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Advisory Committee in African Affairs
in Tropical Africa

14th Meeting

draft as per 1st

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at once

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79 (minis of 15th Meeting)

ADVISORY COMMITTEE ON NATIVE EDUCATION
IN TROPICAL AFRICA.

Final
 Minutes of the 14th Meeting held on Tuesday, April, 28th,
 1925, at the Colonial Office.

PRESENT:

- Mr. Ormsby-Gore (Chairman).
- Mr. J. H. Oldham.
- Major Church.
- Sir Frederick Lugard.
- Sir Michael Sadler.
- Bishop Bidwell.
- Mr. Strachey.
- Mr. Vischer. (Secretary).
- Mr. Seal.

The minutes of the 13th Meeting were discussed and certain amendments by Sir Frederick Lugard were adopted and the minutes were then approved.

The Chairman then announced that he had received a letter from the India Office with regard to the Teachers' Superannuation Bill, and called upon Sir Michael Sadler to explain to the Committee the steps that he had taken in regard to the Bill. Sir Michael Sadler said that he had consulted the various educational authorities in England, Scotland and Wales on the subject of the desirability of provision being made under the new (Superannuation) Bill for teachers for enabling a British teacher going to an approved institution in Tropical Africa on a short term of service to retain his or her full rights under the Superannuation system by means of contribution made by the teacher and the institution concerned. It was reported that the large majority of the associations consulted had already signified their intention of urging the Government to include in the Bill an amendment making provision for these cases.

The Committee, while recording its satisfaction at the prospect of the institution in the Tropical African Colonies of superannuation systems with which the Board of Education and the Treasury might enter into reciprocal arrangements, considered (at Mr. Oldham's suggestion) the cases of men and women teachers who might be employed on terms of short service in approved educational institutions not under the direct control of the African Governments concerned, and agreed that the Colonial Government should be asked to make provision for such cases in the local Ordinances relating to Superannuation.

The letter received from the India Office was read, enquiring as to the attitude of the Committee towards the amendment referred to above. It was desired to reply that the Committee, while relying in the main on fully sanctioned reciprocal arrangements between this country and

the African Governments concerned was of opinion that the Bill should also meet the case of individual teachers who might take engagements in approved institutions in Tropical Africa:

1. during such time as may elapse before complete reciprocity is established.
2. and after that time may not fall within the strict limits of the superannuation systems set up by the Government concerned, but whose case is regarded by these Governments, Colonial Office, the Board of Education and the Treasury respectively, as deserving of recognition.

The Chairman proposed that the Secretary with the assistance of Sir Michael Sadler should prepare a draft reply to the letter from the Colonial Office and that he should take in touch with the Board of Education with a view to further action on the part of the Committee.

3. The Chairman, with the Department of Education, proposed that some provision should be made for the salary of the Director of Education.

It was noted that the amount had been settled at £1,000 per annum and with a view to the appointment of a Director, Mr. Williams had been asked to prepare a report in the name of Mr. Chubb, of whom the Colonial Office approved. The Secretary mentioned that he had also been in communication with Dr. Brown and that he had asked him to forward his application for the appointment of the Secretary of State through the official channels.

4. Statistical Tables. Mr. Williams had asked if the Committee would give some indication as to the form in which it would be most useful for Directors of Education to frame their annual report.

Sir Frederick Lugard remarked that the statistical tables should be drawn up on identical lines for purposes of comparison. The Chairman suggested that the most satisfactory report should be taken as a model and Mr. Vischer suggested that the Annual Report of the Director of Education, Tanganyika Territory, would serve this purpose.

The Chairman proposed, and the Committee agreed, that a copy of this report, with the views and suggestions of the Committee should be sent to the various Governors under cover of a despatch stating that the Committee attached importance to the preparation of Education reports on particular and uniform lines.

Gold Coast. A meeting was provisionally fixed for June 24th to discuss various matters referring to Achimota College, when Mr. Fraser would be present.

5. The Chairman then read a Memorandum prepared by Mr. Vischer on the Place of the Vernacular in Native Education.

The various points raised in the memorandum were then discussed at length and at the suggestion of the Chairman it

It was decided that the memorandum should be revised to
include the various issues raised in the discussion of
and it should then be circulated to the members to be
brought up for discussion again at the next meeting of
the committee on May 21st. Bishop, Bishop, Bishop and
other members were invited to use their efforts to
make it possible for the committee to reach people with
personal and practical knowledge of the subject at
their next meeting.

It was decided to hold the next two meetings at
10. a.m. on Wednesday, May 21st and on Thursday, May
22nd, respectively.

