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LOCATION:—

Advisory Committee on
Native Education
in Tropical Africa.

11th Meeting:

Thursday, Feb. 24: 1925.

Previous Paper

MINUTES

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ADVISORY COMMITTEE ON NATIVE EDUCATION IN
TROPICAL AFRICA.

Eleventh
Minutes of the 11th Meeting held on Tuesday,
February 24th, 1925.

PRESENT:

Mr. Ormsby-Gore. (Chairman.)
Major Church.
Sir James Currie.
Sir Frederick Lugard.
Mr. Oldham.
Sir Michael Sadler.
Mr. Strachey.
Major Vischer. (Secretary.)
Sir Donald Cameron. (Governor Designate of
Tanganyika.)
Mr. Ellis.
Mr. A.J. Harding.
Mr. Seel.

1. The Minutes of the 9th and 10th Meetings were considered. The Secretary drew attention to certain amendments to the Minutes of the 10th Meeting which had been suggested by Sir Frederick Lugard, and subject to certain of these amendments, the Minutes were approved.
2. The Chairman stated that in accordance with the decisions reached at the last Meeting a despatch had been sent by the Secretary of State to the Governor of Nigeria on the subject of Native Education in the Colony. The Chairman undertook to have copies of this despatch circulated to members of the Committee.
3. The Secretary referred to various documents which had been brought to his notice since the last Meeting:
 - (a) The Secretary of State had decided to offer the appointment of Principal of the Teachers Training College in Kenya, to Mr. Dougall, Mr. Silvester, an Administrative Officer in the Colony, being seconded to the Education Department to take over the work until Mr. Dougall's arrival. The latter will be circulated to members of the Committee.
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 - (c) A letter had been received from the Governor of Nyasaland from which it appeared that some anxiety had been expressed by the Missionary bodies over the delay in appointing a Director of Education. It was explained that this matter was still under consideration by the Treasury. The Governor also mentioned that he had received the Memorandum on Uganda and shown it to the heads of the various Missions.
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of the proceedings of the Livingstonia Missionary Conference in accordance with the instruction which he had received at the last Meeting. It appeared, however, that copies were not yet available in this country.

(e) Proposals had been received from Zanzibar with regard to the establishment of Agricultural Schools in the Protectorate. These will be circulated to the Committee.

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(g) The Sierra Leone report on the Education Department for 1923 had been received and will be circulated. (h) The Secretary had also received a letter from the Governor of Northern Rhodesia expressing satisfaction at the Committee's concurrence in his proposals and acknowledging the receipt of the Uganda Memorandum.

4. Sir Michael Sadler enquired what progress had been made with regard to the proposals as to application of the Imperial Teachers' Superannuation Acts in the Colony. Major Vischer explained that he was going over to the Board of Education in a day or two to discuss the matter further.

5. The Committee then considered a despatch from the Governor of the Gold Coast, dated 4th December, 1924, with notes thereon by Sir Michael Sadler, containing a preliminary report by Mr. Fraser on Achimota. The Chairman asked Mr. Ellis whether he had any observations from the Departmental point of view.

Mr. Ellis said that his attention had been drawn to the proposals as to co-education which the report contained, but on consideration it appeared that these proposals amounted to very little at present. He read a letter from Mr. Fraser in which the proposals were more fully explained. The Chairman said that this letter should be circulated confidentially to the Committee.

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The Chairman quoted a statement made to him and Major Churen in Panganyika Territory by an administrative Officer about the evil effects of too close relations between boys and girls in Uganda which had prompted a Native Chief to withdraw his son from a Missionary School there.

Mr. Oldham observed that no difficulty had apparently been experienced in American Negro Schools, such as Hampton. Major Vischor remarked that the question did not seem to have arisen in America in the same form as was feared in Africa.

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The Chairman said that he would much rather see female education under separate administration from the start. If the college at Achimota were associated with it in its early stages, it might prove a set back to the reception given to the College by many of the natives.

6. Mr. Ellis asked whether it was necessary to have a kindergarten at the College. Sir Michael Sadler said that it was impossible to do without this, especially for the teaching of vernacular languages. Sir Frederick Lugard pointed out that Mr. Fraser had impressed the fact that the kindergarten would form the nucleus for the College itself, by whom the tradition and esprit de corps of the College would be created. And Sir Michael Sadler added, in the early stages of the College it was necessary to rely almost entirely on the personality of Mr. Fraser, which was the most important factor at present in the development of education in the Colony. He would like Mr. Fraser to be asked what he thought would be the effect upon village life of taking boys at a very early age from the villages and giving them a complete course of residential public school education at the College. Mr. Oldham drew the attention of the Members to Mr. Fraser's work in Ceylon where the boys educated at his school were kept in close touch with their native villages by special arrangements made during the holidays, etc. Sir Michael Sadler urged that native education on the Gold Coast must be regarded to be in a stage of

transition and that the presence of Mr. Fraser offered a very special opportunity of which we must make the most of. The Chairman agreed with Sir Michael Sadler, and he proposed as a result of the discussion to reply to the despatch, observing that the first problem was not, as had been suggested, the provision of higher education, but the establishment near the capital of a model system of Elementary Education, coupled with the tackling of the whole problem of Elementary Education in the Colony. Attention should be primarily turned to this object. The despatch would also sound the note of warning which had been expressed that morning against co-education and while impressing the importance of female education would suggest that co-education should not continue beyond a certain age, say eight years. Mr. Fraser might be asked to think out a definite scheme with the necessary Staff of Women Teachers.

7. Sir James Currie raised the question of the orientation of Achimota towards London University through the adoption of the London Examinations. Mr. Oldham said that Mr. Fraser was of opinion that experience in India showed that local influences often prevented local standards from being maintained at their proper level, and that he thought that any defects in the system of submitting pupils for examinations of a foreign University could be guarded against. Major Church observed that what he had seen in Kenya showed that European examinations were unsuited both to European and Native pupils. He suggested that local examinations should be so devised as to create local standards, and Sir James Currie suggested that these standards could be maintained by direct inspection from this country. He mentioned the practice in the Sudan where the technical and academic sides of the schools were regularly inspected and reported on by experts from home.

Sir Michael Sadler agreed that ultimately this would be the best and that it would come about in due course. For the present, however, it was impossible to deny to promising pupils access to the better examinations which would give them standing in countries other than their own. It will not be possible to provide for this at Achimota for ten years yet. To concentrate on a local University would divert attention from Primary Education, which was the most urgent matter. He would like to see London University associated with the College at Achimota, and the adoption at Achimota of London degree standards to suit the local conditions. He suggested that the Committee should endeavour to ascertain the attitude of London University to such a proposal, and thought that the Committee might invite Mr. Deller, the Academic Registrar of the University, to discuss the question with them at their next meeting. The type of pupil he had in mind was illustrated by Dr. Amey, and if no provision was made for the type, and the new institution failed to satisfy in some measure the existing demand for higher education they might become revolutionary components of the system. This applied especially to Medical degrees. Sir Frederick Lugard remarked that he had met the same difficulty in Hongkong where the London examinations had been accepted. No local degree - especially in Medicine - would be accepted as the equivalent of a recognised European degree however high the standard might be. The London external system was found best suited to the case. Sir James Currie suggested that the conditions in Tropical Africa were different from those in Hongkong,

where an old civilization was already in existence; but Sir Frederick Lugard considered that the same competition (viz. against those who held recognised degrees) would exist in both cases and that for a number of years the London degree would be necessary. The question of University degrees and of examination standards were separate matters. It would be years before the former need be considered. For those pupils who wanted Government posts or similar situations, the local standard would suffice, but there would necessarily be those who would want to compete on equal terms with Europeans. Major Church was of opinion that it would be better gradually to raise the local standards than to link up the educational system with a foreign University which would mean that the whole system of education in the Colony would be based from the outset on foreign ideas. Mr. Oldham quoted the experiences made at Lahore and said that native opinion would not be satisfied in the present circumstances with any local standards and would demand European standards. Sir James Currie showed that in the Sudan they all used Egyptian doctors trained satisfactorily at Beyrout and that the net result of Egyptians studying in Paris or London was deplorable.

