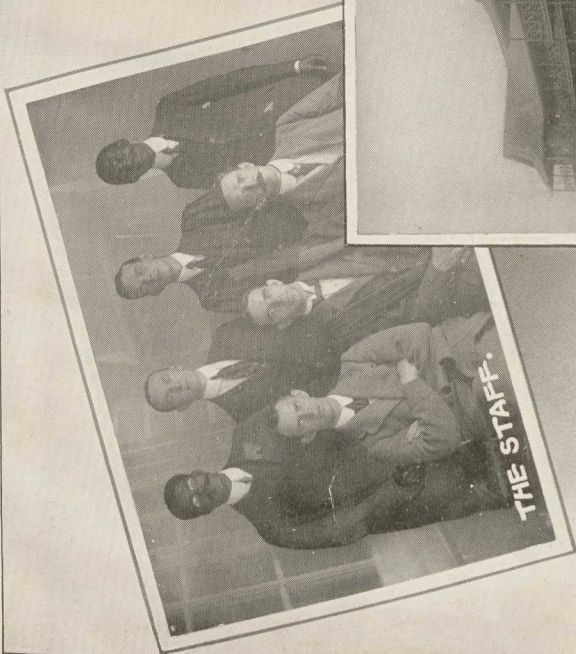


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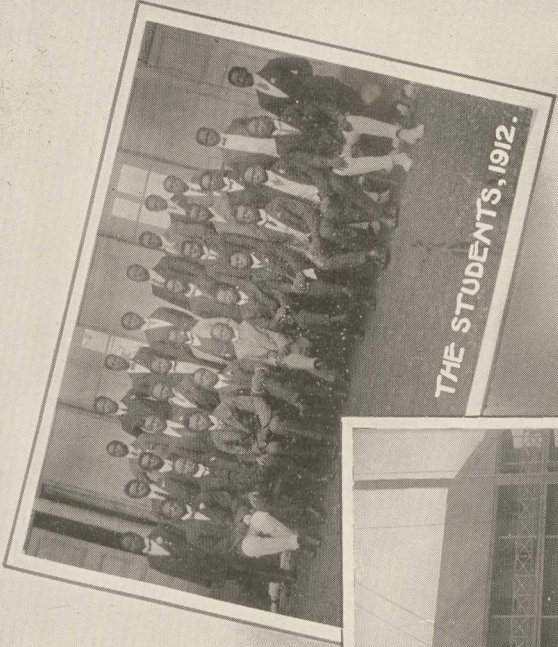
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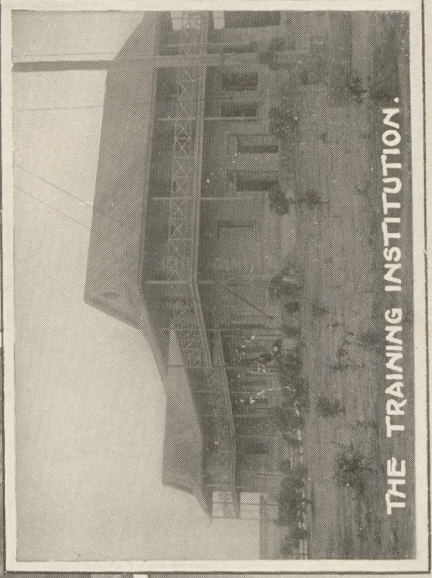
THE STAFF.

Government
Training Institution
for Teachers.



THE STUDENTS, 1912.

Accra,
Gold Coast.



THE TRAINING INSTITUTION.

Editorial Notes.

The Government Training Institution, Accra, has now been in existence for over three years. The students who have passed through its courses are scattered throughout the colony, and, year by year more will go forth to their labours in the schools. We desire strongly that these students shall not for one moment think that their connection with the Institution was severed on the day they passed from its doors. Their presence here forged a link in a chain which we trust will long go unbroken. To strengthen that link is the modest ambition of this Magazine.

The manner in which, it is hoped, this may be done has already been indicated in a circular letter addressed to all old students. It may not be out of place to allude briefly to it again. The magazine is neither for old students alone nor for present students alone, but for both. It will contain an account of the various activities and scholastic successes of those at present in the Institution. Similar information will be chronicled in the case of past students, details of whose successes will be gratefully acknowledged by the Editors.

A register of the past students will be published in each number. The assistance of all is requested and required in order that this register may be accurate, complete and up-to-date.

Articles, which it is hoped will be of educational value and interest, will be published. Here again, the past students can render great help. They know what they need and must learn to ask for it. Many, too, have much of interest to tell; accounts of schemes they have tried and proved successful, of methods they have adopted and from which good results have come. Correspondence is invited and questions of general interest will be answered in the Magazine. The co-operation of all is needed to make the venture a success.

The frontispiece to this number should be of interest to all. The Training Institution is now bounded by a wall, so to secure a good picture the photograph had to be taken from inside the grounds. The names of the staff are:— (Standing) Mr. Payne, Mr. Harrod, Mr. Cranston, Mr. Thompson, (Sitting) Mr. Pearson, Mr. Harman, Mr. McLaren. The Students are:— (Back row) Pajiah Gharthey, J. W. Quaison, Mensah, Annumeh, Quao, Woode, Quaye; (Middle row) Pomeyie, Annowie, Banson, R. A. Quaison, Acquaaah, Addae, Arhin, Williams, Coleman, Tagoe, Nyaku, Aikins, Tetteh; (Front row) Attipoe, Cofie, Neizer, Hayford, Gati, Kesson Wilson, Ansah, Abraham, Mochia.

During the greater part of this term the Institution has been fortunate in having the whole of its staff present, a thing that is not likely to happen again for some time. We sincerely trust that the results of the Certificate examination will bear witness to this.

The students' Saturday evenings have been enlivened this term by lantern and other lectures, debates and concerts. Fuller reports of these occur in other parts of the magazine.

His Excellency the Governor recently approved of the adoption by the Training Institution of the motto, "Disce ut doceas," (I learn that I may teach). Our colours are to be white with a gold edging.

We bid good-bye and God-speed to several students this term. Aikins, Banson, Cofie, Hayford, Neizer, Nyaku, Quaison, R. A., Quaison, J. W., Quao, Tetteh, Attipoe and Pomeyie have been with us two years, and Acquaaah, Gati and Wilson for one year. That they may have a prosperous and useful future is the earnest wish of all who have known them. We shall be excused for specially mentioning Attipoe and Pomeyie, our two monitors, who have had much difficult work to do and have carried out their duties to the satisfaction of all.

Correspondence.

WESLEYAN MISSION SCHOOL,
ACCRA.

Sir,

In accordance with your request I beg to submit the following suggestions for your consideration.

1. That there should be an assembly of all old students on Speech Day ; the travelling expenses of students coming from out-stations to be borne by the respective schools ; and the Government to undergo the boarding and lodging expenses.
2. That in each town where at least six old students are stationed an Old Students' Association be formed.
3. That the handiwork of past students should be presented on Empire Day in conjunction with that of present students.

I have, etc.,

J. KITSON MILLS.

- [1. Old students will be very welcome next Speech Day—Victoria Day—and arrangements can possibly be made to board them. But it is impossible for the work of the various schools to be disorganised by the absence of several of the staff, and managers could not be expected to pay the students' travelling expenses.
2. Old Students' Associations in various centres would be a *splendid idea*.
3. Any specimens of old students' work will be sure of a place in any exhibition arranged for Victoria Day.

EDITOR.]

WESLEYAN SCHOOL,
COOMASSIE.

Sir,

I think it will add to the usefulness of the Magazine if certain pages are set apart for (a) the discussion of individual difficulties met with in special localities, and the means of over-

coming these, (b) self-invented methods of teaching best suited to these places, (c) a "question box" where questions of importance are brought to the Editor's notice.

I have, etc.,

A. H. FILSON

[It is an excellent idea and I quite agree.—EDITOR.]

Victoria Day, 1912.

Victoria Day, as Empire Day is called in this Colony, was a time for great enthusiasm and activity in the Training Institution, and there was hardly a moment from sunrise to sunset when some function or entertainment was not taking place.

The students, with those of the Technical School, had worked very hard the previous day in decorating the East Verandah with flags, palms and bunting, and their efforts were highly appreciated.

From quite early hours children began to assemble, and by eight o'clock the pupils of the Government Boys' School and the students of the Training Institution and Technical School had been arranged in a great semi-circle with the Government Girls' School placed fan-wise within. At 8-30 singing of the National Anthem announced the arrival of His Honour the Deputy Governor, and the official celebration of Victoria Day began.

PROGRAMME.

1. National Anthem.
2. Glee "Hail Smiling Morn," Training Institution.
3. Address by the Principal, Training Institution.
4. Song "Our Country's Flag," Govt. Girls' School.
5. Speech by His Honour, the Deputy Governor.
6. Song "Sons of Britannia," Govt. Boys' School.
7. Combined Song and Saluting the Flag, "The Red, White and Blue."
8. The National Anthem.

Before dispersing, the Deputy Governor and visitors inspected, and we believe, admired, the specimens of students' work which had been placed on exhibition in the Art Room.

At 2 o'clock the combined sports of the Training Institution and Technical School were held in our own grounds where under the direction of Mr. Pearson and Mr. Cranston the students had worked marvels in transforming a wilderness into a properly laid-out sports ground. Some events were restricted to students of the Institution and others to those of the Technical School but in most we united in friendly rivalry. The Institution managed to pull off both the relay race and the tug-of-war, though the Technical School were too good for us in the half-mile. The full programme and results are appended.

1. 100 yards (combined)
 1. Neizer (T.I.)
 2. Tagoe (T.I.)
2. Egg and Spoon Race, (T.S.)
 1. Allassan.
 2. Samba.
3. High Jump, (combined)
 1. Tagoe (T.I.)
 2. Neizer (T.I.)
4. Long Jump (combined)
 1. Neizer (T.I.)
 2. Tagoe (T.I.)
5. Relay Race, won by Training Institution.
6. Throwing the Cricket Ball (T.I.)
 1. Ansah.
 2. Attipoe.
7. Walking Race (T.S.)
 1. Samba.
 2. J. Asare
8. Three-legged Race (T.I.)
 1. Tagoe and Pajiah.
 2. Quao and Quaison.
9. Three-legged Race (T..S.)
 1. Samba and Beggesson.
 2. Amaoko and J. Asare.

10. Half-mile Race (combined)
 1. Allassan (T.S.)
 2. Samba (T.S.)
11. Hopping Race (T.S.)
 1. N. Asare.
 2. J. Asare.
12. Putting the Shot (T.S.)
 1. J. Asare.
 2. Ababio.
13. Obstacle Race (combined)
 1. Wilson (T.I.)
 2. J. Asare (T.S.)
14. Tug-of-War.
Won by Training Institution.

During the afternoon tea and light refreshments were provided for the Students and their friends.

After tea the Students gave a short concert to which it was our privilege to welcome His Honour the Deputy Governor.

PROGRAMME.

- | | | |
|---------------|-------------------------|---------------|
| 1. Chorus | “To the Fields,” | The Students. |
| 2. Song | “How sweet, how fresh,” | J. Neizer. |
| 3. Chorus | “The Sad Autumn Winds,” | Glee Party. |
| 4. Recitation | | S. Pomeyie. |
| 5. Song | | A. Williams. |
| 6. Song | | C. Attipoe. |
| 7. Song | | F. Acquah. |
| | “God Save the King.” | |

The Gold Coast Volunteers.

Although not the very slightest compulsion is put upon us to join the Volunteers, a large proportion of the Students are enrolled in that force. Those at present on the strength are L.-Corpl. Quaye, Ptes. Attipoe, Tetteh, Abraham, Quao, Hayford, Wilson, Acquah, Aikins, Nyaku, Woode, Kesson,

Ghartey, Quayson, Quayson, Annumeh, Ansah, Mensah, Mochia and Addae.

The Principal, who holds a commission in the 4th South Staffordshire Regiment, is now attached to the Gold Coast Volunteers, and the other European members of the staff, Messrs. McLaren, Pearson, Cranston and Harrod have joined the Gun Section.

All this enthusiasm encourages us to look forward to the time when we may have a Training Institution Company of the Gold Coast Volunteers.

Our usual Tuesday and Wednesday parades have been going on as usual, only enlivened by a field day at the time of our Inspection.

On this occasion the Accra companies of the Gold Coast Volunteers, under the command of Captain C. H. Hellis and Lieut. H. A. Harman, engaged in a Tactical Scheme on Tuesday, the 10th September, at 4.30 p.m.

The inspecting officer was Major Rose, Officer Commanding Gold Coast Regiment, who had lately arrived from Coomassie. The men were divided into four sections; 1st section under Sergt. Azue, 2nd section under Sergt. Dodoo, 3rd section under Sergt. Bully, and 4th section under Sergt. Davis, with the Band under the Drum-Major, J. Kitson Mills, also in attendance.

Ten rounds of blank ammunition per man was issued. The enemy were supposed to be entrenched in the neighbourhood of the houses at the foot of Christiansborg Hill, and our attack began from a point on the golf course about 850 yards away. The first section composed the firing line with the remainder in close support. Advances were made by sectional rushes, the other sections covering the rush by fire, until a strong firing line was built up about 400 yards from the enemy's position. Here the "Cease Fire" sounded, and the inspecting officer entered the field, and rendered his warmest appreciation of the manner in which the attack had been carried out.

The number of Volunteers in attendance was about 150.

P. C. QUAYE, L.-CORPL.

Agricultural Course.

The second part of the 1912 Agricultural Course was held from July 1st to July 21st, at three stations, Aburi, Assuantsi, and Coomassie. Seven students from the Institution attended at Aburi, and eight at Assuantsi. Only two were unsuccessful. The names of those who passed are:—

Aburi—Addae, Attipoe, Cofie, Nyaku, Pomeyie, Quao and Tetteh.

Assuantsi—Aikins, Banson, Coleman, Hayford, Mensah and R. A. Quainson.

We are pleased to notice the names of several old students in the list of successes:—J. G. Attafah, V. G. Jiagge, Chr. Ago, E. R. O. Addo, J. Apatu, G. A. Siaw, T. Anderson.

Full reports of the courses at the two stations are appended.

THE ABURI COURSE.

I started from Accra with a few friends on June 28th to attend the Agricultural Course at Aburi. We joined the Basel Mission Lorry No. 4, and I was very pleased with this swift and silent means of transport. The lorry, bound for Dodowa, took us to a place where the road branches off into two. From here we travelled on foot through Ayimensa and reached Aburi at 11.35 a.m. We were welcomed by friends, who lodged us in their own houses.

The Course began on July 1st. We commenced the work in sections, each under the Learners of the Department, while all were under the direct control of the Curator, Mr. T. Hunter. The Curator is a very good man indeed, and we remembered with pleasure his treatment of us in the First Course. The first order he gave was that we should ask him for anything we wanted in the gardens, and not take anything without his knowledge. When we did ask him for anything, instead of giving one he gave a couple.

The first day we did not receive lectures from the Curator, but on the following day an arrangement was made that we should do practical work from 8 to 9.45 a.m. and theoretical from 9.45 to 11 a.m. We agreed, and this was carried out till the 11th day, when further instructions were received from the Curator that we should put our hands to experimental work. We continued this to the end of the second week, and were all glad to learn something

about preparation of fibre ; cocoa plucking, fermenting and drying ; Bordeaux mixture ; seed potting ; preparation of palm oil and kernels ; and preparation of cinnamon bark.

After these had been done our attention was drawn to rubber and its preparation. This lasted for three days of lecturing and experiment.

The Director of Agriculture one morning questioned us on the work we had done, referring especially to the atmosphere and its composition. On the following afternoon we were again questioned by him on the subject of the Cocoa Farm and how it should be developed.

About three days after this we were questioned by Mr. Paterson, the Government Entomologist, on Fungoid diseases and insect pests, and he gave us information as to getting free from these diseases and pests.

During the Course, the Principal of the Training Institution with the other masters made their appearance in the Sanatorium, Aburi. Every morning I used to see the masters with roses and flowers, showing that Europeans take great delight in flowers.

At the end of the course we were examined, and no room being available that would contain us all, some were allowed to sit on the verandah, others under the shrubs (*Michelia Champaca*) that grow in the front of the small building occupied by the Learners of the Department.

After the written examination we were told to come for *viva voce* at one o'clock. This lasted for three hours, after which our subsistence was paid us, we were photographed by the Director of Agriculture, and we walked out of the garden.

We were all very contented with our three weeks' work. All the work we did and all the experiments done for us dealt with native produce, the importance and reality of which do not seem to be fully realised.

I gathered that when the Courses of Agriculture first began, the early attendants complained that they were set to do labourers' work. People now see that there is some gain to be got from it, and there has been keen competition to enter the Learners' Department. If we say Agriculture is dirty work, we make a great mistake. If we despise it, we despise what will make us men.

Many native farmers have much to learn in the planting of their cocoa. Their plants are too close together ; they pay

no attention to pruning, tarring and aeration; they know next to nothing of the ways of dealing with the insect pests. What is the use of planting cocoa, waiting for three years till it is about to yield fruits, and then having to watch it die away through the corruption of Sankonuabe (Alkate). It is three years' labour wasted, and four years more to wait for a return.

Our farms in the colony will be useless if we do not know the correct time of planting seeds, the conditions they need to grow, and the proper up-keep of the plantation.

The Agricultural Courses aim at teaching these things to the teachers, that they in their turn may impart the same to the scholars who, on leaving school and going to the farms, may have all the benefit of the experience and trials of the Agriculture Department.

F. B. ADDAE.

THE ASSUANTSII COURSE.

The Second Course was held from July 1st to 20th, 1912.

First week.—Practical Work.—In the early morning of Monday, July 1st, we were separated into two sections and were sent to the nursery. The first went on with weeding, while the other section watered beds which contained seeds. Luckily, we had in the very centre of the garden a stream of fresh water, and near to it the nursery is made, so that our daily watering was done with ease. On account of the constant falling of rain, the watering took place only for a few days in the first week.

We carried on our weeding in two ways—(1) by hand pulling, and (2) by hoeing. Comparison showed the former to be the better method, as it actually eradicates the weeds.

We were sent next morning to a pea plot to prepare beds. We started by rooting the peas, and taking their leaves aside to be used as green manure. In the afternoon we dug the ground and prepared the beds, each student having his own. On Saturday we were taught how to prepare starch from arrowroot.

Theoretical Work.—Every evening in the first week lectures on crops in general were given. The first and second lectures dealt with soils, climate, and conditions

necessary for the healthy growth of cocoa, cocoanut, cotton, sisal hemp, maize, rice, cassava, and arrowroot. The third and fourth lectures dealt with the preparation of Funtumia rubber, coffee, copra, and ground-nuts. Budding and grafting were also taught.

Second week.—Practical Work.—In the second week, propagation by cuttings, seeds, division, grafting, and budding were taught. The propagation was carried out on beds previously made by ourselves. Poling was taught on the 9th, this being the most interesting work we attempted; we did not mind working overtime till it was finished. On the 10th and 11th we had rain, and we were ordered to plant lime plants that had been raised in the nursery beds. The rains were so heavy that we were tired out, and inquired of the Curator if we might go home. He ordered us to plant all that we had with us and then go home. So, anxious to get away, we finished the work of an hour in 15 minutes. The rain continued the next day and stopped at 10 a.m. On the next two days we were sent to prune cocoa and orange trees. Our pruning taught us that the work is done—(1) so that air may pass through the plantation easily, (2) to prolong the life of the plant, (3) to regulate the output of the plant.

Theoretical Work.—The lectures in this week were all on Rotation of Crops, and how the soil is made poor or rich. In them we learnt that no soil is so rich that it cannot be made poor, if not almost barren; that every acre of land growing an average crop of wheat removes about 180 lbs. of mineral food and 45 lbs. of nitrogenous matter; fallowing or rest of land after a repeated cropping tends to benefit the soil; that it is a principle in rotation that two grain crops shall not be sown in succession. By resting the land for a time, the dormant constituents become active and fertility is restored.

Third week.—Practical Work.—On the 16th we prepared fibre from the sisal hemp, and made a series of cuttings, buddings and graftings. These were sent to the Curator for our practical marks. On the 17th we prepared a poisonous matter called Paris Green, for the destruction of injurious insects. During the afternoon, we tapped the Funtumia rubber by a method known as herring-bone tapping. The milk or latex we got was coagulated by means of heat.

Theoretical Work.—In the first lectures of this week an idea about catch crops and green manuring was imparted.

We learnt that the former is the system of planting food products on vacant ground while the permanent crops are growing, according to the desire of the farmer or the requirements of the local market. Again, that the principal action of manure is to restore the fertility of the exhausted soil. The second and third lectures were on injurious insects, and methods of exterminating them. There are three kinds of injurious insects found in the colony: leaf-eating insects, boring insects, and sucking insects. They can be destroyed by hand-picking and by poisoning. The fourth lecture was on the general treatment of fungoid pests. Fungus is a disease caused through dampness.

Approximate values of certain crops.—An acre of coffee will yield from 4 to 6 cwts. of coffee; profit from £1 to £1 5s. per acre. An acre of ginger will yield 4,000 lbs. of ginger. An acre of cocoa will yield 6 to 8 cwts. of cocoa. An acre of cotton will yield 200 lbs. of lint: value per lb. from 1s. to 2s. 6d.

R. A. QUAISON.

Entertainments, etc.

The Saturday evenings this term have been enlivened by lectures, etc. These have been well attended, and a good many of the Technical School students have helped to make them a success.

Up to the time of writing the following has been the programme:—

- Aug. 31st.—Lantern Lecture. Subject: "English Country Life and Life in the smaller English towns."
Lecturer: Mr. Cranston.
- Sept. 7th.—Debate. Subject: "That the future prosperity of the Gold Coast Colony depends upon the development of its Agriculture."

SECRETARY'S REPORT.

To encourage the art of public speaking and to give that practice which alone facilitates the expression of one's thoughts in a fluent manner; to drive away that shyness and fear which have always been a stumbling-block in the path of the speaker; these things were the object of our Debating Society.

The night of September 7th saw our first debate. The students of the Technical School were invited, and at 6.30 p.m. they, with our own students, assembled in the Art room. The Principal took the chair, and most of the masters were present. When all was ready, the chairman arose and addressed the meeting about the object of our assembling and the method of conducting a debate. The subject of the debate was then announced: "The future prosperity of the Gold Coast Colony depends upon the development of its Agriculture."

The subject was introduced by Mr. H. K. Abraham, and seconded by Mr. F. A. Acquah. The opposers followed, led by Mr. A. J. D. Williams, and supported by Mr. S. H. Wilson.

Upwards of a dozen students took part in the discussion. The original speaker having addressed the meeting, a vote was taken, and the motion carried by 19 votes to 8, 20 students refraining from voting.

The interest shown in this first effort augurs well for the success of the Debating Society.

H. K. ABRAHAM,

Hon. Sec.

Sept. 14th.—Lecture. Subject: "Leaves." Lecturer: Mr. McLaren.

Mr. McLaren had prepared some very excellent illustrations for his lecture. He showed the advantage of a full knowledge of such easily procurable things as leaves, for they may be utilised in drawing, brush work, clay-modelling and object lessons. He described fully how leaves may be preserved by being thoroughly dried between sheets of blotting-paper under pressure, and then mounted on cardboard. Or they may be kept between sheets of glass—old photograph negatives—kept apart by a framework of wood, and the edges bound with paper. This method has the advantage of showing the form of the leaves better, and both back and front are visible. The lecturer gave us, and himself made use of, the mnemonic PAIS D VOMBAST in describing leaves, for its letters are the initials of the chief headings under which leaves are taught—position, attachment, insertion, stipulation, division, venation, outline, margin, base, apex, surface and texture.

Sept. 21st.—Students' Concert. Programme :—

1	Opening Chorus "Joy! Joy! Joy!"	THE SENIOR STUDENTS
2	Prologue	WILLIAMS
3	Recitation "The Tempest"	NEIZER
4	Duet "The Gipsy's Warning"	MENSAH & NEIZER
5	Recitation "Joy! Shipmate. Joy!"	MOCHIA
6	Song "The Rose of Allandale"	QUAE
7	Song "The Mighty Norseman"	MENSAH
8	Song "The Wild Man of Borneo"	WILLIAMS
9	Chorus "The Green Field"	NEIZER & OTHERS
10	Recitation "King Robert of Sicily"	QUAYE
11	Song and Chorus "Sweet Charming Bells"	QUAO & OTHERS
12	Duet "My Pretty Flowers"	ATTIPOE & ACQUAH
13	Chorus "Like the Stormy Ocean Roar"	SEN. STUDENTS
14	Song "The Blue Bells of Scotland"	WILLIAMS
15	Song "The Train of Ages Past"	NEIZER
16	Song "The Song of my Heart"	ATTIPOE
17	Song "My Tale of Woe"	WILSON
18	Song "Old England Town"	TETTEH
19	Chorus "The Green Field" Part 2	J. QUASON & OTHERS
20	SONG "Hausa into Ga" (Accra)	QUAE & TETTEH

"GOD SAVE THE KING."

Cricket.

There is nothing very exciting to put on record as regards our Cricket. Considerable apathy exists throughout the Institution wherever sports are concerned. It would appear as though the students are willing enough to play if games are organised for them, but that, failing this, the cricket pitch and the football field are deserted. We sincerely hope to be able to record a vast improvement shortly, for nothing helps to promote true manliness more than the ability to "play the game."

TRAINING INSTITUTE v. TECHNICAL SCHOOL.

This Match was played on the evenings of September 9th, and 11th, and resulted in a win for the Institution by 13 runs.

Score.	TECHNICAL SCHOOL.		
	1st. Innings.	2nd. Innings.	
Stephen	0	Allassan	0
Pappol	0	Zingnah	2
Agor	1	Samba	4
Cobblah	1	Mensah	8
Mensah	3	Stephen	3
Woolley	13	Cobblah	4
Samba	0	Pappal	1
Quarshie	0	Divine	6
Krosey	0	Quarshie	3
Zingnah	0	Mr. Harman (sub.)	19
Allassan	0	Davis	1
	Extras 6		Extras 15
	<hr/>		<hr/>
	24		66
	<hr/>		<hr/>

Score.	TRAINING INSTITUTE.		
	1st. Innings.	2nd. Innings.	
Mr. Crauston	8	Mr. Pearson	10
Mr. Pearson	13	Mr. Cranston	1
Tetteh	3	Attipoe	0
Tagoe	6	Tagoe	12
Quaye	0	Neizer	5
Attipoe	0	Quaye	9
Hayford	2	Quao	1
Acquaah	9	Mensah	1
Neizer	2	Hayford	0
Annowie	3	Acquaah	2
Quao	1	Quaison, J. W.,	2
	Extras 10		Extras 3
	<hr/>		<hr/>
	57		46
	<hr/>		<hr/>

TRAINING INSTITUTE & TECHNICAL SCHOOL,

v.

MR. CRANSTON'S XI.

Played on September 23rd, and 25th, and resulted in a win for the Institution by 61 runs. Mr. Cranston's XI was composed mainly of Masters and other Europeans quartered in the Govt. Boys' School.

Scores. Mr. Cranston's XI.		Institute & Technical School.	
Mr. Kramer	5	Annowie	0
Mr. Pearson	3	Pappoe	16
Mr. Cranston	3	Cobblah	7
Mr. Beckley	0	George	11
Mr. Wright	0	Tagoe	11
Mr. Hillier	0	Quaye	27
Mr. Brown	6	Woolley	5
Mr. Harman	0	Tetteh	0
Mr. Vaux	14	Ansah	5
Mr. Lyle	1	Stephen	4
Mr. Mc.Laren	0	Acquaah	0
Extras	10	Extras	19
	<hr/> 42		<hr/> 105
	<hr/>		<hr/>

The Ideal Teacher.

In estimating the value of any work done by men there has to be considered the relation between the thing done and the doer of it; the qualities of a worker largely determine the character and results of the work. The work of a carpenter or other handworker depends chiefly on muscular strength and skill in using tools; his character has little to do with the result. But in the work of the schoolmaster, as in that of the priest, mind and character have to be influenced; and nothing influences character so much as character. A teacher's influence depends not only on what he says, but upon what he does and is. The results of a teacher's work are very closely dependent on the mental and moral qualities of the teacher. Hence it is worth while to consider the qualifications which the ideal teacher should possess.

It hardly seems necessary to say that a teacher should possess full knowledge of that which he is going to teach. Some teachers imagine that if they keep a little ahead of their pupils they will teach their subject successfully. But the truth is that no one can teach the whole or nearly the whole of what he knows. Before he can impart a given piece of information, a teacher should have completely absorbed it him-

self, should know all round and beyond it. A person cannot teach a rule of Arithmetic—say subtraction—without having learned many rules much more advanced. Without that wider knowledge, a man cannot teach with that conviction and certainty which is necessary to inspire his pupils with confidence in him. A teacher should not only know his subject beyond that point to which he has to teach, but he should know as much as possible of that which lies near to it, or can be associated with it. Hence it is necessary for a teacher to go to his class with the lesson he is going to teach well prepared. Even such a simple lesson as reading should not be taken without the teacher having first glanced through the chapter that is going to be read, so that he may decide which words and phrases it is desirable to explain or illustrate. And, in explaining a rule in Arithmetic all examples should be chosen beforehand, so that they may be the best possible for illustrating that particular rule. A teacher should never cease to become a learner, for if he does, he soon loses the power of sympathising with his pupils in the difficulties they experience in learning those things which he learned a long time before, and which have become so familiar to him that he runs the risk of forgetting the difficulties they present to one who is introduced to them for the first time. The ideal teacher will not be content to rest on his oars—not only for the benefit of his pupils, but for his own good as well. He should try to keep his mind fresh and guard carefully against mental stagnation. Considering this, it will be well for him to approach new subjects, not with the question:—“How will they help me in my teaching?”, but with the question:—How will they help to develop me, the human being?” For a teacher should remember that he is a man, with a place to fill amongst his fellow men; and the more human he becomes, the more efficient will he be as a teacher. Moreover, any new knowledge he may acquire, if it does not actually form the subject of a lesson, may at some unexpected time, supply him with a useful and apt illustration.

No teacher will deny the fact that teaching is very trying to the patience, while it is a profession to which above all a cheerful and happy temper is most essential. Some teachers are conscious of a weakness in this respect, but it is a weakness which can be overcome in time by careful guarding and watching. There is no doubt that a child would be better at home than to be under the direction for five or six hours a day,

during the most impressionable years of its life, of a teacher who is impulsive and variable, and who does not obey the rule of conduct which he wishes his pupils to obey. No man is fit to control others until he can control himself. Hence the teacher must be prepared to take some pains to cultivate in himself patience and forbearance. Otherwise, it would have been better for him and for his pupils had he never joined the profession.

Another habit the teacher should strive to develop is that of constant cheerfulness. He should remember that he is dealing with irresponsible little human beings, whose natural activities are in the direction of fun, play and sportiveness, and that the more he is in sympathy with them, the more successful will his teaching be. A teacher is mistaken if he thinks that habitual severity is required by the dignity of his profession. He can impress his pupils with the seriousness of their work, and at the same time go about it in a bright manner. If he makes his pupils think that the gaining of knowledge is a pleasant occupation and not an irksome task, he will have done a great deal towards ensuring the success of his efforts. The attitude of his pupils towards the work depends almost entirely on the methods of the teacher himself. Many teachers seem to think that the progress of boys largely depends on the application of an irritating stimulus, whereas as good results can be obtained by encouragement and promotion of friendly competition amongst themselves as can be obtained by trying to goad the boys on to the acquisition of knowledge. The men and women who have the most influence in the schoolroom are those who show they know how to share the enjoyment of their scholars in the play-ground—or who at least do all they can to encourage children to play; for many teachers fail to appreciate the educational value of sport. Taking part in sport develops certain sides of character which a teacher cannot expect to develop in the schoolroom.

Bodily activity is a very useful, if not an absolutely necessary qualification in a teacher. In this may be included that quickness of eye and alertness of ear which are indispensable to one who would control a class of children, who are always more inclined to bodily than mental activity. It is essential that a teacher should be able to take in at a glance every movement in any part of the class, and that nothing should escape his notice. Let the children find out that he sees every fault and the need for watchfulness will gradually

diminish. But if his supervision be insufficient, then he may be sure the children will take every advantage of his unobservant manner. Even when his children have been conscious of his all-observant eye, and the need for his watchfulness decreases, he must not allow himself much freedom in this direction, or the children will soon fall into careless habits again. The teacher must not think that "observing" means "suspecting." Nothing is better for boys than the feeling that they are being trusted, but a wise teacher will always be in a position to know whether they are worthy of the trust he may place in them.

Among the physical qualities which go to make a good teacher must be mentioned a gentle but firm voice. Some teachers do not seem to realise to what an extent voice affects teaching, but if they will pause a moment they will soon see what a powerful weapon for good or ill, they possess in the voice. Voice is as necessary to the teacher as it is to the actor, and by its proper and considered use, a teacher can work on the emotions of his class as the actor does on those of his audience. The voice is the first quality of the teacher that the children copy. The children's manner becomes noisy or quiet as the teacher's manner varies from noisy to quiet. If a teacher wishes his pupils to become quiet, gentle and polite, he himself must be quiet, gentle and polite.

Another fault that some teachers are guilty of is a mistaken idea of the relative importance of themselves and their work, and that of other people and their work. The profession of teaching is often credited with this particular vice. The reason is probably that, spending so much of their lives instructing pupils who know less than they do, they adopt a certain superiority of manner, which they do not cast aside when they leave the schoolroom and mix with those who are intellectually equal or superior to them. Whatever the reason is, it is not an excuse for this fault, and teachers should strive very hard against being guilty, and the best remedy is to take care that out of school they spend their time as much as possible in the company of their intellectual superiors. Another remedy is to have some interest in life entirely unrelated to their work, which will bring them into contact with people on equal terms, where they will be expected to put forth their best. This will help to preserve a freshness of mind which is so essential to the success of the teacher's efforts.

Above all he should guard carefully against teaching by routine, and always be on the watch for new illustrations, new methods—in a word, intelligence—in his teaching.

A. HARROD.

Hand and Eye Training.

This article aims only at warning teachers of two great misconceptions to which they are liable since the introduction to our schools of Hand and Eye work in its more complicated and varied forms. The first error creeps in owing to the subject being new, and it will disappear in time; the second is more serious, and unless teachers are awake to the object of the work will always be with us.

When a child is promoted to any particular standard he has usually done the work allotted to the previous standards, and so is prepared to tackle the new work. With hand and eye work it is different. There are many schools into which the subject is of recent introduction. The child in St. IV. knows no more of the work than a child in an Infants' class, though, of course, he is capable of learning more quickly. A complete scheme having been devised for the various classes in any school, it will not be found possible during the first year or two for each standard to do the work allotted to it, for such a scheme will assume the child has had the previous years' practice in the lower standards. It would appear at first glance as though as many years must elapse as there are standards in the school before every class can be doing its proper work, for only the lowest class is doing that in the first year. This is not quite true; the superior intelligence and abilities of the older children will enable them to get through in one year more than the younger children would do in that time. An upper standard can, perhaps, do the work that would normally have taken two or three years to accomplish in the infants' or sub-standard classes, especially as much of that work will have been included in the scheme to help the work in other subjects which these older children have already mastered by other means.

Again, hand and eye work must be regarded most distinctly as a means to an end, and not as the end itself. The object finally in view is not to model a banana in clay, or a box

in cardboard, or a boat in paper, and then to put these objects out of sight in a school cupboard where they are forgotten, or whence they are only produced for a school exhibition. Many of these objects, undoubtedly, have a distinct value in themselves; the moulding of that banana has taught the child much that the drawing of one in outline could not teach him. But, to a still greater extent the making of these objects has given the children that dexterity in clay, paper or cardboard modelling which will enable them to introduce these subjects into any or every other school lesson. A Standard II. that struggles hard to keep awake on a hot afternoon while the teacher patiently endeavours to drill definitions of capes and bays into them, will be alive and keen if they may model an island or a piece of coast line and make their own capes and bays.

Hand and Eye Training as an end alone would, perhaps, be justified because:

- (1.) It encourages observation in children; they learn to note form, colour, etc.;
- (2.) Their interest and curiosity is aroused in so far as they are doing something for themselves;
- (3.) All their senses are trained, and, especially they obtain admirable dexterity which should be particularly valuable to those who afterwards have to work with their hands;
- (4.) They feel they are taking an active part in the lesson and not merely listening, more or less inattentively, to the teacher.

But, as the work so learned can be utilised to keep the teaching of Geography, History, Arithmetic—in fact, every school subject,—its inclusion in the school syllabus is more than justified.

The Leopard and the Ram.

A ram once proposed to build a house in a place which he thought was unknown to anyone. At the same time the Leopard had chosen that identical spot for his house. When the Leopard went to clear the ground, he found a part of the site already cleared. He was much astonished, but after considering the matter for a while, cleared what he could and went away home.

The next morning the ram came, and to his great astonishment found the clearing twice as large as he expected. Thinking the gods or his deceased ancestors had sent him help, he thanked them and went on with his work. Thus the two laboured alternately until the whole building was finished.

To the surprise of both they met there the same day to open the building. However, they saluted each other, each told his story, and they decided to live together. They often went out hunting. The leopard was greatly surprised to find that the ram brought home as much meat as he did.

One day before setting out for hunting, the Leopard instructed his son to entice the young ram to tell him how his father managed to kill the animals. So when they were alone the young Leopard asked the little ram, how his father managed to kill the beasts; but could get no reply unless, in turn, he would tell his father's way. He agreed and they procured two large pieces of plantain stems to represent the animals. The young leopard took one, placed it in position; then, going right and left, bowing and standing as his father did, took aim, sprang towards the stem and tore it. The young ram took the other, placed it, and wasting no time just went backwards a little distance, took aim, and ran swiftly forward, pushing his head against the stem and tearing it to pieces.

In the evening the leopard got all the information from his son who told him he must always take care whenever he sees the ram going backwards. The Leopard from that day watched the ram closely. One day it rained and the leopard called the ram to dine with him. As the ram was coming he chanced to slip backwards. The leopard seeing him, thought he was about to kill him, and calling to his son to follow, sprang with all his might over the wall of the house and fled to the woods.

The ram called him back, but he heeded not, and from that time the leopard took up his abode in the fields and woods while the ram remained at home.

J. A. H. NEIZER.

School Gardens in West Africa.

With the advance of education in the Colony many interesting, and some serious problems have arisen, and amongst these are few so vital as the ever increasing tendency to deprecate the importance and worthiness of manual labour and craftsmanship, whilst the apparent dignity and desirability of all forms of sedentary occupation appeal more and more successfully every year to the young West African, proud and confident in his newly acquired ability to read and write and reckon.

How this state of affairs has been brought about is not our present concern, but that it does exist, and that it possesses many regrettable features few of us will deny.

If it is at all possible, therefore, to do anything in our schools to foster and stimulate the just appreciation of manual labour occupations, it is the duty of the teacher of to-day to do it, and fortunately in his school gardens he has the means to hand to accomplish a great deal towards this end. If properly used, these should create and develop an interest in Agriculture (an industry vitally important to the welfare of the nation) that will result in great good in the years to come.

It is essential, of course, that new methods of cultivation should be taught, but it is futile to hope, that any great change can be brought about by attempting to reform the methods of the present cultivators; it is in the younger generation,—in the farmers of the future—that our hopes and efforts must centre, and to those teachers who strain to the utmost, the possibilities afforded in this direction by the teaching of Nature Study, School Gardening and Agriculture, a debt of gratitude will be due by every well-wisher of the Colony.

In order to work to this end the school garden must be carefully planned and properly managed. It must aim at being practical, experimental, and interesting and should be almost an Agricultural Station in miniature, stocked with all the best available kinds of useful plants both natural and introduced, arranged and worked in proper order.

A boy's father may have grown certain crops for years without the slightest desire to cultivate any new variety or subjects newly introduced into the Colony, but the boy at school is bound to take an interest in them if they are constantly brought under his notice and care, and to realize

their superiority over the older varieties. This applies also to new methods of cultivation.

The cost of maintaining a school garden is comparatively small.

The teacher should be trained and capable of instructing his pupils in up-to-date methods, and to secure this, excellent courses of instruction have been arranged at various centres in the Colony. The agricultural officers will frequently inspect the garden and give advice and every assistance possible in management to secure the best results. A few prizes might be given annually to encourage a more active and intelligent interest in the work.

It is of little use to cram the young scholars with theoretical knowledge. What is needed is as much practical and experimental work as possible, along with a little "book knowledge" of the structure of plants, and the principal functions of the various parts. It will be found that in this subject as in many others, the boys "learn best by doing" and only after the boys have seen the result of their labour in the garden, will a sufficiently active interest be aroused to profitably pursue the study of Agriculture.

Work on these lines would tend to introduce into certain districts, products hitherto unknown there.

For instance the native as a rule cares to cultivate little except cocoa. He may grow some of the native rubbers such as *Funtumia*, but he regards them as none too valuable. In a properly worked school garden, however, he would see a later introduction—Para rubber—and also several varieties of coffee. Good returns may be obtained from both these crops, and enquiry and interest will follow to discover that many other valuable crops besides cocoa might be profitably grown.

As his agricultural education proceeds the scholar will realise the importance of the various processes carried on in the garden such as (1) Green manuring, or the digging into the ground of all green waste material—especially leguminous crops which supply to the soil large quantities of nitrogen. (ii) Rotation of crops. (The native farmer already knows that better results can be obtained by changing his crops yearly than by continually growing the same crop on the same soil, and this fact can be made the basis of much valuable and interesting teaching) (iii) The scholars should

be encouraged to collect insects and fungus material, to be forwarded to the proper quarter for investigation thereby discovering what insects are injurious to various crops.

His interest being thus aroused, and being accustomed to the outdoor work, the young student will readily turn to the study of the theory of agriculture and each attempt at plant culture will emphasise the need of more exact and scientific knowledge.

A pride in his work will possess him and he will see that agriculture is by no means a pursuit for the ignorant and illiterate, but one demanding much enthusiasm and trained intelligence, and an occupation worthy of the best men the Colony can produce.

Register of Students.

W.S.—Wesleyan School.

B.M.S.—Basel Mission School.

Br.M.S.—Bremen Mission School.

R.C.S.—Roman Catholic School.

C.E.E.—Church of England School.

G.S.—Government School.

1909-1911.

Abadoo, M. M.	W. S., Cape Coast
Ainooson, A. H.	W. S., Cape Coast
Ankrah, J. J.	W. S., Accra
Ardayfio, B. C.	G. S., Accra
Bruce, E. J.	G. S., Accra
Dadey, C. A.	G. S., Cape Coast
Filson, A.	W. S., Coomassie
Kennedy, G. E. H.	G. S., Accra
Pobee, J. M. S.	G. S., Cape Coast

Potakey, F. K.
 Quarshie, J. W.
 Quayson, J. A.
 Yankah, J. T. N.

R. C. S., Quittah
 W. S., Chamah
 R. C. S., Obuasi
 W. S., Secondee

1910. SPECIAL COURSE.

Abongye, D. S.
 Akrofi, E. V.
 Amuah, C. D.
 Asihene, E. V.
 Atu, B.
 Baffour, R. P.
 Cudjoe, F. S.
 Enim, M.
 Gyampo, J. E.
 Obeng, M.
 Odonkor, S. S.
 Ofori, W. C.
 Quist, G. R.
 Wilson, G. D.
 Wood, J.

Seminary, Abetifi
 Seminary, Akropong
 R. C. S., Coomassie
 B. M. Sen. S. Akropong
 Br. M. S., Peki Blengo
 R. C. S., Elmina
 R. C. S., Cape Coast
 W. S., Dodowa
 Seminary, Akropong
 B. M. S., Boso
 Seminary, Akropong
 Seminary, Akropong
 Br. M. S., Quittah
 R. C. S., Ajua
 R. C. S., Secondee

1910-1911.

Apatu, J.
 Appiah, J. E.
 Attafah, A. K.
 Attafah, J. G.
 Bekoe, C. E.
 Dade, L. N.
 Darko, W. M.
 Hayford, A.
 Jiagge, V. C.
 Maison, G. E.
 Oppon, B. C.
 Ruhle, J. F.
 Siaw, G.

W. S., Larteh
 W. S., Saltpond
 G. S., Nsuaem,
 G. S., Nsuaem
 B. M. S., Akropong
 W. S., Komfrodua
 W. S., Aburi
 R. C. S., Saltpond
 Br. M. S., Quittah
 R. C. S., Axim
 W. S., Saltpond
 R. C. S., Elmina
 G. S., Coomassie

1911. SPECIAL COURSE.

Abbey, E. D.	W. S., Prampram
Ackon, J. B.	R. C. S., Elmina
Addo, O. E. R.	W. S., Aburi
Affor, R. M.	Br. M. S., Peki Blengo
Ago, C.	Br. M. S., Peki Blengo
Amegashie, B. S.	Br. M. S., Quittah
Anang, H. N.	B. M. S., Christiansborg
Anang, J. M.	W. S., Larteh
Anderson, T	R. C. S., Anamaboe
Asante, W.	Seminary, Akropong
Ayikutu, E. L. K.	Br. M. S., Quittah
Ehu, T. B.	Br. M. S., Avetile
Fry, A. J.	W. S., Cape Coast
Hayfron, D.	G. S., Cape Coast
Kwawu, H. N.	A. M. E. Z., Quittah
Markin, F. A.	W. S., Coomassie
Mills, J. K.	W. S., Accra
Moses, G. E.	W. S., Anamaboe
Nutsuakor, W. E.	Br. M. S., Aryako
Ohene, S. A.,	Seminary, Akropong
Quainoo, J. W.,	R. C. S., Saltpond
Yalley, R. B. C.,	C. E. S., Secondee

PRESENT STUDENTS.

1911-1912.

Attipoe, C. C.
 Aikins, C. E.
 Banson, S.
 Cofie, J. W. K.
 Coleman, J.
 Hayford, S. W.
 Neizer, J. A. H.
 Nyaku, C. K.
 Pomeyie, S. A.
 Quaison, J. W.
 Quaison, R. A.

1912-1913.

Abraham, H. K.
 Addae, F. B.
 Annowie, J. K.
 Annumeh, J. M.
 Ansah, E. A.
 Arhin, S. A.
 Ghartey, S. B. K. A.
 Kesson, P. A.
 Mensah, J. A.
 Mochia, J. E.
 Pajiah, W. D.

