

CHAPTER 1V.

A. Ghana.

1. History:

The Gold Coast acquired a new constitution in 1951 which vested authority in the Governor, the Executive Council and an elected Legislative Assembly. Administratively the country is divided into the Colony, Ashanti and Northern Territories, each of which has provincial status.⁽¹⁾

The early history of the Ghanaian peoples is derived from traditional lore and folk tales based on ancient tribal movements, and association with earlier homes. The name Ghana is derived from the ancient Somghai Empire of Ghana in the western Sudan, whence, it is believed, the original immigrants came in three waves, starting about A.D. 1250. Among the more important dates in the recorded history of Ghana are the following:

1471: Portuguese, first Europeans to land, took away gold dust, which accounts for the original name of "The Gold Coast."

1482: Elmina Castle, and forts along the coast, built by the Portuguese.

1637-42: Dutch West Indies Company captured Elmina, and drove the Portuguese away.

1662-1750: English, Dutch, Swedes, Danes, among other nations, established trading settlements on the coast.

1821: United Kingdom Government assumed control of British settlements.

1844: Bond signed by Fanti and other chiefs acknowledging British jurisdiction.

1871: The Dutch, the only other European nation with representatives still on the coast, ceded their settlements to the British.

1874: Colony of the Gold Coast created by charter, and Legislative Council set up.

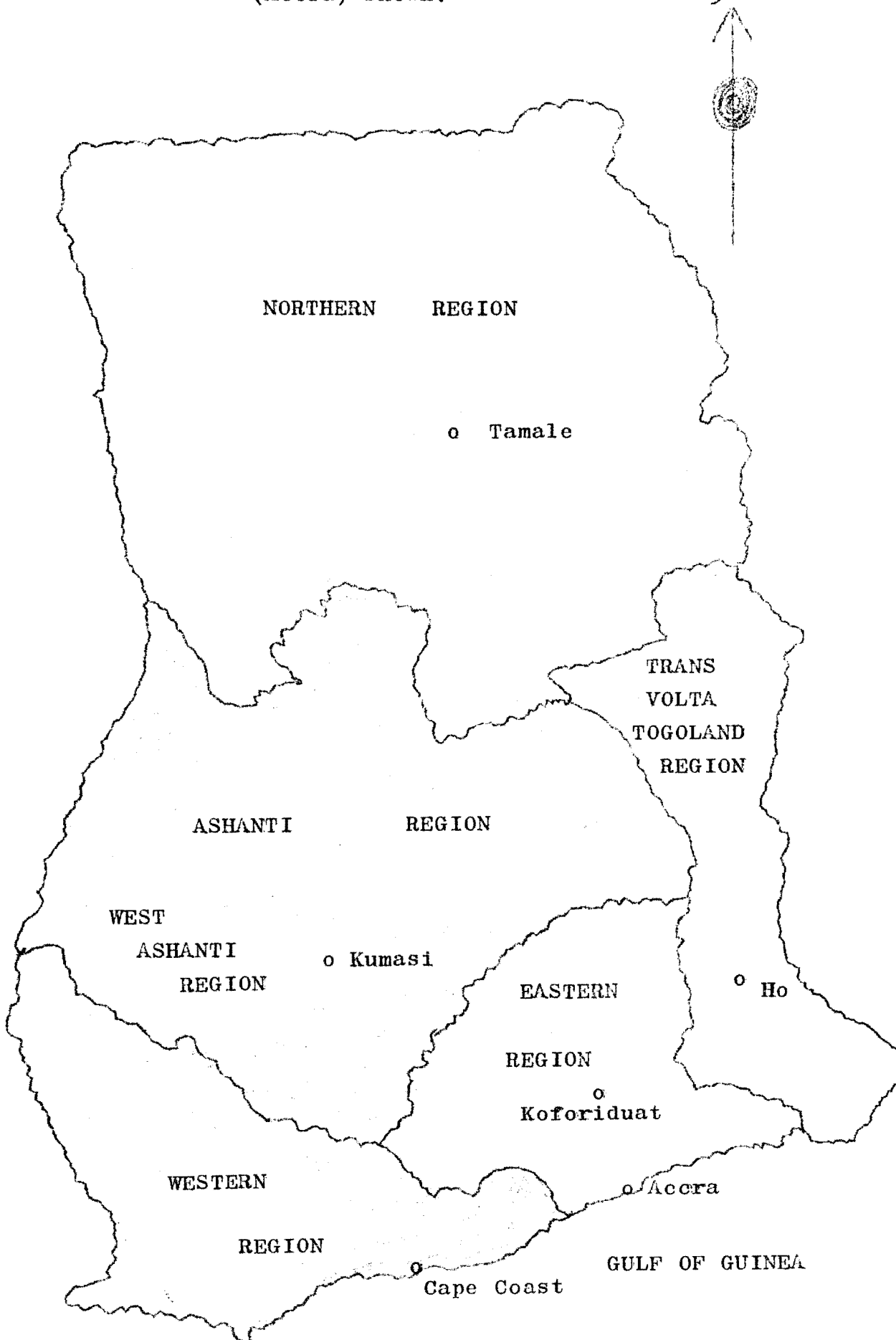
1901: British Protectorate declared over other areas.

1906: Boundaries of Colony declared.

1922: Portion of adjoining territory of German Togoland placed under British mandate by League of Nations, and subsequently administered as part of former Gold Coast.

CHART L11: Ghana and its Regions.

Regional Capitals and Federal Capital
(Accra) shown.



1925: Elected members included in Legislature.

1946: Unofficial majority introduced in Legislature.

1951: Dr. Kwame Nkrumah became Leader of Government business when his party - the Convention People's Party - was victorious at a general election.

1952: Dr. Kwame Nkrumah appointed as first Prime Minister.

1953: Proposals for constitutional reform submitted to United Kingdom Government.

1954: New constitution, with all-African Cabinet and Legislature, elected by direct election.

1956: People of Togoland agree by plebiscite to join an independent Ghana.

1956: United Kingdom Government proposed termination of trusteeship agreement and integration of British Togoland in independent Ghana. United Nations General Assembly approved of this proposal in December 1956.

1957: On 6th March, Ghana became independent, and a Member of the Commonwealth.

2. Facts and Figures:

- (a) Total population (1957): 4,763,000; Europeans, 11,000. European percentage of total: 0.24 per cent.
- (b) Total area: 204,000 square kilometres; 78,800 square miles.
- (c) Population Density: 19 per square kilometres; 50 per square mile.
- (d) Population within school age limits: 5-11 years: 405,000; 12-15 years: 270,000.
- (e) Total enrolment within school age limits: 5-11 years: approximately 40 per cent; 12-15 years: approximately 20 per cent.
- (f) Total enrolment in primary schools: (1950) 245,000.
- (g) Enrolment of girls as percentage: 25 per cent.
- (h) Illiteracy rate (1948 estimate): 80 per cent.
- (i) Total revenue: (1949-50): 18,106,495 pounds.
- (j) Expenditure on Education: (1950-51): 2,209,093 pounds.
- (k) Capital: Accra (with a population of 150,000).

(1) Colonial Office Figures: London July 1952, World Survey, p.734, and Government Fact Paper, No. 97, 1961.

(1) Regions and their administrative centres:

<u>Region</u>	<u>Centre</u>	<u>Population</u>
(i) Western:	Cape Coast:	23,346.
(ii) Eastern:	Kofo riduat:	17,806.
(iii) Ashanti:	Kumasi:	78,483.
(iv) Northern:	Tamale:	16,164.
(v) Trans-Volta-Togoland:	Ho:	6,000.

TABLE L1V: Figures for enrolment in each type of institution in each region are shown in Table L1V.

(m) Language Groups:

- (i) FANTI Group on coastal belt.
- (ii) ASANTE of Ashanti Region.
- (iii) EWE of Trans-Volta-Togoland

CHART L11: Chart L11 shows the various regions and their administrative centres.

TABLE L111: Figures for enrolment in all types of institution for the years 1951, 1954, 1957 are shown in Table L111.

3. Aims and Policy:

An original 10-year development plan was revised in 1950 in order to take account of the popular demand for more schooling.

The aim of the Government is to provide universal primary education with the least possible delay.

The rapid expansion has brought with it serious problems: the conflicting demands of quality and quantity at the primary level; the need for more trained teachers, and the need for making the profession attractive enough to compete with other forms of employment. ⁽¹⁾

The fact that the country's territorial differences of necessity bring about a certain amount of provincialism, will of necessity produce certain difficulties. In the colony and Ashanti such well-established languages as Twi have an adequate literature for school purposes, while this is not the case with the vernaculars of the Northern Territories. With the expansion of secondary and higher education, problems of school buildings and equipment and trained staff arise.