Charles H. Hodge

May 21. 1938

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Said

The Committee received a report from ~~the~~ *State* ~~that~~ Sir Michael Sadler of the steps he had taken to consult the various educational authorities in England, Scotland and Wales on the subject of the desirability of provision being made under the new Superannuation Bill for teachers for enabling a British teacher going to an approved institution in Tropical Africa on a short term of service to retain his or her full rights under the Superannuation system by means of contribution made by the teacher and the institution concerned. It was reported that the large majority of the associations consulted had already signified their intention of urging the Government to include in the Bill an amendment making provision for these cases. The Committee, recording its satisfaction at the prospect of the institution in the Tropical African Colonies of superannuation systems with which the Board of Education and the Treasury might enter into reciprocal arrangements, consider (at Mr. Oldham's suggestion) the cases of men and women teachers who might be employed on terms of short service in approved educational institutions not under the direct control of the African Governments concerned, and agree that the Colonial Government should be asked to make provision for such cases in the Superannuation schemes.

The ~~was~~ *from*

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opinion that the Bill should also meet the case of individual teachers who might take engagements in approved institutions in Tropical Africa:

1. during such time as may elapse before complete reciprocity is established,

2. who after that time may not fall within the strict lines of the superannuation systems set up by the Governments concerned but whose case is regarded by these Governments, the Colonial Office, the Board of Education and the Treasury respectively, as deserving recognition.

14th Meeting of the Advisory Committee on Native Education in Tropical Africa.

- Mr. [Name] (Chairman)
- Mr. [Name]
- Maj. [Name]
- Sir Frederick L. Gard
- Sir Michael Sadler
- Bishop Bidwell
- Mr. [Name]
- Mr. Vischer (Secretary)
- Mr. Seel

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The Minutes at [unclear] and certain amendments thereto adopted and the [unclear]

(Sir P. [unclear] from [unclear])

The Chairman then read a letter from the India [unclear] *announces his to be in* with regard to the Teachers' (Supplementation) Bill.

~~The Committee under the [unclear] of Sir Michael Sadler then gave his views~~

and called upon the [unclear] to do so for the [unclear] in the [unclear] had explained to the Committee the [unclear] had taken in regard to the bill.

The Chairman said that the Committee did not at all reject the idea that further amendment was unnecessary but they contemplated in the case of Tropical Africa reciprocity arrangements. India was in rather a different position, and amendments to suit would be required. Any suggestions which were made by the India Office the Committee would be glad to be

apprised of so that they might judge if any such amendments would be of value to the Committee.

(Sir Michael Sadler spoke on the subject of teacher going out to a colony for a short period only.)

The Chairman said that, in addition to the reciprocity arrangements the possibility of teachers going for short terms to dependencies in our tropical Africa had been envisaged, and in this connection no doubt some special arrangement other than that would be required.

(Sir Michael Sadler questioned about the inclusion of other than schools under Government.)

Mr. Olchaw suggested a draft to include Grant-in-aid schools, as they were going to be very important in the future.

Major Church remarked that the difficulty with regard to making any amendment to the Bill had been the attitude of the education bodies who feared any alteration might hamper the progress of the Bill.

The Chairman then said that in reporting to the India Office these points should be kept in mind.

Major Church raised the whole question of the scheme of superannuation and said a proportion of a teacher's salary should be set aside yearly and, if necessary, a limited time be given as to when the pension should be paid.

Sir Michael Sadler then explained the present scheme.

Sir F. Lugard inquired if the local authority would have the power to include Grant Schools?

(Decision?)

The Chairman said that the Secretary should prepare a further draft on this subject to be submitted to the Board of Education.

Swaziland. The Chairman said the Department would like some definite term named for the salary of the Director of Education.

It was said the amount had been settled at £1,000 a year, and with regard to the appointment of a Director Mr. Oldham thought Mr. Zeram would send in the name of Mr. Jewett of whom the Ministers approved. ~~It was agreed that the name recommended by Mr. Zeram should be considered.~~

Sierra Leone report. Referring to this Mr. Ellis had asked the Committee could not give some indication of how far it would be most useful for Directors of Education to frame their annual report.

Sir F. Lugard remarked that the statistical tables should be comparable. The Chairman suggested that the most satisfactory report should be taken as a model, and Major Vischer said that Tanganyika Territory sent in the last year.

The Chairman suggested that a copy ~~of the~~ cover despatch, be sent to the Governor to the effect that the Committee attached importance to having education reports on particular lines, and that the enclosed copy of a report met with its approval. The Secretary should ^{draft and submit the} draft such a general despatch, which could then be commented on by the Committee.

F. Gold Coast. A Meeting was provisionally fixed to discuss various matters with the Adm. Sta. College for June 4th when Mr. Fraser would be present. This meeting should be

MEMORANDUM ON THE VERNACULAR.

copy - fore.
O. J. Am.
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The discussion that followed the Chairman said: We have got to supplement our general memorandum on educational aims by ascertaining facts as to the various governments to which they ought to go in the provision of the vernacular, the method of instruction, and some guidance in regard to the use of the vernacular in the territories. For instance, in the territories where there are many languages, you must confine yourself to a limited number. You cannot recognize or attempt to produce text books in all the languages, and a country like Northern Rhodesia, where there are about 15 languages was more difficult to deal with than Kenya where there were four or five leading languages. In this question of text books, the Bureau must give some indication of the languages of real educational value which we want to extend. The problem on the West Coast was even more difficult.

