

LEGISLATIVE COUNCIL

(Constituted under the British Guiana
(Constitution) (Temporary Provisions)
Order in Council, 1953.)

THURSDAY 30TH MAY, 1957

The Council met at 2 p.m.

PRESENT :

His Honour the Speaker:

Sir Eustace Gordon Woolford,
O.B.E., Q.C.

Ex-Officio Members:

The Hon. the Chief Secretary,
Mr. M. S. Porcher (Ag.)

The Hon. the Attorney General,
Mr. A. M. I. Austin:

The Hon. the Financial Secretary,
Mr. F. W. Essex.

Nominated Members of Executive Council:

The Hon. Sir Frank McDavid,
C.M.G., C.B.E. (Member for Agriculture,
Forests, Lands and Mines).

The Hon. W. O. R. Kendall (Member
for Communications and Works).

The Hon. G. A. C. Farnum, O.B.E.
(Member for Local Government, Social
Welfare and Co-operative Development).

The Hon. R. B. Gajraj

The Hon. R. C. Tello

Nominated Official:

Mr. J. I. Ramphal

Nominated Unofficials:

Mr. L. A. Luckhoo, Q.C.

Mr. C. A. Carter

Mr. E. F. Correia

Mr. H. Rahaman

Miss Gertie H. Collins

Mrs. Esther E. Dey

Dr. H. A. Fraser

Mr. R. B. Jailal

Mr. Sugrim Singh

Clerk of the Legislature:

Mr. I. Crum Ewing

Assistant Clerk of the Legislature:

Mr. E. V. Viapree

Absent:

The Hon. P. A. Cummings, (Member
for Labour, Health and Housing),
on leave.

Mr. T. Lee—on leave.

Mr. W. A. Phang—on leave.

Rev. D. C. J. Bobb—on leave.

Mr. W. T. Lord, I. S. O.—on leave.

The Speaker read prayers.

The Minutes of the meeting of the Council held on Thursday, 23rd May, 1957, as printed and circulated were taken as read and confirmed.

ANNOUNCEMENTS

LEAVE OF ABSENCE

Mr. Speaker: Mr. Lord is unable to be present today. As far as I am aware Mr. Phang is still indisposed and unable to attend.

PAPERS LAID

Mr. Farnum (Member for Local Government, Social Welfare and Co-operative Development): I beg to lay on the table:

Order in Council No. 23 of 1957 made under the District Lands Partition and Re-Allotment (Special Procedure) Ordinance, Chapter 174.

ORDER OF THE DAY

ORDER IN COUNCIL No. 22 OF 1957

The Financial Secretary (Mr. Essex): I beg to move that it be resolved:

"That this Council in terms of section 9 of the Customs Ordinance, Chapter 309, confirms Order in Council No. 22 of 1957, which was made on the 10th day of May, 1957, and published in the Gazette on the 18th of May, 1957."

This Order seeks to provide for exemption from import duties of all fish caught by fishing boats operating from bases in British Guiana. In the tariff at the moment there are import duties on fresh fish of \$1 a hundredweight preferential and \$2.95 general. That obviously is designed for fish which is brought from other countries to British Guiana. There has been hitherto no difficulty for

the local fishermen because the fish they landed were all caught in territorial waters and not therefore regarded as being imported. But now there are companies operating outside territorial waters and as the law stands import duties should be charged on the catches which are landed in this port. It was obviously never the intention that fishermen based in British Guiana should pay import duties on their catches. This order seeks to exempt all fresh fish caught by boats operating from this territory from import duty. I therefore beg to move that the Order be confirmed.

Sir Frank McDavid (Member for Agriculture, Forests, Lands and Mines): I beg to second that.

Question put, and agreed to.

SUPPLEMENTARY ESTIMATES FOR APRIL 1957

The Financial Secretary: I beg to move that it be resolved:

"That this Council approves of the Supplementary Estimates for the month of April, 1957, totalling \$111,037.00, which have been laid on the table."

On this schedule \$63,000 represents revotes. Of the new money which is required, the largest item is \$20,000 for an increased subvention to the Georgetown Town Council towards the maintenance of city roads. The contribution of \$90,000 was fixed in 1953, since when the cost to the Council of maintaining its roads has increased mainly due to the increase in wages and in the price of materials. The increased subvention was, to some extent, arbitrary, although it is related to the extra cost of maintenance. It is in a sense an interim award pending a complete and general assessment of

the relationship between Central Government and Local Government finances which is now being undertaken by a team of experts. There is nothing else in this schedule which calls for comment. It has been passed by Finance Committee. I beg to move that it be passed by this Council.

Sir Frank McDavid: I beg to second that.

Question put, and agreed to.

SUPPLEMENTARY ESTIMATES (DEVELOPMENT) FOR APRIL, 1957

The Financial Secretary: I beg to move that it be resolved:

"That this Council approves of the Supplementary Estimates (Development) for the month of April, 1957, totalling \$217,118.00, which have been laid on the table."

This Schedule consists of only one item and that is for the jute investigation. The work that was undertaken on the jute investigation between 1952 and 1956 has been very rewarding and promising on the agricultural side, but though it is reasonably certain that one variety giving a good quality fibre can be grown it is not yet certain that this or several other promising varieties can be grown economically in commercial quantities. The Secretary of State, therefore, has approved an additional C.D. & W. grant, 90 per cent. of capital expenditure and 75 per cent. of the recurrent expenditure for a scheme which is estimated to cost \$528,286 for the continuation of the work for three years from 1st of April of last year until March, 1957. The work is being transferred to the Central Agricultural Station under an economist in the month of May. \$217,118 which is the expenditure estimated for 1957 has been passed by Finance Com-

mittee. I therefore beg to move that it be adopted by this Council.

Sir Frank McDavid: I beg to second that.

Question put and agreed to.

SUPPLEMENTARY EXPENDITURE (DEVELOPMENT) 1955

The Financial Secretary: I beg to move that it be resolved:

"That this Council approves of the Statement of Supplementary Expenditure totalling \$21,098.68 which was incurred during the year 1955 and was not included in any previous schedule and is to be admitted as a charge to the Development Fund, and which has been laid on the table."

I apologize, Sir, for worrying the Council with this. This item was inadvertently omitted from the Final Schedule which was approved by the Council in November, 1956. The actual excess was incurred on development of Campbellville for which supplementary provision amounting to \$225,859.14 was granted in 1955. The extra cost was \$21,098.68. It is very much a *fait accompli*. It has been to Finance Committee which has recommended it. I beg to move that it be adopted by the whole Council.

Sir Frank McDavid: I beg to second that.

Question put, and agreed to.

Motion affirmed.

SUBSIDY FOR SECONDARY EDUCATION

Council resumed the debate on the the motion by the hon. the Chief Secretary, as follows:

"Be it resolved: That with reference to Sessional Paper No. 9 of 1957 on the Memorandum on Secondary Education,

[Sir Frank McDavid]

this Council approves of Government's proposals set out therein, and undertakes to provide the necessary financial provision to implement those proposals."

