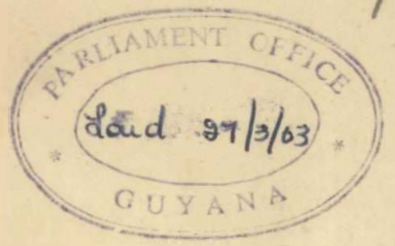


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BRITISH GUIANA

SESSIONAL PAPER No. 1/1963.



FIRST LEGISLATURE

Under the

BRITISH GUIANA (CONSTITUTIONAL) ORDER-IN-COUNCIL, 1961

SECOND SESSION

1962 - 1963

MEMORANDUM BY THE MINISTER OF EDUCATION AND SOCIAL DEVELOPMENT

ON

EDUCATION POLICY

February, 1963.

FIRST LEGISLATURE

Under the
British Guiana (Constitution) Order in Council, 1961

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Memorandum by the Minister of Education and Social Development
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Introduction

The Government aims at promoting a national system of education which will provide all Guianese with the opportunity of developing their educational and personal potential and of sharing in all the educational facilities available regardless of race, religion or economic circumstances. This educational system would also aim at removing long standing discriminations, at integrating young Guianese at the very start of life and preventing the threatened disintegration of our society.

2. In devising a national system of education and in drawing up an educational programme for British Guiana the Government is fully cognisant of the fact that education plays a vital role in the economic and social advancement of the country. An educated citizenry is our best investment in progress, and development, and education is recognised by this Government as one of the greatest liberating forces in our struggle against ignorance reaction, bigotry, superstition and political and economic exploitation. Our children and youths are among the most precious of our assets and we hope that through our educational system we would be able to enhance tremendously the value of these assets to our economy.

3. In addition to the purely economic aspects of education, that is the increased efficiency which would result from an educated and trained man power, education would also add to the degree of contentment and personal satisfaction of each individual. Government is therefore also aware of the social and human aspects of education.

We want to ensure that educational opportunities are available on an equal basis to all sections of the population whatever their economic and social position. In fact a student who has the ability to profit from a certain type of education should not be debarred from enjoying such an education because of his parents' inability to pay for it.

4. In addition to the fact that educational institutions should be equally open to all members of our society irrespective of colour, religion, denomination or social class, Government is concerned that no educational institution should in itself be a source of privilege or should develop a feeling of status superiority among its students.

5. These two factors - equality of educational opportunity and lack of inherent prestige in any educational institution - are of major consideration to us as socialists. Both inequality of educational opportunity and inherent prestige in an educational institution create a feeling of superiority which contributes to social stratification in society and which leads to the development of a social structure in which class barriers operate. On the other hand equality of educational opportunity would help to produce a more fluid social structure with fewer chances of ossification into class and status groups.

6. It has been said that one of the main roots of class discrimination in any society is the disparity of life opportunities or "life chances" between different sections of the society. When education is more easily available to one group than to another then there exists a major factor in the perpetuation of class differences.

7. The aim of our Government is both to democratise all educational institutions so that they would be open on an equal basis to all members of our society, and to ensure that there is equality in terms of securing the type of education from which a child can derive the greatest benefit. It follows that Government in the implementation of these aims within an integrated national system must establish educational institutions of a suitable type. It is Government's intention to establish Secondary Comprehensive schools throughout the country as resources permit. A beginning will be made in September 1963. These schools would combine the best elements of all that the best Grammar or High school or a Technical or Agricultural Secondary school could offer. Admission to these schools would be open without examination to all children of 12 and over of the area in which the school is situated. No fees would be charged. After a common three year course of basic secondary education common to all, the school would provide facilities for a further two year course in at least two of the following fields: academic education, commercial education, technical education, agricultural education. Pupils completing successfully the 5 year course (in any of the streams) would have the academic examination qualifications for admission to higher education courses at the University of Guyana and elsewhere. The establishment of such schools will be of tremendous financial benefit to parents whose children now have to travel long distances to fee-paying schools, and even greater benefit to the children in affording them wider education and social opportunities.

8. Government's decision to grant free places to all students who reach an approved level at the Common Entrance Examination is evidence of its determination to see that no able child is denied a secondary grammar education because of the parent's inability to pay school fees.