Sir F. Lugard remarked that all the groups of languages in the West Coast were of Bantu origin. There was a demand for a lingua franca for purposes of trade and communication.

Major Vischer said that if the Committee wanted to give effect to the education policy, this could only be done through the vernacular. This raised the

the/

point of the difficulty of selecting a language - a problem only to be solved by scientists. The idea of the bureau was that it should furnish such knowledge; and also that question ~~might be referred~~ to it, as, for instance, those ~~asked by the Chairman~~. Mr. Strachey queried ~~whether it could be better than~~ the men on the spot to decide the question of language. Major Vischer replied that philologists would be better, and Fiebig, Bidwell asked whether a language chosen by philologists could be looked upon as a child's own language, on the retaining of which ~~no~~ ~~more~~ ~~laid~~ ~~such~~ ~~stress~~. At ~~the~~ ~~point~~ of further discussion on ~~the~~ ~~point~~, Mr. ~~Clayton~~ ~~Sadler~~ ~~said~~ ~~that~~ ~~the~~ ~~men~~ ~~had~~ ~~come~~ ~~from~~ ~~the~~ ~~most~~ ~~experienced~~ ~~people~~ ~~in~~ ~~Africa~~. Westermann had said that in Africa a language might be tending to become dominant, but even the most expert persons could not foretell that language would actually become dominant. It was ~~regisists~~, ~~there-~~ ~~fore~~ to have people to watch the development ~~in~~ ~~the~~ ~~particular~~. Decisions would have to be taken and they must be taken by specialists. The bureau would be a centre for information regarding languages etc., through being in touch with all persons who had experience or knowledge of such subjects. Such an organization must have a director.

Sir Michael Sadler then spoke and said he considered the memorandum excellent...

- (a) difficulty of teaching many languages - words apt to become more important than thought.
- (b) suggestion of list of recent books dealing in the pedagogical and political aspect of this question to be put at end of memo.
- (c) Memo from Fraser.

(d) Felt with Mr. Strachey that the memo went straightaway to the idea of an international and that we get a far better view of what is wanted in London.

The Chairman suggested that the Bureau might be made an African side to the Oriental School of Languages. Mr. Oldham said there was the missionary and scientist's point of view to consider. Possibly the headquarters should be in London, but they must be able to call upon people in every part of Africa. To achieve its purpose the Bureau must be international.

Sir M. Sadler said that the Bible Society should be consulted and Mr. Oldham replied that this action had already been taken.

Bishop Bidwell asked if there was any value in teaching a child an African language that was not its own, and Mr. Oldham replied that Westermann said yes. Swahili as an instrument of education would be better than English. If one was bound to teach a language, the native one should be taught. Bishop Bidwell then queried about teaching a child two or three languages. Sir F. Lugard remarked that there were computed to be about 360 odd languages in Nigeria. The whole case at present was exceptionally complex because of the opening up of the country. These changes would no doubt lead to an elimination of many of the dialects, but we could not say at present which would remain.

The Chairman then proposed that the existing situation should be ascertained before preparing

(d) Felt with Mr. Strachey that the memo went straightaway to the idea of an international Bureau - and that was rather a far cry. Wanted something in London.

The Chairman suggested that the Bureau might be made an ~~office~~ ^{office} in the Oriental branch of Languages. Mr. Oldham said there was the missionary and scientific points of view to consider. Possibly the headquarters should be in London, but they must be able to call upon people in every part of Africa. To achieve its purpose the Bureau must be international.

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Bishop Bidwell asked if there was any value in teaching a child an African language that was not its own, and Mr. Oldham replied that it was a question of yes. Swahili as an instance. He said that it was better than English in the early stages and that if one was bound to teach a lingua franca, then a native one should be taught. Bishop Bidwell then queried about teaching a child two or three languages. Sir F. Lugard remarked that there were computed to be about 360 odd languages in Nigeria. The whole case at present was exceptionally complex because of the opening up of the country. These changes would no doubt lead to an elimination of many of the dialects, but we could not say at present which would remain.

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preparing/

any policy. He suggested the White Fathers might help if Bishop Bidwell would get a statement of their views from their headquarters. He asked before an International Bureau could be established if any great deal more data must be collected.

Mr. Oldham said he had been in touch with the people who had experience and they felt no forward step could be taken until some means were found of linking up the experts. Mission Societies, despite their present lack of funds, were so keen they would be willing to contribute £500 a year for such a Bureau. He proposed the Bureau should be started in the most modest way. Those who could give the best advice would be left out unless the Bureau was an international body.

The Chairman said the idea was to work up to a conference in London or some other place of mission societies engaged in Government activities and people who had experience in the matter.