Mr. Speaker: Only two Members have spoken on it—Mr. Sugrim Singh and Mr. Lord. Did you indicate your wish to speak after Mr. Lord had finished, Mr. Jailal? Mr. Luckhoo, you may speak.

Mr. Luckhoo: Your Honour, this memorandum and paper deal with the observations of Government. It might well be the charter for the development of the educational programme of this Colony. It is interesting to observe over the passage of years the gradual growth and development of education and facilities for education in this Colony. Starting from the old days when immigrants came indentured to this Colony, and when their children did not go to school but went straight on to the estates to work, and following with it law taking that position in hand and making it compulsory for those children to receive a primary education, then following upon which, at a later stage, even the girls who were not within the original ambit were also made embraceable by the particular ordinance, the whole general pattern shows a rather slow and tardy development.

Within recent years there has been an acceleration, and, with this memorandum for which I think Government deserves the congratulations of the entire community, we see that the light now points to the ultimate stage of education in a welfare state. We can see that this is a pointer for the future and further development of education so that not only our primary education is free and all might be able to enjoy of it, but that your post-primary education or your second-

ary education will eventually become free to every child of Guiana. This is a happy thought because today, with the development of this country politically and economically in every aspect, it is very necessary also that money be spent for the development of the programme relating to education so that these children be given a better opportunity in life than perhaps their fathers or forefathers enjoyed.

In endeavouring to trace the history of the growth of our system of education, I came across a document which must be well known to your Honour — the Report of the Educational Development Committee — in which a number of Committees sat on various aspects of education and one in particular I wish to refer to. It is the Report of the Educational Development Subcommittee appointed to consider Mr. Hammond's memorandum, and in the membership of that Committee it seems that I see some familiar names, not the least of those being the Chairman of the Committee, who was then the hon. Mr. Eustace Gordon Woolford. That is not the cause for this document standing out so prominently, but let me add that many of the recommendations, with Your Honour, as Chairman of that Committee made, I see today in that very document which we are considering; and, taking into consideration that this was in the year 1945, I think it does show that we have proceeded not with undue haste but, nevertheless, evidently in the right direction.

Your Honour, in that report you made some recommendations. I would like to refer to a few of them for the purpose of the records because it is good to go back to see how our present system is not something coming just *de novo*, but has been built up over a number of years as a result of recommendations previously

made. That Committee's first recommendation was —

"That all secondary schools for girls which are in receipt of a grant-in-aid or are wholly maintained by Government should provide for courses of training in shorthand, typewriting, book-keeping and domestic science, the last mentioned being altogether apart and distinct from that now being given at the Carnegie Trade School for Women."

and we find in that memorandum certain recommendations relating to girls made in respect to the Bishops' High School along the same general pattern:

"That a British Guiana Scholarship be awarded for girls, the qualifying examination being the London Higher School Examination and that the Regulations governing the award of the British Guiana Scholarship, be amended accordingly so as to provide one scholarship for boys and one for girls. It is also recommended that a special British Guiana Scholarship in Science be awarded based upon the same qualifying examination."

Well, we know that that is already so. We do have a scholarship now for girls, but we find that there is another scholarship which is going to be made available, although one observes that it is not related entirely to science—it is a general scholarship —

"That hostel accommodation should be provided for both boys and girls who have been selected for admission to Government Secondary Schools in Georgetown who are ordinarily resident in the country districts of the Colony and whose parents are unable to find suitable board and lodging for them in Georgetown or who are unable to meet the cost of their maintenance during school sessions."

Let me say that in this Committee, Your Honour was a little ahead of your time and these things will come; but, I don't see mention made in this particular memorandum and recommendations relating to that.

'That hostel accommodation should be provided for both boys and girls who have been selected for admission to Gov-

ernment Secondary Schools in Georgetown who are ordinarily resident in the country districts of the Colony and whose parents are unable to find suitable board and lodging for them in Georgetown or who are unable to meet the cost of their maintenance during school sessions."

and

"That grants-in-aid be given by Government to St. Stanislaus College, the St. Rose's High School and the St. Joseph's High School, provided that admission to such schools is not confined to pupils who profess the Roman Catholic Faith, and is also made open to children of every race in the Colony."

I think it very unfortunate that schools which are recognised such as St. Rose's High School and St. Joseph's High School, and schools which are not only recognised but have been doing excellent work over a number of years have not been in receipt of grants-in-aid.

It is unfortunate, and one is glad to see that now under this general scheme they will be receiving assistance. It was as long ago as in 1945 that Your Honour's Committee pointed out that this should be so.

Mr. Speaker: As far as St. Rose's School is concerned, the grant was looked upon as a grant to an Orphanage. They would not recognize it as a subsidy for secondary education. That was the distinction made.

Mr. Luckhoo: The Committee also recommended that general courses in workshop training abroad be arranged for selected members of the staff of Queen's College in order to facilitate the training of boys along these lines in secondary schools. Well now we have our Technical Institute and that in a way affords a kind of substitute for the idea which this Committee had in mind. I do not propose to read the whole report. What I have referred to suf-

[Mr. Luckhoo]

ices to show that it is some time since these matters have been engaging the attention of committees and others interested in the progress and welfare of our system of education.

At this moment we find that a very welcome feature is the promise of grants to secondary schools in this Colony. I would like to pay public tribute to the private secondary schools as they are termed and to all those in charge of their management for the pioneer work they have done in education. For it is well within my memory that a secondary education was an education afforded only by the select few who could pay for it. As everyone knows, Messrs. Ramphal and Sugrim Singh, Members of this Council, are among those pioneers. These schools, by their very liberal approach and by their means of bringing secondary education within the grasp of those who were willing and anxious to obtain it have done a service. It has been done through the personal sacrifice of principals and assistant teachers, for school fees were fixed at a cheap rate, one might say. I am happy to pay tribute to these people and to see that Government, open to the realization of these facts, is endeavouring to do something to help these schools.

I would put it this way, that what Government is virtually doing is offering an incentive so that these schools may be improved in the standard of their teaching, better equipped and better controlled. In other words, that there should be an over-all improvement and in that improvement there should be financial aid from Government. One appreciates that point of view but one asks that in the initial instance too high a standard should not be required of them; in other words, that in the adjudication as to whether a school comes within the particular

ambit, as to whether it can receive certain concessions in the initial instance, the approach to these questions should be a generous one bearing in mind the background and the history of these schools.

In paying tribute to those who teach in and those who control these private secondary schools, I would in like manner wish to pay public tribute to the churches which have operated what we call our dual-controlled schools. Denominational schools, as they are also called, have been playing their part. Through these schools ministers of religion, pastors and various other religious people have been rendering valuable service to this country, and to fully comprehend the type of service they have been rendering it is necessary to go outside of the central areas like Georgetown and New Amsterdam to the North West District and virtually inaccessible places in the interior. There you find individuals truly altruistic and for the love of teaching imparting knowledge to others — giving contentedly a lot of their time to others, though in most cases they are poorly paid. In most of these cases they are paid not by Government but by the churches involved. I think that when the history of our educational system comes to be written a very substantial chapter must necessarily be devoted to these people who have for a number of years carried on these dual-controlled schools to the credit of themselves, the community in which they serve and to the children whom they teach.

