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Perceptions of Bermudian Leaders About the Philosophies, Major Purposes, and Effectiveness of  
the Public School System in Bermuda Since 1987

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A dissertation

presented to

the faculty of the Department of Educational Leadership and Policy Analysis

East Tennessee State University

In partial fulfillment

of the requirements for the degree

Doctor of Education in Educational Leadership

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by

Vincent Sinclair Williams, Jr.

August 2011

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Keywords: Bermuda public education, Bermuda private education, Bermuda education reform,  
Bermuda philosophy of education, Bermuda secondary school graduation rates, Education and  
Bermuda

## ABSTRACT

Perceptions of Bermudian Leaders About the Philosophies, Major Purposes, and Effectiveness of the Public School System in Bermuda Since 1987

by

Vincent Sinclair Williams, Jr.

This is a study of the perceptions, philosophies, purpose, and effectiveness of public education in Bermuda. It includes a purposeful sample of Bermuda leaders in education, government, business, and public life. I prepared a series of questions that I used as an interview guide to obtain the opinions of participants in the study. Most participants did not provide specific information about the official philosophy, major purposes, or specific educational outcomes of the public education system since its restructuring began in 1987. Many indicated their frustration about the lack of such basic data as enrollment, graduation, and dropout rates.

Nearly all interviewees (except those staff members from the Ministry of Education) agreed that the effectiveness of public schools has declined dramatically in recent years. Other findings include:

- Leadership in the Ministry of Education and the Department of Education has been bureaucratic and incompetent;
- Governmental funding of public schools has been very high, but much money has been wasted;
- Some public middle and secondary school principals have performed poorly, at least partly because of inadequate leadership and communication from the Ministry of Education and the Department of Education;

- Major problems exist regarding curriculum misalignment, teachers' qualifications and performance, services of school counselors, lack of parental involvement in the schools, and classification and instruction of students with cognitive, physical, and emotional disabilities; and
- Major changes are needed to overcome existing problems, including dismissal of the least effective individuals in the Department of Education and in individual schools.

## DEDICATION

This study is dedicated to my wife Brenda and to my daughter Kintae; without your encouragement and support, this effort would have been impossible.

## ACKNOWLEDGEMENTS

I am grateful to Dr. Terrence Tollefson, my doctoral committee chair, for availing himself to me as often as I came to his office throughout my years in the ELPA department at East Tennessee State University.

To Dr. Douglas Burgess, my friend of 20 years.

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## CHAPTER 1

### INTRODUCTION

My master's thesis (Williams, 2004) in history at East Tennessee State University examined government's role in education in Bermuda from the 1600s into the second decade of the 21<sup>st</sup> Century. My interest in public education in Bermuda has increased since I began my doctoral program at East Tennessee State University. A continuing barrage of news reports concerning the failing public school system in my affluent and sophisticated country has arrived almost daily via the Internet. My concerns about this severe problem caused me to change the focus of my doctoral dissertation from a case study of private Christian education to a study that could provide research-based suggestions for overcoming some of the most severe problems in public education.

This study is based primarily on my interviews of 35 Bermudian leaders in government, business, education, and social activism. The degree of emphasis on interview data was necessary because of a severe lack of information from the Ministry of Education about the public school system in Bermuda.

#### Purpose of the Study

The purpose of this study was to achieve each of the following objectives:

1. To determine the philosophies and major purposes of Bermuda's public school system, both officially and unofficially;
2. To determine the perceptions of a purposeful sample of Bermuda's leaders about the effectiveness of the public school system in fulfilling its major purposes; and

3. To make recommendations for further research and to improve practice based on the literature review, the views of my interview participants, and my own experience in educating Bermuda's children.

### Major Research Questions

The two major research questions examined in this study are as follows:

1. What have been the perceived philosophies and major purposes of the Bermuda public schools in the era of restructuring that began in 1987 by government officials and business leaders, social activists, public and private school principals, public school teachers, public school counselors, and other educators?
2. How effective have the Bermuda public schools been in impacting the economic and social health of Bermuda and on White and Black male and female students since 1987?

### Significance of the Study

The significance of this study is that its findings may help fill the near void of specific information available from the Bermuda Ministry of Education about the official philosophy and purpose of the public school system, and the near nonexistence of any specific measures of accountability for the performance of public school students and of the Ministry of Education. I hope that the conclusions and recommendations made in this study will lead to positive changes in public education in Bermuda in the near future.

## Focus

The focus of this study is upon the perceptions expressed as opinions, beliefs, and expectations of educators, government officials, business leaders, and social activists in Bermuda regarding the philosophies, major purposes, and effectiveness of Bermuda's public schools since 1987. Such perceptions are considered particularly important in a virtual vacuum of official government publication of even the most basic information about public schools. Lacking is information such as enrollments by school, year, race, gender, transfer rates in and out, and dropout and graduation rates that are carefully defined, calculated, and made available to the public.

## Research Approach

I interviewed a purposeful sample of Bermudians whom I thought were knowledgeable about public elementary and secondary education in Bermuda. The sample included government officials and business leaders, social activists, public and private school principals, public school teachers, public school counselors, and other educational administrators. All but four of my interviewees consented to having me quote them and identify them by their actual names. However, I decided to keep most of the names confidential to avoid any possibility of reprisal. For that reason the individuals identified by their actual names in this study include only those participants who are well known in Bermuda for their views. The remaining interview participants are identified with pseudonyms and without first names, for example as "Mr. Jones" or "Ms. Smith." I have categorized the interview participants whose actual names I used as either Black or White. I have not used the racial categorization for participants identified by pseudonyms because doing so could expose them to reprisals. For the same reason I have

omitted other specific characteristics of most interview participants such as age and specific job classification.

### Definitions of Terms

Several terms were used during this study that I have defined here.

At-Risk Children – Children who are at risk of being unable to do satisfactory work in school because of race, disabilities, or low socioeconomic status (Miller, 1993; Slavin & Madden, 1989).

Eleven-Plus Entrance Exam – “An examination taken between the ages of 11 and 12 that determines the type of secondary education to which a student is assigned” (Merriam-Webster, 1990, p. 404). It is also known as the transfer exam.

Functional Illiterate – “A person having had some schooling but not meeting a minimum standard of literacy” (Merriam-Webster, 1990, p. 498).

Secondary Modern School – “A former British secondary school emphasizing practical rather than academic education” (Crozier, 2006, p. 759).

### Organization of the Study

Chapter 1 is an introduction to the study and includes the Purpose of the Study, the Major Research Questions, the Significance of the Study, Definition of Terms, and the Organization of the Study.

Chapter 2 contains a review of the literature that includes an Introduction, a Historical Overview of Government and Education in Bermuda, an Education Timeline from 1949 to 2011, a Review of Public Education in Bermuda (“The Hopkins Report”), a Blueprint for Reform of Education in Bermuda, the Columbia University Study of Black Males and Their Same-Age Peers in Bermuda, and a Chapter Summary.

Chapter 3 describes the research methodology of the study including the Research Design, the Limitations and Delimitations, the Researcher's Role, Sample, Development of the Survey Instrument, Data Collection Procedures, the Major Research Questions, Data Analysis, Researcher's Bias, Trustworthiness, and a Chapter Summary.

Chapter 4 presents the results of the study and the data from transcribed interviews including an Introduction, the Major Research Questions, Data Collection, Data Analysis, the Protocol for Confidentiality Versus Disclosure of Identities of Interview Participants, Findings Related to Major Research Question 1, Findings Related to Major Research Question 2, and a Chapter Summary.

Chapter 5 includes the analysis of data and a discussion and summary of the findings including an Introduction, Summary of Findings, Discussion, Findings Regarding Major Research Question 1, Findings Regarding Major Research Question 2, Conclusions, Recommendations to Improve Practice, Recommendations for Further Research, and a Chapter Summary.

## CHAPTER 2

### LITERATURE REVIEW

#### Introduction

My 130-page master's thesis in history (Williams, 2004) is entitled *The History of Government's Role in Education in Bermuda from the Founding of the Colony to the Present*. It provides an extensive review of the literature about the history of education in Bermuda up to 2004. As noted by the American Psychological Association (2010b), "The core of the new document must constitute an original contribution to knowledge, and only the amount of previously published material necessary to understand that contribution should be included, primarily in the discussion of theory and methodology" (p. 16). The APA admonition against self-plagiarism states:

Whereas *plagiarism* refers to the practice of claiming credit for the words, ideas, and concepts of others, *self-plagiarism* refers to the practice of presenting one's own previously published work as though it were new.... Avoid charges of self-plagiarism by familiarizing yourself with ethical standards regarding duplicate publication and legal standards of fair use. (American Psychological Association, 2010a, p. 173)

For the foregoing reasons my review of the literature regarding the history of education in Bermuda in this study is necessarily brief. Where it is necessary to explain the historical context of this study, the literature review includes several citations of my master's thesis, primarily regarding quotations from prominent Bermudian leaders, most often in the form of their personal communications to me in 2002 and 2003.

#### Historical Overview of Government and Education in Bermuda

The new Jamestown Company settled the Main Island of Bermuda in 1612. In 1684 Bermuda became the second British colony in the western hemisphere. Slaves who had been



imported quickly became important to the colony's economy; they were reportedly taught to read by Christian church members so they could read the Bible. Great Britain abolished slavery in Bermuda on August 1, 1834. The newly emancipated Blacks had to fend for themselves and create their own destiny. That marked the beginning of the construction of a Black infrastructure for personal, cultural, and economic development (Williams, 2004). Governor Elliott's message to Parliament in 1847 proposed funds for education that included an inspector to enable government to become more responsible for the schools. It provided aid on a cost-matching basis with the parish vestries and established the Board of Education to supervise, inspect, and examine its pupils. Governor Elliott's message also advocated industrial training as essential for the colony (Brooke, as cited in Williams, 2004). All schools at that time were private ventures that received government aid for facilities, equipment, salaries, and fees, and later also for scholarships. There were two types of schools, vested and nonvested. Vested school fees went to the school's community account, whereas the principal received fees from parents in the nonvested schools. Negroes were anxious to grasp information. Their determination to open a school was realized in 1897 when the Berkeley Institute began at the Samaritan Lodge Hall in Hamilton (Williams, 2004).

Party politics began in Bermuda in 1963 when the Black Progressive Labour Party (PLP) was formed in conjunction with the British Labour Party. In response, White members of the Colonial Parliament formed the United Bermuda Party. It was not until 164 years after Emancipation that the Black people of Bermuda began to emerge as leaders of the government of Bermuda, with the election victory by the Black Progressive Labour Party (PLP) in 1998. That leadership extended to the system of public education, which had been neglected by the mostly White United Bermuda Party. The new system imported a pilot program from Canada that

confused both teachers and students. After the construction of two \$100 million high schools, it seemed reasonable to assume that the public education process would receive the attention needed to bring about rapid improvements. Unfortunately, that was not to be (Williams, 2004). On February 6, 1970, Bermuda converted from the British pound (then equal to \$2.42 American) to a Bermudian dollar intended to be equivalent to the American dollar (M. Butterfield, Bermuda Monetary Authority, personal communication, April 13, 2011).

When Blacks in Bermuda gained control of the government with the election of the Progressive Labour Party (PLP) in 1998, the United Bermuda Party (UBP) relinquished the power it had held for nearly 30 years and became the Opposition Party. After losing two more elections, the UBP membership split and one wing formed a third political party, the Bermuda Democratic Alliance (BDA) consisting of a more equal racial symmetry. However, they have yet to win a seat in Parliament. The leader of the governing party becomes the Premier of the country and he or she appoints the Cabinet, whose ministers run much of the government of the Island (Williams, 2004).

The decision to begin restructuring Bermuda's public school system was made in 1987. Former Premier Sir David Saul said that government leader Sir Henry "Jack" Tucker, the Premier from 1964 to 1971, had planned to force integration to further his bank's economic growth. Saul said that the plan had called for the amalgamation of schools but that it had failed because of racism. Saul went on to say, "In 1967, Jack Tucker knew he would adversely affect children's education [by forcing integration]" (D. Saul, personal communication, August 10, 2002, as cited in Williams, 2004).

One of the processes learned in school was how to make good choices and decisions. It was considered to be a necessary foundation for success later in life (Department of Education,

*Annual Report*, 1956, as cited in Williams, 2004). In the 1978 *Colonial Annual Report*, when Ernest Vesey became Minister of Education, he said that the government of Bermuda was committed to equal opportunity and to promoting effective citizenship. Sir John Swan, the Premier from 1982 to 1995, said that it was his desire to see all children go to school based on their residence neighborhood (J. Swan, personal communication, as cited in Williams, 2004). Arthur Hodgson, a 1964 Rhodes Scholar from Bermuda, recalled that the newly formed Progressive Labour Party in the 1960s had supported the comprehensive system of education advocated by the British Labour Party because it meant that everybody could attend secondary school (Williams, 2004).

Sir David Saul, a former Bermuda Premier, was the country's first Minister of Education with a Ph.D. in education since Dr. Kenneth Robinson had served in that position in the 1970s. Under Saul's guidance, education soon became the top priority for the Cabinet. According to Saul forced school desegregation in Bermuda was both a response to financial necessity and a social experiment. He said that it had failed twice – both times because of racism – first in 1967 and then again in 1997 (D. Saul, personal communication, as cited in Williams, 2004).

The Department of Education reportedly did not attend sufficiently to the newly created secondary modern schools in the 1960s. Dean Furbert, who was the Chief Education Officer in the 1980s, said that those schools, particularly for Blacks, had become known as inferior tier schools for students who had not scored high enough on the *British Eleven-Plus Secondary Entrance Exam* to gain admission to the elite Black secondary school, the Berkeley Institute. According to Furbert school administrators in the 1960s had often spoken about children's education in an abstract way, seemingly unaware they were influencing real people's lives (D. Furbert, personal communication, as cited in Williams, 2004). According to Saul the United

Bermuda Party willfully overlooked *at-risk children*. The Department of Education meanwhile was overloaded with new programs from overseas, primarily from Great Britain, Canada, and the United States.

According to former Education Planning Team member Dr. Melvin Bassett, the new public megaschool system in Bermuda was not built for the first generation of students to participate in it because there was a necessary transition period. He said that the old system had not worked for most students. Bassett said that at that time there was still no consensus on what a national philosophy of education in Bermuda should be. During that time scores on the transfer exam taken by children at age 11 were used to determine which children would be admitted to the prestigious Berkeley Institute and which were to go to each of the other six secondary schools. Several of those other public secondary schools soon came to be considered the inferior schools of the public school system (West, as cited in Williams, 2004). Some of those schools were earmarked as secondary modern schools and were opened to the public in the late 1950s, giving everyone an opportunity to attend high school for the first time. However, they did not have the same curriculum as Berkeley. Theirs was strictly a curriculum for teaching life skills and citizenship. When parents found that their children had not taken the same subjects as their peers in the better secondary schools, there was an uproar that led to the demise of the Transfer Exam (West, as cited in Williams, 2004).

