CHAPTER VI

POST-PRIMARY EDUCATION

Introduction

Post-primary education, which used to be the privilege of a small minority, is now becoming available to an increasingly large number of children whose intellectual ability and social background are very varied. But our existing post-primary schools only cater to the needs of the academic type. There is no Fiji-wide post-primary school curriculum either adapted to local conditions or to sound educational requirements of children. The schools are geared to external examinations whose requirements dominate the entire activities of the school life. Moreover, the majority of the post-primary schools are run by independent committees and conditions are very unsatisfactory.

In this chapter suggestions are put forward for the reconstruction of post-primary education in Fiji and they are discussed under the following headings: need for a new outlook, aims of secondary education, curriculum, vocational and technical education, organisation of secondary education, guidance and counselling in secondary schools, a new approach to examination and evaluation and control of schools.

Need for a New Outlook

Somewhat to the surprise of the Colonial Administrators it now seems agreed that secondary education is important. It also seems probable that the government will start taking a greater share in meeting its costs. It is worth spending money on education because it assists the economy. Why? Mainly because it provides a skilled and resilient body of workers at all levels,

who help to keep a highly fluid economy going.

As we have seen earlier, there is a great demand today for secondary education.[1] This is commendable and desirable. The countries which have created a considerable popular instruction without any serious higher instruction will long have to expiate this fault by their intellectual mediocrity, their vulgarity of manners, their superficial spirit, their general lack of intelligence.

Given the right conditions education offers the greatest opportunities for improvement both of the individuals and of the society in which they live. Most of the secondary schools in Fiji cater to the needs of the academic type. But the bulk of the secondary roll is not able to profit from this type of training. Our schools are, therefore, at the present moment educating the most intelligent at the expense of the less able, who need more attention, better conditions, and greater help because their environment impedes their chances of expressing themselves, of acquiring new skills and of understanding the society in which they live.

The craze for secondary education since World War II has brought within the schools pupils with a wide variety of talents and belonging to a wide range of socio-economic background. If every child is entitled to an adequate education suited to his age, abilities and aptitudes, these single track academic institutions will only be able to cater to the needs of a small minority. It follows, therefore, that secondary schools should offer a diversity of courses suited to meet the needs of pupils of varying talents, aptitudes and interests. And yet there is another

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[1] Supra. Pp. 88-89.

problem which is equally weighty and deserves close consideration. Education must not alienate the recipient from his own people and environment-that is, it must not be divorced from the actual life of the pupils. It must be geared to the community in which they live, prepare them for life and for change, help them to develop and become adaptable.

In dealing with current problems a new outlook is required and new methods must be sought, devised and applied. New aims, new procedures, new methods - what form will these take? Shall we be able to discard the static formalism of our classroom activities and make "schooling" a living dynamic force, as diverse in its forms and methods of expression as are the individuals for whom it is provided?

A school, any school, may be defined as a group or an association of individuals, young or old, experienced or inexperienced, whose primary purpose is the active and systematic participation in educative activities which are suitable to their abilities and interests. The members of this group may never become fully aware of the ultimate effects of their activity upon their own physical, mental or moral qualities or attributes; but they must be aware of, as well as keenly interested in, the immediate purpose of this activity, whether they be to make a basket (thereby developing and exhibiting their manipulative skill), to solve a quadratic equation (thereby demonstrating their mathematical ability and knowledge), or to act in a play (thus displying natural or cultivated powers of observation and mimicry). If they are not interested, no educative activity can occur, and the group, whatever else it may be, is not a school. This is a basic fact of some importance at all stages but especially at 14, 15 and 16. Moreover, in addition

to the consciousness of purpose, there should also be the realization of membership of, or partnership in, the joint activities of the group. Such realization is difficult when the group becomes too large, but it can be fostered and developed by the enthusiasm of a teacher who is aware of the purposes to be served by the group activities and whose duty is to direct them towards desired goals. In these joint activities the attitude of the individual member to the activities of other members and to the teacher is as important as are the mainsprings of his own activity.

Sometimes the role of the pupils, and particularly older ones, may become too passive or too receptive, but it can be, and with younger children ought always to be, an active, constructive one, to which books and apparatus, tools and materials, workshops, laboratories, playing fields and gardens all contribute. It is difficult to conceive of creative activity without equipment and apparatus, nevertheless the basic relationship between a teacher and a pupil is not in itself dependent upon these adjuncts nor even buildings; we remember that Jesus, Socrates, Tagore and others have taught by the wayside or wherever their disciples gathered together.

For the overwhelming majority of students, the completion of secondary education will be the end of their formal schooling, and, therefore, it is vitally necessary that the programme and activities of the secondary school are properly designed for this purpose. The present methods of vocational education at the secondary school level to meet the needs of the Colony for trained personnel are inadequate. Clearly the graduate of the academic secondary school is now not fitted for the role which he is destined to play under the present conditions of the Fiji

economy. He will have to work in a small farm, as a minor craftsman or in a small business, but he dreams instead of becoming a white-collar worker, a calling for which he is ill-equipped.

A suitable concentration of interests and effort on a selected group of school activities might lead to a valuable development of the special abilities of the individual pupil. Everywhere, however, the abilities of the available young men vary over a wide range, and as their possessors will eventually be free to move from place to place and to find employment anywhere, it is evident that the school's concern is not so much to fit its pupils for the employment available locally, as to equip them, as best it can, for the fullest use of the abilities in the most suitable occupations, wherever these may be found. Care must however be taken to ensure that the supply does not exceed the demand otherwise there will be disillusionment, frustration, discontentment and bitterness. This involves a consideration of the vocational opportunities available everywhere to all adolescents of similar abilities, and not merely a study of local conditions. The educationist, therefore, must take account of the problems of industry and commerce, economics and civics, for without reference to these his major activities become meaningless. And since the world into which his pupils are presently to be absorbed is in a constant flux, he can no longer depend for his guiding principles upon custom and tradition.

Secondary education is of course to be judged by other criteria than mere vocational preparation. The general cultural values are important. But without any practical occupational outlet, the secondary school graduate may well become a deeply frustrated individual. It is plain that the expansion of secondary enrolments has proceeded more rapidly than the economic development

of Fiji. The time has surely come to take a stock of the situation and to take necessary steps to organise more adequate schools, equipped with the necessary rooms and equipment, provided with adapted curriculum and managed by efficiently trained teachers. When such a stabilization on a higher level has been accomplished, it will be time enough to think about more schools and more students.

Aims of Secondary Education

When considering any aspect or section of educational activity, it is important to keep in mind the aims of education in general and to assess the particular aspect of education under consideration in relation to education as a whole.

As regards the aims of education the Fiji Indian community view is expressed in the 1959 Memorandum for Sir Alan Burns:

> Any policy of education must derive from certain political and philosophic concept. We build ours on the democratic principles of liberty, equality, and brotherhood of man. We look forward to the day when Fiji, freed from its present economic and social inequalities, will become a free and self-respecting community of equal and responsible citizens. The system, as we envisage it, should provide education for a democratic society where there are no special privileges attached to membership of a particular race, class, creed, or economic group. We do not ignore the fact that there are certain prejudices to be overcome before a democratic society in its true sense can be achieved in this Colony, but it is imperative, in our view, that our education system should be definitely designed to promote these ends.[1]

The official view as regards aims and objects of education for the British Colonies is laid down by the Secretary of State for the Colonies in the White Paper of 1925:

> Education should be adapted to the mentality, aptitudes, occupations and traditions of the various peoples, [illegible]-

[1] Indian Community Memorandum - 1959. Op.cit. Para. 86.

> conserving as far as possible all sound and healthy elements in the fabric of their social life; adapting them where necessary to changed circumstances and progressive ideas, as an agent of natural growth and evolution. Its aim should be to render the individual more efficient in his or her condition of life, whatever it may be, and to promote the advancement of the community as a whole through the improvement of agriculture, the development of native industries, the improvement of health, the training of the people in the management of their own affairs, and the inculcation of true ideals of citizenship and service. Education thus defined will narrow the haitus between the peasant class and the rest of the community chiefs or peasantry.
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> The first task of education is to raise the standard alike of character and efficiency of the bulk of the people, but provision must also be made for the training of those who are required to fill posts in the administrative and technical services as well as those who as chiefs will occupy positions of exceptional trust and responsibility. As resources permit, the door of advancement, through higher education, must be increasingly opened for those who by character, ability and temperament show themselves fitted to profit by such education.[1]

No one would question the adequacy or the soundness of the above statement of aims and objectives of education. But these were not implemented, at least, in so far as Fiji is concerned. If the above policy had been carried out things would have been very different today in Fiji. Facts, however, prove to the contrary - education in Fiji remained very much neglected to this day.

The International Advisory Committee on the school curriculum, states the objectives of secondary education thus:

> One may sum up somewhat epigrammatically - and, therefore, summarily - the educational objectives at this stage (secondary) in the form of three questions, formulated by a well known educationist, which an educated person should be able to answer in the affirmative:

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[1] As quoted in C.W.Mann. Op.cit. P.9.

(a) "Can you entertain an idea?" That is, has education cultivated an open mind in you which can think objectively and dispassionately?

(b) "Can you entertain the other fellow?" That is, has education trained your emotions properly and is your heart open to the interests and concerns of others and responsive to the heartbeats of the world?

(c) "Can you entertain yourself?" That is, have you developed the inner resources of your spirit so that you need not depend all the time on the titillation of your senses from outside ? Is there a segment of cultural interests in which you can find self-expression and be a "person" in your own right ? The trend towards excessive introversion in modern life needs to be resisted.

To these three questions may be added a fourth, which stresses the element of social responsiblity in work:

(d) Can you participate in the productive work of the world efficiently so that you may contribute something of value to society and are not a social drag or parasite ? This question is of special importance for underdeveloped countries which are embarked on a programme of economic and technical development. It includes both love for work, and appreciation of the dignity of all labour and an insistence on high standards of efficiency and workmanship which is a practical as well as moral asset.[1]

The Indian Secondary Education Commission very comprehensively sets out the aims of secondary education in the following words:

> the training of character to fit the students to participate creatively as citizens in the emerging democratic order; the improvement of their practical and vocational efficiency so that they may play their part in building up the economic prosperity of their country; and the development of their literary, artistic and cultural interests, which are necessary for self-expression and for the full development of the human personality, without which a living national

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[1] Report of the Fourth Session of the International Advisory Committee on School Curriculum. Document. Unesco/ED/171. Paris, 29th April, 1960. Para. 11.

culture cannot come into being.[1]

It is generally agreed by leaders of educational thought that amongst the aims, those listed below must be regarded as paramount:

1. The inculcation of high standards of individual conduct and behaviour.
2. The acquisition of the art of good living both individually and communally, accompanied by an understanding of the community, the relationship of the individual to it and of the community to the world at large.
3. Permanent literacy in the language or languages essential for No.2 above and the acquisition of mental and manual skills required for successful and enjoyable living.
4. Ability to earn a living and to play a successful part in the social and economic development of the community.