TABLE LIII: Institutions and Enrolment, years 1951, 1954, 1957:

Type of Institution	Number of Institutions			Enrolment		
	1951	1954	1957	1951	1954	1957
All Institutions	3,197	4,236	4,839	311,892	522,063	617,472
Government and Approved	1,659	3,918	4,377	225,441	505,089	587,434
Autonomous(1) ..	2	3	3	777	1,427	1,382
Private	1,536	315	459	85,674	15,447	28,656
Primary Schools	2,533	3,271	3,751	234,492	403,201	468,021
Approved	1,083	3,136	3,372	154,360	396,933	455,749
Private	1,450	135	199	80,132	6,268	12,272
Middle Schools .	540	864	1,131	66,483	104,585	127,517
Approved	539	717	931	66,175	97,391	115,831
Private	1	147	200	308	7,194	11,686
Secondary Schools	62	50	60	6,901	8,602	12,119
Government and Approved .	12	30	37	2,368	6,338	9,261
Autonomous(2) ..	1	1	1	569	598	599
Private	49	19	22	3,964	1,666	2,259
Technical and Trade Institutions	41	21	46	1,892	1,574	5,159
Government and Approved .	5	7	8	622	1,255	2,720
Private	36	14	38	1,270	319	2,439
Higher Educational Institutions	1	2	2	208	829	783
University College of Ghana	1	1	1	208	432	317
Kumasi College of Technology(4)	-	1	1	-	397	466

(1) The University College of Ghana, Kumasi College of Technology, and Achimota School.

(2) Achimota School.

(3) Includes enrolment of courses leading to Teachers' Certificate A at the Teacher-training Department of Kumasi College of Technology. The number of Training Colleges shown in the Report "Education Statistics, 1954" was 33, comprising 5 colleges providing both Certificate A and Certificate B courses, and counted as separate institutions for each certificate.

(4) Excludes enrolments for courses leading to Teachers' Certificate A, included under "Training Colleges".

The differing rate of educational development as between the Northern Territories and the Colony and Ashanti, is a general question affecting all levels of educational administration.

The education system continued to expand. In 1951, before the Accelerated Development Plan for Education was launched, there were 1,083 primary schools within the public education system. In 1957 there were 3,372. By February, 1958, there had been an increase of 30, most of them in Northern Ghana, bringing the total number in 1958 to 3,402. Enrolment of pupils showed similar increases from 154,300 in 1951 to 455,709 in 1957. In 1958 this figure has fallen slightly to 130,00 in Class 1.

The middle school system has continued to expand. In 1951 there were 539 middle schools with enrolment of 66,175 boys and 11,835 girls. Since then the number of middle schools has steadily increased.

In 1958 there were 1,030 middle schools with 93,215 boys and 32,678 girls. In both primary and middle schools the increase in the number of girls has been much greater in proportion than the increase in the number of boys.

During the year 1957-1958 one more secondary school was added to the list of schools financially supported by Government, thus bringing the total number of these schools to 39.

TABLE LII: Figures for enrolment in each class in Primary and Secondary schools are shown in Table LII.

TABLE LX: Figures for mass literacy are shown in Table LX.

4. Organisation and Administration:

(a) General:

The majority of schools in the Colony and Ashanti are owned and managed by missions and churches. In the Northern Territory the majority are native authority schools.

Organisations, religious and secular alike, which conduct grant-aided schools, are officially termed "education units."

The central authority is represented by a Minister of Education. A Department of Education ensures the control and

development of education.

(b) Medium:

In the Junior Primary stage the medium of instruction is the vernacular. In the secondary stage English is the medium.

(c) Syllabus Content:

(i) Primary:

The primary syllabus is related as far as possible to the environment - to hygiene, village sanitation and agriculture, in addition to the regular reading, writing, arithmetic and other subjects.

(ii) Secondary:

In the secondary school entrance is determined by an examination now uniform throughout the country. The curriculum is determined by the University of Cambridge Local Examinations Syndicate.

(d) Technical Education:

Technical Education is provided at trade training centres, which recruit from senior primary schools.

Enrolment in the Government Trade Schools and Technical Institutes has steadily risen from 1,255 in February, 1954, to 2,826 in 1958. Yearly outputs from full-time courses alone have correspondingly increased from 160 in 1954 to 288 in 1958.

The first technicians' courses leading to the award of Overseas Certificate of the City and Guilds of London Institute in Mechanical and Electrical Engineering and in Building commenced in September, 1958, with the intake of 81 students of School Certificate level.

TABLE LVI: Enrolment in Government Technical Institutions is shown in Table LVI.

(e) Vocational Education:

Vocational Education is at secondary and post-secondary level, and is undertaken by such government departments as Agriculture, Health, Post and Telegraphs, Railways and Survey.

The output has also increased considerably from the Boys' Vocational Training centres at Accra, Cape Coast, Sekondi and Kumasi from 60 successful trainees in 1956 to 122 in 1958. The increase is entirely due to more successful trainees in carpentry and masonry, whereas the number completing the two-year course in mechanical fitting has declined.

TABLE LIV: Enrolment in Each Class in Approved Primary and Middle Schools, 1957:(1)

Type of School and Class/Form	Pupils	Boys	Girls
Primary and Middle Schools	571,580	389,623	181,957
Primary Schools	455,749	301,585	154,164
Class 1	115,867	73,044	42,823
2	79,329	51,714	27,615
3	70,801	46,701	24,100
4	66,563	44,794	21,769
5	62,380	42,325	20,055
6	60,809	43,007	17,802
Middle Schools	115,831	88,038	27,793
Form I	35,724	26,465	9,259
II	30,351	22,958	7,393
III	26,316	20,101	6,215
IV	23,440	18,514	4,926

TABLE LV: Summary of Enrolment in each Type of Institution by Region and Status.(2) Year 1957:

Region and Status of Institution	All Institutions		
	Persons	Males	Females
<u>Ghana</u>	617,472	424,361	192,911
Government	3,888	3,699	189
Approved	583,402	398,766	184,636
Autonomous	1,526	1,248	278
Private	28,656	20,848	7,808
<u>Western Region</u>	139,751	99,651	40,100
Government	1,495	1,476	19
Approved	134,485	95,288	39,197
Autonomous	-	-	-
Private	3,771	2,887	884
<u>Eastern Region</u>	194,818	126,545	68,273
Government	960	823	137
Approved	174,714	112,053	62,661
Autonomous	916	721	195
Private	18,228	12,948	5,280
<u>Trans-Volta Togoland</u>	101,741	67,951	33,790
Government	195	-	-
Approved	98,065	64,980	33,085
Autonomous	-	-	-
Private	3,481	2,776	705
<u>Ashanti</u>	156,998	111,409	45,589
Government	533	513	20
Approved	152,752	108,205	44,547
Autonomous	610	527	83
Private	3,103	2,164	939
<u>Northern Region</u>	24,164	19,005	5,159
Government	705	692	13
Approved	23,386	18,240	5,146
Autonomous	-	-	-
Private	73	73	-

(1) Relates to Approved Schools only.

(2) Refer to Chart A, Ghana and its Regions.

(f) Teacher Training:

Teacher Training Colleges are maintained by educational units and by the government. Colleges are divided into two broad categories:

(i) Certificate A:

Those that train teachers for Certificate A. These colleges conduct two main courses: a four year post primary and a two year post secondary course.

(ii) Certificate B:

Those that train teachers for certificate B: These colleges produce teachers for infant-junior schools, and the curriculum has a rural bias.

Both the above courses comprise both general education (academic) and professional training, and include practice teaching.

In the middle of 1957 it was decided that the teacher-training courses be removed from Kumasi College of Technology and that for this purpose the Government Training College of Winneba should be closed down. At the beginning of 1958, 180 students moved into the Winneba College whose buildings had been adapted for the purpose. A new Women's Training College opened in Tamale in 1958.

Work has continued at Winneba to provide additional buildings to accommodate the courses transferred from Kumasi College, and funds have been earmarked from Second Development Plan allocations for rehousing in permanent buildings four colleges now housed in temporary premises - Wiawso, Government Training College, Peki, Techiman and Nkawkaw Training Colleges - with a view to providing 660 new places in Training Colleges.

TABLE LV11: A Summary of School Statistics is given in Table LV11.

(g) Higher Education:

Higher Education is available mainly at two centres; the Kumasi School of Technology and the University of Ghana.

(A) The Kumasi School of Technology:(a) General:

The Kumasi College of Technology now concentrates on engineering and technological education,

TABLE LVI: Enrolment in Government Technical Institutes:

- (a) Accra Technical Institute.
 (b) Takoradi Technical Institute.
 (c) Tarkwa Technical Institute.
 (d) Kumasi Technical Institute.

Type of Student and Name of Institution	Total	Male	Female
<u>All Students</u>	2,199	2,023	176
Accra	960	823	137
Takoradi	611	592	19
Tarkwa	351	351	-
Kumasi	277	257	20
<u>Full-time Students</u>	733	618	115
Accra	215	134	81
Takoradi	204	190	14
Tarkwa	217	217	-
Kumasi	97	77	20
<u>Part-time (evening) Students</u>	1,157	1,096	61
Accra	745	689	56
Takoradi	258	253	5
Tarkwa	53	53	-
Kumasi	101	101	-
<u>Part-time (day) Students</u> ...	309	309	-
Accra	-	-	-
Takoradi	149	149	-
Tarkwa	81	81	-
Kumasi	79	79	-

TABLE LVII: Enrolment in Teacher-training Colleges:

Course	Number on Roll		
	Total	Male	Female
<u>Certificate A Course</u>	1,273	951	322
Two year Post-Certificate B	988	740	248
Two year Post-Secondary ..	245	172	73
Four year course in rural subjects leading to Certificate A	40	39	1
<u>Certificate B Course</u>			
Two year Post-Middle	2,600	1,839	761
<u>Enrolment in both Courses</u> ..	3,873	2,790	1,083

and the University of London recognises the degree course in engineering at the College. In 1957 there were 870 students at the Technical and the University Colleges. A grant of £400,000 from United Kingdom Colonial Development and Welfare funds was awarded to the University College, and a special grant of £350,000 from the United Kingdom Commonwealth Services vote was made to the Kumasi Technical College. Many Ghanaians attend higher educational institutions in the United Kingdom, the United States and the Federal Republic of Germany. Some 846 were attending universities, etc. in the United Kingdom in 1957 and about 240 in the Federal Republic of Germany, the United States and Canada.