I express my personal hope that this part-control of certain schools will never be taken away from the churches. I repeat that: I hope it will never happen in this country that in these denominational schools any measure of control should be taken away from the church authorities so that entire control

should be taken over by Government. Under the system of dual-control I think a happy partnership arrangement has existed.

I speak subject to correction, but I understand that there is a Committee established for the management and control of each denominational school, consisting of five members — “three members shall be nominated from time to time by the controlling authority of the religious denomination and appointed by the Director, one of whom shall be the chairman; one shall be an officer of the Education Department appointed from time to time by the Director, and one shall be a member of the Education Committee, nominated by the Governor after consultation with the controlling authority of the religious denomination.” I think in the old days it used to be a Member of the Legislative Council. Now it is a member of the Education Committee. But, Sir, you would know more about these things: my knowledge is gleaned from reading, while you will have had the practical experience of them.

Mr. Speaker: May I interrupt again. Dual control was not part of the early education system. There was no such thing. The decision was taken during the time of Bishop Weld. I have forgotten in what year it was. Formally, it was denominational control. I was on the committee and notwithstanding the opposition which it met it came into effect then.

Mr. Luckhoo: It is very interesting to observe that. It started off as denominational control and reached the stage of dual control where you have both Government and the Church in the system. I repeat, Your Honour; I again express my hope and conviction that this country will never see the

taking away of this system of dual control because of the excellence of the work, because of the service given by these churches and by their ministers of religion and by their teachers. I think it would be a sign and an act of gross ingratitude, it would be a retrogressive step to take away this dual control so that Government goes into absolute control.

Now for a few general remarks. In the paper before us one sees at page 3, among the main lines of attack in improving post-primary education in existing primary schools are,

“better designed schools (in particular with separate classrooms); and provision in suitably central areas or in larger schools of workrooms for Home Economics and/or Woodwork. \$40,000 has been included in the 1957 Development Estimates and similar sums will be allocated in 1958 and succeeding years from the provision for Postprimary Education in the Development Plan (Head IV Education Scheme 3 \$1,000,000 for capital expenditure).”

I want to make an observation as to whether this sum of \$40,000 is not too conservative an amount. I suppose Government has gone into it, but it did strike me as an amount that is rather conservative. A little further down the page we see that the proposals that both Bishops' High School and Queen's College should be managed by autonomous boards has much to commend it and is receiving further examination. I should like to subscribe to the view that these schools should be managed by autonomous boards.

Under the head “Technical Education” I would wish to make this observation, that it has been my privilege recently to go through our Technical Institute and — let me confess my absolute ignorance of what was being done there until I went there—I wondered if all Members of Council have taken the opportunity to go through that Techni-

[Mr. Luckhoo]

cal Institute because if they have not I would recommend to them that they should do so. I feel that the Technical Institute is doing excellent work. It is fulfilling its purpose and its one drawback is that there has been no point of further expansion of its activities.

One sees, however, that this is evident by the intention of Government, and it is therefore welcome. The boys who come out of that Institute are highly recommended by those with whom they obtain employment. I have taken the trouble through the Labour Department to make enquiries concerning them. I have taken them at random to see whether this training has been of service to the country in that they are using their technical knowledge for the purpose for which it is intended. With the help of the officer in control, Mr. Ramharry, I was able to get the information that the employers were highly satisfied with the standard of work of those who graduate from this Institute.

Under the head "Agricultural Education" I must make my first complaint. It says:

"The setting up of a Pilot Agricultural Farm School has been accepted in principle by Government as described, but this is not at present provided for in the 1956-60 Development Programme."

I intend to appeal to Government and to ask the hon. "floor" Members, who share that point of view, to support it that that which has been accepted in principle should be carried out by the Agricultural Farm School. Our country is one which, it is said, has its future in agriculture, and this is a channel through which we can direct our energies and train our boys, through which our youngsters may be able to be encouraged in the scientific aspect of farming. I feel that the money spent on the project of setting up a farm school which Government has in principle accepted will be money well spent,

and I do ask the hon. Mover of this resolution that further consideration be given to it. There is no money as yet which has been provided in the 1956-60 Development Programme.

If my mathematics are correct, having regard to the figures given on page 3 of the memorandum on Secondary Education, it would mean that there are about 126,000 children at school, primary and secondary. What a staggering figure. It means that thousands and thousands of our young boys and girls are now at that receptive stage where they will mould themselves along particular lines for the future.

It behoves us and the Government that money should be spent, and spent as freely as possible. This is the one vote I am always prepared to support to the limit, because education cannot be gauged in terms of dollars and cents. We must do the best we can possibly afford in working towards the ultimate and post-primary education, so that every child in British Guiana should be able to know "I can get my education free in the primary school and I can get it free in the secondary school". Such a thing will cost money, but we must work towards nothing else. That is the end. We must work towards free secondary education.

Then emerging from that stage we will have to go abroad to our own University College of the West Indies to further our studies. That is something which I hope will come about within my life time. We are going to have free post-primary education. We are taking a step in the right direction by this motion, by this charter, for the development of our educational policy in British Guiana.

It is my privilege to be a member of the Board of Governors of Queen's College, and quite recently one has been reading of efforts being made to get rid of what is called the "Prep. Form" at Queen's College. The reasons urged are

—I have seen them in brief as well as I have heard them dilated on at street corners—that more space will be made available and that it will be eradicating a snob complex. I think it is high time that these reasons be put in their correct places. A further reason is said to be that boys who go there in the “Prep.” Form do not amount to much in the sense that you do not have them rising to any standard in the educational field. I have had certain figures supplied me.

I am sure the hon. Member, Mr. Gajraj, who is also a member of the Board of Governors, will also support my contention. I know how strongly he feels about it. We are conscious of the fact that the abolition of the Prep. Form would not result in any increase in the available room at Queen’s College for this reason—your form rooms are limited in size; you have Forms I to 6 with a capacity number of students in each form; by shutting out 20 or 25 “Prep.” Form boys will not make 20 or 25 spaces available in the succeeding Forms, since it means that those boys merely move into Form 1, which is the only Form to which they can go and which will thus have 20 to 25 extra boys. For those extra boys need not come from the “Prep.” Form but from outside.

In other words, your space limitation will not afford larger forms in the succeeding forms up to the Sixth Form. To suggest that there is a snob complex at work and that there is discrimination is a wild statement.

Those youngsters have to take an entrance examination and, from the figures officially obtained for the period from 1953 to 1956 of the boys who had

succeeded, one finds that for those four years there were 113 boys who entered the “Prep.” Form. Of those, you had 49 Africans, 17 Indians, 85 Chinese, one Amerindian, 19 English, 5 Portuguese and 14 Mixed Races. They are the sons of teachers, businessmen, lawyers, doctors, Junior Government Officials and general workers. One of the largest categories is the general workers and their children are having the same opportunity for the 113 places. In other words, an analysis shows that this is the true test whereby the boys earn their places by means of an entrance examination and not by means of any discrimination.