Primary education should have for its objectives the fundamentals of (1), (2) and (3); secondary education the further development of those fundamentals along with (4). In primary education there should be little or no group differentiation other than that of age; in secondary education there should be group and, as far as possible, individual differentiation according to type and degree of ability and to individual and communal needs. There cannot, however, be a sharp division between primary and secondary education. Though much that is accomplished in primary education has a bearing upon vocational needs, the emphasis is upon the development of the individual whatever his future vocation may be. In secondary education educational and vocational guidance and training enter more fully into the picture; they involve not only training for specific vocations according to ability and circumstances but training of a select few for leadership whether in scholarship, specific gainful occupations, or in community life. Thus the two-fold aim of

[1] Indian Secondary Education Commission Report. Op.cit. P.23.

secondary education to seek for greater enrichment of personality and a high ideal of social responsibility implies, on the one hand that they are concerned with a clear definition of the individual's vocational ambitions and of the provision of educational media suitably related/to them; on the other hand, they are concerned with his general preparation for good citizenship and with a process of fostering to the highest degree his moral and physical well-being. In consequence secondary education becomes differentiated and complex; it involves selection and the provision of the various types of education and training.

Curriculum

There is no Colony-wide prescribed curriculum for post-primary schools in Fiji. Each school chalks out its own programme of studies based on the syllabuses of the two external examinations, that is, first two years work is geared to the requirements of the Fiji Junior Certificate Examination and the final two years is based on the Cambridge Oversea School Certificate Examination. Requirements of and preparation for these two external examinations constitute the sole function of all post-primary schools in Fiji.

The usual practice elsewhere is to lay down in broad terms the curriculum for full post-primary school course first and then to construct external examinations within the range of this curriculum. The syllabuses for the various subjects for the examinations are to be based on the curriculum and not the curriculum dictated by the external examinations. An external examination ought to be a servant and not the master. Unfortunately, in Fiji, the cart is placed before the horse - external examinations dominate post-primary education.

The requirements of the Cambridge Oversea School Certificate will fit in in any well conceived secondary school curriculum. But it is the Fiji Junior Certificate that is having a most damaging effect on our secondary education. The criticisms of the current programme of studies based on these two external examinations may be briefly recapitulated:

1. It is narrowly conceived, extremely bookish and abstract. Since the goal of secondary education in Fiji is preparation for the external examinations which only test factual knowledge, the schools, therefore, confine their goals to subject mastery. Examination subjects are given prominence and text-books are the final authority. This preoccupation with the examinations limits the range of school activities.

2. It makes inadequate provision for practical and other kinds of activities which should reasonably find room in it if it is to educate the whole of the personality. It is unbalanced in that it provides for the intellect alone. The traditional academic subjects alone cannot educate the whole personality. The programme should provide a wide range of occupations, activities and experiences calculated to help develop the pupils' mental, physical and emotional sides.

3. It does not include technical and vocational subjects which would equip the pupils for service as workmen and citizens and thus contribute their share in the economic and industrial development of Fiji.

4. The external examinations dominate secondary schools in Fiji. The rigid requirements of the examinations restrict the freedom of the individual school to adjust the programme to the needs of the students and to neighbourhood. An external examination retards progress through experimentation and stifles the

initiative of teachers, and it makes it difficult to develop a programme designed to educate the youth for good living, that is, bring teaching into touch with the everyday life of the pupils. The influence of examinations on secondary education is discussed elsewhere in this chapter.

The Basic Principles of Curriculum Construction. In the absence of a planned curriculum for secondary education in Fiji, it is desirable to set down the basic principles on which the curriculum should be based.

1. In the first place the curriculum includes all the experiences which pupils undergo under the guidance of the school. As the Indian Secondary Education Commission puts it:

> It includes the totality of experiences that pupil receives through the manifold activities that go on in the school, in the classroom, library, laboratory, workshop, playgrounds and in the numerous informal contacts between teachers and pupils.[1]

The curriculum interpreted in this sense represents a fundamental and irreconcilable cleavage from the subject-matter notion of curriculum. The continuous nature of experience makes the formation of a cut and dried curriculum impossible. The curriculum is lived by children and its goodness or badness can be tested only by the quality of such living. It follows that the problem of organising the curriculum is essentially one of providing those arrangements which will foster the most effective organisation of the experiences of pupils in the school.

2. The curriculum should provide for the development of individual interests and aptitudes. The birthright of every child is as much education as he is capable of profiting from and the

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[1] Ibid. P. 80.

kind of education best suited to his talents. Secondary education is no longer for the bright, rich and bell-born. With the increased enrolment of children, we have increased the hetrogeniety of the school population. Therefore, there should be variety and flexibility in the curriculum to allow for individual differences and adaptation to individual needs and interests. It is evident, therefore, that courses in the traditional academic subjects will no longer meet the needs of all pupils. And yet there are certain broad areas of knowledge, competencies and experiences of living necessary for all children and these must be provided for in the curriculum. Students in every branch of secondary education must be required to include in their courses of study a common core of studies and activities, and these include languages (English, Hindi/Fijian), social studies, general science, elementary mathematics, music, a craft or one of the fine arts and physical education.

The International Advisory Committee on the School Curriculum has made similar observations on the issues discussed in the preceding paragraph, and they are worth quoting in full:

> In dealing with the question of organizing the curriculum on rational lines, we are not concerned merely with the question of lightening its burden but also of adjusting it intelligently to individual differences and thereby ensuring that equality of opportunity for educational development is provided for students of varying abilities, aptitudes and social levels. When we are considering such large and increasing numbers, we must recognize that equality of opportunity is not synonymous with identity of opportunity. At the stage of secondary education, we should provide a broad-based and diversified pattern of education which will cater for the needs of individuals possessing different aptitudes and likely to go into different occupations. This can be done through providing electives in the curriculum establishing "comprehensive" or "multipurpose" schools and introducing more vocational subjects. It will also be facilitated by

leaving the possibility of transfer from one stream to another at a later stage, instead of the choice at 13 or 14 years becoming fixed and final. Moreover, the curriculum and standards of achievement will have to be determined with reference to the special needs of gifted and backward children who may require special education provision while minor adjustments may have to be made for the large number of academically less gifted children. For them, a more practical adaptation of courses - with emphasis on mother tongue, manual arts, science, etc. - would be advisable. Where specially trained teachers and special arrangements can be provided, within the normal school framework to help such children over their deficiencies, it will be a distinct gain. The ultimate object is the same - releasing the child's latent capacities and development of personality - but it is necessary to use different keys or different avenues of approach for the purpose. If one child finds his best expression through art and music, another through crafts and practical work, a third through science or literature, there is no reason why - subject to a common basic course which we have advocated earlier for all children (Amongst the subjects which all students should take would be included those related to the art of communication (language), social studies, general science, mathematics, arts and crafts and physical education.) - these different cultural resources should not form a prominent part in their education.[1]

3. The curriculum must take account of the real life. It must be vitally and organically related to the community life, interpreting for the pupil its salient and significant features and allowing him to come into contact with some of its important activities. Productive work which is the back-bone of all organised human life will obviously find important place in the curriculum. A balanced programme giving the fullest possible scope to individuality and at the same time keeping steadily in view the claims and needs of the community in which every pupil must live, must be offered.

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[1] Report of the Fourth Session of the International Advisory Committee on the School Curriculum. Op.cit. Para. 28.

4. The curriculum should be designed to bring into being the "Fijian Personality". This means greater Fijianization of the curriculum, that is, the rediscovery of Fijian cultural heritage and transmission of that culture to adolescents in secondary schools. This is particularly the case so far as the teaching of history, geography and Fijian as well as non-Fijian languages is concerned.

5. In living through the curriculum every pupil in addition to specialising in his chosen life-long career, must learn by it how to make good use of his leisure. The school should offer diversity of courses and activities - social, aesthetic and recreational. This is suggested not only to make school life pleasant and meaningful for the pupil but also because the cultivation of varied interests and different hobbies provide excellent training for leisure. For some the cultivation of interest may lead insensibly to the fully vocational interests of later adolescents; for others, to the sane and happy employment of leisure hours.

6. The curriculum should not stultify its educational value by being split up into isolated, uncoordinated, water-tight subjects. The curriculum should provide for a natural integration of school, home and community life. Subjects should be interrelated and the contents of related subjects should, as far as possible, be presented in a unified course. On this subject the International Advisory Committee on the School Curriculum comments as follows:

> It would be desirable to break down the rigid barriers between various subjects and organize them, as far as their nature will allow, into broad areas of knowledge like general science and social studies or round "topics" or "centres of interest" and "significant life needs"... Care has, however,

> to be taken to see that the use of the "topics" method, etc., is reconciled with the demands of acquiring a predetermined body of knowledge in a systematic manner and of assessing it through traditional methods.[1]

Proposed Curriculum for Secondary Schools. Pupils joining secondary schools will have spent two years in the intermediate schools and their special abilities and interests would generally be taking definite form. The curriculum of the secondary school should be based, as far as possible, on the basis of these abilities and interests. A number of well thought-out programmes should be offered so that the pupils will be in a position to choose from among them in accordance with their own abilities and inclinations.

Secondary education, for a large majority of children, will be the end of their formal schooling and, therefore, the curriculum must be designed to round off their education. For a large majority of children such courses will have to be offered as would give them training in practical aptitudes in preparation for definite vocational work later. The programme offered should not be narrowly vocational, but should have a vocational bias. No specialization should be commenced in the first year. Pupils in all branches of secondary education should include in their courses a common core of studies and activities (which we have already discussed) during their first two years and even at later stages when concentrating on a group of subjects general education should not be sacrificed.

Special care should be exercised while guiding pupils in making a choice of subjects for their courses. This is to ensure

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[1] Ibid. Para. 19.

that the courses selected are integrated. With this objective the subjects in the curriculum are grouped under broad headings to allow for some amount of integration and correlation.

