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Mission Contribution $3 Per Child, 10 Average Month. C.S. Hinde

Primary Schools

"Education in the primary stages therefore becomes not only a great asset but a basic training for wage earning, mainly in clerical work. Elliot Commission Report, F.M.10., Part II, p. 21.

Practical work given students by schools often fails to make effective correlation with theoretical instruction, cites Burns report on same point, F.M.10., p. 2.

"Today Nigeria has some 9,000 schools with million children attending them. A.E. In 1910-1911 the F.S.F. found 336 girls and 760 boys schools, while 1921 shows 19,000 pupils."

The most highly complex and differentiated society cannot survive unless it trains its children, in approximately the right numbers and proportions, to do the things that are necessary to secure its survival."

It is essential that parents should learn the school their children attend and share the greatest possible measure of understanding of what the teachers are trying to do in the shared responsibility of education. A.E., P. 36, p. 11.

Most schools visited have made no definite relationship to either parents or community.

Counsellors against plan which permits children become a school until completing the full program to enter another school. A.E., P. 38, P. 12. (Saw noted this occurring in middle schools particularly.)

Criticism of Primary School Curriculum A.E., P. 20-21.

Agriculture must not be taught to primary children in a manner to perpetuate the druggery of farming which they will never know and without making a solid tie up with subjects taught in the classroom. This calls for farm equipment related to the ages and grades of the children, and using the plants and animals to illustrate principles in nature study also, A.E., P. 108, p. 21.

F.D. Patterson Internal Bank 1818 H St. N.W. Wash. D.C. or 101 Park Ave New York City
Dec. 1, 1953. Visited with Rev. Waller at Bugagga to become more acquainted with program of Methodist Mission. The Mission site is one of the best in the colony which serves as residence, office, school and church. Rev. Waller has freed himself from this land so part of the colony which includes Lagos and is now an African only in the colony. This place is situated in the African community. It is isolated from the rest of the colony. This willingness to become fully identified with the African community is appreciated by the total African community. Pagar as well as Christian. The pagan the pagans out of respect for Rev. Waller came one mile and cut down a favorite figgin tree because they felt it's presence an offense to the Christian leader when they welcomed as a stranger in their community. Observed the great friendliness and interest from the pagan neighbors. Africans congratulated a person who has lost an aged and honored relative. They express their friendship by taking the home of a deceased person and sitting silently without any expression except a farewell greeting in 'Kawulu'. They sit silently for as long as a half hour. I attended church on Sunday. This church is most attractive and was built by the congregation under Rev. Waller's leadership. The total cost about £2000. Estimated £1000 for voluntary labor contributed...
on sacraments at the work of the church before admission. The host was to have small or hardly up the smaller crevices. Securely
foot and by being for the rest. Rev. Miller gave residence to the such. Examine any siding members 2 the community
and get them in need of surgery to those. Work in close
cooperation with agricultural departments in crops and livestock.
Majority of missions give attention to church work only. Rev. Miller
attributes his wonderful approach to the Pierre's reputation and
guidance. Badagry as the center of a want meaning industry.

Dec 1, 1953: left Badagry and went at 8:30 am.
Reached up the Badagry Post-Morro forest. Our 1st stop
was made in 3 hrs at Igbogbule. We moved 6 days with
about 3 miles to reach the Badagry village. It took about 13
hrs to move up the creek. We moved to school where Rev. Miller
checked the records of the trimester, on the condition of the
papers, and inspected the books on cleanliness and
then spoke to the students in the school, which is a former
primary school, and learned the love of science and
helped several problems to school
was erected. Children were solved
in the case of latrines and the drainage. Concrete matter was
lying in a harbor. This school was at Igbogbule village.

On reaching the Badagry village we met 3 elders
at the village and escorted after a full pace at the
head-quarter house (Johnson) to the church, where we were to
spend two nights sleeping at the meeting, and where our
needs was satisfied. Our boat was stocked with folding chair,
folding cot, mosquito net, food dishes, water and utensils.

We were accompanied by the cook, a man who operated
the motor and served as interpreter and long riders. This was
also an assistant to help guide and propel the boat in
its crevices. The church was spacious and built by the
church community. The men volunteered 1 day of labor each
week for 8 yrs. Actually on five years was required.

This long term planning and commitment to labor

seems unusual and highly commendable. This small community,
it's recent descent, festival, and annual rally raised $5 & up.

A group of 20 small groups, Superior to English communities in
varied effort. We visited the Badagry village and saw our visit
the church, where school is held and meet the new school
worker, construction of an original method, designed by Rev. Miller.

This school is being built with a wooden community labor,
using free sand and water with only the cement and timber to be
purchased along with roofing material. The method employed
was present cement posts, reinforced and ground. Then the
posts erected at right angle in concrete boxes a few inches
in the ground to receive them. The reinforcing rods settled
as they were placed in forms to which the concrete
mixture was added. A mixture about 2-1 is used. A wood form
is used for the post. The form is shaped to provide the proper opposite
sides to anchor the cement panels. A few wood form consisting
of 2 parallel planks joined at the bottom a each end by rods
and nuts. The top is held by a notched board
so as to provide a three inch space between the logs. The form
is fitted and fastened between the concrete posts by tightening
a rope attached to the form. A semi dry mixture
of 12-1 sand and cement is then placed in the spaces in the
form and into the groove in the concrete post. When the
mixture is dry, the completed form is released and moved
to another position of the wall. The temple takes a travel
and smooths the freshly tamped cement. Boys are kept
continuously walking the walls for 3 to 4 hours when
considered with a wet mix to avoid this constant wetting might tried.

Window and door frames made of wood, covered and
ground were set in place and tamped cement used to anchor them.
This school will have a second with the roof supported by
upright concrete posts. All posts are set in cement bases
with a rich cement mix. The roof of the school will look
like a shallow pitch. Any building in the rainy season the with
rain and the walls will not be much of a problem. The post was
made out stretched in the dry season. The holes to receive the posts are
left about center to center. Two wood molds attached to a length of wood
make the desired spacing. One form is firmly attached to the length
of wood with a metal bundle alone, the other form is guided at the other
end of the length of timber:

Kivumu village is located on a slight sand dune and which
climbed up by a steep staircase. There will produce as many as 300 chips a season for a hundred years. There are many
banana trees, many, few pens and gardens do well in the area. Such as apples
or local rice. Chickens, cattle and pigs are kept. There is a factory
planted in the area. There is also a grave but was not noted in the area.
People cut and ship wood to Bukagye as a source of money.
The coconut is said to contain a toxic substance which is
removed before the meal is prepared. Here we made contacts
and talked, though some food was sold. The villagers grew
rice in pastures under the coconut palms and are swept up. Water is polluted. The coconut palms generally
there is some evidence of malnutrition in children.
This comes from a factory that which could be remedied
with better knowledge of nutrition. The should be gotten
at well-lit schools in the schools.

They grew in a body and left in a spirit of
sacrifice and good will. Later eggs and other
little food items were brought. Later when
we visited the homes directed by the head man and his
assistants we received the most hearty welcome. We
usually sat for a few minutes and then moved
to the next house. Later that night there was a brief
prayer meeting with hymn singing.

The following day the rain having stopped, we left Kivumu.
Village and proceeded to a nearby village. I considered it a great
honor and respected by making a gift of £15
to the church fund.

I thought I observed something of the landscape.
African children were eager trying to learn English
in school and listen and conform to structures
in English when their family background and
their community relationships otherwise are in
his memory and the emotions they experience are
in conflict with the western education they are
gaining. I was surprised when the H.M. of
the Bukagye school introduced me in the
memory and interpreted my talk through
the children were仍inc and English.
This clearly indicated the low level of English
to improve his own. These perhaps my comprehension
was also foreign to the English they heard
been hearing.

Our ladies High School Zaria - Mother Gregory
Full Primary. From Infants I to II thru Standard VI.
Wont know why the name "high school". Students 700
24 African and 1 expatriate teacher. Valley Plant £15,000.
Budget 12,000 - 50 teachers 11 day to 17 yrs age.
Only 70 northerners (10%).

Senior primary covers grades 7-10; Junior primary covers grades 1-6; Infant school covers grades 1-2.

Staff: Senior 15, Jr. 14, Total 29.

This is a double shift school; 1st shift, 7 AM to 12:30 PM; 2nd shift, 1:30 PM to 5 PM.

Afternoon section not as effective as forenoon section; all classes triple stream.

Offer 1 pre-training class for teacher training institution; boys and girls separately; boarders, 3 yrs. and then go on to teacher training school or mission; class numbers 25 students.

Budget $2,800 plus cost of pre-training class.

Fees $3 a yr, standard VI to which 6 yrs. go to Zarin administrative office and English mission.

This school at first helped pay the cost of the supervision and meeting teacher. I question this practice in a school so lacking in proper resources. For $2,800 a year, the school assumed local contribution. The latter being raised in fees. Have a rural technical course, like a trained teacher from Moore Plantation Center.

Carpenery to be given by teacher trained at Kaduna Trade Center as handicraft teacher. Have a well-built domestic science Center for girls.

A Fulbright Fellow in Home Economics from barber Scotia College in North Carolina is cooperating with the local teacher in the domestic science center. This center, good, built and equipped serves all girls. V.A. School in the same community.

After leaving, graduates become apprentices in training in the town or carpentry apprentices. Others become probationary teachers. Some go to mercantile

houses as messengers. Girls work as clerks. Others go to St. Paul's Secondary School (Anglican) at Zaria or to Keffi Secondary. Most seem need more buildings. Afternoon shift unsatisfactory because of heat. Might get loan from Northern Regional Development Board. A new school, the Edelu Primary School recently built, 3 senior primary schools near the Domestic Science Center. This was one of the few schools having several African women teachers, impressed by overcrowded conditions and unkemptness of grounds. This is an example of a mission school being probably supported by a joint school.
### Handicraft Centers

#### Western Region

<table>
<thead>
<tr>
<th>City</th>
<th>Number of Pupils (Weekly)</th>
<th>Capacity (Weekly)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lagos</td>
<td>500</td>
<td>540</td>
</tr>
<tr>
<td>Ebute Metta</td>
<td>500</td>
<td>540</td>
</tr>
<tr>
<td>Ibadan #1</td>
<td>Not yet operating</td>
<td></td>
</tr>
<tr>
<td>Ibadan #2</td>
<td>270</td>
<td></td>
</tr>
</tbody>
</table>

#### Eastern Region

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<thead>
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<th>City</th>
<th>Number of Pupils (Weekly)</th>
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</thead>
<tbody>
<tr>
<td>Aba</td>
<td>424</td>
<td>540</td>
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<tr>
<td>Enugu</td>
<td>400</td>
<td>540</td>
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<tr>
<td>Calabar</td>
<td>500</td>
<td>540</td>
</tr>
<tr>
<td>Victoria</td>
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<td>270</td>
</tr>
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</table>

#### Northern Region

<table>
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<th>City</th>
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</thead>
<tbody>
<tr>
<td>Zaria Middle School</td>
<td>225 ++</td>
<td>540</td>
</tr>
<tr>
<td>Ilorin &quot; &quot;</td>
<td>540</td>
<td></td>
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<tr>
<td>Bida &quot; &quot;</td>
<td>540</td>
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<tr>
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*++ Enrollment in Zaria Middle School. Figures not available in Office of Admin or Judges Education or Head of Tech. arts. Above figures are typical.*
**Handicraft Centers**

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12 Handicraft centers in Nigeria are middle school for boys, where evening classes held for boys have been cut due to school runaway. Students in this group known as "handicraft classes" is offered. It serves mainly apprenticeships in TWP and NA workshops. The boys are trained in their schools for a class of 27. The handicraft class has 27 students. 8 classes per day are offered by the center to middle school students. Each class runs for 45 minutes except the senior class which has 2 periods. Exams commitments prevent 3 periods for seniors. There is no evening classes next year. No handicraft center to be built this year. 3 new primary schools to be built this year. Boys of middle school may choose to work with either wood or metal. Objective of handicrafts is general education and vocational training for middle school boys. Boys do not continue their formal education in leaving middle school. They could return to handicraft center at night and pursue a vocational objective. Many boys from this school go to the trade centers. Found a great interest in handicrafts but no corresponding interest in trades as yet. Center trains technical mechanics and 3 African arts. Instructor thinks northern boys superior to southern boys in crafts. Requirement expenditure for center about £50. This center started in 1957.

