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THE  
 SYSTEM OF EDUCATION  
 IN  
 THE NORTH-WEST TERRITORIES OF THE  
 DOMINION OF CANADA.

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## THE SYSTEM OF EDUCATION IN THE NORTH-WEST TERRITORIES OF THE DOMINION

*Compiled from Documents supplied by the Council of Public  
Instruction.*

### INTRODUCTORY.

In 1882 the Dominion Government formed, out of the vast Territory from the boundary of the United States to the most northerly point in the continent, and from the western shores of Hudson's Bay to the Rockies, four provisional districts. The educational system of the Territories deals with three of these four Territories—namely, Assiniboia, 89,535 square miles, Saskatchewan, 107,092 square miles; and Alberta, 106,100 square miles. This makes a total area of 302,727 square miles.

The population of such parts of this area as were then settled was, in 1891, 66,799, and, in 1894, 86,851. But of these 86,000, over 13,000 were Indians.

In 1898 there were nearly 16,754 pupils on the registers of the schools.

While the people are chiefly of British origin, other nationalities are represented in sufficient numbers to increase the school difficulties. The occupations are farming, cattle ranching, lumber, and mining, and in consequence the population is widely scattered. The following pages will show with what vigour and enthusiasm the Council of Public Instruction in the Territories has addressed itself to its difficult task.

The decade 1886 to 1896 witnessed a remarkable growth in the schools. The number rose from 76 to 336, an increase of 381 per cent., and the enrolment from 2,553 to 12,796, an increase of 400 per cent.

In 1899 there were 453 schools, and 18,801 pupils on the rolls.

In 1896 the number of teachers was 433, and, in 1898, 483 (232 men and 251 women). In 1899 the number of teachers had risen to 543.

Efforts were early made to provide professional training for teachers. By a regulation of 1893 it is declared that, to make it possible for remote districts to keep their schools open, "provisional certificates are issued to persons who present such evidence

of scholarship that there is a reasonable probability of their being able to pass the next teachers' examination." But these certificates may not be issued until the trustees declare that they advertised for a properly qualified teacher, but have not succeeded in obtaining one. The provisional certificate is valid for that school only, and terminates at the opening of the next examination for teachers.

Schools are maintained (1) by legislative grants and (2) by local taxation. In 1896, the last year for which accurate figures can be obtained for such a comparison, the *legislative grants* reach the figure of \$126,218, while *local taxation* yielded \$148,430. Thus in 1896 the legislative grants met 46 per cent of the total expenditure, which was in that year \$274,648. In 1897 the legislative grants amounted to \$121,457, and in 1898 to \$133,642.

Some idea of the purposes for which the money is expended may be given by this from the report for 1898:

"In school districts the principal expenditure, other than the districts' proportion of their teachers' salaries, and maintenance and equipment of buildings, has been the payment of debt, insurance, fuel, and caretaking, salaries of secretaries and collectors and the treasurers' commissions. The salaries of the district officials vary considerably, and it might be well if some uniform scale were to be laid down."

In noticing any omissions in the educational system of the Territories, it must be remembered that the area to be administered is immense, the difficulty of communication very great, the population very sparse, and the winter extremely rigorous. In all these respects the difficulties of providing educational facilities press with unusual weight upon the educational authority. It is only to be expected, therefore, that that authority should be compelled to confine its activity mainly to the bettering of the elementary education.

But, though there are no separate secondary schools, the sixth, seventh, and eighth standards (the enrolment of which was in 1896, 126, 39, and 5, and, in 1898, 221, 153, and 28 respectively) are termed "High School" standards, and have an entirely separate programme, based upon the matriculation examinations of the Universities of Toronto and Manitoba.

A comparison between the statistics of the years 1895 and 1898 in regard to teachers and their certificates (see below) shows that the proportion of women to men teachers has slightly increased—viz, 1896, 222 women to 211 men, 1898, 251 women to 232 men. On the other hand, the number of men, holders of first-class certificates (1896, 62 men, 34 women; 1898, 74 men, 42 women). The preponderance of women over men teachers is accounted for by the holders of second-class certificates (1896, 98 men, 109 women; 1898, 118 men, 153 women).

There is a Normal School at Regina, the capital of the Territories, where sessions are held during the last four months of the year (see below).

Agriculture has been a compulsory subject of the curriculum for eight years, and has been on the whole very successfully taught. Some remarks made on this subject will be found below. Instruction is also given in domestic economy.

As will be seen from the following remarks (taken from the Report of the Council of Public Instruction for the year 1898) one of the principal educational difficulties of the country is the difference of nationality in the population —

“The increase in the number of schools, pupils, higher grade teachers, the larger attendance in the higher standards and the improvements in buildings and grounds, are evidences of continued and improved educational progress commensurate in most respects with our growth and increase in population.

“One of our most serious and pressing educational problems arises from the settlement among us of so many foreign nationalities on the block or ‘colony’ system. There are colonies of Swedes, Finns, Bohemians, Hungarians, Jews, Austrians, Germans, Russians, Icelanders, Mennonites, Gallicians, and Doukhobors.

“In addition to the foreign colonies there are also exclusively French-speaking districts in Saskatchewan that, for a variety of reasons, have not been able to keep their schools in operation. In the interests of the children as well as of the country at large every means should be taken to encourage the opening and maintenance of schools among these non-English speaking communities.

“It would be criminal to shut our eyes to the fact that this rapid increase of a foreign and relatively ignorant population is at once a challenge and invitation to our institutions. These ‘colonies’ will add to our numbers, to our wealth in grain and cattle, to our material progress, but it will not be reasonable to expect them for many years to add much to that other wealth which is a nation’s truest wealth—educated men with refined tastes, sound moral perceptions, a keen sense of civic responsibility and duty, and an adequate conception of the purposes of life. It is this latter wealth which determines the ranking of nations in the scale of civilisation. It is a sordid ideal that makes what a man has of greater value than what he is. It is not the quantity but the quality of its manhood that determines the status of a nation.

“To assimilate these different races, to secure the co-operation of these alien forces, are problems demanding for their solution patience, tact, and tolerant but firm legislation. Modes of life, customs, political forms, thoughts, and ideals differing from ours have made these peoples what they are, and have dowered them with an inaptitude for our political forms and a disregard of our social customs that tend to keep them apart from us. The older people will not give up the forms to which they have been accustomed, and the younger people cannot soon acquire ours, except perhaps where, at the edge of the ‘colony,’ they come into frequent contact with us. The block or colony system retards assimilation. Mr Greenway, the Premier of Manitoba, speaking

of the Mennonite colony there, said 'Many of these, though they have been here for twenty-five years, do not know English and are not assimilated'

"Only through our schools getting an early hold of the children of these settlers can we hope to train them to live according to our social system, and to understand and appreciate the institutions of the country which they have adopted.

"A common school and a common tongue are essential if we are to have a homogeneous citizenship. Strange as it may seem to some, it is nevertheless a fact that the most effective work in the schools of such 'colonies' has been done by Canadian teachers practically unacquainted with the language of the 'colony'. The advantage of a knowledge of the language is more evident in the teacher's influence with the parents than in his work in the schoolroom. But it is difficult to get Canadians to live in these recently formed colonies. The difference in modes of life and the lack of congenial society and comfortable boarding-houses deter most of them."

The following remark is taken from the Report for 1898 —

"In two instances where the trustees declined to carry out the instructions of the department they were superseded by a commissioner until the required action was carried out. In a few instances where all the settlers were unable to speak English, commissioners have been appointed to conduct the affairs of the district"

#### I — CENTRAL ADMINISTRATION.

##### *a Council of Public Instruction (Central Authority).*

The members of the Executive Council of the Territories and four persons, two of whom shall be Protestants and two Roman Catholics, appointed by the Lieutenant Governor in Council, shall constitute a Council of Public Instruction, and one of the Executive Council, to be nominated by the Lieutenant Governor in Council, shall be chairman of the Council of Public Instruction. The appointed members shall have no vote, and shall receive such remuneration as the Lieutenant Governor in Council shall provide. The duties of the appointed members are purely advisory.

The Executive Council or any sub-committee thereof appointed for that purpose shall constitute a quorum of the Council of Public Instruction, but no general regulations respecting:

- (a) The management and discipline of schools;
- (b) The examination, grading, and licensing of teachers;
- (c) The selection of books;
- (d) The inspection of schools,
- (e) Normal training.

shall be adopted or amended except at a general meeting of the Council of Public Instruction duly convened for that purpose.

It shall be the duty of the Council of Public Instruction—

- i. To make regulations for the government and discipline of

schools and institutes and for the training and certification of teachers,

2 To prescribe programmes of study and text-books,

3 To define by 'standards' the studies to be pursued in all schools, such standards to be numbered from I upwards, standards above Standard V to be further denominated "High School Standards",

4 To provide for the examination of persons, other than teachers, who may desire to enter professions or who may wish certificates of having completed courses of study in any school,

5 To prepare suitable forms and give such instructions as may be necessary for making all reports and conducting all proceedings,

6 To determine all cases of appeals, disputes, and complaints arising from decisions of trustees or inspectors, and to make such orders thereon as may be required,

7 To make any provision that may be necessary to meet exigencies occurring under the operation of these regulations

The Council of Public Instruction shall report annually to the Lieutenant Governor in Council upon all schools and institutes with such statements and suggestions for promoting education generally as they may deem useful and expedient

The Council of Public Instruction shall have power to suspend for cause the certificate of any teacher, and also to cancel the same

The chairman of the Council of Public Instruction may empower any person to call any school meeting required to be held, when the person or persons invested with the power to do so neglect or refuse to act

The chairman of the Council of Public Instruction may appoint a commissioner to examine into and report upon the condition of any one or more schools, and such commissioner shall have the power of a school inspector for the purpose. He may at any time appoint a commissioner to inspect the financial condition of any school district

The chairman of the Council of Public Instruction may appoint a commissioner to conduct the affairs of any school district.

The Lieutenant Governor in Council may from time to time determine what officers or persons it is necessary to employ for any of the purposes above mentioned, assign their names of office, prescribe their duties and salaries, and make the necessary appointments.

### *b. Classification of Schools*

There may be established subject to the regulation of the Council of Public Instruction the following classes of schools, namely:

1 Public schools, for pupils over five years of age in which

instruction shall be given in the elements of an English and commercial education ,

2. Separate schools, for pupils over five years of age in which instruction shall be given in the elements of an English and commercial education ,

3 Kindergarten schools, for pupils between four and six years of age in which instruction shall be given according to kindergarten methods ,

4 Night schools, for pupils over fourteen years of age who are unable to attend during the usual school hours ,

5. Normal schools, for the training of candidates for first, second, and third class teachers' certificates ,

6 Teachers' institutes, for the reading of papers and the general discussion of educational topics

NOTE—*All schools shall be taught in the English language, but it shall be permissible for the trustees of any school to cause a primary course to be taught in the French language*

NOTE—*The title "High School" may be used to designate that department of any school which has a daily average attendance of thirty pupils in High School Standards, and in which not less than two teachers of that department are employed. For the qualifications required for assistant-masters and headmasters in High Schools see below*

## II LOCAL ADMINISTRATION

### *a School Districts.*

A school district must comprise an area of not more than twenty-five square miles nor more than five miles in breadth or length, and shall contain not less than four resident ratepayers and twelve children between the ages of five and sixteen inclusive, provided always that any person not living within a school district may apply to the trustees of any organised school district to have his or her property assessed in any such school district to secure the advantages of education for his or her children, and in such case the trustees shall receive such application and place such property on the assessment roll of such district, provided always that in special cases the Chairman of the Council of Public Instruction may permit the boundaries of any school district to exceed five miles in breadth or length, such permission being only given in cases where all the resident ratepayers affected by such permission have agreed in writing to the same

Any three ratepayers resident in any area as above defined may form themselves into a committee to procure its erection into a school district, and may petition the Chairman of the Council of Public Instruction for such erection

Such a petition must specify—

1. The proposed name, limits, location, and approximate area of the proposed school districts
2. The total population and the number of adults and children, between the ages of five years and sixteen



- years, inclusive, and the number of children below the age of five years resident within the proposed district ;
3. The total number of ratepayers in the district and the number of Protestant and Roman Catholic ratepayers respectively ; and such petition shall be accompanied by a sketch, plan, or map of the proposed district showing its boundaries, principal legal subdivisions, physical features, and general location, and (except in the case of town school districts) the quarter sections or river lots, if the land is surveyed, on which the children of school age reside.

The petition must be accompanied by a solemn declaration of a member of the committee that the members thereof are *bona fide* resident ratepayers of the proposed school district, and that the statements made in the petition are correct.

*b Inaugral School Meeting.*

On receiving the approval of the chairman of the Council of Public Instruction to the limits of any proposed district, a notice calling a meeting of the ratepayers shall be posted up by the petitioners

At the *School Meeting* thus convened the resident ratepayers present shall organise the meeting by appointing a chairman (who shall be a resident ratepayer), and a secretary

Only resident ratepayers shall be entitled to vote at or take any part in a first school meeting

Every resident ratepayer shall have as many votes as there are trustees to be elected, but shall in no case vote more than once for one candidate at the same election.

Upon a petition signed by at least four-fifths of such resident ratepayers of any school district as are the parents or guardians of children between the ages of five years and sixteen years inclusive, the Lieutenant Governor in Council may empower the trustees of such district to enter into an agreement with the trustees of any other school district for the education of their children for a term of not less than three years.

Provided that in all cases where such an agreement is in force grants shall be paid in respect of children attending the school maintained in another school district than the one in which they reside, as though the parents or guardians of such children were resident ratepayers of the school district in which their children are being taught.

Provided further that the school districts acting under such an agreement shall have full power and authority to make the necessary levy and assessment for the purpose of carrying out the terms of the agreement and for providing for the conveyance of the children to and from school.

Provided that the Lieutenant Governor in Council may terminate any such agreement upon such terms as to him may seem fit.

(From the Report of the Council of Public Instruction for the year 1898). •

“ It has been found necessary in several instances to alter the

boundaries of existing districts in order to take in land newly settled by persons desiring the means of educating their children. A few school sites have been changed to meet the requirements of increased population. Twenty-two new districts were proclaimed during the year and several others had petitioned for erection but had not completed the prescribed proceedings at the close of the year. Seven districts that had not been in operation for a considerable time (in some instances had not opened at all) engaged teachers and started their schools."

#### *c Separate Schools*

The minority of the ratepayers in any organised public school district, whether Protestant or Roman Catholic, may establish a separate school therein and in such case the ratepayers establishing such Protestant or Roman Catholic separate schools shall be liable only to assessments of such rates as they impose upon themselves in respect thereof.

The petition for the erection of a separate school district shall be signed by three resident ratepayers of the religious faith indicated in the name of the proposed district. The petition shall set forth—

- (a) The religious faith of the petitioners,
- (b) The proposed name (stating whether Protestant or Roman Catholic) of the district,
- (c) Its proposed limits, definite location, and approximate area,
- (d) The total number of ratepayers and of children between the ages of five years and sixteen years inclusive, of the religious faith (Protestant or Roman Catholic) of the petitioners, residing within the limits of the proposed district,
- (e) The total assessed value of their real and personal property according to the last revised assessment roll of the district,

and such petition shall be accompanied by a solemn declaration of one of the petitioners verifying the facts set forth in their petition.

The persons qualified to vote for or against a petition for the erection of a separate school district shall be the ratepayers resident therein being of the same religious faith (Protestant or Roman Catholic) as the petitioners.

After the establishment of a separate school district under the above provisions such separate school district shall possess and exercise all rights, powers, privileges, and be subject to the same liabilities and method of government as are provided in respect of public school districts. And any person who is legally assessed or assessable for a public school district shall not be liable to assessment for any separate school established therein.

#### *d Annual School Meeting*

At the annual meeting of the ratepayers of every school district (except town school districts), which is called by the trustees, the board of trustees submit and read to the meeting—

1. A statement of the teacher, signed by him, giving the following particulars :—

- (a) The number of days on which school was kept open during each term succeeding the last annual meeting;
- (b) The total number of children attending school during that period, specifying the number of males and females respectively;
- (c) The average daily attendance during each term,
- (d) The branches of education taught in the school and the number of children studying each,
- (e) The number of dismissals of scholars for misbehaviour or other causes,

2 The report of the inspector on the occasion of his last inspection of the school.

3. A statement showing—

- (a) The names of the trustees,
- (b) The vacancies created in the board during the year, if any, giving the reasons therefor, with an account of the elections held to fill such vacancies and the results thereof,
- (c) The engagements entered into during the year by the board as well as an account of those entailed upon them by their predecessors,
- (d) The amount of assessable property in the district according to the last finally revised assessment roll,
- (e) Rate of school tax per dollar,
- (f) Rate of tax per dollar to pay off debenture indebtedness,
- (g) The appeals against assessment made to a judge of the Supreme Court and the result of such appeals,
- (h) The times of holding meetings of the board of trustees during the year and the resolutions adopted at such meetings.
- (i) Particulars of the real and personal property held in the district:

4. The treasurer's statement showing—

- (a) The amount of money received by the district from all sources during the year, with particulars,
- (b) The amounts accruing to the school district funds of the past year on account of Government grants,
- (c) The amount of money due to the district from all sources, with particulars,
- (d) The amount of money paid out by the district during the year, with the particulars of payment,
- (e) The amounts, if any, due by the district, to whom due and the terms and times of payment,

5. The auditor's report.

6. Such further statement in relation to the affairs of the district as may be deemed advisable.

(No person shall be entitled to vote at any school meeting or

for the election of a trustee or trustees, or to be nominated as trustee in any school district, who has not paid all taxes in arrear due by him to such district.)

*e Union of Public and Separate School Districts.*

If in any area there exist a public school district and a separate school district, and it is resolved by the ratepayers of each of such school districts, at a public meeting of all the ratepayers called for the purpose of considering the question, that it is expedient that such districts should be disorganised for the purpose of the union of the same, and the erection of the area into a public school district, the chairman of the Council of Public Instruction may order the disorganisation of such existing districts, and order the erection of their area into a public school district with such name as he may decide upon, and thereafter the said chairman may make such orders, provisions, and appointments as to him shall appear proper for the completion of such disorganisation and the erection of the public school district, and as to all matters incident thereto and necessary for the establishment and operation of the same as a public school district, and for the adjustment, arrangement, and winding up of all the affairs of such disorganised districts, and for the settlement of their liabilities and disposition of their assets

Provided that, unless the liabilities of such disorganised districts are not otherwise liquidated, the same shall be assumed by and imposed upon such newly-created district, and any debentures issued by the disorganised districts or either of them shall have the same force and effect upon the newly-established district and the property and rates thereof as they had upon the district by which they were respectively issued and its property and rates, and the trustees of such newly-organised district may authorise and direct the levy and collection of such rate or rates as may from time to time be necessary for the discharging of any liability or debenture indebtedness of a disorganised district assumed by or imposed upon such new district

*f. Disorganisation of School Districts.*

The Lieutenant Governor in Council may by order declare that on and after a day therein to be named any school district shall be disorganised, and thereupon the same shall cease to have or enjoy any of the rights, powers, and privileges vested in such corporations; and upon any such disorganisation of a school district the chairman of the Council of Public Instruction may appoint one or more persons as commissioners to adjust and settle the assets and liabilities of such district, and the commissioners so appointed shall have full power and authority to sell and dispose of and convert into money all the assets and property of such district and apply the same so far as the same will extend.

(*Report for 1898*)—"Ten school districts which, by reason of the settlers having removed to other parts of the Territories, had failed for years to be in operation, have been disorganised. The

assets, have, as far as possible, been realised and paid over to the creditors of the various districts. A liberal offer was made to those holding unpaid coupons against any of these districts for the relinquishment of their debenture claims but it was not generally accepted."

#### *g Trustees*

In school districts other than town school districts there shall be three trustees, each of whom, after the first election, shall hold office for three years and until his successor shall have been appointed

The trustees elected at a *first* school meeting shall hold office as follows:—

1. The candidate receiving the highest number of votes (or the first one nominated if no vote has been taken, *i.e.* in cases where the number of nominations does not exceed the number of trustees to be elected) shall be elected to serve until and including the thirty-first day of December of the second year following the election,

2. The candidate receiving the second highest number of votes (or second in order of nomination if no vote has been taken) shall be elected to serve until and including the thirty-first day of December of the year following the election,

3. The candidate receiving the third highest number of votes (or the third in order of nomination if no vote has been taken) shall be elected to serve until and including the thirty-first day of December following the election.

The persons qualified to be elected trustees shall be actual resident ratepayers within the district, able to read and write. No trustee shall hold the office of teacher within the district in which he is a trustee.

It shall be the duty of the board of trustees of every school district to—

1. Elect a chairman within ten days after the annual school meeting in each year,

2. Select and acquire a school site, which shall be in the centre of the district or as near thereto as the situation of the road-allowances and the securing of a dry, healthy, and suitable location will permit. In the event of it not being found convenient to have the school house located exactly in the centre of the school district the trustees may locate it elsewhere within the district upon receiving the consent of the chairman of the Council of Public Instruction to such location;

Provided that in town school districts the trustees may select such site as in their judgment is desirable, subject to ratification by the ratepayers in the case of debentures being issued.

3. Engage a qualified teacher or teachers on such terms as the board may deem expedient, the contract for which shall be in writing, and a certified copy of such contract shall be at once forwarded to the Department of Public Instruction.

4. Forthwith report to the Department of Public Instruction

the appointment, resignation, or dismissal of a teacher or teachers in their district, and in the case of dismissal the reason for such dismissal,

5 To take possession and to have the custody and safe keeping of all school property which has been acquired or given for all school purposes to their district,

6 Do whatever they may judge expedient with regard to building, repairing, renting, warming, furnishing, and keeping in order the school houses in their district, their furniture and appendages, and the school lands and inclosures held by them, and for procuring apparatus and school books for their school,

7 Make such assessments on real and personal property of the district and levy such taxes as may be necessary to defray all lawful expenses and liabilities of the school district for the year or that part thereof for which such taxes are required to be levied,

8 Suspend or expel any pupil whose habitual conduct or condition is found to be injurious to the other pupils,

9 Keep a record of their proceedings signed for each sitting by the chairman and secretary, and see that true accounts both of the school and district are kept, and the affairs of the district generally are conducted in due order and with due regard to efficiency and economy, the accounts shall at all reasonable hours be open to the inspection of the ratepayers of the school district,

10 Select and provide for all such reference books for the use of pupils, maps, globes, and other apparatus as may be prescribed by the Council of Public Instruction,

11 Provide free of cost out of the funds of the district books and slates for the use of those children attending school whose parents cannot afford to procure the necessary books and slates for them,

12 Provide, when deemed expedient, a suitable library for the school,

13 See that all the reports required by the regulations are duly submitted without delay,

14 Call special meetings for any purpose whatever when required to do so by the Council of Public Instruction, or, in town school districts, by ten resident ratepayers, or, in other school districts, by a majority of the resident ratepayers;

15 See that the law with reference to compulsory education and truancy is carried out,

16 Provide wholesome and pure water for the use of children during school hours,

17 Provide separate buildings for privies for boys and girls respectively. The buildings shall be erected in the rear of the schoolhouse, at least ten feet apart, their entrances facing in opposite directions, or otherwise effectually screened from each other.

The trustees of any school district may by resolution enter into a contract to have a school house built at a cost not to exceed \$500, payment for which may extend over a period of

not more than five years at a rate of interest not to exceed eight per cent per annum.

The Board of Trustees of any school district may authorise the chairman and treasurer thereof to borrow from any person or bank or corporation such sum of money as may be required to meet the expenditure of the school district until such time as the taxes levied thereon can be collected, or, in the case of school districts situated within a municipality or partly within a municipality, until such time as the municipal council can pay the school taxes to the trustees, such authorisation shall be by bye-law of the Board of Trustees.

Any person eligible and elected to the office of school trustee who refuses to serve as such shall forfeit the sum of \$20, and his neglect or refusal, if resident at the time within the district, to take declaration of office before the first regular meeting of the trustees shall be construed as such refusal, after which another person shall be elected to fill the place, but no school trustee shall be re-elected, except by his own consent, during the two years next after his going out of office

Any person chosen as trustee may resign with the consent, expressed in writing, of his colleagues in office, but such resignation shall only take effect upon the election of his successor

The Board of Trustees at the first meeting in each year appoints a secretary, among whose duties it shall be to answer all communications on school matters in such a manner as he may be directed by the Board, to examine the records and register of the school kept by the teacher and see that they are correct, to forward to the Department of Public Instruction the requisite reports, and give any further information that may be required by the Department or the Board of Trustees, to keep and produce on demand of an inspector, the minute books, papers, accounts, assessment rolls, and other documents committed to his charge.

Secretary of  
Board of  
Trustees

The minute book and other books of secretaries of all school boards shall be inspected annually, and, if irregularities are found, the inspector shall report the same to the Department of Public Instruction and shall make such recommendation to the trustees as he may deem necessary

One of the trustees or a teacher may be secretary of the Board, but a teacher shall not be appointed treasurer

The secretary of every Board of Trustees shall within one month of the date of the opening of the school notify the Department of Public Instruction of the opening of such school and the qualification of the teacher or teachers employed and the amount of the salary or salaries paid.

The secretary of every Board of Trustees shall forward to the Department of Public Instruction on the fifteenth day of April in each year (or as soon thereafter as the school shall open) a report giving the following information, namely :

(a) Name of teacher,

- (b) Class of certificate held by each teacher and the date thereof,
- (c) Salary paid each teacher per month,
- (d) Number of children attending school (per register);
- (e) If school open for the whole year or for only certain months during summer, naming the months during which it is intended to keep school open

Treasurer of  
Board of  
Trustees

By resolution of the Board one of its members may, with his consent, be appointed treasurer of the district for the whole or part of the term for which he was elected trustee. During his service as treasurer he receives remuneration, but the treasurer may be a responsible person appointed by the Board for the purpose, but not belonging to the Board.

It shall be the duty of the treasurer to collect, receive, and account for, all school moneys, whether derived from the Government or otherwise, for the purpose of education within the district of which he is treasurer, and to distribute such moneys in the manner directed by the Board of Trustees, and to keep a record of the same in a book provided for the purpose by the Board of Trustees, and he shall give and take receipts for all moneys so received and paid out by him, and shall produce, when called for by the trustees, auditor, or other competent authority, all books, papers, and moneys belonging to the corporation, and shall hand over the same to the trustees or any person named by them upon his ceasing to hold office.

The treasurer of every school district shall at the end of each term furnish to the Department of Public Instruction a solemn declaration giving the information required for the purpose of computing the grants payable to each school in such school district. In any term during which any school in such school district has not been kept open, the treasurer shall furnish a copy of the return with a notification to that effect written upon its face. See below.

The treasurer of every school district shall furnish to the Department of Public Instruction at the end of each year a statement showing the cash receipts and expenditure, amounts due to and by the district, particulars of the assessment, assets of district, cost of land and buildings, together with the auditor's report.\*

The account books of treasurers of all school boards shall be inspected annually, and the inspector shall have power to call for all vouchers, receipts, auditor's reports, statements of accounts, and assessment rolls. Any irregularities shall be reported to the trustees and the Department of Public Instruction.

Any trustee, officer, or employee of a school district neglecting or refusing to discharge any duty assigned to him shall for each offence be liable to a fine not exceeding \$50; and any trustee who, after ceasing to hold office, detains any money, book, paper, or thing belonging to the school district, shall thereby incur a penalty not exceeding \$100 for each day of such wrongful detention. Any returning officer of any school district or proposed school district who shall knowingly and wilfully prejudice the result of any voting by preventing votes from being taken,

\* See below, Section V., d



taking unlawful votes, altering returns, or by any other means, shall be liable to a fine not less than \$100 Should the trustees of any school district wilfully contract liabilities in the name of the district greater than are allowed to be contracted, such sum or sums may be recovered from them as a debt in a court of competent jurisdiction

The prescribed form for the treasurer's return gives the best summary of the functions he exercises in a school district. Treasurer's return.

**TREASURER'S RETURN FOR TERM ENDING**

I, \_\_\_\_\_ treasurer of \_\_\_\_\_ School District No. \_\_\_\_\_ of the North-West Territories do solemnly declare as follows —

1. That the name of the teacher in the department of the above school district is - - -
2. That the class of certificate granted by the Council of Public Instruction, N W T, he holds is - - -
3. That the salary paid to h \_\_\_\_\_ per \_\_\_\_\_ is - - -
4. That the amount of salary earned by h \_\_\_\_\_ during the term was - - -
5. That the amount of salary due h \_\_\_\_\_ at the end of the term was - - -
6. That the names of previous teachers (if any) in the said department to whom salary is still due and the amounts so due, are - - -
7. That I have examined the school register and find
  - (a) That the department was opened for the current year on - - -
  - (b) That the department was open for the term on - - -
  - (c) That the department was closed during the term from - - - until - - -
  - (d) That the number of legally authorised teaching days the school was thus closed was - - -
  - (e) That the reason for so closing the school was - - -  
(Medical certificate if any attached hereto)
  - (f) That the department was closed for the term on - - -
  - (g) That the number of legally authorised teaching days during the term on which the department was open was - - -
  - (h) That the annexed abstract from the school register as prepared by the teacher of this department and showing the number of pupils with their names, ages, sexes, and school standing, the pupils who have removed from the district or have died during the year, the pupils who have been absent all term with the reason therefor, the pupils who have been in attendance during the term with their aggregate and average attendances, is correct in every essential and particular to the best of my knowledge and belief.

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And I make this solemn declaration conscientiously believing it to be true and knowing that it is of the same force and effect as if made under oath and by virtue of "The Canada Evidence Act, 1893."

Declared before me at \_\_\_\_\_ day }  
 this \_\_\_\_\_ of 19 \_\_\_\_\_ } P.O. address: \_\_\_\_\_  
C.D.  
Treasurer.

## III.—STATISTICS.

The following is a summary of the statistics in regard to the number of school districts and schools, pupils enrolled, attendance, etc., for the year ending on December 31, 1898.

*a School Districts*

—	Erected	In Operation.
<i>Assinboia.</i>		
Public school districts - - - - -	277	244
Protestant separate school districts - - -	2	2
Roman Catholic public school districts - - -	11	9
Roman Catholic separate school districts - -	4	1
	—294	—256
<i>Alberta</i>		
Public school districts - - - - -	143	114
Protestant separate school districts - - -	0	0
Roman Catholic public school districts - - -	15	10
Roman Catholic separate school districts - -	5	5
	—163	—129
<i>Saskatchewan</i>		
Public school districts - - - - -	45	32
Protestant separate school districts - - -	1	1
Roman Catholic public school districts - - -	18	7
Roman Catholic separate school districts - -	2	1
	— 66	— 41
	523	426
Unorganised school districts participating in grants - - - - -	—	3
		429

*b Schools*

(1) Number of school districts in operation - - - - -	426
(Increase for the year 1898, 32)	
(2) Number of new school districts proclaimed - - - - -	22
Total - - - - -	448*

\* At the close of 1899, 453 schools were in actual operation.

*c Pupils Enrolled.*

1. Number of pupils enrolled - . . . . .	—	16,754*
Increase for the year - . . . . .	2,178	—

\* The number of pupils enrolled in 1899 was 18,801, an increase of 2,047.

*d. Pupils in Attendance*

<i>d (1) Attendance</i>	Increase	Total
Total number of pupils attending school during the year - . . . . .	2,178	16,754
" of boys - . . . . .	1,228	8,694
" of girls - . . . . .	950	8,060
" who attended school less than 20 days during the year - . . . . .	—18	1,797
" who attended between 20 and 50 days, inclusive - . . . . .	44	3,015
" who attended between 51 and 100 days, inclusive - . . . . .	813	4,928
" who attended between 101 and 150 days, inclusive - . . . . .	411	8,699
" who attended between 151 and 200 days, inclusive - . . . . .	678	2,775
" who attended between 201 and the whole year - . . . . .	230	617
" of school age who did not attend at all - . . . . .	69	190
Total aggregate attendance of first term - . . . . .	—	806,879
" " during the second term - . . . . .	—	730,492
" " for the year - . . . . .	—	1,537,371
Daily average attendance during the year - . . . . .	—	8,826 64*

<i>d. (2) Classification.</i>	Increase	Total
Total number in Standard I, Part 1 - . . . . .	661	4,710
" " I, Part 2 - . . . . .	338	2,924
" " II - . . . . .	351	3,193
" " III - . . . . .	219	3,105
" " IV - . . . . .	416	1,782
" " V - . . . . .	124	638
" " VI " High School Stand " - . . . . .	23	221
" " VII Do - . . . . .	45	153
" " VIII Do - . . . . .	1	28
Total number in all Standards - . . . . .	2,178	16,754

\* In 1899 the daily average attendance was 9,415.

## d (3) Comparative Statement respecting Attendance and Classification.

	Public.	Roman Catholic Public Schools	Roman Catholic Separate Schools.	Total.
Number of pupils on register -	14 970†	1,045†	739†	16,754†
" of boys - - - -	7,812	566	316	8,694
" of girls - - - -	7,158	479	423	8,060
" who attended less than 20 days - - - -	1,602	115	80	1,797
" who attended between 21 and 50 days - -	2,726	190	99	[3,015
" who attended between 51 and 100 days - -	4,415	293	220	4,928
" who attended between 101 and 150 days -	3,307	181	134	3,622
" who attended between 151 and 200 days -	2,461	171	143	2,775
" who attended between 201 and the whole year	459	95	64	617
" who did not attend any school during the year	146	37	7	190
Aggregate attendance during first term - - - -	730,716	47,680	28,483	806,879
" attendance during second term - - - -	653,679	42,644	34,168	730,492
" attendance for the whole year - - - -	1,384,395	90,324	62,651	1,547,271
Daily average attendance during the year - - - -	7,925 43	549 42	351 79	8,826 64
Total number in First Standard, Part I. - - - -	3,950	469	291	4,710
" First Standard, Part II. - - - -	2,553	247	124	2,924
" Second Standard -	2,876	197	120	3,193
" Third Standard -	2,893	91	121	3,105
" Fourth Standard -	1,684	38	60	1,782
" Fifth Standard -	614	2	22	638
" *Sixth Standard -	219	1	1	221
" **Seventh Standard -	153	0	0	153
" *Eighth Standard -	28	0	0	28
<i>Total number in all Standards -</i>	<i>14,970</i>	<i>1,045</i>	<i>739</i>	<i>16,754</i>

\* Total number in High School Standards (vi., vii., viii.) = Public, 400; Roman Catholic Public, 1; Roman Catholic Separate, 1; total, 402.

† The corresponding figures for 1899 are 16,825 pupils in Public Schools, 1,092 in Roman Catholic Public Schools, 884 in Roman Catholic Separate Schools. Total, 18,801

(c.) *Summary of the Educational Statistics of the North-West Territories since 1885, when the management of the schools was vested in a Board of Education.*

Year.	Schools in Operation.	Pupils Enrolled.	Teachers Employed	Expenditure by the Legislative Assembly
1886	76	2,553	84	\$ 8,908
1887	111	3,144	125	36,897
1888	131	3,453	150	44,547
1889	164	4,574	183	56,984
1890	195	5,398	224	85,002
1891	213	5,652	248	129,042
1892	249	6,170	295	121,056
1893	262	8,214	307	106,578
1894	300	10,721	353	113,999
1895	341	11,972	401	112,182
1896	366	12,796	433	126,218
1897	394	14,576	457	121,457
1898	426	16,754	483	133,642
1899	452	18,801	543	142,455

#### IV.—ATTENDANCE LAWS AND TRUANCY

" In every school district where there are at least fifteen children between the ages of seven and fourteen resident within a radius of one mile and a half from the school house it shall be compulsory for the trustees of such district to keep the school open during the whole year Length of time during which schools are open

In every school district where there are at least ten children between the ages of seven years and fourteen years it shall be compulsory for the trustees of such school district to have their school in operation at least six months in every year

b Every parent, guardian, or other person resident in a school district having charge of any child or children between the ages of seven years and twelve years inclusive shall be required to send such child or children to school for a period of at least sixteen weeks in each year, at least eight weeks of which time shall be consecutive; and every parent, guardian, or other person who does not provide that every such child under his or her care shall attend school or be otherwise educated shall be subject to the penalties provided by law. Penalties

It shall be the duty of the trustees of every school district, or any person authorised by them, after being notified that any parent, guardian, or other person having control of any child or children neglects or violates the provisions of the preceding section, to make complaint of such neglect or violation to a justice of the peace; and the person complained against shall, on summary conviction, be liable to a fine not exceeding one dollar for the first offence and double that penalty for each subsequent offence.

Reasonable  
excuses

c. It shall be the duty of the justice of the peace to ascertain as far as may be the circumstances of any party complained of for not sending his or her child or children to school or otherwise educating him or them, and he shall accept any of the following as a reasonable excuse:—

1 That the child is under instruction in some other satisfactory manner,

2 That the child has been prevented from attending school by sickness or any unavoidable cause,

3 That there is no school open which the child can attend within a distance not exceeding two and one-half miles, measured according to the nearest passable road from the residence of such child,

4 That such child has reached a standard of education of the same or of a greater degree than that to be attained in the school of the school district within which such child resides;

5 That such parent or guardian was not able by reason of poverty to clothe such child properly, or that such child's bodily or mental condition has been such as to prevent his or her attendance at school or application to study for the period required.

Truancy and  
Truant  
Officer

d The trustees of each school may appoint a truant officer who shall be vested with police powers, and the trustees shall have authority to make regulations for the direction of such officer in the enforcement of these provisions as they may deem expedient, provided such regulations have been approved by the Chairman of the Council of Public Instruction

If the parent, guardian, or other person having the legal charge of any child shall neglect or refuse to cause such child to attend some school within five days after being notified, the truant officer shall make or cause to be made a complaint against such person before any justice of the peace having jurisdiction in the school district, and such person shall be liable on conviction to a fine not exceeding \$1 and costs for the first offence, and double that penalty for each subsequent offence.

NOTE—The above provisions do not apply in country school districts to children residing more than one mile from the school-house

School Hours.

e School shall be held between nine o'clock and twelve o'clock in the forenoon and half-past one and four in the afternoon of every day, standard time, not including Saturdays, Sundays, or statutory holidays; but the school trustees may alter or shorten the school hours upon receiving the permission of the chairman of the Council of Public Instruction.

A recess of fifteen minutes in the forenoon and in the afternoon shall be allowed

The school year shall begin on January 1 and end on December 31, and shall be divided into two terms, ending on June 30 and December 31.

In all schools open during the whole year there shall be seven weeks' holiday, of which not less than two nor more than six shall be given in summer, and not less than one nor more than five in winter, to be apportioned at the discretion of the various boards of school trustees. The summer holidays shall fall between July 2 and August 31, and the winter holidays shall commence on December 24 in all schools.

The trustees of any school district in which the school is open during the whole year may allow two weeks' additional holidays.

*f* The total number of school days in each year for which grants may become payable is 210, and most yearly schools are open for that period. The summer or short term schools are open for periods ranging from six to nine months.

Period for which Grants are payable

*g* (From the Report for 1898)—The average length of the school year 1898 for all schools was 159 days according to the latest report of the United States Commissioner of Education it was 140 days for the entire United States. The average attendance was 52 per cent of the enrolment, in Manitoba and Ontario it was 56 per cent. Far too many pupils fail to take proper advantage of the schools provided for them. Rather less than 36 per cent of the pupils were under instruction for over 100 days in the year 1898.

Remarks on Attendance in 1898

"It is worth considering whether the present fixed grant should not be reduced and the variable grant on attendance increased to such an extent as to induce trustees, ratepayers, and teachers, from the monetary if no higher reason, to make much greater efforts than many of them now do to secure an improved attendance. The energy that can be put forth in this respect is shown when the attendance in small schools comes near the minimum for which grants are payable. The activity displayed then, if kept up during the year, would produce a great gain in attendance and a consequent improvement in the usefulness of the school through the amount and character of the instruction thus rendered possible.

"When the Assembly provides a large fixed grant and a liberal variable grant, and the people a local tax to supply schools it would seem wise to take a further step and see that such advantage was taken of this provision as would accomplish the end in view. The power that creates the necessary institution and furnishes the needed funds should wield the required coercive authority. If, when the schools are opened and their cost provided for, many of the children attend but half time, there is not only a waste of money and teaching power, but there is a loss of intelligence that will count against the welfare of the individual and the civic and industrial future of the nation.

"It may be doubted whether this relation of intelligence to earning power is sufficiently appreciated and whether it is realised that education is one of the best forms of national investment.

"To increase the average length of our school year and the average attendance of our pupils, and therefore their average intelligence, is to increase the industrial and political power of the

next generation. The discovery of some influence potent enough to bring about this increase is a present need.

“The small number of children in attendance at many of the schools and the consequent increased cost of their education continues to engage attention. There are schools within a few miles of Regina, Qu’Appelle, Indian Head, Wolseley, and such towns, with an average attendance of less than ten children and a school year of only seven months. If these children were conveyed to the town schools, they would have a full year’s schooling, and the cost, including their daily transportation, would not be greater than it now is. Their attendance would be more regular and, generally, they would have the benefit of better buildings, better classification, and better teaching. The consolidation of weak schools in outlying districts might follow later where physical conditions were favourable. There would always remain certain areas in which this would not be feasible.”

#### V.—COST OF EDUCATION

Schools are maintained by *Legislative grants, by local taxation, and by school fees*

##### *a Legislative Grants*

The *Legislative grants* are fixed by Ordinance, and the following are the provisions governing them —

Scale

(i) There shall be paid from and out of any moneys appropriated by the Legislative Assembly for schools (night schools, normal schools, and teachers’ institutes excepted) an amount to be calculated as follows —

- (1) To each school having an average attendance of at least six pupils for the days during which it has been open in any term, a sum of \$1.40 for each day the school is open. Provided that the total number of days in each year for which grants may become payable shall not exceed 210,
- (2) For every pupil in average-daily attendance an additional amount of \$1.50 (six shillings) per school year of 210 days,
- (3) To each school where a teacher is employed who holds a first-class professional certificate the sum of 20 cents for each day (not exceeding 210) in the year such teacher is actually engaged in teaching, and to each school where a teacher holding a second-class certificate is so employed, the sum of 10 cents for each day (not exceeding 210) in the year such teacher is actually engaged in teaching;
- (4) To each school attaining a minimum grading upon the reports of its inspection, as prescribed by the Council of Public Instruction, on its efficiency in respect to buildings, equipment, government, and progress, a sum not exceeding 15 cents nor less than 5 cents may be paid according to such grading, for each day (not exceeding 210) on which the school has been kept open during the year



(5) To any High School complying with the regulations of the Council of Public Instruction, a special grant of seventy-five dollars (about £17) per term,

Provided, that in case the sum of the grants to be paid in any term under (a), (b) and (c) of this section shall exceed 70 per cent of the salary actually earned by the teacher during that term, the amount of the grant under these subsections shall be reduced to the amount of the said 70 per cent of salary paid,

(ii.) Provided further, that payment may be made in respect of the amounts earned under (a), (b), and (c) of this section at the end of the terms closing on the thirtieth day of June and the thirty-first day of December, on receipt of the return prescribed by the Council of Public Instruction; but the grant earned by any school under clause (d) shall be paid only with the last payment of the year, Dates of Payment.

Provided further, that in schools that are only open during a portion of the year payment may be made in respect of the amounts earned under clauses (a), (b), and (c) as soon as the school closes for the year, on receipt of the return prescribed by the Council of Public Instruction;

Provided further, that in schools where more than one teacher is employed, each department shall rank as a school under the provisions of clauses (a) and (d) of this section, when the average attendance of the whole school shall equal at least twenty pupils to each teacher employed, but no board of trustees, shall engage an assistant teacher (expecting Government aid on that account) without having given the Department of Public Instruction at least three months' notice of their intention to do so and having received its approval,

Provided that the amounts shown in the treasurer's return to be due to any teacher or teachers shall be paid direct to such teacher or teachers, and proportionately to the extent of the grant.

Any school that has been closed on account of the absence of the teacher in attending a teachers' institute shall be entitled to all grants as if the school had been actually in operation during such period. For the purpose of computing the grant for such period the average attendance for the week preceding the closing of the school shall be taken as the actual attendance during the period the school remains closed from this cause.

Upon special recommendation of the Council of Public Instruction payment of a special grant may be made to any school, whether organised or not, out of the general revenue fund of the Territories

Whatever additional sums may be necessary for the conduct of the school are raised by local taxation.

The daily average attendance shall be computed by dividing the aggregate attendance of the pupils for a term by the total number of days in such term in which the school was kept open.

(iii.) If a school has been closed by the written order of a duly qualified medical practitioner on account of the prevalence Allowance on account of disease.

within the district of any disease, the Lieutenant-Governor in Council may, upon the recommendation of the chairman of the Council of Public Instruction, pay grants in respect of such days as the school has been closed, but in no case shall such grants be paid for more than thirty days in the calendar year.

If, on account of the prevalence of any disease in the district, the average daily attendance falls below the number requisite to earn the grants, the Lieutenant-Governor in Council may, upon the recommendation of the chairman of the Council of Public Instruction, pay the grants on the basis of the actual attendance for such term.

New districts shall only become entitled to Government aid on the first day of the school term following the Order in Council for their erection

Any school the officers of which shall allow such school to be taught or conducted in violation of the regulations of the Council of Public Instruction shall be liable to forfeit all rights to participate in any of the grants to aid the schools of the Territories, and upon satisfactory evidence of such violation such grants may be withheld.

#### *b Local Taxation.*

##### Assessment

(i) Where a school district is situated within a municipality the trustees may, as soon as may be after the final revision of the assessment roll of the municipality, make a demand on the council of such municipality for the sum required for school purposes for the then current year; but such sums shall not exceed an amount equal to twelve mills on the dollar ( $1\frac{1}{2}$  cents per dollar) according to the last revised assessment roll, on the property liable to assessment in such school district for ordinary school purposes, with such additional amount as may be necessary to meet any debenture indebtedness that may have been incurred and may be coming due

The trustees of any school district the whole or any portion of which is situated within a municipality, may demand of the council of the municipality that the amount for which the school district (or the part thereof situated within the municipality) is liable for school purposes shall be imposed and collected by the municipality, and the lands and property of persons liable for such amounts shall be assessed, and the same shall be collected, as other rates by the municipality

If the amount collected falls short of the sum required, the council may direct the deficiency to be made up from any fund belonging to the municipality except sinking funds.

If there be no unappropriated funds the deficiency may be deducted from the sums estimated as required or from any one or more of them but not from the estimates supplied by the school trustees.

Should the amount collected exceed the estimates, the sum in excess shall be paid over to the treasurer of the school board.

In cases where the amount collected has been on account of some special purpose and is not required for such purpose, it shall form part of the general fund of the municipality.

(ii) In cases where separate school districts have been established, when property owned by a Protestant is occupied by a Roman Catholic and *vice versa*, the tenant in such cases shall only be assessed for the amount of property he owns whether real or personal, but the school taxes shall in all cases (whether or not the same has been or is stipulated to the contrary in any deed, contract, or lease) be paid in the school district to which such owner is a ratepayer.

Protestants  
and Roman  
Catholics

In cases where separate school districts have been established, whenever property is held by two or more persons as joint tenants or tenants in common, the holders of such property being Protestants and Roman Catholics, they shall be deemed and held accountable to the board of trustees for an amount of taxes in proportion to their interest in the premises, and such taxes shall be paid to the school district of which they are ratepayers.

A company may by notice to the secretary treasurer of any municipality wherein a separate school district is either wholly or in part situated, and to the secretary of the board of trustees of any school district in which a separate school has been established, require any part of the real property of which such company is either the owner and occupant or the tenant, and any part of the personal property (if any) of such company, liable to assessment, to be assessed for the purposes of said separate school; and the proper assessor shall thereupon enter said company as a separate school supporter in the assessment roll in respect of the property specially designated.

Provided always that the share or portion of the property of any company assessed in any municipality or in any school district for separate school purposes under the above provisions shall bear the same ratio and proportion to the whole property of the company assessable within the municipality or school district as the amount or proportion of the shares or stock of the company (so far as the same are held and possessed by persons who are Protestants or Roman Catholics as the case may be) bears to the whole amount of such paid or partly paid-up shares or stock of the company.

If a school district be situated partly within two or more municipal corporations, then the Board of Trustees may make a demand upon each of such corporations for that proportion of the amount of money required by such district which may justly be demanded by such district according to the amount of property included within the limits of the district and situated within the limits of such municipality, or the trustees may themselves or by means of an assessor levy an assessment.

(iii) The trustees of any school district or an assessor whom they may appoint, as soon as may be in each year, shall prepare an *assessment roll* for the school district or for that part of the district which is not within the limits of any municipality, in which shall be set down, according to the best information to be

Assessment  
Roll.

had, a list of all the property taxable for their school in the district, with the names of the occupants and owners (if such can be procured) and such list shall contain the following information—

1. Name of occupant or person in possession (if there be no occupant a statement to that effect):

- (a) Religion of occupant (whether Roman Catholic or Protestant),
- (b) Sex,
- (c) Age,
- (d) Occupation;
- (e) Place of residence.

2 Name of owner if it can be ascertained (if owner's name be unknown such particulars concerning ownership as may be known)

- (a) Religion of owner (whether Roman Catholic or Protestant),
- (b) Sex,
- (c) Age;
- (d) Occupation;
- (e) Place of residence and post office address.

3 Description of real property in occupation of each person :

- (a) Part and number of section, township, range, and meridian, or number and description of lot in special survey, or number of lot or house or other particulars of each parcel;
- (b) Improvements in cultivated lands (giving area) and buildings on each parcel,
- (c) Area in acres or the number of feet frontage of each parcel;
- (d) Value of each parcel,
- (e) Total value of real property.

4. Description of taxable personal property :

- (a) Taxable personal property other than income, with particulars;
- (b) Value of such personal property;
- (c) Taxable income;
- (d) Total value of personal property, including taxable income.

5. Total value of taxable, real, and personal property ;

**Exemptions.** (iv) All real and personal property situated within the limits of any school district, or income derived by any person resident

within the limits of such district, and live stock which is within the limits of a school district for a portion of the twelve months prior to the assessment shall be liable to taxation subject to the following provisions and exemptions—

1. All property held by Her Majesty or for the public use of the Government of the Territories or specially exempted by the Parliament of Canada ;

2. All property held by or in trust for the use of any tribe of Indians or the property of the Indian Department ;

3. Where any property is occupied by any person otherwise than in an official capacity the occupant shall be assessed in respect thereof, but the property itself shall not be liable ;

4. The buildings and grounds, to the extent of two acres, of all public and separate schools and the personal property belonging to the same, being used for school purposes, and under the management of the Council of Public Instruction of the Territories,

5. A building used for church purposes and not used for any other purpose for hire or reward, and the lot or lots whereon it stands not exceeding one-half acre, except such part as may have any other building thereon,

6. Gaols and court houses and the necessary land attached thereto,

7. Any land in use as a public cemetery not exceeding twenty-five acres,

8. The books of every public library ;

9. The income of a farmer derived from his farm and the income of merchants, mechanics, and other persons derived from capital liable to taxation.

The annual income of any person derived from his personal earnings provided the same does not exceed \$600

10. Grain, household effects of every kind, books, and wearing apparel ;

11. The increase in the value of the land by reason of the annual cultivation thereof, together with the growing crops, or by reason of the cultivation of trees,

12. All works constructed, operated, and used in connection with irrigation ditches as well as the ditches themselves operated under and subject to the provisions of *The North-West Irrigation Act, 1898*,

Provided that live stock which has been assessed against the owner thereof in the school district in which he resides shall not be liable to assessment in any other school district.

A person occupying property or deriving income not liable to taxation may compel the assessor, on written demand, to assess him for such property or income in order that he may hereby be qualified for voting or holding office.

Real and personal property shall be estimated at their actual cash value as would be appraised in payment of a just debt from a solvent debtor

Taxes may be recovered either from owner or occupant as a debt due to the school district, in which case the production of the collector's roll or a copy of so much thereof as relates to the taxes payable by such person, certified as a true copy by the secretary of the school district, shall be *prima facie* evidence of the debt

Complaints

(v) If any ratepayer within the school district thinks that any person has been assessed too high or too low or has been wrongly inserted in or omitted from the assessment roll or that the property of any person has been misdescribed or omitted from the roll or that the assessment has not been performed in accordance with the above provisions and requirements, the secretary of the board of trustees shall, on his request in writing, give notice by post or otherwise to such person and the assessor, of the time when the matter will be tried by the court, and the matter shall be decided in the same manner as complaints by a person assessed.

The secretary of the board of trustees shall post up in some convenient place within the school district a list of all complaints made by persons on their own behalf against the assessor's return and of all complaints on account of assessment or want of assessment of other persons, stating the names both of the complainant and of the party complained against with a concise statement of the matter complained of, together with an announcement of the time when the court will be held to hear the complaints; and no alteration shall be made in the roll unless under a complaint formally made according to the above provisions.

Court of  
Revision

(vi.) If at any time before the day fixed for the sitting of the court of revision it shall be discovered that the property or income of any taxable person or part thereof has been omitted from the roll, the secretary shall notify such taxable person, if known, by registered letter, that at the sitting of the court of revision, to be held at least fifteen days after such notice, an application will be made to the said court to assess such taxable property for such sum as may be deemed right, and that such taxable person is required to attend such court to show cause why the said taxable property should not be assessed, and as to the amount the same should be assessed for.

The board of trustees of any school district shall sit as a court of revision not more than thirty days from the filing of the roll, and shall hear all complaints notice of which shall have been given

The roll as finally passed by the court and certified by the secretary as passed shall (except in so far as the same may be further amended on appeal to a judge of the Supreme Court) be valid and bind all parties concerned.

Appeal to  
Superin-  
tendent.

(vii.) If a person be dissatisfied with the procedure of the court of revision he may appeal therefrom to a judge of the Supreme Court. In all cases of such appeals the person appealing shall

in person or by his agent serve upon the secretary of the school district, within eight days after the decision of the court of revision, a written notice of his intention to appeal to a judge of the Supreme Court

And in all such proceedings the judge shall possess all the powers for compelling the attendance and for the examination on oath of all parties whether claiming or objecting, or objected to, and all other persons whatsoever, and for the production of books, papers, rolls, and documents, and for the enforcement of such orders, decisions, and judgments as belong to or might be exercised by him in the Supreme Court

(viii) The Board of Trustees shall cause to be made out a collector's roll for the district on which shall be set down the name of every person assessed, the assessed value of his real property, and the amount with which such person is chargeable according to the rate of taxation computed in respect of sums ordered to be levied by the Board of Trustees, with any other particulars that may be necessary; and such roll shall be placed in the hands of the treasurer or collector duly appointed by the trustees for collection.

Return of  
Trustees.  
Rebate.

The Board of School Trustees may by resolution allow a rebate not to exceed 10 per cent upon all taxes paid within thirty days after the same have become payable.

(ix) Should it appear desirable to the Board of Trustees of any school district that a sum of money should be borrowed upon security of the district for the purchase of a school site, or for the erection, purchase, or improvement of a school building or buildings, or for furnishing the same, or for the purchase of suitable play grounds for the children attending the school or schools of the district, they shall pass a bye-law to that effect, and, before proceeding to borrow such sum of money, shall receive the sanction of a majority of the votes of the ratepayers of the school district voting thereon.

Incurring  
Debt by  
Debenture.

Upon receipt of the return of the voting and upon being satisfied that the necessary conditions have been complied with, the Lieutenant-Governor in Council shall in writing empower the trustees to borrow the sum or sums of money mentioned in the bye-law and shall publish the same in the official gazette of the Territories; and the assent of the Lieutenant-Governor in Council (published as aforesaid) to any such loan, shall be conclusive evidence that all the necessary formalities have been complied with and that such loan is one which the school district may lawfully make

All money thus borrowed shall be borrowed by debenture

The total face value of the debentures issued shall not be for a greater sum than one-tenth of the total assessed value of the real property within the district, according to the last finally revised assessment roll of the district.

Debentures shall not run for a longer term than twenty years, if the school buildings are of brick, concrete, or stone; and shall not run for a longer period than ten years, if the buildings be of frame or log.

Debentures shall not carry interest at a greater rate than eight per cent per annum.

The trustees of any school district, having received notice from the Lieutenant-Governor in Council authorising them to contract a loan, shall issue debentures therefor to secure the amount of the principal and interest of such loan upon the terms specified, and the said debentures and the coupons thereof shall be sufficient, when signed by two of the trustees of the school district, to bind such school district and to create a charge or lien against all school property or rates in the school district for which such loan is made.

All debentures shall on redemption be marked "cancelled" and signed by the secretary of the board of trustees across the face thereof.

All debentures before being issued shall be sent for registration to the department of public instruction and such department shall keep a book in which shall appear :

- 1 The name and number of each school district issuing debentures,
2. The amount of debenture indebtedness incurred by such district from time to time,
3. The purposes for which the indebtedness was incurred, with particulars of the amount for each specific purpose,
- 4 The date of redemption of each debenture.

Two sections of land (1,280 acres) in each township are reserved and held in trust by the Dominion Government as school lands for aiding and promoting education. This means an endowment of about eleven million acres.

#### *c. School Fees.*

Except for pupils in High School departments, no fees shall be charged by the trustees of any school district on account of the attendance at the school thereof of any children whose parents or lawful guardians are ratepayers of such school district, but a rate not exceeding five cents per day per family payable monthly in advance may be charged for any children whose parents or lawful guardians are not ratepayers to such school district.

In High School departments the trustees may charge pupils, whose parents or lawful guardians are resident ratepayers, a fee not to exceed nine dollars for the first term and six dollars for the second term.

In High School departments the trustees may charge pupils, whose parents or lawful guardians are not resident ratepayers, a fee not to exceed thirteen dollars in the first term and eight dollars in the second term.

#### *d. Treasurer's Return.*

The foregoing analysis of the financial administration of Education in the Territories may best be summarised by giving in full the prescribed form for the return made at the end of each



term by a treasurer of a board of trustees of any school district (public or separate) to the department of Public Instruction:—

School District No.

The following statement of cash received and expended by me on account of the above school district for the year ended December 31st, 1 , together with the other information furnished by me is correct and true in every particular.

RECEIPTS.		EXPENDITURE.	
Government grant for first term ended . . . .		For teachers' salaries . . . .	
Government grant for second term ended . . . .		On account of debenture indebtedness . . . .	
Taxes collected during the year . . . . .		For rent of buildings . . . .	
Received for fees from pupils . . . . .		„ school apparatus . . . .	
Proceeds of sale of debentures . . . . .		„ library . . . . .	
		„ caretaker and fuel . . . .	
		On school buildings . . . .	
		...	
<b>AMOUNT DUE TO AND BY THE DISTRICT.</b>			
Arrears of taxes due to district . . . . .		Balance due on teachers' salaries . . . . .	
Fees from pupils . . . . .		Balance due on outstanding accounts . . . .	
... ..		Balance due on buildings and land . . . . .	
...		... ..	
PARTICULARS OF ASSESSMENT.		ASSETS OF DISTRICT.	
Amount of assessable property from last revised assessment roll . . . .		Estimated value of real estate . . . . .	
Rate of school tax per dollar . . . . .		Estimated value of school buildings . . . . .	
Rate of school tax per dollar to pay debenture indebtedness . . . .		Estimated value of furniture . . . . .	
AUDITOR'S REPORT.		COST OF LAND AND BUILDINGS.	
I hereby certify that I have compared the above statement with the books kept by the district and find the same correct.		Amount paid for school site	
		„ „ „ buildings	
		„ „ „ furniture,	
		&c. . . . .	

Auditor.

(Signed) . . . . .

Treasurer.

*Public Notice of Poll on Issue of Debentures.*

The form prescribed for the *public notice of a poll* on the *issue of debentures* gives some idea of the share of the voters in the financial affairs of their school district:—

By the trustees of the (*give full corporate name of school district*).

Whereas it is deemed expedient by the trustees of the (*give full name of the school district*) that the sum of \_\_\_\_\_ dollars should be borrowed on the security of the said school district by the issue of debentures repayable to the bearer in equal consecutive annual instalments from the issue thereof with interest at the rate of \_\_\_\_\_ per cent per annum for the following purposes, namely

Therefore notice is hereby given by the trustees of the said district that a poll will be opened by the undersigned chairman of the said trustees at the \_\_\_\_\_ on \_\_\_\_\_ the day of \_\_\_\_\_, 1\_\_\_\_, at the hour of ten o'clock a m., and will continue open until four o'clock p.m. of the same day, when the votes of those duly qualified to vote thereon will be taken for or against raising the said sum of \_\_\_\_\_ dollars by way of a loan on the security of the said school district as hereinbefore set forth.

The qualification of voters is expressed in the following oath or affirmation, which persons desiring to vote must take if required: "I, A. B., do solemnly swear that I am a *bona fide* ratepayer of the (*name of school district*), that I am of the full age of twenty-one years, that I am not an unenfranchised Indian; that I have paid all taxes due by me to the said school district, that I have not voted before at this election, and have not received any reward either directly or indirectly, nor have I any hope of receiving any reward for voting at this time and place"

Of which all persons interested are hereby notified and are required to govern themselves accordingly.

Chairman.

} Trustees.

Dated at  
this \_\_\_\_\_ day of \_\_\_\_\_ 19.

## VI—INSPECTORS AND INSPECTION

*Inspection* (From the Report for 1898)—“The increase in the number of schools and pupils and the distances to be travelled made it impossible for the inspectors to visit all schools twice during the year

“Through joint inspections and periodical conferences an attempt has been made to arrive at methods that secure substantial uniformity of judgment and practice. An inspection implies observation and examination, with a view to determining how far the school meets the needs of the pupils and the requirements of the State

“The inspector observes the children entering and leaving the school-room, coming to and retiring from class, and notes promptness of movements, economy of time, simplicity of class tactics, and positions of desks. He observes the teacher's tone of voice, manner, watchfulness, decision, courtesy, consideration for the weaker and slower children, sympathy, and power to inspire. He observes whether the children are punctual, polite, cheerful, interested, orderly, and systematic. He observes the neatness, cleanliness, and orderly arrangement of the school room, its furniture and decoration, and the provisions made for heating, lighting, and ventilation, and notes the conditions of the school grounds. He observes the teacher's conduct of a lesson, definiteness of aim, selection of facts, clearness of presentation, character of drill, and notes the habits of work of the pupils in seats during this period. He examines the time-table to learn what subjects are taught and how the children are employed, he expects to find an analysis of it showing the amount of time devoted to class work in each subject. He examines the children in several subjects to discover what knowledge they possess, what power to master new work they have acquired, and what ability they have to give correct expression to their thoughts. He does not test all work at each visit, it being assumed that if a subject is well taught in one class it will probably be well taught in the remaining classes. He examines the registers to see that they are kept correctly and to learn something of the pupils' regularity of attendance and length of time in their several standards. He examines the pupils' text books to see that they are clean and free from markings

“At the close of his inspection he has a brief conference with the teacher at which he praises excellent work, approves good work, and suggests remedies for inefficient work. He encourages the teacher to continue to be a student and recommends books and journals that will add to his general culture and professional knowledge. He leaves the teacher with a feeling that an inspector, while a skilled critic, is a sympathetic friend who helps and inspires, yet respects individuality and independence

“He makes written reports of his inspection to the trustees and the Council of Public Instruction, in which he expresses

brief judgments upon the general character of the school, makes particular comments upon any special excellences or defects, and suggests needed improvements. Where opportunity permits he has personal conferences with the trustees.

"He examines treasurers' books, aids in the settlement of district disputes, encourages the formation of new districts, meets with his teachers once a year in convention, and assists in the preparation of examination papers and the training of third class teachers

"It is a pleasure to state that teachers and trustees are showing an increasing appreciation of the work of our inspectors and that there is in so many instances, an easily discernible relation between their frank reports and marked improvements in the quality of the teaching and the condition of the school houses and grounds"

## VII—RELIGIOUS INSTRUCTION

No religious instruction shall be permitted in any school in the Territories from the opening of such school until one half hour previous to the closing of such school in the afternoon, after which time any such instruction permitted or desired by the trustees may be given

It shall, however, be permissible for the trustees of any school district to direct that the school be opened by the recitation of the Lord's prayer

Any child attending any school shall have the privilege of leaving the schoolroom at the time at which religious instruction is commenced, as provided for in the preceding section, or of remaining without taking part in any religious instruction that may be given, if the parents or guardians so desire.

No teacher, trustee, or inspector shall in any way attempt to deprive such child of any advantage that it might derive from the ordinary education given in such school; and any such action on the part of any trustee, inspector, or teacher shall be held to be a disqualification for and voidance of the office held by him or her.

## VIII—TEACHERS

### *a. Their Duties.*

It shall be the duty of every teacher—

1. To teach diligently and faithfully all the subjects required to be taught in the school according to the terms of his engagement with the trustees and according to the provisions of the Council of Public Instruction;

2. To maintain proper order and discipline,

3. To hold during each year public examinations of his school, of which he shall give due notice to the trustees, and through the pupils to their parents or guardians,

4. To make at the end of each school term, or at such other time as may be approved by the inspector and subject to revision

by him, such promotions from one class to another as he may deem expedient,

5 To give strict attention to the proper heating, ventilation, and cleanliness of the school house, and report to the trustees any necessity for cleaning and ventilating the school building and outhouses in connection with the same, and report to the school inspector any neglect on the part of the trustees in this respect,

6. To report to the secretary of the trustees any necessary repairs to the school buildings or furniture and any required supply of fuel and drinking water,

7 To keep in the prescribed form the school registers and to give access to them to trustees, inspectors, and any other person authorised thereto by the Chairman of the Council of Public Instruction;

8. To assist the board of trustees in making the required returns to the department of Public Instruction, and to furnish to the department, the inspector of schools, or the board of trustees, any information which it may be in his power to give respecting anything connected with the operations of his school or in any wise affecting its interests or character,

9. To deliver up any school registers, school house key, or other school house property in his possession on the written order of the board of trustees,

10 The teacher of a school may be secretary of the trustees but not treasurer

A teacher whose agreement with a board of trustees has expired or who is dismissed by them shall be entitled to receive forthwith all moneys due to him for his services as teacher while employed by the said board. If such payment be not made by the trustees or tendered to the said teacher by them, he shall be entitled to recover from the said trustees the full amount of his salary due and unpaid, with interest, until payment is made by a suit in a court of competent jurisdiction.

Within ten months after the issue of the Order in Council erecting a newly-organised school district, the trustees shall engage a qualified person as school teacher for such period, not being more than one year, and at such salary as may be agreed upon

In every school in which more teachers than one are employed the head teacher shall be called the principal and the other teachers assistants.

The principal shall prescribe, with the concurrence of the Board of Trustees, the duties of the assistants, and shall be responsible for the organisation and discipline of the whole school.

#### *b. Teachers' Institutes*

Any number of teachers may organise themselves into a teachers' institute for the purpose of receiving instruction in the methods of teaching and for discussing educational matters subject to the regulations of the Council of Public Instruction.

From the Report for the year 1898.—“Through the co-operation of superintendent, inspector, and teachers these institutes do much for unification and elevation of aims. They are sources of stimulus and inspiration, bringing the isolated teacher in touch with the freshest professional thought and the ablest workers in his vocation. They are the best means of introducing new phases of work and giving assistance to teachers who need aid. Through the evening meetings they are helpful agencies in developing a right educational sentiment in a community and encouraging the school authorities to higher effort”

*c. Supply of Teachers, etc.*

“The supply of teachers in well-settled districts is sufficient; in outlying districts there is difficulty in getting good teachers to accept pioneer conditions, into our ‘colonies’ very few teachers have gone. The difficulty of securing teachers is increased when some trustees require applicants, in addition to the legal qualifications, to speak a certain modern language and be a member of a certain church. We are not yet wholly free from appeals of friends and relatives to grant provisional certificates to impecunious persons without the required scholarship or training. The rights of the children, quite ignored by these people, are considered of paramount importance by the Council, and provisional certificates are refused till it is made manifest that qualified teachers cannot be obtained. The rule is. ‘Provisional certificates are issued to persons who present such evidence of scholarship that there is a reasonable probability of their being able to pass the next teachers’ examination.’ These certificates are not issued till the trustees declare that they have advertised for a qualified teacher and have used all reasonable effort to secure one but without success. Then upon application of the trustees—not of the would-be teacher—a provisional certificate is issued, valid for that school only, and terminating at the opening of the next examination for teachers.

“In the engagement of teachers, willingness to accept a small salary is too frequently a more potent influence than good character, graceful manners, broad scholarship, and professional skill. So long as this continues these schools will fail to secure and retain the best class of teachers. Progress in the education of the people to a juster recognition of the essential qualities of a good teacher is slow. Permanency of tenure is the rule in village and town schools, the exception in rural schools. Progress is much retarded by frequent changes of teachers.

“Mental and moral tests of qualification are required of all teachers. There should be a physical test as well. Tuberculosis is known to be a contagious disease, yet persons infected with it come here seeking relief in our climate and secure employment in our schools. Candidates for certificates should be free from any disease or infirmity which would unfit them for the work of teaching

*d Foreign Certificates*

“Under conditions specified in the regulations persons holding professional certificates, other than third class, issued in any of the provinces or the British Islands may receive certificates here without undergoing further examination or training. Each year a number of teachers are admitted under this regulation, and each year inspectors draw attention to certain difficulties arising therefrom. These teachers as a rule are not lacking in general scholarship or teaching ability, but they do not understand our conditions, are ignorant of our school laws, fail to appreciate our aims, and neglect, to a surprising extent, to read and interpret correctly our programme of studies. As a result, too much of their first year’s work is misdirected if not wasted, and the inspectors, with the limited time at their disposal for each school, can do but little to remedy these defects. The inspectors are unanimous in recommending that before receiving authority to teach, these persons should be required to take such a course of training as would make them familiar with our conditions and laws, and put them in touch with our aims and methods. A number of our best teachers have urged the necessity for such a course.”

*Normal School*

The only Normal School in the Territories is at Regina, the capital. The preparation for the first and second class professional certificates is given during the last four months of every year. Sessions for third-class candidates are conducted at convenient local centres by the inspectors under the supervision of the superintendent, who delivers a course of lectures at each.

In 1896, of the 433 teachers in employment, 96, of which 34 were women, held first-class certificates, 207, of whom 109 were women, second-class certificates, and 130, of whom 79 were women, held third-class certificates.

*f Form of Agreement between Trustees and Teacher*

We, the undersigned, trustees of (*here insert name of school district or separate school district in full*) have chosen

who holds a                      class certificate of qualification to be a teacher in the said district, and we do hereby contract with and employ such teacher at the rate of

per annum (*or as the case may be*) from and after the date hereof, and we do further bind and oblige ourselves and our successors in office faithfully to collect and pay the said teacher during the continuance of this agreement the sum or sums for which we hereby become bound.

And the said teacher hereby contracts with the said trustees and their successors in office, and binds himself to teach in and conduct the school or schools of the said district (*or separate school, as the case may be*) according to the provisions of *The School Ordinance* and the regulations of the Council of Public Instruction in force under its authority.

This agreement shall continue in force from the date hereof unless the certificate of the said teacher should in the meantime be revoked, and shall not include any teaching on Saturdays or on other lawful holidays or vacations decided on, *e.g.*, all such holidays and vacations being at the absolute disposal of the teacher without any deduction from his salary whatever

Witness	}	<table border="0"> <tr> <td style="padding-right: 5px;"><i>A. B.</i></td> <td rowspan="4" style="font-size: 3em; padding: 0 10px;">}</td> <td rowspan="4" style="vertical-align: middle;">Trustees.</td> <td rowspan="4" style="vertical-align: middle;">Corporate seal.</td> </tr> <tr> <td><i>C. D.</i></td> </tr> <tr> <td><i>E. F.</i></td> </tr> <tr> <td><i>G. H.</i>, Teacher.</td> </tr> </table>	<i>A. B.</i>	}	Trustees.	Corporate seal.	<i>C. D.</i>	<i>E. F.</i>	<i>G. H.</i> , Teacher.
<i>A. B.</i>	}	Trustees.	Corporate seal.						
<i>C. D.</i>									
<i>E. F.</i>									
<i>G. H.</i> , Teacher.									

Dated this                      day of                      A.D. 19

### *g. Certificates*

The teachers' certificates granted by the Council of Public Instruction shall be denominated third class, second class, first class, and High School certificates. These may be obtained by fulfilling the following conditions —

- (a) Furnishing a certificate of moral character of recent date
- (b) Passing the prescribed non-professional examination.
- (c) Passing the prescribed professional examination.
- (d) Receiving a satisfactory report from an inspector after having taught one year in the Territories on an interim certificate.

Certificates of the third class shall be valid for three years. All other certificates shall be valid during the pleasure of the Council.

These certificates are competed for, not in one examination in which the order of achievement would correspond to the grade of the certificate given, but in four separate examinations corresponding to the four grades of certificate. Each of these four examinations consists of two parts, (a) non-professional, (b) professional.

For the non-professional examinations for first, second, and third class, and High School certificates, candidates must obtain at least 34 per cent on each subject, and 50 per cent on the total number of marks.

If any subject is divided for the purpose of examination, candidates must obtain at least 34 per cent on each subdivision.

*h. The following is a rough summary of the professional examination for the lowest and highest certificates, i.e., third-class and first-class certificates.* —

#### THIRD CLASS.

1. *The Science of Education.*—The nature and aim of education, teaching, and instruction, outline of helpful portions of mental science; application of the principles derived therefrom to teaching and government.

2. *The Art of Education* —Methods of teaching each subject on the programme of studies for schools; school organisation; school management, school hygiene; duties of teachers and pupils. Practice in teaching

Text-book —Gerlich's "New Manual of Method," "Manual of Hygiene" (Ontario series).



## FIRST CLASS

1. *The Science of Education*—Nature, form, and limits of education, development and training of man, education values, psychological and logical sequence of subjects, general method.

2. *The Art of Education*—Application of principles derived from the science of education to the teaching of each subject on the programme of studies, school organisation, school management; school law; practice in teaching.

3. *The History of Education*—Systems and theories of education; eminent educators.

Text-books — Rosenkranz's "Philosophy of Education", Sully's "Handbook of Psychology", De Garmos' "Essentials of Method"; Landon's "Teaching and Class Management", White's "School Management", Laurie's "Lectures on Linguistic Method", Herbert Spencer's "Education", "Report of the Committee of Ten"

*i. Qualifications for High School Certificate*

The qualifications necessary for a High School certificate enabling a teacher to become the head-master of a High School are as follows—

1 To have the degree of Bachelor of Arts from some University in Her Majesty's dominions, and

2 To have a professional certificate of the first class

Persons holding a professional certificate of the first class, or a High School assistant's certificate obtained after a course at an approved school of pedagogy, may teach in a High School, but not as head-master.

NOTE—A certificate from a school of pedagogy is not valid as a licence to supervise or teach in other than High Schools

*j. General Regulations for Non-Professional Examinations*

1 The examination of candidates for teachers' non-professional certificates shall commence on the first Monday of July in each year at such places as the Council of Public Instruction may announce

2 No male teacher under eighteen years of age, nor female under sixteen, shall be allowed to write at these examinations

3 Males under eighteen years of age and females under sixteen, who desire to test their scholarship may, upon payment of a fee of \$5 00, write with the candidates for teachers' non-professional certificates. A statement of the marks awarded will be given them, but this statement will not be accepted as the equivalent of a certificate, even when the age limit has been attained.

4 Each candidate shall notify the Secretary of the Council of Public Instruction, not later than June 1st, of the class of certificate for which he is an applicant and the place at which he desires to write. Each such notice shall be accompanied by a fee of three dollars

5 A non-professional certificate shall not be valid as a licence to teach.

6 During the sessions of the Normal School only those holding non-professional certificates are admitted

Candidates who have previously taken the training prescribed for second class are permitted to write on the final examinations for first class without attendance during the session.

Persons whose teaching has been favourably reported on by an inspector, but whose third class professional certificates have expired, may, with the permission of the Council, renew these by passing the prescribed non-professional examination for third class and an additional examination based on White's "Pedagogy" and Landon's "Teaching and Class Management"

#### *k Certificates without Examination*

1 A person who holds a certificate, other than third class, issued since 1st January, 1886, in any province of the Dominion or in the British Islands, and who presents (a) a statement from the Department of Education in his province that his certificate is still valid, (b) a certificate of moral character of recent date, (c) a certificate from his last inspector of having taught successfully, may receive a certificate of such class as the Council of Public Instruction may deem him entitled to.

2 Graduates in any university in Her Majesty's Dominions may, on the presentation of proofs of scholarship, character, and age, receive non-professional certificates of the first class

3 Persons holding certificates of educational value from institutions other than those mentioned may receive such certificates as the Council of Public Instruction may deem them entitled to

*The Academic Certificate*—Preparation for this certificate is given to teachers in the High School standards (Standards VI, VII, and VIII). The examination comprises the following subjects Spelling and writing, the English language, rhetoric and composition, poetical literature, history, geography, arithmetic algebra, geometry, trigonometry, chemistry, botany, and physics

#### *l. Certificates and Teachers' Examinations in 1898.*

(1) TEACHERS AND CERTIFICATES		
1. Number of teachers employed	- - - -	483
Increase for the year	- - - - 26	
2. Number of men employed	- - - -	232
3. Number of women employed	- - - -	251
4. Number of first-class teachers	men 74, women 42	
Total	- - - -	116
Increase for the year	men 1; women 9.	
Total	- - - - 10	
5. Number of second-class teachers	men 118; women 153	
Total	- - - -	271
Increase for the year	men 3; women, 23.	
Total	- - - - 26	
6. Number of third-class teachers (including provisional licences)	men 40; women 56. Total	
Decrease for the year	men 7; women, 3	96
Total	- - - - 10	

(ii) EXAMINATION OF TEACHERS (Non professional)	
<i>First Class.</i>	
Number examined . . . . .	12
Number passed . . . . .	8
<i>Second Class.</i>	
Number examined . . . . .	58
Number passed . . . . .	32
Given standing on first class examination . . . . .	1
<i>Third Class</i>	
Number examined . . . . .	101
Number passed . . . . .	47
Given standing on second-class examination . . . . .	15
Number of Certificates granted during 1898.—	
<i>First Class</i> —Male 16, Female 1 Total . . . . .	17
<i>Second Class</i> —Male 22, Female 26. Total . . . . .	48
<i>Third Class</i> —Male 11, Female 32 Total . . . . .	43
<i>Interim Certificates</i> , to those qualified from other Provinces . . . . .	136
<i>Provisional Certificates</i> , including temporary licences to substitutes for teachers who were ill, or who were attending Normal School . . . . .	24
Total . . . . .	268
(iii) NORMAL SCHOOL	
Number attending First Class Session . . . . .	23
„ Second Class Session . . . . .	35
„ Third Class Session . . . . .	28
Total . . . . .	86

## IX.—SPECIAL SCHOOLS.

*a. Night Schools*

Trustees of any school district may engage a qualified teacher and make necessary arrangements at the expense of the school district for the maintenance of a night school, *provided* that, if the school is kept open for one month, a fee may be charged of not more than \$2 a month for each month or portion of a month that the pupil is in attendance.

*b Kindergartens*

Kindergarten classes may be established in any school in the Territories for the teaching and training of children between the ages of four and six years according to kindergarten methods, and in such schools a fee may be charged, not exceeding \$1 a month for each pupil, to cover the cost of maintaining such department.

Recent Reports of the Council of Public Instruction and other official documents relating to education in the North-West Territories can be seen at the Board of Education Library, St Stephen's House, Cannon Row, Whitehall, London, S W.

## APPENDIX A.

## EXTRACTS FROM THE "PROGRAMME OF STUDIES."

The following recommendations and rules were made in the "Programme of Studies" issued in 1895, and still in force.

## (i) DRAWING.

Drawing is to be taught as an added means of expression. Pupils are to draw in blank books after observing the type solids and objects. (From the Report for 1898) — "Drawing can be taught to all pupils who can learn to write, and it is of use to all. It trains the powers of observation, for the child must observe carefully to represent truly. It gives an added means of expression—clearer perhaps than either speaking or writing. It makes the hand skilful and enables every artisan to construct and read working drawings, and so aids him in his life work. It arouses and makes active the creative ability of the child, and it leads him to see and appreciate the beauty in what surrounds him, and strengthens his desire therefor. Our course is necessarily an elementary one, and prominence is given to objective and industrial drawing. In the study of pictures we have made a beginning"\*

*Standard I*

Teach the following forms as wholes from type solids and objects:

*Sphere* and similar forms, natural and artificial, *e.g.*, ball, marble, apple, tomato, cherry, lemon, etc.

*Cylinder* and smaller forms, natural and artificial, *e.g.*, pencil, bottle, spool, pint measure, cup, rope, ladder, mallet, etc.

*Cube* and similar forms, natural and artificial, *e.g.*, box, chest, basket, inkstand, lumps of sugar, etc.

Teach their parts—surfaces, faces, edges, and corners, and the relation of these parts; compare them.

Illustrative sketching in connection with Nature Study.

*Standards II. and III.*

The work of Standard I. and the following:

The type solids bisected and studied as new wholes.

*Hemisphere* and similar forms, natural and artificial, *e.g.*, half an apple, dish, bowl, cap, oil can, etc.

*Half Cylinder* and similar forms, natural and artificial, *e.g.*, bandbox, coin, etc.

*Half Cube*, square prism, right angled triangular prism, and similar forms, natural and artificial, *e.g.*, box, trunk, car, roof of a house, etc.

Teach their parts—surfaces, faces, edges, and corners, and the relation of the parts. Compare them.

Teach geometric figures—triangle, square, and rectangle from the solid. Draw objects based on these figures, *e.g.*, pennant, envelope, door, cross, flag, etc.

Illustrative sketching in connection with Nature Study.

*Standards IV. and V.*

The work of previous standards and forms derived from the type solids by variation.

*Spheroid*, ellipsoid, ovoid, and similar forms natural and artificial, *e.g.*, lemon, cucumber, watermelon, egg, hops, pear, strawberry, vase, etc.

\* See below, *note*.

*Cone*, circular frustrum, and similar forms, natural and artificial, *e g*, carrot, volcano, mountain peak, hour glass, wine glass, etc.

*Pyramid*, square frustrum and similar forms, natural and artificial, *e g*, cupolas, pyramids of Egypt, basket, etc

Draw, from the solids, the geometric figures, circle, ellipse, and oval, and learn the terms circumference, diameter, radius, arc, centre, focus, axis. Draw objects based on these figures, *e g*, target, circular window, hand mirror, eye glasses, horse shoe, padlock, fan, spoon, etc.

Illustrative sketching in connection with other studies

#### (ii) STIMULANTS AND NARCOTICS, WITH SPECIAL REFERENCE TO THE USE OF ALCOHOL AND TOBACCO

The great purpose is to build up in the mind a theory of self-control and a willingness to abstain from acts that may grow into dangerous habits. The moral and social effects should be made prominent and abstinence be inculcated from higher ends than such as concern only the body. Technicalities and persistent dwelling upon details of disease should be avoided. Special delicacy of treatment is needed in those unfortunate cases in which children find themselves between the safe teaching of the school and the counter practices and influences of the home. Refrain from assertions of what is uncertain or sincerely doubted by high authority, or likely to be repudiated by the pupil when he is mature enough to judge for himself, since the admitted and unquestioned facts about the more dangerous stimulants and narcotics, the alcoholic drinks in particular, furnish invincible reasons why people in general should do without them, and young people above all others.

Teach what a stimulant is, what a narcotic is, what each may cause effects of alcohol on the digestive, circulatory, muscular, and nervous system.

Teach that tobacco contains a poisonous substance called nicotine, that it frequently injures the throat, lungs, heart, and other organs in adults, that it is far more harmful to young and growing persons than to adults, that it is particularly objectionable in the form of a cigarette, that children should avoid it in all its forms, and that the more sparingly grown people use it the better, as a rule, they are off.

#### (iii) MANNERS AND MORALS

It is the duty of the teacher to see that the pupil practices those external forms of conduct which express a true sense of the proprieties of life, and that politeness which denotes a genuine respect for the wants and wishes of others. It is his duty to turn the attention of the pupils to the moral quality of their acts and to lead them into a clear understanding and constant practice of every virtue. His own influence and example, the narration of suitable tales to awaken right feeling, the memorising of gems embodying noble sentiments, and maxims and proverbs containing rules of duty; direct instruction, etc., are means to be employed.

Topics. Cleanliness and neatness, politeness, gentleness, kindness to others, kindness to animals, love, truthfulness, fidelity in duty, obedience, nobility, respect and reverence, gratitude and thankfulness, forgiveness, confession, honesty, honour, courage, humility, self-respect, self-control, prudence, good name, good manners, temperance, health, evil habits, bad language, evil speaking, industry, economy.

From the Report for the year 1898.—“In ‘Manners and Morals’ our inspectors are informed too frequently that ‘incidental instruction is given as occasion demands.’ Observation of the behaviour of the children, and examination of what they know about the topics named in the Programme of Studies reveal the effects of this incidental work and emphasise the value, here as elsewhere, of systematic and definite instruction. ‘Manners’ is a fine art based on imitation, and on a genuine respect for the rights and duties of others. A knowledge of these rights and duties does not come by instinct. It has to be taught. The relations of a pupil to his fellows and to society are not known intuitively. This necessary knowledge must be taught, if moral action is to have a rational basis. Inspectors report that there are schools where the

external forms of conduct are satisfactory, yet the pupils are not honest in their work, given to falsehood rather than confession in cases of clear wrong-doing, and do not appreciate the necessity for respecting and protecting the reputation of others.

"More attention is given to this subject each year, yet progress is slower than it need be. Our teachers are drawn not only from our own schools, but from every province in the Dominion. As a consequence some give this subject due attention, others are content with incidental instruction, too many ignore it, except when a case of discipline forces them to deal with some phase of it. If, as Matthew Arnold has said, 'Conduct is three-fourths of life,' and if school is a preparation for life, surely the subject has a right to a prominent place in the teacher's thought and a definite position in his school work. Those who have made little or no preparation for the systematic presentation of this subject will find White's 'School Management' a very suggestive book."

#### (iv.) HYGIENE.

Topics. Lessons on cleanliness, proper clothing, pure air, good water, exercise, rest, avoidance of draughts, wholesome food, temperate habits, bathing, accidents, poison, disinfectants, digestion, circulation, respiration, care of the eye and ear.

#### (v) MUSIC.

##### *Standard I.*

Singing of rote songs clearly and sweetly. Drill on the scale and intervals. Exercises in time given with the time names and the metronome.

##### *Standard II*

Easy exercises in each of the keys D, A, E, A $\flat$ , E $\flat$ , B $\flat$ , and F. Continued exercises in tune, undivided pulsations.

##### *Standard III*

Reading music (alto part). Time work on elementary rhythms, completed and divided pulsations commenced.

##### *Standard V*

Completion of above.

*From the Report for 1898.*—"In music there is a marked improvement in the quality of the selections used for rote songs. The number of schools giving systematic teaching in singing is greater than at any previous period, but there are many schools where the teachers do not know how to give instruction in this subject . . .

"The chief hindrances to progress lie in a number of teachers now in the schools who have had no training in these phases of art study, and in the continued admission of teachers from provinces where this work is not done."\*

#### (vi) PROGRAMME OF STUDIES.

The programme now in force was issued in 1895. It is based on a minimum requirement for each standard. It is prescribed by the Council of Public Instruction as a guide in classifying pupils. It may be modified to meet the needs of special schools, but not without the written consent of an inspector, who shall forthwith report to the Council. The work in each standard includes a review of the essentials in previous standards.

It shall be the duty of each teacher to make a time table, based on this programme, and to present it to the inspector at each visit for his approval and signature.

The following descriptions of the aims in view and the methods in use in the various subjects give some idea of the character of the programme of 1895.—

##### (a) *Reading and Literature.*

Silent reading is used to obtain ideas and thoughts through printed or written words—to comprehend the subject matter as a whole and to grasp

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These remarks are applied to drawing as well as to music (see above).

the significance of the parts, as well as to discover and appreciate beauties of thought and expression.

Oral reading is used to express these ideas and thoughts so as to be heard, understood, and felt. It involves systematic training in the principal elements of expression—quality of voice, pitch, force, time, stress, inflection, emphasis, pause.

Supplementary reading is used to furnish additional reading matter, to provide reading collateral to the studies in nature, geography, history, literature, etc., to cultivate a taste for good literature. Its use is optional.

Sight reading in silence is used to give power to glean thought quickly and intelligently from the printed page. It is followed by logical statement, in the pupil's own words, of what he has gleaned.

Selections of poetry and prose inculcating reverence, love of country, love of nature, and admiration of moral courage are to be committed to memory and recited.

#### (b) *Orthoepy and Spelling*

Much attention should be given to accurate pronunciation. Pupils of the third, fourth, and fifth Standards should have constant practice in finding the pronunciation and meaning of words from the dictionary.

Special drills should be given on such words as are in their nature difficult to spell, and such as have been frequently mis-spelled in compositions. Pupils should not be drilled on the spelling of words which they may seldom or never have occasion to use.

#### (c) *Composition*

(1) Compositions should consist, almost entirely, of expressions of thoughts evolved in the teaching of such studies as Geography, History, Agriculture, Literature, etc. (2) Through progressive exercises both critical and constructive the pupils should be led to discover and apply the leading principles of expression. Only the most important errors should be corrected in any one composition.

#### (d.) *Grammar.*

Grammar shows the structure of language. By revealing the rules of sentence-building it helps the pupil in using correctly the forms of speech which the necessities of expression require.

Through the logical forms of subject, predicate, and modifier, it reveals the essential nature of thought, and is an aid to the more thorough understanding of reading lessons.

The teaching of formal grammar should be brought into close connection with the work in reading and composition. Routine parsing and minute analysis should be avoided.

#### (e.) *History*

Training of the moral judgment, and preparation for intelligent citizenship, are important aims in teaching history. History should be associated with geography and literature—historical poems, etc.

(1) The *Canadian History* for Standards II and III, is thus outlined—

*Standard II*—Lives of distinguished men described, *e.g.*, Columbus, the Cabots, Jacques Cartier, Champlain, Bishop Laval, Frontenac, La Salle, Montcalm, Wolfe, Sir Guy Carleton, Lyon Mackenzie, Papineau, Joseph Howe, Alexander Mackenzie, Sir John Macdonald, etc. Discussion of the chief excellences and defects in their characters to teach moral discrimination, and ultimately to derive principles of conduct. Reading and reciting of patriotic poems.

*Standard III*—Outline study of leading features, *e.g.* Discovery; exploration; struggle between the French and English Colonists; Treaty of Paris, Quebec Act, Constitutional Act, War of 1812, Rebellion of 1837, Union Act; Clergy Reserves; Land Tenures—Fendal, Freehold, Leasehold, Seigniorial, Reciprocity Treaty, British North America Act, etc.

(ii.) *English History for Standard IV*—Outline study of each people or period to exhibit its chief characteristics, *e.g.* Saxons—a farmer people, brought with them the germs of our political institutions—a limited monarchy, parliament, courts of justice, personal holdings of land, gave us the body of our English tongue, became Christian from choice. The presentation of this outline is to be oral. Supplementary reading in history should be encouraged.

*English History for Standard V*—The text book studied as a review and expansion of the topics discussed in previous standards. Grouping of the essential facts in each period under topics indicating phases of progress, *e.g.* Political, industrial, intellectual, æsthetic, religious—to show the growth of the nation.

(iii.) *Canadian History for Standard V*—An intelligent comprehension of the prescribed text, comparison of constitutional struggles in Canada with corresponding ones in England, outline study of how we are governed—parliamentary, judicial, municipal, and school systems, our civic duties—voting, office-holding, tax-paying, support of law, etc.

#### (f) *Geography*

*Standard I.—Direction*—Position of the sun in the morning at noon, in the evening, cardinal points of the compass, position of important places and objects by pointing with the hand and naming the direction.

*Water*.—Observation of forms of water such as clouds, fog, mist, rain, dew, frost, snow, and ice, as they occur, to find the more obvious qualities and uses of each.

*Winds*—Recognition of calm, breeze, gale.

*Standard II.—Direction*—Semi-cardinal points of the compass, observation of the direction of winds bringing heat, cold, rain, snow, moisture, dryness.

*Land*—Hills, mountains—direction and nature of their slopes, plain, valley, prairie, cape, peninsula, isthmus, island, relation of these bodies to one another, their uses (Teacher's reference. "How to study Geography," pp. 145-159).

*Water*—Fuller study of clouds, fog, mist, rain, dew, snow, ice, hail, as to uses and effects of each. Effects of sun and wind on these.

Spring, brook, river—source, banks, branches, mouth—lake; bay, sea, strait, relation of these bodies to one another, their uses.

*Winds*—Calm, breeze, gale, storm, hurricane, effects on land and sea, on plants, animals, people, vessels.

*Maps*—Construction of maps of school room, school grounds, neighbourhood, map representation of geographical objects studied.

*The World as a Whole*—Outline study of its form, rotation, axis, poles, equator, hemispheres, hot, temperate, and cold parts.

*Continents*—Their relative positions and sizes; characteristic animals and plants in each, occupations, habits, dress, and modes of life of the leading peoples in each.

*Oceans*.—Their relative positions and sizes, some characteristics of each.

*Standard IV.—Dominion of Canada* studied as a review (with additions) of a section of the continent of North America. Same topic as for continent study (Teacher's reference. "The Geography of the British Colonies," by Dawson and Sutherland).

*South America*—Outline study, comparing its structure, drainage, coastline, climate, and productive regions with those of North America. Political divisions—mainly Brazil, the Argentine Republic and Chili. (Teacher's



reference "How to study Geography," pp 218-224 The "Geographical Reader"

*Eurasia* (Europe and Asia)—General structure of Eurasia compared with that of North America and that of South America (Teacher's reference "How to study Geography," pp 224-263)

*Europe* Under the same topics as North America Comparisons

*Asia* Only a very general study of climate, natural productions, productive regions, trade routes, cities. Political divisions—mainly India, Japan, and China Comparisons.

#### (g) *Arithmetic*

Every new thought process in this subject should be developed objectively Principles and rules should be arrived at inductively Accuracy and rapidity in the simple fundamental processes are important

#### (h) *Nature Study and Agriculture*

(Teacher's reference books Newell's "From Seed to Leaf," Goodale's "Concerning a Few Common Plants," Grant Allen's "The Story of the Plants") -

To interest pupils in Nature, to train them in habits of careful observation and clear expression, and to lead them to acquire useful knowledge are important aims in teaching this subject

The pupil must study the plant, the animal, and the soil rather than book descriptions of them. He may consult books after he has made his observations. The study of plant life should be emphasised in spring, though not restricted to that season

This study should be connected with language, drawing, and geography

*Standard IV.—Plants.*—Their food—its sources, how taken up, how assimilated, their reproduction, propagation; dissemination of seeds

*Weeds*—Bindweed or wild buckwheat, tumble-weed, hedge mustard, stink-weed, Russian thistle, methods of destroying

*Soils*—Preparation of, for seed

*Animals.*—Feeding, care and management of horses, cattle, sheep, and swine

*Insects*—Growth, classification, remedies

*Standard V.—Tillage*—Drainage, fertilisers, subsoiling

*Crops*—Their growth, management, rotation, diseases, remedies, soiling crops

*Animals.*—Principles of feeding; dairying

## APPENDIX B

### EXTRACTS FROM THE REPORT FOR 1898.

#### (1) AGRICULTURE

The instruction in agriculture given in the schools does not teach the pupil the art of growing different grains, but it does teach him how a grain of wheat or barley or a pea germinates, gets needful air and warmth, obtains nourishment from the soil, and how tillage is related to deep-feeding or shallow-feeding grains. It does attempt to teach pupils the principles upon which sound agricultural practice is based, and it is accomplishing its task year by year with increasing success.

The reports of inspectors confirm the statements of our best teachers that where this subject has received its due share of attention its right to a prominent place on our curriculum is undoubted, whether judged by its disciplinary effect or its practical value. That it has been taught badly by some teachers and neglected by others during the six years it has been a compulsory subject on our curriculum is admitted, but there

are few subjects that have not suffered similarly. The teaching of it has been opposed by some who think of agriculture only as an art, tolerated by others who consider it a concession to an important element of our population that may not be ignored with safety, and warmly supported by many who see in it not only a useful subject of study, but also a means of increasing an intelligent sympathetic interest in agricultural problems and adding value and dignity to farm life.

In the examination of Public School leaving candidates and candidates for teachers' non-professional and professional certificates agriculture continues to be a compulsory subject. The course in the elementary schools deals in outline with soils—their formation, composition, classification, and preparation for seeding, with drainage, sub-soiling, and fertilising. It deals with plants—their food supply and modes of propagation; weeds—their causes and remedies, trees—their cultivation for shade, ornament, and protection. It deals with animals—the feeding, care, and management of horses, cattle, sheep, and swine. In the High School standards this course is reviewed and expanded, and the principles re-studied with the aid afforded by the pupils' knowledge of physics, which helps to explain "the influences of light and heat, and the movements of fluids in soil, plant, and animal, and the forces concerned in every machine and appliance", of chemistry, which throws light upon life processes of plants and animals, and the fertilisation of soils, of botany, which is systematised plant-knowledge, of physical geography, which shows how soil conditions the growth and habitat of plant and animal.

In the Normal School the course is again reviewed from the standpoint of method and the student's knowledge widened by the reading of reports of experimental stations, bulletins, and monographs. It is recognised that in the elementary classes the pupils can know practically nothing in a scientific way of physics, chemistry, and botany, and that accordingly principles must be illustrated in a non-technical way with the materials available in the environment of the ordinary rural school. The Normal School trains intending teachers to do this.

The school districts of Lacombe and St. Albert have large gardens in which the children assist in the preparation of the soil and the planting and care of flowers, vegetables, root crops, and trees; keep observations of their growth, and in a simple way combine the study of principles with practice. The effectiveness of the instruction is greatly aided by its concreteness.

Many teachers illustrate their lessons by references to farming operations in progress at the time in the neighbourhood, and require pupils to report the results of their observations of these, but the work would be more systematic and effective if school grounds were fenced and small plots in them set apart for purposes of demonstration.

#### (1) DOMESTIC ECONOMY AND HYGIENE.

The importance of keeping the school curriculum in touch with the practical interests of life is, in theory at least, admitted by all. The general arguments that can be advanced in support of the teaching of the principles of agriculture to boys can to a still greater degree be applied to the teaching of the principles of domestic economy and hygiene to girls. When school life ends there is a home life to be lived; and no woman can afford to be ignorant of the general principles that underlie the sanitation of the home, the selection and preparation of foods, the laws of health, and the treatment of common accidents and ailments. The State which compels instruction to be given in reading, writing, and the elementary studies on account of their effect on the intelligence of the individual and on the civic and industrial welfare of its people, should take the next logical step and make compulsory a knowledge of the principles of sanitation and housewifery on which, to so great an extent, the health and happiness of its citizens depend. The economic value of such instruction is evident.

The girl, in after life, will have occasion to use this knowledge hundreds

of times for the once she will have to use her knowledge of much of the geography, history, arithmetic, and algebra she has learned. It can be presented in such a way as to lead her to observe carefully, infer cautiously, judge accurately, and so benefit intellectually by the discipline afforded. It will increase her practical power. It will, through a knowledge of underlying principles, tend to convert what is too often in the home an uninteresting drudgery into an interesting and even attractive service. It will dignify housecraft and add to the health, comfort, and happiness of the family.

There is no institution in the State other than the school that can undertake this work. A series of lessons may be given that will illuminate and systematise the knowledge that the girls may have acquired in a practical way at home, and that will lead them to continue reading and reflecting after their school course ends. There are inexpensive text books containing much of this information. In the Normal Schools, where teachers can be prepared to present this subject as intelligently as any other, there can be given, in addition, the results of experiments on human foods and the rational feeding of man as recorded in the bulletins of experimental stations.

The practice of domestic economy cannot be taught now in our schools, but its principles can. We cannot, for example, bring the kitchen range into the school yet, but we can make clear to girls the food value and digestibility of the potato, and how this food value may be wasted when the potato is boiled in certain ways. From similar examples we can deduce a principle in cooking that will give intelligent direction to practice in the home.

#### (iii) EQUIPMENT.

Progress in equipment is slow but steady. Better desks and an increasing number of single desks, better and larger blackboards, more globes and maps, more reference and reading books are reported. Some trustees have been more liberal than wise in their expenditure for equipment. In one part of the Territories a shrewd agent disposed of a number of quite expensive but rather useless geography charts which the Council had refused to authorise. Half this money expended on suitable reference books in geography would have been of much greater service. In rural districts, to the minimum requirements of a dictionary, a numeral frame or its equivalent, a set of weights and measures, a globe, and maps of the world and the Dominion of Canada, a number of schools have added sets of supplementary readers in literature, history, geography, and nature study, and have begun to form school libraries.

Some departmental aid and direction should be given to the establishment of libraries in every district. It is unnecessary to urge the stimulating effect of these on pupils and parents. They supply the best reading for the largest number at the smallest cost. Through their books on literature, history, science, and art they aid the teacher in his daily task, and continue his work after his pupils have ceased to attend school. Progress, so far, is due mainly to the teachers who secure funds for the maintenance and extension of libraries through entertainments and subscriptions. In comparatively few schools have trustees voted money for this purpose.

#### (iv.) BUILDINGS.

In the erection of new buildings greater care is given to sanitary conditions than formerly. Letters come to the Department asking for plans showing the best devices for heating, lighting, and ventilation. If there were prepared several plans of buildings suitable for rural and smaller urban schools where the services of a school architect are not easily obtained, trustees would use them to the manifest advantage of health, education, and architecture.

Inquiries are frequently made as to the methods of improving the inadequate ventilation of rural school buildings erected years ago. As these buildings are generally heated by stoves, a plan is recommended by which the foul air is drawn off at the floor by a flue at each side of the room

at the back of the seats. These two flues are carried up along the wall to the height of the stove pipe, and then taken horizontally across to a half-drum partitioned at the end which rests upon the stove pipe for six to twelve feet of its length. From this drum the air is conducted up through the ceiling and roof by a vertical flue.

The total capacity of these flues should be not less than  $2\frac{1}{2}$  square inches for each pupil. They are provided with slides at the floor, to be closed in the evening, so that, by opening the side-slides in the jacket, exclusively internal circulation is secured.

Another slide at the ceiling, pulled down to open and pulled up to close by a couple of light chains, opens to cool the room when it becomes too warm, and is left open in the hot weather in summer.

("The plan described is applicable to new or old buildings, is economical in its use, and has been installed with slight modifications to suit special circumstances in a number of schools at a cost varying from 25dols to 45dols. The stove commonly used here in schools is a heavy oblong box, but the description is modified to suit other forms.—A tight-fitting 24-gauge galvanised iron jacket is constructed over the rear half of the stove. The fresh air is brought in by a pipe of 144 to 200 square inches, in cross section (or through a duct made by 'under-flooring' two of the joists) under the floor from openings, covered with heavy screens in the outside wall, to an opening under the stove (jacketed part). If the duct is carried through from side to side of the building, it should be partitioned in the middle under the stove so that the air shall come into the room instead of blowing directly through the duct.—The slide under the stove is closed when the schoolroom is not occupied, and at such times two slides in the sides of the casing are opened so that the air of the room circulates through the casing.—The jacket being on the rear half of the stove (which should be placed as near the door as possible) serves as a screen from excessive radiation for those seated near the stove. The other half of the stove being uncovered affords considerable radiant heat, which is a valuable means of quickly warming children coming in cold in the morning. The stoves are commonly from 36 to 50 inches long.")

In some of our "colonies" certain influences have been brought to bear upon the people to induce them to erect churches, and use them or parts of them for school purposes. Recently it has become evident that there is a growing determination on the part of a number of these people to erect school buildings first and use them for church services until they are able to erect churches.

In outlying districts there are still some log buildings open to the rafters, "chinked" with clay, and banked with manure, which is not always removed in the early spring. Dirty within and cheerless without, their effect upon the children is bad. Too frequently it is negligence, not poverty, that is the cause, and the inspector finds ample scope for missionary work in his visits to the trustees. There are still some villages and towns where the janitor thinks he has done his duty when he scrubs the floor and dusts the walls once in three to six months. There are trustees who deem it a sufficient reply to an inspector's complaint of lack of cleanliness at his spring visit to assure the department that their "schools were cleaned thoroughly last midsummer!" But there are also schools, and an increasing number of them, where cleanliness reigns, and flowers in the windows and pictures on the walls give a happy home-like look to the rooms where the child spends so many of his formative hours.

## APPENDIX C.

EXTRACTS FROM PAPERS SET IN THE PROFESSIONAL  
EXAMINATION FOR TEACHERS IN 1898.

NOTE—It should be remembered that candidates for any certificate of whatever grade must obtain 34 per cent on each subject and 50 per cent, on the total number of marks

## (1) CANDIDATES FOR TEACHERS' FIRST-CLASS CERTIFICATE, 1898

*(a.) The Philosophy of Education*

1. Explain the following views of education and show how the acceptance of either will affect the teacher's work, (a) The soul is a self-active power appropriating from its surroundings what is useful for its development (b) The soul is the resultant of the manifold forces of its environment

2 Give arguments for and against making the curriculum from the utilitarian standpoint, from the disciplinary standpoint, from the standpoint of the civilisation into which the child is born

3 From the standpoints of nutrition, training, and discipline compare mathematics, natural science, and literature

4 Describe the work of the school in preparing pupils for citizenship

5 Discuss the duty of the school towards the moral and æsthetic life of its pupils

6. Describe, after Rosenkranz, the relation of the state and the church to the school

7 Describe the dialectic method show its relation to the principle of self-activity and make clear the educational value of this principle

8 Compare oral instruction with instruction through books

9. Write a note on habit in its relations to education.

*(b) Organisation, Management, and Law*

1 Give reasons for or against a double basis of classification.

2. State the conditions under which you would promote a pupil who had not covered the prescribed work of his class.

3. What do you consider the work of the principal of a school in the classification, promotion, attendance, and government of pupils?

4 State and criticise the doctrine of the discipline of consequences

5 How does the obedience yielded by a child in school differ from the obedience of an adult to the obligations imposed by a "sense of duty," and how can the one be developed into the other?

6 Compare the good and evil effects of competitions for prizes or scholarships, with regard to their influence upon health, temper, and the true ends of education.

7 Discuss the use and abuse of home work.

8. State the teacher's legal duties with regard to contagious diseases, public examinations, and returns to the Council of Public Instruction.

*(c.) History of Education*

1 Show how the Roman national ideals conditioned their educational ideals

2. Describe chivalric education, showing its relation to humanistic education.

3 Write a note on Rousseau, describing his influence and criticising his educational theories.

4 Describe the chief characteristics of the methods of Froebel, and show how they affect the schools of to-day.

*(d) Elementary Science*

- 1 Discuss the aims and methods of Nature Study.
- 2 "Nature Study will not succeed unless it is co-ordinated with other studies." Explain
- 3 Make a lesson plan on the duck—its adaptation to its mode of life. Make illustrative drawing to accompany the lesson
4. Make a lesson plan to show whether a cucumber is a botanical fruit.
5. Compare the germination of a bean and a grain of corn. From the manner of growth infer soils suitable for each.
6. From the standpoint of "exhaustion of soils" compare cereals with forage crops.
- 7 How would you lead a class to see the value of under-draining and summer-fallowing in "restoration of soils"?
- 8 Discuss the value of laboratory work in the study of plants and animals

**(11) PAPER SET TO CANDIDATES FOR FIRST AND SECOND CLASS CERTIFICATES.***Form Study and Drawing.*

- 1 Outline a course of study for the first term in a rural school, stating what differences you would make between senior and junior work.
- 2 Make a shaded drawing of any three type solids pleasantly grouped
- 3 Illustrate simply —
  - (a) "A peninsula is a body of land almost surrounded by water."
  - (b) "On either side the river lie  
Long fields of barley and of rye,  
That clothe the wold and meet the sky,  
And thro' the field the road runs by  
To many-tower'd Camelot;"
  - (c) The germination of a Bean.
- 4 Give a lesson plan for the presentation of the new type, cylinder, to a class that has already had sphere and cube.
5. A group suggesting lemonade would be—Lemon, loaf-sugar, glass spoon. Sketch in outline the type forms on which these objects are based.
6. The square prism is placed with the long edges horizontal:—Draw front, top, and right end views.
- 7 Draw a group of objects—two or three—suggesting to a boy an afternoon's sport.

**(111) CANDIDATES FOR SECOND-CLASS CERTIFICATES.***(a) Psychology*

1. Distinguish between voluntary and involuntary attention. Describe the conditions under which the powers of fixing and concentrating the attention of scholars may best be strengthened.
2. Give a brief account of the mental process by which we see and recognise a familiar object, say, our hat among other hats in a rack, bringing out more particularly the parts played by discrimination and assimilation.
3. Show how a habit of close observation of the distinctive characteristics of objects may best be cultivated in children.
4. Give a full analysis of the process of learning by heart a stanza of poetry.
- 5 Take any fact, not directly presentable to the senses, such as a historical event, and explain fully the process which the child's mind goes through in grasping the fact.
6. Explain the steps by which a concept is formed. How far does the choice of examples by a teacher assist the pupils in forming distinct and accurate concepts?
7. Distinguish between inductive and deductive reasoning, and illustrate the place of each in school work.
8. Indicate ways in which the teacher may stimulate feeling judiciously.
9. How may the training of the will be both directly and indirectly developed at school? Give examples.

( ) *History of Education*

1 Describe Athenian Education under the following heads: Its general aim, persons educated, subjects taught, proposed effects of musical training, of gymnastic training, points worthy of imitation in methods of teaching.

2 Describe Ascham's methods of teaching, and show how they may be applied in the teaching of any English poem.

3 Describe Rousseau's ideal scheme of education. Criticise it. Account for its influence.

4 Write a note on Froebel describing the principles he advocated and outlining his modes of teaching in accordance therewith.

(c) *Algebra and Geometry*

1 State somewhat fully the different aims to be accomplished in teaching Algebra to pupils in Standard V.

2 (a) Illustrate to these pupils the uses of the symbols *plus* and *minus*.

(b) Illustrate a method of leading pupils to discover the Commutative Law for multiplication.

3 Show inductively and then deductively, how you will lead a pupil to see that if two triangles have their bases and base angles equal each to each, the triangles will coincide.

6 Show how you will lead a pupil to the solution of "In a given time find a point such that lines drawn from it to two other points on the same side of the given line shall make equal angles with it."

(d) *Arithmetic and Mensuration*

1. "The educational value of arithmetic is thus indicated both as concerns its psychological side and its objective practical uses in correlating man with the world of nature."—Explain.

2 Write a series of questions to test the child's knowledge of the number *twelve*.

3 Make and explain diagrams to illustrate  $\frac{1}{2}(\frac{1}{3} - \frac{1}{4}) = \frac{1}{24}$ .

4 Show how you would teach the solution of the following problem to a class unable to solve it: "A labourer in one week dug 5 rods more than half the length of a ditch, and the next week he dug the remaining 20 rods, how long was the ditch?"

5 Assuming that a class is prepared to begin the subject of commission, teach the first lesson, stating definitely the nature of the problems and explanations you would give.

6 Illustrate a method of discovering the surface area of a cylinder. Note specially the parts where you would expect a class to have difficulties. Find the area of a cylinder whose diameter is 7 inches and height 15 inches.

7 Illustrate a method of discovering the volume of a pyramid.

8. At \$2.64 per cubic foot, find the cost of digging a ditch  $\frac{1}{4}$  mile long, 23 feet wide at the top, 5 feet wide at the bottom, and 12 feet deep, the sides sloping equally. Write what you consider a proper solution of this.

(e) *Geography and History*

1. State the respective uses of the ordinary map, relief map, and globe in teaching geography to pupils in Standard III.

2. Outline a lesson on the formation and uses of rivers, to pupils in Standard III.

3 Outline a lesson on the industries of the North-West Territories, the rainfall of British Columbia, or the noted trade routes of Canada, to pupils in Standard IV.

4. From the continent of North America illustrate how geography and history may be taught so as to mutually assist each other.

5 Describe somewhat fully the educational values of history.

6 Write notes of lessons on any two of the following: Feudal System, Great Charter, Spanish Armada, Wellington, Corn Laws, Laval, Reciprocity Treaty (1854). State the purposes of each lesson.

## (iv.) CANDIDATES FOR THIRD CLASS CERTIFICATES.

*(a) Organisation, Management, and Law*

- 1 Describe practical methods of lighting and ventilating school buildings
- 2 What considerations determine the classification of a new pupil?
- 3 State the uses of a time-table, and the principles that should govern its construction
- 4 If you found your class getting listless and sleepy, what causes would you suppose to be at work, and what would be your remedies?
- 5 How should (a) want of punctuality, (b) copying, and (c) impudence be treated?
- 6 Outline a lesson for pupils in Standard II. on truth-telling.
- 7 Give your opinion as to the value of rewards and punishments, and state the principle on which they ought to be administered.
- 8 State the duties of teachers (as defined by the School Ordinance) with reference to promotions, official returns, contagious diseases, and religious instruction.

