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A CRITICAL STUDY OF PUBLIC
SECONDARY EDUCATION IN LIBERIA WITH
SOME PROPOSALS FOR IMPROVEMENT

A Thesis

by
AUGUSTINE TITROEN JAPPAH

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A. T. J.

A B S T R A C T

This thesis is an attempt (1) to study the current changing nature of Liberian society and (2) to investigate to what extent the curriculum and practices of the secondary school system of the country takes into consideration the aptitudes, interests and concerns of the pupils and prepares them to live in and contribute to the development of the country.

The study is based on the following data: (a) responses of 195 junior-senior high school students and 25 high school teachers to questionnaires, (b) recent reports of the Education Department of the country, (c) literature on modern trends of secondary education, and (d) reference sources about Liberia. On the basis of these data this study seeks to point out the need for reorganization of Liberian secondary education and make some suggestions in this connection.

The organization of the study is as follows: Chapter I presents the essential features of the changes taking place in the life of Liberia. This is followed by a description of the Liberian secondary school system with its practices in Chapter II. A critical study of the system is made in Chapter III. The study concludes, in Chapter IV, with a vision of what secondary education

in Liberia should be in the light of the contemporary life of the country, particularly of the needs, aptitudes and problems of the youth.

It will be observed that in the tables formulated from students' responses, the number of cases varies. Each table shows only the number of students who have responded to the item considered in the particular table, although the questionnaire was given to 195 high school students.

In the meantime it should be pointed out that this study is particularly concerned with the secondary schools administered by the government. Though the non-government secondary schools cannot be excluded from the responsibility of meeting the challenges indicated, a study of their particular problems should be the subject of a separate thesis.

The major problems of Liberia are: (1) merging the various elements of the present population; (2) raising the standard of living through economic development; (3) developing a sense of civic and political responsibility among the people; (4) promoting constructive popular participation in the political life and destiny of the country. A practical solution to these problems requires that the people have to be better educated.

Nevertheless, at present attention is being given to establishing an increasing number of elementary and secondary schools throughout the country. Thus, more than ever before, secondary education is becoming available to the adolescents of the country. However, many of these pupils enter high school in their early adulthood. A majority of them, before completing their high school, drop out to join the adult world. A large proportion of these youth encounter social and economic problems.

In view of these conditions, it is necessary to provide secondary education which can contribute to meeting the needs of the country - secondary education by means of which the young men and women of Liberia can be (a) educated and equipped for their living, (b) guided in the course of their exploration along the lines of special interests and aptitudes, (c) assisted in wholesome and worthwhile social relations, personality adjustment and life ambitions.

Yet, the present curriculum and practices of Liberian secondary school system do not take into consideration the problems which arise out of the new modes of living and livelihood in the country. The special potentialities and interests of many of the pupils are not developed.

There is a tendency for restricting the instructional practices of teachers by requiring them to teach only the content of courses prescribed by the Central Authority. This practice tends to narrow teaching methods. It also tends to reduce the possibility of giving any serious attention to the problems of handling individual differences, maturity levels, experience backgrounds, guidance and adjustment of pupils.

Added to this, the administrative system is highly centralized. Both external and internal educational matters are managed and regulated by the Department of Education. This practice tends to create administrative deficiencies. Greater possibilities for cooperative procedures in administrative work are thereby neglected.

In view of the fact that secondary education can play an important role in meeting the requirements of the contemporary life of Liberia, this thesis proposes the following:

- (1) The high school curriculum should be diversified and made flexible. Courses of vocational nature should be provided in the schools. Pupils who do not have any inclinations and are unable to cope with standardized requirements for academic work should be directed to industrial, commercial and agricultural courses of study. In the rural

areas agricultural education should be given particular emphasis.

- (2) Provision for teacher freedom should be made in the school system. Teachers should be encouraged and challenged to (a) carry on integrated teaching procedures in the schools, (b) adapt teaching methods to the maturity levels, aptitudes and guidance of pupils. Pupils should be made to undertake projects, problem-solving, observational, experimental and creative learning activities. Such activities should involve vital contact with out-of-school life as well as the life in the school community. This is another way for providing the professional growth of teachers. For this matter, it is appropriate that the schools themselves undertake the evaluation of the effectiveness of the instructional program.
- (3) The administrative system should be somewhat decentralized. Local Boards of Education should be instituted in the counties. And these boards should be entrusted with the management of the internal educational matters of the education program. The management of the external matters should be the responsibilities of the Central Authority.

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CHAPTER I

INTRODUCTION: REASONS FOR INQUIRING INTO THE CURRENT PRACTICES AND FUNCTIONS OF LIBERIAN SECONDARY EDUCATION

When reading the history of education one usually finds that the development of education is related to the changing of social conditions. In the belief that adolescents are representatives of a succeeding generation of a society, these changing conditions accentuate the search of educators and laymen for the right sort of education that can properly induct youth into the adult world.

In view of the fact that education can contribute fully to national well-being if it is planned and carried out with relevance to national problems and national trends, it is proper to look at some of the critical aspects of contemporary life of Liberia and relate the education of youth to these aspects.

A. The Changes in the Social, Political and Economic Life of Liberia

1. The Social Feature: Before 1821, the territory on the bulge of the west coast of Africa, today known as Liberia, was originally inhabited only by African tribesmen who migrated to this part of Africa around 9000 B.C. These people, separated from one another in villages comprising ten to fifteen related families,¹

¹See City of Monrovia, a brochure published by the Commonwealth District of Monrovia, printed in England, 1965, p. 44

were ignorant of one another's ways of life. Each village or tribal group was a self-sufficient community. Men, wives and children worked to produce practically everything needed to keep alive. The economic system was simple. The little exchange of goods that existed was chiefly by barter among the members of a village or tribal groups. There was a little use of money.

In such tribal setting, the social order rested on the basis of face-to-face relationship. Problems were local and personal. Matters relative to the welfare of the village or tribal group were decided and settled by tribal elders.

Then in 1821, the American Colonization Society, comprised of missionaries and philanthropists, sent American Negroes to Africa, choosing Liberia as the place of refuge. Lands were bought from the tribal people. The settlements of the Negroes expanded, scattering along the coast from Monrovia to Cape Palmas, as more freed Negroes were repatriated.

Later, unfortunately, the tribesmen become suspicious of the political motives that underlied the colonization movement. This led to an attitude of distrust on the part of both the repatriated Negroes and the tribal people. As a result there developed a sharp line between them: the tribal people on the one side and the Negroes

on the other side. Hence there was no satisfactory interaction between the two.

Subsequently, upon assuming power, in 1944, the present administration launched a national Unification Program, the purpose of which was to create national sentiment among the people. This has resulted in some intercourse among the two elements of the population. The possibility of mobility is now larger than before. The criss-cross movement between the people is largely facilitated by communication facilities now made available.

During the early life of the country one could possibly travel on the coastal area, from one coastal part to another, only either by surfboat, hammock or canoe. It was very difficult to travel more than twenty miles from the coast into the hinterland of the country. Communication and transportation problems were then acute.

But today, roads are being constructed, extending into the hinterland. Air as well as vehicular transport to various parts of the country is available. Adding to this are the regular quickened mail, telegraph and radio services.

Needless to say, these services are integrating the people. Diversified tribalism and provincialism are

now being cut through by the development of this communication process.

However, a closer look at Liberian Society would reveal that its structure appears in the following form.¹

- a) High status government officials at the top;
- b) County Superintendents, directors of bureaux, district commissioners and other administrative officers, in the middle positions;
- c) A small skilled and unskilled labor force employed by foreign companies and businessmen, a vast majority of whom move from one urban or industrial area to another, seeking jobs or otherwise;
- d) The self-sufficient or semisubsistence people in the urban or rural areas, who form the broad base.

It will be observed that a great majority of the people are still far from advanced (see p. 14).

2. The Political Feature: The history of Liberia can be divided into three eras: the Colonial Period (1821-1838), the Commonwealth Period (1838-1847), and the New Nation Period (1847-1899). Until 1847 when Liberia declared herself a sovereign and independent nation, the American Colonization Society played an influential role in the management of the internal affairs of Liberia. In 1847, a form of government, modelled after that of the

¹ See Liebenow, J. Gus; "Liberia" in The African One-Party States, Edited by Gwendolen M. Carter, (Cornell University Press, New York, 1962), pp. 346-351

United States was instituted. But thence the principles or values of democracy could not be implemented, as there existed a division between the two elements of the people. Only the Americo-Liberians had a voice in the government. Less concern was given to the tribal people who formed the bulk of the population.¹ The hinterland of the country was not represented in the Legislature. The tribal people were only allowed to send observers to watch the proceedings of the Legislature, on condition that a tribe would deposit one hundred dollars. These observers were not permitted to vote, but only allowed to speak on Fridays on matters affecting the tribes.

Such political shadow was made darker by increasing demands. Excessive fines were imposed on the tribal people by government officials for failure to do public work or for minor crimes. In many instances the people were forced to pawn members of their own families in order to get money to pay the fines that were imposed.² All of these caused political as well as social resentment and unrest among the people.

The Unification Program referred to earlier continues to serve as a step to the solution of the social and

¹Hayman, Arthur L., Lighting Up Liberia, (Creative Press, New York 1943), pp. 161-163

²Young, James C., Liberia Rediscovered, (Doubleday, Doran and Co., Inc., 1934), p. 75

political problem. To put it into effect, the tribal regulations governing the interior of the country were amended in 1945 to make it possible for the tribesmen to be represented in the Legislature. In the same year Title II of the Constitution was also amended, granting suffrage to women. Also in the same year national unification councils were instituted in each district so as to give citizenship rights to all the tribal people.

Then, all abuses and acts of humiliation, exploitation and violence practiced by government officials, the District Commissioners in particular, were ordered discontinued.¹ Justice, equality, fair dealing and equality of opportunity for everyone from every part of the country, regardless of tribe, clan, creed or economic status, are now preached throughout the country.²

The writer believes that the current government of the country is intended to lead Liberia into full modernity. And since the political structures of modern societies lean toward three fundamental aspects - populism, utilitarianism and equality of opportunity,³ it would be useful to

¹Smith, Robert A.; The Emancipation of the Hinterland, (The Star Magazine and Advertizing Service, Monrovia, 1964), p. 40

²See Ibid., pp. 42-49

³Fallers, Lloyd, "Equality, Modernity, and Democracy in the New States in Geertz, Clifford (Editor) Old Societies and New States: The Quest for Modernity in Asia and Africa, (The Free Press of Glencoe, Collier McMillan Ltd., London, 1963) p. 205

examine the features of the Liberian political structure with regard to these aspects in order to see whether the political outlook of the country is favorable to them.

Populism is a tendency to diffuse widely political participation (membership in civil society) among the citizens of a nation so that the "will of the people" can be brought to bear on political acts, thus determining the degree of their legitimacy. The citizenry of Liberia is required to participate in political affairs by actively consenting to political actions which are in the interests of the nation. This tendency has been emphasized in President Tubman's 1960 inaugural address in the following words:

"...we believe in the fundamental principles of democracy and the administration of the affairs of state in such a manner that the will of the people prevails."¹

Furthermore, as improvement in the social and material welfare (utilitarianism) of the people is one of the essential objectives of modern governments, the people of Liberia are expected to apply efforts that will be productive of general welfare. For, in the words of President Tubman,

"...the country can no longer afford the luxury of able-bodied men loafing from one center to another living off their brothers who are gainfully employed. We shall strictly enforce the proposition that he who is able to work and can find work but will not work should not eat."²

¹Tubman, William V.S., Fourth Inaugural Address, (Monrovia, Liberia, January, 1960), p. 1.

²Ibid., p. 9

Moreover, though the state assumes the responsibility for the promotion of progress, it recognizes that one of the fundamental factors to development is

"...the will of the people to progress, their determination to raise themselves up through hard sacrifice and cooperative self-help."¹

Finally, it is the policy of the government to further equality of opportunity, with the hope of creating conditions that will allow human potential to express itself in economic matters; for it is being recognized that

"...the highest purpose of any economic or fiscal policy is the securing and providing of equal opportunity for all alike; and the promotion of the happiness and prosperity of the citizens of the country in an atmosphere of peace and tranquility."²

From the foregoing it is clear that the political authorities of Liberia are hoping to lead the country into modernity.

3. The Economic Feature: After the Declaration of Independence, up to the 1930's, the revenues of the government were inadequate. The only sources of revenues were taxes on native huts, native agriculture products and imports and exports of foreign traders. This inadequacy of revenue led the country into internal and external debts.

¹Ibid., p. 12

²Ibid., p. 5

At that time, in the 1920's, Harvey S. Firestone, Sr. was in search of suitable land to plant rubber for America. After many researches and studies, Liberia was considered suitable. Having arranged, for Liberia, a refunding loan with the Finance Cooperation of America, Firestone leased one hundred thousand acres of land for ninety-one years. Hence from 1926 to 1944 the rubber industry was the only big economic enterprise in the country.

In 1944 a financial and economic policy, known as the Open Door Policy, was launched. The purpose of this policy was to encourage foreign capital investment in the country; to invite foreign industrial concerns and businessmen for exploring and exploiting the natural resources of the country on a cooperative basis.

After the Open Door Policy was adopted industry and business started growing. Besides rubber, mining and timber industries, breweries and others started developing. Commercial enterprises - banks and trusts were established, and trade expanded internally and externally.¹

Under the changes in the social, political and economic features of the country, there is an increasing recognition of the importance and necessity of education on the part of the people. There is now "a great quest for knowledge

¹Cole, Henry, The Liberian Yearbook: A Liberian Review Publication, (Liberian Information Service, Monrovia, 1962), pp. 101-102

and a wide awake interest in education not only by our school population but also by our local authorities."¹ The tribesmen are finding it a necessity to educate their children.² In consequence of this, schools are increasing in number.

B. Statement of the Problem

While it is true that the above developments are signs of progress, nevertheless, these signs cannot be taken at their face value. They create new requirements which must be met in order to lead the country to modernity.

1. The Demands of the New Social Forces

Taking the social features the question that comes to mind from the outset is: what are the underlying reasons for the integration policy? First of all it should be noted that the tribal people did not wholeheartedly submit themselves to being ruled by the government which was formed by the repatriated Negroes with the assistance of the Colonization Society. Consequently, they (the aborigines) had to experience some sanctions from the government.³

Among these sanctions were (1) direct heavy reliance upon physical force to secure compliance with orders, (2) restrictions upon population movement or the move-

¹Massaquoi, Nathaniel V.; 1960-1961 Annual Report, Department of Education, Monrovia, Liberia, October 1961, p. 87

²Mitchell, John P., 1962-1963 Annual Report, Department of Education, Monrovia, Liberia, September 1963, p. 214

³See Liebenow, J. Gus; Loc. cit., pp. 333-337

ment of the tribal groups, thus minimizing contact between the tribal population and keeping them away from outside influence, (3) limitation of contact between descendants of Americo-Liberians and tribal people. At the heart of these sanctions were (1) the attitude of disdain and discriminatory outlook on the part of the Americo-Liberians towards the tribal people, (2) incidence of violent opposition on the part of the tribal groups to the government.¹

Undoubtedly, the unification policy is designed to eliminate the conditions noted above, thereby eradicating the distinctions between the two groups.

Probing further into the reason behind the attempt to eliminate these conditions, a very crucial point is brought to the forefront: to create a nationalistic spirit, a spirit of belongingness - one people in one country. Here we are led to another question. Why should the people be unified or be made to live together? The obvious answer is that such integration or unification is necessary for social well-being.² Yet, it is not enough to declare the purposes of social integration.

¹Ibid., p. 339

²Smith, Robert A., op.cit., p. 40

Their realization requires understanding of their values and determined efforts to sacrifice divisional interests.

In order to make a personal dedication to the common good, each individual must know and decide where the good lies. This requires much insight into what constitutes what is good for the group as well as for oneself. Moreover, it demands the individual's identification with others.

The conditions just pointed out indicate that Liberia is entering an atmosphere of social change which could be for the better or for the worse. Improvement in social relations or recognition of the dependence of each citizen upon the good will and cooperation and consideration of his fellowmen is not automatic. Nor is it inevitable. Among other things, it requires reason and reasonableness.

The adjustments that are being made in the politics of the country have some crucial challenges in themselves. Belief in civil liberties, the general will of the people, equality of opportunity, safety and tranquility can be realized through freedom for all (from political constraint) and freedom from want

(from economic constraint). The former brings with it the right to speak, assemble, petition, express opinion as well as to vote and participate in matters relating to the welfare of the society without restrictions. Nevertheless, it calls for some degree of intelligence and understandings of the principles, ideals and practices pertinent to the operation of a liberal-democratic political system. Meanwhile, it should be noted that because of circumstances over which they had not control, the emigrants (the Negroes) came under and instituted a political policy foreign to their race at that time, and that they could not grasp fully the meaning of the democratic way of life.¹ This is enough to show the degree of efforts and energy that must be expended and appropriated without a waste of time for the political socialization (the acquisition of motives, habits and values relevant to democratic political groups and process) of the bulk of the population to whom the political structure was not exposed until recently.

