

## ABSTRACT

### Teacher Training in Barbados 1840s to 1970

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This study highlights the struggles experienced in establishing popular education and teacher training in Barbados owing to social, economic, political and historical factors. It also examines the transition from a set of disorganized, ill equipped “teachers” trying to dispense information to a more structured institutional concept of teacher training.

Various chapters explore the efforts of missionary societies, the British Government and local individuals to introduce popular education and teacher training; the pupil teacher system; the contribution of the Rawle Training Institute (1912 - 1945); reform efforts in teacher training (1914 - 1945); the establishment and contribution of Erdiston Teachers’ Training College; teacher training for secondary and higher education; and considerations for teacher development in the twenty first century.

Findings indicate that the major obstacles to the development of teacher training in nineteenth and early twentieth centuries Barbados were the narrow-mindedness of the legislature, inefficient organizational procedures and adverse economic factors. The white elite were afraid of losing their supremacy if they facilitated adequate education for the lower classes. Constant friction on various

education committees prevented the establishment of sound educational policy. Simultaneously, fluctuating sugar prices contributed to low wages and inadequate funds for education. Consequently, many teachers were inadequately trained.

Individual educators tried to impart basic knowledge and skills to the untrained teachers until the Rawle Training Institute was established. This institution proved inadequate but provided some training until Erdiston Teachers' College opened in 1948. Achievement in schools increased but Erdiston could not fully prepare teachers for the demands of teaching.

The research underlines the need to train and retrain teachers to ensure continued professional growth as society changes, technology increases and educational policies are modified.

Sources of the study include the Laws of Barbados, Minute Books of the diverse Education Committees, Colonial Office and Education Department reports, articles, books, microfilm, live and telephone interviews.