Quae, A. J. J.
Tetteh, E. J. A.

Quaye, P. C.
Tagoe, C. L.
Williams, A. J. D.
Woode, R. B.

1912. ONE YEAR STUDENTS.

Acquaah, F. A.
Gati, C.
Wilson, S. H.

Football.

Having defeated at cricket the European team got together by Mr. Cranston, the combined Training Institution and Technical School tried conclusions at football with an eleven got together by Mr. Beckley. The match was played on the afternoon of September 30th, and resulted in a victory for the Europeans by 4 goals to 2. Our goals were scored by Tagoe and Ansah.

We gave a most creditable exhibition, and are looking forward to a return match. Teams:—

TRAINING INSTITUTION AND TECHNICAL SCHOOL.—Mochia; Neizer, Mensah; Crey, Attipoe, Abraham; Wilson, W., Ansah, Tagoe, Samba, Quaison, R.

MR. BECKLEY'S XI.—Messrs. Kramer; McLaren, Gilbert; Crewe, Cranston, Harman; Brown, Pearson, Beckley, Hillier and Vaux.

Referee: Mr. Hellis.

Government Training Institution, Accra,

Magazine.

MAY, 1913.

STAFF.

H. A. HARMAN, B. Sc. (Lond.), Principal.

H. McLAREN, A M.I.M.E.

E. A. PEARSON.

T. D. CRANSTON, M.A. (Glasgow).

A. HARROD.

D. S. PAYNE, M.A. (Durham).

J. A. VANDERPUYE.

MONITORS, 1913.

H. K. ABRAHAM.

P. C. QUAYE.

Editorial Notes.

It is with feelings of pride and gratification that we send to press the second issue of the *Training Institution Magazine*. We are glad to hear that our last effort was appreciated by both present and former students, and, consequently, we undertake all the more willingly, the laborious duties of editing when we know that our work is valued. We thank those former students who took the trouble to write to us to tell how pleased they were with the last number.

Mr. A. Thompson left us at the end of last term, and, though we are sorry to lose him, we congratulate him on his well-earned promotion. He has been on the staff of the Institution since June 11th, 1910, and we trust that he will continue to take an interest in the work of the Institution, although he is called to other duties. His place is taken by Mr. J. A. Vanderpuye, who has been a teacher at Nsuaem since he left the Accra Government Boys' School. We offer him a hearty welcome, and hope he will be long with us.

Since our last issue Mr. Pearson went on leave to England, but we expect him back before this number reaches the hands of the students. He will come back, we hope, with renewed vigour to continue his work to the end of the session.

Our Principal, Mr. H. A. Harman, went on leave on the 3rd of January and returns about the end of April. We regret that he was not present at the opening of the session to welcome the new students. We can assure him of a hearty welcome when he comes back to us. Mr. MacLaren has been Acting-Principal since Mr. Harman went on leave.

We are pleased to see that our workshop is ready and all our industrial training will now be given us at the Institution by our own staff. A new feature is introduced in making all those who have already passed the examination take an extra course. Students ought thus to be much better equipped in industrial work than formerly. We thank the Technical School for their valuable help in the past.

In previous years we have had to depend for our knowledge of agriculture on the course at the Government stations, but now we are fortunate in having a large garden of our own within our own ground. It has been planned by the Director of Agriculture, and will be laid out under his supervision. It is expected that our work in it will be of great advantage to us when we take the agricultural course at the various stations, because the work done at the Institution will be made to correlate with the agricultural courses. We trust that the garden

will be cleared and ready for planting before the rainy season is over.

At the certificate examination in Schedule H, held last December, we are glad to note that the two candidates from the Training Institution have been successful in gaining the first and second places on the list for the Colony. We congratulate Pomeyie and Attipoe on this success. We are pleased to see that Wilson heads the list in Schedule G, and Abraham is second. The other successful students, eighteen in number, are also to be congratulated, and we hope that the new students will be as well to the front at the next examination. A full list of the results will be found on another page.

The usual Saturday entertainments are being continued, and an account of them is given elsewhere.

We note from the pages of the *Gold Coast Nation* that F. A. Acquah has been successful in obtaining the certificate of the Victoria College of Music, London, at the examination held at Cape Coast, last December. At the examination held at Coomassie, A. H. Filson, F. A. Markin, and J. W. Appiah obtained certificates. We rejoice at the success of our former students.

We are to have a School Song of our own. Mr. Barnard, the Borough Electrical Engineer of Walsall, has already earned fame by his contributions to the *Westminster Gazette*, and he has promised to write the words which we hope to publish in this number. The music, we fear, will not be to hand in time.

Several students attended the Agricultural Courses at Assuantsi, Aburi and Coomassie. We regret that excellent articles by P. A. Kesson and A. J. D. Williams, dealing with the work at these courses, have to be held over for want of space.

To several letters the Editors have replied direct. Subjects suggested by others will be made the basis of future articles.

We are very pleased to include Technical School notes in this number, and rejoice to hear of the continued prosperity of our antagonists in sport, but colleagues in all else.

It is, perhaps, necessary to say here that the opinions expressed in any article in this magazine are those, only, of the writers concerned, and, though we hope they will be very useful to the earnest teacher, they must not necessarily be taken as the opinions of the Education Department.

Prize Distribution.

The first prize distribution took place on Saturday, Dec. 14th. The Director of Education, Mr. D. J. Oman, had kindly consented to give away the prizes, and besides the staff of the Training Institution, there were present Messrs. H. A. Wright, G. A. Pickles, (Technical School) and H. Evans (Headmaster, Government Boys' School, Accra).

In introducing the Director, the Principal said:—

On behalf of Staff and Students I wish to offer Mr. Oman a very hearty welcome here this evening.

The occasion is in many points unique. The Students have seen a great deal of the Director of Education during the past week, but he must always have appeared to them as a terrible tyrant, responsible for the setting of examination papers. But now he comes in a much more lenient form, as the one who has kindly consented to give away the prizes and certificates on this our first—and I hope, first annual—prize distribution.

It is usual on these occasions for the Students to have some opportunity of giving a display of their skill in the various branches of their scholastic work, but the fact that the annual examination for certificates is now on, accounts for the informality of this occasion. I felt that the Students could not fairly be called upon to undertake any extra work. In this, the Director completely concurred.

Before proceeding to the real business of the evening, it behoves me to say a few words with regard to our year's work.

The Students this year have had largely increased facilities for study and tuition, and I think I can safely say they have worked hard and taken full advantage of these facilities.

As to what ultimate success will attend their endeavours, it is not for me to speak. The Director will have more to say on that point when the results of the examinations are published, and when he visits the schools in which our Students will soon be employed. Still, during the last 7 months I can certainly testify that things have worked smoothly and well; the loyal co-operation of every member of the staff, the excellent work done by our monitors in assisting them, and the earnest desire on the part of the Students to utilise to the full, the advantages the Government offers them, must bear fruit in due season.

All the Students have taken a course in Drill and Physical Exercises on the lines prescribed by the British Board of Education and many of the Students have made sufficient progress therein, to enable them to introduce this subject to their schools, and to see that it is correctly taught.

We have also published this term the first number of our Magazine. If present and past Students will only unite and show sufficient interest, there is no reason why this magazine should not be an efficient link joining together all who pass through

this place, and, further, be a means of bringing to their notice any modern ideas that may be of use to them in their schools.

I will not take up your time any further, but will call on the Director of Education to kindly give away the prizes and certificates.

Before giving away the prizes the Director of Education gave the following address:—

It gives me great pleasure to be with you to-night at your first annual prize distribution. The reason for my being asked is, as the Principal has explained, that the amount of work you have in hand just now made it absolutely necessary for this function to be departmental and not public.

Another school year has come to an end, and many students are about to leave, after two years residence here. Valuable friendships have been formed, and we do not wish those about to leave to sever, completely, their connection with the Institution.

A Magazine has been published, the first number of which is in your hands. Besides serving many other useful purposes, it is intended as a link between present and past students. The Principal and staff have worked very hard in producing it, and I hope all students will unite to make it a success.

When you leave here and begin your duties in the Mission Schools, you should not imagine that we think no more about you. The staff of this Institution, the Inspectors of Schools, and myself, will watch with interest the career of each student, and I hope that every one leaving here will perform his duties in such a manner as to bring credit on himself, on his School and on this Institution, which did so much to train him.

Some of you may be appointed to Schools where you will have to take charge of two, three, or even more classes. You will, perhaps, be discouraged at the results. What I tell you is, persevere: we know the difficulties. Always bear in mind what you were taught in the Training Institution; make your lessons as interesting and instructive as possible; try to *train* the children.

New subjects have been introduced into the curriculum; you may go to Schools where none of these are taught. Do not be over-ambitious; introduce them gradually, and remember that, at the beginning, methods will be of greater importance than actual results. Do not be discouraged. Do your best.

One or more of you may be appointed to a School in which there is an old teacher, and, as you are certificated, you will be placed in charge. Do not imagine that because you are in charge you cannot learn anything from the older teacher. He may not be certificated, but he has learnt very much from experience, and will be able to give you great help and assistance. Many of these teachers have worked hard and worked well. In their youth they had not the opportunities which are

now offered to you, yet it is through their efforts that you have been enabled to enter this Institution, and I can assure you that their advice and help will be very valuable to you.

Always remember, too, that as teachers you have tremendous influence. There is special need for the training of children on the Gold Coast. The future of your country depends greatly on the teachers, on *you*. The children of to-day are the men of to-morrow, and what the men will be depends on you.

Before distributing the prizes, I will wish you, as the Principal has already done in the Magazine, "Good-bye, and God speed."

The prizes and certificates were then distributed to the following students:—

SENIOR YEAR.

C. C. ATTIPOE and S. A. POMEYIE:—Prefects' prizes and prizes for work in Schedule H.

S. H. WILSON:—First place in Aggregate, Practical Teaching, Theory of Teaching, Composition, English Grammar and Literature, Geography, History, Hygiene, Drawing, Hand and Eye Work.

R. A. QUAISON:—First place in Nature Study; second in Aggregate, Mathematics, Composition, History, Hygiene, Theory of Teaching.

C. B. GATI:—First place in Woodwork; second in Geography, Drawing, Hand and Eye Work.

J. W. K. COFIE:—First place in Mathematics; second in Practical Teaching.

F. A. ACQUAAH:—Second place in English.

S. BANSON:—First place in Arithmetic.

E. J. TETTEH:—First place in Drill.

J. A. H. NEIZER:—Third place in Hand and Eye Work.

JUNIOR YEAR.

H. K. ABRAHAM:—First place in Aggregate, Mathematics, English Grammar and Literature, History, Nature Study, *Drawing, Hand and Eye Work.

F. B. ADDAE:—First place in Composition, Hygiene, Practical Teaching, Theory of Teaching, *Drawing; second in Geography, Nature Study.

A. J. WILLIAMS:—Second place in English, History, Practical Teaching, Theory of Teaching.

P. A. KESSON:—First place in Geography; second in Hygiene.

C. L. TAGOE:—First place in Woodwork; second in †Hand and Eye Work.

P. C. QUAYE:—Second place in Mathematics, †Hand and Eye Work.

S. B. GHARTEY:—Second place in Composition.

* Bracketted equal.

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Students who passed Sch. G. Xmas, 1911 :—C. C. Attipoe, S. A. Pomeyie.

Students who passed Sch. I. Part 1., Hand and Eye Training.—C. C. Attipoe, J. W. K. Cofie, R. A. Quaison.

Students who passed Sch. I. Part 2. Industrial Training:—C. C. Attipoe, J. W. K. Cofie, J. A. H. Neizer, S. A. Pomeyie, R. A. Quaison.

Students successful at Agricultural Courses at Aburi and Assuantsi :—F. B. Addae, C. E. Aikins, C. C. Attipoe, S. Banson, J. W. K. Cofie, J. A. Coleman, S. W. Hayford, J. A. Mensah, C. K. Nyaku, S. A. Pomeyie, R. A. Quaison, A. J. J. Quao, E. J. A. Tetteh.

C. C. Attipoe having thanked the Director for distributing the prizes, hearty cheers were given.

The Director briefly replied, and the proceedings terminated.

Freehand Drawing.

One of the first aims of the pupil should be to acquire a clear, firm and steady line, both in outline and shading. Without this, he will obtain neither precision in the one nor clearness in the other. His drawings will be slovenly, muddy and indefinite.

The knowledge of form can only be obtained by study; no genius can supply it. No particle of this knowledge comes by intuition, all must be either learned or taught. The means of representing the appearance of objects by lines and tints are purely mechanical. Nature may give to some a greater dexterity of hand than to others, and thus make this acquirement easier to one than to another, but in no instance is it attained without practice.

Drawing may be divided into outline and shading (the outline gives the form, the light and shade its solidity); but drawing in its strict meaning is the art of representing objects on a flat surface, by lines indicating their forms and contours alone, independently of colour or even shadow. It is a conventional mode of conveying ideas of form, which has its foundation altogether in art, and was its first essay. The designs of the early Etruscan vases, and the writings of the Chinese, are but different forms of this attempt.

Alluring as colour is to the eye, and all important as it seems to be in painting, it is really subordinate to drawing, because, unless assisted by form, it is valueless and unmeaning, and incapable of expressing anything; whereas form can distinctly represent objects without the aid of colouring, or even shadow. I have seen mere outlines traced so judiciously as to convey the idea of atmosphere and distance, the lines

being kept very faint at extreme distance, and gradually increased in force as they approached the foreground, which was given with great strength of touch.

But there is, in fact, no such thing as an outline in nature; the effect of natural objects on the eye is only that of a number of parts or masses of form, shadow or colour, but no lines. We are obliged in art to call in the aid of a fiction, by making the boundary of each object. When the imagination loses sight of the fallacy and dwells upon the form within it, then we are drawing in outline. Such an outline is, in itself, a perfect thing, and, though it has no prototype in nature, it is received as the arbitrary token of an object. Fill it with colour—in short, attempt to make it an imitation of the real object—and it becomes subject to comparisons which destroy the illusion; its simplicity is the basis of its power and interest.

Pencil drawing is the basis of painting and engraving, and an important auxiliary in the art of design. In sketching, blacklead is generally the first instrument used. Nothing glides so readily over the paper and executes an idea so quickly. It is, besides, cleanly, portable and convenient, is easily procured, and admits readily of alteration or erasure. Pencil drawings, in addition, are not subject to fading and, indeed, may be considered (when fixed) as indestructible.

I assume the pupil provided with good blacklead pencils (they will be such if they readily give the required lightness or strength of line or touch), paper, not too coarse in the grain, which would make the drawing look mealy, nor too smooth and glossy in surface. Let the leaves of paper be stitched together as a book; it will be pleasanter to work upon, will keep the pupil's attempts together, and thereby show what progress he makes. He must have a piece of indiarubber, a sharp knife, and a port-crayon to hold chalk or pencil when it becomes too short, lest it cramp the fingers and hinder freedom of touch. Place the drawing-book or sheets of paper on a board or desk, inclined as much as practicable, then proceed to draw free, firm, alternately dark and light, upright lines, then horizontal, diagonal and curved lines. Avoid forming these lines little bits at a time, or by repeated touching over—as it were painting them—but make each line as much as possible with one sweep of the hand. Of course it must be understood they are to be done without the assistance of straight-edge or ruler. The paper is never to be moved for the purpose of making any line with greater ease, but kept constantly straight before the pupil. The pencil is not to be held as a pen, for this would occasion stiffness; but it must be held between the points of the fore-fingers and thumb, keeping them a little bent, so as to be able to force it forward or draw it backwards freely. Sit upright, and allow the arm to rest at ease upon the drawing-board. In

drawing horizontal lines rest the hand sufficiently to steady but not to fix it, letting it slide by the motion of the whole arm from the shoulder ; but if the wrist be fixed the line will become curved and not horizontal.

The objects or copies should be large for beginners in drawing, who, whether infants, youths, or adults, are awkward and clumsy ; they cannot do anything fine or small, they do not like too much detail, and cannot bear to be a long time over a subject.

Technical School Notes.

Our students now number 44, coming from Accra (15), Cape Coast (14), Northern Territories (5), Winnebah, Secondee, Quittah, Peki (2), Elmina and Asessesso (1).

It is good to have lads from a diversity of places, because, when they leave, they can help to carry the gospel of "Labour conquers all" to as many parts of the Colony as possible.

In a country like this, where there are unbounded opportunities of development, which cannot take place without good craftsmen, each skilful and rightly-thinking worker is a great asset to his people and should be regarded by them as in the front ranks of the men of his day.

By the time these notes are printed, cricket and football apparatus for our use will be well on its way. Then we shall be able to invite the Training Institution students to meet us on our ground,—which we are slowly but surely clearing and levelling—and so repay them for their kindness in the past when we were without playing fields or material.

It is too early yet to speculate on the nature of the qualifications required to obtain one of the King Edward VII Scholarships (£25 a year for 3 years). One is for the Gold Coast, one for Ashanti, and one for the Northern Territories. But it is not too soon to hope that our lads may prove themselves to be able competitors.

Old Technical School Students frequently write and give information of their progress ; we are always glad to hear how well they seem to be doing.

The Musical Sketch and other items given by our students as a "breaking-up" concert before the Christmas vacation were very successfully arranged and carried out. Among the audience were the Director of Education and the staff of the Training Institution. All were very pleased with the results, which augurs well for future concerts which, with added experience, we hope to give.

The Study of Geography.

It is a common experience for the young teacher to find that his class does not take much interest in his geography lesson. Now, in most cases, this is due to the teacher who too often contents himself with hurling a mass of names and disconnected facts at the unoffending head of the pupil.

Geography is the study of the earth in relation to man, and it is the duty of every conscientious teacher to see that this human relation is made plain. If this is not done, then the mass of facts which the children collect and memorise has no real significance. They fail to realise that each fact has some bearing upon the people of the country. Children are unable, of themselves to see this relationship, and must be guided. When this is done, then geography becomes a concrete, rather than an abstract, subject. School children are too young to appreciate the abstract, and the skilful teacher realises this and makes use of all his extra knowledge to make it concrete by referring it to something in the child's experience.

Many teachers do not recognise the full importance of geography—how it may be used as a means of developing the reasoning powers of the pupils. Let us look at our own colony and see how this may be done. For example, we know that Secondee is the chief port of this country. Why is this? There must be some reason. Why is Accra not the chief port, when it is the capital of the colony? By asking these questions we arouse the spirit of enquiry which is latent in every child, and which should be encouraged. By a careful study of the map (no text books are necessary) we find that Secondee is great because of its natural position. It is situated on the Coomassie railway, which runs through the rich mining district of Tarquah, and consequently many imports must pass through this town on their way up country. Again, all the produce from Coomassie and the surrounding districts is collected and sent to Secondee for export. When the railway was built to Coomassie it was not a matter of luck that Secondee was chosen as the terminus, but it was on account of its geographical position. A railway is always built on the easiest and shortest way, and evidently Secondee was in this line and satisfied these conditions better than any other town on the coast. From this we see that we must look at our facts from the point of view of utility. We must ask, "How does this feature affect the development of a country, and what effect will it have on man?"

Keeping this point in remembrance we look at the features of a country with much more interest. We study the coast line, not to commit to memory the various capes and openings as we come to them, but we examine the shore to see if it will encourage trade by affording good harbourage for ships. We

are no longer interested in Cape Three Points because it is the most southerly point in the Gold Coast Colony, but in so far as it is dangerous to shipping. Are ships likely to be wrecked on it as it juts out from the rest of the land? In the same way we regard bays, not as mere openings which must be remembered, but as places likely to afford a good means of communication by sea. As we examine the coast, we note carefully the surf-beaten shore, and come to the conclusion that communicating with the shore is going to be no easy matter.

Leaving the shore, we next examine the physical features on land. Rivers become objects of interest at once, as we are anxious to find out whether they can be used as a means of internal communication. Are they deep, slow-flowing and safe? If not, then our interest in them rapidly declines, and we can now regard them only as a risky means of transport, or from the point of view of supplying power for factories. Of course they are used as a means of watering the land, making barren land fertile by irrigation; but the wealth of a country is of very little use unless it can be got to the shore, and if rivers cannot be used for that purpose they concern us very little. If a river is impeded by rapids, or is full of dangerous parts then as a means of inland communication it is of very little use.

We may next turn our attention to the mountains of a country, and note carefully the direction in which they run, for upon them the climate of a country to a great extent depends. Where there are high ranges of mountains we generally get an abundant rainfall; but in this connection we have to take into account the direction of the prevailing winds. Thus in England we find the west coast gets much more rain than the east, and this is due to the fact that the west coast is very mountainous, and the prevailing winds come more or less from the west. These winds carry a great amount of moisture collected from the Atlantic Ocean, and as they strike the mountains the moisture condenses and falls as rain. Now, in the Gold Coast, it is very noticeable that while Accra may be parched and barren, other parts have plenty of rain, hence when we study the climate of the country we must ask the reason for this. It is due to the absence of mountains to break up the rain clouds. Many a time the rain clouds can be seen passing over Accra to break in more favoured districts.

Before leaving the physical features of a country we must note the lakes, for they form a good means of internal communication, and in many cases can be still further utilised as a means of commerce by linking them up by canals.

Keeping in mind all the facts already learned regarding the physical conditions, we can now turn to the political side of geography, and seek the causes of the importance of the various towns. Take Accra for example. Why is there a town in such a position, where water is sometimes scarce, and where

there is no good harbourage for ships? There is very little farming carried on near Accra on account of the long periods of drought, and in the town itself there is no particular local industry to justify its existence. The reasons for the presence of Accra in its situation are these:—(1) It is a comparatively healthy place. (2) It is the administrative centre of the colony. (3) It is necessary to have some place on the coast as an outlet for the produce of the fertile land lying behind it. For these reasons we find it flourishing, in spite of the disadvantages from which it suffers.

If we take up the study of geography on the lines indicated, a field is opened up for exercising the reasoning abilities of the children, while the memory is not burdened by the accumulation of a large number of isolated facts. As a result, the children will take a greater interest in the subject, as they will see they are making their own geography instead of depending on the compiled information of an author.

List of New Students, 1913.

Name.	School attended.
Acquaah, S. ...	Govt. School ... Nsuaem
Aggrey, J. E. R. ...	Wesleyan Mission ... Prestea
Akyeampong, G. E. ...	" " ... Komfrodua
Appiah, J. W. ...	" " ... Coomassie
Appiah, A. ...	" " ... Larteh
Asare, N. Y. ...	" " ... Aburi
Blavo, G. C. ...	Roman Catholic ... Quittah
Boccorh, G. W. ...	" " ... Quittah
Botchey, J. R. ...	Wesleyan Mission ... Aburi
Clement, M. C. ...	" " ... Denkyira
Cudjoe, J. K. ...	A.M.E.Z. ... Quittah
Darpah, B. N. ...	Wesleyan Mission ... Aburi
Dzorgee, J. S. ...	A.M.E.Z. ... Quittah
Duker, R. E. A. ...	Wesleyan Mission ... Abasa
Elliot, C. H. ...	S.P.G. ... Cape Coast
Esiedu, S. J. ...	Wesleyan Mission ... Larteh
Fynn, J. M. ...	" " ... Anamaboe
Gaisie, S. O. ...	" " ... Saltpond
Odam, J. S. ...	" " ... Larteh
Okra, J. E. ...	" " ... Komfrodua
Quainoo, J. W. ...	" " ... Winnebah
Quainoo, J. ...	" " ... Anamaboe
Smith, W. E. ...	" " ... Appam
Tagoe, E. ...	" " ... Accra
Turton, T. Q. ...	" " ... Dodowah
Wallace, J. E. D. ...	A.M.E.Z. ... Cape Coast
Wilson, J. ...	Wesleyan Mission ... Axim
Yorke, J. S. ...	" " ... Tarquah

List of Successes at Teachers' Exams., 1912.

SCHEDULE H.—

Pomeyie, S. A.

Attipoe, C. C.

SCHEDULE G.—

Wilson, S. H.

Abraham, H. K.

Williams, A. J. D.

Quaison, R. A.

Quaye, P. C.

Addae, F. B.

Gati, C.

Quao, A. J. J.

Neizer, J. A. H.

Acquaah, F. A.

Kesson, P. A.

Cofie, J. W. K.

Hayford, S. W.

Ghartey, S. B.

Mensah, J. A.

Banson, S.

Aikins, C. E.

Tetteh, E. J. A.

Nyaku, C. K.

Annumeh, J. M.

SCHEDULE I. Part 1.—

Wilson, S. H.

Gati, C.

Pajiah, W. D.

Aikms, C. E.

Tagoe, C. L.

Abraham, H. K.

Neizer, J. A. H.

Addae, F. B.

Ansah, E. A.

Ghartey, S. B.

Pomeyie, S. A.

Nyaku, C. K.

Quaye, P. C.

Williams, A. J.

Mensah, J. A.

Quao, A. J. J.

Woode, R. B.

Acquaah, F. A.

SCHEDULE I. Part 2.—

Tagoe, C. L.

Abraham, H. K.

Gati, C.

Aikins, C. E.

Acquaah, F. A.

Addae, F. B.

Wilson, S. H.

Ghartey, S. B.

Annowie, J. K.

Quaye, P. C.

Williams, A. J. D.

Woode, R. B.

Pajiah, W. D.

Ansah, E. A.

Nyaku, C. K.

Mochia, J. E.

“Disce ut Doceas.”

Written for the

GOVERNMENT TRAINING INSTITUTION, ACCRA.

From Coomassie or Accra, from the Volta or the Prah,

We are brothers, and our mother is our School;

She will guide us all and each so to learn that we may teach:

So to subjugate ourselves that we may rule.

Accra ! Accra !

Play the game : shout her name : spread her fame afar !
 She's ahead of all the host, is the School of whom we
 She's the glory of the Coast : [boast :
 Ac-cra-a-a !

If at times she gives us work we perhaps should like to shirk,
 Yet we know that little things will lead to big ;
 And if we're to learn to teach we must practise ere we preach,
 For the man who'd plant a field will have to dig.
 Accra ! etc.

Here we learn to take a hand in the building of a land
 Where the people shall be happy, free and bold ;
 Where is neither black nor white, but where one and all unite
 In a comradeship whose bonds are White and Gold.
 Accra ! etc.

When our books are laid aside, and we're scattered far and wide,
 We remember with affection all we gained ;
 As we learned to take our share in the life and labour there
 Where the men whom now we're proudest of were trained.
 Accra ! etc.

A. S. BARNARD,
 Walsall, 1913.

Entertainments.

On the 15th of February, a " Welcome Concert " was given by the senior students in honour of the arrival of new students into the Institution. The concert had for its object also the chance of exhibiting to these new members one of the pleasures of the Institution, and so drive away that home-sickness which often attacks a person who leaves his native shores to seek a fortune in a foreign land. Mr. MacLaren was invited to take the chair, and was supported by Messrs. Gardner (late Acting-Principal), Heron, and Cranston. The Senior Monitor, H. K. Abraham, gave the following address of welcome :—

Principal, Masters, and Fellow-students,

We, the senior students, render you our cordial thanks in appreciation of your presence here to-night. We are not unconscious of the interest you take in such things as go to spell our happiness and comfort in this Institution, which is the only one of its kind in our part of the world, whilst the interest each and every one of you takes, and we hope will continue to take, in our work, speaks volumes for itself. The object of our gathering here to-night is to extend a greeting of welcome to our juniors by means of a concert. We are few in number, but we make up for it in zeal and effort. Many are the opportunities that are afforded by Institutions and Colleges, besides preparing

their students for the battle of life ; the most beneficial of these opportunities is the making of friends who will influence our lives and perhaps our nations. Therefore, be loyal, as I for one will be, to this Institution, even when you have quitted its walls for the last time, and always let the recollections of this, our home, with its untold happiness, be vivid in your memories.

On Saturday, 22nd February, the first of the series of lantern lectures was given by Mr. Cranston, on "A Journey from West Africa to London."

A. J. D. WILLIAMS,

Sec. Entertainment Committee.

Volunteer Notes.

Ten of last year's Senior Students were Volunteers and their places have been ably taken, for 26 out of 28 new students have joined. This speaks well for the prospect of that company of our own to which we all look forward so keenly.

P. C. QUAYE, L. Cpl.

Cricket.

We opened our cricket season by playing a team from the Technical School. We were slightly handicapped owing to the fact that we had not had time to see how the new students played, and, as a consequence, we had to choose our team in a haphazard way. The students of the Technical School proved too strong for us and won by 37 runs. Mr. Vanderpuye and Abraham were our top scorers with 19 and 12 respectively.

Scores :—

TECHNICAL SCHOOL.				TRAINING INSTITUTION.			
Mould	...	...	11	Abraham	...	...	12
Dadzie	...	...	0	Quaye	...	...	0
Allotey	...	...	7	Williams	...	...	6
Cobblah	...	...	0	Ansah...	...	...	9
Pappoe	...	...	0	Mr. Vanderpuye	...	...	19
Mensah	...	...	50	Botchey	...	...	6
Woolley	...	...	10	Tagoe...	...	...	11
Amoah	...	...	0	Wilson	...	...	6
Ashong	...	...	20	Tagoe...	...	...	0
Mbia	...	...	8	Fynn	...	...	0
Lartey	...	...	0	Smith	...	...	0
Total ...			106	Total ...			69

Football.

Having been defeated by the Technical School at cricket, a football match was arranged. Again, we had to choose our team without giving them a proper test. The game was keenly contested and ended in a draw of one goal each.

We were pleased to notice a decided improvement in the play of both teams, the Technical School especially. The play was pretty even throughout, but the balance inclined slightly in favour of the Technical School. Our goal was scored by Tagoe, the captain of the side. The teams were:—

TRAINING INSTITUTION—Mochia ; Williams, Fynn ; Quainoo, Aggrey, Pajiah ; Abraham, Ansah, Tagoe, Botchey, Smith.

TECHNICAL SCHOOL.—Mbia ; Wilson, Mensah ; Samba, Ashong, Dadzie ; Grey, Amoah, Appiah, Gipson, Mills.

Referee : Mr. Vaux.

Another football match was arranged, and a European team was collected by Mr. Cranston. Unfortunately our knowledge of the game was too slight, and we proved easy victims to the methodical attack of our European friends, who defeated us by 8 goals to nil. A feature of the game was the excellent display of goal-keeping by Mochia who saved two penalty kicks. We enjoyed the game very well, as it was contested with the utmost good feeling, and we look forward with pleasure to another game with them, and hope by constant practice to give them a harder fight for victory. The teams were:—

TRAINING INSTITUTION.—Mochia ; Fynn, Wilson ; Williams, Pajiah, Appiah ; Abraham, Ansah, Mr. Vanderpuye, Tagoe, Aggrey.

EUROPEANS.—Messrs. Robertson ; MacLaren, Righton ; Heron, Gardner, Forshaw ; MacLaren, Cranston, Vaux, Bulmore, Wright.

Referee : Mr. Kramer.

C. L. TAGOE,

Sec. Sports Committee.

Government Training Institution, Accra.

Magazine.

DECEMBER, 1913.

STAFF.

H. A. HARMAN, B. Sc. (Lond.), Principal.

H. McLAREN, A.M.I.M.E.

E. A. PEARSON, F.R.H.S.

T. D. CRANSTON, M.A. (Glasgow.)

A. HARROD.

D. S. PAYNE, M.A. (Durham.)

J. A. VANDERPUYE.

J. ASARE.

MONITORS, 1913.

H. K. ABRAHAM.

P. C. QUAYE.

S. B. GHARTEY.

Editorial Notes.

The magazine now enters upon its second year. The Editors wish to urge upon every reader the necessity of making a special effort to increase its circulation, or they fear it will be doomed to failure. All the present students and nearly half the past students are subscribers. If each one of these obtained one new subscriber the success of the magazine would be assured. By so doing they will not only help the magazine, but help themselves, for a larger circulation means a lower price. As soon as the number of subscribers exceeds one hundred and fifty, the Editors will reduce the subscription to one shilling per annum.

Very many old students have expressed their great pleasure in receiving the words of the School Song. Mr. H.W. McClelland, Mus. Doc., Trinity College, Dublin, has now very kindly set the words to music, the sounds of which continually make the walls of the Institution resound. We hope to distribute copies of the music with this number, and confidently anticipate that its stirring strains will be heard wherever old students gather together.

We have heard nothing yet of the formation of Old Students' Associations. Why does not Accra lead the way? Surely it is not discouraged because its one effort was not immediately successful.

In this number is continued the excellent series, "School Gardens in West Africa," contributed by Mr T. Hunter, of the Agricultural Department. He promises us further instalments in future issues.

We have arranged for a series of very practical articles on "Common Faults in Teaching Methods." The first, on "Questioning," appears in this number.

The hopes expressed in our last issue for the development of our School Garden have been more than realised. Under the able direction of Mr. Pearson much good work has been done and valuable knowledge and experience gained. The Students generally set to work with goodwill in the heavy initial labour of clearing and preparing beds, and we hope that much that is interesting and profitable will accrue to them and the institution in the future as a result of their efforts.

The end of a year always brings sorrow, though in this case the cloud undoubtedly has its silver lining. We regret that the fifteen Senior Students are about to leave us; we have grown to value their help and comradeship, but we rejoice that they go out with the best traditions to take their place in the larger world beyond these walls. We wish them every success, and feel sure that we can safely leave the reputation of the Training Institution in their hands.

With a view to encourage sport among the Students it is intended to offer two shields to be competed for in Dormitory Football and Cricket competitions. The trophies will be held for a term by the winners. Matches are in full swing and, so far, have furnished excellent games.

It is highly probable that Vacation Classes in Hand and Eye Work will be held at the Training Institution in January and July, 1914. These classes should be of great assistance to those teachers, who, unable to take the full two years' course here, wish, nevertheless, to keep themselves up-to-date and earn the full grants.

We welcome Mr. J. Asare on to the staff this term. He had a distinguished career at the Technical School, and now comes to us from the Railway Department as Native Technical Instructor.

Leave Arrangements:—The Principal returned to the Colony on April 24th. Mr. Cranston left on April 4th and returned on August 27th. Mr. Harrod was away from May 2nd to October 9th. Mr. McLaren left on June 6th and is due back in November.

Old Students.

H. N. Arrang, Basel M.S.S., Christiansbourg, obtained 4th prize in the Empire Day Address and Essay Competition.

A. H. Filson had a poem in the *Gold Coast Nation* recently, entitled, "Trouble not Trouble."

J. R. C. Yalley, F. A. Acquah, and J. A. H. Neizer passed the Agriculture Examination this year. Yalley and Acquah were first and second respectively on the list, and the former obtained a particularly high per centage of marks.

S. Ohene passed Sch. G. and Sch. I. (part 1) in December last.

E. L. K. Ayikutu, V. C. Jiagge, and H. Aunang passed Sch. I. (part 1) and W. R. G. Asante Sch. I. (part 2).

The five Formal Steps of Herbart.

Herbart, a great German educationalist, would divide a lesson into five steps or parts. Though some lessons more than others, lend themselves to this division in practically every lesson these five steps should be observable.

Preparation is the first step. It forms the introduction to the lesson, and its object is to bring the child's mind into the best condition for the reception of new information, or for the discovery of fresh knowledge. The reason for it is based on the doctrine of Interest. If a child can be interested in a subject he has taken the first step towards success in studying it; and if he has some knowledge of a particular subject, small though it may be, he may be said to have an interest in it.

Whenever, therefore, the teacher proposes to deal with some new matter he should endeavour to rouse the children's interest in it, by recalling to their minds the knowledge they already have, either of the matter itself or of some subject related to it. This preparation serves not only to interest them but to bring to their immediate attention some previous knowledge which is firmly fixed in their minds, and to which the new information may be linked.

The preparation for a lesson, which is one of a series, will obviously take the form of a brief revision of the main points of the previous one which appeared in the blackboard summary. The preparation for reading the second chapter of a story would consist of the rapid review of the last few incidents in the first chapter,—that is, if there has been an interval between the reading of the two chapters.

The preparation here referred to must not be confused with the preparation of apparatus previous to the giving of the lesson. Herbart's preparation concerns the condition of the child's mind. It may be accomplished by a few sentences, or a few judicious questions; it should only take a short time. Having prepared the child's mind, the next step is to pass on to the new matter. This is called the

Presentation. It consists of either the supplying of new information by the teacher or the discovery of new knowledge by the pupils under the teacher's guidance. The teacher should decide previously, not only what he is going to teach, but also

how he intends to teach it; how much he intends to tell, and how much he wishes the children to discover for themselves; along what paths of thought he intends to guide them, and to what extent they will have to rely on their own intelligence; what facts are to be emphasized and what deductions are to be made from them.

This step will obviously be the main part of the lesson and will take up the major portion of the time. If the teacher is writing full notes of his lesson it will be advisable to divide this step into two columns, one containing the facts he is going to teach, and the other a description of the method he is going to adopt.

Association is the name given to the third step: the term explains itself. In the actual teaching of the lesson this step cannot be rigidly separated from the first two. The association of the new knowledge, with that which was known previously, will appear from time to time throughout the presentation,—in fact, the preparation itself becomes part of the association after the presentation has taken place.

The human mind unconsciously connects certain ideas and thoughts. The sight of a particular flower may remind a person of his birthplace, which he may not have visited for many years, where this particular flower is very common. The hearing of a piece of music may make another think, not only of the time when he last heard it, but of the building in which he was, the friends who were with him, or any other experience which may have impressed itself on his mind at the time. What a host of memories would be recalled to the mind of an old sailor on meeting a comrade, with whom in his younger days he had many stirring adventures at sea.

Examples of the exercise of this power of association could be given in large numbers, but as far as the teacher is concerned, we need not look beyond the school-room, for the teacher who utilises this quality of the mind will soon have ample proof of its existence. He can utilize it by the frequent use of illustration and reference, by the arrangement of his lessons in logical sequence, and by the correlation of his work in the different subjects which he teaches.

Although a good teacher will, throughout his lesson, be associating new facts with old, he, nevertheless, stops at certain pre-arranged places and tests the links he has made. It is this step which is written up in the teacher's notes as *Revision*, but it is only a special example of that *Association* which has been going on the whole time.

Formulation is the name of the fourth step. It is more commonly known as the blackboard summary, and is obtained

as the result of revision. It consists of the very essential points of the lesson, laid quite bare, expressed in simple language, without the use of unnecessary words. It must be a complete summary of the lesson, expressed definitely, and as briefly as is consistent with clearness of meaning. This step is very valuable, as it not only serves to fix firmly the lesson just taught, but it is very useful as the preparation for the next lesson on the same subject.

Application is the final step. The teacher should be able to say how he expects a child will make use of the lesson. Every lesson should have some use, or to teach it is mere waste of time. The application may come the same day, the next day, the next year, or perhaps not for many years.

The knowledge of a new rule in arithmetic may be applied in the same lesson; the knowledge of the way to describe a flower may be applied in the next lesson in Nature study; the knowledge of how to make a picture frame may not be applied for some years. The application of a moral lesson contained in a story told by the teacher may not come for many years, until the boy has become a man, and the necessity arises for him to decide which of two courses, the right or the wrong, he will follow. But, however long the boy has to wait before he can apply what he has learnt, there is bound to come an opportunity for the application of a lesson, provided it was a good, necessary and useful one.

Questioning.

The most valuable of a teacher's gifts is to be able to govern a class; next to this comes his ability to question skilfully. By means of his questions the teacher keeps in touch with his class, but to be successful, he must exercise his ability in different ways according to the various stages of the lesson. At one time, he will only be successful if he is well acquainted with the nature of the minds with which he is dealing; at another, he must show full knowledge of the subject in hand, be able to think logically and state clearly; and throughout, he must come down to the level of his scholars and know the capacity and attainments of each one of them.

A lesson often begins with questions, because from the replies to these, the teacher hopes to get exact ideas of the extent and soundness of the children's information on the subject he is about to teach. This will show him where to begin, what difficulties to overcome, and how much it is wise to attempt.

The teacher must be careful to approach the subject directly, and not try to tempt the scholars to give an answer on which he can seize. A teacher wished to give a lesson on "Light," and asked the children to tell him things they had noticed on the way to school. They suggested men, houses, and so forth, and all these answers were rejected because the teacher wanted the answer "The Sun." All he had done was to kill the children's activity at the very start, by bewildering and disheartening them.

As the lesson proceeds the purpose of questioning changes, and its object is now disciplinary and educative. The scholars are taught to help themselves, and are aided in the formation of new ideas; they make their own observations, and draw their own conclusions.

The teacher must carefully avoid three faults.

First, he must not waste time in questioning on obvious matters. The answers require very little mental effort, the pupils get tired, they realize they are learning nothing new, and they, consequently, soon get inattentive.

Again, the teacher must not imagine that questioning can accomplish everything. It is not the only method of teaching. **MANY THINGS MUST BE TAUGHT OUTRIGHT, AND HE WHO AVOIDS TELLING ONLY ENCOURAGES GUESSING.**

In the third place, the teacher must be clear as to what he wishes to arrive at. When he is not, his questions get fenced round with qualifications and after-thoughts, so that the children do not know what is expected from them. Or questions are withdrawn as soon as set and some petty alteration made to them. Sequence and connectedness is what is wanted and the questions must direct the pupils' efforts to one point at a time.

The lesson of a good teacher is naturally divided into sections and at the end of each of these, the lesson is discontinued and the scholars are tested by means of questions. Here, the object is to show how much the children have grasped, and if any wrong ideas have been formed. These revision exercises must not be omitted. The teacher must settle before hand when they are to occur, and often, as the result of them, a concise sentence can be added to the black-board summary to mark the progress of the lesson. If teachers would only realize that it does not follow that a lesson is understood because it has been told, and that reproduction is necessary, they would take more care with these revisions. The quick and thoughtful scholars will have answered most of the questions he has put while actually teaching, and he must see that the dull and idle children get most of the revision questions to answer.

Questioning comes in again in the final recapitulation of the whole lesson. Teachers too often go on until the bell rings and omit this step altogether, or carry it out in a very imperfect manner. It ought to cover the whole ground of the lesson and aim at helping the scholars to see the facts of the lesson in their true perspective, leading them to separate the teacher's illustrations from that which he wished to illustrate. By so doing, the important facts will be fixed and the lesson properly rounded off. In revisions the questions should follow the order in which the facts were told; in the recapitulation, which is really a test, this order may often be changed with advantage.

It will be seen then that in a lesson questioning serves four useful purposes, to prepare the children's minds, to educate and discipline them, to summarize what has been taught, and to test the pupils' knowledge.

The Preparation of a School Garden.

As pointed out in our first issue, the School Garden should be, in miniature, an agricultural station for demonstration and experiment. Naturally the first point in connection with the preparation of the Garden will be the selection of the site, and this is a *most* important item.

SITE.—It is often difficult to obtain an ideal site, especially as it must be fairly close to the school, but a careful survey should be made, and the best possible plot obtained in a sheltered part, and if possible, with a slight slope, which will considerably assist the drainage. Too much stress should not be placed upon obtaining the richest soil, as much valuable training can be obtained in improving a poor soil.

The climatic conditions must be considered, as at Accra, with such a light rainfall, the soil is of a dry and sandy nature, and it would be useless to attempt to grow Para rubber and cocoa, as could be done further inland, where the rainfall is heavier.

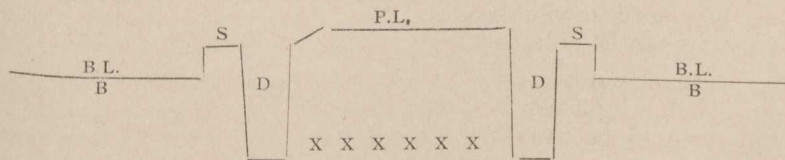
CLEARING.—The first practical work to be performed is to clear the site and fell the trees. All the small twigs, leaves and weeds should go towards the formation of the compost heap, which will, at a later period, furnish very valuable manure in the form of humus, to supply plant food to the plots as they become exhausted. It is much better to clean off weeds and "bush" and make a humus heap than to obtain a few ashes from burning; in addition to which, burning does harm to the soil by the destruction of the surface plant food formed from

the decaying leaves. The trees should of course be burnt, and the ashes added to the compost heap. Native farms would produce better crops if this practice were adopted.

PLAN.—A plan should now be drawn, which should show in detail the position and arrangement of the various plots. The plan should be on a large scale, to allow for notes of the crops to be inserted, and should be hung on the wall in the school-room.

THE COMPOST HEAP.—One corner should be marked off for the compost heap, and here all decaying vegetable leaves, grass, and weeds, free from disease, should be conveyed, and when a good layer is formed, it should be covered with several inches of soil, and then layer after layer of refuse and soil built up until a good-sized heap is made. Often, when travelling, one sees the road-side piled up with heaps of weeds and road-scrapings; this material would be very valuable if taken to adjoining farms and used either as a mulch fresh, or in the form of compost made as previously described. It would be well to impress this point on the minds of the children.

DRAINAGE.—It should always be borne in mind, that systematic arrangement is essential in the formation of an ideal school garden. The ground should be levelled and divided into various plots with paths between. Drains, in the form of trenches, should be made if the plots are of any size, but, generally speaking, well constructed gutters at the sides will be found sufficient to serve the purpose of drainage. Of course all the plots will be made higher than these gutters, and again, the middle of the paths will be slightly higher than the middle of the plots.



B, bed; B.L., bed level; P.L., path level; S, stone for edging; D, drain;
X X, stones for foundation for path

If possible, the foundation of the paths should be of stone using small ones for this purpose and keeping the larger ones for edging the various plots, which should all be at right angles to the main paths. The plots should be well dug or trenched to a depth of 2 feet, and any stones found in the soil can be utilized for the purposes already mentioned.

A nursery consisting of about 18 beds should be prepared and shading erected over the same; posts about 8 feet apart

and cross-bars at a height of about 8 feet, form a permanent structure on which palm leaves can be placed as required.

The plots should be planted with the different subjects likely to succeed in the locality, and one good-sized plot set apart for ornamental plants, which will always provide some of the material for nature study.

If the students are numerous, so many should be told off for each plot, according to size, and by distributing the work in this manner, one may get keen competition to produce the best results, either in the form of observation or plants.

A daily record of all work done should be kept.

