A SURVEY OF THE HISTORY AND DEVELOPMENT
OF EDUCATION IN THE BAILIWICK OF GUERNSEY,

by

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ABSTRACT

In writing of Guernsey, historians have treated education in a piece-meal fashion, making only brief and passing mention of Island schooling, with the exception of Elizabeth College, founded by Queen Elizabeth I in 1563. The object of this thesis therefore, is to bring together information on the development of education in Guernsey so that an overall survey may be obtained. Information has been gathered from historical documents and writings, newspapers and the Reports of the Guernsey Education Council, as well as those of Her/His Majesty's Inspectors of Schools and of School Medical Officers. Information was also obtained through personal interviews with individuals who were or are concerned with education in the Bailiwick.

Aimed at covering a period of time from pre-Reformation until 1976, the study reveals the meagre and gradual beginnings that island education had. Meagre too, are the existing records of that early education, most of the records having been destroyed or hidden by the Benedictine monks prior to their departure from the Island at the Dissolution of the Monastries. Père Cadel, Archivist to the Diocese of Coutances in Normandy, has no records of education in the Island. Three parish schools were endowed as early as 1564, and by the end of the eighteenth century, eight of the ten parishes had at least one parish school. The other parishes had schools by 1818.

During the nineteenth century there was growing awareness of the need for universal education, and much well-meaning work was done to educate the children of the poor. The 1857 report of the Ragged School in St. Peter Port is evidence of this. In 1824 Elizabeth College came under enquiry after complaints were received about the Master's inadequacies as a teacher. A new constitution for the school resulted, in 1826. In 1850
a States' Committee carried out an overall survey of Parochial education in the Island. In keeping with the growing interest in the education of girls, the Ladies' College Company was formed in 1872, establishing a school to provide an academic training for "the daughters of Gentlemen". Numerous private schools dispensed education with varying degrees of success. The States Intermediate Schools for Boys (1883) and for Girls (1895) were opened to provide secondary education other than that at the two Colleges.

The Education Law (Guernsey) 1893 made the provision of primary education in each parish mandatory, with expenses and responsibilities being jointly shared by the Parish and the States. A curriculum was laid down and capitation allowance was endorsed. In 1900 education was made compulsory. The Education Law of 1903 caused each Parish to be responsible for primary education for all children within the parish boundaries, up to the age of thirteen. The Education Council was constituted in 1916, providing the uniformity and centralisation advised by Inspectors from England. In 1923, the compulsory school ages became six to fourteen.

In 1935, the Education Law was revised so that the States became wholly responsible for the cost of education. Begun in 1936/37, re-organisation to provide senior schools was brought to an abrupt halt by the outbreak of war in 1939. 1940 saw the evacuation of 4,700 children. Because of the uniqueness of the situation, one section of this thesis is devoted to education during the period of the German occupation, 1940-45.

The post war period saw school re-organisation on the lines advocated in the 1944 Butler Act, but such re-organisation was not complete until 1959. The first Education Officer was appointed in 1954, and the school leaving age was raised to fifteen in 1962, the same year that Ladies' College came under the States of Guernsey. The existing 1935 Law, felt to be out of touch with modern times, was replaced with the comprehensive
Education Law of 1970. This law makes particular reference to Special Education, not provided on the Island until 1953. The College of Further Education was established in 1970, but the new buildings were not available until the end of 1975.

Great though the impetus has been in education in Guernsey during the 1970's, the eleven plus examination is retained and comprehensive education has repeatedly been rejected. The retention in Guernsey of a method of selection for secondary education which is no longer acknowledged as being desirable in English education, is indicative of the delay with which Guernsey education authorities have historically adopted educational reform.
NOTES

ABSTRACT

1. The Channel Islands are divided into two areas of administration, Jersey and Guernsey. Each area is called a Bailiwick and has a Bailiff as Chief Administrator. The reference here is to the Bailiwick of Guernsey. The formation of the Bailiwicks is described in Part 1 page 3.

2. Guernsey was part of the Diocese of Coutances until 1869.

3. St. Peter Port, the town in Guernsey and the Town Parish.

4. States. Throughout this paper, States refers to the States of Deliberation, the Bailwick parliament.

5. Ladies' College Magazine 1905

6. Capitation allowance was a bonus payment to the teacher based on the number of children who successfully passed an annual examination.
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It is with thanks that I acknowledge the assistance provided by all these people.
PART I

A BRIEF GEOGRAPHICAL
AND HISTORICAL BACKGROUND

When, in 1066 A.D. Duke William of Normandy beat the armies of Harold of England, he took with him the Norman Islands, part of the Duchy of Normandy. Since that time these Islands have been part of British Crown possessions. The oldest member of the British Commonwealth, the Norman Islands, renamed the Channel Islands, have never been part of the United Kingdom. Consisting of Jersey, Guernsey, Alderney and Sark, Herm and Jethou, as well as some lesser islands, the Channel Islands are divided into two Bailiwicks. One is that of Jersey and the other of Guernsey. It is with this latter Bailiwick that this writing is concerned.

Guernsey is situated ninety-two miles south of Plymouth, England, and some thirty miles to the west of the Cherbourg peninsula. There was no regular boat service until the middle of the nineteenth century, prior to which communication with England was maintained by the cargo vessels and Naval ships which plied across the English Channel. Small vessels could cross to France more easily, the distance being so much less than to the English south coast. In 1897, the new telephone service provided rapid contact with the English mainland.

This geographical half-way house, was of great service in the past to pirates, runaways and political refugees, and even to the Vikings, for the Island provided shelter on one of the main sea lanes in European waters. There is evidence that the Romans visited Guernsey which they named Sarnia. Over the centuries, Guernsey has become infamous for her treacherous coast, still a menace to shipping which strays from chartered seaways. Robert, the Sixth Duke of Normandy was a notable victim of this coast, and when the fleet which he had raised to help Edward the Confessor was scattered in a storm, he sought refuge at L'Abcresse, which means anchorage. Because of this event, Robert of Normandy endowed a monastery in the north of Guernsey: the Chateau
de Marais, built in 1030.

Scarce though evidence is of the early history of Guernsey, it is known that Samson d'Anneville, Bishop of Dol, came to the Island around the year 520 A.D. when the Island was added to his diocese. Later, in 565, a chapel was built at the Vale. After the Norman lords were converted to Christianity, they carried out a period of reform in their monasteries. This resulted in the expulsion of erring Benedictine monks from Mont St. Michel. These monks went to Guernsey where, around 966 A.D. they established a monastery at the Vale, dedicated to St. Michael.

The Island was at this time under the Bishopric of Coutances, and remained so until the end of the Reformation under Elizabeth I. Thus a link with Normandy was early established in both language and religion. Early paganism was now displaced by Christianity. With William the Conqueror on the English throne, the Islands were protected by a more powerful monarch than hitherto. The new King of England was well aware of the Channel Islands, for in 1061 the Abbot of St. Michel du Valle had received a grant of land from him, then William I of Normandy. Six Island churches in all came under William's patronage by the Charter of 1065.

In these early years, Guernsey was visited by the religious and civic leaders from France and England for the consecrations of Island churches. An example of this is the consecration of the Vale Church in 1117. Among those present for the ceremony were the Bishop of Coutances, the Abbot of St. Michaels, the Abbess of Caen as well as eighty-four feudal lords from both England and France.

After political separation from Normandy in 1204, the Channel Islands were under constant threat of attack by the French. Until the end of the Napoleonic wars, Guernsey was of military value to England, her close proximity to France providing England with an advance post, and with a naval base from which to raid the French coast. Despite this, the Island
remained in contact with Normandy for trade. The Duchy was also a place of refuge for Island residents who were in trouble. It was during the mediaeval years, when it is believed the population numbered in the region of 15,000, that the administration of the Islands developed with the appointment of the Wardens of the Islands. As representative of the King, the Warden was Chief Administrator, presiding over the Assizes every three years together with the Island Jurats in the "Royal Courts". When the Warden Grandison found his duties interfered with his obligations to the King in England, deputies were appointed so that each Bailiwick had a Bailiff. Such independent government remains in modern days, the Chief Administrator being the Bailiff who is President of the States of Deliberation and the States of Election, as well as being a Judge in the Royal Court. The English monarch is represented by a Lieutenant Governor.

It was King John who presented Guernsey with a civil constitution, giving the Island valuable privileges which have been the basis of all charters and grants from England until the present day. Such privileges were confirmed by Edward III during the Hundred Years War,

...we concede for ourselves and our heirs that they hold and retain all privileges, immunities and customs granted by our forebears or of other legal competencies and that they enjoy them freely without molestation by ourselves, our heirs, our offices.

Thus although the language, customs and religious houses in Guernsey were fashioned after those in Normandy, legal rights and privileges stemmed from the English Crown and strong ties with the Crown were forged.

The Reformation saw the expulsion of the Catholics, and the parish churches became part of the Deanery of the Diocese of Winchester in the Church of England. Nevertheless, the use of the French language persisted, and psalms and the Book of Common Prayer were published in French and were used until the end of the nineteenth century. As will be seen in a
further section of this writing, the use of the French language, coupled with the Anglican faith, provided obstacles to the provision of island clergy and school teachers. Such difficulties prompted Queen Elizabeth I to interest herself in the endowment of educational institutions in Guernsey. It was not until after the French revolution in 1789, when the Channel Islands were a refuge for French Royalists, that there was any return to Roman Catholicism in Guernsey. In 1850 the Channel Islands were included in the diocese of Southwark, but after some re-organisation, this was changed to the Roman Catholic Diocese of Portsmouth in 1882. The Islands witnessed the rise of Methodism in 1784. After taking some years to become established, numbers gradually built up so that Methodism became a strong influence in Island society.

If we return to the political scene at this time, we may see that "feudalism was still alive at the beginning of the eighteenth century" and some of the poor emigrated to the new world hoping for a fresh start. There was an increase in island population through immigration from 20,827 in 1821, to 33,719 in 1851 resulting in a shortage of work and low wages. In later consideration of education at this period of time, it may be borne in mind that large numbers of Islanders were unable to pay very much for the schooling of their children, and many could not pay at all. The first English newspaper was established in Guernsey in 1828, French papers being published in the Channel Islands until 1917. Within the Island, horse-drawn traffic lasted into the modern motor era, but there was a tramway installed in 1879. This ran from St. Peter Port to St. Sampson's harbour in the north of the Island. Having been superseded by motor-driven buses, the tramway was again brought into service during the German Occupation.

Throughout her modern development, Guernsey has always held great affection for the British Crown, and this was made evident by the Islanders who went away to the Boer War as well as the many hundreds of Guernseymen who fought in France
during the 1914-18 War. A flying boat service in the 1920's paved the way for an established air route between England and Guernsey. This transport supplemented the cross-channel Mail boat steamers. The development of more frequent and rapid communication with Britain could only draw Guernsey further into the modern world. This is apparent in the field of education, although the Island still steers an independent course in education as in government. In 1919 women got the vote, but this caused less of a stir than in England, for in Guernsey although the Parish Douzaine and Constables, as well as thirty-three Island Deputies are elected by popular vote, there are no party politics. Further modernisation, commerce and the growing tourist industry, transformed the Island community into a twentieth century society. It was a society destined to endure occupation by German troops during the war years of 1940-45.

Thus we may briefly trace the development of Guernsey from a small pagan community with sparse monastic settlement, to a modern community which provides all the necessities of modern-day society, a society which demands and supplies education for its young. The manner in which this system of education developed is reviewed in the following pages.
NOTES

PART I

1. L'Ancresse is a bay on the north coast of Guernsey.
2. W. Berry, *The History of the Island of Guernsey, Part of the Ancient Duchy of Normandy, to the Year 1814*. (1815) p. 241
3. Ibid. p. 241
5. Ibid. p. 32
8. R. Lempriere op. cit. p. 110
9. Census figures. See Appendix R
The influence of the Church was felt in Guernsey from the sixth century when Sampson, Bishop of Dol. arrived. He is believed to be the first to bring Christianity to the Island and a small chapel was erected and named after him at the harbour of St. Sampson where he landed. The missionary school which Maglorius founded on Sark (circ. 565 A.D.), may have produced some brothers inclined to teaching, but of this we have no evidence. Maglorius also built a chapel at the Vale and the Crown gave a small annual allowance toward his mission. In addition, a religious house was founded on Herm in the sixth century. Undoubtedly there must have been some education supplied by the religious, for there were islanders early employed in the commerce attached to the fish and wool industries and to agriculture in the Island. One of these was John de Roche, who, as Keeper of the Islands, kept trade accounts. The Hopital de la Ville referred to during the reign of Elizabeth I, was the hospital which had been built at Bosq Land in St. Peter Port in 1362 by a Royal endowment from Edward III. It was a religious establishment, but of any kind of instruction being given there, we have no certain knowledge.

In the beginning of the reign of Henry V, the priors alien were suppressed. With the dissolution of the remaining religious houses by Henry VIII, the monks were forced to leave Guernsey, taking care to destroy or hide their written records before they returned to Normandy. Because the monks were the historians and recorders of that period, the disappearance of their writings has produced a dearth of information of the ten early churches and four benefices in Guernsey, and of any schools which may have been attached to these churches that were part of the Diocese of Coutances.

Thomas Dicey, author of An Historical Account of Guernsey, published in 1751, tells of the dispossessed clergy burying
their vessels, plate and records at the Maglorius Chapel in the Clos du Val, hoping to return at some later opportunity. Some years later, a schoolmaster, John Le Pelley, recovered the Monks' books, vestments and plate and "privately sold them at a low price to some Normans at Coutances who cunningly conveyed them away".2
ii) 1500 - 1800

The first church records of the St. Sampson's rector start as late as 1510. It is from about this time that we have any certain knowledge of the existence of a school. This is supplied in the form of the Girard diary, dated 1508. This diary was begun by a Jean Girard and his first entries infer that there was a school of sorts at the Castel in pre-Reformation days. Jean apparently helped a priest, Denis Ozanne. One of the later diarists was a Preve Le Roy, a schoolmaster of the St. Martin's school in La Chapelle de St. Jean de la Houguette, in 1591. It was this Le Roy's son who taught at the Castel parish school founded in 1675 through the generosity of a Mrs. de Jersey and people of the parish. Mrs. de Jersey gave the Parish the Chapel of St. George in perpetuity, for a school house. When timber was needed for the repair of the Castel Church and school, it was donated by Mary II.

It is known that, in 1564, a parish school in St. Peter Port was endowed, partly by Queen Elizabeth and partly by Thomas Le Marquant and Jannette Thelry, his wife. They made a gift of a house and land on the Slope of St. Julien so that Parish schools might be kept there. They also gave two quarters of annual wheat rente for the school master, but with the proviso that certain prayers be offered daily by the scholars. This school was known as La Petite École.

In the same year, Elizabeth I is said to have also endowed a school at St. Pierre du Bois, giving 120 livres for its upkeep. St. Martin's also had a school endowed in 1564, a house and twenty-five quarters of rente being given by the Queen and a parish resident. An Order in Council of 1568 gave twenty quarters of wheat rente annually for the two schools in St. Peter's and St. Martin's parishes. The rentes were to be equally divided between teachers from the parishes. In endowing the schools, the Queen stated that at the schools, the pupils should be taught in "la langue du pays". Many years later this had repercussions when some
islanders wanted English introduced into the curriculum. The St. Peter's school fell into disrepair by 1579 so that in 1766, permission was granted from the King for a new site to be obtained. This cost 1,000 livres tournois and the building proved to be a constant source of expense. Holidays were quoted as being:

...Quatre semaines dans le mois d'Aout, douze jours a Noel, une semaine durant le vraic de L'Ete,...

and in 1834:

"Le jour de la foire de St. Michel" was added to the list.

There has been some conjecture as to the validity of the Royal foundation of these three schools for there is no documentary proof of it. It is possible the schools pre-existed Elizabeth's endowment. The schools were small, attendance was not compulsory and the very basic education obtained was for the local parish children. For the poor, schooling was free, while others paid the equivalent of a few pence per week. The Queen said that these schools were to prepare children to enter her new school. This was La Grande Ecole in St. Peter Port, a grammar school, later known as Elizabeth College.

It was in 1563 that Elizabeth founded a grammar school in Guernsey. The land with which the school was endowed had belonged to a fraternity of mendicant friars known as Cordeliers. It is not certain whether this priory was abandoned to the Crown when priors alien were banished by Henry V, or by acts of Parliament during the reigns of Henry VIII and Edward VI. These Acts made Catholic properties forfeit to the Crown. Details of the land conceded to the school appear in Appendix A.

The master had to be sober, of good morals and able to teach Latin and Greek. He was given a house and eighty quarters of wheat rente from the receipts of the Queen in the Island. The Charter did not say who was to do the choosing of the Master, or who would judge his qualifications for the post, but it was inferred that the Governor or his Lieutenant should appoint him. Once appointed, the Master was liable to be admonished by the Dean should he be cruel to the scholars.
Persistence in cruelty would result in dismissal by the Governor.

The children admitted to the school of Queen Elizabeth were to be able to read and write and to recite some of the approved catechism of the Christian religion. The Charter of the school gave no mention of the sex or age of the students, and made no mention of the parental status either. The 1563 statute gave the aims of the school as a thorough knowledge of Grammar. There were to be six classes, all with Latin and Greek. Writing, Singing and Arithmetic were to be at the Master's discretion and a little play was permissible. The main purpose of this school was to supply the island with clergy and schoolmasters. The language being French, there was difficulty in finding non-Catholic French speaking clergy for the Island, which was now part of the Diocese of Winchester. Moreover, after the Reformation, young men were being sent over to study Divinity among Protestants in France. The ideas so gained were not consistent with those of the English clergy. Therefore it was hoped that boys would be prepared for university in Guernsey rather than going away to school in France, where religious thought was unsuitable, or to England where the language was alien. Superstition and ignorance seem to have been widespread in the Island at this time and little interest was shown in Elizabeth's Grammar School. The Queen's Council, writing to the Governor in 1565, a year when there were ten scholars at the school, intimated that the endowment might be withdrawn if neglect in establishing the School continued. It was therefore several years before any advantage was gained from the Grammar School, and boys were still sent to England to be educated for the Church at the expense of the Town Church.

The first Master was a Dr. Adian Saravin, a Protestant refugee from Flanders who had been a Professor of Divinity at Leyden. The exact date of his appointment is not certain, but it is believed to be about 1563. However it is certain that he disliked Guernsey intensely, saying that the Islanders
were "barbarous people who hate letters". On February 26, 1564, he wrote that nothing had been done to carry out the Commissioner's orders and that he had only ten Guernsey scholars. The rest were English boys. The school day was from 7 A.M. until 11 A.M. and from 1 P.M. until 5 P.M. Prayers were said at beginning and ending of the school day. In 1635, Guernsey petitioned Charles I for places at Oxford and Cambridge. Three scholarships were offered. The aim was to re-introduce Anglican clergy to the Island, for scholarship holders had to return to the Island to take up a living. The scholarships were increased to five in 1675, (and were shared with Jersey), and holders might enter the teaching or clerical professions.

The rector of St. Martin's parish was also the Master of the Grammar School, and in 1711 complaints were made by Islanders that he neglected the education of the pupils. Thereupon a combination of duties was forbidden. There were many disputes over money for there were no trustees for the liberal endowment, neither was there any settled principle over who would meet the expenses of repairs to the school. Until 1748, they were charged to the Island, to the Revenues of the Pier, to the Town Parish and in part, to the Master. Finally it was decided that the States would uphold and maintain the school and bear incidental expenses. A new school building was completed at public expense (£600 sterling), in 1760.

Under Dean Crespin, Master in 1761, fifteen to twenty-five boys attended the school. Numbers never exceeded twenty-nine and sometimes there were only one or two pupils, or even none. Under this Master, morning school only was required. The afternoon was for studies at other schools doing subjects not available at the Grammar School. Toward the end of the eighteenth century, it was being discovered that the Latin and Greek classics taught at the Grammar School, were not sufficient for the young people who were to work in the Island.

As may be seen in Appendix B, schools were also established by parishioners at St. Saviour, St. Andrew and the Forest
during the first half of the eighteenth century. In 1723, Torteval also gained a school through the generosity of a Mr. Le Marchant. In February 1700, the Minister of Torteval, the Rev. Thomas Picet, had written to the Lord Bishop of Winchester informing him of the complaints by parishioners that they had no school. Of these four schools, three became Junior schools in 1959. There is no longer a school at Torteval, and St. Saviour's school is used for Special Education.

The States had declared, in an Act of 1700, that every parish should have at least one school master and that he be licensed by the Dean. The curriculum was laid out in the following directive to the schoolmaster who should, "...use all diligence to teach the children to read and write, say their prayers, and answer to the catechism, and bring them to the Sermon and Common prayer..." In this same period the Castel scholars were moved to another school on the site of a windmill, in 1735. An addition was built to take seventy or eighty girls, in 1808. In 1871, a new building was completed for the Castel school. The Boys' School was rebuilt in 1909. Both these buildings formed the nucleus of the expanded, renovated and modernised buildings enjoyed since 1969.

In History of the Island of Guernsey, the author, William Berry, refers to a Town Hospital being built in 1741. This hospital was financed by church collections and donations to the poor. The hospital was for the foundling, orphan, the infirm and the aged, as well as "the frenzied maniac". The Hospital opened with 160 inmates. When, in 1751, Thomas Dicey referred to the hospital, he wrote of a schoolmaster and usher being employed from 1743. Some of the children taught, were of destitute parents, while others were left by sailors and soldiers who frequented the Island. The schoolmaster had to read prayers to the poor, morning and evening, and to keep a school journal. Everyday he had to catechise the children in his charge, and teach all fifty to read and write. A third matron was employed to teach needlework to the girls. The Christian principles in which the children were instructed, and their Protestant worship, were according to the Church of England.
iii) 1800 - 1850

a) Elementary Education

The growing interest in education during the nineteenth century in England, spread to Guernsey, and in the first twenty years of the 1800's, six new schools, or branches of schools, were established. In 1818 St. Sampson's and the Vale Parish Schools were opened. They were the last schools to be established by parish subscription. At the Vale school those who could, paid two-pence per week to the Master, who taught writing, reading and arithmetic in French. A few children at the Vale school did some English. Payment of the corn rentes was irregular at St. Sampson's, where French only was used for the three R's, and only half the children attended. Both these schools eventually gained large enrolments, and both were part of the initial school re-organisation programme in 1936. At St. Andrew's, subscription paid for a new room which cost 90 livres. The additional storey at St. Pierre du Bois, in 1815, meant that the parish was catering for its girls who did needlework and knitting as well as reading, writing and arithmetic, the language of instruction being French. The salary for the school mistress was endowed by three wealthy parishioners who gave one quarter wheat rente each. At the Hospital School in Castel, a Master and Mistress were employed to give education in French to poor children from all the country parishes. The poor of the Town attended the National or the Hospital Schools. At the former of these, some English was taught.

The provision of schools in every parish meant that there were eventually but few people who could not read or write. Attendance is reported to have been generally good. Endowments to these schools were small, so that provision was made from the funds of Elizabeth College. The first State aid to education in Guernsey was made in 1825 when the States granted £250 per annum for parochial schools.

The National School and the British and Foreign School provided free education for poor children in the Town, for the schools were run on voluntary contributions. However those
children who could, paid twopence or threepence per week or even a wheat rente. Using Bell's monitorial system, larger numbers were able to be taught at one time. In England the aims of the National Society were to enquire into and improve the education of the poor. In 1833, the Factory Act limited child labour in England to ten hours per day. However, in Guernsey, the children never were faced with the appalling conditions endured by the young in the English Industrial Centres. Neither were there the vast numbers of children to deal with, as in England's industrial towns. Therefore the National School in Guernsey was intended for children of all classes. Those attending and who could afford good clothes were asked not to wear dress of fine quality for schools. The National Schools were established in Guernsey in 1812, and by 1824 French reading, writing and arithmetic and some English were being taught there.
b) Charity Schools

A new school was established at the hospital in 1820. The fifty girls in this school were educated until the age of fourteen when most of them went into domestic service. Some of the boys at the hospital were educated at the parochial free school and some attended the National Schools. At the age of fourteen, the boys were apprenticed to a trade. Morning and evening the children attended church service taken by the Master or by the Church of England Chaplain, who attended twice each week. On Sundays the children worshipped at the Town Church. In 1832 there were fifty-five girls and thirty-nine boys at the Hospital School in St. Peter Port.

In 1847, La Petite École closed. The sale of the buildings in 1872 realised £240. These funds were used for Parish education. Three years later, in 1847, Miss A. Lidstone opened the Ragged School at the top of Berthelot Street. It was for children who were extremely poor.

