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FOR CIRCULATION:-

Mr.
Mr.
Mr.
U.S. of S.

Advisory Committee
on Native Education
10th Meeting

From U.S. of S.
of U.S. of S.
Secretary of State.

Regrets inability to be
present owing to
illness of Lady Sadler

Previous Paper

MINUTES

10.

28th Jan. 1925.

No action required
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ADVISORY COMMITTEE ON NATIVE EDUCATION IN
TROPICAL AFRICA.

5573-22

Minutes of the Tenth Meeting, held on the
28th January, 1925.

Present:

- | | |
|----------------------|---------------------------------------|
| Mr. Ormeby-Jore. | (Chairman) |
| Bishop Bidwell | |
| Major Church | |
| Sir James Currie | |
| Sir Frederick Lugard | |
| Major Vischer | (Secretary) |
| Sir Donald Cameron | (Governor-designate of Tanganyika) |
| Mr. W.F. Gowere | (Governor-designate of Uganda). |
| Mr. Harding | } for part of the meeting only. |
| Mr. Green | |
| Major Furse | |
| Mr. Seel. | |

I. The Chairman mentioned that he understood that Sir Michael Sadler and Dr. Garfield Williams, representing Mr. Oldham, would not be able to attend the meeting.

II. The Committee considered a despatch from the Governor of Nigeria, dated the 31st December, 1924, which had been circulated, strongly recommending the appointment of the Reverend J.A. McKee, an American Missionary, as Educational Adviser in the Southern Provinces of Nigeria, at a salary of £1,500 per annum, for a period of five years.

At the request of the Chairman, Major Furse informed the Committee that he had seen Mr. McKee in December, but that Mr. McKee had not then been approached with the offer of employment in Nigeria. He understood that Mr. McKee's reason for leaving his work in India was to do justice to the education of his children in America. His present plans were to remain in the United States, but he had obviously seemed to be attracted by the idea of going to Nigeria. If he went, he would prefer to go on a temporary basis, at any rate, in the first instance, for a period of five years. His present age was thirty-nine. Sir George Anderson, Director of Education in the Punjab, in a letter about Mr. McKee and his work, said: "Perhaps the greatest educational problem of the Punjab is to devise a system of rural education which will build up the rural and

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If the same course were adopted in Nigeria Mr. McKee would begin by starting a Model Village School and gradually extend his system. He did not think it would be possible to appoint an Advisor to the Governor over the head of the Director of Education.

The Chairman observed that it would seem better for Mr. McKee to be attached to a Mission and Sir Frederick Lugard remarked that this might be effected by special Grant.

The Committee then discussed the advisability of making such an appointment at the present moment. The Chairman observed that Mr. McKee was obviously well qualified for the particular type of work which he had been doing in India, but referred to the opinion which had been expressed at the previous meeting of the Committee that on the whole the administrative duties which would fall to the lot of an expert Adviser would require other qualifications. This was emphasised by the proposal now made that the Adviser should be entirely independent of the Director of Education, and in close touch with the Governor himself.

Sir James Currie suggested that there was no difficulty in the appointment of an Adviser as such, and mentioned the Adviserships which had existed in Egypt under Lord Cromer's system. He felt doubtful if Mr. McKee had yet had any opportunity for studying such an official position. He saw certain objections to the Committee making any personal recommendations, and held that the most careful consideration would be necessary in selecting a candidate for such a post.

Sir Frederick Lugard said he understood that Mr. McKee had been selected by the Government of India, because of the success of his own school, to establish similar schools in various parts of India.

Bishop Bidwell observed that he did not quite understand what relation this proposal bore to the Governor's despatch which had been considered at the last meeting. The Governor had then asked for the appointment of an Advisory Council; he was now asking for an Educational Adviser. What effect would this have on the creation of an Advisory Council? He suggested that, as a despatch was being sent to the Governor embodying the Committee's views on the problems which he had put to them, and asking for his recommendations generally as to the creation of an educational system, it would be much better to await these recommendations before proceeding to appoint an Adviser. He would deprecate any immediate decision to appoint an Adviser. He considered that if the Advisory Council, which the Governor had previously recommended, was to have anything like the influence hoped for it, it would be fatal to appoint an Adviser before it was constituted.

Major Church considered that there was the undoubted need for someone with a knowledge of educational methods, but he considered it would be possible to obtain such people in this country. As the Governor of Nigeria had mentioned the case of the Veterinary Adviser in East Africa as a precedent for the appointment of an Adviser in Nigeria, he would like to mention that the East African appointment had been the cause of much friction with the Heads of the Executive Veterinary Departments in the Dependencies concerned.

Major Vischer said that it was evident that Mr. McKee had run a school in the Punjab which had a most marked and excellent effect on the whole problem of education in that province and had drawn to his work the attention of everybody concerned in native education in India. Under the

circumstances described in the Governor's despatch it seemed most desirable that Mr. McKee be given an opportunity of introducing his methods into the school system of the Southern Provinces, and that even as an experiment it would be well worth the expense.

In answer to enquiries Mr. Harding drew attention to an article written by Mr. McKee in the International Review of Missions, Volume XII, No. 47, July, 1923, in which some indication was given as to the method which Mr. McKee had employed in India. The following extracts from this article were read to the Committee: -

"In all this our goal was to provide an education arising out of the child's experience and environment, using his natural impulses and interests with the object of inspiring him and preparing him for real community service. Our effort was to get him to see not only the present needy condition of the village, but what the village and his own people might become through Christian service, and that he had a peculiar responsibility and privilege in the light of his training to go back and help in their uplift. We cannot claim to have accomplished this objective but several things have already been achieved. We have succeeded in getting our graduates to go back to the villages and also there is an enthusiastic desire to give their time and strength for the uplift of their people".

"The foundation and principal source of character emphasis, however, is the Bible and the religious life of the school. Each morning before the beginning of any other work the pupils assemble for a short devotional service followed by a half-hour of Bible study. Again during the school session there is a period devoted to Bible study and this often bears a vital relationship to the project of that class. Frequently classes undertake special Bible projects, such as the preparation of a drama, the construction of some special devotional programme, the making of a model, picturing some Biblical event, or the preparation of a special poster or chart. These are usually used for the instruction and help of the other classes in the school. The evening service of worship is in charge of the pupils themselves; they prepare their own programme and appoint those who are to take part. In these meetings their natural musical, story and dramatic gifts find expression and they also provide a means for training in worship and the conducting of group devotions.

"In the upper classes the Bible study work has special reference to the life of service to which we hope each of our pupils will devote himself. The seventh class studies the social teachings of Jesus; the sixth has a course on the dedication of life to the service of Christ. Emphasis is laid upon social service and pupils

"are encouraged to make the best use of the
 "opportunities which present themselves. They
 "look after those who are ill, help smaller boys
 "or sick ones with their garden plots, render help
 "of various kinds in their villages when they
 "return for their vacation, visit surrounding
 "villages each Sunday to conduct Sunday schools
 "and services, spend from two to three weeks in
 "teaching and community service, under supervision,
 "before the completion of their course, help in the
 "local cattle fairs, carry on evangelistic work in
 "Moga and assist their fellow-students in various
 "ways. The school vacation is also given at the
 "time of the spring harvest, when their services
 "are most needed by their parents and the village
 "people. The pupils also contribute each month to
 "the support of the pastor of the church, and
 "several times each year raise money for special
 "objects, such as Russian Relief, Near East
 "Relief, etc."

After further discussion, the Chairman said that he proposed that the Committee should proceed as follows:-

(1) The Secretary should be asked to endeavour to ascertain more definitely Mr. McKee's attitude, and whether he was anxious to go to Nigeria in any capacity, without in any way committing the Secretary of State to the offer of an appointment.

(2) The Committee should proceed with their original plan to send out to the Governor a memorandum embodying their views, and asking for the Governor's recommendations as to the organisation and personnel necessary. The Governor should be told that the Committee were doubtful whether his present proposal as to Mr. McKee would fit in with the scheme which they outlined; that steps were being taken to obtain further information about Mr. McKee, but that it was considered inadvisable to proceed as suggested in the Governor's latest despatch until the Advisory Board had been set up, and was in actual working order. In addition, the Governor should be informed of the objections, from an administrative point of view, which the Committee saw to the appointment of an Adviser with higher standing than the Director of Education, and working directly with the Governor, and also of the experience of the East African territories with regard to the appointment of a Veterinary Adviser.

Sir James Currie suggested that some violent disturbance of the present system in Nigeria was necessary if improvements were to be effected, and the appointment of an Adviser might be an opportunity of creating this disturbance.

Sir Frederick Lugard and Sir Donald Cameron considered, however, that the solution lay rather in raising the status of the Director of Education and enlarging his scope than placing an independent officer above him. Sir Donald Cameron said that he thought the Governor of Nigeria would be quite prepared to accept the proposed explanation of the Committee's view.

III. The Chairman then referred to the decision which had been reached at the previous meeting, that a memorandum should be prepared to send out to the Governor of Nigeria, setting out the Committee's views on the questions raised in his despatch of the 12th March, 1924. He mentioned that the memorandum which Sir Frederick Lugard was drafting, setting out the general views of the Committee on education was not yet ready for consideration by members of the Committee, and asked the Secretary whether he had taken any steps to draft the special memorandum for the Governor of Nigeria. The Secretary explained that the Minutes of the Ninth Meeting had only just been available, and he had not yet taken any steps to draft the memorandum.

Bishop Bidwell said that if, as he understood, it was proposed that the general memorandum which was being prepared by Sir Frederick Lugard should be used as the reply to the Government of Nigeria, then he would like to point out that the Committee had not yet had an opportunity of considering that memorandum. He suggested that the original decision of the Committee, to prepare a special memorandum on the questions referred to by the Governor of Nigeria, should be adhered to.

The Chairman agreed with this view, and said that he was anxious that a definite reply should be sent to Nigeria without any further delay, especially in view of the fact that Sir Hugh Clifford would be leaving the Colony in May.

Sir Donald Cameron said that the memorandum prepared by Sir Michael Sadler on education in Uganda, which had been mentioned in this connection, would not be quite suitable for Nigeria, as it did not explain sufficiently the fundamental principles upon which the attitude of the Committee was based. He suggested that the memorandum should be prepared on the basis of the minutes of the Committee's previous meeting.

The Secretary was accordingly instructed, in order that no further time should be lost, to prepare the memorandum for submission to the Secretary of State in the usual way through the Nigeria Department of the Colonial Office.

IV. The Committee then discussed the despatch from the Governor of Nyasaland on certain questions in connection with native education in that Protectorate. This despatch had been circulated to the Committee some time previously.

Certain draft resolutions had been prepared by the Secretary for discussion by the Committee. These draft resolutions were considered, and subject to certain amendments, it was agreed that they should be incorporated in the minutes as having been concurred in by the members present. They would then be circulated to the other members of the Committee, and would come up again for consideration at the next meeting:

(1) The Committee heartily concurs in the policy proposed by the Governor of extending and developing Educational work through the Mission agencies, and, at the same time affording direct Government facilities - especially in the case of Mohammedans.

(2) The Committee shares the Governor's desire that a Director of Education should be appointed without delay and will endeavour to assist in the selection of a suitable man. The Committee considers that the provision of a Government Inspectorate to the maximum which the finances of the Protectorate will permit is of essential importance. It concurs in the desirability of appointing an Advisory Board of Education on which Missionaries, Planters and leading Natives would be represented.

(3) With regard to the Governor's request for a model Code for guidance, the Committee has not yet undertaken the drafting of such a Code, and it concurs in the Governor's proposal that it should be drafted by the Director of Education with the assistance of the Advisory Board.

(4) The Committee notes the Governor's desire for legislation "for the Registration and licensing of all Educational Establishments, and for the suppression of unauthorised institutions". This subject is at present engaging the attention of the Committee, and its views will be recorded later.

With regard to the proposal to appoint a Director of Education, the Committee laid great emphasis on the desirability of giving the Director a status at least equivalent to that of the other Heads of Departments in the Protectorate. Having regard to the salaries at present obtaining for other Heads of Departments, they recommended that the minimum salary to be attached to the post should be £1,000 a year.

Sir James Currie enquired whether the Committee would have an opportunity of considering the qualifications of any candidate whom it might be proposed to appoint.

The Chairman observed that it would be necessary first of all, to obtain the consent of the Treasury for the creation of a new post, and that the Committee would then have an opportunity of discussing candidates.

In the course of discussion, the Secretary was asked to obtain, if possible, a copy of the report of the Conference of Missionary Societies at Livingstone, referred to in the Governor's despatch.

V. In order to enable Mr. Oldham and other Members to attend the next meeting of the Committee, the date of the next meeting was fixed for Tuesday, the 24th of February.

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The Governor of Nigeria to the Secretary of State
NIGERIA
No. 1204.

Appendix I
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Government House,
Nigeria.

31st December, 1924.

