

A HISTORY OF JAMAICA COLLEGE

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INTRODUCTION

This paper examines the development of Jamaica College from the will of Charles Drax in 1721, to the present. The first two chapters explore the failure of the executors to promptly implement Drax's wishes and the college's early development from its establishment by the Act of 1802, to the late nineteenth century.

The work of the new School's Commission in the reorganization of the Drax Free School as the Jamaica Free School, the impact of the relocation of the school to Hope in St. Andrew, and the CHAPTER 1 role in the development of early tertiary education are examined.

Over the years various events and traditions have contributed to the college's history. Boarding, social prejudice, the first magazine and a headmaster's attempt to make short pants and long socks the uniform are all chronicled. The school's early elitism, a reflection of a colonial society, and the A transformation to meritocracy, a reflection of modern Jamaican society, are issues which are START discussed and analysed.

Jamaica College

Finally, I look at Jamaica College's contribution to the society in real terms. The work of famous J.C. personalities and their role in Jamaica's development, a profile of five old boys in different Charles Drax, generations and areas of life concludes this account of the history of this illustrious institution. planter who had

made Jamaica his home. In his will

of 1721 Drax CHAPTER 1 bequeathed

Shelton, a SHAKY SEAT

on his estate in St.

Jamaica College owes its origin to Charles Drax, a planter who made Jamaica his home. In his will Ann to be used of 1721, Drax bequeathed Shelton, a house on his estate in St. Ann, to be used for the education as a free school eight poor boys and four poor girls, who were inhabitants of the parish of St. Ann. Should any for deficiencies arise, these were to be offset by charges to his other estates.

of eight poor boys

The four poor girls were to be instructed in reading, writing and arithmetic, and in the principles and doctrine of the Anglican Church. Provisions were made for the clothing of the children; boys were to be supplied each year with 6 shirts, 4 warm waistcoats, 4 pairs of breeches, 6 pairs of hose, (sic) 4 inhabitants of the parish of St. Ann. pairs of shoes and 2 hats; girls would be similarly provided for.

Should 'any

While some might assume that the intended students, although poor, would almost certainly be white, there is a section of the will which invalidates this assumption; it reads as follows:

deficiencies arise, these were to be

offset by charges

on his other

estates.

“My will and mind is that my slave Robinson be admitted into the free school... and be brought up and placed out as one of them ...” [1]

However, the bequest of Charles Drax was not acted upon until 1791, some 70 years later, when a The students were to be instructed in

reading, writing

and arithmetic

and in the

principles and

doctrine of the

Anglican church.

Provisions were

The Committee was established by the House of Assembly to enquire into the state of the Free Schools and their finances The Committee found that the charitable wishes of Charles Drax, "has never been and carried into effect, notwithstanding his estate being very sufficient for this purpose." [2]

Between the time of Drax's will and the creation of the House Committee, it is clear that some deception and fraud had occurred. Boyd Alexander, in a biography of William Beckford intimated that as a result of the dishonesty of Beckford's ancestors and others, the Drax foundation never

materialised and the endowment simply disappeared.[3]

and the

in February 1799, legal action was taken on behalf of the parish of St. Ann against William Beckford, who by then owned the Drax Hall plantation. Mr. George Ricketts, Attorney General, filed a bill in the Court of Chancery against Beckford.[4] He said that under various "frivolous and unjust pretences," William Beckford refused to cooperate with the Vestry of St. Ann or anyone who had sought to execute the wishes of Charles Drax. [5]

In February 1799 the Vestry of St. Ann had been using other means to realize Charles Drax's wishes. In legal action the parish had petitioned the House of Assembly asking that Jamaica's representative in London on behalf of William Beckford a compromise concerning the claims which the parish had made against him. The House rejected the petition.[6] The Vestry however, had succeeded in getting an Act passed in December 1797, which called for a tax on the inhabitants of St. Ann to recover certain William Beckford's donations. The new law, called for a tax of nine pence per head on Negroes and three pence per head on stock, but property of William Beckford was exempted from the tax. [7] then although an absentee planter, the extent and reach of Beckford's power was clear.

Drax Hall

plantation in 1802, a law was passed which exonerated William Beckford from all claims and demands of the Ricketts, of Charles Drax, provided he pay the sum of £11,200 in Jamaican currency. If these funds were sufficient to run the school, £520 could be drawn from the parish's parochial taxes to make up the difference.

Court of the

Chancery which sought to put an end to all litigation concerning Charles Drax's bequest gave Beckford four months to commence to make good this payment. Failure to do so would result in the parish being able to prosecute Beckford immediately after he defaulted. [8]

various,

"frivolous and

unjust pretences,"

William Beckford

CHAPTER TWO EARLY DEVELOPMENT 1802 - 1879

refused to

cooperate with

the Vestry of St. Ann. The act of 1802 established the Drax Free School.[9] It was to be run by a corporate body of Trustees consisting of the President of the Council of the Island, the Speaker of the House, the Chief Justice, the Custos of St. Ann, the St. Ann Deputies, three senior magistrates of St. Ann, who had sought the Rector and Church Wardens of St. Ann and three freeholders annually elected from St. Ann to execute the wishes of Charles

Drax

[5]

The school was established with the expressed intention of executing the wishes of Charles

Drax. Its first pupils were to be eight poor boys and four poor girls from St. Ann. This is the