With respect to freedom from want, on the other hand, there must be a creation of abundance by equally and rightly allocating human and material resources

¹Smith, Robert A., op.cit., p. 5

to the requirements of production for the well-being of the people.¹ What does this mean for Liberia's economic conditions? Though it is true that Liberia's economic potential is enormous, as, under the Open Door Policy, the rapid exploitation of the country's resources is pouring in considerable wealth.² But the benefits of economic development tend to be dispersed in a highly inequitable fashion. The political elite drawn largely from the upper ranks of the society enjoys almost a monopoly over the multiple benefits, while a vast number of the population is involved in the inflated money economy. There is a lack of entrepreneurial ability on the part of Liberians. As a result of all this, though the economic development of the country has affected the lives of all, yet a great majority of the people are still wedded to subsistence economics.³ The problem is: how can the people "participate to the fullest extent and more effectively in the economic and social progress of their community as well as of the nation in general?"⁴ There is no better means than to educate the people, enabling them to ex-

¹Carr, Edward, The New Society, (London, McMillan and Co., Ltd., 1951), p. 111

²Kiebenow, J. Gus, loc. cit., p. 376

³Ibid., pp. 376-378

⁴Smith, Robert, op.cit., p. 44

pend their energies, talents and potentialities. It is through this that their desire for economic well-being can be justly and rightly satisfied.

At this point it is appropriate to look at the extent to which the impact of the changing conditions of the country is being felt by the youth.

2. The High School Pupils

a) The Influence of Liberian Contemporary Life on Youth: The adolescent, like any other individual, grows through interaction with the demands of his environment. Hence his wants, desires, feelings, aspirations, wishes and longings are affected by these demands. The inference that can be drawn here is that the changing conditions of the country are affecting its youth.

Having given out a questionnaire to a representative sample of high school students the writer obtained the following responses which shed some light on the nature of this influence. These responses are reproduced here as they were expressed.

"My life problem is how to take care of my family."

"My life problem is that I want to have a job so that I will be able to manage my schooling. Right now I am catching hard time. As a result I don't even take in my lessons. I say it again, I want a job and I must get a job."

"How to get along with other people outside my home."

"I am in a poor environment and my parents are very poor and with this, I do not have a job; no one to assist me for both school and social life."

"How to adjust myself to various environments and obstacles of life. How to apply some time to studies."

"My problems are shelter, food, clothing and some other minor ones."

"How can I benefit my poor father in his old age? When he is willing but financially depressed. How can I get help."

"To find work to do after school to earn money to support myself, and not to depend on my parents all the time."

The foregoing expressions show the kind of social and economic problems or needs that the pupils feel. In connection with these are the following statements which show what they want to be or do in the future.

"I do not know what the future holds. But if the Lord do spare my life I am planning on going back in the interior and help the poor native children come out into light."

"I am now in the seventh grade and I wish to complete high school. Because I want to help my parents in future. I want to complete my high school to help other people's children."

"I have too much of interest in personal business, because it is a greater way to life. I will own everything that is produced by my business. No body will control me. I will do my work as I feel."

"My plans for the future are, I want to become an independent woman. I want to build my country. I want to help other boys and girls that need help. Secondly, when my parents get old I want to be able to support them. I want to show my parents that they did not send me to school for nothing."

"Well, the future holds for itself. If life goes the way I want it, I hope to be of service to my country. These various items outlined on this paper can only be followed if the student gets help to complete his or her education. The financial problem has caused many Liberian students to drop from school. But if I get the help to complete my education, I plan to take up engineering which I know is a need of my country. But I am trying hard to complete the high school education. I am going to be a chief engineer in Liberia. This I know will make me and my family and country happy and prosperous."

"In the future I want to become a politician in order Liberia will have better men in various departments that will be eligible to hold the responsibility of their country. Liberia now needs men to stand for their country not cowards who say something today and then change it tomorrow."

"I have found out that diseases are the major causes of the great number of people dying. Mostly in the hinterland where hospitals or clinics are not available. Many good citizens are passing away because of the low number of doctors we have for fighting diseases. If the government have more healthy and energetic people, I think there will be much improvement."

"When I shall have completed my college career, I would like to take politics. We the future leaders of this Republic are prepared to take over this Republic, when our parents' time on this side of the world is ended. We have to take up the cross of this Republic."

"In the future I want to be a doctor, so that I can help our people. Liberia needs

professional doctors so that we can replace the foreign doctors."

The foregoing expressions reveal the following conditions:

1. The pupils long for adjustments (a) in wider social relationships outside their families or immediate groups, (b) to varied environments.
2. The pupils are conscious of the economic conditions in which they find themselves, and thus their longing for jobs to do while in school or after finishing their schooling in order to help their parents as well as themselves. Though they long for gainful occupations while they are in school, out of 106 respondents, 76 indicated that there are no job possibilities for them while attending school; 2 in sporadic occupations; 10 in part-time occupations; and 4 in full time jobs and the rest in boarding schools.
3. The pupils feel somewhat concerned about their future leadership roles.

Clearly, these conditions show the needs and concerns of the pupils in four basic aspects of living: personal living, personal-social relationships, personal-civic relationships and economic relationships.

A closer look at these expressions discloses further phenomena, namely, (1) the desire to support one's

parents and (2) the desire to help one's fellow men. As noted in the following paragraphs these desires show some interesting characteristics which reflect the influence of the tribal culture in which a large proportion of these children have been brought up.

Looking at the conditions of youth in the western and African tribal cultures, one comes to observe that in the former the youth is not expected to render support to his parents and the parents are under no obligation to carry the burden of responsibility for their independent adolescent child. But in the African tribal culture, this is different. Reaching the stage of independence means readiness to carry part of the burden of parental responsibilities and duties. Thus, independence for the adolescent means recognizing him as a maturing member of the family and making him to realize his responsibilities and obligations towards the family.

The bulk of the Liberian secondary school population have been brought up in this way. Perhaps, being brought up as such they have in their minds, even before they reach the doors of the schools, a vision of the needs of their parents or immediate kinship groups. And for them the road to school or through school means a preparation for a life of service in meeting these needs. Having this vision in their minds, and being brought

in contact with western civilization, they are, perhaps, discovering that a great majority of the people with whom they are coming in contact are far from advanced. Consider, for example, their awareness of the poverty of other people as well as their parents; their feeling that there is a need for improving the health conditions of the people; and their conviction and hope that if they are educated they will help to better these conditions.

These characteristics of Liberian youth furnish some solid bases of developing in them a sense of social responsibility and citizenship. They also show important areas (social and economic), as indicated earlier, to which their education has to be directed.

It would be well, at this point, to consider the environmental backgrounds and the individual differences of the secondary school population.

b) Varying Environmental Backgrounds: With the increase of the number of schools, the secondary school population is now comprised of youngsters of more varied social, economic and cultural backgrounds than before.¹ It would not be an exaggeration to say that while some are used to plenty of nourishing food, good looking clothing,

¹Mitchell, John P., 1962-1963 Annual Report, p. 29

better homes and the like, a vast number of them are not. As will be observed from Table 14 (see p. 81), about 65% of the parents of the 195 students who participated in our study are semisubsistence farmers. Massaquoi supports this finding by saying that "...over 95% of our school growing population live in rural districts."¹ On the one hand, as shown in Table 1, about 67% of the pupils, not speaking of the small number in boarding schools, do not live with their parents. About 21% of the pupils are living in rented quarters, supporting themselves.

Perhaps, many of the relatives or guardians with whom a majority of these children live, while going to school, lack the temperament, the time and understanding necessary to guide children well and wisely.² Probably, on the other hand, some of these relatives and guardians are tolerably well off, while many of them lack the means to provide for their families, let alone the support of their wards. Equally important is the emotional climate experienced by a majority of the pupils. Needless to say that those living with relatives and guardians do not get the necessary parental love and respect. Further still, there is a proportion of the pupils who

¹ Massaquoi, Nathaniel V., 1960-1961 Annual Report, p. 91

² Teachers' impressions (see p. 69) about the attitudes of guardians towards the educational affairs of the children who stay with them (the guardians) give some support to this notion.

Table 1

Number and Percentage of Students
Living with Parents, Relatives, Guardians in
Boarding Schools, and by Themselves

Residence	No. of Students	Per Cent
With Parents	48	27.1
With Relatives	66	37.7
With Guardians	15	8.3
In Boarding School	10	5.5
In Rented Quarters	38	21.4
Total	177	100.0

have to "support themselves with the resulting problems of one who must provide room and board and pay tuition every six weeks or semester."¹

In addition to these differences in socio-economic backgrounds, there are differences regarding the hereditary characteristics of the pupils. No two individuals are alike in native strengths and weaknesses. The pupils in the secondary schools are no exceptions. They have differences in general mental ability, emotional balance, age levels and the like.

Take, for example, the aspect of age level. Our study reveals that the mean age of students in the 7th and 8th grades is 17, and that of those in the 9th through

¹ Ibid., p. 68

12th grades is 21. According to Hare's statistical study of the schools, "84% of the secondary school students are 20 years old..."¹ This shows the conditions that "in the elementary schools children begin attendance at such late years that by the time they complete the elementary grades they are physically matured..."² And as a result "more than 80 per cent hardly...reach college."³ The rate of decrease of enrolment from one grade to another, as shown in Table 4 (see p. 31) gives some evidence to the point of view that a large number of the pupils do not even complete their secondary education.

The problem which we seek to probe into should be clear by now. (1) Is secondary education in Liberia taking into account the changing social, political and economic conditions of the country? (2) Does it cater to the varied needs and abilities of the pupils so that when they come out of high school, whether they go to college or not they can play some effective roles in participating in the changing circumstances of Liberia?

¹ Hare, Augustus G., Survey of Education: Statistical Summary, (Department of Education, Monrovia, April 1, 1963), p. 19

² Massaquoi, Nathaniel W., 1960-1961 Annual Report, p. 91

³ Ibid., p. 91

CHAPTER II
THE LIBERIAN SECONDARY SCHOOL
SYSTEM

The effectiveness of an educational system depends on three essential things: (1) how it is managed, (2) the type of program of studies offered in the light of the demands of the society it serves, and (3) the quality of teaching by which the program is presented. With the view of touching upon these three aspects, this chapter seeks to describe the secondary school system of Liberia in the following areas: (1) administration of secondary school, looking at it within the general framework of the educational administration of the country; (2) the secondary school curriculum, considering the practices by which it is implemented; and (3) a brief review of the qualification of the secondary school teachers and their responsibilities according to the general educational policies and law of the country. But before describing these areas, it is well to discuss briefly the development of secondary education in the country.

A. Historical Sketch of Secondary
Education

During the Colonial Period, there were no established high schools in Liberia. The education system was limited

to elementary schools which were established along the coast in the settlements of the colonists, the Negroes from America. Most of these schools were mission schools established by missionaries who came with the Negroes from America and other who later followed from America and some European countries. According to Doris Banks Henries, the foremost obligation of the settlers was considered to be "to instruct their children and tribes in religious responsibilities."¹

At the end of the Colonial Period there were twenty elementary schools in the country, with a total enrolment of about 376. Only five of these schools were operated by the government, while the rest were under the management of the missionaries and other private agencies.

However, during the Commonwealth Period the government was moved to recognize its responsibility for education. Subsequently, by the end of this period sixteen government elementary schools, with an approximate total enrolment of 562, were established. Still, the foreign missions were operating more schools. There were 20 mission schools which had an

¹Henries, Doris Banks, "An Overview of Education in Liberia" in Special Committee of National Teacher Association, Education in Liberia, (Monrovia, June 1954), p. 1

approximate total enrolment of 600. Two of these were high schools: a seminary, with theological and education departments, established in Monrovia by the Methodist Mission, and the Cavalla High School in Cape Palmas, established by the Protestant Mission.¹

After 1847, some of the missionaries extended some of their elementary schools to the high school level. During the period 1847-1899, the Methodist Mission, in addition to the Monrovia Seminary, established St. Paul High School in White Plains, Hartzel Academy in Lower Buchana, and Cape Palmas Seminary in Cape Palmas. The Presbyterian Mission established Alexander and English High Schools in Monrovia. The Protestant Mission established Hoffman Institute in Cape Palmas, St. John's Academy in Cape Mount. The Lutheran Mission established, in 1863, Monrovia College, an institution which carried instruction at the elementary and high school levels.

By 1922 the government was operating 59 elementary schools which enrolled approximately 3,771 with no high school. The Missions were operating 98 schools with an enrolment of about 5,496, and nine of these were high schools. By 1951 there were 335 schools in

¹ See Ibid., pp. 12-33

the country, which enrolled 27,111 pupils. Twenty of these schools were secondary schools; sixteen of which were under the management of mission and private agencies, while four were operated by the government.

In 1958 the elementary schools were increased to 562 with the enrolment of 51,234; and the high schools, being increased by 2, had a total enrolment of 3046. Government elementary schools numbered 356 with a total enrolment of 33,679 (26,224 boys and 7,455 girls). The number of government high schools was ten which enrolled 1,788 (1,548 boys and 240 girls). Table 2 shows the increase of number of elementary schools and enrolment from 1958 to 1963.

Table 2
Number of Elementary Schools in
Liberia by Types with Enrolment Figures
1958-1963*

Management	Number of Schools				
	1958	1960	1961	1963	
Government	356	360	446	472	
Mission	157	154	146	162	
Private	24	53	46	63	
Tribal	23	10	7	11	
Total	<u>560</u>	<u>577</u>	<u>645</u>	<u>708</u>	
	Enrolment				
Government	B	26224	28194	38314	33062
	G	<u>7455</u>	<u>10146</u>	<u>8719</u>	<u>12425</u>
	T	<u>33679</u>	<u>38340</u>	<u>47033</u>	<u>45487</u>
Mission	B	10757	8065	8085	10498
	G	<u>4388</u>	<u>3403</u>	<u>4291</u>	<u>6369</u>
	T	<u>15145</u>	<u>11468</u>	<u>12376</u>	<u>16867</u>
Private	B	2045	2757	2736	3235
	G	<u>661</u>	<u>873</u>	<u>1329</u>	<u>2329</u>
	T	<u>2706</u>	<u>3630</u>	<u>4065</u>	<u>5564</u>
Tribal	B	1196	350	360	441
	G	<u>506</u>	<u>181</u>	<u>151</u>	<u>164</u>
	T	<u>1702</u>	<u>531</u>	<u>511</u>	<u>605</u>
Grand Total	B	40222	36366	49499	47495
	G	<u>13010</u>	<u>14603</u>	<u>14490</u>	<u>20728</u>
	T	<u>53232</u>	<u>50969</u>	<u>63989</u>	<u>68223</u>

*The data of Tables 2 and 3 are taken from the Annual Reports of the Secretary of Education and Hare, Augustus G., op.cit.

Table 3 shows that with the increase in the number of schools and enrolment at the elementary level, there is a rapid increase in the number of secondary schools, although the rate of increase in enrolment drops greatly from 1961 to 1963.

Table 3

Number of Secondary Schools
in Liberia by Type with enrolment Figures
1958-1963*

Management		Number of Schools			
		1958	1960	1961	1963
Government		10	10	23	52
Mission		11	14	27	57
Private		<u>1</u>	<u>1</u>	<u>5</u>	<u>15</u>
Total		22	25	55	124
		Enrolment			
Government	B	1548	2158	2338	2186
	G	<u>240</u>	<u>361</u>	<u>3769</u>	<u>355</u>
	T	1788	2519	6107	2541
Mission	B	807	1982	4650	1662
	G	<u>278</u>	<u>459</u>	<u>3267</u>	<u>913</u>
	T	1085	2441	7917	2575
Private	B	203	194	414	423
	G	<u>11</u>	<u>21</u>	<u>17</u>	<u>46</u>
	T	214	215	431	469
Grand Total	B	2558	4334	7403	4271
	G	<u>529</u>	<u>841</u>	<u>7053</u>	<u>1314</u>
	T	3087	5175	14455	5585

It is highly probable that the phenomenal drop of students shown in Table 3 between 1961 to 1963 was caused by the results of the 1962 national examination. The nation-wide examination by means of which students' eligibility for promotion or graduation is determined was instituted in 1962. Possibly, a large proportion of the pupils who failed were dropped by the various schools. Or the pupils themselves, on their own, took the alternative of not continuing schooling in 1963.

Further still, Table 4 shows that as the pupils go from the seventh grade onward there is a continuous enormous decrease in enrolment.

Table 4
Comparison of Secondary
School Enrolment by Grade 1960-1963

Year	Management	Grades						
		7	8	9	10	11	12	Total
1960	Government	1080	868	329	243	182	131	2834
	Mission	548	349	412	278	189	159	2955
	Private	111	80	70	60	40	45	406
	Total	1739	1298	811	581	411	335	5175
1963	Government	893	574	470	286	213	106	2542
	Mission	862	529	405	376	247	156	2575
	Private	136	104	76	63	41	47	467
	Total	1891	1207	951	725	501	309	5585

It will be observed that a good number of students enrol in the high schools at the seventh grade level, but only a fraction of these, probably no more than 40 to 50 per cent, reach the twelfth grade.¹ This shows that there is no improvement as yet in the condition of keeping the pupils in school, making them to go through their high school education. Even though there is continuous increase in number of schools.