*(b) Reading, Spelling, and Writing*

- 1 State the advantages and disadvantages of teaching elementary reading by the word (Look-and-Say) method
- 2 State the uses and limits of simultaneous reading and pattern-reading in the first three Standards.
3. What is meant by distinct articulation in reading. Name any words which present special difficulty to learners, and mention any form of exercise that is most useful in correcting faulty articulation
- 6 State the uses of word-building. With any two of the following words illustrate a method of teaching word-building. Forbidden, peaceful, baker, foretell.
- 7 Write in vertical style six capital letters so as to show the proper forms and proportions of their parts
- 8 Describe the best way of conducting a class lesson in writing.

*(c) Grammar and Composition.*

- 1 State somewhat fully the value of grammar as a subject of instruction below the High School
- 2 Give notes of a lesson on any one of the following? Relative pronoun, indirect object, adverbial clause, "the verb agrees with its subject in number" Show which of the values referred to in the first question your lesson illustrates

- 3 Show how you would lead a pupil in Standard V to analyse —

You asked me why, tho' ill at ease,  
 Within this region I subsist,  
 Whose spirits falter in the mist,  
 And languish for the purple seas

What use to the pupil should such an exercise be?

- 4 Show how you will prepare pupils in Standard II. to write a composition on Wolfe, the uses of clouds, the pumpkin, the Eskimo, or the hen
5. After pupils have reproduced in writing an historical tale, outline a method of revising the exercise.
6. Show how you will prepare pupils to correct the error of sentence-structure in "This great and good man died on September 17th, leaving behind him the memory of many noble actions and a numerous family, of whom three were sons"

*(d) Elementary Science*

- 1 Make a lesson plan for Standard IV. pupils on the dissemination of seeds. Show how the lesson illustrates the leading aims in nature study.
2. Outline a lesson plan on the hawk—the adaptation of its structure to its mode of life. Make illustrative drawings to accompany the lesson.
- 3 Give notes of a lesson on the composition of soils, or on the drainage of soils, to pupils in Standard III.



4. How will you lead pupils to account for the difference in modes of cultivating soils for beets and for oats?
5. Give notes of a lesson on how to disinfect a room in which a patient has had measles, or on how to recover a person apparently drowned.
6. Give notes of a lesson to boys on smoking cigarettes.
7. Mention precautions that a teacher should take to preserve the eyesight of his pupils.

*(c.) Geography and History.*

1. What are the respective uses of the ordinary map, relief map, and globe in teaching geography?
2. Outline a lesson plan for any two of the following: Cape, uses of mountains, formation of rivers, climate as affected by prevailing winds and rainfall.
3. Make notes for a lesson on any one of the following: The mining districts in the North-West Territories, the exports of British Columbia, the commercial centres of the Dominion with their trade routes, the drainage of Asia, the products of the Argentine Republic.
4. Give two illustrations of how the geography of a country has affected its history.
5. Make a lesson plan for teaching the life of Champlain, Lyon McKenzie, Sir John Macdonald, Cardinal Wolsey, or Nelson. Show that your plan illustrates one or more of the aims you have in view in teaching history.
6. Write notes of a lesson on any one of the following: Magna Charta, Quebec Act, Canadian Rebellion of 1837, Reciprocity Treaty, 1854. State the purposes of the lesson.

**THE  
SYSTEM OF EDUCATION  
IN  
THE PROVINCE OF BRITISH COLUMBIA.**

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## THE SYSTEM OF EDUCATION IN THE PROVINCE OF BRITISH COLUMBIA

*Compiled from the "Manual of School Law," the Superintendent's Annual "Public Schools Reports" from 1893 to 1898, and official statistics for 1899*

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### INTRODUCTORY.

THE portion of the Province of British Columbia that was earliest connected directly with the Crown was Vancouver Island, which was "discovered" in 1762, and leased to the Hudson Bay Company in 1843. It became a Crown Colony in 1849. British Columbia, that is to say the territory between the Rocky Mountains and the Pacific Coast, bounded on the north by the 60th parallel, and on the south by what was until recently the United States territory of Washington and is now Washington State, was constituted a Crown Colony some ten years later than Vancouver Island, in 1858. A large immigration into this territory had then just taken place, owing to the recent discovery of gold. In 1866 the Crown Colonies of British Columbia and Vancouver Island were united, and in July 1871 British Columbia entered the Canadian Confederation. The Province is now represented in the Dominion Parliament by three members in the Senate and six members in the House of Commons.

The Provincial Government is administered by a Lieutenant-Governor, appointed by the Governor-General of the Dominion, and holding office during his pleasure, though not removable within five years of appointment. There is also a Legislative Assembly for the Province, consisting of thirty-three members. The Assembly is elected for four years by what is practically a manhood suffrage.

The average breadth of the country on the mainland from the Rocky Mountains to the Pacific Coast is about 450 miles and the length of coast-line is 550 miles. The total area of the Province, including Vancouver and Queen Charlotte Islands, is about 383,000 square miles. The population in 1891 was estimated at 98,173, but it has probably increased of late years at a higher rate than it did previous to 1891. The population was estimated at 36,240 in 1871, and at 49,450 in 1881. It may, therefore, be conjectured that the population is by this time (1900) about 140,000. Of these it may be reckoned that quite 25,000 are Indians and about 7,000 Chinese, thus leaving the European population at rather over 100,000.

There is naturally much diversity of climate within the Province, a factor that should be taken into account in

any estimate of the educational conditions prevailing within its borders. Only in the North-East is there any considerable tract of land on the eastern slope of the Rockies, so that, speaking generally, the climate of the coast-line west of the Cascade Range is that of what is known as the Pacific Slope, common to the States of Oregon and Washington in the Union, although it is naturally milder there than in British Columbia. The trade of the Province has developed rapidly. The coal-mining industry centres in Nanaimo, a city of about 10,000 inhabitants, in Vancouver Island. There is also, of course, a great wealth of gold, and within the last five years in the Kootenay District, the South-Eastern corner of the Province very rich deposits have been found. The lumber trade is very large.

The educational system of British Columbia dates from 1872, the year after its incorporation in the Canadian Confederation. The main provisions of this Act remain in force to this day, although many amendments of detail have been made from time to time. Education, by the Act of 1872, took the character known as the free common-school type. The main outlines of the system will be sketched below. In the meantime some kind of summary and estimate may be attempted.

Perhaps the most distinctive part of the system is the distinction, a very important and real distinction, between the Local Authorities of Cities and Rural Districts. This distinction will not be found in the system of the North-West Territories described in this volume. It is due, one may suppose, to the great importance from the earliest times of the Province of the cities of Vancouver and Victoria. These, together with New Westminster, near Victoria, and Nanaimo, near Vancouver, are the only cities that have the distinctive organisation of the "City School District."

As will be seen below, the control exercised by the voters over the management of the common schools of any School District is intimate if indirect. Their approval or disapproval of the general conduct of the affairs of the school or schools in their District is expressed once a year at the Annual School Meeting, when a new Trustee is elected to serve on the Board of Trustees. This is equally true of the City and of the Rural School Districts.

Schools are maintained chiefly by legislative grants. In the four City School Districts the legislative grant, a *per capita* grant of \$10 based on the average daily attendance of pupils, is supplemented by an apportionment from the Treasury of the Municipal Corporation. The Board of Trustees of any School District have power to raise money by Debenture.

Teachers are paid directly by the Government on a uniform scale proportionate to the grade or class of certificate obtained and the length of service as teacher. The statistics in regard to teachers on the permanent staff for 1897-8 show a considerable preponderance of women over men in City School Districts, and a narrow majority in Rural School Districts.

The Province is especially rich in its High Schools, of which there are four, and local experts feel that the principal defect of its educational system is its lack of a Normal School, and indeed of any attempt at the professional training of teachers, if we except the voluntary effort of teachers that takes the form of the Teachers' Institutes. Full details in regard to the High Schools will be given below, and some remarks in regard to the need of a Normal School will be quoted from successive Annual Reports.

There is no University in the Province, but this defect (which, one may suppose, has only recently been felt) will probably be remedied before long. In the meanwhile a most interesting experiment has been made, by which any High School may become a "Collegiate Institute" and enter into an affiliation with some Canadian University. This has already been done in the case of the High School at Vancouver, now the "Vancouver College." It depends upon the Board of Trustees of any School District in which a High School is situated, whether or no they shall constitute themselves as (for the purpose of management of the High School) a "Collegiate Institute Board."

Certain Crown lands are set apart in a large number of the School Districts as School Reserves. These have been conveyed to the corporations of certain cities in trust for school purposes.

British Columbia contrasts favourably with its neighbour, the North-West Territories, in the matter of High Schools, there being only a device in the Territories by which the sixth, seventh, and eighth standards of common schools are called "High School Standards," and have a special curriculum taught by specially qualified teachers. But the North-West Territories have a Normal School at Regina, and it is in this respect that British Columbia is behindhand.

Since 1897 candidates for teachers' certificates of all grades, and applicants for admission to High Schools, have been required to take an examination in agriculture. Among other optional or "specific" subjects, "Temperance," as distinct from Hygiene and Physiology, can be made a compulsory part of the school curriculum by any Board of Trustees that so chooses. Physiology, Hygiene, and Agriculture are compulsory subjects in all graded and common schools, but there seems to be no special provision for the teaching of domestic economy, nor do manual or "hand and eye" training, drill, and physical exercises play, as yet, an important rôle in the common school education.

It will be observed that in what follows no mention is made of any existing Normal School or of a University or of Technical and Industrial Schools, all of which would be generally regarded as necessary and desirable features of a public system of education. A perusal of the official documents shows that these important questions have already begun to engage the anxious attention of the educational authorities of the Province.

The report for the school year 1895-6 contains certain comparisons between the then state of educational progress and the conditions of the year 1872, when the "Public School Act" first came into force.

During these twenty-five years the number of schools had increased to nine times, and the number of enrolment to nearly fourteen times the corresponding figures for 1872:—

1872	25 schools	-	1,028 pupils enrolled.
1882	50 "	-	2,653 " "
1892	154 "	-	10,773 " "
1896	233 "		over 14,000 " "

[In 1899 there were 280 schools and 17,648 pupils enrolled.]

During nearly twenty-five years, from April 11, 1872, to December, 1896, the total expenditure from the Provincial Treasury for "education proper" was \$2,146,114; the expenditure by the Lands and Works Department for construction of school-houses, furniture, repairs, etc., was \$402,479, making the total outlay for all purposes of education \$2,548,593. It is obvious that the Public School system at once took root in the Province, supplied existing needs from the first, raised the standard of educational requirement, and, generally, kept pace with the growth and development of the Province, whether in population, wealth, or importance

### I—CENTRAL ADMINISTRATION.

Council of  
Public  
Instruction

*Central Authority*—(i) The members of the Executive Council of the Province of British Columbia constitute, by the law of 1891, a "Council of Public Instruction"

It is, however, the Lieutenant-Governor in Council who appoints the Superintendent of Education for the Province. It is not stated in the "Manual of School Law" for what period the Superintendent, thus appointed, holds office, from which it may perhaps be concluded that he holds office at the pleasure of the Lieutenant-Governor, as modified by the relations existing between the Council of Public Instruction (*i.e.*, the Executive Council) and the Superintendent, who is their Secretary.

Its Powers.

(ii.) The powers of the Council of Public Instruction may be summarised as follows:—

(1) To create school districts (see below), in addition to those already existing, and to define the boundaries thereof, and from time to time to alter the boundaries of existing school districts.

(2) To set apart in each school district such a quantity of the waste lands of the Crown as, in their opinion, may be necessary for school purposes in that district.

(3) To grant, on the application of the school trustees of any school district, such sum of money as may be required to pay the salary of the teacher in that district, and in rural school districts to defray the cost of erecting a school-house, or providing a house or room in which the public school of the district may be held, as also the cost of all furniture and apparatus necessary for the use of any such school; and the current expenses connected with it.

(4) To grant such sum as shall be thought proper in aid of the establishment of a school in any part of the Province, not being a school district (For restrictions see below)

(5) To appoint two or more Examiners, who, together with the Superintendent of Education, shall constitute a Board of Examiners, and shall examine teachers and grant certificates of qualification.

(6) To appoint one or more Inspectors to visit the public schools, and to require such Inspectors to enquire and report to the Superintendent of Education the result of their enquiries into the progress and attendance of pupils, the discipline and management of the school, the system of education pursued, the mode of keeping the school registers, the condition of the buildings and premises, and such other matters as they may deem advisable in the furtherance of the interests of the schools

(7) To make rules and regulations for the conduct of the public schools, to prescribe the duties of teachers, and to determine their classification

(8) To determine the subjects and percentages of marks in the subjects required for all classes and grades of certificates of teachers, as well as to make and prescribe rules for the governance of candidates for certificates of qualification as teachers (*i.e.* without examination).

(9) To select and prescribe a uniform series of text-books, to be used in the public schools of the Province, as well as the courses and standards of instruction and study for schools.

(10) To suspend or cancel for cause the certificate of qualification of any teacher

(11) To establish a High School in any district where it may be expedient to do so. In such schools the higher branches of instruction are to be taught, and every such High School shall be under the control of the Local Board of Trustees of the district. It is provided, however, that no High School shall be established in any school district in which there are less than twenty persons duly qualified and available to be admitted as High School pupils.

(12) To determine all cases of appeal arising from decisions of trustees.

(13) To make any other necessary provisions that are not inconsistent with the powers above detailed.

(14) To establish a Normal School, with model departments, and to make regulations for its conduct and management

(iii) Of these fourteen defined powers, three are subject to the Special approval and sanction of the Lieutenant-Governor in Council, <sup>Provisions</sup> viz, (3), (4), and (10). Grants for teachers' salaries in any school district, and for the erection and proper maintenance of school-houses in rural school districts, grants in aid of the establishment of new schools outside school districts, and the cancellation of teachers' certificates are thus made subject to the approval of



the Lieutenant-Governor Besides these restrictions there are other more detailed provisions

A special proviso is made restricting the power of the Council of Public Instruction to create new school districts No district can be formed in which there are not at least fifteen children of school age, *i e*, between six and sixteen years of age (See above)

Similarly the Council's power to grant sums in aid of the establishment of a school outside existing school districts is restricted to localities in which there are not less than seven nor more than fourteen children of school age And such grants in aid can only be given upon the application of a majority of the parents resident in that part of the Province (See above)

Superinten-  
dent of  
Education

(1v) The duties of the *Superintendent of Education* are as follows —

(1) To take charge of and safely keep all apparatus that may be procured for school purposes, and to furnish, at his discretion, on the application of the trustees of any district, such apparatus as may be required for the schools in such district

(2) To establish a separate school for girls in any district where he may deem it expedient to do so, and the school, when so established, may be presided over by a female teacher or teachers, but otherwise shall be subject to the same obligations and regulations as ordinary public schools

(3) To examine and enquire into, from time to time, the progress of the pupils in learning, the order and discipline observed, the system of instruction pursued, the mode of keeping the school registers, the average attendance of pupils, the character and condition of the buildings and premises, and to give such directions as he may judge proper

(4) To do all in his power to persuade and animate parents, guardians, trustees, and teachers to improve the character and efficiency of the public schools, and to secure the sound education of the young generally

(5) To have, subject to the Council of Public Instruction, the supervision and direction of the inspectors and schools

(6) To enforce the regulations and decisions of the Council

(7) To organise Teachers' Institutes under the Council's regulations

(8) To grant temporary certificates of qualification, countersigned by the Provincial Secretary, which temporary certificates shall be valid only till the next examination of teachers

(9) To make annually, for the information of the Legislature, a report of the actual state of the public schools throughout the Province, showing the number of pupils taught in each school district, the branches taught, the average attendance, the amount expended by each school, the number of official visits made to each school, the salaries of teachers, the number, standing, and

sex of qualified teachers, together with any other information that he may possess respecting the educational state and wants and advantages of each school and school district in the Province, and such statements and suggestions for improving the school laws or the public schools or for promoting education generally as he may deem useful

(10) To be responsible for all moneys paid through him on behalf of the public schools

(11) To prepare suitable forms and give such instructions as he may judge necessary for the making of reports, &c

(12) To investigate complaints made to him in regard to the mode of conducting any election of trustees and to report to the Council upon such complaint

(13) To close schools when the average attendance falls below ten children

(14) To cause copies of the Council's regulations to be published and furnished free of charge to trustees and teachers

## II—LOCAL ADMINISTRATION

### (a) Rural School Districts (b) City School Districts

The School Districts of the Province are divided by the "Public School Act" into City Districts and Rural Districts, the former including the schools established within the municipal boundaries of each of the four cities of Victoria, Vancouver, New Westminster, and Nanaimo, the latter embracing all other Public Schools maintained. In each of the City Districts there are one High School, two or more Graded Schools, and one or more Ward Schools, while in the Rural Districts there are only Graded Schools and Common Schools.

The cost of education in a City District is met by the City Council, the Provincial Government paying a *per capita* grant of ten dollars per head per annum, based on the average actual daily attendance of the pupils. In addition to this grant, each municipal corporation receives the amount collected from its Provincial Revenue Tax<sup>1</sup>

(a) Rural School Districts—(i) For each of these there must be three Trustees. An annual meeting for the election of School Trustees is held in all Rural School Districts, when the voters present elect one of their number to preside over the meeting, and to use, if necessary, a casting vote. Votes are recorded by poll, Annual School Meeting.

<sup>1</sup> The amount of *per capita* grant paid to each of the four cities in the school year 1894-5 was as follows—

Victoria - - - - -	\$17,390 80
Vancouver - - - - -	15,895.25
New Westminster - - - - -	5,989 20
Nanaimo - - - - -	6,129 55
Total	<u>\$45,404 80</u>

and the names of all voters present are recorded. Trustees elected by this method at the *first annual school meeting* in any district hold office as follows —

(1) The person receiving the largest number of votes continues in office until two years have passed since the next, or second, annual school meeting, (2) the person receiving the next largest number of votes continues in office until one year has elapsed after the next, or second, annual school meeting, and (3) the person receiving the smallest number of votes of the three elected Trustees holds office until the next annual school meeting. In no case can any person resign his office as Trustee until his successor has been appointed.

Immediately after the formation of any *new School District*, the Superintendent of Education prepares notices in writing, describing the district, and appoints a time and place for the election of Trustees as above described. A correct copy of the proceedings of the first, and of every annual, and every special school district meeting must be sent to the Superintendent of Education, signed by the Chairman and Secretary of the meeting, and countersigned by the Secretary of the Board of Trustees.

Trustees serve without emolument or reward, and must not be interested, directly or indirectly, in any contract authorised by the Board of Trustees. But this regulation does not, of course, apply to the Secretary of the Board of Trustees, who is always one of their number, and whose salary is fixed by his colleagues previous to his selection.

One trustee is elected to office at each ensuing annual school meeting, in place of any trustee whose term of office is about to expire, and the same individual, if willing, may be re-elected, but no school trustee can be re-elected, except by his own consent, during the four years next after his going out of office.

Any householder or freeholder resident in any school district for a period of six months previous to the election, provided he be twenty-one years of age, or the wife of such a householder or freeholder, is entitled to vote at any school meeting of the district as well as for the election of trustees. Chinese and Indians have no votes.

Cha'lenge of  
Voter

(11) Any legal voter may challenge as unqualified to vote any person who offers to vote at an annual or other school meeting. The chairman of the meeting shall then require the person so challenged to make the following declaration:—

“I do declare and affirm that I am a resident householder (or freeholder, *as the case may be*) in this school district, and that I have been continuously a resident householder in this district for the last six months.”

Or, in the case of a wife, a corresponding declaration in regard to the length of residence and household of her husband.

Every person who makes such a declaration shall be permitted to vote on all questions proposed at the school meeting; but, if any person refuse to make the declaration, his or her vote shall not be accepted.

No trustee may hold the office of teacher within the district of which he is a trustee, and no clergyman of any denomination is eligible for the position of Superintendent of Education, inspector, trustee, or teacher. Any trustee who, during his trusteeship, is convicted of any criminal offence, or who becomes insane, or ceases to be an actual resident within the school district of which he is a trustee, shall, *ipso facto*, forfeit and vacate his seat, and the remaining trustee or trustees shall declare his seat vacant, and forthwith call a special meeting for the election of his successor (1894).

In rural school districts the notice calling an annual or special meeting may be signed by the Secretary to the Board by the direction of the trustees, or by a majority of the trustees themselves.

(iii) The following is the order of business at all annual meetings of school districts. — Order of business

- (1). Calling the meeting to order
- (2). Election of chairman and secretary
- (3) Reading trustees' annual report, including statement of receipts and expenditure.
- (4). Receiving and deciding upon trustees' report
- (5) Election of trustee to fill the vacancy at the end of the past year.
- (6) Election of trustee to fill any other vacancy
- (7). Any other business of which due notice has been given.

The voters present determine whether the poll shall be open or by ballot.

All protests against an election or other proceedings of a school meeting must be sent to the Superintendent of Education.

A motion to reconsider a vote may be made by any voter, but no vote of reconsideration may be taken more than once at the same meeting.

At the close of the proceedings of every school meeting, the chairman and the secretary should sign the Minutes, as entered by the Secretary in the Minute-book, and the Secretary of the Board of Trustees must forthwith transmit to the Superintendent of Education a correct copy thereof, signed by himself.

(Rural School Districts) In every school district, any person being a householder in the school district, and being a British subject of the full age of twenty-one years, and otherwise qualified to vote at an election of trustees in the said school district, shall be eligible to be elected and to serve as a school trustee (1896). Any trustee elected to fill an occasional vacancy shall hold office only for the unexpired term of the person in whose place he is elected.

(iv) Trustees may, after due notice, call a special school meeting for any special purpose they may think proper. But in cases where, from want of proper notice or other cause, any annual school meeting or special school meeting is not held at the Special Meetings

proper time, any five voters in the district may call a meeting at ten days' notice within twenty days of the time at which such a meeting should properly have been held. The meeting thus called possesses all the powers and performs all the duties of the meeting in place of which it is called.

Any person chosen as trustee may resign, by giving written notice of his intention to his colleagues.

Every Board of Trustees appoints one of its number to be Secretary and Treasurer to the Corporation which it constitutes. These officers must give the security required by a majority of the trustees, for the correct and safe keeping of the papers and moneys of the Corporation. Their salary is paid by the Board, and is agreed upon before their selection for office. They are required to keep a correct record of their proceedings in a book procured for the purpose. They also receive and must account for all school moneys which come into their hands, and for disbursing the same as directed by a majority of the trustees.

The Board of Trustees meets once in every three months.

The trustees take possession and have the safe custody of all public school property which has been acquired or given for public school purposes in their district. They have power to acquire, and hold as a corporation by any title any land, moveable property, or income for school purposes, and to apply these according to the terms upon which they were acquired or received. With the approval of the Council of Public Instruction they may do whatever they judge expedient with regard to the building, repairing, renting, warming, furnishing, and maintaining the district school-houses, and the appendages belonging to the schoolhouses, as well as the school lands and enclosures held by them. They are required to visit each school under their charge at least three times a year, and to see that it is conducted according to the regulations. They must see that the pupils in their schools are duly provided with the authorised text-books, and use no unauthorised text-books.

Report of  
Trustees

(v) Every year at the annual meeting of the Rural School District the trustees, must read their annual school report for the year just terminated. The report must include, among other things, a full and detailed account of the receipt and expenditure of all school moneys received and expended on behalf of the district for any purpose during the past year.

The trustees must prepare and transmit annually to the Superintendent of Education before July 15, a report signed by a majority of their number. The report shall specify

(1) The whole time during which the school or schools in their district were kept by a qualified teacher during the year just ended (June 30),

(2) The amount of money raised for the school district, and the manner in which it has been expended,

(3) The whole number of children residing in the school district: (a) who are under the age of six years, (b) who are between six and sixteen years old; and also the number of

children taught in the schools of the district, with a separate return for each school, and distinguishing the sexes, and the average attendance of pupils during the year

(4) The branches of education taught in the school, the number of pupils in each branch, the number of visits made by each trustee, the number of public school examinations, visits, and lectures, and such other information as may be required,

(5) The uses to which the school buildings and lands have been applied during the year, and the damage arising or the revenue derived from them

The trustees select the site on which a school-house in a rural district is to be erected by the trustees. They shall then immediately call a special school meeting of the voters to approve the selection made. But (1) if a majority of the voters present do not ratify their selection of a site, this majority shall at the same meeting decide upon a suitable site, and this decision shall finally decide the matter, subject always to the approval of the Council of Public Instruction. (2) In case the voters of a school district neglect or refuse to select a site which meets with the approval of the Council of Public Instruction, the Superintendent of Education, or any person appointed by him, shall visit the school district and, after careful inspection, shall select a site, and such selection, subject to the approval of the Council of Public Instruction, shall finally decide the matter (1896)

(b) *City School Districts*—For each of the school districts of the City of Victoria, the City of Vancouver, the City of New Westminster, and the City of Nanaimo, there are seven trustees constituting the Board of Trustees for each city respectively. Every such Board, in cities as in rural districts, is a "body corporate"

(1) The Board for each city school district is elected by voters <sup>Qualification of Voters</sup> duly qualified to vote for a mayor (see "Municipal Act" of the Province of British Columbia, § 36), and when preparing the annual voters' list in cities where the "Municipal Elections Act" does not govern the election of mayor, a list of the names of those entitled to vote for school trustees, but not included in the city annual voters' list as entitled to vote for mayor, shall be added thereto (1897).

No person liable to pay the Revenue Tax shall be permitted to vote until he has paid the tax for the current year

At the first election each voter shall be entitled to six votes for members of the Board of Trustees, and at each subsequent election to as many votes as there are trustees to be elected. No person may give more than one vote for any one candidate. The nomination and election of the Board of Trustees shall be held at the same time, and by the same Returning Officer, and shall be conducted in the same manner as the municipal nomination and election for mayor would be conducted, and all the regulations and their amendments (respecting the times for opening and closing the poll, the mode of voting, corrupt or improper

practices, vacancies, and declarations of challenged voters) shall hold good also for the election of the Board of School Trustees

At the first election, the three candidates receiving the highest number of votes shall be declared elected to serve for two years, and the three candidates receiving the next highest number of votes shall serve for one year. At each subsequent annual election three trustees shall be elected to serve for two years. But any election to fill a vacancy may be held concurrently with the annual election. All trustees remain in office and exercise all the powers of trustees until their successors have been elected. The election to fill a vacancy is conducted in the same manner and is subject to the same provisions as an annual election, the Public School Board names a returning officer to act at such an election, and six days' notice of the nominations must be given.

Any person, being a British subject of the full age of twenty-one years, who is a resident householder or a resident freeholder in a school district, and who is otherwise qualified to vote at an election of School trustees in the said school district, and the wife of such householder or freeholder, shall be eligible to be elected and to serve as school trustee, provided always, that the wife of an acting school trustee shall not be eligible for election (1896)

Meetings of  
Trustees

(ii) The Board of Trustees meets at least once in each month, and four members constitute a quorum (contrast similar regulation in regard to rural school districts).

The Board of Trustees at its first meeting after the annual election appoints one of its number to be Chairman of the Board, and the member so appointed presides at all meetings of the Board. He has a casting vote in case of an equality of votes between the other members of the Board upon any question, but shall not otherwise vote as a member of the Board.

Each Board of Trustees appoints its own Secretary and fixes his salary. The Secretary must keep a record of the proceedings of the Board, and perform such other duties as the Board may prescribe in relation to its corporate affairs. This record, as well as all books, accounts, vouchers, and papers of the Board are at all times subject to the inspection of the Council of Public Instruction, and any Committee of the City Council appointed by resolution for that purpose.

The salaries of the teachers employed in the public schools of the cities of Victoria, Vancouver, New Westminster, and Nanaimo shall be fixed and paid at the discretion of the school trustees of the said cities, and such salaries and all other expenses for the purchase or lease of school sites, erection, enlargement, or rent of school buildings, for furniture and repairs, and all other incidental expenses incurred by the Board of Trustees, shall be borne and paid by the Municipal Corporations of the said cities.

Their Powers  
and Duties.

(iii) The Board of Trustees is required to provide school accommodation and tuition, free of charge and sufficient for all children in the district between six and sixteen years of age, inclusive, and for this purpose shall organise and establish such and so many schools as it shall deem requisite, with powers to alter or

discontinue the same, to purchase or lease lands or buildings for school purposes, to erect, enlarge, alter, repair, and improve school buildings and their appurtenances, to furnish school-houses and procure maps and apparatus, and to provide text-books for indigent pupils, fuel, and light. They shall also defray the contingent expenses of the several schools and of the Board of Trustees, and shall have the custody of the school property of the district. They may insure school buildings and furniture, must determine the sites of school-houses, and appoint the number of teachers for whose salaries provision has been made in the estimates, appoint, dismiss, and fix the salaries, wages, or remuneration of such other officers or employes as may, from time to time, be deemed necessary by the Board to secure the efficient management of the schools. They must report annually to the City Council upon the expenditure of the moneys received by the Board, and furnish annually, on or before July 15 of each year, to the Superintendent of Education, a full report of their proceedings, together with returns of all schools in accordance with the forms supplied by him.

The Board of Trustees must, further, prepare and lay before the City Council a detailed estimate of the sums required by the Board for the current year's ordinary expenses of maintaining the schools as they exist at the time of the making of the estimate. These sums are paid over, from time to time, as required by the City Treasurer to the several persons or corporations for whose use such moneys are payable. The Board shall further prepare the like detailed estimate of the sums required to meet any special or extraordinary expenses legally incurrible by the Board, and this last-mentioned estimate shall be subject to the consideration, alteration, and final approval of the Council. If the City Council finally rejects any such sum or sums, it shall be the duty of the Council, not more than thirty days after the receipt by the mayor of the written request of the Secretary of the Board in that behalf, to submit for the assent of the electors, a by-law authorising the proposed expenditure, and, if necessary, the raising of the moneys required to defray the same upon the credit of the municipality. In the event of such a by-law receiving the assent of the electors, the City Treasurer shall pay out of the proceeds of the debentures so issued all expenses connected with the issue of the loan, and the balance shall be paid out in the manner hereinbefore provided.

The City Treasurer shall, upon the receipt of any moneys from time to time paid into his hands on account of the rates and taxes, set apart and keep in a separate account so much and such proportion of the moneys as will cover the amount ordered to be levied and assessed for school purposes. The money so set apart shall be paid over to the Board by the City Treasurer, who shall exhibit to the Board the state of the account whenever so requested. The money so set apart shall not be applied to any other purpose whatsoever by the City Treasurer. It shall not be lawful for the Board of School Trustees to incur any



liability beyond the amount shown to be at their disposal by this account

No property acquired by a Board of Trustees, whether in city or country, shall be subject to taxation or be liable to be taken in execution, but in case of any judgment being recorded against the Board of Trustees, they shall forthwith notify the City Council in the City School Districts of the amount thereof, and the City Council shall levy the same.

The City Council annually appoints an Auditor to audit the accounts of the Board of Trustees, and the expense of this audit is paid out of the contingent expenses of the Board.

Statement of  
Accounts

(iv) The Board of Trustees in every City School District shall cause to be published annually in January, in at least three issues of some newspaper circulating in the district, a detailed and audited statement of all receipts and expenditures for the year ending the 1st December. This statement must be signed by the Chairman and Secretary of the Board, and countersigned by the Auditor appointed in that behalf by the City Council.

High Schools  
and Colle-  
giate  
Institutes,

(v) The Board of Trustees of any City School District may, by resolution, declare that it is desirable that tuition fees should be paid in respect of pupils attending at any High School situated within its limits, so as to make such High School more or less self-supporting. It shall then be the duty of the Board to settle the amount to be paid by parents and guardians for each pupil attending the High School, and to fix the time of payment, and, when necessary, to sue for and recover such amounts, in the name of the City Treasurer, who shall receive and apply the same to school purposes. But in settling such amount the Board shall make provision by which pupils, whose parents or guardians find it beyond their means to pay the tuition fees imposed by the Board, may have the advantages of the High School, either altogether without fee, or at some smaller fee within the means of the parent or guardian in each case.

The Board of Trustees of each School District wherein a High School or Collegiate Institute is situated shall, for the purposes of the control and of the management of the affairs of such High School or Collegiate Institute, be a body corporate and politic, under the name of "the Collegiate Institute Board" (1894).

It shall be lawful for any Collegiate Institute Board to enter into affiliation with any one or more of the following Canadian Universities, viz.:—The University of Toronto, the University of Queen's College, Kingston, the University of McGill College, Montreal; the University of New Brunswick; Fredericton or Dalhousie University, Halifax, which may by its charter and regulations be authorised to admit such Board into affiliation, and for the purpose of carrying out any agreement for affiliation there is hereby conferred upon each Collegiate Institute Board all necessary powers and authorities (1894)

"Whereas it is in the interest of advanced education to enable the High Schools of the Province to become affiliated with one or other of the Canadian or foreign universities; and whereas the charters and constitutions of certain of the said universities only

allow to be admitted into affiliation schools managed by an incorporated Board of Governors: Therefore be it enacted as follows, etc." An Act then follows empowering the Lieutenant-Governor to grant by Letters Patent charters of incorporation to any of the Boards of School Trustees of the cities of Victoria, Vancouver, New Westminster, or Nanaimo, who shall petition therefor, constituting the Board, and their duly elected successors, a "body corporate and politic under the name and style of 'The Board of Governors of the . . . . . College'" The Letters Patent is to specify the powers, rights, and immunities of the body thus constituted (1896). (See below, Section x (xiv).)

Upon failure of the Corporations of the cities of Victoria, Vancouver, New Westminster, or Nanaimo, or of the school trustees in these cities to comply with and carry out the regulations, the lands formerly set apart as school reserves or acquired by the Crown for school purposes, and conveyed in 1894 to the Corporations of those cities in trust for school purposes and as school sites, revert to the Crown

(vi.) The reports from school districts required by the Education Office are:— Annual Reports.

Report of Annual School Meetings,

Trustees' Annual Report.

Annual Report of Teachers, certified by the Secretary of the Board of Trustees,

These reports must be received at the Education Office before vouchers for the incidental expenses of schools in rural school districts will be certified.

(vii.) A special regulation controls the grants to be given by Government to cities. A *per capita* grant of ten dollars per head per annum, based on the average actual daily attendance of the Public School pupils, may be paid quarterly by the Minister of Finance, out of the Consolidated Revenue Fund of the Province, to the Municipal Corporations of the cities of Victoria, Vancouver, New Westminster, and Nanaimo, provided always that the schools are conducted in accordance with the regulations of the Council of Public Instruction. And the average actual daily attendance must be calculated upon the attendance for the half-year preceding the payment. Per capita grants.

(viii.) All public schools must be conducted on strictly secular and non-sectarian principles. The highest morality is to be inculcated, but no religious dogma or creed may be taught. The Lord's Prayer may be used in opening or closing the school Non sectarian principles.

School buildings and school lands in rural districts are under the control of the Lands and Works Department; but no public school reserve may be alienated without the consent of the Trustees of the School District in which the reserve is situated.

The Lieutenant-Governor in Council may convey from time to time such school lands within a municipality, or portions thereof, to the corporation of the municipality in trust for school

purposes and the conducting of Public Schools in accordance with the regulations. But this power is subject to further trusts, conditions, and restrictions that may from time to time be determined by Order in Council.

The officer in charge of the treasury for the time being is required to set apart out of the general revenue of the Province, in each year, the sum that is voted by the Legislative Assembly for public school purposes and this sum is called the "Public School Fund,"

### III — REGULATIONS AS TO COMPULSORY ATTENDANCE

Fines.

(i) Every child from the age of seven to twelve, inclusive, must attend some school, or be otherwise educated for six months in every year, and any parent or guardian who does not provide that every such child under his care attends some school or is otherwise educated, is subject to certain penalties. The fine imposed must not exceed five dollars for the first wilful offence, nor ten dollars for each subsequent offence. All such fines and penalties may be sued for, recovered, and enforced, with costs, before any Police Magistrate, Stipendiary Magistrate, or Justice of the Peace having jurisdiction within the district in which the fine or penalty has been, or is alleged to have been, incurred. And if the fine or penalty and costs be not at once paid, it can be enforced, levied, and collected, with costs of distress and sale of goods and chattels of the offender, under the warrant of the convicting Justice. The Justice must then pay over to the Treasurer of the Board of Trustees of the district the sum so recovered. In default of such distress, the Justice shall, by his warrant, cause the offender to be imprisoned for any time not exceeding thirty days, unless the fine and costs, and the reasonable expenses of collecting them, be paid before the expiration of the term of imprisonment. Before the penalty can be inflicted the trustees of the public school or the Superintendent of Education, or any person authorised by them or by him, must have received notice that the parents or guardians of the child continue to neglect or violate the compulsory regulations. They are then required to communicate this notification, and to make complaint upon it, to a Magistrate or Justice of the Peace. Such a Magistrate or Justice must investigate and decide in a summary manner upon any such complaint made by the Trustees or by the Superintendent.

Exemptions.

(ii) There are, however, certain *exemptions* from these compulsory regulations. It is the duty of the Police Magistrate or Justice of the Peace to ascertain, as far as may be, the circumstances of any person complained of for not sending his child or children to school or otherwise educating him or her or them.

Reasonable excuses

(iii) Any of the following may be accepted as *reasonable excuses* :—

(a) That the child is under instruction in some other satisfactory manner ;

(b.) That the child has been prevented from attending school by sickness, or by any other unavoidable cause ,

(c) That there is no public school open which the child can attend, within a distance not exceeding three miles, measured according to the nearest passable road from the residence of the child in question ,

(d) That the child has reached a standard of education of the same, or of a greater, degree than that to be attained in the public school.

#### IV —TEACHERS.

(i.) No person can be appointed or retained as a teacher in any public school unless he, or she holds a First, Second, or Third Class Certificate or a Temporary Certificate of Qualification. Such temporary certificates are granted according to the following regulations —

(ii.) The Trustees, upon satisfying the Superintendent of Education of their inability to secure a person properly qualified (*i e.*, holding a First, Second, or Third Class Certificate), and, at the same time, suitable for their school, may appoint as a temporary teacher the holder of a temporary certificate, which shall be valid until the next public examination of teachers has been held, but no longer. And no person to whom a temporary certificate has been issued, and who has neglected or failed to obtain at the next public examination a first, second, or third class certificate, is entitled to receive a second temporary certificate. But the holder of an expired first, second, or third class certificate may obtain a second temporary certificate upon satisfying the Superintendent of Education that he or she was prevented by illness or other satisfactory cause from attending at the public examination.

(iii.) The terms during which certificates of the various grades hold good are as follows:—

- (1) Third Class, Grade B, valid for one year ;
- (2) Third Class, Grade A, valid for two years
- (3) Second Class, Grade B, valid for three years .
- (4) Second Class, Grade A, valid for five years ,
- (5) First Class, Grade B, valid for life, or during good behaviour ;
- (6) First Class, Grade A, valid for life, or during good behaviour.

Every certificate of qualification obtained at any examination must be signed by the Superintendent of Education, and by at

least one Examiner; and it must be countersigned by the Provincial Secretary

Exemption  
from non-  
professional  
examination

(iv) Graduates in Arts, of recognised British or Canadian Universities, who have proceeded regularly to their degrees, shall be exempt from examination, except in professional subjects. They may be required by oral examination to further satisfy the Examiners as to their knowledge of the Art of Teaching, School Discipline and Management, and the School Law of the Province

Moral  
character

(v) No certificate can be given to any person as a teacher who does not furnish satisfactory proof of good moral character, and satisfy the Board of Examiners that he or she is a fit and proper person to be granted a certificate

The Legislature considers the moral fitness of the candidate to be of paramount importance. The Examiners must, therefore, be satisfied that the applicant is a fit and proper person for the position of teacher before they can deem him eligible to be admitted to the examination, or to be granted a certificate. Every person sending in notification of his intention to be a candidate at the Teachers' Examination must forward credentials of character satisfactory to the Board of Examiners. These testimonials should be of late date and should bear the signatures of those in responsible positions, such as clergymen, magistrates, or trustees.

Form of  
candidate's  
notification.

(vi) "*Form of notification of intention to be a candidate at Teachers' Examination.* Sir,—Being of the full age required by the regulations, I hereby give notice of intention to write in.....  
at the forthcoming Teachers' Examination for.....Class, Grade  
.... ..Certificate

The optional subjects selected by me are ... ..

Enclosed please find certificate of moral character, which I trust will prove satisfactory to the Board of Examiners. I am, yours truly, . . . . . (Name in full)."

Annual  
renewal.

(vii) All holders of certificates who have taught in Public Schools of the Province for a period of fifteen years are entitled to have their certificates renewed annually without examination while they continue actively engaged in the service

Certificate  
Statistics  
for 1898.

(viii) In the examination for teachers' certificates in 1898, 286 candidates presented themselves, 115 in Victoria, 135 in Vancouver, and 36 in Kamloops. Out of the 286, 223 were successful, as follows:—

First Class, Grade A	-	-	-	-	9
" " " B	-	-	-	-	20
Second Class, Grade A	-	-	-	-	40
" " " B	-	-	-	-	78
Third Class, Grade A	-	-	-	-	21
" " " B	-	-	-	-	55

53 failed to obtain a certificate of any kind, and 10 withdrew from the examination.

In addition to these, 3 certificates were issued for length of service.

(ix) A temporary certificate valid until the next examination of teachers, entitles the holder to teach temporarily in any school. Rights conferred by Certificate

A Third Class, Grade B, certificate entitles the holder to teach in any common school, or to be assistant in any graded school for one year

A Third Class, Grade A, certificate entitles the holder to teach in any common school, or to be assistant in any graded school for two years.

A Second Class, Grade B, certificate entitles the holder to teach in any position in a graded school or in a common school for three years; and a Grade A certificate of the Second Class confers the same right for five years.

A First Class, Grade B, certificate entitles the holder to teach in any position in a graded school or in a common school or to act as an assistant in a high school during his life or good behaviour

A First Class, Grade A, certificate entitles the holder to teach in any position in any public school for life or during good behaviour.

(x.) Certificates of Teachers on Permanent Staff for the year — Statistics of Permanent Staff, 1897 8.

1897-8.	CITY DISTRICTS.			RURAL DISTRICTS		
	Males.	Females	Total.	Males	Females.	Total
First Class, Grade A . . .	16	7	23	17	1	18
First Class, Grade B . . .	18	18	36	30	10	40
Second Class, Grade A . . .	5	35	40	33	33	66
Second Class, Grade B . . .	3	23	26	32	67	99
Third Class, Grade A . . .	-	4	4	-	8	8
Third Class, Grade B . . .	-	4	4	7	14	21
Length of Service* . . .	-	1	1	1	1	2
Temporary . . . . .	1	2	3	1	1	2
	43	94	137	121	135	256

\* i. e. Certificates given on length of service without examination.

In 1897-8 there were in city districts 137 teachers, with an average monthly salary of \$60 83, and in rural districts 256 teachers, with an average monthly salary of \$53 74.

Statistics of  
Permanent  
Staff, 1894-5

(xi.) For the sake of comparison the corresponding figures for the school year 1894-95 are here added:—

GRADE.	Males.	Females	Total.	Highest Salary Per Month.	Lowest Salary Per Month.	—
First Class Grade A	19	1	20	<i>Dollars.</i> 135	<i>Dollars.</i> 70	Teachers on Permanent Staff in <i>City Districts.</i>
" " " B.	15	6	21	100	50	
Second " " A.	5	30	35	100	50	
" " " B.	4	26	30	75	40	
Third " " A.	-	5	5	65	40	
" " " B.	-	1	1	50	50	
Length of Service -	-	2	2	65	55	
Temporary -	-	1	1	60	60	
	43	72	115	[Average monthly salary = \$66.62]		
First Class Grade A.	12	1	13	60	50	Teachers on Permanent Staff in <i>Rural Districts.</i>
" " " B.	23	2	25	100	50	
Second " " A.	26	25	51	80	50	
" " " B.	23	42	65	70	50	
Third " " A.	6	12	18	60	50	
" " " B.	3	5	8	60	50	
Length of Service -	1	1	2	70	50	
Temporary -	-	1	1	50	50	
	94	89	183	[Average monthly salary \$35.46]		
TOTALS - - -	137	161	298	[Average monthly salary = \$61]		

Average Salaries.

(xii.) Putting the figures of the salaries approximately into terms of English money we find that in 1894-95 the average *monthly* salary was in *City Districts*, £13 17s. 6d., in *Rural Districts*, £11 11s. 0d and in *the Province*, generally, £12 14s 2d; in other words, the average *annual* salaries of the teachers were in 1894-95, in *City Districts*, £166 10s., in *Rural Districts*, £138 12s., and in *the Province* generally £152 10s.

The corresponding figures in English money for the year 1897-98 were, approximately, as follows:—

	£	s.	d
Average monthly salary in City Districts -	12	13	4
"    "    "    Rural Districts -	11	4	-
"    "    "    The Provinces -	11	18	8
Average salary per annum in City Districts	152	-	-
"    "    "    Rural Districts	134	8	-
"    "    "    The Province -	143	4	-

*Salaries* of public school teachers in rural districts are paid from the Provincial Treasury, but no public school teacher in rural districts is entitled to draw more than one salary for any month or portion of a month.

In case a school is summarily closed for any cause, the teacher shall not be paid salary for a longer period than one month from the date of such closing (1896).

(xiii.) The *duties of a Public School Teacher* are thus defined in the School Manual. Duties of  
Public School  
Teachers.

(1.) To teach diligently and faithfully all the branches required to be taught in the school, according to the regulations.

(2.) To keep the daily, weekly, and monthly registers of the school.

(3.) To maintain proper order and discipline in his school, according to the authorised regulations; and to send to the parent or guardian of each pupil a monthly report of the progress, attendance, and punctuality of such pupil.

(4.) To keep a visitors' book (which the Trustees shall provide) and enter therein the visits made to his school, and, if deemed advisable, to present such book to any visitor, and request him to make therein any remarks suggested by his visit.

(5.) To give access to Inspectors and Trustees, at all times when desired by them, to the registers and visitors' book appertaining to the school, and, upon leaving the school, to deliver up the same to the order of the Trustees.

(6.) To hold at the end of each half year, public examinations of his school, of which he shall give due notice to the Trustees of the school, and, through his pupils, to their parents or guardians.

(7.) To furnish to the Superintendent of Education, monthly or when desired, any information which it may be in his power to give respecting anything connected with the operation of his school, or in any way affecting its interests or character.

(8.) To verify by affidavit before any Justice of the Peace, the correctness of such returns as the Superintendent of Education may, from time to time, require to be so verified.

(9.) To give at least thirty days' notice to the Trustees of his or her intention of resigning.



Notices of  
Appointment, Dis-  
missal, etc.

(xiv) The Trustees of any School District must forthwith report to the Superintendent of Education the appointment, resignation, or dismissal of any teacher or teachers in their district, and in case of dismissal must state the reasons for such dismissal.

The Trustees shall, from time to time, select, from amongst those persons properly qualified, and appoint the teacher or teachers in their school district, and may remove and dismiss such teacher or teachers upon giving at least thirty days' notice of such intention of removal or dismissal, and of their reasons for so doing.

Upon notification from the Council of Public Instruction of the inefficiency or misconduct of any teacher, the trustees must give such teacher thirty days' notice of dismissal.

But, when a teacher has been suspended by the trustees for gross misconduct, he has no right to thirty days' notice, nor to salary in lieu of notice.

Teacher's  
Appeal  
against  
dismissal.

(xv) A teacher suspended or dismissed by the Trustees on a charge of gross misconduct may appeal to the Council of Public Instruction, which has power to take evidence, and to confirm or reverse upon evidence the decision of the Trustees. When a decision is reversed, the teacher shall not be reinstated in the same school without the consent of the Trustees.

Trustees cannot give authority to teachers to violate the regulations in any particular.

Trustees cannot appoint or retain as teacher a person who does not hold a certificate from the Education Department of the Province.

## V—THE TRAINING OF TEACHERS.

From the  
Report for  
1893 4.

(i.) The following is taken from the Report for 1893-4.—  
“Our schools have increased in number and importance to such an extent as to require an expansion of the system. The experience of past years has shown that teachers before assuming active duties should be required to have a good general knowledge of the work that they undertake. In order that this be accomplished, it is necessary that a Normal School be established for the training of those who are about to engage in the instruction of youth. In every professional pursuit special training is a requirement, and particularly should this be the case with those who have to deal with child-mind. Only those who have at least some knowledge of psychology and proper methods of school management should be granted certificates in public schools.

“To place a school in charge of a teacher who possesses no other recommendation than a certificate is not, as a rule, doing justice to the pupils who have to attend the school.

“Experience has proved that it is a wise economy for any country to give to her teachers thorough instruction as to methods and general knowledge of school management. This can only be done by the establishment of a Normal School. Such an institution under two teachers, as a commencement, would be of invaluable benefit to the schools of the Province

thereby every school under the charge of a trained teacher would receive direct benefit for every outlay made in this direction."

(ii.) The following remarks are quoted from the Public Schools Report for 1896.—

From the  
Report for  
1896.

"We again beg to recommend that immediate steps be taken towards the establishment of a Normal School in this Province. It is of paramount importance that the young and inexperienced aspirants for the position of teachers should have some special preparation for their work. The success of the school is wholly dependent on the capability and fitness of the teacher, and the vital interests of children should not be intrusted to one who is ignorant of the first principles of the art of teaching. . . . If in other pursuits special training is necessary to success, certainly teachers require preparation for *their* work. A Normal School affords to teachers the opportunity of properly preparing themselves for the achievement of the best results. While it is true that every teacher who has attended a Normal School may not prove to be a successful instructor, yet we believe that he will accomplish much more from the training he received in such an institution. It is also true that some of our best teachers have never attended a Normal School, but their success must be attributed either to natural aptitude or to many years of experience, or to both combined. . . . When it is taken into consideration that the Government is now paying about \$140,000 a year for salaries of teachers alone, the extra cost of maintaining a Normal School, say \$5,000 a year, is very small in comparison with the many benefits to our school system, which the establishment of such an institution would afford. British Columbia is the only Province in the Dominion which does not support one or more Normal Schools."

(iii.) The Inspector for the District of Nelson in 1898 records his conviction of the "absolute necessity" for a Normal School. The majority of the teachers employed in the district are educated in the schools of British Columbia. Their knowledge is unquestionably adequate, he says, but they are deficient in ability to instruct and to use modern methods of teaching. He observes that the practical training of teachers is too often acquired at their pupils' expense, and that poor results are in consequence attained. A similar complaint is made by the Inspector for the Vancouver district. Many of the teachers know little of the art of teaching, and until the Province has a Normal School and a Model School, it is certain that the work of many of the young teachers will continue to be experimental. He recommends that the salary of inexperienced teachers should begin at a lower figure, and should increase regularly as the teacher proves his efficiency. One observation of the Inspector for Vancouver is remarkable and important. He suggests that the lack of interest taken in the schools by the people may be because "education is too cheap; what one gets for nothing is apt to be lightly prized." In view of this he would like to see the grant for "incidental expenses" cut off, except in exceptional cases. In some country schools the work of the upper classes is

Necessity for  
a Normal  
School.

to a certain extent hampered by the preparation of pupils for teachers' certificates. This would be obviated by the establishment of a Normal School, or by an arrangement for such instruction of intending teachers among the classes of the High Schools.

The necessity for the establishment of a Normal School in the Province is commented on in Inspector Wilson's Report for 1894-5 (Public School Report, p. 213). It is to this deficiency that he attributes the noticeable inferiority of the methods of primary instruction in the Province, as compared with the other Provinces of Nova Scotia and New Brunswick. The work of the advanced grades showed no such inferiority. But suitable professional training was, in his opinion, a real need.

## VI—TRUANCY PUNISHMENTS.

Expulsion  
and  
Suspension.

The record of the rural schools in regard to the severest punishments—suspension and expulsion—is a better one than that of the city districts. That *truancy* is more prevalent in city districts than in rural districts is the natural consequence of the difference in home-training and modes of life in a considerable number of the children.

A pupil can only be *expelled* when his example is very injurious and there is no apparent prospect of reformation. For gross misconduct, or a violent and wilful opposition to authority, a pupil may be *suspended* from attendance at a school for a specified period, not to exceed one week. It is enjoined by the Department upon the teacher not to suspend or expel a pupil until all other means have failed to bring the child to obedience and good conduct.

Corporal  
punishment.

(11.) The teacher of a public school derives his authority for the use of the rod in *corporal punishment* from the regulations, of which the following is a portion —“ Every teacher shall practice such discipline as may be exercised by a kind, firm, and judicious parent in his family, avoiding corporal punishment, except when it shall appear to him to be imperatively necessary.” While, therefore, the teacher is given authority to use the rod, he is admonished to avoid corporal punishment except when it is absolutely necessary. Too frequent or too severe use of the rod is indicative of the teacher's incompetency as a proper trainer of those entrusted to his care. One remedy for the abuse of this power is vested in the Board of Trustees of every school district, they may dismiss any teacher at thirty days' notice provided they state the cause of dismissal. It rests, therefore, with the trustees whether they will retain or dismiss the teacher who abuses his authority by the excessive use of corporal punishment. This is the only way, other than by counsel, in which trustees are authorised to interfere with the teacher in regard to the use or abuse of the rod.—(From the Report for 1894-5).—In some schools “the rod would appear to be the chief means employed

to obtain discipline. It is proper to state, however, that more than half of the cases of corporal punishment reported are credited to less than twenty schools; one graded school reporting 108 cases, and one common school 91 cases.

(iii.) "It is to be feared that the use of the power of moral suasion <sup>Moral suasion.</sup> in obtaining good government in the schools is neglected, in great part, by a few of the teachers. Physical force is certainly not the only nor the best means at the command of the teacher for securing good discipline. The teacher who uses moral suasion effectively in the government of his school will accomplish the best results, not only in the moral training of the pupils but in their intellectual advancement."

### VII—LEGAL PENALTIES.

(i) Any person wilfully making a false declaration of his right <sup>Voter's false declaration</sup> to vote shall, on a summary conviction before any justice of the peace, be sentenced therefor to imprisonment for any period not exceeding three months, or to a fine not greater than one hundred dollars

(ii) Any person who wilfully disturbs, interrupts, or disquiets <sup>Disturbance of school meeting.</sup> the proceedings of any school meeting authorised to be held, or any school established and conducted according to the regulations, or who interrupts or disquiets any public school by rude or indecent behaviour, or by making a noise, either within the place where the school is held, or so near to it that he disturbs the order or exercises of the school, shall for each offence, on conviction before a justice of the peace, on the oath of one credible witness, forfeit and pay for public school purposes to the school district within which the offence was committed, a sum not exceeding twenty dollars, together with the costs of the conviction

For the prescribed method of recovering these penalties, see the regulation already given above, Section III. (i)

### VIII—SCHOOL PROPERTY.

(i) In rural school districts the trustees are responsible for the <sup>Trustees' responsibility</sup> good repair of the school-house. They should see that the windows are properly fitted with glass; that at the proper season the stove and pipe, or fireplace, are in good condition, and that suitable wood or coal is provided, that the desks and seats are in good repair; that the outhouses are properly provided with doors; that the blackboards are kept painted, the water supply abundant, and that everything necessary for the comfort of the pupils and the success of the school is provided.

(ii) No public school-house, or school plot, nor any building, <sup>Misuse of school buildings.</sup> furniture, or other thing belonging to it, should be used or occupied for any other purpose than for the use or accommodation of the public school of the district, without the express permission of the trustees as a corporation, and then only after

school hours, and on condition that all damage be made good and cleaning and sweeping properly done.

Teacher's responsibility.

(iii.) The teacher has charge of the school-house on behalf of the trustees. He has no authority to use it otherwise than as directed by them, nor to use it at any other time than during school hours without their sanction. At the request of the trustees he must at once deliver up to them the keys of the school-house.

## IX.—INSPECTION.

Inspector's report.

(i) The supervision of the schools is the duty of the Superintendent of Education, and he is assisted in this work by two Inspectors. When a school is visited by an inspector, he is required to make a written report to the Department immediately on his return to the Education Office, on the internal work of the school-room, methods employed, and on the condition of the school-grounds and the buildings: in short, to report on all matters connected with the proper working and the welfare of the school. The Department, through the reports on inspections made, as well as through information furnished by trustees and teacher, is kept fully informed as to the condition of each school.

Need of a third Inspector.

(ii) The Superintendent of Education wrote as follows, in his Report for 1896:—

“A school system, to be effective, must have vigilant supervision. Owing to the large extent of territory to be traversed by representatives of the Department, and the yearly increasing number of schools, it has not been possible to make as frequent visitations as are desirable, or even to reach all the schools in any one year.

“The first Inspector of Schools was appointed in 1887, to assist the Superintendent in his work. At that time there were 92 schools in operation, under the charge of 118 teachers. In 1892, the number of schools having increased to 149, and the number of teachers employed to 228, a second Inspector was appointed. In view of the fact that in 1896 there were 233 schools under a staff of 368 teachers, the necessity of the appointment of a third Inspector of Schools should be considered.”

## X—HIGH SCHOOLS.

There are four public High Schools in the Province, viz., the Nanaimo, New Westminster, Vancouver, and Victoria High Schools. The salaries of the head-teachers vary from \$135 to \$108 a month. In all these schools, co-education takes place and the honours of the examinations, as well as of other school activities, seem to be about equally divided between the boys and the girls.

(i) Taking first the Nanaimo High School, we find that in 1898 <sup>Nanaimo High School.</sup> the enrolment of pupils reached 77, and the average actual daily attendance 40.68. In numbers the two sexes have recently been equal, though in 1898 the girls had the preponderance. The figures are as follows.—

*Nanaimo High School*

Year.	Boys enrolled	Girls enrolled	Total enrolment	Average daily Attendance
1892-3 - - -	14	25	39	23.37
1893-4 - - -	19	29	48	34.50
1894-5 - - -	36	34	70	41.56
1895-6 - - -	29	29	58	32.02
1896-7 - - -	27	26	53	33.74
1897-8 - - -	32	45	77	40.68

The average *monthly* attendance was 50.

(ii) New Westminster High School has besides its principal an <sup>New Westminster High School.</sup> assistant master or mistress. Its average *monthly* attendance in 1898 was 47.

The following are the figures of enrolment, etc., since 1892 —

*New Westminster High School*

Year	Boys enrolled.	Girls enrolled	Total enrolment	Average daily attendance.
1893-4 - - -	49	34	83	44.63
1894-5 - - -	48	37	85	51.01
1895-6 - - -	48	39	87	56.61
1896-7 - - -	55	39	94	50.36
1897-8 - - -	33	39	72	36.76

The official report contains no explanation of the sudden fall in the number of boys, as well as in the average daily attendance in the school year, 1898.

*Vancouver High School.* (iii) The Vancouver High School has besides the principal, four assistant masters at \$100 a month. Its average monthly attendance in 1898 was 107 out of an enrolment of 156.

*Vancouver High School.*

Year.	Boys enrolled.	Girls enrolled.	Total enrolment.	Average daily attendance.
1893-4 - - -	52	92	144	92.77
1894-5 - - -	58	101	159	108.44
1895-6 - - -	55	79	134	87.74
1896-7 - - -	55	98	153	88.73
1897-8 - - -	55	101	156	94.35

*Victoria High School.* (iv) The Victoria High School has a principal at \$110 a month, two assistants at \$90 a month each, and one assistant at \$75 a month. Its average monthly attendance in 1898 was 117 out of an enrolment of 154.

*Victoria High School.*

Year.	Boys enrolled.	Girls enrolled.	Total enrolment.	Average daily attendance.
1893-4 - - -	78	81	159	121.60
1894-5 - - -	96	105	201	130.28
1895-6 - - -	80	101	181	111.50
1896-7 - - -	74	87	161	106.85
1897-8 - - -	58	96	154	104.65

*Diploma of Standing*

(v.) By a regulation of the Council of Public Instruction, pupils who have attended a High School for not less than two years can obtain a Diploma or Certificate of Standing by undergoing the annual Departmental Examination, provided they obtain at least 30 per cent of the marks in each subject. This Diploma is granted only when the pupil is leaving school, and may be considered equivalent to a Certificate of "Graduation." Seven such certificates were granted to girls in 1898, and four to boys.

(vi) The following are the subjects of examination for admission to a High School — Subjects for Entrance Examination.

1 *Spelling*—To be able to spell correctly the ordinary words in the Fifth Reader and Spelling Book.

2 *Reading*—To read correctly and intelligently any passage in the Fifth Reader

3 *Writing*—To write neatly and legibly

4 *Arithmetic*—To have a good general knowledge of numeration, notation, the four simple and compound rules, reduction, vulgar and decimal fractions, proportion, simple interest and percentage, compound interest, and discount

5 *Mental Arithmetic*—To be able to solve, mentally, any ordinary problems.

6 *Grammar*—To know the principal grammatical forms and definitions, and to be able to analyse and parse any ordinary sentence.

7 *Geography*.—To have a good knowledge of the earth's planetary relations, of the general principles of physical geography, and of the outlines of the maps of Europe, Asia, Africa, America, Oceanica, and of the British Empire, and more particularly of that of the Dominion of Canada.

8 *English History*—To know the different periods and outlines of English History

9 *Canadian History*—To have a knowledge of the outlines of Canadian History.

10 *Composition*—To be able to write a letter correctly as to form and punctuation, and to write a brief composition on any simple subject.

11 *Anatomy, Physiology, and Hygiene*—To have a general knowledge of the subject

(vii.) Applicants for admission to a High School have been required since 1897 to pass an examination in Agriculture. Paper on Agriculture

(viii.) An entrance examination upon these lines must be passed by all those who wish to enter a High School; and, as has been seen, there must be at least twenty persons duly qualified in such subjects in any School district, before the Council may establish a High School in that district. Conditions of Creation of High Schools.

(ix.) On the other hand, there are certain exemptions. Teachers in the Public School, for example, who have already obtained teachers' certificates in the Province may be admitted to High Schools as pupils without an entrance examination. Teachers as Pupils in High Schools.

(x) The examination is on paper when deemed necessary, but candidates may in any case be subjected to an additional  *viva voce*  examination. The examination for entrance to a High School is held in each rural school when visited by the Superintendent or by an Inspector. Candidates must obtain at least 30 per cent. of the maximum marks in each subject; and at least 60 per cent. of the aggregate maximum of all subjects. Pupils who. Percentage of Marks required.



have not been in attendance at a High School for two years, shall not be readmitted without examination

Courses and  
Classes

(xi) On entering the High School a pupil may for the first six months receive instruction in the English course only, but after that period he must take at least five of the additional subjects included either in the Commercial Course or in the Classical Course. The High School pupils are arranged in classes according to their proficiency, and each pupil is advanced from one class to another without regard to the length of time he may have spent in his class or division and solely with reference to his attainments as judged in the half-yearly official examination. Pupils from rural districts are admitted as candidates in the half-yearly examinations for entrance at the High Schools of Nanaimo, New Westminster, Vancouver, and Victoria.

Promotion  
from Graded  
to High  
School.

(xii) It should be noted that members of a Public School in a district that contains a High School cannot be received as pupils in the Graded School of the district after they have, on passing a satisfactory examination, been declared eligible for promotion from the Public School to a High School. The object of this is to prevent a development in the upper classes of Graded Schools that would inevitably mean overlapping and would seriously interfere with efficiency.

High Schools have three courses of study,—English, Commercial, and Classical.

From the  
Report for  
1895-6.

(xiii) The following is taken from the Report for 1895-6—  
“The many benefits conferred by the four *High Schools* are fully proved by the work accomplished since the establishment of each, and by the high esteem in which each is held. These schools not only afford to all children who pass the standard required for admission the opportunity of obtaining a knowledge of the advanced subjects of study essential to a higher education, but they elevate the character of the lower grades and perfect and diffuse (*sic*) all the most valuable points of our school system. The scholarship demanded for entrance to a High School is certainly equal to, if not higher than, that required in the other Provinces. The necessity of this arises from the fact that these schools form the apex of the system of British Columbia, while in the other provinces, in addition to High Schools, there are Collegiate Institutes, Normal Schools, Colleges, and Universities. The High Schools of the Province have therefore to afford to the children, as far as possible, all the benefits accruing from these other higher institutions of learning—the University excepted.”

“Taking into consideration the large number of subjects of study required to be taught in a High School, it must be apparent that the more complete the staff of teachers, the greater is the assurance of the best results; yet it may be proper in this connection to state that, as a rule, each teacher should have twenty-five or more pupils under his charge.”

The advisability of granting diplomas to pupils on finishing one of the prescribed High School courses of study was under consideration in 1896.

(xiv) *From the Report for 1896.*—"Under an amendment made to the Public School Act, 1891, providing for the incorporation of Boards of School Trustees of city districts the Lieutenant-Governor in Council has been pleased, by Letters Patent, to incorporate the Board of School Trustees of the City of Vancouver as a body corporate and politic, under the name and style of the 'Board of Governors of the Vancouver College'" Board of  
Governors of  
Vancouver  
College

The object of this change of names of trustees and High School is to enable the High School of Vancouver City to affiliate with a Canadian University

Since 1894 only holders of "First Class, Grade A, certificates" have been allowed to teach, even as assistants, in High Schools

## XI—GRADED SCHOOLS

"The success of a *Graded School* depends on the ability of its staff of teachers, its *grading* and general management. Experience has shown it to be impracticable to grade all schools on a common standard, hence each principal is required to frame a Limit Table deemed to be the most suitable for his school

(i) "The first division of a Graded School should certainly have the best number of pupils, but in no division should there be less than from thirty to forty, and not more than sixty in any division." Size of  
divisions

"In schools that have been in operation for three or more years, it is but reasonable to expect that an approximate equality of work can be assigned to each teacher. When some teachers have to perform almost double the work of others in the same school, it is evident either that there is a defect in the Limit Table, or that one or more of the teachers on the staff are incompetent

"The teachers of these schools are, generally speaking, thorough in their work, and not slow to utilise all the good features of new methods advanced by the best authorities of the day, and hence the work accomplished in the Graded Schools is, on the whole, of a most satisfactory character" (Report of 1895-96)

(ii) In case one of the *optional subjects* of Drawing, Calisthenics, or Temperance is begun in the fourth or fifth division, it should be taught in each of the succeeding higher grades, in order that the pupils may obtain such knowledge of the subject as will prove of future value. Optional  
subjects

It should be noted that in the school year 1894-5 the Council of Public Instruction, wishing to secure greater uniformity in the management of Graded Schools, issued the following new regulations—

(iii.) The Principal shall prepare the Limit Table (*i.e.*, a table of standards on which the grading is based) for each division of his school, and must forward a copy of it to the Education Department for approval. Limit table.

(iv) Semi-annual written examinations for making promotions shall be held in the different divisions of each Graded School. Semi-annual  
Examina-  
tion

The Principal shall prepare the questions for these examinations, and shall fix the time of holding the same, but the promotion lists must be read on the date on which each public examination of the school is held.

As it is not deemed proper to place too great reliance upon a single written examination the Principal shall consult the assistant teacher of each division, in preparing the promotion list. The assistant's recommendation, based upon record kept as to progress and standing of pupils claimed to be worthy of promotion, shall be accorded proper consideration.

A copy of all questions set for each promotion examination, together with a statement of the results of the examination of each division must forthwith be forwarded to the Education Department. The list of children in the returns should contain the names of all pupils who received instruction in each division during the whole year, the names of those who were promoted at the examination being specially marked.

Suggestions  
from circular  
of 1895.

(v) *From a Circular dated December 17, 1895*—"By a public examination of a school is meant the examining orally of classes in at least four or more of the subjects of study taught in the school-room. If the teacher desires to vary the exercises of the day with recitations, singing, calisthenics, or other work in which instruction has been given, there cannot be any valid objection raised unless the time occupied by these last subjects directly interferes with the time which should be devoted to the *viva voce* examination.

"The public examination day should be regarded as affording the teacher the opportunity of showing to the trustees, parents, and other visitors, not only the advancement made by the pupils in the different subjects of study, but of presenting to them the methods used to secure this progress. If the teacher desires, he may call upon visitors to assist him in examining classes, but to do so must be regarded as a voluntary act on his part."

## XII—COMMON SCHOOLS.

The course of study prescribed for *Common Schools* embraces Reading, Writing, Arithmetic, Composition, Geography, Grammar, Canadian History, English History, Physiology, Hygiene, and Agriculture. All of these subjects must be taught in each school, provided the pupils are far enough advanced to receive instruction in them.

Optional  
subjects.

(i.) In addition to these branches the following optional subjects may be taught.—Book-keeping, Mensuration, Algebra, Geometry, Drawing, Temperance, Music, Needlework, and Calisthenics. The trustees may require that "Temperance" should become part of the compulsory course (1896).

The prescribed subjects alone are deemed to be amply sufficient to afford to all pupils the opportunity of obtaining a good Common School education, but among the optional subjects are several branches of knowledge which would undoubtedly the better prepare them for entering upon the ordinary vocations of life.

The Lord's  
Prayer.

(ii.) In a school in which more than one teacher is employed, if the Lord's Prayer is used in the opening or the closing of any of the divisions, it should be used in *all* the divisions of the school. "It is a pleasure to be able to report that this devotional exercise is used by more than two-thirds of the teachers in the opening or the closing of their schools."

## XIII—GENERAL REMARKS AND STATISTICS OF EDUCATIONAL PROGRESS.

(i.) *From the Report for 1897-1898*—“The record of the past year shows marked improvement in the condition and management of the schools. Their efficiency may be inferred from the high percentage of average daily attendance, from the very liberal amount expended for their maintenance, and from the lively interest shown by the people generally in their welfare.” Statistics for 1897-9

“The main instrumentalities that have produced, and continue to produce, marked results for good in our public schools are better judgment displayed in the selection of teachers, the careful and constant supervision by the inspectors, the practical and beneficial work of the various teachers’ institutes, and the increased interest and vigilance of trustees and parents.”

“The whole number of pupils enrolled was 17,648, an increase of 1,850 over that of the previous year, and the average actual daily attendance was 11,055.65, an increase of 1,056.04 for the same period. The total number of teachers and monitors employed was 422, an increase of 38 over that for the previous year.”

“There were 261 \* [280] schools in operation during the year, as follows:—

4 [4] High Schools	228 [244] Common Schools.
25 [28] Graded Schools.	4 [4] Ward Schools

“In city districts the percentage of average daily attendance was 69.47, in rural districts 57.31, and for the whole Province 62.64.”

“The expenditure from the provincial treasury for education proper during the year was as follows:—

Teachers’ salaries - - - -	\$180,437.58	[\$198,464
Per Capital Grants to City Districts -	52,922.64	56,692
Education Office - - - -	14,396.15	13,497
Total - - -	<u>\$247,756.37</u>	<u>\$268,653]</u>

(i.e., about £50,000)

“The expenditure by the Lands and Works Department for the construction of school-houses, furniture, repairs, and improvements to school property was as follows:—

School-houses in Rural Districts -	\$34,438.23
Furniture, repairs, &c. - - - -	8,060.66
Total - - -	<u>\$42,498.89</u> [ \$67,363 ]

“The total cost to the Provincial Government during the fiscal year 1897-8, for all purposes of education was as follows:—

Education proper - - - -	\$247,756.37	[\$268,653
Lands and Works Departments -	42,498.89	67,363
Total - - -	<u>\$290,255.26</u>	<u>\$336,016]</u>

(i.e., about £60,500.)

\* The figures enclosed in brackets are those for 1899.

Cost per  
pupil

(ii) The following table shows the cost of each pupil on enrolment, and on average daily attendance during the past ten years:—

YEAR	Cost of each Pupil on enrolment.	Cost of each Pupil on average daily attendance
1888-9	\$15 92	\$29 39
1889-90	15.29	28.37
1890-1	14.78	26 66
1891-2	14.91	25.79
1892-3	16.57	26.79
1893-4	13 40	21.71
1894-5	14 02	22 95
1895-6	14 17	22 14
1896-7	13.97	22.08
1897-8	14.03	22.40

In 1897-8 there were 57 "assisted schools" maintained during the year, and fifteen other schools began to receive "assistance" during the year, making a total of 72 assisted schools.

Schoolhouses were erected, or additions were made to school buildings, in eighteen instances <sup>1</sup>

<sup>1</sup> It is desirable to give here some data for estimating the educational progress of the Province Accordingly we give below the corresponding figures for 1894-5 —

	1894-5	1897-8
Number of Pupils enrolled - - -	13,482	17,648
Average actual daily attendance -	8,610.31	11,055 65
Total number of Teachers and Monitors	319	422
Number of Schools in operation -	202	261
Number of High Schools in operation	4	4 (stationary)
Number of Graded Schools - -	20	25
Number of Common or Rural Schools	172	228
Number of Ward Schools - - -	6	4 (decrease)
Percentage of attendance in City Districts	69 93	69.47 (slight decrease)
Percentage of attendance in Rural Districts	57.66	57 31 (slight decrease)
Percentage of attendance in the Province	63 86	62 64 (slight decrease)
Expenditure on Education Proper -	\$189,037 25	\$247,756.35
Teachers' Salaries - - - -	\$169,447.85	\$180,437.55
Education Office - - - -	\$11,887.80	\$14,396.15
Per capita Grant to City Districts -	\$45,404.80	\$52,922.64
Expenditure Lands and Works Department	\$18,963.35	\$42,498.89 (Rural Districts only)
(All on Rural Districts except \$5,000)		
Total Cost to Provincial Government -	\$208,000.00	\$290,255 00
School Houses erected or Additions made	11	18

## (III.) ATTENDANCE 1897-8.

Number of Pupils enrolled during the year	-	17,648	Attendance, 1897-8.
Increase for the year	-	1,850	
Number of Boys enrolled	-	8,983	
Increase for the year	-	878	
Number of Girls enrolled	-	8,665	
Increase for the year	-	972	
Average actual daily attendance	-	10,055 65	
Increase for the year	-	1,056 04	
Number of Pupils enrolled in High Schools	-	459	
Decrease for the year	-	2	
Average actual daily attendance in High Schools		276 44	
Average actual daily attendance in Graded and Ward Schools		6,704 20	
Average actual daily attendance in Rural Schools		4,075 01	
Number of School Districts at the close of the year		213	
Increase for the year	-	14	

(iv) The gradual growth of the schools and the cost of maintaining them is fully shown by this record of attendance and expenditure — Attendance, and expenditure, 1890-9.

	Number of School Districts	Aggregate Enrolment.	Average Daily Attendance	Percentage of Attendance.	Expenditure
1890-91	141	9,260	5,134 91	55 45	\$136,901 75
1891-2	154	10,773	6,227 10	57 80	160,627 80
1892-3	169	11,496	7,111 40	61 85	190,558 30
1893-4	178	12,613	7,785 50	61 72	169,050 20
1894-5	183	13,482	8,610 31	63 86	189,037 25
1895-6	193	14,460	9,254 25	64 00	204,930 30
1896-7	199	15,798	9,999 61	63 29	220,810.35
1897 8	213	17,648	11,055 65	62 64	247,756 35
1898-9	—	19,185	12,302 00	64.13	268,653 00

(v.) The progress made in recent years may be judged by a comparison of the figures for 1897-8 with those for 1894-5 Attendance, 1894 5

## ATTENDANCE, 1894-5.

Number of Pupils enrolled during the year	-	13,482
Increase for the year	-	869
Number of Boys enrolled	-	6,848
Increase for the year	-	464

Number of Girls enrolled - - - - -	6,634
Increase for the year - - - - -	405
Average actual daily attendance - - - - -	8,610 31
Increase for the year - - - - -	824 81
Number of Pupils enrolled in High Schools -	515
Increase for the year - - - - -	81
Average actual daily attendance in High Schools	331 29
Average actual daily attendance in Graded and Ward Schools - - - - -	5,396 30
Average actual daily attendance in Rural Schools	2,882 72
Number of school districts at the close of the year - - - - -	183
Increase for the year - - - - -	5

Thus for the four years from 1893 to 1897 we can tabulate the following figures:—

INCREASE FROM 1893 TO 1897 (INCLUSIVE).

Enrolment - - - - -	5,035
Boys' enrolment - - - - -	2,599
Girls' enrolment - - - - -	2,436
Average actual daily attendance - - - - -	2,270 15
Enrolment in High Schools - - - - -	54
Number of School Districts - - - - -	35

Progress in  
attendance,  
1894-7.

(vi.) Between the years 1894 and 1897 the progress in attendance was most marked in the Graded and Ward Schools, and a considerable decrease is noticeable in the attendance at High Schools.

PROGRESS 1894 TO 1897

Average actual daily attendance in High Schools	
Decrease - - - - -	54 85
Average actual daily attendance in Graded and Ward Schools	
Increase - - - - -	1,307 90
Average actual daily attendance in Rural Schools	
Increase - - - - -	1,192 29

Teachers'  
aims

(vii.) The Inspector for the Victoria district in 1898 observes in his report that there has been a general improvement in the character of the primary instruction given, that there is developing, more and more every year, a disposition among teachers to keep themselves prepared for their work; and that, although the greater part of the teachers do their work with the educational aim implied in the phrase "knowledge is power," the higher aim expressed in "*character is power*," becomes more and more prevalent. In this district there were in 1898 several Teachers' Institutes. They do much to stimulate teachers and to help in improving the schools. At the close of each Institute a public meeting is held, to which parents and others interested in education are usually invited.

(viii.) Some sort of classification of the "Ward Schools" and "Graded Schools" in 1897-98 may be made thus:— Classification of schools.

Cities.	Number of Grades	Percentage of Regular Attendance
Nanaimo - - -	Central - - - 10	68 06
	North Ward - - 1	79 01
	South Ward - - 1	78 40
		} 75 16
New Westminster - -	Boys' - - - 6	62 22
	Girls' - - - 7	63 30
	Sapputon - - 3	65 36
	Westside - - 2	63 13
		} 63 50
Vancouver - - -	Central - - - 10	65 11
	East - - - 14	70 89
	West - - - 13	73 67
	Mount Pleasant - 10	68 35
	Fairview - - 4	72 13
		} 69 91
Victoria - - -	Boys' - - - 8	69 91
	Girls' - - - 8	73 39
	North Ward - - 11	76 23
	South Park - - 9	74 37
	West - - - 6	67 65
Springbridge - - 2	72 47	
		} 72 34

	No. of Grades	Percentage of regular Attendance.
Chilliwack - - -	3	69 79
Kamloops - - -	4	58 04
Kaslo - - -	3	70 08
Mission - - -	2	57 82
Nelson - - -	4	59 79
Northfield - - -	3	48 87
Rossland - - -	7	57 02
Trail - - -	3	51 50
Union Mines - - -	4	62 27
Vernon - - -	4	49 95
Wellington - - -	8	62 55

Thus we find that in the Graded Schools of the large cities the percentage of regular attendance was, in 1898, 70.23 and in other Graded Schools, 58.88 .



## APPENDIX A

SUBJECTS OF EXAMINATION FOR CERTIFICATES,  
AND CONDITIONS OF OBTAINING THEM.

## (a) SUBJECTS OF EXAMINATION

## THIRD CLASS CERTIFICATES.

1. *Reading*—To read intelligently and expressively
2. *Writing*—To write legibly and neatly, and to understand the principles of writing as given in any standard text-book.
3. *Spelling*.—To have a good knowledge of orthography and orthoepy.
4. *Written Arithmetic*.—To be thoroughly familiar with the subject.
5. *Mental Arithmetic*.—To show readiness and accuracy in solving problems.
6. *Geography*.—To have a good knowledge of the subject.
7. *English Grammar*—To have a thorough knowledge of the subject, and to be able to analyse and parse any sentence.
8. *Canadian History*.—To have a good knowledge of the subject.
9. *English History*—To have a good knowledge of the subject
10. *Anatomy, Physiology, and Hygiene*—To have a good general knowledge of the subject
11. *Composition*—To be familiar with the forms of correspondence, and to be able to write a composition on any simple subject, correct as to spelling, punctuation, and expression
12. *Education*—To have a thorough knowledge of the approved methods of teaching the various subjects prescribed for Common Schools, to be well acquainted with formation of time tables, classification of pupils, and modes of discipline, to be familiar with the School Act, and Rules and Regulations prescribed for the government of the Public Schools.

## SECOND CLASS, GRADE B, CERTIFICATES.

- 1 to 12, as for Third Class Certificates.
13. *Mensuration*.—To know the application of the rules for the measurement of surfaces.
  14. *Book-keeping*.—To understand the keeping of accounts by single entry
  15. *Music (Theory), Drawing (Linear), Botany*.—To have a fair knowledge of one of these subjects.

## SECOND CLASS, GRADE A, CERTIFICATES

1 to 15, as for Second Class, Grade B, Certificates

16. *Algebra*—To know the application of the rules preceding and including simple equations

17. *Geometry*—Book I

18. *Zoology, Astronomy, Rhetoric*—To have a fair knowledge of *one* of these subjects

## FIRST CLASS, GRADE B, CERTIFICATES

1 to 18, as for Second Class, Grade A, Certificates

13. *Mensuration*.—To know the application of the rules for the measurement of volumes

14. *Book-keeping*—To understand the keeping of accounts by double entry.

16. *Algebra*.—To know the subject.

17. *Geometry*—Books II, III, and IV., with problems.

19. *Natural Philosophy*—To know the subject, and to be able to work problems in *Statics, Dynamics, and Hydrostatics*.

20. *English Literature*—To have a good general knowledge of the subject

21. *General History, Chemistry, Geology*—To have a good knowledge of *one* of these subjects

## FIRST-CLASS, GRADE A, CERTIFICATES.

1. to 21., as for First-Class, Grade B, Certificates

17. *Geometry*.—Books V (Definitions) and VI.

22. *Practical Mathematics*—To be familiar with *Plane Trigonometry*, including *Land Surveying* and *Navigation*.

23. *Ancient History*.—To have a general knowledge of the subject to the Fall of Rome.

24. *Latin*.—To have a good knowledge of Prose Composition; to be able to translate and parse the following.—

Cæsar, *De Bello Gallico*, Books I. and II.

Virgil, *Æneid*, Books I. and II.

Horace, *Odes*, Books I. & III.

25 *Greek and French* —

*Greek* —To have a good knowledge of Prose Composition, and to be able to translate and parse the following —

Xenophon, *Anabasis*, Books I and II.

Homer, *Iliad*, Books I and II.

*French* —To have a good knowledge of Prose Composition, and to be able to translate and parse the following —

La Fontaine, *Fables*, Livres I et II

Voltaire, *Histoire de Charles XII*, Livres I. et II.

Cornille, *Le Cid*.

*Note*—Since 1897 Candidates for Teachers' Certificates have been required to take a paper set on Agriculture.

## (b) CONDITIONS OF OBTAINING CERTIFICATES.

Certificates of qualification shall be granted according to the following regulations:—

*For a Temporary Certificate.*—A candidate for a Temporary Certificate must give satisfactory information as to his character and scholastic qualifications, and must forward an application from a Board of School Trustees desiring his services as teacher. The Board of Trustees must satisfy the Superintendent of Education of their inability to secure a person properly qualified, suitable as a teacher for their school.

*For a Third Class, Grade B, Certificate,* a candidate must obtain 30 per cent. of the marks attached to each of the subjects of examination for that class and grade, and 40 per cent of the total number of marks attached to the subjects of examination for that class and grade

*For a Third Class, Grade A, Certificate,* a candidate must obtain 40 per cent of the marks attached to each of the subjects of examination for that class and grade, and 50 per cent. of the total number of marks attached to the subjects of examination for that class and grade

*For a Second Class, Grade B, Certificate,* a candidate must obtain 40 per cent. of the marks attached to each of the subjects of examination for Third Class Certificates, and not less than 30 per cent. of the marks attached to each of the subjects of examination peculiar to that class and grade, and 50 per cent. of the total number of marks attached to the subjects of examination for that class and grade.

*For a Second Class, Grade A, Certificate,* a candidate must obtain 40 per cent. of the marks attached to each of the subjects of examination for Second Class, Grade B, Certificates, and not less than 40 per cent of the marks attached to each of the subjects of examination peculiar to that class and grade, and 60 per cent of the total number of marks attached to the subjects of examination for that class and grade.

*For a First Class, Grade B, Certificate,* a candidate must obtain 40 per cent. of the marks attached to each of the subjects of examination for Second Class, Grade A, Certificates, and not less than 40 per cent. in each of the subjects of examination peculiar to that class and grade, and 60 per cent. of the total number of marks attached to the subjects of examination for that class and grade.

For a First Class, Grade A, Certificate, a candidate must obtain 40 per cent of the marks attached to each of the subjects of examination for First Class, Grade B, Certificates, and not less than 40 per cent in each of the subjects of examination peculiar to that class and grade, and 60 per cent of the total number of marks attached to the subjects of examination for that class and grade, or he must be a graduate in arts of some recognised British or Canadian University, who has proceeded regularly to his degree, and *must satisfy the examiners as to his knowledge in the art of teaching, school discipline and management, and the School Law of the Province*, and may be further required to undergo an oral examination on these subjects.

Whenever it shall be deemed necessary to raise the standard of examination, at least twelve months' notice of such intention shall be given

Since 1896, the age of male candidates for Teachers' Certificates has been fixed as over twenty years of age, and the age of female candidates as over eighteen.

Since 1894, holders of First Class, Grade B, Certificates, have not been entitled to act as assistants in High Schools

A candidate who fails to obtain the certificate written for shall not be awarded marks for answers to the papers set in subjects peculiar to that class and grade.

A candidate at the Teachers' Examination may claim to have his papers re-read on the following conditions —

- 1 The appeal or claim must be in the hands of the Minister of Education within twenty days after the publication of the results of the examination in the "British Columbia Gazette."
- 2 The ground of the appeal must be specifically stated.
- 3 The examiners shall dispose of all appeals with as little delay as possible, and no appeal shall subsequently be entertained on any ground whatever.
- 4 A deposit of \$5 must be made with the department, which deposit shall be returned to the candidate if his appeal or claim is sustained.

## APPENDIX B

## COURSES OF STUDY.

## (1) HIGH SCHOOLS.

*English Course.*—All subjects prescribed for Graded and Common Schools.

*Commercial Course.*—Book-keeping—Single and Double Entry—including Banking, Commercial Correspondence, Commercial Law, &c, together with all subjects prescribed for the English Course, and other subjects in which candidates for First Class, Grade B, Certificates are examined.

*Classical Course*—Latin, Greek, French, together with all subjects in which candidates for First Class, Grade A, Certificates are examined.

The following are the details of the regular High School Course of Study .—

1 *English Language* —

(a) Reading—Sixth Reader ; the principles of orthoepy and elocution, spelling and syllables, derivation of words, rendering of poetry into prose, and generally the formation of a good English style

(b) Composition.—The structure of sentences and paragraphs, correction of errors, familiar and business letters, themes on familiar subjects.

(c) Grammar.—Prescribed text-book completed, analysis and parsing of passages from authors not prescribed.

(d) English Literature.—Prescribed text-book.

2 *Geography.*—Mathematical, physical, and political. Uses of Terrestrial globe.

3. *History* —The leading events of

(a) Canadian History,

(b) British History,

(c) Roman History,

(d) Grecian History,

(e) Ancient History.

4. *Physiology.*—Prescribed text-book on Anatomy, Physiology, and Hygiene completed.

5. *Book-keeping and Writing* :—

(a.) Single Entry Book-keeping.

(b.) Double Entry Book-keeping.

(c.) Commercial Forms, etc.

(d.) Writing, according to prescribed text-book,

6 *Mathematics* :—

- (a.) Arithmetic.—Prescribed text-book completed.
- (b) Mensuration.—Lengths of lines, areas of surfaces, and volumes of solids.
- (c.) Algebra.—All rules prior to equations, simple equations, quadratics, surds, proportion, progressions, permutations and combinations, binomial theorem, evolution and properties of numbers.
- (d) Geometry —Books I, II, III, IV, VI, and definitions of Book V., deductions
- (e) Trigonometry —Plane Trigonometry.
- (f) Natural Physiology.—Prescribed Text-book, also prescribed text-books on Statics, Hydrostatics, and Dynamics

7 *Ancient Languages* :—

- (a.) Latin —Grammar, prose composition, and the prescribed texts
- (b) Greek —Grammar, prose composition, and the prescribed texts

8 *Modern Language* —French.—Grammar, prose composition, and prescribed texts.

9. Any of the following optional subjects may be taught —

<i>Music (Theory).</i>	<i>Zoology</i>	<i>Geology,</i>
<i>Drawing (Linear).</i>	<i>Astronomy,</i>	<i>Chemistry,</i>
<i>Botany, -</i>	<i>Rhetoric,</i>	<i>General History.</i>

## (ii.) GRADED AND COMMON SCHOOLS.

The course of study prescribed for Graded and Common Schools embraces the following subjects .—

1. *Reading* —From *Primier* to *Fifth Reader*, inclusive Special attention should be given to correct pronunciation, distinct articulation, and proper expression.

Declamation of selections from prose and poetry committed to memory tends to awaken a taste for good language, as well as aids in the development of a natural and easy delivery

2. *Writing* —The systems of penmanship authorized are Gage's copy-books, and Payson, Dunton, and Scribner's series If the teacher prefer, he can use plain copy-books, setting the headlines

Particular attention should be given to the proper manner of holding the pen, and correct position at the desk.

3 *Spelling*.—Gage's *Speller* is the authorised text-book It should be used by all pupils in the *Third*, *Fourth*, and *Fifth Readers*.

Instruction should be both oral and written

Dictation should commence with the ability of the child to write legibly, and should continue through the entire course.

4. *Written Arithmetic*.—Principles and methods should be thoroughly explained,

After *accuracy* in work, *quickness in calculation* is most desirable. To attain this, frequent practice in the simple rules is essential.

*Practical examples*—those that the pupil is liable to meet in every-day life—should be given frequently.

5 *Mental Arithmetic*—Instruction should be begun with questions in the simple rules, and should expand according to advancement.

In teaching this branch, the chief object aimed at should be to impress firmly on the mind the facts and processes of arithmetic.

6 *Geography*—Thorough knowledge of the *terms* used and explanations given in the introductory chapter of the text-book is essential.

The wall maps should be used freely. A globe should be used in teaching the shape of the earth, its motions, the seasons, &c.

Map drawing, or the sketching of maps from memory, will be found to be of great value in impressing upon the mind physical geography.

7 *English Grammar*—Every pupil in the Third Reader should commence this branch, although oral instruction of an elementary character may be given to advantage at an earlier period.

A good knowledge of the parts of speech and their inflections, together with the rules of syntax, is of primary importance.

Construction of sentences and correction of errors should receive early attention.

The teaching of analysis should proceed slowly and carefully—the simple sentence being thoroughly understood before the complex or the compound sentence is attempted.

Parsing should be regarded by the teacher as a test of thorough knowledge of the accidents and rules of grammar.

8 *English History*—Pupils in the Fourth Reader should be required to begin this subject. Prescribed lessons should be read in class.

The points of the lesson which are required to be memorized should be written on the blackboard.

Pupils should be taught the relative importance of events; for example, that the story of Becket's parentage is not of equal historical value with the signing of Magna Charta, or the passing of the Habeas Corpus Act.

Oral reviews should be more frequent than written examinations on the subject. Geographical references should be pointed out on the map—“Geography and chronology are the two eyes of history.”

9. *Canadian History*.—Outlines of method given for English History are applicable to this subject.

10. *Composition and Letter Writing*.—The slate may be used in teaching this subject, but special care should be taken that its use does not lead the pupil into the habit of scribbling.

Reproduction as an occasional exercise may be used profitably, but the bringing out of originality is of the most permanent value.

Instruction should be given as to the proper method of opening, closing, folding, and addressing a letter.

A good knowledge of the forms used in general correspondence should be given.

11 *Anatomy, Physiology, and Hygiene*—Oral primary instruction in these allied subjects may be given to the whole school, but pupils in the Fourth and Fifth Readers should be required to use the text-book.

The teaching of Physiology and Hygiene affords the teacher the opportunity of imparting practical instruction on many points of vital consequence to the pupil.

In giving instruction in Hygiene, the branch subject of Temperance, with reference to the evil effects of stimulants and narcotics on the human system, should not be overlooked.

### (iii.) OPTIONAL SUBJECTS

In addition to the above, the following subjects may be taught — *Book-keeping, Mensuration, Geometry, Drawing, Algebra, Music, Needlework, Calisthenics*

The teaching of optional subjects, such as music, needlework, algebra, geometry, &c., is necessarily left to the discretion of the teacher, for the reason that every teacher may not be qualified to give instruction in these branches

By a regulation made in 1896 by the Council of Public Instruction it is provided that the Board of Trustees of any school district may require that *Temperance*, as a separate subject from anatomy, physiology, and hygiene, be taught in their school or schools, provided the authorized text-book on the subject is used

### (iv) AGRICULTURE

In 1896 the subject of agriculture was added to the course of study prescribed for Graded and Common Schools. Instruction in this branch must be given at least twice a week to all pupils in the Fourth and Fifth Divisions



THE  
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PRINCE EDWARD ISLAND.

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**THE SYSTEM OF EDUCATION**  
 IN  
**PRINCE EDWARD ISLAND.\***

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Up to the year 1852, the schools of this province were mainly supported by voluntary subscriptions and such local efforts as could be secured by mutual co-operation. In 1852 the Free Education Act was passed, under which the salaries of teachers were paid almost entirely from the provincial treasury. The stimulus thus given to education resulted in the establishment of the Provincial Normal School in 1856, and of the Prince of Wales College in 1860. From 1860 until 1877 very little was effected in the way of legislation for the improvement of the schools, although the administration was very effective during that period. In 1877 the Public Schools Act was passed, which provided for the establishment of a department of education, and introduced into our public school system many of the most approved principles and most modern methods of other countries.

Early  
History

The administration of the educational interests of the province is vested in a Board composed of the Members of the Executive Council, the Chief Superintendent of Education, the Principal of the College and Normal School, and two inspectors. Each district has a local Board of Trustees elected annually by the ratepayers.

Administra  
tion and  
Inspection.

The number of pupils enrolled in the Public Schools of the province in 1898 was 21,852. The average daily attendance was 13,377, or 61.58 per cent of the pupils enrolled. There is a compulsory clause in the School Act, but it has never been enforced, consequently the attendance of pupils is entirely voluntary. The work of inspection is carried out by two inspectors of schools appointed by the Government.

In 1879 the College and Normal School were amalgamated, and ladies were admitted for the first time into the former institution. Many improvements in the administration of the educational affairs of the island for the advancement and encouragement of the teachers, and for the grading of the different schools, have been introduced since 1879, and are now beginning to be in effective operation.

Progress  
under the  
Act of 1877

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\* Since the receipt of this Report, which was prepared in December, 1897, the statistics have been amended in accordance with the latest available tables. The Appendix has also been added.

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Statistics.

The effects of the different changes and legislative enactments will best be represented by giving the statistics for each decade since 1841.—

—	*Schools	Pupils	Population of Province.
1841	121	4,356	47,034
1851	135	5,366	66,457

1852.—Free Education Act passed  
 1856 —Normal School established  
 1860 —Prince of Wales College opened.

—	*Schools	Pupils	Population of Province
1861	302	12,102	81,000
1871	381	15,795	94,021

1877 —Public Schools Act passed  
 1879 —College opened to ladies  
 1879 —College and Normal School amalgamated.

—	*Schools	Pupils.	Population of Province
1881	486	21,691	108,981

It will be observed from the statistics here given that during the period previous to the introduction of the Free Education Act not more than one in twelve of the population attended school. From the period between the passing of the Free Education Act, 1852, and the enactment of the Public Schools Laws of 1877 the attendance was one in six of the population. Under the Public Schools Act of 1877 and its amendments the attendance was one in five.

—	*Schools.	Pupils.	Population.
1891*	531	22,330	109,078
1899	582	21,550	'

Prince of  
 Wales  
 College.

The Prince of Wales College, which includes the Normal School, is situated in Charlottetown, and its staff consists of a

\* In this statement school departments are counted as separate schools.

principal and four professors. Attached to it as an adjunct to the Normal Department is the Model School with two teachers.

Teachers are appointed by a majority of the Board of Trustees of each school district. These teachers are trained in the Prince of Wales College and Normal School. Candidates for positions as teachers are required to spend a portion of their time in the Model School, but there are no apprentice teachers. The number of male and female teachers employed in 1898 was as follows:—

Appointment  
of Teachers.

	Class I.	Class II.	Class III	Total
Male Teachers	71	181	68	320
Female Teachers	30	143	88	261

There are no pensions paid to teachers.

The salaries of the teachers are paid from the Provincial Treasury, but may be supplemented by local assessment, in which case the Treasury pays a further equal amount up to twenty-five dollars. As an inducement to teachers to continue in the profession a small bonus is paid them after a service of five years. The salaries paid by the Government vary according to grade: First-class male teachers received in 1898 \$401 per annum; first-class female teachers, \$335, second-class male teachers, \$234, second-class female teachers, \$188, third-class male teachers, \$185; third-class female teachers, \$141. The supplements (which are voluntary), paid by local assessment and an equal amount up to \$25 paid by the Government, are not included in the foregoing salaries.

Salaries.

Singing is taught in nearly all the schools, but no cooking and domestic economy. Manual training schools have been started, in 1900, in Charlottetown and Summerside. The cost is defrayed by the Macdonald Manual Training Fund.

Special  
Subjects.

No provision is made for free meals, nor is there any system of continuation schools in existence.

In addition to these public sources of education, there are some few private institutions, mostly denominational in character—viz., in connection with the Roman Catholic Church, Saint Dunstan's College in the vicinity of Charlottetown, two Convent Schools within the city, and several others located in various parts of the island, in all of which both boarders and day scholars are received, and St. Peter's School in connection with the English church of that name, giving opportunities of tuition to children whose parents are willing to pay for the same.

Private  
Schools.

D. J. MACLEOD,

*Chief Superintendent of Education.*

Charlottetown, P.E.I.

## APPENDIX.

### REGULATIONS OF THE BOARD OF EDUCATION.

#### SCHOOL SITE AND OUTSIDE PREMISES.

1 The school lot should be chosen with regard to healthiness of site, it should be dry and airy, as retired as possible, properly levelled, planted with shade trees, and enclosed by a substantial fence. It should be not less than half an acre in extent. If the school population of the district exceeds seventy-five the area should be one acre.

2 Every country school should be provided with a wood shed and two water closets, under different roofs. It is recommended that they be kept under lock and key.

3 Proper care should be taken to secure cleanliness and to prevent unpleasant and unhealthy odours.

#### SCHOOLHOUSE.

4 The schoolhouse should be placed at least thirty feet from the public highway, and provided with a cloak-room or entry.

5 Where the school population of the section exceeds one hundred, the schoolhouse should contain two rooms, where it exceeds one hundred and fifty, three rooms--an additional room being required for each additional fifty pupils.

6. An assistant teacher cannot be appointed in any school without the written approval of the Chief Superintendent of Education. A teacher engaged without such sanction must be paid entirely by the Trustees who employed him.

7 A first-class school must have at least two rooms and two teachers, in order to enable the Principal to carry out the work efficiently in the higher branches of study without detriment to the younger children; but it must be clearly understood, that no school can be ranked as a first-class school, unless the elementary instruction is of such a high character as to warrant the granting of this privilege.

8 At least 150 cubic feet of air should be allowed for each scholar, and a schoolroom to seat forty should, therefore, be about 25 feet by 20, and 12 feet high. If this size be larger than the district can afford, smaller dimensions may be allowed, on the written approval of the Inspector.

9. Ample provision must be made for ventilation. There should be a complete change of atmosphere in the room three times every hour. A uniform temperature of at least sixty-seven degrees should be maintained throughout the whole school day.

#### SCHOOL FURNITURE AND APPARATUS.

10. A sufficient number of seats and desks should be provided for the accommodation of all the pupils usually in attendance at the school. There should be at least two chairs in addition to the teacher's chair.

11. Seats and desks should be so arranged, that the pupils may face the teacher. They should be single, if possible, but at any rate limited to two pupils, provided with suitable backs, graduated so that the feet of all the pupils may rest on the floor. The seats and desks must be fastened to the floor in parallel rows with aisles between.

12. A space of four or five feet should intervene between the front desk and the teacher's platform, and passages, at least three feet wide, should be left between the outside rows and the side and rear walls of the room.

13 The following dimensions for chairs and desks are recommended :—

AGE OF PUPILS	CHAIRS OR SEATS			DESKS			
	Height.		Slope of Back	Length.		Width	Height next Pupil
	Front.	Rear		Double	Single		
Five to eight years	12 in	11½ in.	2 in	36 in	18 in	12 in	22 in
Eight to ten years	13 "	12½ "	2 "	36 "	18 "	12 "	23 "
Ten to thirteen years	14 "	13½ "	2½ "	36 "	20 "	13 "	24 "
Thirteen to sixteen years	16 "	15½ "	3 "	40 "	22 "	13 "	26 "

14 There should be one blackboard at least four feet wide, extending across the whole room in rear of the teacher's desk, with its lower edge not more than two and a half feet above the floor or platform, and, when possible, there should be an additional blackboard on each side of the room. At the lower edge of each blackboard there should be a shelf or trough five inches wide for holding crayons and brushes.

The following directions for making a blackboard may be found useful :—

(a) If the walls are brick the plaster should be laid upon the brick and not upon the laths as elsewhere, if frame, the part to be used for a blackboard should be lined with boards, and the laths for holding the plaster nailed firmly on the boards.

(b) The plaster for the blackboard should be composed largely of plaster of Paris.

(c) Before and after having received the first coat of colour, it should be thoroughly polished with fine sandpaper.

(d) The colouring matter should be laid on with a wide, flat varnish brush.

(e) The liquid colouring should be laid as follows :—Dissolve gum shellac in alcohol, four ounces to the quart, the alcohol should be 95 per cent strong, the dissolving process will require at least twelve hours. Fine emery flour with enough chrome green or lampblack to give colour, should then be added until the mixture has the consistency of thin paint. It may then be applied, in long even strokes, up and down, the liquid being kept constantly stirred.

15. A well equipped Primary Department should contain a ball frame, reading cards, and any such simple illustration of colour, measures, form, number and natural history, as may be within the means of the district to purchase. Advanced Departments should have in addition a set of modern maps, a dictionary, and a terrestrial globe.

16. All schools ought to be furnished with a clock, thermometer, a globe not less than nine inches in diameter, properly mounted, a map of the Maritime Provinces, maps of Dominion of Canada, maps of the world and of the different continents, and a suitable supply of crayons and blackboard brushes.

#### COURSE OF STUDIES.

17. The course of studies prescribed by the Board of Education shall be followed by the teacher as far as the circumstances of his school will permit. Any modifications deemed necessary should be made only with the concurrence of the inspector and the Trustees. In French schools the English Readers shall be used in addition to any prescribed text books in the French language.

## DUTIES OF TEACHERS.

18 In every public school in which more teachers than one are employed, the head teacher should be called the Principal, and the other teachers Assistants

19 The Principal shall prescribe (with the concurrence of the Trustees) the duties of the Assistants, and shall be responsible for the organisation, classification, and discipline of the whole school.

20 Every Public School Teacher has power and is required to manage his school in accordance with the School Law, and the regulations of the Board of Education.

21. The teacher (with the consent of the Trustees) may suspend pupils for persistent truancy, violent opposition to authority, habitual and determined neglect of duty, improper language, destruction of school property, or any conduct likely to injure the school. If any of these are persisted in, after one or more suspensions, the Trustees and teacher must expel the pupil.

22. In addition to the duties prescribed by the School Act, it shall be the duty of every teacher in a Public School —

(1) To see that the schoolhouse is ready for the reception of pupils at least fifteen minutes before the time prescribed for opening the school in the morning, and five minutes before the time for opening in the afternoon.

(2) To classify his pupils strictly according to the programme of studies prescribed by the Education Department, and to make no departure from such classification, without the consent of the Board of Trustees and the Inspector

(3) To prepare a time-table to be posted in some conspicuous part of the room for the guidance of himself and his pupils, which time-table should be submitted to the Inspector for his approval, on his first visit to the school, after the same is adopted or changed.

(4) To prevent the use by the pupils of unauthorised text-books.

(5) To make at the end of each school term, or at such other time as may be approved by the Inspector, and subject to revision by him, such promotions from one class to another as he may deem expedient.

(6) To practise such discipline in his school as would be exercised by a kind, firm, and judicious parent, to reprove his pupils with tenderness and becoming deliberation, and to aim at governing them through their affections and reason rather than by force; to encourage his pupils to cultivate kindly feelings towards one another, respect for one another's rights, politeness in and out of school, habits of honesty and truthfulness, and obedience to all persons in authority over them, and to discountenance quarrelling, cruelty to animals, and the use of profane and other improper language.

(7) To give strict attention to the proper ventilation and cleanliness of the schoolhouse, to make and enforce such rules as will ensure the keeping of the school grounds and outbuildings in a neat and cleanly condition.

(8) To see that the school grounds, sheds, and water-closets are kept in proper order; that no damage is done to the furniture, fences, outbuildings, or other school property; to give notice in writing to the Trustees of any necessary repairs or supplies.

(9) To make up all returns to the Inspector or the Education Department, as far as the information required can be supplied from the school register; and to furnish such other information affecting the interests of his school as may from time to time be required by the Department or the Inspector.

(10) To attend regularly the Teachers' Institutes held in his county, and to contribute from his experience and observation to their general usefulness.

23. The teacher is required to keep the school open on every legally authorised teaching day throughout the term.

24. Teachers are to be punctual and constant in their own attendance, and to require the same from the pupils. Cases of absence and lateness are to be satisfactorily accounted for.

25. To be successful they must command the respect and goodwill of their pupils, and should strive diligently that the practice of all Christian virtues may prevail among those who are under their charge. Though they are precluded from sectarian teaching it is their duty to inculcate those principles of morality which are revered in common by all good men. Teachers, however, must neither interfere nor permit interference with the religious tenets of the pupils.

26. When a register has been completed it must be handed to the Secretary of Trustees intact, and shall remain among the school papers for at least one year after. Any infringement of this regulation shall be reported to the Superintendent of Education by the Inspector, and will necessitate a deduction from the teacher's salary, unless satisfactory explanation be made.

27. The following are the duties of pupils in Public Schools —

(1) Every pupil whose name is entered on the register of a Public School shall attend punctually and regularly every day of the school term in which his name is so entered; he shall be neat and cleanly in his person and habits, and diligent, truthful, honest, kind, courteous, respectful, and obedient, and shall conform to all the rules of the school.

(2) Any pupil not present at the time prescribed for opening the school may be required to furnish forthwith a written excuse from his parent or guardian, or may be denied admittance to the school for the day or half day, at the discretion of the Principal.

(3) Any pupil absenting himself from school, except on account of sickness, shall forfeit his standing in his class, or shall be liable to such other punishment as the teacher may lawfully inflict.

(4) No pupil shall be allowed to leave school before the hour appointed for closing, except in case of sickness, or at the request, either oral or written, of the parent or guardian.

(5) Any pupil guilty of any of the following offences, viz. —[a] persistent truancy, [b] violent opposition to authority, [c] the repetition of any offence after being warned; [d] habitual and wilful neglect of duty; [e] the use of profane or improper language; [f] cutting, marring, destroying or defacing any part of the school property, [g] writing any obscene words on the fences, water-closets, or any part of the school premises; [h] general bad conduct, injurious to the moral tone of the school, may be suspended by the teacher for one month, or until such suspension is removed on assurance of better conduct, or by order of the Board of Trustees.

(6) Whenever a teacher suspends a pupil for any of the causes herein named he shall at once notify his parents or guardians and the Board of Trustees, stating the reasons for such suspension.

(7) The parent or guardian of any pupil suspended may appeal to the Board of Trustees against the action of the teacher, and the decision of the Trustees shall be final.

(8) Any pupil who shall be adjudged so refractory by the Board of Trustees and by the Teacher, that his presence in the school is injurious to the other pupils, may be expelled; and no such pupil shall be re-admitted to any school without the written consent of the Public School Inspector.

(9) No pupil who is affected with or exposed to any contagious disease shall be permitted to attend school until he produces the certificate of a medical man that there are no sanitary objections to his re-admission.

(10) Pupils shall be responsible to the teacher for their conduct on the school premises, or in going to or returning from school, except when accompanied by their parents or guardians, or by some person appointed by them or on their behalf.



(11) No pupil shall be allowed to remain in school unless he is furnished with the books and other requisites to be used by him in school, but it shall be lawful for the Board of Trustees to supply him with such books and other requisites

(12) Any school property or furniture injured or destroyed by a pupil shall be made good forthwith by the parent or guardian under penalty of the suspension of the delinquent

(13) Every pupil entitled thereto shall, on application, when he leaves or removes from the school, receive a certificate of good conduct and standing

#### HOLIDAYS.

28 No teacher shall make up lost time by teaching on a holiday, or during vacations, and any attendance during such time shall be disallowed

29 The year shall consist of two terms, one ending on June 30th, the other on December 31st. The vacations will be three weeks in May and three weeks in October, as well as the first week in July or the last week in December

30 In Charlottetown and Summerside the Trustees may make their own arrangements for vacation and school sessions, subject to the approval of the Board of Education

31. Trustees can, if required to do so by a majority at the annual meeting, substitute a midsummer vacation of six weeks, for the present spring and autumn vacations.

32 Every Saturday, every statutory holiday, and every day proclaimed a holiday by the Provincial or Dominion authorities, shall be a holiday in the Public Schools.

#### SCHOOL HOURS.

33 From the May vacation to the October vacation, the school session shall be from nine to four o'clock, with one hour's intermission at noon, and from the October vacation to the May vacation the session shall be from ten to three o'clock, with one half hour's intermission. There shall also be two recesses of ten minutes each, when the schoolroom must be aired.

34 The Trustees may, by resolution, prescribe as school hours from half-past nine to three o'clock, with an hour's intermission, for the period from the October to the May vacation, instead of the time specified in Section 33.

*Note*—In schools having midsummer vacations, the hours should be changed on the 15th May and October.

35. In Summerside and Charlottetown the school hours may, if so decided by the Trustees, be from nine in the forenoon to two o'clock in the afternoon, with two intermissions of ten minutes each.

#### PAYMENT OF TEACHERS' SALARIES.

36. The salaries of Teachers shall be paid quarterly on the eighth day of October, January, April and July in each year, or rateably, according to the number of legally authorised days the teachers shall have satisfactorily taught for any portions of such quarters. All School Returns must be lodged in the Education Office at least four days before payment will be made. A teacher engaging at any other time than the beginning of the school year, can only engage for the remaining portion of the year.

37. The Inspectors' Reports as to the ranking of teachers in accordance with Section IX., must be lodged at the Education Office by the last day of each term

38. The Inspectors' Reports ranking teachers entitled to a bonus under Section XII. of the Public Schools Act must be forwarded to the Education Office on or before the 15th of July in each year.

39. The bonus is payable on or before the 20th day of August in each year

40 Partial orders, *i.e.*, orders given by teachers for part of the sum due them, will not be received at the Education Office.

41 No salaries can be paid from the Treasury to teachers until they have obtained a license under the Public Schools Act, 1877, and until all the necessary returns from the School District have been sent to the Office

#### DUTIES OF TRUSTEES

42 It is the duty of the School Trustees to keep the schoolhouse in suitable condition for use by the teachers and pupils

43 The Trustees must pay the teacher any amount deducted from his statutory allowance, owing to loss of time occasioned by the neglect or refusal of the Trustees to comply with Regulation No 42

44. The Trustees must present, for inspection, all Books and records kept by them as a Board of Trustees, when required to do so by the Inspector of Schools.

#### NORMAL DEPARTMENT OF PRINCE OF WALES COLLEGE.

45 The entrance examinations to the Normal School Classes shall be held under the direction of the Chief Superintendent of Education, and in such places as may be deemed necessary, not to exceed five at any one examination.

46 The Chief Superintendent shall appoint, when necessary, one or more deputies to preside at the examinations

47 Four Examiners shall be appointed under Section 3rd of the Public Schools Act

48 The annual entrance examination to the Normal School shall be held on the first Tuesday in July, and a semi-annual examination, if necessary, on the 3rd Tuesday in December.

49 The Chief Superintendent shall prepare and have printed suitable questions for each class in accordance with the prescribed syllabus of examination. The examination papers shall be securely sealed, and the seal on each package broken only in the presence of the candidates when required for actual use in the examination

50 Each deputy, who presides at any of the stations at which examinations are held, shall immediately thereafter forward the papers returned by the candidates to the Chief Superintendent, with a statement that the examination was conducted in good faith, and that no infringements of the law or regulations of the Board were known to him.

