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Primary Schools

"Education in the primary stages therefore has been, and still is to a great extent, a basic training for wage earning, mainly in clerical work. Elliot Commission Report, Par. 10-chap II p. 21.

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

"Today Nigeria has some 9000 schools with 1 million children attending them. ~~AE~~ In 1920-21 the P.S.F. found 336 govt and assisted schools; the 212 schs. in the South served 30000 pupils. ^{AE, P. 4}

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 know the school their children attend and have the greatest possible measure of understanding of what the teachers are trying to do in the shared responsibility of education. AE. Par. 36, P. 11. Most schools visited have ~~not~~ no definite relationship to either parents or community.

Councils against plan which permits children to leave a school short of completing the full program to enter another school. AE, par 38, P. 12. (I have noted this occurring in middle schs. particularly.)

Criticism of Primary School curriculum AE, pps. 20-21.

Agriculture must not be taught to primary children in a manner to perpetuate the drudgery of farm life which they well know and without making a solid tie up with subjects taught in the classroom. This calls for farming assignments related to the ages and grades of the children, and using the plants and animals to illustrate principles in nature study etc. AE, Par. 108, P. 21.



FROM THE MANSE WINDOW, BADAGRY

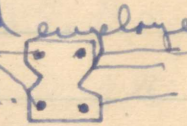
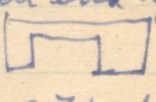
Dec. 1, 1953. Visit with Rev. Mello of Badagry to become more acquainted with program of Methodist Mission. The Mellors and their secretary Miss Winifred Shonerton live in a two story building which serves as residence, office, storeroom and garage. Rev. Mello has freehold title to this land. This is possible because this land is a part of the colony which includes Lagos. Land may be owned by non-Africans only in the colony. This bldg. is situated in the African community. It is isolated from the small European colony. This willingness to become fully identified with the African community is appreciated by the total African community Pagan as well as Christian. The Pagan leaders out of respect for Rev. Mello come one mile and cut down a favorite fig tree because they felt its presence an affront to a Christian leader whom they welcomed as a stranger in their community. I observed the greatest friendliness and interest from the pagan neighbors. (Africans congratulate a person who has lost an aged and honored relative. They express condolence by visiting the home of a bereaved person and sitting silently without any expression except a farewell greeting on leaving. 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. Mello's leadership. The materials cost about £2000. Estimates £1000 of voluntary labor contributed. About £850 remains to be paid. This is an exceptional value by American standards. Rev. Mello supervises 38 villages at a distance of 150 miles. Reaches about 80% by water using a metal (aluminum) by London and Koro, a London firm and a 4 hp. outboard motor. Serves about 1000 children and a Christian community of about 3000. All people must be able to read before baptism. Attend school about 18 mo to acquire literacy. Then take a course after 6 months

on sacraments and the work of the church before admission. The boat has to be rowed or pushed up the smaller creeks. Travel by foot and by lorry for the rest. Rev. Mellor gives medicine to the sick. Examines any ailing members of the community and gets those in need of surgery to Lagos. Works in close cooperation with agricultural departments on crops and livestock. Majority of missions give attention to church work only. Rev. Mellor attributes his broadened approach to Mr. Perene's inspiration and guidance. Badagry is the center of a mat weaving industry.

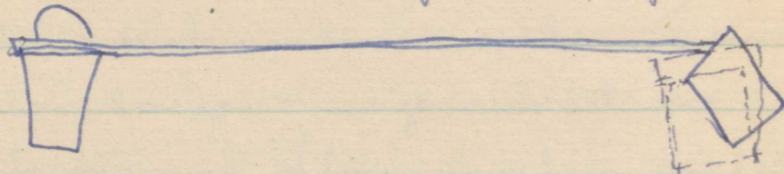
Dec 1, 1953. Left Badagry by boat at 8:30 am

Traveled up the Badagry Porto-Novo Lagoon. Our 1st stop was made in 3 hrs at Igbojelle. We rowed up Jedu creek about 3 miles to reach the Jedu Village. It took about 1 1/2 hrs to move up the creek. (We visited the school where Rev. Mellor checked the records of the H. master, checked on the conditions of the premises; admonished the head master on cleanliness and then spoke to the students in the school, which is a junior primary, on sanitation, ~~and~~ The relationship of flies to filth was discussed with crayon illustrations. Children were advised on the care of latrines and the disposal of waste matter by burying or burning.) This school was at Igbojelle village. On reaching Jedu village we were met by leaders of the village and escorted after a brief pause at the headman's house (Johnson) to the church where we were to spend two nites sleeping in the rectory and where our meals were served. Our boat was stocked with folding chairs, folding cots, mosquito nets, food, dishes, water and utensils. We were accompanied by the cook, a man who operated the motor and served as interpreter and lay reader. She was also an assistant to help guide and propel the boat in the creeks. The church was spacious and built by the Jedu community. The men volunteered 1 day of labor each week for 8 yrs. Actually only five years were required. This long term planning and commitment to labor

Rev. Mellor criticizes the practice of Anglicans to take part of children's fees for operating their supervisory service.

seems unusual and highly commendable. This small community at its recent harvest festival or annual rally raised \$45. a large sum for so small a group. Superior to English communities in personal effort. We traveled to Kuseme village used. One to visit the church where school is held and to visit the new school under construction by an original method devised by Rev. Mellor. This school is being built thru voluntary community labor, using free sand and water with only the cement and timber to be purchased along with roofing material. The method employed uses precast cement posts, reinforced and grooved.  These posts are erected 6 ft apart in concrete boxes or forms made in the ground to receive them. The reinforcing rods are tied together by wire, placed in forms to which the concrete mixture is added. A mixture of about 6-1 is used. A wood form is used for the posts. This form is shaped to groove the posts on opposite sides to anchor the cement panels. A ~~form~~ wood form consists of two parallel panels joined at the bottom on each end by rods and nuts. The top is held by a notched board  so as to provide a three inch space between the boards. The form is fitted and fastened between the concrete posts by tightening against a lip attached to the form. A semi wet mixture of 12-1 sand and cement is then tamped vigorously in the form and into the groove in the concrete post. When the tamping is completed the form is released and moved to another section of the wall. The tamper takes a trowel and smooths the finished tamped cement. Boys are kept continually wetting the walls for 3 to 4 wks. (Investigate with a wet mop to avoid this constant wetting might be tried.) Window and door frames made of wood, creosoted and grooved were set in place and tamped cement used to anchor them. This school will have a veranda with the roof supported by upright concrete posts. All posts are set in the concrete boxes with a rich cement mix. The roof of the veranda will have a shallow pitch. By building in the rainy season the wetting of the walls will not be much of a problem. The posts can be

made and stacked in the dry season. The holes to receive the posts are left apart 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 handle above. The other form is hinged at the other end of the length of timber.



Kueme village is located on a light sandy soil which leeches heavily. Because of the abundance of salt and sand coconuts thrive. Trees will produce as many as 300 nuts a season for a hundred yrs. Palm nuts, bananas, cassava, paw paws and citrus do well in the area. Fish are available for local use. Chickens, cattle and pigs are kept. Dogs are frequently ~~seen~~ seen. Cocoa also grows but was not noted in abundance. People cut and ship firewood to Badagry as a source of income. The cassava is said to contain a toxic substance which is removed before the meal is parched. Huts are made mostly of bamboo and thatch, though some mud houses are used. The villages of this area are pleasing in appearance under the coconut palms and are kept tidy. Water is polluted. Malaria exists generally. There is some evidence of malnutrition in children. This comes from a faulty diet which could be remedied with better knowledge of nutrition. This should be gotten at with better instruction in the schools.

This was an unusual experience beginning with the initial reception in the small villages until the parting scene at Gedu village with the people assisting us off, posing for a picture and singing a farewell song. When we arrived at the Church ^{in Gedu Village} where we were to stay for 2 nights the head man, his men assistants and several women came to sit quietly in the church as a gesture of cordial welcome. When Rev. Mellor indicated he was satisfied with the cordiality of their welcome and that we would clean up, rest a bit and call on them a little later

they arose in a body and left in a spirit of satisfaction and good will. Later eggs and other little food items were brought. Later when we visited their 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 parting ceremony the morning we left Gedu village included the presentation of a pig to me the stranger and visitor. I considered it a great honor and reciprocated by making a gift of £1 to the church fund.

I thought I observed something of the handicap African children are under trying to learn English in school and listen and conform to directions in English when their family background and total community relationships otherwise are in the vernacular and the customs they observe are in conflict with the western education they are getting. I was surprised when the H.M. of the Badagry school introduced me in the vernacular and interpreted my talk, though the children were studying in English. This clearly indicated the low level of English comprehension. ~~The~~ Perhaps my pronunciation was also foreign to the English they had been hearing.)

Our Ladies High School Zaria - Mother Gregory
Full Primary. From Infants I+II thru standard VI.
Don't know why the name "high" school. Students 700
24 African and 1 expatriate teacher. Value of Plant £45000.
Budget 12000 - 50 boarders 11 mo to 17 yrs of age.
Only 70 northerners (1030).

Holy Trinity school - Kand
 Lake Ru; Headmaster 880 students; senior primary 360;
 junior primary 520 - started about 1913.
 Senior primary covers ~~grades~~ standards III - VI
 Junior primary covers infants I-II and standards I-II.
 There is one kindergarten or pre infant class.
 Staff: Senior pri. 15, jr. pri. 14 = 29 total.
 This is a double shift school, 1st shift 7-12:30
 second shift 12:30 to 5 pm. Afternoon session
 not as effective as forenoon sessions. All classes
 triple streams. Offer 1 pre-training class for
 teacher training institution. Boys and girls,
 mostly boarders, spend 1 yr. and then go on to
 teacher training school of mission. Class numbers 25
 students. Budget \$2800 plus cost of pre training class.
 Fees \$3 a yr. standard VI of which 6 a yr. goes
 to Zaria administrative office of Anglican Mission.
 This I think ~~covers~~ helps pay the cost of the
 supervisor or visiting teacher. I question this
 practise in a school so lacking in proper
 resources. Gov pays salaries (70%) ~~summed~~
 assumed local contribution. The latter being raised
 thru fees. Have a rural science course. Use
 a trained teacher from Moore Plantation center.
 Carpentry 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 as the domestic
 science center. This center, gov. built and equipped,
 serves all ~~girls~~ V.A. schools in the Kano Sabon Gari.
 After learning, graduates become apprentices in
 tailoring in the town or carpentry apprentices. Others
 become probationary teachers. Some go to mercantile

houses as messengers. Girls work as clerk. Others
 go to St Paul's Secondary School (Anglican) at Zaria;
 or to Keffi secondary. Most serious need is more
 buildings. Afternoon shift unsatisfactory because
 of heat. might get loan from Northern Regional
 Development Board. A new school, the Ido Lerrin
 School ^{was} recently built. 3 senior primary schools
 use the domestic science center. This was one
 of the few schools having several African women
 teachers. Impressed by overcrowded conditions of school
 and unkemptness of grounds. This is an example of
 a mission school being probably superior to an N.A. a
 govt school.

Handicraft Centers

Western Region

Locality	Number of Pupils Wkly	Capacity (Weekly)
Lagos	500	540
Ebute Metta	500	540
Ibadan #1	} Not yet operating	540
Ibadan #2		270

Eastern Region

Aba	424	540
Enugu	400	540
Calabar	500	540
Victoria	140	270

Northern Region

Zaria Middle School*	225 ⁺⁺	540
Ilorin "	"	540
Bida "	"	540
Sokoto "	"	540

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Calabar	500	540
Victoria	140	270

Northern Region

Zaria Middle School	} in operation but figures of attendance not available in my office.	540
Ilorin " "		540
Bida " "		540
Sokoto " "		540

R. S. Anderson
14/12/53

instruction and a specific award, instructs that
northern boys superior to southern boys in crafts.
Recurrent expenditure for center about £600. This must be
minus expat. tech. staff's salary. This center started mar. 1953.

++ Enrolment in Zaria Middle School,
* Figures not available in office of Admin or Technical
Educator or Head of Tech. Dept, above supplied by
R.S. Anderson

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Handicraft Centers

12 Handicraft centers in north? ~~studied~~

The Zaria handicraft center serves the Zaria middle school for day work. Evening classes held for boys who finish Senior Primary but fail to get into middle school. There are 40 boys in this group. ^{an} Adult class known as an "Imperors class" is offered. It serves mainly apprentices in TWD and NA workshops. The railway has its own school for a class of 27. The Imperors class has 27 students. 8 classes per day are offered by the center to middle school students. Each class gets 3 periods of 45 minutes each except the senior class which has 2 periods (?). Exam commitments prevent 3 periods for seniors. Hope to expand evening classes next year. No handicraft center available to primary schools of Zaria. 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 general education and recreation for middle school boys. If boys do not continue their formal education or ^(vocational) learning 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. Find a great interest in handicrafts but no corresponding interest in trades as yet. Center carries technical instructor and 3 African assts. Instructor thinks northern boys superior to southern boys in crafts. Recurrent expenditure for center about £600. This must be minus expat. tech instr's salary. This center started Nov. 1953.

++ Enrollment in Zaria Middle School.
 * Figures not available in office of Admin or Technical Education or Head of Tech. Dept. above supplied by R.S. Anderson

Secondary Schools

The secondary sch. must always have a broader function than that of feeding the university. The sec. sch. will give the best help in the urgently needed speeding up of West Africa's development if it concentrates on high standards and sends out not only to the uni., but into a wide variety of callings, 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 (23)^{EC}.

The Cambridge School examination, despite modifications, remains one devised for pupils with a totally different environment and background.^{EC} Par. 19 ~~sch.~~ chap. II. P. 23. The fact that 70% pass the exam can be misleading. Teachers learn "tricks of the trade" of cramming rather than educating - cultivating memory or rote rather than real understanding. *ibid*. Especially true of poor teachers. *narrow concentration on syllabus, ibid.* Need superior teachers to make a wider use of local materials in science and other instruction.^{EC} Par. 25 chap II P. 15.

There should be a thorough investigation of the machinery of selection to insure that students of ability get to secondary school. Now finance and academic attainment are the chief factors. A.E. Par. 127, P. 25.

The Cambridge School Certificate Examination dominates the curriculum of the secondary schools on the West Coast far more completely than the various school certificate examinations ever dominated the English Grammar schools. A.E. Par. 142, P. 27. This is related to the seriousness with which successful candidates find white collar employment. This leads to a disastrous narrowing of the secondary curriculum. As an antidote some schools decree non-text book nights twice a week to encourage wide reading. Schools often neglect art, music, Phys. Ed handiwork and agriculture because they have no exam. value. It is easy to impart an exam knowledge of literary subjects by cramming rather than making subject matter live. Options in last 2 yrs of ~~the~~ sec. sch. desirable to provide enrichment and for a diversity of

42 1 man - more than 2 wives - 4 children + 2 relatives = Yorubaland
This applies to Cocoa lands. The 2 relatives may be substituted for
by 2 employees. Father - head of family. Relatives - usually children.

vocational interests. A.E. p. 144, p. 28.

Exams for sec. sch. seriously in need of review A.E. p. 161

OYO - Boys Baptist Boys High
School - M.H. Garret Principal.

About 30 miles from Ibadan. 147 boys - 8 teachers
An attractive physical plant. A fairly well
rounded program including Phys. Ed. though
Mrs Garret stated that the necessity of preparing
for the Cambridge examination had restricted
the program to a process of cramming and
rote learning. Trades and agriculture
were neglected because there was no time
for them. I was impressed with the general
esprit du corps of teachers; Mrs Garret seemed
a person of enthusiasm and dedication.
An evening session with students in the
advanced classes revealed them to be
alert, ambitious and conscious of the
resources and needs of Nigeria. One student
referred to the problems brought by the
coming of the white man in terms of
moral corruption. This same boy or another
admitted the British had stop the serious
tribal warfare which was taking a great
toll of the people. The moral lapses
were associated with the destruction of
tribal sanctions as Nigerians attempted
to adopt western ways and old
customs were often forcibly eliminated.