(b) Courses:

The following courses are offered:

(1) Agriculture:

- (i) Diploma Course, four years;
- (ii) Promotion Course, two years.

(2) Architecture, Town Planning and Building:

- (i) Architectural Course, four years to intermediate examination;
- (ii) Town Planning, four years to intermediate examination.
- (iii) Building Technology Course, four years.

(3) Arts: English, Latin, History and Geography, two years to Higher School Certificate.

(4) Commerce:

- (i) Accountancy Course, four years
- (ii) Secretaryship and Administration, three years;
- (iii) B.Sc. degree in Estate Management, three years and two terms.

(5) Engineering:

- B.Sc.(Engineering), Civil, Mechanical and Electrical.
- (i) Preliminary Engineering Course, two years;
- (ii) Degree Course, three years and two terms;
- (iii) Course for Professional Engineering Institutions, two years to three years and one term.

(iv) Surveying Course:

- (a) For First Examination,
two years;
- (b) For Intermediate Examination, two years and one term.

(6) Fine Arts and Crafts:

Diploma Course:

- (a) Intermediate, two years;
- (b) Advanced, two years.

(7) Mathematics and Physics:

- (i) Course for B.Sc.(Engineering)
see 5 above;
- (ii) Course for Pre-engineering
Students: see 5, above;
- (iii) Higher School Certificate
Course, two years.

(8) Pharmacy:

Ghana Pharmacy Board Course, full professional training in pharmacy:

- (a) Post School Certificates,
four years;
- (b) Post Higher School Certificate,
two years;
- (c) College Diploma Course
(professional training of a
standard which would be
accepted for recognition
overseas), three years.

(9) Science:

Higher School Certificate Course,
two years.

(B). The University of Ghana (formerly the
University College of the Gold Coast).(a) Affiliation:

This University was founded in 1948 and was admitted to the scheme of special relation with the University of London.

The degrees awarded are London University degrees. The University College examiners draw up examination schemes, set examination papers and assess candidates but all these are determined by the University of London before degrees and

TABLE LVIII: Enrolment in the University College of Ghana: (1)

Faculty	Number of Students		
	Total	Men	Women
<u>All Students</u>	317	300	17
Arts	115	110	5
Divinity	3	3	-
Economics	48	48	-
Sociology	2	2	-
Science	73	70	3
Agriculture	24	24	-
Institute of Education:			
a) Post-Graduate Certificate	14	14	-
b) Associateship Certificate	24	17	7
Social Studies Certificate .	24	22	2

TABLE LIX: Public Education 1950-1958:

	December 1950		February 1958	
	No. of Pupils enrolled (1)	No. of Teachers (1)	No. of Pupils enrolled (2)	No. of Teachers (3)
Primary and Middle Education	266,850	8,840	580,366	18,733
Secondary Schools ...	2,776	450	10,423	638
Teacher-training Colleges	1,776	220	4,055	327
Trade and Technical Schools	226	-	2,826	127
University College ..	211	70	424	144
Kumasi College of Technology	-	-	536	95

(1) Including pupils and teachers respectively in private schools subsequently taken over by Government. Number of teachers approx.

(2) Excluding pupils in private institutions.

(3) Excluding staff in private institutions.

(1) Figures relate to the 1956/7 Academic Year.

and post-graduate certificates are awarded. The scheme of special relation makes it possible to introduce West African data into the study of many subjects.

(b) Site:

When the University College was founded it was temporarily housed at Achimota. Work had since begun on the site acquired for the College's permanent development at Legon, about eight miles north of Accra. By October 1955, it was possible for all the students to reside in the Halls of Residence at Legon. New buildings are still in progress.

By October 1959 all the Science departments and most of the Arts departments will be housed at Legon and will begin teaching there.

(c) Departments:

There are at present departments of study for each of the following subjects: English, Classics, French Studies, Philosophy, Divinity, History, Economics, Geography, Sociology, Law, Mathematics, Physics, Chemistry, Geology, Botany and Zoology. Courses for general degrees (three subjects) and for the honours or special degrees (one subject with an additional subsidiary subject in some cases) are being offered in all of these departments, together with facilities for research and higher degree work. Departments of Archaeology and of Phonetics have also been formed; they conduct research and offer courses in supplementation of other syllabuses without themselves developing degree courses. There is also a School of Education which offers a post-graduate course in Education and an Associate certificate course for experienced non-graduate school teachers. The College's Institute of Extra-mural Studies has, since 1949, been undertaking extra-mural work.

(d) Agricultural Research: Nungua and Kade.

The College has a Department of Agriculture which has, since its establishment, been conducting large-scale research and offering degree courses. The department runs a research station at Nungua on the Accra plains where much experimental work is carried out in various branches of Agriculture and animal husbandry. The department has since 1959 established an Agricultural Research Station at Kade in the forest region where a large scale research is

being undertaken in agronomy and management of the major commodity and food crops in the forest region, and the development, management and ultimate improvement of the forest soils. The department has also been running the Kpong Pilot Irrigation Station for the Government of Ghana.

(e) Library:

The Library has expanded considerably, and has about 110,000 volumes and 3,000 periodicals. Like many other College departments, the Library is at present at Achimota pending the completion of permanent buildings at Legon.

In addition to the main College Library, there are Hall and Departmental Libraries.

(f) Residence:

The College has three completed Halls of Residence, two of which are each capable of accommodating about 200 students and the third about 300 students. The erection of a fourth hall (Women's Hall) is in progress.

As the College is residential in every respect, the Halls of Residence crystallize an orderly, regular and corporate life of the students and make possible the development of undergraduate societies and of more intimate relations between students and tutors.

TABLE LIX: Figures for Public Education (1950-1958) are given in Table LIX.

TABLE LVIII: Figures for enrolment in the University of Ghana are given in Table LVIII.

5. Finance:

A considerable part of the country's expenditure on education comes from central government sources.

(i) Government schools are entirely financed and managed by the Education Department.

(ii) Assisted Schools, conducted by missions, churches and Native Authorities, receive a grant-in-aid to cover approximately 80 per cent of salary cost.

Fees are charged in all schools.

The recurrent expenditure on secondary schools alone increased from £G93,980 in 1952 to £G527,000 in 1958. The expenditure in 1958 was mainly on teachers' salaries and

TABLE LX: Mass Literacy:

	1954	1955	1956	1957	1958
Towns and villages in which mass literacy classes were organised ...	3,165	2,460	1,673	1,351	1,781
New literates (vernacular)	26,281	35,502	12,138	17,462	19,425
Persons who qualified for basic English Certificates	-	-	313	2,167	2,815
Persons who qualified for Advanced Vernacular Certificates	-	-	2,921	5,112	8,461

staff passages. To assist deserving pupils and relieve cases of hardship, the sum of £G120,000 was spent in 1958 on scholarships and bursaries.

6. Legal Basis:

Constitution and Government:

The constitution of Ghana is embodied in the Order of Council made by the United Kingdom Government in February, 1957, and came into operation on 6th March, 1957, the date on which Ghana assumed independence. The Queen, acting through her representative the Governor-General, is head of the State. The Cabinet Ministers, under the Prime Minister, drawn from and collectively responsible to Parliament, is charged with the general direction and control of government.

The government exercises general control over the educational system by ordinances passed by legislature.

Two principal ordinances provide the main framework for the administration of education.

7. Some Ghanaian Impressions.

Three grades of Ghanaian schools interested me specially:

- (i) Assisted Schools with Form VI,
- (ii) Assisted Schools without Form VI, and
- (iii) Encouraged Schools.

In the case of (i) and (ii) the Government builds and extends the Schools and pays the teachers' salaries.

In the case of (iii) these Schools owe their origin to the drive of some church or state or local benefactor, the Government later on "encouraging" them by paying teachers' salaries.

I was warmly received at the Opoku Ware School which I had selected as an example of the type (i) above, the Assisted Schools with Form VI. The students take a 5-year "School Certificate" course, and a further 2-year course for "Higher" or for "University Entrance" examination. The fees here are £22 per term, most students who successfully complete Form III being assisted in some way. After Form III the students decide whether they wish to specialize in (a) Arts or in (b) Science. In Form VI there are three courses open

to students - (a) Humanities, (b) Pre-engineering, and (c) Pre-medical. At this school every member of staff is a University Graduate, with the exception of one "specialist teacher" of the vernacular. The principal was extremely courteous and helpful, and accompanied me on what he was happy to call my "inspection" of his school.⁽¹⁾

In addition to the abovementioned types of schools there are "Private Schools", which, as I soon sensed, were most unpopular amongst the Staff of the Government, Government-Assisted and Government-Encouraged Schools.