Sir Michael Sadler pointed out that the fundamental idea behind the whole system of Western education was the questioning whether things were true, and why they were true. On the other hand, Eastern and Pagan systems were founded upon the acceptance of authority without questioning. If we let the African catch the infection of our Western mind without tradition we ruin him. In Achimota the problem was to mingle these two aspects successfully - and the influence of Mr. Fraser was the supremely important factor in endeavouring to effect this synthesis.

Mr. Strachey inquired whether the despatch did not show that Mr. Fraser was attempting too much at Achimota. Would it not be wiser to concentrate on elementary education at present and leave the question of University facilities to the future? Sir Michael Sadler replied that it was impossible to evade the necessity of providing both for future teachers and for boys of exceptional ability. Mr. Oldham said that he would like to correct an impression that had been possibly gathered that Mr. Fraser's letter had suggested he was contemplating to some extent a substitution of a Primary Education for Higher Education. This was not so. Mr. Fraser had found that Elementary Education was the first thing, and that the present condition of Elementary Education on the Gold Coast was unsatisfactory but he had not lost sight of the need for Higher Education, and any such suggestion would not be well received by local sentiment. Major Church pointed out how important it was to avoid creating any feeling of inferiority amongst the African by introducing higher education in the form of a degree not considered up to the standard of some foreign degree and stated that we must rely on Mr. Fraser's personality and his ability to make the fullest use of and developing all that was good in the African.

The Chairman observed that it seemed desirable in the despatch to draw attention to the possible dangers of too complete a Europeanization of the local standards, but to express the view that during the initial period the proposals to take the London examinations must stand.

On the proposal of the Chairman it was decided that he would draft a reply in collaboration with the Secretary and that this should be circulated to the Members of the Committee.

8. Mr. Strachey raised the question of financial provision for Achimota. Mr. Ellis said that the position would be clear shortly when the Annual Estimates for the Colony were received; and the Chairman remarked that if there were any difficulty as to providing funds for education, he was of opinion that provision would have to be made, if necessary, at the expense of the Public Works or other Department for a time. Economic development had outpaced the provision of Education and there was real social danger unless the latter way was made up.
9. Major Church, remarked that Mr. Fraser had said he was in favour of religious teaching and proposed to give 100% grants to Mission Schools in needy areas. If this were so, why not make them Government schools? It was suggested that the enthusiasm of teachers of Missionary Schools was much greater than the average in Government Schools, probably very largely because the Staffs of the Education Department had not been so well treated in the African Dependencies as those in other Departments. Sir Donald Cameron said that this was not the case in Northern Nigeria, and Sir R.D. Lugard and Major Vischer agreed. Sir Michael Sadler dissented from the view that the Missionaries were the only enthusiasts in education, and he hoped that in future more encouragement would be given to Government Education Officers. The aim of the Missionaries was to teach the true way of life and that of the secular educationists was social improvement through illumination, and the two should be encouraged side by side with the best results.
10. Sir Donald Cameron expressed the hope that every Tropical country would be kept acquainted with the progress of Mr. Fraser's experiment. Sir Michael Sadler suggested that the example of the Madras Christian Mission might be followed where a monthly letter was circulated confidentially amongst those interested, describing the day to day progress of the Mission. The Chairman, while agreeing that reports should be arranged for, thought it best to leave it to Mr. Fraser to decide the best way of furnishing these, so as to make them of most value to others engaged in similar tasks elsewhere in Africa.
11. The Committee then discussed a suggestion that the approaching return of Dr. Jesso Jones to America should be made the occasion of a dinner to which various interested bodies could be invited with a view to interesting them in the subject of Native Education in Africa. It was agreed to have a dinner on March 25th, and the Chairman asked the Secretary to ascertain, in conjunction with Mr. Oldham, what arrangements could be made.

The Chairman undertook to circulate the proposed draft despatch to the Gold Coast to all Members before the next meeting and suggested that when this had been

dealt with the next meeting should be given wholly to the consideration of the Committee's Memorandum on policy. He hoped that it would be possible for the Committee to agree finally on the terms of this Memorandum so that it could be published not later than the date of the proposed dinner to Dr. Jesse Jones.

12. The next Meeting of the Committee was fixed for Tuesday, March 10th.

W. O. MOBY-CORR.

10.6.26.

ACHIMOTA COLLEGE,
P.O. Box 394,
Accra,
Gold Coast Colony.

23 Jan. 1925.

Dear Mr Ellis,

Since I came out here I have had a splendid chance of studying a good deal of the educational work on the Gold Coast, and the Governor and Director of Education have given me every possible facility and support.

The real problem here is not one of secondary education, but of primary. At the present moment a child rarely gets to the 7th standard under 11 years of school life. In the code it is supposed to be done in 10, in actual life it is far oftener much more than 11, and it very rarely is done in 11. That means that secondary education is quite impossible. There is not the slightest reason why it should not become normal to pass the 7th within 7 years. At the present moment, too, the 7th is not a real 7th, but varies from district to district enormously, and nowhere is up to the average 7th of the Empire. In some schools the 3rd or 4th standard is quite as high as the 7th in other districts or schools.

Of course the Government educational staff has been far too small to cope with the work of supervision, and to do real supervision and inspection. Also far too many subjects have been introduced from the beginning, and almost every child has been educated as though it was ultimately going to take secondary education and go on to a university, whereas not one in a hundred, not one in a thousand really, are going to do anything of the kind.

So Achimota must first be a primary school, and it must include provision for girls as well as boys. Girls at the present moment are only educated up to the number of 1 to 5 of the boys, and this leads to very bad social conditions and a strong prejudice against any improvement in the care of children.

I should have been glad to see an entirely separate institution for girls, but that would cost too much money. So we are making a girls' school 500 yards from the boys' school, and in a large measure the same staff will be able to deal with both. There can be a good deal of dovetailing in the work. We intend to start with children of six years old, and for the first three years boys and girls will be together. After that they will meet for one or two things only but will be largely separated. They are to be in separate compounds, and the only building in common will be the hospital. I have not the least fear of placing them in this contiguous position. It is already very much less than is done in a few places elsewhere in the Colony.

But a problem you were interested in when I saw you was raised by the proposals of the Governors out here for the control of Bush Schools. I have been trying to think that through and here is where we stand at present. Let me go into the whole question as I see it.

With the desire for education and the ignorance of all that pertains to it that is common in places like this, educational sharks can start thoroughly bad schools, having no qualifications at all for teaching, get money for the buildings and furniture, not pay their bills for either, get the first fees, and then decamp. Commoner still are people who know enough to swindle in the accounts, and who have been turned out of one Mission or another, and these people start schools and put up boys for English examinations which they will never be able to pass in this world or the next. The attempt has always been made to try and stop these schools by direct action, to say that no schools are to be started without permission of Government, or some such provision. And that cannot control their starting. For, what is a school? A fellow can take private pupils in a house that is lent to him. He has many ways of getting round the thing; besides, it is not only individuals that start bad schools, but accredited societies. Two of the worst I know in this part of the world belong to two denominations. But everywhere you will get Missions now and again putting down absolutely unqualified teachers and schools with no conscience as regards sheep stealing, or in regard to the efficiency with which they teach the children. These things are not normal in Missions, but neither are they rare, especially where the educational ability of the Mission is fairly low. Now no Government measure has successfully tackled this.

