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**LISTENING TO LOCAL VOICES IN HISTORIC PRESERVATION AND
HERITAGE TOURISM:**

***THE CASE OF EMANCIPATION SQUARE, SPANISH TOWN HISTORIC
DISTRICT, JAMAICA.***

by

ANDRE ST. C. MINOTT

A dissertation submitted to the Graduate Faculty in Psychology in partial fulfillment of
the requirements for the degree of Doctor of Philosophy, The City University of New
York

2003

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This manuscript has been read and accepted for the Graduate Faculty in Psychology in satisfaction of the dissertation requirement for the degree of Doctor of Philosophy.

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ABSTRACT**LISTENING TO LOCAL VOICES IN HISTORIC PRESERVATION AND
HERITAGE TOURISM: *THE CASE OF EMANCIPATION SQUARE, SPANISH
TOWN HISTORIC DISTRICT, JAMAICA.****by*

Andre St. C. Minott

Adviser: Professor Roger Hart

This study gives voice to local residents who are faced with heritage tourism development within their community and examines the potential and problems of involving local youth in community research. It achieves this by utilizing the resources of local high school students who developed a resident survey, administered the survey, analyzed the data and produced a report that has become a key element for informing the redevelopment plans for the historic town. The study drew upon theories of place attachment, culture, place identity, historic preservation, community participation and participatory research in developing its concepts and methods. The case of the Spanish Town Historic District, Jamaica, was used to identify the relevance and impact of these theories as they relate to locals' attitudes towards the historic preservation of the central square (Emancipation Square) and its "architectural artifacts" as a national heritage tourism product.

The primary data includes 103 resident surveys and 30 interviews, student project evaluations and field notes. The findings revealed that while a great majority of the residents exhibited strong social, cultural and emotional attachments to the square and

have very specific ideas about why they want to see it “uplifted,” they also show concern over the fact that they know very little about development plans for their community.

The findings also demonstrate the importance for the field of preservation planning to recognize that local residents within historic environments have very complex relationships with the place/space and artifacts within their community.

Additionally, the involvement of the local students through community service proved to be beneficial in numerous ways. While providing the study with very good access and insights into the community their involvement also provided much personal gratification for the students themselves who have decided that they want to establish an ongoing research program that will focus on community research within the STHD.

PREFACE

There is currently a heightened level of planning and political debate focused on this former national center of social, cultural and economic life. The role and significance of the Spanish Town Historic District (STHD) is presently being redefined as part of a struggle in which the Jamaican government is attempting to focus its tourism development efforts on “heritage tourism,” through “heritage preservation.” Spanish Town’s development issues are multifaceted and its successful redevelopment is dependent on the collaborative efforts of many – public, private, local, national and international interests.

While this study does not examine in detail the issues of “politics” in the community development process it acknowledges the significant role that it plays. Politics often stands in the way of recognizing and respecting the deep emotive connections that people have with their physical environment. However, if it is recognized, these attachments are often manipulated by the political process to create what are known as “political garrisons,” which are defined by physical political boundaries where a “place” becomes more valuable to the political process than the individual person and quality of life of the inhabitants. A resident of a garrison community is expected to cast their vote for whichever political party controls the area – dissenters are often controlled through the use of violence. There is currently much national debate regarding political reform - to disband these “political garrisons.” However, it is important to recognize that this process of reform will also need to understand and address the authentic relationships/attachments that exist between locals and their environment.

The principle agency appointed to implement the redevelopment program for the STHD is the Urban Development Corporation (UDC). This physical development agency is responsible for planning and implementing national projects for “the benefit of the citizens of Jamaica” on behalf of the government of Jamaica. The UDC is a statutory quasi-governmental body whose mandates/instructions come primarily from the political party in power. Because of this, some view their development projects as possessing *political motives*. *While the agency has successfully undertaken many significant* development projects, which have positively impacted the growth of the nation’s urban centers, this perception of their political motive has been the reason behind much of its failure in addressing sustainable community development programs in certain communities.

This study has brought focus to the fact that the STHD community has some very strong attachments to the square and that their social, cultural and emotional needs should be taken into account irrespective of their political affiliation. However, while the redevelopment program proceeded with its efforts to “involve the community” in the process it was clear that the approach has not been truly/deeply participatory. There were to have been up to thirteen “community committees” established to focus on issues such as housing, education, employment, commerce, culture, tourism etc. However, a very large and significant portion of locals did not know of the presence of these committees. In conversations with a coordinator it was revealed that these committees were not necessarily designed to engage the community in reflecting on the process but rather as a means of collecting data for planning purposes.

This study held for me a very personal professional quest. As an architect and urban planner, with knowledge and research skills from environmental social science, my interest was to find ways to engage the human resources of the local community in the planning and development process. I hoped that it would demonstrate that projects could be undertaken that would address the needs of a community in a sustainable way while simultaneously establishing the necessary foundations for a national strategy for community development.

Pursuant to that personal objective and as a result of my clearly stated opposition to the current community planning and development model being used in Jamaica, I have, since completing this research, taken up the post of Senior Planner/Architect with the UDC. As presented above, this is the governmental agency responsible for charting the course of development for the nation. My responsibility as Senior Planner/Architect is to help guide the direction of urban planning for the agency. This includes overseeing the development of the Greater Spanish Town Redevelopment Plan that would include the study area (STHD) and its larger urban/residential zones. The start of the project had been approved by the government almost three years ago, however, due to funding and an apparent lack of political will, little real progress has been achieved to date.

A redevelopment preservation planning process that recognizes the importance of the attachment that people have with their environment and which involves them in the development process is key to achieving sustainability in community redevelopment projects. However, the political aspects of that redevelopment project can negatively influence the final outcome. Hopefully, this study will serve as a demonstration that it is possible to generate local research and dialog on preservation that transcends politics

because it is so grounded in the perceptions of residents recognizing the quality of their everyday environment. The process of this study has given me significant insights into these issues and I plan to utilize the knowledge gained from this in the execution of my professional responsibilities in developing the redevelopment master plan for the STHD.

ACKNOWLEDGMENTS

I wish to thank *God* for granting me life and giving guidance in undertaking this journey. A journey that produced many expected and unexpected positive and negative experiences - I embrace them all.

In addition to the creator, I pay respect to my *ancestors* for their shoulders on which I always stand; my *mother, Doris Minott-Joseph* and *father, Wilberforce Minott* for their sacrifices and inspiration, the rest of my *dear family* whose love and caring was always felt, and my *good friends* who were always there to listen to me “vent.”

This research would not have been possible without participation from the following:

- The TOB Student Researchers at St. Jago High School
- The residents of the Spanish Town Historic District
- The Institute of Jamaica
- The Guidance Councilors at St. Jago High School

I wish to also thank my colleagues, the faculty and administrators of the Environmental Psychology Program-Psychology Department for their support. Also, my dissertation committee members Roger Hart, Leanne Rivlin and David Chapin, and my readers Selim Iltus and Bill Kornblum for their input into the execution of this document. And, a special thanks to Lorraine Maxwell for encouraging me to undertake this journey.

Finally, I wish to acknowledge the “place” - the Spanish Town Historic District (STHD) with its Emancipation Square - for its rich history and the complexity of its present situation, which was so passionately lamented by the late Terrance Owen

Barrington Goldson (TOB) – to whom the students work was dedicated. The Emancipation Square has survived over 470 years bearing witness to many shifts in its social, economic, cultural and political identities and now sits poised to accommodate the identity that will accompany it through its continued journey.

Andre St. Claver Minott
September 2002

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I. INTRODUCTION

A) Need for the Research

“It is grievous and extremely painful to watch as this ancient and historic town wither away, while we glibly talk about heritage!! I call upon the Mayor and the Councilors, the ‘Parish Mothers and Fathers’ as we recognize them to be, who are the elected managers of the system, to get up and get going urgently. Please save the old capital. The decay is heart-rending, and as citizens, we bow our heads in shame and grief!!”

(Goldson - The Jamaica Gleaner, Thursday, February 15, 1996, pg. 7)

Mr. Goldson’s impassioned plea for the preservation of his beloved town is where I wish to start the presentation of my study because in addition to providing a basis for the need of the study, it also holds within its brief but expressive words the key issues around which this study was organized.

The concern Mr. Goldson expressed is not a unique one. There are citizens living in many other environments where historical colonial richness is juxtaposed against the realities of post-colonial urbanization. This reality has created conflicts between the inhabitants of these environments and those elected officials who are charged with managing them. The pleas made by locals to these “elected managers” are usually ignored or at best, slighted with discussions about the lack of resources available for allocation to address the problems. Often, the “managers” do not choose to investigate the possibilities of utilizing the wealth of local resources in helping to address the problems. Also, these communities often lack the levels of community cohesion

necessary to be able to address these issues themselves and even if they did, their sustainability would require the establishment of explicit policies. The result is a loss for local historic preservation because of the inevitable decay with time removing pieces of local heritage forever. Communities often wait for the process of gentrification to bring preservation and then of course local residents are forced out. This study has been undertaken in the belief that it is possible to work with local human resources to build upon local concern for architectural preservation.

Secondly, this dissertation is not only about the preservation of the physical elements of a town, but also about emotional and cultural bonds to the place. Goldson's expression of helplessness as a citizen to do anything to retard this decay raises the question of "civic" rights and responsibilities. Though highly debated the many positive benefits from community participation, such as "self-empowerment," have been well documented in the literature but have not so far been applied well to the fields of historic preservation and preservation planning.

The literature on people's attachment to place suggests that when threatened with the loss or destruction of our cultural artifacts, we become more attached and more protective of them. There were clearly signs of this type of reaction taking place in the Spanish Town Historic District and so it afforded a great opportunity to assess residents' relationships to the central square and to learn how it affects their orientation towards its preservation as a heritage tourism site. The goal was to find a way to give a voice to the relationships that residents have established with their landscape so that they could richly inform the planning, implementation and overall sustainability of the national effort to preserve "the old capital."

B) Purpose of the Research

The Freirian concept of “conscientization” is based on the notion that a true community participation program should focus on:

...raising the self-reflected awareness of the people rather than educating or indoctrinating them, for giving them the power to assert their "voice" and for stimulating their self-driven collective action to transform their reality.

(Craig & Mayo 1995, p.25)

This interpretation of the concept of “participation” forms the basis on which this study was developed. The overall purpose of the research is to explore the possibilities of giving “voice” to local residents by involving their “perspectives” in preservation and development planning. This includes a number of specific objectives:

1. To build theory on the value of including the perspectives of local residents in the preservation of heritage tourism sites.
2. To develop a research strategy that could simultaneously learn from and engage local residents on the issue of the preservation of their community.
3. To test the relevance of these theories and research strategy through research with residents of a case study site, Spanish Town, Jamaica.
4. To evaluate specifically the potentials and values of involving youth as agents in investigating the perspectives of local residents as one important strategy for developing community-based approaches to historic preservation.

This purpose and its objectives created several distinct challenges for the study.

The first was to identify if the residents did in fact have “concerns” regarding their

community's development and if so what these concerns were. Secondly, how can their voices be heard? The specific challenge was to design a participatory research approach which would simultaneously enable the local resident community to articulate their own ideas of significant places and qualities of their landscape while affording local students the opportunity to learn about the field of social science research and work with the community to help them to "transform their reality." I therefore borrowed from the literature on youth participation that acknowledges the formative benefits of utilizing children and youth in the assessment and evaluation of ideas affecting their environment. The study has also drawn upon theories of place attachment, culture, place identity, historic preservation and community participation in the development of its concepts and methods.

Students from the St. Jago High School (located within the STHD) were actively involved in the development, administration and analysis of a resident survey from which they developed a report that will form the basis of an exhibit aimed at fostering communication amongst locals (The exhibit is still being developed, at the time of writing. It is the hope of the students that the process will form a dialogue between all the residents the other players involved in the redevelopment process). The positive benefits that can be achieved from utilizing young people in community research were also examined. It is hoped that the findings from the study will enable the planners, designers and others to better balance the concerns of the District's residential community with the redevelopment plans for the preservation of STHD as a national symbol of colonialism, emancipation, and independence and as a potential World Heritage Site.

C) Background to the Research

1. Context of the Study Site.

The Spanish Town Historic District is located the parish of St. Catherine on the island nation Jamaica. (*See Figure 1.01*) In the 1530s the town was established as Jamaica's second capital by the Spanish colonizers on the site of an existing Taino Indian settlement located on the banks of the Rio Cobre – the British defeated the Spaniards and took control of the island in 1655. It is reputed to be the oldest, most continually inhabited town in the new world and for centuries was considered to be the center of trade and commerce in the Americas.

The Historic District status was declared by the Jamaica National Heritage Trust in 1996 - its boundary extends to a one-mile radius from the "central square." (*See Figure 1.02*) The central square was designed as a civic center and is reputed to be the most significant example of a 17th century Georgian square in the Americas. (*See Figure 1.03*) The Square has five elements: 1) The Old King's House (built 1765) – once the residents of the Governor General of Jamaica under British rule now its shell and out buildings are being used as a museum and archeological site; 2) The Old House of Assembly (built 1762) – once housing the seat of government of Jamaica now the local parish government (Parish Council) and the mayor's office; 3) The Rodney Memorial Building (built 1770) - erected with a monument to honor Admiral Rodney who "victoriously" defeated the French in their attempt to invade the island. Used primarily to house records until 1997, it has been renovated and decisions are currently being made regarding its new use; 4) The Old Courthouse (built 1762) – razed by fire in 1986 it was a

courthouse which also housed the local Town's Hall, currently fenced off and its shell is in jeopardy of collapsing; and 5) The Park/Garden. (See Figures 1.04, 1.05, 1.06 & 1.07)

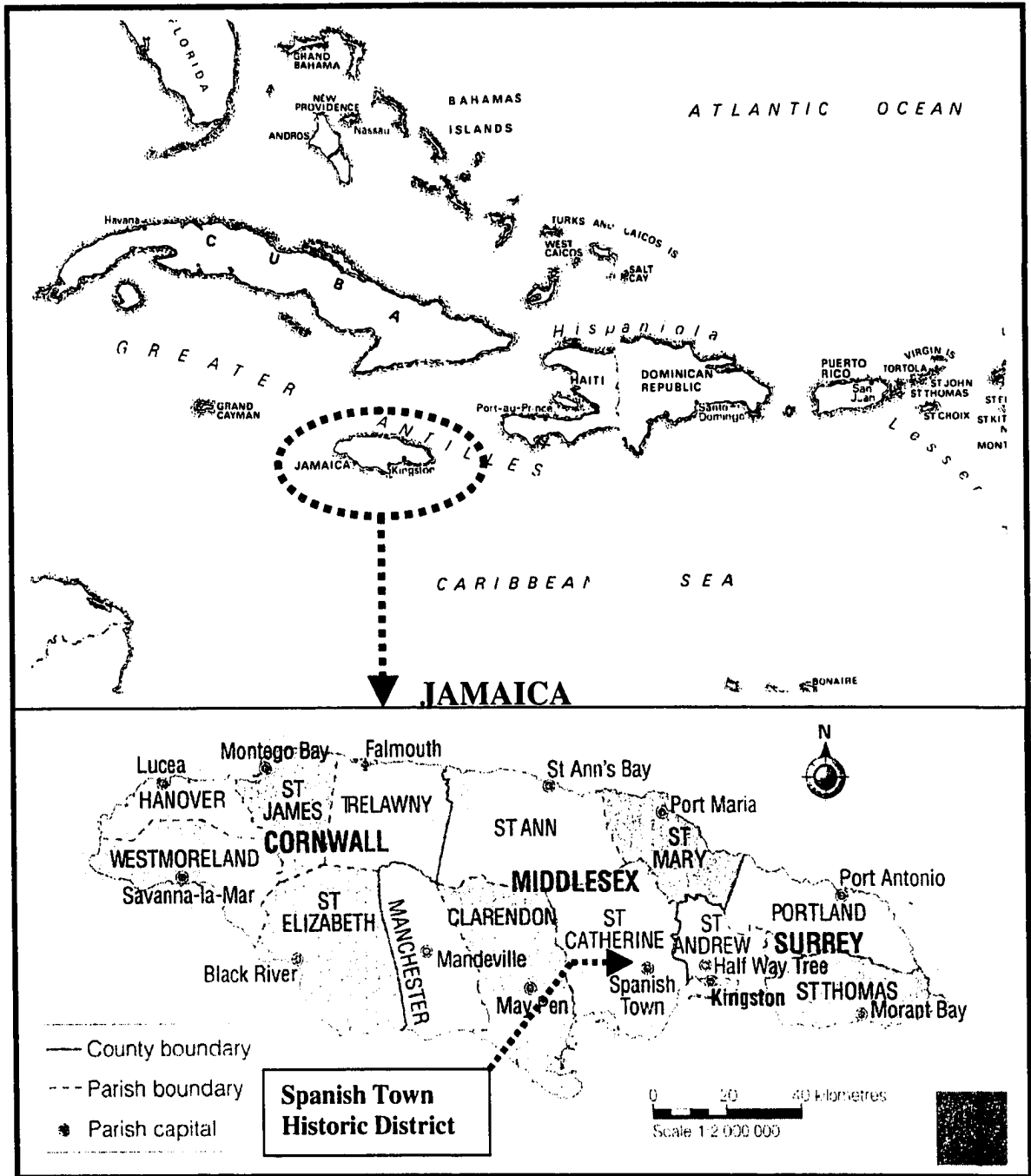


Figure 1.01: Site Location - The Emancipation Square is located within the Spanish Town Historic District in Spanish Town, the capital of the Parish of St. Catherine on the island of Jamaica located in the Caribbean Sea.

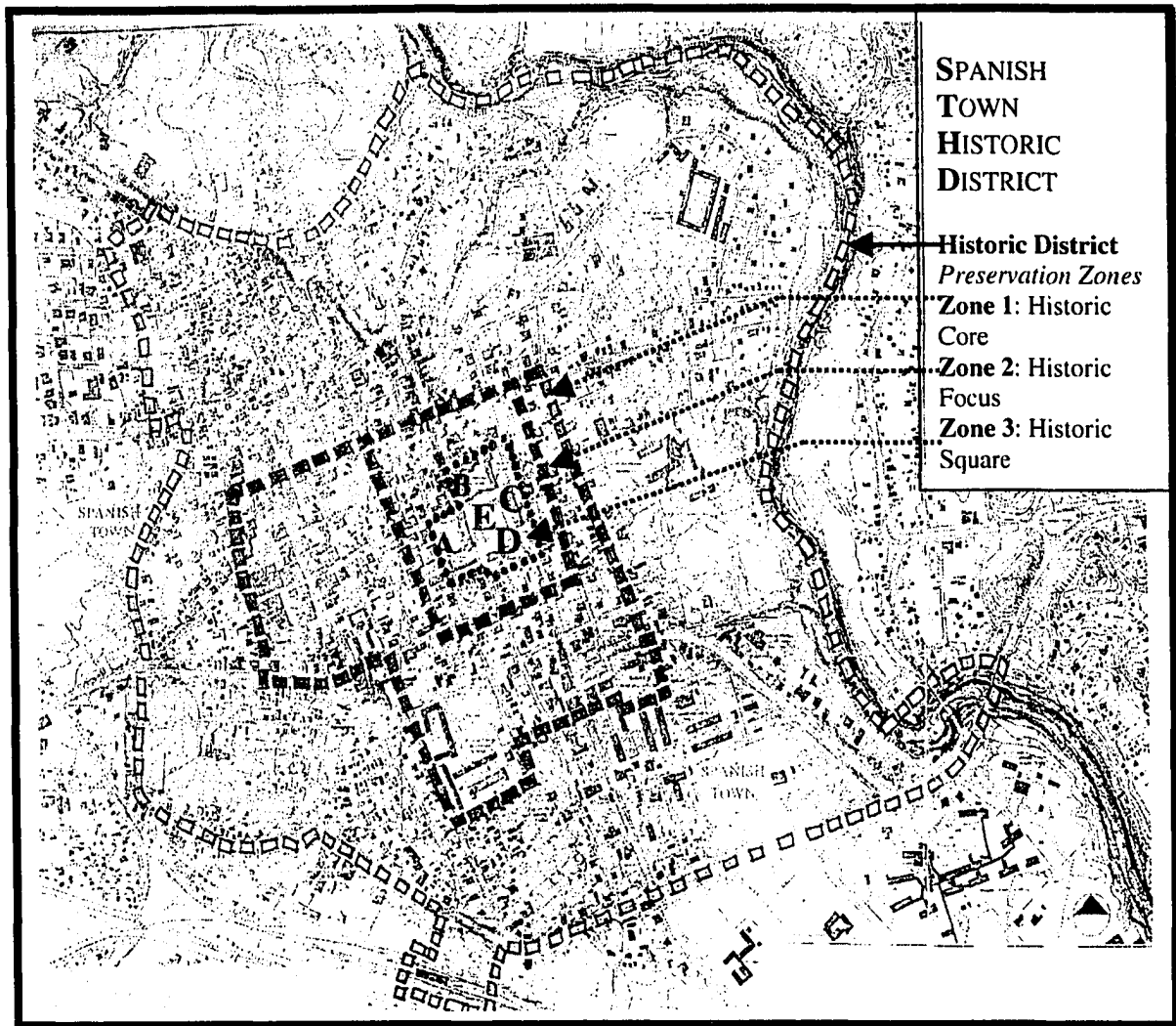


Figure 1.01: *The Site* - Map of the boundaries of the Spanish Town Historic District in Spanish Town showing the three zones of preservation. Zone 1: Historic Core, Zone 2: Historic Focus, and Zone 3: Historic Square. The five components of the square are: A) Old Kings House; B) Rodney Memorial Building; C) Old House of Assembly; D) Old Courthouse; and E) Park/Garden.

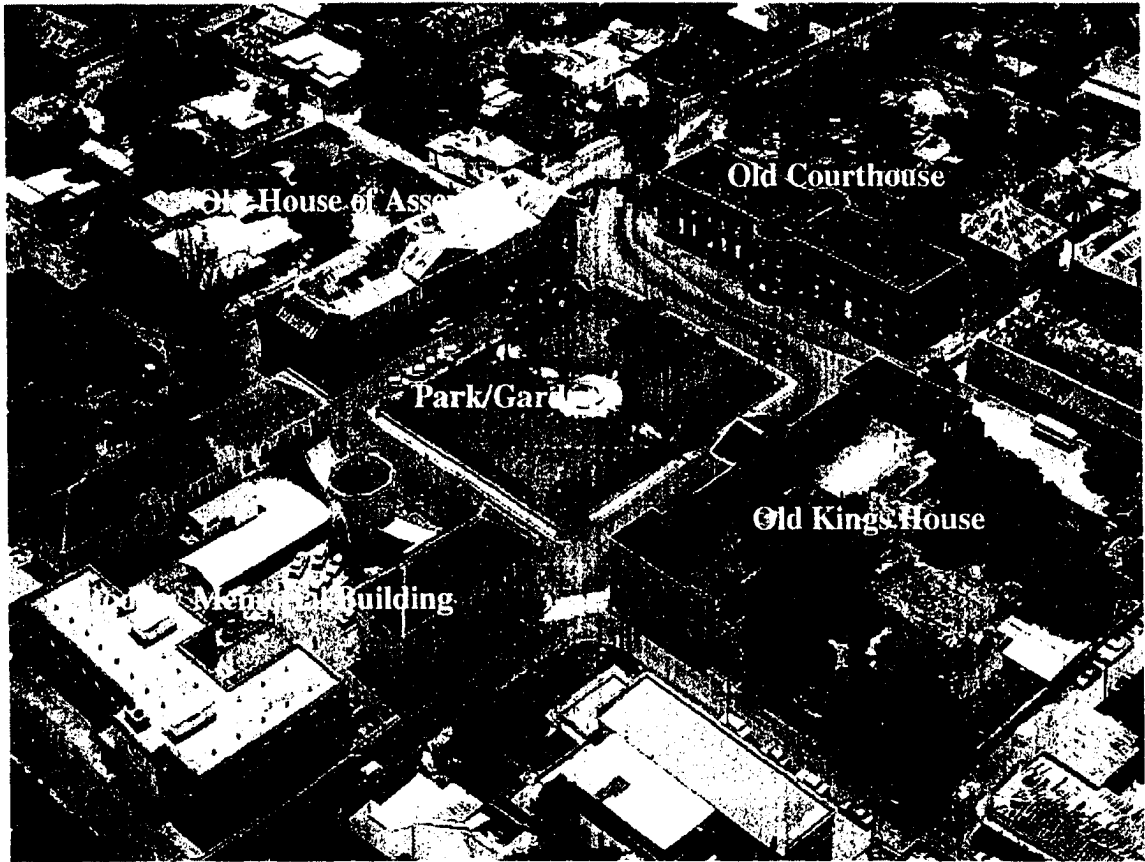


Figure 1.03: Aerial photograph - Emancipation Square, Spanish Town Historic District, showing its five components: the Old King's House (built 1765); the Old House of Assembly (built 1762); the Rodney Memorial Building (built 1770); the Old Courthouse (built 1762); and the Park/Garden



Figure 1.04: Façade of the Old Kings House – viewed from across the Park/Garden. The People’s Museum is currently housed in the original stables and storage buildings.



Figure 1.05: Old House of Assembly – viewed from across the Park/Garden. Currently housing the local government offices.

Figure 1.06: Rodney Memorial Building with monument at center – viewed across the Park/Garden. The building is currently being renovated.

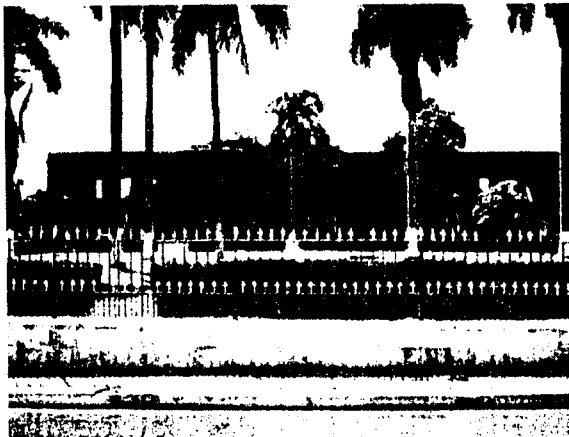
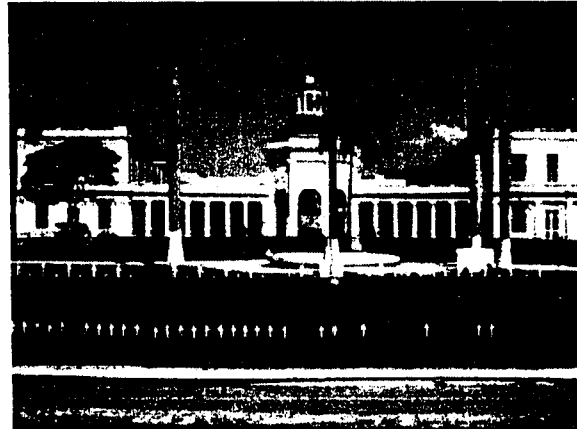


Figure 1.07: The burnt-out shell of the Old Courthouse, which housed the Town’s Hall – viewed across the Park/Garden

The forces of British control, Jamaican plantocracy, and slavery all came together and formed the historic development of the square. British control, physically represented on the square by the King's House, was the means through which the Kings of England maintained their presence on the square. Additionally, the architectural design and urban planning reinforced the presence and control through the Georgian architectural style and the prevalent uses of British pomp, ceremony and pageantry in the form of "parades." The civic square, also referred to as the civic parade, is in fact one of three "parades" used by British rule to maintain their presence on the island. In addition to the "civic parade" there were the "religious parade" (located at the Spanish Town Cathedral) and the "military parade" (located at the Old Military Barracks).

The force of the Jamaican plantocracy made up of mulattos and second and third generation whites born in Jamaica, was the local governing body of the island. As part of the House of Assembly, these locals formulated the notion of Jamaica being an independent state. This local government was housed in the Old House of Assembly on the square and their decisions on island matters in most cases benefited themselves and, to a degree, helped to perpetuate slavery in Jamaica.

The other force that helped to shape the development of the square was slavery. While this force is not physically represented on the square it was built by slaves and its structures were maintained by them. However, this aspect of the square's history has not been highlighted in the square's text history. The emancipation of slaves ending the slave trade was officially proclaimed on the steps of the Old Kings House in the square on the eve of August 1, 1834. In order to commemorate this event in 1997 the civic square was renamed "Emancipation Square" by the government of Jamaica.

Since the creation of the square, these three forces have contributed in various ways to changes in the social, cultural, economic and political lives of locals. These have been manifested in an evolution in the locals' relationships to the square over time. In an attempt to establish the present day context of the square and its immediate community this study has identified the following six distinct periods that have seen changes to the social, political, economic, cultural and physical context of the square and the residential community.

Period 1: Tiano Indians and Spanish Influence (pre 1655). This period established the physical location of the square. It is believed that the present day square was constructed on the foundations of a square laid out by the Spaniards on what is believed to have been the center of an existing Tiano Indian settlement. Although the remnants of these two cultures are not visible above ground, archeological excavations on the present square show clear signs of this connection. Named St. Jago de la Vega, the town flourished while the Indians died from over-work or left the island. African slaves were brought in to replace them. After being plundered by the British Buccaneers in 1640 the town was reported to be a "faire town" with 400 or 500 houses built from wattle and daub (Spanish wall) and "beautified with 5 or 6 stately churches and chapels and one monastery of Franciscan friars situated upon a delectable and spacious plain" (Black, 1965). While there clearly was a local community during this period, not much is known about their lives. However, given information regarding squares (or plazas) in other Spanish colonies, they played a vital role in the lives of the towns inhabitants. Most of the buildings were demolished or replaced over time when the British took control of the town in 1655. However, in addition to maintaining the the Spanish reference in the name

of the town, the British maintained many of the names of the streets established by the Spaniards – Monk Street (where the monastery was located); Red Church Street; and White Church Street.

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Period 2: British pre emancipation (1655-1834). This period saw the physical development of all the present day components of the square and Spanish Town became one of the most significant towns in the British Americas. During this period local wealth increased significantly through the slave trade, which supplied the plantocracy with laborers for their sugar plantations. Monk Street (located east of the square) is reputed to be the oldest “residential neighborhood” in Jamaica, inhabited by some of the wealthiest families on the island. (*See Figure 1.08*)

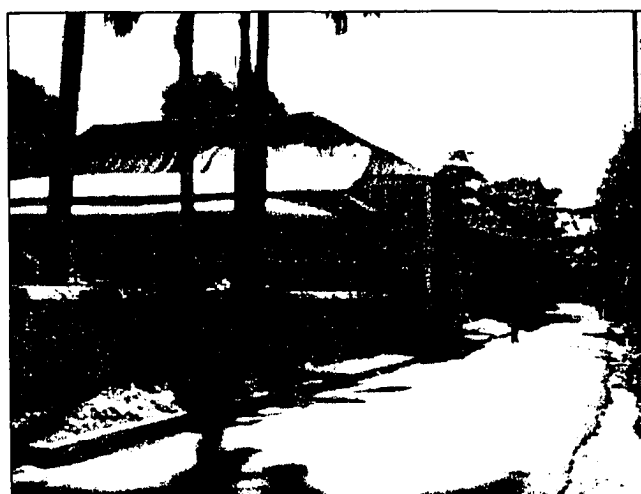


Figure 1.08: Monk Street, reputed to be the oldest residential street in the new world. While many of the large residences have been demolished, there are still many Georgian structures still standing - such as the one shown here.

Over this period the areas east of the square became primarily residential while towards the west became the area of commerce, which also had a slave market. Africans who inhabited the town were primarily servants to the wealthy families and lived in outbuildings and slave quarters. Some worked as laborers for business merchants. The street level housed the business with the merchants living on the upper level and slaves living in back buildings. During this period the square was both the real and symbolic center of commerce and governance on the island. The abolition of slavery was the focus for the latter part of this period and the square was the site of many debates on this issue.



Figure 1.09: Typical residential street within the STHD.

Period 3: Post emancipation capital (1834 to 1872). This period witnessed the creation of a society with freed African Blacks. In addition to being the center of the colony's capital, the square symbolized emancipation from slavery and was a focal point for celebrating all holidays and national activities. The town as a capital was being challenged by the successful development of Kingston as the new center of commerce. The economic shift in the town happened during this period as many businesses and wealthy merchants relocated to Kingston. As this happened, several areas within the city (primarily within the commerce zones) became the housing areas for the influx of freed Blacks who were moving from the rural regions of the island into the town to seek economic opportunities. During this period the town saw a major shift in its social and economic mix. While the square remained symbolically tied to the seat of governance the economic power was now in Kingston. This struggle between the two towns culminated in a fierce battle between the government representatives and the wealthy merchants of Kingston, which resulted in the status of capital being removed from Spanish Town to the port city of Kingston in 1872.

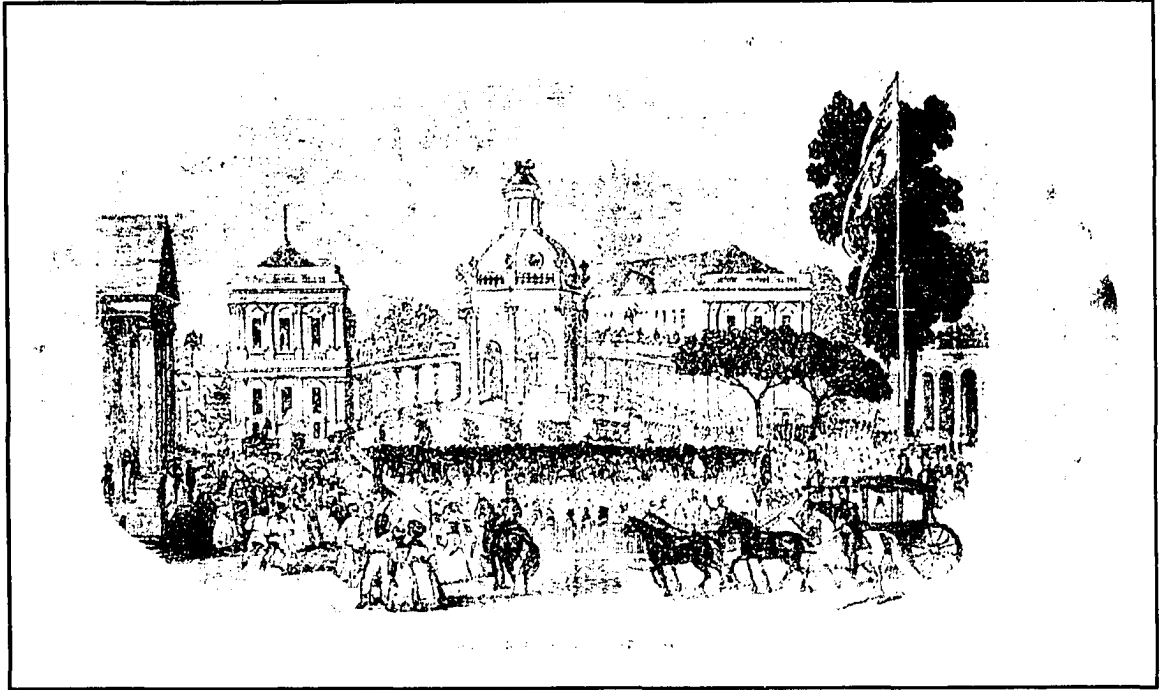


Figure 1.10: Illustration of the Spanish Town Square on August 1, 1834 depicting the emancipation celebrations. Note the Park/Garden at center with the Rodney Memorial building beyond, steps of Kings House to left and part of the House of Assembly to the right

Period 4: Pre Jamaican Independence (1872 to 1962) This period saw a major redefinition of the town and the role and uses of the buildings on the square. Losing its status as the island's capital left the old capital city with a growing population and economic and social problems. The social mix within the residential communities of the town shifted as many of the larger residences and their properties were increased in density to make way for the growing population. This period also saw the development of the island into a Jamaican nation leading up to independence from British rule. The square's role was now primarily symbolic because the seat of government was no longer housed on the square. However, this shift allowed the local community to view the square as part of their community – it no longer represented the center of the island. The activities that took place there and the uses of the buildings became more local in focus.

This period saw the Old Courthouse housing the local town's hall and cultural performance center, and the development of the Old House of Assembly into a school for Blacks. The home of the Governor General of the island (Old Kings House) was relocated to Kingston and was kept primarily for holding functions. However, in 1925 it was razed by fire, which resulted in only the front and side facades, along with the stables, left standing. This was the first major physical change to the square since the quadrangle of buildings were completed – the shell was stabilized and the facades were restored to maintain the proportions of the square's elevation.

Period 5: Post independence political war (1962 to 1980). During this period the square and the residential community underwent major social, physical and economic changes. In 1962 Jamaica gained independence from England and the government removed “emancipation day” (August 1st.) from its list of official public holidays, they chose to celebrate “independence day” (August 6th) instead. Although Spanish Town was no longer the capital city, up to that time, because of the significant symbolism that the square had played in emancipation it had still been the national focal point each year for the celebrations. Now that Independence Day was the focus, Kingston became the center for national celebrations – activities in the square were primarily for the local community. This shift furthered the local focus that square had been undergoing. The community around the square utilized the Town's Hall at the Old Courthouse and the park as a place for socializing and coming together as a community. There was a renewed sense of pride as the Old Kings House site was redeveloped in the late 1960's into a national museum that highlighted the historic technologies of the everyday lives of people. The museum

drew people from all over the island as well as foreigners and allowed locals to have contact with visitors.



Figure 1.11: The grounds of the Old Kings House showing the old stables and out buildings which were converted into “The People’s Museum in 1968.

It was during this period that many of the real concrete discussions and debates about the “conservation” of the square for tourism began and the framework for several programs developed. However, the politics of the 1970’s provided a challenge to these programs. By the mid 1970’s the bitter struggle for political control saw political boundaries being drawn, which went directly through the square. Although the community was divided in two, local residents recognized the square as neutral territory. While there were strong political battles, this local recognition allowed the square to continue functioning as a social gathering place for local residents. However, by the time of the election of 1980, the political warring had escalated to a point where the square was no longer neutral territory but became a “no-mans-land.” Life in the square changed and many persons in the neighborhoods around the square lost their lives and many of the families who were residents for generations left the community. It is believed that as

people fled the neighborhoods, many of the “gunmen” who had been involved in much of the political warring moved into the communities – illegal squatting also escalated during this period.

Period 6: Urban renewal (1980 to present). This period saw further changes to the square’s physical components and a major attempt to redevelop the town and the square. Although many development plans were established during the 60’s and 70’s, the urban blight that was now threatening Spanish Town was now at a crisis stage. However, while studies for renewals were being done there was a major disaster which furtherer jeopardized the historic integrity of the square. Although the social context of the square had changed for the local community, the town’s hall, located in the Old Courthouse building, was still used by the community. However, in 1986 a fire, allegedly set by arsons attempting to destroy court case records, gutted it. As articles of the period indicated, many local residents wept openly at the site of the Old Courthouse going up in flames – it is said to have smoldered for several days. This now left only two of the four buildings, making up the original quadrangle of buildings, fully intact. It also removed the one strong connection to the square that the local community had with the square. To this date the town’s hall has not been replaced. By the end of 1986, international agencies stepped in to encourage the government to “save” the square.

The international significance of the square was highlighted during this period and much of the discussions for preservation were geared towards national and international preservation and potentials for tourism. The listing of the square as a UNESCO World Heritage Site became a focus for redevelopment. Historic preservation planning was in an embryonic stage during this period and many activities were

undertaken but their sustainability was short-lived. However, by 1992 the government, through international funding, sought to establish an overall master plan for the restoration for the square and the town pursuant to its “heritage tourism program.” By 1996 the “Guidelines for the Preparation of a Preservation Scheme Master Plan” was drafted. This document outlined a comprehensive approach towards the town’s preservation. It highlighted the importance of a democratic approach to redevelopment. To date, while there have been some attempt at implementing the master plan, there has been little tangible gains primarily due to a lack of “political will.” In 1997, among much fanfare, the government rededicated the square and renamed it “Emancipation Square.” They also reinstated Emancipation Day as a national holiday. It was hoped by many locals that this would help the square to regain the prominence that it once had.



Figure 1.12: Burnt out shell of the Old Courthouse – once housing the Town’s Hall, now sits behind a 10 ft. chain link fence on the square.



Figure 1.13: Tourist, as seen here, visit the square despite concerns of many tour operators.

2. Context of Preservation Efforts in the Spanish Town Historic District.

The Historic District, with a population of about 7,000 residents, has been identified by local, national and international bodies as possessing a significant potential as a major heritage tourism location that would help in the town's economic re-development. This recognition has earned the town and the Square to be considered for a "World Heritage Site" listing by UNESCO. However, its historicity is presently threatened by economic, political and social pressures that have jeopardized the implementation of preservation policies for its redevelopment as a World Heritage Site. Because of this, the Square has now been placed on a list for consideration as one of the "World's Most Endangered Sites." by the World Monuments Fund (WMF), an international Non Governmental Organization (NGO).

At opposing ends of the debate on how to solve the town's present urbanization problems are those who feel that the historic town should be totally "modernized" and those who feel that it should be "preserved." However, it is apparent that the preservation of the architectural historic significance and cultural character of the town is the most viable means of a sustainable economic redevelopment of the District. I feel that the challenge is then to discover how to achieve this historic preservation while recognizing the concerns of local residents.

My personal interest in examining the kinds of attachments that exist between residents of the Spanish Town Historic District and its central "civic square" arose from my professional involvement, from 1994 to 1998, in the attempt by the Urban Development Corporation (UDC) to develop a preservation master plan for the historic town. As an architect and preservation planner, I participated in the establishment of

guidelines for the preparation of a "*preservation master plan*." The guidelines outlined the importance of addressing "local needs" and evaluating the kinds of impact, if any, that scheduled changes might have on the local community. Past planning approaches for the town's redevelopment have focused on tourism and national and international interests, with the square as the focal point for initiating the development of other projects throughout the town. This experience lead me to ask how the square might be developed in ways that involved residents more than is traditionally the case with preservation planning.

The research to be described in this dissertation has not focused on historic preservation and tourism and their viability as a means of economic redevelopment for the District or on a debate on the virtues of modernity in urban planning. It has, rather, focused on the concerns residents have for their environment and how it can be preserved while addressing their own social, cultural, emotional and environmental concerns. The Square has already been the center of much preservation contestation. There has been an on-going public dialogue regarding various attempts at changes in the "adaptive reuse" of buildings as well as local restrictions on the use and access to the central Garden. For this reason, the site had already offered some valuable insights into how to assess local attachment to place and attitudes towards redevelopment in a highly contested historic setting. This was the state of affairs in preservation planning in Jamaica when I decided to begin my research in Spanish Town on how to allow the voices of local residents to be heard more fully.

See *Appendix A* for definitions of key words and terms.

II. RELATED LITERATURE & RESEARCH QUESTIONS

A) Related Literature

The fields of literature reviewed for this study were varied. However, the review specifically examined the kinds of issues that affect people's relationships to their environment and aspects of the relationship that may affect their attitudes towards changes to their environment as well as their participation (particularly youths) in community issues. The review attempts to identify theory on the spatial contributions that the perspectives of local residents can bring to the preservation of heritage tourism sites. The findings from the review have been organized in the following three sections:

Section 1 - Issues affecting the design and analysis of the research within the field of Historic Landscape / Architectural Preservation: the democratization of the field of historic preservation; culture, place attachment and historic preservation; and historic preservation and heritage tourism.

Section 2 - Issues affecting local attitude, participation and sustainability: gentrification of local housing; access to and use of public space; participation and inauthentic representation of local culture; local resident's attitudes toward visitors; and improper distribution of economic profits.

Section 3 - Involving communities in local heritage preservation: communication and comprehensiveness; participation in local tourism and preservation development; children and youth participation and community service; and examples of successful heritage preservation projects.

Section 4 – Conclusion of findings from review of literature.

B) Section 1: Issues affecting the design and analysis of the research within the fields of historic landscape and architectural preservation:

1. The democratization of the field of historic preservation.

The origins of present day western historic preservation has its roots in the desire of the "upper class" to preserve artifacts of their intellectual, artistic and patriotic ideals (Barthel, 1996; Fitch, 1990; Lynch, 1995). This has created a very biased socio-cultural representation of the kinds of architectural artifacts preserved over the last century. This process has taken on an even more dynamic socio-cultural impact in "developing countries," particularly in the Caribbean and South America (UNESCO, 1997). Fitch (1990) offers the view that historic built environments that are rich in architectural artifacts have typically undergone several generations of evolution in both their social, cultural and political state and are still inhabited either by the descendents of the original population or, by immigrants.

In addition to this social, political and cultural context, Lowenthal (1981, 1985) identifies that a key aspect related to these environments in "Third World" societies is that at some point in its history they were controlled by colonial powers. And, these communities presently have "historic artifacts" of that colonial period which have either "consciously" or "unconsciously" been preserved in the landscape. Lynch (1995) also offers the view that these environments, rich in historic colonial remains, often follow a particular pattern. First experiencing a period of prosperity during the period of colonial rule, then after this period, they suffered a rapid economic decline and remained stagnant for long periods while still being inhabited—often by poor tenants and squatters. This situation is usually followed by a second period of economic wealth either brought on by

real estate development or by commerce interest such as tourism. He also discusses one of the key problems stemming from the biased selection of artifacts preserved. He states:

... since if anything is preserved it tends to be the most expensive or most imposing or most symbolic of some classic period, the preserved environments tend to be very limited in extent. They represent the continuum of time in a spasmodic way and give a distorted view of the past since they are composed of the buildings of prosperous classes in prosperous times--times, furthermore, that quickly passed away. Such remains only reinforce that misguided view of history which sees it as consisting of sharp peaks of achievement separated by long, empty durations. (p31)

In recent years, there has been an apparent attempt at the democratization of the use of historic preservation to focus on identifying historic cultural and class diversities (Barthel, 1996; Fitch, 1990). There are a number of case studies demonstrating the positive cultural benefits that can come from using the built landscape to record the social and cultural diversities of urban communities (Hayden, 1995; Hester, 1993; Lynch, 1995; WMF, 1997). The literature supports the notion that a broader, more democratic, use of the historic built landscape (to record the cultural history of a community) can bring social and economic benefits and cultural awareness of both the present and future generations. This awareness is key in the development of cultural empowerment as well as an important factor in the development of cultural identity (Altman & Low, 1992; Hester, 1993; Lefebvre, 1984; Proshansky 1983). Therefore, as one of the objectives, this research will attempt to address whether this democratized historic preservation can be used to support the socio-cultural needs of the residents of the STHD.

2. Culture, place attachment and historic preservation.

A significant issue regarding the objective of this research is the relationship between culture, place attachment and historic preservation. As the literature identifies, defining "culture" can be quite complex because of the many existing theories/perspectives of "what" culture is and "where" it is located. Goodenough (1973) (cognitive theory) focuses his work on the notion that culture is located in the brain and its ability to learn and transfer information through language. But, Berger and Luckman (1967) (phenomenological theory) view culture as a more dynamic experience. They argue that culture, although rooted in the cognitive theory, is truly located in the subjective experience of the individual. However, this literature review will focus on how, and to what degree culture is located in the physical environment. For example, Firth (1957) (structural/functional theory) views culture as located in the social structure and transferred through inherited artifacts, technologies, ideas, habits, values, etc. Bennett (1983) (cultural ecology theory) suggests that culture is located in the environment and its resources and focuses on people's ability to adapt to or change their physical settings.

The perspective on culture that is most significant to this research is the "fluidity of culture" and its role in "people's attachment to place/space/artifacts." Rotenberg and McDonough (1992) suggest that each generation reinterprets its world based on the inherited understandings of the past and experiences of the present. Thus all meaning, and hence culture itself, is in constant flux. Altman and Low (1992) propose that the psychological meaning of place attachment is the cognitive and emotional linkage of an

individual to a particular setting or environment. Also, the cultural meaning of "place attachment" is the symbolic relationship formed when people give culturally shared emotional/affective meanings to a particular space or piece of land, which provides the basis for the individual's and group's understanding of and relation to the environment. It is also suggested that this "place-based" cultural identity can contribute to a group's overall sense of cultural identity. Therefore, with the notions that culture (as meaning) is constantly being redefined and attachments changed (or are broken), the issue of whether "place identities" also change is raised. Proshansky, et al (1983) proposes that "place identity" is not static and Hufford (1994) has indicated that as cultural meanings are constructed and evolve, so too does the place-based "cultural identity."

If culture, as presented above, is in constant flux and people's attachment to place/space/artifacts is a culturally-based relationship (which is not static and is rooted in the identity of place), then what kinds of issues arise from the preservation of the architectural and cultural artifacts of the environment in which this process of change takes place? Does it not try to fix something that should remain dynamic and revolutionary? Therefore, what kinds of impacts do preserving architectural artifacts have on the "normal" process of redefining of place and the attachments that people have to their built landscape? This issue of change and adaptability also seems to be important for the overall survival of a culture. From this perspective, the aspects of their community that should be preserved and others that can be ignored is a significant part of this study.

3. Historic preservation and heritage tourism.

Tourism is an integral component of the socio-cultural aspects of historic preservation (Lynch, 1995; Norkunas, 1993). First, for the purposes of this research, it is important to note the differences in the categories of tourism typically found in the Caribbean. The traditional type of tourism product had been what the industry calls "sun, sand, sea and sex" tourism (Gleaner, 1996). However, in the past decade, the World Tourism Organization (WTO) has encouraged tourism organizations throughout the Caribbean to expand that product to focus on "cultural heritage." Although the term heritage tourism and cultural tourism are generally used interchangeably, there are distinct differences in terms of their product focus. International preservation, historical and cultural organizations such as the United Nations Economic Scientific and Cultural Organization (UNESCO), International Council On Monuments and Sites (ICOMOS), World Tourism Organization (WTO), and World Monuments Fund (WMF) have encouraged local tourism industry to use the term "heritage tourism" when the primary focus of the kind of tourism product is "presenting the historic artifacts of a culture's physical environment." In other words, "heritage" is used when referring to tangible aspects of a culture's past, i.e., old town and cities, historic structures as well as historic artifacts such as those found in museums. However, "cultural tourism" is generally used when there is a broader range of contemporary touristic products to include the intangible aspects of culture such music, dance, folklore, etc. This research will use the term heritage tourism to signify its focus on the tangible aspects of the historic built environment.

In 1995, the University of the West Indies, Jamaica, held its first conference on Heritage Tourism and the Caribbean. The conference proceedings emphasized that the objective of "heritage tourism" was to focus on "the commoditization of the historic legacy of a people primarily for socio-economic development." On the other hand, UNESCO emphasizes that the purpose of this kind of tourism is to provide "a means of building international cultural heritage awareness and tolerance amongst peoples of different cultures" (UNESCO 1997). While they also see it as an economic development tool, they appear to see the socio-cultural agenda as being more important than any economic gains. However, regarding the need to focus on the relationship between the authentic/inauthentic representation of culture and the historic built environment, they both pointed out the importance of a comprehensive "participatory approach" in the process of the development and implementation of heritage preservation programs.

The literature also suggests that one of the most significant economic benefits to local communities, stemming from heritage preservation, is the development of a "tourism product" based on preserved cultural and architectural artifacts - as found in heritage tourism. In developing countries this generates much needed and highly desired foreign dollars. As is clear, this economic benefit also possesses the potential for significant negative social and cultural impacts on some locals. This research investigates some of these impacts and identifies how STHD locals perceive the idea of their community being developed as a heritage tourism product.

C) Section 2: Issues affecting local attitudes, participation and sustainability:

The issue regarding local attitude towards community development has long been a major dilemma for "third world" countries struggling to use heritage preservation (in

the form of heritage tourism) as an economic development tool. In an attempt to understand and address this dilemma, international cultural organizations such as UNESCO, ICOMOS, WTO, have all developed educational campaigns to encourage the involvement of communities in the development of local cultural tourism and preservation programs. Through their various websites and newsletters, these organizations have indicated that sustainability of these programs is significantly affected by the attitudes locals have towards their implementation.

Based on the objectives of this research, the issues that appear to be key factors in fostering negative local attitude towards historic preservation programs, in communities such as Spanish Town, are: gentrification of local housing; access to and use of public space; lack of participation and inauthentic representation of local culture; local's attitude toward visitors; and improper distribution of economic profits.

1. Gentrification of local housing.

While increased property value may be a positive economic marker for community development, gentrification of local housing is also a resulting factor. The fear of not being able to afford living in their communities because of increased property taxes or rent, as well as associated cost of living increases, contributes to local attitude towards redevelopment (Jackson 1984). In a prior study of Harlem, New York, I concluded that some residents were concerned that a successful tourism plan and historic preservation program in their community would result in poorer Black residents being forced out to make way for Whites who can afford to invest funds in restoration of the rich historic architectural legacy of the community (Minott, 1996). One participant of the study indicated that he would rather see the progress of the tourism and preservation

activities "halted" so as to give the local community safeguards against any mass gentrification. From an urban planning standpoint, it is important to note that in communities such as Spanish Town and Harlem, some degree of gentrification is necessary for there to be any significant levels of economic redevelopment. However, the negative social impact of this fact can be minimized and balanced through proper community participation and planning (Buttimer & McDonald, 1974; Jackson, 1984; Minott, 1996).

2. Access to and use of public spaces.

Another key factor that affects local attitude towards redevelopment is the way in which they are allowed to access and use "public spaces." This is one of the most significant social issues affecting land use planning in community redevelopment (Beatley & Manning, 1997; Forbes, 1974; Francis, 1979; Proshansky, 1983). Brill (1989) discusses the three strands of public life that are necessary for the proper fostering of a public life in public spaces. They are:

- Citizen affair - roughly means the vision of public life based on civility. It is centered on the argument that the activity that protects people from one another and yet allows them to enjoy one another's company and makes it possible for them to act together as citizens in the political and social affairs of the city and that this must be encouraged and/or allowed to take place.
- Citizen of commerce and pleasure - focuses on the notion of "consumption as spectacle." This notion is rooted in idea that the social interaction that takes place when citizens engage in commerce, buying, selling,

negotiating, haggling etc., strengthens their social ties. It also implies that this spectacle provides entertainment for those involved as well as those observing which creates the basis for pleasure.

- Familiar citizen - focuses on the notion that if the other two strands (citizen affair and citizen of commerce and pleasure) are intact, then this aspect of public life is a result. Local social life, where people are not really strangers to each other, creates this strand. It is outside family life but family life is its basic model for social interaction-small scale neighborhood life.

Brill, (1989) expressed that what really lies at the core of successful public life/space is civility, the expressiveness of the life of the environment, and the scale of the social interaction-neighborhood life. However, these elements have often been eroded because economic principles of organizations have, largely, replaced social ones.

These considerations of "publicness" form an important part of the study. However, identifying the publicness of the Spanish Town Square is somewhat complex. What is locally referred to as the "Square" really includes a Central Garden, which is clearly "public open space." However, the historic civic structures, and their grounds, on the Garden's four sides are less clear in terms of their publicness. Because the historic uses and remaining present uses were always civic oriented, the structures and their grounds have been long viewed as also "public spaces." In a previous analysis of Brill's model in the Spanish Town Square (Green & Minott, 1995), I identified that all three strands of public life in the Spanish Town Square have in fact been "broken" - presently it does not support "public life." There appears to have been a loss of the "familiar."

Decisions were made to permanently lock the garden, and open only for "special" occasions, to save on maintenance cost and the uses of the civic structures and their grounds have been altered over the years resulting in "restricted public access" in some cases and "no public access" in others. This discouraged and restricted local access and use of the square has been identified as a key factor for the increased vandalism, which has contributed to some of the socialization problems currently existing in the community (Green & Minott, 1995). Issues of restrictions on publicness and threats of privatization are salient concerns.

3. Participation and inauthentic representation of local culture.

Inauthentic representation of local culture through the lack of local participation also fosters negative local attitude towards both the heritage projects and visitors (Doxey, 1976; Green & Minott 1995; Minott, 1996). The physical setting of the heritage environment forms the stage for the interaction of visitors and locals - even without having any physical contact with each other - yet, this environment has very different meanings for both. The framework for modern tourism has been identified as the elusive search for "authenticity" in a globalized commercial world that increasingly depends on the "authentic"-or its constructed form-as its most important product. The visitor searches for "un-self-conscious real life in a world where phenomena are increasingly staged for the purpose of profit or propaganda" (MacCannell, 1989). This has, in many cases, resulted in inauthentic representation of the local culture and is usually reinforced when the development of the heritage product did not involve true local participation and focuses on the needs of the visitor over the socio-cultural and economic needs of locals.

4. Locals' attitudes towards visitors.

Local attitude towards visitors based on their actions also affects local attitude (Doxey, 1976; Jackson, 1984). The general evolutionary model of change in locals' attitudes towards tourists consists of four stages: 1) euphoria, 2) apathy, 3) annoyance, and 4) antagonism (Doxey, 1976). While the initial stage of this interaction may be positive (euphoria), this stage usually progresses to the "antagonism" stage as the socioeconomic and the cultural differences between locals and tourists increase. Also, actions on part of the tourists, which are perceived by locals as disrespect for local culture and environment, have strong impacts on the progression of this model towards antagonism (Doxey, 1976).

5. Improper distribution of economic profits

Another factor affecting attitude is related to the process of distribution of the economic profits from tourism within the local economy. Jackson (1984), Maina wa (1980) and Prentice (1993) discuss the negative impacts of improper distribution of revenue generated by visitors to a touristic destination. In many cases these funds are diverted from the local community causing locals to foster resentment towards visitors. Although this research will not be focusing on the economic viability of the preservation of the Square, I feel it important to investigate how locals might view the distribution of funds that might be generated by the tourism traffic to the Square.

D) Section 3: Involving communities in local heritage preservation:

1. Communication and comprehensiveness.

In environments that are historically rich but economically depressed, input from different sectors is necessary to properly address the preservation, socio-cultural and economic issues commonly associated with these urban landscapes (Barthel, 1996; Fitch, 1990; Hayden, 1995). However, literature addressing the participatory aspect of this topic points out that there is usually a lack of communication between the players (Gratz, 1996; Hayden, 1995; Hester, 1993). Also, issues of power, class, social and economic control has often created inauthentic expressions of culture through the kinds of artifacts that are preserved - usually those of the elite classes.

In addition to the lack of communication and elite power bias, the different disciplines and areas of study involved in preservation projects usually have their own concerns and objectives related to the project. Agencies/organizations (government, private, local, national, international etc.) usually have conflicting agendas for these environments (Fitch, 1995; Gratz, 1996; Hayden, 1995). Also, during the process of development of programs for "place memory and preservation," the various groups often ignore the other's areas of activity and in the worst case, they criticize each other's points of view (Hayden, 1995).

2. Participation in local tourism and preservation planning and development

Local participation in historic preservation projects is usually discussed and undertaken as part of a tourism and economic development-planning program (Gratz, 1996; Hester, 1975; Hester, 1993; Norkunas, 1993; Wandersman and Chivas, 1990;

Wandersman and Florin,1990; Youth and Heritage International, 1993). The literature indicates that there are a variety of ways in which local communities can take part in this process in order to take charge of their cultural environment. An association between local participation in heritage tourism and local participation in historic preservation will be established in this research.

