

CABINET MEMORANDUM ON SECONDARY EDUCATION FOR ALL

1. Having many years ago achieved the provision of primary education for all and having more recently greatly increased the provision of secondary education, Malta is now in the position to complete the process by providing secondary education for all. The decision to take this welcome step should be made now when we are at the beginning of a new Five Year Plan. Otherwise the country will have to wait another five years. This it cannot afford to do if it is to find the better-educated manpower its new economy needs. Nor is the public likely to wait patiently for so long.

2. The way in which this can be accomplished smoothly, quickly and at reasonable cost is as follows:-

(a) By establishing a primary course beginning at the age of 5 and lasting for 6 years, i.e. until the end of the present Standard IV. This will free whole primary schools or wings of them for conversion into the additional secondary schools needed to provide a place for every child who completes the 6 year primary school course. Since, on completing the primary school course, every child would proceed to secondary school it will also make available over 500 selected primary school teachers to teach, after extra training, in these additional secondary schools.

(b) By revising the present method of selecting children for admission to secondary schools. Cumulative record cards and new attainment and intelligence tests will supplement and eventually replace the present admission examination. This change-over to assessing children throughout the time they are in a primary school plus the very fact that secondary education will be available to all of them at the end of the primary course will transform the primary schools. No longer will the children and their parents be burdened with the fear of failure in a single, arbitrary written examination; no longer will teachers feel duty-bound to cram their children for this examination; no longer will there be an unnatural concentration on the two examinable subjects, English and Arithmetic, to the exclusion of other valuable subjects such as Nature Study, Art and Crafts, and Physical Education; and no longer will there be any of the dreary repetition which so many children undergo in order to sit the same examination again and again. Once the awful bogey of fierce, competitive selection for entry to secondary schools is banished, our primary schools

will become much happier and much more spontaneous and efficient places. Further to help them to do so, you will note that under the capital costs in Para 4 it is proposed to spend £69,200 to improve their equipment. The success of secondary education for all depends very much on an improved primary system to support it.

(c) By providing differentiated secondary education for all. This means that the existing well-established schools will remain as they are and the expansion already planned for them will continue. But they will have added to them another kind of secondary school. There will, therefore, be three kinds of secondary schools - grammar, secondary technical, and the new kind, secondary general - which collectively will provide the type of **secondary education** best suited to the widely varying abilities and needs of all children. The three kinds of secondary schools will not, however, be diametrically different from each other. They will differ only in bias. Each will offer the same basic subjects and each, as far as the abilities of their pupils permit, will aim at achieving the same standards. There is no reason, therefore, why the new secondary "general" schools would not eventually do 'O' level work. Pupils will be able to transfer from one kind of school to the other in accordance with the progress they make and the interests they develop. The whole secondary school system must be kept as flexible as possible so that it can be easily adapted to future needs.

(d) By ensuring that the private secondary schools are used to their full capacity so that the gap between them and the government secondary schools which has to be filled by the new secondary general schools is kept as narrow as possible. It is not intended that secondary education for all will be provided at the expense of the private secondary schools. On the contrary it can only be provided through their cooperation. This will be to the great benefit of both the government and the private schools which are, after all, the two integral parts of Malta's educational system. Even if it wished to, government cannot afford to provide secondary education for all by going it alone. It must, and should, continue to rely on the private sector and give it the financial support its contribution warrants.

- ii) Annual replacements and repairs beginning two years later - £4,000 (Year 1)
£8,000 (Year 2)
£16,000 (Year 3)
- iii) School equipment and materials (other than text books and including savings resulting from shorter primary course) - £28,000 (Year 1)
£22,000 (Year 2)
£18,000 (Year 3)
£18,000 (Year 4)
- iv) Other Expenses (including water, electricity, telephones, rental of TV sets, sports etc.) - £2,000 per annum
- v) In-service training of primary schools teachers for secondary school work - £2,000 (Year 1)
£2,000 (Year 2)
- vi) Increase in teachers salaries consequent on promoting teachers selected for secondary work to the Master/Mistress Grade and on appointing 12 more Headmasters and 14 more Headmistresses. Cumulative total over 5 years plus 6% salary revision - £68,500
24,100
- vii) Increase in annual assistance to private secondary schools - 260,000 *

* The 1968/69 figure is £41,000.

20th April, 1969.

L-ARKIVJI NAZZJONALI TA' MALTA

PLACES WHERE IT IS PROVISIONALLY PLANNED TO OPEN
SECONDARY GENERAL SCHOOLS

MALTA - BOYS

<u>PLACE</u>	<u>AREA SERVED</u>
1. Valletta	Valletta, Floriana.
2. Sliema	Sliema, St. Julian's, S. Gwann, Gzira and Msida.
3. Marsa	Hamrun, Marsa, St. Venera.
4. Paola	Paola, Tarxien, Zejtun, M'Xlokk.
5. Cospicua	Cottonera, Zabbar, M'Scala.
6. B'Kara	St. Paul's Bay, Naxxar, B'Kara, Lija, Balzan, Attard.
7. Qormi (St. Seb.)	Qormi, Zebbug, Siggiewi.
8. Qormi (St. Geo.)	Qormi Zebbug, Siggiewi.
9. Rabat	Rabat, Dingli, Bahrija, Ghemieri, Mtahleb.
10. Zurrieq	Zurrieq, Luqa, Mqabba, Qrendi.

MALTA - GIRLS

1. Floriana	Valletta, Floriana.
2. St. Julian's (Rosary)	Sliema, St. Julian's, St. Gwann.
3. Gzira	Gzira, Msida.
4. Hamrun	Senglea, Cospicua, Luqa, Naxxar.
5. Samra/St. Venera?	Hamrun, Marsa, St. Venera.
6. Zejtun	Paola, Tarxien, Zejtun, M'Xlokk, Fgura, Gudja, Ghaxaq, B'Bugis.
7. Zabbar	Zabbar, Vittoriosa, Kalkara, M'Scala.
8. B'Kara	B'Kara, Lija, Lija/Balzan, Attard.
9. Mosta	Mosta, Mgarr, Mellieha.
10. Zebbug	Qormi, Zebbug, Siggiewi.
11. Rabat	Rabat, Dingli, Bahrija, Ghemieri, Mtahleb.
12. Zurrieq	Zurrieq, Luqa, Mqabba, Qrendi (except Luqa Girls to Hamrun).

N.B. It is tentatively proposed that at Rabat and Zurrieq boys and girls will occupy separate wings in the same set of buildings.

GOZO - BOYS

<u>PLACE</u>	<u>AREA SERVED</u>
1. Victoria	Victoria, Zebbug, Gharb, Ghasri, Kerzem, Sannet, St.Lawrens, Xaghra.
2. Xewkija	Rest of Gozo.

GOZO - GIRLS

1. Nadur	Nadur, Ghajnsielem, Qala, Xewkija, Xaghra.
2. Xaghra	Rest of Gozo.

TOTAL NUMBER OF SCHOOLS

12 Boys
14 Girls.