At the start there were 107 children, fifty-four boys and fifty-three girls. During the year thirty boys and seventeen girls were removed from the school. Accounting for this drop in enrolment in her first annual report in 1851, Miss Lidstone said that five children had died, five had left the Island, twelve had gone to other schools, nine had been sent to the Hospital, eight had gone into service or found employment of some kind, four were too young to attend without the care of an elder sister who had left, two had gone into the country and two had strayed. The final total number on roll in 1851 was forty-six, and attendance was thirty-eight on average. The school work consisted of learning to read, write and do simple arithmetic and to do needlework. The girls made garments for themselves out of new cloth or usually from old clothing donated to the school. Miss Lidstone records that many of the children had not one complete piece of clothing on them on entering the school. Examples of such conditions quoted from the 1856 Album of Miss Lidstone are:
Major Westcott - forty yards of calico
Mr. E. Hutchinson - eighty new bonnets
Mrs. Maurent - ten new frocks

There was a soup kitchen, and oatmeal was cooked in the schoolroom. One person, Lady Jenkinson, supplied the children with dinner every Friday for six to seven months. This same lady is reported as offering to have twelve or thirteen children at her house for dinner one day each week throughout the winter months. Miss Lidstone collected her salary (shown in the school accounts, Appendix D), by going from door to door, and on page four of her report for 1857, she states, "I have paid above 2,000 visits to parents and neighbours of these children during the past year". It is not surprising that she had no time for holidays for she also ran an Evening School. This was for the benefit of older boys who had to go to work but who wanted to learn to read and write.

In 1857, this dedicated educationist reported that in the seven years that the school had been in operation, she had accepted boys and girls who lived under "the most extreme circumstance of poverty and destitution". The children were admitted at any hour and without limitation to age.
c) Private Schools

An advertisement for Elizabeth College in 1820 mentions classes in Latin, Greek, French, Belles Lettres, Italian, English, Mercantile and Maths and Landscape Drawing. There was a regular course in Rhetoric, Logic and Classical Elocution. "In conformity with the Royal Statutes, Latin and Greek are taught free of charge." But in 1823 complaints were made against the standard of education and the general running of the school. This provoked the Lieutenant Governor, Sir John Colborne, to appoint a committee if enquiry in 1824 "to enquire into the present state and condition of the College". Immediately after appointing the Committee, the twentieth Master, the Rev. N. Carey, was retired from his post and provided with a pension of £600 per annum.

The Committee recommended that there should be twelve trustees and that they be elected by the States of the Island. The Visitor to the School should be the Bishop of Winchester and the Dean of Guernsey would be his representative. It was further advised that the trustees should be Island natives, not absent from the Island for more than two years. They it was who should appoint or dismiss the Masters who must be middle-aged, Church of England and resident. They were also to be responsible for the refurbishing and rebuilding of the school or for the hire of other necessary schoolrooms. Experience seems to have made the Committee lay down most precisely, the conditions for the appointment of the Master of the College. The Master had to be a graduate with priest's orders, but not holding a church benefice, and was to have a school house with thirty perches of land, but he had to keep boarders. The Master was to have three classes. The second Master was to have an apartment provided together with one servant and a coal allowance. There was to be a Usher for each under-master. Further recommendations made by this Committee are detailed in Appendix E.

The Directors of the College wanted to have a central...
school for the parishes in 1825, but without States financial assistance, they hesitated to pursue the idea. An effort was made in subsequent years to have an English class in St. Pierre du Bois, but at the expense of the parish. Parishioners refused to support such a class quoting Queen Elizabeth's ruling that the children be taught in "la langue de la pays" which was French. Some years after this, an extra English class was allowed, but those who sent their children to learn English, had to pay the schoolmaster themselves.

Conditions at the College seem to have improved, for a written report of July 1840, made by two public examiners, G. Dawson and J. Williams, had praise for the maths, Grecian drama and the study of Greek literature. Latin composition in the Junior classes was said to be weak. Part of the regular College education enabled the boys to deliver speeches in Greek, Latin, French, German and English.

New statutes for the College were drawn up in 1852. These reduced the number of Directors from twelve (since 1824) to nine. The Directors had general superintendency and trusteeship, but the scheme of work was set by the Principal who had to be a graduate of Oxford, Cambridge, Durham or Dublin universities. As decided in 1824, he had to be a member of the Church of England and be in Holy Orders and had to say prayers to begin the school day. The scholars fees were set at £12 per annum with extra charges for supplementary instruction. Curriculum was to include Religion and Moral Instruction in conformity with the Church of England. The curriculum was changed to provide a commercial as well as a classical education. The necessary undermasters were to be appointed by the Principal.

There were numerous other private schools in Guernsey during the nineteenth century. The Rev. Matthew Gallienne tells of the preacher's wife keeping a dame school which, as a child of five years old, he attended in 1830. After this he went on to a Mr. Hodges to be taught Latin. He was then equipped to proceed to a commercial school run by a Mr. Hosack
who is said to have used "severe methods".21

On November 5, 1832, The Island newspaper, The Comet, carried an advertisement for a Miss Sanford's school which had opened at 49 Cornet Street on October 1st. It catered for young ladies from 2 to 4 P.M. daily. Mrs. Sanford's advertisement added, "a bad hand corrected in a fortnight or three weeks at most for 10/6d. ready money". Mr. Sanford ran a school from 9 A.M. to twelve noon, and from 1 to 4 P.M.

Mr. H. Erneric de St. Delnes had an Academy for young men opposite the fish market, and Mr. George Crousaz's Academy held examinations every Friday and was open to visitors at that time. These are examples of just some of the fifty-one private schools listed in Guerin's Almanac for 1849. Of these, nine were boarding schools.
iv) 1850 - 1900
a) States Aid

In 1850, a States Committee of five was formed in order that an overall survey of Parochial education in the Island might be made. The Committee's work brought about some uniformity in teaching methods, and tried to give an equal amount of instruction in French and English in the Parish schools. The first States grant administered by the Committee was £235 per annum. The second was £215. £27 was provided for prizes and £18 for text books. The money for this came from an import duty of one shilling per gallon on liquor, for the next fifteen years.

These grants did not affect the National and British and Foreign Schools for these came under the Committee of Education in England. As such, they received a government grant and were subject to inspection. The St. Peter Port Church magazine for February 1870 covers the report of the English Inspector made in December 1869. Of the Boy's National School he said that the examination results were satisfactory and showed improvement, but the religious knowledge in the upper classes needed attention. He found the Girls School to be very good and the teachers well trained. The Inspector criticised the Infants School for having too many young children under very young teachers. Nevertheless, good order and attainment were achieved. Pupil teachers for the National Schools in Guernsey qualified at Battersea College in London.

Inspite of the grants from England, the Director of the National Schools, Thomas Brook, who was also Rector of St. John's Church in St. Peter Port, asked the States for a grant to educate the poor in the National Schools. A grant of £40 was made on condition that the children were taught French. It is from this time that concern over French in the schools is recorded.

Public examinations were in English, and in 1866 it was reported that French, the official language of the Island, was being relegated to second place. In an attempt to rectify this, there were French examinations and prizes for French.
The erosion of French as "la langue du pays" had begun. Over the years, the importation of English clergy and English teachers, as well as a growing alignment with, but never dependency on, England, had a debilitating effect on the use of French in Guernsey. The inadequate teaching of French in the schools contributed very largely to the decline of the French language in the Bailiwick.
b) Ladies' College, Re-organisation and the Intermediate Schools

To this date there was no school for girls which corresponded to the provision made for boys at Elizabeth College. However, the Guernsey Ladies' Education Association held classes at Clifton Hall for the higher education of women during the 1860's. Interest in education for girls grew in Guernsey, even as it had already done over the previous twenty years in England, and on September 6, 1872, a provisional meeting was held to discuss the establishment of a school for girls which would be similar to Elizabeth College. Two hundred shares of five each were struck and Ladies' College was opened in 1872 at College Villa in the Grange. To begin with there were teachers and twelve students spread among three classes.

The first Principal was Miss Susan Eaton who was from the staff of Cheltenham Ladies' College. She had worked under Miss Beals, prominent in education in England. When registration increased, the school moved to "Detroit" on the Grange. Such education of girls was an experiment in Guernsey and the support it needed was gained when Mr. A. Collings gave $500. in U.S. Bonds, in 1874, for four annual prizes in Maths and English. Under Fraulein Hansknecht, a kindergarten was opened in 1883. From 1900, a playing field was rented for hockey. This began a long and proud tradition in the sports life of the scholars at Ladies' College.

In the first year of the twentieth century, prizes were awarded for French, Divinity, Geography, Gymnastics, Latin and Voluntary Work. There was a class hockey prize and a cup for swimming. A library, laboratory and a dark room were added to the school. There were 132 girls on the roll. The Governor who attended the Ladies' College prize giving in October of 1904, seems to have held ideas on the aims of the education of girls which were at variance with those of the Headmistress. On that occasion he said, "...the duty of a lady is to make a happy home and language study does not achieve
this but good cooking does". Wishing for moderation in the Physical Education programme, the Governor deplored the lack of tapestry work and hoop. On presenting her report to the assembly, the Headmistress deplored that there was not one university scholarship available for girls.  

Throughout the nineteenth century, education in the Island had strong attachments to the Church of England and the Parish Sunday Schools were a powerful force. The extent of the attendance in these Sunday Schools may be gathered from Appendix F. In May 1870, the Sunday School of the Town Church numbered 600 children from eighteen months of age and up. The Methodists in the Island objected to the Anglican bias in the Parish Schools, but the Roman Churches ran their own church schools. They received some small subsidies from the States. The Roman church had returned to Guernsey with the arrival of numbers of Catholics after the French Revolution of 1789. The Channel Islands became a refuge for French Royalists. In 1872 it was agreed that Voluntary schools should be converted into Parish schools. The Catholic schools could accept Voluntary school status if they so wished. With this agreement there was a cost sharing agreement between the States and the school Managers.

Guernsey did not comply with the English Education Act of 1870 under which the schools would receive grants for compulsory tax. There was no Imperial tax in the Island, consequently, no British grant could be accepted. Britain offered to put Guernsey schools on the same footing as those in the Isle of Man. Having decided against this, the States set about re-organising the education in the Island. Thus began a period of progress and expansion. The National and British and Foreign Schools were put under a Committee for Parochial Education. Funds came from the States and from a tax of £67 per year levied on the rate payers in St. Peter Port. This brought these schools the status of parish schools. By 1897, £2,800 was held in total endowment, and proposals were made to obtain sites for new primary schools.

Earlier, the States had suggested there be an Intermediate
School for boys and girls established in connection with Elizabeth College. This would have needed changes in the College Statutes so the College Directors opposed it. As a result, the Intermediate Schools Committee of ten was formed, in 1882. They were responsible for the founding of the Intermediate School for Boys in 1883. In order to avoid a reduction of numbers in the College because of the existence of the Intermediate School, the States agreed that, should the College have less than 150 students, then the States would grant ten free scholarships to the Upper School of the College from the Intermediate School. Eleven years later, the Intermediate School for girls was established. Miss Foster remained the Headmistress for thirty years.

Two scholarships for boys, tenable for two years at the Intermediate School, were given in 1885, by Messrs. Guille and Alles, Island Philanthropists. These scholarships were gained through examination, were valued at £5 each per annum, and were open to boys attending Primary schools in either the town or the country.

The Guernsey School of Science and Art opened its doors in 1886. These classes were held on three days a week from 10 A.M. to 1 P.M. and in the evening, from 7 to 9 P.M., carpentry carving and cabinet making were taught. Mechanical engineering was on two night each week. Costs were ten shillings per term. This school held an examination with the South Kensington School in preparation for the City and Guilds of London examinations. This appeared to be the beginnings of technical education in Guernsey. However, the School of Science and Art failed to develop the technical side of the curriculum. Technical education was eventually developed through evening classes begun at the Intermediate School for boys in 1922.
By 1890, the Island seemed to be launched upon a progressive educational programme, but in June of 1891, the St. Peter Port rate payers withdrew their support of the parish schools. The majority of these people did not have their children at the Parish schools and were loathe to support the public schools with increasing taxes. To prevent the school from closing, because of lack of money, the States voted a sum of £1,000 for the school in December of 1891.

After conferring with the States Committee, the ratepayers decided to continue with the agreement of 1872, until December of 1892. At this particular time, came the suggestion that education in the Island should be made compulsory.

When additional money, amounting to £250 per quarter was requested from the Parish for the education of the poor, in 1893, the money was refused and the schools in St. Peter Port had to close. A Projet de Loi, in May 1893, compelled the Parishes to maintain Primary Education, and for six months, the States paid all the costs of the schools in order that they might stay open. In August of that year, the Town rate payers disagreed with the States that the Project de Loi of May should become law. Regardless of this, the Project was ratified by Royal Assent and it became law.

This law of 1893 made it mandatory for the parishes to provide Primary education for boys, girls and infants. The States could determine the number of schools necessary in the parish. The schools were to be the responsibility of the States Committee for Parochial Education and of the Parish Committee. Expenses of buildings and furnishings were to be shared equally. School pence might not exceed 2d per week without the consent of the States Committee. Religious Instruction in the Parish schools was to conform to the doctrine of the Church of England and be under the direction of a Minister of that church. The law stated that the British and Foreign Schools and other Voluntary schools, might teach religion to conform with that doctrine established by their
society. Instruction in the schools was to cover religious instruction, English and French, Arithmetic, Geography, History, Writing, Drawing, Singing and Needlework for the girls.

Any school which elected to become a Voluntary school would be subject to the same conditions as the Parish schools. The Parish or Voluntary School Committees were to provide materials necessary for instruction and could appoint and dismiss teachers. Each parish was to reach agreement with the States Committee, on the salaries paid to their teachers. The further details of the 1893 Education Law are supplied in a copy of the law in Appendix G. This formed the substance of the education law which followed in 1903, and the basis it provided for elementary education in the Island was still visible in a subsequent law of 1935.

Until this time, most teachers were unqualified, and those who were trained were expensive. To provide teachers for the National Schools there was pupil teacher training at the National School training centre at Battersea in London, but no such system existed for young people to become pupil teachers in the Guernsey parish schools. Therefore the first pupil teacher centre in Guernsey was set up under the guidance of Miss Wagstaff, in 1898. The course at the pupil teacher centre followed that of the English syllabus. After completion, the pupil teachers were technically, qualified teachers. A new pupil teacher centre was established in 1902. It's organisation and the part it played in Island education, is recounted in the following section of this paper.

Despite the efforts of the States Committee to provide education for the children, the law of 1893 did not fully meet the demands of many people. A letter to the editor, published in the Guernsey News in April of 1893, which was five months before the education law came into force, demanded that education be made compulsory. The writer, "Chef de la Famille", noted that although compulsory education would probably be unpopular because of the increased expenditure of
public money, he felt it would ensure that children did not grow up "ignorant of religious and secular truths".

The writer of another letter to the editor, but written in August 1897, said that he was for compulsory education but "not to the same degree as in England and Jersey". Although schools were now available to the children, many did not attend. Some of them worked and some looked after younger brothers and sisters whilst the parents earned much needed pence. There were also numbers of young people aimlessly wandering the streets and lanes. As the work of administration and control of education increased, it was found necessary to appoint a Superintendent of Schools. In 1898, Mr. J. Mundy was appointed to that office. He was no stranger to education for he had previously been organising Inspector for the Diocese of Winchester.

The problems which he had to face and the work he accomplished in his first year of appointment are best told in his own words. These form the first report on Guernsey Public Primary Schools and are reproduced to form Appendix H. Realising that all the children were not benefitting from the education in the Parish Schools the States Committee for Parochial Education brought in the law of 1900. Le Loi relative à l'education Primaire Obligatoire 1900 made compulsory education law in Guernsey. 1900 was the start of a new century. The years ahead were to prove eventful in the development of Guernsey education. It was a progression that gathered momentum as time passed.
29

NOTES

PART II

1. Col. Wooten, Lihou Island. (1964)
2. T. Dicey, An Historical Account of Guernsey. (1751) p. 30
3. V. Carey, Guernsey Cuttings from the Curtis Collection. (undated)
6. In 1800, 24 francs = £1 = 14 livres tournois.
8. Ibid.
10. P. Le Maistre, Historical Mss. and Extracts from Chronicles and States Documents. (1912)
11. V.G. Collenette, Elizabeth College. (1563 - 1963) p. 3
12. P. Le Maistre op. cit.
14. Ibid. p. 75
16. T. Dicey op.cit. p. 177
17. Ibid p. 404
18. Guerin Almanac Advertisement, 1820
19. Other masters were engaged as necessary for the teaching of French, Maths, Architecture, Writing and Arithmetic. The last two subjects were taught in the Lower school only. All classes did Latin and Greek. Also in the curriculum were: English Classics, scriptural and general History, Rhetoric, Elocution and Belles Lettres. Lessons were from 8:45 A.M. to 3:15 P.M. on six days per week.
20. Statutes of December 28, 1852 at Court at Windsor.
22. Ladies' College Magazine 1905
23. Ibid.
24. Ibid.
25. Ibid.
The enforcement of compulsory education in 1900 brought a large influx of additional children into the Island's schools. As many as 1,200 were added to the daily attendance count for the Island, forcing Parishes to provide additional accommodation. Many teachers were unqualified and/or inefficient, so that in 1901 the Capitation Allowance was refused to eight out of forty-three schools. The Superintendent of Attendance Officers presented his first report in November 1901. In it he stated that the weekly attendance figures had risen over the past months, from 75% - 90% of full attendance. Nevertheless, twenty-eight parents had been prosecuted for their children's non-attendance at school, between July and November of 1901. The fines imposed ranged from two shillings and six pence to ten shillings.

The first Inspector of Guernsey schools by one of His Majesty's Inspectors was made by H.M. Chief Inspector of Schools, Mr. E.M. Kenney Herbert in the autumn of 1902. He found plenty to criticise, for the schools were poorly lighted, badly ventilated and were provided with grossly inadequate washroom facilities. The Inspector made note of the fact that it was important to give children a good first impression of school life in the Infant School, mentioning the Infants in the Town as being in particularly poor conditions. He suggested the States bear in mind the stimulating environment of Edward Thring's Uppingham School in England. Lack of continuity and uniformity of policy among the Parish Committees could only be disadvantageous to Island education. There were no uniform salaries, and many of the teachers were very young pupil teachers. Staffing the schools with qualified teachers was difficult because teachers coming from England gave up superannuation rights when they went to Guernsey. The low salaries plus the Capitation grant, dependent on an annual examination, did not prove attractive. The Superintendent's report for 1903 quotes annual salaries, in English currency,
for teachers holding full English certification.

<table>
<thead>
<tr>
<th>Guernsey</th>
<th>England</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men £128/17/2d.</td>
<td>£134/9/9d.</td>
</tr>
<tr>
<td>Women £86/11/10d.</td>
<td>£93/10/4d.</td>
</tr>
</tbody>
</table>

Turning to curriculum in the schools, reading was chorussed, while long sums in arithmetic were taught to a code rather than with understanding. French and English were taught in the schools, but in the country parishes, children from patois speaking homes were at a disadvantage knowing neither French nor English. Patois was never made use of in the schools. At this time, 1902, Primary schools were under the control of the States Parish Committee and each school was the responsibility of a Parish Committee or Body of Trustees. The Intermediate Schools each had a separate committee as did the Science and Art School. Both the Ladies' College and Elizabeth College had their own Board of Governors. Each Committee or Board was independent of the others and without relation the one to the other.

Vauvert Boys' School in St. Peter Port had 150 boys in three groups in one room. Ninety children were housed with a monitor and a provisional assistant, while in a room meant to accommodate fifty-four children, there were ninety-four pupils. They used desks intended to seat twenty-four children. In Vauvert there were three washrooms for 200 girls and infants. Hautes Capelles School, in the north of the Island, had ninety infants with two monitresses, whilst the Mistress taught sixty in an adjoining room. However a new Education Law was registered in March 1903. This was a States Order in Council entitled Public Primary Education. It repealed the law of 1893. Consisting of six sections and thirty-six subsections, (as outlined in Appendix I), this new law laid down that each parish was to be responsible for providing and maintaining a basic elementary education for every child in the parish who was under thirteen, the school leaving age. The States Committee of Parochial Education was to consist of ten members while each Parish Committee was to have five members, except St. Peter Port which had nine. School expenses were to be shared
equally by the States and the parish, but the children's School Pence (which might not exceed twopence), plus the endowment fund of the school, might make up the parish portion of "Ordinary Expenses of the School". These expenses excluded the building and furnishing of additions to and enlargements of existing schools. Subsection 20 of the Order states that the Parish Education Committees must provide the furnishing, heating, lighting and cleaning of their schools. They were also to supply books, maps and other equipment necessary for instruction. The subjects which were to be taught remained as in the Law of 1893, but a notable departure was that any religion taught in the schools was to be undenominational in character. Children might be withdrawn from Religious Instruction if this were the wish of the parents. The States Committee had to be consulted if new school buildings were to be erected in the parish. Capitation was abolished.

Although the law of 1903 brought about some measure of central control, each parish retained much freedom in the manner in which the schools were run. However the States Committee could inspect the schools and a general inspection was to be carried out every three years by Special Inspectors, strangers to the Schools. The Superintendent of Primary Schools was Mr. J. Munday, who had been appointed in 1898. He was States Inspector and Secretary to the States Committee. His duties were various and the report for 1900 (Appendix J), gives details of his work. English was gaining in popularity among young people in the country parishes, and the States Committee paid special attention to the teaching of French. This was only the beginning of a perennial problem. In 1905, sixteen Bourses were offered by the States for the Intermediate Schools. Eighty-four candidates attempted the examination.

A visiting inspector noted the improvements, such as dual desks, made by 1905. Nevertheless, lighting, ventilation and provision of washrooms remained inadequate in the majority of schools. This H.M.I. said that the decentralisation of the administration caused overlapping of the work. The teaching of religion however, did have one Syllabus of Work at the beginning
of 1905, to provide some uniformity in scripture teaching. Improvements which had been made, had raised the costs of schooling in Guernsey. Even so, they were still below those in England and by 1907, the annual cost for educating a child in Primary School was £2/12/6d. This compared with £5/15/6d. per child in London, and in the rest of England and Wales, £3/9/3/d.9

When he returned to Guernsey in 1908, H.M.I. Kenney-Herbert noted the speedy and phenomenal change in the premises and equipment in the schools, just six years after his first visit. But instruction he said, was old fashioned, and slave to the examination system. A year later, the annual examination disappeared. Scholarship examinations were held for Bourses tenable at the Intermediate Schools. The preliminary examination was open to all students. As in the case of it's more recent counterpart, there was no pre-selection by the teachers. The students who did best on the first examination were eligible for the final test, just thirteen were awarded scholarships.10

Believing that some re-organisation would prevent overlapping of administration, and possibly reduce the cost of education, the States appointed a committee to investigate the Island system of public education in different grades, in 1910. It was the findings of this committee which brought about the law of 1916. Through this law, the Education Council was constituted. The Council was made up of the Intermediate Schools Committees and the States Primary Schools Committee, and was empowered to administer all the Public Primary Schools in the Island, the Intermediate Schools and the Technical and Art Schools. The Council was to have fifteen members, all appointed by the States. Of these, at least six had to be from the parish of St. Peter Port and a similar number from the country parishes. The Council could arrange for the inspection of Education and Buildings in all educational institutions and private schools. Should any private school fail to provide a standard of education or premises not at least equal to that in the public schools, the Council would be able to close the school. Medical inspection and the education of defective children were officially referred to for the first time in this Order in Council.
This Ordres'en Conseil was brought in in the middle of the first World War, when schools were already suffering from a shortage of staff. Reading was the weakest feature in the schools, there being poor provision of reading books. This complaint of an H.M.I. in 1905, plus an urging to raise the school leaving age in order to be in line with England, was to be echoed on several occasions in the years ahead. Because of lack of manpower at home and on the farms, the war years saw a relaxation of the law on attendance. More dispenses\textsuperscript{11}, which allowed children to leave school prior to the school leaving age, were granted. In 1915, there were twenty-three Primary schools in Guernsey with forty-six departments. Figures for 1913 reveal the schools enrolled 5,529 children, which was 90.4% attendance.\textsuperscript{12} Exceptions from schooling came after the age of eleven and standard 3. A child could be absent for part of two days each week if employed. In 1916, seventy-eight children of the ages of twelve and thirteen were granted either total or partial dispenses. Some provision was made for the poor. There was a Boot Fund, free medical treatment was given and there were cheap winter meals provided for the necessitous. The Castel Parish Committee is reported as having voted £10 for the year to provide school dinners. In St. Martin's, ninety-five school children applied for cheap dinners and eighty were found to be in need.\textsuperscript{13}

Despite concern over the war, changes continued to be made in the Island system of education. One such change was the appointment of the first Secretary to the Education Council. Mr. J. David was appointed on a part-time basis. The Chief Clerk was a Mr. Gavey. Until 1917, each parish had had its own schaie of salaries for teachers and as a result the country parishes had fewer qualified teachers. Therefore the adoption of the Guernsey salary scale of 1917, equalized the salaries for town and country posts. This coincided with the Fisher Act in England when there was a revision of teachers' salary scales because of inflation. The Board of Education in London recognised Guernsey teachers, and a further salary scale for
Guernsey was adopted in 1919. The Teachers' Superannuation Act for England and Wales was passed by Act of Parliament in 1918. These regulations became law from April 1, 1919 in Guernsey, the Projet de Loi being ratified by Ordre en Conseil in July of 1920. When the Burnham salary scale was instituted in England and Wales, Guernsey adopted this scale and, in 1925, awarded the Burnham Scales II (primary) and III to teachers in the Island.

