

# ACHIMOTA COLLEGE



## REPORT

of the Committee appointed in 1932  
by the Governor of the Gold Coast  
Colony to inspect the Prince of  
Wales' College and School,  
Achimota

ACHIMOTA

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## PREFACE

SECTION 35 of the Achimota College and School Ordinance provides for the inspection of the College in 1932, and once in every succeeding five years, by four inspectors who shall be empowered to inquire into all matters relating to the system of education obtaining at the College, and generally into the affairs of the College. We were appointed by the Governor for this purpose and informed that the section of the Ordinance quoted above constituted our terms of reference.

Two members of the Board, Dr. Vaughan and Mr. Mayhew, arrived from England at Takoradi on April 5th and were met there by the Chairman, with whom they proceeded to Elmina, taking the opportunity of a halt at Sekondi to meet local members of the Legislative Council and of the Achimota Council at that place. At Elmina they were joined by Mr. Hussey, who had come from Nigeria via Accra. Two days were devoted at Elmina to visiting the secondary schools at Cape Coast, talks with the local member of the Legislative Council and other representatives of public opinion, and the framing of a programme for our work at Achimota. Our visits to schools at Cape Coast and elsewhere enabled us to appreciate more fully the conditions of work at Achimota and provided a background for our survey of that institution. Mr. Cranston, acting Director of Education, was kind enough to join us in this preliminary work and all arrangements for our school visits throughout were made with his cordial consent and co-operation. Mr. Fraser, Principal of Achimota, enabled us by his presence at this stage to form a clear idea of the work awaiting us.

On April 8th we proceeded by car to Achimota, where we stayed during the whole period of our actual inspection work. In the afternoon of that day we had a preliminary talk with His Excellency, Mr. Northcote, the acting Governor. Our inspection work began on the morning of April 9th, and was continued, with occasional breaks for purposes noted below, till the morning of April 25th, when we left for Kumasi. During this period we were given opportunities of discussion with the heads of Government departments that are in contact with work at Achimota, with representatives of the leading Christian denominations, with other persons prominently concerned with education, with local members of the Legislative Council, with individual members of the College Council, and leading representatives of industrial, commercial and other activities as well as of the local Press and Bar. We had also the advantage of a talk with the College Council and greatly

appreciated the kindness of the Paramount Chiefs, Nana Sir Ofori Atta, K.B.E., and the Awoami Fia of Awuna, members of the Council, who, being unable to attend this meeting, made a long journey on the following day for the special purpose of a talk with us. In response to an invitation inserted in the Press we received some interesting memoranda and suggestions from persons other than those with whom we had interviews. Visits were paid by individual members of the Board to several of the more important schools in Accra. At the close of our inspection we had a second talk with His Excellency the acting Governor.

The rest of our time on the Gold Coast was spent at the Residency, Kumasi, as guests of our Chairman. Here too we had the opportunity of visiting educational institutions, including the admirably conducted Wesley College, where teachers are trained on lines similar to those followed at Achimota. We enjoyed further opportunities of talks with persons interested directly or indirectly in Achimota. But most of our time was devoted to consideration of our material, to the drafting of the more important sections of our report, and to the establishment of conclusions regarding the content and recommendations of the remaining sections. By May 1st we had reached agreement on all these points and were able to leave with our Chairman an advance copy of the more important sections of this report for communication to the acting Governor and College Council. We separated on May 2nd; Dr. Vaughan and Mr. Mayhew sailed for England from Takoradi on the same day. Mr. Hussey returned to Nigeria via Accra, and the Chairman remained at his official post in Kumasi.

We take this opportunity of expressing our very hearty thanks to the Principal and staff of Achimota for the courtesy and hospitality which we enjoyed at their hands, and for their friendly and thoughtful care of us. Though our long stay must inevitably have occasioned inconvenience and additional work, they treated us throughout as welcome guests. All the information and statistics that we required were promptly and cheerfully given and every facility was afforded for close and careful inspection. Everywhere we encountered a readiness to discuss, an open mind, and a complete absence of self-satisfaction. We are particularly grateful to the Bursar and his office establishment, on whom so much of the statistical work fell, to the Vice-Principal, who was also the constant victim of our curiosity, to the College Secretary for all the arrangements she made on our behalf, and to Mr. Rignell, whose work for us as supply and transport officer was greatly appreciated.

We are most grateful to Mr. Cranston, acting Director of Education, for the facilities for school visits which he gave us, and for the information, oral and written, which he supplied; we owe much also to the heads of other Government depart-

ments, to the mission representatives, and to the authorities of the schools which we visited, who gave us freely of their valuable time. The clerical staff of the Chief Commissioner, Ashanti, also gave us most valuable assistance.

Finally, we would record our gratitude to His Excellency the acting Governor for the help and hospitality he extended to us, and to the Colonial Secretary for his cordial co-operation.



PART I

GENERAL

CHAPTER I

THE HISTORY OF THE INSTITUTION

1. Sir Gordon Guggisberg, on his arrival to take up the Governorship of the Gold Coast in 1919, stated that he regarded "Education as the first and foremost step in the progress of the races of the Gold Coast and, therefore, as the most important item in the Government's work." He immediately appointed a committee to advise him on the subject of educational development. This committee reported in May 1920 in favour, amongst other things, of a secondary school to be provided by Government. Two years later, Sir Gordon appointed a second committee to develop the proposals on secondary education made by the first committee. This committee, greatly guided by the Governor, drew up the proposals which resulted in the present College. Whilst this committee was sitting the site of the College was selected.

2. The Committee recommended in 1924 the foundation of a secondary school to give training to teachers, technical education in various trades, and general secondary education, for male students only. Primary education and all work for girls was excluded, and the College was to be erected for two hundred and forty boys, with a staff of twenty-five. The annual cost was estimated at £48,806, the building at £258,000.

3. Before the above Committee's report had been received, Sir Gordon Guggisberg had already got into touch with Dr. Aggrey and the Rev. A. G. Fraser, the future Principal, who recommended substantial modification of the project. The latter believed that the enterprise should begin not with secondary students, but with infants, and that it should include girls in a co-educational scheme; if that were impossible a separate school for girls should be established at the same time. Sir Gordon agreed to both suggestions and further to religious freedom for the College, a freedom which is described in its working in a later section of the Report.

4. On October 13th, 1924, the first members of the Achimota staff arrived at Accra. They were six in number: Mr. Fraser, Principal; Dr. Aggrey, Vice-Principal; Mr. Phillips, Bursar; Mr. A. G. Fraser, Junior; Mr. Irvine and Mr. Ward. Sir Gordon had brought them out, although not a stone of the new

College was yet to be seen. He intended them to study the country, the educational system as it then existed, and to get to know the people. After some time spent in visiting schools and in studying the vernaculars, some of the staff began to teach in the Government Training College for Teachers, Accra, and others took over the Government Survey School and taught the students therein at Abetifi. On Easter Sunday, 1925, H.R.H. the Prince of Wales laid the great stone now to be seen on the front of the administration building of the College, and permitted the College to be called the Prince of Wales' College and School. Mr. Phillips died in June 1925.

