

150 Years of Education In Guyana (1808 - 1957)

with special reference to Post-Primary Education

by **Norman E. Cameron**

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Foreword

The Government of British Guiana has lately initiated a programme with many provisions comparable to those of the 1944 Act which brought to an end a century of controversy concerning denominational control of British education at every level. An account of the origins and growth of Guianese education is therefore timely.

It would be all too easy to tell the story from its beginnings in the years between Abolition of the Trade and Emancipation of its victims as an exercise in latter day hagiology or as an inexpensively cynical commentary on human endeavour sustained by metaphysical preoccupations with little appeal to a highly educated mid-twentieth century public.

This monograph does neither one thing nor the other. Not intentionally ironical in the more offensive sense of the term, its commentary between citations from sources conveys the mental attitudes of the dramatis personae by retaining their idiom with malice to no one.

In short, Professor Cameron declines to indulge in the pastime of lampooning the British patrons of emancipation and subsequent missionary effort as persons who condoned, and even benefited financially, from child labour in the Dark Satanic Mills of early nineteenth century Britain.

This is as it should be. That the devotion of the emissaries had a salutary outcome suffices to justify as enlightened the hypocrisy of some of their sponsors. Fanatics can be irremediably evil and are always tedious. Hypocrites can be entertaining and often foster ideologies which eventually discredit their baser intentions.

We, who now recognise the need to make education at all formal levels a secular institution, should not therefore fail to recognise graciously our debt to those who have (as the Scots say) outstayed their welcome.

The New Guianese educational prospect sponsored by C.V. Nunes is in line with the traditions of the American Revolution and the practice of the Soviet Union. On the eve of Independence, * Guyana can embark on a new course with confidence and without ingratitude to those who were pioneers before a government of their own choice was ready to take its rightful responsibility for the education of its citizens.

July, 1964 Lancelot Hogben.
P.S.

It is fitting that this volume should appear on the eve of the Author's retirement as the first Professor of Mathematics in the University of Guyana. I join with his students and others in wishing him many happy years in which to cultivate his many intellectual interests.

(Signed) Lancelot Hogben.
February, 1968.

* Now amended to read "Having gained Independence."
A History of Education in Guyana with special reference
to Post-Primary Education

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INTRODUCTION

The reader would no doubt agree that stock-taking is always valuable especially when the time is opportune. The year 1953, when the country was entering a new phase, seemed appropriate for publishing some History of Education in British Guiana. It seemed good to have before us a picture of the bequest of . past achievements so that we might have better appreciation of the contemporary and preserve a sense of proportion in assessing future programmes.

As a start contributions were readily obtained from Heads of Schools represented in the Association of Masters and Mistresses in Government-recognised Secondary Schools. * The task of compilation from this beginning was slow especially with energy not at a premium.

An extra spurt was made as the Author considered 1957 another opportune time as the result of the appearance of the Government's White Paper on Post-Primary Education with its definite attempt at unification and development.

The story of elementary education in British Guiana has been fairly well told. In 1893 Rev. W. B Ritchie, M. A., President of B. G. School Managers' Union, wrote of ,; r he First Thirty Years of Schools and Schoolmasters in B.G."-Geo. D. Rayley's *Precis of "the History of Elementary Education in British Guiana"* appeared in 1907, and his note on "Education in 1909" appeared in his "Handbook of British Guiana" J909. Valuable articles were published in 1912 in *Timehri* by Bishop Galton and by A.A. Thorne, M. A. The present writer, using original sources, reviewed the development up to 1934, and G H.A. Bunyan brought the story to more recent times with his book on the History of British Guiana (Elementary) Teachers' Association in 1944.

As a result this work has a tendency to emphasise aspects of our post-primary education-secondary academic, commercial and technical and domestic science; agricultural; teacher training and the training of ministers and higher education.

In this account of our Education I have not quoted chapter and verse as in "The Evolution of the Negro, volume 1. In the latter much matter presented was unfamiliar: accordingly authority had to be given for every statement of importance made even though the sources were difficult of access. Frequent reference to authority makes for a more substantial work but an element of dullness may appear to the general reader. Moreover a writer does sometimes want to get away from merely laying a foundation of solid facts in his works. He may wish to produce more readable matter for his public and to make excursions into the realms of philosophical thought. Hence the style of presentation.

. Founded by the Author in January, 1953.

For the benefit of sticklers for a chronological treatment of the subject a chronology was contemplated.. Thus anyone can fill in additional data and write a straightforward history for himself. The Author has therefore not hesitated to develop a train of thought beyond the chapter period in which it originated. On the other hand by using the table of Contents like an index one may read the continuous story of some particular subject, e.g. the work of the London Missionary Society especially in higher education, attempts at agricultural education, evidence of self-help in matters educational, educational efforts by the people themselves to improve social conditions.

This work is a unity in itself but makes for a greater entity when read with the Author's other published writings on subjects educational, a list of which is submitted in Appendix I for easy reference.

Many lessons stand out from the research, such as

1. The effects of economic vagaries on our education;
2. The importance of self-help to supplement Governmental activity;
3. The tremendous contribution well established institutions like the Church have made and can continue to make;
4. The value of independent educators and educational systems especially in carrying out experiments and in being pioneers in introducing progressive measures;
5. The necessity of removing jealousy and maintaining mutual sympathy between the various sections of our educational system, and the danger of thinking we can concentrate our energies on one section to the exclusion of others;
6. That we have friends at home and abroad and that these we must recognise and encourage the while looking out for and combating our foes;
7. That by research we may discover the equivalent of a gold mine: (e.g. in the revival of the Gilchrist Scholarships in these parts);
8. That right thinking must be the basis of our education and must continue throughout the system, but right thinking is difficult to achieve and comes only by, much prayer and meditation.

My thanks are due to the Head Teachers of Bishops' High School and St. Stanislaus College for permission to use their published writings on their respective schools, to the Head Teachers of St. Rose's, St Joseph's, Berbice High, Central High. Alleyne High. for summary accounts of their respective schools, to the Joint Principals of the B. G. Educational Trust for permission to use their articles on Secondary Education, to the Principals of the Technical Institute and the Carnegie School; of Home Economics

. The Chronology was published in the October, 1961 issue of TIMEHRI, and appears as Appendix II of this work.

for a summary of data and aspirations, to the Rev. A. T. Peters for much information on the work of the L.M.S, to the R. A. & C. S. for access to its Library of books, Directories, Copies of its Journal Timehri and the Official Gazette, and before the fire of 1945 to its newspaper files, and to the collection of the dormant "Union of Cultural Clubs", to the Calendars of the V.C.W.I., the Directors of Davson's Caribbean Agency and of Booker Sulcar Estates for lists of Scholars, Medallists, etc., to

Mrs. Dorothy Ramao Puris and to my daughter Joan and Mrs. Dianne De Corum for assistance in typing and all who have assisted by encouragement or in any way whatsoever.

N.E.C.
2nd November, 1958.

Five years later and the Author is still seeking to publish this work.

No attempt is made to bring it up to date. A detailed treatment of the development of our Education over the past ten years should be the subject of a work in itself.

This work therefore tends to present a picture showing what we have travelled from and how, and giving us some insight into assessing how and whither we are proceeding.

N.E.C.

March, 1964.
4, Subryanville, B. G.

At last the work is to be published in 1968 as it is now being printed. One sees here something of the frustrations of Guyanese authors; for indeed the present publication is a reduced version of what was originally intended. For example accounts of the development of some of our Secondary Schools have been omitted owing to cost of printing. The original script is probably destined for our Archives.

My further thanks are due to others and especially Miss Claudette Wharton for re-typing portions of the work and assisting in the correction of proofs.

N.E.C.

February 1968

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CHAPTER I

BEFORE 1844

To an educator in this country at the beginning of the nineteenth century the position would have been that of a mass of uneducated enslaved people with here and there one who could read or write, a Mohammedan from the Gambia maybe, or a few trained by some benevolent persons, and on the other hand a small section of comparatively highly educated but often immoral white colonists, - planters, merchants, Government officials who supplied the administration of the country - together with some free persons of African descent (pure or mixed), taking their lead from the whites.

In 1802 infants born in this country to white parents were sent to England for baptism; and for some score of years later the state of the country was described as one of heathenism and the uncivilized. It was asserted that the state of the country was like that in heaven where there was no marrying or giving in marriage.

For the "lower classes" there was no formal training. For the "upper" there would be some sort of education by private teachers and occasional private schools. Such a school was found by Pioneer Missionary Rev. John Wray in 1808 organised by Hermanus Post a Dutch planter and was soon developed into a school for the children of soldiers, the free and the "Government slaves."

In such a state of society one is not surprised to find a benefactor making provision for an institution to educate white orphans born in lawful wedlock; but one is rather surprised to learn that the said benefactor himself was a bachelor whose Amerindian mistress Nancy bore him a daughter Lena.

THE L.M.S.

Such then was the position when the London Missionaries first arrived. In the early stages of the education of the people there could be no separation of the primary and post-primary education. It was a matter of organising a system which would cater for individuals of all age groups.

The pattern was therefore the sermon or address for all, then Bible classes and conversational classes for adults, Sunday Schools, classes with both juveniles and adults learning to read and to write, with the brighter ones helping as monitors, and the gradual development into -infant schools, juvenile schools and schools of industry. The pioneer teachers bore in mind training for the occupations of life and in the case of girls passing on refinements like needlework, etc. Finally since a monitorial system was all essential the natural development was the training of teachers either in a "normal school" or otherwise.

The London Missionary Society started its work in this country with the Pioneer Missionary, Rev. John Wray, in 1808. From the outset this remarkable Pioneer had a clear conception of the nature of his mission. He must preach the gospel to all and make converts to its precepts and practice; he must educate them, both adults and children; for the work to spread rapidly he must have a band of catechists, deacons, and teachers trained from among the people to carry on the work of uplift among the people.

He found in Georgetown the private school with Hermanus Post as trustee "which had been kept in one of his buildings in town by a person who failed". "Mr. Post hired teachers to carry it on, and when some of the children were taken away lest he should teach them his religion, it cost him for a considerable time £16 per month more than the income". An appeal to the London Missionary Society resulted in the arrival of the Rev. John Davies in January of the next year "to undertake the school in town".

"The new arrival so laboured and prospered, that before long he had upwards of forty children daily under instruction in useful knowledge and Christian truth, and preached three times a week in the schoolroom to upwards of 300 people", in addition to the children of troops in the garrison, "as the little negro children

belonging to Government" were sent to Mr. Davies's school. An effort was made by the Governor of his own good will to obtain from the Duke of York, commander-in-chief, a small salary as payment to Mr. Davies who had attending his day-school about thirty children and young men from among the troops; but it "came to nought, and for this labour of love he never received any earthly reward." In 1812 Mrs. Wray was devoting some time each day to the instruction of children belonging to the wealthiest classes of the community. This she did afterwards and long years later on in Berbice numbering there at one time the then Governor's child among her pupils. By that means she obtained money wherewith, when the time came, some of her own daughters could be sent to England for a few years' instruction at a respectable boarding-school, and so become fitted, as they did, to return and themselves take up the work of tuition which the mother then committed to their hands. Thus Mrs. Wray, in Demerara or Berbice or both, began the first school in the Colony for the education of "young ladies," and this she did without interfering with the large share of aid which she rendered to her husband in the mission.

IN BERBICE

The Pioneer was invited to found a Mission in Berbice and this he did in 1813. At every station, educational work was undertaken, even though at times in the face of opposition from various sources. We read that in June of that year "getting home the same evening, he was ready for the commencement of a day school in town on the following morning, to be conducted, as far as possible, upon the plan of mutual instruction; the plan, i.e., upon which Joseph Lancaster had so successfully worked". At the end of the week, each day showed an attendance of forty to fifty children, some making good progress and appearing to come very willingly. Thirty or forty free coloured people availed themselves of the opportunity, and behaved with great seriousness and attention. One evening thirteen or fourteen white people put in an appearance, but they were so disorderly and rude that "we were obliged to show them the way out and desire them to come no more except they set a better example:"

Later the same year it was reported that the school in New Amsterdam then consisted of eighty scholars, a few of them free but chiefly slaves. Their instructors were much pleased with their attention. Mrs. Wray proposed to establish a school of industry among the "Crown girls" under fourteen or fifteen years of age, and to employ them in making clothing for the Crown Negroes, also to have some of the little girls from the estates to teach them to work at their needles.

On the 14th February, 1814, the first five deacons were ordained. "Among the number were two, Romeo and Jason, who became venerable men, full of faith and the Holy Spirit, and truly devoted to God." Both of these were witnesses on the occasion of the "shameful trial" in 1823 of Rev. John Smith, "the Demerara Martyr." Romeo, Mr. Wray informs us, was a Mohammedan, and was one of the first he baptised in November, 1808 and was then registered by Mr. Post as fifty-two years old. At that age he learnt to read the Scriptures well, and from the age of sixty, being exempted from labour, spent his last twenty years as a scripture-reader and catechist; and it is recorded that he proved a blessing to many. He died, March 1835, and was buried near his master, Mr. Post, master and slave now possessing an equal space of Le Resouvenir". With the aid of these deacons and catechists the teaching work of the London Missionary Society was established. "With evident glee the London Missionaries had reported that one Thomas Lewis, a negro, who had been freed by his friends in England was keeping school at Union Chapel in the Parish of St. Catherine in 1836. This Thomas Lewis was formerly Toby a Mohammedan boy who had been taught in Africa to read the Koran before his capture and sale into slavery. Mr. Howe, Wray's successor in Hanover, Berbice, was so impressed with Toby's intelligence and zeal for learning that he arranged for Toby to go to

England where he was freed by the agency of a Rev. Thomas Lewis and his church at Islington. Toby was given the name of his benefactor and returned as a catechist-teacher of the Mission.¹ On the 4th February, 1837, there arrived at New Amsterdam from London Mr. and Mrs. Parish to labour there as schoolmaster and schoolmistress in the new schoolroom called the "The British School" .. "a very neat, substantial and spacious building, fitted on the British system, as completely as we are able". It was to be for the benefit of all without regard to sects and parties. It was hoped that it would prove a blessing to many. Mr. Parish unfortunately died five months after his arrival, but the school seems to have continued for some time.

CHURCH OF ENGLAND--BOARDING SCHOOL AT BARTICA

In the same year, 1837, the first Church of England school was started in New Amsterdam, and maintained chiefly by the Society for the Propagation of the Gospel. Alexander Wright was the first C. of E. schoolmaster in New Amsterdam. In the following year there were two public free schools in the Parish of St. Michael, and two in the Parish of St. Catherine, all partly supported by the Colonial Government. Rev. J. H. Bernau, a French Minister of the Church Missionary Society (Anglican), gave an interesting account of the system of education followed in two boarding schools among the aboriginal Indians of Bartica. He stated that the boys' school was built to the left of the mission house. Above the school were the dormitory and a room serving for a hospital. At the back of the house were the accommodations for the teacher. Behind and around the house was the garden which was planted by the boys in their leisure hours. The girls' school was on the right of the mission house. It also stood in the midst of a garden which was cultivated by the girls.

In 1845 when the Missionary was obliged to leave through ill health there were 56 boys of whom 25 were boarders and 31 day-scholars and 35 girls. . The method of instruction was stated as follows: The pupils were under instruction for five hours every day except Saturday. At dawn a bell was rung to rouse them from sleep. After private devotions for half an hour they proceeded to the river to bathe. From six o'clock they worked in the garden under the superintendence of the schoolmaster until half past seven when the bugle called them to prepare for prayer. The prayer meeting lasted from a quarter to eight till half past eight and was attended by all the children, the respective teachers of both schools and any of the adults of the village who cared to join. A portion of the Old Testament was read, explained and applied. The children then prepared their tasks for school.

At a quarter past nine a bell was rung to call them to breakfast in the girls' school, at which the teachers were present that they might superintend their behaviour and teach them to take their meals with propriety. At ten the bugle sounded when they were expected to appear in school neat and clean in their attire. A hymn and prayer having opened the school, the master inspected their dress, hands, etc. and finding all right, proceeded with drilling which consisted of marching to and fro and keeping proper attitudes. They received what was regarded as a plain education; but what was taught the teachers were most anxious that the pupils should know thoroughly. The first lesson was dedicated to holy Scripture. Some of the boys advanced in arithmetic to the rule of three. It was not attempted to lead them further as that much was deemed sufficient for their sphere of life.

The first class were employed as monitors and Sunday-school teachers. On completing their fourteenth year they were apprenticed in Georgetown to various trades of their own choice. The Missionary

¹ "The first 30 years of Schools and Schoolmasters in B.G.": .by Rev. W. B. Ritchie, M.A. and "The Life and Labours of John Wray" by Jhoqias Rain page 347 .,

recorded that his heart had been often greatly cheered by their consistent conduct and Christian-like behaviour.

The girls were instructed in plain needlework, cookery, washing and other household matters. In turn the older ones had to assist in the kitchen, in nursing the sick, in cleaning the house and washing their clothes. On Fridays the Missionary instructed them in general knowledge for two hours. This lesson was perhaps second in popularity only to the Scriptural one. Recess was from one till two when the bugle sounded again and they took their seats till four. Another hour in the garden then dinner. The rest of the evening was their own for play or preparing their lessons. At seven o'clock they met for prayer as in the morning when singing, reading and a short exposition from the New Testament concluded the day, On the 5th January, 1843, on the occasion of the christening of the chapel of St. John the Baptist, the students had the pleasure of seeing the Bishop, the Governor, the Archdeacon and several members of the Council at Bartica Grove. The Bishop and the Archdeacon examined the schools and expressed themselves gratified with the appearance and progress of the children.

EMANCIPATION

For freedom in any of its various forms to thrive it must be based on and be nurtured by knowledge and discipline. It was realised that, for the Emancipation Act to succeed, education must become widespread. Between 1824 and 1839 there was a great stride forward in church buildings and schools, the Church of England and the S.P.C.K., the Presbyterian and Methodist Bodies and the London Missionary Society playing the chief part. By 1841 the number of elementary schools was 101.

There were other schools which included "private schools" and "private national schools". Donations from the various Missionary Societies, private individuals and estates, grants from the Colony Chest (starting from 1830 and administered by a Board of Commissioners) and subscriptions from the people were responsible for the increase.

We read also in Rev. Ritche's account that "The Blue Book of 1840 reports that 'a strong desire prevails among the labouring classes to have their children taught to read and write, of which it is politick to take advantage'. That this was the opinion of the planters generally is proved from the fact that as early as 1840, evening schools were kept on many of the principal plantations throughout the colony at the proprietors' expense."

THE BEGINNING OF THE SAFFON INSTITUTION

The Saffon Institution, created under the will of Pierre Louis Saffon, started in 1825 with two beneficiaries. This benefactor was born in 1724 in France. He was a Land Surveyor and was said to have fled to this country after killing his brother in a duel. The memory of this weighed on him till his death in 1784. In the course of his sojourn in Demerara he accumulated great wealth. He bequeathed his three estates of Le Repentir, Le Misere and La Penitence (the names reflecting his sorrow) for the provision of his relatives and the maintenance and education of ten orphans or semi-orphans of the colony (i.e. Demerara only) until the age of sixteen years, preferably of poor circumstances, and of white parentage.

At first it was found that the estate was in great debt and carried a heavy mortgage. These were cleared off after some time by selling two plantations and parcelling a part of La Penitence into lots (now Charlestown).

