

FOREWORD

Educational journals published in the Commonwealth Caribbean have tended to be either general in their content or specific to a single subject area.

These structures do not allow for adequate treatment of several curriculum areas in any one or series of issues. This constraint has been partly responsible for the publication of *Caribbean Curriculum* of which this is the first issue.

Educational theories, philosophies, policies, objectives must of necessity be translated into curricula for teaching and learning purposes. Whatever is meditated through the curriculum, its design, purposes, content, methods, evaluation and review procedures warrant opportunity for scrutiny and critique. *Caribbean Curriculum* hopes to afford this opportunity and its editors must be complimented.

This issue carries six articles. The first two are of general significance and have implications for all curriculum areas of Geography, Modern Languages, Primary Science and Social Studies with specific reference to their history and development in Trinidad and Tobago and their extension as a CXC offering where appropriate.

Wilson and Cowell raise fundamental issues relevant to the conceptualization of curriculum; prior considerations of what is worth teaching and learning, of what is useful even though fragile and what is needed for a balanced education within a social context. The concerns highlighted are of special significance to a developing region.

Look Loy surveys educational technology, its components, theoretical bases and its practical applications. As a system the author laments that in spite of much effort it is still not clear how it can integrate with other systems in the educational environment. In the Trinidad and Tobago context the author concludes that the impact of educational technology has been feeble.

Taylor in his article on Geography traces the status and development of the subject through the colonial period and beyond independence in Trinidad and Tobago, noting the increasing emphasis on making the curriculum more relevant to the Caribbean student. The role of CXC and the U.W.I., St. Augustine are perceived as significant.

Morris writing on Modern Languages provides a review of Modern Language teaching. The author notes that in Trinidad and Tobago content teaching approaches have remained traditional. She sees the need for greater motivation, a positive attitude to language teaching and learning, a functional approach, appropriate syllabuses and examination system "which enables candidates to show what they can do rather than what they cannot."

Fraser-Abder reviews earlier practice in primary science in Trinidad and Tobago and describes a programme now being introduced and evaluated. A statement of some research findings, objectives and strategies of curriculum development and dissemination and teacher training have been detailed.

Beddoe and Seepersad describe the origin and development of Social Studies Education in Trinidad and Tobago with some indication of its spread as an externally examinable subject across the Caribbean and the performance of candidates attempting the subject at General Proficiency and Basic Proficiency.

Caribbean Curriculum journal expects that subsequent issues will attract contributions from the wider Caribbean. The body of knowledge derived from Caribbean research, reflection, synthesis, critiques, practices and their evaluations

could facilitate new thrusts in curricula development and implementation. These will provide the cutting edge of educational philosophy and policy in the region.

Caribbean Curriculum could be the instrument and advocate of innovations supportive of a better quality education.

Let us contribute to this realization.

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