9. In pursuance of this policy, Government Secondary schools would eventually become non-fee paying institutions which would be open to all children in our society, so that entrance to these schools would be based

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not on the parent's ability to pay, but on the child's merit and ability to profit.

10. In addition Government has decided that the admission of students below the age of 12 to Government and Government-aided Secondary Schools should be on the basis of a strict order of merit at the Common Entrance Examination, and as far as possible in accordance with the parents' choice. This course of action would tend to bring about a greater diversity of social backgrounds among those admitted to the better schools and ensure that a child who could not benefit from a Secondary Grammar School course would not be sent to such a school simply because his parents can pay the required fees. In fact it should not be possible for parents to send their children to certain secondary schools for prestige reasons; the children must merit admission because they are best equipped to benefit from the education offered in these schools.

11. In economically under-developed territories as Guyana, manpower is one of our greatest natural resources and capital assets; to make full use of these resources and assets there is need for an imaginative programme of education and training especially for our children and our youths.

12. A very important feature of our educational system is to kindle and sustain among the citizens of Guyana a greater sense of belongingness to their country - a sense of nationhood among the different groups that ~~make~~ up our population. This fostering of a spirit of nationalism and rootedness in our country is necessary if we are to achieve and preserve a sense of unity in Guyana. Nationalism, however, should not be of an exclusive character - it must not be inconsistent with internationalism and with the need to prepare ourselves to play our part in the life of the international community of the United Nations and its agencies, of the British Commonwealth of Nations and of regional organisations.

13. Our educational system must therefore be geared to function effectively as a means of bringing about National integration whereby the people of Guyana would forget the divisive elements in their midst and unite together as one people striving towards the common goal of making life in this country better for all.

14. In translating this philosophy into practical terms, our educational institutions should not perpetuate divisions in our society, and it is imperative that we develop a national instead of a denominational system of education. The system of dual control of schools whereby denominational bodies control the appointment and promotion of teachers on a denominational basis, while the Government pays their full salaries and makes large grants

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to these schools, will eventually be abolished.

15. The abolition of this system was advocated over 110 years ago by a Commission under Governor Henry Barclay. In 1925 a Commission appointed by Sir Graeme Thomson and headed by Chief Justice Sir Charles Major made the same recommendation. In 1938 a Royal Commission headed by Lord Moyne and in 1941 Mr. Hammond, Educational Adviser to the Comptroller for Development and Welfare in the West Indies, repeated the recommendation. Educationists as well as clergymen have recognised that the system of dual control of schools is outmoded and should be abolished.

16. The existing system is a discriminatory one, so far as the appointment and promotion of teachers is concerned - the Christian denominations discriminate not only against the large non-Christian sections of the population, but against one another as well.

17. In addition, the present method whereby teachers can only with difficulty get promotion outside their own denomination leads to inefficiency because the best teachers are not always able to compete for vacancies in the teaching service. Since the full salaries of teachers are paid by the taxpayers of the country, Government should ensure that not only is there no discrimination in appointments but also that the best teachers receive promotion. Since promotion at present is based mainly on denominational considerations rather than merit we find resulting frustration among the most enterprising teachers who see their less efficient colleagues promoted ahead of them.

18. Government plans to set up an Independent Teachers' Service Commission similar to the Public Service Commission and to delegate to this body the full responsibility of appointment, promotion, transfer and discipline of all teachers in Government or Government-aided schools.

19. Such a Commission would ensure that all teachers would enjoy the same opportunities for promotion and that professional criteria such as qualifications, merit, experience, etc. would be the most important factors in determining a candidate's suitability for promotion.

20. Government is acutely aware of the need for the participation of informed public opinion in the development of education in the country and to this end it proposes to set up a National Council of Education to advise the Ministry of Education on educational matters in general.

21. The Educational System

The proposed structure of our national system of education would embrace from nursery to adult community education. The country has been divided into a number of educational districts, and each of these comes under the supervision of a district education officer who is responsible for the implementation of the total educational programme in his district.