Meanwhile, the last time girls were ever mentioned in connection with the school; it is not even known whether

Vestry of St. Ann girls were allowed to take their place when the school opened. The fact that the bequest only

had been using came to fruition 76 years later precluded Drax's slave Robinson from benefiting. Neither the

other means to realize Charles

Act nor any Trustee made any attempt to include any slaves from Drax Hall in 1802 in order to fulfill the original wishes of Drax

Drax's wishes. In

1797, the parish

In 1806 the school moved to Walton near Moneague, in St. Ann, which was purchased for

had petitioned the House £8,000. The site at Walton impressed those concerned particularly with its good

of

communication and cool climate. The Trustees had this to say: -

This charming spot combines many natural advantages; its picturesque scenery, in the heart of an abundant country, and the happy disposition of the surrounding lands, are enchanting; the climate is pure and temperate, and the concurrent testimony of men of professional eminence has proclaimed the salubrity of the whole district. [10]

However, despite this glowing tribute to the Walton property, this was only the first of several moves made as the school grew.

In 1807, and with the approval of the Trustees, a law was passed (Act 48 Geo III Chap. 25), placing Walton Pen and existing monies (£6,500) in the charge of a new Trust whose composition was similar to the old one. The school was renamed the Jamaica Free School.

From here on, until 1879, documented information on the school is extremely limited. The Jamaica Almanac, one of the few contemporaneous sources available, does however mention the school. It lists the trustees, headmaster, treasurer and clerk to the trustees. The positions of communication which are also given, show that the private members of the Trust were outstanding good citizens, such as clergymen or titled gentlemen.

ccccccccc
The Almanac of 1810 lists Rev. Greg Ledwich as the Headmaster. Between 1801 and 1832 the school had five headmasters, all ministers of religion. The school itself is not mentioned again in the Almanac until 1855. The longest serving headmaster in this period was Rev. John Leslie Mais who held that post from 1862 to 1883, when the school was reorganized by the Jamaica Schools Commission. The Trustees had this to say:-

The committee which managed the establishment of the school, recommended that: all headmasters should be members of the Anglican clergy and graduates of British universities; other masters also should be members of the established church; and the school was to comply with strict adherence to the pattern of public education in Britain. [11]

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CHAPTER THREE
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THE MOVE TO ST. ANDREW
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In 1879, the administration of Sir Anthony Musgrave, sought to reform or properly establish a secondary education system in the island. Law 34 of 1879 established the Jamaica Schools Commission. This body, a corporate one was to be responsible for the administration of secondary education throughout the entire island.

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Previous to this, the main thrust for education had come from various churches. In addition several schools had been started and sponsored by private individuals, the Munro and Dickenson Trust is one example.

O
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Under Law 34, the property and funds of the Walton Free School in St Ann were to be placed in the

hands of the Jamaica Schools Commission. Provision was made in the law for the re-organising of the schools to provide a liberal education, open to all denominations. It also removed the Trustees, Commission and the Commission responsible for the school's administration. The law, erroneously called the school the "Walton Free School", however this was amended by Law 13 of 1883.

made in the law for the Commission was given authority to appoint and pay all masters, admit and remove pupils, audit school accounts, and inspect the school once per month. However, Blue Books from the period say that the school was not inspected between 1880 and 1892.

a The Jamaica liberal Free School was the first school to be re-organized by the new Jamaica Schools education, open Commission. In addition to regular scholars financed by the Drax Trust, the school received to students from all other schools. The school formed the apex of the secondary system, a model from which all other schools would be restructured.

also removed the Trust. The Commission in its Annual Report 1882-83 saw the need to move the school from Walton to a more suitable location in Kingston. It is not known why the Commission chose St Andrew and not some other parish, however nearby Kingston had recently (1872) become the capital and it had the largest population concentration in the island, factors which must have influenced the decision. In addition because it was the first school to be reorganized, perhaps the members of the Commission wanted it in St Andrew within reach of close scrutiny. The decision was hastened by the fact that the buildings at Walton had deteriorated to a state which rendered continued operation of the school erroneously called the school there difficult. The cost to rebuild the school would have been just as much as starting afresh,

the "Walton Free School", however The site selected was lands at Hope in St. Andrew. The Commission had this to say on what turned out to be an ideal campus:-

by Law 13 of 1883. A portion of the Government Plantation at the Hope, four miles out of Kingston on the Gordon Town Road, was granted to us for the purpose by the Government. The

The Commission was given authority to

The situation is elevated and healthy, with a good soil and is close to the reservoir from which Kingston is supplied with water.[12]

authority to appoint and pay all masters, admit and remove pupils, audit school accounts, and inspect the school once per month. However, Blue Books from Under law 34, the property and funds of the

The school was transferred to Hope from Walton on February 1, 1883. While new buildings were being erected, the school was housed in the Barbican Great House leased at one hundred pounds per annum. The contract for the erection of the buildings was advertised in the press and a Mr. W. Laing was successful. The construction cost £6,420. Architect Mr. George Messiter prepared the plans, which were approved by the Commissioners. When the school moved to Hope the Walton property was sold by public auction from which £1,220 was realised. This sum became part of the building funds with the rest of the money raised by loans.

month. However, Blue Books from Under law 34, the property and funds of the

The new buildings provided accommodation for 50 boys, the headmaster and his family, the second and third masters, matron and servants. The main building spoken of here is the Simms building, [13] which at present houses the staff rooms, administrative offices and the sixth form. It also housed the headmaster's residence right up until the late 60's, when a new cottage was built.