Referring to the work in the Primary schools, inspectors regarded the teaching of French as being unsatisfactory. In the report of 1919, the Inspector wondered if the results justified the five hours per week spent doing French. He also felt that there should be only two parish schools in St. Peter Port instead of three, with some division of children at eleven. Mindful of the Inspector's observations, in 1921, The Education Council sought the services of an Advisor from England, on the teaching of French. By this time Primary schools were generally more satisfactorily housed, and with Burnham salary scale and superannuation operating in the Island, Guernsey now had no worry over staffing the schools. Small infant schools still had many uncertificated, supplementary and pupil teachers.

However, it appears that the question of the teaching of French was causing further worry for, at a teachers' conference held in October of 1921, this language problem was discussed very fully. Time allotted to English was felt to be at fault. In the country schools, four and a half hours per week were spent on English language, while in the Town schools, where the children came from English-speaking homes, six and three quarters to eleven hours per week were spent in doing English language. The dearth of reading books was again mentioned. Remarkling on the language difficulty for the patois-speaking children, H.M.I. Cherrill said,

...and my observations convince me that, in a considerable proportion of the Guernsey schools, the children's knowledge of English, even in the upper classes, is so limited that they are unable to derive full benefit from instruction given them through the medium of that language...
The year following this, French was discontinued in the Infant schools and in the first two standards. This resulted in more time being devoted to English. As a result, children who were 11, 12 or 13 when they reached Standard 3, (the first year for French) had very little tuition in French before leaving school. Length of such tuition was from two to five hours per week, the upper classes spending more hours in French. Periods were of 30 - 40 minutes duration. In 1929, the retiring H.M.I., Mr. A. Cherrill, said that he found only two schools in the Island had really taught French successfully. One was an English school, the other was a Guernsey - French school. Mr. Cherrill's final recorded remarks were:

...It is unthinkable that French should not be taught in Guernsey Schools, and it is intolerable that it should be taught so badly...

This Inspector's successor suggested that the Inspector-Organiser of French in Jersey be invited to work in Guernsey for one or two years. Despite efforts to improve language teaching, French is reported as being a problem in 1931. In 1932 a Director for French was engaged by the Council. He suggested there should be a certificate for the teaching of French, but this proposed Brenet examination was not accepted by the teachers. M. Ceppi remained as Inspector of French for four years and improvement in French in the schools is noted in his reports to the Education Council. Mr. Parmée, the H.M.I. who came to Guernsey in 1938, was also an Inspector of French. He believed that French should not be compulsory for all children. Acting upon this, the Council arranged that French was taught in the Senior Schools and to the top classes of the Junior schools.

After having been recommended for a long time by inspectors, the School Leaving age was raised to fourteen in 1923. By law children were to commence school at the age of six. The Council and the Secretary continued to work to bring about reform in a system they could now control. In 1924, all teaching appointments had to be made jointly by the Education Council.
and the Parish Committee concerned, the States being responsible for the whole cost of the teachers' salaries. Two part-time nurses were also appointed by the Council in 1927 and school medical inspection was started. One year later, a full-time nurse as well as a part-time nurse was employed. The Island Medical Officer of Health conducted these school medical examinations. It was the beginning of an organised system of medical care within the school system, such as had long been the rule in England and Wales. Its belated adoption in Guernsey is characteristic of how education developed in Guernsey in relation to educational reforms in England and Wales.

After the death of Mr. David, the Secretary to the Education Council, in 1928, Mr. A.R. Winterflood was appointed as full-time Secretary to the Council. It was an appointment that was to last for twenty-six years, years in which improved educational facilities became more readily available to island children. The inauguration of the annual Island Eisteddfod in 1922, had stimulated the Arts. This had repercussions in the schools which began to have entries in choir, elocution and English writing competitions.

As yet, there was no special provision for the older children who remained in the Primary schools until they could leave at fourteen. Dispenses at thirteen were still permitted and in fact, were admissible until two years after the second world war. Primary school children had little or no science or island history included in their curriculum. When the new H.M.I. arrived in 1930, he suggested that the primary schools be re-organised into Senior and Junior schools as suggested in the Hadow Report, The Education of the Adolescent. Mr. Williams proposed Senior schools at St. Sampson's, in St. Peter Port, and one in the south, with local Junior "feeder" schools. St. Peter Port would, he believed, need a three or four year building programme to meet such re-organisation, especially if any technical education were to be offered. Such education was lacking in Guernsey public schools at the time of the report. This latest report from the Inspector
prompted the Council to appoint a sub-committee to consider the re-organisation of education in Guernsey. In November of 1931, the Council received the Committee's proposals.

These proposals, plus the Inspector's recommendations made during the intervening years, brought about the revision of the 1903 Law. Thus came about the Education Law of 1935 contained in twenty sections (Appendix K) with 107 sub-sections. With minor amendments, education in Guernsey was governed by this law for thirty-five years. The Council retained its fifteen members and the composition of the Parish Committees remained unchanged, but the powers of the Parish Committees were reduced, for the States now assumed responsibility for the entire cost of education in the Public schools. A Parish Occupier's rate of 1½d. in the pound was levied as parish contribution toward education. The Council appointed a School Medical Officer and improved medical service operated in the schools.

Under the law, children began school the first day of the term in which they became five years of age. A student might leave school at the end of the half term in which he became fourteen. The Primary schools followed a curriculum featuring Arithmetic, English, Needlework, Music, some Domestic Science and a little History and Geography. French, under the Director of French, was improving from a point of near extinction. Little or no Art was done in the schools, and the heavy stress laid upon Physical Education in England, was missing in the Guernsey Primary schools. To foster Physical Education, lectures in the subject were provided for Primary school teachers. The use of radio in the schools was gaining favour, providing current events and widening the children's experience.

When Senior schools were established, the character of the Primary schools changed from that of an all-age school. St. Peter's became the Senior school for the western parishes in 1936, with Torteval, Forest, and St. Saviour's schools becoming Junior schools. In the North, St. Sampson's school
took all the seniors from 1937, Hautes Capelles and the Vale schools being Junior schools. Such re-organisation showed a need for updating buildings, for there had been little or no school construction for thirty years. The Infant school at St. Sampson's was retained. With a mood of expansion within the school system, a sub-committee of the Council was set up in 1936 to investigate probable future costs of education. For 1929, ordinary expenditure on education had been £51,749 and this had risen to £59,252 by 1935. The committee estimated a cost of £63,405 for 1937, and looking ahead, £65,000 for 1941. In addition, the committee envisaged an expanded Physical Education programme plus the necessary provision of gym apparel, as in England. Estimates made no allowance for any future school dentist or teacher of Special Education, but the possibility of such provision was voiced by the committee. If these estimates appear conservative in light of modern educational budgets, it should be recognised that here was an effort to look ahead and to plan, in order that more up-to-date educational facilities might be provided in the Island.

The customary twice yearly visits of the H.M.I. from England continued. The recommendations made by Mr. C. Parmée, who came in 1938, covered the teaching of French, senior education and a general upgrading of the curriculum. Before these recommendations could be acted upon, the Education Council was faced with a situation which neither budget estimates nor the recommendations of inspectors could either assist or rectify.
ii) Secondary Education

At the turn of the century, free public secondary schooling in Guernsey was confined to the education of those children who won scholarships to the Intermediate Schools. From the foregoing account of Primary education, it had been seen that this number was very small. The students at the Intermediate Schools were, for the most part, fee payers, and therefore not public students, although the Intermediate Schools did not have a Board of Directors. The Boys' and Girls' Intermediates Schools each had its' Committee, which, like the Parish Committees, was subject to the States Education Committee as outlined in the 1903 Education Law. According to the Law, sixteen scholarships might be awarded annually to children from Primary schools.

In November of 1905, a special inspection was made. The resulting report to the States on the Intermediate Schools, was presented by H.M.I., T.W. Danby, at a time when there were 122 boys and 79 girls in the schools aged seven to sixteen. According to Mr. Danby a comprehensive curriculum was followed and a high grade of elementary work was attained. As well as elementary subjects; French, Geometry, Algebra, Chemistry and Physics were taught to the boys. They could take Electricity and Magnetism and Book-keeping too. Just four boys were taking Latin, an optional subject, at the time of the report. Woodwork was offered and Physical Education, but there was no music. In all the upper forms, French was the language of instruction. In inspecting the school, the Inspector called for a secondary technical school.

As well as the usual English subjects, the girls did French, Botany, Algebra, Geometry, Domestic Science, Singing, Drawing, Needlework and Physical Education. There was no Latin and Object lessons done in Forms I and II. There were few facilities for boys or girls to continue their education in the island past the Intermediate School level. Except for the Art and Technical School, there were no Continuation or Technical Schools. Started in 1890, the Guernsey Art and
Technical School had a staff of six plus a Principal, by 1914. They taught art in the form of carpentry, carving, machine construction, drawing and building construction, metal work and forge. Once moved to smaller premises, the School became an Art School. By 1914, the staff of the Intermediate School for Boys consisted of the Headmaster, four masters, a carpentry instructor and a drilling and shooting instructor, while the girls' school had a Headmistress and five staff members. Three years later the Guernsey Directory lists the Boys' School as having 184 students. There were seven classrooms, and in 1917, five boys won scholarships to Elizabeth College. The girls had six forms, and in 1917, the prize list shows awards for Classwork, French, Maths, Drawing, Needlework, English, Cooking, French Conversation, Nature Study, Swimming and Singing. The Boys had prizes for English, French, Homework, Arithmetic, Woodwork, Maths, Shooting and Divinity.¹⁷

In 1918, an Order in Council established 24 bourses to the Intermediate Schools. The schools now numbered 198 boys and 170 girls. Of these students, some won scholarships to the Ladies' College or to Elizabeth College. In this way they could continue at school until they were eighteen. However, in 1919, some girls stayed on at the Intermediate School until they were seventeen and then proceeded to Training College in England.

There was a call at this time for an increased number of scholarships to the Colleges. Just six girls were awarded scholarships to Ladies' College in 1919. The parents had not to be able to pay for education in order that free schooling be given. There were twenty-two scholarship holders admitted to Elizabeth College in 1919. The finances of the Intermediate Schools were in the hands of the Education Council, and they met the cost of free Colleges. In 1920 three boys went to Elizabeth College on scholarships, directly from primary school, and in 1921, six out of a total of twenty-nine scholarship boys were straight from primary schools.
In 1921, 200 boys and over 200 girls were registered at the Intermediate Schools. Because of the increase in numbers, to a total of 460 in 1922, the Intermediate Schools moved to Vauvert. Vauvert School numbers had decreased, so the pupils of that school moved to Brock Road School and Granville House. This was the same year in which the Headmaster of the Boys' Intermediate School started continuation classes for males. They were subsidized by the Education Council. The 116 on roll registered for courses in English, French, Arithmetic, Geography, Book-keeping and Shorthand. In 1923, a new cookery centre was opened and classes from eight schools, including Ladies' College, attended. A woodwork section also began at the Brock Road School. The Art and Technical School left the Central Hall and moved to smaller premises in Queen's Road.

Oxford local examinations were taken, and the H.M.I. felt that, by 1923, the Girls' Intermediate School, with such a large proportion of older students, might be considered as a true secondary school. This was when the Pupil Teacher Centre closed and about which details are written in later pages. The continuation classes gained an increased subsidy from the Council so that, in 1924, the classes were open to women. The inclination toward practical work, encouraged by successive inspectors, continued, and by 1929 there were two full-time Domestic Science teachers employed. In all they taught 295 girls. The woodwork centre continued in what was by now, inadequate accommodation for the 160 boys who were taught there. Evening classes in Horticulture were held at the College's Ozanne laboratory. That technical education continued to be lacking, was commented upon by the School Inspector in a report for 1930.

With the idea of senior schools being established in the 1930's, came the consideration of curriculum for these schools. The Inspector asked that the provision of three years of merely a poor type of primary school education within the senior schools, be avoided. Opportunity for more children
to have secondary education came with the financing of more scholarships by the States in 1933. These were worth £25 each per year at the Colleges and £12 each year at the Intermediate Schools. A new section of the Boys' Intermediate School was opened in 1936, again located at Brock Road, and the curriculum of the Girls' School was extended to include a business course. At St. Sampson's, a new practical centre in Woodwork and Domestic Science was built. It served St. Sampson's Senior and the Vale and Amherst Schools. Evening school classes came under the Intermediate Schools Committee in 1936, adding Construction and Electricity to the courses offered in 1937. 170 students were enrolled in the evening class session in 1936/37. Of these over sixty were in the commercial course. These courses appear to have produced competent office workers for Mr. Fulford states in his report, that when wishing to fill vacancies, heads of business houses frequently requested Evening class students. This Continuing Education at the Intermediate School enabled young people to obtain marketable skills which otherwise they were unable to achieve. The report which is Appendix L, will more fully illustrate the scope of the Evening Classes.

At the Girl's Intermediate School the business course was retained. Some thirty-four years later, link business courses were established between the Girls' School and the new College of Further Education. Stimulated by the 1935 Act, education in Guernsey was moving rapidly toward something approaching the general standard of education in England. Nevertheless, the majority of the older children still had just two to three years of schooling past the primary level. It was only the children in the Grammar type of school who could be said to enjoy secondary education. Any plans which the Education Council may have entertained to alter this situation, were swept away with the outbreak of war in 1939.
iii) Pupil Teacher Training

Part of secondary education was the Pupil Teacher Centre. The old Centre, established in the nineteenth century, was dissolved in 1902 and a new scheme was devised. Miss Mellish, who was Headmistress of Ladies' College, was asked to organise a special department for the benefit of Pupil Teachers. These classes were at Myrtle Lodge in Vauvert and were for the pupil teachers employed in the Public Primary and Voluntary Schools which were subsidized by the States. The Centre was under the supervision of the States Committee for Parochial Education. Miss Mellish was styled Superintendent, with a Director, Miss M.F. Brown.

Miss Mellish taught Scripture and there were three maths instructors. The student teachers also did Drawing, French, Botany and Drill. Science and Phonetics were added in 1915. Instruction was free and the pupil teachers received the following salaries:

<table>
<thead>
<tr>
<th></th>
<th>£10</th>
<th>£12</th>
<th>£14</th>
<th>£16</th>
<th>£18</th>
<th>£20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To those pupil teachers who lived at some distance from the Centre, the States made grants toward travelling expenses. Entry was for the brighter children aged 14 to 18, and it was a means of gaining education and training beyond the elementary level.

The staff of Ladies' College were involved for a broadening view, and a certificated teacher worked with the pupil teachers in methodology. Staff from Elizabeth College and the Boys' Intermediate School also taught at the Centre after 1911. The pupil teachers had three days of teaching each week and two and a half days of lessons at the Centre. Feeling this schedule was too strenuous, the H.M.I. Mr Kenney-Herbert spoke out against this in his report of October 1908. Pupil teachers were widely used, and the lists for 1914 show that in three Town schools there were twenty-two pupil teachers employed. In these three schools, each consisting of Infants, Girls and Boys departments, the teaching staff
numbered thirty-four plus the Headteachers.

In 1917, the Ladies' College became disassociated with the Pupil Teacher Centre, and the staff from the Girls' Intermediate School assumed the vacant posts. By the end of 1917, there were fifteen boys and sixty-one girls at the Centre. Four years later the H.M.I. advised closing the Centre so that in 1922 the students went to either Elizabeth College or to the Girls' Intermediate School for their instruction. In 1922 teacher bursarships were granted to children leaving elementary school at fourteen, although the most able children had already moved on scholarship to the Colleges or the Intermediate Schools at the age of eleven or twelve. However, in 1922, five fourteen year old boys gained bursarships at Elizabeth College, and three girls went to the Intermediate School through these bursaries. The Centre for Pupil teachers was legally closed by the Order in Council of July 20, 1925. Initiated to alleviate a shortage of teachers, developments in teacher availability and teaching conditions during the preceding decade, created a situation which made it unnecessary for there to be a Pupil Teacher Centre.
iv) Independent Education

The revision of the statutes of Elizabeth College and the establishment of the Ladies' College Company during the nineteenth century have already been outlined. These two schools remained as the two leading independent schools after 1900. Their senior departments provided secondary education until university entrance. Over the years, the schools accepted an increasing number of free-place students from the Intermediate Schools, and eventually children were accepted on scholarships from the primary schools at the age of eleven.

Fees at Ladies' College were paid on a term basis. In 1903, these ranged for £2 per term for the under nine year old children, to £5/6/8d for students over fifteen. Extras were advertised, Gym (7/6d) and Drawing (10/-) being the cheapest, while piano and harmony with Fraülén Kruger cost £2/13/4d per term. Boasting six form rooms, a gym, hall, boarding house and garden with two tennis courts, an advertisement in 1910 states that the College was opened for the purpose of providing, at moderate rates, a sound education for the daughters of gentlemen.

At the same time, Elizabeth College had a Principal, Vice-Principal and nine staff members, of which four were classics masters. The College advertisement in 1903 details the College's twelve classrooms, the gymnasium and the workshops. In addition there was a Principal's House with room for forty boarders. Day boys in the Lower School paid from £8 - £12 per annum according to age, but £14 was charged for the boys in the Upper School. Numerous extras ranged from 10/6d per term for carpentry to two guineas per term for Navy and Army instruction. The object of these last mentioned classes was to:

... prepare boys for examinations for Woolwich and Sandhurst, Navy exams and entrance exams for Cooper's Hill and the Indian Police, without interfering with general education and without the expense of a crammer.

In 1924 there were 203 on roll. The College's yearly income was £3,000 including a States grant. When the States assumed responsibility for the costs of education in the Island,
Ladies' College and Elizabeth College received grants. Each school retained its own Board of Governors and Elizabeth College kept its Charter and Statutes. The school remained a Member of the Headmasters' Conference. Fees charged in both schools became part of the general budget, except those in the two Lower Schools.

As well as the Colleges, there was a proliferation of small private schools in Guernsey. The Guernsey High School for Boys first advertised in 1906 that the Principal, A.N. Le Cheminant would give a "thorough education and discipline for a limited number of pupils", and would "take great pains with backward boys".27 Commercial training, Book-keeping, Letter writing and Shorthand were also offered. There was a preparatory class for little boys. Fees for all this were thirty shillings a term. The Guernsey High School prospered, and by 1911 there was a staff of five, and the Headmaster. Music and Drilling and Gym had been added to the curriculum. When inspected, this school was said to have a good home but inadequate buildings. There were 40 to 50 students. In 1905, a Froebel kindergarten was opened, and also advertised, were numerous professors of music, German and dancing. The many successors of Dame schools persisted well into the twentieth century.

Eventually, in 1907, a sub-committee of the States Education Committee, was appointed to look into the private schools in the Island. This was not the first occasion when conditions in private schools in Guernsey had been considered. The attendance officer supervisor, the Rev. H.W. Brock, had visited private schools and given assessments of accommodation as early as 1901. Many proved to be creditable institutions, but of others the Rev. Brock wrote:

...a few of the worst have been closed, notably one where I found 35 children sitting crowded upon low forms in a small ill-lighted, wholly unventilated attic, reached by a step ladder, under the charge of one young and unqualified teacher...

Visiting in 1908, the Inspector of School said that all private schools should be inspected and certificated efficient if they
were to continue operating. In 1909, the private schools had a total enrollment of 900. Twenty-five percent of these were in the independent Roman Catholic Schools. Exercising powers gained through the 1916 Order in Council, the Education Council carried out a full scale inspection of private schools in 1917. Most were found to be good, but many were bad and very out of date. As a result the numbers of such schools were reduced until, by 1923, there were twenty-two private schools operating in Guernsey. Included in this number were the L'Islet Catholic Infants and the L'Islet Catholic Mixed Schools which had not become voluntary schools under the Council.

Most of the private schools were run by single women teachers but Blanchelande Convent and Les Vauxbelets were exceptions. Blanchelande Convent in St. Martin's Parish, received day girls and later took boarders from Infant to secondary levels. It was run by the sisters of the Sacré Cœur. Les Vauxbelets College was in St. Andrew's Parish and was under the management of the Brothers of the Christian Schools (de la Salle monks). The College had an Agricultural department with a two year course of agriculture, all done in French. There were French and English departments which educated both day boys and boarders for Oxford examinations. This school was considerably cheaper than Elizabeth College, did not demand the same scholarship selection as did the other boys' secondary schools, and it became very popular. Nevertheless Les Vauxbelets closed in the years following the second world war.
v) **Special Education**

Despite an early awareness and development of Special Education in England, Guernsey made but dilatory attempt to emulate the English example in the years prior to 1939. The Education Council, under its constitution of 1916, became responsible for the education of defective children. In spite of this, the reports of the Council hold no mention of anything being done for such children until 1933, when an expert was called in to investigate cases of very retarded children. In 1934, a hospital teacher was appointed, and by 1935 there were seven students at the hospital.  

The School Medical Officer, appointed subsequent to the 1935 Education Act, was Dr. McGlashen who was an expert in Mental Health. His first report to the States was made in 1936. In it he states that six subnormally mental children and two blind children had been sent to England for Special Education. He also wrote that there was no special provision for backward children in the island. Such was still the situation in the field of Special Education in Guernsey in 1939.
vi) **Roman Catholic Schools**

Under the Law of 1893, school managers of Catholic schools might elect to be part of the system of Primary Education and be termed Voluntary Schools. In doing so, the Managers had to agree to conform to the same conditions as did the Parish Committees. Just one exception was made, and that was in Religious Instruction. The Voluntary Schools could teach according to their own doctrine. Parents still retained the right to withdraw children from such instruction.

The Education Law of 1903 reiterated this, and Voluntary Schools continued, but the school's portion of funds which had to be found to run the schools, was drawn from the congregation of the respective Catholic Church and the community. The Voluntary School Managers had to find all costs of building provision, maintenance, upkeep, repair, renewal and decoration of the buildings. Half of the cost of furniture, books, stationery and other educational equipment was paid by the States, and half by the Managers. The same sharing applied to light, fuel, water and cleaning. However, the States would pay all expenses for salaries, examinations, scholarships and Inspectors, if the school worked within the approved syllabus. Costs for student teachers, and bursaries became the responsibility of the States if the Managers agreed to abide by other rules for Public Primary Schools. The States also paid half of the rental value of the school premises to the School Managers.

St. Joseph's congregation supported the schools in St. Peter Port. In 1901 the trustees of St. Joseph's added 100 places to their school, matching the expansion found necessary in the public schools. In 1911, the French nuns opened a school in Burnt Lane attached to the Church of Notre Dame du Rosaire, whose priests are from Coutances. It was a small school which eventually developed into an Infant and Junior school, with St. Joseph's having the older children. There was an all-age school at Delancey, St. Sampson's, in the north of the Island, as well as L'Islet Infants and Mixed
Catholic Schools. La Chaumière was in St. Andrew's. Curriculum followed the general programme as in the Parish schools, with the exception of religious teaching. The schools observed special Church Holidays.

That the expenses which the Catholic School Managers had to meet were drastically reduced in 1935, when the Council assumed financial responsibility for education, is illustrated in the following figures. They were taken from the relative Council reports.

<table>
<thead>
<tr>
<th>Year</th>
<th>Voluntary School's contribution to school expenses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1931</td>
<td>£2593 s14 d5</td>
</tr>
<tr>
<td>1932</td>
<td>£2825 s11 d11</td>
</tr>
<tr>
<td>1933</td>
<td>£2775 s2 d6</td>
</tr>
<tr>
<td>1934</td>
<td>£2897 s16 d9</td>
</tr>
<tr>
<td>1935</td>
<td>£303 s7 d10</td>
</tr>
<tr>
<td>1936</td>
<td>£328 s15 d5</td>
</tr>
<tr>
<td>1937</td>
<td>£322 s6 d6</td>
</tr>
</tbody>
</table>

With re-organisation into Junior and Senior Schools, St. Joseph's became the Catholic senior school for the Island, and as such had an initial enrolment of 80 children aged 11 to 14. The L'Islet Schools and La Chaumière and Ker Maria remained as private schools. Their acceptance of voluntary school status is recounted elsewhere in this paper. Other private Catholic schools were Cordier Hill, the Convent of Mercy, Les Côtils and Mount Pleasant. All these latter schools were in St. Peter Port. They remained small and took children up to the age of eight and sometimes, for girls, nine. Fees were charged and the schools, run by the Sisters, were open to non-Catholic children.
Thus the Bailiwick of Guernsey had progressed from the introduction of compulsory education in 1900 to the establishment of a State financed system of education in 1935. Beginning to re-organise the schools within that system, and planning ahead for further development in Island education, the Council was shortly to indulge in a quite different re-organisation of schools. When Britain declared war on Germany in August of 1939, a unique period in the annals of education in Guernsey was about to commence.

2. It was not until 1920 that this was rectified and Teachers' Superannuation was operative in Guernsey as in England.

3. Annual Report to States of Superintendent of Schools. 1903


6. This was repealed in 1916.

7. Capitation. See definition in Note 3 of Abstract.


9. Education Committee, op.cit. 1907

10. Ibid. 1909

11. Dispense-French pronunciation. A term used for the permit granted to enable a child to leave school before the official school leaving age.


15. Ibid. 1929

16. Education Council, op.cit. 1937


19. Education Council, op.cit. 1937

20. Link-courses - a term used to describe courses accepted as part of the secondary school course, but taken by students at the College of Further Education.