The principal of one of these schools was most helpful and considerate in answering all my questions, both those I put while being conducted through his beautiful double-storèyed buildings on their spacious grounds dotted with playing fields and surrounded by 100 foot high trees, and those I put later by way of a ^{my} questionnaire, in a dignified manner. My question on the "Private Schools", however, elicited the following frank reply:

"There are a number of high sounding and very shoddy private schools run as a financial venture by unscrupulous ex-teachers. Somehow they survive, but very few boys stay after Form III, as they usually manage to transfer to a better school."

I concluded that my informant preferred his own school to the one he had described to me!

The Ghana Educational Trust, which is part of the Cocoa Marketing Board, recently (the first was opened in 1959) built a number of schools which have a status similar to the "Government-Encouraged" Schools. No reports have been available from which the success or otherwise of these schools could be judged.

Excellent linguistic work is being done by the Bureau of Ghana Languages and the Advisory Committee on Vernacular Orthography. On the radio one hears Twi, Fanti and Akan, this last mentioned being expected to become the radio language. English, of course, remains the lingua franca for

(1) When he learnt that I came from South Africa he immediately informed me that he had been to Johannesburg, and enquired whether I had known his late cousin, General Smuts.

most African states, and is taught in all schools. A leading educationalist admitted to me: "Nationalism has not blunted our view of English as our working and international language." When I asked him whether he agreed that one of the various languages would oust the others and become the Ghanaian language, he replied: "We will never attempt to force one common language on our people."

Whatever educational programme Ghana may envisage, her present difficulty is illiteracy. Out of a population of some 5,500,000 only 250,000 can "really read and write fluently and intelligently."

When I asked the Ghanaian Minister of Education what he considered the most important part of his future educational programme, he replied: "technical and scientific training to introduce an era of industrialization." He added: "The dislike for technical type of schooling is fast disappearing."

"What is the greatest contribution of Christian missions?" I asked. His reply was: "They have laid the basis of an educational background. A pagan background retards educational progress."

"You have emphasised technical training with a view to industrialization - are your students sufficient in number and is there sufficient interest?" I asked. "Yes," he replied, "we have sufficient material. It is the policy of the government to industrialize Ghana and to direct all education in that direction; there are enough who want to learn and enough who want to teach, but we lack trained, efficient teachers."

I was assured that no child would be denied schooling because of a lack of the necessary financial contribution on the part of the parent. Along the streets, however, we met numerous children playing about during school hours. The information offered by my guide was that they "had failed to make their educational contribution" and were therefore denied school. (1)

I have been asked whether communism had any marked effect on education. This question is difficult to answer

(1) cf 5(ii) supra: "Fees are charged in all schools."

for two main reasons: firstly, it is sometimes difficult to distinguish between communism and nationalism especially at a time when nationalism is making such a popular bid for the loyalties of the Africans; secondly, communism infiltrates rather than deluges. Key men were however being granted bursaries to study in Moscow, and it was here that I came across the work of Moral Rearmament, which was deflecting them from the Soviet Capital to either Caux in Switzerland or Mackinac Island in the United States, to what is being presented as an anti-communistic ideology.

What impressed me was the amount of training that ordinary workers in responsible positions had received - the superintendent of a Government Catering Guesthouse (country hotel) had a British degree in economics, while the matron of our floor in a large hotel held a Diploma in Domestic Science from the University of London.

Ghana, and to a lesser ~~degree~~ Nigeria, had obviously developed to a higher degree of efficiency and responsibility than either French or Belgian Congos. For a South African to be met and courteously treated by an African immigration official, to be granted extension of stay by an African Commissioner of Police, to be flown to a northern airfield by an African pilot who had received his training at the International Airport of London, and to be assisted in his financial arrangements by an African bank manager in his carpeted fourth storey roomy office, were indeed experiences to be remembered.

Education has permeated to the "man on the farm", if not yet to the "man in the street." I met a farmer from the Warri (Calabar) area who was spokesman for his agricultural group in an interview with the representative of a large international rubber company, from whom rights were being sought in connection with the refining of the rubber before it was marketed. "And if you fail to find a higher market price for your refined rubber?" I asked. Without hesitation he replied: "Then we don't market our rubber, but make our own tyres and tubes instead." The man's knowledge in his specific field, and his intelligent and scientific approach to his subject, were proof positive that he was the product of some very thorough (if according to him "only slight") education.

The Ghanaian desire for the preservation and reviving

of ancient (especially Ashanti) culture was remarkable. A museum, built in the shape of the old tribal house, and filled with utensils and objects of home and social life was an example.

When asked to illustrate progress in general, the Ghanaian would sooner or later mention the Volta river hydro-electric scheme which would supply 600,000 kilowatts.

National education was, however, still a matter for the future. My impression, however, was that it was a matter for the near future if for no other reason than because, while showing a distinct anti-British sentiment, the Ghana government did not intend losing any of the advantages the British education had assured its country. Many (if not most) top rank officials also in the educational administration were Ghanaians, but by far the majority of technical advisors were British. These are not being replaced by Britishers, and Ghana is cutting all ties that bind her to Britain.

A country of extremes - the magnificent University of the South, and nudity the problem in the North - Ghana has so vast an educational programme that the future must yield academic fruits, if at first only amongst the privileged few. Until then, adolescent peculiarities, commonly called "growing pains", will be responsible for some irrational actions.

Her population of only 5 million (as compared with Nigeria's population of 35 million) will make it reasonably easy for her to form a consolidated educational unit, numerically, at least.

.....

B. Nigeria.

1. History:

The ancient history of Nigeria is largely legendary, contained in folklore. The coast and its inhabitants became known to the Portuguese and the English voyagers in the fifteenth and sixteenth centuries; but the interior did not become known until the nineteenth century. The open country of the north was then inhabited by peoples of Berber and Negroid stock, Fulani, Kanuri, and Hausa, claiming to come from North Africa or Arabia; the Yorubas of the west claim Upper Egypt as their original home.

1472: First record of Portuguese ships calling at Nigerian coast.

1553: English ships called at Nigerian coast. Until mid-nineteenth century Nigeria was known only as source of slaves for West Indies and American plantations.

1805-1857: Mungo Park explored Niger; Clapperton, Lander brothers and others penetrated the interior.

1861: Lagos ceded to British Crown as base for anti-slave trade operations.

1862: Lagos constituted a Colony.

1879: Certain British firms amalgamated into one company to develop trade with the interior.

1885: Berlin Conference recognised British claim to sphere of influence over Niger. Protectorate proclaimed over area from Lagos to Calabar.

1886: The amalgamated British company renamed the Royal Niger Company and given a charter.

1889: Oil Rivers Protectorate established.

1893: Oil Rivers Protectorate extended into Niger Coast Protectorate.

1898: British and French Governments convention regulating boundaries.

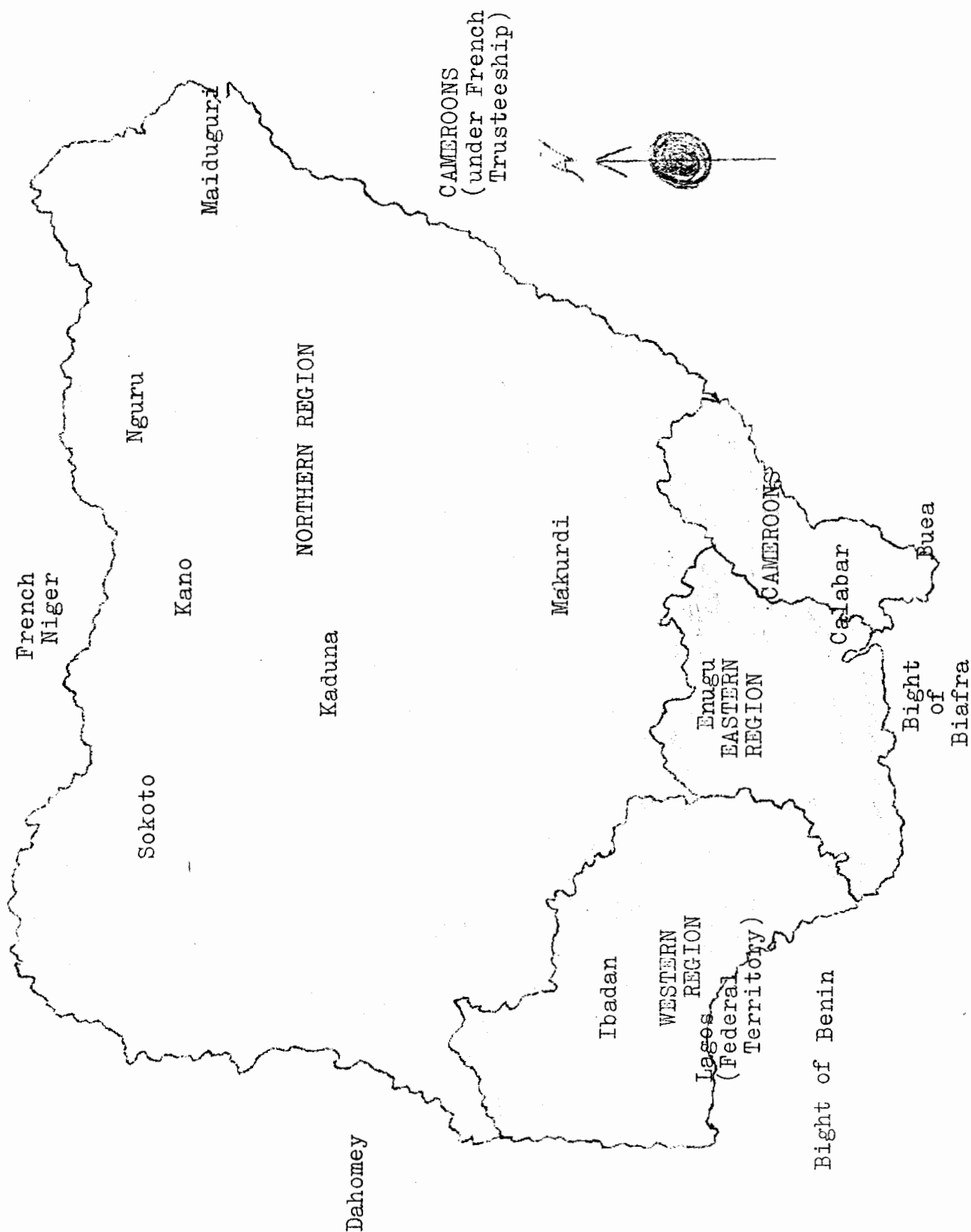
1900: Administrative rights and powers of Royal Niger Company taken over by Crown; Proclamation of Protectorates of Southern and Northern Nigeria.