No step towards an institution was taken until the Editor of a newspaper drew attention to the will in 1822. Two Ministers of Religion - members of the then Board of Poor's Fund - seemed to have been aware of

the will but were afraid to take steps to make its contents known lest they should incur the displeasure of those who would prefer them to be quiet and lest they should suffer financially. The Editor chastised this pusillanimous attitude and challenged the authorities on the matter of carrying out the terms of the will at the same time inviting his readers to furnish him with any additional. relevant -information. Largely due to his article action was taken, a start being made with two beneficiaries.

In 1839 the Bishop of Guiana in his report on the Diocese wrote that the only Public School (i.e. where a grammar school education was provided) then existing was the De Saffon Institution. By the will, the children would be kept, cared for and taught until the age of sixteen after which they would be discharged with a sum of money, others nominated by Administrators taking their places. By 1842 the number of those who had benefited from this charitable fund was thirty-six. It is true that the will was made under the circumstances of 1784. Yet from such seeming discrimination one can readily see how private schools, however inadequate, would tend to flourish in a country where the people were eager to have their children educated and where they observed restrictions in distributing the blessings of higher education.

THE LADY MICO TRUST

For the short period 1834 -1841 the Lady Mico Trust operated in this country. During that time not only were elementary undenominational schools including "schools of industry" conducted for the benefit of all in the six centres or stations established in the three counties of Demerara, Berbice and Essequibo, but there was also a Normal School for the training of teachers.

In 1840 there were 11 student teachers. When the schools were closed at the end of the next year through withdrawal of the parliamentary grant and lack of government support of schools not under Colonial control, the buildings were handed over to the London Missionary Society. Student teachers from Guiana made use of the Mico School in Antigua. Later the training schools in St. Lucia and Antigua were closed and the only Mico College remaining in the West Indies is in Jamaica.

The story behind the Lady Mico Charity is of both romantic and historic interest. Lady Mico had been left a large legacy by her husband Sir Samuel Mico, a member of the Mercers' Company who had died in 1666. To encourage a certain young relative to marry anyone of her six nieces she offered him £2,000. When she found that he could not be captivated, she provided in her will that £1000 of the £2000 be appropriated to "redeem poor slaves". The money was first carefully invested in buying a wharf and premises in London. This venture proved a great success.

The seizing of Christians by the Moors and enslaving them being then rampant in the Mediterranean, funds from this investment were used to assist in purchasing the freedom of the Christian slaves who were mostly Italians and Spaniards. When this Algerian piracy was finally put down in 1816, the money from the Lady Mico fund was left invested and accrued to £120,000 by 1834.

On the initiative of Sir Thomas Fowell Buxton, one of the great "Emancipators", the interest was diverted to the purpose of assisting in the education of West Indian slaves. Much very good work was done in their undenominational schools in various Caribbean territories and also in Mauritius and the Seychelles.

Finally with the sufficiency of elementary education in these parts the educational work has settled down to teacher-training in Jamaica.¹

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¹ . From "The Diocese of Jamaica" by Rev.J.B. Ellis, M.A. 1913

CHAPTER II

PICTURE AND THOUGHT

1844 -1876

While commenting on the meeting in which the Bishop of Guiana disclosed his plans for the proposed Queen's College Grammar School for boys, the Editor of the Royal Gazette in an article bearing the same date, 11th July 1844, gave an interesting insight into the numbers, standard and reactions of the existing private schools. He stated that one was far from thinking that the Grammar School would in any way interfere with the numerous private academies, scattered through the city and country. Those seminaries, chiefly if not exclusively, confined their instructions to the rudiments of learning imparting to their scholars, who were mostly of a very tender age, little beyond the elementary attainments of reading and writing. Where the private schools left off, the public one might be expected to commence. The first would form excellent preparatory seminaries for the last. Far from the two clashing, they would be most valuable to each other, by promoting their mutual object -the sound education of youth. For, he emphasised, pupils would not be admitted into a Grammar School, before they had mastered the elements of reading and writing.

One might therefore expect between the private schools and the College, as it might be not improperly designated, instead of rival jealousies, cordial co-operation in their humanising and exalted end. He had made those remarks because he was aware that many people had imagined that, while the youthful members of our society would be benefited by the projected Grammar School, their interest would only be secured by sacrificing those of a meritorious class of individuals, the conductors of the established private seminaries.

We have already noted the spread of elementary education and that Government was granting some measure of financial assistance to the schools or governing bodies concerned.

Let us try to form a picture of the position of our post-primary education about the beginning of this period. There were the Saffon Institute for white orphans and the new "Queen's College Grammar School" offering academic secondary education to a small number of boys. Girls seemed to have been well provided for in the private schools. There was the Smith Congregational Girls' School. St. Rose's High School for girls was opened in 1847. As distinct from "Day Industrial Schools" for boys and/or girls which were really elementary schools with some additional practical subject or subjects, an "Industrial School" combining academic education with a model farm was opened in Berbice in December, 1844, by the Presbyterian Body. The year 1844 also saw the ordination of the first locally trained Congregational Minister, this being the final stage of the education of the people as conceived by the London Missionary Society. There was no Normal School in Georgetown for the training of teachers, the Mico Normal School having been closed in 1841. There were, however, Normal Schools in New Amsterdam, Berbice, operated by the L.M.S. -"John Foreman, arrived in N.A. Berbice, in 1846 .. conducted with Mrs. Foreman's aid the Normal Schools at N.A. and took a general superintendence of the Educational Department at the station." Educational thought at the time may well be gleaned from the sentiments expressed at the opening of Queen's College and of the Berbice Industrial, School and from the political situation then existing. With emancipation there came certain civic privileges. There was an early Reform Movement led by Hon. . Thomas Porter who was also Chairman of the Board 'of Commissioners of Education.

All those with an income of 200 I guilders a year were urged to register as voters. The people were keen on acquiring education even if it had to be paid for especially if that education held the promise of power they

had associated with book learning. Unfortunately there was no stated philosophy which attempted to place character, industry, learning and independence in a proper relation to one another so that the individual might aspire to all in a fair proportion. There was of course plenty talk and sometimes action concerning character-building by the clergy and educationists; leaders who would emphasise industry and agriculture often had at the back of their minds the "danger of rising above one's station," and the people were not unaware of this.

The Berbice School of Industry with its model farm was hailed as a model institution for the country. It was to "combine, as in the Industrial Schools of Switzerland and England, manual labour, in such agricultural pursuits as may be fitted to, the age of the pupils, with a proper cultivation of the mind, training them in habits of docility, humility, obedience and usefulness". And again; "Let us not be mistaken because a man is a poor one or a peasant. we would not preclude him from the benefits and consolations of knowledge. What we contend is, that the system of education too generally adopted, for those who are to become the labouring poor in this colony is a wrong one. In fact, what we blame it for, is not for its superabundance, but its deficiency."

If rural teachers taught the use of agricultural tools "or even how to manage a garden", they would be then free to add their Greek, etc. The school aimed at being self-supporting. In appreciation "of the laudable objects of the school" the Governor was "pleased to contribute \$500 towards it out of the contingencies." The Queen's College Grammar School was to be the centre for academic education for boys, the Bishop taking pains to give all a chance who could take advantage of its facilities. Indeed he was satisfied that if Queen's closed its doors to certain of the community they would seek elsewhere what she had to offer.

QUEEN'S COLLEGE

With the founding of "Queen's College Grammar School" on the 5th August 1814 secondary academic education in British Guiana entered a new phase. We have seen that there existed a number of "private Schools" and that these regarded the newcomer with some jealousy. They thought that there was a competitor who might rob them of their scholars. Actually the private schools were supposed to teach as a rule little beyond the three R's so that, far from competing, they might have been regarded as feeding grounds of the Grammar School which was offering a full secondary academic course based on the syllabus of King's College, London.

It is good to consider the salient aims of the Founder as given in his address at the meeting members of which approved the project and gave liberal donations to help launch the new school.

The School was to be open to all irrespective of colour, race, creed or social position. There was to be a number of free places. Each donor of £100 was to be entitled to nominate a free scholar, so that the Government, The Society for the Propagation of the Gospel, The Society for the Promotion of Christian Knowledge, and certain private individuals could nominate about 20 places between them.

For academic purposes the curriculum was based on that of King's College, London. while there was a Commercial Section to meet local business needs. Scholarships or Exhibitions were to be awarded to Oxford and Cambridge.

The erection of a school building was a priority. It was realised that the College was to serve local needs. Firstly, there was the need for a sound secondary education.

If the College did not make provision for this the people would seek such education elsewhere. Moreover several positively hailed the idea of doing something for other classes in the community when so much was being done in elementary education for the lower.

Then again by keeping more wealthy students in the Colony the School hoped to build up a love of country in those who could later guide its destinies. To the poorer the benefits would be obvious.

The Founder also was determined to interest "absentee proprietors" in the new school and hoped for substantial aid from them.

This very enlightened and liberal policy was maintained for the 32 years of the life of the Grammar School under the Bishop as President. The intervening period was of course not without its vicissitudes. Let us take a brief glance of its career as a Church school.

Four years after its inception a Bill of-Incorporation was passed recognising the Governing Body as a legal entity. capable of suing and of being sued, and establishing the principles of management, curriculum, fees, free places and donations on which the school was based.

Staffing proved itself very early as one of the problems of secondary schools in this country. After a year the senior tutor had to resign: but on the whole the school was really fortunate in its head-teachers -Rev. Richard Webber 1845 -1851: -Rev. George Fox 1851 -1870. There was an interesting impasse around 1852 when Rev. Fox tendered his resignation. He had asked Government for a larger grant which he pointed out was not for his own benefit but for increases in Staff and for the greater efficiency of the school.

Fortunately the increased aid was granted and Rev. George Fox remained for 20 years to acquire the reputation of being the Minister who preferred teaching to preaching.

Queen's was also fortunate in its master in charge of the English and Commercial Department. Mr. James Veacock was a native of London and was educated as a teacher in the National Societies Training College, Battersea, where he obtained a first-class certificate and was first. in English Essay. He arrived in 1861 to take charge of the English and Commercial Department.

The course of instruction was directed to ensure the right use of English Language in reading, speaking and composition, together with a thorough business knowledge of accounting. A practical course in Mathematics, including the use of instruments employed in Surveying and Navigation, was also to be commenced early. The fees for this part of the College Course were \$10 quarterly with no entrance fee as opposed to the fee of \$30 half-yearly with an entrance fee of \$25.00 for the Classical Department which included Greek, Latin, French, Mathematics, ancient and modern History, Geography and English subjects. With Messrs. Fox and Veacock the college had two eminent masters, and much of the success of that period was due to the fact that they both remained for a long time.

At first the numbers on the roll were rather disappointing and articles and letters promptly appeared in the Press in this connection. Later the numbers increased and as the 60-mark was reached certain people became alarmed and articles and letters then appeared requesting that the numbers be limited. It must be admitted that for a long time the progress of children of the masses in their quest for higher education was viewed with disapproval by some who wielded considerable influence. The numbers tended to fluctuate and the factors determining this were chiefly economic. and occasionally wars and rumours of wars and epidemics which have persisted through the years.

Funds from unpaid slave compensation money had been allocated to provide Scholarships to Oxford and Cambridge but these were diverted by Order-in-Council to aid in erecting the school building. However this was not before two scholarships had been awarded, one holder being Lambert McKenzie who returned in 1854 and was ordained as the first coloured Anglican Minister. He left later to take up an appointment in Sierra Leone.

The American Civil War of 1861 to 1865 had its repercussions here. When the stocks which had been at first tied up for lack of transportation were at last released the Colony experienced a windfall which was reflected in the generous measures of the then Combined Court. This Court authorized the publication of

an account of the flora of the colony, of a map prepared by Robert Schomburgh, now in the Colonial Office, the support of the public gardens and of the local exhibition (which was a miniature of the Great London Exhibition) and the holding of a geological survey.

Queen's College received its share by being granted the sum of \$480 in aid of obtaining a complete series of magnetic and meteorological observations. An additional master was appointed who had to reside in the College to take observations and "who would be subservient to Mr. Fox the English Master".

Moreover, an annual grant of £200 was made to the college in aid of "its exhausted funds". Another benefit to the country in this period of prosperity would appear to be the sending to England in 1866 of two medical exhibitors. One was Samuel Lymas Herbert of Kitty Village, a former student of Queen's who had served for three years as a medical student at the Public Hospital. The other was probably Dr.

Wallbridge. Still on the question of Scholarships and Higher Education, in 1869 London University informed the Caribbean territories of the facilities it was offering for external degrees. At about the same time the Gilchrist Scholarship was created. This was for competition among the Caribbean territories and was based on the London Matriculation Examination and was of the value of £100 a year tenable for three years at London University. Queen's College won the scholarship in 1871 from a field which included Trinidad, Barbados and Jamaica. While the Principal was understandably proud of this achievement, he none the less pointed out that there were others at the school like the winner (Carlos Sinclair McKenzie).

To illustrate Mr. Fox's point we may cite the case of James McFarlane Corry. A former student of Queen's during Fox's regime he became a Magistrates' Clerk, a Justice of the Peace and later Acting Magistrate; but he was of special interest because he championed the cause of the people. He was Chairman of Den Amstel and Fellowship Village Council, founded a Farmers' Union, started a Young Men's Christian Association and founded the Village Chairmen's Conference which celebrated its 56th anniversary in 1957. ..

The Commissioners who were appointed to consider the change-over of administration of Queen's College Grammar School to the Government reported that, of five hundred. pupils who had been admitted to the school since its opening, many, educated solely or principally at Queen's College were, occupying good positions in the Public Service and in other employments. Two of them had been sent to England as Exhibitors by Resolution of the Combined Court, to study medicine, and were then practising members of the profession in the Colony. The then Acting Principal who held the appointment of Government Inspector of Schools, had been one of the earlier pupils at the College, and proceeded thence to a first class school in ,England where he immediately took a high place.

Summarising, the Commission pointed out that Queen's College Grammar School had filled an important place in the Colony in supplying the means of education to the higher and middle classes. Until 1866 when the Roman Catholic Grammar School was opened, Queen's College had stood alone in the gap. Public examinations and speech days were school exercises much looked forward to at that time. An account of one such at Queen's College was given in the Author's "History of Queen's College of British Guiana."

As an Appendix to the history of the earlier years I submit an account of a

PUBLIC EXAMINATION OF SMITH CHURCH GIRLS SCHOOL

An annual examination of the Girls' School in connection with Smith Church, Stabroek, took place on Monday the 31st July 1848 in the presence of a numerous and respectable audience. The proceedings began with the singing of an appropriate hymn. Then a class of about two dozen children were questioned on Scripture lessons from the Old Testament, particularly on the geographical position of the several places mentioned therein by one of the Monitors and the worthy Mistress of the school, Mrs Giles. The readiness with which the several questions were answered and the ease displayed in tracing the maps showed that

great pains had been taken in teaching the children that particular branch of knowledge. Next followed the exercises on Spelling, Writing (specimens of which, neatly executed, were exhibited), Arithmetic, English Grammar, Greek roots and the Elements of Astronomy, in all of which we are told that the children highly acquitted themselves. Next came an exhibition of needlework, consisting of samplers (highly embroidered and ornamented), pin cushions, mats, baskets of various kinds, trays, purses, ladies' fancy bags and slippers, and a variety of other things done by the children. The neatness of their appearance as well as the fineness of taste displayed in the selection of the threads of which they were made went to prove that the talents of the Governess of the school were of no mean order and that she could not fail to be the means of imparting a sound, useful and practical education to the children placed under her tuition.

It was pointed out that, although the highest description of fancy -work was being taught in the school, the fees were extremely moderate, so that high and low, rich and poor, could alike enjoy and share in the benefits to be derived from the institution. The report ended with the remark that many flattering encomiums on the worthy mistress were heard to escape the lips of several parents who had attended.

EDUCATIONAL POLICY

Often has the criticism been made of a lack of educational policy in this country. Over a period of years we were considered to be drifting along, making additions here and improvements there, innovations nearly always imitations or adaptations, without conceiving of a system into which the various measures fit and of which the deficiencies are constantly before the eyes, waiting for opportunity for rectification.

It is therefore all the more interesting and important to note the stimulus given to educational thought in the country in 1847. For some time prior to this the Colonial Office had expressed to the Governments in the Colonies dissatisfaction over the state of education of the masses. Earl Grey, the Colonial Secretary, therefore sent a circular to the Colonial Governments which had been submitted to him on request by the Committee of Council on Education and signed by B. Kay Shuttleworth entitled "Brief Practical Suggestions on the mode of organizing and conducting Day Schools of Industry, Model Farm Schools and Normal Schools as part of a system of Education for the Coloured Races of the British Colonies". .

The document is noteworthy for its enlightened approach to the subject. It was recognised that educational practice must be built on a solid foundation of educational policy, and that educational policy in turn depended on the policy adopted towards the people in general. With the aim of creating a thriving people who would be capable of taking their part in conducting the internal affairs of the country. the Committee naturally suggested emphasis on securing a proper attitude to life based on religion. Underlying the whole system of education must be the connection between the instruction and needs of the people. The textbooks should bear on local needs and even appropriate ones should be written. Pains must be taken to maintain sympathy between the more educated and the less. In certain cases the schools should be residential so as to enable the scholars to receive the full benefits of corporate life. A textbook on Domestic Economy was suggested with an outline of its scope under the heads (1) Means of Preserving Health and -(2) Means of -Procuring Comfort.

A good illustration of the sincerity and farsightedness of the Committee is seen in their suggestion for model cottages on an improved. plan which were to be built and studied by the schools.

Three types of institution were suggested -The Day Schools of Industry, the Farm Schools (residential.) for students from 14 or 15 to 18/19, and the Normal Schools (residential) for the training of teachers.

The proposers of the scheme realised that it was not a complete system of education but "part of a system", and conceded that there might well be modifications and adaptations to suit local conditions. They did not

concern themselves with academic or commercial education or with the more advanced training of ministers, all of which were being established or carried on in the local system. The "Brief Practical Suggestions" were submitted to a Committee before whom appeared several witnesses. The net result was that a Normal School was strongly recommended, the Farm Schools were deemed impracticable at the time as the people were considered averse to "shovel and hoe" ; and with regard to elementary schools Government assisted with more grants and unifying the system by the appointment of an Inspector of Schools and the introduction of Teachers' Certificate Examinations. With the Saffron Institution and discriminatory private schools the masses of those days might well have suspected a "system of Education for the Coloured Races of the British Colonies". The people seem, throughout the history of this country, to have resisted reduction of the ordinary elementary education, and modern thought justifies them. What everybody seemed to have missed was that the farm schools were to be post-primary and were to serve the cause of the small farmers not necessarily the town dwellers. What might have been if the "Brief Practical Suggestions" had been properly adapted and been made to form part of the basis of the principles and practice of our earlier educational system requires the imagination of an H.G. Wells. We may start by looking at Jamaica with its four practical Training Centres and Agricultural School, the former now run in conjunction with land settlement schemes. Then again as we look at the condition of some houses in the countryside and see the recent efforts of the Women's Institutes we think of the "model cottages" suggested in 1848 and what might have been. The despatch certainly attested the sincere desire of the "Home Government" to help the people of the colonies. It illustrated the principle that educational policy based on philosophical objective should be the foundation of all educational activity whether connected with curriculum, text-books, staff or institutions.

In the following years this valuable document seems to have been lost sight of. For a long time elementary school teachers were concerned mainly with teaching for results and with conditions of employment, while secondary school teachers at best confined themselves to the task in hand.

BISHOP'S COLLEGE

Let us now follow the progress of some of our other educational institutions.