22. Nursery Schools

At the bottom of this educational structure would be our nursery schools which would cater for children between the ages of 3 and 5 years. Although Government has no immediate plans for the establishment of nursery schools it fully realises the importance of education at this stage of the child's life since his later attitudes to learning and to life can be considerably affected by his experience in the nursery school. The schools should provide for the child an atmosphere of natural affection, a feeling of peace and security and an ordered and regular way of life. The child in such a school would be on friendly terms with his teacher and others who administer to his needs and should have at hand the material through which he may develop his powers and enlarge his experiences. In a good nursery school the child should show gaiety, curiosity, friendliness of spirit and adventure and develop the power of self-expression.

23. To implement such aims the schools need good physical accommodation and equipment and good teachers.

24. To ensure that these conditions exist in Nursery schools, the Government feels it desirable that anyone who undertakes or proposes to establish a nursery school in the future should provide adequate accommodation and equipment for the children and a competent teaching staff. The teachers should have some training in the principles and practice of nursery school education; with this in mind the Ministry of Education has already conducted courses for nursery school teachers and has active plans for continuing to do so on a more comprehensive basis. Advice on these questions is being made available by the Ministry. Many Local Authorities have expressed the desire to establish nursery schools in the rural areas, and other Local Authorities would take the initiative in establishing such nursery schools for the benefit of their communities. Government's advice and support would be given in the first place and when funds become available other forms of assistance would be rendered. With increasing economic development, more and more job opportunities will become available to women. Properly run nursery schools would accordingly be needed to cater for the younger children of working mothers. Government would make efforts to ensure that these schools are run in accordance with the best educational practice and that the conditions under which they

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operate are conducive to the preservation of the child's health.

25. Primary Education

The next stage in the educational system is that of the primary school which for most children in British Guiana would be their first experience of formal education.

26. In all advanced countries of the world e.g. in the United States of America, in Russia and in Germany, primary education extends over a period of six years. In Guyana the term "primary schools" as it was applied to schools which catered for children from 6 years - 16 years was a misnomer. Such schools are now referred to more accurately as "all-age schools".

It is decided to re-organise the educational structure into primary and secondary education. Primary education would embrace the first six years of the child's formal education and will, generally speaking, begin when the child is between five and six years of age and end at the age of 12 years.

Enrolment by level of education and age will be as follows:

Preparatory A for the 5-6 year old

Preparatory B for the 7 year old

Class I for the 8 year old

Class II for the 9 year old

Class III for the 10 year old

Class IV for the 11 year old

By the age of 12 years the child will have completed his 6 years of primary education and will then be ready to pass to the secondary stage of education as obtains in all developed countries.

27. During the primary stage of education the child would follow such subjects as health and physical education, creative activities comprising Music, Art and Craft, Drama Language, Arts, Elementary Mathematics and Social and Environmental Studies.

28. The course in the Primary School should not only aim at teaching the child certain skills in reading and number work but should begin to make the child more aware of himself in relation to his world around him.

29. Secondary Education

The third stage of the educational structure would be that of secondary education. On both educational and social grounds the Government considers the Comprehensive School to be the most appropriate system of organisation for secondary education in British Guiana. With a comprehensive school system there would be no need for a Common Entrance Examination. All

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children, on reaching the Secondary School age, would enter such a school and would follow a type of education consistent with their interests, aptitudes and abilities. British Guiana's goal is democracy, and democracy should mean increasing equality of opportunity and an expanding area of common educational and social experience for the country's youth. Segregation of schools into types does not seem a valid arrangement for the achievement of these aims. It is invalid because it divides youths and militates against the common social and educational experience provided by our conception of democracy. It should make for better human and social relations in the community and on the job if the managerial class and the labourer, the clerical and the technical workers and the skilled artisan and unskilled labourer have had a common school back-ground in the secondary as well as in the primary stages of their education.

30. All adolescents would then come nearer to speaking a common language and to sharing a common background of basic culture, however far beyond that common area some of them might later advance. Were all youths to share this common educational experience as obtains in the all-age school, a sound basis for good human relations in all forms of activities might be established in early life and the risks of fairly rigid segregation by future occupation may not be so great. The brighter youth will not be drawn away and educated apart from the majority of his fellows who would later be engaged in skilled, semi-skilled, and unskilled jobs. Any pupil, whatever his academic attainments, who leaves school lacking the awareness of the intrinsic value of his fellow countrymen in other walks of life is nothing but a social illiterate in modern society. The comprehensive school should provide this common educational environment and experience and should play an effective part in preventing the development of rigid class system in our society since this is the very antithesis of a Socialist Society.