1906: Colony and Protectorate of Lagos amalgamated with Niger Coast Protectorate to form Colony and Protectorate of Southern Nigeria.

1914: Amalgamation of Southern and Northern Nigeria.

CHART LXI: Nigeria, showing Regions and Capitals,
and Population of

- | | | | | |
|------|-------------------------|--------------|--------|-----------|
| i) | Northern Region.. | (17,714,000) | Kaduna | (51,000) |
| ii) | Western Region... | (6,613,000) | Ibadan | (500,000) |
| iii) | Eastern Region... | (7,782,000) | Enugu | (63,000) |
| iv) | Cameroons..... | (1,562,000) | Buea | (8,000) |
| v) | Lagos, Federal Capital. | (324,000) | | |



- into the Colony and Protectorate of Nigeria.
- 1921: United Kingdom assumed League of Nations mandate over western part of former German Colony of Kamerun.
- 1946: Cameroons under British mandate placed, by agreement, under United Nations Trusteeship.
- 1954: Federation of Nigeria created; Southern Cameroons became quasi-Federal territory, while Northern Cameroons continued to be administered as part of the Northern Region of Nigeria. The municipality of Lagos withdrawn from Western Region to become Federal territory.
- 1957: Nigerian Constitutional Conference held in London, attended by delegates from all three Regions and the Southern Cameroons. Eastern Region and Western Region granted internal self-government. Office of Federal Prime Minister created.

2. Facts and Figures. (1)

- (a) Total population: (1957): 34,310,000.
Europeans: 26,000; European percentage of total: 0.07 per cent.
- (b) Regional population: (1957 mid-year estimate):
- (i) Northern Region 17,714,000.
 - (ii) Western Region 6,613,000.
 - (iii) Eastern Region 7,782,000.
 - (iv) Cameroons 1,562,000.
 - (v) Lagos (Federal Capital)... 324,000.

(c) Languages:

English is the official and commercial language. Hausa is principally spoken in the North, Yoruba and Edo in the West, and Ibo, Ibibio and Ijaw in the East.

(d) Regional Capitals:

Northern Region ... Kanduna (population 51,000)
Western Region Ibadan (population 500,000)
Eastern Region Enugu (population 63,000)

(1) Reference division, Central Office of Information, U.K. Dependencies. Revised by Colonial Office, London. July 1957.

TABLE LXII: Figures for Schools and Pupils in Primary and Secondary Education for the various Regions:

Region	Schools	Pupils
<u>Primary Education:</u>		
Northern	1,931	185,484
Eastern	5,066	775,144
Western	6,603	908,022
Lagos	99	38,872
Southern Cameroons	385	46,754
<u>Secondary Education:</u>		
Northern	27	3,263
Eastern	59	11,118
Western	194	20,742
Lagos	17	3,904
Southern Cameroons	3	468

TABLE LXIII: Distribution, by years completed at school, of Pupils in Primary and Secondary Schools (1950):(1)

Years Completed at School	Number of Pupils	
	Total	F.
Total	999,198	216,811
1	284,543	75,280
2	184,839	43,712
3	148,299	30,144
4	120,648	23,387
5	79,691	15,75
6	68,076	11,853
7	50,058	8,196
8	37,039	5,936
9	6,529	1,140
10	6,710	913
11	5,265	579
12	4,173	360
13	2,565	172
14	763	64

(1) Nigeria. Department of Education. Annual Report for the period 1st January, 1950, to 31st March, 1951. Lagos. 1952.

Cameroons ... Buea (population 8,000).

- (e) Total area: 877,000 square kilometres;
339,000 square miles.
- (f) Population density: 28 per square kilometre;
74 per square mile.
- (g) Total enrolment in primary schools (31 December 1950.) 970,768.
- (h) Enrolment of girls as percentage of total:
22 per cent.
- (i) Pupil-teacher ratio: 25.
- (j) Public expenditure on education (1949-1950):
3,210,486 pounds.
(official exchange rate: 1 pound - 2.80
U.S. dollars.)

3. Aims and Policy:

(a) General Pattern:

The pattern of education in southern Nigeria is largely the creation of Christian missions, and the first teacher training college was established in Abeokuta in 1849. The north did not come under the protection of the British Crown until 1900, and the missions were restricted in their activities there by the attitude of the Muslim Emirates. The education structure in the north is therefore largely the creation of government. In recent years, and particularly since the second world war, there has been a great and growing pressure on the resources available for providing it. On the revision of the constitution in 1954, education became the responsibility of Regional Governments and the Governor of the Southern Cameroons, the Federal Government retaining responsibility for Lagos and for those institutions of higher learning which have Nigerian significance.

(b) Ten-year Plan:

The educational ten-year plan, embarked on in 1946 with the assistance from United Kingdom Colonial Development and Welfare funds, has been superseded by the Federal and Regional Government's development programmes⁽¹⁾ and the educational plan has been revised accordingly. The emphasis is still on primary education. There will be, however

(1) Vide "Development Plans", p.5. (2) Ordinance No. 39 of 1948.

a considerable development of secondary education, and teaching training facilities. Free universal primary education was introduced in the Western Region in January 1955, and in the Eastern Region in January 1957. Increased costs have caused slight modification of the latter scheme. In January 1957 there were about two million children attending primary schools throughout the Federation.

4. Organisation and Administration:

(a) Central Authority:

The central authority is vested in the Central Legislature. A Department of Education is responsible for framing administrative and financial policy, for carrying out regulations approved by the legislature and for supervising the school system. The Inspector)General of Education, in Lagos, is assisted by administrative staff and by specialized staff for women's education, technical, rural and adult education. The department is decentralized, and in each of the three regions of the country there is a regional director of education, assisted by an inspectorate and directly responsible for the primary, secondary and teacher-training institutions of the region. Nigerian education is based on the work of voluntary agencies - chiefly missions and churches - and local native authorities, which set up and conduct schools. The government exercises general supervision through the inspectorate and by administering the grant-in-aid system; it also maintains a number of schools which serve as model establishments.

Under a recent reform⁽²⁾ a series of boards of education have been set up with advisory functions and certain executive powers; a central board and three regional boards. At the district level, local education authorities and committees may be established, to represent public authorities, voluntary bodies and leading members of the community.

Because of historical and cultural differences the southern part of Nigeria (eastern and western regions) has a somewhat more developed school system than the northern region.

(b) Primary school:

Primary school curricula are outlined for

(1) Vide "Development Plans," p.5.

(2) Ordinance No. 39 of 1948.

TABLE LXIV: Public Expenditure on Education (1950)
in pounds:(1)

Source	Expenditure			
	Total	Personal emolu-ments	Other charges	Special expend-iture
Total	3,210,486	-	-	-
Nigerian expend-iture	2,301,856	365,965	1,724,361	211,530
Colonial develop-ment and welfare funds	112,310	-	-	-
Mission advisers on education	1,290	-	-	-
Government institu-tions	111,020	56,710	48,960	5,350
Development and welfare funds ...	57,970	-	-	-
Development Loan Funds	738,350	-	-	738,350

TABLE LXV: Grant-in-aid Expenditure Estimates:(1)
In pounds:

Item	Amount
Total	1,718,560
Primary	1,118,750
Secondary	128,500
Teacher-training	144,300
Special purposes	301,200
Mission Advisers	1,710
Teachers' super-annuation	4,100
Refund of income tax to bookshops	20,000

(1) Nigeria. Department of Education. Annual Report for the year 1949. Lagos 1951.

each region as a whole, but consultation between the Education Department and the schools, but considerable freedom is left for adapting syllabuses to local conditions. Rural science is given a prominent place in the timetables and an effort is made to ensure that primary teachers are suitably qualified to teach this subject. The territory contains a large number of vernaculars, many of which have not been reduced to writing, but some have a considerable number of speakers. Whenever possible, the medium of instruction for the first six years of the primary school is the vernacular or a lingua franca such as Hausa, with English progressively introduced as a subject. In all upper primary and secondary instruction the medium is English.