Blank (1989) and Murphey (1985) discuss the concept of "community tourism" and the important roles that locals play in the sustainability of local tourism programs. They emphasize that the degree of participation must start with their involvement in the very early stages of the planning process. In heritage tourism it is essential that the cultural group being presented participate in the interpretation of their culture. This is necessary for both the authentication of the touristic product as well as the overall success of the heritage tourism program (Cohen, 1984; Doxey, 1976; Esman, 1984; Lujan, 1993; McCabe, 1993; Norkunas, 1993; Smith, 1977; Teskey, 199-; University of West Indies, 1995).

The literature on community participation (Craig & Mayo, 1995; Francis, 1979; Midgley, 1986; Rahman, 1993; Srinivasan, 1990; Verhelst, 1987; Wilkins & Passett, 1971) also supports the notion of self-interpretation of local culture. This body of literature discuss various aspects of participation to include: participatory development; community development, community empowerment, participatory planning and mobilization. The theoretical and philosophical base for these kinds of grass roots programs is influenced by the Freirian concept of "conscientization." This concept focused on:

...raising the self-reflected awareness of the people rather than educating or indoctrinating them, for giving them the power to assert their "voice" and for stimulating their self-driven collective action to transform their reality

(Craig & Mayo 1995, p.25)

3. Children and youth participation and community service.

Many heritage organizations and government agencies recognize the value of young people as defenders of cultural heritage. Regrettably most of these are not participatory. Hart (1997) focuses on the participatory aspects of "young citizens" in the development of their communities and stresses the importance of information, awareness and sustainability. He presents many examples of how children can be involved in both preserving and modifying aspects of their community through focusing on their spatial needs. In one case the children of a Belgian village wanted a space where they could socialize and were able to restore an "old house" scheduled to be demolished and established an adventure playground on the land behind what they call their "children's house." Encouraging this type of sensibility towards "old" structures can prove to be important as these "young citizens" grow into adults who eventually make decisions regarding what aspects of the environment gets preserved. Children's participation in historic preservation is also usually part of educational projects focusing on "environmental awareness." By having them evaluate their built environment, Eileen Adams and Colin Ward (1982) were able to use art, design, environment and education to encourage students in the British school system to be more aware of their physical community.

Youth participation in heritage projects is also a key focus for UNESCO. They have identified that in heritage projects the greatest level of long term impact and sustainability can be achieved through involving, developing and supporting environmental awareness in children and youth. The Youth and Heritage International was established in 1977. It identifies its aim as, "making young people more aware of their architectural heritage and environment, informing them and educating them to take an interest in these matters at the national and international levels" (Youth & Heritage International, 1993, p. 9). They presently have identified over 350 youth heritage projects in over 100 countries. Through its activities the organization attempts to prepare children and youth for their "future responsibilities with regard to protection and restoration of heritage sites." Similarly, the Jamaican National Heritage Trust has also established "heritage education" programs to encourage local school children to get involved in being "the guardians" of their tangible cultural artifacts. Note, however, that this language is not participatory. Most heritage education projects with children do not involve them in an active critical engagement with the environment. They are usually about inculcating traditional values and tastes.

The formative benefits of young people participating in community efforts are discussed in Youniss and Yates (1997) in which they examined the relationship between community service and social responsibility in youth. They concluded that community service is a vital experience that helps in the process of stimulating political-moral development as well as the development of a positive identity in adolescents. They emphasized that it can have a powerful impact on the identity development of youth

when these programs are designed to foster a sense of relatedness to the society and larger historical process.

They studied a group of predominantly Black middle class high school youth in Washington, DC who were involved in community service. Based on their finding they present ideas on designing and implementing community service programs for youth to include the following:

- Establish *meaningful activities* for students – the projects should address “real needs.”
- Place emphasis on *helping others* as opposed to personal benefits.
- Avoid having the service viewed as “*just one more in the list of requirements to earn a diploma.*”
- Encourage *group action* as opposed to individual ones.
- Provide *reflective opportunities* with peers.
- Diversity of the *abilities of participants* must be acknowledged.
- Involvement should promote a “*sense of being a part of history.*”
- Program should place emphasis on “*social responsibility.*”

However, two other points they presented focused on the role that the “service organizers and supervisors” should play in the process. While they identified that the people who organize the program and work with the students play an important role and should serve as role-models because they have an important opportunity to educate adolescents through their own example, they failed to emphasize the importance of the level of “decision making” that students should be allowed during the program. As discussed above, the literature on youth participation points this out to be vital to the process of

empowerment for young people. However, Youniss & Yates's failure to emphasize this issue within the community service organizing points does not necessarily mean that the rest of the points are invalid. It just raises the question of the levels of intervention necessary for mandatory institutionalized service programs to be initiated – whose decision is it to participate and how.

4. Examples of democratic heritage preservation projects.

Within the last decade, the democratization of historic preservation and a global focus on community participation has created a significant increase in international funding for heritage preservation projects (Blank, 1989; ICAMOS, 1997; UNESCO, 1997; WTO, 1997). The positive impact of this democratization and its importance for the cultural empowerment of communities are presented by Delores Hayden's (1995) Power of Place project. The project aimed to identify and preserve ethnic history and women's history in downtown Los Angeles' public spaces. It involved an experimental collaboration by historians, designers and artists working with locals to identify common people, places, artifacts and events that were significant to the development of the urban landscape. This project is an example of how the preservation of aspects of a culture's history helped in informing and strengthening their awareness of achievements and contributions made by past generations through the establishment of memorials and exhibits.

In another example, presented by Hester (1993), the townspeople of Manteo, North Carolina wanted to develop a plan that would bring new economic prosperity to the town, yet not sacrifice traditional lifestyles and valued landscape. As a community designer, Hester worked with the residents to develop what was eventually called the

"Sacred Spaces Project." The project involved the community by having them identify the places and artifacts that were important to them and the maintenance of their cultural lifestyles while redeveloping their town as a heritage tourism destination. In identifying and mapping their sacred spaces, the community was able to take control of the touristic development of the town. Participatory mapping information was used: (1) in making decisions on which parts of their town should be developed for tourism or touristic activities; (2) in evaluating the kinds of impacts proposals for development would have on their everyday lives; (3) in helping residents to make final decisions on the redevelopment plans for their town center; (4) allowing residents to negotiate with outside developers on inappropriately-scaled touristic projects; and (5) providing townspeople with a basis for ongoing citizen evaluation of land-use, building and zoning proposals.

Similarly, Carol Chiago Lujan (1993) describes how Taos Pueblo Indians participated in the preservation of their community and its unique architectural artifacts. Despite increasing exposure to outsiders through tourism and reliance on the economic benefits of the tourist trade, the Tao Pueblo Indians in New Mexico took control of the environmental, economic and cultural aspects of their community by undertaking the following activities/efforts: (1) the Pueblo residents themselves took part in the regulation of tourism thus identifying for themselves the elements of their cultural environments which were significant for visitors to be exposed to and which they should keep as sacred; (2) the Pueblo Indian took steps to protect their religion from outside interference; and (3) a strong cultural foundation prior to the influx of tourism had been developed through the local celebration of their own culture for themselves. At the center of the

cultural foundation was the focus on the environment and how it would be used and how elements/symbols of the culture would be presented. Particular care was given to the interpretation and its correctness (Lujan, 1993).

III. THE RESEARCH

A) Conclusion of key findings from review of related literature.

The key related points that emerged from the review indicated that culture, identity and landscapes are inherently intertwined. The built environment of a community both expresses and supports expressions of the cultural and the particular lifestyles of residents. In order to allow for the "authentic expressions" of cultural identity within the historic built environment the literature suggest that it is necessary for there to be "inclusive representation" of history on the landscape. This, however, is not usually the case because the histories that are often presented are skewed by the power structure's self-serving agenda to perpetuate an elitist view of history and its artifacts. In order to allow for the constant flux of culture, the historic environment should allow the present occupants to have their lifestyles reflected and supported and should afford them opportunities to maintain their attachments to their landscape.

Historic preservation is a process whereby the cultural history of an environment is made tangible-through interventions such as reconstruction, renovation and conservation. This can also be achieved through symbolic representation, text analysis, and historic declaration/designation or through the process of authentication and historic documentation by way of "exhibits." The preservation of the historic built environment should be undertaken by viewing the environment as the setting for the "continuum of time" - showing the cultural imprints of its history. The history of the environment must be made "readable."

Because it can be interpreted it becomes evident from the literature that a place can have several versions of the same history. This is discussed by Low (2000) in her

ethnographic study focusing on the political and cultural significance of the Spanish American Plaza and the production of its spatial form. In her analysis she discussed three different versions of the plaza's history – a European history, an indigenous history and a contemporary history. Similarly, an analysis of the literature covered in this study has identified at least four “versions of history.” First, the “*preservationist version*” can be seen in much of the preservation literature, such as Barthel (1996) and Fitch (1995), which focuses on the “artifact” and its meaning as the key aspect of the history of the place. Although the other aspects of history such as the people, culture and lifestyles are utilized in this version they are only viewed as support to the significance of the artifact. So the stories of the people, their lifestyles and culture is reduced to their engagement with the artifact and is used contextualize it for the “Exhibit.”

Delores Hayden's “Pride of Place” and Randy Hester's “Sacred Spaces” offer insight to two other versions of history. One comes out of their basic approach toward whose history is important to be preserved. In their work the artifacts were used to highlight the history of the “common person.” This “*common person's version*” of history offers a more realistic view of history because of its inclusive approach at interpreting local culture. It does not focus on the elitist view of the construction of the historic environment but presents the stories of a much more diverse section of the social environment to include issues such as gender, race and class.

The other version of history found in Hayden and Hester's work emerged from the importance they place of presenting the history of the contemporary culture of the place. This “*contemporary version*” allows for the current inhabitants of the place to be empowered through their reinforced attachments with the place. This reinforced

attachment, made evident through the preservation of the current inhabitants' lifestyle/culture, allows for a more sustainable preservation approach for the development of historic environments because inhabitants will clearly see their history embedded in the landscape.

A fourth version of history can be referred to as the "*narrative/folklore version*" and can be found through much of the literature on preservation and culture but addressed more specifically in Fenituch (1988). This version of history does not rely on artifacts but focuses primarily on narratives. An environment that shows no visible signs of a past history and or the current inhabitants have little attachment to that past history still has a history. In this instance this version of history is communicated/exhibited only through a "story/text" with no supporting artifacts and no contemporary culture to identify with it. Such a version relies heavily on the interpretive objectivity of the researcher and therefore a less credible story. Lynch (1995) sees the tangible imprint of "time" (as history) on the landscape as significant aspect of human relationship with their environment. This is not to say that the existence of artifacts (as history) or current inhabitants safeguards the authenticity of the version of the place's history.

Similarly, as it relates to authenticity, it is also apparent from the literature that for locals the central challenge of a democratic approach to heritage tourism and historic preservation is for them to identify how to "commoditize" their "cultural heritage" as a "touristic product" and present visitors with an "authentic representation" of their "culture" while maintaining the integrity of their "cultural lifestyle." The literature also suggests that boundaries and limits must be set, as were the case of the Taos Pueblo Indians, the Cajuns and the townspeople of Manteo. Members of the community decided

not only how, when and where visitors should go but also how much of their culture was to be presented to visitors. Also, the economic profits from tourism remained within the community and portions of it used to subsidize various local cultural projects. To achieve this kind of democratic solution there is need for further experimentation in how to enable local residents to have a “voice” in the process. A community must also consider and recognize the changes that heritage tourism will likely bring to their community and identify those that they can tolerate and those that they could not. As the literature indicates this can contribute significantly to encouraging positive local attitude and support towards development projects. However, there is relatively very little literature discussing and critically reviewing the process of resident participation in heritage preservation and tourism development projects.

B) The State of Preservation Planning in Jamaica & Choice of Study Location

Preservation planning in Jamaica is currently in the “embryonic” stage - the nation has no official preservation planning protocol/guidelines. In an attempt to “locate” where preservation planning is in Jamaica I offer a discussion on current legislation, regulation, academic/education, the practice/profession and the participatory process. In summary it is in the most part legislated via archaic physical planning acts and driven primarily by Agenda 21. Additionally, it lacks proper academic/educational infrastructure and because its purpose/process is not fully understood by many, its true potential as a social, economic and cultural development program has not yet been fully realized in Jamaica.

“Preservation planning” is the specialized area of the field of *“physical planning”* that focuses on and utilizes the processes, practices and theories of historic

preservation in establishing its planning programs. The primary objective is to formalize these processes, practices and theories within an established long-term sustainable development program focusing on historic, social, cultural and economic resources and establish short to long-term objectives for development. In short, it ties together the “historic,” “present”, and “future” aspects of physical environments.

As discussed previously, *historic preservation* is a process whereby the cultural history of an environment is made tangible-through interventions such as reconstruction, renovation and conservation as well as through symbolic representation, text analysis, and historic declaration/designation or through the process of authentication and historic documentation by way of “exhibits” – through these processes the history of the environment is made “readable.” It is therefore suggested that preservation planning relies heavily on the nuances of history. Its ability to comprehensively articulate the different relationships that people have with their history and the history of their environment is key in developing successful preservation planning programs. This further suggests that a successful preservation-planning program has to include in its process a high level of participation from persons whose environment the program is being developed.

In Jamaica, the overall field of “physical planning” or “urban and regional planning” is currently undergoing much debate. Its effectiveness has been questioned and often criticized. Some feel that its field of practice and course of study has not been able to provide the necessary response to the nations current struggle with the effects of urbanization and globalization. In light of this the government has commissioned a discussion paper entitled *A Planning Framework for Jamaica*, authored by KPMG

Consulting LP, March 2002, which seeks to establish a framework for planning policies for the nation.

In brief, the current framework for planning in Jamaica is governed through a “Town and Country Act” of 1957 and is supported by several other acts dating as far back as 1908. It is administered through the National Environment and Planning Agency (NEPA), which fall under the Office of the Prime Minister. As the regulatory/policy arm of planning in Jamaica NEPA has often been criticized for not safeguarding the quality of the physical development of the island. A colleague and board member of a local planning authority expressed, at a board meeting, that “bad developments” happen because NEPA “suffers from toothless impotence and we (the local planning authorities) are not allowed to act in our own best interest.” He further suggest that NEPA has failed to properly regulate the planning of development projects by making decisions that should be done at the local level. This view has support as the Planning Framework paper suggests that archaic legislation, lack of resources and a top-down planning approach have contributed to the ineffectiveness of properly regulating and establishing effective policies for planning in Jamaica. They go further to recognize the importance of community participation in the planning process as they state:

...one of the primary issues related to the legislative contest is the absence of any significant provision for participation at the local level. Most planning jurisdictions (including Jamaica) now recognize the need for planning at the local/community level. Currently the planning legislation does not provide for this, nor does it incorporate appropriate participation processes that enable local

communities to “define their vision for the future” to the fullest extent possible.

(KPMG Consulting LP, 2002, p11)

The most significant factor that seems to facilitate the objectives of preservation planning in Jamaica is Agenda 21 – as it relates to “sustainable development” practices. In fact, the debate on the role of the “participatory process” in Jamaica has been by a large part driven through Agenda 21 - recognizing the important relationship between community participation and sustainability. Allowing individuals and communities to “have a voice” in the matters of their destiny has been highly debated as the government looks at “local government reform.” This reform debate has become highly politicized because it has been steeped in the concerns about who will control “resources.” Those at the “top” of the government structure feel they won’t be able to control local politics without controlling the allocation of resources. However, those at the local levels of government do not possess the capacity to undertake local control. This debate/battle will go on for a while!

The National Report on Sustainable Development in Jamaica highlights the relationship between Agenda 21 and preservation planning. Jamaica’s “Master Plan for Sustainable Tourism Development for 2001-2011 incorporated the treaty’s focus. It states:

The plan incorporates elements of the preservation of cultural heritage, seeks to facilitate social interaction between Jamaican communities and visitors, and proposes to develop greater linkages between the tourism sector and the other productive sectors in the economy. (Ministry of Land and Environment, 2002)

Similarly, historic preservation is also mentioned in the context of tourism in the “National Land Policy of Jamaica (Government of Jamaica, 1996). It states:

Sustainable and integrated growth of the industry requires co-ordination with the other major sectors to ensure that the demands on infrastructure and amenities are met. Other sectoral objectives include affordable settlement, agricultural development, environmental conservation, historic preservation and, an open space and recreational area development and preservation. In an effort to ensure that tourism remains a sustainable option, an integral approach must be taken to achieving environmental, social and economic objectives. (p22)

The nation’s preservation planning activities are currently clearly driven primarily by its “cultural heritage tourism” agenda, which seeks to utilize its cultural heritage resources as a tourism product. However, a heritage tourism agenda (Chapter II, B, 3 outline the relationship between cultural and heritage tourism) without proper preservation planning protocol/guideline will ultimately lead to lack of a sustainable outcome - particularly because of the current top-down approach towards the physical planning process.

In Jamaica, physical planning, urban development, historic preservation and heritage tourism were brought together in the mid 1990 with the establishment of the Heritage Development Project spearheaded by the Urban Development Corporation with support from UNESCO. The project sought to identify models for the development of historic sites (towns, core towns and buildings) throughout the island in order to stimulate economic development through heritage tourism. The Spanish Town Historic District (as the historic former capital) was chosen as the model to be used for preserving its other historic towns. This intention was outlined in the Urban Development Corporation’s

request for the development of a “preservation scheme master plan” for the Spanish Town Historic District in 1996.

While there are well-established international academic institutions in North America and Europe guiding how preservation is integrated into planning education, Jamaica has no such academic institution. The current national planning framework paper has no mention of preservation planning. Furthermore while in-service training in planning was discussed no mention was made regarding pre-service training. The sole university offering a professional degree in urban and regional planning is the University of Technology – it offers a degree in Physical Planning and Environmental Resource Development. However, in order for the field of physical planning to be properly established and more effective there need to be expanded training at the university level and the current physical planning program needs to be revised to offer specialization programs in all aspects of planning to include not just preservation planning but also other areas such as transportation planning, facilities planning, environmental planning and sustainable development planning. A true training in preservation planning is nonexistent in Jamaica because while courses in different aspects of preservation are offered there are no comprehensive planning programs specializing in preservation planning.

At the forefront of the opportunities to implement preservation-planning projects is the UDC. As the primary development agency (reporting directly to the Office of the Prime Minister) it has the ability to implement development projects on the scale that would have the most significant impact. Act #4 of the 1968 Urban Development Corporation Act states the following:

The corporation shall, in performing any of its functions under this Act, take such action as may be necessary and practicable to ensure the preservation of sites and objects of architectural or historical interest.

In 1994 the agency was mandated by the Office of the Prime Minister to be responsible for the development of “heritage towns.”

Starting in the mid 1990’s, as part of the mandate, the UDC focused on several preservation planning related projects in the Spanish Town Historic District (STHD). These projects eventually lead to the establishment of the current Greater Spanish Town Redevelopment Plan project. A key component within this project is the further development of a historic preservation master plan for the STHD. This process is planned to become the basic model for historic preservation planning for the government.

In 1995 I was invited (post-contract, as a consultant to the project’s historic preservation architect) to be the preservation planner for the development of the STHD preservation master plan. There were several problems that I encountered regarding how the master plan was to be developed. First was the amount of time and budget allocated to the development of the master plan. The scale and significance of the project really required at least six (6) months; however, two months were allocated. And, the budget did not provide for any community participation activities or workshops, which were needed. We were left with the dilemma of trying to develop a preservation master plan with inadequate time and budget to produce a proper plan that would effectively include the voices of the local community. This dilemma existed primarily because of the lack of understanding of the processes of preservation planning by many within the planning and development sector. The participatory model is seen as unnecessary and “professional’s”

visions for community is viewed as adequate, therefore this aspect is often left out of planning and budgeting of projects.

My concerns led us to take the position that with the time and budget a proper final master plan could not be properly developed and we decided to recommend that the project's objective would be to develop the "guidelines" for the preparation of the preservation master plan instead. After much discussion with the client and the funding agency the revised project objective was accepted. My plan was to outline in detail the preservation planning steps to be taken in order to develop a final preservation master plan for the STHD. Among other participatory issues, such as the creation of a local commission to oversee the implementation of the master plan, the final guidelines document recommended that in order to properly develop a master plan for the preservation of the district there needed to be input/participation from the local community as well as the importance for an interdisciplinary approach.

The final document, *The Guidelines For The Development Of A Preservation Scheme Master Plan For The Spanish Town Historic District*- completed in 1996, was presented to the Office of the Prime Minister and accepted and was to be implemented as part of the Greater Spanish Town Redevelopment Project which was officially launched in 1999 – three years later.

As preservation planning in Jamaica is in its embryonic stage, it is hoped that my study of the STHD will help to inform this development and preservation planning process in part by highlighting the importance of recognizing the need to understand the relationships that exist between residents of historic environments and the places and artifacts within their community. The STHD preservation master plan project has the

opportunity to establish the protocol/guideline for preservation planning for the nation. As suggested above, preservation planning relies greatly on the participatory process so until the nation's legislative planning policies fully embrace this process and until the academic/professional training is adequate and models/guidelines have been established the state of preservation planning in Jamaica will not achieve its full potential as a facilitator for sustainable development in historic environments.

However, before this change can take place, the current challenge of reforming the field of planning in Jamaica needs to be addressed. In here book on Urban and Regional Planning in Jamaica, Pauline McHardy (2002) discusses this challenge. She states:

The planning machinery in Jamaica has been slow to change and remains firmly entrenched in a traditional paradigm which places a great deal of emphasis on physical (land use) planning. This...has resulted in urban and regional planning in Jamaica being narrow in scope and concerned only with land use allocations.
(p27)

This focus on the physical (land use) tends to diminish the importance of the socio-cultural aspects of people's environment, which is a primary focus of the preservation planning being supported by this research.

C) Research Questions

The key questions that the study attempts to answer were developed to inform the overall objective of the research, which is to explore the possibilities of involving the perspectives of local residents in preservation and development planning. They were formulated to identify the ways in which people interact with symbols of historicity and

assess their attitudes towards their preservation when it is located within their community. The questions are organized to first identify the “significance” of the symbol to them, and then find out what kinds of changes can be tolerated without negatively affecting the relationship to the place/artifact and to evaluate the effectiveness of utilizing the resources of young persons in the process.

The five research questions are:

Part I: Residents' perspective on the preservation of Spanish Town.

1. What are the important places of Spanish Town according to the community residents?

Do residents consider the square to be significantly important among other places within the Town?

2. What are the attitudes of the community residents towards tourism and historic preservation?

How do residents feel towards tourism development and the preservation of the Town?

3. What attachments are there to the Historic Square?

What kinds of “connections” do residents have with the Historic Square and do these “connections” affect their attitudes towards its proposed preservation as a heritage tourism site?

4. How should the Historic Square be developed?

How would residents like to see the different parts of the Historic Square redeveloped?

Part II: Youth participation.

1. What are the potentials and problems of involving youth in community research and participatory planning for heritage preservation?

IV. RESEARCH DESIGN AND ANALYSIS

A) Introduction

The research was designed to assess the "connections" that exist between the residents of the Spanish Town Historic District (STHD) and their attitudes towards the central Historic Square's preservation as a heritage tourism site and identify their thoughts on how it should or should not be developed. The study is also designed to involve students in the process of collecting and analyzing the data so as to evaluate the potentials for having young people participate in community research. The research has 3 phases: Phase I-Literature Review; Phase II-Youth Survey; and Phase III-Resident Interviews.

B) Data Collection

Phase I: Literature Review.

The study began with a historic review of the social cultural and physical development of the Historic Square and the rest of the STHD to identify any significant role that it might have played in the socio-cultural lives of the past residential communities. This review included: content analysis of archival historic text (journals, newspapers, reports, etc.) pertaining to the social aspects and physical development of the Square and the District; analysis of archival visual materials including photos, paintings, sketches, plans, etc.; and review of other relevant documentation that provided insight into any past conflicts regarding locals and their relationship to the square. The information obtained from this phase was also used to better prepare me for responding to

issues regarding the social history and physical changes of the Square that might arise in the interview phase (Phase II) and proved to be valuable contextual framing during the analysis of the research findings.

Phase II: Youth Survey.

This phase proved to be the most challenging but many lessons were learned which proved to be very rewarding. The primary purpose of the youth-conducted survey of significant places and attitude towards development was to collect data on the places that are considered significant by residents. The data was used to establish the overall significance of the Square within the context of other spaces throughout the Historic District and to identify the attitudes locals had about the development of their community. The data was also used to establish categories of resident's orientation towards the preservation of the Square to identify participants for the interviews on attachment.

The greatest challenge for initiating the youth survey was the process of organizing the necessary institutional support and local youth involvement necessary to achieve the research objectives. There were two major issues with which I was confronted. First, identifying the institution that should be involved was easy but figuring out how to involve them was the challenge. It was clear to me that the Institute of Jamaica (IOJ) was the most appropriate of the institutions to align the study with because of their focus both on cultural education and the fact that they had a presence within the community. This governmental agency is responsible for the preservation of the "culture" of Jamaica and is in charge of "The People's Museum" which is located on the grounds of the Old Kings House on the Emancipation Square. I was certain, through

my previous contacts with the agency, that their support would allow me access to the community that would not negatively affect the study's relationship with the locals.

I entered into a dialogue with the agency's executive director to set up the terms of the association. I was concerned that there would be too much involvement by the agency that would negatively affect the research objectives. It also became clear that if funds were exchanged it would open the study to the direct involvement of the Institute. I therefore opted for an association by executive order that meant I could identify the IOJ as the sponsoring agent of the study but I did not have an official contract to conduct research for them. Although this appeared to have been a risky move at the time it was the most feasible choice because it gives me complete control over the entire process with the only requirement by the agency that I recognize their focus on culture, education and museology. After much footwork to have the benefits recognized by the agency, a letter of understanding was submitted to the IOJ that outlined the agreement. It primarily stated that I would coordinate a project on their behalf, using young people that would provide the Museums Division with the framework for an exhibit at the museum.

While this was taking place I was examining my options for involving youths. This is where I encountered the other issue. My first preference was to identify youths who lived within the community to participate in the process of the data collection and analysis. However, after much investigation it became clear that I had to be realistic about the logistics of identifying, accessing and coordinating these young people. I was left with the option to look for an already existing pool of young people. I first investigated the possibility of utilizing the members of the local boys scout troop and girl guides. After meeting with troop leaders and many of its members an important issue

arose which I felt would impact the scope of the project. The organizers of the local troop have had an ongoing problem with the level of discipline of the members. One requirement that I had identified early in the design of the study and thought to be important for the feasibility of the study was reliability of the youth participants. This is not to say that working with the scouts and guides who were identified as being unreliable would not have benefited the study, but given all the other challenges and the time frame of the research, I felt that I needed to involve youths who were more structured in their discipline. So, I began to investigate the educational institutions.

The idea to focus on using the St. Jago High School students came about through the jelling of three facts. Firstly, TOB Goldson had recommended that I utilize students from St. Jago. He felt that although there were several schools located within the STHD which might offer me the kind of support I needed, St. Jago's history was by far the most rooted and respected in the community. Its history in the community dates back to the 19th century when it was established for the purpose of educating black Jamaicans. Therefore, I thought that this relationship with the community would be important to gain access to the local residents. Secondly, the IOJ had recently been approached by St. Jago requesting that they form an association that would provide students who are required to do "community service" during their senior year the opportunity to work on projects that would expose them to cultural education and museology within the STHD. Finally, the eagerness exhibited by students and their guidance councilor when informed by the IOJ education officer of the possibility of their involvement in "a study about STHD residents and how they felt about their community" was probably the most significant reason for

my selection. I felt that the eagerness would be an important factor in implementation of the fieldwork.

Once I had the sponsoring institution and the local school identified I then focused on the framework within which I could organize the study. I worked with the education officer at the IOJ and the guidance counselor at St. Jago to develop the logistics for the student discussion and training workshops. Information was circulated to students informing them of the project and I made contact individually over about two weeks with the 18 students who expressed interest in the project and a date for the first discussion workshop was scheduled.

Over the course of the workshops the numbers of students who attended at least one session was 28. Eventually there were 18 students (11 females and 7 males) who participated throughout the project and worked on the report. The other 10 students who dropped out of the project had expressed that they had already started another community service (4 students) or had been transferred to another school (3 students) or had other academic obligations during the time that the workshop met (2 students) and one decided he was not interested in surveying. There was one student who had transferred to another school but continued her participation in the project. The students' workshop attendance records indicated that the average number of students per session was approximately 11.

With the student participants in place I was faced with facilitating the development of a survey instrument by the students and develop training for administering them to local residents. I wanted this part of the youth survey phase to be as participatory as possible and looked for opportunities to allow students to gain information about the field of environmental social science research. One of the concerns

that I had was the level of involvement that educators at St. Jago might have in this process. In my initial meeting with the guidance councilor I made my position very clear and was relieved that she was supportive of my approach. The workshops were very informal and unstructured but productive. At first this form of unstructured workshop was somewhat of a challenge for the students who were not used to the informal setting. At the first official workshop I had expressed to them that they were going to be required to control the workshops and initiate discussions.

Although I had organized individual meetings with many of the students prior to the official beginning of the workshops I felt I wanted to meet with them outside the academic setting as a group. So, I arranged with the IOJ to have a pre-workshop meeting on the grounds of the museum on the square. I felt that this would offer an opportunity to go on a walk around the community. This one single activity proved to be a very key experience for the students and the development of questions on the survey. We met at the school (13 students) and started our walk through the community towards the square. I asked them to try to be observant of the environment and the people. Recently, one of the historic structures that was occupied by squatters only a few weeks prior had been vacated and demolished brick by brick by locals. The bricks were now sitting along sidewalks around the community - awaiting buyers. The other parts of the buildings were seen being hauled to the various "squattening developments" around the community. What amazed the students and raised many questions for them was the fact that the vandalism took place directly across the street from the new courthouse and police station. These activities had taken place over the course of about two weeks and were witnessed by the students because of its location on the route that takes them to and from St. Jago.

Because of the students' very vocal discussions about what this act of demolition meant for the community I decided that this would form the basis for the focus of the first workshop.

After the identification of a general outline of the purposes of the project, the rest of the first official workshop focused on discussions about how the students thought residents felt about living the STHD and what they thought might be of concern for the community. The issue of the demolished historic building that they had witnessed was continually raised throughout the succeeding workshops and generated many exciting debates on all topics from politics to aesthetics. Out of this and other discussions about what they might want to find out about the local residents and how they felt about their community and its planned development for heritage tourism the following categories were identified as the objectives of their survey. They wanted to identify how locals felt about: *The history of Spanish Town; Tourism in their community; Community pride/ Property ownership/ Community participation; Preserving the old buildings; Important places and the Emancipation Square; and Quality of life and desires for the future of the Town.* Based on these objectives they were asked to develop questions that they would want to ask residents in order to be able to answer these questions. These questions were to become the basis from which the "Spanish Town Residents Survey 2000" was developed. See *Appendix B*.

Workshops were held every Thursday at St. Jago. One of the approaches taken was to work around the student's academic schedule. I felt that I did not want their involvement in the project to detract from their other obligations – as I had outlined to their guidance counselor. These meetings were very fluid and I would always ask them

to challenge some of their own beliefs of how they themselves thought residents felt about the issues that were raised in the discussions. By the time we got to the stages of finalizing the survey instrument I started to feel comfortable with the approaches and attitudes of the students as a group and starting to see core group of about 15 students beginning to emerge. Their varying opinions and perspectives often allowed for very insightful (and sometimes heated) discussions on issues that often went beyond the scope of the focus of the study. After the survey questions were somewhat finalized the workshops focused on the methods of administering surveys to the residents.

The training sessions were organized to familiarize the students with the way to approach residents, interact with them while asking the survey questions, recording responses on the survey and using an audio recorder with a hand held microphone. The students organized themselves into teams of two. One student would control the audio recording and the other would ask the questions and record the response on the survey sheets. A key part of the training sessions was the use of videotape. Students took turns mock interviewing each other initially – the time ranged from 20 to 25 minutes per interview. After modifications were made to the survey based on the initial training session, the students used other students who were not part of the projects who lived within the community to do final testing of their techniques. While the review of the videotapes was very entertaining, for the students it seems to have been a very valuable tool in helping them to fine-tune their communication skills. Many of them who were very formal in their initial attempts felt that they needed to be more engaging in order to make their respondent more relaxed.

By the end of the training sessions I felt that the students were now ready to go to the field. After discussions about the logistics of the fieldwork such as safety precautions etc., we decided to test our approach. Based on scheduling three teams administered 2 surveys each. A lot was learnt from the test. The first was that people were very willing to talk to the students. Secondly, my job of monitoring students proved to be very challenging – keeping track of where they were at all times etc.

A) Identification of the Sample:

The sample was collected entirely with residents living within the Spanish Town Historic District boundary. This district has ten distinct residential neighborhoods. The strategy was to walk down all streets of the neighborhood systematically knocking on gates. In order to try to achieve a balance of people with different work schedule the interviews were carried out on the full range of days from Monday through Saturday; Sunday was not included because it was a church day.

Over the course of several sessions 103 surveys were collected – a total of 58 were collected by the end of the spring semester and the rest were collected by the end of the fall semester. However, based on the 1990 census the demographics of the research sample closely reflected the District's distribution by gender, age, education and employment status. Again, because of the students' schedules it was more feasible that I be responsible for transcribing all the recorded interviews and data entry. This proved to be the appropriate decision because it allowed me to listen directly to all the recorded interviews and extract bits of information that proved to be valuable in my final analysis.



Figure 4.01: Student participants at gate of resident enquiring of resident's interest in participating in survey.



Figure 4.02: Students surveying elderly resident at her gate.



Figure 4.03: Student surveying resident inside her home business.

Phase III: Interviews.

Between semesters, I used the data collected from the 58 residents to do an analysis that would identify the kinds of orientation residents had towards the square as it concerned its development and preservation for tourism. These categories were used to identify the residents that I would interview to identify the kinds of “attachments” existing between residents and the square.

The categories of orientation towards changes to the square were established based on the responses to a series of questions asked on the surveys. The purpose of this process was to be able to identify a broad range of attitudes that would vary, rather than have all respondents in my interview being pro-or against preservation or tourism development for the square. I wanted to be able to identify persons who might want to see changes to the square that weren't limited to preserving the buildings. Therefore, the questions that were asked allowed them to express their thoughts on the degree of intervention that they would entertain. The “categories of attitude towards the square” were developed by analysis of the participant's response to the following five points:

1. Should present condition of the square be changed?
2. Should the square be restored to its old original appearance?
3. Do you care about appearance of the square?
4. Should the square be developed for tourism/tourists?
5. Should the square be restored for residents?
6. Should the square be modernized for residents?

C) Data Analysis

1. Analysis of Student Survey Data

There were actually two analysis phases for the student survey data. At the end of the first set of 58 surveys, after all the data were entered and open-ended responses transcribed, we had a look at the data in matrix form and in summary. This exercise I thought was important for the project in that the students would now begin seeing results from their work and some of their questions beginning to be answered. The most effective exercise was one in which we started to look at the open-ended data and start to code them. Initially the students exhibited some concern regarding their ability to make sense of the data but they eventually saw that there were actually categories within which these varied responses fell. I thought that they were most concerned about that aspect of doing the analysis but after the exercise I felt that they were less concerned about this task and it allowed them to move forward to begin to establish the categories for each of the open-ended questions.

The survey data were analyzed by the students using both quantitative and qualitative analysis. The close-ended questions were very straightforward and the student researchers were able to analyze these quite easily. They did however admit that there were instances where they would have wished they had asked follow-up or more open-ended questions to get better understanding of the quantitative data – especially after realizing that they were able to easily identify categories. In fact this issue had come up in the design phase of the survey; however the students were concerned about the length of the survey and had voted on which questions would be open and which closed (multiple choices).

The final analysis phase took place in two parts. First, they completed the statistical findings and began to have discussions about what they meant based on the objectives of the study. Secondly, they established the categories for the open ended questions and did a quantitative analysis for each question. Finally, once the various questions were grouped they were able to do another level of analysis about the topic areas around which the survey was organized. They included: *The history of Spanish Town; Tourism in their community; Community pride/ Property ownership/ Community participation; Preserving the old buildings; Important places and the Emancipation Square; and Quality of life and desires for the future of the Town.*

2. Analysis of Sample for Interview

Based on the data collected through the youth survey, I was able to identify 8 distinct categories of respondents. When the data for the six statements were analyzed it was apparent that while there was a significant number of participants who gave “positive for preservation/tourism” responses to all five statements there were others who indicated a “negative for preservation/tourism” response to at least one statement and “positive” to the others. There were also others who had a mixture of positive and negative responses. The identified categories and descriptions are listed below:

Category A - Pro preservation and tourism development: They are residents who responded positively to all five points. They want to see the present condition of the square changed; it should be restored to its old original appearance; they care about its appearance; they want to see it developed for tourism; and it should be restored for the use by locals and not modernized.

Category B – Not want to see the square changed but want to see it restored and developed for tourism and residents: These are residents who did not feel that the present condition of the square must be changed but responded that: it should be restored to its old original appearance; they care about its appearance; they want to see it developed for tourism; and it should be restored for the use by locals and not modernized.

Category C – Want to see change to the square but not want it restored to original: These are residents who felt that the square should not be restored to its “old/original appearance,” however, they responded that: they want to see the present condition of the square changed; they care about its appearance; they want to see it developed for tourism; and it should be restored for the use by locals and not modernized.

Category D - Want to see change but don't care about appearance: These are residents who did not care about the appearance of the square however, they responded that: they want to see the present condition of the square changed; it should be restored to its old original appearance; they want to see it developed for tourism; and it should be restored for the use by locals and not modernized.

Category E - Don't want development for tourism/tourist: These are residents who are not in favor of having the square developed for tourism/tourists but responded that: they want to see the present condition of the square changed; it should be restored to its old original appearance; they care about its appearance; and it should be restored for the use by locals and not modernized.

Category F - Want the square to be modernized for locals: These are residents who wanted the square to be modernized for residents but responded that: they want to see the present condition of the square changed; it should be restored to its old original appearance; they care about its appearance; and they want to see it developed for tourism.

Category G - Want everything stay the same: These are residents who responded negatively to all five points. They don't want to see the present condition of the square changed; it should not be restored to its old original appearance; they don't care about its appearance; they don't want to see it developed for tourism; and it should not be restored for the use by locals or modernized.

Category H - A mixed bag: These are residents who have several combinations of negative and positive responses to the five points.

3. Analysis of Interview Data

Local residents were identified, through stratified sample of people with different orientation to the future of the Square (as established above), to participate in in-depth interview focusing on the participant's relationship to the Square. These relationships are being analyzed to identify what kinds of attachments exist between local residents and the square and how it may affect their attitudes towards the intended historic preservation of the square and the rest of the District as a heritage tourism site. An ethnographic model was used with a sample of 30 participants reflecting each of the established "categories of orientation" towards the preservation of the Square. The residents were invited to discuss the Square and any places and features of the environment that they value or not value. The semi-structured, recorded interviews were designed to extract

data that would establish the kinds of relationships that exist between participants and the Square and any other spaces in the District and its significance in their socio-cultural identity.

A series of questions regarding the qualities of the person's engagement with the square was part of the interview and ideas and concerns for how it should be changed or not changed were obtained. To identify the presence of the types of attachment present, the following categories of place attachment typology was used to design the outline of the interview questions:

- Psychological/emotional aspects: personal experiences, memories.
- Spatial aspects: use of space and architectural elements.
- Social aspects: genealogical bonding through history or family.
- Cultural aspects: connection through heritage and identity.
- Material aspects: linkage through loss/destruction, economic ties through ownership, inheritance and politics.
- Ideological aspects: cosmological bonding through spiritual or mythological relationships, linkage through religious and secular pilgrimage and participation in celebratory cultural events.
- Narrative ties: through story telling and place naming.

Also, the assessment of local "attitude" towards "preservation" was analyzed from data collected on participants' feelings towards the following: participation in local public activities; use of public space; significance of cultural institutions; "modernization" of the town; economic resources and distribution; tourism and visitors; gentrification and housing. Qualitative analysis was used to identify the "connections"

they had with the square that was also looked at quantitatively to identify the most common attachments found within the sample. See *Appendix C* for interview questions.

4. Analysis of Observations

Observational method was used throughout the study. The data was collected through field notes, workshop records and project update notes. They were analyzed using qualitative methods. Its primary use was to examine the ways in which the involvement of the student researchers impacted the study as well as how their involvement in the process impacted them. I was able to observe the students during their interaction in the workshops as well as while they conducted the field surveys. I used the organizational points that were established by Youniss and Yates in their 1997 study on community service and social responsibility to assess the process that I had established with the student researchers. I used the following outline in my assessment:

- Establish *meaningful activities* for students – the projects should address “real needs.”
- Place emphasis on *helping others* as opposed to personal benefits.
- Avoid having the service viewed as “*just one more in the list of requirements to earn a diploma.*”
- Encourage *group action* as opposed to individual ones.
- Provide *reflective opportunities* with peers.
- Diversity of the *abilities of participants* must be acknowledged.
- Involvement should promote a “*sense of being a part of history.*”
- Program should place emphasis on “social responsibility.”

In addition to this outline I analyzed the level of decision-making and initiative undertaken by that the student researchers to assess the participatory nature of their involvement in the project.

Observational analysis was also very important during my interviews with residents. Their animated reactions along with their responses to my questions about the square provided me with further insight into their levels of passion about the square.

5. Student analysis, report and project evaluation.

The purpose of this phase was to address youth participation. In support of the literature on the importance of youth involvement in heritage projects this research had involved local school children in active participation. The literature (Hart, 1997; Youniss & Yates, 1997) identifies that "active" youth participation in preservation and other community development projects is the most effective means of achieving long term sustainability. In my working with the group as a facilitator, the students developed and administered the residents' surveys, and collectively analyzed and interpreted the findings. These have been very useful data for the study but have also proved to be a valuable experience for the students. This exercise has introduced the local students to the important issues of community participation, community development and historic preservation while also providing this study with some insights into the orientation of local young people to the issue. Also, an intended outcome of the research project is to increase the collective awareness of residents and local children and youth regarding historic preservation of the historic nature of their physical environment. Therefore, the findings of this phase, which have been documented in their report, are being developed by the students, with the support of the IOJ, to be presented to the local residents through

a public exhibit that will focus on establishing dialogues amongst all parties involved in the redevelopment.

A project evaluation was also conducted to obtain data from the students. The evaluation sheet asked students to indicate their awareness of the problems of the community, the people who live there, tourism, preservation and surveying before and after their involvement in the project. They were also asked to identify any significant experiences gained during the project, their future plans and suggestions for improving the experience. See *Appendix D*.

V. FINDINGS

This chapter has been organized to discuss the research findings and answer the five research questions that generated the design of the study. Students collected a total of 103 surveys. As presented in the previous chapter, both quantitative and qualitative analyses were utilized to answer these questions. There were three phases of data: The community surveys, the community interviews and the collaboration with students. In addition, observation field notes were collected. See *Appendix E* for students' analysis and detail on the demographics of sample. For clarity, the findings and answers to the research questions have been organized in the following sections:

A. Findings from Survey

1. **Important Places and the Historic Square:** *Do residents consider the square to be significantly important among other places within the Town?*
2. **Attitudes Towards Tourism and Preservation:** *How do residents feel towards tourism development and the preservation of the Town?*
3. **How the Historic Square Should Be "Up-lifted":** *How would residents like to see the different parts of the Historic Square redeveloped?*

B. Findings from the resident interviews

1. **Attachment to the Historic Square:** *What kinds of "connections" do residents have with the Historic Square and do these "connections" affect their attitudes towards its proposed preservation as a heritage tourism site?*

C. Findings from student project evaluation and observation/field notes

1. **Youth Participation in Community Research:** *What are the potentials and problems of involving youth in community research and participatory planning?*

Part I: Residents' perspective on the preservation of Spanish Town.

A) Findings from the survey

1. Important Places and the Historic Square:

Do residents consider the square to be significantly important among other places within the Town?

Several questions were asked on the survey in order to identify the places that residents considered important within the town. First, they were asked to identify places that they wanted to see preserved for future residents because of their importance. Then they were asked to identify places that they would show visitors because they felt these were important places. Also, they were asked to identify the one single place in the "old" part of the town that was most important to them. Follow-up questions were also asked that were specific to the square. They were asked about its importance in the social and cultural life of the community and the frequency of their visits to the square. The responses to each of these questions are identified in this section.

The places within their community that residents considered important enough for it to be preserved for future residents are described in Table 5.01. Eighty two percent (82%) said there were places important enough to be preserved. Six percent (6%) said "No" and 12% did not know. When asked where, the participants made a total of 73 references to the square, or a specific component of it, as the place that they felt was important and should be preserved for the future residents of the town. This total reflects: 38% specifying the "square"; 16% specifying the "museum"; 12% specifying the "Old Courthouse"; and 7% indicating that the "park" should be preserved for future residents.

Additionally, 6% of the respondents indicated that the “Old buildings” should be preserved. Other responses included 11% indicating “various streets and neighborhoods” within their community were important places to be preserved for future residents. Also, 7% identified various “churches and the cathedral.” The “Old Barracks,” the “library” and the “plaza” all were indicated by 2% and 5% indicated that “everywhere” should be preserved for future residents. See *Table 5.01* below.

Table 5.01: Are there places that you feel are important and should be preserved for the future residents of Spanish Town?	f: # of response	%
[1] Yes	84	82%
[2] No	6	6%
[0] Don't know	12	12%
Yes. Where?		
<i>Square</i>	39*	38%*
<i>Museum</i>	16*	16%*
<i>Various streets/neighborhoods</i>	11	11%
<i>Old Courthouse</i>	12*	12%*
<i>Park</i>	7*	7%*
<i>Cathedral/churches</i>	7	7%
<i>Others</i>	7	7%
<i>Old buildings</i>	6	6%
<i>Everywhere</i>	5	5%
<i>No response</i>	4	4%
<i>Old Barracks</i>	2	2%
<i>Plaza</i>	2	2%
<i>Library</i>	2	2%

* *The Square or one of its components.*

Ninety-four percent (94%) of the participants indicated that there were very important places within the town that they would want to show to visitors. Only 3% said “No” and 3% said they did not know. A total of 103 references to the square, or a specific component of it, were made by the participants, indicating it as a “very important” place that they would show visitors. This total includes: the “square,” 43%;

the “museum,” 30%; the “Old Courthouse,” 11%; the Old Records Office,” 8%; the “Old Kings House,” 5%; the “Old House of Assembly,” 2%; and the “Rodney Memorial,” 2%. On the other hand, a total of 39 references not related to the square were made. This total includes: “churches,” 9%; the “plaza,” 6%; “schools,” 5%; the “old women’s prison,” 4%; the “library,” 4%; the “market,” 2%; “old barracks,” 2%; “various streets,” 2%; “cemeteries,” 2%; and the “river,” 2%. There were also two other references that might have some relevance to the square. They are: “the old buildings,” 4% and “everywhere,” 3%. See *Table 5.02* below.

Table 5.02: Are there very important places that you would show visitors to Spanish Town?	f: # of response	%
[1] Yes	97	94%
[2] No	3	3%
[0] Don't know	3	3%
Yes. Where?		
<i>Square</i>	44*	43%*
<i>Museum</i>	31*	30%*
<i>Courthouse</i>	11*	11%*
<i>Church</i>	9	9%
<i>Plaza</i>	8*	8%*
<i>Records Office</i>	6	6%
<i>Old Kings House</i>	5*	5%*
<i>Schools</i>	5	5%
<i>Old buildings</i>	4	4%
<i>Old women's prison</i>	4	4%
<i>Library</i>	4	4%
<i>Everywhere</i>	3	3%
<i>Rodney Memorial</i>	2*	2%*
<i>Old Assembly</i>	2*	2%*
<i>Barracks</i>	2	2%
<i>Cemeteries</i>	2	2%
<i>River</i>	2	2%
<i>Various streets</i>	2	2%
<i>Market</i>	2	2%
<i>Underground passage</i>	1	1%

* The Square or one of its components.

When asked to indicate the one single place in the old part of the town that was most important to them, a total of 63% the respondents indicated that the square or a specific component of it was most important to them. This total includes specific reference to the “square” at 37% and the following: “museum,” 17%; the “park,” 6%; the “archives,” 2% and the “Old House of Assembly,” 1%. Other places identified were: their “home/neighborhood,” 7%; the “Spanish Town Plaza,” 6%; “market,” 4%; and “church,” 4%. There were also 5% “other places” (such as the “YMCA” and the “post office”). Eleven percent (11%) of the participants did not respond to this question. See *Table 5.03* below.

Table 5.03: What is the one single place in the "old" part of the town that is most important to you?	f: # of response	%
Where?		
<i>Square</i>	38*	37%*
<i>Museum</i>	17*	17%*
<i>Home/Neighborhood</i>	7	7%
<i>Plaza</i>	6	6%
<i>Park</i>	6*	6%*
<i>Other</i>	5	5%
<i>Church</i>	4	4%
<i>Market</i>	4	4%
<i>Archives</i>	2*	2%*
<i>Old House of Assembly</i>	1*	1%*
<i>No response</i>	11	11%

* *The Square or one of its components.*

A total of 98% of the participants pass through or visit the square at least “once in a while.” This total includes: 44% who go by there “every day”; 29% who go by there “once in a while”; and 25% who go by there “a few times per week.” Only 2% of respondents said they did not go to the square. The reasons why respondents go by the

square are as follows: 64% “pass through to get somewhere else;” 16% go there for “relaxation, enjoyment” and to “socialize;” 7% for “events;” and 6% for “business.” There were 6% who indicated other responses. See *Table 5.04* below.

<i>Table 5.04: How often do you go by the Spanish Town Square?</i>	<i>f: # of response</i>	<i>%</i>
<i>[1] I don't go</i>	<i>2</i>	<i>2%</i>
<i>[2] Once in a while</i>	<i>30</i>	<i>29%</i>
<i>[3] A few times per-week</i>	<i>26</i>	<i>25%</i>
<i>[4] Every day</i>	<i>45</i>	<i>44%</i>
<i>Why?</i>		
<i>Pass through to get somewhere else.</i>	<i>66</i>	<i>64%</i>
<i>Relaxation, enjoyment, socialize</i>	<i>16</i>	<i>16%</i>
<i>Events</i>	<i>7</i>	<i>7%</i>
<i>Business</i>	<i>6</i>	<i>6%</i>
<i>Other</i>	<i>6</i>	<i>6%</i>

A total of 78% of the respondents indicated some degree of importance of the square in their community’s “social life.” This total includes 53% indicating that it was “very important” and 25% indicating that it was “important.” Also, 11% indicated that it was “somewhat important.” Only 6% of participants indicated that it was “not important” and 4% did not know. See *Table 5.05* below.

<i>Table 5.05: How important do you feel the Square is to the "social" life of the community?</i>	<i>f: # of response</i>	<i>%</i>
<i>[1] Not important</i>	<i>6</i>	<i>6%</i>
<i>[2] Somewhat important</i>	<i>11</i>	<i>11%</i>
<i>[3] Important</i>	<i>26</i>	<i>25%</i>
<i>[4] Very important</i>	<i>55</i>	<i>53%</i>
<i>[0] Don't know</i>	<i>4</i>	<i>4%</i>

Similarly, a total of 84% of the participants indicated that the square played some degree of importance in the “cultural life” of the community. This total includes 59%

indicating that it was “very important” and 25% indicating that it was “important.” Also, 10% indicated that it was “somewhat important.” Only 2% indicated that it was not important in the cultural life of the community. There were 4% who did not know. See *Table 5.06* below.

<i>Table 5.06: How important do you feel the Square is to the "cultural" life of the community?</i>	<i>f: # of response</i>	<i>%</i>
<i>[1] Not important</i>	<i>2</i>	<i>2%</i>
<i>[2] Somewhat important</i>	<i>10</i>	<i>10%</i>
<i>[3] Important</i>	<i>26</i>	<i>25%</i>
<i>[4] Very important</i>	<i>61</i>	<i>59%</i>
<i>[0] Don't know</i>	<i>4</i>	<i>4%</i>

The data reveals that the participants, in general, consider the square to be the most important place within the town. The square, and or its components, is the place they consider most important to be preserved for future residents, the place they would most likely show visitors to the town and the one place in the town that is most important to them. From this analysis, it is also evident that most participants view the People’s Museum as the most important part of the square. Also the shell of the burnt out Old Courthouse seems to be another significantly important place both for preserving for future residents and as a place that participants would most likely show visitors. The data also suggest that most residents feel that the square plays an important role in the social and cultural lives of their community. The centrality of the square is also quite evident from the data that indicates that residents have contact with the square on a regular basis. One respondent stated the following why he felt the square was significant for him and should be redeveloped. He stated:

If the square is redeveloped Spanish Town could get back some of what it lost about fifty years ago. [It would bring back] earning of foreign exchange...Tourism could be re-established and people could come together more, within Spanish Town...Because, as you know, there is a lot of crime and violence and if one place can be reestablished and get back our heritage [then] people realize what [Spanish Town] is really all about. (#29, 20-29yo unemployed male with college/university education)

These social and cultural connections to a place, as identified in the data, are key elements in the discussion on place attachment. Altman and Martin (1984) and Altman and Low (1998) suggest that these social and cultural “connections” are actually what make the place significant or give it meaning. Hayden (1995) also sees these kinds of socio-cultural connections, which are manifested through the everyday life of people and how they use these places (social history), as important and the documentation of its role in people’s lives is what she regards as “the power of place.” These bonds are also addressed in Randy Hester’s (1993) “sacred spaces” project. There he highlights the potential of preserving these connections and offers practical insights into applying the process of identification of the connections and its role in the contemporary lives of the residents. The connections that people have to their environment are clearly important issues to be addressed when considering alterations to aspects of that environment.

2. Attitudes Towards Tourism and Preservation:

How do residents feel towards tourism development and the preservation of the Town?

The participants were asked several questions to find out how they felt about the town's "*development as a tourism site*" and also how they felt about the "*preservation of the old buildings*" within the town.

A) *Development as a tourism site.*

The data indicate that 94% of the respondents feel that the town should be "developed as a place to attract foreign visitors." The reasons indicated are as follows: 65% thought that the town had "historical and national assets" that were important and should be part of tourism; 15% indicated that there would be some kinds of "socio-economic benefits" from developing the town for tourism; 3% felt that they want tourism development because they live in the town; 3% felt that there should be development for tourism because the town "needs development"; and 1% indicated that there should be tourism development but felt that the community needed to be "more bonded together." On the other hand, 3% of respondents indicated that the town should not be developed as a place to attract foreign visitors. One percent (1%) felt that there was "nothing to offer" visitors and 1% felt that tourism development would bring harassment of community youths by the police. Thirteen percent (13%) of the respondents did not provide a reason for their response. See *Table 5.07* below.

Table 5.07: Do you feel that Spanish Town should be developed as a place to attract foreign visitors?	f: # of response	%
[1] Yes	97	94%
[2] No	3	3%
[0] Don't know	2	2%
Yes. Why?		
<i>Historical and national assets</i>	67	65%
<i>Socio-economic benefits</i>	15	15%
<i>They live in Spanish Town</i>	3	3%
<i>Town needs development</i>	3	3%
<i>Community needs to be more unified first</i>	1	1%
<i>No response</i>	12	12%
No. Why?		
<i>Brings police harassment of youth</i>	1	1%
<i>Town has nothing to offer visitors</i>	1	1%
<i>No response</i>	1	1%

The participants were asked if they felt that their community would benefit from tourism. Eighty-five percent (85%) of the sample felt that their community would benefit from tourism. Respondents indicated that the community would benefit in the following ways: 63% felt that there would be socio-economic development benefits; 7% felt that the interaction between the visitors and residents would be beneficial to the community; 5% indicated that the historical sites will benefit from tourist visits; 3% felt that tourism would improve cultural education development; and 2% felt that tourism would improve the image of the town. On the other hand, 9% of the respondents indicated that their community would not benefit from tourism. However, only 2% indicated why it would not benefit – 1% said that there would be an increase population and 1% indicated that they just felt their community would not benefit. Five percent (5%) indicated that they did not know if their community would benefit from tourism. See *Table 5.08* below.

Table 5.08: Do you feel that your community would benefit from tourism?	F: # of response	%
[1] Yes	88	85%
[2] No	9	9%
[0] Don't know	5	5%
Yes. How?		
<i>Socio-economic development</i>	65	63%
<i>Tourist interaction</i>	7	7%
<i>Historical sites will be visited</i>	5	5%
<i>Cultural and educational development</i>	3	3%
<i>Make Spanish Town more marketable</i>	2	2%
<i>Other</i>	1	1%
<i>No response</i>	12	12%
No. Why?		
<i>Increase population</i>	1	1%
<i>Just feel it wouldn't</i>	1	1%
<i>No response</i>	6	6%

Participants were asked to indicate the degree to which they agree or disagree with statements regarding the square's development for tourism and their attitude towards visitors. In responding to the statement, "I would like to see the Square developed in whatever way brings tourism," a total of 85% (Strongly agree=72%, Agree=13%) indicated that they were in favor of the square being developed in whatever way brought tourism to the town while a total of only 7% (Strongly disagree=6%, Disagree=1%) were against this development. Also, 7% indicated that they both agreed and disagreed to the statement. Similarly, in responding to the statement, "I really don't want to have tourists visit the square," a total of 87% (Strongly disagree=73%, Disagree=14%) indicated that they did not agree with the statement while a total of 7% (Strongly agree=6%, Agree=1%) indicated that they did not agree. Also, 4% indicated that they both agreed and disagreed to the statement. See *Tables 5.09a&b* below.

Table 5.09a: I would like to see the Square developed in whatever way brings tourists.	f: # of response	%
[1] Strongly disagree	6	6%
[2] Disagree	1	1%
[3] Agree & Disagree	7	7%
[4] Agree	13	13%
[5] Strongly agree	74	72%
Table 5.09b: I really don't want to have tourists visit the Square.		
[1] Strongly disagree	75	73%
[2] Disagree	14	14%
[3] Agree & Disagree	4	4%
[4] Agree	1	1%
[5] Strongly agree	6	6%

Fifty one percent (51 %) of respondents indicated that they felt positive about having white visitors walking around their community and 54% felt positive about black visitors, 18% are indifferent to whites walking around while 23% are indifferent to blacks walking around. However, 7% felt negative about having white visitors walk around and 4% felt that way about black visitors. On the other hand, 17% of the respondents felt that they had both positive and negative feelings about having white visitors walk around their community while 14% felt that way about black visitors - 5% in both cases did not know how they would feel. See *Table 5.10a&b* below.