5. In January 1926, the Achimota staff, increased in numbers from the first six, took over, under the Director of Education, the management and work of the Training College for Teachers in Accra. In August 1926, six small boys were taken into residence at Achimota. This was the beginning of the kindergarten. In January 1927, Sir Gordon Guggisberg formally opened the partially built College. In the same month the six became sixty, and in May, further buildings being ready, the number was raised to a hundred, all being under twelve years of age. At the same time a beginning was made in training senior girls to be teachers of infants, six girls being accepted for a two years' course.

6. In January 1928 the students of the Government Training College in Accra moved into residence at Achimota, and the staff hitherto working in two separate divisions became united in the one place. Throughout 1928 there were a training college department and a lower primary school working in one and the same compound. In 1929 the lower primary pupils were moved over to the adjacent grounds of the newly built school. There girls were taken for upper primary and secondary work, and on the College grounds upper primary, secondary and university classes were opened for those who had qualified elsewhere for admission. The College has now completed the first three years of its existence. From the outset only boarders have been admitted.

7. The College sustained a severe loss in 1927, when in July Dr. Aggrey died in New York. He was a teacher and leader of genius. He believed in his people and he had the capacity to win their trust in him. The College owed much to him in these first years, and still feels his influence and power in its affairs. The first of the College boarding-houses was named "Aggrey" in his memory. The second house was later named "Guggisberg" after the great Governor, who died in April 1930. He was not only the founder of the College; he had made himself the personal friend of both members of the staff and individual boys and girls. His activities have left his name writ large in the history of the Colony, but nowhere was he so well known and

nowhere were his interests so deeply engaged as in the College which he loved and for which he had done so much.

8. A third house was named in 1930 after Yaw Gyanfi, an able student of remarkable character and influence in the College, heir to the stool of Kumasi, who died in 1929. The College, though young, has indeed been fortunate in its early traditions and in these its first great names.

9. On the opening day in January 1927, Sir Gordon Guggisberg had foretold the time when the College should no longer be a government department, but should have a constitution and life of its own. During the Governorship of his successor, Sir Ransford Slater, the Achimota College and School Ordinance of 1930 transferred the control of the College from the Government to a Council, and all the property, buildings costing over half a million pounds, and nearly two square miles of estate, were handed over to the Council. Sir Gordon Guggisberg heard of the fulfilment of his great purpose before he died.

10. By January 1931 all nine boarding-houses on the College side were completed and opened for boarders. The School had already opened its four boarding-houses. Of the first three students to sit for the intermediate examination in Arts of London University, two passed in June 1931. One proceeded in September to Oxford to study for his degree at St. Peter's Hall in that University.

11. The growth in the past five years has been remarkable, though it has doubtless been retarded by the severe financial crisis. At one time the numbers in the College and School actually went down from over 480 to 450. The financial crisis was not over at the time of our inspection, but the numbers had risen again to 500. In the Legislative Council in March the College and School received strong praise from the African unofficial representatives. There is no doubt that in these short five years it has already begun to come into its own in the affection of the people for whom it exists, and that the type of education which Achimota has set itself to provide is regarded by the people of the Gold Coast as a very important asset for the future development and prosperity of their country.

## CHAPTER II

### THE CONSTITUTION



12. The governing body of Achimota is the Achimota Council; which has entire control of and superintendence over the property of the College. This Council, under the Achimota College

and School Ordinance 1930 of the Gold Coast Colony, consists of fifteen members, six of whom must be Africans elected from time to time by the Council on the nomination of the African members. Two of the latter retire in each year in the order of their election. The Council also includes four members of the staff elected annually by ballot by those of their colleagues who have been confirmed in their appointment. One of these members, it should be added, must be a woman. The Governor of the Gold Coast nominates three members annually, while the Principal of Achimota and the Director of Education of the Gold Coast Colony are *ex officio* members. The President of the Council is elected annually by the members from among themselves. For the first year of the Council's existence the President was appointed by the Governor, who selected the Principal of the College for the post. The Council in the exercise of its power has subsequently made the same choice.

13. The general management of the internal affairs of Achimota is subject to the Academic Committee, who prescribe the qualifications of applicants for admission to the College, the courses of instruction to be followed, the examinations to be passed. This Committee is composed of the following: the Principal, Vice-Principal, Bursar, Head Mistress, Senior Housemaster and three other members of the staff elected by those members of the staff whose appointments have been confirmed.

14. The College and School were subjected by the Ordinance to inspection by four inspectors in 1932 and thereafter once in every five years. Not less than two of the inspectors must be persons of educational experience from outside the Colony and the purpose of the inspection is to inquire into all matters relating to the system of education obtaining at the College and School and generally into the affairs thereof. Their report is to be submitted to the Governor and a copy sent to the Council.

15. The mode of appointment of the staff and their conditions of service are described in chapter IX. The funds placed by the Ordinance at the Council's disposal are described in chapter V. The Ordinance provides for the preparation of an annual budget and for the annual submission to Government of a statement of accounts audited by an approved auditor.

16. At the expiry of three years from the commencement of the Ordinance the Council has to submit a report on the working of the College to the Legislative Council of the Colony with such recommendations as to the amendment of the Ordinance as it may think fit to make.

17. The essential characteristics of the Constitution are first the setting up of a governing body to control an institution founded and endowed by the Government, and, secondly, the position assigned to Africans in this governing body. Out of fifteen members, six must be Africans, and there is no statutory

limit to the number of such members. The Constitution has been described by the Principal as "an amazingly generous act which shows deep confidence in the people of this country." This description we cordially endorse, and from all that we have seen and heard, we believe that the Council is providing a fine opportunity for useful co-operation of the European and African races in the educational advancement of the Colony.

18. The interests of the Government, as trustees of public funds, are safeguarded by statutory provision for annual submission of an audited financial statement, as well as for periodic inspection by a Board appointed by the Government, and by nomination by Government of four members of the Council. The fact that one of these must be the Director of Education ought to facilitate that co-operation between the Education Department and the College which we regard as so essential.

19. The institution thus established differs constitutionally from either a government institution or an institution under private or mission management. It is unnecessary and it would be impossible to compare its present or potential value with that of the other types of institutions. But it is right to point out that it is by its constitution in a position to undertake work of a more comprehensive nature than other types could undertake, and that certain aspects of its work are not likely to be found in these other types.