And what harm do these schools do? A little village urchin who runs about his village streets and has no schooling whatever learns a good deal. He works for his parents, he sits very much in the company of the older men and hears the village traditions and learns the sanctions of village morality, the things which bind society together. If he goes, however, to an incompetent school he sits for hours in a close unhealthy room, as a rule learns very little except to despise people who are just a little more illiterate than himself, and with that the sanctions of the old morality are often loosened but no new ones formed.

I have proposed to the Governor to try and tackle the problem through the teachers of the schools; and after an informal conference with the leaders of the biggest Missions here and the Director of Education, we have decided to frame an Ordinance which will be very largely a new policy in Education. The principle underlying it is this; that Government is responsible for the education of the country, and that that responsibility it cannot possibly devolve. On the other hand it may devolve the work of education on Missions, and that it ought to do if possible because of the greater enthusiasm of their teachers as a rule, their greater elasticity, and the saving also in expense. But such devolution is impossible unless control can be maintained.

Nowhow to get control. I have suggested the drawing up of a Register of Teachers, at the commencement to include all who having a responsible character are at present teaching. These would be in three grades: the certificated, the provisionally certificated, and people who have experience in practice but have never qualified for any certificate. Government will in future under this scheme pay grants to Missions on the basis of their teachers' salaries and the efficiency of the school. These grants will go up to 80%, which as the Missions all draw fees will not leave a very large percentage of the cost on them, if efficient and entitled to the 80%. On the other hand it will not decrease their running costs, because a scale of minimum salaries for registered teachers will be proclaimed. This minimum scale will be reached in 5 years, and in another 5 years the teachers will have gained their normal increments on it, so that 10 years from now there should be something like stability in the amount of grants Government will have to pay on the present amount of education done. Further, Government will count as teachers for the 80% grant Africans appointed as supervisors by the Missions, and one or two book-keepers in each Mission for the centralising of accounts.

The extension of schools will be directed largely by Government proclaiming an area as a needy district and offering 100% grant for 3 years to any Mission establishing a school in it. Government, however, will have the right to make such an offer to one Mission rather than to others, taking into consideration the fact that only one Mission may be working in that area, or that one particular Mission is maintaining a higher grade of work. But then the control of schools comes in. In future, under this scheme, no grants will be paid to any school which has not got a majority of registered teachers in charge of the work. And no school which has not got registered teachers in charge in this way will be allowed to charge fees. Anyone taking fees outside these registered conditions will be criminally prosecuted. Government will increase its number of inspectors, and its work will become more and more supervisory in character.

A governing body will be appointed to work with the Director of Education on which the leading Missions will all be represented.

The advantages of all this from my point of view are

(1) The very greatly improved status of the teachers. Hitherto a teacher dismissed by one Mission has been appropriated by another or by Government. There has been no standard of character. The lawyers of the Crown have laid it down, for instance, that a teacher who has been trained at Mission expense, and has been under a bond to serve for 4 years say, does not break that bond and owes nothing to the Mission if he commits immorality in his school and has to be dismissed in consequence. Now we are going to have a bond by which the teacher recognises the moral standards of the Mission to which he offers the bond. These bonds will be carefully drawn up, I hope. But Government will recognise that anyone breaking these promises can be struck off the

register and cannot be employed as a teacher once he is reasonably dismissed from any one school. So the moral status of the teacher will be raised, and the profession will not suffer from a lot of these scalliwags being included in it. Its monetary status will be greatly raised, men will be members of a recognised profession, nor will they be likely to be dismissed by inexperienced managers.

(2) Then it will be distinctly recognised that the policy of education in the colony is all in favour of religious teaching. The tendency will be for Government schools as such to diminish, and for Mission schools to extend in number and importance. Government, however, will have a much larger say as to their efficiency, and in regard to the directions in which they should spread.

Of course none of this is law yet, nor is it public property. It is at the present moment confidential, and it will not be coming up really till next autumn. But I have given you the general line of it, and if you care for details I will send you the detailed proposed provisions.

As to how it works financially, at the present moment Government pay £50,000 a year to Missions for the grant-in-aid schools. This amount will increase by £10,000 a year for 5 years. After that by £20,000 a year for 5 years, when, on the present number of schools and teachers, stability will have been reached. Government is prepared to do this although it also recognises that extension work will make the bill heavier than the above figures alone would do. It will throw far more work on the Missions in regard to the proper training of teachers of course, and it will confine their liberty somewhat, in that they will not be able to open rival schools at will, unless they can first put up the good teachers. Nor will they be able to begin extension work with inefficient staffs. On the other hand they will find much better support for efficient work. So far as I can see the leading men in the civil Service, as well as the leading Missions and the leading chiefs, will support this measure.

The book-keepers mentioned above will mean that the Missionary accounts for all the schools are kept at the Capital, and can be seen at any time by the Director of Education and his office staff. That will enormously save the time of Government Inspectors, who at the present moment are expected to go through all school accounts, and often have as many as 100 a year to go through, all kept without knowledge of book-keeping and by any method or want of method that occurs to the teacher. It will mean an immense saving of the time of expensive officials.

Yours sincerely,

A.G. Fraser.

W.D. Ellis Esq., C.M.G.,
The Colonial Office,
London.

P.S. I see I have practically omitted Achimota in my letter. For its usefulness now more clearly than ever, for it will do all the work required in the Colony, i.e. every kind of educational work, set the standards, and fix the standards throughout.

A.G.F.

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6. Mr. Ellis asked whether it was necessary to have a kindergarten at the College. Sir Michael Sadler said that it was impossible to do without this, especially for the teaching of vernacular languages. Sir Frederick Lugard pointed out that Mr. Fraser had impressed the fact that the kindergarten would form the nucleus for the College itself. And Sir Michael Sadler added, in the early stages of the College it was necessary to rely almost entirely on the personality of Mr. Fraser, which was the most important factor at present in the development of education in the Colony. He would like Mr. Fraser to be asked what he thought would be the effect upon village life of taking boys at a very early age from the villages and giving them a complete course of residential public school education at the College. Mr. Oldham drew the attention of the Members to Mr. Fraser's work in Ceylon where the boys educated at his school were kept in close touch with their native villages by special arrangements made during the holidays, etc. Sir Michael Sadler urged that native education on the Gold Coast must be regarded to be in a stage of

transition and that the presence of Mr. Fraser offered a very special opportunity of which we must make the most of. The Chairman agreed with Sir Michael Sadler, and he proposed as a result of the discussion to reply to the despatch, observing that the first problem was not, as had been suggested, the provision of higher Education, but the establishment near the capital of a model system of Elementary Education, coupled with the tackling of the whole problem of Elementary Education in the Colony. Attention should be primarily turned to this object. The despatch would also sound the note of warning which had been expressed that morning against co-education and while impressing the importance of female education would suggest that co-education should not continue beyond a certain age, say eight years. Mr. Fraser might be asked to think out a definite scheme with the necessary Staff of Women Teachers.