21. Guerin's Almanack, 1912


23. Education Council, op.cit. 1922.

24. Guerin's Almanack, 1903

25. By 1915, there were two classics and two modern language masters.

26. Guerin's Almanack, Advertisement in 1903

27. Ibid. 1906


The outbreak of World War II caused no special flurry in the Bailiwick until June of 1940, when, after storming through Europe, the Germans stood poised on the French coast. Before enemy troops arrived to occupy Guernsey, the Education Council decided on a policy of voluntary evacuation to England for all school children. Just forty-one hours after notice that evacuation was to take place, 4,700 children (72% of the school population\(^1\)) had sailed from the island with their teachers plus assistants. The smooth efficiency of such an evacuation was largely due to the efforts of Mr. A. Winterflood who, himself, remained on the island in charge of a depleted school system.

With the children went 194 teachers from the States schools, and 300 other teachers and helpers,\(^2\) so that only 12 regular teachers remained on the island. As well as registering 1039 children for elementary school, people who were retired teachers or who would like to teach, were also registered. In all, 40 teachers were eventually available for service. The small numbers rendered it necessary to organize schools on the Parish School system. When the end of 1940 arrived, no form of secondary education was being provided for Intermediate school pupils who had remained in Guernsey.

By the end of 1941 only three publicly owned school buildings Vauvert, Sarel and Torteval, were being used as schools. All the other buildings, including Elizabeth College, had been requisitioned by the occupying troops. The difficulty of providing class accommodation was a constant worry to those endeavouring to continue a system of education in enemy occupied territory. The desks from the Catel School were moved at least six times\(^3\) as the Germans repeatedly commandeered each successive school building. During the winter the schoolrooms were cold, for coal was unobtainable. This meant that both learning and teaching took place under uncomfortable conditions.
In April of 1941, the Intermediate School opened as a mixed school, but on a part-time basis. 68 students were admitted after having passed a qualifying examination, and after their parents had agreed to keep the children in school until they were at least fifteen years old. The children spent the morning at the Intermediate School, returning to their elementary schools for the afternoon. The Girls' Intermediate School was used for these students, but by November, the Germans had requisitioned this school too. This compelled the Intermediate School classes to use Burnt Lane School building, one which belonged to the Roman Catholic Church. Domestic Science and needlework could not be taught due to a lack of foodstuff, soap and sewing materials. One woodwork centre was opened, but it too was suddenly requisitioned. However, by mid-1941, elementary schooling for all and secondary schooling for some, was being provided in Guernsey. Even Continuation Classes were organized, catering for 118 people learning German, 32 studying French while 18 were pursuing a course in Book-Keeping. Some degree of normality was being achieved in an abnormal situation.

It was during 1941 that the Feldkommandantur, Prince Von Oettingen, suggested that German be taught in the schools, but on a voluntary basis. Von Oettingen suggested that there be five, 45 minute periods of German a week, that shortening of French classes be avoided, but the English language lessons might be curtailed if necessary. This resulted in 48 children over twelve years of age, studying German in the Guernsey schools. To meet demand, 500 copies of the text book *Deutsches Leben* were printed locally. Of these, 200 copies went to Jersey.

The School Medical Officer, Dr. McGlashen, took much care over the health of the children, noting that by the autumn of 1941, the children were showing signs of strain due to lack of nourishing food and warmth. New shoes were unobtainable, and the Education Council helped by providing some footwear for children to change into on arrival in school during wet weather. The school hours were changed slightly, so that in winter, lessons began at 10:00 A.M. and in the summer at 9:30 A.M. Every child had half a pint of milk daily, paid for out of public funds.
For a time, communal kitchens provided midday meals on two days each week at a charge of twopence to each child. The meals were subsidized to an equal amount by the Education Council. When the buildings were requisitioned, the kitchens had to close.

The Report for 1942 made to the Bailiff by the President of the Education Council, refers to the opening, in January, of the Intermediate School on a full-time basis. This enabled selected students to follow a full time secondary course. Much extra teaching was done gratuitously by the Reverend E. L. Frossard (later The Dean), and by the Reverend Kilshaw. The curriculum followed was Divinity, English, History, Geography, Science, Maths, French, German, Physical Education, Art and Singing. May 23rd, 1942 was the school's first prize giving of the Occupation. A German song, sung by the children, is said to have been appreciated by the German Officer guests. Prizes for German were presented, but only in the same manner as were the prizes for French and English. All the prizes were provided from Guernsey funds or were gifts from Islanders. At this time, a fee of one pound per term for tuition was charged at the Intermediate School, although entry was not barred because of lack of money. By the end of 1942, there were 94 pupils on the school's register.

School attendance fell during 1942, defective footwear being considered the main contributory cause, despite the efforts of the Education Department. Following the deportation of Dr. W. R. McGlashen, in September, 1942, the Island Medical Officer of Health volunteered to act as School Medical Officer. Education became more stabilized during 1942, with German requisition of buildings being on a much reduced scale. A serious problem was the shortage of teachers for an increasing number of children. The Council advertised for young women to train under a certificated teacher in an apprentice-type situation. However, only two girls were trained in this way. They became supplementary teachers. The Council had hoped to attract more girls to teach. From Mr. Peter J. Girard, who acted as Headmaster of the Intermediate School at this time, it has been learned that these trainee teachers were high calibre students who had been at Ladies'
College, but had not gone to England with their school. Both proved to be excellent teachers.

With the close of 1943, only three public school buildings were being used for classes. The education of the island children was carried on in private houses, Sunday School halls and odd rooms, here and there. The Hautes Cappelles School was spread over seven different locales. Eventually twenty-seven different buildings were being used for schooling the children. The Intermediate School roll stayed more or less steady, while enrollment in nine private schools increased from 168 in 1942 to 218 in 1943.

As the war years dragged on, the school medical service broke down. The Medical Officer of Health had too little time remaining from his legitimate duties to be able to tend the school children with such close attention as had Dr. McGlashen. However, student height and weight records were maintained, and by February, 1943, it was apparent that 33% of the children had lost weight. The Council obtained some wooden-soled footwear for pupils and free milk was still provided in the schools. As in 1941, midday meals were served at nominal cost, while in the Catel School, a free meal was given to the children once a week. The children's pleasure at Christmas was catered for. It may be realized what difficulties had to be overcome to provide all children with a special Christmas dinner, as well as a cinema and variety performance for 900 children.

By now the Intermediate School had students who were ready to take the British Universities' School Leaving Certificate. This being impossible to do, the Guernsey School Leaving Certificate evolved. Eleven pupils took the examination which was based on old English School Certificate papers. Examiners were from both Guernsey and Jersey. That these examination papers were stored with the intention of having them submitted to the Official Board of Examiners in England when the war was over, reflects the Islanders' unswerving belief in an allied victory.

On January 18th, 1943, the Island Feldkommandantur ordered that German be made compulsory in the schools, noting that the
language would be needed universally in the post-war German dominated world. Von Oettingen demanded that he be supplied with reports on the German language learning. This order caused some disquiet among the teachers and Council, not only because the language requirement was compulsory, but also because the children in the elementary schools were already being taught French and English. The introduction of German meant that many non-academic children were having to cope with three languages. If one recalls the language difficulties encountered in country parish schools during the nineteenth century, it may be realized that for Patois-speaking children, compulsory German became language number four. Of these four languages three were additional languages. The teacher of German at the Intermediate School was the German wife of a former British Army Officer. The language was taught in all schools with a complete absence of propaganda. We may note that when the Germans surrendered in 1945, the teaching of German was abruptly terminated.

In February of 1944, a School Leaving Certificate examination was held. To the ten successful students, provisional certificates were awarded. A further group was prepared for a similar examination to be held in December. The sole town elementary school remaining to the Council was requisitioned as a German store in February. This caused the children at Vauvert School to be transferred to St. Joseph's building nearby. The Câtel Schools were released to the Council in August of 1944, but were too near a gun emplacement for the children to be returned to the buildings. 1944 saw the last rations of biscuits distributed among the children. These biscuits had been contributed by Le Secours National of France.

When the allies landed in France in June of 1944, all the schools in Guernsey were closed until the end of July by which time the immediate extent of the effect on the islands had been ascertained. Such closure was the only exception made to compulsory attendance during the regular school year throughout the Occupation. In this way, the education of the children departed from normal as little as possible. Not even a cold 1944/45 winter halted the school programme, for Islanders gave trees
for fuel to provide heat in the classrooms. At the end of 1944, there were 122 children registered at the Intermediate School, and 1090 at the elementary schools apart from children in private schools for which statistics are not available.

The end of the German Occupation provided only a brief respite from school for the children to celebrate the Liberation on May 9th, 1945. Classes were continued until the end of the summer term according to schedule. School buildings, vacated by the Germans, were found to be in reasonable condition. They were refurbished and made ready for September schooling with the help of the British Military Forces and German Prisoners of War. The Report of the Education Council for the year 1945 states that, at the time of Liberation, 152 students were attending the Intermediate School, 1,087 were in public elementary schools and 312 were in Private schools. The total of 1,551 shows an increase of 450 over the figures of July, 1940. Education Council officials account for such an increase in the fact that there were more children over fourteen years of age still in school in 1945 than there were in 1940. There was also a smaller proportion of children under five evacuated from the island. As these children reached school age, an equal number of older students did not leave school, as occurs in normal times.

It has been stated that the education of the children who stayed in Guernsey during the Occupation suffered considerably and was inferior to that obtained by their counterparts who evacuated. Mr. P. J. Girard maintains that this was not the case. The children who went away were kept in their school groups at first, but they were billeted in a variety of places and suffered much from disturbance of residence. As time passed, their Island teachers were dispersed, and many of the Island schools ceased to exist as such. Thus the children had to accustom themselves to strange homes, strange schools, a different curriculum, and to different sets of speech patterns and accent.

Throughout the war the Intermediate Schools remained in Rochdale, but the teaching staff changed as the war progressed, and as teachers volunteered for war service. The Girls' Inter-
mediate School was fortunate to keep their own Headmistress, Miss N. Roughton, throughout the entire war period. The Colleges remained reasonably intact. In his memoirs, *A Headmaster Remembers*, Headmaster Hardy gratefully acknowledges how, in 1940, the Derbyshire Education Committee came to the rescue of Elizabeth College, supplying all their educational materials as well as paying the College teachers' salaries. There were 150 boys on roll and all students over seventeen joined the Home Guard.

The Education Council collaborated with the Ministry of Health in London to arrange for the return of Guernsey children during the summer of 1945. Some returned as they had gone, in school groups, the first arriving in St. Peter Port in mid-July, and the last on September 8th. Papers written and marked for the Guernsey School Leaving Certificate during the Occupation, were submitted to the Oxford University Examining Board. All were accepted as being of the required standard for the University's Certificate, and were found to have been marked harder by Island examiners than they were in fact, marked by the English examiners.

Having maintained a system of education in Guernsey throughout the five-year German Occupation, the Education Council next set about the task of reorganising Island education according to the 1944 Butler Act in England. Much of this reorganisation was accomplished by 1946. However, it was fourteen years before the reorganisation of schools recommended in the 1944 English Act, was completed for the entire Island.
NOTES

PART IV

2. Ibid.
4. Education Council, op. cit. 1941
6. Ibid. p. 9
7. P. J. Girard. op. cit.
i) Reorganization and Development

After the war years came the reorganization of the Island Schools. From September, 1945 until July, 1946, the schools remained as Parish all-age schools with the school leaving age at fourteen. That there had been senior schools in the north and west of the Island since 1936 was disregarded in view of the recommendations for secondary education contained in the 1944 Butler Act. The Education Council intended to act upon these recommendations. The Council, plus the Dean, was presided over by a Secretary to the Council. It was not until 1953 that an Education Officer was appointed administrator of the Island's schools. However, it was in these first post-war years that much long-term planning was done. Ideas formulated by the Council's Reorganization Committee in their development plan during the 1940's and early fifties, subsequently took shape to become the realities of much later years.

By 1946, the Butler Education Act was being implemented in England and Wales, and in keeping with this, the Guernsey Education Council adopted a similar school organization. Two secondary modern schools came into being. These used the buildings of what had been Parish Schools, and which, prior to the war had been used as senior schools. St. Sampson's Secondary Modern School in the north of the Island and two 'feeder' Junior schools, the Vale and Hautes Capelles, while pupils from St. Martin's and Amherst Junior schools went to Vauvert Secondary Modern School in St. Peter Port. The children from St. Martin's were bused into Town. Western Parish schools stayed as all-age schools until 1959, when a third secondary modern school was completed at Les Beaucamps in the Castel parish. St. Pierre du Bois parish school stayed as an all-age school for lack of accommodation for seniors in the west. The Infant schools remained undisturbed, operating as separate departments. The Catholic schools also reorganized, all their elementary schools
becoming primary schools with the exception of St. Joseph's School in St. Peter Port. This school became a Secondary Modern school, although Catholic children might attend the other secondary schools if they chose to do so. For this reorganization to occur, the Education Council had to have the support of the Parochial Education Committees and the Voluntary Schools' managers. Realizing that reorganization would improve standards of education, these Committees and managers gave their unanimous support.

Thus came into being a pattern of education which still (in 1976) exists in Guernsey. Its adoption meant that the eleven plus examination was used as a means of selecting children for either the secondary modern school, the Intermediate school or for either of the Colleges. It was further determined that admission to the Intermediate Schools could be gained only through eleven plus selection, and unlike the past, no more fee payers were to enter the Intermediate Schools. During 1946, visits of the school Inspectors from England resumed. After reviewing the schools that year, Mr. C. Parmée, H.M.I., observed that initial post war difficulties of reorganization and rehabilitation had been overcome. The school leaving age remained at fourteen largely on the advice of the H.M.I. In his report for 1947, Mr. Parmée expressed the opinion that consolidation of the existing organization should have priority, especially when there was a shortage of teaching staff and space. Some slight change was made to the school leaving age in 1949 whereby a child had to remain in school until the end of the term in which he/she became fourteen. Formerly, students could leave at the half term following the fourteenth birthday.¹

It was not until September, 1963, that the school leaving age was raised to fifteen, although by then fifteen had been the school leaving age for some years in England and in Jersey. The report of 1947 refers to the necessity for practical instruction at Vauvert school, without which it could not be a secondary modern school. In 1947, the Rev. Jeremiah was appointed Inspector of religious instruction in the schools, and for the first time financial assistance was granted to students proceeding to university.
ii) **Education in Alderney**

The island of Alderney, which had suffered so much from enemy occupation, now handed over the responsibility for education in Alderney to the Guernsey Education Council. The Alderney Education Committee remained and the Guernsey Elementary (Primary) Schools Committee visited Alderney annually. The rebuilding of Alderney's educational system brought about increase of expenditure for the Guernsey Council in 1949. One hundred children were at St. Anne's School and another forty were at the Convent School run by the sisters of the Sacré Coeur. In Alderney, no less than in Guernsey, school accommodation was a problem. The first six scholarships were awarded to Alderney children in 1949, and the Headmaster of the Alderney School started the first evening classes. By 1956, there were four classes, enrolling thirty students.

Registration in the Alderney school grew steadily until, in 1958, there were 175 children at St. Anne's School. It operated as an all-age school, those children selected for a grammar type of education through the eleven plus examination, having to go to Guernsey. The Convent was closed in 1955 and the Sisters went to Blanchelande Convent in Guernsey. St. Anne's continued to be the only school in Alderney until the new La Brecque Private School was approved in 1966. A craft centre was provided in 1958, as well as a half day special class for pupils classed as Slow Learners. The following year, a full time E.S.N. class was in operation. In 1965, a new school was built in Alderney. Commercial subjects were then available to seniors and the school was accepted as a recognized examining centre for the Certificate of Secondary Education.
iii) Private Education

Following the reorganization of 1946/47, larger numbers of 'scholarships' were awarded. The following figures for 1949 show the number of States scholars attending grammar schools.

142 Elizabeth College
121 Ladies' College
184 Intermediate School for Boys
236 Intermediate School for Girls

Elizabeth College, although with its own statutes and Directors, became dependent on income from the States in return for which thirty-five special places were granted annually to primary school pupils, through the eleven plus examination. Once accommodation was increased, the same number of special places was given by Ladies' College, which became a Direct Grant school. Part II of this paper recounts the founding of the Ladies' College Company, but in 1962, the £5 shares were paid off to descendants of the original 1872 shareholders. Mr. G. Brett, former Assistant Director of Education, has said that only about twenty-one people came forward to claim these shares. After winding up the Company, the school's constitution was revised and the Board of Governors was reconstituted.

Each of these schools had its own preparatory department and each was totally dependent on the fees charged. They were and still are, quite independent of the senior departments. At eleven, girls proceed from Melrose Lower School into the senior Ladies' College, while the boys go on to the Upper College at twelve or thirteen. They continue as feepayers in the senior departments. The fees thus gathered are deducted from the costs provided by the Education Council. Whereas thirty years previously, there had been twenty-two private schools, in 1949 eight private schools were in operation in Guernsey. Four of these catered mostly for children proceeding to the Lower schools of the Colleges at the age of seven or eight, while Blanchelande Convent and Les Vauxbelets College for boys (run by the de la Salle Brothers) were private Catholic institutions taking students up to and
through secondary education. All these private schools were run in accordance with the prevailing Education Law of 1935 and were subject to Council inspection and approval. By 1951, the private schools enrolled 587 pupils. Financial difficulties encountered by the Convent school, Blanchelande, the only Catholic Grammar school in the Island, caused the Education Council to make a loan to the Convent, and in 1958, a governing body was set up for Blanchelande. The main purpose of this Governing Board, on which the Education Council had two representatives, was to give guidance in finance.

The School Library Service.

A school library service was begun, and a school librarian was appointed in 1949. It started with 3,500 books in circulation. With time, the number of books increased until, in 1960, the processing of 13,414 books necessitated the appointment of a second librarian. Working from Granville House, the librarian sent out boxes of books to the schools twice each term. These books were to supplement class libraries. Education Council reports shown that 18,514 books were available to the schools in 1970. This number grew to 22,147 by 1975.
v) **Special Education**

The autumn of 1949 saw the arrival of a new H.M.I., Mr. C. Harper. In his first report, Mr. Harper suggested that reorganization be completed with all haste to provide a secondary school with a rural bias to serve the western parishes. He was also concerned with the inadequate provision for Special Education. Until this time, 1949, handicapped children had gone to residential school in England. In 1949, the house Floraville was used for the social training of mentally deficient children. Twelve children were enrolled. Two years later the Inspector urged that backward and dull children should have specialized care. It was not until September of 1953 that the Valnord School for E.S.N. children opened with fifty-four pupils on roll. There were four teachers. Blind, and deaf and the severely handicapped children were sent to England.

There was no occupational centre to cater to the needs of the ineducable child, who was excluded from the Island educational system. However, in 1954, with the growth of Valnord into five classes, with sixty-two children, the Council agreed that an Occupational Centre should be set up at Floraville. The Council's report for 1956 refers to there being nineteen students aged five to sixteen on roll at the Centre, with a staff of two. A few of these children could hope to read and write and do a little arithmetic. Parents were involved in out-of-school activities. A step forward in Special Education at this time, was that educational and medical facilities (through the School Medical Service) were made available to handicapped children under five.

Although much attention had been focused for many years on Child Guidance in England, Guernsey did not start a Child Guidance Clinic until 1963. The following year, the Round Tablers, a philanthropic group, financed a building to replace the inadequate Floraville, as a Day Training Centre for children who were considered incapable of benefiting from normal education in a States School. Parents were not compelled to send their children, but it was the only place provided for them. The site
and maintenance costs were borne by the Council who, in 1965, opened a Junior Day Training Centre at the Maurepas. Students attending Valnord Special School spent one day of each week working at a job felt to be suitable for them. They were with the same employer each week, and eventually some were taken on permanently.

By 1968, there were eighty-four students at Valnord School. The severely handicapped, aged five to sixteen, were being educated at the Maurepas, while the older ones, aged 16 - 23, were at Floraville. With time, the latter students went to La Corbinière, an Adult Training Centre. In 1969, these last two groups of students were all at La Corbinière, and were the responsibility of the Board of Health. This left just the Maurepas and Valnord school under the direct control of the Education Council. When the 1970 Law came into force, there were ten children away in Special Schools in England, forty-three at the Maurepas and a constant eighty-four attended Valnord School.
vi) Further Education

Evening classes provided Further Education, and in 1947 there were 830 students enrolled in 69 classes at nine centres. Recreational and commercial courses figured prominently. A Further Education Officer was appointed, and as time went on, more workshop courses were offered. This encouraged a few employers to urge their employees to attend evening classes. A Joint Apprenticeship and Juvenile Employment Committee worked to encourage evening class enrolment among young workers. In the 1951/52 year, 1,025 students were enrolled in evening classes. Statistics for 1953 show that 78 evening classes had 968 enrolments. Further Education through evening classes became more popular, until in 1961, an apprenticeship scheme was introduced in the Horticultural Industry. Some of the study was hindered because of the lack of technical college facilities. An experimental course in Bakery was started, using bakeries for classes, and a course in the Hotel and Catering Trades was proposed. In all, there were 1,130 students spread over 93 classes.

The next year, 1962, a two year course was started for the City and Guilds examination in the Catering Trades. For classes in Bakery, Accountancy, Banking and the Administrative professions there was a discouraging response. However, eighteen students, under 21 years of age, did enroll in a two year course in Horticulture, in 1963. Commercial courses flourished, so that R.S.A. examinations were successfully taken in 1964. Altogether, there were 115 courses enrolling 1,360 students.

In 1964, the States registered apprenticeship agreements were changed, so that apprentices were compelled to attend two evening classes per week. This resulted in employers showing more interest in class provision and in part-time day release connected with the gas, confectionery, catering, typography and building trades. Three years later, plans were made for a small Technical-Training Centre to provide both theoretical and practical instruction. The Centre was to be used in day release schemes. This Centre, which opened in 1969 at La Couperderie, was the first permanent home set aside for Further Education in Guernsey. It was also a forerunner of the College of Education. Further
Education classes number 149, with an enrollment of 1,837 in September, 1968. For equipment and machinery at the Technical-Training Centre, the States voted £9,750 in 1970. From 1970, the College of Further Education came into being.
vii) **Administration**

Financial assistance to students proceeding to College or University in England, increased over the years. Relevant Council reports show that in 1949, £817 was budgeted for university grants to two Island students. This was more than double the first grant of £400 provided for one student in 1947. Ninety-nine students were receiving grants in 1958, 153 in 1963, and by 1967, there were 289 Guernsey students studying in the United Kingdom, receiving grants. The cost, in 1967, was £100,000.\(^\text{14}\) The first grant to a secondary modern school student to go to a Chef course in London, was made in 1963.

The increase in the number of children wishing to continue their education past the secondary stage was a reflection of the changes wrought in the Island's School system. However, the Robbins Report on Higher Education in England, which recommended an increase in numbers in Higher Education, also had some effect, for the Report recommended the provision of 24,000 additional places in Higher Education each year. The school population increased, and as improved secondary education was provided, so did the number of children who stayed on past the official school leaving age. From 5,877 registered in 1946, the school population rose to 60,450 in 1950, to 7,668 in 1960 and increased to 9,128 in 1970.\(^\text{15}\)

Together with increase in student population, was the need for an increased number of teaching staff. In 1950, there were 146 qualified teachers employed by the Education Council. By 1960, this number had risen to 293, with a further increased to 387 teachers in 1970.\(^\text{16}\) Finding suitably qualified staff for the schools has always been difficult, and stringent housing laws coupled with the exceedingly high cost of housing, has contributed to such difficulty. The lack of National Health Insurance is also a deterrent to the immigration of English teachers. Teachers enjoy similar salaries, superannuation and pension rights as do teachers in England. In 1945, the Burnham salary scale continued to be paid as it had been before the war, and the Houghton Salary Award was granted in 1975. Superannuation laws were redrafted in 1959 to bring them into line with England.
When the Secretary to the Education Council retired in 1954, the Education Council decided to appoint an Education Officer. In October of 1954, the first Education Officer, Mr. L. K. Redford, commenced duty.
viii) The Decades of the Fifties and Sixties. Continued Development.

Authorization was made by the States in 1954 for plans to be prepared for a new secondary modern school at Les Beaucamps in the Castel parish. Herm Island school was opened in 1955 and ten pupils were registered. The acceptance for responsibility for education on Herm was a moral one on the part of the Education Council. Previously, the tenant had paid the teacher himself. However, as tenant, Major Wood was a Bailiwick taxpayer so the Council decided to agree to his request that a school be provided for the Herm children.

With the introduction of a technical and commercial based curriculum, the Intermediate Schools had for some time been gradually changing to become Grammar-Technical Schools. Since 1950, transfer to the Colleges after sixteen had not been necessary and a secondary education including Sixth form work, was available at the Intermediate Schools. Therefore, in 1955, the schools became the Guernsey Grammar Schools.