The curriculum is laid down in a skeleton form and no attempt is made to work out detailed syllabuses for the various subjects. The Department of Education should issue detailed syllabuses and it is suggested that the New Zealand practice here may be emulated:

> The usual procedure, when a syllabus is felt to be in need of revision is to set up a small committee of inspectors and teachers' representatives. After the committee has reported, its proposals are published and distributed to the whole body of teachers for criticism. A new committee then examines the comments and revises the original report. Only after all this study and discussion is a new syllabus officially adopted and issued by the department.[1]

In order to link the school more closely with its cultural, social and economic environment, it is suggested that the parents and representatives of different bodies which for various reasons are interested in secondary education should have the opportunity of expressing their views on the curriculum.

The proposed curriculum for Fiji secondary schools:

A. 1. English Language.
   2. One other language to be chosen from among the following: (i) Fijian; (ii) Hindustani; (iii) Tamil; (iv) Telegu; (v) Urdul; (vi) French; (vii) German; (viii) Russian; (ix) Latin; (x) Greek.

B. 1. Social Studies - general course (for the first two years only).
   2. General Science including elementary mathematics - general course (for the first two years only).

C. One craft to be chosen from the following list (which may be added according to needs):
   (i) Clay pot and pitcher making; (ii) weaving;

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[1] Compulsory Education in New Zealand. Op.cit. P. x.

(iii) Gardening; (iv) Tailoring; (v) Metal-work; (vi) Woodwork; (vii) Modelling; (viii) Typography; (ix) Workshop Practice; (x) Sewing, Needlework and Embroidery.

D. Three subjects from one of the following groups:

Group 1. (Humanities) -
(i) An additional language from A(2) not already taken; (ii) History; (iii) Geography; (iv) Elements of Economics;and Civics; (v) Elements of Psychology and Logic; (vi) Mathematics; (vii) Music; (viii) Domestic Science.

Group 2. (Sciences) -
(i) Physics; (ii) Chemistry; (iii) Biology; (iv) Geography; (v) Mathematics; (vi) Health Science - Elements of Physiology and Hygiene (not to be taken with Biology).

Group 3. (Technical) -
(i) Applied Mathematics and Geometrical Drawing; (ii) Applied Science; (iii) Elements of Mechanical Engineering; (iv) Elements of Electrical Engineering.

Group 4. (Commercial) -
(i) Commercial Practice; (ii) Book-keeping; (iii) Commercial Geography and Elements of Economics and Civics; (iv) Shorthand and Typing.

Group 5. (Agriculture) -
(i) General Agriculture; (ii) Animal Husbandry; (iii) Horticulture and Gardening; (iv) Agricultural Chemistry and Botany.

Group 6. (Fine Arts) -
(i) History of Art; (ii) Drawing and Designing; (iii) Painting; (iv) Modelling; (v) Music; (vi) Dancing.

Group 7. (Home-Science) -
(i) Home Economics; (ii) Nutrition and Cookery; (iii) Mother Craft and Child Care; (iv) Household Management and Home Nursing.

E. In addition to the above a student may take one additional subject from any of the above groups irrespective of whether or not he has chosen his other options from that particular group.

Vocational and Technical Education

Vocational education in the broad sense goes back to the early pioneer days of the mission schools when it provided one of the few ways in which their mundane needs - the maintenance of buildings, the making of furniture, the production of food and the like - could be met. Some of the pupils turned the knowledge they gained to good account in later life. Often enough, however, practical education of this type fell into disrepute because too frequently it was restricted to the less academically minded pupils.

In many of the British colonies, primary schools have an agricultural bias, one of the main aims being not to disrupt the fabric of local society by encouraging wholesale emigration from the rural areas to swell the number of semi-skilled clerical workers in towns. An important development in recent years in African colonies has been the breaking down of the old rigid division between vocational and other subjects. This is in line with the recommendation of the Jeffery report (African education: A Study of Educational Policy and Practice in British Tropical Africa), which stated:

> It ought not to be possible to find English and arithmetic and history and geography and nature study and art taught in such a way that it is impossible to tell from examining the syllabuses or the children's books, or from listening to the lessons, whether the school is serving an urban or a rural population.[1]

In many primary schools and especially in the new secondary "modern" schools instruction in handicrafts and skills plays a

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[1] As quoted in Education in the United Kingdom Dependencies. London, HMSO, 1959. P. 25.

prominent part in the syllabuses. So too does home economics, which has been defined as "that branch of education which prepares the individual for family living". The Caribbean Commission in its report on "The Development of Home Economics Education in the Caribbean", says:

> A constructive programme of home economics has a great role to play - whether in improving diet or methods of food preparation, or in bringing new skills to the people both at home and in school, in stimulating them to make better use of their resources, in encouraging better child care, above all in raising the standard of home life by deliberately bringing the man into active participation in the life of the family.[1]

By vocational education is meant education and training which is designed to prepare a young person for the effective pursuit of some calling or occupation, and which is intended for those who have chosen a particular form of employment. The term vocation is synonymous with occupations or callings which are pursued as a primary means of obtaining livelihood. And these may be classified as professions and occupations or trades according as the intellectual or manual element is dominant. Among professions the important ones are teaching, law, medicine, engineering, jounalism, among occupations and trades the important divisions are agriculture, industry and commerce.

Vocational education is but an aspect of liberal or general education, one is the complement of the other. As Spens report says:

> If education is to be "liberal", it must be vocational for there can be no adequate vocational education which is not liberal, and no liberal education which is not vocational. In simple language, education should turn out the pupils with something he knows and something he can do well. The

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[1] Loc.cit.

> ultimate union of theory and practice aids both. The stimulation of creative impulse required, especially in the case of a child, the quick transition into practice. Geometry and mechanics, followed by work-shop practice, gain that reality, without which mathematics is verbiage.[1]

And the International Advisory Committee on the School Curriculum states:

> We must recognize that there is no basic dualism between liberal and vocational education, that both can contribute in their characteristic ways to the education of the total personality. Even the so-called liberal studies have traditionally prepared students for a limited number of academic professions and services. On the other hand, if specialized subjects are taught with vision and their ramifications are brought out properly, they can train the mind, develop new rangesof interests and help in that wedding of thought and action, or theory and practice, without which education is apt to remain ineffective and uncreative.[2]

Vocational education is the point where education and economics meet. Economic planning is interlinked with educational planning and vice versa. The foundation of all sound vocational education lies in the dictum that a people should progressively and increasingly try to produce what they use and use what they produce. A sound system of vocational education has thus its foundations deep in the people's actual needs, available and potential material and occupational sources and resources.

Human needs have to be supplied by human efforts trained discipline and directed, wisely and efficiently applied. Through vocational education the community trains its active

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[1] Board of Education, U.K. Report of the Consultative Committee on Secondary Education. (SPens Report). London, HMSO, 1938. P.17.

[2] Report of the Fourth Session of the International Advisory Committee on the School Curriculum. Op.cit. Para. 17.

efforts to achieve better, quicker and easier results. Education in Fiji has been quite one-sided, being mostly academic and not sufficiently scientific, technical and vocational so as to make the best use of immediate environment, material and human for the purpose of producing what the poeple use.

Primary school teachers and assistant medical practitioners are trained locally in the two teacher training colleges and the Fiji Medical School respectively. Those who desire other types of professional education join overseas universities or similar institutions.

Besides courses in agriculture at the two agricultural schools for Fijian boys and the boat-building course at the Ratu Kandavulevu School also for Fijian boys, there is no provision in our secondary schools for vocational education. What is worse the secondary schools have an adverse effect on the taste and outlook of pupils. A boy sent there is almost invariably lost to his ancestral trade. Education in these schools is somehow associated with aversion for manual labour. The process of education makes the boy from the labour-class family more and more unfit for his father's trade.

This state of affairs has to be materially changed. Separate vocational schools may also serve the purpose; but at the present time when education in secondary schools has acquired peculiar prestige, technical, commercial and agricultural courses ought to be provided and patronized by this institution. For this will help to dignify training in the eyes of the pupils as well as the parents.

Every type of post-primary school must have a vocational bias. Vocational bias and it can be manual, teachnical, commercial or

industrial according to local needs and environment is not intended to produce wage earning boys and girls, but to discover their natural aptitudes and interests and to guide them in the choice of appropriate vocational courses and careers. Vocational bias, in other words, is only to create an occupational atmosphere; to develop an occupational mentality and to lay the foundation of an occupational idea; its purpose is to make boys and girls "job-minded" or "work-minded" to enable them to find niches in the economic world for which they are best fitted.

Agricultural Education. The economy of the Colony is mainly dependent upon agricultural industry and provision should be made for training in agriculture. This should take two forms: training of those who are going to be farmers, and training of those who are to be agricultural instructors or otherwise engaged on the administrative or supervisory side of agriculture. From the latter group will evolve the future rural leaders on whom will depend the stability and progress of rural industries.

Agriculture is the most important industry of the Colony providing employment for 60 percent of the occupied population and in 1958, agricultural exports accounted for 85.15 percent of the Colony's total export trade. In 1936, the value of agricultural exports amounted to £1.8 million, but in 1958, the value had risen to £10.4 million.[1] These facts emphasise the importance of the industry to the Colony. It is, therefore, important to educate the youths of the Colony to a proper appreciation of the role agriculture plays in the national economy. The increase in population and the limited area of good land available for agriculture give urgency to three things: the need to develop new

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[1] Burns Commission Report - 1959. Op.cit. Para. 213-215.

areas for land settlement; the need to improve agricultural techniques so that marginal lands can be brought into production; and the need to encourage the diversification of crops so that the Colony can grow more of its own food and extend its export market. There is an urgent need to increase productivity, otherwise, in the words of Burns Commission:"it will be impossible for the majority of the population to maintain their standard of living, unless there is a per capita increase in agricultural productivity".[1] The Commission adds further:

> We would, however, say this, that we feel the impact of western civilisation has so far failed to induce a new outlook towards efficiency and productivity. Furthermore traditional attitudes and behaviour in rural areas, particularly among the leaders of the people, are still a major obstacle in the way of technological change and there is a reluctance, if not a failure, to grasp the present-day economic situation.[2]

The Indian farmer in Fiji has a long tradition of farming and many of them are energetic and keen to progress. The Indian farmer's son acquires a ready facility in the handling of livestock and the conduct of simple farm operations but there is nevertheless a widespread lack of application of the fundamental principles and practices of soil fertility, maintenance and soil conservation and many Indian farmers fail to practise improved methods of livestock feeding and management, pasture management, weed and pest control. The object of agricultural education in secondary schools should be to give the students a good practical training in agricultural technique and to encourage students to take to it and adopt it as a vocation.