Sir James Currie raised the question of the orientation of Achimota towards London University through the adoption of the London Examinations. Mr. Oldham said that Mr. Fraser was of opinion that experience in India showed that local influence often prevented local standards from being maintained at their proper level, and that he thought that any defects in the system of submitting pupils for examinations of a foreign University could be guarded against. Major Church observed that what he had seen in Kenya showed that European examinations were unsuited both to European and Native pupils. He suggested that local examinations should be so devised as to create local standards, and Sir James Currie suggested that these standards could be maintained by direct inspection from this country. He mentioned the practise in the Sudan where the technical and academic sides of the schools were regularly inspected and reported on by experts from home.

Sir Michael Sadler agreed that ultimately this would be the best and that it would come about in due course. For the present, however, it was impossible to deny to promising pupils access to the better examinations which would give them standing in countries other than their own. It will not be possible to provide for this at Achimota for ten years yet. To concentrate on a local University would divert attention from Primary Education, which was the most urgent matter. He would like to see London University associated with the College at Achimota, and the adaptation at Achimota of London Degree standards to suit the local conditions. He suggested that the Committee should endeavour to ascertain the attitude of London University to such a proposal, and thought that the Committee might invite Mr. Dellar, the Academic Registrar of the University, to discuss the question with them at their next Meeting. The type of pupil he had in mind was illustrated by Dr. Aggrey, and if no provision was made for the type, and the new institution failed to satisfy in some measure the existing demand for higher education they might become revolutionary opponents of the system. This applied specially to Medical degrees. Sir Frederick Lugard remarked that he had met the same difficulty in Hongkong where students possessing degrees of the local Universities had found themselves unable to compete with others possessing British degrees. Sir James Currie suggested that the conditions of Tropical Africa were different from those in Hongkong, where an old

civilization was already in existence; but Sir Frederick Lugard considered that the difficulty would still be the same in Africa, and that for a number of years the London degree would be necessary. For those pupils who wanted Government posts or similar situations, the local standard would suffice, but there would necessarily be those who would want to compete on equal terms with Europeans. Major Church was of opinion that it would be better gradually to raise the local standards than to link up the educational system with a foreign University which would mean that the whole system of education in the Colony would be based from the outset on foreign ideas. Mr. Oldham quoted the experiences made at Lahore and said that native opinion would not be satisfied in the present circumstances with any local standards and would demand European standards. Sir James Currie showed that in the Sudan they all used Egyptian doctors trained satisfactorily at Beyrout and that the net result of Egyptians studying in Paris or London was deplorable.

Sir Michael Sadler pointed out that the fundamental idea behind the whole system of Western education was the questioning whether things were true, and why they were true. On the other hand, Eastern and Pagan systems were founded upon the acceptance of authority without questioning. If we let the African catch the infection of our Western mind without tradition we ruin him. In Achimota the problem was to mingle these two aspects successfully - and the influence of Mr. Fraser was the supremely important factor in endeavouring to effect this synthesis.

Mr. Strachey inquired whether the despatch did not show that Mr. Fraser was attempting too much at Achimota. Would it not be wiser to concentrate on elementary education at present and leave the question of University facilities to the future? Sir Michael Sadler replied that it was impossible to evade the necessity of providing both for future teachers and for boys of exceptional ability. Mr. Oldham said that he would like to correct an impression that had been possibly gathered that Mr. Fraser's letter had suggested he was contemplating to some extent a substitution of a Primary Education for Higher Education. This was not so. Mr. Fraser had found that Elementary Education was the first thing, and that the present condition of Elementary Education on the Gold Coast was unsatisfactory but he had not lost sight of the need for Higher Education, and any such suggestion would not be well received by local sentiment. Major Church pointed out how important it was to avoid creating any feeling of inferiority amongst the African by introducing higher education in the form of a degree not considered up to the standard of some foreign degree and stated that we must rely on Mr. Fraser's personality and his ability to make the fullest use of and developing all that was good in the African.

The Chairman observed that it seemed desirable in the despatch to draw attention to the possible dangers of too complete a Europeanization of the local standards, but to express the view that during the initial period the proposals to take the London examinations must stand.

On the proposal of the Chairman it was decided that he would draft a reply in collaboration with the Secretary and that this should be circulated to the Members of the Committee.

8. Mr. Strachey raised the question of financial provision for Achimota. Mr. Ellis said that the position would be clear shortly when the Annual Estimates for the Colony were received; and the Chairman remarked that if there were any difficulty as to providing funds for education, he was of opinion that provision would have to be made, if necessary, at the expense of the Public Works or other Department for a time. Economic development had outpaced the provision of Education and there was real social danger unless the lea way was made up.

9. Major Church remarked that Mr. Fraser had said he was in favour of religious teaching and proposed to give 100 grants to Mission Schools in needy areas. If this were so, why not make them Government schools? It was suggested that the enthusiasm of teachers of Missionary Schools was much greater than the average in Government Schools, probably very largely because the Staffs of the Education Department had not been so well treated in the African Dependencies as those in other Departments. Sir Donald Cameron said that this was not the case in Nigeria, and Sir F.D. Lugard and Major Vischer agreed. Sir Michael Sadler dissented from the view that the Missionaries were the only enthusiasts in education, and he hoped that in future more encouragement would be given to Government Education Officers. The aim of the Missionaries was to teach the true way of life and that of the secular educationists was social improvement through illumination, and the two should be encouraged side by side with the best results.

10. Sir Donald Cameron expressed the hope that every Tropical country would be kept acquainted with the progress of Mr. Fraser's experiment. Sir Michael Sadler suggested that the example of the Madras Christian Mission might be followed where a monthly letter was circulated confidentially amongst those interested, describing the day to day progress of the Mission. The Chairman, while agreeing that reports should be arranged for, thought it best to leave it to Mr. Fraser to decide the best way of furnishing these, so as to make them of most value to others engaged in similar tasks elsewhere in Africa.

11. The Committee then discussed a suggestion that the approaching return of Dr. Jesse Jones to America should be made the occasion of a dinner to which various interested bodies could be invited with a view to interesting them in the subject of Native Education in Africa. It was agreed to have a dinner on March 26th, and the Chairman asked the Secretary to ascertain, in conjunction with Mr. Oldham, what arrangements could be made.

The Chairman undertook to circulate the proposed draft despatch to the Gold Coast to all Members before the next meeting and suggested that when this had been

dealt with the next meeting should be given wholly to the consideration of the Committee's Memorandum on policy. He hoped that it would be possible for the Committee to agree finally on the terms of this Memorandum so that it could be published not later than the date of the proposed dinner to Dr. Jesse Jones.

12. The next Meeting of the Committee was fixed for Tuesday, March 10th.

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ADVISORY COMMITTEE ON NATIVE EDUCATION IN

TROPICAL AFRICA.

Minutes of the 11th Meeting held on Tuesday,
February 24th, 1925.

PRESENT:

- Mr. Ormsby-Gore. (Chairman.)
- Major Church.
- Sir James Currie.
- Sir Frederick Lugard.
- Mr. Oldham.
- Sir Michael Sadler.
- Mr. Strachey.
- Major Vischer. (Secretary.)
- Sir Donald Cameron. (Governor Designate of Tanganyika.)
- Mr. Ellis.
- Mr. A. J. Harding.
- Mr. Seel.

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1. The Minutes of the 9th and 10th Meetings were considered. The Secretary drew attention to certain amendments to the Minutes of the 10th Meeting which had been suggested by Sir Frederick Lugard, and subject to certain of these amendments, the Minutes were approved.