Mr. Oldham thought such a conference would be very valuable. The Chairman then suggested that enquiries into the problem should be made and the result of these be put before the Conference. Sir M. Sadler proposed sending out a memo in a tentative form, and the Chairman added that it might be worded to the effect that the Committee attached great importance to the retention of the vernaculars and would like data on the question.

Major Church pointed out the danger of the natives coming to think that we wished to give them a language different from the ruling class.

Sir M. Sadler though this difficulty could be
 overcome, ~~the two things were incompatible and~~
 you ~~could not have a standard set of text books~~
 Mr. Strachey drew attention to the fact that the
 new ~~held~~ stress on a child learning to speak as
 his parent, and said, as Bishop Edwall had remarked,
 the philologist's language would not be the same
 thing.

The Chairman said he recognized that a rule
 could not be universally applied with regard to
 children learning each in his own dialect as it w
 be impossible to have a complete set of text books
 in all the different dialects, and if it were poss. the
 the result would probably be to separate a small
 tribe from the whole life of the rest of the community

Sir W. Lugard instanced this difficulty by remark
 on the West coast of Africa, owing to the
 enormous slave raiding in the past, ~~xxxxx~~ a number
 tribes had flowed over into the hills and you now
 got separate little groups of villages ~~each speaking~~
 a different language.

Mr. O'Graham contended that natives learned
 English better if they learned the vernacular first.

(Sir M. Sadler said that on this point we
 could get some of the India ideas and apply them)

With regard to the difficulty of the lack of
 scientific terms in the vernacular, Major Vischer
 told how he had taught boys in Nigeria. After
 working out a way of spelling, he had left the boys
 to make words for themselves, to apply to such things
 as carburettors, for instance. He had found they
 were quite capable of doing this. Also he found

found/

that what he taught in Hausa to Chiefs' sons, they in their turn taught to their people in the neighboring territories, translating into the dialect. He asked that native teachers would solve the problem. Bureau

Sir F. Egard said that those who were going to learn English must begin from the beginning. Major Church assented, but Major Vischer did not agree.

Sir M. Sadler pointed out the danger of too great facility in languages. People began to live in an atmosphere of clichés.

Bishop Sidwell said that wisdom in languages at once. Major Vischer said that in process of time the dialect would be limited.

Bishop Sidwell remarked that the Bureau was to be available from the point of view of information as to the best way of setting up these agencies and that its setting up should be regarded as the solution of the problem.

Mr. Oldham then told the Committee that the Bureau had been initiated outside of the Committee altogether. The actual situation was that there was the possibility of help from the Carnegie fund. This Fund could not make a direct payment to the Bureau but it could place money at the disposal of someone in this country for the purpose of this Bureau.

Major Vischer emphasized the need of such a Bureau by saying that the teacher generally had neither the time nor technical knowledge to deal with the making of text books, etc.

Sir M. Sadler suggested leaving out the name

International Bureau as the term gave rise to different ideas..

It was finally decided that Major Vischer should revise the Memorandum and that it should be circulated for review and approval by members and directors at the next Meeting.

Mr. C. Innes said he would like to invite one or two people, such as Dr. Kilgar, Miss Werner, Sir Dennison Ross to the next Meeting and the Chairman concurred in the proposal.

8. Sir Michael Sadler said he had to report that he had written to Miss Burstall in regard to her joining the Committee, as he had been asked to

9. Next Meeting fixed: May 21st and June 4.

... in London ...
... those attached in ...
... on ... matter.

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difficultly: (can even not have great number of languages)

Some indication of languages where we want to use. I think we need to have a more sufficient level of... of Mardin school. Under supervision...

was also one very serious example of difficulties. Teso. one G.S. school attempting Teso natives instruction being conducted both in Luganda (L4), Teso English (no books in Teso, no teachers) none of these taught inter factually.

Necessity of books in Teso.

Q. in Wanyamweri: - Swahili has to be used? ought to be in Swahili & develop first Wanyamweri

great demand for common language - for trade. In S.A. most vernacular come from Bantu.

Need emphasis on education & that can only

Selection of vernaculars
- Bureau of the ...
choose these.

It is an adult language ...
foreign language of the child's ...

De ...
language.

They are produced ...
not needed.

It is to be ...
orthography etc. etc.

They generally protect ...
cooperation.

any prospect of getting ...
to solve the common problems.

He ...
from had right man architect

When memo. is enlarged ...
questions to be discussed

if either domestic life ...
words value of ...

How far language shd. be ...
It is what ...
has to be ...

Great help to us if there was a very short list
of 2 or 3 recent books on pedagogic & political
aspect of this

works
P. ...

I have a memo. by Fraser on the nationalisation
Panagiotis for that. to be circulated.

get difficulty with S. as to pushing into an
International Bureau

place in London
for the study of Mental Studies

How speed that we study & see
to be build which that basis.

