

MINISTRY
OF
EDUCATION & SOCIAL DEVELOPMENT

TRIENNIAL REPORT ON EDUCATION DIVISION

1957-1960

BRITISH GUIANA, TRIENNIAL REPORT

September, 1957 - August, 1960

PART 1HISTORICAL

During the first quarter of the nineteenth century there was no organised education. The first public schools were opened by the Churches and voluntary agencies between 1825 and 1835 during the first nineteenth century period of social reform and anti-slavery legislation. These agencies were later assisted by a small grant from the British Parliament. Progress was rapid and, throughout the century, followed the pattern of increasing church activity, followed by greater and greater demands on Government funds, and greater and greater control and centralisation of authority. In 1825 there were no schools; in 1841 there were 101; in 1869, 145; in 1880, 181.

In 1850 the first Board of Education was created and in 1852 the first Inspector of Schools was appointed. The Board was dissolved after four years and a second Board was appointed which lasted twelve years.

It was not until the post-war enthusiasm of the 1920's that anything like stability characterised the central administration of education in the country. An advisory Board was appointed in 1910, and, re-constituted in 1927 it became known as the Advisory Education Committee. Ultimate financial control was vested in the Legislative Council. With the granting of a new Constitution to the Colony in 1952 matters of educational policy passed into the hands of a Minister of Education chosen from among the elected representatives. Further constitutional changes took place in 1957 as a result of which there was a general election in August, 1957. Responsibility for the direction of educational policy is now again entrusted to an elected representative who as Minister for Community Development and Education took charge of his portfolio in September, 1957.

The introduction of compulsory education brought the problem of inadequate school accommodation and teacher training. All the major stages in the progress of education in England - payment by results, the pupil teacher system and attempts to find a quick and cheap source of teachers - for example - had their counterpart in the history of the Colony. For thirty years after its inception in 1853, the Bishop's College was the only institution for training teachers. When this failed through lack of financial support, there followed several only partially successful experiments to provide training, until a Teachers' Training Centre was founded in 1928. This Centre, now known as the Government Training College for Teachers, has produced the majority of the trained teachers now in service.

Secondary education developed apart from the elementary structure, and its expansion has been limited by lack of funds. Grammar school education is at present confined almost entirely to the main centres of population, in Georgetown, New Amsterdam and Mackenzie, though there is now a growing demand from many rural areas. The present Government Secondary Schools - Queen's College for boys and Bishop's High School for girls - started in 1844 and 1870 respectively, as Church institutions. From January 1958 to July 1960 fourteen secondary schools have been granted government aid in accordance with the Secondary Schools Regulations 1957.

Only after 1900 was any progress made in the attempts to relate education to training for life. In the period now under review there have been, however, significant developments in practical education and in the intensification of efforts to offer special courses in Handicraft, Home Economics and Agriculture in schools. The Carnegie School of Home Economics, which was opened as the Carnegie Trade School for Women in 1933, and the Government Technical Institute opened in 1951, provide good vocational training at the post primary level for students and teachers in training.

Since the opening of the University College of the West Indies in 1958, the Colony has made an annual financial contribution to the College, and students from this Colony became eligible for the award of Scholarships and Exhibitions at the College which are made every year.

PART II

DIRECTOR'S GENERAL SUMMARY OF THE EDUCATION SYSTEM AND POLICY AND HIS COMMENTS UPON CURRENT DEVELOPMENT.

The basis of the educational system is still the eight year elementary school course to which pupils are admitted at the age of six. The rapid increase in school population continues to outpace the provision of school buildings and equipment. The output of trained teachers though increased is still far below the required number. Courses conducted by visiting educational experts from the University College of the West Indies and by Education Officers of the Department provide a form of basic training in principles and practice of teaching for untrained teachers, and serve as refresher courses for trained teachers. These courses have stressed the need for considering whether the primary school is adequately catering for the education of boys and girls growing up in British Guiana at the present time and whether the curriculum might not be better related to the home, the farm and the workshop. Additional Handicraft and Home Economics Departments have been provided in schools and the implementation of schemes for providing preliminary craft courses for boys in the post-primary age group has been helping to revitalise the curriculum for this age group. Practical steps are also being taken to try to speed up the tempo of the school Building Programme, and to devise plans for the construction of a New Government Training College, so as to provide the required number of places for children of school age and an adequate supply of teachers.

In secondary education provision was made in 1957 for the integration of the two Government Secondary Schools within the educational system. The two aided secondary schools are now included in a scheme, approved in 1957, by which government aid has been extended to fourteen unaided private schools. Efforts are being made to liberalise the somewhat narrow curricula of several of these schools, to cater ultimately in some cases for bilateral streams (a secondary grammar and a secondary modern stream) and to provide in other cases facilities for training at the Government Technical Institute a technical stream.

The Government Technical Institute, opened in 1951, continues in its day and evening classes to provide the training, at the craftsman and technician levels, urgently necessary for the development of the resources of the territory. Courses now planned range from the Preliminary craft course for primary school pupils, through the General Certificate of Education Examination courses particularly suited to secondary school pupils, to various courses for adults leading to the City and Guilds Certificates. A significant development has been the introduction of the City and Guilds of London Institute Ordinary certificate courses in 1958. Candidates were presented for the first year examinations in 1959. A sandwich course was added in 1959 and the results of the 1960 examination were very encouraging. Additional laboratories and equipment have been provided as a first step in this large
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scale expansion of the Institute.

The Carnegie School of Home Economics changed its name and purpose in 1958, when the School ceased activities in trading. The course is now a 3 year one affording students the opportunity of taking the College of Preceptors examination in English, Arithmetic, Hygiene and Physiology, Needlework and Housecraft including Cookery, Laundrywork and Housewifery, at the end of their second year. In the third year it is hoped that students will specialise in Needlework and Dressmaking, Child Care and Home Management or Arts and Crafts.

In October, 1954, the cooked meal School Feeding Scheme, which was confined to Georgetown and New Amsterdam and limited to only a few schools and children, was replaced by a scheme based on an agreement with UNICEF, whereby 25,000 medically selected pupils from all Government and Government aided primary schools receive, daily, a mid-morning snack meal of dried skim milk. Yeast enriched biscuits and fish liver oil capsules are given to these children on alternate days. UNICEF provides the milk and capsules and Government provides the cost of the biscuits and of the administration of the Scheme. Proposals are under consideration for extending this scheme to include all the children in the beginners' Preparatory classes in schools on the coastlands. Such a modification would constitute a direct link with the pre-school feeding scheme administered by the Medical Department through its clinics.

In 1959 the number of Government County Scholarships was increased from fifty-nine to sixty-four. The additional awards are spread over the three counties. The first award to primary school teachers of one year scholarships tenable at Universities or approved educational institutions abroad, was made in 1955. Similar awards have been made annually. These study-observation scholarships have enable teachers to improve their professional qualifications and competence and to think over anew what should be the practices and policies appropriate for the elementary school. Such teachers have been helping at seminars and courses, to disseminate newer ideas in school organisation and administration and so improve and vitalise the school system. One feature of the present period has been the number of short conferences that have taken place at many places in the counties between office and field staff of the Department, members of the Training College staff and head and assistant teachers in the schools. Policies and programmes have been the subject of these joint meetings and it has been on the basis of mutually acceptable recommendations that many present development programmes have been drafted. In recent years, too, increasing use is being made of consultation with the British Guiana Teachers' Association (representing the primary schools), with the Association of Masters and Mistresses in Government recognised Secondary Schools and with the Association of Private Secondary Schools.

PART III

CHAPTER 1 - LEGISLATION AND ADMINISTRATION.

