

ABSTRACT

In this thesis, the teaching of Chemistry at the Secondary and Tertiary levels in Jamaica is examined, and recommendations are made for the integration of the two programmes. But there are certain things which impinge on the teaching of any subject, and such considerations have determined the three-pronged nature of this report.

First, certain universals with respect to the whole scientific enterprise are examined, and the role of science is defined in a general framework, as well as in the framework of the Jamaican Society. This is followed by an analysis of Chemistry (and Organic Chemistry in particular) Education Programmes in Europe and Britain, U.S.A. and Jamaica, and Barbados.

Second, an analysis is made of the perception of students and their teachers, at the secondary and tertiary levels, of the general aims and objectives of Chemistry teaching in their institution. These aims and objectives are classified into four categories off the pattern of J. J. Thompson's classification in a similar survey among High School students in Britain and Europe.

Third, O' Level, A' Level and University Chemistry syllabuses are analysed in the light of opinions and comments from students exposed to these syllabuses, and teachers involved in teaching them.

Ensuing from these analyses, a structure of course units is designed for integration of Secondary and Tertiary Chemistry Programmes, bearing in mind that the chief aim of Chemistry courses at all levels is the preparation of individuals for the job market in this society, and individuals with the necessary socialization to science so as to make their scientific training transferable to any area of life in Jamaica, and indeed the whole world.