

## LEGISLATIVE COUNCIL.

*Tuesday, 4th April, 1933.*

The Council met pursuant to adjournment, His Excellency the Governor, SIR EDWARD DENHAM, K.C.M.G., K.B.E., President, in the Chair.

### PRESENT.

The Hon. the Colonial Secretary, Mr. C. Douglas-Jones, C.M.G.

The Hon. the Attorney-General, Mr. Hector Josephs, K.C., B.A., LL.M. (Cantab.), LL.B. (Lond.).

The Hon. T. T. Smellie, O.B.E. (Nominated Unofficial Member).

The Hon. F. Dias, O.B.E. (Nominated Unofficial Member).

The Hon. T. Millard, C.M.G., Colonial Treasurer.

The Hon. J. S. Dash, B.S.A., Director of Agriculture.

The Hon. R. E. Brassington (Western Essequibo).

The Hon. E. A. Luckhoo (Eastern Berbice).

The Hon. E. F. Fredericks, LL.B. (Essequibo River).

Major the Hon. J. C. Craig, D.S.O., M.E.I.C., Director of Public Works.

The Hon. W. A. D'Andrade, Comptroller of Customs.

The Hon. Q. B. De Freitas, M.R.C.S. (Eng.), L.R.C.P. (Lond.), Surgeon-General (Acting).

The Hon. J. Mullin, M.I.M.M., F.S.I., Commissioner of Lands and Mines.

The Hon. F. Birkitt, Postmaster-General.

The Hon. L. G. Crease, M. A. (Oxon), Director of Education (Acting).

The Hon. N. Cannon (Georgetown North).

The Hon. A. V. Crane, LL.B. (Lond.) (Demerara River).

The Hon. Percy C. Wight, O.B.E. (Georgetown Central).

The Hon. J. Eleazar (Berbice River).

The Hon. J. Gonsalves (Georgetown South).

The Hon. A. E. Seeram (Eastern Demerara).

The Hon. V. A. Pires (North Western District).

The Hon. J. I. De Aguiar (Central Demerara).

The Hon. Jung Bahadur Singh (Demerara-Essequibo).

The Hon. G. E. Anderson (Nominated Unofficial Member).

The Hon. M. B. G. Austin (Nominated Unofficial Member).

The Hon. Peer Bacchus (Western Berbice).

The Hon. W. S. Jones (Nominated Unofficial Member).

### MINUTES.

The minutes of the meeting of the Council held on the 31st March, as printed and circulated, were confirmed.

### PAPER LAID.

The following document was laid on the table:—

The Thirteenth Annual Report of the Imperial War Graves Commission (*The Colonial Secretary*).

### ORDER OF THE DAY.

#### BARTICA-POTARO ROAD.

Mr. CANNON asked the following questions:—

1. What sum has been spent to date on the construction of the Bartica-Potaro road?
2. From what source has this money been obtained? Is it a "dole," grant, loan or "loan-grant"?
3. What length of road has been completed and at what cost per mile?
4. When did the construction work begin?
5. When is it expected to end?
6. How many motor vehicles have been obtained for use on the road?

7. If they were a gift to the Colony, who was the donor? If not, from what source was the purchase money obtained?

8. Is it true that great difficulty has been experienced in keeping these vehicles in working order?

9. Is it true—

(a) That one (or more) has been out of commission for some time? If so, for how long?

(b) That one (or more) has been abandoned on the road, or left on the road or elsewhere in a state of disrepair?

10. What were the traffic receipts—

(a) From the opening of the road to December 31, 1932;

(b) From January 1, 1933, to date?

Specify passenger and freight receipts separately.

11. Has the erection of the steel bridge over the Potaro River presented any unforeseen difficulties?

12. Can the Government or the Director of Public Works guarantee that this bridge can be used with absolute safety by heavy traffic?

13. For what period was maintenance work required in 1932? What sum was spent under this head?

14. What is the estimate of expenditure on maintenance this year?

15. Is this estimate considered sufficient in the light of experience gained recently?

16. Is it true that a search party may be required to find the working party and to reopen the road for their ultimate return to Bartica?

THE COLONIAL SECRETARY (Mr. C. Douglas-Jones) replied as follows:—

1. \$234,576.56 to 28th February, 1933.

2. The Colonial Development Fund. Loan free of interest for five years.

3. 102 miles; \$1,687.82 per mile.

4. June, 1930.

5. October, 1933.

6. 6 vehicles.

7. Two of the lorries were paid for from a free grant for the purpose from the Colonial Development Fund. The cost of the others has been met out of the traffic receipts earned by the service. A balance unexpended from this grant will go towards meeting the cost of a Thornycroft lorry recently imported.

8. No greater difficulty than might have been expected on a road of this character.

9.—(a) One lorry was brought to Georgetown for repairs, and delay occurred in obtaining spare parts from the United Kingdom as they were not obtainable locally.

(b) The answer is in the negative.

10. (a) Passenger traffic...\$3,809 60

Freight on bridge material, etc., transported for P.W.D.... 8,614 01

Freight—Other than for Government ... 3,478 02 \$15,901 63

(b) Receipts from 1st January, 1933, to 28th February, 1933,—

Passenger traffic ...\$ 438 50

Supplies for P.W.D. ... 3,065 10

Freight—other than for Government 877 87 \$ 4,381 47

11. Yes, in the search for satisfactory foundations for the towers which have now been secured.

12. The bridge is designed to carry a 12 ton tractor with an 8 ton trailer.

13. January to December, 1932.—\$14,964.37.

14. \$17,000—included in the Estimates for 1933 Head XL111. Roads, Rivers, Creeks and Portages; sub-head 16, Mazaruni District—Roads and Trails.

15. Yes, with the present traffic and provided the road does not suffer unduly from the demands at present made on it.

16. The question is not understood.

#### SEA DEFENCE BILL.

THE COLONIAL SECRETARY: I move that "A Bill to make better provision for the maintenance and construction of sea defences" be read the third time.

Mr. SMELLIE seconded.

Mr. ELEAZAR: I ask that the Standing Orders be suspended and the Council resolve itself into Committee to enable me to bring to the notice of Government a hardship which will be imposed if the Bill is passed in its present form. It is with respect to the definition of empoldered area.

THE COLONIAL SECRETARY: I move that the Bill be recommitted with respect to clause 2.

Mr. SMELLIE seconded.

Question put, and agreed to.

The Council resolved itself into Committee.

Mr. ELEAZAR: The definition includes every portion of land between the sea dam and the last dam, which is known as the Crown dam, at the back of every estate or village. In the villages, especially in the County of Berbice, the first and second depths are included. That includes the village proper, and the villagers pay not only taxes but a drainage rate. In Berbice they have only the first depth and on that they pay the village rate. The second depth is Government property, which they hold only by lease, and in addition to the lease they pay the drainage rate. By this definition they will also pay the sea defence rate. This definition includes Government land, which must be empoldered to make it cul

tivable. On every estate from the West Coast, Berbice, to the Corentyne there is a second depth, which is Government property and on which they now pay the drainage rate, and by this definition they will also have to pay the sea defence rate.

THE CHAIRMAN: Are you suggesting any definition which will meet your point?

Mr. ELEAZAR: I suggest the addition of the words "save and except the land between the first depth of any village and the Crown dam." I want to exclude Government's second depth.

Mr. ANDERSON: I may point out that the sugar estates are in exactly a similar position. They hold the second and extra depths from Government under lease. In some instances the land is not cultivated and the estates still have to pay the sea defence rate on the empoldered area. It is true they do not pay drainage rate to any particular body, but that does not mean that they do not spend money on drainage. They actually spend more money than the villages on drainage and not only on the first but on the second and third depths. If we exempt all Crown lands from paying sea defence rates the sugar estates should also be exempted.