Scientific study is more when we can
or emphasis of Africa. ~~But~~ for that
intentional organ necessary

members Bible society, (C. we have)

I have done ~~the~~ a teacher for child
and child stage in his mother own

The psychopaid after day
if under in ~~the~~ school.

Children are overworked by too much languages

- of 360 old languages in Nigeria.
While they just came fluid.
to give a new departure.

Cher

One of first for the study of ancient
what has is present for. ~~with~~

S. D. in the ~~last~~ ~~of~~ ~~the~~
presenting a good recommendation

Cher. (C) Bidwell get and
to others who have more
otherwise.

Sadler. Ed our means

It is I have ~~not~~ with or her

to them ~~shall~~ ~~as~~ ~~the~~ ~~is~~ ~~of~~ ~~the~~ ~~with~~
linking up. ~~entire~~

Thank Mr. Socie will be prepared to assist
financially.

I will up to Conference. { F. Min. }
{ Sw. Educ. } in London
{ Roberts }

Very helpful
columns

Walker

In our enquiry we might include
something of the nature of attention tentatively
to a particular or attract to retention
of facts.

Church

of fear, arising from the natives
they may be shut out from land of
the natives.

See

that he is alleged. ^{was} ~~to be~~ done

of the

the difficulty of a dip
to be made as strong to child
in the language.

It might be possible to

the instrument of
the instrument of
the instrument of
the instrument of
the instrument of

to be made
such as

the instrument of

Washington St. 14
Grundy
Bates
Shuckburgh
Shuckburgh

Miller

In our English we ought to have
something that is collected tentatively
of importance with such a consideration
of terms

from of various realties of nature
they may be shut out from being of
value

It is difficult to a degree
to find a suitable way to child as

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May 11th 1912

with the American State as well
 as the other 9 unless they
 are anxious to join
 having the Federal as a really
 important, especially the
 not require much thought
 needed at the moment that
 the time would be lost
 at least 1 June 4. The committee
 they very often & dealing with very
 subjects each time. The pace is

513

CONFIDENTIAL

May 7th, 1948

Dear Mr. Derrick,

I should be very glad if you would read over the enclosed minutes of the last meeting. As you will notice, I have not given a detailed account of the discussion. All that was said about the Teachers' (Representation) Act is I believe very well summed up by Sir Michael Sadler, himself, with whom I wrote paragraph 2.

The discussion raised by my Memorandum on the proposed new Act is I think I think now all the points will be raised again and the views of the Committee will be stated in the final draft of the Memorandum.

I should be very pleased if you could let me have your notes and suggestions regarding education/

CONFIDENTIAL.

ADVISORY COMMITTEE ON NATIVE EDUCATION

IN TROPICAL AFRICA

None from letters received by the Secretary will, in future, be circulated to members; who will be able then to bring up for discussion at the following meeting, any matter of special interest.

This is done in order to save time at the meeting of the Committee for the discussion of the various questions referred to the Committee by the secretary of State.

67-9-25

CONFIDENTIAL.

ADVISED COMMITTEE ON NATIVE EDUCATION

INSTITUTIONAL SERIES

GOLD COAST.

Extract from letter of Sir F. R. Guggisberg, Governor of the Gold Coast, dated 16th March, 1925:-

"We have been through stirring times with regard to Education lately without any trouble and our new Ordinance and Rules of Education will give us absolute and excellent co-operation with the Education Committee."

With my kindest regards and my deep gratitude for the good work which has been done for the Education Committee, myself."

Points from letter received from Mr. Fraser, Achimota College (March 2nd, 11th, 19th, 20th, 27th.)

Mr. Fraser will go to U. England at the end of May, and intends leaving his country again in the middle of June. It is planned to meet the Committee in London in the 11th.

(From letter of March 2nd.)

A Committee was appointed by the Governor, including Mr. Fraser, and the Heads of the four leading Mission bodies, under the Chairmanship of the Director of Education to make recommendation for the re-constitution of the Board of Education. Hitherto this Board had an official majority. The Committee recommended the appointment to the Board of Education of one African. This will give the non-official members a majority. Resolutions of the Board of Education go before the Legislative Council.

A new Appointment Ordinance has been drafted. Mr. Fraser will bring this draft with him and hopes to hear the Committee's views on it when he arrives in this country. The Ordinance provides that a register of all teachers be made and published regularly and that Grants-in-Aid will be based on the salary and efficiency of the teacher and not, as was done, per head of pupils.

Regarding the Code, Mr. Fraser writes:-

"Hitherto the code has started with the consideration of its top classes and worked backwards to the infant. Now we start with the infant and work upward to the standards. That is a bigger change than might at first sight appear. For instance, in the standards the vernacular was not taught, and it was ignored in practice at least in the infant classes. Now teaching, from January 1926, we agree is to be through the medium of the vernacular in all infant classes, with English taught only as a subject, and every child will have to pass the 3rd standard in the vernacular."

Wilkie and I wanted the 4th standard past in the vernacular as that would bring the vernacular into all the central boarding schools and lead largely to the extension of Tshi speaking over the country, but we may get that later.