The provision of equality of opportunity and common educational background which would be made more possible in the Comprehensive school does not in itself mean that all students would follow identical courses - each would be following courses according to his interests and ability.

31. Ultimate proposals for secondary education would be for such education to be free and to be offered in comprehensive schools.

32. Our financial position would not allow the immediate wide spread establishment of comprehensive schools and until this becomes an actuality secondary education would still be conducted in established Secondary Grammar/Technical Schools and in Secondary Modern Schools which would cater for children who are less likely to profit from the Grammar/Technical school courses. This Secondary Modern type of education would be partly academic and partly practical and would make full use of concrete in addition

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to abstract learning. In areas where none of the above types of schools are available secondary education would continue in the secondary divisions of the all age schools.

33. Though the Grammar/Technical type of education in the established Grammar/Technical school, would not be immediately free for all students, Government is already implementing plans with this ultimate objective in mind. By its decision to grant a free place to all children who have made a required performance at the Common Entrance Examination it would be ensuring that none of our best children is allowed to go without a Grammar/Technical education because of the parents' inability to pay for it. In the Secondary Modern departments of all age schools the enrolment level of education and age is as follows:

Form 1 for 12 year olds

Form 2 for 13 year olds

Form 3 for 14 year olds

Form 4 for 15 year olds

Children would be prepared for the Collège of Preceptors Examination and for the G.C.E. 'O' Level.

To implement this policy Government proposes to introduce into the schools in the very near future a growing number of teachers, fully trained, and of the appropriate educational background to deal with the areas of study at higher levels or specialist subjects which secondary education involve.

34. Technical Education

The need for technical education in our society exists at three levels:

(a) Craft

(b) **Technician**

(c) Technologist

(a) Craft training would be provided in the vocational streams of the comprehensive schools and/or centres throughout British Guiana. Such skills as typing, shorthand, home economics, agriculture, plumbing, work, carpentry, masonry, etc. would be taught. These streams or centres

/would

would aim at supplementing the work at the existing trade schools run by industry and would provide additional courses over and above those which trade schools already offer. The courses conducted in the vocational streams would be run in close conjunction with industry and commerce and would aim at meeting their special needs and the needs of the community at large.

(b) Technician training would in the meantime be conducted only at the Technical Institute to which entry will be made from the Comprehensive Schools and other schools attaining the required standards.

(c) Ultimately the Technical Institute would be also providing a yet higher level of education and training in technology. To this end it is proposed that there would be a gradual upgrading of the work of the Technical Institute so that eventually it would become the College of engineering of the University of Guyana.

35. Agricultural Education:

The importance of agricultural education in a country like British Guiana where the majority of people are engaged in agriculture is fully recognised by the Government.

In the secondary schools and in the secondary division of all age school, Government intends to encourage the teaching of such subjects as rural biology, school gardening etc. which would be invaluable in fostering in pupils a scientific attitude to agriculture.

The establishment of a farm school at Mon Repos would also help to fill further needs in the field of agricultural education and it would provide courses at different levels according to the needs for agricultural development of the country.

36. University Education - College of Arts and Sciences

For those students whose interests and abilities would allow them to follow a more academic course, it is intended to establish, as from October 1963, a College of Arts and Sciences in Guyana which would make it possible for university education to be secured locally.

37. At the moment University education because of its high cost is only available to a relatively small number of persons in the country. The establishment of a College of Arts and Sciences as a first step to the establishment of the University of Guyana would make university education available to a wider section of the population.

38. The College would have most of its formal lectures in the late afternoon and evening and this would make it possible for students to attend lectures after work. The acquisition of a University degree would be facilitated for a larger number of the population and would reduce the

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social snobbery which tends to develop when University education is confined to a small group.

39. Curriculum Planning

The Ministry of Education has recognised the need for periodic review of the curriculum of educational institutions.