THE ATTORNEY-GENERAL (Mr. Hector Josephs): It might be useful to call the attention of the hon. Member to the definition of estate. Estate is defined to mean "any land or portion of land in a district (other than Crown or Colony land in the occupation of the Crown or Colony) not within the boundaries of a village." It is quite clear that an estate means land other than Crown or Colony land which is not in the occupation of the Crown or Colony. Clause 29 says "Crown or Colony lands which are not in the occupation of the Crown or the Colony are rateable, but only the right, title and interest of the holder of the land may be taken in execution." It follows, therefore, that the object of the Bill is to make liable to sea defence rates the lands which come within the area of a particular district. Rates are imposed on an estate or village, as set out in clause 18. The whole object is to deal with land in private occupation, whether of absolute or limited ownership and held by lease or otherwise, which falls

within the particular district. The drainage rates are imposed for the advantages which people get from the occupation of the land drained, while the sea defence rates are for the protection afforded them from the inroads of the sea. The amendment relates only to villages, but logically it must also extend to estates.

Mr. ELEAZAR: My point is that the villages pay rent to Government and they should not be mulcted with these rates. If it applies to other lands than villages they should be similarly treated.

THE CHAIRMAN: There is provision for exempting certain estates and the exclusion of villages might arise in the discussion as to whether the villages should be taxed or not.

The Council resumed.

Question "That this Bill be now read a third time and passed" put, and agreed to.

Bill read the third time.

#### NEW AMSTERDAM TOWN COUNCIL BILL.

THE ATTORNEY-GENERAL: I move that "A Bill to authorise the New Amsterdam Town Council to borrow money in order to redeem a loan and to amend the borrowing powers of the Council" be read the third time.

Mr. DIAS seconded.

Question "That this Bill be now read a third time and passed" put, and agreed to.

Bill read the third time.

#### GOVERNMENT CURRENCY NOTES BILL.

Mr. MILLARD (Colonial Treasurer): I move that "A Bill to amend the Government Currency Notes Ordinance, Chapter 50, by amalgamating the Depreciation Fund with the Note Guarantee Fund, and to authorise the sale of certain securities and the payment of the proceeds into general revenue" be read the third time.

Mr. SMELLIE seconded.

Question "That this Bill be now read a third time and passed" put, and agreed to.

Bill read the third time.

QUEEN'S COLLEGE.

Mr. CRANE: I beg to move the motion standing in my name:—

THAT this Council is of opinion that early steps should be taken to implement the recommendations of the Majority Report of the Queen's College Curriculum and Scholarships Committee laid on the table this present session and accordingly respectfully requests His Excellency the Governor to take the said Report into consideration for the purpose of bringing the new system into operation according to the tenor of the said Report, thereby raising the standard of education at Queen's College.

The importance of this subject to the inhabitants of this Colony and the necessity to keep Queen's College an institution with a definitely high standard of education, sir, form the only justification for my imposing this motion between the pressing business of Government. Queen's College is the only public institution in the Colony which offers secondary education to the masses. There the sons of the peasant farmer, the artisan and the commercial classes rub shoulder to shoulder, and that school provides the only avenue from which must emerge those who must in the future direct the destiny of this community. When, therefore, some months ago I moved that a Committee be appointed to consider the education at Queen's College, not only myself but also every inhabitant of the Colony was gratified to see that the Governor had taken the matter in hand and had directed the formation of a Committee even though the motion had not yet been moved in this House. It was a noble gesture. It was indicative of the desire of the Governor to meet the wishes of the people and to satisfy, as far as lies in his power, their just aspirations with regard to the education of their children. That was on the eve of your departure, sir, on a well-earned holiday. Whilst you were away the Committee was formed and appointed, it held meetings and considered the subjects referred to it, and I hope it has reported in a manner which justifies its appointment. I think it was a good thing for the Committee that it included all shades of opinion and in the end obtained a view which would fall in with the views of everybody in the Colony.

I think I should at the outset refer to the statement made in the Minority Report, paragraph 8, that some of the questions

dealt with in the Majority Report were outside the terms of reference. While on the face of the terms of reference the matters referred to in paragraph 16 of the Majority Report are indeed outside the terms of reference, it was a well understood arrangement between the acting Colonial Secretary, who was also Chairman of the Committee, and myself that it was useless to include in the terms of reference any matter of the control of the staff of Queen's College, because Government had already decided to govern Queen's College by means of a Governing Body. I naturally acquiesced in that form of reference being excluded because it would be useless to remit to a Committee the determination of a matter upon which Government did not desire to be further convinced. But the Committee in actually considering the matter had very grave reasons to doubt whether that statement, which I made to the Committee in the presence of the Colonial Secretary, was the policy Government intended to give effect to and therefore thought it wise to insert in the report a recommendation that the Principal of Queen's College, whoever he is, should be given unfettered control of the staff of the school. I might dispose of that question now for all time by saying that after the 1924-25 Education Commission it was attempted to put the Principal of Queen's College under the control of the Education Department. The then Principal was strong enough to be able to avoid that being done and it was reserved for his successor to submit to the indignity of being under another Department. Mr. Moulder strongly opposed that procedure and Government had to stay their hands until he retired before they were able to impose it.

THE COLONIAL SECRETARY: (Mr. C. Douglas-Jones): I rise to a point of order. First of all, I do not think the hon. Member is quite correct in referring to the Principal of Queen's College being under the Director of Education as an indignity. I do not think that is a correct term, and it is not quite correct in regard to Mr. Moulder. The position is that although it was suggested that Queen's College should be put under the control of the Director of Education, it was decided by Government that as Mr. Moulder was so near his retirement it was not desirable to make the change then. I do not think

Mr. Moulder, had his term of service not been so near the end, would have definitely objected to being taken under the Education Department.

Mr. CRANE: Any Head of a Department would regard himself as being degraded if he were told he is not responsible to the Governor directly any longer, but responsible to another chief interposed between the Governor and himself. If that is not an indignity then I do not know the meaning of the term. I know that Government had to postpone action which it proposed to take after the Commission sat, and was unable to bring it into force until there was a vacancy when the new man would be appointed on those terms and either take or refuse the appointment before he knew what the nature of the appointment was. I desire to know whether Government will give an undertaking that it will establish a Board of Governors as an advisory body to run Queen's College and that the Principal will be responsible to the Governor directly. That is the principle under which Queen's College prospered in the years gone by, and I have more than a suspicion that the present arrangement is in some degree responsible for the decadence which within the past five or eight years has come over the institution. I would like to know the Head of a Department who would submit to his staff not being answerable to him. I was given a definite assurance that there was no need to include this question in the terms of reference as Government had definitely accepted it as a matter of policy that a Governing Body would be established. The Committee was told that was the undertaking, and there was grave reason for assuming that that undertaking would not be implemented unless some steps were taken to include it definitely in the report.

