ESSAY COMPETITION
The awards ceremony for the 1989 JGS essay competition was held on Saturday 10th June at the Interfaculty lecture theatre, UWI. The national essay competition was the first of its kind held by the Society and was a resounding success. There were entries from 104 students from schools across the island. The topic they all tackled was 'The importance of managing our natural resources.'

Our congratulations are especially due to the first-prize winners: Kerry-Anne Chamberlain of Knox College (Category 1) and Pijanka Roy of Campion College (Category 2). Kerry-Anne's essay was published in parts in the Jamaica Record.

The JGS Council was able to solicit sponsorship from a number of organizations, and the total funds raised in order to cover the prize money and the Society's costs was over $6,000. Our thanks are due to the support and generosity of these organizations in contributing to the success of the competition and to the promotion of geographical education in schools. We must single out ICL for special thanks as they acted as the principal sponsor.

The main speaker at the function was Dr. Ray Davies, Technical Advisor to the Minister of Education. Another speaker was Robert Phillips, Marketing Manager of ICL. Joy Douglas, outgoing president of the Society, chaired the meeting, and Dr. Wilma Bailey summarized the judges' comments. Several sponsors sent representatives to the meeting to assist in the prize-giving, and the media and JBC television were in attendance. Eleanor Jones wrapped up the meeting with the vote of thanks.

The Council has decided to organize further national essay competitions to encourage the development of geography in schools. Competitions will be held biennially, so we can look forward to the next one in 1991.

AGM APPROVES NEW CONSTITUTION
The 1989 AGM was held on Saturday 10th June, following the awards presentation of the essay competition. The meeting was chaired by Vice-President Michael Tharkur. In her presidential address, Joy Douglas reviewed the work of the Society over the past year. The activities of the Society had been severely disrupted by Hurricane Gilbert. Nevertheless, Dr. Alan Eyre was able to lead a field excursion to Guava Ridge and Content Gap to look at hurricane damage in one of Kingston's watersheds. The main activity and thrust of the Council's work for the rest of the year was the national essay competition. The outgoing president once again raised the question of clarifying and formalizing the legal status of the JGS. The alternatives needed to be carefully considered by the Society because of the legal implications. Much depended on what the members felt ought to be the future role of the JGS.

The outgoing Council had prepared a draft version of a revised Constitution. This was considered, clause by clause, and during the discussion some minor modifications were proposed. The new Constitution was adopted by the AGM.

(continued on next page)
THE ENVIRONMENT STRIKES BACK

The main guest speaker at the JGS's national essay competition awards ceremony in June was Dr Ray Davies, Technical Advisor to the Minister of Education.

In his address, Dr Davies pointed out that the year 2000 was fast approaching, and that this had galvanized the whole world into a concern for the future of planet earth. He reviewed the energy crisis, touching on the oil crisis of the 1970s, non-renewable resources and energy conservation. He characterized the man-environment theme as one in which, initially, industrial society had launched an attack on the environment. The environment had taken a battering, and some of the bruises had become household names, like the Greenhouse effect, acid rain and Chernobyl.

The 'environment' was striking back, through worldwide concern about the global environment. This fightback was taking many forms. One form was a spiritual response: oriental philosophies which emphasize the importance of man's harmony with the environment were becoming more popular in the western world. A second form was the increasing influence of international organizations (networks of concerned people) and political organizations (like the Greens). A final and crucial form was environmental education.

Dr Davies said that environmental education was at the forefront of the fightback, and was one of the main fronts on which to halt the deterioration of our natural resources. It was being done on a formal and a non-formal level. On a formal level it was necessary for schools and colleges to develop a general awareness of the physical world and environmental principles, and to incorporate new topics in the years ahead. Non-formal approaches, like clubs and other organizations, help reinforce this learning. The JGS has been actively involved in such activities during its 32 years of existence.

He congratulated the Society, ICL, schools, students and the other sponsors on an impressive essay competition, and exhorted the audience to 'think globally and act locally' and to 'think globally and act personally'.