51. Where, from the number of Candidates or any other cause, additional presiding Examiners are required, the Chief Superintendent shall make such appointments as are necessary; but no person shall be eligible to be appointed presiding Examiner who has any pupils writing for admission at the station where he is presiding

52. Application for admission to the examination must be forwarded to the Education Office not later than two weeks previous to the date of the examination. Before taking the examination, each candidate must pay a fee of fifty cents, to defray expenses of examination. The examiner will receive the same, and remit it to Chief Superintendent of Education.

53 Each letter of application shall give the name of the school to which the applicant belongs, his post office address, his age, and the station at which he intends to present himself for examination

54. The following are the subjects upon which candidates for admission to the Normal School shall be examined —

#### JUNIOR ENTRANCE EXAMINATION

ENGLISH—Fifth or Sixth Reader—Parsing, Analysis, Orthography, Composition, Reading and Literature

HISTORY—General Outlines of British and Canadian History

GEOGRAPHY—Geography of the Dominion. Outlines of General Geography

ARITHMETIC—Smaller Arithmetic throughout, Advanced Arithmetic to the end of Decimal fractions.

SENIOR ENTRANCE EXAMINATION

ENGLISH,  
ARITHMETIC,  
GEOGRAPHY,  
HISTORY, } as prescribed by junior entrance examination.

GEOMETRY—Euclid, Book I

ALGEBRA—Colenso's (Twenty Exercises, or equivalent)

LATIN—Beginner's Latin Book, or its equivalent

54½ Each candidate to be entitled to attend the Normal School Department must obtain 50 per cent of the attainable marks in English, 50 per cent in Arithmetic, 35 per cent in History and 50 per cent in Geography, and not less than 50 per cent of the total number of marks

COLLEGIATE DEPARTMENT, PRINCE OF WALES COLLEGE

55 The annual entrance examination to the College shall be conducted by the Principal and his Assistant Professors in July of each year.

56 The College and Normal School shall open on the Monday following the third Tuesday in August, and shall continue in session until the Friday next previous to the 25th December

57 The second term shall open eleven week days (other than Saturdays) after the closing of the preceding session, as in Section 56, and shall close on the last Friday in May

58 No candidate shall be admitted to the College who has not previously passed an examination in the following subjects —

ENGLISH,  
ARITHMETIC,  
GEOGRAPHY,  
HISTORY, } as prescribed for junior entrance examination

GEOMETRY—Book 1.

ALGEBRA—Colenso's Twenty Exercises, or equivalent.

LATIN—Beginner's Latin Book, or its equivalent.

59 Each candidate must make at least 50 per cent. of the marks attainable in these subjects, and at the close of the examination a report giving the number of marks made by the candidates in each subject shall be sent to the Education Office by the Principal of the College

60 The Principal may, if he thinks proper, hold a semi-annual examination for entrance to the College at the beginning of the second session, a report of which must be made as in Section 59, but no other examination for entrance shall be held except as provided for in Section 55.

61. The Tuition Fee for students attending the Prince of Wales College and Normal School shall be as follows, viz. .—

For students residing in the Town or Royalty of Charlottetown the sum of fourteen dollars each, annually; for students residing in any other portion of the Province, the sum of seven dollars each, annually—in all cases payable half-yearly in advance. 42 Vic. Chap. 3, Sec. 8.

TEACHERS' LICENSES.

*No person shall be entitled to receive a license to teach under this Act unless [1] if a male, he is eighteen years of age, or, if a female, she is sixteen years of age; and [2] unless he or she is of temperate habits and good moral character, and [3] has attended the Provincial Training School at least one term—[40 Vic Chap 1, Sec. 85]*

62. Before the close of each semi-annual session of the Normal School an examination shall be held, under the direction of the Chief Superintendent of Education, in the following subjects, viz —

*Third Class.*

- I READING—A portion of the Sixth Royal Reader, or equivalent
- II ORTHOGRAPHY—From Reader as above Penmanship
- III ARITHMETIC—General Arithmetic—methods of working to be judged
- IV ENGLISH—Currie's Grammar Literature Reader
- V GEOGRAPHY—Canada and the Continents Map Drawing
- VI HISTORY—A period of British History
- VII. SCHOOL MANAGEMENT—Theory and Art of Teaching, including principles and methods of instruction
- VIII ORGANISATION—School organisation and government School Laws of P. E. Island Regulations of Board of Education
- IX. TEACHING—Marks for Teaching will be given by the Principal of the Prince of Wales College and Normal School and the Training Master. The marks will be based upon actual practice in the Normal School
- AGRICULTURE—First Principles

63 Each candidate in Training for Third Class shall be required to take this examination before receiving a license to teach.

64 All who make an average of 80 per cent. of the marks assigned to the subjects in Section 59, and not less than 75 in teaching, shall be entitled to First Class Rank for professional work, an average of between 70 and 80, with at least 60 in teaching, will entitle candidates to Second Class Rank; and candidates receiving an average of 60 per cent., and not less than 50 in teaching, will be entitled to Third Class Rank. For a less average than that for Third Class Rank no candidate can obtain a Third Class Provincial License

65. The following are the subjects on which candidates for Second Class License will be examined —

*Second Class*

- I ENGLISH—Selections in Prose and Poetry from English authors
- II HISTORY—A period of British History
- III GEOGRAPHY—Canada and any one of the continents
- IV ARITHMETIC—Advanced Arithmetic
- V ALGEBRA—To the end of simple equations of one or more unknown quantities.
- VI GEOMETRY—Euclid, Books I, II, III Exercises
- VII. PHYSICS
- VIII. LATIN GRAMMAR—Cæsar's Gallic War, one or two Books, Arnold's Prose Composition (30 Exercises).
- IX. FRENCH—Selections from French authors Grammar. Composition
- X. SCHOOL MANAGEMENT—Swett's Methods of Teaching
- XI. MUSIC.
- XII. TEACHING—Practice in Model Schools.

*Note*—Book-keeping will be accepted as an equivalent for French.

66 Candidates for First or Second Class License must, in order to be successful, obtain at least 50 per cent of the attainable marks in English, 50 per cent. in Arithmetic, 35 per cent. in each of the other subjects, and not less than 60 per cent. of the total number of marks.

67 Candidates for First Class License cannot receive a higher License than Second Class unless they have at least one year's experience in teaching

68 The following are the subjects for the examination of candidates for First Class License —

*First Class.*

I English—A Play of Shakespeare. Some other English Classic Literature Mason's Grammar [Advanced]

II. English Literature—Brooke's throughout The Literature of one period more minutely. English Composition

III History—Ancient History of the East, Grecian or Roman History

IV Physical Geography—Lawson's Text-Book of Physical Geography.

V Arithmetic—Advanced Arithmetic.

VI Geometry—Euclid, Books I.-IV Exercises.

VII Chemistry—Remsen's Elements of Chemistry

VIII. Latin—Grammar Selections from two authors Arnold's Prose Composition to Exercise 61.

IX Algebra—To the end of quadratics

X Greek—Bryce's First Greek Reader, Part I Xenophon's *Anabans*, one or two Books\*

XI French—Grammar Fasquell's Introductory French Course.

XII Trigonometry — Plane Trigonometry Practical Mathematics Solution of Triangles. Heights and distances.

XIII. Teaching—Practice in Model Schools.

*Note* —Drawing will be accepted as an equivalent for Greek.

*Academic Class.*

69 The examination for Academic License will be open to all First Class Teachers of two years' experience, who have obtained first rank in professional work, or who hold a First Class Diploma.

Latin—Arnold's Prose Composition, Part I Horace, Odes, Book I. Livy, Book XXI., Chaps. 1-37.

Greek—Arnold's Prose Composition Homer, *Iliad*, Book I. Herodotus, Book I., Chaps 1-42.

French—Molière, *Le Bourgeois Gentilhomme*, Racine, *Iphigénie*.

Mathematics—Algebra, Colenso's Students' Algebra [throughout].

Geometry—Euclid [with exercises]. Solid Geometry. Conic Sections.

Trigonometry—Plane and Spherical Trigonometry, with practical examples from Chambers' Mathematics.

English and English Literature—The History and Literature of the Nineteenth Century. An acquaintance with the principal works of the period required

School Management—Swett's Methods of Teaching; Page's Theory and Practice of Teaching.

Of the four parts of this course, viz, Latin, Greek, and French; Mathematics, English; and Professional Work, three must be taken by each candidate, the choice of selection being limited to the first two.

70. The examination of all candidates for Teachers' Licenses shall be held under the direction of the Chief Superintendent of Education. The papers shall be valued by Examiners appointed by the Board of Education.

71. There shall be one examination in each year for candidates for First and Second Class Licenses, beginning on Monday following the last Friday in May.

72. The results shall be announced about the first day of July.

*Assistant Teachers.*

73. In Graded Schools of two departments female teachers of the Third Class should be employed as assistants.

74. The Chief Superintendent shall have power to issue local licenses valid for the school year in which they are issued to persons of fair education, who shall receive the amount of twenty dollars per quarter

75. A local license shall only be valid in the district for which it is issued, and cannot be renewed unless upon the report of the Inspector that the work done by such assistant is efficient, and satisfactory to the Trustees of the school, and then only for one additional year.

DAILY AVERAGE ATTENDANCE OF PUPILS

76. In every school the average attendance of pupils must be, at least, 50 per cent of the children of school age in the district. In districts employing more than one teacher, the average attendance must be as follows.—

2	teachers	80 pupils or under,	an average attendance <sup>a</sup> of 40.
2	"	80 pupils or over,	" " " 50 per cent
3	"	140 pupils or under,	" " " 70
3	"	140 pupils or over,	" " " 50 per cent
4	"	200 pupils or under,	" " " 100
4	"	200 pupils or over,	" " " 50 per cent
5	"	250 pupils or under,	" " " 125.
5	"	250 pupils or over,	" " " 50 per cent

and so on for every additional fifty pupils

77. When a larger attendance than 50 per cent of the number in the district is required by the Public Schools Act or the Regulations of the Board of Education, the attendance of non-resident pupils, as well as of pupils under or over the specified school ages may be counted, but in every case the average attendance of resident pupils of school age must be 50 per cent or over, and made so to appear on the Trustees' Returns.

78. When the total average attendance in schools of two or more departments is less than 50 per cent of the number of pupils in the district, a deduction from the salaries of all the teachers in the school shall be made as in Section 15 of the Public Schools Act, 1877.

79. When the total average attendance is 50 per cent or upwards, and yet less than the average required by Regulation No 76, a deduction shall be made from the Provincial allowance of the teachers similar to that provided for in Section 5 of the 48th Vic, chap 2, the required average being the basis of payment instead of twenty, as in the section referred to.

ARBOUR DAY.

80. Some day in May should be set apart by the Trustees of every school throughout the Island for the purpose of planting shade trees, making flower beds, and otherwise improving and beautifying the school grounds. Arbour Day, when observed in this way, will be considered as a Holiday.

81. The Chief Superintendent of Education shall have power to appoint an Arbour Day for the whole Province, or for a portion thereof. When a day is so appointed, the school authorities shall observe it instead of a day appointed as in Regulation No. 80.

## SCHOOL PROPERTY.

82 No schoolhouse, or any building or ground, or furniture pertaining thereto, shall be used or occupied for any other than Public School purposes without the express permission of the Trustees acting in their corporate capacity.

## TEMPORARY THIRD CLASS LICENSES.

83 When the Board of Trustees of any school district report that they cannot obtain a suitable teacher, the Chief Superintendent may, if he deems it necessary in the interest of the school service, issue a temporary Third Class License to any suitable person of fair qualification to teach the school in such district. Such license shall be valid for the school year in which it is issued, and shall entitle the holder to a salary from the Provincial Treasury at the rate of \$80 per annum.

## TEACHERS' INSTITUTE.

84 On giving notice to the Trustees and pupils, teachers shall be entitled to be absent from their schools, for the purpose of attending Teachers' Associations, or the Provincial Education Institute, two legally authorised teaching days in each school year. The time so taken must be exclusively devoted to the work of the Association or Institute.

## INSPECTION

85 The Inspectors shall report monthly to the Chief Superintendent, upon forms furnished by the Education Department, the result of their observation and enquiry. They shall also make a general annual report to the Chief Superintendent on or about the 31st day of December.

86. In addition to the duties assigned to Inspectors by law and by existing regulations, it shall be their duty, and they are hereby required :—

(a) To report on applications for new school districts, or for a change of school boundaries

(b) To examine the records of the Boards of School Trustees, when deemed necessary, and to see that they are properly kept and entered into a Minute Book.

(c) To examine the Register, and enter therein the date of their visit.

(d) To note the condition of the schoolhouse and premises, and to see that the school is in all respects conducted and maintained in conformity with the Law and the Regulations of the Board of Education.

87 When the Trustees of any school refuse or neglect to provide sufficient school accommodation, or to conduct the school in conformity with the Law and the Regulations and orders of the Board of Education, the Chief Superintendent shall have the power to withhold all Government allowances from the teacher.

88 The Inspector, while officially visiting a school, has supreme authority in the school, and has the right to direct teachers and pupils in regard to any or all of the exercises of the schoolroom. He may either examine the classes himself or direct the teacher to do so. He is at liberty to give such advice to pupils or to the teacher as he may deem necessary.

## MISCELLANEOUS.

89. All teachers remaining unemployed for more than two consecutive years must again qualify by passing a satisfactory examination, according

to law, before entering into an agreement to teach in the Public Schools, unless such teachers have been attending an institution of learning

90 Academic Licenses do not lapse under Section 89 of the Regulations of the Board of Education

91 Licenses of the First Class, if obtained upon making an average of over 75 per cent. of the marks attainable at any examination held subsequently to the 1st of January, 1881, do not lapse under Section 89.

#### SCHOOL LIBRARIES.

92. No book hostile to the Christian religion, or of an immoral or sectarian tendency, shall be permitted in a School Library

93. The School Library shall be held by the Trustees in trust as a part of the school property They shall appoint a Librarian, and make such rules and regulations for the preservation and circulation of the books as they may deem necessary.

94. After July, 1896, all Candidates for Matriculation into the Prince of Wales College and Normal School shall be required to take the Junior and Senior Examinations





A school of Agriculture has been in operation at Truro, Nova Scotia, associated with an experimental station, for ten or twelve years past, and in the same Province a school of Horticulture has been in operation for the past three or four years, at Wolfville, Nova Scotia. Tuition is free in both schools. In New Brunswick a Government Training farm has been opened at Penobsquis, near Sussex. Tuition is free.

2 *Other Organisations*—Other agencies which also render valuable help in this connection are Dairy Schools, Travelling Dairies, Farmers' Institutes, Livestock and Dairy Associations, Fruit Growers' Associations (associated, in Ontario, with a number of Fruit Experiment Stations), Poultry Associations, and Agricultural and Horticultural Societies. These are all maintained or assisted by the several Provinces by annual grants, and there are many of such organisations in every Province. The members connected with these associations, &c, meet from time to time to discuss matters relating to the branches of agriculture they represent, and the more important papers read at such meetings are published by the Provincial Governments and distributed, free of charge, to farmers who desire to receive them.

#### DOMINION AIDS TO AGRICULTURE

The progress of agriculture in Canada has been greatly stimulated by the organisation and maintenance of experimental farms by the Dominion Government. Five of these farms have been established in different parts of the Dominion. This work was begun in 1887, the institutes being so located as to render efficient help to the farmers in the more thickly settled districts, and at the same time to cover the most varied climatic and other conditions which influence agriculture in this country. The Central Experimental Farm is situated at Ottawa, near the boundary line between Ontario and Quebec, where it serves as an aid to agriculture in these two important Provinces. A site for one of the four branch experimental farms was chosen at Nappan, Nova Scotia, near the boundary between that Province and New Brunswick, where it serves the purposes of the three Maritime Provinces. A second branch farm has been established at Brandon, in the central portion of Manitoba; a third at Indian Head, a town in Assiniboia, one of the Northwest Territories; and a fourth at Agassiz, in the coast climate of British Columbia.

At all these farms experiments are conducted to gain information as to the best methods of preparing the land for crop and of maintaining its fertility, the most useful and profitable crops to grow, and how the various crops grown can be disposed of to the greatest advantage. To this end experiments are conducted in the feeding of cattle, sheep, and swine for flesh, the feeding of cows for the production of milk, butter, and cheese, and of poultry both for flesh and eggs. Experiments are also conducted to test the merits of new or untried varieties of cereals and other field crops, of grasses, forage plants, fruits, vegetables, plants, and trees, and samples, particularly of the

most promising cereals, are distributed freely among farmers for trial, so that such as promise to be most profitable may be rapidly brought into general cultivation. New varieties of cereals and fruits are also produced by cross fertilising and selection

At the Central Experimental Farm there is a scientific staff engaged in solving such problems as may arise in connection with the chemistry of agriculture, the diseases to which cultivated plants and trees are subject, the ravages of insect pests, and the spread of noxious weeds. Experiments are also conducted in the planting of trees for timber and shelter, and in the testing of ornamental trees, shrubs, and plants

An annual report is published containing particulars of the work done at each farm, and this report is sent free of charge to every farmer in the Dominion who asks for it. The annual edition now required to meet the demand is 60,000. Occasional bulletins on special subjects of immediate importance are also issued from time to time as required. A large correspondence is conducted with farmers in all parts of the Dominion, who are encouraged to ask advice and information from the experimental farms, in reference to all questions affecting their calling. Farmers are also invited to visit the various farms and inspect the work in progress. The officers attend many of the more important gatherings of farmers in different parts of Canada, at which opportunities are afforded of giving fuller information regarding the work conducted and the results achieved from year to year.

No pupils are received at any of these Federal Government agricultural stations for training in experimental work.

NOTE ON THE MACDONALD MANUAL TRAINING  
FUND FOR THE DEVELOPMENT OF MANUAL  
AND PRACTICAL INSTRUCTION IN PRIMARY  
SCHOOLS IN CANADA.

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One of the most remarkable features of the educational movement which is stirring the world at the present time is the growing sense of the importance of Manual and Practical Instruction, especially in primary schools. There is a widespread feeling that it is a mistake to confine education too closely to the study of books. The training of hand and eye in early childhood is alike of educational and of practical benefit. It cultivates the faculty of observation, it strengthens and enlarges the powers of exact expression; it corrects a tendency to one-sided intellectual development, it makes school life more interesting, it discloses aptitudes and interests which school teaching in the past has too often stunted or ignored, it provides a basis for later technical education, and it checks the growth of a foolish contempt for manual labour. All over the world different forms of manual and practical training are receiving increased recognition as indispensable elements in liberal education. "Unfortunately," to quote the Report of the Committee of Council on Education for England and Wales, 1897-8, "a mechanical form of bookish instruction is the cheapest kind of teaching. It calls for the least thought on the part of the teacher, and it requires the smallest outlay of funds or trouble on the necessary apparatus. Consequently it tends to prevail in inferior schools, staffed by inferior teachers. Of all kinds of education it is the least fruitful of permanent good."

Throughout the British Empire the feeling in favour of manual and practical instruction has been strengthened and guided by the valuable report of the Commission on Manual and Practical Instruction in Primary Schools under the Board of National Education in Ireland. This report, published in 1898,\* together with the volumes of evidence and appendices,† has evidently made a deep impression on the minds of teachers and educational authorities in many different parts of the Empire. Traces of its influence and quotations from its recommendations crop up in educational memoranda published in almost all the colonies. The Commissioners based their recommendations in

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\* Cd. 8923, 7½d.

† First Report, with Evidence, Cd. 8383, 10½d.; second volume of Evidence, 1897, Cd. 8532, 2s. 3d.; third volume of Evidence, 1897, Cd. 8619, 1s. 4d.; fourth volume of Evidence, 1898, Cd. 8924, 3s. 7d. Appendix containing Evidence, 1899, Cd. 9512, 5s. 7d.; Appendices (various documents and reports), 1898, Cd. 8925, 4s. 10½d.

favour of introducing manual and practical instruction into the curricula of primary schools on educational reasons, on grounds of practical experience, and for reasons of practical utility. They held it to be important "that children should be taught, not merely to take in knowledge from books, but to observe with intelligence the material world around them, that they should be trained in habits of correct reasoning on the facts observed, and that they should, even at school, acquire some skill in the use of hand and eye to execute the conceptions of the brain." Such training the Commissioners regarded as "valuable to all, but especially valuable to those whose lives are to be mainly devoted to industrial arts and occupations." And, in the course of their inquiries, they had found that the introduction of manual training had contributed greatly to stimulate the intelligence of the pupils, to increase their interest in school life, and to make school life generally brighter and more attractive. "The development of Manual and Practical Education," wrote the Commissioners in their closing paragraphs, "will not disturb what is good in the present system, but only supply what is lacking. It will quicken the intelligence of the children, brighten the tone of school life, and make school work generally more interesting and attractive . . . . The children will be taught not by means of books only, but also by the more simple and effective agency of things, they will be trained in the skilful use of all their faculties, and they will be better prepared for their work in life, which, for the great bulk of them, must consist mainly of manual occupations."

In a pamphlet on *Manual Training in Public Schools*,\* Mr. James W. Robertson, Commissioner of Agriculture and Dairying for the Dominion of Canada, strongly emphasises the importance of manual training as a corrective to what he calls "the spirit of bare scholasticism," and announces an offer made by Sir William C. Macdonald, of Montreal, "to pay for the equipment required for educational manual training in one place in every province of the Dominion; and also to meet the expenses of qualified teachers, and of maintenance for three years in all those places" † Sir William offered to equip and maintain for three years in Ottawa as many centres as might be required to give all the boys (about 1,000) between the ages of 9 and 14 in the public schools an opportunity to receive this training. "It is hoped," writes Mr. Robertson, "that after a year or two an equally valuable course of practical instruction suited for girls of the same age may somehow be provided; and doubtless 'nature studies' will be given a proper place in rural schools. Sir William has authorised me to make a similar offer to the school authorities of Brockville, Ont.; of Charlottetown and

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\* Ottawa, E. J. Reynolds, Sparks Street, 1899.

† Sir William C. Macdonald, who is a native of Prince Edward Island, but has for over 40 years been resident in Montreal, is distinguished by his zeal for the advancement of education in Canada, and for his munificent gifts, exceeding two-and-a-half million dollars, to McGill University, Montreal.

Summerside, P.E.I.; of some place in the Province of Quebec, of Truro, N.S., of Fredericton, N.B.; of Winnipeg, Man.; of Calgary, N.W.T.; and of some place in British Columbia.

"To begin the work on right educational lines, thoroughly trained and experienced teachers of high attainment will be brought at first from Scotland, England, or the United States.

"Next summer it is proposed to pay the expenses of several teachers from Canada to Great Britain and Sweden to take the course of training there, to see for themselves the educational systems and methods of those countries, and to meet teachers and other educational reformers in them. When these Canadian teachers return, they will be as lights set on hill-tops. The fire of their inspiration, information, and enthusiasm will spread."

In a later article, published in the present year,\* Professor Robertson gives further particulars of the progress of this important scheme. "Under the Macdonald Manual Training Fund I was able to arrange for the opening of a manual training school at Fredericton, N.B., in April of the current year. The school authorities provided a room. All the other expenses were borne by the Macdonald Manual Training Fund. A Saturday forenoon class for teachers was also provided. It was taken advantage of and highly appreciated by them.

"A manual training school was also opened in April at Brockville, Ont. The School Board arranged for a commodious room, and, as in Fredericton, the expenses were met from the Macdonald Manual Training Fund.

"A summer course for teachers has been provided during the holidays at Brockville, Ont., and Fredericton, N.B.

"To introduce this improvement into the school system of the various provinces of Canada, with the best possible results, it has been necessary to engage teachers who have been specially trained and who have had experience elsewhere. At this date seven teachers who have come to Canada from Great Britain are engaged in giving manual training or in preparing for the opening of the schools early in September. Two instructors have been engaged in the United States. Seven others are expected to arrive from England before the end of September. These will complete the number of teachers of experience who are required in the various schools where manual training is being established. Several assistant teachers will be engaged in Canada, who will have an opportunity to become thoroughly proficient as full instructors.

"So far as the places are arranged for at present, they are Ottawa, Ont.; Brockville, Ont.; Waterloo, Que.; Knowlton, Que.; Fredericton, N.B.; Truro, N.S.; Charlottetown, P.E.I.; and Summerside, P.E.I. I intend to make similar arrangements with the school authorities at Winnipeg, Man.; Calgary, N.W.T., and Victoria, B.C., to have manual training in connection with their public schools before the end of October of the current year.

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\* *Manual Training in the Public Schools in the Farming World* (Toronto), September 4, 1900.

"All boys of suitable age attending the public schools in those places may have the benefit of the course of instruction free and practically without expense to the School Boards. As soon as practicable an equal opportunity will be provided for the boys in the public schools at Regina, N.W.T., and for the teachers in training there. The teachers in training in the Normal School at Montreal will be afforded the same privilege as those in the other provinces.

"Altogether provision will be made for about 5,000 boys and 600 teachers attending the normal schools to receive manual training during each of three years.

"In choosing the place to receive the offer of these manual training schools, consideration has been given to the desirability of selecting centres from which the movement could spread most rapidly throughout each province, and most quickly and effectively benefit its school system and its children.

"Manual training develops in children habits of industry, and leads them thoughtfully to adjust their acts to desired ends. That of itself is of great educational value. It brings about the mental habit of appreciating good work for its own sake, and is quite different from that sort of education which consists in informing the pupils about the facts within a definite area of knowledge in order that they may be able to pass examinations on the subjects included within it. The so-called dull boys, who are not quick at book studies, have in many cases been found to show great aptness in the manual training part of education. It prevents them from being discouraged with school life, and from feeling any sense of inferiority to the quick children. It gives them self-reliance, hopefulness and courage, all of which react on their mental and physical faculties. It also is a soothing and strengthening corrective to the quick and excitable children who become over-anxious about examinations on book studies."

To these excellent remarks it may perhaps be added that really educational forms of manual and practical instruction involve small classes, and therefore tend to increase the cost (as undoubtedly they do the value) of education. Furthermore it is not easy to bring the best use of manual and practical instruction into harmony with the (often mischievous) requirements of written examination tests, according to the results of which scholarships are sometimes too exclusively given. Nor should it be forgotten that manual and practical instruction, given in a wrong way, may become as dangerously mechanical a part of education as any of the bookish methods so justly reprobated by educational critics.

October, 1900.

M. E. SADLER.

THE  
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IN  
NEWFOUNDLAND.

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## THE SYSTEM OF EDUCATION IN NEWFOUNDLAND.

### I (a) PRIMARY EDUCATION

Historical  
sketch

Newfoundland stands first in point of time of all the colonial possessions of Great Britain. From the date of its discovery by Cabot (1497) down to 1813 it was regarded merely as a fishing ground, and not as a colony or place of settlement. Desultory attempts were made by Guy (1609), Calvert (1618), Whitbourne (1624), and others, at permanent residence, but colonization was not merely discouraged but actually prohibited. Trade, settlement, and family life were alike discountenanced.

In 1776 an attempt was made to recall from the island all shopkeepers who were not fishermen. In 1783 Governor Elliott asked the British Ministry to prohibit the residence of women on the island, and even so late as 1811, dwelling-houses could not be built without special licence. Land grants were made first in 1813. Notwithstanding these prohibitions the island began to be peopled by arrivals from England, Scotland and Ireland, and at the commencement of the present century contained a population of 25,000 people, who were for the most part scattered among innumerable harbors along more than a thousand miles of sea coast, inaccessible except by water.

There is no lack of material for showing the depravity and barbarous condition of the people in these early days, but little to record the efforts made to improve the morals and intelligence of these settlers by the Government of England. It was left to private individual enterprise or some charitable institution to commence the work.

Chaotic  
Period,  
1726-1823.

The pioneer of education in Newfoundland was the venerable Society for the Propagation of the Gospel in Foreign Parts. The material for this part of the sketch on education is very meagre, and is found scattered throughout their printed reports from 1726 to 1823, covering a period of nearly one hundred years. In 1726 this Society had established a school ("for all the poor people") in Bonavista, under their Missionary, the Rev. Mr. Jones, and kept it annually supplied with books, &c. In 1744 they established their first school in St. John's, under Rev. Mr. Peasey, and continued it under his successor, the Rev. Edward Langman, M.A. In 1766 the first school was established in Harbor Grace, under a Mr. William Lampen, at a salary of £15 per annum. In 1777 the Society appointed John Thomas schoolmaster at Scilly Cove. In 1788 the Rev. Mr. Price opened a school in St. John's in his parsonage, and paid the salary of an assistant. In 1790 a school was opened in Burin by Rev. Mr. Evans, and Mr. Saunders was appointed teacher at a salary of £15 per annum. In 1798 Mr. Price's school, established in St. John's, was placed under Mr. Lionel Chancey, assisted by his wife, on a salary of £20 per annum. In 1810 the first school was opened in Bay Roberts, under Mr. Williams, and in 1811 the first school was opened in Brigus, under Mr. Plumleigh. Other schools were established by this Society in various parts of the island, as at Twillingate, Exploits, Trinity, Bare Need, Bona-

venture, Greenspond, and several other settlements, and though they may have been few as compared with the great need everywhere apparent, yet so far as the work of those established extended, they were priceless in days when the ignorance of the common fisherman was described as "barbarous" Of these early teachers, what they were doubtless produced results of no less worth than what they did With their civilizing habits and christian character, the indirect influence for good of their daily life in uplifting the people cannot be reckoned of less value than what was accomplished by direct instruction in school and in church, where the masters, as "Readers" under S P G regulations, on Sundays conducted the service for morning and evening prayers and read a sermon

Governors of the colony, Waldegrave, Gambier, Pole and Gower, were not slow in recognising their power and influence, and often testified to the good effects produced, as well in the degree of knowledge imparted as in their civilizing and christianizing power generally. The Rev Mr Anspach (S P G), of Harbor Grace, from 1802 to 1812, says "I attribute the improvement of parents and children to the advantage of these schools they have been productive of much good" The first Archdeacon of Newfoundland, Coster, says. "It is surprising to see so much effected with so little means, in them (the schools) many are the children which have learnt to read and to pray, who but for the teachers of these schools would have known nothing"

The effects of the labours of John Thomas, schoolmaster at Scilly Cove, were reported to be visible, not only at that "barbarous and lawless" settlement, but for many miles around

Such is the brief account of the first schools in Newfoundland, and though we have little means of comparing efficiency in those days with what we require in these, yet the system and the men were quite equal to what could be expected under the circumstances

In addition to paying the stipends of these teachers, the Society supplied all schools with necessary material, established a lending library in each, and presented each child, when able to read, with a Bible and book of Common Prayer

The annual cost of these schools to the Society for the Propagation of the Gospel was £325 The fees required were a quintal of fish for each child in attendance, and the hours were in summer, from 6 in the morning till 6 in the evening

The educational work of this society in Newfoundland was discontinued shortly after the establishment of the Newfoundland School Society, 1823

The year 1823 marks the introduction of a system of education into Newfoundland which was unknown before, and which has largely moulded all subsequent operations and influenced all subsequent legislation. The sixteen schools of the Society for the Propagation of the Gospel were of contracted operations, and lacked the advantages of a system of education. The growing feeling for something better and wider in its scope and efficiency took shape first in the mind of Mr Samuel Codner, a successful merchant from Devonshire, and for a considerable period a

Period of individual enterprise, 1823-1836.

resident in St John's His signal deliverance from shipwreck while on a voyage to England was the occasion of a resolution to establish schools of a superior class, which should embrace the whole population of the island, then numbering 75,000 people. With this single purpose in view, and with a zeal that up to the time of his death knew no abatement, he interviewed and interested in his scheme the leading business men of England concerned in the Newfoundland trade, an undertaking which involved journeys into Scotland and throughout the greater part of England His efforts were crowned with success, and a "Society for educating the poor of Newfoundland" was established in London, June 30th, 1823. The following resolutions proclaim the spirit which pervaded the first promoters of this Society:—

- 1 "That the colony of Newfoundland is the oldest and one of the most important possessions of the British Crown, and has always proved a considerable source of wealth, and the main cause of our national prosperity.
- 2 "That the obligations of the Mother Country to its ancient colony of Newfoundland, as well on account of the national wealth derived from its fisheries, as of the maritime strength afforded by its trade, demand of us both in policy and gratitude the most ample returns of both social and religious blessings to the settlers there which we can extend to them as fellow subjects and fellow men."

In its first Report the Society says. —"The elements of social and moral institutions are in a great measure wanting (in Newfoundland), and it is by encouraging education among the lower classes and affording them scriptural instruction that your Society hopes, under the blessing of Almighty God, to supply in some degree this lamentable deficiency It is by giving the descendants of our own countrymen in Newfoundland wholesome moral institutions, and especially schools, that we shall best discharge the claims of kindred and of philanthropy, and most effectually teach them to understand and rightly appreciate their connection with, and interest in the moral as well as national greatness of their Mother Country. They will soon be able to value the blessings which we trust this Society has in store for them; for in proportion as the poor are made intelligent they will become industrious, and if moral and religious principles are wisely and diligently inculcated on the minds of the rising generation we may confidently expect to find what is the never-failing result— that they will grow up a happy and useful people; and your Committee beg leave explicitly to state it as their opinion that any other mode of relief than that of schools for the poorer classes of Newfoundland must fall short of producing these desirable effects."

Her Majesty's Government in England aided the design by grants of land for school purposes, free passages from England on board the ships of war to its teachers, and pecuniary assistance towards the erection of schools and payment of the salaries of masters

The first Agents of this Society, Mr and Mrs. Jeynes and Mr.

Fleet arrived in Newfoundland in August, 1824, and on September 20th a school was opened to which the "poor of all denominations" were invited to send their children, the Society wisely accommodating its means to the character of the soil it had undertaken to cultivate. These teachers had received their training at the National Society's Training School, Baldwin's Gardens, London. The system was monitorial, after the model of Dr Bell, of Madras fame. The improvements made under this scheme were so rapid, and the popularity of the school was so great, that it created a desire for education in the out harbors, from whence several applications to establish schools were forwarded to the Committee in London. Schools were multiplied rapidly, settlements vying with one another to erect schools at their own charges, in order to be first supplied with teachers.

The liberality of the merchants helped on the work, so that in 1842 the Society had sixty schools in operation and an attendance in them of about 3,500 scholars. One unique feature connected with the operation of these schools was the opening of what were called branch schools. A trained teacher from London was stationed at one of the most populous settlements, whose duty was not only to attend to his own school, but also to open up, under local agents whom he had previously instructed, schools in the small neighbouring settlements. Thus at St John's, under the principal teacher in the central school, branch schools were opened at Quidi Vidi, Torbay, South Side, St John's, and Petty Harbor; and in like manner the principal teacher at Trinity had under his care also the branch schools at Cuckolds Cove, Salmoff Cove, Ship Cove and Bonaventure. He made periodical visits to inspect the schools and advise the teacher, and thus the system and the instruction were brought into one harmonious whole.

In 1836, when the Newfoundland Legislature made its first vote for educational purposes, the Society, now known as the Colonial and Continental Church Society, had extended its operations to the neighbouring continent, and left some of the work it had begun to be taken up by boards of education, then for the first time called into existence.

No estimate can be placed upon the good work which this Society has done for Newfoundland, the cradle of its birth. Their schools, although conducted as Church schools, were open to all, no attempt being made to proselytize, and every care taken to regard the religious principles of the people. Their early teachers were not only trained, but were picked men, of sterling worth and exemplary lives, who exercised an uplifting influence never before experienced in this country, where at the time the elements of social and moral institutions were in a great measure wanting.

The Colonial and Continental Church Society still carries on its beneficent work in this country on a contracted scale. During the seventy-five years of its existence it is estimated that the amount of money it has expended on schools in Newfoundland reaches a quarter of a million dollars. The operations of the Society now stretch all around the globe, and its work for good

in Newfoundland is only limited by its means. To-day it is doing admirable work in our midst in training, under an experienced educationist from Battersea, many students who will become the future teachers of the country. To-day the Society maintains in this Island under twenty-four teachers, twenty-one schools, which have an attendance of 2,069.

Legislative  
action,  
1836-1898

In 1832 a representative Government was granted to Newfoundland, and in 1836 the Assembly passed its first Educational Act, based upon a report made by Messrs. Carson, Martin, Keough and Hoyles. In this report, after speaking of the importance of education to the subject, and its advantage to the State, they add—"Your Committee consider that the voluntary system works advantageously, and therefore they would recommend that assistance be given by the Legislature, by immediate grants of money to be placed at the disposal of the several societies and individuals who direct and govern, for the gratuitous education of the poorer classes, schools of such importance as to claim the attention of the Legislature." They further recommend that in those parts of the Island where education has hitherto been promoted, the seeds already sown shall be fostered by the Legislature, and according as the means of the country will permit, and the growing intelligence of the people require, it is their anxious desire "that Grammar schools be instituted and schools even of a higher order to succeed them."

Creation of  
Local Boards  
of Education

The Island was divided into nine educational districts, each respectively co-terminous with the electoral districts into which the Colony was then divided, and boards of education were then appointed, each consisting of twelve persons, to administer the appropriations. Out of the grant of £2,100, six hundred pounds were paid in equal proportions to the Newfoundland School Society and to the Roman Catholics, towards the support of schools then established. The Act was purely undenominational in its character, embracing the education of all classes.

Two central  
Boards of  
Education

It appears that in two of the most important districts of the island no action was taken, as they were without school houses in which to carry on the work, and the money voted, £525, was ordered to be expended in the erection of school houses. In 1838 the Act was amended providing that ministers of religion may visit schools but not be permitted to impart any religious instruction or in any way to interfere with their proceedings. The books prescribed for use were the "Irish National School Series" to the exclusion of all of a distinctly denominational character. The Bible as a text-book was used in all schools. This latter provision created much dissatisfaction among the Roman Catholics, and an agitation was set on foot for a division of the grant. In 1843 an Act was passed by the assembly recognising the principle contended for by the Roman Catholics, and a grant of £5,100 was divided equally between Roman Catholics and Protestants. The country was divided into eighteen Roman Catholic and eighteen Protestant districts, and boards of education were appointed in each to expend their respective allocations. Fees for the first time were made compulsory, and provision was

made for the appointment of an inspector at a salary of £300 sterling per annum. This Act continued to govern all educational operations until 1851, when an Act was passed by the Legislature increasing the grant to £7,500, and creating a central board of education for each of the two religious sections, for the administration of £2,400 only. In the following year (1852) the principle of centralisation was further carried into effect by the establishment of two central boards of education, one for Roman Catholics and one for Protestants, for the administration of the whole of their respective grants. Local boards were appointed to act under the control of the central boards, and to carry into effect their regulations. This arrangement met with determined opposition, and in the following year (1853) an Act was passed repealing this Act and re-establishing the former method of administration by local boards. The country was mapped out into twenty-three districts, and an additional sum of £380 was granted for the establishment of commercial schools in nine of the principal settlements. By this Act, the course of instruction in schools was to consist of reading, writing, arithmetic, and English grammar, and where required, geography, history, and navigation. Also such industrial instruction was to be given as might be deemed necessary by the boards of education. £200 was provided for instruction of Protestant masters in training, which sum was deducted from the Protestant grant before division among the districts. The Act was continued from year to year until 1858, save that in 1857 the grant to fifteen commercial schools was raised to £755.

The year 1858 marks a further step in advance in education. The grant was increased to £10,525 and divided among Protestants and Roman Catholics according to their respective numbers. £750 were allocated for the training of teachers, £400 for the inspection of schools, and £1,000 for commercial schools.

The selection of teachers for training was given to boards of education in rotation. This Act, with some slight alterations made in 1866, 1867, and 1870, continued to govern all educational proceedings until 1874, when the grant was further divided among all the religious denominations of the Colony.

The existing system of education in Newfoundland is purely denominational and is the development of all former systems. It was inaugurated by the Legislature in 1874 and came into practical operation in the following year.

This Act provides for a sum of money for Protestant educational purposes equal in proportion, according to population, to the sum of money appropriated to Roman Catholics for educational purposes, and, further, that this sum shall be apportioned among the various Protestant denominations according to population. For this purpose a census of the Colony was taken in 1874. Three inspectors, one each for Church of England, Roman Catholic, and Methodist, were appointed for the inspection of schools of their respective denominations. The inspection of six schools of other denominations is undertaken by the Church of England and Methodist superintendents in alternate years.

In the first year of their work the inspectors of Church of England and Methodist schools presented a joint report on the condition of education throughout the country. In this they pointed to the difficulty of finding competent persons to take charge of schools, and recommended certain regulations as well for the appointment, supervision and training of teachers as for the examination of teachers then employed. They directed attention to the dingy, cheerless buildings erected without regard to ventilation, and devoid of almost everything to render school work pleasant. The Legislature voted 40,000 dollars for school-houses, which were to be erected under rules and regulations prescribing the capacity and construction of school-houses required, ventilation, outhouses, site and grounds. They described the great diversity of books in the hands of scholars of similar attainments preventing all proper classification, and needlessly retarding the progress of the school, and recommended the adoption of a series of "Royal Readers" by Messrs Nelson of London.

They outlined a programme of studies for common schools and issued time tables and rules for the management of schools. These recommendations were embodied in an Act which passed the Legislature in 1876, and all subsequent educational operations have been in the direction of improvement on those lines. Pupil teachers are no longer appointed by rotation from the various boards, but are now admitted in training after a competitive examination. A board of examiners was appointed for each denomination to examine all candidates for pupil teacherships, to prescribe their course of study, and to look after their proper education, and after the period of training was ended to grant certificates of qualification, according to merit, of first, second or third grade.

The Governor in Council is the ultimate source of all jurisdiction over the entire education of the Colony. Under an Act passed in 1898 the Colonial Secretary is charged more particularly with the oversight of this department. There is no Minister of Education, and no educational department proper. The superintendents before referred to have, under this limitation, the general oversight and direction of all educational proceedings. The local administration is by boards of education. The country is mapped out into districts respectively coincident with the several ecclesiastical jurisdictions of the clergy of the various denominations, and boards of education are appointed for each by the Governor in Council, consisting of five or seven members of the respective denominations, one of whom is always the resident clergyman.\* These boards are required to organise annually for the purpose of electing officers, and to make bye-laws and regulations for the establishment and management of schools within their respective districts, and for the appropriation of the respective sums of money granted to their districts.

They are required to furnish annually audited accounts of income and expenditure, and returns of all schools under their

management, to the proper superintendent. The table in Appendix A gives details of all schools in the colony, with their attendance, &c.

There were on 30th June, 1897, 628 schools and colleges in operation, with an attendance of 31,408. The cost per pupil to Government was 432 dollars, or 17s 3d. sterling, and the proportion of the entire population attending school for the year was 17 per cent or one in every 58. Attendance.

There is no law governing school attendance. The necessity and importance of a compulsory enactment have often been brought before the Legislature, but up to the present it is urged that there are insuperable difficulties in the way of making it law, owing to the scattered nature of the population and the want of means of communication.

There is no system of school tax whatever. The Government Grant is the only reliable source of the income of the boards.

The total amount of the annual Legislative Grant for elementary and secondary schools for the whole Island of Newfoundland, and the Labrador is 154,089 19 dollars. Taking the population of the last Census, 1891, at 200,653, this gives a per capita amount of 76 cents for the entire population for all educational purposes — Finance

	Dollars
Grant for Elementary Schools - - -	102,351 19
„ to Augment teachers' salaries, according to grade - - -	25,297 87
„ for Training teachers - - -	5,610 84
„ „ Inspection, office and incid -	6,060 00
„ „ Colleges - - - -	9,565 29
„ „ Council of Higher Education -	4,000 00
„ „ Pensions to retired teachers -	700 00
„ to pension scheme, about - -	500 00
	154,085 19

The per capita grant for elementary education is 69 cents; for the Colleges and Council of Higher Education, 6 $\frac{2}{3}$  cents per caput of the entire population.

The Educational Grant is divided among the religious denominations of the Colony according to population, as follows:—

	Dollars.
Roman Catholics - - - -	54,085.04
Church of England - - - -	51,732.99
Methodist - - - -	39,468.73
Presbyterian - - - -	1,073 54
Congregationalists - - - -	579 39
Reformed Episcopal - - - -	360 81
Salvation Army - - - -	1,466 15
	148,766.65



Appendix B gives the amount of voluntary contributions and school fees for the year ended 30th June, 1897.

From this table it will be seen that the amount, contributed by the people towards the support of schools during the year, was 37,190 85 dollars, and is 24½ per cent of the entire Government Grant for Education

Private  
Schools

Inspection

Outside of the State system there are not more than half a dozen private schools of any kind. They are chiefly in St. John's

By the Education Act, 1895, the Governor in Council may nominate and appoint three superintendents. One a member of the Church of England, for the superintendence and inspection of Church of England Schools One a member of the Roman Catholic Church, for the superintendence and inspection of Roman Catholic Schools One a member of the Methodist Church, for the superintendence and inspection of Methodist Schools The schools of all other Protestant denominations, with the exception of the Presbyterian and Congregationalist, are placed under the Church of England and Methodist superintendents in alternate years. The law requires that each of these shall be sworn before a Justice of the Peace well and faithfully to discharge the duties of his office. Under the limitations before referred to —

- 1 The Superintendent has a general supervision and direction of all schools and training schools of his denomination, and,
- 2 Is required to enforce the provisions of the Act, and the regulations and decisions of the Governor in Council in reference to the same
- 3 To forward to Boards of Education all necessary forms of returns provided in the Act
4. To prescribe the duties of an assistant with which each superintendent is provided
- 5 To visit annually, with the aid of the assistant, each school, training school, and college of his denomination to examine the state and condition thereof as respects the qualifications of teachers, the system of instruction pursued, the order and discipline observed, the mode of keeping school registers, suitability and condition of school buildings and premises, and to give such advice as he may judge proper to teachers and boards
- 6 To prepare annually a report of all schools, training institutions and colleges of his denomination, with full details of income and expenditure, and other school statistics. This report is laid before the Legislature in printed form within a month after its next opening.

The salary of each superintendent is 1,620 dollars, or £333 6s. 8d. sterling, which amount covers all travelling expenses, stationery and rent of office. The sum of £82 6s 1d. is provided for the assistant, supplemented from other sources to £123 9s. 1d. All the

clerical work connected with his schools and all payments of his department are (under the Governor in Council) managed by the proper superintendent. In addition he is, by virtue of his office, Chairman of the Board of Examiners appointed to grant certificates of qualification to teachers, and, further, he has the oversight of all pupil teachers sent forward for training.

Singing and drawing are taught in a few schools as a part of the ordinary school work. In the Central Training School of the Church of England, a Bachelor of Music gives special instruction in singing to the teachers in training. In the colleges these subjects are taught by competent masters. No provision is made for lessons in cooking and domestic economy, nor for manual training. Drill forms a part of the discipline in the majority of schools.

Singing,  
Drawing, and  
Drill.

Each denomination gives instruction in those distinctive matters of faith and duty which each recognises as the groundwork of its system, but no teacher is allowed to impart to any child attending his school any religious instruction which may be objected to by the parent or guardian of such child. With this limitation the Education Act takes no cognizance of religious instruction.

Religious  
instruction

Teachers are appointed by Boards of Education assisted by the proper superintendent, and must possess a certificate of qualification from the Board of Examiners empowered for this purpose. There are three Grades, I, II, and III. To these there is a direct money value attached, *eg*, teachers of first grade receive 75 dollars per annum, of second grade 55 dollars per annum, and of third grade 32 dollars per annum. The syllabus for grading these teachers is given in Schedule E of the Education Act, 1895. The following is a scale of their payments —

Teachers—  
Salaries and  
Training.

CHURCH OF ENGLAND

	Teachers of First Grade.		Teachers of Second Grade		Teachers of Third Grade.	
	Male	Female	Male	Female	Male.	Female
Average Salary -	\$ 434.96	\$ 308.26	\$ 274.00	\$ 191.81	\$ 198.87	\$ 152.76
Highest Salary -	727.52	417.75	468.73	308.00	345.37	195.82
Lowest Salary -	335.00	225.00	180.14	152.00	102.11	129.30

ROMAN CATHOLIC.

Average Salary -	264.00	218.00	202.00	156.00	166.00	125.00
Highest Salary -	435.00	250.00	270.00	216.00	248.00	163.00
Lowest Salary -	175.00	185.00	135.00	110.00	82.00	91.00

## METHODIST

	\$	\$	\$	\$	\$	\$
Average Salary	391 95	265 13	281 75	219 98	247.57	187.90
Highest Salary	631 25	331 41	367 25	283.33	328.00	256.50
Lowest Salary	243 90	210 00	194 90	164 74	205.50	116.00

There is no training college in the country in the proper professional sense of that term, and no one denomination has the means at present to create and support one. In the absence of such, intending teachers and pupil teachers attend the various colleges, which are supposed to afford facilities for the illustration and practice of the most improved method of teaching. After going through a course of education these pupil teachers have to undergo examinations, are graded according to their merit, and on passing receive certificates without which they are not eligible to be appointed to take charge of schools. Each male pupil teacher in training is allowed by Government 100 dollars per annum, and each female teacher 80 dollars per annum towards board, lodging, education, &c. Each of the leading denominations has attached to its college a residence or home for these pupil teachers, and the charge for their maintenance is a trifle over the Government grant. All pupil teachers are indentured to their proper superintendents under a bond of 400 dollars. The period of training is limited to three years.

Of the total teachers (759) the females are 63 per cent., and the males 37 per cent., but omitting the ladies of the convent schools (Roman Catholic), the females are 56.7 and males 43.3 per cent. of the whole staff.

A scheme for pensions in the elementary schools was established by Act of Legislature in 1892. The scheme is printed in Appendix D.

No free meals are provided in any schools, nor is there at present any arrangement made for continuation schools.

## I. (b.) SECONDARY EDUCATION.

Four colleges subsidized by the Legislature to the extent of \$9,565 29, are established in St John's. The course of study is similar to that pursued in grammar schools in England. Pupils are prepared for the examinations of the London University, for which St John's has been appointed a centre.

An Act to encourage higher education was passed by the Legislature in 1893. This Act provides for the appointment of an examining body styled the "Council of Higher Education," which is empowered to institute a system of uniform competitive examinations for the pupils of the different schools throughout the colony, and to induce students to present themselves at these examinations by offering in connection therewith diplomas, prizes, and scholarships. The examinations are conducted in a manner similar to that obtaining at the examinations for the London

University, and are divided into a junior and senior grade. Superintending committees and centres for holding the examinations are appointed by the council in any place upon applicants complying with certain forms and conditions. These examinations have had a most healthy stimulus in the larger centres of population, and have tended to give increased method and continuity to the course of instruction pursued in schools. In order to secure the uniform grading of teachers of all denominations, all candidates for pupil teacherships, and for the office of teacher are required to pass the examinations of the council before presenting themselves for examination before the Board of Examiners for certificates of qualification.

The denominational system is working well. It is consonant with the convictions and sentiments of the people generally. To give proof of these convictions, each denomination has expended large sums of money in the erection of school buildings, and particularly in the capital, St John's, the centre of all movements affecting the welfare of the colony. The Church of England has spent during the last four years on schools and training schools 60,000 dollars. The Methodists have spent more. The Roman Catholics have equalled if not exceeded either, and the splendid colleges which are the result are not only conspicuous ornaments to the city, but as educational establishments would do credit to places otherwise more favourably situated. In addition the annual average expenditure by all denominations for school purposes is \$37,190 85, or 24 per cent of the entire Government grant for elementary and secondary schools. "

The Christian Brothers and the convent schools of the Roman Catholic Church are prominent voluntary factors, and the work gratuitously done by these agencies is valued at 10,000 dollars per annum.

WILLIAM PILOT, D.D., D.C.L., &c,  
*Superintendent of Church of England  
Schools in Newfoundland.*

St. John's, Newfoundland,  
22 March, 1898.

## II METHODIST SCHOOLS AS RELATED TO THE NEWFOUNDLAND SYSTEM OF EDUCATION.

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### EARLY HISTORY

In presenting a summary of facts and events relating to the establishment, development and progress of Methodist schools, it may be convenient, perhaps necessary, to revert briefly to the condition of education in the Colony prior to 1836, when action was first taken by the Legislature to encourage public schools. This will enable us more readily to trace the origin and history of a movement within the denomination at an early date, which showed a hearty approval and high appreciation of educational efforts, but which from force of circumstances remained for a long time but a feeble factor in regard to direct educational work. From their introduction into Newfoundland the Wesleyan Methodist missionaries, here as everywhere else, attached due importance to the right training of youth. They bewailed the prevailing ignorance and unblushing immorality of the fishing population, that had settled or grown up in settlements around the principal bays. In Blackhead, for example, as late as 1820, there never had been a day school. Hence, October 20th, 1819, the missionary appealed to the Missionary Committee to establish a Mission Day School at that station. Similar appeals were made for other missions. Not much, however, could be accomplished for a time, except by way of Sunday Schools, in which in 1824, twelve hundred pupils had been gathered, many of whom therein learned to read their Bibles and Hymn Books. Soon after, as the result of earnest appeals, the parent Wesleyan Missionary Society made a small annual grant whereby in 1825 three Wesleyan Day Schools were put in operation. Besides, as in 1823, the Newfoundland School Society (now the C.C.C. Society) had been organized to provide for the education of the poor in Newfoundland, some of the missionaries gave it countenance and help, and for three successive years, 1824-1826, obtained free from the parent society a donation of £20 per year.

From this time efforts of Wesleyans were continued in some places directly and in others indirectly, till 1836, when an Act to encourage education was passed by the Legislature, providing £300 for the Newfoundland School Society, £300 for certain Roman Catholic schools, and £1,500 for elementary schools, under the direction of education boards, of which the senior or superior clergyman, resident, was made a member. This Act was amended in 1838, providing that ministers of religion should be visitors of schools, without power to give religious instruction therein, and further, that £150 should be granted to purchase books, which should not on any pretence contain or include the doctrines or

tenets of any particular Church or religious society This Act also provided that money granted in 1836 for Conception and Trinity Bays but not expended, might be used for the erection or procuring of school-houses Of the total population (75,094,) Wesleyan Methodists numbered only 10,636 in the census of 1838. Hence with privileges secured by the above Acts and 9 Wesleyan day schools in 1840, they had ample opportunity for maintaining an interest in education.

In 1843 an Act was passed granting £5,100, and providing that of the Protestant share £500 should be appropriated for the use of the Newfoundland School Society, and £250 for the use of Wesleyan Methodist schools in the following districts —Carbonear, Harbor Grace, Brigus, Trinity Bay (North), Trinity Bay (South), Burin, and St John's.

Wesleyans were also specially interested in Acts passed the same year, to establish and maintain a grammar school at Carbonear, and another at Harbor Grace, for each of which £400 were appropriated per year, besides large amounts at different times towards procuring suitable school-houses In accordance with certain local efforts, Wesleyans, like other denominations, obtained from the Legislature in 1844-45, for the erection of school-houses, £206 for St John's, £100 for Cupids, £75 for Harbor Grace, and £75 for Carbonear .

In 1844, £3,000 were appropriated by the Legislature to establish an academy, under a joint directorate, in St John's This proved unsatisfactory, and an amending Act was passed in 1850, providing for three academies, namely, one for the Church of England, one for the Roman Catholics, and one for the general Protestants On the last a board was appointed of five, of whom two only were Methodists, for its population of 14,239

In 1851 Wesleyans formed the Newfoundland Wesleyan School Society, whose object was to promote the efficiency of Methodist schools, and under its auspices, in 1852, the Wesleyan Normal Day School was opened in St John's, under two superior teachers from the Glasgow Normal School This institution succeeded well until failure of health compelled the head master, after three years, to leave the Colony, which was deeply regretted on general educational grounds, but particularly because the Legislature had appropriated in 1853, among other things, a grant of £200 for training Protestant masters in the Newfoundland School Society School or in the Wesleyan Training School, and sundries amounting to £7,880, as the total grant for that year This Act enjoined that no teacher in the public schools be allowed to impart any religious instruction which may be objected to by parents or guardians. In 1856, £8,080 were granted for ordinary education, and £200 for school-houses, and in the following year a further grant of £375 was made for commercial and other schools.

In 1858 an Act was passed for £10,525 for the maintenance of education, from which, besides the ordinary vote of £250 for Wesleyan schools, £20 for Burin and £20 for Cupids, a special appropriation of £100 from the Protestant share was made for

Wesleyan schools It was further enacted, that there be two Inspectors of schools, one for the Roman Catholics, and one for the Protestants, at a salary each of £200 a year, and that £750 be granted for training Pupil Teachers, each to receive an allowance of £25 towards his expenses In 1858 also another Act was passed providing for the Wesleyan Academy, with £200 as its share of the academic grant per year, also for the division of £600 between Wesleyans and the representatives of the General Protestant Academy, voted in Supply Act, 1857, but unexpended. This Act, passed by the Legislature in response to numerous signed petitions, gave much satisfaction, as it placed under the direction of a Methodist Board a classical and mathematical school which, while affording facilities for a good commercial education, should also serve as a training school for teachers for other Wesleyan schools A suitable building was erected and furnished, and a principal was obtained to commence academic work January 9th, 1860 He was aided from time to time by active and well qualified assistants Judged by reports to the District Committee, the Wesleyan Academy afforded, from date of opening till 1875, opportunity to hundreds of students to get a thorough and fair education, and to not a few expecting to teach some useful preparation During that time also Wesleyan schools whose number and attendance varied considerably, according to circumstances, were the means of instructing in useful knowledge from about 300 to 500 pupils a year, or a total of many thousands This it must be remembered was effected in distinct localities, while education grants were divided between Roman Catholics and Protestants, and while the Methodists, who would have preferred the joint system throughout the Colony, received from Protestant Boards help to run Wesleyan schools in certain settlements Thus far, however, Methodists claimed an interest in common with other Protestants in Board Schools generally, and wherever found were ready in all districts to co-operate for promotion of education.

#### PRESENT EDUCATIONAL SYSTEM.

##### (a) *Primary Education.*

This was fully introduced by Education Acts 1874 and 1876, which rendered it completely denominational, and provided for separate denominational schools, which however should be public schools and restricted in their operation by a Conscience Clause Both Roman Catholics and Episcopalians had declared in favour of subdivision, and Methodists somewhat reluctantly complied with their arrangement, as justice was done to all religious bodies by giving to all alike Education Grants per capita. By the 1874 Act 40,000 dollars were provided for school houses and school property, and arrangements made for sub-division of property on an equitable basis, which was in due course accomplished without difficulty By the 1876 Act \$88,251.92 were provided for all purposes, which amount has been increased from time to time according to increase of population, &c., till now it

has reached a total of \$149,585 19 per year, besides \$4,000 for purposes of the Council of Higher Education.

These grants provide \$90,251.65 for general purposes, \$4,000 to aid poor districts, \$5,297 57 to encourage on certain conditions, involving hearty co-operation, the maintenance of superior schools, \$9,565 29 to sustain colleges, \$25,297 87 for the encouragement of teachers and supplementing salaries, according to character and certificate of grade, and \$4,860 for the salaries, travelling and other expenses of three superintendents

The chief and central authority is vested in H M Government Administration. The Governor in Council has power to appoint in each educational district, as defined in the Act, a board of five or seven members of the respective denominations, on which the senior or superior clergyman, resident or officiating in the district, shall be one, to manage and expend all moneys, &c. Such boards in St John's and in districts in which are superior schools, may consist of nine members, vacancies occurring by death, resignation, or absence from the Colony for twelve months may be filled by the Governor in Council. The annual meeting of every board shall be held on the first Wednesday in July, or as soon as practicable thereafter, when a chairman and other officers shall be elected, accounts submitted and audited, and other business transacted which may be necessary, and correct returns transmitted to the superintendent according to form of schedules prescribed. For public schools there are 152 education boards, of which Methodists have 61. Similar boards are appointed in like manner for the four colleges, but nomination of members is with the respective denominations.

There were 591 schools in 1896, 33,742 pupils, or an attendance Attendance of 16.81 per cent of total population. In 1897, in Methodist public schools, there were 4,695 boys and 4,118 girls, total 8,813. In Methodist colleges there were 260 pupils, 137 males and 123 females. Attendance as yet is voluntary, but as the result of a growing interest in education it is steadily increasing.

In 1896 the cost of each pupil to Government was \$3 64 on Cost an average for all denominations. In 1897 Methodist boards returned fees \$5,374 98 and voluntary contributions towards current expenses \$614 66. Methodist College Board returned fees \$4,700 73.

In public schools, classes are conducted in six standards, in Subjects taught. reading, writing, arithmetic, geography, grammar and composition, history, book-keeping, mensuration, geometry, navigation, algebra, drawing, needlework and vocal music. Singing and drawing are taught in many Methodist schools and domestic economy in a few of them.

Methodist schools are opened by singing a hymn, reading the Religious Scriptures, and prayer daily. This constitutes usually the amount of religious instruction. Instruction of religious instruction, which, however, in no case contradicts the Conscience Clause.

Teachers are appointed by Education Boards, must be engaged Teachers. according to prescribed form, and must have three months'



notice in writing, in case of dismissal, but may be dismissed summarily for immorality. They must hold certificates of qualification from Boards of Examiners, of third, second, or first or associate grade, and faithfully discharge duties distinctly defined in Education Act.

Training of  
teachers

Pupil teachers are regularly indentured to the Superintendents of Education, for one, two, or three years, and must attend certain recognised institutions. The Methodist College, with its primary and model school, serves as training and practising school for regular or special pupil teachers. Of total grants before mentioned, \$5,610.84 are appropriated for training teachers, of which the Methodist share is \$1,489.76 per year. The maximum amount annually paid towards the board, lodging, and training of any male pupil teacher, per Act, is \$100, and of females the maximum is \$80. By special arrangement with the college executive, and the payment of \$400 annually, provided under the Education Act, reduced rates of cost are made applicable to Methodist pupil teachers in the College Home, under the guardianship of the reverend chaplain and guardian. Selection, oversight, and gradation of pupil teachers is conducted by Board of Examiners for the denomination, and upon the completion of term of training such persons are required, under a penalty of \$400, to serve as teacher in a public school for three years, or, if their course of training has extended over two years, one and a-half times as long as the term of training.

Certificated teachers may be admitted to a second course of training for a period not exceeding twelve months, provided they serve as teachers in a public school for at least eighteen months, under a penalty of \$200 in case of breach of said contract. During 1897 there were twenty-five regular pupil teachers and four specials admitted for training to prepare them for teaching in Methodist public schools.

Sex of  
teachers.

In 1897 sixty-one teachers in Methodist schools were males, and one hundred and nineteen females, and of pupil teachers in college, fourteen were males and fifteen were females.

### (b) *Higher Education*

In the Colleges provision is made for teaching advanced classes, in ordinary commercial subjects, in Latin, Greek, French, German, Algebra, Geometry, Mensuration and Land Surveying, Chemistry, Magnetism and Electricity, Freehand and Geometrical Drawing, Trigonometry and Navigation, Shorthand, Music, and School Management. These Colleges are all under Government inspection, and reports of their condition and progress, and a detailed account of income and expenditure, must be transmitted to their respective Superintendents to be laid before the Legislature, in accordance with prescribed forms.

The Methodist College has for its principal a B.A., F.S.S. (London), who has five well-qualified assistants in the Upper School, besides two highly accomplished Professors—one of Music and one of Drawing and Painting. It has also in the

model school four other certificated teachers from kindergarten upwards.

The Methodist College has a new and valuable property which has cost about \$80,000, apart from buildings consumed by fire in 1892, which cost about \$40,000, and by the hearty contributions of its friends liabilities amounting to nearly \$50,000 are being, by voluntary efforts, regularly and steadily reduced. Current income for 1897, comprising grants and fees, was \$8,477.61, and expenditure for salaries and current expenses was \$7,697.83. Besides 260 reported as above in Upper School, there were 200 pupils in Model School, or a total of 460 under instruction during the past year

This body represents the denominations and secures the combined thought and action of twenty-three members, appointed by H.M. Government, including three Superintendents of Education and the four Principals of Colleges, *ex-officio*. Its chief object is to promote education by holding examinations by a competent and independent Board of Examiners outside the Colony, and to awaken honourable competition in the schools of Newfoundland, by awarding diplomas, prizes and scholarships to successful candidates. In my judgment, despite certain drawbacks in the way of its success, the Council of Higher Education has had a healthful influence upon public education. It gives diplomas for Junior, Senior, and Associate Grades. In June last pupils in Methodist College won 56 Junior, 40 Senior, and 5 Associate, and in twenty-seven Methodist Public Schools, 92 Junior, 28 Senior, and one Associate, making a total of 222 diplomas.

Council of  
Higher  
Education

GEORGE S MILLIGAN, M A , LL D ,  
*Supt. of Methodist Schools.*

St John's,  
March 22nd, 1898

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Copies of the Education Act of 1895 and of the Amending Acts of 1896 and 1899 may be seen at the Board of Education Library, St Stephen's House, Cannon Row, Whitehall, London, S W

## III. SUPPLEMENTARY NOTES.

## (a) EDUCATION ESTIMATES, 1898-99 AND 1899-1900.

The following tables, summarised from the Journal of the Legislative Council of Newfoundland for 1899, show the Education Estimates for the years 1898-99, and 1899-1900.

<i>A Expenditure for which votes of the Legislature are required.</i>	Estimate. 1898-9	Estimate. 1899-1900.
Contingencies - - - -	\$1,500 00	\$1,500 00
Gould's School - - - -	120 00	120 00
Council of Higher Education - - -	4,000 00	4,000 00
	<b>\$5,620.00</b>	<b>\$5,620 00</b>
<i>B. Expenditure authorised by Statute</i>		
Scholarships - - - -	\$600 00	\$600.00
Pensions - - - -	700 00	700.00
Grants to Boards - - - -	89,551 65	98,551 65
Destitute Places - - - -	5,526 39	5,526.39
Higher Education - - - -	5,297.87	5,297.87
Pupil Teachers - - - -	5,610.84	5,610 84
Encouragement of Teachers - - -	5,297.87	5,297 87
Supplemental Vote - - - -	20,000.00	20,000.00
Colleges - - - -	9,565 29	9,565.29
Inspection (a) Salaries - - - -	6,060.00	7,020 00
(b) Additional - - - -	1,975 28	1,379.07
	<b>\$152,685.19</b>	<b>\$150,548 98</b>
<b>SUMMARY</b>		
A To be voted- - - -	\$2,620.00	\$5,620.00
B. Authorized by Statute - - -	\$152,685.00	\$150,548 00
	<b>\$155,305.19</b>	<b>\$156,168.98</b>

(b) DENOMINATIONAL APPORTIONMENT OF GOVERNMENT GRANTS FOR EDUCATION, 1899-1900

The Grants to Boards, Grant for Destitute Places, Grant for Higher Education, Grant for Pupil Teachers, Grant for Encouragement of Teachers, Supplementary Vote, and Grant for Colleges, the aggregates of which are given under *B* above, were all divided among various denominations.

The apportionment prepared for the year 1899-1900 was as follows —

	Grants to Boards	Destitute Places	Higher Education	Pupil Teachers	Encouragement of Teachers	Supplementary Vote	Colleges
	\$	\$	\$	\$	\$	\$	\$
Roman Catholic	32,589 39	2,002 21	1,919 41	2,032 80	1,919 41	7,245 98	3,465 49
Church of England	31,083 15	1,923 08	1,843 56	1,952 40	1,843 56	6,950 61	3,328 53
Methodist	23,716 91	1,467 34	1,406 66	1,439 76	1,406 66	5,310 29	2,530 72
Presbyterian	645 05	89 91	38 96	40 52	38 26	144 43	69 08
Congregational	343 13	21 54	20 65	21 87	20 65	77 95	37 28
Reformed Episcopal	216 80	18 41	12 86	13 62	12 86	48 51	13 22
Salvation Army	931 30	57 62	55 24	58 50	55 24	208 52	99 73
Other Denominations	20 92	1 28	1 23	1 31	1 23	4 68	2 20

(c) APPORTIONMENT OF GRANTS FOR INSPECTION, 1899-1900.

The Government Grants for Inspection were thus apportioned in the Estimates for 1899-1900

(i) Salaries.	\$
Roman Catholic Superintendent - -	1,500 00
Roman Catholic Superintendent, Harbor Grace - - - - -	1,000 00
Church of England Superintendent - -	1,620 00
Church of England Assistant - - -	700 00
Methodist Superintendent - - - -	1,500 00
Methodist Assistant - - - - -	700 00
(ii) Additional	\$
Roman Catholic - - - - -	504 04
Church of England - - - - -	569 14
Methodists - - - - -	111 39
Presbyterian - - - - -	58 03
Congregational - - - - -	31 32
Reformed Episcopal - - - - -	19 52
Salvation Army - - - - -	83 77
Other Denominations - - - - -	1 88

## (d) STATISTICS OF ROMAN CATHOLIC SCHOOLS.

The following statistics in regard to the Roman Catholic Schools of Newfoundland are taken from the "American Catholic Directory" for 1900. The figures given follow the ecclesiastical division of the country into the two dioceses, Harbor Grace and St John's, and the Vicariate-Apostolic of St. George's. At the end will be found the totals for the whole province but it has not been possible to test the accuracy of these from other sources than that first mentioned.

(i) *Diocese of Harbour Grace*

Catholic Population	-	-	-	-	29,000
Convents (Sisters of the Presentation, 3; Sisters of Mercy, 2)	-	-	-	-	5
Catholic Schools	-	-	-	-	90

There is also a Roman Catholic Academy in this diocese

(ii) *Diocese of St John's :*

Catholic Population	-	-	-	-	45,000
Convents (Sisters of the Presentation, 9, Sisters of Mercy, 5, 10 Brothers of Christian Schools)	-	-	-	-	15

There are in each parish Roman Catholic schools under the care of the parochial clergy, and supported by Government Grants. There are about 30 parishes outside St John's city.

Besides the parochial schools there are also —St Patrick's Schools, kept by the Christian Brothers; Holy Cross Schools, kept by the Christian Brothers, St. Bride's Academy for young ladies, kept by the Sisters of Mercy, St Bonaventure's College, under a Board of Directors; St Michael's Orphanage for Girls, kept by the Sisters of Mercy, Boys Orphanage and Industrial School, kept by the Christian Brothers

(iii) *Vicariate-Apostolic of St. George's ;*

Catholic Population	-	-	-	-	7,000
Convents (Sisters of the Presentation and Sisters of Mercy)	-	-	-	-	2
Parochial Schools	-	-	-	-	24
Children attending Parochial Schools, about	-	-	-	-	650

(iv) *Approximate Totals for Roman Catholic Schools in Newfoundland :*

Catholic Population	-	-	-	-	81,000
Catholic Schools (parochial)	-	-	-	-	146
Catholic Academy	-	-	-	-	1
Schools kept by Christian Brothers (in- cluding one Industrial School)	-	-	-	-	3
Schools kept by Sisters of Mercy	-	-	-	-	2
Catholic College	-	-	-	-	1

No estimate of the numbers of children attending Catholic Schools can here be attempted. On the ratio of children to schools which obtains in the Vicariate-Apostolic of St George's, the number for the whole country would be a little short of 4,000 in the parochial schools alone.

(d) FROM THE REPORT OF THE COLONIAL AND CONTINENTAL CHURCH SOCIETY FROM 1899-1900

By kind permission of the Colonial and Continental Church Society the following extracts from their Report for the year 1899-1900 are here reprinted. The work of this Society, originally founded in Newfoundland and called for some years the Newfoundland School Society, has been already referred to in the report by Dr. Pilot, I. (a), above.

The work of the Central Training Schools, St John's, is of special importance, inasmuch as at present not only all the teachers of Church of England Schools but also a large number of teachers in other schools receive their preparation for the work of teaching there.

The following passage is taken from the general summary of the Society's work in its Annual Report for 1899 to 1900.

"By the training of teachers from the out-harbours the Society exercises a wide and far-reaching influence upon the whole country, for upon the Christian character and qualifications of its teachers must depend in large measure the moral qualities and knowledge of those who in the future will have the destiny of their country in their keeping.

"The offertories in the St John's churches on one Sunday during the past year, amounting to £18 12s., were set apart for educational purposes, and sent home to the Society. This would appear to be the first time the Society's work had been thus publicly recognised.

"The Society's schools in the island are attended by about 2,000 children, under the care of more than twenty teachers. They are conducted with great efficiency, and were never more useful than at present."

The following is taken from a more detailed report of the Colonial and Continental Church Society's work in the Diocese of Newfoundland, and contains certain remarks made by Dr Pilot. "Sharing in the wider interest now taken in education throughout the colony, the schools of the Society have improved in numbers and in efficiency.

"During the year twenty-five schools have been kept in continuous operation under twenty-five teachers, with a total enrolment of 2,136, and an average daily attendance of 1,112 scholars.

"These schools have been reported upon by the Rev. Canon Pilot, Government Superintendent of Church of England Schools, a copy of which is appended, and in a letter to Mr Marriott, the

Secretary, he had added some further particulars. He says: 'I forward to you a copy of my official report to his Excellency the Governor. From this you will gather my impressions of the Society's schools as ascertained at their examination. In a general way I may say that these schools are doing an excellent work. As a whole they are superior to any equal number of Board Schools

"Of those in St John's I can add nothing to your own knowledge, save to say that I do not know what we should do without them . . . In the examinations of the Council of Higher Education last year, the Central Training School again headed the list of all Church of England schools that sent up candidates, and its pupils gained 50 per cent more honours than did any of our schools in the colony outside of the colleges. Candidates from sixteen other Church of England schools were presented for these examinations, of which schools all the teachers, save one, had received their training in the Central Schools. Considering that the scope of these examinations is widening year after year, this is a most creditable record, and if there were nothing else to say, it should satisfy the Society and its friends that their efforts on behalf of the poor of Newfoundland have not gone for nothing, and that their present work justifies the continuance of their help and support

"But it is not in sharpening wits, imparting information and cultivating faculties, that the chief work of this Society lies. These modes may make children sharp and keen in matters appertaining to this life. There is another and a nobler side to this Society's work. These schools of theirs are first and foremost schools for religious instruction. The education given in them embraces the whole man, his body, mind and spirit, and only so far as these receive appropriate attention and culture, can education be said to be either successful or profitable. This then is the aim and object of these schools—a religious and secular education. Children are taught that they are sinful, yet capable of being good—that they are liable to temptation, and yet may find help to resist it—that this life is but a trial period and a time of preparation for that redemption of body, soul, and spirit, purchased by a Saviour's Death and Passion. After over a quarter of a century's experience in the examination of schools, I give it as a confirmed opinion that where religious instruction is best attended to, there also is there more and more conscientious work performed in secular instruction.

"In work with pupils in training, the Central Schools have had a year of marked success. Thirty-eight pupil-teachers have been in attendance, twelve males and twenty-six females. Twelve of these are with us to-day. The others have passed the Government examinations for certificates, and are now employed in schools in all parts of the colony."

The Report of the Corresponding Committee of the Colonial and Continental Church Society in Newfoundland concludes

with the following words.—“To the Government for the usual grants in aid, to the subscribers for their increased interest and increased subscriptions, and to the Parent Society without whose help much ignorance must of necessity exist in this colony, the thanks of this Committee are most cordially tendered”

During the year ending April 1, 1900, the Society expended in grants and by salaries of missionaries £740, upon its work in Newfoundland. It is, however, impossible to ascertain what proportion of this sum was devoted to purposes purely educational.



APPENDIX A

RETURN of SCHOOLS in NEWFOUNDLAND for year ended 30th June 1897

Denomination	Population	Total Government Grant	Character of School	Number of Schools	Teachers		Total Teachers	Whole Number attending for Year	Cost of each Pupil to Government	Percentage of Attendance compared with Total Number on Register	Percentage of Denom.ational Population attending School
					Male	Female					
Church of England	69,823	<i>Dollars</i> 52,259 14	Public (Board) Schools - -	197	109	85	194	9,511	<i>Dollars</i> 4 42 or 18s 2d	51	16 9 or 1 in 5 9
			Colleges - - - - -	2	5	3	8	236			
			Colonial and Continental Church Society Schools - -	21	17	3	20	2,069			
				220	131	91	222	11,818			
Roman Catholics	72,696	54,085 04	Public (Board) Schools - -	190	60	140	200	8,933	4 10 or 17s nearly	55 5	18 or 1 in 5 66
			Colleges - - - - -	1	6	—	6	168			
			Academies - - - - -	3	4	4	8	213			
			Convent Schools - - - -	21	—	116	116	2,824			
			Christian Brothers School -	2	11	—	11	902			
	217	81	260	341	13,180						
Methodist	53,276	40,395 14	Public (Board) Schools - -	185	61	119	180	8,890	4 42 or 18s 2d	55	17 1 or 1 in 5 8.
			Colleges - - - - -	1	5	9	14	260			
				186	66	128	194	9,150			
Others	4,858	2,027 06	Public (Board) Schools - -	5	2	3	5	230	5 63 or 11 3s 2d	—	7 4 or 1 in 13 4
			Presbyterian College - -	1	1	—	1	130			
				6	3	3	6	360			
				629	281	482	763	34,708	4 31 or 17s 3d	—	17 1 or 1 in 5 d.

APPENDIX B

VOLUNTARY CONTRIBUTIONS, FEES, &c, towards EDUCATION in NEWFOUNDLAND

Denomination	Voluntary Contributions in Money	Voluntary Contributions in Kind	Fees.	Total.	Percentage of Contributions compared with Government Grant	Government Grant per head	Voluntary Contributions per head.
	<i>Dollars</i>	<i>Dollars</i>	<i>Dollars</i>	<i>Dollars</i>		<i>Cents</i>	<i>Cents.</i>
Church of England	4,904 00	2,100 00	7,981 48	14,985 48	29	75 or 3s 1d	22
Roman Catholics	2,000 00	1,500 00	4,965 00	8,465 00	15 6	74 or 3s 0½d	12 nearly
Methodist	614 66	1,000 00	10,575 71	12,190 37	30	76 nearly or 3s 1¼d	22
Other	950 00	—	600 00	1,550 00	76	42 nearly or 1s 9½d	31
	8,468 66	4,600 00	24,122 19	37,190 85	24	76½ or 3s 2d	18

APPENDIX C

PROGRAMME of STUDIES for ELEMENTARY SCHOOLS, NEWFOUNDLAND

Grade of School.	Standards	SUBJECTS						Remarks	
		Reading and Spelling.	Writing	Arithmetic	Grammar	Composition	Geography		History
First Grade. Second Grade. Third Grade.	I	To read in mono-syllables	To print letters or figures on slate	Simple exercises in Arithmetic, Ball Frames, &c	—	—	—	—	It will be seen by reference to this Schedule that in Third Grade, scholars are required to pass in Standards I, II, and in Second Grade in Standards I, II, III, and IV, and in First Grade they are required to pass in all Standards The subjects presented in this Schedule are regarded as essentials, schools in which Singing, Drawing, Drill, Book-keeping, Geometry, Algebra, Navigation, the Languages, or other higher branches are taught, will receive honourable mention Two-thirds of those in attendance will be required to pass in each standard, in order to qualify for any grade
	II	To read a paragraph from an elementary book	To transcribe a sentence correctly	Simple addition and Subtraction, and Multiplication Tables to six times 12	—	—	—	—	
	III	To read with intelligence a short paragraph from a more advanced class book	To write on slate from Dictation correctly in copy-books, elements of simple letters	To work an exercise in any of the compound Rules	—	—	Elementary, and particularly a map of Newfoundland	—	
	IV	To read with accuracy a passage in poetry or prose.	Copy books to show improvement	Practice, Bills of Parcels and Simple Proportion	To point out Nouns, Verbs and Adjectives in a sentence	Easy composition	Outlines of Western Hemisphere particularly of British North America.	Introductory	
	V	To read with fluency and expression a passage in poetry or prose	Same as above	Simple Interest, Vulgar and Decimal Fractions	Parsing and analysis of simple sentences.	To write from memory the substance of a story read out twice	Outlines of Eastern Hemisphere, particularly the British Isles.	History of Newfoundland	
	VI	To read and recite with taste and expression	Same as above	Compound Interest, Compound Proportion, and Discount	Parsing and analysis advanced	Original	The world with map drawing.	British History	

## APPENDIX D

## TEACHERS' PENSION FUND.

59 For the purpose of providing for the retirement of all teachers of public schools upon their reaching the age of sixty years, there shall be established a fund, to be known as "The Teachers' Pension Fund," in the manner hereinafter specified, that is to say,—

- (1) From the appropriation made under section 11 of this Act to each teacher who has received a certificate of grade from any Board of Examiners appointed under this Act, the Governor in Council shall deduct, every six months, one half of the annual premium required to be paid by such teacher, according to age, as fixed in the six per cent columns in Schedules J and K of this Act, which sums so deducted shall be deposited in the Savings Bank of this Colony to the credit of the said fund
- (2) Upon the amount accumulated to the credit of the fund at the beginning of each calendar year there shall be allowed by the Government interest for the ensuing twelve months, at the rate of three per cent in addition to the interest paid by the Savings Bank, which amount of interest so allowed by the Government shall be deposited to the credit of the said fund in the Savings Bank.
- (3) In consideration of the regular payment of the annual premiums provided for in sub-section 1, each male teacher shall, upon reaching the age of sixty years, be entitled to receive a pension of one hundred dollars per annum, during the remainder of his life, and each female teacher, during the remainder of her life, a pension of eighty dollars.
- (4) The Government of the Colony shall be trustees and managers of this fund, which shall be deposited in the Savings Bank, and the pensions shall be paid quarterly during the lifetime of the respective pensioners, at the office of the said Bank, upon the order of the Colonial Secretary. An annual report of the condition of the fund shall be laid before the Legislature within one month after the opening of the next succeeding session
- (5) In the case of the death of any contributor to this fund, before he shall have entered upon his pension, the whole sum he has contributed, with compound interest at six per cent, shall be returned to his legal representatives, provided he has not forfeited his claim under sub-sections 9 and 13.
- (6) Any contributor to this fund who shall cease to follow the occupation of a teacher shall be permitted, provided he has made twenty annual payments to the fund, to secure to himself the pension by paying thenceforth, until he arrive at the age of sixty years, the annual premium fixed for his age at entrance as stated in the three per cent. columns contained in Schedules J and K of this Act.
- (7) After the provisions relating to this fund shall have come into operation, any contributor thereto who shall cease to follow the occupation of a teacher, after five full years' service as such, and payment of five annual premiums, shall be permitted to withdraw from the fund all his contributions, with compound interest at three per cent.

- (8) Should any contributor to this fund, who has taught a public school for a period of five full years, after this scheme has come into operation, cease to follow the occupation of a teacher for not more than two years, he shall, if he again become a teacher of a public school, within the said period of two years, and have not withdrawn his deposits, as provided for in sub-section 7, resume his connection with this fund by paying his arrears of contributions, with compound interest at six per cent
  - (9) Should any contributor to this fund, who has taught a public school for a period of less than five full years, cease to follow the occupation of a teacher, he shall forfeit all claim upon this fund, and if he again become a teacher, shall resume his connection with the fund by paying the annual premium based upon his age at re entrance provided that, where such teacher has retired, owing to failure of health, he shall, if he again become a teacher, within two years from the date of his retirement, resume his connection with the fund on his former footing without such forfeit, by payment of his arrears with compound interest at six per cent, provided further, that any teacher employed on or before the first day of July, 1892, may, upon ceasing to follow the occupation of a teacher, withdraw all his contributions to the fund, with compound interest at three per cent, provided he has taught a public school five full years at the time of his retirement.
  - (10) No teacher beyond the age of forty years shall be permitted to become a contributor to this fund, provided this shall not apply to teachers over forty years, employed on or before the first July, 1892, such teachers shall have the option of becoming contributors to this fund within a period of two years therefrom, by signifying their desire in writing to the managers of the fund.
  - (11) All premiums required in connection with this fund shall be made in half-yearly instalments on the 30th day of June and 31st day of December in each year. Teachers, on first being employed, if they have taught for less than six months at either of the above dates, shall pay proportionate parts thereof.
  - (12) For the purposes of this fund, the age of every teacher contributing thereto shall be taken to be his age on his birthday nearest to the date of his employment as a teacher.
  - (13) Any teacher whose certificate has been cancelled for drunkenness, or other immoral conduct, shall forfeit all claim upon this fund.
60. No payments shall be made from this fund except in accordance with the provisions of the next preceding section.
- 61 After the lapse of twenty years from the first day of July, 1892, any funds which shall be found to have accumulated over and above the amount necessary to secure the payment of all claims provided for in section 59, shall be applied either in diminution of the future annual premiums of the contributors, or in augmentation of their pensions, as the trustees and managers of this fund shall determine.
62. The provisions of section 59 shall not apply to teachers who are members of any religious Order, unless they so desire.
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SCHEDULE J.

Annual Premiums required to be paid by each Male Teacher, according to age, as provided for in Sub-section 1 of Section 64 of this Act, in order to secure to himself, upon his reaching the age of Sixty years, a pension of 100 dollars per annum during the remainder of his life, expectation of life at that age being taken at 12.5 years, and premiums being calculated on the scale of three and six per cent. compound interest

AGE	Number of Payments.	Annual Premiums on the Scale of Three per Cent. Compound Interest	Annual Premiums on the Scale of Six per Cent Compound Interest	AGE.
		Dollars	Dollars.	
16	44	11 56	4 29	16
17	43	12 04	4 57	17
18	42	12 68	4 87	18
19	41	13 09	5 19	19
20	40	13 66	5 54	20
21	39	14 25	5 91	21
22	38	14 90	6 31	22
23	37	15 28	6 73	23
24	36	15 56	7 19	24
25	35	17 03	7 69	25
26	34	17 84	8 22	26
27	33	18 52	8 80	27
28	32	19 61	9 43	28
29	31	20 60	10 10	29
30	30	21 65	10 84	30
31	29	22 78	11 63	31
32	28	23 97	12 50	32
33	27	25 30	13 43	33
34	26	26 72	14 47	34
35	25	28 25	15 60	35
36	24	29 92	16 85	36
37	23	31 74	18 21	37
38	22	33 73	19 72	38
39	21	25 92	21 40	39
40	20	38 33	23 31	40
41	19	41 08	25 41	41
42	18	44 00	27 75	42
43	17	47 79	30 39	43
44	16	51 10	33 39	44
45	15	55 38	36 82	45
46	14	60 28	40 77	46
47	13	65 95	45 37	47
48	12	72 58	50 77	48
49	11	80 42	57 23	49
50	10	89 93	64 92	50

## SCHEDULE K.

Annual Premiums required to be paid by each Female Teacher, according to age, as provided for in Sub-section 1 of Section 64 of this Act in order to secure to herself, upon her reaching the age of Sixty years a pension of 80 dollars per annum during the remainder of her life, expectation of life at that age being taken at 13 5 years, and premiums being calculated on the scale of three and six per cent compound interest.

AGE	Number of Payments	Annual Premiums on the Scale of Three per Cent Compound Interest.	Annual Premiums on the Scale of Six per Cent. Compound Interest	AGE
		Dollars	Dollars	
16	44	9 85	3 61	16
17	43	10 26	3 84	17
18	42	10 69	4 10	18
19	41	11 13	4 37	19
20	40	11 63	4 66	20
21	39	12 14	4 98	21
22	38	12 68	5 31	22
23	37	13 25	5 67	23
24	36	13 86	6 06	24
25	35	14 50	6 48	25
26	34	15 18	6 93	26
27	33	15 92	7 41	27
28	32	16 70	7 94	28
29	31	17 54	8 51	29
30	30	18 43	9 13	30
31	29	19 39	9 80	31
32	28	20 42	10 73	32
33	27	21 54	11 32	33
34	26	22 74	12 19	34
35	25	24 05	13 14	35
36	24	25 47	14 19	36
37	23	27 02	15 34	37
38	22	28 71	16 61	38
39	21	30 57	18 02	39
40	20	32 63	19 64	40
41	19	34 90	21 40	41
42	18	37 45	23 37	42
43	17	40 29	25 59	43
44	16	43 49	28 12	44
45	15	47 14	31 02	45
46	14	51 30	34 34	46
47	13	56 13	38 21	47
48	12	61 79	42 76	48
49	11	68 45	48 15	49
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APPENDIX E

SOME PROVISIONS OF THE EDUCATION ACT OF JULY, 1899

1 The Governor in Council may nominate or appoint an Assistant both to the Superintendent of Church of England Schools and to the Superintendent of Methodist Schools. Such assistants are called Assistant-Superintendents, and act under the directions of the Superintendents.

	\$
2. <i>Salaries</i> —Superintendent of Church of England Schools -	1,620
Assistant do - - - - -	700
Superintendent of Roman Catholic Schools, except Diocese for Harbor Grace - - -	1,500
Superintendent of Roman Catholic Schools, Diocese of Harbor Grace - - - -	1,000
Superintendent of Methodist Schools - - -	1,500
Assistant do - - - - -	700

3 In districts where superior schools are or may be established, Boards of Education, whether Church of England, Roman Catholic, or Methodist Boards, may consist of nine or more members. They may consist of nine members in St. John's districts. One layman shall retire annually, but shall be eligible for reappointment at the end of the next, second, or other succeeding year. The members of existing Boards retire in order of seniority of appointment.

4 No Superintendent or Assistant-Superintendent shall engage directly or indirectly in any commercial undertaking or business.





**THE  
SYSTEM OF EDUCATION  
IN  
JAMAICA.**

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**PART I**

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## THE SYSTEM OF EDUCATION IN JAMAICA.\*

### I. HISTORICAL SKETCH

1. Elementary education cannot be said to have existed in Jamaica prior to Emancipation in 1834. Slavery in this Island, as in all other countries, debarred the people not only from education, but also from all the means calculated to advance their moral and intellectual improvement. It was popularly held and stoutly maintained in the public papers that knowledge would entirely unfit the negroes for the labour to which they were subjected. Emancipation in 1834

2. The advantages of education were therefore only available for the children of free people and certain privileged classes. For these provision was made by bequests, at various periods, of money, lands, and slaves, in various parts of the Island, which were the original endowments of the existing schools known as Wolmer's, Manning's, Rusea's, Munro and Dickenson's, etc, so called after the names of the testators. Unfortunately, however, the funds were in many cases misappropriated, and in nearly all mismanaged. It would not be too much to say that the bulk of the money left for educational purposes was squandered or stolen. Had not the necessities of the government of the day led them to appropriate all the money belonging to these educational trusts that could be recovered, for which they undertook to pay, and have since paid a high rate of interest, there might have been no endowed school now in existence that was founded before Emancipation. Even up to 1870, and in some cases later still, the income derived from the Government was to a large extent wasted on giving in the endowed schools elementary education of a character little if at all higher than that given at a comparatively insignificant cost in the ordinary elementary schools, to the children of persons much better able to educate them than the parents of the vast majority of fee-paying children in the latter. Gardner, in his "History of Jamaica," says: "The influence of the endowed schools, with the single exception of Wolmer's" (which gave mainly elementary teaching) "was small in the extreme. Upwards of £3,000 per annum was spent to about as little purpose as it is possible to conceive." I shall return to the later history of these trusts further on. Misuse of early bequests

3. Two or three elementary day schools for children of free parents appear to have existed in the Island previous to 1820. Between 1820 and 1834 seven schools were opened for children of free parents only, all by the Church of England, whilst forty were opened for the children of slaves, viz, nine by the Church of England, twelve by the Moravians, six by the Presbyterians, four by the Baptists, and nine by proprietors of Particulars of the first schools

\* Part I of this Report, with its Appendices, was prepared by the Hon T. Capper in 1898. Part II. brings the account of the Educational System of Jamaica down to the publication of the New Code in May, 1900. It will be seen that the years 1898-1900 have been important in the educational history of the Island.

estates In 1835 and 1836 about £50,000 was given by the British Government for the erection of school houses, and in 1837 when Mr Latrobe made at their request an exhaustive report (from which my figures are taken) upon the condition of the schools in the colony, especially those which had received building grants, there were 12,580 children on the books of the 183 elementary day schools then in operation, the average attendance being 9,789, or 77·7 per cent (it is now about 60 per cent), whilst there are 139 Sunday schools with 20,870 scholars on the books, and 95 evening schools with 5,304 scholars. Besides these schools there were 124 private schools, as to which little information was available. Of the 12,580 children in the day schools of the Island 2,531, or 20 per cent, were to be found in Kingston. The proportion is now about 5 per cent. Besides the 2,531 in the regular day schools in Kingston, it was estimated that there were 2,245 in private schools, 1,000 "supposed to receive instruction from day-scholars and from itinerant teachers," and 150 in evening schools, making nearly 6,000 under instruction, of whom, however, a considerable number must have been adults. Of the 1,182 in Kingston Sunday schools a large proportion doubtless also attended day schools. A large number of the teachers in the Island had been brought from England, out of 153 schoolmasters and 104 schoolmistresses mentioned by Mr Latrobe only 41 of the former and 61 of the latter were coloured. The following were the salaries paid by the Church Missionary Society, and it is probable that those given by other bodies were about the same —

Coloured males, from	£42 to £84.
"    females    "	£18 to £48.
Europeans, unmarried	£120.
"    married	£144 and upwards

In 1837 and in each succeeding year up to 1842 the sum of £30,000 was given by the British Parliament to Jamaica for education. In 1842 this amount was reduced by £6,000, and £5,000 was taken off the grant every succeeding year till 1846, when it ceased. "About 80 schools were aided by the grants for building, more than half being connected with the Established Church, and to these by far the largest proportion of succeeding grants was given."\* Whilst these large grants were given by Parliament, the public enthusiasm on behalf of the freed slaves found expression also in large subscriptions for educational purposes to the various religious bodies, so that no lack of funds for the inauguration of school work was experienced.

Lady Mico's  
Charity

4 The commencement of the operations of the Mico Charity in 1836 must not be passed over without special notice. More than 100 years before, Lady Mico had left £1,000 for the redemption of Christian captives in Algeria. In 1836 this application of the revenue derived from the trust, the capitalised value of which was now over £100,000, having become

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\* Gardner's History of Jamaica.

impossible, an order in Chancery was obtained allowing it to be employed in the education of the emancipated negroes. Schools were at once established in Mauritius and in Jamaica and other West Indian Islands, and about 20 schoolmasters were sent out to the latter. In the country parts of Jamaica several schools were established, besides the training institution and schools in Kingston. Gradually the plan of operations was changed, the elementary schools were given up, and the portion of the resources of the Charity devoted to Jamaica was concentrated on the training institution, without which, for many years after the cessation of the Imperial grant, no efficient elementary education of any kind would have been possible, and to which Jamaica owes a debt which it is impossible to over-estimate.

5 Whilst all these efforts were being made to provide elementary instruction for the people, the people themselves displayed the greatest enthusiasm in availing themselves of it. The numerous schools opened in all parts of the Island were rapidly filled to repletion with the most eager and docile of pupils. This enthusiasm was justly regarded as most encouraging and hopeful, and it is to be much regretted that in spite of the zeal displayed by the ministers of the various denominations and others, and of the importation of English masters and mistresses, the schools established were for the most part of a very inferior description. The teaching was almost entirely by rote, "sound without sense." This so-called education naturally did little to fit its recipients for the most ordinary duties of life, and still less for the advancement in social position which many had anticipated and hoped for as its result, reaction, as might have been expected, set in, gradually producing utter indifference towards education in the minds alike of the labouring population and of the more intelligent classes. Education, or what was called such, having failed to show them how to cultivate the soil better, to make more money, to improve their circumstances, or to advance themselves in life, was considered a failure. Fortunately, a few good schools here and there served to show that when properly managed in the hands of competent teachers, education was a real power, and capable of conferring benefits of the highest value upon its recipients by stimulating and arousing the intelligence without which success in any pursuit is impossible.

6 The result of this reaction was that elementary education became almost entirely neglected. The Government gave in all about £3,000 annually to the schools, but there was no regular system of inspection, and the great majority were practically worthless as educational agencies. That any schools at all remained in existence at this time was due to the efforts of the religious bodies, which from local resources and subscriptions received from England, managed to keep some hundreds of schools alive, some at least of which were fairly efficient. That these were the exception, however, was shown by the report of Mr. Savage, who found on his appointment in 1864 that of 289 schools examined by him and arranged in four classes, only 25

Reaction  
 Mr Savage  
 Report in  
 1864

might be regarded as efficient, whilst in 154, or more than one-half, he stated that there was no regular system, nor any moral training whatever, and that no attempt was made to teach the pupils to think, or to explain or elucidate the meaning of any of the lessons. In Appendix "A" I give the results of this examination, and also figures showing that of the total cost of schools at that time one-half was met by denominational funds, one-fourth by school fees, and one-fourth by Government, mainly in support of schools in connection with the Church of England.

7. A revival of popular interest had already taken place in 1863, when a measure was adopted by the Colonial Legislature to establish a system of "competitive examination" of schoolmasters, with the view of securing a more competent class of men as teachers of the elementary schools. A board of public examiners with the Bishop at its head, was duly appointed by the Government to carry out this project. One examination only was held by this Board, at which thirteen candidates presented themselves, of whom four were said to have passed. The list of subjects included Greek and Roman History and Optics, and the standard aimed at was far too high. In 1864 Mr. Savage was first appointed to examine into and report upon the state of elementary education in the colony, with the results referred to in the previous paragraph. He was requested to give his views on the subject generally, and on the form of a scheme of supervision and inspection of schools suited to the condition of the country, and ultimately in 1867 the regulations were adopted, upon which, with various alterations and modifications from time to time, our whole educational system in Jamaica has been founded. Sir John Peter Grant had just assumed the Government, and he, personally, with the assistance of Mr. Savage, settled the details of the new plan. It proved a great success, and gave, Mr. Savage says, "universal satisfaction." The schools were "rigidly examined in reading, dictation, arithmetic, Scripture knowledge, grammar, geography, singing, organisation and discipline. The tests were thorough and the examination impartial." The collection of school fees was made imperative, as one of the conditions of receiving aid. From 1867, when the system was introduced, until 1880, there was a steady and almost unbroken advance in the number of schools under inspection, in the average attendance, and in the efficiency of the teaching given. (See Appendix B)

Regulations  
of 1867.

8 Under the regulations promulgated in 1867 elementary schools that met the Government requirements received (1) a management grant of £20, £15 or £10, and (2) a capitation grant of 6s, 5s or 4s per unit of average attendance, according to the class of the school. They also received 3s for every girl in average attendance at a sewing class. In addition to these grants it was provided that "schools in which the pupils devoted not less than three hours of every school day to manual labour upon a regular system, should be considered industrial schools," and should receive a further allowance of one-half the amount of the management grant or £10, £7 10s, or £5 according

to the class of the school. Industrial schools were also exempted from the obligation to charge fees. In March 1870, Mr Savage reported that "the number of industrial schools had not increased as much as could be desired," owing to the objection of parents to send their children to school to learn what they could teach them themselves, and to the difficulty experienced in selecting the best and most remunerative industries, and in disposing of the products. The special grants to industrial schools were therefore increased by giving an addition of half the capitation grant, besides half the management grant, making a total special allowance to these schools of, in some cases, over £22 a year. Under this stimulus the total amount of the special grants to industrial schools rose from £90 in 1871 to £586 in 1874. In 1875, however, Mr (now Bishop) Douet, who was acting for Mr Savage, reported that it had been found necessary to reduce these grants, and stated that "when any work had been attempted the teacher had failed to give satisfaction, owing to his want of knowledge." The total amount of these grants declined again from £586 in 1874 to £308 in 1877, when Mr Savage reported, "After all that has been said and written on the subject of industrial schools, the problem still remains unsolved, as far as Jamaica is concerned. All the inspectors concur in stating that the feeble attempts hitherto made by some of the schools to combine manual labour with school instruction have been most unsatisfactory, and in view of the intentions of the Government, nearly all have been entire failures." The regulations providing for special grants to industrial schools were therefore rescinded, and the grants ceased. Regulations for providing aid to schools in which "skilled manual labour and improved systems of cultivation on really useful and successful methods" are combined with school instruction, have been nominally in force ever since 1878, but in consequence of the great expense it would have been necessary to incur to earn a comparatively very small grant, these regulations remained a dead letter.

It has seemed to me worth while to give somewhat fully the details of the failure of this determined and persevering attempt, extending over a period of ten years, to secure the combination in the elementary schools of mental and intellectual training with actual labour, agricultural or industrial, an attempt made by men who at first fully believed in its practicability, but were slowly and reluctantly convinced by experience that they had been mistaken.

9 In 1877 a small Commission, consisting of the Chief Justice, the Attorney-General, one of the leading physicians of the Island, and a minister of religion of very wide and varied experience, was appointed to enquire into the condition of the juvenile population. The Commission of necessity dealt with the education question, and in its report, made in 1879, recommended, *inter alia*, the introduction of compulsion, at first in the towns, and afterwards, by degrees, in the rural districts where sufficient accommodation existed. The Commission was of opinion that "The existing system including management, Government grants in aid, Government

Commission  
of 1877.



inspection and fees, had worked well, and would serve, with necessary additions and modifications, as the basis of a compulsory system”

School  
Commission  
Law, 1879

10 In 1879 the Schools Commission Law was passed, giving the Governor power to nominate a Commission to deal with the various endowed schools in the Island. The Commission was entrusted with the direct control of one of the best endowed schools, the Jamaica Free School, and was empowered in the case of other endowed schools, if it considered the trust funds were being improperly applied, to remove existing bodies of trustees and replace them by others, to prepare and put in force new schemes for the management of the schools, and as a last resort to take over the funds of any endowment and apply them, with due reservation of the rights of existing beneficiaries or classes of beneficiaries, to the purpose of the Jamaica Free School, re-named by the law the Jamaica High School. This last extreme step has never been taken, but the Commission appointed, under the chairmanship at first of the Chief Justice, Sir J. Lucie Smith, and subsequently of the Bishop of Jamaica, now Archbishop of the West Indies, at once took in hand the remodelling of the constitution of the Jamaica High School, removing it to the neighbourhood of Kingston, where, with its offshoot, University College, it is now doing excellent work, and then proceeded to deal in succession with the various endowed schools mentioned in Paragraph 2 of this sketch, which are now, under their new scheme of management, giving general satisfaction.

Progress  
since 1883

11 In the year 1880, Jamaica had the experience—fortunately a rare one—of a severe cyclone, which amongst other serious results to the colony threw back the progress of education several years at least. The falling-off in average attendance at the inspections in 1881 amounted to nearly 20 per cent., and the efficiency of the schools was also found to be seriously affected, mainly in consequence of the greatly increased irregularity of attendance. It took three years for the attendance and six for the efficiency of the schools to reach again the high-water mark of 1880. Appendix B will, however, show that the advance from 1886 to 1894 was phenomenally rapid, the attendance increasing by 88.5 per cent. and the number of first-class schools by 142.9 per cent. The greater part of the increase in attendance took place in 1893 and 1894, the two years immediately following the abolition of fees in 1892. Since 1894 there has been a falling-off of 10 per cent. in average attendance, though the efficiency of the schools has been fairly well maintained. The consequent reduction in the average size of the schools has, under the provisions of the new Code, explained below, caused an increase in the cost per unit of average attendance. In Appendix C is given a graphic representation of the fluctuation in the average attendance in Jamaica and its several parishes from August, 1892, to March, 1897. It will be seen that in Kingston alone there has been a continuous and rapid advance. The natural reaction from the enthusiasm for education coincident with the abolition of fees, and special circumstances such as droughts, have affected the attendance in

the country generally, but with returning prosperity there can be no doubt that the number of children in the schools will again largely increase

12 Between 1880 and 1885 Pupil Teachers' Examinations at local centres were established, in place of the former individual examinations at the time the schools were inspected, a regular system of aid to voluntary denominational training colleges, and of increased aid to the Mico Charity, was introduced, an annual examination of all the students in training colleges, at which teachers also might be examined for certificates, was established, bringing the training colleges for the first time into direct relations with the Education Department, and the pupil teachers' examinations were thrown open to voluntary candidates on payment of a nominal fee

Pupil-Teachers' Examinations.

13 In 1885 a Commission was appointed, under the chairmanship of the Colonial Secretary, and including also seven representatives of the principal religious bodies, two heads of Government departments, and three prominent laymen interested in education, to enquire into the whole system of elementary education in the colony. After holding 34 meetings, and taking oral and written evidence from persons believed to be interested in education and able to afford valuable information on the points submitted to them, it reported in 1886 in favour of (1) Grants for teachers' residences, (2) Superannuation allowances to teachers, (3) Compulsory attendance, (4) Abolition of fees, (5) The imposition of special taxation for educational purposes, (6) The establishment of a central board of education, and (7) of local boards. In an *ad interim* report presented in September, 1885, the Commission had strongly recommended a still further increase in the grants to training colleges, with a view to doubling the number of students under training, as soon as possible, and steps to that end were immediately taken. There are now 191 students under training, as against 78 in 1885. The Commission expressed the opinion that the existing system of inspection and examination was a sufficient test of the working of the schools, and had proved effective in promoting the interests of education.

Elementary Education Commission 1885

14 No action was taken on this report until 1892, when two laws were passed by the Legislative Council giving effect to some of its recommendations. The first of these provided for the creation of a central board, to be presided over by the head of the Education Department, whose functions should be mainly advisory, but without whose recommendations no new schools should receive aid, nor any change be made in the Code of Regulations. Provision was also made for the imposition of an education tax, for the payment of a grant in lieu of fees to all schools where fees were not charged, for the enactment by the governor, in his discretion, on the recommendation of the Board, of compulsory attendance at elementary schools in such towns or districts as he might designate, for the establishment of small scholarships to assist needy scholars from the elementary schools

Educational Legislation in 1892

to obtain higher education in secondary schools, and for the enforcement of a conscience clause similar to that which is in use in England. The Code then in force was to remain so until altered on the recommendation of the Board.

The Secondary Education Law provided for the establishment of secondary schools in any important centres declared by the Governor in Privy Council, on the recommendation of the Board, to be without adequate provision for secondary education, and for the granting of scholarships to scholars in such schools to enable the more promising of them to continue their education at high schools or colleges. A central board was at once nominated by the Governor, and it proceeded to revise the Education Code and to perform the other duties laid upon it by the law. The first Revised Code came into force on August 10, 1893, and a second, the existing Code, in March, 1895. The chief object aimed at in the first revision of the Code, disregarding minor points of detail was to secure that however small a school might be, so long as it was really necessary, the teacher should earn enough to maintain himself respectably. The amount earned by the smallest schools was raised by the new Code from 50 to 100 per cent. Of course such a system could only be maintained if no small school were allowed that was not absolutely necessary. Provision was also made by the Revised Code for building grants for teachers' houses, as recommended by the Commission of 1885. At the meetings of the Board held regularly every quarter in accordance with the law, applications for 223 new schools have been considered, of which 148 were declared necessary by the Board, but the net increase in the number of schools on the annual grant list has been only 12, owing mainly to the voluntary closing of schools found not to be needed.

The establishment of a school under the Secondary Education Law, at Montego Bay, was in 1895 recommended by the Board of Education and sanctioned by the Governor in Privy Council. It was opened in September, 1896, and it is now in operation with 14 pupils.

15. An interesting sidelight is thrown on the educational progress in the twenty years from 1871 to 1891 and in the twelve years from 1884 to 1896 by the Census and Marriage Statistics given at the foot of Appendix B. It will be seen that the number that could read and write in every hundred of the population in 1891 was twice as large as in 1871, and the percentage attending school was also twice as large. The actual numbers had increased by about 150 per cent. The proportion of persons signing the marriage register with a written signature increased between 1884 and 1896 by nearly 30 per cent. These facts indicate much more than the mere capacity to sign names, they prove a general advance in the intelligence of the population.

The Educa-  
tion Commis-  
sion, 1897-8.

16. In the legislative session of 1897 a resolution was carried in favour of the appointment of another Education Commission, which was nominated by the Governor later in the year. The chairman is a Judge of the Supreme Court, and of the other five members two are elected members of the

Legislative Council and three are representatives of some of the religious bodies which have been associated with so much of the educational work in the past. It may be anticipated that the result of their enquiries and deliberations will be the recommendation of measures which will gradually cause the children to attend school in greater numbers and with more regularity, which as quickly as may be will bring suitable hand and eye training and the inculcation of elementary agricultural principles into their due and important places in the curriculum, and which will greatly improve our system generally.\* The children are thus in a fair way to have these subjects brought more clearly to their notice, and they will be shown, in the best ways that can be devised, how they may help to develop useful industrial pursuits and to foster the agricultural interests of the Island.

## II. THE SYSTEM (AS IT WAS BEFORE THE NEW CODE, 1900)

1. Elementary education in Jamaica is conducted entirely by <sup>Local</sup> religious bodies, the vast majority being ministers of the various <sup>Managers</sup> religious bodies. Though the Board of Education through the Code, and the Education Department in administering the Code, have done their best to secure the nomination of at least two co-managers for each school, it is still, and must inevitably be for some time to come, the rare exception for any school to have more than one local manager. The educated and influential people in the country are almost universally too busy or too indifferent to take any but a purely nominal part, and that only in a very few instances, in the management of schools. As a consequence, when any pressure is brought to bear on the responsible manager of a school to nominate colleagues, the only persons he can find to present are, though possibly unexceptionable as to moral character, and very likely not lacking in shrewdness and common sense, educationally altogether unfit for the position. The name of a person has been sent up for approval as a manager of a public elementary school whose *mark* is affixed to his declaration of willingness to serve. Thus in the case of nearly every elementary school in the Island there is one person and one only, in whose hands the whole management of the school rests. The grants made by Government were <sup>originally</sup> what they are still called, grants in aid, that is, they <sup>originally</sup> supplemented other sources of income mainly derived from the central funds of the various religious bodies, but for some time now the salaries of practically all teachers, and the cost of most of the school appliances have been met entirely from the Government grant. The managers own the buildings (even though in many cases a considerable proportion of the cost of erection and of repairs, sometimes as much as one-half, has been supplied by the Government), and they appoint and dismiss the teachers without appeal.

\* For Summary of the Report of the Commission, and Extracts from the Evidence, see Supplementary Notes to this Report

Except in the case of some half-dozen schools, there is no local authority which has anything at all to do with elementary education, and even in these the powers of management are practically exercised by the manager

## Finance.

2. The total amount expended on education by the State (all provided from the general revenue of the Island) out of which all the salaries of the teachers, very nearly all the cost of appliances, and an appreciable proportion of the cost of erection and repair of school buildings are met, is distributed as follows (the figures are for 1896).—

	£
Direct Grants to Elementary Schools and Teachers -	50,893
Building Grants - - - - -	1,320
Cost of Central Office - - - - -	3,237
Salaries and Travelling Allowances of 8 Inspectors -	2,600
Cost of Government Training College for Women—30 Students - - - - -	1,800
Subventions to Training Colleges not under Government Management - - - - -	5,155
Expenses of Board of Education - - - - -	221
Grant to Jamaica High School - - - - -	1,300
Scholarships to pupils from all classes of schools - -	925
Cost of Government Secondary School, Montego Bay -	189
Total - - -	67,640

3 Direct Government grants, which amount at present to about £52,000, or an average of about £56 to each school, are paid solely on results, subject to conditions laid down in the code of regulations. These results are estimated, and the conditions enforced, by the Education Department alone, between which and the managers there is no intervening authority. The mode of estimating results and of calculating grants, and the various conditions imposed, are laid down in the Code of Regulations. This Code, until the passing of the Education Laws in 1892, had been drawn up and from time to time amended by the Education Department and derived its validity from the authority of the Government.

The Elementary Education Law of 1892 provided for the nomination by the Governor of a Board of Education, of which the superintending Inspector of Schools is *ex officio* Chairman, and whose functions are mainly consultative and advisory. Charge in the Code, however, can only be made on the initiative of the Board, subject to approval by the Governor in Privy Council and to possible disallowance within twelve months by the Legislature. There is a special provision in the law that no school shall receive aid from Government until the Board has declared it necessary, and the law further charges the Board with the duty of "considering the advisability of closing superfluous schools, of amalgamating or reorganising existing schools and opening new schools where needed, for the management of which latter it shall make such arrangements as it shall think fit."

4 For about twenty years previous to 1897, £1,500 was annually voted by the Legislature to be expended in grants for the erection or repair of school buildings. At the session of the Legislative Council held in 1897, however, in consequence of a serious falling-off in the revenue, this amount was reduced to £500, or a little more than 10s for each school on the Annual Grant List. For many years the grants were made as free gifts in aid of local efforts which were expected to provide at least half of the total amount spent, and practically no conditions were insisted upon. The present regulations which have remained substantially unaltered since 1887, require the signing of a guarantee that the work to be aided shall be completed in two years, that the site shall be central and suitable, and that the building erected or repaired shall be such as is approved by the Education Department, and shall be made available for the purposes of a public elementary school for twelve years, after which the Government retains no lien of any kind upon it. No grant can be made unless at least one-half of the total amount to be expended be raised locally, and unless the work is undertaken by a responsible central body of trustees, such, for instance, as the Diocesan Financial Board of the Church of England, the grants are paid in small instalments as the work progresses.