++ Enrollment in Zaria Middle School.

+++ Enrollment not available in office of Admin or TWP Education or Head of Tech. I left before复印.

R.S. Lindstrom
Secondary Schools

The secondary school must always have a broader function than that of feeding the university. The secondary school will gain the best help in the urgently needed expanding role of Western Africa’s developing if it concentrates on high standards and sends out not only to the university but into a wide variety of colleges, well educated young men and women of character who will play a full and worthy part in the social, economic and political life of the neighborhood. *Par. 16 chap. II (3).*

The Cambridge School examination, despite modifications, remains one designed for pupils with a totally different environment and background. *Par. 19 chap. II p. 23.* The fact that 70-80 per cent of the exam can be misleading because ‘Great lessons teach little trade’ if training rather than educating—cultivating manners or sorts within them and understanding it; especially true if poor teaching.

The exam concentrates on English, It is hard for poor teachers to make a wider use of related materials in science and other instructions. *Par. 25 chap. II p. 25.*

There should be a thorough investigation of machinery of selection to ensure that students of ability get to secondary school, known finance and academic attainment are the chief factors. *AE. Par. 127, P. 25.*

The Cambridge School Certificate Examination dominated the curriculum of the secondary schools on the West Coast for more completely than the various school certificates of examination ever dominated the English Grammar schools. *AE. Par. 142, P. 27.* This is related to theanner in which successful candidates find white collar employment. This tends to a direction narrowing of the secondary curriculum as in some schools degree requires half the right twice a week to encourage wide reading. Subjects often neglected art, music, physical handicrafts and agriculture because they have no exam role. It is easy to impact on exam knowledge of literary subjects by cramming better than making subject matter live. Systems in West Indies and some countries such as Trinidad to provide enrichment and free diversity.
Baptist Guild School - Accra

This institution was started by an English woman who was the widow of an American Missionary. It was about 1907 when there was no girls education in the Baptist mission. The first helper in 1910, Miss Dunn, arrived in 1910, returned in 1920. The school moved to its new and present site in 1924. This institution has a Primary and Teacher Training Programme. The primary programme is for children of all ages, and includes a few boys in infant classes. The training programme includes the two year primary departament and standards I to VI, plus a one year training programme at a teacher training college.

The teacher training programme consists of a four-year course leading to a grade 3 certificate (elementary) and a grade 4 certificate. Higher elementary Programme leading to the grade 2 certificate. The school takes students from all over Nigeria. There are only 1 primary boarding school for girls under Baptist direction. Fees: These are graduated according to the student's financial status. The primary school is free, while the secondary school is charged a fee of 4c to 20c per year. The training college charges 30c per year. No tuition. Southern Baptist woman subsidizes the program. The fees are paid in three installments. No grants are accepted for the training college as this gives a greater freedom in directing the program of the institution. Through this the school meets the requirements of the department of education. The initial income of 20,000 is divided 12,000 for the training college and 8,000 for the primary school. Miss Dunn, the head. The training college thinks the greatest need in women's education isoriginal training for girls not suited for teachers. Work and domestic science centre has been planned.
So This J.S. Africa - by Susan Anderson
A book for primary grades. Comments on farm life.

for nearly eight there was continuous footprint of the date for opening. This center is much needed and will come in handy, learning to make work and sewing. Girls at the Baptist school do handwork at all levels. There are no science courses.

Zaria Secondary School - Govt. North

Boys come from middle schools all provinces. Middle schools located in headquarters of each province. Elementary schools located in villages. After 2 yrs. in middle school students sit exams for J.S. Secondary.
This school was started in 1921 with teacher training as a primary purpose. Those trained then had some missionaries in the present grant of the Northern region.
In 1938 the college moved to Kaduna. In 1940 the army took the institution for a hospital. The school moved to its new plant in Zaria in 1941. The teacher training function was dropped about 1943. The school has no recreational work. The objective is to give a good grammar school education leading to the School Certificate. Students come for 6 yrs. selected from 11-13 age groups if possible. All boys except 8 are Muslim. Students are Hausa, youth and Tuareg in this order. In largest numbers. A total of 38 tribes in residence. All instruction is in English but students speak Hausa informally at home. The teaching of English the biggest difficulty. (Elementary instruction is in Hausa.) Religious instruction given in Arabic.
Staff: 12 Europeans and 8 African junior teachers.
There is a P.T. instructor. An Iranian calls the boys to prayers. This Iranian may also be the P.T. instructor (my notes are not too clear on this).

No agriculture or shop work. Boys have a school farm as a hobby with no integration with instruction. Woodwork is a definite subject and within 13 out of 38 boys finishing school will go into this. The camp of 1921... set near Zaria. Boys will go to the Army and will go to England and the military school, Sandhurst. An addition: boys wanted to Army but was rejected. He wanted the boy to attend him in his transport business which is well developed. The boy agreed not to mind as a father's word is law. One student graduate to Shell Company, two will attend London School of Tertiary, one to Audit Department at Kaduna, and one understands. In other years graduated attended Libya college to become Science teachers or Engineers. Others to Vet school to become Veterinary officers. School supported by British Govt. at Kaduna.
Fees: £12 x 10 = £120 per annum. (Not many students pay full fees. Assessment forms sent around. If family cannot pay fees are remitted. Principal has authority to remit fees.)

Budget £960 x 15% = £144.
Excludes land - administration and running costs, salaries and passage £26,000. Total budget £26,000. Courses on vacation open. No adult community work, no parents organization. (A "pet" principal) How an Advisory Board which will meet for the 1st time in December includes representatives from each province, British education, President of Province and the principal. The economic aspect which students receive from geography lesson. Principal thinks students understand their national and regional economy pretty well. He knows about cotton, ground-nuts etc. Obedience to parents very strong. Students therefore given no instruction intended to keep boys near their parents in their communities. The chief difficulty relates to English, relay which means where boys return home with
no one to speak English to. The impact which results from the conflict between the educational background of students and the ill-educated community is terrible. Many members of the staff encourage students to go back to their farms or enter technical schools. Principal thinks school is a proper age for good work. This means additional secondary education requires more schools. A careful census should be made to determine if most qualified boys get to secondary school. The need for trained people in the north is so acute that additional schools should be developed as rapidly as they are needed. The development of the professions depends on the number of qualified leaving secondary schools. Principal expressed need for a workshop devoted to metal work. Arts rooms also needed but no time to fit this work in (this again reflects the effect of an exam ridden program!). There are a total of 6 secondary schools but the one at Zaria is the only fully complete one. Get information at Lagos Kaduna. Middle schools losing appeal to girls. Secondary schools: They go to Form IV.

Inspectors report that: found dining hall basic - no floor and walls were dirty. The kitchen was in the same condition. Dormitories reflected a low standard - two rooms. The principal called 8 lingers at 16:30. He was not familiar with budget and spoke in abrupt and brusque manner to a student that came to see him.

Our Ladies High School

The Queen of Apostles Secondary School - Kaduna

Domestic Science Class

The Queen of Apostles Secondary School - Kaduna - Kafin

Founded 1959, Environment: 158 - Staff 7 all expatriate.

Average Key standards 4 (5 - 6) + entrance exam. Very few. It is possible to get a regular grant in aid for recurrent budget. Curriculum: English - Math - Sci. - Geo. - Music and Home Science. Work to the general curriculum of Education (Cambridge). Latin offered as elective. Most graduates take secondary in Kaduna in different hospital schools such as Grace or Favor. Some take teacher training at Goffe, Tafawa Balewa, or at Sule. Other students pursue a career in medicine, nursing, or teaching. Students in the school are from all parts of Nigeria. There are about 120 students in the school. Fees are $25 per term. No private schools in Kaduna.

Plateau Middle School (Boys) New Jos

H.M. Mallam Nakur Bayar - Ed. of Attacked Mr. R. Row

154 Students opened 1957. Only Middle School in Province. Entirely boarding. Fees - Each parent pays £12 a year. Most parents are poor and get a remittance. Costs vary until place from which they come. Fees N.A.; each year an allocation which is the cost of the coat of the school. Summer break 5 weeks in September. Last year the N.A. paid £45 per boy; Grit pays
Bunche Middle School
H.M. Mallam Othman Da'Afar - Trained Waziristan School under NA started in 1915 (1st). On present date 250 boys and 34 girls. Entrance requirement: Junior Primary (Standard IV). Now serves Bauchi Province only. An extra second class (see V) will be added between these two additional classes will be earned. LC 80 students admitted. Each year 100 students who have not done Class 10. These schools are located in specially settled areas. Staff - 12, including a girl, an Arabic and sometimes a Craft instructor. For teachers the norm, and three absolute maximum. Craft instructors usually paid an allowance only. In part-time, they earn once a day for 3 hours. Teach weaving, knitting, embroidery, or woodwork. Each school has a form, a crafts instructor, usually takes form also, training taught by students. No direct application to 3 P.A. Some teachers schools' home and paid every two years with a gap of 2 yrs.

Staff: 1 Middle School 5 140. 1 Teacher & one rural science master. Fees not a stipulated rate assessed by N.A. according to parents' needs which vary from Maximum £20 per yr. Min. £5 per yr. Some no fees at all. Ability to pay worked out in consultation with District Officers, village elders who know ability of parents. 1 for 3 students, he pays more. Teachers pay more, also NA officials who get a fixed salary. 5 N.A. Officials, Bauchi Heirs. Briefly from Amadi, in 3 Heirs, Enenin, Enenin, Enenin, Enenin has office. 1,900,000 people in Bauchi Province. Salary of N.A., official depends on age of office. N.A. system is one of the collection fee family share, N.A. local areas had estimated.
Inadequate funding for schools in U.S. especially for middle school programs. Funding is organized on the compound system with 50-60 students per class. They have severe budget constraints.

Middle School - Mr. William Bowers

In 1930, students 224 boys, one building 25'.

Fees: 2500 for boarding and maintenance.

Average teacher age: 40 years. Each year, many leave.

Students come from private schools, public schools, all over.

10-12 students per class. Teachers are concerned about the students' performance. Teachers are young and inexperienced. They have difficulties teaching.

Health department needs: 13 years.

Library facilities: 10 boys want to get jobs after leaving secondary school. They need job training. They need a better library.

They need better physical facilities. They need to get jobs. They need better

AIDS education is a problem. Teachers and students are concerned.

The school has a museum with a small art collection. Students learn about art and culture.

The school has a museum with a small art collection. Students learn about art and culture.
Rural science program to begin next year. Will offer adult work in evenings in handicraft centers. Cost amount is almost 500 per student.

Zaria Middle School (N. A.) 
Head: NA. Mora, H. M.
EF: Davies Tech. Inst.
225 Boys - 12 Teachers, 2 Coaches and Tech. Inst.
Supported by N. A. and Regional Govt. Physical plant furnished by Govt. thru O. D. & W. School began in 1930 as a middle school; formerly a primary which had a craft room for 60 old years. Present handicraft center started March 1953. The long experience and success of this school microlo helps to explain present popularity of handicraft program. Want students to have evidence of proficiency in crafts on leaving as they receive in geography or other subjects. This is a good suggestion to increase popularity of craft training generally.

Some students leave middle school at the middle II or III level to attend secondary school. Students who stay for the full course get 4 yrs in the shops. Those finishing middle school enter secondary II.
Teacher Training

To develop agricultural understanding, teacher training should be associated with training in agriculture. Teachers trained in small colleges, often associated with secondary schools, usually fail to impart an appreciation of farm life to their pupils. AEJ, p. 207. E.M.

ST Andrews Teacher Training College-OYO 13.10.53.

This is an Anglican Church (CMS) school.

The African Principal (the first such appointed) was the V. Vice Principal, conducted us over the grounds and called an assembly.

Enrollment 1160 Boys, Staff 12, Founded 1896.

Offers a 2 and 4 yr. program leading to a senior certificate or a higher elementary certificate. The latter qualification entitles holder to teach in my elementary school. Because of the shortage of properly prepared teachers some with HETC certificate teach in secondary schools.

Graduates must study for a general certificate in education to qualify for university education. Students receive an educational subsidy and a grant (Rands) to teach for 5 years for R100.

The V. Principal (White) urged those from vocational which produce wealth. This school was nearly empty. The buildings were old and in need of repair. The countryside were old, crowded, and inconvenient and unsightly.