Miss Inly
Director of Teacher Training

Baptist Girls School - Abeokuta

This institution was started by an English woman who
was the widow of an American missionary. This was about 1907
when there was no girls' education in the Baptist mission.
The first helper in 1916. Miss Susan Anderson came
out in 1920. The school moved to its new and present
site in 1924. This institution has ~~Primary~~ Primary and teacher
training programs. Dormitory facilities exist at both
levels and separated. There are about 600 children in
the primary department. About 100 of these are day
students and include a few boys in infant classes.
The Primary program includes the two yr infant department
and standards I to VI; Plus 1 yr. preparatory for entrance
to the teacher training college.

The teacher training program consists of a 2 yr. course
leading to a grade 3 certificate (elementary) and a 4 yr.
higher elementary program leading to the grade 2 certificate.
School takes students from all over Nigeria. There are
only 2 Primary boarding schools for girls under Baptist
direction. FEES: These are graduated according to the standard
in which the pupil is enrolled in the primary school and varies
from \$15 to \$20 per year. The training college charges
\$12 per year for board. No tuition. Southern Baptist
women subsidize the program. They raise \$20,000.00
per year thru a special Xmas program. No govt
funds are accepted for the training college as this
gives greater freedom in directing the program of
the institution though ~~it~~ the school meets ~~the~~ the
requirements of the department of education. The private
income of \$20,000 is divided 12,000 for the training
college and \$8,000 for the primary school.
Miss Inly the head of the training college thinks
the greatest need in women's education is vocational
training for girls not suited for teachers. Started
& domestic science center had been planned

So This I S. Africa - by Susan Anderson
a book for primary grades. - Commented on favorably by
Mrs. Bennett.

for nearly but there was continuous postponement
of the date for opening. This center is much
needed and will cover baking, weaving, leather
work and sewing. Girls at the Baptist school
do handwork at all levels. There are no
science courses.

Zaria Secondary School - Govt. North

Principal: A.W. Spicer - Began Oct. 1921 in Katsina.
Now in New plant at Zaria. Enrolment: 260 Boys. Staff: 8 African, 12 European.

Boys come from middle schools of all provinces. Middle schools
located in headquarters of each province. Elementary
schools located in villoges. After 2 yrs in middle
school students sit exam for Zaria Secondary Sch.
This school was started in 1921 with teacher training
as a primary purpose. Those trained then have become
ministers in the present govt 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 1949. The teacher training
function was dropped about 1940. The school has
no vocational work. The objective is to give a
good grammar school education leading to the
School Certificate. Students come for six years.
Selected from 11-13 age group if possible. All boys
except 8 are muslim. Students are Hausa, Yoruba
and Fulani, in this order, in largest numbers. A
total of 38 tribes in residence. All instruction is
in English but students speak Hausa informally,
at sports etc. Teaching of English the biggest
difficulty. (Elementary instruction is in Hausa)
Religious instruction given in Arabic.

Staff, 12 Expatriate and 8 African Junior School.
There is a P.T. instructor. An Imam calls the boys
to prayer. This Imam 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 instruction with instructor. Woodworking
is a definite subject of instruction. 23 out of 38 boys
finishing school will go ~~to~~ to the Nigerian C.A.S.T.
Four expected to go to agril school. Two will go to Dept
of markets and exports, which has its departmental training
school for the production of produce officers. Two will go to
the army and will go to England and the military school at
Sandhurst. An additional boy wanted the army but his father
objected. He wanted the boy to assist him in his transport
business which is well developed. The boy seemed not to
mind as a father's word is law. One ~~student~~ graduate to the
Shell company. Two will attend Ibadan school of Forestry,
one to Audit Department at Kaduna and one undecided.
In other years graduates attended Nigeria college to become
Science teachers or Engineers. Others to Vet school to become
Veterinary officers. School supported by Regional Govt at
Kaduna. Fees. £ 6 tuition £ 12 a total of £ 18. per. quarter (?)
Not many students pay full fees. Assessment forms sent
around. If family cannot pay fees are remitted. Principal
has authority to remit fees. ~~£~~ Budget £ 9868-14 '8d.
Includes - labor - subsistence and journey money, spectacles.
Salaries and passages £ 26000. Total budget £ 36000. Courses
in science offered. No adult community work. No parents
organization. ('a pity' principal) Have an Advisory Board
which will meet for the 1st time in December. Includes a
representative African from each province, Director of Education,
Resident of Province and the principal. The economic concept
which students receive comes thru geography lessons.
Principal thinks students understand their national and regional
economy pretty well. They know about cotton, groundnuts etc.
Obedience to parents very strong. Students therefore given
no instruction intended to keep boys near their parents and
their communities. The chief difficulty relates to English.
Delapses which occur when boys return home with

no one to speak English to. The impact which results resulting from the conflict between the educational background of students and their uneducated communities is terrific. Many members of the staff encourage students to go back to the farms or to enter technical services.

Principal thinks school is of proper size for good work. This means additional secondary education requires more schools. A careful canvass 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 youth leaving secondary school.

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 the only fully complete one. Get information at Lagos Kaduna. Middle schools being upgraded to Jr. Secondary schools. They go to form IV.

Inspection of facilities: Found dining hall base - the floor and walls were dirty. The kitchen was in the same condition. The dormitories reflected a low standard of housekeeping. The principal smelled of liquor at 10:30 am. 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

Queen of Apostles
Secondary School - Kaduna
Kukuru
Domestic Science class



(Standard VI exam passes receive 1st sch. learning certificate) 47

The Queen of Apostles Secondary School - Kukurui - Kaduna
Founded 1949, Enrolment: 150 - Staff 7 all expatriate.
Entrance req. standards 4-5-6+ entrance exam. Very few northerners (Hausa). Rec'd 5050 bldg. grant from govt. Get regular grant in aid for recurrent budget. Curriculum English, math - sci., geog - music and domestic science. Work to the general certificate of education (Cambridge). Latin offered as elective. Most graduates take nursing in Ibadan or in different hospital schools such as Zaria or Koro. Some take teacher training at Collier's Tea. Tr. Col. at Yoba. The general science course includes Chemistry & biology. Student organizations: Girl Guides and Red Cross. Students have little time for extra-curricular activities because of studies. All students boarders. Selection of students (geographical) Jos - Koro - Ilorin - Kaduna - Zaria - Lagos & Benin city. Fees £28 a yr. for all costs. 8 students on full scholarships. Others seem to pay without trouble. Most parents are business people. Several ministers of govt want their children in this school. Northerners are beginning to show a willingness to pay for the education of their children. This is the only fully qualified sec. school for girls in north.
Director of Edu

North; The secondary sch. for boys at Kaduna moving to its new plant at Keffi. It is housed in temporary bldgs in Kaduna, 140 miles from Kaduna to Keffi. Keffi is in middle belt.

Plateau Middle School (Boys) Near Jos
H.M. Mallam Naku Bayaro - Ed. of. Attached M.V. R. Roy
154 Students opened 1951 - Only middle school in Province
Entirely boarding Fees! Each parent pay £12 a year. Most parents are poor and get a remission of fees. Costs vary with place from which they come. Five N.A. each pay an allocation which is the cost of the cost of the school beyond what govt pays. Next year the N.A. will pay £45 per boy. Govt pays

staff salaries minus "assumed local contribution".
 A.L.C. amounts to £11.5' per teacher £60. Staff
 salaries over £1600. Expatriate staff paid by
 Govt direct. Total budget £6463. For 54-55
 will be over £7000. Enrolment has 57 muslims.
 The rest are Christian (Catholics 30, Protestants 67).
 Averages $\frac{1}{3}$ muslim. HM = Hausa + Christian.
 The physical plant was new and attractive
 in appearance. The housekeeping was
 poor and was advised that the lead roof
 was leaking, indicating of poor construction.
 The majority of the fathers of Christian students are
 pagan. Pagans have rites and sacred places.
 Sacred areas can't be farmed or tilled. Biron
 people have splendid mechanical aptitude,
 despite their rural farming background.
 Many farms are seasonal and farmers do mine
 labor. Farmers do not admit that they work
 in mines to avoid increase in fees for their
 children. School has a rural sci teacher
 trained at Bauchi. Expect to have
 an expatriate handicrafts instructor soon.
 Have building with 2 shops (wood and metal) and
 a drawing room. Have electric power.
 Staff size: HM. has prof. certificate London
 Inst of Ed. One other staff member has
 equal preparation. Two higher elementary
 teachers (1 on leave to London) and one failed H.E.T.C.
 7 in staff in residence plus 2 expatriate.
 Above designations refer to training.
 Plant cost £70000. About $\frac{1}{2}$ Govt & $\frac{1}{2}$ N.A.
 on original cost. Mallow was not allowed to
 answer any questions on school. These were
 supplied by attached ed. off. and prov. Ed. off.

Bauchi Middle School
 H.M. = Mallam Othman Ja'AFAR - Trained Katsina
 School under N.A. started in 1915 (1st). On present site 3yrs.
 200 boys and 34 girls. Entrance requirement Junior
 primary (Standard IV) now serves Bauchi Province
 only. An extra secondary class (see V) will
 be added. Then three additional provinces will
 be served. 60-80 students enter on examinations
 each year. "One class schools" have output every 4yrs.
 Class level shifts each year to higher standard
 until class graduates. These schools are located
 in sparsely settled areas. Staff = Sr. instructor in chg.,
 an Arabist and sometimes a Crafts instructor. Two
 teachers the norm, and three the absolute maximum.
 Craft instructors usually paid an allowance as they
 are part time. They come in once a day for 35 minutes.
 Teach weaving, knitting, embroidery. No wood work.
 Each school has a farm. Crafts instructor
 usually takes farm also. Farming taught boys only.
 No direct application to 3 R.A. Some "Two Class
 Schools" have output every two years with
 a gap of 2 yrs.
 Staff of Middle School 5 H.E. Teachers & one
 rural science master. Fees not a fixed rate.
 assessed by N.A. according to parents' income which
 they know. ~~for~~ maximum £20 per yr. min 3' per yr.
 Some no fees at all. Ability to pay worked out in
 consultation with district heads & village heads who
 know ability of families to pay. Usually go by
 occupation of parents. If a farmer he pays so
 much. Traders pay more, also N.A. officials who get
 a fixed salary. 5 N.A. Bauchi Division. Bauchi Province
 divided in 3 divisions. Entire Province has 7 divisions.
 1500000 people in Bauchi Province. Salary of N.A.
 official depends on size of Province. N.A. system of assessing
 and collecting fees purely local. N.A. Council is central in character.

hdqrs. Each of the 7 NAs contribute toward cost of middle sch. now assessed on revenue. May later be on number of pupils. School receives govt grant based on number of teachers minus A/C, plus ~~the~~ an allowance for other expenses such as equipment & (food supplies)? Total budget £ 9658 for yr. 1954-55. Govt grant £ 1918; N.A. £ 7740. Crafts taught = carpentry and blacksmithing. Have new crafts bldg. Expat crafts instructor due in January. Started as single stream school, now double up to class VI. Remove class Sr. Pri. 5 + Sr. Pri 6. These are double stream. Then Secondary I + II. Next year secondary III will be added. - In keeping with program to change middle schools to secondary schools. Craft center will serve school and town's people. Students get middle school leaving certificate. Some go to NAs as clerks, ag assistants, sanitary inspectors, nurses, teachers, attend trade centers or enter forestry or veterinary schools. All students go for further training. They don't go back home because of the demand for their services. Mullaum indicated this is no problem with parents. I don't think he faced this issue frankly. Conversation with Acting Resident, Mr Hopkin states parents greatly concerned that education means permanent loss of boys to farms. Those failing ETC exams go as pupil teachers in jr primary school. They get another try after two years. This indicates the desperate need for teachers is such that those failing ETC are still used as teachers. This school has a museum with a small but interesting collection. I was pleased to see mineral samples in the collection as a means of acquainting students with Nigerian resources. This should

be adopted by schools in U.S., especially the south. Training is organized on the compound system with 50-60 students per unit. They have inter-house competition. This seems an excellent living arrangement. Kano Middle School - Mullaum Quazo N.M. J.H.B. Maggs - Provincial Ed. Officer. Started in 1950 - Students 224 boys. Fees £ 15. Parents pay according to means. N.A. supported. Budget £ 9500. Paid by Regional govt except expatriate salaries and maintenance thru FWD - NA workshop. Two European teachers. Total cost £ 4000 to build. Would cost £ 6000 now. Have about 20 graduates each year. Many dropout. Students come from Emirate districts and cities. All boarders. They must live on school premises. Ages 12-13 in nurse class. 15-16 from primary. This school has Sr. primary section - standards V-VI + nurse class, middle I+II. Soon to add middle III and ^{now} become double stream through. Those graduating go to agr & vet departments - Health and to Zany secondary from standard VI. Health Department trains central inspectors 1 1/2 yr course. Also dispensary attendants. School needs better library facilities. Most boys want to get jobs after leaving secondary sch. When students go to sec. III they get pocket money only. may be employed by Nigerian Railway or Customs Service and by Contents of Commercial firms and receive govt clerical posts. If they enter teaching they will get all expenses paid and pocket money. No bonding on teaching because it proved worthless. Missions bond but not NAs. Students are 100% muslim. Christians may come if they wish. Christian students get Sr. primary + sec. work in Sabonqari in V.A. schs. This sch. has no specific activities relating to the community. Handicrafts will be given next year. Building is ready and equipment being installed. Expatriate staff available for shop work.

Rural science program to begin next year. Will offer adult work in evenings in handicraft centers. Costs amount to about £40 per student.

Za'ra Middle School (NA) Mallam A. Moya H.M.
E.F. Davis Tech. Instr.
225 Boys - 12 Teachers, 2 expats and Tech. Instr.

Supported by NA and Regional Govt. Physical plant furnished by Govt thru C.D.W. School begun in 1930 as a middle school. Formerly a primary which had a craft room for 20 odd years. Present handicraft center started March 1953. The long experience and success of this school in crafts 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.

St Louis Secondary School - Kano

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. AE, Pm. 205, P. 110

ST Andrews Teacher Training College - OYO 13-10-53

This is an Anglican Church (CMS) school.

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

~~Enrollment~~ Enrolment: 160 Boys. Staff 12, Founded 1896.

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

Graduates must study for a general certificate in education to qualify for university entrance. Students receive an educational subsidy and agree (binds them) to teach for 8 yrs or pay £100.

The V. Principal (white) noted trend away from vocations which produce wealth. This school was neatly kept. The buildings were old and in need of repair. Dormitories 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 teachers; five for grade III, Iloin for grade II now in 1st yr. of a 4 year program. Gombe to be ready in 1955 will be grade II. 1st of grade II, double stream, at Katsina grade III and vernacular. All vernacular training centers will become grade III, Keffi and Bida will open next yr. for grade III teachers and will be double

(Baptist girls Teacher Tr. College described on page 43 of this book.)

stream taking in 50 students each year. When the ten yr. plan is completed there will be 15 centers with 150 students in ~~each~~ or a total training capacity of 2250. An education rate will probably be the answer to increased educational costs.

No definite calculations as yet. Would need 100 tr. centers and £4½ million to bring education in north up to present level in the South (Nigeria). This would mean ^{7th} 2½ million children ^{now} in primary age group. Only 110,000 ~~now~~ in sch. The number should be 800,000 or about 1/3 to equal 30m South. Now on 1/25 of northern children in school = 430.

Benue province has more children in sch. than any other northern province. V.A. have Ten. Tr. centers and Sec. schs.

Bauchi Teacher Training Center (Started 1930 officially) Principal A. F. Wallis. 54 students A-3 yr. Program. Also a bridge course for vernacular trained teachers. (Both mission and ~~govt~~ trained)

This program started in 1950. There are 22 of these vernacular trained teachers enrolled. They are much older, receive salaries and feed themselves. Length of program 18 months. Fees: none. Source of support regional govt entirely. Employers pay salaries of Bridge students. Students of Bridge course pay for food and accommodations. Budget £4661 Staff: Sr. Service 5 (4 expatriate & 1 African) Junior staff: one. Recruitment: Thru out north

now. Catchment area decreases as other centers are built. Students examined and successful candidates interviewed by principal. Students accepted at (sr. primary or middle ~~II~~ level) = same

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 Arabic - religious instruction. Christians have missionary instruction - Rural Sci for all students 1st yr. 2nd yr. Professional training in sch. methods, making apparatus - practical teaching.