It would be in order to note here some of the factors that condition pupils' withdrawal from school. According to Aubrey Douglass,² the major factors that cause pupils to withdraw from school are:

- (1) retardation, being late to enter school at the appropriate time according to chronological age, and thus the effect of delaying the normal rate of growth and development in learning;
- (2) poor health due to physical defects, malnutrition, poor environmental conditions and the like;

¹It is unfortunate that we do not have the enrolment by grade for a sufficient span of years to be able to calculate the amount of drop-out accurately. The students of the 7th grade of 1960, however, would become the students of the 10th grade in 1963. Inspection of Table 4 shows a drop from 1080 students in the 7th grade of 1960 to 725 in the 10th grade four years later in 1963. It is probable that at the highest no more than 500 students or 48% would remain in the 12th grade. Thus, more than half of students drop out or are retarded between the 7th and 12th grades.

²Douglass, Aubrey A., Modern Secondary Education; Principles and Practices, A Revision of "Secondary Education," (Houghton Mifflin Co., New York, 1938), pp. 49-55

- (3) the low social-economic standing of parents, thus their inability to push their son or daughter through school, even though the child may have the ability to achieve success in his or her school work.

Where all or one of these factors are present on the part of pupils, there have to be a certain degree of pupils' withdrawal from school. For they cause poor adjustment to school work.

In his report of the educational activities of the country, the Secretary of Education made an observation regarding the first of the above conditions.¹ Some of the responses quoted on pages 15-16 indicate condition (2). And the examination of Table 14 (See pp. 82-85) indicates condition (3) regarding the socio-economic standing of the parents of majority of the pupils. It is most probable, then, that the problem of high attrition rate of the secondary school system could be attributed to these situations: (1) that the majority of the pupils who are entering the high schools are retarded and therefore are unable to do the standard work required, (2) that many of them experience poor health, and (3) that many parents are not able to meet the requirements for the education of their children in the schools.

¹See page 78 of this thesis.

1. Co-education

Before going any further it should be mentioned that secondary education in Liberia is coeducational. When the elementary schools were first established boys and girls were housed in the same schools. Even if there was any desire to build separate schools for boys and girls, the financial situation could not permit it. This applies for the mission elementary schools.

Subsequently, the high schools (both private and public) that were established, being, in most cases, extensions of the elementary schools, were and are still coeducational. However, a few separate secondary schools for girls are being established by some missions.

2. Primary Aims of Secondary Education

There is good reason to believe that the early high schools were not intended to prepare boys and girls for college or university education; for during the Colonial and Commonwealth Periods, "Thought of higher education merely reached the high school level."¹

As a matter of fact the early sectarian high schools that were established were concerned with the moral and spiritual development of youth.² For, the missionaries

¹Henries, Doris Banks, "Higher Education" in Special Committee of National Teachers Association, loc. cit., p. 125

²Ibid., p. 126

wanted to expand their evangelistic work among the tribal people through their schools. Thus, in addition to general education, religious training was emphasized; although some missionary schools included some practical work in their programs (see pp. 49-51).

However, in the 1850's the need for instituting higher education in the country was felt. Consequently, in 1862, the Liberian College now known as University of Liberia, was inaugurated. In 1888, another college, known as Cuttington College and Divinity School, was established by the Protestant Mission. Adding to these two higher institutions of learning is Our Lady of Fatima College, a teacher training college, established by the Roman Catholic Mission in 1954.

When the first two colleges were established, the high schools were expected to supply them with students. Thence the high schools had to gear their work toward academic education, serving as preparatory institutions for college entrance. Thus, up to now, "our secondary schools remain college preparatory."¹

B. Administration of Education

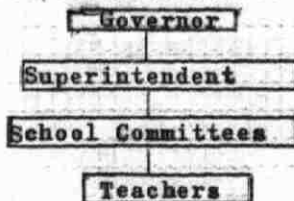
The education system of the country is operated on a national level. That is to say, the Department of

¹ Mitchell, John P., op.cit., p. 29

Education is responsible for all education activities in the country. The Department's responsibilities are limited to the elementary and secondary schools, both government, mission and private. Thus, a better description of the administration of the secondary school system can possibly be made within the context of the national administrative system.

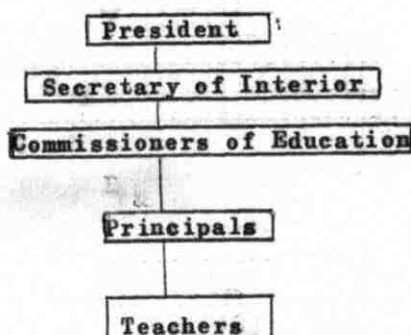
In 1826, four years after their arrival from America, the repatriated Negroes had to designate some education personnel to supervise the little education they had to provide. A Superintendent of Schools was then appointed to work under the direction of the Governor of the Colony. From 1821 to 1827 the Governor was the chief education officer. He had the sole authority to appoint public school instructors and to give decisions on education matters. After 1827 the authority to appoint instructors was invested in a school committee in each settlement. Administration and supervision of schools were then placed in the hands of the school committee who had to visit their respective schools twice a year. Still the Governor had to approve final decisions pertinent to education, while the Superintendent acted as a liaison between the school committees and the Governor.

Chart 1. Organization of Public School System in 1827



In 1869 the organization of administration was changed by an Education Act, providing for Commissioners of Education to whom principals and teachers were required to report four times a year. Thence an education bureau was established, functioning under the Department of Interior. The Commissioners were then responsible to the Secretary of Interior to whom they were required to report twice a year on the educational condition in their respective regions.

Chart 2. Organization of Public School System after 1847*



The duties of the Commissioners were as follows:

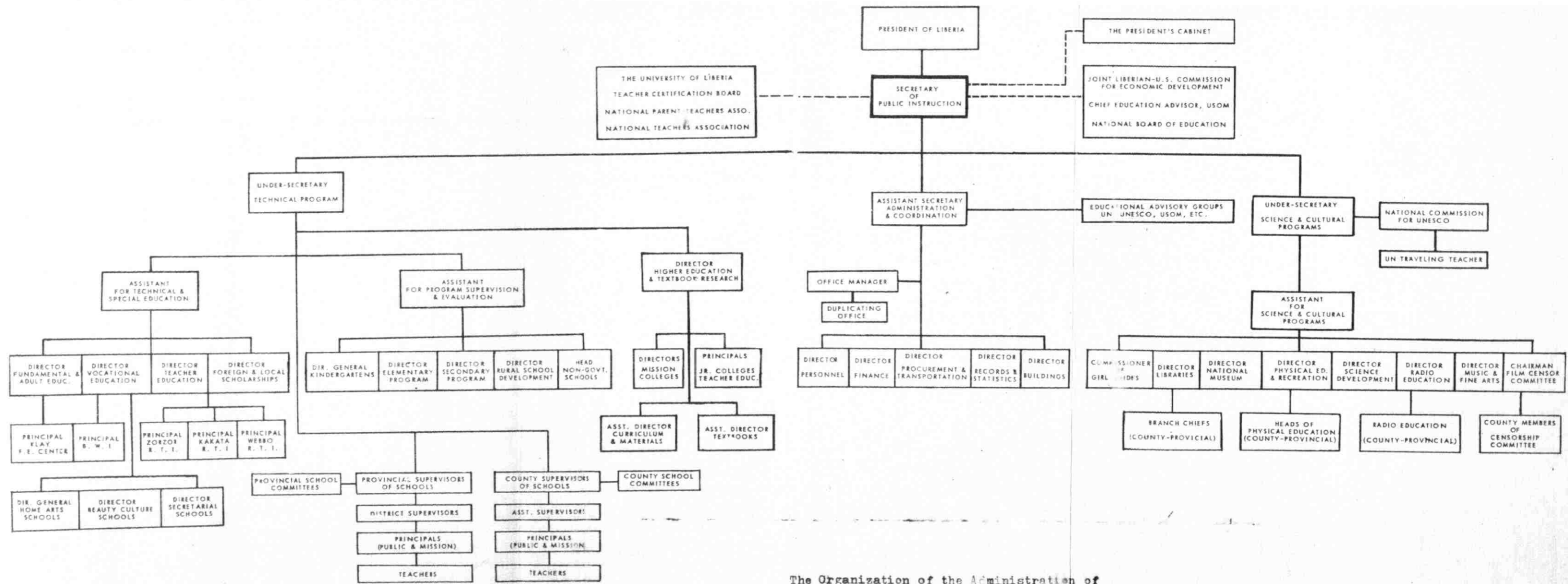
1. To visit each school in the county once in a quarter;
2. To certify teachers on the basis of annual teacher examinations, given at the close of the school year or at any appointed time, making possible the employment of teachers

* Charts 1 and 2 are adopted from Special Committee of the National Teachers Association, loc. cit.

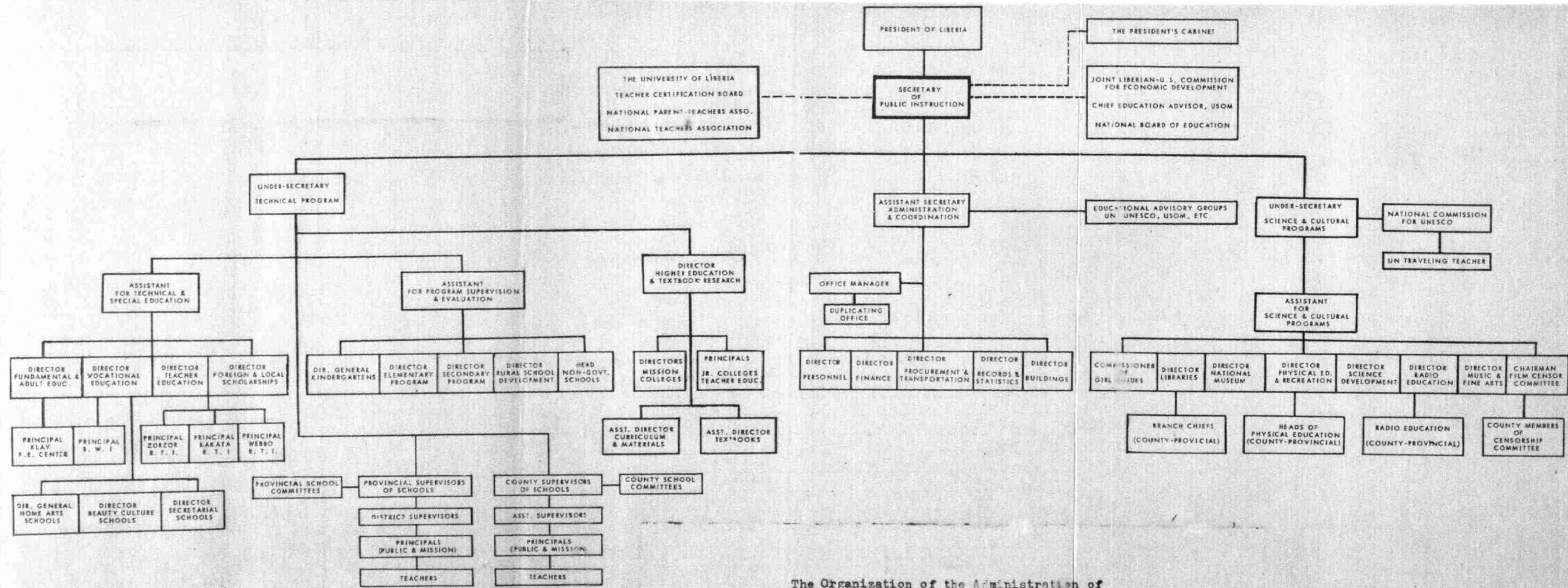
- on the basis of ability and proficiency;
3. To make quarterly reports to the Secretary of Interior on matters relative to teachers, conditions of schools, and educational needs of their respective counties;
 4. To appoint a local school committee of three persons in each school district to assist in the administration and supervision of schools. These committees were responsible to take an annual census of the schools in a town or district.

Later, on January 26, 1900, the Bureau of Education was raised to Cabinet Status, and became one of the executive branches of the government. Consequently, a post of Secretary of Education, as a cabinet member to head this Department, was created by the Legislature. The Commissioners who were functioning under the Bureau of Education were then replaced by County Inspectors. The duties of the Inspectors were identical to those of the Commissioners. Eventually, in 1937 the Inspectors were replaced by Supervisors of Schools who now represent the Secretary of Education in each county.

Chart 3 (p. 38) shows the present line and staff organization of the education system. Though not all positions are shown, this chart gives a picture of how the education



The Organization of the Administration of Education in Liberia
 From the 1959-1960 Annual Report of the Secretary of Education



The Organization of the Administration of
Education in Liberia
From the 1959-1960 Annual Report of the
Secretary of Education

program is planned, implemented and managed.¹ As will be observed, it is divided into two parts: (1) positions involved in the actual operation of the education program and (2) positions involved in program planning, general supervision and evaluation.

The line positions fall into two branches: (1) the Technical Program Branch and (2) the Cultural and Special Program Branch. Those that fall under the Under-Secretary of Technical Program are positions involved in the operation of the regular programs in the schools, including all the regular public, mission, private and other schools.

Following up the line organization of the technical branch the teachers and the principals are supervised by a District Supervisor, if the schools are in a district. The District Supervisor manages the schools in the district under the direction of the Provincial Supervisor. But in a county the teachers and principals function under the supervision of the Assistant Supervisor who, in turn, is supervised by the County Supervisor. Both the Provincial and County Supervisors work directly under the Under-Secretary of the Technical Program.

¹ See Massaquoi, Nathaniel V., 1959-1960 Annual Report, Department of Education, Monrovia, October 15, 1960, pp. 2-62

Under the same Technical Branch, it will be observed that there are the following positions:

- (1) the Assistant for Technical and Special Education,
- (2) Assistant for Program Supervision and Evaluation,

and (3) the Director of Higher Education and Text-book Research. Under these are the Directors, Heads of non-government schools and principals of other schools beyond the elementary and secondary levels, except B. W. I. (Booker Washington Institute) which is a vocational secondary school. All the Directors, known as staff officers, help the Under-Secretary in program planning, curriculum and materials development, general supervision and program evaluation.

Thus, the Directors are responsible to prepare instructional materials or recommend any change in the program. If any materials are prepared, they are forwarded to the Assistant Secretary for Program Supervision and Evaluation. He, in turn, gets the Under-Secretary's approval for these materials, and sends them down to the line officers, the Supervisors. The Supervisors then see that these materials are made a part of the regular school program. Recommendations for any change in the program go through the same process.

The Under-Secretary for the technical program branch

works directly under the supervision of the Secretary of Education.

This is the line of authority and responsibility as well as communication for the operation of the schools. It is within this line of administrative organization that the administration of the secondary school is carried on.

The Cultural and Special Program Branch, under the direction of the Under-Secretary for UNESCO, is responsible for out-of-school programs. These include (1) national and branch libraries (2) materials and training for the science development, (3) physical education and community recreation, (4) the film censorship operation, (5) the local and foreign scholarship committee for education, (6) national museum, and (7) radio education for the nation.

The Under-Secretary, through his Assistant and Directors, manages these programs. The Assistant and Directors report to him and he, in turn, reports to the Secretary of Education.

The Administrative Branch in the center of the chart, headed by the Assistant Secretary, provides all administrative services for departmental and field operations. It also provides services for school

operations and the cultural and special program.

Next to the Assistant Secretary who is responsible to the Under-Secretary is the Office Manager who takes full responsibility for the management of these services in the absence of the Assistant Secretary. In short, the administrative branch is responsible for the payment of all salaries, provision of supplies and transportation, collecting statistics for program planning, repairs and maintenance of materials for new and old school buildings.

The administration of the whole system is supervised and coordinated by the Secretary of Education. The two Under-Secretaries and the Assistant Secretary report directly to him. He evaluates the operation of the education program and reports to the Legislature through the President.

The dotted lines moving from the Secretary of Education show the relationship of the Education Department with other education agencies which are not directly supervised by the Department.

In the meantime it should be noted that all decisions pertinent to education matters taken by the field personnel or the Supervisors in the counties or districts must meet the approval of the central authority before they are acted on. With the central authority's dis-

approval, decisions as such cannot be implemented.¹

1. Financing of Education

The state provides funds for the operation of all public schools, and extends subsidies to the mission and private schools.

During each fiscal year the Secretary of Education frames an education budget for the next year in the light of expenditures of the ending year and expected financial demands of the Department for the proceeding year. This is then submitted to the National Legislature, and upon approval, a portion of the general revenue or the annual budget of the state is appropriated for education.

Meanwhile, it should be pointed out that the government secondary schools charge tuition according to local economic conditions.² When, in 1830, the first three public elementary schools were established in Monrovia, Caldwell and New Georgia, revenues were inadequate to maintain these schools. So pupils who enrolled in them had to pay tuition. This situation was continued when other public elementary schools were established, though there were few pupils "who were

¹ See Liberian Code of Laws of 1956, Vo. I, Chapter 2 on Local Administration of Schools, Sections 11 & 12, pp. 454-455

² Special Committee of National Teacher Association, loc. cit., p. 2

able to pay tuition."¹ Hence the first public high school that was established in Grand Bassa, in 1842, had to charge tuition fees. From that time up to now the public secondary schools continue to charge fees. Tuition varies from fifteen to twenty-five dollars. This applies to mission and private schools. But the tuition for boarding students in the mission and private schools is very much higher than the \$15-\$25 range for day students.

Table 5 shows the portion of the national budget allotted to education for each of the years shown.