Sir,

I have the honour to inform you that, on his return from leave in October last Mr. T.S. Thomas, Deputy Chief Secretary to the Government, reported to me that he had had a number of conversations with the Reverend A.C. Fraser, Principal of Achimota College, Gold Coast Colony, who happened to be a fellow passenger with him, on the subject of the education of native races in general, but primarily with the object of ascertaining whether some scheme might not be evolved which would enable Nigeria to derive some advantage from the presence on the Coast of so eminent and experienced an authority on educational matters. Mr. Fraser, I should mention, was very well known to me during the whole period that I served in Ceylon, as Colonial Secretary, from May, 1907, to September, 1912; that I formed a very high estimate of his character and ability; and that he was, during the whole of that period, the one really live and vital force in the educational world of the Island.

2. As these conversations between Mr. Fraser and Mr. Thomas progressed, it became evident that it would not be easy to arrive at an arrangement which would satisfy Nigeria and at the same time be acceptable to the Government of the Gold Coast. Mr. Fraser then put forward a suggestion that we

THE RIGHT HONOURABLE

COLONEL L.S. AMERY, P.C. M.P.,

SECRETARY OF STATE FOR THE COLONIES,

&c., &c., &c.

1.

ber, 1924.

should endeavour to obtain the services of the Reverend J.R.McKee, an American Missionary who has just left India after a period of service there during which he has shown himself to be prominent in matters appertaining to education and has won a greater success in dealing with primitive natives than has ever been attained before. I enclose a copy of a letter written by Mr. Fraser which has since been supplemented by another to the effect that religion is the basis of Mr. McKee's work and that he teaches it, in Mr. Fraser's opinion, wisely and broadly; and what is even more important, he lives it with his pupils. Mr. Fraser adds that he regards the "character side of Mr. McKee's training and the religious side" as altogether excellent.

3. AS Mr.McKee was on the point of leaving India, Mr. Fraser wrote to him from Sierra Leone on the voyage out detailing the substance of his conversations with Mr. Thomas and urging him to consider very carefully any offer of employment under this Government which might be made to him. On Mr.Thomas' arrival here he laid the whole matter before me and I authorised him to telegraph to Mr.McKee and to ask for his views on the subject. Unfortunately Mr.McKee left India before Mr.Fraser's letter arrived.

ber, 1924.

4. A short time ago a letter was received from Mr. J.H.Oldham, Secretary of the International Missionary Council, a copy of which is enclosed. On reading it I authorised a reply to be sent stating the gist of the proposals already sent to Mr.McKee by Mr. Fraser and asking Mr.Oldham to ascertain Mr.McKee's views on his arrival in England.

5. The proposals made in Mr. Fraser's letter were to the effect that Mr. McKee should accept employment under this Government, which in due course would become permanent and pensionable. He would be nominally under the Director of Education, Southern Provinces, but to all intents and purposes he would have a free hand in the selection of a site for a school, in the type of buildings to be erected, in the choice of staff (Mr. Fraser has promised to assist in this), and in the methods of teaching to be adopted. The salary suggested was at the rate of £1500 a year, and it has of course been explained that the offer is provisional only pending your consideration of the proposal.

6. Mr. Oldham has now replied as follows:-

"Fraser's letter missing. McKee reluctant leave America but would carefully weigh proposal: prefers temporary non pensionable appointment say five years. Would you consider making him Educational Adviser, Southern Nigerian Government attached Secretariat conducting as part of duties, experimental model Rural School? This suggestion purely personal. Believe McKee could help more in solving your problems than any other man. Advise forwarding proposal immediately through official channels".

7. I need not discuss here the anxiety which the problem of educating the native races in the Southern Provinces is causing me and my advisers: the matter has already been discussed at length in the despatches which I have had the honour of addressing to your predecessors and in my Address to the Legislative Council in February, 1924, - vide pages 79 to 88 inclusive. But whatever may be the procedure adopted, and however energetically and whole-heartedly that procedure may be applied, one simple fact which must create the most profound misgivings, namely

that we have not, either among the official or the unofficial classes, any one whose knowledge of educational methods and whose experience in imparting them is such as to warrant any confidence - nay even any assumption - that the advice which he may tender will be sound. We are ready to do all we can, and to the best of our ability; but hitherto we have been working in the dark and, if our educational system in the Southern Provinces is to be successful, it will be so by good fortune - not by design.

8. Now I suggest, that this matter is altogether too important to be left to well-meaning but ill-advised effort. Given a sound and systematic education, I see no limit to the potentialities of the eight millions of people comprising the population of the Southern Provinces: without it, I am convinced that we shall have trouble, difficulties, and disappointment. The desire for learning is intense, and we cannot do otherwise than meet it; but it is our bounden duty to see to it that in educating the native we help, and do not impede him. At present it too often happens that the acquisition of so-called "education" in the Southern Provinces is accompanied by marked moral degeneration. This this should be so is in itself, I submit, a crushing condemnation of our existing system.

10. I cannot urge too strongly, therefore, that every effort should be made to induce Mr. McKee to accept employment under this Government, and so anxious do I feel on this matter that I should be prepared to accept almost any terms that he may wish to make. He is vouched for by two men who by common consent and of my own personal knowledge are of exceptional standing and experience, and who do not give opinions lightly.

If doubt is felt regarding the value of Mr. McKee's work in India, the facts can be verified easily by reference to the India Office. If Mr McKee is what he is said to be, then I should regard the recommendation which I now make on his behalf as one of the most important which I have made, or shall have occasion to make, during my period of office as Governor of a Crown Colony.

11. My recommendation is, then, that Mr. McKee should be offered the appointment of Educational Adviser, Southern Provinces, on a salary of £1500 per annum for a period of five years. He would deal direct with the Secretary, Southern Provinces and would be independent of the Director of Education. He would thus be in close touch with the Governor at headquarters. He would be a member of any Board of Education that might be set up and he would have a free hand in instituting and in conducting an experimental rural school. Such staff as he might require for this school would be selected on his recommendation with Mr. Fraser's assistance.

12. The fact that under this arrangement Mr. McKee would be in receipt of a larger salary than the Director of Education need cause no difficulty. Such a position is not uncommon in the Departments of Government in England, and, if necessary, the precedent in Uganda may be quoted where the Veterinary Adviser, a man of acknowledged eminence in his profession, is paid more than the Chief Veterinary Officer. There is also the precedent in Mr. Fraser's appointment in the Gold Coast Colony. Nor should the latitude which I propose should be accorded to Mr. McKee be productive of difficulty. To obtain the best from a man of his calibre, he should be left to

out his own designs and subjected as little as possible to the trammels of official routine. If he can be persuaded to accept the post which I recommend for him, I look forward to the time when our Education Department, trained in his methods by personal observation, will be able to turn out native teachers of the right stamp who in their turn will instil, step by step, into the millions living in the Southern Provinces the principles of good and useful citizenship. That is what I conceive to be the primary object of Education.

13. I should of course arrange also for selected officers from the Education Department of the Northern Provinces to study Mr. McKee's methods, but I do not consider the educational problem there to be nearly so difficult and serious as it is in the South. Any area where the religious beliefs of the majority of the people are those of one or another of the great established Faiths -- Christianity, Buddhism, Hinduism, Mohammedanism or Confucianism &c -- is in this matter upon a plane of superiority wholly different from that occupied by the crude animism and brutal fetishism which, for the vast majority of the people of the Southern Province, usurp the place which religion should fill in the heart and mind of mankind. While the widest tolerance and the most sympathetic treatment and encouragement must be accorded by Government to the adherents of the former, against the latter it is essential that a ceaseless war should be waged. I believe that the appointment of Mr. McKee will enable this to be done

more effectively, more systematically and more victoriously in the future than has, in the past, been possible in the Southern Provinces of Nigeria.

I have, ^{etc} the honour to be,

Sir,

Your most obedient, humble Servant,

(Sgd): HUGH CLIFFORD.
GOVERNOR.

Enclosure No. 1 to Nigeria Despatch No. 1204 to 31 December, 1924.

Address: Accra, Gold Coast Colony,
8th October, 1924.

My dear Thomas,

I had better write down for your information something about Rev. J.R. McKee of American Mission, Moga, Punjab. I think any serious student of Indian education to-day would rank McKee as easily first man in it. He has had an exceptionally thorough training. He is an American, and on the top of a good degree took after having learnt conditions in India the Teacher Training Course at Columbia University, the first training course at the present moment in the Anglo-Saxon world. He further took training at Hampton, and has been ten years in India, and he started himself the American Mission School at Moga. There he has to deal with the outcast classes, as you know a much more difficult problem than the education of any people in Africa. He is the one man who may claim to have solved the problem. Elsewhere, outcast boys who have been trained to any standard at all desert the village life. McKee's boys are trained more efficiently than any, but go back to raise the villages. Usually it takes 18 months to train an outcast boy to read or write. McKee gets them so that they are reading the third book within six months, or are further ahead than the average school is in 2½ yrs. He has trained them to love the things of the village, to be greatly interested in all that pertains to it, its agriculture, its house building, its sanitation, its animals, co-operative marketing, and all the other things that go to make up village life, or ought to make it up. When he started his school it was an entirely new venture, and he could ask for no Government help as it was outside the code. Anderson, Director of Education in the Punjab, and

one of the ablest men administering education in India, in 18 months had given him a handsome grant, and in two years had given him carte blanche to get what he liked. From all over India, men engaged in educational work are now sent up to see what McKee is doing and to study his methods. He is undoubtedly the greatest educational genius that I have seen at work. He has now got to leave India because his missionary salary will not support his children at home. He is being offered good posts in America, both at Columbia University, I believe, and in some of the bigger institutions in the south. But he is so keen on raising the more backward peoples that I believe he might come to West Africa if it were made possible for him to fulfil his duty decently to his family in America. I should suggest that he be asked to come out to choose a site, and to see what he wants first in temporary buildings. I should gladly help to get him a staff from England such as he would like. I do not think he would want a large staff, and he could get an American helper also whom he knows well to work with him. I do not suppose he would want at first a staff of more than two or three besides himself, and probably not for some considerable time. But of course I am speaking here without knowledge except of his work in the Punjab. I could not conceive of a better thing for education in West Africa than to get McKee, and I should have recommended McKee every time instead of myself for Achimota if he had had the same opportunity of being able to collect the large staff that was required in Achimota.

Yours Sincerely,

(Sgd.) A.G. Fraser

sure No.2 to Nigeria Despatch No.1204 of 31 December, 1924.

INTERNATIONAL MISSIONARY COUNCIL

EDINBURGH HOUSE,

2, EATON GATE, LONDON, S.W.1.

10th November, 1924.

T.S. Thomas, Esq.,
Nigerian Secretariat,
Lagos,
NIGERIA.

Dear Thomas,

I had a note from Fraser from which I gathered that he went out to West Africa with you and had a talk with you about McKee. I understand that he suggested that you might get McKee for work in Nigeria. I do not know where you could get a better man if his being an American is not an objection. He and Fraser were the two outstanding people in education in India. McKee is the type of man who gets on admirably with British officials. I know Sir George Murray, the Director of Education in the Punjab, and what he thinks of McKee.

My reason for writing to you is that I have had a letter this week from McKee to say that he is returning to America via England and expects to be in London about December 18th for a few days. I send on this information in case you may have any views about McKee. I have not the least idea whether he would be available even if he were wanted. He is leaving India for family reasons and I do not know whether he would be willing to consider an appointment abroad.

I am, etc.,

(Sgd). J.H. OLDHAM.

ADVISORY COMMITTEE ON NATIVE EDUCATION IN

TROPICAL AFRICA.

Memorandum

Final copy

transw to Nigerian Dept. 10-2-25

Meetings held on January 16th and January 28th, 1925.

The proposals contained in the Governor's despatches, 1204 of 13th March, 1924 and 1204 of 31st December, were discussed by the Advisory Committee on Native Education in Tropical Africa at their Meetings held on January 16th and 28th.

After hearing Sir Donald Cameron it was decided that the Chairman in consultation with the Secretary should prepare a Memorandum setting forth the views of the Committee generally and making suggestions as to the educational structure which they consider desirable for the Southern Provinces of Nigeria to be embodied in a despatch to the Governor inviting him to make definite proposals regarding the proposed structure and also the personnel required in order to carry out the policy advocated, together with an estimate of cost.

The general lines followed by the Committee in considering the various proposals that have so far been referred to it and in framing their recommendations may be summarized as follows:

- (1) The Committee hold that the Government must reserve to itself the supervision and control of all educational agencies. But Governments should welcome and encourage all private educational effort which

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conforms/

which/

conforms to the general policy.

(2) It considers that co-operation between Government and other educational agencies should be promoted in every way, and with this object recommends the setting up of Advisory Boards on Education. These Boards should be advisory to the Government and should include the Director of Education, Senior Officials of the Medical and Agricultural Departments and Missionaries (represented according to the extent of their educational work), Traders and Settlers and, where practicable, direct representatives of Native opinion.