Walton Free School in St. Annwere to be placed maica's in

N.B. In the 1950's both the headmaster and deputy headmaster resided in houses at the western end of the property.

Governor Musgrave, whose administration started it all, showed a great deal of interest in the school. On April 16, 1883, Musgrave laid the foundation stone for the new buildings, shortly before his departure from the island. In recognition of his contribution to the development of the school, a house was started in his honour. *N.B. anecdotally, the house was said to have been named in honour of Lady Musgrave* great deal of interest in the school. On April 16, 1883, Musgrave laid the foundation stone for the new buildings, shortly before he left the island.

CHAPTER FOUR

JAMAICA COLLEGE AND UNIVERSITY EDUCATION IN JAMAICA - THE ESTABLISHMENT OF THE UNIVERSITY COLLEGE

The Jamaica Schools Commission was quite clear in its programme for the development of higher education in Jamaica and was energetic and purposeful in its goals. Ten years after it began organizing secondary education in the colony, it turned to the establishment of a University on the grounds of the Jamaica High School.

The college, a degree granting institution affiliated to London University, was founded in 1890. It opened with a government grant of £300 and three students, all male. The College was located in separate buildings on the Jamaica High School campus. Its domestic amenities and financial arrangements were closely linked with that of the school; the masters of the school acted as tutors of the college. [16] The Blue Book of the Island of Jamaica 1899-1900, decreed that neither revenue nor expenditure could be separated from the high school. Both institutions fell under the aegis of the Jamaica Schools Commission

In 1892, after correspondence, discussions, and interviews, the University of London agreed to hold the honour examinations in Jamaica for the intermediate and final B.A. Examinations, except in Modern Languages. These concessions from the University Senate were never before granted to any colony in the Empire. [17]

In 1884, the Jamaica Schools Commission had begun to lobby for the establishment of an Agricultural College at the School. After numerous proposals and counter proposals the government still refused to entertain ideas of an agricultural college. Indeed in 1901, the Legislative Council reduced the grant to the University College The Schools Commission complained that the government was out of touch and misunderstood their proposals. The Commission was at pains to point out that the College was the only practical means of obtaining higher education in the colony, given the exorbitant cost of educating Jamaicans overseas. To support its general objectives it also noted that the three top schools in Jamaica sent their students to the University College. It said that the funds and staff of the Jamaica High School were responsible for the start and maintenance of the college. The Commission noted that if the college were to be closed it would, some £12,551.

[14] ***N.B. Inevitably necessitate the re-creation, at an early date, on more expensive lines,*

o of some educational machinery similar to that which it now proposed to
f destroy.[18]
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o

Despite its protests, in 1902, the Schools Commission was forced to propose that the school and the college should be amalgamated and that the school should be called Jamaica College. This proposal was accepted by the Government and a bill drafted which came into effect on May 17, 1902. This decision ended an important chapter in the history of Jamaica College and of education in Jamaica. (19)u

c
Forty years later in 1945, the Irvine Commission proposed the establishment, or more correctly the re-establishment of a university in the West Indies. This led to the birth of the University College of the West Indies, also affiliated to the University of London. A balustrade in the main library on the U.W.I. Mona Campus is dedicated to Jamaica College and its role in the establishment of university education in Jamaica.

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CHAPTER FIVE JAMAICA COLLEGE OVER THE YEARS

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Over the years a number of important events and developments at Jamaica College have occurred that have been etched in the memory of all associated with the college. These incidents, together with the general growth and development of the school contribute to the rich history of Jamaica College.

m
The Jamaica High School Calendar of summer 1884, said that the “ ... arrangements were similar to those of a good English school with only differences necessitated by the variance in climate.”
a

In 1896, there was an outbreak of typhoid at the school. Shortly before the summer holidays, two boys contracted the disease. After leaving school a master and three boys were attacked by the same disease. Medical and sanitation experts, while not identifying specific causes for the outbreak, called for improvements which were made. The school reopened two weeks late because of the improvement works to the grounds. However six weeks later, another case; of typhoid was discovered which led to the school's further closure. Junior boys were sent home while senior boys were accommodated in a house about three miles from the school. Further changes were made in their absence. [20]

ic
In April 1904, history was created, when Jamaica College became the first school in Jamaica to publish a magazine. It featured general articles, sporting events, as well as contributions from citizens and friends of the college. It chronicled events and the development of the school. Its content and editorial facilities were the staff's responsibility with no visible input from the students. . The new magazine published terminally, was printed by The Gleaner Company.[21]

w
The Christmas issue of 1911 saw the first appearance of the new school crest and motto. The Jamaica College design had five pineapples to represent Jamaica, a demi-dragon for Charles Drax and a book for learning. The motto, “Fervet Opus in Campis” - work is burning in the field - is of local origin.[22] Except for a break during the war years 1936-1941, the magazine, now an annual still survives. Editorial policy is now the prerogative of the students; members of the faculty

however, supervise the students. *N.B. The magazine was not published annually during the 1950s and 1960s.* the students.