There are a few points in the Minority Report to which I desire to make reference. A number of the recommendations are minor recommendations dealing with internal arrangements for the administration of Queen's College. I want first to refer to the standard of the Guiana Scholarship, which had been discussed in all quarters in the Colony. It is necessary to recollect that prior to 1908 the qualifying examination was the Senior Cambridge Local Examination. In 1908 that examination

was abolished and what is known as the English Open Scholarship standard was established as the test—a standard which continued in force until 1923. It was a very difficult standard. Its chief defect was in the fact that it allowed of young men specialising earlier than they actually should. During those 15 years boys who had qualified for the Scholarship had either to pass an examination in Classics, Mathematics or Science, and a great deal of the work of the University was done beforehand at Queen's College. It was generally agreed that that examination was properly abolished. In place of that examination the Oxford and Cambridge Joint Board Higher Certificate Examination was established—again an examination in which specialising formed a very large part. I do not think that lasted for longer than a year or two when we came down to the present Oxford and Cambridge Certificate Examination. I do not think a single member of the Committee agrees that that examination is a proper standard for awarding the Guiana Scholarship. The standard is ridiculously low for a scholarship of such great value. It seems to me that if a boy is to carry off the Guiana Scholarship, as the blue ribbon of colonial education, he should measure up to a fairly reasonable standard and the examination prescribed should be one which would be useful to him in his career in life. According to the requirements of the Oxford and Cambridge Higher Certificate Examination, a candidate for the Guiana Scholarship could take purely Classics, Mathematics or Science and win it in any one of these subjects. A candidate was required to do something like nine papers in Classics in two or two-and-a-half hours. To-day we want men trained on much better lines, something far more modern and practical, and an examination in which it is possible for the candidate to pursue the old-fashioned Latin and Greek with something new. That also applies to Science and Mathematics.

The Committee considered the Cambridge Higher Certificate, the Oxford Higher Certificate, the Oxford and Cambridge Joint Board and the London Intermediate Examinations. It has not recommended that the last named should be the qualifying examination, and it found as regards the other three that the position

was very little removed from what it was in the age of specialisation. I apprehend that the examination which offers the best advantage to a young man in life is the one which ought to be chosen. It is well known to those conversant with the methods of education that the University of London is a modern University. It pays less attention and lays less stress—I do not know whether rightly or wrongly—upon the question of society than upon the question of learning proper. It has faculties in all modern subjects, and it gives degrees in Arts, Science (including Engineering), Economics, Commerce, Agriculture and one or two practical necessities of modern times. It caters for every branch of activity of skill and trains men in whom there is theory no less than there is practice, along with the other Universities of Bristol, Birkenhead, Manchester and Sheffield. The older institutions, perhaps rightly, retain their old glory, except that one sees a tendency now and then here and there to modernise. If you take the examination in one of these Universities as the qualifying standard for the Guiana Scholarship, you would do justice not only to the winner of the Scholarship (who has earned a career) but also to those who have failed to win. Those who have failed to win the Scholarship would be next door to obtaining a degree and need only rap for the door to be opened to them. They would have formed the habit of study, and it can hardly be conceived that a boy entering Queen's College at the age 11 or 12 and taking the Intermediate Examination, which is next door to a degree, would hesitate and refrain from crowning his school career with such a splendid opportunity. Everywhere there is a call for young men who have been trained and possess the hallmark of a University education. Those who have seen the excellent work which is being done by the London School of Economics and Political Science must agree that those institutions feed all the great centres of industry and commerce in London with graduates. The examination I have described, as I have pointed out, is beneficial not only to the boy who wins the Scholarship but also to those for whom the Committee shows solicitude of a sound education in some branch of knowledge. There is abundant opportunity for such men in every department of life. Whilst the standard may not be as high in this Colony, and

whilst those in business places might not have men so highly qualified as the Minority Report points out, I see no reason why there should not be a change of heart when it is discovered that a trained individual can give his employer better service than the present untrained, haphazard type in office.

The London University Intermediate Examination is suggested and the subjects are so arranged that the candidate must possess a good all-round general knowledge fitting him for the world. It is an examination in which he has to apply his knowledge of what he has read. Whether the candidate can apply what he has learnt, or whether he is merely a parrot, is a matter of great importance to the examiner. That is the type of examination, I submit, we ought to institute for the Guiana Scholarship. From the point of view of the standard and the training afforded of what is necessary in the life of the candidate after he leaves school, whether he be the actual winner of the Scholarship or the runner up, that examination is the best test that can be applied. Paragraph 10 of the Majority Report shows the subjects. It will be observed that the Committee has not included Law. The Committee in omitting Law is endeavouring not to make lawyers of Scholarship winners. There have been complaints that there are too many lawyers. I regard that as a fatuous complaint made by numbskulls. There are 300,000 people in the Colony. Queen's College sends out about 20 or 30 boys per annum from the Upper Forms. These young men not only serve the Colony, which has a right to find employment for her sons, but they are also scattered all over the world, especially in North America. It is said that the system which provides them with degrees merely serves to make them "white collar" men. That is absurd. I find that the men who decry secondary education are those who have never had it and could never be expected to discern the blessings of something which they never had. I hope there is no one in this Council who believes that the education of boys at too high a standard will preclude the bringing into this Colony of officials for the service of the State, and that a good sound general education at the Colony's single institution is providing men who will take to the pen rather than to the plough. We Guianese will brook no such interference with our

educational affairs. It is an institution far removed from the centre of learning in the heart of the Empire. Many a young man is unable to go abroad and improve himself, and those of us who enjoy the privilege of representing the people of the country demand that he should be given the fullest opportunity of developing his talents at home in order that he should be fitted out for service in his own country. We have no grudge against those who come here. We welcome them. I am one of those who believe that in certain directions no creole should be appointed. I have very strong views on local men occupying certain posts, which I think I have expressed in this Council; but I stand up for the local man when he has had himself trained for employment in the Public Service of the Colony. The country owes him a living and it must be the first place to which he should look. If, therefore, the Colony's educational institution is going to retard the training of young men of the class necessary for such service, this Council can do nothing else but as early as possible put Queen's College on such a foundation that it will be the pride of the people of the Colony.

Whilst others outside Government circles might complain of the personnel of the Committee, Government at least cannot complain. In every Committee it must be assumed that Government assumes that the Committee has been selected from the best class. I claim for the entire Committee that it was competent to perform the task Government committed to it; but like all Committees and all bodies the majority must carry the day. We have a majority of seven against four, and whilst I dare not utter a word which might appear to belittle the services of any member of the minority, I claim morally that the majority must lead. I think it would be the death-blow to the method of inquiry by a Committee if Government were to reject the majority recommendation of a principle for financial reasons. The Committee had before it a mass of educational matter, a large number of witnesses, and the advice of persons who are themselves engaged in secondary education. It would be scant courtesy to those who gave their time and attention to this matter for any other body lightly to turn aside their considered opinion and give effect to their own. I leave this

question by commending to the House the recommendation in paragraph 10 and the summary of paragraph 20, and urge that I have established that the examination which is likely to be of greater practical benefit to young men is the London Intermediate Examination, principally because it is a well thought out scheme by a modern University and fitted for modern needs.

I consider as being among the major recommendations the question of the Scholarship age. I cannot understand why there should be any difference at all between the minority and majority reports on this subject. The difference seems to be a year, and the matter does not seem to be such a grave one to justify a violent difference of opinion as appears to be expressed in the report. The Minority Report in paragraph 2 says:—

“In the case of an unsuccessful candidate, even the age limit proposed under the permanent arrangements will be a most serious handicap. It has to be remembered that only one Scholarship is awarded annually, and that there will usually be 4 or 5 disappointed candidates who have no means of going to a University unless they gain the Scholarship. Under the conditions affecting the employment of young men in the Colony a young man of 20 years of age, even if he holds a London Intermediate Certificate, has no better prospects of employment than a youth of 18 years of age without such qualifications. It may, in fact, occur that the young man of 20 with the Intermediate qualifications will find fewer openings in industry and commerce than the younger applicant would. The business firms in the Colony do not regard as essential the possession of a Certificate of this standard, and this has to be recognised when considering the question of what the age limit for a Colonial Scholarship should be. For the unsuccessful candidates the only obvious opening will be to join the staff of one of the private secondary schools of the Colony, an overcrowded and unremunerative occupation.”