Then in the past 50 children have been allowed to each teacher in the infant classes. Of course it is far too many. Already they have agreed to 40, and I am hoping to get them to agree to limiting to 35.

We have all agreed to the principle that we cannot attempt at present to educate all the Gold Coast. In its deliberations we will only allow into the schools the number of children as can handle. For the others we may be able to have itinerant teachers taking round magic formulae and some of educational work, but even if not, it is better that they should remain illiterate and have the free open life of the village and get to know the traditions of their elders in the ordinary way than that they should be crowded in school rooms and pass one half day, also having to read the lessons of their teachers whom they have never seen.

taught in Government schools.

(From letter of Mr. Wilkie)

"Here in the Gold Coast I do not think the problem for the bush school is anything like as acute as it is in Nigeria, and I think now we have got the register for teachers starting, and strict conditions about schools only being allowed under registered teachers, and making it penal to take office except where men are registered, and a scale of pay for all registered teachers, and I think we will probably get control without further legislation. But of course we must be careful not to do it out of hand."

GIRLS' SCHOOLS AT ACHIMOTA.

"I should have agreed with you that the girls' school should have been separate if it had been possible but it is not out here. The reason is there is practically no education of women. The educated women could be counted on the fingers, and they have been sent home. The girls are less than 10% of the boys being educated, and they are never educated as far. Now that is partly the education has been considered only from the boys' point of view, and we have not had anybody trying to adapt it to the girls. Unless this can be done girls' education will not swing forward, for will you get the Legislative Council at the present moment to agree to a separate girls' institution, but they will agree to one at Achimota, and the expense of one there would be very much less because the same staff will largely be able to supply the needs of both. For instance, the same women will do both boys and girls in the kindergarten and, e.g. Stevens can teach both sets drawing. Both will get the advantage of the grounds, though separate parts of them, and of much of the science. The girls will get there also a large chance for housework and cooking and training as teachers, for women teachers are badly wanted for many of the schools. I do not think we will get Achimota isolated."

TRAINING TEACHERS AT ACHIMOTA.

"...I am getting at Achimota quarters for teachers from all over the Gold Coast to go and stay there and watch our work, and our holidays will not coincide with their school holidays on two separate occasions during the year. Further, of course, we will be training the teachers for many of the other schools."

UNIVERSITY DEGREE AT ACHIMOTA.

"As to university degree, there is not a chance of any university degree for a good many years yet. I don't care a hang what the degree is, that they get, but I don't want it to be a cheap one. There is quite enough of things that are useless things here already without adding more. And all we get at Achimota is a degree that is as follows: a low standard degree in the sciences. All the way up to the degree is a round thing. I don't know what the degree is, but I don't think it is a very good one. I don't think we ought to be able to give a degree, but not till then."

(Original letter of 1st March.)

CONFERENCE OF DIRECTORS OF EDUCATION on the West Coast.

"You will have heard by this time that I am coming home shortly. As this is so, I suggest that as far as I am concerned it would be better if the Conference of Directors could take place after I returned. I suppose you consider for practical purposes one of the Directors, although I am not one, and that you would mean me to attend the Conference."

I could easily get proposals made I think for such a conference, but it would mean that I should have to get into touch with the various Directors first. I think I could do it through Oman, but don't you think the conference should be if possible in the Spring when the roads are dry and it is easy to get about?

I don't know where you would have it, but I presume in Nigeria. Of course the Gold Coast is central. If you had it in the Gold Coast you would get accommodation at Achimota, which would be an ideal place for a conference; and I think the other Directors would like to see Achimota. Also education is further advanced here in many ways now that we are bringing out the new code. However, that would be for you to say."

In his letters written immediately before and after the meeting of the Board of Education which was called to discuss the new Ordinance, Mr. Fraser writes (letter of 25th March):-

"We are going to get the hearty backing of most of the leading natives, and so I don't expect any trouble in getting the whole thing through."

(Letter of 27th March.)

"The one important change that was made was in section 6 of the Ordinance, where to my proposal of Government or Assisted School they added before the work school "or non-assisted." In other words, they cut out all people from teaching anywhere unless they were on the Register of Teachers. I want to see in for unpaid teachers. I wanted to cut out all no receive gratuities of any kind because they are the dangerous people, and I had them quite well out under clause 16 in the old form. But I wanted to see voluntary honorary help allowed and encouraged. It is the one chance for real primary education spreading in the way they want it. Honorary help of that kind is always easy of the soil, done by people who can be inspired with a love of their own people and their village; and as long as it is strictly honorary - which this law provides for - it cannot be done by the fellow out to exploit. You might of course get people who are not really on the end to serve. True, but you get those amongst the convents who are registered. They are more likely to come amongst the honorary people. What I wanted to see was fellows who are at Achimota inspired to take up work of this kind, and wherever they could go, as cocoa planters or Government servants, I like to see them teaching themselves and their students. However, I don't get this knocked out like

A. N. J. A.

From letter received from Mr. Rusek, 12th March.