North Teacher training for men has been considered under the ten year plan. Now 2 centers for grade II teaching are open for grade III, Elgin for grade II now in 1st year. If a 4 yr. program. Grade I to be ready in 1955 will be grade II. All grade II and III, double teachers at Kimberley. Grade III and secondary. All ngoài training centers will become grade III. Riff and Beida will open next yr. for grade III teachers and will be dealt

stream letting in 50 students each year. When the ten yr. plan is completed there will be 15 centers with 50 students in each. The total training capacity of 2250. An education rate will probably be the answer to increased educational needs. No definitive calculation yet, but 100 tv cent. and $400 million to bring education up to present level in the South (Rufert). This would mean 70 million children in primary age group. Only 110,000 now in school. The number should be 800,000 or about 3 to equal Dem South. Now on 0.3 of northern children in school. 430.

Brown province has 120,000 children in school, then another 120,000.

Baueni Teacher Training Centre (Started 1970 officially)

50 students. A 2 yr. program. Also a bridge course for vernacular trained teachers (not taught here). This program started in 1958. There are 2 of these vernacular trained teachers enrolled. They are much older, receive salaries and feel themselves less of program 13 months. Fees: non-income support receives grant entirely. Employees pay salaries. Bridge students; students 7 Bridge course pays for food and accommodations. Budget $466.

Staff: Sr. Service 5 (2 Europeans, 3 Africans). Junior staff: none. Recruitment: three out with now. Catchment area increases as other centers are built. Students examined and successful candidates interviewed. Principal's. Students accepted at (Sr. Primary & Middle III levels).

There are two to three times as many applicants as can be accepted. 30 plus taken in each year. Subjects: English, Arithmetic, Crafts, History, Geography, and Religion. Religious instruction - Religious instruction for all students 1st yr. And yr. preparing in Bible methods, making application, practical teaching, etc.
Ruval Education Center

P. Walsh, acting principal


Students are trained for teaching in rural areas. They are usually assigned to the smallest schools in the area. Bridge course not required, but recommended. Officers in charge go on leave after 18 months. This coincides with the Bridge course. The leave period provides a 6-month interval before the next group in the Bridge course begins training. Remedial training for Bridge course is from all areas, not just one region where师范college teachers are better known. Teachers are not accepted on recommendation only. An Education Office, Project 2, programs teachers. It measures teachers' academic knowledge and Derives an instructor in English. Successful students qualify for a much higher salary. College has a specially prepared art teacher. This plan also instructs in construction of teaching aids for the 3 Rs. The Bridge course is unique in Nigeria. Teachers must hold A.E.C. in Junior Primary and E.T.C. in ETC. Teachers who complete the Bridge course may become H.E.T.C. Teachers in Bachechi, a slave trading area, worked very many years in the area. Some teachers only. No centers for women. Vom has 2 H.E.T.C., 2 A.E.C. Kafare, and Kano has 2 H.E.T.C., 2 A.E.C. Kafare and Mornin. For men only. The center for women at Kiffo may become an H.E.T.C.

H.F.B. Hopkins, Resident, Bachechi, a slave trading area, works very many years in the area. Some teachers only. No centers for women. Vom has 2 H.E.T.C., 2 A.E.C. Kafare, and Kano has 2 H.E.T.C., 2 A.E.C. Kafare and Mornin. For men only. The center for women at Kiffo may become an H.E.T.C.
TORO Vernacular Teacher Training Center
Principal: S. O. Sentience - Ed. Officer In Charge.
115 students, married, students bringing with them training in domestic science and home economics. They then teach in some schools with their husbands. Course 11 yrs. Students take entrance exam after Standard IV.
Students are pagans, Moslem, and Christian. Students requested that they be mixed in their compounds instead of being isolated on a tribal basis.
Subjects for women literacy - cooking, sewing, laundry, weaving, the reception - home-craft certificate completion. This certificate is issued by the Domestic Science Department. These students also got a certificate of merit if their records are outstanding. Nanny and children instruction given also. Weaving guide on a small factory. Note a small maternity center for childbirth. Students produce their instructional materials with a small hand - held binding. Students are also taught to construct teaching aids and oppose at low cost. Large relief map of Nigeria, vividly colored, made on a cement or clay base near the instructional area. Students must color this map fresh each season. The institution celebrates its 25th year.
This year, the founder is returning. I feel this institution as well led. The spirit of the school was quite evident as I went around the campus with the Ed. Of Toro. Ms. Sentience.
Trade Centers and Technical Institutes.

Industry not set up in colonies to train a type of tradesman designated the "non-commercial officers" of industry. Scheme of training over 5 year period desired. Objecct to prepare those later to become much needed foremen, etc. supervisors and technicians as well as mechanics and other trained staff. Is problem difficult. To train lead staff expatriate staff is of high caliber needed. Many present expatriate for teachers. Suggest CDW funds to offer special program of training to promising expatriates with industrial experience. Such funds also to provide salary supplements if necessary, ibid. 65.

Need to develop programs in technical education for women studying fields, e.g. commercial, accounting, business, garment manufacture, clerical and secretarial, etc. ibid. PP4 6-7.

AE. 1941, P.27, business need for secondary technical schools and trade centers. These should not delay in substitute for apprenticeship schemes. In appropriate trades, handcraft center: Handcraft center in Nigeria criticized for lack of storage space, size of work, etc. ibid. 1941, P.28. Change handcraft center was built without provision of a chimney in the large rooms. This has been noted in other centers.

Trade Centers or Vocational Centers offered in POC, schools should train clerical workers, filing clerks, stenographers, etc. should be eligible to apply as do present. Young men should be encouraged to take such courses.

[Continued text regarding the need for technical education and vocational training in Nigeria, particularly in the context of the lack of skilled labor and the need for technical education to support industrial development.]

...suggesting the need for better trained technical staff. The training of technical personnel is essential for the development of any nation. In Nigeria, the government is taking steps to establish technical institutes and vocational centers to provide the necessary training for its workforce. The report recommends the establishment of trade centers and technical institutes to provide training in various fields, including but not limited to, commercial, accounting, business management, garment manufacture, and clerical and secretarial fields.

The report also highlights the importance of training women in technical fields, particularly in areas such as commercial, accounting, and business. The establishment of centers for women's technical training is recommended to address the shortage of skilled female labor. Additionally, the report emphasizes the need for proper planning and funding to ensure the success of these training programs.

[Further text discussing the need for adequate funding, proper planning, and a long-term perspective for the development and implementation of technical education programs in Nigeria.]

[Concluding remarks and recommendations for action to improve technical education and training in Nigeria, emphasizing the importance of collaboration between government, industries, and educational institutions to achieve the desired outcomes.]
Russell Conf. Concluded; no craftsperson or tradesman
has completed the 5 yr. apprenticeship. (Program revised
in Feb. 1950). The act, if is a shorter period of training
but does not refer to lesser mechanics). Referred to training
agencies of Dept. 1 rules to classify persons 3 grades (2 and 3) lower.
Great need for better class of applicants. Entrance to trade centers
requires completion of standard VI primary. All training in
trade centers offered by experienced instructors. All students
of trade centers are resident. Fees are nominal. Students
get pocket money. Training related to industrial conditions.
Students do simple exercises in shops and go to the job
and do production work. Wants to do night school
work in trade centers. Instruction should be practical
with little theory for adults. It would be on the job training.
Ten to thirteen trades are offered depending on the center.

Wants - Yafo and Tappel
Cost = Conquer and Converse
Wants - Kaduna, Kose (Kurls and Fisheh) (85)
Suggests survey of need for additional centers.
Costs 3.2-3.5 to feed one person one year.
Length of apprenticeship training varies according to trade. Keeping
of jobs by centers based on need of students in their
institutional program. (This exists in terms of full attendance).
Some instructors must be careful about this. All jobs have
their drudgery and repetitious aspects. If students are
admitted each year, new students could be assigned to
the simple operations and upper class students assigned
to jobs of appropriate complexity. Stated there were
no graduates operating businesses of their own
because they were snapped up by industry. Individuals
with the ability limited out paid. Graduates don't
go back to their communities after finishing school;
many applicants are turned away. Says smaller
centers are unnecessary. Survey for placement values
should check with labor. Need in present and future.

Beverly, Miss. Has been working in accounting. Has got started 123
bookkeeping and commercial subjects.

Technical Institute
Junior technical course (4 yrs. residential). Admission standards
same as for trade centers. Each unit offers secondary education
with a technical bias. Chemistry, math, woodwork, drawing, etc.
Training. Program allied to engineering, go to industry as technicians
or to foremen's grades. Graduates accepted by greater finish
technicians. These may return to technical units for senior
course operated on sandwich system of 1 yr. in residence,
1 yr. on field, and 1 yr. in residence for a total of 3 yrs.
Now = electrical and mechanical engineering offered on this basis.
The need for courses to train for modern engineering and
industrial needs for training engineers to be trained and work in
industrial metals, factory legislation, industrial psychology, supervisi-
Superintendents' Institute, located at Schweitzer
Sabongida). Takes boys out of company's employ.
Here is a handymen's class at Yafo. Must start with
people where they are. The idea is to form teams for
construction jobs. Located in So 22, east of north
in the Cone. Must always want highly skilled people
in the trade center sense.

Regent in 1946. No trade center. Tech. must get started but hope
to take 38 students in 1954. - Secondary level.
Trade center enrollment: 1954. Secondary five graduates since 1926.
(28 completions, 23 craftsmen and 24 helpers enrolled)

Computer: Length of course 12 yrs. Recent enrollment: 23.

Exams: West African A.B.C. Board
Vocational Board
Technical Board
Colonial Board

I.O.A. P. Board

I.O.A. P. Board
Instructor also complained of being spread too thin to offer adequate supervision. The general need for technical services is said to assist efforts to get desirable jobs for student training, but at present there is no tie-in with industrial training schemes. Some local T.C.s are developing. (Warri, ernest, West). T.C. graduates go into contracting or supervisory relationships because their training is not for above the average. P.W.D. has a training program in Korduma. Training is 18 mo divided in 3 sessions each with 6 mo apprenticeship in between. This could be expanded to 3. 6 mo each.

I also observed teacher training classes for handicraft instructors. There will now be a common handcraft centers being developed. Instructor 7-handcraft teachers complained about lack of regularly pay checks and maintaining their own classes. Teacher was too inexperienced to learn the Kubus decorate everything from bead handles to coffee. Garden designs are celebrated three ways: cover, casket, metal, and paint walls of compounds as well as intricate designs on wooden boxes. Students were not made aware of what was expected of them. (Nigerian English and foreign). Entitlement to T.C and T.C. Korduma would be indigenous Northmen. This would not apply to west school.

Makaman Bida the Minnates 7 Education events practical adult courses in carpentry, painting, metalworking, well drilling, electrical wire and cabinet making. Finances this work should be financed with targeted N.A. funds. Believes adults can learn and keep only trained teachers antenna in Kano and formed in (private). School that was discontinued when local centers were developed. Perhaps this is need for a scarcely skilled artisans who can constitute a floating skilled labor force to it's demand.
Upon my instructions as Chairman of the Committee, this is true in U.S.

Goodman: Skill of Negro labor adequate for industry. Not important; 30% plywood people. May Negro labor respond to work in competent European plants. Funds graduate or trade center not concerned. Time factor in production.

Note criticism of Africans limited to those not working on successful farms. Contrary question and get admission that many Africans are hard working and skilled. Was asked about # of Benz Resthouse admitted that a part of the problem was reluctance of whites working at the risks from women. She admitted the good work of the staff and that the homes are too long.

Conference: L. P. Garrett, Chief Inspector of Mines. Interested in program to train local mine managers, largely Africans. Program under discussion since 1950. When a mine is starting or functioning, a technically competent man is required. Type of mining: Thin columnite and alluvial minerals. Generalization based on mining experience or school work. An increasing number of mining concerns opening up. Personnel difficult. People available have had but limited experience on Plateau or are dressing, thus experience not adequate and no training available. Work has to go to U.K., U.S., or Canada, which is too expensive. Thus an intermittent demand exists. First step is this belonging to Ed: Dept. Think N. CA/M should be the gift. Ed. Dept. wants people under 18 yrs. 6 mos. who must live in dormitory. Available Africans all up to 41 yrs. of age, and don't have a school leaving certificate, but do have the proper experience.

and interest. Hence, kept a great mulling to undertake training program. It will require school certificate and not require leaving job. The best is in touch with industry and is willing to come on an intermittent basis. Program can fit in with the present staff courses. Would salary work for main teacher who is a senior inspector of mines and is at present on maximum salary on present scale. To have the salary of 51.6 lacer at $1750. This program will do whole time without. Would work with his staff propose Public Schools. These two programs could go on concurrently, Mine training, available as laboratory for mine schools. Will also post an additional inspector mines as an exam. teacher. Indian visa for additional equipment can be had. Indian Dept. is central and must agree. Would need to employ an additional person to fill the post of 51.6 inspector. When woodworking number back to 5 or 6 inspectors. This is an instance of organized education failing to suit a practical need because it is bound closely by arbitrary standards. The higher standards require service rather than profit it.