Table 5.10a: How do you feel about having "white" foreign visitors walk around your community?	f: # of response	%
[1] <i>Negative</i>	7	7%
[2] <i>Indifferent</i>	19	18%
[3] <i>Positive</i>	53	51%
[4] <i>Both positive and negative</i>	18	17%
[0] <i>Don't know</i>	5	5%
Table 5.10b: How feel about having "Black/non-white" visitors walk around your community?		
[1] <i>Negative</i>	4	4%
[2] <i>Indifferent</i>	24	23%
[3] <i>Positive</i>	56	54%
[4] <i>Both positive and negative</i>	14	14%
[0] <i>Don't know</i>	5	5%

At 34%, most of the respondents felt that visitors would be somewhat safe walking around the community and 18% indicated that visitors would be very safe. On the other hand, 24% felt that they would be "somewhat unsafe" and 12% indicated that visitors would be very unsafe, 11% indicated that they did not know how safe or unsafe visitors would be. See *Table 5.11* below.

Table 5.11: How safe do you feel foreign visitors to Spanish Town would be walking around in your community?	f: # of response	%
[1] <i>Very unsafe</i>	12	12%
[2] <i>Somewhat unsafe</i>	25	24%
[3] <i>Somewhat safe</i>	35	34%
[4] <i>Very safe</i>	19	18%
[0] <i>Don't know</i>	11	11%

The data indicated that 83% of the respondents would be willing to participate in the development of tourism ideas for their community. The two most frequent reasons for participating are as follows: 28% felt that their participation would help enhance development of the community; and 25% felt that their participation would help to

improve the social and economic condition of the town. However, 13% said they would not want to participate in developing tourism ideas. See *Table 5.12* below.

Table 5.12: Would you be interested in participating in the development of tourism ideas for your community?	f: # of response	%
[1] Yes	85	83%
[2] No	13	13%
[0] Don't know	4	4%
Yes. Why?		
<i>Enhancement and development</i>	29	28%
<i>Social and economic benefits</i>	26	25%
<i>Unable to render assistance</i>	9	9%
<i>To gain knowledge and exposure</i>	9	9%
<i>Community participation</i>	5	5%
<i>To set pace for younger generation</i>	2	2%
<i>Interaction</i>	2	2%
<i>Unique history</i>	1	1%
<i>Occupy time</i>	1	1%
<i>Other</i>	5	5%
<i>No response</i>	14	14%

Respondents were asked to identify, from a list, the aspects of their community that they felt would be of interest to visitors. The square ranked fourth at 86% behind history at 92%; the museum at 91%; and the old buildings at 86%. Others were: the cultural entertainment at 81%; the food at 72%; the people at 68%; and the shops/shopping at 55%. Other aspects were listed - they include: the churches, 6%; the schools 4%; the old iron bridge at 3%; and various streets at 3%. See *Table 5.13* below.

Table 5.13: What aspects of your community do you feel would be of GREAT interest to foreign visitors to Spanish Town?	f: # of response	%
[1] the people	68	66%
[2] the history	95	92%
[3] the old buildings	90	87%
[4] the shops/shopping	55	53%
[5] the food	74	72%
[6] the cultural entertainment	83	81%
[7] the museum	91	88%
[8] the square	89	86%
[9] other		
cathedral/churches	6	6%
schools	4	4%
various streets	3	3%
old iron bridge	3	3%
football team	1	1%
shopping plaza	1	1%
infirmary	1	1%
"weed"	1	1%
Club	1	1%
underground tunnel	1	1%
Moneymar square	1	1%
[10] nothing	0	0%
[0] Don't know	1	1%

The above data on tourism development suggests that, overall; most residents in this sample are in favor of tourism development within the community. They felt that the town should be developed for tourism because of its historical assets and the many aspects that would be of interest to visitors such as the square, the museum and the old buildings. While a great majority of the participants felt that tourism would bring both social and economic benefits a few expressed concern regarding the harassment that may stem from authorities keeping locals (primarily youths) away from visitors and the potential population increase that may arise from the economic development of the town. While some residents expressed their concerns about having visitors walk around their

community and the square and felt that visitors might not be safe, a majority felt that visitors would be safe and have positive attitudes towards having them walk around the community. The data also suggest that residents' attitudes towards tourists do not depend on the race of the visitors (black visitors versus white visitors). They also felt strongly that the square should be developed to attract tourists. Also, a majority (83%) of the participants indicated that they would be interested in participating in helping to develop tourism ideas for the community. They primarily felt that their participation would help to enhance the development of the community and help to bring social and economic benefits to town.

Tourism development within communities such as the STHD brings with it many issues as outlined in much of the literature. While the data here suggests that the majority of the study sample would embrace the development of tourism in their community the data also suggests that there are concerns regarding how this is to be developed and implemented. This kind of concern was also discussed by Cohen (1984), Doxey (1976), Esman (1984), Lujan (1993), McCabe (1993), Norkunas (1993), Smith (1977), Teskey (199-) and University of West Indies (1995). Two key issues of this concern are authenticity and local economic benefits. Lujan (1993) suggests that through local participation in the identification of the product a community not only safeguards the authenticity of the product but also helps to reinforce local culture. Also, through their involvement in the process they are able to monitor the distribution of profits from tourism.

Local attitude towards tourism and tourists has also been identified by the literature as an important issue in community tourism. Here the data suggests that there

is a high level of positive attitude towards tourism and tourists but tourist harassment has been an ongoing issues and point of serious debate in Jamaica over the last decade. Tourist harassment is often discussed as persistent unsolicited unwelcome interaction with visitors by locals.

Doxy (1976) investigated the attitudes of locals towards tourists and offers that harassment usually occurs under specific conditions. He suggests that as the socio-economic and cultural differences of the locals and tourists increase you will find harassment. When locals' economic needs are such that what they can obtain from visitors by way of money will determine their "daily" survival their aggression towards soliciting visitors will increase. Peter Jackson (1984) discussed the importance of economic equity and its role in reducing harassment and encouraging positive local attitude towards tourism.

B) Preservation of the old buildings.

Eighty-nine percent (89%) of the participants indicated that there "would be" economic benefit for the community if the old buildings were preserved. However, 10% felt that there "would not be" any economic benefit and 6% felt there "would be" benefits as well as there "would not be" economic benefits. Similarly, 89% indicated that there "would be" cultural benefit from the preservation of the old buildings and only 4% felt there "would not be" any benefits. Four percent (4%) felt that there "would be" benefit as well as there "would not be" cultural benefit. A similar pattern is apparent for social benefit from preserving the buildings. Eighty six percent (86%) indicated that they felt there "would be" social benefits from preserving the old buildings with 7% feeling that

there “would not be” and only 1% felt that there “would be” benefits as well as “would not be” benefits to the social life of the community. See *Table 5.14a,b&c* below.

Table 5.14a: Do you feel that there would be economic benefit for your community to "preserve" the "old" buildings?	f: # of response	%
[1] Yes	83	81%
[2] No	10	10%
[3] Both Yes & No	6	6%
[0] Don't know	3	3%
Table 5.14b: Do you feel that there would be cultural benefit for your community to "preserve" the "old" buildings?		
[1] Yes	89	86%
[2] No	4	4%
[3] Both Yes & No	4	4%
[0] Don't know	5	5%
Table 5.14c: Do you feel that there would be social benefit for your community to "preserve" the "old" buildings?		
[1] Yes	86	83%
[2] No	7	7%
[3] Both Yes & No	1	1%
[0] Don't know	7	7%

Residents were also asked if they knew if the town was an officially designated historic district. Although the STHD was declared an official historic district in 1996, 71% indicated that it was a designated historic district however, 11% indicated that it was not and 18% indicated that they did not know if it was a designated historic district. See *Table 5.15* below.

Table 5.15: Do you know if Spanish Town is an officially designated "Historic District"?	f: # of response	%
[1] Yes	73	71%
[2] No	11	11%
[0] Don't know	19	18%

Participants were asked to indicate the degree to which they agreed or disagreed with the following statement: *"I really don't care very much what the square looks like."* A total of 91% (Strongly disagree=77%, Disagree=14%) of the respondents indicated that they disagreed with the statement suggesting that they do care about the appearance of the square. However, a total of 8% (Strongly agree=7%, Agree=1%) indicated that they agreed with the statement suggesting that they did not care about the appearance of the square. Also, 1% indicated that they both agreed and disagreed to the statement. See *Table 5.16* below.

<i>Table 5.16: I really don't care very much what the Square looks like.</i>	<i>f: # of response</i>	<i>%</i>
<i>[1] Strongly disagree</i>	<i>79</i>	<i>77%</i>
<i>[2] Disagree</i>	<i>14</i>	<i>14%</i>
<i>[3] Agree & Disagree</i>	<i>1</i>	<i>1%</i>
<i>[4] Agree</i>	<i>1</i>	<i>1%</i>
<i>[5] Strongly agree</i>	<i>7</i>	<i>7%</i>

They were also asked to indicate the degree to which they agreed or disagreed with the following statement: *"I would like to see the square remain as it right now."* A total of 58% (Strongly disagree=48%, Disagree=10%) indicated that they disagreed with the statement suggesting that they did not want to see the square remain in its present condition. However, a total of 35% (Strongly agree=30%, Agree=5%) indicated that they agreed with the statement suggesting that they felt the square's present condition should stay as it was - 6% indicated that they both agreed and disagreed to the statement. See *Table 5.17* below.

Table 5.17: I would like to see the Square remain as it is right now.	f: # of response	%
[1] Strongly disagree	49	48%
[2] Disagree	10	10%
[3] Agree & Disagree	6	6%
[4] Agree	5	5%
[5] Strongly agree	31	30%

Next, they were asked to indicate the degree to which they agreed or disagreed with the following statement: “*I would like to see the square return to being like it was over 100 years ago.*” A total of 55% (Strongly agree=45%, Agree=10%) indicated that they agreed with the statement, suggesting that they wanted to see the square restored to how it looked in the past. While, a total of 26% (Strongly disagree=17%, Disagree=9%) indicated that they disagree with the statement suggesting that they did not want to see it restored to how it looked in the past - 17% indicated that they both agreed and disagreed with the statement. See *Table 5.18* below.

Table 5.18: I would like to see the Square return to being like it was over 100 years ago.	f: # of response	%
[1] Strongly disagree	18	17%
[2] Disagree	9	9%
[3] Agree & Disagree	17	17%
[4] Agree	10	10%
[5] Strongly agree	46	45%

They were then asked to indicate the degree to which they agreed or disagreed with statements regarding the restoration and modernization of the square. First they were asked to respond to the following: “*I would like to see the square restored with the original buildings and made more accessible for the residents.*” A total of 91% (Strongly agree=78%, Agree=13 %) indicated that they agreed with the statement

suggesting that they felt that it should be restored with the original buildings with functions that would encourage the use of the local residents. However, only a total of 5% (Strongly disagree=4%, Disagree=1%) indicated that they did not agree with the statement and 3% indicated that they both agreed and disagreed with the statement.

On the other hand, participants were asked to respond to the following: “*I would like to see the square modernized with new buildings and made more accessible for the residents.*” A total of 60% (Strongly disagree=50%, Disagree=10%) indicated that they disagreed with the statement suggesting that they did not want the square to be developed with new buildings. However, a total of 29 % (Strongly agree=23%, Agree=6%) indicated that they agreed with the statement suggesting that they did want to see the square developed with new modernized buildings - 9% both agreed and disagreed with the statement. See *Table 5.19a&b* below.

Table 5.19a: I would like to see the Square restored with the original buildings and made more accessible for the residents.	f: # of response	%
[1] Strongly disagree	4	4%
[2] Disagree	1	1%
[3] Agree & Disagree	3	3%
[4] Agree	13	13%
[5] Strongly agree	80	78%
Table 5.19b: I would like to see the Square modernized with new buildings and made more accessible for the residents.		
[1] Strongly disagree	52	50%
[2] Disagree	10	10%
[3] Agree & Disagree	9	9%
[4] Agree	6	6%
[5] Strongly agree	24	23%

The above data on the preservation of the “old buildings” and the square suggests that a significant majority of residents felt that the “old buildings” in the town should be

preserved. They felt that there would be economic, social and cultural benefits from preserving these structures. The data also suggest that while most residents felt that they knew about the “historic district” status of the town there were also a significant amount that indicated that they either did not know or incorrectly indicated that it was not a “historic district.” It is also evident that a significant majority of the residents care about the appearance of the square and wanted to see it redeveloped with the original old buildings.

The study sample’s overall positive attitudes towards the preservation of the “old time” buildings and the square are clear from the data. However, it is important to note that they have also indicated that many of these “old time” buildings found on the square currently play an important role in their social and cultural lives. Therefore, the meanings of these structures to locals go beyond the potential touristic economic benefits that they indicate can be achieved from their preservation.

3. How the Historic Square Should Be “Up-lifted”:

How would residents like to see the different parts of the Historic Square redeveloped?

This research question proved to be quite a challenge for the study because to definitively answer this question would contradict the very approach that the study denounces. The data used for analysis were the survey questions which were also used to identify “orientation” towards preservation.”

The analysis of the information to identify a model of what the square should be revealed that there was a major challenge. While the study was able to identify what the participants did not want to see happen to the square there was not enough data to be able

to develop a model for its redevelopment. The students raised the point that to properly answer this question it would have to be presented to residents in the form of a “community workshop” that would be inclusive with collaboration amongst the various agencies and institutions that are also stakeholders within the town. However, while the study cannot definitively say how the residents want the different parts of the Historic Square to be preserved, it can provide insight as to what some of the residents’ concerns and views are about changes to its various components are and why they feel it should be developed.

All of the respondents indicated they felt that the square should be redeveloped. They all have some leaning towards preservation as opposed to changing the historic character of the square. During the process of transcribing the data there were many references to the “upliftment” of the square so we decided to use this term throughout the rest of the study instead of “redevelopment.”

The data seem to suggest that the rebuilding of the old courthouse and upgrading the landscaping of the park to include the reactivation of the fountain are the key activities that would uplift the square and should be the first things addressed in any redevelopment program. In terms of types of activities they would like to see in the square, the data also suggest that there should be more frequent activities within the square involving the participation of the local community. Also, the kinds of activities should remain “cultural” in nature. The distribution of work has been based on political affiliation and this has been responsible for violent confrontations between the political groups within the community. In order to stop these kinds of confrontations there must be a non-politicized means of distributing work in the STHD.

B) Findings from the resident interviews

1. Attachment to the Historic Square:

What kinds of “connections” do residents have with the Historic Square and do these “connections” affect their attitudes towards its proposed preservation as a heritage tourism site?

This section presents the analysis of the data collected from semi-structured interviews focused on addressing the connections residents have with the square and their desires for its redevelopment (see section III, E, 2). The sample of residents was selected from the responses to the survey to reflect a range of attitudes towards the development of the square – to investigate any shared experiences and attitudes towards the square. See *Table 5.20* below. All interviewees have resided in the STHD for at least 8 years and lived within the 1-mile radius of the square. The demographics of the sample of 30 are also reflective of the overall survey sample of 103.

Table 5.20: Interview Categories of Attitudes Towards the Square								
	<i>Categories of Attitudes</i>							
	A	B	C	D	E	F	G	
Age								Sub-total:
15-19		1					3	4
20-29	1		1	1		1	2	6
30-39	1	2	1	1			1	6
40-49	3		1		1	1		6
50-59	1	1				1		3
60-69			1		1			2
70-79						1	1	2
80+				1				1
Sub-total:	6	4	4	3	2	4	7	Total: 30
Category A - Pro preservation and tourism development.								
Category B - Not certain about change - Not want to see it changed but want to see it restored and developed for tourism and residents.								
Category C - Not certain about what kind of change - Want to see change to the square but not want it restored to original.								
Category D - Want to see change but don't care about appearance.								
Category E - Don't want development for tourism/tourist.								
Category F - Want the square to be modernized for locals.								
Category G - Want everything to stay the same								

The statements of several of the interviewed residents have been used to illustrate some of the key issues arising regarding attachment to the square. In order to provide a holistic account of their views I have constructed the table to be found in *Appendix F*. It outlines their profiles as recorded from my field notes and data from the surveys.

The interview was designed around the following questions, which emerged from the historic preservation, place attachment and place identity literatures: *first*

impressions; personal experiences; spatial/physical perception; social connections to square; publicness of the square; ideological connections; attitude towards community participation; and gentrification. The findings are presented in two parts. The first part presents and discusses the key findings from the interviews. The second part identifies the kinds of attachments to the square exhibited by the participants through the interviews.

A) *Key Interview Findings*

First impressions & personal experiences.

The ages at the time of the resident's first recollection of their visit to the square varies in terms of age and period. However, they commonly indicated that they were quite amazed by the appearance of the design of the buildings and in some cases said that they just felt that the place appeared very important and it gave them a good feeling. One respondent stated the following regarding his first impressions (*at age 7 in 1974*) of the square:

Yeah man, to me it was like this place must be like somewhere in foreign...It was very impressive then. You know, it hurts me to see how it run-down to this level now. (#5, 30-39year old employed male with secondary education)

Over eighty percent (80%) of these participants indicated that these first impressions were what affected their desire to have the square uplifted. Generally, while their day-to-day relationships to the square might have changed over the years their positive feelings towards it have not necessarily changed; they still see it as an important place for them.

Most (over 90%) also had very positive experiences associated with the square. These positive experiences were usually associated with cultural activities that they attended in the square and for some school related field trips to the square and the museum. Also, for some, just visiting to relax or socialize were considered a positive experience. One respondent offers the following regarding her positive experiences in the square.

I was a Brownie in school once and we used to have parades around the square. It was beautified [during] independence time. You know you [are] going to see festival queen and all different types of things around there, John Kanoo, anything. Normally at Christmas time you see all different types of attractions around there... or you can go and view the exhibitions and you see kids dancing and doing all different types of things...It feels good to see that kids can come around there and enjoy themselves, you yourself enjoy yourself and when that day is finished you say that felt great today. (#25, 20-29year old employed female with secondary education)

On the other hand, less than 7 % indicated that they had memorable negative experiences associated with the square. These experiences surrounded political rallies and witnessed encounters between police and others in the square. One participant also indicated that witnessing the razing of the Old Courthouse (Town's Hall) was a memorable negative experience. One respondent stated the following about their negative experience in the square:

One time they keep a meeting, like a politician meeting, and some people were carrying guns...everybody got scared. (#14, 60-69year old employed female with primary education)

Another also stated:

The negative part is like when they keep politics meeting and so forth, war break out they start to mash up around there, no one come and fix it back and that day when I stand up and see that courthouse going up in flames. (#25, 20-29year old employed female with secondary education)

Spatial/physical perception.

Participants were asked to describe the design of the square with its buildings. While their technical knowledge of the design of the buildings and the park varied, they indicated that the design was quite impressive and liked it. One participant stated:

They are so unique and...I am not sure if it is Georgian or it is English or Spanish - I guess probably it could be. But I like it...It's English looking with some English architecture, some centuries ago, some 17th century architectural design. (#5, 30-39year old employed male with secondary education)

Another stated:

Very good design, that's top class design...I always say that it is a very prominent square and the building is very nice. I always say that I am thrilled with the square - that I live in my Spanish Town Square. I always try to boost it. I always speak highly of it. (#12, 70-79year old unemployed male with secondary education)

Most participants felt that while the park layout might be acceptable the landscape design needed to be upgraded to include more plantings and seating for visitors to the park. A resident stated:

I think [the buildings] are old fashion but they are strong...Now, [the park] is kept clean...but it needs...some more decorations like some more flowers...it can be used for entertainment...I would say that it was old fashioned but it is in good

condition...me no know, the whole thing just look good. (#2, 40-49year old unemployed female with primary education)

On the other hand, when asked to describe the physical features of the square a majority indicated that they couldn't or described less the spatial/physical characteristics of the square but spoke more about the square's historic characteristics and significance and how they felt about it. One participant stated:

[This is] how I would describe it,[I would] paint a picture. It might not be up to your standard but it's beautiful, it relaxes you...Its a place where you can communicate with each other, think...and it make you going away feeling happier...But it need to be upgraded. (#27, 40-49year old unemployed female).

While not many were knowledgeable of architectural style and had great difficulty in describing the physical elements of the square the data appear to indicate that the park is the part of the square that 30% of the participants "like most because of the way it looks." Other parts of the square identified as being liked most because of their physical appearance were: Rodney Memorial (20%); Kings House Façade (17%); People's Museum (13%); Old Courthouse (7%); and Fountain (7%) – 7% did not know which part of the square they liked. It is interesting to note that the Old House of Assembly was not mentioned by my sample. See *Table 5.21* below.

Table 5.21: If you were to select one part of the square that you really like because of what it looks like, which part would it be?

<i>Park</i>	<i>30%</i>
<i>Rodney Memorial</i>	<i>20%</i>
<i>Kings House Façade</i>	<i>17%</i>
<i>People's Museum</i>	<i>13%</i>
<i>Old Courthouse</i>	<i>7%</i>
<i>Fountain</i>	<i>7%</i>
<i>Don't Know</i>	<i>7%</i>

Social connections to square.

When asked if they knew if there were regularly scheduled social activities held in the square, most respondents (80%) indicated that they knew of holiday activities around Christmas and emancipation day celebrations but those were usually the only regular activities held there. Most (65%) also indicated that they did not always attend these events. Participants were also asked why they usually went there. In most cases (50%), although they do not necessarily go there to socialize, they often stopped and interacted with people they knew. Most (60%) however, indicated that the square does play an important role in their social life. One respondent stated the following regarding why she would go the square. She stated:

I go there, because sometimes when I even don't want anything I jus [go there].

Sometimes when I am going out by the road I just occasionally walk at that side, I don't have to walk there but I just prefer to walk by...Just to go there and look at it I just feel good. (#2, 40-49year old unemployed female with primary education)

Another stated:

I go there because the square is the central part of Spanish Town. (#29, 20-29year old unemployed male with college/university education)

Also:

I go sit dung and maybe buy a beer...and yu drink such like...Sit dung and talk to [other people] and such like and run joke and them kind a thing...Oh Lord yes man. Yes man, yes man [it play a important role in my social life]. (#30, 70-79year old unemployed male with secondary education)

However, another respondent expressed that she did not go there to socialize anymore.

She stated:

Me no go de fe stay...The only reason me go pass de square when me pass fe go up the street because it don't hold my attraction anymore. (#19, 40-49year old employed female with secondary education)

Publicness of the square:

When asked 'who owns the square?' most participants were puzzled and their first response was usually 'I don't know.' However, after thinking a bit most would say "the government." While they refer to the government owning the square they themselves felt no level of direct ownership over the square. One participant stated:

No, I don't feel I have any ownership over the square. - Well it is not a matter of ownership for me, I feel like I am attached to it in a sense. (#5, 30-39year old employed male with secondary education)

They however feel that there are parts of the square that are public and others that are not. The data suggest that while they felt that the most public parts of the square are the park and the museum, they do however indicate that they didn't necessarily feel that they have access at their will. They said that the gates of the park are usually locked and that is

usually a deterrent to them. However, some also expressed that there were probably good reasons to keep it locked so as to maintain it.

One respondent who felt the buildings and the park were “public” places and public gathering was encouraged there stated the following:

Yes [the use of the Square as a public gathering space is allowed by the caretakers.] - You don't have seats there but you find a place to [sit]. (#2, 40-49year old unemployed female with primary education)

Another who felt that only the “museum” and the “park” were public places stated the following regarding the inaccessibility of the park.

... in the park you can go over there and might stand up but I don't think that the park gate is opened for the public at all times. First time you have the [benches] in the park where you could go and sit and talk or anything, it's no longer there. The old gate that they use string [to] hold up now, [it looks] like they don't open it anymore... No [the use of the square is not encouraged as a public gathering place]. As far as I am concerned no, because if they [wanted to] encouraged people they would fix up the park [and] have seats in there and would open the park gate. They don't encourage people to sit around there, unless it is outside on the little walls on the ground or you know at the museum part and the place that you can sit right off there. (#25, 20-29year old employed female with secondary education)

Another who responded that no part of the square was public discussed her and her children's experiences. She stated:

Not a public place is in there. [I] thought it was a public [place]. I don't know if it is because the park isn't in the shape or the form that it used to be, [but] people [are] getting hostile. You say you want to go into the park [and the caretakers

say] “No, no, yu can’t go inna de park,” you know...Yes the gate is locked...[My children] just turn back. (#27, 40-49year old unemployed female)

Similarly, another respondent stated the following regarding free access to the park:

There are two gates you know, it lock...you have to get permission before you can go inside there. (#9, 40-49year old employed male with secondary education)

Another just “gets the message,” he stated:

I don’t really want to go in there I just see that the gate is locked and I get that message. (#29, 20-29yo unemployed male with college/university education)

On the other hand, one participant who saw a need for the restriction on access stated:

Well sometimes dem haffe lock de gate because, yu know, de little children dem rude yu know. Especially the water into the fountain, yu have to lock it because they go in there. (#14, 60-69year old employed female with primary education)

Ideological connections/understanding of the square.

The participants appeared very uninformed regarding the “creation” of the square – how old it was and its intended purpose/function. While 30% of them knew who created the square 43% did not know and an additional 13% gave incorrect answers. See *Table 5.22* below. Similarly, when asked to identify why the square was created (its intended purpose by those who created it) while 40% knew, 27% did not know while 20% incorrectly indicated the purpose. See *Table 5.23* below.

Table 5.22: Knowledge of who created the square.	
Know	30%
Don't know	43%
Other/Incorrect	13%
No Answer	13%

Table 5.23: Knowledge of why the square was created.	
Know	40%
Don't know	27%
Other/Incorrect	20%
No Answer	13%

Additionally, while they knew that the square was built “long ago” the actual age of the square (which is over 380 years) was consistently incorrectly stated or they indicated that they did not know. Similarly, while they knew that the square held historical significance very few (20%) were able to identify its significance as it relates to the emancipation of slavery. The “emancipation proclamation” which officially marked the freeing of slaves in the Caribbean was read from the steps at the Old Kings House.

Two respondents stated the following when asked to identify why the square was created.

[The square was created] for people to assemble. Because they were more far apart now and like they wanted to keep touch with themselves. (#13, 50-59year old unemployed female with primary education)

And,

[The square was created to] entertain tourists - because they entertain tourists there. (#14, 60-69year old employed female with primary education)

Attitude towards community participation.

All 30-interview participants indicated that it was important for residents to participate in community matters. However, when asked if they participated most indicated that they did not participate because they felt that they are not given the chance to participate. They also felt that they were not encouraged to gather and use the square for gathering as a community and there were no such types of public gathering places in the town. They also felt that the community was not fully benefiting from the existing tourism in the square/town. On the other hand, they felt that the community could benefit if it were developed more. They reaffirmed that there should be redevelopment to attract tourism but were not aware of details of any preservation or tourism plans for the town.

Gentrification from the development of the square.

Regarding the possible gentrification of the STHD, the participants appear to feel that the present residents might not have to leave if redevelopment takes place but they would not mind seeing new persons with higher paying jobs move into the community. I think that because they are so far removed from the notion of major community redevelopment that they had a hard time thinking that middle class people would want to come live in Spanish Town. So they think that there are no risks to persons having to leave the community. One respondent stated:

I would like to see [the economic mix] change...[But] it is a difficult because really I wouldn't like to see who is living here to move out.. (#2, 40-49year old unemployed female with primary education)

While another said:

It would be nice to have people with higher paying jobs. Because you would have better, more intelligent people...every body would be able to live decent. (#12, 70-79year old unemployed male with secondary education)

And one resident, who viewed this process as a way of reducing vandalism within the community, stated:

It's bad [for people to have to leave the community]...but I guess there are places where they can build up and the people them can still live there. On the other hand there are people that really really dismantle the place I guess those people would really have to move. (#25, 20-29year old employed female with secondary education)

B) Summary of Participants' attachments to the square

In order to understand what kinds of attachments the participants had with the square I relied on several sources. The kinds of attachment that were investigated in this study were: cultural, emotional/sentimental, social, narrative/history, material/economic, ideological, spatial and loss/destruction. As previously noted the interview questions were organized around these points (and discussed in Part 1 of this section). While some of these types of attachments are interrelated I opted to identify only those that were clearly expressed by the participants.

The literature suggests that a sense of loss or destruction of a place helps to foster an attachment to the place. Given the potential changes planned for the square I wanted to evoke reaction to the possibility of the demolition (loss/destruction) of the square in order to examine this notion. The participants were given a scenario in which they one day found that the square was demolished and modern buildings erected there and were asked to express their reaction to the scenario. They were clear in their reaction that they

did not want the historical character of the square to be changed and if it were changed it would be very upsetting to them. Ninety-three percent (93%) of the participants believed that this scenario would negatively affect them somehow while 7% would be unaffected.

Many participants indicated that it would also change the way they felt about living in the community. A majority of the participants do not mind it being fixed up or uplifted but they do not want to see its historic design changed. One participant stated:

I just feel used to the old structure...I would feel sad. (#4, 30-39year old employed female with secondary education)

Another stated:

I would be very upset about that. These are national monuments and as such they should be restored. (#5, 30-39year old employed male with secondary education)

Similarly, another stated:

That wouldn't be good. They would all tear down de culture and de memory of it...That would a make me feel not good. (#16, 20-29year old employed male with secondary education)

Also:

[I would] feel lonely. Because when the square is there you can always go out there on holidays time and enjoy yourself. I would feel sad because the historical site are not there where you can go, and coming up in those times yu don't see that anymore. (#9, 40-49year old employed male with secondary education)

On the other hand a participant, who felt that while he liked the square, as it was, he would not be affected by its change, expressed the following:

No, I wouldn't. As long as it is nice good buildings I would have nothing against it. I would like to see every building look good and presentable...I liked it. I like

the square while it's there but that doesn't mean that if it's not there anymore it wouldn't make any difference...They may take it down and put up something up better. (#12, 70-79year old unemployed male with secondary education)

Similarly, another participant indicated that while he would not be affected he was concerned about the future generation. He stated:

No it wouldn't change it but I would say they shouldn't tore it down...It wouldn't have an impact on me. But what I am saying, I am thinking of the children that coming and really don't know anything about it. So if you tore it down you would put up a new modernize building that would not have anything to do with them...I wouldn't agree to them tearing it down. I would say they could modernize it, fix it up to show them that well this was there and you know like when they show them the old time things and so forth. (#19, 40-49year old employed female with secondary education)

Another resident indicated that while they can change the rest of the square, he would be affected if they changed the Rodney Memorial building. He stated:

Put up some new buildings...that would a look good man...pull down all the old place and put up the new buildings...yes...But I wouldn't want them to touch the statue...Me wouldn't feel good. (#30, 70-79year old unemployed male with secondary education)

It is interesting to note that when this participant was asked why he would not want to see the Rodney Memorial Statue building changed he indicated that he liked the statue.

However, when I asked him who "Rodney" was, his response was "*No. Me don't know at all.*"

As interesting, the following response offers insight into the dilemma that is faced by many locals when confronted with some of the realities of historic preservation and local needs. The participant indicated that although he acknowledged the importance of maintaining the “memories” of a place there are also other needs that have to be considered in developing the place. Here he recognizes his desire for a “plaza” (shopping mall) but acknowledges his views on the need to “uphold” the memory of the place. He stated:

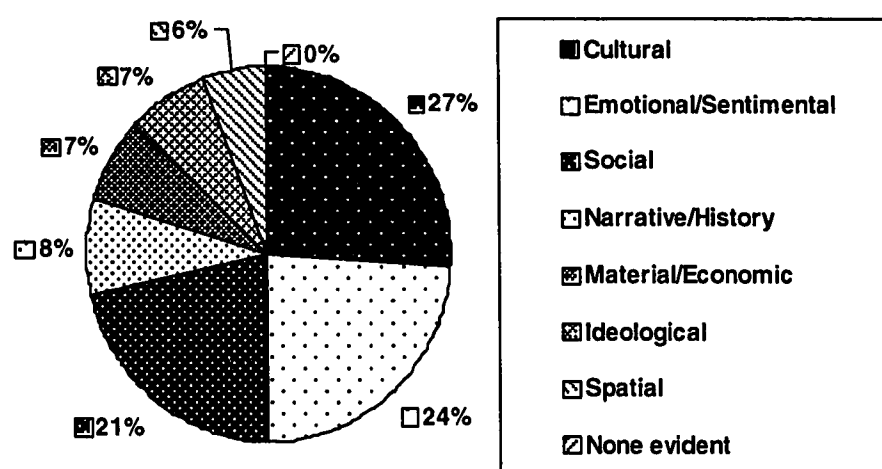
[Demolishing the square] would be destroying one generation, about ten generations of memories that people had of the place, although it is in that condition people still reminisce about what they used to do there...so if you tear down all of that I think you would tear down some memories of people...Well, for me, I would love if a plaza go there...but, there are things we have to uphold. It is not contradictory but what I feel I wouldn't mind, if our culture is still intact, if there is a plaza there that depicts the same scenario not only selling like clothes and food and have a food court but if a plaza is there that depicts the same scenario of our culture and thing like that, fine. But these are more of old-fashioned things, we used to what we used to, I wouldn't really remove them for anything, although I would prefer, like a plaza. (#29, 20-29year old unemployed male with college/university education)

Another dilemma related to evaluating people's attachment to place and attitudes towards preservation are trying to understand how the process is affected by “politics,” “class” and “power.” These issues were raised often throughout the interviews but the following statement sums up the kind of helplessness exhibited by many of the participants in having a voice in the process. He stated:

I would feel bad [if the square was demolished] but it wouldn't surprise me. It would not surprise me not one bit...Because, I just don't know why, the upper class, the bigger class, governments, parish councils, M.P.s, they are all for themselves, nothing more. If they do something to make the community happy, it would good. But, them not doing that. So, you don't have no choice. I would feel bitter, bitter inside if they tore it down...because that spot, its a lovely spot, its a beautiful spot, its a beautiful look out...it relax your mind. (#27, 40-49year old unemployed female)

The above data clearly indicates that attachments do exist among most of the participants. The types of these attachments are several and vary in degree. The specific kinds of attachments that most of the respondents exhibited were: cultural (73%), emotional/sentimental (67%) and social (60%). Attachment through narrative/ history (23%), material/economic connection (20%), ideological/political (20%) and spatial/architectural (17%) were also identified. See *Figure 5.01* below.

Figure 5.01 : Indications of Attachment to the Square



The participants were asked directly whether they felt they had cultural, emotional or social attachments to the square. The responses were quite revealing. The most interesting of the responses arose out of the questions regarding the “emotional” attachment. After the first few interviews it was evident that many participants sought to distinguish that they did not have “emotional” attachment but they either had strong “memories” connected to the square or they were “sentimental” towards the square. Although the literature on attachment to place classifies these as a type of “emotional attachment,” I realized that the term “sentimental attachment” was a more acceptable (and better-understood) description for the participants so I used this terms instead.

One participant stated why he had a “sentimental” and not an “emotional” attachment to the square. He stated:

Emotional mean more personal, more depth. But sentimental mean that you can have anything and its sentimental attachment...so I am attached to the place because as a youth I went there and perform and from that night I have a little thing for the park ...and its like if I could just see the place better and more things like that could a happen, more cultural little things. We know people would come and sit down and watch and thing and say “yes this is our park”...from that night I have a little sentimental attraction to it - Not really emotional...My emotion for it right now is very sad. Very sad because of the state that it is in right now and if [its condition] is changed, obviously my emotion will [change] to the opposite of melancholy. (#29, 20-29year old unemployed male with college/university education)

Another respondent offered the following childhood “memory” of the square as source of his emotional attachment to the square. He stated:

Yes. I have been growing up in Spanish Town, a place that I will never forget, no matter where I go, and growing up in Spanish Town there were good signs, attractions around there and so forth. Those things can't come out of your mind as a child. (#25, 20-29year old employed female with secondary education)

Another suggests that his emotional attachment to the square exists because of how it made her “feel.” She stated:

Cause, yu know, it do a lot to me...It meck me feel happy...sometimes I am in anger and I just draw on a slippers and a just go round there sit down and just start look and you know sometimes I see people...passing by and they call to me...and dem say “me can sit dung side a yu?” an me say “yes man” because de night cool and beautiful. And we sit down and talk...and a feel so much better. Feel like I just falling in love. (#27, 40-49year old unemployed female)

Many of the responses to why the participants had cultural attachments centered around the historic context of the square. They knew that it had historical significance as being the old capital and played a role in the development of the country. Although less than 50% of the interview sample knew who created the square and what its intended purposes were, many made references to its connections to the emancipation of slaves and that the proclamation that symbolized the freedom of slaves was read on the steps of the old king's house. However, those who indicated that they did not have a cultural attachment to the square felt that the culture has been “lost.” One participant offered the following view on why he did not have a cultural attachment. He stated:

No, [I don't have a cultural attachment to the square], not really because it is not really right now depicting any culture. The history of every thing about the slaves

and what have you coming there to hear their declaration and things like that, apart from that it really doesn't have anymore culture than the artifacts within this area here...the museum...I saw some carriages and coffins and things like that, that is basically how far the culture goes with here. (#29, 20-29year old unemployed male with college/university education)

The above data revealed that while the reasons for and types of cultural, emotional and social attachment to the square varies, most participants indicated that the square made them “feel good” about being in Spanish Town and it held sentimental memories and played an important role in how they view their social and cultural lives in their community. Also, because of its historical significance it had historic meaning to many of them. It is evident that due to the significant amount of cultural, emotional/sentimental and social attachments which exist between the respondents and the square, their lives can be adversely affected by any modification to it that will change the historical, social and spatial context of the place – made very evident from the data on attachment through “loss or destruction.” It is therefore important that any planned development should take into account their attachments.

Part II: Youth participation.

A) The potentials and problems of involving youth in community research and participatory planning

This section will discuss: How students were impacted by their involvement in the project and how students' involvement impacted the project.

1. How students were impacted by their involvement in the project – Character building and social awareness.

Data from the student evaluation survey suggest that they were positively impacted by their involvement in this project. The students' awareness of the people in the community and their problems were increased significantly through their participation in the project. Awareness about local tourism and preservation issues were also increased as well as their knowledge about research and surveying methods. A total of 13 out of the 18 students participated in this evaluation. The other 5 students were not available at that time so were not able to participate.

The greatest areas of increased awareness appear to be in the “problems of the community” and “historic preservation issues of the town.” Before participating only 15% indicated that they knew “a lot” about the problems faced by the local but 100% indicated that after their participation in the project they knew “a lot.” In addition, while none of them indicated that they knew “a lot” about Historic preservation issues in the town before the project, 100% indicated that they knew “a lot” after their participation. See *Table 5.24* below.

Table 5.24: Student Researchers' Awareness Before and After their involvement in the research project.

		Before	After
Local problems	<i>lot</i>	15%	100%
	<i>little</i>	69%	0%
	<i>nothing</i>	15%	0%
People	<i>lot</i>	15%	69%
	<i>little</i>	38%	31%
	<i>nothing</i>	46%	0%
Tourism	<i>lot</i>	0%	85%
	<i>little</i>	62%	15%
	<i>nothing</i>	38%	0%
Preservation	<i>lot</i>	0%	100%
	<i>little</i>	62%	0%
	<i>nothing</i>	38%	0%
Research	<i>lot</i>	0%	85%
	<i>little</i>	62%	15%
	<i>nothing</i>	38%	0%

Although the percentages for knowing a lot before and after are not as extreme for the other questions they are also quite revealing. The figures for awareness of tourism issues for the community indicates that 0% felt that they knew “a lot” before but 85% felt they did know “a lot” after their participation. The figures for their knowledge of research and surveying methods are the same as tourism. Forty-six percent (46%) of the students indicated that they knew “nothing” about the residents before the project but none knew “nothing” after. The increase can be seen in those who knew “a lot” after (going from 15% before to 69% after).

The evaluation also asked students to indicate what they felt (if any) was the most significant thing that they felt they had gained from their participation in this research project. None of the 13 participants indicated that they “did not gain anything” from their participation in this research project. The responses regarding what they gained were

quite informative and spoke to some of the objectives that I had set out as priority goals – the message I wanted to see imparted to the students regarding the people/environment relationship. While most of the responses address the technical skills gained, many indicate a more personal awareness of self and ability as well as their social responsibilities. Their suggestions on how the experiences could have been enhanced also proved to be informative.

In trying to summarize what students gained from their participation four key elements emerged from their statements. The first element, and most widely mentioned (9 of 13), appeared to be a gained knowledge of “social science research techniques and preservation.” The second element indicated (7 of 13) appeared to be an increased appreciation/awareness for “democratic participation in community development.” The third element (5 of 13) that emerged from the statements appeared to be an increased ability in their “people/group interaction skills.” The fourth element (2 of 13) I refer to as the acknowledgement of their “personal life skills and abilities.” See *Table 5.25* below.

Table 5.25: Students' most significant things gained from their participation in the project.	CATEGORIES OF ELEMENTS AWARENESS GAINED BY STUDENTS				
	Total	9	7	5	2
Significant things gained.	Social science research techniques & preservation	Democratic participation in community development	People / Group interaction skills	Personal life skills and abilities	
Knowledge about surveying procedures, confidence in talking to people, exposure, food. (S#13)	X		X		
"I have learnt how to do a proper research using all the significant details and analysis." (S#2)	X				
Knowledge. A better understanding of Spanish Town Historic District. The ability to research and how to deal with people. (S#3)	X	X	X		
A realization that anything is possible no matter how bleak the future looks and to never give up. (S#6)				X	
As a student researcher, I have been able to appreciate not only the cultural and historical background of Spanish Town, but also the needs of the people. This project has given an in-depth interpretation of the social issues affecting Spanish Town with a strong desire to see change, redevelopment and integration among the Spanishtonians. I am aware that change (positive) may be a gradual process - but it will be worthwhile. (S#8)		X		X	
Continued.					

Table 5.25 Continued				
Exposure to how to deal with people and about the problems of the community. (S#9)		X	X	
Learnt about the preservation of historical buildings. (S#12)	X			
Research techniques, how to approach a person for an interview and how to conduct one properly (S#1)	X		X	
Know more about conducting a survey, to find information and raw data. Know more about the people living in the community, know more about the people living in the community, know more about the importance of preserving the historic buildings. (S#14)	X	X		
I have gained a better awareness of how surveys are done and the importance of how surveys are done and the importance of doing surveys instead of assuming what you think people believe on a political issue. (#S16)	X	X		
An awareness of my linking social research and interest in the preservation of democracy. I've learnt that it is important before carrying out any major policy of change that will affect a people, particularly the environment in which that people dwell, one must find out how that people feel about their environment and what changes they would like to see. (#S19)			X	
Continued.				

<p>Table 5.25 Continued</p> <p>Learnt how to carry out research, interact with people and how to organize facts and cipher through information that you gather and pick out what relevant. (S#22)</p>	X		X	
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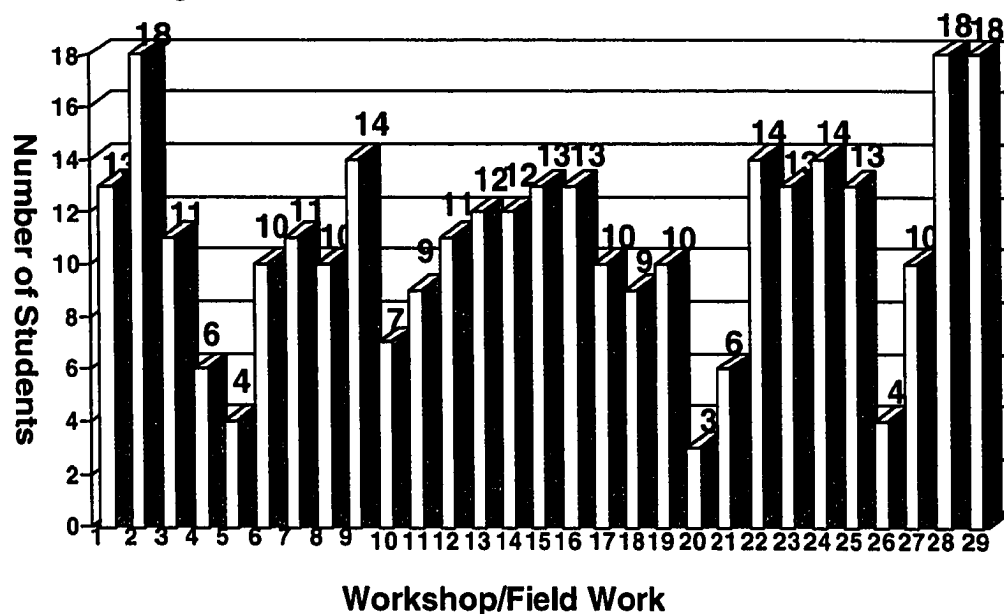
The students were also asked if there were suggestions that they could offer that would have enhanced their and other students' experiences. Their suggestions to this were also quite revealing. While of the 13 responses 2 indicated that they had "no suggestion," 1 indicated "not much" and 2 offering "no suggestion" but stated experience to be "positive," there were 5 other categories of specific suggestions emerged from the analysis. Two (2) students suggested there needed to be more student motivation. Two (2) other students suggested that more students should have been involved in the project. A student offered that better people skill preparation would have enhanced the experience and another felt that the other students should have been more "objective" and understanding of differing perspectives. One student did not indicate a response.

The evaluation data suggests that the overall project experience was a positive one for the student participants. Their gained awareness and suggestions for ways to have enhanced their experiences touched on all the key aspects of the evaluation of youth community service as presented by Youniss and Yates (1997) in their Washington DC study on community service and social responsibility in youth. They suggested that in order for the students to gain positive experiences from the project they should be involved in *meaningful activities* that addressed "real needs."

The notion that they could, in-fact, give voice to the local community's needs and concerns was evident in this project and is suggested in the data. Youniss and Yates also

suggest that the project should place emphasis on *helping others* as opposed to personal benefits or being viewed as “*just one more in the list of requirements to earn a diploma.*” In several instances the students, through their suggestions as well as their acknowledgement of what they gained, indicated that the while for very few it might have been more about “getting the required community service hours” most of them however wanted to truly help the community. The records of attendance to the workshops and fieldwork can support that in the end it wasn’t just to “earn a diploma.” The records indicated that 14 of the 18 students put in at least 50 hours up to the point of the completion of the report – 20 hours more than what they need to do for their academic requirement. See *Figure 5.02* below. The average number of hours per student was 49.5 hours.

Figure 5.02: Student Workshop & Field Work Attendance



Youniss and Yates (1997) also suggest that *group actions* as opposed to individual ones should be encouraged and *reflective opportunities* with peers must be

afforded to support a positive experience. These two activities were intrinsic to the process of this project and were useful at very challenging times of the project. When students were faced with the possibility that their work might not have been officially documented and presented back to the community, it was their ability to look at what they had accomplished and agree that the group move forward with the report and that motivated them to continue with the project. Another point raised by the DC study suggested that the diversity of the *abilities of participants* must be acknowledged. This was used during the fieldwork training process and the report/documentation process. Students were allowed to participate in activities that they felt comfortable with. The fieldwork teams were created by group decisions and opportunities for all to be involved were encouraged. Some students wanted to ask questions during the survey while others wanted to hold mike and keep records. Others wanted to take photographs or videotape while others just wanted to support. During the report process the group created various committees ranging from: writing, graphics and charts, photography and maps. All these activities allowed students to have input that they felt comfortable with.

Finally, Youniss and Yates (1997) suggested that positive experience for youth in community service should promote a “*sense of being a part of history*” and emphasize “social responsibility.” The students often discussed knowing that what they were undertaking had never been done for such a historic community. Their current attempt to establish the TOB Student Research Society at their Alma Mater is evidence that they did view that their project was significant and will be a part of “the history of the Spanish Town Historic District” by telling the story of the current residents of this community.

The overall positive impact that the students' involvement in the project had on them is clearly evident from the data.

2. How students' involvement impacted the project - The shift from collaboration to student driven.

Similarly, the impact that the involvement of students had on this study was significant. The study started out as one in which the students and I were to have collaborated on the data collection and analysis. I would then use this information to inform my research. However, as the project progressed it became clear that the students' determination to get the project implemented was an indication that these terms had shifted to one in which they were now pushing the project in the direction in which they wanted it to go. This shift became very clear when they were faced with the possibility that the data that they had collected and had started to analyze might not have had the chance to be presented back to the community. This came after a very highly charged "confrontation" with a representative of the organization sponsoring the exhibit.

In a meeting with the group after that incident, they expressed their concern that they did not want their work to end without establishing the exhibit. Additionally, I was also concerned as to what impact these events would have on my own dissertation and had discussed it with the students. They indicated that they wanted to document their work and get the information back to the community but a "report" was not part of the original research design so was not considered up to that point.

At that point, the students' desire to document the findings of their work became the focus of the project. Although I already had the data that I needed to continue with my dissertation I decided to allow this shift to developing a "report" to happen because I

started to see a strong level of self-motivation on part of many of the students. I felt that they would be able to undertake the task. It was also clear that the report would give greater exposure to the project through access to its documentation. After that point, the students became more active and showed more interest in completing the analysis of the data. I then started to see myself more in the role of a facilitator for a project that was, for the most part, guided by the objectives of the students themselves.

However, there were things that I saw as challenging obstacles such as the time frame to get a report from the students. The exhibit design would have been facilitated by the staff of the sponsoring organization that would allow me to diminish my involvement in this phase for the project. However, a report would mean that I would have to maintain or even increase the level of time I had to dedicate to this component of the project – this would clearly impact my own dissertation schedule. The decision was made to pursue this approach.

The report process was where the students showed the greatest level of initiative and group coordination. They organized themselves into committees and developed a schedule for getting the tasks accomplished. My role at that time was to continue to coordinate the activities. I would still facilitate the group work sessions, which were held to form group consensus on specific issues related to the content of the report. However, the students met amongst themselves in their committee without my presence.

Once the framework and basic content for the document was formulated and agreed upon by the students they requested that I assist them in coordinating the information. I then provided assistance in editing the information. There were a series of

five edits that resulted in the writing committee expanding the information they wanted in the report.

The report, titled "The Spanish Town Historic District – The Untold Story: How Residents Feel About Their Community" (See *Appendix E*) was completed during the last 2 weeks of classes and their lives as high school students. They developed an official distribution list and they wanted to have an official "social" to mark the completion of their project. A social was planned at the People's Museum to which they invited several of the residents they had surveyed. Along with their principal, guidance councilors and form teacher, the director of museums from the Institute of Jamaica was also invited and the students made an official presentation of the report.

A symbolic presentation of the report was made to one of the residents: A presentation in which the student told the resident that they hoped to see the report eventually made into an exhibit because they felt that the exhibit would help residents in their struggle to better their community. This social served as a very important event in the process of the project because it created the tangible realization that their efforts were worthwhile. After all the food was consumed and the guests left we had a wrap up session and had the students do the project evaluation (see previous section for findings).

During the process of putting the report together, the students indicated that they wanted to see this kind of research project continue so that more could be learnt about the community. They began the process of formulating the idea of establishing a research club at the school. The focus of the club would to do research projects geared towards understanding how people felt about various aspects of their community. See *Appendix G* for Student proposal for the T.O.B. Student Research Society.

VI. DISCUSSION

The previous section presented the answers to the five questions around which this research was designed. However, several key issues were raised out of the process of answering these questions. The issues of whose history, upliftment, publicness of space, participatory planning and the need for social space are discussed below.

A) Residents Awareness of the “Text Book” History of the Square

This study clearly reveals that the residents feel that the square indeed has “historical value.” However, there appears to be an inconsistency between this point and the knowledge the study sample had regarding “the text book historical facts” of the square. Although identifying local perception of the historicity of the square was not an objective of this study, the relationship became apparent in the analysis of attachment to the square.

Of interviewed participant only 30% were able to give concrete historical facts about the square yet 90% of the survey sample identified that “*the history*” of the district would be the thing of greatest interest to visitors and 76% felt that it should be developed because it had “*historical national assets*”. In response to why it was important for the square to be developed for tourism, one participant stated:

we have a lot of history...it's an old city...a lot of historical buildings, a lot of important buildings. (#15, 20-29year old unemployed male with primary education)

These comments raise a number of issues that need to be considered. For example, is it possible that environments such as the square, with its architecturally “unique design” and sense of presence, are held in reverence by locals not so much because of the historic

details such as the “historic activities” that took place there or its “historical architectural or construction technology significance” (usually the two main criteria for “historic” classification) but just because of its clear sense of “age” or being “old”. Additionally, this research has revealed that the more recent history of the square is important in determining the significance of such sites and people’s attachment to them.

Therefore, whose “history” - or whose “story” - is to be told is an important Question for preservation of any historic site that is also a locally used site. Residents of historic environments do not need to be fully aware of the historic “text book” details of the place for it to be viewed as being “historically significant” to them. Also, the knowledge of the place’s detailed historic value is unimportant as it relates to locals’ attachment to historic places. These points, which are raised here, speak to the notion of the social construction of place. For the sample of residents in this study, do they feel that the square is “important and historic” and therefore it becomes important to them or is its importance based on having being told that – which then makes it important and historic to them? So, lets say that the locally constructed history of the place differs from the “officially dictated and documented” version, what then? There clearly are other histories being formed for that place.

While this study did not attempt to identify that aspect of the square, I feel that a clearer understanding of these kinds of socially constructed attitudes towards place could provide valuable insight for the field of historic preservation and planning. This study has identified that much more about this environment’s social, cultural as well as psychological past must be investigated before an official history of the square can be sustainably preserved.

B) “Uplifment” versus “Development” and “Preserve”

The research started out using the term “redevelopment” but during the survey analysis it was evident that the respondents were more specific about what it was that they thought should happen in their community. They spoke about “uplifting the square,” “uplifting the community.” I feel that this term better fits the role that the square plays in their lives and what they wanted for their community. “Uplift” is usually also used to refer to one’s “spirits” and therefore a more emotional/psychological and therefore different from “development” which appears to more reflect a physical change. Their use of this term also raised the question of what the term “preservation” might mean to them.

The data indicated that locals’ attitudes toward the redevelopment of the square are not just black and white – there are grays as they relate to “preservation” or to “modernization.” There are many residents who are very much for the preservation of the square but they are also very interested in seeing the town as a whole modernized in terms of its infrastructure and services. The old houses that are in total disrepair are seen as hazardous and aesthetically unattractive. So to preserve the town means to many that the conditions of many of these old buildings in which they live will remain the same. This is where I see the problem. While locals would choose to see the square “preserved” they would rather see the “old buildings” within their neighborhoods (where they live) “fixed up” or “modernized”.

Therefore, their apparent conflicting attitudes towards preservation seem to be as a result of their concerns about their current physical living conditions mixed with their desire of wanting to see the square restored (uplifted) to the grandeur of what it might

have been. In historic environments such as this, it has always taken great effort to be able to envision that the old residential buildings can actually be refurbished and upgraded (modernized) while still maintaining their historic character.

It is the responsibility of a properly planned preservation program to help to inform locals so that they are able to establish these connections. This effort should be supported by preservation, cultural, educational and social agencies working within the community - helping to give residents the vision and let them know that the community can be preserved and their physical environment upgraded at the same time. This will help to alleviate many of the anxieties experienced by residents who are struggling with their desire to see the historic heritage of the town maintained but at the same time are concerned about the deplorable condition of much of their community. The responsible agencies should be encouraged to address this concern and realize that this can make their development efforts more sustainable – the residents of the STHD want the square and their community “uplifted” not just developed or preserved.

C) Public Understanding of the Appropriate Uses of a Public Symbolic Space

The definition of “publicness” and the notion of “access” as well as the symbolism and uses of the square are key issues arising from this study. The research data clearly point out that the publicness of the square and its components are not clearly understood by locals. In 1997 the government reinstated the 1 of August (Emancipation Day) as a national holiday. The square’s role in this celebration is key because the official proclamation, which gave freedom to all the slaves in the British Caribbean colonies, was officially read on the steps of the Old Kings House in 1830 and for every year the square was the focus for that celebration till 1961 when Independence (August 6)

became the celebrated holiday instead. At the reinstatement celebration, the square was renamed “Emancipation Square” by the prime minister.

Nationally, the square symbolically represents “freedom.” However, this symbolism appears to contradict the actual experiences of many local residents. The closing off of the square regularly challenges their access rights to the square, particularly the park, for “special” occasions to which they (particularly youths) are sometimes excluded. Whenever these closing off activities occur around foreigners visiting the square it helps to foster negative attitudes towards these visitors. Additionally, during these occurrences those who would normally be allowed to vend in the area of the square are asked to move during these activities.

The privatization of the public park is made even clearer to the study sample in that most indicated that although they knew it was a public space the fact that it was constantly kept chained and locked and seating that it once had was removed, they either lose interest in wanting to go in or are intimidated and just stay out. The management policy established by the local parish council is to keep it locked and open it only on special occasions or holidays. They point to maintenance issues as to why they keep it closed. For whatever reasons the caretakers may have for fostering this perception, the result is that a place that nationally symbolizes freedom, for the residents of the community within which it is located, their freedom of access is consistently denied. This contradiction becomes more problematic when one considers that the current focus for redevelopment will be for tourism.

There have been numerous complaints by Spanish Town locals regarding negative action by “disrespectful” tourists. This issue is made more confrontational by tour

organizers who have encouraged local authorities to literally restrict local access to areas of the Square during certain bus tour visits - a form of privatization of public space. As discussed by Doxey (1976) acts that are perceived by locals as being disrespectful of local culture and environment contributes towards the stage of “antagonism” which often results in tourist harassment. Never the less, 94% of this study’s survey participants indicate that they would be supportive of the square and their community being developed for tourism.

It will be crucial that any planned tourism development of the square acknowledge that if the square is to be promoted as a symbol of freedom it needs to have its current relationship with the local community reflect that symbolism. Their free access to the square should be supported and encouraged and its maintenance be given adequate attention by the local authorities.

D) The Values of Participatory Planning in Historic Preservation

The voices of others outside the local community are also important in determining the way the square should be redeveloped. Although this research focused on the relationships between residents and the square it is important to note that the square also has meaning to persons outside the community and their voices about the preservation and development are also important. The historic significance goes beyond the community and similar attachments most certainly exist between others. However, because of the ecological relationship between the physical contexts of the square and the local residents the relationships are more dynamic and therefore any negative impact from not addressing people/place relationships will have a more significant impact on locals.

While outsiders can distance themselves from negative issues related to the square, it is more difficult for insiders who feel attachment to distance themselves from these negative relationships because of the day-to-day interaction that most locals have with the square. There must be some level of balance between inside and outside attachments and the different ways in which the square can be redeveloped. Who are these other voices? They range from those who may not live in the community but have a very consistent relationship with the environment to those with whom it represents a more symbolic cultural reference. Examples include: business owners, people who work in the community, people who pass through, visitors with specific objectives, incidental visitors and groups-organizations/agencies.

Other voices that are usually overlooked are those of women and children and youth. Many in the study sample expressed concern over the role of youths in the future of the community. They felt that their situation should be given careful attention because they are part of the community and have the potential of negatively impacting the upliftment of the town. Getting them involved in the process will make them feel that they have a stake in the community. The current relationship between some youths and local law enforcement is not a positive one and must be given much attention. Involving youth has proven to be the most effective way of achieving sustainability in community development projects.