20. No constitutional changes likely to affect these characteristics have been suggested to us, and we have none to propose. It may, however, be convenient if we comment on some of the changes which we understand are being recommended by the Council to the Government.

21. We think that it ought to be clearly laid down that control of individual members of the staff should be exercised solely by the Principal and not by the Government. We think it important that the responsibility of the Principal to the College Council in this matter should be full and final and that this is consistent with the general idea of freedom from Government control that we find embodied in the present Constitution. We assume that the Council and Principal will demand of all members of the staff such self-restraint as would be required of members of a similar body at home. They will expect them to consider the bearing of any action that is likely to attract publicity on the reputation of the College as a place of sound learning and sober thought. They will be particularly careful to discountenance anything which is likely to identify the College with any particular school of political thought or with any public party. We assume that the Governor, as the authority who appoints the Principal, has the opportunity of calling the

Principal's attention to any matter which affects the relations between the Government and the College staff.

22. We note that the Council's proposals relating to its President make it possible for the Principal or any member of the staff to be elected as President or temporary Chairman of a meeting. We feel that such a position would in the case of the Principal diminish rather than enhance his authority as Principal on the Council, and that in his case and in the case of any member of the staff it would impair the usefulness of the Council. We do not suggest statutory provision against such an election, but state our opinion for such consideration as the Council may think it deserves. Our views relate only to future procedure. We are aware that there were special reasons for making the Principal the President on the first Council, and it is possible that there may be equally good reasons for Mr. Fraser continuing as President so long as he remains Principal. We think that the representatives of the Old Achimotan Association whom the Council proposes to add to its list of members ought not to be members of the staff, and we recommend the statutory exclusion of this possibility. We recognise the validity of local reasons for the staff being represented on the Council by members chosen from their own body, but we deprecate any increase in the number of such members. Although the time may be far distant, we look forward to the day when it will no longer be necessary to rely to so large an extent on members of the staff for that educational experience which governing bodies of schools undoubtedly require. We can see no reason for making the Principal's appointment probationary for the first three years. Such provision is unusual in appointments of this kind and seems to us capable of misinterpretation.

### CHAPTER III

#### GENERAL AIMS

23. Though the activities of Achimota are bewildering in their variety and number, no careful observer can fail to form a definite impression of certain aims and ideals which permeate its life. It is difficult to express these in words, and to avoid misrepresenting them by faulty emphasis or failure to find the right phrase. Moreover, these aims, though substantially established, are constantly being modified in form and expression. This is natural and desirable in a growing institution which serves a progressive and sensitive community. We shall content ourselves, therefore, with setting forth those features

of the College which seem to us vital and fundamental, and with explaining their significance so far as possible in words that have been used or approved by those who have up to now taken the lead in its affairs. They would be the first to admit that words employed yesterday may be unsuitable to-day, and what is now written may require change to-morrow.

24. The order in which we state these characteristics does not indicate any degree of comparative importance. It is in fact impossible to compare the value of essential things. Comments on both aims and achievements will be found elsewhere in this report. And we shall try to estimate them as a whole and in their mutual bearing rather than in isolation.

25. Achimota has a religious basis. Christian teaching and worship form a voluntary, but none the less characteristic and integral, part of its life. The idea of Christian service pervades its activities. Members of the staff are expected to be in sympathy with these ideas. The fullest possible scope is allowed for such instruction and exercises and safeguards as denominational tendencies may require. This aim is not inconsistent with the welcome extended to students of all religions. There are, in fact, six Mohammedan students at present.

26. Achimota aims at providing the quality of education that it believes that wise parents in England would like to ensure for the training of their children. In each department no expenditure of money or energy has been spared to provide for Gold Coast students, whose parents can afford, or whose ability can win for them, this opportunity, instruction and training of a quality that would be expected in the best English kindergarten, preparatory and elementary, secondary and public schools, though varying from such education in form and content as local conditions may require. This requires public expenditure in excess of what is ordinarily demanded in England, a sacrifice on the part of parents that is probably paralleled by the like sacrifice in England, and within the College itself a larger measure of personal service of a humble and domestic kind from their students than many English public schools have so far required.

27. Achimota provides a course of education from the kindergarten to the intermediate university stage, and aims at completing the degree course. It hopes that all its students will complete a first school certificate course. And it wishes to receive them as soon as they are capable of school education. It believes that this early start alone can ensure their assimilation of the place, that it can offer, thanks to its liberal endowment, what many homes and schools are not yet in a position to give at a time when habits are formed and the foundations of character laid, and that the expense of the full course, which is inevitably heavy, can be considerably lightened by methods

that enable the preliminary stage to be completed in fewer years than may elsewhere be possible.

28. Achimota hopes to produce a type of student who is "Western" in his intellectual attitude towards life, with a respect for science and capacity for systematic thought, but who remains African in sympathy and desirous of preserving and developing what is deserving of respect in tribal life, custom, rule and law. This African outlook is noticeable in the cultivation of tribal dances as well as in the study of the vernacular languages and the collection and investigation of folk-lore.

29. Following the advice of its founder, Achimota seeks to combine with "the training of the character in citizenship, and the education of the brain in knowledge, the training of the hand and eye in arts and crafts." It draws no line between "vocational" and "humanistic" subjects and does not try to adjust their claims on the time-table. Some subjects will clearly be "useful" for professional purposes and others will have no such use. Some have a local and some a general value. More important than the content of a subject is the attitude of its teacher. Achimota requires of the teacher the desire and ability to make each subject contribute to the student's rational and intelligent enjoyment of life. It wishes to help the student not only to live, but to live "well." It is for this reason that it encourages the pursuit of music and the arts and crafts and the development of hobbies.

30. Achimota realises that sound education, while aiming at spiritual and moral progress, may possibly include among its results a demand for material or political advance. Its character training aims at subjecting this demand to moral restraint, and it hopes by its delegation of authority to fit the coming generations for service to the community as well as for the enjoyment of such political rights and the bearing of such political burdens as circumstances may produce.

31. Its College shield, depicting the keyboard of a piano, symbolises the co-operation of the white and black races. Its constitution enables Africans to co-operate on equal terms with Europeans in the control of policy and funds. In the social life of the staff and the assignment of responsibility no racial distinction is recognised. The relations between the European staff and the students are expected to be as friendly as, and no less intimate than, those in an English school.

32. Achimota was not the first institution in the Gold Coast to encourage co-education, but it is one of the few at present in existence. It believes that African boys and girls, by common class work and by sharing in appropriate school activities, can thus learn much from one another that is useful, and cultivate relations that are socially and individually wholesome.