Table 5
Comparison of Education Appropriation with General National Budget (1949-1963)*

Year	General National Budget	Education Budget	% of National Budget Appropriated for Education
1949	\$ 2,435,000.00	\$ 262,620.00	10.8
1950	3,000,000.00	465,499.72	12.1
1951	5,000,000.00	724,983.63	14.5
1952	8,500,000.00	1,200,000.00	16.4
1957	15,800,000.00	1,675,605.00	10.6
1959	18,000,000.00	1,165,374.00	6.4
1960	22,500,000.00	1,392,760.00	5.8
1961	27,500,000.00	2,035,650.00	7.4
1963	50,468,140.58	4,655,900.00	9.2

Table 6 shows per student cost for each child in the elementary and secondary schools for each of the years shown

¹ Ibid., p. 15

*The data of Table 5 and 6 are from the Budgets of the Government of Liberia, (Bureau of Budget, Executive Mansion, Monrovia)

in Table 5.

Table 6

Per Student Cost (1949-1963)*

Year	Education Budget	No. of Students	Approximate for Student Cost
1949	Ⓕ 262,620.00	21,465	Ⓕ 12.21
1950	465,499.72	24,562	18.12
1951	724,983.63	27,111	26.74
1952	1,200,000.00	34,760	34.15
1957	1,675,605.00	53,760	31.02
1959	1,165,374.00	61,202	19.04
1960	1,292,760.00	62,087	20.82
1961	2,035,659.00	79,973	24.10
1963	4,655,900.00	75,272	62.10

and the Annual Reports of the Secretary of Education, (Department of Education, Monrovia, Liberia). The number of students shown in Table 6 includes only the enrolment of both elementary and secondary schools, both government and non-government schools. Table 6 is incomplete due to the inaccessibility as well as inconsistencies of data on the following items: (1) separate expenditures on public elementary and secondary schools; (2) separate expenditures, as subsidies, on non-government elementary and secondary schools and higher institutions since government subsidizes these schools; (3) separate appropriations for scholarships, foreign and local in public and private higher institutions. Under these conditions a very clear picture as to the per student cost of public secondary school students cannot be made. However, since the private elementary and secondary schools are somewhat financed from the education budget of the country, Table 6 indicates the trend of per student cost of education in the country. In any case one would not be optimistic about the condition that knowing the separate appropriations enumerated would have turned out the per student costs much higher than what is shown in Table 6.

C. Organization of the Secondary
School System

Before secondary schools were established, the elementary schools that were in operation were organized on the eight-grade level, although not all the elementary schools were up to this level. However, when some of the missionaries raised some of their elementary schools to the high school level, the duration of study at those schools was set on the 4-year basis. The government high schools that were subsequently established were organized on the basis of four years.

Hence, from 1838 to 1960, the prevalent system was eight years of elementary schooling followed by four years of secondary schooling. Later it was thought necessary that this plan be reorganized for the following reasons:

"That the emphasis of our high school be shifted from the mere college entrance preparation to the maximum development of the potentialities of student in terms of need and ability. Experience shows that 50% of our students who enrol in college successfully complete after four years. The drop-outs are left without any skills to help them adjust adequately to life situation. Booker Washington Institute is not enough to meet the needs of Liberian youth. A functional and flexible high school program designed to provide each individual student with such skills and experiences commensurate with his ability and need would be most desirable. As a basis for such high school program we recommend the 6-3-3 system

instead of our present 8-4 system. The 6-3-3 system implies a six year elementary school, a three-year junior high school and a three-year senior high school. The three-year junior high school period can be used as an exploratory period. During this exploratory period the student would be exposed to various experiences, and under careful guidance he would be able to make an early selection of an interest area."¹

In other words for better articulation, the junior high school had to advance learning begun at the elementary level and at the same time initiate other subjects such as foreign languages, industrial arts, basic business, home arts and handicrafts.²

1. The Change to the 6-3-3 Plan

In 1960 the proposal referred to above (Massachusetts proposal) was approved by the Legislature, and the system was changed from the 8-4 to the 6-3-3 system, which is the recognized national plan.

However, the actual plan does not follow this form. There are still secondary schools that operate on the following plans.

1. Grades 7 and 8 with larger elementary section attached. These are schools that are still operating on the eight grades system. They have very few secondary school students or teachers.
2. Grades 7, 8, and 9. These schools are similar to those which offer grades 7

¹Massachusetts, Nathaniel V., 1958-1959 Annual Report, p. 96

²Massachusetts, Nathaniel V., 1959-1960 Annual Report, p. 96

to 9th grade. And so in many of them elementary sections are attached,

3. Grades running either from 9 to 12 or from 10 to 12. These are senior high schools with no elementary sections attached to them.
4. Grade 7 to 12. These are a combination of junior and senior high schools, some of which have elementary sections attached to them.¹

Table 7
Distribution of Secondary Schools by
Grades Offered - 1963*

Types of School	Grade Offered	No. of Schools	Enrolment	Average No. of Students per School
I	7-8	62	745	12
II	7-9	31	1376	44
III	9-12 and 10-12	5	611	122
IV	7-12	26	2855	110

2. Curriculum and Textbooks

Before the 1950's the mission and private high schools had their own curricula and textbooks. And so prior to the 1950's the Department of Education prescribed courses of study and textbooks only for the public elementary schools.

¹Hare, Augustus G., op.cit., p. 15

*Adapted from Hare, Augustus G., Ibid.

Table 8

Courses of Study Offered in the High
Schools in Liberia Before 1960*

Name of School & the Management	Courses Offered
Hoffman Institute (Mission)..... Commonwealth Period	English Literature, English Grammar, Geography, History of Rome, Spelling and Definition, Bible History and Vocal Music.
Alexander High School (Mission)..... Commonwealth Period	Logic, Rhetoric, Hebrew, Mathematics, English, English Literature,
Cavalla River High School (Mission)..... Commonwealth Period	Academic, Industrial and Religious Training
College of West Africa (Mission).....	Algebra, Geometry, English Literature, Rhetoric, Botany, Physics, Zoology, Latin, Greek, French, History, History of Education, Psychology, General Knowledge in Quotation, Political Science, Music, Bible.
Lott Carey High School (Mission)..... Republican Period	English, English Literature, Latin, History, Arithmetic, Algebra, Geometry, Science, Rhetoric, Vocal Music.
Bassa High School (Government).....	English, English Litera- ture, Arithmetic, Algebra, Geometry, Latin, Science, History, Music.

*Adopted from Special Committee of National Teachers Association,
loc. cit., Appendix VII (High School Curriculum in Liberia).

Table 8 (Continued)

St. Paul's High School (Mission).....	English, English Literature, French, Latin, Algebra, Geometry, Botany, Astronomy, Natural Philosophy, Psychology, Political Science and Bible.
Episcopal High School (Mission)..... 1936	Academic and Industrial, Printing, Tailoring, Elementary Engineering, Practical Agriculture, Home Arts.
Monrovia College (Mission).....	English, English Literature, Science, French, Latin, Greek, Algebra, Geometry, Civics, Physical Education.
Since High School (Government)..... 1938	Algebra, Geometry, English, English Literature, Physics, Chemistry, History, Geography, Latin, Bible, Drama and Debating Clubs, Physical Education.
St. Patrick's High School (Mission)..... 1940	English, Mathematics (Arithmetic, Algebra and Geometry), Latin, French, History, Bible and Physical Education.
Lutheran Mission High School..... 1945	Academic with the exception of a Bible Course, Physical Education, Home Arts for Girls, Music, Typing, Lutheran League.
St. Theresa's Convent (Mission)..... 1947	English, English Grammar, Mathematics, Science, Social Science, Physical Education, Latin, French.
Suehn Industrial Mission High..... 1950	Business Arithmetic, Algebra, Geometry, English, Literature, Biology, Chemistry, Physiology.

Table 8 (Continued)

Cape Palmas High School (Government)..... 1934	Latin, French, Mathematics, World History, Civics, Literature, English, Health and Music.
Booker Washington Institute Vocational (Government).....	English, Literature, Algebra, Geometry, Physics, Social Studies, Mechanical Drawing, Carpentry, Auto Mechanics, Radio & Electricity, Vocational Agriculture, Business (Typing and Shorthand), Physical Education.
St. Peter's Claver School (Mission).....	Academic and Physical Education.

In 1954, a committee, composed of representatives of UNESCO, ICA, the Liberian Government and Missionary Agencies, was set up. After having conducted a survey with regard to problems of curriculum and textbooks, the committee drew up a curriculum and suggested textbooks for all high schools, both public and private, in the country. The curriculum and the textbooks having been approved by the Secretary of Education, committees were appointed to prepare a syllabus and a curriculum guide for each of the four basic subjects: English, Mathematics, Science and Social Studies.¹ Thence the Department of Education specifies

¹Massaquoi, Nathaniel V., 1960-1961 Annual Report, p. 15

what should be taught in all the schools, as shown in Table 9, "whether operated by government, mission or private individuals."¹ The writer was informed by the Director of Secondary Education that "all students follow the same curriculum no matter what may be their needs, interests or abilities."²

Table 9

The Current Curriculum Plan for all
High Schools in the Country*

(Junior High School Curriculum
Grades and Periods Per Week)

Subjects	7th Grade & period per wk.	8th Grade & period per wk.	9th Grade & period per wk.
English	5	5	5
Social Studies	5	5	5
Mathematics	5	5	5
General Science	4	4	4
Physical Education	2	2	2
Music	2	2	2
Fine Arts	3	3	3
Practical Arts	2	2	2
French	4	4	4
Total	32	32	32

¹Townsend, Reginald E., Liberia Story of Progress, (Liberian Information Service, 1960), p. 42

²From an interview with Mr. Arthur Nebe, the Director of Secondary Education of the country, at the Department of Education, August 15, 1964

*This Table is adopted from Azango, Bertha B., Report of National

Table 9 (Continued)

(Senior High School Curriculum)

Grade X & Subjects	Periods Per Wk.	Grade XI & Subjects	Periods Per Wk.	Grade XII & Subjects	Periods Per Wk.
Mathematics	5	Mathematics	5	Mathematics	5
English	5	English (English Usage & Prescribed Literature)	5	English (English Usage & Prescribed Literature)	5
Social Studies 5 (Geography, Liberian & African History, Economic)		Social Studies 5 (World & Liberian History, Geography)	5	Social Studies 5 (World & African History, Geography)	5
Biology	5	Chemistry	5	Physics	5
French	4	French	4		
Physical Education	2	Physical Education	2		
Total	<u>26</u>		<u>26</u>		<u>22</u>

For the implementation of this curriculum, "the schools generally rely upon American textbooks which are ill-adapted to the Liberian milieu."¹

3. Entrance, Promotion, Graduation

When the secondary schools were operated independently, students who graduated from the elementary schools could not be admitted into

Examination for 1963, Monrovia. According to the Director, Economics is prescribed but is not taught in many of the senior high schools.

¹Liebenow, J. Gus, "Liberia," loc. cit., p. 379

any of them without an entrance examination. The missions that were operating the secondary schools had elementary schools here and there in the country. Students who proceeded to secondary schools in the same mission school were not required to sit for an entrance examination. For example, a student who was graduated from St. Patrick's elementary school (Catholic), but wished to acquire his secondary education at the College of West Africa (Methodist) could not be admitted unless he passed an entrance examination. But students from Methodist elementary schools could be admitted without being subjected to an entrance examination. And so the Catholic high schools required students from elementary schools other than Catholic elementary schools to sit for an entrance examination. But no student was exempted from this entrance examination requirement for admission to the government high schools. Presentation of transcripts from the last school attended was a secondary requirement.

With respect to the requirements for promotion and graduation, the practices varied from one high school to another. Each school had to give its own examinations for promotion and graduation.

Some of these schools required a passing grade of 70 in all subjects, and others required a general school

school average of 70.

After the same curriculum was applied in all high schools of the country in 1960, the whole system was made uniform. A nation-wide examination was instituted for graduation and promotion for the senior and junior high schools, respectively. This examination covers all the basic subjects. Promotion, excluding that for the ninth graders, in the schools is left to the schools. But the required national average for promotion from grade to grade is set at 70. At grades 9 and 12 a student must pass the national examinations before going further to senior high school or graduation from high school. At the elementary level only the sixth graders are required to sit for a national examination, thus determining their eligibility to proceed to junior high school.

a) The National Examination System: Before 1963 the required average for the national examinations was 67. But this was reduced in 1963 to 65. For promotion from junior high school or for graduation from senior high school, the national examination counts 25% and the school work counts 75%. The policy was that any student who failed in one or more of the basic subjects areas in his school, but passed in his general school average, the average of the national examination, or the

combined averages of school work and the national examination, would not be eligible for promotion or graduation. However, this policy has been amended. The present policy is that if a student fails in one basic subject in his school work, he is permitted to receive his certificate. But the deficiency must be made up to the satisfaction of the school during a vacation or during the first semester of the following year.¹

D. The High School Teachers

Any educational study that does not deal with the teachers would be incomplete for the fact that the success of the school depends to a great extent on the teachers' dedication to the education enterprise. It is the teacher who has to carry the goals into reality, stimulate, guide and direct the pupils, select the learning activities, take the responsibility to create the proper environment at the school to make it suitable for learning.

In view of this, the purpose of this section is to acquaint the reader with Liberian secondary school teachers and what is expected of them.

¹Bertha, Azango, op. cit., p. 3

1. Description of Secondary School Teachers

Since, from 1839 to 1929, secondary education in the country was largely undertaken by foreign missions, secondary school teachers at that time were foreign missionaries. According to Laura Norma,¹ the majority of these teachers were men. As public high schools were established, men, most of whom were products of the mission high schools, were employed as instructors in the public schools. Later women began to join the teaching profession and more women are still coming in. However, the number of men as compared to women increases from the junior to the senior high school, as shown in Table 10.

Table 10

Number of High School Teachers in 1961*

Level & Management	Male	Female	Total
Junior High			
Public	46	19	65
Mission	54	19	73
Private	..	..	..
Total	100	38	138
Senior High			
Public	103	33	136
Mission	76	20	116
Private	18	4	22
Total	197	57	274

¹Special Committee National Teachers Association, loc.cit., pp. 7-86

*Adopted from Massaquoi, Nathaniel V., 1960-1961 Annual Report

a) Academic Training: There is good reason to assume that, except for the mission high school teachers, the education of the majority of the public high school teachers, prior to the 1940's, did not go beyond two or three years of high school.

The two colleges, Liberia College and Cuttington College, were producing men who were destined to be leaders of the nation. A very few of the graduates of these colleges were and are attracted by the teaching profession.

Notwithstanding, according to Hare's recent survey of the educational levels of the high school teachers,

"The qualifications of the secondary school teachers are high. The average teacher...has completed three years of higher education... The lowest teacher qualification usually occurs in these schools of Type I. The government teachers have, on the average, a slightly higher qualification than the mission teachers."¹

It will be noticed that the data regarding the qualifications of teachers is somewhat deficient from the standpoint of our purpose here. For the distinction as to the degree of professional training as well as academic qualifications in the liberal arts or the majors of the teachers is not known. However, according

¹Hare, Augustus G., op.cit., p. 13. The remarks refer to the data of Table 11. Table 11 is adopted from the survey of Hare, and it shows a sample (268) of the 366 high school teachers in the country by 1963.

to what Table 11 shows, it can be admitted that the majority of the teachers have college education.

Table 11
Educational Levels of High School
Teachers - 1963

Educational Level*	Government Schools	Mission Schools	Others Schools	Total
7th	..	1	..	1
8th	..	..	..	..
9th	1	3	..	4
10th	2	2	..	4
11th	1	1	..	2
12th	11	13	..	24
I	1	3	1	5
II	5	3	2	10
III	9	6	..	15
IV or more	109	91	3	203
Total	139	123	6	268

b) Duties of the Teachers: In instructing the pupils, the teacher is expected or required to conform to the textbooks or courses of studies prescribed by the Department and the regulations issued in relation thereto.¹ This practice is indicated by the responses of some teachers, quoted on pages 74-75. It is noticeable from these responses that teachers are somewhat aware and recognize the differences in aptitudes, interests and purposes of their pupils, and that many of the pupils do not

*7th to 12th means high school level. And I to IV or more means college or university level.

¹Liberian Code of Laws, loc. cit., p. 463

have the maturity levels to benefit from what is being presented to them; notwithstanding, teachers have to, in performing their duties, abide by the standard program of studies prescribed by the central authority for all the high schools in the country.

In the mission or private high schools, teachers may teach something or use other textbooks not included in the prescribed curriculum. But before doing so, the requirements as to courses of study and textbooks prescribed by the Department must be fulfilled; and furthermore the approval of the Secretary of Education must be obtained.¹

Each public and private school teacher is required to keep posted-up-to-date accurate records relating to: (1) pupils' standing in a subject, his general weekly and quarterly averages; (2) the current schedule of classes and the time devoted to each daily; (3) the education law with current revision, for references; (4) the departmental circulars for the current year; (5) lesson plans showing the daily or weekly outline of work to be followed by the teacher in conducting his various classes, which lesson plans have to be submitted to the principal for his approval.²

¹Ibid., p. 463

²Ibid., p. 466

Summary

The administration of secondary education is in line with the whole system of educational administration of the country - a system which is highly centralized. Principals and teachers are responsible to the supervisors of schools who, in turn, are directly responsible to the Assistant or Under-Secretaries in the Education Department. All of these administrative personnel are subject to the Secretary of Education who is responsible to the President of the country. Administrative decisions taken by field personnel in the counties or districts must be submitted to the central authority for approval before they are implemented. The field personnel are responsible to see to it that instructions, directives or regulations from the central authority are enforced in their respective localities. In short, the central authority manages the internal and external educational matters in the country.