(c) Secondary Education:

This is still predominantly academic in content. The syllabus laid down for secondary schools follows that presented for the Cambridge School Certificate, with modifications for West African conditions. While it is accepted policy in Nigeria to develop secondary technical schools of a non-vocational type, little has so far been achieved. However, a number of the present schools provide courses of a practical nature - home economics for girls, agriculture for boys.

TABLE LXII: The figures for (i) schools and (ii) pupils in (a) Primary Education and (b) Secondary Education for the various regions are shown in Table LXII.

TABLE LXIII: The distribution, by years completed at school, of pupils in primary and secondary schools, is shown in Table LXIII.

(d) Teacher Training:

Teacher training takes place at three levels: elementary training centres, for teachers of the lower primary classes; primary centres for teachers of upper primary classes and courses at a post-secondary level. While these courses are usually given in separate institutions they may be combined in single training colleges. As a rule, the curriculum brings together the elements of general education, theory of teaching and practical classroom work. Probationary teachers are recruited from those who have completed a full primary school course. Of these, the more promising are selected for

training, and take a two years' course at an elementary training centre. They then go to teach for some years and upon proving their worth become eligible for the higher elementary course.

(e) Status of teachers:

Following the administrative pattern of the territory, teachers may be employed by the government, by voluntary agencies or by native authorities. The Department of Education has striven to secure equal standards for certification and similar conditions of service. The Education Ordinance of 1948 laid the foundation for this standardization throughout the territory by making use of the grant-in-aid principle. The teachers are organized in the Nigerian Union of Teachers, a responsible body which has secured representation in the various advisory bodies on education.

(f) Higher Education:

(A) Technical Education:

(a) Technical Institutions:

Technical training institutions are of two kinds: (i) Trade centres are designed for training apprentices who have passed through the primary schools; and (ii) technical institutions enrol students with a higher general education and give courses for instructors as well as engineering assistants.

Departments other than Education also organize courses of a vocational nature for training specialized staff.

(b) The Nigerian College of Arts:

The Nigerian College of Arts, Science, and Technology has been allocated £900,000 from United Kingdom Colonial Development and Welfare funds. The college is organised in three branches: (i) at Zaria, the headquarters in the Northern Region, (ii) Ibadan in the Western Region, and (iii) Enugu in the Eastern Region. It provides technical education up to university standard, and offers courses in engineering, education, arts, architecture, agriculture and commerce, as well as general courses leading to Higher School Certificate. The college has over 800 students in the 1957-1958 session. There are also a technical institute at Yaba and eight trade centres for 1000

TABLE LXVI: Total Federal and Regional Proposed Expenditure on Education:(1)

- (a) Federal and Regional Governments: £84,000,000.
(b) This amount will constitute the following percentage of their respective revenues:

Federal Government	20%
Northern Regional Government ..	16%
Eastern Regional Government ..	43%
Western Regional Government ..	33%

TABLE LXVII: Summary of School Statistics as at 31st December, 1950:

Level of education and type of school	Insti- tu- tions	Teachers		Students	
		Total	F.	Total	F.
<u>PRIMARY</u>					
Government Schools ..	53)				2,152
Native administration schools	800)	2,760	222	60,095	12,723
Aided schools	4,927	27,667	2,802	722,868	161,922
Other schools	3,230	7,980	2,881	179,502	37,040
<u>SECONDARY</u>					
Secondary general)	239	1,871	273	21,437	1,827
Vocational) ..				1,207	24
Teacher-training)				5,786	1,123
<u>HIGHER</u>					
University College ...	1	-	-	327	14

SOURCE: Nigeria. Department of Education. Annual Report for the period 1st January, 1950, to 31st March, 1951. Lagos, 1952.

NOTE: There was, in addition, an enrolment of 65,990 adults in 1950/51 in adult literacy classes.

apprentices and trainees. These are at Kaduna, Kano and Bukuru in the North, Enugu and Ombo River in the East, Aboekuta and Sapele in the West and Yaba in the Federal Territory.

(B). University Education.

(1) The University of Ibadan.⁽¹⁾

(i) General:

The University College, Ibadan, was founded in 1948. It provides higher education through its departments to arts, science, medicine, agriculture, religious studies and teacher training. In addition, a large number of Nigerian students go abroad for further education. In 1958 some 700 students were working for degrees of the University of London. Scholarships made it possible for 867 scholarship holders and 2,057 private students to study in the United Kingdom, Germany, North America and India and the West Indies.

A £1,850,000 grant to the College from the United Kingdom Colonial Development and Welfare Funds, made possible the faculties of arts, science, agriculture and medicine, as well as a Department of Extra Mural Studies.

(ii) Faculties and Courses:

The main faculties are the following four:
Arts, Science, Agriculture and Medicine.

- (a) Arts, offering a) Preliminary Examination in Arts;
b) B.A. General Examination;
c) B.A. Honours in Classics, English, Geography, Greek, History, Latin, Mathematics;

- (b) Science, offering
a) Preliminary Examination in Science,
b) B.Sc. General Examination,
c) B.Sc. Special Examination in Botany, Chemistry, Geography, Mathematics, Physics and Zoology;

- (c) Agriculture, offering
a) B.Sc.(Agriculture) with Honours Examination (Parts I, II and III.)

(1) Vide: Calendar, University College Ibadan, Nigeria. 1959.

- b) B.Sc. Examination in Agriculture, (Part 11);

(d) Medicine, offering

- a) Second Examination for Medical Degrees, a 2-year Course;
- b) Third Examination for Medical Degrees, final M.B., B.S. (London).

(e) Education: The Institute of Education, which is part of the University, offers a one-year course leading to (i) Post-graduate Certificate in Education, (ii) College Diploma in Education.

- (iii) Examinations are conducted by examiners from the University who act in association with examiners nominated by the College. Both College and University examiners are appointed by the Senate of the University. The College examiners prepare draft examination papers and carry out the first marking of the scripts; the University examiners are responsible for the final form of the examination papers and for the determination of the results of each candidate

(iv) Academic Staff: In 1959 the academic staff consisted of the following: (a) Faculty of Arts:

- i) Dean of the Faculty;
- ii) Classics: Professor and Head of Department: 1, Senior Lecturer: 1, Lecturers: 4, Assistant Lecturers: 1.
- iii) Economics and Social Studies: Professor and Head of Department: 1, Senior Lecturers: 3, Lecturers: 3, Assistant Lecturers: 2.

- iv) English:
 Professor and Head of
 Department: 1,
 Lecturers: 6.
Sub-Department of Pho-
netics:
 Senior Lecturer: 1,
 Lecturers: 3.
- v) Geography:
 Professor and Head of
 Department: 1,
 Senior Lecturer: 1,
 Lecturers: 3,
 Assistant Lecturer: 1.
- vi) History:
 Professor and Head of
 Department: 1,
 Senior Lecturer: 1,
 Lecturers: 8.
Benin Scheme:
 Senior Research
 Fellow: 1,
 Research Fellows: 2.
- vii) Mathematics:
 Professor and Head of
 Department: 1,
 Senior Lecturer: 1,
 Lecturers: 8.
- viii) Religious Studies:
 Professor and Head of
 Department: 1,
 Lecturers: 3.
- ix) Other Subjects:
 Lecturer: 1. (French
 and German).
- (b) Faculty of Science:
 - i) Dean of the Faculty.
 - ii) Botany:
 Professor and Head of
 Department: 1,
 Senior Lecturer: 1,

- Lecturers: 3,
 Assistant Lecturer: 1,
 Research Fellow: 1.
Sub-Department of
Mycology:
 Senior Lecturer: 1.
- iii) Chemistry:
 Professor and Head of
 Department: 1,
 Senior Lecturers: 10,
 Research Fellow: 1.
- iv) Parasitology:
 Senior Research
 Fellow: 1
- v) Physics:
 Professor and Head of
 Department: 1,
 Senior Lecturer: 1,
 Lecturers: 6,
 Assistant Lecturer: 2.
- vi) Zoology:
 Professor and Head of
 Department: 1,
 Senior Lecturer: 1,
 Lecturers: 6,
 Research Fellow: 1.
- vii) Other Subjects:
 Senior Lecturer: 1
 (Biology).
- (c) Faculty of Medicine:
- i) Dean of Faculty.
- ii) Anatomy:
 Professor and Head of
 Department: 1,
 Temporary Lecturers: 5.
- iii) Bacteriology:
 Professor and Head of
 Department: 1,
 Senior Lecturer: 1,
 Lecturer: 1, and one
 in Parasitology.

xii) Other Subjects:1) Anaesthetics:

Senior Lecturers: 2,
Lecturers: 2.

2) Dermatology:

Lecturer: 1.

3) Ear, Nose and Throat:

Senior Lecturer: 1.

4) Ophthalmology:

Senior Lecturer: 1.

5) Paediatrics:

Senior Lecturer: 1,
Temporary Senior
Lecturer: 1,
Lecturer: 1.