GEOPGRAPHICAL INFORMATION SYSTEMS

Speaking at the awards presentation, Robert Phillips, Marketing Manager of ICL (the main sponsors of the competition) lauded the organizers for their efforts to sensitize young people to the importance of environmental issues through the choice of essay theme.

Mr Phillips pointed to the importance of government planning bodies having the capability to share geographical information — information such as population profiles, road routes, electricity lines, sewer systems, communication systems and so forth. He suggested that the Jamaican government should be developing strategies designed to make computerized information available between its many planning organizations. To do this, he said, government must begin to examine its planning and geographical needs.

He noted that in Europe and North America, governments were actively pushing for information technology standardization.

JUDGES' COMMENTS ON ESSAY COMPETITION

General Comments

1. The presentation of essays was often poor; some essays were submitted without folders. Spelling mistakes and bad grammar were commonplace, and essays which had been typed often had many typographical errors, suggesting that they had not been properly proofread. Bibliographies were inconsistent in style and rarely followed conventional formats.

2. Students tended to use out-of-date material, and there was far too great a dependence on official handouts and public relations material. More use might have been made of newspapers, news magazines, business and environmental magazines and journals such as Jamaica Journal.

3. Not enough use was made of maps and diagrams, which are often important aspects of geographical essays. Where maps and diagrams were used, few had proper titles or indicated their source.

Frequent Misunderstandings

1. Bauxite lands are not more fertile after they have been reclaimed. They are generally suitable for grass, and are most economically developed as cattle properties.

2. The manatee is not the only aquatic animal in Jamaica. They are the most frequently encountered, because they live in shallow water and are docile.

The judges' comments were circulated to all the 13 schools who participated in the competition. Thanks are due for the time and effort put in by the panel: Dr Wilma Bailey, Dr Joyce Glasgow (Faculty of Education, UWI), Eleanor Jones (Caritech), Joy Douglas (outgoing JGS President), and Mrs Phyllis Reynolds (Sam Sharpe Teachers College).
GEOGRAPHY TEACHERS' ASSOCIATION OF JAMAICA

The defunct Geography Teachers' Association was revived in 1988. The first meeting was held on Tuesday, June 14, 1988, in the auditorium at the Caenwood Centre, Arnold Road. Teachers from 25 high schools across the island were present. This first meeting was called because of a need to get geography teachers involved in drafting a curriculum for Grades 7 to 9 (1st to 3rd form) students. The rationale of secondary education necessitates the development of a common curriculum for these grades in all secondary high schools in Jamaica.

At this first meeting, Wilma Bailey discussed some of the problems in geography brought out by the CXC examinations. The draft document for a Grades 7–9 geography curriculum was examined and discussed. A subject committee was named and officers were elected.

Two meetings were held during the 1988/89 academic year. Teachers from 30 to 35 independent, secondary and high schools were present at these meetings. The issues discussed were: the textbook rental project, the CXC syllabus and field component and problems in teaching certain areas of the syllabus, the need for regional chapters of the Association.

The focus for the 1989/90 academic year will be on: field work, CXC school-based assessment, 6th form geography, and the production of resource materials for geography teachers.

It is hoped that the response and enthusiasm shown by geography teachers during this first year will continue to grow and that more teachers will eventually be involved in the Association.

Marjorie Vassall

MAPS FOR SCHOOLS

One of the main projects being undertaken by the present JGS Council is to supply all secondary-level schools that teach geography in Jamaica with much-needed teaching maps for the classroom. The project is still at the planning stage, and sponsorship is being sought from the business community to purchase these maps, particularly for schools in rural areas. It is envisaged that the project will proceed on a phased basis.

We need your help in organizing this project in the rural areas, and in contacting local businesses. The amount of money to purchase, say, a wall map of the Caribbean or copies of 1:50,000 topographic maps for individual schools is quite modest.

Contact person: Claudia James

BOOK REVIEW

The CXC examinations have generated textbooks on various subjects. There are a few geography books at this particular level, and the most recent is Mark Wilson's The Caribbean Environment (Oxford University Press, 1989). Wilson is a British national who has been teaching in Barbados for several years and has spent four to five years travelling to various Caribbean territories researching material for this textbook. Tremendous effort and extensive research have gone into its compilation.