The tools required would be:—Spades, hoes, forks, pickaxe and mattock, rakes, garden-lines, tape measure, trowel, hand fork, pruning knives, watering-can with rose, wheel-barrow and garden sieve, half-inch mesh.

Our next article will deal with soil and plants suitable for different localities, with hints on the cultivation of the same.

T. HUNTER,

CURATOR AGRICULTURAL DEPT.

Agricultural Courses.

The following students were successful at Courses held in January and July:—

Pos'n. on list.	Name.	Marks.		Total.
		Pt. 1.	Pt. 2.	
13 ...	J. K. Annowie	60	49	109.
15 ...	A. J. D. Williams.....	56	51	107.
19 ...	P. A. Kesson.....	69	36	105.
22 ...	P. C. Quaye	38	64	102.
26 ...	C. L. Tagoe	51	49	100.
35 ...	J. M. Annumeh.....	44	48	92.
40 ...	R. B. Woode.....	40	43	83.

Four Students were unsuccessful, and Mochia, through illness, was unable to compete the course in July.

Victoria Day.

The annual celebration took place on May 24. The children of the Government Boys' and Girls' Schools, with the students of the Technical School and Training Institution, assembled in the grounds west of the Institution and welcomed

His Excellency the Governor on his arrival at 8 a.m. The address was given by the Acting-Director of Education, and His Excellency afterwards spoke to the children on the lessons to be learnt from the life and death of Capt. Scott and his party. During the proceedings, the children, under the direction of Mr. Pearson, sang "Our glorious Empire Day," "The Flag of Britain," and "The Red, White and Blue."

In the afternoon, combined sports were held on the excellent newly-prepared grounds of the Technical School, whose staff of students must have worked very hard. They had already decorated the Training Institution for the morning's performance and the preparations on their own grounds were equally satisfactory.

Preliminary heats had been held previous to the day, and the results in the afternoon's events were as follows:—

1. 100 yards. 1, Pajiah; 2, Abraham. (T.I.)
2. High Jump. 1, Mensah; 2, Ashun. (T.S.)
3. Relay Race. Training Institution.
4. Long Jump. 1, Abraham. (T.I.); 2, Ashun. (T.S.)
5. 220 yards. 1, Mensah. (T.S.); 2, Abraham. (T.I.)
6. Quarter Mile. 1, Ashun. (T.S.); 2, Azanoh. (T.S.)
7. Half Mile. 1, Ashun. (T.S.); 2, Abraham. (T.I.)
8. Tug of War. Technical School.
9. Native Masters Race. 100 yards. 1, Mr. Vanderpuye.
2, Mr. Dodoo.
10. European Masters. Slow Bicycle Race. 1, Mr.
Harman; Mr. Wright.
11. European Masters. 100 yards. 1, Mr. Wright; 2,
Mr. Pearson.

At the conclusion of the Sports an excellent tea, arrangements for which had been in the hands of Mr. McLaren, was provided in the Dining Hall and Common Room at the Technical School. When all had done full justice to this, the prizes were distributed by Mrs. Harman to the successful competitors.

ntertainments.

- March 1.—Lantern Lecture, by Mr. Cranston, on "London."
 March 8.—Lantern Lecture, by Mr. Heron, on "The Scenery
 of the British Isles."
 March 15.—Lantern Lecture, by Mr. Heron, on "Historic
 England."
 March 29.—Concert.

April 26.—Concert.

June 14.—Lantern Lecture, by the Principal, on "A Trip round the Empire."

August 23.—Lantern Lecture, by the Principal, "The Founding of the American Colonies."

August 30.—Cinematograph Exhibition.

Sept. 6.—Lantern Lecture, by the Principal, "Country Life in England."

Sept. 20.—Debate. Addae proposed and Annumeh seconded, "That the position of Women in this Colony, by virtue of which they have to perform the larger part of the work, domestic, agricultural, and carrying, is much to be deprecated."

A vigorous debate followed, and very creditable speeches were made by Abraham, Williams, Ghartey, Aggrey, Wilson, Pajiah, and others. On the resolution being put to the meeting 16 voted for and 15 against, several students being apparently unable to make up their minds.

A. J. D. WILLIAMS,

Sec. Entertainments Committee.

Cricket.

Dormitory No. 1 v. Dormitory No. 3. Played Sept. 1st. Scores: No. 1—Quaye 1, E. Tagoe 5, Wilson 4, Elliott 9, Woode 4, G. O. Quainos 12, Annumeh 0, Kessor 0, Pajiah 10, Botchey 0, Gaisie 0, Extras 8. Total, 53. No. 3—Abraham 0, C. L. Tagoe 14, Blavo 5, Ansah 9, Addae 0, Mensah 7, Turton 0, Yorke 0, Clement 0, Acquah 0, Djorgee 0, Extras 4. Total, 40.

Dormitory No. 4 v. Dormitory No. 1. Played Sept. 15th. No. 4—Ghartey 0, Aggrey 2, Annowie 9, J. W. Appiah 7, Arhin 1, Boccoh 29, Cudjoe 2, Fynn 22, Smith 3, Wallace 0, Williams 9, Extras 6. Total, 90. No. 1—Quaye 8, Annumeh 0, Botchey 11, Darpah 0, Elliott 23, Gaisie 1, Pajiah 0, E. Tagoe 9, G. O. Quainos 0, Wilson 1, Woode 6, Extras 11. Total, 70.

Football.

Dormitory No. 3 v. Dormitory No. 4. Played Sept. 8th. No. 4 won by 2 goals to nil, Fynn and Aggrey scoring. Teams: No. 3—Djorgee, Acquah, Appiah A.; Clement, Esiedu, Yorke, Tagoe. C. L.; Ansah, Mensah, Abraham, Addae: No. 4—Mochin, Williams, Artrin, Ghartey, Annowie, Appiah J. W.; Aggrey, Fynn, Smith, Wallace, Boccoh.

Dormitory No. 1 v. Dormitory No. 3. Played Sept. 22nd. No. 1 won by 2 goals to nil, Pajiah and Botchey scoring. Woode kept goal excellently. Teams: No. 1—Woode; Quaye, Botchey; Asare, Darpah, Gaisie; G. O. Quainoo, E. Tagoe, Wilson; Pajiah, Elliott. No. 3—Acquah; Djorgee, J. W. Quainoo; Abraham, Clement, A. Appiah; C. L. Tagoe, Mensah, Ansah, Addae, Yorke.

C. L. TAGOE,

Sec. Sports Committee.

First Form Examination June, 1913. Schedule G

Position	Maximum Marks.	150	40	40	50	100	400	150	100	80	120	100	200	100	200	100	1630
		Reading.		English.		History.	Composition.	Arithmetic.	Geography.	School Method.		Geometry.	Pupil Teaching.	TOTAL.			
Name.		Practical	Theory	Literature.	Grammar.					English.							
1	Tagoe, E.	135	34	37	48	91	175	49	78	47	59	73	95	64	140	1125	
2	Wilson, J.	100	35	30	48	45	145	45	55	59	79	58	93	82	130	1004	
3	Mochia, J.	90	35	30	42	75	150	72	47	30	54	15	85	56	125	906	
4	Acquah, S.	90	35	25	36	65	125	84	80	47	57	30	82	32	110	898	
5	Appiah, J. W.	35	35	30	48	42	135	68	54	49	69	27	90	74	120	876	
6	Duker, R.	85	34	25	40	68	160	42	69	32	71	28	69	42	105	870	
7	Okra, T.	65	37	25	45	65	125	45	53	53	38	13	103	77	110	854	
8	Clement, M.	64	34	25	35	62	145	102	47	27	54	20	91	48	100	854	
9	Eliot, C.	90	32	20	40	69	125	45	61	49	51	33	68	45	110	838	
10	Annowie, J.	70	25	10	45	65	145	64	49	49	53	23	99	27	110	834	
11	Tagoe, C. L.	85	27	4	35	55	130	38	25	23	63	47	88	55	130	805	
12	Aggrey, J.	100	35	18	45	55	145	42	30	25	41	30	68	47	100	781	
13	Djorgee, T.	87	25	20	38	34	140	38	25	53	33	29	97	31	110	760	

14	Gaisie, S.	95	32	20	40	33	145	42	21	25	45	38	55	29	125	745
15	Bocoorh, G.	65	25	25	42	42	125	53	42	29	28	18	91	40	105	730
16	Asare, N.	60	27	15	38	32	155	34	48	25	47	25	63	26	110	705
17	Blavo, G.	90	30	20	40	50	115	49	31	29	40	15	64	26	95	694
18	Fynn, J.	85	31	12	35	38	135	30	58	24	27	20	73	10	110	688
19	Yorke, T.	40	30	20	48	61	110	49	55	26	46	11	76	2	110	684
20	Pajiah, W.	75	30	15	30	42	95	30	33	30	21	42	73	68	100	684
21	Quainoo, G. O.	62	32	10	40	39	115	49	33	21	32	12	60	33	110	648
22	Woode, R.	65	25	16	42	70	100	15	29	48	18	26	56	30	100	640
23	Appiah, A.	55	27	8	35	50	115	42	38	10	22	4	58	35	100	599
24	Wallace, J.	60	30	8	45	53	110	30	62	8	25	12	41	18	80	582
25	Arhin, S.	80	30	6	20	30	105	27	30	21	44	11	63	16	90	573
26	Smith, W.	35	27	20	40	27	80	49	43	21	24	28	41	20	90	545
27	Cudjoe, J.	60	22	8	45	12	120	60	25	33	34	7	20	13	70	529
28	Esiedu, S.	35	19	6	35	25	110	27	24	14	27	23	31	27	80	483
29	Ansah, A.	11	19	10	10	25	95	57	5	30	22	15	34	13	100	446
30	Botchey, J.	35	27	8	30	16	105	15	26	18	30	6	29	8	90	443
31	Darpah, B.	20	20	3	40	10	85	57	26	1	20	5	55	7	80	429
32	Quainoo, J. W.	17	25	12	40	25	50	34	22	12	25	11	26	6	85	390
33	Akyeampong, G.	12	24	8	40	21	100	20	0	17	9	8	22	1	90	372
34	Odam, J.	42	17	0	25	2	100	15	26	11	19	14	31	4	50	356
35	Turton, T.	2	20	4	30	6	80	5	1	3	15	2	13	4	60	245

Schedule 1b. First Term's Examinations.

Name.	Hygiene		Reading		Recitation.	Composition	History.	Engl. Lit.	Grammar.	Geography.	School Meth.	Algebra.	Mens.	Music.		Geom.	Practical Teaching.	Total
	150	40	Prac.	Theory.										Prac.	Theory.			
1. Abraham	100	37	32	45	150	60	64	76	27	155	90	80	80	35	36	73	165	1225
2. Williams	125	38	23	49	170	55	66	74	10	144	35	58	45	24	34	155	1105	
3. Addae	95	36	37	42	145	32	56	56	35	165	50	53	30	30	28	175	1065	
4. Quaye	115	35	29	43	135	30	63	48	10	117	36	73	45	22	37	140	978	
5. Ghartey	85	35	36	40	160	20	55	54	0	135	60	40	45	32	23	130	950	
6. Kesson	45	35	16	48	140	60	63	51	17	117	60	54	25	21	14	110	876	
7. Annuneh	45	34	18	40	125	25	42	35	25	65	30	28	30	16	20	150	728	
8. Mensah	50	36	16	45	110	0	38	42	5	111	30	36	25	6	16	100	666	



SHAKESPEARE'S TWELFTH NIGHT AT THE TRAINING INSTITUTION.

Left to right, standing : Sir Andrew Aguecheek (Mr. Wright), Sir Toby Belch (Mr. Harman), Malvolio (Mr. Pitt), Maria (Mrs. Harman), Fabian (Mr. Cranston).
Sitting : Clown (Mr. Harrod), Lady Olivia (Mrs. Oman).

Government Training Institution, Accra,
Magazine.

JUNE, 1914.

STAFF.

H. A. HARMAN, B.Sc. (Lond.), Principal.
H. McLAREN, A.M.I.M.E.
E. A. PEARSON, F.R.H.S.
T. D. CRANSTON, M.A. (Glasgow).
A. HARROD.
D. S. PAYNE, M.A. (Durham).
J. A. VANDERPUYE.
J. ASARE.

OFFICERS, 1914.

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SPORTS' SECRETARY : G. C. BLAVO. ASSISTANT : G. O. QUAINOO.
MUSICAL DIRECTOR : J. S. YORKE. ASSISTANT : J. E. D. WALLACE
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ASSISTANTS : J. W. APPIAH, S. D. AYIVOR.
KITCHEN COMMITTEE : D. S. DJORREE (Chairman), J. W.
APPIAH (Secretary), G. C. BLAVO, R. E. DUKER, J. R.
AGGREGY, J. S. YORKE, T. E. OKRA, J. S. COBBAH,
J. K. AYAYEE.

Editorial Notes.

In the last issue it was promised that the subscription to the *Training Institution Magazine* would be reduced to one shilling per annum as soon as the subscribers reached one hundred and fifty. We are glad to say that although that number is not yet passed it is so closely approached that the Editors are going to be bold enough to put the subscription for 1914 at one shilling. We hope our readers will show their appreciation by paying this amount at once and thereby saving unnecessary correspondence.

But more subscribers are urgently needed. We publish in this number a list of old students who already take copies of the *Magazine*. They can now see which members of their years are not on the list, and the Editors hope they will bring pressure to bear upon any non-subscribers who may live in their districts. We have been asked several times if the *Magazine* is restricted to students, so we say most emphatically now that anyone may buy it—the more the better. The *Magazine* accounts for the first three numbers have been audited by Mr. McLaren and the Senior Monitor and are published in this issue. The first number was very expensive and the subscribers to it very few. It will be seen that the staff at the Institution have most generously contributed over two pounds so that the *Magazine* might start free from debt.

The outstanding event of this term was undoubtedly the dramatic performance of scenes from Shakspeare's *Twelfth Night* on Friday, April 3rd. As the Director of Education said at the time, the students and teachers who witnessed it owe a great debt of gratitude to all who made it possible for the performance to take place. It is probably the first time anything of the kind has been seen in West Africa. The Principal has asked us to place on record here, his sincere thanks to the ladies who made the costumes, to the members of the staffs of the Institution and Technical School for their valuable assistance either in taking part in or helping to prepare for the performance and to Mr. Pitt for arranging the whole affair. He is mentioned last, but without his experience and thoroughness the performance would never have reached the high level it did attain.

His Excellency the Governor, accompanied by Lieut. P. E. Viney, aide-de-camp, and Mr. C. M. Holme, Private Secretary, visited the Training Institution on Tuesday, April 14th. His Excellency on arrival was met by the Director of Education and the Principal and shown over the building. He also visited the various classes and was present while a criticism lesson was given.

Among other visitors may be mentioned District Commissioner Stockhausen, one of the staff of His Highness the Duke of Mecklenburg during his recent visit to this Colony. He, with Major Bryan, the Colonial Secretary, went over the Institution on January 14th, and expressed great pleasure with all he saw. The Bishop of Accra and Rev. Father Riber have also visited us.

The shields offered in the Dormitory cricket and football competitions are now decorating the walls of Dormitory No. 1, whose members under the leadership of Quaye, won both of them last year. The competitions produce very keen games and give a personal interest in sports to many students who would otherwise be unable to find a place in a team.

We must certainly allude here to the splendid success of our students in the certificate examinations last December, full results of which are given elsewhere. We offer hearty congratulations to all concerned. These results should be a great incentive to the thirty new students to try and do even better.

Miss S. E. Marples, of Birkenhead, has been good enough to write music for our School Song, and we hope to make use of this setting at an early date.

LEAVE ARRANGEMENTS:—Mr. Pearson returned to the Colony on April 15th. He was married while on leave and our best wishes go out to him and Mrs. Pearson whom we hope soon to see among us. The Principal and Mrs. Harman left on April 30th, and Mr. Cranston was due to go on May 28th.

Photographs of the students of 1911-12 and 1912-13 have been framed and hung in the Students' Common Room. Can any old Student give information as to photographs of previous years, as it is desirable that a complete set from the opening of Institution should be obtained?

Book Notes.

BRITAIN AND HER NEIGHBOURS. BOOK III.—THE BEGINNINGS. B.C. 55—1066 A.D. (BLACKIE & SON, 1/3.)—This is one of a series of six books, the aim of which is to provide, in addition to the facts of British history usually given in elementary schoolbooks, some broad outlines of the European history of which that forms a part. The first two books consist of simple stories of all time, but the later volumes deal each with a definite

period. The particular volume here noted is excellently illustrated and will be of great value to any teacher who desires to study or teach the beginnings of Great Britain.

SYLLABUS OF PHYSICAL EXERCISES FOR PUBLIC ELEMENTARY SCHOOLS (EYRE & SPOTTISWOODE, 9D.)—This book should meet the needs of those teachers who write asking for a suitable course of physical exercises that they may teach in school. The Course at the Training Institution is based upon it.

MODELLING MONTHLY.—This little paper is published monthly at a penny—1s. 6d. per annum post free—by MESSRS. HARBUTT, Bath. It is mainly devoted to plastic methods in education and gives complete courses of easy modelling lessons in Nature Study, Geography, etc.

Prize Distribution.

The second annual prize distribution took place on Tuesday, November 18th. His Excellency the Governor being at the time on tour in the Western Province, His Honour the Deputy-Governor, Major Bryan, C.M.G., kindly consented to give away the prizes. The Director of Education, Mr. D. J. Oman, presided, and among those also present were Mrs. Oman, Mrs. Harman, Miss Wyllie (Headmistress Government Girls' School) Hon. E. B. Reece (Treasurer), Hon. T. H. Hutton-Mills, Capt Hall (Director of Surveys), Capt. Wallace (acting Postmaster General), Messrs. C. H. Harper (acting Chief Assistant Col. Sec.), W. Bauerle (Auditor), S. Davis (Chief Assistant Treasurer), Capt. C. Hellis (Adj. G.C. Vols.), Capt. Ommaney (Assistant Commissioner of Police), Revs. F. C. Cleaver (S.P.G.), Addo (Wesleyan Mission), the Staffs of the Training Institution and Technical School, and many relations and friends of the Students.

His Honour, on his arrival at 3 p.m., was met by the Director of Education and the Principal, and the students sang the National Anthem.

The Director of Education in his introductory remarks briefly surveyed the history of the Institution from its opening in 1909 to the present day, showing how far its aim of training teachers for certain Missions and for Government Schools had been successful, and giving statistics as to the numbers of certificated teachers that the Institution had already supplied.

The Principal, after expressing the pleasure it gave to both Staff and Students to have His Honour with them that afternoon, read a report on the year's work. In 1912 there were 13 Senior and 15 Junior Students, while 3 came for a special one

year's course. The places of the 16 who left at the end of that year had been filled by 28 new students, so that in 1913 there had been an increase of 12 on the previous year. The 1912 Certificate Examinations showed that in Sch. G. 29 candidates had presented themselves, of whom 20 were successful, taking 1st and 2nd places on the list and securing 13 out of the first 16 places. For Sch. H only two were qualified to sit, and these had come out 1st and 2nd respectively. In Sch. I. (i.) (Hand and Eye Training), 18 out of 28 were successful, and in Sch. I. (ii.) (Woodwork), 16 out of 25 secured the certificate. 10 students attended the Agricultural Courses during 1913, and 7 had obtained certificates. He went on to say how keenly they felt the need of a suitable Practising School, but pointed out the advantages that had accrued from the new Technical Workshop placed at their disposal early in the year. Progress in the school garden was reported, and reference made to the advantages of the courses now held in Drill and Physical Exercises. The health of the students had been very good, possibly due to the greater interest taken in sport. To encourage football and cricket, dormitory competitions had been introduced, and shields provided, to be held for six months by the winning dormitories.

In conclusion he thanked the Staff, monitors and students for their valuable co-operation which enabled all to look back on a pleasurable and profitable year.

The students then sang the School Song, *Disce ut Doceas*, recently specially written for them.

His Honour the Deputy-Governor then distributed the prizes and certificates as follows:—

MONITORS:—H. K. ABRAHAM, P. C. QUAYE and S. B. GHARTEY.

SCHEDULE H.

H. K. ABRAHAM:—First place in Aggregate, History, *Hygiene, Mathematics; second in Theory and Practice of Teaching, English Composition and Literature.

A. J. D. WILLIAMS:—Second in Aggregate; first in practical Teaching, Geography, English Composition and Literature.

F. B. ADDAE:—Third in Aggregate; first in Theory of Teaching; second in Drawing.

S. B. GHARTEY:—Second in Mathematics; third in English Composition and Literature.

P. C. QUAYE:—First in *Hygiene.

P. A. KESSON:—Second in History.

SCHEDULE G.

E. TAGOE:—First in Aggregate, Theory and Practice of Teaching, English Composition and Literature, History, Geo-

graphy, Hygiene, Nature Study, Music and Drawing.

J. WILSON:—Second in Aggregate; first in Geometry; second in English Composition and Literature, and †Practical Teaching.

S. ACQUAH:—Third in Aggregate; second in History and Arithmetic.

M. C. CLEMENT:—First in Arithmetic and Drawing.

C. L. TAGOE:—Second in †Practical Teaching, Geography and ‡Nature Study.

J. W. APPIAH:—Second in Geometry; third in English Composition

J. K. ANNOWIE:—Second prize for Notes of Lessons.

J. E. MOCHIA:—Third in English Literature.

R. E. A. DUKER:—Third in History.

N. Y. ASARE:—‡Second in Nature Study.

W. D. PAJIAH, }

C. E. ELLIOTT, } Progress Prizes.

T. E. OKRA, }

* Bracketted equal.

† " "

‡ " "

SCHEDULE I (i).—HAND AND EYE TRAINING:—1. E. Tagoe, 2. Clement, 3. Asare, 4. Aggrey, 5. A. Appiah, 6. Cudjoe.

(ii) WOODWORK:—1. E. Tagoe, 2. Clement, 3. Aggrey, 4. Cudjoe, 5. Asare, 6. Acquah.

SPECIAL SENIOR PRIZE:—C. L. Tagoe.

DRILL:—SENIOR: F. B. Addae.

JUNIOR: Blavo and Fynn.

CERTIFICATES.

SCH. G, 1912:—Abraham, Addae, Annumeh, Ghartey, Kesson, Mensah, Quaye and Williams.

SCH. I (i) 1912:—Abraham, Addae, Ghartey, Mensah, Quaye, Williams, Ansah, Pajiah, C. L. Tagoe, Woode.

SCH. I. (ii.) 1912:—Abraham, Addae, Ghartey, Quaye, Williams, Pajiah, C. L. Tagoe, Woode, Annowie, Mochia.

AGRICULTURE, 1913:—Annumeh, Kesson, Quaye, Williams, C. L. Tagoe, Woode, Annowie.

COMPLETE THIRD CLASS CERTIFICATE:—Abraham, Addae, Ghartey, Mensah, Quaye, Williams.

Dormitory Cricket and Football Shields were won by No. 1 Dormitory (P. C. Quaye, monitor).

His Honour then said:—"I have had great pleasure in attending this Prize Distribution to-day, but that pleasure is tempered by regret, which I am sure we all feel, that His Excellency the Governor, who is now engaged on an arduous

tour of inspection in the Western Province, is unable to be present. I understand that the distribution could not wisely be deferred until Sir Hugh Clifford's return to Accra, lest the attention of the students should temporarily be diverted from the ordeal of the examinations which are about to take place.

Those students who are about to take their final examination will shortly afterwards go out into the educational world of the Gold Coast, with, I hope, the life-purpose of imparting to others the knowledge acquired in this Institution. It will be their privilege to participate in the work of instructing the minds and forming the characters of the rising generation.

Some of our students will, perhaps, be appointed to schools in which they will find older teachers who have not enjoyed the benefits of training conferred by such an Institution as this; an Institution of which you have every right to be proud. I should like to ask those about to become certificated teachers to remember that certificates in themselves are only part of their professional equipment, and they may have much to learn from older teachers who have not had the privilege of modern training. Remember, students, that the learning you have acquired here is the means to an end, and that it can only be fully utilised in the light of experience. Remember, too, that many of you have in earlier days been instructed by uncertificated teachers, and that you owe to them the foundations of your present success.

This Institution is, I have said, modern in its methods, and on this account I venture to utter a word of advice to those who are about to leave it, that they should not be in too great a hurry to introduce radical reforms in the schools to which they may be appointed. They would do well to bear in mind the useful adage that we are liable to make mistakes—even the youngest of us. I advise them not to throw themselves with too much heat and fervour into the rôle of reformer, lest they succeed only in breaking where they strive to build. Let them rather go slowly; seek to persuade, not to coerce; let them cultivate what Matthew Arnold so happily termed sweet reasonableness, and avoid dogmatic assertion.

I desire also to impress on those about to leave the Institution, that its influence must not be permitted to end with their departure from its walls. It behoves those whom the mother has equipped for their life-work to retain for her grateful remembrances, and one would wish that those remembrances should not be passive but active, manifesting themselves in sustained effort to keep in touch with the Institution which is ever renewing her youth in her new students, striving to equip them for their profession, and to keep in touch with modern

science, modern thought, and modern methods of imparting instruction in the elementary schools.

Turning to lighter subjects, I have been glad to notice the progress made by the students in establishing a garden, and I have learned from the Magazine of the Institution, which thoroughly deserves support, that the students play cricket and football matches among themselves, and strive with their friends at the Technical School for pride of place in the annual sports. Work and play should go together in all healthy Institutions of this kind, and I see with great pleasure that you do play games here and find time besides to join the Volunteer movement, which I am glad to see the Education Department, collectively and individually, so keenly supports.

Finally, I desire very heartily to congratulate Mr. Principal Harman and his Staff on the measure of success they have already achieved. The Institution at the beginning passed through vicissitudes, but initial difficulties have been grappled with and overcome, and it is now well on its way to success, justifying the hopes of those responsible for its inception.

I am sure, ladies and gentlemen, that you will allow me to voice our appreciation of the highly successful manner in which this Prize Distribution has been organized and the programme carried out. We have been interested—we have been entertained—we have been instructed; and I, personally, have had great pleasure in presenting the prizes."

The Honourable T. Hutton-Mills then proposed a vote of thanks to His Honour the Deputy Governor, and called on the students for three hearty cheers, which they gave with great enthusiasm.

The proceedings closed with the National Anthem.

The Director then presented the Staff to His Honour, who also inspected the School Garden and Technical Workshop, and, with the other visitors, partook of tea in the Masters' Room.

The School Garden (iii)

SOIL IMPROVEMENT.—It was stated in the last article that it is not necessary to seek the richest soil for the school garden, as much valuable training is obtained in endeavouring to improve the plot chosen. It is the aim of this article to show what may be done in this direction.

The soil serves the roots in two ways: it gives them support and it supplies them with food. Some soils are light and porous, others are heavy and retentive and we cannot expect the plant to do well under either of these conditions. If such soils are not well tilled, there will certainly not be a good root system. A light soil is often deficient in plant food and

gives little root hold. Such soil would be benefitted by the addition of humus, which not only adds food but makes it better able to support the plant. In a heavy soil on the other hand, the roots cannot penetrate; again by adding humus the conditions are made more favourable for the plant; especially as air and moisture, two very essential things, can now get more easily to the roots. To make it certain that the plant gets the necessary amount of air and moisture we resort to tillage, drainage, and manuring.

TILLAGE.—The ground must be dug to a depth of, at least, one foot, to allow the necessary aeration of the soil, to increase the root and feeding space, and to enable the fine root hairs to penetrate.

DRAINAGE.—Low-lying land often gets too wet, and then it becomes sour, cold and stagnant; hence it is necessary to drain off the surplus water, so that the air can enter. Land which has been well drained lasts through the dry season better than land where this operation has been neglected, for in the latter case, the wet, sappy mass cakes, and the surface becomes very hard. If the site selected is on a slight incline, all necessity for draining is done away with, but, if drains are necessary, trenches should be dug across the garden, 18 inches wide, gently sloping them, so that the water will run off at the lowest point.

MANURING.—By manure is meant anything, which, when added to the soil, improves its fertility. It may make the soil more porous or retentive, as the case may be, or it may add a new food in a form at once available for the plant. A poor soil is generally deficient in three principal plant foods, viz., nitrogen, which promotes growth, phosphates, which give fruitfulness, and potash, which ensures quality. Green manuring and the addition of humus are the best means of correcting deficiencies in these respects. Often, humus is all that is required. The want of it is easily detected if the soil appears light-coloured and coarse, or heavy and sticky. In fact, a light soil is often referred to as poor, while a dark soil is called rich. This is where is seen the great value of our compost heap, on which stress was laid in the last article, for it contains useful organic matter to supply the plant with nearly all the food it requires. The contents of a well-decayed heap should be added whenever a plot of ground is dug over for a new crop.

In green manuring, we grow Native Beans, Cow Peas, Bengal Beans, or any leguminous plant which produces a fair amount of foliage. Plants of this type take up the free nitrogen from the air, and so, if they are dug into the soil, they give to it a large amount of nitrogenous food.

Lime is also an essential factor in good cultivation. The soil contains millions of tiny *bacteria*, living things, whose work it is to set free certain plant food. Sourness kills these *bacteria*, so lime is added to correct this, otherwise no amount of manure would be of any use. If an absence of lime is suspected, take a small quantity of soil from various parts of the garden, and, placing each in a basin, pour over a little Hydrochloric Acid (Vinegar or the juice of a lime fruit will do). If effervescence take place, it shows lime is present. Should it be necessary to add lime to the soil, care should be taken not to add too much; 1 lb. to every 5 sq. yds. is sufficient.

Mulching and growing cover crops, such as beans and sweet potatoes are also beneficial to the soil, protecting it from the harmful effects of the rays of the sun. If the plants do not thrive when all these requirements are carried out properly, we can often find out what is wrong, as pale foliage denotes lack of nitrogen, insufficient crop suggests that phosphates are needed, while poor quality points to the absence of potash.

ROTATION OF CROPS.—To maintain the fertility of the soil, we must be careful not to allow it to become plant sick. The various kinds of plants take up and use different substances from the soil, and if the same kind of plant is grown year after year on the same plot, the crop will naturally suffer, as it cannot get sufficient supplies of its proper food. Again some plants, such as yams, are deep feeders and take their food from below the surface, others, like tomatoes and ochroes, are called surface feeders, taking their food from near to the surface. After growing one crop for a year or two it becomes necessary to allow the land to lie fallow, in order that the particular plant foods which have been exhausted may be renewed by the soil. But it is far better to avoid having to allow the land to lie idle by following out a system, known as rotation of crops. The first year we grow corn, the next, tomatoes and ochroes, the third year, yams, and then a leguminous crop, such as beans.

The master in charge of a school garden could give a very good object lesson by continuously growing one kind of crop on a plot and comparing the yield in any year with that obtained from a plot where the crops had been grown in rotation. The principle of rotation is very important, too, as a means of keeping down fungus disease and insect pests, as each particular disease only attacks one kind of plant, so that if another is grown, that pest very often gets starved out.

T. HUNTER.

[We hope next time to deal with different crops in detail.]

Dramatic Performance.—“Twelfth Night.”

One of the books prescribed for reading for the Certificate Examination this year is Shakespeare's *Twelfth Night*. Realising that the students cannot fully appreciate the meaning of what they read unless they are able to visualise the scenes of the play, the staff decided that for once the pedagogical maxim, “Learn by doing,” should be replaced by “Learn by seeing.” They, therefore, chose from the play those scenes which lead up to the fooling of Malvolio. These are, of course, not the main plot of the play, but they are best suited for a small cast, with only a very limited amount of time and stage property at its disposal. Mr. Pitt kindly agreed to stage-manage the play and put the actors and actresses through their parts. The idea was no sooner mooted than work began in earnest, and practically every member of the Education Department set to work to make the production a success. Mrs. Oman and Mrs. Harman undertook to make the costumes,—no light work, as all who saw the play will agree,—Mr. McLaren agreed to paint the scenery, and Mr. Pickles and his assistants to be responsible for the lights, and so thoroughly was this done that pipes were laid and gas carried over from the main building to the Technical Workshop, where it was decided to give the performance. The workshop gradually lost its characteristic appearance, and benches and tools disappeared. Where once had been bare walls, there sprang up the stately mansion of the Lady Olivia, surrounded with ornamental gardens. Through the fields at the side ran silver streams, while in the distance might be seen the heather-covered mountains of Illyria. But the stage was only one part of the work, and night after night for nearly a month a little party met in the bungalow or on the stage to rehearse the scenes. It meant untold work for all concerned, but the labour was borne cheerfully.

Invitations were sent to all students of the Institution and Technical School, and to about twenty or thirty teachers in the local schools. An excellent programme, fully annotated, was sent to each, so that all might become familiar with the story to be presented. At last the long looked for evening arrived, and not even a tornado could daunt the enthusiasm of the audience who packed the workshop—or, shall we say, the theatre?—to its fullest extent.

The cast was as follows :—

The Lady Olivia...	...	Mrs. D. J. Oman.
Maria, her waiting woman	...	Mrs. H. A. Harman.
Sir Toby Belch, uncle to Olivia	...	Mr. H. A. Harman.
Sir Andrew Aguecheek	...	Mr. H. A. Wright:

Malvolio, steward to Olivia	...	Mr. W. J. Pitt.
Fabian	}servants to Olivia	{Mr. T. D. Cranston.
Feste, a jester			Mr. A. Harrod.

Six scenes were enacted, taken from the play as here shown :—

Scene 1 (Act I., Scene 3), Olivia's Garden.
 Scene 2 (Act I., Scene 5), ditto.
 Scene 3 (Act II., Scene 2), Kitchen in Olivia's House.
 Scene 4 (Act II., Scene 5), Olivia's Garden.
 Scene 5 (Act III., Scene 4), ditto.
 Scene 6 (Act V., Scene 1), ditto.

As to the play itself, we will let one of the audience speak. J. Kitson Mills, of the Wesleyan School, Accra, was the winner of a prize of an illustrated volume of Shakespeare's works, offered to that student or teacher who sent in the truest description and criticism of the performance. About twenty competed, and from their journalistic efforts the promoters of the play realised that their labours had earned and received a rich reward of gratitude.

But let Kitson Mills have his say.

Life would be unendurable were it not for its pleasures.

The Dramatic Performance of *Twelfth Night* at the Training Institution, by the European Staff of the Training and Technical Schools, with the assistance of two ladies, on Friday, the 3rd of April, came out with much *éclat*.

The room was well lit, and the stage excellently and artistically decorated, which gives great credit to the stage manager and the artist concerned with such arrangements.

As a native, this is the first occasion of witnessing a stage of such description. The scenery was an important factor in the successful performance of the piece. The paintings yielded the artist a rich harvest of reputation, and his fame must at all events be at its zenith amongst the audience.

The hall was filled with the teachers of the local schools and the students of the Training and Technical Institutions, who were spell-bound at the raising of the curtain.

Nothing but praise can be given to the performance, and to mention the name of every individual who made a mark, it would almost be necessary to give a complete list of the *Dramatis Personæ* :—Mr. Harman as "Sir Toby Belch"; Mr. Wright, as "Sir Andrew Aguecheek"; Mr. Pitt, as "Malvolio"; Mr. Harrod, as the "Clown"; Mr. Cranston, as "Fabian" and Mrs. Oman and Mrs. Harman, as "Olivia" and "Maria" respectively. The careful completeness with which the play

has been prepared was apparent in the manner in which it was performed in all parts. Where all did well, it is hard to particularise.

The play was unfamiliar to the majority of the audience, and the first scene, in which Maria reproves Sir Toby for his late nights and heavy drinking, and the entering of Sir Andrew during their discussion of him, and his introduction to Maria, who left the two gentlemen to their usual night's drinking, was creditably admired by them, judging from the clapping produced at the falling of the curtain. Mr. Harman plays Sir Toby with much spirit and dash, showing with many nice touches the gradual growth of a firmer purpose and a more earnest spirit in the reckless old spendthrift, whose weakness of character is most artistically suggested in this first act, and finally works up in the remaining to an intensity of passion which fairly electrifies the audience. Mr. Wright's efforts as Sir Andrew were most successful. Nothing better has been seen in its way than his performance. He plays the cool and gentlemanly friend of Sir Toby during his interview with Maria, after the introduction, with a singularly effective calmness,—his only shortcoming being the rather shrill voice he adopted,—but he may have his reasons for so doing. Mrs. Harman, as Maria, with all her own grace and charms, and developing, besides, an unexpected degree of power, becomes almost an ideal heroine of the drama. She has the dramatic instinct in a very marked degree, and should be heard by all who take interest in such performances.

After a few minutes' interval, the curtain was drawn again, displaying Maria and the Clown in their mistress, Olivia's, room, and were joined by Olivia and Malvolio (Olivia's steward), who took the first opportunity he had to speak slightly of the Clown's wit. Sir Toby appeared on the scene in a half-drunken state when Maria was announcing to Olivia a messenger from Orsino, the Count, and the Clown was sent to look after him when vacating the room. The curtain closes with Olivia leaving to meet the messenger after having agreed once more to hear the Count Orsino's messages of love. Mrs. Oman being very light and acceptable as Olivia, her first appearance before the audience was most cordially received, and she played effectively so much of Olivia as was given her to do. She has every personal qualification of voice, appearance and manner for her work. Little is left for the other characters to do, but they were all in competent hands.

Scene 3 was also well carried through. Sir Toby, Sir Andrew and the Clown had a carousal in the kitchen. Malvolio enters and rebukes them, which prompted them to form a plot

by which they intend to be revenged on Malvolio. Maria bidding them good night, the two prolong their debauch till morning. The stage arrangement in this scene may be particularly noted as a reproduction of a room of the period. Mr. Harrod makes as much as possible out of a perfectly idiotic part as Clown. The melody he sang was entrancing, and had he the tact of managing the strings of the guitar better, nothing will excel the beauty of his voice.

In Scene 4, which happened at Olivia's garden, the plot formed against Malvolio was carried into effect. Maria, imitating Olivia's hand, writes a letter, in which that lady is made to hint in very plain terms at her love to Malvolio, and this letter is dropped in his way, the conspirators concealing themselves behind a bush so as to witness his behaviour when he finds it, and he was completely deceived by the letter. Mr. Cranston, of course, played Fabian well; but the scene in which he assumes the authority of hushing them up from making a noise was indisputably too rapidly done, though the principal comic character was excellent in his hands. The dexterous laughing of Sir Toby, Sir Andrew, Fabian and Maria, after Malvolio has been caught in the trap set against him, added greatly to the effect of the scene.

The next scene was remarkably performed by Mr. Pitt, as Malvolio, whose stage actions prompt one to consider him as an old actor. After reading Olivia's supposed letter in a most concise manner, love lay before him (Malvolio) like a smooth ocean, and intoxicated by success he launched his bark fearlessly upon it. Fashion stood at the prow, for he appeared before Olivia dressed in accordance with the instructions in the letter—wearing yellow stockings in a most absurd fashion; mirth traversed the sails, behaving so ridiculously that Olivia thinks him mad; but folly took the helm, and the result was he was put into a dark room (as was the custom of treating lunatics in those days) by Sir Toby and Sir Andrew after having teased him a lot.

The last, though not the least, Scene then followed, and at the drawing of the curtain the Clown was discovered reading a letter from Malvolio to Olivia, who ordered that Malvolio should be brought from the cell before her; and on his arrival he systematically pleaded to ascertain the reason for his being snubbed in this fashion, producing the false letter to Olivia for her perusal. The trick that had been played was then detected by both parties, and Malvolio left the room swearing to be revenged on the conspirators. The play ended with the National Anthem—the performers forming a tableau.

The whole display seems to be quite a fairyland; the

clearness of the room through the brilliant lights of the gas, the gay costumes worn by the various characters, the liveliness of the piece itself, combine to render it fascinating. Every minute seems happier than the last, and I, for one, was extremely sorry to quit the hall.

Let me offer a word of thanks to all the clever members of the cast for a thoroughly delightful evening, and to request, if possible, that the drama be repeated again before a larger audience, thereby leading the public to gain an insight of the work carried on at the Institution, instead of limiting same to the teachers and scholars.

Entertainments.

SEPT. 27 :—Lantern Exhibition : Animals, Reptiles, Birds and Moths.

OCT. 11. Concert. Programme—

Gramophone Selection	...	(a) Bells of St. Malo.	
		(b) Barcarolle.	
Prologue	...	...	<i>Williams.</i>
School Song	...	"Disce ut doceas"	<i>The Students.</i>
Song	...	I was born alone	<i>Yorke.</i>
Song	...	Sofo Sofeta	<i>Williams.</i>
Gramophone Selection	...	Highland Fling.	
Chorus	...	Darkies Song	<i>Mensah, &c.</i>
Song	...	The Penny Bus	<i>Arhin.</i>
Gramophone Selection	...	(a) Alexander's Ragtime Band.	
		(b) I love a lassie.	
Chorus	...	Recessional	<i>Elliott, &c.</i>
Dialogue	...	The Stolen Stick	<i>Gharley and Addae.</i>
Chorus	...	The sad Autumn Winds	<i>Wilson, &c.</i>
Chorus	...	Good Night.	<i>Boccorh, &c.</i>
Song	...	Wild Man of Borneo	<i>Williams.</i>
Chorus	...	Sol, Sol, Fah	<i>C. Tagoe, &c.</i>
Song	...	I'm always away when required	<i>Fynn.</i>
Chorus	...	Good Night	<i>Mensah, &c.</i>
Epilogue	...	...	<i>Williams.</i>

OCT. 25. Lantern Lecture by Mr. Cranston : "Rain, Glaciers and Volcanoes."

NOV. 1. Lantern Lecture by the Principal : "The British in India, up to the time of Clive."

„ 7. Lantern Lecture by the Principal : "The Voyage of the Ophir."

FEB. 7, 1914. Concert of welcome to the Junior Students. During the concert, J. Wilson, senior monitor, welcomed the new students on behalf of the senior year. He said :—

"I am highly pleased that this opportunity has fallen into my hands to-night to say a few words as representative of all the present senior students.

Our sole object to-night is to welcome into our midst the junior students who have now come to share with us the advantages connected with this Institution; and this we are going to do by entertaining them with a short concert.

I think the best part of my duty would be left undone if I failed to direct a few words to the junior students.

Now, my fellow junior students, I say for all the senior students that we welcome you all from the bottom of our hearts. I entertain hopes that each and every one of you was moved to be in this Institution by the influence of the word patriotism. Let us try to carry our minds back to the times when education, in the best sense of the word, was unknown in this our Colony. We hear and have been told that there was much wickedness going on, and, in fact, the Colony was in such a backward condition as I am unable to describe.

I am of opinion that all of you will be at one with me in saying that nothing but education is gradually sending our Colony into the arms of prosperity and civilization. There are scores of reasons for us to be proud that we have chosen teaching work for our profession. We have some parts to play in the advancement of this Colony; because we have come here to be trained and then to go out to instruct and educate children who, in the near future, will become the leaders of it.

As I hope you have noticed everything yourselves, there is no need for me to say that we students at this time have been so lucky as to get not less than six of the best masters that the world can produce. I do not in any way intend to praise our masters to you, but the fact that they take a very keen interest in their work can be confirmed by the results of our recent examinations. The only thing they could do for us was to do all in their powers to impart the best instruction to us, and we worked hard to learn from them. They are always prepared to teach you to the best of their abilities, but let me impress upon you that all their efforts will be in vain if you, in turn, fail to play your respective parts by giving them your co-operation.

I should now like to give you a hint or two. We, the present senior students, and our seniors who are gone, having realised the fact that unity is strength, studied together by twos, threes and fours. We threw questions among ourselves and commented on them. In so doing we learnt a good deal from each other. This helped us to produce about twenty of us to score a thousand and odd marks in the examination, and six heading the list. We rest assured that you too will follow in our steps and be ambitious in your studies, and try to keep up the true saying that 'Students from the Training Institution are always top in the list.'"

PROGRAMME.

School Song	...	Disce ut Doceas	...	Senior Students.
Address	...	...	...	Wilson.
Song	...	Belle Mahone	...	Fynn.
Recitation	...	Ballad of the Fleet	...	Tagoe.
Song	...	The Three Foreigners	...	Boccorh & Duker.
Dialogue	...	Banqueting at Whitehall	...	Acquah & others.
Song	...	Think of Me	...	Wilson.
Song	...	From the Valley	...	Aggrey.
Recitation	...	The Retreat of Osei	...	Okra.
Song	...	Never say Fail	...	Fynn.
Musical Sketch	...	South African War	...	Aggrey.
Song	...	I am an Armour Bearer	...	Gaisie.
Recitation	...	Anthony	...	Aggrey.
Song	...	Clementine	...	Wallace.
Recitation	...	Henry V. at Agincourt	...	Gaisie.
Song	...	Sweet is the Morning Air	...	Senior Students.
Song	...	The Key of Heaven	...	Clement & others.
Song	...	My Grandfather's Clock	...	Appiah, A.
		God Save the King.		

FEB. 14. Lantern Lecture by the Principal: "Alfred the Great, an Empire Builder."

APRIL 3. Dramatic Performance of scenes from Shakespeare's "Twelfth Night" (reported elsewhere).

" 25. Concert. The object of this concert, as stated by E. Tagoe, was to welcome back Mr. Pearson and bid farewell to the Principal and Mrs. Harman who were leaving in the following week. The whole concert was excellent, but the dramatic effort of Fynn, Aggrey and Yorke must be singled out for special praise.

PROGRAMME.

Song	...	Bells of St. Michael's Tower	...	Senior Students.
Address	...	...	...	E. Tagoe.
Song	...	At My Work	...	Amissah & others.
Song	...	Bonnie Charlie	...	Duker.
Recitation	...	A bachelor is his own master	...	Quarshie.
Dialogue	...	A father's departure	...	Fynn & others.
Song	...	Genevieve	...	Adjorlolo.
Song	...	Ellie Rhee	...	Acquah.
Recitation	...	Hiawatha	...	Appiah, A.
Song	...	I had to whistle for it	...	Kwofie.
Recitation	...	Harfleur	...	Amissah.
Song	...	The Penuy Bus	...	Adjorlolo.
Recitation	...	Joan of Arc	...	Tetteh.
Song	...	Give a Fee	...	Boccorh.
Recitation	...	A bad boy's mischievousness	...	Yorke.
Song	...	Scottish Fatherland	...	Adjorlolo.
Recitation	...	Farewell and Welcome to a master	...	Ntow.
Song	...	Round the Meadows	...	Boccorh.
Recitation	...	The Declaration of Queen Victoria	...	Tetteh.
Song	...	Disce ut Doceas	...	Students.
		God Save the King.		