The undermentioned Regulations were made during the period 1958 - 1960:

- (a) Government School Certificate Scholarships (Amendment) Regulations, 1958 (No.17)
- (b) Government School Certificate Scholarships (Amendment) Regulations, 1959 (No.4)
- (c) British Guiana Scholarships (Amendment) Regulations, 1958 (No.22)

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- (d) Carnegie School of Home Economics Regulations, 1958 (No. 26).
- (e) Centenary and John Wray Scholarships Regulations, 1959 (No.14).
- (f) Government County Scholarships (Amendment) Regulations, 1959 (No.11)
- (g) Government County Scholarships (Amendment) Regulations 1960 (No.4)
- (h) Queen's College and Bishops' High School Scholarships Regulations 1960 (No.1).
- (i) Secondary Schools (Amendment) Regulations 1960 (No.5)

The Government School Certificate Scholarships Amendment No.17 of 1958 increases the number of scholarships from five to fifteen.

The Amendment No. 4 of 1959 provided that no scholarship shall be awarded to any candidate who, in the opinion of the examining body fails to attain either a Grade I or Grade II pass in the test examination i.e., the Cambridge School Certificate Examination.

The British Guiana Scholarships Amendment No. 22 of 1958 provides for an increase from 1st October, 1957, in the value of British Guiana Scholarships from \$1,506 and \$1,993 to \$1,626 and \$2,153 for courses of study over periods of three and four years respectively.

The Carnegie School of Home Economics Regulations No.26 of 1958 provide for the change of name of the Carnegie Trade School for Women to the Carnegie School of Home Economics and require candidates for admission to the school to be examined in General Knowledge, English and Arithmetic in addition to Needlework. The curriculum now provides for a three years' course instead of a two years' course as formerly.

The Government County Scholarships Amendment No.11 of 1959 provides for an increase in the number of Government County Scholarships from 59 to 64 and re-allocates them as follows:-

- (i) Eight for Demerara instead of seven.
- (ii) Thirteen for Rural Demerara instead of twelve.
- (iii) Sixteen for Berbice instead of fourteen.
- (iv) Twelve for Essequibo instead of eleven.
- (v) Fifteen General Scholarships.

The Amendment No.4 of 1960 stipulates that the cost of tuition, including any additional charges approved by the Director of Education, shall be borne by Government Paragraph 1 of Regulation 11 of the Government County Scholarship Regulation 1957 which the 1960 Regulations amended had provided that the cost of tuition shall be borne by Government and shall not exceed \$30 a term for a school year of three terms.

The Queen's College and Bishops' High School Scholarships Regulations No.1 of 1960 provide for Queen's College and Bishops' High School scholarships each of the value of forty dollars per annum and free tuition, to be offered annually to boys attending Queen's College and girls attending Bishops' High School to enable winners to continue their studies at their respective schools until they cease to be eligible to compete for the British Guiana Scholarships.

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The Centenary and John Wray Scholarships Regulations No.14 of 1959 provide that three (3) Centenary Scholarships shall be awarded annually on the basis of the results of the Government County Scholarships examination to the boys or girls who are placed next in order of merit to those who have been awarded Government County Scholarships and that one (1) John Wray Scholarship shall be awarded annually on the basis of the results of the Government County Scholarship Examination to a boy or girl who is placed next in order of merit to those who have been awarded Centenary Scholarships. To qualify for a scholarship a candidate must obtain not less than 60 per centum of the marks of the total marks in the subjects of the examination and not less than 50 per centum of the marks in English. Each Scholar shall be entitled to free tuition for five (5) years at such secondary school as the Governor may direct but shall not be paid a maintenance allowance.

The Secondary Schools Amendment No.5 of 1960 requires that an increase in school fees may only be effected as from the commencement of a school year and at no other time and that any such increase shall be subject to approval of the Director of Education being first obtained.

Ordinance No.24 of 1958, Teachers Pensions (Amendment) Ordinance, 1958, was enacted by the Legislature of British Guiana mainly -

- (a) to avail to uncertificated teachers to whom a pension is payable under section 5 of the Principal Ordinance the benefit of any increase due to a revision of salaries;
- and (b) to provide for the period of service of a teacher on any approved secondment or on temporary transfer to a non-teaching post being counted for pension.

In May 1960 the Director of Education, Mr G.H.R. Clough, M.A. left the Colony on transfer to Mauritius. Mr F.W.E. Case, M.A., Deputy Director of Education acted as Director of Education and Permanent Secretary, Ministry of Education. In the absence of Mr A.H. Moore, B.A., Assistant Director of Education who was on vacation leave, Mr C.A. Moore was appointed to act as Deputy Director of Education. Permanent appointments were -

Senior Education Officer

Mr C.A. Moore, B.A. Dip.Ed

Education Officer

Mr A.C. Robinson

Assistant Education Officers

Mr J.I. Moniram, B.A. Dip. Ed.

Miss Agnes Jones, Dip. in Child Psychology.

In July 1960 Mr C.A. Pooran, Deputy Principal, Government Technical Institute was appointed to act as Principal vice Mr A.G. Payne who resigned.

In February 1960 Miss K. Gunn resigned as Principal, Carnegie School of Home Economics, and Miss L. Fraser, Vice Principal was appointed to act as Principal.

PART IV

CHAPTER II - FINANCE

During the period under review expenditure on education in the Colony accounted for approximately 16% of the total expenditure of the Colony.

Over the three years a total of £5,009,772 has been spent on Education. This amount has been obtained from local revenue and from United Kingdom funds. A total of £108,542, approximately 2% of the total expenditure, has been spent from United Kingdom funds and the remainder of £4,901,230 has been spent from local revenue, part of which has been voted under the development estimates.

As in the previous period more than one-half of the total expenditure on education has been on Primary Education; the remainder represents expenditure on Secondary Education, Scholarships, Teacher Training, Technical and Vocational Education, cost of Administration, School Feeding, Schools Medical Services, Primary School Teachers' pensions and gratuities and grants to various organisations and institutions which either provide education or look after the welfare of students.

The 1958-59 expenditure showed an increase of £80,080 over the 1957-58 and 1959-60 budget showed an increase of £98,721 over the 1957-58 and £18,641 over the 1959-59. There continues to be a steady increase in the school population both Primary and Secondary. There is also an increase in the enrolment at Government Secondary schools and in the two technical and vocational schools. As a result, additional teachers had to be employed and administrative staff had to be increased. More teachers continue to avail themselves of leave facilities both for the purpose of vacation and for improving their qualifications and experience. As a consequence, more interim and temporary teachers have had to be employed.

A number of private secondary schools have been granted aid as a result of which their accommodation is being improved. Some new schools are being constructed. Recurrent expenditure will continue to rise in the next few years.

CHAPTER III - PRIMARY EDUCATION

(a) The Schools:

The number of schools which received grants-in-aid from the revenue of the Colony has increased by seventeen. The following table shows the distribution of these schools on 31st August, 1960 -

Schools on 31.8.60	Boys	Girls	Total
Government 23	4,754	4,513	9,267
(Denominational 298)	58,239	55,301	113,540
Aided (Undenominational 5)	1,295	1,246	2,541
TOTAL 326	64,288	61,060	125,348

Our primary schools, which cater for children between the ages of 6 and 14, are really all-age schools with an organisation still traditional in outlook. They are co-educational, with but three exceptions, and most of them are conducted on the dual control system, whereby Government on the one hand and the Churches and private organisations on the other, co-operate as partners.

Primary Education is free. The curriculum includes English (Language and Literature), Arithmetic, History, and Civics, Geography, Nature Study, Hygiene, Art, Physical Training, Needlework, Religious Knowledge and Moral Instruction. Some of the boys and girls in the upper division of schools situated in thickly populated areas receive instruction in Woodwork and Home Economics respectively at Centres and also Departments, a few of which have been established in other areas as well. The teaching of gardening is only possible in some of our rural schools where land is available for the purpose.