The January earthquake of 1907 damaged the buildings at Hope. They were restored with a grant of £2,500 from the Legislative Council. The College reopened on March 18, 1907. Additional buildings were erected in 1908, 1913 and 1922. The latter being the science laboratory, some classrooms and a dormitory which apparently have since been destroyed. Miss Vita Dennis, long-serving member of the ancillary staff, says that a building, erected in 1972, which houses the Hope Language Department, the Library and biology laboratory is on the site of the old science building. The one erected in 1908 (as the Assembly Hall) was once the gymnasium, but at present houses a part of the geography department. It was badly damaged in a fire in 1983, but has since been restored [23]

In 1918, the Jamaica College Memorial Chapel fund was started. The chapel was intended to commemorate the sacrifice made by the 17 old boys who died in the Great War. Their names were inscribed on a tablet at the western end of the building, while the east window is a replica of St Dunstan's window at Canterbury Cathedral. The chapel was dedicated on November 11, 1924, on the sixth anniversary of the armistice, at a ceremony attended by Governor and Lady Wilson, heads, staff and students of the college. In his address, the headmaster, Rev. William Cowper, mentioned, without disclosing why, that he had given the governor his reasons for dedicating the chapel in St. Dunstan's name.

The buildings erected as a boarding institution, Jamaica College has many tales of escapades, ragging, inherited from the English (J.C. School) and various forms of protest. Boys it seemed, were always taking French included to pick mangoes in a huge mango plantation opposite the school. Professor Gladstone Mills, science teacher at J.C. from 1931-38, said they would take their pillow cases and fill them up with mangoes, when they returned to school. William Issacs, a student in the forties, said that in his time they filled the feet of their pyjamas, filled them with mangoes and slung them over their shoulders, then returned to school to have a feast. Some of them have

apparently been in National Hero Norman Manley's day, (1906-12) raids were so well planned no one was caught. However, later and possibly before that, boys were often caught. In fact, they were sometimes arrested by the police who merely handed them over to the headmaster. They were, it seems, only caned. Mr. Hugo Chambers, who was headmaster from 1946 to 1960, is reported to have said when punishing the boys, "I caned you not because you were stealing mangoes but because you were stupid enough to get caught." Sometimes students targeted the plantation during cricket seasons by deliberately hitting the ball over there; all the boys would go over searching for the ball while picking mangoes at the same time. However, Isaacs remarked that with 300 boys in the front of a mango plantation you were asking for trouble.

Language department, the Jamaica College gained notoriety for its rather harsh initiation activities. Well known J.B.C. broadcaster Dennis Hall, student at J.C. 1932-40, said in his day new boys had to prove their kicking ability by kicking a pile of leaves. Running at top speed boys would kick the leaves and grimace in pain because an iron spike was underneath. [24] Polishing faces, singing and pouring hot candle wax on first formers were other forms of initiation.

There are too, other dark pages in our history. The administration of Mr William Cowper, headmaster 1915 - 33, was particularly infamous, though like all headmasters at the time, he was a highly respected member of the community. Hall, who was at J. C. for the last year of his tenure,

described the school as being "a barbarous place." [25] Mills says that Cowper was a sadist, who censored at every possible moment; the boys were terrified of him. In fact, Professor Mills remembers one boy acquiring a perpetual stammer as a result of Cowper's terrorizing. Both Hall and Mills agree that when Reginald Murray (headmaster 1933-1941) came, things changed for the better. Professor Mills said it was as if a light came into the school.

a sadist, who
In the Cornwall College, and was afterwards transferred to J.C. He left in 1946 to take up a position with and English Public School.

and the boys were terrified of him. Pensions soon mounted and among the casualties of this period is Prime Minister Michael Manley who was expelled in 1943. His expulsion could be seen as an extension of the struggle for independence. Part of the reason for it was Michael's reaction to the Headmaster's comment, "You're a nuisance, just like your father." It is felt by some old boys that Hardie's behavior illustrated the attitudes of the colonial authorities and their difficulty in accepting independence and a initiative from native Jamaicans. [26]

stammer as a result of Cowper's terrorizing. Both Hall and Mills agree that in 1964, cars with J.B.C. strikers passed through the school on three occasions. Earlier, Reginald Murray (headmaster 1933-1941),

came. A group of students asked that Ennever quit the directorship at the J.B.C. as they felt that it was in conflict with his role as headmaster, and that he was involving the school in politics and exposing the school to abuse from the strikers. The April 21st edition of the *Gleaner* reported that a stonemason was stoned and that Ennever had received threatening letters telling him to resign from the J.B.C. board.

The events surrounding the strike were not the only concerns expressed at the time. Garth Whyte, In 1942, Reginald Murray left, and was replaced by William Hardie. Whyte and others like Jerry Small and Peter Philips were instrumental in mobilizing the student population to protest. [27] In December 1964, Ennever resigned, to become the general manager of the J.B.C. Former headmaster Hugo Chambers returned to act as headmaster for two terms until W H. Middleton came.

totally different environment. In 1967, boarding at Jamaica College was discontinued. The increased prices, and the school's inability to raise fees without the Education Ministry's consent were cited as the reasons for the move. [28]

perhaps seeking to modernize. The late 60s and early 70s saw a continuation of the student protest movement. Radical trends continued to impact on the students at Jamaica College. Students published a pamphlet called the *English School Youth Move*. They distributed them on the campus, on buses, as well as in nearby

Liguanea. The administration clearly viewed this with alarm and censored the pamphlet. Students' poems, essays, and other articles were banned from the school magazine. Parents were called in to discuss the behavior of their sons. There were letters in the press about the falling standards at **N.B. Hardie had come to Jamaica as Headmaster of**