Trade centers should announce the time and the types of courses they offer. Advertisements in newspapers should carry the information. By so if the North are continuously asking what they can do after finishing primary school. Schools in all regions should start their terms during the same general period.
Government Trade Center - Bukuru
A.W. Twiggins - Prin. (Recently killed Auto accident)

47 students: Appliance 24 (42 yrs), Bookkeepers 23 (35 yrs).

Began operation July 1, 1943. Plan to start four more courses in January - (Painting & decorating - electrical - fitting - metalwork) and one more (mechanical). 100 are registered as students.

Tea demand will be more than adequate. Those having no experience with tools will be drawn from industry, those having some experience will be drawn from schools before T.C.

Bivorn Training Center C/o Bukuru

H.G. Horsey, Instructor - Operated by A.T.M.N Ltd.

Started April 4, 1949. 1.5 yr. Practical course. Teach only practical engineering in training for industry. Applicants must reach Standard 4. Arithmetic must be up to fractions and decimals. Entering training straight from school. Don't want them from industry, take 25 at a time. Boys only on site. Paid a minimum wage of 2/6 per day. Get 2' first year and 3/10 per second year. Nearly all boys. Bivorn (Yegon). Take boys mostly from nearby but may come from Kupere, taught in English.

Gain in skills as fitters, branch fitters and drillers. Start at 4/6d a day. Get only increments after 1st yr. Increase 2d a day each yr if they do well. None thinks boys who finish T 4 don't want to go on jobs as skilled mechanics. They want to become designers or draughtsmen while the need is to people to do the job. Boys start it at about 16 yrs age.

Prefers learners without trade experience. Experienced had
gained little for development. Never short of recruits. Automatically bringing in new with references. Admitted for 68 boys. Two 2 days had 30 outside door. All had reached Standard 4. Selected 1 from the 1st 45. Got 4 out of the 30 who had reached the necessary standard and could pass his examination. Pick up the rest in about 10 days. Keeps a waiting list of 200 or more boys. Some have been listed but not all. 75% of those that get in stay. Majority have aptitude though they have had no trade experience. Wood working both sides. Some under examination a few yrs wood working course. Much greater scope for carpenters than for mechanics. Believe training should be gotten along with not too optimistic about training adults. This needs to be tried on mass 4 to 6 to 24.

Kapeere/Ahur Trade Center

A 3 year program with 2 yrs basic includes would permit the general development of the student and overcome the English comprehension problem. Frequently encountered in those recently graduated from Standard VI. "My experience over 5 years of Entrance Examinations at Yafe indicates that whereas a pupil from an elementary school can produce perfect answers to stereotype formal examination questions he is very weak at coding and seldom comprehends the matter he had read."


Visit To UTC

Founded.

Concentrated on with发育 of type engineering.

Students 15. Program 6 yrs. Select from at least Standard VI. Prospects in industry. First shop taking students since 1951. UTC offering training since 1949.

17 people including 3 apprentices. Have 15 year old.Bake apprentices because of that efficiency. Can train from apprentice to electrician, fitter, electrician, machinist, electrician, welder, etc.
Year six and different work. Apprentices not specialized but transferred from unit to unit. Begin on greasing. Changed about every 1.5 to 4 months. In South most apprentices stay with UTC; some go to Great & some to PWD. Wages £1.50 to £2 a month. Then increased based on merit up to £4.15 in second year. New employee gets £4.15 a month and adjusted after 1 year. Minimum increase for apprentices 10% per year. May get much more, drop at £8.10 per year. Foremen £10-12.

Plant has 4 European engineers and 81 African staff in workshop. A proposed school name multinational for lack of European staff. Trade center graduates from Esecug usually start businesses of their own. Policy of company to offer more job ass means of helping the country. Feel it will prove a good public relations policy for the future.

Interview with H. Roberts, UAC.

Using two graduates of Kaduna trade center. Three in workshops. Wants to put one on chair of all machine shop and tooling work. Came in July last year. Regards me as a bright boy and one not so good. This they have skill but lack initiative or sense of organization. Why people work is a fundamental question of whether they could change. If they are to want to make in Nigeria they should be more broadly trained. ROY

BOAC. Interview of officials at Head. RBar

Training plan did not work too well at Lagos. 1.67. Give theory, basic engineering etc. Lack people from tech. Next, found out men then could not apply the theory, think might try giving practical work first. Boys were put to aircraft maintenance. Others work on shops for dismantling of engines. 50 months experience. With men in this group would store vehicles to get them ready for work. Must have willingness to accept responsibility.
Use night school to get extra preparation. 3 Rs. Middle school people now overcrowded. Bell books more could be gotten from middle school staff. 

Handicraft Center Objectives (I) general education (2) pre-trade training. Such a great demand for people that many desert other areas. 

A mechanic has become a photographer because he can make more money. (No longer interested in photography) 

Teach 7 jobs and self-employment possible. Some do contracting. Some with UAD, Tech, WIA, AWD, and outside unions. 

NAS re-gaining lost opportunity to offer boys jobs. 

1st Class trade school rather than vocational. 

Gov't. Trade Center-Kano. 

Wills Principal opened Oct. 18, 1953. 44 Students. (13 Sokoto, 5 Zaria, 7 Ibadan, and 19 Kano). 21 carpentry, 23 bricklaying. 

Staff: 3 Co-ordinators (1 bricklayer, 1 carpenter and 1 motor engineer). Full complement will be 11 staff, 160 apprentices and 11 teachers. This will be single stream. No fees. Students receive board, work clothes and pocket money. 10/1st month in 1st year and rises to £2 a month in 5th year. 

Wills was apprenticed to a general engineering with the Somme Road and Harvest Railway. Half time apprenticeship transferred to London Midland and Scottish Railway to complete apprenticeship. Had both small and large modern workshop training. 

One completion 2 1/8 months apprenticeship required to become a qualified mechanic. Then obtained work with Nigerian Army as Works Inspector at Enugu. 

After 2 years promoted to take charge of all apprentices training. Appointed Nigerian Railway Union Department. 

Then transferred to Ed. Dept. on staff. 7 staff trained at 

four years ago became Principal of Kano Trade Centre, went to Enugu to supervise construction of Enugu Centre.
Suggested Plan for Reorganization

A. Purpose of Reorganization
   1. To realign vocational objective with elective need for trade supervisors, shop foremen, and craft and small job contractors.
   2. To increase output of school. This plan will permit the graduation of a class each year in each trade.

B. Plan
   1. Have all trades a uniform length of 5 years.
   2. Have a common 2-year program in basic subjects.
   3. Introduce specialization in 3rd yr., with emphasis on use and handling of tools. This would be combined with exercises seeking precision in craftsmanship.
   4. Develop a sandwich program of 36 months in school alternating with 6 months' apprenticeship for the 4th and 5th yrs.Instruction during 4th and 5th yrs. should include work on organizing, a shop setting up and operating a stenotype, techniques of both supervising and public relations. Visit Brooklyn trade school.

Criticism of Present Program

1. High wastage through too little adequate development of students, these later become dissatisfied when they find they are unqualified to undertake responsibility at supervisor or foreman's level.
2. Does not meet serving need for practically trained and skilled people who can exercise initiative and carry responsibility.
3. For 5 years students graduated.
4. Costs for student too high.

Agencies' projected development and the programs now in operation of government and by industry call for substantial numbers of skilled people capable of supervising others in their craft. The need for simple artisans is being met in part by schools operated by industry and in the job training. The need for foremen and supervisors is largely met because the type of training to adequately prepare these people in the good craft training such as can be efficiently given only by educational institutions.

Here is required in addition the opportunity to become proficient in trade skills and the development of an understanding of the principles of sound commercial operations at the supervisor and foreman level.

It is believed that the trade centers are ideally suited to meet this need whereas the training in trade skills only can and is being met by industrial and departmental training schemes and in substantially less time than is now being consumed of the trade centers for their four and one-half year courses. It is not the training line needed...
is not objectionable as students entering from standard V primary can afford the emphasis which the 5 year program aims at developing. The program is designed to include all known aspects of work. The student has to be adaptable and a good worker. Excellent management modes for living accommodations and feeding. The prime objective of the present program is to train and develop students as far as their capabilities will permit in meeting a need for those who are competent in their field and have some additional developed abilities in the organization's future.

The mentor in Trade Center education results from graduates leaving the trade, for other interests suggests the desirability of careful study procedures at all levels. People selected should have those whose capacity and circumstances indicate that the level of training and the associated opportunities will result in the most desirable adjustment possible. Students not trained up to their capacity will not be content to work at jobs properly associated with the level of their training. The exception to this would be found in the adult individual whose responsibility would not permit the time or cost of undertaking training at the level of his ability. This would be true if the individual were married and advanced in age.

The more preliminary preparation was required before the professional training could be undertaken. More junior responsibilities and the time and expense factor would, as so often happens, dictate a need to the acceptance and adjustment to occupation requiring less preparation. In a country like Nigeria with talent in short supply at all levels and the great need for unskilled development, desirable progress will result only if training programs graduate those who will accept and pursue the work for which they were prepared. Since the individual is a free agent, this result may be expected only under the conditions of the longest measure of instability between the employer and his job. The worker should find in his job maximum career possibilities.

Nigerian Oil Mills (Peanuts) Ltd - Kano. Anxious to train up African personnel. Produce Manager is African. He is responsible for reception, storage and dispatching 1,000,000 lbs of ground nuts. Wants carpenters from trade center.

Another African responsible for all bags. Another African looks after all stores. They have 100 tons of rice alone. An African is in charge of retail and wholesale. Company now in market of expansion. Capable Africans hard to get. Have one man training as diesel engineer. Responsible for all of company's installations. Most Africans in responsible posts. Stated bookkeeping and were trained by Company. Company now anxious to get good people for training factory.

This company was operating efficient, and making money. General satisfaction with African Personnel was evident.
Dept of Mental Schools - Forestry

Oct 6. Visit to Dept of Forestry at newly set up Forestry Department in Ibadan. The Forestry Dept administers a training program for semi-professional personnel. When asked about more advanced training, it was explained that no teachers could be found for such advanced training. 

Visit to Forestry Department. The Forestry Department is administered under Central Govt. It seems to be no private forestry at present only 6 Forest Posts exist in Service Service. There are 18,000 sq. miles of forest Area, 3,738,000 sq. miles of forest Area, annual income from forests £25,000.

The Forestry School was started in 1941. There was little this is an Indian Technical Staff. The school was started to provide intermediate technical staff. Started with 18 students, now has a capacity of 42 students. Except for their length, a second year later for better students. 

Examination - Cambridge Certificate (Sec. VI). 

The technical staff should be under the local staff to become provincial. Provincial Authorities have taken a number of steps. 

Mr. Robinson, a member of the group in charge of the mission, has the title of Chief Conservator for Western Region. He is subject to Regional Minister of Forestry. 

Mr. Watson's visit implies the importance of training African in forestry at the beginning. Demands for work later on had the training of assistants. It would appear that timber could be made a larger source of income if there were better understanding of Nigeria's timber resources. 

The visit to the Forestry Station Ibadan.

1. Dr. Watson 
2. Mr. Trouglo 
3. Mr. Allnut 
4. Mr. Roseman - Head Forestry - Central 
5. Mr. Patterson 
Veterinary Training

Not training for six years available in Virginia at present. Vom offers courses as follows:
- Govt. Veterinary assistant (entrance Middle IV)
  - 1st year—N.A. Veterinary 11
- Govt. veterinary student (entrance Middle II)
  - 1st year—N.A. Veterinary 11
  - 2nd year—N.A. Veterinary 11
  - 3rd year—N.A. Veterinary 11

Students training at Govt. Vet. sect. start at £137. Key person pays increased to £132. After qualification becomes indebted £150 and letters 1st class and at £130 per yr.