6) Radiology:

Senior Lecturer: 1,
Lecturer: 1.

d) Faculty of Agriculture and
Veterinary Science:

i) a) Dean of the Faculty.

b) Professor and Head of
Department: 1.

ii) Animal Husbandry and
Health:

Senior Lecturer: 1,
Lecturer: 1.

iii) Animal Nutrition:

Senior Lecturer: 1.

iv) Soil Science:

Lecturer: 1.

v) Agricultural Ento-
mology:

Lecturers: 2.

vi) Agricultural Economics
and Farm Management:

Lecturer: 1.

vii) Agricultural Mechani-
sation:

Lecturer: 1.

viii) Agricultural Botany:

Lecturer: 1.

- ix) Plant Pathology:
Lecturer: 1.
- e) Faculty of Engineering:
 - i) Dean of the Faculty and Professor of Engineering: 1,
 - ii) Designated Teachers: 5.
- f) Department of Extra-Mural Studies:
 - i) Director: 1,
Deputy Director: 1,
Assistant Tutor in Industrial Relations: 1.
 - ii) Northern Region:-
Tutors: 4.
 - iii) Eastern Region:-
Tutors: 2.
 - iv) Western Region:-
Tutors: 3,
Assistant Tutors: 2.
- g) Institute of Education:
Reader and Director of the Institute: 1,
Senior Lecturers: 2,
Lecturers: 3.
- h) Nigerian Institute of Social and Economic Research:
Director: 1,
Senior Research Fellows: 2,
Research Fellows: 4.
- i) The Library:
Librarian: 1,
Deputy Librarian: 1,
Chief Cataloguer: 1,
Sub-Librarians: 2,
Assistant Librarians: 2,
Temporary Assistant Librarian: 1.
- j) Staff Summary:
 - (i) Deans of Faculties: 5,
(included in Staff).
 - (ii) Professors: 20.

- (iii) Senior Lecturers: 44.
- (iv) Lecturers: 98
- (v) Assistant Lecturers: 7.
- (vi) Research and Senior Research Fellows: 12.
- (vii) Other appointments (Directors, Tutors, Designated Teachers and Library Staff): 2 .
- (viii) Temporary appointments: 8.
- (ix) Staff Total -
 - a) Professors, Senior Lecturers, Lecturers and Assistant Lecturers only: 169.
 - b) Professors, Senior Lecturers, Lecturers, Assistant Lecturers, Research and Senior Research Fellows, Tutors, Designated Teachers, Library Staff and Temporary appointments: 217.
- (x) Doctorate Degrees:
Of the above-mentioned staff 73 have Doctorate Degrees.

(v) Scholarship and Other Awards:

A. College Scholarships:

There are a number of these, each covering the approved board and tuition fees, plus a sum of £75 per annum in cash. The holders of College Scholarships are styled "College Scholars."

B. State Scholarships:

The Nigerian Government finances 10 annual State Scholarships through the Civil Service Commissioner, each covering the approved board and tuition fees, plus a sum of £60 per annum in cash. The holders of scholarships awarded by the Nigerian Government are styled "State Scholars."

C. Nigeria Cocoa Marketing Board:

Bursaries:

The Nigeria Cocoa Marketing Board endowed the College in perpetuity with the sum of £200,000, later increased to £225,000, to provide for up to fifteen free places in the College for the sons and daughters of cocoa farmers.

D. Federal and Regional Awards are available.

E. John Holt Scholarship:

The Board of Directors of John Holt and Company (Liverpool) Limited endowed the College with the sum of £17,143 for the purpose of establishing a "John Holt Scholarship." The Directors have the right to select and present one of the Company's employees or one of their dependents for a free place.

F. The Cambridge Scholarship:

The Local Examinations Syndicate of Cambridge University provide the sum of £300 annually for an entrance Scholarship. The Senate of the University College, Ibadan, have named this Scholarship the "Cambridge Scholarship."

G. United Africa Company of Nigeria:

Limited Scholarship:

The United Africa Company of Nigeria Limited undertook to award one scholarship a year for three years, to be tenable for a period of up to five years.

H. Shell Company of West Africa Limited:

Scholarship:

The Shell Company of West Africa Limited undertook to award an annual Scholarship for three years to enable one English Honours student each year to spend the long vacation in England.

I. Prizes:

The following prizes, endowed by Barclay's Bank, D.C.O. Ltd., may be awarded annually:

(a) Faculty Prizes;

One per faculty, to the value of £5 in books.

(b) Departmental Prizes; to the value of £5 in books.

2. The University of Nigeria:

In addition to the University of Ibadan at Ibadan, there are plans for The University of Nigeria at Nsukka, in Eastern Nigeria, some 40 miles from Enugu, the Capital.⁽¹⁾

Dr. Azikiwe has emphasised the need for this new university to be established. It would relate its curriculum to research and other activities, to the social and economic needs of Nigeria. The following academic fields are under consideration: The science, agriculture, engineering, home economics, business and public service, education, humanities and theology, finance and architectural planning.

(C) Adult Education:

The central Department of Education and the regional departments have special officers for adult education. Their rule is to stimulate and co-ordinate local efforts for literacy campaigns, to give technical guidance and ensure a provision of reading material. The data for such formal activities in 1950-1951 show that there were 2,670 classes with an adult enrolment of 66,000; about a quarter of a million copies of vernacular primers and readers prepared for these classes were sold in the same period, and special news-sheets were issued in seven vernacular languages. Government funds devoted to adult education are limited in amount, but native authorities are progressively providing more money for this purpose.

Special attention is given to the needs of women. In conjunction with the home science sections of schools, classes are organised for the adult women of the community.

Institutions known as "marriage training homes" have also been set up to provide more comprehensive courses for young women.

At the higher level of tutorial and other classes organised for adults, the University College, Ibadan, has set up an extra-mural department for extension work.

5. Finance:

Revenue for education is derived from three sources: (i) the education vote of the Nigerian Government, (ii) funds available under the Colonial Development and

and Welfare Scheme, and (iii) local contributions. The larger part of the central government vote is devoted to the regional Departments of Education, and grants-in-aid to voluntary agencies and native authorities make up the bulk of public expenditure. Funds under Colonial Development and Welfare are derived from the United Kingdom in terms of approved plans for long-term development: part are spent on recurrent items and part used for loan expenditure on building programmes.

The extent to which local contributions are made to education is not known, but the total amount is considerable. All schools charge fees, varying with class level. In many areas the community expresses its interest in the school by giving services and labour, e.g. for building purposes.

TABLE LXIV: Public Expenditure on Education is shown in Table LXIV.

TABLE LXV: Grant-in-aid expenditure estimates are shown in Table LXV.

6. Legal Basis:

The constitution is framed by the Nigeria (Constitution) Order in Council, 1951, and the Nigeria (Supplementary Provision) Order in Council, 1951. The government exercises supervision over education by means of ordinances, the principal ones now in force being No. 39 of 1948, No. 27 of 1950 and No. 19 of 1951; regulations may be issued under the ordinances. Ordinance No. 39 of 1948 provides for a series of Boards of Education with advisory functions and executive powers.

The Colony and Protectorate of Nigeria is divided into three regions, with Lagos and the Colony included in the western region. The new constitution introduced in 1951, provides for a legislature in each region and for a central legislature for the whole territory, each possessing a majority of elected African members.

The amended constitution of 1954 provided for the Federal Government to be responsible for certain defined subjects, and for Regional Governments to deal with other matters, except those on a "concurrent list", on which both Federal and Regional Governments could legislate. The 1957 London Constitutional Conference, at which the Federation,

the three Regional Governments, and the Southern Cameroons were represented, agreed to internal self-government for the Eastern and Western Regions. This has meant, in these two Regions, the replacement of the Governors as Presidents of the Regional Executive Councils by the Regional Premiers; provision for the independence of the judiciary, directors of public prosecutions, and public services, and certain adjustments to the "concurrent lists." The two Regional Governors and the Governor-General retain certain discretionary reserved powers in respect of the self-governing Regions, designed to safeguard the continuance of Federal Government.

7. Some Nigerian Impressions:

While masses of information and numerous letters from various persons in the African States were studied, condensed and otherwise prepared for use and inclusion in this study, either in part or in toto, either directly or indirectly, (some with permission for the source to be divulged, others with the request on the part of the informant that he remain incognito), I have decided, from a point of interest, to publish one letter just as it was received, not because it or its author possesses any special qualifications to publicity or because it is less or more informative than any other, but because it is typical of the kind of letter received and the kind of information supplied.⁽¹⁾

The letter is from the principal of a college in Nigeria, himself the graduate of a United Kingdom university.

20th July, 1961.

Dear Sir,

Thank you for your letter of 7th June, 1961.

It was nice to hear from you again and particularly of your interest in our Educational Programmes. It is rather difficult to give all the information you required by correspondence. However, I would attempt to answer some of your questions and

(1) This typed letter will serve to indicate how little direct use could be made of correspondence, and how much supplementary and collaboratory study such sources of information necessitated.

recommend some educational magazines and journals to you.

(1) Our aim in education is to develop the capabilities of each individual in our society or societies to the fullest so that he could be of useful citizen both to himself, his country and mankind. We have recently plunged into Universal Primary Education Schemes in most parts of the country, with a view of making our young ones conscious of their developing environments and be able to fit into the Democratic form of government which has emerged in our community.