E) The Square as a “Social Space” for the Community

Attitudes and attachments to the square can be characterized by pre-and post-1980 periods. In looking at the interview data it became apparent that there was a clear shift in the community's identity before and after the 1980 election. Most participants indicated

that the period leading up to the election was fraught with political fighting which seemed to have affected the sense of community that had existed. Prior to that the square was always viewed as the center of the community; it was a place where all the various neighborhoods within the community would come together for events or just to socialize.

However, during the election, which drew a clear political boundary that went right through the square, it eventually became a “no-man’s-land” because both parties were trying to take control of it by holding their various political rallies and other politically-oriented events in the square. Some of these events were said to have been violent and residents stayed away from the square. So the image of the square to both locals and outsiders appeared to have changed during this period.

What this has meant for younger residents is that they did not have that experience of viewing the square as the center of the community’s social and civic life. Another event that changed this relationship was also the razing of the old courthouse that held the “town’s hall.” This building was burnt in 1986, and another town’s hall has not been identified since then.

The town’s hall played a significant role in the social and cultural lives of the community and its loss had a great impact on what was left of its sense of community. The “town’s hall” was located on the upper floor of the courthouse and for centuries was seen as the cultural center for many of the nation’s performing artists. All the interviewees who were old enough to remember it had indicated how important this space was to them and it was the one building that they indicated is in most urgent need to be restored. A participant spoke of weeping at the sight of the building in flames. This loss is made more profound because, to date, the arson case has not been solved.

Locals are also very possessive about the square and are specific about the kinds of activities that occur there. One female participant in her 30s stated:

“Session, no... You see session now, dem a go break up bottle fling rock stone fe break glass and all a them tings up there. Session out of it.” (#22, 30-39year old unemployed female with secondary education)

Her concern regarding “sessions” (street dance with “dance hall” music) is echoed by many of the participants. They feel that these kinds of activities attract many outsiders who do not respect the community and usually vandalize the square. Similarly, several residents expressed their concern that the square should not be used for “political” meetings/rallies. They felt that this has divided the community in the past and is one of the prime reasons for the breakdown of their sense of community and togetherness.

These concerns must be recognized and efforts made to reestablish a “town’s hall” for the community, preferably restoring the old courthouse that housed the former space and establishing it as a civic center. This will have a major impact on trying to reestablish the square as a social and cultural center not only for the local community but also regionally and nationally.

VII. IMPLICATIONS OF THE RESEARCH

A) The Need to Democratize the Field of Historic Preservation

The discussion of the democratization of preservation has taken many forms. The more prominent is that which argues that the elements or artifacts must reflect the true representations of a society. However, another less discussed aspect is that of interpretation. An artifact that through the standard practices of historic documentation would focus on the power structure (who might have commissioned the structure for construction). However, when democratized, greater focus would be given to the various groups who might have, in fact, been the ones both responsible for its craftsmanship as well as those who might have been responsible for its maintenance. These are the other stories associated with the structural artifacts that are important to the democratization of historic preservation.

This dichotomy has been very evident throughout the research. Many references were made to the “colonial” or “English” powers that were responsible for the creation of the square but there were also references to those “slave buildings” – because slaves built them. So it is not necessary to look at these “historic colonial structures as structures of colonial power but rather as structures which were built and in very evident ways maintained and preserved by the many persons who might not have been considered to be part of the power structures. So, there should be a shift away from “power and control” to a more “experiential identity” level. Also, a broader perspective is needed on the participants in historical events, as well as people living in the area.

For instance, the identity of the “Old Kings & Queens House” has been presented as the former home of the governor general to the island and a symbol of the British colonial power. This ascribed identity is typically the way historians and preservationists have presented these kinds of artifacts – they focus on the power structure within which the artifact had been created. However, if the identity was to be redefined to express the actual dynamics involved in the creation and maintenance of the architectural artifact then a more democratized image of the structure can be generated. Therefore, as also suggested by Hayden (1995), Hester (1993) and Lynch (1995), giving the artifact an identity that would allow more people the opportunity to make references with their own identity. This would help to foster more positive attachments to an historic artifact such as this one.

Especially because the emancipation square is located within a definable community, this relationship must be considered as a key element in preserving its architectural artifacts. As the literature suggests, and supported by the Students’ Report, in order for there to be continued sustainability of a preservation program, attachments should be encouraged between the residents and their environment. The literature supports the notion that through a broader, more democratic, use of the historic built landscape to record the cultural history of a community can bring social and economic benefits and cultural awareness of both the present and future generations. This awareness is key in the development of cultural empowerment as well as an important factor in the development of cultural identity (Altman & Low, 1992; Hester, 1993; Lefebvre, 1984; Proshansky 1983).

The importance of communities participating democratically in the development process of tourism in their communities is well documented in the literature. Blank (1989) and Murphey (1985) discuss the concept of "community tourism" development and the important roles that locals play in the sustainability of local tourism programs. They emphasize that the degree of participation must start with their involvement in the very early stages of the planning process. This early involvement in the process is also supported by Cohen (1984), Doxey (1976), Esman (1984), Lujan (1993), McCabe (1993) Norkunas (1993), Smith (1977) Teskey (1996) and University of West Indies (1995).

Similarly, the literature on community participation (Craig & Mayo, 1995; Francis, 1979; Midgley, 1986; Rahman, 1993; Srinivasan, 1990; Verhelst, 1987; Wilkins & Passett, 1971) supports the idea of local empowerment through participation and self-interpretation. Participatory development is achieved through participatory planning and mobilization and the process is one whose outcome is community empowerment. The theoretical and philosophical base for these kinds of grass roots programs is influenced by the Freirian concept of "conscientization." This concept focused on raising the self-reflected awareness of the people rather than educating or indoctrinating them, for giving them the power to assert their "voice" and for stimulating their self-driven collective action to transform their reality (Craig & Mayo 1995, p25). However, one resident stated the following regarding his ability to "participate."

I don't think [I am allowed to participate in decisions on community issues such as heritage tourism and the preservation of some of the "old time buildings]. I am like a little man here you know. A little dot. My little dot don't really count because there are other bigger organizations than me trying to make things

happen. I don't really see [me being] a part... Only if really people stick out and make their voice be heard, that's the only way things can be done. It really make you feel a sense of you not trying anything you not doing anything for your own community, meck yu feel like other people have to come and do it for you. And that's not a nice feeling. (#29, 20-29year old unemployed male with college/university education).

Clearly this has been an ongoing problem in the redevelopment and preservation process in Spanish Town. Having been formally involved as a preservation architect/planner, in the redevelopment process of the historic square and the rest of the town, I know that the professionals involved are well aware of the importance of democratically involving locals in the process. However, a truly participatory process is often viewed as problematic and other operational issues of concern such as schedules, budgets and resources often overshadow its benefits.

In Jamaica, the requirement for community participation is usually stipulated by the various international funding sources that are usually responsible for funding most of the island's community development projects. Therefore, what often results from this are "gestures" at "participation" which are made to facilitate funding requirements. These "gestures" are very often not democratic, nor participatory in the true sense. At most they can be considered information sharing because locals are usually presented with information regarding the ideas in a top down process – the issues and terms for addressing them are generated by "professionals" and then presented to locals as a "plan." While these issues may be correctly identified by the agency, it is important to

remember that the true essence of participation is to allow locals to “own” these issues through the process of identifying them from within their own experiences.

This is to say that a good planning researcher may in fact identify the same issues and concerns that a community may have identified through a participatory process. However, what is lost and ignored is the benefit that can be achieved through the process itself. Individual and group empowerment is achieved through locals recognizing that they were the ones who, in fact, were able to identify their own problems and through working together as a community were able to address and resolve them. The process is the aspect of participation that leads to empowerment and it is this empowerment that leads to the sustainability of that community’s redevelopment project.

Currently there is a project underway to “revitalize the old capital.” The Greater Spanish Town Redevelopment Plan, led by the government’s development agency, has been designed to include a community participation component. A standing body of thirteen committees has been established with each committee dealing with a different issue associated with community development. Each is headed by a person (not necessarily a local) selected by the agency. The committees are instructed to collect information on each of the issues that were established based on standard planning factors. Although one may say that this approach may yield valuable information for the project, it is clearly not truly participatory and therefore will not foster the level of involvement that would assure the kind of project ownership that is necessary for community building and empowerment and therefore reduces the chance of this project being truly sustainable. A true bottom up participatory model is necessary in this case,

one that will focus on having locals themselves identify what they feel the key issues are for their community. As noted above, while the issues identified using the existing approach may in fact be the same issues that would have been otherwise identified from a bottom up approach, there may also be other very valuable information gained from a bottom up participatory model that may have otherwise been overlooked using a top down planning process.

Youth participation in this process is vital for long-term sustainability. While this study only engaged one segment of the youth population of the STHD, it is important to engage as broad a segment of youth as possible to participate in the dialogue of the preservation activities of their community. Facilitating a process that will provide a broad range of youth insights and opinions on these matters can safeguard that class differences are addressed within the process.

Communication and information sharing are key components of participation and this also has been a severe problem in Spanish Town. As also presented by Hayden (1995), often because the individual agencies and organizations are focused on their individual agendas that may or may not conflict with the others there have always been conflicts and strained communication. Instances of separate plans being developed for the same component of the square have been identified. These conflicts often result in the stalling of projects or in some cases the discontinuation of projects.

It is evident from data collected in this study that residents of the community within which the historic emancipation square is located have a variety of attachments to the square and they feel that they are not participants in the redevelopment of the square

and the rest of their community as a tourism and historic site. Even though they would be willing to participate they feel that they are not given chances to actively do so. Issues such as broken politically motivated promises of jobs and services have also made many cynical regarding any apparent activities towards redevelopment. Many feel that they have valuable insights into how tourism should be implemented and sustained and what kinds of preservation and adaptive measures should be employed as part of the redevelopment process of the town. Many have also indicated that they are certain that the community's approval will be necessary in order for any project to be sustained long-term. This attitude cannot be ignored because it is the fundamental basis upon which sustainability of community tourism is based – a positive local attitude is very important.

The process is best served if instead of these tourism planning and preservation development projects being developed outside of the participation of the local community, it is developed within an open forum where all involved, locals, agencies professionals, funders, etc., sit at the same table and communicate their concerns. These concerns should be resolved with the understanding that a major factor in the success of these plans will come from involving those who share the most intimate environmental relationship with the project site – the local community.

B) Attachment to Place and the Planning Process

Although people's attachment to place should be given much attention in the preservation planning process, it has not been addressed at all in the current activities in Spanish Town. Altman and Low (1992) propose that the psychological meaning of place attachment is the "cognitive and emotional linkage of an individual to a particular setting

or environment.” Also, the cultural meaning of "place attachment" is the symbolic relationship formed by people giving "culturally shared emotional/affective meanings to a particular space or piece of land that provides the basis for the individual's and group's understanding of and relation to the environment.” It is also suggested that this "place-based" cultural identity can contribute to a group's overall sense of cultural identity.

Findings from this study have clearly indicated that there are very significant levels of place attachment between many residents and the Emancipation Square. These attachments are strong enough that changes that would significantly alter the square's contribution to local residents' place identity. It would not only affect how these locals feel about their community but also its loss would affect them emotionally. These attachments have not been investigated nor given any consideration.

Randy Hester's planning work with the residents of San Mateo, South Carolina to develop what was eventually called the "Sacred Spaces Project" involved the community by having them identify the places and artifacts that were important to them and the maintenance of their cultural lifestyles while redeveloping their town as a heritage tourism destination. In identifying and mapping their sacred spaces, the community was able to take control of the touristic development and preservation of the town. This process of participatory mapping of information would clearly be useful if applied to the planning of the redevelopment of the Spanish Town Historic District. This type of planning process would safeguard that the place attachments identified by this study are maintained and reinforced, thus providing the sustainability of the redevelopment.

Several things would have to be in place for there to be any hope for this type of process to be achievable. The decision-making/regulatory institutions/agencies involved

in the planning process must acknowledge this kind of approach by establishing policies and allowing for financial support and education. Once that policy commitment has been made, professional institutions such as planners, architects, engineers and preservationists must be informed of the importance of this approach - as it relates to sustainable development. They also need to work collaboratively with those in the social science fields to safeguard that the physical, social, economic, environmental and psychological aspects of the communities being developed are addressed and “balance” is found.

C) The Potentials and Problems of Involving High School Students in Community Research.

Involving high school students in community research has great potential if properly coupled with the existing community service program requirement for high school students in Jamaica. The greatest thing that this study was able to accomplish was the successful involvement of the students of St. Jago High School in developing the residents’ survey and its documentation through their report, “The Spanish Town Historic District – The Untold Story: How Residents Feel About Their Community.” Aside from the obvious availability of human resources (access to students) and cost effectiveness (“cheap/free labor”) the most significant benefits from involving the students in this study were the insight they provided during the analysis process of the study and the increased awareness they gained about themselves as well as other people.

On the other hand, the challenge to involving students was most definitely in coordinating the process. However, the terms under which I found myself operating as the facilitator were the main reasons for that. The fact that the project was secondary to all their other academic obligations meant that the process was drawn out over longer

periods of time with a lot of down time that affected the momentum of the activities. A more appropriate condition would have allowed the student's participation in the project, as part of community service, have as much priority as their other academic obligations. As evident from the students' evaluation of the project, they had gained a significant amount of awareness from their participation.

While community service is a part of the current curriculum it appears that it is not given the level of support and guidance that is necessary for it to have a significant level of impact on the students and the community. The students need to be motivated beyond thinking that it's just one of those academic requirements that they "have to do". The program should also stress activities that will have positive real impact on the lives of the communities. This will help to motivate students knowing that their work will actually have an impact on the lives of people.

Additionally, participants feel that youth participation in the tourism process should be given attention because they feel that youth need to be kept active. If they aren't active there may be problems with harassment or intimidation that will affect the image of their community. The relationships between local law enforcement and many youths are not a positive. It is viewed by both youths and adults that the security forces' aggressive behavior towards many of the young residents is of great concern to them and may be the cause for much of the aggressive behavior exhibited within the community. While this problem is not unique to the STHD it is heightened by the fact that the parish has a reputation of having the highest number of "criminals" – a stigma that many of the youths are confronted with on a daily basis. There have been concerns expressed that if the square were to be redeveloped the young people of the community would be

restricted from congregating there. This stigma must be addressed as part of the planned development of the Square.

Also, the value of the work, such as this, undertaken by students need to be recognized and accepted among the “professionals” within the fields of research and planning. The fact that if properly coordinated the research findings of students and youth can provide valuable insights must be highlighted and accepted as valid findings. While this research noted that there was much support and encouragement from “professionals,” there were those who exhibited resistance towards the validity to the analysis and findings of the students' report. I have noted to myself that while the students' study and report was undertaken by seniors at a reputable high school (85% of whom went on to university) there was still those who did not seem to recognize the value of their efforts. Furthermore, it makes me wonder just how much greater the levels of resistance would be if “local” street youths or young children were used in this study instead. Clearly this attitude must be modified in order to properly engage youth in the community research and planning process.

D) Future Research

While this study answered its research questions, it has raised many very important questions and opens the possibility of several future research projects. First, the focus for some of these research projects can be found in the conclusion of the students' report. A series of questions that were raised by the survey were outlined and presented below. They were:

- *The role of sustainability and community development – Who should benefit and how?*
- *Implementation – How should the redevelopment proceed so that the concerns of the residents can be integrated into the redevelopment?*
- *The role of tourism and community building – How can tourism integrate members of the community and provide for a sense of community?*
- *The roles of tourism in preserving the cultural and historical assets of Spanish Town – Can it aid community members to learn more about their history and culture?*
- *The power of information – How can full knowledge of the laws help with the preservation efforts within the STHD?*
- *Community participation/involvement – Can a strategy be developed to address the problems of the lack of good quality public services and the employment/economic base within the District by involving/utilizing the local human resources?*
- *Importance of place – How can the apparent high level of positive meaning, awareness and interaction that exists between local residents and the*

Emancipation Square (and its components such as the park, the museum and the Rodney Memorial) be given sensitive consideration throughout the redevelopment process?

(TOB Student Researchers at St. Jago High School, 2001, p. 76)

Research activities that would address or answer these questions would add to the findings of this study by identifying how locals want the various components to be developed and help to allow the square's "upliftment" to be supportive of the needs of the local community and the rest of the nation.

Secondly, there should be additional studies focusing on the social construction of the square. This will shed light on the social, physical and political transformations of the square over its long history. These studies should also focus on the transformation of the residential population of the STHD over its history.

Also, further studies should be undertaken to identify the potentials of utilizing the youth resources within communities, particularly students from the local schools. Local schools within urban centers of Jamaica are often overlooked as local youth resources for research in community development. While there are challenges in implementing these kinds of activities, when coupled with the school's community service programs students will benefit both academically as well as by the broadening their awareness and abilities.

Additionally, the "exhibit," which formed the basis of the students' survey project, was scheduled for opening the end of July 2002. The Institute of Jamaica (IOJ) was to establish a series of exhibit design workshops starting May 2002 – to coordinate with the students' university schedule. However, due to staffing and resources

constraints at the IOJ the exhibit has once again been postponed. However, the students have not given up on their desire to see the exhibit established – they are in regular contact with the IOJ letting them know that they will continue to push to get the information that they collected from the STHD community get back to the community. This process should be followed, documented and analyzed to contribute to the understanding of the group dynamics involved in this process.

E) The Study's Contribution to Preservation Planning in STHD and Jamaica.

As previously discussed, preservation planning in Jamaica is in its embryonic stage. It is hoped that the findings from this study will help to inform the development of nation's preservation planning process. It has demonstrated the importance for the field of preservation planning to recognize that local residents within historic environments have very complex relationships with the place/space and artifacts within their community. It might not be immediately apparent but when properly investigated it can be revealed. This information becomes critical when changes are planned.

The study has shown that there are many versions/perspectives of history of the STHD. Therefore, properly investigating these perspectives are vital to establishing a sustainable preservation program. This investigation can only be achieved through allowing locals to articulate their own views of the meanings of the symbols of their community and any planned change to their environment must be viewed within this context. The strong levels of attachment to place exhibited by the participants of this study also suggest that changing these relationships will affect lives of locals.

The study has already made contributions to development preservation planning by way of the current move by the UDC to incorporate the findings of the St. Jago High

School Student's report (*The Spanish Town Historic District – The Untold Story: How Residents Feel About Their Community*) in the development of the preservation master plan for the STHD. The project, currently underway, will be used to formulate a model for developing other historic environments throughout the island. It is hoped that this model will help preservation planning to achieve its full potential as a facilitator for sustainable development in historic environments.

VIII. CONCLUSION

This study has identified spatial contributions that perspectives of local residents can bring to the preservation of heritage tourism sites and tested the relevance of these theories through research with residents of the case study site of Spanish Town, Jamaica. This was achieved through the evaluation of the potentials and values of involving youth as agents in investigating the perspectives of local residents as one important strategy for developing community-based approaches to historic preservation.

The issue regarding the state of the structures on the square is most certainly not new. Brathwaite (1971) presents the following statement of a visitor to the square in Spanish Town in 1817 - in a letter to the editor of the island's newspaper, which he signs "A Lover of my Country." He states:

Sir,

In all ages and countries a particular reverence and regard has always been paid to the Monuments and departed Heroes and benefactors to their country.

On a late visit to Spanish Town it was with pain that I observed the decayed appearance and mutilated state of the Triumphal dome and Statue of Rodney.

I am not sufficiently acquainted with the items of public expenditure to be able to say if there is any provisions made by the House of Assembly towards defraying the expenses of keeping this ornament to the country in repair...(p. 107)

Its interesting to note that his concern about the state of the Rodney Memorial building and statue echoes that of T.O.B Goldson's lament over the condition of the square some 180 years later.

However, the relationships that have been articulated in this research give voice to the concerns and desires the present day residents have towards historic preservation and heritage tourism in their historic community. The research has indicated that the kinds of attachment that people have with a place or historic artifact affect their attitudes towards how it is modified developed or "uplifted". It also voiced the view that while residents recognize the importance of participating in the process of community development and are willing to participate, democratic opportunities for participation are not afforded in the process. The literature has supported the notion that a democratic process of participation is necessary for sustainability. This kind of participation is also supported by the literature on community tourism. It indicates that the tourism product becomes more authentic and therefore provides positive experiences for visitors as well as reinforces local cultural heritage.

One of the key organizing theories of this study is that of *place attachment*. Therefore, it is important to note here the following as offered by Altman & Low (1992). They suggest that:

...place attachment serves a number of functions for individuals, groups, and culture. At one level of analysis, place attachment may provide a sense of daily and ongoing security and stimulation, with places and objects offering predictable activities, opportunities to relax from formal roles, the chance to be creative and control aspects of one's life. At another level, place attachment may

link people with friends, partners, children, and kin in an overt visible fashion. It may bond people to others symbolically, providing reminders of childhood family life, parents, friends, ancestors, and others. Furthermore, place attachment may link people to religion, nation, or culture by means of abstract symbols associated with places, values and beliefs. In many respect...it may not be attachment to a particular place that is central; rather, it may be affective attachments to ideas, people, psychological states, or experiences, and culture that is crucial. And it is through the vehicle of environmental settings that these individual, group, and cultural attachments are manifested. Place may, therefore, be a medium or milieu that embeds and is a repository of a variety of life experiences, is central to the experiences, and is inseparable from them. Thus the place qua place is not necessarily the ultimate focus of the attachment. (p.10)

The statement offers a context for much of the findings of this study. While the physical construct of the square may in fact not be the focus of the strong attachments exhibited by the study sample the role it plays in their familiar social and cultural connections and the “memories” that it offers them makes it a significant element in how they view themselves and therefore important to their identity as individuals and as a group.

So, with the suggested strong levels of social, cultural and emotional attachments that exist between residents and the square, modifications to this place should recognize that breaking these positive attachments would affect the relationships and therefore the sustainability of the project. However, this study has also identified that a national and international historical environment such as the study site also has significance for others outside of its community. This relationship is also important and a balance to satisfy

internal and external needs for the historic artifact should be the overall objective while recognizing that the local identity should be set as priority.

The study has also identified that the preservation planning methods for interpretation of historic sites should be democratized to present stories that are not grounded in the elite power structure of the site. While in former colonial environments the structures that are usually still standing are the more substantially built structures of the gentry, the interpretation of these structures however can tell other stories to include the other classes associated with it – the social context. This will be a significant issue for the preservation program for the STHD and the square. Whose story will be told – the gentry, the slaves or the Creole? The findings here suggest that a “contemporary version” of the dynamic history of the square, as discussed in the literature review, would help to maintain the strong local attachments to the square identified by this study.

The study also investigated the challenges and potential of involving local students in community research. The greatest challenge was coordinating the student research project around the students’ academic schedules and obligations. Another was securing and maintaining support of the sponsoring agency. Although they agreed to provide technical support to the project, the project schedule was also affected by its internal administration shifts. There were too many variables like these during the process of the study that resulted in long waiting periods between activities. The intended “exhibit” which will focus on the contemporary history of residents was agreed upon by the agency and scheduled for July 2002 – to date it has not happened.

On the other hand, there were very positive benefits to the study resulting from the students’ participation. The most significant was the perspective that they brought to

the process. They were also able to access the community in ways that I probably would not have been able to do. The school's reputation within the community is well respected and the students' ability to positively interact with residents allowed for the kind of openness required for surveys to extract credible information from the participants. Although the students are still quite eager to see their work exhibited for the community they are empowered knowing that the report that they produced will now be utilized in the plans for the redevelopment of the town.

This document started with a quote by T.O.B. Goldson, a Spanishtownian who lamented his town's condition and the lack of preservation measures and provided this study with much inspiration. It will close with the statement of a resident participant in the study who expressed his feelings about the Emancipation Square. It seems to sum up the significance of the square and its role in the lives of many residents and offers an answer to why it is important to "listen to local voices." He stated:

"I think [the square] helps to bring people together. And, I think it is a good idea for us to keep that blessed place, to keep that square. It makes people sing, it make people come together, it make people unite. I think we should have a place where we can meet and have little discussions and things like that. In Spanish Town we used to come out and have meetings and if anything we have to discuss we would discuss it at the park and upstairs of the courthouse, town's hall, that they burn down." (#12, 70-79year old unemployed male with secondary education).

Andre St. C. Minott
Environmental Psychology Program
CUNY Graduate School
September 2002

APPENDICES

APPENDIX A: Definitions

Attitude: A psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor. (Eagly and Chaiken, 1993, p. 1)

Adaptive Reuse: An economic form of saving an old building in which they are adapted to the requirements of new tenants. This can sometimes involve fairly radical interventions, especially in the internal organization of space. (Fitch, 1995, p. 47)

Artifacts: Human made objects.

Historic Preservation: Focuses on the activities to preserve the architectural artifacts and landscapes of historic environments.

Heritage: Tangible objects related to the history of a culture.

Heritage Tourism: Area of tourism that focuses on the historic tangible aspects of a culture as the touristic product.

Heritage Preservation: Includes activities related to preserving the tangible aspects of the cultural environment such as historic preservation and heritage tourism.

Self-Identity: "...is not restricted to making distinctions between oneself and significant others, but extends with no less importance to objects and things, and the very spaces and places in which they are found." (Proshansky et al., 1983, p57)

Place Identity: "...a sub-structure of the self-identity of the person consisting of, broadly conceived, cognitions about the physical world in which the individual lives. These cognitions represent memories, ideas, feelings, attitudes, values, preferences, meanings, and conceptions of behavior and experience which relate to the variety and complexity of physical settings that define the day-to-day existence of every human being." (Proshansky et al., 1983, p59)

Cultural Identity: The collective distinction used to set one group of persons apart from another based on their shared customs, arts, science and religious and political behavior taken as an integrated whole.

Place Attachment: The psychological meaning of place attachment is "the cognitive and emotional linkage of an individual to a particular setting or environment" (Altman & Low 1992, p165). The cultural meaning of place attachment is "the symbolic relationship formed by people giving culturally shared emotional/affective meanings to a particular

space or piece of land that provides the basis for the individual's and group's understanding of and relation to the environment" (Low 1992, p165).

APPENDIX B

SAINT JAGO HIGH SCHOOL STUDENT'S "SPANISH TOWN RESIDENTS SURVEY 2000"

Coordinated by Andre St. C. Minott - *Ph.D. Program, Environmental Psychology, The City University of New York*

Date: _____ **Time start:** _____ **Time end:** _____ **Student**
Researcher: _____

1) **A) Where were you born?** **Town:** _____ **Parish:** _____

B) How long have you lived in Spanish Town? **year(s)**

C) How many generations of your family have lived in Spanish Town?

D) How much longer do you anticipate living in Spanish Town? **year(s)**

2) How important do you feel it is for you to know about the **history of Spanish Town?**
[1] Not important [2] Somewhat important [3] Very important [0] Don't know
 Why?

3) How much would you say you know about the laws governing vandalizing **old buildings** within Spanish Town?
[1] Don't know anything [2] Know a little [3] Know a lot

4) Do you feel that Spanish Town should be developed as a place to **attract foreign visitors?**
[1] Yes [2] No [0] Don't know
 Why?

5) Do you feel that your community would benefit from **tourism?**
[1] Yes [2] No [0] Don't know
 How?

6) How do you feel about having "white" foreign visitors walk around your community?

- [1] Negative
- [2] Indifferent
- [3] Positive
- [4] Both positive and negative
- [0] Don't know

7) How do you feel about having "black" or other "non-white" foreign visitors walk around your community?

- [1] Negative
- [2] Indifferent
- [3] Positive
- [4] Both positive and negative
- [0] Don't know

8) What aspects of your community do you feel would be of GREAT interest to foreign visitors to Spanish Town?

(Please indicate which of the following apply)

- [1] the people
- [2] the history
- [3] the old buildings
- [4] the shops/shopping
- [5] the food
- [6] the cultural entertainment
- [7] the museum
- [8] the square
- [9] other _____
- [10] nothing
- [0] Don't know

9) How safe do you feel foreign visitors to Spanish Town would be walking around in your community?

- [1] Very unsafe
- [2] Somewhat unsafe
- [3] Somewhat safe
- [4] Very safe
- [0] Don't know

10) Would you be interested in participating in the development of tourism ideas for your community?

- [1] Yes
- [2] No
- [0] Don't know

Why? _____

11) How important to you is owning your own home in your community?

[1] Not important [2] Somewhat important [3] Important 4] Very important [0] Don't know

Why?

A) Do you or your family presently own property in Spanish Town? [1] Yes [2] No [0] Don't know

12) What aspect of your community are you most proud of?

[Empty response box]

Why?

13) What aspect of your community are you least proud of?

[Empty response box]

Why?

14) Do you feel that there would be an economic benefit for your community to "preserve" the "old" buildings?

[1] Yes [2] No [3] Both Yes & No [0] Don't know

15) Do you feel that there would be cultural benefits for your community to "preserve" the "old" buildings?

[1] Yes [2] No [3] Both Yes & No [0] Don't know

16) Do you feel that there would be social benefits for your community to "preserve" the "old" buildings?

[1] Yes [2] No [3] Both Yes & No [0] Don't know

17) Are there places that you feel are important and should be preserved for the future residents of Spanish Town?

[1] Yes [2] No [0] Don't know

Where?

18) Are there very important places that you would show visitors to Spanish Town?

[1] Yes [2] No [0] Don't know

Where?

19) What is the one single place in the "old" part of the town that is most important to you?

Where?

Why?

20) Do you know if Spanish Town is an officially designated "Historic District"?

[1] Yes [2] No [0] Don't know

21) How often do you go by the Spanish Town Square?

[1] I don't go [2] Once in a while [3] A few times per-week [4] Every day

Why?

22) How important do you feel the Square is to the "social" life of the community?

[1] Not important [2] Somewhat important [3] Important [4] Very important [0] Don't know

23) How important do you feel the Square is to the "cultural" life of the community?

[1] Not important [2] Somewhat important [3] Important [4] Very important [0] Don't know

24) Please indicate the degree to which you agree or disagree to the following statements about the future of the Spanish

Town Square: (On a scale of 1 to 5 - with [1] meaning you **strongly disagree** and [5] meaning you **strongly agree**)

- | | | | |
|--|---|---|---------------------|
| A) I would like to see the Square remain as it is right now. | > | > | [1] [2] [3] [4] [5] |
| B) I would like to see the Square return to being like it was over 100 years ago . | | | [1] [2] [3] [4] [5] |
| C) I really don't care very much what the Square looks like. | > | > | [1] [2] [3] [4] [5] |
| D) I would like to see the Square developed in whatever way brings tourists . | | > | [1] [2] [3] [4] [5] |
| E) I really don't want to have tourists visit the Square. | > | > | [1] [2] [3] [4] [5] |
| F) I would like to see the Square restored with the original buildings and made more accessible for the residents. | > | > | [1] [2] [3] [4] [5] |
| G) I would like to see the Square modernized with new buildings and made more accessible for the residents. | > | > | [1] [2] [3] [4] [5] |

25) How would you define a "museum"?

26) Have you ever been to the "People's Museum" on the Square?

[1] Yes

[2] No

Why not?

Why not?

[0] Don't know

27) If a day was designated for touring the "People's Museum," free of cost, would you attend?

[1] Yes

[2] No

Why not?

[0] Don't know

28) If there were a family workshop at the museum, for both parent/adult and child working together, would you attend?

[1] Yes

[2] No

Why not?

[0] Don't know

29) Do you feel that it is a good idea to have a museum dedicated to highlighting the history, people and culture of Spanish Town?

[1] Yes

[2] No

[0] Don't know

Why?

30) Please rate the quality/condition of the following services within Spanish Town? (1=Good - 2=Fair - 3=Poor)

	good / fair / poor / don't know					good / fair / poor / don't know			
A) Sanitation/garbage	[1]	[2]	[3]	[0]	F) Electricity/Power	[1]	[2]	[3]	[0]
B) Sewage/drains	[1]	[2]	[3]	[0]	G) Police	[1]	[2]	[3]	[0]
C) Road quality	[1]	[2]	[3]	[0]	H) Medical/clinics	[1]	[2]	[3]	[0]
D) Public transport	[1]	[2]	[3]	[0]	I) other: _____	[1]	[2]	[3]	[0]
E) Children play area	[1]	[2]	[3]	[0]	J) other: _____	[1]	[2]	[3]	[0]

31) Do you feel proud about living in your community?

[1] Yes [2] No [3] Both Yes & No [0] Don't know

Why? _____

32) What would you like for the future of your community? [0] Don't know

What? _____

33) Are there any other issues that you consider important regarding the future of the "old town"?

[1] Yes What? _____

[2] No [0] Don't know

A) Age: 15-19 20-29 30-39 40-49 50-59 60-69 70-79 80+

B) Sex: [1] Female [2] Male

C) Education: [1] Primary [2] Secondary [3] College/University [4] Other _____

D) Employed: [1] Yes - a) full time b) part time [2] No [3] Retired [4] Student

AT A FUTURE DATE, WOULD YOU BE WILLING TO DISCUSS MORE OF YOUR THOUGHTS ON THE TOPICS THAT WE HAVE COVERED HERE?		
	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Participant's Name:	_____	
Address	_____	
Telephone #:	_____	

***** **WE THANK YOU FOR PARTICIPATING IN THIS SURVEY** *****

APPENDIX C

STHD RESIDENTS INTERVIEW QUESTIONS - 2000			___/___/___
1	Where were you born?		
2	How long have you lived in ST?		
3	How many generations of your family have lived in ST?		
4	Who do you live here with?		
5	How much longer do you anticipate living in ST?		
A			
1	Do you think that it is important for the Square to be redeveloped?	[Y] [N] [DK] [NA]	
	Why?		
2	What can you tell me about how you feel the square should be developed?		
	Courthouse:		
	Kings House/People's Museum:		
	House of Assembly/Parish Council:		
	Rodney Memorial/Archives:		
	The Park:		
3	Do you have any concerns/fears regarding the redevelopment of the square?	[Y] [N] [DK] [NA]	
	What?		
4	Who do you think would benefit most from the redevelopment of the square?		
	Who? How?		
B			
1	Can you remember when you were first aware of the square?	[Y] [N] [DK] [NA]	
	When?		
2	Can you remember what your first impressions were of the square the first time you saw it?	[Y] [N] [DK] [NA]	
	Impressions:		
3	Can you recall what the buildings were used for at the time you were first aware of or visited the square?	[Y] [N] [DK] [NA]	
	Uses:		
4	How often did you visit the square back then?	[Often] [Not Often]	
	Why?	[DK] [NA]	
5	How often do you visit the square now?	[Often] [Not Often]	
	Why?	[DK] [NA]	
6	Over the years that you have lived here in ST, has how you have felt about the square changed or stayed the same. If it has changed, when, how and why has it changed?	[Same] [DK] [NA]	

	How [Changed]?		
	When?		
	Why?		
C			
1	Can you tell me about any personal experiences or memories you have that are linked to the square?	[Y] [N] [DK] [NA]	
	What?		
2	Do you have any positive experiences regarding your visits to the square?	[Y] [N] [DK] [NA]	
	What?		
3	Do you have any negative experiences regarding your visits to the square?	[Y] [N] [DK] [NA]	
	What?		
D			
1	Have you been inside the buildings on the square?	[Y] [N] [DK] [NA]	
2	What do you think of the design of the buildings on the square?	[DK] [NA]	
3	What do you know of the design style of the buildings on the square?	[DK] [NA]	
4	Have you been inside the park in the square?	[Y] [N] [DK] [NA]	
5	What do you think of the design of the park?	[DK] [NA]	
6	If you were to select one part of the square that you really like because of what it looks like, which part would it be?	[DK] [NA]	
	Where? Why?		
7	Which part of the square have you visited the most?	[DK] [NA]	
	Where? Why?		
E			
1	Do you know if there are any social/cultural activities held in the square?	[Y] [N] [DK] [NA]	
	Do you attend?	[Y] [N] [DK] [NA]	
2	Are you a member of any local social/civic/community group within the District?	[Y] [N] [DK] [NA]	
3	On a typical visit to the square what do you usually do?	[DK] [NA]	
	What?		
4	Do you interact with others when you visit or pass through the square?	[Y] [N] [DK] [NA]	

	How?	[DK] [NA]
	Where?	[DK] [NA]
5	Do you feel that the square plays an important role in your social life/activities?	[Y] [N] [DK] [NA]
	What role?	
F		
1	Who owns the square?	[DK] [NA]
2	Are there parts of the square that are public and parts that are not?	[Y] [N] [DK] [NA]
	Where public?	[DK] [NA]
	Where not public?	[DK] [NA]
3	Do you feel any level of ownership over the square?	[Y] [N] [DK] [NA]
	How?	[DK] [NA]
4	Do you or your family own property in ST?	[Y] [N] [DK] [NA]
	Where?	[DK] [NA]
5	Do you have any business in ST?	[Y] [N] [DK] [NA]
	What?	[DK] [NA]
	Where?	[DK] [NA]
G		
1	Who created the square?	[DK] [NA]
2	What purpose was it created for?	[DK] [NA]
3	Do you know anything about the role that the square played in the emancipation of slaves?	[Y] [N] [DK] [NA]
	What?	[DK] [NA]
4	Do you know anything about the meaning/significance that the Square holds in the history of slavery and emancipation?	[Y] [N] [DK] [NA]
	What?	[DK] [NA]
H		
1	Do you think it is important to participate in community matters?	[Y] [N] [DK] [NA]
	Why?	
2	Do you think that Spanishtonians, like yourself, are allowed to participate in decisions on community issues such as heritage tourism and the preservation of some of the "old time buildings"?	[Y] [N] [DK] [NA]
3	Do you feel that the use of the Square as a public gathering space is encouraged/allowed by the caretakers.	[Y] [N] [DK] [NA]

4	Do you feel that there are enough public gathering spaces within the District?	[Y] [N] [DK] [NA]
5	Have you ever experienced having anyone prevent you from going into/using accessing the "park" or any other parts of the Square?	[Y] [N] [DK] [NA]
6	Do you feel that Spanish Town should be developed as a place to attract foreign visitors?	[Y] [N] [DK] [NA]
7	Have you seen any tourists here in the old part of the town?	[Y] [N] [DK] [NA]
8	Do you feel that tourists visiting the District behave in a respectful way towards the people who live here?	[Y] [N] [DK] [NA]
	If no, what do they do?	[DK] [NA]
9	Do you think that the local community is presently benefiting economically from the tourists visiting the District?	[Y] [N] [DK] [NA]
	If no, who do you think is benefiting?	[DK] [NA]
10	If there were to be a redevelopment of the community, do you think that all the people who presently live here would be able to stay or do you think that some may have to move out of the community?	[Y] [N] [DK] [NA]
11	Would you want to see the economic mix of people who presently live here change to include more professional people with higher paying jobs or would you like to see it stay the same?	[S] [C] [DK] [NA]
12	Do you know about the intended preservation and redevelopment plans for the District?	[Y] [N] [DK] [NA]
13	Do you know about the planned heritage tourism program for the District?	[Y] [N] [DK] [NA]
14	What, if anything, do you feel is the cultural importance of the Square?	[DK] [NA]
15	Do you feel that the existence of the Square has had an impact on how you feel about who you are as a "person," a "Spanishtonian," a "Jamaican"?	[Y] [N] [DK] [NA]

	How?		
3	Do you feel that physically changing the Square (the "old time buildings" are torn down and new buildings put in their place) would change the way you feel about your community?	[Y] [N] [DK] [NA]	
	How?		
4	Do you feel that physically changing the Square (the "old time buildings" are torn down and new buildings put in their place) would change the way you feel about your self?	[Y] [N] [DK] [NA]	
	How?		
J			
1	How would you describe the physical condition of the structures and other parts of the Square?		
	Describe:		
K			
1	How would you want to participate in the preservation of the old historic buildings in the square and the rest of the Spanish Town Historic District?	[DK] [NA]	
	If don't want to participate, Why?		
2	How would you want to participate in heritage tourism in the Spanish Town Historic District?		
	If don't want to participate, Why?		
3	How do you feel the square will be different or the same in five years time?	[DK] [NA]	
	How?		
4	How different or the same do you think it would be to live in Spanish Town in ten years time?	[DK] [NA] [Same]	
	How [Different]?		
5	Would you say that you have an emotional attachment to the square?	[Y] [N] [DK] [NA]	
6	Would you say that you have a cultural attachment to the square?	[Y] [N] [DK] [NA]	
7	Would you say that you have asocial attachment to the square?	[Y] [N] [DK] [NA]	
8	If you were given the power to decide how the square would be developed, what is the first thing you would do there?	[DK] [NA]	

APPENDIX D

Student Researcher: _____

A: How would you rate your AWARENESS of the following BEFORE you got involved in the research project?

	I knew a lot.	I knew a little.	I didn't know anything.
The problems of the community	[1]	[2]	[3]
The type of people who live here	[1]	[2]	[3]
Tourism in Spanish Town	[1]	[2]	[3]
Historic preservation in Spanish Town	[1]	[2]	[3]
Surveying procedures	[1]	[2]	[3]

B: How would you rate your AWARENESS of the following AFTER you got involved in the research project?

	I know a lot.	I know a little.	I don't know anything.
The problems of the community	[1]	[2]	[3]
The type of people who live here	[1]	[2]	[3]
Tourism in Spanish Town	[1]	[2]	[3]
Historic preservation in Spanish Town	[1]	[2]	[3]
Surveying procedures	[1]	[2]	[3]

C: What is the most significant thing that you feel you have gained from your participation in this research project?

I did not gain anything from my participation in this research project.

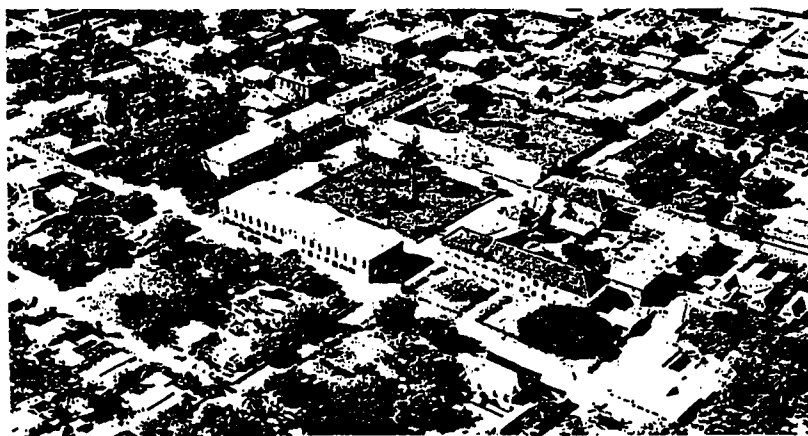
D: After leaving St. Jago at the end of this school year what are your immediate goals?

E: Where do you see yourself ten years from now?

F: Are there any suggestions that you feel would have enhanced student experiences in the project?

Thank you for your participation in the research project and wish you much success in your future goals.

APPENDIX E


The Spanish Town Historic District
The Untold Story:
How Residents Feel About Their Community


A Report by:
The TOB Student Researchers @ Saint Jago High School



On behalf of the:
**Residents of the Spanish Town Historic District,
St. Catherine, Jamaica**



May 2001



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This study and accompanying exhibit were inspired by and is dedicated to the life and memory of **Mr. Terrance Owen Barrington Goldson (TOB)**. A past student of Saint Jago High School and a Spanishtonian, whose love for God, people and his country will long be remembered. It is out of this inspiration that we have established ourselves as the "**TOB Student Researchers @ St. Jago High School.**" We hope that a foundation can be established to make this kind of research an ongoing part of St. Jago's contribution to the social, economic, cultural, physical and educational development of Spanish Town.

We wish to acknowledge our gratitude to all the residents of the Spanish Town Historic District, especially those who gave their time to participate in our survey. And, we hope that we were able to capture their "voices" through presenting in this report some of their candid and informative responses to our survey questions.

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1. Introduction

A) Purpose of our Study

This report is being presented as part of a survey study conducted by the community service students at St. Jago High School (the TOB Student Researchers). In light of the impending redevelopment of the Emancipation Square and the rest of the Spanish Town Historic District (STHD) - as part of the "Greater Spanish Town Redevelopment Plan" - we wanted to help to give a "voice" to the community residents so that some of their desires for their community might be taken into account during this redevelopment process. We hoped to accomplish this by finding out how the residents who live there felt about various aspects of their community and present the information back to them in the form an exhibit. We intend to help to form a dialogue amongst residents which would lead to them mobilizing to get actively involved in the redevelopment plans. We feel that this report will also help to establish a productive dialogue between locals and the various authorities and agencies involved in the decision-making of the town's redevelopment.

B) Background

In February 2000 we volunteered to participate in the special outreach program offered by the Institute of Jamaica (IOJ) - coordinated by the City University of New York, Graduate School and University Center. The objective of this specific program was to introduce students to the field of social science research and some of the methods used to collect, analyze and present information on how people feel about their environment. As students attending St. Jago, we saw this as a great opportunity to understand many of the issues that have concerned us as members of this very complex and interesting community. Although many of us do not live in the STHD, because we have spent many years of our academic lives here we feel ourselves to be part of the community. We walk the streets to and from school and have formed bonds with many aspects of the town. It is with this attitude that we undertook the task of trying to understand how our neighbors felt about living here and identifying some of their hopes and dreams for the future of their historic community.

During discussion sessions we formulated issues around which we would organize our survey and established the "Spanish Town Residents Survey 2000." Although changes within the Historic District

will have impact on residents outside of this area also, our study focused on people who lived within the STHD because we feel that they would be affected the most by changes within the District.

This environment as a community has roots stretching back several hundred years. In the 1530s, Spaniards, on the site of an already existing Taino Indian settlement community, established Spanish Town as Jamaica's capital. Hence, it is important to note that discussion regarding the history of the STHD should not start with the arrival of the Spaniards but the period of the Taino. The Taino (popularly referred to as "Arawak Indians") community flourished in this environment and traces of their existence can be found in archeological excavations within the Emancipation Square. The District is reported to be one of the "oldest most continually inhabited towns in the Americas" and for centuries was considered to be the center of trade and commerce in the Caribbean and Americas.

Because of its historic significance, in 1996 the Jamaica National Heritage Trust declared the original historic boundary of the old capital as the "Spanish Town Historic District." The boundary extends to an approximate one-mile radius from the geographically central Emancipation Square (*see figure 1*). The central square was designed as a civic center and is reputed to be the most significant example of a 17th century Georgian square in the Americas (*see figure 2*). There are several residential neighborhoods surrounding this square and it is within these neighborhoods that we conducted our survey.

We wanted to get information that would be useful in guiding the physical, economic, cultural and social redevelopment of the STHD. We feel that these kinds of information will also be of interest for residents to share amongst each other so that they can see their similarities and differences. We therefore created a survey (*see appendix A*) that asked residents questions to find out how they felt about the following aspects of their community:

- A) The history of Spanish Town;***
- B) Tourism in their community;***
- C) Community pride/ Property ownership/ Community participation;***
- D) Preserving the old buildings;***
- E) Important places and the Emancipation Square; and***
- F) Quality of life and desires for the future of the Town.***

Figure 1: Boundaries - Spanish Town Historic District, St. Catherine, Jamaica.

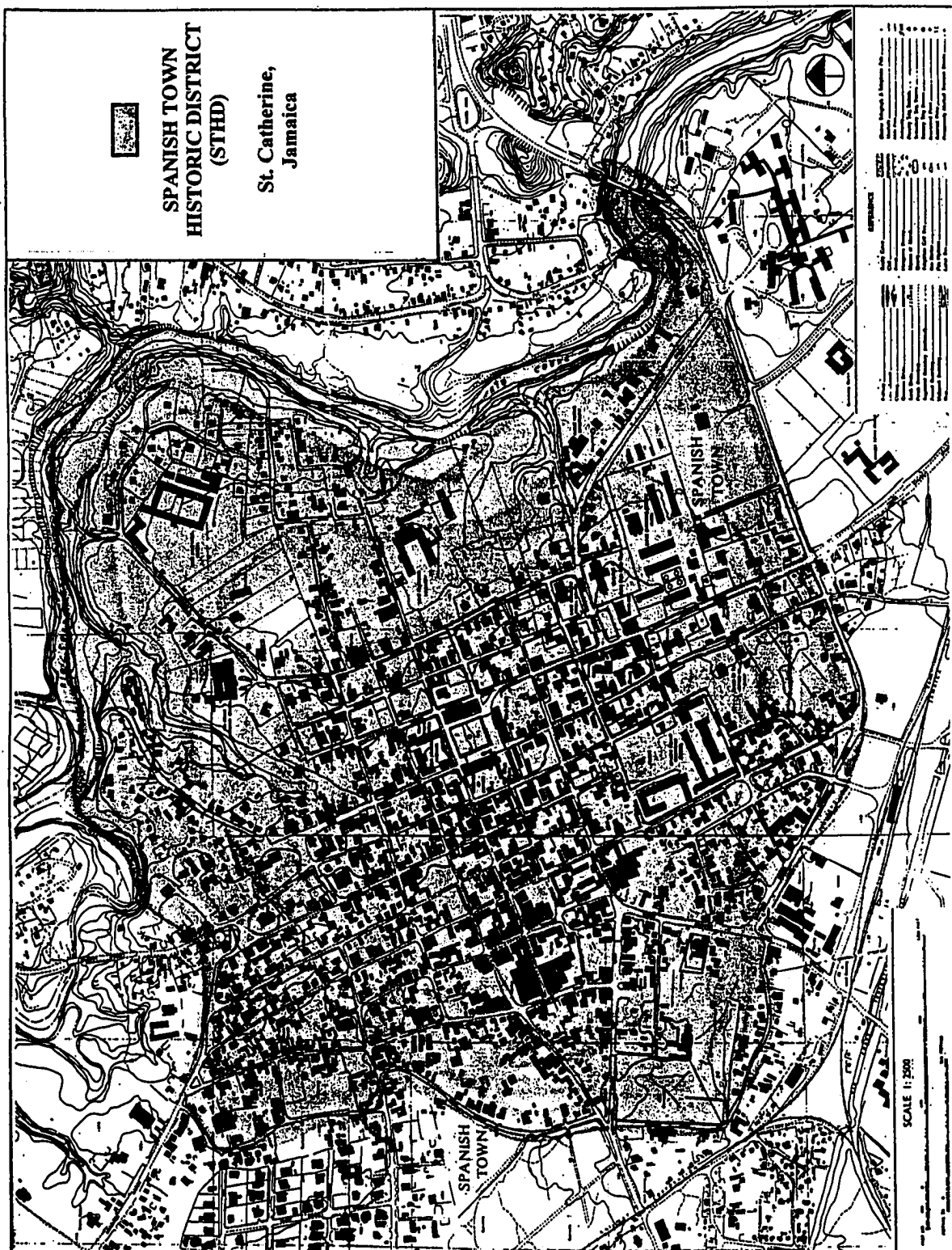
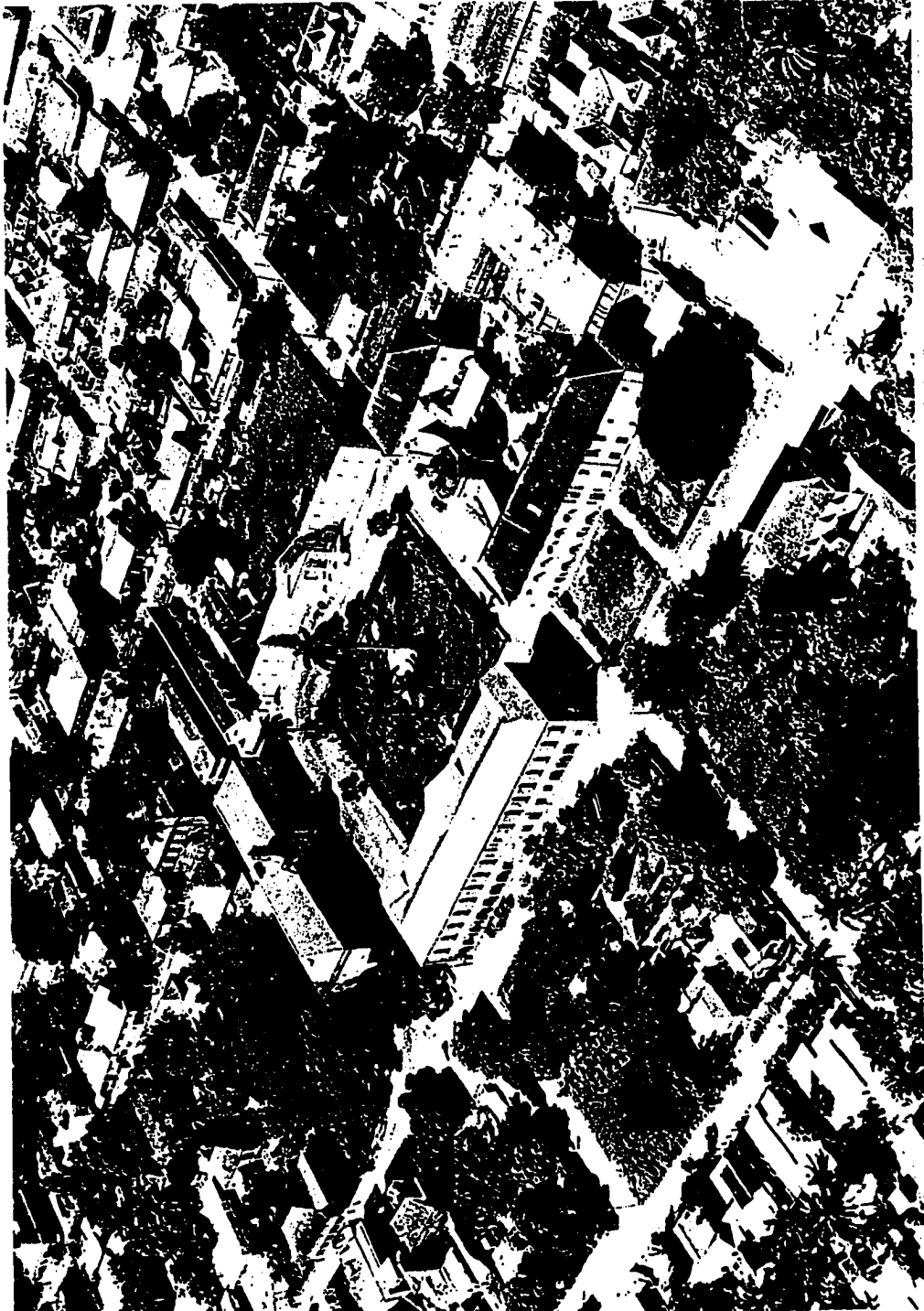


Figure 2: Aerial view of the Spanish Town Historic District showing the Emancipation Square.



C) Who did we survey?

The residential neighborhoods of the Historic District have a population we estimated to be of about seven to nine thousand residents. We were able to survey 103 of them. Our sample of participants closely reflects the Statistical Institute's 1990 census demographic distribution by gender, age and education. We felt that having a broad range of residents would give a more realistic picture of how the community, as a whole, really felt about the issues as they relate to their experiences (*see charts 1.01, 1.02a, 1.02b, 1.03a, 1.03b, 1.04a & 1.04b*).

We conducted our survey by going from home to home throughout the various neighborhoods within the residential community of the STHD. We also collected some background information regarding the number of participants who were born in the town as well as their plans for staying in or leaving the community. Additionally, we wanted to find out what kinds of family roots they had in the town. This information was used to give us a sense of what kinds of attachments residents had to the District. Interestingly, 58% of the participants were born "outside" of Spanish Town and 41% were born in the town (*see charts 1.05a & 1.05b*). While the number of years that the participants have lived in the town varies from 1 to 87 years, the average is approximately 27 years (*see chart 1.06*). We also asked participants to indicate how much longer they planned on living in Spanish Town as well as the number of generations of their family who have lived there. While 44% indicated that they "don't know," 37% said they planned to live there "forever" and 9% listed a specific number of years (*see chart 1.07*). Also, while the numbers of generations of family members who have lived there vary from 1 to 10, the average is 3 generations (*see chart 1.08*).

CHART 1.01: Gender Distribution

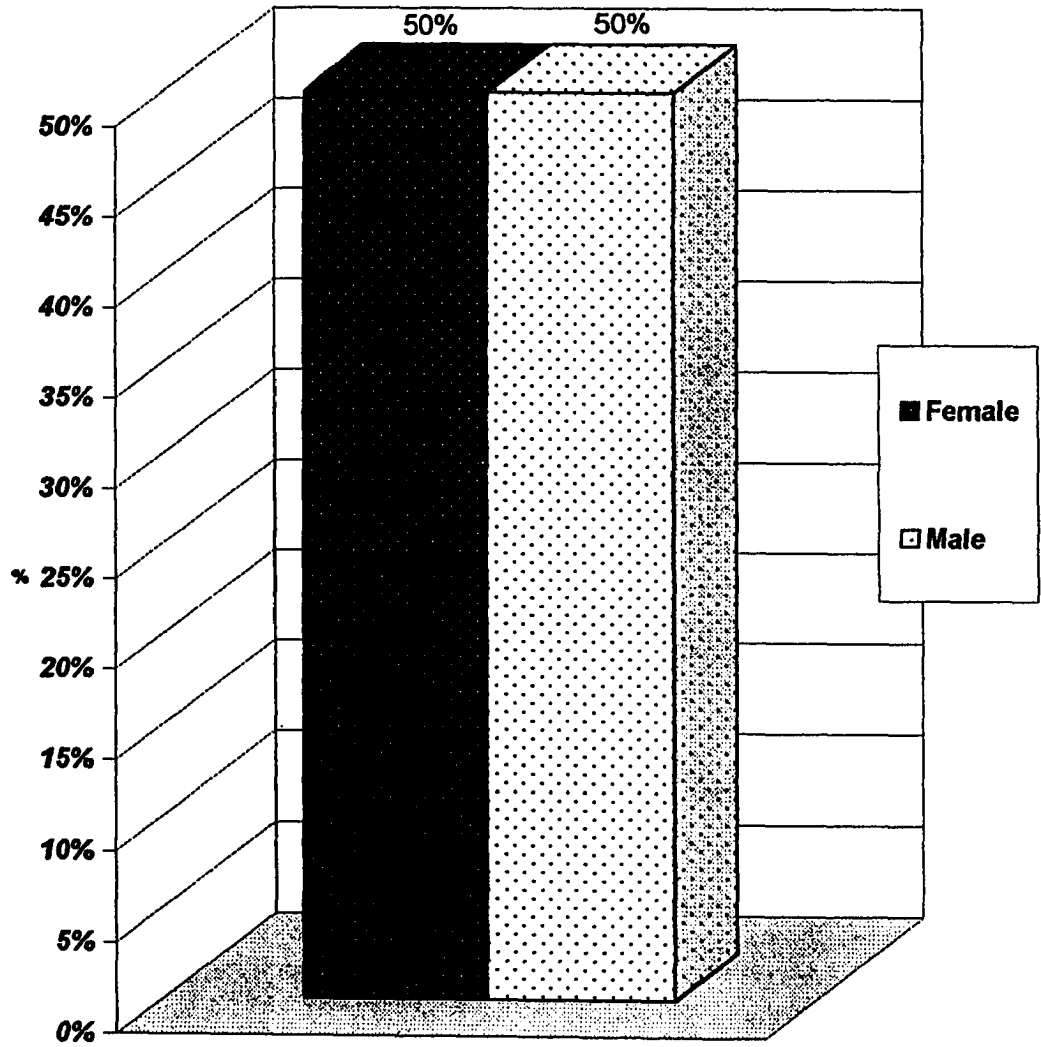


CHART 1.02a: Age Distribution.