In respect of the academic progress of these boys over a period of 10 years, one finds that as compared with 213 Government scholars who went to Queen’s College you had 296 “Prep.” Form entrants. At the moment still at school are 140 Government scholars as against 198 “Prep.” Form entrants. That means they are fulfilling the minimum requirement of qualification or they will be asked to be removed and not allowed to progress from form to form. In the Sixth Form there are 19 Government Scholars as against 4 “Prep.” Form entrants, and below the Sixth Form 121 Government scholars as against 178 “Prep.” Form entrants. Prefects over the last two years—the highest honour that can be ever offered to a boy at the school—two “Prep.” Form entrants. Two, as compared with one Government scholar, and as regards deputy prefects, one compared with none among the Government scholars.

[Mr. Luckhoo]

If the facts are known and brought to the attention of the public, they would be able to see that the administration, in respect of entries in the Prep. form, has certainly kept up a high standard and is above board. I make this point because it seems to me that it would be a backward step to remove the Prep. form of Queen's College. It affords a boy an opportunity to grow up in the atmosphere and the tradition of Queen's College and it gives the youngsters a chance to gain entry there. I hope that Government will not remove the Prep. form which, so far as I know, has given rather valuable service in the past.

Before I take my seat let me say at once that this is an excellent document — this paper presented to us; it is not only a document relating to certain matters which are to be implemented now. I feel that it might be regarded as a blue-print and a pointer to the further development of our programme and policy relating to education. There are several aspects to which I have been attracted, but I do not wish to be long. For example from Essequibo comes a large number of appeals and complaints from residents that here was a Cinderella country in which they were losing everything — that they had to get their children sent up to Georgetown to obtain the benefit of a post-primary education. I urge upon Government that this particular question should receive their earliest consideration. I feel that matters of this kind should receive a high priority and should not be experienced with any longer. As I take my seat I repeat that the end to which we are working is a forward step in the question of education so that there will be opportunities for all these

people to obtain secondary and post-primary education. With the passage of time we have seen a transition whereby higher education is no longer within the reach of the selected few but is open to everyone who wishes to partake of it. By this means people would be able to benefit more from post-primary education and apply their knowledge not only in their classical training but in commercial and other activities. I commend Government on this very progressive step and I hope that this charter for the progress and development of education will proceed apace.

Mrs. Dey : I rise to support this motion, but before doing so I would like very much to be allowed to congratulate the hon. the Chief Secretary on the able manner in which he presented this motion to us. Whilst he was speaking to us my memory went back to the manner in which he presented the teachers' salary structure to us. He did well then, but I feel that on this occasion he has certainly excelled himself and I am sure I am voicing the opinion of my fellow Members when I say that at some future date he will do even better still in presenting documents in this Chamber.

Mr. Speaker: Does the hon. Member expect that to happen with this Council?

Mrs. Dey: With a future Council, Sir. The last speaker (Mr. Luckhoo) has referred to this document as an excellent one, but I would like to add and say that it is both excellent and historic. He also described it as a charter, but I wonder whether it would be amiss to describe it as our Magna Carta as regards education in this Colony. I hope that in shaping the destinies of our teachers for the future, as this document seeks to do, we would be giving an incentive to our youths in not merely

academic training, but also in the building of character so that they would be able to achieve any set goal after they have reached their adult stage. On the other hand, when we consider the recommendations made for teachers one could not help feeling satisfied that at long last a very high standard is being set for the training of teachers in our secondary institutions. I am not going to detain this Council unnecessarily; I have read these recommendations and I am satisfied that they will greatly improve things as they are.

I am afraid I have to disagree with the last speaker, Mr. Luckhoo, with regard to the closing of the Prep. forms at the two secondary institutions — one for boys and one for girls. Mr. Luckhoo happens to be a member of the Board of Governors of Queen's College and I presume a member of the Board of Bishops' High School.

As an ex-teacher who has had to deal with children from the age of four years, I would have liked to see in this document some recommendation that Government should consider in the very near future the setting up of two kindergarten institutions for our infants to be staffed by fully qualified kindergarten teachers according to the most modern methods. I am happy to read in this document what has been said about the Berbice High School. I know only too well how many prominent persons, including Members of this Council, this institution has produced since it came into being. I feel sure that if it is provided with better facilities such as a laboratory, even greater things will come from the county of Berbice.

So far as Essequibo is concerned, I think the time is almost overdue for the children there to be considered. Com-

plaints about the situation there have been made to me on many occasions and parents have been very much concerned about finding homes for their girls who had to come into the city for secondary education. As a result, I feel that this long-felt want of providing a secondary school for Essequibo is very welcome indeed.

We have heard of the method Government will adopt to assist in paying salaries. This assistance should encourage schools to employ better qualified teachers and also encourage teachers to improve their qualifications and so raise the general level of their efficiency. There is another angle to that: the young men and the young women, preferably the women, who have to seek a livelihood after leaving school and find themselves teaching in schools not as a vocation but as a means of eking out an existence will be able to look around and find their correct niche. No one can excel in an occupation which is not of their own liking. With regard to farm schools, like Mr. Luckhoo, I was somewhat perturbed in mind that nothing was mentioned as to what is to be done in the very near future, say, in the 1956--1960 period.

I would ask that reconsideration be given this matter in favour of speedy action. We should not leave it aside until 1960 when many of the lads who would benefit may have left the districts for town. I beseech the powers that be to set up this school between 1957 and 1960. If this school is set up these lads will remain in the rural areas and be successful farmers instead of coming to the city and seeking an existence which is unsuitable for them.

I was happy to learn that as from September the implementations suggested will begin and that they will be going on as time progresses. I would like here to say that so far as the other schools are concerned we are, still

[Mrs. Dey]

very doubtful as to the means of approach. I would like justice to be done where it is deserved. I do not like the approach that involves counting the number of children on a percentage basis from examination results.

I would like to congratulate Government on what it is doing for secondary education, and, like Mr. Luckhoo, I would not press at this period for free secondary education. I would prefer to close my remarks by saying that Government must cut its coat according to the amount of cloth in its possession. I take my seat with the hope that the time is not far distant when the cloth will be in abundance and there will be many coats to share around.

Mr. Ramphal: I feel personal joy in associating myself with the motion moved by the hon. the Chief Secretary. Not many years ago — I believe it was my first speech in this Council, in 1954 — I made reference to some of the things which the White Paper now puts forward, but it appeared at that time that Government was unresponsive to public demands and that public cries fell on deaf ears. I am indeed very happy, even in these closing days, to find that the Administration behind the scenes had been working and has now produced a paper which is satisfactory to nearly everybody in this country.

I therefore wish to offer my congratulations, along with other Members, to the officers of the Department of Education for their very lucid, very simple, very full, very fair and nationalistic Memorandum. I wish also to congratulate Government in taking what, to my mind, is a step in the right direction. Members have referred to the White Paper as a Magna Carta and they have labelled it with

other commendatory names. I consider it a very liberal charter and, as the Chief Secretary has said, in the White Paper itself, a "New Deal" for Education. I would add my quota of congratulations to the Acting Chief Secretary on his presentation of another important Paper on Education which has gained acceptance not only in this Council but in all branches of communal life. I do not know how he has been able to so manipulate the "wheels of fortune".