Positive action was taken in respect of curriculum reform during the period under review. The curriculum for the post-primary department of our all-age schools has been completely revised and work has already started on the curriculum for the primary department. When completed the whole curriculum (primary and post-primary) will be commended to all teachers as a guide which they should find helpful in planning the work of their schools.

Efforts to widen the horizons of teachers and to infuse a new spirit into the work they are doing are proving successful. Seminars and courses for teachers have been conducted by Education Officers in their respective districts. Courses on the new approach to teaching of Physical Education were held for the first time and a course of lecturers to Heads, Deputy Heads and Senior Assistants on School Organisation and Administration was also a new feature.

As a result of seminars, courses, scholarships and the growing tendency for teachers to spend their special leave attending courses in education at institutes and universities overseas, the work of many schools is now widening in scope, emphasis being paid to all aspects of the child's development including the social, cultural aesthetic and moral aspects of his training.

Despite efforts to relieve congestion, very many of the schools are still overcrowded as a result of the increase in school population. Such overcrowding is of course prejudicial to educational progress.

A large number of interim teachers, almost all of whom are unqualified and inexperienced, are employed in schools throughout the territory, either in vacancies or for teachers on leave. This situation obviously has a lowering effect on standards. This problem will, in time, be removed, now that the Government Training College has embarked on a scheme to train 150 teachers every year.

Over the period under review, new features were introduced into Broadcasts to Schools in British Guiana. The year 1957 saw the introduction of a special series of broadcasts on English Literature and Geography to Secondary Schools. 1958 was noteworthy for the introduction of week-end Seminars on Broadcasts to Schools for Primary School teachers on a County basis. These Seminars indicated the limitations of the service and afforded teachers an insight into the preparation, production and presentation of the broadcasts. In 1958, the first issue of a Children's Newspaper was made, integrating its material with the Broadcasts to Schools programme. In 1959, a qualified teacher was seconded to the Schools Broadcasts Unit for duty as Assistant to the Schools Broadcasts Organiser. In 1960 the Unit introduced a new feature comprising regular sessions at the Government Training College for teachers. At these sessions the philosophy of broadcasts of schools, the limitations of the service and the part played by teacher participation were outlined to the teachers.

An allocation from Development funds has made it possible for us to supply all new schools with furniture and at the same time to improve the supply in a number of existing schools. However, the task of properly equipping all our primary schools with desks, benches, tables and cupboards is far from complete.

Schools Co-operative Societies continue to show progress. At present new societies cannot be formed because of the shortage of staff in the Co-operative Department. However, teachers are still being trained to supervise the existing societies, the members of which have shown real aptitude for the keeping of records. The Project Societies maintain their function of providing their members with uniforms and school requisites. Societies hold monthly meetings at which members exchange ideas and participate in friendly discussions.

The Library Scheme has continued to play an important part in the schools which have benefited from the scheme. In 1958 a further sum of money was provided from Colonial Development and Welfare funds (Scheme D2717) to extend the scheme to two areas - the Essequibo Coast and West Coast, Berbice. Nineteen schools were included. The books are being circulated among participating schools. There is a total of nineteen libraries in schools in the library scheme in addition to a number of libraries established by individual schools.

Visual aid equipment is developing and its importance in teaching is widely recognised.

Despite physical handicaps and staffing problems the schools have succeeded in maintaining a reasonable standard of efficiency.

(b) Pre-vocational Training:

Home Economics

There are three centres for teaching Home Economics, two in the county of Berbice and one in Demerara. A number of primary schools have departments for teaching the subject. The proposal that twelve modern buildings to house both Handicraft and Home Economics Departments be established at Government Schools will soon be a reality. A training course for thirteen teachers in Home Economics was held at the Carnegie School of Home Economics in 1959 so that there should be an adequate supply of teachers for the new departments.

Handicraft

There are five Handicraft Centres and sixteen Departments where Handicraft (Woodwork) is taught on a full-time basis. There are also nineteen schools where part-time instruction is given in Handicraft on two or more sessions per week.

Some schools are in receipt of grants which enable them to teach various light crafts such as book-binding, basketry, hammock making, leather work or other approved craft.

A pilot project has been started at certain schools where there are teachers with the necessary qualifications. By means of this project, selected classes of boys are taught Preliminary Craft Courses with a view to writing an examination at the Government Technical Institute and thus reducing by one year the time to be spent on a Trade Course there. Success in this scheme would provide a direct link between the Primary Schools and the Technical Institute.

(c) Medical Inspection and Health Education:

The Medical Department provides health supervision in the primary schools. The School Health activities included visual surveys, the B.C.G. Campaign which extended its operation to the riverain districts where children were given B.C.G. protection, leprosy surveys and nutritional surveys.

With the appointment of a fourth Dental Surgeon the School Dental Service now reaches the Essequibo Coast, Essequibo Islands, Pomeroun, Bartica and the remote Rupununi and North West Districts.

(d) Agricultural Education:

During the period under review steps were taken to strengthen the activities in this field. More frequent visits were paid by the Agricultural Extension staff to school gardens when opportunity was taken to give definite courses of instruction and to use the garden for teaching. The decision was taken to concentrate efforts on a smaller number of good gardens. As a part of this policy of concentration of effort on a smaller number of good gardens, copies of reports on school gardens by the Agricultural Extension staff are forwarded to the Education Department at the end of each term.

For a number of years discussions have taken place as to the possibility of setting up a Farm School which would cater for older children by providing a syllabus of more advanced agricultural education for those who show an aptitude for farming. With the establishment of a Central Agricultural Station at Mon Repos it is hoped to offer special training courses by 1961 for teachers of school gardening and prospective farmers.

The number of 4-H Clubs has increased. The Department of Agriculture has been fortunate in having an I.C.A. Adviser on the organising and servicing of 4-H Clubs. Pupils are encouraged to establish Home Gardens.

CHAPTER IV - SECONDARY EDUCATION

From January, 1958, to July, 1960, fourteen secondary schools have been granted Government aid as stipulated by the Secondary Schools Regulations, 1957, and as outlined in the Memorandum on Secondary Education, 1957. Grants to these schools have taken the form of salary grants, and recurrent practical subjects grants for the maintenance and equipment of Science laboratories, Home Economics and Woodwork Departments. Non-recurrent special grants or capital grants are also made by Government towards the cost of extension of present school buildings or the construction of new buildings.

The effect of this Government aid to secondary schools has been reflected in improvement in the physical accommodation provided, in the number and quality of staff, in the staff pupil ratio, and in the wider range of subjects offered in the curricula of these schools.

A significant development has been the praiseworthy efforts made by Principals of these Aided Secondary Schools to provide facilities for the teaching of Science subjects. Courses organised by the Science Teachers' Group of the Association of Masters and Mistresses have helped to provide non-graduate teachers of science with information on source material and techniques of teaching.

The attraction of qualified graduate members of staff and the retention of their services continue to pose a problem for the Principals and Boards of Governors of these schools.

CHAPTER V - TECHNICAL EDUCATION,
PRE-VOCATIONAL AND VOCATIONAL TRAINING

The Government Technical Institute:

The Government Technical Institute has made some progress in the field of Technical Education and Training during the triennium under review. Craft courses have been consolidated and since presenting the first batch of students for the City and Guilds of London Institute Examination in 1958, the Institute has continued to do so annually with marked success. A high percentage of passes has been obtained in Electrical Installation Work, Motor Vehicle Mechanics Work, Telecommunications Technicians, Mechanical Engineering Craft Practice, Brickwork, Carpentry and Joinery.

The improved scheme of training for Apprentices controlled by the Board of Industrial Training assisted in giving some impetus to the demand for Technical training. Masters were generally quick to see the value of using the facilities of the Institute to assist in the training of Apprentices and the demand for courses quickly outstripped staff and accommodation, especially at the preliminary level. The completed extensions to the Institute and the addition of equipment every year made it possible, to some extent, to meet this increasing demand.