Dormitory Notes

No. 1.

The following are the second year students:—Wilson (monitor), Asare, Botchey, Darpah, Elliott, Gaisie, G. O. Quainoo, Wallace, and Yorke. The Junior students are:—Afare, Ashun, Allotey, Adjaye, Agbo, Amoako, Dadson, Kwofie, Quayson, and Tetteh.

We are proud of our Dormitory which has the honour of having within its walls both cricket and football shields offered last year after the Dormitory Competition matches played during the second term.

Visitors look at and listen to the history of the shields with much pleasure. This makes further addition to the pride we feel.

Under the head of football, the names of R. B. Woode, G. O. Quainoo, W. D. Pajiah, and J. R. Botchey deserve special mention. It was mainly due to their efforts that we procured the football shield.

We record with pleasure that our Dormitory has launched into the teaching field two of its players, Woode and Pajiah. We have got Afare and Ashun, two energetic players, to fill their places.

On April 1st we played against Dormitory No. 3. and in the end we were winners by 1—0. The goal was scored by Ashun. We played Dormitory No. 4 on April 15th, and in spite of the fact that their team is composed of almost all of the best players of the whole school, the match resulted in a draw of 0—0. In this particular match, Elliott, Yorke, Ashun, Allotey, Quainoo, and Afare were worthy of our praise.

Whilst some are keen to play to maintain the honour of their Dormitory, there are others who show slackness. We were startled to find that one of us found it so easy to cross off his name, on one occasion, when the list of our team was posted up. We hope no one will copy this. The sooner such practices stop, the better for the Dormitory.

As in the case of football, the efforts of P. C. Quaye (captain) Elliott, Tagoe, and Wilson greatly helped to win the cricket shield. Elliott is developing into a very good and stylish batsman, whilst Tagoe and Wilson were the bowlers.

Quaye is also in the teaching field. Tagoe has been transferred as Monitor to Dormitory No. 4. Allotey and Tetteh are good substitutes.

Competition matches have started again.

We played against No. 4 on March 25th and we were beaten by 21 runs. During this match Allotey proved to be an excellent bowler. The way Tetteh kept wicket was very good.

We beat No. 3 by 34 runs when we played them on April 22nd; G. O. Quainoo made the highest score. We are very pleased to notice the energetic parts that Botchley and Quainoo take in both games. We do not see why we should not beat No. 4 who beat No. 3 by only 6 whilst we beat them by 34 runs.

J. W.

No. 3.

Names of Students :—2nd. year; Clement (monitor), Djorgee, Acquah, Blavo, Appiah A., Esiedu, Quainoo, Odam. 1st. year: Cobbah, Adams, Brown, Priddy, Pinanko, Obeng, Simpson, Quarshie, Ayivor, Barnor.

Though our position in games is low, much improvement is still being made and the games are much better than those of last year. Of course, there are some of us who are still backward in games. Although we have been beaten by the other Dormitories, an endeavour to meet matches is constant. We are not nearly so hopeless as we were in time past for we have Blavo and Cobbah whose energetic spirits in cricket encourage us, while in football, Priddy, Brown, Cobbah, Pinanko, play important parts. We are thus assured of better results in the next competition games.

That we often lose games is due to an insufficiency of practice. Let us all take interest in games, realise their importance while here, so that we may encourage our boys in them when we have to organise our own schools.

R. C. C.

No. 4.

The names of the Students in this Dormitory are: Tagoe (monitor), Aggrey, Appiah, J. W., Boccoh, Cudjoe, Duker, Fynn, Okra, Smith, Adjorlolo, Amissah, Nunoo, Baffoe, Ntow, Mills, Amponsah, Conduah, Ayayee, and France.

In last year's cricket competition we were second, but in football we had to take the last place. This year our games have gone on much more satisfactorily, for thanks to the batting of Fynn and Appiah J. W., and the bowling of France, we have won the first two Dormitory matches. Moreover in football we have yet to lose a match, so we have great hopes of wresting those shields from No. 1. But our good results are not due to a concerted effort of the whole Dormitory, for there are a few members who neither want to play, nor will take the trouble to come and cheer on those who do play. If they expect to make their pupils, whom they will have to teach, interested in games they should get out of this habit and take part in these games. To distinguish us during our games from the other Dormitories, we have chosen red and blue shirts for our colours.

E. T.

Teachers' Examination for Certificate, 1913.

We publish below the list of successful candidates from the Training Institution. There were very few failures, 1 in Sch. G, 2 in Sch. I (i), and 3 in Sch. I (ii). We congratulate heartily all who passed and thus gained a satisfactory reward for their year's labours. An interesting point is the similarity of the results to those of the ordinary terminal examinations held by the masters. The order of merit in Sch. H. is practically identical, while in Sch. G. the first 14 on our ordinary term's list are to be found in the first 19 in the Board's Examination. The moral is that steady work throughout the year is sure to bring success.

SCHEDULE H.

Position on List.	Name	Marks Max. 1880	Position on List.	Name	Marks Max. 1880
1	Abraham, H. K.	1352	8	Ghartey, S. B. K. E.	1096
2	Addae, F. B.	1351	12	Mensah, J. A. S.	1022
4	Williams, A. J. D.	1216	13	Kesson, P. A.	1009
5	Quaye, P. C.	1169	18	Annumeh, J. M.	914

SCHEDULE G.

Position on List.	Name	Marks Max. 1930	Position on List.	Name	Marks Max. 1930
1	Tagoe, E.	1472	26	Fynn, J. M.	1025
2	Duker, R. E. A.	1286	27	Djorgee, J. E.	1021
3	Clement, M. C.	1283	28	Blavo, G. C. W.	1018
4	Acquah, S.	1264	34	Appiah, A.	977
5	Elliott, C. H.	1251	35	Woode, R. B.	974
6	Appiah, J. W.	1211	39	Cudjoe, J. K.	939
9	Boccorh, G. W.	1180	43	Pajiah, W. D.	923
10	Quainoo, G. W.	1160	45	Ansah, E. A.	898
12	Aggrey, J. E. R.	1156	48	Arhin, S. A.	881
13	Mochia, J. E.	1155	56	Wallace, J. E. D.	854
14	Wilson, J.	1138	62	Esiedu, S. J.	825
15	Annowie, J. K.	1129	63	Quainoo, J. W.	817
16	Tagoe, C. L.	1112	67	Smith, W. E.	785
18	Gaisie, S. O.	1103	68	Botchey, J. R.	773
19	Okra, T. C. E.	1088	73	Odam, J. S.	745
23	Yorke J. S.	1038	84	Darpah, B. N.	691
25	Asare, N. Y.	1026			

SCHEDULE I (i). Hand and Eye Training.

Position on List.	Name	Marks Max. 250	Position on List.	Name	Marks Max. 250
1	Clement, M. C.	200	21	Okra, T. C. E.	143
2	Tagoe, E.	187	22	Quainoo, G. O.	142
3	Cudjoe, J. K.	179	26	Annumeh, J. M.	139
	Gaisie, S. O.	179	28	Blavo, G. C. W.	136

5	Yorke, J. S.	171	29	Annowie, J. K.	134
7	Aggrey, J. E. R.	163	32	Arhin, S. A.	132
8	Asare, N. Y.	159	33	Quainoo, J. W.	131
9	Boccorh, G. W.	158	43	Elliott, C. H.	124
11	Wilson, J.	155	46	Esiedu, S. J.	122
12	Acquah, S.	152	50	Appiah, A.	115
14	Appiah, J. W.	151	57	{ Botchey, J. R.	111
16	Duker, R. E. A.	147		{ Darpah, B. N.	111
19	Kesson, P. A.	146	67	{ Fynn, J. M.	100
20	Mochia, J. E.	144		{ Odam, J. S.	100

SCHEDULE I (ii). Woodwork.

Position on List	Name	Marks Max. 200	Position on List	Name	Marks Max. 200
1	Tagoe, E.	171	16	Acquah, S.	121
2	Clement, M. C.	166	19	{ Djorgee, J. S.	112
3	Aggrey, J. E. R.	163		{ Elliott, C. H.	112
4	Appiah, A.	154	21	Arhin, S. A.	111
5	Blavo, G. C. W.	150	22	Annumeh, J. M.	110
6	Asare, N. Y.	146	23	Smith, W. E.	107
7	Boccorh, G. W.	143	24	Botchey, J. R.	96
8	Quainoo, G. O.	136	25	Wallace, J. E. D.	95
9	{ Appiah, J. W.	131	26	Gaisie, S. O.	94
	{ Wilson, J.	131	27	Kesson, P. A.	89
	{ Cudjoe, J. K.	131	29	{ Fynn, J. M.	83
12	Duker, R. E. A.	129		{ Odam, J. S.	83
13	{ Esiedu, S. J.	125	31	{ Mensah, J. A. S.	80
	{ Yorke, J. S.	125		{ Quainoo, J. W.	80

List of Old Students who are subscribers.

1909-11 —A. Filson, G. E. H. Kennedy.

1910.—(Sp. Course). E. V. Asihene, F. S. Cudjoe, J. E.

Gyampo, S. S. Odonkor, W. C. Ofóri, G. D. Wilson, J. Wood,

1910-11.—J. E. Appiah, A. K., and J. G. Attafuah, L. N.

Dade, W. M. Darko, V. C. Jiagge, G. E. Maison, B. C. Oppon,
G Siaw.

1911.—(Sp. Course). R. M. Affor, B. S. Amegashie, H. N.

Anang, T. Anderson, W. Asante, E. L. K. Ayikutu, H. N.

Kwawu, J. K. Mills, S. A. Ohene, R. B. C. Yalley.

1911-12.—C. C. Attipoe, C. E. Ahkins, S. Banson, J. W. K.

Cofie, S. W. Hayford, J. A. H. Neizer, C. K. Nyaku, S. A.

Pomeyie, A. J. J. Quao, E. J. A. Tetteh.

1912.—(Sp. Course). F. A. Acquah, C. Gati, S. H. Wilson.

1912-13.—All were subscribers before they left the Insti-
tution and it is hoped they will continue to be.

Present Students.—56 subscribers.

Old Students.

W. C. Ofori (1910), S. S. Odonkor (1910), E. V. Asihene (1910), J. A. H. Neizer (1911-12), B. C. Ardayfio (1909-11), and A. O. Hayford (1910-11) were successful in Schedule H examination 1913. J. W. Quaison (1911-12) passed Schedule G, J. J. Ankrah (1909-11) obtained his certificate in Hand and Eye Training and E. J. A. Tetteh (1911-12) in Woodwork.

We hear that R. P. Baffour (1910) has been appointed a teacher in the Government School at Warri.

F. B. Addae and S. B. K. Ghartey (1912-13) have been appointed head teachers in Aburi and Winnebah Wesleyan Schools respectively.

J. J. Ankrah has been transferred from Accra W.S. to Dodowah W. S. as head teacher.

New Students, 1913.

Name.	Scholar or Teacher.	School.
Adams, R. E.	Teacher	R. C., Elmina
Adjaye, N. E.	"	G. S., Nsuaem
Adjorlolo, R. S.	"	Br. M., Quittah
Afare, G. G.	"	"
Agbo, N.	"	W. S., Kpong
Allotey, R. J.	Scholar	G. S., Accra
Amissah, A. B.	Teacher	C. of E., Secondee
Amoako, E. J.	"	W. S., Mampong
Amponsah, J. B.	"	W. S., Odumtu
Ashun, B. N.	Scholar	R. C., Elmina
Ayayee, J.	Teacher	R. C., Danoe
Ayivor, S. D.	"	R. C., Quittah
Baffoe, S. J. D.	"	W. S., Secondee
Barnor, E. A.	Scholar	W. S., Accra
Brown, W. W.	"	G. S., Cape Coast
Cobbah, J. S.	Teacher	W. S., Axim
Conduah, J. K.	Scholar	R. C., Elmina
Dadson, J. P. E.	Teacher	"
France, J. S.	"	G. S., Accra
Kwofie, S. B.	"	W. S., Dixcove
Mills, E. P.	Scholar	G. S., Cape Coast
Ntow, A. R.	"	G. S., Accra
Nunoo, E. M.	Teacher	W. S., Accra
Obeng, E.	Scholar	G. S., Nsuaem
Pinanko, K. O.	Teacher	A.M.E.Z., Cape Coast
Priddy, S. A.	"	C. of E., Secondee
Quarshie, J. S.	Scholar	G. S., Coomassie
Quayson, E. F. E.	Teacher	W. S., Accra
Simpson, A. W.	"	W. S. Odumtu
Tetteh, J. E.	"	G. S., Accra

Students, 1912-13.

Fifteen students completed their two years' course in December last, and are now engaged in teaching in the various Government or Mission Schools. Four of them have so far omitted to notify to the Principal the school to which they have been appointed, and, consequently, copies of their reports have not yet been sent to them. We are glad to state that 8 of them have qualified for Complete Second Class and 7 for Complete Third Class Certificates. Thus every student who left in 1913 is fully certificated.

The following table shows at a glance the qualifications possessed by each. P denotes a pass, and F failure, while where no letter is placed it means that the student either did not take the examination or was not qualified to do so.

	Sch. G.	SCHEDULE I.			Com- plete 3rd Class Cert.	Sch. H.	Com- plete 2nd Class Cert.
		Hand and Eye.	Wood- work.	Agric.			
Abraham, H. K.	P	P	P	P*	P	P	P
Addae, F. B.	P	P	P	P	P	P	P
Annowie, J. K.	P	P	P	P	P	P	P
Annumeh, J. M.	P	P	P	P	P	P	P
Ansah, E. A.	P	P	P	F	P		
Arhin, S. A.	P	P	P	F	P		
Ghartey, S. B. K. E.	P	P	P	P	P	P	P
Kesson, P. A.	P	P	P	P	P	P	P
Mensah, J. A. S.	P	P	P	P	P	P	P
Mochia, J. E.	P	P	P	P	P		
Pajiah, W. D.	P	P	P	F	P		
Quaye, P. C.	P	P	P	P	P	P	P
Tagoe, C. L.	P	P	P	P	P		
Williams, A. J. D. ...	P	P	P	P	P	P	P
Woode, R. B.	P	P	P	P	P		

* Passed before entering Institution.

Magazine Account.

No. 1. December, 1912.

RECEIPTS.		EXPENDITURE.	
£	s. d.	£	s. d.
Sale of Magazine	3 17 11	Printing Magazine	4 14 3
" Extra Copies of Frontispiece	6 10	" Frontispiece	1 8 6
*Balance—Loss on No. 1	2 4 0	Postage from England	6 0
	<hr/>		<hr/>
	£6 8 9		£6 8 9
	<hr/>		<hr/>

* The Staff, recognising that the expenses in connection with the first number were exceptionally heavy, have very kindly paid off this balance, so that the Magazine may start free from debt.

No. 2. May, 1913.

RECEIPTS.		EXPENDITURE.	
£	s. d.	£	s. d.
Sale of Magazines	3 14 6	Printing Magazines	3 13 0
...	...	Balance in Hand	1 1 6
	<u>£3 14 6</u>		<u>£3 14 6</u>

No. 3. December, 1913.

RECEIPTS.		EXPENDITURE.	
£	s. d.	£	s. d.
Balance in hand	1 6	Printing Magazines	3 13 0
Sale of Magazines	3 11 6	Postage to Liverpool	1 1 4
Balance due to Treasurer	1 4		
	<u>£3 14 4</u>		<u>£3 14 4</u>

H. A. Harman,
Treasurer, Magazine Account. 25

Examined and found correct,
H. McLaren, }
Jcs. Wilson, } Auditors.

Cricket.

DORMITORY MATCHES, 1913.

No. 3 v. No. 4. Played September 29th.

No. 4.—Ghartey 1, Aggrey 5, J. W. Appiah 1, Arhin 1, Annowie 12, Boccoh 9, Fynn 15, Okra 2, Smith 12, Wallace 2, Williams 3, Extras 8. Total 70.

No. 3.—Abraham 4, Acquah 0, Addae 1, Ansah 3, Blavo 12, Clement 4, Djorgee 1, Esiedu 3, Mensah 2, Tagoe 9, Yorke, 4, Extras 14. Total 59. No. 4 won by 11 runs.

No. 1 v. No. 3. Played October 13th.

No. 3.—Djorgee 6, Clement 19, Esiedu 2, Blavo 10, C. L. Tagoe 26, Ansah 6, Yorke 0, Acquah 0, Addae 0, Abraham 0, Mensah 0, Extras 7. Total 76.

No. 1—E. Tagoe 0, G. Quainoo 4, Wilson 6, Elliott 8, Woode 0, Gaisie 2, Kesson 0, Darpah 0, Botchey (not out) 12, Quaye and Pajiah did not bat, Extras 5. Total 37. A drawn game.

No. 1 v. No. 4. Played October 27th.

No. 1.—Quaye (not out) 14, Wilson 3, E. Tagoe 17, Elliott 8, G. Quainoo 1, Woode 5, Pajiah 1, Botchey 3, Asare 0, Gaisie 0, Kesson, 0, Extras 15. Total 68.

No. 4.—Fynn 0, Aggrey 0, Smith 4, Duker 1, Annowie 1, Williams 1, Boccoh 0, J. W. Appiah 2, Cudjoe 0, Arhin 0, Mochia 1, Extras 5. Total 15. No. 1 won by 53 runs.

No. 3 v. No. 4. Played November 10th.

No. 3.—Djorgee 2, Acquah 0, Clement 0, Yorke 4, Abraham 0, C. L. Tagoe (not out) 40, Ansah 0, Mensah (not out) 24, Extras 29. Total 103.

No. 4.—Appiah 6, Fynn 0, Aggrey 0, Smith 7, Annowie 3, Williams 6, Ghartey 0, Boccoh 0, Duker 0, Mochia 0, Wallace 0, Extra 1. Total 23. No. 3, with only 9 men, won by 80 runs.

As is seen by attached table the Dormitory Shield for 1913 went to No. 1.

				Runs.			
Dorm.	Played.	Won.	Lost.	Drawn.	For.	Ag'st.	Points.
No. 1.	4	2	1	1	228	221	5
No. 4.	4	2	2	0	278	300	4
No. 3.	4	1	2	1	198	183	3

SENIORS v. JUNIORS.

Played Feb. 18th. Won by the Seniors by 39 runs. Botchey and Barnor were top-scorers for their respective sides, each getting 18.

SENIORS—Elliott 11, Blavo 8, Tagoe 16, Clement 14, Smith 0, Fynn 0, Boccorh 5, Appiah J. W. 4, Quainoo G. O. 5, Botchey 18, Wallace 0, Extras 18. Total 99.

JUNIORS—Cobbah 7, Tetteh 5, Allotey 4, Barnor 18, Nunoo 5, Kwofie 1, Pinanko 5, Quayson 0, Adams 0, France 8, Ayayee 2, Extras 5. Total 60.

No. 1 v. No. 4. Played March 30th.

No. 4 won by 19 runs.

No. 1.—Botchey 0, Quainoo 9, Elliott 5, Allotey 9, Quayson 0, Tetteh 0, Wilson 15, Dadson 2, Wallace 1, Yorke 0, Ashun 1, Extras 12. Total 54.

No. 4.—Boccorh 1, Fynn 21, Duker 2, Tagoe 5, Appiah 14, Nunoo 1, France 13, Baffoe 0, Amissah 0, Smith 6, Conduah 2, Extras 8. Total 73.

No. 4 v. No. 3. Played April 8th.

No. 4 just winning by 6 runs.

No. 4.—Appiah, J.W. 1, Fynn 3, Smith 3, Boccorh 8, Duker 1, Tagoe 4, France 6, Nunoo 0, Amissah 0, Baffoe 4, Conduah 2. Total 32.

No. 3.—Clement 4, Acquah 0, Pinanko 0, Blavo 2, Barnor 1, Cobbah 6, Adams 0, Brown 6, Esiedu 1, Djorgee 3, Priddy 0, Extras 3. Total 26.

No. 3 v. No. 1. Played April 22nd.

Won by No. 1 by 34 runs.

No. 3.—Priddy 0, Blavo 17, Adams 0, Appiah 0, Clement 0, Cobbah 0, Barnor 0, Pinanko 0, Brown 0, Djorgee 2, Esiedu 1, Extras 12. Total 32.

No. 1.—Botchey 5, Ashun 4, Quainoo 17, Elliott 7, Tetteh 0, Wilson 16, Allotey 1, Dodson 6, Yorke 1, Adjayie 0, Quayson 0, Extras 9. Total 66.

G.C.B.

Football.

DORMITORY MATCHES, 1913.

No. 1 v. No. 4.—Played October 6th. A drawn game, neither side scoring. No. 4 forwards attacked throughout, and only Woode's excellent goal-keeping saved his side from a heavy defeat. Teams: No. 1.—Woode; Quaye, Botchey; Asare, Gaisie, Darpah; Tagoe, Elliott, Quainoo, Wilson, No. 4.—Mochia; Williams, Arhin; Ghartey, Annowie, Appiah; Fynn, Boccoh, Aggrey, Smith, Wallace.

No. 3 v. No. 4.—Played October 20th. No. 3 won by one goal to nil, Yorke scoring. Teams: No. 3.—Djorgee; Esiedu, Clement; Acquah, Quainoo, Appiah; Mensah, Yorke, Tagoe, Abraham, Addae. No. 4 played the same team as against No. 1.

No. 1 v. No. 3.—Played Nov. 3rd. No. 1 turned out with only 9 men, and lost by 2 goals to nil, C. L. Tagoe scoring both goals. Teams: No. 1.—Woode; Asare, Darpah; Gaisie, Quainoo; Quaye, Tagoe, E., Botchey, Elliott. No. 3 played the same team as against No. 4.

No. 4 v. No. 1.—Played Nov. 12. No. 1 won by one goal to nil. Pajiah scored. Team: No. 1.—Woode; Quaye, Darpah; Asare, Gaisie, Quainoo; Pajiah, Wilson, Botchey, Elliott, Tagoe.

The Dormitory Football Competition produced very keen games, and the actual winning Dormitory was in doubt until the very last game, when No. 1 by beating No. 4 took first place as is shown below:

Dormitory	Played	Won	Lost	Drawn	Goals		Points
					For	Agst	
No. 1.	4	2	1	1	3	2	5
No. 3.	4	2	2	0	5	6	4
No. 4.	4	1	2	1	4	4	3

JUNIOR TRIAL MATCH.—In order to find out who should represent the Juniors in their match with the Seniors, a trial game took place on Feb. 4th. Team B won by a goal to nil after a very poor game. Teams: A.—Adams, Obeng, Adjayie, Adjorlolo, Tetteh, Mills, Cobbah, Baffoe, Kwofie, Quayson, Ayivor. B.—Brown, Priddy, Amissah, Dadson, Ashun, Conduah, Pinanko, Afare, Allotey, France, Ayayee.

SENIORS v JUNIORS.—Result, a drawn game, each side scoring twice. The Juniors put up an excellent fight, and showed that they possessed far more talent than was apparent in the trial game. Priddy and Mills were probably the pick of the side on this occasion. Teams: Seniors—Smith, Fynn, Quainoo, G. O., Aggrey, Boccorh, Yorke, Djorgee, Botchey, Appiah, J. W., Duker, and Wallace. Juniors—Adjorlolo, Baffoe, Amissah, Priddy, Mills, Brown, Conduah, Ashun, Cobbah, Adams, and Afare.

No. 3. v No. 4.—Played March 18th. The game was won by No. 4 by 2 goals to nil. Fynn scored from a penalty in the first half, and Mills scored the other goal, the goalkeeper fumbling after a corner kick. It was a slow game, forwards were never marked, and often no one was present at a throw-in from touch. Teams: No. 4—Tagoe, Amissah, Adjovlolo, Baffoe, Fynn, Conduah, Boccorh, Mills, J. W. Appiah, Ayayee, Aggrey. No. 3—Clement, Cobbah, Adams, Djorgee, Brown, Pinanko, Priddy, Esiedu, Acquah, Ayivor, and Obeng.

“England” v “West Africa.” Played March 28th. Mr. Morrison was kind enough to get up a European team to play the combined Technical School and Training Institution. Though the play was not brilliant a very interesting game resulted. Mr. Vaux scored for “England” and Quainoo equalised for “West Africa.” Teams: “England”—Messrs. Jelley, McLaren, Jefford, Burns, Burviscovie, Morrison, Oakley, Wilkins, Barratt, Vaux, and Pope. “West Africa”—Adams, Sambah, Mensah, Ago, Mould, Appiah, Fynn, Quainoo, Baffoe, Priddy, and Smith.

No. 1 v. No. 3.—Played April 1st. Ashun scored for No. 1, who won by one goal to nil. Teams: No. 3.—Pinanko, Esiedu, Brown, Adams, Obeng, Acquah, Clement, Quarshie, Djorgee, A. Appiah, Priddy. No. 1.—Wilson, Afare, Yorke, Gaisie, Ashun, Elliott, Allotey, Botchey, Assare, Quainoo, Dadson.

“England” v. “West Africa.”—This return game took place on April 18th, and the white men won by two goals to nil. The students were much keener, especially in the forward line, Smith being very noticeable throughout. In the English team the places of Messrs. McLaren, Burviscovie, Oakley and Pope were taken by Messrs. Porter, Sellers, Young and Cleverly. For the other side Boccorh played in goal, Brown was a new-comer in the forward line, and among the backs Ashun and Obeng took the places of Appiah and Mensah. These games do an immense amount of good, and we are much obliged to Mr. Morrison for getting them up.

No. 1 v. No. 4.—Played April 15th. Result—a pointless draw. No. 1 made one alteration in their team, Kwofie taking Gaisie’s place; while on the other side Smith and Duker came instead of Mills and Ayayee

G. C. B.

Government Training Institution, Accra.

Magazine.

Nos. 5 & 6.

MAY, 1915.

STAFF.

H. A. HARMAN, B.Sc. (London), Principal.

H. McLAREN, A.M.I.M.E.

E. A. PEARSON.

T. D. CRANSTON, M.A. (Glasgow).

D. S. PAYNE, M.A. (Durham).

V. A. TETTEY, B.A. (Durham).

J. H. ASARE.

OFFICERS, 1915.

MONITORS: J. S. COBBAH (Senior), R. S. ADJOROLO; and
J. AYAYEE.

LIBRARIAN: S. B. KWOFIE. ASSISTANT: W. W. BROWN.

SPORTS' SECRETARY: R. J. ALLOTEY. ASSISTANT: E. P. MILLS.

ENTERTAINMENT SECRETARY: G. G. AFARE.

ASSISTANT: A. B. AMISSAH.

KITCHEN COMMITTEE: S. J. D. BAFFOE (Chairman), K. O.

PINANKO (Secretary), I. S. FRANCE, N. E. ADJAYE, J. E.

TETTEH, J. K. CONDUAH, R. E. ADAMS, G. G. AFARE.

Editorial Notes.

We really must begin with an explanation and apology. No. 5 of the Magazine should have been published in December, but last term was a time of great stress in the Institution, and the Editors could not find time, owing to their multifarious duties, to attend to the publication of the Magazine. It was decided however, as subscriptions had in many cases been paid, that the number should not be allowed to lapse, but that Nos. 5 and 6 should be published in one as early as possible in 1915. Again there has been some delay, as it was necessary to wait for the publication of the list of successes at the Certificate Examination.

By the time this is in print, we hope to have produced our second dramatic effort. Encouraged by the reception of "Twelfth Night" last year, we are this year attempting to produce scenes from Shakespere's "Merchant of Venice," and, at the time of writing, rehearsals are in full progress. Several members of last year's cast are available, but we have some enthusiastic recruits, and we hope that in our next number we shall be able to chronicle an even greater success than last year.

The end of 1915 brought two changes in the Staff. Mr. Harrod went on leave on October 15th and decided that duty called him to serve his King and Country at this important crisis. He accordingly enlisted in the Inns of Court Officers' Training Corps, and we hope shortly to hear that he is, if he has not already been, gazetted as an officer in a Service Battalion. Mr. Harrod always took a keen interest in the work of the Students, and his English lessons will be thankfully remembered by many. We wish him, and know that he deserves, every success in his new venture.

The other change is caused by the appointment of Mr. J. A. Vanderpuye to the Government Boys' School at Accra. He was with us for two years, and we feel that our loss is the gain of the Boys' School. His place is taken by Mr. V. A. Tettey. Mr. Tettey was trained at Fourah Bay College, Sierra Leone, and in due course graduated B.A. of Durham University. He afterwards served for a time at the Accra Grammar School, and we all feel that the Institution is fortunate in obtaining his services.

Leave arrangements:—The Principal and Mrs. Harman returned to the Colony on October 1st, and were followed soon after by Mr. Cranston on October 18th, who had an eventful journey of 36 days on a cargo boat and increased his knowledge of W. African Geography by calling at no less than 21

ports. Mr. and Mrs. Payne, who went to their home in Barbados on July 9th, returned on December 17th. Mr. Harrod went on leave on October 15th, and Mr. McLaren on November 10th. Mr. Pearson was due on April 15th.

After hearing a lesson given on the Campaign in Togoland, and listening impatiently to the mangled version of what actually took place, it occurred to us that an authoritative article would be welcome to all teachers for use in History lessons. By the courtesy of His Excellency the Governor, we were allowed access to Lt.-Col. Bryant's despatches and the article in another part of this Magazine is the result.

The Principal has asked us to draw attention once more to the fact, that he is always pleased to help any old students of the Institution, who find themselves in any difficulty connected with their work, with regard to choice of books, arrangement of curriculum, etc. But he also wishes us to point out that a great deal of delay would be saved, if questions and difficulties were put more clearly to him. One student wrote and asked that "books on Teaching" should be recommended to him. This is surely a very vague question, particularly as it turned out afterwards that he did *not* want a book on School Management. Care should be taken to explain exactly what is required, and much satisfaction would follow to both sides.

The Dormitory shields for Cricket and Football were won by Dormitory No. 4—Monitor E. '1906.

It was originally intended that Competitions should be held every term, but owing to the listlessness of the students, the games were not finished in the first term. The second term was so broken that it was only with difficulty that all matches were fitted in.

Dormitory No. 4 deserves our congratulations on its singular success. In cricket they won all their matches and in football also they were unbeaten.

This year each Dormitory has adopted distinctive colours, so we look forward to seeing the Dormitory athletes turning up at matches clothed in their respective colours. This will be an agreeable change from the motley garb of times past. To be properly clad for games is more or less the duty of each player and everybody should endeavour to obtain *and wear* cricketing flannels for cricket, and "shorts" and jersey for football.

The student who turns up for the annual photograph, clad in an immaculate suit, with flower in buttonhole, wearing

the gaudiest of socks, and glittering with rings and tie-pins, thinks it is quite proper to turn up to games in an old pyjama coat and bathing drawers.

Once more it is our pleasure to allude to the conspicuous success of our students in the certificate examinations last December. The results are very gratifying to the students and the masters, and we offer our hearty congratulations to all. To the new Junior students it will be a great incentive to try and emulate the unparalleled success of last year's Juniors, who scored a hundred per cent. of passes in both Schedule G. and Hand and Eye work.

The Government has decided that from October last all students shall be paid a monthly allowance of seven shillings and sixpence, subject to a satisfactory report on their good behaviour. The allowance will not be paid for the months of January or July.

A new edition of the Register of Old Students will be published in the next number. Will subscribers please notify any changes of address so that the Register may be as complete as possible.

Prize Distribution.

The third annual prize distribution took place on Saturday, December 12th, 1914. The Prizes were distributed by the Director of Education, Mr. D. J. Oman. There were also present Mrs. Harman, Miss Wyllie (Headmistress, Government Girls' School), Mr. H. Blackmoor (Inspector of Schools), Rev. Bruce (Wesleyan Mission), Mr. Addy (Headmaster, Wesleyan School, Accra) and the Staff of the Training Institution. Apologies for absence were received from the Revs. A. G. Colbeck, D. Heath, (S. P. G. Accra) and Addo (Wesleyan Mission) and Mr. H. A. Wright (Principal, Technical School).

After the National Anthem, the Principal read a report on the years' work. He said:—

' This is the third occasion on which I have been privileged to make my annual report on the work of the Training Institution. Two years ago I prefaced my report by apologising for the informality of the occasion and to-day I was tempted to make a similar apology. But this Institution in common with educational establishments throughout the British Empire has gone through great vicissitudes in the last four months, and I think we ought rather to congratulate ourselves on being able

to meet together at all for this purpose, than to bemoan any lack of formality. We are fortunate in again having with us the Director of Education, who presided at the birth of the Institution, nursed it through its early years, and now, I am sure, is gratified to see it standing on its own legs,—a healthy child of five.

In 1912 we had 31 students in training; in 1913 the number rose to 43; and this last year we have had 56 a number which is very close y approaching the limits of the building. This is a very good sign for it means that we must either have extra accommodation, or conduct a competitive entrance examination in order that only the best may have the advantages that the Institution offers.

Last Christmas we sent in 27 first year and 7 second year students for Sch. G examination and only one failed. 8 second year students were presented for Sch. H and all passed. In Sch. I—Hand and Eye Training, 32 went in and all but one were successful. In Part II, Woodwork, 28 passed out of 31 sent in. The net result of this is that of the 15 students who left the Institution last December to take up work in the Government and Mission Schools no less than eight held complete second class certificates, the highest they could possibly obtain, while the remaining 7 held complete third class certificates, qualifying them to act as principal teachers in any school. Further, the 26 students who are just finishing their course are already holders of complete third class certificates, which they all hope to have improved as the result of the examinations which have just closed.

I must also add that 22 students attended the Agriculture Courses at the various Stations this year and 20 were successful.

My excuse for dwelling so long on these results is that I wish to show you that with an improved class of students and a staff gaining further experience annually, it is becoming the custom rather than the brilliant exception, for the students to take Sch. G., Hand and Eye Training and Agriculture in their first year, and Sch. H and Woodwork in their second year. I refer, of course, to the Government Examinations; the subjects are studied right through their full course.

But,—and it being an Englishman's privilege to grumble, there is always a "but",—though we are undoubtedly turning out successful students, we are not yet satisfied that as teachers they are as successful as we might hope. This can only be rectified when we get our own Practising School, and I hope to hear the Director say something on this point which will cheer our drooping spirits.

May I be allowed to turn for a moment to matters beyond the ordinary curriculum. In January and July of this year the Staff undertook a Special Hand and Eye Course to give the acting teachers of the Accra district an opportunity to get a working knowledge of this subject. 18 teachers attended the full course and 17 were successful at the examination held at the end of the course.

If reference were made to the students I am sure that all would agree that the outstanding event of the year was the Dramatic performance of scenes from Shakespear's "Twelfth Night." I have already, in the Magazine, expressed my deep sense of gratitude to those ladies and gentlemen who made the performance such an unqualified success, and I know I shall only be voicing the wishes of the teachers and students who were present if I again publicly thank the ladies, who made the costumes and took part in the production; Mr. Pitt, who stage-managed the whole affair and took the leading part, and those members of the Technical School and Training Institution Staffs, who either acted or—what was perhaps even harder work—prepared the stage and scenery for the performance. I hope that we may be able to arrange a similar performance this year, or, failing that, to get the students to enact some of the scenes from "The Merchant of Venice."

The health of the students has been good; and the chairman of the Kitchen Committee—a committee of students which looks after the food supply—reports that the students have no complaint. Lest you should think that this means that the inmates are angels, and not ordinary growing boys and men, I can assure you that, like their fellows in every boarding school and Training College the whole world over they have done their share of grumbling.

It conclusion I desire to convey my sincerest thanks to the Director, who always looks after our interests, to the staff, for their loyal co-operation during the year, to the monitors, Wilson, Clement and Tagoe, for the excellent way in which they have carried out the multifarious duties assigned to them, and to the students who, though put to very great personal inconvenience in the last four months, have risen nobly to the occasion."

The Students here sang the School Song, *Disce ut Doceas*.

The Director of Education then addressed the Students as follows:—

"I am sure that all who are present here to-day have listened with interest to the Principal's report on the work and progress of the Institution during the past year. There is a tendency on

the part of some people to say that little reliance can be placed on a report read on an occasion such as this as the various successes are too often magnified and the failures looked at as through the wrong end of a telescope. That the Principal has read an excellent report you must agree, but let me say that the view of the year's work which he has put before you is not a distorted one. If he has said little or nothing of failures it is not because he desired you and me to see that part of the view as through the wrong end of a telescope, but because there were no failures to see, or so few as to be almost negligible. The report which you have heard is the most satisfactory since the opening of the Institution in 1909, and I feel sure that it is only the first of a series of an equally satisfactory character.

The difficulties of the first few years are gradually being surmounted not only by the staff but by the students themselves. At first many strange rumours got abroad. Students thought that entrance to this Institution meant a kind of imprisonment for two years, during which period they would be placed on starvation diet. I am glad that such misconceptions are fast disappearing and that the student from the interior, or along the Coast, no longer looks with dread towards the time when he will enter this Institution. It is the students now in residence, and more especially those about to leave, who can help to dispel these wrong ideas. Soon, I hope the student from the interior will no longer think that he cannot exist on Accra food it being different to the usual plate of soup and fufu to which he has been accustomed; or the student from, say, Winneba who imagines that he will die if he eats Accra kenki!

Another difficulty which all students have to face is the bond. The amount of that bond may seem great but it is much less than the average cost of training one student for one year only. In the few cases where the Government have taken action, it has only been as a last resource, and if each of the teachers concerned had been brought before a tribunal consisting of his fellow students it could only have declared him deserving of punishment. And what are the conditions of the bond? The bond requires the students to complete the course of training in the Institutions and then to teach in a Government or Assisted School for a period of five years. Briefly it requires him to be of good behaviour for seven years. Thus any teacher who behaves himself need give no thought to the bond.

I now desire to address my remarks more particularly to the students.

The difficulties just mentioned are those which have faced us since the opening of the Institution, and another which has been with us more or less is the lack of a Practising School.

Until the Boys' School close by is handed over to the Education Department, the difficulty mentioned will continue. The Governor, however, realises the great need for giving you more opportunities to engage in practical teaching, and has promised that every effort will be made to put the school at the disposal of the Education Department next year. I am, therefore, hoping that all students during 1916 will receive much more practice in teaching than has been possible in the past.

But all these are difficulties which have faced you, and officers of the Education Department since the opening of the Institution. During the last few months Education has met with difficulties of an exceptional nature. I refer particularly to those arising as a result of the war. I need not go into details of the difficulties directly connected with this Institution; similar difficulties have been encountered in other Colonies and in England. The difficulties here have been faced by all of you in a satisfactory manner. I was here when, at a moment's notice, you were turned out of your class rooms and your dormitories. You had to remove your belongings as well as the greater part of the furniture of this Institution to an unfinished building some distance away. During the whole of that busy afternoon and evening you all worked with a will and I heard no murmurs. Each student appeared to be doing his best to meet the difficulty which had arisen. Since then you have worked and lived under difficulties and at a critical period, in so much that it immediately preceded your examination. Your behaviour has not passed unnoticed. You have been unconsciously carrying out part of what the Minister of Education in England asked all teachers to do. Let me read you an extract from an address which he sent to all his colleagues in the national service of Education. (The Director here read an extract from the address of the Rt. Hon. J. A. Pease, printed elsewhere in the Magazine.) An example of the help you have rendered, but of quite a different character to that which I have mentioned is the contribution which you have voluntarily made to provide 105 soldiers of the Empire, each with a parcel containing some tobacco, a pipe and other things, on or about Christmas Day. Only this morning I received a paper from the Colonial Secretary requesting me to let you all know how gratified the Governor is at your spontaneous action.

I have spoken of many difficulties but you will have noted that each one has been surmounted, and I want you to remember that a difficulty gives a man the opportunity of overcoming it and proving that he is a better man than the one who is unable or unwilling to surmount it.

Before the end of next week approximately half of you who

are present this afternoon will be leaving this Institution to take up your duties in various parts of the Colony. Remember that although you have left the Institution your record as an old student will always be watched with interest by the Principal. Remember also that your training is not finished. It never will be finished. You will continue to gain knowledge as a result of experience. Here let me remind you that you may learn much from the older teachers who, although they may not be certificated, not having had the facilities and privileges now open to you, have gained the greater part of their knowledge in the hard school of experience. Never hesitate to ask the advice of those old and faithful servants, for I am sure that they will be always willing to help you.

Let me impress upon those about to leave the Institution what a powerful influence the teachers of a country possess. To them is entrusted to a great extent the training and the formation of the character of the children who will in the near future be the citizens of the country. The teacher should remember the great influence for good or evil which he possesses, and should endeavour by words and deeds to train the children under his charge to become good and loyal citizens. It is well known to you how the people of this country, like those of all other parts of the British Empire, have during the past few months put aside all petty quarrels, and formed a united Empire ready and willing in the cause of justice to face a common foe. Endeavour to train the coming generation to follow the excellent example which is now being set by all the peoples of the British Empire.

But to come to the real purpose of this assembly. On an occasion such as this there is keen pleasure on the part of those who receive prizes and a feeling of disappointment amongst those who have to depart empty handed. Amongst these latter many, I am sure, go away determined to do better next time and to earn a prize at the end of the following year. That is the proper spirit and the one which a prize distribution is intended to encourage. But even if you are not successful in gaining a prize, if you can conscientiously say to yourself, "I have worked steadily and done my best," you have received your reward, although it may not be in such a tangible form as those on the table before me. To those fortunate students who have gained prizes I offer my congratulations, and will now call upon them to come up and receive the tangible rewards of their labours.

PRIZE LIST.

OFFICERS.

MONITORS :—J. Wilson, M. C. Clement, E. Tagoe.

LIBRARY CURATOR :—S. Acquah.

ENTERTAINMENT SECRETARY :—J. S. Yorke.

SPORTS SECRETARY :—G. C. Blavo.

CHAIRMAN, KITCHEN COMMITTEE :—J. S. Djorgee.

SCHEDULE H.

E. TAGOE :—1st in English, Reading and Recitation, History, Geography, Mathematics, School Method, Hygiene and Drawing.

S. ACQUAH :—1st in Music; 2nd in English, History, Hygiene; 3rd in Reading and Recitation and Drawing.

J. E. R. AGGREY :—2nd in Music; 4th in Reading and Recitation and Mathematics.

R. E. A. DUKER :—3rd in English, History, Geography and Hygiene; 4th in Drawing.

J. W. APPIAH :—2nd in Mathematics, School Method, Reading and Recitation.

M. C. CLEMENT :—2nd in Drawing; 3rd in Mathematics.

G. O. QUAINOO :—3rd in School Method and Music.

G. W. BOCCORH :—3rd in History; 4th in Music.

J. WILSON :—4th in English and Hygiene

J. M. FYNN :—2nd in Geography,

SCHEDULE G.

R. J. ALLETEY :—1st in Drawing, Geometry and Hygiene; 2nd in English, History, Geography, Arithmetic, Reading and Recitation; 3rd in Music; 4th in School Method.

S. B. KWOFIE :—1st in English, Geography, School Method, and Music; 3rd in History, Hygiene, Arithmetic, Geometry and Reading and Recitation.

S. A. PRIDDY :—1st in Reading and Recitation; 2nd in Drawing and School Method; 3rd in Geography; 4th in Hygiene.

W. W. BROWN :—1st in Arithmetic and Geometry; 3rd in English.

J. S. COBBAH :—1st in History; 4th in Arithmetic,

K. O. PINANKO :—3rd in Geography; 4th in History and Music.

G. G. AFARE :—2nd in Music; 4th in English.

E. P. MILLS :—2nd in Hygiene; 3rd in Reading and Recitation.

R. E. ADAMS :—3rd in School Method.

SCHEDULE I—HAND AND EYE WORK—1. R. J. Allety, 2. R. E. Adams, 3. W. W. Brown, 4. G. G. Afare, 5. R. B. Ashun, 6. R. S. Adjorlolo.

SCHEDULE I—WOODWORK—1st year: J. E. R. Aggrey. 2nd year: 1. R. J. Allety, 2. R. S. Adjorole, 3. J. S. Conduah, 4. K. O. Pinanko, 5. R. E. Adams, 6. G. G. Afare.

Dormitory Football and Cricket Shields. Both won by Dormitory No. 4 (Monitor, E. Tagoe.)

CERTIFICATES.

SCHEDULE G, SCHEDULE I (Hand and Eye Training, Woodwork and Agriculture), Complete 3rd class certificate:—S. Acquah, J. E. R. Aggrey, A. Appiah, J. W. Appiah, N. Y. Asare, G. C. W. Blavo, G. W. Boccoh, J. R. Botchey, M. C. Clement, J. K. Cudjoe, J. S. Djorgee, R. E. A. Duker, C. H. Elliot, J. M. Fynn, S. O. Gaisie, C. O. Quainoo, E. Tagoe, J. Wilson.

SCHEDULE G, SCHEDULE I (Hand and Eye Training and Woodwork). Complete 3rd class certificate:—J. S. Yorke, J. W. Quainoo, W. E. Smith.

SCHEDULE G, SCHEDULE I (Hand and Eye Training and Agriculture) Complete 3rd class certificate:—B. N. Darpah, T. C. E. Okra.

SCHEDULE G, SCHEDULE I (Woodwork) J. E. D. Wallace.

SCHEDULE I (Hand and Eye Training, special 1914 course), I. S. France.

The Senior Monitor called for three cheers for the Director, and the proceedings then terminated with the National Anthem.

The School Garden (iv) Cocoa and Rubber.

I have previously dealt with the formation of our garden. I now propose to give a few hints on the cultivation of the various crops to be grown there. At a future date further articles on agricultural operations may be published.

COCOA.—This tree being a native of the forests of Central America, it follows that its habitat is of a moist nature, and for cocoa to do well, it should always be grown in districts where there is an abundant rainfall.

The soil should be good and deep, Forest land provides the best because it is rich in organic matter, supplied by the falling leaves of the forest trees for many years.

The best site is generally at the base of hills, the soil worked down containing all the good materials, whilst the gentle slope greatly facilitates drainage.