The story of Bishop's College is that of an institution which started as a Theological Seminary, developed as a Training College for teachers and ended as a Girls' Reformatory. In 1850, through the initiative of Bishop W. P. Austin and his Chaplain, Rev. R. L. Webber, application was made to the S.P.C.K. "for aid in the establishment of a purely Ecclesiastical College, of an essentially Missionary character with a provision of a sufficient body of Priests and Deacons for the work of the Church in Town and neighbourhood, supplying the means of training candidates for the Ministry, of preparing others to take part in the instruction of our people, and of acquiring the native languages." "The Collegiate Grammar School, together with a similar establishment, as yet in its infancy, in New Amsterdam, was to form the source from which worthy candidates might be drawn. The governing body was to consist of a Warden, Sub-Warden, and four Fellows, the office of Warden to be filled by the Bishop himself. The students were to be chiefly engaged in study, preparatory to their entrance into the Ministry, in the forming of Schools, in visiting the sick, and other like pastoral duties. The whole aim of the institution was the acquisition by its younger members of 'that deeper and holier tone of feeling which is so indispensable in forming the character of the youthful members of the body.'" "To this appeal the S.P.C.K. responded by a grant of £1,500. The Bishop also succeeded in raising more than an equal sum from different congregations, and from friends of the Church in England. Accordingly the College was set on foot in the month of January 1851. Not two months after, Mr. Henry John May

arrived from England to enter as a student of Bishop's College. At Easter 1851, the Rev. R. L. Webber resigned the charge of Queen's College, and was appointed Sub-Warden of the new Theological School, commencing a regular routine of College Lectures. at the Parsonage of St. Philip in Charlestown. "During the next year (1852), Mr. Robert Hillis, and Mr. Augustus Scudamore Tanner, both from England, were received as students. But some slight modifications were introduced into the original plan. In 1853, the Combined Court voted a sum of money to make provision for the training of young men as Schoolmasters. Five scholarships of \$100 each, per annum, were allotted to the Church of England, five to the Church of Scotland, and three to the Wesleyan Body. The College authorities resolved to incorporate this Department with the Theological portion, and the Rev. Robert Morgan Eastman was appointed a Fellow of the College to take special charge of the Students to be trained as Schoolmasters. "In 1852 (February 2), the new buildings, formerly the Dutch Theatre, were opened as the future College: and thus was brought to completion one of the numerous labours for education conceived and brought to maturity by the Bishop of the Diocese. . . ." Bishop's College, "as it has always been appropriately called, has ceased to exist as such, and, being now (1892) a purely Government Institution, has become a Reformatory for Girls.

"The old idea has thus, by force of circumstances, passed away. But it is an idea which is surely worth reviving."*The extending of the scope of Bishop's College beyond that of a Theological School was due to realising that here was the opportunity to implement Kay Shuttleworth's recommendation concerning a residential Normal School for the training of teachers. At first students were restricted to Anglicans, Presbyterians and Methodists: but it was not long before the College threw open its lectures to all (1855). The age of entry was between 15 and 18 years of age, and the qualifications for admission the three R's, Dictation and Composition. The curriculum was liberal. The emphasis was on residence and on training in service and identifying themselves with the people. Here there was no room for snobbery. The students were to be well trained in knowledge and in the art of living together. They were to focus their attention to this country. They were to go and work and live among the people, dress like the people, elevating them by their teaching and example. Too much cannot be said in favour of this worthy ideal and of the way in which it was carried out while the College lasted. At first the students proved to be tough material and the early reports showed that much shaping or moulding had to be done. But after a short time the reports changed their tenor and Bishop's College produced some of the most outstanding elementary schoolmasters of the country. These were not only good imparters of knowledge by reason of their own sound and extensive education, but disciplinarians and inspirers of the youth to high and noble achievement.

... From NOTES ON THE HISTORY OF THE CHURCH IN GUYANA" Edited by the Venerable Thomas Farrar, B.D. (page 98)

In 1874, the then Governor, James Robert Longden, appointed a Commission of Inquiry into the educational system. As a result it was enacted that Elementary Education should be compulsory even though not absolutely free, and that schools be classed as Elementary, Public Elementary (i.e., receiving grants), Industrial Schools, Day Industrial Schools (i.e. ordinary elementary schools which undertook a special branch of instruction in addition the ordinary work of the school) and Colonial Schools of which there was none at the time. With reference to post-primary education the Commission made two very important recommendations, namely, that both Queen's College and Bishop's College should be taken over by the Government. These recommendations were duly carried out in 1877, and for six years Bishop's College, Charlestown, was a Government Training School for Teachers.

Before the change over Bishop's College must have been declining somewhat. For in the Official Gazette of 1871 we read that the Government was contributing to the

Support of 12 pupils at the Training Institution \$1,800

Support of Training Master \$1,000

Grant to Bishop's College \$ 960

In the British Guiana Directory for 1876 when the Warden was Rev. C. Page Wood, B.A.. Training Master (Acting) Rev. F.P.L. Josa and Normal Master G.W. McFarlane, there were only nine students in residence -5 C. of E. (Messrs. McRae, Bowlin, Castello, Macmillan, Waldron), 3 Wesleyan (Gordon, Samuels, Abrahams) and 1 L.M.S. (Wadden). The Normal Master was a Congregationalist who had been trained by the Rev. Joseph Ketley.

In 1878 there were still only nine males under training who resided in the College: there was then no accommodation for female students. In the 1879 Directory we read that the Court of Policy had "increased the number and raised the value to \$100 each".

In the same account we read that "During the past two years six students had been sent up (two in 1878) to the Public Examination for Masters' Certificates one of whom obtained a First Class and the other five Second Class Certificates. 16 Candidates had passed their Matriculation Examination during the year. Again it was mentioned that there was then no accommodation for

female students. Bishop's College was not the only training ground for teachers at that time, though its position as a Residential College put it in a class by itself. Other Ministers and private teachers also prepared candidates for the examination⁸ which were very exacting.

The Two Bishop's College candidates for 1878 were placed second and fourth in order of merit.

Our older teachers still remember with dread the high standard required for a Class I Certificate, the pride of achieving it and the rarity with which this was won. A glance at the syllabus of 1877 shows the >contribution of the course to the cause of post primary education in this country. For all three classes in addition to Writing (100 lines from memory), English Composition (short essay), Grammar and analysis, Arithmetic with mental, candidates were examined in History ("Leading facts"), Geography (Elements) and Method of Teaching and School Management. Candidates for First or Second Class Certificates must also study a special period of History, a special region of Geography, Algebra (to simple equations CI.II and to quadratics CIJ) and Geometry (Euclid Book I, CI,II; Books I and 2 CI.I) or Needlework with cutting-out for women. There was an optional section comprising Music, Drawing, Languages of India or China, Euclid Books 3 and 4 or Cookery. (In the 1855 syllabus Science-Natural Philosophy and History- was included). Besides satisfying the examiners on the syllabus, candidates for Classes I and II must have conducted a school satisfactorily for 3 years or one year respectively and all candidates must have produced evidence that by them "cleanliness in person and habits had been enforced on the people". The bonded regime (April 1874-March 1877) and the previous systems have been credited with placing much emphasis on the production of good and useful citizens and with securing a considerable degree of success in this direction. A laudable amount of attention was given to secondary academic and commercial education and also to industrial education and to the professional training of teachers and ministers.

THE L.M.S. AND THE TRAINING OF MINISTERS

In pursuance of their definite policy that their missionary work meant evangelising, educating, and enabling the people to assist in carrying on both these functions themselves, the London Missionary Society early began the process of training the people for the ministry. The first of these teachers were probably Rev. Joseph Ketley (arrived December 1828) in Demerara and Rev. John Dagliesh in Berbice. The first of the local trainees to be ordained (in 1844) was Rev. George McFarlane a pupil of Rev. Ketley. He was followed later by his son John Robert Sturge McFarlane and Rev. McFarlane Corry among others. In New Amsterdam, Berbice, Rev. John Dagliesh (Minister of Mission Chapel from 1849-1860 and 1867-1884) trained such local pastors as the Revs. William Isaacs, Adolphus Isaacs, J.E. London (Rev. Dr.), Thomas Trenton, J.R Mittelholzer, T.J. Todding, later pastor of Smith's Church, Finch James, John Shakespeare Simon. Of the Rev. Dagliesh it is stated on his memorial plaque in Mission Chapel inter alia "He did much in promoting the education of the young, and in training young men for the Christian ministry."

While there was no school or college built for this purpose the first classes were regular and systematic even though conducted informally. More formal Classes were instituted by Rev. A.W. Wilson (1898-1918) who had been sent out by the L.M.S. specially for this purpose of training Congregational Ministers. His first graduates were J.E. London Isaacs and J. Hyll Hendricks: then came H. Algernon. J.T. Isaacs and J. Trenton Field: then A.T. Peters, D.E. Perry and D.G. Munroe. After 1918 students were sent or went on their own to London to be trained for the Congregational Ministry.

The value of this work of training ministers ought to be fully appreciated by Guyanese. In the absence of a College at the time we must pay great respect to these courses for training ministers. A High School foundation in certain subjects, the humanities and languages at least, had to be laid. The men were chosen from the people, were trained on the spot, went to work among the people and identified themselves with them. They were not only concerned with the spiritual welfare of the people but played a very great part in their educational, economic, political and cultural development both in the towns and in the rural areas, while the deacons who had preceded the ministers in point of time had the responsibility of managing the affairs of the churches -good experience in the art of self-government; the women had the important role of raising funds for the vital needs of the churches. However it must be stated that the story of Congregationalism in this country is not that of a bed of roses and provides danger signals for those interested in the business of self-government.

While the Ministers would generally be Managers of elementary schools two examples may be cited as teachers in the field of secondary education. Rev. John Shakespeare Simon (Minister of Buxton Village until his death in 1891) was the pioneer of men who went to the United States of America to further their education. He returned to his native country with a reputation as a linguist and a French Scholar, carried on a private school in Georgetown and was for some time French Interpreter to the Supreme Court. Again, in the Colonial Directory of 1904, mention is made of a High School in New Amsterdam, Berbice, called The Geneva Academy, with the Rev. J.B. Mittelholzer, B.Se., as Principal and John Jonas as Master.

WALTER MITCHELL

This country does not boast of many educational endowments. Walter Mitchell was a coloured colonist and a successful owner of estates. When he died in 1862 he left a sum of money to be used in assisting children to further their education. But the amount was insufficient to give very much help in this respect immediately; so he requested that it should remain invested for a number of years. After twenty-one years the money became sufficient and Mitchell Scholarships for boys and girls were started.

The founder made it clear that all children, without any limitations as in the case of the Saffon fund, could benefit and the results of this charity were very widespread. More children were able to go from elementary schools to Colleges and High Schools and many of our leading men and women owed a debt of gratitude to Walter Mitchell or the few others like him who gave the funds to assist poorer children to proceed to higher education.

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CHAPTER III

1877-1903

The period around 1877 may well be considered as the beginning of a new era in our post-primary education. Queen's College Grammar School, which had been for about a third of a century the highest local centre for secondary academic education for boys, and Bishop's College for the training of teachers, both changed their administration from the Bishop to the Government. The opening of Brunswick House School for boys and girls in 1819 and the reopening of the Catholic Grammar School for boys had a temporary adverse effect on the numbers attending Queen's.

The same year saw the amalgamation of Mrs. Vyfhuis's private school for girls with the Saffon School, a relationship which lasted for 16 years, while St. Rose's High School continued its unbroken existence.

The picture was that boys without restriction could receive secondary education at Queen's if they could pay the fees, and Catholic boys at the Catholic Grammar School; girls of white and fair complexion were provided for in the more established girls' schools, and there existed a mixed school for boys and girls open to all but utilised chiefly by the local 'aristocracy', a determining factor being the ability to pay the fees. With but one or two exception, the teachers of these schools were Europeans. There were several small schools for "young ladies". One can see how in this set-up, private schools for the children of the masses became necessary and sprang up following the inspired work of the London Missionary Society. With the change-over, Queen's College was assured a steady development in numbers, salary and standard of staff, in the teaching of science and in equipment and amenities.

The then Governor, Sir James Longden, stated Government's ideas on secondary education:

- (i) Higher education was most necessary, and public funds must contribute to this, all the more due to the absence of endowments found in other countries.
- (ii) Queen's must be undenominational and open to all.
- (iii) In addition to Classics, Mathematics and Modern Languages, great attention must be paid to Science (Chemistry and Natural Philosophy) which was then a new subject of increasing importance.
- (iv) The goal of the College was to be the Oxford and Cambridge Senior -the stage at which entrance could be gained to a British University.

On the other hand there were two retrogressive features. The new administration of the school decreed that there would be no more free places. Everyone being admitted from then on was to pay the school fees from his own resources. Moreover, the commercial side which had previously served a local need so well, gradually faded out and later ceased to exist.

During the whole period while Queen's was under the Bishop there were a number of free places in the school. The Commission in its report of July, 1875 recommended ten exhibitions in open competition to Queen's for boys under ten years of age, and also recommended a system of exhibitions from Queen's. On the results of the Junior Local examinations, boys might be sent to some large Public School in England or Scotland, and on the Senior to a University. The Combined Court would have none of these. In order to assist the reader to understand this portion of our educational history better it may be mentioned that until 1891 the elected members of the Combined Court consisted almost entirely of planters. From Combined

Court Sketches 1883, reprinted by C.K. Jardine from the Demerara Daily Chronicle, we learn that of the eleven elected members (5 Members of the Court of Policy and 6 Financial Representatives) one was born in France, one in Surinam, four in Scotland and five in British Guiana. Of these five two were sent home early, one was educated at Bishop's College until 14, one until 11, after which they left to complete their education in Ireland and England respectively and one received his entire education in the Colony. "Such education as in those days was possible he received in the Presbyterian school (New Amsterdam), under the late Rev. Richard Thomson, and subsequently at the grammar school, under the late Rev. Freeman and Rev. Mr. Eastman of the Church of England. But his scholastic career was all too brief. He commenced active work in 1852 (at the age of thirteen). The four official Members of the Court were English except the Immigration Agent General who was a Scotsman born in Trinidad.

The then Principal, Mr. Exley Percival, tried with both of the matters - free places and commercial education. When he found that no action was being taken on the matter of scholarships from the primary schools to Queen's, he offered three such scholarships at his own expense in 1886. Two of the winners were the late Dr. W. de W. Wishart and Dr. W. W. Campbell (later Brother Simeon of Mount St. Benedict, Trinidad, now deceased). Mr. Percival's gesture was followed in the next year by an Exhibition for boys under 16 by the Chief Commissary Major W.S. Turner. Mr. Percival did not live to see primary scholarships introduced in 1895. He was fully alive to the importance of the Commercial Section and at one time, in order to strengthen the commercial side, offered Mr Cockett a post on the Staff; this was declined. To put the section on a higher footing he introduced another foreign language - German. But all was to no avail. The call of Queen's as an academic centre was too strong, especially in view of some brilliant interschool successes at the Cambridge Local Examinations.

If 1877 promised a forward march in higher education, the year 1882 witnessed a remarkable set-back. It saw the abolition of the Board of Education, the reduction of elementary education to the three R's and a reduction in the number of teachers, and the dosing of Bishop's College for the training of teachers. From these measures "thirty to forty thousand dollars per annum were saved". * On the other hand the Guiana Scholarship was instituted during that year. Growing dissatisfaction from various causes rose to a definite movement among the people which resulted in a memorial being forwarded to the Secretary of State in 1887 signed by 4,675 inhabitants of British Guiana praying the Queen "to adopt such measures as Her Majesty might deem most advisable and best to afford relief by granting the Colony a representative government similar to that recently granted to Jamaica and Trinidad".**

The amended Constitution of 1891 enabled the people to return to the Legislative Council Representatives chosen by themselves. From the 1890's renewed activity in the field of secondary education is observed. The Methodist Body instituted two High Schools - the Kingston High for boys in 1890 and the Trinity High for girls shortly after. The teachers were mostly clergymen and at first Europeans. In the British Guiana Directory for 1893 there were two Masters mentioned for the Boys' School and four Mistresses for the Girls' School with the Classics and Language, Master Rev. F. P. Roth teaching German and Italian to the girls. In 1896 there were five Masters in the Boys' School and a kindergarten class was added to the Girls'. The first Lady Principal was Miss Geddes who was later associated with Shortwood College, Jamaica.

The Middle School for boys and girls was started in September 1894 by Mr. A. A. Thorne, later M.A. (Dunelm), who had come to the Colony from Barbados as an elementary school teacher. This school with its local staff gave every opportunity to the masses to provide their children with a sound secondary

education. It was sponsored by the late Canon J. T. R. Rea who first accommodated it in the St. Barnabas School. Mrs. Vyfhuis's School was severed from the Saffon School about 1896 to become Minto House School and later Woodside House School, then Bishop's High School, now Bishops' High School. Moreover elementary schools joined in imparting a degree of secondary education. Nor must we forget the formal classes instituted in 1898 by the London Missionary Society for the training of Ministers from among the people.

Further incentives to the acquiring of secondary education were the creation of Primary Scholarships in December 1894 awarded on competitive examinations of pupils of elementary

*Rodway's History of British Guiana, vol. iii, p.215, 1894.

**Constitutional History of British Guiana by Sir Cecil Clement, 1937, pages 300 and 301.

schools and the Mitchell Scholarships (189~) based on the results of the Cambridge Local Preliminary, and the Swettenham Circular of 1903 which insisted on certain academic qualifications for entry into the Civil Service.

The increase in the number of private schools providing a secondary education had its effect on the numbers attending Queen's. Due to this and other reasons like early withdrawal of some boys for England and others finding the fees high the numbers fell to 80 in 1896 and 61 in 1901. Around 1897 there was a flood of criticism against Queen's College and also against a liberal system of secondary education. Queen's was accused of failing to live up to the high standard expected of it educationally and of not equipping its scholars for easy entrance to the Universities. An inquiry was made into the working of the School. The Guiana Scholarship was now thought to be unnecessary, There was hardly much attempt to disguise the sentiments. The die-hards did not imagine that "coloured" boys would be winners. So it was being mooted as an absurdity to provide a large sum of money to enable one boy to become "a doctor or a lawyer or a prig". Why not use the same money for three or four endowments: for boys -farming, carpentering, etc., for girls - cooking, nursing, etc.? Yes, the Guiana Scholarship could now be abolished. The position was so serious that in the year 1899 no Primary Scholarship examination was held.

However the Committee of Enquiry upheld the good name of Queen's and made suggestions for the advancement of the teaching of Science at Queen's and the encouragement of extra-school activities. They recommended the retention of the Guiana Scholarship with a raising of standard. Even this was some consolation to the abolitionists as they hoped that thereby the scholarship would lapse occasionally thus providing a saving to the Colony.

Science was the subject of the age. At Queen's this aspect of school education was looked after firstly by the Agricultural Department, then jointly and finally by Q.C. Masters. There was also a move to introduce Agricultural Science as in some schools in Jamaica and at Harrison's, Barbados.

Mr. Potbury had a splendid vision of the scientific resources of the Colony being utilised in a comprehensive scheme of adult education. In 1894 he wrote: "The Colony possesses in its Hospital, its Laboratory, its Botanic Gardens, its Engineering Department, and in its Museum, all under the charge of clever scientific men, the materials for advanced teaching in nearly every branch of pure and applied science."

What could be done was illustrated in 1899, for then Mr. J.J. Quelch gave most interesting lectures in Zoology on Friday afternoons and it was encouraging to see the interest shown by persons outside of the College.

