

227

Bailey, John E.; Siegmann, Diane
   Abaco: Education in an isolated community. [S.l.: s.n.], 1974. 27 p.

This paper argues that the people of the Abaco Islands could, but did not, have a meaningful education system. It suggests that although there were many problems inherent in the physical distribution of students, which complicated transportation efforts and contributed to a high student-teacher ratio, the major problem stemmed from administrative educational policy and fund distribution. The paper argues that the Ministry of Education held the power in the Abaconian educational system, and that it perpetuated the rote learning process by emphasizing memorization rather than creative thinking processes, and determined a rigid school curriculum that did not offer courses relevant to the Abaconian student, such as in the area of vocational training. The paper identifies some of the factors contributing to low achievement as poor facilities, lack of educational materials, and inattention to student abilities and needs. It notes that the money allocated per student was extremely low, estimated at US $399.56 in 1970.

228

Bowe, E. J.
   Education in the Bahamas from a socio-economic viewpoint. [S.l.: s.n., 19??]. 66 p.

229

Collinwood, Dean Walter
   The developing Caribbean: Colonialism and school administration in an independent Bahamas. [n.p.].
Paper prepared for the International Sociological Association Conference, New Delhi, India, Aug. 1986.

[See Record **066** for abstract]

230

Darling, Sylvia Elizabeth
   Why a select group of Bahamian female adult learners return to the classroom and how their return impacted their personal and professional lives. M.Ed., Acadia University, 1999. 148 p.

[See Record **012** for abstract]

231

Ferguson, Lester T.

A survey of the drug educational programs of five selected churches in Nassau, The Bahamas. M.A., Caribbean Graduate School of Theology, 1989. 195 p.

This survey sought to describe the drug educational programmes of five churches in Nassau: the Seventh-day Adventist Church, the Salvation Army Church, the Methodist Community Church, Golden Gates Church, and Calvary Bible Church. A preliminary survey showed that, from a population of 141, 51 churches had drug educational programmes, and a further 27 had plans to implement them. The data collected from interviews with the Christian Education Administrator, teachers, counsellors, and participants in the programmes indicated that churches in Nassau were making a practical response to the drug problem by providing drug education seminars, counselling, and support groups. However, the data also showed that there was a need to look more closely at programme coordination and content development.

232

Ferguson, Vincent L.

The impact of non-Bahamian teachers on and a process of assimilation into Bahamian education. [S.l.: s.n.], 1974. 56 p. (Mankato State University. Secondary Administration. Alternate Plan Paper)

233

Massiah, Erna

The relationship of education and political attitudes in New Providence, Bahamas. M.Ed., Prairie View A&M University, 1975. [n.p.].

234

Minnis, Jessica V.

Predicting senior high school dropouts in New Providence, Commonwealth of the Bahamas. M.A., University of Northern Colorado, 1978. viii, 120 p.

235

Ramirez, Christine Carolyn

An assessment of the learning needs and aspirations of out-of-school rural youths on the Family Island of Exuma in the Bahamas. Ed.D., Boston University, 1987. xii, 224 p.

This study sought to determine and analyse the learning needs and aspirations of rural youth on the Family Island of Exuma in the Bahamas. Data, collected through structured interviews, were examined from the perspectives of eight youths between the ages of 17 through 21, their parents, educators, and community leaders. It was found that: 1) there was a mismatch between the national development plans and/or policies, which contributed to imbalances in both the educational and economic sectors of Exuma. There were three areas in which the case of this mismatch was most salient: (a) rural-urban disparities in planning for development of the Exumian educational and economic sectors; (b) a mismatch between the school curriculum, job requirements, and general needs of the economic sector; and (c) an over-emphasis on academic learning that was viewed as the only way to achieve one's educational and occupational aspirations; 2) there was, generally, a

lack of parental involvement in the schools, perceived by the community as evidence of a poor parental attitude towards the educational development of their children; 3) outward migration by youth was on the rise because of the lack of educational and economic opportunities on Exuma; and 4) there was a reported increase in social problems (crime and unemployment rate) on the island, said to be associated with drug trafficking.