33. Achimota does not include among its aims direct political

influence of any kind, and would deprecate association of the College with any political party or school of economic thought. It seeks rather an indirect influence through the advancement of learning and sober thought and by the establishment of principles, capable of being held by adherents of opposing parties, which will bring sweetness and light into the councils of all parties. Occasion may arise in the natural course of instruction for interpreting action taken or contemplated by the Government in such a way as to remove possible misunderstanding. The constitution of Achimota and its freedom from government control make it impossible for anyone to imagine that on any such occasion the teacher is acting as the mouthpiece of the Government or that his interpretation has been dictated from outside.

34. Among the aims enumerated by its founder was that of being "a model for all education" and of indicating for the Colony a "standard of attainment." We feel that the College to-day, fully recognising the opportunities that the generosity of Government has given it, would modify this statement so as to do full justice to the progress that is being made outside Achimota by the labours of the Education Department, the Christian missions, and other agencies. Some of the good work that is being done elsewhere lies outside the scope of Achimota. From some of it Achimota has much to learn. There are aspects of its work which are beyond the present resources of other institutions. Its experiments are open to observation, and their results are placed at the disposal of all. It is admitted that co-operation between Achimota and the various departments of Government that are concerned with similar subjects is profitable to both parties, and it is hoped that the common stock of experience and wisdom that has been established will now grow steadily and before long become a source of strength to the whole.

#### CHAPTER IV

#### BUILDINGS AND GROUNDS

35. Achimota is situated on an elevation rising out of the Accra plains about six miles inland and north of Accra itself. The site rises between 150 and 250 feet above sea level and being higher than the surrounding country it forms a notable landmark.

36. The total area of land in use by Achimota amounts to 1,023 acres, in addition to which 100 acres of adjoining land have been

reserved for future extensions to the playing-fields. Surrounding this area there is a recently planted Forest Reserve of 757 acres which has solved the difficult question of providing fuel for the College.

37. The land in use by Achimota may be roughly divided into six parts, viz. that used (a) by the College, (b) by the School and Kindergarten, (c) by the Hospital, (d) by the playing-fields, (e) by the farm, and (f) by the model village. The total cost of constructing Achimota was £564,000 and its equipment cost an additional £53,000.

38. The varied activities of an institution such as Achimota and the diversity of construction which these require will be realised from the following list of the principal buildings which have been provided at Achimota :

Administration Block with library, museum and small lecture hall

Laboratory and Art Block

Domestic Science Block

Class-room Blocks (4)

Dining-hall Blocks (2)

Hospital and Dispensary

Dormitory Blocks (16)

Kindergarten

Music school

Guest House and Club

Masters' quarters (16)

Mistresses' quarters (15)

Principal's quarters

African staff quarters

Quarters for visiting African teachers

Printing Press

Power House and Pumping Station

Sewage Farm

Workshop

Garage and Petrol Store

Model village for labourers.

39. The land occupied by the College and School buildings is slightly over one mile in length and nearly half a mile in width.

40. The centre of activities is the Administration Block with its large clock tower and chimes. In addition to the Principal's office and Bursar's office, there are accommodated within this building the library, the museum, and a small lecture hall at present used as a chapel. The two large class-room blocks are attached to the Administration Block. One of these blocks contains ten class-rooms, each capable of accommodating thirty pupils; the other has eight class-rooms of the same size.

41. At a distance of 150 yards south of the Administration Block is the Laboratory and Art Block and north of the former, at the same distance, is the College dining-hall. The nine College Dormitory Blocks are situated at distances of 100 to 450 yards from the Administration Block, while the masters' quarters are all within 500 yards thereof and the junior assistant masters' are within 300 yards thereof.

42. The large Class-room Blocks consist of a ground floor and a first floor, each floor having the same number of class-rooms. Communication between the rooms is by means of a covered veranda with stairs at either end of the building.

43. The College dormitories are all of the same type. Each consists of a ground floor and a first floor; on each floor there are two bedrooms accommodating thirty students, i.e. sixty altogether in each house. The nine College dormitories can accordingly take 540 students. Situated at one end of each dormitory is accommodation for the housemaster and at the opposite end is the common room over which there are quarters for an assistant master. The sanitary annex is conveniently built out at the back.

44. The Laboratory and Art Block provides on the ground floor a chemical laboratory, a lecture theatre and a physical laboratory and, on the first floor, an art room, a biological laboratory and a hand-and-eye room.

45. The College dining-hall of an approximate area of 6,550 square feet can easily accommodate 540 persons at table. In the absence of an assembly hall this building is used for entertainments, but has been found inconvenient as its acoustic properties are bad.

46. The music school, 100 yards from the Administration Block, contains ten practising rooms and a hall capable of seating ninety students, which is used on weekday mornings and on Sundays as a Roman Catholic Chapel.

47. The Hospital, situated half a mile from the Administration Block, has four wards, each of which contains eight beds. In addition to the surgery, examining room, dressing room, dispensary and laundry, with fumigating room attached, there are both male and female nurses' quarters, the whole forming a complete self-contained unit.

48. The School buildings are situated at a distance of about three-quarters of a mile from the Administration Block. The School dining-hall, with an approximate floor area of 3,400 feet, accommodates two hundred and fifty students, but when used as a chapel it can seat over four hundred.

49. The Kindergarten Block comprises four dormitories for sixty children, a drill hall of 1,850 square feet in area, three class-rooms and a teachers' room.

50. The three School dormitories, like those of the College,

consist of a ground floor and first floor, each dormitory accommodating sixty pupils and from two to four teachers.

51. Most of the School class-rooms are contained in the Lower Primary Class-room Block, in which there are six class-rooms accommodating one hundred and ten pupils and a drill hall 1,170 square feet in area. Two more class-rooms are attached to the Upper Primary Block, while the Domestic Science Block contains a kitchen, scullery, ironing room, washing room, needlework room, an art room, a clay-modelling room, and three class-rooms for one hundred and four pupils.

52. The head mistress and matron share a double bungalow and quarters are provided, adjoining the dormitories, for twelve mistresses, the four junior mistresses having special quarters close at hand.

53. There are nearly six miles of road twenty feet wide and with concrete drains on either side at Achimota, as well as another six miles of minor roads, mainly approach roads to the various buildings. The areas occupied by the College, School and Hospital are each separately fenced in with an iron paling six feet high and a barbed wire extension. This paling is approximately five and a half miles in length.

54. The playing-fields, situated a little over half a mile east of the Administration Block, are at present six in number, viz. two large cricket grounds and four football fields. In addition to these there are three hockey fields in the School grounds, one small football field, three netball fields and a rounders pitch, as well as several tennis courts in both the College and School grounds. A large area of land has been set aside for future extensions to the playing-fields, but the immediate want is a sports' pavilion, which is to be erected as soon as funds permit.