(2) As in most countries our education started with the Missionaries and gradually got aid from governments. But state control and contribution has increased greatly and there has emerged a dual educational administration. Most of the expenses in Education is born by various governments and local Authorities contributions are increasing. However, educational control is not totally a government affairs as the country is in a transitional stage now, but it seems the rule of "he who pays the piper, dictates the tune" will soon apply in all educational matters.

(3) The aims of various powers do not differ very much, but as the Missionaries are more anxious to convert than to educate in the early stages, the curriculum of our school has undergone a marked revolutionary change in recent years. It has been adopted to suit our environments than the former colonial days when we were learning about history and geography of Britain than of Africa and Nigeria.

(4) Our political history is a long one and can be divided into two before the British came and since they have come - till after they have left as our political Boss. However history books will give you more facts than I can do in a letter.

(5) Same as the above paragraph, but a history of West Africa Education has just been written and this will give you necessary information. See list.

(6) In most parts of Nigeria, Primary education is free, but Secondary education is subsidised heavily and University education is also subsidised by Governments. All factors mentioned in your letter influence our educational policy. But at present, we are more particular

about building our new "Nation", elevating the stature of indogenous Africans in Africa, investigating our own unwritten history and keeping abreast at the same time, with the latest technology of the modern science.

- (7) Primary School -(Number of years spent varies in various parts of the country.)

Generally, children go to school at 5 or 6 and spend 8, 7 or 6 years at school.

Secondary School - is usually 5 years and may be Grammar School type or technical or Trade schools. Teacher Training Colleges are usually 4 years and may be either Post Primary or Post Secondary or Post University. There are two Universities at present but it is likely many more will be established, one before ending of this year - about 4 more.

- (8) The Federal and Regional Governments pay most of the Bills of Education, but the Missions and local communities also help to a very great degree. Community development and tribal groups also contribute to education in no small measure.

- (9) At present there is no compulsory education ordinance here yet, but there is free education and there is such enthusiasm for education that there is no need to make it compulsory.

- (10) Our percentage of illiteracy is high but there are Adult Education and night schools all over the country that illiteracy will soon wiped out.

- (11) It seems to me that our main difficulty is manpower. There are ever more paying jobs to attract our youngmen than teaching, particularly at this stage of our history. But it seems more and more people would come into education as conditions improve.

- (12) Our future aim is total eradication of illiteracy and development of all our resources, human, mineral and definite contribution to human progress that the Black Africa may make its impact on the world if not lead the world.

I have just try to answer your questions concisely, as to do so fully would mean writing a book which I know would be very useful. I would recommend some books and magazines

to you for more detailed and relevant information. As these books are published in United Kingdom, it would not be difficult to get at them.

Yours sincerely,

The reaction against that British colonial system which Unesco termed "the inevitable export of the educational ideas and philosophy of the metropolitan country"⁽¹⁾ is typified by a new star in the colonial galaxy of words - "to Nigerianise." Everything must be "Nigerianised", so also education. But I got the impression that, in spite of reassuring figures, Nigeria had exceptionally few competent men to take over the organisation and the training. The immediate removal of all European organisers and instructors would, to my mind, result in an educational chaos similar to the political chaos which resulted in the Congo upon the summary removal of European administrators.

The average Nigerian betrayed a prejudice against education for girls, and co-education seemed a by no means universal idea.

Arts and Crafts were more evident in the Nigerian museum than in the Nigerian school.

There was a certain disruption threatening because of the large number of private schools. A company like the Shell Oil and Petrol Company had its own school. These private schools were justified by the argument that each provided for the special needs of a special group. The decentralization of education brings with it the dangers of infiltration of foreign influences, such as communism.

Nigeria's antipathy to anything foreign has made its mark on the school. Education is still "that which is done to me by someone else", and in this case by "a foreign power." The "nigerianising" (to use a word which readily obtained recognition there) of education is a necessary process if child and adult are to realize their responsibility.

That this realization, and with it the responsibility, is growing, is evident from the pride taken in what "we" have done in contrast with what "they" did - or did not do - they referring to the British.

Four points seem to give the gist of what is envisaged

by the responsible Nigerian or is taking place in the educational field, and "new" Nigeria has felt that the following are her problems in need of immediate attention:

1. The need for establishing equal standards throughout a vast territory with a school system that is essentially decentralized. (The 1948 reform was designed to regulate the relations between the central department and the regions, to foster local, regional and national advisory bodies on education and to prescribe minimum standards of school efficiency.)

2. The phenomenal growth of primary education. Under public demand, the number of primary schools and the enrolment of pupils have risen steeply. This has revealed a shortage of teachers and buildings and has been accompanied by the problems of retardation and wastage of the school population. Educational policy at the primary level is aimed at meeting the demand while trying to maintain minimum standards - no easy task.

3. The content of education. While a practical bias in rural schools and a technical bias in secondary schools are admitted as desirable, the prevailing demand is for an academic content directed to clerical or professional occupation. The problem arises of relating the educational system to the economic needs of the country as a whole.

4. The quality of teaching. Too few of the teachers (about one-quarter in 1950-1951) are qualified or certificated. The competing pull of other and more lucrative employment tends to reduce the efforts of the training colleges to make good the gap.

The need for the attainment of solidarity in Nigeria is certainly one of her major problems. With her vast area, her large number of languages, her tremendous population and her sharp regional differences and variances, Nigeria will find national unity an elusive bird to cage. Her educational system, centrally controlled, has succeeded in giving a uniform code, but its application by regional bodies has been sorely hampered by provincialism.

The Federal Constitution, and the progress made toward greater organic unity, have as their main opponent the forceful, appealing and popular tribalism, or "regional nationalisms."

The Federal Government has faced an uphill struggle in building a "durable society based on a multiplicity of ethnic groups."

Another obstacle in the way of greater solidarity in Nigeria is the gap in the levels of development of different parts of the country with its 36,000,000 "cosmopolitan" inhabitants.

Hutton⁽¹⁾ has summed up this situation as follows: "The country has three islands of relative prosperity - one in each region - surrounded by wide areas of comparative backwardness. But the most glaring of all is the gap between North and South, not only in physical development but also in the spread of modern ideas. For example, the North, with a population which is more than double that of the South, has one child at school to ten in the South. The extent of the market economy is smaller, social mobility based on education and personal achievement is less common; in spite of some concessions to liberalism autocratic rule by emirs is still the rule in local government, the ideal of Nigerian nationalism has touched only a few and the ideal of social justice has yet to find general acceptance among the ruling class. These sectional inequalities make the achievement of political cohesion more difficult; they feed mutual distrust and fears."

When a small religious sect, whose founder I had the pleasure of meeting, sent me its list of patrons, I was amazed to notice that they had an astounding display of degrees and titles, e.g. (i) C.B.E., C.M.G., K.B.E.; (ii) M.B., CH.B.; (iii) M.B., CH.B., F.R.G.S; (iv) F.R.G.S.

The exquisite work of the artist Ben Enwonwu, especially his sculpture of the Queen in all its calm majesty and dignity, is world famous.

Upon my visit to his home in Ishara, His Highness Samuel Akinsanya, the Odémo, (the founder of the National Movement in Nigeria, and the maker of Dr. Azikiwe, an ex-Cabinet Minister) was packing for his fifth visit to Europe.

These are heights. The poverty, squalour and ignor-

(1) John S. Hutton in "African Kaleidoscope", Bantu, p.629, quoted in Bulletin of the African Institute, Vol.1, No.13, from an article contributed by Ayo Ogunshye, Director of Department of Extra-Mural Studies, University College, Ibadan.

ance of millions of Nigeria's 36 million population - for which the British are so often held responsible - presents the other side of the picture.

As the Nigerian State Offices were most helpful (as in fact were all State offices, in the Federation, the Congos and Ghana as well) in giving me an insight into (i) their policy and its administration and (ii) its practical application in many and various institutions, I was able to discover the weakness of their system immediately. It lies in the vast extent of their country, a country divided into various tribal, religious and linguistic units, a country which, in addition to the literally hundreds of languages spoken, has at least 50 "official" languages. "What policy can cater for so vast and heterogeneous a mass as our 36-million?" an administrator asked.

I contend that a national homogeneous group will necessarily find it easier to apply an educational policy than will a disjointed group. Ethnologically there is a greater difference between the Kano Mohammedan and the Lagos Christian than between the Nigerian and the Bantu.

Nigeria is so rich in her natural resources that I do not doubt the success she will experience in her vast training schemes of agriculturalists, industrialists and technicians. Personally I am inclined to think that, while she must by no means slow down her campaign against illiteracy, she should, irrespective of the amount of progress and success in that field, continue with her higher and technical training, although this will and must inevitably produce a rift between the educated and the uneducated.

While visiting a medical doctor, the discussion as usual veering round to the all-important and little understood subject of apartheid, I said to my host: "But you seem to have a form of apartheid here too. I notice that your chaffeur who has just brought us home and is probably just as thirsty as we are, is enjoying his refreshment in the kitchen, while we are enjoying ours in the lounge. May I invite him in?" My host replied: "Certainly not. Let him stay in the kitchen. He doesn't come into my lounge! But .." and here he put down his glass and drew his chair nearer "... if his son were to study medicine and become a doctor, I'd invite him into my lounge for a drink."

"So education will end your apartheid, the most cruel form of apartheid because it produces snobbism between blood-brothers?" I asked.

"Definitely," was his reply.

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