"We had a most successful informal meeting to-day on the Constitution of the Advisory Board. Bishop Williams received the voting members of the Board were cut down by half from 4 to 2. Mrs. ... and ... go in the other positions. Self Chairman - F. S. Assistant Chief and one Secretary and two non-voting members. At present, and one for each province appointed by Provincial Boards as soon as the latter are formed...

Personally I think it will be easier for the first two years to start with a small body, when all the discussions have to take place on forming the schemes, and later when the work is not so great we can increase.

I spent my first two weeks here going round and trying to dissipate the miasma of superstition and fear of religious intolerance that hung like a pall over my name. Now the R. Cs. and Protestants have agreed cordially to my suggestion to crush the hostel idea and to have on the Staff of Makerere 2 Native priests, who will both teach secular subjects and hold daily prayers for the two sects. There will also be two European Visitors who can drop in at odd moments and take a hand with the religious instruction. ...

I am getting out a comprehensive 5 year scheme embracing buildings and normal school expansion, staff, etc., in order that the Ex. Co. and Leg. Co. can make one bite at the cherry. It means a lot of work, and lots of

discussion with various people - later I want to get some such scheme and an Ordinance through this year if possible.

TANGANYIKA TERRITORY.

From letter received from the Acting Director of Education, Mr. A.A.M. Isherwood, (dated 19th March):-

"The enclosed is from a very able and a most only all over young officer in this department of whom you will For the extremely hear and know more in the future.

I intended to mention to him in a letter, your name, and what you were doing, and you will deserve he wastes no time in getting into communication with you.

I believe Rivers-Smith has been going into the U.S. on a course of study for members of his department and I dare say he has decided on certain plans of action. I am as a matter of course, in touch with him and will undoubtedly deal to you on this subject and I have already written a little in forwarding the enclosed letter to you in advance of his arrival. I will communicate with you as soon as his arrival.

The amount of study that is given to the training of children in many times is terrific and I feel that Mumford is the one man in this department who as time goes on will, if proper opportunities are afforded, add very materially to our knowledge of the mental outlook of the African child, and the best ways of training it educationally. Mumford, as you will see at once, is an enthusiast. (I say this though I have never met him) but it is the enthusiasm of a trained mind and therefore sound and amenable to the suggestion and advice of older and wiser heads."

Copy of letter received (under cover of above) from Mr. W.B. Mumford, Education Officer in charge of the Government School, Bukoba, Tanganyika Territory:-

3rd March, 1925.

Major Vischer,
Advisory Committee on Education,
The Colonial Office, London.

Sir,

In connection with my official work here, as Headmaster of a Central School, and Asst. Master in charge of the District Elementary Schools, I have recently become very anxious to research into the questions of the psychology of the African boy, and as to how far, and along what lines he is educable. As a result of some correspondence between my "Master", and friend Professor T.P. Nunn, of London University this desire matured into the following definite proposition:- that

I should spend my coming leave at one of the leading English-speaking Universities in order to commence research work around the subject "The Black and White Races: a psychological contrast with special reference to the educability of the Black Races." At the conclusion of my leave my intention should be to return to Africa for a further tour of from two to three years, during which time I should continue my researches and collect data in conjunction with my official duties. Finally I should again return to the University and from my data draw up a thesis as an application for a Doctorate of Philosophy. After having decided on this course of action I wrote to the Director of Education, describing my proposal and asking for his sanction. Mr. Rivers-Smith the Director of Education was still absent from the office. Mr. Sherwood, AG, Director of Education answered me with a very cordial letter stating that he was personally in complete sympathy with my proposal and that I might continue making arrangements to carry my proposals into practise, and that I should receive full support and good wishes of the Government. I then wrote to the following Universities, asking for proposals as the way towards helping the Negro. (University of Cambridge, (Professor Nunn), Cambridge, University of London, (Dr. Armitage), Teachers College, New York, (Professor Thornbake), Teachers College, New York, (Professor Cott.)

I have just recently received a very kind letter from Dr. Cott of Toronto University, stating that the Rockefeller Foundation is very interested in my proposed research and would probably help me. I also heard from Professor Nunn, that Dr. Cott and he were willing to supervise my work, should I come to London, but that there is some doubt as to whether the London Senate will agree to my being registered as an internal student unless I am prepared to reside for a full academic year each leave. From previous experience I feel sure I shall receive equally cordial replies from my old Tutor Dr. Armitage of Cambridge and Dr. Thornbake of New York.