(3) The Committee hold that education should be adapted to the mentality, occupations and traditions of the people, conserving as far as possible all sound and healthy elements in the existing fabric of their social life. Its aim should be to render the individual more efficient and to promote the advancement of the community as a whole through the improvement of agriculture, the development of native industries, the improvement of health, the training of the people in the management of their domestic affairs; and it must include the raising up of capable, trustworthy, public-spirited leaders of the people belonging to their own race. Every department of Government concerned with the welfare of the natives or vocational training, including especially the Health and Agricultural Departments, should co-operate closely in the educational policy.

Since/

policy./

Since contact with civilization, and even education itself, tend to weaken tribal authority and the sanctions of existing beliefs, it is essential that what is good in the old beliefs and sanctions should be strengthened and what is defective should be replaced. The greatest importance must, therefore be attached to religious teaching and moral instruction and example which should permeate the whole life and activity of the school by being related to the conditions of life and the daily experience of the pupils.

(4) The Committee feel that the rapid development of the African Dependencies on the material and economic side both demands and warrants a corresponding advance in the expenditure on Education. Material prosperity without a corresponding growth in the moral capacity to turn it to good constitutes a danger. The well-being of a country must depend in the last resort on the character of its people, on their increasing intellectual and technical ability and on their social progress. A policy aiming at the improvement of the population must, therefore, be a primary concern of Government and one of the first charges on its revenues. Since success in realizing the ideals of Education must depend largely on the outlook of those who control the policy and on their capacity and enthusiasm it is essential that the Status and conditions of service of the Education Department should be such as to attract the best available

best/

available men both British and African.

(5) The Committee feel the necessity of legislation for the supervision and control by the Government of the education of natives and for preventing the spread of dangerous teaching, while they agree with Sir Michael Sadler who points out the historical fact that improvement in the methods of education came from uncontrolled private agencies and that to suppress variety and experiment was to stop the safety valve in the general development of the people.

(6) In studying the conditions of native education in most of the countries that came before it, the Committee have been impressed by the lack of provision made for an adequate Inspectorate and for the training of Native Teachers. It is essential that the Director of Education shall have on his Staff a sufficient number of specially trained and selected School Inspectors through whom he can keep in touch with the actual instruction being given in Government and private schools. The training of Native Teachers by the Government or by private agencies should be given special attention and the standard aimed at should not confine itself to purely scholastic knowledge. The Committee recommend a system of Visiting Teachers as being of special assistance in the supervision of the schools as well as in raising the efficiency of the school teachers.

Having/

Having carefully studied the actual conditions of Native Education in the Southern Provinces of Nigeria as described in the Governor's despatch and the last annual report of the Director of Education, and having heard the statements made by Sir Donald Cameron, the Committee submit the following suggestions for the framework on which Native Education in the Southern Provinces can, in their opinion, be improved and developed.

At the head of the Education Department should be the Director of Education whose duty, in addition to direct responsibility for Government Educational Staff and Institutions, will be to co-operate with the Missionary bodies and with other Government Departments in carrying out the policy of Native Education laid down by the head of the Administration. Besides these duties he would have to attend to the question of languages to be used in the programme of instruction, the production of suitable text books, etc., etc. His department should be strengthened especially in regard to the Inspectorate and his status in the Administration should be equivalent to that of the Director of Agriculture. The supervision of elementary education should be carried out in close co-operation with the Advisory Board on which the various missionary bodies are fully represented.

This Board should be advisory to the Lieutenant Governor and should include besides the Director of Education/

of/

Education as Chairman or Vice-Chairman, Senior Officers from the Medical and Agricultural Departments, Missionaries, Traders and representatives of Native opinion.

For the proper supervision of the various schools, Supervisors should be selected and appointed from the various Missions as well as from the Government Inspectorate for the inspection of schools in the different districts.

While leaving elementary education in the village schools mainly to the Missions, the Committee hold that it is incumbent upon the Government to provide facilities for more advanced and specialized training in Secondary, Technical and Higher Schools where arrangements should be made for the Missionary bodies to provide for the spiritual needs of pupils belonging to different churches.

The Director of Education and the Advisory Board while controlling, through the Supervisors, elementary education will be able to make from time to time the necessary proposals for the gradual building up of a complete school organization embracing all schools, leading from the village school eventually to a University College.

The attention of the Committee was drawn to the existing legislation which gave the Governor power to order any school, whether an assisted school or not, to be closed if after an enquiry he is satisfied

(b) that/

satisfied/

(a) that teaching of a seditious, disloyal, immoral or otherwise harmful character, is being or has recently been imparted in any school; or

(b) that education is being imparted in any school by a person of known bad character; or

(c) that the staff, or a substantial part thereof, at any school is incompetent to teach the subjects which are claimed by the Proprietor or Manager as being taught at the school; or

(d) that the school is being conducted in a place, the sanitary condition of which is detrimental to the health of the pupils.

The Committee would like to know how far the Governor has made use of the power to close schools conferred on him under the Ordinance and what has been the effect of such action.

With reference to the Governor's despatch No. 1204 of 31st December, the Committee feel doubtful whether his present proposal to appoint Mr. McKee Educational Advisor to the Governor would fit in with the scheme they outline, or rather, judging from the account he gives in his article in the July 1923 number of the International Review of Missions of his methods at Moga School, Mr. McKee is altogether suitable for a Government institution. This, however, does not mean that Mr. McKee would not be very suitable for appointment by a Missionary Society to establish in the Territory a school or schools such as he founded in the Punjab. As was pointed out in the course of the

discussions/

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the)
discussion on Uganda, it is clear that we have not yet found the ideal school for the African village. Sir Michael Sadler emphasized the importance of allowing men of special educational abilities to work out the problem in their own way. In view of the present conditions of Native Schools in the Southern Provinces such an experiment carried out under the auspices of a Missionary Society by a man like Mr. McKee, who has already proved the success of his methods in the Punjab, should be given every possible assistance. Having in view the urgency of this matter and the possibility of a Missionary Society carrying out such an experiment, the Private Secretary who had already seen Mr. McKee is endeavouring to ascertain more definitely Mr. McKee's attitude, and whether he is anxious to go to Nigeria in any capacity, without in any way committing the Secretary of State to the offer of a Government appointment.

Mr. A.J. Harding
Nigerian Department.

NOTES FOR DISCUSSION.

A. From every African Dependency there is the same demand for power to prohibit the opening of undesirable "Bush Schools", and to close existing ones. The testimony as to the evil they do is unanimous.

B. Such powers are conferred on the Executive by the Ordinances of Northern Rhodesia, Kenya and the Sudan. In Southern Nigeria the Governor may close a school if at the instance of the Director of Education or a Resident, a Commission of enquiry has reported it to be harmful to the community or pupils.

C. When the subject was discussed by this Committee opinions were expressed viz.,

(1) That Mission bodies would be strongly opposed to the exercise of such powers by the Governor, and this would militate against co-operation.

(2) That if exercised through the agency of an Advisory Board with a Mission majority friction would result. (Missions represented on the Board would be unlikely to concur in the closing of schools under their aegis. Those not so represented would resent its conclusions.)

(3) It was suggested that it would be easier to register and/or license teachers than schools.

This suggestion has also been made by Mr. Fraser.

D. It is now suggested for discussion, that Legislation might be on some of the following lines:-

- (1) All existing schools to be registered, and submit annually a return shewing the name of the person responsible for the school: numbers and qualifications (if any) of the Staff. Subjects taught and number of pupils.
- (2) All persons engaged in the profession of School teachers to be registered with their qualifications (if any). Proof of pecculation or immorality to disqualify.
- (3) A minimum standard of qualification for a School Teacher, and of the proportion of qualified teachers (of different grades) to pupils to be laid down. "Qualifications" would be interpreted in the widest sense, not necessarily scholastic, and include experience and good character and influence. "Grading" would depend on standards passed, and on Certificates and would be laid down in the Code. No new school to be placed on Register unless it conforms, and existing schools to do so in a reasonable time.
- (4) All persons who desire hereafter to engage in the profession of School teachers to be licensed and graded according to their qualifications.
- (5) Any existing school may be closed if certified by a Commission (consisting equally of officials and unofficials) to be harmful to the community or pupils.

(6) No teacher to be allowed to receive fees for tuition or any gratuity unless he has the minimum qualification.

ADVISORY COMMITTEE ON NATIVE EDUCATION IN
TROPICAL AFRICA.

Minutes of the Tenth Meeting, held on the
28th January, 1925.

Present:

- | | |
|----------------------|------------------------------------|
| Mr. Ormsby-Gore. | (Chairman) |
| Bishop Bidwell | |
| Major Church | |
| Sir James Currie | |
| Sir Frederick Lugard | |
| Major Vischer | (Secretary) |
| Sir Donald Cameron | (Governor-designate of Tanganyika) |
| Mr. W.F. Gowers | (Governor-designate of Uganda). |
| Mr. Harding) | for part of the meeting only. |
| Mr. Green) | |
| Major Furse) | |
| Mr. Seel. | |

I. The Chairman mentioned that he understood that Sir Michael Sadler and Dr. Garfield Williams, representing Mr. Oldham, would not be able to attend the meeting.

II. The Committee considered a despatch from the Governor of Nigeria, dated the 31st December, 1924, which had been circulated, strongly recommending the appointment of the Reverend J.A. McKee, an American Missionary, as Educational Adviser in the Southern Provinces of Nigeria, at a salary of £1,500 per annum, for a period of five years.

At the request of the Chairman, Major Furse informed the Committee that he had seen Mr. McKee in December, but that Mr. McKee had not then been approached with the offer of employment in Nigeria. He understood that Mr. McKee's reason for leaving his work in India was to do justice to the education of his children in America. His present plans were to remain in the United States, but he had obviously seemed to be attracted by the idea of going to Nigeria. If he went, he would prefer to go on a temporary basis, at any rate, in the first instance, for a period of five years. His present age was thirty-nine. Sir George Anderson, Director of Education in the Punjab, in a letter about Mr. McKee and his work, said: "Perhaps the greatest educational problem of the Punjab is to devise a system of rural education which will build up the rural and vigorous sections of the community. In this great work Mr. McKee is recognised widely as the leader; and his absence will be deplored on all sides." Major Furse said that he thought what Mr. McKee would like most of all would be to run a school of his own, and further, that if the Committee wished to secure him, no time should be lost.

If the same course were adopted in Nigeria Mr. McKee would begin by starting a Model Village School and gradually extend his system. He did not think it would be possible to appoint him Advisor to the Governor over the head of the Director of Education.

The Chairman observed that it would seem better for Mr. McKee to be attached to a Mission and Sir Frederick Lugard remarked that this might be effected by special Grant.

The Committee then discussed the advisability of making such an appointment at the present moment. The Chairman observed that Mr. McKee was obviously well qualified for the particular type of work which he had been doing in India, but referred to the opinion which had been expressed at the previous meeting of the Committee that on the whole the administrative duties which would fall to the lot of an expert Adviser would require other qualifications. This was emphasised by the proposal now made that the Adviser should be entirely independent of the Director of Education, and in close touch with the Governor himself.

Sir James Currie suggested that there was no difficulty in the appointment of an Adviser as such, and mentioned the Adviserships which had existed in Egypt under Lord Cromer's system. He felt doubtful if Mr. McKee had yet had any opportunity for studying such an official position. He saw certain objections to the Committee making any personal recommendations, and held that the most careful consideration would be necessary in selecting a candidate for such a post.

Sir Frederick Lugard said he understood that Mr. McKee had been selected by the Government of India, because of the success of his own school, to establish similar schools in various parts of India.

Bishop Bidwell observed that he did not quite understand what relation this proposal bore to the Governor's despatch which had been considered at the last meeting. The Governor had then asked for the appointment of an Advisory Council; he was now asking for an Educational Adviser. What effect would this have on the creation of an Advisory Council? He suggested that, as a despatch was being sent to the Governor embodying the Committee's views on the problems which he had put to them, and asking for his recommendations generally as to the creation of an educational system, it would be much better to await these recommendations before proceeding to appoint an Adviser. He would deprecate any immediate decision to appoint an Adviser. He considered that if the Advisory Council, which the Governor had previously recommended, was to have anything like the influence hoped for it, it would be fatal to appoint an Adviser before it was constituted.

Major Church considered that there was the undoubted need for someone with a knowledge of educational methods, but he considered it would be possible to obtain such people in this country. As the Governor of Nigeria had mentioned the case of the Veterinary Adviser in East Africa as a precedent for the appointment of an Adviser in Nigeria, he would like to mention that the East African appointment had been the cause of much friction with the Heads of the Executive Veterinary Departments in the Dependencies concerned.

Major Vischer said that it was evident that Mr. McKee had run a school in the Punjab which had a most marked and excellent effect on the whole problem of education in that province and had drawn to his work the attention of everybody concerned in native education in India. Under the

circumstances described in the Governor's despatch it seemed most desirable that Mr. McKee be given an opportunity of introducing his methods into the school system of the Southern Provinces, and that even as an experiment it would be well worth the expense.