82 ~~Say~~ Principal of Bauchi T.V. Sch. interviewing candidates at ~~the~~ ^{the} middle school.

Students do practise teaching for 6 wks in Province. They are usually assigned where the greatest number of schools exist. Students trained supervised from the college. Bridge course not recruited continuously. Officer in charge goes on leave after 18 months service. This coincides with 18 months course. The leave period provides a 6 month interval before the next group in the Bridge course begins training. Recruitment for Bridge course is from all over Nigeria where vernacular trained teachers exist. Students accepted on recommendation of ^{Provincial} ~~Provincial~~ Education Officer. Object of Program: To increase vernacular and academic knowledge and to enable instruction in English. Successful students qualify for a much higher salary. College has a specially prepared art teacher. This person also instructs in construction of teaching aids for the 3 R's. The bridge course is unique in Nigeria. Vernacular teachers have had 4 yrs in junior primary and 4 yrs in ~~ETC~~ Vernacular ETC such as TORO. The bridge course is temporary until the vernacular ~~and~~ ETC's close. Katsina - Okene and Bauchi exist as ETC's. Prepare ~~to~~ junior teachers only. No centers for women. (Vernacular?) Sokoto - Mideguji and Kano have ETC's for women. Missions have a men's training center (SIM) at Kaltungo. 2 HETC's Katsina and Ilorin are for men only. The center for women at Kibba may become an HETC. This institute proposed for syllabus research and text book development. Bauchi suggested as the province and Bauchi Teacher Training college the institute. Crafts: Carpentry, Pottery, weaving discontinued last yr. All pottery done by hand. no wheel work. ^{school makes}

Rural Education Center ^{J.H.Z. Hicks Principal}
^{P. Walsh acting}
 Begun: 1952. Students: 23 Courses: 10 months, students in residence with families. Come from 12 provinces. Teach in Jr. Primary - sr. Primary & middle schools. Will have graduated 43 from this center by January. 16 graduates of Ibadan center teaching in north to make a total of 63 month training in north. 40 now in service. All students come from teaching jobs and are on salary. Rural & ^{students} ~~teachers~~ wanted for H, E.T.C., then E.T.C. then senior primary, nearly all this year from HETC. Possibly 1/3 are principals in their schools. School has 365 acres of land obtained from N.A. Ibadan has 35 acres (not enough) Umuahia has 50 acres. Center in Minna will have 250 acres. Course should be 2 yrs. Now too much to attempt in ten months. Muslims don't go in for pigs. (regarded as unclean animals) If animals (cattle and poultry) are well nourished disease becomes a less serious problem. Will not be on free range. ^{L.F.B. Hopkins}
 Conference Acting Resident Bauchi. *
 Bauchi a slave trading area. Zomba area next door prosperous. Fulani good farmers. Mixed farming successful. Bauchi province exceptionally poor. Bauchi Emirate = 1/3 of total province. They lived on the slave trade. Resident ~~Minna~~ Bauchi Backhouse of Minna did a lot on town planning. (I had remarked on how well Bauchi was laid out within the walls of the City. This place is like Sokoto. Open spaces represent home farms of early days and were protective in case of war. 14000 inhabitants in Bauchi. Bauchi province 1250000 people. Provincial Gazetteer Lagos has detailed information on slave trading. Photostatic material at Umuahia col. Ibadan or Bauchi.

TORO Vernacular Teacher Training Center
 Principal: S. P. Sentence - Ed. Officer in Charge.
 115 students, married students bring wives, who get ^{2 yrs} training in domestic science and receive certificate. They then teach in same schools with their husbands. Course 4 yrs. Students take entrance exam after Standard IV. Students are Pagan, Mohammedan (70%) and Christian. Students requested that they be mixed in their compounds instead of being quartered on a tribal basis. Subjects for women: Literacy - cooking - Sewing - laundry - weaving. She received Housecraft Certificate on completion. This certificate is issued thru the Domestic Science Department. They also get a certificate of merit if their records are outstanding. Hygiene and childcare instruction given also. Weaving is done on vertical looms. Have a small maternity center for childbirth. Students found their instructional materials with a small board binder. Students are also bought to construct teaching aids and apparatus at low cost. A large relief map of Nigeria, vividly colored is made on a cement or clay base near the instructional area. Students must color this map afresh each season. The institution celebrates its 25th anniversary this year. The founder is returning. I feel this institution is well led. The spirit of the school was quite evident as I went around the campus with the Ed. Of in Chg, Mr. Sentence.

school of Arabic Studies at Kano -
 now trains boys from ~~from~~ thru Post Secondary II will add class of 24 adult men who will come in for a 4yr. course in theology. These men will be chosen by N.A. They are not promised employment. They are expected to serve as local and revered Koranic teachers and scholars in the various Moslem communities. They will be chosen for their standing and previous knowledge. They will be brushing up on their Koranic knowledge and ~~will~~ meeting their opposites from other towns. People often send boys 100 miles or more to study with Koranic teachers.

Anglican Teacher Training College - SAMARU
 H.M.: A. F. Olatunji - 54 Students (42 ETC & 12 H ETC)
 select 25 annually. After 2 yrs take govt elementary exam. Those passing become grade III teachers. After 2 yrs of teaching experience grade III teachers ^{may} return to training college for 2 yrs and then take exam to become grade II teachers. 90% tea training colleges ETC. New site occupied in 1951. Went to more again for more space. For close to site being developed for NCAST. Budget: £17000 - cost of plant Fees: £26 per annum. Regional funds from Kaduna £24 per student Staff 6. ^{Handwork} (Part time) instruction Students indigenous to all regions but parents must reside in north. Many students southerners. Some friction between students of different regions. Budget £5000

Original Bldg of Toro
 Vernacular Teacher Train-
 ing Center. (see opposite)



Trade Centers and Technical Institutes.

Industry not set up in colonies to train a type of tradesman designated the "non-commissioned officers" of industry. ^{FJH-(C)P3} ~~These~~
 (3 yrs resident + 2 yrs in industry)
 Scheme of training over 5 yr. period ^{designed} to prepare those later to become much needed foremen, job supervisors and technicians as well as instructors & instructor foremen. ^{instruct.}
 Staffing problem difficult. To train local staff expatriate staff of high caliber needed. Many present expatriates poor teachers. Suggest CD+W funds to offer special program of training to promising expatriates with industrial experience. Such funds also to provide salary supplements if necessary. ^{ibid. p. 5.} ^{WOMEN} The need to develop programs of technical education for women stressed. Fields suggested: Commercial feeding, catering, nurses, garment manufacture, clerical & secretarial capacities. ^{ibid PPS. 6-7.}
 AE. par. 139, P. 27. Discusses need for secondary technical schools and trade centers. These should not delay or substitute for apprenticeship schemes in appropriate trades.

Handicraft Centers: Handicraft centers in Nigeria criticized for lack of storage space, size of work tables. AE. par. 149 P 28. (Lagos handicraft center was built without provision of a chimney in the forge rooms. This has been noted in other centers.

Trade centers or vocational courses offered in sec. schools should train clerical workers, filing clerks, stenographers, typists etc. These could be electives or offered as a group major. Young women should be encouraged to take such courses.

Even more than in Europe ^{Successful} technical education can only be given in Africa on the basis of a good general education. AE, P. 96 (Binn Report). (This supports idea of making trade center program four years with first 2 yrs largely theoretical.)

Grammar school pupils tend to avoid employment which involves manual dexterity and technical ability, choosing instead the clerical service, or one of the professions. This tendency has in fact been most marked in Nigeria and although the higher salaries paid to technical workers in recent years have done something to redress the balance, industrial undertakings and technical departments still need many more well educated executives and operators, than the existing type of secondary school is supplying. ^{TCO. 41, 55, P. 17}

^{28/9/53} Conference D.A. Russel Advisor on Technical Education for Nigeria at secondary level. Post in Department of Education & Central Government. Status = Assistant Director or Inspector General.

The document entitled "A Ten-year Plan of Development and Welfare for Nigeria 1946." discusses Technical Education under section X on Page 18. The three trade centers and a technical institute at Ibadan are provided for at a cost of £ 1,536,000 of which £ 421,000 is in respect of buildings. (Mounting costs of construction have substantially altered these figures. These costs and operating costs were to be provided jointly by CD+W and the Nigerian Govt. Figures are listed for the 1st five years. Appendix ten (X) States the objective ten yr. plan for technical education jointly discussed Govt Dept and Commercial interests as: "This Plan calls for the training of high grade artisans in well equipped trade centers located throughout the country in such fashion as to give the maximum benefit to the whole population." (Page 89) Technical Institutes and Handicraft centers also covered. Estimates which are doubtless at variance with experience are listed in Tables VIII and XVI. ^{Thompson-Hopkins report cited. ?}

Russel Conf, contd; No craftsman or tradesman has completed the 5 yr apprenticeship, (Programs implemtd in Feb. 1950). The artisan does a shorter period of training. (This does not refer to fitter machinists). Referred to ^{trade} testing program of Dept. of Labor to classify various grades (2 and 3) of artisans. Great need for better class of artisans. Entrance to Trade Centers requires completion of standard VI primary. All training in trade centers offered by expatriate instructors. All students of trade centers in residence. Fees are nominal. Students get pocket money. Training related to industrial conditions. Students do simple exercises in shops and go on 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.

- West = Yaba and Sapele
- East = Enugu and Comoros
- North = Kaduna, Kano (Ornate, and Bukuru (Jos))

Suggests survey of need for additional centers. Costs £ 32-35 to feed one person one year. Length of apprenticeship training varies according to trade. Acceptance of jobs by centers based on need of students in their instructional program. (This is question in terms of full adherence). Says instructors must be careful about this. (All jobs have their druggery and repetitive aspects. If students were 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 are snapped up by industry. (Understandable with the extremely limited out put.) Graduates don't go back to their communities after finishing school. Many applicants are turned away. Says smaller centers are uneconomic. Survey for placement of centers should check with Labor Dept. on present and future

need. Twenty five percent of funds for technical education come from British Govt as C. D. & W money. Twenty five percent comes from local revenues of Nigeria.

Technical Institute

Junior technical courses (4 yrs residential). Admission standards same as for trade centers. Tech Inst. offers secondary education with a technical bias. Chemistry - math - woodwork - drawing or drafting. Program allied to engineering. Go to industry as technicians or at foreman's grade? Graduates accepted by govt as junior technicians. These may return to Tech. Inst 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 three years. Civil - electrical and mech. engineering offered on this basis.

The need for courses to train foremen emphasized and recommended for technical colleges. Subjects to be covered would include industrial history, factory legislation, industrial psychology, supervision of staff, rate fixing, inspection, store keeping and workshop administration. T. E. p. 245 P. 55-56.

North: Biron Training Center, conducted by ATMN Ltd. (Amalgamated Tin Mines Limited) located at Sabongida (Sabongida). Take boys not in company's employ.

There is a handiman's class at Yola. Must start with people where they are. The idea is to form teams for construction jobs. Located in So east corner of north on the Benue. Inst always want highly skilled people in the trade center sense.

Technical Institute of Trade Center Kaduna = Jno. Young Bengis Pm. Began in 1946 as trade center. Tech. Inst not yet started but hope to take 30 students in Oct of '54. - Secondary level.

Trade center enrollment: 197. Seventy five graduated since 1946. (28 carpenters, 23 bricklayers and 24 fitter machinists.)

Carpentry	Length of course	4 1/2 yrs.	present enrollment	26
Fitter machinists	"	"	"	29
Bricklayers	"	3 1/2 "	"	22
Sheet metal	"	4 "	"	23
Motor mechanics	"	4 1/2 "	"	24
Electrician	"	3 1/2 "	"	27
Cabinet makers	"	3 1/2 "	"	3
Wood machinists	"	3 "	"	19
Painting & decoration	"	"	"	"

Lt Col. Henderson - Need one stream going out every year from Trade Centers instead of one every five years. Requires increase in staff and facilities. Original Plan called for five centers which was reduced to (3) three, 10 Trades for a center. See page 131

Staff: 13 Expatriate including the director who has just been appointed and excluding one on leave, 2 African instructors and getting 3 more. When instructors are on leave students are divided among other classes + shops. This work is not a part of their major though the experience is no doubt helpful. Could not get a firm budget figure. Expect 250 students to be maximum number for the Trade Center. T.C. will finish off one group of students before another group is permitted to enter. Benzeles not in favor of 2 groups of apprentices at different levels. Henderson expressed the opinion that the number of classes in training should be increased. The method which employs one class of apprentices at a time keeps the numbers in training small and requires assigning students to jobs they have mastered in previous years. With students at several levels it should be possible to keep assignments in line with a student's progress. The Tech Inst will operate on a single stream basis with 145 students in Junior level program. The Sr. level program will be a 3yr. sandwich course. The full enrolment for the jr level program will be achieved over several years. Applications come in daily. Many who qualify can't be admitted. An adult evening program will start in January. This will be limited to local students only. Industrial unions train their own students in U.K. The residential training center complete with pocket money ~~allow~~ allotted to students is unique. Program of T.C. is one of going out in to market to sell services. Jobs accepted on basis of their relation to needs of students. Those jobs deemed too elementary or too complicated not accepted. The unit of production contracted for is likewise related to needs of students. "This does present problems". Think this is rather difficult in a number of ways to work in practice.

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. At the moment there is no tie in with industrial training schemes. Sappelle latest T.C. to be developed. (Warri province, West). T.C. graduates go into contracting or supervisory relationships because their training is so far above the average - Henderson.

PWD has a training program in Kaduna. Training is 18 mo divided in 3 term periods with 1 yr apprenticeship in between (?). This could be 6 apprenticeships of 6 mo each.

I also observed teacher training class for handicraft instructors. These will man the primary handicraft centers being developed. Instructor of handicraft teachers complained about lack of originality of African students in creating designs of their own. Teacher was too inexperienced to know that Africans decorate everything from hot handles to coffins. Geometric designs on calabashes they carry water in, cone stools, and paint walls of compounds as well as intricate designs on Muslim houses. Students were not made aware of what was expected of them. (Notes and English both foreign)

Entrants to T.I. and T.C. at Kaduna must be indigenous Northerners. This would not apply to nite school.

Makaman Bida the Minister of Education wants practical adult courses in carpentry, painting, masonry, well drilling, electrical work and cabinet making. Thinks this work should be financed with Regional or N.A. funds. Believes adults can learn and says only trained trades artisans in Kano were trained in (private) school that was discontinued when trade centers were developed. Perhaps there is need for a reservoir of skilled artisans who can constitute a floating skilled labor force to be drawn

126 In view the statement was made that "our rich people are not educated. Those of us that have education have no money, which explains why Africans don't invest in commercial enterprise."

upon by contractors as construction jobs come up. This is true in U.S.

Godwin: Skill of Nigerian labor adequate for industry. Not important. Sappelle Plywood people say Nigerian labor superior to workers in corresponding European plants. Finds graduates of trade centers not conscious of time factor in production.

Note criticism of African limited to those not making a successful showing. Continue to question and get admission that many Africans are hard working and able. Mrs Graham, Hostess of Zaria Rest House admitted that a part of her problem was reluctance of males workers to take orders from a woman. She admitted the good work of her staff and that the hours were too long.