After their victory in 1998, the PLP sought to prohibit suspension and expulsion of Black males from schools, much to the concern of the teachers who had to face the unruly students. Former Premier and Minister of Education Jerome Dill spoke about the issue of racism. Having been schooled at a historically White school, he said that he had never expected integration of the system even though a state-of-the-art secondary school had been built. Dill said that the

general public had given government a “vote of no confidence” by removing their children from the public schools and paying the high fees for seats in the private schools. He said that public schools were created in Bermuda for the benefit of Blacks and then supported by the public purse. Minister Dill also said that the top goal in public education was to make each public school as good as the very best private school. Dill said that was the aim of the restructuring philosophy (J. Dill, personal communication, as cited in Williams, 2004).

Dr. Joseph Christopher, the former Chief Education Officer, said he had considered private schools a necessary evil that could “pick, choose, and refuse” (J. Christopher, personal communication, as cited in Williams, 2004). However, Dr. Bradshaw said that private schools had produced a dichotomy that gave specific people status, especially White boys. Meanwhile, Dr. Saul, having reviewed the financial cost to the government of each of the two education systems (which he said was then about +\$18,000 per student per year in public schools versus approximately \$12,500 in private schools), advised privatization (Saul, personal communication, as cited in Williams, 2004).

Dr. Eva Hudson, a historian and a former public school teacher, said that the 1949 watershed of free education had robbed students of personal drive to grasp their future (E. Hudson, personal communication, as cited in Williams, 2004). Forty years later the educational shift toward international business has redefined education in Bermuda. Earl Hart, a highly esteemed local educator, said that “the Bermuda Secondary School Certificate, at a cost of half a million dollars, was an attempt to divorce ourselves from our imperial past” (E. Hart, personal communication, as cited in Williams, 2004).

Allegations of racism in public education in Bermuda historically have represented a sensitive and infrequently discussed topic among upper-middle-class Blacks, possibly because of

their tenuous positions in a White-dominated society. Increasing affluence by Whites and increasing poverty for Blacks in recent years have increased the divide between members of the two races. According to Taylor (2007) the increased wealth of Whites had prevented overt racism. Taylor (2007) also said that Bermuda needed smaller schools.

Since the United Bermuda Party began restructuring education in 1987, the performance of schools had dropped to the point that reportedly under half of the country's students had received high school diplomas in 2005 (Strangeways, 2006). There may have been so many tryout programs with which teachers were unfamiliar that the students were neglected and the system was producing "functional illiterates" (p. 52).

#### Education Timeline from 1949 to 2011

This section is included to highlight some of the most important events leading up to and including the long and still continuing restructuring process in Bermuda public education. In 1949 Bermudians were guaranteed the right to free education with the establishment of the Act of 1949. The Act made school attendance mandatory and free for all children from the age of 5 to 16. That same year the Black Vice Principal of Berkely Institute (BI), Marjorie Bean, was given a Civil Service appointment as the Supervisor of Schools (Williams, 2004).

The decade of the 1950s saw tremendous growth in Bermudian education. In 1951 the government invested enough funds into the school health program to enable the hiring of a physician, dentist, and nutritionist who provided services to 6,081 students in public (government-aided, maintained, and vested) schools and 1,343 students in Bermuda's private schools. In 1955 a White man, C.G. Gilbert, became the Director of the Department of Education, which is when Dr. Kenneth Robinson, a Black man with a Harvard Ph.D., became the second Superintendent of Schools. Director Gilbert said Bermuda needed a philosophy of

secondary education; he wanted to make the curriculum relevant to the needs of Bermudians. Then in 1956 the Bermuda Technical Institute opened its doors to boys of all races. In 1958 automation put a great number of people out of work and Director C.G. Gilbert went on record to say that Black workers had suffered disproportionately. By 1958 there were 705 American children from the Kindley Air Force Base attending school in Bermuda. Kindley AFB was in operation in Bermuda from 1941 to 1970 (Williams, 2004).

The decade of the 1960s was filled with change. Dr. Kenneth Robinson was appointed the second Inspector of Schools in 1960. By 1961 the goal of the curriculum had become the successful completion of the General Certificates of Education in as many as seven subjects, which were British exams recognized internationally as a basis for college and university admission. Then in 1962 the Board of Education's policy became one of racial integration, which resulted in the admission of Warwick Academy's first two Black students. That was also the year when Harold Houghton, a White Canadian consultant, investigated Bermuda's schools for 6 weeks and reported his finding that change was inevitable in the Department of Education. He recommended that compulsory education should be instituted from the age of 5 to the age of 16, that integration should begin in the first year of middle school (M-1), and that skin color should no longer be among the criteria for primary school admission. He advised that the government grant of 10 shillings for each child should continue to be awarded until 1968. Among Houghton's other suggestions was that secondary school admission should be based entirely on academic standing with each admission determined on a case-by-case basis. He also recommended that admission to a particular primary school should not guarantee that the student would be admitted to a particular secondary school (Williams, 2004). Berkely Institute (BI) was the preferred educational institution in Bermuda, but Howard Academy, founded by Edwin

Skinner in 1944, admitted Black children who were not accepted at BI until 1964 (Williams, 2004).

In 1964 D.J. Williams said that education was the most important development in Bermuda. Sir A. Dudley Spurling, a White man who was Bermuda's first Minister of Education, said, "The aim of the Department [of Education] is to achieve the highest standard of education" (as cited in Williams, 2004, p. 84). The Ministry of Education directed that all aided and maintained schools must either be desegregated by September of 1965 or they would be ineligible for government funding. A member of Parliament spoke out in 1965 for an immediate change in the Board of Education to achieve racially proportional representation and that all primary school fees should be abolished by September of 1966 (Williams, 2004).

School integration was prioritized by Dr. Kenneth Robinson, who said in 1966 that school attendance zoning would be designed to accomplish integration. Then Minister of Education Ernest Veasey said the government was committed to equal opportunity regardless of race. Former Premier Dr. David Saul stated that by 1967 then Premier Sir Henry "Jack" Tucker knew that forced integration would have an adverse affect on children's education in Bermuda. The government decided to provide a free secondary public school education to eligible children and the United Bermuda Party (UBP) adopted a mission of public education (Williams, 2004).

In the 1970s Bermuda saw much change beginning on December 29, 1971, when Sir Edward Trenton Richards became Bermuda's first Black Premier. He continued the trend by appointing Dr. George Thomas, a Black surgeon, as the Minister of Education. Then within a year, the Bermuda Technical Institute was closed and its students absorbed by Bermuda College. In 1976 the newly appointed White Headmaster of Saltus Grammar School, Nigel Kermode, admitted that Saltus was for "rich, bright, White boys" (as cited in Williams, 2004, p. 102) and



set out to change its image. He did that by allocating \$350 thousand each year to enable capable Black boys to attend Saltus (Williams, 2004).

The 1980s and 1990s showed little progress in education for Bermuda. In 1987 as a result of extreme dissatisfaction with public schools, the government announced its intention to restructure education. The Black Minister of Education, Gerald D. E. Simons, appointed an Education Planning Team (EPT) to design a restructuring plan; the team worked 12 years developing the plan. An attempt was made in 1997 to implement the EPT restructuring plan by opening Cedar Bridge Academy with a White Canadian Principal M. Payette, but it was not accepted by the public. By 1998 Cedar Bridge Academy was equipped and ready for teaching and learning. Kalmar Richards, who had served as a Primary School Principal, was named the Principal of Cedar Bridge Academy (Williams, 2004).

The early 21<sup>st</sup> Century found change in several areas. Questions asked of Premier Jennifer Smith related to her election in 1998 were never answered and she lost the election of 2002 to a compromise PLP candidate. Dr. David Saul admitted that Bermuda had children who were psychotic at the age of 5; he expressed regret that he had not done anything to solve the problem. In 2002 the White President of Bermuda College, Dr. Michael Orenduff, said, “The college lowered their standards many times to make the entry level more attractive to the community” (as cited in Williams, 2004, p. 98).

The education system was so bad by 2003 that Pastor and United States educator Dr. James Kennedy said, “If what has been done to the Education System [in Bermuda] had been done by a foreign power, it would have been deemed an Act of War” (as quoted by Williams, 2004, p. 99). A possible explanation for the state of education in 2003 came from the Black Chief Education Officer, Dean Furbert, who reported to the Minister of Education that,

“Standards dropped during the restructuring, and between 1980 and 1990 [when] the Department overloaded schools with tryout programs, which confused teachers.... We have never had a Minister [of Education] decide on what’s best for Bermuda” (Williams, 2004).

Regarding spending in 2003, Chief Education Officer Dr. Joseph Christopher explained, “The Ministry is responsible for the resources for all students, no matter what issues they bring with them” (as cited in Williams, 2004, p. 84). The resulting provision of medical, dental, psychological, and nutritional support services represents a major reason for the high levels of spending and large numbers of staff members. A recent Internet publication on the website of the Ministry of Education is entitled “Welcome to Bermuda Schools.” The first paragraph states, “The Ministry of Education’s 38 schools feature state-of-the-art technology, and well-maintained facilities and grounds. Our schools and administrative facilities house about 6,000 students and 1,200 employees” (Ministry of Education, 2011). Those figures indicate that there is approximately one employee for each five students.

#### Review of Public Education in Bermuda (“The Hopkins Report”)

The Bermuda Ministry of Education has published three important reports that are important for public education. They include the Hopkins Report (Hopkins et al., 2007), which had the potential to significantly affect public education in Bermuda. A team of six educators, including two from Bermuda and four from England, reviewed Bermuda’s educational system in March of 2007 and published their findings in May of the same year. The 40-page report consisted of 133 findings and 10 recommendations (Hopkins et al., 2007).

One of Bermuda’s strengths is community. Although the Hopkins Report findings present a fairly bleak picture, the redeeming feature is a strong potential for improvement among teachers and principals. There is a strong desire to improve teaching that has been inhibited by

the paternalist culture. The reform model is based on reprofessionalization in which the real issue is poorly prepared teachers and the finding that adopting the middle school model was a mistake (Hopkins et al., 2007).

The Hopkins review team was asked to focus on six areas of concern (Hopkins et al., 2007) including corporate leadership; a strategy for education; support for the improvement of education; social inclusion and special educational needs; the quality of leadership; and standards of teaching, learning, and achievement. The 10 recommendations outlined in the Hopkins Report (Hopkins et al., 2007) are:

1. “Dramatically improve the quality of teaching” (p. 35);
2. “Move quickly to improve the quality of leadership by principals” (p. 35) and raise the standards of teaching and learning;
3. “Radically reform the Ministry of Education” (p. 35) including an immediate change in senior personnel;
4. “Strengthen the strategic management of the education system” (p. 36) and include an interim executive board;
5. “Introduce delegation and transparent accountability at all levels” (p. 36) – a culture of paternalism and hierarchy is stifling professionalism and innovation, and the system must rapidly move toward autonomy and an increased delegation of resources;
6. “Federate secondary and tertiary education, and, as soon as possible, raise the school leaving age” (p. 36) – increase the mandatory leaving age to 18 and appoint a Head of School in each school;
7. “Respond to concerns about inclusion and behavior” (p. 37);

8. “Create self-governing Federations around clusters of primary schools and each middle school” (p. 37);
9. “Align the curriculum both vertically and horizontally” (p. 37);
10. “Harness the power of parents, business and the community in the reform effort” (p. 37).

The findings outlined in the Hopkins Report suggest that implementation of the 10 recommendations should result in raising the standard of education in Bermuda. There is much public interest in the review and in the Government’s goal to reform education in Bermuda.

#### Blueprint for Reform of Education in Bermuda

The government of Bermuda established a 5-year plan to reform education that became effective with the 2010-2011 school year. The plan’s vision is to deliver a first-class education to the children of Bermuda. The mission is to develop a rigorous curriculum that will meet the needs of each student. If implemented, the plan will put into practice priorities recommended by the Hopkins Report of 2007. As of 2010 there were 5,574 students and 1,135 Department of Education staff who were predicted to be affected by the proposed changes (Government of Bermuda, 2010).

According to the 5-year plan low-performing personnel in public education will be dismissed and the teachers’ focus will be on student outcomes whereby the adults are held accountable. The plan calls for a reprofessionalization based on the Cambridge curriculum. Graduation data were taken from the 2009 school year. Results were based on students who graduated from S-4 and from students accepted into colleges and universities (Government of Bermuda, 2010).

The new plan for reform calls for the Ministry of Education, the Board of Education, and the Commissioner of Education to have weekly trilateral meetings. In addition, the plan is for the public school system to provide appropriate technology to engage students and build a culture of high expectations. The plan advocates that principals be given autonomy in leadership, that school performance data be published annually, and that there be a partnership between the community and a National Parent Teacher Association (PTS) (Government of Bermuda, 2010).

#### Columbia University Study of Black Males and Their Same-Age Peers in Bermuda

A study of Black Bermudian males and their same-age peers was completed in 2010 by three researchers from Columbia University (Mincy, Jethwani-Keyser, & Haldane, 2010).

The executive summary of the 232-page report of the Columbia Study begins as follows:

Bermudians are rightly concerned about over-representation of young Black Bermudian men among those who have been incarcerated in Bermuda, especially because of drug trafficking and violent crime. Some are concerned that these young men are driven to these activities because they are ‘on the wall,’ or idle. Labor economists describe a unique set of relationships among various labor-market outcomes Bermudians have in mind when they use this phrase. These outcomes include employment, unemployment, and labor force participation. This study uses micro-data from the 2000 Census of Housing and Population in Bermuda to measure these outcomes... and put concerns about Black Bermudians males under close scrutiny. (Mincy, Jethwani-Keyser, & Haldane, 2010, p. iii)

The study also examines differences in employment at low earnings (underemployment) because this may also reflect what Bermudians mean when they say that young Black Bermudian men are “On the Wall.” Other excerpts of the Executive Summary of the Columbia Report (Mincy, Jethwani-Keyser, & Haldane, 2010) include the following:

the unemployment rate of young Bermudian Black males is 14 percent, while the unemployment rate of young White Bermudian males is 8 percent.... Black Bermudian males are more likely to be employed at low earnings (underemployment) than their same age peers. Employment with low earnings is reason for concern, but it could hardly be described as “idleness.” (p. iii)

Moreover, “Racial differences in underemployment are so small that they could hardly account for the disproportionately high rates at which Black Bermudian men are arrested for criminal activities” (Mincy, Jethwani-Keyser, & Haldane, 2010, p. 42).