A significant development was the introduction of twelve week Block Release Trade Courses to facilitate students from remote areas. The four Extra-Mural classes offering preliminary courses enable successful students to come directly into the first year of a trade course on Block Release. Preliminary Craft Courses are being introduced in the Post-Primary stage of certain primary schools, so that a greater number of students will soon be able to attend the Institute's first year trade courses in Georgetown.

The Institute was ready to commence the City and Guilds of London Institute Ordinary Certificate Courses in 1958 and candidates were presented for the first year examinations in 1959. A Sandwich Course was added in 1959 and the results of the 1960 examinations would appear to justify the introduction of this type of course. These courses are proving to be suitable training for most of the Technicians required in Government Departments and in Industry. It is hoped to extend the scheme to assist students of Engineering Institutions to prepare for their examination.

Shortage of staff continues to hamper the full development of the courses. The Principal, Mr A.G. Payne, resigned in August, 1960, and Mr C.A. Pooran, Deputy Principal, has been acting as Principal. Under the Fulbright Scheme, the assistance of a Lecturer in Woodwork was secured for the 1959/60 session. Further assistance is being sought from the I.C.A. to promote the establishment of courses in Business Education and in the training of Handicraft Teachers. Schemes for the training of Lecturers and Instructors are also being examined and assistance towards this goal is being sought under the Fulbright Scheme, the Canadian Technical Assistance Programme and the Commonwealth Education Liaison Unit.

Local Industry has been giving full support to the many training schemes, and the average age of the student has been gradually lowered from 38 - 40 years in 1950 to 18 - 20 today.

Primary School:

At the end of 1955 there were eleven schools teaching Home Economics. At the end of 1957 there were twenty-seven centres and departments receiving grants. Also many schools are teaching Home Economics in a small way without a trained teacher or without sufficient equipment or grant from the Education Department. All new establishments have been departments in schools and no new centre has been built. Enthusiastic school Authorities, Headteachers and parents greatly prefer individual Home Economics departments set up in their own schools so that Home Economics becomes a normal activity closely related to the normal curriculum.

Post-Primary School:

(i) Secondary

Home Economics continues to be firmly established in the Government Secondary School and in 1957 girls were entered for the first time in the Cookery and Needlework examinations of the Oxford and Cambridge General Certificate of Education Examination at Ordinary Level. It is most encouraging that these subjects are now found acceptable to secondary school pupils and their parents alike.

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(ii) Carnegie School of Home Economics

The name and purpose of training at the School were changed in 1958, when the School ceased activities in trading. The course is now a three year one affording students the opportunity of taking the College of Preceptors examination in English, Arithmetic, Hygiene and Physiology, Needlework and Housecraft including Cookery, Laundrywork and Housewifery, at the end of their second year. In the third year it is hoped that students will specialise in Needlework and Dressmaking, Child Care and Home Management or Arts and Crafts.

Extra Curricular activities which include a Games Club, Co-operative Society, Library and 4-H Club have been introduced and the students enjoy a more balanced training for life.

Adult Classes:

These continue to be very popular in both rural and urban areas, reaching a total of 65 classes in the Rural Education Scheme, and 69 classes held at Carnegie in 1960. The subjects taught have increased in number and variety e.g. Cookery for Men, Home Improvement and Home and Family Living.

Teacher Training

The students of the Government Training College attend the Carnegie one afternoon each week and receive instruction in Needlework. Since 1957, twenty teachers have attended courses from one term to one year in duration. Most of them are employed in Home Economics departments in Primary Schools.

Refresher courses for teachers of needlework were held in 1960 in the three counties.

During the three year period seven teachers went abroad for advanced courses and have continued to pass on their knowledge in day and evening classes. Teachers training, however, continues to be a problem in view of the lack of proper facilities viz - accommodation and qualified staff to carry out a continuous programme. It is however hoped that some improved system of training and supervision will be possible in the near future.

CHAPTER VI - UNIVERSITY AND OTHER POST SECONDARY EDUCATION, INCLUDING OVERSEA SCHOLARSHIPS.

The number of students entering the University College of the West Indies has increased from year to year. There were nineteen entrants in 1958 and forty-three in 1960. In the session beginning October, 1959, the distribution of students was as follows:

<u>Preliminary Science</u>	<u>Science</u>	<u>Arts</u>	<u>Education</u>	<u>Social Sciences</u>	<u>Medicine</u>
4	21	34	1	9	40

The eight-week course in Public and Business Administration at the College has been attended by twenty-three students representing Government and Business in almost equal numbers. Great interest is being shown in the course for non-graduate teachers leading to the Professional Certificate and it is expected that/least four teachers will attend the first course in 1960. at

There are students from British Guiana at nearly all British Universities and at many universities in Canada, America and India. There are also a number of students at technical colleges and colleges of commerce in the United Kingdom pursuing pre-university courses or courses in engineering, architecture, home economics, librarianship, optometry, arts, science and social sciences.

Oversea Scholarships:

Beginning in 1957 three open scholarships, instead of two as hitherto, have been awarded every year by the Government of British Guiana on the result of the University of London Advanced Level examinations - one for boys, one for girls and one to a candidate of either sex who is rated third in order of merit. The Government has also continued to award conditional scholarships to encourage Guianese students to qualify in various fields for professional and technical posts in the Public Service.

In each year from 1957 to 1960 five scholarships were awarded to primary school teachers by the Government. The scholarships are for a period of one year and enable the teachers to whom awards are made to study up-to-date methods of teaching and administration in the following special fields - Inland Education, Rural Education, Visual Aids, the Junior School, the Secondary Modern School, Handicraft and Physical Education. For the first time, in 1958, three scholarships tenable at the University College of the West Indies were awarded to teachers in aided secondary schools. The aim in making the awards was to enable teachers in the schools which have now become grant-aided to improve their qualifications. In 1959 two awards were made.

A number of teachers have benefited from scholarships awarded by the International Co-operation Administration, particularly in the field of Home Economics.

The University College of the West Indies offers annually open scholarships and exhibitions. In 1957 British Guiana secured two awards, in 1958 three and in 1959 four. Two exhibitions and one scholarship to enable the winners to pursue the course leading to the Diploma in Education, tenable at the College have been made each year by the Government of British Guiana.

The British Council offers annually scholarships or bursaries to enable students to pursue courses in the United Kingdom.

Every year a student is nominated by the Government of British Guiana to undergo a three-year course in Tropical Agriculture at the Imperial College of Tropical Agriculture in Trinidad.

The number of Guianese students at universities and polytechnics abroad at the end of 1959-60 who have not completed their courses are -

Faculty of Medicine	124
Faculty of Science	242
Faculty of Arts	210
Faculty of Law	70

Loans:

The system of loans to students has expanded considerably and loans are no longer intended primarily for those who sustain unexpected financial reverses during their course of studies. The Committee appointed to consider loans to students gives consideration to the applications of students who wish to pursue a course at a university and are unable to provide the full cost of the course. Priority is given to those who do well in the Guiana Scholarship examination and to those pursuing courses leading to qualifications that will aid in the development of the territory. There is every indication that the loans scheme will replace the conditional scholarship scheme. Additional funds have been made available to keep pace with the increasing demand for financial assistance.

CHAPTER VII - TRAINING OF TEACHERS

The Government Training College for Teachers was founded in 1928 to undertake the training of teachers locally instead of having to send them overseas to Jamaica or Barbados. It still continues to be the only training institution of its type in British Guiana.

At the beginning of the period under review the College still provided a two-year course of training and the number of students in training was sixty, comprising thirty First Year students and thirty Second Year students. The annual output of thirty trained teachers was barely enough to replace wastage in the ranks of qualified teachers caused by death, retirement, resignation from the Service or proceeding abroad for further professional training. The number of trained teachers was 473 of a total of

2,857 teachers in the territory. On the average 150 additional teachers were being employed annually in consequence of the rise in the child population of the schools and the addition of new schools.