Technical Education. One of the principal purposes of education is to help each individual to realise the full power of his

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[1] Ibid. Para. 220

[2] Ibid. Para. 221.

personality - body, mind and spirit - in and through active membership of the society in which he lives. This has a particular relevance to technical education in so much as it stresses the fact that there should be no sharp line of distinction between technical education and more liberal education. Indeed, it is important that technical and vocational education should beso planned so that the student gains some knowledge of more liberal studies as well as improving his technical knowledge and skill, but it is very desirable that practical learning should play some part in secondary education.

Fiji has reached a stage at which a rapid development of secondary indistries is both practicable and desirable. If training in new methods is a necessary feature for the development of agriculture, for industry it is essential. If Fiji is to achieve a viable economy, it is absolutely essential to instil better technical methods in order to develop the economic and exploit the geological resources of the islands and to stimulate both export and local industries. Trained workers are needed in all fields of economic development, in mining, in sugar mills, in transportation, in road-building, in hydro-electric development, in power, in soil conservation, and in a host of other utilities. In all these fields skilled men with technical training will be required both in higher ranges and in the vocational skills if Fiji is to pave her way towards an independent nation. It is also the only way to raise the present regrettably low standard of living.

The provision of better opportunities for technical training in Fiji is a matter of the greatest importance. It must be thought of as an integral part of education as a whole and not as something to be considered quite separately. The roots of

technical education are to be laid in the schools and it is quite possible and indeed highly desirable that technical and practical pursuits should be used as means of assisting both cultural and general education. The educational tradition in Fiji has hitherto been to regard education as primarily a matter of memory training with a strong leaning towards the abstract and the theoretical and with little concern for practical matters.

Organisation of Secondary Education

All secondary schools in Fiji belong to the "grammar school" type and provide academic courses primarily designed to feed the universities and certain professions which, although not demanding formal university education, call for similar intellectual training and discipline. As pointed out earlier, only a small minority of pupils who enter these institutions are able to profit from the academic type of education. Moreover, a small number of those who graduate from these schools proceed for further education overseas or join the teacher-training colleges and the Fiji Medical School locally and the rest seek employment in the country.

Quite a large number of secondary school graduates are unable to secure suitable employment because they possess neither the requisite qualifications nor training for careers in business, commerce, industry, and other types of employment open to youths in Fiji. And since only a small proportion of the secondary school graduates can be absorbed annually in white-collar jobs, the supply is always greatly in excess of the demand. Moreover, many of those who join secondary schools have no ambition to go to university colleges overseas and therefore have no interest in meeting the highly academic requirements of college admission

standards; they are interested in more practical learning that would fit them for immediate vocational activities.

Since the demand for secondary education is growing rapidly, it is evident that pupils with a wide variety of talents are seeking admission to schools. This means, our secondary academic schools will no longer be able to cater to the needs of pupils of varying talents, aptitudes and interests and that secondary education needs to be radically reorganised with a view to expanding the school curriculum to meet the varied needs of pupils with a wide range of vocational abilities and interests. To meet a similar situation in India, the Indian Secondary Education Commission suggested:

> Our secondary schools should no longer be "single-track" institutions but should offer a diversity of educational programme calculated to meet varying aptitudes, interests and talents which come into prominence towards the end of the period of compulsory education. They should provide more comprehensive courses which will include both general and vocational subjects and pupils should have opportunity to choose from them according to their needs.[1]

In view of increased importance attached to secondary education it is desirable to review the factors which should govern the organisation of this section of the educational scheme.

Chief amongst these is the fact that every scheme of secondary education should be organised with a dual objective. In the first place it should develop in all students a full sense of their responsibilities, duties and privileges as citizens of the Colony of Fiji. This aim should permeate all sections of secondary education. But parallel with this primary aim each particular section of the scheme should be organised to train its own students

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[1] Indian Secondary Education Commission Report. Op.cit. P. 38.

for the special responsibilities associated with their chosen form of life work.

Thus secondary education divides into a number of principal sub-sections, such as education for industry, for commerce, for agriculture and for one of the various professions, and each of these sub-sections requires emphasis of its own. At the same time they must be co-ordinated so that the training of students for effective citizenship will remain their basic and common objective, so linking the specialist section into an organic whole.

This forms the first essentials in any scheme of secondary education; but for real success adequate consideration must also be given to the problem associated with the selection by individual students of an appropriate type of secondary training. Here the first requirement is that the average student will have reached an age at which he will show some definite aptitude for one of the available classes of work before he, or his parents, are called upon to make a definite selection between the several types of secondary education. If the scheme forces a decision at an unduly early age the efficiency of the state will be considerably reduced through the large number of misfits produced by the education system (as now obtains in the Colony).

A second and allied problem is that of assisting students and parents in making an intelligent choice between these several types of education. Here reference is made not to the problem of deciding whether a youth is to be a mechanist, or an armature winder, but rather to that of deciding whether he should be educated for commerce, industry, agriculture, or one of the professions.

It is evident that considerable care should be exercised

in helping boys and girls in planning their future. The importance of educational guidance is aptly expressed by the Secondary Education Commission of India in these words:

> The secret of good education consists in enabling the student to realise what are his talents and aptitudes and in what manner and to what extent he can best develop them so as to achieve proper social adjustment and seek right types of employment.[1]

The role of guidance and counselling in secondary schools is discussed under a separate section in this chapter.

However, it must be realised that even under the best possible conditions some students will be placed in unsuitable sections of the secondary scheme of education, and so adequate provision should be made to facilitate the transfer of those students at the later stages in their education. This naturally necessitates close co-operation between the various types of secondary education, and increases the desirability of maintaining a common core of studies and activities throughout all the sections. Further it is necessary that the entry into the later years of any course of study should not be governed by a too rigid system of pre-requisites.

Specialization in Secondary Education. In the earlier section mention has been made of the dual objectives that should characterise each branch of secondary education, and of the fact that a certain degree of specialization was desirable in each branch. It is necessary to draw attention to the dangers inherent in a highly specialized type of secondary education.

In the first place any increase in the degree of specialization will make it more difficult for students to transfer from

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[1] Ibid. P. 139.

section to section after having commenced their secondary education, and so will increase the number of educational misfits in the community. Even more important is the fact that increased specialization invariably causes a progressively decreasing importance to be attached to the general side of the educational process. This occurs since the control of any specialized system gradually but inevitably falls into the hands of enthusiastic specialists who often have not had a personal experience of the benefits associated with a general education, and so fails to realise its value.

The practice in New Zealand secondary schools is that all students are required to take a group of core subjects in their studies. Although there is a vocational bias, no specialization takes place at the cost of general education.[1]

> For India the Secondary Education Commission recommended:
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> That in the first High School year the course should follow, to some extent, the general pattern of courses in the preceding stage (middle school) and that differentiation should come in the second year.
>
> The courses in the High Schools and Higher Secondary schools will follow the same pattern. They will consist of certain core-subjects common to all and certain optional subjects.[2]

Thus one of the chief problems is that of bringing together the technical and general branches of secondary education. These should form complementary parts of a general scheme in which the primary aim would be the creation of informed citizens

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[1] Compulsory Education in New Zealand. Op.cit. Pp. 41-42.

[2] Indian Secondary Education Commission Report. Op.cit. P.86.

rather than the training of recruits to meet the specialized demands of any sectional interest.

Indeed the ultimate objective of such a scheme should involve the avoidance of all specialized training during the secondary educational period; but, this is not yet possible, a desirable step in this direction would be to postpone all specifically technical instruction until the student has completed at least one year of general secondary education. However, the adoption of this partial unification of all branches of secondary education is a happy compromise for it would necessitate a broadening of the scope of secondary education, so as to include manual as well as mental training.

Classification of Secondary Schools. At the present time we have in Fiji secondary schools which offer only academic courses. There is, however, one secondary school in Labasa, on the island of Vanua Levu, which fits in with the conception of "secondary modern" because it offers technical and commercial courses in addition to the traditional academic courses.

Let us see how secondary education is organised in other countries. Recent years have been marked by a rapid rise in the number of secondary schools, especially in the British colonies where an efficient and broad-based system of primary education has already been established. In 1957, some 286,500 children were in secondary schools throughout the colonies compared with 150,000 in 1950, a percentage increase of 91.[1]

Secondary schools in the British colonies are of three main types; grammar, modern and technical. Grammar schools are the

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[1] Education in the U.K. Dependencies. Op.cit. P. 15.

oldest of the three types and are modelled on the grammar schools of the United Kingdom. The emphasis in these grammar schools is on the traditional academic subjects. The study of languages and mathematics is given considerable prominence. The courses in these schools are designed primarily to feed the universities and certain professions.[1]

Some form of secondary education for all children is a recent innovation in some of the colonies. To meet this challenge "modern" schools have been started. The purpose of the modern school is to provide three or four years of secondary education for children who are less likely to benefit from the academic and technical forms of education of the other two types of secondary schools. A number of modern schools have been established in the colonies. In Western Nigeria, for example, there are now more than 300 secondary modern schools.[2]

In colonies where a rapid development of secondary industries is taking place technical education has become increasingly one of the main items in education planning. From the labour point of view, the main deficiency has been a lack of capable foremen, the "non-commissioned" officers of the industry.

Trade training has been undertaken for many years in some territories, but before 1939 there was little local demand for skilled craftsmen and so the output was small. Generally speaking, clerical employment was most popular and more readily available than craft and technical work. The acceleration of economic expansion in the colonies since World War II, however, has resulted in unprecedented demand for craftsmen and technicians.

Trade schools and technical schools have sprung up to meet

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[1] Ibid. P. 16.

[2] Ibid. P. 17.

this demand. Education Department in the Colonies give basic trade-training in 3-year courses in trade schools to boys who have had at least eight years of primary education. Technical high schools provide education with a technical bias, both general and technical education being carried out to a higher level than in the trade schools.[1]

In Hong Kong secondary schools are of four types: Anglo-Chinese Grammar Schools, Chinese Middle Schools, Technical Schools and Secondary Modern Schools. Anglo-Chinese grammar schools, of which there were 107 in 1961, offer a five year course in the traditional academic subjects leading to the Hong Kong English School Certificate. This type of secondary education is in demand because a good knowledge of spoken and written English is an asset for entry to higher education, the professions, government service and employment in commercial firms.[2]

Chinese Middle schools, of which there were 98 in 1961, offer a six year course in the normal academic subjects leading to Hong Kong Chinese School Certificate. Chinese is the medium of instruction in these schools.[3]

Technical schools, of which there were 22 in 1961, give a five year course in the medium of English with Chinese taught as a second language. Like the Anglo-Chinese grammar schools, they prepare their pupils for the English School Certificate Examination and successful candidates usually continue their studies at the Hong Kong Technical College.[4]

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[1] Ibid. P. 26.