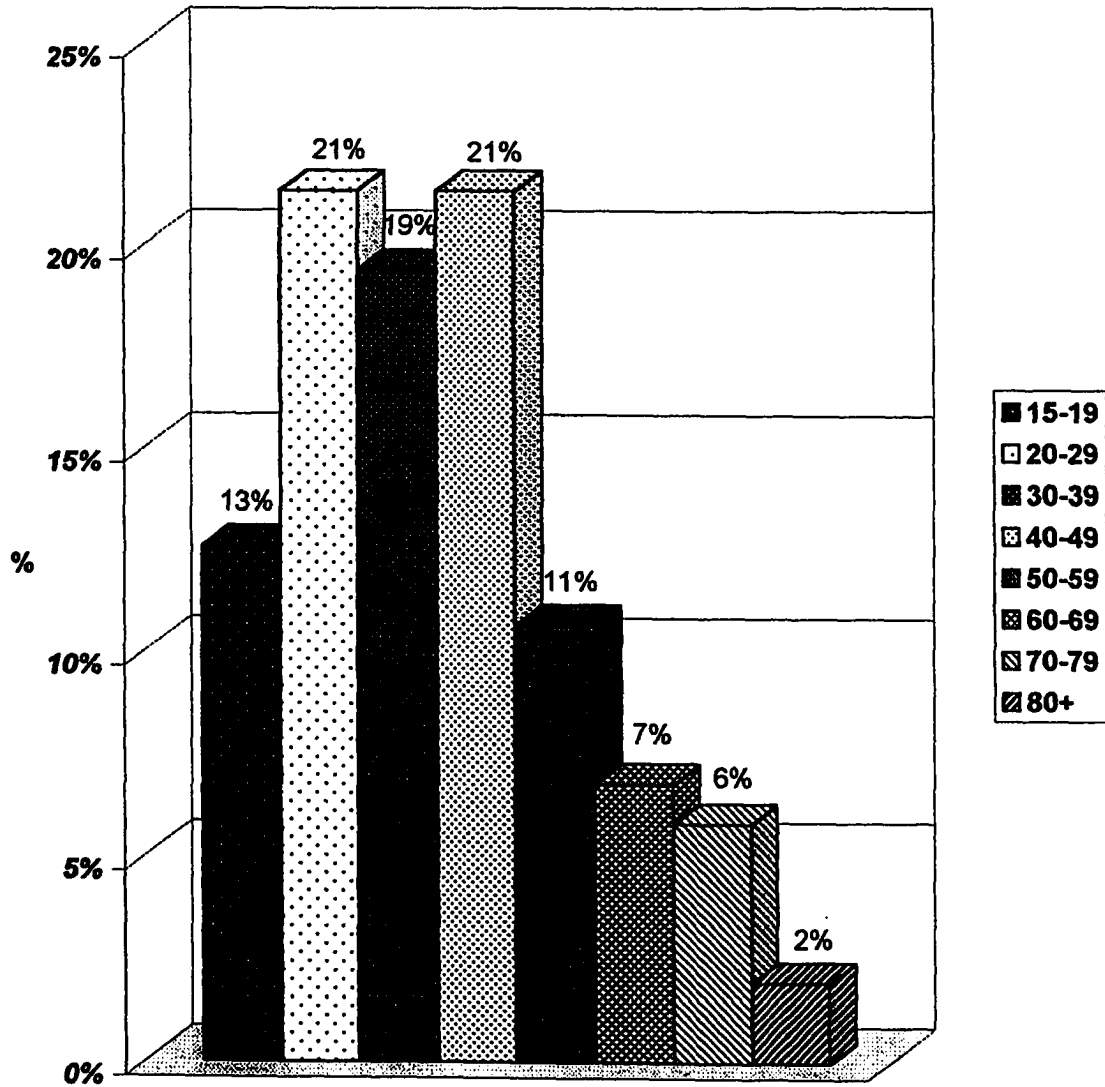


CHART 1.02b: Age Distribution by Gender

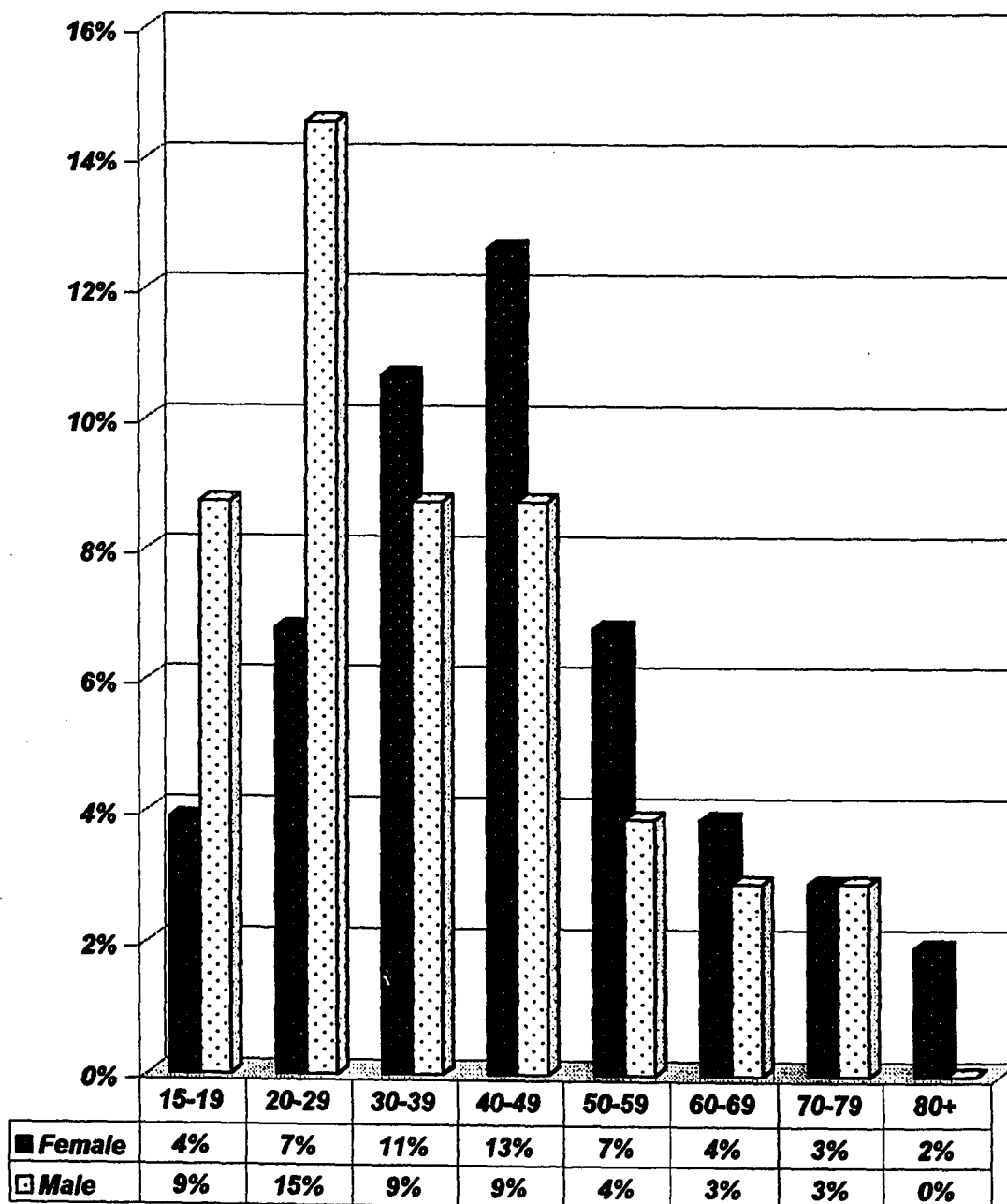


CHART 1.03a: Education Level

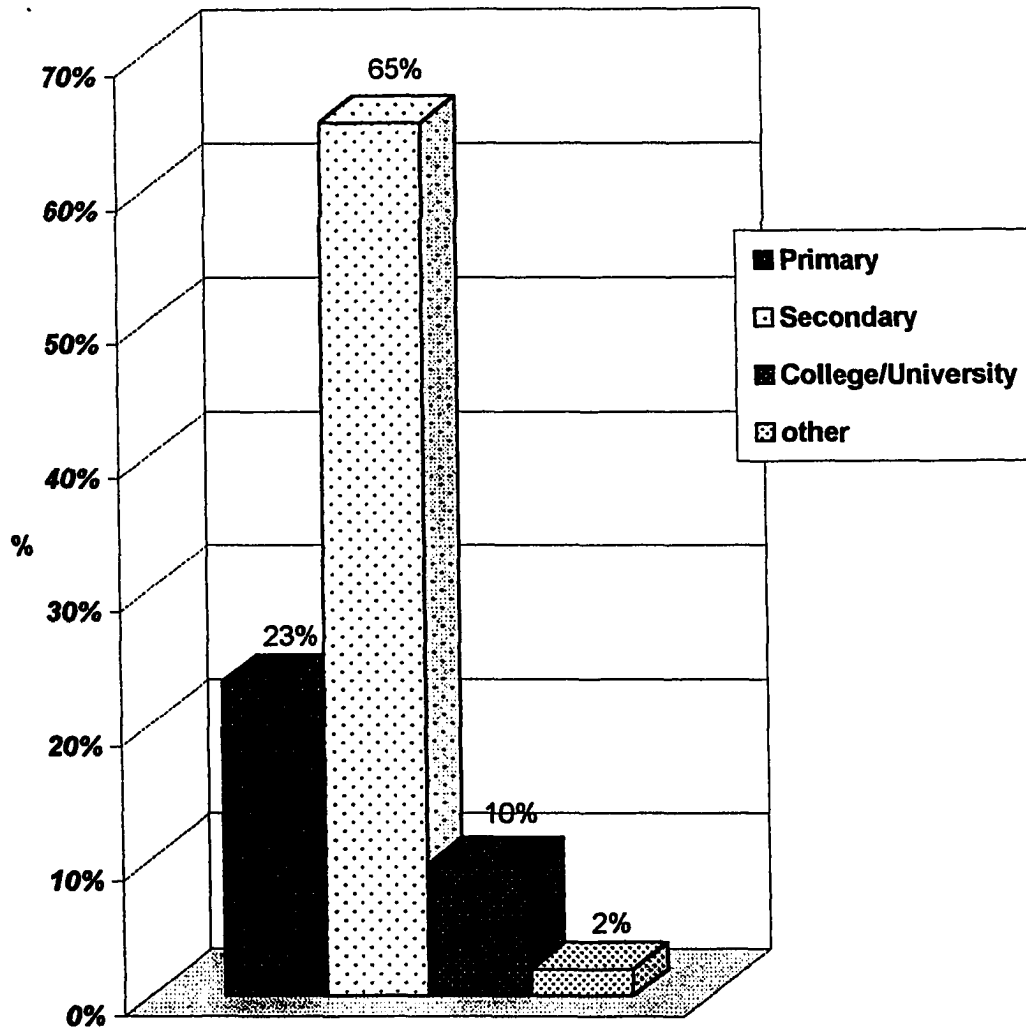


CHART 1.03b: Education by Gender

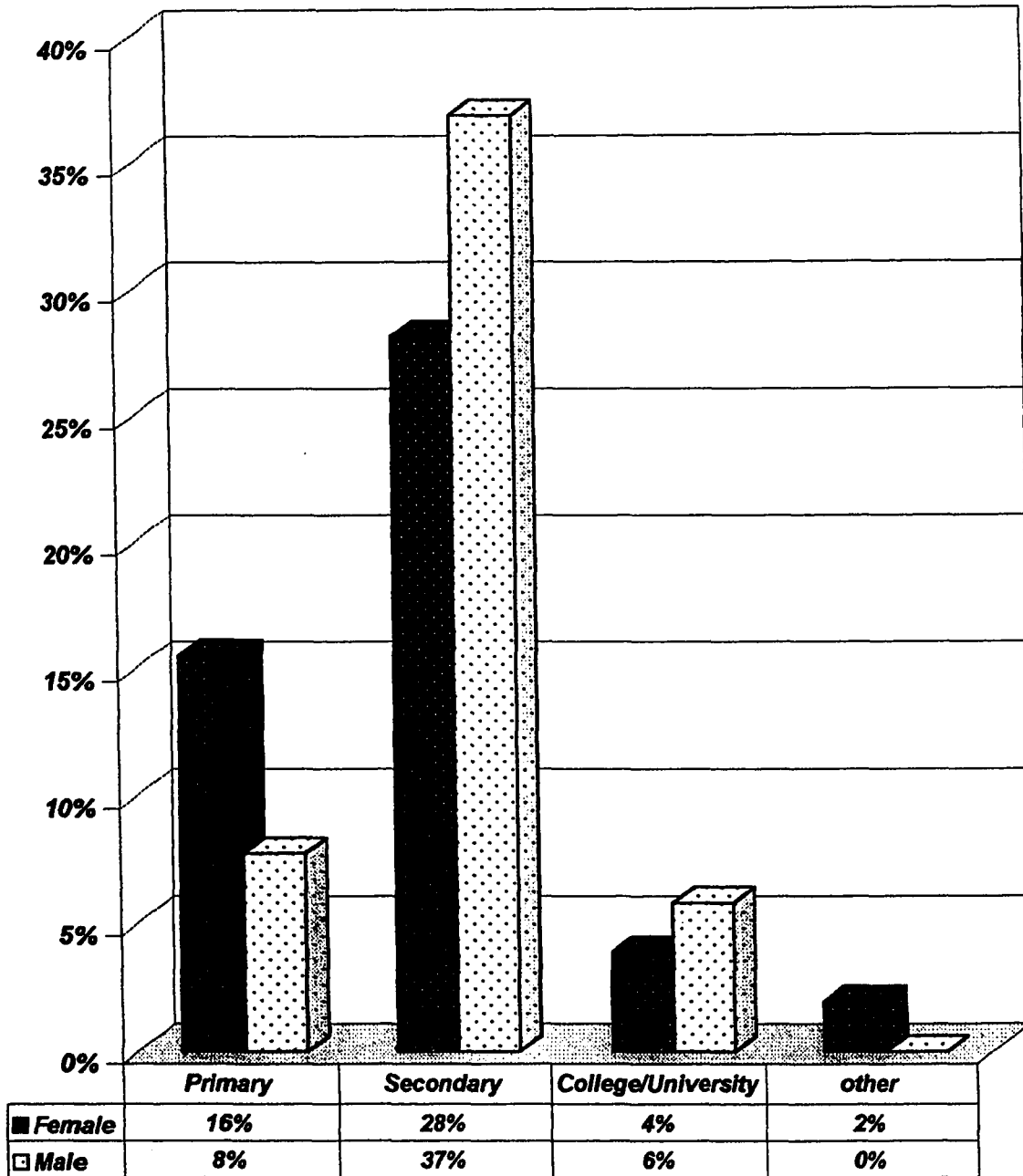


CHART 1.04a: Employment Status

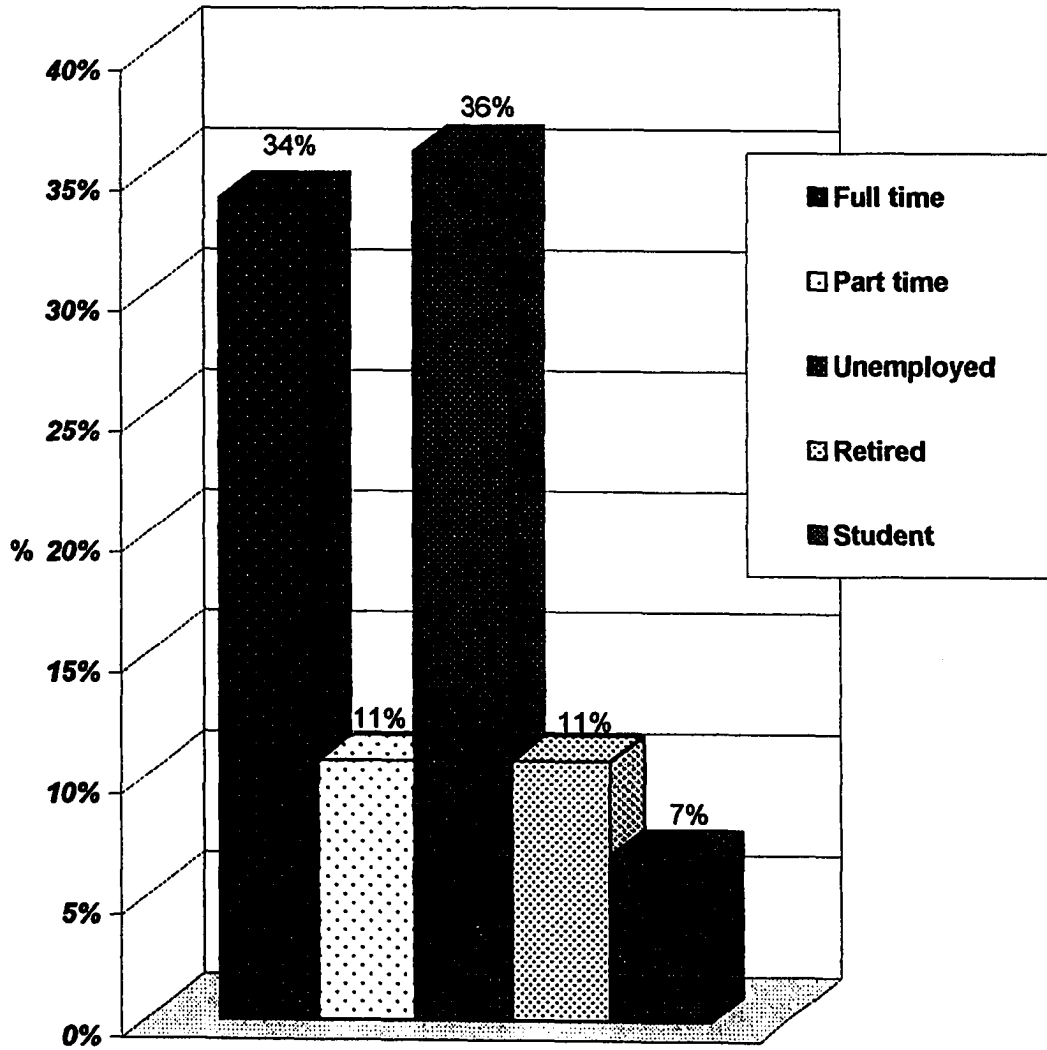


CHART 1.04b: Employment by Gender

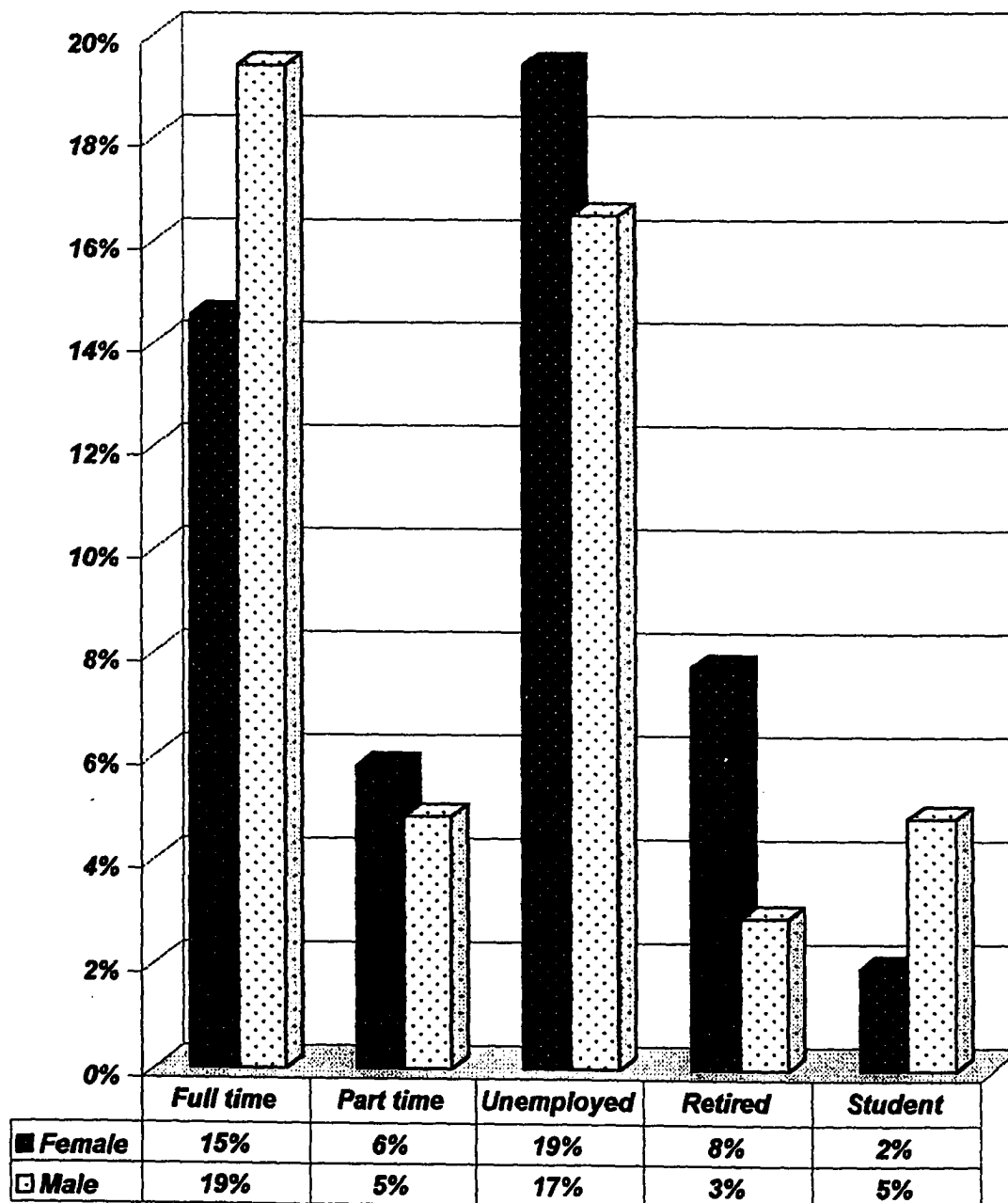


CHART 1.05a: Where born?

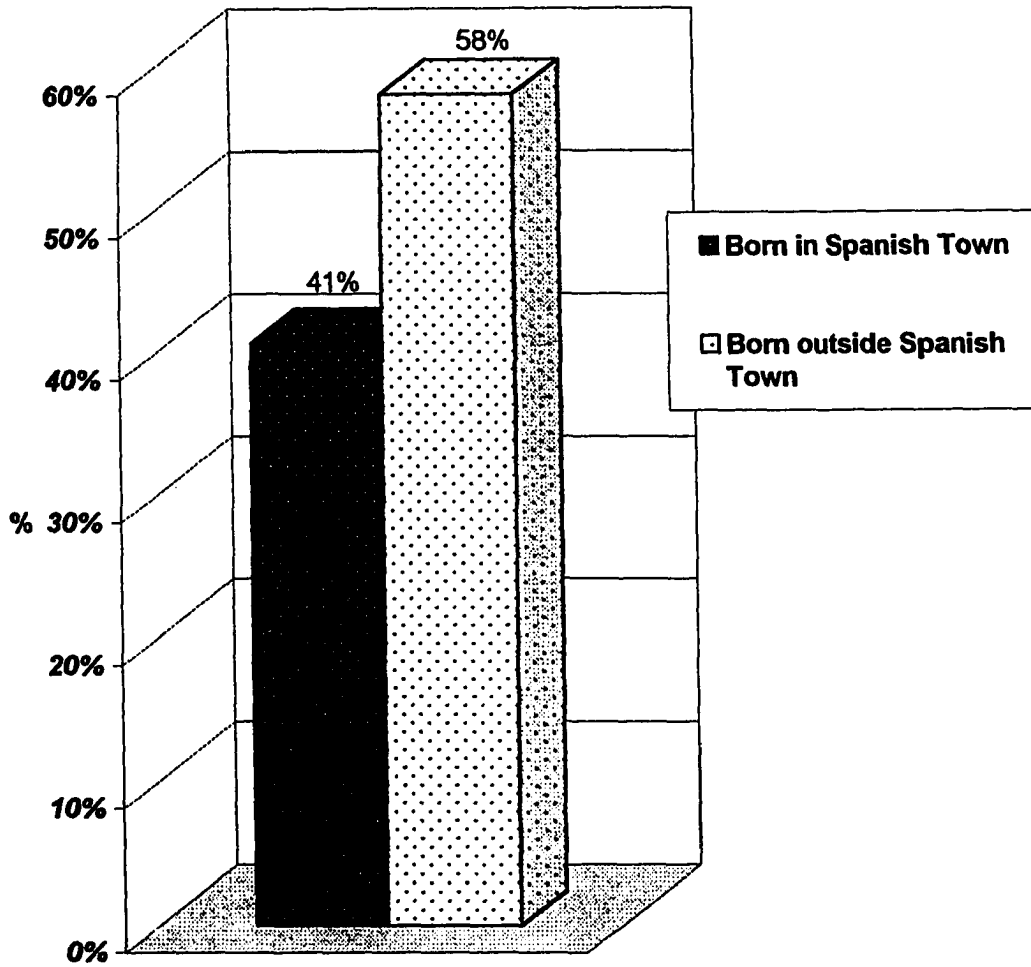


CHART 1.05b: Where Born by Gender

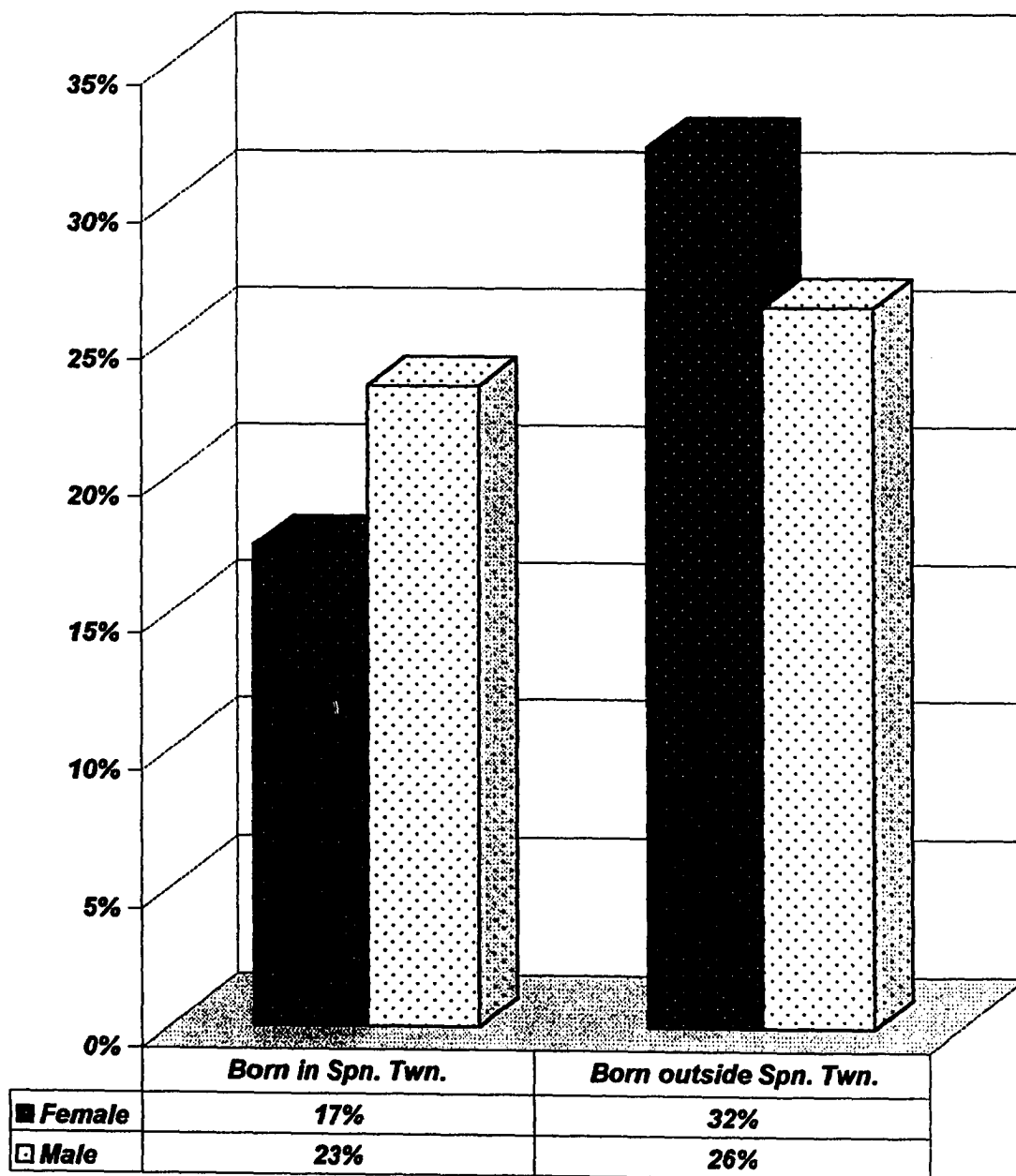


CHART 1.06: How long living in Spanish Town.

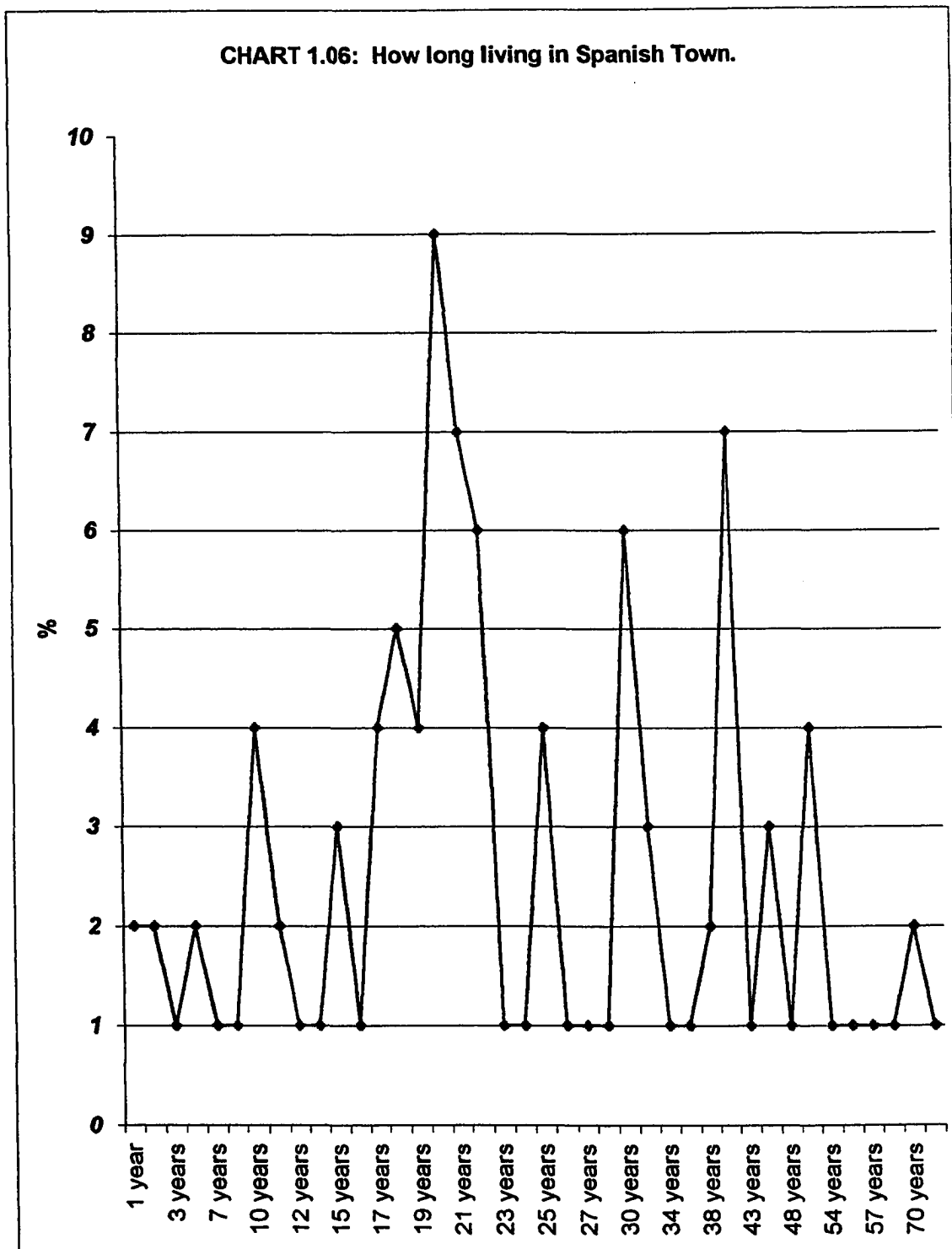
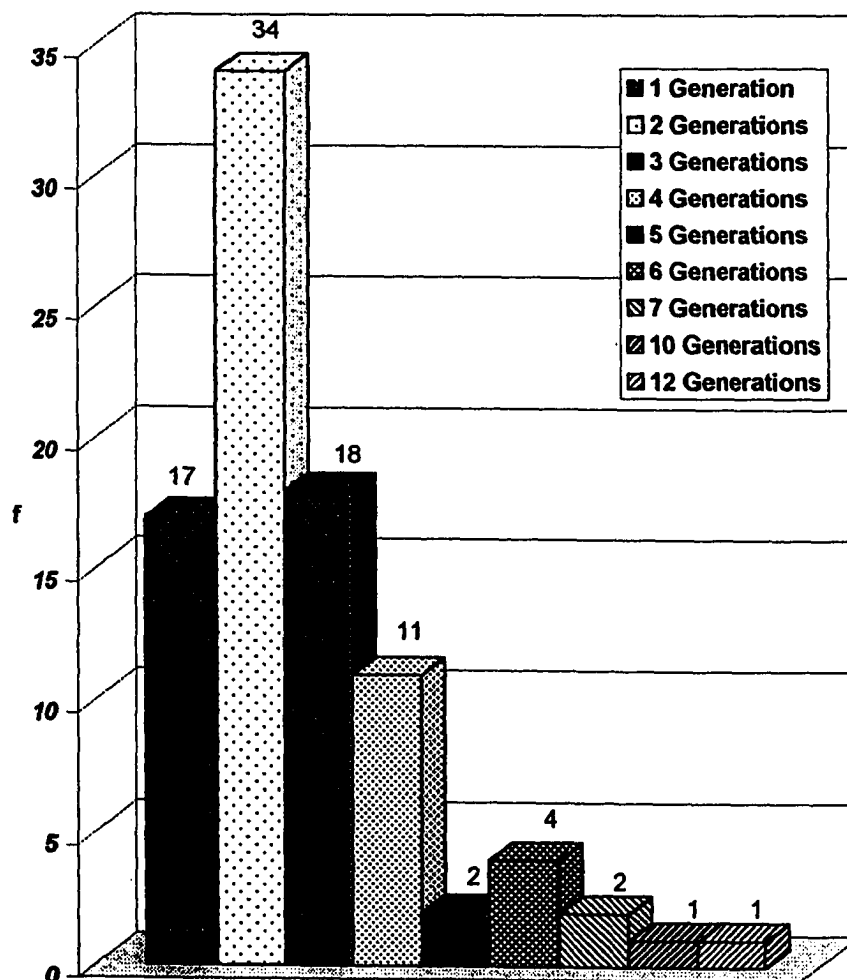


CHART 1.08: Number of generation of family members who have lived in Spanish Town.



2. What did we find out about how residents feel about their community?

The following sections outline the information that we collected and analyzed using both statistical and qualitative methods.

A) *The history of Spanish Town*

The important and colorful history of Spanish Town has been a matter of both national and international recognition and the role that it played in the establishment of the colonial powers of the “New World” is well documented. However, the history of the Spanish Town environment as a community of people started well before the presence of European colonizers in the Caribbean. As already noted, in the 1530s the town was established as Jamaica's capital by Spanish colonizers on the site of an existing Taino Indian settlement community. The Taino settled their community on the banks of the Rio Cobre because of its ideal setting for a supportive living condition.

However, while its history is well recognized and appreciated by many, we wanted to know how those who presently live there feel about its history and whether they felt it was important for them as residents to know of it. We found that a total of 97% of residents feel that it was important for them to know about the town's history with 76% expressing that it was “very important.” They feel that its historical and cultural significance is the most important reason why they should be aware of the history. Another significant amount (27%) feel that regardless of where one lives it is important to know about your community's history. And, a smaller group (8%) feels that knowing the past will help the community deal better with present and future issues (*see charts 2.01a & 2.01b*).

The following are some quotes on why the residents feel it is important for them to know about the history of their community.

“The city that I living in I would like to go out and can tell others about the history...Because we have a lot of historical buildings. For example, the Spanish Town square, it have a lot of history about it.”

(20-29 year old unemployed male - #15)

"is we a go look bout the [town] and if we no know certain things or certain historical things, we won't know where to go or what to do...you have fe know bout the area."

(20-29 year old employed male - #16)

"you want to learn a lot of things that you don't know. From yu foreparents coming up, yu don't know a lot of things, so yu would like to know what is really happening."

(40-49 year old unemployed female - #34)

"You have to know where you've been to know where you are going."

(15-19 year old female student - #42)

"like me now, I don't know anything about Spanish Town...it is very important to know about a community in which you live, if yu no know nothing, how yu a go tell other people bout it."

(30-39 year old employed female - #77)

In addition, the interest that people show towards history, particularly as it relates to their immediate environment, it is encouraging for the development of heritage tourism. If well educated about the historic past, the residents would be able to interact with visitors and tell/relate the history of their environment therefore enhancing the quality of the visitor's experience.

CHART 2.01a: How important do you feel it is for you to know about the history of Spanish Town?

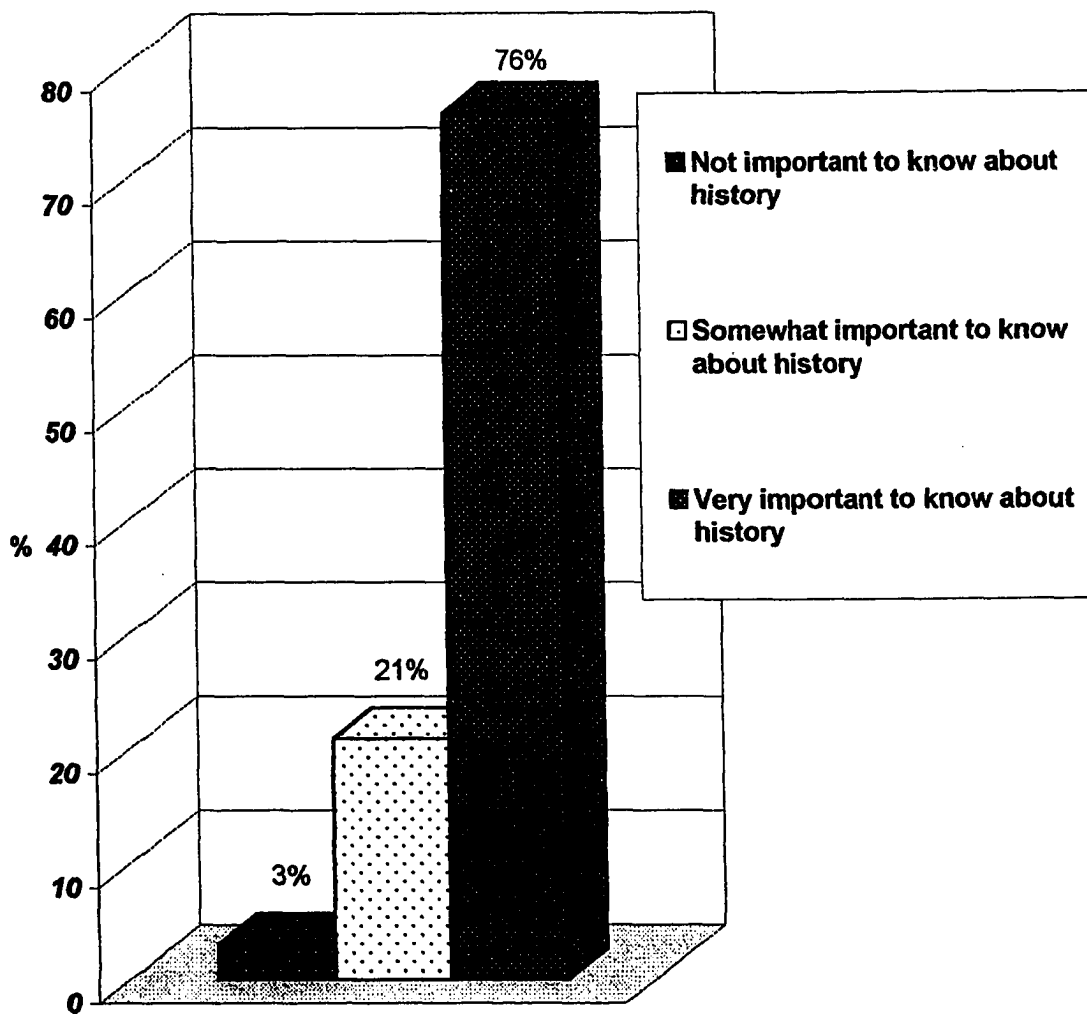
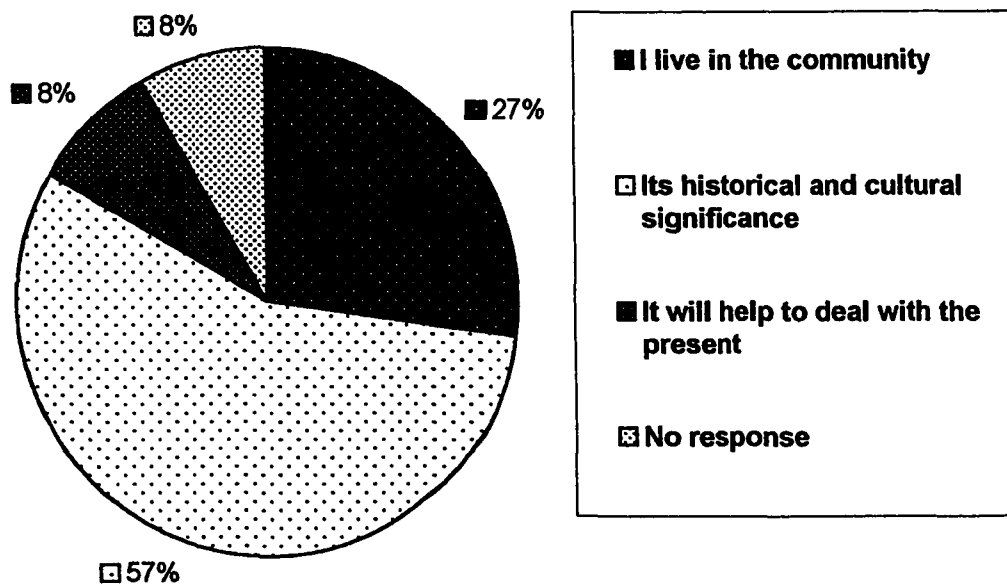


CHART 2.01b: Why is it important to know about history?

B) Tourism in their community.

Spanish Town has long played a role in tourism in Jamaica. However, over the past several decades the role that it has played has been diminished due in part to the lack of attention given to its touristic infrastructure as well as negative perception of the town regarding its safety which stemmed from the periods leading up to the 1980 government elections, which negatively altered the social life of the community. The present tourism takes the form of sporadic busloads of visitors who are “herded” throughout the square and not allowed to venture to the historic residential areas of the town. There are currently a variety of plans to revitalize tourism in Spanish Town and currently there doesn’t appear to be any activities aimed at integrating any concerns local residents might have regarding this development. But, this study wanted to find out how residents feel about tourism development within their community. The information suggests overwhelmingly (94%) that residents feel that the town should be developed as a place to attract foreign visitors. A significant amount of them believe that Spanish Town does have the potential as a major attraction for tourists with 65% feeling that the town has historical and national assets that will be enhanced through a tourism program. Other reasons why it should be developed are because it would bring social and economic benefits to the town (*see charts 2.02a & 2.02b*).

The following are some quotes on why residents feel Spanish Town should be developed to attract foreign visitors.

“we have a lot of history...its an old city...a lot of historical buildings, a lot of important buildings.”

(20-29 year old unemployed male - #15)

“We have our... rich cultural history...Spanish Town has always been bypassed when it come to tourism, there is not much infrastructure and development for tourism and it has such rich heritage. People go to Paris to see the architecture, so why not see the architecture of Jamaica from Spanish Town.”

(40-49 year old employed male - #33)

“You can get money...Spanish Town is historical...the square...you can market history other than the white sand beach.”

(15-19 year old female student - #42)

"right now nothing naw gwan fe de youth dem pan de street...before de crime can cut off...that we can develop tourism, things haffe a gwan fe de youth dem...who a grab bag wid stop grab bag...who a plan fe go rob smaddy dem a go stop because him have a job, him have something fe do."

(20-29 year old unemployed male - #97)

Residents were also asked if they felt that the community would benefit from tourism and 85% felt that the town would with 63% feeling that it would improve the social and or economic condition of their community. Also, 8% feel that their community would benefit from the interaction they would have between visitors and themselves (*see charts 2.03a & 2.03b*).

The following are some residents' quotes on how they feel Spanish Town would benefit from tourism.

"If we prepare for tourism, we would have to prepare the place - indirectly the people living in Spanish Town would be the benefactors of a cleaner environment, better quality of life and better roads...and employment."

(40-49 year old employed male - #33)

"there would be a lot of employment. Because of the high rate of unemployment right now, the young people would benefit."

(30-39 year old employed male - #49)

"if work a run, youth a get dem little fee, dem naw fe rob or grab no bag...tourism would a deh ya and we would a benefit off a dem same way."

(20-29 year old unemployed male - #97)

We asked that the residents identify from a list what aspects of their community they thought would be of great interest for the visitors of Spanish Town. The information suggests that locals seem to hold deep reverence for the historical sites. Of all the aspects of Spanish Town, the square, the "museum," the "history" and the "old buildings" are considered by residents as being most capable of attracting and holding the interests of visitors. This appears to suggest that many residents have an awareness of their environment and are also conscious of the tourism potential of their community. It is interesting to note however, that the issues concerning the environmental conditions of the community are considered more significant than the social issues. The attitudes reflected in these views encourage heritage tourism while placing the historical and physical environment in primary importance, with the cultural and social environment to support it (*see chart 2.04*).

We also asked residents how they felt towards foreign visitors walking around their community. They were asked the same questions about both white and black/non-white foreign visitors to see if there were race issues related to their attitude towards visitors. Overall, the information suggests that there is not much ill feeling towards foreigners coming to Spanish Town. The residents express little if no negative racial attitude towards white visitors. Similarly, residents indicate a general positive attitude towards the thought of having black/non-white visitors walking around their community. However, although very few expressed negative attitudes, their attitudes must be addressed if a tourism program is to succeed in Spanish Town (*see chart 2.05*).

Also, they were asked how safe they thought these visitors would be walking around in their community. The general take of the residents is one of uncertainty of the foreign visitors feeling totally secure. Only 18% and 12% are found on the two extremes of safety. However if we grouped the responses you would have a total of 52% feeling that visitors would be very safe or somewhat safe walking around. While a total of 36% feel that visitors would be very unsafe or somewhat unsafe. However, the views reflected here do not tell us that the residents think that their community is not safe (*see chart 2.06*). The residents have only responded to how they think foreigners would feel.

We also wanted to know whether residents would be interested in helping to develop a tourism program for their community. We found that a great majority (83%) of residents would participate in tourism. Of the 13% that said no, 3% gave no reason for their answer, while 9% stated that they were unable to render assistance because of not having time or because they were elderly etc. The significance of this result indicates to us that of the number of people willing to participate would increase if that 9 of the 13 were able to assist in any way in developing tourism in Spanish Town. The reasons for participating in tourism vary. However, 3 main reasons arise: 28% of the participants indicated that it would positively enhance and develop their community; 25% feel there would be positive social and economic benefits; and 11% feel that residents will gain knowledge and exposure through their involvement in tourism planning (*see charts 2.07a & 2.07b*).

The following are some quotes by residents identifying why they would want to participate in the development of tourism ideas for their community.

"I feel like it would be a great thing for my country and my community and for young people to come up and see bigger person like me a set them trend deh fe dem fe follow, all de better."

(20-29 year old employed male - #16)

"anything pertaining to tourists...meeting people, getting different views...me like meeting people, yu learn a lot from people."

(30-39 year old unemployed male - #17)

"me as a young person putting in a part, I am also ensuring the future for the younger generation."

(15-19 year old unemployed female - #23)

"Where there is no vision, the people suffer and from this area it's a community without any vision, it need leadership...somebody who have a vision and know what the sector require can always guide the youths."

(50-59 year old male - #32)

Overall, the information collected strongly suggests that residents would lend their support to any move by organizations or any local entrepreneur to establish tourism in the community. Only a very few see more negative than positive arising from it. But the overall tone suggests that they feel that more positive than negative would come out of tourism in their environs – it could be a tool for the social and economic development of their community. Based on the kinds of aspects of the community that residents feel would be of interest to visitors, it appears that the type of tourism that they would support would be heritage tourism. Because this kind of tourism focuses on cultural heritage and historical artifacts as the primary touristic product it seems locals would welcome it as a way of preserving the rich heritage of their community.

CHART 2.02a: Should Spanish Town be developed to attract foreign visitors?

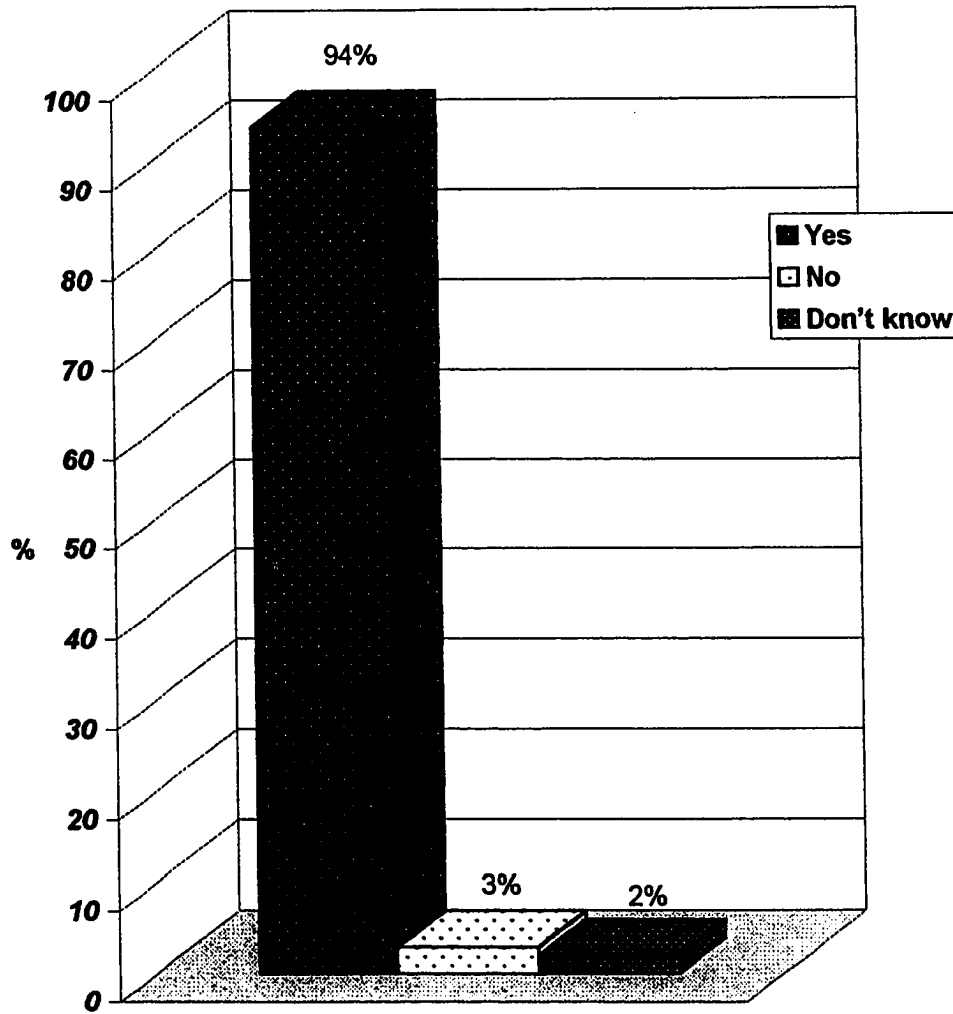
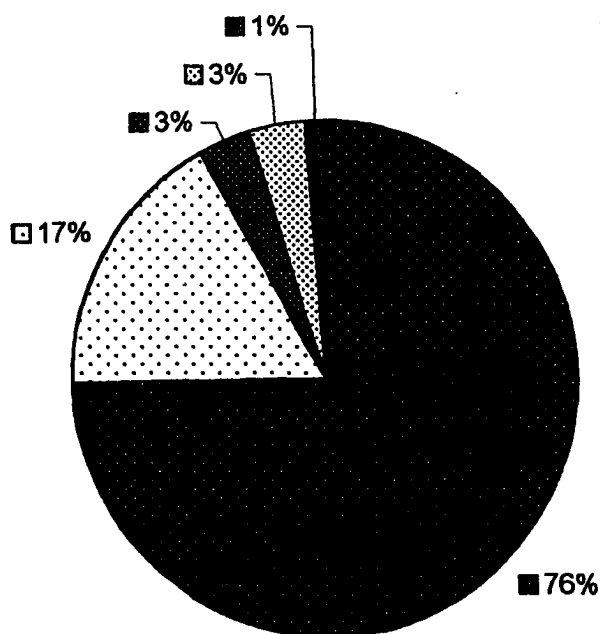


CHART 2.02b: Why should the Spanish Town be developed to attract foreign visitors?



- The town has historical and national assets that will be enhanced
- It will bring social and economic benefits
- I live in Spanish Town and want to see it improve
- ☒ We would benefit because the environment would be fixed up.
- The town will benefit but I am concerned about the potential increase in crowd.

CHART 2.03a: Do you think that your community would benefit from tourism?

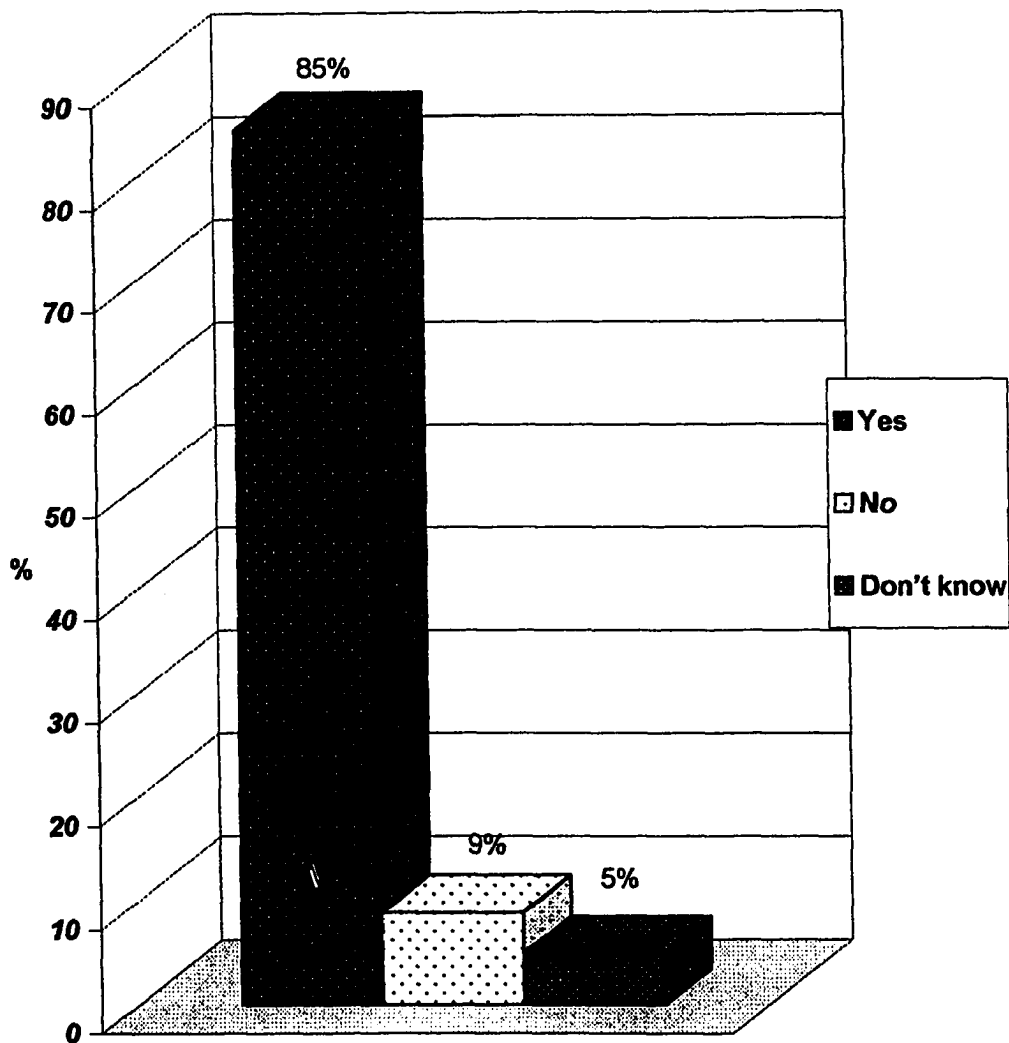


CHART 2.03b: How would your community benefit from tourism?