In answer to enquiries Mr. Harding drew attention to an article written by Mr. McKee in the International Review of Missions, Volume XII, No. 47, July, 1923, in which some indication was given as to the method which Mr. McKee had employed in India. The following extracts from this article were read to the Committee: -

"In all this our goal was to provide an education arising out of the child's experience and environment, using his natural impulses and interests with the object of inspiring him and preparing him for real community service. Our effort was to get him to see not only the present needy condition of the village, but what the village and his own people might become through Christian service, and that he had a peculiar responsibility and privilege in the light of his training to go back and help in their uplift. We cannot claim to have accomplished this objective but several things have already been achieved. We have succeeded in getting our graduates to go back to the villages and also there is an enthusiastic desire to give their time and strength for the uplift of their people".

"The foundation and principal source of character emphasis, however, is the Bible and the religious life of the school. Each morning before the beginning of any other work the pupils assemble for a short devotional service followed by a half-hour of Bible study. Again during the school session there is a period devoted to Bible study and this often bears a vital relationship to the project of that class. Frequently classes undertake special Bible projects, such as the preparation of a drama, the construction of some special devotional programme, the making of a model, picturing some biblical event, or the preparation of a special poster or chart. These are usually used for the instruction and help of the other classes in the school. The evening service of worship is in charge of the pupils themselves; they prepare their own programme and appoint those who are to take part. In these meetings their natural musical, story and dramatical gifts find expression and they also provide a means for training in worship and the conducting of group devotions.

"In the upper classes the Bible study work has special reference to the life of service to which we hope each of our pupils will devote himself. The seventh class studies the social teachings of Jesus; the eight has a course on the dedication of life to the service of Christ. Emphasis is laid upon social service and pupils

"are encouraged to make the best use of the
 "opportunities which present themselves. They
 "look after those who are ill, help smaller boys
 "or sick ones with their garden plots, render help
 "of various kinds in their villages when they
 "return for their vacation, visit surrounding
 "villages each Sunday to conduct Sunday schools
 "and services, spend from two to three weeks in
 "teaching and community service, under supervision,
 "before the completion of their course, help in the
 "local cattle fairs, carry on evangelistic work in
 "Aoga and assist their fellow-students in various
 "ways. The school vacation is also given at the
 "time of the spring harvest, when their services
 "are most needed by their parents and the village
 "people. The pupils also contribute each month to
 "the support of the pastor of the church, and
 "several times each year raise money for special
 "objects, such as Russian Relief, Near East
 "Relief, etc."

After further discussion, the Chairman said that he proposed that the Committee should proceed as follows:-

(1) The Secretary should be asked to endeavour to ascertain more definitely Mr. McKee's attitude, and whether he was anxious to go to Nigeria in any capacity, without in any way committing the Secretary of State to the offer of an appointment.

(2) The Committee should proceed with their original plan to send out to the Governor a memorandum embodying their views, and asking for the Governor's recommendations as to the organisation and personnel necessary. The Governor should be told that the Committee were doubtful whether his present proposal as to Mr. McKee would fit in with the scheme which they outlined; that steps were being taken to obtain further information about Mr. McKee, but that it was considered inadvisable to proceed as suggested in the Governor's latest despatch until the advisory board had been set up, and was in actual working order. In addition, the Governor should be informed of the objections, from an administrative point of view, which the Committee saw to the appointment of an Adviser with higher standing than the Director of Education, and working directly with the Governor, and also of the experience of the East African territories with regard to the appointment of a Veterinary Adviser.

Sir James Currie suggested that some violent disturbance of the present system in Nigeria was necessary if improvements were to be effected, and the appointment of an Adviser might be an opportunity of creating this disturbance.

Sir Frederick Lugard and Sir Donald Cameron considered, however, that the solution lay rather in raising the status of the Director of Education and enlarging his scope than placing an independent officer above him. Sir Donald Cameron said that he thought the Governor of Nigeria would be quite prepared to accept the proposed explanation of the Committee's view.

III. The Chairman then referred to the decision which had been reached at the previous meeting, that a memorandum should be prepared to send out to the Governor of Nigeria, setting out the Committee's views on the questions raised in his despatch of the 12th March, 1924. He mentioned that the memorandum which Sir Frederick Lugard was drafting, setting out the general views of the Committee on education was not yet ready for consideration by members of the Committee, and asked the Secretary whether he had taken any steps to draft the special memorandum for the Governor of Nigeria. The Secretary explained that the Minutes of the Ninth Meeting had only just been available, and he had not yet taken any steps to draft the memorandum.

Bishop Bidwell said that if, as he understood, it was proposed that the general memorandum which was being prepared by Sir Frederick Lugard should be used as the reply to the Government of Nigeria, then he would like to point out that the Committee had not yet had an opportunity of considering that memorandum. He suggested that the original decision of the Committee, to prepare a special memorandum on the questions referred to by the Governor of Nigeria, should be adhered to.

The Chairman agreed with this view, and said that he was anxious that a definite reply should be sent to Nigeria without any further delay, especially in view of the fact that Sir Hugh Clifford would be leaving the Colony in May.

Sir Donald Cameron said that the memorandum prepared by Sir Michael Sadler on education in Uganda, which had been mentioned in this connection, would not be quite suitable for Nigeria, as it did not explain sufficiently the fundamental principles upon which the attitude of the Committee was based. He suggested that the memorandum should be prepared on the basis of the minutes of the Committee's previous meeting.

The Secretary was accordingly instructed, in order that no further time should be lost, to prepare the memorandum for submission to the Secretary of State in the usual way through the Nigeria Department of the Colonial Office.

IV. The Committee then discussed the despatch from the Governor of Nyasaland on certain questions in connection with native education in that Protectorate. This despatch had been circulated to the Committee some time previously.

Certain draft resolutions had been prepared by the Secretary for discussion by the Committee. These draft resolutions were considered, and subject to certain amendments, it was agreed that they should be incorporated in the Minutes as having been concurred in by the members present. They would then be circulated to the other members of the Committee, and would come up again for consideration at the next meeting:

(1) The Committee heartily concurs in the policy proposed by the Governor of extending and developing Educational work through the Mission agencies, and at the same time affording direct Government facilities - especially in the case of Mohammedans.

(2) The Committee shares the Governor's desire that a Director of Education should be appointed without delay and will endeavour to assist in the selection of a suitable man. The Committee considers that the provision of a Government Inspectorate to the maximum which the finances of the Protectorate will permit is of essential importance. It concurs in the desirability of appointing an Advisory Board of Education on which Missionaries, Planters and leading Natives would be represented.

(3) With regard to the Governor's request for a model Code for guidance, the Committee has not yet undertaken the drafting of such a Code, and it concurs in the Governor's proposal that it should be drafted by the Director of Education with the assistance of the Advisory Board.

(4) The Committee notes the Governor's desire for legislation "for the Registration and licensing of all Educational Establishments, and for the suppression of unauthorised institutions". This subject is at present engaging the attention of the Committee, and its views will be recorded later.

With regard to the proposal to appoint a Director of Education, the Committee laid great emphasis on the desirability of giving the Director a status at least equivalent to that of the other Heads of Departments in the Protectorate. Having regard to the salaries at present obtaining for other Heads of Departments, they recommended that the minimum salary to be attached to the post should be £1,000 a year.

Sir James Currie enquired whether the Committee would have an opportunity of considering the qualifications of any candidate whom it might be proposed to appoint.

The Chairman observed that it would be necessary first of all, to obtain the consent of the Treasury for the creation of a new post, and that the Committee would then have an opportunity of discussing candidates.

In the course of discussion, the Secretary was asked to obtain, if possible, a copy of the report of the Conference of Missionary Societies at Livingstone, referred to in the Governor's despatch.

V. In order to enable Mr. Oldham and other Members to attend the next meeting of the Committee, the date of the next Meeting was fixed for Tuesday, the 24th of February.

11 Mutiny

Circulars to members
Myasaland:

ny. Revolution No 3 — 10: Am

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I. The Chairman mentioned that he understood that Sir Michael Sadler and Dr. Garfield Williams, representing Mr. Oldham, would not be able to attend the meeting.

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Adviser should be entirely independent of the Director of Education, and in close touch with the Governor himself.

Sir James Currie suggested that there was no difficulty in the appointment of an Adviser as such, and mentioned the Adviserships which had existed in Egypt under Lord Cromer's system. He felt doubtful if Mr. McKee had yet had any opportunity for studying such an official position. He saw certain objections to the Committee making any personal recommendations, and held that the most careful consideration would be necessary in selecting a candidate for such a post.

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Bishop Ridwell observed that he did not quite understand what relation this proposal bore to the Governor's despatch which had been considered at the last meeting. The Governor had then asked for the appointment of an Advisory Council; he was now asking for an Educational Adviser. What effect would this have on the creation of an Advisory Council? He suggested that, as a despatch was being sent to the Governor embodying the Committee's views on the problems which he had put to them, and asking for his recommendations generally as to the creation of an educational system, it would be much better to await these recommendations before proceeding to appoint an Adviser. He would deprecate any immediate decision to appoint an Adviser. He considered that if the Advisory Council, which the Governor had previously recommended

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III. The Chairman then referred to the decision which had been reached at the previous meeting, that a memorandum should be prepared to send out to the Governor of Nigeria, setting out the Committee's views on the questions raised in his despatch of the 12th March, 1924. He mentioned that the memorandum which Sir Frederick Lugard was drafting, setting out the general views of the Committee on education was not yet ready for consideration by members of the Committee, and asked the Secretary whether he had taken any steps to draft the special memorandum for the Governor of Nigeria. The Secretary explained that the Minutes of the Ninth Meeting had only just been available, and he had not yet taken any steps to draft the memorandum.

Bishop Midwell said that if, as he understood, it was proposed that the general memorandum which was being prepared by Sir Frederick Lugard should be used as the reply to the Government of Nigeria, then he would like to point out that the Committee had not yet had an opportunity of considering that memorandum. He suggested that the original decision of the Committee, to prepare a special memorandum on the questions referred to by the
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Governor of Nigeria, should be adhered to.

The Chairman agreed with this view, and said that he was anxious that a definite reply should be sent to Nigeria without any further delay, especially in view of the fact that Sir Hugh Clifford would be leaving the Colony in May.

Sir Donald Cameron said that the memorandum prepared by Sir Michael Sadler on education in Uganda, which had been mentioned in this connection, would not be quite suitable for Nigeria, as it did not explain sufficiently the fundamental principles upon which the attitude of the Committee was based. He suggested that the memorandum should be prepared on the basis of the minutes of the Committee's previous meeting.

The Secretary was accordingly instructed, in order that no further time should be lost, to prepare the memorandum for submission to the Secretary of State in the usual way through the Nigeria Department of the Colonial Office.

IV. The Committee then discussed the despatch from the Governor of Nyasaland on certain questions in connection with native education in that Protectorate. This despatch had been circulated to the Committee some time previously.

Certain draft resolutions had been prepared by the Secretary for discussion by the Committee. These draft resolutions were considered, and subject to certain amendments, it was agreed that they should be incorporated in the minutes as having been concurred in by the members present. They would then be circulated to the other members of the Committee, and would come up again for consideration at the next meeting:

(1) The Committee heartily concurs in the policy proposed by the Governor of extending and developing Educational work through the Mission agencies, and at the same time affording direct Government facilities - especially in the case of Mohammedans.

(2) The Committee shares the Governor's desire that a Director of Education should be appointed without delay and will endeavour to assist in the selection of a suitable man. The Committee considers that the provision of a Government Inspectorate to the maximum which the finances of the Protectorate will permit is of essential importance. It concurs in the desirability of appointing an Advisory Board of Education on which Missionaries, Planters and leading Natives would be represented.

(3) With regard to the Governor's request for a model Code for guidance, the Committee has not yet undertaken the drafting of such a Code, and it concurs in the Governor's proposal that it should be drafted by the Director of Education with the assistance of the Advisory Board.

(4) The Committee notes the Governor's desire for legislation "for the Registration and licensing of all Educational Establishments, and for the suppression of unauthorised institutions". This subject is at present engaging the attention of the Committee, and its views will be recorded later.

With regard to the proposal to appoint a Director of Education, the Committee laid great emphasis on the desirability of giving the Director a status at least equivalent to that of the other Heads of

Departments

Departments in the Protectorate. Having regard to the salaries at present obtaining for other Heads of Departments, they recommended that the minimum salary to be attached to the post should be £1,000 a year.

Sir James Currie enquired whether the Committee would have an opportunity of considering the qualifications of any candidate when it might be proposed to appoint.

The Chairman observed that it would be necessary first of all, to obtain the consent of the Treasury for the creation of a new post, and that the Committee would then have an opportunity of discussing candidates.

In the course of discussion, the Secretary was asked to obtain, if possible, a copy of the Report of the Conference of Missionary Societies at Livingstone, referred to in the Governor's despatch.

V. In order to enable Mr. Oldham and other Members to attend the next Meeting of the Committee, the date of the next Meeting was fixed for Tuesday, the 24th of February.

10 Minutes

myt notes in Minutes.

Tanganyika
(da)

I. The Chairman mentioned that he understood that Sir Michael Sadler and ^(D. Garfield Williams representing) Mr. Oldham would not be able to attend the meeting.