Training a qualified service receives an £8 annual increment until £200 is reached. Third type of posts with knowledge must attain middle II to qualify. Salary starts at £55 and £5 movements to £110. Some instructors employed by National Services. Professional players are not exempt from having to attain middle II to qualify. Salary £135.

In Vet. Officer in charge of Training. This data came from Nov. 28, 57 article by Mr. R. Brown in West African Pilot.

Visit To Vom Veterinary School—Dr. G. Williams

Interested in advanced courses for preparation of second veterinary officers. Should be five years in length. Wants school geared to tropical needs set based on European standards. Must teach elementary set so to allow skill taught in say. Schools in U.K. Middle IV minimum for entrance. These students given pre-set courses. Those more promising sent abroad for full MRCVS in London. Bachelor requires 5 yrs. with specialization in individual treatments. Small attention paid to flocks and birds. Primary concern at Vom of Nigeria and West Africa. Thinks course for training junior vet. officers could be done in 4 yrs. (I do not agree)

Fells not worth should be separated from annual husbandry.

(2 agreements) Farm’s close association with training in animal diseases. Thinks the function of Veterinary should not increase the quantity and animal products of the country. Thinks the primary aim was aimed to be helpful to set students but not essential. Wants to be sure of quality.
Food allowance per student £3 per yr. or £36 per yr.
Student age from £2.10 to £5 per yr. Great pays school
£120 per student. Students' earnings salaries from National
government £2 per day for room & board. N.A. students
pay nothing because N.A. pays £3 per month which they
deduct from salary of student. Other territories and emergencies
like each other less than North and South.

Dr. Williams spoke on the almost "patetic" economics of Africans
in lean.

Conference on Veterinary school / Marshall St. Vet.
Weston doesn't think MRCVS program in U.K. but
sought in Nigeria. Agreed with Elliott report on offering
Vet. medicine in pre-clinical years at Uni. Vet. and clinical
years at Univ. Thinks N.I. plus payment at University would
carry pre-clinical work. Thinks this (animal husbandry) should make
use of research people in instruction. Would least
feasible need for Determinants and would prefer school
emphasizing West coast situations. Thinks graduating
4 or 5 men a year is enough. Thinks the estimate is
too small. A 50:50 waste would also need to
be considered in the student enrollment. Scholarships
desirable to build the enrollment with good people.
Some at Univ. agree able to become St. V.O. after about
five years and a superior record. Thinks starting
scale for Vet. officers satisfactory but some consideration should be given to
higher salaries after years of service.

A definite recruitment effort would get more
students. East and West, just beginning to know
about Veterinary Service. Marshall thinks the
beginning of each Vet. Officers should be distributed
when program is initiated. I agree.

Vet. Sci. should be taught in all Vet.
colleges & students 7 agriculture.
Believe for the immediate present it should be proposed that the veterinary assistant program be continued at your level as an apprenticeship without these classes. All future training by state departments should be for the most junior assistant and the apprenticeship level. This would not exclude apprenticeships for higher level training if all theory and associated laboratory work is offered by educational institutions. This vet assistant program should admit students from the middle schools and if these are unavailable (and if they are) an experimental program should be undertaken with students from standard VI. If the vet assistant program is kept until skill level there is no reason why motion standard VI students cannot master the techniques. Veterinary courses should be offered all CAST colleges in the three regions to students in the general agricultural program. This would require graduate assistants and a minimum of facilities.

Agriculture.

All training at the post-secondary level not offered at the junior level should be offered in the regional colleges of N.C.A.T. Present departmental programs fail in a number of ways to offer the well rounded training students expect to reach the major end of the 4H service regime. The present departmental courses should be lengthened to a 3 or 4 yr. program. This would permit a good 4 year program in general education plus stress on the basic sciences, the last 2 fourth year of this program might be taken as an apprenticeship year in the Eq Dept. of the last two years might be offered in the Sandwich basis 6 months in school and six months in April tents to gain a variety of experience. Students completing secondary or vocational school are still expected fewer number as compared with the rapidly expanding demand for their services and the increased opportunity for post secondary education. It is necessary that all education graduates be as broad as possible to avoid waste of underdeveloped talent and to ensure their largest measure of usefulness in the areas they elect to serve. Some of the wastage which now occurs in these levels great departments results from inexperience (from those trained who find themselves inadequately prepared to embrace larger responsibilities. People should be trained in their capacity. They must be selected with a background adequate to the assignment they are expected to assume. If the student in preparation if the student will benefit more
advanced training such people usually become dissatisfied later. This would apply particularly to jobs where long tenure is desirable. In jobs where length of tenure is standby unlikely it might then be possible to treat such jobs as intermediate stages for persons seeking longer development.

I was impressed with the facilities and scope of the adult training program at Ibadan described on page 173 of this book. The activities in crop and disease control production seemed adequate for instructional purposes. It is significant that the programs offered by the three regions in their agricultural departments and the loan at Ibadan College, with an extremely limited enrollment, provide the only instruction in agriculture available in Nigeria for the preparation of agricultural workers. It would seem desirable to associate instructors in agriculture, except that offered by the University, with the three branches of the Nigerian College of Arts Science and Technology. This does not require the stripping of the facilities now in use since they are located in the same areas as the regional chief institutions. It might also be desirable to transfer available staff. The present heads of such schools should be invited to serve as deans or directors of the Ibadan program in agriculture. The chief point against the transfer of the administrative responsibility to the associate deans of Ibadan College and then the working out of the last program possible include the use of all available facilities.

Preliminary

School of Pharmacy in Zaria opened in 1930 and ran until 1936. It opened again in 1947; length 7 courses; 3 academic years.Entrance requirement: Middle 11 Pass 2 higher.

Students: 43—All men and girl assisted. Students must be from North, but all are not. Namoz if from indigenous tribes of the Northern Region. 2 have graduated since 1947. There have been protest against hospitals as Gov. grade. 4, some have been received at N.A. hospitals. The Pharmacy ordinary governs the entire of Nigeria. The pharmacy school offers the qualification as Chemists and druggists. There may operate pharmacies as druggists if they wish. The Zaria School turns out dispensers only. Qualified druggists may dispense but not sell medicines. To open a pharmacy a dispenser must serve in the Govt for 3 yrs and then applies to the medical department for a fresh course at Zaria. They must then sit a Chemist's examination. Their diploma will permit them to sell drugs and poisons. The Zaria school has four teachers including the principal. All staff African trained at Zaria as Chemists and druggists. Students leaving the Zaria School are bound to Govt for 5 years.

Teachers of pharmacy may not open a drug store while in Govt employ. The medical department operates Schools of Pharmacy. We face charged at Zaria. Students receive 5 guineas a month as a subsistence allowance. For a mouth is deducted for food. Students must go to the UK to learned to earn the Bachelors degree in Pharmacy. This work should be available within Nigeria and still be trained be located at Ibadan College. Pharmacy is just a first or man of N.C.A.S.T.
The scarcity of reading materials in the school and inadequately equipped library is typical of a situation too frequently encountered in department schools. Even when professional material is reasonably adequate, material for general reading is not. Efforts to prepare students for a more advanced and mature leadership should give full recognition to the value of wide reading. This can best be accomplished under conditions involving sufficient number of students to justify libraries of appropriate size to permit acquisition of books and materials rich in variety and extension in scope. It was evident that students lacked often contacts that would have encouraged their social development. Their restricted quarters and limited facilities for recreation failed significantly to provide the more wholesome and stimulating environment of a college or university.

I inserted the class of dispenser attendants being trained by the medical staff of the Zaria general hospital. These persons usually men from the dispensaries located in the outlying areas. They are associated with a nurse but are frequently alone. Two for 24 hours each. A doctor who has a number of dispensaries under his supervision. The training gives some supervisory, minor surgery, cleansing of wounds and small medical cases. The hospital service course for dispenser attendants is a one year course at the hospital with no work in dispensary.

Promises with 4 dispensaries each. The other 6 promissories of the forth are associated with the Kano general hospital for training dispencer attendants and supervision of dispensaries. The Zaria general hospital has 186 beds. It was built according to a plan with all wards and departments around a central core & service unit.

Central 2 from rural hospitals are fed by dispensaries in outlying districts. The N.A. operates the dispensaries. Gov't operates the central 2 from rural hospitals.

Doctors on the staff. A nursing home is needed.

Zaria, a hospital accredited by the Nursing Council of Nigeria. The doctors at the hospital are not specialists but general practitioners. Zaria general has 20 student nurses in training. A 3 year nursing sister's degree program, six out 7 severe recent graduates passed their nursing exams. There are about 1 trained nurse to every 4 beds. Nurses do 1 yrs. training at Preliminary training school at Kano. Standard V for entrance. They spend 3 yrs at Kano, after 1 yrs preliminary training. Both boys and girls trained. Present enrollment 16 boys and 4 girls. Was as much as 50-50 in north. Students do only six months of preliminary training if they have reached Middle IV or Sec. II. Want to open preliminary training at every accredited hospital. Of 10 accredited hospitals in north only 4 are not. Some are N.A. Zaria program regarded by Western as equal to program at Kebbi. Mt. K. Iddo. He left Nigerian doctors from the North towards Kano. Necessitated need of north training institutions. Should not have to depend on south for talent if north is to operate as an autonomous unit. Medical assistants' school at Kano was an effort to produce people for lead
NIGERIAN CAST

Oct 6. United Nations and Commonwealth of Nations at London. Travelled to the Nigerian College of Arts, Science and Technology. Though non-local, the principal expects this to be in close touch with branches at Ibadan and Zaria (Senegal) so they develop faculties and programs. Each branch will have a Vice principal. The principal was keeping detailed account of developments at the Zaria Branch. The day we talked he had held a session on the purchase of a new detailed site. They are working to purchase a new building and plan for its construction. The new site has been selected for the production of rural leaders through demonstration and training, agreement with the Government and other institutions in agriculture and education already associated. Selection of engineering programs at Zaria includes development of new to fulfill the needs but does not exist that an insurmountable handicap. Though reading boys from east and west are often asked to overcome the strong prejudice which exists against the south by northerners, referred to segregation, northerners are an element in the north as an indication of the attitude of northerners. (I think this is a place where northerners are segregated.) Will have one part of school grounds with principal after dinner. (I hope to go to the library to find this.)

Collages planned for various parts of Africa to develop higher technical education. They will take over some of the work hitherto done by departmental training institutions, such as the training of teachers and pharmacists. (P. 4 (B))

The purpose of the plan (pharmacists might be located at University of Ibadan.)

The Nigerian Education Board recommends specific types of Nigerian colleges of Arts, Science and Technology. Claim survey and flexibility for arrangements with branches in each region. Suggest the flexibility of setting up new departments or schools. This might include use of existing departmental facilities. (P. 5 (B))

To combat the need for vocational education for adults in the future, apparent thing being in the increase of traditional problems, the design seeks to incorporate a building for the training of teachers in industry. He cited an instance to show that the teachers for maintenance men in their college learned to read blueprints and lay out blueprints. The construction team was allowed to follow his shop guides. The man was able to begin for these people.
Inter-University Council Delegation of 1946-47 called for colleges of higher education in addition to university colleges and referred to them as regional colleges. No details of organization proposed a few of needs they were to satisfy stated in report. TCO 44A 1

Jones and Thomas addressed themselves to the following topics: (1) Assessment of need for higher technical colleges or colleges. (2) Advise on organization and location of such colleges. (3) To indicate how under the ten-year development plan the new college organization can be integrated into a complete technical education structure, and the whole organization was called the Nigerian College of Arts, Science and Technology.

Propositions based on visits to the three regions:
(a) Technical education is primary important in a country, training for economic and social development. (b) Technical education must provide for the requirements of industry and commerce and adjust itself to changing needs of the territory, curricula should meet national and local demands and not adhere to fixed and immutable forms. (c) Large numbers of men and women employed in industry and commerce need in professional and auxiliary occupations lack the specialized knowledge and training to be efficient in their jobs and to permit promotion. These must be provided on the job training. (d) Special attention must be given to the training of teachers for secondary schools and technical institutions and for schools training teachers for primary schools. Also, for persons engaged in community activities and as social workers, TCO 44B 1.