[2] Hong Kong - Report for the year 1961. Op.cit. P. 114.

[3] Loc.cit.

[4] Ibid. P. 115.

In 1961 there were 5 secondary modern schools. They offer a three year course with a practical bias leading to direct entry into employment, or to further technical and vocational training.[1]

The public post-primary schools in New Zealand are of three types: secondary schools, technical high schools, and district high schools which are primary schools with secondary "tops". Secondary schools offer academic courses and cater especially for those looking forward to professional or semi-professional work.

Technical high schools came into being in New Zealand partly as a result of the failure of the secondary schools to provide adequately for short-courses and non-academic pupils. They are, in effect, secondary schools biased towards industry and commerce. Their tradition includes co-education, mild discipline and a strong emphasis on such cultural activities as music and drama. The schools serve those who will eventually find work in non-professional fields, though they offer advanced technological courses in their evening classes.

The secondary department of district high schools serve children in the more sparsely settled areas, and their work has a rural colour.

Though there are well-marked differences between these broad types of post-primary schools, they tend to approximate to a common pattern. The study on Compulsory Education in New Zealand says:

> The secondary schools.... continue to emphasize the traditional academic studies like foreign languages and

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[1] Loc.cit.

> mathematics, and the technical schools applied science and crafts; but all pupils in all types of schools now include in their courses a common core of studies and activities comprising English language and literature, social studies, general science, elementary mathematics, music, a craft or one of the fine arts, and physical education. This is designed to ensure that all pupils, whatever the occupational destiny may be, receive an education adequate to their needs as individuals and as future citizens of a modern democratic community.[1]

All secondary schools prepare their candidates for the School Certificate Examination which is taken at the end of their third year of schooling, and is the minimum qualification for entry to a teachers' training college, for clerical work in the public service and in many private firms, and for such careers as dental nursing, banking, and library work. To gain a School Certificate a pupil must, in the opinion of his school, reach a satisfactory standard of attainment in the "core" studies, and in addition sit an external departmental examination in English and not fewer than three other subjects from a list of thirty.

In India, the multipurpose schools are becoming popular. The Indian Secondary Education Commission recommended the introduction of multipurpose or multilateral schools which would provide "diversified courses". The Commission stated:

> A multipurpose school seeks to provide varied types of courses for students with diverse aims, interests and abilities. It endeavours to provide for each individual pupil suitable opportunity to use and develop his natural aptitude and inclinations in the special course of studies chosen by him.[2]

The Commission lists the following advantages in support of

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[1] Compulsory Education in New Zealand. Op.cit. P. 41.

[2] Indian Secondary Education Commission Report. Op.cit. P. 39.

multipurpose schools:

> 1. It removes all invidious distinctions between students preparing for different courses of studies, breaking down the sense of inferiority that is associated with vocational subjects and makes it possible to plan the educational system on a truly democratic basis.
>
> 2. It provides a greater variety of educational media and thereby facilitates proper educational guidance in the choice of studies.
>
> 3. It helps to solve the problem of the wrongly classified pupil, because transfer within the same school is easier to arrange than transfer from one school to another.[1]

For conditions in Fiji "secondary modern school" will not be popular simply because it carries with it/the stamp of mediocrity and will bring about caste distinction in education. Multipurpose school seems to have virtues. In addition to the three advantages listed by the Indian Secondary Education Commission in favour of the multipurpose school the following two may be added. A multipurpose school will bring together pupils of varying talents thus becoming colourful, rich and rewarding in proportion as the pupil who reads Homer, the boy who makes wireless sets and the boy without marked aptitude for either are within its living unity a constant stimulus and supplement one/to another. Secondly its games and corporate activities cut across curriculum activities bringing together in a common interest boys unlike in type and talent, and these new groupings mean an enrichment of experience for all in the discovery by each of his strength and weaknesses in relation to the rest.

The classification of secondary schools for Fiji is suggested as follows: secondary schools, technical schools, agricultural schools and multipurpose schools.

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[1] Loc.cit.

Secondary Schools. In 1960 there were 45 secondary schools in the Colony. In a properly organised scheme the number will be drastically reduced. Secondary schools will continue to offer the traditional academic courses with emphasis on languages, science and mathematics. These schools will remain popular because they will primarily cater for children with high ability who would proceed to further university education with a view to taking up professional careers. The great importance of the secondary schools lies in the fact that it is in them that the future leaders and most of the professional classes will be nurtured.

Technical Schools. Technical schools to be situated in large centres where there are industries or in areas where industries are likely to develop. There is an urgent need for a technical school in Suva, at Lautoka, Ba and Nadi, the industrial centres of Fiji. Technical schools will provide general education as well as technical education.

Agricultural Schools. These are to be located in rural areas and preferably near government agricultural stations at Sigatoka, Lautoka, Ba and Koronivia. The work at these agricultural schools will consist mainly of shop, field and laboratory work with a strong emphasis on the practical side of agriculture. Being close to the agricultural station, the field and laboratory work of the experimental station can be used as a basis of instruction for the students of agriculture.

Multipurpose Schools. A number of the existing secondary schools could gradually be converted into multipurpose schools. For each of the townships a multipurpose school would be an ideal solution as this would prevent duplication of expenditure and efforts. In some centres the introduction of multipurpose schools

will reduce the number of secondary schools. This is desirable. The multipurpose school will offer a wide range of courses, both liberal and vocational, for students with varied aims, interests and abilities.

The above four types of schools will offer four year courses. The Fiji Junior Certificate Examination will be taken at the end of the second year and the Cambridge Oversea School Certificate Examination at the end of the fourth year. These schools may also offer "sixth form courses" leading to the New Zealand University Entrance Examination.

In all secondary schools pupils will be required to include a common core of studies and activities; this group of core studies, as we have discussed earlier, will include languages (English, Hindi/Fijian), social studies, general science, elementary mathematics, music, a craft or one of the fine arts and physical education.[1]

In addition to the above two more types of vocational training may be provided.

Trade Schools. Trade schools should be started to give basic trade training to boys who have completed at least eight years of primary education. These trade schools are to be provided with well-equipped workshops where pupils will spend 75 percent of their time during the course.

Trade schools will offer three-year courses. This will be followed by two years' training in industry, because efficient skilled tradesmen cannot be produced in trade schools. A trades certificate is to be awarded at the end of the total period of five years.

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[1] Supra. P. 220.

The emphasis in these schools will be upon acquisition of practical skill in one trade or another, while some general education of a secondary school type will be provided in such subjects as mathematics and applied science to broaden the training so that the student may become a self-reliant artisan.

Technical Evening Classes. Technical evening classes are essential to extend the skill and theoretical knowledge of those who are serving apprenticeship. They could be provided in the technical schools by part-time instructors who are actively engaged in their trades during the day. They have the advantage of being comparatively cheap to provide in that facilities intended primarily for day school children can be utilized and only specialized workshops for certain trades need be made.

Guidance and Counselling in Secondary Schools

The choice of a course of study with a view to a life-long career, that a boy or a girl shall follow in a secondary school is one of the most momentous decisions made by him or her, and it is important that he or she shall have all the help possible when the time comes for making it. Success comes to those who are able to realise their own limitations; willing to face them; and pitching their hopes and ambitions within them.

A choice of occupation is very frequently made without any proper regard being paid to likes and dislikes, aptitudes and inclinations of the individual and with little consideration of the prospects which it can hold out to him. Chance and local circumstances are the deciding factors in too many instances, with the inevitable result that, in every country, there are multitudes of "misfits" in all the walks of life, doing work uncongenial to them and very often therefore doing it rather badly.

In view of facts like these,a great deal of attention has been paid, both in European countries and in the United States of America to what are known as "vocational guidance", "vocational selection", and"vocational counselling". Machineries exist in these countries for the systematic employment of methods of ensuring that young persons embark upon occupations for which they are best fitted.

Educational guidance and counselling as such does not exist in Fiji schools. All schools offered academic courses and pupils had no choice. And now in view of the fact that the schools will offer a variety of courses and different kinds of secondary education will be available, educational guidance and counselling and vocational guidance will have to be adequately developed. In 1961, the Department of Education created a post of the vocational guidance officer. The vocational guidance officer visits secondary schools and talks to the upper forms boys and girls about the various kinds of jobs available. Perhaps in the fullness of time, the vocational guidance officer may be able to play a more positive and significant role.

Educational and vocational guidance is a difficult work. The Indian Secondary Education Commission says:

> Guidance involves the difficult art of helping boys and girls to plan own future wisely in the full light of all the factors that can be mastered about themselves and about the world in which they are to live and work... It covers the whole gamut of youth problems and should be provided in an appropriate form at all stages of education through the co-operative endeavour of understanding parents, teachers, headmasters, principals and guidance officers.[1]

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[1] Indian Secondary Education Commission Report. Op.cit. P. 131.

In the secondary school with students of variant abilities and several courses of studies to choose from, educational guidance is of great importance. But no guidance can be successful unless it is based on an accurate and reliable information about student's ability, aptitudes and interests. This means testing programme including not only internal and external examinations but also intelligence tests, and from time to time, standard achievement tests. Tests, however, are of little value if they are of the snap-shot variety with little or no record available as a basis for guidance. This means that cumulative record which contains besides examination records, all significant data about the pupil's background and personality-mental age, IQ, special interests and aptitudes, practical and social activities, must be meticulously maintained from year to year so that a panoramic view of the pupil's history is available to those who are to do the guiding.

Guidance Officer. A guidance officer must be a person with high intelligence and wide outlook. If he is to succeed in his task, he must have deep sympathy with students, untiring energy, patience and insight into their many problems. And if guidance is to go beyond the educational and vocational to include personal problems which often are moral problems nothing less than wisdom must characterise the guidance officer. He must possess adequate psychological training and an interest in young people and is capable of establishing easily and quickly a friendly relationship with those he is called upon to advise.

In addition to these qualities, the guidance officer must be equipped with special training, which should include, as the Indian Secondary Education Commission observes: "special training in good counselling methods, mental hygiene and the discriminating use of tests and school records. In the field of vocational

guidance he should have an ccurate knowledge of occupational opportunities and requirements."[1]

The guidance officer must have ample time for conferences with pupils, parents and employers and he thoroughly understands the purpose and activities of the school. He must clearly understand his role and must not come into clash with the work of the schoolmasters or career-masters. Effective guidance programme requires the services of both the teacher and guidance officer - each plays a complementary role.