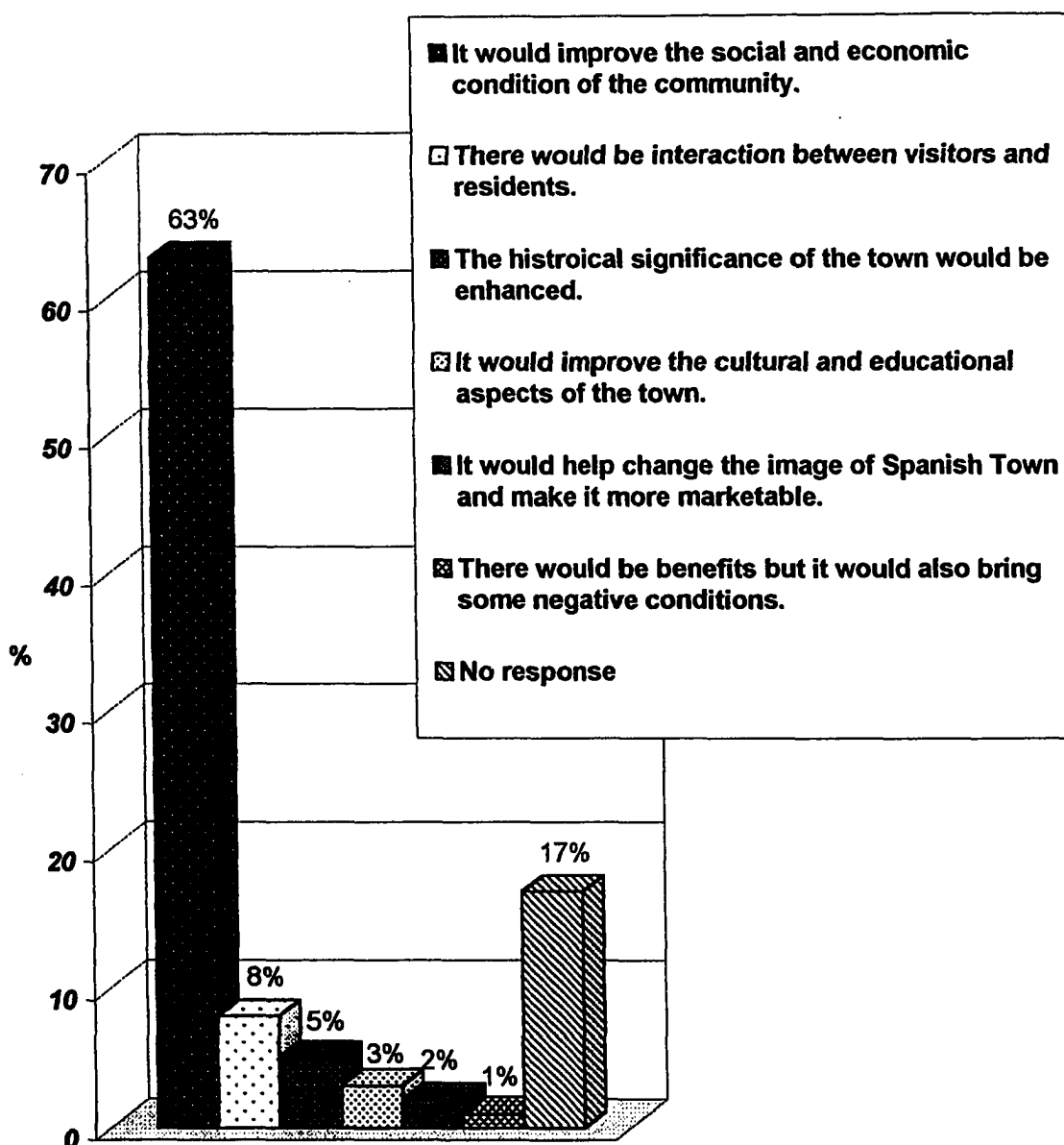


CHART 2.04: What aspects of your community do you feel would be of great interest to foreign visitors to Spanish Town?

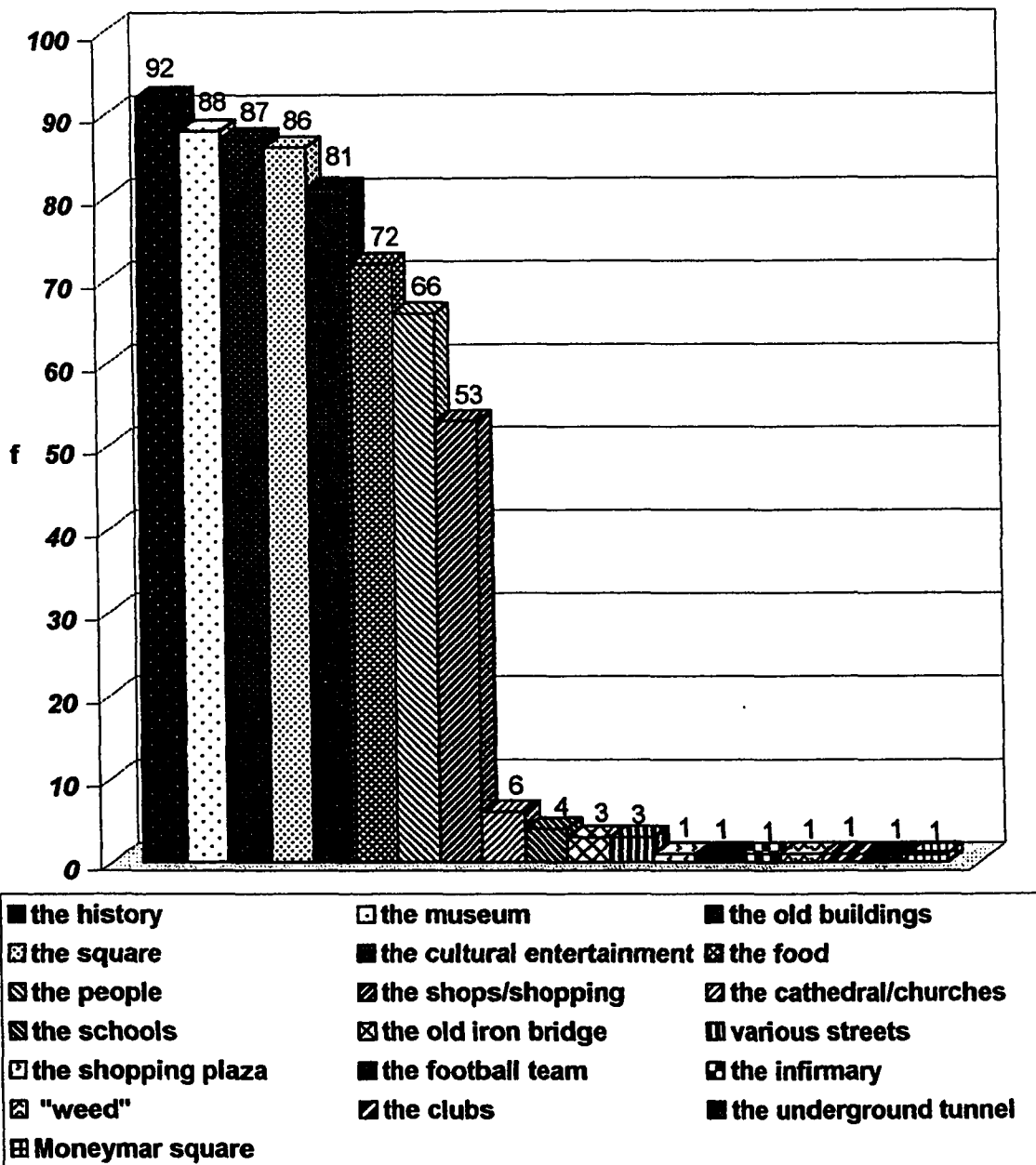


CHART 2.05: How do you feel about having "white" or "black, non-white" visitors walk around your community?

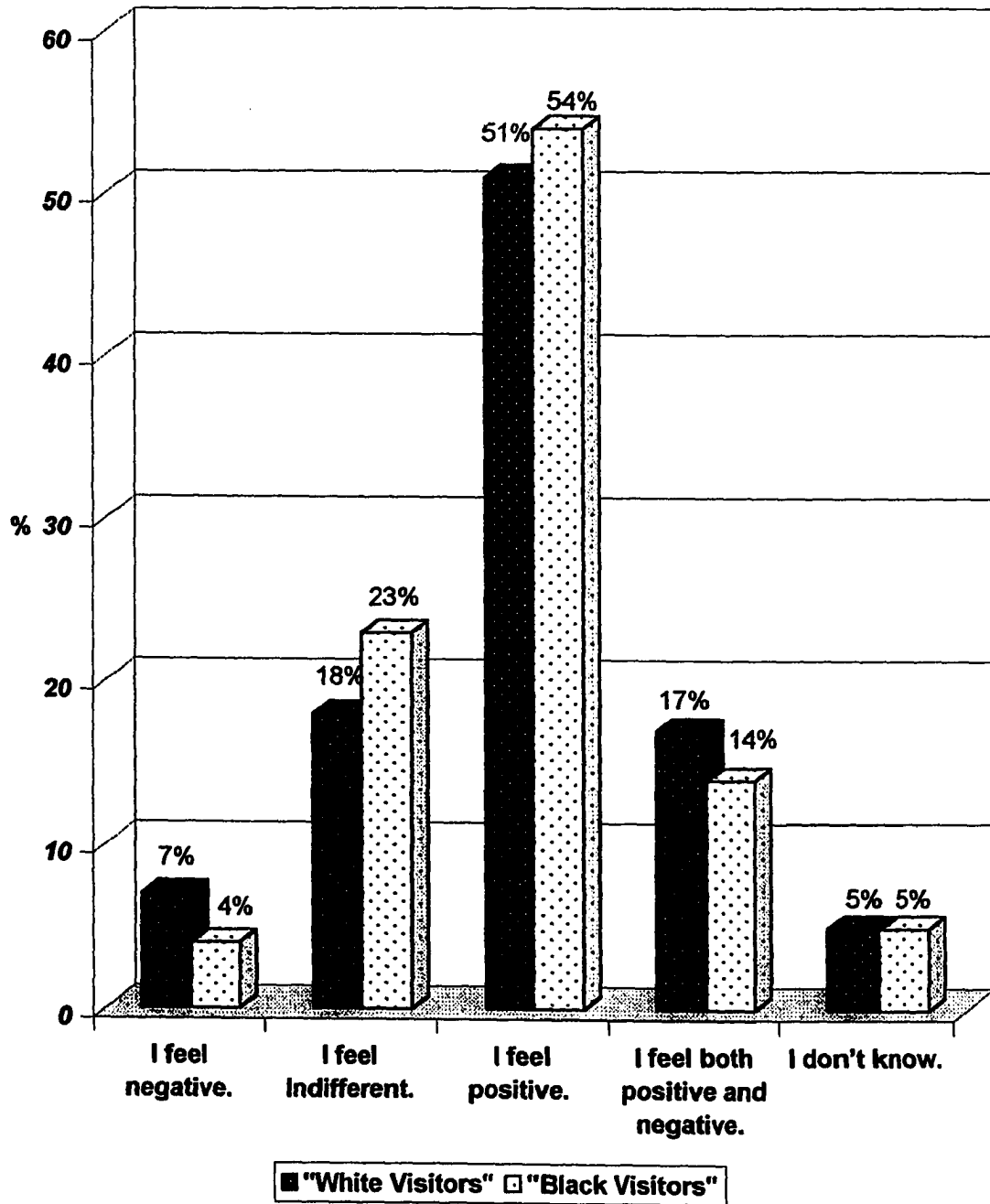


CHART 2.06: How safe do you feel foreign visitors to Spanish Town would be walking around in your community?

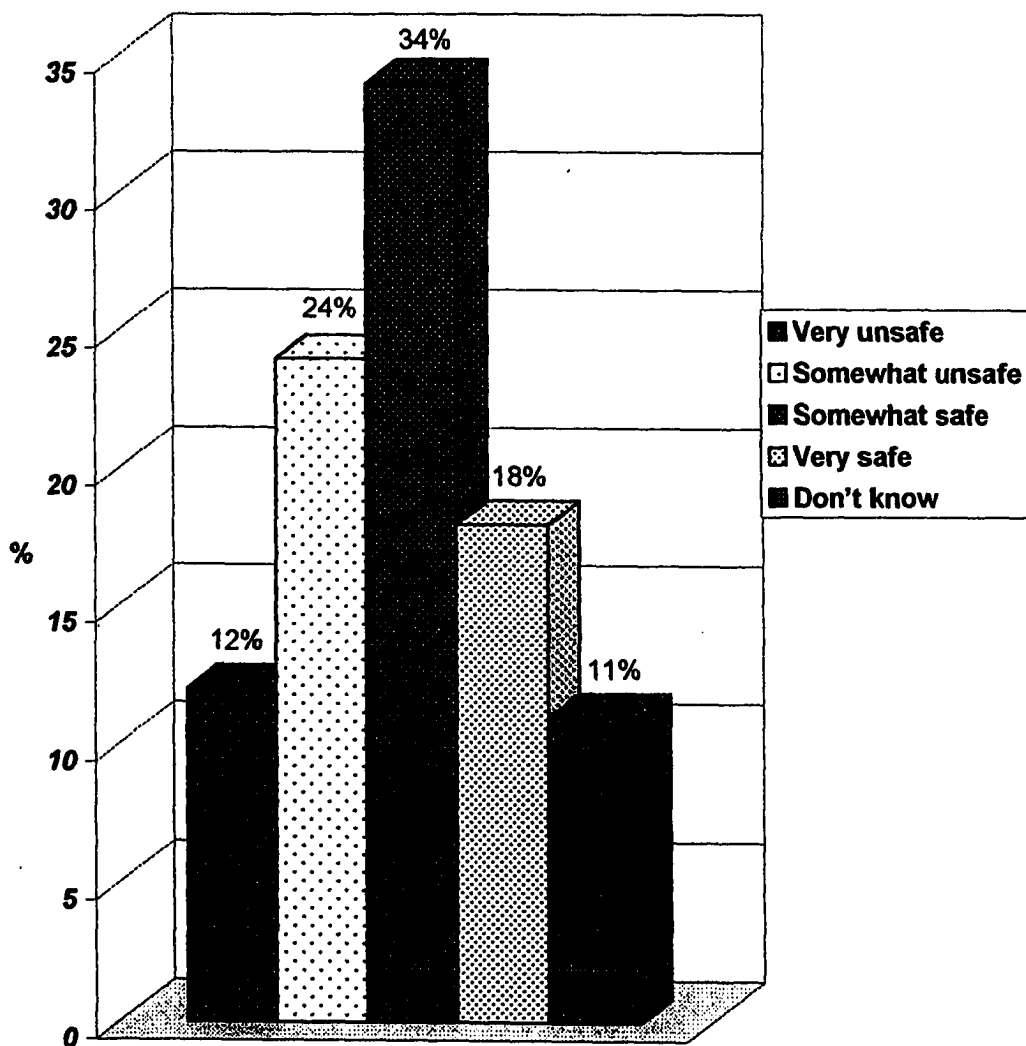


CHART 2.07a: Would you be interested in participating in the development of tourism ideas for your community?

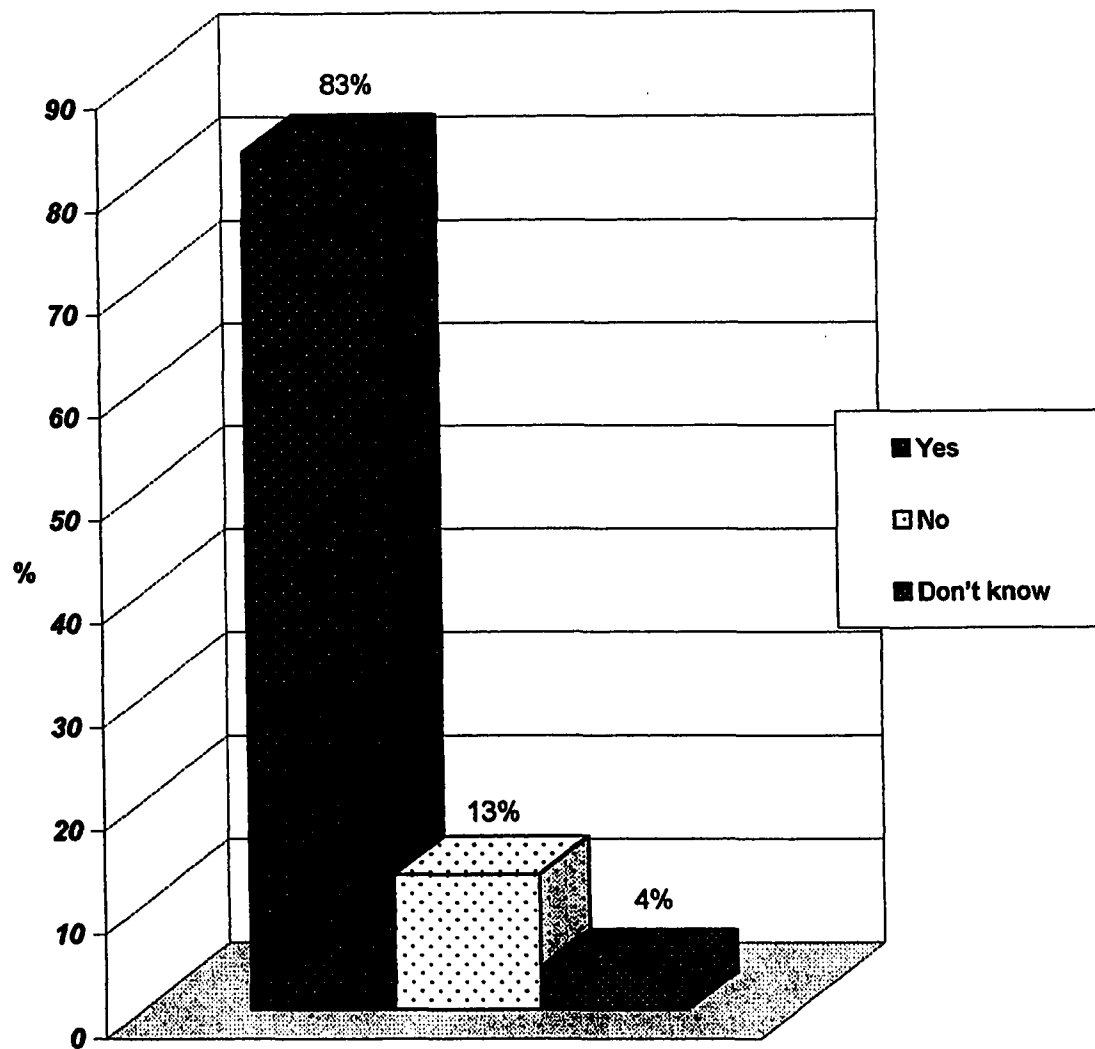
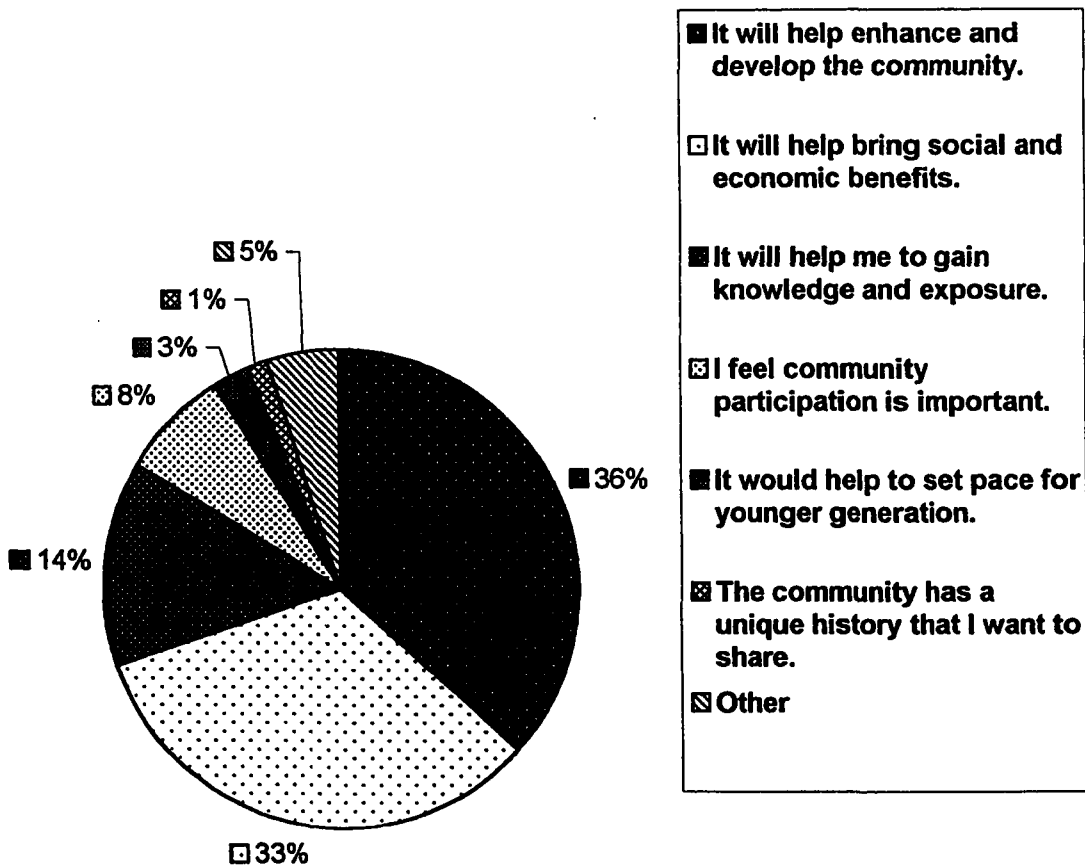


CHART 2.07b: Why would you be interested in participating in helping to develop tourism ideas for your community?



C) *Community pride/ Property ownership/ Community participation*

Many factors have been identified as contributing towards “community pride.” We asked residents several questions regarding whether they felt proud of living in their community and what aspect of it they were most proud of and least proud of. We also obtained information on property ownership as well because there has been much debate regarding the relevance or importance of home ownership and community development through community pride.

There are those who feel that encouraging residents to own their homes is important to sustaining neighborhood pride and development while others see it as less important. Currently, the level of home ownership within the residential communities within the Historic District is not quite clear. It has been observed however, that there are indeed many families who own their own home but there are quite a number of residents who are renters as well as an undocumented number who are considered to be squatters. This situation is not unique to the Historic District and in other cases such as this steps are usually undertaken to encourage squatters to become legal renters or even to become homeowners by addressing the housing needs of the area and provide adequate housing options for them.

This study wanted to find out how residents viewed this notion of home ownership. We asked them to indicate if it was important for them to be able to own their own home in their community. The information indicates that owning one’s own home is very important for a high majority of residents in the Historic District. For most residents, it is a question of being independent property holders. For others, love for their community and enhancing family values in the pride of home ownership are also important reasons for ownership (*see charts 2.08a & 2.08b*). Of the residents we interviewed 58% indicated that they or their family currently own property within the town while 37% did not (*see chart 2.09*). This can mean that more people have deeper ties to their property since ownership usually comes with a family history within the community. The significance of this is that most STHD residents would not take it too lightly if they were to have to relocate.

The following quotes identify how some residents feel about the importance of owning their own home in their community.

"To own a home is very good because as poor people you start from scratch and you work and save a little money and save and start from scratch that you build a little house and when you can do little better you build [an extension]."

(40-49 year old employed male - #9)

"its like a dream and everybody always dream to have their own home, to be independent, that people wont look down on you."

(15-19 year old unemployed female - #23)

"to be independent now a days as a young person is very much a key because you can't really depend on people."

(20-29 year old unemployed male - #29)

"You don't have to pay rent, permanent fixture so you can develop your community and live there for the rest of your life -you have a very important piece of property"

(15-19 year old female student - #42)

"I am a family person and I believe in achieving a home as a priority right now. It's the most important thing to me right now."

(30-39 year old employed male - #49)

" [If you don't have a house there is nothing to look forward to - your children will have something to inherit]"

(60-69 year old retired male - #99)

We also asked residents what aspect of their community they were most proud of and least proud of. The information suggests that more persons are proud of the square, their church, museum and shopping plaza compared to all the other aspects around them. Aspects such as its people, the schools, old buildings, its history, football team, the park and hospital were also mentioned (*see chart 2.10*).

The following are some quotes identifying the aspects of their community that residents were "most" proud of.

"The museum and the square, the old building - Those are the most important part of the community because they are from history, from olden days and to the present."

(40-49 year old employed male - #9)

"some churches – [for] looking out for the less fortunate."

(30-39 year old unemployed female - #87)

"The people around here they try to live, live good. How the children and the elderly people live loving. The children here are very mannerly."

(60-69 year old retired female - #1)

"The emancipation square - its like a cultural entertainment place where a variety of things take place...- when it come on to emancipation, holidays"

(30-39 year old unemployed male - #17)

" The old buildings - they show the history of the place."

(30-39 year old employed male - #45)

"The preservation of some of the old relicts like the buildings on the square."

(15-19 year old male student - #96)

"The park and the town mash up but nice things are here."

(40-49 year old employed male - #81)

On the other hand, most are least proud of their streets, violence/crime, sanitation and general condition of the community. The following were also mentioned as aspects that they were least proud of: the attitude of some residence; unemployment and poverty; the condition of the transportation system; and the unsanitary condition of the central market. It is important to note that a considerable amount of residents had indicated responses that were not relevant to the question because they didn't address issues of pride. We are assuming therefore, that these respondents might not really have specific things that they are not proud of (*see chart 2.11*).

The following are some quotes identifying aspects of their community that residents were "least" proud of.

"where the boys are inclined to destroy. I am not proud about kings house where they have started to destroy already - burning down the thing and all that because I am very proud of the

square and I think the square is a nice place that we should have and keep up...so I am not proud of it as it is now. I would like to see that place rebuilt and look worthwhile."

(70-79 year old retired male - #12)

"...so many boys and girls that are not skilled - they hang out on corners and they don't have anywhere to really...no jobs...they need somebody to really see to it that even those that didn't want to go to school...force them to go to school."

(50-59 year old employed female - #21)

"...some of the gangster things from the past, things that people are afraid to come in, because of what is said about the place."

(15-19 year old unemployed female - #23)

"...some of the guys down here if them leave school, they would sit on the wall out the road...this is not nice, because sometimes the police them come on and just drag them off of the wall and begin to search them...they might not come definitely for them, but by passing, they see a group, I don't like the idea....having a job, no simple how it is...it would be more active and keep them out of trouble."

(40-49 year old unemployed female - #36)

"The criminal aspect ...if the natives of the community are afraid of the crime, what about the tourists them? And the tourists them naw feel safe fe come here anyway..."

(15-19 year old female student - #42)

"The garbage on the streets - it don't look good when a tourist come around...it is not safe nor healthy for us."

#56)

(30-39 year old unemployed female -

"Spanish Town has deteriorated so much that I am not proud of the whole place - high crime rate - most of the people living here now are strangers to Spanish Town, its not the same as what it was - the housing schemes have attracted them."

(50-59 year old employed female - #86)

Additionally, we wanted to know if residents felt enough pride about their community so as to want to see its culture, people and history represented in a museum for visitors to see. The information suggests that STHD residents seem to acknowledge the benefits of having a museum for Spanish Town as it may educate and entertain. A museum for Spanish Town may be seen as the foundation needed to establish a cultural

identity as it gives the people a sense of belonging. It is indeed an undeniable fact that the residents would welcome the establishment of a Spanish Town Museum that will highlight the history, people and culture of their own community (*see chart 2.12*). In this we find evidence of the residents' pride in being members of Spanish Town. It also signifies that the residents have strong bonds to their community that makes them feel proud of having a museum to document its history, culture and people. If members of the community did not consider their town important, then they would not want its preservation nor want to provide access to knowledge about it.

The following are some residents' quotes on why they feel it would be a good idea to have a museum dedicated to highlighting the history, people and culture of Spanish Town.

"...most Spanishtonians don't know half of their history. Most people who come don't know half of Spanish Town history either...not only the square but the whole Spanish Town carry a history."

(50-59 year old unemployed female - #13)

"...its nice to know the history, because its our community, our city and others from other country or parish could come and know our history."

(20-29 year old unemployed male - #15)

"...people will look at Spanish Town as being different. They will see that there are more cultural background than many other places."

(15-19 year old unemployed female - #23)

"...it would magnify what you want to say most about the people. It would be a way of promoting the culture and heritage of this town to attract tourists."

(40-49 year old employed male - #33)

"...the museum make you learn about your heritage and yu history. Some things wha yu don't know from long time. All things deh inna the museum whe all now we no see. Like we granny...first time iron, first time pot."

(40-49 year old unemployed female - #35)

"...people can learn how Spanish Town was before today, learn the history of it, especially the children."

(40-49 year old employed female - #43)

"...it would bring out a brighter idea in letting people know what Spanish Town was like and what it is now and what it will be in the future."

(30-39 year old employed male - #49)

Finally, we asked residents if they were proud about living in their community. On average, a significant number of the residents feel proud about living in their community. For the others who say they are not proud, one needs to understand that these respondents are not necessarily saying that they do not like their community or that they do not feel good about living in Spanish Town. They are merely saying that they are not proud of the condition of their environment or the lack of development of their community. Evidence of this is found in the follow up question regarding why they were or were not proud. The respondents who indicated *"both yes and no,"* regarding how they felt, show a similar scenario - they are proud of some aspects of their community, but are not proud of others. The respondents saying *"don't know"* reflect a similar scenario as the respondents that stated *"both yes and no."* They are uncertain if they should be proud of their community on a whole, overlooking the negative aspects and do not take a firm position on the matter (*see charts 2.13a & 2.13b*).

The following identify some quotes on why residents do or don't feel proud about living about living in their community.

"Me living here right now for 40 odd years, so me haffe proud of it."

(60-69 year old retired male - #8)

"I don't have anywhere else place fe go, and me haffe feel proud of me country yah so. Me a no rich man that me can raise up me barrel a different place from here. That is why me feel more

inna myself fe know seh me deh here and me a do all that me can fe achieve something inna me life."

(40-49 year old employed male - #9)

"...as a boy I grew up in Spanish Town and I would like to see Spanish Town be prosperous and be elevated in any way possible - I like Spanish Town."

(70-79 year old retired male - #12)

"Living here for so long, I make my community a part of me."

(50-59 year old employed female - #21)

"yes and no - the love that black people should show amongst one another not there."

(20-29 year old unemployed male - #29)

"...Spanish Town community is like a family...at one time it was even better...you would be your neighbor's keeper."

(40-49 year old employed male - #33)

"No...[the community has a] mixture of people who don't see in the same light that you see and the community on a whole is not well kept."

(40-49 year old unemployed female - #44)

"yes and no - the high rate of unemployment - I am mostly concerned about that."

(30-39 year old employed male - #49)

"You have to know how to live in it...If you don't know how to live...to blend here and there, you cant live."

(40-49 year old employed female - #53)

Overall, it is clear that a great majority of STHD residents are proud of their community. While they feel that there are problems with its physical condition and are concerned about its social and economic conditions, they also feel that its history and historic elements are a source of pride for them and want to see steps taken to enhance these elements. Pride in community is distributed mainly around people feeling that they belong to Spanish Town because of ties or bonds that they have formed to their environment as well as experiencing "good relationships" within their community and its "peacefulness."

CHART 2.08a: How important to you is owning your own home in your community?

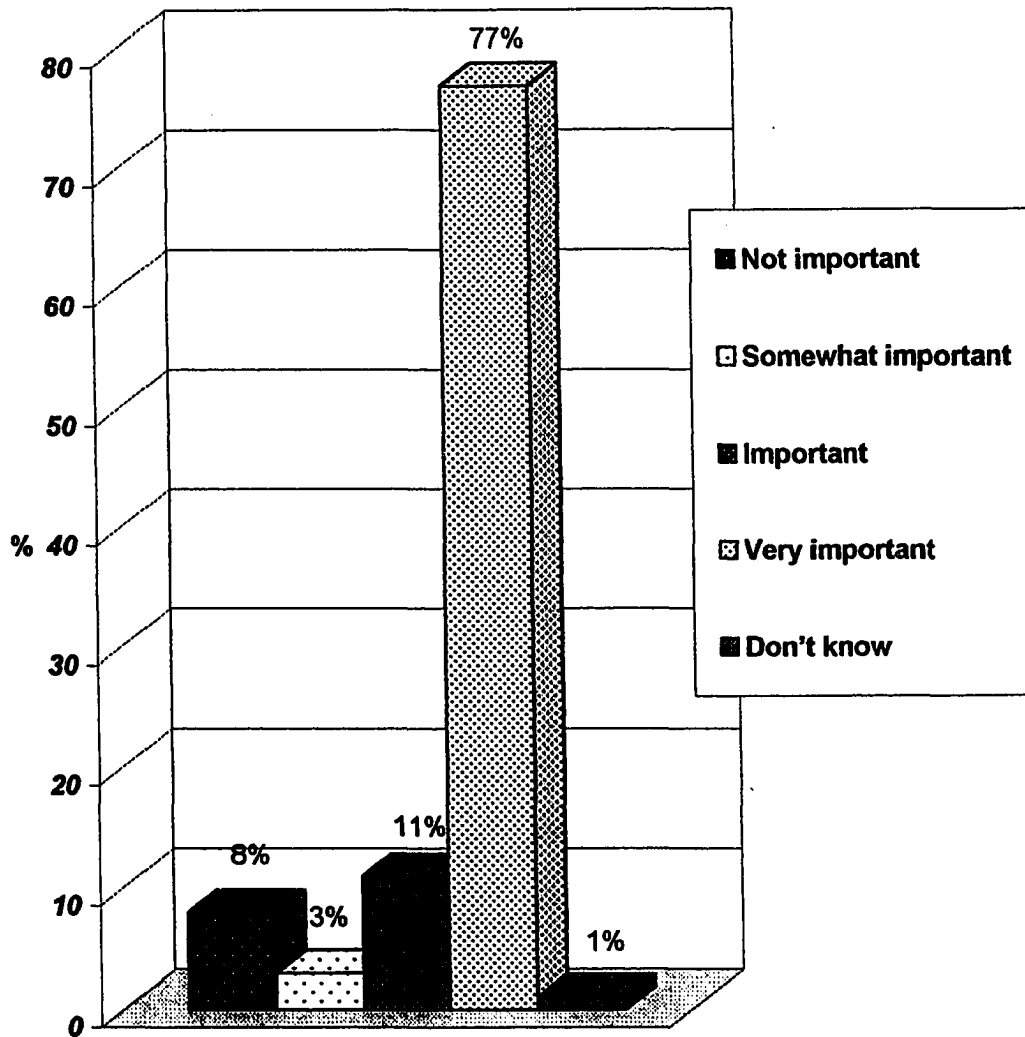


CHART 2.08b: Importance in owning your own home in your community.

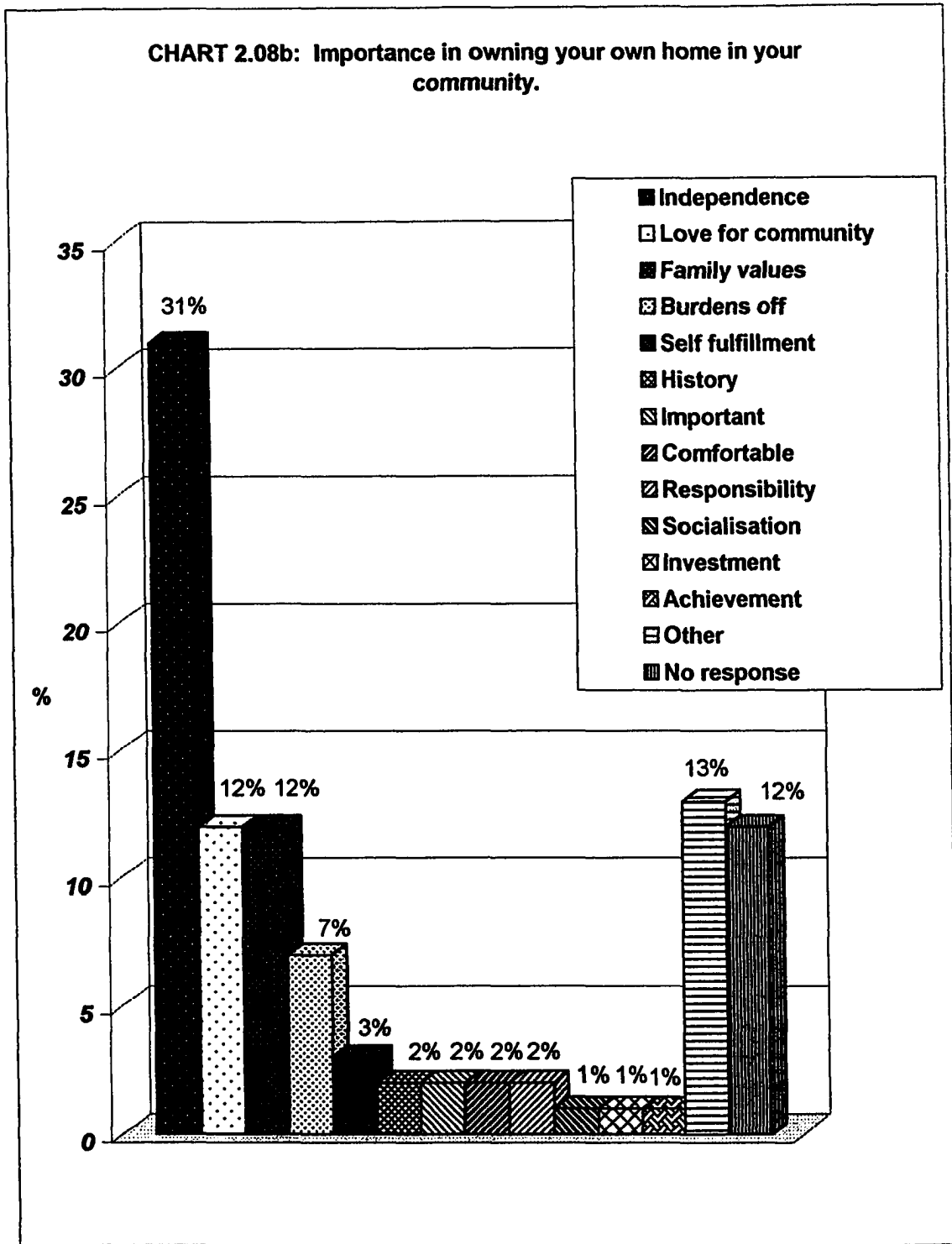


CHART 2.09: Does you or your family presently own property in Spanish Town?

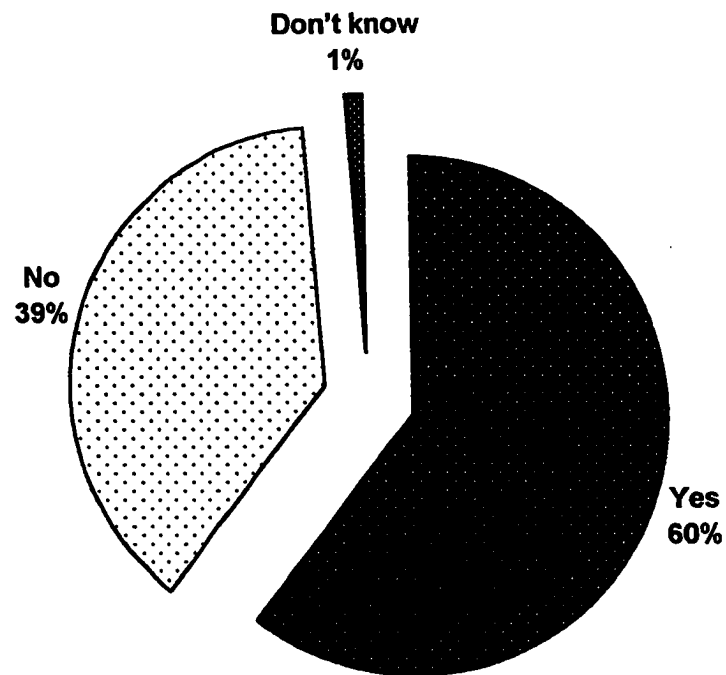


CHART 2.10: What aspect of your community are you most proud of?

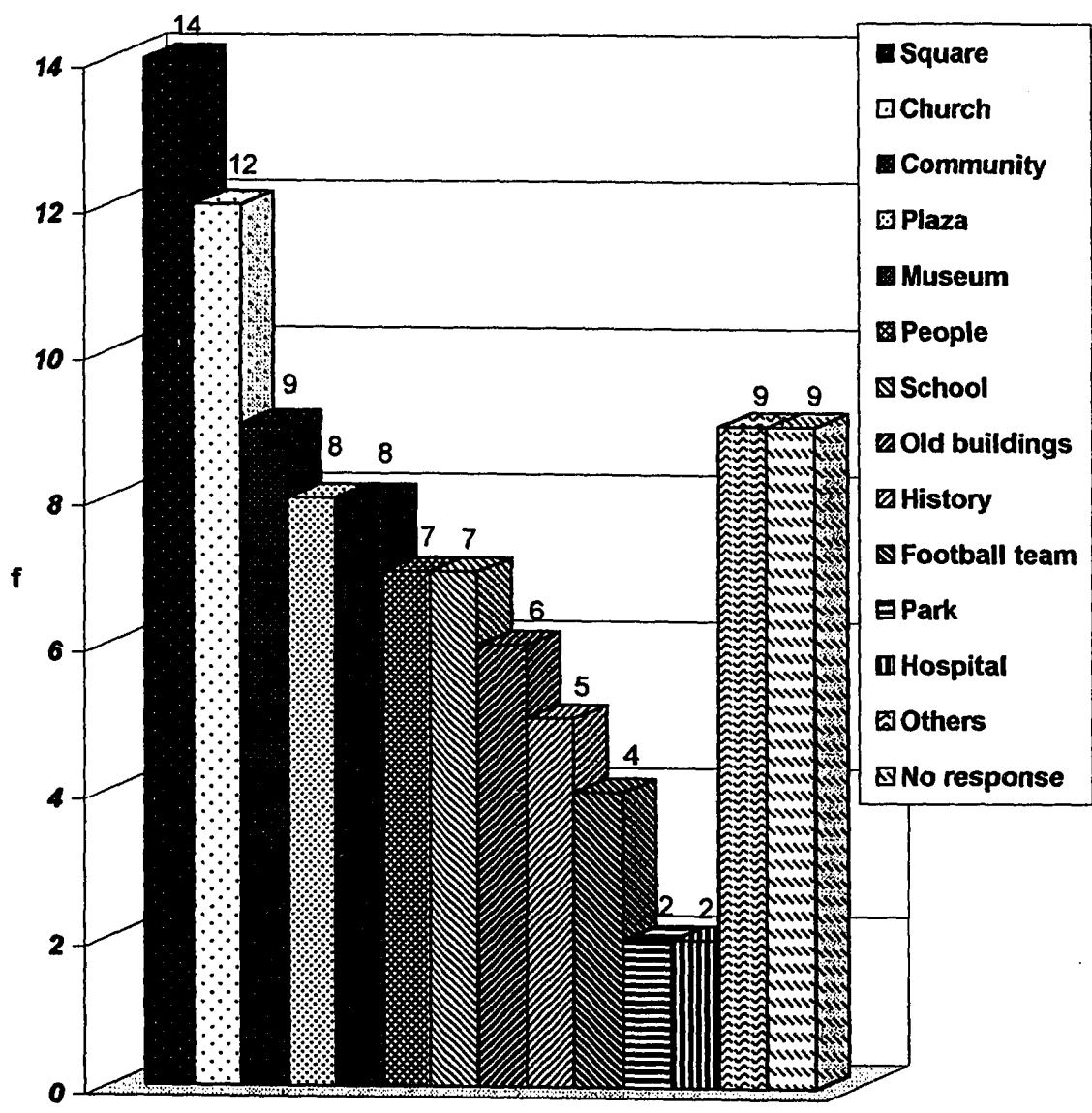


CHART 2.11: What aspect of your community are you least proud of?

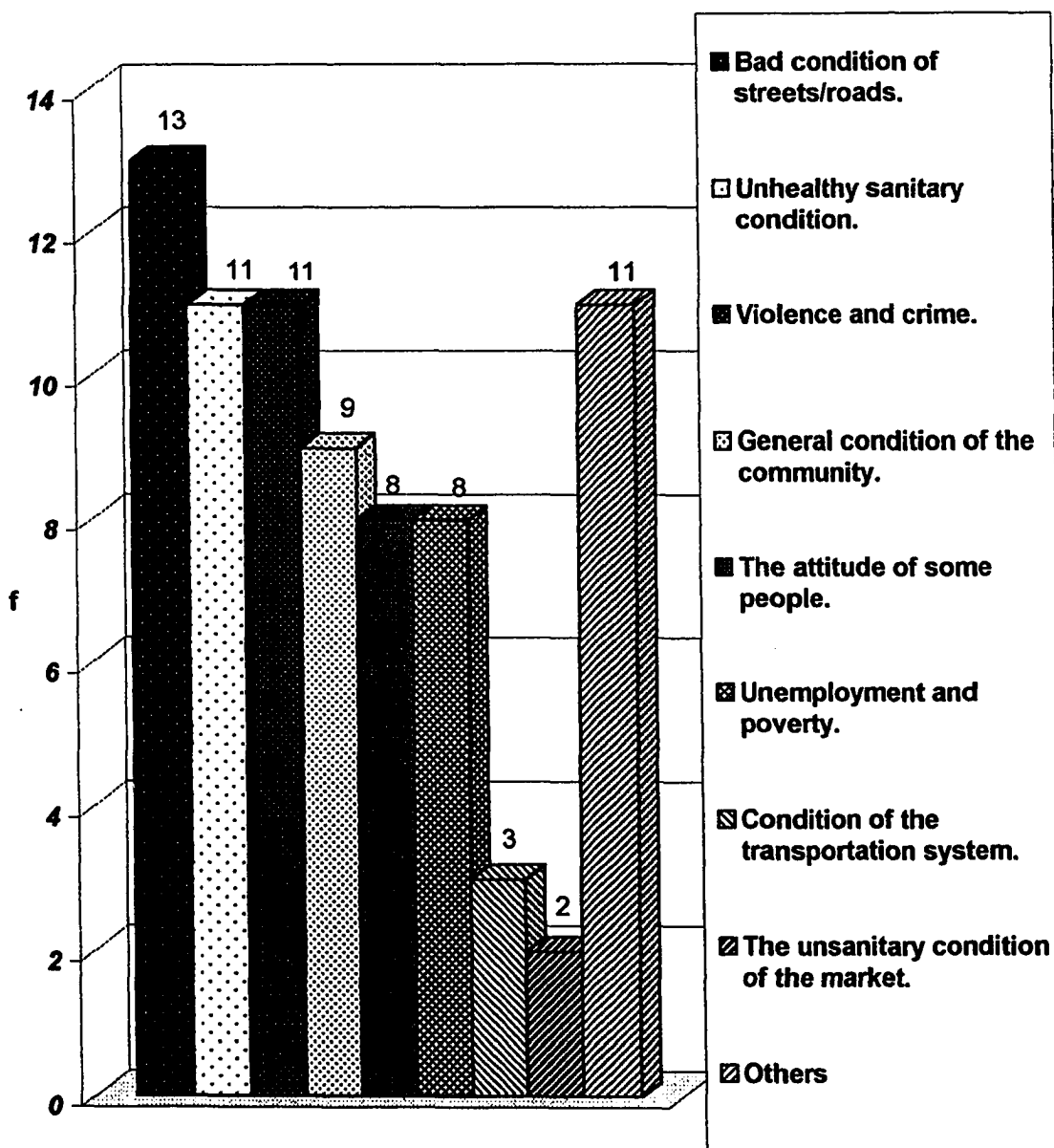


CHART 2.12: Do you feel it is a good idea to have a museum dedicated to highlighting the history, people and culture of Spanish Town?

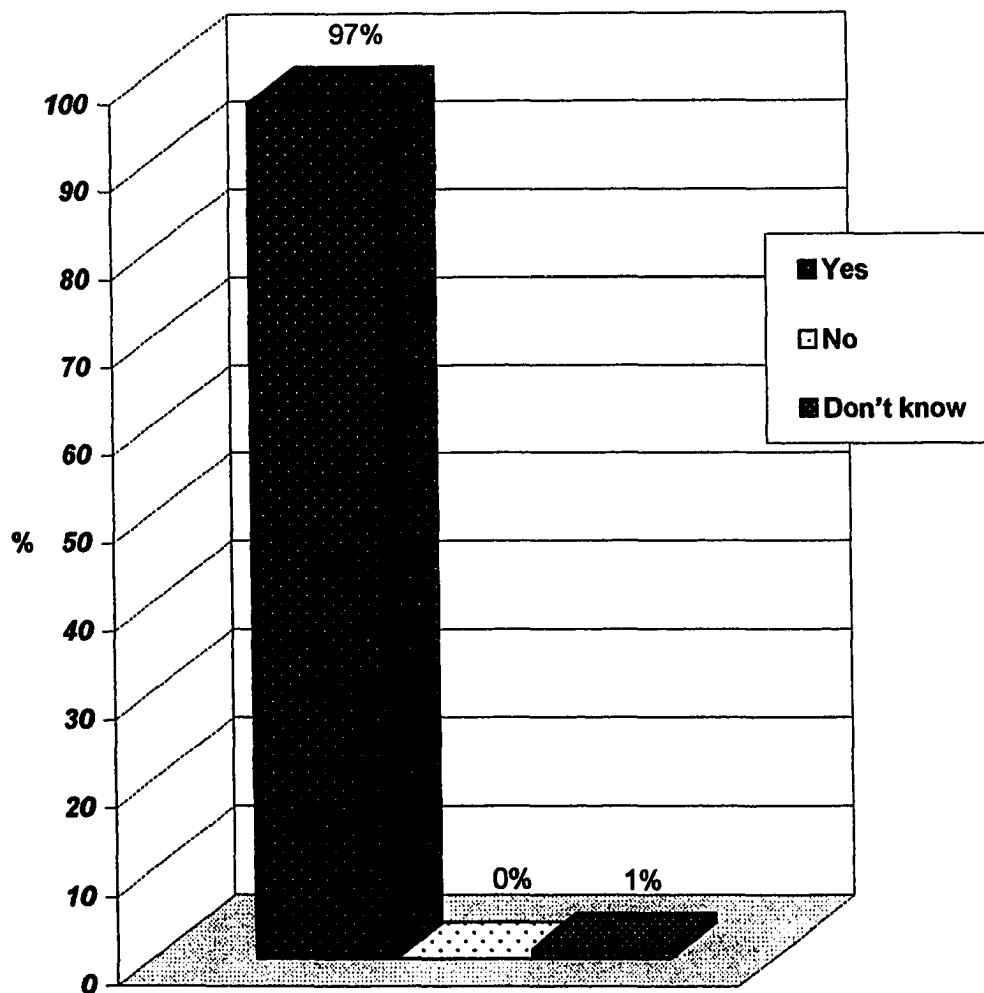


CHART 2.13a: Do you feel proud about living in your community?

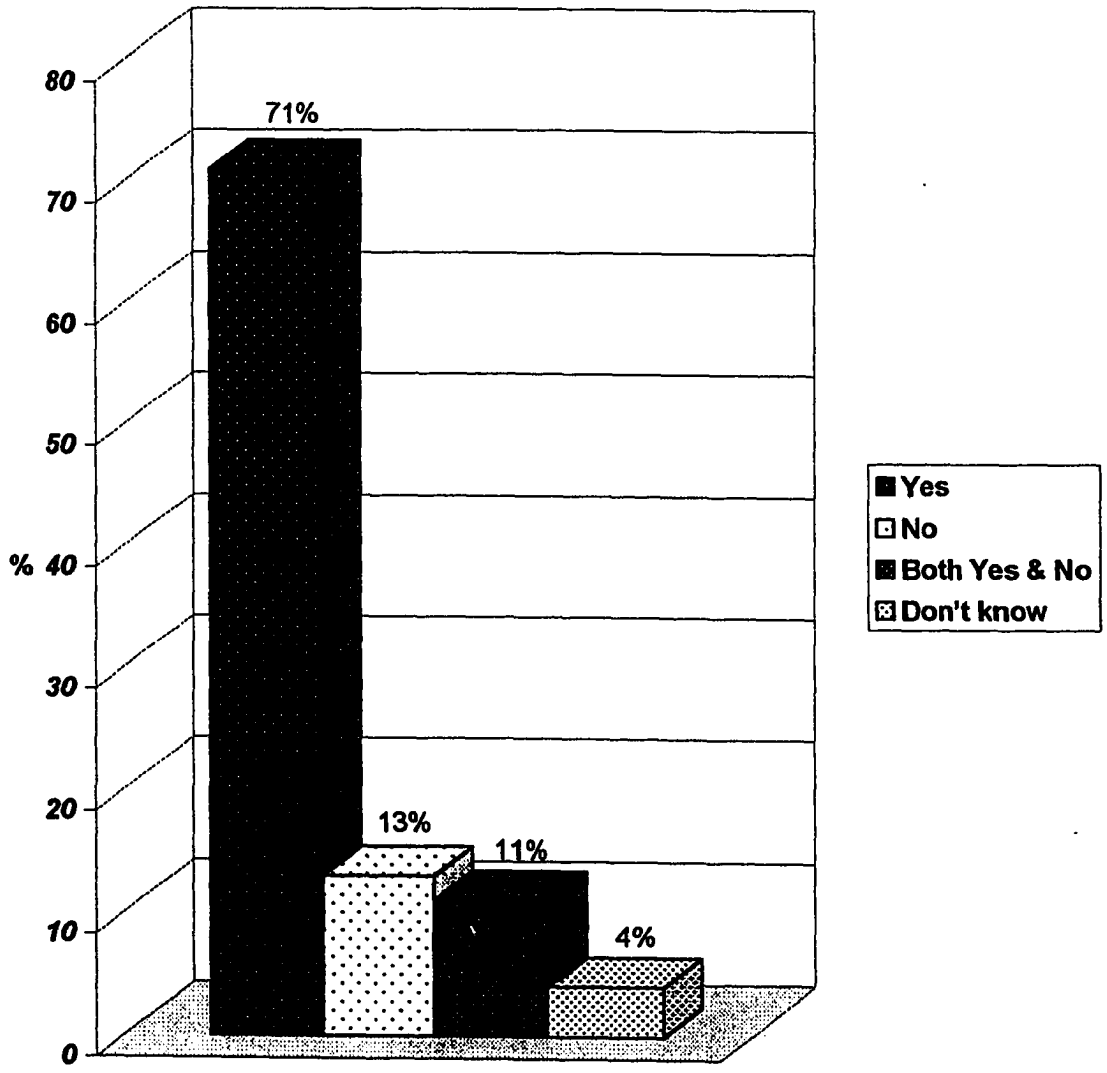
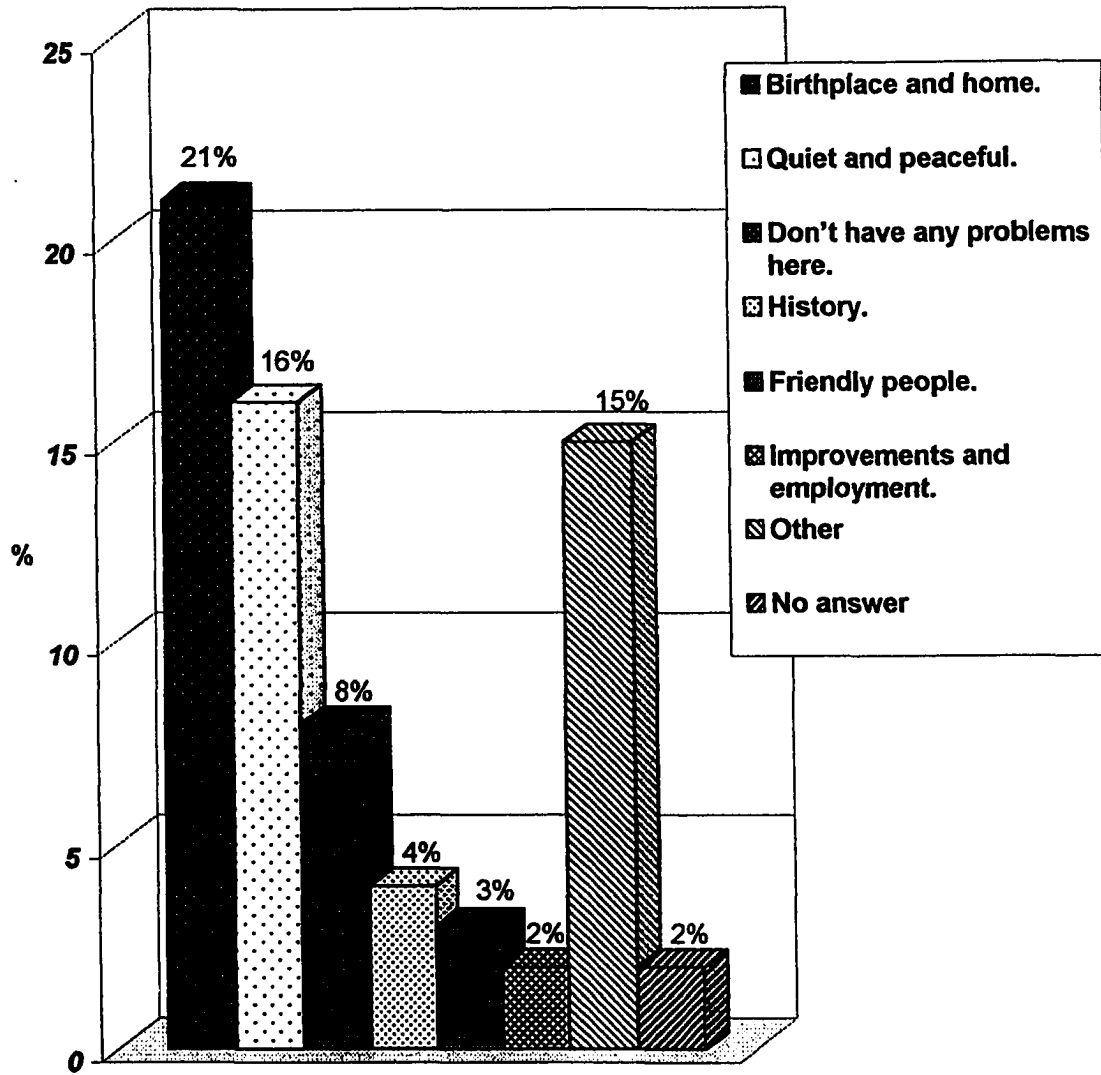


CHART 2.13b: Why do you feel proud about living in your community?



D) Preserving the old buildings

The Spanish Town Historic District was officially designated in 1996. This designation brings on specific restrictions regarding any modification to the physical and built historic elements within the district. Some of these laws are established to protect the historic integrity of the town by safeguarding the preservation of the historic structures found throughout the district. The laws regarding the vandalizing or the alteration of these structures clearly states the penalties for the removal of materials from these structures and sites.

Because of the significance of the community's architectural heritage, there are currently preservation programs being implemented within the Historic District. Schedule restoration work has begun with the restoration of the building on the square that is planned to extend to include the eventual restoration of many of the historic buildings within the District. This program is directly tied to the heritage tourism program planned for the District.

Residents were asked if they knew whether Spanish Town was an officially designated "Historic District." While a high percentage (75%) of residents said yes the others were split between "no" and "don't know." We can assume here that those who said "no" would also be considered as a "don't know" response. Therefore one can say that about a quarter of the residents don't know that their community is in fact an officially designated national historic district. Although one could say that three times as many knew of the official status of their community it is also important to note that this kind of knowledge is very important for all residents to aware of because it has many other implications for the town's architectural preservation plans (*see chart 2.14*).