There are some observations that I wish to make. I hope not to repeat what has been said before, but if I do so I shall do it quickly. The first thing I wish to place on record is that we see in the White Paper the acceptance by Government of the responsibility for the total educational needs of the community. History in British Guiana, as Mr. Luckhoo has said, is not very different from history in other countries in certain respects. With education, it has followed one pattern: that at one time it was for the classes and with the passage of time and with the liberalising of ideas and so forth it has gradually become, 'education for the masses'. Originally it was the responsibility of the individual to look after the education of the child. Gradually, as time went on and with the civilising influence of many things Government, of all people, have now accepted the responsibility for education. Para. 4 (a) of the Memorandum I believe puts the matter very clearly. It says; if I may be permitted, Sir:

"There are certain fundamental points to be kept in mind in considering the system of post-primary education at the present time:

(a) Post-primary education should not be regarded in isolation but should be considered as one of the stages in education coming after the elementary or 'primary' stage for children between the ages of about 5 and 10+ and to be followed by 'higher' or 'further' educa-

tion to be given either at Colleges and Universities, or part-time or full-time at institutions offering specialised forms of training."

If we couple that with the words in the White Paper, at page 11, we get Government's acceptance of these important principles. This latter reference states:

"Government considers that the memorandum has rightly stressed the importance of considering the total educational needs of the colony and that it is essential that regard be paid to advancing in some measure on all educational fronts, primary, secondary, technical, agricultural and vocational."

Therein lies the acceptance of Government of this total responsibility. I am very sorry that the hon. Member had to include in that statement of policy, which is really to be the guide to our destiny, the words "in some measure." These are to my mind realistic words. Vast numbers of people like me would like to see free education for all now, in our time, but we must be realistic enough to realize that we have to go slowly as our resources can afford us. Although I regret that that phrase has found a place there, I realize it is a statement of realism.

There are other important declarations to which I would like to refer and the declaration point to Queen's College Government Secondary Education Institution. There is a phase in the first sentence in paragraph 4 of the Sessional Paper to which I want to draw attention. The paragraph reads:

"It is accepted that Queen's College and Bishop's High School must be fully integrated with the national educational system and must come within the general control and supervision of the Ministry and Department of Education."

I really wonder if a few words did not get away by some chance in that phrase "and the Department of Education," because I rather feel that the

Colleges ought to be under the Ministry of Education. That is no criticism of the statement. I merely refer to that. I feel that the whole education system must find itself under the Ministry of Education.

I want to congratulate Government and particularly the acting Chief Secretary, who is the Minister of Education, in putting in a word which I do not see often in any Government document, and that is the word "national". We usually find such documents referring to Colony, but now we have "national educational system." I wish to congratulate the hon. the Chief Secretary on really putting it as it should be. We should begin to think of ourselves in terms of a nation. We may not have reached quite that stage, but it is good that we begin to think in that direction.

I wish to join with the hon. Member, Mr. Luckhoo, in asking Government to consider very favourably this proposal put in the Memorandum that schools such as Queen's College, etc., should be managed by autonomous Boards. There is much to commend the idea. I want to impress on Government the absolute necessity for doing it and doing it very quickly. I want to go a little further than that. I want to ask Government not only to set up autonomous Boards but to appoint the Chairman to serve for a period of years, as they do in some advanced countries. Even the President of the U.S.A. has been president of an educational institution. It is true that what we want on these Boards is fresh life and experience coming in. I think we should have these Boards recharged ever so often. I think it would do a great deal of good to this country—this private stimulus, change and national inspiration.

It is not very often I find myself disagreeing with the logic of the hon. Member, Mr. Luckhoo. His logic is usually good, but in his explanation of

[Mr. Ramphal]

the reasons for the retention of the "Prep." Form at Queen's College, I am afraid, his logic went astray. What we feel is that Queen's College is an institution for higher education and so the space afforded there should be used for nothing other than higher education. If it is a question that Government wants a Kindergarten School or whatever you like, we say it ought to be in a separate building. This is a question of space and not places for 25 boys in the "Prep." Form. It may be 25 boys for the Sixth Form. I am very happy with this statement in the Memorandum and Government's decision in the White Paper for the abolition of the "Prep." Form.

Now I wish to say that I have every respect and regard for the work which the lady in charge of the "Prep." Form at Queen's College has done throughout the years. This is a matter of principle and has nothing at all to do with the work she has done. It is just the case that Queen's College is an institution for higher education and must remain as such. Indeed I have a wish much higher than what I have seen in the White Paper for Queen's College and Bishops' High School, although for the time being I would wish them to remain under the control and guidance of the Ministry of Education.

I hope the time is not far distant when Queen's College and Bishops' High School would be the foundation of a University College in British Guiana. We have a great future, if we only husband that future properly, and I would wish to see us concentrate our efforts on Queen's College in that direction. We have on the staff of Queen's College our own boys with very high qualifications and—I speak this out of my acquaintance with education — they can be utilized in doing far higher work than that which they are called upon to do now. This, however,

is not the time when we are asking for that. I am looking forward to it in a few years to come.

There is one thing on which I am very sorry to disagree with Government. But, shall I say that I am very happy that Government has seen fit to increase Primary Scholarships by 10. We would have wished to see more. I wish to congratulate Government for increasing the number. I think this Council ought to take a great deal of credit for the number of scholarships we have added during the life of this Government. But there is one thing I do not agree with and that is Government's niggardliness in respect of Guiana Scholarships. We are spending thousands of dollars to get our boys and girls in the Civil Service and other branches, technically and otherwise, prepared for specialized service in our Services.

What reason is there that we should not increase the number of our Guiana Scholarships from two to five? I congratulate Government in carrying it up by one, but that is very stingy. I cannot see it would entail so much money. I go further and say it would do so much good in the future; we would not have to look to other places for our qualified men as we would have them in course of time from among the boys and girls who have gone out to be qualified.

These are not the days when our boys are only looking to become lawyers with these scholarships which are open and embrace all branches of learning. Our boys are returning back qualified to take all the various jobs available. I wish to commend to Government's consideration to increase these scholarships, not by one, but by three. In other words, make the number of Guiana Scholarships five, so that after the next four or five years we shall have not only 12 boys and/or girls but as many as 20 or 25 coming back every year. I do commend that very strongly to my hon. Friend, the hon. the acting

Chief Secretary. I know, however, that he is under the thumb of the hon. the Financial Secretary, but I am sure that if the hon. the acting Chief Secretary could have won us all over, the hon. the Financial Secretary can hardly elude his persuasion.

Mr. Speaker: The hon. Member cannot recommend the increase of the vote, but he can take advantage of the Resolution and urge his proposal.

Mr. Ramphal: I am very grateful to Your Honour for your assistance in this matter, but I would not like in any way to postpone the debate or decision on this motion. I am joining with the others in recommending to the hon. the acting Chief Secretary consideration of this matter, and I am sure that if he does and Government agrees to the number put forward this Council or any succeeding Council will not hesitate to provide the funds. I wish to ask the hon. the acting Chief Secretary to get this in his mind, that this is not a gift we are asking for.