Guidance in Schools. The school plays an important role in educational guidance in that it helps every pupil to make the best possible choice as to the course of study, subjects and extra-curricular activities, so that he gets the full advantage of what the school's programme has to offer him. As the authors of the book "Pupil Personnel Movement and Guidance Services" write:

> The essence of the pupil personnel movement consists in an emphasis on cherishing the uniqueness of the individual and bending the efforts of the school staff to aid in his development. In modern school the child who has less learning ability than his peers is no longer ridiculed or punished until he leaves school under a load of shame/failure. On the contrary, he is helped to achieve at as high a level as is possible for him in the skills so important for his performance as a worker, family member, and citizen. The bright child is no longer made to show his steps to those of his fellows. He is now guided and encouraged in obtaining an enriched education commensurate with his gifts, interests and needs. The child whose social development interferes with his optimum use of school is helped by means of counselling, parent education, and changes in the school environment to understand and cope with the socialization process. The pupil personnel point of view maintains that educators

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[1] Ibid. P. 132.

> need to understand each child so that they may use the facilities of the school to advance his total development by helping him to make the best use of educational opportunities.[1]

The secondary school's responsibility for such guidance and counselling begins when a youth is still in the intermediate school and does not end until he has had help in selecting a school at a higher level or in finding his place as a young man in the community. In other words, besides helping a student in making an appropriate educational decision while at school, guidance and counselling in a secondary school must also help him in making an appropriate further educational or vocational decision.

Every good teacher is a counsellor in the sense that at some time he confers with his pupil. The teacher is in a position to have good rapport with children. Therefore a good deal of guidance can be done by the teachers through informal contacts with their pupils. The school can through its career-masters build up information service regarding various jobs available and also bring home to the pupils the possibilities open to them at the different stages of their education. This does not mean that the school is directly responsible for securing jobs, but of seeking the knowledge necessary to equip pupils adequately for suitable types of work. The career-master and the headmaster can, when the time comes, give advice to pupils in the choice of vocations commensurate with their training and aptitudes.

In this connection it may be mentioned that the new types of visual aids which are now used extensively in some countries provide unlimited possibilities for the pupils to obtain knowledge

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[1] F.J.Walter, Buford Stefflre and R.A.Edelfelt. Pupil Personnel Movement and Guidance Services. New York, McGraw-Hill Book Company, Inc., 1961. P. 3.

of the various occupations open to them. The Education Department could prepare short documentary films of the various occupations and industries depicting working conditions. In addition, the Education Department should distribute annually to children completing their intermediate education a booklet containing information about vocational opportunities in the Colony and giving advice about the kind of secondary educational preparation that would be most appropriate for each type of work.

Principles to be Observed in Guidance. Guidance services, whether educational or vocational, are individualised attempts to aid the pupil in the maximum development of his potentialities in accordance with his unique backgroud and equipment. These services help him grow in his understanding of himself and his society so that he may assume increasing responsibility for his vocational, personal and emotional direction.

Individuals differ physically, intellectually and temperamentally and these differences must be recognised, understood and given due attention. Pupils should have easy access to accurate, comprehensive and continuous information about occupations and about institutions of higher study. The information should describe preliminary needed for each career, the methods of entering upon it and the prospects and means of obtaining further education. Such information would help the pupil to determine intelligently his future course of action.Vocational and educational guidance should be available to the individual pupils during different stages throughout their stay in the school, as this would facilitate reconsideration of their plans in the light of experience gained.

And finally a word of caution. A student may not accept what the master, the principal or the guidance officer advised him to do.

It may be that the parent's influence out-weighs his opinion or that he may have a higher opinion of his talents than the more sober and objective view taken by his counsellors. There is no cause here for anxiety. Guidance service will have to be built with tact and sympathy and with the cooperation of all concerned. It will develop in the fullness of time into a valuable method of avoiding the waste of talents and it will help to fit the trained aptitudes of students into the type of work for which they are best fitted and can do efficiently, and through which they can realise a degree of selffulfilment and happiness and contribute their maximum to the common weal.

A New Approach to Examination and Evaluation

Examinations are part and parcel of the business of education. It is essential for parents and teachers to know from time to time how the pupils are progressing and what degree of educational attainment they have reached at any particular stage. The community that is maintaining the schools must also be assured that the schools are discharging their responsibilities effectively and that the children are receiving efficient instruction and attaining the desired standard. Examinations which are the usual means adopted for this purpose, help in evaluating educational achievement.

Internal and External Examination. An internal examination is one conducted by the school itself. The teachers set the question papers and are also responsible for evaluating the answer scripts. The school conducts its own internal examinations from time to time, and at least once during the year, for evaluating the progress of the pupils, for grading them, and, when the time comes, for selecting and promoting them to a

higher class. The system of evaluating educational achievement is, no doubt, the principal purpose for which examinations are conducted because, on it depends, not only grading and promotion, but also the basis of instruction.

Mid-year and annual examinations are common features of our schools. Some schools hold three terminal examinations during each academic year and some conduct weekly and monthly tests. The annual examination, that is, the examination held at the end of the third term, is the most important internal examination because on the results of this examination the annual promotions are decided.

External examinations mean those which, however closely they may involve the school and its teachers, rest upon the authority of some body external to the school, and apply standards over a field wider than the school. An external examination serves two purposes: on the one hand it selects those pupils who have successfully completed the prescribed course of study, and, on the other hand, it qualifies them from among the many for the next higher stage of education.

Fiji secondary schools, as stated earlier, prepare their pupils for several external examinations. The Fiji Junior Certificate Examination which is taken in Form 4, and conducted by the Fiji Education Department, is taken by all schools. A few secondary schools, particularly those schools which are staffed by the New Zealand teachers, offer for the School Certificate Examination conducted by the New Zealand Education Department, in their third year. Almost all secondary schools take in their fourth year the Oversea School Certificate Examination conducted by the Local Examinations Syndicate of the

University of Cambridge. And a few schools have recently commenced with Sixth Form studies and prepare their pupils for the University Entrance Examination conducted by the University of New Zealand.

Scope and Limitations of the Present System of Examinations. The internal examinations are based more or less on similar lines as the external examinations. In other words internal examinations are conducted with a view to acquainting pupils in answering questions that are likely to appear in the external examinations. A few schools, however, save themselves the trouble of setting question papers! The question papers in their internal examinations are built up from questions lifted from past external examinations. Both internal and external examinations test mainly acquired knowledge of a pupil. It is equally true that examinations alone cannot evaluate growth in skills, habits and behaviour, social competencies, attitudes and similar outcomes of education.

Both internal and external examinations are almost exclusively made up of essay questions and call for essay type answers. There is, therefore, the ever-present danger of the element of subjectivity of the examiners in avaluating the answer scripts. As evidence of the unreliability of the existing systems of examinations, the following extract (which has almost become a classic) from An Examination of Examinations, is often quoted:

> Fifteen scripts were selected which had been awarded exactly the same "middling" mark by the School Certificate authority concerned, and these scripts were marked in turn and independently by fifteen examiners, who were asked to assign to them both marks and awards of Failure, Pass and Credit. After an interval which varied with the different examiners, but was not less than twelve nor more than nineteen months in any instance, the same scripts, after being renumbered, were marked again by 14 out of the 15 original examiners (one examiner being unable to serve again). The 14 examiners assured us that they had kept no record of

> their previous work and this was indeed obvious from the results.
>
> Whereas the scripts had been all allotted the same moderate mark by the original examining body, they were allotted by the 15 examiners on the first occasion 43 different marks out of a maximum of 96, varying from 21 to 70. On the second occasion the total number of the different marks was 44, and the marks varied from 16 to 71. There is no space here to analyse the differences of the marks allotted by the various examiners to the same candidates. In one case the difference was 30 marks out of the maximum of 96.
>
> Perhaps the most striking feature of the investigation is this: on each occasion the examiners awarded not only numerical marks, but the verdict of Failure, Pass or Credit.... It was found that in 92 cases out of the 210 the individual examiners gave a different verdict on the second occasion from the verdict awarded on the first.[1]

It may therefore, be reasonably argued that the validity and usefulness of the present type of examinations are of doubtful value and that the examinations give an imperfect index of the pupils' attainments in intellectual pursuits.

Effects of Examinations on our Education. The parents, pupils, teachers and even education authorities in Fiji are examination minded. The only means of appraising the educational product now in use is the pen-and-paper examinations. So much prominence is given to these examinations that passing them is generally considered the sole criterion of school success and teaching proficiency. Passing examinations, and especially nationally prescribed ones, is indeed a worthwhile achievement for any school. But attaching too much importance and prestige value to examinations is often harmful, in that preparation for them becomes the sole goal of teaching. Teachers teach for the tests, and other more fundamental aims of education are thereby

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[1] Hartog and Rhodes. An Examination of Examinations. London, Macmillan, 1935. Pp. 14-15.

neglected. To a large extent this is precisely what is happening in Fiji schools today.

The Fiji Junior Certificate Examination has an adverse effect on our education. The narrow requirements of this examination in five academic subjects lay exclusive emphasis on the intellectual attainments of the pupils. Two subjects English and Arithmetic are compulsory and the remaining three subjects are to be made as follows:

> At least one from each of the next two sections but not more than three altogether, provided that candidates offering General Science may not offer Physics, Chemistry or Biology.
> Section B: History, Geography, English Literature, Mathematics.
> Section C: General Science, Health Science, Physics, Chemistry, Biology.[1]

The Fiji Junior Certificate Examination places cramping restrictions on the choice of subjects. This examination has another adverse effect in that it limits the choice of subjects a school may offer in the Cambridge Oversea School Certificate Examination. Few schools in Fiji can cover adequately the requirements of the Cambridge Oversea School Certificate in two years. The current practice, therefore, is that a school is obliged to offer the same subjects in the Oversea School Certificate Examination which it offers in the Fiji Junior Certificate Examination. The external examinations, particularly the Fiji Junior Certificate, are narrowly conceived and encourage intellectual pursuits at the cost of more general education.

The examinations govern not only the contents of education but also the methods of teaching - in fact, the entire approach to education. They have so pervaded the entire atmosphere of

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[1] Circular No. 4/61. Op.cit. Loc.cit.

the school life that they have become the main motivating force for all effort on the part of the pupils as well as the teachers.

The pupil's entire effort throughout his education is directed almost wholly on how to get through the examinations. Unless a subject is included for the examination the student is not interested in it. If any school activity is not related directly or indirectly to the examination, it fails to evoke or enlist his enthusiasm. As regards methods, he is interested in only those which secure an easy pass rather than in those which will encourage and foster the qualities of observation, or precision, or reasoning power, or judgement, or imagination. He rarely reads the text books and original works but relies entirely on digests, guides, notes and model answers. He goes in for cramming rather than for intelligent understanding since this will help him to "get through" the examination on which hangs his future.