5 School fees were abolished by the Law of 1892, which substituted a compulsory tax on houses, realising about 50 per cent. more than had previously been voluntarily paid by the parents of a small proportion of the children. There are practically no voluntary subscribers to school funds, but the greater part of the cost of the erection and repair of the school buildings used for school purposes (whether (a) churches or chapels used as schools, (b) school-houses used occasionally or habitually as churches or chapels, (c) dwellings of teachers who are also catechists or lay preachers; (d) buildings used only as schools, or (e) dwellings for teachers who do not perform any work of a catechetical character), forming an appreciable part of the total cost of elementary education, is still either borne by the central funds of the different churches, or collected locally by ministers of religion from members of their congregations and others.

The fact that many teachers are also catechists or lay preachers undoubtedly tends to attract a higher class of men into the teaching profession, both from the addition they thus obtain to their salaries and from the hope of promotion to the ministry of the different churches, which is in many cases recruited from the best of the teachers, whilst the religious bodies of course benefit greatly by having a living income secured to their catechists independently of anything they may get from Church funds. The drawbacks to a system under which teachers are often practically compelled to be catechists or lay preachers are obvious, and need not be dwelt upon. In the absence of returns or published information, it is impossible to give a full return of the financial help that has been given to education by the religious bodies, but I have ascertained that about £8,000

was spent on buildings and stipends of catechists during 1896, as follows —

	Church of England.	Baptists	Wesleyans.	Moravians.	Presbyterians	Congregationalists	United Methodists	Roman Catholics	Christian Church (American Union).
School Buildings proper, including Teachers' homes	No information available	£	£	£	£	£	£	£	£
School Chapels	"Several thousands"	-	258	0	0	78	-	0	0
Stipends to Teachers, as such		64	400	120	161	-		90	} 60
Stipends to Teachers, as Organists, Catechists, &c		0	612	80	0	58	} 170	0	
School Appliances					7				
-		64	1,831	506	1,314	230	350	855	60

Total, exclusive of Church of England, £5,210.

With reference to the third and fourth items in the above list, I may quote from a letter from one of my informants. "A grant is made to each of our schools, used in some instances to supplement salary, in others to pay house rent, in others to provide appliances, in others to aid in building teachers' cottages, but the majority of our teachers do some catechetical work, and when the allowance is made to them it is regarded as a consideration for that service, though theoretically such service is free and voluntary"

Attendance • 6 The estimated population of Jamaica on the 31st March, 1897, was 694,865. The number of children on the registers of the 932 public elementary schools in the year 1896-7 was 98,559, or 14.2 per cent. of the population, and the number in average attendance 58,411, or 8.4 per cent. of the population. The percentage of children on the registers in average attendance is 59.61 per cent. It has fluctuated in the past thirty years between 54 and 66, and corresponds pretty closely with the percentage in the other West India Islands. The irregularity of attendance which these figures show, seriously affects the efficiency of the schools, and it is certain that nothing short of compulsory attendance will completely cure it.

7 The Elementary Education Law of 1892 gave power to the Governor to make, on the recommendation of the Board of Education, regulations for the compulsory attendance at school in any specified towns or districts of all children between the ages of seven and thirteen. For various reasons these powers have not yet been exercised in any town or district, though recom-

mendations to that effect have been made by the Board of Education. That the time has come when the principle having been conceded, as it was by the Law of 1892, compulsion might be put in force in selected districts, seems to be indicated by the fact that the average attendance of pupils at the elementary schools in Jamaica is now, as stated above, 8 47 per cent of the population, whilst in England, at the commencement of compulsion in 1871, it was 6 31, in 1876, when the obligation was made universal, though the means of enforcing it were not, it was 8 06 and in 1881, when it was both made universal and universally enforced, it was 10 99. Other circumstances, however, have to be taken into consideration, such as the supply of competent teachers, and the quality of the education given in the schools; the probable financial results of the establishment of compulsion—a far more serious question for a colony like Jamaica, with two-thirds of its children illegitimate, and especially so just now, than in a country like England—and the available accommodation. With regard to the last-named point, it may be observed that many schools are held in churches or chapels, to the use of which for school purposes the Government has no claim, and that while in such cases there would be apparently an excess of school accommodation reckoned by floor space, and the aggregate of the available school places might therefore appear to be equal to anything likely to be required for some years, yet owing to the irregularity of the distribution, and the unsuitableness of a good deal of the space nominally available for school purposes, there would be a great local deficiency of school places in many districts. Cubic space is of comparatively small importance in a tropical climate, where doors and windows are kept constantly wide open.

8 As stated in the preceding paragraph the limits of age laid down for compulsory attendance at school, if and when the regulations for such attendance are put into force, are seven and thirteen. At present the limits of age between which children are allowed to attend public elementary schools are five and fourteen, except when special provision is made for the education of infants, in which case three is the lower limit, and in certain other exceptional cases. It will be seen by the Tables in Appendix D that 83 per cent of the children are between the ages of six and twelve inclusive, 8 per cent are thirteen years of age, 6 per cent. are five, 3 per cent (admitted for the most part under temporary exceptional regulations) are fourteen, and only about 1 per cent are under five and over fourteen. That three-fifths of the children are below the second standard is a fact that is much to be regretted, but it is not without a parallel in colonies which have a longer educational history than Jamaica, and in which much larger sums proportionately have been spent on elementary schools. In the absence of compulsory regulations, moreover, it cannot be considered altogether surprising.

9. Private elementary schools are practically non-existent except in Kingston, where there are a few, of which little is practically known, except that they are for the most part select Private and Secondary Schools.



and inefficient. Private secondary schools are to be found in Kingston and in the large towns, but as they are not in any way assisted by the Government, information about them is difficult to obtain. That the education given in them is improving seems to be shown by the increasing number that send up scholars who pass the Cambridge Local Examinations. Of the endowed schools of the Island, of which a good deal has already been said in the Historical Sketch, one, the Jamaica High School, is largely assisted from Government funds, and would take a high place amongst institutions of the same class anywhere, two boarding schools for boys and girls respectively, supported out of one endowment and situated in one of the healthiest and coolest districts in Jamaica, are thoroughly efficient and well conducted, and five day schools in various towns of the Island supply satisfactorily the higher educational needs of those towns. There are two successful residential high schools, one for boys and one for girls, well-managed and maintained by the Wesleyan Methodist Society, without any aid from endowments or public funds. One day school of about the same standing as the five endowed day schools have been founded under the Secondary Education Law of 1892. It is unendowed, sustained by Government grant and fees alone, and managed by the Board of Education. There are at least two good unassisted private high schools for boys in Kingston, and several girls' schools of varying degrees of efficiency, mainly for day scholars. University College, founded in 1888 and attached to the Jamaica High School, is the only educational institution of collegiate standing in the Island. It is largely supported by Government and has accommodation for twelve students. Four of its students have taken the London University B.A. degree and one the M.A. without leaving the Island, but many high school and college students, with the assistance of Government scholarships, complete their course and take their degrees in England.

10. I may here refer to the system of Government scholarships, whereby in Jamaica promising boys and girls, even the poorest, may be assisted throughout their whole school career, and if they prove their fitness for higher education, a university career also. Scholarships tenable at secondary schools are awarded annually under Law 31 of 1892, on the results of the first year pupil teachers' examination, to pupils from the elementary schools. Scholarships of gradually increasing value are awarded upon the results of the Cambridge Local Examination to scholars at the secondary schools, culminating in the Jamaica scholarship of 200*l*. a year for three years tenable at any English university. Thus it may be said that no boy or girl of conspicuous ability need spend anything on tuition, or in the higher part of an educational course even for maintenance, from the first rudiments up to the instruction necessary to gain a university degree.\*

11. The administrative staff of the Education Department consists of a superintending inspector, an examiner, and five clerks on the permanent establishment, besides one or two

Administra-  
tion.

\* For the revised arrangements, by which the number of scholarships has been greatly reduced, see Supplementary Notes to this Report.

additional clerks employed as required. The Superintending Inspector of Schools is also a member of the Legislative Council, Inspector of Industrial Schools, Chairman of the Board of Education, and of three other Boards, Vice-Chairman of the Board of Directors of the Mico Training College, a member of the (Endowed) Schools Commission, of the Board of Management of the Government Training College for Women, and of two other Boards. Besides carrying on a large correspondence with managers and others, the Central Office administers the whole of the Education Vote, including the payment of the annual grants to schools in advance in monthly instalments, tabulates the results of the annual examinations of teachers, pupil teachers and voluntary candidates, prepares the statistical tables for the departmental reports, keeps the register of teachers, prepares and issues the educational bulletin (*see below*, Paragraph 13), and exercises a general control over the inspection of schools and the working of the whole system.

12. A staff of eight inspectors is employed to examine the schools and determine the grant earned. Six of these are graduates of English universities. The qualifications of those now appointed are substantially the same as those of English inspectors, whilst the commencing salary is slightly more than a third, and the maximum salary rather less than a fourth of that of an English inspector. Each has about 120 schools on his list, some of them twenty or thirty miles from the nearest public lodging house of any kind, and many only accessible on horseback. Besides the work of inspection and examination of elementary schools, which can practically only be carried on for nine months in the year, the inspectors have many special enquiries to undertake, involving often long special journeys, and they are also, for about three months, continuously employed in presiding over examinations, and in setting and marking examination papers. At the examination of pupil teachers and volunteer candidates in November, 1897, there were 1,752 candidates, and the number is rapidly increasing, whilst 185 students at training colleges and seventeen teachers were examined in the following month, the examination lasting for six days. The inspectors have also to conduct investigations into charges against teachers of serious professional misconduct or grave moral delinquency.

Inspection

In Jamaica, appointments of inspectors, like those of other civil servants in the Island, are made by the Governor, subject to confirmation by the Secretary of State for the Colonies. Of the eight Inspectors at present on the staff two belong to Jamaica families, four had been domiciled here for several years previous to their appointment, one had just taken up his residence here when appointed, and one was transferred by the Secretary of State from another appointment in the British West-Indies.

13. A bulletin is issued by the Department, as occasion arises, for the purposes of giving information to managers and teachers on subjects of general interest and importance, such as the interpretation placed by the Department on particular Articles of the Code, the reports of the proceedings of the Board of

Education, and notes (written by the Inspectors) on the pupil teachers and training college examinations. Changes in the register of teachers are also included. The numbers issued between December, 1896, and December, 1897, contain the names of 33 teachers struck off the register for serious professional misconduct or in consequence of charges of immorality either admitted or found to be true after a full enquiry. A correct estimate of the state of education cannot be made without this brief reference to a deplorable fact, nor should it be overlooked that changes of teachers are very frequent and that, for this reason alone, the efficiency of many schools is often seriously impaired.

Subjects of  
Instruction.

14 The subjects in which schools are examined, and for which marks or grants are given, are the following:—

	Marks
Chief Subjects	
Reading and Recitation - - - - -	15
Writing (including Dictation and Composition) - - - - -	15
Arithmetic (on slate and paper, and mental) - - - - -	15
	} 45
Obligatory Subject	
Elementary Science, having Special reference to the Principles of Agriculture and Handicrafts.	6
Secondary Subjects.	
Scripture (including the Teaching of Morals) - - - - -	6
Organization and Discipline - - - - -	6
Geography and History - - - - -	6
English - - - - -	5
Elementary Geometrical Drawing - - - - -	5
Singing - - - - -	5
	} 33
Special Subjects	
Higher Drawing.	
Needlework.	
The Practical Teaching of Agriculture, Horticulture, and Handicrafts	
<b>IN INFANT SCHOOLS</b>	
Chief Subjects :	
Reading and Recitation (including English) - - - - -	15
Writing (including Dictation and Composition) - - - - -	15
Arithmetic (on slate and paper, and mental) - - - - -	15
	} 45
Secondary Subjects.	
Organization and Discipline - - - - -	15
Scripture (including the Teaching of Morals) - - - - -	6
Singing - - - - -	6
Geography and History - - - - -	6
Elementary Facts of Plant Life, General Knowledge, and Elementary Geometrical Drawing.	6
	} 39

The above tables must be considered as provisional only, as a thorough revision of the Code is in contemplation.

Standards of classification in these subjects are supplied to all the schools, and all the schools on the annual grant list are required to be classified according to these standards.

The marks given at inspection are according to the following

scale, viz :—Little, one-sixth of the maximum number of marks attainable; moderate, one-third, fair, one-half, good, two-thirds, very good, five-sixths; and excellent, the total maximum number of marks attainable. This latter mark is only given when the school as a whole has attained to the highest degree of proficiency that could be expected under the best teaching. Marks intermediate between these are also given. Individual examination for passes has never been a part of the Jamaica school system. A school is marked on its general results, not on individual passes. This is of course a much more elastic system than that in which each individual is examined and marked separately, and gives more freedom to the Inspector, but it also calls for much more care in the marking. In this feature of our system we to a great extent anticipated the English Code, whilst in another, the substitution of special visits for a regular inspection, we are tentatively and in a few instances following it.

15 The schools are ranked in three classes according to the number of marks that may be awarded to them at the annual inspections, when the results achieved during the year are measured by the scale mentioned above, thus —A first class must obtain 56 marks, and 10 marks in each of the chief subjects, or two-thirds of the total obtainable, a second class, 42 marks and 7 marks in each of the chief subjects, a third class, 30 marks and 5 marks in each of the chief subjects. Grants are made by the Government, based on the number of marks obtained by each school, and to some extent also on the average attendance. In schools with an average attendance of 80 or over, a grant is given of one pound per mark for the principal teacher with possible additions for the teaching of Drawing, Agriculture and Handicrafts, and for training pupil teachers, and 4s to 6s. per unit for any excess in the average attendance above 80. In addition to this, grants are made depending on the average attendance, for the payment of such assistant teachers as the school may require, and a grant, fixed for the present at 6*d* per unit of average attendance, is made for school appliances. A registered teacher engaged as an assistant in a school with over 150 in average attendance, gets £25 a year and 4s per mark, or about £40 in the case of a good first class school. In every school with 60 or more in total average attendance and a separate infant department, an additional woman teacher, who gives her whole time to the ordinary work of the school, besides teaching the sewing, earns for the school a grant of £12 a year and 2s per mark per annum, or in general about £17 or £18, besides the sewing grant of 3s. per unit of average attendance at the sewing class. Schools with less than 80 in average attendance earn for their principal teacher grants which can in no case be less than 15s. a mark, and which rise gradually from that amount for an average of 20 by an addition of 1*d* per mark for every unit of average attendance above 20 to the full 20s per mark when the average is 80.

16. Though the secondary subjects of the list in Paragraph 13 are not strictly compulsory, yet they are practically always taught,

although teachers have been informed by the Department that they may often get better marks and grants by omitting one or more of them. Prominence is given to elementary geometrical drawing because of the utter incapacity of the Jamaica population at present, not excepting carpenters and masons, to recognise a right angle, a square, etc. The present very low requirements will be raised as soon as this can be done with any prospect of better results.

17 Singing is taught in every school and is an essential part of the curriculum. For drawing of a little higher character than the compulsory minimum which does not go beyond the square, hexagon, and equilateral triangle and the use of compasses, a grant of 1s or 2s is made for every scholar efficiently taught. Very few schools have as yet applied for or received this special grant.

Cookery has not yet been taught at all.

Domestic Economy is included under Elementary Science, and embraces elementary Hygiene and Dietetics. A regular system of physical drill is strongly recommended in the Code, and in a few instances successfully carried out.

18 A fixed grant of 3s per unit of average attendance is given for sewing. The grant is large compared with the amount that other subjects gain for the school, yet considering that the majority of schools have less than thirty girls learning sewing it is difficult to see how it could be lowered. The teaching of this subject is perhaps less satisfactory than that of any other. The smaller schools have sometimes to be satisfied with a sewing mistress who can neither read nor write. To encourage good work a bonus of £1, £2 or £3 is given in all cases of specially good results, but this is earned by few schools. Schools with an average attendance of over sixty may, however, employ an additional woman teacher, who is employed in the general instruction of the scholars and in teaching needlework, and who is better educated and more intelligent than the average sewing mistress.

**Agriculture.** 19 Allusion has been made to the fact that special grants are given for agricultural teaching. This subject has occupied the attention of the Board of Education from its first appointment, and arrangements have been now made in considerable detail for its encouragement. Two classes of schools receive grants of this kind. The first class, A, receives grants of from £1 to £3 for each school for work which should in strictness form and will probably form at no distant date part of the regular curriculum, and be compulsory. It consists of the careful illustration by experiments of the theoretical teaching included in the regular syllabus, by means of a very small plot of land, or earth in flower pots, boxes or barrels. The schools in class B, which receive grants of from £5 to £10, are required to have at least a quarter of an acre of land under cultivation, and the practical instruction, which must be of an educative character, and must occupy four hours per week, is not allowed to encroach on the regular school hours. One of the regulations is that no credit will be given in this class "for ordinary cultivation on the unscientific methods too usually practised in the Island, but only for cultivation on

improved and scientific methods," which may form an object lesson to the neighbourhood, especially when economic plants are grown which are not generally known in the district. Several grants have been awarded to schools in both classes. The requirements of class A are on the same lines as the system now laid down for the rural primary schools in France, those of class B have some of the drawbacks that have made similar schemes inoperative in former years, both in Jamaica and elsewhere. This practical work, which is for obvious reasons viewed more favourably perhaps by the teachers than by the scholars and their parents, may, if it does no more, widen the views of the peasant population as to the dignity of daily work of body as well as of mind, and after a while it may give place to the more strictly educational training for children previously spoken of.

20 For some years past the Board of Education and the Department have been endeavouring to take some effectual steps towards introducing manual training into the schools. The great difficulty in the way has been the necessity of bringing out teachers from England or the United States. The Government have secured a suitable site in Kingston for a large day school, with separate departments for infants, boys, and girls respectively, now called the "Board School," and it is intended to make the training of hand and eye the main features in all branches. The Board has succeeded, after many disappointments, in securing an experienced English teacher, who has been through a thorough training in manual work, the practical instruction in the Board School, open to qualified scholars from any elementary school in Kingston, was commenced in January, 1898. It is proposed to give students in the training colleges, and teachers, the opportunity of sharing in the benefits of this instruction, and of familiarising themselves with the methods employed, with a view to the gradual spread of hand and eye training in the schools generally. The Board has also secured a trained Kindergarten mistress for the infant school, and it is intended that cookery shall be taught in the girls' school. When this school is successfully at work in all its branches, endeavour will be made to extend its methods to other schools.

21 Religious instruction has been included in the Code on precisely the same footing as other subjects, ever since the commencement of the present system in 1867. For twenty-five years, what was required to be taught in the schools was laid down in the regulations as "the leading facts of the Old and New Testament, especially the history and teaching of the Lord Jesus Christ, and the essential truths of the Gospel, familiarly known." No religious or sectarian difficulties have ever arisen in Jamaica schools. There is a conscience clause, but I have never heard of its being invoked. The Department has never been officially notified that any distinctive sectarian teaching was given in the schools, nor have I ever heard of any child being withdrawn from any such teaching. Teaching of a denominational character may be given in some

schools at specified hours, in accordance with the Conscience Clause, but it is never brought under the notice of the Department.

The present requirements under the head of religious instruction are very much the same as for the twenty-five years referred to, with the addition of prescribed passages of the Bible to be learnt by heart, and lessons to be given on morals

22 Throughout Jamaica, and, I believe, throughout the British West Indies generally, no elementary school in the country is held regularly for more than four days in a week. Repeated endeavours have been made to introduce Friday school, but, except in the towns, altogether without success. Friday school in the towns is now compulsory for half the day at least, but the attendance is generally far below that for the other four days. The opinion is held by some that the freedom from school-work on Fridays and Saturdays gives the children of the peasantry their only opportunity of keeping up their familiarity with the practical manual work by which they will have to live; but those parents who do give their children of school age such work to do, do so in the early mornings of school days, and there can be little doubt that very many, if not the majority of school children, are simply idle for the greater part of Friday and Saturday. In consequence of this custom of making Fridays and Saturdays whole holidays, the possible number of school sessions in the year (morning and afternoon) is of course considerably reduced. The minimum required by the Code to entitle a school to full annual grant is 336, or 42 school weeks of eight sessions each, in the country, and 360, or 40 school weeks of nine sessions each, in the towns

**Teachers' Salaries.**

23 The teachers are appointed by the local managers without reference to the Department, and nearly always on the condition that they receive the whole of the grant (except such part of it as is otherwise specially appropriated by the Code). The engagement is frequently verbal, in spite of the strong recommendation of the Code and the Department that it should invariably be in writing, and the exception in the parenthesis is seldom made explicitly. In consequence, disputes between managers and teachers are not uncommon. Under the present Code the portion of the grant available for the remuneration of the principal teacher varies from £22 10s. in the smallest and poorest schools up to £120 in the largest and best. In the largest school of all the portion of the grant which goes to the principal teacher must be much larger, but this is altogether an exceptional case. Assistant teachers get from £35 to £40, and additional women teachers from £16 to £20, besides the sewing grant, which may be from £5 to £12. Training college students who have completed three years at a training college, and successful teachers who pass the third year training college examination, receive certificates which entitle them to personal payments of £5, £10 or £15 for every year during the whole of which they have been teaching in a public elementary school according to the class of the school. These payments are in

addition to the amounts already mentioned. Since the passage of the Law of 1892 registration has been compulsory, and no unregistered teacher can now be employed except temporarily Teachers who were at work when the Code was revised in 1893 are admitted to the register on easy terms, but no new teacher can now be registered without passing an examination which is held annually. Of the teachers on the register at present, 815 are men and 125 women. In addition to these there are about 100 additional women teachers who are not required to be on the register. 394 teachers have passed the certificate examination, of whom 241 have already taught for the prescribed probationary period and received their certificate.

24. Every school whose teacher, besides being registered, <sup>Pupil</sup> <sub>Teachers</sub> has done successful work or can show other proof of efficiency, may have one or more pupil teachers not exceeding in all (1) one for every forty scholars in average attendance, or (2) two for a principal teacher and one for each registered assistant.

There is no entrance examination for pupil teachers before engagement, but they must be certified to possess good health and character and aptitude to teach, to be at least 13 years of age, and to have reached the fifth standard in reading, writing, and arithmetic at least six months before engagement. The usual term of engagement is for four years, and at the end of each year, if a pupil teacher has passed the examination corresponding to that year, he or she receives a payment of £4 for the first year, £5 for the second, and £6 each for the third and fourth.

The teacher of the school receives for the training of the pupil teacher during the year, if the corresponding examination is passed, the sum of £3 for the first, and £1 10s. for every additional pupil teacher.

Though pupil teachers at the close of their engagement are free to choose their employment, the training colleges are, as might be expected, largely recruited from their number. The number of pupil teachers examined in November, 1897, was 590, of whom 330 passed, according to the following table.—

Year	1	2	3	4	Total
Presented - - - -	212	194	110	74	590
Passed - - - - -	93	97	74	66	330
Per cent. passed -	43.9	50	67.3	89.2	56

The term of engagement until October 1893 was for three years only.

25. About twelve years ago persons other than pupil teachers, for the most part the more advanced scholars from the elementary schools, were for the first time admitted to the pupil teachers' examinations, then recently instituted at local centres, for a nominal fee of 2s 6d. The number of candidates availing them-



selves of these facilities has grown enormously, until in November, 1897, no fewer than 1,162 presented themselves

The following gives the result of their examination:—

Year	1	2	3	4	Total
Presented - - - -	560	176	153	273	1,162
Passed - - - -	114	55	41	98	308
Per cent passed - - -	20	31 2	27	36	26 5

The fourth year examination has been made the entrance examination for training colleges, and the registration examination for teachers, and upon its results are awarded training college exhibitions. Scholarships tenable at secondary schools under the Education Law, and trade scholarships, given to boys willing to be properly apprenticed to a trade, are awarded on the first and third year examination respectively. With reference to the last mentioned, it may be of interest to state that without some such inducement the apprenticeship law would be practically a dead letter in the colony, and the apprenticeship system non-existent. The word "apprenticeship" has associations for the older inhabitants which strongly prejudice them against it, and the semi-servitude which it suggests to them is abhorrent to the mind of men whose immediate ancestors were slaves.

#### Training

26 There are six training colleges containing 132 men and 61 women students. Only one of these, the Shortwood Training College for Women, with 30 students, is exclusively managed and supported by the Government\*. The largest training college for men—that maintained by the trustees of the Lady Mico Charity in London, with the assistance of a yearly payment by the Government of £2,250—contains 80 students. The other colleges are denominational, two being for men and two for women students. The denominational colleges receive a maintenance grant of £25 from Government for each student admitted under the regulations and a further grant of £10 for each who passes the annual examination. The course in all the colleges is one of three years. The curriculum includes Reading and Elocution, English Grammar, English Orthography and Composition, Arithmetic, Geography, History, Scripture, Elementary Science, Music (both vocal and instrumental, and theory), School Management, Algebra (except in women's colleges), Euclid and Drawing. Women's colleges take Needlework in place of Algebra. Specially promising students are allowed to take up Latin, French and Higher Mathematics, and grants are given for passes in those subjects. All the training college students are examined in the same week, just before Christmas, and only those who pass all their annual examinations receive certificates entitling them to the annual payments of special grants as explained in Paragraph 22.

\* For the recent change in the status of the Shortwood College, see Supplementary Notes to this Report.

Teachers are not appointed or paid (directly) by the Government, there is no system of pensions, and none has ever been given.

27. No free meals are supplied to needy scholars in any of the elementary schools. Scarcity of food is a most unusual thing in Jamaica, except in great droughts and in isolated localities. In such cases private individuals have been known for a few days or weeks to supply cornmeal or flour to one or two schools. Very often it is when there is a superabundance of unsaleable food that the peasantry find times the hardest. Want of money and want of clothing are at times keenly felt, and inability to procure decent clothes, whilst causing little or no suffering such as is experienced in colder climates, seriously affects the attendance at the schools. In a drought such as Jamaica experienced in the spring of 1897 over a considerable part of the country the children are largely occupied in fetching water from any distance up to six or seven miles, and the falling-off in the attendance at the schools is very marked.

28 There are no continuation schools or classes. Work Continuation  
Schools begins for the labouring class about six o'clock in the morning and ends about five o'clock in the afternoon, and the great majority of the people go to bed very early. A system of evening continuation schools would mean little less than a revolution in the social habits of the people, and would be very difficult to introduce, except to a limited extent in towns

29 As secondary and higher education is mainly under private management, it has been to a considerable extent dealt Secondary  
Education with in paragraph 9. A Secondary Education Law was passed in 1892 (at the same time as the Primary Education Law) providing for the gradual establishment in all important centres where efficient endowed or private secondary schools did not exist, of secondary day schools supported by the Government and managed by the Board of Education. One such school has been established in Montego Bay, the second town in the Island, and is doing well

The endowed schools of the Island were, as has already been said, brought by a Law passed in 1879 under the control, direct or indirect, of the Schools Commission. The only school under the Commission's direct control and management is the Jamaica High School, with accommodation for over 50 boys, with which is associated University College. These institutions receive £1,000 a year from endowments and £1,300 a year from the Government. There are 23 foundation scholars in the school, who pay no fees, besides six scholars sent from lower endowed schools, and the receipts from paying scholars have amounted to as much as £1,600 per annum. No school in the British Empire takes a higher position than this (for its size) in the Cambridge Local Examinations.

The other endowed schools in the Island receive no aid from Government, except in the form of a high rate of interest on moneys held for them by the Government. They are managed in detail for the most part by local Boards of management, but are subject to the supervision of the Commission, as explained in sec-

tion 10 of the Historical Sketch Examinations of all these schools are annually held under conditions approved of by the Commission.

**Technical  
Instruction.**

30 Nothing has yet been attempted in the way of technical instruction, and nearly all the commercial education that is given is given in the schools referred to in Paragraph 9 All elementary schools are expected to teach ordinary business forms, and a little more is taught in some of the larger elementary schools in the towns, but it is not included in the Code schedules As stated above, we are only at the very beginning of the introduction into the schools of manual, or more strictly, hand and eye training, and what little has been and is being done in the way of agricultural training is mainly of a tentative character What is being aimed at is the inculcation by practical illustration and experiment of sound agricultural principles

**Reformatory  
and Industrial  
Schools**

31 There is one large combined reformatory and industrial school for boys, one reformatory for girls, one industrial school for boys and one for girls, all maintained entirely by Government Besides these there are large industrial schools for boys and girls in Kingston under the management of the Roman Catholics, and a small industrial school for girls in connection with the Church of England, a fixed sum per head being paid to these institutions for the maintenance of each child therein by the authorities of the parish from which the child comes. The elementary schools in connection with these institutions are inspected and reported on by the Education Department, and the general management is reported on by the Superintending Inspector of Schools as Inspector of Industrial Schools There is also an industrial school in Spanish Town, altogether unsupported by Government. The number of children in these schools is 408; 293 boys and 115 girls, and the total cost to the Government is £6,948.

**Schools for  
the Blind,  
etc**

32 There are no schools for the blind, for the deaf and dumb, nor for other defective children Enquiries have been made with reference to the number of blind children, but it is found that they are so few and so scattered that arrangements for giving them special instruction would be difficult and expensive.

T CAPPER,

*Superintending Inspector of Schools.*

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Recent Reports of the Education Department and of the Board of Education, the Report of the Commission appointed to enquire into the System of Education in Jamaica, 1898, and other documents relating to Education in Jamaica, can be seen at the Board of Education Library, St Stephen's House, Cannon Row, Whitehall, London, S W.

**APPENDIX A.**

**DENOMINATIONAL SUMMARY of ELEMENTARY SCHOOLS in Jamaica in 1864 and 1865, exclusive of Endowed and Private Schools**

Religious Denominations	Schools.	Average attendances.	Receiving Government Aid						Average salary of teachers *	Class of Schools				Not receiving Government aid		Totals of all the Schools connected with each Denomination		
			Annual Income							1	2	3	4	Schools	Average attendances	Schools.	Average attendances	
			From Government		From the Society	From Vestries	School fees.	Total.										
			Per School.	Total														
Established Church	130	5,100	£ 11	£ 1,406	£ 962	£ 881	£ 671	£ 3,920	£ 28	1	4	27	94	36	1,638	162	6,938	
Moravians	54	2,638	5	270	883	-	584	1,737	24	1	1	88	17	1	20	53	2,058	
Wesleyans	38	1,254	6	211	1,216	-	306	1,823	55	1	6	19	7	3	78	36	1,832	
Presbyterians	17	679	8	248	214	-	235	697	44	-	5	7	3	29	1,417	44	2,096	
Baptists	16	550	5	84	122	-	202	408	27	-	-	6	9	74	2,798	69	3,848	
London Missionary (Congregationalists).	4	143	19	38	44	-	60	142	38	-	-	4	-	11	634	15	777	
United Methodists	9	282	7	72	138	-	82	292	33	-	-	6	8	-	-	9	282	
Wesleyan Association	5	167	7	85	65	-	31	131	26	-	-	-	5	-	-	5	167	
Roman Catholic	3	74	15	46	51	-	-	97	27	-	-	1	2	-	-	3	74	
Hebrew	2	86	-	45	-	-	-	45	-	-	1	-	-	-	-	1	86	
Undenominational	19	701	11	225	† 1,500	-	415	2,140	72	4	-	4	11	47	860	66	1,561	
American Mission	7	181	14	90	148	-	38	280	41	1	-	3	3	-	-	7	181	
<b>TOTALS</b>	<b>255</b>	<b>11,265</b>	<b>-</b>	<b>2,779</b>	<b>5,338</b>	<b>-</b>	<b>881</b>	<b>2,714</b>	<b>11,712</b>	<b>38</b>	<b>8</b>	<b>17</b>	<b>110</b>	<b>154</b>	<b>201</b>	<b>7,645</b>	<b>490</b>	<b>18,850</b>

\* These averages chiefly represented the money stipends of the teachers, and various allowances that were in many cases given in addition. The Moravians average, which appears the smallest, is really by no means so, when other things are taken into account—residences, pension, privileges, &c  
 † Mico.

## APPENDIX B.

STATISTICS showing the progress of Elementary Education in Jamaica from 1868 to 1899

Years ending	Number of Schools on Annual Grant List	Number of Scholars on books	Number of Scholars Average Attendance	1st Class Schools	2nd Class Schools	Grants to Schools, excluding Building Grants	Building Grants.	Fees	Grant per School aided	Grant per Scholar in average attendance.
30 September						£	£	£	£ s	s d
1868	286	19,764	12,216	1	6	2,978	-	-	10 8	4 10
1869	262	20,439	11,660	3	20	4,161	-	3,106	15 19	7 2
1870	329	25,961	14,609	4	35	5,857	1,250	3,785	17 16	8 1
1871	408	33,343	19,644	6	68	8,260	1,200	5,215	20 5	8 5
1872	438	38,006	22,435	7	04	9,897	1,500	5,873	22 12	9 10
1873	456	37,496	22,044	11	125	10,981	1,400	5,812	24 2	10 0
1874	500	43,135	25,100	17	145	12,807	1,586	6,087	25 12	10 2
1875	526	41,023	24,586	31	144	12,974	1,484	5,911	24 13	10 8
1876	569	46,654	27,270	45	157	14,756	1,500	6,610	25 19	10 10
1877	583	50,332	29,185	51	161	15,707	1,573	6,660	27 0	10 10
1878	617	51,488	29,679	54	176	16,304	1,500	6,775	27 9	11 0
1879	646	52,243	28,661	64	202	16,977	1,500	6,123	26 6	11 11
1880	681	56,382	32,371	70	238	18,992	1,500	6,763	27 18	11 7
1881	687	48,960	26,649	52	195	16,024	1,520	5,380	23 7	12 3
1882	677	53,366	29,894	47	164	16,724	1,500	4,783	24 14	11 2
1883	688	56,312	32,203	47	212	17,754	1,500	6,473	26 12	11 0
1884	701	57,557	33,294	60	216	17,661	1,500	7,148	25 3	10 7
1885	728	62,106	36,079	65	251	20,170	1,410	7,993	27 14	11 2
1886	723	61,571	34,825	70	254	20,150	1,500	6,923	27 18	11 7
1887	725	62,424	35,613	91	235	20,078	1,500	6,738	27 16	11 3
1888	771	71,643	41,920	100	280	23,383	1,500	7,904	30 5	11 2
1889	826	75,613	43,503	104	288	26,898	1,305	8,050	31 19	12 1
31 March						£	£	£	£ s	s d
1891	836	80,199	44,410	115	319	*42,597	*1,943	*10,903	33 19	12 10
1892	872	84,119	46,161	130	329	29,005	1,443	8,842	33 5	12 7
1893	912	92,135	52,983	143	339	†43,560	1,480	6,649	†247 15	†116 5
1894	957	97,456	64,695	169	367	56,435	1,455	45	159 0	117 5
1895	962	104,149	62,589	160	345	52,828	1,490	-	54 18	16 11
1896	932	100,352	59,617	154	355	50,203	1,495	-	53 17	16 10
1897	932	98,559	58,411	168	347	50,893	1,320	-	54 12	17 5
1898	913	98,205	57,983	160	389	53,554	510	-	56 13	13 5
1899	893	97,091	57,508	176	397	51,561	-	-	57 8	17 11

\* 18 months

† Including part of first grant in lieu of fees of 4s per unit of average attendance.

‡ Including also special grant for compensation where fees had exceeded 4s per unit of average attendance

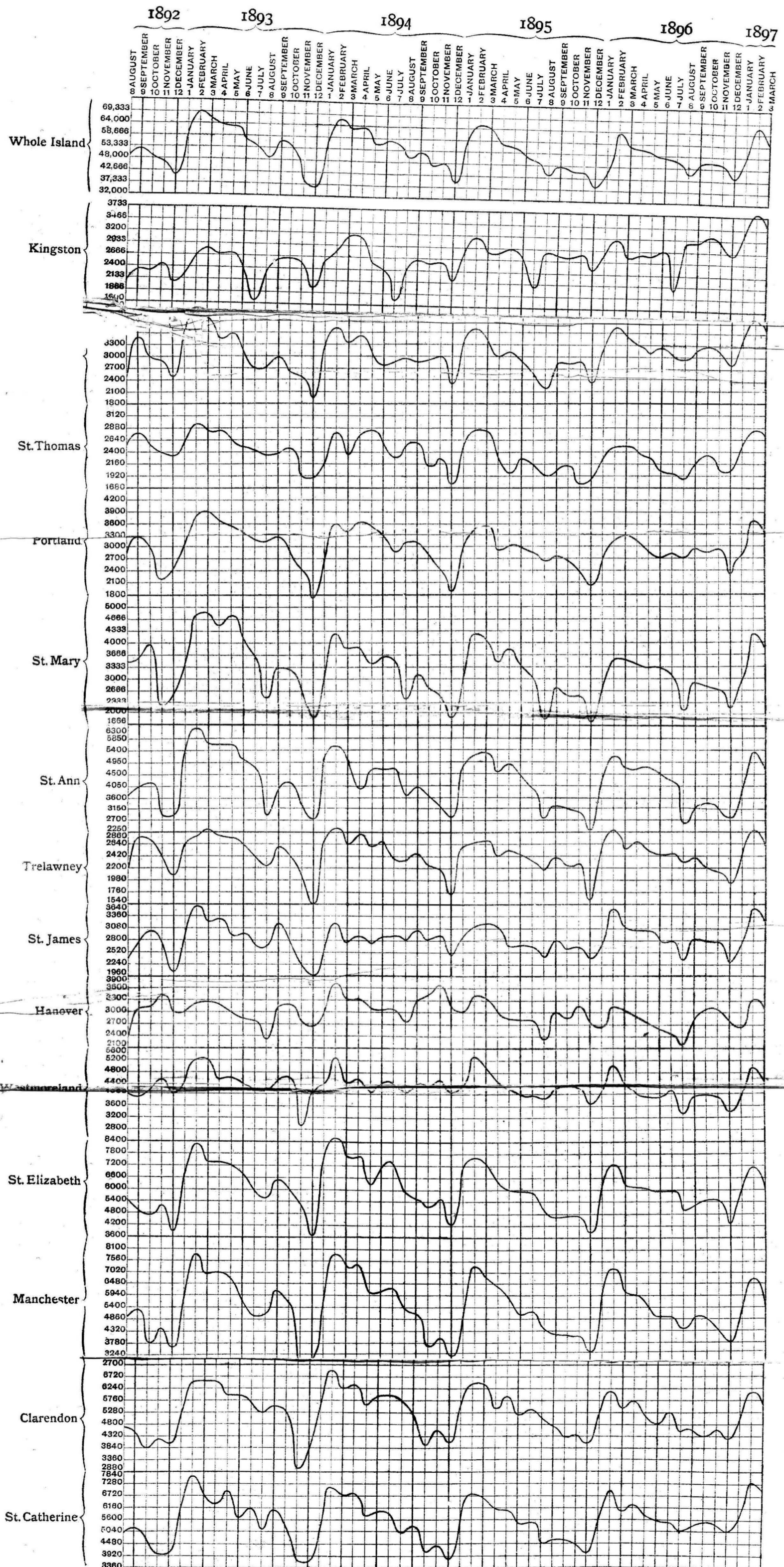
## CENSUS RETURNS

	Population	Could Read	Per Cent	Could Read and Write	Per Cent.	Attending School	Per Cent
1871	506,154	452,472	89 1	71,074	14 0	40,610	8 0
1881	580,804	231,068	39 8	115,418	20 0	67,402	11 6
1891	639,491	292,258	45 7	177,795	27 8	99,769	15 6
Percentage of advance in the 20 years	26 3	81 2	52	150 3	97 6	145 7	95

REGISTRAR-GENERAL'S MARRIAGE RETURNS.—The percentage of brides and bridegrooms signing the Marriage Register with a mark has decreased from 59 2 in 1833-4, the first year for which we have reliable statistics on this point, to 47 3 in 1895-6, a decrease of 20 per cent. The number of these, therefore, who affix a proper signature increased during the same period from 40 8 to 52 2, or by 27 per cent.

APPENDIX C.

CURVES SHOWING THE MONTHLY VARIATION IN THE TOTAL AVERAGE ATTENDANCE IN THE PUBLIC ELEMENTARY SCHOOLS IN JAMAICA AND ITS SEVERAL PARISHES DURING THE PAST FIVE YEARS.



APPENDIX D

STATISTICS of Age.

TABLE I

Standard	A.	B	1	2	3	4	5	6	7
Average Age of the scholars	7	8½	10	10	10½	11	12	12½	13½

TABLE II

Reading and Writing Standard	A	B	1	2	3	4	5	6	7
Per cent	33 11	15 04	14 31	11 37	9 86	7 73	5 49	3 03	0 009

TABLE III

Years of age	3	4	5	6	7	8	9	10	11	12	13	14	15
Per cent.	14	33	6 32	9 95	11 96	12 65	12 58	12 43	11 80	10 47	8 02	2 97	48

TABLE IV

Standard	3	4	5	6	7	8	9	10	11	12	13	14	Sp Reg Art 20	Sp Reg Art 20	7th Std Schools
A	131	505	5,558	7,931	6,791	4,656	2,917	1,828	1,000	537	192	23	3	1	32,073
B	1	15	204	1,170	2,648	3,019	2,629	2,018	1,432	840	471	100	20	6	14,574
1	-	-	64	413	1,439	2,380	2,753	2,596	2,015	1,288	762	171	32	13	13,856
2	-	-	7	104	512	1,326	1,957	2,194	2,023	1,555	1,070	238	55	22	11,013
3	-	-	-	23	161	617	1,204	1,829	2,084	1,907	1,310	308	70	33	9,550
4	-	-	-	2	43	212	588	1,139	1,649	1,937	1,435	362	112	43	7,577
5	-	-	-	-	5	31	171	423	962	1,409	1,510	466	206	133	5,313
6	-	-	-	-	-	6	22	90	276	661	1,011	401	250	173	2,928
7	-	-	-	-	-	-	-	2	5	15	14	28	8	1	15
Total	132	520	6,833	9,643	11,699	12,947	12,191	12,049	11,436	10,149	7,775	2,007	736	430	96,922

## APPENDIX E.

SYNOPSIS OF PRINCIPAL CHANGES IN THE ELEMENTARY SCHOOL SYSTEM  
IN JAMAICA 1867-97.

1867—Introduction of the system. All schools aided (except industrial) were required to charge fees. Schools were awarded marks on examination up to a maximum of 84. Those with two-thirds of the possible maximum or over called first class, one-half to two-thirds second, and one-third to one-half third. This proportion required for each of the principal subjects, reading, writing, and arithmetic, as well as in the aggregate. Age limits, four to seventeen.

## Grants.—

First class schools received	20 <i>l.</i> and 6 <i>s.</i>	per unit of average.
Second	15 <i>l.</i> and 5 <i>s.</i>	”
Third	10 <i>l.</i> and 4 <i>s.</i>	”

Sewing 3*s.* per unit of average at sewing class. Industrial schools, in which three school hours a day were devoted to manual labour on a regular system, £10, £7 10*s.*, or £5.

1870.—Building grants given for new schools.  
Government Training College opened and Mico College subsidised.

1873.—Industrial schools required to give only two school hours to manual labour. Grants to these schools as above, and in addition 3*s.*, 2*s.* 6*d.* or 2*s.* per unit of average

1875—Grants to industrial schools reduced.

Grants to 1st class schools made	8 <i>s.</i>	per mark	instead of the sum of	£20.
” 2nd	7 <i>s.</i>	”	”	£15.
” 3rd	6 <i>s.</i>	”	”	£10.

1877—Grants given to pupil teachers of £4, £5 and £6 for the first, second and third year of service respectively, subject to their passing an examination by means of printed cards at the time the schools they were employed in were inspected.

Grants to schoolmasters for instructing them out of school hours, £3 for one, £4 10*s.* for two, and £1 10*s.* for each additional pupil teacher.

1878—Grants to industrial schools discontinued.

1879.—Grant of £15 given for each resident student in a voluntary training college on his passing an annual examination.

1881.—Teachers convicted of any offence against morality not permitted to take employment in Government aided schools. (Restoration possible after one year at least.)

Only 144 days out of the 180 school days in the year required to be taken for calculating average attendance. (As many as 36 days, when attendance was exceptionally low owing to severe weather or other causes, could thus be omitted.)

Advances on account of the annual grants expected to be earned at next inspection made quarterly.



1882—Pupil teachers first examined in centres at a fixed date with papers that had not been used before. Fifty-nine examined

First Government examination of training colleges in December with freshly set papers. Twenty-six candidates.

Grant of £7 given for each non-resident student at a voluntary training college on his passing the annual examination.

Teachers admitted to third year training college examination

Certificates granted on the passing of the third year examination, to teachers at once, and to training college students after two years' successful work as teachers, with an accompanying payment of £10 in each case.

Grants made to holders of certificates of £15, £10 or £5 according to the class of schools examined under them during the year

1887—An additional grant of £20 per annum paid monthly for each resident student under training at a voluntary training college

An additional grant of 10s to each school on annual grant list for keeping clock in proper order, and for appliances.

Voluntary candidates first admitted to pupil teachers' examinations on payment of a nominal fee of 2s 6d

1892.—Passing of Elementary and Secondary Education Laws and appointment of Board of Education Age limits made five to fourteen, infant schools and departments, three to ten Governor given power to introduce compulsion locally or generally by proclamation Advances to schools paid monthly instead of quarterly Abolition of fees, substitution of grant of 4s per unit of average to be paid out of a special tax on houses New schools not to be aided before being declared necessary by the Board of Education. Small scholarships given to best scholars from elementary schools tenable at secondary schools Provision made for establishment of secondary schools under general control of Board of Education in places which were without adequate provision for secondary education Scholarships of £10 to £60 a year given on results of Cambridge Local and London Matriculation Examinations

1893—First Revised Code came into force The main provisions as to grants were as follows —

Schools under 80 in average attendance for every mark 15s and 1d per unit of average over 20 The whole of this grant to be paid to the principal teacher in the absence of a special agreement to the contrary.

Schools of 80 in average attendance and over, £1 per mark, and 4s. to 6s per unit of average attendance over 80, for additional remuneration to the principal teacher

Appliances grant, 6d per unit of average attendance

Schools over 150, 25l, and 4s. per mark for assisted teacher

Schools over 60 and with infant department - - -

Schools over 80 and not entitled to pupil teacher - - -

Schools over 100 and entitled to only one pupil

teacher - - - - -

Schools over 120 and entitled to two pupil teachers

or more - - - - -

Drawing—1s or 2s per scholar satisfactorily taught

} £15 for additional woman teacher

Agriculture—Grants not exceeding £10, according to circumstances and value of work done.

The principal changes not affecting grants were (1) the increase of the marks given for the principal subjects of Reading, Writing, and Arithmetic, from 12 to 18 each, or from 36 to 54 in the aggregate; and the reduction of them for the secondary subjects from 48 to 30. (2) the addition of elementary geometrical drawing to the curriculum of the schools; (3) the requirement

that as far as practicable every school should have three managers , (4) the opening of a register of teachers, admission to which, except in the case of successful teachers of some standing, was to be regulated by examination , (5) the provision for the regular investigation, with the assistance when possible of disinterested managers, of charges of immorality and misconduct not otherwise established to the satisfaction of the Department , (6) the extension of the pupil teachers' course by one year , (7) provision for the admission of teachers for one year to training colleges , and (8) the introduction of regulations as to minimum school staff and floor space.

1895—Second Revised Code approved and brought into force The changes were of slight importance The marks for the principal subjects were reduced to 45, and those for the secondary subjects raised to 39

Detailed regulations were made as to the grants for agricultural teaching, which ranged from £1 to £10

It was provided that where handicrafts were properly taught a grant not exceeding £10 might be given The appropriation of the grant of 4s. to 6s per unit of average over 80, to the further remuneration of the principal teacher was discontinued, and it was allowed to be used for the general purposes of the school

First publication of the educational bulletin for the information of managers and teachers

[1900—A number of important Articles in the New Code which came into force on May 10, 1900, will be found in the Supplementary Notes at the end of this Report ]

APPENDIX F\*

STANDARDS OF CLASSIFICATION DOWN TO THE NEW CODE, 1900.

SCHEDULE A

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STANDARDS OF CLASSIFICATION

All schools on the Annual Grant List will be examined according to these Standards. The maximum marks attainable will only be given at inspection when the whole of the subjects mentioned in the syllabus are taken, and when the school as a whole has attained to the highest degree of proficiency that would be possible under any teaching. Every lower degree of efficiency will receive a proportionately smaller number of marks, which may be fractional.

Children in higher standards (chief subjects) or divisions (secondary subjects) may be examined in any of the subjects for lower standards or divisions as well as in their own.

I CHIEF SUBJECTS

[All scholars are required to be placed in the same classes in reading and writing, and the marks for arithmetic will be lower in proportion as this is not the case in that subject also. The inspector must be satisfied that the principles of arithmetic are properly taught in the school.]

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\* Appendix F, with Appendices G and H, are necessary to an understanding of the educational system described in Mr. Capper's foregoing report and reviewed by the Jamaica Education Commission, 1898, in the report summarised below.

The Courses of Study and Standards of Classification laid down by the New Code of May, 1900, will be found at the end of Part II. of this Report.

APPENDIX F —SCHEDULE A —CHIEF SUBJECTS—*continued*

Subjects	Standard I		Standard II
	A Children under Seven (the majority from Four to Six)	B Children under Ten (the majority from Five to Seven)	
Reading	To read simultaneously, and separately from blackboard, simple sentences containing words of elementary sound. To analyse (vocally) such words into their component sounds, recognising and naming the letters that represent them. To build up (vocally) these components into new words.	As before, but including words up to the standard of Infant Readers.	To read familiar words, phrases and simple sentences from blackboard, chart, &c. To read a short passage from a First Standard Reader.
Recitation	To recite simultaneously and separately a simple school song or hymn.	To recite three verses as before.	To recite four verses as before. To recite 20 lines of simple verse as before.
Writing and Orthography	To form letters (print and script) with sticks and mugs, and draw them on the slate from blackboard or from dictation.	As before, also words and short easy sentences, from the Infant Reader.	To copy on slate in manuscript characters two lines of print, commencing with a capital letter. A passage of not more than four lines from an elementary reading book, slowly read once and then dictated word by word. Copy books (half text or medium hand) to be shown.
Composition	To answer direct questions in the form of simple sentences.	To tell simple facts about objects in pictures exhibited, in complete sentences. To turn these into negative and interrogative sentences.	Answering questions orally in whole sentences. Answering on the slate questions about familiar scenes and objects in whole sentences.
Arithmetic	To tell at sight the number of objects in a group up to six without counting. To add and subtract up to 10. To represent these processes by figures and symbols.	To add and subtract up to 100. To count by twos, threes, and fours up to 100. Multiplication table up to five times five. To tell at sight the number of objects in a group up to 10 without counting.	Notation and numeration of numbers not exceeding 1,000. Simple addition and subtraction of numbers of not more than three figures (In addition not more than five lines to be given.) The multiplication table to six times 12.

Mental Arithmetic—Short exercises in mental arithmetic may be given in the examination of all Standard quantities and should be preparatory to the work of the next.

\* Reading with intelligence will be required in all the Standards, and increased fluency and expression in successive years. Two sets of reading books must be provided in all Standards, one of which in Standards above the Second should relate if possible to Jamaica. The Inspector may examine from any of the books in use in the Standard, and from Standard III. and upwards from any book or passage suitable for the purpose which he may select. The intelligence of the reading will be tested partly by questions on the meaning of what is read.

† Intelligence and expression with due attention to articulation, inflection and emphasis will be required in the recitation of all Standards.

‡ The writing and arithmetic of Standards I, II, III may be on slates or paper, at the discretion of the Managers, in Standard IV and upwards it should be on paper. Either the vertical or sloping system will be accepted.

APPENDIX F—SCHEDULE A.—CHIEF SUBJECTS—continued

Standard III	Standard IV	Standard V	Standard VI	Standard VII
To read a passage from a Third Standard reader	To read a passage from a Fourth Standard reader	To read a passage from some standard author, or from a Fifth Standard reader	To read a passage from one of Shakespeare's historical plays, or from some other standard author	To read a passage from Shakespeare or Milton, or from some other standard author
To recite 30 lines of poetry and to know their meaning	To recite 40 lines of poetry, and to know their meaning	To recite 50 lines of poetry and to explain the words and allusions	To recite 60 lines from some standard poet, and to explain the words and allusions	To recite 60 lines from Shakespeare or Milton or some other standard author, and to explain the words and allusions.
Six lines from one of the reading books of the standard, slowly read once and then dictated Copy books (capitals and figures, large and small hand) to be shown	Eight lines of poetry or prose, slowly read once, and then dictated Copy books to be shown	Dictation Copy books to be shown	Dictation Copy books *and exercise books to be shown.	Dictation Note books and exercise books to be shown
Writing on slate simple sentences containing specified nouns, verbs, adjectives and adverbs	Exercise in the transposition of words in simple poetry into the order of prose. Very simple friendly letters and receipts for money	Writing from memory the substance of a short story read out twice Paraphrase of simple poetical passages. Writing friendly letters The simplest business forms	A short theme or letter on an easy subject Business correspondence Paraphrasing Letter writing	Précis or abridgment of document or statement showing its most important contents. Exercises in the right use of commercial terms
The former rules, with long division Addition and subtraction of money Roman numbers to MM Time by a clock or watch	Compound rules (money) and reduction of common weights and measures †‡	Compound rules, weights and measures Practice, bills of parcels, and simple proportion The unitary method Addition and subtraction of proper fractions, with denominators not exceeding 12	Fractions, vulgar and decimal, compound proportion and simple interest	Averages, percentages, and stocks
These should not involve large numbers, should from the first deal with concrete as well as abstract higher Standard				

† The scholars of the Fourth Standard and upwards should be required to add columns of pounds, shillings, and pence within a specified time in order to show readiness and accuracy.

‡ The tables to be learned include those weights and measures only which are in ordinary use viz —

- Length —The mile, furlong, chain, rod or pole, yard, foot, and inch
- Weight —The ton, hundredweight, quarter, stone, pound, ounce, and drachm.
- Capacity —Quarter, bushel, peck, gallon, quart, and pint.
- Area —The square mile, acre, rood, square pole or perch, the yard, foot and inch
- Time.—Year, month, week, day, hour, minute, and second.

APPENDIX F—SCHEDULE A.—SECONDARY SUBJECTS.

N B—The scholars in any school may be arranged in more or fewer divisions than are suggested below, according to the size of the school, so long as the whole ground is covered, but any arrangements of this kind must be approved by the Inspector of Schools at his annual visit.

	SCRIPTURE (including the Teaching of Morals).	GEOGRAPHY AND HISTORY
I A (As in Chief Subjects)	To answer intelligently questions on thirty lessons given during the year in the subject according to a scheme approved of by the Inspector at the previous annual examination	Points of the compass Land and water on the map Some knowledge of the locality round the school
I B (As in Chief Subjects)	As above	Important geographical definitions, illustrated by reference to the map Simple facts relating to the Geography of Jamaica. Stories of great men.
LOWER DIVISION	<b>SCRIPTURE KNOWLEDGE</b> To learn by heart (i) Lord's Prayer, Psalm xxiii., Prov xii 17, 18, 19, 22 (ii) Ten Commandments, Matt v 1-12, xxii 35-40 Leading facts in life of our Lord, simple stories from lives of Abraham, Moses, David	A plan of the school and playground. The four cardinal points Meaning and use of a map The size and shape of the world Geographical terms simply explained and illustrated by reference to maps. Physical Geography of hills and rivers. Stories of great men and great events
	<b>MORALS</b> Instruction and training throughout the year in reverence for God, truthfulness, honesty, purity, gentleness, obedience to parents, to teachers, to persons in authority, politeness, kindness towards playmates and animals	
	<b>MIDDLE DIVISION</b> To learn by heart (iii) Deut. xxviii 1-14, (iv) St John xiv 15-31 Fuller facts of our Lord's life, some of chief parables, history of Creation and Flood; chief facts in lives of Jacob, Joseph, Joshua, Solomon, Ahab, Hezekiah, Nehemiah	
UPPER DIVISION	Reverence, love of country, respect for authority, obedience to law, honour, industry, temperance, purity, politeness, good behaviour at home, in school, in places of worship, in company, avoiding evil-speaking and profanity.	Physical, political, and commercial Geography of Jamaica and the British Isles, with special knowledge of the district in which the school is situated Map of Europe and North America. Simple stories relating to English and Jamaican History
	Reverence, self-respect, patriotism, courage, self-control, self-denial, confession of wrong, forgiveness, duties of the citizen, fidelity to official trust  Our Lord's life and teaching; teaching of Law of Moses as to duties of parents and children, duty to poor, fatherless, and widows, main facts of Old Testament history, main facts in lives of the Apostles	Physical, political, and commercial Geography of the United States and British Empire, and general outlines of the Geography of the World. Interchange of productions Circumstances which determine climate Latitude and longitude Day and night. The seasons Broad outlines of English and Jamaican History Biographies of six leading persons in English or Jamaican History, such as Alfred, Henry V., Columbus, Queen Elizabeth, Cromwell, Rodney, Nelson, Wellington, &c Principal events in life of Queen Victoria
	<b>MEANS</b> —Stated lessons provided for in the timetable, as well as in incidental teaching; stories, brief biographies, illustrative examples, verses, proverbs, maxims of the wise, literary gems fitted to cultivate the qualities named above, and to mould character and direct action.	

APPENDIX F.—SCHEDULE A.—SECONDARY SUBJECTS—*continued.*

ELEMENTARY SCIENCE

I (A & B).—To answer intelligently questions on 30 lessons given during the year in the subject according to a scheme approved of by the Inspector at the previous annual examination

ALTERNATIVE ONE ONLY REQUIRED			* COMPULSORY	
	Physics and Mechanics (In Town Schools)	Agriculture (In Country Schools)	Domestic Economy (in Girls' Schools or for the girls in mixed Schools when practicable).	Natural History Physiology and Hygiene
LOWER DIVISION	The three states of matter	Usefulness of the various domestic animals, and how they repay kindness and care	Ordinary articles of food, clothing, and washing	The build and chief organs of the human body
	Ordinary tools and machines (e.g. a clock, a pair of scales, level, carpenter's tools, &c.)	Tools, and how they need keeping in order	Neatness and cleanliness in house and person, purity of air	Need of exercise, cleanliness, temperance in all things
	Building a house	Work at different periods of the year  The common objects of cultivation in Jamaica	The dwelling, neatness, cleanliness, and ventilation	A few main laws of health  A course of simple lessons (to be approved by the Inspector) on the lion, tiger, camel, elephant, leopard or other animals
UPPER DIVISION	Common properties of matter Barometer thermometer	Need of plants (air, soil, water)	Food and beverages their properties and nutritive value Purity of water	Mechanism of motion  Alimentation, circulation, respiration
	Practical measurement, measures of length, time, velocity and space	Need of cultivation, and what makes it more or less effective  Regulation of plant food, manure, folly of burning the plant food supplied by nature	Rules of health common ailments, treatment of the sick	Properties of nerve
	Matter in motion, weight, inertia, momentum		Management of the house	Simple lessons of hygiene  Outlines of the classification of the animal kingdom

ORGANIZATION AND DISCIPLINE

The Inspector in awarding marks under this head will have special regard to the moral training and conduct of the children, to the neatness and order of the school premises and furniture, and to the proper classification of the scholars, both for teaching and examination

To meet the requirements respecting discipline, the managers and teachers will be expected to satisfy the Inspector that all reasonable care is taken; in the ordinary management of the school, to bring up the children in the habits of punctuality, of good manners and language, of cleanliness and tidiness, and also to impress upon the children the importance of cheerful obedience to duty, of consideration and respect for others, and of honour and truthfulness in word and act

The ordinary discipline of the School must be prompt and exact, and yet maintained without harshness and without noisy demonstration of authority.

In particular, the honesty of the scholars under examination, and the degree of interest they show in their work, will be taken into account, and high marks will not be given unless the Inspector is satisfied that the school is a place for the formation of right habits, as well as a place of instruction

The Inspector will also take into account the condition of the School Records, and the faithfulness with which the requirements of the Department with regard to them have been met. The marking of this subject will largely depend upon the results of any special visits the Inspector may have been able to pay during the year.

A regulation system of physical drill will be found most useful in securing punctuality and obedience.

APPENDIX F—SCHEDULE A.—SECONDARY SUBJECTS—*continued*.

## ENGLISH.

<p><i>Standard I</i>—Pointing out the subject in an easy sentence Pointing out nouns</p>	<p>Inflection of the noun and pronoun Elementary word building</p>
<p><i>Standard II</i>—Pointing out the subject and predicate in an easy sentence Pointing out nouns and verbs.</p>	<p><i>Standard V</i>—Modification of subject, predicate, and object by words, phrases and sentences. Word building, a little more advanced.</p>
<p><i>Standard III</i>—Modification of subject and predicate by single words Formation of illustrative sentences Pointing out parts of speech and making sentences containing them</p>	<p><i>Standard VI</i>—Parsing and analysis of complex sentences Word building Knowledge of English prefixes. Correction of sentences containing common faults in speech.</p>
<p><i>Standard IV</i>—Modification of subject, predicate and object by words and phrases Simple analysis Formation of illustrative sentence Easy parsing</p>	<p><i>Standard VII</i>—Parsing Making sentences illustrating the right use of given words and phrases. Knowledge of English terminations Correction of common errors in the use of words and in the formation of sentences</p>

## SINGING.

More than half marks will in no case be given unless some success is attained in teaching by note in accordance with the Schedule

<p><i>For Schools using the Staff Notation</i></p>	<p><i>For Schools using the Tono Solfa Method and Notation.</i></p>
<p><i>I (A &amp; B)</i>—To sing by ear simple songs and hymns and without action To mark the varieties of simple time with hands and feet To sing the scale of C Major from the staff and name the notes</p>	

## DIVISION I

*Note Test*—1. To sing as pointed out by the examiner, the notes (of the key chord of C in an easy order, using the Sol-fa syllables *Do M's Sol Do*)

*Song Test*—2 To sing sweetly any one of at least three easy school-songs or action songs previously prepared.

The compass of these songs should not exceed the limit of an octave, say from C to C or D to D, in the treble staves, and the words should be such as children can understand

## DIVISION II

*Note Test*—1 To sing slowly as pointed out by the examiner and using the Sol fa syllables, the ascending and descending notes of the scale of C (*Do*) the notes of the key-chord of C (*Do M's Sol Do*), in any order, and also small groups of consecutive notes of the scale of C as written by the examiner

*Time Test*.—To sing on one sound to the syllable "laa," an exercise in  $\frac{2}{2}$  or  $\frac{4}{4}$  time, which shall include minims or crotchets

*Ear Test*—3 To repeat (*i. e.*, imitate not name) a simple phrase of not more than four notes, using the syllable "laa," after hearing the examiner or teacher sing (or play) it twice through.

*Song Test*.—4 To sing in unison, in good time and tune, and sweetly, any one of at least five school songs set to words previously prepared.

## DIVISION I

1 To sing from the examiner's pointing on the modulator the tones of a *Do* chord in any easy order, using the Sol fa syllables.

2. To sing sweetly any one of at least three easy school songs or action songs previously prepared

The compass of the music should not if possible exceed the limit of an octave, and the words should be such as children can understand.

## DIVISION II

*Note Test*—1 To Sol fa slowly from the examiner's pointing on the modulator, in any key—the key tone and chord being given, the tones of the *Do* chord in any order, and the other tones of the scale in stepwise succession

*Time Test*—2. To sing on one tone to the syllable "laa," an exercise including one pulse and two pulse tones, in two pulse or four pulse measure

*Ear Test*—3. To imitate a simple phrase of not more than four notes using the syllable "laa," after hearing the examiner or teacher sing or play it twice through

*Song Test*—4. To sing in unison in good time and tune, and sweetly, any one of at least five school songs (set to words) previously arranged



APPENDIX F—SCHEDULE A.—SECONDARY SUBJECTS—*continued*

SINGING—*continued.*

More than half marks will in no case be given unless some success is attained in teaching by note in accordance with the Schedule.

For Schools using the Staff Notation.	For Schools using the Tonic Solfa Method and Notation
<p><b>DIVISION III.</b></p> <p><i>Note Test</i> —1. To sing slowly as pointed out by the examiner, using the Sol-fa syllables, a series of notes in the key of C, containing an F sharp contradicted by an F natural, and a B flat contradicted by a B natural. The F sharp should be approached by the note G and return to G, and the B flat should be approached by C and followed by A.</p> <p><i>Time Test</i> —2. To sing on one sound to the syllable "laa" an exercise in <math>\frac{4}{4}</math> or <math>\frac{3}{4}</math> time containing semibreves, minima, crotchets, and quavers, with dotted minima, and rests on non-accented portions of the bar.</p> <p><i>Ear Test</i> —To repeat and afterwards name any three consecutive notes of the scale of C, which the examiner or teacher may twice sing to the syllable laa (or play) each time, first giving the chord or the scale of C.</p> <p><i>Song Test</i> —To sing in unison or parts, in good time and with due expression, any one of at least five school songs or rounds (set to words) previously prepared.</p>	<p><b>DIVISION III</b></p> <p><i>Note Test (Modulator)</i> —(a) To Sol fa from the examiner's pointing on the modulator, or from dictation, in any key, simple passages in the major diatonic scale, including <i>fe</i> and <i>ta</i> in step-wise progression, used thus, s fe s—d ta l</p> <p><i>Note Test (written or printed)</i> (b) To Sol-fa at sight a written or printed exercise, including the notes of the Doh cord in any order, and any other notes of the major diatonic scale in step-wise succession. The exercise not to contain any difficulties of time.</p> <p><i>Time Test</i> —2 To sing on one sound to the syllable "laa" an exercise in three pulse or four pulse measure, containing one-pulse notes, half pulse notes and whole-pulse rests on the non-accented pulses of the measure.</p> <p><i>Ear Test</i> —3 To imitate to "laa," and afterwards name any three consecutive tones of the scale, which the examiner or teacher may twice sing to laa (or play), each time first giving the doh cord or the scale.</p> <p><i>Song Test</i> —4 To sing in unison or parts, in good time and tune, and with due expression, any one of at least five school songs or rounds (set to words) previously prepared.</p>

ELEMENTARY GEOMETRICAL DRAWING

**STANDARD I** —Draw on slate, with and without ruler, from illustration on blackboard, or from dictation, straight lines, vertical, horizontal, oblique, angles, right, acute, obtuse, one side of each angle being horizontal, letters formed of horizontal, vertical, and oblique lines.

**STANDARD II** —Mark off on vertical, horizontal, and oblique lines, one, two, three and four inches, divide lines by points into two, four, and eight equal parts, draw two familiar objects, without perspective effect, represented by straight lines.

**STANDARD III** —Draw on slate, with and without ruler, equilateral and isosceles triangles.  
Draw with and without ruler a square, side three inches, divided by diameters.

**STANDARD IV.**—Draw on slate, with and without ruler, rhombus, concentric squares, sides four inches, two inches, one inch, on diagonals or diameters

**STANDARD V** —Draw on slate parallel lines, vertical, horizontal, oblique, with half-inch spaces between them  
Draw a regular octagon

**STANDARD VI** —Draw a regular hexagon. Two or more symmetrical arrangements of straight lines in the square, hexagon and equilateral triangle. Use of compasses.

**STANDARD VII** —As in previous Standards, but with greater accuracy

## APPENDIX F.

## SCHEDULE A.—SPECIAL SUBJECTS.

NEEDLEWORK.	DRAWING
<p><i>I (A &amp; B) Needle Drill</i></p> <p>Thimble drill Knitting pin drill</p> <p>To hem three inches one colour, to show specimens of Kindergarten work in some of the following gifts, 1, 8, 10, 11, 12, 14, 17, 19 and 20, and to do one such exercise before the Inspector, or to go through the routine of some household pursuit</p>	
<p>LOWER DIVISION.</p> <ol style="list-style-type: none"> <li>1 Hemming, seaming, felling Any garment or other useful article showing these stitches.</li> <li>2 Knitting, 2 needles, plain and purled, <i>e g</i> a strip, or comforter or cuffs</li> </ol>	
<p>MIDDLE DIVISION</p> <ol style="list-style-type: none"> <li>1 The work of the previous group, stitching, pleating, and sewing on strings Garments showing these stitches</li> <li>2 Herring bone stitch The stitch only on canvas or flannel Darning, simple, on canvas</li> <li>3 Knitting, 4 needles, plain and purled, <i>e g</i>, cuffs</li> </ol>	<p>MIDDLE DIVISION</p> <p>Standards</p> <ol style="list-style-type: none"> <li>III —Freehand drawing of regular rectilineal forms such as are contained in the first part of No 3 of the Whitehall Series of Drawing Books</li> <li>IV —Freehand drawing from the flat or curved figures, such as are contained in the second part of No 3 of the Whitehall Series of Drawing Books.</li> </ol>
<p>UPPER DIVISION</p> <ol style="list-style-type: none"> <li>1 The work of previous groups, gathering, setting in, button hole, sewing on button. Any garment showing these stitches.</li> <li>2 Darning stocking web material (thin places and holes)</li> <li>3 Patching in calico, print and flannel.</li> <li>4 Knitting, 4 needles, a sock or stocking</li> <li>5 Cutting out two simple garments.</li> </ol>	<p>UPPER SECTION</p> <ol style="list-style-type: none"> <li>V —Freehand drawing from the simple curved figures in No 4 of the Whitehall Series of Drawing Books, and from simple rectangular models</li> <li>VI —Freehand drawing from simple circular models such as spheres, cylinders and cones</li> <li>VII —Drawing any common objects. Drawing to scale geometrical figures with instruments.</li> </ol>
<p>NOTES.</p> <ol style="list-style-type: none"> <li>1 Garments must be shown in each Division, but not necessarily those specified in this Schedule, which are mentioned merely as examples. They must be presented in the same condition as when completed by the scholars</li> <li>2 At least half as many garments or useful articles should be shown as there are children on the books in the Lower Division. Each garment or useful article must be entirely made by its own Division. In the Middle and Upper Divisions each girl must (if she has attended school six months or upwards) present a garment made by herself</li> <li>3 The Girls in the Upper Division should, as a rule, cut out the garments made by the children in the two Lower Divisions</li> </ol>	<p>NOTE.</p> <p>In order to interest the children it will be advisable to teach them to draw as early as possible from actual objects, such as the doors and windows, furniture and apparatus of the school room.</p>

APPENDIX F.

SCHEDULE A.—SPECIAL SUBJECTS—*continued.*

PRACTICAL TEACHING IN AGRICULTURE AND HORTICULTURE.

All Schools which claim a grant under Article 112 of the Code must present in Elementary Science at the annual inspection a course of 40 object lessons from Nature

The Schools to which grants may be made under this Article will be of two kinds

Class A.—Schools in which the elements of Scientific Agriculture are satisfactorily taught and illustrated by practical experiments on a small scale carried out by the teacher and observed by the children

Class B.—Schools in which the elements of Scientific Agriculture are intelligently taught and illustrated by practical work in the field done by the children and directed by the Teacher

CLASS A.—REQUIREMENTS.

The careful illustration by experiments of the Agricultural teaching required under the Elementary Science Schedule (A) of the Code

A very small plot of land, or some earth in flower pots, boxes or barrels will be sufficient to conduct the illustrations required in this Class.

CLASS B.—REQUIREMENTS

1. The principles explained in Tanner's Alphabet of Agriculture and further steps, comprising 40 lessons, must be intelligently taught in the school

2 A plot of land of at least a quarter of acre in extent must be provided.

3 This plot must be surrounded by a good and sufficient fence and the possession of it legally defined.

4 The kind of plants to be cultivated and the exact number and kind of tools required must be decided by the Department on the report of qualified persons.

5 As a rule the following tools will be required for each dozen children.

3 Light machettes

2 Rakes

2 Garden spades, small size

2 Demerara forks, three or four prongs.

3 Hoes, small size only, for friable soils (loam or marls)

6 Credit will be given for the cultivation of economic plants not generally grown in the district, when the size and character of the plot renders this advisable

7 The time to be given to practical work in the field must be as a rule four hours per week. This work, for which a separate grant is given, must not occupy any part of the school hours

8 Boys above ten must attend the practical teaching in the field, and boys under ten may be permitted to do so

9 The agricultural teaching and the lighter practical work shall be open to girls.

10 A manure heap of road scrapings and other refuse should be formed in some suitable place

11. Everything grown should if possible be sold, and after the payment of necessary expenses, one-third of the net proceeds must go to the teacher, and the other two-thirds must be equitably divided amongst the scholars who had taken part in the cultivation.

12. No credit will be given to any School in Class B for ordinary cultivation conducted on the unscientific methods too usually practised in the island; but only for cultivation conducted on improved scientific methods

PRACTICAL TEACHING IN HANDICRAFTS

The requirements in this Subject have not yet been settled.

## APPENDIX G.\*

## SCHEDULE D.—SUBJECTS FOR EXAMINATION OF PUPIL TEACHERS.

	Reading and Recitation †	Dictation	Arithmetic ‡	Grammar.
First Year	To read with fluency, ease, and just expression, and to recite 60 lines from some standard poet	A passage of moderate difficulty to be correctly written on paper from dictation in a fair, legible hand. To write a short letter.	To be fairly proficient in the practical application of all the Compound Rules, &c., of money, and the weights and measures in general use	The parts of speech with their relations in a sentence Simple analysis.
Second Year.	To read as above, and to recite 60 lines from some standard poet, with knowledge of meanings and allusions	As above, also the substance of a passage read by the Examiner to be written down from memory Good penmanship required	Elementary Vulgar Fractions. Practice Tradesmen's and household accounts.	Analysis and parsing of simple sentences
Third Year	To read as above, and to recite as above 70 lines from some standard poet	As above, also business forms such as bills and receipts. The requirement of good penmanship will this year be more rigidly enforced	Simple Interest. Simple Proportion. Vulgar Fractions. Unitary Method Decimals.	Analysis and parsing of complex sentences.
Fourth year	To read as above, and to recite 80 lines of Shakespeare with clearness and force, and knowledge of allusions.	As above, also a short essay on a given subject.	Compound proportion Percentages. Averages	Paraphrasing Fuller knowledge of Grammar
Text Books Recommended				

\* For the requirements of the New Code of May, 1900, see Part II of this Report.

† To be prepared for the annual inspection of the school.

‡ The figures in the Arithmetic work must be well formed, and the examples worked out methodically and as good models for children to imitate

APPENDIX G.

SCHEDULE D.—SUBJECTS FOR EXAMINATION OF PUPIL TEACHERS

Geography	History (including Scripture History)	Science	Teaching
Physical geography of mountains and rivers Jamaica and the British Isles Map of Jamaica	Leading facts of Bible History Chief events in History of Jamaica	Colour, form, principal divisions of the animal and vegetable kingdom	To teach a class in reading or writing to the satisfaction of the Inspector How to question
Rains and springs, Europe and North and Central America Map of England and Wales	As above Life of Christ in greater detail Outlines of British History from Julius Cæsar to Magna Charta.	Stones and soils Elementary facts in physics	As above, with increased skill in instruction and discipline To answer simple questions on how to teach reading, and how to secure attention
British possessions Outline map of Caribbean Sea, Gulf of Mexico, West Indies Latitude and longitude Zones	As above Jewish History to end of Judges in greater detail Outlines of British History to the Restoration of Charles II	Elementary facts in animal and vegetable Physiology	As above, also to conduct a class in arithmetic to the satisfaction of the Inspector To answer simple questions on how to teach arithmetic
Asia, Africa, South America, map of British India	As above Acts of the Apostles in greater detail Outlines of British History to the Battle of Waterloo	First principles of agriculture	As above, also to give a lesson to pupils of the pupil teacher's own sex in any secondary subject taught To prepare notes of a lesson
Hughes's Elementary Class Book, 1s 6d Simms's Geography of Jamaica	Nelson's History of England for the Young, and Fyfe and Sinclair's History of Jamaica	First Year of Scientific Knowledge (Paul Bert) J B Lippincott & Co, 60c, and Relfe Bros, London, 2s 6d First Principles of Agriculture, Tanner, Macmillan, 1s	The Art of Questioning How to Secure Attention, J G Fitch, M A

Defects in these particulars will be more severely visited with loss of marks in the Second and Third Years

## APPENDIX H.

## SCHEDULE N.\*—REQUIREMENTS AT EXAMINATION OF TRAINING COLLEGES.

## PRIMARY SUBJECTS.

N B—Candidates in the Second and Third Year are liable to be examined in any of

	Reading and Elocution	English Grammar
First Year	To read with fluency, ease, and expression from approved Reading Books, with full understanding and ability to explain clearly to a class Vol III of "Great Authors," published by T Nelson & Sons To repeat 80 lines of poetry from any of the poets mentioned in Vols II and III of "Great Authors," † with correct expression and knowledge of the meaning	Analysis of simple and compound sentences To parse fully sentences of ordinary difficulty Chief rules of syntax Elementary History of English Language and Literature.
Second Year	To read as above, from approved Reading Books, a Text Book in History, an educational periodical, or a newspaper. Vol II of "Great Authors" To repeat as above, 120 lines of poetry from Wordsworth, Tennyson, Cowper, Longfellow, or Goldsmith, or any of the poets mentioned in Vol II of "Great Authors"	Analysis and complete parsing of complex sentences. Correction of erroneously-constructed sentences.
Third Year.	To read as above, passages of moderate difficulty from the best authors, and from newspapers Humorous passages from Standard Authors to be read intelligently. Vol I of "Great Authors" To repeat as above 120 lines of poetry from Milton or Shakespeare and 50 lines of prose from the Essays of Bacon or Macaulay †	Structure and derivation of words. Roots, prefixes, and Affixes. Word building,
Books Recommended	"Great Authors," 3 vols, T Nelson & Sons	Salmon's English Grammar Morris's Primer of English Grammar Daniel's Etymology, Grammar, and Derivation of the English Language Campbell's History of English Language and Literature

\* For the curriculum for Training Colleges as laid down by the New Code of May, 1900, see Part II of this report.

† Or from some other book or author, upon approval by the Department.

‡ Or from some other standard essayist approved by the Department

§ In all years the teaching of physical geography should be, as far as possible, exemplified and illustrated by the natural features of Jamaica.

APPENDIX H.

SCHEDULE N.—REQUIREMENTS AT EXAMINATION OF TRAINING COLLEGES.

PRIMARY SUBJECTS

the Subjects in previous Standards      Subjects in *Italics* not required in Female College

English Orthography and Composition	Arithmetic	Geography
<p>To write from dictation passages (prose and poetry) of moderate difficulty To write from memory the substance of a passage of simple prose read with ordinary quickness Bills, receipts, business letters Use of marks of punctuation, capitals, diacritical marks and italics Copies set in large text and small hand Rules for the formation of letters (rules for either upright or sloping style will be accepted)</p>	<p>Weights and measures, reduction, practice, vulgar fractions Practical examples in the use of linear, square, and cubic measure (Carpeting rooms, plastering walls, fencing, contents of tanks, &amp;c ) The reasons of the processes in addition, subtraction, multiplication, and division explained as to a class Mental arithmetic</p>	<p>Meaning and uses of maps—exemplified by map drawing of school premises and district round school † Physical geography, formation of land by the action of water, i.e. volcanoes, and other natural agencies Mountains, rivers, and river valleys In 1895 and every third year thereafter, geography as above of Asia, Africa, America, South of the United States, and maps as above of Asia (especially China and Japan), Africa and America (The whole college takes the same subjects. For subjects in other years, see note § )</p>
<p>To write a short descriptive piece on a specified subject To correct errors in orthography and composition Notes of first lessons in connected composition (letter writing, &amp;c )</p>	<p>Proportion, unitary methods, decimals, simple and compound interest, true and bankers' discount The reason of the processes in adding, subtracting, multiplying, and dividing vulgar fractions explained as to a class.</p>	<p>Physical geography Climate currents of the air and ocean, dew, &amp;c Physical, political, and commercial geography, and maps as above.</p>
<p>To paraphrase a passage of moderate difficulty Essay writing, different kinds General laws of style</p>	<p>Percentages, profit, and loss, stocks, square and cube roots, scales of notation The reasons of the processes in multiplying and dividing decimals explained as to a class</p>	<p>Physical and mathematical geography The earth as a planet, its size and motions, with the phenomena dependent upon them, the seasons, day and night, latitude and longitude Physical, political, and commercial geography, and maps as above</p>
<p>Salmon's English Composition Longmans Nichol's Primer of English Composition (Macmillan, 1s ).</p>	<p>Sonnenschein's Arithmetic Pendlebury's Arithmetic Deighton Bell &amp; Co</p>	<p>Hughes's Class Books of Geography and of Physical Geography, Geikie's Primers of Physical Geography and Geology, Geikie's "On the Teaching of Geography, Macmillan Simm's History and Geography of Jamaica, Fyfe and Sinclair's ditto Physiography, Elementary Course (Chambers 2s)</p>

§ In 1896 and every third year thereafter physical, political, and commercial geography of the British Empire, and maps (including natural features and chief political divisions) of Jamaica, the British Isles, Canada, Australia, and South Africa, roughly drawn from memory  
In 1897 and every third year thereafter geography as above of Europe and the United States, and maps as above of any European country, of the United States as a whole, and of any well defined group of States (New England States, Southern States, &c )

APPENDIX H — SCHEDULE N — continued.

SECONDARY SUBJECTS.

N B — Candidates in the Second and Third Year are liable to be examined in any of the

	History	Scripture	Science (Strictly Elementary)	
First Year	Principal facts in History of Jamaica up to Emancipation Broad outlines of History of England to the end of the 17th Century	In 1896 and every third year thereafter the subjects will be— Genesis, Exodus, I—XX, Matthew, for the whole College For subjects in other years see note †	Botany —Characters of the root, stem, leaves, and parts of the flower, illustrated by specimens of common flowering plants. Chemistry —Elementary and compound matter Illustrations of combination and decomposition in such bodies as hydrochloric acid, water, oxide of mercury, and rust of iron Preparation and properties of the common gases, such as oxygen, hydrogen, nitrogen, and chlorine The chemical character and constituents of air and water, and the nature of the impurities sometimes found in both Effects of plants and animals on air The properties of carbon and its chief inorganic compounds. Differences between metallic and non-metallic bodies Combination by weight and volume The use of symbols and chemical formulæ Physics —Chief forces of nature Gravity Properties of solids, liquids, gases Domestic Economy †—Food, its composition and nutritive value Clothing and washing	
Second Year	History of England from the Conquest to the Restoration of Charles II Broad outlines of European History up to 1660 A D.	As above	Botany —Structure of wood, bark and pith Cells and vessels Food of plants, and manner in which a plant grows Functions of the root and different parts of the flower The comparison of a fern and a moss with a flowering plant The formation of different kinds of fruits The structure of a bean and of a grain of corn The phenomena of germination. Agriculture —The principles regulating the more or less perfect supply of plant food, manures as supplemental sources of plant food The principles regulating the growth of crops and the variations in their yield and quality Physics —Moving bodies Vibrating bodies Sound Domestic Economy †—Food, its functions, preparation, and culinary treatment The dwelling, warming, cleaning, and ventilation. Rules for health, the management of a sick room	
Third Year	History of Jamaica to the present time History of England from the Restoration to present time Broad outlines of European History to the present time	As above	Animal Physiology —The build of the human body Names and positions of the internal organs The properties of muscle The mechanism of principal movements of the limbs, and of the body as a whole The organs and functions of alimentation, circulation, and respiration The general arrangement of the nervous system The properties of nerve Reflex action Sensation, organs and functions of touch, taste, smell, hearing and sight. Physics —Heat Light. Electricity Hygiene	
Books Recommended	Fyfe and Sinclair's History of Jamaica, Edith Thompson's History of England, Gardiner's Student's History of England, Green's Short History of the English People, Sanderson's Outlines of World's History	Cambridge Bible for Schools Maclear's Old Testament, 1s (Macmillan)	Bland's Botany, Bemrose, 1s Furneaux' Chemistry, Longmans. London's Hygiene, Chambers Balfour Stewart's Physics Primer, Macmillan, 1s Text Book of Tropical Agriculture Jamaica, 2s Tanner's First Principles of Agriculture, Macmillan, 1s Fream's Elements of Agriculture.	Sight Singing and Theory of Music, National Society, 1s 8d., Curwen's How to Read Music, Tonic Sol-fa Association, 1s

† In 1896 and every year thereafter Judges I and II Samuel and Luke In 1897 and every third year thereafter the subject will be Kings I and II, Acts, Outlines of History of Israel from the Captivity to the Christian Era

† Only in colleges for women



APPENDIX H—SCHEDULE N—continued

SECONDARY SUBJECTS.

Subjects in previous Standards    Subjects in Italics not required in Colleges for Women

Music	School Management.	Algebra	Euclid.	Drawing *
Singing from modulator, value of notes, simple time, major scales, intervals.	Characteristics of children, simple analysis of the mental powers, order of their development, leading principles of teaching cultivation of the senses How to question, how to secure attention, how to teach the elementary subjects Keeping of school registers	<i>To least common multiple Simple equations, and simple problems involving the same</i>	Definitions. Postulates. Axioms Book I, 1-5, and easy riders. <i>Book I, 6-26, and easy riders</i>	French and drawing (First Grade) on paper and black-board
Elements of theory of music, compound time, minor scales, modulation, transposition, Sol-fa notation, reading an easy passage in any key or mode from the treble staff at sight.	Cultivation of the memory On the use of words. How to teach grammar, geography, history. Notes of lessons. A lesson in reading, dictation, or arithmetic, or an object lesson, is required to be given in the presence of the examiner Knowledge of Code	<i>Fractions, simultaneous simple equations, and problems involving the same</i>	Book 3, 1-26, and easy riders. <i>Book I, 27-48, and easy riders</i>	Practical Geometry Rawle, latest edition (15th) pp 1-52. (Method and principles of construction of every figure must be fully explained)
Common dominant and subdominant chords, fundamental discords, inversions, class teaching from modulator, to play simple tunes on the piano or harmonium, ear tests.	Discipline, school furniture and apparatus and their uses, educational reformers, timetable and method of organising an elementary school. Lessons as above, or in grammar, composition, Scripture, or morals	<i>Problems leading to simple equations, involutions, quadratics, and simple problems involving the same.</i>	Book I, and easy riders <i>Book II, and easy riders</i>	Model drawing and rudiments of perspective Proficiency in drawing on the black-board to illustrate practice lessons
Teacher's Manual of the Science and Art of Teaching, National Society Salmon's Object Lessons, Longmans Rick's Object Lessons. Emerson White's Pedagogy Fitch's Art of Questioning Fitch's Art of Securing Attention Teacher's Manual of Instruction, Education Department, State of New York Primer of Pedagogy, Professor Putman.		Hall and Knights Algebra.	Hall and Stevens Euclid	Rawle's Class-book Practical Geometry (National Society). Freehand Drawing (First Grade). Kensington Drawing to Scale 1d Whitehall Drawing Course, G Gill and Son

\* The pass requirement in drawing will be leniently enforced.

## APPENDIX H.—continued SCHEDULE P.

## NEEDLEWORK FOR TRAINING COLLEGES FOR WOMEN.

Standard	Needlework	Darning and Mending	Knitting.	Class-work
First Year	<p>1 To show an unlined canvas sampler, with the following stitches worked to the thread Sewing, running, hemming, gathering, stitching, herring-bone, chain stitch, whip-stitch, button-hole stitch</p> <p>2 To show on separate pieces of material (2 in by 5 in). (a) Hemming in two colours, joining a fresh thread (b) A sew and fell seam, with a string sewn on (c) A piece of flannel herring-bone (d) A wrist band stitched, with button and button hole, and a piece of calico, gathered, stroked, and set in (e) A piece of twilled long cloth with binders and gussets (f) A set of tucks on longcloth, with a whipped frill</p> <p>3 To make up — (1) An infant's print frock (2) A print or diaper pinafore (3) A plain shift or chemise</p>	<p>1 A sample of knitted stocking web material, showing a straight twill and bird's eye darn</p> <p>2 A cross cut darned in linen</p> <p>3 A hedge-tear darned in cloth or flannel</p>	<p>1. To show squares (8 by 5 in) of — (a) Knitting (b) Alternate knitting and purling (c) Ribbing; the specimens to be made with chain edge and cast on and off by the maker</p> <p>2. A pair of infant's socks on two needles, or pair of ribbed cotton garters</p>	To draw to scale cut out and fix (1) An infant's frock (2) A pinafore (3) A plain shift or chemise.
Second Year	<p>1 A linen stitch sampler showing the stitches of the first year, and adding marking in large and small letters</p> <p>2 A pair of child's first knickerbockers gathered into bands</p> <p>3 A flannel gored skirt, or woman's white slip body</p> <p>4 A gored and tucked longcloth skirt</p>	<p>1 A linen or calico patch set in</p> <p>2 A print patch matching the pattern</p> <p>3 A flannel or cloth patch</p>	<p>1 Specimens of — (a) Intaking. (b) Heels. (c) Ankle - gussets</p> <p>2. A woollen vest on two needles, or knitted cotton wash - cloth on four needles.</p>	To draw to scale, cut out and fix (1) A pair of child's first knickerbockers (2) A flannel gored skirt (3) A longcloth gored skirt
Third Year	<p>1 A linen sampler, showing braiding, feather-stitch, cable stitch, and knotting</p> <p>2 A woman's yoked nightdress</p> <p>3. A man's shirt with gussets.</p>	<p>1 A stocking web sampler, showing — (a) Swiss darning (b) Grafting (c) Stocking-web stitch</p> <p>2. Taking up ladders in stockings</p>	<p>1 A pair of women's stockings</p> <p>2. A pair of child's socks</p>	<p>1 Thimble, needle, and folding drill to an infant class.</p> <p>2. To teach the sampler stitches to a school class on the demonstration frame</p> <p>3 To cut out and fix — (1) A shirt. (2) A night-dress</p>

## Materials Required.

## Books Recommended.

White cheese cloth for canvas samplers  
Red cotton for working cotton samplers  
Marking linen for linen samplers  
Stocking web material for darning samplers.  
Red knitting cotton for knitting specimens  
Blue and red marking cotton for specimens of stitches

Messrs  
Venables & Co,  
Whitechapel,  
London, E C.

Demonstration frame and cord — National Society, London  
Infant-threaders for needle drill—Venables & Co.  
Sectional paper for cutting out to scale—National Society.  
Chequered black board for cutting out to scale

Self-teaching Needlework Manuals — (E Jones) Hughes, Ludgate Hill  
Plain cutting out—Griffiths & Farran.  
Diagrams for above — Griffiths & Farran.

APPENDIX H.—continued. SCHEDULE Q

REQUIREMENTS IN EXTRA SUBJECTS AT TRAINING COLLEGES.

—	Latin.	French.	Mathematics.
Second year	Nouns, adjectives, pronouns, regular verbs. Principia, to p 65. Gradatim, Nos 1-46	Nouns, adjectives, pronouns, regular verbs French Course, year I 1st French Reader, 1-140	<i>Algebra</i> —Indices, Surds, Ratio, Proportion, Variation, Arithmetical and Geometrical Progression, Logarithms <i>Euclid</i> —To Book III 29 <i>Mechanics</i> — Kinematics, Measurement of Force (Magnus, 1892 edition pp 1-126)
Third year	Irregular verbs, prepositions, conjunctions, with elementary syntax. Principia to end Gradatim, Nos. 41-80	Irregular verbs French Course, year II Introduction and Exs 1-80 1st French Reader, No 141-200	<i>Euclid</i> —To Book IV <i>Trigonometry</i> —The relation between the circumference and diameter of a circle. Measurement of angles The trigonometrical ratios (Lock, stereotyped edition, 1893, pp 1-86.) <i>Mechanics</i> — Laws of motion Energy Machines Centre of gravity (Magnus, 1892 edition, pp 127-226, and 317-358)
Books recommended	Smith's Principia Heatley's Gradatim	Macmillan's French Course. Caron's 1st French Reader	Hall and Knight's Algebra Hall and Steven's Euclid Magnus's Elementary Lessons in Mechanics. Lock's Elementary Trigonometry

SUPPLEMENTARY NOTES ON EDUCATION IN  
JAMAICA, 1898-1900

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Since the above report was written by the Hon. T Capper, the Education Commission, referred to in paragraph I 16 above, has issued its report. As the matters inquired into and discussed by the Commissioners are of great importance and general educational interest, it has seemed best to append, in the form of Supplementary Notes to the foregoing report, a summary of the chief recommendations of the Commissioners, together with a few illustrative extracts from the accompanying volume of evidence. The following notes also contain extracts from the Annual Report of the Education Department and of the Board of Education of Jamaica for the years 1898 and 1899, the latter having been issued in the present year 1900. The reader will thus be enabled to follow the development of education in Jamaica down to a recent date. It should be borne in mind that the elementary schools referred to are almost exclusively attended by coloured children.

I.—SUMMARY OF THE REPORT OF THE COMMISSION APPOINTED TO ENQUIRE INTO THE SYSTEM OF EDUCATION IN JAMAICA, 1898.

The Commission appointed in December, 1897, consisted of His Honour C. F. Lumb, LL.D., one of the Judges of the Supreme Court of Jamaica, the Most Rev. Dr. Nuttall, Archbishop of the West Indies, the Right Rev. Dr. Gordon, Bishop of Thyatira and Vicar Apostolic of Jamaica, the Hon. D. S. Gideon, member of the Legislative Council; the Hon. James Johnston, M.D., member of the Legislative Council, and the Rev. Dr. William Gillies. The letter of the Governor appointing the Commission stated, as the reason for its appointment, the fact that "representations have been made by members of the Legislature and other persons from time to time that the present system of education in the colony has not produced satisfactory results, that the curriculum adopted by the Board of Education is not suitable to the needs of the population; that the cost of education is too high in proportion to the financial resources of the Colony, and that it is expedient that full and authentic information should be obtained as to the system of education pursued in Elementary, Secondary, and Industrial Schools and Reformatories, and the training of teachers thereof." The Commissioners were charged "to make full and diligent inquiry into the system of education adopted in the Colony, and its cost; to report whether the education at present given is calculated to inculcate a sense of duty and responsibility and to impart useful knowledge; and to suggest such changes in the educational system as might appear to them calculated to secure efficiency and economy." By a later instrument (Feb. 2, 1898)

the Commissioners were empowered, if they should judge the same to be desirable, to take evidence privately in the course of the inquiry, such evidence to be regarded by the Commissioners as confidential and the persons giving it to be so informed beforehand. The Commissioners' report is dated November 26, 1898, and was signed by all six Commissioners, but each of them appended a "supplementary statement," recording dissent on certain points. The following is an abridged summary of the chief recommendations of the report, which is stated, in the Superintending Inspector's report for 1898-9, to have been long out of print and not procurable.

### (1) *System of Education in Jamaica*

The Commissioners write.—"The existing system of Elementary Education in Jamaica may be briefly described as a Denominational System, with respect to the establishment and management of schools, under which scholars pay no fees, and almost the whole of the annual expense of the schools and a very small part of the cost of school buildings are contributed by the Government from general revenue. It must not be forgotten that hitherto representatives of the various religious denominations have been almost the only persons who have practically interested themselves in the education of the young from its moral and intellectual standpoint. Although the results produced may not be as satisfactory as could be desired, yet to them and to their efforts is due the undoubted educational advance that has been made, and it would be unjust and ungrateful to overlook this important result and to withhold from them a due recognition of their work in the past.

"Many witnesses have suggested that the present system should be supplanted by a National or entirely secular system, with the establishment of numerous School Boards," but, the Commissioners added, "we cannot recommend the adoption of such a complete revolution in our education system."

"It was proposed, and the Board of Education on the 27th October, 1896, and in January, 1897, carried resolutions to the effect that, with certain exceptions, no more new Denominational Schools receiving Government aid should be established. By a majority we recommend this.

"Apart from any theory, we have arrived at the conclusion that a dual system of Voluntary and of Government schools in Jamaica will best utilise all the educational forces of the island at least cost to the public revenue. At present there is only one Board School in Kingston, and that of a special kind; and there are two or three public elementary schools elsewhere under joint management; but all the rest (numbering over nine hundred) are Denominational or Voluntary schools. This fact largely explains why we recommend that after our report comes into force no new voluntary schools should be established. This arrangement is necessary to give anything like a fair opportunity of developing Government schools and

testing that method of meeting difficulties which have arisen. But another fact should be mentioned which has an important bearing on the case. There appears to be scarcely a district of the Island (if there be even one) in which voluntary schools have not been planted, and in many districts the total of such schools is in excess of the needs of the population. There is hardly (if at all) a district where one religious denomination could now be authorised to establish a new school without other denominations feeling aggrieved—for there is hardly a place left where a particular denomination, on the ground of the people of the district belonging solely or chiefly to such denomination, can claim the right of establishing a fresh denominational school.

“Moreover, such is the pressure of financial difficulty in regard to the establishment and maintenance of schools, arising partly from the unwillingness or inability of the people to give much free labour or financial assistance, and partly from the withdrawal of British voluntary contributions and subsidies, that most, if not all, of the religious bodies, even those which are greatly in favour of the denominational system of education, appear to have come to the conclusion that the best they can do is to endeavour to conserve and sustain the most necessary and the most efficient of their existing schools. So that arranging to maintain on the Government list efficient and necessary voluntary schools, to amalgamate small and inefficient schools and to make all new schools Government schools, as we have suggested, seems the best and in fact the only solution of the various difficulties of the case.

“As there will henceforth be two classes of public elementary schools, it is necessary to give each class a name.

“(1) The schools which have been established by various religious denominations largely at their own cost, and which will still be managed by them, and need their special care and assistance, we recommend should be called Voluntary Schools. This is the name which on the whole seems to be generally preferred, and it has the advantage of being the term used in English Law or Code for somewhat similar schools.

“(2) We recommend that the other schools should be called Government Schools.”

### (2) *Amalgamation of Schools.*

It will be convenient to take next the recommendations of the Commissioners with regard to the amalgamation of schools, though the section under this heading comes somewhat later in the original report.

The Commissioners remark: “One of the weakest parts of the present system is the multiplicity of schools, resulting in (1) increased expenditure, as small schools are relatively more expensive than large schools; (2) small salaries of head teachers; (3) inferiority of teachers, as small schools mean small salaries; (4) weakening of discipline and teacher's influence; (5) waste of

teachers' and inspectors' time. A judicious system of amalgamation would (1) promote combination of weak and inefficient schools, greater efficiency, better organisation and discipline; (2) increase salaries of many teachers and induce a better class to enter the profession, and (3) allow of the employment of more trained women teachers, and of teachers fresh from college as assistants, and of boys and girls being in different departments."

"The effect of amalgamation on the teachers will be that (1) the incompetent will be dismissed, (2) the inferior can be employed as assistants, (3) it will give the teachers more responsibility, (4) it will prevent any injustice that may now exist of a teacher's form of religion being a factor considered in his appointment."

The Commissioners point out that the amalgamation of schools would not necessarily mean in all cases the building of a new school, and urge that "amalgamation and closing of schools should take place at as early a date as possible." "We are aware," they proceed, "that this is a most difficult and delicate matter to deal with, and we do not consider that we are the proper persons to deal with it in detail. We are also of opinion that the settlement of this matter should not be left to the Board of Education or to the Education Department, but that it should be dealt with by an outside independent committee of three gentlemen specially appointed for the purpose. We therefore recommend that three entirely disinterested gentlemen be specially appointed by the Governor to be a committee to deal with this matter in the following manner: (1) A special Inspector should be appointed by the Governor to report upon all the proposed cases of amalgamation or closing of schools referred to him by the Education Department. (2) Such reports, together with the opinions thereon of the Superintending Inspector, and all objections, if any, of persons interested, should be referred from time to time to this committee, whose decision (subject to the general principles set out below) shall be final, unless revoked by the Governor. The following should be the general principles which should guide the Committee in dealing with the proposed amalgamation —

"(1) The aim should be to establish one good school in the place of several small ones, especially in towns or populous centres

"(2) Due regard should be paid to the population, educational needs, and facilities for scholars getting to school

"(3) Due regard should be paid to the fact that Voluntary schools (where of sufficient size and not too numerous for the need of a district) cost the State less than Government schools. Nor should it be forgotten that the establishment of many Voluntary schools in Jamaica is the outcome of past effort, and represents deep local interest, the loss of which would be injurious to the State and to the cause of education. On the other hand, we consider there is now a considerable number of small voluntary schools which may well be amalgamated.

"(4) In the case of a large and efficient school and a small or

inefficient school, the latter is to be amalgamated with the former, and the amalgamated school is to remain a voluntary school of the denomination of the former, and the manager (and his successors) of the former shall be the corresponding manager of the amalgamated school, with the right, under the Code, of appointment of teachers, and the manager (and his successors) of the small school shall be co-manager.

“(5) In towns where there is not more than sufficient school accommodation no school should be compulsorily amalgamated which is efficient according to the Code, and which is sufficiently large to prevent the waste of public money.

“(6) The provisions in the next preceding sub-section shall also apply to schools in country districts, with the further condition that amalgamation shall not leave an appreciable number of children resident more than two and a half miles from a school.

“(7) . . . On determining on the renting of buildings as Government schools, preference should be given to such buildings as are detached, as are not used as places of worship, and as are suitable”

“In the case of Roman Catholic Schools,” continued the Commissioners, “we, by a majority, recommend as follows:—

“(1) Existing Roman Catholic Schools should be exempted from any proposed arrangement of amalgamation with other voluntary schools on condition that such exemption causes no more expense to the Government than if the scholars in such schools were in attendance at such amalgamated schools.

“(2) Before the new permanent arrangements suggested in this report come into force the Roman Catholic authorities should be allowed to start and have placed on the Government list (subject to all the other usual requirements) other schools not now recognised, where these are needed by Roman Catholic communities—say, to the number of not exceeding six in the country and one in Kingston—provided that such schools come within the provisions of the new Code as regards numbers for exceptional schools in the country, and that the number in average attendance in the one proposed in Kingston should be not less than 80; and provided that the education of the children shall not cost more to the Government than if they were being educated in a Government school.

“(3) Roman Catholics shall erect and maintain at their own expense such school buildings as may be required under the last preceding sub-section.

“(4) Non-Roman Catholic children shall not be compulsorily required to attend any Roman Catholic school.”

The chairman, Justice Lumb, dissented from the recommendation that, with certain exceptions, no more Denominational schools receiving Government aid should be established. He wrote: “I believe in a dual system of Denominational and Undenominational or Government Schools, by which a meritorious educational rivalry is fostered and the conscientious objections of



all are respected. Hitherto the system has been Denominational, and to allow none but Government schools would be going from one extreme to the other. I also think that the privilege of establishing schools should be granted to all denominations alike, and therefore I do not approve of the form of the recommendation above [*sc.*, as to exemption of Roman Catholic Schools], although I have no objection whatever to Roman Catholics having the privileges therein." The Bishop of Thyatira recorded his "dissent from the sweeping statements that 'after our report comes into force no new Voluntary Schools shall be established' My reason is that as Voluntary Schools have been admittedly necessary and useful in the past, and are recommended as useful and necessary for the present, so they may be found to be useful and necessary in future." Mr Gideon similarly dissented, recording his opinion that "the proposed scheme of amalgamating existing schools may have the effect of those of one denomination swallowing up those of others in certain districts," and stating that he could "see no reason why the special privileges recommended for Roman Catholic schools" (with which he agreed) "should not be conceded to all denominations, especially as it is provided that such privileges shall not cause more expense to the Government."

### (3) *School Age*

Under this head the Commissioners remark as follows: "At present the school age is from five to fourteen years, except in infant schools, which scholars may enter at three years, and except in Seventh Standard schools, in which they may remain till they are sixteen. We recommend that the school age in elementary schools should be from six to twelve years of age. This term of years will (1) give free education for six years to every child, (2) be sufficient, if attendance be compulsory, and if the new curriculum we shall recommend later be adopted, (3) aid amalgamation, as children of such ages can walk greater distances than infants, (4) probably increase punctuality and regularity, the want of which is greatest among the younger children; (5) cause a greater number of children to pass through the schools; (6) prevent girls over twelve being taught by men.

"Twelve years of age will be high enough because (1) the children by that time will have mastered the curriculum, and (2) that age will admit of two years for manual and practical agricultural instruction.

"In Seventh Standard schools some scholars may now remain till they are sixteen years of age. We recommend that Seventh Standard schools should be abolished.

"The majority of us recommend that provision be made in the Law and the Code for infant schools for children between the ages of four and six to be taught on Kindergarten methods; that such schools be for the present limited to the towns; but if increased public funds should become available they be extended to other centres of considerable population; but that in every case such schools be only retained or placed upon the Government

list if and when the Governor as the final authority is satisfied that they are needed and can be efficiently conducted according to the regulations as to the number of children and the intelligent use of Kindergarten methods. The number of infants to entitle a school to be on the Government list should be not less than fifty . . . .”

“With respect to scholars who intend to become Pupil Teachers, we recommend that they should be allowed to continue as scholars until they become thirteen years of age, in order that they should not lose any of the education they have acquired by their school life being interrupted for a year”

#### (4) *Compulsion to attend School*

On this subject the Commissioners stated that diversity of opinion existed among themselves as amongst those who had given evidence on the question. “Taking everything into consideration,” they state, “we, by a majority, recommend that compulsion should be enforced under the following conditions:—

“(1) Compulsion should first take effect from the 1st January, 1900, and should apply in that year to the age of six years, and each succeeding year one year should be added up to the age of twelve

“(2) It should be for 240 attendances in each school year

“(3) The fine for non-attendance should never exceed 5s, with an alternative imprisonment for not more than seven days

“(4) Any of the following reasons should be a reasonable excuse or exemption, namely —

“(a) That the child is under efficient instruction in some other manner;

“(b) That the child has been prevented from attending school by sickness or any unavoidable cause,

“(c) That there is no public elementary school open which the child can attend within such distance, not exceeding two and a half miles measured according to the nearest road from the residence of such child, as may be prescribed in the regulations; and the magistrate should be allowed in his discretion to reprimand for the first offence.

“The arrangements for carrying out compulsion should be as follows —

“(1) There should be one Attendance Officer in every suitably defined area, which should embrace many school districts. In the country we suggest that he should be a rural headman or policeman, and in towns a member of the constabulary, the former to be paid not more than 1s. 6d. a day when so employed

“(2) Managers and teachers should in the first instance aid in preparing and keeping lists of children of the schoolable age to whom compulsion applies.

“In the event of failure to get the children on the list, the attendance officer should be responsible, and should call on parents and guardians to give in the names and ages of the children

“(3) The managers and co-managers will be able to give valuable aid in the matter of attendance. The managers, with, if possible, the corresponding manager present, should meet monthly at the school. The locally resident managers and the teacher should report the result of their efforts to get the children to school. Parents considered culpably negligent in not sending their children to school should be warned to attend such meeting. Excuses should be granted by the managers for valid reasons, such as sickness in the house, want of clothes, need for children's services during pimento, orange, or other crop time. Those without sufficient excuse should be warned that, if the children's proper attendance does not commence before the next monthly meeting of the managers, they will be placed on the list of defaulters

“(4) A list of defaulters (that is, those considered by the managers without sufficient excuse) to be kept at the school, and a certified copy of this supplied by the teacher monthly to the attendance officer.

“(5) The attendance officer should then summon before the magistrate the parents or guardians of the children on the list, and the magistrate would deal with them subject to the conditions already laid down.

“(6) In towns some of the preceding arrangements may require modification

“(7) In carrying out these arrangements, voluntary aid should be largely relied upon, and paid services availed of as little as possible, so as to keep down expense.”

“That there are difficulties in the way of carrying out compulsion” write the Commissioners, “we are well aware, but we cannot see that (to the extent we recommend that compulsion should be attempted) the difficulties are greater in Jamaica than in any other countries where compulsion is carried out with manifest advantage. With the voluntary co-operation, which we suggest should be sought, the expense of the machinery of compulsion will be comparatively small. If there be additional cost to the country, it will chiefly result from the eventual bringing into the schools of a greater proportion of the population. But no intelligent citizen who believes in the value of a proper education will object to this; for, in the event of compulsion having this result, it will be the means of preventing a great waste of public money arising from irregularity of attendance, and will make the school effective for the education of a greater proportion of the population . . . . Why should we tax the community to support schools, and then permit children to pass school age without using them? We believe that, if our suggestions are adopted, the difficulties will be minimised both as to cost and method. And compulsion will become practicable and efficient

by being carried out simultaneously under the operation of a general law, but beginning with the younger children.

"We are of opinion that this arrangement will not rapidly force up the attendance, but will gradually increase it. Nowhere has compulsion brought into the schools all the schoolable children, but judiciously applied it does tend gradually to increase the percentage of attendance. As we recommend that compulsion should come into operation in and after January, 1900, for children between the ages of six and seven, and in and after January, 1901, for those between six and eight, and so on up to twelve, we think that for the first three years beginning with the year 1900, the gradual enforcement of the compulsory arrangements will do little if anything more than counterbalance the withdrawals from school on account of reduction of school years, whereby those from twelve to fourteen and those in country places younger than six will be removed from school. Compulsory attendance thus carried out will not necessitate any immediate outlay in building. . . .

"We believe that the fact of the law requiring the attendance of children at school will have great weight with our people generally, and will in itself tend to greatly improve the attendance. Some considerable time should elapse after compulsion comes into operation before other means besides moral influence are resorted to, and full allowance should be made for all reasonable excuses; so that there will be no real hardship created.

"Some of the direct advantages which may be expected to result from compulsory attendance are the following:—

"Full value will be more reliably obtained for outlay of public funds on education.

"The greater regularity of attendance will tend to prevent wastefulness of teaching power.

"While in the first years compulsion will only be applied to the younger children, this will help to keep up the attendance of the older ones on the list, because their parents in many cases will require them to travel with the younger children to take care of them.

"If a right education is good for the people as a whole, no recommendations would be wise which did not provide for gradually bringing all the children under the influence of such good and practical education.

". . . The proposed arrangements for itinerant teachers in sparsely populated districts [see below] will be futile without compulsory attendance.

"In fact a large part of our proposals for securing efficiency combined with economy can only be expected to be successful if strengthened by compulsion."

##### (5) *Irregularity and Unpunctuality.*

Under this head (which is closely connected with iii. and iv. above) the Commissioners write—"All of the witnesses who are in any way connected, practically, with education, complain of

the great want of regularity and punctuality, especially in the younger children. As irregularity and unpunctuality are such great drawbacks to efficiency and to the maintenance of school discipline, they require serious consideration. It should not be overlooked that in England, where there are both compulsion and comparative irregularity of attendance, there are complaints about efficiency, caused, as some believe, by attempts to teach too many subjects.

"Irregularity of attendance may be owing to the economic conditions of Jamaica, which can only be removed gradually, and to parents keeping children at home for trivial reasons. Unpunctuality may be in part owing to the teachers themselves by not assembling or dismissing the school at the fixed hours, or by not calling the rolls at the proper time, or by permitting unpunctuality without dealing with it, or by not keeping their clocks in order."

The Commissioners point out that "greater regularity of attendance will be probably secured by compulsory attendance, by raising the minimum school age, and by the growth of public opinion. . . . Inspectors' surprise visits will also keep the teachers on the alert to be punctual. . . . With the same object in view, we recommend that the morning work should be commenced with drill and singing, which are the most pleasing and attractive part of school work to children, and that scholars should not be admitted after ten a m in the morning session and two p m in the afternoon session, and that the Head Teacher should enter the times of opening and dismissing school each day in his Log Book. . . . As an inducement to scholars to become regular and punctual we recommend, that medals and certificates be given annually for punctuality and regularity and proficiency, the distribution to be publicly made by prominent persons. This will not entail an expenditure of more than a very few pounds each year, and we hope that it will be attended by results similar to those obtained in places where such a system is in operation."

The following dissentient notes, signed by individual Commissioners, touch on topics referred to under the headings iii., iv., and v. above. The Chairman writes: "I cannot agree to any of the recommendations for compulsion. First, its adoption will increase the cost of education. It will either increase the numbers in attendance or not, if the former, then the cost will increase; if the latter, there is no necessity for it. Second: When the finances will allow, it might be fixed tentatively in one or two towns, and, if successful, be applied to other towns. Third: In the country its enforcement would be difficult or dangerous. The written opinions of seven medical men of the highest repute and resident in different parts of Jamaica were laid before us, and it would appear that it would be physically injurious for young children to walk four or five miles a day and have five hours' school work, for at least 120 days in the year. To avoid this would require a multiplicity of schools." The

Chairman expresses a preference for a thorough trial of various means of persuasion, such as the offer of medals for regularity of attendance, changes in the time table, improvements in the teaching, the offer of leaving certificates of good character, &c, rather than a resort to compulsion. "My experience of compulsion has forcibly impressed on me the advisability of keeping the policeman and gaol far apart from elementary education." Justice Lumb also called attention to unfavourable reports of the school attendance in London. He added that he should have "preferred the school age to be from seven to thirteen," but that he deferred to the majority in this respect. He further expressed the opinion that "being sent to school when very young does not hasten a scholar's mental development," and that "believing the educational result to be very meagre, he could not concur in the recommendation for admission from four to six in towns." His reasons for dissenting from the recommendation to recognise, under the new conditions, in towns, a number of infant schools, are worded as follows: "(a) It will increase expense, as it will increase the number of scholars, of departments, and of teachers, and will require Kindergarten methods, (b) it will require specially-trained teachers, (c) infant schools are so expensive, (d) I think six years are sufficient for the taxpayers to pay for, (e) by confining it to towns, an injustice will be done to children in country districts. . . . Nor can I agree in the recommendation for the adoption of kindergarten methods. . . .