Public secondary education is financed by the central government. The mission and private schools are subsidized by the government.

Secondary education is intended to prepare pupils for liberal education in college or university. Thus,

the curriculum is academic - a general education type. Though the number of schools is increasing rapidly, the rate of increase in enrolment is somewhat slow. Students must have ability or money to attend schools. Entrance into secondary schools, after primary grades, is based on national external examination. Without passing the examination, students cannot be promoted or graduated.

The system is organized on the 6-3-3 plan, that is six years elementary, 3 years junior high and 3 years senior high. It is coeducational.

The majority of the secondary school teachers have reached the college level or beyond. The teachers are expected and required to teach what the department prescribes and requires. Thus, they base their instruction on curriculum guides and prescribed textbooks which are largely bought from the United States.

CHAPTER III
CRITIQUE OF LIBERIAN SECONDARY
EDUCATION

In this chapter the areas of the secondary school system with which we are concerned are administration, curriculum and instructional practices in the schools. These have been given particular consideration for two reasons: first, in order to achieve its objectives for undertaking a task, an organization must be well managed; second, the materials and methods utilized must be suitable for the performance of the task.

Applying this to education, the sort of administration carried on between the functionaries is reflected in the school or the classroom which is the key unit of the school system. If administration is defective, teacher-pupil relationship which includes instructional practices is affected. On the other hand, subject matter or the curriculum must be suitable to those who learn it. Moreover, it must be adapted to the social conditions. It is by means of this that the school can be of service to the society which institutes it.

A. Administration of Education

1. The Importance of a Central Coordinating and Organizing Agency on the State Level

It is necessary that at this stage ~~the state~~ undertake the major responsibility of providing education in the country. This is adhered to by the writer for a number of reasons.

First, looking at the life of Liberia, one finds wide differences in the economic conditions of the people. Many families do not get sufficient income to meet the essentials of living. Under such conditions it is difficult for them to pay for education of their children. This difficulty is one of the stark causes of the rapid drop-out of students on both elementary and secondary school levels. And it is through the provision of free public education by the state that this situation can be remedied.

On the other hand, since the children who are being educated are expected to be of service to the nation, the nation, in turn, is under the obligation to contribute to their education to a very large degree. If many parents find it very hard to meet the necessary demands for the education of their

children, and, as a result, many of the children have to leave school this amounts to a loss to the nation. If the children are uneducated or half educated they cannot be expected to fulfill effectively the obligations of citizenship in the future.

Thus, the educational program needs to be organized and coordinated on the national level. However, while it is true that over-all organization and administration is appropriate, it is also necessary to introduce some elements of decentralization.

2. The Need for Local Administration

It should be kept in mind that the contemporary life of Liberia demands more social planning, more social action and more participation. The educational system is the most important instrument by which the objective of social cooperation, acceptance of responsibilities and the like can be realized. Hence the administrative system of the schools ought to offer example for democratic operation with proper participation of all those concerned. In other words the administration of schools has to reflect the desire for "hard sacrifice and cooperative self-help." Furthermore, the need for democratic manage-

ment of the system is shown by what "...experience has taught us that people will be willing to work together under the aegis of a single organization as that organization provides the stimulus not only for joint action, but also for individual expression."¹ It is clear here that respect for human personality must be recognized and opportunities to participate creatively and responsibly in enterprises of felt worth be provided.

As far as the administrative system is concerned one may raise the question as to whether this is possible when the primary function of the representatives of the central authority is to see to it that instructions, regulations, directives and the like from the central authority are strictly enforced. Is such operation or management consistent with the desire for self-improvement, and for developing a sense of responsibility, initiative and creativity? The present mode of administration seeks to model management and operation according to principles of mechanical efficiency. As a result there exist in it elements of ineffectiveness as attested to by Secretary Massaquoi.²

(1) Administrative agencies lack effective dynamic

¹Smith, Robert A., op. cit., see Appendix IX (Unification - An Address Delivered by President William V.S. Tubman at one of the National Unification Councils in Saniquellie), p. 117

²Massaquoi, Nathaniel V., 1960-1961 Annual Report, pp. L-ZLV (Appendices)

leadership.

- (2) Effective education supervision is not carried on in the administrative system. There is a lack of initiative on the part of principals to organize and stimulate teachers for the effective implementation of the program. As a result teachers tend not to accept responsibilities to supervisors and the parents of pupils.

(As one looks into the reasons given by some teachers as to the cause for not establishing relationship with parents, one comes to know that there is truly a tendency of laxity on the part of the teachers as to their acceptance of responsibilities to parents or guardians of pupils. The teachers' reasons, as summarized, are: (a) a majority of the parents are not interested in parent-teacher relations; (b) a majority of the students do not live with their parents, and their guardians do not manifest interest in their school affairs. Yet, these teachers feel that there is an exigent need for instituting teacher-parent relationship in their communities so that teachers and parents can come together to discuss and find solutions to such problems as (a) tardiness, absences and negligence to do or study assigned lessons on the part of pupils; (b) problems with regard to character, behavior and living conditions of pupils; (c) finding ways to avoid academic disturbance between school and parents.

All this shows greater responsibility of teachers to connect parents with the operation and activities of the schools. But to arouse parents' interests in the work of the schools, to make them see and understand their responsibilities for the operation of the schools, and to incite their participation - all this requires teachers' dedication to the teaching task.)

- (3) To a certain extent the efforts of officials are duplicated. There is a lack of cooperation

procedures. One result of this is establishing schools in some places than needed.

While it is true that the defects observed by the Secretary are sketchy, nevertheless, they reveal some of the undesirable effects that accompany increasing reliance upon centralized administration.

It should be recognized that the positions set forth in the chart of organization (see chart 3, p. 38) are filled with human beings. Whenever human beings are brought together to perform a task, they begin to form small informal associations based, for example, upon physical proximity, physical or social similarities, personal preference, common interests or mutual protection.¹ The organization of the administrative system cannot be exempted from this principle of the dynamics of social organizations. It has social informal structures in it. And the formal centralized organization is interacting with these informal structures. As it becomes larger in size and becomes complex so too the informal associations within it develop. It is most probable, as it appears from the defects indicated, that these informal structures are developing in opposition to the rigid centralized

¹Bush, Robert Nelson, The Teacher-Pupil Relationship, (Prentice Hall, Inc., New York, 1954), p. 9; Lippit,

system; and that they are exerting a great influence on the centralized administration. Here the situation with regard to the emergence of new problems of human relationships within the system must be taken into account. Possibly, while this situation is present, the regulations, directives, decisions and the like from the central authority or officials are not effectively executed by the line men in the counties or districts.

It is probable that this state of affairs was recognized by the technical experts from San Francisco College, who were invited by the government to survey the schools and determine their needs and problems. These experts pointed out "the need for the development of an educational organization adequate to achieve our educational goals...which involves the development of sound local school districts in all the counties..., and placing the total administration in the hands of a capable superintendent of schools."¹

The problem that the foregoing conditions indicate is that the larger the administrative organization becomes and the more centralized administration is heavily relied on for the planning, implementation

Ronald; Watson, Jeans; Westley, Bruce; The Dynamics of Planned Change; A Comparative Study of Principles and Techniques, (Harcourt, Brace and World, Inc., New York 1958), pp. 22-68

¹Massaqueoi, Nathaniel V.; 1959-1960 Annual Report, p. 190

and supervision of the educational program, the more administrative deficiencies will become.

B. The High School Curriculum

1. Limitation of the Current Curriculum

Before attempting to indicate the limitations of the current high school curriculum, it is appropriate to mention the advantages inherent in it.

a) The Advantages of the Standard Curriculum: Since the curriculum is standardized in such a way that teachers are provided with curriculum guides and prescribed textbooks to which they are expected to conform in teaching, inevitably, the curriculum provides security to the teachers. For there is much comfort in knowing the predictable demands of one's job, in having an idea as to what one's work will involve tomorrow, next month and the months following, and in feeling prepared to meet the requirements of the work.

Furthermore this uniformity gives a sense of security to the pupils as well; for, as far they are concerned the evaluation of their achievement in school is based on this curriculum. They know exactly what is required of them for promotion or graduation.

Moreover, pupils who are academically inclined and have the opportunities to further their education in higher institutions are given the suitable subject matter.

Under such a curriculum it is easier for the central authority to evaluate the work of the various high schools in the country; since it knows precisely what these high schools are supposed to teach.

It could be conceded that abolishing classical languages like Latin, Hebrew and Greek from the secondary school curriculum is a necessary step. Their usefulness to a generation, a large proportion of which does not have the abilities or opportunities to go to college is questionable. On the other hand, the choice of French as the only foreign language taught in the secondary schools can hardly be made a point of argument since all of Liberia's neighbors, except Sierra Leone, are French speaking countries, and secondly, since French is one of the modern universal languages.

b) Disadvantages of the Current Standard Curriculum:

Some believe that in the interest of national solidarity it is essential that a unified curriculum

be established in the secondary schools and required of all pupils. With this point of view the writer is not in full agreement. Whereas it is important to require a limited number of subjects from all students, it is also important to provide some flexibility and variation in the secondary school curriculum. For during adolescence the interests and special aptitudes of adolescents begin to blossom. These special aptitudes and interests must be nurtured by appropriate courses in the secondary school. Furthermore in a modern society different skills and aptitudes are required. These must be cultivated in the secondary school, not by a unified curriculum but by a flexible curriculum.

The second point is the logical and orderly arrangements of topics or areas of study.¹ Such arrangements clearly show that an area or topic has to be treated at a specific grade level and within a certain period of the school year. When pupils are studying one topic other topics have to be postponed until these topics are reached in the logical prearranged order of things.

But then the difficulty for motivating the pupils to learn and acquire the essential knowledges and

¹ See, for example, Mathematics Committee, Mathematics Curriculum Guide for Junior High School, Grades 7, 8, 9 (Division of Higher Education and Textbook Research, Department of Education, Monrovia, 1962), pp. 5-51

skills from the prescribed topic is there to be faced. Individual learns effectively in terms of purpose, need and interest. Moreover, teaching and learning become effective when a pupil is taught and learns at his maturity level and experience background. Thus, in order to be functional and effective courses of study must have (a) functional centers of interests and purposes for groups of pupils or individuals, (b) learning experiences developed at different levels, and (c) classroom procedures adapted to a particular classified group of pupils.¹ Needless to say, these aspects of learning and teaching of courses of study in modern secondary school are not facilitated by the present courses of study of Liberian secondary school system.

Another point of disadvantage is that it is possible that the curriculum is causing 'psychological scars' to many of the pupils. For example, a pupil who has not reached the maturity level to do algebra is exposed to the intricacies of algebraic computations before being ready for them. Here is a likelihood of making some of the pupils turn against some fields of learning which they might have otherwise found valuable to them.

¹Draper, D. Marion, Principles and Techniques for Curriculum Making, (D. Appleton-Century Co., Inc., New York, 1936), pp. 31-61

In view of the foregoing conditions should it be considered appropriate and desirable to require all the pupils to subscribe to the standardized common curriculum no matter what their abilities or need may be? Perhaps, answering this question would require further discussion or probing into the disadvantages of the curriculum.

When asked whether the courses offered in their respective schools seem to serve well the needs of the majority of the pupils, considering the pupils' abilities to cope with the requirements of the school, some teachers gave some interesting responses, the typical ones of which are as follows:

"Yes-The academic program offered follows the standard curriculum of DPI (Department of Public Instruction) and serves well the purpose of those students who plan to continue their education."

"Yes-But since the student is a whole being, composing of body and soul, he should be wholly educated, that is, physically and intellectually. There are some students who could have been benefited by their education if they were given education other than the academic program. These are the ones who are below the intellectual average."

"Yes-But I feel that there should be some sort of program offered to meet the needs of those students who cannot cope with the academic requirements."

"Yes-But there are some girls whose intellectual or literary abilities are weak and are not able to cope with subjects that are

difficult. In most cases girls falling under such category may be good in learning trade; that is, a subject like domestic science or sewing, especially so since they must have some knowledge of these subjects before they may to enable them run their homes efficiently and satisfactorily. This will benefit them, their husbands, and families. This applies to boys also. There are some boys who could have been given vocational courses."

"Yes-But I think we could use a little more vocational training directed at the majority of students who will not attend college."

Noticeably, although almost all the teachers who have responded to the questionnaire prefaced their statements with "yes", yet they all admit that the curriculum is not suitable for all the students who "must" take it. Here one may infer that the teachers recognize the wide ranges of individual differences that now exist in the schools; and that there are some students who could have learned something better other than what they are required to learn. That there is no justification for requiring all the pupils to follow the identical program of studies cannot be overemphasized. For, the result of such practice is that many of the pupils "waste a number of years in high school, taking work which may not be beneficial to them academically or vocationally."¹

¹Massachusetts, Nathaniel V., 1958-1959 Annual Report, p. 108

Table 12 as well as Table 13 give good evidence to the opinions of the teachers as well as that of the Secretary.

Table 12

Pupils Expectation/Non Expectation
to go to College⁽¹⁾

	No. of Pupils	Percentage
Expect to go to College	58	52.3
Do not Expect to go to College	53	47.7
Total	111	100.0

In comparing the data of Tables 12 and 13, one interesting factor appears. It is observable that the

(1) Table 12 and 13 have been formulated from Part One, No. 2 of Appendix A. The number for non expectation includes those who respond to b, c, and d, numbering 15, 26, 12, respectively. The number for expectation includes only those who respond to a. Putting groups b, c, and d together and comparing them with group a, the null hypothesis (H_0 : $P_{\text{expectation}} = .5$) so formed, shows the number of those who expect and are sure of going to college is not greater than that of those who do not expect and are not sure of proceeding to college. This applies to the group who are satisfied with the education they now receive and the group who are dissatisfied with the education they receive (see No. 3 of Appendix A). The chi squares for the two pairs of numbers (58 and 53, and 64 and 47) come out to be .25 and 2.30 respectively. The conclusion that can be made from the sample data of these tables is that if all the high school population had responded to this part of the questionnaire, there is a probability that

number of those who expect to go to college is somewhat equivalent to those who are satisfied with what they are acquiring in high schools.

Table 13

Pupils' Satisfaction/Dissatisfaction
with Education

	No. of Pupils	Percentage
Satisfied with Education	64	58
Dissatisfied with Education	47	42
Total	111	100

This is probably related to one's ability to do academic work in high school, and thus the confidence in his ability to cope with academic requirements in college or university. This is applicable, the other way round, to the number of those who do not expect to go to college and those who are dissatisfied with what they are learning in high school.

there would have been no significant indication that those who "certainly" will proceed to college, or those who find satisfaction in the education they get are more than those who do not expect to go to college or do not find satisfaction in the education they get. (Notice the word "certainly"; for there is a great difference between wishing to do something and being able to do it.)

Even if we assume that the curriculum is feasible for the majority of the pupils, still the fact of the matter is that many of the pupils will not complete their high school education before going out to join the adult world. On the one hand, many are young adults who begin school late and thus are retarded to profit from academic work.¹ Is it not true then that there is no provision made for this group of students? Or should we not face the fact that "they have difficulty in making adequate life adjustment, since they are not trained in any particular skill..."² Yet, the pupils strongly desire to be economically productive (see pp. 16-18) so that they can be of help to their people as well as to themselves.

Another point that one cannot afford to pass over is that since there are many students to whom the academic program is of no much benefit, possibly, there is interference with the progress of those who, by natural and environmental gifts, could attain significant accomplishments from this program. In other words students most academically gifted are probably not well challenged. Rather they are severely handicapped since they must learn the same things with those

¹ Ibid., pp. 105-106

² Massaquoi, Nathaniel V., 1958-1959 Annual Report, p. 98

who are lower than they are in ability.

By now it should be clear that the curriculum is not feasible as expected as far as the pupils are concerned. In other words the practice of imposing uniform or common courses of study on all the pupils does not facilitate the free growth of individuality. It does not help every pupil to achieve the highest degree of individual development of which he is capable, according to his needs, interests, and abilities. Individual abilities are not aroused and utilized. It is pointless to say that there are some students who are interested in and can quickly be excited by applied sciences, pure science, abstractions and reasoning. While there are others whose minds can be mostly excited and aroused by practical knowledge or practical education. The rates of learning of these groups of pupils are not the same. Yet, the curriculum does not take into account the differences as such. Other things being equal, the vocational needs and interests of the majority of the pupils are not taken into consideration.

At this point it would be proper to look at it in view of the economic and social conditions indicated in Chapter I.

(i) Non-Adaptation of the Curriculum to the Needs of the Country

The changes taking place in the economic as well as social life of Liberia demand the development of its human resources. Economically, this implies accumulating its human capital and investing it effectively. For, "In the modern world particularly in Africa, Liberia is obliged to make determined efforts in industry, agriculture, technology, . . . to maintain her place."¹ This shows that in the critical stage of development and transformation of the country "There must be available a sufficient number of trained technicians, scientists, engineers, doctors and skilled workers to evolve, execute and carry out the development actively."²

The occupational aspirations of the pupils, as shown in Table 14 as well as those noted earlier (see pp. 15-17) indicate how the pupils are feeling the influences of these demands.