From time to time the Principals of Queen's College drew attention to a weakness in Guianese students in not devoting enough time to home work or in not using the periods of study at home to the best advantage. Yet occasionally they could proudly point to the results not only of Queen's but of the schools of the Colony in general at the Cambridge Locals. Mr. Potbury welcomed the fact that a candidate from a country school, St. Paul's Elementary, Plaisance, had passed the examination with distinction. While emphasising the educational side he pointed out that certificates could not be despised since "certificates under certain conditions were accepted as proof of attainments."

Mr. Percival was an educationalist and we may well refer to his last Report and to some of his ideas on post-primary education. His last report which was submitted on 25th August, 1892, was an excellent final instalment of his records. We find him looking back with great satisfaction at the achievements of three exhibitioners. He is repeating his plea for Primary Scholarships and his advocacy of competitive examinations for entrance to the Civil Service, though he does "not believe that the Colony is yet ripe for the introduction of open competition for appointments in all Departments of the Civil Service", He is proud of the record number of successes in the Cambridge Locals (23/29). He is looking forward to a smoother working of the school through the appointment of an extra Master and makes a plea for the reduction of noise from dray carts in Murray and Carmichael Streets. He still recognises the claims of those destined for Commerce: he is pleased to report the progress in the school of German as a commercial language; he hopes "soon to see many of our Third and Fourth Form boys competing for the 'Commercial Certificates' now issued by the University of Cambridge in connection with its system of local examinations", and is prepared to assist by making special arrangements for having lessons in Shorthand and Book-keeping if necessary. He is making further suggestions for the improvement of the College and the cause of local education. As the classes are too full to receive many more recruits with the present Staff and accommodation, then why not create an Intermediate School in close connection with Queen's? Such a school could make use of the Staff material of the College and an experienced primary teacher and could serve as a feeding ground for the College. He even became prophetic with the hint of a girl being the winner of the Colonial Scholarship. Mr. Percival not only had a very liberal view of education where Queen's was concerned. He was also interested in the cause of local education generally and paid high tribute to Mr. Cockett and his Private School (Brunswick). He advocated a Girls' School along the lines of Queen's and an Intermediate School in New Amsterdam, Berbice. Moreover, he suggested that his Staff could contribute to the general education of the Colony by holding Adult Evening Classes, as those then conducted by the Y.M.G.A. and other Improvement Organisations were suffering from difficulties of finding Staff; but he stated that the only encouragement his suggestion evoked from the public was an "eloquent silence". Further evidence of his foresight and ambition for Queen's could be seen in his attempt in 1882 to affiliate Queen's with Durham University like Codrington College, Barbados. This fell through because of inadequate boarding and supervising arrangements at Queen's College.

Let us wind up the period of 1877-1903 with a brief account of a school of the period, and a continuation of the story of the Brunswick House School.

BRUNSWICK HOUSE SCHOOL

1879 -1905

A newcomer joining Brunswick House School would have had as his first impression that here was a haven of learning by love when he heard the morning prayers conducted by the Headmaster who could pray "like a parson". It was not many minutes after that he was disillusioned. Fear entered into him when he saw the cane being freely used. The Head had a love for his pupils in his own way and was filled with the dual purpose of having them learn and developing in them a good character. To these ends, however, he spared not the rod. Benching, a dark room, and numerous lines as impositions were the order of the day. Though this very stern discipline did not produce affection for the Master, the boys of this school were highly sought after by Water Street Firms. They still remember that there they learnt courtesy and chivalry. Many a boy took a hiding to save a girl. Nobody dared speak to a lady with his hat on. But it was through the dancing lessons of the school that courtesy was chiefly instilled. The boys were taught good manners in approaching and requesting the lady for a dance and in taking her back to her seat. All the dances of the day were correctly performed under the strict eye of the Head whose wife was usually the pianist. Nor would it escape his watchful eye if a boy tended to have a preference for one partner. Oh no! He must dance with all. One of his outstanding girls who had been a pupil of the school for nine years became a musician who was very much in demand at city concerts.

The boys saw to it that their manliness was maintained by indulging in frequent fights with another School, now St. Stanislaus College. Founded as Brunswick House School on Brickdam in 1879 firstly at Brickdam and High Street and finally at the corner of Brickdam and Longden Street The Catholic Grammar School was revived in that year or early 1880 at Brickdam and Camp Street. So these became friendly rivals, and as there were no organised games or competitions between them, they carried out disorderly combats. A third rival school at the time was that conducted by H. C. T. Broecke also feared for his stern discipline.

Mr. Cockett came from England on behalf of the London Missionary Society (Congregational). For a time he and his wife were schoolmaster and schoolmistress at Providence New Chapel, Charlestown. In his private school he taught all subjects English, History, Geography, Arithmetic and Euclid, Astronomy, Drawing and lettering (in which he was very good), Latin and even "tried with French" in which his pronunciation was much in question. Several of his boys left early, around the age of thirteen. The apprenticeship system was very much in vogue. If a Firm wanted a boy it would notify Mr. Cockett. He would recommend one who would most likely accept seeing that he was assured of a job and possibly a career. Husband and Wife (a Guianese) taught in the Senior Section his wife being responsible also for music and needlework as extras. They were assisted by a Mrs. Legall also English, whose daughter who did not enjoy good health and was educated in England and a Miss Pinkerton. Cockett was a good arithmetician but had to give place to Dan Sharples in this respect. He conducted his own school exams; and his prize-giving days with programme in which members of the Militia Band took part are still remembered. Mr. Exley Percival, Headmaster of Queen's College, paid this school a high tribute and offered Mr. Cockett a post at Queen's which he declined.

Brunswick House School catered for about 120 boys and girls, white and coloured and boviander, who paid the modest fee of \$2.00 per month for basic subjects. It was regarded as a school for the local aristocracy and was carried on until about 1905 when the Headmaster-proprietor sold out and returned to England. During the first World War it was learnt that he was living in straitened circumstances and his Old Students rendered some relief.

THE SAFFON SCHOOL (CONT'D)

1878-1904

In spite of the sound financial position of the Trust the Saffon School was held in rented premises first on Brickdam then from about 1896 on Waterloo Street. In the 1878 Directory we read: "The object of the Institution is to provide a high class education for young ladies on the foundation, and also other boarders. A few boys are admitted. Mention was made of the subjects then taught as English, French. German, Music and Drawing. The Superintendent then was Miss Dawson. In the next year Mrs. Catherine Duff was acting as Superintendent.

It must have been about this time that Mrs. Victor Vyfhuis was invited to be Lady Superintendent. Mrs. Vyfhuis had started a small private school in 1870. Around 1879 and 1880 she accepted the post taking her private scholars with her. This dual role she filled until about 1896, being assisted in the Boys' Branch from 1890 to 1896 by Mrs. James. Writing in the 1886 Edition of The West Indian Quarterly Review H. C. Ten Broecke who had been 'in former days for more than two years a teacher of foreign languages, etc. at the de Saffon school' described the condition of the school. One gathers that ten orphans were being kept at a time until 16 years when they would be replaced by others. Those leaving would be given, on attaining the age of 21, sums amounting sometimes to \$1,000. In practice both teachers and orphans were usually members of a Reformed Church. The Lady Superintendent received a salary of \$3,456 per annum for the boarding, teaching, etc. of the ten orphans. This amount probably included salaries for the assistant teachers. Extras were \$240.00 for music and \$60.00 for needlework. Moreover she could take into the school private day scholars and boarders as paying students. From its formation to the year 1896 the number of orphan boys and girls "housed, fed, clothed and educated" was 110. Every year in December the school was examined in the presence of the friends of the children and well wishers of the Institution. The writer paid the following compliment: "The Orphans are well cared for, and receive, as the writer can testify from personal observation, at the hands of the Lady Superintendent, a loving, motherly, christian treatment. Their meals are substantial and their clothing is very neat indeed. They wear no "uniform" which would only remind them every moment of their bereavement, but are dressed like all other children of respectable families. Their dormitories are all that can be desired. The children are day and night under the supervision of some one of the staff; by day under the care of the Lady Superintendent and her assistant Teachers, and by night under the care of an elderly nurse. "There reigns a healthy, religious spirit in the whole of the Saffon School; and indeed, if Mr. Pierre Louis de Saffon could be permitted to witness the many blessings bestowed through his instrumentality, he would be convinced that his last will is now carried out with christian love and christian faith".

The school was removed to Waterloo Street in 1896. Shortly after this time both Mrs. Vyfhuis and Mr F. James seem to have severed their connection with the school, Mrs. Vyfhuis carrying on her private school as Linto House School which won the first Mitchell Scholarship for girls in 1896. In the Directories for

1898 to 1904 Mrs. A. T. Barclay is listed as the Lady Superintendent of the Girls' Branch, Henri von Ziegesar was in charge of the Boys' Branch in 1898 and D. Donnelly in 1904.

In March 1896 the then Administrators of the estate petitioned the Governor-in-Council because the Judges of the Supreme Court refused to fill a vacancy reported to them and declined to take any part in filling any other such vacancies. As a result of the petition an Ordinance was passed in 1896 making the Governor-in-Council nominator of new legatees. By the 1904 Ordinance a reserve fund was established and it was enacted that if the state of this fund warranted it the number of beneficiaries might be proportionately increased. *

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SOURCES:

Ten Broecke in West Indian Quarterly Review of 1886-1887, vol. III, P. 591
loaned to the Author by Mr. T. Quick. '

Directories between 1876 and 1904.

Directory of 1890 for will and history of estate funds.

Bishop's Report of 1839.

Official Gazette of 1964 for 1904 Ordinance No. 5.

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CHAPTER IV

1989 -1925

It is tempting to regard the beginning of a new century as the commencement of a new era not unlike a tropic dawn waiting to enlighten the preceding darkness. However while there was a carrying over from the previous century the beginning of the 20th Century does show signs of vigour in various fields of endeavour. Brought forward from the previous century were the District Agricultural Societies and Agricultural Shows. These with the new Village Chairmen's Conference and the Co-operative Credit Loan Bank, gave a big impetus to life in the country districts. The British Guiana Teachers' Association founded in 1884 was pressing for a new Education Code. This was realised in 1904 when there was a tremendous advance on the syllabus in elementary schools which now included History, Geography, Hygiene and cultivation of school gardens.

The recommendations of the 1898 Inquiry into Queen's College were now being felt. Queen's had its first science Laboratory. Lowering of fees resulted in an increase of numbers to the extent that the principle of competitive examination for entrance had to be laid down. Later, to encourage specialization, the standard of the Guiana Scholarship was raised to that of an Open Scholarship Examination to Oxford or Cambridge, the subjects for Competition being Classics, Mathematics and Science.

Between 1905 and 1910 there was some measure of teacher-training which was shared by Queen's, the Agriculture Department and a Normal Master in the Education Department. A great stimulus was given to secondary academic education when Governor Swettenham produced his circular of 1903 making entrance to the Civil Service the result of competitive examination. The old system of privilege was not immediately swept away but the Civil Service was now being thrown open to all eligible young men and women of the country. The schools rose to the occasion by preparing the candidates accordingly. Other stimuli were the awarding of Government prizes to girls who secured first-class honours or who passed the Junior Examination under 16 or the senior under 18, and the recognition of certain schools to admit Government scholars.

Old schools like Brunswick House and Saffon School and probably the Methodist Schools were beginning to fade, their work being carried on by the other old established schools like Queen's, St. Stanislaus College, and St. Rose's, while the Middle School and St. Joseph's High School for Girls, continued to develop: newcomers were St. Joseph's Intermediate for boys and girls (1905-1932, the late Mr. E. S. Blackman, Principal), and later the Collegiate School (1913-1932, Mr. E. B. Hazelwood, A.C.P. (Hons.), Principal.

In New Amsterdam the Berbice High Schools were started in 1916 for boys and in 1920 for girls. Moreover a few of the elementary schools conducted classes for the Cambridge Local Preliminary Examination, some with considerable distinction.

SECONDARY CLASSES IN ELEMENTARY SCHOOLS

I have no record of the secondary work done by teachers of primary schools. It is safe to assume that with the knowledge of secondary subjects acquired during their preparation for qualifying as teachers, some of these would have been only too ready to impart such higher instruction to promising pupils.

The School attached to Mission Chapel (Congregational) in New Amsterdam, Berbice, has a proud record of work in the secondary field. Rev. Thomas Trenton, born 1828, schoolmaster, went to Homerton College, England, qualified as a Normal Master, and returned in 1858. C. B. Carto, B.Sc., who was head from 1865 to 1890, played like his predecessor a great part in preparing Berbicians for service in their community. This inestimable work was maintained by his successors Philip Saunders (1890-1894), Josiah Campbell (1894-1909) and J. Z. Peters (1909-1935) all of whom conducted secondary classes in connection with their elementary school.

In Georgetown, Christ Church School seems to have had an early reputation for its secondary work. Wendell Bruce-James, a son of a former Headteacher of the school, won a scholarship from there to Queen's and was Guiana Scholar in 1910. The tradition evidently set by Mr. Bruce-James was ably carried on by the late William Isaac Sutton. Under him for a number of years this School was prominent in the Pass Lists and claimed many a Government Junior, Mitchell and Blair Scholar. His peak year was probably 1918 when the Guiana Scholar was the late J. E. Agard, Barrister-at-law, Kenya, (of Christ Church School, the Middle School and of course Queen's), the Percival Exhibitioner was N. E. C. a former Government Junior Scholar from this school, and of the Scholarships open to students of the Colony and won by the school that year, Mr. E. O. Pilgrim, B.Sc., then Acting Principal of Queen's, wrote in his Report: "We must congratulate the teachers of Christ Church School in having secured three of the above Scholarships, viz., the Mitchell for girls (Miss Nina Durham, First Class with distinctions in Latin, French and Algebra), the Government Junior (F. J. Pollard, First Class with distinctions in Latin, French, English, Algebra, History and Religious Knowledge) and with the Blair abolition (B. Sutton, of the Pass Cambridge Local Preliminary Examination) the amount of secondary teaching done in elementary schools was very considerably reduced. A Committee which conducted an Inquiry into Secondary Education in 1917 did not see its way to recommend a Preparatory Form for Queen's as the elementary and private schools were found to be efficient training grounds.

There has been much slipshod thinking and talking with reference to our private secondary schools, and criticism of their eagerness to secure certificates for their students has continued through the years. One has only to know the teachers of the period or to see their records in order to realise that practically all of them were aware that certificates did not make the whole man. But they were also aware that secondary academic education had the sanction of Government, that the Principals of Queen's College, the leading Secondary School, took great delight and pride in the scholastic achievements of their scholars as shown by examination results and were unselfish and unstinted in their praise of other schools when occasion warranted it. If entry into the Civil Service demanded Certificates with certain minimum qualifications, how and where were those qualifications to be obtained?

Except in the minds of those who objected to equality of opportunity for all the work and worth of the private schools must have been realised, the private schools not only served as feeding grounds and catered for the overflow from Queen's, but, by virtue of their Independence, could make distinct contributions to

the cause of Education by introducing new subjects like British Empire History and Spanish and more modern text-books, and special features like regular addresses to the school by prominent visitors. Two more important contributions to secondary education were made by two private schools at this time. The Middle School (boys and girls) introduced the College of Preceptors and lower forms examinations and was the local centre for these. This meant more exams and more certificates: but it was at a time when these were universally accepted and the certificates were of some value in certain quarters. St. Joseph's Intermediate (Boys and Girls) continued the tradition of including commercial subjects throughout the life of the school. Moreover the Collegiate School sponsored and housed the Georgetown Shorthand Writers' Association and the Guianese Academy (1926-1934, N. E. C. Principal) fostered the British Guiana Literary Society. Private school teachers often played a great part in the general, cultural and political life of the community. The most outstanding instance of this was of course the late A. A. Thorne, M.A. (Dunelm) who as Schoolmaster, Legislator and Town Councillor and founder of the Workers League, played a tremendous role in the life of the community including the throwing open of certain avenues of employment to Guianese.

EDUCATION TO SUIT LOCAL NEEDS

In 1917 a Committee of Enquiry reported on Queen's College and on Secondary Education generally in British Guiana. Recognition of the needs of the Colony should be at the basis of policy-planning. "The Primary Object of Queen's College should be the benefit of the Colony and the majority of the Scholars rather than that of the prospective Scholarship winners, and that the curriculum should be based on that principle." And again "we should first decide what curriculum best suits the needs of the Colony and adapt the other objects to it". Suggestions were made concerning the subjects of the curriculum especially Science and a recommendation to include commercial subjects-Book-Keeping, Shorthand and Typewriting which were to be taught by visiting masters.

Early specialisation was discouraged and a series of minor Scholarships and Exhibitions advocated. The examination for the Guiana Scholarship should be the Oxford and Cambridge Higher Examination. The Committee advocated a Governing Body for Queen's, approved that the School have a flag-pole and a British flag, and advised that the School be removed to the Orphan Asylum Buildings and Grounds on Brickdam if and when they should become available. With regard to the relation between primary schools and Queen's the Committee thought that the former Schools, and private enterprise could be entrusted with the preparation of entrants and therefore recommended that Queen's should not undertake preparatory work. In reporting on Secondary Education generally the Committee recommended that assistance should be given to schools in outlying districts. They further emphasised the importance of giving opportunity to the pupils of the other Secondary Schools for the study of Science either by a Government subsidy or preferably "by the utilisation of the science side at Queen's College to form a central institution for scientific instruction in Georgetown". Eight years later (in 1925) another Commission found that little had been done to implement the recommendation of 1917 and nothing as far as the other secondary schools were concerned. Queen's College was duly moved to the orphanage building in Brickdam, the orphans being disbanded thus bringing to an end an institution which had existed since 1853. The farm lands were changed to playing fields largely with the aid of prison labour and voluntary help by the boys and in 1920 a pavilion was erected from funds provided by the Combined Court, but initiated by the proceeds of School Concerts.

After the vacating of the old Queen's College building, the then Bishop of Guiana, Rt. Rev. Archibald Parry, arranged with Government for an exchange of buildings: Woodside House. School was then moved to its present site and from 1922 was known as Bishop's High School.

The Convent Schools for girls were also preparing for expansion a new wing being added to St. Rose's in 1925; and the present (1957) building at St. Joseph's being erected in the same year.

Another bright ray appeared in the founding of the Buxton Scholarship in 1921. A voluntary organisation launched an appeal for funds to endow a scholarship to enable youths of Buxton Village to acquire their secondary education at Queen's. The Governor was so pleased with this evidence of self help among the people that Government provided the balance of the amount after the half-way mark was reached by public donations. The first winner was the present (1958) Government Bacteriologist, Dr. I. B. Nehaul.

EARLIER TECHNICAL INDUSTRIAL EDUCATION

The question is sometimes asked: What has our educational system done to help people meet the needs of the community?

In the days of his youth, the Author occasionally performed the strange act of falling in step with a perfect stranger and entering into conversation with him. One such victim was a Mr. B. J. J. The sort of interesting bits that might arise from such chance meetings is here illustrated. It turned out that B. J. J. was a "Master-Mason". The pavement we were then walking on - Camp Street between Brickdam and Croal Street - was built by him. With pride he pointed to the Chimney of a nearby Bakery which was also his creation and he beamed while relating how various chimneys on sugar estates had been either erected or repaired by him and his assistants. (Other even more romantic episodes and projects were gleaned, but these are not relevant.) B. J. J. might well have started as an apprentice in the Longden regime.

Yes, proud Guianese minds and hands have built our towns, roads and villages, carried out services in connection with engineering, electrical, mechanical matters, furnishing of home and office, smitheries, building of river-and ocean-going vessels, etc. and the thousand and one occupations and attentions needed to produce and maintain the state of the country which presents itself to the observer's eye.