Jamaica College discipline and order. Dr Meeks says that in retrospect, Middleton's arrival was "part of the board's attempt to rescue the school by imposing a certain kind of discipline." He says, however, that in the notion of imposing discipline was an attempt to return to the way things were, which, with all the recent changes, was not now possible. [29]

It seems Middleton was never really able to stamp his authority on the school and he resigned in 1970. According to a *Gleaner* report, the school was heavily indebted, and faced difficulty in finding qualified teachers. Mr Jimmy Carnegie, a member of staff at the time cannot recall the school being in debt. Significantly the chairman of the school board, Mayer Matalon, resigned at the same time. [30]

To combat this, Middleton tried to institute a number of measures designed to lift the tone of the school. In 1973, Jamaica College changed 'from the khaki uniform to a blue shirt and trousers, with the sixth formers wearing shirt jackets. Currently, the sixth formers wear a white shirt with the school tie and blue trousers. Since the turbulent 60s and early 70s, J.C. has developed peacefully. There have been no major incidents since that time.

In 1985, the school celebrated its centenary at Hope.

among them was the attempt to

change the uniform to short

CHAPTER SIX
JAMAICA COLLEGE – ITS EVOLUTION FROM AN ELITIST INSTITUTION
TO A MORE BROAD-BASED ONE

particularly the senior boys. In the late nineteenth century, secondary education emerged out of a desire to provide the middle class with an education superior to that being given to the lower classes. It was caused by the fact that due to the decline in the sugar industry many whites could no longer afford to educate their children in England.

dress. In addition, they opposed the colonial discipline. It is against this background that the Jamaica Schools Commission was established (Law 34 of 1879). It was responsible for the administration of secondary education in the colony. Its mandate was to provide "education of a higher grade for those classes of the community who would value it if it were placed within their reach, but whose means do not enable them to send their children to Europe for the purpose of receiving it." [31]

Brian Meeks, a student between 1969 and 1970, saw the new system, according to Ruby King a Jamaican educator, represented the interest and sought to fulfill the ambitions of the middle class. The new secondary education system evolved from a number of trusts and endowments, established by philanthropists in the eighteenth and nineteenth centuries. In the past these had provided education for the poor. The Commission in 1901, in a statement to the Assembly put forward the following supporting arguments in favour of the new system.

"We would point out that the part of the community which chiefly requires facilities for secondary and higher education is worthy of special consideration." The statement identified the community as one paying a large portion of taxes, as well as providing moral support to the government. [32]

proven track record at Morant Bay High, was to Reorganizing Jamaica College, then the Jamaica Free School, was the first task carried out by the Schools Commission. The first pupils were Drax scholars for whom knowledge of Latin was

essential differences in the society.[34]

eliminating all but

the In 1911, with many potentially good scholars failed to complete their course because of financial reasons, among including Archdeacon Simms the headmaster, saw it as proof that these pupils were not deserving of secondary education in the first place. Such was the arrogance displayed, and reflecting a general desire to maintain the status quo. King aptly summed up the attitude when she said, "The value attached to secondary education dies hard in any country where since its inception only a small percentage of people have benefitted from it. [35]

probably the

children of the large continued to be the model school after the turn of the century and the Great War. The upper classes remained dominant until the 1920s constituting 44% of the total entrants in 1926 (see Table), while the middle class was only responsible for 33%. The middle class which had consistently contributed a large minority since reorganizing had by 1936, consolidated its position lower in the school and accounted for 40% of the new boys. There was a concomitant decrease in the very little group of upper class students which only contributed 15% of the entrants in 1936.

if any, of

attending the

The Social Composition of Entrants to Jamaica College 1896-1976*

	School.						
	King	says	entry				
	was	based	on				
	one's	ability	to				
	pay,	membership					

of a higher social

class, or previous

exposure to

secondary

schooling. The

boys, she further

added in 1956, 50%

sons of the upper

middle class,

families, which

really meant sons

of Jewish and

coloured

merchants and

professionals

whites. [35]

Professor Enrol

Miller

commented that

although the

used 18% and this

the new system

The figures are expressed as a percentage
 **In these cases fathers were either deceased or refused to list their profession or calling
 Information was extracted from the Jamaica High School and Jamaica College registers and was based on an analysis of fathers' professions - SEE APPENDIX.
 By 1956, 50% of total entrants were middle class and only 10% from the upper class. The fact was that the upper class was dwindling relative to the traditional and emerging middle class, and its 10% in 1956 was a true reflection of its size. In this year, two years before the introduction of the Common Entrance Examination, the working class contribution was only 2%. The working class prior to the 1930s was not part of the picture; up to the 1950s its presence was minimal.
 With decolonization progressing rapidly, local control over education policy strengthened. In 1957 a national plan for the island's education was outlined. Among its provisions was the awarding of 2000 free places annually through the Common Entrance Examination. Schools like Jamaica College suddenly were no longer off limits to certain sections of the community. Equality of opportunity was the new goal. By 1966 the social composition of entrants to J.C. had altered significantly. By then students from the working class accounted for 16% of total entrants. This gain was made at the expense of the upper and middle classes.