After concluding that the most important gaps between labor market outcomes of Black Bermudian males were unemployment rates, low earnings, and enrollment the study focuses on the degree to which these three outcomes differ between Black Bermudian males and their same-age peers, especially White Bermudian males and Black Bermudian females. (p. iv)

Black Bermudian men obtained less education than their same-age peers. Their health, marital status, and the industries in which they were employed all suggested that they would earn less than their same-age peers. “Black Bermudian males would gain from additional investments in Technical degrees, but less than their same-age peers from additional investments in other forms of post-secondary schooling” (Mincy, Jethwani-Keyser, & Haldane, 2010, p. iv). That Black Bermudian women have more schooling than Black Bermudian men probably also explains why more of the former are “employed in international and business service companies and have higher predicted earnings than Black Bermudian males” (p. v).

Black Bermudian males may be reluctant to invest in education because they are aware that they will earn less than their White peers. Therefore, efforts to root out all possible causes of the remaining race and gender differences are warranted. This includes efforts to end discrimination in hiring and compensation policies based on race or gender. But it also includes efforts to expose youth and young adults, especially Black Bermudian males, to a wider variety of job-shadowing experiences than those available through their fathers. (p. vi)

Also, employers may be reluctant to hire many Black Bermudian males or offer them lower wages than other workers, because they display the same soft skill deficits that reduce the employability of less-educated Black males in the U.S. By soft skills, we mean they are less punctual, exhibit poorer workplace attitudes, are less able to work as members of a team, and more likely to violate (written and unwritten) rules than their same age peers. These soft-skill deficits could also be related to the same behaviors that inhibited their performance in school. If soft skills are the problem, exposing young Black Bermudian males to the expectations of the workplace earlier in their development must be part of the effort to reduce unemployment and earnings gaps between them and their same age peers. (pp. vi-vii)

The study (Mincy, Jethwani-Keyser, & Haldane, 2010) of unemployment and earnings indicates,

...that the educational choices of Black Bermudian men are rational, if myopic. Like many young people, they may be focused on the present. Unlike their female counterparts, the benefits of getting a college education are not worth the effort required to obtain secondary school certifications that lead to college or the cost of a college education itself. Bermudian educators, policymakers, and youth-service workers must also devise and fund special strategies to get young Black Bermudian males to be more future-oriented when making decisions about school and work. (p. vii)

In order to better inform our recommendations regarding these strategies, we conducted semi structured interviews with 18 Black male public high school seniors to explore how teachers and parents influence the educational and career aspirations of Black Bermudian males. These interviews indicate that graduation from high school is likely to result in some participation in college, especially Bermuda college which is free and offers trade certificates and associate's degrees. Students generally prefer to ultimately attend college overseas but almost all participants first plan to enroll in Bermuda College where they can take preparatory courses, complete overseas college and scholarship applications, and simply figure out what they want to do. Employment aspirations include sports, science and trades' professions (electrical, carpentry, IT tech) because they enjoy 'working with their hands' and because they hope to enjoy a varied and flexible work schedule and own their own businesses. Boys observe little professional or managerial work from their fathers or relatives which may contribute to their view that such work is unsuitable for them. (p. vii)

Together, these findings lead us to several recommendations for in-school and out of school programs and policy changes to support parents and students that would improve the prospects that young Black Bermudian males will graduate from secondary school, enroll in post-secondary school, and increase their employment and earnings. First, while mothers are highly engaged in their sons' education, their academic achievements and career choices do not appear to be salient in the corresponding choices of their sons. Though many [boys] do not live with their fathers, and fathers are less likely than mothers to have post-secondary education or to work in administrative positions, sons model the career choices of their fathers. They are not interested in the office and have little exposure to managerial and professional occupations. Thus, the preference for 'working with hands' passes from one generation to another even though the economy is generating high paying administrative, managerial, and professional jobs requiring post secondary education. However, 'working with hands' and post secondary schooling are not mutually exclusive. Even surgeons work with their hands. This message should be sent by both parents, including non-resident fathers, schools, and youth serving organizations.... it is essential that Black Bermudian males be exposed to a wider array of managerial and professional choices. (pp. viii-ix).

## Chapter Summary

The literature review in this chapter includes the Introduction with an explanation of how my master's thesis was used in the preparation of this dissertation, a Historical Overview of Government and Education in Bermuda, an Education Timeline from 1949 to 2011, a Review of Public Education in Bermuda ("The Hopkins Report"), a Blueprint for Reform of Education in Bermuda, the Columbia University Study of Black Males and Their Same-Age Peers in Bermuda, and a Chapter Summary.



## CHAPTER 3

### METHODS

#### Research Design

This study is an inquiry study via interviews that resulted in a compilation of the expressed beliefs, attitudes, and values of a purposeful sample of current and former leaders in Bermuda's education, government, business, and social activism. I interviewed a select group of participants, recorded each interview, transcribed and coded the data, and identified emerging themes. I was the primary instrument for data collection. I returned all interview transcriptions for member checks and also obtained a report of a peer examination of each interview transcription as recommended by Merriam (2009). I attempted to interview each participant for approximately one hour. Some participants answered only a few of my questions and those interviews were relatively brief, whereas others talked for considerably longer than an hour, thus providing what Merriam (2009) termed a "rich, 'thick' description of the phenomenon under study" (p. 43).

#### Research Methodology

This study employs a qualitative research design that includes *stories, epiphanies, lived experiences, and chronology* as described by Creswell (2007, Table 6.1 p. 105). My master's thesis (Williams, 2004) provided useful antecedent contextual and chronological information, including considerable discussion of historical records about Bermuda's public and private schools. Although I expanded my examination of published information for this study, my primary data collection method was that of face-to-face personal interviews of a purposeful sample of Bermuda's current and former government officials, business leaders, principals,

teachers, counselors, and social activists. Several of my interview participants represented two or more of those categories. This chapter includes descriptions of how participants were selected, the interview process, data analysis, and the establishment of trustworthiness.

### Limitations and Delimitations

This study is delimited by a brief review of the relevant literature of public education in Bermuda as well as by the statements of a purposeful sample of Bermudian leaders in education, business, government, and social activism. The literature review is limited because I wrote the thesis for my 2004 master's degree on a very similar topic. The style manual of the American Psychological Association warns against "self-plagiarism," as is detailed at the beginning of Chapter 2. Another limitation has been the scarcity of information available from the Ministry of Education about such basic data as the number of students enrolled in each public school, rates of transfer in and out, graduation and dropout rates, all further categorized by gender and racial or ethnic origin. I conducted most of my interviews in 2008 and 2009.

### Researcher's Role

As the researcher I was the primary instrument involved in interviews and examining documents and materials. I recruited the interview participants from public figures and other leaders whom I, as a citizen of Bermuda, knew. There are ethical guidelines such as attention to sensitivity and the emotional impact of probing questions to protect interview participants. I quickly terminated a number of interviews when I sensed discomfort by the participants in answering my interview questions. Those interview participants included several public school teachers and principals. I identified purposefully selected interview sites to facilitate obtaining informative answers. A recording device, which afforded me freedom in conversation, was my constant companion (Rubin & Rubin, 2005). I asked a number of standard questions. I also

identified and obtained government documents, mission statements, party platforms, editorials, and instructions to the Department of Education. Those papers were available in the Bermuda Archives and at the Ministry of Education. Before the study I obtained approval from the East Tennessee State University Institutional Review Board. I then flew to the Island of Bermuda, contacted the prospective participants by telephone, and mailed an official request form to each prospective participant. After receiving written permission, I contacted each participant to schedule an appointment for an interview.

My position as researcher was one of nonintervention. I did not intentionally influence any participant's perspective during my inquiry. I was mindful of the need to include information that conflicted with my expectations as evidence that had emerged. Also, during this inquiry I respected the belief that should any one of the participants have second thoughts about providing information, he or she must be respected and honored (Henige, 1982).

### Sample

The purposeful sampling process whereby participants were selected from Bermuda's current and former government officials, teachers, counselors, principals, business leaders, and social activists is based on the need for the investigator to gain insight via selection of "a sample from which the most can be learned" (Merriam, 2009, p. 77). Many of the participants I interviewed knew me and I did not experience any problems in getting most of them to speak freely. The exceptions were public school teachers, counselors, and senior officials in the Department of Education. Most individuals in those subsample groups either declined my invitation to be interviewed or were very reticent about answering most of my questions. Fear of reprisal may have been the reason for their reluctance to talk with me.

## Recruiting Protocol

My master's thesis in 2004 was about the history of education in Bermuda. Several of the individuals who had participated during the research phase of my master's thesis were of equal interest for the current study. I was confident they would agree to participate enthusiastically again, and they did. However, when I invited public school teachers and counselors and high-level officials in the Department of Education to participate, most either declined or were willing to answer only the most innocuous questions. I said at the beginning of each interview that should the participant become uncomfortable at any time during the interview or prefer not to discuss a matter, he or she was free to stop the proceedings without consequence. Most of my interview participants said they were willing to be quoted by name. However, I decided to treat most of the interviews confidentially. My reason was that reprisals against some of the participants may have resulted if I identified them by name or provided too much descriptive data. I therefore have used pseudonyms for most interview participants. I also destroyed the interview book that held actual names by shredding it at the conclusion of the study.

## Development of the Survey Instrument

My experiences as the principal of one of Bermuda's private schools for 11 years, interviews and archived research done for my master's thesis, and conversations with members of Parliament representing both the UBP and PLP helped me formulate an interview guide.

The interview script had structured and unstructured questions. Structured questions are predetermined; they keep the interview on track. Unstructured questions include a few main questions, but the investigator primarily relies on probing. This may include open-ended questions and experiential questions with the goal of arriving at conversation. I developed my

interview script through my understanding of the successes and failures of education from working as a private school principal and a public school teacher in three schools in Bermuda.

### Data Collection Procedures

Before each interview began I asked the participant to sign an informed consent form. Informed consent is the process of communication in which an investigator communicates the details of the research to the participant. Informed consent covers confidentiality, withdrawing without consequence, and informing the volunteer about the research topic. I planned that each interview would last for approximately one hour. Some interviews lasted considerably longer than an hour and some ended within just a few minutes. Interviews were conducted in quiet settings at homes, offices, or in a restaurant. Interview times were arranged at the convenience of individual participants. With the permission of each participant, the interview was recorded with previously structured questions expected to coalesce into conversation. I then transcribed the interviews. Four educational colleagues reviewed my preliminary interview questions and recommended changes that were incorporated into the final interview questions.

Data collection began following a phone call and letter to each prospective participant. At the end of each recorded interview, I transcribed the material and used a CITI (Collaborative Institutional Training Initiative) certified auditor to extract any bias in language and locate themes. As the investigator I wrote notes about each of the interviews to create an index of the conversation for use during any return visits (Henige, 1982; Patton, 2002). During the course of my interviews, I compared incidents, which led to tentative categories with an emergent design (Glaser & Strauss, 1967).

### Major Research Questions

Two major research questions were examined in this study, as follows:

1. What have been the perceived philosophies and major purposes of the Bermuda public schools in the era of restructuring that began in 1987 by government officials and business leaders, social activists, public and private school principals, public school teachers, public school counselors, and other educators?
2. How effective have the Bermuda public schools been in impacting the economic and social health of Bermuda and on White and Black male and female students since 1987?

### Data Analysis

The data used in this study were documents and recorded interview transcriptions from 35 participants including Bermuda's former and current government officials and business leaders, social activists, principals, teachers, counselors, and other educators.

### Document Review

I reviewed certificates, policy papers, licenses, mission statements, acts of Parliament, and political party platforms in order to answer questions about such matters as the shifts that occurred in the 1960s and the debates in the Upper (Senate) and Lower House of Assembly. I looked for indications of the impact of educational and political leadership on the Island over the years and sought out the underlying philosophies and major purposes regarding public education in Bermuda.

My first approach to documents was to visit the Bermuda Archives and speak with the head archivist. I also spoke with the Speaker of the House of Assembly to find out which documents were readily available and accessible to me. Personnel at the Department of

Education were another source of information. Again, my purpose was to understand the dynamics that created the education system in Bermuda.

### Interview Analysis

According to Henige (1982) it was important to transcribe conversations as soon as possible in case another appointment was needed. Transcribed interviews were examined and information sorted into like groups. Data analysis revealed themes presented in a thick, rich description that communicated understanding, I used the constant comparison, step-by-step method described by Glaser and Straus (1967) who said that when data were collected, they should be analyzed concurrently by looking for possible interpretations. This involved employing coding procedures. The coding consisted of naming and categorizing data in a process that then revealed themes that were in turn developed into patterns and theory (Merriam, 2009). Data should be reviewed many times to discover emerging codes. Findings from interviews and documents were categorized with index cards, compared, and interpreted. Conclusions were drawn from data that was analyzed and interpreted. The explanation of such conclusions provided answers to my research questions.

As researcher I was involved in a process of making sense out of data. Meaning, then, constitutes findings that should be recorded in descriptive accounts with themes of recurring patterns (Glaser & Straus, 1967). I completed the analysis simultaneously with data collection. Collection and analyses occurred both in and out of the field. Practically stated, transcripts were compared and reflections were made that were useful to inform the next study.

### Researcher's Bias

I am a native male Bermudian who lived on the Island until the early 1960s. When I was 11 years old, my scores on the transfer exam resulted in my assignment to St. George's

Secondary School, which was then called a *secondary modern school*. After a year of attending St. George's Secondary School, my parents sent me to a boarding school in the southern United States. Later, as a 17-year-old freshman at Wilberforce University, a historically Black institution in Ohio, I found each day filled with excitement because of the pressing grievances of civil rights activists, including student protests and marches reported on the television news. Those news broadcasts depicted a daily struggle that united Negroes under the leadership of Dr. Martin Luther King, Jr. and Malcolm X. During my adult life, I have served many years as a school teacher and as the principal of Bermuda Christian Academy. As such, my bias is a factor that I must bear in mind to enable me to reach the best possible conclusions and recommendations based on the data I have obtained.

### Trustworthiness

Creswell (2003) listed eight working tools to achieving trustworthiness. They are:

1. Triangulation for accuracy that requires cross-checking of a variety of sources to confirm emerging findings;
2. Member checking wherein participants confirm information about the researcher's interpretations;
3. A "rich, thick, description" that led the reader to the setting;
4. "Clarification of bias from the researcher's up-bringing and background" (p. 196);
5. Presentation of "negative or discrepant findings" counter to the themes the researcher has found (p. 196);
6. Spending a "prolonged time in the field" that would develop an "in-depth understanding" and add "credibility to the narrative account" (p. 196);
7. "Peer debriefing to enhance the accuracy of the account" (p. 196).



8. “Use of an external audit to review the entire project” (p. 196).

To Patton (2002) qualitative data were accumulated from the interpretation of perceptions. However, Henige (1982) said that such perceptions would change in the course of time and that, because oral inquiry relies on memory, it “makes cheats of us all” (p. 110). As an additional component of trustworthiness in my study, I provided storage for data to be accessed.