People so often take for granted what they see that it was with the greatest delight that one heard the Rt. Rev. Bishop Guilly not only praised the architect and the contractor but also recognised the valuable contribution of all the workmen concerned in the erection of the new Marion Wing of St. Rose's High School (May 1955).

Mention has been made of the Berbice Industrial School organised by a Church Society (Presbyterian) in 1844 and supported by Government, the suggestion (1847) for Industrial Schools and Farm Schools both post primary, the founding of the Onderneeming Industrial School for refractories, (1852). In 1876 the Longden Commission recommended a series of improvements in the educational system as a whole, including building elementary Government or Colonial Schools, and Industrial Schools like Onderneeming without the stigma of delinquency. No industrial schools were built. Elementary schools which undertook a special branch of

instruction in addition to the ordinary work of the school were called "Day Industrial Schools". Mankind has the saving quality of being able to muddle through in the absence of advanced and highly organised systems. The method of preparing people for the needs of the numerous trades and crafts was principally the apprenticeship system aided by Government bursaries. This is a well known method of training but naturally produced unequal results depending on the standing of the individual master of a craft or the standard of the particular foundry, and so on.

The Intercolonial Exhibitions, held in this country between 1878 and 1885 showed that British Guiana was often behind Surinam (formerly Dutch Guiana), the French Colonies and other West Indian Islands in display of exhibits, while to the credit of British Guiana was the existence of a certain amount of inventiveness. Later a similar superiority in our Dutch neighbours in joinery could be attributed to an earlier organisation of industrial education.

Criticising the position in 1912, the late Mr. A. A. Thome, M.A. wrote in an Article entitled "Education in British Guiana" (in *Timehri*): "The pupils trained under this system had not been making as good citizens and inhabitants as those had done under the Longden and prior systems; the tendency to despise manual work had more than grown apace. The Board of Industrial Training which owes its birth to the Hodgson regime is doing excellent work with its evening continuation classes for apprentices and others; The Agricultural School, for which the necessary funds were provided, also in the Hodgson administration, should easily be established and got into full working order."

We have also seen that the 1917 Commission stressed the importance of relating education to needs, and later (1925) the Berbice High School came in for some praise in this respect from another Commission.

AGRICULTURAL EDUCATION

For over fifty years the agricultural education of the farmers was in the care of the Royal Agricultural and Commercial Society of British Guiana.

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See *The Evolution of the Negro*, vol 11, Bk 2, P 47.

The means adopted were agricultural shows and exhibitions, articles, essays and lectures. In 1893 it was suggested that the Government should take over. This was done when the Board of Agriculture was formed in 1901. School gardens and model school gardens were calculated to create an agricultural bias. In 1907 the training of Agricultural Apprentices was begun. These were housed in Hadfield Street where they were found when Queen's College was moved to Brickdam. The experimental cane field opposite the site now occupied by the Y.W.C.A. was a source of great attention to the Collegians. In 1910 it was hoped to have an Agricultural School to which the work of the school gardens would lead. Reference was made to this by Mr. A. A. Thorne in 1912 and again in 1916 by a Farmers Conference. It would appear that the First World War killed the idea.

The school gardens flourished until about 1915, when owing to the indifference of certain schoolmasters and to other considerations including the non-appearance of the Agricultural School, the then Director of

Agriculture had to struggle to preserve them. His efforts met with success and another peak of record attendance was seen in 1920. After that date to 1927 the number steadily decreased.

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CHAPTER V

1924-1940

A noticeable advance was given to Education with the investigations and findings of the 1924-1925 Commission of Enquiry in the Education of the Colony and with the coming on the scene of Major W. Bain Gray, Ph. D., in 1924 as Director of Education.

The Report of the Commission was very comprehensive and dealt with all aspects of local education. The Commission was a large one and comprised the Chief Justice as Chairman, Members of the Legislative Council, the newly appointed Director of Education, Mr. Ernest Wynn Williams, His Majesty's Inspector of Schools, the Principals of Queen's College, Bishop's High School and the Middle School (Co-opted later), the Superintendent of Ouderneeming Industrial School and others. Similarly an attempt was made to obtain the views of as wide a cross section of the community as possible.

Evidence was given by the Heads of the Schools mentioned, and those of St. Stanislaus College, St. Joseph's and a Master of Queen's, the Teachers' Association and the Primary School Managers' Union, by the Directors of Science and Agriculture and Public Works, the Surgeon General, the Manager of an Estate, the Leaders of Christian Denominations, and by representatives of the East Indian community, the Hindu community, the Muslim community and the Chinese community. Commenting on the development of Primary Education following the Commission's Report and the zeal of the then Director of Education, the Author wrote in 1934: Vacation lectures for elementary school teachers introduced in 1925, the establishment of a lending library for them, the reopening of a Teachers' Training School in 1928, the opening of a model Government School in 1932, and the creation of other Government schools, the encouragement of the erection of separate buildings for smaller children, are external and visible signs of Government's attitude with regard to elementary education. Within the public elementary schools (for there are now several private ones), the tendency is to make the paths of learning pleasant and familiar. The harsher and more formal methods of the past give way to a method of presentation which is calculated to arouse and grip the interest of pupils; while the use of local geographies, as well as the then Governor's inclination to adopt any other form of local work or work with local application suitable for schools or individual scholars, shows that the pupils were to be relieved of the strain of depending wholly on their imagination as in former days, and rather are required to exercise their powers of personal observation. Thus the faculty of imparting knowledge is to be supplanted or is to be supplemented by the ability to educate in its fundamental sense. Furthermore due opportunity is being given those who have skill in the use of their hands to display such skill; and the work exhibited from time to time is a credit to both teachers and pupils. Nor must we overlook any encouragements given to promote good penmanship and the correct use of English, while it is a recognised principle that every advantage be taken to use the opportunities of the class-room for assisting in the development of character.

The award of the I.S.O. to the retired head teacher of the Industrial School at Onderneeming, the elevation of another retired head teacher to the position of member of the Board of Education, the use of head teachers in assisting in the administrative work of the Education Department, the increase in the number of headmistresses, are some of the signs of Government's recognition of the faithful and capable services of the teachers. These are all evidences that Government's present policy is a forward one -an advance on the old system of entrusting the education of the youth almost entirely to the Churches and of ensuring that Government grants were being well spent by inspecting the schools periodically and holding annual examinations.

*The Evolution of the Negro, Rook 2 Vol. II, 1924 pp-79 to 81.

With regard to secondary education, the Commission recommended the registration of private schools including schools for . Shorthand and Typewriting. Aided schools should widen their curricula to suit the needs of the colony "and should emphasise the practical side at the expense of the literary side, e.g. all schools should teach Science (including Hygiene) and Physical Training. The curriculum for girls should include a course of domestic subjects such as Cookery, Laundry, Needlework and Housekeeping, and the course for boys, manual training in wood or metal." The erection of a Junior Technical School was also suggested, and similar training for girls discussed. As a result the Kingston Trade Centre for youths was opened in 1932 and the Carnegie Trade Centre for Women in 1933. In this connection the spirit of self-help was again shown by the voluntary organisation already referred to when the Fredericks School of Home Economics was opened in 1936. The Author was a member of the first Advisory Board and delivered the second Graduation Address in 1939. This school continues to play its part in giving a systematic course of training to teenagers and young women in practical domestic science or home-making.

The first attempt was made to unify the system of education by bringing Queen's College under the Education Department and by issuing a code of Regulations for Aided Secondary Schools in 1929. Queen's College remained under the Education Department until 1932.

Many schools did not come under the scheme through the non-profit clause; while one of the Convent Schools (St. Rose's) which was not admitting girls of complexion darker than a certain shade ("deeply coloured") declined aid rather than alter its policy in that respect.

The Regulations governing curriculum and activities (academic and practical) for Aided Secondary Schools were along the lines of the 1924-25 Commission's recommendations. There were provisions for school inspection, religious observances and reservations, admission of Government Scholars and having a number of free places, premises, appropriate size of classes and teaching staff, a financial arrangement whereby the school was not to be run for private profit, a Governing Body together with some matters of routine organisation.

During this period there was movement for expansion in the older established schools. For Queen's, energy was directed to a new building and more extensive playing fields. Of the two Convent Schools for girls in Georgetown, St. Rose's installed a new wing in 1925 and a Commercial Class (still existing) in 1934; while the present* building of St. Joseph's was also erected in 1925, their Commercial Class started in 1938 and their Western Annexe completed the next year. St. Stanislaus' opened the first wing of their present building in 1929; Oswald Parry Hall of Bishop's High School was dedicated in 1936. The two Canadian

Mission Schools for boys and girls in New Amsterdam, Berbice, were amalgamated into the Berbice High School in 1940. The school population was on the increase and provision was being made to accommodate it.

As happened throughout the history of this country, comparatively short-lived private schools joined in meeting this growing demand. Among those not previously mentioned were;

Trinity Methodist High School (Rev. E. S. Cheesewright)

St. Crispin's (Dalrymple Jones), an off-shoot of the Methodist High Schools,
Schools conducted by R. A. Jones and M.P.J. SurreyRockhaven, 1923 -1928 (Miss M. Rockcliffe)

The Guianese Academy, 1926 -1934 (N.E.C.)

Modern High School, 1929 -1950, Co-Founders: Messrs. J. I. Ramphal, C.A. Yansen and Beramsingh.

Central High School, 1929, J. C. Luck (Later B.A.) Principal: This is now the largest secondary school in numbers in the Country.

Progressive High School, 1934, (L. C. Davis, Principal, later called the Guyanese College, an off-shoot of The Guianese Academy)

In 1958. St. Joseph's High School was removed to Woolford Avenue, Longden Park,

In 1961. The Modern Educational Institute, (J. I. Ramphal from 1938 to 1943) when the school was taken over first by the Canadian Mission Body and then by the Lutheran Body with Rev. A. R. Bowen, M.A. as Principal. It was subsequently taken over by Mr. Ongkar Narayan and transferred to the Aryan League Premises of D'Urban Street.

Wray High School, 1945, (joint Principals Rev. D.W.H. Pollard, B.A., B.D. and Mrs. Pollard, B.A. Hons.,) merged with Tutorial High 1952.

In writing of comparatively "short-lived private schools" one bears in mind that even here there was a certain amount of continuity. The school might change its locale or its name; it might be an offshoot of a defunct school thus carrying on the former traditions with improvements or developments if need be; it might have fluctuating fortunes; but always for the child community the sum total was some provision, however imperfect, for its educational needs.

We may take as an example the case of Alleyne High School. This school was started in 1928 at Hague, West Coast, Demerara, by the late Rev. W. F. G. Deane, B.Sc. who was Minister of the A.M.E. Zion Church there. With his transfer to Georgetown he continued his high school work in the city, and from 1935 the Matthews' High School was carried on in the new church building at 150, Regent Street, Lacytown. Five years later, in 1940, the "Alleyne High School" was built to meet the requirements of Government and Town Council. The course of study included the following: Scripture, English Language and Literature, History, French, Latin, Mathematics, Hygiene and Physiology, Drawing, Music, Domestic Science and Wood-work. The school grew in numbers and in 1945 accommodated over 300 students in its

Primary and Secondary departments. In June 1947, the Founder-Principal was "called to higher service." The school continued with varying fortunes firstly under the principalship of Rev. C C. Barrett who came from the U.S.A. and returned in 1950, and then under the Rev. R. C. Rodney. In 1953 the Domestic Science section was re-organised with Mrs. Rita Rodney as Principal. It was contemplated to revive its full secondary curriculum under a qualified teacher from the U.S.A. in 1958. Typical of the Private Schools, Alleyne High School is proud of the fact that several of its Graduates are playing their part in the community including the Civil Service, Commerce and Industry and the Teaching Profession, while outstanding scholastic products include Mr. Cedric Matthews, B.A. a former Guiana Scholar now a member of the International Labour Office at Geneva, and a distinguished American Preacher-Chaplain Rev. Major W. Shakespeare Barrett, M.A., D.O.

1931 was a year of great inspiration to Guianese. It was the Centenary of the Union of the three counties of Berbice, Essequibo and Demerara into the Colony of British Guiana. An outburst of literary activity greeted the event - Webber's Centenary History, Cameron's Guianese Poetry, Magazines by Eric Stoby and Marion Rockcliffe, Hildred Britton's Stages of Development of British Guiana's Womanhood, 1831-1931, while Balthasar, a Drama by the Author, gave the impetus to dramatic writings and productions by Esme Cendrecourt.

The Centenary was duly observed by several events, an outstanding one being a Centenary Exhibition and Fair held on the grounds of the G.C.C. and G.F.C. with a section devoted to Education. The Centenary was commemorated by the institution of a Centenary Scholarship the number of which was subsequently increased. The Governor entered into the spirit of the occasion when he suggested that Guianese painters might paint on the panels of the tank in the yard of the new Broad Street Government School, scenes depicting various episodes in the country's history.

Inter-Collegiate competitions between Queen's, St. Stanislaus' and the Berbice High School for Boys, the three Boys' schools of the six Government recognised schools, were started by Governor Denham awarding a Cup for Athletics in 1933, Mr. C. R. Jacob, Snr. for Cricket in the same year and Mr. Francis Dias for Football in 1935. These provided some enthusiastic encounters.

A FURTHER ATTEMPT AT AGRICULTURAL SCHOOLS

In 1931, a Small Farmers Committee, headed by the late Sir Alfred Victor Crane, recommended that Farm Schools be established in the three counties of Demerara, Berbice and Essequibo. The scheme met with the approval of the then Governor, the Colonial Secretary and the Directors of Agriculture and Education. It was therefore remarkable that nothing materialised. It would appear that under a system like the present, with a Minister of Education, such a lapse would be avoided. Twice this country missed its chance. Twice Jamaica forged ahead. In 1909 a Jamaica Government Farm School was opened while our Combined Court accepted the idea of such a School in 1910. The Crane idea was later carried out in Jamaica under the regime of the same Governor who had approved of it here; and today Jamaica has four "Practical Training Centres" which are also attached to Land Settlement Schemes.

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CHAPTER VI

1940-1953

Probably the most prominent features of this period are the growth of the school population and the development of Further and of Higher Education. Parents were coming to realise more and more the value, nay necessity, of further education. The Indian community, once satisfied with the fruits of child labour, saw the flame and vied with one another for the new desirable.

During the Second World War there was held out to youth the promise of a New Deal and those better prepared would be given the best opportunities. Moreover, there came the stirring realisation that countries like the Caribbean would have to supply their own professional men and women and not look so much to the Home Countries. Following on the heels of this that they would have to assist in training such professionals in their own University Colleges. The demand for professionals would be great after the War and Colleges and Universities would be crammed full with demobilized students together with the usual annual influx of freshmen. The Colonies would have to realise this and take steps accordingly.

THE HAMMOND REPORT

Closely associated with any advance in our educational system is a survey of the position with recommendations for the future. The Hammond Report of 1942 was considered by the then Comptroller for Development and Welfare in the West Indies, Sir Frank Stockdale, K.C.M.G., as forming "a sound basis on which to frame educational policy for the future".

The report or Memoranda certainly aroused much interest, much discussion in educational circles and on certain points, sharp division of opinion. A Group of which the Author was Chairman, the Coffee House Club, studied some aspects of the Report, viz., provisions for preschool children, dual control of schools, free text books, free stationery and meals, the training of teachers, Queen's and Bishops', Vocational Training, policy and administration. (Of the Leaders of discussions of sections of the programme, one is now resident in the U.S.A., two in Puerto Rico, and one deceased.) There were of course aspects like building programme, sanitation, teachers' salaries and housing, library and museum, in this rather provocative Report which were not included in the discussion programme. One disadvantage of the report might have been its voluminous nature which might have hindered many from giving the Report the attention it deserved.

THE GOVERNMENT-RECOGNISED SECONDARY SCHOOLS

As we have seen, numbers on roll, accommodation, staffing the teaching of science, finance, were perennial problems in the schools of "British Guiana." They became of greater intensity during this period.

With regard to the building programme the Bishops' High School for girls assumed the lead. Taken over by Government in 1943, the old school building with its familiar tower erected in 1854, was found to be leaning and definitely dangerous. Foundations for a new building were laid in 1945 and the girls with

their modern school and amenities including a Domestic Science section and Science Laboratories (Biology and Chemistry with Physics) were a source of envy to the boys.

Were the girls then happy? The Oswald Parry Hall built in 1935 when the number on the roll was under 100 was later inadequate to hold the increased number of students with their parents, and Speech Days had to be held in two relays. The additional accommodation was also soon taken up and once more competition for places was fierce and the disappointed rejects poured into private schools.

At Queen's, the introduction of Junior and Middle School Scholarships and Exhibitions in 1939 encouraged parents to send their children in the earlier forms rather than to keep them in the elementary schools to compete for Government County Scholarships.

The number rose steadily from 260 in 1939 to 355 in 1944. Accommodation had to be increased by erecting two bungalow class rooms on the premises (1944). Government announced that the limit would have to be 400 until the new school buildings were erected at Thomas Lands. The Q.C. Old Boys' Association and a united front of parents laboured during this period in urging still further accommodation for the increasing number of potential pupils and in emphasising the urgent need for the New School. Among the measures used to emphasize this urgency was the Speech Day. Parents and the public were treated to no Speech Day, or Speech Day in the Empire Theatre or Speech Day in relays. Staffing difficulties were increased during the Second World War. Partly to encourage teachers from the United Kingdom the salary scales at Queen's were increased from January 1949 but these were offset by the new Burnham Scale in England which removed the advantage of the better salary conditions offered by this Colony previously. It was realised forcefully that the West Indies should provide teaching staff (and indeed other professionals) from among the inhabitants. Colonial Development and Welfare Fund, the Secretary of State's pre-selection Scholarships, and our own Government's Conditional Scholarships tackled the problem seriously after the War. By these means, at Queen's, the departments of English, History, Geography, Mathematics, Chemistry, Physics, Biology were strengthened by trained local staff. Similarly at Bishops' in Geography,

Latin and Mathematics. Through the absence of Science Mistresses full use could not be made of the laboratories at Bishops' and assistance had to be sought from the brother school.

Welcome help in meeting the shortage of Science Masters came from the Fulbright Commission of the U.S.A. who assisted with a Biology Master (R. S. Irwin) for four years from 1951, a Geography Master (M. Pedersen) for two years 1952-1954, a Physics Master (L. N. Hirach) 1954-1955 followed by Dr. Edna Illsley, Physics, (1956-1957). The American teachers proved very popular with both Staff and Pupils and the value of their services at Queen's College has been well recognised.

The opening of the new Queen's College in 1951 with its 24 class rooms and 6 modern science laboratories and 459 pupils was contemporary with the drive for increasing the number and qualifications of local staff. With the opening of the new school, however, a new stream was created in Form 1. This meant that by 1955 the numbers would grow to about 600 and, by 1956, to 650 in order to complete the three-stream position up to Form V. The new school was originally intended to accommodate 500 so that new problems of further accommodation arose. There was also a great spreading in the benefits of the teaching of Science at Queen's. It will be remembered that in 1925 a Commission had suggested that, as an alternative to Government aiding Science teaching in other schools, Queen's might be a centre for providing science teaching for pupils from

such schools. Of course Science courses for prospective Chemists and Druggists had long been given at Queen's. Evening Science Classes were introduced from January 1954 by Mr. V. J. Sanger Davies, M.A., T.O., then Principal, and a Remove Form in May 1955 to assist students from other schools who wanted to do Science. These experiments have been considered very satisfactory as many have already secured passes at the G.C.E. in various science subjects.