40. It has often been said and not without justification that we have been slavishly following exotic patterns. Our present concern is that any curriculum devised should reflect clearly a course which, pursued, should help the children to be knowledgeable, critical, industrious and practical, to have a sense of direction and to be fully aware of their responsibility to their community and to the nation. Towards this end more and more emphasis must be given to Social and Environmental Studies, to Arts and Crafts, to Home Economics and Agriculture, Craft Work and to Elementary Science. Continued efforts will be made to change the College of Preceptors and G.C.E. examinations to suit local conditions.

Our ultimate aim is to have our own examinations at all levels, but at all times standards will be established and maintained.

41. Teacher Training

During the past three years Government has increased the annual output of trained teachers four fold, yet the trained teachers only constitute 26% of the entire body of teachers. It was found necessary to

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a one year training course first for 150 students per annum and later for 225.

The rapid increase in school population and the diversification, expansion and qualitative improvement in education makes the annual output of 225 trained teachers quite inadequate. The Government has accordingly prepared a bold Teacher-Training Programme to meet this desperate situation which has been building up for decades.

The programme allows for a four-pronged attack to meet this challenge. The Government Training College will be fully responsible for all forms of teacher-training and he will therefore be in a position to coordinate and direct all future teacher-training programmes in the country.

Trained teachers with the necessary professional and academic knowledge and technical skills would be provided not only by the Government Training College but also by the University of Guyana, and in the case of specialist handicraft, craft, commercial education and home-economics teachers by the Government Technical Institute and the Carnegie School of Home Economics.

The principle of common certification for all teachers based on parity of professional standards will obtain as a result of the integration of all aspects and branches of teacher-training.

The Programme proposes that all the untrained teachers at present in the schools - the vast majority - be, in all justice and for the benefit of the schools, trained by 1970.

Instead of gathering students into one Central College it is planned to decentralize teacher-training throughout the country by setting up a number of rural teacher-training centres in addition to centres at Georgetown and New Amsterdam. These rural centres would move as and when necessary year by year in order to meet the needs of all districts throughout the country for trained teachers. Each year four hundred teachers or so would be attending these centres which would be aimed at training people who are already in the teaching service.

These teachers would carry out their normal teaching duties for which they would receive full salaries and would go into training in the afternoons and evenings and Saturday mornings.

The Ministry is anxious not to reduce the standards of the one year training course any further and the courses would be planned so that the number of lecture and study hours would be no fewer than that now required for the existing one year course of training.

The advantages of this new project are obvious: a large number of teachers can be trained at the same time without losing salary and without the need to appoint interim teachers.

Parallel to these one year in-service courses would be introduced the two year full time pre-service course for young people with a /good

good secondary education. This new course would be conducted in Georgetown and would start in October 1963. The number of candidates to be admitted annually to this course would be 180 initially, rising to 300 by 1970. It is hoped that by 1975 all entrants to the teaching profession would be trained teachers.

By 1967 the University of Guyana would begin to contribute its quota of specialist teachers for our secondary schools.

42. The Administration

Diversification of educational opportunities and an expanded educational system would call for changes in the organisational, administrative and supervisory services.

Integration of the Department of Education and the Ministry of Education has already been effected. Steps are being taken to make more effective the available resources of knowledge and skills of the professional officers.

In the interests of economy and efficiency it is proposed gradually to strengthen the administrative and professional staff and to re-define the duties and responsibilities of each officer to cope with the new educational programmes.

A beginning has already been made in this direction. The responsibilities of district education officers have been expanded to include both pre-primary and adult education activities in their districts. The duties of other officers have been slightly changed and a small planning section has been established in the Ministry of Education. It is hoped progressively to increase the number of specialist officers in different fields and subject areas.

43. Ancillary Services

In keeping with the policy of developing a national outlook, Government proposes to give every encouragement to local writers to produce text books with a local flavour. In this connection Government has set up a Publications Committee to study this matter from all angles and to advise accordingly. In the meanwhile schools will be encouraged to give an important place to indigenous poems and songs.

44. At present there is too large a number of local examinations and this tends to stagnate educational progress and swamp the initiative particularly of teachers. The Ministry of Education is giving consideration to a reduction in the number of these examinations. The Primary School Certificate Examination has been replaced by the Preliminary Certificate Examination which is a midway point leading to the College of Preceptors Examination. This latter examination is now being conducted by the Ministry of Education and it is hoped that the examining board would be persuaded to include additional options in their syllabuses to meet the special requirements of British Guiana. The College of Preceptors and the G.C.E. Examinations will eventually replace the pupil teachers'

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examinations and the colony-wide training programme for teachers will obviate the necessity for a number of teachers' examinations.