The minority say that unless a man has the means of going to the University he is likely to be useless. That is absurd because the minority ought to know that the disappointed man need not go to the University to take his degree. The London University provides for external examinations for degrees, and it is well known that those degrees have some weight when his appointment to any post is being considered. I see no force in the contention that such a man has no better prospects of employment than a youth without such qualifications. The question of “better

prospects of employment" was not finally settled in the operation of the Committee. How can you compare the two individuals at all—the one a well trained young man, properly educated, cultured and self-disciplined, the other a namby-pamby individual not possessed of those qualities and who perhaps went out to work at the age of 12 or 14 years? Paragraph 7 of the Minority Report says: "The Chairman and Mr. Evan Wong definitely prefer the present arrangement to any amendment which has been proposed,"—that is to say, they prefer the present low standard of the School Certificate—"but at the same time they hold the view very strongly that instruction up to the London Intermediate standard should be provided in at least one institution in the Colony. What they are opposed to, is making this course *obligatory on Candidates for the Scholarship.*" The Chairman is a man of very great learning and Mr. Wong a University graduate. They tell Government and this Council: "We are strongly of the view that the Intermediate standard should be established at Queen's College"—I am going to accept their view but they tell us what is ridiculous—"but you must not award the Scholarship on the higher standard but on a much lower standard." Have you ever heard anything more contradictory and nonsensical?

I think there is little to be said about the age. I am only concerned about the standard. We can compose our differences on the age. There are some who say we want too much learning in this Colony. I agree that we want much learning. Learning is something to be desired and in the absence of a West Indian and Guianese University it is our business to establish a sound and business-like education in this community.

That brings me to the question of the staff at Queen's College. That is a question we investigated very thoroughly. We found that Queen's College was not liberally staffed. I think we ought to be ashamed of our staff. The Colonial Office List shows that Trinidad and Barbados are ahead of us in this matter, not to mention Jamaica. Barbados has the advantage of a University School in addition to Harrison College and the Lodge School. We should not have a school below the standard of Harrison College. Harrison boasts of 15 Masters, Queen's College 6 or 7 and the Lodge School 9,

and of that blessed country from which the hon. and learned Attorney-General comes we need not talk about. Every school there seems to be progressing as regards secondary education. Don't you find the reason for our lagging in the rear in the fact that our schools have gone backward? Progress in Jamaica and Trinidad has been due to virile young men passing through their schools who can contribute something to the advancement of their country. I ask those people who will retard the progress of Guianese whether they have not conceived that this method is the method of breaking down what is considered the unjustifiable aspirations of natives. Queen's College is not adequately staffed and we cannot get rid of our obligations on the mere ground of financial stress. The report asks for the addition of two Masters, sir, and Elected Members will jostle with each other to assist you. If you establish an examination other than the London Intermediate you will be bound to increase the staff. The staff is hopelessly inadequate and we had the spectacle of a school not as well equipped as Queen's College carrying off the coveted prize last year. There is something wrong about that. Either the standard, the staff or the administration, is responsible for it. While I grudge no school or individual, the weak link is the standard and staff of the College. I hope Government will give effect to the Majority Report in the matter of the staff and standard of Queen's College, and as Your Excellency has yourself spent a great deal of your life in dealing with educational matters I hope you will give your personal attention to the matter. The Principal must do more teaching in the school, and to enable him to do so a clerical assistant is essential. That recommendation is consonant with the proper administration of the College generally. We have been sliding downwards in educational matters during the last seven years, and the time has come when we must stabilise the standard of education at Queen's College. Opportunities should be given once and for all to our young men to obtain a sound general education in their own country to fit them for their life's work better than they are at the present moment, and when we have done that we shall have no need to be ashamed of our stewardship.

Mr. ELEAZAR: I have the greatest pleasure in seconding this motion. The



mover has covered the whole ground and it does not need many words to convince Government that the Majority Report of the Committee has behind it the entire support of the population of the country. The public of British Guiana has never been satisfied with the lowering of the standard of education at Queen's College. It was the opinion of the individual who succeeded in getting Government to put that standard into effect. That opinion has been tried and has failed lamentably, and when Government appointed a Committee it was the result of a clamour from the general public for an investigation into the conditions that then prevailed. I have never been able to understand the philosophy in the view that the lowering of the standard of education at Queen's College would benefit the community. It is manifestly absurd. Those who venture the opinion that merchants and others prefer semi-educated to well educated people in their employ are perpetrating a libel on those individuals. The Guiana Scholarship is the highest prize offered and we are asked to lower the standard to meet the standard of secondary schools of mediocrity. It is like putting cows to run against horses. I am not disposed to blame the gentlemen who have advocated the lower standard. They have a right to their own opinion, but they cannot seriously support paragraph 7 of the Minority Report. I know of no individual in the Colony who has not said that the standard is too low. Some of the best Judges have sat in judgment upon their own decisions and reversed them, and I hope that the signatories of the Minority Report will now see their way to support the motion seeing that it has the weight of public opinion behind it. The majority of the Committee have recommended the London Intermediate as the standard of the examination and I see no reason why it should not be. I cannot understand how the Chairman of the Committee—a man with such high literary attainments himself—could have conceived the idea of sitting outside and governing Queen's College. I was a schoolmaster myself and I can hardly conceive of the manager entering my school and dictating to me the conduct of that school. The Director of Education has tried and failed hopelessly in his control of Queen's College. The Principal should be unfettered and if he is found to be lacking we must give

him his ticket. Government would be well advised to accept the Majority Report. The entire community is agreed that education is tottering and I can see no other course than Government accepting the motion without any hesitation.

Mr. LUCKHOO: I should like, in the first place, to congratulate the mover of the motion on the thorough and lucid manner in which he has dealt with the question. I wish to remove any false impressions which have gone about, at least in so far as I am concerned, that the Minority Report has been made with the definite object of lowering the standard of education. We have no idea of doing that. We have recommended a certain standard for the Guiana Scholarship examination, and if the majority disagree with that recommendation it is a matter of opinion after all. I would like it to be distinctly understood that I am not in favour of the present low standard for winning such a valuable prize. That is my pronounced view. I was surprised when the previous standard was jettisoned in 1930 and the present lower standard introduced. I feel certain that those persons who were responsible for that change did not go thoroughly into the matter before recommending the lower standard. The present standard is ridiculously low for such a valuable prize. I hope when I make those remarks the public will be quite convinced that the minority had no desire whatever of retaining the present low standard, but that we differed from the majority as to what standard should be introduced. It is a matter of opinion and I have no serious objection to the introduction of the London Intermediate Examination for the Scholarship, but I thought the better examination to suit all classes of the community was the Cambridge Higher Certificate, which presently obtains in Jamaica and has been carried on there for a number of years. The majority of the Committee are entitled to their opinion just as the minority are entitled to say that the Cambridge Higher Certificate Examination is one well suited to this Colony. What influenced me most in recommending the standard in Jamaica was to give the other secondary schools in the Colony an opportunity to take part in the examination and compete for the Scholarship. All secondary schools should have an equal opportunity of participating in this exam-

ination and, if possible, win the much coveted prize. We have got the material in some schools, provided that the standard is not of too high a level. I want the standard to be of a reasonable basis.

The Council adjourned for the luncheon recess.