Conference: H.P. Baskell, Chief Inspector of Mines interested in program to train local mine managers. Local mine managers largely African. Program under discussion since 1950. When a mine is starting or functioning a technically competent mgmt. required. Type of mining - Tri-Columbille and alluvial minerals. Qualification based on mining experience or school work. An increasing number of mining concerns opening up. Personnel difficult. People ~~to~~ available have had but limited experience on plateau or ore dressing. This experience not adequate and no training available. Would have to go to U.K., U.S. or Canada which is too expensive. Thus an intermittent demand exists. Govt says this belongs to Ed. Dept. Think NCAST should do the job. Ed. Dept wants people under 18 yrs of age who must live in dormitory. Available Africans all up to 45 yrs of age and don't have a school leaving certificate, but do have the proper experience

and interest. Mines Dept of Govt willing to undertake training program. It will require school certificate and not require living in. The Dept is in touch with industry and is willing to train on an intermittent basis. Program can fit in with their junior staff courses. Want salary increase for main teacher who is a senior inspector of mines and is at present on maximum salary on present scale. Want him to have the salary of a Sr. lecturer at CAST = £1850. This person will do whole time instruction. Will work with jr staff courses & Public courses. These two programs could go on concurrently. Have bldg. available as laboratory for mine school. Will also post an ~~Asst~~ inspector of mines as an asst. teacher. Thinks notes for additional equipment can be had. Mines Dept is central and not regional. Would need to employ an additional person to fill the post of Sr. Inspector. This would bring number back to 5 Sr. inspectors. Admits this additional post not absolutely necessary. This is an instance of organized education failing to meet a practical need because it is bound too closely by arbitrary standards. Standards should require service rather than prevent it.

Trade centers should announce the time and the types of courses they offer. Advertisements in ^{news} newspapers should carry this information. Boys of the north are constantly asking what they can do after finishing primary school. Schools in all regions should start their terms during the same general periods.

Government Trade Center - Bakuru

A.W. Twiggins - Prin. (Recently killed Auto accident)

47 Students: Carpentry 24 (4 1/2 yrs) Blacklayers 23 (3 1/2 yrs).

Began operations July 1, 1953. Plan to start four more courses in January, (Painting & decorating - Electricians - Fitter mechanics and motor mechanics). Serves 4 provinces as follows: Plateau, Bauchi, Adamawa and Borno.

Feels demand will be more than adequate. Lads have had no experience with tools or drawing before T.C.

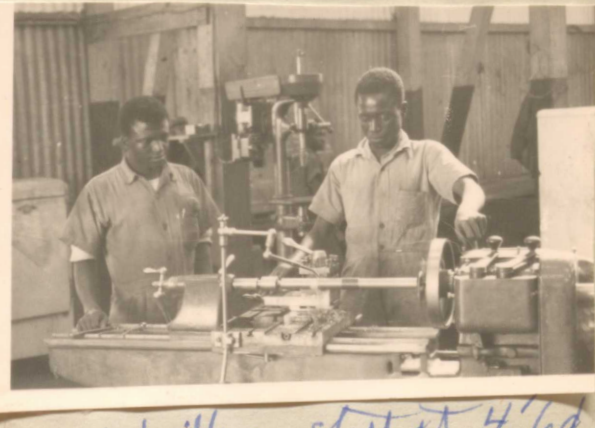
Buildings were not completed at time of my visit.

Biram Training Center c/o Bakuru

H.G. Horro Instruktor - Operated by A.T.M.N. Ltd

Started April 4, 1949. A 2 yr. practical course. Teach only practical Engineering in training for industry. Applicants must reach standard 4. Arithmetic must bring them up to fractions and decimals. Entering training straight from school. Don't want them from industry. Take 25 at a time.

Boys live on site. Paid a minimum wage of 2' per day. Get 2' first year and 2'10d second year. Nearly all boys Birons (Pagans). Take boys mostly from nearby but may come from Gombe. Taught in English.



Go in mines as turners, bench fitters and drillers. Start at 4'6d a day. Get yearly increments after 1st yr. Increase of 2' a day each yr if they do well. Horn thinks boys who finish T.C. don't want to go on job as skilled mechanics. They want to become designers or draftsmen while the need is for people to do the job. Boys start at about 16 yrs of age but would take older boys if they have reached standard 4. Prefers learners without trade experience. Experience had

gained later for development, never short of recruits. Constantly hanging round with references. Admitted for 6 boys, in 2 days had 30 outside door. All had reached standard 4. Selected 1 from the 1st six. Got 4 out of the 30 who had reached the necessary standard and could pass his examination. Picked up the other 2 in about 10 days. Keeps a waiting list of a dozen or more boys. Some have been tested but not all. 75% of those that get in stay mostly have aptitude though they have had no tool experience. Wood working badly needed. Have under consideration a five yr. wood working course. Much greater scope for carpenters than for machinists. Believes trainees should be gotten young. Not too optimistic about training adults. This needs to be tried in view of the great shortage.

Reorganization of Trade Centers

A common 5 yr program with 2 yrs of basic instruction would permit the general development of the student and overcome the English comprehension problem too frequently encountered in those recently graduated from standard VI. "My experience over 5 years of Entrance Examinations at Yaba indicates that whereas a pupil from an elementary school can produce perfect answers to stereotype formal grammar questions he is very weak at reading, and seldom comprehends the matter he has read."

= STS p. 26.

Visit to U.T.C. ^{Swiss} - ^{Union Trading Co.} Training program. Known U.T.C. began as missionary effort and later turned commercial. Considered best motor transport people in Nigeria. Students 15. Program 5 yrs. Select from at least standard VI. Prospects interviewed. This shop taking students since 1951. U.T.C. offering training since 1949. 77 people including apprentices. Have 15 men able to take apprentices because of their efficiency. Some students show more aptitude on electrical side. Others on bearing work, assembly

gear box and differential work. Apprentices not specialized but transferred from unit to unit. Begin on greasing, changed about every 4 to 6 months, stay on brakes only 2 months. In south most apprentices stay with U.T.C. - some go to Govt & some to PWD. Wages 1st yr. £2 a month, then increase based on merit up to £4.15 in second year. New employ gets £4.10 a month and adjusted after 1 mo. Minimum increase for apprentices 10% per year. May get much more. Top £8.10 per mo. Foreman £10-12.

Plant has 4 European engineers and 81 African staff in workshop. A proposed school never materialized for lack of European staff. Trade center graduates from Enugu usually start businesses of their own. Policy of company to offer instruction as a means of helping the country. Feel it will prove a good public relations policy for the future.

~~Interview~~ Interview W.H. Roberts U.A.C.

Using two graduates of Kaduna Trade Center. These are machinists. Wants to put one in chg. of all machine shop and tooling work. Came in July 1st group. Regards one as a bright boy and one not so good. Feels they have skill but lack initiative or sense of organization. Wants people who could organize a tool store. Thinks if they are to meet need in Nigeria they should be more broadly trained.

BOAC. Interview of officials at Field. ~~Kaw~~

Training plan did not work too well at Lagos. 1946-7 gave theory basic Engineering etc. Used people from Tech. Inst. Found out men often could not apply the theory. Thinks might try giving practical work first. Boys were put to aircraft maintenance. Others work in shops for dismantling or assembling engines. Six months experience with man on the job would show whether or not they can make good. Must have willingness to accept responsibility

had from Kaduna Trade Center is making good - Willis, African with reasonable education prefers to be associated with traffic unit instead of becoming mechanic. Have a large training scheme on traffic side. This is done at Lagos. Trainees also get field experience. Require 1st Sch. leaving certificate to be eligible for training in traffic school. Recruit from secondary sch. in Lagos, as St Gregory's College. Trainees paid £1.05 per month and get qly increment if satisfactory. Northerners not too interested in clerical work. Have about 30 in training. Course: 5 yrs. Get theory and practice. Last two years may be spent at an out station in charge. Syllabus varies with experience of men. Felt this interview was haphazard and not coherent, at least at beginning. Kaw not a good point place for on job training as ships must be serviced quickly by people who know.

— P.W.D. Shops & Training. — Kaw

Has apprentices in machine shops & woodworking. Don't want men in 20^s feel youth make best instructional material. They also have longer to serve on completion of training. (This doesn't meet problem of adults who wish to acquire skill.)

Shops were extensive with much heavy machinery. Woodworking complained of influence of climate on furniture - warping.

Lt Col. Henderson cont'd from p. 124 (top).

Trade centers should take in 24 boys per trade each year. This would mean 240 intake in a 10 unit trade center. Boys do not have the background to choose wisely. (This is why a basic 2 yrs in a program requiring five years in all trades would be better for selection purposes. Lads tested during the 1st 4 years could be better placed for their specialization.) Sr. primary IV basis of entrance to trade centers of North. Reaction to suggestion that vernacular instruction be given was that there were no vernacular names for tools. This of course would not be necessary.

Use night school to get extra preparation (3 R^s) middle school people now overworked. Bell doubts more could be gotten from middle school staff?

Handicraft center objectives (1) general education, (2) pre-trade training, "Such a great demand for people that many divert to other areas". Henderson A machinist has become a photographer because he can make more money. (Probably more interested in photography) + plenty of jobs and self employment possible. Some do contracting. Some with U.A.C. Tech. W.A.A.C. - P.W.D. + industry or outside comm? N.A.^s are given 1st opportunity to offer boys jobs. First class tradesmen rather than contractors the objectives of the Trade Centers.

Govt Trade Center - Kano C. Willis Principal. Opened Oct. 19, 1953. 44 students. (13 Sokoto, 5 Zaria, 7 Katsina and 19 Kano), 21 carpentry, 23 blacksmithing. Staff 3 Expatriate (1 blacksmith, 1 carpenter and one motor engineer). Full complement will be 11 staff, 260 apprentices and 11 trades. This will be single stream, no fees. Students receive board, room work clothes and pocket money, 10' 1st month in 1st year and rises to £2 a month in 5th year. Willis was apprenticed to general engineering with the Somerset and Dorset Railway. Half thru apprenticeship transferred to London-Midland and Scotland Ry. to complete apprenticeship. Had both small and large modern workshop training. On completion of 18 months apprenticeship promoted to locomotive ~~engineer~~ inspector. Then obtained expt with Nigerian Ry as Works Inspector at Ebute meta (Lagos). After 2 years promoted to take charge of all apprentice training offered by Nigerian Ry. - new department. Then transferred to Ed. Dept on staff of Tech. Inst at Gboko. Two years ago became Principal of Kano Trade Center and came to Kano to supervise construction of Trade Center.

Willis rec'd tech training at The Technical Institute at Burnham on the Sea. Passed exams of Union of Educational Institutes in English - math - drawing and Science. The Union of Education Institutes is a ^{collaboration} combination of small institutes to develop a standard and recognized examination. The physical plant of the Kano Trade Center will be worth £120,000 on completion. The Kano center is built on the compound style with the an architectural design to the buildings (exterior) which follows the modern pattern of the region. This design was developed at the insistence of the Resident who wanted the appearance of the Trade center to harmonize with the styling of the north. Center expects to do night classes for as in-service training. A course fee will be charged. Trade center will furnish instructors. These instructors may not be regular T.C. teachers. They would be paid from T.C. from the allocation for part time instruction.

"Open Days" will be held when the general public will be invited to see the center. Now starting a scout troop among T.C. students. This troop will render community service. Senior and better educated boys, of lower classes, may help with the adult literacy class as at Gboko. Troop in six students of less than standard IV. They are standard IV. Despite difficulties in English two are doing very well with practical work. Special remedial classes being arranged for these boys by H.M. of middle school.

Suggested plan for reorganization of trade centers.

A. Purpose of reorganization

1. To realign vocational objective with acute need for trade supervisors, shop foremen and light 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 yr program in basic subjects.

3. Introduce specialization in 3rd yr, with emphasis of on use and fashioning of tools. This would be combined with exercises seeking precision in workmanship.

4. Develop a sandwich program of six months in school alternating with six 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 storeroom, ~~steps~~ techniques of labor supervising, essentials of labor regulations, 1st aid and public relations. Visit Brooklyn Trade School to get information on length of program, entrance qualifications, course content ~~and~~ related to general, technical and mgmt phases. What should a course training supervisors offer in psychology of human relations, labor regulations - public relations etc? Do students get information on shop layout for a commercial operation & storeroom organization and ~~mgmt~~ operation. How is industry tied in on apprenticeship; curriculum development?

Criticism of Present Program.

1. High wastage thru ~~inadequate~~ inadequate development of students. These later become dissatisfied when they find they are unfitted to undertake responsibility at supervisor or foreman's level.
2. Does not meet serious need ~~for~~ for practically trained and skilled people who can exercise ~~independence~~ and carry responsibility.
3. Too few students graduated.
4. Costs per student too high.

Nigeria's projected development and the programs now in operation by 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 thru on the job training. The need for foremen and supervisors is largely unmet because the type of training to adequately prepare these people calls for good basic training such as can be efficiently given only by educational institutions. There 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 or foreman's level. It is believed the Trade Centers are ideally suited to meet this need whereas the training in ~~school~~ skills only can and is being met by industrial and departmental training schemes and in substantially less time than is now being consumed by the Trade Centers for their four and one half and five year courses. It is not the training time consumed

is not objectionable as students entering from standard VI primary can afford the seasoning which the 5 yr. program and associated activities permit. ^{The students' development will be encouraged through} ~~the~~ excellent arrangements made for living accommodations & housing and feeding. The prime objection to the present program is its failure to carry students as far as their capabilities will permit in meeting a need for those who are competent in their skill and have in addition developed abilities in ^{and management} the organization of production.

The wastage in Trade Center education resulting from graduates leaving the trade for other interests suggests the desirability of careful study of recruitment procedures at all levels. People selected should be those whose capacity and/or circumstances indicate that the level of training and the associated opportunity 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 or 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 or advanced in age and ~~the~~ more preliminary preparation was required before the professional training could be undertaken. Here family responsibilities and the time and expense factor would, as so often happens, dictate ~~career~~ lead to the acceptance and adjustment to occupations requiring less preparation. In a country like Nigeria with talent in short supply at all levels and ~~the~~ a great need for immediate 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 ~~and~~ this result may be expected only under the conditions of the largest measure of suitability between the employee and his job. The worker should find in his ^{at absolute level,} 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 exporting 1,000,000 lbs of French ground nuts. Wants carpenters from trade center. Another African responsible for all bags. Another African looks after all stores. They have 200 tons of iron alone. An African is in charge of railment of oil and cake. Company now in midst of expansion. Capable Africans hard to get. Have one man trained as diesel engineer. Responsible for all of company's installation. Most Africans in responsible posts started knowing nothing and were trained by company. Company now anxious to get good people for running factory.

Picture here

This company was apparently operating efficiently and making money. General satisfaction with African personnel was evident.

Departmental Schools ~~Forestry~~ **Forestry**

Oct 6. Met head of Forestry Dept at Acting St. John's Reception in Ibadan, find Forestry Dept administers training program for sub-professional personnel. When asked about more advanced training it was explained that no takers could be found for scholarship funds for U.K. Visit to Forestry Department reveals Forestry is administered under Central Govt. seems to be no private forestry. At present only 6 Govt posts exist in Senior Service. There are 28000 sq. miles of forest reserve. 373000 sq. miles of forest area. Annual income from forests £ 250000.

The forestry school was started in 1941. There was before this no African technical staff. This school was begun to provide intermediate technical staff. Started with 12 students, now has a capacity of 42 students. Course 1 yr. in length, a second yr later for better students. Entrance requirements: Cambridge Certificate (Sec. VI). Thinks technical staff should be federal. The field staff to become regional. Native Authorities own timber on unreserved lands. Mr Robson, a member of group at time of museum visit, has title of Chief Conservator for Western Region. He is subject to Regional minister. (?) Director implied there was not intention of using trained Africans in forestry at the beginning. Necessity demands work later required the training of assistants. It would appear that timber could be made a larger source of income if with better husbandry of Nigeria's timber resources. This would require larger numbers of senior staff trained at a well developed school of forestry in Nigeria. A school of forestry could expand program of research and development aimed at expanded timber resources. The objection that land tenure problems mitigate against timber development could in time be overcome with wise legislation. The shifting

population from rural to urban areas will in time force reconsideration of land tenure problems. The preservation of soil and timber resources shall require the institution of sound land use programs. The head of the Department of Forestry ~~and~~ has become inflexible and lacking in imagination after 30 yrs. of Service. He is soon to retire. His chief concern is who will maintain the museum of forest animals he has collected and preserved. The expanded program for the development of Nigeria's resources should certainly include forestry and forest products. Recognizing that the number of highly trained foresters will be limited a program in Forestry should be established at Usw Col. to be associated with advanced programs in the College of Agriculture.