2. The Chairman stated that in accordance with the decisions reached at the last Meeting a despatch had been sent by the Secretary of State to the

Governor/

of Nigeria on the subject of Native Education in the Colony. *The Chairman adds that we have a copy of his despatch circulated to members of the Committee*

The Secretary referred to various documents which had been brought to his notice since the last Meeting: (a) The Secretary of State had offered to offer the appointment of Principal Jeanes Training College in Kenya, to Mr. J. M. Silvester, an Administrative Officer in the Colony, being seconded to the Education Department to take over the work until Mr. Dougall's return.

The letter will be circulated to Members of the Committee. (b) A letter had been received from Mr. W. R. Director of Education, Kenya, regarding the receipt of the Memorandum on Education in Uganda and stating the circumstances which made it not possible for him to visit the Colony this year. (c) A letter had been received from the Governor of Nyasaland from which it appeared that some anxiety had been expressed by the Missionary bodies over the delay in appointing a Director of Education. It was explained that the matter was still under consideration by the Secretary. The Governor also mentioned that he had received the memorandum on Uganda and shown it to the members of the various Missions. (d) Major

explained that he had endeavoured to obtain a copy of the proceedings of the Livingstonia

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Livingstonia/

Missionary Conference in accordance with the instruction which he had received at the last Meeting. It appeared, however, that copies were not yet available in this country. (e) Proposals had been received from Zanzibar with regard to the establishment of Agricultural Schools in the Protectorate. These will be circulated to the Committee. (f) A letter had been received from the Governor of the Gold Coast expressing warm appreciation of the Committee's Memorandum on Education in Uganda and asking that in future copies of the Committee's Minutes might be sent to the Governor, the Colonial Secretary, the Director of Education and Mr. Fraser. The Chairman observed that there would be no difficulty in supplying these notes. (g) The Sierra Leone report on the Education Department for 1923 had been received and will be circulated. (h) The Secretary had also received a letter from the Governor of Northern Rhodesia expressing satisfaction at the Committee's concurrence in his proposals and acknowledging the receipt of the Uganda Memorandum.

4. Sir Michael Sadler enquired what progress had been made with regard to the proposals as to application of the Imperial Teachers' Superannuation Acts in the Colony. Major Vischer explained that he was going over to the Board of Education in a day or two to discuss the matter further.

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5. The Committee then considered a despatch from the Governor of the Gold Coast, dated 4th December, 1924, with notes thereon by Sir Michael Sadler, containing a preliminary report by Mr. Fraser on Achimota. The Chairman asked Mr. Ellis whether he had any observations from the Departmental point of view.

Mr. Ellis said that his attention had been drawn to the proposals as to co-education which the report contained, but on consideration it appeared that these proposals amounted to very little at present. He read a letter from Mr. Fraser in which the proposals were more fully explained. The Chairman said that this letter should be circulated confidentially to the Committee.

Sir James Currie remarked that he had for some time been anxious about the extension of co-education in Tropical Africa. Speaking from experience in Egypt and the Sudan he believed that the education of girls over twelve years of age by male teachers was opposed to Native sentiment. Sir Donald Cameron said that any such proposal in Nigeria would ~~at any~~ ~~time~~ need very careful consideration. The Chairman said that he too was anxious on this point and Major Vischer observed that this view would appear to be shared by the Missionary

Societies/

Missionary/

Societies who employed only women for the teaching of girls, except in the early kindergarten stages.

The Chairman quoted a statement made to him and Major Church in Tanganyika Territory by an administrative Officer about the evil effects of ^(because relief was refused) ~~co-education~~ in Uganda which had prompted a Native Chief to withdraw his son from a Missionary School there.

Mr. Oldham observed that no difficulty had apparently been experienced in American Negro Schools, such as Hampton. Major Vischer remarked that the question did not seem to have arisen in America in the same form as was feared in Africa.

Sir Michael Sadler observed that it was generally agreed that something must be done for the Native women. It was necessary to avoid the difficulty which had been encountered in India in the hostility of the women to education. One aim of Achimota was to build up community life. It appeared from Mr. Fraser's letter that one important reason for his suggestion as to the education of girls at Achimota was that of expense, so Mr. Oldham suggested that Mr. Fraser might also consider that it was only by starting female education under his own immediate eyes that he could get it started in the way he wanted.

Sir Frederick Lugard said that he agreed with the view of Sir James Currie, but it was curious that the Education Commission of the Gold Coast had reported strongly in favour of co-education. Possibly,

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 Mr. Fraser had been influenced by this fact. On this point, Sir Michael Sadler mentioned that there had been a strong minority of the Commission against co-education. He thought, however, that Mr. Fraser's proposals if carefully read were not very dangerous. He considered that a suggestion by Sir James Currie that female education should be placed under a lady subordinate, responsible to Mr. Fraser, would only be a palliative, it would not solve the real question. Major Church said that he believed in co-education in certain stages of society, but not amongst African natives. The education of girls should be kept apart. Sir James Currie added that it should be carried out by women.

The Chairman said that he would much rather see female education under separate administration from the start. If the college at Achimota were associated with it in its early stages, it might prove a set back to the influence of the reception given to the college by means of the natives.

6. Mr. Hillis asked whether it was necessary to have a kindergarten at the College. Sir Michael Sadler said that it was impossible to do without this, especially for the teaching of vernacular languages. Sir Frederick Lugard pointed out that Mr. Fraser had impressed the fact that the kindergarten would form the nucleus

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He suggested that local examinations should be so revised as to create local standards, and Sir James Currie suggested that these standards could be maintained by direct inspection from this country.

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11. The Committee then discussed a suggestion that the approaching return of Dr. Jesse Jones to America should be made the occasion of a dinner to which various interested bodies could be invited with

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with a view to interesting them in the subject of Native Education in Africa. It was agreed to have a dinner on March 26th and the Chairman asked the Secretary to ascertain, in conjunction with Mr. Oldham, what arrangements could be made.

12. The next Meeting of the Committee was fixed for Tuesday, March 10th.

The Chairman undertook to circulate the proposed draft despatch to the Gold Coast to all members before the next meeting, and suggested that when this had been discussed dealt with the next meeting, should be given wholly to the consideration of the Committee memorandum on policy. He hoped that it would be possible for the Committee to agree upon the terms of this memorandum so that it could be published not later than the date of the proposed dinner at Messrs. Jones.

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ADVISORY COMMITTEE ON NATIVE EDUCATION IN
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Minutes of the 11th Meeting held on Tuesday,
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PRESENT:

- Mr. Ormsby-Gore (Chairman.)
- Major Church.
- Sir James Currie.
- Sir Frederick Lugard.
- Mr. Oldham.
- Sir Michael Sadler.
- Mr. Strachey.
- Major Vischer. (Secretary.)
- Sir Donald Cameron (Governor Designate of Tanganyika.)
- Mr. Ellis.
- Mr. H.J. Harding.
- Mr. Seel.

1. The Minutes of the 9th and 10th Meetings were considered. The Secretary drew attention to certain amendments to the Minutes of the 10th Meeting which had been suggested by Sir Frederick Lugard, and subject to certain of these amendments, the Minutes were approved.
2. The Chairman stated that in accordance with the decisions reached at the last Meeting a despatch had been sent by the Secretary of the Committee to the Governor of Nigeria on the subject of Native Education in the Colony.