The author states that the book gives wide coverage of the CXC syllabus, both human and physical geography, as well as mapwork. It contains colourful and up-to-date maps, photographs, diagrams and statistical representations. He brings out the relationship between human and physical geography and shows how these impact on people in the region. The text covers the Caribbean and makes comparisons with other areas of the world, such as Nigeria, India, Japan, Switzerland, the United States and Canada, by the use of case studies.

Detailed, lucid and uncomplicated accounts of the Caribbean are contained in most of the 273 pages of text. Numerous challenging exercises are interspersed throughout and these, along with the profusion of maps, diagrams, tables and graphs, provide an opportunity for the student to 'find out for himself.' These are also used as bases for the development of practical and cognitive skills.

The use of colour throughout the text has done much to enhance the presentation of the material. The cover, with the picturesque Kaieteur Falls of Guyana, captures the attention of the reader. (continued on page 5.)

QUIZ: Matching Pairs

The place-names of some cities and countries have changed in recent history. Below, 24 such place-names are jumbled together. Pick out 12 matching pairs. For each pair, indicate which is the old name and which the new name of the particular country or city. There are six cities and six countries represented in the list.

BEIJING ETHIOPIA GDANSK HARARE SRI LANKA GILBERT ISLANDS CAMBODIA ISTANBUL BANGLADESH PERSIA CONSTANTINOPE LÉNINGRAD PEKING ST PETERSBURG KIRIBATI KINSHASA DANZIG LEOPOLDVILLE IRAN ABYSSINIA SALISBURY EAST PAKISTAN CEYLON KAMPUCHEA

(Answers are given on the back page.) If you do not know where these places are, use an atlas to locate their modern names. Try to discover when and why each of the modern names was introduced.

Jamaican Geographer (1), October 1989 – 3
The Status of Environmental Education in Jamaica: A Critical Review

Hopeton Peterson

'I can tell you, the farmers knew about the forest without environmental education, and furthermore know they are destroying the very sustenance upon which future lives depend. However, this knowledge does not translate into attitude change, far less behavioral change, because the farmers are facing fundamental problems of socio-economic insecurity'. (Charlene Easton)

Developing countries are becoming increasingly aware that there is a strong relationship between environmental protection and economic development. This trend has largely been stimulated by the Stockholm Conference on the Environment, which led to the establishment of environmental agencies in many developing countries. Recently, in Jamaica, there has been increased focus on matters relating to the environment in response to glaring evidence of environmental degradation.

Environmental degradation is proceeding rapidly in our rural areas as a result of inappropriate land use, poor farming practices, charcoal burning and timber and coffee cultivation. The situation has deteriorated to the extent that Jamaica reportedly loses 80 million tons of topsoil annually. In the urban areas, air, water and solid waste pollution have become major problems. In fact, the basic health routines of many urban residents are already being affected.

Environmental decline in Jamaica can only be reversed if measures are implemented to protect the resource systems being affected. Therefore, environmental education has a great role to play in a process in which Jamaicans become aware of and understand ecological principles and their relationship to human activities.

Formal environmental education has been written into the education system of Jamaica covering the primary, secondary and tertiary levels. However, there is considerable disparity between written objectives and reality, because the education system has failed to sensitize the Jamaican population about the importance of sound environmental management. The failure of the formal education system is due to a number of factors, as will be shown later.

According to the Jamaica Country Environmental Profile, at the primary level students are 'exposed to general awareness of the environment, the relationships between living and non-living components and the development of desirable attitudes towards their surroundings' (p. 72). The method of teaching at this level is one in which environmentally relevant content is infused with other subjects in the curriculum. Although not an ineffective method by itself, it falls short because many teachers at the primary level are inadequately prepared to teach critical aspects of environmental education. A more effective approach in this case would be to have children participate in action learning projects addressing specific environmental problems.