requesting students and Jamaica College at the time speak of some initial class clashes and snobbery. Garth Whyte, a student who entered J.C. with the first batch of Common Entrance students, said in his professional memoirs that the senior boys who were from the upper classes had a term for their school mates from the lower classes as “Jeeves boy”. The term came from a character in novels by English humorist P.G. Wodehouse. Jeeves was the butler.

on academic merit. Whyte recalled that contact with the nearby depressed communities of Standpipe and Papine was economic in nature. So too was fraternization with girls from certain non-elite schools. But according to Garth Whyte, even in the heat of Manning Cup matches prejudice were usually forgotten.[36] irrelevant. The

practical events of and trends in the 1960s helped to break down social barriers in the Jamaican society. Among these were the Civil Rights movement in the U.S.A; the influence of writers Franz Fanon and Walter Rodney, who regarded a fixed social order as an outmoded idea; the legitimization of discarding racialism in the 1960s by the pioneering study by University staff, and the visit of Ethiopian Emperor Haile Selassie in 1966. The school opened in 1978.

Garth Whyte feels that within J.C. itself, the placing of students from different backgrounds in the same dormitories did a great deal to help erode the barriers.

education policy. The headmaster never said that in 1960, the challenge before J.C., “is to recreate under changing conditions, the only type of aristocracy worth defending, aristocracy of the spirit.” [37] Today, the system based on class as had existed under colonialism. The

CHAPTER 7 JAMAICA COLLEGE: ITS CONTRIBUTION TO JAMAICAN SOCIETY

together with the 70:30 after re-organisation by the Jamaica Schools Commission, the college became the model for other schools primarily in the island. It provided encouragement for similar institutions existing at-the time: Its income and expenditure were by far the largest. in the island; for example in 1891-2 the Jamaica High School’s income was £3,407 while Wolmer’s (boys and girls) income was only £1,292. The difference in expenditure is even more striking – Wolmer’s with a student population of 553 spent £1,150 while the Jamaica High School with only 55 students spent £3,295. Additionally, the total salaries per annum for teachers at the Jamaica High School was much higher, £1,505, while the staff of Wolmer’s received only £956. In 1892, the headmaster of the Jamaica High School received £500 annually, while the headmaster at Walton in 1868 received only £150. The salary of the Wolmer’s headmaster in 1892 was £296.[38] Salaries at Jamaica College were excessively high to attract the best. Teachers and heads of Jamaican high schools at that time usually came from Britain. Facilities were comfortable; the Commission making sure that the right environment was created to maximize student potential.

high schools still did not disappoint the Commission or the island. It produced future lawyers, doctors, engineers, accountants and teachers, who became leaders in many fields. J.C. students have dominated many of the big scholarships. Indeed, of the first 38 Jamaica Scholarships which were awarded, J.C. won 14. One of these was won by Leslie Ashenheim. Also six of the Rhodes

Scholars between 1904 and 1921 were from Jamaica College. These included the first Rhodes Scholar Reginald Murray, who later became headmaster, and Norman Manley. [39]

of the school impacted greatly on students, staff and parents alike. Other well known Rhodes Scholars from J.C. are Dr E. V. Ellington and Anthony Abrahams. E. R. Earle, a Jamaica High School student was the winner of both the Jamaica and Gilchrist West Indian

Scholarships of the Bank of Jamaica, Henry Fowler in the dramatic arts, Robert Neish in the military, 1887 Professor Douglas Hall historian, and Ronald Lampart in medicine.

1990, J.C. won both the *NEJ Ashenheim, a solicitor, was not a Q.C.* Scholarship

(Patrick in *Boidey*) able to think about Jamaican industry without some former J.C. students; giants like and the Rt. Hon. Alexander, the six Matalons or the Gores, father and sons, all of whom have Scholarship greatly on our economy and society.

(Colin McKenzie) College students were just as determined and successful on the field as in the classroom.

Between the second decade of the century and the fourth, Jamaica College's performance in sports The and games was outstanding in all fields. In this period, the college won Boys' Championships 11 times, the Sunlight Cup 9 times, the Manning Cup 13 times, the Oliver Shield 12 times, and the Perkins Shield (for Rifle Shooting) 14 times.

influence is wide.

The Manley has sports personalities have emerged from Jamaica College. Among the are West produced included cricketer James Cameron, footballer Sam Brown, Alva Anderson, an all round sportsman lawyer; former head of the Jamaica Racing Commission, Peter Morgan track and field and James Adams, member of the Jamaican Red Stripe Cup team. [41] Leslie Ashenheim

** and one of the are also involved in the arts. The school has produced playwrights like Dennis Scott greatest Louis LeVallariott; Rhodes Scholar and founder/member of the Little Theatre Movement, Henry minds in H. D. Carberry, poet.

history, the late Norman Manley. The school has successfully participated in the annual French Drama Festival and the schools' Many political Drama Competition, usually teaming up with our sister school St. Andrew High.. It was out of these groups that popular actor, Glenroy Campbell came. In music too, the school has made its sides of the presence felt; popular musicians Michael "Ibo" Cooper and Stephen "Cat" Coore founding House members of the Third World Band are both past students. The school currently has a chapel choir Representatives which has an annual concert season and has toured The Cayman Islands. The 1987 JBC Schools are past students of J.C. Challenge Quiz competition was won by the J.C. team, and the school had been runners up on four of J.C. for previous occasions.