As a result of the recommendations of the Caribbean Conference on Teacher Training held in July, 1957, it was decided as a first step to admit in January, 1958, thirty more student-teachers who would be expected to complete their training at the same time as those admitted in September, 1957. During the course of the year definite plans were made to suspend the two-year training course and to replace it by a one-year Emergency Training Course which would train 150 teachers annually in an attempt to improve the quality of the teachers in the schools of the Colony. No students were admitted in September, 1958, in the hope that the new Course would start in January, 1959, but it was not found possible to initiate the new Course before October, 1959, owing to difficulties in obtaining and converting a suitable building.

As has been already pointed out, Teacher-Training facilities are still inadequate though they are being supplemented by vacation courses for in-service teachers which are run by the Education Officers in various parts of the Country with the assistance of the Training College Staff. It is hoped, however, to make a definite allocation for a new Training College in the next 5-year Development Plan.

Recruitment of Student Teachers:

Sources of recruitment remained the same as before, that is, mainly in-service teachers. However, in view of the new Course it was decided to select trainees on the basis of a special Entrance Examination. To attract more persons of the Secondary Grammar School type the examination was thrown open to persons not employed in schools but who had a School Certificate with a Credit in English, or four subjects at the Ordinary Level of the General Certificate of Education which would include English. Among the entrants in September, 1959 were eight special cases selected from the Essequibo Coast where it is difficult to obtain or retain qualified staff.

Buildings:

To accommodate the 150 entrants in 1959 the College vacated its premises at Main Street and Camp Street and went to the block of buildings previously occupied by the Labour Department. Flats were provided for a Resident Tutor and a Resident Mistress. It was found possible to accommodate 45 men and 45 women on the premises.

Staff:

In 1959 the Staff was doubled by the addition of a Mistress, two Assistant Masters and an Assistant Mistress. A second clerical assistant was also appointed who assisted chiefly in the running of the Library.

Curriculum:

The whole curriculum was revised with the assistance of Dr Elsa Walters of the Institute of Education of the University College of the West Indies. Two courses, a Primary and a Post-Primary, were offered in addition to a basic course for all students. The number of options was further reduced and no student had to do more than 3 options besides his basic course. Most of the emphasis was laid on the professional aspect of the training.

Libraries:

The College still continues to use the Central Library for Teachers though this is not sufficiently used. It also supervises nine Branch Libraries in various parts of the Colony. In 1958 a new policy was put into operation,

/that.....

that is, to place small professional Libraries in individual schools throughout the Colony at the rate of eighteen per year, with the idea of stimulating the teachers to read professionally and keep abreast of modern developments. A further eighteen libraries were added in 1960. Shortage of staff has hampered a good deal of the usefulness of the College in respect of both the Student Library and the Teachers' Libraries.

Visual Education:

Further progress continued to be made in this respect. Mr Somwaru, an Assistant Master of the College returned in 1959 after a year's work in Visual Education at the University of Chicago and did much to foster an awareness among the students of the value of Visual Aids.

This period has seen an important step whereby the output of trained teachers has been increased five-fold. Even this is still insufficient for the needs of this territory and equal regard should be paid to quality especially in view of the fact that Training Colleges in England have found it necessary to increase their two-year training period to three years as from 1960.

CHAPTER VIII - PHYSICAL CONDITIONS IN SCHOOLS

During the three years covered by this report Government's school building programme continued without interruption even though in respect of the construction of buildings there was a transference of responsibility from the Education Department to the Public Works Department.

Up to 1959 the school building programme was carried out by the building section of the Education Department which had an establishment of a Building Officer, a Building Supervisor, clerks, an issuer and watchmen. This section had its own lorries for the transportation of materials. Work was given out on contract but materials were supplied by the building section of the Education Department. The Building Supervisor paid regular inspections when buildings were under construction and gave advice both to the constructors and the Building Officer. Architectural plans for new school buildings were prepared by the Public Works Department.

From time to time it was thought that the responsibility for school building should fall to the Public Works Department, but no decision was taken in this matter until 1959. As from May 1959, all school buildings erected from public funds have been constructed by the Public Works Department and the building section of the Education Department was abolished.

Nine new buildings were completed between September, 1957, and August, 1960, and these provided accommodation for 3,608 pupils. Eight of these buildings were, however, replacements for buildings that had become unserviceable. New accommodation was in consequence 1921 places.

In the same period six additional buildings were erected as supplements to existing schools. These buildings provided 2,640 places. A lower flat was added to eight school buildings each of which was built on stilts at a height of around 10 feet and so allowed for the construction of a lower flat. These eight lower flats provided 1,908 places. Four schools were otherwise extended to provide 1,114 places. The total number of new places provided by Government was 7,583. The accommodation provided over the three years has of course not kept pace with increased pupil enrolment.

At the close of the period under review seven new schools and three Home Economics and Handicraft Departments were under construction, and there were plans for erection a further six schools and nine Home Economics and Handicraft Departments.

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There was a considerable improvement in the type and design of school buildings in the last three years. They all have classrooms, and they are very well ventilated. Sanitary facilities are also a distinct improvement on the past. In planning for the future every effort has been made to secure sites of larger acreage than hitherto and during 1960 a number of sites of three or more acres were acquired by Government for the erection of schools.

Except for eight buildings erected between 1958 and 1959 entirely from local revenue the cost of the school building programme was borne mainly by Colonial Development and Welfare Grants which totalled \$965,684 between 1957 and 1960, both years inclusive. Colonial Development and Welfare Grants amounting to \$243,000 were made towards the setting up of twelve Home Economics and Handicraft Departments in the three counties, six in Demerara and three each in Berbice and Essequibo.

It should be observed that in addition to the Government programme a number of new schools were built by denominational bodies particularly in remote areas. Those new denominational schools that were approved for aid during 1957 to 1960 accounted for 4,700 places.

Maintenance grants have been made to Governing Bodies in respect of the schools owned and controlled by them. As from January, 1960, however, such schools or parts of schools as were built from public funds have been maintained by the Public Works Department whether they were under the control of denominational bodies or not.

Grants under the development programme have been made to Governing Bodies to help to meet the shortage of sanitary conveniences. An average of \$15,000 per annum was expended in 1958 and 1959 but it was decided to incur no further expenditure in this connection in view of the UNICEF Environmental Sanitation Programme under which it is proposed to erect sanitary conveniences at all the schools in rural areas exclusive of these schools on Sugar Estates. The schools on these estates will be provided for under the Sugar Industry, Labour and Welfare Fund. This programme has not yet got fully underway. A survey to determine the adequacy of water supplies at or near school premises for the erection of septic tank disposal system is now being undertaken.

In order to supply furniture to new schools and to improve the supply in existing schools an annual provision of \$80,000 was made in the Colony's Development Estimates since 1956. The necessary funds were provided from local revenue.

In 1960, however, \$100,000 was provided for this purpose and Colonial Development and Welfare assistance was received to meet 66²/₃ per cent of this amount. There has accordingly been quite an improvement in the quantity and quality of school furniture.

CHAPTER IX - HOME BACKGROUND OF PUPILS

The population of British Guiana, according to the latest figures from the Census Office, stood in April, 1960 at 560,620. Statistics in relation to the percentage of various ethnic groups represented in the population were not available. It is however believed that there has been very little if any change from the figures reported in the last Triennial Report, i.e., East Indians 45 per cent, Africans 36 per cent, Mixed 11 per cent, Amerindians 4 per cent, Chinese 1 per cent and Europeans 3 per cent.

The Elementary School Enrolment:

The elementary school enrolment on the 31st August, 1960, was 125,348, comprising 64,288 boys and 61,060 girls. This represents an increase of 19,437 over the 1957 enrolment.