3 The Secretary referred to various letters *Documents* which had been brought to his notice ^{in the} last Meeting:

(a) The Secretary of State had ^{decided to offer} approved the appointment

~~to~~ Mr. Dougall ^{of} to be Principal of the Jeanes Training College in Kenya, Mr. Silvester, an Administrative ^{to the Education Dept. to} officer in the Colony, being seconded ^{temporarily to}

take over the work until Mr. Dougall's arrival. ^{The letter will be circulated to Members of the Com}

(b) A letter had been received from Mr. Orr, Director of Education, Kenya, ^(acknowledging the receipt of the Memorandum on Education in Uganda) stating the circumstances under

which it was not possible for him to visit the country this year. (c) A letter had been received from the Governor of Nyasaland from which it appeared that some anxiety had been expressed by the Missionary bodies over the delay in appointing a Director of Education.

It was explained that this matter was still under ^{the Governor also mentioned that he had seen the Memorandum on Uganda and shown it to the heads of the various} consideration by the Treasury. (d) Major Vischer

explained that he had endeavoured to obtain a copy of the proceedings of the Livingstonia Missionary Conference in accordance with the instruction which he had received at the last Meeting. It appeared, however, that copies were not yet available in this country. (e) Proposals had been received from Zanzibar with regard to the establishment of Agricultural Schools in the Protectorate. These will be

circulated to the Committee. (f) A letter had been received from the Governor of the Gold Coast expressing warm appreciation of the Committee's Memorandum on Education in Uganda and asking that in future copies

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the Committee's Minutes might be sent to the Governor, the Colonial Secretary, the Director of Education and Mr. Fraser. The Chairman observed that there would be no difficulty in supplying these notes:

(g) The Sierra Leone report ^{on the Education Dept.} for 1923 had been received and will be circulated.

4. Sir Michael Sadler enquired what progress had been made with regard to the proposals as to application of the Imperial Teachers' Superannuation Acts in the Colony. Major Vischer explained that he was going over to the Board of Education in a day or two to discuss the matter further.

5. The Committee then considered a despatch from the Governor of the Gold Coast, dated 4th December, 1924, with notes thereon by Sir Michael Sadler, containing a preliminary report by Mr. Fraser on Achimota. The Chairman asked Mr. Ellis whether he had any observations from the Departmental point of view.

Mr. Ellis said that his attention had been drawn to the proposals as to co-education which the report contained, but on consideration it appeared that these proposals amounted to very little at present. He read a letter from Mr. Fraser in which the proposals were more fully explained. The Chairman said that this letter should be circulated confidentially to the Committee.

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 what he thought would be the effect upon village
 life of taking boys at a very early age from the
 villages and giving them a complete course of
 public school education at the College. The
 Chairman agreed with Sir Michael Sadler, and he
 proposed as a result of the discussion to reply
 to the despatch, observing that the first problem
 was not, as had been suggested, the provision of
 higher education, but the establishment near the
 capital of a model system of Elementary Education,
 coupled with the tackling of the whole problem of
 elementary education in the Colony. Attention
 should be primarily turned to this object. The
 despatch would also sound the note of warning which
 had been expressed that warning against co-education
 while emphasizing the importance of female edu-
 cation would suggest that this should not continue
 beyond a certain age, which he suggested as eight
 years. Mr. Fraser might be asked to think out a
 definite scheme with the necessary staff of women
 Teachers.

7. Sir James Currie raised the question of
 the orientation of Achimota towards London University
 through the adoption of the London examinations.
 Mr. Fraser said that Mr. Fraser was of opinion that
 in India showed that local influence
 of local standards from being maintained
 at their proper level, and that he thought that any
 defects in the system of submitting pupils for examinations

*Mr. Oldham
 drew the attention of
 the members to Mr.
 Fraser's remark in
 Ceylon where he had
 been kept in close
 touch with the
 native villages by
 special arrangements
 made during the
 holidays, etc.
 Sir Michael Sadler
 urged that native
 education on the
 Java Coast must
 be regarded to
 be in a stage of
 transition and
 that the presence
 of Mr. Fraser
 a very special
 opportunity
 which he must
 make the most*

examinations/

of a foreign University could be guarded against. Major
 Church observed that ^{that he had seen} ~~experience~~ ^{in Kenya} ~~had been~~ that
 European examinations were unsuited both to European and
 Native pupils. He suggested that local examinations
 should be ^{so devised as} ~~the device~~ to create local standards, and Sir
 James Currie, ~~therefore~~, suggested that these standards
 could be maintained by direct inspection from this
 country. *He mentioned his practice in the Indian where
 he lectured and academic sides of the school's work*

Sir Michael Sadler agreed that ultimately this would
 be the best and that it would come about in due course.
 For the present, however, it was impossible to deny to
 promising pupils access to the better examinations which
 would give them standing in countries other than their own.
 To concentrate on a local University would direct atten-
 tion from the provision of Elementary Schools, which
 were ^{urgently necessary} ~~urgently necessary~~. He would like to see the

*It will not be possible to provide for this at Achimota for ten years yet.
 Sir Michael Sadler has the most urgent matter.*

College at Achimota taken up by the London University
 and the adoption of London degree standards to suit the
 local conditions. He suggested that the Committee should
 endeavour to ascertain the attitude of London ^{Universities} to such a
 proposal, and thought that the Committee might invite
 Mr. Dellor, the Academic Registrar of the University, to
 discuss the question with them at their next Meeting. The
 type of pupil he had in mind was illustrated by Dr. Aggrey,
 and if no provision was made for the type, in the future
 they would become revolutionary opponents of the existing
 system. Sir Frederick Lugard remarked that he had met
 the same difficulty in Hongkong where students possessing
 degrees of the local Universities had found themselves
 unable to compete with others possessing British degrees.

This referred specially to Medical degrees

W. R. ...

Sir James Currie suggested that the conditions of Tropical Africa were different from those in Hongkong, where an old civilization was already in existence; but Sir Frederick Lugard considered that the difficulty would still be the same in Africa. For those pupils who ^{and had for a number of years the London diploma course to receive} greatly wanted Government posts or similar situations, the local standard would suffice, but there would necessarily be those who would want to compete on equal terms with Europeans. Major Church was of opinion that it was better ^{immediately} ~~to raise~~ ^{gradually to raise} the local standards which could be ~~led up to~~ ^{linked up} the educational system with a foreign University which would mean that the whole system of education in the Colony would be based on foreign lines. ^{and} Mr. Oldham ^{said that native} quoted the experience made at Lahore and informed would not be satisfied in the present circumstances with any local standards. ^{Sir James Currie showed that in the Sudan they all used doctors - Egyptian doctors trained}

Sir Michael Sadler pointed out that ~~there were two~~ ^{they went on} distinct things to be looked for: (1) the maintenance of the English language; (2) the development of local subjects of study. ^{that the fundamental idea behind} He suggested that the ~~whole~~ ^{whole} system of western education was the ~~considering~~ ^{considering} whether things were true and why they were true. ^{the other hand} On the contrary, Eastern and Pagan systems were founded upon the acceptance of authority without questioning. ^{If in the African case the infection of our Western mind} In Africa, the problem was to mingle ^{without tradition} these two systems together - and the influence of ^{the own brain} the ~~local~~ ^{local} ~~factor~~ ^{factor}.

Mr. Strachey inquired whether the despatch did not show that Mr. Fraser was attempting too much at Achimota. It would be wiser to concentrate on elementary education at present and leave the question of University facilities to the future? Sir Michael Sadler replied that/

October 7th. 192

To Honorary Secretaries
of Local Committees.

Dear Sir or Madam,

SCHEME 7 - NEW CERTIFICATES REGISTER.