Similarly, the prevailing mood when it comes to the actual knowledge of the legal workings in the preservation of buildings is not a very encouraging one. Residents were asked to identify how much they knew about the laws governing the vandalizing of old buildings within their community. Interestingly 54% indicated that they "did not know anything about the laws" while 41% indicated that they only knew "a little about the laws" and only 5% indicated that they knew "a lot about the laws" (*see chart 2.15*). Is this information truly representative of how little the residents know about the constitution and the laws governing their country and does the government support leaving citizens in ignorance of some of the basic laws that are present in the constitution and only keeps them aware/educated of the laws that are most convenient to them, as it relates to the maintenance of power?

Or, on the other hand, what about the civic responsibility of citizens? Isn't it the civic duty of citizens to be aware of and fully understand the laws of the land? With these questions arising from this study we are left to ponder who should be held responsible for the apparent breakdown of awareness of the laws regarding vandalizing land-mark structures in the town? What is clear however is that the full awareness of these laws are necessary for the survival of any preservation programs planned for the town.

We also wanted to find out how residents really felt about the preservation of the historic old buildings found throughout their community. They were asked if they thought there would be "economic," "cultural" or "social" benefits from their community preserving these old buildings. Overwhelmingly, up to 86% of residents indicated that there would indeed be "economic," "cultural" and "social" benefits to the community from preserving the old buildings (*see chart 2.16*).

Overall, the information suggests that residents of the STHD are indeed supportive of any efforts to preserve the old buildings that are part of the community's architectural heritage. However, a significant enough amount of locals are clearly unaware of some of the basic information that will be necessary for these treasures to effectively be saved. A lack of awareness of the landmark status of their community and a lack of full understanding of the accompanying laws on part of many residents have been identified by our study. This can create serious problems - such as observed during our study.

Over the course of several days a historically significant and structurally sound building that stood on its foundation for over 200 years was demolished brick by brick by some locals under the awareness of some members of the local authorities. The site was leveled before any true concerted efforts were made to stop the activities. This act raised several questions for us. Were these locals engaging in this act fully aware of the laws identifying the illegality of their act? Why were they "allowed" by the local authorities to continue their illegal act? Do these locals feel that the bricks had more value to them piled along the roadside for sale than it would be as part of a restored structure that possessed enough character to be part of the heritage tourism product for the community? These questions are important ones and should be addressed. We feel that there should a greater level of attention paid to not just educating local residents about the laws but also to encourage them to take responsibility in monitoring themselves and engaging in acts that would safeguard the preservation of these old buildings.

CHART 2.14: Do you know if Spanish Town is an officially designated "Historic District"?

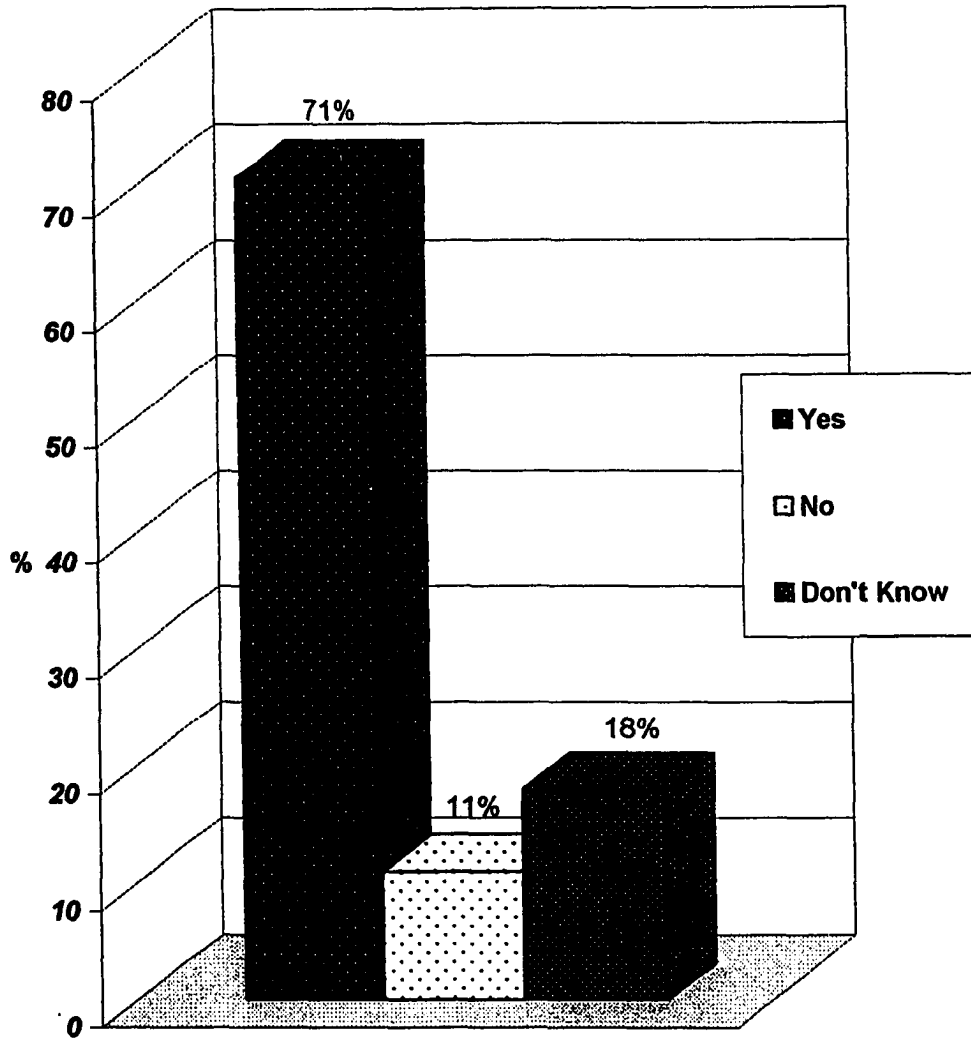


CHART 2.15: How much do you know about the laws governing vandilization of old buildings in Spanish Town?

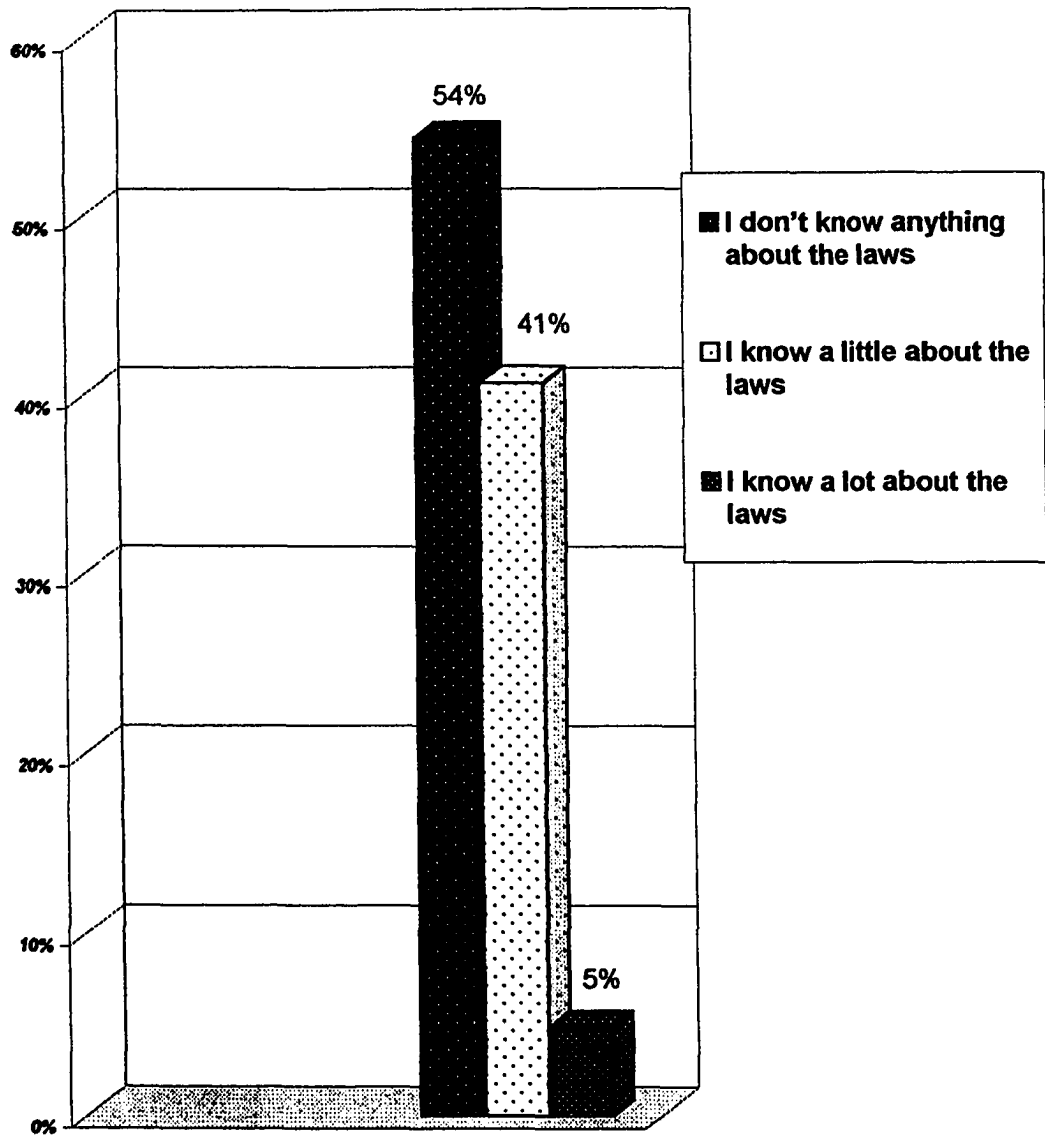
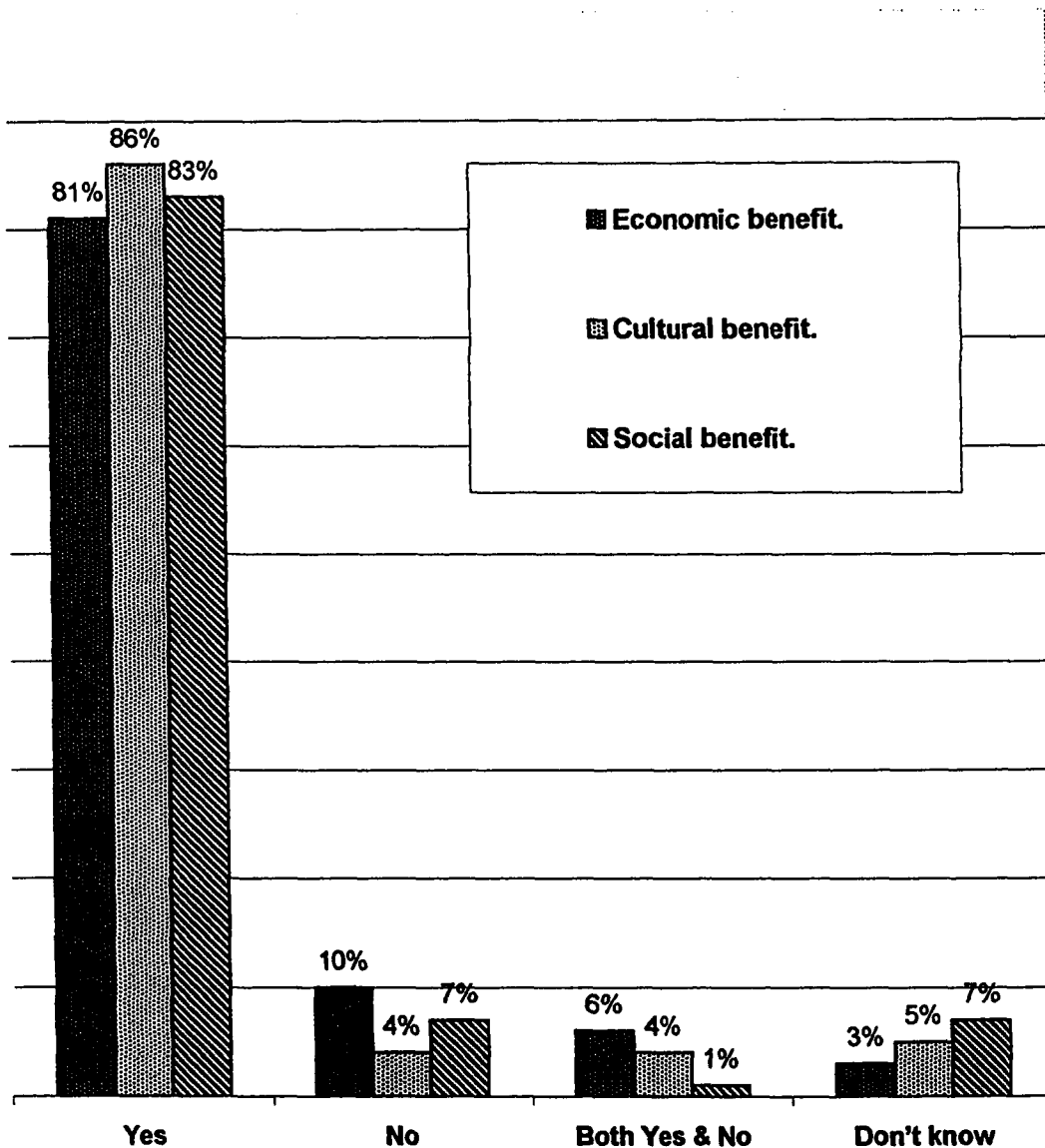


CHART 2.16: Do you feel that there would be economic, cultural or social benefit for your community to preserve the old buildings?



E) Important places and the Emancipation Square

Understanding how local residents feel about places within their community that are important to them is necessary when there are any planned changes to be made. Identifying these places or spaces and understanding the way residents feel about them can help direct the types of changes that can be done while maintaining the delicate relationship that exists between people and places. Because of the planned redevelopment of the District we wanted to find out what places residents felt were important to them.

First, we asked them to identify if there were places that they felt were important and should be preserved for the future residents of the town. The high response of yes (82%) to this question supports the positive attitude most residents have towards wanting to see the town preserved. The most frequently listed place was the square (f39). However, although the museum at the "Old Kings House," the "Old Courthouse" and the "park" are part of the square, these places got separate listings by residents (museum = f16, Old Courthouse = f12, park = f7). Therefore, with a total frequency of 74 the square or its components appear to be the most identified place that the residents feel should be preserved for the future residents of the town. Interestingly, residents also listed "various streets and neighborhoods" as places to be preserved. This seems to point to the existing pride that most feel for their community (*see charts 2.17a & 2.17b*).

Similarly, when asked if there were very important places that they would show visitors to Spanish Town, a significant amount (94%) of the people said yes, there are very important places to show visitors, and the square or its components with a total frequency of 103 (square = f44, museum = f31, Old Courthouse = f11, Records Office = f8, Old Kings House = f5, Old House of Assembly = f2, Rodney Memorial = f7), appears to be the place that most residents would show visitors. This seems to support the fact that residents feel that the square would be a place of interest for visitors to their community. Other places such as "churches" (f9) and the "shopping plaza" (f6) were also listed as places they would take visitors (*see charts 2.18a & 2.18b*).

Residents were also asked to identify the one single place in the "old" part of the town that was most important to them. Once more, with a total frequency 64 (square = f38, museum = f17, park = f7, Archives = f2, Old House of Assembly = f12), the square and or its components were listed as the one

single part of the old town that was most important to them. Their “home” (f7) and the “shopping plaza” (f6) were also listed as important to them (*see chart 2.19*).

The significance of the square as an important place is supported by the fact that at least 98% of the residents visit or go by the square either every day (44%), a few times per week (25%) or once in a while (29%). While their primary reason for going by the square is to pass through to go somewhere else (64%), they also go there for other purposes such as for relaxation, enjoyment or socialize (16%), to attend events (7%) and to conduct business (6%) (*see charts 2.20a & 2.20b*). The social and cultural significance that the square holds in the lives of residents are quite apparent from other information we collected. We asked residents to identify how important they felt the Square is to the “social” and “cultural” lives of the community. For social importance, with a total of 78%, the information suggests that many residents regard that the square is an “important” (25%) or “very important” (53%) element affecting the community’s social life – only 6% indicated that it was not important to social life (*see chart 2.21*). Similarly, for cultural importance, with a total of 84%, the information suggests that many residents regard that the square is an “important” (25%) or “very important” (59%) element affecting the community’s cultural life – only 2% indicated that it was not important to cultural life (*see chart 2.22*). Residents also seem to acknowledge or accept the idea that the square plays an important role in shaping a cultural identity. While many see it as having future, present and past influences and significance in the cultural life of the community – which is evident in the responses of the nature “very important.” Others see it as having less significance in the present, compared to the past.

The following quotes presents how some residents identified their feelings that the square, or parts of it, is the one single place in the old part of the town that is most important to them.

“The Spanish Town square...Because a deh so everything happen. Festival and independence - dem used to [have festival queen] - a up deh so them used to come, but them naw come up deh again.”
(40-49 year old employed male - #9)

“I particularly love the square. One single place is the square, its beautiful and I think its wonderful. When I stop to think of the Rodney statue, the old kings house...even the old Beckford and Smiths school...I think they should repair that and it should be kept.”
(70-79 year old retired male - #12)

"The square – you can go out anytime into the square without worrying."

(15-29 year old unemployed male - #51)

"Right in that little square up there...from cathedral up to the square. Cathedral church is my church that I attend and I would like to see more happen in that area."

(50-59 year old unemployed female - #13)

"Out by the museum...that is here from way back when...everybody keep talking about it...when the tourist dem come, they go around and they look and they go to and fro...to the museum to over by the old register general office."

(40-49 year old unemployed female - #36)

"The park - because I used to go there as a child and I cherish that memory going there."

(50-59 year old employed female - #21)

It is important to point out that in all the above findings regarding the importance of the square, the "museum" was specified. This suggests that the museum is highly recognized by residents as a significantly important place to them. This is further supported by the fact that over 80% of them have visited the museum and about 90% are interested in attending events there (*see chart 2.23*). When asked how they would define a museum, residents indicated that it was a "Place that exhibits or stores old cultural artifacts" (f64). Others regard it as a place, not only used for tourist attraction, but also a place where people come together to learn about and establish a cultural identity through the process of socialization (*see chart 2.24*). The information suggests that most residents are interested in their history and in getting acquainted with their past and one may say that they may view a museum as a sort of "virtual" cultural and historical library where they can touch and see their history and culture. The results become clearer when one examines it against the importance they place on knowing about the history of Spanish Town. Again these results represent an interest shown by the residents in the preservation of their history. This simply means that the museum must continue to invest in publicizing its role to the community. Overall, the information seems to suggest that the square along with the museum located at the Old Kings House is a significant place for most of the residents. It is important to note here that although the data seems to suggest this, the other places that were identified are to be given the same level of attention in terms of preservation for the community.

CHART 2.17a: Are there places that you feel are important and should be preserved for future residents of Spanish Town?

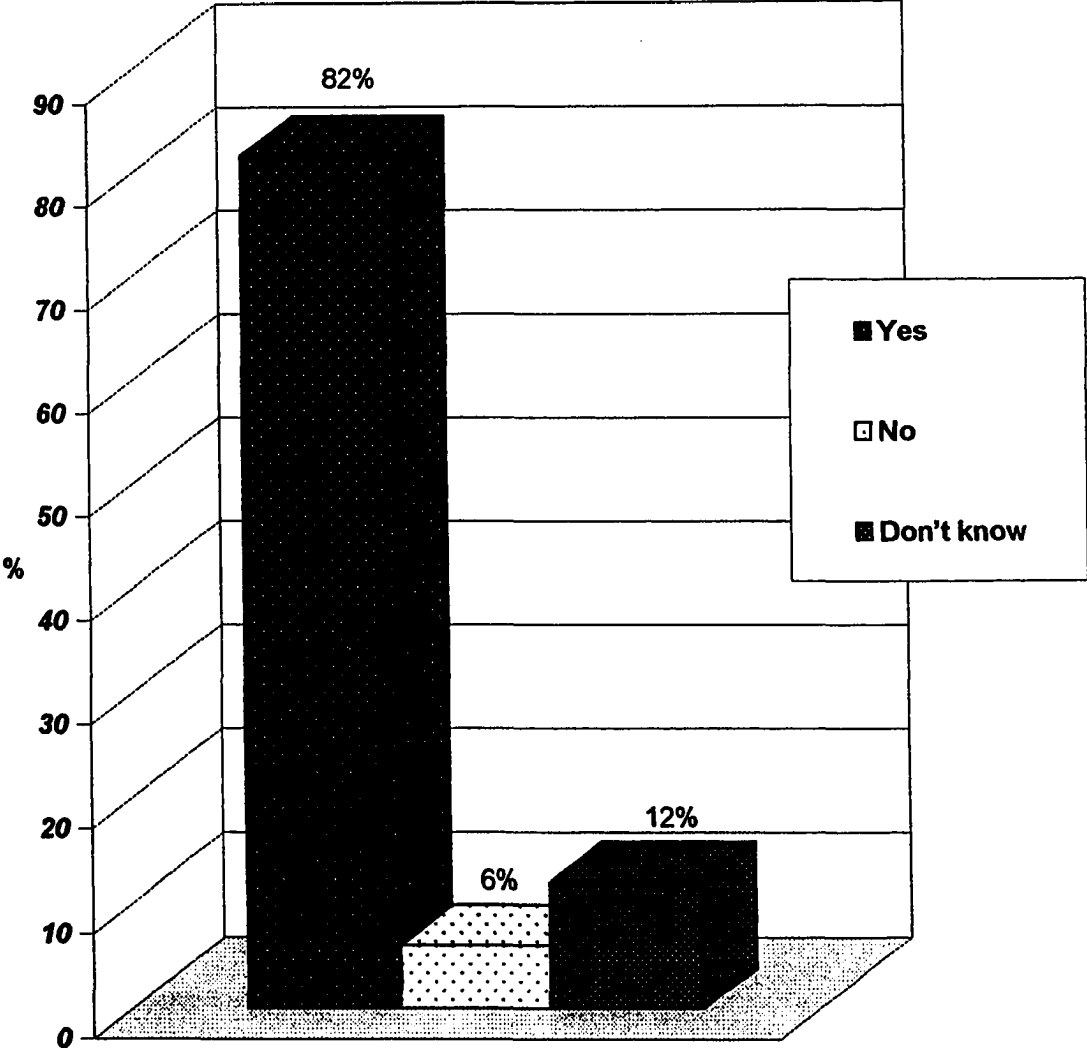
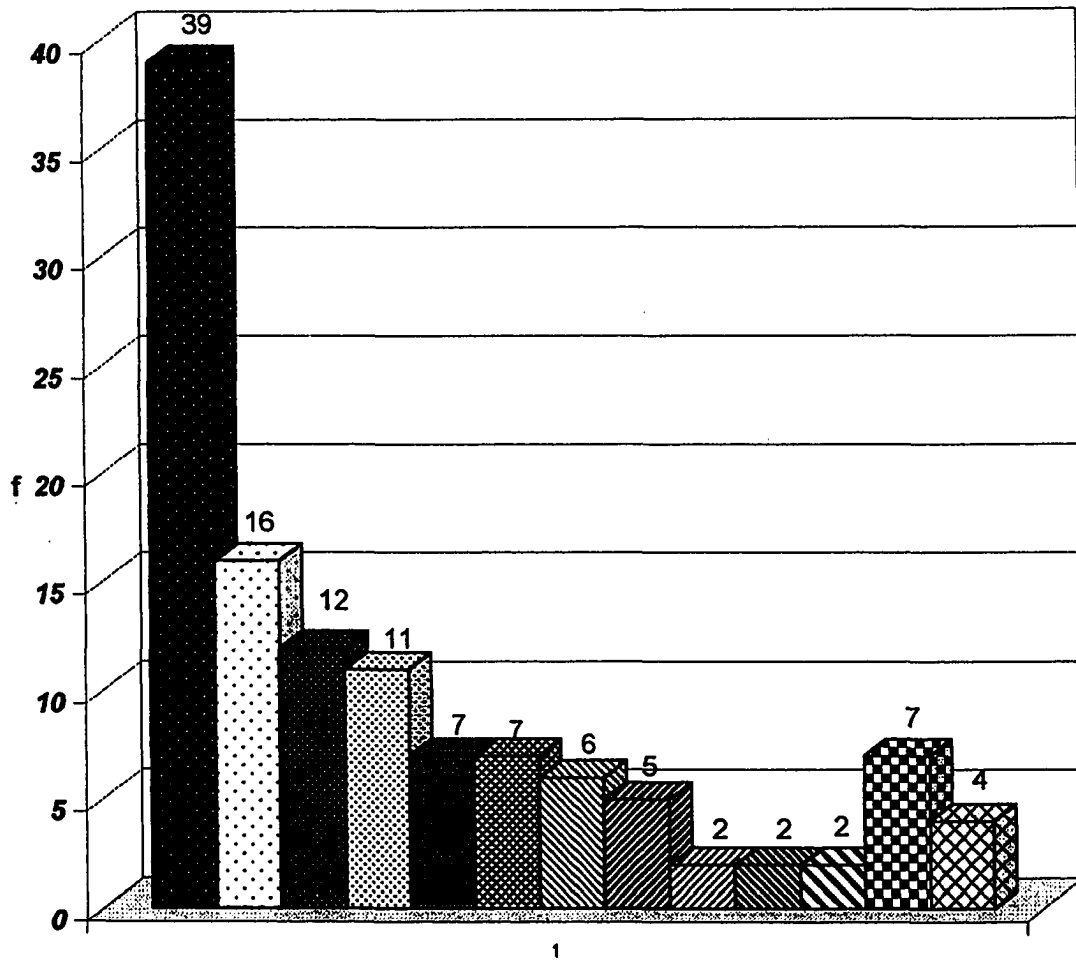


CHART 2.17b: Which places do you feel are important and should be preserved for the future residents of Spanish Town?



■ Square	□ Museum
■ Old Courthouse	▣ Various streets/neighborhoods
■ Cathedral/churches	▣ Park
▣ Old buildings	▣ Everywhere
▣ Library	▣ Plaza
▣ Old Barracks	▣ Others
▣ No response	

CHART 2.18a: Are there very important places that you would show visitors to Spanish Town?

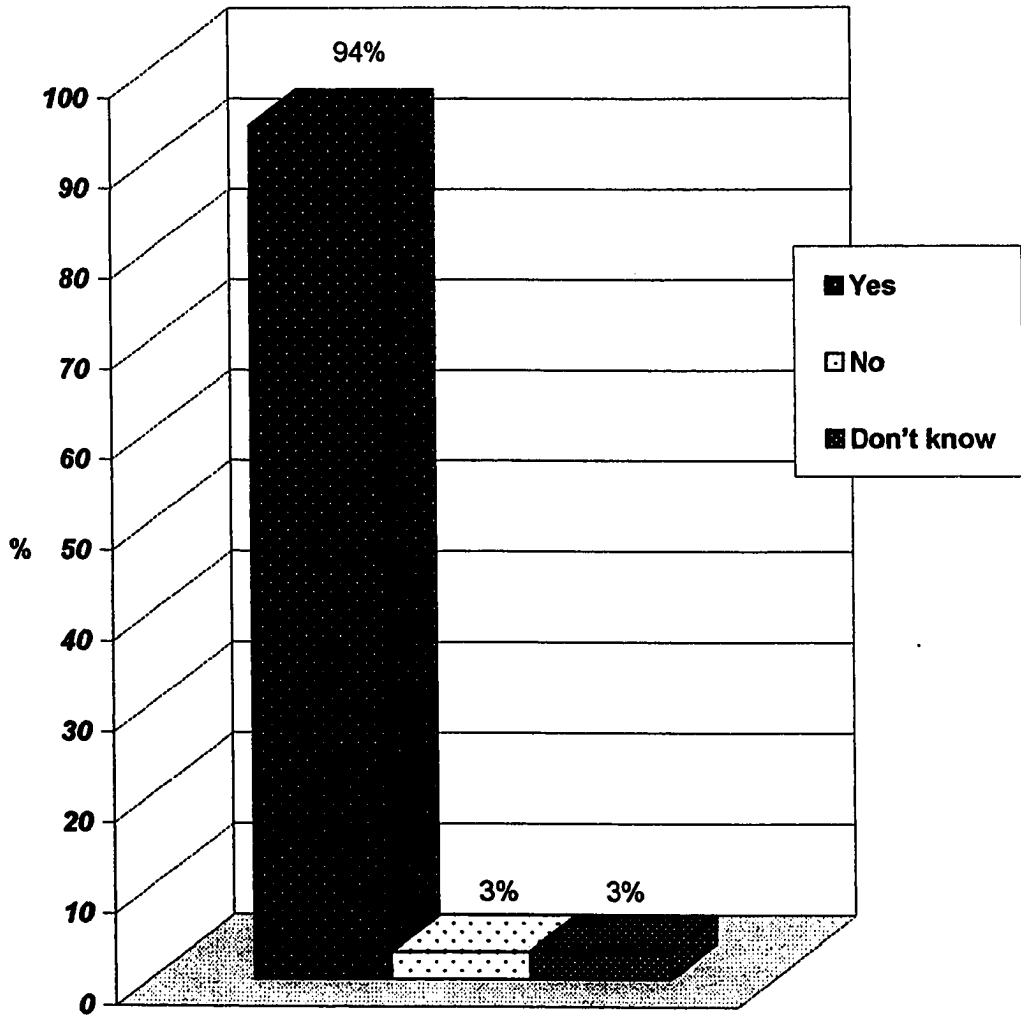


CHART 2.18b: What places would you show visitors to Spanish Town?

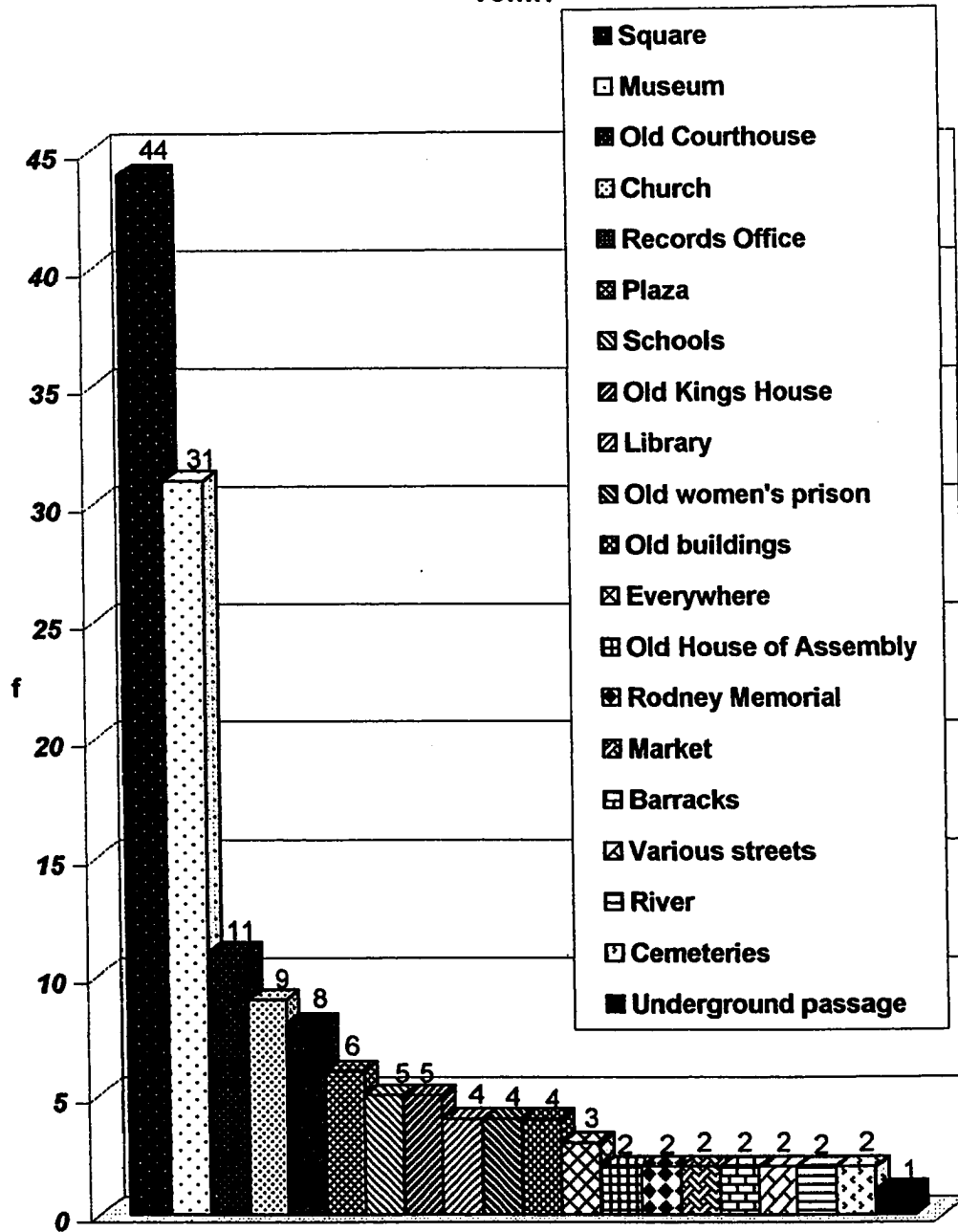


CHART 2.19: What is the one single place in the old part of the town that is most important to you?

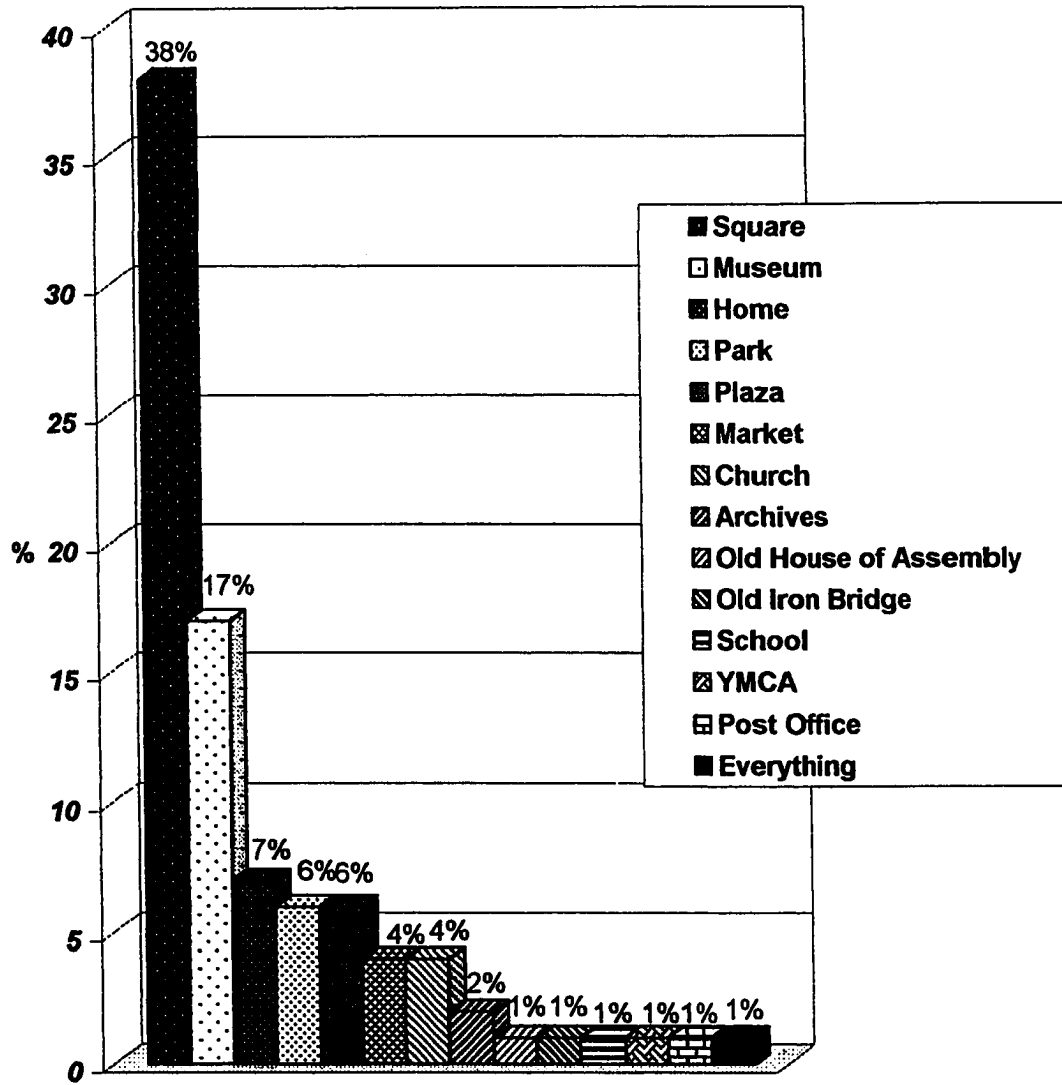


CHART 2.20a: How often do you go by the Spanish Town Square?

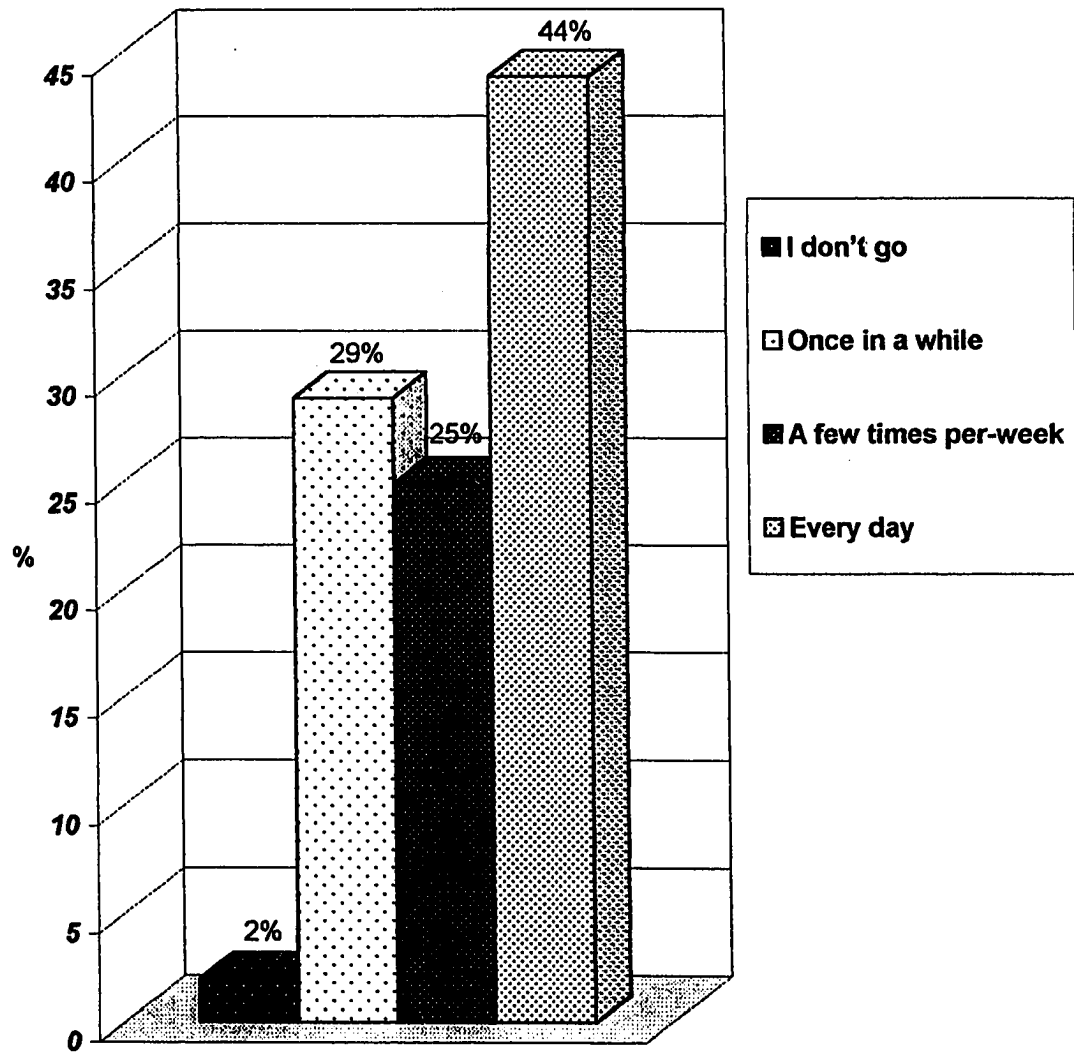


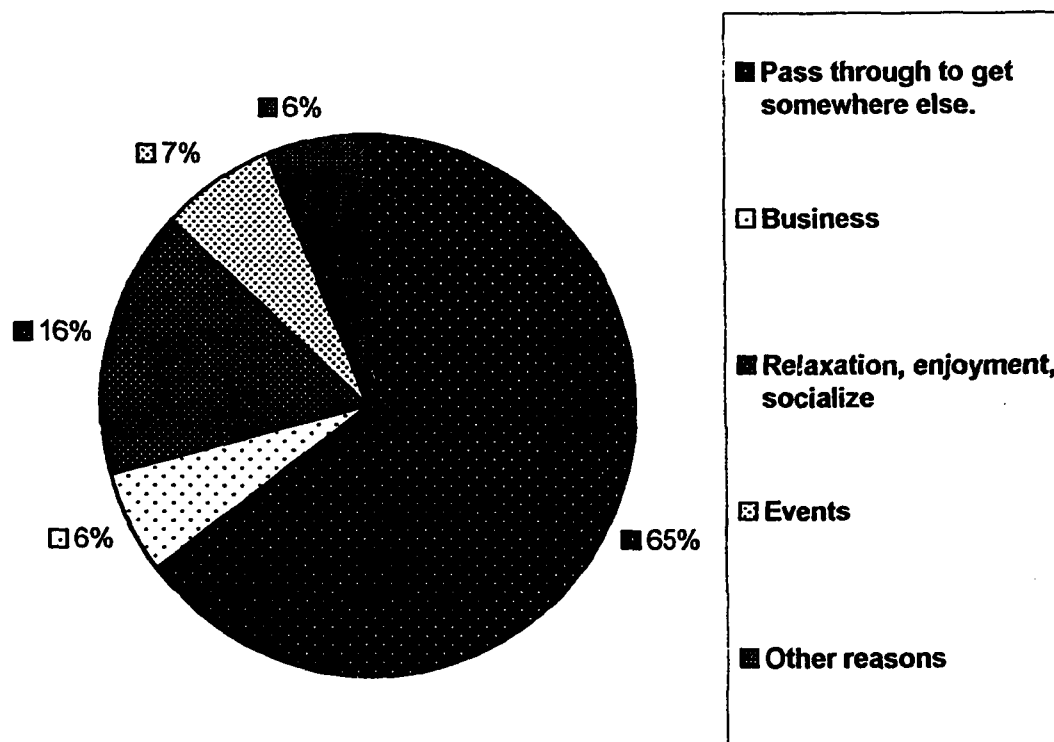
CHART 2.20b: Why do you usually go by the Spanish Town Square?

CHART 2.21: How important do you feel the Square is to the "social" life of the community?

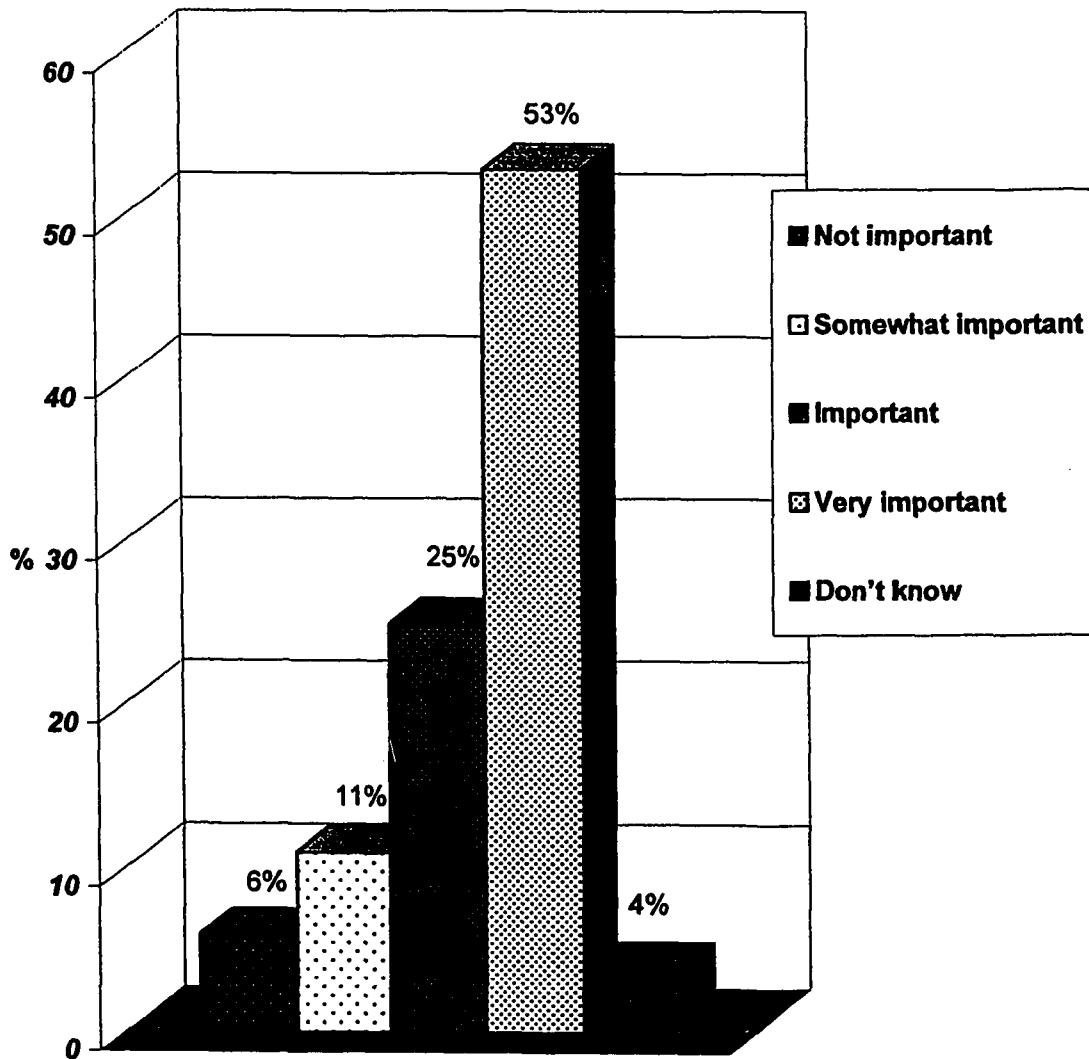


CHART 2.22: How important do you feel the Square is to the "cultural" life of the community?

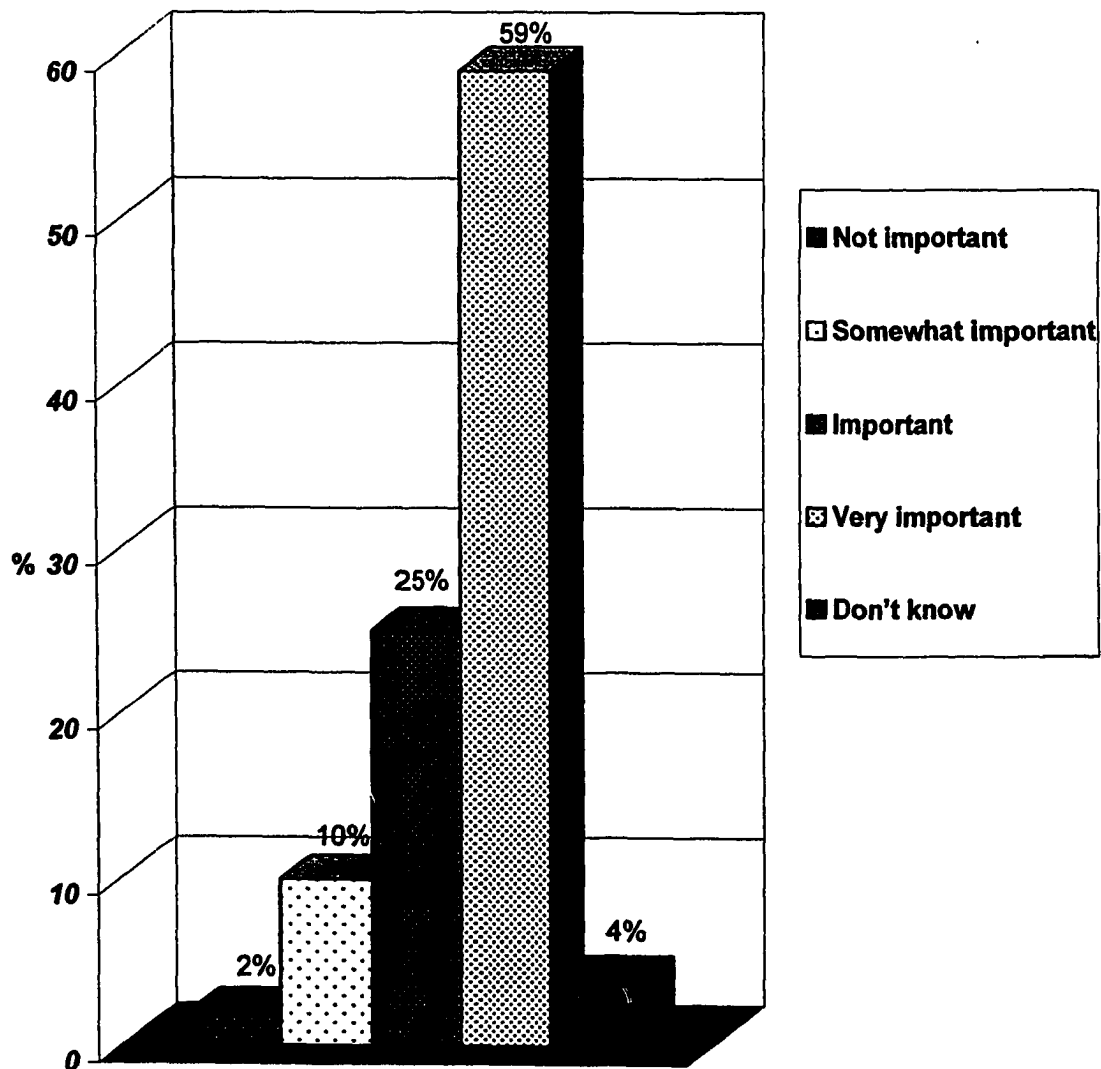


CHART 2.23: Have you ever been to the "People's Museum" on the Square?

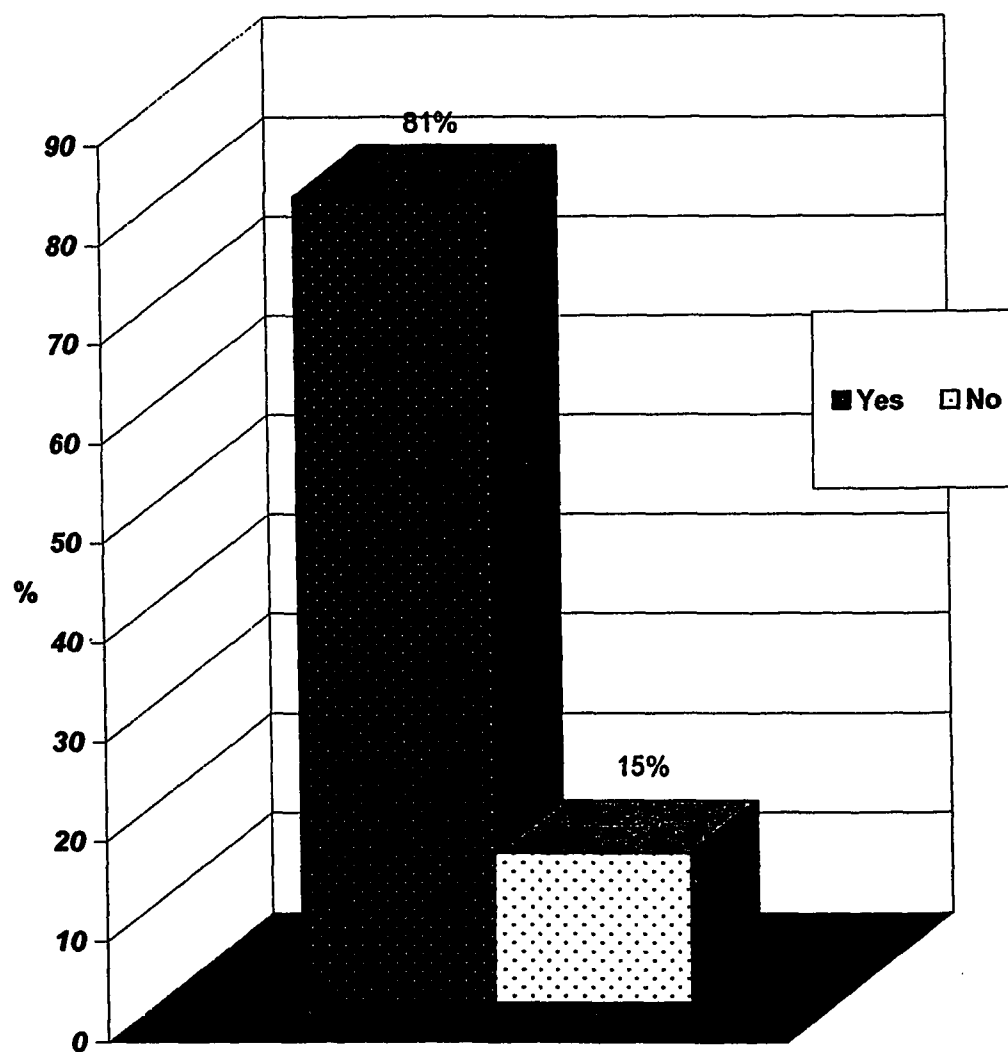
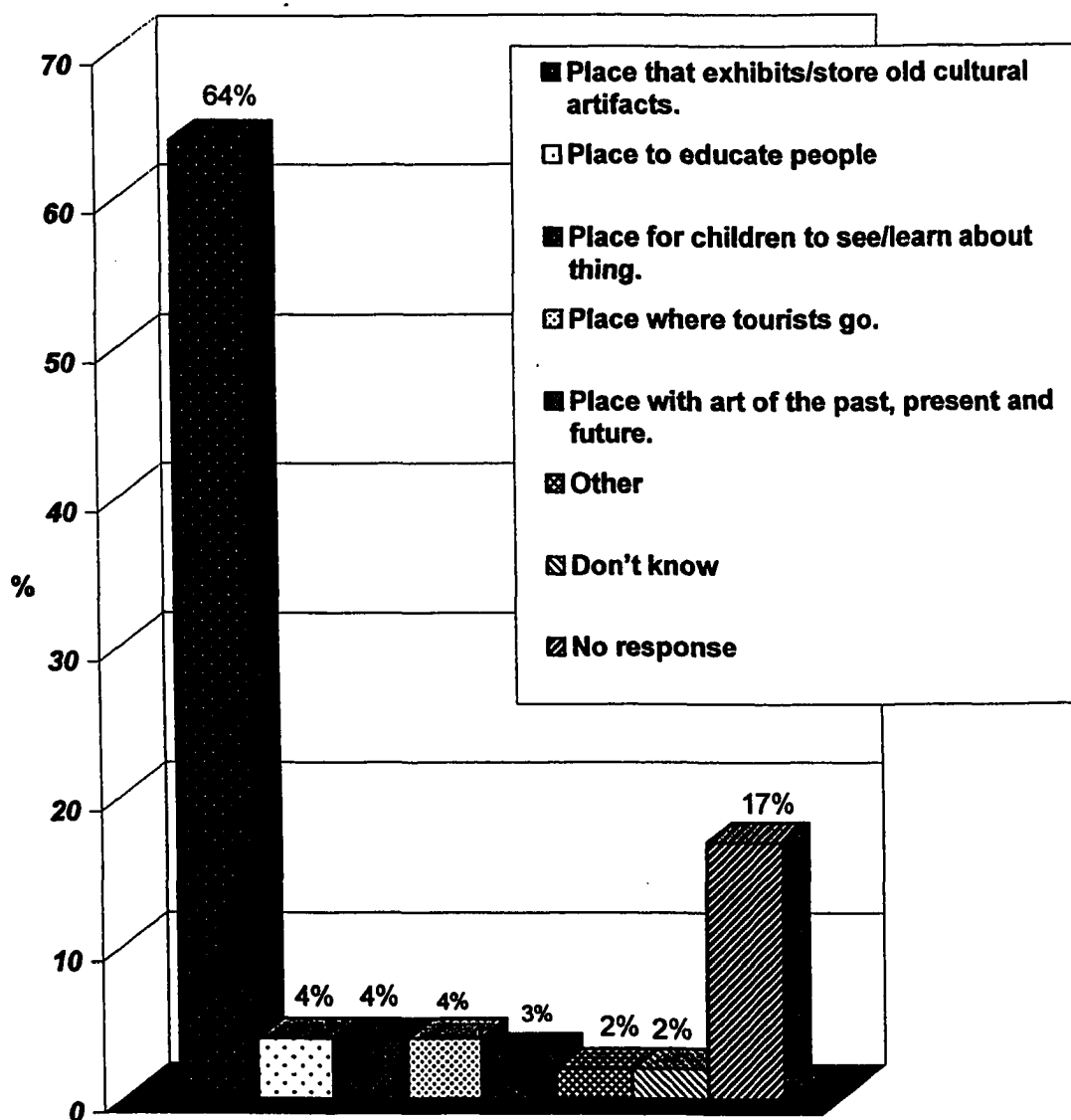


CHART 2.24: How would you define a "museum"?



F) Quality of life and desires for the future of the Town.

Finally, we wanted to find out what residents would like for the future of the community and other issues that they consider important regarding the future of the "old town." We feel that this information should help identify the issues that if addressed can affect a positive "upliftment" of the community and enhance the quality of life of its residents.

With regard to what they would like for the future of the community, a significant percentage of almost 50% would desire an improvement in the physical and economic conditions of their community. The second most significant percentage of 24% would desire an improvement in the quality of life. Categorized together, almost three quarter of the residents interviewed want to see investment made in their environmental, social and economic conditions (*see chart 2.25*). This is reinforced by the information collected on how residents feel about the quality of local service.

The following are quotes identifying what residents would like for the future of their community.

"I would really like to see it get an upliftment, it needs a face-lift."

(40-49 year old retired female - #2)

"Me would a love to see everybody come together inna unity and share and listen to one another opinion - a no everybody can talk to them one another...them fight and all them something there, them don't listen to advise."

(40-49 year old employed male - #9)

"I would like to see a lot of development, upgrading the road - although them start it already, buildings and them things deh fe poor people...fix up the place."

(20-29 year old employed male - #16)

"I would like the community develop more in tourism...more jobs would be provided for the people and the area would keep more clean."

(15-19 year old unemployed female - #23)

"...more houses, more facilities for the kids like a little center for the kids dem go...factory fe de young people dem...more teachers for de school dem."

(40-49 year old unemployed female - #27)

“...the government take a stand and put something in place for young people so that them stop ---- around the road, smoking, doing nothing and jacking people in the night. People should be free...interact with each other and understand each other.”