55. The buildings are all built of concrete, reinforced where necessary, and they present a pleasing appearance—particularly the Administration Block with its clock tower which dominates the whole College. The buildings as well as their furnishings impressed us as being excellent and suitable. The class-rooms and dormitories are well lit and airy, while the clean and tidy appearance of the grounds, with the avenues of trees and gardens surrounding the living quarters, coupled with the absence of rubbish heaps, all reflect the strict discipline which is maintained in the sanitation of the whole area. The distance which separates many of the buildings presents problems of its own. We would suggest that future additions, e.g. class-rooms, should be erected in close proximity to the existing buildings of the same type.

56. The water supply, obtained from the Accra Water Works, is adequate and the water-borne sewage system is similar to that found in towns in England. An adequate supply of electricity is obtained from Accra.

57. An essential factor in the general health of the large community at Achimota is the model village, Anumle, in which the servants and labourers live. This village is situated half a mile north of the Administration Block. It consists of six three-apartment houses and ninety two-apartment houses and accommodates about 300 persons. The buildings are constructed in *pisé* on stone foundations and include a small school controlled by the Education Department which is attended by about one hundred children.

58. The farm is divided into two parts, one situated south of the College on either side of the main approach road, while the other lies to the north-west of the School. The cost of the labour required to maintain the farm is estimated this year at £1,102, being a reduction of £254 on last year. We deal in another part of this Report with the question of the European staff engaged on the farm. The revenue obtained from the sale of produce is estimated at £350 this year, as against £270 last year.

59. The activities on the farm range from the production of vegetables and fruit to demonstrating the best methods of maintaining soil fertility. On the livestock farm, cattle, goats, sheep, pigs, poultry and guinea-pigs are kept. At present the cattle are the most successful, and two half-bred Kerry bulls born on the farm three years ago now run with the herd of native cows. The pigs and poultry are also a pronounced success, the demand for birds and eggs far exceeding the supply. The sheep and goats have not so far come up to expectations and the cause of this set-back is now a matter of investigation.

60. As an economic undertaking the farm is clearly not a financial success. But a school farm should not be judged from this viewpoint. Its value lies rather in the opportunity which it affords of investigating and teaching improved methods of cultivation of local products, of improving strains and of arousing interest in agriculture, which is the main industry of the Gold Coast. The experimental work at present being carried out by the farm staff may be of outstanding value to the study of agricultural botany in West Africa, and while we consider that the cost of the farm is, perhaps inevitably, high, we are strongly impressed with the importance of maintaining this work.

61. The Library is well housed in a large conveniently central and dignified room. It is so well used, for preparation as well as less technical purposes, that the possibility of using some of the adjoining Museum space for a supplementary reading room deserves consideration. The higher College classes have library hours included in their time-tables. There is already a most useful collection of reference books on all subjects, as well as of general literature arranged according to ages for which it may be appropriate. The arrangement of books and cataloguing

are satisfactory. About five thousand books were taken out last year by students of all the College classes. The periodic journals are carefully chosen and from them the more ephemeral pictures are taken and circulated for class use. The library includes an interesting and characteristic collection of books bequeathed to the College by Dr. Aggrey. The total number of books in the library is nearly 8,000. The average annual expenditure on new books during the past three years has been £400. We have referred elsewhere to the teachers' circulating library.

62. The printing plant, which was taken over from the Accra Training College with its students and other equipment, has been enlarged so as to enable the Press to do for Achimota work similar to that done by the Government Press for Government institutions and also the printing of some of the pamphlets and other material produced by the staff. The annual reports of the College are excellent testimony to its equipment and good management. It can print from photographic blocks and turn out the vernacular reading-cards and books, which have to be produced locally in the absence of an established school series, as well as sketch maps and drawings, and all the time-table forms and other routine requirements.

63. The Press is situated on the ground floor of the new water tower, which holds 18,000 gallons of water. The accommodation is, however, inadequate. The total annual cost of the Press including wages, renewal of equipment, cost of printing paper and printing reports, was £530 in the year 1931-2, and £787 for 1932-3. This increase of 50 per cent. is due to the gradual expansion of the work of the College and to the increased cost of printing larger reports. There is no trained printer on the staff, and all the machining is done by a member of the College staff. Advice and guidance are received from the Government Press engineer.

## CHAPTER V

### THE FINANCIAL POSITION

64. The main source of revenue of the College is the annual Government grant under the Achimota College and School Ordinance, 1930. In addition to this grant the Government has accepted under the Ordinance liability for pensions, subject to restrictions described in Chapter II. The next most important sources are :

- (a) School and College fees from paying pupils ;  
 (b) Government grants for training of teachers ;  
 (c) Scholarships granted by the Director of Education ; and  
 (d) The Cadbury and King Edward VII Memorial Fund Scholarships.

Other sources of revenue are :

- (a) Sale of books and stationery ;  
 (b) Sale of uniforms and bedding ;  
 (c) Sale of farm produce ;  
 (d) Hospital Fees from out-patients ;  
 (e) Rents from Anumle Model Village ; and  
 (f) Miscellaneous sales (reports, publications, etc.).

65. The figures in respect of the above for the two years 1930-1, 1931-2, during which the College has been controlled by the Council under the Ordinance, are shown in the following statement :

	Receipts, 1930-1 £	Receipts, 1931-2 £
Government Grant .. .. .	68,000	68,000
School and College Fees .. .. .	9,839	7,276
Training of Teachers .. .. .	5,369	6,575
Scholarships .. .. .	1,300	1,389
Other sources .. .. .	1,878	2,113
	<hr/>	<hr/>
	£86,386	£85,353
	<hr/>	<hr/>

The Government grant for the training of teachers varies from year to year in accordance with the number of teachers required, as is explained in chapter XI.

Information regarding scholarships is contained in chapter VI.

66. It is of interest to note that the fee income was distributed as follows during the last two years :

	1930-1 £	1931-2 £
Kindergarten .. .. .	810	420
Lower Primary .. .. .	2,390	1,307
Upper Primary .. .. .	2,700	2,175
Secondary .. .. .	3,884	2,947
University .. .. .	55	427
	<hr/>	<hr/>
	£9,839	£7,276
	<hr/>	<hr/>

The decrease in fee income is due to financial depression, which has been responsible not only for the numbers falling short of the original estimate for 1931-2, but also for inability, only temporary in some cases, on the part of parents to pay the full fees. At the end of February 1932, the amount of fees outstanding amounted to close on £3,000, which had, however, been reduced by approximately 25 per cent. in the second week of April. To assist parents in paying fees during the present depression a system of payment thereof by monthly instalments has been introduced. This naturally imposes a considerable amount of extra work on the Bursar, but we are informed that the results have been eminently satisfactory alike to the College, the parents and the pupils concerned. Further information about fees, including the present and contemplated rates, as well as recommendations on the subject, will be found in Chapter VI.