By 1955, the Special Place examination was taken by all children over eleven and under twelve who were in primary and all-age schools. The Head teachers of the schools could recommend particularly bright ten-year olds. The examination consisted of I.Q. tests, English and Arithmetic tests plus the school Head's reports. Children were also interviewed by the Head-teachers of the Colleges and Grammar Schools. The Colleges set a separate examination in English and Arithmetic for children who had reached a certain high standard of work. Two Moray House I.Q. tests were done. Senior transfers were available at the ages of twelve and thirteen. In 1956, it was decided that 30% of all students in the eleven plus age group should have special places available to them. This gave greater justice to children born when there was a high birth rate, rather than if a set number of Special Places were awarded.

There was some support voiced for the setting up of comprehensive education in 1958, but the Council believed that one school with 2,300 secondary students, or two with 1,150 each on roll, would be impracticable because of cost and transportation difficulties. At this time, Les Beaucamps was nearing...
completion. The cost to establish comprehensive education was prohibitive. Therefore, more liaison was encouraged between the Grammar and Secondary Modern schools, and more weight was given to the Headteacher's report in considering a child for a Special Place, in spite of the examination results. Interviews were for borderline cases only and were with the child plus teacher. Modifications were made to the Selection examination in 1965. The I.Q. tests were to be given during class time and without warning. An assessment of four years' work in the Junior school was also to aid selection. Any further tests were ones given by the College Principals.

In 1954 and 1955 much difficulty was experienced in the primary classes in coping with the increased school population, known as 'the bulge'. Constant surveying of numbers of children took place in order to provide sufficient secondary school accommodation. 1957 - 1962 were forecast as the most difficult years ahead in this respect. Les Beaucamps Secondary School was not expected to be ready for occupation until early 1959. It is not surprising therefore, that the annual reports of the Council, presented to the States, constantly note additions, renovations and the modernization of all the schools under their control. After 1956, these included the formerly private Catholic schools of Ker Maria and La Chaumière which became Voluntary schools. Two years later, the Sarel (which had been of such valiant service during the German Occupation), and Les Eturs schools were closed. The latter school was used for over-spill classes during the early 1960's when the Castel School was short of accommodation.

When Les Beaucamps opened in 1959, the secondary schools were full to over flowing, for 'the bulge' had moved up into the secondary schools. It was also apparent that many children of fourteen were staying on at the secondary modern schools after the school leaving age. Many were taking R.S.A. examinations in commercial subjects. By 1964, addititional classrooms were built at Les Beaucamps School. In 1962, came the new constitution
of the Ladies' College (Appendix M), and approval was given for the building of a new College at the Melrose site in St. Peter Port. The new school was ready for occupation in 1965, and the Ladies' College premises on the Grange was taken over by the Education Council. Part of the building was used by the Vauvert Infants School to relieve congestion in Vauvert Secondary School.

For many years Vauvert Secondary School had been using buildings most unsatisfactory for its role as a secondary school. A new Town secondary school was a necessity. The new St. Peter Port Secondary School at Les Ozouets was ready for use in 1968, leaving the old Vauvert premises to be occupied by the Town Juniors. This in turn relieved over-crowding in the other large Junior school in Town, Amherst School.

Under the guidance of the Education Officer, the new Education Law of 1970 was formulated. This law is discussed in a further section of this paper. The same year a building programme for which £1,118,000 was budgeted, was approved by the States. The extent of this programme may be judged by referring to Appendix Q. When all this programme had been completed, every school in the Island was either new or completely modernized. This included Ladies' College and the Alderney School, and a new entity, a College of Further Education had been established.
ix) **External Examinations in the Schools.**

After the war years ended in 1945, the University School Leaving Certificate in England was replaced by the General Certificate of Education. It could be gained at Ordinary, Advanced and Scholarship levels. When the Intermediate Schools began to cater for students past sixteen years of age, all three levels of the English National G.C.E. might be attempted by senior students at these schools. Students at the colleges, Blanchelande and Les Vauxbelets were also prepared for the G.C.E. examinations.

In 1963, a new school leaving certificate was accepted by the British Minister of Education, and the Certificate of Secondary Education came into full operation in Guernsey. The C.S.E. examinations were open to students who had completed five years of secondary education. Many children stayed at secondary modern school in order to take these examinations. The first of these was held in the summer term of 1965. In 1958, 11.5% of Guernsey children stayed on in Secondary Modern Schools after the official school leaving age of fourteen. By 1963, 22.4% of Secondary Modern students chose to remain at school past 15 plus. In England, 9.4% in the Secondary Modern schools made a similar choice. The first examinations, held in the summer of 1965, attracted 33 candidates from secondary modern schools. They wrote in over fourteen subjects. The Secondary Modern Schools soon had sixth year students and some transferred to the Grammar Schools.

After the new St. Peter Port secondary school was operational, it was planned to offer selective advanced courses at all three Secondary Modern Schools. Such a plan enabled senior secondary modern students to move among the schools in order to study a particular course for C.S.E. The increasing number of students in the secondary modern schools past school leaving age, sustained pressure on the secondary school accommodation in Guernsey.
x) The H.M.I. in Guernsey

We may remember the report made by the Superintendent of Schools in 1900, in which he referred to H. M. Inspectors of the English Education Department. Their successors continued to be actively engaged in advising the Guernsey Education Council in school matters after World War II. Twice yearly reports on the Bailiwick schools which they had visited, were presented, and recommendations made accordingly. Although in 1947, H.M.I. Parmée had urged the Council to retain a school leaving age of 14, in 1951 his successors, Mr. Butler, urged that it be raised, for about half the children in Guernsey were being denied school after the age of 14. These children had only 2½ or 3 years in a secondary department. Inspector Butler also criticised the lack of libraries in the schools, quoting this as a hindrance to the research and individual work which he advocated. This Inspector had been highly critical of the French that was being taught, for he considered there was too much academic translation. After H. M. I. Charles Strafford had visited the Bailiwick in 1960, his report mentioned "the frightening immaturity of the fourteen year old school leavers." Like Mr. Butler, Strafford also wrote of the deficiency of library books in the schools and concurred with Mr. Butler over the poor standard of French teaching in Guernsey. As a result, an Inspector of French came from Jersey to see French in the Primary Schools in 1963.

Recommendations made after this and subsequent inspections, seem to have borne fruit, for the H.M.I. Report of 1968 notes the improvement in French in the Primary schools. The Inspector's report for 1968 referred to the "relentless pressure" for expansion of classroom accommodation. Urging the Council to embark on a large-scale building programme, the Inspector write that the Council should "guard against hesitation in investing money in education." As recorded previously, the following year over one million pounds was approved for building estimates. In 1965, Mr. C. Strafford had commented on the benefits of school swimming pools. By 1970, there was almost universal provision of swimming pools in the Island's schools. Although
these pools were provided by the efforts and generosity of parents, maintenance and heating became the responsibility of the Education Council.
xi) School Broadcasts

The comprehensive B.B.C. broadcasts for schools had long been an integral part of the schools' timetables, but it was not until 1962 that the Bailiwick had a second T.V. Channel. It was therefore decided to put television into three schools as an experiment. Results of the experiment were encouraging but not sufficiently conclusive to have T.V. provided in every school. However, by 1964, ten schools had sets. In 1966, Guernsey and Jersey Education Councils had discussions with the B.B.C. officials for the provision of local sound broadcasting to the schools. As a result, a pilot project in local broadcasting to the Channel Island schools was undertaken.

An advisory panel of teachers, three from each island, decided on a topic for a series of broadcasts. There were four teacher producers (two from each island), who gave half time to the broadcasts. It was they who arranged the details of the broadcasts, the tapes and the teachers' notes. Once these had been approved by the Advisory Panel, the tapes were sent to the B.B.C. station, Les Platons, to be broadcast. Each school term there was a series of ten programmes. The Education Department in Guernsey provided studio and work room, plus furnishings and mobile equipment. The B.B.C. engineering staff installed all the fixed apparatus. Three of the original topics were: Channel Island Characters; Past and Present; Folk Lore and Legends; Down on the Beach. The following year, The Channel Islands Educational Broadcasts to Schools were operating on a regular basis.
xii) The School Medical Service

Regular medical examination of school children resumed in 1945 under Dr. McGlashen, but a new Medical Officer took his place in 1953. It was found necessary to appoint a School Dental Officer in the same year, and by November, 1955, a full School Dental Service was established complete with Dental Clinic. In his annual reports, the School Medical Officer frequently refers to Special Education and, from 1956, with his cooperation, medical facilities were made available to handicapped children of preschool age. The School Orthoptist came under the control of the Education Council in 1957, although a service had originally started in 1949.

Immunization became part of the medical programme in the schools from the mid-fifties, and a special class for arthritic children was started in 1956. Asthmatic children were also given specialised care within the School Medical Service. The staff of this service included several nurses who paid home visits as well as working in the schools and clinics.

The increase in the number of dental patients from the schools prompted the appointment of an Assistant Dental Officer in 1960. In 1967, because of the demand for more dental attention, the Council decided that a dental Officer should be appointed for the Alderney Service. Reporting to the Council in 1967, the School medical Officer stated that he found the level of health among the school children in the Bailiwick was generally satisfactory. He did, however, note the need for nursery schools for the 3½ - 5 year old children. During the two and a half decades which followed the Second World War, the Education Council had supervised the reform and modernization of every branch of Island education.
NOTES

PART V

3. Ibid. 1958
4. Ibid. 1949
5. Order in Council 1962. Appendix M
7. Ibid. 1970
8. Ibid. 1947
9. Ibid. 1952
10. Ibid. 1953
11. Ibid. 1961
12. Ibid. 1963
13. Ibid. 1968
14. Ibid. 1967
15. Ibid. 1950, 1960 & 1970
16. Ibid.
17. Ibid. 1956
18. Ibid. 1954. See Appendix N.
19. Ibid. 1963
20. Ibid. 1900. See Appendix J.
22. Ibid. 1960.
23. Ibid. 1969.
i) The New Law

In Guernsey, the first year of the seventies ushered in a new Education Law. Because of this law, new school committees were founded. Parochial Committees gave way to Primary and Secondary Committees. These had powers similar to the former Parish Committees, but of their five members, four were from the parish and one was appointed by the Education Council. At Les Beaucamps, where the children came from several parishes, there was one member on the Secondary Committee from each of the parishes from where the students came. The Council appointed an eighth member. The Voluntary Schools each had a six-member committee. Four of the members were foundation managers of the school, and two were appointed by the Council. Section 7, subsection 1 of the Law states that all expenses of these voluntary schools would be borne by the States, provided the school managers met their responsibilities of upkeep, repair and decoration of the school building. The control and centralization advised by the School Inspectors had actually come about, for the Council was now able to directly influence all the school committees in the Island. All Special schools and the College of Further Education came under the direct control of the Education Council. The Grammar Schools each had a school committee of six members, all being appointed by the Education Council.

As well as providing for Primary and Secondary schools, the new law referred to the Council having regard for the provision of nursery classes or nursery schools. It also stated that provision be made for pupils who suffer from any disability of the mind or body by providing special educational treatment. Section 19, subsection 1 further stated that a registered pupil at a Special school could not be withdrawn without the consent of the Council.
The appointment and dismissal of teachers in States and Voluntary schools, came under the sole control of the Education Council. Religious instruction was to be provided. Both it and the collective worship, with which each school day should begin, had "to be distinctive of any particular denomination". Compulsory school ages remained five to fifteen years. Children might leave school only at the end of the spring or summer terms.

All inspection, including that of religious education, was to be undertaken by people authorized by the Education Council to do so. The exception to this was that of the Voluntary schools whose committee of management might appoint inspectors of religious education. Under the 1970 Law, parents had the right to withdraw their children from religious instruction if they wished to do so.

Secular instruction was controlled by the Council in States and Voluntary schools. Whereas the law of 1935 had specifically stated the subjects to be taught in the Primary schools, no curriculum was laid down in the 1970 Law. Section 53 changed the title of the Education Officer to that of Director of Education. The Law of 1970 was comprehensive, covering the many branches of education which had developed over the preceding twenty-five years. The arrangement of the sections of the Education Law (Guernsey) 1970 is contained in Appendix 0.
ii) Primary Education

The building programme on which the Council had already embarked, proceeded until, in 1974, a new primary school was established at Mare de Careret, Cobo, to serve the children in the west coast area. At La Houguette, a long awaited primary school for the west was completed in 1975. This school replaced the old Junior schools of St. Peter-in-the-Wood and St. Saviour. La Houguette was provided with a covered swimming pool to compensate for the loss of two pools which had been provided by parents, at the former schools. The cost of this school was in excess of £443,000 and was built to accommodate 380 children. Here we may ruefuely recall the estimate of £63,405 made in 1936 for the following year's education expenses. The primary school in Herm was provided with new accommodation in 1970, when a former barn was remodelled and made into a modern schoolroom.

1974 witnessed the amalgamation of two Roman Catholic primary schools and the closure of a third. Ker Maria became the Infant School while Delancey took all the Junior Catholic children in the North. La Chaumière Primary School in St. Andrew's parish was closed, due to the dwindling number of students. To cater for these changes, an amendment of the 1970 Ordinance was necessary to form a single school committee for the new amalgamated school. This new committee was to be known as the St. Mary and St. Michael Roman Catholic Primary School Committee. When the secondary accommodation at At. Joseph's was vacated, the children of Notre Dame du Rosaire moved in.

Children had formerly entered school the term in which they reached five years of age. This was changed in 1972, and a one year entry of Infants was achieved when children began school at the beginning of the year in which they became five. The Education Council's report for 1972 referred to the British government's white paper, A Framework for Expansion, which dealt with the expansion of nursery school education. This aspect of early education was to be studied by the Council. However, in 1973,
the Council reported that nursery education could not be considered until other major projects had been dealt with by the Council.

Junior schools continued with the selective eleven plus examination. This selection procedure was changed in 1975 and the interviews for the Grammar schools as well as the two Colleges, were abolished. To replace the interviews, the Director of Education plus a panel of headteachers visited the schools for conferences with the class teachers and headteachers.
iii) **Secondary Education**

Close to the new primary school at Cobo, the Mare de Carteret Secondary School was completed, and occupied in February, 1975. This brought the full complement of secondary modern schools in the island to four. St. Joseph's Secondary Modern School was closed in 1974. Numbers attending the school had been very low, and the Roman Catholic authorities had decided that, for the future, Catholic education at the secondary level would be based at Blanchelande. This convent school would become a grant-aided school and would be co-educational. Unfortunately, this reorganization of Catholic education had to be post-poned in 1975 because of the excessive costs estimated at Blanchelande.

In 1973, a Careers Advisory Service was established to help both secondary and post secondary students. Lectures were also given in the secondary schools by representatives of the armed services. Her Majesty's Inspector of Schools, Mr. Burns, reporting to the States in 1973, remarked that there was a need for more generous assistance in secondary schools. He also drew attention to the fact that in England there had been major changes in the organization of education, ones which were lacking in Guernsey. Reference was also made in this report to the school leaving age in England of sixteen.

During 1974, link courses at the College of Further Education were established for the senior students in the Girls' Grammar School. These classes gave a post 'O' level sixth form secretarial course. Some of the fourth and fifth form students also attended link courses in secretarial work. Some integration of classes between the Boys' and Girls' Grammar schools was effected, but the idea to establish a coeducational school was dismissed.

Outside the classroom, ship's cruises were undertaken and in 1973, sixty sixth-form students attended a sixth form conference run by the Commonwealth Institute. The number of students staying in the fifth and sixth year in the secondary modern schools increased. At the end of 1975, there were 9,763 schoolchildren being educated in Guernsey, and 226 in Alderney.
iv) **Special Education**

The need for Special Education continued to grow in the 1970's. In 1971, the project at the Maurepas School, to meet the needs of the severely handicapped, was completed. This new school provided accommodation for thirty-two children, while eighty-four E.S.N. children were at Valnord. The 1972 report referred to the need for the setting up of a Unit for the Deaf. In 1973, the Council reported that such a unit was operational and situated at Floraville in Vauvert. Being adjacent to Vauvert Primary School, integration into normal school activities, advised by the Inspector, was facilitated. At this time, there were just eight children in residential Special schools in England, and by 1975, this number had dropped to six. Of these children, three were blind, one was deaf, one was haemophilic and one was maladjusted.

When the new primary school was built at La Houguette, the students at Maurepas were moved into St. Saviour's Primary Building which was adapted for its new role. This relieved a situation which had been particularly difficult, for the number of children who needed treatment such as the Maurepas provided, had almost doubled in the five years previous to 1973. Prefabricated classrooms had to be erected for extra accommodation. Valnord too was not large enough for all the E.S.N. children who needed specialized care. In 1973, plans for a new school for Special Education were included in the long term Capital Works Programme. The Head teacher at Valnord School asked the Council for improved accommodation in 1975. She also requested an assessment unit and special classes for children under seven years.

Eventually the building vacated by Maurepas children in 1975 was re-equipped as an assessment centre for the benefit of children whom the School Medical Officer termed as being "at risk of needing specialised educational treatment". At La Corbinerie, the students of over sixteen years of age remained under the Board of Health. From a delayed start in the provision of Special Education for her handicapped children, Guernsey had made fair progress during the five years prior to 1975.
v) Further and Adult Education

When the Education Council made a grant toward the Continuation Classes for Males in 1922, it is doubtful if they envisaged the College of Further Education which came into being in 1970. Yet it was from such humble beginnings that the most recent and most expensive enterprise in modern Guernsey education sprang.

In Part V of this paper the growth of the Evening classes and the establishment of a Technical Training Centre at La Couperderie, has already been noted. In the five years with which this section is concerned, the College of Further Education has grown apace.

In its first small centre, there was a Carpentry and Joinery workshop, a Science lab, a library and a lecture room. General Engineering, Motor Vehicle Engineering, Plumbing and Hairdressing courses were offered up to Intermediate Craft level. Some City and Guilds examinations were taken after preparation of students by eight full-time and four part-time lecturers. There were 248 students on day release during the first year of operation as a College. A course in Horticulture and the Commercial courses were also offered, but seven different places were used for instruction, pending the building of a College.

In 1971, these buildings included Floraville, and the former Ladies' College building, as well as Granville House and the Horticultural Department at the Experimental Station. When the site for the College of Further Education was purchased at La Vrangue Manor in 1971, there were ten lecturers and one technician as well as the Principal. 276 students were on part-time day release and evening courses. Of these, 190 were registered apprentices. Thirty-five were part-time G.C.E. "O" level candidates.

From October, 1971, the Education Council became responsible for the apprenticeship scheme. Advisory Trade Panels were also set up to advise on trade problems and on the courses for the College. A special Inspector came to visit the College of Further Education in 1972. He said the increase in the day release scheme was encouraging. Eight new courses were added during the year, including a Radio and T.V. and Electronics Mechanics course. In building, a full technological Certificate course was offered. Whilst such expansion was occurring, care was taken that the Evening classes
expanded without overlapping the work of the College.

The 1973 report of the Council on Further Education reveals that most courses were going well. Consultations were held with the Chamber of Commerce and other Island Business and Trade Associations. Together plans were considered for future courses at the College. Some courses had not prospered as had been hoped. The Guernsey Grower's Certificate course had no intake for two sessions, while after the first year there was a very high drop out rate in the Ladies Hairdressing Course. For the first time, in 1972, motor vehicle mechanics could work toward the City and Guilds Advanced Certificate and enter for the National Craftsman's Certificate. The problem of accommodation was referred to by a visiting examiner in Roof Construction. Sufficiently large scale outdoor projects for the students were not possible because of limited facilities.

Vocational evening courses continued for those unable to attend during the day, but it became mandatory for Day release students to attend two evening classes per week in addition to the day spent working at the College. Difficulties in accommodation persisted and although seven new courses were added in 1974, natural progression could not be made until the new building was completed. The Business Studies section was in great demand, particularly in the evening. This department increased its Link courses with the Girls' Grammar School. In September, 1975, an adult literary course was inaugurated. Forty-eight local residents, whose problems were at varying levels of English, enrolled in these courses.

By 1975, part of the new College building was completed and the workshop block became operational. In January of 1976, the teaching block, which includes the Business Studies section, was occupied. The construction of the Catering block was begun in the summer of 1976. Employing a teaching staff of twenty-six, the College enrolled 642 students in the academic year 1975/76. Of these only sixteen are on a full-time basis. The extent of
the courses covering Part-time Day-release courses and Evening classes may be judged on referring to Appendix P. In making possible the provision of such courses at the College of Further Education, the Education Council recognized and met a long-felt want in Guernsey education.
vi) Higher and Teacher Education

The Council continued to support needy students at institutions of Higher Education in the United Kingdom, and in 1975 the number of students receiving grants was 276. Although the Open University of Great Britain received its Charter in July, 1969, the courses were not available to would-be students in Guernsey because the B.B.C. 2 Channel, used to relay the lectures, was not received in Guernsey, and will not be until February of 1977. It was therefore necessary for special films to be loaned to Channel Island students and a tutor-counsellor for the Channel Islands was appointed. A room at Floraville was made available to the Open University students and a tutor-counsellor for the Channel Islands was appointed. A room at Floraville was made available to the Open University students on four nights per week, and video cassette recorders and films were supplied by the B.B.C. In 1971, there were two students. This increased to five in 1972, with seventeen registrations in 1973. In 1974, when thirty-two students were registered in the Open University programmes, it was clear the Floraville accommodation was too small. Consequently the Open University Centre moved to part of Granville House in 1975, and in that same year the island gained her first Open University graduate.

Over the years, in-service courses had been held for Island teachers and in his report for 1972, the H.M.I., Mr. Williams, referred to the James report on Teacher Education and Training. He stressed the advisability and advantages of in-service training and called for a Teachers' Centre in Guernsey. As in the past, the Council paid heed to the Inspector's advice, and in 1973, a Teachers' Centre was equipped and set up at Les Vauxbellets. A warden for the Centre was appointed. Audiovisual facilities were provided in the Centre as well as reprographic machines. The Centre was to be used for teachers in their first year of teaching apart from the regular in-service for all Island teachers who, in 1973, numbered 419. In 1974, the Council recorded their belief that the Centre was proving to be a valuable investment. With a total of 463 full-time and seventeen part-time teachers in 1975, a professional
centre was a necessity if the in-service programmes advocated by the new Inspector of Schools for the Channel Islands were to become a reality.

When Inspector Burns started work in Guernsey in 1973, he outlined a new pattern for his work. Two weeks per year were to consist of informal visits to the schools. The Head teacher would suggest the agenda for such visits and the H.M.I. would provide Notes for the Consideration of Head and Staff rather than a full school inspection report to the Council. For one week each year, there would be formal full inspection by a team of Inspectors. This inspection would be of one secondary and two primary schools, or on all schools but on one aspect of the schools. This might be suggested by the H.M.I., the Director of Education, or the schools themselves. After such an inspection, there would be a joint discussion with the Head teachers concerned, and a Discussion Report would summarize the views of the Inspectors.

The new Inspector of Schools felt that this arrangement would ensure that each school would have an informal visit every other year, and "a direct involvement" every three years. The first of these inspections in 1974 covered the topics: For children under five; Arrangements for slow learners and the Teaching of reading. In 1974, Mr. Burns and three other H. M. Inspectors made two visits each, wrote fourteen formal reports, gave ten Notes of Visit to the schools, two Discussion papers and memoranda on the College of Further Education, the development of the Teachers' Centre, as well as a discussion with the Education Council. During the Inspectors' visit in 1975, two of them spent two days inspecting the academic organization of Elizabeth College and a report was written for the College Board of Directors. This was in addition to the inspecting of the schools controlled by the Education Council.

It may be considered that the advice of Inspector Burns will influence the policy and actions of the Education Council in the second half of the 1970's, even as inspectors exerted influence in the past. The years of 1970 - 1975 were years of
rapid development, years in which it might appear that, in the field of education, Guernsey was making up for lost time.
NOTES

PART VI

1. Education Law 1970. Part III subsection 2(b)
2. Ibid. Part IV Subsection 2(c)
3. Ibid.
4. This refers to changes in education in England which organized secondary education on non-selective lines, i.e. comprehensive schools, and provided nursery education for children under five years of age.
6. Ibid.
8. Education Council. Report to States on Further Education. 1971
10. Ibid. 1975
11. Ibid. 1975
15. Ibid. 1974.
PART VII
RETROSPECT

i) Administration

Prior to 1800, attempts were made to provide some rudimentary schooling in most of the parishes in Guernsey, but for the most part, these parish schools were privately endowed. By 1818, each parish had a school, but each was solely a parish interest, and it was not until the middle of the nineteenth century that some concern was registered in the States for public education on an Island-wide basis. The survey of the Parochial schools instituted in 1850, was the first of its kind, and the five-man States Committee which conducted the survey, was the first Committee for Education in Guernsey.

Aware of the advantages available to a few at Elizabeth College, run by a Board of Directors since 1824, the States appointed a Committee to be responsible for the newly opened Intermediate School for Boys in 1882. This was the first school, controlled by the States which was not essentially to serve the children of one parish. In like manner, the Girls' Intermediate School was available to children from all over the island, when it opened in 1895.

This trend toward some type of central control over education brought about the formation of a Central Committee to administer the Education Law of 1893, the first such law in Guernsey. Whilst not universally popular initially, it was eventually accepted and gave rise to opinions in favour of compulsory education. With the certain provision of schools in every parish, the need for charity schools was gone, for School Pence were not asked of the poor. When the States recognized their responsibility in the field of education, schools which were run by subscription, in order that poor children might become literate, were not required. However, such schools had served many hundreds of children well, and among them were some of the parents of later years who supported the law which made education compulsory
in 1900.