45. The Ministry of Education conducts a large number of overseas examinations but proposes at some time in the future to introduce local examinations with comparable standards.

46. As from 1964 the Cambridge University Examinations Syndicate proposes to abolish the School Certificate Examination in favour of the G.C.E. The Ministry of Education therefore proposes to encourage all secondary schools to take the same G.C.E., that of London University. Such a change would be economical as well as administratively convenient and would make it easier for the granting of scholarships for further studies on equal basis to all since their examinations results would be more comparable.

47. Government proposes to continue to provide through its Students' Advisory Service guidance and information to students proceeding overseas to pursue their studies and to graduates before and on their return. Government acknowledges the value of this service to Guianese students abroad and with the establishment of its own diplomatic offices will continue to provide these facilities in the United Kingdom, Canada and the United States of America. Government proposes however to widen the scope of the Student Advisory Service in respect of students proposing to study abroad or at home. Students would be advised on the man power needs of the country and of trends in job opportunities. They should feel free to address their problems, their doubts, fears and aspirations to the Students Advisory Service. Those going abroad would be given such information as would assist them to find their bearings with the minimum of difficulty.

48. In order to assist able students who are in no position because of limited financial resources to pursue higher studies abroad, in fields which cannot be catered for by the University of Guyana, Government will continue to grant loans as in the past. Priority will be given to these students whose courses of study are most likely to meet the immediate and projected needs of the country. Government will expect that students to whom loans have been granted will return after they have qualified to give the country the benefit of their training.

49. Government proposes to continue to provide funds for the Public Free Library to be spent along with those provided by the Mayor and Town Council of Georgetown towards the maintenance of the library, and its branches wherever they may be established from time to time. Government recognises the value of the educational services provided for children

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and adults and will assist in their expansion. The general management, regulation and control of the library and its branches shall continue to be vested in the Committee appointed jointly by the Governor and the Mayor and Town Council.

50. The Ministry of Education proposes to have closer ties with the Ministry of Health in the interest of the health of school children. The Environmental Sanitation Programme is already under way and this will bring about a tremendous improvement in the sanitary conditions in schools. It is hoped that the schools medical and dental services would be expanded. Owing to the shift in emphasis from school feeding to pre-school feeding, it is proposed on the advice of the Chief Medical Officer to confine the supply of milk to the preparatory section of schools or to interior schools until such time as more generous supplies are available.

51. School Buildings

There has been a rapid rise in the school population in Guyana. For the past 6 years there has been an average annual increase of 7000 children in our schools. Government has been providing increased accommodation for school children. According to projections there will still be need for approximately 50,000 additional school places in the next four years. To meet this need Government is prepared to erect Government Schools wherever possible subject to the availability of funds. Government is also, however, prepared to give every encouragement to self-help efforts of communities, Local Authorities etc. in respect of the erection of schools for children in their immediate locality. Government further, in order to avoid duplication of buildings, would encourage communities: to put up dual purpose buildings where both a school and a community centre are necessary. The first dual purpose building is being put up at Mocha Village, East Bank, Demerara.

52. Government plans to provide as many secondary schools as possible or convert some existing schools with a view to implementing its policy of providing increased secondary education facilities for the total population from 12 to 16 years. Where there are not enough children to have separate primary and secondary schools, all age schools comprising both primary and secondary departments will be provided. All new schools built whether primary or secondary will be co-educational.

53. Well-equipped practical work departments will as far as possible be attached to all secondary schools; these may include as appropriate laboratories, handicraft centres, Home Economics department, commercial education rooms or agricultural farm plots.

54. The right of any person and/or religious or other associations to construct schools at their own expense shall not be denied or restricted

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save that such schools shall conform to whatever legislation may from time to time be in force regarding the establishment, control and supervision of private schools.

55. Government will grant the use of its schools, under certain conditions, to any accredited organisation or group for the purpose of holding meetings, concerts, exhibitions, fairs.