67. The expenditure of the College may be summarised under three main heads :

1. Personal Emoluments—Senior Staff.
2. Personal Emoluments—Junior Staff.
3. Other Charges.

The expenditure on the Senior Staff for the years 1930-1 and 1931-2 was :

1930-1	1931-2
£29,939	£31,019

The increase in 1931-2 was due to normal increments in salary and to an increase of two in the temporary staff. The expenditure, however, fell short of the estimates for the year.

The expenditure on Junior staff during the same period was :

1930-1	1931-2
£4,403	£5,652

The increase in 1931-2 was due to increase in the staff, owing to the growth of numbers in the School department and to normal increments. Expenditure on sanitary labourers was reduced, and the actual expenditure was less by £1,299 than the Estimates for the year.

The total expenditure for the last two years on Staff and on Other Charges, which include equipment and supplies, maintenance of buildings, scholarships, food, and other miscellaneous items, was as follows :

	1930-1	1931-2
	£	£
Personal Emoluments :		
Senior Staff .. .. .	29,939	31,019
Junior Staff .. .. .	4,403	5,652
	<hr/>	<hr/>
Other Charges .. .. .	34,342	36,671
	32,482	31,019
	<hr/>	<hr/>
Totals .. .. .	£66,824	£67,690
	<hr/>	<hr/>
Receipts .. .. .	£86,386	£85,353

Further information about the Staff expenditure is given in Chapter IX.

68. The following facts and figures indicate that the Council has acknowledged the desirability of not spending up to the limits of the resources generously placed at their disposal by the Government. In 1925 an estimate was framed of the probable cost of maintaining the College when it had reached its full development. This estimate, amounting to £83,000, was subsequently raised to £97,000 by the Committee that was appointed to consider the amount to be granted to the College under the Ordinance of 1929. In this sum was included a fixed percentage of the fee income to be set aside annually for a building reserve fund. And it was also estimated that, if a grant of £68,000 were given, it would be possible for the Council to set aside annually a sum varying from £10,000 downwards for the building fund during the years prior to that in which full development was reached.

69. The College may be said to have attained, in 1932, its full development, so far at least as the number of the staff is concerned, though it may at some future date be found possible and desirable to increase its academic weight. On the receipts side the fee income has fallen short of expectations, and the Government grant is in accordance with the estimate. During the first two years of its existence the Council has been in a position to set aside from its fee income, for the building reserve fund, not the 10 per cent. imposed as a statutory minimum by the Ordinance, but 20 per cent. ; it has returned to the Government, in response to an appeal with reference to the financial situation, the sums of £15,500 in 1930-1 and £11,680 in 1931-2 ; and, although these sums are in excess of the sum of £10,000 which it was estimated that they might save annually for buildings, it has been able to construct one set of staff quarters and a music school from its funds. It has been necessary to postpone the construction of several other buildings, including a swimming

bath and gymnasium, which were noted by the estimating committee of 1929 as desirable in the near future. And in other directions economy has been exercised, with the goodwill and co-operation of the staff, as is indicated in our chapter dealing with the staff.

70. We desire to record our opinion that independence from government control, which is so important a feature of the constitution, cannot in the full sense of the term be real and effective so long as the Council depends to the present extent on the annual Government grant. To make this independence real it is essential that every effort should be made to increase the private income of the College, both from fees and from endowment. In our next chapter we refer to the admirable opportunities afforded in that field for private generosity. It is earnestly to be hoped that in other fields as well benefactors anxious to associate their name with such an institution will be forthcoming.

71. The extent of the present expenditure in Achimota has inevitably attracted public attention. We were bound by our terms of reference to examine carefully the various objects on which this heavy expenditure is being incurred, and to ask ourselves under what heads, if any, it could be regarded, with due reference to the aims of the institution, as excessive. We felt that our responsibility in this matter was enhanced by the magnitude of the sums involved, the liberality of the endowment from public funds, and the freedom from financial control which has been conferred on the Council. It was more particularly on the administrative side that the expenditure seemed to us very high. And here we have been able, after examination, to indicate certain directions in which, without impeding normal development along approved lines, substantial reduction of expenditure is possible. But we have not confined ourselves to administration, and add to our proposals under that head definite suggestions for reduction of expenditure on teaching staff which, though slight, seems large enough to deserve consideration.

72. Before setting forth these proposals we would point out that most of the posts to which we refer as possibly unnecessary or as carrying an unduly high salary are posts which were created and assigned salaries by the Government when the College was a Government institution; all were included in the estimate of expenditure proposed by a Government committee, with reference to which the amount of endowment was assessed by the Government. The Council, as a result of three years' experience, has now the opportunity of reviewing and, where necessary, revising that estimate.

73. (a) We think that the work now done by the College secretary could, and ought to, be entrusted to an African, and that

a suitable person could be found on the scale of pay assigned to the senior (African) staff. Though the post is undoubtedly important, we feel that the title "Principal's secretary" would be a better description of it, since not a little of the College secretarial work necessarily falls on the Bursar's office.

(b) We understand that most of the time of the officer who holds the post of physical training instructor is devoted to what might be described as supply and transport work. We were quite satisfied with the competence of those members of the regular teaching staff who are now undertaking the bulk of the physical training work. The supply and transport work could, in our opinion, be undertaken by the Bursar's establishment, and subject to the Bursar's control, though we recognise the possible need for strengthening his staff for this purpose by the addition of a non-pensionable post with a salary likely to attract a competent pensioned African officer.

(c) We understand that the two ladies who hold at present the matrons' post really perform the duties of housekeepers, being primarily responsible for the arrangements for College and School meals and for buying the food. In our opinion it should be possible for one lady to undertake this work. It might even be possible at some later date to make arrangements, for example, setting apart some of the domestic science staff's time for such work, which will remove the need for any appointment to the senior European staff expressly for this purpose. But we do not recommend this further step at present.

(d) We consider the scale of salary assigned to the Nursing sister in the Hospital excessive, even taking into account the fact that the post is non-pensionable. We see no reason why the scale should not correspond to that of similar posts in the Government medical service, and, moreover, why there should not be here, as in the senior and junior staffs, a separate scale for Europeans and Africans.

(e) We think that the College farm does not require two European officers on the senior scale of salary. We recognise the magnitude and importance of the undertaking, and that the staff is responsible for instruction of several grades of students as well as for maintenance. But we think that it ought to be possible to obtain, through the Agricultural Department or otherwise, a competent African on the senior scale of pay for one of these posts.

(f) On the teaching side we think that it is unnecessary to retain two posts carrying special salaries of an amount equivalent to what might properly be assigned to a Vice-Principal.

We are aware that there were special and no doubt sound reasons at the time for the creation of these two posts. There may be equally good reasons for not abolishing either

post so long as they are held by those who now hold them. It is, of course, the posts, not the holders, that we are considering. But we think that as long as both these posts remain it ought to be possible to reduce the number of other posts on the regular teaching staff by one, without danger to the teaching work of the College as a whole.