Table 14 shows that 76% of the fathers have occupations which fall between minor and low occupations, while only 24% of them have very high and high occupations. About eighty-four per cent of

¹Mitchell, John P. 1962-1963 Annual Report, p. 26

²Tubman, William V.S., op. cit., p. 10

their sons aspire to the very high and high occupations and only 15.6% of them have aspirations which are more or less equivalent to the occupational setting of their parents.

Table 14
Occupational Aspirations of Students Respondents
as Compared with their Fathers' Occupations

Occupational Level*	Fathers at this Level	Per Cent	No. of sons aspired to this level	Per Cent
Major White Collar (e.g. doctor, lawyer, engineer, politician)	14	10.8	89	69
Middle White Collar (e.g. education specialist, school teacher, Banker, school administrator)	17	13.2	20	15.4
Minor White Collar (e.g. technician, businessman, clerical worker)	10	7.8	10	7.8
Skilled Labor and Other Services (e.g. merchant, skilled farmer or craftsman)	33	25.6	10	7.8
Other Labor and Service (e.g. unskilled farmer, Paramount or Clan chief)	55	42.6	..	..
Total	129	100.0	129	100.0

It will be observed that in Table 12 less than 60% of the respondents expect to go to college. But in Table 14

*See Kahl, Joseph A., "Aspirations of Common Boys" in Blain E. Mercer and Edwin R. Carr (Editors), Education and Social

more than 80% of them aspire to occupations which necessarily require college education. Comparison of these two proportions obviously reveals that a large number of the pupils aspire to high level jobs which, most probably, are beyond their reach. The reasons for this inference can be found in the following principles.¹ Success in one's chosen occupation is highly related to one's educational achievement. On one hand, the educational achievement of a pupil is largely determined, in addition to his IQ, by the placement of his parents in certain social class. And this placement is determined mostly by the educational background and occupational standing of the parents. Thus, parents' social class affects, to a certain extent, the educational plans of a pupil, and thus his occupational aspirations.

In Table 12 and 13 respectively, it is shown that about 46% of the pupils do not expect to proceed to college, and approximately 42% are dissatisfied with the education they are acquiring. In Table 14 the occupational standing of about 43% of the pupils' parents falls at the lowest part of the ladder of

Order, (Holt, Rinehart and Winston, New York, 1930), p. 114, for classification of occupational level for jobs mentioned in item one of questionnaire (see Appendix A).

¹See Ibid., pp. 113-132. Here Kahl interprets the in-

the occupational structure shown in the Table. It will have been noticed that the principle regarding the effects of parents' social-economic standing on the educational plans of their child is here established. Since the educational plans are affected as such their occupational aspirations are not somewhat realistic. However, the extent of their occupational aspirations raises the issue with regard to the influences of the wider social and economic relationships with which they are in contact; though the conflict between their educational plans and occupational aspirations is somewhat apparent.

Another condition to which Table 14 has given a clue is that there is a very slow rate of vertical mobility¹ in the occupational structure of the Liberian society. In other words there is no significant differentiation of occupational categories for economic development of the lot of the people, notwithstanding the trends of industrial development in the country. Here Liebenow's point of view regarding the involvement of the lot of the population in lower-class economic organization (see p. 14

fluences of family's social-economic backgrounds as well as IQ as predictors of the future educational and occupational success of adolescents. (Meanwhile it should be noted that not knowing the IQs of the respondents is the major deficiency of the data in Table 14).

¹This means movement of the people from one social class

is somewhat evidenced. As it now appears a large scale economic or social progress will not be attained unless a vast number of the population is involved in different occupational categories, as required by modern industrial and economic development.

In view of these circumstances, the dreams of the children cannot be totally disparaged. Though they are aiming at high level jobs and social prestige that their education may not lead them to, however, it should be recognized that they see themselves in the occupational roles they would like to play in life. These aspirations reveal some possibilities. They show that the youngsters have the desire to do somethings which have social as well as personal significance. Thus, what they need is suitable treatment by which their aspirations can be directed into appropriate and realistic channels. Treating them appropriately will help in meeting the human resources requirements of the country. It will also help in reshaping the occupational structure of the country. But the question is: is such treatment possible when all of them are required to do and complete the essentials laid down? When those for whom such learning is un-

to another (up and down the prestige scale) as determined by occupational status.

suitable are leaving school without substantial benefit? Hardly can anyone do anything effective in life when he devotes some years to learning something but does not know how to put into effective use what he has learned.

Another point is that the curriculum does not take into account the development of skills and knowledge necessary for agriculture. As noted earlier, a vast majority of the students come from rural areas and the rural population form the majority of the population in Liberia (approximately 90%)¹. These people gain their livelihood from agriculture - a semisubsistence agriculture of course. Thus, it can hardly be refuted that "Agriculture is still the backbone of Liberia's economy in spite of the rapid expansion of the iron ore industry and other commercial and trading undertakings."² Since there are increasing demands for rice, Liberia's staple food, fruits and vegetables, poultry production, and the like,³ it is partly the responsibility of the secondary schools in the rural regions to develop skills and knowledge in agriculture.

Further still, the curriculum does not consider the health conditions of the people. That the lives

¹Townsend, E. Reginald, op. cit., p. 48

²Ibid., p. 48

³Ibid., pp. 49-50

of the vast number of the population in both the rural and urban communities are disturbed by all sorts of diseases¹ poses a crucial problem of getting the people to know the causes of disease and the how to prevent diseases. A large part of any attempt to make the people acquire habits and knowledge of good health conditions as such rests on the secondary schools.

Finally, it should be noted that before the formulation and implementation of the central curriculum, some of the mission high schools included in their program (see pp. 49-51) the agricultural and industrial needs of the country. But the courses as such have been eliminated as a result of requiring increased hours for academic subjects by the government.²

C. Pedagogical Practices in the Secondary Schools

At this stage it would be in order to look at the sort of teaching methods predominant in the schools, and the extent of learning experiences that students undergo. By looking at the instructional practices, some conclusions can be drawn as to whether or not the requirements of the new social and political

¹Ibid., p. 37

²Mammelu, Moses, "Vocational Education" in Special Committee of National Teachers Association, loc. cit., p. 67

circumstances are being taken into account in the schools.

1. The Teaching Methods in the Schools

Besides exposing the child to something that is appropriate to his abilities and needs, his educational experiences must be so devised as to make him think and act properly and effectively in his environment. It is by means of this that his activities can have effects upon persons and things in his society and environment.¹

In order to enable our young people to share effectively in the ordering of the society and in bringing a new state of things into being as well as in adapting and adjusting themselves to new conditions, instructional methods and learning for them must seek to develop and nurture understandings of purposes, desirable social attitudes, skills and appreciations of responsibilities. At this point the following questions may be asked.² Do the schools stimulate the imagination of the pupils, encourage their curiosities? Do they induct the pupils into the maturity of self-control and independence so that they can take responsibilities for their own

¹Thayer, V.T., et al, Reorganizing Secondary Education, (D. Appleton-Century Co., Inc., New York, 1939), p. 19

²See Scherling, Raleigh, Student Teaching: An Experience Program, (McGraw-Hill Book Co., Inc., New York, 1940), pp. 114-115

direction in society? Do they lead the pupils to mature development by helping them to learn that a genuine self-realization and satisfaction come by sharing and cooperation with others, and thus developing a sense of social responsibility in the pupils?

It is somewhat difficult, at this point, to give clear-cut answers to the questions posed. But the fact that "teachers consider their teaching as limited only to lecturing their students in their assigned subjects and when this is done they maintain that they have successfully performed their teaching task;"¹ that in the schools "teaching methods do not provide for sound emotional, physical and mental differences of youth;"² and that there are "generally low standards of teaching in...the schools;"³ - all this gives the impression that instructional practices in the schools do not meet expectation. Further, that rote learning is perpetuated without any acceptance of responsibility for the total development of the student⁴ leads one to the inference

¹Massaquoi, Nathaniel V., 1960-1961 Annual Report, p. 92

²Ibid., p. 95

³Liebenow, J. Gus, "Liberia", loc. cit., p. 379

⁴Mitchell, John P., 1962-1963 Annual Report, p. 29

that teaching is mostly concerned with imparting of factual knowledge; that there is a tendency of proceeding in a routine way in teaching and that learning is mechanical.¹ Students' responses to questionnaire (see Appendix A, Part Two), as summarized in Table 15, somewhat indicate some factors that appear to be operating in the teaching

Table 15
Rating of Methods of Instruction in
the Basic Subjects by Pupils*

Courses	No. of As	No. of Bs	No. of Cs	No. of Ds	No. of Ans.
Science	67	70	125	213	475
Mathematics	83	92	115	188	470
English	105	146	153	80	484
So. Studies	84	81	95	211	471
	<u>Converted into Scale Values</u>				
					<u>Total</u> <u>Ave.</u>
Science	268	210	250	213	841 1.8
Mathematics	332	186	230	188	936 1.9
English	420	438	306	80	1244 2.6
So. Studies	336	243	190	211	980 2.0

practices in the schools. Attempting to point out these factors brings to the mind, at the outset, the following questions. First, what is the cause of the majority of the pupils giving low rating or unfavorable reaction to the teaching techniques and methods of teachers in three

¹ Table 15 and some of the responses of the students on pages 95-96 give some evidence to this point.

*For the rating, the scale of A, B, C, and D, (good, Fair,

of the basic subjects: science, mathematics, and social studies? Second, why is it that a majority gives high rating to teaching methods in English?

With regard to the first question one may assert that there is a certain amount of dissatisfaction. In other words the procedures which the teachers of these three basic subjects employ do not make these subjects interesting or somewhat meaningful to the pupils who give the low rating. This suggests that school tasks or lessons in these subjects are not tied up with what a large proportion of the pupils would want the teachers to do for their learning;

Average, and Poor respectively) is given. This scale is converted into the value of 4, 3, 2, and 1 respectively. Number of As, etc., means that the total number of all As, etc., given to each of the subjects by 133 students, according to the techniques or methods stated. But all these students do not rate all the techniques for each subject. Some rate only four techniques for each subject, others 6, others 3 and so on. So the number of answers shows the total number of As, number of Bs, etc., as rated by all the 133 students for each subject. The second part of the table shows the values of number of As, Bs, etc., and the total values. For example, for science the value number of As is the result of 67×4 , which is 268. All the values of As, Bs, etc. for science put together give the sum of 841. This, divided by 475, gives the average of 1.8. The rest are computed in similar manner.

This table shows, according to the rating of the sample, that in three basic subjects the method of instruction is between average and poor. But the teaching method in English is between fair and good. According to the responding students, the methods of instruction in science, mathematics and social studies are not as satisfactory as expected, but instruction in English seems to be encouraging.

that lessons in these subjects do not provide suitable learning situations for many of the pupils; and that participation as well as cooperation among pupils and teachers are not utilized to large extent. Moreover, it could be suggested that, to a large extent, teachers' concern and procedures in teaching are directed at the subject matter and the covering of materials and not at (a) the maturity level, interests and purposes of many of the pupils, and (b) utilizing courses of study as resources to develop skills, techniques and attitudes for the realization of the objectives of the current social and political policies of Liberia.

That the teaching in the schools is seriously deficient is further supported by the following statement.

"The work of our secondary schools too frequently represents a blind groping in the dark. Too large a number of secondary school people also lack a clear understanding of how to plan and carry on the activities of the secondary schools in a most effective way, together with an understanding of the condition under which the work of the secondary schools can be effectively planned and carried out."¹

Concerning the teaching of English and the favorable reaction of the pupils one can assert that the value and meaning of the subject can readily be seen.

¹Massaquoi, Nathaniel V., 1960-1961 Annual Report, p. 91

by the pupils themselves. For English is the official medium of communication in the country.

Since approximately 70% of our secondary school teachers (see Table 11, p. 59) have reached the level of fourth year college or beyond, and the secondary schools are over-staffed,¹ why do such teaching practices and learning exist in the schools? There are two essential factors to which this could be attributed. First, teachers are under the pressure of competition with other schools, attempting to standardize their academic work, according to the requirements of the central authority. Consequently, their concern is to cover their daily or weekly lesson plans, or the prescribed textbooks or the syllabi at the expense of encouraging true learning situations.

Second, perhaps, the majority of the teachers are not professionally trained, but are simply competent in their separate subject academic fields.

2. Relationship Between Teachers and Pupils

From the information gathered from the students about the relationship that exists between them and

¹Mitchell, John P., op. cit., p. 27

teachers, it has been somewhat revealed, as shown in Table 16, that the relationship is not satisfactory on the whole. About 29% of the pupils do not experience satisfactory personal relationship with the teachers. Only 13% of them experience it very much, while 57% of them acknowledge that there is such a relationship between them and their teachers, but it is somewhat moderate. Since the latter constitutes a majority it would be well to know the quality of this moderate relationship. It is proper, then, to cite some of the typical comments of the respondents grouped under item one in Table 16.

Table 16

Distribution of Pupils' Rating of Teachers' Relationship with them according to the Degree of Contact and the helpfulness of Contact

Degree of Contact	No. of Pupils	Percentage
(1) Moderate/Little Contact	92	57.1
(2) Lot of Contact/ Very Helpful	22	13.6
(3) Non of These	47	29.3
Total	161	100.0

"Faculty-student relationship is not very conspicuous because of lack of

interest in students on part of our Liberian teachers who are only concerned with money."

"The faculty of the school has a little of relationship with some students that they think they can help. They help on certain grounds. There are few who have consideration for others."

"The fact is that they only help those whom they have some way injured. They do for them just to cool the man's temper for hurting his feeling."

"Contacts are very hard to be made personally and privately because the teachers are too busy to meet the students' needs."

"They are of some help to few, but not to majority of us; due to this so-called saying 'who knows you'."

"I cannot tell exactly their main objectives for keeping back away from students. Perhaps this is how most of them feel about social contact."

These statements, to some extent, indicate that teachers' concerns and interest in pupils are not as deep as expected. As shown in Table 17 and 18, followed by pupils' comments, the degree of sympathetic understanding or consideration to the problems of the students by teachers is low.

Table 17
Distribution of Students' Responses as to who Assist them for the solution of their Problems

Assistants in solving Pupils' Problems	No. of Pupils	Percentage
Parents	51	42.2
Teachers	8	6.6
Other Adults	42	34.7
Friends	20	16.5
Total	121	100.0

Though teachers get the lowest rating in Table 17, but since this helping of students with their problems is not limited to the school community, according to this particular item of the questionnaire, teachers cannot be strongly blamed as such. But by examining the amount of guidance opportunities afforded the pupils in the schools, it has been revealed, as Table 18 shows, that pupils do not receive guidance in the schools as expected. This supports the speculation that less attention is paid to pupils' problems in the schools. The following comments of the students add further evidence to this notion.

Table 18

Students' Rating as to Counseling
Opportunities in the Schools

Guidance Opportunities	No. of Pupils	Percentage
Teachers give Concern to counseling students	23	18
Teachers are indifferent to counseling students	105	82
Total	128	100

"My opinion about the teachers is that most of them do not have interest in students. They do not have interest as to whether or not the students have any difficulties."

"Of course some of the faculty members are very helpful, especially the Peace Corps; but some of them do not care about your weakness or progress. And I think this is bad."

"Every teacher in my school is tied up with a special subject; as a result there is no chance for the teachers to speak to us about our problems or careers."

"Several times I have talked to the Principal and some of the teachers about my problems, but they won't listen to me."

"The teachers say they have little to do with what takes place in the school. According to the Principal of the school, things they should teach is what they can do for us."

"The teachers in my school are not interested in giving me the necessary advice for my vocation or helping me for my problems because I am a poor boy."

As it appears, the pedagogical practices in the schools are not satisfactory on the whole. It is observable that teachers are only concerned with giving lectures in the classroom in the subjects to which they are assigned; and that other pedagogical responsibilities are largely unattended to.

D. The Effects of the National Examination

What are the underlying objectives of the national examination system? According to Secretary Massaquoi during whose incumbency this system was instituted, the purposes of the national examination are:

"(1) to discover the specific weaknesses of individual schools and how much they deviate from the prescribed standard; (2) to help schools upgrade themselves by comparing the accomplishment of their students with that of others... and (3) to regulate and control the movement of students from the elementary to high school and from high school to college, so as to make sure that the...essentials are completed by prospective graduates on each level and thus strengthen our schools."¹ While it is true that these purposes are worthwhile, however, it should be recognized that external evaluation as such has marked dangers.

In the first place it should be noted that while a proportion of the pupils finds satisfaction in the current courses of study, another proportion does not. Thus, the interests of all the secondary school pupils are not safeguarded. Moreover, the idea of making sure that prospective graduates complete essentials neglects the problem that more than, say, 60% of the pupils drop out of school before reaching the 11th grade; and that

¹Massaquoi, Nathaniel V., 1960-1961 Annual Report, p. 74

majority of the drop-outs hardly acquire anything beneficial vocationally or academically.