Whether it has all the merits that its supporters claim for it or not, I do not consider, but its great expense must be taken into account. It will require specially trained teachers and expensive apparatus and equipment involving not only initial cost but also that of replacement."

The Archbishop of Jamaica and Dr Gillies signed a memorandum suggesting certain modifications in the Commissioners' recommendations in regard to school age, and the dates and modes of giving effect to proposed changes introducing compulsory attendance.

Mr Gideon recorded his opinion in the following terms: "I do not consider the country is yet in a condition to render compulsion practicable or desirable, and I am of opinion that compulsory education even on the lines indicated will be costly. If, however, it is intended to give effect to the recommendation of the Commission to reduce the school age, then, to counter-balance the disadvantage resulting therefrom, I should withdraw my objection. I cannot concur with the recommendation that the school age should be from six to twelve instead of five to fourteen."

#### (6) *Education of Children of East Indians.*

The Commissioners found that, except in a few cases, there was no evidence of any special effort having been made for the education of the children of East Indians. "It also appears," they write, "that there are many difficulties in obtaining their attendance in the ordinary elementary schools, one of which is

the racial jealousy of the parent for the protection of his female child. . . . Considering that there are now about 15,000 East Indians in the island, of whom not more than 2,000 are indentured, and that except as to these 2,000 they are under the same regulations as others as to taxation, &c, we are of opinion that some effort should be made to give them the advantages of education, and we therefore recommend that special schools should be established in centres, where necessary under the following conditions:—

- “(1) That such schools be Government schools,
- “(2) That the minimum attendance should be 30,
- “(3) That the teaching should be given in the English language,
- “(4) That the teacher should be able to speak English and Hindi,
- “(5) That West Indian children should not be refused admission when no other school is accessible to them ”

(7) *School Managers*

The Commission found “the present system, unsatisfactory, because—

- “(1) There is difficulty in obtaining co-managers,
- “(2) There is a great absence of laymen as co-managers,
- “(3) There is an insufficiency of proper supervision, as some managers have as many as nine or ten schools”

They recommended that, in regard to Voluntary schools, there should, if possible, be three managers for each school, and that it should be made clear that women are eligible for appointment as co-managers, and that their co-operation is sought. In regard to Government schools, the Commissioners advised that the Governor should appoint a board of six managers for each school, women being eligible for appointment, but that “no teacher or any person who derives any profit or emolument from any Government school should be a manager” “In England,” The Commissioners write, “professional men, merchants, shopkeepers and others engaged in earning their living, give their services free, as such managers, and we hope a similar public spirit will be displayed in Jamaica, and that there may be no difficulty in the future in obtaining the services of ladies and gentlemen for such positions ”

(8) *Inspectors and Inspection.*

“It would appear,” state the Commissioners, “that during recent years only persons possessing University Degrees have been appointed Inspectors. We are of opinion that the services of University graduates are very desirable, but we recommend that the possession of such degrees should not be an indispensable qualification for such appointments. . . . ”

“The Commission is strongly of opinion that great good will probably result from a system of surprise visits by Inspectors, by

which teachers will be kept on the alert and during which an Inspector can point out bad habits, make suggestions for improvement, give model lessons, and help and direct teachers."

"We therefore recommend that—

"(1) Each school should be examined once in two years ;

"(2) Surprise visits be made varying in number inversely as the efficiency of a school, and be not less than once in each non-examination year

"(3) Great attention should be paid to the examination of discipline and organisation.

"(5) Teachers should give lessons in the presence of the Inspector

"It may be reasonably expected that each Inspector should spend not less than 180 days in a year in actual examination and visiting schools on the following basis—say 200 schools to each Inspector, 100 days for the examination of 100 schools in each year, 80 days for surprise visits, and this at the rate of two surprise visits a day will allow of 100 surprise visits to the second 100 schools, and extra visits to any schools that he considers may require it."

"We do not consider the annual conference of Inspectors referred to in the Colonial Secretary's letter of 21st February, 1898, will be necessary if our recommendations be adopted"

#### (9) *Grants*

"Grants on examination will be abolished if the salaries of teachers are fixed. For the same reason the attendance grant will cease. We recommend that Voluntary schools now in existence should be eligible for the same amount of building grant as is now provided for in the Code. . . . As it is so necessary for the efficiency of a school that its materials and appliances should be sufficient and up to date, we regret that the financial position will not admit of a recommendation of an immediate increase of the capitation grant of 6*d.* a head, but we hope this can and will be remedied before long. Whatever the amount may be, we recommend that (1) Inspectors should have the power to order the providing of the necessary apparatus; (2) which should be within the amount of the grant and be a fixed charge upon it. . . ."

"We recommend that special grants should cease for Drawing, Agriculture and Horticulture,\* Handicrafts,\* and special grants for schools over 80"

#### (10) *Teachers and their Training*

The Commissioners record their opinion (paragraph 158), that "the teachers, as a body, are probably the weakest and most unsatisfactory part of the present system, though the evidence shows an improvement in those who have been trained in recent years. Students are however trained in too much that is unnecessary and unfitting, and too little in what is useful and practical, at the expenditure of much public money, producing, in many cases

\* For new proposals in regard to these subjects, see Section xv. below.



teachers who are imbued with false ideas of their duties and occupation. As some explanation for this state of affairs, it is but right to remember that neither the present curriculum in Schools nor in the Training Colleges will allow of the adoption of a different and useful training. Therefore we consider it to be all the more necessary for us to endeavour to remedy this by the changes which we are about to recommend”

(a) *Training of Teachers.*

The Commissioners wish “to emphasise their opinion that the training of women teachers should be combined with subjects of a practical nature,” and suggest that this would be attained if the women students were to “take part and receive instruction in the cookery, laundry, and domestic arrangements” at the Training Colleges

A majority of the Commissioners recommend that the period of training for teachers (men and women) should be reduced from three to two years. “This will reduce the cost of each student, will provide more trained teachers, and will be long enough for the reduced curriculum we propose” Dr Gillies dissents from this view, on the ground that a two years course of training is not sufficient to secure true efficiency. In any case, he would give a third year’s training to students showing special ability

The following is a summary of the changes in the curriculum of the Training Colleges proposed by the Commissioners (except Dr Gillies, who dissents “in the interests of efficiency with economy and the welfare of the schools”) —

Reading	}	To be extended.
School Management		
Drill		
Agricultural Instruction		
Domestic Economy		
Composition	}	To be curtailed
History		
Geography		
Grammar		
Drawing		
Elocution	}	To be struck out.
Science		
Latin		
French		
Algebra		
Euclid		
Mechanics		
Trigonometry		
Instrumental Music		
Object Lessons		
Laundry Work		
Cooking		
Manual Instruction		

With regard to these suggested changes, which are in the direction of giving a more "practical" trend to the studies of teachers in training, the Commissioners make the following remarks — "We are of opinion that the present curriculum (*i.e.* in the Training Colleges) contains too much of the higher subjects and too little of the primary and practical subjects, and that too many text books are indicated.

"*Reading*. Great attention should be paid to reading aloud and to a conversational discussion and explanation of the lesson.

"*Composition*: Should comprise letter-writing and short essays in plain and simple language.

"*Arithmetic*: There should be great attention paid to Mental Arithmetic and to Weights and Measures.

"*History*: Should be confined to English and Jamaica History, and to that of the United States of America

"*Geography*: Too extensive, especially as to physical and mathematical Geography.

"\**Grammar*: The history of the English language and literature might with advantage be omitted

"*Music*: Should be confined entirely to singing by note. The teaching of instrumental music might be available out of working hours for those who will pay for it

"*School Management*: This subject requires the greatest attention, and 50 additional hours in each year at least should be given to it. Work in the practising school should be done for one week continuously, and this would produce better results . . .

"*Drill*: Should be compulsory for men and women

"*Object Lessons*: These should be introduced, and great attention paid to them. . . .

"*Drawing*: Freehand and elementary geometrical for men and women. Freehand drawing will often be necessary to teachers to illustrate lessons

"*Scripture and Good Manners*: These subjects may remain as in the present Code.

"*Domestic Economy for Women*: Should be taught both theoretically and practically.

"*Sewing for Women*: Should be absolutely confined to plain sewing, cutting out, repair of garments, and knitting of useful articles.

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\*Dr. Gillies dissents from this recommendation, believing that the omission would inflict a great loss on students who are to be teachers of English. He would rather give the subject a larger place.

" *Laundry-work and Cooking for Women* : [To be taught by taking part and receiving instruction in the cookery, laundry work and domestic arrangements of the training colleges 'This will reduce the large staff of servants, and will be of great benefit to the students and to others when they leave the College, for it must not be forgotten that female teachers, by their example to others, may be of incalculable good or evil.']

" *Manual Instruction for Men* : It should be compulsory on each male student to receive two years' instruction at the Board School on the Sloyd system

" We do not approve of the suggestion made to us that each student should be taught a trade, as the difficulties and cost of doing so are too great.

" *Agricultural Instruction* : This should be a compulsory subject, and should be given on fixed days in each week.

" The following subjects should be omitted .

" \* *Elocution* : as reading aloud is sufficient

" † *Science* : What is necessary can be given in object lessons and agricultural instruction.

" † Euclid	}	at present compulsory	}	as we consider these subjects entirely unnecessary"
† Algebra				
Latin	}	at present optional		
French				
Mathematics				

(b) *The Teaching Staff in the Schools.*

The following points in connection with the teaching staff are dealt with, *inter alia*, by the Commissioners in their report.—

*Pupil Teachers*—" It has been suggested to us that the pupil teacher system should be abolished, and that more assistants should be employed We cannot approve of this, as pupil teachers are a valuable aid to education, and provide candidates for our training colleges, and the proposed change would involve greater expense We are of opinion: (i.) That the present restriction as to age—not less than 13 or more than 17—should remain, (ii.) that there should be no check upon pupil teachers choosing another vocation at the end of their four years' training; and (iii.) that any pupil teacher failing in two

\* The Archbishop of the West Indies and Dr. Gillies depur to this omission on the ground that the exercise improves the vocabulary and creates a taste for good literature.

† Dr Gillies writes that "to exclude Science, Euclid, and Algebra from the Training Colleges would, keeping in view the other subjects as outlined, result in a Training College course greatly inferior to any known to me in any part of the world."

successive examinations should not be retained on the paid staff of any school."

*Women Teachers.*—"As there are so few qualified women teachers employed, and as we think it is desirable that much school teaching should be done by women, we recommend that a greater number of women should be employed (i) as head-teachers and assistants, and as far as possible where only two teachers are employed they should be of the same sex; (ii.) to teach in girls', boys', mixed or infant schools, but that (iii.) care should be taken not to produce a supply greater than the demand."

*Monitors*—"There should be no restriction upon the employment of unpaid monitors approved by the Department."

*Veto of Education Department on Appointment of Teachers*—"We consider that the appointment of teachers should be subject to the approval of the Education Department, and that its veto should only be exercised on any one of the following grounds—(1) Failure to meet any of the requirements of the Code, (2) Lack of qualification for the particular post; (3) Frequent or capricious changing of schools"

### (c) *Teachers' Salaries.*

Under this head the Commissioners report as follows:—"In considering the amount of teachers' salaries it must not be forgotten (1) that they will have received five years' free education as pupil teachers, (2) and maintenance and training in the college free, (3) that school work (a) in town is 4½ days a week, (b) in the country is 4 days a week; (4) that they have opportunity of supplementing their incomes from some other occupation on Fridays and Saturdays, (5) that they have several weeks of holiday in each year.

"We are of opinion that salaries should be fixed."

The advantages of fixed salaries are summed up as follows—"If salaries are paid, (1) persons of superior qualifications will be induced to enter the profession: (2) better attendance will be promoted, as small attendance will mean smaller salary, . . . (4) there will be a check upon teachers capriciously changing schools, (5) teachers will not have to wait until the inspection to know what their salaries will be. The system will also save much work in the Department in calculating grants-in-aid or attendance grants, and will abolish the present complicated system of advances in respect of grants-in-aid."

The Commissioners recommend the following scale of salaries for Head Teachers, Assistants, Additional Women Teachers (*i.e.*, women over 18 years of age, whose character and attainments satisfy the Department, and who should be qualified to teach sewing), Itinerant Teachers (*i.e.*, Teachers who would divide their time in each week between two schools situated in sparsely populated districts), and Pupil Teachers.

Head Teachers.

Numbers in attendance at the School						Salaries	
						Male.	Female
From	50 to 80	-	-	-	-	£	£
"	81 to 140	-	-	-	-	50	36
"	141 to 200	-	-	-	-	60	40
"	201 to 300	-	-	-	-	80	54
"	301 to 400	-	-	-	-	100	66
"						120	80

Schools below 50 in attendance in thinly populated districts to be considered as exceptional schools, and the Head Teacher to receive a salary of £35 a year

In order to offer a further inducement to Head Teachers and to recognise marked excellence in teaching, each Head Teacher distinguished for the excellence of the work done by his school in the Government examination should receive an extra payment (in the discretion of the Department) of from £5 to £10 per annum [The Archbishop of the West Indies and Dr Gillies think that the salaries recommended above for large schools are not high enough, especially for large towns ]

Assistants—Males - - - - £35 to £45  
 Females - - - - £25 to £30  
 Additional Women Teachers - - £18

Itinerant Teachers—Same as Head Teachers for the same number of scholars in the two schools, with an additional £10 a year for travelling

Pupil Teachers at present are paid for—1st year £4  
 2nd year £5  
 3rd year £6  
 4th year £6

“ Suggestions have been made to us (1) that they should have increased payments, (2) that they should receive no payment, (3) that they should be paid for part only of their time

“ Considering (a) that the supply is greater than the demand, (b) that they will have received an additional five years' free education, (c) that they are free to choose any other walk in life after this additional free education, (d) that they will be trained free, and (e) that their work in their first and second years is of such small value, we recommend that they should receive no payment for the first and second years, and that they should be paid for the third year a sum of £5, and for the fourth year £6. We are of opinion that the result of this arrangement will be that (i) there will be a sufficient inducement for earnest

workers who intend to follow the profession, and (ii) the over-supply will be checked”

The Commissioners recommend that the total amount of salaries due in respect of each school should be paid by draft or order by the Department to the managers of the school, at the end of each month, for payment by the managers to the teachers; that the managers should pay all such salaries within ten days from the receipt of such draft or order, that the teachers should give a receipt on a paysheet drawn up according to a form presented in detail, and that the receipted paysheet should be returned by the managers to the Department within fourteen days of the receipt of the remittance

(d) *Teachers' Pensions*

The Commissioners write with reference to this subject: “We are strongly of opinion that the time has arrived for the establishment of a pension system for Head Teachers and Assistants. We suggest the following as an outline of such a scheme, subject to its more careful elaboration by an actuary or other expert

“(1) Male Head Teacher”	to contribute	30/-	a year
Female	„ „ „	20/-	„
Assistants	„ „ „	15/-	„

“(2) Pensions to be payable at 60 years of age.

“(3) At 60 years of age a teacher should be entitled to (a) a return of all his or her contributions, and (b) a pension from the Government of 7s 6d per annum for every year of complete service

“(4) If a teacher breaks down after fifteen years of service, he or she should have his or her contributions returned and a proportionate pension

“(5) In case a teacher dies before earning a pension, the total amount contributed should be paid to his or her personal representatives.

“(6) Contributions to the pension fund should be optional with teachers

“(7) All teachers, like civil servants, to be subject to conditions set out in section 79 of the Colonial Office Rules and Regulations.

“(8) In case a teacher is removed from the register for misconduct, such teacher shall forfeit and lose every claim under this section and shall forfeit all contributions made.

“We consider that this generous system, which contains some of the most valuable provisions of a Widows' and Orphans' Fund, ought to be an important inducement for a desirable class of persons to enter and remain in the profession”

The Commissioners considered that residences should not be provided for any teacher at the expense of the Government, but the Archbishop of the West Indies and Dr. Gillies held that, when funds become available, the State should aid in providing teachers' houses.

(e) *Itinerant Teachers*

In order to meet the difficulties of supplying the educational wants of sparsely populated districts, the Commissioners recommend the trial of a system of itinerant teachers. They propose that each itinerant teacher should divide his time in each week between two schools situated in a thinly populated district and not more than five miles apart. They contend that "two consecutive days' instruction in each week in the reduced curriculum proposed below ought to produce educational results of considerable value." The following advantages are claimed for the proposed system:—

- "(i) It can be adopted where distances, roads, rivers, &c, make amalgamation of schools impossible
- "(ii) It will avoid causing children to walk too great distances.
- "(iii) It will allow of teachers giving more attention to individual scholars
- "(iv) It will admit of the teacher having better emoluments than if he had only one such school •
- "(v) It will attract good teachers and prevent the employment of inferior teachers.
- "(vi) It will reduce the number of teachers required
- "(vii.) It will consequently reduce the cost of education "

(11) *Classification of Schools*

The Commissioners state that a suggestion had been made to them that there should be two classes of Public Elementary Schools :

- (1) Central schools in which the curriculum should follow the more extended lines of the existing code
- (2) Feeders or smaller schools in which "a reduced curriculum should be taught"

But they express themselves as unable to adopt this suggestion as "amongst many other objections, it would make the system costly and complicated."

The Commissioners report • "There are now about 900 public elementary schools in the island. We believe this number to be too many, and in many places the schools to be too near for educational wants. This multiplicity is due in many instances to denominational rivalry, and may have been encouraged by the low average attendance of 30 as now required by the Code. This is to be deplored, as it unnecessarily increases the cost of education, the number of teachers, and the work of the Inspectors and of the Department; it also creates small inefficient schools, lowers the salaries of the teachers, and wastes public money."

The Commissioners recommend that the following conditions should be complied with before the establishment of any new public elementary school:—

- (i.) The application should be published in the Jamaica Gazette.
- (ii) The application should be decided by the Governor.
- (iii) Regard should be paid to the sufficiency of accommodation already existing in the locality and to the facilities for travelling, and to the avoidance of waste of public money.

In all schools now existing and hereafter to be established, the minimum average attendance to be (i.) in towns 80, (ii.) in country districts 50, (iii) in districts sparsely populated and difficult of access 30 (such schools to be styled "exceptional schools"), the transition from the old to the new regulation to be so arranged as to permit readjustment to the new conditions

"The Governor should have power to withdraw assistance from a school, although the required attendance is complied with, for any or all of the following:—

- (i) Failure to comply with provisions of the Law or Code.
- "(ii) The dilapidated, unhealthy, or unfit condition of the school buildings.
- "(iii) When an inspector has thrice successively reported within 18 months that the educational standard is unsatisfactory, and the manager, having been so notified by the Department, neglects to dismiss the head or other teacher, or to take the necessary steps to raise the educational standard.
- "(iv.) When any manager or any teacher with the manager's knowledge interferes or attempts to interfere with the religion of any scholar
- "(v) Or when for any other declared reason the school is not conducted to the satisfaction of the Department."

The Commissioners make the following proposals as to the classes of schools and mixed education of boys and girls: "Schools may be boys', girls', or mixed schools or infant schools. We see no real danger in, or sound objection to, boys and girls under twelve years of age being educated in the same class, especially if the boys are placed together and the girls are so placed. And when the numbers in attendance warrant it, they may be kept apart in separate rooms, or by dividing rooms by screens in the same building. . . ."

The Commissioners recommend that in Government (as distinguished from Voluntary) schools, "no applicant should be refused admission into any school on account of the religious



persuasion, race, or language of such applicant or of either of his parents or guardians”

In his Notes appended to the report the Chairman observes on the subject of the schools:—“My experience in such matters has proved to me that the only safe way of arriving at a sound and reliable decision is to inspect schools and examine the scholars. Accordingly I have examined over fifty schools in various parts of the island, occupying a considerable time and involving no little labour. The result has been disappointing.

“*As to Teachers—*

“(a) In many cases school discipline, cleanliness, and tidiness were wholly or in part neglected

“(b) Too often a lack of ability to impart knowledge intelligently.

“*As to Scholars—*

“(a) Imperfect grounding in primary subjects—*e. g.* Reading and Arithmetic.

“(b) Too much appealing to their memory and too little to their intelligence.

“(c) Very little, or imperfect, knowledge of the geography of Jamaica.

“(d) In Recitation and Science the results were lamentably poor.”

### (12) *School Organisation.*

The Commissioners recommend, *inter alia*, that (i) the length and dates of holidays should be fixed by the Board of Education, which should also have power to close schools during any part of crop time

(ii) Two breaks, of about ten minutes each, in the morning and one in the afternoon, should be compulsory.

(iii) Morning school should begin with drill and singing. “This change will probably have a beneficial effect, as children enter into this work with much zest, and in order not to miss it would probably be punctual.”

(iv) “Children should be in one class for all subjects.”

(v.) “Greater attention should be paid to (a) the organisation of, (b) the discipline in, and (c) the cleanliness of the school.”

(vi) “There should be more individual attention in the teaching, and there should be less of general questioning and of children answering together.”

(vii.) “Government should provide certificates of character and proficiency, to be given by managers to deserving scholars leaving school. These would be guides to employers. This may improve (a) regularity, (b) punctuality, (c) good manners, and (d) efficiency.”

(viii) Under the present financial circumstances of the colony the units of teaching power, as given in the Code, continue to be recognised, viz :—

Head Teacher -	-	-	-	*80 children.
Assistant Teacher -	-	-	-	80 "
Additional Woman Teacher -	-	-	-	30 "
Pupil Teacher -	-	-	-	30 "

with provision that—

(a) In a school with an average attendance between 60 and 80 one pupil teacher may be employed, if the Department thinks it desirable

(b) When the average attendance exceeds one-half of the difference between the above numbers, it shall be considered as equal to the higher number

### (13) *Proposed Changes in the Curriculum of Elementary Schools.*

On this subject, and on xiv. and xv. below, the Commissioners' recommendations are as follows:—

The Code makes arrangements for two classifications of subjects of instruction, calling them standards when applied to the chief subjects, and divisions when applied to the secondary subjects. We find that in the chief subjects there are nine standards (including the sub-division of the first standard), and that the secondary subjects are thus divided:—

Science -	-	-	-	2 divisions
History -	-	-	-	} 3 divisions each.
Geography -	-	-	-	
Grammar -	-	-	-	
Scripture -	-	-	-	
Singing -	-	-	-	
Geometrical Drawing -	-	-	-	

The same scholar may be in different standards and divisions, thereby creating such a complication as is pointed out by Mr. Williams, Inspector of Schools. We are of opinion that there are too many standards and divisions and that their multiplicity adds to the complexity of the Code and to the work of Inspectors and teachers, and tends to militate against efficiency, as so little time can be given to each subject.

We recommend that there should only be six classes (and no standards or divisions), and that each scholar should be in one class for all subjects.

In our opinion the curriculum should only include obligatory subjects. We find that only three-fifths and one-tenth of

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\* The Archbishop of the West Indies and Dr. Gillies think that in large schools the head teacher, having heavier duties of superintendence, should count for fewer units of average attendance.

the scholars now reach the second and third standards respectively, and that there are only 88 scholars in the seventh standard in the whole island. These figures appear to us to be extremely disappointing, and the causes of and remedies or them should be pointed out.

Judging from personal observation and from every source of information, we are of opinion that the curriculum has led to superficial teaching, and that too much has been attempted for the capacity of many of the teachers and scholars. It also appears from the evidence that some teachers neglect the chief subjects to obtain marks in the secondary subjects, in the belief that if their attention be confined to the former, with whatever result, their grant will be cut down, and some witnesses attribute the backward condition of our schools largely to this.

Recognising that the economic conditions of Jamaica are not such as to call for a curriculum that is suitable for Europe or the United States of America it appears to us that our aim should be—

to give a thorough foundation in primary Education,  
to train the eye and hand,  
to form accurate ideas of shape, distance, and time,  
to give fundamental manual and agricultural instruction,

and so help scholars to earn their living and to discharge their duties as citizens.

We think that Reading requires great improvement, and that greater attention and more time should be devoted to it. It would probably be improved and made more interesting, and at the same time a love of reading might be created.

(1) By a conversational discussion and explanation of each lesson, in which attention should be paid to grammar, punctuation, and vocabulary.

(2) By the use of Reading Books more appropriate to Jamaica scholars, and comprising in their subjects broad outlines of the history and geography of Jamaica. Selected newspapers and "Penny Selections" from standard authors might also be used.

Although Writing seems to be well taught generally, yet more attention should be paid to letter-writing in simple language, to business forms, and to dictation.

We are of opinion that too much is attempted in Arithmetic, and the proposal at the meeting of the Jamaica Union of Teachers on 30th November, 1897, illustrates this.

We recommend that it should be confined to Simple and Compound Rules, Reduction, Practice, Bills of Parcels, Simple Proportion, Simple Interest, and Fractions with denominators not exceeding 20;

And that great attention should be paid to Mental Arithmetic, Tables of Weights and Measures, and to questions arising in ordinary life.

Geography should be taught in the reading lesson and should comprise the ordinary definitions, the geography of Jamaica, and outlines of the geography of the British Empire and the United States of America, illustrated by reference to maps

History should be taught in the reading lesson and to the upper classes only, and should be confined to Jamaica and to two brief chapters, one on English History and one on the History of the United States of America.

Grammar and Word Building should only be taught in the Reading lesson and in the grammatical explanations at the end of the lessons in the improved Reading Books

Scripture, Morals and Good Manners should be taught as at present, with a distribution over all of the classes.

The teaching of Sewing now costs £4,200 a year, and it is found to a large extent to be very unsatisfactory, and not to justify such an expenditure, owing to the want of competent teachers. We *recommend* that it should be confined to plain sewing, cutting out, repairs of garments and knitting of useful articles; that it should at once cease to be taught in any school where there is not a Registered Woman Teacher and that all women teachers should teach it without addition to their ordinary salaries.

Physical Drill should form part of the curriculum for boys and girls.

The singing of approved songs and hymns should be taught by note. If children learn to sing by note this will help them to brighten and cheer their homes in after life.

The drawing and sub-division of lines and ordinary plane figures should be taught to boys and girls so as to obtain accuracy and to give eye and hand training; and a detailed syllabus should be drawn up.

Object lessons to boys and girls should be introduced suitable to Jamaica, which should refer to common objects and animals, and to theoretical elements of agriculture according to a detailed syllabus, and also lessons on thrift.

Domestic Economy and Household Duties should be taught to girls in the three upper classes.

[Manual and Agricultural Instruction is dealt with in detail in Section xv. below.]

It appears to be almost universally agreed that Kindergarten methods of teaching are very valuable in the case of

young children, that they greatly assist in training the faculties of observation and the dexterity of hand and eye, which specially need to be developed in our Jamaica children. And this form of teaching also increases the power intelligently to take in the more advanced teaching in the juvenile school, and particularly helps to lay a good foundation for the manual training which we propose should be given in the last two years of school life.

We therefore desire to see these principles of teaching in use in all infant schools which may hereafter be maintained at public expense, and as far as possible in the teaching of the children between six and eight years of age in the ordinary elementary schools. In the present state of the finances we cannot recommend grants of public money for Kindergarten apparatus, and this will no doubt prevent the rapid introduction on any large scale of Kindergarten teaching. But simple and inexpensive apparatus will suffice for the introduction and practical use of Kindergarten methods in a modified degree, which is all that can be expected in schools generally for a long time to come: and the cost of such apparatus we hope may in many instances be borne by managers and friends of the school. A great difficulty in Jamaica hitherto in this matter has been the absence of qualified teachers, but this difficulty will gradually be removed if, as we recommend, and as is now partially the case, teachers in and near to Kingston and students obtain a course of instruction in the Kindergarten section of the Board School, Kingston.

We do not consider it feasible to introduce Cooking and Laundry work into schools, because of the expense of apparatus, materials, and of specially trained teachers, and for other obvious reasons.

We also *recommend* that fewer text-books should be in use and fewer changes made in them, thereby reducing the cost to parents; that one Reading Book, including the instruction in History and Geography, be specially composed and be sold at a price not exceeding 6*d*., if possible; and that the Tropical Readers now in use be continued, and also that the curriculum should be fixed and obligatory for all schools, and so avoid the invidious work now thrown upon Inspectors by Article 28A of the Code.

By reducing the curriculum, greater efficiency will be obtained, the cost of education will be reduced, greater attention can be paid to individual and backward scholars, and there will be less work for the Inspectors.

By the above suggested changes in the curriculum :

Reading	-	-	} will be extended.
Writing	-	-	
Dictation	-	-	
Agriculture	-	-	
Drill	-	-	

Arithmetic	-	-	} will be reduced.
History	-	-	
Geography	-	-	
Grammar	-	-	
Composition	-	-	
Sewing	-	-	
Drawing	-	-	} will be introduced.
Object Lessons	-	-	
Manual Instruction	-	-	

and some subjects will be entirely eliminated

We suggest the following as the Curriculum in Elementary Schools.\*—

#### CLASS I

##### *Reading—*

Alphabet

Read and spell monosyllables.

To read a short passage from a "Primer" or "Infant Reading Sheet."

##### *Scripture—*

(1) To learn by heart the Lord's Prayer; Psalm xxiii.; Prov xii 17, 18, 19, 22. (2) Some leading facts in the Life of our Lord: Simple stories from the life of Abraham

##### *Morals and Good Manners—*

Instruction and training in reverence for God, in truthfulness, honesty, gentleness, obedience to parents and teachers

##### *Writing—*

To form on slates from copies, letters, small and capital. Text hand.

##### *Arithmetic—*

Write on slates numbers 1 to 99

To add and subtract numbers 1 to 9.

Mental operations in simple addition and subtraction (concrete examples).

Days of week, months and year.

##### *Drawing—*

On the Froebel system.

Vertical and horizontal lines and combinations of these to form simple figures or patterns.

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\* Dr Gillies dissents in the following terms: "Apart from the question of allowing optional subjects under proper conditions, I cannot approve of the curriculum here outlined."

*Object Lessons—*

- Common objects (*e g*, clock, money, cutlass, hoe, &c).
- Food and Clothing (*e g*, bread, milk, cotton, wool, &c)
- Familiar animals (*e g*, horse, cow, dog, &c).
- Good manners and Thrift.

CLASS II.

*Reading—*

- Read, speak fluently and spell monosyllables
- To read a short passage from an " Infant Reader "
- Discussion of reading lesson

*Scripture—*

- (1) To learn by heart the Ten Commandments Matt. v 1-12, xxii 35-40
- (2) Further leading facts in the Life of our Lord, Simple stories from the lives of Moses and David.

*Morals and Good Manners—*

- Obedience to persons in authority, purity, politeness, kindness towards playmates and animals.

*Writing—*

- Small and capital letters
- To transcribe accurately a short passage from the reading book in text hand

*Arithmetic—*

- Notation, 1 to 999
- Simple addition and subtraction
- Mental arithmetic bearing on the above (using concrete examples)
- Names and number of days of week, month and year.

*Drawing—*On the Froebel System.

- Vertical, horizontal and diagonal lines, and combinations of these to form simple figures or patterns.

*Object Lessons—*

- Common objects, as 1st year

CLASS III.

*Reading—*

- Fluent and intelligent reading of Elementary Book, and Spelling from same.
- Regard to grammar and pronunciation.
- Discussion and explanation. Conversation thereon.
- Exercises in articulation and pronunciation.

*Scripture—*

- (1) To learn by heart Deut xxviii. 1-14. (2) Fuller facts of our Lord's Life; History of Creation and Flood, Chief facts in lives of Jacob and Joseph

*Morals and Good Manners—*

Reverence, respect for authority, good behaviour at home,  
in school, in places of Worship, in company

*Writing—*

On slates from memory and dictation.

In books from copies.

Words from one to three syllables.

*Domestic Economy—*

To girls

*Drawing—*

Freehand and with the ruler of lines, angles, parallels and  
simple right lined forms

*Arithmetic—*

Notation · The four simple rules of Arithmetic: Multi-  
plication Table to 12 times 12: Troy and Avoirdupois  
Weights Money Table · Roman Numerals I to C

Time by the clock; Use and meaning of  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$  to  $\frac{1}{10}$

Relation of halves, fourths, eighths; thirds, sixths,  
twelfths; thirds, ninths.

Mental Arithmetic

*Object Lessons—*

As in 1st year.

*Sewing—Girls.**Drill—**Singing—***CLASS IV***Reading—*

Fluent and intelligent reading of Advanced Reading book  
and Spelling therefrom

Reading books to include History of Jamaica, Geo-  
graphical Definitions, Geography of Jamaica, with  
reference to maps.

Conversational discussion, explanation of lesson.

*Scripture—*

- (1) To learn by heart Prov. xiv. 25; xvi. 24; St. John xiv.  
15-21. (2) Some of the chief parables of our Lord:  
Chief facts in the lives of Joshua, Solomon, Ahab,  
Hezekiah, Nehemiah.

*Morals and Good Manners—*

Love of country, obedience to law, honour, industry,  
temperance, purity, politeness, avoiding evil-speaking  
and profanity.



*Writing—*

In copy books text and half text; and from dictation from Reading Book.

*Arithmetic—*

Compound Rules and Reduction.  
Tables of Length.  
Capacity.  
Area.  
Time  
Mental Arithmetic.

*Domestic Economy and Household Duties—Girls.*

*Drawing—*

Draw on slates, with or without a ruler, straight lines, horizontal, vertical or oblique, and their combination to form simple geometrical figures angles, acute, right and obtuse.

To mark off on straight lines 1-4 inches

To divide straight lines into 2, 4 and 8 equal parts

*Object Lessons —*

Common minerals, plants and animals  
The simpler manufacturing and agricultural processes with especial reference to Jamaica.

*Sewing—Girls.*

*Drill—*

*Singing—*

CLASS V.

*Reading—*

To read with fluency piece of prose or poetry or newspaper and spell words from same

Reading book also to teach Geography of United States of America and British Empire

Conversational discussion and explanation of lesson.

*Scripture—*

(1) To learn by heart Prov. xix 22, xxi 1; xxiii 31, 32, xxvi 28; xxviii 13 (2) Our Lord's life and teaching, teaching of law of Moses as to duties of parents and children, duty to poor, fatherless and widows.

*Morals and Good Manners—*

Reverence, self-respect, patriotism, courage, self-control, self-denial.

*Writing—*

In copy book half-text and small hand and from Dictation.

Letter and ordinary business forms.

From memory substance of short story.

*Drawing—*

Ordinary plane geometrical figures, free hand and with ruler and compass.

*Arithmetic—*

Practice, Bills of Parcels, Simple Proportion.

*Domestic Economy and House Duties—* } Girls.  
*Sewing—*

*Object Lessons—*

Similar to Class 4

*Manual Instruction—*

To Boys in Kingston (at present) and to such Girls as desire it.

*Agricultural Instruction—*

In all country schools and in schools in towns where practicable

*Drill—**Singing—*

## CLASS VI.

*Reading—*

To read with fluency piece of prose or poetry or newspaper and spell words from same

Reading book also to teach Geography of United States of America and British Empire and History of England and of the United States of America.

Conversational discussion and explanation of lesson.

*Scripture—*

(1.) To learn by heart Ephesians vi. 1-8; 1 Cor. xii. 31 and xiii. (2) Main facts of Old Testament history; revision of the facts of Gospel History, main facts in lives of the Apostles

*Morals and Good Manners—*

Confession of wrong, forgiveness, duties of the citizen, fidelity to official trust.

*Writing—*

- In copy book half-text and small hand and from dictation.  
Letter and ordinary business forms  
Short theme on easy subject

*Drawing—*

- Simple scales and drawing to scale  
Drawing to scale to be limited to the following subjects.
  - 1 To draw and take dimensions from a scale of feet and inches.
  - 2 To draw a plan or other figure on squared paper from a sketch having dimensions marked on it.
  - 3 To enlarge or reduce plain figures to scale.

*Arithmetic—*

- Simple Interest, and Vulgar Fractions with denominators not exceeding 20  
Easy application of square measure  
Examples in all Standards.  
Mental Arithmetic

*Domestic Economy and Household Duties—* } Girls.  
*Sewing—*

*Object Lessons—*

Similar to 3rd Class

*Manual Instruction—*

To Boys in Kingston (at present) and to such Girls as desire it.

*Agricultural Instruction—*

In all country schools and in schools in towns where practicable

*Drill—*

*Singing—*

*General Instructions to Teachers—*

In Reading and Spelling each scholar should be heard by the whole class.

In Arithmetic the object should be to explain the reason for every operation: and to teach methods of proving results, and so exercise reasoning powers and not make mere calculating machines.

Short examples should be given

The black-board should be used.

In Dictation Prevent copying.

Do not give long passages.

Read slowly, loudly and distinctly

Always use simple language.

Speak loudly so as to be heard by each scholar

Correct errors in grammar and pronunciation.

(14.) *Religious Teaching.*

In Voluntary Schools religious teaching should be given and be the same as in the present Code, with the conscience clause.

In Government Schools the religious teaching should be the same as in the present code with a conscience clause. We believe that this simple arrangement will meet all requirements in the case of most Government Schools. But in order to meet some cases which may arise, we *recommend* that when religious bodies have only a few adherents in a locality, and it is difficult for the ministers to make satisfactory regular arrangements for supplementing the teaching of the school, such ministers shall on their occasional visits to a school be permitted (if they so desire), at any time convenient to them, after proper notification, to withdraw the scholars of their denomination, from the general work of the school, to a class room or a neighbouring house or other meeting place for the purpose of giving them religious instruction—provided, however, that the entire withdrawal of the scholars from the school for denominational religious teaching, shall not, during any month, exceed the number of hours specified for religious teaching for the whole school.

As far as we can forecast the future circumstances of Jamaica the foregoing arrangements are likely to meet the requirements of public opinion and of the various religious denominations. But if there should arise a more acute division of opinion on the question of religious teaching, then we further *recommend* the following regulations—

- (i.) In every Government school a portion of each day, not more than one hour, shall be set apart, when the scholars of any one religious denomination may be instructed by the clergyman of such denomination or other person appointed by him in writing, or by a teacher, when so authorised, and any class room may be set apart for such religious instruction, but in all cases the scholars receiving such religious instruction shall be separated from the other scholars.

Provided, that if two or more clergymen of different denominations desire to give such instruction at any school, the scholars of each such different denomination shall be so instructed in separate rooms or on different days:

Provided also that the religious instruction to be so given shall in every case be the religious instruction authorised by the denomination to which the clergyman or other religious instructor may belong:

Provided further that in case of non-attendance of any such clergyman or religious instructor during any portion of the period so set apart for religious instruction, such period shall be devoted to the ordinary secular instruction in such school:

Provided further that no scholar shall be allowed or permitted to receive any religious instruction if either of the

parents or the guardian of such scholar objects to such religious instruction being given

Provided lastly that no separation of scholars by religious denominations shall take place during the secular school work.

(ii) In any Government school where the average attendance of scholars of one denomination will admit of it, there shall be employed at least one duly certificated teacher of such denomination in such school

(iii) Where there are scholars attending a Government school which does not permit of the scholars being placed in separate rooms for the purpose of religious instruction, the Department shall, where denominational teaching is called for by any Religious Body, make regulations whereby the time allotted for religious instruction shall be divided in such a manner that the religious instruction of such scholar shall be carried on during such period as may be prescribed

(iv.) Where the school-room accommodation permits, instead of allotting different days of the month to different denominations for the purpose of religious instruction, the scholars may be separated when the hour for religious instruction arrives, and placed in separate rooms.

With reference to the improvement or otherwise in the morals and good manners of scholars who have passed through the Elementary Schools, the evidence is so conflicting that we are not in a position to arrive at a definite conclusion. But we hope that the changes we recommend will produce better results.

#### (15) *Manual and Agricultural Instruction.*

In our opinion the efforts in this instruction should be such as are suitable to the children and to the wants and resources of the island. Its objects should be to train the mind, hand and eye, and to teach that labour is honourable. And in order that it should not be irksome to the children we think it should form part of the ordinary curriculum and should be given during school hours

We do not contemplate that by Manual Instruction specific and various trades should be taught; it will be sufficient, as in many other countries, that boys should be taught the Sloyd system, as adopted in England and America, which prepares for all handicrafts.

A school has recently been established by the Board of Education in Hanover Street, Kingston. It is called the Board School. The principal objects aimed at have been to give the usual elementary education on improved methods, and to prepare the scholars for receiving the manual training which is intended to be the principal feature of the school; and the Head Master has been selected for the purpose of giving this manual instruction. The time during which the manual training has been given has been too short to allow of a just estimate of the result;

but there seems every reason to expect that it will be satisfactory. At present there are sixty Scholars and seventy Students and Teachers taking weekly lessons, and as the school has become affiliated with "The City and Guilds of London Institute," their work will be subject to examination

We think that this school should be continued, but that in justification of the special expenditure incurred steps should at once be taken for hastening the carrying out of the intention of making the school principally a Manual Training School for the benefit of Kingston scholars generally, and of the whole Island.

We recommend that the following changes be made:—

(1) That the name of the school, which leads to misunderstanding, be changed to—The Manual Training School

(2) That the boys' elementary department be closed when the use of the buildings is required for manual training purposes. This will save the cost of that department

(3) That from and after the 1st January, 1899, boys be selected from all the schools in Kingston and brought in from time to time in batches for manual instruction. And that steps be taken for giving preliminary instruction to boys whose preparation for receiving manual instruction is defective

(4) At present no new building will be necessary, and the number of boys who are taught at one time can be increased to about 100. It is also proposed that only boys in the last two years of their school course should receive this instruction and for two consecutive hours each week. This will provide for 800 boys receiving this instruction for two hours every week for two years. The boys from the various schools will assemble at the Board School in batches of about 100 at fixed times on fixed days. This scheme will eventually require one or two assistants, at about £80 a year each, a mechanic to look after lumber and tools, and about £100 for tools.

This Manual Instruction should be available to girls whose parents or guardians desire them to have it.

We do not consider it necessary to recommend any change in the Girls' Department of this school.

There is a department of the school for Kindergarten teaching, the objects in view being (a) to teach a number of Infants on this method and (b) to instruct Teachers, in and about Kingston, and Students in Kindergarten methods. A competent Kindergarten Teacher is at the head of this department at a salary of £150 per annum, and the number of scholars having steadily increased, an Assistant has been employed who is paid at the rate of £25 per annum. As there are no other means of introducing Kindergarten methods of teaching into schools generally, or infant schools, except by teachers taught at this

school, we *recommend* that the school be continued, but under the following modified arrangements —

(1) That the amount spent on the staff which may be reckoned as for the teaching of the Infants be kept within the arrangements of the Code

(2) That the greater portion of the Head Teacher's time be devoted to the teaching of teachers and students, and that, as regards students, if it be found desirable, the Head Teacher should attend Shortwood College at fixed times once or twice a week for the purpose of giving instruction in Kindergarten methods.

As in other Government Schools we *recommend* that this school should be managed by a Committee of Managers to be appointed by the Governor

In England boys' manual work is examined by an Inspector from the Science and Art Department, this being impossible here, we *recommend* that this work should be done by any person having practical knowledge of the subject

We *recommend* that Agricultural Instruction should be given to boys and to girls

The objects should be to give sound theoretical and practical teaching.

To help them to earn their living

To teach them that there is scope for trained intelligence in agriculture.

And to create a taste for agriculture

It should be practical and not laborious and should have special reference to the products of the district in which the school is situated

We find that various attempts, to a more or less limited extent, have been made to give agricultural instruction in Jamaica from 1874 onwards. Temporary success has been achieved in a few cases, but nearly all have resulted in failure owing to

The teacher not having been trained in this subject

Or want of funds or both

Another cause of failure is the misconception in the popular mind that this instruction means

Cutlass and hoe work in the field :

Or a scholar tilling the ground for the teacher's benefit

and this misconception may have arisen, to some extent, from the wording of Schedule A of the Code, where it speaks of the "elements of Scientific Agriculture . . . illustrated by practical work in the field."

We consider that the agricultural instruction we *recommend* should be given in country schools and in such towns

schools as may be considered advisable, but only in schools where the teacher has been trained in this subject, and should be confined to ordinary school hours, for one hour a day or for four hours a week at least

Theoretical teaching should be by object lessons and demonstrations in the simple principles of plant life

Practical teaching—

- (1) Should be in a small piece of land adjoining or near the school.
- (2) Or, if this is not possible, in boxes and pots,
- (3) Should not be field work .

and the teacher should—

- (a) Set the example and work with his own hands:
- (b) Make the children familiar with the use of implements and
- (c) Explain the reason for every operation.

The above principles, combined with the system of elementary instruction in Agriculture in Rural Schools in France, will in our opinion produce a system adapted to the requirements of this island

Although the conditions at the Boys' Reformatory and at the Hope Industrial School are more favourable for the teaching of this subject than at an elementary school, yet the success achieved in those institutions and in the elementary school at Mt Fletcher, leads us to believe that a great and useful result will be ultimately gained, if instruction in this subject is made almost universal, as we recommend .

We also *recommend* that provision be made for resident or non-resident paying boys at Hope Agricultural Industrial School. This we consider an important suggestion, by which the best scientific instruction in agriculture can be given to boys of all classes in the island. In this connection we may refer to the remarks of the Director of Public Gardens and Plantations in his Annual Report for 1895-96

Various suggestions have been made as to the manner in which agricultural instruction should be given, amongst others:

- (1) By the establishment of Farm Schools .
- (2) By the establishment of an Agricultural School in each Parish
- (3) By the establishment of one or more Agricultural Colleges.

We consider that each of these schemes would entail too much expense for the Colony at the present time, or for the scholars, or for both, though some of them may be capable of being carried out in the future. In view of the present state of the finances we cannot recommend any immediate expenditure in this direction beyond what is involved in the re-arrangements which we



propose for agricultural teaching at the Hope Agricultural Industrial School. But with a view to action as soon as funds will allow, we *recommend* that the following provisions for Continuation Agricultural Schools, to be called Farm Schools, be inserted in the Law—

- (1) One Farm School may, on funds being voted for the purpose, be established in each Parish of the Island
- (2) The management of each such School so established shall be in accordance with the provisions of a scheme made by the Governor in Privy Council after receiving the advice of the Board of Education and after two months publication of it in the Gazette

We further *recommend* that as soon as the Governor considers that the finances will warrant it steps should be taken for the establishment of one such school as an experiment

The opinion seems to be held that the present system of education tends to encourage a distaste for manual labour in favour of clerkships and such occupations and to create an exodus from country into town. This complaint is not confined to Jamaica, but is made in England and other countries, and it is probable that this result is to be looked for in some stages of education or of the social life of a people, although a wide observation of the facts shows that there must also be other causes than education. We cannot say that it has been shown to us or that we are of the opinion that matters are worse in this respect, in Jamaica than in many other places. But any such general distaste for manual and agricultural labour must be felt to be an evil, and we believe that, to whatever extent it may at present exist in Jamaica, the carrying out of our recommendations will tend to check it. When a thoroughly sound, simple, and practical education, such as we are endeavouring to establish, becomes universal, it may be expected that, owing to the increased intelligence thereby gained, agriculture and handicrafts will be estimated at their true value by a steadily increasing number of persons

We fully adopt and endorse as our view the following remarks. "Schools should confine themselves to preparing children for an intelligent apprenticeship in the calling that will yield them a livelihood and to cultivate in them a taste for their future profession. A teacher should never forget that the best way to make a workman love his work is to make him understand it. The end to be attained by elementary instruction in agriculture is to give the greatest number of children in rural districts the knowledge indispensable for reading a book on modern agriculture, or attending an agricultural meeting with profit, to inspire them with a love of country life and the desire not to change it for the city or manufactures, and to inculcate the truth that the agricultural profession, the most independent of all, is more remunerative than many others for industrious, intelligent and well instructed followers."

*(16) Continuation Schools*

A majority of the Commissioners "recognise the fact that further educational facilities will be required, after the age of 12 years has been reached, for some who may be intended for special callings, artisan work and the like" To meet this want the Commissioners recommend that Government Continuation Schools should be established in certain places, when funds will allow, with the approval of the Governor in each case and on certain other stringent conditions

The cost of maintaining such a school would be partly met by a payment from the Government of £30 towards the salary of the Head Teacher, and of half the amount of the salary of any other teacher required. The other part of the salary of the teachers, and other working expenses of the school to be provided from fees to be paid by each scholar at the rate of sixpence a week. The subjects taught to be of a character between the elementary and the secondary schools, and to include manual and agricultural instruction. Pupils to be allowed to attend such schools between the ages of 12 and 15. Scholarships from the elementary schools should be tenable at Continuation Schools, as well as at Secondary Schools, and "thus capable but poor children from the elementary schools would have a chance of benefiting by the continuation schools"

*(17) Secondary Schools*

The Commissioners recommend that "Manual or Agricultural Instruction might form part of the curriculum in every secondary school"

On the subject of the relation of the State to secondary and higher education and to private secondary schools, the Commissioners remark as follows "A majority of us consider that the State has a duty to care for and assist Secondary and Higher Education. This is recognised in all British countries and is now being increasingly recognised in Great Britain itself, where large private endowments and much available private effort were, until recently, considered sufficient to meet the ordinary wants of the country in these respects. In the Colonies generally, and especially in those situated like Jamaica, experience shows that there cannot be efficient, continuous, and sufficient provision for Secondary and Higher Education without some assistance from the State, endowments being limited as to amount and locality. And failure to make adequate provision for placing such education within the reach of those who need it for their own benefit and the service of the State, is unfair to them and injurious to the State. It is not meant that the State should meet the entire cost, as is the case in Elementary Education; but should place it within reach of those who need it, and who either by private resources can meet the remainder of the cost or by exceptional ability

can secure available scholarships or other personal financial assistance to meet the cost.

“Therefore, although in the present state of the finances of the colony nothing further can be done immediately in the matter, we recommend that provision be made by law, on points not already provided, for giving hereafter, as soon as public funds are available, the following further assistance to Secondary and Higher Education.

“(1) Establish Secondary Public Schools like that at Montego Bay (it that should prove a success), where such are wanted, under the provisions of the present Law

“(2) Assist Private Secondary Schools for boys and girls by a limited payment for those within specified ages who annually pass a specified examination ”

### (18) *Effect of Home Conditions on School Life*

Referring to the effect of the House Tax the Commissioners remark —“Witnesses state that the House Tax is a bar to the progress of education. that it is one cause of overcrowding and immorality, that the poor are dissatisfied with it, and that it is a check upon the improvement of their houses, because if they build a second room, so as to allow of the separation of the sexes, or of parents from their children, their tax will be increased

“The Commission is strongly of opinion that much of what is now gained in the school is lost in the home, and that it is quite hopeless to expect any system of education to be a complete success until the homes are better and illegitimacy less. Having called attention to this subject, we do not consider that it comes within the scope of our Commission to deal with it, but we hope that some scheme of readjustment of this tax will soon be adopted, which will facilitate and allow of the improvement of the houses of the people ”

### (19) *Scholarships*

The Commissioners report as follows (a note signed by two of the Commissioners being given below) —“While we recognise the enormous good produced by these Scholarships, yet the financial position compels us reluctantly to recommend that (1) subject to the rights of the present holders, all be suspended for the present with the following exception, viz., that the Jamaica Scholarship should be given once in three years, (2) all be re-established when the finances will allow, with the following extensions and alterations —

“(a) Gms to have equal advantages with boys in all Scholarships

“(b) The Jamaica Scholarship may also be tenable from now at some recognised Engineering, Agricultural, or Veterinary College.

“(c) That the 28 Scholarships at £5 each in Art. 124 of the Code be increased to £10 each.”

On this subject the Archbishop of the West Indies and Dr Gillies append the following note:—"Being deeply convinced that one of the greatest wants of Jamaica at the present time is scientific knowledge practically applied to the cultivation of the soil, the preparation of products for market, and the management of stock, and that, if this be not secured, the pressure of our agricultural and financial difficulties cannot be removed. we urge that, instead of suspending any of the larger scholarships, they be maintained in the re-arranged form recommended, so as to be available at the present time *chiefly* for those Jamaica young men who would use them for gaining scientific and practical knowledge at Agricultural, Veterinary, and Engineering Colleges. The agricultural teaching in elementary and other schools, as recommended in the report, will gradually benefit the people generally, but this development needs to be supplemented by increasing the knowledge and practice of scientific methods among those who will employ or direct labour"

(20) *Board of Education and Education Department*

Under these heads the Commissioners make a number of recommendations, some of them very detailed in character. With regard to the Board of Education, they advise that, in the main, its duties should be advisory only, and that it should have no power of voting or expending public money, that a member of the Legislative Council should be a member, that women should be eligible for membership, that it should be representative of all parts of the island, that, if possible, there should be more lay members than hitherto, that the superintending inspector should not be a member but that his advice should be at all times available to the Board, and that the Chairman of the Board should be the Governor, or other person appointed by him. The Commissioners propose that the Board of Education should act as a Court of Appeal to hear appeals from the decision of the Education Department in regard to complaints made against teachers or by teachers against school managers.

Under the heading "Education Department," the Commissioners express the opinion that "considerable reductions can be made in the work, expenses, and office staff of the Department."

(21) *Commissioners' finding as to the state of Education in Jamaica.*

The Commissioners conclude by remarking that in their opinion, formed after "full and diligent inquiry," "the education at present given is not sufficiently calculated to inculcate a sense of duty and responsibility, and to impart useful knowledge."

II—EXTRACTS FROM THE EVIDENCE GIVEN BEFORE THE  
JAMAICA EDUCATION COMMISSION, 1898

In addition to their report, the Commissioners issued a volume containing the evidence tendered to them in the course of their public sittings in different parts of the Island. They invited the assistance and testimony of "Ministers of Religion, Newspaper Editors, School Managers, Teachers in Public and Private Schools, Members of Public Boards, Government Officials, Planters, Peasant Proprietors, Employers of Labour, and Artisans, and representatives of every class and phase of opinion interested in education." The result of this general invitation is embodied in a large volume containing much valuable evidence which touches, from many points of view, on several educational problems now attracting attention in different parts of the world. This volume of evidence is of special value, as there have been few, if any, public inquiries into the working of an educational system, in the course of which so much interesting testimony has been given on the general question by witnesses of such varied experience and from so many standpoints. The following extracts from the evidence illustrate the complexity of the questions at issue, and show what different judgments may be formed, on the working of an educational system, by practical men of business as well as by persons more closely connected with the details of school work. The extracts are arranged below under headings for convenient reference, but it will be understood that they cover only a very small part of the topics dealt with by the witnesses. They have been selected with a view to showing the different types of opinion represented in the evidence published by the Commissioners, and to indicating the number of different factors which have to be taken into account in estimating the results or influence of an educational system. The figures in brackets refer to the numbers of the answers as printed in the report of the evidence.

- (1) *Is it desirable that the system of education should in the main be organised on denominational lines?*

The Rev. C. E. Randall (Minister of the Church of the Disciples) said: "The present system, which is almost entirely denominational, should be superseded as rapidly as possible by one that is undenominational. I am of this opinion because I believe that denominational interests have frequently been sought rather than those of education. Schools have been unnecessarily multiplied, and expense thereby caused." (558)

The Rev. Jonathan Reinke (a Moravian Minister), speaking of the present system of education generally, did not feel that it was one which, as a citizen, he would adopt, because he was not in favour of denominational control; but at the same time he felt that, although a national system would be a great improvement, it could not be considered in the present financial condition of the island. Although he was not in favour of the present system, still he thought that in the present condition of the colony it could not be changed with advantage: they could not change it, and therefore a change was not desirable. His ideas on the subject were that the Government could better look after its own work than by sharing it with denominations or churches, and if the Government did that, the educational result would be a great deal better than it was at present. At present the schools had two aims before them—the denominational aim and the educational aim, while the Government under the national system would only have one aim, and that was the advancement of education in these schools. He believed in Bible teaching, but not in the way in which it was taught at present. Now, the teachers were biassed by their own views. They might not directly teach dogmas, but they explained the Scriptures according to their individual views. He had been present at inspections, and there was always a doctrinal tendency in the answers of the children, and that was evidently the result of the teaching.” Asked by the Archbishop which school he thought to be carried on in the interests of the denomination, Mr Reinke answered, “My own”

*The Archbishop*—I am sorry to hear that

*Mr Reinke*—And I believe that every school is carried on in the interests of the denomination. That is my view. I am sorry to say it, but I believe that every denominational manager carries on his school for the benefit of the denomination.

*The Archbishop*—It is so contrary to my experience—

*Mr Reinke*—I do not mean to say that any denominational crusade is carried on, but children naturally attach themselves to the place of worship with which the school is connected (794, 797, 831–833)

Mr R Craig (Justice of the Peace for the Parish of Clarendon) stated that “there was a terrible waste of money by the multiplicity of schools, which was due to denominational rivalry” (878A)

The Rev H B Wolcott (Presbyterian Minister of Richmond, St. Mary) said “The sooner the country adopts what the people call a National system in place of the denominational system, the better it will be for all concerned. It is either the business of the Church or of the State to manage elementary education. I do not think the union of the two, as at present arranged, is conducive to the highest or best results. It leads to denominational jealousies, and to a great many difficulties that might be avoided. I am not acquainted with England. My experience is in America.” (2502, 2503)

Mr. R. C. Guy (Editor of the *Jamaica Post*) said: “I am an

opponent of the existing denominational system, because it is both expensive and ineffective." (2640.)

The Synod of the Presbyterian Church of Jamaica forwarded to the Commission a number of resolutions (adopted in 1896), numbers 3 and 4 of which were as follows.

"That, while appreciating the countenance and aid the Government of this country now gives to education, and thankfully recognising the progress the country has in consequence made, the Synod is strongly of opinion that the existing State-aided denominational system should be regarded as only a temporary arrangement, to be continued only so long as the Government may be unwilling to undertake the task of establishing a more adequate system."

"That in the opinion of the Synod the educational condition and needs of the country call for a radical change in the relations of the Government to this question, and point to the introduction of a National system as the only satisfactory solution." (Appendix, p 20)

On the other hand, the Rev Father Lynch, speaking of the general system of education in the Colony, said that "it had always struck him that its defects had been exaggerated that pupils had clamoured without knowing that the same defects might be found in a different system. He believed that the present Board and Department of Education had quite ability and authority enough to bring about needed reforms. The present defects were a good deal the result of depression in the island rather than defects in the system proper" (654)

The Rt Rev C F Douet, Assistant Bishop of Jamaica, said "The term commonly used in describing the system of education pursued in Jamaica is the Denominational system. I should like to drop the term 'Denominational' and to use the term that is used in the Code, 'Public Elementary Education aided by the Government' I say that advisedly, because I travel about the country a good deal, and I meet a good many intelligent and educated people of the country, and they have a very strong objection to the word denominational. It puts some of them quite into a feverish state, because they connect it with what they call denominational wrangling. I think that our present system is the best under existing circumstances, and the best for the condition of things in Jamaica. The people as a rule have confidence in the ministers of religion, and they are satisfied to leave the teaching of their children in their hands. There ought to be more elasticity and more co-operation among the managers of schools, and therefore I should not object myself to having Boards of Managers made up of the managers of schools of different denominations. I do not see that we should gain anything by enlarging those Boards and taking in, either by election or any other process, other people, because we find very great difficulty in this country in getting anyone to take any interest in education." (1041)

Mr. C. P. Bovell, J P, said: "One of the greatest mistakes is

that the schools are not more particularly denominational than they are. A teacher of one belief should teach in a school of that belief. A teacher cannot be expected to teach a code of religion which is not in accordance with his belief. . . . Unless religion is taught according to a man's own belief, he cannot carry that force into the teaching which he would otherwise do" (1385-6)

The Rev J. N. Somerville (Rector of Holy Trinity, Green Island) expressed himself as being "in favour of the present system because of the influence that managers have on the parents to get them to send their children to school. With a few exceptions those people who are outside of the influence of the Church are careless about the education of their children" "I mean by the Church the whole Christian Church, not a denomination. It is the only system which will keep up the attendance at school" (1435)

Mr J. R. Williams, M.A. Oxford (Inspector of Schools), "considered the existing association between religion and morality, as represented in the ministers who manage the schools, and elementary education, invaluable, and likely to be necessary in the best interests of the people for an indefinite time. At present, its value varied considerably with the personal influence of the manager, and with the attention he gave to the school, but it was always something, and disconnection would be a moral loss to the schools, which such advantages as removal of denominational friction, increased supervision, and improved organisation would by no means compensate." (1464)

Mr Wellesley Bourke (solicitor, and formerly Member of the Legislative Council), quoted a petition which had been extensively signed by the members of the Roman Catholic community. In this petition the following paragraphs occur:—

"Catholics regard the education of their children as a duty and right divinely transmitted to them—and for the State to deprive the parent of that right they regard as tyranny and State despotism. To Catholics education means a complete work, covering the growth of mind and heart, demanding instruction in matters secular and matters religious, the development of man's bodily, mental and moral faculties, which in the child must be strengthened and developed that they may be used for the end for which God gave them. Therefore it is that Catholics cannot and will not suffer their children to be forced into schools where either their moral development will be left to chance, or where it will be directed by teachers whose Protestant training has been one long course of fabulous misrepresentations and perversions of Catholic doctrine and practices. Catholics are not thereby inimical to State schools as such, but only to the manner in which State schools are generally conducted, a manner perilous to the Catholic faith.

" . . . It is but a vain delusion for any person, or any honestly intentioned body of persons, to pretend that education can, under existing circumstances, be given in any part of the world, freed from religious or irreligious training or bias, where



the youth have to be trained and taught by persons professing or not professing religious belief, and Catholics will not allow themselves to be blinded by such a delusion. While Catholics do not pretend to believe that all religions are equally good, still they are ready to admit that the teaching of any form of the Christian religion is better for the good of society and of the State than that no religion at all should be taught in the schools of this island—and to that end, for the good of society, they advocate the continuance of denominational elementary schools in this island” (2634)

The Jamaica Union of Teachers passed, in 1898, a resolution that the present system of elementary education in Jamaica “should remain as at present, with such modifications as may be considered necessary” (Appendix, No 17)

(2) *Does education tend to make the rising generation disinclined for manual labour, especially in agriculture?*

Inspector McCrea (in charge of the Constabulary Division of Clarendon) said that “education tended to detract from the dignity of labour. The youth of the country were looking forward to positions in shops, and, if they did not obtain them, they went to swell the idle class” (889)

Mr Jas W Mitchell (Custos of Clarendon) said that “the system of education had unfitted the people for their station in life. He agreed with the complaint that the people turned from agriculture and wanted to be clerks” (926)

Mr George Nash (storekeeper, of Mandeville) said that “there was a distaste among the younger men for hard work, there was a distaste for labour. All aspired to clerkships and none to wield a hoe. It was not the school system which was entirely at fault. It was the result of the desire of the children to emulate their betters, and it caused them to aspire too much. Some of the distaste probably arose from the fact that the present education gave no knowledge whatever of practical training. That might answer for some of it, but not for all.” (959-961, 962)

The Hon J P Clark (Custos of the Parish of Manchester) said that “very often the education seemed to take them out of their sphere of life and created a contempt for agricultural labour, although the young fellows who had refused work were, he knew, hard pressed for a living. Their fathers and mothers would labour in the fields, but they would never dream of it. He was not condemning education, of course, but the question was whether it was carried too far or not.” (1027.)

Mr Arthur Levy (Advocate) gave his evidence “not as a specialist on education but as a citizen, and his statements were suggested by things which had struck him. Education ought to improve the agricultural prospects of the country, but it had not done so. Its principal product was a hybrid, a man whose education did not make him intellectually useful, but at the same time a man who was too good for agricultural

labour . . . . . There is a hybrid class which is neither an educated class nor a labouring class, but one which produces a vagabond . . . . . It makes him above labouring." (1030, 1037) .

Mr T S Tomlinson (shopkeeper and member of the Westmoreland Parochial Board) said "Too much of the State's money is spent on book-learning . . . . . I would have all the subjects taught which are now in the Code, but I would teach the children less of each . . . . . In the time thus saved I would give them some practical training . . . . ." He noticed an indisposition to agricultural work on the part of children who had been through the elementary schools. "Their object is to become something higher by means of education, and they consequently ignore the very source of the country's income. Parents can scarcely command their children to the ground . . . . . If the children are made to know, while they are at school, that they have to work, it would help at once to check and curb this indisposition to agricultural labour" (1402)

Mr Besley (shoemaker, of Lucca) said. "When the children have a certain amount of education they do not care about going to a trade . . . . . They just go idling unless they can get into shops as clerks . . . . . Very few wish to be shoemakers . . . . . I have only had one for some time now." (1449.)

Mr Rattigan (collector of taxes for Hanover) said: "The present system of education is far from satisfactory to the public, who observe that an ignorance and false pride is the outcome of elementary education only, when the young man from school seeks employment in offices, stores, etc., and is positively ashamed of honest and honourable manual labour of any description, and the young woman prefers a rocking chair and a piano, and is also ashamed to cook or to be seen in a laundry" (1484)

Mr Calder (Resident Magistrate for Trelawny) said that he thought the present system of education had been an entire failure . . . . . "One has only to visit a school to see that the children are taught by rote like parrots. The people are being taught to think that they are better than their fathers, that it is a disgrace to handle a pickaxe and hoe . . . . . They want to be clerks, teachers, or in the Government service . . . . . The girls are taught to think it a disgrace to do what their mothers did before them." (1742)

The Rev. P J Hall (Rector of Brown's Town), asked by the Archbishop whether he thought that education was lifting the children above their station, replied: "We find that there are many who will not go and work in the field. Agriculture is certainly not their domain after they have passed the fifth standard . . . . . It seems to me that we spend a great deal of the £70,000 devoted to education to spoil our labour market." (1815)

Mr R. L. Young (planter, of Tobolski) said, in answer to a question whether "the people are more or less willing to labour now than they were before education was so extensive," "I think they are rather against agriculture. They think it is bemeaning, and they scoff at work in the field. The country man is looked upon as a bumpkin when he comes to town. The town youth

looks upon agriculture as little less than disgraceful to him" (1885.)

Mr. C. N. Dias (druggist and storekeeper, of Morant Bay), said "With regard to the results of the present system, I find when a boy leaves school, he thinks himself an educated man who ought not to follow agricultural pursuits. The parents of such a boy have always made their living by agriculture, but he thinks it *infra dig*, if he has been to school, to go into the field to work" (2377-8)

A rather different view was taken by Mr. T. C. Garrett (Superintendent of the Public Works Department), who said that during the whole 28 years which he had spent in Jamaica he had never had any difficulty in getting labour. "He had had trouble as to the quality and quantity, but not as to the getting of men. The younger generation, which was rather more educated, did not care to work. It was not exactly that those who had no education were the real labourers, but there were many of those who left school with a good education who looked rather for pen-and-ink work. He believed, however, that when such youths found that they could not get any but manual labour, they would return to it. He would not by any means stop education because of this preference for more intellectual labour. He did not think much could be done to encourage a love for manual labour by training the hand and eye in the schools. They would have to go back to home influence. He did not think that it was the system of education which was altogether at fault" (975-6)

The Rev. H. L. Webster (Baptist Minister, of Montego Bay) said: "Education has not, even under the present system, turned away the minds of the people from industrial and agricultural occupation. It is the want of education that has done it" (1630)

Mr. L. C. Shirley, J.P. (proprietor and planter, of Duncans, and Chairman of the Parochial Board of Trelawny), said that he did not find any unwillingness to labour which he could attribute to education. (1813)

The Rev. G. House (Baptist Minister, of St. Ann's Bay) said that he did not believe the people were as unwilling to labour as had been said. "The Jamaica labourers are not the lazy, worthless set they are put down to be, if they are treated and paid well. If they are paid sufficiently, you would not find a better class of labour anywhere" (1988)

Special interest will be found to attach to the evidence of the following witnesses, who also referred to the above questions, but from a somewhat different standpoint

Mr. C. A. Cover (Headmaster of Rusea School) said: "The effect of education on industrial and agricultural occupations has certainly been in some cases to lead to a contempt of these employments. I think it is due to the fact that the people were tied down to agriculture in former times, and naturally there is a revulsion. The people should therefore be taught to see that there is scope in agriculture for their highest intelligence. I do not think the number of idlers has increased

as an outcome of education. In some cases it is due to the folly of the parents, who have kept their children at home as gentlemen—so called—and so for a time, at any rate, they become idlers. I think, however, they have been eventually forced into an occupation of some kind. The idea of the parents, which is in one respect laudable enough, is to better the condition of their children, but the error is made of thinking that they cannot be bettered by returning to agricultural employment.' (1504)

Mr A N Dixon, J P. (retired land surveyor and planter, of Lime Hall), said that the younger generation were generally more unwilling to accept agricultural work. But he added: "I do not attribute that to education at all, but rather to a general upward movement all through the world. As time goes by, there is a general levelling up. It will rectify itself in time" (2076)

Mr R M Cocking (clerk to the Parochial Board of St Mary), asked by the Archbishop whether "within the last ten years he had seen a change for the better or worse in the willingness of the young folks to work," said: "I think the people have a great deal of ambition, which naturally arises from their being educated. That ambition is keeping them from their agricultural work, and they are looking more towards becoming teachers, parsons, or clerks. The general feeling is against (agricultural) work, and education is responsible for it, although I am not against education for one moment. Education has created an ambition to go higher" (2081)

(3) *Is it desirable or practicable to have more Agricultural Teaching in Elementary Schools?*

The Rev Wm Griffith (in charge of the United Methodist Free Church in Kingston) said that "he believed that there was a misconception in the popular mind as to what was meant by agricultural training in the elementary schools. The parents believed that it meant going into a field with cutlass and hoe. That would be a dirty piece of business. The children would tear and spoil their clothes and be unfitted for study. But he could not understand why the elder children should not be taught the practice and theory of horticulture and agriculture without dirtying themselves at all. The real difficulty was the lack of competent teachers. Horticulture could be taught in the backyard of a school by plants in boxes, and agriculture might be adequately taught in a plot of land about a quarter of an acre in extent. The children would be very much interested in the work, and the criticism of the parents would be disarmed." (761.)

Mr H M Farquharson, J P (storekeeper and proprietor at Black River), considered that "the present system of education should be at once considerably modified. The education now being given to the people does not teach them to be useful members of society. The capabilities of the ordinary negro, at

present, for education are very limited, and the attempt to cram him with a smattering of abstruse subjects, which can be of no possible use to him in after life, only imbues him with a mistaken idea of his own importance and effectually prevents his success . . . The education most likely to be beneficent to this country would be agricultural and industrial . . . In a central spot an agricultural and industrial college should be started. Import, for preference from the Southern States of America, where the conditions of climate more nearly resemble ours, men thoroughly qualified to instruct pupils in agriculture. This college would primarily be a training place for teachers, for those who had passed through it could teach others. The negro people are imitative, and if they see that a new method is to their benefit they will follow it” “The most worthless people in our district are those with a little education. They are too idle to work. They loaf about the place and steal whenever they get an opportunity. I have a great deal of acquaintance with the people, and I think at present anything beyond the three R's is superfluous. They are capable of taking in that amount of education, but they have not yet reached the stage when they can take more. Of course there are exceptions. The people are now in the position we were in about the Norman Conquest. We were practically savages then. If there had been a nation in those days as enlightened as ourselves, and they had endeavoured to teach us as our people are taught, it would have been a failure . . . A little geography, history, and so on is all right, but the future of the country lies more in the hands of the people than in their heads. By teaching a man geography and history you do not teach him to hold a hoe and till the land. . . The labourer's hand is what is to support him, and his head having too much in it makes him not a labourer and unfits him for work” (1224, 1230, 1246-9)

Mr. W. J. F. Walker (schoolmaster of Holy Trinity School, Montego Bay) said: “Agricultural teaching for the children was a very important matter, and more attention should be given to it . . . Jamaica is an agricultural country, and if it is to improve to any extent, it must be through agriculture” (1561-2)

Mr J. Arnold Jones (assistant-manager of the Boston Fruit Company) said. “Taking education from my own experience, I have perhaps a dozen applications each week from young men for employment . . . The almost invariable question I put to them is, ‘What can you do?’ and the invariable answer is that they can do anything. I tell them that that will not do, and I ask for something that they can do, and it turns out that they cannot do anything. These people do not want any higher education. They want an education which will enable them to do something practical, so that if they are going to saw a board in two, they would be able to saw it within three inches of a mark laid out for them.” (2260) •

The Director of the Public Gardens at Kingston, in a letter to the Commission, enclosed extracts from his annual report 1895-6. In the course of that report the following paragraphs occur

"If the education of the present day has to some extent failed, it has done so in so far as it has depended solely on books and mere oral instruction. Such exclusive dependence is not wise even for literary culture, but should be combined with the training of the hand, eye, and the whole body, in order to turn out men and women fit for their work in the world.

"It is a question whether it matters very much what this practical training consists of, so long as it is based on sound theoretical principles. But if it can be made the foundation of the child's life-work afterwards, he starts with this double advantage over children who have learnt from books.

"In our island the practical training should be almost universally one in agriculture.

"If so, it is even more important that the teachers of elementary schools should have a thorough training in this respect than those who are going to be actually engaged in agricultural work, for the latter get their training somehow and after a fashion, whereas the others, who have to teach, cannot find the time, even if they had the inclination." (Appendix, No 21)

On the other hand, Mr. J. R. Williams, M.A. (Inspector of Schools), remarked that "one of the effects of our efforts at agricultural teaching hitherto has been to bring agricultural teaching into contempt. . . . We have created a prejudice against agricultural training in schools by allowing it to be attempted by incompetent men." Mr. Williams made a number of interesting suggestions for the development of agricultural education, and strongly urged that "higher agricultural training with the cultivation of a plot of land and practical demonstrations in the use of tools, different processes in cultivation, the making of manures, such processes as grafting, etc., etc., should only be undertaken by really competent men who have had special education in the work at the training colleges, and hold certificates of proficiency, or who really qualify themselves by courses of practical training at such a place as the Botanical Gardens." He also recommended "a small special grant for a well kept school garden, either of vegetables or flowers, or both, rather for its aesthetic value—for the cultivation of taste—than because of any direct commercial value, but anything that might lead to the encouragement of cottage gardens might eventually produce results of some importance." In all country schools he would have compulsory instruction in the principles of cultivation, nature and improvement of soils, growth of plants, etc. (1464.)

The Rev. P. Williams (Baptist Minister, of Chester Castle) thought it "impracticable to teach (practical) agriculture in ordinary elementary schools . . . . It would so upset them as to bring confusion." He quite approved of theoretical instruction in agriculture being given in the schools. "It is the practical agriculture which I say cannot be taught in our ordinary schools."

*Hon. Dr. Johnston.*—You mean you would favour such instruction as the manner of attending to the coffee-plant, the kind

of product to put into the soil for the first time the general principles which govern cultivation. Then there is the question of allowing air to reach the soil by forking, the lack of which hinders very materially the growth of plants?

*Rev Mr Williams*—The more of that kind of instruction the better

*Hon Dr Johnston*—But you don't see your way to children dirtying their clothes by working in a field and getting into trouble when they get home?

*Rev Mr Williams*—That is not the most serious part of it. They dirty their clothes as it is

*Hon Dr Johnston*—What is the serious part of it, then?

*Rev Mr Williams*—Parents do not consider that schoolmasters can teach agriculture better than they can themselves. They have objected to it in the past when attempts were made to establish industrial schools, as they were called. Teachers in a few instances got the children to work a ground for them, and the parents objected. They said they sent their children to learn something, and not to work grounds for the teacher" (1546-7)

Mr Hawthorne (Teacher at Adelphi School, Martine) said that he did a little cultivation of his own, but the boys did not help. "I did try to teach them gardening and get them to take an interest in it, but I lost about six children by trying to get them to do the work, and by calling upon them to keep the school yard clean. I came down on one or two of the boys for refusing to clear up the yard, and the parents took offence and took the children away. They say that they send their children to school to learn lessons and not to work. The complaint about taking them into the field is that they get their clothes dirty" (1717)

Mr A N Dixon, J P (retired surveyor and planter, of Lime Hall), regarded "agricultural teaching in the elementary schools as impracticable." "In the first place," he said, "the teachers themselves have never been taught the subject practically, and it is not therefore to be expected that they could teach it. I think it would have the effect of taking away from their efforts to teach the literary part of education properly. Parents, too, would have the right to object to the teaching of agriculture in the schools if their children were not thoroughly grounded in other subjects." Mr Dixon thought it would be quite possible for the teacher to teach some of the principles of agriculture out of a text book, but "taking up land and taking a class to cultivate it would draw away the time of the teacher from things of greater importance. At the same time such things would draw out a child's intelligence in a certain direction." (2071-2)

Mr Elias Stuart (agriculturist, and member of the Parochial Board of St. Thomas) would not have the schools teach agriculture. "You would embarrass the teacher a good deal. How can a teacher who has not been trained as an agriculturist teach agriculture?" But he thought it would be a wise provision if, when a boy left school, he could go into an agricultural class

and be taught there, and he would have special schools founded for the teaching of agriculture (2317)

(4) *Should Elementary Education be made more practical and less literary?*

Mr. A. G. Nash, BSc. Edin. and FRSE (civil engineer Mandeville), "would have a portion of the Education Grant devoted to the encouragement of industrial tastes. With it he would import a number of skilled tradesmen and let them go from place to place in the country imparting this technical knowledge. The old class of tradesmen in Jamaica had died out, and the younger generations were not up to their standard. It would be an advantage for boys to be taught the rudiments of a trade at school. A man could attend for a few hours at the school and teach the children, and such instruction would be attended with great advantage to the colony. He thought that a great deal of the money applied to education at the present time was misapplied. It should have a more practical turn entirely" (1089)

Mr. Stanley Delapenha (solicitor, of Black River) "would teach the children reading, writing and arithmetic, but anything beyond that makes them worse." He would teach them the rudiments of trade and agriculture in school, and thought that in Black River good tradesmen could be got to undertake the tuition" (1334)

Mr. G. D. Robertson (deputy clerk of the courts, Brown's Town) held that "while people are being educated, there does not seem to be much consideration as to what we are to do with them after they are educated. Jamaica being an agricultural and industrial community, he recommended that parallel with the elementary education should run the teaching of agriculture, the industries and trades" (1904.)

Mr. Jacobs (storekeeper, of Bath) "believed that the present system of education was a very good one, but not in the right groove. Unless the Government should see their way to improve the homes of the peasants, all the money was a waste. Children at school should be taught domestic pursuits. If in after years they wanted to go to a higher branch of education, there should be opportunities for them to do so. It should be instilled into the minds of the boys that they must do something to earn their living, and it should be compulsory for them to learn a trade. As it was, they all wanted to be parsons and lawyers. Girls are badly in need of useful training" (2282)

The Synod of the Presbyterian Church of Jamaica, in 1896, adopted a resolution recognising "the great importance of providing practical instruction in agriculture and the handicrafts," but declaring itself "satisfied that to attempt to introduce it into the elementary schools would be to court failure. The Synod would welcome any scheme whereby Trade and Farm Schools might be established at convenient centres for boys who have



completed the curriculum of the elementary schools" In 1897 the Synod further expressed itself as "fully alive to the importance of providing practical teaching in agriculture and handicrafts" (Appendix, No 18)

The Rev Robert Johnson, M.A. (Theological Tutor to the Presbyterian Church), informed the Commission that "with regard to industrial and agricultural education, his impression was that not much could be done in that direction with school children beyond what the Code provided for He supposed that it would be quite possible to introduce manual training, but whether it would be desirable to introduce the actual teaching of trades he was not prepared to say If they had in certain centres a school where trades and agriculture were taught, and one that could be reached by the boys residing in the neighbourhood without the necessity of paying board and lodging, it would be taken advantage of and would accomplish good results. To such a school children might go after they were 14 years of age Boys who were prepared to receive this instruction would be big, and there was no reason why they should not go many miles each day to a central school." (987)

The Rev C Melville (Rector of St John's, Black River) said that he was "cognisant many years ago of the efforts made to establish industries in connection with elementary schools The attempt was soon abandoned. He could say nothing about the efforts which had more recently been made, but he had little belief in their usefulness or permanent success" (1282.)

Mr John Besley (shoemaker, of Lucea) was asked by the Chairman: "Supposing attempts were made to introduce the teaching of trades into the schools and shoemaking were chosen, would you see any difficulty in a practical shoemaker going in for two or three hours on one day in the week and teaching in the school how to make shoes?"

*Mr Besley.*—I do not think that would be advisable. There would not be enough time to impart a trade to them

*The Chairman.*—How much time would be necessary to familiarise them with the use of the tools?

*Mr Besley.*—For that perhaps one day in the week would suffice.

*The Chairman.*—Don't you think that would be useful for those who wanted to be shoemakers in after life?

*Mr Besley.*—Yes.

*The Chairman.*—And would it not get over the foolish idea of not wanting to work at a trade?

*Mr Besley.*—Yes. But if a lot of boys were to learn shoemaking I do not see where they would get sufficient work, unless they were protected against the importation of boots (1453)

Mr. J. R. Williams, M.A. (Inspector of Schools), said: "If the object be to teach boys in attendance at elementary schools a trade, the result must be disastrous, but we certainly should do what we can to cultivate hand and eye (1) by such manual training as Sloyd work and, in junior classes, Kindergarten work, or whatever else is useful for the purpose in cases where

(and only in cases where) we can secure competent teaching of a really educative character, and (2) by developing drawing, geometrical or freehand, and especially model drawing, as a school subject

“Another way of encouraging industrial training by teachers of elementary schools seems to me very feasible, very important, and likely to cost very little. I would have every training college student learn a trade—if possible of his own selection—to be learnt thoroughly in a workmanlike manner, with as much instruction in the principles of the art as is possible. If contempt for manual labour exists among the teachers, as some people say, nothing is more likely to cure it than thorough competence in one particular branch; an equipment in the tools of their trades would be a suitable bonus for these men leaving college, the means of supplementing their income by work in the trade in the spare time at their disposal would be an adjunct which no industrious man would despise. The object lesson of a teacher working with his hands would be useful to the surrounding population, we should, I have no doubt, see these men finding apprentices amongst their scholars or their former scholars, and their influence might mean a considerable increase in the productive skill of the country.” (1464.)

(5) *What have been the general effects on the population of the system of education in Jamaica?\**

On this subject, and with regard to the results of the system of education on morals and good manners, there was great variety in the opinions expressed by the witnesses. Some commented unfavourably on the results. Mr C. G. Aitken (Acting Registrar-General), for example, said “It seems to me that we are educating the lower classes out of their sphere and unfitting them for thorough good work in the sphere in which they are. If boys and girls were well taught to read, write, and do sums, it would be far better for them and for the community, than having them take these higher subjects in the schools, which are not and cannot be thoroughly taught. I get many letters from schoolmasters who are registrars of births and deaths, and I find the greatest difficulty in finding out what they mean. I infer from that that they cannot teach their scholars. If you take the average schoolboy and let him read from a book in which he has not been coached, he cannot explain to you at the end what he has been reading about. He has only a vague idea. I do not think you can get men to teach thoroughly and properly for the present salaries” (2472). And Mr C. P. Lazarus (Mechanical Engineer) said “I know no country where the boys have such liberty and insolence. I would not say that it is the result of education, because it would be foolish. It is due to imperfect education. Our people do not seem to know their position. Every little fellow thinks he is as good as anyone else because he

\* It should be borne in mind that the elementary schools referred to are almost exclusively attended by coloured children.

can read and write" (2554) On the other hand, the Rev W. Simms, M.A (Principal of University College and Headmaster of the Jamaica High School), "did not think that the public expression of dissatisfaction with the system as a whole was at all an intelligent dissatisfaction. The public had expected the impossible. The defects in the system were being eradicated by degrees, and the results now obtained were very much better than those of twenty years ago" (338) The Rt Rev Dr Douet, Assistant Bishop of Jamaica, thought that "the complaints that education is having very bad effects on the industrial occupations of the people were very much exaggerated" "As one witness has stated," Dr Douet continued, "many people of the labouring class do not encourage their children to work in their grounds. They prefer them to sit in the house and to read their lessons. I know a good many people who are bringing up their children with what they call an education, and they think it derogatory to them to send them to the soil. They look upon them as ladies and gentlemen, and they call them 'Massa' and 'Missy'. It is perfectly true that they spoil their children utterly. We are passing through a transition state. When the people begin to get out of their ignorant state and into a higher state of civilisation, they do not want to work on the soil. I think, therefore, we must make allowances for our people on that point. They think they can better themselves by being clerks and by using their fingers in the way of penmanship. We must not always put it down to education. People say, 'Look at your schools. You are driving the people away from the soil.' That is one cry all through the country. I say there are other reasons for it besides education" (1043.)

Mr. Frantz Guiselin (storekeeper, Falmouth) could "testify to the great improvement in the education of the country during some twenty years. . . . During the last thirty years there has been a stiffening of the people, and there is not that servile politeness there used to be" (1801-3) Mr W H Plant (headmaster of the Titchfield School, Port Antonio, Member of the Board of Education) said: "It would appear at first sight that manners have deteriorated, but I do not believe it is so. Many people consider the bowing and scraping of the people as good manners, but it is a mistake. I think those who have passed through the schools compare favourably with the previous generation . . . There is a spirit of independence, but that is not peculiar to Jamaica, and it will cure itself in time" (2161) Mr. Johns (headmaster of the Mandeville Boys' Middle Grade School) said that "the children who pass through the schools are undoubtedly superior in manners and morals to those whose attendance has been such that they cannot be said to have come under the influence of the schools at all." (951) The Hon. W. Ewen (Custos of the Parish of Westmoreland) said: "I now see a marked difference in the manners of the more youthful population. There is much more civility and propriety, and I conclude that greater attention is paid to this matter than in years gone by. This matter was neglected up to a comparatively

recent period" (1349A) Dr R S Turton (District Medical Officer, St Ann's) said "I think there is distinct improvement in the morals and manners of the people, but in this part of St Ann's the people have always been courteous and polite." He said that he was certainly disposed to attribute this to the fact that the children of the neighbourhood had been well cared for in the schools and had been under religious influences. (1897.) Mr E H Lindo (builder, Bath) said that he thought the manners of the children were much better than they were years ago (2342) Mr W J Calder (Inspector of Constabulary for the parish of St Elizabeth) said that the younger children were not as respectful as their parents. That he accounted for by the parents' lack of authority. He spoke of the parents, having seen that their children were more educated than themselves and so having lost control over their children, looking up to them and regarding them as very much smarter people than themselves (1277-81) Mr T F Forbes (master of a private secondary school in Falmouth) said that he had been teaching for sixteen years, and could not say from his observation during that period that the morals of the people had deteriorated. "The morals are more the result of home influence than school influence. Children with moral parents are usually moral and well-behaved" (1762)

Mr S Dell Smith (storekeeper, of Port Antonio) said that the present system is as good as can be desired, subject of course to improvement (2241), and Mr. C A Gale (Inspector of the Poor) testified that the system had worked fairly well to his knowledge "I have had acquaintance with it because I have had boys at elementary schools for a number of years. I have felt great satisfaction at the education they get from the elementary schools" (2250)

The following judicious observations, made by Mr J. R. Williams (Inspector of Schools), will suitably close this summary of extracts "The difficulties attending the education of the lower classes are not fully realised we have had to evolve our own system, and it may well be that we do not know what is most suitable for the race that we have to do with. We have had to make teachers, and that cannot be done in a generation, irregularity of attendance cripples the efforts of such teachers as we have, and their efforts are still further thwarted by the influence of the children's lives at home and the examples of their parents. A system can hardly be said to be fairly and thoroughly at work till those who have passed through the schools fill the parents' class—and it will be many years before that is true here. Finally, we are apt to forget that Elementary Education is only one of the means of civilisation. While the present percentage of illegitimacy gauges, partially at least, current morality, and while the home life of most of the peasantry continues to be as uncivilised and demoralising as it is, the expenditure on elementary education must be partially wasted and disappointing: we need concurrent effort to improve home and home life and to elevate sexual morality." (1464)

III.—EDUCATION IN JAMAICA, 1898-9.

The Annual Reports of the Education Department, and of the Board of Education of Jamaica for the years ending March 31st, 1898, and March 31st, 1899, published in 1899 and 1900 respectively, contain much important information, parts of which are summarised or quoted below

(i) *Educational Statistics, 1897-9*

Year.	Schools on Annual Grant List	Schools Inspected	Scholars on Books	Scholars in average attendance at Inspection	Average Attendance from monthly returns.	Percentage in average attendance of numbers on books	First Class Schools	Second Class Schools	Third Class Schools	Total Payments to Elementary Schools and Teachers
1897-8	913	869	98,205	57,983	50,627	59.04	160	389	330	53,554
1898-9	893	876	97,091	57,508	54,041	59.23	176	397	267	51,561

The Hon. T Capper points out in his report for 1898-9, that “the number of schools on the Annual Grant List continues to decrease owing to the closing of small inefficient schools, the scholars from which could in nearly every instance easily attend neighbouring schools. The closing of these unnecessary schools has been accompanied by a remarkable rise in the number of first-class and second-class schools, showing that the large amount spent by the country on training teachers has not been wasted.”

(ii) *Memorandum on educational matters addressed by the Board of Education to the Legislative Council, April, 1897*

In the report of the Board of Education for the year 1897-8, there is given the text of an important memorandum addressed by the Board of Education to the Legislative Council, in which the following paragraphs occur with reference to contemplated proposals for the reduction of the estimates for education —

“The present public expenditure on Elementary Education in Jamaica is on an economical scale as compared with other British countries and colonies, including West Indian ones, such as Barbados and Trinidad and also Demerara. This is true both as regards the cost per head of the general population and the cost per head of the number of children on the books.

“The character of the education given no doubt admits of improvement; but in its methods and results it is on the same general lines as education given elsewhere, and deemed by most of the leaders of public opinion, everywhere to be necessary in the interests of progress. It has not yet reached effectively half

the juvenile population, and some of the defective results attributed to the present educational system are attributable to the fact that a large portion of the population has not been brought under its influence

"The Board of Education, recognising the importance, to all classes, of the Agricultural interests of this country, has taken steps to introduce into the elementary schools theoretical and practical teaching bearing on agriculture and handicrafts, and though to their full extent these plans cannot be carried out, nor can their value be realised, all at once, they will in the very beginning include more than is done in this direction in other British countries and colonies or in the United States of America. This branch of our educational efforts could in several respects be more rapidly and effectively extended if more public funds were available. What needs to be shown when criticisms and suggestions are made on this subject is, not only that certain changes (which should be specified) are desirable, but how they can be made with the resources available, and in keeping with those general principles of education which are declared by experienced men in all countries to be vital

"There is a considerable body of statesmen and philanthropists in the Mother Country who are watching with deep and very special interest the educational, social, and general development of Jamaica for many reasons, but chiefly because here, more fully than elsewhere, is being tested the possibility of progressively developing such mixed races as inhabit this island, into a civilised, united, and advancing community. And any action of the Jamaica Legislature of a retrograde character, educationally and socially, will produce a most profound and unfavourable impression in the Mother Country. This remark does not affect any well thought out and coherent plans for reforming and improving our educational methods; but it does apply clearly and strongly to the hasty adoption of measures likely to have permanent detrimental results for the purpose of meeting temporary financial difficulties"

### (iii.) *Educational Finance, 1897-9.*

The following table shows the total amounts spent on education in its various branches, in the years 1897-8 and 1898-9.

Year	Grants to Elementary Schools and Teachers	Building Grants	Administration and Inspection	Government Training College for Women	Aid to Training Colleges not under Government	Board of Education	Jamaica High School.	Scholarships	Secondary School, Montego Bay	Total.
	£	£	£	£	£	£	£	£	£	£
1897-8	53,554	510	5,684	1,574	4,380	172	1,300	1,161	200	63,535
1898-9	51,561	-	5,397	1,563	4,813	102	1,300	1,212	200	63,123

The annual payments from the Treasury for Elementary Schools have thus decreased by nearly £2,500, of which £500 is accounted for by the discontinuance of Building grants, and £1,500 by the discontinuance of the Appliances grant. There was also an actual decrease in the amount actually paid to the Training Colleges for the work during the year 1898-9, but this decrease is converted into an apparent increase in the figures given above by reason of the payment in 1898-9 of £800, which should have been paid in 1897-8. From January 1, 1899, there has been a reduction in the number of students maintained at the Training Colleges.

In his report for 1897-8, the Superintending Inspector of Schools wrote as follows with regard to the retrenchments then made —

“On a representation being made to it by the Government that the expenditure of the colony must be cut down in every possible way, the Board of Education reluctantly agreed to recommend the discontinuance for one year only of the appliances grant of 6*l* per unit of average, amounting to some £1,500 in all. This recommendation received the assent of His Excellency the Governor in Privy Council, and Article 106 of the Code was accordingly suspended for the year •

“Early in 1898 the Board of Education drew up and submitted to the Governor in Privy Council two articles of the Code supplementary to Article 30, laying down the mode in which it proposed to deal with the amalgamation or closing of a list of schools laid before it by the Department as being superfluous, and causing unnecessary and useless public expenditure. Recognising the urgency of the case, and the necessity for stopping all such useless expenditure, the Governor in Privy Council approved the Articles, understanding that on their becoming law the Board would proceed to deal with the various schools in the list on their merits.”

In the report for 1898-9 it is explained that “in view of the serious financial position of the colony no amount for building grants was placed on the Estimates for 1899-900, and Article 106 of the Code of Regulations, providing for grants for appliances, has not been revived.”

Mr Capper added in his report for 1897-8. “In my last report I gave some figures showing that Jamaica spent less on elementary education, and less on administration and inspection, than five other colonies that could fairly be compared with it as regards general conditions” (*viz*, Barbados, Mauritius, Demerara, Trinidad, and the Cape of Good Hope). “The comparison would, of course, have been far more striking if the Mother Country and other European countries, the United States, Canada, and the Australian Colonies had been taken into account. The United Kingdom spends three times as much as Jamaica per unit of average, and a larger proportion of its revenue; and the self-governing Colonies spend more even than the Mother Country for each child educated.”

(iv) *Monthly Average Attendance at School and Classification of Scholars.*

Mr Capper remarks, in his report for 1898-9, that "the monthly averages show a steady increase in attendance throughout the Island, an increase which I believe to be a sign, amongst other things, of returning prosperity, as well as of a growing appreciation of the constantly improving quality of the education placed within the reach of the people."

In 1897-8 the majority of children in the schools had not reached the second standard. Mr. Capper records his opinion that this is a fact of "most serious import. It is hard to see how any great change can be effected without compulsion. Irregularity of attendance is responsible for this as for many other evils." Writing in 1899, he said that there was no material change in the position of affairs above described, and that the remarks quoted were still applicable. The following tables (from the report for 1897-8) shows the statistics of age and distribution into standards

TABLE I.

Standard	A	B.	I	II	III	IV	V	VI	VII
Average Age of Scholars	7½	9	10	10	10	11	11	11½	12½

TABLE II.

Standard	A	B	I	II.	III	IV	V	VI	VII
Number of Scholars	32,917	14,308	13,101	10,278	8,917	7,04	5,084	2,580	141

Writing in the report for 1897-8, Mr. J. R. Williams (Inspector of Schools) remarks as follows. "Considering our system and difficulties, it does not seem to me that the proportion of children who go to school at some time or other is so very discreditably small. It is the irregularity of the attendance that wastes the teachers' efforts and so much of our expenditure on elementary education. I see no cure for this except compulsory education, and perhaps this might be tried gradually in towns, beginning with the youngest children. But while the illegitimacy rate is what it is, and so many of the illegitimate children are the main support of their families, I cannot bring myself to the opinion that compulsion is as yet practicable in the country parts, where children's services are of most value, and where also absence from school does not to anything like the same extent mean idleness or vagrancy."



(v.) *Teachers*

The following table shows the number of teachers in the years 1897-8 and 1898-9:—

—	1897-8.	1898-9.
Number of Principal Teachers . . . .	913	893
" Assistant Teachers .. ..	19	19
" Additional Women Teachers . .	89	100
" Pupil Teachers ... ..	590	533
Certificated Teachers, and Teachers who have passed the Certificate Examination	315	411

(vi.) *Manual Training, Kindergarten Class, and Teaching of Elementary Science in its bearing on Agriculture*

The report of the Board of Education for 1898-9 records that at the Board School in Kingston there has been carried on during the year—

- (a) Hand and eye training class for teachers.
- (b) Woodwork classes for teachers and students.
- (c) A class for the instruction of teachers in drawing.
- (d) Three woodwork classes for boys from the Board school.
- (e) A Kindergarten class for teachers.

The Board "expresses its satisfaction that so much progress has been made in the organisation of such an important branch of education as manual training is now allowed on all hands to be."

During the year 1898-9 eight schools earned a grant for agricultural teaching. Mr Hicks (Inspector of Schools) wrote: "More attention has been paid than heretofore to that portion of elementary science which deals with tillage, and my impression is that the instruction given has been brought home to the intelligent comprehension of the children to a more satisfactory degree than has been usual. So far, however, this instruction has not been so effectually transferred from school to home as to make any appreciable difference in the actual tillage of the people, who (with some exceptions here and there) follow the custom of their forefathers." In the report on the industrial school at Hope, the Inspector states that the lessons given in the gardens were decidedly good, and followed with great interest and intelligence by some of the boys. The long contemplated plan of encouraging the admission of other classes of boys into the school has been fully dealt with by the Education Commissioners in their report, in which they recommend the development of the school as an Agricultural Industrial School.

(vii) *Training Colleges.*

In the report of the Education Department for 1899 the announcement is made that "after a good deal of negotiation, an agreement was arrived at, towards the close of the financial year, between the Government and a number of persons interested in the Shortwood Training College (for women students) and anxious to avert the closing which seemed imminent, whereby the latter undertook to carry on the Institution with 30 students, on their own responsibility, on receipt of a subsidy of £1,200 a year" Mr Capper states in the same report that he has made "searching enquiry into the after history of all the students of the college," and that in this enquiry he included even those who had only been inmates of the College for a few months on probation, and had then left for various reasons. It transpired that of 103 students received into the College from its opening in September, 1885, to the end of 1895, there were only six as to whom no information could be obtained. Of 68 who had completed their course in the College, 50 were still teachers, 13, after completing their stipulated term of service, married and left the profession, several being married to managers of schools; 3 had died, and only 3 had failed to render the due term of service, in one case only from misconduct. All were now reported to be of good character. Of 20 who withdrew, from various reasons, after from one to two years' training, 8 were still teachers, 8 others had taught for various periods and then had left the profession, and 4 were not teaching at all. Information was got about all these except two, and all were reported as being of good character. Of the 14 who had left Shortwood after less than a year's residence, 4 had become teachers and were still teachers. Of only one Shortwood ex-student had other than a favourable report been received. Mr Capper adds "I trust that these results show clearly that Shortwood has not been a failure, especially when we consider the high character of very many of the Shortwood students and the unquestioned influence for good exercised by these in remote parts of the country." In the report for 1898, Mr. Capper, referring to the services of Miss Johnson, who had retired from the Principalship on account of ill health, after many years of zealous and able service, wrote as follows. "In every corner of the island are now to be found women teachers trained by Miss Johnson, who have carried there and are disseminating, not only book education, but the lessons of thrift, industry, self-respect, and right thinking which they received from her during their college career."

An interesting point is thus referred to in the report of the Board of Education for 1898. "The Board submitted to the Secretary of State for the Colonies, through the Government, a statement as to the sum of over £70 which it appeared that Mr Peet, the headmaster of the Board School, was liable to refund to the Imperial Government on account of the expenses

of his training in an English Training College for teachers. Such a refund is, when possible, collected from teachers who leave the profession; but the Board pointed out that it would be unfair to Mr. Peet to exact it in his case, as he had in no sense left the profession, and was carrying on, in a British Colony, the work for which he had been trained. The Board further pointed out that the inevitable tendency of the exaction of such a forfeit in similar cases would be to seriously increase the difficulty of obtaining teachers from Great Britain, and force upon the colonies the necessity of seeking them in the United States of America, where no such rule exists. The Board is glad to record that it was decided not only not to exact the refund in Mr. Peet's case, but also that in the future it should not be demanded in similar cases."

(viii) *Scholarships and Secondary Education*

In their report for 1899 the Board of Education state that the average number of boys on the books of the Montego Bay Secondary School for the three terms of the year was 20, an increase of two over the number for the previous year. The Local Board of Management had urged the Board of Education to consent to a reduction in the amount of the fee charged, and in view of the special knowledge of the circumstances possessed by the Local Board, the Board of Education had consented to the change, which, in the belief of the Local Board, would increase the number of scholars and enlarge the revenue of the school.

Assistance to Secondary Education continues to be given in Jamaica in two forms, viz, in an annual subsidy granted by the Legislative Council to the school for boys at Montego Bay, which is the only such school established under the provisions of Law 32 of 1892, and by means of scholarships. Under a new scheme decided upon by the Government before the end of the financial year 1898-9, the number of smaller one-year scholarships provided under Law 32 of 1892 has been reduced from 15 to 6, and the Jamaica Scholarship of £200 a year, tenable for three years, which does not depend on that law, has been given in place of one of the £60 scholarships awarded under that law. Mr. Capper, in his report for 1899, expresses the hope that "this change will not retard the rapid advance that has been, and is still, taking place in secondary education in the colony." The report of the Board of Education refers to "the great importance of the Jamaica Scholarship not merely to the holders but on account of the impetus given by it to the education of the middle class in the Island."

The University College and Jamaica High School are maintained from public funds. Over the several endowed schools the Jamaica Schools Commission exercises general control. And, in addition to these, there are the high schools or grammar schools supported by religious bodies, such as the York Castle

High School (Wesleyan), the Church of England High School (Kingston), etc (See Jamaica Report for 1898-9, Colonial Reports—Annual, No. 283)

(ix) *Remarks of the Superintending Inspector on the Report of the Education Commission*

In his report for 1898-9, the Superintending Inspector writes as follows with reference to the above report after giving a brief summary of some of its recommendations: "It appears to have been the opinion of some persons that this report would be 'adopted' by the Government and the Legislative Council, and its recommendations put into practice immediately. Such an opinion could not have been entertained if the history and nature of Commissions generally had been better known and understood. Of the recommendations of the very strong Commission of 1886, some have been simply passed over without notice, some were carried into effect six years later, in 1892, and only one or two were dealt with at the time. Such is and must be the fate of the reports of all Commissions. The suggestions and recommendations which such reports contain must stand the test of free and public discussion before it can be shown which of them are practicable and valuable and which are not. Of the former, in nearly every case some only can be dealt with at once, and others have to stand over until the time is ripe for carrying them into effect. Of the recommendations of the present Commission a much larger proportion have been considered and adopted by the Government than was done in the case of the Commission of 1886. The presence on the Board of Education of several members of the Commission is sufficient guarantee that the other recommendations will not be overlooked."

SELECTION OF THE ARTICLES  
 CONTAINED IN THE  
 NEW CODE OF REGULATIONS  
 OF THE  
 EDUCATION DEPARTMENT  
 IN FORCE FROM MAY 10, 1900

PRELIMINARY.

The object of the grant is to maintain, or aid in maintaining—

- (a) Elementary Schools, including Trade and Farm Schools,
- (b) Training Colleges for Teachers.

Object of Grant for Public Elementary Education in Jamaica

PART I.

PUBLIC ELEMENTARY SCHOOLS

CHAPTER I—INTRODUCTORY.

DEFINITIONS

The term "Government School" shall mean a Public Elementary School held in a building which is either the property of the Government or placed during ordinary school hours at the disposal of the Government, and which is managed by persons appointed by the Department, who constitute the Board of Management and have equal power in the management of the School.

The term "Voluntary School" shall mean a school at present on the list of schools in receipt of annual grants managed according to the system heretofore existing, the corresponding manager being usually a minister of the religious denomination to which the buildings belong

The term "Manager" shall include all persons who have the management of any public elementary school, whether the legal interest in the school is or is not vested in them.

"The Manager" shall mean in a Voluntary School, the Corresponding Manager. In a Government School it shall mean the Board of Management Manager.

MANAGEMENT.

5. Every public elementary school shall have, in general, not less than three managers, of whom one shall be accepted by the Department as Correspondent and two at least shall if possible be resident in the vicinity. The Department may refuse to accept or may require the withdrawal of any person as manager whom it considers for any reason unsuitable, and no teacher of any public elementary school can, under any circumstances, be accepted as a manager of his own or any other such school. In the case of voluntary schools if the Department is satisfied that suitable managers, willing to act and acceptable to the Corresponding Manager, cannot be found in the vicinity of the school, a public elementary school may be recognised though it has less than three managers.

## VISITORS.

6 When the co-managers are not resident in the vicinity, or where co-managers acceptable to the Corresponding Manager cannot be found, the Corresponding Manager may appoint Visitors, who shall have all the duties of supervision specified under Art 7. The appointment of any person as Visitor must be at once entered by the Corresponding Manager in the log-book of the school and a notification of the appointment, accompanied by a letter, written by the Visitor, expressing his willingness to act, must be at the same time forwarded to the Department. The Department may require the withdrawal of any person from the position of Visitor whom it may consider for any reason unsuitable.

## Duties of Managers

7 The managers are held responsible by the Department for the conduct and supervision of their schools and their maintenance in efficiency; for the provision of needful furniture, books and apparatus, for the arrangement of school terms, so that the number of sessions required by this Code may be held; for fixing the dates on which or between which holidays may be given; and for the making of all returns required from them by the Department. Supervision includes the payment of a visit to the school during ordinary school hours, sometimes without previous notice, by one at least of the managers or a Visitor at least once in each month, and once in three months, at least, by the Corresponding Manager. At each such monthly visit an entry must be made in the log-book by the Manager or Visitor, as the case may be, giving the date and hour of the visit, number of children present at the time of the visit, the number of children last entered in the attendance register and the date of such entry, and any other particulars that may seem advisable. All such entries should be confined to the statement of facts observed, without any reflections or opinions; provided that the Corresponding Manager may also add such directions to the teacher as shall seem to be needful. Any serious irregularity must at once be reported to the Department by the Corresponding Manager or the Correspondent.

## ATTENDANCE.

Attendance. 17. An "attendance" means attendance at secular instruction during at least two hours after the roll-call is completed [with specified exceptions].

General Age Limits 18. Except as provided in the two following Articles, no child that has not attained his sixth or that has attained his fourteenth birthday shall be admitted into or retained in any public elementary school.

Older Scholars for whom no grant will be paid. 19 Up to 31st December, 1900, any pupil that has attained his fourteenth but has not attained his sixteenth birthday may, if of the same sex as the principal teacher, be admitted into or retained in any public elementary school, provided that the attendance of such pupil shall not be recorded in the attendance register nor allowed in any way to affect Government grants to the school.

Infant Schools or Departments 20 In schools specially sanctioned by the Governor with a trained Kindergarten mistress or other teacher approved in writing by the Department, children may be received and retained who have attained their fourth but not their eighth birthday, and grants may be made to such schools on account of the attendance of such children as provided by this Code.

Special Register 21 In every school in which children are received who have attained their fourteenth birthday, a special register shall be kept for recording the attendance of all such children and the fees collected from them.

Average Attendance. 25 For the average attendance return on the examination class list, as calculated on the schedule, every session need not be taken into account, but only the best sessions at the rate of 24 for each month from the beginning of the month in which the last inspection took place to the end of the month next before the date of the present inspection. When not otherwise implied, "average" attendance in this Code shall mean the average attendance thus calculated. Provided that when the Inspector of a district certifies that it was desirable that the older children of a country school should be absent temporarily to meet special demands for agricultural labour in that school district, and that upon application made to him

he had given assent to such absence, the Department may direct that the attendances for a specified continuous period equal to one month may be omitted altogether in calculating average attendance, which will then be calculated upon sessions selected from the remaining part of the year, the number required being for one month less than the school year, but this will be allowed only where the Department shall be satisfied that the school had been duly kept in operation for the number of sessions required by the Code for the school year, and that during the exempted period the work of teaching the scholars who attended during that period had been faithfully done

The average attendance at the sewing class, to be entered on the examination class list, must be calculated upon as many sessions of the sewing class as will include a number of hours equal to one-fourth the number of sessions selected as directed in the first part of this Article

26. The average attendance required for the monthly returns is the number found by dividing the total aggregate number of attendances (exclusive of those on Friday mornings) of all the scholars during the month, by the number of times the school has met during the month (exclusive of Friday sessions)

Average Attendance for Monthly Returns.

CHAPTER II — SCHOOLS ON ANNUAL GRANT LIST — INSPECTION.

28 Public elementary schools are inspected, and the scholars are examined in the prescribed subjects (Schedule A), and marks are given upon the following scale —

I — STATE OF THE SCHOOL			
	Organization - - - - -	5	} 10
	Discipline - - - - -	5	
II — WORK OF THE SCHOOL			
CHIEF SUBJECTS	Reading and Recitation - - - - -	16	} 48
	Writing and English (including Orthography, Composition, Elements of Grammar) - - - - -	16	
	Arithmetic—Mental, and on Slates and Paper - - - - -	16	
OBLIGATORY SUBJECT	Elementary Science (through Object Lessons, practical illustrations, and simple experiments), having special reference to Agriculture. (See Note 1)		10
SECONDARY SUBJECTS	Scripture and Morals. (See Note 3) - - -	5	} 16
	Drawing and Manual Occupations. (See Note 2) - - - - -	5	
	Geography (with incidental History) - - -	3	
	Singing - - - - -	3	
			84

SPECIAL SUBJECTS.

(A) Needlework (for all schools as a rule).

(B) { Practical Agriculture and Horticulture  
Manual Training.

## IN INFANT SCHOOLS.

I. - STATE OF THE SCHOOL.			
{	Organization - - - - -	10	} 20
	Discipline - - - - -	10	
II - WORK OF THE SCHOOL.			
{	(A)— <i>Work of a Kindergarten nature.</i>		} 24
	Manual work (including Drawing) -	8	
	Songs and Kindergarten Games -	8	
	Nature Study and Home Geography (taught through conversational lessons and Object Lessons) -	8	
	(B)—Scripture and Morals - - - - -	—	6
{	(C)— <i>Chief Elementary Subjects.</i>		} 34
	Reading and Recitation - - - - -	12	
	Writing and English (oral and written)	12	
	Arithmetic—Mental and on Slate	10	
			84 *

## NOTES

1 *Obligatory Subject*—Until teachers have had opportunity to more fully qualify themselves to teach this subject, a faithful, intelligent use of the Tropical Readers will enable teachers to meet the requirements as regards the subject to a degree that will be deemed satisfactory. As soon as such opportunity shall have been afforded to any teacher a thorough teaching of the subject will be required from him.

2 *Drawing and Manual Occupations*—Until schools can be prepared for the work in "Manual Occupations," full marks can be earned by excellence in Drawing alone, but where Drawing falls below the highest excellence, any degree of success that may be attained in Manual Occupations will receive due credit in awarding marks for this subject.

3. The marks for discipline having been increased, a larger degree of credit can be given for the practical result of efficient instruction in Morals, as shown in the conduct of the children.

4 In Infant Schools it will not be required that children under six years of age be examined in the chief elementary subjects, but upon the express request of the teacher, children not under five and a half years may be so examined. The efficiency of the instruction given to children under six years will be estimated by the exhibit of work done and such exercises in the presence of the Inspector as shall be selected by the teacher and conducted by her or under her direction. These exercises, and the specimens of work shown, and the work done at inspection under the direction of the teacher, will indicate to the Inspector the merit and success of the methods used to make the little children acquainted with Language, Number, Colour and Form, and to develop in them a degree of self-activity, and to impress upon them fundamental principles of right conduct.

5. First class schools which have obtained 65 marks or upward in three successive years, shall be fully examined only in alternate years, if the staff remains substantially the same; provided that the Department shall order the inspection if it considers it necessary. Notice of the intention to omit the annual inspection will be given by the Department with the report for the previous year.



29a If the Department shall consider that any school on the Annual Cessation of Grant List is, on account of proximity to other schools, shifting of the Grants in-population, improvement of means of communication, or for any other aid reason unnecessary, or that the cost of such school to the Government is, under existing circumstances, out of proportion to its usefulness, a report from the Department to that effect shall be laid before the Board of Education, and the Board of Education shall, at the next meeting after that at which the report is received, forward it to the Governor with its recommendations and advice. The Governor may then, in his discretion, remove the said school from the annual grant list, provided that, except in the case of schools to which a provisional notice of cessation of grants has been issued at a time when they (a) were not in operation, (b) had been for three months of the current school year and were still in charge of an unregistered teacher, or (c) were not, after due notice, ready for inspection, three months' notice shall be given of the cessation of grants to any school.