Reliability refers to the consistency of the study; i.e., that data collected from participants are consistent with the information gathered (Merriam, 2009). Validity indicates the degree to which the data accurately reflect what actually was said. There cannot be validity without reliability according to Merriam (2009).

### Chapter Summary

This chapter describes the research methodology of the study including the Research Design, Limitations and Delimitations, the Researcher’s Role, Sample, Development of the Survey Instrument, Data Collection Procedures, the Major Research Questions, Data Analysis, Researcher’s Bias, Trustworthiness, and a Chapter Summary.

## CHAPTER 4

### RESULTS

#### Introduction

This chapter describes the two major research questions, the sample and subsamples of interview participants, a protocol for confidentiality, data collection, and data analysis. It includes selected interview quotations that I considered to be relevant to the major research questions.

#### Major Research Questions

Two major research questions were examined in this study, as follows:

1. What have been the perceived philosophies and major purposes of the Bermuda public schools in the era of restructuring that began in 1987 by government officials and business leaders, social activists, public and private school principals, public school teachers, public school counselors, and other educators?
2. How effective have the Bermuda public schools been in impacting the economic and social health of Bermuda and on White and Black male and female students since 1987?

#### Sample of Interview Participants

This study is based upon a purposeful sample of 35 Bermudians out of 90 people interviewed between 2007 and 2009. I selected them because they were knowledgeable about Bermuda's public schools and because I respected their candor and strong interest in improving the public school system in Bermuda. The purposeful sample consisted of individuals from each

of the subsample categories listed here. The number of interview participants included for each category appears in parentheses:

1. Government officials and business leaders (8);
2. Social activists (4);
3. Public and private school principals (11);
4. Public school teachers (4);
5. Public school counselors (4); and
6. Other educators (4).

Five participants were White and 30 were Black. That is consistent with the ethnic pattern in public education in Bermuda because the overwhelming majority of officials, employees, and students in Bermuda's public education system are Black. The number of employees in the Bermuda Ministry of Education, the Department of Education, and public middle and secondary schools are particularly disproportionate. To maintain confidentiality, I have specified Black or White racial or ethnic origin only for those interview participants whose views are well known to Bermudians. In some cases I have also omitted other characteristics that could have enabled readers to identify the interviewees.

#### Data Collection

Each interview was recorded and transcribed by me. I had a peer auditor listen to the recordings and check each transcription for accuracy. I sent the interview transcript to each participant and asked him or her to make any desired changes. Those changes have been incorporated into my transcripts.

## Data Analysis

I interviewed a total of 90 participants. As explained later in this chapter, I included quotations from only 35 interview participants. I listened to each interview tape several times and have also read the transcription of each interview several times. I excluded from my analysis those interviews that I determined did not respond to at least one of the major research questions. I also excluded transcripts from parents and students because of the difficulty in assuring subsamples that were representative of individuals in those categories, as well as transcripts from respondents that were unduly repetitive of those I have included. For each of the remaining 35 interview transcripts, I identified the comments that related to Major Research Question 1, the comments that related to Major Research Question 2, and the comments that did not relate to either research question. In cases when the interviewees' comments relating to both research questions were intermingled, I extended my quotations under Major Research Question 1 until they reached appropriate breaking points. In a few cases I included some of the comments under both Major Research Question 1 and Major Research Question 2 to facilitate understanding.

### Protocol for Confidentiality Versus Disclosure of Identities of Interview Participants

Pseudonyms are used to protect the confidentiality of teachers, principals, counselors, and most employees in the Department of Education against possible reprisal. I have also omitted any descriptive information that may identify such individuals. Pseudonyms include Ms. or Mr. and last names only. Because the high-level government officials, business leaders, and social activists spoke on the record and because they are accustomed to being quoted by their names in the news media, I have used actual first and last names to identify such well-known participants and their current or former positions. To facilitate understanding I have listed the actual names of the interview participants who were public figures at the beginning of the section for each

subsample in alphabetical order. Then, I have listed the pseudonyms of the remaining participants in the same subsample in alphabetical order.

### Findings Related to Major Research Question 1

What have been the perceived philosophies and major purposes of the Bermuda public schools in the era of restructuring that began in 1987 by government officials and business leaders, social activists, public and private school principals, public school teachers, public school counselors, and other educators?

#### Government Officials and Business Leaders

Most of the current and former government officials have been or currently are business leaders as well, and vice versa, so they are grouped together here.

Mansfield Brock (Black) is a former Chief of the Bermuda Monetary Authority. He was the first President of Bermuda College and is now a financial consultant.

We don't have it in the constitution that everybody has to have an education. All children are required to attend school up to a certain age. Nothing mandates certain levels of achievement. Teachers ought to first agree on the terminal objective. The route is immaterial.

Maxwell Burgess (Black) is a former Deputy Premier (United Bermuda Party) who is now a business leader.

Teaching requires a fundamental quality, love and affection for the student. While Barak didn't get in Berkeley, teachers back then had to make sure he could count his money, to have a good conversation and feel good about himself. So what they did by extension was taught kids life skills.

Wayne Perinchief (Black) is a former Minister of Cultural Affairs (Progressive Labour Party) and a former Assistant Commissioner of Police. He currently serves as the Deputy Speaker of the House in Parliament and is the newly appointed National Security Officer. "The

assumption was [that] public school would provide the labour in the hospitality industry, and private students and foreigners would take over management.”

Randy Scott (Black) is the Parliamentary Registrar.

Education should be evolving. It is to produce a decent citizen and human being. Policy has been piecemeal, flavor of the month. Integration hurt Blacks. We looked to be ingratiated for acceptance from Whites in terms of our education level. We looked for validation from White institutions as to whether we were performing well enough.... We need to identify clinical issues early. Young people have a different learning style called imagery, which teachers need to be more accommodating, and stop the piecemeal and flavor of the month.

Sir John W. Swan (Black) is a former Premier (United Bermuda Party). He is an alumnus of Howard Academy and is now a business leader.

Our generic philosophy is to assist the individual [students] to achieve their potential. Every child should be given the chance to have an education, and that child should develop to its full potential. And it's government's job to provide the facility.... We need to prepare individuals to pursue a career or endeavor that enhances the quality of their lives, and it causes them to evolve in constructive ways, which allows them to contribute to themselves and others.

### Social Activists

Maxine Esdaille (Black) is a former Senior Curriculum and Assessment Officer in the Department of Education and a social activist.

We have these nice sayings, like “Every child a winner,” “Education for all,” and “Striving for excellence.”... Education should be that within every child there is this opportunity to be the best they can be. Every child can learn enough that he is a success in life.... Education includes emotional, spiritual, financial and natural [aspects].

Dr. Eva Hudgson (Black) is a former teacher at a public secondary school and a social activist.

The Adventist ethos is to become Christians. Saltus is to be the bosses; Warwick Academy is preparation for university. Berkeley's is to run the country and the BTI's was success. Berkeley's edge became arrogance. The end result is the ethos. The Public schools' goals keep changing. Tech shut at an interesting time, when these young men had developed that ethos that I'm going to be somebody, graduating with skills at 16 years old, and the purpose of going to be the boss.... The purpose is to make one

responsible for self and the wider community and to participate in all aspects of the country.

Dr. Calvin Shabbazz (Black) is a business leader and a social activist.

Education is a right.... We need to minimize competition element which directs people in terms of motive to get recognition as opposed to a learning experience. We need to produce well rounded students in terms of social, etc., and be able to teach using the wrong answer. We need people with passion, real love, and devotion.

We ought to have a constant examination of the facts, that way you grow, and are able to cope with your environment. There should be a National Parent Teachers Association which would cross boundaries. That way a village raising a child is more self evident and we won't get hung up on "My school is better." We need to answer to a common set of rules and by-laws, and start supporting one another.... And we should have a brigade across schools that students could join that will take them from membership to leadership.

Craig Simmons (Black) is an economist and lecturer at Bermuda College and a social activist. "Education is the Greek idea of balance, body, soul and spirit. If all you do is bring home the bacon, then you are out of balance. ...education is the key."

### Public and Private School Principals

Bob Lennox (White) is a former principal of Warwick Academy, a private school.

The first change would be to introduce philosophy, the goal in the middle of the target. Bermuda needs to identify a training college, and have some serious dialogue to develop teachers... It needs a radical shake-up. It's not healthy to have [the] public school [population] at 99%. Introduce an overseas curriculum, with Bermuda history and other interests to be assessed by assessors. Introduce through law for the sake of the nation. It's too important.

Ms. Adobe is the principal of a public primary school.

Maxwell Burgess said Public education is a Black thing.... Berkeley with parents pushing for their children to succeed.... The importance of knowing yourself, and understanding the sacrifice made for us as a people. All people have a right to an education. It is vital to reach their potential.... We need to develop the whole person to think creatively. Sociologist Roy Wright says that if our government is really concerned about change they will teach people to create love.

It seems as though we hate each other! We need to start trusting ourselves. The system was not designed for our children to succeed. Then they talked of middle school. Everybody had a problem with middle school, children had an opportunity to find out who they are, and experiment without the pressure of grades. But parents were not

brought into the concept and they didn't buy-in. The first report card said "Satisfactory" [meaning] doing well and no letter grades. And when parents made an outcry, the Department reverted back to junior high school. It didn't work then or now because the grades are subjective. The curriculum is not designed to meet the needs of our children. Some people are hard bent on ensuring that the public system does not succeed, which is why they built private institutions. They want by design that system to work. I thought the new government was bold enough to say public and private [schools] would be assessed the same way, standardized tests. A lot of people were surprised at the level of quality of their brochure and their communication in the 1998 election. Before that, we hadn't the sophistication. Other people may have put money to assist in winning and perhaps had to be paid. Other people may think private schools are better. There was an upsurge of building that occurred.

Ms. Allison is the principal of a public primary school.

We need to intentionally prepare our students for the needs of our community. We're trying to build character and ethics in our young people, and help them understand what the work ethic looks like, in that work in itself is rewarding. They have been raised on "What I get for what I do."

Discipline is not about punishment, it's about me understanding the expectations for me as a part of this community. Then we have developed a thinker. If they respond only to licks, then we have done an injustice to our children.

Ms. Bertie is the principal of a public primary school. "Mature relations are a viable goal; you don't see Whites coming to public schools. I am passionate and here to do the best job I can. My focus is to get the services needed on a more consistent basis."

Ms. Bloc is the principal of a public middle school. "We need more male teachers [to be] positive mentors."

Mr. Dobbs is the principal of a public middle school. "Every child can succeed with the right opportunities."

Mr. Jeque is a retired principal at a public secondary school. "Everybody can learn at different levels. There is a lack of strong Black males."

Ms. Ladd is the principal of a public school.

Education is an earning power, but also important for the development of the whole person. A well-rounded education will provide anybody with the tools to live anywhere.... Develop all aspects. We are not a system of schools.... Decide on the



direction and stay on it, even this curriculum.... We need to create a proper vehicle that's not political. We need a prayer focus just on education. Look back to God for guidance.

Climate is critical, the environment needs to be a positive one which shows that education is valuable and important, that builds self esteem, where children don't feel belittled by language engagement, and have qualified teachers. There ought to be more emphasis on choosing the direction of your life. The system is aiming to provide that kind of direction. Demonstrate that you love children. Respect them fundamentally by the way you engage with them. Give them eye contact. Know their names and be warm toward them.

Ms. Potier is the principal of a private school.

The responsibility is to prepare people for success and give back to the community. And to maintain international standards, making people accountable, retaining good people sand staying on the cutting edge. A public principal focuses on getting good qualified teachers. An effective teacher puts students' needs at the centre, can differentiate instruction, has effective school management and is committed and dedicated, and is prepared to go the extra mile.... We need nurturing schools with accreditation.

### Public School Teachers

Lavitta Foggo (Black) is a former teacher at Berkeley Institute and a member of Parliament (Progressive Labour Party). "Education is the key to open doors to avenues of success. Society wants people to make it better, we need to compete globally."

Mr. Kempe is a teacher at a public middle school. "We need to meet children where they are."

Ms. Prince is a teacher at a public primary school. "Our goal is to give the best education and love for learning."

Ms. Vine is a teacher at a public primary school.

Boys are mobile they want to move. The school system is fit for girls. That's why they excel more. Boys want to do practical things outside like gardening, woodwork and carpentry. And boys are better suited on the computer, i.e., visual.

## Public School Counselors

Ms. Austin is a counselor at a public middle school.

We must meet the kids where they are and be flexible.... Children like a flower need the proper environment to grow. All children can learn.... [The purpose of education is to enable children] to survive in society and be healthy citizens.

We need a spirit that lifts and makes young people feel valued whether academic inclined or not, and to ensure that all our young people are developed in a well rounded way.... We need to intervene earlier instead of waiting until high school where they're frustrated and turned off.... [We should] make parents accountable with fines.

Mr. Hill is a counselor at a public primary school.

Everybody can learn. Maximize the potential [of] every student... Education is personal to me; every kid has my last name. Would I let them fail? I would find a way. I will make a difference.... Find a way to impact kid's lives and make them excited about learning. ...equip you to be able to function independently.

We need to build a culture based on research. We need a strong male presence. We either design things for success or failure.... Find a way to impact kids' lives and make them excited about learning. [The purpose is] ...to equip you to be able to function independently.

Ms. Jones is a counselor at a public senior school. "The hidden belief is that all children can do well.... Education ought to be truly democratic. You shouldn't have to pay to get a really good education.... To keep society going, enlighten people. Knowledge contributes to happiness."

Ms. Johanson is a counselor at a public primary school. "Every child is a winner."

## Other Educators

Llewellyn Trott (Black) is the Vice President of the Technical Unit of Bermuda College. "Elevation of vocational [education] on the same par as academic In Germany the mason, surgeon and the engineer are on the level as equals.... The vision, the goal and the standard don't change. You have to perform."

Dr. Roy Wright (Black) is a former Dean of Arts and Sciences at Bermuda College.

Education for what? To groom him for that career... Bermuda needs a third economic base, hospitality management and insurance degrees, international business, university programs, marine and satellite systems. The question is “Do we know what we need to solve or what we’re looking for?” Clearly, what we need to solve is a problem facing us here in the most isolated place on the planet, which is to make sure that our children are getting empowered to take their place and fill the jobs of our country.

Ms. Elliott is an official at the Department of Education. “Character education is to develop internal qualities, responsibility and excellence, and make sure what we do connects with the real world. Children always come first and all children can learn.”

Ms. Wainwright is an official in the Department of Education.

The Education Act, to meet the needs of all people. The Act is very ambiguous, and needs to be more specific... I’m suggesting an alternative program that looks at teaching the basics in math and language, and then getting them right into an apprenticeship at the end with a certificate, so they can go on to the next level like a trade, trade schools.

### Findings Related to Major Research Question 2

How effective have the Bermuda public schools been in impacting the economic and social health of Bermuda and on White and Black male and female students since 1987?