Manley, Bruce Personality Profiles – Golding, Hugh Small, Douglas

Vaz To demonstrate the achievements of Jamaica College five outstanding personalities from different generations were selected from various spheres of influences. They are: Norman Manley, Gladstone Anthony, Carlton Alexander, Dennis Scott and James Adams Abrahams. Old

boys continue to serve the nation in many other fields, in integrity were pivotal in securing a better deal for the worker in the 1930s and 40s. He was also in framing Jamaica's Constitution.

at the B.B.C. in London, Jamaica College he was an outstanding athlete, where he competed at Boys Championships, Willoughby almost single-handedly winning the championships in 1912. In that same year he won six RJR events, which after 79 years remains the greatest individual performance in the history of Hall, Noel championships. His 100 yards record of 10 seconds set in 1911, lasted for 41 years. Nethersole,

Later from the Harvard University

distinguish

himself as an

A member of the Jamaica cricket board for 31 years, Mills was an outstanding cricketer at Jamaica College, where he captained the Sunlight team to victory in 1938. He also captained the Manning Cup team in 1937. In his final year, Mills was awarded the Lady Musgrave Medal for outstanding abilities and leadership. In 1944 he was awarded the Issa Scholarship which took him to the London School of Economics. There he also captained the football and cricket teams in 1945 and 1946. For his performances he received the Wilson Potter Cup for sports in 1946.

was instrumental

COMMERCE - The Hon. Carlton Alexander O.J. was a student at Jamaica College between 1928 and 1935. After leaving school, he joined Grace Kennedy and Company as a stock clerk and rose to become the chairman and chief executive officer. Alexander distinguished himself in private enterprise, earning the respect of his peers, by being elected President of the Jamaica Chamber of Commerce in 1968 and the Private Sector Organization of Jamaica in 1976.

in his role as

Premier. In 1981 he became chairman of the Jamaica National Investment Promotion Limited. He also sat on a number of boards, for example, the National Commercial Bank, the Coconut Industry Board and the Caribbean Life Insurance Company. Alexander was also involved with the building side of life; he was chairman of the Council for Voluntary Social Services. A proud old boy he was very interested in the college's development and was Chairman of the Board from 1970 till his death in 1989..

The Hon

Professor

THE ARTS - Dennis Scott, Poet, playwright, actor, dancer, teacher, director, He has made a valuable contribution to Jamaican culture. A brilliant man he came first in the island in the entrance examination to high schools. He went to the UWI where he graduated with first class honours in English. Scott returned to his alma mater where he taught English between 1971 and 1976. From 1977 to 1983, he was Director of the Jamaica School of Drama. In 1983, Scott became a visiting artist at the Eugene O'Neill Centre, U.S.A, and a professor at Yale School of Drama in 1983, where he later became a co-director.

public service and

in Dennis Scott was one of the first Jamaicans to write for the local theatre. His many plays is included Dog, Terminal, and An Echo in the Bone. Scott also has several poems to his credit; these include the collections, Uncle Time, for which he won the Commonwealth Poetry prize in 1974, Dreadwalk and Strategies. His work was officially recognised when he received the Prime Minister's Medal for Excellence and the Silver Musgrave Medal.[42]

Planning Unit and

SPORTS - James Adams. A member of the Jamaica Cricket team since 1985, James Adams has had a distinguished cricket career. He has represented the island on several occasions in the Tutor. In 1957, he was awarded the regional cricket competitions. Having secured his place on the national side, Adams is looking forward to place in the West Indies team.

Government

Scholarship has been playing since his early school days, in fact he played junior cricket in the first postform and went on to represent J.C. at the senior level while in second form. He was-a member of the victorious Sunlight Cup team in 1983, and was the first and only player to score a double century in the Sunlight Cup. He also represented the school in football and was Vice Captain of the school in 1985-6, his final year.

went on to

receive his Ph. D

While still at school Jimmy toured Zimbabwe in 1986, with the West Indies B team; in addition

he would educate boys into young men, capable of making valuable contributions to the society. West Indies Youth

The College has a rich history of which members of the J.C. fraternity and indeed members of the society can be proud. Its traditions are important for it is these traditions which to a large extent influence attitudes at school and later in life, provide a base on which to build loyalty to the nation. J.C.'s history and traditions serve not only as a monument to a great institution but to a great nation, encouraging and inspiring present students to achieve even greater heights.

cover of the 1990 Red Stripe Cup Jamaica College today, two things stand out; its ability to excel academically and in sports, and the large number of leaders it has produced. This certainly augurs well for the school's future; it is a heritage that is continuing.

recognition of his achievements and potential.

APPENDIX

For purposes relevant to this paper, this researcher created the following class categories and their composition.

Upper Class - Bankers, Merchants, Penkeepers and Planters.

Middle Class – Chemists, Clerks, Health Inspectors, Insurance Agents, Policemen, Salesmen, Small Farmers.

Lower Middle Class - Architects, Civil Servants, members of the Clergy, Dentists, Doctors, Engineers, Journalists, Lawyers, Managers, Small Businessmen, Soldiers and Surveyors.

Lower Middle Class is still relevant and certainly holds true for today. Chemists, Clerks, Health Inspectors, Insurance Agents, Policemen, Salesmen, and Small Farmers

Working Class in just under 200 years has left an indelible mark on the Jamaican society. Its past students have contributed and continue to do so to the development of our nation.

The above-classification was arrived at using the following criteria; Planters, Penkeepers, Merchants; and Bankers, In the late nineteenth century were part of that class which controlled the commanding heights of the economy.