(g) We are recommending in Chapter X the substitution of a general science course, to be taken by all school certificate candidates in the science group, for the three alternative subjects of agriculture, biology, and physics and chemistry. In our opinion the adoption of this proposal would make it possible to dispense with one of the science posts.

(h) We consider that the scale of pay for the headmistress of the School is unnecessarily high, even taking into account that she is also generally responsible for the girls out of school and college hours. We think that a scale beginning on £600 and otherwise the same as the scale for European men on the senior staff, but without duty allowance, would be adequate for the purpose.

We estimate roughly the total annual savings that might ultimately be effected under (a) to (h) above at £3,545.

74. In addition to these specific recommendations, capable of adoption in the near future, we draw attention to certain possibilities that ought to be kept in mind, though no definite recommendations are possible at present.

(a) We hope that the Council will consider the propriety of appointing an African in the African scale of pay as Assistant Bursar. Certain difficulties have been set before us. We admit that they are real, but are not convinced that they are necessarily insuperable. We think that the question should be discussed in all its bearings by the Council.

(b) We doubt whether, with reference at least to present conditions, it is necessary for the starting pay of the mistresses' senior staff scale to be as high as it is. But we recognise the desirability of continuing to follow both as regards senior and junior staff for masters and mistresses the Government scales of salaries.

(c) In Chapter XII we refer to the possibility of increasing the proportion of African teachers in the school,<sup>1</sup> and, in Chapter X, to the possibility of a slight reduction of staff of the university classes conditional on their numbers.

(d) In some departments we have been told, with reference to items of expenditure that we have questioned, that they are a necessary corollary of co-operation with various departments of Government; for instance, that the nursing staff of the hospital would not be as large as it is if the Medical Department

<sup>1</sup> One of our members goes so far as to advocate the employment of only African assistant teachers under a European headmistress.

were not anxious to take advantage of training facilities afforded therein. We note also in this connection that the development, at considerable expense, of engineering and medical courses has been in furtherance of schemes of training initiated by the Government.

(e) Finally, there are some consolidated items in the Budget, representing considerable sums and important spheres of work, which we have had neither the time nor the ability to examine. We refer, for example, to the lump provision for domestic staff and subordinate farm labour, as also for upkeep and staff of lorries. We have no grounds for suspecting that these amounts are excessive. In the case of domestic staff, we are aware that some saving is effected by the laudable assignment of some domestic duties to the students. We refer to such items merely because they suggest a need for detailed scrutiny which we are doubtful whether the Council, with its present procedure, can ensure. We understand that there was for a short time a Finance Committee of the Council and that it lapsed as the Council as a whole showed sufficient interest in the Budget and ability to scrutinise it carefully. Of this interest and ability we have no doubt. But we do not know of any other body, responsible for the control of extensive revenues, which has found itself able to dispense with the services of a Finance Committee. And it has been our experience that governing bodies which receive with the Budget a memorandum prepared by a committee that has carefully and in detail checked every item find their own scrutiny of the Budget not less but more interesting and useful, and are able to concentrate their attention on important and doubtful points. Accordingly we strongly recommend the formation of such a committee.

75. So far we have dealt only with the reduction of expenditure that would in our opinion be justifiable in normal times, and without detriment to normal development on existing and approved lines. We do not know whether the abnormal financial conditions of the country may result in a shrinkage of revenue which will necessitate even further reduction of expenditure. From the educational standpoint we should necessarily regret such shrinkage. All that we can usefully do here is to indicate in which branch of the College work such further reduction, if absolutely necessary, could with least detriment be effected. We suggest that if the pruning knife must be brought into operation, it should be at the top and not at the bottom. Restriction of the primary and secondary classes' activities and opportunities would weaken the foundations of the institution, and, in the case particularly of the secondary classes, cause disappointment in a sphere where there is a large and steadily growing demand. On the other hand, restriction of university activities, though regrettable,

would loosen no stones in the structure, and would cause at present comparatively little disappointment if regard is had merely to the number of university candidates.

76. In making this hypothetical suggestion, we are aware that the Council has already recognised the need for postponing to more favourable times development, particularly in the university classes, that would normally be possible now or in the near future. Progress, for instance, with the scheme for an agricultural degree course is necessarily retarded. Various building and other schemes referred to in the negotiations that preceded the present constitution have been indefinitely postponed, and the reserve fund that was contemplated for such building and other schemes has been depleted by the return to Government of savings which have been earmarked for that fund. We are also aware that the financial situation of the Colony has led the staff to propose and accept the same cut as has been applied to the Government services. It is not within our terms of reference or ability to state what in our opinion should be the College revenue in the present financial condition. But it is pertinent for us to explain why we have described as regrettable the circumstances in which our suggestion in the preceding paragraph would have to be considered. And we hope that the need for such consideration will not arise.

## CHAPTER VI

### FEES AND SCHOLARSHIPS

77. The rates of fees originally prescribed for Achimota and in force up to the time of our inspection were :

*School :*

Kindergarten	.. .. .	£20 p.a.
Lower Primary	.. .. .	£30 p.a.

*College :*

Middle or Upper Primary	.. .. .	£30 p.a.
Secondary	.. .. .	Boys £50 p.a.
(including Training Department)		Girls £40 p.a.
University	.. .. .	£75 p.a.

Inclusive (Board, Lodging and Tuition)

The Council have resolved to reduce the kindergarten and lower primary fees respectively to £15 and £25 p.a. with effect from the second term of 1932, in view of the financial depression.

78. Of 500 College and School students the fees of 205 or 40 per cent. are paid wholly by parents, relations or friends. The fees

of the remaining 60 per cent. are paid wholly or in part from Government, College, or private scholarship funds.

*From Government Funds :*

Full fees are paid for	112	students of training section
	27	sons of teachers
	2	medical <sup>1</sup> and engineering students
	—141	

*From College Revenues :*

Full fees are paid for	37
Half fees are paid for	80
	—117

*From Private Funds :*

Full fees are paid for	37
	— 37
	—
Total	295
	—

Under the last head seventeen students' fees are paid from a fund specially raised by the College staff to meet the present financial depression.

79. Under the second head no expenditure is entered in the College Budget, the fee income on the revenue side being reduced by the amount of the fee exemption. This amount of fee exemption was till recently the amount provided in the original estimate for the College and was granted in accordance with the general policy originally laid down for such exemption. Recently, as a result of the financial depression, thirty-four half-exemptions were substituted for seventeen of the complete exemptions previously given. And additional exemptions, forty-four in number, have been allowed, mainly in the lower stages. More than 50 per cent. of the exempted students are in the primary stage. As a result of these additional exemptions, and owing to the increase in strength having fallen short of expectations, because of the financial depression, the total fee income is considerably less than was originally estimated for the current year.