The opposition entrench itself, those proposition, and essential ideas of technical education as without moral can lead the way by combining school training with training within industry. Nigerian employers have written this for a number of years. Is it a white worker seeking training and expresses preference for the system of releasing workers for periods study for 2 to 3 years, because it permits concentration of staff and equipment in a limited number of centers, the sandwich 17 day release and training class system would require the centers to exist even the reductions through TCO P.2.

Until from page 201 experience in industry has substituted for academic qualifications. Ibid. IV 46. Teacher training programs for the preparation of teachers for secondary schools could draw on teachers experienced primary school teachers and graduates, etc., schools, which for '17 P.6.

An interim measure proposed for until to admit students to teacher training with loans qualifications and offer them remedial work in general education, Ibid. P.18419 P.6.

11-5-3 Conference Emir of Zaria.
The call was made in company with the Director of Secondary Education. We were received promptly by the principal of the Zaria middle school. I William Amaku, school as interpreter. After expressing the hopes that I had had a pleasant journey, the Emir was told about the Bank Mission and its purpose in Nigeria. The Emir expressed pleasure and said he felt encouragement should be given the increased production of food crops. He felt the increased emphasis on cash crops might lead to famine in bad weather years. The Emir thought 37 farms were growing food crops, 32 cash crops and 3 were not growing much of anything. When informed that I was of African extraction and that there were 15 million Negroes in America, the Emir expressed regret that American Negroes could not trace their tribal lineage. This supports my observation that as much difference exists between Africans as between white races and that African ties are such as weak as compared to tribal ties. The history of tribal races in Africa supports this theory. William Amaku stated few clans came from North Nigeria and that from the coastal groups of Bito and Jukun, they are usually clans of group loyalty.
Nigerian College of Arts, Science & Technology: Zaria
Enrollment: 26 students (2 yrs) & 8 students in 2nd yr of training. 74 there in Science and 20 in Arts. All preparing as secondary school teachers.
Will provide for advanced level certificates in Education. 18 students in 1st yr. Class divided equally between Arts and Science. All preparing to teach. College program has offered no technological courses to date. Principal feels agriculture and veterinary work will be difficult to introduce because both are offered by deep as departmental instructors. Thinks they will fail because they don't know structured methodology. CAST will do theoretical side. Not good at teaching people to become farm-staff.

Engineering proposed: Civil, electrical & mechanical.
Will enroll 100 students in above professional programs and 60 students at a much professional level. The level of demand might suggest removing these numbers. Only Arts will be for higher school. Suggested they do a pre degree program before going on to the University. Some difficulty in getting people with a science back. Will provide P.T. and Art teachers (drawing). Architectural assistants and teacher training. Fully trained engineers could find employment with the electrical companies; they could earn $12 a year. Railroads could also use fully trained engineers but there is an estimate of 250 new engineers needed. This emphasizes the importance of a manpower survey followed by an annual review of changes and trends in employment. This might be a function of the Department of Labor.

F.W.D. is 12 engineers short at the present.
The fundamental problem in the experience of a large number of substrate people, as compared to other regions, who must be brought up. Only 2.4% were given advanced school certificates annually. All entering students should have passed the School Certificate exam. It will take 15 or 20 years to bring these students up to standard. Sub-professional engineers may take British exam. They may take the guilds exam. Many are honest and industrious people. F.W.D. and Railroads want but professional engineers; those unable to qualify to attend N.C.A.S.T. may go to Tech Inst at Kaduna. The relation of N.C.A.S.T. to Tech Inst at Kaduna now a matter of negotiation. CAST will take people above school level (older people), Tech Inst will take those with school certificate. North wants older people accepted by Maj. Col. who finished Sec. Sch before the Tech. Certificate exams were given. This refers to the teacher training program only.

Architects - sub-professional up to intermediate.
C.R.I. B.A. (Associate Royal Inst of British Architects)
There is an association for all engineers and architects.
G. Engross - Secretary at Taylor Woodrow Headquarters.
A secretarial course will be offered for western students and a course in Local govt. This is a division from Kaduna. Only 20-30 school certificates issued each yr. in the North. This number will increase next year. Don't spare school certificate people for secretarial work at the moment. A local firm wants people from this organization with 10 yrs experience to have secretarial and computer training. Thinks 4 yrs; people might wish to change jobs after leaving. What training in personnel may: good English and accounting; 1 month in law & duties, concise summary of Local govt regulations and elementary.
instructor in drawing plans. Williams felt course would have to be divided unless a guaranteed number of students could be sent. Secretarial men not out yet but women are beginning to be employed in this capacity. \[\text{Redacted content}\]

Wets research laboratory to deal with aq. & vet. problems and with problems of industry. Chemistry research for industry. There seems a general foginess as to what should be the CCCC program. All things to all men. Research laboratory would have 50 staff including 10 administrators. Students taking science would enter university. Chess would take them to intermediate level. They will then take their BSc at the university. Present program regarded as interim. Future plan will be the land grant type of program.
University College and Higher Education

"The Elliot Commission on Higher Education in West Africa, comments as follows on the purpose of University Education: This purpose should be to equip those students who will have to attack and solve the special problems of West Africa with the skill for their tasks." P. 2

"The mind of an African has to be reckoned with. This suggests, for all that, no also preferred. This is scarcely to be wondered at. The realities of the West African peoples with the rest of the world, and to a considerable extent with each other, have been, for a very large part, on the backs of French hostility. The land of every man was against them. The story of African contact with the outside world is one intricately linked up with the story of the slave trade. In some parts of West Africa, though not in all, this has left a bruise in social relations which even yet is not to be completely traced. African autonomy upon the subject of slavery is limited."

Experience in other parts of the world shows that education in the agricultural system of a country can only be smoothly and successfully carried through with the help of organizers drawn from the country itself, and enjoying quite operational confidence from its people. P. 22. P. 6. Pleasure of population in the land has reduced the effectiveness of the follow-up system as a method of retaining soil fertility and soil content on a serious scale developed. P. 23. P. 6. Wise land use is a necessity to check erosion. P. 24. P. 7. Forest belt with heavy and well distributed rainfall best for cultivation of trees crops P. 25. P. 7. Cocoa tree first introduced into West Africa by an African from the Island of St. Thomas to which it had been brought from Brazil. P. 27. P. 7.


Areas to be covered by new and advanced knowledge

P. 15

Universities of Great Britain and America no longer adequate to the educational needs that informs Africa. P. 58. P. 17.

"The time is coming when the church will no longer be able to afford ten times the money to continue the expansion of its educational work at its past rate, since education has now become the aim of West Africa as a whole." P. 56. P. 16.

"Secondary Primary Schools should ultimately be staffed by teachers who have had at least a secondary education, and that the latter (sec. only) should be staffed by teachers who have had some part sec. ed. in a University College." P. 18. P. 13. P. 2.

"The need for highly trained Africans is too great to be met in any other way than by training them in their own country." P. 52. P. 7. It is generally agreed that, in the majority of cases, a student should take his first degree in his own country. P. 11. P. 57. Statement of researches needed in W. A. and what was carried out "On the spot." P. 11. P. 57. These researches should be connected with the elaborating of higher learning in W. A. (chart) P. 53. P. 7. Post grad. training should be carried out in W. A. universities. Some additional post grad. work in Great Britain & elsewhere. P. 13. P. 54.

"The importance of W. A. Universities in the individual colonies: a detailing of their value to the region they serve and the inadequacy of scholarships to P. 6. and elaborated to the job. P. 14, 15, 16, 17. P. 57. P. 35. (it is fortunate that the decision to adopt the minority report on the W. A. W. A. was not made too early.) Development of recent years simply give quota emphasis to the recommendation of this report.

Professional schools, if they are going to have to remain on outlook, should develop alongside such groups of studies. (Arts and Science) P. 17. P. 35. (This is connected with sympathies upon cultural studies for those professionally trained.) Proposed department of the Arts faculty include economics and sociology. P. 21. P. 35. Yet this
fully examined from the present curriculum of college. Para 25 some page issue practice as to whether subjects in arts faculty should be identified with those found in a British law. Influence of a college on a center of learning should need the entire community. Rev. 92. P. 52.

The university college in Nigeria should include faculties of arts and science and the professional schools of medicine, agriculture, forestry, and animal health as well as a teacher training college. Rev. 97. P. 54.

The role of the university. Rev. 14. P. 122. The attainment of minimum standards for senior science and agriculture should apply to the work offered by university college rather than to department programs offered by regional CAST colleges. The presid B.S.A. offered it was, not must be supplemented by graduate which is new responsible in higher. It is recommended that graduate study the point of reaching minimum requirements be provided at the university or sponsored by the university at some point within Nigeria. Rev. 10. P. 53. Conference with Prof. Seeders-Luuk.

The Saunders wanted to know of possible confidence between an institute of education and the teacher training programs to be developed by the University College. Proposed the objective that department would not exist since that the type of program be conducted by the Council of Education required. A type of high level personnel it would not be possible to assemble at each one of the University CAST colleges. The program of the institute would call for research, production, instruction.
Women's Education

Exploration of the possibility of careers for girls is a serious need. AE, Par. 75, P. 16 (This book) (2nd ed.)

The whole field of technical and vocational education has up to now been regarded as an exclusively male concern; it was-and is-large education only. The need for diverse types of education for girls has been steadily growing for some time and can no longer be ignored. AE, Par. 75, P. 16 (2nd ed.)

Sacred Heart Training College, Kaduna

Field: 10 Catholic schools in Nigeria. Enrollment: 60, about 3 yr. course: a great improvement noted in the use of the library. Explanation: Teachers are not more need more domestics. The girls look after the cleaning room themselves. They have two paid cooks. School secretaries a 50/50 to a grant from OCG, and 50/50 contributed by the home mission. Janitorly: College fee is 12.

Ten students on full scholarships including clothing. These ten were selected by different schools as being unable to pay. All students were considered financially poor but only a few on scholarships. In some cases girls pay less than 1 per month. On a two-year period as a gesture of repayment after graduation, students participate in school work twice a week. Students hold adult classes in town on Saturday afternoons. They have a club in Girl Guides and Parent-teacher groups. Flying is being on an all-school basis. Home sea evening when two books is study is forbidden. Sundays used for dramatic work. Social evening with different types of dancing and go for a walk.

Every evening at five a six youngster students write letters for those unable to write. This is training for some to the community. Girls who perish are encouraged as teachers, to meet the parents of those children they teach. They check up on school attendance, etc. Teachers also have classes in evening for adults. Literacy work is an exercise with these adult classes. African women come to the college for meetings devoted to social work. Another teacher idea came from an American publication: Big girls are space-stuffing, not as much a problem at the moment. Infact, it has been girls that have graduated from schools in the South like Kaduna as places to work because teachers have their own social life in a manner superior to that available in South.

The pay scale is the same. Budget is 5,922 19 for this year.

Director of Education for the Northern Region getting out a ten-year plan for women's education. Director thanks teacher education with the help of the matter. The Kano teacher training center will become double stream when it is rebuilt. Also plans four additional centers. This year, there are more applicants than can be absorbed in existing centers. Educational demand should be anticipated. Planning to build a great sev. sch. at Ilorin for Jan. 1956, and a second one at Zaria later. The building program girls schools now at primary level. They will become secondary schools later. Now most girls in primary schools are boarders. Older parents will become day schools and secondary schools will be boarding schools. The extent of modern living conditions means for girls in terms of reorientation later. Staff of girls schools must be largely adequate for higher grades. As few girls have been trained, a grade II training center (2) primary level) will be started at Katsina. Plans should be made for a secondary grade II center in Katsina. Primary schools must await availability of teachers. A junior primary school is needed. Women want special
classes in three mixed schools for girls, while spends
about 2/4 of its income in schools. Plus capital
expenditure than public works (against).
Miss S, Foster Acting Chief Woman Education Officer, Helena.
Few girls go to primary N.A. schools, more attend
or go in mission schools. Stranger settlements are
generally considered worst are mission schools, and a
few are independent. Some N.A. deal with Williams.
Tend to separate schools at 8th grade level, with NA
girls in primary schools both N.A. and VA. Secondary
are in separate schools. Younger generation at N.A.
and VA Schools are entirely separate from girls.

Return of 3-7 year old primary N.A. + H. -1 girl juvenile.
Some of them are in mixed N.A. schools. VA. schools
have an economic objective purely in mind for girls
because they enter to Southern girls over frequent
earn their living. Some N.A. girls never marry.

is a determining factor. Many at ages 12-14,
2 with certificates. These are Moslem and other
Moslem is good English. Pagans don’t always
mean pagan built them Moslem - non-Moslem or
non-Southern. A primitive tribe almost uneducated.
Some pagans from mission schools are quite
educated and may be Christian. Need an educated
teach or a Christian or non Moslem Northern.