From that time, children over five and under thirteen years of age were required to attend school. To facilitate these new circumstances, the Education Law of 1903 was ratified by the States, setting out an Island-wide law, but leaving certain powers in the hands of the Parish Committees. Despite these parochial powers, the States insisted on being concerned in developments in Parish education. Thus, the States asserted their position as Administrator-in-Chief. Until 1915, it was the Superintendent of Primary Schools who was concerned with the daily administrative details of running parish education. During the years of his tenure of office, education in the Island remained at the elementary level for the vast majority of Island children. As independent schools, Elizabeth College and the Ladies' College provided secondary education, as well as the Intermediate schools. Nevertheless, as time passed, greater numbers of scholarships into the secondary schools became available to academically gifted children.

The year 1916 was a notable milestone in the development of education in Guernsey, for in that year, the Education Council was constituted. Thus was formed the States' administrative body for Island Education. With its formation, the Council decided to appoint a Secretary to the Council.

Throughout these years, the advice of School Inspectors from England had been shrewdly listened to, and with time and caution such advice was generally followed. The Inspectors were able to view the Island's schools with fresh eyes. They could bring with them the experience of the wider and more progressive system from which they came. Innovative, adaptable and diplomatic, these Inspectors continued to influence the development of the Island's schooling through the 1920's and 1930's.

Part of such influence was the idea for the reorganization of Parish schools into Primary and Senior schools. With further Centralization of administration needed to facilitate this reorganization, the prevailing Education Law of 1903 was revised. Thus came about the Education Law of 1935. Covering many facets of Island schooling, the law made the States wholly responsible for the cost of education. This curtailed the powers of the
Parish Committees. The reorganization of the schools was quickly begun after the 1935 Order in Council was made law. But for the outbreak of war, progress might have continued, and it was not until the German occupation of the Island came to an end, that the Education Council could once again pursue the administration of a normal school population.

After electing to follow the English Butler Act of 1944, and to set up a three-tier system of secondary education, the Council spent the next years supervising an extensive building programme so that that system might be implemented. After 1954, the Chief Administrator of this programme was the Education Officer. The law of 1935 was the existing law until 1970. By then the Ladies' College was under States supervision, and Elizabeth College received block grants from the States. Special places at these and the Grammar (formerly Intermediate) schools became numerous. The Council presented their projet de Loi to the States, and it became the Education Law of 1970. This comprehensive law brought provision of education in the Island more directly into line with that provided in England and Wales.
ii) **Organization**

The Parish schools of the early nineteenth century were concerned only with the children in their parish, and without any relationship to the schools of other parishes in the Island. This meant that there was no uniformity of education for Island children. In all the primary parish schools, only a basic education was provided. Once some centralization was brought about with a States Committee for Education in Parochial Schools, a greater degree of uniformity of provision of schooling was achieved. Nevertheless, elementary education was all that was available to the majority of children. A classical education had been available for many years at Elizabeth College, where, after the 1824 reorganization, conditions improved, and by the middle of the nineteenth century, a good secondary education was available for boys whose parents could afford to pay the school fees. From 1872, girls might obtain a similar type of education at Ladies' College, an essentially fee-paying establishment. Fee payers at the Intermediate Schools also obtained secondary education, but at fees considerably lower than those of the Colleges.

This was largely true until 1936, when an effort was made to reorganize the schools to provide Senior schools for the older children, instead of there being only All-Age Primary Schools. After the Second World War, the system whereby children are sent at eleven years of age into one of three different types of secondary schools, was adopted. This system persists in 1976. Technical education is available as part of secondary schooling. Schools under the authority of the Roman Church, which are run as Voluntary Schools, have reduced in number during the last fifty years, as have the Private Schools.

Therefore, during some 200 years, the organization of public education in Guernsey has changed from an elementary parish school education to one that is compulsory in primary schools.
until eleven years of age, followed by secondary education for all until at least fifteen years of age. This in turn may be followed by studies at the College of Further Education, while Higher education outside the Island is available to all Island students who qualify for it, regardless of their ability to pay for such education.
iii) **Finance**

No system of education may be run without adequate financing, and the early schools in Guernsey were no exception. Provided with endowment and parish subscription, the education of the children was, in most cases, supplemented by the children taking school pence which generally amounted to twopence per week. Essentially a Parish school, the finances were also the responsibility of the Parish. It was found, however, that these were not enough, and money was made available to the Parish schools from the Elizabeth College funds. This school had been well endowed and could afford to assist the finances of the parish schools.

Not until the middle of the nineteenth century did the schools receive a States grant. From then on, grants from the States were very small, but it was a recognition of the responsibility of the States to contribute towards education. With the assumption of administrative responsibility in education, the States adopted a cost-sharing system for financing the Island schools. The 1893 and 1903 Laws of Education made the Parishes responsible for half of the running costs of the schools. Because their financial responsibilities were considerable, so were the powers that the Parish Committees retained. It was not until 1935 that the States assumed full responsibility for the financing of public education in Guernsey. This decision of the States was undoubtedly governed by the greater degree of prosperity in the economic life of the Island. At the beginning of the nineteenth century, the majority of the scattered rural population, as well as the Town parish residents, were poorer and numbered but 20,000. By the 1930's the population had doubled and modern communications had caused commerce to flourish, so that the Exchequer of the States could bear the costs. The necessity for overall control of education, must also have prompted the States to provide the Island Department of Education with a larger share of the budget.

When reorganization proceeded in 1946, and new school buildings were needed, education costs soared. They have
continued to do so ever since. However, this has largely been due to the extent of the building programme. A further expense has been the very large number of children who are granted Special Places at the secondary grammar schools. Adoption of the English salary scales has provided a well qualified teaching staff, but these salaries form a very large percentage of the Education bill. Unless there is an unusual increase in the child population in Guernsey, the new buildings should prove to be adequate for some time, thereby leaving more money available for other aspects of education.
iv) **Curriculum**

In the early Parish Primary schools, the curriculum was governed by the Parish Committee. Instruction was in French, and covered Reading, Writing and Arithmetic, with Needlework for girls. Apart from the introduction of a little English, such was the curriculum in the parish schools until the 1893 Law dictated the subjects which must be taught. The law's requirement included some History and Geography, Scripture, Music and Singing, and English was to be taught in all schools.

At the Private schools, other subjects were available to those who could pay the fees, while at Elizabeth College, a full classics programme was offered from the early establishment of the school. As the nineteenth century advanced, the curriculum in the secondary schools widened in scope to cover commercial subjects at Elizabeth College and at the Intermediate schools. Because the Island society was becoming more involved in the modern commercial world, education changed to equip students to take their place in that world. This is apparent in tracing the development of curriculum in the Guernsey schools throughout the last two hundred years. The isolation of the Island people was matched by the isolation of early Parish education.

Improved communication - radio and television - in the twentieth century, have each played their part in widening the scope of the curriculum provided in the school. These media made a modern and progressive outside world easily available to Islanders. The need for Further Education became apparent in the 1920's, so that Evening classes were much in demand. Additional courses were offered when the need arose, and as finances permitted. As technical knowledge became necessary in a technologically-oriented world, so did the technical side of education need to be provided in the schools. It was in the Intermediate Schools where this need was partially met.

When reorganization took place, first in 1936, and later (and more fully), in 1946, it was necessary to provide a curriculum which was suitable for senior children. This was a challenge
to the secondary modern schools, which for a long time, was only
diffidently met. The School Inspector seems to have been aware
of this, for elsewhere in this paper, he is quoted as having some
concern that a true secondary education be provided for the older
students. Vauvert secondary modern school was particularly
lacking in such provision. This was rectified with the building
of the new St. Peter Port secondary school. The Physical Education
programmes characteristic of the English schools, have been a
part of Guernsey schooling since 1945. Every school has a Physical
Education specialist, including the Primary schools. Almost
every school in the Island has a swimming pool.
v) Future Trends

Throughout the development of education in Guernsey since 1850, we see a growing control by a central administrative authority. Parish Primary and Secondary Committees still exist, but for the future, we may wonder if they fill a very vital role. In the past we have seen thirteen, fifteen or thirty-five years elapse between the writing of new laws for education in Guernsey. With provisions made in the new law not yet fully implemented (e.g. in Special Education), it is doubtful if the near future will produce a new Education Law.

The 1970 Law was but three years old when changes in the English system of education made the system outlined in the law, already out of date. It was then that the school leaving age in England and Wales was raised to sixteen and comprehensive education at the secondary level was adopted. This follows a pattern which, on reflection, has been characteristic of education in Guernsey in relation to that in England. Compulsory education in England was law in 1870, but Guernsey waited for thirty more years before following suit. In administration, the Island did not have an Education Officer until 1954, whilst in England, Directors of Education had been operating for many years.

Successive H.M.I.'s have constantly and consistently been urging the Guernsey Education Council to meet problems immediately, and not to delay in providing a system of education similar to that in England. Most notable for delay has been the provision of Special Education, of Technical Education and of Libraries. Should the pattern of events seen in the recent past, continue, these three facets of education will quickly develop to be full and integral parts of Island education. Already they have a solid foundation developed on which to build, so that the development of an adequate Special Education Programme, a full Technical Institute and of school Libraries, may be expected within the next few years.

Other questions which come to mind are the provision of
Nursery Education, the raising of the school leaving age and the change over to Comprehensive Education. There are already (in 1976), several private nursery groups operating in the Island, so that we may well see the adoption of public nursery education in the near future. Against it is a question of finance. Should other needs arise which the States consider to be of a more urgent nature, provision of public nursery education will again be delayed. It would seem improbable that the school leaving age be raised in the foreseeable future. There is a nil-rate of unemployment in the present school leaving group, and with an expansion of course facilities at the College of Further Education on the Day-Release scheme, it is doubtful if the present age of fifteen will be raised to match the school leaving age of sixteen in England.

In considering comprehensive education in Guernsey, we find that not only the States, but also the teachers have voted to retain the eleven plus examination as a method of selection for secondary education. The Council would have to meet prohibitive costs to adopt Comprehensive secondary education, for one large or two smaller schools would have to be built. Transportation for students to come from all parts of the Island, to a centrally situated school, would pose problems too. Comprehensive Education would also destroy some of the social structure and traditions of Island life, so that Guernsey may well continue for a long time on the independent path she presently follows in continuing selective secondary education.

Expenses in support of Higher Education will probably increase, even as they have increased over the past thirty years. The evident progression in the recent past, with a cautious keeping of the Educational Purse, may auger well for the future development of education in the Bailiwick of Guernsey.
Map I

GUERNSEY

Map to show the Parishes of Guernsey.
Map to show the Geographical Position of Guernsey in Relationship to the Normandy Coast and the South Coast of England.
APPENDIX A

LAND ENDOWMENT TO ELIZABETH I'S GRAMMAR SCHOOL

Assigned and conceded for the use of the school for ever - the Temple and Church formerly belonging to the minor or mendicant friars together with the burial ground to the North. Twenty-six Guernsey perches and the ground encompassed by the cloisters plus an adjoining thirty perches according to the limits of the old walls and boundaries.
APPENDIX B

LIST OF ENDOwed SCHOOLS IN EACH PARISH IN THE YEARS 1824 - 1827

<table>
<thead>
<tr>
<th>NO.</th>
<th>PARISH POP:</th>
<th>TYPE OF SCHOOL</th>
<th>NO.</th>
<th>WHEN &amp; ENDOWED</th>
<th>BY WHOM</th>
<th>NO. OF QTRES.</th>
<th>HOUSE &amp; CASH</th>
<th>SALARY OF MASTER</th>
<th>SALARY OF MISTRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
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<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

TOTAL: 20,302

From J. Jacobs, Annals of some of the British Norman Isles. p. 404
APPENDIX C

WHAT BOYS AND GIRLS WERE TAUGHT

<table>
<thead>
<tr>
<th>School</th>
<th>(1824) GIRLS</th>
<th>(1824) BOYS</th>
<th>TOTAL</th>
<th>(1827) GIRLS</th>
<th>(1827) BOYS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. Peter Port</td>
<td></td>
<td>13</td>
<td>13</td>
<td></td>
<td>103</td>
<td>103</td>
</tr>
<tr>
<td>Latin &amp; Greek</td>
<td></td>
<td>12</td>
<td>70</td>
<td>82</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>French, Eng., Writing &amp; Arithmetic</td>
<td></td>
<td>107</td>
<td>96</td>
<td>203</td>
<td>66</td>
<td>101</td>
</tr>
<tr>
<td>French, reading, writing, Needlework, knitting &amp; Arithmetic</td>
<td>47</td>
<td>52</td>
<td>99</td>
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<td>36</td>
<td>44</td>
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<td>Castel</td>
<td>80</td>
<td>80</td>
<td>160</td>
<td></td>
<td>1,830</td>
<td>numbers not given</td>
</tr>
<tr>
<td>French only. Writing, Arithmetic, reading, Needlework &amp; knitting</td>
<td>20</td>
<td>30</td>
<td>50</td>
<td></td>
<td>240</td>
<td>34</td>
</tr>
<tr>
<td>St. Martin</td>
<td>30</td>
<td>100</td>
<td>130</td>
<td>1,632</td>
<td>30</td>
<td>100</td>
</tr>
<tr>
<td>French reading, writing &amp; Arithmetic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Vale</td>
<td>30</td>
<td>40</td>
<td>70</td>
<td>1,343</td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td>French, writing, Arithmetic, a few did English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>St. Pierre du Bois</td>
<td>60</td>
<td>60</td>
<td>120</td>
<td>1,179</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>French only. Three R's &amp; Needlework &amp; knitting for girls</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College branch</td>
<td>7</td>
<td>45</td>
<td>52</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>St. Saviour</td>
<td>50</td>
<td>80</td>
<td>130</td>
<td>1,057</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>French, writing, Arithmetic, a few did English, no needlework</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>St. Sampson</td>
<td>70</td>
<td>70</td>
<td>140</td>
<td>939</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>French only. Three R's Needlework for girls</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>St. Andrew</td>
<td></td>
<td>47</td>
<td>56</td>
<td>103</td>
<td>948</td>
<td>35</td>
</tr>
<tr>
<td>French &amp; English. Three R's Needlework &amp; knitting - girls</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Forest</td>
<td>25</td>
<td>45</td>
<td>70</td>
<td>631</td>
<td>numbers not given</td>
<td></td>
</tr>
<tr>
<td>French only. Reading, writing &amp; arithmetic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Torteval</td>
<td>25</td>
<td>35</td>
<td>60</td>
<td>425</td>
<td>&quot;</td>
<td>&quot;</td>
</tr>
<tr>
<td>French only. Reading, arithmetic &amp; writing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

APPENDIX D

ABSTRACT OF THE ACCOUNTS

ST. PETER PORT RAGGED SCHOOL IN ACCOUNT WITH MISS LIDSTONE FOR
THE YEAR ENDING MAY 26TH, 1857

<table>
<thead>
<tr>
<th>Description</th>
<th>£</th>
<th>s</th>
<th>d</th>
</tr>
</thead>
<tbody>
<tr>
<td>By balance of last year</td>
<td>12-12-7-3/4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subs &amp; Donations</td>
<td>49-17-0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interest on money recvd.</td>
<td>10-0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To one year's salary, Miss Lidston.</td>
<td>40-0-0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ditto for monitor</td>
<td>12-0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School requisites, repairs &amp; fuel</td>
<td>5-11-9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Books for school</td>
<td>13-11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Printing report</td>
<td>1-14-0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balance to new account</td>
<td>14- 7-11 3/4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

£ 62-19-7½

TO TREASURER IN a/c WITH THE EVENING ADULT SCHOOL FOR THE
YEAR ENDING MAY 26TH, 1857

<table>
<thead>
<tr>
<th>Description</th>
<th>£</th>
<th>s</th>
<th>d</th>
</tr>
</thead>
<tbody>
<tr>
<td>By balance</td>
<td>1-10-5 1/2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>By collections from boys toward expenses</td>
<td>8-8 1/4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>By contributions</td>
<td>2- 4-2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To gas consumed</td>
<td>1-2-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To printing, etc.</td>
<td>4-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To coals &amp; candles</td>
<td>16-11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pencils &amp; stationery</td>
<td>13- 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cleaning room</td>
<td>5- 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whitewashing of room &amp; scullery</td>
<td>12- 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To carpenter for sundry expenses</td>
<td>9- 3 3/4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balance in hand</td>
<td>9- 3 3/4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

£ 4-12-3 3/4

From Album of Founder of the Ragged School (1857)
APPENDIX E

RECOMMENDATIONS MADE BY COMMITTEE OF ENQUIRY FOR
THE FUTURE MANAGEMENT OF ELIZABETH COLLEGE, 1824

That girls be inadmissible.
That there should never be more than 150 students.
The ages of the students should be eight to fourteen.
No student may stay at the College after nineteen years of age.
The six classes are to be equal in number.
A quarterly transfer is to be made from Junior to Senior Departments.
Foundation boys are to get books and stationery.
Fees of 12 per annum to be charged instead of the customary guinea.
to the Master at New Year, plus one shilling to servant for
sweeping and half a crown to the Master for coals.
# APPENDIX F

## SUNDAY SCHOOLS IN GUERNSEY SUPPORTED BY VOLUNTARY SUBSCRIPTION AND SERMONS IN 1824.

<table>
<thead>
<tr>
<th>PARISH</th>
<th>NO. OF SCHOOLS</th>
<th>SOCIETY ATTACHED TO CHURCH</th>
<th>WHEN ESTABLISHED</th>
<th>NO. OF SCHOLARS</th>
<th>LANGUAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ST. PETER PORT</td>
<td>1</td>
<td>Church</td>
<td>1820</td>
<td>718</td>
<td>French &amp; English</td>
</tr>
<tr>
<td>&quot;</td>
<td>1</td>
<td>Ladies National</td>
<td>1818</td>
<td>45</td>
<td>English</td>
</tr>
<tr>
<td>&quot;</td>
<td>1</td>
<td>Wesley &amp; Ebenezer</td>
<td>1815</td>
<td>260</td>
<td>French &amp; English</td>
</tr>
<tr>
<td>&quot;</td>
<td>1</td>
<td>Independent French</td>
<td>1822</td>
<td>50</td>
<td>French</td>
</tr>
<tr>
<td>&quot;</td>
<td>1</td>
<td>Independent English</td>
<td>1822</td>
<td>50</td>
<td>English</td>
</tr>
<tr>
<td>CASTEL</td>
<td>1</td>
<td>Church</td>
<td>1808</td>
<td>200</td>
<td>French</td>
</tr>
<tr>
<td>&quot;</td>
<td>1</td>
<td>Wesleyan</td>
<td>1819</td>
<td>80</td>
<td>French</td>
</tr>
<tr>
<td>ST. MARTIN</td>
<td>1</td>
<td>Church</td>
<td>1814</td>
<td>200</td>
<td>French</td>
</tr>
<tr>
<td>&quot;</td>
<td>1</td>
<td>Independent French</td>
<td>1814</td>
<td>45</td>
<td>French</td>
</tr>
<tr>
<td>THE VALE</td>
<td>1</td>
<td>Church</td>
<td>1818</td>
<td>80</td>
<td>French</td>
</tr>
<tr>
<td>ST. PIERRE DU BOIS</td>
<td>1</td>
<td>Church</td>
<td>1814</td>
<td>170</td>
<td>French</td>
</tr>
<tr>
<td>&quot;</td>
<td>1</td>
<td>Wesleyan</td>
<td>1814 Discontinued 1825</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ST. SAVIOUR</td>
<td>1</td>
<td>Church</td>
<td>1813</td>
<td>140</td>
<td>French</td>
</tr>
<tr>
<td>ST. ANDREW</td>
<td>1</td>
<td>Church</td>
<td>1816</td>
<td>70</td>
<td>French</td>
</tr>
<tr>
<td>&quot;</td>
<td>1</td>
<td>Independent French</td>
<td>1816</td>
<td>45</td>
<td>French</td>
</tr>
<tr>
<td>LA FORET</td>
<td>1</td>
<td>Church</td>
<td>1816</td>
<td>70</td>
<td>French</td>
</tr>
<tr>
<td>TORTEVAL</td>
<td>1</td>
<td>Church</td>
<td>1816</td>
<td>60</td>
<td>French</td>
</tr>
<tr>
<td>ST. SAMPSON</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

17                     2,275

By 1827 St. Sampson's had a Sunday School. Of total population of 21,177
(in 1827) 3,133 children were in Sunday School.

From J. Jacobs. *Annals of Some of the British Norman Isles.* p. 408
Appendix G

LOI SUR L'INSTRUCTION PUBLIQUE PRIMAIRE,

Adoptée par les États le 9 Août, 1893, et sanctionnée par Ordre de Sa Majesté en Conseil.

CHAPITRE PREMIER.

Des Écoles et de leur Organisation.

1. — Les paroisses de cette île—chaque dans l'étendue de son territoire—sont tenues de pourvoir et de maintenir, avec l'aide qu'il plaira aux États leur accorder et l'écolage qu'elles recevront des enfants, une Éducation Primaire, loyale et suffisante, pour tout enfant y demeurant qui désire s'en prévaloir.

2. — Les Écoles pour l'instruction publique primaire seront celles déjà existantes, ou ci-après érigées, que les États auront acceptées comme Écoles primaires.

3. — Dans chaque paroisse il devra y avoir au moins une École publique pour garçons et filles, et, s'il y a lieu, une École enfantine. Les États détermineront de temps à autre le nombre d'Écoles qu'il conviendra d'ajouter dans chaque des paroisses.

4. — La surveillance et la direction des Écoles publiques primaires d'une paroisse sont confiées :

1° Au Comité des États pour l'Éducation Diocésaine.

2° À un Comité de la paroisse—le tout comme est ci-après indiqué.

5. — Les frais encourus pour la bâtière ou l'agrandissement d'une École publique primaire et pour son ameublement seront fournis moitié pour les États et moitié par la paroisse. Les frais annuels de réparation comme aussi du coût d'entretien et de maintien d'une École publique primaire et toute chose fournie pour la dite École (à l'exception de ce qui
constituerà Dépenses Extraordinaires comme est ci-après indiqué, formeront les Dépenses Ordinaires de l’Ecole, et seront fournis moitié par les États et moitié par la paroisse; mais seront les contributions des enfants (Anglicé School-Pence) considérées forner partie de la proportion fournie par la paroisse. Tout ce qui est classé dans cette loi comme Dépenses Extraordinaires sera à la charge exclusive des États.

6. Le personnel enseignant d’une École publique primaire recevra pour salaires : 1° Le traitement formant partie des Dépenses Ordinaires ; 2° L’augmentation comprise dans les Dépenses Extraordinaires ; 3° La prime accordée aux Écoles dans lesquelles les bourses établies par les États seront gagnées ; et 4° La prime accordée comme Capitation sur la recommandation de l’Inspecteur des Écoles.

7. Tout enfant résidant dans une paroisse (à l’exception des internes des hospices publics qui ne pourront l’être sans l’assentiment des Chefs de Famille de la paroisse où tel hospice est établi) sera admissible aux Écoles publiques primaires établies dans cette paroisse et tout enfant, étant élevé dans une École publique primaire, pourra concourir, sous les conditions qui seront fixées de temps en temps par le Comité des États, pour les Bourses pour lesquelles il y aura des examens d’année en année. Le Comité de chaque paroisse fixera les écolages payables par les enfants. Ces écolages ne pourront excéder deux pence par semaine sans l’assentiment du Comité des États.

8. L’Instruction Religieuse dans les Écoles publiques primaires sera conforme aux doctrines de l’Église Anglaise et sera sous la direction de l’Autorité Écclésiastique, qui n’aura des étudiants que de la Sainte Bible; bien entendu que dans les cas où il existe des contrats d’une École dont les dispositions vont à l’encontre de cet article, les dites dispositions seront respectées. Si toutefois les États acceptent comme Écoles Primaires les Écoles déjà existantes dites “British and Foreign Schools,” situées à Vauvert en la paroisse de St. Pierre Port, l’instruction religieuse qui y sera donnée sera régie selon les principes qui régissent les Écoles de la Société dite “British and Foreign School Society” établie à Londres. Bien entendu que nul enfant ne sera contraint de recevoir aucune instruction religieuse dans une École Primaire, si le
par ou la mere ou un autre personne ayant la garde du dit enfant exprime par écrit sa volonté à cet effet.

9. — L’enseignement dans les Ecoles publiques primaires sera porté sur les objets suivants :
   — Instruction Religieuse.
   — Langues Anglaise et Francaise.
   — Arithmétique.
   — Géographie.
   — Histoire.
   — Écriture.
   — Dessin et Chant.

Et dans les Ecoles des Filles, Travaux d’Aiguille.

Bien entendu que le Comité des Etats aura la faculté de modifier, selon les cas, le cours à suivre dans chaque École.