II. The Committee considered a despatch from the Governor of Nigeria, dated the 31st December, 1924, which had been circulated strongly recommending the appointment of the Reverend J.A. ^{MacKenzie} ~~MacKenzie~~, an American Missionary as Educational Adviser in the Southern Provinces of Nigeria at a salary of £1,500 per annum, for a period of five years.

At

ADVISORY COMMITTEE ON NATIVE EDUCATION IN
TROPICAL AFRICA.

Minutes of the Tenth Meeting, held on the
28th January, 1924.

Present:

Mr. Ormsby-Gore (Chairman)

Bishop Bidwell

Sir James Currie

Sir Frederick Lugard

Major Church

Secretary (Secretary)

Sir Donald Cameron (Governor-designate of Tanganyika)

Mr. H.F. Gowen. (Governor-designate of Uganda)

Mr. Harding

for part of the meeting only.

Mr. Green
in house

Mr. Seel.

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Punjab in a letter about Mr. Meeker and
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of the Punjab is to devise a system of rural
education which will build up the rural and
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C.O. 533 / 338

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At the request of the Chairman, Major Furse informed the Committee that he had seen Mr. MacGee in December, but that Mr. MacGee had not then been approached with the offer of employment in Nigeria. He understood that Mr. MacGee's reason for leaving his work in India was to do justice to the education of his children in America. His present plans were to remain in the United States, but he ^{had obviously} seemed to be ~~obviously~~ attracted by the idea of going to Nigeria. If he went, he would prefer to go on a temporary basis, at any rate in the first instance, for a period of five years. His present age was thirty-nine. * Major Furse said that he thought what Mr. MacGee would like most of all would be to run a school of his own, and ^{in fact} ~~also~~ that if the Committee wished to secure him, ~~it would be necessary~~ that no time should be lost.

The Committee then discussed the advisability of making such an appointment at the present moment. The Chairman observing ^{ed.} that Mr. MacGee was obviously well qualified for the particular type of work which he had been doing in India, ^{but} referred to the opinion which had been expressed at the previous meeting of the Committee, that on the whole the administrative duties which would fall to the lot of an expert Adviser would require other qualifications. This was emphasised by the proposal now made that the Adviser should be entirely independent of the Director of Education, and in close touch with the Governor himself.

Sir James Currie suggested that there was no difficulty

difficulty in the appointment of an Adviser as such, and mentioned the Adviserships which had existed in Egypt under Lord Cromer's system. ^{and held} He ~~agreed~~, however,

that the most careful consideration would be necessary in selecting a candidate for such a post.

Sir Frederick Lugard ^{said} mentioned that he understood that Mr. MacGee had been selected by the Government of India, because of the success of his own school, to establish similar schools in various parts of India.

Bishop Bidwell observed that he did not quite understand what relation this proposal bore to the Governor's despatch which had been considered at the last meeting. The Governor had then asked for the appointment of an Advisory Council; he ^{was} ~~is~~ now asking for an Educational Adviser. What effect would this have on the ^{creation} ~~question of creating~~ ^{of} ~~an~~ ^{Council} ~~Advisory Board?~~ He suggested that, as a despatch was being sent to the Governor embodying the Committee's views on the problems which he had put to them, and asking for his recommendations generally as to the creation of an educational system, it would be much better to await these recommendations before proceeding to appoint an Adviser. He would deprecate any immediate decision to appoint an Adviser. He considered that if the ^{Council} ~~Advisory Board~~, which the Governor had previously recommended, was to have anything like the influence hoped for, ^{it} it would be fatal to appoint an Adviser before it

Major Kitchin said that it was evident that Mr McKee had run a school in the Punjab which had a most marked and excellent effect on the whole problem of education in that province and had drawn to his work the attention of everybody concerned in native education in India. Under the circumstances described in the Governor's despatch it seemed most desirable that Mr McKee be given an opportunity of introducing his methods into the school system of the Southern Provinces and that even as an experiment it would be well worth the expense.

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it was substituted.

Major Dixon considered that there was the undoubted need for someone with a knowledge of educational methods, but he considered it would be possible to obtain such people in this country. As the Governor of Nigeria had mentioned the case of the Veterinary Adviser in East Africa as a precedent for the appointment of an Adviser in Nigeria, he would like to mention that the East African appointment had been the cause of much friction with the Heads of the Executive Veterinary Departments in the Dependencies concerned.

x Major Dixon : ok

written

Mr. Harding drew attention to an article by Mr. MacGee in the International Review of Missions in

(Volume XII, No 47, July 1923)

in which some indication was given as to the method which Mr. MacGee had employed in India. *The following extracts from this article had been read to the Committee:*

After further discussion, the Chairman said that he proposed that the Committee should proceed as follows:-

(1) The Secretary should be asked to endeavour to ascertain more definitely Mr. MacGee's attitude, and whether he was anxious to go to Nigeria in any capacity, without in any way committing the Secretary of State to the offer of an appointment.

(2) The Committee should proceed with their work by presenting to the Governor a memorandum embodying their views on the Governor's recommendations as to the organization and personnel necessary. The Governor should be told that the Committee would advise whether his present proposal as

it was constituted.

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in answer to an inquiry made regarding the method
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(1) The Secretary should be asked to endeavour to ascertain more definitely Mr. MacGee's attitude, and whether he was anxious to go to Nigeria in any capacity, without in any way committing the Secretary of State to the offer of an appointment.

(2) The Committee should proceed with their original plan to send out to the Governor a memorandum embodying their views, and asking for the Governor's recommendations as to the organisation and personnel necessary. The Governor should be told that the Committee were doubtful whether his present proposal as

to

In attached paper

to Mr. MacGee, would fit in with the scheme which they outlined; that steps were being taken to obtain further information about Mr. MacGee, but that it was considered inadvisable to ~~take any steps on the lines indicated~~ ^{proceed as suggested} in the Governor's latest despatch until the Advisory Board had been set up, and was in actual ~~being~~ ^{working}. In addition, the Governor should be informed of the objections, from an administrative point of view, which the Committee saw to the appointment of an Adviser with higher standing than the Director of Education, and working directly with the Governor, and also of the experience of the East African territories with regard to the appointment of a Veterinary Adviser.

Sir James Currie suggested that some violent disturbance of the present system in Nigeria was necessary if improvements were to be effected, and the appointment of an Adviser might be an opportunity of creating this disturbance.

Sir Frederick Lugard and Sir Donald Cameron considered, however, that the solution lay rather in raising the status of the Director of Education and enlarging his scope rather than placing an independent officer above him. Sir Donald Cameron said that he thought the Governor of Nigeria would be quite prepared to accept the proposed explanation of the Committee's view.

III. The Chairman then referred to the decision which had been reached at the previous meeting, that a

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memorandum should be prepared to send out to the Governor of Nigeria, setting out the Committee's views on the questions raised in his despatch of the 12th March 1924. He mentioned that the memorandum which Sir Frederick Lugard was drafting, setting out the general views of the Committee on education was not yet ready for ^{consideration by members of} submission to the Committee, and asked the Secretary whether he had taken any steps to draft ^{Special} the memorandum for the Governor of Nigeria. The Secretary explained that the Minutes of the Ninth Meeting had only just been available, and he had not yet taken any steps to draft the memorandum.

Bishop Bidwell said that if, as he understood, it was proposed that the general memorandum which was being prepared by Sir Frederick Lugard, should be used as the reply to the Government of Nigeria, then he would like to point out that the Committee had not yet had an opportunity of considering that memorandum. He suggested that the original decision of the Committee, to prepare a special memorandum on the questions referred to by the Governor of Nigeria, should be adhered to.

The Chairman agreed with this view, and said that he was anxious that a definite reply should be sent to Nigeria without any further delay, especially in view of the fact that Sir Hugh Clifford would be leaving the Colony in May.

Sir Donald Cameron said that the memorandum prepared by Sir Michael Sadler on education in Uganda, which had been mentioned in this connection, would not be quite

NYASALAND.

DRAFT RESOLUTIONS.

1. The Committee heartily concurs in the policy proposed by the Governor of extending and developing Educational work through the Mission agencies, and at the same time affording direct Government facilities, especially in the case of Mohamedans.

The Committee would suggest that, if funds permit, the most pressing requirements for Government Institutions are:-

- (a) An Elementary School for Moslem boys.
- (b) A Training Institute for Teachers.
- (c) A school for the sons of Chiefs.

2. The Committee shares the Governor's desire that a Director of Education should be appointed without delay and will endeavour to assist in the selection of a suitable man. The Committee considers that the provision of a Government Inspectorate to the maximum which the finances of the Protectorate will permit is of essential importance. It concurs in the desirability of appointing an Advisory Board of Education on which Missionaries, Planters and leading Natives would be represented.

3. With regard to the Governor's request for a model Code for guidance, the Committee has not yet undertaken the drafting of such a Code, and it concurs in the Governor's proposal that it should be drafted by the

Director of Education with the assistance of the
Advisory Board.

4. The Committee notes the Governor's desire for
legislation "for the Registration and licensing of all
Educational Establishments, and for the suppression of
unauthorized institutions." This subject is at
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its views will be recorded later.

The foregoing notes are submitted for

quite suitable for Nigeria, as it did not explain sufficiently the fundamental principles upon which the attitude of the Committee were based. He suggested that the memorandum ^{should be prepared on the basis of} on the minutes of the Committee's previous meeting ~~should be prepared.~~

The Secretary was accordingly instructed ^{should be left in order that no further time} to prepare the memorandum, for submission to the Secretary of State in the usual way through the Nigeria Department of the Colonial Office.

IV. The Committee then discussed the despatch from the Governor of Nyasaland, on certain questions in connection with native education in that Protectorate. ^{This despatch had been circulated to the Ctes. some time previously.}

Certain draft resolutions had been prepared by the Secretary for discussion by the Committee. These draft resolutions were considered and subject to certain amendments, it was agreed that they should be incorporated in the minutes as having been concurred in by the members present. They would then be circulated to the other members of the Committee, and would come up again for consideration at a ^{the next} further meeting. ~~A copy of the resolutions as amended is annexed.~~ ^{Amended Resolutions :}

With regard to the proposal to appoint a Director of Education, the Committee laid great emphasis on the desirability of giving the Director a status at least equivalent to that of other Heads of Departments in the Protectorate. Having regard to the salaries at present obtaining for other Heads of Departments they recommended that the minimum salary

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Sir James Currie enquired whether the Committee would have an opportunity of considering the qualifications of any candidate whom it might be proposed to appoint.

The Chairman observed that it would be necessary, first of all, to obtain the consent of the Treasury for the creation of a new post, and that the Committee would then have an opportunity of discussing candidates.

In the course of discussion, the Secretary was asked to obtain, if possible, a copy of the Report of the Conference of Missionary Societies at Livingstone, referred to in the Governor's despatch.

V. In view of the fact that Mr. Oldham was not expected to return from America before the 10th February, (the date fixed for the next meeting of the Committee) it was decided to postpone the meeting, and to hold it instead on Tuesday ~~(the 24th February)~~.

In order to enable Mr. Oldham to attend the next meeting of the Committee the date of the next meeting was fixed for Tuesday the 24th February.

28-1-25.

Kue -

Minutes ?

Luyard
Abdul
Camm
sul
Harding

Probyn
Cinn
V.

Hawson reads the minutes.

main: an off important document

doubts if McKee led appropriate for strong
 official position. - would like to see
 him man. Objects to personal recommendation
 committee.

main: McKee done adv. in India. in
 official position greatest difficulties. We might not
 be misled.

and: he was asked by Punjab Govt.
 not for advisor to Govt.

i: My note too -

Dept. -- no difficulty in being in advisor.
 Egypt: Romer. Can be justified.
 Marine positions.

all your cases.

main: asked for details.

McKee's new McKee. Mat McKee said: details.

Harding: does not think

main: new proposal against Mat was discussed.

difficult - tries to go on with old
 idea last time - dispatch last meeting -
 not to meet decisions

main: disposition to be individual. Govt.
 Homecoming.

Cannot open medicine.

Prison: no more strength machine. Must be
putting in mind.

Division: agree with Prison. We should escalate
lines of use, to uncommittal. Proceed with

Medical dispatch which is contemplated. So
we should make will fit in, and then if

It is not... no apt. before Advisory Board.
objections to Prison at salary higher than Dept.

... demands higher

... rule out apt. of Advisory?

... or no one else.

... define position.

... in doing people.

... Division more. not

... app. ...

Who: substitute some more.
cut out grading.

It empowers, and existing sources to do so
in reasonable time.

Division actions

- circulate Resolution
Recommendation for legislation.

~~Memorandum~~ Memorandum

dispatch prepared by her. and Harding
Secretary to prepare memo in consultation
with Nigerian Dept. to be referred to Chairman

Nigerians

Chairman reads dispatch.

reads draft resolutions

Resolution 1.

Chairman: in app't. to fix their definite status

Chairman: agrees.

Chairman: By consent of members:

Chairman reads fr. app. salary.

Chairman: in app't. to pay more than £1000.

Grant-in-aid fr. Treasury: £100000

Chairman: -

Chairman: table.