Socio-Economic Conditions:

There has been no recent comprehensive survey of the socio-economic conditions prevailing in the country. The data available from partial surveys that have been conducted cannot be accepted as being typical of the average family, as the random samplings did not cover a representative cross section of the country. In general terms it is safer to state that there is wide disparity in the socio-economic conditions between the wealthier and the poorer homes of the pupils in any elementary school of British Guiana.

Housing Conditions:

Much has been achieved in the improvement of housing conditions in many parts of British Guiana. Through the efforts of Government and Industry many housing schemes have been established in various parts of the country, and scores of families are now able to live under improved physical conditions. The old type estate range, tenement houses, ajcupas and benabs have not completely disappeared. There has also been general improvement in the physical facilities and equipment within the homes, better lighting, ventilation, and more adequate accommodation. In a number of homes there is insufficient accommodation for the occupants with a resultant overcrowding. In such cases there is little chance of providing separate sleeping accommodation for the sexes, or for adults and children.

Home and Family Living:

The usual pattern of life in the home is simple, but differs from area to area, and cultural influences do occasion some variations in the pattern of living within the individual home. In most cases the father is the major or only bread-winner while the mother fills the role of the home-maker. In the rural areas where farming of one kind or another is the main source of income, women play an important part in contributing to the family income. Recently an increasing number of women in the urban areas and larger villages have been accepting employment outside of the home and making a worthwhile contribution to the family budget. There are, however, a number of homes where there is no male bread-winner and the woman is considered the head of the family and bread-winner.

In most rural homes the children share some of the responsibilities. They run errands and tend livestock in the mornings and afternoons before and after school.

In rice-farming areas children also help in the planting and harvesting of the crop, and normal school vacations are usually commuted for rice harvesting holidays.

The standard of discipline varies considerably from home to home. In some cases it is rigid and inflexible, in others it is quite liberal, but there are cases where there is a tendency to licence.

Religion of one form or another still continue to play an important part in, and to exercise a dominant influence on home and family life.

Implications for Education:

Some of above factors have an important influence upon the education of the pupils. In the first place they present problems to both teachers and pupils, and in the second they militate against the efforts of the pupils to learn.

The following are some of the ways in which the difficulties arise, and which must be kept in mind at all times in evaluating the standard of efficiency of the elementary school in British Guiana.

- (a) Because of their different ethnic, cultural socio-economic background and the general environmental influences to which these children have been exposed, they arrive at school at different stages of development, maturity, readiness for education, and varying language and experiential background. They have therefore different problems of personal and social adjustment in their new situation, which in many cases impede progress and lead to frustration.
- (b) Because of the differences in the standard of discipline in the homes, problems of discipline arise in the classroom which may greatly affect human relations and rapport in the classroom.
- (c) Poor nutrition, bad housing, fatigue due to overwork and insufficient sleep render the pupils incapable of making the maximum efforts of which they are capable. This hampers their progress and results in educational retardation.
- (d) Limited educational resources in the home and environment also limit the opportunities for educational advancement even though the pupils might have superior mental capabilities.

In spite of the above adverse influences and conditions it must be noted that many pupils do make adequate progress, and in many instances it is not unusual to find pupils who live under very difficult conditions making greater educational progress than those of equal capabilities who live under more favourable circumstances.

CHAPTER X - RELIGIOUS TEACHING

There is no denominational bias in the religious instruction given in the schools except in the case of the Roman Catholics and the Anglicans who teach along denominational lines from syllabuses approved by the Director of Education. The schools of the Canadian Presbyterian Body, the Church of Scotland, the Methodist and the Lutherans have all prepared syllabuses along broad lines for the teaching of religious knowledge in their schools. In the Government owned schools the "Cambridgeshire Syllabus for Religious Teaching" has been in use for many years.

Instruction periods are of a duration of half-an-hour daily. Many denominations make it possible to hold a short service weekly, in a nearby church or in some cases monthly. In all schools the morning and afternoon sessions are opened and closed with devotional exercises. The Head Teacher, or his deputy, is in many cases the leader, but there are schools which permit each member of the staff in turn to conduct morning and afternoon worship in the general assembly.

CHAPTER XI - TRAINING IN CITIZENSHIP

The term civics appears on the time table for the Middle and/or Upper Divisions of nearly all coastal primary schools, but systematic instruction is not general, owing in most cases, to the lack of a properly planned programme. These lessons are supplemented in some schools by talks on topical events.

The Government Information Services through the Schools Broadcasting Unit continue to stimulate knowledge on the framework of Government, seek to keep pupils informed on the facts and interpretations of topical events both local and foreign, and help to promote a better understanding of our local heritage and resources.

The celebration of Empire Day has been discontinued, but Primary Schools participate in Commonwealth Youth Sunday Celebrations. The celebration of History and Culture Week was instituted in October, 1958, and was intended to be an annual feature. This celebration aims at stimulating patriotism through knowledge and appreciation of the Country's historical, cultural and social backgrounds. During this week of celebration at least one day is reserved for the children's programme of activities which include the singing of local folk songs, songs by local composers and dramatic performances depicting events and incidents in local history.

CHAPTER XII - SPORTS, SCHOOL ACTIVITIES

AND OTHER SOCIAL ACTIVITIES

Many schools run Inter-House Athletic Sports annually. The various branches of the British Guiana Teachers' Association hold Inter-School Athletic Sports in the districts.

The British Guiana Teachers' Association has organised an Annual Colony Athletic Sports Meeting as a further competition between the champions of the various Inter-School Sports Meetings.

Cricket, Football and Rounders are also played on an Inter-School basis, and keen interest is evinced by the participants. Challenge Cups, Shields, Medals and other trophies are donated by the teachers and commercial members of the community who are interested in the work of the primary school.

Secondary Schools continue to award scholarships to a few boys and girls for their outstanding performance at the Annual Athletic Sports Meeting in Georgetown.

Teachers are to be congratulated on their efforts in promoting these Sports Meetings, and on the general improvement in the standard of organisation of these meetings.

During 1960, the Honourable Minister of Education appointed a Committee with the Director of Education as Chairman to organise a display of Physical Education Activities to be staged during History and Culture Week. This display was a success.

There have been courses in Physical Education for primary school teachers who are now endeavouring to introduce new techniques to the children.

Girl Guides, Boy Scouts, Cub and Brownie packs, Red Cross Links, Boys' and Girls' Clubs, Boys' Brigade, St John Ambulance Brigade and Co-operative Thrift Societies continue to flourish as extra-curricular activities of many schools throughout the country. There have been Rallies of these various activities and the attendance was proof of the interest evinced by the pupils of various schools. However, parents need to give more support by their attendance.

At present, there exist comparatively few Parent-Teacher Associations, but there has been a drive among the majority of Head Teachers to get the parents and the teachers interested in forming Parent-Teacher Associations.

Many Head Teachers realise the benefits of properly organised educational tours and so arrange such tours to Georgetown, New Amsterdam, and important country districts.

In April, 1958, a Children's Rally was held on the grounds of the Georgetown Cricket Club in honour to the visit of Her Royal Highness Princess Margaret. Approximately 18,000 school children from schools throughout the Colony took part in what proved to be a very successful function.

CHAPTER XIII - CO-OPERATION WITH OTHER GOVERNMENT DEPARTMENTS, LOCAL AUTHORITIES AND OTHER PUBLIC BODIES

It is pleasing to record the co-operation received from Government Departments, from Local Authorities and from other non Government public institutions. The Schools Medical Service and the schools Dental Service have operated consistently in the interest of school children's health. The Law Officers and the Magistrates have never shirked the additional burdens passed on to them when advice is needed or when disciplinary action is to be taken. The Police Department consistently keeps this Department informed of criminal charges against teachers and of the results of these charges. The Police Force Band provides accompaniment at Schools Music Festivals in different parts of the country, and the Traffic Division makes serious efforts to educate teachers and children in the use of the road.