Location:

Main Library, UWIM   LB3897 B24 R35

236

Stubbs, E.

Graduation 2000: The destination of high school students public and private. [Nassau, Bahamas: Ministry of Education], 2001. 111 p.

Location:

COB Library   B GOV DOC LB2846 B3

237

UNESCO

Bahamas: Education, training and society. Paris: UNESCO, 1986. [n.p.].

238

William, Matthew

The Haitian impact on the Bahamian education system. *Bahamas Financial Digest*, Spring–Summer 2000, pp. 4, 40, 41.

Location:

Main Library, UWIM   HC152 B33

SPECIAL EDUCATION

239

Romer, Virginia Alicia

Attitudes of junior high teachers towards teaching students with learning disabilities in inclusive classes in public schools in New Providence, Bahamas. Ph.D., Andrews University, 2004. x, 170 p.

This study sought to: 1) determine the attitudes of junior high school teachers in New Providence, Bahamas, towards teaching students with learning disabilities in general education classes; 2) investigate the type of instructional methods used in general classes and determine if instructional delivery is modified to assist students with learning disabilities; 3) examine whether general educators collaborate with special educators when planning their instruction; and 4) identify if there are differences between educators' attitudes on the basis of age, gender, training, years of teaching experience, and teaching assignment. Data were collected from 122 teachers, both general and special education, from seven public junior high schools in New Providence, Bahamas. Results

showed that educators in New Providence, both general and special, do not support the inclusion of students with learning disabilities in general classes in current or ideal practices. Some modifications were made to assist students with learning disabilities, but on a small scale. In current practice, there is very little collaboration and minimal support for collaboration of general and special educators when planning instructional interventions. Finally, there was no significant difference in attitude on the basis of age, teaching experience, and teaching assignment. However, difference was found regarding gender and training. Males were more favourable to inclusion than females. Additionally, educators who received special education training in three or more courses were more favourable to inclusion.

Location:
COB Library   B DISS LB4706.5 B24 R76 2004

TEACHER EDUCATION

240
Adderley, Richard G.
   The performance of pre-service teacher preparation programmes at the College of the Bahamas 1975–1982. Leeds, UK: Huddersfield, Polytechnic University, 1984. iv, 115 p. (Diploma in Further Education)

This study examined the performance of students in teacher education programmes at the COB from 1975 to 1982—a period of transition and development in teacher training in the Bahamas. It was found that: 1) there was a significant difference in performance on the final examination between primary students who were trained prior to 1977 and those who were trained after 1977; 2) while there was a drop in performance on the final examination for secondary students after 1977, this was not significant on average when compared with the performance of trainees before 1977; 3) students from San Salvador Teachers' College performed as well as students from Bahamas Teachers' College; 5) while five General Certificate of Education (GCE) O'Level passes seemed necessary for students to succeed in primary and secondary programmes of training, it had not been shown to apply specifically to primary students; and 5) there was no association between repeated sittings and success in the final comprehensive examination.

Location:
COB Library   B.Diss LB1773 B3 A3 1984

241
Bethel, Keva Marie
   Perceived effectiveness of teacher education programs in the Bahamas. Ph.D., University of Alberta, 1981. xxvi, 447 p.

[See Record **044** for abstract]

Locations:
COB Library   B.Diss LB1731 B47

242

Butler, Faith Juliette

Hollywood films, reflective practice, and social change in teacher education: A Bahamian illustration. Ph.D., McGill University, 2001. 255 p.