Chairman: (reading)

Chairman: wants to know more.

21. 1000 in next month.

Chairman: agreed in Chair

Chairman: notes agreed to

O. H. M. J.

**ADVISORY COMMITTEE ON NATIVE EDUCATION
IN TROPICAL AFRICA.**

**Agenda for the 10th Meeting
held at the Colonial Office on
28th January, 1925.**

1. Minutes of 9th Meeting.
2. Nigeria. Despatch 1204 of 31.12.1924 from the Governor of Nigeria to the Secretary of State recommending the appointment of Mr. McKee to the post of Educational Adviser to the Governor.
3. Nigeria. Memorandum embodying the views of the Committee on Native Education for the Governor of Nigeria, with special reference to his proposals discussed by the Committee at the 9th Meeting.
4. Swaziland. Despatch 248 of 11th June, 1924 from the Governor to the Secretary of State, circulated to members November, 1924.

ADVISORY COMMITTEE ON NATIVE EDUCATIONIN TROPICAL AFRICA.10th Meeting, 28th January 1925.NOTES

Sir Michael Sadler and Dr. Garfield Williams regret being unable to attend.

NIGERIA:

Appointment of Mr. Makae. I have his file with me.

Suggestion: The Committee feel that Mr. Makae could render very great services to the Government in Native Education if given the opportunity to establish a village school in the Southern Provinces in view of the work he has done in the Punjab. They do not think, however, that his appointment to the post of Advisor to the Governor on Native Education as proposed by the Governor in his despatch would be advisable and suggest that his services might be procured under the system of Grants-in-Aid.

NIGERIA:

Memorandum for the Governor of Nigeria.

The views of the Committee are embodied in a Memorandum drawn up by Sir F. D. Lugard and circulated

for Members remarks. At the present moment Lugard is re-writing the Memo embodying the various views expressed by Members.

I propose that this Memo should form the basis of the despatch it has been decided to prepare for Sir Hugh Clifford and that the views of the Committee, directly referring to the Nigerian proposals, should be added.

Since last meeting a despatch has been received from Sir Hugh Clifford proposing the appointment of Mr. McKee as Educational Advisor. This will be laid before the Committee at the Meeting on the 28th and I think the Committee's views on this matter should be included in our Memorandum to the Governor.

NYASALAND:

The Members have received the advance report of Dr. Jim Jones showing the present state of Native Education in Nyasaland, and also the despatch from the Governor.

Sir F.D. Lugard has drafted some notes which he will bring with him.

Next Meeting: the date has been fixed for February 10th. *It must be better to avoid Mr. Oldham's return*

Advisory Committee on Native Education
in Tropical Africa.

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held at the Colonial Office
on 28th January 1925.

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12 Copies Mean

Hammick

High Resolutions

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In regard to the Governor's request for a model Code for guidance, the committee has not yet undertaken the drafting of such a Code, & it concurs in the Governor's proposal that it should be drafted by the Director of Education with the assistance of the Advisory Board.

The committee notes the Governor's desire for legislation "for the regulation & licensing of all Educational Establishments, & for the suppression of unauthorised institutions." This subject is at present engaging the attention of the Committee & its views will be recorded later. -

The Committee would suggest that, if funds permit, the most pressing ~~needs~~ requirements for Government institutions are

- a) An Elementary School for Muslim boys
- b) A Training Institute for Teachers
- c) A School for the boys of the staff.

(Notes for discussion)

From every African standpoint there is the same demand for power to prohibit the opening of undesirable "Trust Schools", & to close existing ones. The testimony as to the line they do is unanimous.

Such powers are conferred on the Executive by the Ordinances of N. Rhodesia, Kenya & Uganda. In S. Rhodesia the Governor may close a School if at the instance of the Minister of Education or a Resident, a Commission of Enquiry has reported it to be a nuisance to the Government or pupils.

The subject has also been discussed by this Committee. Opinions were expressed by the Russian Bodies present to strongly oppose to the exercise of such powers in Rhodesia & this would militate against Co-operation.

That if exercised through the agency of an Advisory Board with a Russian representative would result [Russian representative on the Board would be unlikely to concave in the closing of Schools under this act. There would be a representative Board to discuss its conclusions]

It was suggested that it would be easier to register &/or license Teachers and Schools. This suggestion has also been made by Mr. Fraser.

It was suggested for discussion, that legislation might be an interim ^{some of the} lines - existing Schools to be registered & submit annually a return showing the name of the person responsible for the School, number & duplication of any, of staff, Subjects taught & number of pupils.

Persons engaged in the profession of School Teachers to be registered with their Qualifications (if any). Proof of pecuniary or immorality to disqualify minimum standard of Qualification for a School Teacher & of the proportion of qualified Teachers (of different Orders) to pupils to be laid down. No new Schools to be opened or require unless it conforms, & existing Schools to do so in a reasonable manner. No desire to engage in the profession of School Teachers to be licensed unless according to their Qualifications.

Any existing School may be closed if certified by a Commission (consisting equally of Whites & non-officials) to be harmful to the Government or pupils.

Teacher to be allowed to receive fees for tuition of any nature unless he has minimum Qualification

"Qualifications" would be interpreted in the widest sense, not necessarily Scholastic. Experience, & good character & importance. "Grading" would depend on Standards in Certificates & would be laid down in the Code.

PERSONAL NOTE

The Governor refers to "the chaos which at present exists" and renders it "of the greatest importance to undertake the re-organization of Elementary Education throughout the Southern Provinces" of Nigeria. As I was Sir H.Clifford's predecessor, I take leave to add a brief explanatory note. I arrived in Nigeria in September 1912 and returned to England in 1913. The elaboration of the Scheme for the Amalgamation of Northern and Southern Nigeria, and the putting of it into execution as from January 1st 1914 followed by the outbreak of War in August 1914 involved exceptionally heavy work. In 1915 after a careful study of the Educational problem in the South I drew up the Ordinance and Regulations which, with practically no alterations, except the Schedules (Syllabi of Schools dated 1923) form the Education law of Nigeria today. The enactment of the law was delayed for about a year in the Colonial Office, but it came into operation in 1916.

Meanwhile the War had not only rendered the most intense economy necessary (leaving nothing for Educational reform), but had practically wiped out the entire Education Department, the Staff of which - as being a service not absolutely vital to the maintenance of the dependency - was allowed to volunteer for service leaving only 3 or 4 to carry on. No steps to re-organise education on the carefully -thought out lines of the Ordinance and Regulations were therefore practicable till after the War. I left Nigeria at the close of the War - six years ago.

28.12.24.

(Signed) F.D.Lugard.

2. That is said is not well reproduced (I think a copy of that was issued) I should like to add "of the same course are adopted in England. But Mr. Kee would begin by starting a model village school & gradually extend his system. Sir J. Lugard said that it would be feasible to appoint him Advisor to Gov: over the head of the Director of Education" -

Mr. Hensby. You advised that it would seem better for Mr. Kee to be attached to a Mission, & I remarked that this might be effected by a Special Grant.

It was decided I think that the Statute of the S of E. should be equal to that of the S of A. (Curric. & Clerical)

Very nice to have been the draft despatch to the Governor of Nigeria. I would like to have a copy that I may consider it before it comes at the next meeting?

Very important that the Agenda should be circulated early in a book & I have no intimation as to when the Agenda will be & have many suggestions during the week. Can we take it in Review as a set? The drafts to be laid

the Committee should be circulated in advance, it impossible to read & consider them during consultation at meeting.

ask me to "prepare a memo embodying the key points & resolutions to be introduced & approved at the next meeting"

These resolutions (as amended) were re-considered in the
minutes of 10th meeting. I do not see that there is
anything to add except that in Resolution 2. the words
beginning "and regard to" (para 5 on page 6) might be
omitted.

That all "Hutchinson's proposals regarding 'Scholarships'" which are
to be discussed at next meeting. It is essential that
minutes were there in good time before the meeting.
The regard to your last sentence asking me "to bring up
the question of your 'Memoranda'" has just been
discussed & the result is that we will more freely
have as I was the original proposal of the meeting.

Samuel Jones

Banyon

NIGERIAN PROPOSALS. DRAFT MEMORANDUM.

ADVISORY COMMITTEE ON NATIVE EDUCATION IN
TROPICAL AFRICA.

Meetings held on January 16th and January 28th, 1925

The proposals contained in the Governor's
despatches, 224 of 12th March, 1924 and 1204 of
31st December were discussed by the Advisory Committee
on Native Education in Tropical Africa at their
Meetings held on January 16th and 28th.

After hearing Sir Donald Cameron it was
decided that the Chairman in consultation with the
Secretary should prepare a Memorandum ~~to be submitted~~
~~to the Secretary of State for the Governor,~~ setting
forth the views of the Committee generally and making
suggestions as to the educational structure which
they consider desirable for the Southern Provinces of
Nigeria ^{to be embodied in a despatch to His Majesty the}
and ^{inviting the} Governor to make definite
proposals regarding the structure and also the person-
nel required in order to carry out the policy advoca-
ted. ^{together with an estimate of cost.}

Since the Committee began its activities
it has considered and made certain recommendations
regarding the following proposals referred to it by
(the

by)

the Secretary of State:

- (1) Gold Coast Colony: the establishment and organization in the Native College of Achimota.
- (2) Uganda Protectorate: the formation of an education Department, the general educational policy and the scope and object of the Government School.
- (3) Kenya Colony: the appointment of a Principal for a Teachers' Training College.
- (4) Tanganyika Territory: the Education Department and the Government and Mission Schools.
- (5) Northern Rhodesia: the setting up of an Education Department and the appointment of a Director of Education.
- (6) Nyasaland Protectorate: the appointment of a Director of Education and the general educational policy.

A number of Memoranda are being prepared expressing the common views of the members regarding: an Outline of Education Policy, Education Staff, the use of the Vernacular in Native Education, etc.

The general lines followed by the Committee in considering the various proposals ^{that have so far been} and in framing their recommendations ^{may be} ~~are briefly~~ stated in the following: *summarized as follows.*

- (1) The Committee hold that the Government must reserve to itself the supervision and control of all educational agencies, ^{but Govt should} ~~and~~ welcome and encourage all private educational eff. which conforms to the

(general

the)

general policy.

(2) It considers that co-operation between Government and other educational agencies should be promoted in every way, and with this object recommends the setting up of Advisory Boards on Education. These Boards ^{should} be advisory to the Government and ^{should} include the Director of Education, Senior Officials of the Medical and Agricultural Departments and Missionaries (represented according to the extent of their educational work), Traders and Settlers ^{where practicable} and ^{direct} representatives of Native opinion.

(3) The Committee hold that education should be adapted to the mentality, ~~aptitudes~~, occupations and traditions of the people, conserving as far as possible all sound and healthy elements in the fabric ^{and (sup)} of their social life. Its aim should be to render the individual more efficient and to promote the advancement of the community as a whole through the improvement of agriculture, the development of native industries, the improvement of health, the training of the people in the management of their ^{domestic} ~~own~~ affairs, and it must include the raising up of capable, trustworthy, public-spirited leaders of the people belonging to their own race. Every department of Government concerned with the welfare of the natives or vocational training, including especially the Health and Agricultural Departments, should co-operate closely in the educational policy.

(Since

policy.)

Since contact with civilization, and even education itself, tend to weaken tribal authority and the sanctions of existing beliefs, it is essential that what is good in the old beliefs and sanctions should be strengthened and what is defective should be replaced. The greatest importance must, therefore, be attached to religious teaching and moral instruction which should permeate the whole life and activity of the school by being related to the conditions of life and the daily experience of the pupils.

(4) The Committee feel that the rapid development of the African Dependencies on the material and economic side both demands and warrants a corresponding advance in the expenditure on Education. Material prosperity without a corresponding growth in the moral capacity to turn it to good ~~use~~ constitutes a danger. The well-being of a country must depend in the last resort on the character of its people, on their increasing intellectual and technical ability and on their social progress. A policy aiming at the improvement of the population must therefore be a primary concern of Government and one of the first charges on its revenues. Since success in realising the ideals of Education must depend largely on the outlook of those who control the policy and on their capacity and enthusiasm it is essential that the status and conditions of service of the Education Department should be such as to attract the best

(available

best)

available men both British and African.

(5) The Committee feel the necessity of legislation for the supervision and control by the Government of the education of natives and for preventing the spread of dangerous teaching, while they agree with Sir Michael Sadler who pointed out the historical fact that ~~all~~ improvement in the methods of education came from uncontrolled private agencies and that to suppress ~~them altogether~~ ^{variety & experiment} was to stop the safety valve in the general development of the people.

(6) In studying the conditions of native education in most of the countries that came before it, the Committee have been impressed by the lack of provision made for an adequate Inspectorate and for the training of Native Teachers. It is essential that the Director of Education shall have on his Staff a sufficient number of specially trained and selected School Inspectors through whom he can keep in touch with the actual instruction being given in Government and private schools. The training of Native Teachers by the Government or by private agencies should be given special attention and the standard aimed at should not confine itself to purely scholastic knowledge. The Committee recommend a system of Visiting Teachers as being of special assistance in the supervision of schools as well as in raising the efficiency of the school teachers.