These people respond to women’s education with
the missions. Number of girls in primary schools
women and senior 29, 488. Sec. Sch. 272
number primary schools for girls 15; secondary Sch. 2
both missions). Ken, 3, ladies 7 (47% of 13 large
mission schools). Also 10% or 300 small mission
24 primary colleges for girls. There are as few
as students. Northern S.W. Cent. 3. There
take girls from several primary schools.

women classes may be held under a tree. Larger
number of these 92 are financed by government
by missions. Others by government and
by missions. Only 2 adult women offices,
one of them working on mission among adult woman
Pagans. Other women adult ed. offices
attached to men’s deo. Center and working with
students in villages. Figure 5 shows the number of

decreasing. Number of women students in educational centers.
589. African women teachers, Moslem and
and Southern, teaching in mixed N.A.
and VA Schools. Not very satisfactory. Need women teachers.
Need teachers under supervision. Also Moslem tendency
to neglect education, women. Zaire training has an
expatriate staff until when training is a great problem
Very high mortality rate for women especially then
marriage. Expatriate women have to adapt of the
women, she may be reemployed on a temporary basis,
very exact. Also a political problem, no subject
in public. Danger of unemployment among living
in rural area. All northern women teachers need
not the same with southern women. Moslem allow
1 woman at a time and as many children as desired.
One has been educated northers say “I lose my son
wife and still have my son wife.” Very long time before
Moslem girls enter commercial employment. Teaching is
fairly respectable for women but not as yet for
nursing. I have nurses all expatriates needed.
Northern trained women nurses greater than
for women teachers. Nursing training centers in women
hospitals. One training center at Ken. Women ad. office
not happy about it. Because lack of contact and accommodations.
Mothers have their own attitudes and no initiative employed about their own
business. They examine carefully all Western
proposals.

Education - despite running a pre-nursing training
course at Women's Training Center in Maiduguri
was an important problem as getting Emir to
send their daughters to school. Success in this
will be based on confidence in women teachers.
Attempts have been made to give assistance
to teachers in Korotu Schools. This failed because
lack of cooperation. New appointees added to
staffs of primary schools. Korovi schools were
informed and poorly organized. School of Arabic
studies at Kano. Now housed.
Nigerian Contexts

Minister of Education Western Region: S.O. Awoyaya (offd)
Population of west: 6,362,000, Primary education a basic requirement for region. Now 1/5 children of school age in school. Plans calls for free compulsory education for all by 1955. Project to develop a full 6th year primary program. Children must remain for six years and leave school at age 12. Goal is 170,000 children in primary 1 in 55. The capacity of teacher training programs will be doubled to meet the 55 deadline of compulsory primary education. Post primary education: two types will be offered: These will be secondary grammar school and secondary technical institute.

M. K. Akinsanya (min Ed) expressed concern that the CAST colleges merely become lower level vocational schools. Favor strong development of more advanced educational preparation within region. Wants help in staffing secondary technical schools.

ESUA, E.E. General Secretary (offd) Nigerian Union of Teachers.
Address: 24 Akinunmi St. Tel Yaba 44139

Union has 30,000 members membership dues 7% tax penalty. (A. Ogunsheye sec. very quiet) Nigerian Union of Teachers (an economist). In charge of extramural studies in Yaba College in Lagos.

United I stood a small train in 1954. I was fortunate enough to have a brief conference with the Allah who was most generous and was a person of pleasing personality. He was devoted to the welfare of his people as evidenced by having built in his own institute a small hospital and clinic. He seemed highly interested in educational development and promoted the school in his community.

Visit To Alafin of Oyo

The recent death of Bode Thomas (minister works central) was supposed to have been caused by the Alafin thus foreign methods.

When we reached the palace and stopped the car it was raining moderately. Soon a drummer began to signal our presence. The drummer went in first and after about 5 minutes an attendant with umbrella waiting a police uniform called me inside the compound to a building where guests were received. His room adjourned to Alafin's quarters. We were greeted by court attendants and received periodic reports over a space of at least 15 minutes that the Alafin would see us and that he was coming. The Alafin finally arrived accompanied by men and 3 women. The women were young and attractive. A policeman in uniform acted as interpreter.
The Alphaxn seemed pleased to speak of the history of "Old Oyo" and the bravery of its fighters. The palace of old Oyo was distance of 13 miles from the center to the outer wall of the compound in any direction. The Alphaxn is a man of dignity and bearing. The Prime Minister and three other men sat in the chamber during the interview. The Alphaxn is considered about 80 years of age. Oyo thinks he useless too apply for that age.

CONFERENCE EMIR of ZARIA PAGE 203

2/11/53

Conference Dr. Dikko M. A. Zaria Gen. Hosp. and Alakaji Abu Da Kar-Imam M.H.R. North.

A. Abubakar Tunu, Editor Gaskiya Ta-Fi, Kano, Zaria


Abdurrahman Mora H. M. Zaria Middle School

A. Makama Editor in Chief Zaria

Teacher training doesn't attract enough young men because of low pay. In some it's important to stress education for women in mind and their employment as junior primary teachers. Religion should not be allowed to oppose women's education. Health education for unmarried women. Girls receive elementary education and then they are removed from school. (Think this is junior training at that). Old times holding them down. Women want to be free. Women 18-25 represent an age group that cannot have been married and have given it up after a couple of years because of dissatisfaction with the polygamous system. They need vocational training so they can make a living. Adult education is making a special effort to educate older women. They will all the desirability of keeping their daughters in school.

This was the good luck of more missionary effort. In the North, there exist N.A. missions except in Teguc cases. This is not accurate as being the same with Southwestern home mission schools. These were not intended by group since their interest is primarily in human beings. Want private secondary schools rather than mission schools. Muslims are of such mission schools will interfere with their religion. This attitude is not existing as formerly. School taxes from property are education rates. Think more taxes should be collected from wealthy northerners. Unwanted support of light industries. Want expected. Executive Committee of Economic Council Kaduna (By Jiggi Nall).

These notes were made at pre-liminary session on arrival of Bank Muslim in Kaduna.

The opening statement was made by the Chairman of the council, the Senator of Sokoto. This was followed by an expression of regret by each minister who spoke primarily in relation to the area of his responsibility. The possibility of future or crude oil and gas was made to the quality of the coal and the water which it might weekly be put. Since this meeting oil basin found in the Eastern Region in information on the quantity available broken open. Tobacco also found in the north. (See excellent studies of cotton near Zaria). Textiles should be made from "wool" need financing and people capable of large scale work. Giving scholarships to go abroad should be supplemented by visits of specialists to Nigeria. Minister stated that acquaintance with outside world by with cause after and world war.
Minister of Education, MAKAMAN BIDA. Present
trade centers are enough, mentions problem
of training people to professional standards
in view of shortage of academic qualifications
in most applicants who need training.
Technical Institute to start next year.
Suggests that training of artisans without
academic qualifications should be continued
at this stage. (Though wages might be
high more experimental on how this
group seems desirable.)

This was the 1st Region in which African
Ministers sat in a briefing conference. A
difficulty in the Eastern Region was the
absence of minister in political councils.
Because of Region minister in York in North.
NPC = Northern Peoples Congress.
NEPU = Northern Element Progressive Union.
This latter group is in the majority and has been
in power. In a conference with Minister of
Education in his office he again mentioned
the inadequacy of trade schools. Thinks
the north has many people with aptitude who
like to work with their hands but do not
have the academic qualifications for training.
Thinks north may need 12 instead of 3 trade centers.
Teaches V.A. and regional trade would support this.
Experience in Science and mathematics has been of great assistance to the Senior Service Staff. One example of this is the use of models in teaching. The models are illustrated with lantern slides, and the students are encouraged to make their own models. This has resulted in a greater understanding of scientific principles and a more active interest in the subject.

The Department of Education has also been involved in the development of a new curriculum for the Senior Service Staff. This curriculum includes a greater emphasis on practical skills, particularly in the areas of technology and science. The students are encouraged to apply the concepts they learn in their studies to real-world problems, which has resulted in a more practical and relevant education.

In conclusion, the Department of Education is committed to providing a high-quality education for the Senior Service Staff. By incorporating practical skills and a focus on real-world applications, the students are better prepared for their future careers. The Department of Education will continue to work towards improving the educational opportunities available to the Senior Service Staff.
trade centers cannot from Pri. VI, about prom. Pri IV students not accepted on probation, T.C. graduates go to WAC-WAEC-PWD.

Check on these boys' performance with respective companies in Lagos.

Pupils: NA 60, VA 58.5, Total 118.5.

In 1952:

- NA Jr. Pri. Assisted 517
- VA Jr. Pri. Assisted 494
- SR. Pri. Assisted 32
- University 47

Boys & Girls in NA: 3-1, VA: 4-1 - Primary 3-1, Jr. Pri. 3-1.

- Girls' Education: Few girls for VA, NA = weak. More need of community schools, especially successful in Kotte (primary). These schools are not well equipped and staffed by NA teachers. Special arrangements made for religious instruction by appropriate missions. There is a growing demand for more primary education.
- Girls' boarding schools for girls - staffed by expatriates and African women. Three in 10 missions have boarding schools.
- Girls' boarding schools have become more popular in the last three years. More are planned.

- Teaching: The scarcity of properly trained teachers is a problem. There are not enough trained teachers available. The need for more teachers is urgent.

- Teaching recommendations:
  - For girls, the need for more qualified teachers.
  - For boys, the need for more primary schools.
  - For special education, the need for more trained teachers.

- Education in Nkrumah: Teaching is an important area. The need for more trained teachers and better education facilities is emphasized.

- Teaching aids: The need for better teaching aids and materials is highlighted.

- Teaching methods: The need for more effective teaching methods is emphasized.

- Teaching in rural areas: The need for more primary schools in rural areas is highlighted.

- Teaching in urban areas: The need for more secondary schools in urban areas is emphasized.
Western Region (Population 6,345,940)

Primary Schools

Junior primary schools 2,050 - enrollment 3,916,752
Senior 1,310
Estimated number of children of primary school age: 1,426,600
29,370 of primary children attending school.

Primary teachers employed: 16,761. Session from
23:3 presses per teacher.

Boys in primary school: 20,728; Girls: 16,798. Primary children.
Secondary Schools: 51 - Enrollment: 9,200
10 new secondary schools planned for next year.

In secondary school teachers being trained in the
West at present time, C.A.S.T. expected to undertake preparation of secondary school teachers.

Teacher Training

H.E.T.C. 14
ETC. 42

Enrollment: E.T.C. 2,740
II H.E.T.C. 1730

Ratio: Untrained to trained teachers 4:1

Logos Pri Sch.
Sch. Age Children: Primary 96,400; Secondary 49,200 = 51,200.
Boys: 33,320; Girls: 17,720
Teachers: 2,001 - pupil: teacher ratio 24.6

Met President of Oyo Province, Col. De Garin; and his wife, Mrs. De Garin. She was receiving
anti-snakes treatment. Had dinner with
the D.O. of Oyo for C. C. Wedder of the Federal
Residence. Met Mrs. O. Fawole Ayinbade and Mrs. B. Fawole Ayinbade.
Miss O. O. Fawole Ayinbade was enumerated.

Eastern Region (over)
Eastern Region

Nov. 4th 53

Junior Primary 35 62 - Pupils 408411
Senior Primary 18 77 - 143897
Secondary 47 - 9060

HETC 11 - Students 1134
ETC 25 - 1726

Eastern Region (enrollments) 1952

Primary 519328
Secondary 8730
Technical 325
Teacher Training 2585
530968

Cameroons

Primary 32980
Secondary 830 (330)
Teach. Trade Center 25
Teacher Training 275
33610
General Development

"The problem of education is to design and provide a system of education which will enable the emergent peoples of Africa to take their full place in the modern world." AE., P.1. They are the victims under British rule and in touch with Western civilization and all of them are aspiring to self-government which is the declared object of British policy. But they should attain it. In Africa, as in many other under-developed regions, poverty means lack of communications, lack of communications means education, education means improved life, and the evils such as disease and malnutrition, suspicion and apathy which result from ignorance. And P.2. These and many other problems education must face and solve.