A propos of Science:-It may be mentioned here that between 1941 and 1944 a Science Society of all interested persons in the country flourished with headquarters at Queen's College. There was also a junior section confined to boys of Queen's. Two very important Science Exhibitions were held, and the lectures on a variety of subjects and a popular course in Botany of local plants were very acceptable. The prime movers were Mr. H. S. Watson, Science Master and Capt. H. Nobbs, then Principal. At present (1958) the School has its own Science Society and Radio Club.

About the time of the opening of the new school in 1951 the Author published "A History of the Queen's College of British Guiana" in which he prophesied that "The new Queen's will be not merely a College but an Educational and Cultural Centre." It did not take any great perspicacity to foresee this. The Auditorium with its capacity for seating about 2000 persons and the spacious stage with its up-to-date stage lights and flood lighting have been the scene of Opera and Plays including John Ainsworth's production of Hamlet, Music Festivals, Concerts of Celebrities including Marian Anderson, Hazel Scott and Kathleen Howe, Youth and Co-op Rallies, while the library, dining and other rooms have housed art classes and exhibitions, meetings and conferences including the sittings of the Waddington Commission in 1951, the Rice Conference of 1954 and Secondary School Teachers Conferences. Outdoor events marred by rain have been sheltered here notably a Parade of the St. John Ambulance Brigade for the Lady Mountbatten and more recently a Reception in honour of Her Royal Highness the Princess Margaret. The Collegians often share in these activities as one of their privileges is that of attending at concerts, lectures, etc. free of charge from the gallery which thus often presents a neat picture of white shirts, serge pants and black and yellow ties of the school. Moreover in accordance with modern trends every encouragement is given them to take part in one or other of the several forms of extra-curricular activity.¹

THE PRIVATE SECONDARY SCHOOLS

The expansion which had been observed as taking place in the older schools had its counterpart in the creation of new private secondary schools. It is estimated that during the 1940's no fewer than two dozen such schools appeared-Washington. Tutorial, Wray High, Modern Academy, Wortmanville, Cambridge St. Thomas's, St. Anthony's, Day High, Sharples' Girls School, Chatham, College of Liberal Arts, Standard, Lincoln, Demerara, Guiana, Berbice Educational Institute, Corentyne High, International High, Skeldon High and others both in the towns and in country districts.

A new element was introduced, viz., that of fierce competition for the best pupils. Elementary schoolmasters were canvassed for scholars. The zeal with which prospective parents were visited was not solely in the interest of the children. Free places and partial scholarships were held out as inducements.

Fees became competitive. Advertising rose to the pitch where one school used about half page of a newspaper. It was a grim struggle for catching the pupil and for survival. However it was claimed that for the first time Secondary Education was brought within the reach of the generality of the lowest income group.

¹ It was originally intended to include similar accounts of St Stanislaus College [with St. Stanislaus Association) and the Convent Schools St. Joseph's High and St. Rose's High relative to numbers and expansion, staffing, finance and science teaching. But owing to pressure of space the Author had to be content with reference to these and other schools in the text and in the Chronology, Appendix II.

Public Opinion considered that the private school situation had become undignified if not ludicrous. A Journalist and Author, Mr. P.R. Daly, "in a series of newspaper articles, highlighted the undesirable features of this competition and called upon Government to control the schools". The first move made by Government (1943) to control the Private Secondary Schools met with no success. The great stumbling block was that the Schools claimed that they were being asked to comply with certain requirements without financial aid. They asserted that demands were being made on the Private Schools which were not being met in the Primary Schools, e.g. provisions of class-room space per pupil, proportionate number of lavatories. One result was that the value of the Private Schools in assisting in providing secondary education was recognised. The matter was shelved. In the next year (1944) a Private Schools' Union of Headteachers was formed to look after the interests of such schools and to tackle the evils of unbridled competition. Meanwhile another evil reared its head. A number of parents demanded that the time spent in preparing their children for the School Certificate Examination should be considerably reduced and took their children to those schools which complied. Some schools offered two years courses for this Certificate following the School-leaving stage of the elementary schools. The Private Schools' Union was not strong enough to deal with this as with the question of standardising fees. In 1949 another attempt was made to introduce control of Private Secondary Schools. The Union went into action. Legislators who had been inclined to approve of the measure became converted to the opinion that its sole achievement would be the closing of a large number of the private schools. The result was the same as before. Control without aid did not pass. The jockeying of the teachers by parents to cram for quick certificates resulted in schools securing record numbers of successes in the School Certificate Examinations, with however a great doubt in the minds of many concerning the value of a large percentage of such certificates. The position was eased when the Junior Cambridge was abolished in 1951 (the Lower Certificate of the Oxford and Cambridge Joint Board was also abolished in 1951). The hurrying parents were made to realise that a four-year course for the School Certificate was to be in the best interest of the pupil. The annual Pass List was cut by more than one-half and teachers were able to settle down more to the business of educating.

Largely responsible for these changes was a local Committee appointed around 1948-49 to "advise the Director of Education on the matter of the Cambridge Local Examinations". The personnel of the Committee reflected an appreciation of the worth of the Private Schools and consisted of The Director of Education as Chairman, the Principals of Queen's College, the Bishops' High School, St. Stanislaus' College, Berbice High School, Central High school, Washington High School, Wray High School, and Mr. Herman Stephens, Principal of St. Thomas' High School who was nominated by the Private Schools Union, with the Examinations Secretary as Secretary of the Committee.¹

¹ For much of the material in the preceding paragraph the Author is indebted to (i) an article in the Sunday Chronicle of Sept. 1st. 1955 entitled "British Guiana Private Secondary School and Government Aid" by Pluto in an interview with Mr. R. E. Cheeks (November.) Co-Principal of the British Guiana Education Trust and (ii) a series of articles on Private Secondary Education in British Guiana" 1900) to the Present day -.In 1956 in the P.P.P. Thunder for November 1955 to January 12, 1956 V Comrade A.P Alleyne, Co-Principal of British Guiana Education Trust

The short lived P.P.P. Government of 1953 had contemplated subsidising private secondary schools among other changes in matters educational. Special mention will be made later of the White Paper of 1957 in which rather comprehensive plans for the improvement of local education were laid down and of the resulting inspection of Secondary Schools in this country.

CENTRAL HIGH SCHOOL

A good example of the more enduring type of private school is afforded by Central High School. The founder of this school was a man of vision. He saw the need for a good Private Secondary School and made two attempts to join with Heads of existing Schools. Left on his own he started a mixed school in 1927.

Numbers steadily rose and examination results were good. The success was largely due to supplementary evening preparation classes under supervision. Growth, living growth, seemed to have actuated the Head. From feeding Queen's and Bishops' with some bright finishing students including a runner-up to the Guiana Scholarship and two winners one at each school, Central High School achieved the proud distinction of nurturing and producing the Guiana Scholar for 1950, the winner being Desmond E. Luck a son of the founder. The founder set a worthy example to his Staff by qualifying for the B.A. Degree. He was followed by his first assistant, Mr. B. Adams. In 1958 the school had on its staff of 28, 4 graduates and an enrolment of 950 pupils.

Owning his premises led to extension of buildings to accommodate the ever increasing numbers. By 1957 the school had a playing field at Thomas Lands with an ample pavilion and club room. Its record in cricket and athletics has been creditable.

Wisely deciding that a school of such size could economically supply itself with text-books, the Head started the Central Book Store which now often assists other schools to secure their textbooks. Commercial classes were started in 1930 and an Adult Education Class in 1947.

Recently the founder Mr. J.E. Luck, B.A., felt he should retire and handed over to his son-in-law Mr. W.J. Low, B.A., and to his daughter, Mrs. S.E. Low, M.A.

TECHNICAL EDUCATION DURING THIS PERIOD

We have already seen that the Kingston Trade Centre (1932) was an effort on the part of Government to organise Technical Education and that the hope was expressed by Major Bain Gray that the Trade Classes of Georgetown would spread to the villages but at first largely through the initiative of the villagers themselves

The stages of development of Technical Education after this may be seen from the following outline taken from the Souvenir Programme of the opening of the British Guiana Government Technical Institute on Friday, 1st Sept., 1951. 1942 -The Educational Adviser 10 the Comptroller of Development and Welfare, Mr. S. A. Hammond, suggested reorganisation of the Kingston Trade Centre as a carpentry workshop and the establishment of new schemes of apprenticeship. 1947 -The Adviser for Technical Education to the Comptroller of Development and Welfare, Mr. W. Healey recommended the establishment of a Technical High School later to be developed into a Polytechnic. 1948 -The newly appointed Adviser in Technical Education and Principal Designate, Major C. E. Darlington, advised the establishment of a Technical Institute, laying particular stress at the commencement on Trade Courses, providing Evening Classes in Technical Subjects and having a Handicraft Branch to spread the teaching of Hand Crafts throughout the Colony.

1950-The Comptroller of Development and Welfare in his Annual Report recommended that the British Guiana Technical Institute should form a Regional Technical Institute for the Eastern Caribbean. 1951 -23rd April-500 pupils registered for Preliminary Technical Classes held in Queen's College with part-time Staff of the Technical Institute. 21st September -His Excellency the Governor Sir Charles Woolley, K.C.M.G., O.B.E., declared open the new building of the Government Technical Institute. 24th September-The Technical Institute commenced registration of 760 trade trainees and 500 Technical pupils.

HOME ECONOMICS IN 1957

Annual Exhibitions with demonstrations and sale of work are most attractive ways of assessing the progress of an institution. One looks forward to the annual display of the Carnegie Trade School for Women. One's eyes sparkle at seeing the guests (mostly women) inspecting the kitchen, laundry which has more in it than meets the eye, housewife's and other work rooms with their numerous cupboards, utensils and equipment, perusing the placards with their rules for better budgeting, menus and balanced diets and especially examining the large variety of dresses and other articles of clothing for all stages from the baby to the bride and the matron. Delicate lace work, embroidery with local designs and individual colour schemes (some showing signs of originality) make a strong appeal. The visitors may partake of tea, ices and other refreshments and leave with dinner or supper parcels, a bag of sweets and cakes and a bottle of fruit syrup or a jar of preserves. One regrets to learn that the department for government uniforms had to be closed as emphasis is being laid on learning or teaching rather than on trade and all available space is required accordingly. For a similar reason catering which had been done in the past is not encouraged, likewise the taking of orders for dress-making.

One has become so interested that one may now make enquiries and learn some interesting points, The name Trade School for Women was really a misnomer since male cooks, mess men and stewards for local coasting shipping may be trained here by request. As a result the name of the School has recently been changed to "The Carnegie School of Home Economics". Day school, evening classes, courses for teacher-training, refresher courses for those who have completed the course, training or briefing of domestics for Canada. are features of the programme of the School. By request also a village group may obtain the services of the School to assist them in any branch of home economics if a convenient time can be arranged. This aspect of the work has expanded to embrace a large number of villages. There are some 650 people including men in village groups enjoying this facility. Government has also spread the knowledge of home economics to centres at Orange Walk, Bartica, New Amsterdam and to departments of various schools in the three counties.

But the teaching of Home Economics is not confined to Government institutions. Fredericks School of Home Economics and the Alleyne High School (A.M.E. Zion) of Regent Street are also centres. In addition certain private schools, improvement groups attached to churches and the Young Women's Christian Association assist in this task in which they long anticipated Government's action. Moreover the Women's Institutes spreading over the country and the Sugar Producers' Association covering a large number of estates are taking the benefit of Home Economics to the remotest parts of the country. Nor must we overlook the part played by broadcasting, for in "Women's Hour" and the "Housewife's Club" we find a remarkable degree of interest in matters connected with Home Building. Added interest in this subject is brought about by the fact that the Carnegie School is celebrating its 25th Anniversary (1958) and no doubt one may expect some still further improvements in the near future.

AGRICULTURAL TRAINING (Continued)

The agricultural apprentices were the future agricultural instructors. The Imperial College of Tropical Agriculture in Trinidad provided training on a higher level. Graduates of ICT A have held important positions in the Department of Agriculture, among them being the present (1958) Guianese Director of Agriculture.

"In March, 1949, the Hon. Member for Eastern Berbice, Dr. Gonsalves, secured the support of the Council to a motion recommending to Government that a Farm School be established in the Corentyne District for the training of boys that resolution was accepted by the Council, but the matter took a different turn in June, 1950 ."¹

It would appear that Dr. Gonsalves' motion which had been accepted by the Council had been set aside in order to consider whether British Guiana would participate instead in the scheme for the establishment of a Farm Institute in Trinidad. This was rejected in March 1951. However, all the members of the Council were concerned over the problem of better facilities for agricultural education and agricultural training in B.G. and to quote the words of the Hon. Financial Secretary and Treasurer once more the members of a Finance Committee "all considered that the Colony ought to have a Farm School of its own". In order for such Farm Institutions to materialize, it would appear that someone would have to make a determined effort and not cease his labours until such schools have been established bearing in mind the fate of previous resolutions. It was due to the existence of one man in Jamaica who was so interested as to spare no pains that the first school became a reality. A modest beginning may be borne in mind with determination not to be daunted or confused by the diverse claims of the terms Farm School, Institute, College and Practical Training Centre.²

THE HIGHER EDUCATION COMMITTEE

The coming of the Higher Education Committee was the cause of a memorandum which the Author prepared for the Queen's College Old Boys' Association and which was submitted to the Committee on Tuesday 14th March, 1944. The memorandum attempted a survey of the more advanced work actually being done that could be centralised in a Tutorial College or in some Central Bureau. It really suggested a system of Tutorial Colleges for some of the Territories which could start local students with higher studies and partly feed the new University College of the West Indies.

ARTS

More than once had it been suggested that the Queen's College Staff give courses in various subjects to students reading for degrees. Nothing was done along organised lines. Various masters however, tutored students successfully for Pass Degrees in certain subjects, e.g. French, Pure Mathematics, Latin, English and Applied Mathematics. Before the Second World War it was the practice for students to rely almost entirely on correspondence courses from abroad and on their private study

¹ The then Financial Secretary and Treasurer. Sir Frank Me David.

² Such was the thought expressed in 1957 and before in September 1963 the Mon Repos School of Agriculture was opened and the Minister of Agriculture took the opportunity to state publicly his indebtedness to the Author's writing on Agricultural Education ~ Guiana Graphic of 10th September, 1963.

The opinion was held that it should not be difficult to find persons in the country capable and willing to give lectures to students for Pass Degrees in English, Latin, French, History, Economics, Logic, Law, Mathematics, especially if they were not asked to lecture in more than one subject in anyone year, and if the courses were properly organised.

It was considered that, even though the number of candidates for degrees be comparatively small, the number would certainly increase if students were encouraged to proceed to a Degree. The number of matriculated students and students holding the London Intermediate or an equivalent Certificate was quite appreciable and the majority of them did not proceed to a Degree owing to the difficulties involved.

From 1935 to 1943 about sixteen final certificates were awarded by the University of London to local candidates. The position is given in the following table ¹

Subject:	Logic	Latin	English	French	History	Geogr	Econ.	Pure Maths	App. Maths	Law
No. of Candidates:	1	11 ²	6 ³	4	2	2	2 ⁴	5	2	3 ⁵

SCIENCE

Students willing to graduate in Science subjects found that University requirements in connection with the examinations were sometimes insuperable. It was suggested that enquiries be made as to the various Science subjects likely to be offered by candidates and whether steps could be taken to meet tough University requirements referred to.

ENGINEERING, COMMERCE ETC.

Moreover, the names of candidates appeared in the local Press who had been successful in obtaining locally Diplomas of Engineering and Certificates from Commercial or other Colleges abroad.

LAW SCHOOLS

Owing to war conditions the examinations of the Inns of Court were then held in Trinidad. Moreover, examinations for those desiring to practise as Solicitors have been held by a local Board of Examiners for a number of years. These facts suggested that in British Guiana there could be instituted a "Law School" so that even after the War, the only requirement for a student who might have elected to take his Law examinations locally would be to proceed to an Inn of Court to "eat his dinners". The result would be that it would be almost possible for a student to qualify locally for either branch of the legal profession.

MEDICINE

¹ This analysis was prepared by Mr (now Dr. S.R.R. Allsopp.

² Including subsidiary

³ Including 1 Honours and 1 supplementary

⁴ Including 1 B. Econ.

⁵ Including 1 L.L.B.

Examination. for the "first medical degree" could then be held locally. Two students to that date obtained this certificate, one (the first to obtain this Certificate) not being financially in a position to proceed to a University to continue his studies.¹ (So far only students from Queen's College entered for the firsts medical degree examination). In view of the fact that examination for local Dispensers, Chemists and Druggists were being conducted locally, as well as courses for the Royal Sanitary Inspectors and Lady Health Visitors, and that successful study in these directions might lead to a student proceeding to a medical degree, it was suggested that steps be taken to enable students other than Queen's College students as e.g. students at the local Public Hospitals, to take the first medical examination locally.

It was pointed out that in Surinam provision was made to proceed in that country to an even further stage. There one might obtain a standard to enable him to practise locally as a medical practitioner and after two years of further study in Holland, he might then become fully qualified to practise in any Dutch territory.

The question of developing local medical educational facilities to the standard of our Dutch I neighbours might well be investigated, it being always borne in mind that every encouragement and facility should be given to those attaining the local standard to proceed to a British or equivalent University in order to secure the fullest possible recognition as a medical practitioner.

AGRICULTURE

While the Imperial College of Tropical Agriculture provided advanced training for agriculturists it was considered that the various Caribbean countries and "BG" in particular should have farm schools and agricultural colleges to train large numbers of prospective farmers and agricultural instructors. As the standard of work in these colleges would probably be far below that at the Imperial College, they could hardly be regarded as providing intermediate courses corresponding to the "Intermediate Arts", (Some remarks on pages 62 -65 of Book n of Vol. II of N. E.

Cameron's "Evolution of the Negro" 1934 may prove interesting and apposite.)

MUSIC

With some pride it was stated that there were several holders of Diplomas in Music from recognised London Schools of Music, A few of these had received a part or all of their musical education in England, the others were entirely prepared locally.

TOWARDS A UNIVERSITY COLLEGE

"From a survey of local activity of the nature of University or sub-University work actually being carried on we feel that with centralization of the departments concerned and with a raising of standards in certain directions an added dignity can be given to such activity. An approach to the conception of a University College may be made by providing the students with an abundant corporate life in well equipped recreation and reading rooms and in spacious playing grounds. We can visualise a Tutorial College in this Country

¹ The student was later awarded a Scholarship and subsequently obtained his M.R.C.P.

where lectures are delivered in the Arts, Music, Law, Medical subjects, Agriculture, etc. the practical work, where necessary, being conducted in laboratories, hospitals or farms away from the College.

"We consider that for work of a Pass standard the services of local Honours men may be utilised so that the lecturers may be obtained both locally and from abroad. It is doubtful whether this Country can produce enough Honours students in a single faculty to feed such a College.

"Such University Colleges can exist and probably should exist in the larger Territories even if a West Indian University is established. Students should have the option of taking a pass Degree in their home town before proceeding to Honours at a central University. We believe that there is a disadvantage in a student leaving his home country before he is sufficiently mature.

From such local University Colleges Scholarships may be awarded to the West Indian University, and in turn graduates of this University may be awarded research scholarships to be taken up abroad if necessary.