Having carefully studied the actual conditions
(of

conditions)

of Native Education in the Southern Provinces of Nigeria as described in the Governor's despatch and the last annual report of the Director of Education, and having heard the statements made by Sir Donald Cameron, the Committee submit the following suggestions for the framework on which Native Education in the Southern Provinces can, in their opinion, be improved and developed. || At the head of the Education Department should be the Director of Education whose duty will be to co-operate with the Mission bodies and with other Government Departments in carrying out the policy of Native Education laid down by the head of the Administration. Besides these ~~administrative~~ duties he would have to attend to the question of languages to be used in the programme of instruction; the production of suitable text books, etc., etc. His department should be strengthened especially in regard to the Inspectorate and his status in the Administration should be equivalent to that of the Director of Agriculture. The supervision of elementary education should be ~~entrusted~~ ^{carried} ~~to a~~ Board on which the various Missionary bodies are fully represented ~~and constitute the majority.~~ || This Board should be advisory to the Lieutenant Governor and should include besides the Director of Education as Chairman or Vice-Chairman, Senior Officers from the Medical and Agricultural (Departments

The Committee would like to know how far the Governor has made use of the power to close schools conferred on him under the ordinance and what has been the effect of such action.

The attention of the Committee was drawn to the legislation which gave ~~power~~ the Governor power to order any school, whether an assisted school or not, to be closed if after an enquiry he is satisfied ~~that~~ § 16 of the Educational Ord.

The Committee would like to know if there has been any far his ~~own~~ ordinance has been used in any far ~~to~~ the Governor has had occasion to use the power to close schools conferred on him by the ordinance and

Agricultural)

Departments, Missionaries, traders and representatives of Native opinion. For the proper supervision of the various schools, Supervisors should be selected ^{as well as from the Govt. Inspectors} and appointed from the various Missions for the inspection of schools in the different districts. As to the method of appointment of these Supervisors the Committee makes no special recommendation beyond suggesting that the Ordinance should not specifically limit the selection to Missionaries in case in any district it might be desirable to appoint a Government official. While leaving elementary education in the village schools mainly to the Missions, the Committee hold that it is incumbent upon the Government to provide facilities for more advanced and specialized training in Secondary ^{Technical} and Higher Schools where arrangements should be made for the Missionary bodies to provide for the spiritual needs of pupils belonging to different churches. The ^{Director of Education and the} Advisory Board while controlling, through the Supervisors, elementary education will be able to make from time to time the necessary proposals for the gradual building up of a complete school organization embracing all schools, leading from the village school eventually to the a University College.

with reference to the Governor's despatch No. 1204 of 31st December, the Committee feel doubtful whether his present proposal to appoint Mr. McKee Educational Advisor to the Governor would

would) fit in with the scheme they outline, or whether, judging from the account he gives in his article in the July 1923 number of the International Review of Missions of his methods at Moga School, Mr. McKee is altogether suitable for a Government institution. This, however, does not mean that Mr. McKee would not be very suitable for appointment by a Missionary Society to establish in the Territory a school such as he founded in the Punjab. As was pointed out in the course of the discussions on Uganda, it is clear that we have not yet found the ideal school for the African village. Sir Michael Sadler ^{emphasized} ~~pointed out~~ the importance of allowing men of special educational abilities to work out the problem in their own way. In view of the present conditions of Native Schools in the Southern Provinces such an experiment carried out under the auspices of a Missionary Society by a man like Mr. McKee, who has already proved the success of his methods in the Punjab, should be given every possible assistance. Having in view the urgency of this matter and the possibility of a Missionary Society carrying out such an experiment, the Private Secretary who had already seen Mr. McKee is endeavouring to ascertain more definitely Mr. McKee's attitude, and whether he is anxious to go to Nigeria in any capacity, without in any way committing the Secretary of State to the offer of ^{a Government} ~~an~~ appointment.

W. A. G. 11
M. McKee

Handed to Jmt for Chairman
9. 2. 25

NIGERIAN PROPOSALS. DRAFT MEMORANDUM.

ADVISORY COMMITTEE ON NATIVE EDUCATION IN

TROPICAL AFRICA.

Draft Memo.

Meetings held on January 16th and January 28th, 1925

The proposals contained in the Governor's despatches, 224 of 12th March, 1924 and 1204 of 31st December were discussed by the Advisory Committee on Native Education in Tropical Africa at their meetings held on January 16th and 28th.

After hearing Sir Donald Cameron it was decided that the Chairman in consultation with the Secretary should prepare a Memorandum to be submitted to the Secretary of State for the Governor, setting forth the views of the Committee generally and making suggestions as to the educational structure which they consider desirable for the Southern Provinces of Nigeria and inviting the Governor to make definite proposals regarding the structure and also the personnel required in order to carry out the policy advocated.

Since the Committee began its activities it has considered and made certain recommendations regarding the following proposals referred to it by

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the Secretary of State:

- (1) Gold Coast Colony: the establishment and organization in the Native College of Achimota.
- (2) Uganda Protectorate: the formation of an education Department, the general educational policy and the scope and object of the Government School.
- (3) Kenya Colony: the appointment of a Principal for a Teachers' Training College.
- (4) Tanganyika Territory: the Education Department and the Government and Mission Schools.
- (5) Northern Rhodesia: the setting up of an Education Department and the appointment of a Director of Education.
- (6) Nyassaland Protectorate: the appointment of a Director of Education and the general educational policy.

A number of Memoranda are being prepared expressing the common views of the members regarding: an Outline of Education Policy, Education Staff, the use of the Vernacular in Native Education, etc.

The general lines followed by the Committee in considering the various proposals referred to it and in framing their recommendations are briefly stated in the following:

- (1) The Committee hold that the Government must reserve to itself the supervision and control of all educational agencies while it welcomes and encourages all private educational effort which conforms to the

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general policy.

(2) It considers that co-operation between Government and other educational agencies should be promoted in every way, and with this object recommends the setting up of Advisory Boards on Education. These Boards to be advisory to the Government and to include the Director of Education, Senior Officials of the Medical and Agricultural Departments and Missionaries (represented according to the extent of their educational work), Traders and Settlers and representatives of Native opinion.

(3) The Committee hold that education should be adapted to the mentality, aptitudes, occupations and traditions of the people, conserving as far as possible all sound and healthy elements in the fabric of their social life. Its aim should be to render the individual more efficient and to promote the advancement of the community as a whole through the improvement of agriculture, the development of native industries, the improvement of health, the training of the people in the management of their own affairs; and it must include the raising up of capable, trustworthy, public-spirited leaders of the people belonging to their own race. Every department of Government concerned with the welfare of the natives or vocational training, including especially the Health and Agricultural Departments, should co-operate closely in the educational policy.

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Since contact with civilization, and even education itself, tend to weaken tribal authority and the sanctions of existing beliefs, it is essential that what is good in the old beliefs and sanctions should be strengthened and what is defective should be replaced. The greatest importance must, therefore be attached to religious teaching and moral instruction which should permeate the whole life and activities of the school by being related to the conditions of life and the daily experience of the pupils.

(4) The Committee feel that the rapid development of the African Dependencies on the material and economic side both demands and warrants a corresponding advance in the expenditure on Education. Material prosperity without a corresponding growth in the moral capacity to turn it to good all constitutes a danger. The well-being of a country must depend in the last resort on the character of its people, on their increasing intellectual and technical ability and on their social progress. A policy aiming at the improvement of the population must therefore be a primary concern of Government and one of the first charges on its revenues. Since success in realising the ideals of Education must depend largely on the outlook of those who control the policy and on their capacity and enthusiasm it is essential that the Status and conditions of service of the Education Department should be such as to attract the best

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available men both British and African.

(5) The Committee feel the necessity of legislation for the supervision and control by the Government of the education of natives and for preventing the spread of dangerous teaching, while they agree with Sir Michael Sadler who pointed out the historical fact that all improvement in the methods of education came from uncontrolled private agencies and that to suppress them altogether was to stop the safety valve in the general development of the people.

(6) In studying the conditions of native education in most of the countries that came before it, the Committee have been impressed by the lack of provision made for an adequate Inspectorate and for the training of Native Teachers. It is essential that the Director of Education shall have on his Staff a sufficient number of specially trained and selected School Inspectors through whom he can keep in touch with the actual instruction being given in Government and private schools. The training of Native Teachers by the Government or by private agencies should be given special attention and the standard aimed at should not confine itself to purely scholastic knowledge. The Committee recommend a system of Visiting Teachers as being of special assistance in the supervision of schools as well as in raising the efficiency of the school teachers.

Having carefully studied the actual conditions

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of Native Education in the Southern Provinces of Nigeria as described in the Governor's despatch and the last annual report of the Director of Education, and having heard the statements made by Sir Donald Cameron, the Committee submit the following suggestions for the framework on which Native Education in the Southern Provinces can, in their opinion, be improved and developed. At the head of the Education Department should be the Director of Education whose duty will be to co-operate with the Mission bodies and with other Government Departments in carrying out the policy of Native Education laid down by the head of the Administration. Besides these administrative duties he would have to attend to the question of languages to be used in the programme of instruction, the production of suitable text books, etc., etc. His department should be strengthened especially in regard to the Inspectorate and his status in the Administration should be equivalent to that of the Director of Agriculture. The supervision of elementary education should be entrusted to a Board on which the various Missionary bodies are fully represented and constitute the majority. This Board should be advisory to the Lieutenant Governor and should include besides the Director of Education as **CHAIRMAN** or Vice-Chairman, Senior Officers from the Medical and Agricultural (Departments

Agricultural)

Departments, Missionaries, Traders and representative of Native opinion. For the proper supervision of the various schools, Supervisors should be selected and appointed from the various Missions for the inspection of schools in the different districts. As to the method of appointment of these Supervisors the Committee makes no special recommendation beyond suggesting that the Ordinance should not specifically limit the selection to missionaries in case in any district it might be desirable to appoint a Government official. While leaving elementary education in the village schools mainly to the Missions, the Committee hold that it is incumbent upon the Government to provide facilities for more advanced and specialized training in Secondary and Higher Schools where arrangements should be made for the Missionary bodies to provide for the spiritual needs of pupils belonging to different churches. The Advisory Board while controlling, through the Supervisors, elementary education will be able to make from time to time the necessary proposals for the gradual building up of a complete school organization embracing all schools, leading from the village school eventually to the University College.

with reference to the Governor's despatch No. 1294 of 31st December, the Committee feel doubtful whether his present proposal to appoint Mr. McKee Educational Advisor to the Governor

would) fit in with the scheme they outline, or whether, judging from the account he gives in his article in the July 1923 number of the International Review of Missions of his methods at Moga School, Mr. McKee is altogether suitable for a Government institution. This, however, does not mean that Mr. McKee would not be very suitable for appointment by a Missionary Society to establish in the Territory a school such as he founded in the Punjab. As was pointed out in the course of the discussions on Uganda, it is clear that we have not yet found the ideal school for the African village. Sir Michael Sadler pointed out the importance of allowing men of special educational abilities to work out the problem in their own way. In view of the present conditions of Native Schools in the Southern Provinces such an experiment carried out under the auspices of a Missionary Society by a man like Mr. McKee, who has already proved the success of his methods in the Punjab, should be given every possible assistance. Having in view the urgency of this matter and the possibility of a Missionary Society carrying out such an experiment, the Private Secretary who had already seen Mr. McKee is endeavouring to ascertain more definitely Mr. McKee's attitude and whether he is anxious to go to Nigeria in any capacity, without in any way committing the Secretary of State to the offer of an appointment.

NIGERIAN PROPOSALS FOR NATIVE EDUCATION.

~~at and 18th Meetings of~~
*Advisory Committee on Native Education
in Tropical Africa*

Meeting, held on Jan 16th and Jan 28th 1915.

The proposals contained in the Governor's despatches, 224 of 12th March, 1914 and 1204 of 31st December were discussed by the Advisory Committee on Native Education in Tropical Africa at their Meetings held on January 16th and 28th.

~~The Committee greatly regretted the delay that had occurred in placing before them the proposals made by the Governor in March 1914 and the Secretary explained that the Governor's despatch in question was circulated on December 19th, immediately after he had received it from the printing office.~~

After hearing Sir Ronald Cameron it was decided that the Chairman in consultation with the Secretary should prepare a Memorandum to be submitted to the Secretary of State for the Governor, setting forth the views of the Committee generally and making suggestions as to the educational structure which they consider desirable for the southern provinces of Nigeria and inviting the Governor to make definite proposals regarding the structure and also the personnel required in order to carry out the policy advocated.