The secondary level lacks a structured approach to environmental education although aspects of it are offered in subjects such as general science, agricultural science, social studies, geography and biology. The fact is that students at the secondary level are examination-oriented; for most of them, once the exams are over very little remains of what they were taught. In light of this inherent constraint in the secondary school system, the wisdom of Dr Henry Lowe's call for the CXC to develop
an exclusive environmental syllabus has to be questioned. This approach certainly does not lend itself to the internalization of environmental concepts by students whose main aim is to pass an exam. Further, the introduction of such a subject would be meaningless unless it were made compulsory because, depending on their subject combinations, students could easily bypass this particular subject. This is another constraint to environmental education at the secondary level. For example, the student opting for a business focus takes subjects such as commerce, accounts, principles of business and economics. He may learn a lot about the business environment but very little about the physical environment which determines to a large extent the activities of the former.

At the tertiary level, various aspects of environmental education are loosely taught in institutions such as UWI, the West Indies School of Public Health, the College of Arts, Science and Technology, teachers' colleges and the College of Agriculture. The progress of environmental education at this level is inhibited by a lack of integration of the environmental disciplines taught and many students still see the specific parts instead of taking a holistic approach to its analysis. In this regard, the introduction of an Environmental Science option in the Faculty of Natural Sciences (UWI) must be praised. However, the effectiveness of this will depend largely on the ability to attract or retain adequate staff. If this can be done, the university might even be able to develop an environmental studies/science department.

Informal environmental education has received far less attention than its formal relative, yet this approach to environmental education stands to be a major torchbearer in the educational process. The Jamaica Country Environmental Profile defines informal environmental education as 'the promotion of an awareness and understanding of ecological principles and their relevance to human activities outside of the institutionalized education system' (p. 75).

In Jamaica, this is undertaken by public sector agencies and non-government organizations (NGOs).

The activities undertaken by public sector agencies are few and far between. These agencies, in addition to their bureaucratic structure, which slows down project implementation, simply lack the personnel and financial resources needed to implement meaningful environmental education programmes.

The work of NGOs in environmental education has become entrenched in the national life of Jamaica. There are two types of NGOs, those comprising professionals and those operating at the community level. Professional NGOs include the Natural History Society of Jamaica, the Jamaica Society of Scientists and Technologists, the Geological Society of Jamaica and the Jamaican Geographical Society. These organizations operate without full-time staff but still manage to carry out public environmental education programmes from time to time. The major problem with these organizations is that their activities are centred around groups of professionals and academics and therefore lack the mass appeal which may be necessary to sensitize Jamaicans about important environmental issues.

NGOs operating at the community level are poised to make a significant contribution to environmental education in Jamaica.

These organizations have developed the ability to communicate to the large majority of Jamaicans. So far, community NGOs have contributed very little to the advancement of environmental education in Jamaica as they have traditionally concentrated on welfare and community development activities. However, they will have to play a major role in environmental programmes because the problems facing Jamaica are largely community-based, and that is where they will be most effectively tackled.

To be effective, environmental programmes will have to bring a critical social analysis to bear on the problems of environmental degradation. Awareness of environmental problems is not enough to effect behavioural changes; people must see the need for change. The man in upper Clarendon or St Mary who cuts down trees from the forest for charcoal burning might be contributing to a potential environmental problem, but he continues to do it out of economic need — there are few other options open to him. To lecture him on the causes and effects of deforestation would be a meaningless exercise.

Effective environmental management cannot be achieved without emphasis on environmental education, both formal and informal. In general, our education system is not providing our people and policy makers with knowledge of our natural resources. We owe it to our nation's youth, in particular, to devise a sound environmental education programme as part of our progress towards sustainable development.

BOOK REVIEW (continued from page 3)

Like any other book which attempts to do everything, there are shortcomings. Although the section on physical geography is made relevant by the use of selected Caribbean examples, the material lacks some of the details required at CXC level. In spite of this, the book will help geography come alive in the classroom, as both teachers and students are taken to other countries, and from one Caribbean territory to another on a new adventure.

Marjorie Vassall

Jamaican Geographer (1), October 1989 — 5
In 1987, the Department of Geography, UWI, co-sponsored two international conferences in Jamaica. The proceedings of these conferences were recently published.