Visit To Forestry Station Ibadan



1. Dr. Waterson
2. " Trumble
3. Mr. Allnut
4. " Rosevear - Hd. forestry - Central
5. Dr. Patterson
6. Mr. Robson - Chief Conservator Wes. Reg

Discussion of the weakness of departmental schools discussed in Elliott Commission report, Pt. 16 P. 116.

"The training and recruitment of Nigerians for senior posts in the Government Service is not only necessary to enable Nigerians to take an increasing share in the management of their own affairs and to allow the Service to keep in step with the pace of constitutional advance; it is also essential for the development and progress of the country. The Commission has been constantly reminded in its discussions with Heads of Departments that it has proved impossible in recent years to recruit from overseas the minimum staff required to man the Service. In practically every phase of Government activity progress is held up for lack of skilled men and although recruitment in the United Kingdom must continue if existing services are to be efficiently maintained and development schemes are to proceed, it is essential that a planned and sustained effort should be made to enable Nigerians as rapidly as possible to obtain the necessary qualifications to fill the vacancies. In view of the long period required to train skilled staff there is no time to lose in providing training on a scale which has not previously been contemplated." F.C. Par. (a) P. 4.

Vocational, other than industrial, training should be carried out through a system of learners in Government departments. AE: P3
This is a quote from the memorandum on Education Policy in British Tropical Africa. Principle number 11. This probably initiated or encouraged the present extensive program of giving vocational training of Govt. departments.

Veterinary Training

No training for Sr. Service available in Nigeria at present. Vom offers courses as follows:
Govt Veterinary assistant; Entrance: ^{une Service exam} Middle ~~VI~~ ^{VI} 18 mo. course
N.A. Veterinary " " ~~IV~~ ^{IV} = 2 yr. course
Students training as Govt Vet. asst. start at £124 per yr. after 1 yr increased to £132 - After qualification becomes 3rd class asst. £140 and later 1st class asst. at £130 per yr.

Students training as N.A. Vet. assts start at £96 and for each yr. of training or qualified service receives an £8 annual increment until £200 is reached. Third type of post is that of inspector must attain Middle II to qualify Salary starts at £55 and £5 increments to £110 - Skin instructors employed by Hides & Skins section. These instruct floggers & inspect skins. Must attain middle IV to qualify - Salary £96 - £220.

Sr. vet. officer in charge of Province. This data came from Nov. 28, '53 article by Mr. R. Brundler in West African Pilot.

Visit To Vom Veterinary School - Dr. G. Williams
Interested in advanced course for preparation of assistant veterinary officers. Should be five years in length. Wants school geared to tropical needs not based on European standards. Now teach elementary net sci to about skill taught in ag. schools in U.K. Middle IV minimum for entrance. These students given pre-net courses. Those more promising sent abroad for full MRCVS in London. London requires 5 yrs with specialization on individual treatments. Small attention paid to flocks and herds the primary concern of Nigeria and West Africa. Thinks course for training Sr. Vet officers could be done in 3 1/2 yrs (I do not agree). Feels net work should be separated from animal husbandry. ~~Agree~~ (I agree) Favors close association with training in animal science. Thinks the function of Veterinary Service is to increase the quantity and animal products of the country. Thinks the contacts of a university would be helpful to net students but not essential. Wants to be sure of greater scope and

not handicapped by other parts of university. Basic work at University and final 3 or 4 yrs at Vom. (Too long at Vom. All preclinical work should be given at Univ. The whole program should be offered at Ibadan when conditions permit.)

Veterinary assistants training could be closely associated with work in agriculture. Says results in present two yr. course at Vom better than the former 3 yr. course.

Implied that less theory and more applied work offered and theory greatly simplified. Check estimates of central government for vet. medicine. Vom has 4 full time instructors and 4 extramural lecturers from research staff. Some extension to plant would be required to accommodate professional and sub-professional programs. Would need living accommodations for another 12 people. Thinks admissions should be limited to about 12 a yr. There are about 30 Sr. Vet. officers at present. ~~How~~ (I believe more could be profitably used.) Thinks it desirable to use open in instructor who are associated with the research program. Staff and their subjects:

- Dr Williams - Dean - animal management - feeding - breeding
- " Pearson (So Africa) Tropical medicine, Epizootics & Clinical medicine
- " Nifon (Edinburgh) Anatomy & Physiology - clinics
- " Johnson (Liverpool) Surgery and Pharmacology
- Lee - parasitology
- Field - chemistry
- Lindley - Pathology
- Wild - Epicytology (?)

From research unit.

Teachers are told everything must be demonstrated. Present staff has the university degrees required to teach in a professional program. Could also draw on typanosomiasis institute for lecturers (Local Vom branch?)

Now have 53 students 22 in 1st yr. Have quarters for married students in second yr. (8 now), students mostly mohamedans.

Food allowance per student £3 per mo. or £36 per yr. Students get from £2.10 to £4 per mo. Govt pays school £120 per student. Students drawing salary from regional government pay 2' per day for room + messing. N.A. students pay nothing because N.A. pays £3 per month which they deduct from salary of student. Extra-territorial and indigenous like each other less than north and south.

Dr. Williams spoke of the almost "pathetic eagerness" of Africans to learn.

Conference on Veterinary School Reid
Turnbull
Patterson Marshall - Sr. Vet. Of. Vom.

Marshall doesn't think in RCVS program in U.K. but suited to Nigeria. Agrees with Elliott report on offering Vet. medicine in preclinical years at Univ. Col. and clinical years at Vom. Thinks Hill plus ^{additional} ~~one~~ man at University could carry pre clinical work. (This I seriously doubt). Should make use of research people in instruction. Gold Coast has need for Veterinarians and would prefer school emphasizing west coast standards. Thinks graduating 4 or 5 men a yr. enough. (I think the estimate is too small. A 50% wastage would also need to be considered in the student enrollment. Scholarships desirable to build the enrollment with good people. Some asst. Vet. officers able to become St. V.O.s after about five years and a superior record. Thinks starting scale for Vet. officers satisfactory but some consideration should be given to upper ranges 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 training of Sub. Vet. officers should be discontinued when senior program is initiated. I agree. Vet. Sci. should be taught in all east colleges to students of agriculture.

Believe for the immediate present it should be proposed that the veterinary assistants program be continued at VOM but as an apprenticeship without theory classes. (All future training by govt. departments should be for the most junior assistants and at 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. assts 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. assistants program is kept on the skill level there is no reason why mature standard VI students can not master the techniques. Veterinary courses should be offered all C.A.S.T. colleges in the three regions to students in the general agricultural program.

This would require a graduate veterinarian and a minimum outlay of facilities.

Agriculture.

All training at the post secondary level not offered at the Univ. Col. should be offered in the regional colleges of N.C.A.S.T. Present departmental programs fail in a number of ways to offer the well rounded training students expected to reach the upper end of the Sr. service regime. The present departmental course should be lengthened to a 3 or 4 yr. program. This would permit a good ~~basic~~ ^{with} program in general education ~~with~~ stress on the basic sciences. The last or fourth year of this program might be taken as an apprentice year in the Agr Dept. of the last two years might be offered on the sandwich basis of 6 months in school and six months in Agr depts. to get a variety of experience. Students completing secondary or grammar school are still ~~compar~~ few in number as compared with the rapidly expanding demand for their services and the increased opportunity for post secondary specialization. It is necessary that all education of secondary school graduates be as broad as possible to avoid waste of undeveloped talent and to insure their largest measure of usefulness in the areas they elect to serve. Some of the wastage which now occurs in those trained by govt. departments results from dissatisfaction from those trained who find themselves inadequately prepared to embrace larger responsibility. People should be trained to their capacity. They must be selected with a background adequate to the assignment they are expected to assume. If the background or preparation of the student will permit 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 secondary or unlikely it might then be possible to treat such jobs as intermediate stages for persons seeking larger developments.

I was impressed with the facilities and scope of the Agri training program at Samaru described on page 173 of this book. The activities in crop and livestock production seemed adequate for instructional purposes. It is significant that the programs offered by the three regions in their agricultural departments and the work at Unu College, with an extremely limited enrolment, provide the only instruction in agriculture available in Nigeria for the preparation of agricultural workers. It would seem desirable to associate instruction 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 scrapping of the facilities now in use since they are located in the same areas as the regional CAST institutions. It might also be desirable to transfer available staff. The present heads of Dept schools should be invited to serve as deans or directors of CAST programs in agriculture. The chief point involves the transfer of the administrative responsibility to the associate of CAST College and then the working out of the best program possible include the use of all available facilities.

PHARMACY

School of pharmacy in Zaria opened in 1930 and ran until 1936. It opened again in 1947. Length of course: 3 academic years. Entrance requirement: Middle IV Pass or higher. Students: 43 - all men and govt assisted. Students must be from North but all are not Hausa or from indigenous tribes of the northern region. 24 have graduated since 1947. These have been posted to different hospitals as Gov. grade 4. Some have been seconded to N.A. hospitals. The Pharmacy ordinance governs the entire of Nigeria. The pharmacy school at Lagos takes ^{the} ~~the~~ ^{matriculants} ~~matriculants~~ ^{classified} ~~classified~~ as chemists and druggists. These may operate pharmacies or drugstores if they wish. The Zaria school turns out dispensers only. Qualified dispensers may dispense but not sell medicines. To open a pharmacy a dispenser must serve in the Govt for 3 yrs and then apply to the medical department for a refresher course at Yaba. They must then sit a chemists 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 Yaba as chemists and druggists. Students leaving the Zaria school are bonded 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. No fees charged at Zaria. Students receive 5 guineas a month as a subsistence allowance. £2 a month is deducted for food. Students must go to the UK or elsewhere to earn the Bachelor's degree in pharmacy. This work should be available within Nigeria, and ~~ought~~ ^{ought} possibly be located at Unu College ^{in association with other medical offerings}. Pharmacy at less than degree level should be offered by ~~one~~ ^{one} or more of NCAST.

The scarcity of reading materials in the small and inadequately equipped library is typical of a situation too frequently encountered in departmental 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 numbers of students to justify libraries of appropriate size to permit acquisition of books and materials rich in variety and extensive in scope. It was evident that students lacked other contacts that would have encouraged their social development. Their isolated quarters and limited facilities for recreation failed signally to provide the more wholesome and stimulating environment of a college or university.

I noted the class of dispensary attendants being trained by the medical staff of the Zaria general hospital. These persons usually men man the dispensaries located in the outlying areas. They may be associated with a ~~nurse~~ ^{nurse wife} but are frequently alone except for occasional visits by ^{senior} doctors who have a number of dispensaries under their supervision. The training given ~~is~~ superficial involving bandaging, cleansing of wounds and small medical chores. The hospital service course for dispensary attendants is a one yr. course at the hospital with no work in dispensary ^{a syllabus is used.} Zaria general hospital supervises

6 provinces with 4 dispensaries each. The other six provinces of the north are associated with the Kano general Hospital for training dispensary attendants and supervision of dispensaries.

The Zaria General Hospital has 186 beds. It was built according to a plan with all wings and departments around a central core or service unit.

Central or provincial hospitals are fed by dispensaries in outlying districts. The ~~dispensary~~ N.A. operates the dispensaries. Govt operates the central or provincial hospitals. 2 doctors on the staff. A nursing home is needed. Zaria 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 sr. nursing sister heads the program. Six out of seven recent graduates passed their nursing exam. Have about 1 trained nurse to every 4 beds. Nurses do 1 yr. training at preliminary training school at Kano. Standard VI required for entrance. They spend 3 yrs at Hosp. after 1 yr. preliminary training. Both boys and girls trained. Present enrollment 16 boys and 4 girls. Never as much as 50-50 in north. Students do only six months of preliminary training if they have reach Middle IV or Sec. II. Want to open preliminary training at every recognized hospital. Of 10 accredited hospitals in north only 4 are govt. Same as N.A. Zaria program regarded by Sister as equal to program at Ibadan. Met Mr. Dikko. He is the Nigerian doctor from the north who is Hausa. Principal need of north training institutions. Should not have to depend on south for talent if north is to operate as an autonomous unit. Medical assistant's school at Kano was effort to produce people of less

than full medical training because of serious lack of northerners qualified to take medical degrees and because of the serious need for medical care. This school might later become a regular medical school. Teachers are the problem. The scheme has been approved in principle since 1950. Referred to Mr. Menett in Kano and Mr. Thompson the Sr. medical Officer of Kano.

Clerical Training College - Zaria.

MC Cory = substantive principal - L.N. OIKOQU seconded from Secretariat while principal on leave.

started in 1946 - Under control of Administration.

Enrolment: 90 = 88 boys and 2 girls. Entrance requirement: Middle II minimum. Length of course: 1 yr or 9 months. Subjects: Office procedure, typing, shorthand, Ballandjee(?) native treasury, accounting, govt regulations. Students usually sponsored by N.A. or a department of govt. Income from regional govt for operating budget £22,740. 8 instructors (African) and 2 expatriates consisting of the Principal and his wife. Both teach English. Plan to extend school to include courses in local govt. Category "C" students are not sponsored but are available for employment by govt. Students sponsored by N.A. or govt are employed by govt and receive while in training. Get full salary rates. £2 a month charged for maintenance. When they return they run thru yearly increment or get what they would have rec'd for on the job employment. They receive no direct increase as a result of training. Sponsored students are designated by their departments after they indicate their willingness to undergo training. Numbers limited. Workers not forced to attend school. Class "C" people must apply to the school. School had 90 expectations on file. Many from boys with leaving school certificates. Similar program in West at Oshogbo - serves southern region

Students admitted get everything free. Were building a new dormitory. Had just completed a new classroom block. Budget £88,780 - 180 students - per pupil cost seems high. No housing for girls or married students. Name of school to be changed to Institute of Administration. This work might be given at less cost and with greater availability as a major in secondary or middle schools. Arrangement would cut administration costs and encourage more students to take the work. Such a plan would likely increase the enrolment of young women. This would increase the usefulness of grammar schools and assist in providing a much needed diversity. Typing, shorthand and book keeping should be available as electives.

Aq. School Samaru - T.A. Phillips Principal. School trains for a specific job. Not interested in ag education generally. Students are in govt service on entrance and paid a salary. Students under bond. Many students don't remain in agriculture. Wastage may be as high as 50%. Don't know the numbers that have been graduated. 1st year of school in 1932. Educational system does not do a job at present in agriculture. Phillips thinks there should be two programs or training centers in the north because of the different types of agriculture. CAST undecided on ag instruction. Willing to assist in area of basic sciences. This keeps work of CAST from a close tie up with agriculture of the region. Two agil schools for farm boys. 1st at Katsina and 1st at Dyo. No connection between Samaru school and the agil program at Amin. Col. Spends 4 yrs at Amin, 2 yrs intermediate and 2 yrs experience. To become agil officer. Lack of secondary education reason for low standard in students. Fulani students don't seem better at livestock. Have mostly Hausa and a few southerners. Fulani's different language from Hausa.

NIGERIAN CAST

Oct 5. Conferred with Prof. Thorpe, Principal of the Nigerian College of Arts, Science and Technology. Though now living at Ibadan the principal expects to travel frequently to be in close touch with branches at Enugu and Zaria (Zamara) as they develop facilities and programs. Each branch will have a vice principal. The principal was keeping detailed accounts of expenditures at the Zaria branch. The day we talked he had held up an ok on purchases pending detailed data. Thorpe wants training in agriculture giving N-Cast for the production of rural leaders or demonstrators. Indicated agreement with view of having resident instructor in agriculture and extension closely associated. Feels location of engineering program at Zaria retards development of work to full status but does not regard that as insuperable handicap. Thinks sending boys from East and West to North may help to overcome the strong prejudice which exists against the south by northerners. Referred to segregation of southerners in Sabongari in the North as indication of the attitude of northerners (I find the same thing exists in Ibadan where northerners are segregated in Sabongari). Walked over part of school grounds with principal after dinner. Inspected a completed dormitory, a three story bldg. of 36 rooms. It is a most attractive building of tropical design and arranged to accommodate one student to each room. Three additional dormitories for boys and one for girls in process of erection. Cost per bldg. £ 21000. The design which is tropical might with slight modification be used in the south of the U.S. In discussing the need for vocational education for adults Mr Thorpe expressed strong belief in the teachability of illiterate adults in industry. He cited as an instance the fact that the senior maintenance man at Univ. college learned to read blue prints and lay out bldgs & to construct them under his (Thorpe's) guidance. This man was illiterate to begin with. Suggests adult education with practical trade slant for these people.