Mr. LUCKHOO (resuming): I think it is certainly desirable that there should be competition amongst the secondary schools for this Scholarship. Competition is a very valuable incentive and stimulus. From 1908 to 1924 there was a special examination of the Oxford and Cambridge Open Scholarship Standard and that examination seemed to have worked well during those years. The examination which existed prior to the present one was the Oxford and Cambridge Higher Certificate Examination, introduced in 1925, and it continued until 1930 when there was a reversal of that standard. The Minority Report in paragraph 6 says:—

“There is, however, a third course which has been adopted in Jamaica, and which overcomes most of the objections which have been raised in regard to both the present examination and the London Intermediate Examination. In Jamaica the examination taken is the Cambridge Higher Certificate and the age limit is 19 years. With this as the standard, all the principal schools in this Colony, including the girls' schools, could enter candidates, and the Colony Scholarship would therefore continue to be open to a reasonable number of young men and women. If, therefore, it is decided that a change in the present examination is necessary, we recommend that this examination and age limit should be adopted.”

That is our finding. We did not want the present examination to be continued for an indefinite period but contemplated a change in that direction. I think the time has come when we should make ample provision also for girls in the secondary schools. The claims of the girls should be recognised and at some future time we might be able to award a Scholarship to them. There was a conflict of opinion on the question of age. Whatever the standard of the examination may be, the age should be limited to 19 at the date of the examination or the 31st May prior to the examination. I do not think sufficient ground has been advanced to justify a departure from that rule.

I am in agreement with the majority view that the staff should be strengthened

in order to carry out the requirements of the new examination. I also agree that the Principal of Queen's College should be Principal in every way. He should be unfettered and allowed to carry out the organisation of the school, and he should be responsible for the discipline of the school without the interference of any third party. The majority of the Committee need not think that I disagree with them on that point, because I think that for the better administration of the school the Principal should be allowed greater power than he at present enjoys. I also think that the Principal should be given some clerical assistance. The Principal himself complained of the time taken up in clerical work and I think his time should be solely devoted to the organisation and discipline of the school. It might be done by pupils of the school, who would be acquiring commercial knowledge in that way.

Mr. DIAS: As a humble member of this Committee who dared to differ from the majority view that the Scholarship should be based on the London Intermediate Examination, I feel somewhat justified in contending, as I did in the report, that it would be better for this Colony if the Scholarship were based on the Cambridge Higher Certificate as recommended by the minority. I should like at the outset to say that I have never associated myself with the reduction of the Scholarship standard in 1930 to what it is to-day. I happened not to have been in the Colony when the change took place, but before leaving I heard of it and expressed my dissatisfaction with the contemplated change. I do not believe that the change has worked well and I think the consensus of opinion is that it has been one in the wrong direction. Nevertheless, some people have taken it upon themselves to say in language which is unambiguous that the members associated with the Minority Report should be thoroughly ashamed of themselves for recommending as they have done, and the opinion expressed that they were standing by the present Scholarship standard which, as a matter of fact, was unanimously condemned by the Committee on many occasions when they met. The bone of contention in this case is not whether the present standard should be retained, because nobody wants it, but whether the change should be for the

London Intermediate or the Higher Cambridge and at what age. That is where the difference lies between the majority and the minority members. Had the majority members seen their way to recommend that the London Intermediate should be taken at the age of 19 I do not think two reports would have been submitted. I do not think that upon a close examination of the respective reports much difference would be found to exist between the reporters except upon the recommendation which relates to the age question.

I still maintain that I have a preference for the Higher Cambridge, but that would not prevent me yielding to another standard of examination were the age limit agreed upon. The recommendation with respect to the Cambridge Higher Certificate was taken from Jamaica. The Committee examined the conditions upon which Scholarships are awarded in the different Colonies and the one that appealed to the minority was the Jamaica Scholarship. We did not see why the Cambridge Higher Certificate should not be adopted here when it was good enough for a Colony with a population three times as large as we have here. Those who opposed it argued that there were more advantages to be obtained from the London Intermediate than the Higher Cambridge by those candidates who failed to win the Scholarship. That may or may not be. I am not sufficiently acquainted with the details to pronounce upon that, but I do know that examinations held in Jamaica had turned out men of very high learning. In fixing the age enquiries were made as to the regulations in the other Colonies, and in no instance did we find that the limit was fixed in respect of the year previous to the examination. In most cases they related to the time of entry for the examination, so that if we take the age from September of the previous year we will be making a departure from the recognised rules and sanctioning a boy nearly 20 years sitting for the examination when that is not the case anywhere else. If a departure was made at all it was made by the signatories of the Majority Report.

The hon. Member who introduced the motion said that the minority members of the Committee were greatly concerned with the welfare of the candidates who fail

to win the Scholarship. I confess that nearly the whole of my concern is with those men. I am not so concerned with the winner because he is provided for when he wins the Scholarship; but I am very concerned with those who have failed to win the Scholarship because they then have to begin life approaching 21 years of age. In considering the matter I had in view conditions that obtain here. A great many candidates enter at the age of 18 years and do remarkably well, and while I do not discount the value of education we have to bear in mind those who are unsuccessful in winning the Scholarship. It has been said that even the unsuccessful candidate can get a degree by a little further study. There must have been several such cases before, yet one knows that those who have been unsuccessful in this competition find it very difficult to secure suitable employment, not because they do not merit it but because circumstances that obtain in this Colony place difficulties in their way and hamper them considerably. The other matters are less debatable and I have no doubt Government will give them the fullest consideration. I hope I have dispelled from the minds of those who have criticised the Minority Report the impression that the idea was to reduce the standard of the Scholarship and to lower the standard of education in the Colony. That was not the aim of any member of the Committee. Everyone worked with the idea of improving the position to the best of his ability, and the criticisms in the Press and elsewhere offer very little encouragement to anyone to render public service in these matters.

Mr. SEERAM : It is a matter for deep regret that there is not a unanimous report by the Committee on this important question. I agree with the Majority Report almost in its entirety and particularly with regard to the standard of the Scholarship. When the standard was to be reduced I spoke in opposition to it. I felt then, as I do to-day, that it was a serious mistake and a retrograde step. I support the Majority Report for three good reasons in paragraph 9 (a), (c) and (d). If the London Intermediate Examination is the standard for the Guiana Scholarship a good many competitors may be successful at the examination and yet not win the Scholarship, but having passed the exami-

nation a boy desiring to pursue a course in medicine would be entitled to one year's exemption. That is an important point as the exemption would effect a great reduction in the cost to the boy obtaining his profession. A boy whose parents are in poor circumstances must necessarily help himself and unless he has the ground-work he will not be able to compete with his colleagues at a University for any Scholarship which may be available there. My submission is that a boy taking this examination will be so prepared educationally as to be able to reach the standard of other colonial candidates. I do not think the Minority Report is strenuously opposed to the raising of the standard to the London Intermediate Examination, and when the benefits to be attained by this examination are realised the minority will no doubt give way on that point.

I would be inclined to say that the age should be below 20 on the day of entrance, but I see no objection to the recommendation of September. The question of the allocation of marks to subjects should engage the consideration of Government, and there should be a minimum number of marks in these examinations. Had there been such a standard during the last two years the uncertain state of affairs that existed would not have existed. As matters are there is a certain amount of confusion and I should like to see maximum marks decided upon and the Scholarship awarded to the best boy. It is a matter for regret that the Minority Report does not deal with the question of the administration and control of Queen's College. I agree with the Majority Report and was pleased to hear the hon. Member for Eastern Berbice say he was in favour of absolute control being handed over to the Principal. I think the Principal should be entirely responsible for the discipline and administration of the College. The recommendation in regard to Queen's College Scholarships is an important one. The increasing of these Scholarships would be a great stimulus to the boys and would make the College more attractive and the pride of the people of British Guiana. I am also in agreement that the staff would have to be increased. That would give satisfaction to parents who now send their children to Queen's College and the institution would be more supported.