29b 1 When any school is removed from the annual grant list under the How provisions of Art 29a, the Department may make such requirements of the neighbouring managers of neighbouring voluntary schools as shall secure either (1) the Managers are appointment of the manager of the said school to be a manager of a affected neighbouring school, or (11) the amalgamation of two or more voluntary schools into one Government school, and any voluntary school whose manager fails to comply with such requirements may be removed from the annual grant list

21 When a Government school is held in a building not the property of Government the Government, the building shall be placed at the disposal of the Schools Government during the ordinary school hours. In such case there shall be Grant to keep paid, by way of nominal rent, to be used in keeping the building and premises in premises in fit condition for school purposes, a sum of money at the rate of fit condition one shilling per annum per unit of average attendance. Beyond this the Limit of re Government assumes no financial responsibility in connection with a sponsibility Government school, other than what is provided in the Code for public elementary schools.

29c So long as Roman Catholic Schools at present on the Annual Grant Roman List meet such requirements as are laid down in the Code for exceptional Catholic schools in districts sparsely populated and difficult of access, and in Schools Kingston and Spanish Town have further not less than 80 in average attendance, they shall be retained on the said annual grant list, and aided as at present, provided that if any such school has less than fifty scholars in average attendance the grant to such school per unit of average attendance shall not exceed the grant per unit that would have been earned had the said school had an average attendance of fifty. and provided also that nothing in this Article shall prevent the amalgamation of Roman Catholic schools with one another

29d No denominational school which meets the requirements of the Code Consent to as regards ordinary or exceptional schools shall be amalgamated with another Amalgama denominational school without the consent of the manager or managers tion concerned

30 No new voluntary school shall be placed on the annual grant list, and Application no new Government School shall be placed on the said list until it has been for Grants-in-declared necessary by the Governor, after the matter has been submitted to aid for new the Board of Education for its consideration and advice. The question Schools. whether a proposed new school is necessary may either be brought before the Board by the Department, or by an application made, in the form prescribed, to the Secretary of the Board, signed by all ministers of religion having a place of worship within four miles, by ordinary roads, of the proposed site, and stating that they are willing to act as managers of the proposed school, and jointly and severally to fulfil all the requirements of Arts 5 to 9 of the Code. If the Board of Education decide that, having regard to the population of the district and the free school accommodation already provided, the proposed school is necessary, the Department may, if the Governor so direct, take steps to establish a Government school, and make such advance to it as the circumstances may justify.

**Trust  
Schools**

30c All public elementary schools in connection with Trusts, under the supervision of the Schools Commission, shall be considered Government Schools, and the managers appointed according to the regulations governing the Trust shall be recognised as the Managers of the Schools as if appointed by the Department. Provided that such Trust Schools shall not be entitled to the grant to Government Schools on account of rent under Article 29b

**CHAPTER III.--TEACHERS.****Class of  
Teachers**

37 No teacher is recognised by the Department whose name is not on one of the registers of teachers kept by the Department, under one of the following heads —A. Teachers not qualified to take charge of a school, viz—(i) Pupil-teachers (ii) Additional teachers, B. Teachers qualified to take charge of a school, viz.—(i.) Uncertificated teachers (ii) Certificated teachers

**Employment  
of Teachers**

38 Teachers are employed by the managers and not by the Department. Managers and teachers shall make their own agreements as to salary and other details, subject to the provisions of the Code, and it is desirable that such agreements should in all cases be in writing. In accordance with Section 25 of the Elementary Education Law, 1892, the terms of the agreement with the teacher or teachers of the school under this or the succeeding Article must be stated in the returns required by Article 122

**Condition of  
engagement**

39 It shall not be required as a condition of the engagement of any teacher, unless in a separate agreement, that he shall perform any duties unconnected with his work as an elementary school teacher.

**Termination  
of engage-  
ment**

40 Unless for grave misconduct, no engagement between manager and teacher shall be terminable, except by mutual consent, at less than three calendar months' notice on either side given at any time. Such notice must in every case be in writing

**PUPIL-TEACHERS.****Definition**

41 A pupil-teacher is a boy or girl engaged by the manager of a public elementary school on condition of teaching in the school under the superintendence of the principal teacher and receiving suitable instruction. Such pupil-teachers shall not be considered to be scholars in such schools, nor be subject to the limitations of Article 18.

**Where they  
may be  
employed.**

42. In every public elementary school having an average attendance of not less than 60, in charge of a qualified teacher, one or more pupil-teachers may be employed, and grants will be made on their behalf, subject to the following requirements.

**Qualification  
for training  
them**

43. A qualified teacher for the purpose of Articles 41-60 is one who (i.) has completed the required course at a recognised training college and has passed the Government examination at the end of such course; or (ii) holds a Jamaica or British Government certificate or other certificate approved by the Superintending Inspector of Schools; or (iii.) has passed a school first class at least at the preceding Government inspection, having been in charge of it for not less than six months, or (iv) has twice passed a school second class at least in the last two years.

**Number  
recognised.**

44. The number of pupil-teachers shall not exceed two for a registered principal teacher, and one for each registered assistant. In a school with an average attendance of 60 there may be one pupil-teacher, and in a school having an average attendance of 90, where there is not an Additional Teacher, there may be a second pupil-teacher.

**Age and  
attainments.**

45. No pupil-teacher can be engaged under these rules —

- (i.) who at the time of entering upon engagement as a first year pupil-teacher is less than thirteen or more than seventeen years of age;

- (ii) who has not been for six months, previous to engagement, in at least the fifth standard in reading and writing and in arithmetic ;
- (vi) who does not possess good health (including freedom from any infirmity likely to interfere with the profession of teaching), good moral character, and aptitude to teach

46. Every pupil-teacher on engagement must, in conjunction with his parent or guardian, enter into an agreement with the manager of the school in which he is to be employed, in the form prescribed (in duplicate), as issued by the Department, and the duplicate copy of such agreement must be forwarded to the Superintending Inspector of Schools. The engagement of a pupil-teacher must begin on January 1st, and the memorandum of agreement must be signed before that date. Provided that in the case of a vacancy occurring in the number of pupil-teachers, or for any other special reason, engagements may, with the permission of the Department, begin on a date other than January 1st. In such case the year of service shall be considered to begin on the first of the month next after the signing of the agreement

Engagement

During the year 1900 engagements may also begin on April 1st, July 1st or October 1st.

47. The length of the engagement is ordinarily four years, but may be three, two, or one, provided that (a) the candidate passes before engagement the examination fixed for the first, second, or third year, respectively, and (b) the end of the reduced term of service falls beyond the completion of the candidate's seventeenth year, and before the completion of his twenty-first year.

Length of Engagement

48. From the date of engagement every pupil-teacher, besides constant supervision and training during school hours, must receive not less than four hours' special, separate and personal instruction from the teacher, of the ordinary school hours, in every week that the school has been open, of which four hours not more than two shall be part of the same day. This shall not, however, prevent the formation of combination classes in towns, and other districts where such arrangements are practicable and are sanctioned by the Department.

Instruction and Supervision

49. Pupil-teachers should, as a rule, be of the same sex as the principal teacher of the school in which they are engaged. In cases where the teacher and pupil-teacher are of different sexes some other person or persons, approved of by the manager, must on every occasion be present for the whole time during which this special instruction is being given.

Conditions when they are not of the same sex as the teacher

50. The Department is not a party to the engagement, and will confine itself to ascertaining whether the prescribed conditions are fulfilled

Department not a party to Engagement

51. A pupil-teacher who has been employed in any school agreeably to these regulations may be allowed, at the discretion of the Superintending Inspector of Schools, to complete the period of his engagement in that school and to receive the usual grants, even though it should subsequently have become ineligible from loss of class or from falling off in average attendance.

Completion of Engagement

52. A pupil-teacher may be transferred from one school to another, provided that the circumstance be reported to the Department, and the conditions laid down in the Code as to the attendance and staff of the school complied with. If the teacher of a school in which a pupil-teacher is employed agreeably to these regulations leaves the school during the currency of the said pupil-teacher's engagement, such engagement can only be continued at the same school if the new teacher is qualified in accordance with the requirements of Article 43, or under written permission from the Superintending Inspector of Schools.

Change of School

53. At the termination of their engagements pupil-teachers are free to choose their employment.

At termination of Engagement.

- Examination** 54 An examination of pupil-teachers in public elementary schools, and others, will be held annually on the third Friday in July in each year, or on such other day or days as may be fixed by previous notice in the "Jamaica Gazette." The examination will extend to the subjects specified in Schedule D. A pupil-teacher who fails to pass his examination may be presented once more only, at the next subsequent pupil-teachers' examination, in the same standard. If he then passes, the actual year of service in which the examination takes place will be considered the year for which he shall receive the grant provided in Article 59, but if he fails a second time he will cease to be recognised by the Department as a member of the school staff. No pupil-teacher under engagement shall be admitted to the second, third, or fourth year examination respectively until he has passed the previous examination.
- Time and place of Examination** 55 Application to be admitted to the examination must be made, in the form prescribed, on behalf of each pupil-teacher, by the teacher of the school in which the pupil-teacher is employed. Application for forms of entry must be addressed to the Superintending Inspector of Schools not later than May 21st, and the forms of entry must be returned not later than May 31st. Late applications may be received by the Department, provided that the arrangements for conducting the examination are not so far advanced as to make this impracticable. In the case of every such application a sum not exceeding £1, to be fixed by the Department, at its discretion, will be deducted from the next advance to the school from which the pupil-teacher is presented, and charged against the Merit Grant.
- Conditions for a Pass** 56. Pupil-teachers will be considered to have passed the examination who are fairly proficient in reading and teaching; and who obtain one-half of the total number of marks attainable in Writing and English, Arithmetic, Elementary Science and Agriculture, and, in the case of fourth year pupil-teachers, in the written examination in Teaching; and one-third of the total marks attainable in Scripture, Geography including History, Drawing, and Manual Occupations, and in the written examination in Teaching, respectively.
- Conditions for a Grant.** 57. Every pupil-teacher engaged under these regulations shall, during the currency of his engagement, attend for the whole of every session of the school in which he is engaged, unless certified to be unable to do so from illness or other urgent cause. If this is certified in the case of every absence from school, a deduction proportionate to the number of sessions he has been absent shall be made from the grants awarded under Articles 59 and 60. If this cannot be certified in the case of every absence, the whole or any portion of the grants under the said Articles may be withheld at the discretion of the Department. He shall not be required to teach during the last hour of any afternoon session, and shall have that hour for joining in the Reading, Science, or other lessons given to the highest standard, or for private study.
- Record of Instruction.** 58. A clear and distinct record must be kept by the teacher of the attendance of the pupil-teacher at the school, and the hours and subjects of special instruction. This record must also show the reasons for the pupil-teacher's absence from any school session.
- Payment for Instruction of Pupil-teachers.** 59. i. For every pupil-teacher who passes the first, second, third, or fourth year annual examination, the following payment will be made to the manager of the school on the completion of the corresponding year of service, provided that the conditions laid down in these regulations are complied with. Such payment will be made on the receipt by the Superintending Inspector of Schools of an application for the same, in the form prescribed, as issued by the Department, signed by the manager and teacher. This certificate must be dated as on the last day of the

year of service, and all the particulars must have reference to that year, and that year only

				£	s	d
Payment for the	First Year	-	-	2	0	0
"	"	Second Year	-	3	0	0
"	"	Third Year	-	4	0	0
"	"	Fourth Year	-	5	0	0

11. For every pupil-teacher who, having first passed the first year Pupil Teachers' Examination, has completed his year of service with credit, and who has during the year sat for the corresponding examination but has failed to pass it, not having failed in more than two subjects, a grant not exceeding half the above may, at the discretion of the Department, be made on the receipt of a certificate of good character and service from the manager of the school at the close of the calendar year in which the examination has taken place.

60. A payment shall be made to the teacher for the instruction of every pupil-teacher who passes his examination (whether the first, second, third, or fourth year) provided such instruction has been duly given and recorded daily in accordance with Art. 58, at the rate of £3 for one pupil-teacher and £1 10s for each additional pupil-teacher taught in the same school. If the number of hours of instruction given has been less than is required by Art. 48, this payment may be withheld or reduced, at the discretion of the Department. In the case of combination classes (Art. 48) the expense of any such arrangement must be met from this grant

61. Of the candidates who pass the fourth year examination, the four who stand highest on the list and who enter a recognised training college the following January, will be styled Government exhibitioners. For each of the four on their entering such a training college and at the termination of each year of their residence in such training college, on the production of a certificate of good conduct from the principal, the sum of five pounds will be paid to such principal. The first sum of five pounds is to be applied to defraying the entrance fee to the college, and the subsequent payments are for the exhibitioner's personal expenses

62. Volunteer candidates, whether or not they are scholars in any public elementary school, on whose behalf a fee of 5s has been lodged in the Treasury and a receipt for the same sent to the Superintending Inspector of Schools on or before the date fixed by the Department in each year, accompanied by a statement in each case of the name, age, and school, if any, of the candidate, the year, whether first, second, third, or fourth, for which he desires to take papers, and the centre at which he will attend, in the form prescribed, will be examined in the same way as the pupil-teachers, but first, second, and third year candidates shall not be examined in teaching. Candidates presented from public elementary schools for the first or second year examination are required to present a certificate showing that they have been for six months in at least the fifth standard in reading and writing and in arithmetic

#### ADDITIONAL TEACHERS

63. In mixed, girls', and infant schools, a woman over eighteen years of age, whose character and attainments satisfy the Department and who is employed during the whole of the school hours in the general instruction of the scholars and in teaching needlework, will, if her engagement be expressly sanctioned in writing by the Department, be recognised as an additional woman teacher. In schools for boys only an additional male teacher may be employed on like terms and conditions, except as to teaching needlework.

#### REGISTRATION OF TEACHERS

64. All persons of at least 18 years of age who produce satisfactory certificates of good character and (a) have spent at least one year at a recognised training college, or (b) have passed the Cambridge Senior, or

London Matriculation, or other examination recognised by the Department will on application be provisionally registered as teachers and recognised by the Department. Such provisional registration and recognition will continue for three years from the date of such recognition, after which period they will, on application, be permanently placed on the register if they are recommended by an Inspector as showing practical ability in teaching, and on passing an examination in the subjects specified in Schedule C, unless they have already passed the same or an equivalent or higher examination. If they are not so recommended the term of provisional recognition may be extended, at the discretion of the Department, beyond the period of three years for a further period not exceeding two years if it seems probable that they will, during the further period of probation, acquire such practical ability. In special cases, upon application made to the Department and leave granted, the examination qualifying for permanent registration may be taken after two years of teaching instead of three. Students on leaving a training college at the close of their course are registered permanently, if they have passed the second year examination,—provisionally, if they have not passed that examination.

Until further notice the passing of the Fourth Year Pupil-Teachers' Examination will be recognised by the Department as entitling a teacher to provisional registration under (b)

Qualifica-  
tions for  
Teachers of  
Infant  
Schools or  
departments

65 No person is allowed to take charge of an Infant school or department except (a) a trained and certificated Kindergarten mistress, or (b) a Teacher eligible for the position of Principal or Assistant Teacher of a Public Elementary School, who, under arrangements to be made by the Department, shall sit for and shall pass the First Year Training College Examination in Infant Teaching, and who shall produce a certificate satisfactory to the Superintending Inspector of Schools from the Kindergarten Mistress of the Board School in Kingston, or from some other person authorised by the Department to give such certificate, that such teacher has practical ability in the use of gifts III and IV. and four at least of the occupations specified in the Training College curriculum, and has shown aptitude in gaining the attention of little children and instructing them. Persons qualified under (a) and, for the present and until further provisions are made for training Kindergarten Mistresses, those qualified under (b) shall be deemed to meet the requirements of the Department under Art. 20, provided that in exceptional cases a teacher who fails to fully meet the requirements above specified may at the discretion of the Department be permitted to take charge of an Infant School or department for a limited period not exceeding twelve months.

#### CERTIFICATED TEACHERS.

Certificates  
after full  
College  
Course.

66. Every teacher who has passed the third year training college examination (Art. 156) as a student, and who has subsequently served for two years in public elementary schools or in a training college, whose character is good, and who has been favourably reported on by an Inspector in each such year of service, will receive, on application, a certificate. If he has passed in honours, that fact will be stated on the certificate.

Certificates  
otherwise  
obtained.

66a. Every teacher who in December, 1900, or at any subsequent date, shall have passed the second year's training college examination and subsequently for three years served as described in Art. 66, and with a like favourable report, and who shall pass the third year's examination having spent not less than three months immediately preceding the examination in a training college, will receive on application a certificate. If a teacher fulfils the above conditions, except the three months' additional course in a training college and passing the third year's examination, he may then, after four years of further service in one of which his school shall pass first class, he having been in charge of it for at least six months, upon application receive a certificate; provided that, in exceptional cases, the Department may grant a certificate although the condition as to passing his school first class has not been fulfilled.

67. Registered uncertificated teachers (whether permanently or provisionally registered) whose schools have taken at least a second class, whether under their charge or in which they were teaching as members of the school staff at the previous inspection, may be examined with the third year students at the training college examination in December, if the Superintendent Inspector of Schools is satisfied of their good character and competency

68. The conditions for a pass will be the same as for third year training college students (Articles 163 and 164), with the following modifications only a first year's course in Geometry will be required, and a pass will not be insisted on in Algebra, Manual Training, and Drawing

69. Application for the admission of teachers to the third year training college examination must be made to the Superintendent Inspector of Schools not later than October 1st in each year, stating the centre at which the applicant wishes to attend.

70. As soon after the examination as possible a list of the successful candidates will be published in the "Jamaica Gazette"

71. Teachers who pass the examination will receive a certificate, as they have been continuously engaged in teaching in public elementary schools for four years (whether before, or after, or partly before and partly after the examination) if their schools have passed at least in the second class at the last two inspections. If a candidate passes in honours that fact will be stated on his certificate

CHARGES OF MISCONDUCT AGAINST TEACHERS

72. If a manager or visitor of a public elementary school hears that a teacher employed in such school is charged with serious professional misconduct of any kind, or with any grave moral offence, it shall be his duty, if not himself the corresponding manager, to at once inform the corresponding manager. It shall be the duty of the corresponding manager in any such case, if he considers that the circumstances justify it, or if such a charge be brought to his notice by the Department, to hold such investigation as he deems under the circumstances to be necessary (giving full opportunity to the teacher to defend himself), and to report the details and result without unnecessary delay to the Department. If the Department is satisfied, whether from such report, with or without further information, or after inviting and considering any answer to such charge that may be made by the accused teacher, that any such charge against a teacher is clearly proved, or if the accused has admitted his guilt in writing, or in the presence of witnesses, the accused's name shall be struck off the register and his certificate, if he has one, shall be suspended. On this decision being communicated to the manager of the school the teacher shall, unless the manager in the exercise of his discretion have already dismissed him, be summarily dismissed. In any case both he and the manager shall be informed without delay of the decision of the Department in the case.

73. When a teacher in a public elementary school is charged by the manager or other responsible person with the commission of any such offences as are referred to in the preceding article, the Superintendent Inspector of Schools will, if he considers that a prima facie case has been made out, but that the accused's guilt is not clearly proved, send to the accused a registered letter stating the nature of the charge and asking whether he admits that he is guilty, or demands an official enquiry. If an enquiry is demanded, the Inspector for the district will appoint a day and place for holding such enquiry (for which it shall be the duty of the manager to afford every facility) and will give ten days' notice by registered letter (the notice counting from the date of registration) both to accuser and accused, who will be expected to appear at the enquiry and produce their witnesses. When possible the Inspector will secure that two managers of schools, not interested in the case under investigation, shall sit with him at the enquiry. At its conclusion he will make a report to the Department giving the evidence and stating his views and those of the managers, if any, who sat

with him, upon which, if in the opinion of the Department the charge is substantiated, the teacher's name will be struck off the register, and in the case of a certificated teacher his certificate will be suspended. The decision arrived at will be communicated to the teacher and the manager without delay.

ii If the letter stating the charge remains unanswered for two weeks from the date of its registration, the accused's name will be provisionally struck off the register. If at any subsequent time the accused satisfies the Department that through no fault of his own he did not receive the letter, an enquiry may be then held as above at the discretion of the Superintending Inspector of Schools.

iii The Department may, at its discretion, appoint some other officer to take the place of the Inspector for the district, or may hold the investigation in Kingston.

Reinstatement

74 When a teacher is informed by the Department that his name has been struck off the register, he shall be at the same time informed after what interval, if at all, he may apply for reinstatement. Such an application must be supported by at least two certificates from responsible persons as to the teacher's life and character (one, at least, if possible, being from a minister of religion), between them covering the whole period during which his name has been off the register, and showing how his time has been occupied. On receipt of such an application, so supported, the Superintending Inspector of Schools may, in his discretion, replace the teacher's name on the register, with such restrictions, if any, as to the locality in which the teacher may again take charge of a school, or on any other point, as he may deem necessary, and may at the same time, or after any such further period of probation as he may deem necessary, reissue the teacher's certificate, if he have possessed one. The decision arrived at will be communicated to the teacher, and a statement of the facts entered in the register.

Temporary exclusion from the Register

75 A teacher who leaves any school without due notice to, or the consent of, the manager, or who fails to take charge of any school, in violation of his written agreement so to do, and without the consent of the manager to whom he has engaged himself, or who fails to leave a school when summarily dismissed by the manager or at the expiration of due notice, or who on leaving a school, or at any other time upon demand made by the manager, fails to hand over to the manager, in good order, the school records entered up to date, maps, and other school appliances, will, when reported by the manager, have his name taken off the register for a period not exceeding six months, or, at the discretion of the Department, until such records, maps or appliances are returned or replaced. The Department may, as above, make such restrictions as appear desirable as to the locality in which the teacher may again take charge of a school.

Information as to Status of Teachers.

76. Managers can ascertain the status of any teacher, as affected by this Code, so far as the facts are known to the Department, upon application to the Superintending Inspector of Schools, but they will in all cases be presumed to be in possession of all information which could have been obtained from the manager of the school in which such teacher has been employed, and if they engage him without reference to such manager, do so at their own risk.

#### SCHOOL STAFF.

77. The recognised teachers in any school form the school staff.

Minimum Staff.

79. In estimating the minimum school staff required the Department considers a principal teacher to be sufficient for an average attendance of 80, each assistant teacher for an additional average of 70, each additional teacher approved under Article 63 for an additional average of 50, and each pupil-teacher for an additional average of 30; except that where there is an additional teacher or an assistant teacher, the first pupil-teacher shall be considered sufficient for an additional average of 10. Before an engagement of an assistant or additional teacher is entered into the sanction of the Department must first be obtained.



## CHAPTER IV—ANNUAL GRANT.

81. The conditions required to be fulfilled by a public elementary school in order to obtain an annual grant are those set forth in this Code General Conditions
82. The school must submit to inspection when required, comply with all the regulations of the Department and make all the returns called for by the Department Inspection and returns-
83. Except in vacation time, or during special interruptions of school work morning and afternoon school shall be held on the first four working days of every week in every public elementary school, and on Friday morning school shall be held in every public elementary school in the city of Kingston and in the towns of Annotto Bay, Black River, Brown's Town, Buff Bay, Falmouth, Half-way Tree, Linstead, Lucea, Manchioneal, Mandeville, Montego Bay, Morant Bay, Old Harbour, Oracabessa, Port Antonio, Port Maria, Porus, St Ann's Bay, Savanna-la-Mar and Spanish Town, but no pressure shall be put upon any children residing outside the limits of the places named to make them attend school on Friday if it appears that their parents require their services. School may, however, be held in any public elementary school in the morning or afternoon of any working day School days
84. The usual hours of school shall be not less than three in the morning and two in the afternoon. School shall in every case be held for two full hours after each roll-call, but the time-table must provide that infants and scholars of 1st and 2nd Standards shall have recess during each session of not more than twenty minutes, and the other scholars recess of not more than ten minutes, provided that the scholars dismissed from school at the expiration of one hour after the afternoon roll-call, need not have recess in the afternoon session. School hours
85. The annual grant-in-aid to the school must be applied only for the purposes of public elementary schools. This must not include any outlay on the premises beyond the cost of ordinary repairs, nor for any other purpose not recognised by the Department as educational. Application of Grant
86. No child suffering from yaws, or other contagious or infectious disease, shall be admitted into or retained in any public elementary school Infectious Diseases
87. No person unauthorised by the Department is allowed to be present in a schoolroom during school time, provided that visitors occasional or regular, besides those specified in Art. 6, interested in educational questions, may be admitted by the teacher or introduced by a manager, provided also that assistants (unrecognised by the Department) of the same sex as the teacher and not less than 14 years of age may be regularly engaged with the sanction of the Inspector for the district, but may not receive instruction during school time, except that such assistants, under 16 years of age, may join in the work of the highest Standard during the last hour of the afternoon session, and except also that the limitation as to sex shall not prevent a teacher from employing his own wife or daughter as an unrecognised assistant, provided that the other requirements of the Article are met Persons allowed to be present in School
88. No child otherwise eligible may be refused admission as a scholar to any public elementary school in which there is available accommodation, or may be excluded from such school on other than reasonable grounds, such as persistent misconduct, insubordination, or the like. The final decision as to whether the grounds of refusal in any particular case are reasonable shall rest with the Superintending Inspector of Schools Refusal of Admission
89. All public elementary schools must be classified in accordance with the Standards and Divisions of Schedule A. A copy of the time-table must be presented to the Inspector at the annual inspection, together with a detailed statement showing the number of hours per week (or month) given to each subject in each Standard, and the work of the school must regularly be conducted according to the time-table. A copy of the time-table and the conscience clause must be kept posted in a conspicuous place in the school. Wall Sheets to be put up in the School

**Superfluous  
Schools.**

90. No school shall receive a grant-in-aid, the establishment of which is considered superfluous by reason of the existence of another available school in the vicinity or of any other valid objection.

"The vicinity" in this regulation shall mean, in general, except in towns and large village centres, within a distance of three miles by any practicable road.

**Minimum  
Average**

91. No school shall receive any grant-in-aid unless the average attendance is not less than thirty or in the towns named in Article 83 not less than sixty, provided that in the case of schools on the annual grant list which are inspected for the first time, and schools which are situated in districts sparsely populated and difficult of access, schools may be recognised if the average attendance is not less than twenty.

**Managers  
responsible  
for expenses**

94. The managers shall be responsible for the payment of teachers and all other expenses of the school.

**Temporary  
employment  
of un-  
registered  
Teachers.**

96. No school shall, except as herein provided, receive a grant-in-aid for any month in any part of which it is not in charge of a registered teacher. Nevertheless, a school previously in receipt of annual grants may continue to receive them for an interval or intervals not exceeding three months in all in any school year, during the temporary absence of the teacher in consequence of illness or other unavoidable cause, or between the leaving of one and the coming of another teacher qualified under this Code to have charge of it, provided the school is kept open under a temporary teacher approved by the Department and the other regulations of the Code are observed during the interval or intervals.

**Number of  
sessions  
required.**

97. No school shall receive a grant-in-aid unless it shall have met for a number of sessions during the school year not less in the aggregate than twenty-eight, or thirty where Friday sessions are required, for every month therein. Allowance may be made for any unavoidable circumstances occurring to prevent this, when such are satisfactorily explained to the Superintending Inspector of Schools, but the plea of rainy weather, unless such weather has been altogether exceptional in the district, will not be accepted. The explanation of any deficiency must be made in writing, and handed to the Inspector at the inspection. A deduction may be made from the grant-in-aid, at the discretion of the Superintending Inspector of Schools, for any deficiency in the number of sessions.

**Report of  
Inspector.**

98. No school shall receive a grant-in-aid which has not been visited and reported on by an Inspector during the school year unless a continued epidemic or other cause accepted as sufficient by the Department prevent such visit and report.

**Conditions.**

99. The Department must be satisfied—

**Premises.**

(i) that the school buildings are properly constructed, are supplied with suitable offices and contain sufficient accommodation (in general not less than 8 square feet per unit of average attendance) for the scholars attending the school (This sub-section is not intended to prohibit managers from fixing with the approval of the Department a higher minimum of accommodation than 8 square feet per unit of average attendance in any school)

**Staff, furni-  
ture and  
Apparatus.**

(ii) that the school has a sufficient staff (see Art. 79) and is properly provided with furniture, books, maps and other apparatus of elementary instruction;

**Registers and  
Accounts.**

(iii) that the admission and daily attendance of the scholars are carefully registered by the principal teacher or under his supervision by some member of the recognised staff, not being a pupil-teacher, and periodically verified by the manager;

(iv) that the book of school accounts contains an accurate record of income and expenditure, and that all returns may be accepted as trustworthy;

(v.) that the teachers are not allowed to undertake duties not connected with the school which occupy any part of the school hours, or of the time appointed for the special instruction of pupils or teachers.

Employment of Teachers.

99a. In the case of an Infant School or Infant Department the Superintending Inspector of Schools must be further satisfied that the school-room and premises, the furniture and appliances are sufficient and suitable for an Infant School in which a portion of the work done will be of a Kindergarten nature.

In case of Infant Schools

100. The Inspector will bear in mind in recommending the grant the result of any visits without any notice made in the course of the school year.

Visits without notice

101. In cases where any of the conditions of annual grants set forth in this Code (except such conditions as are specially imposed by the Education Law) are found not to have been fulfilled, the Department shall have power, after considering all the circumstances, to pay the whole or a portion of the grant, either at once or when such conditions are complied with, and give a warning to the managers that the grant may be withheld next year.

Power to warn instead of withholding grant.

102. Schools deserving of a grant-in-aid will be marked by the Inspector and ranked as schools of the first, second or third class. The classification will be decided not by the size but by the quality of the school, that is to say, by the amount and character of the work done, and this will be measured by a set of standards applied to each branch of instruction and school management by the Inspectors at their annual inspection of the school (see Schedule A).

Inspector Classification of Schools

103. To have a place in the third class a school must obtain 30 marks or more, including at least a third of the aggregate marks in the chief subjects and at least five marks in each of them, and also three marks in the obligatory subject and three marks in the aggregate for Organization and Discipline. To have a place in the second class a school must obtain at least 42 marks, at least eight marks being obtained for each of the chief subjects, and at least four marks in the obligatory subject, and at least five marks in the aggregate for Organization and Discipline, and at least two marks in each of them, to have a place in the first class a school must obtain at least 56 marks, including at least two-thirds of the maximum aggregate marks in the chief subjects and at least ten marks in each of them and at least five marks in the obligatory subjects and at least seven marks of the maximum aggregate for Organization and Discipline and at least three marks in each of them, provided that after Jan. 1st, 1903, the marks in the obligatory subject required for a pass will be 4, 5, and 6 respectively in 3rd, 2nd and 1st class schools.

Classes of Schools

104. If any school at its annual inspection fails to obtain the minimum number of marks or average qualifying it for a grant-in-aid under this Code, no further payment of any kind shall be made for the school year then concluded, and after three months' notice, during which the school shall receive such reduced advances as the Department may determine, it may either be struck off the annual grant list in accordance with the provisions of Art. 29a, or, if the Department considers the school a necessary one, may be retained on the list, and reduced advances may be paid of such amount and on such conditions as the Department may think proper, until the school can be again inspected. Provided that the Superintending Inspector of Schools shall make a quarterly return to the Governor of the particulars of all cases in which this discretion has been exercised, indicating the reason in each case.

Failure at Inspection.

106. A grant of not more than sixpence for each pupil in average attendance will be available for keeping up the supply of school materials and appliances. In order to take advantage of this grant, a form supplied by the Department, showing what is required for the new school year, must be presented to the Inspector on the day of inspection, to be forwarded to the Department. When approved, the necessary arrangements for the

Appliances Grant.

execution of the order will be made by the Department. Until announcement is duly made in the *Gazette* that the Government will grant the larger sum, the grant under this Article will be threepence for each pupil in average attendance.

School  
Library  
Grant

106a. A grant will be available to a limited extent to aid, at the discretion of the Department, in the purchase of books for the beginning of a School Library, where the manager has already in hand not less than twenty shillings available for this purpose, provided that the Department must be satisfied that the books selected are suitable, and provided also that, ordinarily, the grant to a school under this Article will not exceed twenty shillings and in no case shall exceed 50 per cent of the cost of the books.

Aid to Infant  
schools when  
first estab-  
lished

106b A grant not exceeding £4 may be given at the discretion of the Department, instead of the appliances grant above provided for, and according to the special needs in each case, to assist the Manager of an Infant School during its first year in providing it with suitable Kindergarten appliances as shall be approved by the Department.

Merit Grant

107 In schools in which the average attendance is not less than 80, the merit grant will be at the rate of one pound for each mark obtained on inspection, or if the average attendance is less than 80, at the rate of fifteen shillings, together with one penny for every unit of such average attendance over 20, for each mark obtained on inspection; provided that in third class schools 10s a mark only will be paid for each mark over 41, and in second-class schools 10s. only for each mark over 55 This grant is to be paid by the manager to the teacher without deductions unless in accordance with a written agreement previously approved by the Department

Sewing  
Grant

109 In all schools where a woman teacher is on the ordinary staff needlework must regularly be taught, and if in such case this be neglected the Department may discontinue advances for the woman teacher so long as such neglect continues To schools in which there is no woman teacher on the ordinary staff and in which girls are satisfactorily taught sewing in accordance with Schedule A, an allowance will be given of one shilling or one shilling and sixpence according to the quality of the work, for each girl so taught, calculated on the average number of girls attending the sewing class To every school in which the instruction is in strict accordance with the Code, and the work done is of exceptional excellence, a bonus at the rate of £1, £2, or £3 per annum may be recommended by the Inspectress of Needlework according to the excellence of the work and the size of the school

Grant for  
Sewing  
Materials

109a When the Corresponding Manager of a school shall certify that the sewing class has been taught regularly for the three preceding months, and that such teaching is to be continued, and that aid is needed to keep the class supplied with necessary sewing materials, the Department may grant to such manager a sum of money equal to threepence per unit of average attendance of the sewing class, to be used in the course of the school year by the sewing mistress as an aid towards providing such materials If, in any such case, the school shall be entitled at the end of the school year to receive a sewing grant (either ordinary or bonus), the amount sent as aid as aforesaid shall be deducted from the amount of such sewing grant

Sessions of  
Sewing  
Class

110. The sewing class must have been held during the school year for a number of hours equal in the aggregate to at least six times the number of calendar months therein, provided that it be not held in any case for less than one and a half or for more than two hours in any one day, nor for less than six in any month during which the school has been in continuous operation A deduction will in any case be made from the grant for any deficiency in the aggregate number of hours, and may be made at the discretion of the Department for any month or months in which the number of hours sewing has been less than six

Practical  
Agriculture  
and Horti-  
culture.

112 i A grant not exceeding £10 may be made to any public elementary school in which the Inspector certifies that evidence has been put before him at inspection to show that satisfactory teaching in Agriculture or Horticulture has been given in a plot of land approved for this purpose,

out of school hours, for at least four hours a week on an average during the whole of the school year, but no grant will be made under this Article unless an application has been made to the Inspector at the previous inspection in the form prescribed, and the manager has certified that suitable and efficient arrangements have been made for the giving of such teaching, and unless one of the teachers in the school is competent to give it. The amount of the grant will depend upon the efficiency and completeness of the teaching, according to the report of the Inspector, and the number of children taught.

11. A further grant may be made of one half the cost of the tools purchased during the year so long as the number of tools purchased does not exceed, for the first year the number of children in the class, and for any subsequent year one-third of that number.

113. A grant not exceeding £10 per annum may be made to a teacher who having been duly qualified to the satisfaction of the Department, by a special course in manual instruction, shall give satisfactory teaching in advanced manual training for an average of at least six hours per week during the school year, of which four at least shall be out of ordinary school hours, the instruction to be given in a place suitably fitted and supplied with necessary tools, and where the average number of boys so instructed is not less than 20. Where the average is greater, the grant may be increased to a sum not exceeding £12. An initial grant of a sum not exceeding £30 may be made by the Department at its discretion, and upon conditions to be prescribed to and in fitting a suitable room for the purpose of manual instruction, and to procure necessary tools. Grant for Advanced Manual Training.

114. A payment at the rate of £20 per annum for an additional teacher (see Article 63) may be made, at the discretion of the Department, to schools in which the staff would otherwise be below the minimum required by Art. 79. Payment for Additional Teacher

115. In schools with an average attendance of over 150 a payment in addition to the grants above specified may be made at the rate of £30 per annum for a registered uncertificated assistant and £36 for a certificated assistant, and another such payment may be similarly made for each additional 70 in average attendance; provided that no grant shall be given for any member of the staff whose withdrawal would not bring the staff below the minimum required by Art. 79. A further grant may be made for any recognised assistant teacher who has taught as such in any school for the whole of the school year of £1 per annum for every completed year within ten years previous to such school year during which he has taught either as principal teacher or assistant in a school that has taken at least a second class at inspection, provided that such further grant shall not exceed £6. Payment for Assistant Teacher

116. All first class and second class schools with an average attendance over 80 shall be treated as special schools, and shall receive in addition to the payments otherwise provided in this Code a grant of 3s per head on each scholar above the number of 80 in average attendance. Schools which had in the year 1898 an average attendance of over 250 may continue to receive a grant of 4s per unit of average attendance above 80, so long as the principal teachers who were in charge in 1898 remain in charge of these schools. Where a department of a school is kept in a separate building under an assistant or additional teacher, such teacher shall receive as much of the grant under this Article as does not exceed 3s per unit of average attendance in the department. This grant shall not, however, be paid for any children in excess of the number for which the school has staff and accommodation. [Articles 79 and 99 (i)] Additional Grant

117. If the monthly average attendance at any school (Art 26) falls to such an extent as to make it clear that the staff is greater than the average attendance at the next inspection will justify, the Department may require that the services of any additional or assistant teacher shall be discontinued after due notice not exceeding 3 months, and the advances will after the expiration of such notice be reduced accordingly. Reduction of Advances.

Advances  
and Payment  
of Grants

118 Every school shall receive one-twelfth of each of the grants under Arts 107-116 for each month of its school year during which such grant has been earned. Advances on account of the annual grant will be paid monthly during the school year at the rate of one-fifteenth of the annual grants under Articles 107, 114, 115, and 116 earned at the last inspection, if the Department is satisfied that the school is maintaining its position as regards numbers and efficiency. In general, except when the papers presented at inspection are defective or incorrect, the amount allowed upon the result of the inspection will be calculated, the advances deducted and the balance due for the school year paid within six weeks of the date of inspection. If the advances paid to a school for the school year on account of Arts 107 and 116 exceed the total grant under those Articles, the overpayment may, on the recommendation of the Superintending Inspector of Schools and with the approval of the Governor, be either written off or charged, in whole or in part, against future grants to the school.

Fees that  
must not be  
charged and  
Fees that  
must be  
charged

120 No public elementary school shall in future receive any grant from Government if any payment for tuition or otherwise during school hours is required or received from any child that has not attained his fourteenth birthday, and no such school shall receive such a grant unless fees are regularly charged for all other children received in accordance with law.

Conscience  
Clause

121 It shall not be required as a condition of the admission or continuance of any child in a public elementary school,

- (1) that he shall attend or abstain from attending any Sunday school, or place of religious worship ;
- (2) that he shall, if his parent or guardian objects, attend any religious observance or any instruction in religious subjects in the school or elsewhere ;
- (3) that he shall attend school on any day specially set apart for religious worship by the religious body to which he belongs.

11 In every public elementary school the time or times during which any religious observance is practised, or instruction in religious subjects is given, at any meeting of the school, shall be either at the beginning or the end, or at the beginning and the end of such meeting, and shall be inserted in a time-table to be approved by the Education Department and to be kept permanently and conspicuously affixed in every school room, and any scholar in any public elementary school may be withdrawn by his parent from any such observance or instruction without forfeiting any of the other benefits of the school.

111 A copy of this section in large type shall be kept posted in full view in every public elementary school.

#### SPECIAL GRANTS.

Course of  
Instruction  
in Agriculture  
for  
Teachers

123a As soon as it shall be found possible, arrangements will be made for the giving of brief courses of Agricultural Instruction to teachers, through lectures and practical experiment and demonstration at convenient centres. The Department may, at its discretion, require any teacher to attend one of these courses, after due notice, unless he be prevented by some reasonable cause, and upon application may permit other teachers to attend. If any such course be not in the school holidays, provision shall be made under equitable conditions for the continuance of the work of his school, or the suspension of the school, during the absence of any teacher while attending this course. The Department shall in all cases make suitable provision for the travelling and daily expenses incidental to such attendance.

#### CHAPTER V -- £10 SCHOLARSHIPS AND TRADE SCHOLARSHIPS.

£10 Scholar-  
ships to  
pupils in  
Elementary  
schools.

124. Fourteen scholarships of the annual value of £10 each, tenable for two years, shall be annually granted to fourteen pupils from the public elementary schools of the Island, who shall declare their intention of continuing their education, at any school created or assisted under the Secondary Education Law, or which may satisfy the Board that it has

made proper provision for the preparation of pupils to pass the Cambridge Local Examination

125. Candidates for the scholarships must be not more than thirteen years of age on the day of examination and must produce certificates of age and good character from a magistrate or minister of religion

126 The examination for the scholarship will be the same as that for first year pupil-teachers, omitting the subject of teaching, and candidates at that examination (see Art 62) The fourteen scholarships will be awarded to the fourteen who pass highest out of all those who comply with the conditions of these Articles

127 These scholarships will be paid by the Superintendent of Schools in quarterly instalments to the treasurer or principal of any school, approved by the Board, at which the scholar is being educated, on receipt of a certificate from the principal that (a) the scholar has attended at not less than nine-tenths of the number of sessions during which the school has been open during the quarter, or giving reasons, satisfactory to the Superintendent of Schools, for any further deficiency not exceeding one-half of the whole number of sessions and (b) that the scholar has been well behaved and diligent and has made satisfactory progress in his studies If the requirements of good behaviour, diligence, and progress be not met, all further payment on behalf of such scholar shall cease No quarterly payment will be made if the scholar has been absent for more than one-half the number of sessions during which the school has been open during the quarter

127a. i Five Scholarships, each of the value of £25 per annum and lasting for a maximum period of five years, shall be annually granted to five boys selected by examination as provided below, who shall be willing to enter into articles of apprenticeship with tradesmen to be selected from the following list —

Trade Scholarships to Pupils in Elementary Schools

Tradesmen	Period of Training
5 Carpenter	5 years
3 Fitter	
3 Shipwright	
3 Boiler-maker	
3 Blacksmith	
2 Plumber and Copper-smith	2 years
2 Cooper	
2 Wheelwright	
2 Bricklayer and Mason	

When a scholarship falls vacant before the maximum period of five years has been completed, each such vacancy may be filled up by granting an extra scholarship in addition to the five mentioned above, provided that when all the scholarships allowed by the scheme are filled up there shall not be at any time more than 25 scholarships of the total aggregate value of £625.

ii A candidate for these scholarships must not be less than thirteen years of age on the day of examination nor of such an age as will cause him to reach the age of 21 years before the termination of his articles of apprenticeship, and must produce certificates of age and good character from a magistrate or minister of religion

iii. The examination for these scholarships will be the same as that for second year pupil-teachers with an examination in drawing substituted for

the pupil-teachers' examination in teaching, and candidates will be required to pay the fee of five shillings paid by volunteer candidates at that examination (see Art 62)

iv The priority in choice of scholarships shall be offered in order of merit to the competitors who stand highest on the list, and if any competitor refuse to make a selection from the scholarships offered to him, the choice shall be offered to the next competitor on the list ; provided that no scholarship can be awarded until the candidate has passed a medical examination prescribed by the Superintending Inspector of Schools.

v The sum of £1 17s 6d shall be paid monthly by the Superintending Inspector of Schools to such person as he may approve on behalf of each scholar, for his board, clothing, and other expenses, on the receipt from the employer of such scholar of a certificate that he has been during the month for which payment is claimed industrious and well-behaved, and that he is making progress in learning his trade The remainder of the scholarship, or the sum of £2 10s for each year of apprenticeship, shall be retained by the Government, and that sum shall be applied at the end of such apprenticeship to the purpose of providing an outfit for the apprentice.

vi In case the engagement shall be terminated before the term of apprenticeship has expired, and it shall be shown by the decision of a justice of the peace that such termination was due to the fault of the apprentice, the said apprentice shall forfeit both the aforesaid £2 10s per annum reserved from the scholarship, and also any unaccrued portion of the scholarship. If, however, the engagement be terminated before its expiry, and it shall be shown by the decision of a justice of the peace, or otherwise, that such expiry is not due to the fault of the apprentice, he shall be allowed to retain his scholarship, provided that at any time within three months from the date of such expiry he enter into fresh articles of apprenticeship with another master for the completion of the term of his apprenticeship In case an apprentice, whose engagement has expired otherwise than by his own fault, shall fail to enter into such fresh articles of apprenticeship within three months from the date of such expiry he shall be entitled to receive the £2 10s. per annum reserved under the provisions of section 5, but shall forfeit all claim to any unaccrued portion of the scholarship.

vii Every master applying for an apprentice must be approved of by the Superintending Inspector of Schools, and will be required to produce evidence satisfactory to the Director of Public Works that he is competent to teach his trade and take charge of apprentices

viii Articles of apprenticeship to country tradesmen can in general only be sanctioned if each such tradesman and his apprentice agree in writing, on signing the articles of apprenticeship, that after two years they shall be transferred to a tradesman of the same trade in Kingston who shall be approved by the Superintending Inspector of Schools and the Director of Public Works.

#### CHAPTER VI — BUILDING GRANTS.

##### Objects of Grants

128 Application for grants-in-aid towards the erection of schoolhouses in places where no school operations have been previously conducted, or where further school provision is needed, or towards the improvement or repairs of schoolhouses already in use, or for the erection of teachers' houses where none exist, or for the improvement of teachers' houses for which no building grant has been made, will be considered by the Department ; and a limited amount of aid may be afforded according to the amount available for such purposes and in accordance with the conditions laid down in the following Articles.

##### Application.

129 No application for a building grant will be entertained for any school not on the annual grant list An application for a building grant may, however, be made to the Superintending Inspector of Schools at the same time as the application for the recognition of the school.



131. The site selected for the school must be approved by the Department as healthy, central and suitable.

132. Except when enlargement is necessary in consequence of the closing or amalgamation of any school or schools in the vicinity, in which case a larger proportion of the total cost may be borne by the Government, the manager applying for such aid must be prepared to raise by local effort or by the assistance of any society with which the school may be connected, at least one half the amount needed to complete the building, or the proposed enlargement or repairs, and meet all claims. The total amount which may be given by the Government to any one school for such purpose shall not in any case exceed one hundred pounds nor shall any grant given towards the erection or improvement of a teacher's house in any case exceed fifty pounds.

133. No grant can be recommended until the Superintendent of Schools shall have approved the plans and estimates submitted and shall have satisfied himself by personal investigation, or by a full and special report from one of the Inspectors, that there is a necessity for the erection of a new school or teacher's house, or the enlargement or repair of an established school, or for the improvement of a teacher's house, and that the estimate of the entire cost of the work to be performed, sent in with the application, is reasonable and fairly accurate. The grant will not, except under the circumstances referred to in the preceding Article, exceed one half of this estimate which must be sufficient for the completion of the work. No application for supplementary grants will be entertained.

134. No building or repairing grant will be given unless the land on which the building or proposed building is erected or to be erected is, at least (unless with the express consent and approval of the Department) one quarter of an acre in area, and is vested in a trustee or body of trustees approved by the Department, nor unless such trustee or trustees guarantee (a) that the building or repairs will be completed according to specifications within two years from the date of receiving the grant or first instalment of the grant, under the penalty of forfeiting any unpaid balance of the grant or of refunding one-twelfth of the aggregate amount already paid for every calendar month over the said period of two years during which the building or repairs shall remain uncompleted, and (b) that if the building is diverted from public elementary school purposes within twelve years of the date of completion of such building or repairs they shall refund one-twelfth of the grant for every year and part of a year remaining unexpired of the said period of twelve years.

136. As only a limited amount of funds can be devoted to this class of special grant, the Department does not pledge itself to recommend for all applications that may be received. The number of grants and the amount that may be given will wholly depend upon the funds available for the purpose, and in the distribution of whatever may be given, the cases which may be considered by the Superintendent of Schools the most necessitous and deserving will always receive the first consideration. The rejection of unsuccessful applications will not, therefore, necessarily be final, and they may be repeated.

#### CHAPTER VII.—TRADE AND FARM SCHOOLS

137. Any schemes for the establishment of special Trade and Farm Schools combining manual labour with school instruction, in which skilled labour and improved systems of cultivation are introduced on really successful methods, will have the consideration of the Department and pecuniary aid may be afforded to such schools according to their respective merits and the funds that may be available for extra grants of this description.

## PART II — TRAINING COLLEGES

- For Resident or Day Students** 148 A Training College is an institution for boarding, lodging, and instructing, or for instructing only, students who are preparing to become certificated teachers in public elementary schools. It is required to include, either on its premises or within a convenient distance, a practising school in which the students may learn the practical exercise of their profession.
- Admission of Students** 151 No resident student on whose behalf the Government aid is sought can be admitted into a training college who has not previously at some time or other passed the final Pupil Teachers' examination, except by permission of the Department. Non-resident students may be admitted and grants may be made for them, though they have not passed the final Pupil Teachers' examination, provided they have passed such other examination as shall be satisfactory to the Department.
- Age Limit** 152 Every student admitted into a training college must be at least 17 years of age, and, on being enrolled, a certificate of age and good character, in the form prescribed, must be sent to the Superintending Inspector of Schools by the Principal.
- Two Year and Three Years' Course** 153 The period of training for students will ordinarily be two years before leaving college. Students who pass not below First Class in first and second years, and in Honours in one of the two years, shall, with the approval of the Department, be permitted to remain in College for a third year's course of training, and others, who pass in the First Class in the second year examination, may, with the like approval, upon the special recommendation of the Principal of the College, also be permitted to remain for the third year's course.
- Supplementary Third Year's Course.** 153a Students who shall have taken the two years' course in college and passed the second year examination, and subsequently have had three years of actual work as teacher in public elementary schools, may take the third year's course in part as home study, and complete it as prescribed in Schedule B.
- Provision for Teachers who take the third year's course** 153b A teacher, upon leaving a school which is in his charge, in order to attend a Training College to complete the third year's course, may make arrangements, with the sanction of the Department, for the continuance of the work of the school during his temporary absence, on such terms as will secure to him a portion of the grant paid to the school for such period of absence.
- One Year's Course** 154 Teachers who have taught in public elementary schools for two years and have been favourably reported on by the Inspector at the inspection in each year may be admitted to a training college for the second year's course, at the discretion of the authorities, on passing the first year training college examination. They will be considered as second year students to all intents and purposes.
- Number of Students allowed** 155. The authorities of a training college may, subject to the power reserved to the Department, select and admit on their own terms as many students as they think fit, provided that they satisfy the conditions laid down in Article 168.

## EXAMINATION OF STUDENTS IN TRAINING COLLEGES

- Date and place of Examination** 156 An examination of students in training colleges will be held in their respective colleges every year, commencing on the Monday next before December 18th, but the Oral Examination of Students will be held at each College within six weeks previous to this date.
- Subjects** 157. The annual examination will extend to the subjects specified in the annexed Schedule B. Except as herein before provided or by special permission of the Department, no student will be admitted to the second or third year examination, unless he has passed the examination for the previous year, nor unless he has spent the number of hours required by Schedule B during the year in the practising school under proper superintendence.

158. In training colleges for men special arrangements will be made for Manual Training. The students in training colleges for women will be examined in needlework, in accordance with Schedule B, and Needlework in November of each year.

160 Subject to the foregoing requirements the examination will be open to—

- (a) Students who have resided in training colleges for at least 250 days during the year preceding the examination
- (b) Students who have attended training colleges for at least 210 days in the preceding year

The Superintending Inspector of Schools may at his discretion, in special cases, waive the requirement of the full number of days

163 Candidates will be considered to have passed the examination who have obtained one-half the total aggregate marks as well as one-half of the total marks in each of the primary subjects and one-third of the total marks in each of the secondary subjects

164 A candidate will be said to have passed with honours if he obtain two-thirds or more of the total aggregate marks, provided he has obtained the marks in each subject required in Article 163

164a. The scale of marks for the different subjects is as follows —

PRIMARY SUBJECTS.		Scale of Marks.
Reading and Recitation	- - - - -	180
English	- - - - -	180
Writing - 60	} - - - - -	180
Drawing - 120		
Arithmetic	- - - - -	180
School Management, Theory and Practice	- - - - -	180
Science, General and Agricultural	- - - - -	180

SECONDARY SUBJECTS		Scale of Marks.
Scripture and Morals	- - - - -	120
Geography	- - - - -	120
Geometry	- - - - -	120
Vocal Music	- - - - -	120
Manual Training for Men	} - - - - -	120
Domestic Economy for Women		
Algebra for Men (third year)	- - - - -	120

165. A classified list of the successful candidates will be published in the "Jamaica Gazette" as early as practicable. Unsuccessful candidates may be presented for examination in the same standard in a subsequent year, but must again take up every subject and pass in all.

166 All students in training colleges, unless prevented by ill health, are expected to be qualified and presented for each December examination during the term of their residence or attendance.

#### GRANTS TO TRAINING COLLEGES.

167. All grants made by the Department to training colleges will be exclusively for the training of those who are to follow teaching as a profession. Any one for whom such a grant shall have been paid who, through his own choice or fault or without justifying cause, shall fail to serve as teacher for the minimum period of six years in a public elementary school in Jamaica or other School approved by the Department, shall, if and when called upon by the Department, refund to the Department for each year of the six years in which he shall so fail an amount equal to one-sixth part of the amount so paid for his training, provided that if such grant to a training college shall in any case be for one year's training only, the minimum term of service in such case shall be three years, and the

amount liable to be refunded because of failure to serve as teacher shall be one-third of such grant for every year of the three years in which there shall be such failure

**Declaration and Certificates**

168 Before any grant is made on behalf of any student in a training college (a) he must sign a declaration that he intends *bona fide* to adopt and follow the profession of a teacher in a public elementary school or training college, or with the express consent of the Department in such other school as it may approve, and must enter into bond with a surety that he will serve as such teacher for the minimum period specified in Article 167, (b) the principal of the college must certify that the authorities of the college are satisfied that such student has shown inclination, aptitude and general suitability of character for the said profession; and (c) a qualified medical officer must certify that the student is in good health and free from any bodily infirmity likely to interfere with the practice of the said profession. Students who comply with the requirements of this Article are hereinafter called normal students. These declarations and certificates in the form prescribed must be repeated for all normal students at the commencement of each year

**Maintenance Grant**

169 The managers of every training college will be informed in October of each year for what number of students the Government will give them a maintenance grant. Within this limit, for every resident normal student admitted into a training college in accordance with these regulations, a payment at the rate of £25 per annum shall be paid as maintenance grant, in monthly instalments, so long as he continues to reside and be taught in the college, passes the annual Government examination, and otherwise satisfies the conditions laid down in this Code, and until he shall have completed his residence in the college. For students admitted in January this annual payment will be calculated as from January 1st.

**Grant for a Pass**

170 Grants will be made to training colleges at the rate of £10 for every normal student who passes the examination, whether of the first, second, or third year, provided that for students who have been under training for less than six months of the year the grant shall be £5

**Bonus for a Pass with Honours.**

172 Every third year student who passes with honours will receive a bonus of five pounds in addition to the amount paid on his account to his college

## SCHEDULE A.

### COURSE OF STUDY AND STANDARDS OF CLASSIFICATION.

All Schools on the Annual Grant List will be examined according to these Standards. The maximum marks attainable will only be given at Inspection when the whole of the subjects mentioned in the Syllabus are taken, and when the school as a whole has attained to the highest degree of proficiency that would be possible under any teaching. Every lower degree of proficiency will receive a proportionately smaller number of marks, which may be fractional.

Children in higher Standards (Chief Subjects) or Divisions (Obligatory Subject and Secondary Subjects) may be examined in any of the subjects for Lower Standards or Divisions as well as in their own.

All Scholars are required to be placed in the same Standards in Reading and Writing, and it is expected that, as a general rule, the Scholars will also be in the same Standard in Arithmetic.

First Class Schools, of at least 60 marks, will be examined upon the full course of study for each Standard and Division in the school. Other First Class Schools will not be examined in "Elements of Grammar" beyond 5th Standard requirements.

Second Class Schools as a rule will not be examined beyond the 5th Standard in chief subjects, and in "Elements of Grammar" not beyond 4th Standard requirements; and in other subjects not beyond Middle Division requirements. By the special approval, first obtained, of the Inspector for the District, such school may undertake full 5th Standard work, and 6th Standard work in Reading, and the obligatory subject for the Upper Division.

Third Class Schools will not be examined beyond 4th Standard work in chief subjects and the Middle Division in other subjects except that with the special approval, first obtained, of the Inspector for the District, such school may undertake 5th Standard work in Reading.

It will not be expected that the full work of the several Divisions will be accomplished, except by the highest standard in each Division—that is, as a rule, by Scholars who have been in that Division for more than one year.

In the case of any school where, in the opinion of the Teacher, a different distribution of Standards into Divisions is desirable, the desired change may be made with the approval of the Inspector for the District.

The first inspection of a school after the date of the coming into operation of this Code, will be under the requirements of the former Code, except that schools which at that date had already been inspected in 1900 may, upon request of the teacher, be next examined under the new Code. At the first inspection under this Code, and until teachers have had opportunity to bring their schools into full harmony with the new requirements, all reasonable allowances will be made for disadvantages incidental to a change of curriculum.

## CHIEF SUBJECTS

### READING AND RECITATION

#### JUNIOR STANDARD.

##### READING

To read from blackboard, chart and book, short sentences in script and print, expressing simple thoughts in easy and familiar words of one and two syllables.

Spelling: Division of words into syllables. Word-building.

## RECITATION

To recite a single poem of 8 to 12 lines, also two to four bright gems of thought, each of 4 lines or less.

## NOTES AND SUGGESTIONS

Beginners should be taught by a judicious combination of the sentence or word method, phonic method, and letter or spelling method. As a rule the child should read individually, sometimes two or three together, and sometimes, but more rarely, the whole class may be permitted to read simultaneously. To prevent rote reading, the sentences, put on the blackboard, should be varied from day to day, using new words and known words in new combinations. The Object Lessons, lessons in Scripture and Morals, lessons in Geography and Number, will often yield material for a reading lesson—some useful fact or striking thought being expressed in a short sentence, in simple words, to be read from the blackboard. The repeated reading from day to day of the same lessons from a chart should be avoided. The lessons should be chiefly from blackboard to ensure variety, to compel attention, and to maintain fresh interest. It will be well to transcribe each new sentence from the blackboard on a narrow slip of cardboard. These slips, distributed among the children once a week, will admirably serve the purpose of review.

*Words and Sentences*—Children should be taught to recognize at sight the written and printed forms of the words, and to pronounce them readily as wholes. They should be taught to read by phrase rather than by single words, “a” and “the” to be pronounced as if a syllable of the following word, to observe, carefully, the three chief marks of punctuation—period, note of interrogation, and comma, to read to express a thought, to read in an easy natural tone of voice as one would talk, but with special distinctness.

*Phonics and Letters*—The children should be taught to enunciate clearly the vowel sounds. Also the consonant sounds at the beginning and ending of a word, the consonant sound to be enunciated, usually, in combination with a vowel, forming a syllable. The children should know the names of the letters representing these several sounds.

*Word-building Spelling*—The children should be taught to separate words into syllables, and words and syllables into their component sounds and letters, to build up these components into new words and syllables, by addition to or change of initial or terminal consonant, or by adding or changing a vowel; to know the change of sound usually produced by having two vowels instead of one in a monosyllable, as pin, pine; got, goat, fed, feed; ran, rain; pond, pound, to spell by letter easy words of regular formation and those other words of irregular formation which most frequently recur in the reading lessons. In word-building much use should be made of the more common combinations of two or three letters, forming part of a word or a distinct syllable, to be known at sight. When these combinations are well known at sight, the form of many familiar words can be acquired with great rapidity. For example With an, ed, er, it, ain, ack, ing, many words can be built by prefixing one or more consonants, as can, fan, pan, plan, bed, fed, bred, fled, her, lit, split, rain, stain, strain, lack, sack, slack, sing, sting, &c., or by prefixing a syllable, as, reader, singer, playing, walking, &c. The aim to be kept constantly in view in this drill on the components of words is that the child may acquire without much delay, and gradually more and more, the power to pronounce new word forms without the aid of the teacher.

A careful following (not slavishly but with intelligent adaptation) of the method described in detail in Miss Funderburg's “First Lessons in Reading—Teacher's Edition,” will ensure a fair amount of progress every month, and will enable a teacher, ordinarily, to accomplish the work of the Standard in less than twelve months. The method of teaching is commended; the sentences to be read should be such as are above indicated.

*A sufficient supply of blackboards is indispensable* It is also indispensable that the teaching of this Standard be not entrusted to a pupil teacher or monitor, who has not first been specially instructed how to conduct the teaching.

*Recitation.*—The children should be taught to recite their little poem individually, in small groups, and simultaneously. Other choice selections—gems of thought or “memory gems”—usually of two to four lines, should be known by heart. One such gem, learned every three or four months, would give three or four for the year. In every case the meaning of what is memorized is to be clearly understood by the pupils.

It is believed that the child who enters school at six years of age, and attends with a fair degree of regularity, may be expected to master the work of the Standard in one year. When the attendance is quite irregular two years may be required. For purposes of instruction the teacher may sometimes find it desirable to divide the Standard into two sections.

## STANDARD I

### READING

To read a passage of one to three paragraphs, or one or two verses of poetry, from a First Reader (or other reading book used in this Standard) with intelligence, correct pronunciation, and distinct articulation. To read lessons in dialogue form with animation and natural expression.

Pronunciation of special lists of words in the reading book

Spelling; phonics; word-building.

### RECITATION

To recite a simple poem of 16 to 24 lines. Also, three or more gems of thought learned during the school year.

### NOTES AND SUGGESTIONS.

The pupils in this Standard should be taught to find, readily, any selected lesson in the reading book, the number of the page being given, to read simple poetry without a sing-song tone or uniformly recurring cadence, to observe, carefully and intelligently, all marks of pronunciation, to pronounce correctly the words in the lists given in the First Reader, to know the marks of pronunciation used in their reading book and to be able to use them as a guide in pronouncing the words in the lists and similar new words.

## STANDARD II

### READING

To read a passage selected from a Second Reader, or the First Tropical Reader, or other reading book used in the Standard.

Pronunciation of special lists of words in the reading book

Spelling, phonics, word-building.

### RECITATION.

To recite a poem of 20 to 30 lines, also four or more gems of thought learned during the school year.

## STANDARD III

### READING.

To read a passage from a Third Reader, or 1st or 2nd Tropical Reader or other reading book used in the Standard.

## RECITATION.

To recite a poem of 30 lines or more ; also four or more gems of thought learned during the school year

[It is suggested that pupils of the 3rd Standard be taught how to use the dictionary, to find the meaning of words and their pronunciation.]

## STANDARD IV.

## READING.

To read a passage from a Fourth Reader, or 2nd Tropical Reader, or other reading book used in the Standard.

Use of the Dictionary

## RECITATION

To recite a poem of 40 lines or more ; also four or more gems of thought learned during the school year

## STANDARD V.

## READING.

To read a passage selected from a Fifth Reader, or other approved reading book

To read a news paragraph from a local newspaper

Habitual use of the Dictionary

## RECITATION

To recite 50 or more lines of verse—either a complete poem or (if part of a longer poem) a portion having unity in itself. Gems of thought, as in Standard IV.

## STANDARD VI.

## READING

To read from a Sixth Reader, or other approved reading book, containing choice selections from Shakespeare, Tennyson, Longfellow, and other standard authors, or from a book in the school library.

To read selections from the "Journal of Agriculture" or "Bulletin", also, selections from a current newspaper, including telegrams, market reports, and shipping news.

Habitual use of the Dictionary.

## RECITATION

To recite with expression about 60 lines of verse from a standard author  
Gems of thought, as in previous Standards

## GENERAL NOTES AND SUGGESTIONS.

Reading with intelligence, and with due regard to marks of punctuation, italics, etc., will be required in all the Standards, and increased fluency and expression in successive years. In all Standards above Junior, at least two sets of reading books must be provided, one of which, in the Second Standard, will be the 1st Tropical Reader, and in higher standards the 2nd Tropical Reader

The Inspector may examine from any of the books in use in the Standard, and from Standard III. and upwards from any book or passage suitable for the purpose which he may select. The intelligence of the reading will be tested partly by questions on the meaning of what is read.



Correct and intelligent reading includes complete mastery of the words, distinct articulation, just emphasis and right inflection, the mind taking in the thought and the reading expressing the thought. While pupils should read loud enough to be heard distinctly by the teacher and every member of the class, undue loudness should be checked. Not special loudness of tone but distinctness of pronunciation is required. In all the Standards the pupils should be trained to open the mouth well, and not to read with closed teeth. The power to use the dictionary readily and intelligently in Standard III is highly desirable, and in the higher Standards, with full knowledge of all the marks of pronunciation, will be regarded by the Inspector as very important, and will usually be tested.

Intelligence and expression, with due attention to articulation, inflection and emphasis, will be required in the recitation of all Standards. The "intelligence" will include not only a knowledge of the meaning of the individual words but a full understanding of the meaning of the poem, and of all its phrases, and the force and pertinency of its allusions. The teacher should select with care the "gems of thought" to be committed to memory during the course of the year. They will be but a light tax upon the time of teacher and pupils, they will add variety to the recitation that is required, they will, if wisely chosen, store the mind with what will be valuable as a life-long possession, and will greatly aid the teacher in his effort to impress upon children a high sense of duty, and a deep appreciation of what is right and good, what is unselfish, noble and patriotic. Suitable verses can be found in the reading books and can be used until the teacher has gathered others which he may prefer from standard authors.

Reading, like talking, is so much a matter of imitation, that it is important the children should hear much good reading. This is best secured when all other exercises in the school are suspended and the teacher reads to the whole school. Three minutes a day given to this exercise, reading interesting selections from books in the school library, or the most interesting of the penny reading books, and reading with care in the best manner, will, in the course of a year, exert a controlling influence in determining the manner of reading in all the Standards. This might be the last exercise before dismissing the school for the noon recess, or the first exercise after reassembling the school, or at any other convenient time when all the scholars are present and can give attention.

## WRITING AND ENGLISH JUNIOR STANDARD.

### WRITING AND ORTHOGRAPHY.

To form letters in script and write simple words on slate, slowly and carefully, in a bold hand, from script copy on slate or blackboard.

To form with sticks capital letters composed of straight lines, to draw them on the slate; to draw like letters from copy on chart or blackboard, or from dictation.

To copy on slate short sentences written on blackboard, with correct use of capitals, period, note of interrogation, and apostrophe followed by s.

### COMPOSITION.

To answer questions in the form of simple sentences. To tell in complete sentences simple facts about actual objects shown or represented in pictures. To ask questions respecting such objects.

## STANDARD I.

### WRITING AND ORTHOGRAPHY.

To copy sentences written on blackboard.

To transcribe a paragraph of two or three sentences from First Reader with correct use of capitals and marks of punctuation.

To copy from blackboard a very short letter to a relative or friend. The pupil to write his own name and the name of the school.

To write an easy sentence from dictation.

Copybooks to be shown

#### COMPOSITION

As in previous Standard. Also, to answer easy questions on slate in very simple sentences

[The pupils in this Standard should have much practice in the correct use in sentences of—*is, are, I, me, it, they, them*. The pupils should distinguish between one and more than one thing ;—as *book, books, etc.*]

### STANDARD II

#### WRITING AND ORTHOGRAPHY.

To write a passage of two or three short sentences from a Second Reader, or equivalent sentences,—each sentence to be slowly read once, and then dictated by single words, or phrases of two or three words ; the period, note of interrogation and apostrophe to be put in by the pupil correctly, without aid.

Copybooks and exercise books to be shown

#### COMPOSITION.

To answer in writing, in whole sentences, questions about familiar events and objects

To write a very simple letter.

*Note*—The pupils in the Second Standard should be carefully taught to begin and end their simple letters in proper form.

[While in every lesson in every subject some attention should be given to the use of correct English, the pupils in this Standard should have sufficient practice in the use, in short sentences, of the forms previously mentioned, and also such as—*he, his, him, she, her ; their ; has, have, had ; was, were ; come, comes, came, walk, walks, walked, receive, receives, received ; etc.*]

### STANDARD III.

#### WRITING AND ORTHOGRAPHY.

To write a passage of four to eight lines of prose from a reading book used in the Standard, slowly read once and then dictated—the period, note of interrogation, comma and quotation marks to be correctly put in by the pupil without aid.

To write four lines selected from the poem memorized for recitation.

Copybooks and exercise books to be shown.

#### COMPOSITION.

Writing simple sentences containing specified nouns, verbs, adjectives, adverbs.

To use correctly in sentences the more common words in the reading books pronounced alike but spelt differently.

To write a simple letter, a receipt for money ; also a very simple bill, showing amount due for an article sold or for services rendered.

*Note*.—The exercise books of this Standard should contain, among other matters, forms of letters with suitable beginning and ending, varied according to the person addressed ; forms of receipts for money and simple bills, a simple form of household accounts, one page containing entries of money received and the opposite page of money expended.

Special attention should be given in this and the higher Standards to the right use of words, and the use of simple rather than pretentious words

ELEMENTS OF GRAMMAR

Simple analysis of easy sentences. Different parts of speech Number—nouns and pronouns Different forms of verbs as determined by singular or plural form of the subject Gender of nouns Different forms of pronouns as modified by the gender of nouns for which they stand Cases of nouns and pronouns Modification of nouns to show the possessive case Personal pronouns Inflection of personal pronouns, showing case, number and gender. Modification of the form of verbs determined by the 3rd personal pronoun in the singular number Different forms of verbs, to indicate present, past, and future

[Only ordinary forms and variations are required to be known. When, however, a child encounters an unusual form in his reading lesson, the teacher should give such explanation as is needful for the intelligent understanding of what is read.]

STANDARD IV

WRITING AND ORTHOGRAPHY

To write with correct punctuation eight lines of prose or poetry, slowly read once, and then dictated

Copybooks and exercise books to be shown

The simpler rules of spelling, and the common affixes, to be known.

COMPOSITION

Business letters and other letters, receipts for money, promissory notes, bills, simple household accounts

ELEMENTS OF GRAMMAR.

Modification of subject, predicate and object by words and phrases. Parsing an easy sentence, to show the relation of each word to other words in the sentence

*Note.*—Pupils in this Standard should have a knowledge of the plainest rules of spelling and word-building, including rules governing such cases as step, stepping, sleep, sleeping, hat, hatter, heat, heater

STANDARD V.

WRITING AND ORTHOGRAPHY.

Dictation.

Further rules of spelling

Copy books and exercise books to be shown.

COMPOSITION.

Paraphrase of a simple and short poetical passage, being chiefly a transposition of the words into the order of prose

Writing from memory the substance of a short story read out twice.

Letter writing. Business forms and correspondence.

ELEMENTS OF GRAMMAR.

Modification of subject, predicate and object by words, phrases and sentences. Analysis of easy complex sentences.

*Note.*—The rules of spelling and word-building known by pupils in this Standard should include rules governing such cases as: pin, pinning, pine, pining; print, printing; happy, happier; play, player.

## STANDARD VI.

## WRITING AND ORTHOGRAPHY.

As in Standard V •

## COMPOSITION.

As in Standard V.

To write an abstract or synopsis of a letter or other simple document

## ELEMENTS OF GRAMMAR

Parsing and Analysis of complex sentences. Word-building Knowledge of English prefixes Making sentences illustrative of the right use of given words and phrases

## GENERAL NOTES AND SUGGESTIONS.

*Writing*—The slates of the Junior Standard and 1st and 2nd Standard should be ruled on one side permanently, with lines to indicate height of loop and small letters. On the slates of the Junior and 1st Standard there should be permanently marked three linear inches and one square inch

At the inspection, the writing of Standard I and II may be on slates or paper, at the discretion of the teacher, in Standard III. and upwards it should be on paper

*Exercise Books*—It is important that the letters and business forms, after all errors have been carefully marked, be re-written in correct form to serve as models for future use The memory gems, learned from time to time, should also be preserved in the exercise books.

*Every exercise in the exercise books and every page in the copy books should be dated.*

## ARITHMETIC.

## JUNIOR STANDARD.

To count objects up to 12, forwards and backwards. The same, by intervals of 2, beginning at 1 and 2, intervals of 3, beginning at 1, 2, and 3, intervals of 4, beginning at 1, 2, 3, and 4

To make calculations by the actual handling of objects, in addition, subtraction, multiplication and division, to involve no number beyond 12. To represent these processes by figures and symbols

- The meaning of  $\frac{1}{2}$  and  $\frac{1}{4}$  by concrete examples;—also, 1 dozen;  $\frac{1}{2}$  dozen.

Easy problems on common objects and in tables as follows: Money, up to 1 shilling; capacity, to 1 quart, length, to 1 yard.

Besides the above,—counting forwards to 100, and addition and subtraction to 20.

*Note.*—The signs +, −, ×, ÷, =, to be known.

## TABLES.

*Money.*—4 farthings = 1d.; 2 half-pennies = 1d.; 2 penny-half-pennies = 3d., 2 threepences = 6d.; 2 sixpences = 1s.

*Capacity.*—4 gills = 1 pint; 2 pints = 1 quart.

*Length.*—12 inches = 1 foot; 3 feet = 1 yard.

[A half-penny coin may be used as an inch measure.]

STANDARD I.

To count to 100 forwards and backwards;—by intervals of 5, by intervals of 2, the odd and even numbers; by intervals of 10, beginning with each of the numbers from 1 to 10 and from 100 to 91. To count forwards to 30 by intervals of 3 and 4, beginning with 1, 2, 3 and 4, and backwards in reverse order,—i.e., beginning with 30, 29, 28, 27.

The multiplication table to 6 times 12.

Mental addition of any two digits, and subtraction of any digit from a number not exceeding 18. Adding by decades, thus . 7 + 4, 17 + 4, 27 + 4; 37 + 4, etc.

The four rules up to 100; addition not to exceed 5 lines, neither multiplier nor divisor to exceed 6.

Easy problems on common objects and on the tables in Money, Capacity, Length, Weight and Time to the extent specified in the Notes.

The meaning, by concrete examples, up to 40, of  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$ , 1-10, 1-12.

Roman numbers to XXX.

*Note.*—“Concrete examples:”  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ , 1-12 of a shilling, or of a foot, 1-10 of £1; etc.

TABLES.

*Money.*—20s. = £1; 2s. = 1 florin; 10 florins = £1.

*Time.*—24 hours = 1 day; 7 days = 1 week—(names of the days in order); 12 months = 1 year—(names of the months in order).

*Capacity*—4 quarts = 1 gallon.

*Length.*—22 yards = 1 chain, 66 feet = 1 chain. (Actual measurement in school yard or on roadside marked by stakes.)

*Weight.*—16 oz = 1 lb. [Practical use of  $\frac{1}{2}$  lb. and  $\frac{1}{4}$  lb. weights and  $\frac{1}{2}$  oz and  $\frac{1}{4}$  oz. weights is recommended]

STANDARD II

To count forwards to 60, by intervals of 2, 3, 4, etc., up to 9, beginning with each of the digits, and backwards in reverse order.

The multiplication table to 12 times 12.

Mental addition of two or three numbers, and subtraction of any number from another, the total or minuend not to exceed 100. The same in money, the total or minuend not to exceed 10s. Mental calculation of the cost of dozens of articles, up to 4 dozen, at a given number of pence or farthings each.

The pence table to 10s.

The four simple rules; no number or amount to exceed 1,000, no multiplier to exceed 24; no divisor to exceed 12.

Addition and subtraction of money (See Note) Easy sums in the tables.

To know, practically, the meaning of a square inch, foot and yard. To make simple calculations of area, not to exceed 144 square inches.

To know the meaning of any proper fraction with denominator 3, 4, 5, 6, 8, 10, or 12. To add and subtract halves and fourths, thirds and sixths; fourths and eighths.

Roman numbers to C.

Time by the clock. The meaning of 1.35, 3.20, etc., as applied to the clock.

*Note.*—In mental calculations, in money, only two denominations to be used,—shillings and pence, or pence and farthings. In written sums in addition of money, the lines not to exceed five nor any number used to exceed 20. In subtraction, farthings to be used in minuend or subtrahend, not in both.

## TABLES.

*Money.*—5 shillings = 1 crown ; 2 shillings and sixpence = 1 half-crown ; 4 crowns = £1 ; 8 half crowns = £1.

*Time.*—60 seconds = 1 minute ; 60 minutes = 1 hour ; 365 days = 1 year [52 weeks in a year].

*Length.*—1760 yards = 1 mile ; 80 chains = 1 mile.

*Weight.*—28 lbs. = 1 qr. ; 4 qrs. = 1 cwt. ; 112 lbs. = 1 cwt.

*Surface*—144 square inches = 1 square foot. [To show, by ruling on slate or paper, that—for instance—an area of 6 in. by 4 in. contains 24 square inches]

## STANDARD III.

*Mental.*—Simple exercises in addition and subtraction of money up to £2. Reduction from one denomination to the next with numbers not exceeding 100. Calculation of the cost of articles by the dozen, score and gross. To calculate prices by the easier aliquot parts of a sovereign and a shilling.

*Written*—The four simple rules, with numbers to 100,000. Reduction. The compound rules, with multiplication by factors up to 144 only, and divisor not exceeding 12. Money table in full. other tables as specified in the Notes, but calculations usually confined to two denominations,—*l.*, *s.*, days and hours, feet and inches.

To know the meaning of a cubic inch, foot and yard, and to work very simple easy sums in measuring contents.

The meaning of any proper fraction with denominator not exceeding 24. Easy operations in addition and subtraction of halves, fourths, eighths ; halves, thirds, sixths ; halves, fifths, tenths.

To know the meaning of 5 and 2½ per cent., and to work easy sums mentally with exact hundreds.

Roman numbers to CC.

*Notes.*—The shorter process of division, with terminal noughts in divisor and dividend, should be known.

There should be actual measurement in cubic measure to find the contents of a box, the schoolroom, &c.,—using only one denomination—feet or inches.

## TABLES.

*Length.*—5½ yards = 1 pole ; 4 poles = 1 chain ; 80 chains = 1 mile.

*Weight.*—20 cwt. = 1 ton ; 2240 lbs. = 1 ton.

*Capacity.*—8 gallons = 1 bushel ; 32 qts. = 1 bushel.

*Surface.*—9 sqr. feet = 1 sqr. yard ; 30½ sqr. yds. = 1 sqr. pole ; 40 sqr. poles = 1 rood ; 4 roods = 1 acre ; 10 sqr. chains = 1 acre.

*Solidity.*—1728 cubic inches = 1 cubic foot ; 27 cubic feet = 1 cubic yard.

[Inasmuch as some of the pupils in this Standard will not remain in school beyond this year, the teacher should endeavour to fit them for the simple business calculations that will enter into their life. It is therefore desirable that they know the tables in full ; also American money : 1 cent = 1 British half-penny ; 100 cents = 1 dollar (\$) ; also, 71<sup>2</sup>/<sub>100</sub> inches (very nearly 8 inches) = 1 link ; 100 links = 1 chain. (These are to be taught to Standard IV., if not to Standard III.) It is also desirable that Standard III. should have some practice in simple household accounts, thus anticipating the next Standard.]

STANDARD IV.

Full knowledge of the four rules in simple and compound numbers, including weights and measures.

To measure rectangular areas and the cubic contents of rectangular tanks.

Household accounts. Ordinary bills and invoices.

To find the interest on a sum of money for years and even months, at 4, 5, 6, 10 per cent.

Easy sums in addition and subtraction of simple fractions, with denominators not exceeding 12.

To know the meaning of .5, 25, .75 ; to learn these decimals as tenths and hundredths, and as corresponding to  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{3}{4}$

Easy percentages, and ordinary trade discount

To solve, mentally, by the method of first principles, (unitary method) easy problems occurring in actual life.

STANDARD V.

More familiar knowledge of compound numbers, household accounts, and bills and invoices.

Easy vulgar and decimal fractions.

Percentages Interest,—principal, rate per cent. and time being given. Simple Practice. Simple proportion. Averages. The measurement of a triangle, or a four-sided figure with two sides parallel.

STANDARD VI.

Fraction. Percentages. Interest. Compound Proportion.

The work of previous standards, with increased rapidity and accuracy

NOTES AND SUGGESTIONS.

Teachers are recommended to form a plan for the year's work in Arithmetic, so as to take up in each Standard the several portions of the prescribed work, progressively, month by month,—taking all, in a simple way, with frequent reviews, during the first six months of the school year, and the same afterwards more fully and with thorough reviews. With such definite plan, and a wise distribution of the work, success can be achieved which otherwise could not be expected. The following are suggestions as to teaching this subject.—

(a) All numbers should be learned and all processes explained by actual observation and handling of suitable objects by the pupils, or (if this is not practicable) by diagrams. Compound numbers and fractions so explained will be easily comprehended to the extent required in the several Standards. For the first lessons the objects might be small sticks, nuts, pebbles, and the like ; objects in the schoolroom (books, etc.), lines, dots, O's, X's, squares, triangles, etc., on blackboard and on slates, and also balls on the numeral frame, which, however, should not be used exclusively nor chiefly. Coins, weights and measures, to a limited extent, should be introduced from the beginning, and learned, so far as possible, by actual observation and handling on the part of the pupils. The objects are to be gradually discarded as the facts are learned.

(b) For teaching addition and subtraction, small sticks (single and combined into bundles of tens and tens into hundreds) could be used (or some equivalent device) and the same principles illustrated by the use of farthings pence and shillings.

(c) The sum of any two digits added together should be as well known as the multiplication table. In addition and subtraction sums at the Examination, counting by fingers or by strokes on slate will very greatly detract from the credit due for a correct answer.

(d) To ensure correct notation, there should be frequent special exercises in writing numbers from dictation

(e) Mental exercises, with small numbers, but of the same nature as the written exercises, should precede the written in all the Standards.

(f) All problems of applied arithmetic should bear principally on current coins, weight and measures, and be suitable to the life and experience of the children.

(g) Accuracy should be the especial aim in the Lower Standards. To secure rapidity with accuracy the scholars of the 3rd Standard and upwards should be required to add columns of pounds, shillings and pence within a specified time.

(h) The tables to be learned include those weights and measures only which are in ordinary use, viz. —

*Length* —The mile, furlong, chain, rod or pole, yard, foot and inch.

*Weight* —The ton, hundredweight, quarter, stone, pound, ounce and drachm

*Capacity*.—Bushel, peck, gallon, quart, pint and gill.

*Area* —The square mile, acre, rood, square pole or perch, the square yard, foot and inch

*Time* —Year, month, week, day, hour, minute and second

At inspection liberal allowances will be made in marking the work of any Standard with respect to that portion of the work not prescribed in the former Code, until there has been opportunity to take up in the lower Standards, from which the pupils have been advanced, the preliminary work of a like nature.

## OBLIGATORY SUBJECT.

### ELEMENTARY SCIENCE, GENERAL AND AGRICULTURAL.

#### LOWER DIVISION.—*Junior Standard and Standard I.*

A course of 33 lessons dealing with the simple phenomena of animal and plant life, e g —

##### *I. Animal Life.*

(a) *Domestic Animals* —Their uses How they repay kindness and care, The Cat (compare with Dog) ; Cow (compare with Sheep and Goat) ; Horse (compare with Mule and Donkey)

(b) *Domestic Birds*—Fowl (compare with Duck), Turkey, Pigeon, etc.

(c) *Wild Animals, Birds, Reptiles, etc.*—Their usefulness ; their harmfulness Lessons upon some of the following :—Bat, Rat, and Mouse ; Lizards and Crocodiles ; Tadpoles and Frogs ; Bees and Humming Birds ; etc.

##### *II. Plant Life.*

(a) Study of Plants as growing things. Very simple lessons upon the structure and purpose of roots, stems, leaves, flowers, fruit and seeds

(b) Simple lessons to be given upon some of the more useful plants in Jamaica—such as sugar cane, coffee, bananas, oranges, yams, coconuts, etc.

#### MIDDLE DIVISION —*Standards II. and III.*

A course of at least 25 lessons embracing the following subjects

##### *I. General Science.*

*Matter*.—The three states of matter. Simple experiments to show their properties, especially those of water. Effect of heat and cold, boiling and freezing.



*Movements of the air.*—Land and sea breezes—winds—hurricanes.

*Moisture in the air.*—Water turns to vapour (Wet cloth dried in the wind) ; Vapour turns to water (Breathing on slate. Clouds on hills Evening mists.)

Clouds in the sky Rain (size of drops—effect of heavy rain in tearing up roads, etc Disposition of sand and pebbles washed to a distance.)

## II. Agricultural Science.

*Plant Life*—Water necessary for plants Seeds—Germination of seeds (examples to be shown) Functions of water, soil and air in supplying plant food.

### UPPER DIVISION—Standards above Middle Division

A course of at least 25 lessons embracing the following subjects :

#### I General Science

As in Middle Division

*The Atmosphere*—Composition of the air Properties of Oxygen and Carbon-dioxide

Use of Barometer and Thermometer.

- General ideas of the structure of the human body and functions of its chief organs, given in simple language A few main laws of health. Necessity for wholesome food, pure water, airy dwelling, bodily cleanliness.

#### II. Agricultural Science.

Action of water, air, etc , on rocks and soil.

Soils—how formed—different kinds—condition—how improved by tillage, drainage, watering and manuring, etc.

Agricultural work at different periods of the year

Tools. Uses of the different sorts. How to keep in order.

Common objects of cultivation in Jamaica. Condition of soil and situation best suited to their growth.

Plant food required by chief Jamaica crops—how obtained and utilised.

Preparation of fruit and other products for market

#### NOTES AND SUGGESTIONS.

1. The lessons generally, and very specially in the Lower Division, should be conversational, as far removed as possible from a formal lecture

2. The lessons must, whenever possible, be illustrated by actual objects, specimens, pictures, diagrams, blackboard drawings or clay models.

3. Children should be encouraged to bring with them to the lesson illustrative specimens, which they have collected or obtained from friends

4. Children should be encouraged to make simple drawings illustrative of their observations. Those in the upper division should be required to write brief weekly compositions in which they may express in a written form the ideas which they have acquired through observation and oral instruction and also through reading

5. Plants, in pots, boxes or glasses, should be grown in the school room for illustrative purposes. As far as possible, knowledge respecting plants should be gained through practical illustrations and simple experiments.

6. When the teacher of a country school finds it needful to give only selected portions of the course in the subject, the lessons most closely connected with agriculture should be chosen.

## SECONDARY SUBJECTS.

## SCRIPTURE, INCLUDING THE TEACHING OF MORALS.

LOWER DIVISION.—(*Junior Standard and Standard I.*)*Scripture Knowledge.*

To answer intelligently questions on 30 lessons given during the year, consisting chiefly of simple stories from the life of Christ; also from the lives of prominent Bible characters, to illustrate moral lessons and the greatness, goodness and providence of God.

To learn by heart. Lord's Prayer, Psalm xxiii. Standard I. to learn, also, Prov. xii. 17, 18, 19, 22.

*Morals.*

Instruction and training throughout the year in reverence for God, truthfulness, honesty, purity, gentleness, obedience to parents, to teachers, and to persons in authority, politeness, kindness towards playmates and animals

MIDDLE DIVISION.—(*Standards II. and III.*)*Scripture Knowledge.*

Leading facts in Life of our Lord. A few of the chief parables. History of Creation and Flood. Simple Stories as in Lower Division, including most prominent facts in life of Moses.

To learn by heart: Ten Commandments; Matt. v. 1-12, and xxii. 35-40. Standard III. to learn, also, Deut. xxviii. 1-14.

*Morals.*

Reverence, love of country, respect for authority, obedience to law, honour, industry, temperance, purity, politeness, good behaviour at home, in school, in places of worship, in company, avoiding evil speaking and profanity.

UPPER DIVISION.—(*Standard IV. and upwards*)*Scripture Knowledge.*

Our Lord's Life and Teaching. The main facts in Old Testament history, and in lives of the Apostles.

To learn by heart: John xiv. 15-31. Standards V. and VI. also to learn Proverbs xiv. 25; xvi. 24; xix. 22; xx. 1; xxiii. 31 and 32; xxvi. 28; xxviii. 13; Ephesians vi. 1-8. Standard VI. also to learn: 1 Cor. xii. 31, and xiii.

*Morals.*

Reverence, self-respect, patriotism, courage, self-control, self-denial, confession of wrong, forgiveness, duties of the citizen, fidelity to official trust.

*Note.*—There can profitably be some stated lessons in Morals, teaching the rules of politeness and good behaviour and the principles of right conduct underlying the rules; the duties of a citizen; etc. As a rule, however, Morals will be taught incidentally, in connection with Scripture lessons and the school life of the children. The most effectual teaching will be the daily life of the teacher. Much use should be made of stories and brief biographies, as illustrative examples. Besides appropriate Scripture texts, children should learn by heart suitable and striking verses and proverbs and the like, and it will be well to have these written on slate or paper and (in the higher Standards) carefully copied into exercise books.

DRAWING AND MANUAL OCCUPATIONS.

LOWER DIVISION—*Junior Standard, Standards I. and II*

DRAWING.

(a) *Drawing*—On chequered slates, or paper, of lines (Vertical, Horizontal, Oblique and Curved) and combinations of these to form simple figures and patterns and to represent common objects of simple form.

(b) To know the use of the ruler and to be able to measure short distances in inches and half inches.

(c) To draw with the ruler (using inches or inches and half-inches) straight lines in the different positions, and also to combine these to form angles and simple geometrical figures.

MANUAL OCCUPATIONS.

(a) *Stick-laying*—On a plane surface to illustrate direction of lines and formation of simple geometrical figures. To combine sticks so as to illustrate simple arithmetical processes.

(b) *Colour-work*.—To colour (with crayons) squares, oblongs, triangles, etc., so as to gain an accurate conception of their form, as distinguished from outline; or

(c) *Clay-modelling*—Modelling with fingers or very simple tools to illustrate lessons in Geography, Science, Drawing, etc. e.g., Island, Lake, Cape, Bay, Orange, Banana, Square, Sphere, etc

MIDDLE DIVISION—*Standards III. and IV.*

DRAWING

(a) *Freehand Drawing* of regular forms and of simple curved and right lined figures from the flat.

(b) Very simple drawing from objects, also memory drawing—to reproduce impressions of the size and shape of objects under observation in the Science, Geography or other lessons.

(c) *Simple Geometrical Figures* with the ruler or with the ruler and set square, e.g., square, oblong, triangle, pentagon, hexagon, octagon, etc.

MANUAL OCCUPATIONS.

(a) *Paper and Cardboard Modelling*.—To cut out and mount simple geometrical forms and right lined figures.

To make a few simple models, e.g., an Envelope, Box, Tray, etc.

(b) *Clay Modelling*.—To illustrate lessons in Science, Geography, Drawing, etc.

To model some of the Solid Geometrical Forms, e.g., Cube, Cylinder, Cone, Prism, etc.; or

(c) *Colour Work*.—To colour with crayons some of the items of the Drawing Course for the year—more particularly the object awn.

DIVISION III.—*Standards V. and VI.*

DRAWING.

(a) *Freehand Drawing* and drawing from objects more advanced than in Division II.

(b) *Simple Scales and Drawing to Scale.*

1. Scales; e.g.: 1 inch,  $1\frac{1}{2}$  inch, or  $3\frac{1}{2}$  inches to a foot to show feet, or 1 or 2 inches to 10 feet to show feet.

2. To draw and take dimensions from a scale of feet and inches.

3 To draw a plan or other figure on squared paper from a sketch having dimensions marked on it.

4. To enlarge or reduce plane figures to scale.

(c) *The use of Compasses*—To construct a square, triangle, circle, polygon, etc., and to bisect a line or angle.

#### MANUAL OCCUPATIONS.

(a) *Clay Modelling*.—As in previous Divisions; also Modelling of solid geometrical forms from dimensioned drawing

(b) *Paper or Cardboard Modelling*.—A few simple models executed accurately from a dimensioned drawing.

(c) *Modelling in Wood*.—A few easy exercises such as can be accomplished by the use of simple tools, such as a knife and saw; e.g. Flower stick, Setting stick, String winder, Plant label, etc.

#### GEOGRAPHY—(WITH INCIDENTAL HISTORY).

##### LOWER DIVISION—*Junior Standard and Standard I.*

Land and water Simple notions of natural features—hills, mountains, valleys, plains; bodies of water and water courses; these notions to be gained from observation of natural features in the locality of the school, and from illustrations by diagrams, pictures, and clay models.

Simple notions of a district, a parish, a county, a town or city.

Cardinal points Localities surrounding school and district.

The simplest plans. Plan of schoolroom, of school and school yard. Simple notions of a map To point out on a map of Jamaica the parish; capital of the parish; Kingston; Spanish Town; Montego Bay; Port Antonio.

##### MIDDLE DIVISION—*Standards II. and III.*

A. Very general broad outlines of the geography of the world. General ideas of the physical, political and commercial geography of Jamaica. Ports of Jamaica British and American ports commercially connected with Jamaica. Interchange of products.

B General knowledge of the Geography of the British Empire, of the West Indies, North America, and Europe. The five Zones. The most prominent events of Jamaica History.

##### UPPER DIVISION—*Standards above the Middle Division.*

Physical, political and commercial geography of Great Britain and the United States—the general and more prominent features. The British Empire—very prominent features. General geography of the world. Latitude and Longitude. To find on the map any place, its latitude and longitude being known, and *vice versa*.

Climate. Interchange of productions, especially as between countries in different Zones.

Biographies of six leading persons prominently connected with the history of England or Jamaica, as Alfred, Henry V., Columbus, Queen Elizabeth, Cromwell, Rodney, Nelson, Wilberforce, Wellington, General Gordon, etc.

Leading events in the reign of Queen Victoria.

[Third Class Schools will not be examined in Geography beyond Section A, Middle Division, except with the sanction of the Inspector for the District first obtained.]

SINGING

LOWER DIVISION—*Junior Standard and Standard I.*

To sing the Scale of C Major (the ordinary scale) from staff or modulator, and the notes (tones) of the key-chord of C (or a Do-chord) in any easy order.

To sing sweetly an appropriate hymn, and three simple songs, two of them to be action songs.

The words of hymn and songs should be such as children can understand and such as will excite their interest.

The compass of the songs as a rule should not exceed the limit of an octave.

MIDDLE DIVISION—*Standards II. and III.*

NOTE TEST

*Staff Notation*—To sing slowly as pointed out by the examiner and using the sol-fa syllables, the ascending and descending notes of the scale of C, (Do) the notes of the key-chord of C (Do Mi Sol Do), in any order, and also small groups of consecutive notes of the scale of C as written by the examiner.

*Tonic Sol-fa Notation*—To Sol-fa slowly from the examiner's pointing on the modulator in any key—the key tone and chord being given; the tones of the Do chord in any order, and the other tones of the scale in stepwise succession.

TIME TEST

*Staff Notation*—To sing on one sound to the syllable "laa" an exercise in 2-2 or 4-4 time, which shall include minims and crotchets.

*Tonic Sol-fa Notation*—To sing on one tone to the syllable "laa" an exercise including one pulse and two pulse tones, in two pulse or four pulse measure.

SONG TEST

To sing in unison in good time and tune, and sweetly, any one of at least five school songs previously prepared

UPPER DIVISION—*Standards IV and upwards.*

NOTE TEST

*Staff Notation*—To sing slowly as pointed out by the examiner, using the Sol-fa syllables, a series of notes in the key of C containing an F sharp contradicted by an F natural, and a B flat contradicted by a B natural. The F sharp should be approached by the note G and return to G, and the B flat should be approached by C and followed by A.

*Tonic Sol-fa Notation.*—(Modulator) (a) To Sol-fa from the examiner's pointing on the Modulator, or from dictation in any key, simple passages in the major diatonic scale, including *fe* and *ta*, in stepwise progression used thus. *s fe s—d' ta l*

(*Written or printed*) (b).—To Sol-fa at sight a written or printed exercise including the notes of do-chord in any order, and any other notes of the major diatonic scale in stepwise succession. The exercise not to contain any difficulties of time.

TIME TEST

*Staff Notation.*—To sing on one sound to the syllable "laa" an exercise in 4-4 or 8-4 time containing semibreves, minims, crotchets, and quavers, with dotted minims, and rests on non-accented portions of the bar.

*Tonic Sol-fa Notation.*—To sing on one sound to the syllable “laa” an exercise in three pulse, or four pulse measure, containing one pulse notes, half pulse notes and whole pulse rests on the non-accented pulses of the measure.

#### SONG TEST.

To sing in unison or parts, in good time and tune and with due expression, any one of at least five school songs previously prepared.

#### NOTES AND SUGGESTIONS.

- 1 The singing should not be too loud
2. The songs should be varied in character and include the National Anthem
- 3 Some new songs should be learned every year.

#### SPECIAL SUBJECTS.

##### NEEDLEWORK.

##### LOWER DIVISION.—(*Junior Standard and Standard I*)

- 1.—Needle Drill. Position Drill.
- 2—A strip of calico or other cotton material in simple hemming with coloured cotton in two colours in order Not less than 4 inches should be shown in each colour.
- 3—Hemming, Seaming, felling Any useful articles showing these three stitches.

##### MIDDLE DIVISION.—(*Standards II. and III.*)

- 1.—The work of the previous division. Stitching on coarse material, pleating, putting on a band, sewing on strings. A simple untrimmed garment; *e.g.*, an apron, pinafore, or petticoat.
- 2—Simple darning on stocking web or on single thread canvas or cheese cloth.

##### UPPER DIVISION —(*Standards IV. and upwards*)

- 1—The work of the previous division. Gathering and setting in. Making a button-hole. A simple untrimmed garment; *e.g.*, a child's overall or chemise.
- 2.—Patching a calico or print garment.
- 3.—Herring-bone stitch.
- 4.—Darning a thin place, a hole, a tear.

#### PRACTICAL TEACHING IN AGRICULTURE AND HORTICULTURE.

[All schools are required to illustrate the teaching in Elementary Science, General and Agricultural, by experiments—including simple experiments on plant germination, life and growth, the different kinds of soil and their improvement and use of manures—carried on by means of plants grown in pots or boxes.]

To obtain the extra grant under Article 112 the following conditions must be met:—

1. A plot of land at least a quarter of an acre in extent must be provided.
2. The plot must be surrounded by a good and sufficient fence, and the possession of it legally defined.
3. The plot must be used as an experiment ground to illustrate the lessons on Agriculture given in the school. *i.e.*, to illustrate plant life and

growth, to show the effect of different methods of preparing the soil, the necessity of the presence of moisture and plant food, the results of the use of different manures, to produce practical skill in agricultural operations such as preparing and tending the ground for crops, planting, pruning, grafting, &c, treatment of pests, culture of the ordinary products of Jamaica (not necessarily *only* those generally found in the district) and rotation of crops

4 Every boy in the school above 11 years of age must attend the practical teaching in the experiment plot for at least two of the four hours required to be given to it, and the teaching shall be open to girls, all who take part in it must undertake such work as their strength and state of progress enables them to do, *e g*, the younger children can water, weed, and tidy the ground, the less advanced among the older boys dig, mix and carry manure, &c, and the more advanced prune, graft, &c.: all must be taught to observe the condition and growth of the plants as affected by the different methods of cultivation, the different effects of surface digging and deep trenching, &c, what to do with leaves, weeds and other refuse, &c.

5 The list of tools provided must be approved by the Inspector, as a rule the following will be required for each dozen children

- 3 Light Machettes
- 2 Rakes.
- 2 Garden Spades small size.
- 2 Deinerara Forks—3 or 4 prongs.
- 3 Hoes, small size only, for friable soil (loam or marl) Pruning Knives, &c

6 Everything grown should if possible be sold, and after the payment of necessary expenses one-third of the net proceeds must go to the Teacher, and the other two-thirds must be used for the purchase of tools or other necessaries of cultivation, text-books, and other books dealing with country life.

7 No credit will be given to any school for ordinary cultivation conducted on unscientific methods but only for cultivation in the methods of experiment and teaching laid down by the Agricultural Experiment Station, and taught to the Teachers and Students by the officers of the Station or others in the Training College and elsewhere.

*Note*—For the present and until further notice grants will continue to be given for intelligent and careful teaching and cultivation on the lines of the last revision of the Code of 1899 to teachers who have not had the opportunity of instruction in proper methods of teaching Practical Agriculture.

#### ADVANCED COURSE OF MANUAL TRAINING.

The following advanced course is prepared for boys of Standard V and VI. in town schools, where a central place is fitted with appliances for manual training. A special grant for fairly efficient teaching of this subject will be given.

#### DRAWING.

*Mechanical Drawing.*—To understand and be able to execute a full working drawing (plan, elevation, section and isometric or oblique projection) of an exercise or model to be afterwards executed in wood.

To make rapid freehand sketches of exercises or models that have been executed in wood.

To construct all the ordinary plane figures by geometry.

#### MANUAL OCCUPATIONS.

##### *Woodwork—1st Year.*

Combined exercises in drawing and modelling. Acquaintance with principal tools used; their construction, proper use, method of sharpening, &c.

Graduated practical exercises in planing and sawing, also simple joints and simple models

#### *Woodwork—2nd Year*

More advanced practical exercises involving the use of additional tools.

Ability to sharpen a plane-iron, chisel, gouge, &c.

Knowledge of timber—its growth, felling, seasoning, market forms, value, &c, &c

Knowledge of nails, screws, glue and other material used in the workshop

#### ORGANIZATION AND DISCIPLINE.

Marks are awarded to schools for Organization and Discipline.

*Organization*—In awarding marks for Organization, the Inspector will have regard (a) to the neatness and order of the school premises and furniture and their suitability, (b) the proper classification of the scholars both for teaching and examination; (c) the suitability of the programme of work for the several Standards and for the members of the staff, as shown in the time-table, and (d) the Inspector will take into account the condition of the school records, and the thoroughness with which the requirements of the Department with regard to them have been met. The marking of Organization will be affected by the results of any special visits the Inspector may have been able to pay during the year.

In Infant Schools much importance will be attached to the adequate supply of suitable furniture and appliances and the sufficiency of material for work (especially of the younger scholars) along Kindergarten lines.

*Discipline*—The ordinary discipline of the school, to be satisfactory, must be prompt and exact, yet maintained without harshness and without noisy demonstration of authority. In Infant Schools the quiet tone, the gentle, pleasing manner of the teacher with the little children, will be specially noted.

Managers and Teachers will be expected to satisfy the Inspector that all reasonable care is taken, in the ordinary conduct of the school, to bring up the children in the habits of punctuality, of good manners and language of cleanliness and tidiness, and also to impress upon the children the importance of cheerful obedience to duty, of consideration and respect for others, and of honour and truthfulness in word and act. In particular, the honesty of the scholars under examination, and the degree of interest they show in their work, will be taken into account; and high marks will not be given unless the Inspector is satisfied that the school is a place for the formation of right habits as well as a place of instruction.

#### INFANT SCHOOLS.

The scholars in an Infant School will comprise two Divisions:

Division I—Preparatory Standard (A)—4 to 6 years.

Division II—Junior Standard (B) and Standard I—6 to 8 years. [It will often be advisable, for the benefit of all, that children prepared to enter Standard I. be transferred to an ordinary school, leaving only the Preparatory Standard and the Junior Standard.]

The course of instruction for the Junior Standard and Standard I. will be that prescribed for those Standards in Schedule A, together with such portions of the Special Course of Infant Instruction as are appropriate to those Standards, including the "Manual Occupations" prescribed for them in Schedule A.

The course of instruction for the Preparatory Standard will be chiefly of a Kindergarten nature, but will include, at the discretion of the teacher and to the extent that shall be determined by her, some of the simpler work of the Junior Standard. [See Art. 28, Notes]



## SPECIAL COURSE OF INFANT INSTRUCTION

I.—LANGUAGE—Through conversation and in connection with all lessons .

II.—NUMBER, COLOUR, FORM—(*direction, position, dimension, surface, outline*). To be learned through observation, and chiefly in the use of Kindergarten Gifts and by Kindergarten Occupations. In the Occupations the child is to be so taught that his own powers of construction and arrangement will be developed, and also his power of expression through the work of the hand.

*Gifts*—The chief gifts are 1, 2, 3, 4, 7, 8

*Occupations*—The chief occupations are Building, stick-laying, drawing, paper-folding, cutting, and pasting, modelling in clay simple and familiar objects of household use, or of plant and animal life. [Other Occupations, serving in a like purpose, are sewing (outlines of figures), and peas-work.]

III.—MORALS—To be taught (in part) through (a) Action Songs, (b) Kindergarten Games

[The action song and the organized play lead the child to self-activity and to reproduce in a simple way some of the doings he observes in the social world about him. He is thus to learn his moral relations to others, to respect their rights while maintaining his own.]

## SCHEDULE B.

## CURRICULUM FOR TRAINING COLLEGES.

## PREPARATORY STATEMENT.

The revision of the Curriculum for Training Colleges has become necessary, in order to provide a two years' course of training to be taken by the majority of Students, and to be supplemented at a later stage; to provide for fuller instruction, through observation and experiment and practical demonstration, in agriculture, and elementary science chiefly connected therewith, and to introduce a practicable amount of manual training, along Kindergarten lines for women, and more extended manual training for men.

A prominent aim in arranging the Curriculum has been to ensure that the Students who become Teachers shall have a thorough and familiar knowledge of what they will teach to school children, together with an intelligent grasp of the true principles and best methods of teaching, and, as far as practicable, actual experience in the use of such methods in the elementary (practising) school. It is expected that in all the subjects the lessons as given to the Students by the College Tutors will to a very considerable extent exemplify the best method of giving lessons to children upon the same or similar subjects.

Another prominent aim has been to secure general intelligence and alertness of mind, also, a taste for reading with some knowledge of the books most desirable to be read, fitting students to guide and assist their future pupils in the reading of books which it is to be hoped will ere long be found in school libraries in many schools. The fact is recognised in the Curriculum that a Teacher's range of knowledge should extend beyond what he will be required to teach.

The Curriculum has been framed so as to exclude, as far as may be, the mere memorizing of such details as are not necessary for the equipment of an efficient teacher, but for purposes of illustrating general truths and principles, Tutors will frequently find it profitable to go further into details than is prescribed. The Curriculum is to be regarded not as indicating the maximum of instruction that may profitably be given, but as prescribing the minimum of instruction that is required. The examination tests are to be based upon what is prescribed.

After completing their two years' course in College many Students will enter upon their work as teachers, while a smaller number of Students will continue in College for a third year. Teachers who, after taking a two years' course in College, have had three years of actual work as teachers, may take the third year's course, in part as home study, to be completed as a rule in a Training College for a period not exceeding six months. The Department may accept a shorter term than six months in a Training College, but not less than three months, in cases where a course of additional reading, to be prescribed, is pursued with intelligent comprehension to the satisfaction of the Department as ascertained by an examination to be arranged for.

## READING AND RECITATION.

## FIRST YEAR.—

To read with fluency, ease and expression, with full understanding and ability to explain to a class, lessons from the ordinary books used in the elementary schools of the Island. Special weight will be attached to distinct articulation and clear enunciation. [See Note 1.]

Ability to use a dictionary intelligently, with knowledge of marks of pronunciation and the several uses of italics.

To recite, with appropriate expression, three or four simple poems of varied character, of an aggregate of not less than 120 lines.

In the case of each Student a certificate will be required from the Principal that the Student has read during the year, under supervision, at least one prose work by a standard author. [See Notes 2 and 3.]

**SECOND YEAR :—**

Reading, as in first year, and of a more advanced character. One-third of the reading lessons should be historical, including current history. To read newspapers, and current periodicals, including educational periodicals. [See Note 4]

Full knowledge of abbreviations ordinarily occurring in current literature.

To recite with appropriate expression two poems, differing in character, of an aggregate of not less than 120 lines.

A certificate from the Principal, as above,—the book to be of a different character from that of the first year; also, a certificate that the student has read a short history of the reign of Queen Victoria.

**THIRD YEAR —**

Advanced Reading. Reading from newspapers and periodicals.

To recite with appropriate expression one or two poems of not less than 120 lines in the aggregate

A certificate from the Principal as above, that the Student has read two standard works, prose or poetry; also, a certificate that the Student has read a book of general history.

**NOTES AND SUGGESTIONS.**

1—To secure distinct articulation and clear enunciation there will need to be systematic exercises in vocal drill throughout the course.

2—The book to be read by the Student should be selected by the Principal and the selection approved by the Department. The contents of the work should form the subject of conversational discussion between the Tutors and Students, and the volume might be the same for a group of four to eight Students in cases where there would be several such groups.

3—The book read by the Student may be one of the books from which an extract is selected by the Examiner to be read at the Oral Examination. An intelligent understanding of the extract read will be expected.

4—A list of the educational periodicals to be provided for the reading of Students should be given to the Education Department at the beginning of each year.

5.—In their reading the Students should be trained to the habitual use of the dictionary and atlas, and should be accustomed to make use of other books of reference.

6.—It is not expected that in any year the reading will be limited to the Syllabus.

**WRITING.**

**FIRST SECOND, AND THIRD YEAR :—**

Specimens of penmanship shown in setting copies in text hand and small hand.

Writing on blackboard.

**NOTES AND SUGGESTIONS.**

The penmanship shown in the examination papers, generally, will be taken into consideration.

Blackboard writing will be tested at the same time with practice teaching. It will include the writing of sentences to serve as a reading lesson, and the setting of sums for any Standard.

It is important that Students acquire a large, bold, clear style of blackboard writing.

## ENGLISH.

## FIRST YEAR —

To write from dictation passages (prose and poetry) of moderate difficulty, involving the use of the common punctuation marks.

Spelling, word-building, common prefixes and affixes.

Business forms; letter-writing, to include business letters.

To write from memory the substance of a short simple story, read with ordinary quickness—(120 to 150 words)

Paraphrasing of simple modern poetry.

Simple analysis and parsing.

## SECOND YEAR —

Dictation as in first year, with full knowledge of marks of punctuation.

More extended exercises in word-building

Fuller knowledge of letter-writing and business forms.

Writing in simple language short essays on given subjects.

To give a concise report of a public lecture or a discussion.

Paraphrasing as in first year

Full analysis and parsing of modern prose and poetry.

## THIRD YEAR --

As in previous years, with more difficult essay writing and more extended reports of lectures and discussions.

Paraphrasing of modern poetry.

Analysis and parsing as above.

Structure of words, roots, prefixes and affixes

## ARITHMETIC

## FIRST YEAR —

Elementary Rules; Money, Weights and Measures: Fractions, Vulgar and Decimal; Metric System; Practice, Bills of Parcels; Simple household Accounts, Proportion, Unitary Method.

Exercises in Mental Arithmetic. -

## SECOND YEAR.—

Proportion, Percentages; Interest; Profit and Loss, Simple Problems, occurring in every-day life, in Linear, Square, and Cub Measure; Square Root.

Exercises in Mental Arithmetic.

## THIRD YEAR :—

• Review of the work of previous years, with more advanced question and more extensive applications of percentages, including Stocks.

## NOTES AND SUGGESTIONS.

1.—In addition to special exercises in Mental Arithmetic, a portion of the time given to each lesson in Arithmetic—ten to twenty-five per cent.—should, as a rule, be devoted to simple mental exercises introductory to the lesson.

2.—Students may be required to do addition and multiplication sums in money, within a specified time, as a test of accuracy and speed.

3.—It is expected that all written work will be done with such regard to neatness and method as would make it a satisfactory model for scholars in elementary schools.

4.—To the Arithmetic paper for the Second Year there will be appended a certain proportion of questions in Algebra, which may be taken, optionally, as alternative to certain questions in Arithmetic, by those Students who passed in first class in Arithmetic in the 1st Year Examination; also, by others, in exceptional cases, who receive special permission from the Department to take the alternative questions in Algebra.

These questions in Algebra will not extend beyond the four simple rules, and simple equations of one unknown quantity, with easy problems leading to such equations.

SCHOOL MANAGEMENT

FIRST YEAR —

Characteristics of Children Leading Principles of Teaching, as founded upon fundamental laws of the mind affecting the acquisition of knowledge, and as applied in methods of teaching Reading, Arithmetic, and Object Lessons

Notes of Lessons. A lesson in Reading or Arithmetic to be given in presence of the Examiner. Three lessons to be prepared.—[See Note 2a.]

Also—in Women's Colleges,—

INFANT TEACHING.

Characteristics of Infants—4 to 6 and 6 to 8 years of age.

Characteristics of a successful Infant School Teacher.