In forwarding herewith for your information a copy of the revised edition of leaflet No. 710 we desire specially to call your attention to the reference on page 3 to the Certificates Register No. 705, a copy of which we also enclose. This is a new form. It has been introduced to take the place of Receipt Book No. 706, in reference to a generally expressed wish for a simpler form of Register.

replied/

that it was impossible to evade the necessity of providing both for teachers and for boys of exceptional ability.

Mr. Oldham said that he would like to correct an impression that had been possibly gathered that Mr. Fraser's letter had suggested he was contemplating to some extent a substitution of a Primary Education for Higher Education. This was not ^{so} strictly true. Mr. Fraser had found that Primary Education was the first thing, but he had not lost sight of the need for Higher Education, and any such suggestion would not be well received by local sentiment.

The Chairman observed that it seemed desirable in the despatch to draw attention to the possible dangers of too complete a Europeanization of the local standards, but to express the view that for the present the ^{proposals} ~~plans~~ to take the London examinations must stand.

8. Mr. Strachey raised the question of financial provision for Achimota. Mr. Ellis said that the position would be clear shortly when the Annual Estimates for the Colony were received; and the Chairman remarked that if there were any difficulty as to providing funds for education he was of opinion that provision would have to be made, if necessary, at the expense of the Public Works Department for a time.

9 Major Church remarked that Mr. Fraser had said he was in favour of religious teaching and proposed to give 100% Grants to Mission Schools in needy areas. If this were/

this/

were so, why not make them Government schools? It was suggested that the enthusiasm of teachers of Missionary Schools was much greater than the average in Government Schools, probably very largely because the Staffs of the Education Department had not been so well treated in the African Dependencies as those in other Departments.

Sir Donald Cameron said that this was not the case in Nigeria *and Sir J. B. Lufard and Major Visdel Africa*. Sir Michael Sadler dissented from the view that the Missionaries were the only enthusiasts in education, and he hoped that in future more encouragement would be given to Government Education Officers. The aim of the Missionaries was to teach the true way of life and that of the secular educationists was social improvement through illumination, and the two should be encouraged side by side with the best results.

10. Sir Donald Cameron expressed the hope that every Imperial country would be kept acquainted with the progress of Mr. Fraser's experiment. Sir Michael Sadler suggested that the example of the Macraes Christian Mission might be followed where a monthly letter was circulated confidentially amongst those interested, describing the day to day progress of the Mission. The Chairman, while agreeing that reports should be arranged for, thought it best to leave it to Mr. Fraser to decide the best way of furnishing these.

11. The Committee then discussed a suggestion that the approaching return of Dr. Jesse Jones to America should be the occasion of a dinner to which various interested parties could be invited with a view to

interesting/

to/

interesting them in the subject of Native Education in Africa. It was agreed to have a dinner on March 26th and the Chairman asked the Secretary to ascertain, in conjunction with Mr. Oldham, what arrangements could be made.

12. The next Meeting of the Committee was fixed for Tuesday, March 10th.

21-2-25

21-2-25

Dear Major Vischer,

At last I have had time for
writing a few lines to thank you for

Yours sincerely
M. E. Sadler

I am not sure how time will be used at Kings.
I shall be glad to hear of your plans.
I am deeply
Yours
M. E. Sadler

11 Meeting, 26 Feb. 1955
Memorandum by Sir Michael Sadler on
The educational programme of Achimota

(Capt. Quispate from Governor, Gold Coast to Sec. of S. of S. of 4-12-54)
"What Mr. Francis proposes, in the education
to Mr. Maxwell's despatch of Dec. 6 1954 {59770
Nativ. Edu. 51544},
recapitulates the plan which he recommended to
the Advisory Committee on March 13 1954, when he said
(what I said from my list "teaching should be begun at
the kindergarten stage... should be continuous up to the university
stage... The mind of a native boy is turned in upon himself at
the age of puberty: by encouraging the curriculum to do this
him about his eye before that time, it is possible to encourage
him on practical work & games so as to prevent him from
being so introverted."

On grounds of general educational policy for
the Gold Coast I was impressed by his statement at
the time and now feel even more disposed to agree
with what he recommends because he has had an
opportunity of making a study of the educational situation
in the Colony and finds the state to be in a very
disappointing state his knowledge of native education
Ceylon had led him to make. But he has only been
in the Colony for a short time. But I attach greater
importance to first impressions than formed by a
man of Mr. Francis's knowledge & experience in
education/may show off some of the details of his
plan, but I think we now have the essential
a good diagnosis by an outsider of a
continuing part - if not of a crisis.

Why I favour Mr. Francis's plan is its
direction is going to the heart of the situation - viz.
the reform of primary education. Where else the
Gold Coast needs it. For the eyes that it needs the
teaching of practical work & games (which will help to prevent
education, it needs above all else a change of

outlook of the method in elementary education -
 I agree with Sir James Linnell (report of Education
 Committee meeting 13 Feb 24) that 'the whole of
 the education is dependent on the way in which it is
 done'. It is a danger to Africa. All the evidence for
 the past shows that the system is not working
 at all. Sir J. Linnell's report (13 Feb 24) is
 a warning that unless the system is changed, it
 will be a disaster. It is a semi-education
 that is poisonous to the mind, and
 is a waste of money.

But how is the Government going
 to tackle this menacing problem of misguided
 ideas in elementary education? It must appoint
 (even if it had the men of the first experience
 necessary for such a task) to create by a radical
 change a new system covering all over the Colony.
 It must work gradually by exhibiting a model
 of what is good for imitation in the schools. It must
 begin by exhibiting a nucleus of healthy & practical
 ideas, exemplified by a group of teachers actually
 conducting the kind of school which is to be
 widely spread throughout the Colony.

Achimota should be the nucleus...
 At Achimota the Colony should be shown what
 good elementary schools - adapted to national conditions -
 can be. And elementary schools, for this purpose,
 must include a short form of training of good children
 - i.e. a kindergarten.

I deplore the view that Achimota should
 be defined as 'a continued Secondary School Training
 College for Teachers & Training College for boys'. It is
 (I feel as well as I can) a mistake to think of it as
 a model of what is the different from what it is
 doing. And not in fact of all is it to show
 that elementary education can be.

But, in order to get the right kind of
 leaders for the future, we need a secondary school
 as well (with the secondary school I group for
 this argument the Middle School mentioned in
 Mr. Francis's report), & classes for
 the training of leaders. At this stage, we need to
 skeleton a model of what secondary, secondary &
 technical ^{schools} can be then with regard, with
 teachers, with equipment and material for the purpose
 and a few more. Achim is to set a new
 standard institution, but a superior repository of
practical ~~unpractical~~ ^{practical} education.

Mr. Francis's estimate of the number of
 leaders required seems to me sound. His estimate
 of experience is low. At this stage, the number of
 leaders will be larger in proportion to pupils than
 it will be later, because the ground plan has to be
 laid out and the ~~more~~ strategic pieces of
 building specified before the first time, with each hour
 some few pupils than they will handle later.

But the reform of education is the first work
 is not only a part - & with planning for
 the inflicting further upon work in new school.
 Mr. Francis has changed from a point which
 can effect the reform. They will influence the
 whole thing. They will be a benefit. Let them
 have ~~the~~ ^{the} field that is to be done in
 the ^{primary} ~~secondary~~ as well as in the secondary stage
 of education.