Dr. SINGH: We are living in a pro-

gressive age of inventions and innovations. Unfortunately, we in this part of the world are not able to make inventions, but we are able at least to introduce new methods for the benefit of the people in the Colony. We are all aware of the fact, sir, that most of the Universities in the United Kingdom have raised their standard of requirements, and it is for that reason Government should see its way to raise the Scholarship standard to the London Intermediate Examination. By doing that when a winner of the Scholarship is in the United Kingdom he would be placed at no disadvantage and would have access to almost any of the Universities in the United Kingdom. Take, for instance, the medical profession. If the standard is raised and a Scholarship winner desires to study Medicine he would save at least one year. That means a lot; otherwise he would have to spend a year or two in reaching the standard. I wholly support the recommendation for raising the standard. In the Majority Report, paragraph 10 (a), it is recommended "that the scholarship should be awarded on the Intermediate Examination of the University of London in one of the following faculties: (i) Arts, (ii) Science, (iii) Agriculture, (iv) Engineering, (v) Economics and Political Science, (vi) Commerce." Medicine and Law have been omitted. If you allow a candidate an option he will surely choose as his career Medicine or Law, because of the fact that when he returns to the Colony he will not have to wait for an appointment but will be able to start to earn his living at once. We have men who have qualified in Agriculture and have not been appointed in the Colony. Coming to the question of the management of Queen's College, much has been said on that point and I agree that the Principal should be wholly in charge of the institution. He is in intimate contact with the College and its pupils and is really the best judge in shaping the destiny of the institution.

Mr. DE AGUIAR: In the course of this debate three points stand out prominently regarding the Report of the Committee. The first is whether the Director of Education should continue to have control over the affairs of the College, the second the raising of the standard of the Guiana Scholarship, and the third that the examination be open to candidates who do

not exceed 19 years on September 1 prior to the date of the examination. With the findings of the majority of the Committee regarding these three points I am in entire agreement. With regard to the first point I can see no reason at all why the Director of Education should be given complete control of the administration of Queen's College. To my mind his time could be more beneficially occupied with the improvement of primary education, and he should leave secondary education to those who are masters of the situation. The Director of Education is not at Queen's College all the time and it is unreasonable to expect him to administer its affairs better than the Principal himself. On the second point I am in agreement with the raising of the standard of the Scholarship as recommended by the majority. With regard to the third point I do not subscribe to the view that one year would interfere with a lad obtaining a decent living in the Colony through failure to win the Scholarship. On the contrary, I am more inclined to the view that the additional year would equip him to take his place with any of those whom he would have to meet in case he had to earn his living either in commerce or any other form of labour. Another reason is that a student who through unfortunate circumstances was unable to compete would be given an extra year to compete for the Scholarship.

THE COLONIAL SECRETARY: I think we have listened to a very interesting and instructive debate on the problem of Queen's College. I say at the outset that Government takes second place to nobody in the desire that the College should be placed on a standard which will give to the boys of the Colony an education which will enable them to compete with others in after life, and I want to say here now that Government's one desire is that Queen's College should meet the requirements for which it was established. I think it would simplify the reply to the debate if I take the recommendations of the Majority Report and deal with them seriatim and as briefly as possible. On the first two recommendations there is no disagreement, while the third and fourth deal with the question of Languages. The fifth recommendation deals with the point that has caused the greatest discussion and the greatest concern to the community—

the standard of the Scholarship which should be aimed at. I cannot at this stage find the file with the reason why Queen's College was placed under the Department of Education. I do not think, however, that is very material at the moment. I think we are all agreed that the definite policy taken by Government at that time now requires some revision. But I wish to deal very definitely with the reduction of the standard of the examination for the Scholarship. A certain amount of blame has been attached to the Director of Education for that change and I want to point out that the Director of Education himself was not responsible for it. The recommendation which led up to that change was made by the Education Committee, of which he was the Chairman, and considered by Government in a memorandum put up by the Committee and approved by the Governor-in-Council. It will clear up that point if I read the recommendation and the reasons why that recommendation was made.

“The Committee recommend the following amendments:—

(a) That the Scholarship should be awarded on the results of the School Certificate Examination of the Joint Board of the Oxford and Cambridge Universities rather than on the Higher Certificate Examination of the same Board; and

(b) That the age limit should be reduced to 18 years.

2. The following reasons are adduced for the proposed change:—

(i) The highly specialised instruction necessary for candidates for the Higher Certificates makes a demand on the staff of the College and other schools competing which is out of all proportion to the number of pupils who take this course. If the Scholarship were awarded on the School Certificate Examination the staff would be enabled to give more time to the lower and middle forms and the general standard of work in these forms would be raised.

(ii) The School Certificate Examination is accepted as the equivalent of the Matriculation of all British Universities. Those who take the Higher Certificate obtain practically no concessions when they start their University courses.

(iii) The British Guiana Scholar will be able to enter a University at an earlier age. At the present time he starts at least two years older than the majority of British students.

(iv) The number of candidates would be greater. The largest number of candidates for the Higher Certificate Examination during the past 10 years has been 7, and for such a valuable Scholarship it is considered that the number competing should be greater.

(v) None of the secondary schools for girls gives instruction beyond the School Certificate stage and therefore it very seldom happens that a girl is able to compete.

(vi) Very seldom has the British Guiana Scholar taken up at a University a course of study which makes full use of the instruction which he had received beyond the School Certificate stage.

3. Against these advantages to be obtained from changing the regulations, the following disadvantages may be placed:—

(i) That the upper limit of work at Queen's College will be lower than that of similar institutions in the West Indies.

(ii) The new standard will mean that no pupils from British Guiana will be able to compete for open scholarships at Oxford and Cambridge. Very seldom, however, do boys from this Colony attempt these examinations, as very few go to Oxford and Cambridge."

The majority of the Education Committee approved of the proposed change. The only Government member on the Committee at that time was the Director of Education himself. These proposals were approved by the Governor-in-Council as the considered opinion of the Education of Committee. That decision, however, does not preclude re-consideration of the question. I disagree entirely with the view that the matter was not fully considered. I did not happen to be in the Colony at that time, being on leave, but I feel convinced that the matter received very careful consideration by those who were supposed to know and obviously had studied the question and were in a position to make recommendations. But there is no reason, if we find that the change has been a failure, why it should not be reviewed. Both the Minority and Majority Report agree that the ordinary School Certificate is not a sufficiently high standard for the Guiana Scholarship, and I think we are all agreed upon that now after giving it a trial. The School Certificate Examination is under a cloud even in Great Britain, and at a Conference of Head Masters the majority decided that that qualification must not be regarded as a qualifying standard for the Universities.

