ROUGH DRAFT

PRE-SCHOOL
PRIMARY AND PRE-SCHOOL - AGES 3 - 5

Scale

To promote perceptual, motor experiences intended to produce high success rates as foundation experiences for the development of a positive, assured view of self.

To begin the teaching of cause and effect relationships.

To instill a strong sense of responsibility for all actions and statements.

To instill a respect for collective property, collective opinion, collective decision, rules and values, i.e., a socialist conscience, and yet also encourage qualities of leadership such as the willingness and courage to question and express individual opinions so that a true dialogue can develop and all minds can contribute to the collective.

To instill in each child that work is good and all that is good is the product of work. To instill that honesty and truthfulness are fundamental to comradeship which in turn is fundamental to comradeship which in turn is fundamental to cooperative effort.

Time Allocation

Pre-School

The preschool children are in a structured group setting for 8 hours. They learn and play in groups and so learn sharing at a very young age.

Their day includes supervised group play, dances, songs, walks, maps and meals. Each child is encouraged to participate in the various activities cooperatively with the group.

With the exception of the treatment at the hospital, the preschool children are under the supervision of the preschool teaching staff. The Director of the Preschool worked for many years as a preschool teacher in the United States.

No formal effort is made at this age to teach academic skills or information but educationally stimulating games are part of the program.

Daily Schedule

7:30 - 8:15 a.m. Breakfast
8:15 - 9:00 a.m. Post breakfast wash-up and journey to the preschool playground and activity center. At the playground they have activity apparatus to challenge and enhance their development muscularly, perceptually and neurologically.

At all times teachers help the children learn through their daily experience socialist principles.
Following a group lunch and nap, the children again have a play period. The afternoon play period is inside with toys and puzzles. At this time fine visual, tactile, and spatial discriminations and fine muscle coordination are stressed as gross motor coordination skills were stressed in the morning.

The children spend evenings with their families. Those children who do not have their parents with them in Jonestown spend the evenings with married couples who are their parental figures. Parents and teachers have frequent meetings to coordinate their efforts so the child is not caught between conflicting expectations.

ELElMENTARY SCHOOL - ACTS 6 - 12

Goals:

Initiate new goals:
To inculcate the following socialistic principles:
1. Each one teach one.

2. It is the responsibility of each young socialist to acquire educational skills which can be used to learn and apply knowledge predicament and eliminate suffering.

3. To inculcate the values that integrity and loyalty are important and honorable qualities.

4. To inculcate the conviction that labor is honorable, but desirable.

5. To inculcate the conviction that mankind holds the keys to his destiny; mankind determines his destiny.

Time Allocation:
The elementary students are awakened by their parents at 7:00 a.m. At 7:30 a.m., they eat breakfast at the community dining facility. Following breakfast the children are supervised through toothbrushing and final personal details before school begins at 8:00 a.m.

Classes include:

Language Arts — Becoming receptive and expressive.

Aspects of spoken and written English language. This includes Reading Skills.

Mathematics — Includes basic concepts of numeration, mathematic symbolism, computation and reasoning.
Perceptual Training — Audio, visual, tactile training separately and in integrated patterns.

Physical Education — Designed to provide mostly group or team cooperation experiences in a setting that promotes development of perceptual-motor skills, strength and stamina, encouragement of the qualities of fairness and learning to be a "good sport".

Social Studies — An integrated discipline including aspects of economics, politics, geography, history, philosophy and demography — interpreted within the context of the Marxist/Leninist dialectic.

Guyanese History — Specific details of Guyanese history with parallels drawn with the struggles of all third world peoples. Study of Guyanese heroes and historical figures as well as current Guyanese developments.

Foreign languages including: French, Spanish, Portuguese, Chinese, Swahili. Depending on the age of the students, their language background and the language being taught the approach and goals may vary to include:

1. Study of sentence structure (syntax) and grammar.
2. Symbol systems.
3. Conversational language.

Two and 1/2 hours of each day are spent in apprenticeship training for the children 10-12 years of age with 1 1/2 hours similar work experience for children ages 6-9.

This work experience includes all aspects of the project life from electricity to carpentry, cooking to animal husbandry, and other fields included.

The initial phase permits several days experience in each project area unless exceptional interest or talent is exhibited. In such cases, the student may pursue further training in the field of interest.

An emphasis is made to protect the training aspect of the program. The trainees are placed with workers who have proven to be good workers with a collective conscience and who have empathy and patience in working with young people.

The elementary school children are supervised by their teachers from 8:00 a.m. until 4:30 p.m. They are then released to their families for dinner and evening activities.
SECONDARY SCHOOL - AGES 13 - 18

Goals and Values:
Continuation of the values and goals from the preschool and elementary.

Initial New Emphasis: ANTHROPOLOGY

1. Socialist Work Means Change
2. It is most honorable to help the earth to produce food.
3. For education to be of real value, it must be practical and workable. It must be incorporated into the work experience to practically benefit the people.
4. The task will not be complete so long as there is one suffering human being.
5. Ignorance is a capitalist luxury we cannot afford and do not want.

Goals:
1. To learn and apply systematic reasoning and logic procedures to problems.
2. To develop a degree of mastery of mathematical symbols, concepts, algorithms, and reasoning as will enable the students to perform the computations native to their job or employment.
3. To show greater respect for and take greater pride in active participation in the solution of a problem than the planning and discussion of it.
4. To develop in the student receptive and expressive language skills and the development of the skills of analytical reasoning as will enable the students to gather knowledge and ideas written by others and to enable thoughts, beliefs, factual information and postulates in a standardized form in English and one other of 5 languages.
5. To inculcate a basic respect for all life, but the conviction that to live as a socialist is more important than life itself.
6. To develop within the student the ability to translate plans into a methodical goal-oriented action sequences.
7. To inculcate a basic conviction that the implementation of benefit all peoples.
8. To inculcate a basic and active belief in labor as the process and route to human salvation.
9. To develop in each student such organizational critical/analytic reasoning skills as will enable the student to approach problems dispassionately with moderate assurance, state problems accurately, thoroughly, and postulate solution steps, and evaluate cause and effect relationships. A Marxist-Lenist focus on all problems helps keep a unified perspective.
10. To engender in each student a sensitivity to the struggles of all people—seeking freedom, self-determination and security. 

Program:
The secondary school program is a work/study program, the work day being divided roughly equally between work and study.

As discussed for the elementary program, students receive training with the work experience. All aspects of community functions are open to apprenticeship training.

The courses offered are:
- Medical First Aid
- Nurse Science
- Basic Biological Science
- Animal Science
- Basic Arithmetic Review
- Algebra
- Geometry
- Basic elements of spoken and written English
- Literature and composition/language arts, Social Science with aENEWSP perspective and socialist concepts
- Foreign languages: French, Spanish, Portuguese, Chinese and Swahili

It is our belief that our programs will create students dedicated to the service of humanity, sensitive to the problems and struggles of others, possessing logical reasoning skills to approach problems effectively and having sufficient study and learning skills to learn technical data necessary to formulate and execute solutions to problems, i.e., the development of socialist character.

Students graduating from Jonestown School will have had training in manual arts as well as training in at least one trade or skill. Students who have the interest, motivation and ability to go on to college will have completed college preparatory course work.

Through the programs in social science, the students shall have been exposed to the histories of peoples struggling against oppression in its varied forms and shall have a strong identity with third world peoples and their struggles.

The graduate of Jonestown School should be a sensitive socialist individual with well-developed problem solving skills and the ability to impart solutions. He or she will be able to work with their hands and their minds and will have their hearts in touch with the socialist cause, and will be willing contributors to the development of Guyana.