Not only the pupil but the teacher also is affected by this examination craze. His sole aim in teaching is to prepare his pupils for the examination and following rigorously the examination requirements give a clear cut direction to his efforts. He is not interested in character training, developing social understanding, and other more wholesome aims of education calculated at developing the pupil's whole personality. He is out and out to produce results in the examinations. As a consequence, the external examination with its topical syllabus is a restrictive force upon the teacher. This effect becomes greatly augmented when the teacher realises that the quality of his school's product is measured solely in terms of examination marks and percentage passing. He recognizes that by this one yardstick his own teaching proficiency is at stake in the eyes of education officials, parents, pupils and the general public. No wonder

his class degenerates into final cramming sessions, with the aid of subject "guides" to the essential facts, and with question-spotting on a probability basis.

Even the parents are anxious that their sons and daughters get through the "School Cert." Because of the close connection between employment and the passing of external examination, the average parent is more interested in his son passing that examination than in anything else. It is a common complaint of parents that the teachers give more time to sports and other extra-curricular activities and these hamper the academic progress of pupils. Instances can be cited where the school committee brought pressure on the headmasters to "cut down" the extra-curricular activities and to concentrate more on examination subjects. There is also considerable pressure from pupils and parents to abandon subjects not being offered for the examination.

Even the Department of Education lends support to this state of affairs. Detailed examination results appear in the daily newspapers and the Departmental Annual Report gives such statistics as the class roll, number of candidates that took the examination, number of passes and number of failures. Even the Secondary School Inspector talks of a particular school in terms of examination passes.

It would therefore appear that all circumstances conspire today to put undue and unnatural emphasis on examinations, and they now exercise a restricting influence over the education system to such an extent as almost to nullify its real purpose. Examinations today rule and not serve and as such they prevent any experimentation, hamper the proper treatment of subjects and sound methods of teaching, foster a dull uniformity rather than originality, encourage the average pupil to concentrate too rigidly

upon too narrow a field and thus help him to develop wrong values in education. This situation, however, is probably inevitable when examinations are used both as a tool to measure pupils' learnings and also as a yardstick to gauge the efficiency of schools in measuring up to some standard. Teachers feel that they are cought between Scylla and Charybdis: for there is loss of prestige on the one hand if pupils are not taught in such fashion that their passing of the external examinations is promoted, as well as, loss on the other hand when teaching does not proceed hand-in-hand with learning. Thus the external examination system has become a kind of ogre that devours its children.

The Place of Examinations. Valid and reliable examinations are a fair measure of acquired knowledge. As such they will continue to be used in all school systems. Examinations, particularly external examinations "have stimulating effect both on the pupils and on the teachers by providing well defined goals and objective standards of evaluation".[1] To the pupil the examination serves as an incentive for pursuing a prolonged course of study. Most of us would agree that there is, for the normal boy or girl, an element of discipline in an external examination which is healthy. To bring one's work to a point, ready to submit to an objective test at a national standard, is a bracing thing. It is also an incentive to purposeful work. How far such an incentive is needed will depend on the atmosphere and tradition of the school and the degree to which it takes its place among other and better incentives to study, and does not assume an exeggerated importance. Examinations, in fact, are made for man, and not man for examinations. It will rest with the schools, too, to keep a constant watch on the realities, as distinct from the technicalities of education.

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[1] Indian Secondary Education Commission Report. Op.cit. P.147.

If they remember through thick and thin what qualities of mind they wish to develop in their pupils they will have their antidote against examination-mindedness. The criterion for any subject and method of teaching is: does it contribute to development - apart from the basic skills - the qualities of observation, precision, reasoning power, judgement, and imagination.

A well-designed external examination, with its defined syllabuses, its proper balance of emphasis and consistency of its level, exerts a steadying influence and a salutory stimulus on the teachers. It will also reveal what success the teacher has had in imparting factual knowledge or understanding of a certain process of reasoning, and will also enable him to know how the results of his craftsmanship compare with the work of other teachers.

And finally, the external examination provides boys and girls with tangible evidence of their educational attainments. A 'School Cert' is looked upon by all with respect and its standard, like currency, is nationally guaranteed.

Suggestions for the Improvement of the Present System. From the foregoing considerations, it follows that if education is to proceed efficiently certain facts have to be established, and certain assessments have to be made. If well-designed examinations can do this. An external examination ought to follow teaching - or, rather learning - not dictating it. Its purpose is to serve the schools, not tyrannize over them.

The shortcomings of the present external examinations, particularly the Fiji Junior Certificate, will have to be remedied and shorne off their undesirable elements. The subjective element which is unavoidable in the essay - type examination will have

to be reduced as far as possible. The examination which requires only assay type answers exalts the power of verbal expression. In order to avoid an examination being dominated by subjective factors, it is suggested that objective tests of attainment be introduced.

Essay - type questions have a proper place in any examination in that they test powers of logical thinking, discrimination, proportion and marshalling of ideas. But they should not dominate any question papers. There should be a sufficient number of objective questions of "Yes or No", "True or False", multiple choice, matching, inter linear or situational types and questions requiring short answers. Objective tests have many advantages which provide solutions to some of the criticisms of the present essay examinations. Some of these advantages are as follows:

1. Educational objectives and teaching methods are by principle and philosophy the basic sources for the questions in objective examinations.
2. High levels of reasoning such as are required in inference, organization of ideas, comparison, and contrast, as well as knowledge of facts and concepts can be measured by objective questions.
3. Wide coverage of a subject is possible with objective questions because a large number of them can be answered within a reasonable examination period.
4. More reliable evaluation is made possible because objective examinations provide larger samples of the students' learning and because marking is consistent.
5. Students are encouraged to build up a broad background of knowledge and abilities, rather than to study only segments of a subject on which they expect to be examined.
6. Students are motivated to study throughout the year because objective examinations allow greater coverage of what is taught in the classroom and from outside assignments.
7. Ability to write has a minimal influence on the student's mark when he is examined for his knowledge of a subject.

8. Optional questions can be eliminated because objective examinations can provide a sufficiently large number of opportunities for the student to demonstrate his grasp of a subject.[1]

Moreoverthe nature of the tests and the type of questions should be changed. They should be such as to discourage cramming which is inimical to original thinking but encourage critical understanding and liveliness of mind.

The Fiji Junior Certificate is gravely distorting our education and narrowing its vision. It depresses the status of the non-examinable subjects, so that aesthetic and creative side of education, with all its possibilities for human satisfaction and cultural enrichment, remains largely undeveloped and poorly esteemed. The cramping restrictions in its present form must be lifted and flexibility introduced thereby giving more freedom to the schools. The examination should not demand any compulsory grouping of subjects to be simultaneously offered by any candidate. It should be a subject examination, on a pettern which would permit a candidate to offer any subject or subjects which his interests, ability or achievement make it appropriate for him to offer.

The requirements of the Cambridge Oversea School Certificate are ideal and it is suggested that the Fiji Junior Certificate be remodelled on it. The number of examination subjects should be increased to include besides the traditional academic subjects, vocational (i.e. technical, commercial and agricultural), creative and aesthetic subjects.

No matter how cleverly an external examination is designed, it will be only one element in the three which would constitute

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[1] E.C.Cieslak, J.T.Cowls, A.M.Dragosita. Examinations in Indian Higher Education. Delhi, Wheat Loan Education Exchange Programme, N.D. Pp. 37-38.

the evidence about a pupil's school career. The other two are objective internal tests and detailed school records..It is, therefore, in the fitness of things that when a final assessment of the pupil is made, due weight is given to the school's considered estimates (i.e. internal tests and school records).

Valid and reliable internal examinations serve an important educational purpose in that they are used for diagnostic and remedial work. There is room for improvement in the prevalent system of internal examinations. The prominence given to annual examination and prize-giving ceremony should be reduced. Promotions should be based on periodic tests conducted during the year and on detailed progress records of work done by the pupils. This measure would ensure that the pupil works consistently throughout the year and avoids "mugging" up at the eleventh hour.

The pattern of internal examinations should be drastically changed. The question should be set by the teachers and not lifted from the past external examinations' question papers. There should be a goodly mixture of questions of the objective type and questions of the essay type; and other suggestions recommended for the improvement of the external examination should also apply to internal examinations.

School Records. As pointed out earlier, neither the external examination nor the internal examination, singly or together, can give correct and complete information of a pupil's all-round progress; yet it is important for us to assess this, in order to determine his future course of study or his future vocation. For this purpose an adequate system of school records should be maintained for every pupil, showing his progress in detail. The pupil record will contain a clear and continuous statement of his attainments in different intellectual pursuits at the

successive stages of his education. Descriptive and analytical statements should be entered. Items evaluating the social traits, work habits and behaviour changes of the pupil should be included in the report card. The permanent school record of the pupil should be cumulative and should include all significant data about the pupil's background and personality - social and economic status, scholarship ratings, test scores, mental age, IQ, special interests and aptitudes, emotional characteristics and health information.

Case for the Fiji Junior Certificate Examination. The present tendency throughout the world is to reduce the number of external examinations at secondary stage. The Indian Secondary Education Commission recommended that "there should be only one public examination to indicate the completion of the school course."[1] The present practice in India is in harmony with this suggestion; pupils in secondary schools sit the Secondary School Certificate Examination in the final year of their stay in the schools.

Fiji secondary school pupils take two external examinations: the Fiji Junior Certificate Examination is taken at the end of the second year of secondary schooling and the School Certificate at the end of the fourth year. The Fiji Junior Certificate is becoming the minimum requirement for admission to the teacher training college and to the clerical grades of government service and provides a qualification, recognised in Fiji, for those who do not wish to remain at school. The examination also provides a means of eliminating those secondary school pupils not fit to proceed to higher education.

This is the only examination for secondary schools in which the Department of Education and teachers are directly involved.

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[1] Indian Secondary Education Commission Report. Op.cit. P.151.

The other external examinations for secondary schools are conducted by the overseas bodies in which neither the Department of Education nor the local teachers are represented. Moreover, secondary education in Fiji is in its infancy, its standard is insecure and the supply of teachers inadequate in scholarship and professional training. Therefore, a wisely directed Fiji Junior Certificate, with its defined syllabuses, its proper balance of emphasis and the consistency of its standard, should help in shaping and steadying secondary education in Fiji.