As for leading jobs in work in boys,
 I do not need Mr. Francis as proposing work in
 the as advised that we must do something for
 the girls as well as the boys: that the boys who
 are devoted with with and with ~~are~~
 educated intelligently: that to have first of
 account would be a special plan: that
 to show and be seen for girls should have with the boys

Public Record Office, London

~~The educational program of Achimota.~~

~~What Mr. Fraser hopes, in the outcome
to Mr. Macdonald's report (Natio. Educat. 5/4/24)
of 4/24, to cooperate with~~

and therefore shall make a start tomorrow
at Achimota.

When Mr. Fraser visited his
Mam' to us in Lada, he was fair to
say his - with training like - the Lada
Excluded began much lower. It is not
just Mr. Steady cause of this. Rightly
said, it is a direct educational tool. And
there is no practical alternative

But primarily I feel that the
training of Achimota with a primary
education is the way to face the main
importance of its activities. We have got
a first rate chance of making a ~~step~~ beginning
with a new type of primary education.
~~Let us make the change with~~ Let us make
way for the use of Mr. Fraser & his colleagues
for this purpose.

M. E. S. [Signature]

Feb 20, 1925

P.P. Mr. Fraser ^{will not} head European the
nation. This is the antithesis of his purpose
and of his legitimate achievement. But ~~the~~ the children
under his influence he ought to have ~~in~~ in a
take up in Achimota at present. This is because
training is a new ideal of life is a social justice

Advisory Committee on Native Education
in Tropical Africa.

AGENDA for
the 11th Meeting, to be held at the Colonial Office on
Tuesday, February 24th 11.a.m.

1. Minutes of the 9th and 10th Meeting.
2. Report of action taken regarding the Nigerian proposals.
3. Notices of documents received by the Secretary
4. Proposals re Achimota.
5. Further consideration of General Memoranda.

**Advisory Committee on Native Education
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**Advisory Committee on Native Education
in Tropical Africa.**

AGENDA for

**the 11th Meeting, to be held at the Colonial Office on
Tuesday, February 20th 11.30 a.m.**

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2. Report of action taken regarding the Nigerian proposals.
3. Notices of documents received by the Secretary
4. Proposals re Ashanti.
5. Further consideration of General Memoranda.

11th Meeting. Feb. 24, 1925.
=====

3. Notices of documents received by Secretary.

KENYA :

Papers referred to me by the Dept. regarding Mr. Dougall and Mr. Silvester. The S. of S. has decided that the appointment of principal for the new Teachers Training College be offered to Mr. Dougall and that Mr. Silvester be temporarily seconded to fill the post pending his arrival and that Mr. Silvester may proceed to Kenya via South Africa. Full use of the services of Mr. Silvester in the Education Department can be made after the arrival of Mr. Dougall in the Colony.

Memorandum from the D. of E. Mr. Orr explaining why he could not come home at the present moment and containing a full account of the developments in Native Education. This memo will be circulated to members.

NYASALAND :

Letter received from the Governor.

Notice about report on the Livingstonia Missionary Conference.

NORTHERN RHODESIA :

Letter received from Governor.

ZANZIBAR :

Proposals received from the High Commissioner regarding Agricultural Schools and Native Education. These will be circulated.

Letter received from the Resident.

GOLD COAST :

Letter received from the Governor.

SIERRA LEONE :

Education Dept. Report for 1925. Will be circulated when sufficient copies are available.

Memo from D. of E. on the new Education Ordinance and Code. This will be circulated. Copies of the Ordinance have been circulated on 11 Nov.

MEMORANDUM NO. 2 :

The revised draft of this Memo has been received from Sir F.D. Lugard and was circulated to members in accordance with Committee's decision at their meeting of 6th October 1924.

Advisory Committee on Native Education
in Tropical Africa.

Agenda for
the 11th Meeting, to be held at the Colonial Office
on Tuesday, Feb. 24th 11. a. m.

-
1. Minutes of the 9th and 10th Meetings.
 2. Report of action taken regarding the Nigerian proposals.
 3. Notices of documents recd. by the Secretary.
 4. Proposals & Administn.
 5. Further consideration of General Memoranda.
-

11. Mutiny.

24. 2. 25.

Agenda.

1. Minutes of 9th and 10th Mutiny.
2. Minutes Prop. session later
3. Notices by the Secretary.
 - a. Lura Lura Report on Ed. Dept.
 - b. Proposals u Jangitar School.
 - c. Teacher Superannuation Act.
 - d. Memorandum u Nigerian Proposals.
 - e. Letter from Gov. Malaya
Nyasaland
Nyasaland Education Com. Report.
3. ~~Recommendations u Nyasa and~~
~~proposals~~
4. Proposals eg. Adenika.

In consideration of the general
measures.

Notices: Lura Lura Educ. Dept. Report.
 Report for Pt. Jangitar.
 Teacher Superannuation Act.
 Nyasaland Livingstonia Miss
 Conference Report.
 Letter from Stanley and Boring.

ADVISORY COMMITTEE ON NATIVE EDUCATION IN
TROPICAL AMERICA.

Minutes of the Tenth Meeting, held on the
28th January, 1926.

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. Seal.	

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 L.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 recognized 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.

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, 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
 "Nigeria 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 Edwell 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, 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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LITTLE PARKHURST,
ABINGER COMMON,
HYDBRING,
SURREY.

dear Vischer:-

There is little for me to say at the next meeting. I hope that the Committee will record its cordial approval of the principles advocated by Mr. Fraser & the Governor, & its hope that they will be put into execution so far as finances permit.

Sincerely yours

W. Langley



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238

LONDON.

February 18th, 1935.

The Secretary of the Advisory Committee on Native Education in Tropical Africa presents his compliments to Sir Donald Cameron and begs to inform him that a Meeting of the Committee will be held at the Colonial Office on Tuesday next, the 19th, at 11 a.m. Copy of the agenda is attached.

Sir Donald Cameron.

and Mr. W. F. Gowers, Secy.

LONDON.

February 14th, 1925.

Dear Sir Frederick,

Since the Memorandum which I had been asked to prepare in collaboration with the Chairman on the Nigerian proposals had to be sent in at once, I was unfortunately unable to show it to you before sending it to the Department concerned. It will be laid before the Committee at the next Meeting and I think that you will approve of it.

Regarding Nyasaland it was decided at the last Meeting that the resolutions which were put before the Committee were to come up again for consideration at the next Meeting. Could you kindly prepare a Memorandum embodying these resolutions to be considered and approved at the next Meeting. The Memorandum will then go to the Department in the usual way for action.

The/

action.

The proposals from Fraser regarding Achimota will be before the Committee at our next meeting. It was my intention originally to wait for a fuller report before discussing the matter but the Department insist on the Committee's advice. I have asked Sir Michael Senior for his suggestions for a Memorandum to place before the Committee and he has promised to send me those within the next few days. My personal feelings make me consider these proposals as a little premature, but on the other hand I would not like to suggest anything which might hamper Fraser.

I hope you have received the Memorandum on Educational Policy. Regarding the Memorandum on Education itself, the Private Secretary has very nearly completed a very full and detailed report showing the various departments how so far selected men for educational appointments, the difficulties they have encountered and how the men selected by him have turned out. I am very anxious that you should bring up at the next meeting of the Committee the object and purpose of these Memoranda since some

Draft

The Secretary of the A. C. on N. P. in T. A.
 presents his compliments to
 and begs to inform him that the next
 meeting of the Committee will take place
 at the Colonial Office on Tuesday, Feb. 24:
 at 11 a. m.

All members

Mr. Harary
 " Ellis
 " Protherby
 " Green
 " Jess
 Chairman.

sent out 3 Feb. 1925