The Lands and Mines Department willingly carries out surveys of school sites when requested; the Public Works Department builds and maintains Government Schools and the Pure Water Supply Department pipes water to school compounds wherever possible. The Government Information Services are responsible for conducting schools broadcasts and keeping children informed of events of importance through the media of a children's newspaper, issued termly, and a fortnightly bulletin. The Co-operative Department continues to play its important role in the organisation of Thrift and Co-operative societies in schools. The Agriculture Department supervises school gardens and gives advice and instruction to teachers and pupils. Field days are held in various districts. The Housing and Planning Department has been very helpful in the provision of school sites in new housing areas and similarly the Land Development Department in new land development areas.

Local Authorities have been taking an increasing interest in schools and have awarded scholarships to children and on occasions provided sites for schools. Bookers Sugar Estates and the Demerara Company have made a number of school sites available to this Department.

The Public Library is taking a special interest in the reading needs of school children and has insisted on annual Children's Book Week.

This Library also gives help and guidance to schools which conduct libraries of their own.

The British Guiana Museum in addition to giving lecturers to children in Georgetown, circulate museum loan collections to schools in rural districts.

It is of course impossible to record all the various ways in which Government Departments and other agencies have co-operated with this Department but in general there has been a tremendous spirit of helpfulness. Even private individuals and private groups have been donating land for school purpose and Parent Associations or self-help groups have been building schools, making extensions or providing needs and amenities.

CHAPTER XIV - ADULT EDUCATION (NOT INCLUDING COMMUNITY DEVELOPMENT).

Adult Education in so far as it is the responsibility of the Education Department is largely undertaken at the Government Technical Institute and the Carnegie School of Home Economics.

The Technical and Vocational courses run for adults and the sandwich courses for apprentices continue to attract many students to the Technical Institute. The preliminary craft course is run at various rural centres and success at the course is the basis of selection for specialised training at the Institute. Facilities of the preliminary craft course have been made available also to pupils of certain primary schools, which have the staff with the requisite qualifications.

Evening classes in the following crafts - upholstery, woodwork, bookbinding, strawwork and leatherwork- are held in various parts of the country. These are supervised mainly by the Supervisor of Handicrafts and to some extent are replacing similar classes previously sponsored by the Government Technical Institute.

The Carnegie School of Home Economics also sponsors evening classes in the rural areas. These classes like those supervised by the Supervisor of Handicrafts, attached to the Education Department, cater for an increasing number of persons who are willing to take advantage of the educational facilities offered to them.

NEW SCHOOL FEEDING SCHEME

The historical aspects, the policy underlining the Scheme and the administrative details given in the previous Triennial Survey remain the same for the period under review.

Table A gives in detail the scope of feeding operations, supplies issued, and costs in respect of the Scheme.

A comparison of this Table with that of the previous Survey shows that there is a tendency for the Scheme to expand annually in order to cater for the increase in the school population and the consequential erection of new schools. This expansion of the Scheme has been achieved without any appreciable increase in the cost per meal. There was an average increase of approximately 14% in administrative expenses.

It is anticipated that the Scheme will be further substantially expanded by about 50% within the next triennium.

TABLE I - NUMBER AND DESCRIPTION OF SCHOOLS

	School Year	PRIMARY				SECONDARY				TEACHER TRAINING				TECHNICAL AND VOCATIONAL			
		Schools	Enrolment			Schools	Enrolment			Schools	Enrolment			Schools	Enrolment		
			Male	Female	Total		Male	Female	Total		Male	Female	Total		Male	Female	Total
Government Schools	1957-58	21	4292	4146	8438	2	648	429	1077	1	29	29	58	2*	1404	851	2255
	1958-59	21	4624	4406	9030	2	644	437	1081	1	29	29	58	2*	1619	1082	2701
	1959-60	23	4754	4513	9267	2	627	462	1089	1	75	75	150	2*	1162	1031	2193
Local Authority Schools	1957-58																
	1958-59																
	1959-60																
Aided Schools not included above.	1957-58	290	52531	50207	102738	8	2641	862	3503	-	-	-	-	1	-	54	54
	1958-59	306	55933	53395	109328	9	2290	2064	4354	-	-	-	-	1	-	45	45
	1959-60	303	59534	56547	116081	13	3199	2690	5889	-	-	-	-	1	-	67	67
Unaided Schools	1957-58																
	1958-59																
	1959-60																
TOTAL	1957-58	311	56823	54353	111176	10	3289	1291	4580	1	29	29	58	3	1404	905	2309
	1958-59	327	60557	57801	118358	11	2934	2501	5435	1	29	29	58	3	1619	1127	2746
	1959-60	326	64288	61060	125348	15	3826	3152	6978	1	75	75	150	3	1162	1098	2260

* Carnegie School of Home Economics and Government Technical Institute do not include the seven Handicraft Centres and three Domestic Science Centres which are included in Table IV.

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Description of Course	Number of Institutions	Students admitted during year			Total Students at September, 1957, 1958, and 1959			Students passing Final Examinations		
		Male	Female	Total	Male	Female	Total	Number	As % of all candidates sitting for the Examination.	
Two Year Course:	1957	1	15	15	30	30	30	60	30	100% - 1958 July
	1958	1	15	15	30	29	29	58	58*	100% - 1959 July
One Year Course:	1959	1	76	74	150	76	74	150	148**	*** 98.7% - 1960 July
TOTAL			106	104	210	135	133	268	236	

* Two groups took the Final Examination in 1959, one which entered in September, 1959, and one in January, 1958.

** One male Student withdrew from the course. One Female Student was ill for the Final Examination and was deferred to July, 1961.

*** 140 Candidates secured Class I Certificates
8 Candidates secured Class II Certificates.

TABLE IIIA - GENERAL EDUCATION ENROLMENT BY

LEVEL

Numbers enrolled according to age	School Year	Preparatory Division				Lower Division				A
		A(1st Yr.)		B(2nd Yr.)		A(3rd Yr.)		B(4th Yr.)		
		M	F	M	F	M	F	M	F	
Under 6	1957-58	1867	1034	877	72	-	1	-	-	-
	1958-59	1808	1062	561	192	-	1	-	-	-
	1959-60	2388	2295	41	59	1	3	-	-	-
6 and under 7	1957-58	5666	4743	453	1073	91	102	1	6	-
	1958-59	5076	4916	1266	918	108	95	2	7	-
	1959-60	5620	5374	899	1019	74	115	4	5	1
7 and under 8	1957-58	5041	2896	1273	3191	941	1059	102	129	3
	1958-59	4381	4344	2471	2817	1008	1268	101	122	2
	1959-60	4128	3545	3094	3137	818	982	90	116	7
8 and under 9	1957-58	2722	994	1145	2441	2861	2978	866	1020	110
	1958-59	2706	1690	2061	1844	3301	3210	916	1120	116
	1959-60	1845	1460	2904	2649	3442	3394	881	1048	135
9 and under 10	1957-58	753	223	458	907	2431	2440	2331	2309	683
	1958-59	605	299	503	817	2237	2511	2416	2472	611
	1959-60	276	198	963	850	2820	2574	2533	2611	816
10 and under 11	1957-58	269	79	177	230	1471	1254	2376	2407	2046
	1958-59	215	98	142	198	1313	1609	2571	2636	2546
	1959-60	83	66	268	225	1461	1097	2746	2519	2263
11 and under 12	1957-58	50	28	51	82	464	372	1263	1105	2082
	1958-59	41	29	35	68	617	396	1362	1012	2260
	1959-60	28	21	76	75	431	336	1455	1259	2357
12 and under 13	1957-58	25	20	23	17	162	114	500	424	1197
	1958-59	12	8	28	29	150	132	430	312	1128
	1959-60	10	4	38	21	160	110	697	433	1608
13 and under 14	1957-58	12	9	12	5	64	43	163	111	648
	1958-59	4	2	6	3	45	35	140	103	632
	1959-60	4	2	5	7	50	45	234	136	649
Over 14	1957-58	4	4	3	3	35	15	48	25	247
	1958-59	2	1	3	1	16	31	51	28	221
	1959-60	-	3	5	-	22	13	70	39	267
TOTAL	1957-58	16409	10030	4472	8021	8520	8378	7650	7536	7016
	1958-59	14850	12449	7076	6887	8795	9268	7989	7812	7516
	1959-60	14382	12968	8293	8042	9279	8669	8710	8166	8103