Oct 6. Visited laboratories and classrooms of N-Cast at Ibadan. Furniture and lab equipment were being constructed in a shop nearby. The people doing this work were employed from the community and were not students. Examined plans for bldgs for Zaria campus. These were being done by the staff of the architectural faculty. Plans for the assembly hall provided for a shell at the back of the stage to throw voices towards the auditorium. (This is similar to what I had regarded desirable for Logan Hall at T.I.) I understand that the faculty in architecture will be moved to Zaria when facilities are ready. (Mr Thorpe does not know what "triggered" the Colonial Development and Welfare program, says those in the Colonial Service were caught unaware, as they had been in the habit of getting along on a mere existence basis. Assumes recognition of the military significance of West Africa, after loss of influence in North Africa may have been a factor.)

Colleges planned for various parts of Africa to develop higher technical education. They will take over some of the work hitherto done by departmental training establishments, such as the training of teachers and pharmacists. P. 4 (AE) (Degree work in Pharmacy might be located at Univ. College, Ibadan.)

Thorpe and Harlow recommend federal type of organization for Nigerian College of Arts, Sci & Tech. Claim economy and flexibility for arrangements with branches in each region. (Ibadan - Zaria - Enugu) Suggest the feasibility of taking over departmental schools. This might include use of existing departmental facilities. T.C.O., par. 11, P. 4. Do permit a measure of autonomy of administration. report suggests "The governing council should be appointed as a body corporate and should be solely responsible for college property, staff appointments at salary scales approved by Govt, and for building contracts and details of mgmt. T.C.O. par. 13, P. 5. Salary Scales should not be tied to civil service scales. Ibid par. 14.

N-Cast must realistically face need for technical education and provide for those whose academic qualifications are comparatively low. Ibid. par 15. College intended to recruit at school certificate or sec grammar or sec technical level. The scarcity of people with these qualifications suggests that (see P. 203)

Inter-University Council Delegation of 1946-47 called for Colleges of higher education in addition to university college and referred to them as regional colleges. No details of organization proposed & few of needs they were to satisfy stated in report, TCO, P. 11.

Thorpe and Harlow addressed themselves to the following tasks: (1). Assessment of need for higher technical college or colleges. (2). Advice on organization and location of said colleges. (3). To indicate how, under the ten year development plan, the new college organization can be integrated into a complete technical education structure. *ibid.* The whole organization was called the Nigerian college of Arts, Science and Technology, *ibid.*

Propositions posed on visits to the three regions:

(a) Technical education is of primary importance in a country thirsting for economic and social development.

(a) 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 and in professional and ancillary 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 such as social activities, youth and center work, TCO, P. 1. No opposition encountered to above propositions, *ibid.* Essential aims of technical education as outlined above can best be met by combining school training with training within industry. Nigerian employers have wanted this for a number of years, *ibid.* Lists ways of accomplishing this combination training and expresses preference for

the system of releasing workers for periods of study for 2 to 6 mos. because it permits concentration of staff and equipment in a limited number of centers. The 'sandwich' or day release and evening class system would require the centers to exist near the industries served, TCO, P. 2.

(contd from page 201.) experience in industry be substituted for academic qualifications, *ibid.* Par. 16. Teacher Training Programs for the preparation of teachers for secondary schools could draw on ~~teachers~~ experienced primary school teachers and graduates of sec. schools, *ibid.* Par. 17, P. 6.

An interim measure proposed for north to admit students to teacher training with lower ^{(middle ~~III~~ IV standard)?} qualifications and offer them remedial work in general education, *ibid.* Par. 18-19, P. 6.

1-11-53 Conference Emir of Zaria.

The call was made in company with the Sub. Ed. Officer of Bauchi Province. We were rec'd promptly. The principal of the Zaria middle school ^{Mallam Amora} served as interpreter. After expressing the hope 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 $\frac{1}{3}$ of farmers now grow food crops, $\frac{1}{3}$ cash crops and $\frac{1}{3}$ were not growing much of anything. When informed that I was of African extraction and that there were 15 million negroes in America, he 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 as such are weak as compared to tribal ties. The history of tribal wars in Africa supports this thesis. Mallam Amora that few slaves came from north Nigeria ~~but~~ but from the coastal groups of Ibo and Yoruba. This of course smacks of group loyalty.

Nigerian College of Arts - Science & Technology - Zaria

Principal: K.O. Williams. First Students March 1951.

Enrolment: 26 students (2 yrs) & 8 students in second yr of training, 7 of these in science and 1 in arts. All preparing as secondary sch. teachers. Will prepare for advanced level certificate of Education. 18 students in 1st yr. Class divided equally between arts and science. All preparing to teach. College ~~as~~ has offered no technological courses to date. Principal feels agriculture and veterinary work will be difficult to introduce because both now offered by dep as department instruction. Thinks they will fail because they don't know instructional methodology. CAST will do theoretical side. Not good at teaching people to become senior staff(?)
Engineering proposed - civil, electrical & mechanical. Will enroll 100 students in above professional programs and 60 students at a sub professional level. The level of demand might suggest reversing these numbers. Only arts will be for higher school. Suggested that they do a pre degree program before going on to the University. Some difficulty in getting people with a science bias. Will prepare P.T. and Art teachers (drawing), architectural assistants and teacher training. Fully trained Engineers could find employment with the Electrical Corp Nigeria. They could use 12 a year. Railroads could also use fully trained engineers but there is no estimate of numbers as yet. This emphasizes the importance of a manpower survey followed up by an annual review of changes and trends in employment. This might be a function of the Department of Labor.

JWD is 12 Engineers short at the present time. The fundamental problem is the existence of a large

number of substandard people, as compared to other regions, who must be brought up. Only 2 of next year's entering class have achieved school certificate standard. All entering students should have passed the school certificate exam. It will take 1 1/2 to 2 yrs to bring these students up to standard. Sub professional engineers may take British exam. They may take the guilds exam. Many are honest industrious people. FWD and Railroads want sub professional engineers. Those unable to qualify to attend NCAST may go to Tech Inst at Kaduna. The relation of NCAST to Tech Inst at Kaduna now a matter of negotiation. Cast will take people above sch cert (older people), Tech Inst. will take those under sch. certificate. North wants older people accepted by Nig col. who finished Sec. Sch before the Sch. Certificate Exams were given. This refers to the teacher training program only.

Architects - sub professional up to intermediate A.R.I.B.A. (Asso of Royal Inst of British Architects) There is an association for all engineers at Lagos. J. Enuans - Secretary at Taylor Woodrow Headquarters. A secretarial course will be offered for northern students and a course in local govt. This is a directive 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 its organization with 10 yrs. experience to have secretarial and commercial training. Thinks 4 yrs. people might wish to change jobs after training. Wants training in personnel mgt., good English and accounting, instruction in law of debtors, concise summary of local govt regulations and elementary

instructor in drawing plans. Williams felt
 course would have to be broadened unless a guaranteed
 number of students could be sent. Secretarial man
 not out yet but women are beginning to be employed
 in this capacity. Wants research laboratory
 to deal with ag. + vet. problems and
 with problems of industry. Chemistry
 research for industry. There seems a
general foginess on what should be
the CAST program. All things to all men.
 Research laboratory would have 50 staff
 including 4 to 5 administrators.
 Students taking science would enter University.
 CAST would take them to intermediate level.
 They will then take their BSC at the University.
 Present program regarded as interim. Later program
 will be the land grant type of program.

completely excluded from the Present curriculum of Univ. college. Par. 22 same page raises question as to whether subjects in arts faculty should be identical with those found in a British Univ.

Influence of a college as a center of learning should reach the entire community. Par. 42 P. 58

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 course. Par. 47 P. 59.

The real or true purpose of the University. Par. 5-6-7 P. 122

The attainment of minimum standards for senior service in agriculture should apply to the work offered by University college rather than to department programs if offered by regional CAST colleges. The present

B.S.A. offered at Univ col must be supplemented by graduate, ^{with} which as of now ^{is not} available in Nigeria. It is recommended that graduate study to the point of reaching minimum requirements be provided at the University or sponsored by the University at some point within Nigeria.

7-12-58 Conference with Prof. Saunders - Univ. College

Prof Saunders wanted to know of possible conflicts between an institute of Education and the teacher training programs to be developed by the Nigerian College. I expressed the opinion that duplication would not exist and that the type of program to be conducted by the Inst. of Education would require a type of high level personnel it would not be possible to assemble at each or any of the Nigerian (Cast) colleges. The program of the institute would call for research, production of instructional

materials and constant assessment teacher education in order to provide an up to date leadership. ^{Saunders} spoke the cost amounting to £100,000.

social a college of social studies to include economics and social, progress being made in Veterinary medicine, Felt forestry a bit difficult (I must find out in K.C. the complement of foresters considered desirable per sq. mile of timber).

Women's Education

Exploration of the possibility of careers for girls a serious need, AE, Par. 75, P. 16.

See reference to trades for women ^(this book) p. 120. ^(Tech Education)

The whole field of technical and vocational education has up to now been regarded as an exclusively male preserve; it was - and is - boys' education only. The need for similar types of education for girls has been steadily growing for some time and can no longer be ignored. AE, Par. 140.

Sacred Heart Training College - Kaduna

Field of 10 Catholic schools in north. Enrolment: 160 - all resident 3 yr. course. A great improvement noted in the use of the library - Explanator: teachers use it more, need more dormitories. The girls look after the dining room themselves. They have two paid cooks. School received a 50% bldg. grant from govt, and 50% contributed by the home mission. Training college fee £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 back £1 a month over a two year period as a gesture of repayment after graduation. Students participate in bed clothes work twice a week. Students hold adult classes in town on Saturday afternoons. They have a 1 hr. study period each evening. Also participate in Girl guides and ~~Parlat~~ teacher ~~prog~~ phys training on alternate days. Have a free evening when text book study is forbidden. Sundays used for dramatic work - social evening with different types of dancing and go for a walk. Every evening at five or six groups of students visit hospitals. They take books to read to patients or write letters for those unable to write. This is training for service

to the community. Girls who finish are encouraged, as teachers, to visit the parents of the children they teach. They check up on school attendance etc. Teachers also have classes in evenings for adults. Literacy work is a feature of these adult classes. African women come to the college for meetings devoted to social work. "mother" thinks idea came from an American publication. Biggest problem one of space. Staffing not so much a problem at the moment. Labeled that it has been. Girls that have graduated from schools in the South like Kaduna as a place 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 £5922.19 for this year. ^(see also)

Director of Education for the Northern Region getting out a ten year plan for women's education. He thinks teacher education is the crux of the matter. The Kano teacher training center will become double stream when it is rebuilt. Also plan four additional centers. This yr. there are more applicants than can be absorbed in existing centers. Educational demand should be anticipated. Proposing to build a govt sec. sch. at Ilorin for Jan. 1955, and a second one at Zaria later. Bld Building provincial girls schools now at primary level. They will become secondary schools later. Now most girls in primary schools are boarders. Later primaries will become day schools and secondary schs. will be boarding schs. Hebating the extent of modern living conditions wise for girls in terms of resources & needs later. Staff of girls schools must be largely expatriate for higher grades as so few girls have been trained. A grade II training center (sr. primary teaching) will be started at Kabba. Plans should be made for a secondary grade II center in north. Primary schools must await availability of teachers. Junior Primary schools mixed. Women want separate

classes in these mixed schools for girls, North spends about $\frac{1}{4}$ of its income on schools, plus capital expenditure than public works (regional).

Miss J. Foster Acting Chief Woman Education Officer - Kaduna. Few girls go to junior primary NA schs. more attend jr pri in mission schools. Stranger settlements not generally considered, most are mission schs, and a few are independent. Some VA^s deal with northerners. Tendency to separate sexes at sr. pri. level. With more girls' sr. primary schs both NA & VA. Secondary Sch. & Teacher Tr. col. entirely separate for boys & girls. Bag Sabon Gari at Kano. Jr. & Sr. Pri. 122, 145. Ratio of 3-1 in jr primary NA & 4-1 in jr pri. VA. Some women teach in jr prim. VA. schs. VA. schools have an economic objective more in mind for girls because they cater to southern girls who frequently earn their living. With NA girls ~~now~~ early marriage is a determining factor. Many at ages 12-16. No birth certificates. These are Moslem or ~~Arab~~ Arab Moslem = good English. Pagan ~~do not~~ always mean pagan but ^{usually} non Moslem - non Hausa and non southern. A primitive tribe almost unclad. Primitive people live on hill top promise in Bornu. Some pagans from mission schools are quite educated and may be Christian. Need an accurate term for a Christian or non Moslem northerner. These people respond to women's education more than the missions. Number of girls in primary schools junior and senior 26,488 - Sec. Sch. 272. Number of primary schools for girls 15. Secondary schs. 2. (both mission). Tea, Tr. centers 7. (4 govt and 3 large mission schs.) Also 4 or 5 very small mission Tea. Training colleges for girls. None as few as 2 students. Domestic Sci. centers 9. These take girls from several primary schools.

women's classes may be held under a tree. A large number of these. 92 are financed by govt. others run by missions. Others are financed by govt and run by missions. Only 2 adult women officers. One of these working on Plateau among adult women Pagan tribes. Other woman adult ed. officer attached to men's sea. tr. center and working with students wives. (Age of men taken in to training centers decreasing.) Number of women students in teacher training centers 259 - 259. African women teachers, northerners and southerners, teaching in north 514. Both figures show increasing rapidly. Teacher training centers for women a serious need. No govt sec. sch. for girls. One to be built soon. Kind of education in mixed NA jr primary not satisfactory. Need women teachers. Male teachers under suspicion. Also Moslem tendency to neglect education of women. Tea. Training hinges on expatriate staff with whom housing is a grave problem. Very high mortality rate for women expatriates thru marriage. Expatriate woman has to resign if she marries. She may be reemployed on a temporary basis. Few exist. Also a political problem. No infant classes in north. Danger of unmarried ^{African} women being in rural area. All northern women teachers married. Not the same with southern women. Moslems allowed 4 wives at a time and as many concubines as desired. One does hear educated northerners say "I lose only one wife and will have only one wife." Very long time before Moslem girls enter commercial employment. Teaching is fairly respectable for women but not so yet for nursing. Former nurses all prostitutes. Need for northern trained women nurses greater even than for women teachers. Nursing training centers in women's hospitals. One training center at Kano. Woman Ed. Officer not happy about it. Because of lack of lack of conformity not happy about it. Lack of local accommodations.

264 Moslems have their own civilization and no inferiority complex about their own culture. They examine carefully all Western proposals.

Educator Dept running a pre-nursing training course at Women's Training Center at Maiduguri. An important problem is getting Emir's to send their daughters to school. Success on this will be based on confidence in women teachers. Attempts have been made to give assistance to teachers in Koranic schools. This failed because of lack of cooperation. Now appoint Arabists to staffs of primary schools. Koranic schools are informal and poorly organized. School of Arabic studies at Kano. Now train

Nigerian Contacts

North:

Minister of Education Mallam Bida was a teacher and Principal of a middle school before becoming Minister of Education. He is regarded as an able and sincere. Mallam Bida is slight of build, pleasant and soft spoken. His Hibbitts report refers to Minister's extensive touring and helpfulness in behalf of educational development. Since the demission of the Ministry of Health and Education Mallam Bida is able to concentrate on education. On several occasions Minister stressed trades education. Thought something should be done for adult males who want this training and can profit by it, though they do not have the academic qualifications for Trade Centers. Wants practical adult instruction in Carpentry - Painting - masonry - well drilling - electrical work - furniture and cabinet work. Could be financed with regional funds or by big N.A. such as Kano.