I am very perplexed as to which University it would be most advantageous to attend. In some ways I should prefer to go to England, where I could work in touch with my Mother and Father of whose educational work you may have heard, my Mother being a Lecturer on child psychology and authoress of "The Dawn of Character", "Religious Difficulties of Children", etc., and my Father being Medical Officer at the Manchester Grammar School and a research worker for some time past of the question of the relation of physical and psychical energy, the standardisation of health in schools, etc. Furthermore if I come to England I should be on familiar grounds, especially if I was under Professor Nunn and Dr. Burt. On the other hand in America, I should have the opportunity of meeting Africans who have lived under European conditions from three to four generations, and if the Rockefeller Foundation would help me financially, I could fit in a visit to the Tuskegee and Hampton Institutes in the Southern states. At Toronto, Canada,

I should be under an old friend, Dr. Bott, and at New York I should be able to work with Dr. Thorndike. To complicate the problem still further, I am married and he is a young son six months old, and as my wife and I will go to England in any case, I have to choose living in America and receiving two incomes, looking to

which... I... he really... point... attend... Thorndike... the... London... Secretary of the... it would seem... follow

I am rather presuming on your kindness in... I read about your committee... and Mr. Isherwood informed... you



10 KING STREET

I think it would be a great help if you could send me your views on the whole of education reports. The following is a list of the various educational reports sent to you:-

- Gold Coast, Annual Report Education Dept., 1923/23.
- Gambia: Annual Report Education Dept. 1922.
- Kenya: Annual Report Education Dept. 1922
- Nigeria: " " " " 1922
- (sent Nov. 4, 1924.)
- Sierra Leone: Annual Report Education Dept. 1923 (sent 17th April.)
- Tanganyika Territory: Annual Report Education Dept. 1923. (sent Nov. 26, 1924.)
- Zanzibar: Annual Report Education Dept. 1923 (sent 28th Aug. 1924.)

The best report, I think, is the one from Tanganyika Territory. It gives enough details/

... which makes the report more interesting.
... It might perhaps have more statistics,
... I found when I collected statistical information
... during my last tour, it is almost impossible
... obtain exact figures regarding mission schools,
... especially when these schools receive no grants.
... in-aid and are under no control whatsoever by the
Government. Even then I rarely found two
missionaries who had the same ideas on the subject
of average attendance and average numbers on the
road. Other reports, like those from Nigeria
for example, are so short and concise that it is
difficult to get an idea of the progress of the
work or the various problems dealt with by the
Director. The reason for such shortness is, I
am told, that nobody will read a long report.

What we require is, I think, some kind of
uniformity/

uniformity which would help
... to education in Africa to
... general progress in Africa's education,
... ties which apply everywhere, and the way
... these various problems are handled in the
... places.

I am seeing Gidler at Oxford on Friday and
I hope that the revised memorandum on the curriculum
and the minutes of yesterday's Meeting will be ready
for circulation early next week. Currie and March
are dealing with the memorandum on education staff.

Your memo on religious instruction is being
duplicated at the present moment.

Yours sincerely,

F. Lugard, G.C.M.G., D.S.O.
Little Parkhurst,
Stinger Common.

and to
the living

London,

I thank you for your letter of April 25th. My Committee have heard with great pleasure from Sir Michael Sadler that you will be willing to join us, and the fact you had asked the Secretary of State to appoint you.

I had also a letter from Sir Michael Sadler asking me to send you such papers as would show you the work of the Committee, and I am only waiting for the official appointment to do so. I understand that the letter of appointment should reach you any day now, and am getting the papers ready to send to you immediately.

I have the honour to be,
Madam,
your obedient servant.

AGENDA OF THE 14TH MEETING OF THEADVISORY COMMITTEE ON NATIVE EDUCATION IN THEWEST INDIES.

To be held at the Colonial Office on Tuesday,
19th Feb., 1925, at 11 a.m.

1. Minutes of the 13th Meeting.
2. Notices.
 - Teachers' (Superannuation) Bill: letter from the India Office received by the Chairman.
 - Nyasaland: recommendations to be considered in connection with appointment of Director of Education.
 - Sierra Leone: suggestion regarding the annual reports on Education.
 - Gold Coast: arrangements for meeting of Committee with Mr. Fraser.
3. Memorandum: the place of the vernacular in native education.

MISSING OBJECT

Dear Sir -

Thank you very much for your letter of the 19th. I have shown the enclosure to Mr. Osoby-Rose and he indicates that it should be circulated immediately.

I have read Cameron Blair's paper on education with great interest, and found it most refreshing. It makes me long to see him and have a good talk with him on his farm near Zungeru.

Yours sincerely,

Sir P. Lugard., G.C.M.G., D.S.O.
Little Parkhurst,
Abinger Common.

14th Meeting File.

APRIL 1st 1925.

COPIES OF:

- (a) Major Vischer's Report.
- (b) Annual Report of the Education Department for the year 1923, Sierra Leone.

SENT TO:-

Sir James Currie.
 Sir Michael Sadler.
 Sir Frederick Lugard.
 Bishop Bidwell.
 Bishop of Liverpool.
 Major A.G. Church.
 Mr. Oldham.

Mr. Ormeby-Gore.
 Mr. Strachey.