This qualitative study explored the use of Hollywood films depicting teachers (teacher-films) as an approach to reflective practice and social change with 60 undergraduate students in a teacher education programme in the Bahamas. In order to facilitate critical reflection on the preservice teachers' perceptions of teaching, on themselves as teachers, and on their teaching experience, a module comprised of five teacher-films (*To Sir With Love*, *Blackboard Jungle*, *Stand and Deliver*, *The Prime of Miss Jean Brodie*, and *SARAFINA!*) was designed and employed. The depictions of teaching were deconstructed as a means of introducing the complexity of teaching, as well as unveiling the relevance of issues such as class, race, gender, and the politics of power and position to the life of a teacher. Central to the study was exploring how prospective teachers "read" these films, and what insights prospective teachers gain from the films. The study generated four main data sources: 1) transcriptions of audio-taped group discussions with the preservice teachers, 2) the preservice teachers' written responses to questionnaires relating to the teacher-films, 3) reflective journals kept by the preservice teachers, and 4) the preservice teachers' written responses to the entire teacher-film module. The analysis of the data is presented in two parts. First, the preservice teachers' overall response to the teacher-film module is detailed. Next, their close reading of teaching and learning as portrayed in two of the films, *The Prime of Jean Brodie* and *SARAFINA!* are discussed. A number of themes that emerge within the data such as the role, influence, and power of teachers are explored.

Location:
COB Library   B DISS PN1559.5 H65 2000

243

Evans, Hyacinth L.
    Teachers and their preparation in the Western Caribbean and in the Bahamas. 12 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.

244

Freeman, R.

    Flexible technical teacher development. In *Technical and vocational education and training by distance: Report of an international conference convened by the Commonwealth of Learning, held at City Polytechnic, Hong Kong, 19–23 November 1990*. pp. 55–61. Vancouver, Canada: Commonwealth of Learning, 1991.

This paper describes the factors that influence the development of more flexible, yet systematic preservice and inservice technical teacher preparation programmes. These prevailing pressures are used as a backdrop for describing the operational characteristics of two programmes in different settings: the British Columbia Institute of Technology (BCIT) in Vancouver, Canada, and the Industrial Training Centre in the Bahamas. Both jurisdictions were striving to increase the calibre

of new technical teachers and to increase the instructional competence of existing teachers through the use of systematic, research-based, and flexible delivery approaches.

245

Godfrey, Lana L.

An investigation into the development of technical and vocational education in the Bahamas with special emphasis on home economics and teacher training. Nassau, Bahamas: College of the Bahamas, 1979. v, 127 p.

Location:

246

McQueen, Theona

Evolution in Bahamian education: An experiment with an international teacher education program. 16 p.

Paper prepared for the World Assembly of the International Council on Education for Teaching, 30th, Washington, DC, United States, 11–15 Jul., 1983.

This paper describes how a plan for the University of Miami to conduct college classes in the Bahamas was formulated and implemented. In July 1973, immediately after Independence, a handful of Bahamian students, sponsored by the newly elected government, enrolled at the University of Miami. Stimulated by their personal interests, their experiences as colonials, and their commitment to a newly liberalized homeland, these students secured from the Ministry of Education and Culture an invitation to administrators from the University of Miami to discuss possibilities for bringing higher education to the Bahamas. The programme, which began operating in 1975, was a milestone in Bahamian education and in the development of the University of Miami as well. The programme was committed to: 1) providing relevant education and avoiding intellectual colonialism, 2) maintaining the quality of education in an external setting comparable with campus programmes, and 3) providing education to assist individual Bahamians and the government in the attainment of their goals. Student and teachers alike also worked at the "Bahamianization" of the university curriculum.

247

Miller, Errol L.

Teacher education: The partnership between the University of the West Indies and the teachers colleges. *Caribbean Journal of Education*, vol. 23, nos. 1–2, Apr/Sep. 2001, pp. 71–86.

Locations:

248

Reid, C. S.

Report on teacher education in the Bahamas. [Mona, Jamaica]: Institute of Education, UWI, 1970. [n.p.].

249

Storr, Elkin R.

Effective teacher training for the improvement of mathematics education in the Bahamas. Ph.D., Loughborough University of Technology, 1983. 494 p.

[See Record **193** for abstract]

Location:

COB Library   B.Diss QA14 S76

250

Threlfall, Brian

Teacher education in the Bahamas. M.Ed., University of Hull, 1975. 152 p.

TEACHER EFFECTIVENESS

251

Pinto, Giselle Josephine

Do teachers affect student achievement? The case of the Bahamas. A.B., Harvard University, 2000. 33 p.

TEACHER MOTIVATION

252

Rolle, Cheryl R.