#### Government Officials and Business Leaders

Mansfield Brock (Black) is the former Chief of the Bermuda Monetary Authority. He was the first President of Bermuda College and is now a financial consultant.

Boys in Bermuda traditionally gravitated to the trades, to crafts and to occupations because of the Dockyard. And Black Bermudians had virtually a monopoly on certain careers, such as carpentry, masonry, plumbing, electrical, tiling, etc. And they passed it on to their children. Historically, during the times of Jim Crow in Bermuda, neo-slavery, the school leaving age was 13, until 1995. Former Senate President Albert Jackson said that education was the only weapon we had. Parents had [envisioned] a higher degree of potential in females. They didn’t want the girls to get in trouble, so they kept them in school longer. They taught them differently, treated them differently, they had different expectations and in many schools they taught them in different classes.

They closed Howard Academy in 1955. I can tell you categorically what happened. D.J. Williams, the Director of the Department of Education, believed in innate ability, and he was saying that “You can’t make a silk purse out of a sow’s ear.” “You cannot make good furniture out of box wood,” meaning some children are educable and

some are not. The official line of the Department at the time 1955 was “Some people are born leaders, others are followers.” Howard was closed because they were getting educated. At that time there were exams given to Black children called School Leaving Exams. It started at St. George’s Secondary [Modern School] and it went to all Black schools, not White schools. I put it in the incinerator for a bon-fire.

We don’t have it in the constitution that everybody has to have an education. All children are required to attend school up to a certain age. Nothing mandates certain levels of achievement. Teachers ought to first agree on the terminal objective. The route is immaterial.

Maxwell Burgess (Black) is a former Deputy Premier (United Bermuda Party) who is now a business leader.

What needs to be done is to take some of the Ministry administration responsibility and give it to the boards governing the schools. There are too few of the citizenry interested or involved. We need to get back to some old-fashioned principles. We need to go back to the stakeholders, parents, community and businesses. The main disconnect is racism; 21<sup>st</sup> Century apartheid is Bermuda’s education. To effect change, go to the Minister of Finance and work out a pension plan, then tell the Department that we are going to define our goal and meet them, or you’ll meet your pension. Black males are falling through the cracks.

Sir David Gibbons (White) is a former Premier (United Bermuda Party) and a former board chair of Bermuda Technical Institute who is now a business leader.

Brock was horrified when Marion Robinson [the newly appointed Permanent Secretary] who had the immediate responsibility [of] saying [Bermuda] Tech must be closed, and that all the facilities were going to be transferred to the Berkley College. I believe Tech should be operated independently as a secondary school.

Elvin James (Black) is the former Minister of Education (Progressive Labour Party) and currently is a member of Parliament (Progressive Labour Party).

School X is better. Middle school is taking the children all over the country. Every child requires quality education. The four pillars are family, community, church, and school. We need legislation to force families to comply. Peer pressure becomes the #1 issue as a result of the age of technology. The cell phone becomes their world. It eliminates even the need for writing. Technology is there, but the need for a literary background is not. It has limited the scope of our children’s understanding. We desire well-rounded citizens, that is why we teach an array of subjects. We should know how we came, functioned and managed, which will make them proud or determined. We had something that worked. I don’t believe the private system is working better than the public system. All they’re doing is getting the cream of the crop. We need some technical learning available, especially to our young boys. It’s a must.... We’ve become so academic orientated, that

we've cut out the physical portion. Competition is out completely. The old system was elementary and secondary. Now it's primary, middle, and senior schools.

Phil Perinchief (Black) is a former Attorney General and Minister of Justice (Progressive Labour Party). He now works as a lawyer.

Berkeley at that time was the best school in the country. We left there at 18, because we would have done the higher school certificate, or equivalent to "A" levels, and went straight to Oxford, Cambridge, Yale, McGill or whatever. Whites were not sending their children to Berkeley; or to our fairs. They knew that Berkeley was out-performing them as to results. In Latin, French, and Spanish we excelled in their system and what it did was brought us to a relative consciousness of ourselves. In the 1960s and 1970s, a flood of books educated us as extra curriculum. We read books like *Pedagogy of the Oppressed*; we studied Franz Fanon and looked at other ways of learning about ourselves. The minute that started to happen there was a concerted effort to open White schools to Black kids. And the UBP began to strip our schools. They closed Howard and they closed Tech and they tried to make Berkeley a middle school, systematic destruction of Black education. Added to that they have removed all the old names of schools our parents, grandparents and great grand parents attended when they could have named certain buildings after the people. Meanwhile, all the White schools [histories and legacies] are intact with pictures, medals, cups, trophies and the like.... There was this concentrated effort to stop this flood of Black talent because these people will come back and they'll run the country, and our White kids will not be able to compete; and it's happened. Again, the public system was deliberately broken, because it served Black people. They stripped the stanine, (it could have been an assessment, and taken again a 14) they stripped Berkeley, and they attempted to have one big CBA. And, it was Berkeleites [they] used to do this.

Marion Robinson and Gerald Simons... a system that was inherent and designed to ruin Black people's education. So they broke the system that was serving Black people too well. Sir David has said repeatedly that the Bermuda Technical Institute was closed because it was too successful, it exceeded its mandate.

[The] Hopkins Report recorded that there should never have been an instituting of the middle school.... The Glasgow & Leeds research called middle school detrimental to even the brightest students.... [The] UBP Deputy Premier said it was the biggest mistake.

Wayne Perinchief (Black) is the former Minister of Cultural Affairs (Progressive Labour Party), the former Assistant Commissioner of Police, and currently the Deputy Speaker of Parliament (Progressive Labour Party) and newly appointed National Security Officer.

The Empire needs dismantling. It's important to set up the Tech as a standalone institution.... At one time Berkeley did the prerequisites for Cambridge. As a private school it couldn't support itself and turned to Government for assistance. The trade-off was they were to accept non-academic students, thereby lowering the standard. Government further tried to erode the status of Berkeley to a middle school. Then

government took away the Eleven-plus exam, which strained the average student, so they ended up with non-academic students and diluting the level of education. As it is now, the public system would not produce the kind of individual based on the fact that government removed the standard. The Bermuda Secondary Certificate, I consider an invalid certificate, doesn't correlate to any international standard. The BSC is not a sufficiently high degree of education to allow them even to enter the BC without remedial development. The BSC cost us a half a million dollars to divorce ourselves from the colonial system. The government imported a system that the entire populace was vehemently against.

Males develop in a different way and pace [compared] to females, and in the current system Black males are conditioned by the fact that they leave a matriarchal home, enter a maternal education system dominated by females, and they are looking for direction, for a strong guiding hand. A lot of them whom we describe as disruptive are simply exhibiting machismo that hunkers out at a certain age. At 13, 14 and 15, my energy level was so high, I had to get from behind my desk every 15 minutes to blow off some energy. It's not ADD; that's rubbish. The whole system has been skewed against male development. I was appalled to hear that otherwise normally functioning males were being given Ritalin. You should not be giving children who are otherwise normal suppressant drugs so they can sit behind a desk and conform to some abnormal standard of behavior. And I think the vast amount of young men would benefit from male-only classes. When male schools are promoted, they are considered sexist; the males have been lost in the shuffle. Not as an adjunct to academic education. We've had about four Ministers of Education and not one of them had the brass or metal to say "I'm putting the Tech back." And there's been great pressure and encouragement to put back the technical education system. The natural inclination is a five-year window is needed to make radical changes, but this our third term. The Hopkins Report speaks to the vestiges of colonialization of our psyche. Teaching moved from what the student needed to what the system required. Black Bermudians were handed a double whammy, the down-grading of tourism, which coincided with the down-grading of education. It was a balancing act, closing Tech, raising air fares, declining tourism economy and introducing the exempt companies. A great atrocity has been perpetrated on Black people. We had a middle class and the UBP tried to destroy it. We could have developed our own economy. We were separatists but became focused on integration. That infamous word was one way and weakened us via moral imperative.

Randy Scott (Black) is the Parliamentary Registrar.

What happened to Black males? [Bermuda] Technical Institute was phased away because it was producing too many capable Black men. The impact of the policy decision was made back then to dissuade successful Black men from going further, was based on race ignorance and fear. Restructuring is part of the problem. The other part is societal change; families breaking up because of divorce.

Youth today have a different learning style, imagery, TV, videos, DVDs, BlackBerry, etc. So our teacher base needs to be more accommodating, because our children are extremely visual, and it's important to be adaptive. The need is to identify clinical issues early, ADD, ADHD, etc.; so as to be preventive. Our economy is two tiers, with international business and tourism. Emphasis should be placed there to assist our

students in understanding it, and to adapt to it, this ever changing technology. We need to make sure that teachers are equipped with skills that they can pick up on issues in the classroom. Seminars, overseas requisite training and cross fertilization of new teachers should be made available. Policy has been piecemeal, flavor of the month. Integration hurt Blacks. We looked to be ingratiated for acceptance from Whites in terms of our education level. We looked for validation from White institutions as to whether we were performing well enough.

Education should be evolving. It is to produce a decent citizen and human being. Policy has been piecemeal, flavor of the month. Integration hurt Blacks. We looked to be ingratiated for acceptance from Whites in terms of our education level. We looked for validation from White institutions as to whether we were perfuming well enough.... We need to identify clinical issues early. Young people have a different learning style called imagery, which teachers need to be more accommodating, and stop the piecemeal and flavor of the month.

Sir John W. Swan (Black) is a former Premier (United Bermuda Party). He is a Howard Academy alumnus who is now a business leader.

We need to make one decision, to find the best. A change should come in the replacement of the BTI and dormitories to accommodate boys 8-14. We need to create an environment as a refuge where boys may be taught by men, so they'll get the male image, of what males' [lives] are like because if he gets the female's image of what males are all about, it's a different thing all together. We need a certain amount of elitism. There should be one school of excellence in public education.

Understand the students' innate desires and interests and cater to them. What the Department is doing is saying a core curriculum is the be-all and end-all of the program, and if you don't qualify academically, you fail. And that's the fundamental flaw in our system.

There are a lot of entrenched ideas in the system. In the public school at the high school level, either BI or CBA should be that you get in because you qualify, and to remain there you have to stay qualified. And the kids who go to the alternative schools know that if they qualify, they will be seated. What you have now is mediocrity. The restructuring occurred the same time the economy was taking off. While society was growing, it was also producing social problems, while education was in reform. The Department became an industry so busy managing each other; they forgot to manage the education system for children. That's why teachers are complaining all the time. They became such a bureaucracy and spent their time arguing who's in charge and what should be done. They confused teachers, students and parents so that levels of frustration set in so that nobody benefited.... The Department still has these pseudo-academics pushing the idea that everything has to be about passing exams and tests, keeping the system into purely academics.

## Social Activists

Maxine Esdaille (Black) is a former Senior Curriculum and Assessment Officer in the Department of Education and is now a social activist.

We were focused on equality, not equal opportunity.... The worst thing that happened to this country was integration. It sounded the death knell for public education, and for education of young Black males. With the coming of integration... there was this withering away of the feeling this is ours, and that our schools were not good enough. Somebody else is better. We should listen to other people. Until that time we believed that those people who were educating our young people were the best there were. But we started thinking we don't know. We had the best education system in the world. Few education systems have as many teachers who have M.A. degrees proportionally, people who have years in the system, and the amount of training, and still don't believe that we know, somebody else has to validate us. The original assumption was the importance of education for everyone. We're not listening to older people anymore. We keep throwing away things we've developed, which may need to be tweaked or improved. We don't believe in ourselves. We don't recognize our worth. When I decided not to learn, I stunted my growth.

The work of a child is not to sit still all day long. He's evolving, and the brain physically doesn't allow him to do that. Use movement, music, and mobility to benefit him.... We need a long-term strategy; we were focused on equality, not equal opportunity. We haven't stated or articulated a philosophy or decided what that is. We have these nice sayings, like "Every child a winner," "Education for all," and "Striving for excellence."... Education should be that within every child there is this opportunity to be the best they can be. Every child can learn enough that he is a success in life. Teachers, what is your role in the classroom? How can you demonstrate that you love the children?

Dr. Eva Hudgson (Black) is a former teacher at a public secondary school and is now a social activist.

With integration came a general indifference and the drive disappeared. Families and communities lost the sense of achieving. When Blacks gained the Ministry in 1998, there wasn't a sense of urgency to educate our children, i.e., motivation ought to have come from the top, but concentration was on ambition and desires rather than a burning ambition for the collective community. It was about improving circumstances.

The culture is changing rapidly and part of the reason for change is because the Black community is disintegrating because of the superficial integration. Integration engendered individualism, a "me-ism," which had not been able to exist before. What happened is that society, not just the education system, was geared toward girls. The Black community didn't mind their boys working under Whites, but their girls were not going to be maids.



Dr. Calvin Shabbazz (Black) is a business leader and a social activist.

We say were staying consistent with technology, yet the amount of preliminary information is inferior. When you get this right and are in a school, you are under privileges to be there. If you don't adhere to the guidelines, then you lose your privilege. Discipline should be handled with zero tolerance; every people in the world that's not empowered festers vices. They broke the rules and there are consequences.... Black people were separatists up until integration; we didn't need Whites. Integration brought disintegration for Blacks, which disrupted and destroyed public schools.

Craig Simmons (Black) is an economist, lecturer at Bermuda College, and social activist.

To implement change ask, write, demonstrate.... If Bermuda is to mature as an offshore financial center, it can't do it without an educated populace. Right now 60% of Bermuda's population has nothing more than a high school qualification. That is antithetical to the concept of a knowledge economy of an off shore financial center.

Our culture among Black males does not encourage me to be educated.... If all you do is bring home the bacon, then you are out of balance.... The biggest problem in the education system is middle school. It seems a waste of time, a no-where place, no challenge!

Bermuda is a qualitatively different place in 2007 than it was in 1987. The world around us has changed and it has changed us. Part of the problem is we haven't. We need to rethink the entire concept of education. The concept of an academic education in Bermuda is based upon a British agrarian model, which is clearly not appropriate for where we are in 2008. Government doesn't understand where we are, or what International Business is. They treat international business as an entity that exists for the locals to sell clerical services. There is no vision for IB being an enterprise Bermudians can participate in a meaningful way. We don't have faith nor the confidence in or ability to run an offshore financial center, which is what we are.

It's not surprising we have to import so many people. As a business, it's very costly to import accountants, actuaries, and brokers, because he's coming with his family. It would make financial sense to recruit locally. So the IB are only reacting to the reality on the ground in Bermuda. We have some pre-sixties views of IB and because we don't understand it we are destined to destroy it. We don't understand the fuel it needs to survive. We don't have a vision, and based on that ignorance, we're not developing policies into it.