We come now to the question of which examination should be taken for the Scholarship. There we have two schools of thought. We have one school of thought, in the Minority Report, who emphasise that they are desirous that this Scholarship should be awarded to a young man who is sufficiently brilliant to make his mark in the world in one specialised subject, and I think I must have a certain amount of sympathy for that. It would be a very creditable thing for British Guiana to see Mr. A, a native

of this Colony educated at Queen's College and a winner of the Guiana Scholarship, a very eminent Classical Scholar and standing out in the world as such, or an eminent Mathematician or Scientist in some particular line of education. That is the school which supports the suggestion that the Oxford and Cambridge Higher Examination should be the one taken for the Scholarship. Against that we have the majority view, with which I frankly associate myself, that we should have an examination of a wider scope which does not necessarily produce a specialist but produces a young man who has had a general all-round education and is able to take his place in a wide number of professions open to him. There is a good deal to be said for that. The question whether the examination is one sponsored by the University of Oxford or Cambridge or a modern University I do not think is a matter of very great concern to the Colony. All we want is that boys who leave the College to seek their way in the world should be able to take their place with young men of their own age anywhere and should have reasonable opportunities to get the plums of life. That certainly offers a wider scope. I should just like to say here that those who have been to Universities are naturally very jealous of the principles and the forms of education those Universities stand for, and it is a fact at the moment that a bias lies with Queen's College in favour of London University. Be that as it may, there is nothing wrong with it, and the recommendation suggests a very wide scope.

But do not let us lose sight of the wood on account of the trees, and one thing I do fear is that in the discussions not only outside but inside this Council we are apt to forget the bulk of the pupils at Queen's College. After all it is only one boy every year who would win the Scholarship, and there may not be one who attains Scholarship standard, so whatever we decide we must not lose sight of the benefit that should accrue to the bulk of the boys who are passing through the College. I happen to know that a change was desirable in the examination because sufficient attention was not being paid to the bulk of the boys who are normally not brilliant enough to win the Scholarship but who should at all events receive education to fit them for their sphere in life. Although we decide

on the examination we must be careful that the education at Queen's College is given not with the view of obtaining the Scholarship for one boy every year but is the best and widest education we can get for the bulk of the boys. I would like to make one other remark. Whatever standard is fixed for the Guiana Scholarship it should be rigidly adhered to. If there is a lapsed Scholarship in any one year because no boy has attained the standard, the Scholarship should not be awarded to a boy because he is the top boy, as has happened in the past. Rather than let the Scholarship lapse a boy has been awarded the Scholarship in such circumstances, and I hope this Council will agree to set its face very strongly against the lowering of the standard of the Scholarship in that direction. The majority of the Committee favour the London Intermediate Examination and I think the consensus of opinion is that that standard should be adopted.

The hon. Member for Demerara River referred to the subjects that can be taken under that examination and especially to the question of Commerce. Here I revert to recommendation (2) in paragraph 20 of the Majority Report. I am speaking now for myself. I have had a considerable number of years' experience in the supervision of perhaps the most important part of the Government Service, the Department in which the whole of the work of the Administration is centred. It is the clearing house of the activities of Government and in it we have to train from time to time a great number of young people. During the seven years I have been in the Colony without exaggerating I say that quite a number of young men and women have been trained in the Secretariat, and directly they have been trained and become efficient they have been snapped up in Water Street. Not one of these young people came to the office direct from school with any training whatever to fit them for commercial life. I would suggest that on the report of the Headmaster of the College, or their parents are told, that boys have no chance of obtaining the Guiana Scholarship after taking their School Certificate, it would be a very great advantage to the young men if they could attend at Queen's College a special class designed and devised for training for commercial life. A boy can enter the Civil

Service at the age of 18 and I am sure that a number of firms would be only too willing to take boys who have been trained in the elements of commercial life. It is not a difficult course and I feel certain it would be regarded as an interesting one by the boys themselves. To turn loose to find a livelihood boys who may have had a very good education at Queen's College, without any chance of obtaining a profession or a scholarship to enable them to widen their education outside the Colony, is of no advantage to the boys or the Colony or the College which we have so much at heart. I ask hon. Members if they reconsider this matter to consider very carefully whether it would not be of advantage to the boys to have an opportunity of taking a commercial course of at least one year at the College.

There is very little divergence of opinion between the Minority and Majority Reports on the question of the age limit for the Scholarship. Whatever examination may be regarded as a suitable one for the Scholarship, the course of instruction is two years after the School Certificate Examination. Normally boys take their School Certificate between the ages of 16 and 17. A boy taking the School Certificate at 17 should be able to take the Scholarship Examination at 19. Government is prepared to accept a recommendation in regard to how that can be met. Some suggestion might be made such as this: Boys now at the College should be allowed two years to qualify or study for the Scholarship Examination, but no longer. Thereafter boys should be required to take the School Certificate at the age of 17 and then they will have two years in which to take the Scholarship Examination. That would mean that they would not be 18 or 19 when they sit for the School Certificate. The actual date at which a boy should attain the age of 19 can be decided later after further discussion. I think some such principle as that would definitely regulate the age at which a boy should take the Scholarship.

With regard to the Junior Scholarships Examination, I think the Council would be well advised to give a little further consideration to it and perhaps appoint a small Committee to deal with the matter. Whatever Scholarships, Bursaries or Exhibitions are granted, and at whatever

age, I think they should all be progressive. If a boy wins one at the age of 14 it should be possible for him to win another at 16, leading up finally to the British Guiana Scholarship. I think some assisted Scholarships are desirable not only for Queen's College but for all secondary schools in the Colony, and to bring in the other secondary schools some useful arrangements of Scholarships may be devised. The main object we have in mind is that the Guiana Scholarship should be of a standard sufficiently high to enable boys to take their place with young men of their own age seeking degrees and to advance themselves in whatever sphere of life they have in mind. That is the only point with which I think we are all concerned. I think we are all satisfied that the reduction of the standard of the Scholarship in 1930 was not a wise decision and it should be revised, and as far as that goes I think we are all agreed that the time has arrived and that the examination that should be taken is the Intermediate of the University of London.

THE PRESIDENT: Before I ask the hon. Member who moved the motion to reply to the debate I should like to say something on the Reports of the Committee. I agree with nearly all that was said by the mover of the motion, but I do not agree with him that the majority report must necessarily have priority over the minority. Nor do I agree with the hon. Member who said it was a pity that all the members of the Committee did not agree. I see no object in appointing Committees in order that they should always agree. Committees are appointed in order that they may discuss matters in their different bearings. There may be only one or two men on a Committee whose views may be adopted, if not by this generation by a subsequent generation, as being really wise and the best views, and we want to get the views of all. I welcome personally the minority report as well as the majority report. The responsibility must rest with Government on a resolution of the Council. In delegating its privilege to a Committee the Council merely asks the Committee to investigate and report and that report is considered by the Council who determine the question for themselves. I cannot accept the contention that because six people are of one opinion and five of another the opinion of the six must neces-

sarily prevail. I want to make that point clear because it is important in one respect. The minority in their report have brought out certain important points, which might not have been clearly stated before this Council if we had been left to consider merely the report of the majority, and that is where the value of the minority report comes in.

The change in the control of Queen's College took place as the result of the Wynn-Williams Report when it was recommended that all branches of education should be placed under the control of the Director of Education. It was thought at that time that as a Director had been already appointed in charge of education he should have charge of secondary as well as of primary education. It is therefore no reflection on the present Director of Education to say that a change may now be possible or desirable as we have a live head at Queen's College who is anxious to do his best by the school and work out the policy of the school for himself. If you have a man who is anxious to take these responsibilities my view is to let him have the power and the responsibility, and in time you will find out whether he is moving in the right or the wrong direction. I think Queen's College ought to have a Board of Governors and I am prepared to appoint such a Board, a number of whom will be Government Officials but there will be a considerable majority of Unofficials—the Board will create interest in the school and should know what is going on in it. I think the Board of Governors should exercise the same functions as they perform in respect of Public Schools in England; they should be advisory and should not in any way interfere with the discipline and control of the school. If the Principal is going to do any good let him have control of the school and those who are interested in it to assist him.