It is an investment which is going to produce dividends in years to come. We are really investing money on people who will come back and give their services to the Colony. I commend that phase of the proposal to him. I am getting a lot of support from Members to raise the number from five to six. I do commend that also.

The last important point I want to make, is that Government has now accepted as part of its total responsibility assistance to private schools. From the Report we gather that the Government Schools — Queen's College and Bishops' High School—and the Berbice High School which are in receipt of Government Funds cater for less than 2,000 students, and there are 5,000 other students who are going to private secondary schools. I wish to draw out of that the great debt which Govern-

ment owes to those people who carry out this educational work.

The hon. Member, Mr. Luckhoo, has already referred to it in very clear and unmistakable terms, and so I do not wish to repeat it but merely wish to endorse what he said. However, I wish to go one step further and refer to what is within your knowledge and mine and to place on record our deep debt of gratitude to those who had served this country in their time exceedingly well in the educational field. I wish to refer to the late Miss Baskett, one who is only a name to me, the late Mr. Cocket, and the late Mr. Alfred Athiel Thorue, and the late Mr. Blackman, also Mr. A. B. Hazlewood who is still with us in this country. They have been pioneers in their time. The Principals of the Berbice High School, St. Stanislaus College, St. Rose's and St. Ursula's Schools, and the work of the Jesuit Fathers and Nuns of the Convents of Mercy—all those people have laboured in the secondary educational field of this country without expectation of reward and for the good of the community.

I wish also to place on record our deep gratitude to them for what they have endeavoured to do. While it is true that some of their schools are now going to be grant-in-aid schools, they are going to be responsible for much money according to the proposals put before us. Possibly, that would be some satisfaction to them for all they have suffered in the past. I have been a colleague of these people for many years and I appreciate the difficulties and heartaches which they have to go through. I feel that all those who have gone before are persons to whom the whole community stands indebted.

I wish to congratulate Government on its bold policy: I think Mr. Luckhoo

[Mr. Ramphal]
has referred to it already and has said that this is not a policy of rendering assistance but one of attempting absorption. I am very happy indeed that no attempt is being made to kill private enterprise in education. I do not think we must kill it, for we would lose all it does for education—drive and inspiration.

I wish also to congratulate the members of the Committee for the stress they have placed on the question of quality as against quantity. Mr. Luckhoo has also referred to the fact that there would not be any grants to individuals but to public bodies. In other words, it is a case of money to the churches and for those individuals who will utilize it in the interest of the community. Mr. Luckhoo has perhaps carried the matter a little further when he expressed the hope that besides the churches certain benefits would go to charity. I wish to endorse the hope that these bodies will benefit from the work they undertook in days gone by and that we would see most of these bodies coming back into the educational field. The more they come back, the better it would be for the country.

I wish to put in one plea for those who were my erstwhile colleagues in the educational field and who have been doing excellent work in town and country for the last 25 to 30 years. I wish to put in a special plea on this occasion when we are going to be of assistance to them, and it must be a source of gratification to these people to know that they merit consideration for their work and that they have given quite a valuable service to the community. I do think that these degreeless teachers have performed good work in the community and that they are to

be commended to the sympathetic consideration of the Chief Secretary and this Government.

I want to join issue with the Chief Secretary or the Government Minister of Education, on the amount of money he provided for organisation. At the bottom of page 6 we find that for schools well-equipped with laboratories there will be a grant of \$1,000. When we read on we find that Queen's College has six laboratories and that a number of schools will be extended along the lines of Queen's College. If we are going to have well-equipped schools I can hardly see how \$1,000 would be sufficient to provide the necessary improvement. I have, in my own time, tried to set up a physics laboratory at my school, and the cash ran into thousands of dollars. That is the basis for my criticism, and I can see that this estimated sum of \$1,000 is going to be very small indeed. It is hoped that consideration will be given to the question of increasing it. I want to see all the buildings concerned equipped with laboratories the same size as that of Queen's College otherwise they would be of very little use.

There is another point to which I would like to draw the attention of Government, and that is the question of selecting the schools for which playgrounds will be provided. As I understand it, on page 5 of the White Paper, it is proposed that as from September, 1957, special grants would be paid to selected schools. If we turn back to page 4 we would find that this would be subject to certain conditions, and the fact that a school has been passed for this payment does not automatically entitle it to do so. I can see no great difficulty arising in the question and I do not agree with the suggestion of proceeding on another basis of selection. Maybe it would not satisfy everybody, but it would remove any

charge of discrimination and make selection more satisfactory through the years. I think the scheme could also be a full one for a wider area rather than being one for a selected area. I wish to congratulate Government very heartily, however, for what it has achieved in this respect, the progress being recorded on page 10 of the White Paper.

While Government is waiting, private enterprise is doing a great deal in this direction, and it is only proper, it is only right that we in this Council should take notice of what is happening outside. We shall await what Government will do in this matter with a great deal of anxiety, but in the meanwhile let us not forget that the Demarara Bauxite Co. Ltd. is setting up a technical high school for the people in their employment and to that concern we must offer our sincere thanks.

There is another group in private enterprise to whom we stand indebted and that is Bookers Sugar Estates Ltd. who is going to open up a technical training school at Plantation Port Mourant. Actual instruction has already begun and 16 students are in training. This will mean that boys in the country are going to have a full technical education. I mention these merely to show that we owe a debt of gratitude to private enterprise for what they are doing. I only trust that Government will not be very long in formulating its own policy in going ahead in similar directions.

On the question of agricultural education I must join with my hon. Friend in saying that I do sincerely wish that Government would carry out its policy. I understand within the circle of Government officers that plans are afoot for the pilot school and I hope Government will quicken the pace with which

it is being established, for if it is not established very quickly, when an elected Minister comes into office he shall see to it that it is, and therefore we must do everything possible to see that it is done quickly.

I am not quite in agreement with the "Minister" when he says that agricultural education is a thing apart. On the basis that Government has accepted total education as its responsibility, then agricultural education is a part of that total.

Finally, I think it is very properly put, on page 12 of the White Paper:

"The full implementation of the Memorandum cannot be achieved overnight and much detailed planning will need to be done to produce the teachers, regulations, curricula, and buildings that are necessary. The road forward, however, is now clear, and as funds become available more and more can be achieved. The Memorandum attempts to give the 'new deal' to 'secondary' education that the recent Salaries Structure Report gave to 'primary schooling'."

I want to congratulate Government and the Member concerned for bringing forward this policy, which in time to come would be known as the Porcher Programme. It needs no further commendation from me, for I think it is the accepted thought of every Member of the Council that it is laying the intellectual foundation for prosperity.

Dr. Fraser: I wish to add my congratulations to Government for the improvements it proposes to introduce into secondary education. The new feature that children are being made to use their hands and not their heads only is a step in the right direction. Technical education should take its proper place in the development of this Colony.

[Dr. Fraser]

The hon. the Chief Secretary said that there will be a new Teachers Training College in 1958 for an increased number of teachers. I do hope that the increase in the number of teachers to be trained will not be left until when this building is completed but that Government will start the training right now.