What's missing is the environment in which we exist. It's extremely special. That's the key! We have displayed a gross neglect for it, primarily because we don't understand it. Water should be a major feature. Again, 60% of the working population with high school diplomas tells me straight up for the knowledge based economy you failed. You're not able to supply the market, notwithstanding the fact that 50% of the children in high school are in private sector [schools]. We should allow principals to take risk. If he fails, he's fired. If he succeeds he's rewarded. Let the community decide and parents select the new applicant. You then create community, because the people have the power. We need to think like water people, i.e., Bermudian. Terrestrial Bermuda is only 22 square miles, marine Bermuda is 220 square miles. The purpose of education is to have the skills to survive and the ability to appreciate the aesthetic.

## Public and Private School Principals

Nigel Kermodé (White) is a retired principal of Saltus, a private school.

When schools were parish-orientated, they were much stronger and more intimate. Teachers knew the students and parents, so there was a very strong sense of community. That all disappeared with the senior schools. When you take away a finish line, runners don't know where they're aiming for, lack of an end point. There's no impetus for forward movement. People begin to drift, and they become progressively more disenchanted. The purpose of the public senior school was to get everything in one place, make it bigger and more efficient. The senior school principal focuses more on managing behaviors than imparting knowledge. Teachers need to understand the child in as many dimensions as possible and seek ways to realize that... potential. They need to get the basics right, class size, resource commitment and a general feeling of public satisfaction.

Bob Lennox (White) is a former principal of Warwick Academy, a private school.

Warwick had been a part of the public system since the 60s. Warwick dropped out of the restructuring of [the] public system in 1990 because government intended to make it a middle school. It's an all-age school with a seamless curriculum which is vital. Bermudians allow [the] perception that private is better. Public [school student population] is 99% Black and private is 90% White. Warwick is 65% Black and 35% White, which is equivalent to the population. When Bermuda is serious, they will need to recreate [the racial] mix in line with the Island. Warwick is mixed by socio-economic class and race. Whites don't participate; that's always the problem. It may have to be imposed. Warwick is measured by international exams. At 16 they do the General Certificates of Education, and at 17 they do the International Baccalaureate. The biggest weakness in public schools is a lack of understanding of "how" to teach. Bermuda needs to identify a training college, and have some serious dialogue to develop teachers. Fifty percent [of total student enrollment in] private is pretty horrific. If you factor in home schools it's even more. It needs a radical shake-up. It's not healthy to have public school at 99% [Black enrollment]. Find the proportion and effect a change throughout the entire system. Schools can be semi-independent, a fee for everyone. We [could] all shell out two or three thousand dollars, which will make a financial investment, not punitive but everybody could afford. The semi-independent system would include Saltus and Warwick to get the same kind of motivation. Introduce an overseas curriculum, with Bermuda history and other [subjects of] interest to be assessed by assessors. Public school is more expandable than private, e.g. Warwick Academy costs \$11,500. Introduce through law for the sake of the nation. It's too important.

Ms. Adobe is the principal of a public primary school.

We are not creating an educated class, because we don't know how it should be structured.... Whites didn't appreciate the government funds that went into building a \$70million dollar school, an astronomical sum. So the newspapers destroyed the school before it opened.

Ms. Allison is the principal of a public primary school.

Black males have different learning styles which allow them to flourish. The previous system was designed for girls, but boys had an avenue in the Tech and Robert Crawford schools' alternative paths.... We need to intentionally prepare our students for the needs of our community. We're trying to build character and ethics in our young people, and help them understand what the work ethic looks like, in that work in itself is rewarding. They have been raised on "What I get for what I do."... Discipline is not about punishment, it's about me understanding the expectations for me as a part of this community. Then, we have developed a thinker. If they respond only to licks, then we have done an injustice to our children.

Ms. Bertie is the principal of a public primary school.

We need to pay attention to kids' coming at a very early age with serious problems. I'm talking about psychiatric levels in some instances. Early intervention by social services on a more consistent level would eliminate some of the things we have to experience. There are a lot of anger issues and more of a challenge.

Five years ago, it wasn't like this. What is happening, and why are the kids like this? We need to pay attention to these little people. The frequency of visits is not good enough. More services should be available, given the type of child we are getting at primary. I need to be vigilant for the children to be their voice and advocate.

Ms. Bloc is the principal of a public middle school.

Children lose support at puberty. Government needs to supplement parents working two and three jobs, and rents are too high. Have standard affordable housing for middle-class parents to ease the burden of finance. Our values have shifted as a people. Education is no longer the focus. Black males are not present in homes, and [with] no positive male influence, they drag themselves up. They see their fathers slacking and do likewise.

The gathering of all males in private schools fosters competition because of the male ego. Attitudes of entitlement seem to be creeping into our culture. I don't want to work but still I get. Children with failing grades and report cards still get to go off on trips. And the streets are calling them.... The Premier has offered free education at the Bermuda College. My concern is that by the time they make that decision, they will have to back-track so far; they will have lost so much.

Mr. Dobbs is the principal of a public middle school.

First, change the educational system so that it no longer falls into the political dictates of the day. [We've had] six Ministers [of Education] in seven years with different visions of education coming from the political base and not an education base. But we have inordinate spending; the dollar expenditure ought to be the same wherever you are. We miss the opportunity to teach about this country in the sciences when we are surrounded with water. We should have the world's greatest marine biology. You've got [a need for] naturalists and environmentalists. If you want sustainable development, it happens right here. This is the forming area. We're not adjusting to the idea that students have changed;

our digital neighbors. They are our vast superiors in a visual nature, lots of technology, they're able to manipulate and teaching has not adjusted to that kind of learning. In P1 they're bouncing around and not ready to sit down long enough to learn the socialization part, because they're in front of the TV all the time. So they call them ADD and they start to move through the system with these labels and never facilitating their learning. And it's not that they can't learn; we haven't adjusted to what they need. We want them to come to P1 writing and reading from day one. The discipline and development is wrong, especially for boys, and those who can't adapt real fast get pushed aside to special education. We need a youth P-0 [Primary-Zero], even for that post-nursery [year]. We have a lot of folks coming through not ready.

Ms. Johnson is the principal of a public primary school.

Currently [only] 50% of Bermuda's children are in government schools, which leads to the assumption that there's little faith in the government school system. The business world does not see their skill level to be sufficient, e.g. applicants [for jobs with] the police cannot pass their requirement for recruits for numeracy and literacy. So the public school is not producing a quality product, and public perception is that the Ministry has not done a good job in steering the course, setting rigorous curriculum, creating an atmosphere where all teachers are dedicated to help the children.

As to public [school] teachers' children in private [schools], these teachers are committed but aware of the pitfalls of the system such as the curriculum [is] not rigorous enough, it's not aligned well, particularly from primary to middle, the expectation of what quality work is not common across the board. And marks of "A" in school X = "B" in school Y and that shouldn't be the case. Girls can work in shops and hotels and banks, and they will train them as they go along. All because of the way society is structured, there are many jobs whether you can read or write, if you have good social skills, can say good mornings and smile you can report for duty. Boys are in a very difficult position. Some of our boys from the time they are yea big are treated in such a negative fashion by their mothers and female teachers. I've tapped classes and found the dynamics from teachers were so judgmental against boys. The child subliminally believes from a little age, for instance, that men are useless, nobody has any respect for them, and generally speaking they get mixed messages, and it's not uncommon that they hear all this, but are bought \$200 sneakers and given material things. They become sadly materialistic and that is where their ego lies, in what I can buy and wear. What women have done to their males! So they would rather look cool and not care about school than to try and fail in class. Part of our problem is that we've so emasculated the men and boys. Blacks become "White-washed." They don't behave as Black boys, they behave as White guys, and their thinking becomes like them. Their whole persona changes, which is very harmful.

Ms. Ladd is the principal of a public school

The Hopkins Report was very quick. It picked up on weaknesses, certainly perception.... We are not dialoguing enough.... Know who you are.... We have what it takes from those who gave us life. If we were a school system, we would have the same goals and would be working as one [single system].

Ms. Potier is the principal of a private school.

The historical development of the system's inconsistency saw a lot of money wasted. They didn't give it time to evaluate certain programs.... To compensate for the shortcomings of parents, provide community workshops.... The recall for corporal punishment [is important].

### Public School Teachers

Lavitta Foggo (Black) is a former teacher at Berkeley Institute and currently a member of Parliament (Progressive Labour Party).

The elitist system developed a stigma because the entire island went to St. George's or Sands or another secondary modern school because they were failing in the public schools. Because of that it was decided that a restructure take place, which could provide each kid with equal opportunity to a quality education. Factors tell today why there is a disproportionate amount of Black males failing, in comparison to the numbers who graduated 40 years ago. Integration played a sub role, the breakdown of family unit and values, the media and technology, the change in values learned in Sunday School and peer relationships. Schools that were traditionally White remained White, and because the students didn't have role models who they could identify with in front of them, many of the values we told them to aspire to fell by the wayside because it took on a connotation that only Whites do that. The media and magazines, reinforced by the TV, depicted White families like *Father Knows Best*. Blacks could see that my Dad's not a doctor, lawyer, or banker but a construction worker or employed by Works and Engineering. In the late 1960s very few Blacks had TVs. People from that era went into the workforce where a more academic background was required, and even though they had the ability to do the job the mindset was "No!" It was reserved for Whites. Still, we tried to build individuals to know they can be all that they want to be. Yet the system remained in place, which said, "I'm not going to let you be that. The only scholarship I'm willing to give you is to qualify to be a teacher." So, yes, the way society was structured reinforced the view to people of that era who later became parents and grandparents of the children we see today. If you want to produce kids who are masters, afford teachers who are masters in their subject and hire teachers in their areas of expertise. The Hopkins Report says we need a professionalization of educators and allow the teachers to become the experts they are. Teachers' responsibility is to point out workforce opportunities to assist them in finding their niche. We have adopted a mishmash of various systems and tried to put together and make one [single system].

Dr. Eva Hudgson (Black) is a former teacher at a public secondary school and is now a social activist.

With integration came a general indifference and the drive disappeared. Families and communities lost the sense of achieving. When Blacks gained the Ministry in 1998, there

wasn't a sense of urgency to educate our children, i.e., motivation ought to have come from the top, but concentration was on ambition and desires rather than a burning ambition for the collective community. It was about improving circumstances.

The culture is changing rapidly and part of the reason for change is because the Black community is disintegrating because of the superficial integration. Integration engendered individualism, a "me-ism," which had not been able to exist before. What happened is that society, not just the education system, was geared toward girls. The Black community didn't mind their boys working under Whites, but their girls were not going to be maids.

Mr. Kempe is a teacher at a public middle school.

The Central Office is not in tune with the needs of our children today. The head of the Department is a reading specialist, so why is she functioning as the person in charge of special education for learning and she is Acting CEO [Chief Education Officer]? If you are not a dermatologist, you cannot work on people's skin. Special education has been in trouble for a long time, and no wonder, because the person at the helm is not in their area of expertise. Education has become so political; probably not who is most effective, but a case of "You know me." And this ineptness trickles down to the education down to the bottom where the children are. We need to meet children where they are.

Ms. Vine is a teacher at a public primary school

But the system is not catering to that, and boys are frustrated. They ought to be doing these sorts of things at P1, where they'd learn critical thinking and survival skills. Leave them alone to figure out the problem. How they get there is the process which is important. You test by observation, survey and spot check. That's how you measure. Find out what boys need and cater to it. You can see what the results were at Tech. Also look at the whole curriculum and see what needs changing. Parents need to know they are the child's first teacher. They must be shown they can help work with the teacher. They lag in support in P3. Parents allow their children to be independent, when they in fact need more supervision because of body changes. In P4, they're left unsupervised when emotionally there's so much pressure from their peers. Some are working packing groceries and when they come home, they still have homework and chores.... Boys are mobile. The system is not catering to boys' movement and they are frustrated. They need to be doing some survival skills involving critical thinking.

### Public School Counselors

Ms. Austin is a counselor at a public middle school. "The ministry is a resource and everything should be geared to the needs of the child.... Pragmatism is about what works and if you make a mistake rub it out."

Mr. Hill is a counselor at a public primary school.

We had a flawed system. Via tests we determined where kids went, and also determined how a kid would feel in reference to his self esteem; the Eleven-plus, i.e., "I'm here because I'm not intelligent." Data showed where the males went, and notably it was the outskirts of the island to schools actually deemed nonacademic schools. Middle school philosophy [is] exploratory learning, engage in character building, [and] encourage applied knowledge.

You set the expectations and they'll jump. They will believe what you say. I want kids to reach their potential, to appreciate how they learn, and to be able to engage with a corporate behavior. This is how you do it.

Ms. Jones is a counselor at a public senior school.

We need to have enrichment programs; a lot of bright kids are not being challenged. We have high flyers and those that need support and that needs to be addressed. The atmosphere of schools, the expectations of the student body, how one perceives the school, and how you are going to invest in the school should all be addressed.... If society is going to spend its money, it should produce strong and skilled and socially conscious good people.

What happened? Black males had [the] cards stacked against them, for example, the old transfer exam, it in terms of human development discriminated against boys.... Howard Academy... challenged all of this. Blacks have beliefs about Blacks, and the White community is slowly emerging from their racist ways. Blacks are in bad shape, because not only have we been discriminated against by the White community, but also by the Black community. Self-inflicted.... I don't think anyone knows what the graduation rate is for the public school. Also, the public [school system] has a different passing mark. Ours is 60%, the private is 50%. We don't know whether we lag behind or not. I don't think we have enough information.

Ms. Johanson is a counselor at a public primary school.

Change mommies and daddies. They don't attend crucial meetings.... In the current system, children are thrown together; and it has led to an unhealthy environment called gangs.... You can count the number of Caucasians and Portuguese on one hand, which is an indication of some deep problems in the public education system. Only a certain category of people go to those two schools.... Corporal punishment was taken out and everything collapsed.

### Other Educators

Llewellyn Trott (Black) is the Vice President of the Technical Unit of Bermuda College.

First remove the stigma about professionalism. Second, education has to be connected. Here should be a track that people can see. We need to teach the child how to think from elementary, how to know where to go to find answers, and how to problem-solve.

Teachers are under pressure to get results. Kids pass tests by rote. If we taught the students to think they would score higher.

We used to believe our teachers were the best. We used to have greater expectation. Then we moved to the city and took away competition. In 1987, the emphasis was on learning, but teachers were struggling with behavior issues. People were talking about the removal of corporal punishment in schools. Corporal punishment has its place and especially on the streets. There are more rules there than in the school. "That's mine. Don't touch it, else there's a penalty, and consequences." In the school, we set up consequences, then make exceptions, consequently the consequences go away and you have chaos.

We could have been better off as a society, [if] some students went to the school their mother and grandparents attended, and there were certain expectations of the way you carried yourself. The only schools in this country now with their history are White, Saltus, Warwick BHS, etc. They've [the White UBP] erased legacies and the names of our schools.... The vision, the goal and the standard don't change. You have to perform. The public [schools'] biggest problem is discipline. The Education Department has become a political football.

