

ABSTRACT

This study aims at appraising the extent to which teacher education in Jamaica has been commensurate with the island's educational needs, both qualitatively and quantitatively, since 1938.

The main criteria considered are the student intake, enrolment and output of teacher training institutions; the quality of teacher training programmes and the educational levels at which they were begun and completed by students; the proportion of qualified teachers in the teaching service and the ratio between qualified staff and the pupils enrolled in schools.

Other important considerations have been

- a) ways in which education, especially teacher education, has been influenced by political advance, administrative reform, the recommendations of commissions and committees, and government planning;
- b) curriculum development in the colleges and its relation to the needs of the schools;
- c) the use made of in-service training; and
- d) the attention paid to the preparation of secondary school teachers

Four main chronological periods emerged from the research:

- i) 1938 - 1946: a period of investigation, assessment and planning;
- ii) 1946 - 1954: a period of gradual change;
- iii) 1955 - 1960: a period of rapid development;
- iv) 1961 - 1970/71: mainly a period of post-independence activities.

The thesis begins with an historical description of the social, economic and political background to the events of 1938. Next, an account is given of the educational system as it was then, the main focus being on teacher education. Chapters three, four and five

examine the educational developments which followed 1938, rather slowly at first, then accelerating from about the mid nineteen fifties. The sixth chapter deals with the changes which occurred in teacher training during the first decade of national independence.

Finally, after the thesis is summarised and the conclusion deduced, proposals are made for the improvement of teacher education and training in Jamaica.