We are quite aware that it would be a great financial strain on the Colony to provide additional money for secondary education, but there is no other alternative with our rapidly increasing population. I would like to stress therefore, that Government try and get ahead with drainage of land, because it is only by increasing the national wealth from the improved use of land that they would be able to carry out the necessary expenditure in increasing our educational facilities. The hon. Member, Mr. Luckhoo, has very ably spoken on the motion and also the hon. Member, Mr. Ramphal

I hope that Government would actually do something about the establishment of a Farm School. I see from the excellent Memorandum attached to this Sessional Paper that Government is considering establishing the Farm School at the Agricultural Station at Mon Repos. I do hope we would see this Farm School established, however small it may be, before 1960. We do need to train the people of the Colony in proper agricultural methods if we are to make greater use of the land. I have very great pleasure in supporting this Sessional Paper and the motion.

Mr. Jailal: I would like to join hon. Members in congratulating Government and particularly the people concerned with putting up this Memorandum explaining Government's intention and giving at full length a description of what is envisaged with

respect to the furtherance of secondary education in this country. In these days of high qualifications we no longer have the Primary School Leaving Certificate entitling a boy or a girl to obtain a job. That merely points to the advancement of education along university lines. It therefore seems necessary that we take hold of the spirit that not only prevails in these parts but indeed the world over.

I am happy about the fact that Government is embarking upon a programme whereby there is going to be a decentralization of schools. Too long has it been the case where the farmer or civil servant in a far out-of-the-way place on the Essequibo Coast or in the County of Berbice having to spend large sums of money for the education of their children and their family life is in some degree broken up for a number of years. I have seen cases of the wife and children having to live in Georgetown for the education of the children while the husband toils somewhere in the North West District or in Essequibo. They merely enjoy glimpses of a family reunion at holiday time when the children are not at school. I feel it is unreasonable to expect a family with a humble income to carry on like that. From a social point of view I feel that takes a great share in the breaking up of marriages, indeed in the breaking up in some degree of the social fabric of our country. Therefore I feel that this decentralization is going to meet with approbation from one and all.

I am particularly glad to note that those private people, who had been forced to carry the burden and responsibility of furnishing schools for those children who could not find places in Government Established Schools, are now going to receive some measure of relief. In my time I have

seen four very large private secondary schools which have done exceedingly well, and have furnished this country with sons and daughters who have taken their places in the various phases of the country's activities and done exceedingly well. I know of at least four such secondary schools that had to pass on, though they had done exceedingly good work, because of the fact that the persons who had built those organizations had either departed this life or had changed occupation.

The schools died with them. I think that was a wrong thing. A school is really an institution and should carry with it a tradition. I have heard the hon. Member, Mr. Luckhoo, refer to the tradition of Queen's College. I have heard the boys of the Berbice High School refer to the great tradition of their school. Once the structure or life of the school is broken the effect of its tradition is lost. With the help that Government is offering now I can see that the institutions of today will have a chance of building a tradition, building something that we can look back to in history.

I feel that each and every school that has moulded the minds of the citizenry should be able to make its name in the Hall of Fame. I am particularly gratified to note in this programme some step forward is being taken in the very Primary Schools themselves. I have always felt—I do not share the views of some Members on the matter of "Prep." Form — that the time will come when our Primary Schools, so equipped with basic knowledge, would be able to give the children such basic training that not only the "Prep." Form would disappear from Queen's College and Bishops' High School but Forms I and II would also go.

As I see it, with better facilities children from primary schools, having

reached the school leaving level, would be able to win for themselves a place in form III in any secondary school. Those are my views and I am positive that the time will come when such a thing would happen, because we are going to train our teachers better and so on. I know that up to recently nearly all the lads who entered secondary schools came from form III of the primary schools and almost everyone did well. I also know that a very intense programme would be prosecuted with respect to the training of teachers, and I feel that in time to come very near to what is expected of teachers at University standard. By that I mean that I think the time has come when instead of setting papers and marking them here, that would be done at the U.C.W.I.

I feel that before long we are going to be producing many teachers and not only would they be able to supply British Guiana's needs, but I can see the Teachers' Training Centre as something that should be erected very quickly, and if we finally hear that this country has accepted federation, our teachers would be able to compete with those in the various schools throughout the West Indies. I feel that it is a deal that is ripe and that it is up to British Guiana to take its share. While one might think that it is a day dream, one could see that in time we would produce a large crop of teachers and it is only right that we should unify our standard so that we would be able to compete very reasonably with the West Indies for such jobs.

I also desire to stress the absolute necessity of improving our training in handicraft. It was exceedingly gratifying to me, as a legislator, to find that our exhibits which were on show in Trinidad took the West Indies by storm a few weeks ago. I read with a very great sense of pride about the excel-

[Mr. Jailal]

lence of British Guiana's exhibits with particular reference to baskets and small wood work. It is no exaggeration to say that our exhibits took the West Indies by storm, and our baskets were described by the Chief Minister of Trinidad as being among the best seen in this part of the world. The wood work was done by B. G. boys and I feel sure it was the result of a training scheme, started some years ago. I asked about this particular part of the exhibits and was told that the lads who made these articles had gone through a course of training at the wood-working school. I mention this in Council because it goes to show that technical training is something to be reckoned with and that many orders are being received in the Colony for certain items in that respect. If this is going to justify the expenditure of any money for the future, then we have already gone a good way in this direction.

Yet there are such things in my own mind — small plants producing things like tables and ash trays on a real mass production basis, but we must have training first, and I commend these ventures for training in the technical fields. The lowly basket was something I was surprised about. British Guiana was the place selected as having put out the best basketry out of several West Indian stalls. I have passed through our markets here and have literally spurned the basket work being put out, and I have come to know that I was ignorant of what we were producing. These little endeavours might well rise to high proportions. We need every kind of support for our small industries and I would urge Government, if urging there is need for, to proceed with this programme of technical education in every branch.

I want to urge something else. I started out to say it seemed somewhat hackneyed to refer again to Government's promise to put the farm school proposal into effect. While I hate to liken Government unto a stone, I must say that if we keep rubbing it in hard enough the stone will wear down. We must pursue this matter because British Guiana's destiny, as I see it, is certainly agricultural for a number of years to come, unless there is large-scale development of mining. Our Mon Repos farm is already in the making — I have seen some of the work there. I feel that the time has come when Government must take some step for training in agriculture.

We have to forget — and this is always Sir Frank McDavid's advice to the country — such fancy thoughts as, "British Guiana the Elysium..." It is not. It is a land of toil and tears. The sooner people here learn that nothing is going to come easily and that we have got to work and address ourselves seriously to doing our bit, the better. Our lads basically are a farming lot. In many cases their history is one of farms and more farms. Agricultural development is a necessity. I do not know if there is any effort at all in this direction we must put off, since it is a field of endeavour we must prosecute.

Before I take my seat I do want to join with other Members in praise, by saying that as I sat listening to various Members and having read this document about 10 times over last night, I begin to take more pride in what people in British Guiana can do. As I have said in this Council, we have won great places in certain fields. This document is truly something that would have an everlasting mark on the careers of the young people of our country, and some praise should be offered for what Mr. Luckhoo described as 'our charter'.