Religiosity, school satisfaction, and the decision to teach in Christian schools: Evidence from American and Bahamian high schools. Ed.D., La Sierra University, 2004. 149 p.

This study investigated (a) the importance of religiosity on school satisfaction and the decision of teachers and current students to remain and teach respectively in Christian schools, and (b) the influence of school satisfaction in Christian schools on the decision of teachers and current students to remain and teach respectively in Christian schools. Data were collected from 133 students and 28 teachers from the United States, and 169 students and 55 teachers from the Bahamas. The results showed that students with higher spiritual-maturity scores tend to have more positive attitudes towards their schools than those with lower scores. Additionally, extrinsic religiosity positively relates to student school satisfaction. By contrast, the extent of school satisfaction has little to do with intrinsic and quest religiosity. It was also showed that there is a positive correlation between the levels of school satisfaction and desire to teach in the school. With respect to the teachers, quest religiosity was found to be conversely associated with teacher job satisfaction, whereas age

positively relates to job satisfaction. Teacher job satisfaction is significantly, positively correlated with teachers' decision to remain in the school. Spiritual maturity and religious orientations had no significant impact on the prediction of teacher job satisfaction and teacher commitment to teaching in Christian schools.

253

Seymour, Antoinette

An examination of the relationship between organizational culture and staff morale at a tertiary institution in the Bahamas. M.Ed., University of Bristol, 1996. 82 p.

TEACHING

254

Bahamas. Ministry of Education

Teaching in the public education system in the Bahamas. Nassau, Bahamas: The Ministry, 2004. 74 p.

Location:

COB Library   B GOV DOC L251 B33 2004

255

Enger, John M.

Perceptions of teaching as a career by Bahamian Grade 12 students in College-preparatory programmes: A survey report. Nassau, Bahamas: College of the Bahamas, 1982. vi, 59 p.

A questionnaire was administered to 1,403 Grade 12 students in the Bahamas, who were described as potentially eligible to pursue college-level work leading to teacher certification. Student opinions were sought on teacher training programmes at the COB, conditions of teaching employment, characteristics of students in secondary schools, and contrasts between teaching and other occupations. The majority of the respondents indicated that parents were most influential in their career plans, and continued education was deemed important by almost all of those responding. At least some interest in becoming a teacher was expressed by 32% of the students. In rating selected aspects of the college teacher education programme, the most common student response was "don't know." Of the 10 conditions of teacher employment assessed, salary, equipment, and facilities were rated the lowest. Aspects of teacher employment were rated lower than those of other professions, particularly in the areas of prestige and rewards. Suggestions are made for efforts to improve the image of teaching among parents of students who have potential to become teachers and the students themselves.

Location:

COB Library   B LB1775.4 B24 P47 1982

256
Stubbs, Salomi; Young, Jonathan
    Teacher attrition in the Bahamas: Survey of teachers leaving the public school system (1979–1981). *College Forum*, vol. 5, Spring 1986, pp. 26–33.

This article outlines the findings of a study that surveyed the characteristics of Bahamian teachers resigning from employment with the Ministry of Education between the years 1979–1981. Findings are presented with respect to annual attrition rates, gender, and type of schools losing teachers. Data are also presented on the qualifications and experience of the respondents and their reasons for leaving.

Locations:

COB Library	Serials Collection
Main Library, UWISA	LE15 B1 C6 A1 C697 F7

TEACHING MATERIALS

257
Sumner, Ruth Louise
    An investigation of four aspects of reading text selection for Grade six students in the Bahamas. M.Ed., University of Alberta, 1985. xiii, 118 p.

This study sought to investigate the following four aspects of reading text selection for Grade six students in the Bahamas: 1) criteria for reading text selection, 2) readability, 3) the cultural relevance of the illustrations in two reading texts for the Bahamian child, and 4) the cultural relevance of the content in two reading texts for the Bahamian child. Data were collected from 28 Grade 6 teachers who were asked to rate the criteria in order of importance to them when considering the selection and adoption of basal readers. Then the readability level of two recommended texts used at the Grade 6 level was compared to the reading achievement level of the students. The Flesch Reading Ease Formula was used to determine the readability level of the texts, and a set of cloze passages was administered to 176 students to establish a reading achievement level. Analysis of the criteria for reading text selection revealed that the teachers indicated that while all the criteria were important, they felt that two were very important: readability of the material and curriculum gestalt. The results of the cloze passages revealed that both books were at least one grade level above the students' reading levels. Most of the illustrations and content of the two texts were considered not culturally relevant.