RESEARCH

"Sufficient encouragement is not given locally for Honours graduates to carry out research work. In most cases the stress of earning a livelihood prevents any attempts in this direction. Only in Medicine is research work encouraged by the award of the Davson medals. There are numerous fields for research in this Country -Anthropology, Agriculture, Sociology, History are only a few of the fields for valuable research work. We therefore consider that steps be taken to encourage local research by awarding medals or in any other way giving recognition to valuable contributions both on set themes and on themes left entirely to the research worker."¹

THE COMING OF THE U.C.W.I.

For a number of years the idea of a University College in the West Indies was in the minds of certain educationists. Indeed, with a big effort at centralization, Tutorial Colleges might well have been established in some of the territories. With the second World War came the sense of urgency to establish University Colleges in the West Indies and elsewhere. In 1744 a Higher Education Committee led by the late Sir James Irvine toured the Caribbean area to ascertain the views and to enlist the support of people and governments.

The general response was one of agreement with the project of founding a University College in the area, but opportunity was taken to plead also the cause of better primary and secondary academic schools which would feed the new University College.

¹ In this paper expressing thoughts on Higher Education no mention was made of Theology. In the 1940's the Theological studies were undertaken outside of this country. but one must not overlook the attempts in the past to produce candidates for the ministry who were trained locally.

The bodies which gave evidence in British Guiana were the Civil Service Association, Queen's College Old Boys' Association, R.G. Congregational Union, Board of Governors Queen's College, B.G. Sick Nurses and Dispensers Association, B.G. Workers League, B G. East Indian Association, Heads of Government Departments (Agriculture, Medical Services, Public Works and Education), B.G. Ministers' Fraternal. One immediate result of the visit of the Higher Education Committee was that a "Guild of Graduates" was formed in British Guiana the first to be formed in the region. At that time of uncertainty, the 'Guild' was requested to confine membership to British Graduates-a step from which it took the 'Guild' a long time to recover. British Guiana, however has not the official recognition of producing the first Guild' of Graduates since the "Guild of Graduates of the U.C.W.I." was created by Charter in 1949 and the R.G. 'Guild' failed to register as a Branch in 1952 when the first meeting of the official Guild was held in Jamaica. Since then the B.G. Branch has been functioning and has kept in close touch with the Registrar, the Guild and the Council of the U.C.W.I. Before the U.C. W.I. was opened in 1948 (at first to medical students only), and indeed from the outset, the principle of Extra-Mural work in the various territories was given great

prominence. The Author had the privilege of seeing some of the plans for Extra-Mural work by the then Director of Extra-Mural Studies Mr. P. M. Sherlock, C.B.E., Deputy Principal of the U.C.W.I. while vacationing in Jamaica in 1947-48. Since then the Extra-Mural Department in Georgetown, British Guiana, in addition to its other functions, played a very great part in Adult Education. Visiting lecturers brought inspiration, stimulus, clarification or new points of view in various subjects. With the moral support of an Adult Education Committee seminars and courses were held dealing with various aspects of higher education and especially with matters concerned with citizenship and practical life. Whenever possible a request b)' a group for a particular course was met. Moreover it is gratifying to note that in order for the torch to shine more widely additional centres of operation were established in New Amsterdam and Mackenzie.

Too much recognition cannot be given the work of the present (1957) indefatigable unostentatious Extra-Mural Tutor, Mr. Adolph A. Thompson, B.A. etc., who showed a great capacity for organising, did more than his fair share of conducting courses of lectures and identified himself with all aspects of educational work here. The Author happens to know that Mr. Thompson would have been more helpful still if organisations had let him. "In its nearly ten years of existence the U.C.W.I. has had its difficulties which it has overcome and others which we are confident it will overcome. Already it has made a great impact on these territories. It is a source of inspiration to students with its Scholarships, Exhibitions and less expensive courses of study. It is already producing professional men to serve in the region, is making openings for other avenues of service, and is adding more faculties to increase its range of usefulness. It is of course the hope that the V.C.W.A. will make a substantial contribution to the body of wise, capable, sympathetic and controlled leaders so urgently needed in these parts."

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CHAPTER VII

AFTER 1953

ORGANISATION.

The creation of a Ministry of Education in 1953 meant a definite step in organising the educational system - the whole field of education must be regarded as an entity over which a watchful paternal eye must be kept. Projects approved must be carried out and not shelved as in the case of the Crane Committee's recommendation for County Agricultural Schools. Enthusiasms may have to be controlled in favour of other more urgent needs. Here there must be distribution or re-distribution, there expansion, and so on.

EXPANSION OR DEVELOPMENT

Evidence of planning for expansion and raising of standards is seen in the White Paper of 1957 where are advocated the creation of secondary educational centres in different parts of the country having regard to the distribution of schools, school inspection and carrying out of provisions much along the lines of the 1929 Regulations.

If anyone should try to grasp the picture of the field as a whole, he would be able to spot a number of defects in the system and would revel in making suggestions for expansion accordingly. Sometimes, however, it is not mere knowing or absence of knowing that is the vital factor. The deciding factor may well be a question of finding the funds.

The tradition here is that when there is a shortage education is the last to be considered and when there is to be economy education is the first to be cut. On the other hand it is to be recognised that lack of national funds may be a genuine excuse for not carrying out desired educational projects. Miss F.R. William, Assistant

Education Adviser to the Secretary of State, in addressing the A.M.M. on this point observed that the method to be adopted in such cases might have to be -

- i) a decision as to what should have priority
- ii) where Government aid can legitimately no more be forthcoming, self-help on a community basis may reduce the period of waiting.

SPIRIT OF SELF-HELP AND CENTRALISATION

The formation in January 1953 of the Association of Masters and Mistresses in Govt. recognised Secondary Schools (A.M.M.), founded by the Author, was a further step in the organising of educational thought and in the improvement of educational practice.

This Association of one group of teachers would meet other educational bodies whenever there was any matter of mutual interest - the Private Schools Union of Headteachers, the B. G. Teachers' Association. Thus all got together to discuss Selection from Primary Schools to Secondary Schools, Class discipline, Child psychology and the Teacher and his class, Creating an abiding interest in the school child in the subjects of the curriculum, Courtesy in the school child.

"Popular means of airing thought on educational matters are the lecture or address, conversazione, forum. Such an Association obviously provides a Centre for meeting and hearing visiting Authorities from neighbouring countries, Universities, the Colonial Office, the Broadcasting Services, and experts or other eminent persons in Philosophy, etc." The Parent Teachers Association of the Bishops' High School

(founded in 1953) and corresponding Associations of St. Stanislaus' College and the High Schools of St. Rose's and St. Joseph's (founded much earlier) keep parents in close touch and in active sympathy with the problems of School life. Much material benefit to the Schools accrues from such association of parents and staff.

Further evidence at centralisation is seen in the newly-formed Adult Education Association which is endeavouring to bring all bodies working in the cause of Adult Education within its orbit.

Of course one has always to curb the desire for the "will to power" in order to preserve the individual autonomy of groups, and to leave the individual group free to carry out its own experiments for such experiments are often the means of making an advance in a particular field.

THE IMPROVEMENT OF EDUCATIONAL PRACTICE

One of the long-standing problems in connection with secondary education has been the existence of a very large proportion who were untrained and a large number who held no intention of making teaching a career. From its very formation the A.M.M. was greatly concerned with giving some measure of training to secondary school teachers including those whose services would be most temporary.

Early in 1953 a joint session of representatives of the A.M.M., the B.G.T.A., the P.S.U., the Education Department and the Advisory Committee on Education to the Legislative Council put this question to the newly appointed Head of the Faculty of Education in the University College of the West Indies as to whether U.C.W.I. would provide full Diploma Courses for graduates and short term practical courses for assistant teachers. It was emphasised that it was not enough for just a few members from this country to be trained at the V.C.W.I each year.

The Department considered itself too young to do anything externally.

In September 1957 the Association itself sponsored a Course for Secondary Teachers (i) on General Themes and (ii) in special subjects using the best locally available lecturers or leaders. It was of course not the province of the A.M.M. to hold itself responsible for continuing such a course as a regular feature.

This Course" followed in time a Conference of Secondary School Teachers sponsored by the Department of Education in April of the same year when the theme was General Principles of Education with special reference to English.

The Department held its second Conference in April 1958 when the leader was Professor Figueroa of the V.C.W.I.

Teachers were greatly appreciative (i) of these efforts to assist the body of teachers in improving their practice and (ii) of the breaking down of the feeling that they were overlooked or neglected.

"Two other factors emerged. Firstly, teachers prefer the name of "Conference" to that of "Course" even though the procedure may be much the same. Secondly, however much the idealist may want teachers to be interested in improving their efficiency as such, the majority of teachers feel that their human needs must be looked after first, or at least simultaneously."

THE MATERIAL POSITION OF THE TEACHER ¹

There is no doubt that the teacher has to be saved from a feeling of frustration. He has to be helped to feel that in the teaching profession he can find the fullest satisfaction. Two factors emerge

- (a) material improvement or security
- (b) spiritual satisfaction.

When the founder of the A.M.M. discussed its formation with the Secretary of the I.A.A.M., London, in 1952, he put forward the point of view that the 'A.M.M. would give priority in its activities to the educand and matters educational before the material interests of the educators. The Secretary, realistic and drawing from his experience, showed strong sympathy in favour of joint attention to the material side of the teacher's life.

It is to be noted that the LA.A.M. takes a practical interest not only in teachers' salaries and pensions, but also in running an Insurance or Benevolent Society. Here the Co-op is not to be overlooked.

In the founder's opinion what had to be avoided was repeating the error of the B.G. Teachers' Association which spent nearly the whole of the first fifty years of its existence mainly in matters connected with conditions of employment and, salaries of elementary school teachers. Probably circumstances justified this, but more might have been done concerning the better education of the young. Man must ever be on the watch I (or the devil's red herrings).

With regard to the material side our Secondary Teachers' Associations will have to play still greater part. The A.M.M. made a valuable contribution through its representative (Mr S.R. R. Allsopp, M.A.) to the Commission of Enquiry into Elementary School Teachers Salaries and submitted Memoranda on the White Paper of 1957 and on the subsequent amendments.

With regard to the spiritual side the Author has long been preaching and practising that right now is the time to save one's self from frustration, -by research, investigation, specialised reading or study, preparing

¹ FOOTNOTE

Subjects and Lecturers;

1.

General Principles -G. Glough, M. A. (Director of Education) Memory and Understanding-F.W.E. Case, M.A.(Deputy Director of Education)

Class Discipline-Miss M. Harris. B.Sc. (Headmistress, B.H.S.)

Preparation of Lessons -N E. Cameron, M.A. (Senior Master, Queen's College)

Text Books and Library Books -R.M. Nicholson, M.A. (Assistant Director of Education)

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English: Comprehension-R.C.G. Potter B.A (Q.C.)

Precis - Miss C. Francis, M.A. (Education Officer)

Prose Literature -Rev. Mother Gabrielle, O.S.U. (St. Rose's)

Essay -E.P. Clayton, B.A. (Q.C.)

Shakespeare -Fr. O. Earle. S.J. M.A. (St. Stanislaus)

French: L.W. Keates, B.A. (Hons.) J. D'Oliveira, M.A. (Q.C.) and Miss C. King, B.A. (R.H.S.)

Geography: Miss L. Campbell, M.A' (B.H.S)

Latin; D. Hetram, M.A., (Q.C.) and Fr. S. Boase. S.J., M.A. (St. Stanislaus)

History: H.R. Persaud, B.A. (Hons.) (Q.C.) and R. Moore, B.A., B.D,(Q C.)

Mathematics: H.A. Whittaker, M.A. Q.C.) and N.E. Cameron, M.A.

articles, addresses, etc. There is the danger of losing the best years of one's creative life while waiting for his material position to improve.

FIXING THE MIND

In any educational drive all attempts to guide the mind in the right direction are welcome. In 1956 a Conference of Headmasters of Secondary Schools in the "Caribbean" was held at the V.C. W.I. in Jamaica.

The opening address aptly gave direction to basic ideas of secondary education, aims and policies.

The speaker was Mr. P. G. Mason, Headmaster of Aldenham School in England.

The consideration of means naturally followed with methods and problems concerning the separate subjects or faculties.

It was noteworthy that local problems and peculiarities were carefully considered; and here again the need of teacher training was emphasised.

The Heads of Queen's College, Bishops' High School, St. Stanislaus College, St. Rose's High School, St. Joseph's High School, Berbice High School were duly briefed by the A.M.M. to represent the points of view of the Assistant Masters and Mistresses.

Another very noticeable trend which will assume greater importance in the future is the growth of Indian Schools, e.g. B.G. Indian Education Trust College, Guiana Oriental College, Corentyne High School, The Hindu College at Cove and John which are making their contribution with their imposing school buildings and extensive grounds; and other schools of wealthy bodies like the Lutheran High School at Skeldon, Berbice, and the Echols High School at Mackenzie, Demerara River.

While much attention has been given in this section to various aspects of secondary academic education one is not losing sight of the field of education as a whole. With courses for nursery school teachers and extended training for elementary school teaching we see that it is realised that education-building must be on sure foundations.

From the elementary schools some go straight to work. Hence the importance of a good standard up to that point and the value of the school-leaving certificate.

For those who continue their studies many branch out to secondary academic, technical or commercial, and thence to further or higher studies leading to professional diplomas or degrees.

Let us give a brief attention to some other trends.

TRENDS IN 1957

TECHNICAL EDUCATION

After seven years of existence the Government Technical Institute was moving towards the status of a Technical College. Occupying a site given by Mr. Quintin Hogg, formerly of British Guiana and founder of the London Polytechnic, Regent Street, its work ranged from crafts to technics. The Institute aims at catering for all who could benefit from its courses. With the co-operation of certain firms, workmen carry out sandwich courses (held during working hours).

Other students were engaged in evening classes. The Institute collaborates with High Schools in the training of boys with a bent for trades or with a desire to proceed after "Advanced Level" to higher technical studies.

Extension work is carried on in various villages by request.

Courses may be provided for teachers in handicraft, for land surveyors and useful short courses for adults. The Institute's course of training of seamen up to the Master's Certificate is probably unique in the Caribbean, while the course in Telecommunications engineering has attracted a batch of students from Trinidad.

Efficiency and progress seem to be the watchwords of the Institute. ¹

AGRICULTURAL EDUCATION

The official conceptions on this subject were set forth in the Government White Paper of 1957.

DOMESTIC SCIENCE

The main part of the work of the Carnegie Trades School is the day school which, in addition to training for industry, emphasises training for home life and making the best use of one's money.

It is interesting to note the increasing number of East Indians who are taking advantage of these facilities. For the non-vocational evening classes there are always more applicants than can be accommodated. Most important is the training of teachers who will spread the benefits of this teaching throughout the country.

For the three years (1954 - 1957) the Carnegie Trades School gave short courses on behalf of the labour Department to domestics selected for employment in Canada. Stress was made on conditions which the selectees would find in Canada.

They are therefore made familiar with labour-saving devices and with the country generally. Such is the Principal's conception of her work and the line along which the Trades School is developing. Other teachers of domestic science classes no doubt have similar high concept of their most valuable work. Indeed it is possible that at this time domestic science or home economics has spread more widely than technical education. The Orange Walk Centre for elementary school girls, the leading secondary schools for girls, The Women's Institutes which are becoming so popular, the Young Women's Christian Association with its three-fold aim of adult Education, religion, vocational including home-making and recreational, the

Frederick's School of Home Economics and other agencies among which are the radio and the press, ensure that any woman who has the will could have the opportunity to improve her attainments in this subject.

MUSIC

¹ FOOTNOTE

The author was kindly shown over the Government Technical School in Kingston, Jamaica, in 1947 by the Principal. He was much impressed by the discipline prevailing in the four divisions-Elementary, Commercial, Trade and Technical. Over a tasty luncheon he was informed of plans to remove to more commodious premises, of the standard of examinations taken, viz.. the City and Guilds of London, and of the big problem confronting the willing and capable young men -lack of opportunity!

This Department has been almost entirely in the hands of the people, and affords a further example of self-help.

In music, training from the preliminary grade to the licentiateship both in performance (vocal and instrumental) and in teaching has reached a high standard of development.

Church choirs with zealous and often very competent organists and choirmasters or choirmistresses have sometimes obtained considerable recognition and have been known to include singers who have achieved some measure of world recognition on the concert stage.

Similar observations may be made regarding our Bands and Orchestras. These activities and achievements have their culmination in the Schools Music Festival and the B.C. Competitive Music Festival held in alternate years and organised by the official School Music Organiser and the Music Festival Committee. The works of Guianese composers while of varying merit are destined to play an important part in the life of the community.

COMMERCIAL

Commercial subjects have long been the care of the people' Throughout the years, from the period when commercial subjects were taught at Queen's College, these were catered for by private agencies-private schools, individual teachers, commercial schools and academies, schools of accountancy, correspondence courses. These agencies have been the means of supplying the needs of our business houses. More recently cadetships have been introduced by certain Firms to train local personnel for higher posts in Commerce and Industry.

ART

With Drawing on the curriculum of the elementary schools and some of the secondary schools art as represented by Painting has been with us for a long time. The Guianese Art Group did a great deal to bring artists together exhibit their works, and teach or inspire novices. More recently the Working People's Art Classes, founded by Mr. E. R. Burrowes, are keeping Art including Sculpture very much alive in our community.

PROFESSIONAL COURSES

It has already been pointed out that during the Second World War there was great concern over providing professional men and women in these parts. Apart from British Guiana Scholarships and University of the West Indies Scholarships and Exhibitions, Conditional Scholarships, Colonial Development and Welfare Scholarships, British Council Exhibitions and Bursaries assisted students to obtain either professional training or further training.

Commercial and Industrial Concerns join in the cause by providing scholarships to the U.C.W.I. From 1954 Booker Sugar Estates started sponsoring Guianese for training abroad. Mechanical Engineering was the chief line pursued. Students were also sent for Electrical Engineering and Chartered Accountancy to England and for Sugar Technology to I.C.T.A., Trinidad. "Of considerable importance in the future of our country are the training schemes provided by the Sugar Companies, not only for workers but for the children of sugar workers. Over 40 per cent of all Senior Staffs in the Sugar Industry are Guianese. Over 270 members of the supervisory grade~ have received Training Within Industry courses. Over 170 Senior Staff members have attended Senior Management Courses. There is a training scheme for Apprentice

Sugar Boilers. There is a Training centre which accommodates 75 Engineering Apprentice trainees. For the children of Sugar Workers there are scholarships and bursaries for the secondary schools". More recently United States Information Services have undertaken work similar to that of the British Council. The educational part of the programme is a further valuable contribution to educational development in this country.

Gifts of books by the British Council to various Secondary Schools have recently been made. At the request of the Author to provide an opportunity for comparing the textbooks used in the United States from Grade 1 to High School stage, which request was ably supported by the Librarian Mrs. Betty Drayton, the United States Government kindly presented Queen's College with sets of books on the Social Sciences (History, Geography, Economics, Civics, Government). These books are highly appreciated and it is hoped that similar sets will follow.

IN CONCLUSION

This work on Education in British Guiana over the period 1808 to 1957 started with a more or less comprehensive plan for a country entering into the responsibilities of freedom. In rounding off the story we have seen that, one hundred and fifty years later, after many vicissitudes, after concentrating on certain aspects of Education to the neglect of others, we are once more taking a comprehensive view as we approach our Independence bearing our particular needs very much in mind but limited by funds available.

EVALUATION ¹

It is not easy to assess the value of what is being done when one is in the thick of things. In the absence of a broad educational outlook and stated policy or philosophy it is easy to exaggerate the value or importance of a set of educational efforts.