The Chief Secretary (replying) : It is certainly heartening to the Government and myself, and I know to the officers of the Department of Education, to find such a very favourable reception to this memorandum which is the product of many long hours and months of study and research.

I am extremely grateful to hon. Members for the kind things they said about me. Normally, I should just blush and keep quiet, but on this occasion I must speak as I cannot claim the credit. Most of the work, on the Ministerial side, relating to the memorandum and the Sessional Paper was done by the substantive Chief Secretary, Mr. Jakeway, and the praise belongs to him.

I would like to touch on one or two points which have been made. First of all, the question of agricultural education and the Farm School. Well, as I pointed out in my opening speech, and as commented upon by Members who have spoken, I have been at pains to emphasize that Government certainly does not reject the idea of a Farm School; just the contrary. It accepts the principle very warmly indeed, and it is our earnest desire to start a Farm School just as soon as we can afford to do so.

Farm Schools are extremely expensive to run. I have not the figures in front of me but speaking of farm institutions the one in Trinidad, which is admittedly not quite the same thing we have in mind but is run along the same lines, costs about \$22,000 per pupil per annum to run and, I believe, there has been \$700,000 of capital investment. It is an extremely expensive proposition. You have to find the men, proper instructors. It is something that has to be planned for very carefully. I would like to assure hon. Members that it is being planned for. And

I would like to give the assurance to this Council that just as soon as the country can afford it we will start on this proposal.

The other point which has possibly attracted the most attention this afternoon is one which, I feel, I must reply to, but I do not want to give it too much emphasis, otherwise it may be taken out of its perspective. That is the question of discontinuing the preparatory forms at Queen's College and the Bishops' High School. After all, we are dealing with the provision of secondary education for children in this country in the future, and one relatively small point should not cloud the issue, but to clear up some misconception I would like to make the following points, particularly in relation to Queen's College.

First of all, this Government has never suggested that there is anything wrong, with these "Prep." Forms as such, or that there is any question of snobbishness or anything like that. I would like to get that understood. But there is the question of justification. It has been estimated that the 25 to 30 boys in the Queen's College "Prep. Form" cost this Government around \$175 per pupil per annum; the cost per pupil is probably rather less for the 50 to 60 girls at the Bishops' High School. That means to say that something like \$12,000 to \$15,000 a year are being spent on these "Prep." Forms, when that money should be spent really on Secondary Education. In the Primary School, it does not cost more than \$40 per pupil per year. We feel that that money will be better spent elsewhere.

Consequently, I would like to cross swords with the hon. Member, Mr. Luckhoo, but in his absence I cannot very well do so. However, I would like

[The Chief Secretary] to take him up on the question of space. He said that by discontinuing the "Prep." Form at Queen's College there will not be additional space. That is hardly logical.

The "Prep." Form is housed in a large class room big enough to be divided into two ordinary classrooms. I am creditably advised that at Queen's College they will be able to provide other additional teaching space as well. Thus with a minimum amount of extra building if we discontinue the "Prep." Form it would be possible to introduce an additional stream of 90 to 100 additional secondary pupils in Queen's College.

I have various other arrows in my quiver, but I do not think it is necessary to discharge them. My hon. Friend, Mrs. Dey, made a strong appeal for a kindergarten school. Here again, I have sympathy for her feelings, but we are up against, as I said at the beginning of this debate, the problem of finance, the problem of having so many things we want to do and having to be realistic about the fact that we can only do what we can afford. As for the "Prep." Forms, I am afraid it is the same for the Kindergarten Schools. I cannot see that we can devote money so urgently needed for Secondary Education for Kindergarten Schools at the present.

My hon. Friend, Mr. Ramphal, took me to task over the Guiana Scholarships. I was very grateful to him that he did not press too far. I have noted his point, but I would like to point out that the Guiana Scholarship is completely unconditional, and although it is a very good scholarship to award, the fact remains that the winner of it is not bound to come back here and can be lost to the country. As hon. Members know, this Govern-

ment has voted considerable sums of money during its lifetime for the award of conditional scholarships. These scholarships are not confined to the Service but are open for competition to anybody but for specific purposes, and have the condition that the holder after he or she has qualified in whatever subject he or she has studied must come back to this country and serve the Government for at least five years.

The advantages of these scholarships are first of all, you are sure that the person who is awarded a scholarship takes a subject which is going to qualify him in a profession this country needs, and secondly, you are reasonably sure that he will come back after he has qualified and give his services to the country. Government's view is that we should concentrate more on awarding conditional scholarships rather than awarding entirely open scholarships.

The hon. Member, Mr. Ramphal, was also a little bit doubtful about the amount of money which we had decided to allocate for Grants for Laboratories. I am sure he speaks with more personal knowledge of the subject than I have, but I would like to point out that these are annually recurrent grants; in addition there are proposals for special capital grants, towards the cost of building and the cost of equipment as well. So that is another source to obtain assistance from for building and equipping a laboratory.

Reference was made to the need to train more teachers as quickly as possible and not to delay this until the new Training College has been constructed. I think it was the hon. Member, Dr. Fraser, who said that I said that the new Training College would be built in 1958. I said it will be

started in 1958. As I told you in my opening speech, we are already holding a number of refresher courses for teachers. We are training as many teachers as we have accommodation for at the moment, but if it is possible in any way to step up the number of teachers for training before the new college is built, I shall certainly look into that question and, if possible, try do something about it.

I was extraordinarily interested to hear the hon. Mr. Jallal's speech about his experience at the recent fair in Trinidad and the reaction in the West Indies to British Guiana's handicrafts. I think that was very heartening news and, as the hon. Member has said, it appears to bear out the correctness of the policy which we have adopted here and it gives full justification to the considerable emphasis that this Memorandum and Sessional Paper place on the continuance of technical education and the general broadening of the basis of all secondary education with the intention of making people more liberally educated and more practical as well as more academic.

I think it very heartening news, think there is only one other thing that I should mention, and it is with regard to the annual distribution of county scholarships to which I have referred, and which are set out in the Sessional Paper. The Scholarships which have been allocated to Georgetown and the county of Demerara will be divided be-

tween boys and girls, *pro rata* as in other counties. I have nothing more to say, except to thank hon. Members for an excellent debate in which it has been a great privilege to take part.

I am quite sure that this document which I am now going to ask hon. Members to approve will go down in the history of this Colony as something really worthwhile and I think the members of this Government will feel proud when they remember that it was they who brought these proposals to fruition. I now beg to move the motion.

Mr. Speaker: I should like to say that I, on my own part, have listened to this debate with very great interest. I could say a good many things, but I would rather not do so.

However, the Sweetenham circular was the basis for better conditions for children of East Indian descent. It was not the fault of the Administration that some of them did not attend school. By common consent of the parents they were forced to work on the estates as each child at work meant an extra shilling.

Question put, and agreed to.

Motion affirmed.

Council adjourned until the following day, Friday, 31st May, at 2 p.m.