Principles of Kindergarten Teaching. Adaptation of same to teaching the following to children in Infant Schools, and the lower Standards in elementary schools; Language and Reading; Number; Object Lessons chiefly on common natural objects.

SECOND YEAR —

Principles of Teaching (1) as founded upon fundamental laws of the mind affecting the acquisition of knowledge, the attainment of intellectual power and manual skill, and the formation of character, (ii.) as applied in methods of teaching the several subjects in the Code

The adaptation of Kindergarten methods and manual training to ordinary elementary schools, the practicable extent and necessary limitations

Best methods of organization, time table; school appliances, school records and forms

Discipline

A lesson, which may be on any subject in the Code, to be given in presence of the Examiner Four lessons to be prepared—[See Note 2b] In addition to the above, the Examiner may require a Student to conduct a class in Swedish Drill

Also—in Women's Colleges—

INFANT TEACHING.

Aim of an Infant School; best method of organization; essential elements of good discipline.

How to teach Language and Reading; Number, Writing; Object Lessons, to include Lessons on Form and Colour; Singing, Drill; Games, Story-telling; Drawing on blackboard.

How most effectively to give direct and indirect instruction in Scripture and Morals.

Practice in the following occupations building (Gifts iii. and iv.), drawing—on chequers, and free hand, stick-laying, paper-folding, clay-moulding

The best methods of teaching these to scholars in Infant Schools and the lower Standards of ordinary elementary schools; limitations of their profitable use.

THIRD YEAR :—

For Men. Review of the work of previous years.

Educational Reformers Comenius, Pestalozzi, Froebel; Spencer. Their educational principles, and their life, so far as directly connected with their educational work

For Women: Review of the work of previous years.

Froebel's life and educational work. The essential harmony of his educational principles with those of Comenius and Pestalozzi The

adaptation of his methods to Infant Schools in Jamaica, and the lower Standards of ordinary elementary schools.

#### NOTES AND SUGGESTIONS.

1 (a) First Year Students will be required to spend, during the latter half of the year, fifty hours in the practising school. Part of this time, at the discretion of the Tutor, may be spent in observation.

(b) Second Year Students will be required to spend in the practising school during the year 100 hours, of which at least seventy-five are to be spent in actual teaching; provided that the hours spent during the latter half of the year in visiting neighbouring schools under guidance will be accepted, to the extent of fifteen hours, as equivalent to that number of hours in the practising school.

(c) Third Year Students will be required to spend at least sixty hours during the year in teaching in the practising school. Two periods of not more than a week each, at the discretion of the Principal, should be granted to Third Year Students to visit the best neighbouring schools. The Students should be required to furnish to the Principal notes of the visit to each school.

2 (a) The three lessons prepared by First Year Students shall consist of one in the Arithmetic and two in Reading, or *vice versa*, one lesson of the two to be for a lower Standard and the other for a higher Standard.

(b) The lessons to be given by Second and Third Year Students at the Examination should include in the aggregate (if possible) all subjects of instruction in the Code, (except Sewing and Manual Training) and should be distributed among all Standards or Divisions of the school.

3 Third Year Students will be present at the practice teaching of some First or Second Year Students, at the Examination, and shall then prepare for the Examiner a written criticism of the teaching and the Notes of Lesson. One hour will be allowed for this exercise.

4 Besides special questions set on the subject of School Management, it is intended that the Examination tests in each subject shall include questions as to methods of teaching the subject, and reasons for processes.

5. The Students should be proficient in such exercises in Swedish Drill as can be introduced advantageously into elementary schools.

6. In addition to any other instruction given in lectures by College Tutors, it will be expected of Students that they show an intelligent knowledge of the text-books, as follows:—

*First Year.*—The text-books prescribed for Pupil Teachers, and the following portions of Roark's "Method in Education"; pp. 12-39; 63-70; 103-134, 260-280. *Also*—(in *Women's Colleges*) [Text-book prescribed by the Department]

*Second Year.*—As above; Roark complete, excepting chapters XIII. and XIV. *Also*—(in *Women's Colleges*) [Text-book prescribed by the Department].

*Third Year.*—As above. Quick's Essays on Comenius, Pestalozzi, Froebel, Spencer. Spencer's Essay on Education, Chapters II. and III. In *Women's Colleges*, [Text-book prescribed by the Department].

It is recommended that College Tutors themselves make free use of, and train the Students to use, for reference, the text-books used heretofore and any others of high repute in which principles and methods of teaching are set forth.

#### SCRIPTURE AND MORALS.

##### SCRIPTURE KNOWLEDGE.

(A) Chief facts recorded in Genesis to Judges, inclusive. Matthew.

(B) Chief facts recorded in the Books of Samuel and Kings. Luke, Leading facts in Life of the Apostle Paul.

(C) The chief Prophets Outlines of History of Israel from the Captivity to the Christian Era John. Acts,

In 1901, and every alternate year thereafter, First and Second Year Students will be examined in A, and in 1902, and every alternate year thereafter, they will be examined in B.

In 1901, Third Year Students will be examined in A, and every year thereafter they will be examined in C

[In 1900, all Students will be examined in Scripture under the former Code ]

Students to commit to memory the passages required to be learnt by the pupils in the elementary schools. —

First Year—Passages for Lower and Middle Division

Second Year—Passages for Upper Division.

Third Year—As above

MORALS.

Lessons in Morals, distributed as above, covering the subjects prescribed Elementary Schools.

GEOGRAPHY.

FIRST YEAR —

Meaning and uses of maps, exemplified by drawing maps of school premises and district surrounding school. General notions of latitude and longitude

The world. Distribution of land and water Geographical definitions with prominent illustrations.

The continents, island groups, chief islands, relative size compared with Jamaica, chief mountain ranges and plains, chief peninsulas, isthmuses and capes.

The oceans, chief seas, lakes, rivers, river systems, bays, gulfs, straits

The chief countries, with their capitals, relative size compared with Great Britain

The chief productions of these countries, the interchange direct, or indirect, of these products with those of Jamaica.

An outline map of one of the continents to be supplied Students will be expected to fill in the chief physical features and most important towns.

SECOND YEAR

Outlines of the [Geography of the British Empire and the United States of America, also of the West Indies and the Isthmus of Panama. [Minute details not required] Geography of Jamaica, more in detail. A general knowledge of localities made prominent through current political events.

Races and Religions of Mankind Types of Government Students will be expected to know the different types of government, and to what type the government of every important country of the world belongs

Mathematical Geography General Notions of the Earth as a planet in the solar system Form and size, and motions of the Earth Day and Night, and the Seasons. The Zones Fuller knowledge of latitude and longitude

Physical Geography Formation of land by the action of water and other agencies Mountains, rivers, and river valleys Climate, winds, rain, dew, etc [See Note.]

Students will be required to fill in chief physical features and important towns in an outline map to be supplied to them of the British Isles, or any considerable dependency of the British Empire, or the United States, or (with fuller details) Jamaica

THIRD YEAR —

Fuller knowledge of the work of first and second years More detailed knowledge of the Government of Great Britain and the Colonies. Geography of Europe (Minute details not required).

Maps as in Second Year Also, to show proficiency in drawing maps on blackboard.

*Note*—Second Year Students in Women's Colleges will be exempted from examination in Physical Geography. The teaching of Physical Geography should, as far as possible, be exemplified and illustrated by the physical features of Jamaica.

### ELEMENTARY SCIENCE [GENERAL AND AGRICULTURAL]

#### FIRST YEAR.—

1. A course of elementary physics and chemistry preparatory to the study of the life and food of plants and to a knowledge of the composition of soils and manures. The course to consist of.—

The properties of solids, liquids, and gases

Chemical and physical changes.

Elements and compounds, atoms and molecules.

Use of symbols and chemical formulæ.

The occurrence, preparation, and properties of Oxygen, Hydrogen, Chlorine, Hydrochloric Acid, Nitrogen, and Carbon.

The composition of the Atmosphere and of substances found in it such as water, carbon-dioxide, ammonia

Chemical combination—Examples of its various forms being given that the following terms may be understood—*Oxidation, acids, salts (e.g., nitrates, chlorides, sulphates, &c)*

2. An intelligent knowledge of the Tropical Readers. Book i. Part ii., Book ii., Parts i and iv

3. One lesson each week to be given by the Tutors of the College, dealing with the ordinary phenomena of common life and with objects familiar to school children. The lesson to be of such a nature and given in such a manner as to indicate the kind of lessons suited for elementary schools, and the best methods of giving such lessons to school children

The illustrations and the apparatus used for experiments should be chiefly of such a nature and so inexpensive that they may be provided for and made use of, in the elementary schools in the Island.

#### SECOND YEAR —

1. AGRICULTURE. General ideas of Scope of Subject :

*Atmosphere.* Composition and action of.

*Soils* Origin and formation ; constituents and properties.

*Plant Structure.* Root, stem, leaf, flower, fruit, and seed.

*Plant Life* Germination, nutrition, storing of food, chemical composition of plants.

*Cultivation.* Tillage, drainage, irrigation, manuring.

*Crops.*

*Box-Gardening.*—In addition to out-door cultivation, experiments and illustrations such as are recommended in the French Scheme of Agriculture for Elementary Schools, with plants grown in boxes, &c, should receive much attention. Disused soap boxes, kerosine oil tins, &c., might be utilized for this purpose

2. Object lessons as in first year, during the first term of the second. For the latter part of the year the general laws of health in connection with a general knowledge of the human body

3. Students to have opportunities of obtaining useful knowledge by visits to museums, public gardens, manufacturing establishments, etc.

*Note.*—The object lessons given to students during the first two years of their training must include all subjects in Schedule A, not otherwise covered by the work prescribed in the Training College Syllabus,



DOMESTIC ECONOMY.

FOR WOMEN'S COLLEGES

FIRST YEAR —

A. Care of the body

B. Needlework

- 1 To cut out on sectional and plain paper the undermentioned garments and to make one of them *a* Child's pinafore and overall, *b* Cotton petticoat, *c* Chemise or woollen vest
- 2 Darning on materials of different kinds *a* A thin place, *b* A hole, *c* Tears of different kinds.
- 3 To give after careful preparation, and under supervision, the following lessons to a class 1 Drills of different kinds, 2. Fixing a hem and hemming, 3 Seaming, 4 Sewing and felling, 5 Herring-boning, 6. Running and felling

SECOND YEAR —

A. Care of Children from birth with special reference to cleanliness, food and clothing

B 1 Treatment of simple accidents

2 Nursing hints *a*. Care of a sick person; *b*. The sick room.

C. Needlework.

1. To cut out the undermentioned garments on sectional and plain paper, and to make one of them *a*. A combination, *b*. A simple working dress, *c*. A pair of drawers.
- 2 To put a patch on—*a*. Calico or linen, *b* Print, *c* Flannel
3. To give after careful preparation and under supervision, the following lessons to a class 1 Darning—a thin place, a hole, a tear, 2 Making a band; 3. Making a button hole, 4. Fixing a tape on a band, 5 Fixing a button on a band, 6. Cutting out a simple pinafore

THIRD YEAR —

A. Cookery.

1. Principles of boiling, stewing, roasting, baking, frying, broiling.
2. Practice in the cooking of meat, fish, vegetables, soup, porridge, cakes and puddings.
3. Invalid food (practice in preparation).

B. Laundry work.

1. Hints as to the best methods to be used in washing different materials and in starching and ironing
2. Practice in washing, starching and ironing, including the getting up of skirts, blouses, collars, and cuffs.

C. Needlework.

- 1 To cut out on sectional and on plain paper the undermentioned garments, and to make any two of them. *a*. A blouse; *b*. A skirt; *c*. A boy's shirt; *d*. A night dress.
2. To revise darning and patching.
3. To give after careful preparation and under supervision, the following lesson to a class: *a*. Starching; *b*. Platting; *c*. Setting in gathers; *d*. Cutting out an apron, chemise or any other simple garment; *e*. Marking; *f*. Making and fixing a gusset, *g*. Putting on a strengthening tape; *h*. Patching a woollen, calico or print garment.

MANUAL TRAINING.  
FOR MEN'S COLLEGES

## FIRST YEAR —

- 1 Paper folding and designing
- 2 Colour work.
- 3 Paper modelling and cardboard modelling
4. Clay modelling.
5. Simplified woodwork

A short course in making three or four simple models, with knife and saw as cutting tools, such as may be done on a simple desk or table.

## SECOND YEAR —

## A. Woodwork.

- 1 *Exercises in Joint Work*—Simple joints, e g, Housing, Halving, Half-lap, Mortise and Tenon, Bridle, etc
- 2 *Models*—Simple geometrical figures Plant label, Square prism, Flat ruler, Octagonal prism, Round ruler, Flower-pot cross, etc.
- 3 *Tools*—Rip and tenon saws, Jack and Smoothing planes, Firmer chisels, Gouges, Marking Gauge, Mortise Gauge, Rule, Brace and bits, etc.

## B. Drawing

- 1 *Orthographic Projection*—Simple plans and elevations, etc., drawn accurately to scale
- 2 Isometric Projection drawn to scale.

## THIRD YEAR.—

## A. Woodwork.

1. *Exercises in Joint Work*.—More advanced than in 2nd Year, and with simple combinations, e g, Tongue and groove, Notched Halving Oblique Halving, Scarfing, etc
2. *Models*.—Bench Hook, Pen Tray, Flower Pot Stand, Hat Rack, Nailed Box, Bracket, Tee and Set Squares, etc
- 3 *New Tools*—Rebate Plane, Trying Plane, Mitre Block, Bevel Spoke-shave, Bow Saw, etc.

## B Drawing

- 1 *Orthographic Projection*.—Plan (Elevation Section) of simple solids and Joints and also simple combinations of Joints drawn accurately to scale
2. *Isometric and Oblique Projection*—More advanced than in the 2nd year.

• *Note*—Two hours per week are to be given to this work.

In 1900 the Students of all years will take the First Year's course. In 1901 the 2nd and 3rd year Students will take the Second Year's course

Besides the examination in the work for their own year, Second and Third Year Students will be tested in the work prescribed for the first year, of which they will be expected to show such mastery as will enable them to teach the same to scholars in elementary schools.

## GEOMETRY.

## FIRST YEAR—FOR MEN AND WOMEN:—

## Practical Geometry.

*Geometrical figures with instruments and to scale*

1. To divide a straight line into any number of equal parts.

2. To draw a straight line parallel to a given straight line with ruler and set square and also by construction.

3. To draw perpendicular lines with ruler and set square and also by construction

4. To construct a square, oblong, triangle, and any regular polygon, the length of side or sides being given.

5. To bisect an angle To construct an angle equal to a given angle.

Also the following .

1. To find the centre of a circle.

2. To draw a tangent to a circle at a point in its circumference

3. To draw a tangent to a circle from a point outside its circumference

4. To describe two circles of given radii touching each other.

5. To describe a circle to pass through three given points.

6. To describe a circle to touch three given straight lines.

7. To find the centre of a triangle.

8. To inscribe a circle within or describe a circle about a given triangle.

9. To construct, by a general method, any regular polygon, one of its sides being given

10. To construct, by a general method, any regular polygon, its circumscribing circle being given.

SECOND YEAR —FOR MEN.

Euclid—Book I. 1-26, and Easy Riders.

THIRD YEAR — FOR MEN.

Book I. 27-48, and Easy Riders.

#### ALGEBRA.

FOR MEN OF THE THIRD YEAR ;—

To Least Common Multiple, Fractions. Simple Equations involving one or two unknowns, Simple problems involving the same.

#### VOCAL MUSIC

FIRST YEAR.—

##### THEORY —STAFF NOTATION

*Notes.*—Position on treble and bass staves. The major scales C, G, and F. Diatonic intervals. Relations as noted by the terms tonic, dominant, and sub-dominant.

*Time*—Value of notes, dotted notes, tied notes, rests. Signatures of simple time. Accent. Contents of measures (bars).

##### TONIC SOL-FA NOTATION.

*Notes.*—Common major scale ; its chordal structure. Diatonic intervals. Relations as noted by the terms tonic, dominant, and sub-dominant. The standard scale of pitch, and the relations (in pitch) of various keys.

*Time.*—The accent of pulses. Two, three, and four pulse-measure. Contents of measures. Continuations, rests, and simple division of pulses.

#### PRACTICE.

Singing from Modulator.

## SECOND YEAR —

## THEORY

Musical terms in common use

Compass of children's voices    General rules relating to voice-training.

## STAFF-NOTATION.

*Notes.*—As in first year    Major and minor scales, not beyond four sharps and four flats    Diatonic and chromatic intervals

*Time* —As in first year.    Compound time  
Accent and syncopation.

## TONIC SOL-FA NOTATION

*Notes* —As in first year    Major and minor scales    Diatonic and chromatic intervals. Names of chromatic tones    Removes of key; bridge, notes and distinguishing tones

*Time* —The measures in common use    Division of pulses into thirds and quarters    Transcription of values by halving, doubling, etc    Accent and syncopation.

## PRACTICE.

To sing an easy passage in a major scale.

## THIRD YEAR —

As in previous years. Singing at sight a passage or tune of only moderate difficulty, in a major or minor key, in either notation.

To repeat and afterwards name the notes of a simple diatonic phrase, comprising not more than four notes of the scale of C, which the Examiner may twice sing to laa, (or play), the common chord having first been given.

## NOTES AND SUGGESTIONS.

1. Singing of simple part songs and glees by the Students should be practised

2 It is desirable that Tutors allot a certain portion of time in which Second and Third Year Students may practise Harmonium playing.

## DRAWING.

## FIRST YEAR —

(a) A course of Kindergarten Drawing to cover the Code requirements for Standards I. and II

(b) Free hand, and with the ruler and set square, of lines, angles, parallels and the simplest right lined forms.

(c) Free hand Drawing of regular forms and of curved and right-lined figures from the flat

## SECOND YEAR —

(a) Free hand Drawing more advanced than in the First Year.

(b) *Drawing to Scale.*

1. Simple scales, e.g.,  $\frac{1}{2}$  inch, 1 inch,  $1\frac{1}{2}$  inches, 3 inches to the foot to show inches, or 1, 2, or 3 inches to 10, 20 feet, etc., to show feet.

2. To draw and take dimensions from a scale of feet and inches.

3. To draw a plan or other figure on squared paper from a sketch having dimensions marked on it.

4. To enlarge or reduce plane figures to scale.

(c) Drawing from models of regular form and from easy common objects.

THIRD YEAR —

Thorough revision of work of previous years, with abundant practice in blackboard drawing, and more extended drawing from models and common objects.

NOTES AND SUGGESTIONS

1 Drawing should be taught regularly throughout the year for at least 1½ hours per week to enable Students<sup>9</sup> to gain the facility necessary for teaching Drawing

2 Great attention should be paid to the principles and practice of teaching the subject, and very much attention should be given to drawing on the blackboard to ensure facility in illustrating ordinary school lessons.

3 Care should be taken to overcome the general tendency to make the copies in "Free hand" and "Model" too small. The work of the Students should conveniently fill a sheet of paper 11 inches by 7 inches

4 The Examination in Drawing will consist of paper work, blackboard work (to which much importance will be attached) and a short paper on the Theory and Practice of teaching Drawing

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SCHEDULE C

REGISTRATION EXAMINATION FOR TEACHERS

The Examination will include the following selected portions of the First Year and Second Year Training College Examination .—

*First Year Subjects .*

- Scripture and Morals ,
- Manual Training            }
- or
- Domestic Economy ,        }
- Geography ;
- Singing ;
- Drawing, including blackboard work

*Second Year Subjects :*

- Reading and Recitation ;
- English ;
- Writing ;
- Arithmetic ;
- School Management—Theory and Practice<sup>o</sup>
- Elementary Science.

## SCHEDULE. D

## READING AND RECITATION

## FIRST YEAR —

*Reading* To read from a school reading book with fluency, ease and expression

*Recitation* To recite one or two simple poems of an aggregate of not more than 50 lines from any standard author

## SECOND YEAR —

*Reading* As above

*Recitation* To recite one or two poems of an aggregate of not less than 60 lines

## THIRD YEAR —

*Reading* As above.

*Recitation* To recite a poem of not less than 80 lines, or two poems of varied character of an aggregate of not less than 80 lines, from some standard author

## FOURTH YEAR —

*Reading.* As above also from newspapers or magazines.

*Recitation* To recite a passage from Shakespeare or Milton not exceeding 100 lines

*Note*—In each year the pupil teachers are expected to have a full knowledge of meanings and allusions.

## WRITING AND ENGLISH.

## FIRST YEAR —

Specimens of penmanship in text-hand and small, to set simple copies on blackboard

## SECOND YEAR —

As above, with greater proficiency

## THIRD YEAR :—

As above with increased proficiency.

## FOURTH YEAR —

As above, with increased proficiency,

## NOTES —

I A bold, neat style of writing is expected.

II. Blackboard work should be neat and very clear

III. Good figures, both on paper and blackboard, will be required. The blackboard work of the pupil teachers will be tested at the inspection of the school.

## DICTATION.

A passage of moderate difficulty to be written from Dictation in a air legible hand.

## COMPOSITION.

## FIRST YEAR .—

SECOND YEAR --

To write from memory the substance of a short story read by the Examiner;

THIRD<sup>o</sup> YEAR --

As above Also business forms, such as bills and receipts

FOURTH YEAR --

As above, also a short essay on a subject prescribed by the Examiner.

GRAMMAR.

FIRST YEAR --

1 Analysis of very simple sentences 2 Parsing of same 3 Word-building 4. Knowledge of prefixes

SECOND YEAR --

1 Analysis of simple sentences. 2 Parsing of same 3 Word-building 4 Fuller knowledge of prefixes 5. Paraphrasing of very simple poetry.

THIRD YEAR --

1 Analysis of complex and compound sentences 2 Full parsing of sentences of ordinary difficulty. 3 Word-building 4 Prefixes and affixes 5 Paraphrasing of simple modern poetry

FOURTH YEAR --

1 Analysis and parsing as above. 2. Paraphrasing of modern poetry. 3. Word-building.

ARITHMETIC

FIRST YEAR --

To be fairly proficient in the practical application of all the Compound Rules, *i e*, of Money, and the Weights and Measures in general use.

SECOND YEAR --

Elementary Vulgar Fractions, Practice; Tradesmen's and household accounts

THIRD YEAR --

Simple interest, Simple proportion, Vulgar Fractions, Unitary Method, Decimals.

FOURTH YEAR :--

Compound Proportion; Percentage, Averages.

ELEMENTARY SCIENCE AND AGRICULTURE.

FIRST YEAR --

1st Tropical Readers--Part I. Colour. Form.

SECOND YEAR --

1st Tropical Reader--Part II.

THIRD YEAR :--

2nd Tropical Reader--Parts I. and II.

FOURTH YEAR :--

2nd Tropical Reader--Parts III. and IV.

## GEOGRAPHY, WITH INCIDENTAL HISTORY.

## FIRST YEAR —

As required in Schedule A for Lower Division and Section A of Middle Division Map of Jamaica (on paper or blackboard).

## SECOND YEAR —

As required in Schedule A for the Middle Division, Sections A and B Map of North America (on paper or blackboard)

## THIRD YEAR —

As required in Schedule A for Upper Division Map of British Isles on paper or blackboard

## FOURTH YEAR —

As in third year in fuller detail. Map of the West Indies on paper or blackboard

## DRAWING AND MANUAL OCCUPATIONS.

## FIRST YEAR —

As required in Schedule A for Lower Division.

## SECOND YEAR :—

As required in Schedule A for Middle Division.

## THIRD YEAR —

Drawing as required in Schedule A for Upper Division and Manual Occupations as required for Middle Division

## FOURTH YEAR —

Drawing and Manual Occupations as required in Schedule A for Upper Division

## SCRIPTURE.

## FIRST YEAR :—

Leading facts of Bible History as connected with—The Creation; Fall; Deluge, Lives of the Patriarchs. The Life of Christ. To repeat the Scripture required in Schedule A of Standards below III.

## SECOND YEAR .—

The Bondage in Egypt, the Exodus; Journeying to and Conquest of Canaan. The Life of Christ in fuller detail. To repeat the Scripture required of Standards III. and IV.

## THIRD YEAR .—

Leading facts connected with the most prominent Judges, and the Kings of Israel, before the division of the Kingdom. The chief parables of the New Testament. To repeat the Scripture required of Standard V.

## FOURTH YEAR :—

Leading facts connected with the most prominent Kings of Judah and Israel after the division, and the most prominent prophets of the Old Testament Lives of the Apostles. To repeat the Scripture required of Standard VI.

## TEACHING.

## FIRST YEAR :—

To teach a class in Reading or Writing in 2nd or 3rd Standard. To answer simple questions on how to secure attention.



SECOND YEAR —

As above, Standards 1 to 4, with improved skill in instruction and discipline.

To answer simple questions on how to secure attention, and how to question.

THIRD YEAR —

To teach the lowest class (Junior Standard) in Reading, also a class in Arithmetic, to the satisfaction of the Inspector.

To answer questions on how to teach Reading and Arithmetic to beginners.

FOURTH YEAR —

As above, also to give a lesson to pupils in any secondary subject taught in the school.

To prepare notes of lesson.

TEXT-BOOKS ON TEACHING FOR PUPIL TEACHERS

*First Year* —“How to Secure and Retain Attention” —(Hughes)

*Second Year* —“How to Question” —(Fitch)

*Third Year* —“First Lessons in Reading—Teacher's Edition” —(Miss Fundenburg)

*Fourth Year* —“Mistakes in Teaching” —Chapter IV.— (Hughes)

NOTES AND SUGGESTIONS

1 (a) Pupil Teachers should make themselves familiar with the suggestions in Schedule A and follow them faithfully (b) They should be guided by the principles of teaching set forth in the prescribed text-books (c) Specific directions for teaching different classes will be found in Cowham's School Method, which, in the main, and subject to (a) and (b), may be safely followed.

2. Pupil teachers of the Fourth Year will be expected to have a thorough knowledge of the text-books prescribed for each year.

3 At the end of the Fourth Year Students will be expected to have an intelligent grasp of all the subjects required to be taught in Elementary Schools on the lines laid down in Schedule A.

THE  
SYSTEM OF EDUCATION  
IN  
BRITISH GUIANA

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## THE SYSTEM OF EDUCATION IN BRITISH GUIANA\*

### I PRIMARY EDUCATION

BRITISH GUIANA, which includes the counties of Demerara, Essequibo and Berbice, extends from Point Playa, east of the mouth of the Orinoco, to the River Corentyne, by which it is separated from Dutch Guiana. It has a seaboard of over 300 miles and its area is calculated at 92,296 square miles, of which only 130 square miles are under cultivation.

It was discovered by Columbus in 1498, and in the course of about a century the whole of its coast line had been traced by Dutch sailors and adventurers, while during the same period the Spaniards occupied themselves along the Orinoco and in vain efforts to penetrate into the interior, behind the Dutch coast lands, in search of the mythical golden city. It may be easily imagined how the early visitors from Europe to the South American coast, finding rivers beyond all others in size and volume, which poured down with many tributaries through rich tropical lands, drew for themselves a picture of vastness and riches, and gave it definite form and shape as a city or land of gold.

The cultivated portions of the colony are for the most part alluvial flats, just above the level of the sea, and are liable to inundations during the spring tides. The sugar estates are protected against these inundations by a front dam or sea-wall, and inside this front dam is a public road, kept up partly at the expense of the estate through which it passes, and partly by the Government. But during the rainy season the estates and provision grounds are also liable to inundations from behind. Against these they are protected by a back dam. The interior of the country is diversified by ranges of mountains, the most notable of which is Mount Roraima, 8,400 feet high, and the dense forests furnish timber of the most valuable, durable and beautiful kinds. The chief exports are about 105,000 tons of sugar and 125,000 ounces of gold. The revenue of the colony for the last financial year amounted to \$2,667,719.12 and the expenditure to \$2,834,957.54, of which \$161,101 or 6.03 per cent was voted for education.

The first European attempts at settlement within the limits of British Guiana were by the Dutch about 1620. A century later, during the war with France, a squadron under Du Casse entered

\* This report, which in its original form was prepared by Mr. Blair in January, 1898, was revised by him in September, 1900

the Berbice River and laid waste some of its plantations. In 1781, during the American War, in which France and Holland united against Britain, Lord Rodney's fleet captured Demerara and Essequibo; but those provinces were afterwards recaptured by France, and at the Peace of Paris in 1784 they were restored to the Dutch. They were recaptured by the British in 1796 and again restored to the Dutch at the Treaty of Amiens in 1802, but during the following year they surrendered again to the British, and were formally ceded by the Netherlands to Great Britain in 1814.

The London Missionary Society in 1808 sent out a missionary who was a teacher as well as a preacher. There were at the time only one church in Berbice, the Lutheran, and one in Essequibo, the Dutch Reformed, and two years later (1810) the first Episcopal church (St. George's) was opened in Georgetown, Demerara. At this period the population was estimated at,—slaves, 101,710, and freemen, 8,000; and as the education of slaves was discouraged, it will readily be understood that teaching was at a very low ebb.

Mr. Canning's Resolutions.

On the 23rd March 1824 the Right Honourable G. Canning's resolutions, "to ameliorate the condition of the slave population, and to prepare them for freedom," passed the House of Commons, and the "Royal Gazette," August 1824, contained an advertisement to the effect that a large number of children whose parents were unable to pay high school fees were acquiring habits of indolence and vice, and it was proposed to establish free schools for boys and girls. His Excellency the Governor and Lady D'Urban approved of the scheme, and having such patronage it was liberally supported. In 1830 the sum of £150 was placed on the estimate of the colony as a grant to schools. In 1838 His Excellency Sir James Carmichael Smyth, Bart., in a message to the legislature, laid particular stress on the desire of apprenticed labourers for religious and secular instruction, and the sum of 28,000 guilders (£1,866 13s. 4d.) was voted for churches and schools in the county of Berbice, and 1,500 guilders (£100) for Georgetown.

First grants for educational purposes.

The keen interest evinced by the British Parliament in the education of the negro was shared by the London Missionary Society and the British and Foreign School Society, whose school at New Amsterdam, Berbice, at this time under two trained teachers, was the most efficient in the colony, and Mr. Latrobe, reporting to Lord Glenelg in August 1838, said, "Notwithstanding the indifference still evinced by the bulk of the residents of the superior classes; the inertness and indecision with reference to the subject which still reigns in the majority of colonial legislatures; the slight value which the negro may yet place upon instruction; the various difficulties interposed in the way of rapid diffusion from the character of the climate and the weakness of the agency employed, and above all the want of sufficient funds, it is undeniable that, compared with the past, the present furnishes abundant cause for thankfulness and satisfactory anticipation."

Educational progress during the next two years was pre-eminently satisfactory, and a Blue-book for 1840 reported that a strong desire prevailed among the working classes to have their children taught to read and write, of which it was politic to take advantage. The Church of England had 42 schools, the Church of Scotland and the London Missionary Society each 27, and the Wesleyan Missionary Society 5, and the Combined Court for the year 1841 voted the sum of £3,159 for the establishment and maintenance of schools. This was a little less than 2 per cent of the colony's revenue.

In 1834 the funds of the Lady Mico's legacy for the suppression of Algerian piracy and the release of Christian slaves had increased to £120,000. At the instance of Sir Thomas Fowell Buxton, these funds, together with large parliamentary grants, were set aside for the promotion of education of the black and coloured population in British Guiana and the West Indies. Six undenominational schools were established, and they were said by the Governor to be the most efficient in the colony, and after doing excellent work for some years, a letter was written by their superintendent in Georgetown to the Government, intimating that the trustees of the charity were prepared to increase their grants on certain conditions. Nearly every section of the Christian Church opposed these proposals, and the fears of the clergy were hardly allayed by the assurance of the Governor that it was not intended to interfere with existing schools, but to establish others in remote and sparsely populated localities where none existed. One memorial was sent to the Court praying that no part of the educational vote should be alienated from the churches. It was decided however that the offer of the trustees of the Mico Charity should be accepted, inasmuch as it enabled the Government to extend the means of instruction to the rural population, particularly to districts where no schools were established. But about this period the withdrawal of the Imperial Parliamentary grant crippled the finances of the Charity, and the trustees decided to leave their schools to the clergy. We are, however, to this day, still indebted to the charity for some efficiently trained schoolmasters.

Lady Mico's legacy and Imperial grants devoted to the support of schools to the coloured population

On the 7th December, 1842, Bishop Austin addressed the Governor and the Court of Policy, urging the importance of establishing a grammar school in Georgetown. His Lordship had at his disposal the sum of £1,500, and he asked the legislature to subscribe an equal amount, and to make a small vote in payment of salaries. Government grants were first made in 1844, and in 1848 an ordinance incorporating the college passed the court. It is however proposed to deal with Queen's College and other similar institutions in separate chapters.

Establishment of the Grammar School

Early in 1849 it was pointed out by the Secretary of State, the Right Hon. Earl Grey, that a good school ought, as soon as

possible, to be provided within easy reach of every place where more than a certain number of inhabitants were to be found but the expense of these schools ought not to be provided for out of the general revenue. It should fall (in the shape of a *raté*) upon the districts for whose benefit the schools were intended. Earl Grey's suggestions were not adopted.

Education  
Commission

About this time an Education Commission, having the functions of a board of education, was appointed. Its secretary was Mr. afterwards Sir John, Lucie Smith, and a sum of £550 was devoted to pay the salary of an inspector of schools. Mr George Dennis, the first inspector, after receiving a short training in England, returned to the colony and presented a report, which showed that better results should have been obtained from the large sums of money which from time to time had been voted. The only books used were the Bible and "Fenning's Spelling-book"; the teacher for the most part was grievously deficient in attainments and in educational training, and corporal punishment was inflicted by leathern straps, frequently cut at the end into thongs, according to the disposition and temper of the schoolmaster, or even more wantonly and freely by a monitor, on boys and girls alike. Mr. Dennis also urged the importance of compulsory attendance at school, and the establishment of a normal or training school for teachers, and of industrial schools, and he had the satisfaction of seeing a seminary for teachers established by Bishop Austin, known as Bishop's College, where teachers of all denominations were trained. This institution was purchased by the Government in 1877 and closed in 1882 by Sir Henry T. Irving. The ordinance abolishing the Bishop's College also abolished the Board of Education and conferred its powers on the chief inspector of schools.

Reverting again to 1852, resolutions were passed in the Court of Policy requesting the commissioners to submit a Bill for making better provision for education. The Bill was drafted by Lieutenant-Governor William Walker, who was also the chairman of the commissioners, and the Secretary of State expressed his approval of its purport and provisions. It was brought up for a second reading 6th February, 1854, was postponed several times, and finally withdrawn, the education commissioners observing that they deeply "lamented that prejudice and indifference" that prevailed among the upper classes.

Ordinance  
of 1855.

In 1855 a short ordinance was passed, the main features of which were:—

- (a) That assistance should only be given to schools in which religious instruction, founded on the precepts of the Holy Scriptures, was imparted daily.
- (b) That school fees should be paid.
- (c) That the teachers should receive fixed salaries according to their classes after examination.

To carry out this ordinance, His Excellency P E Woodhouse asked the Court "to sanction under the head of schools the amount of 37,600 dollars, being 5,000 dollars less than was voted for the past year. In this sum are comprised 6,000 dollars for the orphan asylum, a charitable perhaps more than an educational establishment, and 5,500 dollars for special training institutions. The remaining 26,100 dollars will with your approval be expended under the provisions of the ordinance just passed.

I am not without hope that if you should be pleased to vote the funds necessary for carrying it out, it may effect a gradual improvement in the moral condition of the people, and prepare them for the introduction at some future day of that more perfect plan which at present we do not seem to possess the means of developing."

The total expenditure on education in 1854 was 37,720 dollars, compared with 201,252 dollars for prisons and police, and Inspector Dennis asked for an increased vote, remarking that "money laid out for the encouragement of virtue and the removal of ignorance is a far more profitable investment than that expended on the repression and punishment of crime." In 1856 the vote was 44,040 dollars, distributed as follows —

	Dollars
Orphan Asylum - - - - -	6,000
Queen's College Grammar School - - - - -	3,000
Salary of Inspector - - - - -	3,600
Salaries of Teachers - - - - -	22,000
Rents and Repairs of School Houses - - - - -	4,000
Support of Pupils at Training College - - - - -	1,500
Support of Training Masters - - - - -	1,000
School Books, Maps and Furniture - - - - -	1,500
(English Church) Indian Mission Schools - - - - -	720
(Scotch Church) Indian Missions - - - - -	720
Total - - - - -	44,040

Mr. George Dennis, after 10 years efficient service as inspector of schools, was succeeded by the Rev. W G G Austin, M.A., in 1862, and from that date the amount voted for primary education was gradually increased from 56,809 dollars in 1862 to 93,724 dollars in 1874,\* during which year Sir James R Longden, K C M G, appointed a commission of 17 members to enquire into and report on the education of the colony.

The School Commission of 1874

The schools were divided into five classes according to their efficiency (A, B, C, D, E), receiving respectively 8 dollars, 7 dollars,

\*The amount spent on Education in 1862 was \$56,809, in 1863, \$56,756.79, in 1864, \$59,413.16, in 1865, \$63,008.05, in 1866, \$70,210.19, in 1867, \$72,912.16, in 1868, \$82,902.96, in 1869, \$86,875.30; in 1870, \$84,875.64, in 1871, \$83,264.90, in 1872, \$93,102.99; in 1873, \$91,449.49, in 1874, 93,724.34, in 1875, \$91,422.63.

6 dollars, 5 dollars, and 4 dollars for each scholar in average attendance, on the condition that the fees of the scholars and the local contributions amounted to at least one-third of the Government grant. In addition to these sums, the Board of Education, on the recommendation of the inspector, made special gratuities to efficient teachers, assisted the managers in erecting school-houses, keeping them in repair, and supplying them with books and apparatus.

The Education Commission above alluded to sent in an exhaustive and a most valuable report and made a large number of recommendations for placing education (primary, secondary, and industrial) on a more satisfactory basis. These were adopted by the legislature, and three ordinances—(a) to enforce elementary education, (b) to vest in the colony Queen's Collège Grammar School and the property known as Bishop's College, (c) to establish a more representative Board of Education—came into force on February 3rd, 1877. Seven months later an ordinance was passed to establish and regulate an institution for the training of teachers.

Ordinance  
of 1882.

In 1882 a short ordinance was passed abolishing the Board of Education and conferring its powers on the inspector of schools, and the following are the chief provisions of the Act now in force:—

1 Her Majesty may appoint an inspector of schools and the Governor one or more assistant inspectors, receiving such salaries as may be voted by the Combined Court.

2 The inspector is required to submit an annual report in such form, and giving such information, as the Government may direct.

3. Inspectors and assistant inspectors may visit an assisted school with or without notice and at any time

4. The Governor and Court of Policy are empowered to make rules and regulations for:—

(a) The government and discipline of the schools and teachers.

(b) The distribution of the funds voted.

(c) Maintaining an efficient system of elementary education throughout the colony.

5. The inspector of schools may refer any charge of cruelty or immorality made against a schoolmaster to a district stipendiary magistrate. The magistrate will submit the evidence and his report thereon to the inspector, who may cancel or suspend the teacher's certificate

6. For enforcing attendance at school the colony may be



divided into districts by proclamation, and the governor may appoint district educational officers, whose duties are briefly —

(a) To keep a register of all children under 12 years of age, (b) to report to the inspector any parents neglecting to send their children to school, (c) to sue for and recover fees

7. District educational officers are empowered to enter any house or yard and make enquiry, and persons obstructing them or giving false information are liable to fines or imprisonment

8 The parents or guardians of children not attending school may be summoned before a magistrate, who for the first offence may make an order. If that order is not carried out, the punishment is fine or imprisonment

9. Children under nine years of age may not be employed as domestic servants or as agricultural labourers. If over nine they may be so employed if they have obtained a certificate of proficiency in reading, writing and elementary arithmetic. Persons giving false information or disregarding this rule are liable to a penalty of 24 dollars

10 The proprietors of estates are bound to provide schools for the children of immigrants, provided none exist. They can claim grants for such schools on the same terms as the clergy.

11. Schools receiving a grant are to be opened by repeating the Lord's Prayer and reading a portion of the Scriptures without comment. Further religious instruction may be given during the first or last hour, but parents are allowed to withdraw their children from such instruction without being placed at a disadvantage in secular subjects.

12. The parents are bound to pay a fee of not less than a penny a week per scholar. In cases of poverty the fee may be paid by the inspector on behalf of the Government.

After the passing of this ordinance the Board of Education passed rules and regulations providing liberal salaries and grants for teachers and managers as follows:—

Certificate Salaries	Per Annum
	Dollars
Class I	480
Class II	300
Class III	120
Provisional	96

For every pass in one of the subjects, reading, writing or arithmetic, 1 dollar, in two 4 dollars, and in three 7 dollars. With 1 dollar additional for grammar, geography, needlework, and any other subject approved by the Board.

Pupil teachers were also employed, receiving salaries ranging from 3 dollars to 6 dollars per month, and grants were made paying one-half of the cost of the new school houses erected, a sum for rent and repairs, and a vote to cover part of the cost of books and apparatus. At the end of 1881 there were 181 schools, said to have had an average attendance of 11,398 scholars, presenting 10,900 for examination, earning a grant of 101,947.02 dollars, or 9.35 dollars per scholar, equal to £1 18s 11½d. In addition to this, large sums were spent in maintaining a Government training college (8,380 dollars), the payment of the salaries of inspectors and educational officers, &c (15,140 dollars). During the following year, with a revenue of a little over 2,000,000 dollars, the expenditure on education was over 150,000 dollars.

Reduction of  
State Grants  
to Education.

On the 10th June, 1881, the following resolution passed the Combined Court—

“Whereas a very large amount has been spent by the Government for elementary education, and whereas such expenditure has been excessive without any adequate results, Be it resolved, that the vote for elementary education be reduced on and after the first day of October next, and that His Excellency the Governor and the Honourable Court of Policy give effect to this resolution by amendment of the law.”

Sir Henry Irving, addressing the Combined Court on May 30th, 1882, stated that he concurred in the opinion of the Court that the amount spent on primary education had been excessive and without commensurable results. Comparing our expenditure with that of Jamaica he showed that the same number of scholars in this colony would cost 65,000 dollars more than in Jamaica. He further insisted on the payment of school fees and local contributions. The fees amounted to about 1s. 6d per scholar and the local contributions were practically nil. He was of opinion that this was demoralising in its effects and injurious to the cause of education. He was convinced that a large reduction might be made in the grants with positive advantage. The expenditure of the colony had for some time been in excess of its income, and the Combined Court lost no time in giving effect to His Excellency's suggestions, making changes of a sweeping character. A law was passed abolishing the Board of Education and conferring its powers on the Inspector of Schools; the ordinance to establish and regulate an institution for the training of schoolmasters was allowed to remain on the Statute-book, but no money being voted for its maintenance it was abandoned.

Teachers' certificate salaries, the salaries of pupil teachers and grants for building and furnishing schools were swept away. In lieu of the grants and salaries the only sum now paid was a

capitation grant of 4, 5 or 6 dollars, on the estimated average attendance, to be adjusted at the end of the school year, and a further sum, varying from 1 to 4 dollars for each child in average attendance, according to the percentage of full passes in reading, writing and arithmetic. Schools obtaining less than 50 per cent of full passes received no grant, and schools obtaining 80 per cent or over received the maximum grant of 8 dollars for each child. There was also a grant for each pass in needlework. Frequently the amount advanced was more than the amount earned, but in no cases were the managers called upon to make a refund, while in other cases the balance due to a school which had increased in numbers and efficiency sometimes amounted to 1,000 dollars. The immediate result of this scheme was a reduction in the amount of the grants to schools from 101,000 to 69,000 dollars, or from 9.35 to 7.96 dollars for each scholar examined.

The number of scholars however soon began to increase, and at the close of 1889 the grants amounted to 119,968.94, or 8.41 dollars for each scholar presented for examination.

The Lieutenant-Governor, Sir Charles Bruce, K.C.M.G., who had formerly held the appointment of rector of the Royal College, Mauritius, and Director of Public Instruction in Ceylon, being of opinion that the system of education was capable of improvement, introduced into the Court a new code of rules and regulations, which came into force on the 1st April, 1890. The chief features of this code are —

The New  
Code of 1890

1. Granting salaries to certificated teachers at the rate of 240 dollars, 180 dollars, and 96 dollars for first, second, and third-class respectively.

2. Paying the salaries of pupil-teachers at rates varying from 4 dollars to 8 dollars per month, with a bonus of 25 dollars to the schoolmaster.

3. An allowance of 1.50 dollars for each pass in reading, writing, and arithmetic, but no payment is made on account of any scholar who failed to pass in more than one subject.

4. Scholars obtaining a full pass may be examined in two of the three subjects, grammar, geography, and history, receiving for each pass 1.50 dollars.

5. A grant of 1 dollar to each girl who passed in one of the three R's and in needlework.

6. A capitation grant of 1 dollar for each child over four and under seven years of age who had made over 200 attendances.

These grants are withheld (a) if the school fails to obtain 35 per cent. of full passes at the annual examination, (b) if the teacher neglects to collect 50 per cent. of the fees chargeable, (c)

unless provision is made for teaching the girls needlework, and (d) unless the school is supplied with suitable books and apparatus, and contains 8 square feet and 60 cubic feet for each child, and unless there are separate latrines for the children of each sex

The grant is paid in 12 monthly instalments, and nine-tenths of it must be disbursed in paying the salaries of teacher and assistants. The remaining tenth may be retained by the manager for the purpose of providing a suitable school and the necessary furniture, on the condition that the amount of the school fees and the local contributions exceed the sum retained by the manager.

Before the code came fully into force the Rev W. G. G. Austin retired on pension, and the writer of this article, who had been associated with Sir Charles Bruce in Ceylon, and who had been appointed by Sir James Longden to act for him as Director of Public Instruction, was transferred by the Secretary of State to British Guiana.

Shortly after arrival he was instructed by the Right Honourable Viscount Gormanston to prepare rules for making more liberal grants to schools for aboriginal Indians, to mission schools, and to schools in remote and sparsely populated localities. Advantage was taken of this to mitigate the penal clauses in the code which had become law the year before, to make grants to industrial schools in which technical instruction was given, to grant certificates to teachers trained in England or the Colonies, and to permit the managers to give the teachers and assistants the whole of the Government grant.

Schools for  
Aboriginal  
Indians.

The regulations for the encouragement of schools for aboriginal Indians have been an unqualified success, while those with regard to industrial schools have been a hopeless failure. Schools for teaching carpentry, printing and tailoring have been opened and closed, accomplishing little or no good, but the agriculture schools failed altogether. One of the most promising of these was established by Canon Sloman in the county of Berbice, in which some 50 boys received two hours instruction in carpentry on Mondays, Wednesdays and Fridays, and in agriculture on Tuesdays and Thursdays. Mr. Sloman had some trouble at the outset in inducing the children to work, but he made their attendance at the industrial school compulsory, and it was hoped they would soon become self-supporting. But, on resuming work after the Midsummer holidays, the boys, encouraged by their parents, remained away from school altogether. Mr. Sloman called a meeting of the parents and endeavoured to conciliate them, but they obstinately refused to allow their children "to work cutlass and shovel." The cause of the failure in this and every other case is the unwillingness of the parents to allow their children to be engaged in agricultural pursuits.

Statistics.

The total amount spent on primary education for the year ended 31st March 1897 was 110,727.05 dollars, of which 99,779.49 dollars was paid to the schools as certificate salaries, salaries to pupil-teachers or grants in aid. The total amount spent on

primary education in 1898-9 was \$115,223 90, of which \$102,958 59 was paid in Grants-in-Aid. The following table shows the distribution of the grant for 1891-7 —

Year	Certificate Salaries	P T Salaries	Grants in Aid
1891-2	\$ 15,796 19	\$ 5,288 61	\$ 65,913 45
1892-3	17,883 96	6,417 73	61,350 83
1893-4	18,858 18	6,647 72	64,444 18
1894-5	19,002 19	5,943 96	67,399 77
1895-6	20,319 50	7,033 64	71,491 23
1896-7	20,527 92	7,564 09	71,178 93

The following table shows the progress from 1880-1899 —

Year	No of Schools on the Government List	No on the Books	Average Attendance	Number present at Inspection	Examined.	Grants in Aid	Average Cost per Scholar examined
1880	181	20,809	10,889	16,155	10,104	\$ 93,174 19	8 22
1881	183	21,486	11,398	16,806	10,900	101,974 02	9 35
1882	183	22,378	11,710	17,208	11,475	101,493 69	8 84
1883	173	18,747	10,671	14,190	8,754	69,706 55	7 96
1884	178	17,941	10,084	14,175	9,190	76,139 08	8 28
1885	168	17,792	10,628	14,386	9,799	77,075 53	7 86
1886	160	18,919	11,323	16,109	10,707	83,375 53	7 78
1887	162	21,225	12,880	18,097	12,335	99,095 68	8 02
1888	159	21,384	13,191	17,819	12,439	101,398 26	8 11
1889	163	23,664	14,717	19,860	14,053	119,968 94	8 51
1890	177	20,734	16,706	22,643	16,622	122,307 22	7 35
1891-92	181	25,841	14,337	20,467	16,013	86,958 25	5 43
1892-93	187	25,734	13,831	20,563	16,458	85,893 02	5 21
1893-94	197	26,872	14,721	22,142	17,756	90,243 09	5 08
1894-95	205	28,002	15,445	23,514	19,094	92,677 70	4 85
1895-96	203	28,839	16,808	24,230	20,375	99,311 10	4 87
1896-97	207	28,452	16,627	24,419	20,647	99,779 49	4 83
1897-98	210	28,691	—	—	—	—	—
1898-99	210	28,689	15,939	—	—	102,958 59	—

In December 1896, His Excellency Sir Augustus Hemming, K C M G, appointed a commission "to enquire into the advisability or otherwise of retaining the present system of grants based on the results of examination, and into the advisability or otherwise of establishing a Board of Education as the central authority"

The report of the commission is given as Appendix A, and a code of regulations, prepared at the commissioners' request by the writer, as Appendix B.

## II. SECONDARY EDUCATION

The oldest and most important institution for secondary education is Queen's College, established in 1844 by the Bishop of Guiana, as a Church of England Grammar School "for the instruction of boys of all classes in classical literature, mathematics and other branches of education, on the principles of King's College, London"

It was incorporated by ordinance in 1848, and annual grants towards maintenance, varying from 1,200 dollars to 4,000 dollars, were made by the Government until 1876. For many years this grant was made on the condition that the Bishop should contribute not less than 900 dollars a year, and his lordship accord-

ingly contributed from 200*l* to 500*l* a year, in augmentation of the salaries of the masters. After 1861, however, the grant was unconditional.

The governing body, in consideration of this vote, placed ten free exhibitions at the disposal of the Governor and the Court of Policy.

From 1844, to the appointment of Sir James Longden's Education Commission in 1874, 500 boys received instruction, the average yearly attendance being 35. And for rather more than twenty years the institution was under the direction of the Rev George Fox, whose name and work are still gratefully remembered.

The commissioners reported on the work of the school as follows:—

“Many of the pupils educated solely, or principally, at Queen's College are occupying good positions in the public service, and in other employments. It has filled an important place in the colony in supplying the means of education to the higher and middle classes. Until 1866, when the Roman Catholic Grammar School was opened, Queen's College stood alone in the gap. It owes its existence to the zealous exertions of the Bishop of Guiana, and to the liberality of his lordship and of those on whom he could bring his influence to bear, generously aided by the legislature of the colony, who have shewn their appreciation of the institution, and their confidence in the promoters and in the governing body, by liberal grants”

The commissioners at the same time recommended that the school should be taken over by the Government, and that changes should be made in the staff, and their report being adopted by the Court of Policy, the Combined Court was asked, and agreed to vote the necessary funds.

Sir James Longden, in addressing the Court on the subject, made the following remarks on the aims and object of the school:—

“With regard to the Queen's College, I must express my great satisfaction at learning that this Court is favourable to the proposition. My own opinion is that higher education is most necessary. We have not here in this colony any of the liberal foundations which our ancestors have left in England, and which are growing in America, and we have therefore to provide for education from the public funds. I believe that it would be better that there should be one establishment, and that that establishment should be a colonial institution of an undenominational character, in which all the youths of the colony might obtain such an education as is required in the circumstances of the present day. I hope, with the aid of this Court and under such arrangements as may be sanctioned by the Court of Policy, to see it recognised on a systematic plan, so that it will be a credit to the colony, and afford to everybody here an opportunity of obtaining at a moderate expense as good an education as can be obtained in any grammar school in England. I do not hope to go beyond the Local Examinations of Oxford and Cambridge.

If we educate our children up to such a point that they will enter into competition with those at schools and colleges in England on fair terms, if we educate them up to that point at which University education begins, we shall have done all that our duty to the colony demands. I do not propose to go so far as to establish University teaching, but simply the standard of the Oxford and Cambridge Local Examinations”

“The Queen’s College of British Guiana” was reopened as a Government institution on January 22nd, 1877. Mr Exley Percival, B.A., Oxon, the first principal, assumed his duties on March 5th, 1877, and held the office with conspicuous ability until his death on March 5th, 1893.

During his tenure of the principalship considerable success was attained, and the number of students largely increased. The number of entries from 1877 to 1897 was 661, giving an average attendance of 83. Mr Percival was succeeded by Mr. J. A. Potbury, M.A., St. John’s, Cambridge.

These examinations were first held in the colony in December 1881. Since then 104 pupils from the college have gained honours, 122 have gained pass certificates, and 35 marks of special distinction have been gained, including one “first,” and three “bracketed first” among all candidates, English and Colonial.

Cambridge  
Local Ex-  
aminations.

Students are also prepared for the examination of the University of London, for which British Guiana has been constituted a centre.

The standard therefore, as laid down by Sir James Longden, has been fully attained, and the college very well fulfils the objects for which it was founded. Those parents who are able to do so send their sons to be educated in England, where climatic and general conditions are far superior to those prevailing in a tropical country. But Queen’s College boys have proved that they can hold their own in competition with others from any part of the Empire, and to quote the words of one of Mr Percival’s annual reports—“The old boys of Queen’s College are to be found everywhere and in every capacity in the ranks of workers, acquitting themselves as loyal and useful citizens of the land.”

The Catholic Grammar school was opened in 1866, closed shortly after the Queen’s College was taken over as a Government institution, and reopened by order of the Catholic Bishop in 1879. It is intended for boys of Catholic parentage who are precluded on conscientious grounds from availing themselves of the advantages of Queen’s College.

The Catholic  
Grammar  
School

Its average daily attendance is about 70, of whom more than one-half are Portuguese, who are prepared for the examination of the College of Preceptors and the Cambridge Locals. It is located in the ground floor of the Catholic presbytery, is under the able direction of the Rev Father Barraud, S.J., and is supported mainly by generous donations from Bishop Butler and fees from the scholars.

An effort was made in 1894 to provide a more suitable building, and a petition was presented to the Combined Court asking for a

vote of 5,000 dollars, on the condition that an equal amount should be raised by private contributions, and Father Barraud has informed the writer that they could only collect 1,200 dollars, and that the Government was not in a position to render the assistance asked for.

Ursuline  
Convent  
High Schools.

The following information has been furnished by the Rev. Father Barraud:—

“The Convent High Schools were opened in 1847. The teaching sisters were then six in number. Now 17 nuns are engaged in teaching 200 pupils.

“In 1887 the Kensington Examinations were first applied as a means of raising the standard of teaching, and they have served their purpose by exciting emulation among the scholars, and have proved a very excellent preparation for the more difficult examinations of Edinburgh and Cambridge.

“Over 360 girls have entered for these London examinations, a large number gaining senior, junior and preliminary certificates. The convent pupils have latterly been very successful at Edinburgh and Cambridge also.

“Two new schools have been founded by the Demerara Sisters, one at New Amsterdam, the second city of the colony, and the other at Barbados. Both are succeeding beyond all expectation.

“It ought to be mentioned that the colour prejudice, as well as more important considerations, has necessitated the establishment of two distinct high schools at the Georgetown Convent. For admission to the select school legitimate birth is an indispensable qualification.”

Wesleyan  
High Schools.

A high school for boys and one for girls were established about five years ago by the Rev. D. J. Reynolds. Both have been successful in carrying off the Mitchell Scholarships.

There is also a private high school for girls at Minto House, taught by Mrs. Vyfhuis, and a staff of able assistants. The pupils of Mrs. Vyfhuis have been very successful at the Cambridge senior and junior local examinations.

### III. REFORMATORIES.

Onderneem-  
ing Reforma-  
tory for Boys.

Early in 1879 the Combined Court voted a sum of money to make provision for the establishment and regulation of a school for the instruction and training of vagrant boys and youthful male offenders, who should as far as possible be employed in agricultural pursuits.

It was established in July of that year, under the supervision of Mr F. A. Gall, and the direction of the Inspector-General of Prisons. It had accommodation for 54 boys, but the number gradually increased to 204 in 1893, and the number now varies from about 150 to 200.

Boys under 16 years of age who are found—

(a) Begging or receiving alms in any public street or place;



(b) Wandering in the streets, having no guardians or settled place of abode and no visible means of support,

(c) Frequenting the company of reputed thieves or whose surviving parent is undergoing penal servitude,

(d) Committing an offence punishable by a magistrate,

may be sent to this reformatory

The teaching staff consists of a superintendent, a chief officer, a first-class certified schoolmaster, an assistant, and a number of officers and wardens, and the main objects of the school may be briefly summarised as follows —

(a) "To instil into the minds of the boys sound moral principles and to induce in them practical habits of industry, regularity and good conduct" Rule 10.

(b) To enforce habits of cleanliness Rule 17

(c) That the officers in charge are to be kind and persuasive, not harsh and irritating, Rule 32, but at the same time firm in their dealings and report at once insubordination and dereliction of duty

(d) And, finally, every boy on his admission shall be taught to consider the school as a place of improvement, and not of punishment, unless by breaches of its rules he makes it such, and while by every means the well disposed will be furnished with manifold encouragements to continue in their course of amendment, the ill-conducted will be sure of prompt punishment.

The estimated expenditure for the current year is 14,414 dollars, and the value of the farm crops is about 3,000 dollars

In 1852 an ordinance was passed to establish an orphan asylum and school of industry in Georgetown. The institution was supported by a vote of the Combined Court, and to a small degree by private subscriptions, bequests and donations. In addition to the three R's, the boys were instructed in certain trades and branches of agriculture, and the girls in sewing, cooking and domestic economy. At the age of 14 years the children were apprenticed out for any period not exceeding five years.

The first annual report of the "Industrial and Reformatory School" (the legal title of the institution) was written in May 1880 by Mr J Brummell, the managing director. At that time there were on the books of the institution 124 children, classified as Creoles, Coolies, Chinese, Portuguese and "other countries." The chief industry was the cultivation of Para grass, and the revenue derived from this source was over 900 dollars. When not thus employed, the boys were turned into the field with hoes, or sent as messengers, etc.

From 1880 to the present time the numbers have fluctuated slightly (average about 120), while the work of the institution has been carried on with little change from the passing of the ordinance in 1852.

The amount for its upkeep for the current year is 6,479 dollars

Reformatory  
for Girls

There is also a reformatory for girls conducted on similar lines, held in the building which was formerly used as a training school for teachers. Under the efficient management of Mr J R Wilcocks, formerly the head master of the training school, it is doing a good and useful work.

Its estimated cost to the Government is, for the current year, 4,092 dollars

#### IV EDUCATIONAL ENDOWMENTS.

De Saffon  
Endowments

(1) Pierre Louis de Saffon, a native of France and a land surveyor by profession, died in 1784, leaving a considerable sum of money and property for the education and maintenance of ten orphans or half-orphans, natives of the colony, without distinction of sex, but born in lawful marriage, preferring always the most poor and indigent and those born of white parents. The net annual revenue of the estate is divided into ten parts, each legatee being entitled to receive one-tenth until he attains the age of 16 years or dies. Should this amount be more than sufficient for his education and maintenance, the surplus may be allowed to accumulate for his benefit any time after he may have attained the age of 16. Five boys are being educated at Queen's College and five girls at a private school. The accumulated funds amount to 102,330.23 dollars, of which 75,375 dollars are invested in mortgages and the remainder in bonds.

Mitchell  
Scholarships.

2 Walter Mitchell died in 1862, directing that 15 years after his death his residuary estate should be placed at the disposal of the legislature for the endowment of a church college or charitable institution similar to the De Saffon, though not with the same exclusion, but under the same rules. In July 1895 the Court of Policy resolved that two scholarships (one for boys and one for girls) tenable for four years, should be awarded on the result of the Cambridge Preliminary Local Examination, having an annual value of 72 dollars. The competitors at this examination must be under 14 years of age, and if no girls attain the qualifying standard, two scholarships may be awarded to the first two boys who have so qualified, and *vice versa*. Kingston High School (Wesleyan) and Minto House School (Mrs. Vyfhuys) won the scholarships in 1895, and Queen's College and Trinity High School (Wesleyan) in 1896.

The accumulated funds amount to 21,114.85 dollars and are invested in Government Securities.

The Guiana  
Scholarships.

3 The Guiana scholarship was instituted in 1882, and is either of the annual value of 200*l.* for three years, or of 150*l.* for five years if the scholar elects to study medicine. The first scholar was elected in May 1882 on the result of an examination conducted by the Inspector of Schools. But since then the Cambridge Local Senior Examination has been constituted the test, the standard

to be obtained being, 1st or 2nd Class Honours, or 3rd Class Honours with distinction in some special subject. In 1884 and 1885 the scholarship lapsed, no candidate obtaining the required qualification. Since then, however, the scholarship has been won each year by a Queen's College boy, and the standard attained has never been below First Class Honours. The vote for the current year amounts to 3,360 dollars.

4. The Percival exhibition was instituted by past and present Queen's College boys as a memorial to Mr Percival. It is of the value of about 40 dollars, and is awarded annually to the first Junior in the Cambridge Local Examinations, provided he attains a certain standard in Honours. It is open for competition to the whole colony, but is only tenable at the college. It has been won for three years in succession by a Queen's College boy.

5. In 1895 the Combined Court voted the sum of 1,000 dollars to be continued annually and to be competed for by boys and girls attending the Government aided and private schools. Six scholarships are awarded every year, four for boys and two for girls, the value of each being 30 dollars per annum and free tuition at any High School approved by the Governor. Thirteen of the most promising boys are now attending Queen's College. The girls select the Convent and the Wesleyan High School in about equal numbers. The total cost of these Primary Scholarships for the year ended December 1897 was 1,119 dollars.

The amounts voted for educational purposes by the Combined Court may be thus briefly recapitulated —

	Dollars.	£	s.	d.
1. Primary Schools, Inspecting Staff, and Miscellaneous Expenses . . . . .	117,870	=	24,556	5 -
2 Secondary Education, Queen's College . . . . .	13,266	=	2,763	15 -
3 Miscellaneous, including Scholarships and Prizes . . . . .	4,980	=	1,037	10 -
4 Onderneeming Reformatory . . . . .	14,414	=	3,002	18 4
5 Girls' Reformatory . . . . .	4,092	=	852	10 -
6 Orphan Asylum . . . . .	6,479	=	1,349	15 10
Total . . . . .	161,101	=	33,562	14 2

These sums are exclusive of large amounts for the repairs and upkeep of the Government Buildings in which schools and colleges are held.

W. BLAIR.

Education Office,  
Georgetown, British Guiana.

Maps of British Guiana and photographs of schools can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.

## SUPPLEMENTARY NOTE.

The following is extracted from the Annual Report for British Guiana 1898-9, published June, 1900. It will be observed that on an earlier page of the above Report some later statistics have been embodied from the same source:—

There are at present 210 schools having 28,689 scholars on the books, with an average daily attendance of 15,959, and maintained at a cost of \$115,223 90, distributed as follows.—

	Dollars	Per cent.
Administration and Inspection - . . . . .	8,789 18	or 7 62
Stationery, Office, and Miscellaneous Expenses	2,167 13	„ 1 88
Scholarships and Prizes . . . . .	1,309 00	„ 1 13
Grants in-Aid - . . . . .	102,958 59	„ 89 35
Total - . . . . .	115,223 90	

It is required that not less than nine-tenths of the grant shall be paid to the teachers and assistant teachers, The remaining tenth may be retained by the manager for providing a school-house, and furnishing it with books and school apparatus. All the schools with the exception of thirteen estate schools, are denominational as follows:—Church of England, 72, Church of Scotland, 36; Congregational, 30, Wesleyan, 29. Roman Catholic, 27, Estate, 13, Moravian, 2, Lutheran, 1

APPENDIX A.

REPORT OF THE COMMISSIONERS ON PRIMARY  
EDUCATION, 1897.

To His Excellency Sir Augustus William Lawson Hemming, Knight  
Commander of the Most Distinguished Order of Saint Michael and Saint  
George, Governor and Commander-in-Chief in and over the Colony of  
British Guiana, Vice-Admiral and Ordinary of the same, &c

WE, the Commissioners appointed by Your Excellency to enquire into  
certain matters in connection with Primary Education in this Colony, to  
wit —The advisability or otherwise of retaining the present system of  
Grants based on the results of Examinations, and the desirability or  
otherwise of establishing a Board of Education as the Central Authority,  
have the honour to report as follows —

We have held thirteen meetings, viz On the following days—31st  
December, 1896; 4th, 12th, 22nd January, 12th, 15th, 22nd February,  
1st, 8th, 15th, 22nd March; 27th April, and 9th July, 1897 The following  
Witnesses were examined —

Mr William Blair, Inspector of Schools,  
Mr J. F. Rose, Assistant Inspector of Schools,  
Mr E. J. R. Wilcocks, Secretary, Poor Law Commissioners, and  
Superintendent, Girls' Reformatory, and Secretary to the Old  
Education Board,

Mr C. T. Cox, Assistant Government Secretary,  
Mr. W. H. Hinds, Proprietor and Editor of the "Echo,"  
The Lord Bishop of Guiana,  
The Reverend D. J. Reynolds, Superintendent Wesleyan Missions.  
The Reverend W. B. Ritchie, Moderator of the Presbytery,  
The Reverend F. C. Glasgow,  
The Ven. Archdeacon Gwyther,  
The Reverend Father Rigby,  
The Reverend J. B. Cropper,  
The Reverend Father Barraud,  
The Reverend J. Highwood.

Messrs C. T. Holder, Ivory Hart, D. V. Jacobs, E. D. Sharples,  
H. E. Smith, W. A. Osborne, T. Y. Carrington, T. N. Durant,  
S. Robertson, E. Joseph, E. Linton, D. N. Mitchell, P. Saunders

We have confined ourselves as strictly as possible to the objects named  
in our Commission, but we have found it impossible to exclude some  
cognate subjects from our consideration.

1 With regard to the payment of grants, we are of opinion that the  
present system based on the results of examinations should be retained,  
with such modifications as will admit of the grant being to some extent  
dependent on the general proficiency of the whole school, and not as at  
present solely on the individual excellence of the pupils.

2. As regards the establishment of a Board of Education as the central  
authority, we consider that this is neither necessary nor desirable, but we  
are of opinion that, in all important matters relating to primary education,  
there should be an appeal to the Governor in Council.

3. The question of payment of teachers is one which has demanded and  
which has received careful consideration. On the one hand, there is the  
almost unanimous opinion on the part of the teachers, supported in some  
considerable measure by the managers of schools, that there should be a  
greater degree of fixity given to the emoluments of the teachers than is  
possible under the present code. On the other hand, there is the danger

that if the teacher's income be made altogether independent of the results of his teaching in his school, one of the greatest inducements to the attainment of a high standard of efficiency will be removed. We have, therefore, come to the conclusion that the fixed salaries of the different classes of certificates should be increased, the per caput grant-in-aid being proportionately reduced so as to avoid any necessity for a larger appropriation than at present from public funds for the purposes of primary education

4 The present standards, we consider, may be retained. They certainly should not be lowered, if any alteration be made, it should be in the other direction

5 With regard to the number of attendances to qualify for examination, we are of opinion that the requirement should, as regards the town schools, remain as at present, *i e.*, at 200. As regards the country schools, we think that the minimum number might be fixed at 150

6 Under the present code the maximum age at which a pupil teacher may receive Government aid is 20 years, and no teacher under the age of 21 is allowed the sole charge of a school. The certificate salary is paid only to a teacher in charge. We recommend that while there should be no reduction in the minimum age at which a teacher can have sole charge of a school, there should be no hiatus between that minimum age and the maximum age at which a pupil teacher may receive Government aid as such. We attach much importance to this recommendation

7 With reference to the payment of bonuses to teachers for training pupil teachers, we are of opinion that the teachers should be required to furnish to the inspector of schools a monthly return, showing the hours of instruction given by them to the pupil teachers. The return to be countersigned by the manager, and payment of the bonus to be withheld if the return be not furnished as required

8. We have given careful consideration to the question of the tenure of office by teachers, and we have arrived at the conclusion that the present system under which a teacher can be arbitrarily dismissed by his manager should be modified. We accordingly recommend that the manager should be given the power to suspend a teacher, reporting at once such suspension, together with the reasons thereof, to the Inspector of Schools, who should have power to confirm or disallow the same. Both the manager and teacher to be given the right of appeal to the Governor-in-Council.

9 With regard to the supervision of the schools by the managers, there is before us abundant evidence to show that, in some cases at least, very little, if any, exists. It must be remembered that the managers of schools, as such, are the recipients of public money for disbursements in connection with their schools, and we are strongly of opinion that they should be required to pay more frequent visits of inspection to and generally to exercise greater supervision over, their schools than at present. In short, they should be managers in fact and not in name only.

10. As has already been said, managers of schools are the recipients for disbursement of public money, and we consider that they should be required like all other persons to furnish vouchers of such expenditure.

11. With regard to the question of fees, the evidence before us shows very clearly that the present system, under which the collection of fees is made compulsory, leads to falsification of returns and other underhand proceedings. We strongly recommend the repeal of the penal clauses in connection with the collection of fees.

12 We understand that in some of the popular schools the parents of the scholars readily pay fees at a higher rate than is required by the regulations. There does not appear to be any objection to this, but we think that in order that the financial returns may be as complete as possible the fees should be fixed at not less than two cents per caput per week; all fees, of whatever amount, to be accounted for.

13 The question of the support given to their schools by the different denominations has been considered by us, and we are of opinion that the denominations should be called upon to contribute (apart from school buildings) directly to the maintenance of their schools, and that the Government Grant in Aid should be paid only on the production of a certificate to the effect that the denominational contribution (which should bear some fixed proportion to the fees chargeable) had been duly collected. Mission schools, and schools in remote and sparsely populated localities, to be exempted from payment of the denominational contribution.

14. We would also recommend the continuance in the educational law of the principle of compulsory attendance at schools, but in doing so we are not unmindful of the present difficulties which underlie the carrying out of the law in its entirety

15. Although not strictly within the terms of our commission, we strongly advise that as soon as the state of the public exchequer will allow, a training school for teachers should be provided as the law now directs

In the meantime, and as a tentative measure, we would suggest that a certain number of schools, to be approved of by the Governor-in-Council, be selected at which pupil teachers may, after passing their examination as such, be trained in the art of teaching and receive practical lessons under the supervision of the principal teacher

16 We understand that there are at present certain teachers who, though uncertificated, have for years successfully conducted their schools To meet cases of this kind we would suggest that the Inspector of Schools should be given power to issue, with the approval of the Governor-in-Council, a certificate of competency to any uncertificated teacher who has to the knowledge of the Educational Department successfully conducted a school for a period of not less than ten years

17. With regard to the question referred to us in the letter from the Government Secretary of the 15th March 1897, we would recommend that the Inspector of Schools be given power to issue certificates of the 1st, 2nd, or 3rd class, as the case may be, to any person who has been trained in any recognised normal or training school, or who has taken a degree at any recognised university in any part of Her Majesty's dominions, and holds a certificate thereof

18 Our attention has been called to a scheme for providing pensions for deserving teachers propounded in the draft regulations of the Inspector of Schools, and we would recommend its adoption, the funds for the purpose could be obtained by the diversion of the Capitation Grant to that purpose

All of which is respectfully submitted

*Henry Kirke,  
C. B. Hamilton,  
B. Howell Jones,  
D. M. Hutson,  
E. C. Luard,  
J. Thomson.*

*J. Hampden King, Secretary.*  
29 July 1897

I dissent from Paragraph 12 I am of opinion that all the law can stipulate for is a minimum fee Anything paid voluntarily over that amount is a tribute to the teacher of a purely ultra-official nature No evidence as to the payment of a higher rate of fee was given before the Commission.

*J. Thomson.*

## APPENDIX B.

## CODE OF REGULATIONS FOR GRANT-IN-AID SCHOOLS 1900.

## PRELIMINARY CHAPTER.

- Short title      1 These Regulations may be cited for all purposes as the Education Code, 1900
- Condition of grants-in-aid      2 The grants-in-aid to primary schools are dependent on the amount voted annually for that purpose by the Combined Court, and nothing in this code shall be regarded as constituting any vested right or interest to or in such grants.
- Administration of grants      3 The grants are administered by the Inspector of Schools, hereinafter called "the Inspector" subject to the control and direction of the Governor-in-Council.
- Mode and conditions of making grants      4 Aid to maintain a school on the list of aided schools is given by annual grants, payable by equal monthly instalments, conditional upon the attendance and proficiency of the scholars and the state of the school at the time of the annual examination and during the twelve months immediately following. The payment of any instalment or instalments may, with the previous sanction of the Governor-in-Council be wholly or in part withheld if any breach of these Regulations is committed.
- Inspectors and Assistant Inspectors      5 Officers are appointed and employed by the Government to verify the fulfilment of the conditions on which grants are made. These officers are called Inspectors and Assistant Inspectors.
- Power to visit School      6 The Inspector or an Assistant Inspector may visit any school at any time with or without notice
- Placing School on, &c, list of Aided Schools      No school shall be placed on the list of aided schools or be removed herefrom without the consent of the Governor-in-Council,
- Making of application for grant      8. Every application for a grant-in-aid must be made on a printed form which can be obtained at the office of the Education Department. The application must be sent to the inspector, who will submit the same, together with his report thereon, to the Governor-in-Council.
- General rules as to grants      9 No steps should be taken to establish a school with the expectation of obtaining aid from the Government. Grants cannot be claimed irrespective of the circumstances of the case and the limits of the sum placed at the disposal of the department. If a grant is refused, the reason for its refusal will be communicated to the applicant.
- Restriction on making of grants to new Schools      10 As a general rule, no application will be entertained for a grant to any new school if there already exists an efficient school of the same class having available accommodation within two miles.
- Notification of application for grant to new School.      11 —(1) Every application for a grant to a new school shall be notified in the Gazette, so as to enable managers of existing aided schools within two miles to state any objections which they may have to its being placed on the list of aided schools.  
(2) A copy of the Gazette will be sent to all the managers interested in the application.
- Management of Schools,      12. Every school shall be under the control of one or more managers, who shall be responsible that the regulations subject to which aid is granted are conforming and enforced. If there are two or more managers, one of



their number must be appointed in writing to communicate with the department on all matters relating to the school, and he will receive the Government grant and be responsible to the department for its proper distribution.

13. No schoolmaster can be recognised as the manager of an aided school, nor can any person be recognised as the manager of an aided school if he derives any profit or emolument therefrom. Restrictions as to Managers.

14.—(1) No school shall be conducted for private profit or shall be farmed out by the manager to the teachers. Responsibility of Manager.

(2) The manager shall be responsible for the payment of the teachers' salaries and all other expenses of the school

15.—(1) Schools shall be classified as "A schools," "B schools," "C schools," and "D schools." Classifications of Schools

(2) Schools which fulfil all the conditions of Regulation 17 (2) to (8) inclusive of this code and whose daily average attendance for the six months before any examination is not less than 25 are called "A schools."

(3) Schools which do not fulfil all these conditions are called "B schools."

(4) Mission schools for Aboriginal Indians and schools in remote and sparsely populated localities are called "C schools"

(5) Industrial schools in which theoretical and practical instruction in agriculture, or in a trade or trades, or both, is given are called "D schools."

16 The schedules annexed to this Code shall form part of and have the same effect as the regulations of the Code Effect of Schedules to the Code

## CHAPTER I.

### ANNUAL GRANTS.

#### *A and B Schools.*

17. Before any school is placed on the list of Aided Schools the Governor-in-Council shall be satisfied— Requirements to be satisfied before School is placed on list of Aided Schools as A School

(1) That the average daily attendance for the six months before the date of the application was not less than 40,

(2) That the principal teacher is over 20 years of age, and is certificated,

(3) That the registers of admission and attendance, of the form and in the manner hereinafter described, are accurately kept, that the returns required by the Government or the Department are trustworthy, and that the school is conducted in accordance with an approved time-table (a copy of which signed by the Inspector shall be hung up in the schoolroom), and in an orderly and efficient manner,

(4) That adequate provision is made for the instruction of the girls in needlework,

(5) That the school buildings, including covered galleries, are in good repair; that they are well ventilated, and contain not less than 80 cubic feet (space) and 8 square feet (area) for each child in average attendance,

(6) That the school is provided with a sufficient number of benches of suitable heights to seat all the children without overcrowding, a sufficient number of desks of suitable heights to permit at least one-half of the children to be engaged in writing at the same time, reading books for each standard, copy books, slates, maps, blackboards, clock, log-book, account-book &c.

(7.) That the school is provided with separate latrines for the children of each sex ; and

(8.) That all reasonable care is taken in the ordinary management of the school to bring up the children in habits of punctuality, of good manners and language, of cleanliness and neatness, and also to impress upon the children the importance of cheerful obedience to duty, of consideration and respect for others and of honour and truthfulness in work and act.

**B Schools.**

18.—(1.) Any aided school, hereinafter called "school," the daily average attendance at which for the six months before any examination is less than 25, or which ceases to fulfil any of the conditions 2 to 8 (inclusive) of Regulation 17, shall be classed as a B school.

(2.) No school will be allowed to remain a B school for more than two consecutive years.

**Subjects of examination. First Schedule.**

19. Scholars will be examined in the subjects prescribed in Part II. of the schedule to this code.

**Computation of grant to A Schools. Second Schedule.**

20. The annual grant payable to A and B schools shall be computed according to Part III. of the schedule to this code.

**Qualification of instruction and attendance for individual grants.**

21. Subject to the proviso hereinafter contained, no grant will be allowed for any scholar who has been a pupil for less than six months during the 12 months immediately preceding the examination in the school in which he is examined, and who has made less than 150 attendances.

Provided always (1) that if the parents of any pupil remove from the locality in which his school is to another residence more than two miles distant from such school, and necessitating the attendance of the child at another school, the periods for which he has been a pupil and the attendances at both schools shall be taken into account ; (2) a grant may be allowed for any child not previously on the register of any school, or for any child who has been removed from any school for any reason approved at the time by the Inspector, and in respect of whom no grant is payable to any other school, provided in either case such child has made the requisite number of attendances.

**Qualification of age for individual grants.**

22.—(1.) No grant will be allowed for any scholar over 15 years of age on the day of examination.

(2.) No grant will be allowed for any scholar in Standard I. who is over 12 years of age on the day of examination.

**Proof of age of scholar.**

23. If in the opinion of the Inspector the ages of any scholars are incorrectly entered on the examination schedules he may call upon the manager to furnish him with the names of the parents of such scholars, the districts in which they were born, and refer the cases to the Registrar General, whose decision shall be final.

**Examination in standards.**

24.—(1.) At the first examination scholars may be grouped in any standard fixed by the manager, but scholars may not afterwards be presented for examination in the same standard as, or a lower standard than, that in which they have previously passed.

(2.) If scholars fail to pass in two of the subjects, reading, writing, and arithmetic, they will be considered to have failed altogether, and no grants will be allowed for them.

*C Schools.*

**Definition of sparsely populated locality.**

25. No school shall be considered to be in a sparsely populated locality if the population within a radius of two miles exceeds 200.

**Number of C Schools.**

26. The number of C schools shall not at any time exceed 25.

**Qualification of average attendance for C Schools.**

27. No school shall be accepted or retained on the list as a C school, unless the average daily attendance for the year is at least 12.

28 Subject to the proviso hereinafter contained, no grant will be allowed for any scholar who has been a pupil for less than six months in a C school during the 12 months immediately preceding the examination, and who has made less than 100 attendances, provided always that if the parents of any pupil remove from the locality in which his school is to another residence more than two miles distant from such school and necessitating the attendance of the child at another school, the periods for which he has been a pupil and the attendance at both schools shall be taken into account

Qualifications of instruction and attendance for individual grants

29 The annual grants to C schools shall be 50 per cent more than the amounts prescribed in Part III of the schedule to this Code in respect of reading, writing, and arithmetic, and needlework, and the same amounts in respect of all other subjects.

Grants to C Schools.

30 Regulations 17 (2) to (8) inclusive, 19, 22, 23, and 24 shall apply to C schools as well as to A and B schools.

### D Schools.

31 The number of D schools shall not at any time exceed twelve

Number of D Schools

32.—(1) Before any school is placed on the list of aided schools as a D school Regulation 17 must be complied with, and in addition the Governor-in-Council be satisfied —

Conditions of grant to D Schools.

(a) That the school teaches a trade or trades approved by the Inspector, or gives more advanced theoretic and practical instruction in agriculture than is given in the ordinary Elementary Schools, or provides both such teaching and such instruction.

(b) That the school shall be sufficiently provided with appliances for elementary instruction in agriculture or in the trade or trades to which the school is devoted, and

(c) That the master or mistress appointed to teach agriculture or the trade or trades is duly qualified for that purpose, and has obtained such certificate (if any) as may be required by the Education Department

(2) Any D school which for two consecutive years fails to fulfil any of these conditions—(a), (b), and (c)—or of those prescribed for A schools, shall be removed from the list of aided schools.

33 The manager of a D school shall receive, in addition to the grants payable according to Part III. of the schedule to this Code, the sum of 7 50 dols. for each scholar, being over 12 and under 17 years of age, who may be certified to have been in attendance for not less than 100 days and to have received daily not less than two hours' instruction in agriculture or in the workshop, and who is able to work at his trade to the satisfaction of the Inspector. Provided that the grant to any one D school shall not exceed the sum of 250 dols. for one year

Special grant to D Schools.

34 Regulations 19 to 24 (both inclusive) shall apply to D schools, 17 years being substituted for 15 in Regulation 22 (1)

## CHAPTER II

### MANAGERS.

35 The manager shall be responsible to the Inspector of Schools for the conduct of the school, for the maintenance of its efficiency, and for the provision of suitable buildings, books, and apparatus.

General responsibility of Manager.

- School fees. 36. The manager may require every scholar attending the school who is over 12 years of age, or who has passed the Fourth Standard to pay a school fee not exceeding two cents per week, payable in advance.
- Appropriation of one-tenth of grant for school buildings, &c. 37. The manager may retain not more than one-tenth of the grant made to his school for the purpose of providing and maintaining suitable buildings, books, and apparatus for the school. He may also retain for this purpose any fees paid by the scholars and any local contributions entrusted to him.
- Appropriation of nine-tenths of grant for Teachers. 38. Not less than nine-tenths of the grant shall be divided between the principal teacher and the assistant teacher or teachers or sewing mistress (but not pupil teachers), in such proportions as may, after considering the recommendation of the manager on the subject, be decided by the Inspector. The decision of the Inspector shall be subject to an appeal to the Governor-in-Council.
- Furnishing of quarterly accounts of income and expenditure. 39. The manager shall furnish quarterly to the inspector a detailed account certified by him to be correct of the income and expenditure of the school, attaching thereto vouchers for the expenditure of the Government Grant, including certificate salaries and salaries of pupil teachers. The manager shall personally, if practicable, pay the salaries of all assistant teachers and of the sewing mistress and of pupil teachers, but in any event a receipt for each salary paid must be entered in the school account book and dated and signed by the recipient.
- Furnishing of returns. 40. The manager shall furnish all returns that may be required by the Government or the Inspector.
- Duty of Manager at annual examination. 41. (a) Due notice, not being less than 14 days, will be given of the annual examination, and the manager will be furnished with the examination forms given in Part V. of the schedule to the Code in duplicate, which, together with the declarations thereon, he must have ready for inspection, and duly signed by himself and the principal teacher on the morning of the day of the examination. He will also inform the Inspector at least five clear days before the examination of the probable number of children that will be examined in each standard and of the number to be examined in the extra subjects.
- (b) The manager will also be required to produce the School Registers, Log Book, and School Account Book at the annual examination.
- (c) The Account Book shall state the names of the principal teacher and all the assistant teachers, including sewing teachers and pupil teachers and the respective amounts of their salaries.
- Duty of Manager. Fourth Schedule. 42. Before the examination the manager shall sign the declaration set forth in Form (1) in Part V. of the schedule to this Code. If he is unable to do so, he shall state his reasons in writing for such inability, and the case will be dealt with in such manner as the Governor-in-Council may decide.
- Duty of Manager as to visiting Schools. 43. The manager shall personally visit the school at least once a month, examine and sign the registers, record the results of his visit in the log book, and forward a copy to the Inspector with his monthly school accounts; provided that it shall be sufficient if schools in remote districts, more than 10 miles from the manager's residence, are visited not less than once a quarter.
- Powers of Manager as to Teachers. 44. (1) The manager shall have the exclusive right of appointing and dismissing teachers and assistant teachers, and subject as in hereinafter provided, pupil teachers, but all changes in the teaching staff shall be notified by the manager to the Inspector. Any change, permanent or temporary, will be recognised only from the date on which the same is notified to the Inspector.
- (2) Every teacher who is dismissed by the manager of any school may within ten days thereafter appeal from the decision to any body of the

denomination to which such school belongs, appointed by the authorities of such denomination to hear such appeal and approved of by the Governor, and any such body shall hear and decide any such appeal within fourteen days after it is received, and either party may appeal from such decision to the Governor-in-Council. If there is no such body, or such body does not decide the appeal within the said fourteen days, the manager shall obtain the papers and forward them to the Governor-in-Council, who shall decide the appeal.

(3.) If the manager fails to comply with such final decision public aid may be withdrawn from the school.

### CHAPTER III.

#### TEACHERS

46 Every teacher hereafter appointed to the charge of an Aided school shall be required to hold a certificate of competency, hereinafter called "a certificate," granted after due examination.

Requirement as to Certificate of Competency

47 (1) The Inspector shall have the power to issue a certificate of the second or third class to any person who—

Power to issue Second or Third Class Certificates to certain persons

(a) Holds a certificate from any recognised normal or training school, or

(b) Having been trained in any recognised normal or training school, holds a certificate from the Government of the country or colony in which such school is situated, or

(c.) Has taken a degree at any recognised university in any part of Her Majesty's dominions or in the United States of America, or has obtained an honour certificate at the Oxford or Cambridge Local Examination for seniors or a certificate in the First Division of the First Class at the College of Preceptors, provided that in any of the three preceding cases the Inspector may in any particular instance if there is, in his opinion, sufficient cause for so doing, refuse to issue such certificate, but in such case the applicant shall have a right of appeal against such refusal to the Governor-in-Council, whose decision shall be final.

(2) The Inspector may, with approval of the Governor-in-Council, issue a certificate of competency without an examination to any provisionally-certificated teacher who for ten consecutive years has successfully conducted a school to the knowledge of the Inspector of Schools. The holder of such certificate shall be entitled to the same salary as if he held a third-class certificate.

(3) The Inspector may issue a second-class certificate to any teacher who at the commencement of these Regulations is and has been for ten years previously rendering efficient service as a teacher, and who in 1877 held a second-class certificate which was subsequently cancelled by the then existing Board of Education, because the holder had not in 1877 completed ten years' service.

48 Any certificate of the second class issued under this code or under the Education Regulations, 1890, may, subject to the like power of refusal of appeal as is contained in sub-section (1) of the preceding regulation, be raised to a certificate of the first class after three consecutive years efficient service as a teacher in any aided school of the colony. Provided always that no teacher whose certificate is so raised in any year shall be entitled to claim any increase of certificate salary in that year, unless such increase has been provided for in the sum granted by the combined courts on the Annual Estimates in respect of Grants to Primary Schools.

Power to raise Second Class Certificates.

Power to issue Provisional Certificate, and effect thereof

49 The inspector shall have the power to issue a provisional certificate to any person who, in his judgment, may be properly employed in a school. The holder of any such provisional certificate shall nevertheless be under obligation to present himself for examination at the first certificate examination subsequently held in the colony, provided that the date of such examination does not fall within six months of the issue of the certificate. If the date of the examination falls within those six months, the teacher must present himself at the next succeeding examination. The provisional certificate may be suspended if the holder fails to pass or for any other reason which is, in the opinion of the inspector, sufficient.

Effect of Provisional Certificate

50 A provisional certificate shall not entitle its owner to a certificate salary, nor shall the holder of one be entitled to be entrusted with the training of pupil teachers.

Recognition of Existing Certificates

51 Teachers holding certificates recognised under the regulations which came into force on the 1st day of January, 1883, or under the Education Regulations, 1890, shall be considered as holding certificates of the same class under this code.

Salaries attached to Certificates

52 The following salaries shall, subject to the proviso hereinafter contained, be attached to certificates held by males or females who are principal teachers of schools—

For a First Class Certificate -	-	-	240	dols	per	annum
For a Second Class Certificate -	-	-	180	"	"	"
For a Third Class Certificate -	-	-	96	"	"	"

Provided always that the salary to be received by a certificated teacher in respect of his certificate shall be reduced by one-fifth if, at the annual examination, the school of which he is the principal teacher fails to obtain 50 per cent of full passes calculated on the number presented for examination, and by one-third should his school fail to obtain 40 per cent. of full passes.

Employment of Assistant Teachers in large Schools

53 In a school having had an average daily attendance for the preceding six months of 120 or more, a certificated teacher may be employed as an assistant at a salary of 8 dols. a month, and such portion of the grant as may be determined by the manager and approved by the Inspector, in lieu of two pupil teachers, and in a school having an average daily attendance of 200 or more, two certificated teachers may be employed as assistants, in lieu of four pupil teachers, on similar conditions.

Holding of examinations for Certificates

54 —(1) Examinations for certificates of the second and third classes will be held annually in the month of January, at the Queen's College, Georgetown, and at such other times and places as may be necessary. There shall not be any examination for certificates of the first class.

(2) A syllabus of the subjects of examination is set out in Part VI. of the schedule of this Code, and will be sent to school managers in the month of February

(3) Candidates desiring to sit at any such examination shall apply for a card of admission, and each application shall be accompanied by unused postage or revenue stamps to the value of one dollar or such other sum as may be fixed by the Governor-in-Council.

Position of successful Candidates at examination

55 A successful candidate at his examination, if employed as the principal teacher of a school, will be entitled to draw a certificate salary from the first day of the month immediately following that in which the examination is held

Suspension or cancellation of Certificate

56.—(1.) A certificate may at any time be suspended or cancelled by the Inspector for misconduct, whether the holder thereof is employed as a teacher or not. The Inspector may impose on a teacher guilty of negligence or carelessness without any intention of fraud a fine according to the following scale, namely, for the first offence a fine not exceeding 5 per

cent of the teacher's salary (including his certificate salary, if any) for one month, and for a second or any subsequent offence a fine not exceeding 10 per cent. thereof

(2) The Inspector shall not suspend or cancel a certificate or impose a fine until the teacher has been informed of the charge against him and has been allowed an opportunity of making his defence

(3) If a certificate is suspended or cancelled, or a fine imposed the holder may appeal to the Governor-in-Council, whose decision shall be final

57 All communications from a teacher relating to the discipline or management of his school must be forwarded through the manager. Statistical information, letters with reference to certificate examination, &c, may be sent direct. No reply will be sent to letters when this regulation is disregarded.

58 Teachers will be required to furnish any statistical information, or any information with reference to the attendance of any scholar or scholars, which may be required by the Inspector, or assistant inspectors, or an educational district officer

CHAPTER IV

PUPIL TEACHERS.

59. Pupil teachers are boys and girls selected by the manager to assist in maintaining discipline and in instructing the lower classes. A pupil teacher must not be employed for more than five hours in any one day or more than twenty hours in any one week.

60 The manager is bound to see—

- (1) That the pupil teacher receives, without cost, special instruction from the principal teacher for not less than five hours during every week out of the regular school hours, not more than two hours being on the same day, and
(2) That he, during his last year, attends such classes of instruction in Agricultural Science (including Botany and Chemistry) as may be held for the instruction of teachers

61 —(1) Any school having an average daily attendance of 80, for six months, shall be entitled to one pupil teacher, and to one additional pupil teacher for every 40 above the first 80, but the number of pupil teachers shall in no case exceed four. One or two certificated assistant teachers or teachers may be employed in lieu of two or four pupil teachers.

(2) If the daily average attendance for any three consecutive months falls below the above numbers respectively, a pupil teacher's services shall be dispensed with at the end of that period without previous notice.

62 —(1) An application for the appointment of a pupil teacher shall be made in the form of Part VII of the schedule to this Code or such form as may for the time being be approved by the Inspector.

(2) A copy of such form may be obtained on application to the department

63. Before a candidate can be employed as a pupil teacher he will be required to produce a certificate of birth or baptism, showing he is eligible for the examination, a certificate of good character from a minister of religion, and a medical certificate showing that he is not suffering from any infirmity likely to impair his usefulness as a teacher, and to pass an examination in the subjects specified in Part VIII of the schedule to this Code.

- Examination of Pupil Teachers 64 —(1) No candidate under 14 or over 16 years of age shall be eligible for the first examination as a pupil teacher
- (2) A pupil teacher's engagement shall cease when he or she attains the age of 21 years
- (3) Pupil teachers shall attend such annual examinations as may be appointed by the Inspector, and be examined in the subjects prescribed in Part VIII. of the schedule to this Code Candidates desiring to sit at any such examination shall apply for a card of admission.
- (4) At the examination every pupil teacher shall produce his note books and a certificate of good character from his manager.
- Restrictions on employment of Pupil Teacher 65 (1) No pupil teacher shall be employed as such for more than five years
- (2) A pupil teacher voluntarily leaving or being dismissed from one school shall not as a rule be eligible for employment in another
- (3) After two consecutive failures to pass the annual examination, except such failure is due to illness or other sufficient cause, a pupil teacher will no longer be recognized by the Inspector of schools.
- Salaries of Pupil Teachers 66 Pupil teachers, whilst actually employed in teaching, shall be paid the following salaries —\$3 monthly during the first year, \$4 monthly during the second, \$5 monthly during the third, \$6 monthly during the fourth, and \$7 monthly during the fifth provided always that these increments shall be conditional on their passing at the commencement of the second and subsequent years the annual examination
- Bonus to successful Pupil Teacher 67 Every pupil teacher who passes with credit the five consecutive examinations, and is able to produce a certificate of good character from his manager, shall be entitled to a bonus of \$20.
- Bonus to Principal Teacher for passing of Pupil Teacher 68 A bonus of \$20 shall be paid to the principal teacher of a school for every pupil teacher employed therein who passes the annual examination, if such teacher produces a certificate from the manager showing that such principal teacher has complied with the requirements of Regulation No 60 in respect of such pupil teacher. Such bonus, if more than one principal teacher of the same school has taken part in the tuition of a pupil teacher, shall be apportioned between such persons in proportion to the periods during which such persons respectively have filled the office of principal teacher of such school
- Pupil Teachers' Time-Table. 69 A pupil teachers' time table shall be hung up in a conspicuous place in the schoolroom.

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## CHAPTER V. [omitted].

### REGISTERS.

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## CHAPTER VI.

### GENERAL RULES.

- General right of admission to School 79 No child over five years of age may be refused admission as a scholar into any school on other than reasonable grounds.
- Restrictions on right of admission. 80 No child under four years of age, and no child suffering from any contagious, cutaneous, or infectious disease, or coming from a house in which such disease is known to exist, shall be admitted into any school, and the attendance of any child whose name is on the register but who comes from such house, or is so diseased, shall be prevented by the teacher.



81 It shall not be required, as a condition of being admitted into or continuing in a school, that a scholar shall attend or abstain from attending any Sunday school or any place of religious worship, or that he shall, or shall not, attend any religious observance whatever

Prohibition of condition as to attendance at Sunday School, &c.

82 —(1) The time or times during which any religious observance is practised, or instruction in religious subjects is given, shall be specified in the school time table, which shall be approved by the Inspector and kept permanently and conspicuously affixed in the school-room

Rules as to religious instruction

(2) Any scholar may be withdrawn from any such religious instruction without forfeiting any of the other benefits of the school

83 Members of the Executive Council and of the Combined Court, the Judges of the Supreme Court, Justices of the Peace, and any other persons authorised by the Governor may visit any school, and they shall have liberty to examine the registers and to record the result of their visit in the school log-book. Visitors are requested to report the results of their visits to the Inspector of Schools.

Persons having right to visit Schools

84 Every school shall be kept open for at least five days in each week, except on the fixed holidays and any special holidays granted by the inspector

Working days

85 —(1) In addition to all public holidays, a school may be closed for two weeks at Christmas, commencing on the Friday before Christmas Day, one week at Easter, and four weeks in August, commencing with the first Monday in August. The Easter and August vacations may be changed to other periods, but all such changes must be notified to the inspector beforehand.

Holidays

86. The school hours shall be from 9 a. m. to 12 noon, and from 1 p. m. to 3 p. m., or such hours as may be appointed by the inspector.

School hours

87. Any child over five years of age whose name is on the register of any school, and who has not passed the fourth standard, but who has made fewer attendances or has been a pupil for a shorter time than is prescribed by Regulations 21, 28, and 34 (as the case may be) shall be presented for examination when the annual examination of such school is being held, and shall be examined in the standard in which children of his age are usually examined, but no grant shall be made in respect of any pass obtained by any such child.

Examination of children whose names are on the register, but in respect of whom no grant is to be made

88. As soon as possible after the annual examination the Inspector of Schools shall prepare a return of all such scholars, and this return shall be forwarded to the manager.

Return of children so examined.

89. The Education Regulations, 1890, and the Education Regulations, 1891, are hereby revoked. Provided always that—

- (1.) Any school receiving a grant under the said Regulations shall continue to receive the same up to 1st November, 1900, but no longer
- (2.) Any school examined on or before the 1st March, 1901, shall be examined in the standards prescribed by Regulation 32 of the Education Regulations, 1890, and
- (3.) The salary of any pupil teacher employed at the commencement of these regulations shall, until the 1st day of November, 1900, but no longer, be that prescribed by Regulation 30 of the Education Regulations, 1890, but in all other respects he shall be subject to these Regulations.

*Pensions to Teachers\**

- Appropriation of sum for pensions      \*88 A sum not exceeding \$1,000 per annum, or such other amount as may be voted by the Combined Court, shall be appropriated for paying pensions to deserving teachers
- Number of pensioners, &c      \*89 The number of pensioners at any time shall not exceed 15, namely, five at 100 dollars per annum, and ten at 50 dollars per annum, or such other less amount as may be allowed by the Governor-in-Council
- Selections of pensioners      \*90 The pensioners will be selected by the Governor-in-Council.
- Qualifications of applicant for pension      \*91 An applicant for a pension shall—
- (1) Be a certificated teacher in charge of an aided school at the time when the pension is applied for ;
  - (2) Have become incapable, from age or infirmity, of continuing to teach a school efficiently ,
  - (3) Have, as a rule, been employed as a teacher in an elementary school for 20 years or more , and
  - (4) Be 55 years of age or more, unless the pension is applied for on the ground of infirmity.
- Sending in of applications for pensions      \*92. Applications for pensions shall be sent to the inspector, who will submit them quarterly (in January April, July, and October), with complete record of the applicants' services, to the Governor-in-Council.
- Preferential claims of certain Teachers      \*93 Teachers holding certificates for the first class and of upwards of 30 years' service will be regarded, *cæteris paribus*, as having the first claim.
- Payment of pensions      \*94 The pensions will be paid quarterly on certificates forwarded to the inspector proving identity and good behaviour.

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\* Regulations of 1897 revoked by the Regulations of 1900.

SCHEDULE.

PART II.

Reg

INFANTS' SCHOOLS AND CLASSES —\*Age from 5 to 7 years.

*Reading.*—To read from a Reading Sheet or from an easy Primer containing words of three or four letters.

*Writing.*—To copy on Slate from the Blackboard words of two or three letters

*Arithmetic.*—To point out, and write on slate, figures from 1 to 10, and count up to 20

No child shall be entered for this examination who is under the age of 5 or over the age of 7 years

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STANDARD I.—\*Age from 7 to 9 years.

*Reading.*—To read a few sentences from an Infant School Primer containing not less than 40 pages.

*Writing.*—Short words on paper Small letters on slates from Dictation

*Arithmetic.*—Notation to 100. To add and subtract mentally numbers up to 20

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STANDARD II —\*Age from 9 to 10 years

*Reading.*—Nelson's Royal Reader for Standard I or any similar book Slowly and distinctly

*Writing.*—Text or round hand on paper, and words or sentences from the Reading Book from Dictation on Slates

*Arithmetic.*—Notation to tens of thousands. Easy sums in Simple Addition and Subtraction The Multiplication Table up to 6 times 12.

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STANDARD III.—\*Age from 10 to 11 years

*Reading.*—Nelson's Royal Reader for Standard II, or any similarly graduated book. Clearly and intelligibly

*Writing.*—Transcription on paper. To write a paragraph from the Reading Book from Dictation on Slates.

*Arithmetic.*—Notation to hundreds of thousands The multiplication table. Sums in the simple Rules up to Short Division (inclusive)

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STANDARD IV.—\*Age from 11 to 12 years.

*Reading.*—Nelson's Royal Reader for Standard III, or any similarly graduated book. Clearly and intelligibly.

*Writing.*—To write on paper a paragraph from the Reading Book from Dictation.

*Arithmetic.*—Notation to millions. Sums in the simple Rules, Miscellaneous Questions.

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\* Approximate, but no grant will be made for any child passing the 1st Standard who is over 12 years of age on the day of examination.

## STANDARD V.—\*Age from 12 to 13 years.

*Reading.*—Nelson's Royal Reader for Standard IV., or any similarly graduated book. Fluently and with expression.

*Writing.*—To write neatly on paper, a paragraph from the Reading Book from Dictation.

*Arithmetic*—Any sums (including Miscellaneous Questions) in the Compound Rules and Reduction of money, English and Colonial

*Grammar*—The parts of speech.

*Geography.*—Definitions and British Guiana in detail.

## STANDARD VI —\*Age from 13 to 14 years.

*Reading.*—Nelson's Royal Reader for Standard V., or any similarly graduated book. Fluently and intelligibly to the Inspector without the book.

*Writing.*—Dictation on paper from any book or newspaper.

*Arithmetic*—Miscellaneous Questions and Reduction of common Weights and Measures

*Grammar*—The inflections of words.

*Geography.*—British Guiana and the West Indies.

*Agriculture.*—Blackie's Tropical Reader, Part I.

## STANDARD VII —\*Age from 14 to 15 years.

*Reading.*—To read from any book or newspaper. Good reading at sight

*Writing*—To write from dictation with increased proficiency.

*Arithmetic.*—Vulgar and Decimal Fractions, Practice and Simple Proportion, and the work of the preceding standards.

*Grammar.*—Similar to that required of Standard VI., but with increased proficiency. Parsing.

*Geography.*—The British Colonies.

*Agriculture.*—Blackie's Tropical reader, Part II.

## STANDARD VIII

*Reading*—The same as Standard VII, with increased proficiency

*Writing*—To write a short essay or letter, or to reproduce a story.

*Arithmetic*—All the above rules. Practice, Proportion, Interest and Discount.

*Grammar.*—Parsing and analysis of sentences.

*Geography*—America, and all the above with increased proficiency.

*Agriculture.*—Blackie's Tropical Reader, Part II., with greater proficiency.

N.B.—Reading may be tested in the ordinary class book if approved by the Inspector, but the books must be of reasonable length and difficulty. If only one set of Reading Books is provided for the lower standards, or if the lessons appear to have been learned by rote, the reading may be tested from a book for the same standard brought by the Inspector. Scholars in the fifth and higher standards will be required to understand what they read, and to answer questions on the subject matter of the reading lesson.

\* Approximate, but no grant will be made for any child passing the 1st Standard who is over 12 years of age on the day of examination.

NEEDLEWORK.

I STANDARD	II STANDARD	III STANDARD	IV STANDARD	V STANDARD	VI STANDARD	VII STANDARD	VIII STANDARD
Threading Needles Hemming	Seaming or Sewing Felling	Stitching Sewing on strings. Patching calico garments.	Sewing on linen buttons. Stroking Gathering	Pleating Plain darning Button holing Fixing the work in a plain cotton shirt	Whipping Running tucks. Sewing on frills Setting in gathers Darning stockings	Herring-boning Fine darning Marking with cotton or silk.	Darning and patching fine linen, diaper, and calico Feather stitch Grafting Cutting out and fixing a plain garment
eg A plain pocket handkerchief	eg A child's pinafore	eg A pillow case or a plain chemise without bands or gathers	eg A plain night shirt	eg A plain day shirt	eg A night dress with frills	eg A cambric handkerchief	eg A plain shirt

PART III.

Regulations  
20, 29, 33.

GRANTS.

I The sum of two dollars (\$2 00) shall be paid for every scholar over 7 and under 7 years of age, who, having been a scholar for over six months shall pass in the standard for infants' schools and classes in two subjects

II. A grant of \$1.25 shall be made for each pass in reading, writing or arithmetic, according to the standard in which the child is examined provided such child passes in at least two out of the said three subjects No grant will be made to any school which for two consecutive years fails to obtain 35 per cent of full passes at the annual examination in Reading, Writing and Arithmetic calculated on the number of children presented for examination in accordance with regulation 21

III. No grant will be paid for any scholar who fails in more than one subject

IV. Scholars who pass fully in reading, writing and arithmetic shall be eligible for examination in two of the subjects grammar, geography, agriculture and such other subjects as may be approved by the Governor-in-Council and shall be paid for at the rate of one dollar (\$1 00) for a pass in any one of those subjects The additional sum of one dollar (\$1 00) will be paid for every girl who, having passed in two of the three subjects first mentioned, passes also in needlework.

MERIT GRANTS.

V If at the expiration of any Financial Year the sum voted on the Annual Estimates for that Year in respect of "Grants to Primary Schools" has been only in part expended, the remainder may be divided as a Merit Grant among those Schools which are efficient in Discipline and Instruction, well supplied with Books, Slates, and School Apparatus and

conducted in commodious and well-ventilated buildings, and which contain more than 50 per cent. of full Passes in such proportions as shall, from time to time, be determined by the Governor-in-Council, and published in the Gazette

VI Twenty-five prizes of \$20 each shall be awarded annually in the month of March to the most efficient assistant teachers, sewing mistresses, and pupil teachers whose classes shall obtain not less than 90 per cent of full passes, preference being given to the largest classes and work in the highest standards. Not more than two prizes shall be awarded to the teachers in any one school.

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## PART VI

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### SYLLABUS OF SUBJECTS IN WHICH CANDIDATES FOR CERTIFICATES OF COMPETENCY WILL BE EXAMINED

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#### THIRD CLASS CERTIFICATES.

READING—To read with fluency, ease and expression.

WRITING—To write a Paragraph from Dictation, neatly and correctly  
Copy Setting—

ARITHMETIC—To work sums mentally Fractions, Decimals, Practice, Proportion, and Interest.

GRAMMAR—The Elements of Grammar, including Parsing, Analysis of Sentences, and Shakespeare's "Merchant of Venice," with paraphrasing and questions on the subject matter

SCHOOL MANAGEMENT—To answer questions on the Expedients of Instruction in the elementary subjects—  
(Gladman's School Method).

To answer questions on the Government  
Education Regulations.

The method of keeping School Registers.

GEOGRAPHY AND HISTORY—LUCAS' Historical Geography of British Guiana, Trinidad, Barbados, and Jamaica.

EUCLID AND ALGEBRA—(For Males only).

AGRICULTURAL—(For Males only)—The elements of Tropical Agriculture

NEEDLEWORK—(For Females only).—Plain Needlework, including Cutting Out

DOMESTIC ECONOMY—(For Females only).—MANN'S Domestic Economy, pp 38 to 175. Special importance will be attached to the nature and action of food, and to the preparation of it

EUCLID, BOOKS I. AND II.—Two hours will be allowed for the paper, which will consist of two parts. The first part will contain book work questions only, and will be collected at the expiration of an hour and a quarter, the second part will contain Easy Geometrical Exercises

ALGEBRA—The Multiplication and Division of Algebraic quantities; Theory of Indices; Greatest Common Measure and Least Common Multiple; the Extraction of Square Root; Easy Equations.

SECOND CLASS CERTIFICATES

- READING—Candidates will be expected to show proficiency in the higher qualities of good reading and to read with ease, fluency and accuracy long and involved sentences.
- WRITING—To write a more difficult paragraph from Dictation neatly and correctly.
- ARITHMETIC—The whole subject, including Mental Arithmetic, and Elementary Mensuration
- HISTORY AND GEOGRAPHY—The Historical Geography of British Guiana and the British West Indies. To draw Maps from Memory of the more important Colonies (LUCAS.)
- GRAMMAR—Parsing, Paraphrasing, Analysis of Sentences, Syntax, and to write plain prose on a given subject One of Shakespeare's Plays of which notice will be given at least one year before the examination. Questions on language, and subject matter
- SCHOOL MANAGEMENT—To answer questions on the expedients of Instruction in Elementary subjects  
To draw time tables for use in a school, under given conditions  
To answer questions on the Government Education Regulations, and on the keeping of School Registers
- EUCLID AND ALGEBRA—(For Males only)
- EUCLID—BOOKS I, II, III—See requirements for Class III More difficult Geometrical Exercises
- ALGEBRA—Same as for Class III, and the Solution of Quadratic Equations, and problems producing such equations, Ratio and Proportion, Progressions, Permutations and Combinations
- AGRICULTURE—(Males)—Tropical Agriculture. The questions will at present be confined to the subjects treated in the Book on this subject published by the Government of Jamaica, and Blackie's Tropical Readers or other Books, of which due Notice will be given
- DOMESTIC ECONOMY—(Females)—The whole subject as treated by Dr. MANN Questions will be asked on the making of poultices, nourishing Puddings, and teas for Invalids, the treatment of scalds and burns, &c, &c.
- NEEDLEWORK—(Female)—Candidates will be required to show excellence in plain Needlework

N B.—Candidates must bring lead pencil, thimble and scissors

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OPTIONAL SUBJECTS.

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ALL CLASSES

- MUSIC—(1) Notation in the Treble and Bass Clefs, Time, Accent, and the Major and Minor Scales  
(2) To write down in correct time, short and simple passages played in the presence of the Candidate.

DRAWING—Any of the following exercises in any order, no candidate taking up more than three :—

- (1) Free hand from flat examples
- (2) Linear Geometry, with Instruments.
- (3) Linear Perspective.
- (4) Model Drawing.
- (5) Drawing on the Blackboard.

SCIENCE—Elementary Botany and Chemistry—Sanitary.

SCALE OF MARKS

	Full marks
READING * - - - -	100
WRITING * - - - -	100
ARITHMETIC* - - - -	150
GRAMMAR* - - - -	120
SCHOOL MANAGEMENT* - - - -	100
HISTORY AND GEOGRAPHY - - - -	100
EUCLID AND ALGEBRA - - - -	120
AGRICULTURE - - - -	60
MUSIC - - - -	60
DRAWING (20 for each subject) - - - -	60
DOMESTIC ECONOMY - - - -	100
NEEDLEWORK* - - - -	100
Total Males - - - -	970
Total Females - - - -	990

*Minimum Marks for a Pass—*

III. Class - - - -	450
II Class - - - -	500

Failure to obtain 30 per cent. in the Subjects marked \* excludes a candidate from a Certificate

No value will be given to Papers for Second and Third Classes marked below 40 and 35 per cent. respectively

PART VII.

EDUCATION DEPARTMENT, BRITISH GUIANA.

GRANT-IN-AID SCHOOLS.

PUPIL TEACHER'S CERTIFICATE

Date 19

SIR,—I have the honour to inform you that I have this day nominated as Pupil Teacher in the School, believing to be well qualified for the office in respect of health, character, habits, and parentage.

I further certify that passed the VI. Standard in  
 Reading, Writing, Arithmetic, Grammar, and Geography, and at an Examination held at School on the day of , 19

I am, Sir,

Your obedient Servant,

*Manager.*

Registered this

day of

19 - No.  
*Inspector of Schools.*



## PART VIII.

Reg. 63 &amp; 64.

## PUPIL TEACHERS' EXAMINATION.

## READING

For Admission.	To read fluently and correctly a passage of prose from a fifth reading book.
End of First Year.	As above, from any book or newspaper
End of Second Year	As above, and to repeat 40 consecutive lines of poetry.
End of Third Year.	As above, and to repeat 60 consecutive lines of poetry or prose
End of Fourth Year.	Vide Requirements for Teachers' Certificates, Class III.