The criteria are: How far reaching? How deeply rooted? What are the chances of permanence, of continuation if the present executive or inspirational force is withdrawn? How much self-help is in us, the people ourselves?

One thing is certain and that is that an attempt is being made on all sides to meet the challenge of building up a new nation in these parts. But we must be on the alert to look out for and combat our foes and recognise and encourage our friends.

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¹ FOOTNOTE

While the work was awaiting Publication a pictorial exhibition of the History of Education in "British Guiana". 1808-1957 was held Firstly at the Y.W.C.A.'s Fair, 14th Sept., 1963, then at the R.A.C.S. Hall, Tues., 15th Oct. to Sat. 19th Oct., 1963, finally in the Public Free Library during History and Culture Week 28th Oct. to 2nd Nov. 1963 The exhibition included the accompanying Chart.

APPENDIX I

BOOKS AND ARTICLES ON EDUCATION IN GUYANA

- The First 30 years of Schools and Schoolmasters in B.G.
by Rev. W. B Ritchie, M.A., 1893
- Precis of Elementary Education in B.G.
by Geo. D. Bayley, 1907
- Education in 1909, pages 159-176 of Handbook of British Guiana
by Geo. D. Bayley, 1909
- On Industrial Training in B.G. - Articles in Timehri
by A. Thorne, M.A., 1911 & 1912
- On Education in B.G.-Article in Timehri
by Most Rev. Dr. Galton, 1912
- Chronology in Women's Centenary Magazine
by Fredericka Duke (now Mrs. Potter), 1931
- On Educational Development in B.G. 1838-1884 -chapters in Book 2 of Vol. II. of
The Evolution of the Negro, by N. B. Cameron, 1934
- History of the British Guiana Teachers' Association
by G. H. A. Bunyan, 1944
- Story of the Guiana Scholarship to 1935 with List of "British Guiana Scholars" to 1949
in Kyk-Over-All by N. E. Cameron, 1950
- Sundry Essays in Thoughts on Life and Literature
by N. E. Cameron, 1950
- A History of the Queen's College of British Guiana
by N. E. Cameron, 1951
- List of Q.C. Masters in the Queen's College Magazine-1955
- Thoughts on Agricultural Education in B G.-Article in Timehri
by N. E. Cameron, 1955
- Chapter on Education-Administration, Schools, Teachers, Secondary
Schools, Technical Education, Adult Education Growing School Population and School
Building; British Council, Extra-Mural Department, V.C.W.I. in "Building
Confidence"-The story of British Guiana in 1954 Published by the Government
Information Services,
- Secondary Schools in the British Caribbean
by H. R. X. D'Aeth, M.A, Ph.D., Longmans, 1956.

OTHER WORKS PUBLISHED SINCE 1958

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APPENDIX II

A CHRONOLOGY OF EDUCATIONAL DEVELOPMENT IN BRITISH GUIANA FROM 1808 TO 1957

- 1808 -6th February Rev. John Wray of the London Missionary Society arrived in Demerara -Comprehensive system of education introduced later.
- 1809 -Rev. John Davies of the L.M.S. arrived to undertake the "school in town" which was being carried on under the direction of Hermanus Post.
- 1813-L.M.S. in Berbice - Chapels and schools, education of "young ladies", teacher -training, etc.
- 1824 -Two free schools for boys and girls supported by voluntary contribution established in Georgetown
- 1825 -Saffon Institution (founded 1784 by the will of Pierre Louis Saffon) now in full operation.
- 1830 -First Government grant-in-aid.
- 1834 to Dec. 1841 -Six stations (undenominational) established through the Lady Mico Fund -including a Normal School.
- 1836 -Thomas Lewis, a Negro, keeping School at Union Chapel (Congregational). First Church of England school opened in New Amsterdam.
- 1840 -74 denominational schools -4,919 on rolls.
- 1841 -101 denominational schools listed.
- 1843 -Two Church of England Boarding Schools which were started in Bartica in 1837, were visited by the Governor, Bishop, Archdeacon and members of the Council on the occasion of the christening of the Chapel of St. John the Baptist.

- 1844 -August, Queen's College founded.
 First locally-trained Congregational Minister ordained.
 December, Berbice Industrial School (Presbyterian).
- 1847 -St. Rose's High School for girls founded.
- 1848 -Earl Grey Commission. -Scheme for Education of the coloured
 races of the Colonies.
 A report of Open Day Smith Church Congregational School, girls
 Incorporation Ordinance Queen's College.
- 1851 -George Dennis appointed first Inspector of Schools.
 Rev. George Wilcox, A.M., Principal of Q.C. (to 1871)
 Bishop's College started as an Ecclesiastical College.
- 1852 -Government Industrial School for Refractories at Onderneeming.
 A British Guiana Teachers' Benevolent Association formed.
 Education Bill re establishing secular elementary schools lost
- 1853 -Report of George Dennis on state of Education.
 Education Bill lost that Education should be compulsory.
 Bishop's College also as Teachers Training (at first for C. of
 E. Students; Presbyterians privately taught, Wesleyans to
 Antigua).
- 1854 -5th September, New Queen's College buildings opened at
 Carmichael Street.
- 1855 -First Education Ordinance passed.
- 1857-Pupil Teacher System Introduced by G. Dennis.
- 1859 -(Directory, mention made of eight private schools in
 Georgetown, six for girls).
- 1862-Rev.W.G. Austin succeeded Mr.Dennis.
 Board of Education formed: (suspended 1874)
 170 state-aided schools.
 Walter Mitchell, coloured Colonist, died and left sum to
 accumulate to provide funds for Scholarships without the Saffon
 limitations.
- 1866 -Combined Court in Charitable mood -Schomburgh Map
 Colonial Medical Scholarships, etc.
 Catholic Grammar School later St. Stanislaus College founded.
- 1869 -Colonies encouraged to take London University examinations
 and Gilchrist Scholarships for inter-colonial competition in
 the Caribbean.
- 1870 -Payment by Results system introduced in Elementary schools.
- 1872 -Gilchrist Scholarship won by Charles Sinclair McKenzie
 of British Guiana.
- 1874 -Longden Commission

- 1876 -Elementary Education (Compulsory) Ordinance.
Industrial Schools and Government Schools suggested.
Q.C. and the Bishop's College converted into Government
Institutions. Board of Education re-formed.
- 1877 -Exley Percival, First Principal of Q.C. as a Government
School.
- 1879 -Brunswick House School founded (Cockett's School)
- 1880-Catholic Grammar School re-opened.
Mrs. Vyfhuis' School and Saffon Institution merged.
- 1882 -Training College closed, and Board of Education abolished;
Capitation Grants reduced. Guiana Scholarship; First Scholar
J. H. Conyers
- 1890 -William Blair succeeded Rev. Austin as Inspector of Schools.
- 1891-Gitchrist Scholarships in the Caribbean discontinued.
- 1892 -Amended Constitution gave stimulus to education.
- 1893 -Methodist High Schools, Boys -Kingston, Girls -Trinity
- 1893 -Exley Percival dies, J. A. Potbury succeeds as Principal
of Queen's College.
- 1894 -Middle School founded by A. A. Thorne, later M. A.,
Legislator, Councillor and Champion of the people.
- 1894 -Dec. -First Primary Scholarship Examination.
- 1895 -First Mitchell Scholarships awarded on results of Preliminary
Cambridge Locals.
- 1896 -Mrs. Vyfhuis' School severed from the Saffon Institution
and became Minto House School.
- 1897 -St. Joseph's High School for Girls (Sisters of Mercy).
Talk of abolishing Guiana Scholarship.
- 1898-Enquiry into Q.C. -Standard of Guiana Scholarship raised to
First Class Honours.
Rev. A. W. Wilson of L.M.S. arrived for training of
Congregational Ministers.
- 1900 -Government intimated its intention to provide instruction
for the farmers, work previously undertaken by the Royal
Agricultural and Commercial Society.
- 1902 -Chamberlain Commission appointed as result of Teachers'
representations.
First mention of "St. Stanislaus" Grammar School.
- 1903 -Sweetenham Circular with its qualifications for entry into

- Civil Service gave impetus to Secondary Education.
Mr. Potbury passes, G. F. Franks acted as Principal.
- 1904 - T. A. Pope, Principal, Queen's College.
Education Code and School Gardens.
- 1905 -St. Joseph's Intermediate (E.S Blackman) with Commercial Classes.
- 1905-1910 -Teachers Training at Q. C., Agriculture Department,
and Education Department.
- 1907 -Bishop Archibald Parry bought Transport and Harbours
Building and thither he moved Mrs. Vyfhuis' School.
Q.C. examined by external body.
Revised Scheme for Training Agricultural Apprentices.
- 1908 -Standard of Guiana Scholarship raised to that of Open
Scholarships to Oxford and Cambridge.
New Board of Education formed.
- 1910 -Student-teachers now to Mico and Shortwood in Jamaica,
and Rawle in Barbados
. Board of Industrial Training formed.
- 1913 -Collegiate School (E. B. Hazlewood)
Professor Harrison of the Department of Agriculture resigned
the office of Professor of Chemistry of Queen's College.
- 1916 -Berbice High School for Boys, Girls (1920)
- 1917 -Enquiry into Q.C. and Report on Secondary Education
generally; Need for Policy stressed.
- 1918 -Queen's removed to Brickdam. (Site now 1957 occupied by
the Department and Ministry of Health).
- 1938 -Commercial Class started at St. Joseph's High School
Corentyne High School (J.C. Chandisingh).
Modern Educational institute (J Ramphal).
- 1944 (Lutheran High) Subsequently transferred to the Aryan League
Premises at D'Urban Street).
- 1939 -Western Annexe completed, St. Joseph's High School.
Enterprise High School (R.B.O. Hart).
Wortmanville Educational Institute (H. de L. Durant).
Tutorial High School (A. C. Castello), merged with Wray
High School 1952; present Main Building in Alberttown,1955.
- 1940 -Girls' and Boys' Schools of Berbice High amalgamated.
Washington High School (A. P. J.Alleyne).
- 1942 -Q,C. Science Society and Exhibitions.
- 1942 -Hammond Report.
The St. Stanislaus College Association formed (November 1943).

- 1943 -Private Schools Bill introduced, opposed by Private Schools Union.
B.H.S. taken over by Government
Stanislaus Magazine first published (April)
- 1944 Irvine Commission and forming of the U.C.W.I. Memoranda.
B.G. "Guild of Graduates".
Centenary Year of the Foundation of Queen's College.
- 1945 -Foundation of new Bishop's High School building laid.
Wray High School (joint Principals -Rev. D. W. H. Pollard, B.A. and Mrs. Pollard B.A. (Hons)
Upper Corentyne High School, Skeldon Lutheran High from 1948.
- 1946 -Echols High School, later Mackenzie High School.
Chatham High School (S. S. Clarke).
Tagore Memorial High School (J. R. Latchmansingh).
- 1947- Dingwall Memorial Scholarship.
Berbice Educational Institute (Alfred Ramlochand.
First action taken by N. E. Cameron to have Gilchrist Scholarships revived.
- 1948 -U.C.W.I. opened to Medical Students.
Skeldon Lutheran School opened on its present site "with the help of Bookers", formerly the "Upper Corentyne High School" at Springlands, 1945.
- 1949 -Nov. Private Schools Bill again introduced.
Berbice High recognised by Cambridge as a Grade A.School,
1954 Berbice High recognised by Oxford and Cambridge Joint Board.
- 1950 -St. Joseph's High School accommodation enlarged by removal of Convent to Kingston Cambridge Academy (R.A. Pinkerton)
Indian Education Trust College, Incorporated by License granted by the Governor-in-Council (Principal: R. Ishmael, B.A., B.Sc.)
B.G.Educational Trust founded - a merger of Washington High, Modern Academy (R. E. Cheeks, B.A.. 1942) and Repton High School (L. A. Alexander, 1949)
- 1951 -New Queen's College at Thomas Lands.
B.G. Government Technical Institute opened.
Guiana Scholarships for Girls instituted on the motion by the late Dr. J. A. Nicholson.
First Revised Gilchrist Scholarship won by R. A. Lee of British Guiana.
- 1952 -Expansion of St. Stanislaus' New Wing: 1954 Science Labs.
Oct. Third attempt to introduce Private Schools B111 without subsidy.
- 1953 -A.M.M. founded by N.E. Cameron (Association of Masters and Mistresses in Government-recognised Secondary Schools).
Private Schools' Control with subsidisation.

Coronation Scholarships

- 1954 - Evening Science Classes instituted at Queen's College by the then Principal, Vo J. Sanger-Davies, M.A., T.D.
- 1955 -Marian Wing of St. Rose's High School.
Jubilee Year of Mr. E. O. Pilgrim, M.B.E., B.Sc., as a Q.C. Master.
Vth Remove Forms introduced at Queen's College for Science Students.
- 1956 -Headmasters' Conference, Jamaica.
- 1957 -April - Secondary School Teachers' Conference sponsored by Education Department.Government's White Paper .Sept. -Oct.
-Course of lectures for Secondary School Teachers, sponsored by A.M.M. Commercial Class started a Bishops' High School.
Inspection of Government and Government-Aided Secondary Schools by the Education Department.

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APPENDIX III

U.C.W.I. OPEN SCHOLARSHIPS

- 1949 - Harold A. Drayton - Medicine
- 1950 - Wilfred R. Chan Natural - Sciences
Bertram A. N. Collins - Arts
Cecily E. King - Arts
- 1951 - Ian R. Lam - Natural Sciences
Robert J. Moore - Arts
- 1952 -
- 1953 - Harold v. Chan - Natural Sciences
Sheik M. D. Insanally - Arts
- 1954 - Compton E. Seaforth - Natural Sciences
- 1955 - Joseph W. Holder - Natural Sciences
Anthony C. J. Mekdeci - Natural Sciences
- 1956 -
- 1957 - Neil A. Rodway - Arts
Geoffrey E. Woo-Ming - Medicine
Lloyd K. Young Kong (Undergraduate) -N.S.

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APPENDIX IV

B.G GOVERNMENT EXHIBITIONS

1949	-Patrick P. Dial	- Arts
	Donald E. R. Luck	- Med
	Desmond G Newman	- NS.
	Norma E. Woo-Ming	- Arts
1951	-James R. S. Munroe	- Med
1952	-Thelma E. Lawrence	- Arts
	Charles V. Lewis	- Med
1953	-Sybil A. Blair	- Arts
	Eileen M. Kendall	- Arts
1954	-Leon H. R. Folkard	- N.S.
	Charlene B. E. Ogle	- Arts
	S R. Insanally	- Arts
	Holly E. Morgan	- Arts
	Honnett Searwar	- N.S.
	Rex B. Woo-Ming	- N.S.
1955	-Joan P.J. Luke	- Arts
	Carlyle E. Moore	- N.S.
1956	Hazel A. Campayne	- Arts
	David E. W. King	- Arts
1957	Joan D. Chung	- Arts
	Samuel E. Cummings	- N.S.

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APPENDIX V

OTHER AWARDS

1950 -T. Geddes Grant Research fellowship
Rawle E. G. Farley

1951 -Gilchrist Scholarship (The Gilchrist Educational Trust
Rupert A. Lee to Q.C.) -Natural Sciences
The Jamaica Imperial Association Exhibition
Yvonne E. Eastman -Natural Sciences
The Demerara Mutual Life Assurance Association
Scholarship
John I. Searwar -Medicine

1952 -Intermediate Examinations Prize - Ian R. Lam

1953 -1954 -U. G. Post-Graduate Scholarship tenable in the Department of Education -
Cicely E. King.
In the Faculty of Natural Sciences - Wilfred R. Chan
French Government Scholarship tenable in France -Bertram A. N. Collins

1954 -T. Geddes Grant Research Fellowship-Wilfred R. Chan
The Joseph Luckhoo Memorial Prize -Robert J. Moore
Pre-clinical Medal - James R. S. Munroe

1954 -1955 -U.C.W.I. Post Graduate Scholarship in the Dept. of Education -Clement
A.S.Hopkinson

1955 -B. & J. B. Machado Tobacco Co. Ltd. Open Scholarship
Sidney H. Wong -Medicine
Rediffusion Scholarship -Open Scholarship
Kenneth M. K. Khan -Natural Science.
The Joseph Luckhoo Memorial Prize - Thelma E. Lawrence

1956 - The Czarnikow Scholarship -Lloyd K. Young Kong (Q.C.) -N.S.
U.C. Post-Graduate Overseas Scholarship- Compton E. Seaforth
D.C. Post-Graduate Scholarship in Education- S.M.D. Insanally
The Surgery Prize -Mohammed E. AU
The Demerara Bauxite Scholarships

1956 -Harold A. Clarke - Natural Sciences

1957 -Robert W. R. France - N.S.
John M.B. Sparrock - N.S.

1956 -Prizemen
Donald E. R. Luck -Medicine
Pathology
Surgery
The Allenbury Prize

Carlyle E. Moore -First Year Science (Jointly with two others)
Leslie A. R. Banarsee -First M. B.
The Joseph Luckhoo Memorial Prize - Compton E. Seaforth

1957 -The Jesuit Centenary Scholarship - John M. M. Choy - N.S.
"Student of the Year" - Shirley Field-Ridley

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APPENDIX VI

DAVSON CENTENTRY FUND AWARD

Winners of the Gold Medal.

1917 -Dr. J. E. A. Ferguson I.S.O.

1920 -Dr. E. D. Rowland, I.S.O.

1923 -Dr. C. P. Kennard

1926 -Dr. R. N. V. Wase-Bailey

1929 -NO AWARD

1932 -Dr. G. Giglioli

1935 -Dr. C. Romiti

1938 -NO AWARD

1941 -Dr. O. M. Francis

1941 -NO AWARD

1947 -Dr. C. Romiti

1950 -Dr. H. P. Fernandes

1953 -Dr. L. J. Charles

1956 -Dr. W. E. Adams

Winners of the Silver Medal

1926 -Dr. J. F. C. Haslam

1953 -Dr. C. R. Jones

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APPENDIX VII

Guianese Training out of the Colony Under BSE Sponsorship IN THE U.K.

Name	Subject of Training	Place	Duration	Started
C.I.C.Wishart	Mechanical Engineering Followed by 1 yr post- Grad Chemical Eng.	Nottingham University London Univ.	3 years (Completed) 1 year	Oct 1954 Oct 1957
N.A.McConnell	Mechanical Engineering	Manchester University	3 years	Oct 1955
F.T. DeAbreu	Mechanical Engineering Previously student Appr. at Fraser & Chalmers, Erith.)	London University	3 years	Oct 1955
D.C.Perreira	Mechanical Engineering Student Apprentice	John Thompson & Co. Ltd. Wolverhampton	4 years Takes HNC June 1958. Passed ONC	Jan 1955
I.D'Andrade	Electrical Engineering	Nottingham University	3 years	Oct 1956
J.H.Thomas	Chartered Accountant (Previously obtained B.Sc. (Econ) London)	Deloittes' Plender & Griffiths	3 years Takes Finals Nov 1958	1955
S.A. DeCastro	Mechanical Engineering	Cambridge University	3 years	1958
L. Khan	Mechanical Engineering	Thomas Broad bent & Sons Ltd. Hudders- field	3 years	Sep 1957
Mr. D. P. Greaves has recently returned to Bookers Sugar Estates Ltd after spending 21/2 years in the U.K., during which he obtained his qualification as a Cost & Works Accountant.				
AT I.C.T.A., TRINIDAD				
J.M. Ragnauth	Sugar Technology	I.C.T.A.	3 years	Oct 1955
G.A. Menezes	Sugar Technology	I.C.T.A.	3 years	Oct 1955

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