Dr. Roy Wright (Black) is a former Dean of Arts and Sciences at Bermuda College.

Historically, White schools are to perpetuate the culture and structure of the White dominant class. The role of education is to continue the status quo in any society. The agrarian system framework is inequality and education mirrors and reflects their intent. Inequality is a built-in feature. In the 1950s Blacks were under [the] assumption that all children were equal intellectually. So what was the purpose of creating secondary modern schools? It is a profoundly iniquitous venture to build secondary schools in the image of the UBP, when your [public school] population is declining from 13,000 to 6,750 students. Education is a process of how many minds we open. We are agrarian because the farmers still have the notion of inferior and superior implicit in it.

Ms. Elliott is an official at the Department of Education. "We need to be aligned with the system."

Ms. Wainwright is an official in the Department of Education.

What's missing is an alternative placement.... Middle school is not the problem, because children are passed off at the primary school too. Now with the criterion referenced tests they will have to meet the mark before going on. The University of Glasgow and the University of Leeds came together about 12 years ago and found out that middle schools were detrimental. Results showed that every time a student transferred [he] lost six months, even if a child is bright, the changing of curriculum or teacher had its ill effects. Yet Bermuda went ahead and adopted middle schools. Warwick Academy has everyone on one campus and a seamless curriculum for transition. You think that the reason folks go to private [schools] is they have no faith in public schools, but the bottom line is they don't want their children with those children. Nothing right now in public school is the best; everything is under review.



[In the past,] Tech was an option. What's our option today?... To get into tech you had to take an exam and pass and work at a high level to remain.... The difference now is that some of these students, who have talents and gifts, may not be able to pass an exam. Boys who can strip an engine and put it back may not be academic. So let's remove the academics and back door it. We import people in the trades were as before Blacks owned the trades.

### Chapter Summary

This chapter presents excerpts from quotations from 35 interview participants. Of that total, 30 were Black and 5 were White. Some long quotations have been paraphrased to condense their contents. Sections of the chapter include the results of the study and the data from transcribed interviews including an Introduction, the Major Research Questions, Data Collection, Data Analysis, Protocol for Confidentiality Versus Disclosure of Identities of Interview Participants, Findings Related to Major Research Question 1, Findings Related to Major Research Question 2, and a Chapter Summary.

## CHAPTER 5

### DISCUSSION

#### Introduction

This chapter presents a discussion of the findings of this study. Some of the findings are presented in a narrative format with selected quotations. Others are summarized in a bulleted listing to make it easier to review the data.

#### Summary of Findings

- Interviewees did not identify any official statements of the Bermudian government about the philosophy or major purposes of the schools.
- Interviewees identified numerous personal statements of philosophy or major purpose for public schools. They included developing a work ethic in their students, preparing students for specific jobs, preparing students for college, and helping students become decent citizens who were concerned about the welfare of others. The provision of a wide variety of social services was another major purpose, including nutrition, medicine, dentistry, and psychological and psychiatric counseling to children.
- Participants almost universally were critical of the effectiveness of public schools since the restructuring began in 1987. The Ministry of Education and the Department of Education took most of the blame. A number of interviewees, most particularly current and former government officials and business leaders, contended that officials in the Ministry and the Department were more interested in their own welfare than they were in the education of children. Those officials were described as incompetent, bureaucratic, and, in the views of some interviewees, deliberately intent on destroying public education as a means of preventing Black people from taking control of government in a society

with Blacks in approximately a two thirds majority. Interviewees also said officials in the Ministry of Education and the Department of Education were too much oriented toward improving standardized test scores of students and in preparing students for college as well as too little interested in helping each student develop into a useful, productive, and decent citizen.

- Principals, teachers, and counselors also were criticized by many participants including some current and former members of those same ranks. Principals were sometimes described as unable or unwilling to take risks and more interested in managing behavior than in imparting knowledge. Some interviewees described teachers as unqualified by training or intimidated by White society. Some counselors were described as too tied to their offices in the Department of Education and too inconsistent in their attention to the needs of students. However, many interviewees also cited obstacles to effective schools that were outside the control of principals, teachers, and counselors. Some of those obstacles included dramatic increases in childbirth by very young and unwed mothers, a prevalence of single-parent homes with no father present, a very high cost of living (particularly for housing), great increases in illegal drug use, and criminal behavior and incarceration (particularly among Black males).
- Numerous interviewees said that the restructuring of Bermuda's public schools since 1987 had been a dismal failure and ineffective in correcting problem areas in the system. Reasons given frequently included political nepotism of Black officials in the Department of Education; rapid turnover of Ministers of Education with equally rapid changes in agendas; too much willingness to import educational programs from the United Kingdom, Canada, and the United States; and too little effort to maintain what had been

unique and successful about Bermuda's history, culture, and marine-dominated geography.

### Discussion

Findings of this study suggest that public schools are not meeting the needs of Black children, especially males. While Bermuda's economy has boomed, Blacks have not benefitted from it. Youth in Bermuda today are not engaged or involved in church or church activities. Consequently, they have a tremendous need for guidance. In recent years there have been six Ministers of Education who failed to address the needs of young Black males. Restructuring education policies has led to ethnic polarization and marginalized Black males; a return to the education policies and practices of 1997 would benefit all students. There is an absence of purpose in the Department of Education. There must be a serious leadership transformation if Bermudians are to bring about the massive change that is needed.

### Findings Regarding Major Research Question 1

These are the findings regarding major research question 1: What have been the perceived philosophies and major purposes of the Bermuda public schools in the era of restructuring that began in 1987 by government officials and business leaders, social activists, public and private school principals, public school teachers, public school counselors, and other educators?

Government officials and business leaders did not cite any official philosophy of education for public schools. One of the nine participants in this subsample said there was no constitutional provision saying all children must be educated to certain levels of achievement. Another participant said, "Policy has been piecemeal." Members of this group overwhelmingly cited the need for public education to prepare students for jobs as well as assisting each student

to achieve his or her potential. One participant said that public schools were assumed to prepare students to fill the jobs involving “labour” in the hospitality industry, whereas private schools and those in foreign countries would be responsible for filling the managerial jobs. Education needs to enable each student to become a “decent citizen.”

Social activists mentioned a variety of purposes that public schools should serve. One interviewee said, “Education is a right.” “We need to... start supporting each other.” One participant said, “The public schools’ goals keep changing.... The purpose is to make one responsible for self and the wider community.” Another said public schools should enable students to fulfill their “emotional, spiritual, financial, and natural” needs. Another participant said, “Education is the Greek idea of balance, body, soul, and spirit. If all you do is bring home the bacon, then you are out of balance.... Education is the key.”

Public school principals were about equally divided between those who were reluctant to answer most questions and those who responded at considerable length. The White principal of a private school said that what was needed was to institute an educational philosophy, establish a training college, and develop qualified teachers. “It [Bermuda’s educational system] needs a radical shakeup.” One public school principal said, “The system was not designed for our children to succeed.” One said, White students do not attend public schools. Two principals said there was a need to find Black male teachers to serve as role models and mentors to Black boys. One said that education is “important for the development of the whole person.”

Public school teachers did not respond to most questions. They did not cite an official statement of philosophy or purpose for public schools. One former public school teacher who is now a member of Parliament said, “Education is the key to open the doors to avenues of success. Society wants people to make it better. We need to compete globally.” In perhaps the most

comprehensive response, one private school principal said, “The responsibility is to prepare people for success and give back to the community... making people accountable, retaining good people, and staying on the cutting edge.” Another interview participant said, “Our goal is to give the best education and love for learning.” Another interviewee expressed a belief that is emerging as an overall theme, which is that, “Boys are mobile; they want to move. The school system is fit for girls. That’s why they excel more. Boys want to do practical things outside, like gardening, woodwork, and carpentry.”

Public school counselors were generally in agreement that public school children should be treated as individuals. One said, “We need to intervene earlier and not wait until high school when they’re frustrated and turned off.” Another made several suggestions including the need for schools based on research, “a strong male presence.... Find a way to impact kids’ lives and make them excited about learning.”

Other educators also did not mention an official statement of philosophy or major purpose for public schools. However, one interviewee said that the Education Act needs to be more specific. Another participant advocated that vocational education in Bermuda should be elevated to be as important in Bermuda as it is in other countries. One interviewee said Bermuda should use character education to develop qualities such as responsibility and excellence. “Children should always come first.” Another said, the “culture among Black males does not encourage me to be educated.”

### Findings Regarding Major Research Question 2

These are the findings regarding major research question 2: How effective have the Bermuda public schools been in impacting the economic and social health of Bermuda and on White and Black male and female students since 1987?

## Government Officials and Business Leaders

Government officials and business leaders were nearly unanimous in their criticism of Bermuda's public schools since the 1987 restructuring. One participant said the system should be dismantled. Another said that Howard Academy was closed because the Black students were "getting too educated." One said Berkely was the "best school in the country." White students did not attend Berkely (a Black school), even though it was out-performing the White schools. Established Black schools were either closed or the school names were changed in what seemed like an effort to strip the schools of their Black identities. Meanwhile, all the White schools' histories remained intact. There was an effort to halt Black talent because of an apparent fear that Black students would eventually run the country and White students would not be able to compete. Sir David [Saul] said repeatedly that the Bermuda Technical Institute was closed because it was too successful; it exceeded its mandate.

A government official noted that boys in Bermuda tended to work in the trades, having a "virtual monopoly" on careers like plumbing, carpentry, electrical, masonry, and tiling. Another government official concluded that the responsibility for school administration should be in the schools rather than in the Ministry of Education. Citizens are generally not interested in education and "Black males are falling through the cracks." "The main disconnect is racism; 21<sup>st</sup> Century Apartheid is Bermuda's education."

A former Premier who also chaired the board at Bermuda Technical Institute regretted that Bermuda Tech had been closed. He said, "I believe Tech should be operated independently as a secondary school." A member of Parliament who is a former Minister of Education said, "We had something that worked. I don't believe the private [school] system is working better than the public system. All they're doing is getting the cream of the crop." A former Attorney

General and former Minister of Justice said Berkely was the best school in Bermuda. Graduates of Berkely were known to enter Oxford, Cambridge, and Yale and “the UBP started to strip our [Black] schools.”

The current Deputy Speaker of the House and newly appointed National Security Officer, who is also a former Minister of Cultural Affairs and Assistant Commissioner of Police, said it was “important to set up Tech as a standalone institution.” He noted that the government had “imported a system that the entire populace was vehemently against.” He went on to say that, “A great atrocity has been perpetrated on Black people. We had a middle class and the UBP tried to destroy it. We could have developed our own economy.” A former Premier said, “The Department [of Education] became an industry so busy managing each other they forgot to manage the education system for children.”

Government officials and business leaders were in considerable agreement with each other that the public schools were failing Black males. None mentioned Black female students. None explicitly mentioned White female students either. Because very few White male or female students have attended public secondary schools in recent years and because most Black females still attend public secondary schools, it seems implicit that the participants did not believe that the public schools were failing Black females or, at least, not to the same degree that they were failing Black males.

### Social Activists

All of the social activists said that integration of the public schools had negative effects on Black students. One said, “The worst thing that happened to this country was integration.” Another activist, who is also a former public school teacher, concluded, “With integration came a general indifference.” That same activist added, “The culture is changing rapidly... the Black



community is disintegrating... integration engendered a 'me-ism.'" A third activist said, "Black people were separatists up until integration; we didn't need Whites." The fourth activist reported that the culture did not encourage Black males "to be educated." Another activist said, "What happened is that society, not just the education system, was geared toward girls. The Black community didn't mind their boys working under Whites, but their girls were not going to become maids." One activist stated, "If Bermuda is to mature as an offshore financial centre, it can't do it without an educated populace. Right now, 60% of Bermuda's population has nothing more than a high school education." That same individual expressed the view that, "Water should be a major feature.... We need to think like water people, i.e., Bermudian. Terrestrial Bermuda is only 22 square miles; marine Bermuda is 220 square miles."

#### Public and Private School Principals

A retired White principal of a private school said schools centered in the parish were "stronger and more intimate." He noted that the teachers, students, and parents knew each other so that "there was a strong sense of community." While the purpose of establishing the senior schools was to improve efficiency, with everything centered in one place, it turned the principal's focus away from education and onto behavior management. Another former private school principal observed that Warwick school dropped out of the public system in 1990 to avoid conversion to a middle school. Bermudians seem to believe private is better. Private schools are 90% White and public schools are 99% Black, while the population of Bermuda is approximately 65% Black and 35% White. "When Bermuda is serious, they will need to re-create [the racial] mix in line with the Island."

A public school principal expressed the opinion that, "We are not creating an educated class, because we don't know how it should be structured." Another public school principal said,

“Black males have different learning styles.... The previous system was designed for girls, but boys had an avenue in the Tech and Robert Crawford schools’ alternative paths.” The same principal went on to say, “We’re trying to build character and ethics in our young people and help them understand what the work ethic looks like, in that work in itself is rewarding.”

Another public school principal reported, “Our values have shifted as a people. Education is no longer the focus. Black males are not present in homes, and [with] no positive male influence, they drag themselves up. They see their fathers slacking and they do likewise.” A public primary school principal cited the need for social services to combat increasingly common serious emotional problems. The principal of a public middle school said, “First, change the educational system so that it no longer falls into the political dictates of the day.” There have been “six Ministers of Education in seven years with different visions of education coming from the political base and not an education base.” The same public middle school principal said, “We miss the opportunity to teach about the country in the sciences when we are surrounded by water. We should have the world’s greatest marine biology.”

The principal of a public primary school noted that only “50% of Bermuda’s children are in government schools, which leads to the assumption that there’s little faith in the government school system.” Another public school principal said The Hopkins Report “picked up on weaknesses.... If we were a school system, we would have the same goals and we would be working as one [single system].” One public school principal said, “The system’s inconsistency saw a lot of money wasted.... The recall for corporal punishment [is needed].”

### Public School Teachers

A current member of Parliament who is also a former public school teacher noted that, “there is a disproportionate amount of Black males failing, in comparison to the number s who

graduated 40 years ago.” This former teacher said, “Schools that were traditionally White remained White and, . . . [without suitable role models] many of the values we told them to aspire to fell by the wayside because it took on the connotation that only Whites do that.” A teacher at a public middle school noted that in the Department of Education, “The Central Office is not in tune with the needs of our children today. The head of the Department is a reading specialist, so why is she functioning as the person in charge of special education?” A teacher at a public primary school said, “Find out what boys need and cater to it. . . . The system is not catering to boys’ movement and they are frustrated. They need to be doing some survival skills involving critical thinking.”