Furthermore, it should be recognized that external examinations make teachers to slur over important aspects of their duties since they must give attention to particular things that may appear in the examinations. As they are expected to cover a certain range of material in order to prepare pupils to pass the forthcoming examination, teachers rarely adopt, in their teaching, the concept of developing the individual, giving attention to individual differences of pupils and working for the facilitation of a better learning situation.

On the other hand, as standardization becomes the core of a program, so to get good grades and pass examinations becomes the main concern or incentive of pupils. Consequently, what teachers and pupils do is to seek more and more detailed information which helps the pupils to be successful in the examination for the prestige of their respective schools. Here the mastery of subject matter becomes the primary concern of pupils as well as teachers, thus losing sight of other outcomes of the education process. Consider, for

example, the following statements of some teachers, concerning what they think about the national examination.

"It's a good idea since it serves as an incentive for schools to keep up their standards and to standardize the curriculum."

"The national examination is very much in place, for the Department is kept informed as to whether the teachers are giving sufficient lectures."

"My argument for the national examination is that it is the only means by which our teachers will be made aware of what is necessary to teach. My argument against it is, how can we teach such things as African history when there are no textbooks for this course."

"Yes; the national examination is good because it makes the students take keen interest in their school work as well as keeping the teachers busy towards the grading of their schools."

"I think it is absolutely unsound for exams of this kind to be carried on where sufficient prescribed texts are not allotted by the government."

"I am for the national examinations. They help to set a common standard throughout Liberia. They also aid in the upgrading of the standards of our schools."

"National examinations should be continued because (1) they help to keep a uniform standard in all schools, and (2) students and teachers work better."

These statements admit, except for insufficiency of prescribed textbooks, that standardization and uniformity of the program imposed by the national

examination system are good because the schools upgrade their work in this manner; for the central authority is kept informed of what the teachers are doing in the schools and what the schools are doing.

Note, in the first case, that in comparing this group of opinions and those quoted on pages 74-75 the following situation appears. The first group of opinions on pages 74-75 indicate teachers' consideration for providing flexible or vocational courses to which the capacities and interests of many of the pupils can be related. And yet the examination is intended to evaluate the mastery of the content of a curriculum which does not make such provision. On the other hand, the second group of opinions indicates that the amount of the acquired knowledge or mastery of the content of courses by the pupils can be evaluated better by the national examination; notwithstanding, the problem of keeping a majority of the students away from entering the secondary schools that are being built, since their entrance depends on passing the national examination, and since the examination is to differentiate the able from the unable and to regulate the movement of pupils from the elementary to the secondary schools.

In the second place, the relation of the contents

of the prescribed textbooks to the conditions of Liberia is questionable. Yet, it is on the contents of these textbooks that instruction in the schools is based. As a result other resources or source materials are not well utilized except prescribed textbooks.

Whatever may be the goals that can be attained by the national examinations, one thing is clear. Since it is the wish of the nation

"...to find a place in the secondary school for every child who completes elementary school to permit him to have a secondary education..., to provide a program of education according to the interests, needs and ability of each child who enter secondary school."¹

the policy of uniformity and standardization is unsound. While some people can cope with the standard work of secondary education in the country, others cannot. As a matter of fact the purposes of the national examination (see p. 97) contradict the fact that the nation wants to give every child secondary education. The only way this contradiction can be dismissed is to dismiss this central examination. Or if the examination is considered desirable, then it should not be claimed that the nation wants every child to have secondary education. In any case, continuing the national examination is

¹Mitchell, John P., 1962-1963 Annual Report, p. 27

another way of conceding that it is not the intention or policy of the nation to give secondary education to all the pupils who finish the elementary grades.

CHAPTER IV
CONCLUSIONS AND PROPOSALS

A. Conslusions

It will be remembered that this thesis takes, as its frame of reference, the position that secondary education should be adapted to the needs, problems and varied aptitudes of pupils and the nature of the society it serves.

The following problems and needs of the pupils have to be kept in mind:

- a. Longing for adjustments to wider social relationships and to varied environment;
- b. Recognition of the economic conditions of one's people as well as oneself, and thus the desire for jobs, while schooling as well as after finishing schooling, in order to earn money;
- c. Recognition of one's responsibilities and obligations to his fellow men;
- d. Awareness of the responsibilities for leadership in the varied life of the country.

The current changes in the country bring in their wake challenges as well as promises, such as follows:

- a. The necessity of developing and nurturing new

social understandings, behaviors, skills and social responsibilities;

b. The demand of developing habits, values, attitudes of reason and reasonableness, understanding of democratic principles, ideals and the like;

c. The necessity of developing the human resources of the country, thus enabling a great majority of the population (i) to get involved in modern differentiated occupational structures; (ii) to acquire a certain degree of technical competence, technological knowledge and skills in various occupational fields.

These conditions reflect the circumstances in the contemporary social, economic and political spheres of Liberia. And since it is by upgrading the people through education that a dynamic, unified, economic and democratic society can be built, it is the bulk of the youth that must be educated to attack the tasks of economic progress and development, social unity, and genuine political participation.

But the current practices and functions of secondary education fall short of preparing the young people for their effective roles as such.

1. The centralized administration within which the management of secondary education is found falls short of effective, democratic operation and management.

2. The curriculum of the secondary school system does not provide for the varied needs, abilities and purposes of pupils. The varied potentialities of the pupils are not utilized fully and properly, vocationally and academically. The national work needs or demands for personnel in various sectors of the occupational structure for economic development are largely neglected.

3. Teaching methods predominant in the secondary schools are, to a large degree, short of creating learning situations by means of which activities relating (a) to purposes, aptitudes, maturity levels of many of the pupils, and

- (b) to developing social attitudes, skills, understandings, appreciation of social responsibilities, group planning and the like,

can be facilitated. Teacher-pupil relationship in the schools are not somewhat satisfactory. Pupils' problems and difficulties are, to a large extent, unattended to. The responsibility of counseling pupils is to a certain extent neglected.

4. Underlying this situation is the tendency of intensifying the uniformity and standardization of secondary education by national examination. Here it appears that the institution of such examination rules

out two crucial questions: (a) giving secondary education to all the pupils completing their elementary schools; (b) providing any flexible program to cater to the varied aptitudes and needs of the pupils and the country. With this situation are (a) the enormous drop of pupils from school and (b) the pressure exerted on teachers to conform to the prescribed standard.

With the type of curriculum now provided and such practices prevalent in the school system, how can the secondary education in Liberia take into account the changing character of the society and also assume responsibility for preparing the youth for it? How can Liberian young people today be prepared to cope with the social, economic and political forces of today and tomorrow? How can they be equipped so that they can act in accordance with sound principles of critical thinking and problem solving? How can their sense of social responsibility and the welfare of society be increased? How can they be guided and directed towards their proper callings by which they can live better lives in the country?

Changes have to be made in the secondary school courses of study. Instructional practices have to be adjusted to the changing life of Liberia. The external examination system has to be abrogated or limited to a proper-

tion of the pupils and not all. All this requires closer administrative work (not remote one) that can take into account social and environmental conditions as well as educational problems in individual counties or districts. At this stage it is in order to give some suggestions with regard to what some of the modifications should be.

B. Some Proposals for the Improvement
of the Secondary School System

1. Proposals for Administration

In view of the fact that the school system is one of the most important institutions by which the goals of the current social and political policies can be realized, it is essential that the administrative system reflect the desire for popular understanding, popular participation and popular control. It should clarify and strengthen democratic purposes. It should provide opportunities for practice of group methods or cooperative procedures. It should provide scope for the exercise of originality, initiative, the sharing of judgments or decisions. It should create situations in which (1) the sense of personal worth on the part of employees and other administrative personnel can be nurtured, (2) the outcomes of the education enterprise can be readily observed by those closely and

immediately connected to the working conditions of the educational program in respective counties.

What is proposed here is that field personnel in the counties and districts be given a great deal of independent authority in order to (1) provide scope for their creative powers and also (2) enable them to take into account variations of circumstances in different local situations, adjusting administrative work to regional differences, rather than the mere application of standard procedures or the following of instructions determined from the scene of actual operations. It is in this manner that administrators will be kept continuously sensitive to the problems of local situations and those of their co-workers as well as those of the inhabitants. Also it is by means of this that the high schools can be as free as they should in order to make changes in internal organization and operation. Especially so, it is by shifting some educational responsibilities on the administrators and other school personnel in the counties and the people therein that development and improvement in the areas suggested in the following sections can be facilitated.

In view of the foregoing it is proper that:

1. The educational administration of the country should carry some elements of both centralization and decentra-

lization.

a. An administrative board to be composed of a school superintendent, representatives of the County Teachers Association, school committees, judiciously selected principals, Supervisors of Schools, and a County Inspector of Schools should be organized in each county. The boards should be entrusted with the following responsibilities regarding the internal educational matters of the education program: implementation and management of the curriculum, courses of study, methods of teaching, textbooks, and evaluation of the instructional program in their respective counties.

In view of these responsibilities, the boards should be given authority for the performance of the following duties, among others:

- (1) To interpret the educational needs of a county;
- (2) To develop policies, plans, execute and appraise the county educational program in accordance with the educational needs of local conditions and the people;
- (3) To select executive personnel;
- (4) To approve means by which the educational program can be effectively implemented;
- (5) To furnish some financial means in accordance

with legal means for the provision of some educational materials and equipment. Thus, the boards should be authorized by the central government to levy education taxes on property and income in their respective counties in order to augment the funds allotted to the educational program of a county by the central government.

b. By the institution of county education boards, the responsibilities of the Department of Education should be the management and regulation of the external educational matters, such as:

- (1) Coordinating and exercising leadership in the operation of the national education system;
- (2) Issuing general educational laws passed by the Legislature and general educational policies;
- (3) Providing funds for national educational program;
- (4) Determining the qualification and salary scales of teachers;
- (5) Providing educational facilities, such as buildings and equipment;
- (6) Undertaking national educational surveys;

- (a) circulating to the county boards special studies of the national education system undertaken by the Department;
- (b) providing statistical and other information;

(7) Advising the county administrative boards.

2. A National Central Education Planning Commission to be comprised of educators, economists and representatives from the various departments should be instituted and attached to the Education Department. Among the functions of this commission would be the following:

- (1) Indicating the researches necessary for the whole educational system of the country;
- (2) Making a constant study of the occupational structure of the country's economy, determining numbers of personnel with qualifications needed by the various sectors of the industrial institutions. It is in the light of studies of this nature that the secondary school system should be planned. Thus, any proposals that would be made by this commission would be circulated to the counties and put into effect with the assistance of the Department, after necessary modifications and approval of such proposals by the Department.

The functions of this Commission would be continuous and not speradic.

2. Curriculum Proposals

In the light of the educational implications of the adjustments made and are taking place in the social, political and economic life of Liberia and the challenges that accompany them, and of the differences in aptitudes, purposes, needs and maturity levels and problems of the pupils, the following principles are taken as points of reference for what the role of Liberian secondary education should be.

1. Secondary education has to provide for the needs, abilities of the pupils.

Some of the children in the secondary schools do not have the educational appetité to benefit from the sort of secondary education now provided in the country. Some do not have the intention to acquire college education. A great majority of these need some sort of education other than the education which is academically oriented, an education by which they can earn their living when they graduate from secondary school or when they drop out of school before graduation. Others have much appetite for the current program. And some have the opportunities to further their education in higher in-

stitutions of learning. This proportion needs to be sufficiently challenged.

It does the pupils no good to level their potentialities. Nor is this beneficial to the country. The only way Liberia will be completely started on the way to democratic public education is to cater to the needs and abilities of the pupils.

2. The high schools have the responsibility to provide opportunities for personal and social adjustments of pupils.

In the opinion of most school children, possibly the greatest value of schooling is its potential contribution to financial security and social adjustment. These pupils recognize the school as a means of raising their positions socially and financially.

However, it should be recognized that there is a need for harmonizing their individual ambitions and the realistic possibilities of our present economic and social situations.

- (a) The school program should not encourage the pupils to aim at climbing to the top of the social and economic ladder where they cannot reach; rather it should encourage and urge them to seek a rung suited to their capacities and interests whereby

they can be rewarded accordingly. To facilitate individual self-evaluation, it is necessary to institute proper guidance program in the schools. This will help the students in seeking appropriate levels for individual success in life. The personal, social and educational problems of the students should be given much attention in the schools.

3. The high school has to become one of the chief forces for the realization of the unification process and the development of purposeful and intelligent understanding of democratic values, principles and ideals.

The reason for the state support of public education is to develop intelligent citizens who are able to play their role in the improvement and betterment of the life in the country. In view of this Liberian boys and girls must be given opportunities, in and outside the classroom, to gain and try out experiences, to learn how to evaluate and criticize them. This will make them know how to reflect and plan out new ways of proceeding and working in society. Thus, secondary education has to identify itself with the problems and conditions of the society and help in carrying the youth through a consideration of these problems and conditions. This means that secondary education should contribute to the development of competent and willing citizens who can

make needed sacrifices for the working of democracy. On the other hand, the unification process, accompanied by changes occurring in the various tribal cultures,¹ poses questions as to the best ways of bringing about orderly change. Can the schools in any way exert leadership in this respect? There is little need to educate people if they cannot give direction to social change, thus aiding in the transition to improved ways of living. If these educated will be able to play such a role, then, the school program must be focused on emerging and future problems, thus coping with them and making improvement in them. This requires, as noted previously, that the youth should have opportunities for constructive criticism of social values and institutions. Consequently, secondary education has to build skills for solving problems. By educating the youth in this manner the high schools can equip a growing generation to better its society cooperatively.

In view of the foregoing principles the following provisions should be made in the secondary schools.

1. There should be special interests offering for the full development of individual interests and aptitudes. In other words the schools should afford opportunities for exploring students' special interests and needs in

¹Liebenow, J. Gus; "Liberia", loc. cit., p. 341

order to direct individual pupils towards their occupations in life. Also the need for developing the manpower of the country should be given greater attention. For this matter the following tentative curriculum plan is suggested:

Table 19
Proposed Curriculum Plan for Liberian
Secondary School System

 (Junior High School Curriculum)

Subjects	Grades and Periods Per Week		
	7th Grade	8th Grade	9th Grade
Constants			
English	5	5	5
Social Studies	5	5	5
Mathematics	5	5	5
General Science	5	5	5
Hygiene	3	3	2
Physical Education	2	2	1
Music	2	2	2
Fine Arts	2	..	..
Practical Arts	3	..	..
Total	32	25	22
Selectives	7th Grade	8th Grade (One may be taken)	9th Grade (Two may be taken)
Foreign Language	..	5	5
Practical Arts	..	5	5
Fine Arts	..	5	5
Commercial Studies	..	..	5
	..	5	10

Table 19 (Continued)

(Senior High School Curriculum)			
Subjects	Grades and Periods Per Week		
	10th Grade	11th Grade	12th Grade
Constants			
English	5	5	5
Mathematics	5	5	5
Total	10	5	5
Selectives			
	10th Grade (Three may be taken)	11th Grade (Four may be taken)	12th Grade (Four may be taken)
Foreign Language	5	5	5
Social Studies	5	5	5
Commercial Studies	4	4	4
Agriculture	5	5	5
Fine Arts	4	4	4
Household Arts	5	5	5
Industrial Arts	4	5	5
Music	2	2	2
Science	5	5	5
Total	15-20	15-20	15-20

It would be observed that this plan proposes, among other things, the following conditions.

- a. Different curricula to prepare for specific ends: The plan makes provision for the pupils' varied capacities and interests, taking into consideration their (pupils) specific life ends. It offers opportunities for college preparatory, commercial, industrial, agricultural, fine arts and household arts education.
- b. Common elements for the purpose of securing integration:

The plan provides for the common possession, by all pupils, of certain understandings, skills, attitudes and habits. Consider, for example, the courses designated as constants - English, mathematics, science, social studies - which are to be taken by all pupils. In these subjects not only facts will be taught or learned, but the application of the facts to the milieu of Liberia. Meanwhile, it should be noted that the constant courses will vary in scope in different subjects according to classes and different groups of pupils.

- c. Introducing all pupils, as early as feasible, to each field of the curriculum for purposes of exploration: Since the purpose of the junior high school is for exploration of the abilities and interests of pupils, the introduction should be given with proper guidance in the 7th grade. Let it be kept in mind that the fields for exploration include these subjects designated as constants; and that pupils whose general ability warrant reasonable success should attempt foreign language. All courses should be valuable in themselves; in that credits should be given in them whether or not they

are taken as means for exploration or for advanced study.

- d. Adapting subject matter and rate of progress to the abilities of different groups: Provision will be made for more rapid promotion of accelerated groups, taking into account the rate of learning of the slow groups.

In short, the plan suggests the following aspects considered essential for a modern high school curriculum;¹

- (1) provision for individual pupil differences in accordance with the principle of interests and use; (2) enabling pupils to make normal socio-economic adjustments; (3) provision for relating special capacities and interests to national work needs in choosing from occupational fields.

2. The instructional practices should be adjusted to the elemental changes in the life of Liberia.

- a. Secondary education should give the youth the common experiences that will enable them to take their appropriate places in adult society. This, of course, does not mean that all should achieve identical benefit from these experiences. But it means that pupils should be guided in common learnings, such as understanding the

¹Draper, D. Marion; op. cit., pp. 31-36. Also see Stratemeyer, Florence B., et al, Developing a Curriculum for Modern Living, (Columbia University, New York, 1957), pp. 34-81

life situations and problems involved in social as well as family relations, the functioning of democracy, economic security and the like.