If the conditions in our garden are not quite what we require, we are thereby given the opportunity of showing what can be done in the matter of soil improvement, and conserva-

tion of moisture by mulching and by adding all the humus available. The scholars should learn from this how much some of even the poorest farms might be improved.

PROPAGATION. Seeds from large sound pods selected from the best fruiting trees shou'd be sown on nursery beds 6 inches apart, the young seedlings being lightly shaded from the strong sun. The land should be properly cleared of all trees and stumps, and the ground roughly dug over.

LINING AND HOLLING. The plants should be planted 12 feet apart, the land being marked out in straight lines and the holes dug about 2 feet wide and of similar depth. This will ensure a reasonable area of loose soil for the plants to take root in. The planting should take place during the rainy season and should be very carefully done, only good strong plants being used. They should not be planted too deeply and the soil should only just cover the upper roots and be well firmed.

A good method is to raise the seeds in bamboo pots, as this prevents much damage being done to the roots in transporting the plants from place to place. Care should be taken to choose a showery day for raising the plants from the nursery. If this is impossible the beds or pots should be thoroughly well watered before the plants are removed, or else the roots will dry up and die.

If preferred, a good plan is to plant the seeds at stake, *i.e.* two or three seeds should be sown in the places lined off for the trees, the sturdiest seedling only being allowed to continue its growth at each spot. The former method however is the safest to adopt.

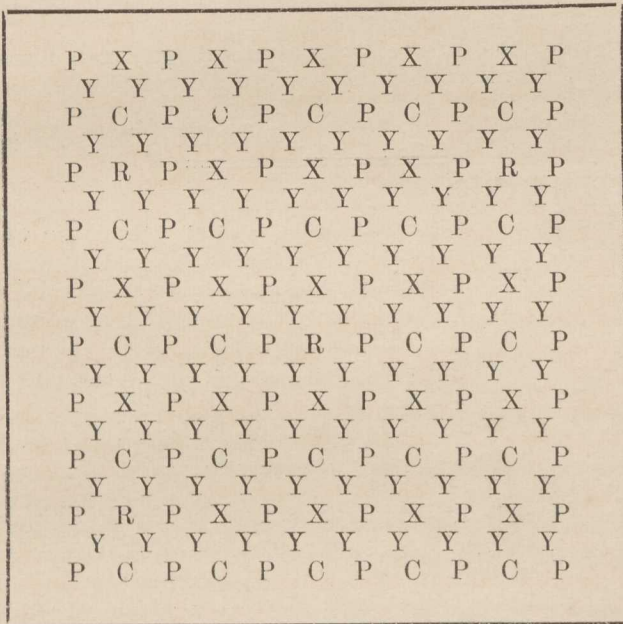
SHADE. Cocoa trees cannot be expected to thrive if exposed to wind and sun, and shade should therefore be provided. The banana and plantain will serve this purpose quite well, but they should not be planted too close to the cocoa trees, a line of them between the lines of cocoa being quite sufficient if the intervening space is planted with cocoa yams. In addition to their value as shade plants, these crops bring in a slight monetary return, whilst the cocoa farm is reaching the fruiting stage.

The cocoa also requires some permanent shade and the best tree for this purpose in this country is the rain tree (*Pithecolobium Saman*). Proper spacing is secured if one of these is planted in the place of about every 5th cocoa tree.

WEEDING. Weeds should not be allowed to grow under or near the trees and should be carefully removed by hand-pulling, so as not to injure either the roots or the stems. The soil around the young trees should be stirred occasionally—but very lightly—and the weeds and any green material free from disease used as a mulch to help to conserve moisture and to

increase the supply of organic matter.

PRUNING. If the tree is given proper room to develop, little pruning is required but all sucker-like growths should be carefully removed. Large strong branches should be encouraged as on these we may expect our crop. All branches should be cut off smoothly, flush with the main stem and a little coal tar rubbed over the cut surface to keep out moisture and disease, and to promote a quick recovery of the bark.



SKETCH OF COCOA PLOT.

Notes : (a) P—Plantain.
Y—Yam (Coco)
C—Cassada
R—Rain Tree
X—Cocoa

Note : (b) Beans can also be planted and dug in for green manure.
(c) Remove shade crops as trees expand, to give full room for development.

PARA RUBBER.— This subject, a native of Brazil, also requires a deep rich soil and is suited best in an area where the rainfall is great. The ground should be well-cleared in the same way as for cocoa and lined off for planting. This tree requires plenty of room to develop, and unlike cocoa does not need shade when once it has taken hold.

Seed should be sown on nursery beds 6 inches apart, as soon as gathered. This latter point is very important as Para seeds soon lose its vitality and if kept long will not germinate.

If the seed is sown when ripe, in August or September, healthy plants will be available for planting the next rainy season.

After lining and holing, the seedlings should be carefully planted at a distance of 20 feet by 20 feet.

Catch crops such as plantains, coco-yams, pineapples, cassada, etc., can be grown over the ground, but should not be allowed to interfere with the progress of the Rubber plant.

Constant care and cultivation of the soil is necessary for successful results. A good crop of beans, grown and dug in, would be found very beneficial.

The tree should be ready to tap in about 7 or 8 years.

The preparation of Cocoa and Rubber will form a separate article.

T. HUNTER, *Agric. Dep.*

Entertainments.

- MAY 23. Empire Day. Impromptu Concert in the evening.
- JUNE 8. A Concert was given by the pupils of the Basel Mission School, and our hearty thanks are due to Rev. Dewold for a very enjoyable evening, which we hope will be repeated. The Concert took place in the open air at the West end of the Institution.
- JUNE 20. Concert to bid farewell to Mr. and Mrs. Payne, who were leaving Accra for Barbados.
- OCT. 24. Concert.
- NOV. 7. Concert to greet the arrival of the Principal, Mrs. Harman, and Mr. Cranston, and to bid farewell to Mr. McLaren. The outstanding item of this Concert was a song written by the students and sung to a very stirring hymn tune. The words, printed below, may contain many false quantities, but sung to the rousing tune, McCarthy, they produced an excellent effect, and the song was enthusiastically encored.

FAREWELL SONG.

Oh, sing of the joy and gladness
 We all derive from coming here ;
 How our masters with patience teach us,
 That exams. now no more affright us.
 Then, let's with sorrow bid good-bye
 To him who bids good-bye to us.

We pray that in his long journey
 No harm or damage may befall ;
 But with joy we await his coming,
 With fresh zeal to resume his duties,
 And then with joy we'll welcome him,
 And hope that he will welcome us.

1915.

FEB. 13. Concert by senior students to welcome the incoming juniors.

PROGRAMME.

School Song	...	Disce ut Doceas	...	Senior Students.
Address	...	...	...	J. S. Cobbah.
Song	...	I am a young man	...	S. B. Kwofie.
Song	...	Away to the Woods	...	S. G. D. Ayivor
Recitation	...	Ivry	...	A. R. Ntow.
Song	...	Marriage of Mr. Codd	...	S. B. Kwofie.
Song	...	Whisper Good-night	...	J. S. Cobbah.
Song	...	Mush, Mush	G. G. Afare & R. S. Adjorlolo.	
Recitation	...	Brutus and Mark Antony	...	A. R. Ntow.
Song	...	A Lassy from Lancashire	...	J. E. Tetteh.
Glee	...	All thro' the night	...	Sen. Students.
Recitation	...	King Bruce and the Spider	...	K. O. Pinanko.
Song	...	D'ye ken John French	...	R. S. Adjorlolo.
Song	...	So early in the morning	G. G. Afare & R. S. Adjorlolo.	
Song	...	Three Jolly Post Boys	...	K. O. Pinanko.
Recitation	...	For the honour of the School	...	S. B. Kwofie.
Song	...	England, dear England	...	Sen. Students.
Song	...	Polly Wolly Doodle	G. G. Afare & R. S. Adjorlolo.	
Gramophone Selections		God Save the King.		

The address of welcome given by J. S. Cobbah, the Senior Monitor, was as follows:—

“I am glad that the opportunity has offered itself to me to-night in this manner to say a few words to you as a representative of the present senior students.

I deem it to be our bounden duty to entertain you with a concert to welcome you who are now in the midst of us to share the present and far coming privileges of the Institution. It behoves me to venture to utter a word of advice to you, or my duty will be left incomplete.

Now, my fellow junior students, your senior students wish me to express vividly their ecstasy in welcoming you, for having chosen teaching work as your profession, I think that some of you were moved with patriotic feeling to offer yourself to be trained as teachers. We have heard since the opening of the Institution that much practice of ill treatment prevails here, and it has been the result that such misconceptions have been the obstacles to many young men who have been willing to enter the Institution. I am pleased that you have ventured to come and notice things which bear evidence to you clearly that those reports are absolutely untrue.

As the Improvement of the Colony and the betterment of the future generation depend solely on you teachers, you would be doing a great work (when you go out of this Institution) to dispel such misconceptions which have been so prevalent in your respective districts.

It is not necessary to recount the trials which we underwent during the second term of last year's work, as the effort both for our masters and ourselves have been crowned with success.

The present war interfered greatly with our work last year, for, besides causing the postponement of the re-opening of the Institution after our first term vacation, it also interrupted our studies during the latter part of the year. In spite of all these, our sympathetic masters worked patiently, and we in return learned our lessons eagerly, till at last the stiff examinations no more frightened us.

In matters of studies it however requires the co-operation of both masters and students. We fully realise the importance of perseverance, the outcome of which is that all the twenty-nine students who sat for Schedules G and I, were successful.

We, therefore, advise you to follow carefully the instructions and the advice of our masters. Obey them in all things and make good use of the means and advantages given you, and I hope in return your patient labour will bring success to you."

FEB. 20. Lantern Lecture by Mr. Cranston on "The Journey from West Africa to England."

MAR. 6. Lecture by the Principal: English Training College Life."

„ 13 Lantern Lecture by the Principal: 'London.'"

The Training Institution and the War.

Is there any group of people, however far removed from the seat of war, that has not in some way or other felt its effects? We think not: in any case, we at the Training Institution have come into its far reaching grip. At the end of this article are appended extracts from essays written by two students, which will show exactly how we have been affected, and will show, moreover, that we have endured with patience.

But there are matters connected with the students themselves on which it is not meet that they should write, and it is our function to chronicle these matters here. In November, just after the students' monthly allowance had been paid, the Senior Monitor brought the request that the Principal would explain the objects and scope of the various War Funds mentioned in the papers. This was done, and the Principal was, a few days afterwards, very agreeably surprised to receive a sum of five guineas, to which every student had contributed according to his means, with the request that he would transmit it to the Treasurer of the Overseas Club Tobacco Fund, in order

that 105 packages of tobacco and cigarettes might be sent to the soldiers of the 2nd Battalion of the South Staffordshire Regiment. When this fact was brought to the notice of His Excellency the Governor, he requested the Director of Education to express to the students his gratification at their spontaneous action. But, perhaps, we were even more pleased when the following letter from the Front reached us in January.

December 20th, 1914.

Dear Harman,

Please express, on behalf of myself and all ranks of the 2nd Battalion South Stafford Regt., our grateful appreciation of their kindly thoughts and generous gifts, to the students of your Institution, and assure them how much they value their sympathy at a time when we are fighting side by side with our gallant native troops.

With best wishes,

Yours sincerely,

CHARLES S. DAVIDSON, Lt.-Col.,
Commanding 2nd Battn.
South Staff. Regt.

It is not therefore surprising that we all follow with interest the doings of this famous regiment, so many of whose officers and men have attained great distinctions in this war, being mentioned in despatches and receiving high honours.

For their kind action the students have reaped a rich reward of thanks, and their earnest application to duty and work under the very trying circumstances of last term has had its inevitable result, for we see by the Certificate Examination results that all Schedule G and 20 out of 26 of Schedule H were successful.

It may interest many to know how their brethren in the English Training Colleges are faring. A large number of teachers have been called up or have volunteered for military service. Many of those who are actually undergoing their training in one or other of the Colleges have enlisted in the Regular Army or joined the ranks of the Territorials. In some Training Colleges practically the whole of the second-year men have gone, and so their course of training as teachers is for a time abandoned. Military duties and discipline are excellent things for making *men*, and we may expect them to return to their profession strong and self-reliant. When we know that such things are happening, our own personal inconveniences fade into paltry insignificance, though from the keenness of students in the Volunteer movement, we know that our men

would not be far behind their English confrères if opportunity for armed intervention presented itself.

The following are the two extracts from Essays referred to above :—

War is an enemy to every form of prosperity. Its aim is destruction, and the horrors and destructions of the present war have been distributed over all parts of the earth. Every child of the great British Empire feels that the father is at war. The Gold Coast, though but a little child of the huge Empire, feels it no less, and this feeling has affected everyone and everything in it.

The Training Institution has greatly suffered from the effects of the war. We usually leave for vacation every midsummer and come back to resume duties in the second term, having stayed away for six weeks. The second term is especially important in so far as studies are concerned, for in this period we prepare seriously for our Certificate Examinations. The war prevented us from enjoying the advantages of our school this time, for Accra, the capital of the Gold Coast, was under threats of bombardment when our holidays came to an end. Students who reached the Institution before the termination of the vacation, were obliged to return to their respective homes. Being at home without books, we were obliged to idle away a full quarter of the year. In fact we believed that we were not returning at all.

Fortunately, in the first week of September, we got information to proceed down to Accra and continue our work. We lost no time in responding to the call, believing that with hard labour and extra work, we would make up the lost time so as to be able to face our hard final examinations. During the hard time, our Principal was in England, and we could hardly tell what had become of him, nor could we by any information satisfy our curiosity. As it is said, "What can't be cured must be endured," so we grinned and bore it, gave up the matter and went on with private studies, for the masters, who were actually in Accra, were all engaged in other government offices. Indeed our state was still desperate even though we had come to resume our work.

As luck would have it we were told that the Principal had left home for Accra, of which we were very glad. Immediately after his arrival, Mr. Cranston, one of the staff, also came. The Principal assured us of the staff's help and told us to give them our individual assistance by learning our lessons as hard as possible. Lectures then started and things seemed going on smoothly. In fact, both students and staff were very hard at

work, when all of a sudden the influence of the war like a bombshell fell into our midst again and threw all our prospects into disorder. By this last blow we were obliged to abandon our residence, where we have all reasons to be comfortable, and to take temporary quarters in the unfinished Police Barracks, in order that the Training Institution might be used as a Detention Camp. We soon settled down in our new home, but lectures were almost an impossibility. We were very pleased to hear the Director say that he had noticed with pleasure the way we moved out of the Institution on November 15th. We certainly are rather proud of the fact that in two hours we cleared off all our belongings to a place half a mile away and prepared the building for its new occupants. The Certificate Examinations began in the largest room at the Barracks, but as the Detention Camp came to an end on December 8th, we hurried back to our old home to finish off the term in peace and quietness.

J. E. R. AGGREY.

PATRIOTISM.

For some time since the outbreak of the war between the English and the Germans, I have had the opportunity to study very intimately the fact that we, the teachers of the Gold Coast, especially those who have been trained, ought to be patriots.

To prove the why and wherefore of what I say, I must first define the word *patriotism*. It means the love of one's country; all persons who do anything in the way of bringing honour to their country are patriots.

Then comes the question, "Why is it a necessity that teachers should be patriots?" The fact that the future generations of the Gold Coast are the children we train shows the need that we, the instructors, should be patriots ourselves before that virtue can be implanted in others with success.

In the same sense as children love home and friends, and are willing to serve them, so they should be taught also to love their country, and to be prepared to endure hardships and troubles in the near future, if by so doing their country will benefit.

There are many instances in English History where soldiers and sailors have suffered much for their country's good. They have undertaken tasks which they knew would cause their own death, and yet they have not hesitated, because they knew their action would benefit their country.

This is a plain example to us all, and the feeling of love to our country is one that we ought to encourage. It would help us if we would consider very carefully whether what a boy does

is noble, and if it will make him a good patriot in future. If it is, we must try our very best to support it, but if, on the other hand, a wrong step is taken, we must try to prevent it, or our country will be disgraced instead of honoured, and to allow this to happen would mean that we should never be patriots in the best sense of the word.

In conclusion, I would emphasize the importance of making a rapid start in this so that as soon as possible we may be able to equal our fathers, the English people, who are in this war doing many things at which we very admiringly wonder, and I hope we shall in the near future get our scholars to be improved citizens, doing all they can to better the condition of our country.

J. S. YORKE.

Education and the War.

Myriads of Books, articles and pamphlets have been written about the war, and, no doubt, many of these have already reached our readers. But of all these writings, none goes so straight to the heart of the teacher as the letter written by the British Minister for Education, the Rt. Hon. Joseph A. Pease. In his letter, part of which is printed below, he addresses us, not in the formal language of an official circular, but as becomes a man and a brother. We are his "colleagues in the national service of education." His touching and manly message will help us to see our duty clearly, and encourage us to carry it through with all our might. In a double sense the children at the present time are objects of special solicitude. Thousands in the British Isles, and many even here in West Africa are bound to be the innocent victims of this desolating struggle, and must be shielded from all except its sadly inevitable consequences. But besides this, we must remember we are fighting not only for ourselves, but for posterity, and that we shall want the children to know in after years that we did our best, neither losing hope nor surrendering our trust.

Again, in our actual teaching at this time, let us remember that the struggle in which our Empire is taking part is at bottom a spiritual struggle. We confess that in the past Britain has sometimes made mistakes. It is making no mistake now. To every child in the British Empire who is old enough to understand the issues, it should be made clear, as Mr. Pease tells us, that we entered this conflict with clean hands and a pure heart, after exhausting every means of preventing it. Let our boys and girls know the difference between patriotism and militarism. Let us help them to realise the meaning of an

absolutely united British Empire, and let us show them that no such Empire can ever be founded upon a policy of blood and iron. Let these moral issues for the whole human race be made as plain as they can be, even to boys and girls, and this terrible war will not be an unmixed evil.

TO MY COLLEAGUES IN THE NATIONAL SERVICE OF EDUCATION.

What can we do for our Country ?

We are all asking this question, and seeking, according to the sphere of our duties and the nature of our capacities and opportunities, an appropriate answer. Perhaps it may help those who are engaged in the work of education—those who administer and those who teach and learn in Schools and Colleges and Universities—if I say quite simply what I feel.

I make no claim to dictate duties to others; I arrogate no Mini-terial authority for my words. I speak only as one worker to my fellow-workers. But perhaps it may be granted, less to me personally than to the position I hold, that I should attempt to express, if only in a fragmentary way, some of the thoughts and feelings which I know I share with many of my colleagues in the national service of education.

What can we do? We can keep the system of education going. There are practical difficulties to be faced. Many teachers and students have been summoned to military duties, whilst others are asking themselves whether duty calls them to go or to stay; school buildings have been taken for military and hospital purposes; we have to fill the gaps in our ranks and to contrive makeshifts; we are disturbed by excitement, unrest and anxiety, and before us lies the prospect of sorrow and suffering. In the midst of uncertainty and disquiet we have to concentrate our minds upon our duty. But temporary difficulties are the opportunity for greater effort and more devoted service.

The teachers can do more than anyone else to help their scholars, according to their age and capacity, to see why the cause upon which we are united is just; to feel, if they cannot fully understand, the meaning of liberty and of that free national life which every country whether great or small is right to cherish and defend. The scholars can be shown that we are involved in war by stern necessity, that we are fighting in the cause of peace and against the spirit of aggressive domination which is the great enemy of peace. They can be inspired to appreciate those high qualities of patience, forethought, perseverance and steadfastness which are as needful for victory as the dash and enterprise which naturally move

young minds the most. They can learn to be neither unduly exultant nor unduly depressed, to be proud of their race and country without arrogance, to be specially considerate to others in need or distress. In particular, they can be reminded of our duty of courtesy and forbearance towards foreigners of whatever race, living peaceably among us. They can be brought to realise how hateful war is in itself and in the desolation and suffering it involves, so that in the full vigour of a national spirit they may hereafter become workers for the concord of nations, and lay the foundations of enduring peace.

Especially can scholars of every age be trained to feel, as the teachers must be feeling, that this is above all a time for the most exact, punctual and willing discharge of every duty of daily life at home or at school. Our daily work, whatever it be, must be carried on with the same steadiness and devotion, the same resolve to be content with nothing but mastery in the task assigned, as are expected from our comrades and fellow-countrymen on service at sea or in the field. We must be worthy of them. Readiness to spend and to be spent in the common cause is the great lesson of war, and if it is thoroughly learned in our schools to-day, it will be a source of strength to our country for generations to come. Let us stand together; let us demonstrate the solidarity of all who work for education, and manifest in the most constructive and most fruitful of the services of peace, the fraternity of the fighting line.

The time of our trial and proving is also the time of our opportunity. There are many boys and girls who, in the normal working of the industrial system, are lost too early to education, but, in its temporary dislocation can be retained. Let us try to make for them the best educational provision we can. War involves not only the destruction of vast accumulations of capital which must be replaced, but the loss perhaps of thousands of men, skilful in their trade, trained in commerce and manufacture, by whose labours our prosperity has been created, maintained and enlarged. Let us seize the chance of giving to the children who must soon take their places a longer education, a fuller training for the work by which, when peace is restored, the wastage of war may be supplied and the wealth of nations renewed. Let the children remain at school to prepare themselves for the enterprises of their manhood and womanhood. If we turn this opportunity to account we shall find that out of the evil of war we have gathered the permanent good of a clearer consciousness of the value and possibilities of school-life and training.

We are trustees for posterity. We guard the lines of communication between the present and the future. In the

educational system for which I speak, there are more than seven millions of pupils and students, most of them of tender age—an army comparable in numbers with the forces which now stand armed in the European conflict. These seven millions are the future England. At the present moment a blow has been dealt, and, I sincerely believe, through no fault of ours, at the moral foundation of civilised life. When the conflict is over, we shall not only have to reconstruct the material fabric of civilization, but also to re-affirm its spiritual purpose. We must see to it that neither we nor those who come after us lose faith; that the seven millions may grow up still believing in national honesty and goodwill, in generosity, in humanity, in the supreme blessing of peace.

It is to them that we shall hand over the national and international polity which emerges from the present struggle—a form of society, we may hope, broader and more firmly based, freed of the secular heritage of racial hatred and military aggression which Europe is now expiating, but assuredly more exacting—demanding of all its members larger faculties, more highly trained aptitudes, a clearer realisation of the common duty and destiny of men. Let us see to it that these seven millions, and those who follow them in the linked generations of school life, come to their task well equipped. Their achievements will be the justification of our endeavours; their well-being the measure of our success. At least let us be able in after years to tell them that we did our best; that in the hours of national stress and strain, faced by dangers without and anxiety within, we neither lost hope nor surrendered our trust.

JOSEPH A. PEASE,

29th August, 1914.

The Campaign in Togoland.

It fell to the lot of the Gold Coast Colony to take a very early and active part in the war, and in this article is given a short account of the chief events which culminated in the capitulation of South Togoland and the destruction of the wireless station at Kamina.

No sooner was war declared in Europe than Reservists were called up, there was an eastward movement of troops, and the frontier was patrolled by Northern Territories Constabulary and Preventive Service men. European civilians, realising that they too might help, hastened to enrol themselves as volunteers; in Coomassie upwards of 50 joined, while in Accra a total of no less than 132 was reached.

But the more serious work fell to the Gold Coast Regiment, and on August 6th, Captain Barker, who was in charge of two companies, proceeded to Lome under a flag of truce and presented an ultimatum demanding its surrender. A 24 hours' armistice was granted, at the end of which time the German District Commissiouer handed over the town of Lome which we occupied, at once placing the district under martial law.

So far so good, but it was now necessary to advance on Atakpame, a town situated 101 miles from Lome by rail, in order to get at Kamina, the great wireless station which the Germans had built at a cost of nearly a quarter of a million pounds, and which enabled communication to be kept up with the rest of Africa and with Europe. We shall be unable to follow in detail the movements of each of the three British columns from the Gold Coast and Ashanti, and the three French columns advancing by north and east from Dahomey, but must be content to follow the fortunes of the party advancing from Lome to Atakpame.

Lient-Col. Bryant, the commanding officer, decided to concentrate at Lome, and by the evening of August 12th, infantry and guns, medical transport and supply staffs were brought from Secondee, all the duties being carried out with great despatch and foresight, so that all was ready for an advance northward. Here it should be explained that the railway runs due north, and the road is more or less parallel to it, but separated from it by swampy ground, rendering very difficult any communication between road and rail.

On August 12th the march north started, Capt. Bettington being left at Lome as Base Commandant. By August 14th, "I" Company under Capt. Potter had moved on Tsevie and reported all clear as far as Agbelufoe, on which place they proceeded to advance, the main body being not far behind at Kolokofe. On the next day a train load of the enemy passed southward, and our advance party ("I" Co.) prepared the rails to deal with it on its return, and took up the necessary positions and occupied the station at Agbelufoe. In the evening the enemy attacked in force, vainly endeavouring to break through to the north. They were driven back, took refuge in the train, and finally surrendered to Capt. Potter. In all there were about 200, including 30 Europeans, of whom 25 were killed or captured. The result of this brush with much superior numbers of the enemy was that the railway to a point 30 miles north of Agbelufoe fell undamaged into our hands.

August 16—18 was spent in getting up stores and ammunition, at the end of which time the party was reinforced by the arrival from Anecho of a French force of 150 tirailleurs under

Capt. Castaing, and these, with our own advanced troops, entrenched themselves at Haho bridge, as there were rumours of a German advance. This proved to be nothing, and by the 20th our whole force was at Nuatja. While here, the officer commanding sent to Major Maroix commanding at Tchetti in Dahomey, and to Capt. Elgee at Krachi, asking for their columns to be within two days' journey of Kamina on the 26th, by which date he intended to be on the Amutschi River. This is interesting in view of what actually occurred, showing how accurate was the forecast. On the 21st, an officer's patrol discovered the enemy at Chra, who the next day opened a brisk fire on our advanced troops. This began the engagement at Chra, the most serious of the campaign, and a little more detail may be interesting here. Our forces consisted of three small British companies, 120 French tirailleurs and three guns. "I" Co. was to work round the enemy's right, half of "C" Co. to hold the front, while the French with a few British were to attack the left. The French worked round to within 50 yards of the enemy's entrenchments, but found further progress to be impossible. It was here that Lieut. Thompson of "G" Co. and Lieut. Guillemant of the Tirailleurs with 13 native soldiers were killed. "I" Co. got round the enemy's right under heavy fire the whole way, but as no supports were available they withdrew slightly and entrenched themselves for the night. During the night, all arrangements were made for a further attack next day, but our patrols in the early morning reported that the enemy had fled precipitately in the night. This flight was probably due to the fact that the previous day's fighting had been very severe, and the enemy fearing that their retreat might be cut off—as it had been once before—decided to reserve their main effort for Kamina. They no doubt realised, too, that the stubbornness and bravery of our troops on the 22nd, if repeated next day, would have seriously depleted their numbers. In this engagement at Chra the enemy had been very careless in their use of ammunition, though the machine guns, worked by Europeans, had done excellent work. With 60 Europeans and 400 native soldiers they had occupied a prepared position of considerable strength, and the difficulties of the attackers were increased by the dense bush which made it impossible for any section of the attack to see what progress another section was making, thus making mutual support almost impossible. It is surprising that our casualties were not more severe. We lost 2 officers and 21 native soldiers killed, and 2 officers and 48 native soldiers wounded.

During the next two days the wounded were sent down to the base, transport and supplies were brought up, and our

patrols pushed up to Gleï and the Amu River, where it was reported the enemy was rallying. On the night of the 24-25th loud explosions were heard from Kamina, and patrols reported that the masts of the wireless station, which had been visible from Gleï, had disappeared. On the day following, two German officers, under a flag of truce, offered terms of capitulation, but Col. Bryant replied that the surrender must be unconditional, and that he intended to advance on Amutschi. The Amu river was in flood, and this rendered the passage very difficult, but foot brigades were thrown across and Amutschi reached at 10.30 a.m. on the 26th. Here two officers brought an unconditional surrender from the Germans.

There is no doubt that the enemy had been completely deceived as to our number in the action at Agbelufoe, where "I" Co. under Capt. Potter distinguished itself against vastly superior numbers. This action had a demoralising effect upon them, they feared their line of retreat once cut might be cut again, and it must be remembered that they were very dependent upon the railway. Yet they were well supplied with arms and ammunition as is shown by the fact that there fell into our hands 320,000 rounds, 1,000 rifles and three maxims. Altogether 206 European prisoners were taken.

Though there was never any doubt as to the ultimate issue, more resistance was expected, for the country is admirably suited to a delaying force. That this was not so is probably due to the fact that the Germans were gradually being herded together by the converging columns. That under Major Maroix reached Atakpame a few hours after the enemy had surrendered, while Capt. Elgee's column, though it saw no fighting, performed a very creditable march from Krachi. Moreover, the natives, everywhere hostile to the Germans, seem to have welcomed our coming.

A detachment of the Northern Territories Constabulary under Major Marlow had meanwhile occupied Yendi, the capital of the Dagomba country, without resistance, and another detachment of the same force penetrated unopposed to Bismarckburg. The Chief Commissioner was received with the greatest enthusiasm by the Paramount Chief of the Dagombas and by his sub-chiefs and people. That portion of the Dagomba Territory which lies within the borders of Togoland is now being administered by a provisional government presided over by British officers, and the Dagombas have expressed the wish that they may be reunited under British rule with that portion of their tribe in the Northern Territories from which they have long been severed.

In conclusion, we cannot do better than quote from the

message of His Excellency the Governor to the Legislative Council on November 26th last. "It was of the utmost importance from the point of view of this Colony, that the operations in Togoland, once begun, should be carried to a successful conclusion as rapidly as possible, and that the Gold Coast should thus have secured to it an early opportunity to revert to its normal condition. This object was attained by the vigorous manner in which the campaign was conducted throughout by Lieut.-Col. Bryant, and by the officers, non-commissioned officers and men under his command. The value of the service thus rendered by Lieut.-Col. Bryant and the Gold Coast Regiment, in conjunction with the French troops temporarily associated with them, has been recognised by the Secretary of State, and on my return to the Colony I caused the thanks of the Gold Coast Government to be conveyed to Lieut.-Col. Bryant and the troops under his command.

The cost of the invasion of Togoland is estimated to amount to between £60,000 and £65,000 sterling, and this Council, acting on behalf of the people of the Gold Coast, has recently undertaken, as part of our local contribution to the expenses of the Imperial Government in connection with the war, to charge the entire cost of the expedition upon the Colonial Revenue. This offer has been accepted by His Majesty's Government with warm expressions of appreciation."

[We learn that the Colony has subscribed upwards of £20,000 to the Prince of Wales' Relief Fund. Ed.]

The Gold Coast Volunteers.

Roused to greater action by the war, the students have been specially keen of late. 12 out of 29 of the senior students joined last year, and in January 15 others were enrolled, so that only 2 are not volunteers. The junior students have been very enthusiastic. They are 44 in number, and every one is now a volunteer.

The Headquarters' Companies have been reorganised into platoons on the lines of the 1914 Infantry Training Manual, and we, with the Technical School Students, form No. 4 platoon. Drills go on twice a week under the drill sergeants, and this, coupled with the drill we do in the ordinary course at the Institution, will soon make us efficient.

We are pleased also to chronicle the fact that the Principal has been appointed to act as Adjutant of the Gold Coast Volunteers with the local rank of Captain in addition to his ordinary duties. With Messrs. McLaren, Pearson and Cranston, all enthusiastic members of the European Machine Gun Section, we are given a very distinct lead which it behoves everyone to

follow. Junior students especially must work their very hardest to become efficient, for the platoon is very short of non-commissioned officers, and there will be ample opportunity for promotion for keen men.

Victoria Day. 1914.

The annual celebration took place on May 23rd. Though this year the function was purely departmental the proceedings were none the less interesting and enjoyable.

The students of the Technical School and Training Institution assembled in the Art Room at 9 o'clock. The chair was taken by the Senior Inspector of Schools, Mr. P. Mayall, and an excellent address, as interesting as it was instructive, was given by the Principal of the Technical School, Mr. H. A. Wright, on the aspects and watchwords of the Empire Day Movement. He said:—

“It is my pleasant duty to address you this morning on some aspects of the Empire Day movement, which we, in common with some eighteen millions of British subjects in other parts of the world, are celebrating at this time.

The 24th May in each year, is set apart for this purpose, because it was on that date in the year 1819, that Queen Victoria—Victoria the Good as she has fitly been named—was born, and because it was principally during her long reign of sixty-three years that the British Empire grew to its present enormous extent, comprising, as it does, more than one-fifth of the whole of the world's surface, and containing over four-hundred millions of people. During this same period of years, tremendous advances were made in invention and discovery.

Now the object of our celebration is not to memorize these somewhat dry, and scarcely comprehensible figures, but to attempt to draw some meanings from them, which we may each take to ourselves individually, and which will be a help to us in regulating our work, shaping our lives, and the lives of those with whom we may be brought in contact, and in making us better citizens; and members of such a huge Empire.

It is clear, I am sure to each one of you, that existence in the world without misery and fear, would not be possible, unless each individual realised to some extent, that he or she possessed the *responsibility*—and this word is the first of the watchwords of the Empire Day movement—of helping others.

I will give you one illustration, and if you will take the trouble to consider the matter, you will easily be able to supply many others. Suppose that a parent neglected his child, leaving it under-fed and un-cared for; what would be the result? You

know what it would be as well as I. Consider then, if the rulers of this mighty Empire neglected *her* children, how appalling might be the results!

Your own experiences in this country will have shown you that laws have been framed by persons who have realised *their* responsibilities to all the people in this colony, and with the view of making all its dwellers healthier and happier.

Take next, the second of the watch-words—*Duty*. It is clearly the duty of children to obey their parents and teachers, not simply because they are older than the children in years, but because they have greater knowledge and wisdom, and so are able to instruct and advise, and save those in their care from mistakes and evils.

Another reason for obedience. If you were playing football, and each of the eleven players on your side wished to be captain and to direct the play, what would be the result? Why of course, the game would be an utter failure.

These arguments then, are all in favour of rigid obedience to those in authority, whether in work or play, and you can see that such obedience—and it should always be ready and cheerful—makes for peace, and the smooth running of life's activities, not only in any small sense, but in the greatest—the Empire—sense.

Sympathy is the next watch-word. How could we teachers of these two Institutions possibly get you to learn well, and to work well, and to play well, unless we had sympathy with you in your difficulties, and often helped you out of them? How could the governments of the Empire rule and direct all its peoples rightly, unless they realized the difficulties that human beings encounter, and sympathetically did their best to remove those difficulties?

The last of the four watch-words of this Empire Day Movement is *self-sacrifice*. The greatest deeds of history, the greatest deeds being done at this moment by the highest to the lowest in all lands, and you must remember that self-sacrifice is not confined to any race, sex, or age, have been done by those who subordinate, that is to say, put as a very small consideration their own feelings, desires, and interests, for the good of, and for the benefit of others.

It is sometimes said, and with the intention of bringing discredit, that people only work for money and the comforts that money can bring, to possess power over others, to become intellectually great, or to complete some notable enterprise. It is true, that for such things men work, and these things can not be done without self-sacrifice, sacrifice of leisure, of pleasure, of health possibly. But what could be nobler than a person

sacrificing something that is dearly cherished, in order that his great achievement, whether it be of money, power, learning or invention, shall be at the service of his fellow men, who have not had to sacrifice anything to possess it?

I said at the beginning of my address, that an attempt should be made by each one of us, to draw some meanings from the stupendous magnitude of this Empire of which we are all members, and to that end I have illustrated the watch-words.

Very little thought is required to enable us to see that as the Empire is composed of units, so the actions of each one will, in the aggregate, form the actions of the whole, and that it is the bounden duty of each one of us to strive to realize in his life all that is good, high, and unselfish, in order to make our grand Empire still grander.

To be unselfish is a very difficult thing, and, therefore, most worth acquiring, for as you know, the most valuable things are those which are the most difficult to obtain.

We cannot stand still as an Empire—the greatest of the world's history—we must go backward or forward, and on us here in this room, as much as anyone else anywhere in the world, lies the responsibility of getting forward.

Do not let us attach too much importance to fine or soul-stirring words, unless they are accompanied by fine deeds; for it is about fine deeds that the noblest writings have been made. The person who can utter noble sentiments, and then do shabby deeds, is one for whom we can have no respect whatever.

A small opportunity lies almost ready. You are shortly now to march past the Union Jack, which, as you know, originally stood for the union of three British peoples, only numbering a few millions, and now stands for the union of an almost uncountable host. I would ask each one of you to march past that Union Jack with dignity, and to salute it with the determination in each of your minds, to strive by individual effort in every possible way, to do all in your power to help onward this great Empire, to fulfil a mightier and nobler destiny; to assist in promoting among the hundreds of millions of people composing it, peace and good-will, and to give your own allegiance to, as expressed by the great motto, "one King, one flag, one fleet, one Empire."

During the proceedings the students sang. And the morning ceremony was concluded by all the students marching by and saluting the Union Jack. In the afternoon combined sports were held on the Recreation Ground of the Technical School. The races and competitions proved excellent sport, every event being keenly contested, and the entire programme a marked improvement on all previous efforts.

The result were as follows:—

TRAINING INSTITUTION ONLY.

100 Yards.—1 Nunoo, 2, Dadson, 3 Yorke.
 Long Jump.—1 Ayivor, 2, Afare, 3 Adams.
 High Jump.—1 Afare, 2, France, 3, Amissah.
 220 Yards.—1 Dadson, 2 Barnor, 3 Boccoh.
 440 Yards.—1 Barnor, 2 Smith, 3 Ashun.
 Half-mile.—1 Afare, 2 Brown, Ayivor.

COMBINED RACES.

T.S.—Technical School.

T.I.—Training Institution.

100 Yards.—1 Mensah (T.S.), 2 Azariah (T.S.), 3 Yorke (T.I.).
 High Jump.—Ashun (T.S), Afare (T.I.), equal, 3 France (T.I.).
 Relay Race.—Won by Training Institution. Team: Yorke,
 Barnor, Smith, Dadson, Tagoe, Buccorh.
 Long Jump.—1 Ashun (T.S.), 2 Samba (T.S.), 3 Ayivor (T.I.).
 220 Yards.—1 Mensah (T.S.), 2 Dadson (T.I.), 3 Amoah (T.S.).
 440 Yards.—1 Mensah (T.S.), 2 Lartey (T.S.), 3 Smith (T.I.).
 Half-mile.—1 Ashun (T.S.), 2 Afare (T.I.), 3 Amoah (T.S.).
 Tug of War.—Won by Training Institution. Team: Adjorlolo,
 Afare, Aggrey, Ayayee, Djorgee, Dadson, Ashun, France.
 An excellent tea had again been provided in the Dining Hall
 and Common Room of the Technical School. Competitors—
 successful and unscuccessful, and even the non-starters—showed up
 to advantage in this event. The day's proceedings were
 brought to a conclusion with an *al fresco* concert, at which the
 prizes were distributed.

School Visits.

Interesting features of the latter half of last term were the visits paid by small parties of senior students to the Ice Factory, the Railway Sheds, and the Printing Office. We tender our most cordial thanks to the Acting Director of Public Works (Mr. F. W. Longhurst), the Representative General Manager of the Railways (Mr. J. E. Nichols), and Acting Government Printer (Mr. H. A. Hillier), who gave permission for these visits to be made, and to Messrs. Jefford, McKellar and Glover, who took the parties round and explained with such infinite care the intricate details of the machinery and apparatus under their charge.

Great interest was taken by the students, who were full of enthusiasm over the visits, and it is hoped that these and other

visits may become annual affairs, so that students living far away from Accra may not depart without seeing all it has to show. From the excellent reports sent in it is evident that the conductors of the parties have the instincts of good teachers, for unless they had made matters very clear to the students such reports could not have been written.

We cannot resist adding the report sent in by the officer who so kindly conducted the party round the Railway Sheds. It speaks for itself :—

“As arranged with you I met the students at the station this morning at 10. I expected to finish the tour of the place by 11 o'clock, but I was soon agreeably surprised to find such a thing was out of the question. They showed such marked intelligent interest in everything they saw, Rails, Sleepers, Points and Crossings, Carriages, Wagons, the Workshops, Stores, Engines, etc., that it took me three hours to finish the tour. They seemed delighted with what they saw, and it was a pleasure to go round with them. They are smart boys.”

(Sd.) F. L. McKELLAR.

ICE FACTORY.

We visited the Ice Factory on November 25th, 1914, and the observations we made are stated below.

There are three pieces of machinery in use in the making of ice at the Ice Factory. They are :—

1. The Gas Engine.
2. The Centrifugal Pump.
3. The Compressor.

THE GAS ENGINE.—This Engine, of 23 H.P., is worked by kerosine being turned into vapour by another machine called the “vapouriser.” The Gas Engine works the other two pieces of machinery described below.

THE CENTRIFUGAL PUMP.—This machine pumps the water through a series of pipes, and up to another series of pipes known as the condenser coils. The water comes out of its pipes and falls on these condenser coils, which contain a substance called Ammonia, which is thereby cooled. The water then gets into another series of pipes and returns into the tank from whence it was pumped and is ready to repeat the same process again.

THE COMPRESSOR.—This machine pumps the Ammonia through a series of pipes known as the circulating pipes. During this process the Ammonia becomes warm. From these pipes it enters the condenser coils, where it is cooled by the water forced up by the Centrifugal Pump. From the condenser

coils the Ammonia passes through another series of pipes into another set of coils in the brine tank.

This tank contains water mixed with Sodium of Chloride, which turns the water into brine; hence we get the name brine tank. It is in this tank that the actual ice takes place. Besides the brine, the tank contains tins which are called moulds. Fresh water is put in these tins and they are placed in the brine. When the cooled Ammonia enters the coiled pipes in the tank it freezes the brine, but it does not turn into solid ice because of the salt therein. The brine, however, in turn freezes the fresh water in the moulds and turns it into ice. The moulds are then taken out from the brine tank, and are turned upside down. Hot water is then poured on them. The ice then separates from the moulds and are either sold in that form or broken into the sizes required.

The Ice Factory at Accra, we are told, can make thirty blocks of ice per day. Each block weighs half-a-hundred-weight.

E. TAGOE.

A VISIT TO THE RAILWAY STATION.

By the courtesy of the General Manager of the Railways, arrangements were made for some students to visit the Railway Department on the 25th of November.

We were first directed to the place where rails are fixed on the track. Explanations were given by the conductor of the party, Mr. McKellar, whose interest in the visit was beyond doubt. By his instructions our knowlege of how iron expands when heated was vastly improved, while even our slight knowledge of Geography was sufficient for us to recognise the names of places where various engines and machines are made.

Next, we were directed to the carriages, where all of us were interested to notice the various apparatus in them, which make a passenger feel comfortable during his time in the train.

Then we inspected the machine which draws water to the tank, and after the explanation we all realised the wonderful inventive powers of the English.

We then returned home, but continued our inspection in the afternoon. We were directed to the engine department, where wonderful machines and various engines were busy at work. We had a detailed explanation of the engines, how they were constructed and their importance to the locomotive. It was here that we were so proud to find, to our great pleasure, some of the old Technical School students, making some wonderful things which impressed us with the fact, that in future, West Africans by dint of hard work, may do something in the way of inventions.

Our last visit was to the stores where tools are issued according to their order.

Our departure from the station was a sore displeasure to us all, as well as to the conductor, because of the great benefit each of us had received from his instructions, and we were sorry not to be able to learn more of such powerful inventions.

Great thanks are due to Mr. Nichols, General Manager of the Station, and to Mr. McKellar, whose willingness in the way of explaining things was a great gain and favourable opportunity to us all. We in no wise regretted the time spent away from our classes, for what we learned will be a great benefit to us in our future life. As students, our powers of observation were increased, we marvelled at the inventive powers of others, and our knowledge of how the railway is constructed was firmly fixed in our minds. It will help us a great deal as teachers when explaining the engines, railways, etc., to children in school.

R. E. AMOS DUKER.

THE PRINTING OFFICE.

Two parties of us had the privilege of visiting the Accra Government Printing Office, and the observations we made there have been written below.

The first thing we were shown was the process of composition. This is the process of setting the type line by line, and then they are put upon a galley, where they are read and corrected, and made into pages. The pages are now transferred to the imposing surface, generally called the stone, where the forme, as the matter is now called, is locked up in a chase. The process of locking up the forme is known as imposition. But the whole process described above is called composition. There are two methods of composition; hand composition and mechanical composition. The place in which the process of composition is carried on is called the composing room.

PRINTING: The presses in use at the Accra Government Printing Office are of three kinds:—

1. The Columbian Press—an old fashioned press still in use.
2. The Treadle Platen Machine—an improved form of the old fashioned press.
3. The Cylinder Printing Machine. This is of modern type

1. THE COLUMBIAN PRESS PROCESS OF PRINTING.—After the forme, already described above, is brought from the composing

room, it is placed on the bed of the press. The forme is then inked with a roller. A sheet of paper is put on the forme and the tympan is closed down. By turning the handle of the press the bed carrying the forme is drawn under the platen, and by drawing the lever towards you the platen descends and presses the tympan on the paper, and an impression is produced.

2. THE TREADLE PLATEN MACHINE'S PROCESS OF PRINTING.—This machine as the name, treadle implies, is worked by the foot; it can also be worked by engine power. Its construction is similar to the Columbian Press, but with slight improvements. There is an ink reservoir, under this is a flat disc. The disc turns round when the machine is worked, and during the revolution it is inked by the reservoir. A roller then takes the ink from the surface of the disc, and inks the forme on the bed. A lever is turned, and the platen, on which paper is laid, presses it on the inked forme, and an impression is thus produced. The chief differences between this and the former are, (1) the inking is done mechanically, whilst in the former, it has to be done by the hand. (2) The bed is up and the platen down, whilst in the former it is the other way round. (3) The whole press is worked by power, whilst the former is entirely worked by hand.

Before we proceed to the third printing machine we must turn our attention a few moments to the mechanical composition already described above. The machine used is called the Monotype Machine. It has a keyboard, similar to a typewriter keyboard. A roll of paper is attached to the keyboard and in manipulating, the paper is perforated. The perforated paper is taken to the Monotype Casting Machine, where the type is cast from the paper. The whole setting is done by the machine, leaving only the arrangement of type into pages to be done by the hand. The metal used in casting the type, consists of lead, tin, and antimony. Of these, lead, forms the chief part. After the mechanical composition is done the forme is taken to the Cylinder Printing Machine, and undergoes the process described below.