All the African territories need African Statesmen, administrators and technicians if all kinds of self-government is to be a reality. AE. P.1.

Asquith and Elliot Commission reports resulted in the present plans for University colleges in Gold Coast, Nigeria and East Africa (Makerere college) AE. P.4.

Colleges are.

The problems of education on the West Coast, however, under the wrong kind of government are known to be the places where the first steps towards self-government. The last one hundred years in England see the problems which have been solved within the lifetime of the West Africans. AE., P.4, P.7.

Whatever developments may lie ahead in industry, mining and the like, it must remain true for the future that West Africa must grow its own food. AE., P.4, P.8.

Education is an instrument of stability and an instrument of change. Good judgement is assisted by foresight. AE. P.4, P.9.

The responsibility of education is the task of developing the people and not just the children.

The private, more of the many schemes for social and economic development now under discussion can be carried to success unless Africans with the right skills and training are available to work them. AE. P.59, P.15.

Problems presented and surmounted, painfully remembered. The early days of the industrial revolution in England are already engendering the troubled minds of all thinking men and women. AE. P.66, P.16.

What we mean, in the thinking life of Africa, is the emergence of a powerful class of African leaders on a large scale. AE. P.69, P.16.

Education has the responsibility of disseminating the development of a strongly stratified African society. AE. P.72, P.16. This requires that institutions of higher learning are effectively dedicated to the welfare of the whole population of Nigeria.

Main lines of policy suggested by PSF in 1921 still apply.

These suggestions can now be developed in the light of 40 years of experience, cited.

The present educational policy is wholesale training for clerks, and technicians reflects the early needs of missionaries and the need to education. It began as a practice seriously extended by the present diversity of vocational needs. AE. P.74, P.16.

Problems of placement in employment needs to be considered fresh to guide policy for vocational training and apprenticeship schemes. AE. P.76, P.16.

Moral values must be stressed as many Africans have discarded the old ways with all its sanctions and are not fully aware of the sanctions of the new ways of life they strive to adopt. AE. P.77, P.16. This has come and frequently in contempt of the dignity and lack of integrity in business dealings.

There is a belief in the magic power of education to cure all ills without sufficient understanding the difference between sound education and mere book learning. Education is concerned as something to be added...
rather than as the process by which the individual is changed to a state of more effective citizenship. A.F. Par. 80 P.17 calls for stricter laws and more strict law enforcement with regard to delinquency. Schools should take more account of problems related to personal conduct, integrity, and reliability, said Par. 81. "There is need for definite social training in schools and in business colleges which should make clear the loyalty and responsibility a man owes to his immediate family, to his community, to himself as a person, to industry, business and agriculture, and to the state as a citizen." A.F. Par. 81 P.17.

Many point systems are without validity. They are tests of memory rather than thinking, A.F. Par. 45 P.30.

The most certain way to promote industrialization in the Gold Coast is to lay the foundation at regions by taking vigorous measures to raise food production. The landowner in agriculture. This may be done by increasing the yield per acre or by increasing the number of acres worked per man. Increased yield per acre requires research. The easiest way to industrialize the Gold Coast would be to multiply by four or five the resources available to the Department for fundamental research into food production. Influence of migration on farming and land tenure in future Implications of trend for training in agriculture.

The need for a general statement on standards in general is foreseen in the foreword of the general discussion. This should be supported with appropriate comment on standards in sections where they apply directly. The assumption that failure to adopt A.F. standards for professional courses will lead to either a decrease or an increase in the effectiveness of this kind of education, but in competent hands they are immediately followed by tightening up. In some critical areas of national standards is an admission of weakness at the point of enforcement.

Appropriate recommendation: Indicate the importance of adjusting us to readjust programs to the necessary quantitative demand rather than only attempt to meet a qualitative need. As desirable as expansion seems in all educational effort, its effect qualitative demand would require a more careful assessment of industrial and vocational need than the available time would permit. Such an effort at this time seems unnecessary in view of the unavailability of adequate talent and the lack of funds. It will only be by universal effort that the staff needed for proposed schemes can be secured in the quantity and quality desired. If a satisfactory beginning is made along these lines suggested, the stepping up of the graduate level can await more detailed study, some of which can come as studies in the makes by the respective educational areas.
Discussion on the relationship of Muslims to education, should note the difficulties in getting government to improve and expand the facilities of NA schools. Some grants are usually substantially smaller than the projected needs of NA schools. This factor, and many others, serious in significant programs of expanded development. The elimination of tribal sanctions should be referred to as part of the problem of adjustment facing Nigerians. Tribal sanctions grew out of centuries of social development. There has been time for but a superficial creeping of western culture in isolated fluvial and commercial aspects. Such family disorganization provides little chance for the utilization of the modern values of democracy and Christianity. Giving the school must assume as much of this responsibility as possible. Values related to integrity, promptness, courtesy, and general reliability should be given a large measure of emphasis.

The relation of training and manpower research should be closely coordinated as possible. The Dept of Labor or other agency of government should undertake several surveys as soon as possible and this should be followed with an annual review of changes and trends in employment.

There is need for new ideas and these should be the willingness to examine time,worm concepts in light of the new needs and changing times. Whether or not adequate support can be found for continuing present practices experimentation to find new and better ways should be undertaken. This included to experimentation or change has been explained in the absence of the uncertainties, resources and limited objectives of the past. Here are cash and generally determines to change but at least two of them have been removed. Expanded objectives and the lack of restricted resources have been altered with the stimulus these two and the knowledge of great failures that can be little excuse for a lack of bold experimentation and basic of future progress.

The often expressed opinion by British officials that they will be kicked out of Nigeria after 1956 and independence, would not be realized in a program of expanding development for Nigeria. The need would be for more expatriates and in all fields for many years to come. Including education. The development of African education to the part in staffing and money and giving full leadership to Nigeria is a program for the next 25 and more years. India is said to have more expatriates experts since independence than before. In Nigeria it should mean bringing in the best available expatriate experts and staff training. This must not just from U.K. the present world wide situation with potential expatriates in certain parts included in the foreign employment policies of the point of arranging.
Regional vs Central

Rigorous and careful delineation of functions desirable. There is a distinct need for programs at both levels existing in a state of mutual dependence and collaboration.

Central Services: Nigeria represents itself to the world as a single entity, 30 million people and an area of 374,000 square miles. A country of such size and size considered is significant in all matters of an international character. It is to the benefit of all regions to be supported by the international impact made by Nigeria as a whole. This impact can be preserved and enhanced only if it impact means something in terms of a coordinated whole supported by certain basic principles in educational work. These principles are generally subject to the law in which is related to the individual citizen. This can be accomplished by without interference with the to which as related to the individual citizen, conditions under which most clearly related to the ability and aspiration of the people and which therefore need determination of the regional and local level.

At every rate security against central domination can always be preserved by the democratic process which reflects central tendencies by the will of the people.

Rigid certification standards in relation to U.K.
1. Discourages students from study in other countries because their qualifications won’t get recognition.
2. Handicaps effort to recruit specialized personnel trained in countries not recognized by U.K. In some cases professionally qualified people would need to undergo further study in U.K. for the obtaining of a certificate to be eligible to practice medicine or dentistry in West African colonies.

Conference Dr Forster, Coordinator for Protestant Mission Education, calabar 27th March 1953

Dr. Forster disagrees, agrees present relationship of missions to primary education is in need of study. The situation as regards secondary and teacher training though inadequate also needs revision in terms of future emphasis on missions in education. He thinks it important that missions continue in a pioneering role. Thinks this might take the form of education within the church associated with an expanded program of youth activities. He believes the missions can they should be responsible to see that the values which they have developed in Nigerian education are preserved. The question is how this might best be accomplished. Dr. Forster believes a study of the Atlas of missions in the church in West Africa would be a good thing at this time. He thinks that such a survey or study is
be acceptable. Should this involve a full participation of those on the mission fields in the formulation of the objectives and terms of reference and in the conduct of the study itself? If this procedure is followed, it seems quite possible that some present church bodies might be sufficiently interested to help underwrite the cost of the study. H.B.'s order thinks that unless this approach is made the Mission would be inclined to regard another survey as a great bother, as they feel already palliated by surveys in which they have not really part, and might feel reason to be guided by the findings of such a commission. He expressed the view that the church would or should soon find it necessary to face up to the fact of their needing influence in the total educational picture in view of the expanding program of production at all levels and the necessary increasing reliance on public funds to carry the cost. He admitted that Mission funds are desirable and that some missions are financing their programs entirely from the local church constituency. This fact might make it difficult for him to follow my suggestion that missions concentrate in the development of a few educational institutions, at all levels and strategically placed, where their excellent quality would serve as a base better for the public school system. He thinks the local church constituency may not be willing to contribute to the support of a central unit in the immediate locale. He thinks this might be considered the contribution to be made by the Home Church. He expresses the view that missions would be in a stronger position to influence the moral and spiritual condition of the schools if they developed their programs independent of the routine administrative machinery for operating the school system in which they shall have decreasing financial strength and will be spared increasingly their educational and religious policies, effective functioning at this level, now done in most countries, along with the freedom to observe and criticise educational policy. We need leave the missions in a strong and responsible position. It seems quite in keeping that the values the missions seek to protect to avoid a conflict between the missions and home officials in the selection principle and equally desirable to avoid a conflict to be encountered in the present basis of public education. It seems to me that the authorities having made decisions determining spheres of influence of competing missions in a given territory. Aside from these measures to be avoided, there stands the clearly the need which shall persist in the indefinite future for establishing under private control and direction to serve as buffers against the complete domination of education by the still and to exist as places in which freedom to express
and pioneer programs in relation to field
work. Next, the prompt and expeditionary
work of the entire crew would facilitate
prompt and expeditionary action as compared
with the inevitable delays incident to the institution
of new programs in public or state education.
Otherwise the problems related to any reduction
of museum education are many and involved.
The late Bank of America suggests that policy
decisions by the museums are of great urgency
and suggests that steps be taken to
initiate the type of thorough study on which
wise policy decisions may be based.
Fortunately the altogether happy relationship
which exists between the museums and
authorities representing grants in the director-
of education goes a long way for a careful
study of the problem. It will be unfortunate
if this good relationship tends to obscure
the fact that a problem exists and that
encourages a biased favorable attitude
rather than one of active concern. Such
seems necessary if a relationship in the
relationships between museums and State
education is to be avoided and the goal
accomplished. During a period of unenlightened pioneering,
Scholarship Programs

Scholarship programs in need of review or following:

A. Measuring objectives (degree graduation) b. duplication of different funds. c. effectiveness of selection procedures. Are best qualified people selected? d. Are numbers in a given field sufficient to compared with costs?
ADULT Education

North: Report: Div. of Ed., Northern Region 1952-53

Adult literacy campaign being established on region wide basis.
Program justified on political, economic as well as educational
grounds with a cultural objective. Field schemes were used to
test various methods of organization and instruction.

(W.F. Jefferys)

Organization: Chief Adult Ed. Officer: Asst. Ch. Ed. of Ed. of

(a) Literacy and Part Literacy campaigns (b) Vernacular Literature

Production (c) Visited schools (d) Practiced Teams with Community Development

Research projects of teaching English to different Vernacular Literates.

Proportion of women attending literacy classes small: about 1/36

in the Chief Territories. Problems don't like mixed classes of men and

women. The field organization financed by N.A. covers

colleges and secretaries' of organizers and part-time instructors

financed from regional funds. Consumables supplied directly

to N. territories. Handbooks published for field workers for 1953.

Literacy programs in the 11 Northern Provinces.

No. of centers: 1937

Total Enrolment: 79,732

Certificates: 22,568

In books now available: instructional dealing with reading, writing and

use of figures. "Hmong Handlist" for the reading block has sold 9,000 copies

The practical section will use demonstration and exhibition methods.

A book shop men's area is to be built and equipped. An album photograph

of a model village will be used to encourage village replanning. Exhibits will be placed at state fairs.

Good proposals for adult women, other than great training colleges,

are in the Pleiadian Provinces. The Adult Women's Ed. Officer has

six classes in villages near N.A. Women's classes are held in high

training colleges at Tog and others. Women also do work

with men and have monopoly of such work at upper

settlements. Field help has recently been extended to new classes

in the Camarons, and in Akemena - Plateau and Gom's

Provinces. Women respond well to this work. Women work

and wear a high standard, behavior affecting scene in health,

child welfare, and hygiene in homes of adult women students.
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