10. — Outre les Ecoles primaires dont il est ci-dessus parlé les Etats pourront, dans l’intérêt général de l’éducation dans une paroisse, accorder, s’il y a lieu, aux Ecoles volontaires pour l’éducation primaire qui y sont ou qui pourront y être établies le même subsidio et aux enfants appartenant aux dits Écoles les mêmes avantages que ceux qui seront accordés aux Ecoles publiques primaires ; pourvu que le Comité de l’École volontaire se déclare prêt à remplir les mêmes devoirs et obligations que ceux qui sont imposés aux Comités de paroisse et à se conformer à toutes les dispositions de cette loi ; Bien entendu toutes fois que l’instruction religieuse qui sera donnée par le Comité d’une École volontaire sera conforme à la doctrine de leur confession. Cependant un enfant ne sera contraint de la recevoir si son père ou sa mère, ou autre personne ayant la garde du dit enfant exprime par écrit sa volonté à cet effet.

CHAPITRE II.

Bâtiments.

11. — Les salles d’École devront être suffisamment éclairées saines et d’une étendue proportionnée au nombre des écoliers.

12. — La salubrité des bâtiments scolaires est soumise au contrôle du Comité des États qui ordonnera conjointement avec le Comité de la paroisse les mesures qu’ils jugeront nécessaires. Les frais encourus formeront partie des dépenses ordinaires de l’année.
13. — Tous les fois que le Comité des États croira qu'il est nécessaire de faire bâtir ou agrandir une école publique primaire, il s'abouchera avec le Comité de la paroisse, choisirait avec lui le site et fera préparer conjointement avec le dit Comité les plans et devis des constructions ou des changements qu'il est proposé de faire. Et seront les dits plans et devis, lorsqu'ils sont complétés, envoyés au Président des États, avec l'estimation du prix d'achat du terrain et du coût du travail proposé pour être le tout mis devant les États.

14. — La préparation des dits plans et devis et de l'estimation du coût sera faite par le Comité des États seul, s'il n'existe pas de Comité de paroisse, ou si le Comité de paroisse refuse ou néglige d'y prendre part.

15. — Si les États lorsque consultés sont d'avis qu'il convient de faire bâtir ou agrandir une école et que les plans et devis à eux présentés meritent leur considération, ils seront appelés à décider à une prochaine séance s'ils sont d'avis d'adopter les dits plans et devis et d'autoriser leur Comité d'Éducation à faire l'acquisition du terrain et à faire construire ou agrandir, suivant le cas, la dite école moyennant le coût estimé.

16. — Le Comité de la paroisse (ou, s'il n'en existe pas les Connestables de la paroisse), devra après une délibération affirmative des États prendre les mesures nécessaires pour faire de suite voter par la paroisse pour être levée par voie de taxe la proportion de la paroisse pour l'achat du dit terrain et pour la dite construction ou l'agrandissement. Cas avenant que la somme à lever excède un penny par Quartier sur le total de la cotisation de la paroisse sur les Livres de Taxe, les Chefs de Famille pourront décider que le montant à fournir ne sera levé qu'à raison d'un penny par Quartier par an jusqu'à entier paiement. Dans ce cas les États avanceront toutes sommes nécessaires pour compléter la proportion de la paroisse pour l'achat du terrain et pour la bâtisse ou l'agrandissement de l'École et auront droit de réclamer annuellement des Connestables le remboursement d'une somme équivalente à celle qu'ils ont été autorisés à lever sur la paroisse durant la dite année pour subvenir aux frais du dit achat et de la dite bâtisse ou agrandissement, et ce avec intérêts sur le pied de trois pour cent par an sur la balance restant alors due sur la dite avance.
17. — Les ayans que le dit Comité ou les dits Connétables ne prêteront pas prendre les mesures nécessaires, comme au est dit, ou que, durant les deux mois qui suivront la Délitation des Etats une application à la Cour pour un Remède pour le montant requis n'ait pas été faite par les dits Connétables, la Cour en Corps sur l'application de Comité des Etats (et après que connaissance en aura été donnée aux dits Connétables) ordonnera aux Connétables et Douzoniers de la paroisse dans le temps et sur la phase qu'il plaît à la Cour fixer, de lever par voie de taxe le montant représentant la proportion de la paroisse pour l'achat du terrain et pour la construction ou l'agrandissement de l'Ecole, précisément de la même manière que si un Remède pour le dit montant avait été octroyé sur l'application des dits Connétables, et ensuite de verser le dit montant entre les mains du Trésorier des Etats comme la proportion de la paroisse.

18.—Les pénalités pourront être augmentées jusqu'à ce que les Connétables et Douzoniers de la paroisse aient obtenu aux ordres de la Cour.

CHAPITRE III.

Autorités Préposées à l'Instruction Primaire.

19.—Le Comité actuel des Etats pour l’Instruction Paroissiale continuera en charge; bien entendu que sur les dix membres composant présentement le dit Comité, il devra y avoir, à mesure que les circonstances le permettront, trois des membres appartenant à la paroisse de St. Pierre Port et trois aux paroisses de la campagne. Le Comité sera, toujours renouvelé par les Etats. Les deux plus anciens Membres sortiront de charge chaque année. Ils seront rééligibles. Le plus ancien des Juris-Justiciers sur le Comité en sera le Président d’office.

20.—Le Comité d’Education Paroissiale nommé par les Etats réglera chaque année le plan, Angliscy Code, de l’Instruction, qu’on donnera dans chaque Ecole et prescrira les livres, cartes, et autres choses nécessaires à l’instruction. Il fixera les examens, qu’on fera subir à ceux qui désirent former partie du personnel enseignant et fera faire l’inspection et l’examen des Ecoles toutes fois et quantes soit par les Membres du dit Comité soit par son Inspecteur. Le dit Comité représentera les Etats en ce qui
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regarde les frais d'entretien et de maintien des Ecoles et fournira annuellement aux États un Rapport sur l'État des dites Ecoles.

21. — Aussitôt que cette loi viendra en force il sera formé dans chaque paroisse un Comité d'Education composé de neuf membres pour la ville et paroisse de Saint Pierre Port et de cinq membres pour les autres paroisses de l'île, excepté que dans les cas où le nombre du Comité d'une paroisse est fixé d'après les contrats constitutifs d'une école, le nombre ainsi fixé constituerait le Comité de la dite paroisse. Les Chefs de Famille de la villecluiront huit des neuf membres et les Chefs de Famille des paroisses de la campagne quatre des cinq membres pour le terme de quatre ans. Deux membres du Comité de la paroisse de la ville et un membre du Comité des paroisses de la campagne sortiront tour à tour d'office chaque année mais ils seront toujours ré-éligibles. Le Recteur de la paroisse sera d'office membre et Président du Comité de sa paroisse et pourra nommer parmi les membres du Comité un Vice-Président pour le représenter en cas d'absence. Cinq membres, le Président ou Vice-Président y compris, formeront un quorum dans le Comité de la paroisse de la ville et trois dans les Comités des paroisses de la campagne.

22. — Le Comité d'Education d'une paroisse représentera le paroisse dans tout ce qui regarde les frais de maintien et d'entretien de ses Ecoles. Il nommera et congédiéra les maîtres et maîtresses et leurs assistants ; Bien entendu que le Comité des États pourra faire examiner les candidats pour telles charges et refuser ceux de la compétence dont il ne serait pas satisfait. Mais seront les certificats de capacité donnés par le Comité du Conseil Privé pour l'Éducation acceptés comme preuve de compétence, excepté pour la langue française.

Le Comité d'Education d'une paroisse pourra aussi à l'aménagement, au chauffage, à l'éclairage et au nettoiement de ses Ecoles, fournir les livres et cartes et toute autre chose nécessaire pour l'instruction et choisir les prix jusqu'à concurrence du montant qui sera placé à leur disposition par le Comité des États sur la recommandation de l'Inspecteur des Ecoles. Il veillera à la discipline scolaïque, fera visite des registres, réglera les devoirs des maîtres, des maîtresses et de leurs assistants, le tout conformément aux règles générales prescrites dans le code éducatif par le Comité des États.
23. —Durant le mois de Janvier de chaque année le Comité des États procédera à régler conjointement avec le Comité d'Éducation de chaque des paroisses de l'île le montant requis pour subvenir aux dépenses ordinaires de leurs Ecoles pour l'année courante en y comprenant la balance active ou passive, selon le cas, sur les comptes de l'année précédente.

24. —S'il n'existe pas de Comité de paroisse ou si le Comité ayant été duement convoqué à l'effet ne se présente pas le jour et à l'heure indiqués par le Comité des États le susdit règlement se fera par le Comité des États seul et aura la même validité que s'il avait été fait conjointement par les deux Comités.

25. —Cas avenant que les deux Comités ne soient pas d'accord sur le montant requis pour les dépenses ordinaires de l'année leur différend sera soumis par le Comité des États à la Cour en corps laquelle après avoir entendu les parties réglera définitivement et sans appel le montant requis pour les dépenses ordinaires de l'année.

26. —Lorsque le montant requis pour les dépenses ordinaires d'une année aura été définitivement réglé soit par un accord intervenu entre les Comités ou par le Comité des États seul dans l'absence d'un Comité de la paroisse soit par une décision de la Cour en corps, le Comité de la paroisse (ou s'il n'existe pas de Comité, les Connétables de la paroisse) devra de suite prendre les mesures nécessaires pour faire voter par la paroisse pour être levée par voie de taxe la proportion que la dite paroisse est tenue de fournir.

27. —Cas avenant que le Comité de la paroisse (ou à leur défaut les Connétables de la paroisse) néglige de ce faire ou que dans les deux mois qui suivront le règlement susdit une application pour un remède pour le montant requis n'ait pas été faite à la Cour par les Connétables de la paroisse, la Cour en corps sur l'application du Comité des États et après que connaissance en aura été donnée aux Connétables de la paroisse, ordonnera aux Connétables et Douzeîniers de la paroisse dans le temps et sur la peine qu'il plaira à la Cour fixer, de lever par voie de taxe le montant représentant la proportion de la paroisse pour l'année courante, précisément de la même manière que si un Remède pour le dit montant avait été octroyé sur l'application des dits Connétables en cas avenant de
Appendix G

verser le dit montant entre les mains du Trésorier des États comme la proportion de la paroisse pour la dite année. Le jugement de la Cour sera final et sans appel.

28.—Et pourront les pénalités être augmentées jusqu'à ce que les Connetables et Douzeiers aient obtempéré aux ordres de la Cour.

29.—Aussi longtemps et aussi souvent qu'il n'existe pas dans une paroisse un Comité d'Éducation de la paroisse élu comme sus est dit, le Comité des États réunira les devoirs des deux Comités et tout ce qu'il fera aura la même force et validité et liera la paroisse de la même manière que s'il avait été fait par les deux Comités conjointement.

CHAPITRE IV.

Traitements.

30.—Le Comité des États réglera avec le Comité de la paroisse dans laquelle une École publique primaire est située, le nombre de Maîtres, Maîtresses, et Assistants à employer dans la dite École et les traitements annuels qu'il convient de leur attribuer respectivement. S'il s'éleve des différends à ce sujet entre les deux Comités, ils seront résolus par les États de Délibération sur une application qui leur en sera faite par leur Comité.

31.—S'il n'existe pas du Comité de paroisse, ou si le Comité ayant été daument convoqué à l'effet ne se présente pas le jour et à l'heure indiquées par le Comité des États, le susdit règlement se fera par le Comité des États seul et aura la même validité que s'il avait été fait par les deux Comités conjointement.

32.—Les traitements qui seront fixés soit par les deux Comités conjointement, soit en cas de différend entre eux par les États, formeront partie des dépenses ordinaires d'une École.

Le traitement fixé au moment de l'élection d'un membre du personnel enseignant ne pourra être diminué aussi longtemps que le titulaire sera en fonction, sans l'assentiment du Comité des États.

33.—Dans les cas exceptionnels le traitement de tout membre du personnel enseignant pourra être augmenté par le Comité des États, à sa discrétion. Et formera cette augmentation partie des dépenses extraordinaires de l'École.
The amount of time which may be given to the teaching of French in any school has been limited to five hours per week. This means that Town children who, as a rule, never hear any French but what is taught in school, may no longer sacrifice all other subjects in a vain endeavour to become as proficient in that language as are other scholars who never speak any other tongue in their own homes. I have every desire to foster as much as possible the native language of these islands, and I regret that greater efforts are not made in Country Schools to encourage the correct use of both languages by conversational and other oral lessons. In a country school I have heard a teacher give the following direction:—"Mettai votre writing sur les lines," and it is often gravely asserted that such a wretched hotch-potch of three tongues is "French." I must protest against any such assumption. By all means let us encourage the teaching of French, but let it be understood that it is French; that it is of secondary importance to the official language of the British Empire; and that its study may not monopolise more attention or time than any one class subject can fairly claim.

THE TEACHING STAFF.

Twelve months ago the question of the future supply of Teachers was a serious one. On one hand, School Committees, seeking in vain for efficient teachers and finding none, appointed anybody, however incompetent, who chose to apply for a vacant post. On the other hand, young teachers were hopeless and discouraged, unable to compete with pupil teachers across the Channel, finding it impossible to attain to the efficiency and the status which a Training College career can give, and taught perhaps by seniors, who themselves could not pass their own examinations. It is not surprising, therefore, that parents refused to accept for their children a career with such gloomy prospects. But, thanks to the hearty co-operation of the Education Committee and the loyal support of the majority of the States, all this has been changed. By the establishment of the Pupil Teacher Centre the position of the Guernsey Pupil Teacher has been transformed from one of cruel hardship to one which many an English Pupil Teacher would regard with envy. Thanks to the untiring energy and skill of Miss Wagstaff, whose qualifications for the post she fills are of the highest possible character, we may confidently predict for our young teachers a training which will be invaluable to them in after life, both as students and as teachers. For the aims of the "Centre" are not limited to giving instruction. By means of model and criticism lessons its pupils are trained and exercised in the art of teaching, and are taught those principles which guide the professional teacher as distinguished from the inexperienced amateur. Although technically called a "Committee for Primary Schools," the Education Committee by the
foundation of the Pupil Teacher Centre has enlarged its aims and responsibilities in the direction of Secondary Education; but the step has been one which no one can possibly regret. Some twenty additional candidates for the office of pupil teacher have presented themselves during the past twelve months, and these include young people of unusual promise and ability. In short, to use the words of an English Inspector of Schools, "Guernsey may well be proud of its Pupil Teacher Centre."

As regards the superior grades of our teaching staff, I can only endorse the remark in my first report that there is the widest possible diversity. The majority, I am glad to say, are working with increased zeal, enterprise, and success, achieving results with which any community might well be satisfied. Pressure will in time be brought to bear on the inefficient minority, with a view to spurring them to greater efforts. Should this fail, the interests of their schools will demand their supersession by more capable and energetic teachers.

ADMINISTRATION AND CONTROL.

In methods of administration, many thorough reforms have been effected. A code of regulations has been sanctioned by the Committee, schemes of work for the assistance of teachers have been prepared, a register of schools has been compiled, salaries have been readjusted, and many inequalities of payment have been removed. Local committees and individual members are assisted and advised whenever necessary, in the "Requisition Room" specimens of modern furniture and apparatus have been collected for the guidance of Committees and Teachers; schools are constantly visited, and their work supervised; the monetary incentive to efficiency known as capitation is awarded on a basis likely to encourage progress, and is entirely withheld whenever a school fails to reach a creditable level of efficiency; States certificates are to be awarded to successful elder scholars, in order that their parents and themselves may have tangible proof of their progress. In these and in many other ways what greatly resembled chaos is being brought to a state of regulated order, and a system of Central Control is gradually being established.

In addition, two great reforms have been initiated; all the Primary Schools of the island are to be subject to one and the same law, and Compulsory Education becomes an accomplished fact.

The regulations for the award of Scholarships to the Secondary School have been made more stringent. It is worthy of passing note that a former scholar of our Primary Schools has climbed all the rounds of the Education ladder, and from the University of Oxford has entered the Indian Civil Service.
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Owing to the courtesy of the English Education Department our teachers are now examined on the papers set in England, and in other ways our system of education has been brought into line with that on the other side of the Channel.

To conclude with my own personal record. In my threefold capacity of Superintendent of Primary Schools, States Inspector, and Secretary of the States Committee, the nature of my duties has varied in a remarkable degree: at one moment I may be called upon to initiate a system of Education, at another to report on plans for a new school, and at another to inspect a consignment of school apparatus on the "White Rock." The following is a summary of what I have been able to accomplish in the sixteen months that have elapsed since my appointment:

I.—As Superintendent of Schools I have

1.—Paid 323 visits to Schools.
2.—Attended and addressed seven Parish Meetings.
3.—Visited the Pupil Teacher classes on 38 occasions.
4.—Made nine official examinations of plans for new schools or school enlargements.
5.—Addressed four meetings of Teachers.
6.—Attended eleven prize distributions.
7.—Prepared 32 reports or special memoranda.
8.—Attended the office and requisition room for the purpose of interviewing teachers and others on 60 occasions, and had 469 interviews elsewhere.
9.—Attended three Educational Conferences in England.
10.—Issued a code, schemes of work and other regulations.

II.—As States Inspector I have

1.—Made 50 official inspections of schools, examined the work of 4,043 scholars, and issued Reports.
2.—Held one examination for Junior Scholarships, preparing questions, marking papers, and issuing a report.
3.—Held three examinations of Pupil Teachers.
4.—Organized a scheme of Capitation and of Prizes.

III.—As Secretary of the States Committee I have

1.—Attended 46 meetings of the States or Parochial Committees, at several of which I have been responsible for the minutes.
REPORT.

2.—Selected about 1,000 prizes for the annual distributions.
3.—Made a journey to England to interview candidates for the office of Director of the Pupil Teacher Centre.
4.—In all, 1,440 official letters, forms and circulars have been addressed and posted.

As in spite of frequently working from thirteen to fourteen hours a day, I found it impossible to keep pace with the demands of my work, the States Committee last November kindly allowed me to avail myself of clerical assistance, when necessary.

I regret that owing to faulty registration in several departments, it has not been possible for me this year to compile accurate statistics relating to our schools, but, approximately, the 41 departments under the subvention of the States have 4,934 children on the books, of whom 3,745 are in average attendance and 4,043 were present at the official examinations.

I cannot close without expressing my hearty thanks to the President and members of the States for their kind support and encouragement, to Sir George Kekewich, K.C.B., several of H.M. Inspectors and other officers of the English Education Department, for much valuable assistance and advice; and lastly, but with especial gratitude for the unvarying consideration and help so readily given, to yourself and to all other members of the States Committee to whose zeal and enthusiasm is largely due the fact that the present condition of Education in Guernsey, in spite of serious defects, is one of healthy and vigorous progress.

I have, &c., &c.,

January 1, 1900.

JOHN A. MUNDAY.

Appendix.

STATISTICS RELATING TO PRIMARY SCHOOLS—GUERNSEY.

Number of Institutions, 20.
Number of Departments, 41.
Total School Accommodation, 5,600.
Number on Books, 4,934.
Estimated number of Children in the Island of school age, 7,000.
Total Average Attendance, 3,745.
Present at Examination, 4,043.
Percentage of Average Attendance to Scholars on Register, 75.9

" England and Wales, 81.6.
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— England, 194.

Average cost per unit of Average Attendance for Salaries,
including Capitation—Guernsey £1 11 1
Ditto, Voluntary Schools—England £1 12 9
Ditto, Board Schools—England £2 3 4

Cost per head of the population of Guernsey for Primary Education,
including Administration, Inspection, Capitation and Scholarships 5s. 1d.

Cost per head of the population of England for Primary Education,
 excluding new buildings, Administration and Inspection 7s. 8d.

Number of departments to which Capitation was awarded, 27.
Nine of these were "commended" or "highly commended" by the States Committee.

Five departments were "warned" that improvement would be looked for next year.

Number of departments to which no Capitation was awarded, 14.

Number of departments to which the States Committee cannot recommend the States to give any subvention, 1.
APPENDIX I

SECTION HEADINGS OF THE 1903 EDUCATION (GUERNSEY) LAW

1. Schools and their Organization.

2. The Buildings.

3. Authorities to Control Public Primary Education.

4. Salaries

5. Auxiliary Expenses

5. Finance.
1.—SUMMARY OF DUTIES, 1900.

1.—As Superintendent of Schools, I have
(a) Paid 141 visits to Schools.
(b) Visited the Pupil Teacher Centre on 19 occasions.
(c) Examined the plans of nine Schools, new or enlarged.
(d) Addressed three meetings of Teachers or Pupil Teacher Students.
(e) Attended 35 Prize Distributions.
(f) Prepared 86 memoranda or Special Reports.
(g) Attended the Education Office whenever not engaged elsewhere and have had 449 interviews or Conferences.
(h) Attended, by request, two Parish Meetings.
(i) Made 35 visits to sites for Schools or to buildings in course of erection.

2.—As States Inspector, I have
(a) Held 57 Official Inspections of Schools. Examined the work of 4,540 Scholars and issued Reports.
(b) Held two Examinations for Junior Scholarships, preparing questions, marking Exercises and issuing Lists and Reports.
(c) On eight occasions conducted Examinations of Pupil Teachers.
(d) Allocated Capitation and Prize-money in accordance with Articles 22 and 34 (d) of the Education Law.

3.—As Secretary to the States Committee, I have
(a) Attended, and kept the minutes of 40 States Committee Meetings.
REPORT.

(b) Conferred with five Parish Committees.

c) Attended, at the request of the President, eight States Meetings.

(d) Examined the Accounts and Estimates of 42 Schools.

e) In the absence of a Parish Committee for St. Peter-Port the local administration of the Town States has devolved on the States Committee and its Officers.

In all, 1,343 official letters, forms and circulars have been sent from the Office during the year.

II.—STATISTICS RELATING TO PRIMARY SCHOOLS.

(Last year's figures are given in brackets.)

Number of Institutions, 25 (26). Number of Departments, 43 (41). Total School Accommodation, 5,694 (5,600). Number on Books, 5,226 (4,934).

Estimated number of Children in the Island of school age 7,000 (7,000). Total average attendance, 3,935 (3,745). Present at Exam., 2,640 (4,043). Percentage of children present at Examination, 88'8 (80). Percentage of Average Attendance to Scholars on Register, 75'5 (75'9). Percentage of Scholars above Standard IV—Guernsey, 107 (107). England and Wales, 82 (81'6).

Average cost per unit of Average Attendance for Salaries including Capitation—Guernsey .......................... £1 9s. 9d. (£1 11s. 1d.) Ditto, Voluntary Schools—England .................. £1 18s. 11d. (£1 12s. 9d.) Ditto, Board Schools—England .......................... £2 3s. 6d. (£2 3s. 4d.) Number of Departments to which Capitation was awarded, 29 (27).

Number of these "commended" or "highly commended" by the States Committee, 14 (9).

Number of Departments "warned" that improvement would be looked for next year, 5 (5).

Number of Departments to which part capitation was awarded, 4 (0).

Number of Departments to which no Capitation was awarded, 9 (14).

Number of Departments to which the States Committee cannot recommend the States to give any Subvention, 0 (1).
APPENDIX K

SECTION HEADINGS OF THE 1935 EDUCATION (GUERNSEY) LAW.

1. Expenses of Elementary Education
2. Premises
3. Education Council
4. Parochial Education Committee
5. Hautes Capelles School
6. Clos du Valle School
7. Procedure at Parish Meetings
8. District conferences
9. Use of School Premises
10. Schools and their Organization
11. Elementary and Private School Buildings
12. Compulsory Education
13. School Attendance
14. Attendance at Training Centres
15. Private Schools
16. Miscellaneous, including power to inspect.
17. Scholarships
18. Appointment, Transfer and Dismissal of Teachers
Appendix L
States' Intermediate School for Boys,
Brock Road, June, 1937.

Dear Sir,

I have the honour to submit a short report on the Guernsey Evening School for the Educational Year 1936–7.

The School held two sessions: the first from October 12th to December 18th, 1936, and the second from January 18th to April 2nd, 1937.

The Courses for students offered and the Staff engaged were:

Book-Keeping.—H. G. Broughton, Chartered Accountant.

Choral Society (with Voice Production).—T. Williams, B.A., and Mrs. Williams.

Cookery.—Miss A. MacPhail, Diplomée Glasgow and W. of Scotland.

Country Dancing and Keep Fit Class for Women Students.—Miss W. M. Hopkins-Jones, Diplomée Anstey, P.T.C.

Dramatic and Literary Society.—Mrs. G. M. Dowty.

English.—T. Williams, B.A.
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ENGLISH for Foreign Students.—T. Williams, B.A.
GERMAN.—L. Paul.
GYMNASTICS and KEEP FIT CLASS for Men Students.—A. S. Lockyer, Late Army Instructor.
MATHEMATICS.—F. E. Fulford, B.Sc., Inter. B.A., Maths., Stage V., 1st Class.
SHORTHAND.—Miss V. Stookwell, M.I.P.S.
TYPEWRITING.—H. G. Broughton, Chartered Secretary.

Classes were held on Mondays, Tuesdays, Wednesdays and Fridays.

All the courses, with the exception of French, which was unaccountably neglected for the first time since the Evening School was inaugurated in 1922, and the women's keep fit class, which also for the first time was sparsely peopled, were taken up enthusiastically, and the classes were regularly attended.

During the two sessions, 170 students attended the school—which is about the average attendance number for the last four years—the purely commercial classes, book-keeping, shorthand and typing proving the most popular and accounting for over 60 students.