3. THE CYLINDER PRINTING MACHINE'S PROCESS OF PRINTING.—The forme is placed on the bed of the machine. The bed is at the back. At the further end of the bed there is an inking table above which are three rollers, and above these rollers is an ink reservoir. The rollers are inked by the reservoir. They in turn ink the surface of the inking table mentioned above. At the opposite end of the bed are two other rollers, which take the ink from the table and ink the forme with it. At the front of the machine is the feeding board. A sheet of paper is placed on this board. It is then taken by

grippers into contact with the inked forme, which at that moment slides underneath the revolving cylinder, and so produces an impression, the paper goes round the cylinder until it is met by flyers, which deliver it at the back of the machine. It is during the reciprocating of the bed that the two rollers which take the ink from the inking table ink the forme. The differences between this and the two first mentioned is quite plain. For one can see that almost everything in this is done mechanically.

BINDING: The next step described to us after the printing was binding. There are three distinct processes in binding. They are :—

1. Folding.
2. Collating.
3. Getting into Boards.

1. **Folding.** This is done in the folding machine. The machine is regulated according to the number of folds required of each paper.

2. **Collating.** Gathering the papers folded into sections according to pages, and arranging them for sewing.

3. **Getting into Boards.** This process consists of sewing, which is done with the Hand Sewing Machine, glueing, trimming the edges of the books, the preparation of the covers, the stamping of the covers, and the fixing of them to the books. For cheap books the process of getting into boards is omitted, and is replaced by stitching of the paper. The machine used in doing this is called the Stitching Machine.

E. TAGOE.

Hand and Eye Work.

Students and Teachers will notice that in the newly published Education Rules several important alterations have been made in the Syllabus of Subjects of instruction in elementary schools.

Whilst the optional subjects remain the same, except that Elementary Science had been added, it will be found that the new scheme of obligatory subjects will make considerable alteration in the teaching methods of many teachers.

This is largely brought about by the omission of clay, paper and cardboard modelling and kindred subjects as subjects of instruction, and their inclusion instead as a means of teaching the other other subjects obligatory in the syllabus.

Although this gives us an opportunity for a very interesting discussion as to the educational value of the change, we will content ourselves for the present by briefly pointing out the steps

that brought the change about, and how it can be best turned to educational advantage by the teacher desirous of working along right lines.

Previous to the compiling of the Education Rules of 1910, all forms of Hand and Eye Training were unpractised and unknown in most of the schools of the colony. The scholar came to school "to savvy-book" as he expressed it, and in many schools little attempt was made to teach him anything else.

It was then felt that whilst those faculties and instincts in the child that most needed development, and which should have been the most valuable factors in educating it, were being almost entirely neglected and ignored, memory, already abnormally developed in most native children, was being almost solely relied upon as the gateway leading to knowledge and improvement. Self-activity, creativeness, the love of colour and of form, and the other innate forces that should have drawn the child along a pleasant road of moral, physical and mental betterment, were left unrecognised and untried, and the child pursued its dreary task along a path from which the rays of educational light, first shed by Pestalozzi and Froebel, and since then by scores of other schoolmen and thinkers, were most carefully excluded.

The way out of the difficulty was felt to be in a system of careful and intelligent hand and eye training, but the lack of teachers possessing any knowledge in this direction was at first a great handicap. Teachers had to approach and assimilate first its practice as children, and then its principles as teachers, and a recognition of its value as an educational method had to be obtained by its introduction into the school syllabus rather as a set subject than as a means of instruction.

The time has now come however when the matter may be looked at from a different standpoint. There are already a large number of certificated teachers, carefully trained in the actual manual processes involved in hand and eye training, and, under the new scheme, these teachers will find a fitting opportunity to apply their knowledge and ability to a better, a brighter and a wiser teaching of *every* school subject, so that we may no longer have arithmetic lessons which deal only with figures and never with numbers or objects, geography that is a matter of maps and names and never of models, and history teaching that tells of kings and dates and battles, but scorns to furnish pictures, drawings or illustrations in any form.

In a future number, when the detailed schemes of drawing, &c., are to hand, it is our intention to deal with this subject at greater length, but for the present we will conclude by pointing out that the omission from the time table of the subjects about which we have been speaking, need cause the hand and eye en-

thusiasm and expert neither alarm nor regret, as he will still have ample scope for the exercise of his ability in this direction in almost every lesson of every subject he may have to teach, and by skilful management he may now create and maintain that keenness and interest in every subject once displayed by his scholars in Hand and Eye Work only.

Special Hand and Eye Course.

A vacation course for Acting Teachers was held at the Training Institution from January 2—28 and from July 2—31, 20 teachers attended the first half and 18 the complete course. At the final examination for certificates under Sch. I (i.), 17 were successful. Details are given below.

<i>Name.</i>	<i>School.</i>	<i>Remarks.</i>
Addo, J. S.,	Wesleyan S., Accra.	Passed
Addy, J. T.,	do	do.
Ankvah, J. J.,	do.	Attd. first half only
Botchey, H. A.,	Govt. S., Accra.	do.
De Graft, J. E.,	Govt. S., Cape Coast.	Passed
Cole, Z. A.,	Govt. S., Accra,	do.
Engman, F.,	Basel M. S., C'borg.	do.
France, J. S.,	Govt. S., Accra	do.
Lartey, S. C ,	Govt. S., Accra.	do.
McLean, F. B.,	Govt. S., Nsuaem.	do.
Mensah, E. T.,	Wesleyan S., Accra.	do.
Mensah, S. A.,	Basel Mission, Teshie.*	do.
Okyne, R. J.,	Govt. S., Accra.	do.
Quarshie, E.,	Basel M. S., C'borg.	do.
Reynolds, S.,	Govt. Sch , Accra.	do.
Sakey, J. K.,	Wesleyan S., Accra.	Failed
Sowah, J. D.,	Govt. Sch., Accra.	Passed
Tetteh, E. J. A.,	Wesleyan S., Accra.	do.
Thompson, A.,	Govt. Sch., Accra.	do.
Thompson, G. W.,	Govt. Sch., Accra.	do.

Students 1913—14.

26 students completed their two years' course in December last, and, at the time of going to press, 24 have intimated the School to which they have been appointed by their respective managers. We are glad to be able to congratulate every one on leaving in possession of a Complete Third Class Certificate, and no less than 20 on having earned a Complete Second Class Certificate.

The following table shows the qualifications that each one

holds. P denotes a pass and F a failure. The schools given is the one to which the teacher has reported himself as appointed.

Name of School.	Sch. G.	SCHEDULE I.			Com- plete 3rd Class Cert.	Sch. H	Com- plete 2nd Class Cert.
		Hand and Eye Work.	Wood Work.	Agric'l			
Acquah, S., Govt. Sch., Nsuaem.	P	P	P	P	P	P	P
Aggrey, J. E. R., Wes. Sch., Prestea.	P	P	P	P	P	P	P
Appiah, J. W., Wes. Sch., Coomassie..	P	P	P	P	P	P	P
Appiah, A., Wes. Sch., Aburi.....	P	P	P	P	P	P	P
Asare, N. Y., Wes. Sch., Kpong	P	P	P	P	P	P	P
Blavo, G. C., R.C. Sch., Quittah	P	P	P	P	P	P	P
Boccorh, G. W., R.C. Sch., Quittah	P	P	P	P	P	P	P
Botchey, J. R., Wes., Sch., Accra	P	P	P	P	P	F	F
Clement, M. C.,	P	P	P	P	P	P	P
Cudjoe, J. K., A.M.E.Z. Sch., Quittah	P	P	P	P	P	F	F
Darpah, B. N., Wes. Sch., Mampong...	P	P	F	P	P	F	F
Djorgee, J. S., A.M.E.Z., Quittah	P	P	P	P	P	P	P
Duker, R. E. A., Wes. Sch., Abasa	P	P	P	P	P	P	P
Elliott, C. H., C. of E. Sch., Coomassie	P	P	P	F	P	P	P
Esiedu, S. J., Wes. Sch. Larteh.....	P	P	P	P	P	P	P
Fynn, J. M., Wes. Sch., Anamajboe	P	P	P	P	P	P	P
Gaisie, S. O., Wes. Sch., Saltpond ...	P	P	P	P	P	P	P
Odam, J. S.	P	P	P	F	P	F	F
Okra, T. C. E., Wes. Sch., Koforidua...	P	P	F	P	P	P	P
Quainoo, J. W., Wes. Sch., Winnebah...	P	P	P	F	P	F	F
Quainoo, G. O., Wes. Sch., Anamaboe..	P	P	P	P	P	P	P
Smith, W. E., Wes. Sch., Appam	P	P	P	F	P	P	P
Tagoe, E., Wes. Sch., Accra	P	P	P	P	P	P	P
Wallace, J. E. D., A.M.E.Z. Sch., Winnebah	P	P	P	F	P	F	F
Wilson, J., Wes. Sch., Axim.....	P	P	P	P	P	P	P
Yorke, J. S., Wes. Sch., Tarquah. ...	P	P	P	F	P	P	P

Old Students Notes.

S. W. Hayford (1911-12), is now in charge of the Wesleyan Senior School at Appam. He passed in Woodwork at the 1914 examination.

W. C. Ofori (1910), has left Abetifi and is now at the Basel Mission Seminary, Akrofong.

J. E. Gyamps (1910), who is working, as a Catechist as well as a Teacher, tells us his address is now Basel Mission Station, Asiakwa, via Kyebi.

John Wood (1910), has been transferred from the Roman Catholic School at Secondee to Elmina, while J. F. Ruhle (1910-11), has moved from Elmina to Secondee.

G. E. Maison (1910-11), is at the Roman Catholic School, Saltpond.

P. A. Kesson (1912-13), obtained first prize in the Teachers' Empire Day Address and Essay Competition.

S. H. Wilson (1912), took 6th place with 1241 marks in Schedule H, 1914.

Christian Gati (1912), was bracketted 36th in the same examination.

W. M. Darko (1910-11), R. M. Affor (1911), and D. Hayfron (1911), all passed Schedule I. part (i.) last December.

E. R. O. Addo, who spent two terms with us in 1911, passed in Schedule G and Schedule I (i.)

List of Successes at Certificate Examinations, 1914.

1. SCHEDULE G.

Position on List.	Name	No of Marks Max. 1930	Position on List.	Name	No of Marks Max. 1930
1	Kwofie, S. B.	1529	25	Ayivor, S. J. D.	1028
2	Allotey, R. J.	1475	26	Dadson, J. P. E.	1019
3	Brown, W. W.	1374	27	Nuno E. M.	1018
4	Adjorlolo, R. S.	1355	28	Amponsah, J. B.	1013
5	Adams, R. E.	1343	34	Conduah, J. K.	977
7	Pinanko K. C.	1326	36	France, I. S.	955
8	Priddy, S. A.	1302	40	Ashun, R. B.	929
9	Afare, G. G.	1290	45	Ntow, A. R.	896
10	Cobbah, J. S.	1240	46	Quayson, E. E.	880
12	Ayayee, J. K.	1189	55	Agbo, N. K.	845
13	Mills, E. P.	1186	60	Amoako, E. J.	812
15	Quarshie, J. S.	1148	64	Tetteh, J. E. O.	793
16	Obeng, E.	1128	65	Baffoe, S. J. D.	792
20	Amissah, A. B.	1086	77	Simpson, A. W.	711
24	Adjayie, N. E.	1031			

(88 candidates sat for this examination).

2. SCHEDULE H.

Position on List	Name	No. of Marks Max. 1880	Position on List	Name	No. of Marks Max. 1880
1	Tagoe, E.	1476	18	Asare, N. Y.	1081
4	Aggrey, J. E. R.	1265	19	Quainoo, G. O.	1068
5	Duker, R. E. A.	1242	23	Appiah, A.	1049
7	Acquah, S.	1220	26	Boccorh, G. W.	1016
8	Okra, T. C. E.	1171	27	Fynn, J. M.	995
9	Appiah, J. W.	1162	28	Yorke, J. S.	992
11	Wilson, J.	1158	31	Djorgee, J. S.	978
12	Clement, M. C.	1152	34	Smith, W. E.	968
14	Gaisie, S. O.	1126	39	Blavo, G. C. W.	958
15	Elliott, C. H.	1113	40	Esiedu, S. J.	948

(78 candidates sat for this examination, 41 were successful).

3. SCHEDULE I (i). Hand and Eye Training.

Position on List	Name	No. of Marks Max. 250	Position on List	Name	No. of Marks Max. 250
2	Allotey, R. J.	188	37	Conduah, J. K.	132
6	Wallace, J. E. D.	170		Priddy, S. A.	132
11	Nuno, E. M.	157		Adjorlolo, R. S.	132
13	Afare, G. G.	154	40	Obeng, E.	131
15	Adjayie, N. E.	151	46	Agbo, N. K.	127
16	Ashun, R. B.	150	49	Amponsah, J. B.	126
18	Adams, R. E.	149		Ayayee, J. K.	126
19	Quayson, E. E.	146	53	Ayivor, S. J. D.	124
21	Quarshie, J. S.	143	57	Cobbah, J. S.	122
23	Amissah, A. B.	141	58	Pinanko, K. O.	121
27	Tetteh, J. E. O.	139		Simpson, A. W.	121
29	Baffoe, S. J. D.	138	63	Mills, E. P.	119
33	Brown, W. W.	134	86	Dadson, J. P. E.	109
	Kwofie, S. B.	134	88	Amoako, E. J.	108
			93	Ntow, A. R.	101

(111 candidates sat for this examination; 97 were successful).

N.B.—I. S. France passed in this Schedule at the special Vacation Course, January and July, 1914.

4. SCHEDULE I (ii). Agriculture.

Name	Name
Appiah, A.	Clement, M. C.
Appiah, J. W.	Cudjoe, J. K.
Acquah, S.	Darpah, B. N.
Wilson, J.	Djoojee, J. S.
Aggrey, J. E. R.	Tagoe, E.
Asare, N. Y.	Duker, R. E. A.
Botchey, J. R.	Esiedu, S. J.
Blavo, G. C.	Fynn, J. M.
Boccorh, G. W.	Gaisie, S. O.
Quainoo, G. O.	Okra, T. C. E.

New Students, 1915.

Name	School last attended	Whether as Scholar, Pupil Teacher or Teacher
A. GOVERNMENT STUDENTS.		
Mafo, J. N.	Begoro, Basel Mission	Pupil
Ackah, J.	Cape Coast	"
Adams, E. C.	"	"
Morgue, H. P.	"	"
Pobee, J. E. S.	"	"
Tandoh, G. T.	"	"
Thompson, J. D.	"	"
Ackun, R.	Coomassie	"
Agyemang, W. B.	"	"
Essibey, J. F.	"	"
Mensah, A. D.	"	"
Owoosu, M. B.	"	Pupil-teacher
Sagoe, H. G.	Cape Coast	Pupil
B. BREMEN MISSION.		
Sebuabeh, R. G.	Quittah	Teacher
C. CHURCH OF ENGLAND.		
Amissah, E. J.	Secondee	Pupil-teacher
Mould, J. A.	"	"
Hagan, T.	Coomassie	"
D. ROMAN CATHOLIC.		
Codjoe, F. S.	Cape Coast	Teacher
Etse, A.	Quittah	Pupil-teacher
Wemegah, A. C.	"	"
Amos, J. B.	Saltpond	"
Taylor, J. P.	"	"
Dadzie, S.	Secondee	"
Haizel, F. A.	Elmina	Pupil
E. WESLEYAN.		
Addo, S. O.	Mampong	Pupil-teacher
Awuku, J. A.	"	"
Amissah, J. H.	Secondee	Teacher
Ansah, C. M.	Cape Coast	"
Hanson, J. D.	"	"
Ansah, S. A.	Saltpond	Pupil-teacher
Buckman, J. D.	"	Teacher
Fynn, J. E.	"	"
Mends, J. A.	"	"

Antwi, T. B.	Adukrom	Pupil Teacher
Asare, S. B.	"	Teacher
Ashun, J. P.	Chama	
Botwe, I. O.	Larteh	Pupil-Teacher
Lartey, G. K.	"	Teacher
Brookman, J. E.	Coomassie	
Bagan, J. A. K.	Odumtu	Pupil-teacher
Mantey, J. W.	Aburi	Teacher
Owusu, M. A.	"	
Tarwiah, J. N.	Accra	Pupil
Thompson, J. A.	Obuasi	Teacher

N.B.—M. S. Acolatse of the A.M.E.Z. Mission, Quittah, was also admitted, but through ill-health, he has decided not to continue the course.

Football.

DORMITORY MATCHES, 1914.

No. 4 v. No. 3.—Played April 29th. A drawn game, neither side scoring. Teams: No. 4.—Tagoe, Amissah, Adjorlolo, Baffoe, Aggrey, Fynn, Conduah, Boccoh, Mills, Appiah, J. W. Smith. No. 3.—Brown, Priddy, Appiah, A. Esiedu, Simpson, Obeng, Djorgee, Clement, Adams, Acquah, Cobbah.

No. 1 v. No. 4.—Played October 26th. A drawn game, neither side scoring. Teams: No. 1.—Wilson, Wallace, Yorke, Quainoo, G. O. Elliott, Botchey, Dadson, Ashun, Afare, Allotey, Asare. No. 4.—Tagoe, Smith, Boccoh, Adjorlolo, Amissah, Mills, Fynn, Baffoe, Conduah, Appiah, J. W. Aggrey.

No. 3 v. No. 1.—Played November 9th. The game was won by No. 3 by 1 goal to nil. Teams: No. 3.—Cobbah, Brown, Djorgee, Simpson, Priddy, Pinanko, Obeng, Quainoo, J. W. Appiah, A. Adams, Clement. No. 1.—Quainoo, G. O. Elliott, Botchey, Wilson, Gaisie, Wallace, Yorke, Afare, Ashun, Allotey, Fetteh.

It had been intended to compete for the Dormitory Shield each term, but owing to the lethargy of the students in the first term of 1914, and the outbreak of war in the second term, it

was possible to hold only one competition during the year. The teams were fairly evenly matched, but Dormitory No. 4 just managed to secure first place as shown in the table below.

Dormitory	Played	Won	Lost	Drawn	Points.
No. 4	4	1	0	3	5
No. 1	4	1	1	2	4
No. 3	4	1	2	1	3

G. C. BLAVO,
Sec. 1914.

FOOTBALL, 1915.

JUNIOR TRIAL MATCH.—Played 27th January, 1915. Team A: Mends, Essibey, Morgue, J. D. Thompson, Dadzie, Ackah, Tandoh, E. C. Adams, Sagoe, Agyemang, Pobee. Team B: Larty, Taylor, Amos, Ansa, Hagan, Etse, Wemegah, Botwe, Haizel, Acolatse, Buckman. Result: A won by two goals to one. Thompson scored both goals for A, and Este for B. The game was distinctly good for a trial match, though the marking was bad. Essibey and Mends in the forward line showed good form for the winners and Pobee kept goal very well. Buckman was probably the best on the other side.

SENIORS v. JUNIORS.—Played 8th February, 1915. Seniors: R. E. Adams, Adjorlolo, Baffoe, A. B. Amissah, Cobbah, Tetteh, Afare, Mills, Brown, Priddy, Allotey. Juniors: Pobee, Buckman, Brookman, Dadzie, Ackah, C. Ansa, Mends, Morgue, J. D. Thompson, Amos, Taylor. Result: The Juniors soon pressed and exacted two corners. A good shot was only just cleared in time by Adjorlolo after the goalkeeper had fumbled. Throughout the early play Mends was very noticeable, and in fact all the Juniors seemed to shake together much more quickly than the Seniors, who always managed to be facing the wrong way whenever a ball reached them. After a free kick Buckman nearly scored, following some good head play by the Juniors. Thompson was next noticeable for a good run, but he failed to centre in time. The Senior backs and halves were often very weak and soon Dadzie seized an opportunity and beat Adams with a very long, high dropping shot. More combination by the Junior forwards followed, and at half-time they led 1-0. In the second half the Senior backs, especially Adjorlolo, much improved, but for a long while there was a deal of scrappy play only enlivened by useless long kicks. Taylor got away, but failed to centre, and soon after Buckman kept Adams busy, but the latter successfully cleared twice. Brown and

Afare broke and relieved the Seniors a little, and here Morgue on the other side was very good. At last the Seniors' left wing got going, Brown and Tetteh being prominent, and finally Mills scored. Nothing happened in the last five minutes, and the game ended in a draw of one goal each. For the Juniors, Pobee was good in goal; Thompson will make a good player when he learns to keep away from his own men, and Mends, Buckman, and Morgue all did well. The Seniors improved as the game went on, but no one on their side stood out prominently or showed any improvement on last year.

Dormitory 4 v. 1.—Played 22nd February, 1915. Dormitory 4: C. Ansa; Adjorlolo, S. A. Ansa, Amissah, Baffoe, Essibey, Mills, Morgue, Buckman, Haizel, E. C. Adams. Dormitory 1: Pobee, Ayayee, Afare, Brookman, Kwofie, Dadson, J. Thompson, Taylor, Etse, Ashun, Allotey. Result: Dormitory 4 won by one goal to nil. The goal was scored by Buckman.

Dormitory 1 v. 3.—Played 8th March, 1915. Dormitory 1: Pobee, Afare, Ayayee, Etse, Dadson, Ashun, Taylor, J. D. Thompson, Botwe, Brookman, Allotey. Dormitory 3: Sebuabeh, E. J. Amissah, Amos, Cobbah, Pinanko, Sagoe, Brown, Priddy, Mends, Dadzie, Tandoh. Result: The match ended in a drawn game. Brookman and Mends were the most notable players. Taylor rushed very well and attempted to score a goal for his Dormitory, but one good chance of his was missed by Brookman, who frequently tried to stop the ball before shooting when it reached him.

N.B.—The Dormitories have now adopted distinctive colours as follows:—

- No. 1. Yellow and Black.
- No. 3. Chocolate and Green.
- No. 4. Blue and Red.

R. J. ALLOTEY,
Sec. 1915.

Cricket.

DORMITORY MATCHES, 1914.

No. 1 v. No. 4. Played May 5th.

No. 1.—Dadson 2, Yorke, 2, Ashun 1, G. O. Quainoo 4, Botchey 2, Elliott 0, Allotey 0, Wilson 0, Tetteh 0, Afare (not out) 0, Adjaye 0, Extras 5. Total 16.

No. 4.—Fynn 4, Smith 0, Mills 3, J. W. Appiah 0, Duker 1, Tagoe 10, Nuno 1, France 8, Baffoe 5, Boccoh 0, Conduah (not out) 0, Extra 1. Total 33. No. 4 won by 17 runs.

No. 4 v. No. 3. Played October 19th.

No. 4 won by 12 runs.

No. 4.—Tagoe 1, France 2, Nuno 9, Aggrey 1, Boccoh 2, Fynn 10, Smith (not out) 0, Baffoe 4, Duker 0, Conduah 1, Mills 7, Extras 9. Total 46.

No. 3.—Cobbah 5, Barnor 7, Brown 5, Djorgee 0, Clement 1, Blavo (not out) 3, Esiedu 0, Pinanko 7, Simpson 0, J. W. Quainoo 0, Quarshie 0, Extras 6, Total 34.

No. 3 v. No. 1. Played November 3rd.

No. 1 won by 3 runs.

No. 3.—Priddy 5, Brown 3, Blavo (not out) 0, Ayivor 0, Clement 10, Djorgee 0, Cobbah 4, Pinanko 7, Simpson 0, Esiedu 0, A. Appiah 0, Extras 3. Total 32.

No. 1.—Botchey 11, Ashun 4, G. O. Quainoo 1, Wallace 0, Dadson 5, Elliott 1, Wilson (not out) 7, Allotey 0, Quayson 0, Yorke 2, Tetteh 0, Extras 4. Total 35.

As in the case of Football, there was only one competition for the Dormitory Cricket Shield in 1914. No. 4 easily asserted their superiority, and, winning every match, secured the shield with the maximum of points. Relative positions are shown in the attached table.

Dormitory	Played	Won	Lost	Drawn	Points
4	4	4	0	0	8
1	4	2	2	0	4
3	4	0	4	0	0

G. C. BLAVO.

Sec. 1914.

CRICKET, 1915.

JUNIOR TRIAL MATCH.—Played 29th January, 1915. Team A: E. C. Adams 0, Tandoh 2, Haizel 5, J. D. Thompson 30, Buckman 4, Mends 0, Amos 0, J. A. Thompson 0, Wilson 0, Dadzie 6, Hanson 0, Extras 9. Total 56. Team B: S. Ansah 6, Brookman 2, M. Owoosu 0, Etse 7, J. A. K. Hagan 14, Ackah 0, Ashun 6, Codjoe 6, C. Ansah 0, Pobee 3, E. J. Amissah 0, Extras 5. Total 49. Result: A won the game by 7. Thompson played nicely, and was the highest scorer in this match.

SENIORS v. JUNIORS. Played 11th February, 1915.

Seniors: Allotey 4, Cobbah 0, Baffoe 0, Brown 8, Nunoo 24, Priddy 0, Tetteh 1, France 3, Pinanko 0, Simpson 1, Ayayee 12, Extras 4. Total 57.

Juniors: Buckman 15, S. A. Ansah 1, C. Ansah 0, Tandoh 0, J. D. Thompson 8, J. P. Ashun 0, Haizel 0, Codjoe 0, Pobee 0, Acolatse 5, Ackah 0, Extras 6. Total 35.

Result: Seniors won the game by 22. In this match Nunoo and Buckman were the highest scorers for their respective sides. Ayayee was very active throughout the game, in fact all the Seniors showed excellent zeal.

DORMITORY 1 v. DORMITORY 3. Played 15th February 1915.

Dormitory 1: Allotey 8, Ayayee 5, Tetteh 1, Taylor 0, J. D. Thompson 51, Brookman 7, Codjoe 2, Este 4, Pobee 1, Afare 1, Fynn 0, Extras 8. Total 88.

Dormitory 3: Brown 9, Mends 1, Dadzie 3, J. H. Amissah, (not out) 12, Extras 1. Total (3 wickets) 26. Cobbah, Priddy, Pinanko, Thompson, Ackah, Sagoe, and Awuku, did not bat.

The match ended in a drawn game, through the negligence of the players from Dormitory 3 to come to the field at the appointed time. Thompson in Dormitory 1 did excellently. The players from Dormitory 3 on the other hand seemed lacking in a vigorous spirit, and all through the game Brown and Mends were the only people that showed any activity.

TRAINING INSTITUTION v. STAFF AND EDUCATION DEPARTMENT.

Played 25th February, 1915.

Staff and Education Dept: Mr. T. D. Cranston 24, Mr. E. A. Pearson 20 (not out), Mr. G. H. Shields 2, Mr. A. Gardiner 0, Mr. C. L. Tagoe 40 (not out), Messrs. H. A. Harman, D. S. Payne, J. Vanderpuye, P. C. Quaye, V. Tettey, and J. Asare did not bat. Total 86 (3 wickets).

Institution: Cobbah, 1, J. D. Thompson 1, Buckman 19, Ayayee 8, Nunoo 0, Brown 6 (not out), J. H. Amissah 4, Ashun 0, Mills 7, Allotey 8 (not out), France did not bat. Total 54 (3 wickets).

Result: The match ended in a drawn game. Only 4 of the Staff and Education Dept. batted, making a score of 86, and it was then agreed to declare the innings closed. 9 from the Institute batted and made a score of 54. This suggests that if the game had been continued the Staff and Education Dept. would have won.

DORMITORY 3 v. 4. Played 1st of March, 1915.

Dormitory 3: Cobbah 4, Brown 6, Priddy 0, Pinanko 16, Amos 3, E. J. Amissah 3, J. H. Amissah 11, Mends 2, Tandoh 1, Dadzie 1, J. A. Thompson 7, Extras 5. Total 59.

Dormitory 4: Baffoe 0, Mills 4, France 8, Nunoo 8, Ashun 4, Buckman 7, Morgue 4, E. C. Adams 0, S. Ansah 0, C. Ansah 4, Haizel 0, Extras 10. Total 49.

Result: Dormitory 3 won by 10. France fielded very well and all through the game he was quite noticeable.

TRAINING INSTITUTE v. GOVERNMENT BOYS' SCHOOL.

Played 11th March, 1915.

Training Institution: R. J. Allotey 0, 8; Cobbah 0, 5; Thompson 1, 7; Buckman 0; France 1; Nunoo 0, 4; J. A. Thompson 5, 0; Brown 0; J. H. Amissah 1, 0; Mills 0, 1; Pinanko 0, 2; Extras 0, 3. Total 6, 33.

Government Boys' School: Buxon 8, Ashong 6, Cochrane 6, Odaniety 9, R. Cofie 7, Akrong 0, Aryee 0, J. A. Quaye 0, Katey 0, J. Q. Allotey 1, Burton 0, Extras 4. Total 41.

A very sensational game. Apparently completely demoralised by the bowling of Cochrane and Odaniety, the Institution were all out for 6 in the first innings. The School quickly knocked up 40 for four wickets, but the end soon came and Allotey saved the credit of the Institution by taking the last five wickets in successive balls. The Innings had realised 41. Going in again, the Institution made 33, and so lost the game by an innings and 2 runs. We must certainly get more cricket practice before the return game.

R. J. ALLOTEY,

Sec., 1915.

MAGAZINE

GOVERNMENT : :
TRAINING INSTITUTION,
ACCRA. : : :



NOVEMBER, 1915.

No. 7.

AMERICAN MEDICAL ASSOCIATION

MADE IN U.S.A.
1917

AMERICAN MEDICAL ASSOCIATION

THE AMERICAN MEDICAL ASSOCIATION

AMERICAN MEDICAL ASSOCIATION

GOVERNMENT TRAINING INSTITUTION, ACCRA.

MAGAZINE.

No. 7. : : : : November, 1915.

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E. A. PEARSON.
T. D. CRANSTON, M.A. (Glasgow.)
J. DEWHURST, B. Sc. (Manchester.)
D. S. PAYNE, M.A. (Durham.)
V. A. TETTEY, B.A. (Durham.)
J. H. ASARE

OFFICERS, 1915.

MONITOR : J. S. COBBAH (Senior,) R. S. ADJORLOLO and
J. AYAYEE.
LIBRARIAN : S. B. KWOFIE. ASSISTANT : W. W. BROWN.
SPORTS' SECRETARY : R. J. ALLOTEY. ASSISTANT : E. P. MILLS.
ENTERTAINMENT SECRETARY : G. G. AFARE.
ASSISTANT : A. B. AMISSAH
KITCHEN COMMITTEE : S. J. D. BAFFOE (Chairman), K. O.
PINANKO (Secretary), I. S. FRANCE, N. E. ADJAYE,
J. E. TETTEH, J. K. CONDUAH, R. ADAMS, G.G. AFARE,

EDITORIAL NOTES.

The second dramatic performance has been held at the Institution. A full account appears on another page and we confine ourselves here to congratulations of all concerned. The cast was very materially strengthened by the inclusion of Mr. and Mrs. Welman, Mr. Makin and Mr. Pearson and we all look forward to what next year may give us. Some quite good criticisms were received from members of the audience, and we understand prizes have been awarded to R. J. Allotey, and J. K. Hagan for the best efforts of the Seniors and Juniors respectively.

Everything these days is "owing to the War," and to that cause must be attributed the shortness of the Staff during the early part of the year. Mr. McLaren's terrible adventures of the "Falaba" kept him away till August, a successor to Mr. Harrod was not found till the same month, and Mr. Cranston has had to spend part of each day on duty in the Censor's Office.

We extend a hearty welcome to Mr. James Dewhurst, who now comes on the staff. Mr. Dewhurst, who holds the Bachelor of Science Degree of Manchester University, has had a long and varied experience including eight years in Egypt. He has already identified himself with every phase of the life of the Institution, and we are fortunate in securing his services.

Old students will be interested to hear that Mr. Harrod was granted a commission in the Royal Warwickshire Regt. He has been in Flanders for some time now. We wish him luck and a safe return.

Leave arrangements. The Principal and Mrs. Harman left the Colony on October 11th. Mr. McLaren returned on August 11th and Mr. Dewhurst arrived a fortnight later. Mr. Pearson went on leave on May 4th and returned on October 7th bringing with him Mrs. Pearson to whom we extend a most hearty welcome.

We have had presented to us two very handsome trophies to be competed for in our Annual Sports. His Excellency has given a splendid Challenge Shield for the Championship events, while we are indebted to Mr. Slater, the Colonial Secretary for a fine silver cup to be held for one year by the student obtaining the greatest number of points. They are at present adorning the walls of Dormitory No. 1 and admired by all.

The old students of Accra, Cape Coast, Coomassie and Secondee are to be congratulated on their esprit de corps and generosity in giving prizes for the sports. We trust that wherever a fair number of students are teaching in the same town they will club together and send along a prize next year. We like to know we are not forgotten.

That fine building, the Government Boys' School is at last handed over to the Education Department, and upwards of 500 boys are now quartered there. Our chief interest is that we now have a school close at hand for students to practise in. Seven classes are at our disposal and teaching practice has been in full swing since the middle of August.

Visits to places of interest in the vicinity look like becoming an annual function. By the courtesy of the Heads of the Departments concerned parties have visited the Water Works at Weshiang, the Ice Factory and the Railway Workshops. A visit will probably be made to the Printing Office in February.

In connection with the splendid effort made throughout the Colony in aid of the Red Cross Fund we are pleased to say that the sum of £3 3s. 0d. was subscribed by the students.

This amount has been handed over to the Treasurer and gratefully acknowledged by him.

THE MERCHANT OF VENICE.

The success of last year's production of the Malvolio episodes from "Twelfth Night" and the genuine enthusiasm of all who were fortunate enough to witness it were sufficient inspiration for the promoters to make a further effort this year. The play chosen was Shakespeare's "The Merchant of Venice," which is set for study by those taking Schedule H examination. As it is certain that nothing succeeds like success, it is not surprising to find that the production was on a still more lavish scale this year. More was attempted; indeed, the only parts omitted were the Lorenzo-Jessica scenes: the cast was necessarily much larger: the scenery was an advance on the previous year, for with eleven scenes to act, some more ready way of scene-shifting had to be improvised.

We owe a deep debt of gratitude to all who helped to make everything such a triumphant success. Besides the actual performers, who, must have felt the enthusiasm of the audience all the thanks they required, there was Mr. Galloway who at his own cost built the excellent stage; Mr. Pitt who returned from leave just in time to make all the difference in the setting of the piece by his vast knowledge of stagecraft; Mr. Pearson who was solely responsible for all the stage decorations and Mr. Oakley who saw to all the lighting.

The audience was larger than ever and it is a marvel where they all managed to stow themselves in the very limited space available in our Technical Workshop. There were, besides our own students, the students of the Technical School, teachers from the Government Boys' and Girls' Schools, the Wesleyan and Basel Mission Schools, and pupils from the Accra Grammar School who, we hope, found the play useful in their work for the Cambridge Local Examinations.

We even hear of one prominent local barrister, himself no mean exponent of the Dramatic art, who, attracted by the light, crept silently through the window, but his genuine enthusiasm at the end was the means of discovering his presence!

Well, punctually at 6.30 p.m. on the night of April 9th, the curtain, a tasteful representation of the flags of the Allies, rose. But your Editors were members of the cast and may not speak of themselves. Luckily some very good criticisms of the play were afterwards written by students and others, and these will be freely made use of in the description of the performance which follows. First for the cast.

The Duke of Venice	.. .. .	MR. A. MAKIN.
The Prince of Morocco	{ suitors ..	MR. D. S. PAYNE.
The Prince of Arragon	{ to Portia. ..	MR. A. MAKIN.
Antonio, a merchant of Venice	.. .. .	MR. T. D. CRANSTON.
Bassanio, his friend	.. .. .	MR. E. A. PEARSON.
Solanio	} friends	MR. C. W. WELMAN.
Gratiano	} to Bassanio.	MR. H. A. WRIGHT.
Shylock, a rich Jew	.. .. .	MR. H. A. HARMAN.
Balthasar, servant to Portia	.. .. .	MR. W. GALLOWAY
Portia, a rich heiress	.. .. .	MRS. H. A. HARMAN.
Nerissa, her waiting-maid	.. .. .	MRS. C. W. WELMAN.

Eleven scenes in all were played, the scenery representing four separate places, a street in Venice, Portia's house, the Court at Venice and the Garden of Portia's house, and truly "the artist and the stage-manager by whose indefatigable efforts they were erected deserve great credit and congratulation," though we are not sure of the effect produced on one member of the audience who said that "the stage decoration with its Venetian blinds reminds one of Venice—a country celebrated for its door and window blinds." Still, "some gentlemen from town hardly believed the colouring of the walls to be brown paper and chalk."

Of the performers we will take the ladies first. Mrs. Harman "marvellously handled the part as Lady Portia to perfection. She exhibited the peculiar characteristics of her nature, She overshadowed the audience with her personal grace and charms and ability in dramatic performance" Mrs. Welman "showed that she is an old actress and deserves an approbation for her light gait on the stage. Her excellent knowledge of the harp made her music so effective that every one looked at her in wonder." Mr. Harman as Shylock "acted with great capability and showed his hatred against Antonio by assuming all gestures and movements similar to what Shylock was supposed to have assumed in all that is written of him." Mr. Cranston, with much energy and in solemn fashion played his part so well that any illiterate man among the audience could easily distinguish him as being the saddest of all, without hearing him say "In sooth I know not why I am so sad."

Of the suitors, we read that "we must never neglect to praise Mr. Pearson for the excellent pleasing tone he adopted in speaking while his appearance was perfect." Mr. Makin doubled the parts of Prince of Arragon and Duke of Venice which he "personated with great power and influence." As the Prince of Marocco "the part played by Mr. Payne was tremendous and impressive while his magnificent dress and speech aroused greatly the interest of the audience, "Mr. Welman's efforts as Solanio" were most pleasing. Nothing better has been observed in its way than this performance." "It is worth while particularising the dexterous and most pleasant way in which Mr. Wright played Gratiano." Mr. Galloway, who very kindly came in to complete the cast at the very last moment, did all that was required of him as Balthasar and in two other servant parts. We must not forget the good work done by Tawiah and Odonkor, the two little native

boys who played the part of pages in attendance on Portia. At the conclusion of the performance the students, through the senior monitor, J. S. Cobbah, thanked the performers, and very kindly presented the two ladies of the cast with gold brooches as mementos of the occasion. If success may be measured by enthusiasm displayed, what shall be said of this performance when it can produce the following outburst? "The beauty of the stage rendered the performance grand. The whole performance and the trouble taken for its preparation made it more grand. How the actors and actresses appeared was splendid. The presentation of the students to the two actresses made the performance more courteous and in short I have nothing faulty to say against anything. Such a performance enlivens us and makes us proud to be students of the Institution. It makes me also to regard the concerts and different entertainments in the town as inferior, and when the bands are played at the scenes of these entertainments I do real hope that they draw no one's attention." Is not that enough thanks for all who helped?

THE SINKING OF THE "FALABA."

ON Sunday, March 28th the "Falaba" was sunk by a German submarine with terrible loss of life. There were many Gold Coast passengers on board but our chief interest lies in the fact that Mr. McLaren was among them. All old students will rejoice to hear that his life was saved, but will be sorry to know that the cold and exposure he endured brought on an attack of appendicitis. However he has got through his operation safely, and returned to the Colony on August 11th.

We are sure there are many who would like to hear his story of the affair, so we re-print the following account taken from the "*Kilmarnock Standard*," of April 3rd.

He said that after they received the order to quit the Falaba the work of getting the boats lowered was calmly undertaken. When the first boat ready, No. 6 on the port side, was about to be launched he received permission to occupy the last available seat in it, but unfortunately when they lowered something went wrong and the boat fell from a height of twenty feet crash into the water with its human freight. It was practically smashed in two and all the passengers were left struggling in the sea. Many of them clutched at pieces of floating wreckage and endeavoured thus to keep themselves from drowning, and it was this tragic incident,

it is said which called forth the first peal of derisive laughter from the Germans on the submarine standing by ready to sink the ship. He managed to get hold of a spar to which a rope was attached which he twisted round his waist. When he had drifted about twenty yards from the Falaba he saw numbers of the crew and passengers still standing on the deck of the doomed vessel. Almost immediately the submarine fired a torpedo which seemed to pass right through the engine-room, and dense volumes of steam and smoke arose. When this had partially cleared away he saw those on the ship jumping into the sea and on all sides people were struggling in the water, the sight being an unforgettable one. At the same moment the stern of the liner plunged beneath the waves, the bow rising upright and in a very few minutes she had completely disappeared. The submarine also after performing her fatal mission had dived and they never saw it again. The sensation that passed through him as he witnessed the end of the gallant vessel on which but a short hour before he had felt so safe, Mr. McLaren said, was one that that it was impossible to express in words. He had been severely injured in the fall of the boat, his nose, forehead, and under lip being badly cut, while there were also nasty wounds on his leg, and he can hardly tell how he managed to hold on to his spar for the three succeeding hours. The wounds on his face bled freely and afterwards the blood clotted in his nostrils, so that he could only breathe through the mouth, and as he rose and fell with the waves and the rough seas broke over him at times he was almost choked by the salt water. More than once he almost lost hope. On one occasion a boat drifted near, but those in it were apparently unable to do anything in the way of rescue. The cold was intense. Mr. McLaren became quite benumbed, his arms losing all power, but the rope, which cut into his wrist, enabled him to hold on and even to give a little assistance to a young fellow-passenger who had also clutched at the spar. The fate of the latter was extremely sad. Together they clung to their frail support until help appeared in the shape of the Orient II., which arrived on the scene and picked up a number of the survivors. Finally it came close to them and a line was thrown which Mr. McLaren was successful in grasping. Another line was then thrown, but his companion was too exhausted, and although Mr. McLaren managed to put it in his hand he was unable to make use of it, but with the exclamation "I cannot hold on any longer" he slipped back into the sea and sank. Mr. McLaren was eventually hauled on to the Orient II one man turning out of his

bunk that Mr. McLaren might have it and others lending him articles of clothing while his own were partially dried. They were landed in the evening at Milford Haven, and here had to undergo some further hardship, as the local Bethel was crowded and the only accommodation they could get for the night was to sit round a fire. The whole of Monday Mr. McLaren spent in travelling, having numerous changes to make before he reached Carlisle in the evening. Here he had an experience which in a measure compensated for what he had gone through. He had intended to travel to Kilmarnock where Mrs. McLaren, who is also a native of our town and who had been apprised of his safety, was awaiting him, but found that the last train had gone and he must travel right through to Glasgow. He entered a first-class compartment in which three gentlemen were already seated, and naturally enough his appearance, with the marks of his terrible adventure visible on his person and clothing, caused them to cast curious if not even suspicious glances upon him. When, however, he informed them who he was and what he had just come through they lavished upon him all the kindly attentions they could, one gentleman insisting on wrapping him in his furlined coat and another giving him his overcoat to cover his legs. At Glasgow, as it was again too late to catch the last Kilmarnock train, one of his fellow-travellers, a Colmonell gentleman, conveyed him to the Central Hotel as his guest for the night, and here too the manager did everything that a kindly heart could prompt for his comfort. Mr. McLaren declares that this latter part of his experiences will ever remain in his memory as a bright page in the most tragic chapter of his life.

ENGLAND !

Not now the green-heart oak,
 England ! England !
 Not now the beacon's smoke,
 As of yore.
 Now 'tis iron, wrought with skill ;
 Threads of metal taught to thrill ;
 Ether, vibrant at thy will,
 Guard thy shore.

Not now the tell-tale flare,
 England ! England !
 Not now the tocsin's scare,
 As of yore.

Swift and sure throughout the land
Runs the signal of command,
Safe in secrecy of strand,
 Sheath and core.

Not now the shapely spar,
 England! England!
Not now the hemp and tar
 As of yore.

Now 'tis Vulcan builds thy fleet :
Beam and channel, bar and sheet,
Bulb and angle, bolt and cleat
 By the score.

Not now the prayed-for gale,
 England! England!
Not now the crowded sail,
 As of yore.

Now the age-old Cambeian mine
Spends her strength to nourish thine ;
Thames and Severn, Clyde and Tyne
 Yield their store.

Yet still the dauntless heart,
 England! England!
Resolved to do our part,
 As of yore.

Ships and sails that Nelson knew
May give place to steam and screw,
But 'tis England finds the crew,
 As before.

Captive Hell, in ships of steel,
 England! England!
Hearts aflame that fight and feel,
 As of yore.

Still we stand for Truth and Right,
Still for England's honour fight:
God maintain us in His sight
 Evermore !

A. SEDGWICK BARNARD.

(The above lines by the author of our School Song are reprinted from "THE ELECTRICIAN," ROUND TABLE, of September 25th, 1914.)

OLD STUDENTS NOTES.

We have the following additional successes to record in Schedule, H examination, 1914. J. W. Quainoo, J. K. Cudjoe J. E. D. Wallace, J. S. Odam, J. R. Botchey and B. N. Darpah (1913—14); W. D. Pajiah (1912—13); C. E. Aikins and S. W. Hayford (1911—12); W. M. Darko (1910—11); R. M. Kwamin-Affor (1911).

Of the prizes offered by the Board of Education for Addresses given on Empire Day no less than five out of eight fell to old students. J. R. C. Yalley, of St. Peter's, Secondee took 30/- F. B. Addae, Wesleyan School, Aburi and H. N. Anang, Basel Mission, Christiansborg, 20/-, and P. A. Kesson, Wesleyan School, Elmina (a winner last year, too,) and B. S. Amegashie, Bremen Mission School Quittah, 10/-. H. K. Abraham passed the College of Preceptors examination. In the Minutes of a meeting of the Board of Education held on February 22nd last we notice the following Old Students names. Christian Gati, Blengo, Bremen Mission School, won a prize of £2 for having one of the best-kept teachers' houses. J. Wood, Elmina Roman Catholic Senior School, S. S. Odonkor, Bana Hill Basel Mission School, and H. Anang, Christiansborg Basel Mission School each won prizes of £2 10s. 0d. for excellence in the teaching of Hygiene. In the case of Odonkor we hear that the methods were singularly interesting. With clay and cardboard he modelled a native village as built by natives with the usual imperfections; then he made one designed on sanitary lines. One boy took the part of the chief, another of the interpreter, a third the Sanitary Inspector, and there was a chorus of villagers. His other lessons in Hygiene were carried out with the same care and detail.