#### Public School Counselors

One public middle school counselor said, “The Ministry [of Education] is a resource and everything should be geared to the needs of the child. . . . Pragmatism is about what works and if you make a mistake, rub it out.” A counselor at a public primary school said, “We had a flawed system.” A counselor at a public senior school said, “Blacks have beliefs about Blacks and the White community is slowly emerging from their racist ways. . . . Blacks are in bad shape, because, not only have they been discriminated against by the White community, but also by the Black community.” That same counselor went on to say, “I don’t think anyone knows what the graduation rate is for public schools. . . . I don’t think we have enough information.” Another counselor at a public primary school was critical of parents who do not attend important meetings and should be more attentive to their children’s needs. “You can count the numbers of Caucasians and Portuguese on one hand, which is an indication of some deep problems in the public education system. Only a certain category of people go to those two [public senior] schools.”

## Other Educators

The Vice President for Technical Education at Berkely College said students should be taught to think so that “they would score higher.... We could have been better off as a society [if] some students went to the school their mother and grandparents attended, and there were certain expectations of the way you carried yourself.” He went on to say, “The public [schools’] biggest problem is discipline. The Education Department has become a political football.” A former Dean of Arts and Sciences at Bermuda College said, “In the 1950s, Blacks were under [the] assumption that all children were equal intellectually. So what was the purpose of creating secondary modern schools?”

One official in the Department of Education said, “We need to be aligned with the system.” Another Department of Education official said, “Water, fundamental to our existence, is not in the curriculum.... We must develop a sense of community.” A third official in the Department of Education expressed an opinion that students may be sent to private schools because their parents, “have no faith in public schools, but the bottom line is they don’t want their children with those children. Nothing right now in public school is the best; everything is under review.” In the past students could attend the Bermuda Technical Institute, but since its closing that is not an option and students must pass an examination, “Some of these students, who have talent and gifts, may not be able to pass an exam. Boys who can strip an engine and put it back may not be academic.” The alternative may be to “remove the academics and back-door it. We import people in the trades, whereas before, Blacks owned the trades.”

## Conclusions

Most Bermudans believe that children must come first. I believe it is time for a radical effort to cater to boys by building dormitories for males 8-14 years old and offer alternative

programs including a technical secondary school. Building dormitories will save our young boys and at the same time assist their parents (who are mostly single and female) in bringing up sons. Raising young boys can be a difficult task mainly because they tend to listen primarily to their peers. The domiciles would be organized and run by Black Master teachers and strong Black male mentors. When my generation was growing up, every boy had a mentor, whether it was for games or the trades; we were nurtured.

To paraphrase one interviewee, we must meet all children where they are and give each child the opportunity to be the best he or she can be. Young Black males need to be taught what interests them. They should be allowed to move about as they learn survival skills and critical thinking, else they will become frustrated. Their curriculum must include the water; they should become intimately familiar with the fauna and flora during the summer. Education is a process of opening minds with both formal and informal learning.

What Black students now need to do is participate in a character-building program and focus on rebuilding morality, loyalty, faith, trust, and good manners. Sadly, youths in Bermuda today are not found in church. Many have no manners or conscience and require focused training if Bermuda is to have good citizens tomorrow. The report is that 100 or so Black boys fall through the cracks each year and head out onto the streets. While education should lead to earning power, it cannot compare to criminal activities where young Black males can make 10 times as much as legitimate earners. They watch their fathers, who are divorced and not providing anything worthwhile, look for an easy way to make money without hard work or getting dirty. And, they accept the consequences for their criminal activities and end up in Westgate prison. One way to make a difference would be to require a certificate of academics or vocation as a prerequisite to parole.

There have been six Ministers of Education with their own agendas and no urgency to revive standards for children in Bermuda. The Bureaucracy at the Department of Education has failed; the empire must now be dismantled. Many people say there has never been a Minister of Education who cared about public schools in Bermuda. However, the immediate past Minister, Elvin James, assured me that he was willing and determined to meet with Tech old boys and resurrect the Tech. During his interview he called it a “must!” And by all appearances the current experienced Minister is also ready to restore Bermuda to its zeal for learning, to set goals, and pursue them. A return to the plan of 1997 with three high schools to cover the Island has already won the approval of the entire populace. Elementary and secondary education, which has brought us this far, has received the support of parents. Regular testing along the way would determine what type of education is advantageous to the individual student. Data would show whether students should be counseled on academic subjects or learning tracks in various occupations they may consider pursuing.

Because of the artificially inflated economy, there is enough “throw” money from the foreign reinsurance companies to supply funding for the physical facilities. Many Bermudians believe an investment would be more beneficially applied to securing master teachers or funding a teacher’s college. There must be more transparency in education regarding data like student ethnicity, persistence to graduation, and retention. The parent of a child getting ready for M1 should be able to find out how many children from school ‘X’ make it to S4 – persistence to graduation.

Since the restructuring in 1987 the economy of Bermuda has been booming, while it has simultaneously led the population into ethnic polarization. Whites are in private schools and Blacks are in public schools. Economically, Bermuda has continued to have one of the highest

standards of living in the world. The government income of \$491 million in 2006 included a budget of \$143 million for the Ministry of Education. Bermuda has been called the Switzerland of the Atlantic and the International Mecca of the world. Restructuring polarized the genders and the races of Bermuda with a deleterious effect on its social health across cultural lines and across ethnic lines. Public education policy has become Black education policy and has increasingly marginalized Black males.

### Recommendations to Improve Practice

The data presented in this study suggest the following recommendations to improve practice:

- The nation of Bermuda should design, build, and open a new Bermuda Technical Institute as a public secondary school for boys from age 8 to age 14. It should be built in a central location and include dormitories for a substantial number of boys.
- All public schools in Bermuda at all levels should undertake a strong program to recruit well-qualified Black male teachers to achieve some balance with the current majority of female teachers.
- All public secondary schools in Bermuda should develop programs related to the country's rich marine resources. Such programs should include a strong base of science and mathematics courses. Marine biology and environmental sustainability are two such possible programs.
- All public primary and middle schools in Bermuda should emphasize character development regarding morality, loyalty, faith, trust, and good manners. Well-qualified teachers should also serve as mentors to public school students.

- Public primary and middle schools in Bermuda should revise class schedules to provide more opportunities for frequent physical activities, particularly for boys.
- Bermuda should provide opportunities for public school students to make adult-supervised visits to schools in underdeveloped countries to give them an appreciation for the public schools they have in Bermuda.
- The Bermuda Department of Education should be abolished and replaced by a new National Board of Education. Its members should be elected by the people of Bermuda, with at least one Board member elected by the voters in each parish. The new National Board of Education should hire a Superintendent of Schools with professional qualifications who should be the chief executive officer of the entire public school system.
- The new National Board of Education should explore either establishing a teacher's college on the Island or negotiating arrangements with one or more teachers' colleges in England, Canada, or the United States to provide education and training for both new and experienced teachers. The most effective experienced teachers in Bermuda could be designated "Master" teachers who would serve as adjunct faculty members and who would teach both conventional courses for aspiring teachers and short-term staff development programs for experienced teachers.
- The new National Board of Education should be charged with the responsibility for developing and maintaining a totally new system of data compiled on all aspects of performance by students, teachers, counselors, principals, central office staff members, and other employees. The basic data should include student enrollments at the beginning and ending of each year in each school; by gender, racial, and ethnic background; and



graduation and dropout rates. The information should be carefully defined and collected every year, published, and made available permanently in the National Archives.

- The new National Board of Education should institute a Bermuda Parent-Teacher Association, with a chapter in each public school at every level.

### Recommendations for Further Research

The new National Board of Education should commission a study to determine which public school programs in England, Canada, and the United States have been most successful in achieving racial desegregation in the public schools and what factors appear to have been the most important. The director and a majority of staff members of that study should be Bermudians with significant educational experience in one or more of the three foreign countries. At least one staff member noted for research on the subject should be recruited from each of the foreign countries.

The new National Board of Education should commission a study to compare the educational and social successes of Black Bermudian male students in private schools with their counterparts in public schools or who have dropped out of school. The study should determine which apparent success factors are controllable that could be adopted by public schools in Bermuda.

### Chapter Summary

This chapter included the analysis of data and a discussion and summary of the findings including an Introduction, Summary of Findings, Discussion, Findings Regarding Major Research Question 1, Findings Regarding Major Research Question 2, Conclusions, Recommendations to Improve Practice, Recommendations for Further Research, and a Chapter Summary.



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## APPENDICES

### APPENDIX A: Draft Letter

(I did not use this letter in typed form, but I did use it as a guide for my oral interview requests.)

Dear Sir/Madame:

I am Vincent Williams, a son of the soil, and it is my honor to be able to conduct a study of the Underlying Philosophical Assumptions of Public and Private Schools in Bermuda as a final requirement for the degree of Doctor of Education from East Tennessee State University in Johnson City, Tennessee. With this in mind, I would be grateful to interview you with regard to your professional and personal views and opinions in this very current matter. In affirmation of your willingness to be interviewed, please notify me (at the below address) as soon as is possible to schedule an appointment.

Sincerely,

Vincent Williams, Jr.  
E.T.S.U. Doctoral Candidate  
E-mail [zvsw1@imail.etsu.edu](mailto:zvsw1@imail.etsu.edu)  
Phone 238-6242 or 238-5230

## APPENDIX B: Recruiting Process

### **Recruiting Protocol**

To assist in the development of triangulation, I have included quotations from interviews with members of five subsamples of the population in Bermuda whom I considered knowledgeable about public education in our country. Those subsamples include government officials and business leaders, social activists, public and private school principals, public school teachers, public school counselors, and other educators.

Qualitative interviews describe social and political process; i.e., how and why things change (Rubin & Rubin, 2005, p. 3). As investigator, I was dealing with essentially a historical subject based on interviews with numerous well-known public figures whose comments were often publicized. Many of them had already participated in the study for my master's thesis.

### **Interview Guide Process**

My interview process for each participant began with an introduction, which was followed by an informal chat, a brief explanation of the research, and getting the consent form signed. Before turning on the tape, I asked if there were any questions. I then began the interview.

In each person-to-person interview, I recorded the conversation with the permission of the participant or interviewee. Some phone calls were also necessary for follow-up clarification of statements. Strategies for responsive interviews are depicted in a process of repetitive questions, answers, and analysis (Rubin & Rubin, 2005). The idea was to capture the informant's meaning and interpretation about his or her experiences and observations.

## APPENDIX C: Interview Questions

### **Preliminary Interview Questions**

I designed a number of questions that served only as a preliminary guide; participants' early responses stimulated many other questions. The questions evolved over time, based on my analysis of which preliminary questions had been most useful and which new ones I needed to add. The questions below are those that I most frequently asked the interview participants.

- In ancient Greece, the role of education was to produce a well-rounded citizen, capable of functioning in all aspects of life – political, social, cultural, and economic. Is your focus on producing a well-educated public, capable of participating in all aspects of Bermudian life and culture, or are you concentrating primarily on producing a body of individuals who will find their primary role as participants in the economic life of Bermuda?
- What is your philosophy (personal and educational) and what is the purpose of an education?
- What assumptions have guided education since 1987 (a clear statement)?
- In reference to the 1965 study on the purpose of education as a means to develop mature relationships between Bermudians, do you believe that given the current educational philosophies and structure, that it is still a viable goal?
- If education is, at least in part, a mechanism whereby people are socialized in such a way to be functional within society, what sorts of things does this school emphasize besides traditional learning (grammar, arithmetic skills, and basic political knowledge)?
- In part, the educational system is structured to teach basic functional skills (reading and writing, etc.), and the higher order or level of education for the person who becomes involved. The well-informed person is able to read and understand and, therefore, ask

intelligent questions on social, political, economic, moral, and cultural issues. Do you believe the system is succeeding in creating an educated class, and, if so, under your tutelage what success have you been able to facilitate and what areas do you think need some work?

- Do you believe the current education policy in Bermuda is going in the right direction?
- Should the schools concentrate more on professional jobs?
- Should there be more emphasis on technical and vocational training?
- Do you believe that the current system of mega-schools is appropriate to the needs of Bermuda?
- Do you believe district schools would more properly serve the needs of citizens of Bermuda?
- Do you think the policy has been applied consistently since restructuring and has a shift in education has taken place?
- What are the disagreements between political parties about the process of education and what causes the difference in implementation of policy?
- What education policies should be changed and for what purposes?
- How have the people of Bermuda come to grips with the restructuring with which they did not agree?
- How has the approach to education changed since the restructuring?
- Has any change been beneficial?
- Given the way the system is currently structured, what are the kinds of things that you think should be addressed? How should they be addressed in order to create an educated and socialized population in Bermuda?



- To what kinds of things would you like to direct your attention over the next couple of years?
- In areas where you are not satisfied, what are your plans to address those things in a way that is optimistic, but pragmatically successful?
- What kinds of steps will you take to continue doing well and to address those things that need more work?
- Could the restructuring have been implemented differently and still have accomplished what the government wanted to have happen?

APPENDIX D: Bermuda's Premiers and Party Leaders

**Timeline of the United Bermuda Party** (UBP, 2011)

<b>Title</b>	<b>Name</b>	<b>Year</b>
Premier	Sir Henry James "Jack" Tucker	(1964-1971)
Premier	Sir Edward Trenton Richards	(1971-1976)
Premier	Sir John Sharpe	(1976-1977)
Premier	Sir David Gibbons	(1977-1982)
Premier	Sir John W. Swan	(1982-1995)
Premier	Dr. David Saul	(1995-1997)
Premier	Dame Pamela Gordon	(1997-1998)
UBP Leader	Dame Pamela Gordon	(1998-2001)
UBP Leader	Dr. Grant Gibbons	(2001-2006)
UBP Leader	Hon. Wayne L. Furbert	(2006-2007)
UBP Leader	Hon. Michael Dunkley	(2007-2008)
UBP Leader	H. Kim Swan	(2008-Present)

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**Timeline of the Progressive Labour Party** (PLP, 2011)

<b>Title</b>	<b>Name</b>	<b>Year</b>
PLP Leader	Arnold A. Francis	(1963-1966)
PLP Leader	Walter Robinson	(1966-1968)
PLP Leader	Lois Browne-Evans	(1968-1972)
PLP Leader	Walter Robinson	(1972-1976)
PLP Leader	Lois Browne-Evans	(1976-1985)
PLP Leader	L. Frederick Wade	(1985-1996)
PLP Leader	Dame Jennifer M. Smith	(1996-1998)
Premier	Dame Jennifer M. Smith	(1998-2002)
Premier	Hon. W. Alexander Scott	(2002-2006)
Premier	Dr. the Hon. Ewart F. Brown	(2006-2010)
Premier	Hon. Paula A. Cox	(2010-Present)

**The Core Education Mandate: *Embed a culture of achievement in our Bermuda Public***

*School students.*

## VITA

VINCENT SINCLAIR WILLIAMS, JR.

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- Educational Leadership, May 2011
- East Tennessee State University, Johnson City, Tennessee; M.A. in
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- Teacher; 1989 to 1991, Warwick Secondary School, Bermuda
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