The first conference was the International Symposium on the Physical and Human Resources of the Tropics, held at the Mona campus on August 4 and 7, 1987. The JGS was a co-sponsor, as were CIDB and the Department of Geography, University of Calgary. The principal sponsor was the International Geographical Union (IGU), through its Working Group on Climatology. The proceedings were published in 1989, edited by David Barker. Among its contents are papers by former UWI geographer Jeremy Collymore and Mark Griffith ('Flooding in Speightstown: Towards a Flood Management Strategy').

The second conference was the Meeting of Experts on Hazard Mapping in the Caribbean, held at the Jamaica Conference Centre, Kingston, from 30 November to 4 December, 1987. The principal sponsor was the Pan Caribbean Disaster Preparedness and Prevention Project/UNDRO; the other co-sponsor was the Office of Disaster Preparedness. The proceedings were published in 1989, edited by David Barker. Among its contents are papers by former UWI geographers Jeremy Collymore and Mark Griffith ('Flooding in Speightstown: Towards a Flood Management Strategy').

Recent Publications by UWI Staff


Computer Mapping.

Learie Miller, who graduated from UWI's Geography Department in 1981, was awarded a Commonwealth Scholarship in 1987. He recently returned from the University of Toronto, where he successfully completed an M.Sc. in Environmental Management and Physical Geography. At Toronto, he was jointly registered at the Institute for Environmental Studies and the Department of Geography, the latter having over 80 postgraduates.

He maintained an excellent record in the seven postgraduate courses he studied. His research project was entitled 'The Applicability of Soil Erosion Models to a Developing Country: A Jamaican Case Study' and evaluated soil erosion prediction models. His supervisor was Prof. Shiu Hung-Luk, who has worked extensively on erosion problems in China.

Learie is one of a number of former UWI geography graduates who have achieved outstanding records at the postgraduate level at overseas universities. A keen geographer, he brings back to Jamaica valuable technical skills in physical geography and computer mapping.

M.S.C. FOR LEARIE MILLER

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Old Jamaican Parishes

Day-Dawn Simon and David Barker

The map of Jamaican parishes has not always looked the same as it does in Fig. 1. It is interesting to trace the evolution of the map of parish boundaries through history.

After the English took Jamaica in 1655, they started to divide the island into parishes and precincts. Sir Thomas Modyford, in 1664, noted that there were seven established parishes: St John’s, Clarendon, St David’s, St Andrew’s, and St Thomas, with Port Royal and St Katharine (now St Catherine) both designated as ‘Town and Parish’. In 1763, Vere was carved out of Clarendon, being named after the first wife of the Lieutenant-Governor Sir Thomas Lynch. In 1675, Clarendon lost another portion to the new parish of St Thomas-in-the-Vale, named in honour of the then Governor, was created out of a portion of St Katherine.

By 1683, there were 15 parishes: Clarendon, Vere, St John, St George, St Mary, St Ann, St James, St Elizabeth, St Thomas, St David, Port Royal, St Andrew, St Katharine, St Dorothy, and St Thomas-in-the-Vale. In 1693, the ‘Town and Parish’ of Kingston was formed after the earthquake which had devastated Port Royal a year earlier.

Four new parishes were created in the eighteenth century: Westmoreland (1703) from part of St Elizabeth, Portland (1723) from part of St George and part of St Thomas-in-the-East, Hanover (1723) from part of Westmoreland, and Trelawny (1770), which appeared after a subdivision of St James.

In 1814, Manchester was formed, made up of parts of Clarendon, Vere and St Elizabeth. Metcalfe was founded in 1841, from parts of St George and St Mary, and named in honour of the then Governor, Sir Charles Metcalfe. Thus, at this date, Jamaica had 22 parishes (see Fig. 2).

Following bitter disputes between planter and labouring classes in eastern Jamaica, which led to the Morant Bay Rebellion in 1865, Crown Colony Government was introduced. The new Governor, Sir Peter Grant, was an able administrator and set about reorganizing the institutions of the colony. Thus, in 1867 the number of parishes was reduced from 22 to the 14 we are familiar with today. Eight parishes disappeared from the map of Jamaica: St George, Metcalfe, St Thomas-in-the-Vale, St John, St Dorothy, Vere, St David, and Port Royal. An inspection and comparison of the two maps will reveal the fate of those eight parishes.