(20-29 year old unemployed male - #29)

On a visit to Spanish Town one can clearly see that much of the local services are in need of upgrading. However, we wanted to see how the residents themselves feel about these conditions. They were asked to rate the quality/condition of the following services within Spanish Town: Sanitation/garbage; Sewage/drains; Road quality; Public transport; Children play area; Electricity/Power; Police; and Medical/clinics. Overall, the residents seem to indicate that they were dissatisfied with much of the poor conditions of public services in Spanish Town. While sanitation/garbage, sewer/drains, and road quality all ranked very high in the poor category and also ranked very low in the good category it appears that the lack of children’s play areas in the community is of great concern to many residents (*see chart 2.26*). This disapproval of the conditions of services should be of primary interest to the appropriate authorities who are responsible for providing a supportive service delivery to the STHD – it should be a top priority because these services directly impacts the quality of the lives of residents.

With regards to what the residents of Spanish Town consider as important issues for the future of the old town, physical development and a general improvement in their environment stands out with the highest percentages. Aspects such as social development, jobs and employment do not claim the same priority in terms of percentage. This probably signifies the value that the residents of the Spanish Town community place on their environment against their own personal development. It is also a surprising phenomenon that though approximately 34% of the Spanish Town community is unemployed, less than 10% consider the provision of jobs to be important for the future of their community (*see chart 2.27*). This therefore allows room for one to consider the real importance that the Spanish Town environment holds for the resident. Clearly, the people of Spanish Town want the living conditions of the town addressed and are willing to participate in programs that will lead to improving the quality of their lives.

The following quotes identify some what residents feel is most important to them as issues affecting the future of their community.

"The park out by the park it needs to be uplifted." (40-49 year old retired female - #2)

"...the old buildings up [the square], time fe dem do something bout dem now man, time fe them move up man, too much money being spent and nothing being done. Time fe dem pull out some rusty money and do some work right now." (50-59 year old unemployed female - #13)

"I would like the bigger heads...the government to take a serious look at building it and make it more developed that the kids growing up can come and like the history of Spanish Town."
(20-29 year old unemployed male - #15)

"...some projects fe youths so them can get to learn trade...them things deh very important because nuff a we nah do nothing." (20-29 year old employed male - #16)

"better representation in Spanish Town. A lot of people a represent Spanish Town. Its as if they are sent here, they don't know, they loose touch with the people of Spanish Town and representation should work from inside instead of outside...You should not send somebody that don't know nothing about the people that live here to come, we are not goat and sheep that somebody packing up in pen. We need representation from within the community, not from outside. Nobody should send a minister or a member of parliament from somewhere that you don't know and there is no much communication with that person."
(40-49 year old employed male - #33)

"I would like to see if it upgrade and looking good...more housing facilities."
(30-39 year old employed female - #55)

Overall, the results bring up very interesting questions. Do the people value the development of the town over their own personal development? Or, is it that they view that the development of the Spanish Town environment will be of benefit to their own personal development? If it's the case of the latter this would suggest that their own identities are bonded with that of the physical environment in which they live. Therefore, changes to their environment would indeed have an impact on them personally.

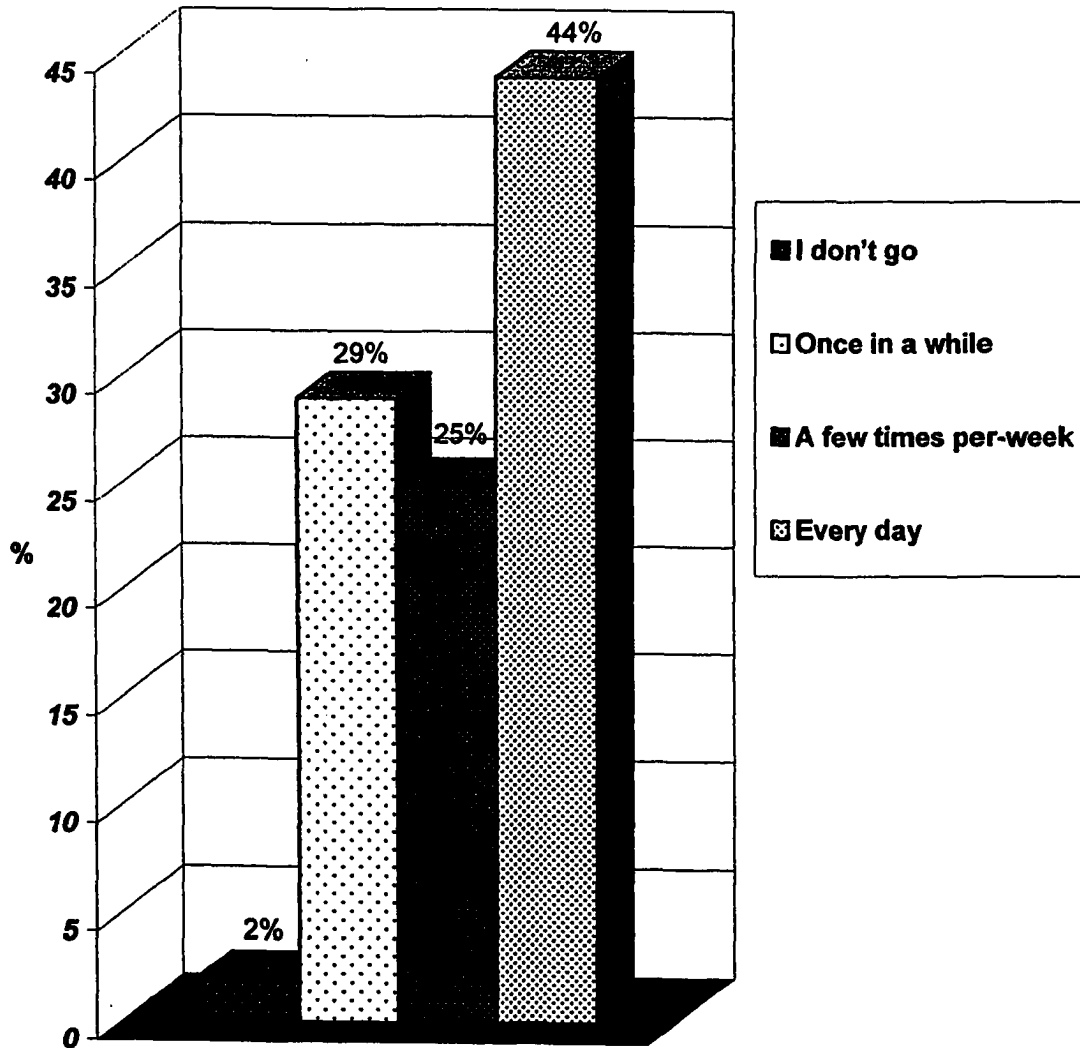
CHART 2.20a: How often do you go by the Spanish Town Square?

CHART 2.26: What are the qualities of the services within Spanish Town?

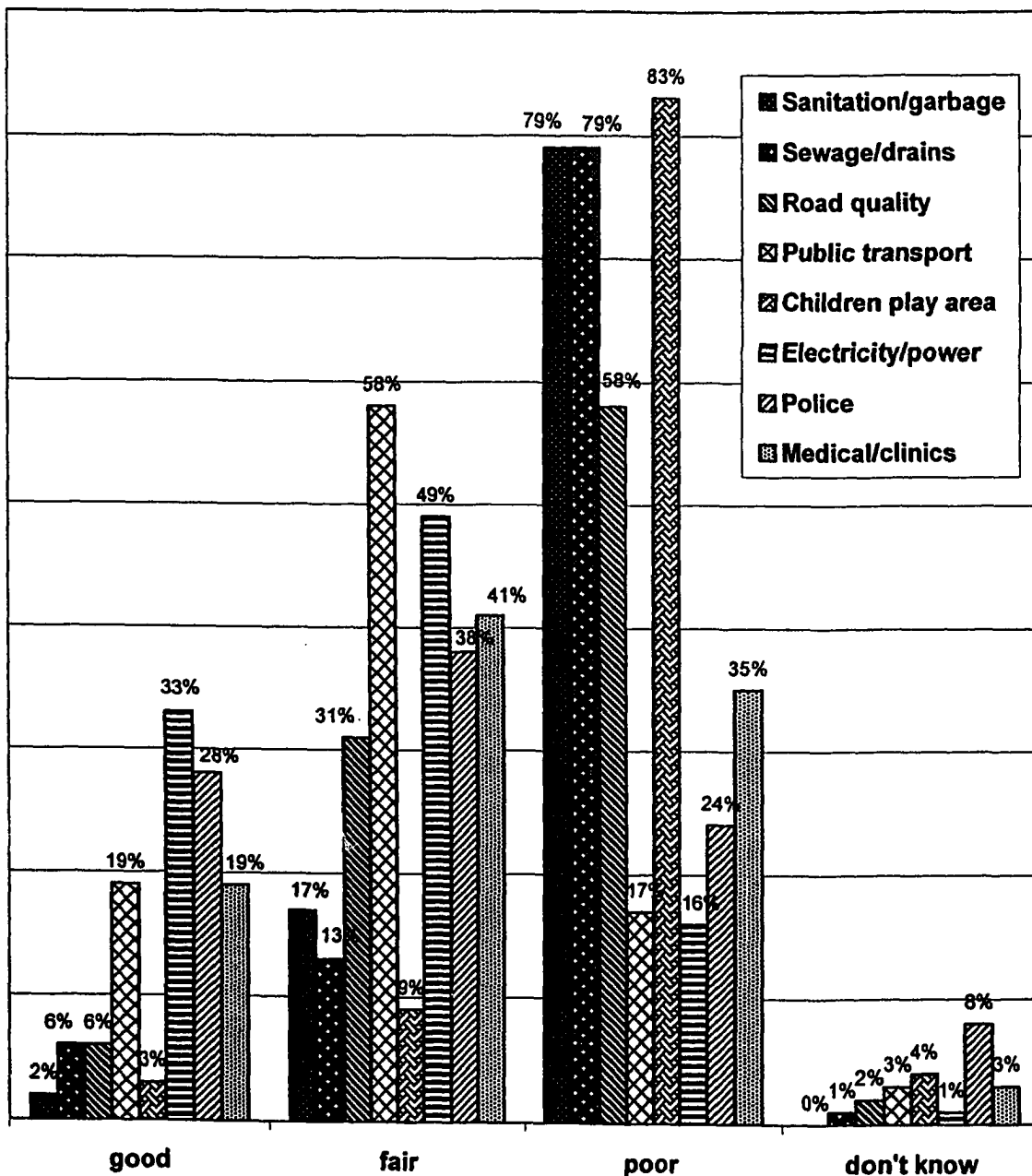
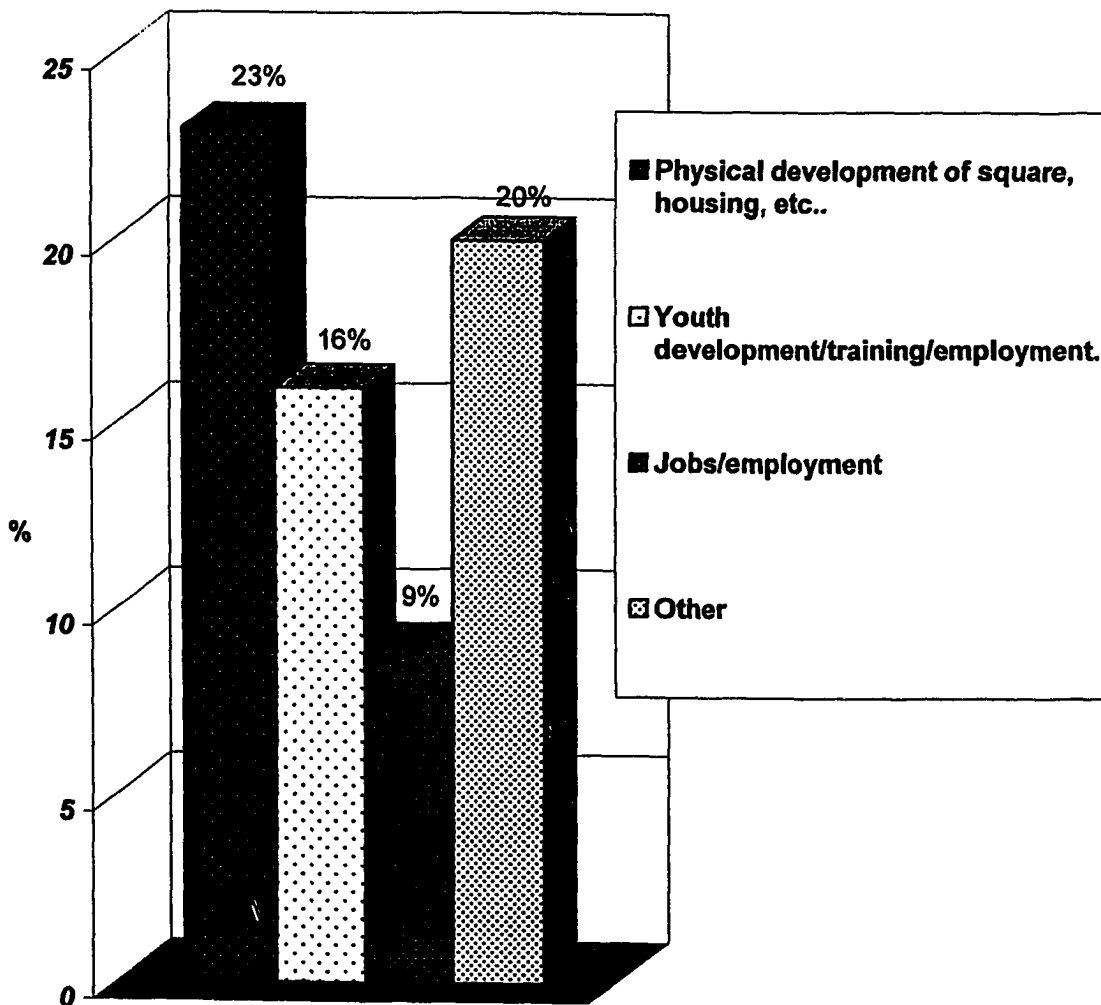


CHART 2.27: What are important issues regarding the future of the old town?



3. Conclusion

In formulating a conclusion to this study, we wanted to address how residents feel about their community and identify what we feel are key issues arising from our study. First, we have identified several key elements regarding how residents feel about aspects of their community's *past, present* and *future*. Then, we present what we feel all this information means and identify what our intended goals are for the "exhibit." The following presents the elements that we find are key to the relationship that locals have with the STHD.

A) How Do Residents Feel About Their Community's Past, Present & Future?

The Past

- Residents are proud of their community's history.
- Residents are interested in acquainting themselves with the history of their community.
- Residents feel it is important to know about the history of their community.
- Residents feel that the past history provides them with a cultural identity.
- Residents feel that the historic significance of their community's past and its historic artifacts including the square and the People's Museum offer a good opportunity for the establishment of a tourism program that would improve the social, economic and cultural resources of their community.

The Present

- The public services to their community are currently in need of upgrading. The environmental conditions such as sanitation, sewage and road conditions are of major concern of community members.
- The overall quality of life needs improvement – such as safety.
- The present resources are not being fully utilized. There are many residents who are willing to participate in and assist with the development of tourism ideas for their community. They feel that there are significant amounts of historic and cultural attractions within the District to capture the interests of visitors.
- The present condition of the many historic structures within their community needs to be restored and upgraded.

The Future

- Residents would like to have supportive spaces and services in their community. They want to have the environmental condition of their community upgraded and places that would support socialization in the form of gathering and play areas for young children.
- Residents want to see their cultural and historical identity cherished, preserved and presented in a way that they can benefit from it socially, culturally and economically.
- Residents want the present situation of the young people in their community addressed so that they may become productive adult citizens of the future.
- Residents want to be a part of the future upliftment of their community.

B) What does all this mean?

Based on the above findings we have identified several key questions arising from this study. We feel that these questions will prove worthwhile for locals and authorities to address – in order for the redevelopment to this historic community to be effectively achieved. These questions/issues are as follows:

- The role of sustainability and community development – Who should benefit and how?
- Implementation – How should the redevelopment proceed so that the concerns of the residents can be integrated into the redevelopment?
- The role of tourism and community building – How can tourism integrate members of the community and provide for a sense of community?
- The roles of tourism in preserving the cultural and historical assets of Spanish Town – Can it aid community members to know more about their history and culture?
- The power of information – How can full knowledge of the laws help with the preservation efforts within the STHD?
- Community participation/involvement – Can a strategy be developed to address the problems of the lack of good quality public services and employment/economic base within the District by involving/utilizing the local human resources?
- Importance of place – How can the apparent high level of positive meaning, awareness and interaction that exists between local residents and the Emancipation Square (and its components such as the park, the museum and the Rodney Memorial) be given sensitive consideration throughout the redevelopment process?

C) The Exhibit

It is important for the residents to have access to the information that we collected in our study – which we have presented here in this report. We hope that it will be a major contributing factor to them coming together as a community to participate in the affairs of the District. So, we feel that presenting our research findings in the form of an “exhibition” would achieve this goal. It is important that locals have a chance to see and hear what their neighbors are thinking, feeling and doing, so that they can start sharing thoughts about what they really want for their community. The promotion of the exchange of ideas between community members is essential in establishing a closer connection, corporation and enrichment in the social life of a community. In other words, coming together in a forum with ones neighbors in order to participate in the process of actually building and preserving ones community can aid in fostering closer unity and togetherness while establishing a closer sense of identity and belonging to their shared environment. This is crucial since the consent of the residents and their cooperation is necessary for the working of any tourism/development/preservation program implemented. We hope that our study and the exhibit can be seen as a starting point for a true participatory engagement of local residents in the redevelopment of the Spanish Town Historic District.

The TOB Student Researchers @ St. Jago High School - May, 2001

SAINT JAGO HIGH SCHOOL STUDENT'S "SPANISH TOWN RESIDENTS SURVEY 2000"				
Coordinated by Andre St. C. Minott - Ph.D. Program, Environmental Psychology, The City University of New York				
Date:	Time start:	Time end:	Student Researcher:	
1)	A) Where were you born?	Town:	Parish:	
	B) How long have you lived in Spanish Town?			year(s)
	C) How many generations of your family have lived in Spanish Town?			
	D) How much longer do you anticipate living in Spanish Town?			year(s)
2)	How important do you feel it is for you to know about the history of Spanish Town?			
	[1] Not important	[2] Somewhat important	[3] Very important	[0] Don't know
	Why?			
3)	How much would you say you know about the laws governing vandalizing old buildings within Spanish Town?			
	[1] Don't know anything	[2] Know a little	[3] Know a lot	
4)	Do you feel that Spanish Town should be developed as a place to attract foreign visitors?			
	[1] Yes	[2] No	[0] Don't know	
	Why?			
5)	Do you feel that your community would benefit from tourism?			
	[1] Yes	[2] No	[0] Don't know	
	How?			
6)	How do you feel about having "white" foreign visitors walk around your community?			
	[1] Negative	[2] Indifferent	[3] Positive	[4] Both positive and negative [0] Don't know
7)	How do you feel about having "black" or other "non-white" foreign visitors walk around your community?			
	[1] Negative	[2] Indifferent	[3] Positive	[4] Both positive and negative [0] Don't know
8)	What aspects of your community do you feel would be of GREAT interest to foreign visitors to Spanish Town? (Please indicate which of the following apply)			
	[1] the people	[7] the museum		
	[2] the history	[8] the square		
	[3] the old buildings	[9] other _____		
	[4] the shops/shopping	[10] nothing		
	[5] the food	[0] Don't know		
	[6] the cultural entertainment			
9)	How safe do you feel foreign visitors to Spanish Town would be walking around in your community?			
	[1] Very unsafe	[2] Somewhat unsafe	[3] Somewhat safe	[4] Very safe [0] Don't know
10)	Would you be interested in participating in the development of tourism ideas for your community?			
	[1] Yes	[2] No	[0] Don't know	
	Why?			
11)	How important to you is owning your own home in your community?			
	[1] Not important	[2] Somewhat important	[3] Important	[4] Very important [0] Don't know
	Why?			
	A) Do you or your family presently own property in Spanish Town?			
		[1] Yes	[2] No	[0] Don't know
12)	What aspect of your community are you most proud of?			
	Why?			
13)	What aspect of your community are you least proud of?			
	Why?			
14)	Do you feel that there would be an economic benefit for your community to "preserve" the "old" buildings?			
	[1] Yes	[2] No	[3] Both Yes & No	[0] Don't know
15)	Do you feel that there would be cultural benefits for your community to "preserve" the "old" buildings?			
	[1] Yes	[2] No	[3] Both Yes & No	[0] Don't know
16)	Do you feel that there would be social benefits for your community to "preserve" the "old" buildings?			
	[1] Yes	[2] No	[3] Both Yes & No	[0] Don't know
17)	Are there places that you feel are important and should be preserved for the future residents of Spanish Town?			
	[1] Yes	[2] No	[0] Don't know	
	Where?			
18)	Are there very important places that you would show visitors to Spanish Town?			
	[1] Yes	[2] No	[0] Don't know	
	Where?			

19) What is the one single place in the "old" part of the town that is most important to you?
 Where? Why?

20) Do you know if Spanish Town is an officially designated "Historic District"?
 [1] Yes [2] No [0] Don't know

21) How often do you go by the Spanish Town Square?
 [1] I don't go [2] Once in a while [3] A few times per-week [4] Every day
 Why?

22) How important do you feel the Square is to the "social" life of the community?
 [1] Not important [2] Somewhat important [3] Important [4] Very important [0] Don't know

23) How important do you feel the Square is to the "cultural" life of the community?
 [1] Not important [2] Somewhat important [3] Important [4] Very important [0] Don't know

24) Please indicate the degree to which you agree or disagree to the following statements about the future of the Spanish Town Square: (On a scale of 1 to 5 - with [1] meaning you strongly disagree and [5] meaning you strongly agree)

A) I would like to see the Square remain as it is right now.	>	>	[1]	[2]	[3]	[4]	[5]
B) I would like to see the Square return to being like it was over 100 years ago.	>	>	[1]	[2]	[3]	[4]	[5]
C) I really don't care very much what the Square looks like.	>	>	[1]	[2]	[3]	[4]	[5]
D) I would like to see the Square developed in whatever way brings tourists.	>	>	[1]	[2]	[3]	[4]	[5]
E) I really don't want to have tourists visit the Square.	>	>	[1]	[2]	[3]	[4]	[5]
F) I would like to see the Square restored with the original buildings and made more accessible for the residents.	>	>	[1]	[2]	[3]	[4]	[5]
G) I would like to see the Square modernized with new buildings and made more accessible for the residents.	>	>	[1]	[2]	[3]	[4]	[5]

25) How would you define a "museum"?

26) Have you ever been to the "People's Museum" on the Square?
 [1] Yes [2] No Why not? [0] Don't know

27) If a day was designated for touring the "People's Museum," free of cost, would you attend?
 [1] Yes [2] No Why not? [0] Don't know

28) If there were a family workshop at the museum, for both parent/adult and child working together, would you attend?
 [1] Yes [2] No Why not? [0] Don't know

29) Do you feel that it is a good idea to have a museum dedicated to highlighting the history, people and culture of Spanish Town?
 [1] Yes [2] No [0] Don't know
 Why?

30) Please rate the quality/condition of the following services within Spanish Town? (1=Good - 2=Fair - 3=Poor)

	good / fair / poor / don't know				good / fair / poor / don't know				
A) Sanitation/garbage	[1]	[2]	[3]	[0]	F) Electricity/Power	[1]	[2]	[3]	[0]
B) Sewage/drains	[1]	[2]	[3]	[0]	G) Police	[1]	[2]	[3]	[0]
C) Road quality	[1]	[2]	[3]	[0]	H) Medical/clinics	[1]	[2]	[3]	[0]
D) Public transport	[1]	[2]	[3]	[0]	I) other: _____	[1]	[2]	[3]	[0]
E) Children play area	[1]	[2]	[3]	[0]	J) other: _____	[1]	[2]	[3]	[0]

31) Do you feel proud about living in your community?
 [1] Yes [2] No [3] Both Yes & No [0] Don't know
 Why?

32) What would you like for the future of your community? [0] Don't know
 What?

33) Are there any other issues that you consider important regarding the future of the "old town"?
 [1] Yes [2] No [0] Don't know
 What?

A) Age: 15-19 20-29 30-39 40-49 50-59 60-69 70-79 80+

B) Sex: [1] Female [2] Male

C) Education: [1] Primary [2] Secondary [3] College/University [4] Other _____

D) Employed: [1] Yes - a) full time b) part time [2] No [3] Retired [4] Student

AT A FUTURE DATE, WOULD YOU BE WILLING TO DISCUSS MORE OF YOUR THOUGHTS ON THE TOPICS THAT WE HAVE COVERED HERE? YES NO

Participant's Name: _____
 Address: _____
 Telephone #: _____

..... WE THANK YOU FOR PARTICIPATING IN THIS SURVEY

APPENDIX F: Profile of Interviewees

Interviewee #2	
A	FEMALE
B	40-49
C	ELEMENTARY EDUCATION
D	UNEMPLOYED
E	BORN IN: Santa Cruz, St. Elizabeth
F	LIVES IN ST: 8 YEARS – SINCE 1992
G	2 GENERATIONS IN ST
H	LIVES WITH HUSBAND AND CHILDREN
I	NOT SURE HOW MUCH LONGER LIVE IN ST
J	DOES NOT OWN HOME
K	CATEGORY OF ATTITUDE: A - Pro preservation and tourism development.
L	TYPES OF ATTACHMENT WITH SQUARE IDENTIFIED: social - cultural - emotional/sentimental
M	WOULD BE AFFECTED BY MAJOR ALTERATION/DEMOLITION OF THE SQUARE: Yes
<p><i>NOTES: Square is most important place because it is beautiful and ST should be developed for tourism. I interviewed her on the verandah of her home where lives with her husband and children. Her young daughter was present at the interview. She requested a copy of the interview tape.</i></p>	
Interviewee #4	
A	FEMALE
B	30-39
C	SECONDARY EDUCATION
D	EMPLOYED FULL TIME
E	BORN IN: Kingston
F	LIVES IN ST: 20 YEARS – SINCE 1980
G	2 GENERATIONS IN ST
H	LIVES WITH AUNT
I	NOT SURE HOW MUCH LONGER LIVE IN ST
J	LIVES WITH AUNT WHO OWNS HOME
K	CATEGORY OF ATTITUDE: D - Want to see change but don't care about appearance.
L	TYPES OF ATTACHMENT WITH SQUARE IDENTIFIED: social - cultural
M	WOULD BE AFFECTED BY MAJOR ALTERATION/DEMOLITION OF THE SQUARE: Yes
<p><i>NOTES: Don't know where is most important place to her. In survey listed that she didn't know if ST should be developed for tourism. Thought the "square" was the intersection of Burke Rd. and Young St. (by the Spanish town Shopping Plaza and transport center). I interviewed her on the car porch while she was washing her white work uniform. Her aunt and aunt's children were present in the yard – aunt listened for a while and asked what interview was about then left. Works long hours.</i></p>	
Interviewee #5	
A	MALE
B	30-39
C	SECONDARY EDUCATION
D	EMPLOYED FULL TIME
E	BORN IN: Spanish Town
F	LIVES IN ST: 38 YEARS – SINCE 1962
G	2 GENERATIONS IN ST
H	LIVES WITH HIS SON
I	PLANS STAY IN ST
J	HOME OWNED BY HIS FAMILY
K	CATEGORY OF ATTITUDE: B - Not certain about change.
L	TYPES OF ATTACHMENT WITH SQUARE IDENTIFIED: social - cultural - emotional/sentimental
M	WOULD BE AFFECTED BY MAJOR ALTERATION/DEMOLITION OF THE SQUARE: Yes
<p><i>NOTES: Square is most important place because of its historical significance. In survey listed that ST should be developed for tourism. Grew up in present home. He was interviewed on the verandah of his home he sat on floor, I sat in chair. The house and yard appears to be very well kept with a beautiful garden. The rear of the property abuts the bank of the river. He questioned me about who I was and told me that he liked my vibes from the moment he saw me. Very articulate and open.</i></p>	

Interviewee #9	
A	MALE
B	40-49
C	SECONDARY EDUCATION
D	EMPLOYED FULL TIME
E	BORN IN: Spanish Town
F	LIVES IN ST: 40 YEARS – SINCE 1960
G	4 GENERATIONS IN ST
H	LIVES WITH HIS MOTHER AND YOUNG NEPHEWS
I	PLANS STAY IN ST
J	HOME OWNED BY HIS FAMILY
K	CATEGORY OF ATTITUDE: E - Don't want development for tourism/tourist.
L	TYPES OF ATTACHMENT WITH SQUARE IDENTIFIED: social - cultural - emotional/sentimental
M	WOULD BE AFFECTED BY MAJOR ALTERATION/DEMOLITION OF THE SQUARE: Yes
	<p><i>NOTES: Square is most important place because everything happens there. In survey listed that ST should be developed for tourism. His family operates a grocery shop from their home where he works full time. The interview took place on the verandah of his home with his mother and four young nephews (nephews they told me that they had a micro tape recorder like mine and wanted to tape the interview as well – I said ok). He is of Indian decent and told me that his ancestors had owned most of the lands in the residential side of ST. However, over the years they have all been sold out and his grandfather was from "the poor side of the family." At the end of the interview I was interviewed by his nephews (ages 16, 14, 14, 12) who, among other things asked me if I liked what I was doing because it appeared to be a difficult task – "talking to strangers about how they feel." I then quizzed them about life growing up in ST (on tape) and realized that although they only know the present condition of the square and the rest of the town, they had a strong seance that it was at one time very different-in a positive way. After, I was asked if I knew anything about computers and wound up (for 30mins) helping them figure out a communication problem they were having signing on to CWJamaica. I was offered a cool drink which I gladly accepted.</i></p>
Interviewee #12	
A	MALE
B	70-79
C	SECONDARY EDUCATION
D	RETIRED
E	BORN IN: Spanish Town
F	LIVES IN ST: RETURNED FROM ENGLAND 10 YEARS AGO BUT HAVE LIVED IN ST MOST OF HIS LIFE SINCE
G	1930
H	3 GENERATIONS IN ST
I	LIVES WITH HIS WIFE
J	PLANS STAY IN ST
K	OWNS HOME
L	CATEGORY OF ATTITUDE: G - Want everything to stay the same.
M	TYPES OF ATTACHMENT WITH SQUARE IDENTIFIED: narrative/history
	WOULD BE AFFECTED BY MAJOR ALTERATION/DEMOLITION OF THE SQUARE: No
	<p><i>NOTES: On survey indicated that the square was most important to him because it was beautiful, wonderful and the town should be developed for tourism. He was feeling a bit 'under the weather' (He has been ill for sometimes with complications from diabetes) but he said he would talk with me. I interviewed him at the home of his deceased sister where he is staying along with his wife (who was also selected to be interviewed). They are awaiting the completion of their home, which has been under construction on the site where he was born in ST – he had invited that I pass by and take a look it and let him know what I thought. He was born in ST and he and his wife had lived in England for several years before returning back to ST 10 years ago. His wife was not present during the interview.</i></p>

Interviewee #13	
A	FEMALE
B	50-59
C	PRIMARY EDUCATION
D	UNEMPLOYED
E	BORN IN: Ballaclava, St. Elizabeth
F	LIVES IN ST: RETURNED TO ST 10 YEARS AGO BUT HAVE LIVED IN ST MOST OF HER LIFE SINCE 1960's
G	2 GENERATIONS IN ST
H	LIVES WITH HER HUSBAND
I	PLANS STAY IN ST AS LONG AS HER HUSBAND IS ALIVE
J	OWNS HOME
K	CATEGORY OF ATTITUDE: F - Want the square to be modernized for locals.
L	TYPES OF ATTACHMENT WITH SQUARE IDENTIFIED: social - cultural - spatial - emotional/sentimental
M	WOULD BE AFFECTED BY MAJOR ALTERATION/DEMOLITION OF THE SQUARE: Yes
<p><i>NOTES: She indicated on her survey that from the "cathedral up to the square" was the most important to her because she attended the cathedral church and the town should be developed for tourism. I interviewed her at the home of her husband's deceased sister. She lives there with her husband and his nephew whom I met at the end of the interview with her husband. Her husband was also interviewed - I was unaware that they were husband and wife during the interview selection - her husband had listed the address of their home, which is being built elsewhere in the District while she had listed the home that they are staying at now. Her sister, who was visiting along with three young children, and her husband was present at the interview. She is a seamstress and works from home.</i></p>	
Interviewee #14	
A	FEMALE
B	60-69
C	PRIMARY EDUCATION
D	EMPLOYED FULL TIME
E	BORN IN: Sligoville, St. Catherine
F	LIVES IN ST: 20+ YEARS, SINCE SOME TIME BEFORE 1980
G	2 GENERATIONS IN ST
H	LIVES WITH HER HUSBAND AND CHILDREN
I	DON'T KNOW HOW MUCH LONGER SHE WILL BE IN ST
J	OWNS HOME
K	CATEGORY OF ATTITUDE: E - Don't want development for tourism/tourist.
L	TYPES OF ATTACHMENT WITH SQUARE IDENTIFIED: social - spatial - material/economic
M	WOULD BE AFFECTED BY MAJOR ALTERATION/DEMOLITION OF THE SQUARE: Yes
<p><i>NOTES: She indicated on survey that the museum was the most important to her because of its historical things and St should be developed for tourism because it would bring money and make the town livelier. I interviewed her while she was doing wash. Her unemployed grown son, who I had a discussion with after the interview, was present at the interview. She did not consider herself having a business in ST even though she has a little stall a few blocks away from the square. She said she moved to ST from the country because she just wanted to leave the country to come into town.</i></p>	
Interviewee #16	
A	MALE
B	20-29
C	SECONDARY EDUCATION
D	EMPLOYED PART TIME
E	BORN IN: Spanish Town, St. Catherine
F	LIVES IN ST: 22 YEARS, SINCE SOME TOME BEFORE 1978
G	2 GENERATIONS IN ST
H	LIVES WITH HIS MOTHER
I	DON'T KNOW HOW MUCH LONGER HE WILL BE IN ST
J	DOES NOT OWN HOME
K	CATEGORY OF ATTITUDE: C - Not certain about what kind of change.
L	TYPES OF ATTACHMENT WITH SQUARE IDENTIFIED: (none evident)
M	WOULD BE AFFECTED BY MAJOR ALTERATION/DEMOLITION OF THE SQUARE: Yes
<p><i>NOTES: He list the town and square as being most important because a lot of things go on there - also, the town should be developed for tourism. I interviewed him at his home on squatter land that he shares with his mother. He has a weak eye nerve condition which makes him appear to constantly falling asleep. When I asked him to sign the consent form he took the form and went into what is to be his room. After a few minutes I went to see what was taking him so long and found him trying to copy his name from a piece of paper on which his name was written. He explained to me that he could not remember how to write his name and that because of his eye condition it was difficult for him in school to learn. I told him that I would help him and I spelt his name while he wrote it in block letters.</i></p>	

Interviewee #19	
A	FEMALE
B	40-49
C	SECONDARY EDUCATION
D	SELF EMPLOYED
E	BORN IN: Spanish Town, St. Catherine
F	LIVES IN ST: 40+ YEARS, SINCE SOME TIME BEFORE 1960
G	2 GENERATIONS IN ST
H	LIVES ALONE
I	DON'T KNOW HOW MUCH LONGER HE WILL BE IN ST BUT PLANS TO MIGRATE TO ENGLAND
J	OWNS HOME
K	CATEGORY OF ATTITUDE: A - Pro preservation and tourism development.
L	TYPES OF ATTACHMENT WITH SQUARE IDENTIFIED: loss/destruction
M	WOULD BE AFFECTED BY MAJOR ALTERATION/DEMOLITION OF THE SQUARE: No
<p><i>NOTES: She indicated that the church was most important to her because of the peace of mind that it gives her. The town should be developed for tourism because it would benefit the unemployed of ST. She was interviewed in the living room of her home. Her children are grown and don't live with her. I had scheduled her to be interviewed on August 2nd but as I was passing she called to me and said that she was available then. She has a stall on the corner where she lives.</i></p>	
Interviewee #22	
A	FEMALE
B	30-39
C	SECONDARY EDUCATION
D	UNEMPLOYED
E	BORN IN: Kingston
F	LIVES IN ST: 24 YEARS, SINCE SOME TIME BEFORE 1976
G	4 GENERATION IN ST
H	LIVES WITH HER DAUGHTER
I	NO PLANS TO LEAVE ST
J	DOES NOT OWN HOME
K	CATEGORY OF ATTITUDE: B - Not certain about change.
L	TYPES OF ATTACHMENT WITH SQUARE IDENTIFIED: social - cultural - emotional/sentimental
M	WOULD BE AFFECTED BY MAJOR ALTERATION/DEMOLITION OF THE SQUARE: Yes
<p><i>NOTES: Indicated that the park was most important to her because she loves to see the scene, also the town should be developed for tourism because it has a lot of attractions. She was interviewed in the yard of her home which appears to be on squatters land. She was having her hair braided by one friend while another friend looked on during the interview. She had moved to ST as a young girl to live with her aunt.</i></p>	
Interviewee #25	
A	FEMALE
B	20-29
C	SECONDARY EDUCATION
D	UNEMPLOYED
E	BORN IN: Spanish Town, St. Catherine
F	LIVES IN ST: 26 YEARS, SINCE SOME TIME BEFORE 1974
G	2 GENERATION IN ST
H	LIVES WITH HER GRANDMOTHER
I	DOESNOT KNOW HOW MUCH LONGER SHE WILL LIVE IN ST
J	DOES NOT OWN HOME
K	CATEGORY OF ATTITUDE: A - Pro preservation and tourism development.
L	TYPES OF ATTACHMENT WITH SQUARE IDENTIFIED: cultural - emotional/sentimental
M	WOULD BE AFFECTED BY MAJOR ALTERATION/DEMOLITION OF THE SQUARE: Yes
<p><i>NOTES: She indicated that the square was most important place to her because of how it looks and the town should be developed for tourism because of its historical buildings.</i></p>	

Interviewee #27	
A	FEMALE
B	40-49
C	SECONDARY EDUCATION
D	UNEMPLOYED
E	BORN IN: Browns Hall, St. Catherine
F	LIVES IN ST: 20 YEARS, SINCE SOME TIME BEFORE 1974
G	1 GENERATION IN ST
H	LIVES WITH HER TWO CHILDREN
I	DOESNOT KNOW HOW MUCH LONGER SHE WILL LIVE IN ST
J	DOES NOT OWN HOME
K	CATEGORY OF ATTITUDE: F - Want the square to be modernized for locals.
L	TYPES OF ATTACHMENT WITH SQUARE IDENTIFIED: social - cultural - spatial - material/economic -
M	emotional/sentimental WOULD BE AFFECTED BY MAJOR ALTERATION/DEMOLITION OF THE SQUARE: Yes
<p><i>NOTES: She indicated that the park was most important. She also felt that ST should not be developed to attract foreign visitors because she felt that "we no have noting fe dem." I interviewed here on the porch of her home which is shared by several other persons. She is unemployed but she frequently sets up a stall out in the square when she has products to sell.</i></p>	
Interviewee #29	
A	MALE
B	20-29
C	COLLEGE EDUCATION
D	UNEMPLOYED
E	BORN IN: Spanish Town, St. Catherine
F	LIVES IN ST: 20 YEARS, SINCE 1980
G	3 GENERATION IN ST
H	LIVES WITH COUSINS
I	DOES NOT PLAN TO LIVE IN ST LONGER THAN 1 YEAR – HAS PLANS TO MIGRATE TO THE US.
J	HOME OWNED BY HIS FATHER'S FAMILY
K	CATEGORY OF ATTITUDE: D - Want to see change but don't care about appearance.
L	TYPES OF ATTACHMENT WITH SQUARE IDENTIFIED: spatial - material/economic - emotional/sentimental
M	WOULD BE AFFECTED BY MAJOR ALTERATION/DEMOLITION OF THE SQUARE: Not clear
<p><i>NOTES:</i></p>	
Interviewee #30	
A	MALE
B	70-79
C	SECONDARY EDUCATION
D	UNEMPLOYED
E	BORN IN: Westmoreland
F	LIVES IN ST: 30+ YEARS, SINCE 1970
G	1 GENERATION IN ST
H	LIVES WITH WIFE AND GROWN CHILDREN & GRANDCHILDREN
I	HAS NO PLANS TO LEAVE
J	HOME OWNED BY HIS WIFE'S FAMILY
K	CATEGORY OF ATTITUDE: F - Want the square to be modernized for locals.
L	TYPES OF ATTACHMENT WITH SQUARE IDENTIFIED: social - cultural - spatial - emotional/sentimental
M	WOULD BE AFFECTED BY MAJOR ALTERATION/DEMOLITION OF THE SQUARE: Yes & No
<p><i>NOTES: He indicated that the park was the most important place to him. He was interviewed at his home he shares with his wife and children and grandchildren. His young grandson was present at the interview – he often referred to his grandson to recollect things he wasn't clear about.</i></p>	

Interviewee #32	
A	MALE
B	50-59
C	SECONDARY EDUCATION
D	UNEMPLOYED
E	BORN IN: Shanton, Bogwalk, St. Catherine
F	LIVES IN ST: 56 YEARS, SINCE 1944
G	2 GENERATION IN ST
H	LIVES ALONE
I	HAS NO PLANS TO LEAVE ST
J	RENTING HOME
K	CATEGORY OF ATTITUDE: A - Pro preservation and tourism development.
L	TYPES OF ATTACHMENT WITH SQUARE IDENTIFIED: social - cultural - spatial - emotional/sentimental
M	WOULD BE AFFECTED BY MAJOR ALTERATION/DEMOLITION OF THE SQUARE: Yes
<i>NOTES: He indicated that the Spanish Town shopping plaza was the most important place to him and the town should be developed for tourism because it was the first capital and was built by Englishmen. I interviewed him on the verandah of his home he shares with other tenants.</i>	
Interviewee #33	
A	MALE
B	40-49
C	SECONDARY EDUCATION
D	EMPLOYED
E	BORN IN: Spanish Town, St. Catherine
F	LIVES IN ST: 40+ YEARS, SINCE 1960
G	2 GENERATION IN ST
H	LIVES WITH FAMILY AND MOTHER
I	TILL 2000
J	HOME OWNED BY HIS FAMILY
K	CATEGORY OF ATTITUDE: A - Pro preservation and tourism development.
L	TYPES OF ATTACHMENT WITH SQUARE IDENTIFIED: ideological - loss/destruction
M	WOULD BE AFFECTED BY MAJOR ALTERATION/DEMOLITION OF THE SQUARE: Yes
<i>NOTES: He indicated that the square was the most important place and should be preserved for the future residents. He feels that it is very historic. I interviewed him on the verandah of his home - his elderly mother sat in and he consulted with her during the interview. His knowledge of the historicity of the town was quite extensive.</i>	
Interviewee #37	
A	FEMALE
B	15-19
C	SECONDARY EDUCATION
D	STUDENT
E	BORN IN: Spanish Town, St. Catherine
F	LIVES IN ST: 18 YEARS, SINCE 1982
G	7 GENERATION IN ST
H	LIVES WITH SISTER
I	WILL MIGRATE TO ENGLAND TO BE WITH HER MOTHER IN A FEW WEEKS
J	HOME RENTED
K	CATEGORY OF ATTITUDE: G - Want everything to stay the same.
L	TYPES OF ATTACHMENT WITH SQUARE IDENTIFIED: cultural
M	WOULD BE AFFECTED BY MAJOR ALTERATION/DEMOLITION OF THE SQUARE: Not clear
<i>NOTES: She indicated that the square was the most important place because it was beautiful. I interviewed her on the verandah of the rented home she shares with her sister - they are migrating to England to live with her mother.</i>	

Interviewee #39	
A	FEMALE
B	20-29
C	SECONDARY EDUCATION
D	UNEMPLOYED
E	BORN IN: Spanish Town, St. Catherine
F	LIVES IN ST: 22 YEARS, SINCE 1978
G	2 GENERATION IN ST
H	LIVES WITH
I	DOESNOT KNOW HOW MUCH LONGER SHE WILL LIVE IN ST
J	HOME RENTED
K	CATEGORY OF ATTITUDE: F - Want the square to be modernized for locals.
L	TYPES OF ATTACHMENT WITH SQUARE IDENTIFIED: social - cultural - emotional/sentimental - narrative/history
M	WOULD BE AFFECTED BY MAJOR ALTERATION/DEMOLITION OF THE SQUARE: Yes
<i>NOTES: She indicated that the museum was the most important place because it has things to learn about.</i>	
Interviewee #40	
A	FEMALE
B	80+
C	SECONDARY EDUCATION
D	RETIRED
E	BORN IN: Point Hill, St. Catherine
F	LIVES IN ST: 58 YEARS, SINCE 1980
G	1 GENERATION IN ST
H	LIVES ALONE - A TENANT LIVES ON PROPERTY
I	SHE WILL LIVE IN ST FOREVER
J	HOME OWNED BY HER
K	CATEGORY OF ATTITUDE: D - Want to see change but don't care about appearance. xF
L	TYPES OF ATTACHMENT WITH SQUARE IDENTIFIED: narrative/history - loss/destruction
M	WOULD BE AFFECTED BY MAJOR ALTERATION/DEMOLITION OF THE SQUARE: Not clear
<i>NOTES: She indicated that the post office was the most important place to her because of the ease of communication. This is understandable because she is an invalid and does not leave her home - all her children and family are in the states and her main contact with them is via mail. She suffers from extreme arthritis and it has not allowed her to travel around the town for several years. I interviewed her in her home. She was very accommodating her health condition.</i>	
Interviewee #41	
A	MALE
B	20-29
C	SECONDARY EDUCATION
D	UNEMPLOYED
E	BORN IN: Jones Pen, St. Catherine
F	LIVES IN ST: 20 YEARS, SINCE 1980
G	3 GENERATION IN ST
H	LIVES ALONE
I	WILL LIVE IN ST FOREVER
J	RENTES ROOM IN A HOUSE
K	CATEGORY OF ATTITUDE: G - Want everything to stay the same.
L	TYPES OF ATTACHMENT WITH SQUARE IDENTIFIED: social - cultural - emotional/sentimental
M	WOULD BE AFFECTED BY MAJOR ALTERATION/DEMOLITION OF THE SQUARE: Yes
<i>NOTES: He indicated that the square was the most important place because of all the old buildings. I interviewed him at the restaurant his father operates in one of the abandoned old buildings in STHD which has been vandalized for its bricks.</i>	

Interviewee #42	
A	FEMALE
B	15-19
C	SECONDARY EDUCATION
D	STUDENT
E	BORN IN: Spanish Town, St. Catherine
F	LIVES IN ST: 18 YEARS, SINCE 1982
G	3 GENERATION IN ST
H	LIVES WITH MOTHER AND SISTER
I	SHE WILL LIVE IN ST FOR AS LONG AS POSSIBLE
J	HOME RENTED
K	CATEGORY OF ATTITUDE: B - Not certain about change.
L	TYPES OF ATTACHMENT WITH SQUARE IDENTIFIED: cultural - ideological - emotional/sentimental
M	WOULD BE AFFECTED BY MAJOR ALTERATION/DEMOLITION OF THE SQUARE: Yes
<p><i>NOTES: She indicated that her neighborhood was the most important place because "you have to live somewhere" – she indicated that the square should be preserved for future residents and she would take visitors there. I had to interview her twice because the first interview got taped over (ouch). I interviewed her on the verandah of her home that she shares with her mother and sister. Very articulate!</i></p>	
Interviewee #43	
A	FEMALE
B	30-39
C	SECONDARY EDUCATION
D	EMPLOYED
E	BORN IN: Sturge Town, St. Ann
F	LIVES IN ST: 15 YEARS, SINCE 1980
G	1 GENERATION IN ST
H	LIVES WITH FAMILY
I	WILL LIVE IN ST INDEFINATELY
J	HOME OWNED FAMILY
K	CATEGORY OF ATTITUDE: C - Not certain about what kind of change.
L	TYPES OF ATTACHMENT WITH SQUARE IDENTIFIED: social - cultural - spatial - ideological - emotional/sentimental
M	WOULD BE AFFECTED BY MAJOR ALTERATION/DEMOLITION OF THE SQUARE: Yes
<p><i>NOTES: She indicated that she did not know where was most important to her but indicated that the square was to be preserved for the future and she would show visitors.</i></p>	
Interviewee #46	
A	FEMALE
B	60-69
C	SECONDARY EDUCATION
D	RETIRED
E	BORN IN: Huidas Vale, St. Catherine
F	LIVES IN ST: 34 YEARS, SINCE 1966
G	1 GENERATION IN ST
H	LIVES WITH CHILDREN AND GRANDCHILDREN
I	DOESNOT KNOW HOW MUCH LONGER SHE WILL LIVE IN ST
J	HOME OWNED BY HER
K	CATEGORY OF ATTITUDE: C - Not certain about what kind of change.
L	TYPES OF ATTACHMENT WITH SQUARE IDENTIFIED: cultural - emotional/sentimental – loss/destruction
M	WOULD BE AFFECTED BY MAJOR ALTERATION/DEMOLITION OF THE SQUARE: Yes & No
<p><i>NOTES: She indicated that the museum was the most important place because she gets the knowledge of the past. She indicated that the square and others were to be preserved for future residents and she would show visitors. I interviewed her on her verandah while she was sitting her 6 month old great grand daughter.</i></p>	

Interviewee #47	
A	MALE
B	15-19
C	PRIMARY
D	UNEMPLOYED
E	BORN IN: Spanish Town, St. Catherine
F	LIVES IN ST: 19 YEARS, SINCE 1981
G	3 GENERATION IN ST
H	LIVES WITH FAMILY
I	WILL LIVE IN ST AS LONG AS HE CAN
J	HOME OWNED BY HIS GRANDMOTHER
K	CATEGORY OF ATTITUDE: G - Want everything to stay the same.
L	TYPES OF ATTACHMENT WITH SQUARE IDENTIFIED: social - cultural - emotional/sentimental -
M	narrative/history WOULD BE AFFECTED BY MAJOR ALTERATION/DEMOLITION OF THE SQUARE: Yes
<i>NOTES: He indicated that the square was most important place and should preserved for future residents and would take visitors - there are ancient things to see there. His grandmother and sister were also interviewed.</i>	
Interviewee #50	
A	MALE
B	40-49
C	COLLEGE
D	EMPLOYED
E	BORN IN: Giddy Hall, St. Elizabeth
F	LIVES IN ST: 12 YEARS, SINCE 1988
G	1 GENERATION IN ST
H	LIVES WITH FAMILY
I	DOESNOT KNOW HOW MUCH LONGER HE WILL LIVE IN ST - "IT DEPENDS"
J	HOME RENTED
K	CATEGORY OF ATTITUDE: C - Not certain about what kind of change.
L	TYPES OF ATTACHMENT WITH SQUARE IDENTIFIED: (None evident)
M	WOULD BE AFFECTED BY MAJOR ALTERATION/DEMOLITION OF THE SQUARE: Yes
<i>NOTES: He indicated that his home was most important because he is comfortable but indicated that the square should be preserved for future residents and he would take visitors there.</i>	
Interviewee #51	
A	MALE
B	15-19
C	SECONDARY EDUCATION
D	UNEMPLOYED
E	BORN IN: Spanish Town, St. Catherine
F	LIVES IN ST: 18 YEARS, SINCE 1982
G	4 GENERATION IN ST
H	LIVES WITH AUNT
I	WILL LIVE IN ST FOREVER
J	HOME RENTED
K	CATEGORY OF ATTITUDE: G - Want everything to stay the same.
L	TYPES OF ATTACHMENT WITH SQUARE IDENTIFIED: social - cultural - ideological - emotional/sentimental
M	WOULD BE AFFECTED BY MAJOR ALTERATION/DEMOLITION OF THE SQUARE: Yes
<i>NOTES: He indicated that the square was the most important place because he goes out anytime without worrying and it should be preserved for future residents and he would take visitors there.</i>	

Interviewee #55	
A	FEMALE
B	30-39
C	SECONDARY
D	EMPLOYED
E	BORN IN: Spanish Town, St. Catherine
F	LIVES IN ST: 32 YEARS, SINCE 1968
G	4 GENERATION IN ST
H	LIVES WITH CHILDREN
I	HAVE NO INTENTIONS OF LEAVING ST
J	HOME OWNED BY FAMILY
K	CATEGORY OF ATTITUDE: A - Pro preservation and tourism development.
L	TYPES OF ATTACHMENT WITH SQUARE IDENTIFIED: cultural - emotional/sentimental - narrative/history
M	WOULD BE AFFECTED BY MAJOR ALTERATION/DEMOLITION OF THE SQUARE: Yes
<p><i>NOTES: She indicated that the museum was most important to her because it is the most attractive place for tourists. The square should be preserved for the future residents. I interviewed her on the verandah of her home while her young son watched.</i></p>	

Interviewee #57	
A	MALE
B	30-39
C	SECONDARY
D	EMPLOYED
E	BORN IN: Spanish Town, St. Catherine
F	LIVES IN ST: 38 YEARS, SINCE 1962
G	4 GENERATION IN ST
H	LIVES WITH ALONE – TENANTS IN YARD
I	WILL LIVE IN ST FOREVER
J	HOME OWNED BY HIS FAMILY
K	CATEGORY OF ATTITUDE: G - Want everything to stay the same.
L	TYPES OF ATTACHMENT WITH SQUARE IDENTIFIED: social - cultural - material/economic - narrative/history
M	WOULD BE AFFECTED BY MAJOR ALTERATION/DEMOLITION OF THE SQUARE: Yes & No
<p><i>NOTES: Indicated that the archives was most important – it holds records of deaths and life. He indicated the square should be preserved for future residents and he would take visitors there. He was very combative and aggressive towards me during the student survey but not so during our interview. He claimed that Marcus Garvey used to frequent his home and was friends with his grand father.</i></p>	

Interviewee #84	
A	FEMALE
B	50-59
C	COLLEGE
D	EMPLOYED
E	BORN IN: Spanish Town, St. Catherine
F	LIVES IN ST: 50 YEARS, SINCE 1950
G	4 GENERATION IN ST
H	LIVES WITH HER FAMILY
I	WONT MOVE FROM ST
J	HOME OWNED BY HER
K	CATEGORY OF ATTITUDE: D - Want to see change but don't care about appearance.
L	TYPES OF ATTACHMENT WITH SQUARE IDENTIFIED: social - cultural - emotional/sentimental – narrative/history
M	WOULD BE AFFECTED BY MAJOR ALTERATION/DEMOLITION OF THE SQUARE: Yes
<p><i>NOTES: She indicated that the square was the most important place because it is the center of attraction. I interviewed her in her home while she was entertaining relatives visiting from the states. Her husband runs a recording studio in one part of the home.</i></p>	

Interviewee #100	
A	MALE
B	20-29
C	SECONDARY
D	UNEMPLOYED
E	BORN IN: Jeffery Town, St. Catherine
F	LIVES IN ST: 17 YEARS, SINCE 1983
G	3 GENERATION IN ST
H	LIVES ALONE
I	DOESNOT KNOW HOW MUCH LONGER HE WILL LIVE IN ST
J	HOME RENTED
K	CATEGORY OF ATTITUDE: G - Want everything to stay the same.
L	TYPES OF ATTACHMENT WITH SQUARE IDENTIFIED: social - cultural - material/economic -
M	narrative/history
	WOULD BE AFFECTED BY MAJOR ALTERATION/DEMOLITION OF THE SQUARE: Yes
	<i>NOTES: He indicated that the town should not be developed for tourism because it would bring on police harassment on local youth. He however indicated that the square was the most important place because of its history and it should be preserved for future residents and he would take visitors there.</i>

APPENDIX G

Mr. Keith Noel,
Principal,
St. Jago High School,
33 Monk Street
Spanish Town P.O. Box
St. Catherine, Jamaica, WI

Dear Mr. Noel,

The late T.O.B. Goldson, the community patriot and historian left with us a legacy that we would like to see passed on. Before his death, this alumnus, who loved his home community of Spanish Town, mourned to see the decadence that befell both the physical and social environment. It was through his inspiration that the task of a certain survey of the Spanish Town Historic District was forwarded for the participation of some students from St. Jago High School. Thus, we dedicated our research to him.

As past students of St. Jago High School, who have benefited significantly from the Survey Spanish Town Historic District Project, we feel that the present students at this secondary institution have much to gain from the permanent establishment of a Research Society within the school's curriculum. Sixth form students in general, and university hopefuls in particular, should be able to connect with the society in which they live, and one of these ways of establishing that connection is involvement in community affairs. Community awareness and involvement are necessary for the total affective education of our youths.

Our world today has been permeated by the values of materialism and individualism. These are the values that are guiding our youths. At university level, students are observed as only desiring of passing through the institution, getting a degree and getting a job. With this approach the focus is not on contributing to society, nor involving in national and community affairs, but rather the satisfaction and immediate gratification of individual desires.

Our desire is to see students from our former school more culturally and historically aware. We also wish to see students involved and contributing to nation building, and more

specifically, to the community of Spanish Town. They should know the issues surrounding the town and be concerned finding solutions to the problems which the town is faced. In this way, they will be given opportunities to become leaders, involved in decision making to ensure that the town suffers no more from social, economic, political and physical decay.

Thus our proposal is to have a T.O.B. Student Research Society, established as a part of the school's curriculum, particularly for the mature membership of the Sixth form body. This institute or society will actively be involved in researching issues concerning the town and promoting discussion on the issues and findings among members of the community and the large corporations who do business in the town. Out of these researches, students may probably want to host annual exhibits to present findings at the local museum, or probably monthly or annual publications.

There will also be the additional benefits of theoretical lessons and their practical applications resulting from involvement in this operation. Students will receive introduction to social research, statistics and their uses, data analysis and report writing. These benefits make a programme of this sort, an asset to a school with the reputation of St. Jago High, and the learning of these additional skills will provide students with a competitive in the world of work and tertiary education.

If the proposal is of interest to your administration, then we the T.O.B Student Research Team are willing to make ourselves available for discussion of the implementation of such a system in your curriculum.

Thank you,

Mark-Shane Scale

On the behalf of the
T.O.B Student Researchers

M.S.

cc: Mrs. S. Goldson
Mrs. P. Morgan-Shields
Mr. A. Minott

APPENDIX H: Organizations/Agencies associated with preservation of the Spanish Town Historic District.

- * The Institute of Jamaica
- * The Jamaica Archives
- * The Jamaica National Heritage Trust
- * The Spanish Town Historic Foundation
- * The Spanish Town Historic District Preservation Commission
- * The Urban Development Corporation
- * The Smithsonian Institution
- * The Getty Conservation Institute
- * The St. Catherine Parish Council
- * The University of West Indies
- * The Jamaica Information Service
- * The local Chamber of Commerce
- * United Nations Economic Scientific and Cultural Organization (UNESCO)
- * Various local organizations

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