## WRITING.

For Admission	To write from Dictation a passage from a fifth reading book.
End of First Year	A more difficult piece from a newspaper
End of Second Year	A still more difficult paragraph—Narrative Composition.
End of Third Year	A short Essay
End of Fourth Year.	Vide requirements for Teachers' Certificates, Class III.

## ARITHMETIC, &amp;c

For Admission.	To work sums in the Compound Rules, Money, Colonial and English, and Weights and Measures.
End of First Year.	Vide requirements for Standard VII
End of Second Year.	Vide requirements for Standard VIII
End of Third Year	The same with increased proficiency (Males—Euclid, Book 1, Propositions 1 to 15 Algebra to Division.)
End of Fourth Year	Vide requirements for Teachers' Certificates, Class III

## ENGLISH GRAMMAR.

For Admission	Definitions, and to tell the parts of speech in a simple sentence.
End of First Year.	The inflections of words. Simple parsing
End of Second Year	More difficult parsing The analysis of Sentences.
End of Third Year.	More difficult Analysis and easy paraphrasing.
End of Fourth Year	Vide requirements for Teachers' Certificates, Class III.

## GEOGRAPHY.

For Admission.	Geographical Definitions. British Guiana
End of First Year.	British Guiana in detail. The West Indies—(British)
End of Second Year.	The British Empire.
End of Third Year.	The same, with increased proficiency. Maps.
End of Fourth Year.	Vide requirements for Teachers' Certificates, Class III.

## TEACHING.

At the end of the Second Year, Pupil Teachers will be required to teach a class to the satisfaction of the Inspector. Each subsequent year he will be required to show increased proficiency, and to satisfy the Inspector of his power to conduct a school.

## NEEDLEWORK.

V STANDARD.	VI STANDARD.	VII STANDARD.	VIII STANDARD
Pleating Plain darning. Button holing Fixing the work in a plain cotton shirt.	Whipping Running tucks. Sewing on frills. Setting in gathers Darning stockings.	Herringboning Fine darning. Marking with cotton or silk.	Darning and patching fine linen, diaper, and calico. Feather stitch. Grafting. Cutting out and fixing a plain garment.
e.g. A plain day shirt	e.g. A night dress, with frills.	e.g. A cambric handkerchief	e.g. A plain shirt

## AGRICULTURE, &amp;c.

End of Second Year Blackie's Tropical Reader, part I

End of Third Year. Blackie's Tropical Reader, part II.

End of Fourth Year. Vide requirements for III. Class Certificates.

During the Fifth Year Pupil Teachers will be required to attend a course of Lectures on Chemistry and Botany, and to pass the examination held in connection therewith

APPENDIX C.

AN ORDINANCE (1900) TO AMEND THE ELEMENTARY EDUCATION ORDINANCE, 1876

Be it enacted by the Governor of British Guiana, with the advice and consent of the Court of Policy thereof, as follows —

1 This Ordinance may be cited as the Elementary Education Ordinance, 1876, Amendment Ordinance, 1900 Short title

2 The Elementary Education Ordinance, 1876, (hereinafter referred to as the Principal Ordinance), and this Ordinance shall be construed together as one Ordinance Construction

3 In Section 2 of the principal Ordinance the following provisions shall be inserted, namely — Interpretation of term

“Authorised person” means any person who, under this Ordinance has, and is entrusted with the same rights, powers, privileges, and functions as an educational district officer,

“Prescribed” means prescribed by any Regulations made under this Ordinance

And the following definitions, namely, —

“Aided School” means an elementary school, the managers of which receive any grant-in-aid from the colonial revenues,

“Colonial School” means an elementary school established by the Inspector of Schools and maintained from the colonial revenues,

“Industrial School” means any elementary school in which theoretic and practical instruction in agriculture or in any trade or trades, or in both is given and which is recognised under the regulations as an Industrial School,

are hereby substituted for the definitions of “Public Elementary School,” “Colonial School,” “Industrial School” and “Day Industrial School,” in that section given

4 In Section 7 (1) and Section 8 of the principal Ordinance the words “or pupils” are hereby inserted after the words “the children,” and the words “as Teacher or otherwise,” after the words “immoral conduct” wherever appearing in those sections Amendment of Sec 7 (1) and Sec 8 of Ord 3 of 1876.

5 The following sub-section shall be added to Section 10 of the principal Ordinance — Amendment of Sec 10 of Ord 3 of 1876

(3) Every member of the Combined Court, Minister of Religion, Justice of the Peace, Inspector of Schools, Assistant Inspector of Schools, School Manager, Certificated principal Teacher of a school authorised by writing by the manager of his school. Member of any Town or Village Council, Commissary of Taxation, Government Officer appointed under the Crown Lands Ordinance, 1887, or the Mining Ordinance, 1887, member of the Police Force, or person authorised by the Governor shall have and may exercise all the rights, powers, privileges and functions vested in an Educational District Officer by the Principal Ordinance provided always that no Police Constable shall have and exercise the powers given to an Educational District Officer by Section 15 or Section 52 of the Principal Ordinance unless authorised or empowered as therein mentioned and provided also that nothing herein contained shall impose on any person hereinbefore specified the duties imposed on Educational District Officers by Section 11 of the principal Ordinance.

6 In Section 14 (1) of the Principal Ordinance, the words “if such parent has previously been warned without effect to provide such instruction” are hereby inserted after the words “district officer may” Amendment of Sec 14 (1) of Ord 3 of 1876.

7 In Section 15 of the principal Ordinance, in sub-section (1) the words “elementary school other than a Industrial School” are hereby substituted for the words “Public Elementary School”, and in sub-section (3) the Amendment of Sec 15 (3) of Ord 3 of 1876

words "the person taking the child into custody" are hereby substituted for the words "Educational District Officer."

Amendment of Sec 24 (3) of Ord. 3 of 1876. 8 In Section 24 (3) of the Principal Ordinance the words "the person enquiring into the matter" are hereby substituted for the words "Educational District Officer"

### *Industrial Schools*

Teacher's power of detention over children 9 Every child required to attend or sent by his parent to an industrial school may be detained by the teacher during such hours as may be prescribed

Employment of children 10 — (1) Every child attending an industrial school may be employed in the vicinity of such school during prescribed hours in agricultural pursuits on any plantation or lands or in any workshop. Provided always that the full value of any labour performed by a child after deducting the cost of the instruction and of the food (if any) supplied at the cost of the school to such child shall be paid to the parent of or secured for such child.

(2) The amount that may be deducted for such cost shall be fixed by the Inspector of Schools

Provision for children required to attend school for part only of a day 11 Provision shall be made at every industrial school for allowing children who are only required to attend an elementary school for two and a half hours in the day to receive instruction in elementary education in such school without becoming subject to the industrial training at such school.

Execution of order requiring child to be sent to school 12. Every child ordered by a Stipendiary Magistrate to be sent to an industrial school may at any time, while the order continues in force, be taken to the industrial school named in the order by an Educational District Officer or authorised person, or by any person authorised in writing by an Educational District Officer or authorised person.

Powers of Stipendiary Magistrate under Ord. 1 of 1852. 13 Nothing in this or the principal Ordinance shall affect the power and jurisdiction of any Stipendiary Magistrate under the Industrial and Reformatory Schools Ordinance, 1852, and in any case coming before a Stipendiary Magistrate under Section 15 or 16 of this Ordinance, such Magistrate may, in lieu of dealing with the case thereunder, order the child to be sent to the industrial school mentioned in the said Ordinance as if the case had arisen under and was expressly provided for by that Ordinance, and its provisions shall apply to every such order and to any child and the parent and father (as in this Ordinance defined) of any child sent to such school under such order.

Amendment of sections 35 and 41 (3) of Ord. 3 of 1876. 14 In Sections 35 and 41 (3) of the Principal Ordinance, the words "aided school" are hereby substituted for the words "Public Elementary School."

15. Section 37 of the Principal Ordinance is hereby repealed and the following substituted therefor —

Payment and application of school fees 37 — (1) Every parent of a pupil who attends an aided school or a colonial school, after he has ceased to be a child or has passed the prescribed fourth standard, shall be bound to pay to the teacher of such school for every week in which such pupil attends the school, a school fee not exceeding such sum as may be prescribed.

(2) All school fees must be paid not later than during the week next following the week in respect of which the same may have become payable.

(3) All school fees shall be applied for the maintenance of the school.

Amendment of Sec 41 (1) of Ord. 3 of 1876. 16. In Section 41 (1) of the Principal Ordinance, the words "or if in any district the Governor-in-Council on economical or other grounds direct him to do so" are hereby inserted before the words "the Inspector of Schools."

Amendment of Sec. 42 (2) of Ord. 3 of 1876. 17. In Section 42 (2) of the Principal Ordinance, the words "or entitled" are hereby inserted after the words "proprietor shall be compelled,"

18. In Section 46 of the Principal Ordinance, the words "the Inspector of Schools, every person authorised in writing by him and" are hereby inserted before the words "every Educational District Officer"

Amend  
of Sec 4  
Ord. 3 of

19. Any school fee or any sum payable under Section 21 of this Ordinance which is due and unpaid may be sued for and recovered in any Court of competent jurisdiction by the manager of the school or any teacher authorised in writing by such manager to recover it, or in the case of a colonial school by the Inspector of Schools or any one authorised in writing by him, and shall in all Courts be deemed a debt due to the person suing, by the parent

Recover  
school fe  
&c

20. In Section 51 of the Principal Ordinance, the words "in proceedings other than those taken for the recovery of school fees" are hereby inserted after the words "Plaintiff or"

Amend  
of Sec .  
Ord 3 o  
1876

21 —(1) If a child whose name is on the register of any school and who has not passed the prescribed fourth Standard (a) is absent from the prescribed annual examination, or (b) is not a pupil of such school for the prescribed period, before such examination, or (c) does not make the prescribed number of attendances before it, and also fails in any of such cases to pass such examination in the standard in which children of his age are usually examined, the parent of such child shall in the absence of any reasonable excuse, be liable to pay to the manager of such school within two months after the date of the examination, a sum equal to the grant which would have been made to such school in respect of such child if such child had passed the examination. Provided always that no liability shall be incurred under this sub-section unless the parent of such child has a reasonable time before such examination been warned of the liability he is incurring hereunder

Liabilit  
parent  
child do  
not atte  
examin.  
&c

(2) Any return or certificate purporting to be signed by the Inspector of Schools and to state the absence of any such child from or the failure of any such child to pass the prescribed examination shall be *prima facie* evidence thereof.

22. The words "or authorised person" are hereby inserted after the words "educational district officer," wherever such words occur in Sections 12, 14, 15, 16, 22, 24, and 52, and in Forms No 2, No. 3, No 4, No 6, and No. 7 of the Principal Ordinance

Insertio  
words  
" autho  
person"  
in speci  
parts of  
3 of 187

23. The words "aided school or colonial school" are hereby substituted for the words "Public Elementary School or any Day Industrial School" in Section 14 (2) (a) and Section 23 (1) of the Principal Ordinance

Amend  
of Sect  
and 23  
Ord. 3  
1876.

24. The words "to sue for and recover the school fees hereina required to be paid and" in Section 11 (4): the words "or to a Day Industrial School" in Section 15 (2) (b) and in Section 16 (1) (a) and (b): Sections 27 to 33 (both inclusive), 38, 39, 40, 48, 50, of the Principal Ordinance and Form No. 11 the words "or be sent to the Day Industrial School at" in Form No 5, and the words "or to the Day Industrial School at" in the note to Form No 7, in the schedule to the same Ordinance, are hereby repealed

Repeal

25. If the principal Ordinance is at any time reprinted under the authority of the Government, it shall be reprinted as amended by this Ordinance, and it shall be lawful to insert therein the additional sections hereby enacted in such places as may be deemed by the Government most suitable and to renumber, if necessary, all or any of the sections of the Principal Ordinance.

Reprin  
authority  
of Prin  
Ordina

26. Any regulations in force at the commencement of this Ordinance shall have effect as if enacted immediately after such commencement.

Applic  
to Reg  
tions.

THE  
TEACHING OF AGRICULTURE IN  
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## THE TEACHING OF AGRICULTURE IN ELEMENTARY AND HIGHER SCHOOLS IN THE WEST INDIES

In an interesting paper on *Agricultural Education in Greater Britain*, read before the Society of Arts on February 27, 1900,\* Mr. Hedger Wallace arrives at the conclusion that "throughout Greater Britain, irrespective of climatic, racial, and political divergencies, there is a universal movement to give all interested in the culture of land every opportunity, facility, and assistance possible to improve themselves, their art and craft, and the land and its produce"

In the developments which have taken place in this direction during recent years few, if any, are more important and interesting than that which has resulted from the Report of the West India Royal Commission (Sir H. W. Norman, Sir E. Grey, and Sir D. Barbour), published in 1897 †

The Commissioners observed that while it was possible that no industry or series of industries could be introduced into the West Indies which would ever completely take the place of sugar, and certainly that no such results would be attained within the space of a few years, they regarded it as being of the utmost importance that no time should be lost in making a beginning of substituting other industries for the cultivation of the sugar-cane. They unanimously recommended *inter alia* .—

- (1) The settlement of the labouring population on small plots of land as peasant proprietors
- (2) The establishment of minor agricultural industries and the improvement of the system of cultivation, especially in the case of small proprietors
- (3) The improvement of the means of communication between the different islands, and
- (4) The encouragement of a trade in fruit with New York and, possibly, at a future time, with London.

On the subject of a system of peasant proprietors, the Commissioners remarked as follows —

"If the sugar estates are thrown out of cultivation, it is extremely improbable, and, in fact, it may be stated to be impossible, that any industry to be conducted on large estates can ever completely take its place, we have therefore no choice but to consider how means can be found

Extracts  
from Report  
—A System  
of Peasant  
Proprietors

\* Printed in the *Journal of the Society of Arts*, March 9, 1900, for a "Supplementary Note" see the same Journal for July 13, 1900.

† Cd. 8655, 2s. 8d.



to enable the mass of the population to support themselves in other ways than as labourers on estates: If work cannot be found for the labouring population on estates, they must either emigrate or support themselves by cultivating small plots of land on their own account. No large industry, other than agriculture, offers any prospect of success, except possibly the gold industry in British Guiana, and when large estates cannot be profitably worked the adoption of the system of cultivation by petty proprietors is inevitable.

"The labouring population in the West Indies is mainly of negro blood, but there is also, in some of the Colonies, a strong body of East Indian immigrants, and the descendants of such immigrants. The negro is an efficient labourer, especially when he receives good wages. He is disinclined to continuous labour, extending over a long period of time, and he is often unwilling to work if the wages offered are low, though there may be no prospect of his getting higher wages from any other employer. He is fond of display, open-handed, careless as to the future, ordinarily good humoured, but excitable and difficult to manage, especially in large numbers, when his temper is aroused.

"The East Indian immigrant, ordinarily known as the coolie, is not so strong a workman, but he is a steadier and more reliable labourer. He is economical in his habits, is fond of saving money, and will turn his hand to anything by which he can improve his position.

"The cultivation of the sugar-cane has been almost entirely carried on in the past on large estates, but both the negro and the coolie like to own small patches of land by which they may make their livelihood, and take a pride in their position as landholders, though in some cases they also labour at times on the larger estates, and are generally glad to have the opportunity of earning money occasionally by working on such estates, and on the construction and maintenance of roads and other public works. The existence of a class of small proprietors among the population is a source of both economic and political strength.

"The settlement of the labourer on the land has not, as a rule, been viewed with favour in the past by the persons interested in sugar estates. What suited them best was a large supply of labourers, entirely dependent on being able to find work on the estates, and, consequently, subject to their control and willing to work at low rates of wages. But it seems to us that no reform affords so good a prospect for the permanent welfare in the future of the West Indies as the settlement of the labouring population on the land as small peasant proprietors; and in many places this is the only means by which the population can in future be supported. The drawbacks to the system of peasant proprietors have hitherto been their want of knowledge and care in cultivation, and the habit of what is called prædial larceny. The latter term is applied to the theft of growing crops, which is said to be very prevalent. We do not believe it will disappear until such practices are universally condemned by native public opinion, which, unfortunately, does not appear to be the case at present, and in the meantime each Colony must deal with the question as may seem best. The small proprietors show some desire to improve their modes of cultivation, and we shall have some suggestions to make on this subject.

"But whilst we think that the Governments of the different Colonies should exert themselves in the direction of facilitating the settlement of the labouring population on the land, we see no objection to the system of large estates when they can be maintained under natural economic conditions. On the contrary, we are convinced that in many places they afford the best, and, sometimes, the only profitable means of cultivating certain products, and that it is not impossible for the two systems, of large estates and peasant holdings, to exist side by side with mutual advantage."

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The Commissioners then proceed to make the following proposal for the establishment of a Department of Economic Botany in the West Indies, at the expense of the Imperial Exchequer, and in connexion with that proposal to suggest

certain changes in the course of education in the public schools of the Islands

*"Establishment of a Department of Economic Botany in the West Indies.*

"The practical work of cultivating new products must be left in the hands of private persons, whether owners of large estates or peasant proprietors, but there are certain directions in which assistance can be given by the State

"Your Majesty's West Indian possessions are, as a rule, not of large extent, and some of them, though possessing separate administrative and financial systems, are of very limited area. Communication between them is difficult, and with the outside world it is both tedious and expensive. The persons engaged in cultivation suffer from this state of isolation, and are often without any information as to what is being done elsewhere. The cultivator of one product is often quite ignorant of the best means of cultivating any other, and does not know whether his soil and climate might be better adapted for something else. These remarks have special reference to the small cultivators, but they are not wholly inapplicable to persons interested in the larger estates

"The botanical establishments in the larger Colonies, such as Jamaica, Trinidad, and British Guiana, have already rendered considerable assistance in improving agricultural industries, and they are capable of being made increasingly useful in this respect. In the Windward and Leeward Islands and Barbados, small establishments called botanic stations were established a few years ago on the advice of the director of Kew Gardens, and the results, though not yet extensive, have been of a distinctly promising character. It is evident that to grapple with the present circumstances, there is required for the smaller islands a special public department capable of dealing with all questions connected with economic plants suitable for growth in tropical countries, and we recommend the establishment of such a department, under which should be placed the various botanic stations already in existence. These stations should be enlarged in their scope and character, and be organised on the lines found so successful in Jamaica. In the latter Colony it is admitted that intelligent and progressive action in the direction of encouraging a diversity of industries has produced most satisfactory results. To achieve this result has, however, taken more than 20 years of persistent effort, and the Government has spent more than £100,000 during that period on its botanical establishments. The department has distributed seeds and plants at nominal prices by means of the post office, Government railways, and coastal steam service, it has supplied information orally or by means of bulletins, regarding the cultivation of economic plants, and has encouraged the careful preparation of the produce by sending agricultural instructors on tour through the island to give lectures, demonstrations, and advice

"The special department recommended for carrying on similar work in the Windward and Leeward Islands should be under the charge of a competent Imperial officer, whose duty it would be to advise the Governors in regard to all matters affecting the agricultural development of the islands. He would take part in consultations with the object of improving agricultural teaching in colleges and schools, and of training students in agricultural pursuits, and would attend to the preparation of suitable literature on agricultural subjects. The existing botanic stations should be placed under his supervision, and the charge of maintaining them transferred to Imperial funds. Each botanic station would be actively engaged in the introduction and improvement of economic plants, and in propagating and distributing them throughout the island. It would carry out the experimental cultivation of new plants to serve as an object-lesson to cultivators, and it would be prepared to give the latest information to inquirers regarding economic products, and to provide suitable men, as agricultural instructors. To effect all this will require funds entirely beyond the present resources of the smaller islands. We are, therefore, of opinion that as the necessity for such a department is urgent, the cost should be borne by the Imperial Exchequer.

"The promising experimental work connected with raising new varieties of canes, and increasing the production of sugar by the use of manures and other means, should receive special attention. The cost of some of this work would be a legitimate portion of the charge above stated. The chief experiments might be carried on as hitherto by the officers in charge of them in British Guiana, Barbados, and Antigua, but continued and extended, if found desirable, in Trinidad and Jamaica. In addition, the botanic stations in the Leeward and Windward Islands would maintain nurseries for the introduction of all new and promising canes, and would undertake the distributing them within their respective spheres of action. [The Commissioners then refer to Dr. Morris' Memorandum, as printed below]

"In dealing with the question of introducing new industries into the West Indian Colonies, or of extending existing industries, it must be borne in mind that for many of the special products of the West Indies there is only a limited demand. There is, for example, a comparatively large market for coffee, but not for such products as arrowroot or nutmegs, and if they were extensively grown in a number of the Islands they would soon cease to command a remunerative price. This has actually happened in the case of arrowroot

*Education.—Elementary, Agricultural, and Industrial.*

"In the course of our stay in the West Indies our attention was frequently called to the question of the progress of general education, and we obtained a considerable amount of information on this subject. There has been a marked increase of expenditure on this account in recent years, and, no doubt, the efforts made for the extension of education have been largely successful. The total expenditure on education amounted to about £95,000 in 1882, and to nearly £180,000 in 1896, showing an increase of about 90 per cent. It may be hoped that in Jamaica and Grenada, and probably in Trinidad also, it will not be found necessary, on financial grounds, to curtail this expenditure, but if the sugar industry fails in British Guiana and in the islands not mentioned above, the revenue may be quite unequal to the maintenance of the whole of the existing schools.

"At the present time a system of training in agricultural occupation is much needed. We think that some, at least, of the botanic stations should have agricultural schools attached to them, where the best means of cultivating tropical plants would be taught, and if elementary training in agriculture were made a part of the course of education in the public schools generally, the Botanic Department would be in a position to render valuable assistance

"Agriculture, in one form or another, must always be the chief and the only great industry in the West Indies, but a system of training in other industrial occupations, on a limited scale, is desirable, and would be beneficial to the community."

Extracts  
from Subsidiary Report

Appended to the Commissioners' Report was a subsidiary report by Dr. Morris, C.M.G. (at that time Assistant-Director of the Royal Gardens, Kew, and now Imperial Commissioner of Agriculture for the West Indies) Dr. Morris's report comprised the following

SCHEME FOR THE ESTABLISHMENT OF A DEPARTMENT OF ECONOMIC BOTANY AND FOR AGRICULTURAL INSTRUCTION IN THE WEST INDIES

At the request of the Chairman the following scheme has been prepared for the special public department suggested by the Commission for developing the resources of the Leeward and Windward Islands and Tobago, and for affording assistance to the experimental cane cultivation to be carried on, in continuance of present efforts, in British Guiana, Barbados, and Antigua,

It is understood that concurrently with the working of this scheme steps will be taken by the Government in each island to open roads, to settle the people on the land, and provide facilities for delivering produce at the nearest shipping ports.

It is farther understood that a subsidy will be granted by the Imperial Government—(1) to establish direct steam communication (weekly or fortnightly as required) between Dominica and St Vincent and New York, and (2) for cheap and regular steam communication by means of two or more small steamers between the several members of the Leeward and Windward groups, connecting with each other, and with the New York steamers, at a central point such as Barbados or St Lucia.

It would be desirable to arrange for such tariffs by these steamers as would afford facilities for the conveyance of produce at specially low rates of payment, and supply a ready and convenient means of moving from one island to another to all classes of the community\*.

The probable amount of the subsidies required would be £5,000 for the service to New York, and £1,800 to £2,500 each for the local steamers; £10,000 should be sufficient for both services.

It may be pointed out that the islands under consideration form an extended chain, the component parts of which are divided by intervals of sea varying from 20 to 100 miles across. They extend, in fact, north and south over seven degrees of latitude and form the eastern boundary of the Caribbean Sea. The extreme points are distant seven days by the route taken at present by the Royal Mail Company's steamers, which require a detention of two days and nights at Barbados.

The duties to be entrusted to the proposed department have been described in the report as follows—(1) to supervise and extend the work of the present botanic stations, (2) to start industrial schools for training boys in agricultural pursuits, (3) to encourage the theoretical (and to some slight extent the practical) teaching of agriculture in elementary schools, (4) to promote the teaching of scientific agriculture in colleges and schools, (5) to organise horticultural shows and exhibitions of implements and machinery suitable for cultivating and curing tropical products, and (6) to prepare bulletins, leaflets, and other literature on subjects suitable for cultivation in the West Indies.

The duties devolving on the botanic stations may be more fully described. They are to devote themselves in a systematic manner to the work of introducing, propagating, and distributing all the promising economic plants of the tropics, they are to initiate the experimental cultivation of new or little known plants, and assist in the efforts made in the larger colonies to secure improved varieties of the sugar cane. They are to act as centres for diffusing accurate information, and as training institutions for the practical teaching of tropical agriculture, also as the headquarters from which agricultural instructors would be sent to give lectures and demonstrations bearing upon the selection of land for tropical economic plants, their suitable cultivation, and the best methods for curing and packing the produce.

No provision is made in this scheme for the purchase of land or for buildings required, as these might be provided by the local governments in lieu of continuing the present payments to the botanic stations. It is desirable that the funds contributed by the Imperial Government should be wholly devoted to the efficient working of the department, and not to establishing gardens or erecting permanent structures.

#### ADMINISTRATION.

It is recommended by the Commission that "a competent Imperial officer" be appointed to take charge of the department, whose duty, briefly

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\* The Royal Mail Company might also be asked to afford special facilities for the conveyance of bulletins, seeds, and economic plants between all parts of the West Indies. In fact such articles should be carried free of charge when exchanged between the several botanic gardens for the purpose of improving the general welfare of these Colonies.

stated, would be to develop the agricultural resources of the Windward and Leeward Islands and Barbados

It has been suggested that this officer should act under the direct authority of the Secretary of State, and should locally administer and be responsible for all the funds contributed by the Imperial Government. The most convenient headquarters in every way would be Barbados.

This scheme might be submitted beforehand, and receive the careful consideration of the several governments concerned, but when the general policy has been settled it should be understood that all administrative details, and the charge of all the existing and any further botanic stations established in the Windward and Leeward Islands, are left entirely in the hands of the Imperial officer, who might also act, as occasion required, as consulting authority to the other Colonies

It is an essential part of the scheme now set forth that it should be consistently carried out for a period of ten years at least.

<i>Head Office</i>		£
*Chief officer - - - - -		1,000
†Travelling superintendent - - - - -		400
Clerk - - - - -		200
Travelling and office expenses - - - - -		600
Total - - - - -		2,200

#### TOBAGO

The Commissioners state that "it is desirable that a botanic station be established at Tobago subordinate to the Botanic Department at Trinidad, and having for its object the attainment of the same end." The island is too poor to support such a station itself, and it is very improbable that Trinidad, at present at least, will be prepared to assist it. The only alternative is to include it under the present scheme. The supervision might very well be left to the Superintendent of the Trinidad Department. The grant proposed might be expended as follows —

<i>Botanic Station, Tobago.</i>		£
Curator, £150-£200 - - - - -		200
Agricultural Instructor, £70-£100 - - - - -		100
Foreman - - - - -		50
8 labourers, £15 - - - - -		120
Tools, manure, &c - - - - -		30
		500
† for 6 labourers, £15 - - - - -		90
3 students, £10 - - - - -		30

#### GRENADA.

The present Botanic Garden, with the limited means at its command, does useful work, but, in accordance with the recommendation of the Commission, "this work should be extended and the station held respon-

\* The Director of the Botanical Department in Jamaica receives salary and emoluments of £800 a year, the Government analytical chemist at British Guiana receives £1,000 a year

† To complete one visit of inspection through all the islands, staying a fortnight in each one, would occupy about four months. It is, therefore, essential to have the services of a superintendent to assist in organising the various agencies, and to be in charge of the head office when the chief officer is on tour.

sible for agricultural instruction, for the introduction and experimental cultivation of tropical plants of economic importance." Provision is suggested for additional land to be placed under experimental cultivation, for the employment of an agricultural instructor, and for the training of students. The latter are to be boys selected from the elementary schools and given a small weekly sum (in fact, a scholarship) to support them while being trained at the Garden. The full course should be for five years. Some assistance might be given from Grenada to the Island of Carriacou as indicated in the report on that island.

The details of the vote are as follows

<i>Botanic Station, Grenada</i>		£
Curator	- - - - -	200
Agricultural Instructor, £130-£150	- - - - -	150
Travelling and house allowance	- - - - -	70
Foreman	- - - - -	70
10 labourers, £15	- - - - -	150
4 students, £10	- - - - -	40
Tools, plants, &c.	- - - - -	50
		730

ST VINCENT

This island and Dominica require not only immediate assistance to prevent the people from becoming absolutely destitute, but, they promise to be more readily rescued from this condition by establishing a trade in bananas and other fruit with New York. This subject has been already dealt with in the preceding report. It is proposed to employ two agricultural instructors, to increase the number of students to six, and start in each island an industrial school to train 25 boys in agricultural pursuits. These boys are not to be criminals, but those placed under training by the consent of their parents, or orphans, and destitute children. The estimated cost of the industrial schools proposed in this scheme is based on the working of the successful reformatory schools now existing in Barbados and Antigua. No provision is made for buildings. These may be loaned from the local governments. The total grant of £1,500 is proposed to be expended as follows:

<i>Botanic Station and Industrial School, St Vincent.</i>		£
Curator	- - - - -	200
2 agricultural instructors, £150	- - - - -	300
Travelling allowances	- - - - -	80
1 foreman	- - - - -	70
1 foreman	- - - - -	60
12 labourers, £15	- - - - -	180
6 students, £10	- - - - -	60
Tools, manure, &c.	- - - - -	50
		1,000
Industrial School	- - - - -	500
		1,500

ST. LUCIA.

It is stated in the Commissioners' report that "more suitable land for the purpose of experimental cultivation in connexion with the botanic station is very much required." The Local Government might assist in providing the land and the necessary buildings. St. Lucia offers an excellent field for the development of minor industries. Everything

hitherto has been stopped by want of means. The grant proposed may be applied as follows:—

*Botanic Station and Industrial School, St. Lucia.*

Curator - - - - -	£	200
Agricultural instructor, £130-£150 - - - - -		150
Travelling and house allowance - - - - -		70
Foreman - - - - -		70
10 labourers, £15 - - - - -		150
4 students - - - - -		40
Tools, plants, &c. - - - - -		50
		<hr/>
		730
Industrial School - - - - -		500
		<hr/>
		1,230
		<hr/>

BARBADOS.

Provision is suggested for maintaining two experimental stations for sugar-cane cultivation at Barbados, one at Dodds, and the other on the highlands in the ratooning districts of the island. The complete dependence of this colony on sugar renders it necessary to devote special attention to the raising of new canes and in improving their saccharine contents. The officers in charge of the present experiments, or others selected for the purpose, should give their whole time to the work, regularly visit the estates, and publish information at frequent intervals. The detailed working of these stations might be arranged after consultation with the Government of Barbados. The contribution of £20 per annum hitherto made by the botanic station at Barbados to the Jamaica Gardens would cease under the working of this scheme.

*Botanic Station and Experimental Cane Cultivation at Barbados, £1,500.*

DOMINICA.

Remarks on this vote have already been given under St. Vincent. The details are here repeated.

*Botanic Station and Industrial School at Dominica.*

Curator - - - - -	£	200
2 agricultural instructors, £150 - - - - -		300
Travelling allowance - - - - -		80
1 foreman - - - - -		70
1 foreman - - - - -		60
12 labourers, £15 - - - - -		180
6 students, £10 - - - - -		60
Tools, manure, &c. - - - - -		50
		<hr/>
		1,000
Industrial School - - - - -		500
		<hr/>
		1,500
		<hr/>

MONTSEERRAT.

The station established in this island in 1890 was abandoned for want of funds to carry it on. An agricultural instructor is much needed to visit and encourage the peasants (in case shipping facilities are provided) in the cultivation of fruit and other products for export. For training boys in agriculture, arrangements might be made with Antigua. This vote is arranged on the same lines as that for Tobago, where the circumstances are very similar.

*Botanic Station at Montserrat*

	£
Curator, £150-£200	200
Agricultural instructor, £70-£100	100
Foreman	50
*8 labourers, £15	120
Tools, manure, &c	30
	<hr style="width: 100%; border: 0.5px solid black;"/>
	500
	<hr style="width: 100%; border: 0.5px solid black;"/>
* or 6 labourers	90
3 students	30
	<hr style="width: 100%; border: 0.5px solid black;"/>

ANTIGUA

The chief and practically only interest in this island is sugar. Hence it is proposed to provide for systematic experiments in raising new varieties of cane, and in improving the cultivation by the use of manures and other means, as in Barbados and British Guiana. The Botanic Station should co-operate in this work and also endeavour to improve the pine-apple and any other minor industry that offers hope of success. There is already a good industrial school at Antigua which should be maintained on its present lines.

*Botanic Station and Sugar Cane Experiments at Antigua*

	£
Botanic station	450
Sugar cane experiments	550
	<hr style="width: 100%; border: 0.5px solid black;"/>
	1,000

ST. KITTS-NEVIS.

The same organisation is suggested in St. Kitts-Nevis as in Antigua with the addition of an industrial school and an agricultural instructor. The latter should devote special attention to the peasant proprietors at Nevis.

*St. Kitts-Nevis*

	£
Curator, £150-£200	200
Agricultural instructor	70
6 labourers, £15	90
3 students, £10	30
Manure, tools, &c.	50
	<hr style="width: 100%; border: 0.5px solid black;"/>
	440
Sugar cane experiments	300
Industrial school	500
	<hr style="width: 100%; border: 0.5px solid black;"/>
	1,240

SUMMARY.

*Botanic Stations and Industrial Schools.*

	£
Tobago	500
Grenada	730
St. Vincent	1,500
St. Lucia	1,230
Barbados	1,500
Dominica	1,500
Montserrat	500
Antigua	1,000
St. Kitts-Nevis	1,240
	<hr style="width: 100%; border: 0.5px solid black;"/>
	9,700



## BRITISH GUIANA.

The important character of the investigations carried on by Messrs. Harrison and Jenman in raising and testing new varieties of canes has already been noticed. There is such good promise of success that it would be a calamity if these experiments are not continued on the present lines. It is suggested to make a special provision for these investigations and to leave the detailed arrangements to be settled after consultation with the Government of British Guiana.

Sugar cane experiments in British Guiana - - £1,000

## HORTICULTURAL SHOWS.

These shows are suggested as effective means of bringing into prominence the resources of the islands and of creating an intelligent interest in improving the cultivation of the soil and in prosecuting new industries. The funds set apart for this purpose would be chiefly spent in bringing together implements of field and garden husbandry, in explaining the construction and mode of working of suitable machinery for cleaning and curing produce, and in exhibiting samples of produce skilfully selected and packed for export purposes. One or two shows might be held annually in each island co-operating with any local efforts made in the same direction.

Grant - - - - - £500

## GRANTS TO ELEMENTARY SCHOOLS.

Following the example set by the Education Department in Jamaica, it is proposed to make small grants in aid in two classes, (A) to schools in which the theory of agriculture is satisfactorily taught, and (B) a slightly increased grant in cases where in addition to the teaching of the theory of agriculture school gardens or experimental plots are maintained by the efforts of the teachers and scholars. The amount of the grant proposed for each school in Class A would be from £1 to £3; in Class B from £2 to £5, depending in each case on the number of children who reach a satisfactory standard of attainments. For the first year or two the total amount of these grants would necessarily be very small, as the chief outlay would consist of expenses incurred in giving instruction to and in training the teachers.

Grants - - - - - £500

## BULLETINS, LEAFLETS, &amp;c.

Bulletins, such as are now issued by the Botanical Institutions in the West Indies, are regarded as indispensable means for reaching the more intelligent members of the community and of diffusing amongst them accurate information in regard to tropical products. The leaflets proposed in addition would be distributed amongst the labouring classes after lectures and demonstrations by the agricultural instructors, and copies would be supplied free to magistrates, medical and government officers, clergy, police officers, and all persons having influence with or coming into contact with the peasantry. The leaflets would contain hints, expressed in simple and clear language, on the treatment of the soil and plants, and worded so as to be used for dictation lessons in the higher classes in elementary schools. Readers would be prepared for use in elementary and industrial schools dealing with the familiar plants of the tropics.

Grant - - - - - £500

## GRANTS TO COLLEGES AND SCHOOLS.

There are no institutions existing at present in any part of the West Indies where the scientific teaching of Agriculture is carried on. All the better class of students attending the higher schools turn their attention either to the learned professions or to Government clerkships, while the better paid appointments connected with agriculture are filled from outside

or by a small number of local men who by hard plodding and the slow teaching of practical experience have qualified themselves to undertake charge of plantations. These local men are useful but they have had no scientific training, and necessarily, from their position, are restricted not only in their capability of realising the progress made in other countries, but of adapting such progress to their own circumstances. Unless brought up on family estates, agriculture is seldom regarded as a suitable career by young men in the West Indies; in fact they avoid it as much as possible, and their example is unfortunately followed by the better class of peasant proprietors, who prefer to educate their children for positions as clerks or as assistants in stores to any work connected with agriculture. A long period must elapse before there is a considerable change in this respect, but in certain colonies such as Barbados, Jamaica, Trinidad, and British Guiana, where there exist colleges and schools of high standing, it is very desirable to make provision for the higher agricultural education necessary to instruct those who may afterwards become managers and proprietors of estates, and fit them for availing themselves of the results of modern advances in improving local agriculture. The teaching and training given in temperate countries are of little service to men who are destined for tropical planting. Such men must be trained amidst the special circumstances of the tropics.

Grants might be offered for sound agricultural teaching to the Codrington College at Barbados, the Queen's Colleges at Trinidad and British Guiana, and to the Jamaica High School. The amount of the grant paid in each case would depend on the number of pupils who show ability to pass a written and oral examination, and on the character of the provision made for laboratory teaching and field work. Some assistance in this direction might be rendered by the officers and establishments connected with the Department, but special teachers, one at each college, would be necessary, at salaries from £350 to £500 per annum.

Grants - - - - - £2,600

SUMMARY.

*Botanic Department.*

	£
Head office - - - - -	2,200
Nine botanic stations and four industrial schools	9,700
Sugar cane experiments at British Guiana - -	1,000
Horticultural shows, exhibition of implements, &c.	500
Printing bulletins, leaflets, and distribution - -	500
Grants to elementary schools for teaching the theory of agriculture and care of school gardens	500
Grants to colleges and schools for teaching scientific agriculture - - - - -	2,600
	17,000

To this might be added the subsidies estimated at £10,000 for steamer services, making a total of £27,000.

In the course of the debate in the House of Commons on August 2, 1898, the Secretary of State for the Colonies (Mr. Chamberlain) spoke as follows, when introducing the supplementary estimate providing for the erection of an Imperial Department of Agriculture for the West Indies:—

*Debate in the House of Commons, Aug. 2, 1898.*

“The recommendations of the West Indian Royal Commission in this regard were twofold. In the first instance they suggested that a special Department [of Agriculture] should be established dealing with all

questions of economic plants and botanic stations in all the islands—we propose to adopt that suggestion and that this establishment should be placed under the direction of Dr. Morris, Assistant Director at Kew, who is marked out, as I think any one who knows anything of Kew will admit, by special qualifications for an important position of this kind. Not only has he all the scientific and other knowledge in the possession of the authorities at Kew, but also special acquaintance with the West Indies, and, if those other industries are to be successful, there is no one more capable of doing it than Dr. Morris. In order to carry out this scheme, which we owe entirely to the Royal Commission—because, except in detail, I know no way of improving on their recommendation—we ask for a grant of £4,500, all the money we can spend during the present financial year. But we estimate that the annual charge will be £17,500. . . . As regards the grants which we ask from the Imperial exchequer, I have to point out that it is absolutely impossible for the colonies to bear the cost under the present circumstances. We hope they may be in the future self-supporting, but at present it is absolutely impossible for them to do anything for themselves. If these grants were thrown on the revenue of the Colonies, the only result would be that their deficit would be increased, and we should have to ask for an increased grant in aid instead of a grant in aid for communication, agriculture, and technical instruction. The advantage of taking the whole matter into our hands is that we shall have it under our control, and we shall not be hampered by local jealousies, and shall be able to introduce something like a general scheme, which would be impossible if local Legislatures in each case had to be consulted, and local jealousies were brought into play. I regard the whole of this cost as being an expenditure intended to relieve the British Government of future charges. The object is to assist the West Indian Colonies in every possible way.”

Sir Edward Grey, M.P. (one of the West India Royal Commissioners), said :—

“Part of the vote is a grant in aid of an Agricultural Department, and I am exceedingly glad to hear that Dr. Morris is to be in charge of this department. He will bring to the discharge of his duties a knowledge of tropical produce, the possibilities and conditions of the cultivation of that produce, which I do not think can be surpassed by any one. He will bring to the administration of the department the greatest ability, energy, enterprise and devotion to work. His knowledge and assistance in reference to the prospects of the islands we visited, were of the greatest value to the Commission, and I am sure his work at the head of the department will be of the highest value to the islands, and will be of increasing value year by year.”

Letter from  
the Secretary  
of State.

The following are extracts from an Official letter addressed by the Secretary of State to the Governors of all the West Indian Colonies (including the Bahamas and British Honduras) respecting the organization and working of the Imperial Department of Agriculture :—

Downing Street,  
6th September, 1898.

Sir,—You will have learnt from public sources of information that Her Majesty's Government have decided that, in accordance with certain of the recommendations of the West India Royal Commission, a Department of Agriculture, shall be established in the West Indies. The cost of this Department for a period of ten years will be provided from Imperial funds, and grants will also be made in aid of the Public Revenues of Trinidad and Tobago (for the benefit of the latter Island), British Guiana, Barbados, the Windward Islands, and the Leeward Islands, to provide for or to assist in the maintenance of Agricultural and Botanical Establishments, Industrial Schools, or other kindred purposes, as has been done for the last half of the

current financial year under Sub-Head S 3 of the Supplementary Estimate and before Parliament last Session, of which a copy is enclosed

2 The headquarters of the Imperial Department of Agriculture in the West Indies will be at Barbados and the staff will consist of a Commissioner of Agriculture, a Travelling Superintendent and a Clerk Dr D Morris, C.M.G., Assistant Director of the Royal Gardens, Kew, has been appointed Commissioner of Agriculture and will take up his duties in Barbados early in October next He will correspond directly with the Colonial Office upon all matters concerning the general work of the Department, on matters affecting Colonial Establishments and expenditure he will correspond with the several Colonial Governments through the Colonial Secretaries.

3 He should be consulted on all Botanic and Agricultural questions, and on all matters affecting the organization, duties and expenditure of the Botanic Departments or other kindred institutions wherever their cost is to be reimbursed out of the Imperial Grant in Aid, and his services and those of his assistants should be made use of in every way possible with a view to the development of the resources of the Colonies.

Mr Chamberlain specially called attention, in a later part of this letter, to the proposal for arranging a Conference of the chief chemical and botanical officers in the West Indies at an early date, with a view to the prosecution of a policy of co-operative effort

The first Agricultural Conference held in the West Indies met in the Chamber of the House of Assembly, Barbados, on January 7, 1899 The President was Dr Morris, C.M.G., M.A., D.Sc., F.L.S., Imperial Commissioner of Agriculture for the West Indies. Representatives were present from Jamaica (3), British Guiana (4), Trinidad (5), the Windward Islands (3), the Leeward Islands (3), and Barbados (6)

First  
Agricultural  
Conference

The President then delivered the following address\* :—

This is the first Conference assembled in the West Indies to discuss the practical details of agricultural work I re-echo the welcome just offered to you by Her Majesty's Representative in this Colony, and I trust that your visit and the important subjects that will be brought before you will be conducive to the welfare and prosperity of the communities among whom we live.

There is no doubt that at the present time the circumstances of the West Indies generally are not in a satisfactory condition. In December, 1896, a Royal Commission was appointed to examine into the present condition and future prosperity of the West Indies This Commission made an exhaustive inquiry extending over several months, and in August, 1897, it presented a Report containing valuable suggestions calculated to restore and maintain the prosperity of these colonies and their inhabitants It is generally admitted that the Royal Commissioners were men of exceptional ability and experience, and that their conclusions were entitled to be received as conveying a true and adequate account of the circumstances of the West Indies.

The recommendations of the Commission have since been adopted by Parliament, and a beginning has been made in giving effect to them by the establishment of a Department of Agriculture for the West Indies The duties of the Department are twofold (1) to endeavour to restore the sugar industry to a condition in which it could be profitably carried on,

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\* Reprinted from the *West Indian Bulletin, the Journal of the Imperial Agricultural Department of the West Indies*, vol i., No. 1. (Barbados) Messrs. Bowen and Sons London agents: Messrs. Dulau and Co, 37, Soho Square, W)

(2) to encourage the establishment of other industries in such colonies as afford suitable conditions to supplement the staple industry.

The funds at the disposal of the Department up to the 31st March next amount to £6,500. It is estimated that the annual provision afterward will be £17,500. As stated in the speech of the Secretary of State in the House of Commons in August last, this "must continue, if the experiment shows a prospect of success, until the colonies are once again placed in a self-supporting condition."

As you are aware, the duty of organising the Department of Agriculture in the West Indies has been entrusted by Her Majesty's Government to me, and I look forward with great interest to the work, and am prepared to devote all my time and energies to the important concerns committed to my charge. I ask, and I know I shall not ask in vain, for your cordial co-operation in the task of improving the agricultural interests of the West Indies.

There has been a disposition in some quarters to represent the scheme of the Agricultural Department as a weak alternative to the demands of the sugar planters. As a friendly critic has pointed out "It is nothing of the kind." On the contrary, it is founded on a close and keen study of the needs of the Colonies, and is devised not only to improve the methods of sugar cultivation, but to promote that variety of industries, that independent cultivation of the soil, which is necessary if these communities are ever to become stable, well-ordered, and flourishing."

#### THE SUGAR INDUSTRY.

The Agricultural Department is specially charged to assist the sugar industry wherever the conditions are favourable for its continuance. It is a cardinal point in the policy of the Department to prevent, if possible, a single acre of land now under canes from being thrown out of cultivation. Whether this will be practicable in every case will depend on circumstances, many of them beyond the control of the Department. Nevertheless, as far as the Department is concerned, it will discharge the important duties intrusted to it with fidelity and care. If its efforts are well supported and its recommendations fully carried out, there can be no doubt the sugar industry will eventually reach a more prosperous condition than at present. There are in the West Indies certain colonies in which the cultivation of the sugar cane has continued for a long period to be the staple industry. These may be termed sugar colonies. They are British Guiana, Trinidad in part, Barbados, Antigua, and St Kitts-Nevis. The others, namely Jamaica, Grenada, St. Vincent, St. Lucia, Dominica, Montserrat, and the Virgin Islands, although at one time, and still to some extent, dependent on the sugar industry, have found themselves quite unable to withstand the keen competition of recent years. If they are to exist at all, they will have to depend on other industries than sugar.

The operations of the Department must, therefore, be so distributed as to give adequate assistance to each of these groups. The population to be supported is almost equally divided between them. In the interest of the people themselves, it is, therefore, as important to give attention to the non-sugar Colonies as to the sugar Colonies.

Referring to the sugar industry, apart from the operations of certain political and fiscal changes which cannot be discussed here, there is a very considerable amount of work to be done to assist the sugar planters; for instance, in enabling them to improve their methods and in reducing the cost of production. We must, I think, assume that if the production of sugar goes on steadily increasing everywhere, prices cannot increase to any appreciable extent.

With the wider areas placed under cultivation, and the energy displayed by many European nations, the tendency is for the price of all tropical produce to fall, rather than to rise. In order, therefore, to meet this, there must be cheaper production, and cheaper production in the case of sugar demands the highest skill and knowledge in cultivation with the latest and best appliances in manufacture.

In every sugar-producing country great importance is attached to improving the quality of the particular plant yielding sugar. In European countries the amount of sugar yielded by the beet has been nearly doubled within a comparatively short period. Until within the last ten years nothing had been done on similar lines to improve the quality of the sugar cane. This work was only possible when by a fortunate circumstance the power of the sugar cane to produce fertile seed was fully realised. This occurred almost simultaneously in the East and West Indies—in Java and Barbados. This island is, therefore, to be congratulated, no less than those personally connected with it, in having been among the first to grasp the practical bearing of this fact.

The point now is to utilise to the utmost the capabilities of the cane in this direction, and endeavour to place it in an equally favourable position as the beet. The experiments so far carried on, though on a limited scale, have been most encouraging. We have results from Java, the Hawaiian Islands, and Louisiana, all confirming those obtained in the West Indies. I have recently cited those obtained in British Guiana. I would now draw attention to a seedling cane obtained in Barbados of a most promising character. [Dr Morris here exhibited a bunch of fine canes that had previously been brought in and placed in the upper part of the hall.] It was raised at Dodd's Botanical Station, and is known as Barbados, (or shortly) B 147. I quote from a letter written by Mr Bovell (who raised this cane) as follows: "This cane has been under cultivation here for the past five years, and it has during that time given an average yield of nearly half a ton of available sugar per acre over the 'Caledonian Queen,' which comes next, and more than three-quarters of a ton more than the 'Bourbon.' All the planters who have tried it speak favourably of it, and I have no hesitation in recommending planters in the black soil districts to plant this year about a third of their estate with it."

Mr. Bovell adds the following comparative statement of the average results for five years obtained at Dodd's with the Seedling Cane B No 147, and certain other canes usually cultivated in Barbados—

Name of Cane	Sucrose per Imperial Gallon lbs	Glucose per Imperial Gallon lbs	Average available Sugar per acre lbs	REMARKS.
Seedling No 147	1 794	114	7,190	
Caledonian Queen	1 980	041	6,137	
Rappoe	1 922	041	5,929	
Naga B	1 937	054	5,894	
Bourbon	1 775	086	5,210	
White Transparent	1 804	086	5,275	3 yrs only

The best proof of the value attached to this cane is the keen demand which has arisen for it amongst the planters themselves.

Several fields of it exist in different parts of the island, and it is reported as having actually yielded as high as three tons per acre. This year about 200 acres will be established on one group of estates. Further, in an island where new canes have hitherto been regarded with a certain amount of suspicion, it is a promising sign that those in possession of B. 147 find it advantageous to sell canes in large quantities to their neighbours. One planter alone has disposed of over one million plants this season. The demand for this cane from the neighbouring colonies is also considerable.

There are numerous other directions in which the sugar industry might be improved. It is proposed to undertake a series of experiments with various kinds of manures to find out the sorts best adapted to certain soils, and the period in regard to the age and condition of the canes at which they should be applied. Further, there is the treatment of the various insect and fungoid pests to which the sugar cane is subject. In previous years the loss arising from these causes has been very considerable. This loss is largely preventable, and it will be the business of the Department to study the circumstances and advise the planters to the best of its ability.

At Barbados, the experiments in these directions have already been started. Mr Bovell has been placed in charge of the field work with the title of "Agricultural Superintendent of Sugar Cane Experiments," while Professor d'Albuquerque will be in charge of the chemical work. With the hearty co-operation of the proprietors of estates, I have pleasure in stating that there will be established four Principal or Central experimental Stations, and eight Local Stations for the improvement of the sugar cane in this island. The Central Stations will be devoted to raising seedlings and to carrying out their treatment in the early stages until they are accepted as distinctly improved varieties. They will also afford opportunity for carrying on several series of manurial experiments. The Local Stations will be entirely concerned in the practical and final testing under normal conditions of the best varieties and their adaptability as sugar producers in different soils and climates of the island. At the Local Stations the planters in each parish will have opportunities of observing the growth and habits of the selected canes treated like all the other canes on the estate, and of afterwards obtaining plants or tops for establishing their own plantations. The total area covered by these experimental stations will be about 130 acres. It is arranged that experiments on similar lines will be started at once at Antigua and St Kitts. In regard to Trinidad, the experiments started by Mr Hart will, it is hoped, be largely extended, while the chemical work will be undertaken by a competent officer. At Jamaica, where the experimental cultivation of canes introduced from other countries was started more than 20 years ago, and whence many varieties have been distributed to the neighbouring Colonies, it is anticipated that Messrs Fawcett and Watts will be able to take up experiments of a thoroughly useful character. I am unable to give information at present in regard to what is likely to be done in British Guiana. There is, however, before the Government of that Colony a proposal to provide funds, as advised by the Royal Commission, for continuing, on a large scale, the experiments which have already produced such good results.

The total amount so far proposed to be expended on the special sugar cane experiments in Barbados, British Guiana, Antigua, and St. Kitts-Nevis is £3,350. As all previous efforts in these islands have not cost more than about £350 annually, there is every hope that with the larger funds now available, which provide for the entire service of several competent officers, the ultimate results of the experiments cannot fail to be of great assistance to the sugar industry.

I do not, however, disguise the fact that outside British Guiana and Trinidad, and to some extent St Lucia, whatever improvement may take place in regard to new varieties of the sugar cane, the application of manures, the treatment of disease and the reduction of expenses in cultivation, the sugar industry in the smaller islands will never be in a satisfactory condition so long as the processes of crushing the canes and manufacturing the sugar remain as at present.

We have in the report of the Royal Commission the most painful demonstration of the inadequacy of the methods now in use. For instance, owing to defective treatment it is recorded (based on experiments extending over seven years) that there "is an average of over 2,000 pounds of sugar per acre left in the canes after crushing which is burnt in the megass." A large part of this could have been recovered by better machinery. At present in these islands it is said to require about 13 tons of cane to produce one ton of sugar. With the best machinery about 9 tons should

be sufficient to produce a ton of sugar. There is, according to reliable authority, a further heavy loss in boiling the juice and in converting it into sugar. I quote the exact words — "For every 100 pounds of crystallisable sugar contained in the juice, not more than an average of 75 pounds of ordinary muscovado sugar is now recovered."

Apart, therefore, from the loss incurred by imperfect crushing, the loss in actually manufacturing the sugar amounts to one-fourth of the total quantity produced. These statements appear to apply generally to the sugar industry as carried on in the smaller islands. As already stated, they do not apply to British Guiana and Trinidad, and to some localities in the island of St Lucia. There, very efficient machinery and appliances are used, and any improvements in other directions should add to the advantages already existing. As you are aware, the remedy recommended by the Royal Commission to prevent such a loss in the smaller islands was the establishment of Central Factories. This subject, as you will notice, is down for discussion by the Conference this afternoon. I trust that the information which will be placed before us by those competent to speak on the subject will lead to one or two experimental factories being established during the present year.

The time has evidently arrived when it is absolutely necessary for the planters to decide what the future of the sugar industry in these islands is to be. In commercial, as in natural life, the perpetual struggle for existence necessitates continual adjustment to new and fresh conditions. When this adjustment is wanting or imperfect, the industry, or being, is pushed aside and disappears. It is now imperative for the sugar planters to adapt themselves to the conditions of their environment, or they become "unfit." In other words, they will be unable to hold their own and they and their industry must disappear.

With your permission I would touch upon one or two other points. Rule of thumb methods, wherever existing, must be abandoned, and with them must be abandoned the crude and empirical notions in regard to agricultural subjects that have long since been discarded by our rivals amongst the intelligent communities of Europe and America. A simplification of methods for working sugar estates as well as for disposing of the produce (already adopted in some instances) is also necessary. This should tend to reduce the costs of management and, further, should enable the planters to obtain all estate supplies at reasonable prices.

Formerly, when the price of sugar was high, it was possible for the industry to bear charges that are now quite impossible. Times have changed, and simple and more direct methods, all culminating in reducing expenses, must now be adopted, otherwise West Indian sugar will have no chance of competing successfully in the markets of the world.

#### OTHER INDUSTRIES

In discussing the steps necessary to place the West Indies generally in a more satisfactory condition, the Royal Commissioners drew special attention to the need for expanding the number and extent of other industries. Their words, which I quote in full, are as follows —

"The recommendations involving expenditure by the mother country which we have considered it our duty to make, are based primarily on the present and prospective depression of the sugar industry in the West Indies, but they are of such a nature that they should, in our opinion, be carried out even if the sugar industry were restored temporarily to a condition of prosperity. It is never satisfactory for any country to be entirely dependent upon one industry. Such a position is, from the very nature of the case, more or less precarious, and must, in the case of the West Indies, result in a preponderating influence in one direction tending to restrict development in other ways.

"The general statement regarding the danger of depending on a single industry applies with very special force to the dependence of the West Indian Colonies upon the sugar industry, for the cultivation of sugar collects together a larger number of people upon the land than can be employed or supported in the same area by any other form of cultivation.



In addition to this, it also unfits the people, or at any rate gives them no training, for the management or cultivation of the soil for any other purpose than that of growing sugar cane. The failure, therefore, of a sugar estate not only leaves destitute a larger number of labourers than can be supported upon the land in other ways, but leaves them also without either the knowledge, skill, or habits requisite for making a good use of the land.

"Whilst, therefore, the vital importance of the sugar industry to the present prosperity of nearly all the Colonies is beyond dispute, we wish to observe that, so long as they remain dependent upon sugar, their position can never be sound or secure. It has become a commonplace criticism to remark upon the perpetual recurrence of crises in the West Indian Colonies, and we submit that the repeated recurrence of such crises, as well as the fact that the present crisis is more ominous than any of the previous ones, illustrates the danger to which we have referred, and adds much force to our recommendations for the adoption of special measures to facilitate the introduction of other industries."

The coast lands in the West Indies have been under cultivation in many instances, for more than a hundred years. In several districts large tracts have been abandoned as useless, and the casual visitor seeing these only is under the impression that the West Indies "are played out." A reference to the Report of the Royal Commission will show, what few realise, that so far from being exhausted, the total area of cultivable land not beneficially occupied at present, amounts to more than 22 million acres. Leaving out British Guiana, which is only partially explored, and confining our attention only to the Islands, viz., Trinidad, the Windward Islands, Barbados, the Leeward Islands and Jamaica, we find even within this smaller area, that leaving out swamps, rocky and other useless land, and allowing for land to be reserved in forest, there are still over 2 million acres suitable for bearing crops. The actual area under cultivation is only about a million acres. Practically, therefore, only one-third of the cultivable land in the West Indian Islands is at present utilised. These facts appear in the following table compiled from the official returns supplied to the Royal Commission —

Place	Area in Acres	Area now Cultivated.	Area of cultivable land not beneficially occupied
		Acres.	Acres.
British Guiana . . . .	65,836,000	325,000	20,000,000
Trinidad and Tobago	1,193,313	310,000	550,000
Windward Islands	328,122	95,000	135,000
Barbados . . . . .	106,470	90,000	10,000
Leeward Islands . . . .	390,840	100,000	150,000
Jamaica . . . . .	2,692,480	693,674	1,500,000
Total . . . . .	70,547,225	1,613,674	22,345,000

Taking the colonies as a whole, we find the area now under cultivation is only a little over 2 per cent. of the total area, and only a little over 7 per cent. of the estimated cultivable area.

From the consideration of the land, we now pass to the circumstances of the population. It is admitted that even in Sugar Colonies like British Guiana, only one-third of the total population is directly engaged in the

industry. If we allow another third for those indirectly engaged and for Indians, we shall still have a third of the population contributing little or nothing to the exports of the Colony. In St Vincent, St Lucia, Dominica, Montserrat, Antigua, and St Kitts-Nevis and Jamaica, there are thousands of people whose labour at present is devoted to raising casual food crops. They thus destroy land that with suitable treatment should yield valuable crops for export.

The object of starting other industries is first of all to realise to the best advantage the extensive tracts of unused lands in these islands, and, secondly, to find remunerative employment for people who are now almost without the means of subsistence. Other industries are, therefore, essential.

In taking up this work I fully realise the difficulties of the situation. I am also sensible of the enormous amount of labour involved, and the slow and tedious character of the operations necessary to produce results at all commensurate with the cost of the undertaking. I have, however, a close acquaintance with the circumstances of these Colonies. I have carefully studied their resources, and I am not unused to deal with what is termed the "labour difficulty." In spite of these I retain, after an experience of twenty years, a strong faith in the future of these Colonies, and I believe that, rightly guided and assisted in these days of their adversity, they will realise the destiny designed for them by nature, and they will yet become happy and prosperous communities.

It is needless to enter into details. The work immediately at hand is to give attention to the sugar industry. When efforts are fully started in that direction, then I hope within a short time to devote the energies of the Department and the funds at my command in building up those other industries which the exceptionally able men on the Royal Commission regarded as essential to the permanent well-being of the West Indies.

#### BOTANICAL INSTITUTIONS

The Royal Commissioners stated that the botanical institutions in the West Indies have rendered considerable assistance in improving agricultural industries, and "they are capable of being made increasingly useful in this respect." Twenty years ago there were only three such institutions in existence. Now, owing to the organisation of the small establishments known as Botanic Stations, there are thirteen of these institutions. The results at the latter, "though not yet extensive, have been of a distinctly promising character." As the Colonies of Jamaica, Trinidad and British Guiana were regarded by the Royal Commission as in a position to maintain their own Botanical Establishments, no grants-in-aid in their case have been voted by Parliament. As regards the Botanic Stations, it is proposed to place them under the direct control of this Department, and the charge of maintaining them is transferred to Imperial Funds. The Botanic Stations so transferred are those at Tobago, Grenada, St Vincent, Barbados, St Lucia, Dominica, Montserrat, Antigua, and St Kitts-Nevis. Amongst the duties to be discharged by the Botanic Stations, the Royal Commissioners indicated the following:—"They are to devote themselves in a systematic manner to the work of introducing, propagating and distributing all the promising economic plants of the tropics. They are to initiate the experimental cultivation of new or little known plants, and assist in the efforts made in the larger colonies to secure improved varieties of the sugar cane. They are to act as centres for diffusing accurate information, and as training institutions for the practical teaching of tropical agriculture, also as the headquarters from which agricultural instructors would be sent to give lectures and demonstrations bearing upon the selection of land for tropical economic plants, their suitable cultivation, and the best methods for curing and packing the produce."

#### AGRICULTURAL INSTRUCTORS.

A considerable experience has shown that it is not sufficient to provide Botanic Gardens and Experimental Stations to influence the large body of

cultivators in the West Indies. They must be reached in a more direct and effective manner. The first attempt to employ travelling instructors was made on my recommendation in Jamaica in 1891. Two Cacao instructors were appointed by Sir Henry Blake, and the results since that time have fully justified the use of this method of assisting in the development of rural industries. Great care is necessary in selecting men possessing the necessary qualifications. In Dominica, St. Lucia, and Grenada it would be an advantage for them also to be able to speak the local *patois*. It is important to arrange beforehand with the leading personages in each district, so that the people are prepared to receive the Instructor and made thoroughly acquainted with the objects of his visit. A public meeting is useful as a first step, to be followed by visits to gardens and cultivated areas in the neighbourhood where the Instructor is able to give practical demonstration in the right methods of preparing the soil, in draining and manuring, and in putting out the plants in a neat and suitable manner. Later, he would show how the plants are to be cared for and pruned, and ultimately he would give a regular course of instruction in curing and preparing produce for export. These details carefully instilled into the minds of the people would be part of the general training necessary to direct the raw labour material of these islands into the right channels. I am absolutely convinced of the efficiency of the system, and it would not be difficult to mention several striking instances of the success that has attended it when the right men are employed and they are placed under favourable circumstances for carrying out the duties entrusted to them. It is proposed to attach an Agricultural Instructor to each of the Botanic Stations, and an officer with a similar training will have charge of the cultural work at the Agricultural Schools. Where it is not possible to attach an Instructor to the Botanic Station, arrangements will be made to allow the Instructor's duty, in part at least, to be undertaken by the Curator, leaving the garden meanwhile in charge of a competent foreman. In addition, Instructors, or experts, with special experience in budding and pruning fruit trees, curing tobacco, bee-keeping, selecting and packing fruit for export, will be employed to spend a month or two in each island and thus distribute practical knowledge over a wider area. For some years to come, the peripatetic instructors must be relied upon to carry out a large share of the training necessary amongst the adult portion of the community. In spite of the disadvantages incidental to their isolated position, these people are not slow to follow the advice given them once they are convinced of its practical utility and of its direct bearing upon their future welfare.

#### AGRICULTURAL EXHIBITIONS.

Agricultural Shows or Exhibitions are not new in the West Indies. They have been held for some years in the larger Colonies. They are practically unknown in the smaller Colonies. The purely educational side of these Exhibitions, especially in regard to small cultivators, has not been so fully recognised as it should be. The prizes are in many cases given for produce possessing intrinsically little or no merit. It is often badly prepared and presented in a slovenly and uninviting condition. Such prizes are calculated to do more harm than good, as they encourage the people in unskilful and careless habits which destroy any chance of their obtaining remunerative prices for their produce. The work of substituting careful and intelligent methods for those already so prevalent in the West Indies, will be a long and tedious task. It is, however, of so important a character that it must be dealt with. Possibly, the best way to start a better system in handling and marketing produce, is to offer several prizes at Agricultural Shows, but award them only in cases where the articles are presented in a thoroughly satisfactory condition. The Department might exhibit similar articles, especially those intended for export, as object lessons, and arrange for some of its officers to be present to explain exactly what is necessary in order to reach a high standard of merit.

It is understood that the prizes offered by the Department are in aid of

local efforts and not to supersede them. Further, the Department will bring together implements of field and garden husbandry and explain the construction and mode of working of suitable machinery for cleaning and curing produce. It will also exhibit cases skilfully packed with fruit and other produce ready for shipment.

It has been arranged that preliminary exhibitions will be held shortly at St. Lucia, Dominica, and Montserrat.

#### BULLETINS, HANDBOOKS AND LEAFLETS

The Royal Commissioners stated that "in the West Indies persons engaged in cultivation suffer from isolation and are often without any information as to what is being done elsewhere." In addition to the employment of travelling instructors it is proposed to meet the difficulties of isolation by preparing and distributing bulletins, handbooks and leaflets affording information on subjects of general interest. The principal publication of the Department will be the "West Indian Bulletin." This will probably be issued at the end of this month, and will contain amongst other matter the proceedings of this Conference. The handbooks will contain hints and directions in simple language on the cultivation of certain crops such as Coffee, Cacao, Oranges, Pineapples, Bananas, Ginger, Vanilla, etc. The handbooks will be stitched in canvas covers and form a series similar to those issued in England and the United States. The leaflets will be of a more modest character and will contain information expressed in simple and clear language suitable for distribution after addresses and demonstrations given to small cultivators by the Agricultural instructors. These leaflets will also be supplied free to magistrates, medical and revenue officers, the clergy, police officers, and all having influence, or coming into contact, with the peasantry. Both the handbooks and leaflets will be regularly supplied to schools, and the teachers will be encouraged to use them in dictation lessons and take an interest in diffusing the information contained in them amongst the people of the district.

#### AGRICULTURAL TEACHING IN PRIMARY SCHOOLS

In all agricultural communities the need of the hour is the education of the rising generation in the knowledge how to obtain from the soil those products for which there is a good demand in the markets of the world. Ignorance and ineptitude can never produce successful results. The prevailing practice in the West Indies is to take everything out of the land and abandon it immediately afterwards. This is a vicious and destructive system, but to suddenly change the habits of centuries is impossible. We must take the children and gradually teach them other ways. At least, the principles of sound agricultural methods must be taught in the elementary schools. Large sums are being spent in these Colonies on general education. The total quoted in the Report of the Royal Commission for the year 1896 was £180,000. It is admitted that "efforts made on general education have been largely successful." In some colonies steps have already been taken to teach agriculture as a part of elementary education. The chief difficulty is the want of knowledge on the part of the teachers. It is hoped that the Agricultural Department, as suggested by the Royal Commissioners, "will be in a position to render valuable assistance" in this direction. With the co-operation of the central educational authorities in each colony, the teachers will be given a course of instruction in the principles of Agriculture. They will also be taught how to impart the knowledge thus obtained to their pupils in a series of object lessons. They will further be supplied with a school reader containing agricultural information in simple and plain language. This will form the basis of all the theoretical and practical teaching required for the first few years in elementary schools. Great hopes are based on the educational value of school gardens where the teachers and children will carry out practically operations suggested by the lessons taught in school. In England, the Education Department recently referred to school gardens as follows — "We

fully recognise the improvement which a thorough knowledge of cottage gardening may effect in the condition of the working classes in agricultural districts, but as a school subject its teaching also serves a general educational purpose." Following the example set by the Education Department in Jamaica, it is proposed to make small grants in aid in two classes (A) to schools in which the theory of Agriculture is satisfactorily taught, and (B) a slightly increased grant in cases where, in addition to the teaching of the theory of Agriculture, school gardens or experimental plots are maintained by the efforts of the teachers and scholars.

The amount of the grant proposed for each school in class A would be from £1 to £3, in class B from £2 to £5; depending in each case on the number of children who reach a satisfactory standard of attainments. For the first year or two the total amount of these grants would necessarily be very small, as the chief outlay would consist of expenses incurred in giving instruction to and in training the teachers.

#### AGRICULTURAL SCHOOLS.

The Royal Commissioners recommended that "a system of training in agricultural occupation was much needed" in the West Indies. It was suggested that "some at least of the Botanic Stations should have agricultural schools attached to them where the best means of cultivating tropical plants would be taught." It is proposed to carry out this valuable suggestion. Provision has been made to establish an agricultural school immediately at Dominica, and as soon as the necessary land has been obtained, similar schools will be started at St Vincent, St. Lucia, and St. Kitts-Nevis. These schools are not to be reformatories, and will not deal with criminals. This would defeat the object in view. The more suitable plan for obtaining pupils would be to admit, preferably from the country districts, orphans and destitute children over nine years of age, or those voluntarily placed at the schools by their parents or guardians. The order for their admission will require to be signed before a magistrate, and provide that the child remain at the school without molestation of any kind for a period of not less than five years. It is hoped by means of these agricultural schools to train a certain number of the children of respectable black people in sound agricultural methods. They will, first of all, be employed in raising their own food and will be accustomed to neat, intelligent and active methods of carrying on various operations of garden and field husbandry. Further, they will be carefully taught to handle tools, how to raise and prune fruit trees, the best means for getting rid of fungoid and insect pests, and how to bud and graft. The boys thus trained should be most useful afterwards in diffusing practical knowledge of this kind amongst their own people.

#### TEACHING SCIENTIFIC AGRICULTURE IN THE HIGHER SCHOOLS AND COLLEGES.

On this important subject a paper is to be read before the Conference by the Rev. William Simms, who has given considerable attention to it. He has also visited the United States and Canada with the view of studying the methods there adopted. It is hoped from the paper itself and from the discussion that will follow, it may be possible to suggest a plan for at least starting the teaching of scientific agriculture in the colleges in the West Indies.

So far, little or nothing has been attempted in that direction. In consequence the students attending the higher educational institutions turn their attention to the learned professions or to Government clerkships. Both these are now overcrowded, while the better paid appointments connected with scientific agriculture are filled from outside. We must endeavour to make agriculture a popular and remunerative career for young men in the West Indies. To do this would be an effective means of generally increasing the resources of the colonies. It is understood that the training in agriculture given in European countries is not suited to

men who are destined for tropical planting. Such men are always better taught amid the special circumstances of the tropics.

The Department is prepared to offer grants to enable certain institutions to employ teachers in agricultural science, and possibly provide a number of scholarships for the most promising pupils. The heads of these institutions with whom I have conferred are thoroughly sympathetic in this direction. I therefore anticipate as one of the results of this Conference, that it will be possible to prepare a scheme for the teaching of agricultural science that will meet with the approval of the Imperial Government.

#### FUNGOID AND INSECT PESTS

The injury done to food crops and fruit trees by fungoid and insect pests is very considerable. The discouragement thus met with by those anxious to follow a better system of cultivation is no doubt responsible for the little progress that has hitherto been made in this direction. Usually the small cultivators regard a disease in their crop as a fatalism, and make little or no effort to deal with it. They also leave the diseased crops on the land, which, in the case of fungoid disease, becomes infected with spores, and so the crops of succeeding seasons are also injured or destroyed. I estimate that the total loss to crops from preventable diseases in the West Indies amounts to several thousand pounds yearly. Mr Fawcett will bring forward some suggestions on this subject before the Conference on Monday afternoon.

#### NEW STEAMSHIP SERVICES

As directly associated with the work of the Imperial Department of Agriculture, I may mention that tenders were invited in London, in September last, for four new steamer services for the West Indies. Service A. is intended to provide a fortnightly service between all the islands from St. Kitts southward as far as Trinidad. The object of this service, in accordance with the recommendations of the Royal Commission, is to afford with the existing Royal Mail Service a regular weekly service between the islands. Service B. is intended to be a fortnightly service between Trinidad, British Guiana, Barbados and Canada. This, it is hoped, will encourage trade in sugar and other products between the West India Colonies specified above and the Dominion of Canada. Service C. provides for a fortnightly fruit-steamer service between St. Vincent, Dominica, and the United States or Canada. The steamers, are to be specially fitted for the carriage of fruit, and the contractors are to undertake to purchase fruit at fixed rates. If circumstances require it, it has been suggested that this service be modified so as to provide fruit steamers between St. Vincent, Dominica, and the United Kingdom. Service D. is intended to supply a direct tri-weekly fruit service between a port or ports in Jamaica and a port in the United Kingdom.

The second West Indian Agricultural Conference was opened in the Hall of the House of Assembly, Barbados, on January 6, 1900. Dr. Morris presided, and there were present forty representatives, including the heads of all the botanical, chemical and educational departments, as well as representatives of the principal agricultural societies in the West Indies.

In the President's Address\* the following passages occurred:—

I regard it as a great privilege to meet you, as the chosen representatives of the West Indies, in Conference to-day. I appreciate deeply the action of the several Governments in sparing the services of their officers to attend this Conference, and no less the Government of Barbados for its continued hospitality in lending us the use of this hall as a meeting place.

Second  
Agriculture  
Conference

Extracts  
from  
President's  
Address

\* *West Indian Bulletin*, vol. 1, No. 2.

Not only is every colony prominently represented by those engaged in botanical, chemical, and educational efforts in the West Indies, but we have also amongst us gentlemen deputed to attend in behalf of the principal agricultural societies in these colonies. We have, therefore, not only official but non-official representation. This should tend to give our deliberations a wider scope, and bring them into closer sympathy with those actually engaged in agricultural pursuits.

I regard your presence here as a proof that you share with me in realising the grave character of the present circumstances of these colonies. Also of your earnest desire to do all in your power to improve them by the special knowledge with which each of you, in his own particular branch, is equipped. Many now present were here last year, and since that time they have, I know, been busily engaged in carrying out some of the recommendations then adopted. I doubt not that by such efforts we shall, before long, do much to increase the material prosperity of these colonies.

In reviewing the work of the past year, there is much to encourage us; but, on the other hand, I frankly admit we are more and more sensible of the enormity of the task before us, and the need for active and united action to overcome the difficulties which confront us.

I believe no single agency is likely to prove so useful in this direction as these Conferences. It is recognised that isolated and individual efforts, however earnest and judicious, are bound to flag and, sooner or later, to be abandoned. The *vis inertia* in the West Indies is too great to be overcome by merely spasmodic efforts. Hence the suggestion of these Conferences. We have here an opportunity of renewing and strengthening our forces, and, after careful consideration, of utilising them to the best advantage. There are also the indirect benefits likely to arise from these Conferences -- the result of friendly intercourse and a mutual exchange of ideas amongst those engaged in a common work. It would, I admit, add to the interest and value of these Conferences if we could change our meeting place and visit each colony in turn. At present, at least, I regret to find this is not practicable. It would not only extend the period during which representatives would require to be absent from their duties, but it would increase their expenses nearly three-fold.

Under existing arrangements attendance at the Conference involves an absence, in the majority of cases, of scarcely a week. If the Conference were to meet, as suggested, at Trinidad, British Guiana, or Jamaica, it would require an absence of nearly three weeks. An annual Conference under these circumstances would be impossible.

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Dr Morris discussed the subject of Agricultural Instruction in the following paragraphs:—

#### AGRICULTURAL EDUCATION.

A careful study of the subject of Agricultural Education appears to show that the tendency of the existing educational system in most, if not all, of the West Indian Colonies, has been to give the peasant a dislike for manual labour and to disassociate him from the cultivation of the soil. This has no doubt been, primarily, due to the absence of suitable training on the part of the teachers and to the educational methods in these Colonies following too closely those of the British Isles. It is inconceivable in communities so closely interested in the cultivation of the soil that Agriculture should not only have been entirely neglected, but that the encompassment of school life should have discouraged attention to it. Owing to the early period at which many of the children are removed from school and the irregularity of their attendance, it is not possible that much, if any, direct teaching in agriculture or what has been called "farming" can be given in elementary schools. What is first required is that a series of object lessons be given by intelligent and sympathetic teachers in all classes of schools, so that, to adopt the words of the Archbishop of the West Indies, "the entire youth of these purely agricultural communities should

be trained in an atmosphere favourable to agriculture, that they should grow up interested in it, and that they should learn that tilling the soil and caring for crops is a work worthy of being studied by intelligent minds and likely to lead to greater health as well as greater profit than the purely clerical work which is now so keenly sought for by the more capable peasant boys in the West Indies”

The scheme of agricultural instruction suggested to meet the immediate requirements of elementary schools aims first of all at rendering the existing teachers competent to give simple object lessons bearing on Agriculture and illustrate them by experiments and actual specimens. Examples of growing plants should be grown in pots and boxes under the eyes of the children, and every stage of their growth as well as the conditions favourable for rapid and successful development should be clearly explained. This much is within the reach of the poorest school in the West Indies. All, however, depends on the amount of knowledge and the interest thrown into the subject on the part of the teachers. It is proposed to assist the teachers at present in charge of schools by affording them the means of attending courses of lectures during their holidays. While attending these lectures all out-of-pocket expenses (except in British Guiana, Trinidad and Jamaica) are paid by the Imperial Department of Agriculture. Lectures to elementary teachers were started last year at Trinidad, St. Lucia and Barbados, in each case with singular success. They will be continued next week at Tobago, Grenada, St. Vincent and Dominica. The teachers so far have shown themselves most anxious to acquire knowledge of the principles of Agriculture, and it is anticipated that during the next two years most of the existing teachers throughout the West Indies will have passed through the initial course of training. The teachers now at the training colleges and all future students passing through such colleges should be fully instructed and be competent to teach Agriculture before they are placed in charge of schools. For the present, Blackie's "Tropical Readers," Books I and II, are recommended for use in schools, but great care is required to prevent mere book knowledge, which is worthless, taking the place of the intellectual education and the hand and eye training necessary for agricultural pursuits. To explain clearly what should be aimed at in this connection, I cannot do better than quote from a publication recently issued by the French Government on the "Teaching of Elementary Ideas of Agriculture in Rural Schools" —

"Instruction in the elementary principles of agriculture such as can be properly included in the programme of primary schools, ought to be addressed less to the memory than to the intelligence of the children. It should be based on observation of the everyday facts of rural life, and on a system of simple experiments appropriate to the resources of the school, and calculated to bring out clearly the fundamental scientific principles underlying the most important agricultural operations. Above all, the pupils of a rural school should be taught the reasons for these operations, and the explanations of the phenomena which accompany them, but not the details of methods of execution, still less a resumé of maxims, definitions or agricultural precepts. To know the essential conditions of the growth of cultivated plants, to understand the reasons for the work of ordinary cultivations, and for the rules of health for man and domestic animals—such are matters which should first be taught to everyone who is to live by tilling the soil, and this can be done only by the experimental method."

As a higher stage in Agricultural education it is proposed to maintain agricultural schools—the first at St. Vincent, St. Lucia, Dominica and St. Kitts. The boys will be fed, clothed, and trained free. Admission to these schools will be offered as an exhibition to boys in elementary schools of about 14 years of age who have passed the IV<sup>th</sup> Standard and who show moral and intellectual aptitude for such instruction.

We have next the scheme of instruction in Agriculture to boys in Secondary and High Schools assisted by the special lecturers in Agriculture provided by the Imperial Department. At the same schools scholarships are offered to boys from the country districts, the sons of planters in



moderate circumstances, who intend to devote themselves to agricultural pursuits

Lastly, there are lectures to the younger generation of planters and others engaged in Agricultural pursuits to afford information and assistance in elucidating the scientific problems which underlie the practical work in which they are daily engaged

This is a brief sketch only of the scheme of Agricultural Education now being actively carried on in these Colonies. The details have been carefully and gradually evolved in conjunction with thoughtful and leading men with great educational experience, and it may be confidently anticipated that if efforts are consistently sustained for a generation at least, we shall lay the foundations of a larger measure of prosperity for all classes of people in these Colonies, both white and black, than has been possible in any previous portion of their history

During the Conference several papers were read on educational subjects, and two of these (Mr. Deighton's paper on *Teaching Agriculture in High Schools and Colleges*, and the Rev. J. E. Reece's paper on *Teaching Agriculture in Elementary Schools*) are printed below, together with the official report of the discussion which followed each paper\* It will be seen that there took part in the discussions several eminent authorities on education in the West Indies—the Rev. Canon Simms (Principal of University College, Jamaica), Mr. Potbury (Principal of Queen's College, British Guiana), the Rev. W. Carroll (St. Mary's College, Trinidad), Mr. G. B. R. Burton (Headmaster of Combermere School, Barbados), Mr. G. Hicks (Acting Superintending Inspector of Schools for Jamaica), Mr. W. Blair (Inspector of Schools, British Guiana), and Mr. J. H. Collens (Acting Inspector of Schools, Trinidad).

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#### TEACHING AGRICULTURE IN HIGH SCHOOLS AND COLLEGES

BY HORACE DEIGHTON, M.A., F.R.A.S.,  
Headmaster of Harrison College, Barbados

Agricultural Science has been taught at Harrison College for some time, but the resources of the college did not admit of this being done in a perfectly satisfactory way, the time at the disposal of the masters who conducted the science department being inadequate for the purpose. When it was proposed to me that additional aid might be given by the Imperial Department of Agriculture, I had to consider what change could be made in the curriculum of the college, which, whilst giving full scope to the teaching of agriculture to those boys for whom such a course was desired, would not injuriously affect the general education given at the college. As I had always been of opinion that it would be an advantage to education to have elementary science systematically taught in our lower forms, I gladly welcomed the proposal. I mention this because had I thought for one moment that the change in the curriculum which would be necessitated would interfere with the general education given at the college, I should have considered it my bounden duty to decline the offer here. My firm opinion, on the contrary, is that educationally we shall be great gainers.

This is not the place to discuss the question of the position which science should occupy in a school curriculum. But to justify my position that the

systematic teaching of science in the lower forms is a gain to education. I may add that "educate" means to "draw out" and not "stuff in" in other words education (and I am necessarily limiting the term to intellectual education) is the discipline of the intellect, the training of the mind, and not an attempt to cram the memory with facts. Now as a mental discipline, science possesses this special value, that it not only appeals to the reasoning faculties, but also—through the experiments which necessarily form an important part of every science course cultivates the powers of observation.

At the beginning of the third term of last year, with the aid of an Imperial Grant recommended by Dr. Morris, Mr Albert Howard, B.A., F.C.S., was appointed Lecturer in Agricultural Science at Harrison College, and the teaching of chemistry was begun in earnest in the first, second, third, and lower fourth forms; two hours a week in each of these forms being allotted to the subject. It is early yet to gauge the results accurately, but I can say this, that in every form there are boys who show themselves interested in the work, and Professor d'Albuquerque tells me that he was more than satisfied with the general results of the examination, which he himself conducted at the end of the term. No doubt there are boys in each form who take little or no interest in the work, but the same may be said of every subject *e.g.*, has not every one who has had to teach Euclid to beginners found immense difficulty at first in getting the majority of the boys to take any interest in the work? Have they not, on the contrary, shown a marked distaste for it? But nobody would venture to say that therefore Geometry ought not to be taught. "It is a very laudable effort," says John Stuart Mill, "to render as much as possible of what the young are required to learn easy and interesting to them. But when this principle is pushed to the length of not requiring them to learn anything but what has been made easy and interesting, one of the chief objects of education is sacrificed."

This elementary course affects two classes of boys. (1) Those who do not intend to continue the study of science, and (2) those who do intend to do so. In the case of a boy of the first class the course will prove a valuable intellectual training, and it will be his own fault if he is not able to take an intelligent interest in many scientific subjects which otherwise would be quite incomprehensible to him. Considering how largely and increasingly the practical applications of science enter into everyday life ought not some knowledge of science to be now considered a necessary part of a liberal education? The advantages to a boy of the second class are sufficiently evident—he will be able to attack his new work well equipped for the struggle.

The study of science as a separate branch of school work begins in the upper fourth form. When a boy, who intends to take up science, reaches this form, he drops Greek and Latin, and devotes the time thus liberated to the study of science. The particular form at which this divergence should occur has been carefully considered by me. All authorities are unanimous in insisting that a sound general education must be acquired before any special work is attacked. It may therefore appear too early to allow a boy to specialise when in the upper fourth form, and I should myself prefer putting it off till he reaches the fifth form, but I believe that local conditions, for the present at least, require the earlier period to be adopted.

Dr Morris has supplemented the appointment of a Lecturer in Agricultural Science by instituting Exhibitions to be held by boys from the country districts who are thereby pledged to become Agriculturists. At present there are five such exhibitors at Harrison College. I believe this step to be as wise as it is liberal: probably, especially valuable as a sort of pioneer movement leading the way in which it is hoped that many will follow.

I am aware that there are many who regard this educational movement as likely to prove of little value. I think this is principally because the benefits to be derived from it cannot be immediate and must be very gradual. The problem before us is this—granting that there is room for improvement in the cultivation of the sugar-cane, on which the life of this

island depends, how is this improvement to be brought about except by gradually placing the charge of the estates in the hands of men who have been scientifically trained for that very purpose? All experts tell us that Practice must not be divorced from Theory, but that all practical work ought to be based on theoretic knowledge. The wise man, he who learns by the experience of others. If we in Barbados are willing to learn by the experience of others, we shall certainly avail ourselves to the utmost of the great advantages which the foresight of Dr Morris and the liberality of the Home Government have placed so easily within our reach.

I have explained shortly the arrangements made at Harrison College for the teaching of Science. I am confident that with the additional help which has been afforded us we shall be able to turn out scientific agriculturists just as we have turned out successful classical and mathematical scholars, and that the slight change which has been made in our curriculum, so far from interfering with the advance of those boys who do not eventually take up the study of science, will educationally be a distinct advantage to them. But if we are to be as successful in Agriculture as in classics and mathematics, we must work under similar conditions—the boys must come to us when quite young.

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#### DISCUSSION

Rev CANON SIMMS (University College, Jamaica) There can be no doubt, that Mr Deighton's paper describes the only way in which it is possible for our High Schools and Colleges to take part in this work—namely, the teaching of elementary science in the lower forms, and then gradually extending it as boys reach the higher forms. I would, however, suggest that boys should specialise in the fifth form instead of the upper fourth. The paper requires little or no criticism. Every one must agree with Mr Deighton that, apart from any value it may have on the educational side, the teaching of elementary science in these days is an absolute necessity. The boys who are going to take up agricultural work must specialise in the science of agriculture. Technical agriculture I should regard as the work of post-school days and not a work of school days. In the last two or three years of his school life the boy should lay the scientific foundation on which technical agriculture could be built. That is the way in which good work could be done. We must first of all overcome many difficulties—difficulties arising from our slender staff, difficulties arising from the overcrowded condition of our time table, and difficulties arising from the fact that our more intelligent boys at present chiefly turn their attention to University requirements and conditions. I find few of the sons of planters and overseers in Jamaica make up their minds to go in for agriculture. The fact is, the planter tells his son that sugar does not pay, and the son naturally wants to take up something else that does pay. The only way of meeting difficulties of this kind is that so clearly indicated by Mr Deighton.

Mr J. A. POTBURY (Queen's College, British Guiana) All the West Indies naturally look to Harrison College for a lead in educational matters. We in British Guiana have done so for a long time. But Mr Deighton during the past twelve months has enjoyed the advantage which the Colleges in other colonies so far have not had, that is, a supplemented staff. I should be very glad if the Imperial Department would similarly aid us in the matter. Given a staff, we are quite prepared to take up the teaching of scientific agriculture.

Rev. W. CAROLL (St. Mary's College, Trinidad) I regret to learn that my criticism last year on this subject was considered to some extent a destructive one. However, I believe it is well to see both sides of a question. It is not by ignoring our difficulties that we can surmount them. And that there are difficulties in the way of introducing the teaching of agriculture into our secondary schools I think will be pretty generally admitted. I agree with Canon Simms and the other gentlemen who have spoken as to the nature of these difficulties. First, it must be borne in

mind that in our secondary schools the system of education that has existed and does exist, is and has been classical and literary rather than scientific, and so far at least, every attempt that has been made to introduce anything else has failed. Mr. Deighton and the leading educational authorities in these colonies have given us to understand that the boys should not be allowed to specialise too early. Now I think the best thing is to fix the age at which a boy should branch off to special studies, say at seventeen or eighteen years, and then, only when he has passed through a regular course in the ordinary subjects taught in our secondary schools. Then it becomes a question how far agricultural instruction is likely to succeed by grafting it on to our present system. It would be very unwise to overcrowd our time-table. As far as my experience goes our boys are not very favourably disposed to agricultural studies. It is true that hitherto they have not had a favourable opportunity of manifesting their appreciation, but where they have had such opportunity they have not availed themselves of it to the extent one would expect. My experience of the College of which I have charge is this: that within the last three years as many as thirty young men left us to continue or complete their studies in Europe, many of them the sons of planters and agriculturists—sons of men whose whole life was associated with agricultural pursuits, some of them went to England, some to France, some to Germany. Not a single one has so far offered to take up a course of agricultural instruction. There is a reason, for it, and it is this: the impossibility of a young man making a living out of agricultural pursuits. That is at the root of our difficulty. Given that a young man could reach the same success in life as an agriculturist that he could in other professions, I am of opinion that trained agriculturists would be forthcoming. These are the points that suggest themselves to me, but in stating them I wish it to be understood that I do not oppose the teaching of agriculture in our secondary schools. Furthermore, I am of opinion that the Imperial Department of Agriculture is endeavouring to overcome the difficulties I have indicated, and it is right that it should have the sympathy, co-operation, and active support of everyone in the West Indies. We came last year looking for light. We saw a glimmer then. Having heard Mr Deighton's very explicit paper to-day, I begin to think we have streaks of dawn. I hope that when next we meet we shall be in full light, and in a position to make agricultural teaching in secondary schools the success which it deserves to be.

THE PRESIDENT Mr Burton, the Headmaster of Combermere School, Barbados, has asked to be allowed to address a few words on the subject now before the Conference.

MR G B R BURTON I am of opinion we should start to teach agricultural science in the second grade schools in the West Indies for the following reasons. The majority of boys attending these schools will in time be engaged in agricultural pursuits as managers and book-keepers, and through them we would gradually reach the lower classes—that is, the labourers on the estates. I do not speak specially of the Combermere School because most of the pupils there will probably enter commercial life. Arrangements might, however, be made for the small number of our pupils intended for agricultural pursuits to attend the agricultural classes at the Government Laboratory, which happens to be quite near to our school. In extending agricultural education to second grade schools it is necessary to avoid two mistakes: (1) The teaching must not be given at so-called centres—classes will have to be formed at each school; (2) it is necessary that more than one lecture be given per week at each school, otherwise little good will be done. I may add that we shall never get agricultural science earnestly taken up until we place it on an equal footing with other subjects and give the boys equal attention and encouragement.

## TEACHING AGRICULTURE IN ELEMENTARY SCHOOLS

BY THE REV J E REECE, M.A.,  
Inspector of Schools, Barbados.

I have been asked to give a short account of the recent effort made in this Island by the Imperial Department of Agriculture to give instruction and a measure of practical training to some of the teachers of our elementary schools. Also to suggest how the work may be continued in future years.

About the middle of August last year a circular was sent by the Education Board to each supervising minister stating that a course of lectures on agricultural science would be given during the September vacation, and asking that the names of those teachers who were willing to attend should be sent in. About seventy teachers volunteered, but as it was impossible to accommodate so large a number at once it was decided to select forty-six of the teachers who were in charge of Primary and Combined Schools to attend. In consequence of the absence of Dr. Morris from the Island the Very Rev. the Dean of St. Michael, a member of the Education Board, gave the opening address. Mr R. Radcliffe Hall, the Assistant Professor of Chemistry, delivered eight lectures. The course comprised life and the elementary chemistry of it, plants, their nature and work, the nature, structure, and functions of roots, stems, leaves, and flowers, and the cultivation and care of plants.

Mr J R Bovell, the Superintendent of the Botanic Station, gave demonstrations on practical horticulture on four afternoons, and on two other afternoons conducted the teachers over the gardens at Government House and Queen's House. The teachers were most regular in their attendance, although many of them daily made a journey of over twenty miles. Several teachers have informed me that they considered Mr. Hall's lectures most interesting and instructive, and that they learned many things from Mr Bovell's demonstrations which would be of great value to them in giving instruction to their pupils. An examination was held by each lecturer on the subject matter of the lectures. Thirty teachers attended this examination. The papers of nine of these were considered of sufficient merit to entitle the writers of them to be placed in the first rank. I have every reason to believe that the teachers who attended these lectures derived much good from them, and they will doubtless get more good from a similar course in the future. What has been done can only be regarded as a beginning, and I would venture to suggest that those teachers (whether teachers of primary schools or infant schools) who are interested in agricultural pursuits should be invited to attend a course of lectures to be delivered, say on the third Saturday in each month, with three or four extra lectures given during the Whitsuntide or September vacation (or both, if deemed necessary) and followed by an examination at the end of the year. Another course of lectures of a more elementary character might be arranged for on the fourth Saturday in each month, which assistant teachers and pupil teachers might be required to attend, and at their annual examination questions might be set on the subjects in which they had thus received instruction.

Then arises the question. What can be done to give regular and intelligent instruction in this subject to the children in our Elementary Schools? I have proposed to the Education Board that they should allow the teachers who gained a certain number of marks in the examination held by Messrs Hall and Bovell to prepare at once their pupils for examination in Blackie's Tropical Readers, and to grant a premium for each scholar who passes this examination successfully. The smaller book would be used by children in the fourth standard and the larger book by those in the higher standards. In the lower standards much useful information could be given by means of object lessons carefully selected, and intelligently taught. These in good hands would brighten school life and interest the children, but too often they are nothing but bare recitals of facts, and little is done to train the faculty of observation. It may also be

possible to do something in the way of growing plants in pots or boxes, and in this connection it has been suggested to me by one of our teachers that prizes might be offered at one of our annual Exhibitions for plants grown in pots or boxes by our school children. As time goes on it may be possible to start a school garden here and there where a spot of land near the school house can be obtained, and these plots may be inspected by officers of the Agricultural Department, and prizes awarded. This no doubt will be a work of time, and it is right that it should be so. No greater mistake could be made than to force this matter on those who are unwilling to enter heartily into the scheme. Our motto in this case must be "*festina lente*." By the last issued report of the Committee of Council on Education (England and Wales), I find that in 1895 only one school out of the 19,739 inspected by Her Majesty's Inspectors of Schools obtained a grant for the practical teaching of cottage gardening, in the following year 42 schools received the grant, in 1897, 72 schools, and last year 84. In the same publication I find in the general report of one of Her Majesty's Chief Inspectors on the Schools in the Welsh Division the following remarks:— "A great part of Wales is agricultural, and the people gain their livelihood by farming. It might naturally have been thought that in many rural schools the elder boys would have received instruction in cottage gardening, just as in many country villages, especially in Carnarvonshire, their sisters have lessons in cookery. Yet this subject practically receives no attention, and only 31 boys throughout the length and breadth of Wales received last year the cottage gardening grant. To anybody who has seen the zest with which boys enter into such a congenial occupation as outdoor work, and the stimulus which it gives to other studies, it seems strange that this should be the case."

The time has arrived when it is absolutely necessary that elementary education should be made more practical, and I feel sure that these West Indian Colonies will do their utmost, with the limited means at their disposal, to make it so. There has been very little attempt made in the past to draw out and train the faculties of children. Our system must be remodelled so as to draw out these faculties. "In too many cases" (to quote from a paper by Mr F. J. Lloyd) "the sole object of education has been to cram a certain number of useless and disconnected facts, or pseudo-facts, into what is termed the brain. Teachers recognise one faculty, and one only, viz, memory, and to train this one faculty to the neglect of every other has been the sole object of education for ages past, and remains so mainly to the present day. It has entirely neglected to develop manual skill, it has neglected to draw out or cultivate any mental faculty save memory, and even for this purpose has utilised subjects, the recollection of which would in no wise benefit the future farmer. But far worse than this, it has neglected the most valuable of nature's gifts to all of us, the strongest natural faculty we possess, observation. What is the most striking faculty possessed by a child from three to six years of age? The power of observation. Watch that same child between the ages of thirteen and sixteen, and the power, though at times manifesting itself, is gradually becoming dormant, partly because it has not been cultivated, partly from its constant suppression by the ignorance and heedlessness of those who surround the child. Ten years later the faculty is practically non-existent, lost from neglect of use, as a singer may lose the power of song or a musician the power of execution. The difficulty now found in improving Agricultural Education depends greatly upon this failure of the past." Be ours the task, as far as lies in our power, to try and remedy this defect in our Educational systems in the West Indies.

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#### DISCUSSION.

The PRESIDENT: The Lectures so successfully given at Barbados and St. Lucia will shortly be extended to Grenada, St. Vincent and Dominica. Great interest has been taken in these lectures in every part of the West Indies. It is evident that we are working on right lines. We

have among us to-day leading educational authorities whose counsel based on long experience we would gladly welcome. In Jamaica, for instance, the vote for Elementary Education amounts to about £60,000 yearly. There are in all about 900 teachers. Strenuous efforts are being made to adapt the educational system in that island to the requirements of the people and on lines very similar to those advocated by the Imperial Department of Agriculture. As Representative of Jamaica we have here the Acting Superintending Inspector of Schools, Mr George Hicks, who is one of the most earnest educationists in the West Indies. I would ask Mr. Hicks to be kind enough to open the discussion following Mr. Reece's paper.

Mr HICKS The interesting and useful paper just read is full of encouragement to those about to undertake similar work. The systematic instruction of the teachers is of course essential before they can embark on the instruction of their pupils. Provision was made for agricultural instruction in the Jamaica elementary schools and special grants offered, but without accomplishing very much. We now propose to make such instruction an integral part of the curriculum. We are liable to fall into a mistake in introducing agricultural education into the elementary schools in the West Indies. Statements have been made that country boys prefer a town life and clerical work to a country life and tilling the soil. But this is not peculiar to the West Indies. It appears to be universal. In France what we know as the "French scheme" of agricultural instruction has been introduced for the express purpose of preventing the French country boys from yielding to the tendency of drifting into the towns and neglecting the cultivation of the soil. As in France, so in America; leading educationists there also are seeking to counteract the same tendency.

Dr MORRIS In European countries and in America there are factories and other means of employment in towns to attract the people. Here we have none.

Mr HICKS Because that is so, our problem is not so difficult. The boys here, forsaking the soil, drift into towns, and if they find no employment there they drift back again to engage unwillingly in agricultural work. Our aim should be to equip them for such work and enable them to live comfortably by it. It is now believed, and I am satisfied the belief is well founded, that education can be given on wiser and more extended lines than formerly, and that the country boy so educated will find country life both remunerative and attractive. It is currently believed that there is on the part of the people of the West Indies an aversion to manual labour. We are liable, I think, to give this too large an interpretation. "Little labour, little gains" is quoted by our President. I would add "The greatest gain with the least labour" as the universal rule. The aversion to manual labour is, after all, only a desire for greater gain with less labour. When increase of gain is offered the manual labour is forthcoming. This has been fully proved everywhere in the West Indies. I believe if we base our educational efforts upon the general truth that the people in these colonies are like other people, that they have essentially the same desires and are actuated by the same motives, we shall be on safe ground. It is fortunate that the proposed agricultural instruction which seems to be urgently needed in the West Indies, is also that which is best from the educational standpoint. The Imperial Department of Agriculture is therefore promoting educational methods in the best interests of all. The new lines of education, the hand and eye training, the training of the powers of observation, the learning to see things and to do things, are I believe truer lines, upon which, generally speaking, a more valuable education will be gained. Our attitude should be not that of standing aloof and offering the tillers of the soil that which is for them and not for us, but as offering what we share with them—that which is best for them and best for all. The eyes of the country child should be unsealed. He should be made to see the beauties and wonders that lie about his feet, and are to be found in profusion all around him. A sympathetic, skilful teacher will invest rural life with an interest that will attract and fascinate. The life that was monotonous, dull, insipid, and purely mechanical will be changed into one full of interest; and with this there will be gained a discipline of the mind, a development of intellectual power, which are

prominent aims of all true education. The new knowledge and skill will be to the country boy as a new tool, the possession of a new power, and he will be eager to make use of it. What is done on a small scale in a corner of the school plot, or in the box-garden, will be reproduced at home on a larger scale and with added interest. It will be his delight to show what he can do, and the useful results of his doing. He will find use for his knowledge of reading, writing, and arithmetic in connection with his observations and experiments in the study and mastery of some of the secrets of nature. He will have a desire to read; and, if we are wise, we shall see that he has opportunity by providing the school with a suitable library, and some of the books specially applicable to country life.\*

The educationists of France and America are zealously endeavouring to make rural life more attractive, and I feel sure that they will find this possible, and also that we, moving upon like lines, will find it to be possible in the West Indies. The Imperial Department of Agriculture will certainly accomplish much in the efforts now put forth to make rural life more interesting and more profitable, and therefore more attractive. I am sure that we who are engaged in educational work will most heartily co-operate with the Imperial Department of Agriculture in its present effort to introduce a wise and feasible degree of agricultural instruction into the elementary schools of the West Indies.

Mr W BLAIR (Inspector of Schools, British Guiana). A few days after my arrival in British Guiana I received a letter from the Government Secretary asking me to submit a Code of Rules and Regulations awarding special grants to Mission Schools for Aboriginal Indians, and to schools in remote and sparsely populated localities. I will not take up your time in giving you the details of these rules, but it appeared to me that having had some experience of Agricultural and Technical Schools in the Island of Ceylon I could at the same time prepare a Code for Agricultural and Industrial Schools for British Guiana, and I had the satisfaction of seeing my proposals adopted by the Governor and the Court of Policy, and the Combined Court passed a vote of \$1,500.

I divided the Schools into 4 classes, A, B, C, D

The following regulations were adopted —

(1) Industrial Schools in which technical instruction is given shall be classed as "D" Schools.

(2) An application for a grant-in-aid to an Industrial School will be entertained on the following conditions —(a) that the school shall teach agriculture or a trade or trades approved by the Inspector of Schools; (b) that the school shall be sufficiently provided with appliances for elementary instruction in agriculture or in the trade or trades to which the school is devoted, and (c) that the master or mistress appointed to teach agriculture or the trade or trades is duly qualified.

(3) The Manager of a "D" School shall receive in addition to the general grants payable under No. 12 (a), (b), and (c) of the Education Regulations, 1890, the sum of \$7 50 for each pupil, being over twelve and under seventeen years of age, who may be certified to have been in attendance for not less than 100 days, and to have received daily not less than two hours' instruction in agriculture or in the workshop, and who is able to work at his trade to the satisfaction of the Inspector of Schools, provided that the grant to any single "D" School shall not exceed the sum of \$200 (£41 13s 4d).

(4) The number of "D" Schools shall not exceed ten.

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\* Note added :—Some Schools in Jamaica now have Libraries, mainly through the personal efforts of Mr. Hicks. There is a proposal before the Government to assist the formation of School Libraries by the offer of a grant to defray one-half the total cost. [Ed. W.I.B.]



The first to ask for a grant were the Nuns of the Ursuline Convent for the establishment of a school laundry, which has been an unqualified success, and it is impossible to visit that institution without admiring the skill and dexterity with which young girls between the ages of twelve and seventeen years wash, starch, and iron ladies' underclothes of every size and description, and under the direction of the Nuns the finest article. Without the Government grant it more than pays its way, and if the Government grant were withdrawn to-morrow, which it will not be, the School would be carried on just the same. Lady Sendall visited the laundry a fortnight ago and saw the girls at work, and spoke of their performance in terms of the highest commendation.

A tailors' shop was started in Georgetown by Canon Josa in connection with Christ Church School, which for the last five years has been fairly successful. A carpenters' shop at Plaisance School was opened with a flourish of trumpets, but it was never a success, and in three years had to be abandoned. Two Agricultural Schools, one in Demerara, East Coast, and one in Berbice, at Rose Hall, were opened, but both these schools were close to sugar estates, on which the boys who were inclined to work could readily find employment and earn from 6d. to 1s. a day. The more ambitious of them considered working in the fields as degrading, and they were anxious to attain what Mr Gladstone described as the "supposed paradise of pen and ink." The parents supported their children, and the schools were hopeless failures. We have been more successful at the Roman Catholic Mission Station at Santa Rosa. I have not had an opportunity of visiting the school, but my assistant reports that it is doing a good and useful work. I am afraid that one of the causes of failures was my want of respect for the prejudices of the parents. If I had required less I should have probably achieved more.

Simultaneously with the establishment of Industrial Schools I made important changes in the Syllabus of Subjects for Teachers' Certificates, introducing Agriculture for males and Domestic Economy for females. Dr. Nicholls' work is our text book, and the Hon. B. Howell Jones, a planter of wide and varied experience, is the Examiner. I have already handed to Dr. Morris copies of the Examination Questions set at the examination held last week, and I shall be glad if he will give you his opinion on them. Arrangements are also being made for giving a few of our most intelligent schoolmasters a course of lectures in Chemistry and Botany. Professor Harrison has submitted the course to the Government, and we are now only waiting on the Combined Court for a vote. I am hopeful for the future, and if I am privileged to attend the Conference next year I trust that I shall be able to give you an interesting account of what we have done.

Mr. J. H. COLLENS (Acting-Inspector of Schools, Trinidad): I have listened with considerable attention to the valuable paper read by Mr. Reece, and I fully endorse all that he has said. We have embarked in Trinidad on pretty well the same lines as in Barbados, and in Jamaica. I cannot, however, say for Trinidad what Mr. Hicks said with regard to Jamaica—that our people have no antipathy to manual labour. I am sorry to say they have. Consequently, the colony finds it necessary to import a large number of East Indian labourers, or it would be impossible to get all our agricultural work done. If there is an attempt to make a child in the schools do manual labour, the parents state their objections very forcibly. I agree with Mr. Hicks that if our attempts to teach agriculture in elementary schools are to be successful, the greatest possible tact must be shown by the officers concerned. We must not drive or coerce the people; above all, we must try and instil into the children's minds a love of nature, and the necessity of learning nature's methods. If we succeed in doing that, we may hope in time to turn their attention to field pursuits and to agriculture generally as a means of earning a livelihood. We must, however, proceed very cautiously. In Trinidad it has been decided that the teachers should, first of all, have a course of lectures, and in the event of their showing aptitude in teaching agriculture and passing an examination in the syllabus laid out, they are to be rewarded by receiving a bonus

Diagram Showing The Revenue of Last 5 Years under Principal Heads. 1928-29.

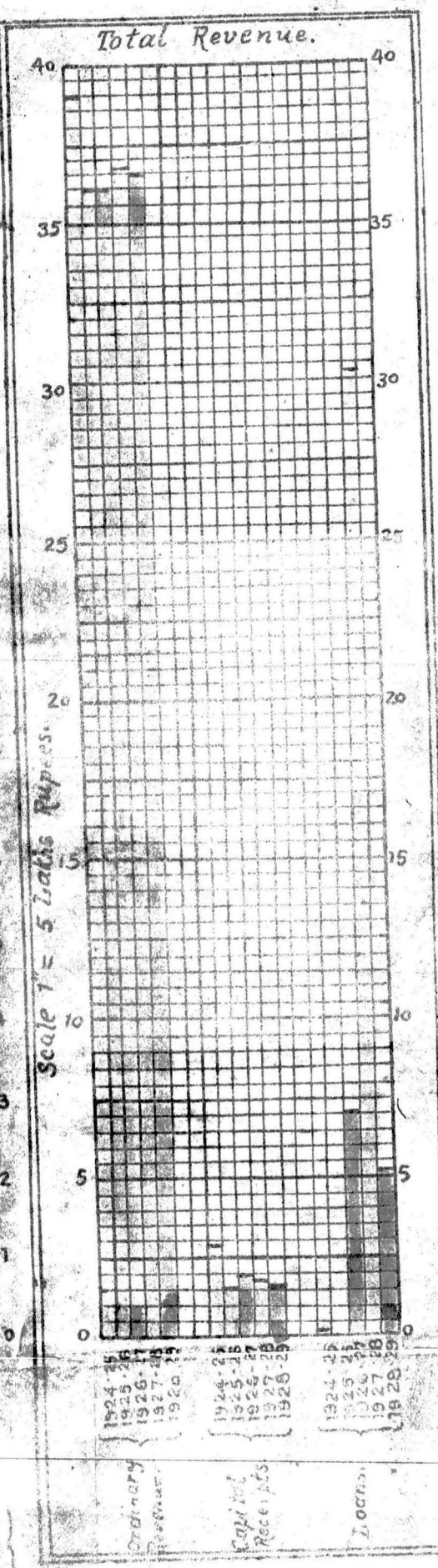
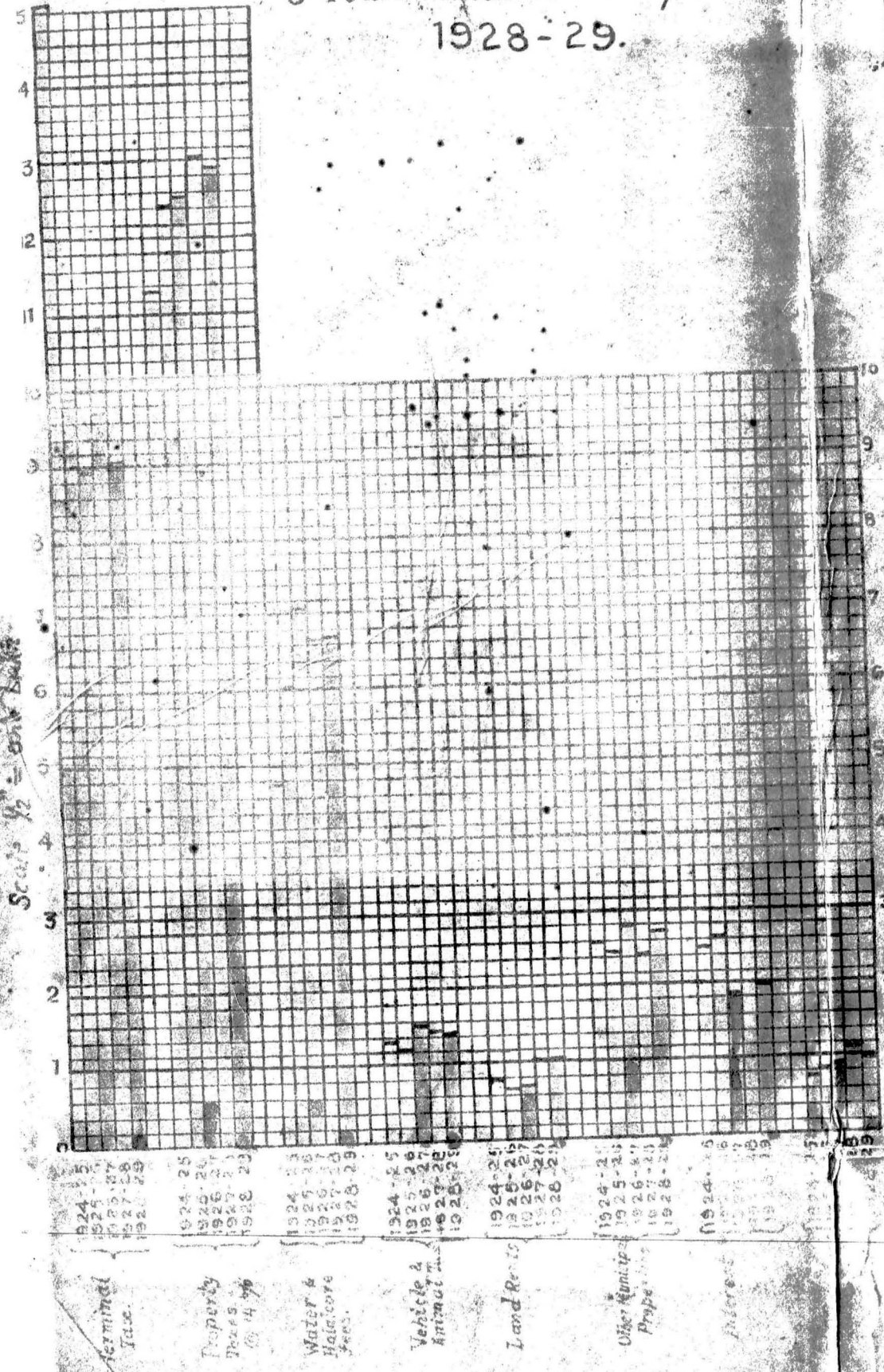


Diagram Showing The Expenditure of Last 5 Years under Principal Heads. 1928-29.