Sources: Compiled from a variety of sources at the Institute of Jamaica, the principal one being Frank Cundall’s Historic Jamaica, published by the Institute in 1915.

Jamaican Geographer (1), October 1989 — 7
CARIBBEAN GEOGRAPHY

The next issue of Caribbean Geography, Volume 2 Number 4, will be published in November. Its contents include the following articles:

- Predicting traditional farmers' responses to modernization: case of a Jamaican Maroon village — Balfour Spence
- Waterfront development and redevelopment in the West Indies — Brian J. Hudson
- The Bahamas: the cost of fragmentation — Gerald Fish
- Pattern of abandonment of sugar estates in Jamaica during the late nineteenth century — Vernon Mulchansingh
- The changing Caribbean: national park development in Grenada — L. Alan Eyre

Caribbean Geography is published by Longman Jamaica Ltd. Subscription rates are available on request from:

Longman Jamaica Ltd
43 Second Street
Newport West
P.O. Box 489
Kingston 10
Tel: 92-34393, 35017, 34568-9

This is the eighth issue of the journal to be published. Back issues are available from the publisher or from the UWI Bookshop.

NEW JGS COUNCIL

President, Claudia James
Vice President, Michael Tharkur
Secretary, Day-Dawn Simon
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Membership Secretary, Fitzroy Williams
Chairman of Publications Subcommittee, David Barker

Ordinary Members, Cheryl Dixon, Karen Sinclair, Donna Simon, Carol Thomas, Lilieth Daley

Co-opted Member, Hopeton Peterson

JGS T-SHIRTS

All-cotton JGS T-shirts will soon be available. They are white, have the JGS logo on the front and a specially commissioned map of Jamaica on the back. Price: $40. Advance payment is needed with your order. Please indicate the size(s) you need (S, M, L, XL).

Contact person: Fitzroy Williams
Membership Secretary

JGS CALENDAR

October: National Wood and Water Day. Jointly organized with the Natural History Society of Jamaica. A seminar on 'Fast Growing Trees,' to be held at the UWI campus.

October: Field Trip to Mandeville and environs, organized by JGS members in the Mandeville area.

November: Weekend Field Trip to the John Crow Mountains.

January: Clean-up of LIME Cay. Supervised group of school-children to collect litter and garbage.

February/March: Lecture Series for 'A' level geography students at UWI. Teachers invited too; refreshments will be provided.

Jamaican Geographer

Editor: David Barker
Address: Department of Geography, University of the West Indies, Kingston 7, phone: 92-72129
Typesetting: UWI Publishers’ Association, PO Box 42, Mona, Kingston 7
Printing: UWI School of Printing.

QUIZ ANSWERS

Cities' Names

Modern: Old
Leningrad: St Petersburg
Istanbul: Constantinople
Beijing: Peking
Gdansk: Danzig
Harare: Salisbury
Kinshasa: Leopoldville

Countries' Names

Modern: Old
Ethiopia: Abyssinia
Sri Lanka: Ceylon
Iran: Persia
Bangladesh: East Pakistan
Kampuchea: Cambodia
Kiribati: Gilbert Islands

NETWORKING

Caribbean Conservation Association

The CCA was founded in 1967 as a regional, non-governmental, non-profit-making organization. There are at present over 200 Associate members from some 20 countries in the wider Caribbean. The CCA publishes a regular newsletter, Caribbean Conservation News, and a magazine, Caribiana. If you are interested in joining the Association (student membership is available) or would like to obtain details of their activities, the contact address is:

Savannah Lodge
The Garrison
St Michael
Barbados

Geography Teachers' Association of Jamaica

Geography teachers who are interested in becoming involved in the Association are asked to contact:

Marjorie Vassall
Core Curriculum Unit
Ministry of Education
Caenwood Centre
phone: 92-28370

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