The Board also approved of John Wood and B. S. Amegashie being awarded 1st Class Certificates (old) since they have received five satisfactory yearly endorsements on the 2nd Class Certificates (old). J. W. Quainoo, Roman Catholic School, Saltpond was granted an Honorary Certificate under Rule 58.

Hearty congratulations and best wishes to S. S. Odonkor and J. W. K. Cofie on their recent marriage.

S. B. Ghartey has been transferred from the Wesleyan School, Winnebah to Accra.

ANNUAL SPORTS.

THESE sports, held on May 19th, mark yet another venture upon the part of the Institution in its endeavours to cater for every side of the students' life. Previously sports have been

held on Empire Day, but owing to the other functions, more closely connected with the observance of that anniversary, the Sports had to be crowded into an already full day. We hope now that they may be given an afternoon all to themselves, though as close to Empire Day as circumstances will permit.

The sports this year were the first of what it is hoped will be an annual event. The events were of two kinds, Championship events for which points were given to count both for the individual and his Dormitory, and the usual more or less humorous races, which besides helping to amuse visitors provide an outlet for the energies of the less experienced competitors.

His Excellency the Governor has very generously given a handsome shield to be competed for at these meetings by the various dormitories. Besides obtaining points for his dormitory, each successful competitor gets the credit of these points for himself, and the Colonial Secretary, A. R. SLATER, Esq., has kindly offered a "VICTOR LUDORUM" Cup to be given to the student obtaining the greatest number of points in the Championship events, excluding the Inter-Dormitory Tug-of-war and Relay Race.

In order to start a Prize Fund, various gentlemen were approached and thanks are most gratefully tendered to the following who either gave prizes or the means to obtain them:—Sir Philip Smyly, the Right Revs. the Bishop of Accra and Bishop Hummel, P. L. Archer, Esq., H. Blackmore, Esq., F. Dove, Esq., Rev. W. R. Griffin, F. G. Hopkins, Esq., T. Hutton-Mills, Esq., P. Mayall, Esq., D. J. Oman, Esq., Messrs. Pickering and Berthoud, B. W. Quartey-Papafio, Esq., E. B. Reece, Esq., P. A. Renner, Esq., A. Sawyer, Esq., Major W. T. E. Wallace and the Old Students of Accra, Cape Coast, Coomassie and Secondee.

The Sports were held on the Race Course and the Staff and Students are to be congratulated on what was truly a marvel of organisation, for the whole proceedings went through without a hitch,

PROGRAMME.

Championship Events with points awarded.

	1st.	2nd	3rd.	4th.	5th.
100 yards	8	5	3		
Quarter Mile	8	5	3		
Cross Country Race	10	7	4	2	1
120 yards Hurdle	8	5	3		

Long Jump	8	5	3
High Jump	8	5v	3
Throwing the Cricket Ball ..	6	4	2
Putting the Shot	6	4	2
Inter-dormitory Relay Race	5	2	
„ Tug-of War.	2 points for each pull won.		

RESULTS.

Cross Country Race, about 4 miles, run Monday, May 17th.
1st C. Ansah (4) 2nd Morgue (4), 3rd Dadzie (3), 4th Pobee (1), 5th Priddy (3).

Hundred Yards Heat winners.—Taylor, C. Ansah, Codjoe, Essibey, Afare and Priddy.

Final. I. C. Ansah (4), 2. Afare (1), 3. Essibey (4)
Quarter Mile. 1. Wemegah (1). 2. C. Ansah (4). 3. Afare (1)
120 Yds. Hurdles. 1. Taylor (1). 2. Brookman (1) 3. A. B. Amissah (4)
Long Jump. 1. Afare (1). 2. Morgue (4). 3. Taylor (1). DISTANCE 17 ft.

High Jump. 1. Taylor (1) 2. Afare (1) 3. Brookman (1).
HEIGHT 4 ft. 7 in.

Throwing the Cricket Ball. 1. Afare (1). 2. Dadson (1)
3. Codjoe (1). Distance. 88 yds. 2. ft. 3 in.

Putting the Shot. 1. Adjorlolo (4). 2. Afare (1) 3. J. A. Thompson (3). DISTANCE 27 ft. 7 in.

RELAY RACE, for teams of six, each student running 220 yds.
1. Dorm No. 1. 2. Dorm No. 4. 3. Dorm No. 3.
Teams. No. 1. Dadson, Taylor, J. D. Thompson, Wemegah, Pobee and Etse.

No. 3. Mends, Dadzie, Priddy, Simpson, Ayivor, Brown.
No. 4. Morgue, C. Ansah, J. P. Ashun, Baffoe, Mantey and A. B. Amissah.

TUG OF-WAR, for teams of eight, each to pull the others twice.
No. 1. beat Nos. 3 and 4.
No. 4. beat No. 3.

Teams. No. 1. Afare Tetteh, J. D. Thompson, Addo, Dadson, R. B. Ashun, M. B. Owoosu and Etse.

No. 3. Ayivor, Adams, Sebuauh, Sagoe, J. A. Thompson, Obeng, Simpson and E. J. Amissah.

No. 4. Adjorlolo, Baffoe, A. B. Amissah, France, C. Ansah, Conduah, Buckman and Haizel,

INTER DORMITORY CHALLENGE SHIELD, presented by His Excellency, the Governor, Sir Hugh Clifford, K.C.M.G. won by Dormitory No. 1. (Monitor, J. K. Ayayee) with 87 points. No. 4 scored 53 and No. 3 scored 7 points.

“VICTOR LUDORUM” CUP, presented by the Colonial Secretary, A. R. SLATER, Esq., won by G. G. Afare with 31 points.

C. Ansah scored 23 points and Taylor 19 points.

At the conclusion of the Sports, His Excellency the Acting Governor, A. R. Slater, Esq., who was accompanied by the Acting Colonial Secretary, E. B. Reece, Esq., and the Private Secretary, H. S. Newlands, Esq., distributed the prizes to the successful competitors. P. Mayall, Esq., Acting Director of Education thanked His Excellency for being present and the proceedings closed with cheers.

During the afternoon tea was provided on the ground for visitors, the arrangements for which were in the capable hands of Mrs. Harman, while Mr. J. H. Asare, was in charge of the students' refreshments. On returning to the Institution a special tea had been provided for the students, and, if one may judge from the sounds of revelry proceeding from the Dining Hall up to a late hour, this feature was among the most enjoyable events of a very successful day. No account of the day would be complete which did not testify to the very valuable help given to the staff by the Monitors and especially R. S. Adjorlolo. The Director of Education, D. J. Oman Esq., sent a special prize to be given not necessarily to a competitor but to one who had worked hard to make the sports a success, and there was no difficulty in deciding that Adjorlolo was the winner.

GOLD COAST VOLUNTEERS.

PRACTICALLY every student of both years is now a member of the Accra Company. If we have not been able to have the Institution company we look forward to, we have at any rate had a platoon composed of past and present students together with some of the Technical School students. There are several appointments and promotions to record. Our two native masters have attained non-commissioned rank: Mr. Tettey is a corporal and Mr. J. H. Asare a lance-corporal. Besides these we have to congratulate Lance-Corporals Adjorlolo, Afare and Baffoe on getting their first stripe, and an old student P. C. Quaye (1911—12) on his promotion to Corporal.

Camp. Whitsunday 1915. This year has been more than usually interesting on account of the short camp held on the Rifle Range at Whitsuntide. In all 198 volunteers went under canvas from May 21—25th. Platoons 3 and 4 were composed of students from the Training Institution and Technical School. Here we were initiated into the mysteries of guard duties, field days and inspections. Food was supplied twice a day and an allowance given in lieu of an evening meal. We also received pay according to our rank, 6d. a day for privates, 7d. for corporals and 9d. for sergeants.

On the 22nd we set out for a tactical exercise with the Machine Gun Section as opponents. After attacking in the direction of Labadi we had to fight a rear-guard action as we were driven to retire on Christiansborg. Then came a tornado and wet through but still cheerful we returned to camp.

On Whitsunday Divine service was held in Camp, conducted by Rev. A. G. Colbeck. There were no other parades that day and we had time to contemplate the lazy side of camp life.

Whit Monday was a busy day. Platoon drill in the morning was only a prelude to an Inspection in the afternoon. His Excellency the Acting Governor, accompanied by the Colonial Secretary and the Private Secretary, arrived at the camp about 3.30. After inspecting the company, they looked over the camp and returning, His Excellency addressed a word of congratulation and encouragement to us all. Later on informal sports were held, and, after dark, a camp fire was lit and all gave themselves up to song and dance.

Next morning reveille was extra early and we struck camp. In the evening, accompanied by the Boy Scouts, we returned to Headquarters, handed in our equipment and departed to our home feeling all the better for a few days in the open air. We all look forward to next years camp and trust that the rumour of a week's camp out of Accra will turn out to be true. One other parade must be alluded to here. On Tuesday, September 28th a special parade was called on the Parade Ground. Here a large crowd of spectators had assembled to witness the distribution of the Christmas gifts sent out by Her Royal Highness the Princess Mary. All who were wearing the King's uniform in any part of the world on December 25th last were to share therein and some 20 of us received from the hands of Mrs. Slater the beautiful stamped metal boxes containing a card and a pencil made from the case

of a cartridge used at the Front. Capt. Harman thanked the Governor for coming and Mrs. Slater for giving away the presents. His Excellency replied and the proceedings terminated with hearty cheers.

THE SCHOOL GARDEN (V.) THE PREPARATION OF COCOA.

The method of preparation of cocoa on the Gold Coast leaves much room for improvement, which, however, is not encouraged by the present market prices. This state of things may not always be the same, and all native farmers should endeavour to adopt the most rational and improved methods in the preparation of their products.

Fermentation makes the cocoa plump, round and easy to break and gives it a dark-brown colour, whereas the unfermented is flat and shrivelled and has a slate colour. When roasted, the fermented beans are much superior to the unfermented and have a more pleasant taste and smell.

The following suggestions conduce to good fermentation. A fairly large quantity of beans should be kept warm for about two or three days; after this period air may be freely admitted by means of the turning process. To ensure thorough fermentation a box made of good stout timber and measuring, at the least 3' x 3' x 2' 6" should be used. Holes should be bored in the bottom to allow free passage to the sweatings, which, also, should be allowed to drain by means of a sink. The box should be lined with a good quantity of banana leaves to keep out the cold air and thus promote thorough fermentation. The leaves may also be used as a cover for the box and a heavy weight placed on the top to press down the beans. A period of six days is generally found sufficient for fermentation, and, during this time, the beans should be turned twice; this is best carried out by emptying them into a second box similar to that already described.

At the end of this period the box should be emptied and scrupulously cleaned; the beans should then be spread in the sun to dry. For the first three days, however, drying should be carried on slowly for about three hours each day; this gives further fermentation and helps the beans to dry completely. When exposed to the sun for a longer period during the initial stages of drying, the beans get only partially dried, the inside being still wet and often turning mouldy. After six days the cocoa is ready for the market.

Pods for fermenting should not be gathered until they are completely ripe nor should they be allowed to get over-ripe, as neither unripe nor over-ripe pods produce good cocoa. The contents of bad pods should never be fermented, but collected and buried; neither should they be left on the tree, for to do that would be to help spread the pod-disease which does a great deal of harm to the growth of the tree.

(VI) THE PREPARATION OF PARA RUBBER.

Tapping.—The system which seems to give the best results is known as Half Spiral. The tree should be divided into three parts so that only one-third of the circumference is tapped at one time. This allows a steady flow of latex and at the same time does not exhaust the tree so much as it would were the whole circumference tapped. Moreover it allows tapping to be continued for a much longer period. Four cuts are found to be sufficient and these should be at an angle of 45 deg. and have a channel down the centre to guide the latex into the cup at the bottom.

Various knives are used, but the one known as the Sculfer is so fitted that too deep tapping is more easily avoided.

Tapping should be carried out on alternate mornings and care taken not to tap too deeply, as (1) if the cambium is injured (1) the bark cannot recover, while with a well-tapped tree the bark soon heals over and provides a fresh surface for tapping. A thin paring is all that should be taken off at each tapping and a little clean water used to wash the latex down into the cup. A bottle having the mouth fitted with a cork and a quill feather is excellent for this purpose, as it allows only a very small quantity to wash down the channels. Tapping should be carried out in the early morning as the latex flows better then.

After the latex has finished running it should be collected into a bucket; the latter should be enamel as this is cleaned much more easily than iron; besides, the latter, when Acid is added, affects the rubber. For this reason glass collecting cups are often used in preference to tin ones. These utensils should be kept scrupulously clean as any dirt in the rubber affects the quality and, therefore, the price.

After collecting the latex from the plantation, a little Acetic Acid should be added to bring about coagulation. The stock solution of this should consist of about one part of Acetic Acid to 40 parts of water, and of this about a wine-glassful should be

added to a bucket of latex. Coagulation takes place in about 12 hours, and the mass should then be lifted out, squeezed, and then well washed in clean water to rid it of the acid. It should then be well pressed. A rolling pin is quite good for this purpose where only small quantities are produced; but where a large number of trees are being tapped, a rolling machine is necessary. When as much water as possible has been squeezed out, the sheets or biscuits should be hung up to dry in a cool dark room and should then be smoked as this improves the quality and helps to keep the rubber from going mouldy. The best plan is to place the rubber on racks under the kitchen roof where plenty of smoke can reach it; after a few weeks it should be ready for market.

T. HUNTER,

Agricultural Dept.

THE ASSUANTSIS AGRICULTURE COURSE.

The 4th of January was the first day of our Agricultural Course in the Assuantsis station. The day previous we arrived at the station, and reported ourselves to the Curator, Mr. Morse. That was the first time of my being in an Agricultural station, and I was fascinated with the beauty of the lane leading to the office; planted on either side of it were royal palms, which were not, however, matured, but their very arrangement spells beauty.

Our first practical work was on surface tillage supervised by Mr. Brew, who styled himself, 'a strict disciplinarian'.

Lectures were given to us in the form of dictation, a system we most liked, for by it we still have the advantage of reading the actual words of his lectures.

Mr. Morse's habit of occasionally walking with us in the evenings along the sloping road leading to our compound, meanwhile describing to us the parts of plants with full explanations of their functions, has been the means of associating his name with agriculture whenever we think of our first course. We worked steadily till the end of our third week, and on a bleak Saturday morning, we sat for our examination.

We then had a long vacation till the 5th of July, when we resumed our course.

This time we were fortunate in having Mr. Bunting, the Assistant Director of Agriculture and Government Mycologist, to conduct our work for the first week and a half, when Mr. Miles came and occupied the post for the rest of our course.

Mr. Bunting's lectures were given to us in teaching form, using freely the Blackboard and illustrations. It would have done the soul of Herbert good to hear him teach on the lines laid down by him.

Mr. Bunting is one of those Englishmen, who not only take part in sports, but encourage them in others. He, to make happy our agricultural life, suggested the taking up of sports, which he succeeded in executing to perfection.

There was also the "Assuantsu Improvement Society" under the patronage of the Director of Agriculture.

Mr. Bunting read to us a paper on "The Value of Agricultural Training."

The lecture, too long to be contained within the scope of this magazine, was very interesting. I give below the address in an abbreviated form, some of the actual words being retained.

"Agricultural training is not merely a profession, but it reaches down to the very basis of our existence. All the animal kingdom is entirely dependent upon the vegetable kingdom for food. No animal would be able to exist, if the world were devoid of plants, for man was not made for absorbing inorganic food. He may supplement his cassava or other similar foods with fish, flesh of beasts or birds, but even these are themselves dependent upon the vegetable kingdom for their existence.

Food is a necessity for life, but man requires other things besides food to enjoy the pleasures of life. A man living on cassava (his favourite example) alone without a pipe to smoke, and the other luxuries, would be no better than a monkey as the primitive man was. To have the other necessaries, he must have money, which can be also obtained from Agricultural work. So Agriculture is important not only for the supply of food, but also for the acquirement of wealth.

The whole of the West Coast of Africa is adapted by nature as one vast country suitable for the production of many valuable crops, but the pity of it is that the natives of the country are often content to live idly.

The importance of agriculture to this country has been realised by the Government, and by its means, prosperity has followed the cultivation of the soil of the Gold Coast. If we compare

the West Coast of Africa with the other countries where agricultural work is carried on, we shall find that Agriculture offers an excellent opportunity for producing valuable crops. It should be also noted that it requires careful cultivation to put those crops on a paying basis, and that the neglect of that careful cultivation means the loss of those crops.

The Government by means of its Agricultural Department is doing its very best to impress upon the farmers here how to cultivate the soil so that good may follow their efforts. An agriculturist's work entails more intelligence than a clerk whose work is more or less like a machine."

Speaking to the teachers he said :

"Your school garden should serve as a model garden. If you are taking this course in order to train the children in your charge to become agriculturists, you will be doing a good work, but if you are taking the course in order to gain your certificates merely, you are not then doing well. All of you should do your best to improve the agriculture in this country, remembering that good agriculture means prosperity, and bad cultivation may possibly lead back to the days that we all like to forget, when men were hardly men ; those days may come back if we let things be slack. If you understand as I do the value of such a training, you must see how foolish it would be not to take full advantage of it."

S. B. KWOFIE.

REGISTER OF PAST STUDENTS.

G.S.—Government School.

W.S.—Wesleyan „

R.C.S.—Roman Catholic School.

B.M.S.—Basel Mission „

Br.M.S.—Bremen „ „

Z.M.S.—Zion „ „

C.E.S.—Church of England School.

Name.		School where engaged.
1909—1911.	Abadoo, M. M. ..	Left (Wes.) Mission.
	Ainooson, A. H. ..	„ „
	Ankrah, J. J. ..	W. S., Dodowah.
	Ardayfio, B. C. ..	G. S., Accra.
	Bruce, E. J. ..	„ „
	Dadey, C. A. ..	„ Cape Coast.
	Filson, A. H. ..	Z. M. S., Cape Coast.
	Kennedy, G. E. H. ..	G. S., Accra.
	Pobee, J. M. S. ..	„ „
	Potakey, F. K. ..	R. C. S., Quittah.
	Quarshie, J. W. ..	Left (Wes.) Mission.
	Quayson, J. A. ..	R. C. S., Obuasi.
	Yankah, J. T. N. ..	W. S., Secondee.
1910.	Aboagye, D. S. ..	Left (Basel) Mission.
Special Course.	Akrofi, E. V. ..	„ „
	Amuah, C. D. ..	R. C. S., Coomassie.
	Asihene, E. V. ..	Training Institution, Abetifi.
	Atu, B. ..	Left (Bremen) Mission.
	Baffour, R. P. ..	Left (Catholic) Mission.
	Enim, M. ..	Theological Student, Richmond College, Cape Coast.
	Gyampo, J. E. ..	Catechist, Asiakwa.
	Obeng, M. ..	Left (Basel) Mission.
	Odonkor, S. S. ..	B. M. S. Bana Hill.

	Name.	School where engaged.
	Ofori, W. C. ..	Training Institution, Akropong.
	Quist, G. R. ..	Left (Bremen) Mission.
	Wilson, G. D. ..	Left (Catholic) Mission.
	Wood, J.	R. C. S., Elmina.
1910—1911.	Apatu, J.	W. S., Adukrom.
	Appiah, J. E. ..	„ Cape Coast.
	Attafah, A. K. ..	G. S., Nsuaem.
	Attafah, J. G. ..	„ „
	Bekoe, C. E. ..	„ „
	Dade, L. N. ..	Left (Wes.) Mission.
	Darko, W. M. ..	W. S. Kpong.
	Hayford, A. ..	R. C. S., Saltpond.
	Jiagge, V. C. ..	Br. M. S., Quittah.
	Maison, G. E. ..	R. C. S., Saltpond.
	Oppon, B. C. ..	Left (Wes.) Mission.
	Ruhle, J. F. ..	R. C. S., Secondee.
	Siaw, G. . . .	G. S., Coomassie.
1911.	Abbey, E. D. ..	W. S., Prampram.
Special Course.	Ackon, J. B. ..	Left (Catholic) Mission.
	Addo, O. E. R. ..	W. S., Aburi.
	Affor, R. M. ..	Br. M. S., Djakai.
	Ago, C. . . .	Left (Wes.) Mission.
	Amegashie, B. S. ..	Br. M. S., Quittah.
	Anang, H. N. ..	B. M. S., Christiansborg.
	Anang, J. M. ..	W. S., Larteh.
	Anderson, T. ..	R. C. S., Anamaboe.
	Asante, W. . . .	Left (Basel) Mission.
	Ayikutu, E. L. K. ..	Br. M. S., Quittah.
	Ehu, T. B. . . .	Left (Bremen) Mission.
	Fry, A. J. . . .	Left (Wes.) Mission.
	Hayfron, D. ..	G. S., Tamale.
	Kwawu, H. N. ..	Z. M. S., Quittah.
	Markin, F. A. ..	Theological Student, Richmond College, Cape Coast.
	Mills, J. K. ..	Left (Wes.) Mission.

	Name.	School where engaged.
	Moses, G. E. ..	left (Wes.) Mission.
	Nutsuakor, W. E. ..	Br. M. S., Auyako.
	Ohene, S. A. ..	B. M. S., Asantema.
	Quainoo, J. W. ..	R. C. S., Saltpond.
	Yalley, J. R. C. ..	C. E. S., Secondee.
1911—1912.	Attipoe, C. C. ..	R. C. S., Threetown, Danoë.
	Aikins, C. E. ..	W. S., Saltpond.
	Banson, S. . . .	Left (Zion) Mission.
	Cofie, J. W. K. ..	W. S., Accra.
	Coleman, J. . . .	R. C. S., Chama.
	Hayford, S. W. ..	W. S., Appam.
	Neizer, J. A. H. ..	C. E. S., Secondee.
	Nyaku, C. K. ..	Br. M. S., Awudome.
	Pomeyie, S. A. ..	Z. M. S., Quittah.
	Quaison, J. W. ..	R. C. S., Coomassie.
	Quaison, R. A. ..	R. C. S., Axim.
	Quao, A. J. J. ..	W. S., Dodowah.
	Tetteh, E. J. A. ..	W. S., Accra.
1912.	Acquaah, F. A. ..	Theological Student, Richmond College, Cape Coast.
Special Course.	Gati, C. ..	Br. M. S., Peki Blengo.
	Wilson, S. H. ..	W. S., Saltpond.
1912—1913	Abraham, H. K. ..	R. C. S., Cape Coast.
	Addoe, F. B. ..	W. S., Aburi.
	Annowie, J. K. ..	W. S., Chama.
	Annumeh, J. M. ..	R. C. S., Chama.
	Ansah, E. A. ..	W. S., Coomassie.
	Arhin, S. A. ..	W. S., Winnebah.
	Ghartey, S. B. K. A.	” ”
	Kesson, P. A. ..	W. S., Elmina.
	Mensah, J. A. ..	R. C. S., Half Assinie
	Mochia, J. E. ..	W. S., Axim.
	Pajiah, W. D. ..	G. S., Coomassie.

Name.	School where engaged.
Quaye, P. C. . .	G. S., Accra.
Tagoe, C. L. . .	" " "
Williams, A. J. D. . .	R. C. S., Quittah.
Woode, R. B. . .	G. S., Coomassie.
1913—1914	
Acquah, S.	G. S., Nsuaem.
Aggrey, J. E. R. . .	W. S., Tarquah.
Appiah, J. W. . .	W. S., Coomassie.
Appiah, A.	W. S., Mampong.
Asare, N. Y. . .	W. S., Kpong.
Blavo, G. C. . .	R. C. S., Quittah.
Boccorh, G. W. . .	" " "
Botchey, J. R. . .	W. S., Accra.
Clement, M. C. . .	W. S., Denkyira.
Cudjoe, J. K. . .	Z. M. S., Quittah.
Darpah, B. N. . .	W. S., Mampong.
Dzorgée, J. S. . .	Z. M. S., Quittah.
Duker, R. E. A. . .	W. S., Abasa.
Elliot, C. H. . .	C. E. S., Coomassie.
Esiedu, S. J. . .	W. S., Larteh.
Fynn, J. M. . .	W. S., Anamaboe.
Gaisie, S. O. . .	W. S., Saltpond.
Odam, J. S. . .	W. S., Awukuguah.
Okra, J. C.	W. S., Koforidua.
Quainoo, J. W. . .	W. S., Winnebah.
Quainoo, G. O. . .	W. S., Anamaboe.
Smith, W. E. . .	W. S., Appam.
Tagoe, E.	W. S., Accra.
Wallace, J. E. D. . .	Z. M. S., Winnebah.
Wilson, J.	W. S., Axim.
Yorke, J. S. . .	W. S., Tarquah.

MAGAZINE

**GOVERNMENT
TRAINING :
INSTITUTION,
ACCRA. :**

JUNE, 1916.

No. 8.

GOVERNMENT TRAINING INSTITUTION, ACCRA.

MAGAZINE.

No. 8. : : : : June, 1916.

STAFF.

H. A. HARMAN, B.Sc. (London), Principal.

H. McLAREN, A.M.I.M.E.

E. A. PEARSON.

T. D. CRANSTON, M.A. (Glasgow).

J. DEWHURST, B.Sc. (Manchester).

D. S. PAYNE, M.A. (Durham).

V. A. TETTEH, B.A. (Durham).

J. H. ASARE.

OFFICERS, 1916.

MONITORS : J. A. THOMPSON (Senior,) J. P. ASHON, F. S.

CODJOE, J. N. TARWIAH.

LIBRARIAN : H. G. SAGOE. ASSISTANT ; T. A. MENDES.

SPORTS' SECRETARY ; J. D. THOMPSON. ASSISTANT ; S. H.

DADZIE.

ENTERTAINMENT SECRETARY ; R. G. SEBUABEH. ASSISTANT ;

J. A. MOULD.

KITCHEN COMMITTEE : A. D. MENSAH (Chairman), H. P.

MORGUE (Secretary), M. A. OWUSU, F. A. HAIZEL, J. E.

FYNN, J. B. AMOS, R. G. SEBUABEH.

EDITORIAL NOTES.

The new term commenced on 3rd February, 1916. It was marked by the admission of 51 new Students—the largest number yet admitted in one year. The students are now at full strength, but the shortness of staff mentioned in our last issue, still continues and every effort possible will have to be made if the high standard of success achieved in previous years is to be maintained.

From the point of view of the Institution we deeply regret the temporary loss of our Principal Mr. Harman. He returned to us on 25th March after four months' leave spent in military service, and was almost immediately despatched for duty with the W.A.F.F. We can only wish him a successful career in his new sphere of action, and trust that he may speedily and safely return to us here.

Mr. Cranston went on leave on 29th January. We are looking forward to his return at the beginning of next term.

We have had our first complete term in the practising school. All students have already had at least three weeks practice—many of them six—in the New Government School under the charge of Mr. Pearson and we hope that the time and effort now devoted to this branch of our work, will make itself felt in the schools of the Colony in the future.

We are again favoured with an article by Mr. Hunter on School Gardens.

This excellent series of articles began in our first issue in 1912 and has been regularly contributed ever since. We are deeply indebted to Mr. Hunter and assure him that his efforts have been keenly appreciated.

The Second Annual Sports were held on 27th May. A full account of the events is given elsewhere in this issue but we should like to record our thanks, to those old students of Accra, Winnebah, Secondee, Koforidua, Quittah, Cape Coast, Aburi, Adumtu, Peki Blengo and Sunyani who so generously subscribed towards the prize list this year.

The Dormitory shield for Football was won this term by Dormitory No. 1. This has not occurred since 1913 and we congratulate the dormitory and its monitor F. C. Codjoe on gaining this success.

The Cricket shield fell to the lot of Dormitory 4 under the leadership of J. P. Ashon, a welcome return to the form of 1914.

Old as well as present students will be glad to learn that next year the Institution is to be officially known as the Government Training College.

The following Obituary notice was kindly forwarded by Bishop Hummel. It is with deep regret that we have to publish the sad news:—

Mr. Joseph Martin Solomon Anumeh. Born at Ajua, 1883. Passed all standards at Cath School—Elmina. Teacher at Elmina Standard VI one year. Head Teacher at Ajua two years. 1st January 1908 went to Axim. Teaching standards III and IV. 1st June, 1910, appointed Head Teacher Axim School. January 1912, left for Training Institution. After the Institution, headmaster at Chama. Came to Cape Coast with his division or troop of scouts for the "general rally," on St George's Day (Easter Monday). Got a chill coming, pleurisy followed. Asked to be brought back to Chama where he died shortly after."

PRIZE DISTRIBUTION.

The fourth annual prize distribution took place on December 3th 1915. The proceedings were quite private, the only person present beside the students and staff being the Director of Education—Mr. D. J. Oman.

The Acting Principal Mr. McLaren read the following report on the year's work:—

To-day is the occasion of the 4th Annual Prize Distribution and it is the first at which the Principal has not been present to make the report on the year's work. We are glad however to have with us our much esteemed Director of Education, Mr. Oman, who has so kindly consented to give away the prizes.

PRIZE DISTRIBUTION.

The year past has been fairly successful, and I shall have something to say later on with respect to each of the things that have made it so.

We again have to put on record a rise in the number of students in training. In 1912 it was 31, in 1913 43, in 1914 56, and for most of this year the number was 74, a number which is just as much as the building can accommodate and for which the staff can be responsible. If anything like a similar number apply for entrance this next January as did last January, it really looks as if a competitive examination will be necessary.

Last Christmas we sent in 29 first year students for Schedule G and 26 second year students for Schedule H. In spite of the difficulties under which they laboured from the outbreak of war to the end of the year, all passed.

28. Junior students and one senior student sat for Schedule I (Hand and Eye Training), and all were successful. A new scheme was introduced in woodwork in 1914, whereby students work for two years before taking the examination; consequently the only ones to take the examination in that subject last examination, are the two failures of the previous year, and I regret to say they failed again.

Put in other words this means that the 26 students, who left last year to take up work in the various Government and Mission schools, are in possession of the complete 2nd Class Certificate.

Further, 29 student leaving this year have all passed Schedule G and Hand and Eye work, and although they have not taken the Woodwork Examination yet, success in Agriculture has already entitled 8 of these to a complete 3rd Class Certificate.

But beyond these scholastic successes, we are now in a fair way to turn out better teachers.

The new Government Boys' School was opened next door to us at the beginning of this term, and 7 or 8 classes are at our disposal, so that every senior student and a large number of the junior students, have already had some practice, and it ought to be possible to ensure that at least six weeks' school practice, is available for every student, each year.

Outside ordinary lessons a great deal has been done to entertain and enlighten the students. By the courtesy of the heads of Departments concerned, visits have been paid by many students, to the Railway works, the Waterworks at Weshiang, and the Ice Factory, and we are very appreciative of the kindness of those who conducted the parties round, for their endeavours to make the visits as instructive as possible.

The hope expressed in the Principal's report of last year that it might be possible for a performance to be given of scenes from 'The Merchant of Venice' was realized.

The Staff assisted by three or four friends were able to give a performance on a scale even larger than last year. The cast numbered 13 and the whole play with the exception of the Lorenzo-Jessica episodes was acted, and gave great pleasure to the students of the Institution and the Technical School, as well as to a large number of teachers in the town, and some of the pupils of the Accra Grammar School who were studying the play for examination purposes. I wish to take this opportunity to thank all who took part, not only the actors and actresses, but the others who helped to make it the success it was. I should especially like to thank Mr. Pitt, who in the few days at his disposal worked wonders in improving the quality of the production; Mr. Galloway who erected free of all charge the excellent stage, and Mr. Pearson who was responsible for the scenery which was on a scale even more ambitious than last year.

But in catering for the education of the students I think it may be fairly claimed that the intellectual side has not been developed at the expense of the physical. This year has marked a great advance in games in the earnestness with which they have been played, and the system of Dormitory competitions has provided exercise and training for every student each week.

In conclusion I desire to thank all the staff and the monitors, and students, whose loyal cooperation has enable me to chronicle another successful year's work.

The Director of Education then addressed the students congratulating them on the results achieved during the year. He expressed the hope that the large number of prizes obtained by one or two students, would prove no deterrent upon the efforts put forward by the rest of the students during the next year, but would

rather spur them on to further exertions to secure a more equal division of the rewards of industry and ability. After a few valuable words of advice concerning their work as students, and their after life as teachers in the Colony, he called upon the fortunate students who had gained prizes to come and receive the tangible rewards of their labour.

PRIZE LIST.

OFFICERS.

Monitors :—J. S. Cobbah; R. S. Adjorlolo; J. K. Ayayee.

Library Curator :—S. B. Kwofie.

Entertainment Secretary :—G. G. Afare.

Sports' Secretary :—R. Allotey.

Chairman, Kitchen Committee :—S. D. J. Baffoe.

SCHEDULE H.

R. T. Allotey.—1st in Hygiene, Reading, English, Dictation, History, School Method, Drawing. 2nd in recitation, Practical Teaching, Geography Mathematics, 4th in Music.

S. B. Kwofie.—1st Geography. 2nd Hygiene, History, Music, English. 3rd Reading, School Method, Mathematics.

R. S. Adjorlolo.—1st Recitation, 2nd Reading, School Method. 3rd Writing, History, Drawing. 4th English, Dictation, Practical Teaching.

W. W. Brown.—1st Mathematics. 2nd Geography. 3rd English, Hygiene. 4th Drawing.

R. E. Adams.—2nd Drawing. 3rd Recitation. 4th Reading, Writing.

G. G. Afare.—1st Practical Teaching. 3rd Music. 4th Hygiene, School Method, Mathematics.

S. A. Priddy.—1st Music, 2nd Dictation. 4th Hygiene, Recitation, Geography.

K. O. Pinanko.—2nd Writing, Dictation.

E. P. Mills.—1st Writing.

A. B. Amissah.—4th History.

J. S. Cobbah.—3rd Practical Teaching.

SCHEDULE G.

F. S. Codjoe.—1st Hygiene, School Method, Music, Practical Teaching. 2nd Dictation. 3rd Arithmetic, History. 4th English, Drawing.

J. D. Thompson.—1st Reading, Composition, Arithmetic, History, English, Geometry. 2nd Dictation, Geography, Nature Study. 4th Music.

J. A. Mould.—1st Geography. 2nd Reading, History, Music, Practical Teaching. 3rd Composition. 4th Hygiene, Geometry.

S. H. Dadzie.—1st Nature Study. 2nd Drawing. 3rd Reading, English, Composition. 4th Hygiene, Geometry.

H. G. Sagoe.—2nd Composition, Arithmetic, English. 4th Reading.

W. B. Agyemang.—1st Drawing. 3rd Geography.

J. H. Amissah.—3rd Practical Teaching.

J. P. Ashon.—2nd Hygiene, Dictation. 4th Nature Study.

I. O. Botwe.—2nd School Method. 3rd Music.

J. E. Brookman.—2nd Recitation.

J. E. Fynn.—2nd Geometry.

J. A. K. Hagan.—3rd Recitation.

J. N. Mafo.—3rd Nature Study, Drawing.

J. A. Mends.—3rd Hygiene, Geometry.

H. P. Morgue.—3rd Geography. 4th History.

R. G. Sebuabeh.—3rd School Method.

J. A. Thompson.—1st Dictation.

SCHEDULE I.

HAND AND EYE WORK, FIRST YEAR.

1st W. B. Agyemang. 2nd J. B. Amos. 3rd J. E. Fynn. 4th F. S. Codjoe.

SECOND YEAR.

1st R. J. Allotey. 2nd W. W. Brown. 3rd G. G. Afare. 4th R. E. Adams.

SCHEDULE I.

WOODWORK, FIRST YEAR.

1st W. B. Agyemang. 2nd A. D. Mensah. 3rd J. B. Amos. 4th O. Addo.

SECOND YEAR.

1st R. J. Allotey. 2nd G. G. Afare. 3rd R. E. Adams. 4th I. S. France.

Dormitory Football and Cricket shields—Both won by Dormitory
3. Monitor: J. S. Cobbah.

ESSAY PRIZE.

1st Year.—J. H. K. Hagan. 2nd year.—R. J. Allotey.

SCHEDULE G. CERTIFICATES.

SCHEDULE I.

(HAND AND EYE CERTIFICATES).

Agriculture.—(Complete 3rd Class Certificates).

R. E. Adams, N. E. Adjaye, R. S. Adjorlolo, N. K. Agbo, R. T. J. Allotey, A. B. Amissah, R. B. Ashun, J. K. Ayayee, S. J. D. Ayivor, G. G. Afare, W. W. Brown, J. S. Cobbah, S. B. Kwofie, E. M. Nunoo, E. Obeng, S. A. Priddy K. O. Pinanko, J. S. Quarshie.

SCHEDULE G.—SCHEDULE I.—(HAND AND EYE TRAINING).

E. J. Amoako, J. B. Amponsah, S. J. D. Baffoe, J. K. Conduah, J. P. Dadson, I. S. France, E. P. Mills, A. R. Ntow. E. F. E. Quayson, A. W. Simpson, J. O. E. Tetteh.

SCHOOL GARDEN.

CULTIVATION OF CROPS.

We will now briefly deal with other crops which should be cultivated in our school garden.

Funtumia Rubber:—*Funtumia Elastica* is the species which produces the well known *Funtumia Rubber*. A plot of these trees should be grown so as to compare with the introduced *Para Rubber*. *Funtumia Rubber* which is indigenous to this country is a valuable acquisition, and children should try to influence their people not to destroy these trees as they are doing. A time may come when the cultivation of this tree may again be taken up in certain parts of the Colonies, should cocoa fail or other like calamity occur. The cultivation of *Funtumia rubber*, when prepared cleanly, is still a profitable industry in native hands. This tree is naturally hardier than *Para rubber* and will grow in situations slightly less favourable and drier. Its cultivation is much easier and it has therefore from a native point of view many points in its favour. The amount of

rubber produced from this tree is not of course nearly as great as that from the Para tree, but the great point for scholars to bear in mind is the value of native indigenous plants and the necessity for their protection. Funtumia is easily raised from seeds in beds and should be transplanted during the rainy season at distances about 9 feet apart. It takes about the same time as Para before reaching a tappable age.

Coffee:—Two varieties of coffee should be grown—Coffee Siberica, and Coffee Arabica, both of which do well especially the former, which is indigenous to West Africa. Coffee Siberica will grow well in places where the other species will not thrive. Coffee grows well on any fairly good, well drained soil and does best when grown on sloping ground. Plants should be raised from good sound freshly gathered seeds, in nursery beds; and when good plants have been obtained, should be transplanted to a permanent plot, this of course being done during the rainy season. Coffee Liberica should be planted 8 feet apart and Coffee Arabica 6 feet as the former grows much the stronger. Coffee should be protected from winds and sun, and wind belts are required when it is grown to any extent; but only light permanent shade should be given, as too much shade tends to increase diseases. Catch crops of plantations, coco-yams, etc., may be grown over the plots until the plants are large enough to require the whole area. The plants when about 6 feet high should be tapped and not allowed to exceed this height, to encourage nice bushy plants, when they can easily be looked after and their crops easily gathered. If allowed to grow taller, plants have a tendency to form branches at the top and bottom leaving the middle bare. Not much trimming is required other than the removal of all sucker growths and useless old branches. A coffee tree of either variety should give about 6 lbs. of dried coffee.

Spices:—Spices should be represented in our garden by the following as all do well in this country.—Cinnamon (*Cinnamomum Zeylanicum*) which produces the cinnamon bark of commerce, pimento or all spice (*pimenta officinalis*) and the nutmeg (*myristica fragrans*), all of which are easily raised from seeds and should be planted 10 feet apart.

Fruit trees:—A good selection of fruit trees should be grown as sweet orange, lemon, lime, shaddock, grape fruit, soursop, sweetsop, all of which can be raised from seeds, care being taken to obtain seeds from the best fruits, selected from those trees giving the best

crops. They should be planted about 15 feet apart. Avocado pear and mango should also be grown and they should be given a little more room, say 20 feet apart. Pine apples are well known to be raised from suckers and offsets, and should be planted about 5 feet apart.

Fibres :—Of the numerous fibres, sisal hemp (*agave rigida*, *var*, *sisalina*) and bowstring hemp (*sanreveira*) will be sufficient for a start. The former grows to a fair size, and should be planted about 10 feet apart; but the latter is quite a small plant and 3 feet is sufficient. Both can easily be raised from suckers. Fibres should receive keen attention in the drier parts of the country, where few crops will grow successfully; and quite an interesting and valuable collection can be obtained.

Cotton :—This again does well in the drier situations although it does fairly well almost any where in this country. Soils of a deep, light nature, not too sunny, are best suited for cotton and the district with a fairly long, dry season is to be preferred. The land should be well tilled and the seeds sown in lines about 4 feet apart with 18 inch spaces in the lines, four seeds being sown in each space to ensure germination. When about 6 inches high the seedlings should be thinned leaving the strongest plant. The ground should be kept perfectly free of weeds and frequently hoed. After thinning, the soil should be drawn up to the roots in ridges. July is about the best month for sowing cotton as the plant when it develops then gets a fair amount of rain before the dry season sets in. After about 5 or 6 months the bolls or seed pods will begin to open and when fully opened should be gathered. Care should be taken that the cotton is not stored away damp, and if necessary it should be dried in the sun.

Castor Oil Plant :—This interesting and valuable medicinal plant grows well on any good soil and should be sown at stake, a few seeds in each hole, the holes being placed about 6 feet apart. When sufficiently grown they should be thinned, leaving the strongest plant in each hole.

Coconut :—School Gardens especially near the coast should grow a few coconut trees as the many valuable products obtained from the trees provide useful object lessons. The value of copra—the dried white part of the nut—has considerably increased during recent years. Good selected nuts should be sown when fully ripe in nursery beds and it is generally found best to keep the nuts a

little while before sowing as they then germinate better. The seeds should be placed on their sides, not quite covered with soil, and a protection of grass or other suitable material should be placed over them. After the plants are about two or three feet high, they should be planted out at distances apart of about 25 feet.

Food Crops:—A good and varied collection of food crops should be grown; and this point should be thoroughly impressed on the children as great danger has been incurred in various parts of this country owing to the neglect of this important duty. The cultivation of yam, cassava, groundnut, beans, corn, ochroes etc., should enter largely into our scheme of rotation.

S. HUNTER,

Agricultural Department.

ENTERTAINMENTS.

February 26th, 1916. Welcome concert to Junior Students.
On this occasion the newly arrived Junior students were the guests of the Senior students, and an elaborate programme of songs and recitations both gay and serious was submitted for their edification. The Senior monitor addressed them as follows:—

“It is my privilege and pleasure to offer on behalf of all the Senior students a hearty welcome to the Juniors. This we do with a concert. I think I should not do my duty however if I failed to offer a word or two of advice to the Junior students.

Now my fellow Junior students, I and all the Senior students welcome you heartily for having come and shared with us the advantages with which the Institution is connected.

Few years ago teachers who wished to enter the Training Institution were often hindered by false rumours and I am very pleased that in spite of all you have entered the Institution.

Last year the number of students admitted was 45, the largest number that had ever entered here but to my surprise your number exceeds that of your Seniors. From this it is viewed that civilization which was once dwarfed by ignorance and misunderstanding is now being rapidly realized.

Now as the improvement of this nation stands largely on you teachers who will be going to the world after leaving here, I hope you will try your best to let the children understand things clearly as you have done.

One point which I want to draw your attention to is this ; the children whom you are going to teach are wanted to become men and women of character, not only learned but patriotic and loyal citizens of this nation hence the strict requirement of your good character generally.

Be assiduous, and obedient, and make yourselves well acquainted with the Rules and Regulations furnished you and nothing will be impracticable for you,

Law is a terror to an evil doer but the honest student need not fear it.

With regard to our masters as I can say they are up to date— but without your co-operation they labour in vain. I therefore beg to let you know that nothing but patience and perseverance will bring things to a successful condition.”

April 1st 1916. Welcome Concert on the arrival of the Principal and Mrs. Harman. An interesting programme had been prepared for this occasion and a number of items by both senior and junior students were exceptionally well rendered. J. A. Thompson speaking on behalf of all the students expressed their great pleasure in welcoming the Principal on his return from leave. In a few well chosen words, he reviewed the progress made at the Institution during the past few years and asked all present to heartily co-operate with the staff to achieve even better results in the coming year.

June 10th. Gramophone Concert.

The students were entertained on this occasion by Mr. Payne. A long series of gramophone records of songs and musical selections was gone through and a very enjoyable evening was spent.

ANNUAL SPORTS.

The success attending our first efforts gave us encouragement and enthusiasm to attempt the venture again this year. Unfortunately the Principal was not present to witness the result. He

was called away for duty elsewhere a fortnight before the event took place, but had he been with us he would have found no falling off from the high standard of excellence reached last year. All these events were well contested and in many cases last year's records were broken. A large number of ladies and gentlemen were present and greatly enjoyed the various struggles for athletic supremacy both between individuals and dormitories.

PROGRAMME.

Championship Events with points awarded.

	1st.	2nd.	3rd	4th.	5th.
100 yards	8	5	3		
$\frac{1}{4}$ mile ... .. .	..	8	5	3	
Cross country Race:	10	7	4	2	1
120 yards Hurdle	8	5	3		
Long Jump	8	5	3		
High Jump:	8	5	3		
Throwing the Cricket Ball	6	4	2		
Putting the shot	6	4	2		
Inter-dormitory Relay Race	5	2			
,, Tug of War.	2 points for each pull won.				

Results :—

1. *Cross country race.*—(About 4 miles, run May 23rd, 1916) 1st Morgue, 2nd C. M. Ansah, 3rd Pobee, 4th Taylor, 5th W. P. Dadzie Time 21 min. 30 sec. Previous record—21 min. 40 sec.

2. 100 yards: 1st Essibey, 2nd Morgue, 3rd Wemegah Time 11 secs.

3. $\frac{1}{4}$ mile: 1st Pobee, 2nd Morgue, 3rd Ansah. Time 1 min. $6\frac{3}{4}$ secs.