Since the Committee have it is suggested -

activities)

it was considered and made certain recommendations regarding the following proposals referred to by the Secretary of State:

- (1) Gold Coast Colony: the establishment and organization in the Native College of Accra.
- (2) Uganda Protectorate: the formation of an education department, the general educational policy and the scope and object of the ~~Native~~ ^{Government} school.
- (3) Kenya Colony: the appointment of a Principal for a teacher training college.
- (4) Tanganyika Territory: the Education department ~~in~~ ^{and} the ~~Native~~ ^{Government} and mission schools.
- (5) Northern Rhodesia: the setting up of an Education Department and the appointment of a Director of Education.
- (6) Nyasaland Protectorate: the appointment of a Director of Education and the general educational policy.

A number of Memoranda are being prepared expressing the common views of the members regarding: the outline of educational policy, education staff, the use of the vernacular in Native education, etc.

The general lines followed by the Committee in considering the various proposals referred to it and its findings and recommendations are briefly stated in the following:

- (1) The Committee hold that the Government should refer to itself the responsibility and control of the education of the

NIGERIAN PROPOSALS. DRAFT MEMORANDUM.

*7th and 12th Meetings of
Advisory Committee on Native Education
in Tropical Africa*

Meetings held on Jan. 16th and Jan. 28th 1925.

The proposals contained in the Governor's despatches, 224 of 12th March, 1924 and 1204 of 31st December were discussed by the Advisory Committee on Native Education in Tropical Africa at their Meetings held on January 16th and 28th.

~~The Committee greatly regretted the delay that had occurred in placing before them the proposals made by the Governor in March 1924 and the Secretary explained that the Governor's despatch in question was circulated on December 16th, immediately after he had received it from the printing office.~~

After hearing Sir Donald Cameron it was decided that the Chairman in consultation with the Secretary should prepare a Memorandum to be submitted to the Secretary of State for the Governor, setting forth the views of the Committee generally and making suggestions as to the educational structure which they consider desirable for the Southern Provinces of Nigeria and inviting the Governor to make definite proposals regarding the structure and also the personnel required in order to carry out the policy advocated.

Since the Committee began its activities

activities)

it has considered and made certain recommendations regarding the following proposals referred to ^{it} by the Secretary of State:

- (1) Gold Coast Colony: the establishment and organization in the Native College of Achimota.
- (2) Uganda Protectorate: the formation of an education Department, the general educational policy and the scope and object of the ^{Government} ~~Native~~ School.
- (3) Kenya Colony: the appointment of a Principal for a Teachers' Training College.
- (4) Tanganyika Territory: the Education Department ^{and} the ^{Government} ~~Native~~ and Mission Schools.
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The general lines followed by the Committee in considering the various proposals referred to it and in framing their recommendations are briefly stated in the following:

- (1) The Committee hold that the Government must reserve to itself the supervision and control of all

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educational agencies while it welcomes and encourages all private educational effort which conforms to the general policy.

(2) It considers that co-operation between Government and other educational agencies should be promoted in every way, and with this object recommend the setting up of Advisory Boards on Education. These Boards to be advisory to the Government and to include the Director of Education, Senior Officials of the Medical and Agricultural Departments and Missionaries (represented according to the extent of their educational work), Traders and Settlers and representatives of Native opinion.

(3) The Committee hold that education should be adapted to the mentality, aptitudes, occupations and traditions of the people, conserving as far as possible all sound and healthy elements in the fabric of their social life. Its aim should be to render the individual more efficient and to promote the advancement of the community as a whole through the improvement of agriculture, the development of native industries the improvement of health, the training of the people in the management of their own affairs, and it must include the raising up of capable, trustworthy, public spirited leaders of the people belonging to their own race. Every department of Government concerned with the welfare of the natives or vocational training, including especially the Health and Agricultural

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Agricultural)

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(4) The Committee feel that the rapid development of the African Dependencies on the material and economic side both demands and warrants a corresponding advance in the expenditure on education. Material prosperity without a corresponding growth in the moral capacity to turn it to good all constitutes a danger. The well-being of a country must depend in the last resort on the character of its people, on their increasing intellectual and technical ability and on their social progress. A policy aiming at the improvement of the population must therefore be a primary concern of Government and one of the first charges on its revenues. Since success in realising the ideals of Education must depend largely on the outlook of those who control the policy and on their capacity and enthusiasm it is essential that the Status and conditions of service of the Education Department should

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(6) In studying the conditions of native education ^{most of} in the ~~various~~ countries that came before it, the Committee have been impressed by the lack of provision made for an adequate Inspectorate and for the training of Native Teachers. It is essential that the Director of Education shall have on his Staff a sufficient number of specially trained and selected School inspectors through whom he can keep in touch with the actual instruction being given in Government and private schools. The training of Native teachers by the Government or by private agencies should be given special attention and the standard aimed at should not confine itself to purely scholastic knowledge. The Committee recommend a system of Visiting Teachers as being of special assistance in the supervision of schools as well as in raising the efficiency of the school teachers.

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teachers)

Having carefully studied the actual conditions of Native Education in the Southern Provinces of Nigeria as described in the Governor's despatch and the last annual report of the Director of Education, and having heard the statements made by Sir Donald Cameron, the Committee submit the following suggestions for the framework on which Native Education in the Southern Provinces can, in their opinion, be improved and developed. At the head of the Education Department should be the Director of Education whose duty will be to co-operate with the Mission bodies and with other Government Departments in carrying out the policy of Native Education laid down by the head of the Administration. Besides these administrative duties he would have to attend to the question of languages to be used in the programme of instruction, the production of suitable text books, etc., etc. His department should be strengthened especially in regard to the Inspectorate and his status in the Administration should be equivalent to that of the Director of Agriculture. The supervision of elementary education should be entrusted to a Board on which the various Missionary bodies are fully represented and constitute the majority. This Board should be advisory to the Lieutenant Governor and should include besides the Director of Education as Chairman or Vice-Chairman,

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Vice-Chairman)

Senior Officers from the Medical and Agricultural Departments, Missionaries, Traders and representatives of Native opinion. For the proper supervision of the various schools, Supervisors should be selected and appointed from the various Missions for the inspection of schools in the different districts. As to the method of appointment of these Supervisors the Committee makes no special recommendation beyond suggesting that the Ordinance should not specifically limit the selection to Missionaries in case in any district it might be desirable to appoint a Government official. While leaving elementary education in the village schools mainly to the Missions, the Committee hold that it is incumbent upon the Government to provide facilities for more advanced and specialized training in Secondary and Higher Schools where arrangements should be made for the Missionary bodies to provide for the spiritual needs of pupils belonging to different churches. The Advisory Board while controlling, through the Supervisors, elementary education will be able to make from time to time the necessary proposals for the gradual building up of a complete school organization embracing all schools, leading from the village school eventually to the University College.

With reference to the Governor's despatch No. 1204 of 31st December, the Committee feel doubtful whether his present proposal to appoint

(Mr. McKee

appoint)

Mr. McKee Educational Advisor to the Governor would fit in with the scheme they outline. This ~~scheme~~ however, in ~~no way~~ excludes the establishment in the Territory ~~of~~ a school such as ^{he} Mr. McKee founded in the Punjab. As was pointed out in the course of the discussions on Uganda, it is clear that we have not yet found the ideal school for the African village. Sir Michael Sadler pointed out the importance of allowing men of special educational abilities to work out the problem in their own way. In view of the present conditions of Native Schools in the Southern Provinces such an experiment carried out ~~under~~ a man like Mr. McKee, who has already proved the success of his methods in the Punjab, should be given every possible assistance. Having in view the urgency of this matter the Private Secretary who has already seen Mr. McKee ~~has been asked to~~ endeavour ^{to} ascertain more definitely Mr. McKee's attitude, and whether he ~~was~~ ^{is} anxious to go to Nigeria in any capacity, without in any way committing the Secretary of State to the offer of an appointment.

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REC 27 JAN 25

LITTLE PARNHURST,
 ASINGER-GOMOR,
 21 DORKING,
 SURREY.

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am so sorry I overlooked
 date of the next meeting
 of the Committee - 28th
 thought draft the rules &
 them up myself tomorrow
 they are to be in time

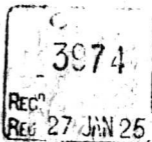
Truly yours

Wangang -

MASTER'S LODGINGS · UNIVERSITY COLLEGE · OXFORD

TELEPHONE : OXFORD 681.

Major Vischer,
Colonial Office,
Whitehall, S.W.



Dear Major Vischer,

To my great regret I cannot come to the meeting on Wednesday next. Lady Sadler is still seriously ill at Ramsgate and I am obliged to go back to her to-morrow night to take sole charge of her for two days, so I cannot leave her on Wednesday.

Will you tell the Chairman how very sorry I am that this emergency prevents me coming to the Meeting which I had made arrangements to attend.

Yours sincerely

M E S

LONDON.

January 27th, 1925.

Sir,

I am directed by the Chairman of the Advisory Committee on Native Education in Tropical Africa to inform you that a Meeting of the Committee will take place in the Conference Room of the Colonial Office at 11 a.m. to-morrow, January 28th.

I have the honour to be

Sir,

your obedient servant,

Major A.G. Church, D.S.O., M.C.

MASTER'S LODGINGS · UNIVERSITY COLLEGE · OXFORD
TELEPHONE : OXFORD 681.

Major Vischer,
Colonial Office,
Whitehall, S.W.

January 26, 1925.

Dear Major Vischer,

It mortifies me to be obliged to miss the Meeting which you will discuss Fraser's proposals for the enlargement of the base of the work at Achimola. May I venture to express a strong hope that the Committee will allow itself to be guided by Fraser's judgement in the matter.

It is no exaggeration to say that he ^{has} is a genius in developing leadership. I hope the Committee will see their way to sanction the policy which he recommends. The foundations of the new educational work in the Gold Coast are to be laid deep. He would not have asked for the opportunity of showing how the young people should be trained, unless by studying matters on the spot, he had come to the firm conclusion that this development is desirable in the interests of the educational future of West Africa.

I enclose a letter about his health; since I received it, I have had the good news from Canon Streater that the growth, which has been examined in London, proves not to be malignant.

Yours very sincerely

M E Sailer

Dear Sir James.

I am sending you in a day or two
a note on religious instruction in Govt. schools
as an addition to the Circular Memo No 2
sent to you on Oct. 25:

Would you kindly return to me
the latter (Memo No 2) with your remarks
as Sir Frederick Lugard is asking me to
send him ~~at~~ all the memos with the
remarks from members of the Committee.

Yours sincerely

Dear Bishop Bidwell

Same as above

Hammlich

19.1.25

DRAFT.

MINUTE.

Mr.

Mr.

Mr.

Sir G. Davis.

Sir G. Girdell.

Sir H. Ross.

Sir J. Masterton Smith.

Lord Arnold.

Mr Thomas.

LONDON.

January 22nd, 1925.

My Lord Bishop,

I am directed by the Chairman to inform you that it was decided at the last meeting of the Advisory Committee on Native Education in Tropical Africa to hold the next two meetings at the Colonial Office on January 28th and on February 10th.

I enclose six forms which I would ask you to retain for future use.

I am,

my Lord Bishop,

Your Lordship's Obedient Servant,

Secretary.

The Right Rev. A. David, D.D.
Lord Bishop of Liverpool.

P.O. Box, 394,
Accra,
Gold Coast Colony,
2nd January 1925.

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My dear Sir Michael Sadler,

Many thanks for your letter of the 4th December which I received on Christmas morning. I am glad you will be able to see Stevens, Brown and Young.

In regard to the division of Achimota into sectarian groups I think now everyone here is with me with the exception of the Bishop himself and two or three of his clergy. I do not see why he should worry, as all the ordained men on the staff are Anglicans, and two of them of his particular colour, at least one of them is about as high as he can be and the other though he used to be so is not quite so lofty now; but I suppose that when one gets on to great heights a very few inches make a great deal of difference. Nobody would dream of trying to climb Kinchinunga because, as the Americans say, Everest has the bulge on it by a few feet. And so I suppose it is in this case.

You will probably hear shortly that I am in hospital. I got operated on on the 24th, the day before Christmas, and had a swelling in the left breast removed. It turns out to have been malignant, and so they intend to have a further and fuller operation towards the end of this month. However, the thing is taken early and it may go through all right. In the meantime, anyhow, I have suggested ^a the successor to Government in case I should be knocked out, a successor who I think would do excellently. Achimota is much more before it than I realised when I came out, and the Governor is a splendid man to work under.

A very good year to yourself and to Lady Sadler. My very best wishes to you both.

Yours sincerely,

R. G. Fane

P.S. My wife is at 4, Michael's Mansions, Ship Street, and she will be getting the news of my operation on the same day as you at this letter. Perhaps you might drop her just a note to cheer her up.

R. G. F.

2 Jan. 1925

With the compliments of the Secretary
to the Advisory Committee on Native Education in
Tropical Africa.

1. Conf. copy of
despatch No. 224 from the
Governor of Nigeria to the
Secretary of State.

W.
Pasfield Williams.

2 January 1925

With the compliments of the Secretary
to the Advisory Committee on Native Education in
Tropical Africa.

~~(Advance Proof)~~

Advance Proof Copy of the
earlier chapters of "Education
in East Africa" presented to Mr. Oldham
for distribution to members of the Committee by
the author J. J. Jones.