Minister of Education Western Region - S.O. Awokoya (Oxford)
 Population of West. 6,362,000. Primary Education a basic requirement for region. Now $\frac{1}{2}$ of children of school age in school. Plan calls for free compulsory education for all 6 year old children by 1955. Expect to develop a full six year primary program. Children must remain for six years and leave school at age 12. The goal is 170,000 children in primary I in '55. The capacity of teacher training programs will be doubled to meet the '55 deadline on compulsory primary education. Post Primary Education: Two types will be offered. These will be secondary grammar and ~~sec~~ secondary technical or modern. (?) 12/6/53
 Awokoya (Min of Ed) expressed concern lest the CAST colleges merely become low level vocational schools. Favours strongly development of more advanced educational preparation within Nigeria. Wants help in staffing secondary technical schools.

ESUA, E.E. General Secretary (full time) Nigerian Union of Teachers.

Address: 24 Akinunmi St. Tel. Yaba 44139

Union has 30,000 members. Membership dues = Tenpence in the £ of salary peryr. (A Ogunshye asst secy of Nigerian Union of Teachers (an economist) in charge of extramural classes of Univ. College in Lagos)

Visited Ilorin a small township in ~~the~~ Oyo Province. Mrs Garret arranged a brief conference with the Bale, who was most gracious and is a person of pleasing personality. The Bale seemed devoted to the welfare of his people as evidenced by having built by his own initiative a small hospital and clinic. He seemed highly interested in educational development and proud of the school in his community.

Visit To Alafin of OYO

(The recent death of Bode Thomas ^{34 years old} (Minister of Works Central) was supposed to have been caused by the Alafin thru juju methods.)

When we reached the Palace and stopped the car it was raining moderately. Soon a drummer began to signal our presence. Mrs Garret went in first and after about 5 minutes an attendant with umbrella wearing a police uniform escorted me inside the compound to a building where guests were received. This room adjoined the 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 escorts, the latter I deemed to be wives. They women were ^(20-40 yrs) youngish and attractive. A policeman in uniform acted as interpreter.

The Alafin seemed pleased to speak of the history of "old Oyo" and the bravery of its fighters. The palace of old Oyo was distance of 18 miles from the center to the outer wall of the compound in any direction. The Alafin is a man of dignity and bearing. The prime minister and three other men sat in the chamber during the interview. The Alafin is considered about 80. Mrs Powell of Oyo thinks he walks too spely for that age.

Conference Emir of Zaria Page 203

2/11/53

- Conference Dr. Dikko - M.O. Zaria Gen. Hosp. and
- Alahaji Abu Bakar Imam ^{Member House Representatives} MHR North.
- Abubakar Tunali, Editor Gaskiya Ta Fi Kanabo, Zaria
- Ahmadu Coomassie Asst. Chief Adult Ed. Of. No. Reg.
- Abdurrahman Mora H.M. Zaria Middle School
- A. Makama Editor in Chief Zaria

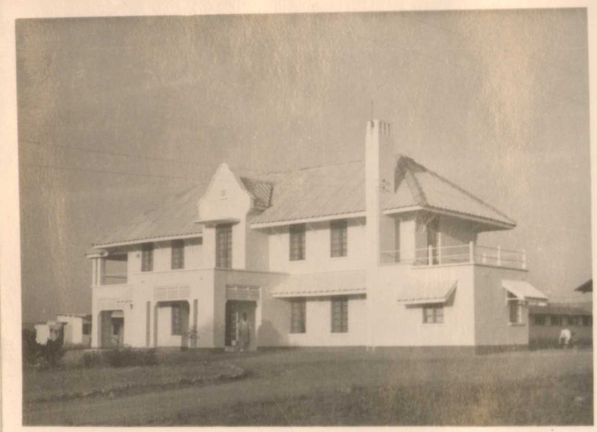
Teacher training doesn't attract enough young men because of low pay. (agree its important to stress education for women in north and their employment as Junior primary teachers. Religion should not be allowed to oppose women's education. Trades education for unmarried women. Girls receive elementary education and then they are removed from school. (Think this is junior primary at that). Old times holding things down. Women want to be free. Women 18-25 represent an age group that ~~should~~ have been married and have given it up after a couple of years because of dissatisfaction with the polygamous system. These need vocational training so they can make a living. Adult education is making a special effort to educate older women so they will see the desirability of keeping their daughters in school. Need a great many more trade centers for both youth and adults. The East end what

has the good luck of more missionary effort. In the North there exist N.A. institutions except in Pagan areas. (This is not accurate as Sabongaris with Southerners have mission schools. These were not considered by group since their interest is primarily in Hausa people. Want private secondary schools rather than mission schools. Muslims are afraid mission schools will interfere with their religion. This attitude is not as strong as formerly. School taxes from property or education rates. Think more taxes should be collected from wealthy northerners. Mentioned importance of light industries. Want capital.

Executive Committee of Economic Council - Kaduna (Lizard Hall)

These notes were made at preliminary session on arrival of Bank mission in Kaduna. The opening statement was made by the chairman of the council the Sarduna of Sokoto. This was followed by an expression of interest by each minister who spoke primarily in relation to the area of his responsibility. The possibility of petrol or crude oil and reference was made to the quality of the coal and the uses to which it might wisely be put. (Since this meeting oil has been found in the Eastern Region. No information on the quantity available has been given.) Tobacco is grown in the north and processed in the South. Cotton also grown in the north. (Saw excellent stands of cotton near Zaria.) "Textiles should be mfg in north". Need financing and people capable of large scale mgt. Giving scholarships to go abroad should be supplemented by visits of specialists to Nigeria. Minister stated that acquaintance with outside world by north came after 2nd world war.





MALIAM ALLYU

Minister of Education ^{MALIAM ALLYU} MAKAMAN BIDA. Present
 trade centers not enough. Mentions problem
 of training people to professional standards
 in view of shortage of academic qualifications
 in most applicants or those who need training.
 Technical Institute to start next year.
 Suggests that training of artisans without
 academic qualifications should be considered
 at this stage. (Though wastage might be
 high more experimentation on training this
 group seems desirable.)

This was the 1st Region in which African
 ministers sat in or briefing conference. A
 difficulty in the Eastern Region was the
 absence of ministers or political envoys.

Secure of Regional minister 5 yrs in north.
 NPC = Northern Peoples Congress.

NEPU = Northern Element Progressive Union

This latter group is in the majority and has been
 in power. In conference with Minister of
 Education in his office he again mention
 the inadequacy of three trade centers. 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.
 He believes N.A. and Regional funds would support these.

Departments of Education - Regional:

North: Report Director of Ed. Northern Region - Mr. F.D. Hibbert
(Adult Education covered under subject heading.)

Specialists in science and mathematics hard to get on expat staff. Cities manage as a cause of wastage among women expats.

Recruitment of technical instructors unsatisfactory (solely competition in U.K. probably.)

Two more Nigerians reported promoted on trial to sr. service. (One as N.A. Ed. officer). This brings total to 13. None of these possess normal academic qualifications. This is because for appointment as education officer. P.20 Par. 5, (This is probably explained by fact that normal qualifications require study in U.K. (check)? Nigerian promotions based on "administrative ability, reasonably long service and sound character." Four of these N.A. Ed. officers have become ministers. (2 regional & 2 central).

Wives of locally engaged personnel are appointed to teaching posts from time to time.

A committee has been appointed to be concerned with means of using all forms of education to build character, inculcate religious principles and to produce intelligent, unselfish citizens. (P.21, Par 7.)

Mr V.L. Griffiths, former principal of Bahkt-er-Ruda Tea. Jr. Center - Sudan invited to visit north and advise on a specially "well found" govt Tea. Jr. Center which will emphasize in service training of staff from other Tea. Jr. centers and have facilities for experimental work including text book production. P.22. Par 10. Griffiths spent March of 1953 in north developing report.

Rural Ed. Center Bauchi financed by C.D. and W, formally opened and 1st class graduated. Rural Ed. center for middle belt deferred. It is to be at Abuja. Women's training centers at Maiduguri and ~~Kabba~~ Kabba. V.A. rec'd assistance with bldg. programs from C.D. & W. Estimates too small due to rise in construction costs.

Organization of Senior Service Staff
Director of Education; 3 Inspectors of Education Based: Zaria, Jos + Minna
Chief Education Officer - Sec'y-Typist.
Women's Section: Chief Women's Ed. Officer - Domestic Science organizer
Technical section: Chief Inspector of Tech. Ed. - Sr Technical Ed. Of. (Prin of T.C.)
Finance section: Regional accountant (T.I.)
No. expansion of hdqrs staff to meet needs of program now spending £1 1/2 m. yearly including CD+W + N.A. Senior Service staff of about 200.

Facilities needed to train visiting (superior) teachers. Clerical staff largely untrained or inexperienced. - Local Education committees beginning to function usefully. They constitute preparation for Local Education Authorities. (P.30 par 20) Advisory Boards appointed for all Govt and N.A. Post primary institutions. These will develop into boards of governors later (P.30 par 22). VA's and NA's have improved their relationships thru local Ed. committees. An increasing spirit of tolerance noted. Muslims vigorously resist any efforts by VA's (MISSIONS) to proselytize among them. The missions serve the non-muslim students only. VA. Sec. schs and trade centers helped thru special purpose grants to complete their building programs if CD+W grants were inadequate. Special purpose grants were also given for libraries and equipment. NA's may make Compulsory Attendance orders if they wish. Compulsory attendance may be invoked against peasant class. Demand for primary education growing thruout region. Few girls in middle schools. Largest number at Bauchi & Yola where women education officers are posted. Fees: All VA's chg. fees as a necessity. Response of parents to fees in VA schs. indicates a good effect as they seem to value education more. Assay boy admitted to Sec. or middle sch assured of job on completion. Parents don't pay fees well in Govt schools. (Probably feel taxes should suffice.) Hausa has an official and a commercial value. (Language & market) Library facilities and books generally inadequate. Middle sch. curric. overemphatized with English and math. Rural Sci and handicrafts being added. Health investigation reveals children underfed and suffering from dietary deficiency. Addition of vitamins to diets would cure some deficiencies. Education of parents ^{proper} on diet thru adult education classes to be tried. school gardens will help. School meals: B'fast not a success in prevention of truancy. School lunch should prove better anyway. Some mothers resent idea of school lunch as a reflection on them. Salaries: Teachers regarded as well paid. Result an increased number of applicants for Tea. Jr. colleges (many teachers overpaid because unappreciated.) new scales have hit V.A. ^{hard} in their unassisted schs. Grants in aid now remedy this. Revenue: 17 1/2 % spent on education. £ 844,864 spent 1952-53. Grants in aid £ 382,622 (Primary £ 211,557, Tea. Jr. £ 20,813, Sec. £ 13,784. Special Purpose £ 135,868. CD+W. general education exp. £ 125,000 - Recurrent 58,963 = £ 1,183,963. " " Technical " " £ 105,729 - " 53,729 = £ 1,595,855. grand total £ 3,435,488

N.A. gross on education 1952/53 £ 502,411 = 15% of total N.A. Revenue. N.A. Rec'd from grants in aid or fees £ 144,118 to be applied against the above figures. Recurrent grants in aid reimbursed by central government. Northern Region expenditures on education more than East or West if grants from center are included. These central grants can't be expected indefinitely. Further development to require education rates or increases in general

Taxes earmarked for education, Capital expenditures chief concern for the future.

Primary Education: Progress slow because maintenance & standards important

Consolidation desirable over next two or three years.

	1950	1951	1952
Primary schools NA	605	446	703
" " V.A.	851	889	990
Pupils NA	40,705	41,891	47,853
" " V.A.	68,030	65,670	74,292

In 1952

NA Jr. Pri. Assisted		VA Jr. Pri. Ass. Sted	
517	152	494	328
32	2	121	47

Boys to girls in NA Jr. Primary = 3-1, in V.A. Primary 4-1
" " " " " SR. " " Very small " " SR. Primary 3-1 (girls smaller mostly)

Zaria = battle ground for VAs. NAs weak. Now have system of community schs. (Highly successful in Kabba Province). Schs. are built by communal effort and staffed by NA teachers. Special arrangement is made religious instruction by appropriate missions. There is a growing demand for sr. primary education, since it is the basis for further development.

Girls Education: Five govt NA boarding schs. for girls - staffed by expatriate and African women. There are 10 mission boarding schs of the same type. = Sr. Primary of widest type. 8 of these total of 15 girls boarding schs. have 3000 students and were opened in the last three yrs. 9 more are planned. Nine girls schools are recognized for the 1st. school leaving certificate. Moderns prefer girls taught by women. men teachers often neglect girl students to avoid possible scandal. Queen of Apostles secondary sch., Kaduna, only one up to class VI. All sec. ed. for girls offered by missions. Observed two girls at the Queen of Apostles Sec. sch. preparing for univ. after finish class VI.

Boys Sec. schs: Zaria Sec. sch. best with 1 yr. prep for univ. col. Bldgs for Keffi Sec. Sch. completed. Students soon to be transferred from Kaduna where they are in temporary residence.

Middle schs. soon to be upgraded to Sec. Schs. Technical ~~Centers~~ Ed: Trade centers at Kaduna, Bukuru and Kano. Bukuru and Kano have only carpentry and masonry going.

(From schs below standards than Pri 4)

Trade centers recruit from Pri. VI, but promising Pri IV students accepted on probation. T.C. graduates go to U.A.C. - WAAC - PWD. (check on these boys performance with respective companies in Lagos.)

Nine of 12 handicraft centers completed. Tech. Inst. at Kaduna not yet started, will be located in old Kaduna college building. Chief Inspector of Tech. Ed. Lt. Col. G. A. Newderson. (Recognizes need for more students, as does Mr C. Willis head of Kano T.C. Domestic Sci. centers. Four located at Minna. Okeke - Ilorin and Offa. The domestic sci. center at Jos. taken over by govt. Kaba center closed for lack of staff. A new center opened in Kano. (located at Holy Mundy school). Lack of teachers handicap of domestic sci centers. (Teachers have to qualify in U.K.)? A special training course for this work at Enugu.

Nursing: Pre-nursing course in Maiduguri training center. 2 students in veterinary school at Liverpool, 2 successfully passed M.B. Exam and now doing clinical work in U.K. 3 doing legal studies and 2 in Royal Military Academy at Sandhurst. Northern Region Scholarship Board awarded 6/10 scholar ships for U. Col and U.K. also given for pre university training. Scholarships to teachers for 1 yr. to do professional certificate at Inst. of Education, London Univ. and for special 2 yr. course at Leicester Univ. Four scholarships given northern women to study domestic science in U.K. (Central Scholarship Board gave 3, Northern Regional Board " 3) one of these for nursing and one for study of infant teaching methods. (Doesn't say where).

Teacher training: 22 ^{institutions} for men and 6 for women in North. Five programs, HETC - ETC. Vernacular A. Vernacular B. & Preliminary Sec. sch. teachers trained NCAST at Zaria. Demand great for HETC³ just as sr. primary training necessary for other training either technical or Teacher training and beyond. More ETC³ badly needed also. 219 women in training as teachers (211 ETC & 8 Vernacular.) Annual out put of about 70 a yr. Only 45 graduated last yr. House plan for dormitories favored in board schs. (these seem to be good.)

Western Region (Population 6,345,940.)

Primary Schools

Junior primary schools 2850 Enrollment 390165
Senior " " 1310

Estimated number of children of primary sch age 1,426,600
27,390 of primary children attending school.

~~Junior~~ Primary teachers employed 16,761 ^{Senior Primary}
23.3 pupils per teacher.

Boys in primary sch. 20,790; Girls 6,690 of pri. age children.

Secondary Schools 51 - Enrolment 9000

10 new secondary schools planned for next year.