Location:

COB Library	B.Diss PE1117 S9

TEACHING TECHNIQUES

258
Butler, Faith Juliette
Hollywood films, reflective practice, and social change in teacher education: A Bahamian illustration. Ph.D., McGill University, 2001. 255 p.

[See Record **242** for abstract]

Location:
COB Library   B DISS PN1559.5 H65 2000

259
Davis, Donella
The response of modern foreign language teachers to the oral and aural components of the (Bahamas) General Certificate of Secondary Education. M.Ed., University of Bristol, 1995. [n.p.].

260
Keck-McNulty, Cynthia L.
Group leadership training: What is learned using a fishbowl method. Ph.D., Kent State University, 2004. 215 p.

This study examined the learning that occurred among counsellor trainees who were observers of student-led groups, using the Fishbowl Method of group work training. Participants were graduate students enrolled in a basic group work course in counsellor education programmes at Kent State University and the COB. A total of 83 students volunteered to participate, of which 72 completed a Things Learned Questionnaire and a Demographic Information Questionnaire, and 11 students participated in individual interviews. Interview and questionnaire responses consistently indicated a majority of participants learned something about co-leaders or co-leading a group. Observer focus was found to be placed on group process over group content.

261
McCollin, Evelyn Doreen
Faculty and student perceptions of teaching styles: Do teaching styles differ for traditional and nontraditional students? Ph.D., University of Southern Mississippi, 1998. vii, 146 p.

This study sought to determine whether there was a difference between college faculty's and students' perceptions of teaching styles, and the extent to which faculty employed different teaching styles for traditional and non-traditional students. In addition, it sought to determine whether a relationship existed between the criterion variable of teaching styles of instructors, as indicated by the Principles of Adult Learning Scale (PALS), and the predictor variables of instructors' age, gender, nationality, years of teaching experience, work status, educational level, and type of course facilitated. The relationship between the criterion variable of teaching styles, as indicated by the Adapted Principles of Adult Learning Scale (APALS), and students' variables of age, gender, course taken, academic major, length of attendance, part-time or full-time status, was also

investigated. Participants in the study were 84 faculty and 585 students—243 traditional students (under age 25) and 342 nontraditional students (25 years and over)—at the COB. The results of the data analysis showed that there was a statistically significant difference between instructors' perceptions of their teaching styles and students' perceptions' of their instructors' teaching styles. Students rated instructors as more teacher-centred than instructors rated themselves. There was a significant relationship between instructor predictor variables and PALS' score, and a significant relationship between students' predictor variables and APALS' score. Analysis of the predictor variables indicated that 27.2% of the variance in the instructors' PALS' score was explained by the instructors' educational level and type of course taught, and that 14% of the variance in the students' APALS score was explained by the students' academic major and type of course taken.

Location:
COB Library   B.DISS LB2333 M33 1998

TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

262
Bahamas. Ministry of Education and Culture
   Manpower and technical training in the Bahamas. Nassau, Bahamas: The Ministry, 1970. [n.p.].

263
Bahamas. Special Committee on Tourism Education and Training in the Bahamas
   Report. Nassau, Bahamas: Ministry of Education, 1987. [n.p.].

264
Bahamas. Task Force on Secondary Vocational Education
   Achieving excellence: Action plans for improving technical and vocational education. Nassau, Bahamas: The Task Force, 1985. 73 p.

Location:
COB Library   B GOV DOC LB1607.53 B24 1985

265
Bahamas Hotel Training Council
   A review of the first five years of hotel training under the control of a tripartite body established to organise training for the major industry of the Commonwealth of the Bahamas. Nassau, Bahamas: The Council, 1979. 7 p.

Location:
Main Library, UWIM   GT3824 B35

266

Bowen, D. R.