Some pleasing results were obtained in public examinations and tests.

Thirteen students in the Book-keeping Class took the Royal Society of Arts Examination and all were successful, reflecting much credit on both teacher and taught; McMahon, a Post Office Messenger and a student in the Mathematics and English Classes, gained 2nd place in an All-England Examination for messengers for promotion; the Choral Society retained a Choir Trophy—won in 1935—at the Local Eisteddfod in November 1936 and the Voice-Speaking Choir acquitted itself well at the same Festival.

It is pleasing to record that quite a number of business men now make it a practice of applying to the Evening School for suitable young people when vacancies in their offices need filling and although I can scarcely claim that the School is a local Employment Bureau, yet I can state that, mainly through the good offices of Mr. H. G. Broughton, my Book-keeping and Typewriting Teacher, many students have obtained posts or improved their positions during the past few years.

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Incidentally, this interest and help ascribed to one member of the Staff is shown equally by the rest, all of whom, experts in their subjects and enthusiastic teachers, render invaluable service and merit my highest appreciation.

The Evening School, with fifteen years of completed service, can rightly claim to be an integral part of the educational scheme of the Island. Its continued success, particularly on its Commercial side, tempts me to suggest an experiment in Technical Education.

The States’ Electrical and Engineering Departments, the Island Building Industry, the local Gas Company and the numerous Motor Works in our midst employ many youths who would undoubtedly welcome courses of a technical nature designed for their benefit and probable advancement.

A set of instructive lectures on Electrical Engineering, for example, developed on practical lines—the amount of theory explained being kept well within the scope of the average lad engaged in the Electrical Trade, and the higher technicalities of the subject not too deeply delved into at first, would, I feel sure, attract and interest many, as would a class in Practical Geometry and Building Construction, leading to the reading and preparing of Architectural Drawings.

The experiment I suggest, therefore, is that Courses in Electricity and Building Construction be included in the Evening School Curriculum for next year (1937–8) and if successful, further courses in motor engineering and gas-service might subsequently follow; suitable lecturers and demonstrators, I know, are available.

Appreciative of your kindly interest in the activities and development of the Evening School, in the direction of which I find much joy,

I have the honour to be, Sir,

Your obedient Servant,

FREDERICK E. FULFORD.

Geoffrey A. Carey, Esq.,
President, Guernsey Evening School Committee.

IV—1938
Appendix M

5

Projet de Loi referred to in the foregoing Order in Council.

PROJET DE LOI

ENTITLED

The Ladies' College (Guernsey) Law, 1962

Arrangement of sections.

Section

PART I

Interpretation

1. Interpretation.

PART II

Dissolution of The Guernsey Ladies' College, Limited.

2. Vesting of real property of the Company in the States.

3. Vesting of personal property in the new Board of Governors.

4. Dissolution of the Company.

5. Payments to shareholders of the Company.

PART III

Reconstitution of the Ladies' College, Guernsey.


8. Chairman and Vice-Chairman of the Board of Governors.

9. Meetings of the Board and minutes.

10. Governors not to have any interest in the supply of work or goods to the Board, etc.

11. Board of Governors to be a body corporate.
Appendix M

Section

PART IV

Miscellaneous provisions

12. Powers of the States to make Ordinances.
13. Inspection, records and returns.
15. Annual report of Headmistress.
16. Communications between the Board and the States.
17. Amendment of Education Law.
18. Citation and commencement.
registered on the twenty-first day of March, nineteen hundred and eight;

"the Education Council" means the States Education Council;

"legal disability" means certification as a person of unsound mind, subject to guardianship, being an inmate for reasons of mental illness of any hospital or other institution, or undergoing a sentence of imprisonment;

"pupil" means a person for whom education may be provided in the College under the provisions of this Law and any Ordinance made thereunder.

PART II

Dissolution of The Guernsey Ladies' College, Limited.

2. There shall, on the appointed day and by virtue of this Law, vest in the States the whole of the real property belonging to the Company immediately before that day subject to any "rentes" or other charges affecting such real property or any part thereof immediately before that day.

3. (1) There shall, on the appointed day and by virtue of this Law, vest in the Board of Governors constituted under the provisions of section seven of this Law all equipment, furniture, books or other personal property belonging to the Company immediately before that day and all rights and liabilities to which the Company was entitled or subject immediately before that day other than any rights and liabilities which shall vest in the States under the provisions of section two of this Law.

(2) Any personal property which shall vest in the said Board of Governors under the provisions of sub-
section (i) of this section and which was, immediately before the appointed day, held by the Company on trust for any purpose shall be held by the said Board of Governors on trust for that purpose.

4. The Company shall as from the appointed day be dissolved.

5. The States shall, as soon as may be after the appointed day, pay to any person who immediately before that day was the holder of any shares in the Company five pounds sterling in respect of each of the shares so held by him.

PART III

Reconstitution of the Ladies' College, Guernsey.

6. (1) The school conducted by the Company shall, as from the appointed day, be reconstituted in accordance with the provisions of this Law and of any Ordinance made thereunder and shall continue to be known as "The Ladies' College, Guernsey" (hereinafter referred to as "the College").

(2) Subject to the provisions of the next succeeding subsection, the College shall be conducted in accordance with the provisions of this Law and of any Ordinance made thereunder as a school for girls and shall be divided into two separate schools, that is to say—

(a) a school to be known as "the Upper School" in which there shall be provided full-time education suitable to the requirements of pupils who have attained the age of eleven years but who have not attained the age of nineteen years; and

(b) a school to be known as "the Lower School" (hereinafter referred to as "the Lower
School") in which there shall be provided full-time education suitable to the requirements of pupils who have not attained the age of eleven years.

(3) The Board of Governors constituted under the provisions of the next succeeding section may authorise the admission of boy pupils to the Lower School subject to and in accordance with the provisions of any Ordinance made under this Law.

7. (1) The College shall be conducted in accordance with the provisions of this Law and of any Ordinance made thereunder by a board to be called "The Board of Governors" (hereinafter referred to as "the Board"), which shall consist of—

(a) a Chairman appointed by the States who shall be a member of the States;
(b) two governors appointed by the States;
(c) two governors appointed by the Education Council; and
(d) two governors appointed by the Chairman and the governors referred to in the last two preceding paragraphs.

(2) The Chairman and governors to be first appointed under this section shall be appointed as soon as may be after the coming into force of this Part of this Law.

(3) Of the two governors first appointed by the States, one shall retire on the thirtieth day of April, nineteen hundred and sixty-four, and the other shall retire on the thirtieth day of April, nineteen hundred and sixty-five, and the order of their retirement shall be determined by agreement between themselves or, failing such agreement, by lot.

(4) Of the two governors first appointed by the Education Council, one shall retire on the thirtieth
day of April, nineteen hundred and sixty-four, and
the other shall retire on the thirtieth day of April,
nineteen hundred and sixty-five, and the order of their
retirement shall be determined by agreement between
themselves or, failing such agreement, by lot.

(5) Of the two governors first appointed in accord­
ance with the provisions of paragraph (d) of subsec­tion (1) of this section, one shall retire on the thirty-
first day of May, nineteen hundred and sixty-four,
and the other shall retire on the thirty-first day of
May, nineteen hundred and sixty-five, and the order
of their retirement shall be determined by agreement
between themselves or, failing such agreement, by lot.

(6) Subject to the provisions of the last three
preceding subsections and of the next two succeeding
subsections—

(a) a governor appointed by the States or by the
Education Council shall hold office for a
period of three years computed from the
thirtieth day of April in the year of his
appointment;

(b) a governor appointed in accordance with the
provisions of paragraph (d) of subsection (1)
of this section shall hold office for a period
of three years computed from the thirty-first
day of May in the year of his appointment.

(7) A governor shall cease to hold office if he—

(a) becomes insolvent or makes any arrange­
ment or composition with his creditors;

(b) becomes subject to legal disability;

(c) resigns his office;

(d) shall during any period of twelve consecutive
months have been absent without the per­
mission of the Board from all the meetings
of the Board held during that period.
(8) If any person ceases to hold the office of governor otherwise than by effluxion of time then, unless the vacancy thereby created occurs within the sixty days next preceding the day on which he would have ceased to hold that office by effluxion of time, a governor to replace that person shall be appointed—

(a) if that person was appointed by the States, by the States;

(b) if that person was appointed by the Education Council, by the Education Council;

(c) if that person was appointed in accordance with the provisions of paragraph (d) of subsection (i) of this section, in accordance with those provisions;

and the governor so appointed to replace that person shall, subject to the provisions of the last preceding subsection, hold office for the unexpired portion of the term of office of that person.

(9) A person who ceases to be a governor shall not thereby be ineligible for re-appointment to the Board.

(10) The Headmistress and any other member of the teaching staff of the College shall not be eligible for appointment to the Board.

8. (1) Subject to the provisions of the next two succeeding subsections, the Chairman of the Board shall hold office for a period of three years computed from the thirtieth day of April in the year of his appointment.

(2) The Chairman of the Board shall cease to hold office if he—

(a) becomes insolvent or makes any arrangement or composition with his creditors;
(b) becomes subject to legal disability;
(c) resigns his office;
(d) ceases to be a member of the States;
(e) shall during any period of twelve consecutive months have been absent without permission of the Board from all the meetings of the Board held during that period.

(3) If any person ceases to hold the office of Chairman of the Board otherwise than by effluxion of time then, unless the vacancy thereby created occurs within the sixty days next preceding the day on which he would have ceased to hold that office by effluxion of time, a member of the States shall be appointed by the States to replace that person and shall, subject to the provisions of the last preceding subsection, hold office for the unexpired portion of the term of office of that person.

(4) The Board shall from time to time appoint one of the governors to be the Vice-Chairman of the Board and may at any time revoke any such appointment.

(5) A person who has ceased to hold the office of Chairman or Vice-Chairman of the Board shall not thereby be ineligible for re-appointment as Chairman or Vice-Chairman of the Board, as the case may be.

(6) In the absence of the Chairman and Vice-Chairman of the Board, a meeting of the Board shall be presided over by one of the governors appointed by the members present at the meeting.

9. (i) A meeting of the Board shall be held at least once during every school term.
A meeting of the Board may be convened by the Chairman or by any two governors.

The quorum for a meeting of the Board shall be the Chairman and three governors or, in the absence of the Chairman, four governors.

Each governor present at a meeting of the Board, other than any governor presiding at the meeting, shall have one vote and in the case of an equal division of votes the Chairman or the governor so presiding, as the case may be, shall have a casting vote.

The decision of a majority of the governors present at a meeting of the Board shall be a decision of the Board.

The Board shall cause minutes of all proceedings at meetings of the Board to be entered in books kept for that purpose.

Any such minute of any proceedings at a meeting of the Board, if purporting to be signed by the Chairman or by the governor presiding at the meeting, as the case may be, or by the Chairman or by the governor presiding at the next succeeding meeting, as the case may be, shall be evidence of the proceedings.

Subject to the provisions of this Part of this Law the Board shall regulate its own procedure.

Governors not to have any interest in the supply of work or goods to the Board, etc.

Except in such circumstances as the Education Council may approve, a governor shall not have any interest in the supply of work or goods to the Board and shall not receive any remuneration from the Board.

The Board shall be a body corporate and shall have a common seal and in relation to the exercise of its functions under this Law and of any
Ordinance made thereunder shall have all such powers as if it were a limited liability company deriving the same under Article VI of the Law entitled "Loi relative aux Sociétés Anonymes ou à Responsabilité Limitée" and registered on the twenty-first day of March, nineteen hundred and eight.

(2) The application of the seal of the Board shall be authenticated by the Chairman and any governor thereunto authorised by the Board or by two governors thereunto authorised by the Board.

(3) Any document purporting to be an instrument made or issued by the Board and to be sealed as aforesaid shall be received in evidence and be deemed to be such an instrument without further proof unless the contrary is shown.

(4) The Board shall, as soon as may be after the coming into force of this Part of this Law, establish and shall thereafter maintain in this Island an office at which all instruments for service upon the Board may be served and to and at which notices to be given to the Board may be sent and delivered.

(5) Notice of the situation of the office established by the Board in accordance with the provisions of the last preceding subsection and of any change thereof shall be given by the Board in writing to Her Majesty's Greffier within the seven days next following the establishment of the office or of the change of the situation thereof, as the case may be.

PART IV

Miscellaneous Provisions

12. (1) The States may from time to time by Ordinance make provision for regulating—
(a) the appointment and dismissal of the Head­mistress and assistant teachers of the College;

(b) the salaries payable to the Headmistress and assistant teachers of the College;

(c) the general conduct, organisation and curriculum of the College;

(d) the admission of pupils to the College and the retention of pupils at the College;

(e) the charging of fees or other charges in respect of the education provided for any pupil at the College or otherwise and the amount of such fees or other charges;

and different provisions may be so made in relation to different persons or different categories of persons.

(2) Any Ordinance made under this section may contain such incidental or supplementary provisions as appear to the States to be expedient for the purposes of the Ordinance.

(3) Any power conferred by this section to make any Ordinance shall include the power to vary or repeal any Ordinance so made by a subsequent Ordinance.

13. The Board shall—

(a) in addition to the books of account required to be kept in accordance with the provisions of the next succeeding section, keep such records as the Education Council may from time to time require;

(b) permit any person authorised in that behalf by the Education Council to examine any such books of account and records as such
17.

The Board shall—

(a) cause to be kept proper books of account with respect to all sums of money received and expended by the Board and the matters in respect of which the receipt and expenditure takes place and shall in each year submit such books for audit by an auditor approved by the Education Council;

(b) as soon as may be after any audit under the provisions of paragraph (a) of this section, present to the Education Council for submission to the States a copy of the accounts to which the audit relates and the auditor's report thereon;

(c) on or before such day as the Education Council may from time to time direct, cause a statement to be presented to the Education Council for submission to the States specifying the estimated expenditure and estimated income of the Board during the ensuing year.
15. The Headmistress of the College shall at the end of each school year submit to the Board a written report on the general state of the College and such report shall be presented by the Board to the Education Council for submission to the States.

16. All communications between the Board and the States shall be made through the Education Council.

17. References in the Education Law (Guernsey), 1935, to the Ladies' College shall be deemed to be references to the College.

18. (1) This Law may be cited as the Ladies' College (Guernsey) Law, 1962.

(2) This Law shall come into force on such day as shall be appointed in that behalf by Ordinance of the States and different days may be so appointed as respects the coming into force of different provisions of this Law.

R. H. Videleo,

Her Majesty's Greffier.
### Appendix N

#### Distribution of Children by Age—1954

<table>
<thead>
<tr>
<th>Year</th>
<th>Colleges</th>
<th>Intermediate Schools</th>
<th>Parish and Voluntary Schools</th>
<th>Private Schools</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1946</td>
<td>474</td>
<td>756</td>
<td>4,038</td>
<td>609</td>
<td>5,877</td>
</tr>
<tr>
<td>1947</td>
<td>574</td>
<td>681</td>
<td>4,104</td>
<td>595</td>
<td>5,954</td>
</tr>
<tr>
<td>1948</td>
<td>638</td>
<td>617</td>
<td>4,110</td>
<td>616</td>
<td>6,011</td>
</tr>
<tr>
<td>1949</td>
<td>754</td>
<td>621</td>
<td>4,098</td>
<td>621</td>
<td>6,094</td>
</tr>
<tr>
<td>1950</td>
<td>778</td>
<td>651</td>
<td>4,019</td>
<td>597</td>
<td>6,045</td>
</tr>
<tr>
<td>1951</td>
<td>799</td>
<td>679</td>
<td>4,220</td>
<td>587</td>
<td>6,285</td>
</tr>
<tr>
<td>1952</td>
<td>841</td>
<td>673</td>
<td>4,503</td>
<td>545</td>
<td>6,562</td>
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<tr>
<td>1953</td>
<td>867</td>
<td>664</td>
<td>4,663</td>
<td>374</td>
<td>6,598</td>
</tr>
<tr>
<td>1954</td>
<td>885</td>
<td>617</td>
<td>4,851</td>
<td>371</td>
<td>6,734</td>
</tr>
</tbody>
</table>

**Diagram:**

- **Age:** 300, 400, 500, 600, 700, 800
- **Infants, Juniors, Secondary** distribution by age.
Appendix 0

Projet de Loi referred to in the foregoing Order in Council

PROJET DE LOI

ENTITLED

The Education (Guernsey) Law, 1970

ARRANGEMENT OF SECTIONS

<table>
<thead>
<tr>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>PART I</td>
</tr>
<tr>
<td>INTERPRETATION</td>
</tr>
<tr>
<td>1. Interpretation.</td>
</tr>
<tr>
<td>PART II</td>
</tr>
<tr>
<td>CONSTITUTION OF THE STATES, EDUCATION COUNCIL</td>
</tr>
<tr>
<td>PART III</td>
</tr>
<tr>
<td>THE STATUTORY SYSTEM OF EDUCATION</td>
</tr>
<tr>
<td>3. Stages and purposes of statutory system of education.</td>
</tr>
<tr>
<td>4. Duty of the Council to secure provision of primary and secondary schools.</td>
</tr>
<tr>
<td>5. States' schools, voluntary schools, nursery schools, and special schools.</td>
</tr>
<tr>
<td>7. Maintenance of voluntary schools.</td>
</tr>
<tr>
<td>8. Secular instruction in States' schools and in voluntary schools.</td>
</tr>
</tbody>
</table>
Section 9. Appointment and dismissal of teachers in States' schools and in voluntary schools.

10. General provisions as to religious education in States' schools and in voluntary schools.

11. Special provisions as to religious education in States' schools.

12. Special provisions as to religious education in voluntary schools.

13. Saving as to position of teachers.


17. Duty of parents to secure the education of their children.

18. School attendance orders.

19. Additional provisions as to compulsory attendance at special schools.

20. Duty of parents to secure regular attendance of registered pupils.


22. School attendance of vagrant children.

23. General duties of the Council with respect to further education.

PART IV
INDEPENDENT SCHOOLS

24. Registration of independent schools.

25. Complaints.

26. Determination of complaints by the Royal Court.

27. Enforcement.

Section

PART V

TRAINING IN LIEU OF EDUCATION OF CHILDREN UNSUITABLE FOR EDUCATION

29. Medical examination and classification of children unsuitable for education.
30. Review of classification.
31. Supplementary provisions as to classification.
32. Power to compel attendance at training centres.
33. Provisions as to regular attendance for training.

PART VI

MISCELLANEOUS

34. Pupils to be educated in accordance with wishes of their parents.
35. Inspection of schools.
36. Registration of pupils at schools.
37. Medical inspection and medical and dental treatment of pupils.
38. Power to ensure cleanliness.
39. Supplementary provisions as to medical examinations and inspections.
40. Provision of board and lodging otherwise than at boarding schools.
41. Provision of clothing.
42. Recovery of cost of boarding accommodation and of clothing.
43. Provision of facilities for recreation and social and physical training.
44. Provision of transport and other facilities.
8

Section
45. Power to provide primary and secondary education otherwise than at school.
46. Adaptation of enactments relating to the employment of children or young persons.
47. Power of the Council to prohibit or restrict employment of children.
48. No fees to be charged in schools maintained by the States.
49. Power of the Council to give financial assistance in respect of children attending schools and students attending institutions of further education.
50. Youth employment service.
51. Educational research.
52. Educational conferences.
53. Appointment of Director of Education.
54. Annual report by the Council to the States.
55. Communications between the Colleges and the States.
56. Provisions as to evidence.
57. Provisions as to regulations, orders and directions under this Law.
58. Service of documents.
59. Savings.
60. Repeals.
61. Citation and commencement.

SCHEDULE: REPEALS
### PART-TIME DAY RELEASE COURSES

<table>
<thead>
<tr>
<th>NAME OF COURSE</th>
<th>No. of years provided at present in Course</th>
<th>Number of students in Course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1974-75</td>
<td>1975-76</td>
</tr>
<tr>
<td>Carpentry and Joinery</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Construction Technicians</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Full-time Cert. in building crafts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bricklaying and Concreteing</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Plumbing Work</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Business Studies (Day-Release)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>(Link Courses) (ONC)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Basic Cookery for Catering Industry</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Elect. Install. A-B-C</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Install. &amp; Telecomm. Techs.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Radio, T.V. and Elect. Mechanics</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Mechanical Engineering Craft Studies</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Mech. Eng. Technicians</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Motor Vehicle Craft Studies</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Motor Vehicle Techs.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Welding Craft Practice</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Fabrication Craft Studies</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Hairdressing</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Guernsey Cert. in Horticulture</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>General Horticulture</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>English for Overseas Students</td>
<td>2</td>
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**TOTAL NO. OF STUDENTS**: 539 642

*Combined with 1st year Mech. Eng. Craft Studies:*
### EVENING CENTRE ACTIVITIES

#### GROUP ANALYSIS

<table>
<thead>
<tr>
<th>TYPE OF COURSE</th>
<th>No. of Classes</th>
<th>No. of Enrolments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telecommunications and related Courses</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>G.C.E. O and A level courses</td>
<td>10</td>
<td>157</td>
</tr>
<tr>
<td>Shorthand</td>
<td>4</td>
<td>73</td>
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<tr>
<td>Typewriting</td>
<td>7</td>
<td>120</td>
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<tr>
<td>Institute of Bankers Course</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>Book-keeping and Accounts</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>Horticultural</td>
<td>2</td>
<td>31</td>
</tr>
<tr>
<td>Playgroup Leaders and Helpers</td>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td>Recreational, Cultural and Physical Courses</td>
<td>131</td>
<td>2184</td>
</tr>
<tr>
<td>Navigational Classes</td>
<td>8</td>
<td>163</td>
</tr>
</tbody>
</table>

| Total                                       | 171            | 2817              |
APPENDIX Q

MAJOR BUILDING PROJECTS UNDERTAKEN BY THE STATES EDUCATION COUNCIL SINCE 1950 IN ADDITION TO THE PROVISION OF PLAYING FIELDS.

1950 'Grange Club' bought and renovated for Elizabeth College.
1951 St. Peter's School and Hautes Capelles School - extensive renovations.
1952 Portable huts at Castel and St. Andrew's Schools.
1956 Amherst - Three new classrooms.
1958 Three labs and classrooms at Boys' Grammar School.
St. Joseph's - large extension
New lab at Girls' Grammar School.
Three classrooms at Ladies' College.
1961 St. Sampson's Infants School completed.
1962 Ladies' College - plans for new school accepted.
1963 Extensions at St. Sampson's and St. Martin's Schools
1964 Additional classrooms at Les Beaucamps School
Workshōps at Boys' Grammar School.
Domestic Science improvements at St. Joseph's School
Expansion of St. Sampson's Craft Centre.
1965 Large extensions to St. Joseph's and St. Sampson's Schools.
New Biology lab at Girls' Grammar School
New All age school in Alderney.
1968 Amerherst and Vauvert Schools - extensive modernization.
Building and renovation at Castel School.
1970 One classroom conversion in Herm.
Maurepas School for Handicapped - extended and renovated.
1972 Vale and Hautes Capelles Schools - renovation and modernization.
1974 One building for Ker Maria and Delancey Primary.
La Mare de Carteret Primary School, Cobo - completed
1975 La Mare de Carteret Secondary School, Cobo - completed
La Houguette Primary School - completed
Extra classrooms at Maurepas.
St. Saviour's School - renovations for use in Special Education.

1975 College of Further Education - teaching and workshop blocks completed.
FIGURES OF 1931 CENSUS AND THOSE OF PREVIOUS CENTURY

1821......20,827
1831......26,128
1841......28,521
1851......33,719
1861......35,365
1871......33,936
1881......35,257
1891......37,716
1901......43,042
1911......45,001
1921......40,529
1931......42,743

From Government Office of Guernsey  30/5/31

1941......23,874
1948......42,118

From States Insurance Authority Statistics (1948)
APPENDIX S

EXAMINATION SET JULY 14TH, 1879

SCRIPTURE HISTORY - CLASSES II & III

1. Give a short account of the reign of Jehu.

2. The History of the Golden Calves.

3. What were the various forms of idolatory practised in Israel after the division?

4. Describe the extent of Solomon's Kingdom.

5. Explain the following phrases:-
   a) The City of David
   b) He restored the coast of Israel.
   c) Then Moab rebelled against Israel.
   d) And Judah was put to the worst before Israel.

6. Mention the events connected with:-
   Shechem, Gilgal, Damascus, Dothan.

7. Who were, Hadad, Ben-hadad, Shallum, Nabat?

From newspaper cutting in Curtis Collection. No school named but thought to be of Elizabeth College.
APPENDIX T

PRAYER SAID BY CHILDREN OF THE RAGGED
SCHOOL BEFORE MORNING SCHOOL.

O God! we thank thee for bringing us here to learn Thy
Word and the way to Heaven. Teach us how to pray and what to
pray for. Pardon our sins for Jesu's Sake. Wash them away in
His Precious Blood. Give us grace to obey our teachers and all
that have rule over us. Keep the door of our lips; set a
watch before our mouth, that we tell no lies. Helo us to keep
our hands from stealing. Convert our parents. Be pleased to
give us food and clothing and bless the instruction that may
be given us. Do it all for Jesu's sake, Amen.

From First Annual Report of The Ragged School, St. Peter Port.

May 26th, 1851
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