ENROLLMENT BY

LEVEL OF EDUCATION AND AGE-PRIMARY EDUCATION

3(4th Yr.)	Middle Division				Upper Division				TOTALS		
	A(5th Yr.)		B(6th Yr.)		A(7th Yr.)		B(8th Yr.)		M	F	Total
	M	F	M	F	M	F	M	F			
-	-	-	-	-	-	-	-	-	2744	1107	3851
-	-	-	-	-	-	-	-	-	2369	1255	3624
-	-	-	-	-	-	-	-	-	2430	2357	4787
6	-	-	-	-	-	-	-	-	6211	5924	12135
7	-	-	-	-	-	-	-	-	6452	5936	12388
5	1	-	-	-	-	-	-	-	6598	6513	13111
129	3	7	-	1	-	-	-	-	7360	7283	14643
122	2	5	-	-	-	-	-	-	7963	8556	16519
116	7	9	-	-	-	-	-	-	8137	7789	15926
1020	110	147	23	29	15	25	6	3	7748	7637	15385
1120	116	152	22	19	16	20	4	3	9142	8058	17200
1048	135	180	19	13	1	5	-	-	9227	8749	17976
2309	683	894	115	168	14	9	6	10	6791	6960	13751
2472	611	412	136	190	15	10	7	6	6530	6717	13247
2611	816	948	112	154	27	51	4	3	7551	7389	14940
2407	2046	2142	607	799	114	164	46	48	7106	7123	14229
2636	2546	2480	618	768	128	198	50	68	7583	8055	15638
2519	2263	2322	593	655	167	235	36	57	7617	7176	14793
1105	2082	1985	1431	1660	447	742	123	167	5911	6141	12052
1012	2260	2362	1618	1711	572	647	176	161	6681	6386	13067
1259	2357	2246	1426	1663	576	698	107	176	6456	6474	12930
424	1197	1123	1434	1572	1128	1301	402	642	4871	5213	10084
312	1128	1216	1422	1610	1401	1316	607	572	5178	5175	10353
433	1608	1461	1798	1697	1515	1587	494	600	6320	5913	12233
111	648	423	1064	901	1138	1136	886	1079	3987	3707	7694
103	632	401	1296	1081	1291	1296	1002	1064	4416	3985	8401
136	649	520	1087	909	1532	1405	1202	1427	4763	4451	9214
25	247	76	562	320	1144	778	2051	2037	4094	3258	7352
28	221	68	512	362	1260	915	2178	2272	4243	3678	7921
39	267	169	594	326	1380	1035	2851	2664	5189	4249	9438
7536	7016	6797	5236	5450	4000	4155	3520	3986	56823	54353	111176
7812	7516	7096	5624	5741	4683	4402	4024	4146	60557	57801	118358
8166	8103	7855	5629	5417	5193	5016	4694	4927	64288	61060	125348

TABLE III B - GENERAL EDUCATION ENROLLMENT

B. SECONDARY

Year	School Year	1st Yr.		2nd Yr.		3rd Yr.		M
		M	F	M	F	M	F	
Under 11	1957-58	9	-	1	-	-	-	-
	1958-59	4	7	13	-	-	-	-
	1959-60	12	8	3	-	-	4	-
Between 11 and 12	1957-58	98	56	69	-	8	-	9
	1958-59	33	31	64	11	5	-	-
	1959-60	110	68	11	6	54	20	-
Between 12 and 13	1957-58	11	48	86	16	59	2	2
	1958-59	100	103	68	76	69	19	10
	1959-60	235	309	129	66	66	59	3
Between 13 and 14	1957-58	-	14	26	49	84	17	30
	1958-59	103	89	105	176	75	71	42
	1959-60	232	185	172	279	184	246	16
Between 14 and 15	1957-58	-	-	10	12	29	41	72
	1958-59	82	56	125	87	98	128	73
	1959-60	168	117	138	122	177	130	82
Between 15 and 16	1957-58	-	-	10	3	15	24	37
	1958-59	55	30	100	77	100	122	105
	1959-60	110	56	92	74	123	77	139
Between 16 and 17	1957-58	-	-	-	1	12	6	13
	1958-59	50	21	70	28	119	72	92
	1959-60	53	25	83	36	93	63	174
Between 17 and 18	1957-58	-	-	-	-	7	5	5
	1958-59	14	1	48	23	100	47	98
	1959-60	13	3	46	26	57	19	128
Between 18 and 19	1957-58	-	-	-	-	2	1	1
	1958-59	2	-	8	4	22	19	67
	1959-60	-	-	8	4	10	3	98
Over 19	1957-58	-	-	-	-	-	-	-
	1958-59	1	-	-	-	13	1	18
	1959-60	-	-	-	-	-	-	46
TOTAL	1957-58	118	118	202	81	216	96	160
	1958-59	444	338	601	482	601	479	514
	1959-60	913	771	682	613	764	621	686

BY LEVEL OF EDUCATION AND AGE

709

EDUCATION

ENROLLMENT
SECONDARY

F	4th Yr		5th Yr		6th Yr		7th Yr		TOTAL		
	M	F	M	F	M	F	M	F	Male	Female	Total
-	-	-	-	-	-	-	-	-	10	-	10
-	-	-	-	-	-	-	-	-	17	7	24
4	-	-	-	-	-	-	-	-	15	12	27
-	-	-	-	-	-	-	-	-	175	56	231
-	9	4	-	-	-	-	-	-	111	46	157
20	-	-	-	-	-	-	-	-	175	94	269
2	2	-	3	-	-	-	-	-	161	66	227
19	10	-	-	-	-	-	-	-	247	198	445
59	3	-	-	-	-	-	-	-	433	434	867
17	30	-	28	-	-	-	-	-	168	80	248
71	42	8	24	5	-	-	-	-	349	349	698
246	16	11	1	-	-	-	-	-	605	721	1326
41	72	6	59	3	-	-	-	-	170	62	232
128	73	48	45	31	5	-	-	-	428	350	778
130	82	71	14	8	-	-	-	-	579	448	1027
24	37	27	42	34	55	9	2	-	161	97	258
22	105	103	82	65	45	32	-	-	487	429	916
77	139	206	61	46	-	-	-	-	525	459	984
6	13	6	13	13	105	52	24	6	167	84	251
72	92	128	79	129	4	134	-	44	414	556	970
63	174	143	142	188	11	5	-	-	536	460	996
5	5	2	6	-	66	48	57	17	141	72	213
47	98	61	117	98	54	108	53	10	484	348	832
19	128	96	198	110	41	47	6	17	489	318	807
1	1	-	-	-	26	17	30	19	59	37	96
19	67	22	101	52	22	47	38	18	260	162	422
3	98	41	115	55	35	27	26	32	292	162	454
-	-	-	-	-	23	7	4	8	27	15	42
1	18	6	81	27	16	11	8	11	137	56	193
-	46	13	72	16	24	5	35	10	177	44	221
36	160	41	151	50	275	133	117	50	1239	569	1808
79	514	380	529	407	146	332	99	83	2934	2501	5435
21	686	581	603	423	111	84	67	59	3826	3152	6978