Suggested courses for technical and vocational education in secondary schools, 1974. Nassau, Bahamas: Ministry of Education, 1974. [50 p.].

Location:

COB Library   B LB1598 B6

267

Clancy-Deveaux, Barbara Jean

Human development framework of cooperative occupational education for the islands of the Bahamas. M.S., Pennysylvania State University, 1977. 118 p.

268

Coakley, Brenda Yvonne

Labor market experiences of female and male graduates from the Bahamas Technical and Vocational Institute: A program in educational policy. Ph.D., Pennsylvania State University, 1997. 169 p.

[See Record **060** for abstract]

269

Girsback, Ines G.

World Bank. Human Resources Division. Country Department III. Latin America and the Caribbean Region

The Bahamas: Second technical and vocational training (Loan 3004–BM): Implementation completion report. Washington, DC: World Bank, 1996. iv, 42 p. (Implementation Completion Report; No. 15447)

270

Godfrey, Lana L.

An investigation into the development of technical and vocational education in the Bahamas with special emphasis on home economics and teacher training. Nassau, Bahamas: College of the Bahamas, 1979. v, 127 p.

Location:

COB Library   B.REF LC1047 B3 G62

271

Hall, J.

Bahamas: A Caribbean study on tourism training. Bridgetown, Barbados: Caribbean Tourism Organisation, 1990. [n.p.].

272

IDB Education Project

Vocational education and training the Commonwealth of the Bahamas: Final report to the Minister of Education, Training and Youth. Nassau, Bahamas: College of the Bahamas, 2000. 51 p.

Location:

273

Ingle, Ronald R.

Special study of hotel and tourism training in the Bahamas. [Nassau, Bahamas]: Ministry of Education, 1988. v, 214 p.

Location:

274

Neely, Andre P.

Education/training practices and resources in large businesses in New Providence, Bahamas. Ph.D., Walden University, 1995. viii, 252 p.

This study sought to determine if deficiencies in the existence of common and major education/training practices and resources within large business organizations in New Providence seemed to be frequent enough to help to account for the workforce in the Bahamas being insufficiently educated/trained. Data were collected from educators/trainers, personnel administrators, and senior managers in large business organizations in New Providence, Bahamas through the use of a questionnaire. Results of the data analysis showed that deficiencies in the existence of common and major education/training practices and resources in large business in New Providence did not appear to be frequent enough to help to account for the workforce in the Bahamas being insufficiently educated/trained.

Location:

275

Poitier, Sandra N.

[Bahamas country paper]. 28 p.

Paper prepared for the Tripartite Consultative Meeting on Strengthening Human Resources Development and Training in the Caribbean, St. Lucia, 27–29 Oct., 1999.

This paper describes several technical and vocational education and training (TVET) programmes offered to youth in the Bahamas. In addition, it outlines the government's training policies, and provides an analysis of the labour force.

276
Rolle, Sophia Anne
Learning styles of post-secondary vocational education students and hotel managers in the Bahamas. Ph.D., Iowa State University, 1993. vii, 94 p.

This study sought to determine the learning styles of full-time post-secondary vocational education students and hotel general managers in the Bahamas. It also examined differences in learning styles of students and managers, and examined differences in learning styles among students majoring in four full-time programmes at the Bahamas Hotel Training School (BHTS) in Nassau, Bahamas. The sample contained two groups: 94 full-time post-secondary vocational education students at BHTS, and 24 hotel general managers in Nassau. The Marshall and Merritt (1984) Learning Style Instrument - Semantic Differential (LSI-SD) was used to measure learning styles based on Kolb's (1984) learning style mode. Results indicated that the majority of the students (50.7%) and managers (87.5%) had a divergent learning style. No significant differences were found among students grouped by majors. All 109 respondents (excluding 9 cases which were not classified by learning style) were predicted as belonging to the diverger group. The prior probabilities were established as the actual group membership for each learning style. This resulted in correctly classifying 59.6% of the cases.

277
Rolle, Sophia Anne
A case study of tourism education in the Bahamas. In Chandana Jayawardena (Ed.), *Tourism and hospitality education and training in the Caribbean* (pp. 155–164). Mona, Jamaica: UWI Press, 2002.