Examinations Council. The administration of the Fiji Secondary Schools Entrance Examination and the Fiji Junior Certificate Examination needs to be improved. At present the Director of Education, through his subordinate Examinations Officer, is responsible for conducting these examinations. The Inspectors of Schools advise the Director of Education as to who should be the examiner and the moderator in each subject.

The examiners and moderators are usually picked from amongst the secondary school teachers. The examiner sets the paper and sends it to the moderator. If the paper meets with the approval of the moderator, the question paper is sent to the Examinations Officer. But, if there is a difference of opinion, the moderator appends his comments and returns it to the examiner. The examiner views the paper in the light of the moderator's comments and, if necessary, makes such alterations as desired and sends the paper once again to the moderator. Finally the moderator adds his comments, if any, and forwards it to the Examinations Officer.

The answer scripts are valued by the examiner alone. The moderator does not come into the picture any more. There is no chief examiner to check or co-ordinate the work of the various

subject examiners. An examiner is a human being and liable to the frailties that beset mankind. Even the best of the examiners may trip up sometimes and a candidate suffer in consequence.

'Twixt Right and Wrong the Difference is dim;
'Tis settled by the Examiner's Whim.
Perchance the Zero on your Paper marked
Means that his lunch has disagreed with him.

Since so much hinges on the results of the external examination - the school's reputation, the teacher's promotion and salary increment, and the pupil's academic and vocational fate - the lack of reliability of the marking system is even more serious than it would be if the examination results were less decisive. The need for procedures to correct this situation is urgent.

The Examinations Council should be created consisting of 7 members and they shall be as follows: the Director of Education (or his Deputy), the Chief Supervisor of Post-Primary Education, the Examinations Officer and 4 secondary teachers. The teachers should be represented on this council partly in order to enhance their social status and partly for better policy making - after all they are the people who will be called upon to implement the council's decisions. In Great Britain similar conditions obtain. Clause 8 of the Constitution of the Regional Examining Body reads as follows:

Membership of Regional Examinations Committee.

A Regional Examinations Committee shall consist of voting members as follows:

(a) a chairman to be appointed by the Council but not necessarily to be appointed from amongst representative members of the Council;

(b) fifteen serving teachers, of whom ten at least shall be members of Subject Panels;

(c) three representatives of local education authorities;

(d) two representatives of industry and commerce;

(e) two representatives of further education;

(f) one representative from Institutes of Education in the area;

(g) not more than six members co-opted by the Committee and approved by the Council, provided that the Committee shall always have a majority of teachers serving in the schools principally concerned with the examinations within the region and provided also that at least three members of the Committee shall be selected from those members of the Council who are appointed on the nomination of the teachers' associations.[1]

The Examinations Council shall be responsible for working out the schemes, framing the syllabuses in the various subjects, appointing examiners and conducting all the departmental examinations.

There should be two independent examiners for each subjcet and that each examiner be required to value all the scripts. And where differences occur, the scripts in question must be referred to the appropriate senior subject inspector of secondary schools, whose verdict shall be final. The treatment of the border-line cases must be referred to the Council who shall appoint independent examiners to go through them. The final verdict of these border-line cases must be decided after giving due weight to the school's considered estimates (i.e. cumulative records) and where these conflict further test in the subject concerned should be undertaken by the inspector of schools. In this way the chanciness

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[1] Ministry of Education, U.K. The Certificate of Secondary Education. Fifth Report of the Secondary School Examinations Council 1962. London, HMSO, 1962. Para. 8, P. 14.

of the external examination can be materially reduced. Incidentally this step will also help reducing the subjectivity element. These steps are considered necessary in order to safeguard the candidates' fate against "one throw of the dice of chance".

Control of Schools

Of the 45 secondary schools in Fiji in 1960, eight were government schools and the remaining 37 were managed and controlled by the various independent bodies. Of these 37 independent schools 13 received grants-in-aid.

This scheme to give financial assistance to non-government secondary schools was introduced in 1956. The school becomes eligible to receive recurrent grants-in-aid in respect of tuition costs, subject to the acceptance of the following conditions:

1. Each school to be managed by a Board of Governors, one member of which shall be the Director of Education or his representative.
2. Pupils who are not of a satisfactory education standard not to be admitted and classes to be limited in size.
3. Building and equipment to be satisfactory in all respects.
4. The curriculum followed to be approved by the Director of Education.
5. Staff to be qualified and all appointments to be approved by the Director of Education.[1]

We saw that the 13 grant-aided independent secondary schools were adequately managed and that the conditions generally were satisfactory. In contrast the 24 unaided independent schools were grossly mis-managed.[2] The statistics of these unaided secondary

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[1] Report on Education in Fiji - 1955. Op.cit. Para. 65.

[2] Supra. Pp. 93-95.

schools will help us appreciate the magnitude of the problem. In these 24 schools, 2,408 children, i.e. 44 percent of the total secondary roll received their education in 1960. Of these 2,408 pupils, 2,046 were Indian children, i.e. 64 percent of the total Indian secondary roll.[1]

Under the 1960 Education Ordinance the Director of Education has general control over education in the Colony, and is required to keep registers of schools, managers of schools, and teachers, and to ensure that school buildings are adequately maintained and that the general administration, conduct and efficiency of schools and teachers are satisfactory.

If the Director were to take strong measures and required these schools (unaided) to strictly comply with the requirements of the Ordinance, almost all these unaided secondary schools will have to fold up. And since there is no alternative, that is, government secondary schools are not available for the children who attend these unaided schools, the Director of Education, it seems (perhaps for political reasons), has taken recluse in the laissez faire policy.

And yet things cannot be left there. The remedy seems to lie in the increased control and effective supervision by the Department of Education. The grant-in-aid system has, within a short period of 5 years, brought about a marked improvement in the 13 aided schools. The solution, it seems, lies in extending the provisions of the grant-in-aid system or a modification of it to all the unaided schools. Unless the Director of Education or his representative is a member of the governing body of the school,

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[1] Department of Education. Annual Report for the year 1960. Op.cit. P. 27.

no effective measures however well-designed, will bring about the desired results. The Director of Education can work his way into the committees by making financial contributions to the schools, because the cry at present is 'no representation without contribution'.

The ideal solution would be for the government to take complete control of all secondary schools. There would be no question of compensation since money for erecting the school buildings were raised in Fiji. The government could recover 25 per cent of the recurrent expenses by charging school fees as is done at present in the government secondary schools.

The above may be a far cry. For the immediate future, however, it is suggested that the grant-in-aid scheme be extended to all the secondary schools. In the localities where more schools than are necessary to meet the demand, exist, steps should be taken to close down the ad hoc committee schools as these are usually conducted on a profit making basis. In Singapore, for instance, secondary education is provided in government schools and government aided independent schools.[1]

Grant-in-aid scheme can be operated in a number of different ways. Direct government assistance can be given by paying part of the salaries of trained teachers in non-profit making secondary schools; seconding government teachers to serve in unaided secondary schools, the government paying the whole salary bill of such teachers; assisting pupils (who have been selected for entry to these schools on the results of the Secondary Schools Entrance Examination) by having their fees paid in whole or in part - the assistance payable is equal to the difference between the approved

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[1] The State of Singapore. Op.cit. P. 15.

fee of the school and the fee that would be charged in a comparable government school; and, finally, the government could assist these independent schools by giving long term interest-free loans. The schemes discussed above are in operation in Hong Kong.[1]

One of the above measures is felt necessary. The parents are to be protected against the ruthless exploitation of the ad hoc committee schools. Children who are clearly unfitted for secondary education should not be encouraged to join secondary schools and this can best be done in schools under government control. Moreover, parents who pay school fees are to be assured the most efficient type of education for their children and this is possible only in schools which are adequately equipped and in the hands of competent teachers and are effectively supervised and regularly inspected.

Conclusion

The development of post-primary education is vitally necessary for the progress and prosperity of the Colony. Considering that post-primary education, which used to be the prerogative of the privileged minority, is now available to a large majority of children whose intellectual ability and socio-economic background are very varied, that post-primary education should not be limited to the intellectual, physical and aesthetic areas but should also prepare young people for life and for socially useful work, and that the rapid progress of science and technology calls for broader modes of thought and new modes of action, it is suggested that a proper balance should be maintained in the relative importance given in curriculum and syllabuses to such things as the

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[1] Hong Kong - Report for the year 1961. Op.cit. P. 127.

pupil's intellectual, moral, social, manual, physical, aesthetic and creative education, in order to ensure the complete and harmonious development of the child's total personality. In order to achieve this balance, post-primary schools must offer diversified courses of study embracing humanities and science as well as technical and vocational subjects.

If a diversified system of post-primary education, available for all children is to be successful, it is necessary that educational guidance should be established to guide students in the choice of their courses and their schools and in tackling many difficult problems of social and intellectual adjustment which are bound to arise. Towards the end of the post-primary education, educational guidance may be developed into a vocational guidance service which will help the students to select and find suitable occupational openings commensurate with their training, ability and aptitude.

The fact that the traditional written examinations are inadequate as a means of appraising pupils' knowledge in terms of the school's objectives, that their bookish and formalistic nature provides a check only on what has been stored in the memory for a time and not on what has been acquired in other fields, and that their subjectivity and bias have been proved beyond doubt - all these defects and inadequacies should long ago have sufficed to condemn them. So long as they remain what they are, no improvement in the curriculum can produce the benefits hoped for. It is suggested that the traditional written examinations be replaced by more functional evaluation methods which would yield information on the knowledge acquired and on all aspects of the pupil's personality. The object of examinations should

not be so much to pass judgement on the pupil as to provide him with the means of recognising his own aptitudes and his strong and weak points, while supplying the teacher with the information he needs to help the pupil in his personal effort.

Most of the Colony's post-primary schools are in the hands of independent bodies and there is no integration. In 1956 a grant-in-aid scheme to subsidise selected privately managed post-primary schools was inaugurated and within a short period of five years this scheme has generally improved the conditions in 13 grant-aided independent schools, and it is suggested that this scheme or a modification of it should be extended to all post-primary schools in Fiji. In the absence of government provision for post-primary education to all children who desire it and are capable of benefitting by it, it is only reasonable that government should give financial assistance to independent post-primary schools so that they can provide adequate educational facilities comparable to those obtaining in government schools and that children studying in these independently managed schools are not denied opportunities available in government schools. This measure will enable the government to exercise beneficial influence and a degree of control over them. Such control is necessary in order to evolve a balanced scheme of post-primary education which will be efficient and integrated, and thus eliminate the possibility of duplication of educational efforts and unnecessary waste of public money.