No secondary school teachers being trained in the West at present time. C.A.S.T. expected to undertake preparation of secondary sch. teachers.

Teacher Training

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

Enrolment E.T.C. 2740

" H.E.T.C. 1730

Ratio of untrained to trained teachers 4-1

Logos Pri sch.

Sch. age children primary 96,400 in sch. 49,200 = 5190.

Boys ~~177~~ 33,390 Girls 17,790

Teachers 2001 - Pupils per teacher 24.6

met Resident of Oyo Province Col De Garston and his wife. Mrs De Garston was receiving the anti robes treatment. I had dinner with the D.O. of Oyo, Mr C. E. Hodwell at the Garrett Residence. Mr & Mrs C. Powell Americans (North Carolinians) are coworkers of the met Mrs M. H. Garrett. Mrs Garrett's father was born at Loachapoka, Ala. She in Ky.

Butler, F.K. memorandum on administrative relationships for primary schools suggests plan B of Mackell's statement as the advisable procedure at this time. With: Great wastage of African staff in education assigned to new political activity. Legislature composed largely of ex-teachers.

Revised below

Eastern Region

Nov - 4th 53

Junior Primary	3562	-	pupils	408411
Sr. Primary	1887	-	"	143897
Secondary	47	-	"	9060

Tea. Tr.

HETC	11	students	1134
ETC	25	"	1726

Eastern Region (enrolments) 1952

Primary	519328
Secondary	8730
Technical	325
Teacher training	2585
	<hr/> 530968

Cameroons

Primary	32980
Secondary	830 (330)
Tech & Trade Center	25
Teacher Training	275
	<hr/> 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." A.E. P.1. They are (the colonies) under British rule and in touch with Western civilization, and all of them are aspiring to self government which it is the declared object of British Policy that they should attain, *ibid.*

In Africa, as in many other under-developed regions, poverty means bad communications, bad communications mean isolation, isolation means ignorance and all the evils such as disease and malnutrition, suspicion and apathy which result from ignorance, *ibid.* P.2. These and many other problems education must face and solve.

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

Asquith and Elliot Commission's reports resulted in the present plans for University colleges in Gold Coast, Ibadan and East Africa (Makerere college). A.E. P.4

Colleges

The problems of education on the West Coast, however similar they may appear to be to the problems that ~~have~~ ^{which have} arisen within the last one hundred years in England, are problems which have to be solved within the circumstances of West Africa. A.E. Par. 4 - P.7.

Whatever developments may lie ahead in industry, mining and the ~~forming~~ ^{growing} of export crops, it must remain true for ~~the~~ ^{any} foreseeable ^{distance into the} future that West Africa must grow its own food or starve. A.E. Par. 14, P.8.

Education is an instrument of stability and an instrument of change. "Good judgement is assisted by honest advocacy" A.E. Par. 18, P.9.

The responsibility of education is the task of developing the people and not just the children ^{child}.

Other hill-top villages are fenced by high hedges of poisonous cactus. In all of them the poverty of the people is equalled only by their kindness to the strange European, and their laughter and happiness is, in itself an act of courage. A.E. Par. 63, P.15.

In brief, none of the many schemes for social and economic development now under discussion can be carried to success unless Africans with the right skill and training are available to work them. A.E. Par. 59, P.15.

Problems of evil and suffering, painfully reminiscent of the early days of the industrial revolution in England, are already engaging the troubled minds of all thinking men and women. A.E. Par. 66, P.16.

What is new, in the trading life of Africa, is the emergence of a powerful class of Africans trading on a large scale. A.E. Par. 69, P.16.

Education has the responsibility of discouraging the development of a strongly stratified African society, A.E. Par. 72, P.16. This requires that institutions of higher learning are effectively dedicated to the welfare of the total population of Nigeria. ^{A.E. Par. 73, P.16}

Main lines of policy suggested by P.S.F. in 1921 still apply. These suggestions can now be developed in the light of 30 yrs. experience. *ibid.*

The present educational policy of wholesale training for Clerkships and ~~of~~ ^{of} ~~sketchists~~ ^{craftsmen} reflects the early needs of missionaries and their approach to education. It hangs on as a practice seriously outmoded by the present diversity of vocational need. A.E. Par. 74, P.16.

Problem of placement in employment needs to be considered afresh to guide policy for vocational training and apprenticeship schemes. A.E. Par. 76, P.16.

Moral values must be stressed as many Africans have discarded ~~the~~ ^{their} old ways with all ~~its~~ ^{their} sanctions and are not fully aware of the sanctions of the new ways of life they strive to adopt. A.E. Par. 77, P.16. This has come out frequently in complaints of dishonesty and lack of integrity in business dealings.

There is a belief in the magic power of education to cure all ills without sufficient understanding of the difference between sound education and mere book learning. Education is envisaged as something to be added

(Educational institutions should be more than places for the education of students. They should be ^{centred} on the problems of the community. They should be foci of intellectual infection.)

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 impartial law enforcement with regard to debt. Schools should take more account of problems related to personal conduct, integrity and reliability. *ibid.* Par. 81.

"There is need for definite social training in schools and in training colleges which should make clear the loyalty and responsibilities a man owes to his immediate family, to ordering his financial obligations to himself as a person of integrity, honor and integrity, and to the state as a citizen" A.F. Par. 81, P. 17.

many govt exams are without validity. They are tests of memory rather than thinking, A.F. Par. 155, P. 30.

The most certain way to promote industrialization in the Gold Coast is to lay the foundation it requires by taking vigorous measures to raise food production per person engaged 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 surest way to industrialize the Gold Coast would be to multiply by four or five ~~for~~ the resources available to the Department for fundamental research into food production. I.G.C. P. 7.

Influence of migration on farming and land tenure in future. Implications of trend for training in agriculture.

There is need for a general statement on standards in general in the foreword or general discussion. This should be supported with appropriate comment on standards in sections where they apply directly. The assumption that failure to adopt UK standards for professional courses will lead to cheapening of degrees needs examination. Losses of this kind ~~do~~ exist, but in competent hands they are invariably followed by tightening up. To some extent reliance on external standards is an admission of weakness at the point of enforcement.

Appropo recommendations: Indicate the import of suggestions is to readjust programs to the necessary qualitative level rather than an attempt to meet a quantitative need. As desirable as expansion seems in all educational effort its exact 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 expatriate talent and the lack of funds. It will only be by unusual effort that the staff needed for proposed schemes can be secured in the quantity and quality desired. If a satisfactory beginning is made along the lines suggested the stepping of the quantitative foot can await more detailed study, some of which can come as studies in the mode of the respective educational areas.

Discussion on the relationship of missions to education should note the difficulty in getting govt grants to improve and expand the facilities of V.A. schools. Grants granted are usually substantially smaller than those granted public or govt or NA schools. This factor will may prove more serious in significant programs of expanded development.

The denigration of tribal sanctions should be referred to as a part of the problem of adjustment facing Nigeria. Tribal sanctions grew out of centuries of value development whereas there has been time for but a superficial grasping of western culture in its most glamorous and commercial aspects. Social family disorganization provides little chance for the inculcation of the more basic values of democratic and Christianism. Given 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 assessment should be as closely coordinated as possible. The Dept of Labor or other agency of government should undertake such a survey as soon as possible and this should be supported with an annual review of changes and trends in employment.

There is need for and there should be the willingness to examine time worn concepts in the light of ^{after critical evaluation} newer needs and changing times. Where no clear support can be found for continuing present practices experimentation to find new and better ways should be undertaken. This reluctance to experiment or change has been explained on the basis of the uncertainties, ~~limited~~ ^{restricted} resources and limited objectives of the past. These are each and generally deterrents to change but at least two of them have been revised expanded objectives and ~~also~~ less restricted resources have been altered. With the stimulus of these two and the knowledge of past failures there can be little excuse for a lack of bold experimentation as a basis 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 personnel to the point of staffing and manning and giving full leadership to Nigeria is a program for the next 25 and more years. India is said to have more expatriate experts since independence than before. In Nigeria it should mean the bringing in of the best available expatriate experts and staff wherever they are and not just from U.K. The present inflexible situation with patent incompetence in certain posts reflected a narrow employment policy to the point of inbreeding.

Regional vs Central.

Prudent and careful delineation of functions desirable. There is a distinct need for programs at both levels existing in a state of mutual dependence and helpfulness. Central Services: Nigeria represents itself to the world as a single country of 30 plus million people and an area of $\frac{374000}{150}$ miles. A country of such size is one to be considered in significant way 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 infact means something in terms of a coordinated whole supported by certain basic standards in educational, health and ^{economic opportunity} equality under the law which as related to the individual citizen. This can be accomplished by without interference with those ^{many and varied} detailed considerations ~~and~~ involving special and peculiar conditions which most closely related to the ability and aspirations of the people and which therefore need determination at the regional and local level.

At any rate security against central domination can always be preserved by the democratic process which selects central servants 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. & the obtaining of a certificate to be eligible to practise medicine or dentistry in West African colonies.

Conference Dr Forster, Coordinator for Protestant Mission Education. Address 22 The Manor - 12/12/53

Dr. Forster ~~agrees~~ agrees present relationship of missions to primary education seriously in need of restudy. The situation ~~as regards~~ secondary and teacher training though less acute also needs review in terms of future emphasis of missions in education. He thinks it important that missions continue in a pioneering role. Thinks this might take the form of education within in the church associated with an expanded program of youth activity. He believes the missions feel they shall a responsibility to see that the values which they have developed in Nigerian education are preserved. The question is how this may best be accomplished. Dr. Forster believes a study of the roles of missions or the church in West Africa would be a good thing at this time. He thinks that such a survey or study to

be acceptable should have full participation of those on the mission field in the formulation of the objectives or terms of reference and in the conduct of the study itself. If this procedure is followed he thinks it quite possible that some parent church bodies might be sufficiently interested to help underwrite the cost of the study. Mr. Foster thinks that unless this approach is made the mission would be inclined to regard another survey as a great bother, as they feel already plodged by surveys in which they have no real part, and might feel reason to be guided by the findings of such a commission.

I expressed to Mr. Foster the view that the church will, or should soon find it necessary to face up to the fact of their receding influence in the total educational picture in view of the expanding programs of education at all levels and the necessary increasing reliance on public funds to carry the cost. Mr. Foster admitted that mission funds are decreasing and that some missions are financing their programs entirely thru the local church constituency. This fact might make it difficult he thought to follow my suggestion that missions concentrate on the development of a few educational institutions, at all levels and strategically placed, where their excellent quality would serve as a pace setter for the public school system. He thinks the local church constituency may not

be willing to contribute to the support of a school not in the immediate locale. He did think this might be considered the contribution to be made by the Home Church. I expressed the view that missions would be in a stronger position to influence the moral and spiritual content 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 spaced increasingly thin. Since education authorities under any system of cooperation have expressed ^{the desire} to have mission participation in the instruction of moral and religious values, effective functioning at this level, now denied in most countries, along with the freedom to observe and criticize educational policy would leave the missions in a strong and unassailable position. It seems wise, in behalf of the values the missions seek to protect, to avoid a contest between the missions and govt officials on the question of jurisdiction and equally desirable to avoid a ^{situation} certain to be encountered on the present basis, of the public education authorities having made decisions delimiting spheres of influence of contesting missions in a given territory. Aside from these measures to be avoided there stands out clearly the need, which shall persist in the indefinite future, for institutions under private control and direction to serve as buffers against the complete domination of education by the state and to exist as places in which freedom to experiment

and pioneer programs in relation to felt ^{human} need, may be promptly and expeditiously. The precise control of the missions and limited number of institutions involved would facilitate prompt and expeditious action as compared with the inevitable delays incident to the institution of new programs in public or state education. Obviously the problems related to any redirection of mission education are many and involved. The Int. Bank Mission suggests that policy decisions by the missions 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 missions and authorities representing govt in the direction of education gives time 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 ~~leads~~ encourages a laissez faire attitude rather than one of active concern. Such seems necessary if a deterioration in the relationships between ~~mission and state~~ ^{future, planning, progress} education is to be avoided and ^{the} good accomplished ~~during~~ ^{by} the missions during a period of untested pioneering.

Scholarship Programs

Scholarship programs in need of review on following.

- a. Forming objectives (degree of reality)
- b. duplication of different funds.
- c. Effectiveness of selection procedure. ~~(b)~~
- d. Are best qualified people selected?
- e. Are numbers in a given field sufficient as 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. Pilot schemes were used to test various methods of organization and instruction.

Organization: Chief Adult Ed. Officer; ^(W.F. Jeffries) asst. Ch. Ad. Ed. Of.; an experienced N.A. Ed. Of. (Nigerian) and Specialist Ed. officers in chg. of:

- (a) Literacy and Post Literacy Campaigns
- (b) Vernacular Literature Production, ^(Mr. Skinner)
- (c) Visual aids
- (d) Practical Training with Community Development
- (e) Research Projects on Teaching English to different vernacular literates.

Proportion of women attending literacy classes small, about 1-30 in the Sif Provinces. Moslems don't like mixed classes of men and women. The field organization financed by N.A. covers salaries and expenses of organizers and part time instructors reimbursed from regional funds. Consumable supplies charged to N. treasuries. Handbook published for field workers for 1953.

Literacy Programs in the 12 Northern Provinces

No. of centers; 1937 | Total Enrolment; 78 732 | Certificates 1952/53; 25,685.

Six books now available in vernacular dealing with reading, letter writing and use of figures. "Nanyar Karatu" the first reading book has sold 97000 copies.

The practical section will use demonstration and exhibition methods.

A book shop vans are to be built and equipped. An aerial photograph of a ~~miniature~~ model village will be used to encourage village replanning. Exhibits will be placed at state fairs.

Govt programs for adult women, other than govt training colleges, is confined to Plateau Province. The Adult Women's Ed. Officer has six classes in villages near Jos. Wives classes are held in men's training colleges at Toro and Mubi. Missions also do work with women and have monopoly of such work at leper colonies settlements. Govt help has recently been extended to new classes in the Cameroons, and to Adamawa - Plateau and Zaria Provinces. Women respond well to work, with needle work and crafts of high standard. Noticeable effect seen on health, child welfare, and hygiene in homes of adult women students.

Conference at Zaria with Chief Adult Ed. Officer.

Demand for printed material has increased greatly over last year and exceeds the supply. Newspaper advertising brought 160 enquiries for material costing 2-3d, market will pay 9d to 1/ for popular material. Arabic material go up to 10'. See book on a 50s. Contact Mr. Clewley thru resident. Pilot literacy was put in after the war to prove literacy was possible. Adult education must carry literacy with it. The indirect value of literacy education is to kill the prestige of literacy. Many petty officials (top collectors) exhibit a tyrannical attitude towards those who can't read. Therefore teaching literacy reveals that those who can read have no great or unique accomplishment to their credit.

Training work in 1949 begun on basis of proof rec'd from pilot program. Plan calls for regional network. 100000 people enrolled in literacy classes. (Nov. 1953). Hope for 1/2 million by Nov. 54. This will initiate a 5yr. program to make 22% of people (North) literate; ages 16-40. This will not include literacy efforts of missions and V.A's. The center at Zaria will eventually suspend classes and concentration advise and materials. "Jeffries: "Everywhere you go now people are not waiting on classes but are teaching each other, must train 15000 instructors who are purposely not called teachers. Any literate person willing to enter training course may become an instructor. Each area or social unit has an organizer who is a full paid person. Now have 200 and need more. One organizer should not look after more than 20 villages. They organizers must recruit and open classes. They give examinations and at end dismiss pupils. Only 1 session per pupil. A session is 4 mo. or 3/4 yr. classes meet 2 evenings per wk. Literacy campaign is primary object of regional policy. Lt Gov. has called for expansion of adult education beyond literacy phase. Visual Aids section will use film strips. Since ordinary people do little traveling parallel films will cover some subjects in different culture groups. This effort will attempt to counteract tendency to go to distant areas without knowledge of what occurs nearby. Attention of Research section being given to preparation of vernacular English reference books to Hausa improve English. Present books do the reverse.

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