4. *Hurdles:* (120 yards). 1st Taylor, 2nd Brookman 3rd Siebu.

5. *Long Jump:* 1st Morgue, 2nd Taylor, 3rd Wemegah. Distance 17 feet 7 inches. (Previous record 17 feet.)

6. *High Jump:* 1st Etse, 2nd Taylor, 3rd Brookman, Height 4 feet $8\frac{1}{2}$ inches. (Previous record 4 feet 7 inches.)

7. *Cricket Ball:* 1st Brookman, 2nd Boye, 3rd Amos. Distance 77 yards 1 feet. Previous record. (88 yards 2 feet 3 inches.)

8. *Putting the shot:* 1st Sagoe, 2nd Amos, 3rd Etse. Distance 27 feet 2 inches. (Previous record 27 feet 7 inches.)

9. *Relay Race* (220 yards): 1st Dormitory No. 1, 2nd Dormitory No. 4, 3rd Dormitory No. 2, Dormitory No. 3 did not start.

Time 2 minute, 49 seconds.

Winning team. Pobee, Wemegah, Etse, Thompson, J. D. Taylor, T. Hagan.

10. *Tug of War*: 1st Dormitory No. 1. 2nd Dormitory No. 2. 3rd Dormitory No. 4. 4th Dormitory No. 3.

Winning team. J. D. Thompson, Pobee, Etse, Siebu, Tamakloe Wemegah, Boye, Kpohanu.

Inter-dormitory challenge shield—presented by His Excellency the Governor, Sir Hugh Clifford, K.C.M.G., won by Dormitory No. 1 with 73 points. Monitor F. S. Codjoe.

“Victor Ludorum” Cup, presented by the Honourable A. R. Slater, Colonial Secretary—won by Morgue, 28 points. Our thanks are due to P. Mayall Esq., Acting Director of Education for his encouraging address to the students, at the conclusion of the sport, to Mrs. A. White who kindly consented to distribute the prizes to the winners, to Mrs. Pearson and Mrs. McLeod for the excellent tea provided, and to Captain Hellis, Dr. Alexander and H. A. Hillier Esq. for their valuable assistance on the course. We cannot thank Mr. Dewhurst, as he is one of us, but we heartily congratulate him on the unqualified success attending his initial effort as organiser, and Director of our Annual sports.

LIST OF SUCCESSES AT CERTIFICATE EXAMS. 1915. 17

1. SCHEDULE G.

<i>Position on List.</i>	<i>Name.</i>	<i>No. of Marks.</i>	<i>Position on List.</i>	<i>Name.</i>	<i>No. of Marks.</i>
1	Thompson, J. D.	1229	36	Tarwiah, J. W.	877
2	Dadzie, S. H.	1178	37	Amos, J. B. . .	871
4	Mould, J. A. . .	1149	40	Mafo, J. N. A.	859
5	Ashon, J. P. . .	1107	41	Taylor, J. B.	855
7	Brookman, J. E.	1069	42	Thompson, J. A.	853
8	Morgue, H. P.	1053	47	Hazel, F. A.	823
9	Cudjoe, F. S. . .	1048	48	Asare, S. B. . .	825
10	Mends, J. A. . .	1043	50	Ansah, S. A. . .	812
12	Ackah, J. . .	983	55	Sebuabeh, R. G.	771
16	Fynn, J. E. . .	976	60	Pobee, J. E.	761
19	Adams, E. C.	963	61	Agyemang, W. B.	758
20	Mensah, A. D. A.	962	62	Owusu, M. A.	755
21	Sagoe, H. G. . .	941	63	Hagan, J. A. K.	740
23	Tandoh, G. T.	932	73	Ammissah, J. H.	703
29	Botwe, J. O. . .	899	74	Essibey, J. F.	698
34	Ackun, R. . .	881	79	Owoosu, M. B.	677

2. SCHEDULE H.

1	Allotey, R. J.†*	1391	14	Quarshie, J. S.†*	999
2	Kwofie, S. B.†*	1317	20	Ayayee, J. K.†*	903
3	Brown, W. W.†*	1286	24	Ammissah, A. B.†*	848
4	Afare, G. G.†*	1262	30	Ayivor S. J. D.†*	784
5	Adams, R. E.†*	1246	32	Obeng, E.†*	780
6	Adjorlolo, R. S.†*	1235	33	Conduah, J. K.†*	778
7	Priddy, S. A.†*	1181	34	Dadson, J. P. E.†*	769
8	Pinanko, K. O.†*	1155	43	Amponsah, J. B.	701
11	Cobbah, J. S.†*	1107	45	Nuno, E. M.†*	699
13	Mills, E. P. . .	1071	47	Adjaye, N. E.†*	694

3. SCHEDULE I.—(HAND AND EYE).

1	Amos, J. B. . .	326	27	Mensah, A. D. A.	248
2	Dadzie, S. H.	317	28	Sagoe, H. G.	246
3	Brookman, J. E.	289	30	Adams, E. C.	238
	Taylor, J. B.		31	Essibey, J. F.	237
5	Ashon, J. P. . .	288	34	Pobee, J. E. S.	234
6	Botwe, J. O. . .	287	35	Fynn, J. E. . .	233
7	Agyemang, W. B.	283	36	Ansah, S. A. . .	229
9	Sebuabeh, R. G.	274	37	Etse, A. T. . .	227

18 LIST OF SUCCESSES AT CERTIFICATE EXAMS. 1915.

3 SCHEDULE I.—HAND AND EYE—*continued.*

<i>Position on List.</i>	<i>Name.</i>	<i>No. of Marks.</i>	<i>Position on List.</i>	<i>Name.</i>	<i>No. of Marks.</i>
10	(Hagan, G. A. K. Mafo, J. N. A.	} 273	38	Nyako, T. R.	.. 226
			39	Buckman, J. D.	.. 225
14	(Ammissah, E. J. Mends, J. A.	} 269	41	Tarwiah, J. W.	.. 221
			43	Ackun, R.	.. 219
18	Addo, S. C. O.	.. 261	49	Wemegah A. C.	.. 214
21	(Ammissah, J. H. Thompson, J. A.	} 257	51	Antwi, T. B.	.. 212
			55	Ackah, J.	.. 206
23	Thompson, J. D.	.. 256	56	Harzel, F. A.	.. 205
24	Morgue, H. P.	.. 255	57	Hagan, T.	.. 204
			61	Asare, S. B.	.. 200
26	Tandoh, G. T.	.. 254	64	Hansen, J. D.	.. 198

Schedule I. (ii.) Woodwork. (Order-Alphabetical). Adams.
 R. E. Adjorlolo R. S. Adjaye N. E. Afare G. G. Allotey R. J.
 Ammissah A. B. Amoako E. J.† Ashun R. B.† Ayivor S. J. D.
 Baffoe S. J. D.† Cobbah J. S. Conduah J. K. Dadson J. P. E.
 Nuno E. M. Pinanko K. O. Tetteh J. E. O.†

NOTE— † Complete 3rd Class Certificate.

* Complete 2nd Class Certificate.

NEW STUDENTS, 1916.

<i>Name.</i>	<i>School last attended.</i>
A. GOVERNMENT STUDENTS.	
J. A. Lawson	Accra Government School.
J. B. Hammond	” ” ”
R. L. Okan	” ” ”
Gottfried Du	Coomassie ” ”
K. Vandyck	” ” ”
J. W. Mensah	Cape Coast ” ”
J. K. Asaam.. ..	” ” ” ”

Name.	School last attended.
B. BREMEN MISSION.	
E. W. Tamakloe	Awunya Brem. Miss. school.
S. K. Blekpe	" " " "
Louis Ackon	Dixcove Wesleyan.
S. J. Quao	Larte "
F. Sackey	" "
S. A. Edu	Koforidua "
M. K. Debrah	" "
N. E. Siebu	Coomassie "
J. E. Mensah	" "
A. H. Amonoo	Odumtu "
J. Wontumi	Mampong "
C. K. Beatson	" "
G. W. Kpohanu	Quittah Brem. Miss School.
E. A. Banini	" " " "
C. CHURCH of ENGLAND.	
E. R. Codjoe	Coomassie C. of E.
W. Howe	" " "
D. ROMAN CATHOLIC.	
J. E. Ashun	Secondee R C
J. F. Ammissah	" "
E. G. Godonoo	Quittah "
G. E. Gatsiko	" "
F. H. Cobbinah	Cape Coast "
E. B. Andoh	" "
J. C. Aidoo	" "
G. K. Quarshie	Adini "
E. BASEL MISSION.	
Moses Asare	Begoro (B. M.)
J. F. Tobo	" "
S. Pepera	" "
E. Siaw	Nsaba "

Name:	School last attended.
A. M. E. Z.	
A. A. Adjahoe	Quittah A. M. E. Z.
A. E. Fiagbedzi	" "
T. W. B. Amissah	Cape Coast "
E. Walker	" " "
S. P. G.	
W. E. C. Yalley	" " S. P. G.
J. F. Acquay	Winnebah Wesleyan.
T. B. Sangmuah	Secondee "
J. A. Yankah	" "
E. J. Codjoe.. ..	Accra "
J. G. Mills	" "
Thos. Boye	" "
M. J. Amoah	" "
Henry Ofori	" "
J. P. Rhule	Tarquah "
G. V. Quarshie	" "
J. W. Quarshie	Obuasi "

Football, 1916:—This is the busiest term the Institution has yet experienced in this sport. The growing interest in the game amongst teams outside the Institution has provided us with an abundance of skilled opponents and the keenness always displayed by the present senior students was quite equalled by that of the new students from the day of their admission. No outside team has been able to defeat us and in nearly every case the match has ended in a brilliant victory for the Institution. The Dormitory competitions were unusually close, so that when the ordinary member of matches had been completed dormitories 1, 3, and 4 were still on equal terms. A series of *re-plays* followed and eventually the Championship was secured by Dormitory No. 1.

Feb.	14.	Junior Trial Match	.. ..	Team A	won	1—0
„	17.	Seniors v Juniors	.. ..	Seniors	„	2—1
„	21.	Dorm 1 v Dorm 2	.. ..	Dorm 1	„	1—0
„	28.	Dorm 1 v Dorm 4	.. ..	Dorm 4	„	1—0
Mar.	6.	Dorm 3 v Dorm 4	.. ..	A draw	—	0—0
„	9.	Training Institution v Tech. Sch.	.. ..	Inst.	won	3—0
„	11.	T. I. v Gold Coast Champions	.. ..	„	„	1—0
„	13.	Dorm 1 v Dorm 3	.. ..	Dorm 1	„	2—1
„	20.	Dorm 2 v Dorm 3	.. ..	Dorm 2	„	1—0
„	23.	Training Institution v Tech. Sch.	.. ..	T. I.	„	1—0
„	30.	Dorm 2 v Dorm 4	.. ..	Dorm 4	„	3—0
Apr.	3.	Dorm 1 v Dorm 2	.. ..	Dorm 1	„	2—1
„	6.	Training Institution v Gov. Sch.	.. ..	T. I.	„	5—0
„	13.	Dorm 1 v Dorm 4	.. ..	A draw	—	0—0
„	20.	Dorm 3 v Dorm 4	.. ..	Dorm 3	won	2—0
May	5.	Dorm 2 v Dorm 3	.. ..	Dorm 3	„	1—0
„	11.	Dorm 3 v Dorm 1	.. ..	Dorm 3	„	1—0
„	18.	Training Institution v Gov. Sch.	.. ..	A draw	—	1—1
„	19.	Dorm 2 v Dorm 4	.. ..	A draw	—	1—1
„	24.	Training Institution v Europeans	.. ..	T. I.	won	1—0
„	29.	Dorm 3 v Dorm 4	.. ..	A draw	—	0—0
June	5.	Dorm 3 v Dorm 1	.. ..	Dorm 1	„	1—0
„	8.	Dorm 1 v Dorm 4	.. ..	Dorm 1	„	1—0

RESULTS OF DORMITORY MATCHES.

POINTS GAINED BY THE DORMITORIES, FIRST TERM.

	CRICKET.	FOOTBALL.
Dormitory 1.. ..	6	11
2.. ..	0	3
3.. ..	8	8
4.. ..	10	8

The Football shield was won by Dormitory 1 with 11 points.
 The Cricket shield was won by Dormitory 4 with 10 points.

CRICKET.

A lack of keen interest somewhat marked this sport, this term. The features were all played to a finish but there was often not sufficient 'go' in the games to make them worth watching. This was not so much the fault of the players as the want of interest in the game and the fortunes of their teams shown by the rest of the members of the dormitories. It is to be hoped that this will be remedied next term and that at least as much enthusiasm will be shown in this grand game as is now taken in football. Perhaps this could be brought about by arranging matches with outside schools and teams. Not a single fixture was made this year in cricket with any team outside the Institution walls.

<i>Date.</i>	<i>Matches.</i>	<i>Results.</i>
Feb. 16	Junior Trial Match.	A team 47 runs B runs 31
18	Seniors v Juniors	Seniors 82 Juniors 73
24	Dorm. I v Dorm. IV	IV 47 I 29
Mar. 2	II v ,, IV	IV 61 II 35
8	I v ,, II	I 60 II 33
10	IV v ,, III	IV 47 III 23
22	III v ,, II	III 34 II 32
31	III v ,, I	III 85 I 48
April 7	I v ,, II	I 57 II 30
17	IV v ,, II	IV 56 II 36
27	I v ,, III	I 130 III 13 (6 wkts.)
May 4	III v ,, IV	III 84 IV 28 (5 wkts.)
15	III v ,, II	III 45 II 36
June 1	IV v ,, I	IV 57 I 49 (8 ,,)

EDUCATION IN THE WEST INDIES.

Although I am writing these few remarks under the heading of "Education in the West Indies," still they refer chiefly to the system in Barbados, which may be taken as a fair specimen of that in the other principal West Indian islands.

There are firstly pure Elementary Schools which have a curriculum somewhat similar to that of a good School of this Colony. Among these Schools there are some which are only for Infants and others for Infants and Standards. The Infants schools are all mixed, that is, have both boys and girls, while in the Standards with only a few exceptions there are separate Schools.

The head Teachers of these schools are under the supervision of the ministers of the various districts in which they are situated but are directly responsible for their work to the Board of Education. There is an Inspector of schools and an Assistant Inspector, who make periodical visits to the Schools and hold yearly examinations to report on the work.

After a child has passed through all the Standards of one of these Schools it has a proper grounding which makes it suitable for any of the ordinary duties of life.

Secondly, there are Secondary or Grammar Schools. In Barbados all of these—about five in number for boys—were founded by individuals after whom they have been named, but they have since been taken over by various local boards and are supported from the general revenue. In these, Latin, French, Spanish, advanced English, Mathematics Book-keeping and Shorthand are taught. These as I have mentioned, are directly under the control of local boards or Vestries. At the end of each term tests are set by the Headmaster and at the end of the year Examinations are set by masters from one of the First grade Schools and a report furnished from the results of these Examinations.

Bright lads from Elementary Schools who are not able to pay the fees at these Schools have a chance still of being elected by competitive Examinations to Scholarships which are tenable for three years and then renewable by examination for another three years.

Lads who intend to continue their studies at these Schools very seldom wait to pass through the Elementary School. It is most noticeable however that lads who have spent some time in an Elementary school always make better progress when they enter a secondary school as they have had a good foundation.

Thirdly there are what are called "First Grade" schools where higher classics, the various branches of higher mathematics, science and modern languages are taught. It is from these schools that lads compete for scholarships which take them to Universities. At the end of each year Examinations are set by professors from Oxford or Cambridge and a report made from the results of the work and furnished to the Governing Body of the school.

There are also first and second grade schools for girls, and numerous private schools where both boys and girls can get almost as good and in some cases, just as good training as at the regular high grade schools which are supported by the Government.

In Barbados there are two principal Scholarships offered by the Government :—

(1) The “Island Scholarship” which enables one to go to Codrington College—a college in the island affiliated to the University of Durham and where one can take degrees just as in England.

(2) The “Barbados Scholarship” which enables one to go to England and enter any one of the recognised Universities and study whatever profession he may care to.

The former is tenable for two years and the later for four and both are open to the natives of the island only.

In Trinidad and British Guiana Scholarships similar to the Barbados Scholarship are offered and lads who win any of these scholarships as a rule do very well at the English Universities often taking first class honours and then in many cases after that passing the Examination for the Indian Civil Service.

In Jamaica there is a good Theological College and also one for the Training of Teachers.

In Antigua there is a Theological College attached to the Moravian Church.

Thus there are very fair chances for one in the West Indies to get a good Education without going to England and we must hope that the time is not very far distant when it may be the same in the Gold Coast Colony.

D. S. PAYNE,

House Master.

MAGAZINE

GOVERNMENT TRAINING
COLLEGE : : :
ACCRA. : : :



DECEMBER, 1916.

No. 9

GOVERNMENT TRAINING COLLEGE ACCRA.

MAGAZINE.

No. 9. : : : : December, 1916.

STAFF.

H. A. HARMAN, B.Sc. (London), Principal.

H. McLAREN, A.M.I.M.E.

E. A. PEARSON.

T. D. CRANSTON, M.A. (Glasgow).

J. DEWHURST, B.Sc. (Manchester).

D. S. PAYNE, M.A. (Durham).

V. A. TETTEH, B.A. (Durham).

J. H. ASARE.

OFFICERS, 1916.

MONITORS : J. A. THOMPSON (Senior.) J. P. ASHON, F. S.

CODJOE, J. N. TARWIAH.

LIBRARIAN : H. G. SAGOE. ASSISTANT ; T. A. MENDES.

SPORTS' SECRETARY ; J. D. THOMPSON. ASSISTANT ; S. H.
DADZIE.

ENTERTAINMENT SECRETARY ; R. G. SEBUABEH. ASSISTANT ;
J. A. MOULD.

KITCHEN COMMITTEE : A. D. MENSAH. (Chairman), H. P.
MORGUE (Secretary), M. A. OWUSU, F. A. HAIZEL, J. E.
FYNN, J. B. AMOS, R. G. SEBUABEH.

EDITORIAL NOTES.

Another year is closing upon us, and the time has come again when farewells and goodbyes must be said. To the students who are about to take up their labours in the various schools of the Colony, we extend our hearty good wishes for their professional welfare. We hope that each one in his new sphere may realise the value of his training here, and we trust that, in doubt or difficulty, he will freely turn to us for assistance or advice.

In the continued absence, on military service, of the Principal, considerable alterations had to be made in the leave and staff arrangements. Mr. McLaren has continued to act as Principal, and has had to prolong his tour by several months. He will probably proceed on leave on the completion of this term's work. Mr. Dewhurst has had to make a similar sacrifice, his first tour with us proving a long and arduous one. He leaves for England in January, 1917. Mr. Cranston returned to the Colony on August 4th, 1916. He was accompanied by Mrs. Cranston, to whom we extend a sincere welcome, and we hope that her first visit to West Africa will prove a very happy one.

The first full year's work in Practical Teaching was successfully completed. All the Junior Year received at least six weeks training, and all the Senior students were engaged in both Senior and Junior Schools for two months. It is hoped that the result of this effort may be favourably reflected both in the examination work, and in schools of the Colony.

We are pleased to publish another article on School Gardening by Mr. Hunter. This completes this excellent series but it is hoped that it is by no means the last time that we shall have the privilege of learning at the hands of Mr. Hunter.

An effort has been made in this issue to collect most of the material from the students themselves. There was very little time for preparation and the articles submitted may have suffered to some extent on this account. We are grateful however to those students who so readily assisted at such short notice, and it is hoped that their example will be followed by many other students especially those who have already left the College. We shall always be glad to publish any account of the experiences, difficulties, and problems that you have had to face in your school work, and many interesting articles might be written, concerning conditions and customs of school and social life, peculiar to the district or town in which you are working.

PRIZE DISTRIBUTION.

The fifth annual distribution took place on November 30th, 1916. The prizes were distributed by the Acting Director of Education Mr. R. P. W. Mayall. After the proceedings had been opened by the singing of the National Anthem, the Acting Principal read the report on the year's work. He said:—

“ To-day is the occasion of the fifth annual prize distribution and for the second time in succession the Principal is not here to make his report on the year's work. Last time the Principal was enjoying a well earned rest but on this occasion he is away fighting for his country. In fact we have had his services here only for a few weeks as he arrived on the 23rd March and left again on the 13th May.

The Training Institution has been progressing by leaps and bounds, and we have again to put on record an increase in the number of students in training. In 1915 we had seventy-four students, and in 1916 we have ninety-five, the largest number we have had since the opening of the Institution in 1909. We find, however, that this number is too large for the accommodation and it is proposed to make 80 the limit in future.

Last Christmas we had at the Teachers' Examination 44 First Year students for Schedule G, and 30 Second Year students for Schedule H. We had 32 successes in G, and 20 in Schedule H. But beyond these scholastic successes we are in a fair way to turn out better teachers. Each student has now at least six weeks' Practical Teaching in the new Government Boys' School adjoining the Institution.

As usual during the year, we visited the Water-works at Weshiang and the Ice Factory at Accra, and we are very appreciative of the kindness of those who conducted the parties around, for their endeavours to make the visits as instructive as possible.

But in catering for the education of the students, I think it may fairly be claimed, that the intellectual side has not been developed at the expense of the physical. This year has marked a great advance in games and in the earnestness with they have been played. On May 27th our second Annual Sports were held on the Race Course. We offer our heartiest thanks to Mrs. Andrew White who so kindly consented to give away the prizes, to Mrs. Pearson and Mrs. McLeod for the fine tea on the grand stand, and to those gentlemen who so willingly assisted as judges. The shield given by His Excellency the Governor was won by Dormitory No. 1. and the Honourable Colonial Secretary's cup the "Victor Ludorum" being won by H. P. Morgue went to Dormitory No. 4.

The football and cricket competitions have provided keen contests in connection with the Dormitory Football and Cricket Shields. The excitement engendered was very noticeable during the football games, and there is no doubt that this form of sport is growing more popular year by year.

The work this year has been onerous owing to the great demands upon the staff. The absence of the Headmaster of the Government Boys' School during the past thirteen months, has added the supervision of that school to the labour of the Institution staff, and this in addition to the absence of our own Principal, has

caused us to be short-staffed all the year. In connection with the absence of the Principal I should like to mention how delighted we all are to note that he has not forgotten us, nor has he ceased to take an interest in the welfare of the Institution, as is shown in the cable he sent us lately from Dar-es-salaam wishing the students good-luck in their exams.

In conclusion I desire to thank all the staff, the monitors, and the students, whose loyal co-operation has enabled me to chronicle another successful year's work.

The Acting Director of Education then addressed the students, congratulating them on the results achieved in spite of the several difficulties with which they had been faced.

He referred to the one or two students who had broken their bonds and pointed out, that although it was not the wish of the Government to have to deal with such cases, still whenever the occasion did arise they were prepared to act firmly in the matter. He emphasized also the fact, that, as it was not possible in dealing with large number of lads to please each one of them, they should all both Government and otherwise, accept without murmur the appointments which were given to them, and the surest way to obtain a transfer to the place they liked, was to work hard and honestly at their post, thereby winning the goodwill of their head master.

Teachers were now, he continued, in a far better position than formerly, or even than clerks were in other Departments, for they started on a higher scale. In the cases of the Missions where their salaries were not so high, they enjoyed privileges in the form of quarters and allowances and so were almost equally well provided for.

He then wished them all success in their future career, hoping that they would do honour to the Institution, and proceeded to distribute the Certificates. At the conclusion the Acting Principal read out the Prize awards, but, as there had been some delay in the

arrival of the prizes from England the actual distribution was postponed to a future date.

PRIZE LIST.

OFFICERS.

Monitors: J. A. THOMPSON. J. P. ASHON. F. S. CODJOE.

J. N. TARWIAH.

Library Curator: H. G. SAGOE.

Entertainment Secretary: R. G. SEBUABEH.

Sports' Secretary: J. D. THOMPSON.

Chairman, Kitchen Committee: A. D. A. MENSAH.

SCHEDULE H.

1. J. D. THOMPSON 1st in English Composition, English Grammar and Literature, Dictation, Recitation, History, Theory of Teaching, and Mathematics. 2nd in Reading, Geography, 3rd in Hygiene.
2. J. A. MOULD .. 1st in Geography, Hygiene, Music, 2nd in English Grammar and Literature, Mathematics, 3rd in English Composition, 4th in History, Theory of Teaching.
3. S. H. DADZIE .. 1st in Dictation, Recitation, 2nd in English Composition, Hygiene, Theory of Teaching, 3rd in Drawing, Brushwork, Music, 4th in Geography, Practice of Teaching.
4. F. S. CUDJOE .. 1st in Dictation, Recitation, 2nd in Theory of Teaching, 2nd in History, Music, 3rd in English Grammar and Literature, 4th in Mathematics.
5. H. G. SAGOE .. 3rd in History, Geography, Mathematics 4th in English Grammar and Literature.
6. J. P. ASHON .. 1st in Reading, 4th in Hygiene, Music.

7. H. P. MORGUE.. 1st in Practice of Teaching.
 8. J. B. AMOS .. 1st in Drawing and Brushwork.
 9. W. B. AGYEMANG. 2nd in Drawing and Brushwork.
 10. E. C. ADAMS .. 4th in English Composition.
 11. J. E. BROOKMAN. 4th in Hygiene.
 12. J. N. A. MAFO .. 2nd in Theory of Teaching, 3rd in Practice
 of Teaching.
 13. A. D. A. MENSAH. 2nd in Reading.

SCHEDULE I.

HAND AND EYE WORK.

1st. Year : 1st. J. G. MILLS. 2nd. J. F. ACQUAY.
 3rd. N. E. SIEBU. 4th. E. W. TAMAKLOE.

2nd Year : 1st. W. B. AGYEMANG. 2nd. J. B. AMOS.
 3rd. S. H. DADZIE. 4th. I. O. BOTWE.

WOODWORK.

1st. Year : 1st J. B. HAMMOND. 2nd. N. E. SIEBU.
 3rd. J. A. LAWSON. 4th. K. VANDYCK.

2nd. Year : 1st. W. B. B. AGYEMANG. 2nd. J. P. ASHON.
 3rd. J. B. AMOS. 4th. A. D. A. MENSAH.

DORMITORY FOOTBALL AND CRICKET SHIELDS.

1st. Term. Football Shield. Dormitory. No. 1

2nd Term. " " " " 4

1st. Term. Cricket " " " 4

2nd. " " " " 1

SCHEDULE G.

E. W. TAMAKLOE 1st. Composition, Grammar and Literature,
 Geography, Nature Study, Theory of Teaching,
 Practice of Teaching Mathematics, Hygiene,
 2nd History, 3rd Drawing and Brushwork.

J. G. MILLS ..	1st History, Hygiene, Reading and Recitation, 2nd Composition, Geography, Nature Study, Theory of Teaching, Drawing and Brushwork, Mathematics, Music, 4th Practice of Teaching.
N. E. SIEDU ..	1st Music, 2nd Reading and Recitation, 4th Composition, Theory of Teaching, Drawing and Brushwork.
J. W. QUASHIE	3rd Grammar and Literature, 4th Geography.
J. W. MENSAH	2nd Grammar and Literature, Reading and Recitation, 3rd Composition 4th History.
J. F. ACQUAY ..	1st Drawing and Brushwork, 2nd Music.
G. E. GATSIKO	3rd Hygiene, 4th Nature Study.
E. G. GODONOO	2nd Hygiene, 3rd History.
J. B. HAMMOND	2nd Practice of Teaching, 4th Mathematics.
R. L. OKAN ..	3rd Mathematics.
S. M. PEPERA ..	3rd Nature Study.
W. E. C. YALLEY	2nd Reading and Recitation, 3rd Theory of Teaching, 4th Grammar and Literature.
J. A. YANKAH ..	2nd Reading and Recitation.
T. BOYE ..	2nd Practice of Teaching.
J. K. ASAAM ..	3rd Geography.
A. A. ADJAHOE	4th Theory of Teaching.
E. J. AMISSAH ..	4th Music.

SCHEDULE G. HAND & EYE AGRICULTURE.

Complete 3rd Class Certificates.

R. Ackun, E. C. Adams, W. B. Agyemang, J. B. Amos, S. A. Ansah, S. B. Asare, J. P. Ashon, I. O. Botwe, J. E. Brookmann, F. S. Codjoe, S. H. Dadzie, J. F. Essibey, J. E. Fynn, J. A. K. Hagan, F. A. Haizel, J. N. A. Mafo, J. A. Mends, A. D. A. Mensah, H. P. Morgue, J. A. Mould, H. G. Sagoe, R. G. Sebuabeh, G. T. Tandoh, J. N. Tarwiah, J. B. Taylor, J. A. Thompson, J. D. Thompson.

Schedule G and Agriculture.

J. Ackah, J. H. Amissah, J. E. S. Pobee, M. A. Owusu.

Hand and Eye and Agriculture.

J. D. Buckman, A. T. Etse, A. C. Wemegah.

Hand and Eye.

S. C. Addo, E. J. Amissah, T. B. Antwi, T. Hagan, T. D. Hagan, J. D. Hagan, T. R. Nyako.

A VISIT TO WESHIANG.

On Saturday October 14th we visited the Waterworks at Weshiang, a village nine miles off Accra. During the week the Acting Principal arranged with the General Manager of the Railways for additional trucks and vans, and on the Saturday morning we started out. Our masters, who always like to make us happy and seek our interests, went with us.

The jocund students with the masters reached about 9.30 a.m. Every one was quite happy and blithe to see the machines for the different operations.

The Acting Principal took us to a room near the station and gave us a lecture about saws, boringmachines, machines for sharpening saws, all moved by belts connected with machines which are skilfully moved by electricy.

We were then taken to the next room behind the first one. This room contains machines which are skilfully arranged for the manufacture of electricy. This is sent to various machines from this house for the wonderful functions they have to do. From this we went to the pumping house. This contains pumps for pumping out the water into the reservoirs to be stored and used during the dry season. This house is partly built into the ground. It is a deep hole with cement walls and varandah. The pumping machines are arranged from below. We next visited the reservoirs. These are two tremendous large holes paved with thick bricks and cemented.

Our last visit was to a beautiful house on the top of a hill. When we were going up the hill we were called to the experimental room but as the majority of the students had gone away, we received but few instructions. This house which I may call the filtering house, has many apartments. These have small pits with gravel and sand at the bottom. They serve as a rough kind

of filter. In this house the water is filtered, trickles down into another chamber like a tank, and then flows down to the pipe and is ready for use. Having gone through the various operations we came to our resting place. We beguiled the time for the rest of the afternoon with songs and conversation. We started back at 4.30 p.m. our outing having been most enjoyable and interesting.

S. H. DADZIE,
(1915-6).

FOOTBALL ON THE GOLD COAST.

Foot ball is certainly one of the oldest English pastimes. It came into vogue in the Gold Coast in 1905. The first team to play this game, other than any school was composed of the old boys of the Cape Coast Government School. They struggled along for two years but nor having enough members to keep going as an old Boys' teams they formed the Excelsior Club in 1907.

Thus, to the Excelsior Club belongs the honour of being the pioneers of football on the Gold Coast. Other clubs were started in the next few years but the game cannot be said to have been popular at the time. The early game differed considerably from that of to-day. The struggles, as may be supposed, were of a wild exciting, and rough and tumble character, accidents often happening to the players. I had the honour of being a member of the Excelsior club for some time, but in those days I had not seen a proper game of football and had no proper knowledge of the game until I entered the Training Institution, which is modern in all its methods, and training.

As the games are under the supervision of European masters I took an active interest in this sport, which gained for me great fame, and the position of a Dormitory Captain in the early part of the year 1916, and that of School Captain in the later part of the year.

On this account I venture to utter a word of advice to the incoming students and those who have not had the privilege of seeing the modern game. To begin with the main object of the

game. This is, for each side of eleven players to prevent the opposing forwards from getting the ball between the posts and under the crossbar of the goal it has to defend. It is important to strive to get it by passing rather than by direct kicking, into the antagonist's goal. In this strenuous attempt the ball must not be intentionally handled by any of the players except the goalkeepers in catching and clearing from the goal under their care. The goalkeeper should be a cool clear headed player and an adept at catching.

The full backs should be strong resolute and able to kick with force as well as accuracy, as they act as the chief line of defence.

The half backs should follow up as the forwards advance, tackling the opposing forwards and feeding their own forwards. They should be quick, active and sure in any position.

The five forwards should work together, the one in the centre being reserved as much as possible for shooting at goal. The wing players should be good 'dribblers' and should be kept as far as possible on one particular side.

Never play roughly and always keep your temper. No player is allowed to hold or push an opponent with his hands, and tripping, jumping at, or kicking an opponent are all illegal and a free kick is awarded against the offenders from the spot where the offence occurred. Try to keep from being offside remembering that when you receive the ball in your opponents' half of the field from a player of your own side, you must always have three opponents between you and the goal, if at the moment when the ball was last played, you were nearer your opponents' goal than the player from whom you received the ball. Do not be afraid to head the ball, tackle, shoot and to rush forward towards your opponents' goal. There is no royal road to success, but go and witness the play of some of the expert of the game, and put what you learn into practice. Follow the doings of such players as Dadzie and Mould the celebrated iron full back defenders, Taylor, Thompson, and Brookman the most celebrated scientific forwards on record, Mends the dead shot and dribbler, who holds spectators in a spell, and Pobebe the world's giant goalie and the hero of the year.

My final advice is that all players chosen for their proven ability in the positions to which they are allocated should not grumble, but work together in harmonious combination.

Remember that practice brings perfection, and that the best teaching is the unwritten law of constant careful practice.

HENRY P. MORGUE,

School Captain.

(1915-6)

EDUCATION ON THE GOLD COAST.

Education in its strictest sense is the preparation for complete living. The rise of education dates from the early days in the time of the Jews, when every father was a teacher in his household. Until the eighteenth century education though existing was not advanced nor universal even in Europe, but since then many improvements have been made to better the conditions of life for children and to make education a success.

It was not until the year 1816 that the first school appeared in this colony. With the rise of Christianity education began to spread. The work of education was then in the hands of the committees of the different missions, but the work was entirely catechetical. Since the Government placed the schools of the Colony under the supervision of inspectors, the schools have taken a different footing. They now consist of Elementary and Secondary schools. In the elementary schools there are boys', girls', and mixed classes. These schools are divided into seven classes of senior scholars, and five of infants.

After a pupil has passed successfully the standards required of him in the elementary school he is then at liberty to enter any secondary school or find any profession to suit his career in life. Up to the present the only secondary schools in the Colony, for boys, are the S.P.G. Grammar School at Cape Coast, the Grammar School at Accra, and Richmond College at Cape Coast. The curriculum in the secondary schools is quite similar to that of secondary schools in other countries. The pupils are prepared

for the College of Preceptors' and the Cambridge Local Examinations. Modern boys and girls in the Colony have different ideas from those possessed by their relatives some years ago. Their craving for education has become very high, and it is surprising to see how young some of the students are that pass these difficult examinations, with distinctions and honours. The secondary schools for girls go by the name of "Boarding Schools," where the girls are taught, besides their ordinary lesson, such subjects as sewing, laundering, and cooking. These schools are under the supervision of European mistresses. There are only three such schools: at Elmina, Cape Coast and Aburi.

Education was greatly advanced by the opening of the Training Institution at Accra, where teachers are trained. Hitherto the education has been confined to the seaboard but now through the influence of the Government an elementary school has found its way to the Northern Territories at the town of Tamale.

Although the Gold Coast was one of the last of the nations to consider Education as a national concern, the people are not necessarily more backward than others in educational ideas. At the present time schools in every town where schools have been built are crowded with scholars and the Empire Day in the Colony presents a remarkable spectacle by the number of scholars who go to salute the British Flag.

The teachers from the Institution are increasing in numbers yearly, and it is hoped that in a few years, education will be scattered throughout the whole Colony, and that special attention will be paid to the influence brought to bear upon the characters and corporate lives of the pupils of the Gold Coast.

JAMES A. MOULD,

(1915-6).

ACCRA GOVERNMENT SENIOR BOYS' SCHOOL, SPORT.

I hope it will be interesting both to the masters in the college and to old and resident students to hear that Sports which is considered as one of the important factors in education is vigorously realised in this school.

I say this not so much from my own opinion as from what has been told me by certain gentlemen in Accra who evidently watch the movements of our scholars very closely.

During the first term of the school year, there were many challenges played between the classes and with outside teams—the most important being the Training College and the Technical School—the former as has usually been her lot, won in playing against us, but the Technical School proved our inferiors.

Although we have succeeded in winning while playing against the Junior Boys' School, yet, comparatively speaking, we have been less busy this term.

The game of football has had such a grip on all the boys, especially the school boys, in Accra, that scarcely can one walk from one end of the town to the other without seeing a lad kicking a lime, orange, stuffed cloth ball or a tennis ball. Anyhow in trying to impart to our pupils the utmost importance of games in connection with successful studies, we should also be on the alert to guard against a certain evil which is gradually creeping into the life of the average school boy. Our fathers and grandfathers did not have any access to the playing of Cricket or Football in their short days at school but, curiously enough, a scholar in the fifth standard then could do better than what a pupil in the seventh standard can now do. Among other reasons, there is the fact that our scholars rather consider the game of Football as an end than as a means towards an end.

Here the work of the teacher presents itself. It is indisputably the work of every teacher to let his scholars understand that games are now so rigidly enforced in schools, in order that strong, healthy, vigorous, enduring and finally studious lads might be turned out of the schools ready to face any form of work, whether great or small. In conclusion, I, on behalf of the other teachers in the school, express the warmest thanks to the two successive Acting Headmasters (Messrs E. A. Pearson and J. Dewhurst) who during their terms of office, have, in spite of various duties, shown such keen interest in the sport-life of the school.

Prior to the opening of the Teachers Training College and the introduction of the Hand and Eye system into the elementary schools, the teaching profession had been characterised by certain long standing convictions. The predominating idea was, that to teach, means to tell or to show children, what they ought to see, observe and believe. All lessons with very few exceptions were taught in the monologue form, that is, the children were given all the information by the teacher, who very seldom gave opportunity for the active operation of the reasoning powers of the children. The disastrous effects of such a method of teaching, when carried on exclusively, had been pointed out by many educational reformers. That this method made children depend more upon memory than upon the use of the reasoning powers, was proved repeatedly by the fact that, although the pupils could reproduce fairly accurately what they had been taught or told previously, a little test which demanded the use of the reasoning faculties was always attended by disastrous results. It was quite surprising to find how easily the pupils of the various schools worked prodigious mechanical sums in arithmetic, but found it very difficult to solve the very simplest problems, which could be worked mentally by the exercise of a little common sense. Fortunately for the schools, the time came when the need for improved schools methods of teaching was keenly felt. The feeling gave rise to a necessity for trained teachers, and in time this necessity was provided for, by the erection of the Training College. The hand and Eye system afforded the means by which the old methods could be superseded by improved ones. Children are no more told what they ought to see but are encouraged to call forth into play their own powers of observation. They are no more given information solely from books, but are made to acquire much of it by the careful use of their senses aided, may be, by information previously obtained from books. Thus the powers of keen observation are developed, and superior powers of perception cultivated and strengthened.

It is rather sad to notice that the importance of Hand and Eye training has not yet been fully appreciated by the public and by some of the older teachers in the schools. These deny its importance upon the grounds that so much time is wasted by needless clay

modelling, paperfolding, and the other branches of the system, and contend that the pupils are afforded little time for ordinary studies with the result that they do not progress in intellectual attainments. The argument itself proves the ignorance of those people who indulge in these needless criticisms. Hand and Eye work is not a subject, but a means of teaching all the subjects of the curriculum. It is in this, that its importance is really seen. The school exhibition opened on the 13th December, 1916 afforded a remarkable instance demonstrating the soundness of the system as a means of developing the latent inventive powers of the children. The public viewed the exhibits, especially the drawings, with intense admiration, and I was not at all surprised to hear the great progress made in the arts, commented upon on every side, for it brought into reality what I had always believed, that the fruits of the new methods would ultimately silence all adverse criticism and demonstrate the soundness of the system. Let the public therefore trust in the change and the teachers will unfold the bright prospects in store for the schools in the near future.

EMMANUEL TAGOE,—(1913—4.)

PLAN OF A SCHOOL GARDEN.

When making a school Garden it is very necessary to have some definite idea of what is to be done.

The garden should not be too large and as interesting as possible, providing plenty of material for Nature Study, and I think the following plan will be useful in laying out the School Garden. This area is 180' x 120'.

In the first place the plots should be carefully marked out and the roads made, and this should be done very neatly as tidiness should be one of the principal points in view.

All decaying leaves and rubbish that are not dug in should be conveyed to the Compost Heap for future use.

The following plants will be required.

Para Rubber	.. 20' apart	3 rows.	9 plants.
Coffee Arabica	.. 6' "	1 "	9 "
,, Liberica	.. 8' "	,, "	7 "
Castor Oil	.. 6' "	,, "	9 "
Pigeon Peas	.. 8' "	,, "	7 "
Funtumia Rubber	.. 10' "	2 "	10 "
Cocoa..	.. 12' "	3 "	12 "
Fruit Trees Vars.	.. 15' "	vars.	12 "

The Fibre plot should contain 4 Sisal Hemp at 10' apart and both sides should be Bowstring Hemp at 4' apart requiring about 24 plants.

The Ginger should be planted in rows 3' apart and 2' between the sets.

Pine Apple should be 4' apart.

Beds Nos. 1—4 should be reserved for Rotation as follows.

ROTATION PLOTS.

	No. 1.	No. 2.	No. 3.	No. 4.
1st year	Corn	Yam	Ochroes	Groundnuts
2nd "	Yams	Ochroes	Groundnuts	Corn
3rd "	Ochroes	Groundnuts	Corn	Yams
4th "	Groundnuts	Corn	Yams	Ochroes.

Beds No. 5 and 6 should be reserved and grow the same crop continually to compare with Rotation beds, say Corn and Ochroes or Yams.

Bed No. 7 should be utilised for various useful Economic crops 1 row of each kind as shewn in the plan.

His plan has been arranged more or less for the wether districts of this country, but it can be varied to suit the drier country near the Coast as follows:—

Ceara Rubber for Para at 10' apart.

A good cotton plot for Cocoa and Funtumia etc.

The Cinnamon hedge at one end should be planted 8' apart and a wind Belt of Rain trees planted at 20' apart all round the Garden. These can afterwards be thinned if too close by taking out every other one.

T. HUNTER,
Senior Curator.
 12. 12. 1916.

RESULTS OF THE DORMITORY MATCHES.

Points gained by the Dormitories. Second Term.

	<i>Dormitory.</i>	<i>Cricket.</i>	<i>Football.</i>
No.	1	10	5
	2	3	7
	3	8	3
	4	5	9

The result of the matches this turned out as the converse of the First Term's.

My records show No. 4 as the winner of the Cricket Shield in the 1st term and No. 1 of the Football Shield. Now, however, the Cricket Shield goes to No. 1 and the Football Shield to No. 4.

Both these Dormitories thoroughly deserved their success for their members maintained the keenest interest throughout the competitions. I heartily congratulate them and their respective captains.

J. D. THOMPSON,

Sports Secretary,

1916.

FOOTBALL 2ND TERM.

MATCHES AND RESULTS.

Although our matches with outside teams were again played with great vigour, we did not manage to maintain our unbroken record, the Technical School proving the victors on one occasion.

Aug. 21st.	Seniors v Juniors.	Seniors won	4—1
	24th. Dormitory 1 v Dormitory 2	Dorm 2 „	1—0
	28th. „ 2 v „ 3	„ 2 „	2—0
Sept. 4th.	Training Inst v Govt. Boys' School.	Inst „	1—0
	11th. Dormitory 3 v Dormitory 1	A Draw.	0—0
	15th. Training Inst. v Technical School.	Technical „	1—0
	18th. Dormitory 4 v Dormitory 3	Dorm 4 „	4—0
	23rd. Training Inst. v Aston Villa.	A Draw.	0—0
	29th. Institution “1st Eleven V 2nd Eleven 1st Eleven”		1—0
Oct. 6th.	Dormitory 1 v Dormitory 4	A Draw.	0—0

FOOTBALL 2ND TERM.

21

	9th. Dormitory	2 v	Dormitory	4	Dorm 4 Won	1—0
	16th. „	3 v	„	4	Dorm 4 „	3—1
	23rd. „	1 v	„	4	A Draw.	0—0
	30th. Institution	v	Technical School		Inst Won	2—1
Nov.	6th. Dormitory	2 v	Dormitory	1	A Draw.	0—0
	13th. „	4 v	„	2	A Draw.	0—0
	17th. „	3 v	„	2	A Draw.	0—0
	29th. „	1 v	„	3	A Draw.	0—0
Dec.	1st. Seniors	v	Juniors.		Seniors Won	1—0

CRICKET.

More practices are needed in this game if improvement is to be made. We had only one outside match this term and that was with the Government Boys' School. We showed considerable skill in fielding but the batting was very listless.

MATCHES AND RESULTS.

Aug.	23rd Seniors	84 runs v	Juniors. 34 (3 wkts)		
	30th Dorm.	3. v	Dorm. 4.	Dorm. 3.80.	Dorm. 4.64 (runs)
Sept.	1st „	1. v	„ 4.	„ 1 29	„ 4.25
	7th „	2. v	„ 4.	„ 4.105	„ 2.22
	14th „	2. v	„ 1.	„ 1.80	„ 2.70
	25th Trng. I.	v	G. B Sch.,	Govt. Sch. 45	Inst 20
	28th Dorm.	1. v	Dorm 3.	Dorm. 3.38	Dorm. 1. 6
Oct.	5th „	3. v	„ 2.	„ 3.60	„ 2.16 (8 wkts)
	12th „	1. v	„ 2.	„ 1.40	„ 2.19
	20th „	2. v	„ 3.	„ 2.70	„ 3.67 (5 wkts)
	26th „	4. v	„ 2.	„ 4.56	„ 2.27
Nov.	2nd „	3. v	„ 1.	„ 1.83	„ 3.69
	9th „	4. v	„ 3.	„ 3.79	„ 4.40
	16th „	4. v	„ 1.	„ 4.65	„ 1.50
	23rd „	1. v	„ 3.	„ 1.57	„ 3.48
Aug.	23rd Seniors	84 runs. v	Juniors. 34 (3 wkts)		