The COB and the BHTS were amalgamated in an attempt to enhance post-secondary education in the Bahamas, and as a first step towards the creation of a national university. The amalgamation involved the creation of new posts and the upgrading of other posts to mirror positions held in similar institutions internationally. Changes were also made to the number of credit hours as well as to the general education requirements, in keeping with the practices of these institutions. In addition, changes were required to one of the most important programmes—the Apprentice Cook programme—resulting in the granting of an associate degree rather than a certificate. These changes are expected to not only enhance the earning potential graduates but also make the programme more attractive to the industry.

278

World Bank. Latin America and the Caribbean Regional Office

Bahamas: First vocational and technical education project: Project completion report. Washington, DC: World Bank, 1989. 35 p. (Project Completion Report; No. 7748)

279

World Bank. Latin America and the Caribbean Regional Office. Technical Department

Bahamas: Second technical and vocational training project. Washington, DC: World Bank, 1988. ii, 94 p. (Staff Appraisal Report; No. 7263–BM)

280

World Bank. Office of the President

Bahamas: Second technical and vocational training project: President's memorandum and recommendation. Washington, DC: World Bank, 1988. i, 9 p. (President's Memorandum and Recommendation; No. P–4820–BM)

SELECTED WEBSITES

AcademyBahamas
This early childhood education institution is also known as Albania Christian Academy and offers education for ages 12 months through second grade. The site provides information on the school and online registration forms are available.
URL: *http://www.academybahamas.com/index.html*

Bahamas. Ministry of Education, Science & Technology
This site provides a variety of information on the education system in the Bahamas, including school statistics, resources, job opportunities, publications, and educational finance.
URL: *http://www.bahamaseducation.com/default3.asp*

Bahamas Academy
This site, which is still under construction, provides a brief history of Adventist education in the Bahamas, photographs of the Elementary and High School, administrators, and teachers, and contact information.
URL: *http://www.bahamasacademy.org/*

Bahamas Reef Environment Educational Foundation (BREEF)
The stated mission of the foundation is to improve the active relationship between Bahamians, visitors, and the reefs that protect, nourish, and enrich the people of the Bahamas. This site, which is in the process of being redeveloped, provides a history of BREEF-sponsored activities and information on the Nassau Grouper.
URL: *http://www.breef.org*

Benedictine University College, The Bahamas
This site provides a brief history of the college, and information on its curriculum, student body, finances, and faculty.
URL: *http://www.csbsju.edu/catalog/1998-2000/specacadprog/spec%20acad%20prog%204.htm*

C.V. Bethel Senior High School
This site provides information on the history and philosophy of the school as well on its administration and governance, academic programmes, and regulations and procedures.
URL: *http://www.cvbethel.com/index.htm*

College of the Bahamas
This site provides information on all aspects of the college's activities: academics, administration, admissions, departments, financial aid, libraries, and staff and faculty.
URL: *http://www.cob.edu.bs/*

Galilee College
This site provides information on the college's history, academic programmes, course descriptions, and application information.
URL: *http://4dwnet/galilee/gc/gc.htm*

Queen's College
This site provides information on the history of the college; admissions, employment, and scholarships; academic programmes at the various levels of education—Early Learning Centre, primary school, high school, and the Centre for Further Education. A PowerPoint presentation is provided as an orientation to the college, as well as photo galleries.
URL: *http://www.qchenceforth.com/*

St. Anne's School
This site provides a FAQ page, which attempts to provide answers to routine queries about the school, as well as information on admissions, activities, achievements, and staffing. A link is provided to downloadable forms and other documents.
URL: *http://www.stannesonlne.net/*

Sir Jack Hayward High School
This site provides a history of the school, as well as information on its academic and technical and vocational programmes, and staff.
URL: *http://www.jackhaywardhighschool.org/*

Tambearly School
This school caters for students ranging from Infants to Grade 9. The site provides information on its history, academic programme, facilities, staff, and admissions.
URL: *http://www.tambearly.com/index.htm*

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