(i) Pupils should be respected as **individuals.**

There should be a continuous follow-up on their development. Their special aptitudes, interests and purposes should be recognized, stimulated and developed. They should be guided into proper decision for their vocations.

(ii) Concerns of the pupils for constructive participation in civic matters should be aroused and increased. The pupils should be made to understand the changing ways of life of the country. Their interests in current civic, social and economic problems should be cultivated. Based on knowledge, their loyalty to democratic ideals should be stimulated and deepened.

b. To facilitate such educational features in the schools students should be afforded opportunities to engage freely in various learning activities. It is not enough to

to just read textbooks, to get lectures from teachers, or to talk in class. Of course these are worthwhile educational activities when employed properly. But in the light of the changing life situations of the country, they are inadequate. Provision should be made for the pupils to visit business and industries, to have interviews, to study public welfare services, to be brought in contact with the conditions in their communities and study these conditions, and to undertake some experiments. In other words pupils should undertake learning activities such as:

(i) individual and group projects in and outside of the school community; (ii) collecting, organizing information or data for the solution of some of the problems they encounter in learning and life situations; (iii) observation trips for obtaining information about concrete objects and events of real life outside the school; (iv) experimental learning whereby pupils will learn how to discover things or truths for themselves.

c. Thus, teaching methods in the schools should

strive towards the following goals,
among others, as applying to pupils.¹

(1) Developing attitudes of:

- (i) Accepting responsibility for contributing to groups welfare, respecting the rights of others and treating others with the same respect that one demands for himself;
- (ii) Accepting the consequences of one's actions on other members of the groups, and working for the solution of problems for the advancement of the welfare of others;
- (iii) Being open-minded to new ideas, welcoming and respecting differences of opinions and others' points of view, feeling free to express beliefs without fear of reprisal and basing judgment on reliable information;
- (iv) Entering freely into service activities of one's community;
- (v) Judging an individual on the basis of his own merits rather than that of

¹See Anderson, Vernon E.; Grim, Paul R., Gruhn, William T., Principles and Practices of Secondary Education; (The Ronald Press Co., New York, 1951), pp. 27-38

race, tribe, economic level, and
the like;

(2) Helping pupils:

- (i) Enjoy reading and studying about the social scene, and thus stimulating their concerns to understand the problems that confront the Liberian society as well as the world community;
- (ii) Appreciate the fundamental belief in freedom;
- (iii) Admire the achievements of other cultural groups, appreciate the beauty of nature in their environments;
- (iv) Develop a sense of sympathy and sensitiveness to human misery;
- (v) Enjoy reading good books and periodicals;

(3) Making pupils:

- (i) Realize that democracy in Liberia is in a process of adjustment, that it has not been fully achieved; and that democratic living includes full opportunity for political, economic and social rights;
- (ii) Understand that the placing of the interests of one's cultural, religious, economic or social group above the good of society is tantamount to endangering one's own freedom;

- (iii) Understand that citizenship requires responsible, actively participating people;
 - (iv) Realize that intelligent effort is fundamental to successful living;
- (4). Developing in the pupils the skills of:
- (i) Analyzing data and noting causes and effects in arriving at conclusion;
 - (ii) Locating and using sources of information;
 - (iii) Distinguishing between facts and opinions;
 - (iv) Being able to make intelligent choice, to work independently as well as cooperatively with others;
 - (v) Being able to discriminate reasonably between socially desirable and undesirable behavior.

It should be noted that the foregoing is but a partial list of the several broad objectives which teaching practices in the secondary schools should be directed at.

Meanwhile, it should be mentioned that they are goals to be approximated and reached in degrees according to the needs, capacities and learning rate of the individual pupils. In other words in striving towards them the maturity and nature of individual pupils or groups of pupils have

to be taken into consideration.

d. The high schools should provide guidance programs.

In the main, it should be pointed out that provision of a flexible program which caters to the needs, abilities and interests of the pupils, as proposed, necessarily requires guidance in the schools. Guidance councils comprised of judiciously selected staff members as home-room teachers, with the principals having general charge, should be instituted in the schools. The home-room teachers would, in addition to their regular duties, observe closely the abilities and characteristics of the individual students in their home-room organization, serve as advisers as well as make regular reports to the principal or the guidance council at its regular meetings.

The over-staffing of many of the Liberian secondary schools is a favorable condition or resource for instituting such a guidance program in the schools.

3. The high schools should afford opportunities for student organizations, such as student unions, student governments, councils, debating clubs and the like,¹ with teachers as advisers. Such organizations are of great significance. Their importance can be seen in the following functions:

¹It will be observed that nothing has been indicated in the body of the thesis about student organizations as mentioned here. But

- a. Providing a proving ground for young people to discover their taste and talents for public life;
- b. Teaching them how to tolerate one another and thus eradicating prejudices that they might have against one another;
- c. Teaching the fundamentals of republican government which up to now is imperfectly understood even by the great majority of our adult society;
- d. Giving them a sense of responsibility and integrity when they are allowed to collect and spend money for the operation of the organizations;
- e. Teaching them the fundamental principles of self-government;
 - (i) consent of the governed, making them know and see that the matter of government is to be regarded objectively, that it is not imposed from outside but that it is largely of the people's own making, and that as future citizens and voters they will have the power to decide and choose what they want in government;
 - (ii) the responsibility for group action, giving them the sense of willingness and readiness

this part of the proposals is based on the fact that such organizations are not encouraged in the schools (see Liebenow, J. Gus; loc. cit., pp. 352-354

to do something in social group for the benefit of the group, thus developing the sense of social responsibility.

In short, such organizations illustrate democratic processes in the school; for through them the students gain some sense of responsibility, citizenship, self-government, leadership, and loyalty to the school or democracy and order.

3. Proposals for Teacher Training

At the outset it should be pointed out that my reason for proposing teacher preparation is not because I doubt the academic qualifications of the teachers now in the schools. Rather, it is because the responsibilities which the high schools should assume, as proposed, require of the teachers (1) a pervasive, constant concern for youth with sympathetic understanding of their problems and needs, (2) a conviction of the great importance of the kind of development youth should experience for national welfare. This requires a greater degree of teacher freedom in teaching procedures and practices. Hence provision of opportunities for the continuous professional growth of teachers is necessary. The pedagogical practices prevalent in the schools, as indicated by students and other evidences, create doubt as to whether teaching methods in the schools are organized on professional basis.

In order to achieve greater benefits from our secondary schools it is the teachers who have to achieve a "point of view" which accepts a broader role of youth education for Liberia of today and tomorrow.

Among the competences required of the teachers for the execution of the proposed program are the following.

Teachers should be able to:

- (a) identify the concerns of pupils;
- (b) relate the more common problems and concerns of youth to the broader social setting with its problems;
- (c) sense and aid in solving the problems faced by individual boys and girls;
- (d) work, as group leaders, with their pupils;
- (e) relate community conditions and resources to the education of the youth;
- (f) guide the pupils in wise selection of occupations;
- (g) provide wide-range, effective experiences for the pupils;
- (h) recognize the possibilities and limitations of their expertness to advance the proper development and growth of boys and girls;
- (i) relate their work to the total educational program of the school for knowledge of what is going on in ^{whole} the/school and for seeing where their competences fit into the overall organization of the school;

(j) extend their special interest into informal and avocational activities of pupils.

2. Some of the opportunities that should be provided so as to enable teachers to acquire competences as such are as follows:

(a) Teachers should be given opportunity to participate in the identification of educational problems to be worked on, and in the planning of the procedures to attack the problems. Teachers' participation as such would make their experiences educative. This means school's leadership in work on problems of general educational significance.

(b) Opportunities for various activities, such as the following, should be afforded teachers:

- (i) Regular staff meetings;
- (ii) Periods scheduled for staff planning and evaluation of the education activities of the school;
- (iii) Provision for committee and individual work on projects;
- (iv) Opportunities to visit other schools to observe the practices and procedures of other teachers;
- (v) Opportunities to study the community and to collect special needed source materials

thus stimulating teachers to utilize
community resources for improvement.

In view of the foregoing it would be necessary that
the following provisions be made:

- (1) Workshops, seminars, institutes, conferences;
- (2) Reducing the classwork of teachers who undertake special assignments or who need to work especially to improve some part of their teaching practices.

It should be stressed that what has been pointed out here requires freedom if teachers are to undertake various activities, if they are to employ various teaching procedures, and if they are to plan their lessons or school work in the light of the nature of the pupils in their classes. Otherwise it is needless to have in-service program for the professional growth of teachers.

3. At present the graduates of Booker T. Washington Institute should be encouraged to serve as vocational education teachers in the high schools. Under this circumstance it is desirable (1) to extend the term of study at this institute to one or two years beyond the high school level, and (2) to provide sufficient facilities for vocational teacher training program in this school. Also it is necessary to appropriate funds for the provision and extension of facili-

ties for the preparation of vocational education teachers in the University of Liberia and the Zerzer Teacher Training Institute.

Meanwhile the services of persons qualified in various vocational fields should be engaged by the Central Authority. In other words the Central Authority should invite the cooperation of persons working in other occupational categories - not within the school system - but reside in a community where there is a high school. Such persons with vocational qualifications as such should be given part-time employment if possible. They are other resources for the vocational program of the secondary school system.

4. Proposals for Evaluation

1. Evaluation of the effectiveness of the instructional program with respect to learning should be undertaken by the schools themselves. To say that a provision of an education program that meets the needs, interests and abilities of individuals and takes into account the nature of a society cancels out external national examination is to point out that it is not desirable to impose uniformity of program of study on schools. Naturally internal evaluation is most appropriate for an instructional program that takes into consideration the varied needs, in-

terests, purposes and abilities of students.

2. For the examination of those who would follow the preparatory courses for college, the University of Liberia, Cuttington College and Divinity School and Our Lady of Fatima College should form an Examining Board for college entrance examinations. For this matter the Board should lay down the academic requirements for college entrance toward which the secondary schools would gear their academic work. This, in a way, will avoid the situation of subjecting the pupils who proceed to college to two examinations: national examination and college entrance examination.

5. Proposals for Financial Consideration for Education

1. A larger proportion of the national revenues should be spent on the education of the oncoming generation of Liberia.

Though the Liberian public revenue is constantly and increasingly bearing a heavier load - education, public welfare, health, protection of life, social security, public work, military security and the like. But on the other hand the present economic and social state as well as political circumstances of

the country demand that adequate attention and consideration be given to education, thereby upgrading the people. This means that education should have a high priority among the state enterprises.

2. Public secondary schools should be free. That is to say payment of tuition fees in public secondary schools should be eliminated. If this is not possible, school fees for the junior high school level should be cancelled; and that of the senior high school reduced at the rate of 50%.

A Closing Remark

The time in which new conditions, problems and needs arise even more rapidly than in the years past is now here. Liberia is now passing the threshold of a period in its national life, in which the role of secondary schools has, to a considerable degree, to be determined.

The direction taken now may stretch into the years ahead. Whether the high schools will meet the anticipated needs, or whether these needs will be over-looked and permitted to extend unattended to - this will influence vitally the progress and structure of Liberian society and the life of the country.

Under these circumstances the secondary school program needs to be democratic; local or county initiative and

responsibility have to be encouraged in its execution. The vision and courage to see and understand the kind of program the young people need, and the maximum contribution the secondary education will make to national life, are required of Liberian educators, education administrators and all those concerned to play their roles in the development of the country.

APPENDIX A

Questionnaire for Students

Name of School: _____ Class: _____

City/Town: _____ County: _____ Age: _____

Sex Just write X in the parenthesis to
Boy Girl indicate your sex.

Father's Occupation: _____

Mother's Occupation: _____

(Please do not write your name on this paper.)

Part One:

Each of the statements below is followed by a number of words, phrases or clauses, giving different choices or responses to the statement. Before each of the words, phrases, or clauses there is a letter. After reading the statement, encircle a letter before a word, phrase or clause to indicate your response, choice or opinion about what is stated. Encircle one letter and not more than one. Please read each statement carefully and think about it before responding to or giving your opinion about it. Besides encircling the letter, underline the particular career of interest to you mentioned in the item.

1. As my career for life I want to
 - a. be an independent professional worker (e.g. doctor, lawyer, engineer);
 - b. be an educator (e.g. professor, school teacher, educational specialist or administrator);
 - c. enter business (e.g. merchant, businessman, business manager, banker);
 - d. be a government administrator or politician;
 - e. be a clerical worker;
 - f. be a skilled worker (e.g. technician, skilled farmer or craftsman).

In the following blanks you will name any career or careers that are of interest to you but are not mentioned in the items above, and state your opinions or reasons for having interest in such career/careers.

2. After my high school graduation

- a. I wish to proceed to college because one can get a better job if he/she is a college graduate in Liberia;
- b. I wish to proceed to college but there is no possibility for me to go to college because of financial difficulties;
- c. I wish to go to college but I do not think that I will complete my high school because I do not have anybody to help me for my high school education; therefore I am deciding to seek employment;
- d. I wish to find ways and means to specialize in my vocation other than going to college.

State in the blanks below, if it is not mentioned in the choices or responses to number 2, what you want to do after your high school completion.

3. The education that I am getting in the high school

- a. satisfies my desire and is good for the career that I want to pursue;
- b. does not prepare me for the career of my choice and interest but my parents want me to.

4. Vocational guidance means giving advice to a student about the kind of education that can serve his/her needs and purposes in life according to his abilities, aptitudes and interests. Anybody or a teacher who advises students in this connection is known as vocational counselor.

- a. If there is a vocational guidance service in your school have you sought for guidance for your vocation from this officer?

- b. If there is no vocational guidance service in your school have you sought the advice of your teacher/teachers about your vocation?

You may state in the following blanks your opinion about the interest or lack of interest on the part of your teacher/teachers on the guidance issue in your school.

5. Are you working in a gainful occupation whereby you can support yourself during your schooling? _____

If yes is the work a) full-time, b) part-time, c) sporadic, that is not regular but at times.

What type of work is it? _____

If no why? _____

6. Where do you live?

- a. at home with parents;
- b. with relatives or guardians;
- c. in rented quarters by myself;
- d. In boarding department of my school.

7. The faculty of the school

- a. has little contact with the students outside the class;
- b. has moderate amount of contact with students;
- c. has a lot of contact with students;
- d. is very helpful to students in meeting their life problems;
- e. none of these.

State, in these blanks, your opinion about the faculty-student relationship in your school.

Part Two:

Rate your teachers (without naming them) according to the following scale: A=good B=fair C=average D=low rating.

Example:

	Psychology	Statistics
1. Giving the low learner the opportunity to contribute whenever possible	<u>C</u>	<u>B</u>
2. Selecting challenging materials	<u>A</u>	<u>A</u>

The psychology teacher is average in teaching according to item (1); but the statistics teacher is fair according to this item. According to item (2) the psychology teacher is good and also the statistics teacher is good.

	Science	Mathematics	Social Studies	English
1. Effectiveness in teaching.....	---	---	---	---
2. Interest in students.....	---	---	---	---
3. Friendliness...	---	---	---	---
4. Using variety of learning experiences in class....	---	---	---	---
5. Using the textbook with other instructional materials.....	---	---	---	---
6. Planning a field trip with class.	---	---	---	---
7. Dividing work according to interest, ability, special skill by student choice..	---	---	---	---
8. Helping students to be acquainted with different periodicals.....	---	---	---	---
9. Using audio-visual materials for meeting individual differences.	---	---	---	---

	<u>Science</u>	<u>Mathematics</u>	<u>Social Studies</u>	<u>English</u>
10. Stimulating pupils' interests...	—	—	—	—
11. Drawing on pupils' experiences..	—	—	—	—
12. Encouraging self-expression, critical thinking and creativity.....	—	—	—	—
13. Effective planning of class activities...	—	—	—	—

Part Three:

1. What are your life problems, in school and out of school, the solution of which you would like a teacher or any adult to help you?

Which of the following help you most in the solution of these problems? Just encircle the letter as you have done in Part One.

- a) friends b) teachers c) parents
d) other adults

2. Beginning at the present (your past life history, up to now need not be told), write few paragraphs concerning your expectations, plans, and aspirations for the future. There is no required length: about 100-300 words would be acceptable. Write this with the assumption that you will live up to 2200 when you will presumably be 70 years of age. (You may continue at the back of the sheet).

APPENDIX B

Questionnaire for Teachers

Name of School: _____ Approximate number

of pupils in the school:
Boys Girls

City/County: _____

1. To your knowledge do the courses offered in your school seem to serve well the needs of majority of the pupils, considering their abilities to cope with the requirements of the school? _____
 - a. Give some evidence to your "yes" or "no" answer.

2. Is there any parent-teacher association in your community? _____
 - a. If yes, how regularly do parents and teachers meet and what are some of the problems or topics discussed at such meetings?

 - b. If no, do you feel the necessity for organizing such association in your community? _____
Why?

3. Besides general education does your program provide any other courses? _____ What are the courses and why do you include them in your program?

If no, why?

4. Give your own arguments for or against the national examinations while keeping the students' interest in mind.

5. State the main problems that your students face according to your observation.

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