56. Broadcasts to Schools

Broadcasts to schools shall be directly under the Ministry of Education. An Advisory Committee on Broadcasts to Schools is responsible to the Minister for the construction of the Broadcasts to Schools programme and the general efficiency of Broadcasts to Schools. The technical aspects of Broadcasts to Schools, such as production of Broadcasts are in the hands of the Broadcast to Schools Units which is drawn from the staff of the Government Information Services.

Broadcasts to Schools programmes will aim at:-

- (i) supplementing and enriching existings curricula of primary and secondary schools;
- (ii) stimulating the imagination of the child and his awareness of his physical and social environment; and
- (iii) developing a sense of community and patriotism and an appreciation of persons and things that have conferred benefits on the community and/or the world.

57. Religious Instruction

Policy will conform to the provisions of Article 7 of the Constitution of British Guiana. (See Appendix).

58. Preservation and Development of Culture

Government proposes to encourage the study of local history, art, literature and folklore, and to set up a department of Culture which would apply itself to intensification of such study, to developing a healthy regard for things Guyanese and to stimulate the unity of Guyanese peoples. Any agency which aims at promoting Guyanese national consciousness through history art or other forms of culture would receive Government's blessing.

59. Goals

In summary then we want to ensure that our educational system would contribute to the achievement of the following goals:-

(a) Developing to the full the potentiality of every child so that he can come to full self-realisation and be prepared and in a position to make his maximum contribution to the development of his society.

(b) Preventing the development of rigid class barriers in our society. Our educational institutions should reflect the general structure and character of our society and should in no way be sources of prestige and privilege. Our attempts at eradicating divisive elements in our society should be reflected in the composition of our educational institutions. Children of the rich or poor, Catholic or Protestant, Hindu or Moslem, technician or artisan should mix shoulder to shoulder in the same educational institutions and should share a common educational experience.

(c) Ensuring that our educational facilities are available to all who can profit from them regardless of parental income. In short we want to see that the socialist philosophy of equality of opportunity is put into practice in the field of education.

(d) A breaking down of the existing divisive influences in our society. We are a small nation and we cannot afford to be divided. For maximum economic and social progress we must work together as a team and education should play a very important role in increasing social and national solidarity. Like other colonial territories we have suffered from the policy of divide and rule. We have to-day the heritage of this policy and we hope that through education we would be able to heal the breached in our society. For this reason our educational programme should aim at promoting nationalism by giving everyone a sense of common rootedness in our historical past.

(e) Developing as citizens of Guyana a people who think not only of themselves as individuals or members of a group but of the society as a whole. This awareness of the needs and problems of the community and the importance of interdependence among all members is essential if we are to go ahead as one people. Today there is an increasing tendency for people to be concerned with their own needs and their own problems to the exclusion of the needs and problems of others. This social consciousness, this realisation that we are all members of society playing different but essential roles, this feeling of inter-dependence among all sections of the population is something which we believe should be one of the goals at which we should continually aim in all our educational programmes.

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A P P E N D I X

7.

(1) Except with his consent, no person shall be hindered in the enjoyment of his freedom of conscience, and for the purposes of this article the said freedom includes freedom of thought and of religion, freedom to change his religion or belief and freedom, either alone or in community with others, and both in public or in private, to manifest and propagate his religion or belief in worship, teaching, practice and observance.

Protection
of freedom
of conscience

(2) Except with his consent (or, if he is a person who has not attained the age of twenty-one years, the consent of his guardian) no person attending any place of education shall be required to receive religious instruction or to take part in or attend any religious ceremony or observance if that instruction, ceremony or observance relates to a religion other than his own.

(3) No religious community or denomination shall be prevented from providing religious instruction for persons of that community or denomination in any place of education managed or wholly maintained by that community or denomination.

(4) Nothing contained in or done under the authority of any law shall be held to be inconsistent with or in contravention of this article to the extent that the law in question makes provision which is reasonably required -

(a) in the interests of defence, public safety, public order, public morality or public health; or

(b) for the purpose of protecting the rights and freedoms of other persons, including the right to observe and practise any religion without the unsolicited interference of members of any other religion,

and except so far as that provision or, as the case may be, the thing done under the authority thereof is shown not to be reasonably justifiable in a democratic society.