As regards the Scholarship Examination I do not think that British Guiana has erred so badly in taking the School Certificate Examination as the standard. If the Colony erred it erred in very good company because the same examination was being taken by Public Schools in England, and it is only now that the wisdom of the Head Masters by a majority have come to the same conclusion as has been reached here. I



think we have erred from the point of view of regarding the Certificate Examination as a Scholarship Examination. As the Colonial Secretary has stated, Government is prepared to accept the suggestion that the London Intermediate should be adopted as the Scholarship Examination in the future, but it must be borne in mind that this examination is not an honours examination but a pass one. One of the arguments put forward against the Certificate Examination was that it was a pass examination. The suggestion of the London Intermediate Examination is probably a sound one for several reasons. I have a personal predilection for examinations of Oxford and Cambridge, but the reasons put forward appeal to me. One of the main reasons that appeals to me—a reason that is not mentioned in the Report of the Committee nor yet stated to this Council—is the opinion of the Principal of Queen's College that he can prepare his boys successfully for this examination. He informs me that it will be easier for him to prepare the boys and with a smaller staff for the examination than for the Oxford and Cambridge Higher Certificate Examination. I am very far from wishing to curtail expenditure on education, but we have to remember that these recommendations, if accepted, involve additional expenditure. That additional expenditure must be met and it is an important factor in considering any scheme of this kind. The change must be made without bringing in many experts and at the lowest cost. Government has to view this question largely from this point of view.

But the main point is the education of the youth of the Colony. The debate has been a very important one, as are the recommendations of the Committee, because a deliberate attempt is being made to carry higher education further in this Colony, and as such in my opinion it should be welcomed. But we naturally have to consider how to do it with the funds we have at our disposal. In view of the report and the conclusions reached, I shall have no hesitation in recommending to the Secretary of State that the necessary expenditure be found, even if savings have necessarily to be made in other directions. It is a matter of great importance to the Colony and a matter that cannot be burked or delayed. If we are going to raise the standard of education at

Queen's College the standard will have to be raised by increasing the staff and increasing expenditure on the College.

As regards general education throughout the Colony, I think the most important recommendations in the Report are those in paragraphs 9, 10 and 11. I do not want anyone to go away from this Council with the idea that this is going to be the panacea for education and that the main concern is only with the boys at the top of the school. The weakness of education in the Colony lies much further down. It is in the lower classes where improvements are most needed, and it is the preparatory school and the education of the boys entering the school which should be our chief concern. The age question, too, raises the question as to whether boys can take subjects in two years. Possibly the boys here are a year behind boys in other Colonies. I don't believe they are, but we have got to accept the view that it may be and be certain that the boys in the lower forms get the fullest attention possible, and that is the reason why the question of age is of considerable importance. The boys in the higher forms may get an undue amount of attention as compared with other boys in the school. It is necessary to raise the age and I think the age might well be 19 in the year of examination. When it is suggested that the examination should be open to boys of 20 years it means that the candidates may not be boys any longer and it gives the impression that boys can be kept on in the school indefinitely or brought in from other schools to compete. You have to catch your boys young, teach them young, and turn them out young whether they are going to be turned out as scholars or for work in the world. If it is proposed to keep the Scholarship Examination open for boys of 20 years the object of improving the conditions of the school right through from the top to the bottom will be defeated. I should like to express on behalf of Government the thanks of Government to all the members of the Committee, both those who signed the minority and the majority report, for the trouble they have taken in the matter. The question is of very great importance to the Colony and Government is prepared to accept the recommendation made with the modification proposed. The recommenda-

tions in paragraphs 9, 10 and 11 should not be accepted at the present time; they require further consideration with regard to the age of admission to the school.

There are two other points that I should like to refer to which have been mentioned in the debate. The first was raised by the hon. Member for Eastern Demerara with regard to the present regulations governing the Scholarship. A new set of regulations have been drawn up for the Scholarship this year, not altering the system or the examination but merely providing for the number of subjects and the marking of them for the Scholarship, and these have been approved by the Executive Council. The other point—which I am surprised has not been raised—is in regard to the date in respect of which the result of the Scholarship is known in this Colony. The British Guiana Scholarship is suffering severely at present on account of the fact that the result of the Scholarship is generally not known until October or possibly later. This means that any British Guiana winner of the Scholarship cannot go up to any University with the other freshmen for the year. It may seem a small point but it is a very important point with regard to the education of that particular scholar. I have taken steps in this matter and the Director of Education has communicated with Cambridge on the subject, and I hope with the help of the air mail to be able to get the result early in September. That should make a good deal of difference because it will give a scholar a chance to enter the University at the beginning of a University year.

Mr. CRANE: On behalf of the Elected Members, sir, I have to thank you for the attitude you have taken in this matter. Learning what that attitude is takes a good deal of wind out of my sails. There are one or two points, however, which I wish to refer to in justification of that attitude. Hon. Mr. Dias while expressing a preference for the Cambridge Higher Certificate Examination did not give us his opinion of its value over and above the London Intermediate Examination but merely said he preferred it. The present examination of the Oxford and Cambridge Certificate, it is agreed, is being discredited in England. Neither the present nor the Higher Certificate Examination exempts a student from the London Intermediate

Examination but only from the entrance examination of the University, so that the advantage of the one over the others is absolutely clear. You said, sir, you did not believe that the British Guiana boy is behind the English student. We had it from such experienced teachers as Bishop Weld and Mr. Thorne that the local boys, due in their opinion to tropical conditions, are 1½ to 2 years behind the English students. That handicap can be removed with a preparatory school with a high standard at the top. That was the reason which induced the majority to recommend 19 years of age in September of the year preceding the examination. I ask that whatever is done should be done quickly so that the system may take effect in a year or two. I do not accept the suggestion that there was a distinct bias on the Committee or at Queen's College in favour of the University of London. At Queen's College there are three London and at least three Oxford and Cambridge Masters. On the Committee there were only two men who could claim allegiance to London, whilst there were two of Oxford, one of Cambridge and one of Durham. I congratulate Government on raising the standard of Queen's College. It now remains for the staff to show that they can train boys up to that standard. If they are able to train a number of boys to the higher standard the general calibre of the inhabitants of the Colony will be immensely increased within the next 10 or 20 years. In that case Your Excellency and Government would be entitled to the gratitude of the people of the country.

THE COLONIAL SECRETARY: I hope the hon. Member is satisfied with the reply that has been given to the motion. Government is entirely sympathetic with it up to a certain point. As worded the motion places Government in some little difficulty. It involves the recommendation in the Majority Report of certain increased expenditure which Government cannot undertake to give effect to without further consideration or without placing the matter before the Secretary of State. There are certain recommendations of minor scholarships which also deserve further consideration. If the hon. Member will amend the motion to give Government a little wider scope with respect to those parts of the report upon which we are all agreed now it will assist Government in

accepting the motion. Perhaps the hon. Member will be prepared to leave open the points to which Government cannot at the moment commit itself and amend the motion to read:—

That this Council is of opinion that early steps should be taken to implement the recommendations of the Majority Report of the Queen's College Curriculum and Scholarships Committee laid on the table this present session subject to further consideration being given to the recommendations in paragraphs 7, 9, 10 and 11 of the Committee's Report.

Mr. CRANE: All I am concerned about are the Guiana Scholarship Examination,

the age limit of that examination and the staffing and control of Queen's College. The question of minor scholarships I am perfectly willing to leave to Government.

THE PRESIDENT: An agreement can be reached except in regard to the age. Government will accept the motion as amended by the Colonial Secretary. I will give the hon. Member an opportunity of considering the matter.

The Council adjourned until the following day at 11 o'clock.