The middle class, for my purposes constituted professional citizens who had a comfortable life but lack sufficient capital to enter the first group. The lower middle category consisted of highly skilled who adopted the style and mannerisms of the middle class. While the working class had mainly semi skilled and unskilled labourers, essentially manual workers.

Classification is not infallible. Social mobility and economic conditions both contribute to an ever changing social order. A Doctor in 1896, for example, would not necessarily be in the same social group in 1976. There are also differences within a profession; a young lawyer would not be in the same category as a senior partner in a large law firm. These changes were taken into consideration when the above categories were created.

This classification was influenced, by Errol Miller's; occupational coding scheme.

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J.A.M. Alca CPJ," : WEGE; . THE O: NLY SCHOOL TO PROPYCE A ~ATIO: NAL HERO

. Michael Manley is dead. Jamaica mourns. Jamaica college mourns'. We went' through a similar period of mourning 28 years ago when his father died also. His father, Norman washington Manley was made a National Hero in 1969. He was undoubtedly one of the brightest men Jamaica had ever seen. It was from Jamaica College that he was awarded the Rhodes scholarship. The man on the twenty dollar bill was actually a Rhodes scholar also. Noel Newton Nethersole also attended Jamaica College. So, two of the men on Jamaica's paper money went to Jamaica College.

We could go on and on about the great people that attended Jamaica College. As a matter of fact, there has never been a time in the last 200 years or so that there have not been influential poeple in Jamaica who have not attended Jamaica College. Another school in the area believes it is the academic Champion of

Liguanea. The truth is that the school in question has done very very well. But had they done their research they would, realise that although they have done very well, Jamaica College has certainly done better.

So, what is it, about the 's~hOOI that has allowed so. many great .: peop+e, lawyers, - doctors, poli"l:tc;lans ~ pilots, engineers, scient,ists, judges, you name it- tollave been able to have reached excellence as a result of attenmding J.C.? One woud first have to know the history of the school, which is more than 200 years odd, has changed its location four times, and has changed its name as many times.

It was more than 70 years after the death of Charles Drax that his will was probated. He had left provisions for a school for 12 students, eight poor boys and four poor girls. The boys were to learn reading, writing and arithmetic and the girls were to learn sewing and other housewifely things. How's that for these days of women's lib? By time the will was probated, the administrator general decided to have a school for boys, and in 1795, a school was opened in the vestry of the St. Ann's Bay Courthouse. It was called the Drax Free School.

Yes, Drax Free School. This meant that the school, would be for free people as Jamaica was still in the last 43 years of slavery. In 1806, the Walton Pen property in St. Ann was purchased, and with the new Looat.Lon came a new name: The Jamaica Free School. In- 18/9, -t he re was a ' legal provision made for the school -to- come diJ:"ec..tly under the cont ro.l of the Jama.lca . School .commissj,on . .,So the--name, was chartged to "Jamaica High School".'

In 1883, the school moved from St. Ann to the Barbican Great House. This was until 1885, when it moved to its present location. In 1890, a college known as the University College was opoened in connection with the school. In 1902, the name of the

~ was changed to Jamaica College. At all times, it was the ~ii;~OPHY of the school to train boys with a classical education, while at the same time giving them the physical training needed in sports. The school had boarding facilities until 1967.

The extra curricular activities include:
Art Competition, Cricket., Hoc!<.ey., _ Sw i.tnrmnq ,
Athletics, Choir,
I. S. C. F., . Table tennis, Badrrti.nt.on, Debating,
Junior achievement
progrannne,. 'Irawn--tertnis-- Table tennis,'
Basket.ball, cadet s ; chess,
Debat\$hg club, 'Ma,.r-:tial arts , Drama, School's

challenge quiz,
Essay competition, Environment club, UESCO,
Science, Football,
Spanish, Water Polo. By the way, Jamaica College
also has a very
active Student council.

Everyone knows Jamaica College boys by the
blue uniform.
This has been the uniform since 1972. It is most
unfortunate that
some other schools, which have since decided to
have a uniform
other than khaki, have chosen blue. Many times,
J.C. boys are
confused with the boys of the some of the other
schools. We would
like to inform them that there are many colours
beside blue that
can be used as a uniform.

In 1990 the school was awarded the Rhodes
scholarship and
a Jamaica scholarship. Shortly after, we started
computing at
J .C., the school won the competition, ' over and
above t hoae schoos
that had computer labs years before we did. The
school challenge
trophy gained us as much prestige as the 1st place
in the Science
Club competition.

. The'. vi-ctGrious SlinlightCup' -crrcket
team, tw-ice- th-e
holders of the. M~rtimer Gedde\$ trophy'with the
OLYmpian, Rudolph
Mighty', the Badminton team winning countless
times, our
recognised football squad are but a few of a our
recent
achievements. the Chapel Choir, (which incidentally
is now a
house-hold word in *Jamaic*)ai it boasts acceptance
in the Royal
School of Church Music, the second choir in Jamaica
and the third
in the West Indiers to gain such distinction.

The physical facilities of the school
includes a new
library, a laboratory, and an entire block to
house our first
fbrnrners which allows us to avoid a second
shift. We now offer
Auto mechanics, Wood work, Commercial subjects

and computer
science.

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Burke Irie FM
news analyst (**J. C. Old Boy**)

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