80. The fees were originally fixed at a rate that greatly exceeded the rates charged or likely to be charged in educational boarding institutions elsewhere in the Colony. Even with the reductions recently sanctioned, the College rates do in fact substantially exceed the rates in the corresponding grades of other institutions, and we think that the circumstances and cost of Achimota make it essential that they should continue to do so.

It has also been laid down from the start that the rate of fees in the higher departments should be high enough to discourage

<sup>1</sup> Medical students take the pre-medical science course at Achimota.

those who lack the ability for higher studies, or at any rate should not be so low as to encourage them to continue. This also we believe to be sound.

81. We gather that there is a local feeling, not entirely confined to outside critics, that generous endowment by Government justifies a low rate of fees. Users of this argument forget that reduction of fee income, if not compensated by endowment from private funds, means either loss of efficiency or increase of Government grant. We should strongly deprecate the former alternative and are not in a position to support the latter.

82. We have already stated that the recently sanctioned reduction of primary school fees and additional fee exemption are measures temporarily necessitated by the financial depression. That a reduction was made in the lower, not the higher stages, was in accordance with the approved principles stated and commended above. It may be regarded as a response to the self-sacrifice which is undoubtedly being shown by many parents and to the generous gesture of the staff. It is also arguable that it is better to fill vacancies by partial exemption or reduction of rate than to maintain an expensive staff and buildings for small classes. The additional cost of food must, however, be borne in mind. We are certainly not inclined to recommend any further reduction, and we abstain from any attempt to apply the principles that we have approved to local conditions with which we are imperfectly acquainted. The Council will no doubt consider the propriety of re-establishing the old rates for the school when financial conditions are again normal, remembering that the justification of the school lies in its efficiency and provision for all the vernaculars, and that this necessitates heavy expense. We hope that they will also keep persistently before the public attention the need for private endowment, whether for scholarships or development of the institution. In this respect the firm of Cadbury has set here as elsewhere an excellent example. The debt that higher education in Great Britain and America owes to private benefactors cannot too often or too forcibly be brought to the notice of normally prosperous communities such as those of the Gold Coast.

83. We hope also that it will be possible, as time goes on, to pay an increasing measure of attention to intellectual ability in the award of the scholarships from College revenues. We cannot at present detect any signs of advance towards the development of an "intellectual aristocracy" such as is secured by the scholarship system of universities and secondary schools in Great Britain. We attach due weight to the local difficulties besetting competitive examinations that were explained to us. And we recognise the importance of other factors than intellectual ability, such as income and occupation of parent, moral charac-

ter and the like. But we feel that the application of tests of general intelligence, standardised and adapted to local conditions, would give firmer assurance that the College is getting good value for its money than the present procedure can afford. Expert guidance in the use and application of these tests can now be got in England and extension of leave to a member of the staff for this purpose would in our opinion be justified.

One student from the university class is recommended annually by the Academic Committee for nomination by the Council to a scholarship for study in a British university. The scholar receives a second-class passage and £430 a year for all expenses in and out of term time. There are now two such students in residence at St. Peter's Hall, Oxford. They receive and give no guarantee of work in Achimota on their return. But there are grounds for hoping that this provision, pending the full development of the university classes at Achimota, will make it easier than it is at present to strengthen effectively the African element in the College staff.



## PART II

### CHAPTER VII

#### THE LIFE OF ACHIMOTA

Religious  
and Spiritual  
Life.

84. The education given at Achimota is based on religion. Christian teaching and worship form a part of the life of the College.

The arrangements for these are prayers in the Hall on four mornings a week, a weekly service of Holy Communion varied to suit the wishes of at least three different sections of those outside the Roman Communion, and a service with hymns, prayers, and a sermon, on Sunday evening. Attendance at all those services is voluntary and there are happily no statistics kept, but our impression is that most students attend the Sunday evening service, a great number the morning services, and a reasonable proportion the Communion service. At the morning service the Principal gives a short address. Those we heard were of great value and established a Christian basis for ethical teaching. At the Sunday evening service one of the staff or a visitor preaches. The attitude of the students at all these services is reverent and the singing of the hymns general, but never noisy. Each house has evening prayers attended by everyone except the Roman Catholics. One or two prayers are read and the Housemaster or the prefect of the House gives a short address of a practical nature.

85. For the School and Kindergarten there are daily prayers and on Sundays a service conducted by members of the College training section.

86. The Roman Catholics are most thoughtfully provided for. They too have prayers of their own in the Music School, most appropriately arranged for the purpose. One of the masters takes these and gives a short address. On Sundays the boys are sent at the College expense into Accra for the service there. Religious education is also given them at other times. Testimony was borne by the authorities of the Roman Catholic Church to the way in which the interests of the sixty-seven Roman Catholic boys and girls are guarded and thought for at Achimota.

87. It is very hard for an adult Englishman to know what is the religious life of an English boy or girl. It is almost impossible therefore for an Englishman to estimate the extent to which African adolescents are responding to the surrounding influences and seizing the opportunities offered them. What we can say

is that the influences seemed most wholesome and the opportunities for ethical and religious teaching even more numerous than those provided at most English schools, and that the resulting life seemed neither grim nor flabby. The emotional side is not unduly emphasised. There is every reason to hope that the boys and girls are being helped in their daily life by the religious atmosphere and that in consequence the effects will endure; and the hope is fortified by noticing the influence of the social and mutual services that are an integral part of the life and give an opportunity for the natural expression of the unselfishness and consideration for others that are of the essence of any religious teaching. Our impression is that there is less danger in Africa than there would be in England of over-emphasising in words Christian and ethical teaching. Perhaps, too, a sincere and sober view of religion is made easier owing to the homes from which the pupils come being usually uncritical and unlikely to have laid unwise foundations.

88. There is probably, too, some gain in the variety of views held by the teachers. Held together by the bonds of Christianity are members of the Church of England, Roman Catholics, Presbyterians, Wesleyans, Baptists and members of the Society of Friends. A staff service is held once a month. In such an atmosphere the students, though not deprived of facilities for denominational instruction, are likely to grow up tolerant and able to appreciate the variety of ways in which truth may find expression.

89. The Social Service Society extends the application of Christian principles of service to activities outside the sphere of College life, and develops character by helping the student to use his opportunities for the advancement of communities less fortunate than that of which he is a member. Its work is calculated to produce a lively sense of responsibility and a spirit that may in future years exercise a strong and beneficial influence on village life in the Gold Coast. Such work is by no means confined to Achimota. There is now an annual conference of social service societies in the Colony, from which the College will no doubt gain as much as it will most certainly contribute.

The Social  
Service  
Society.

90. The society owes its present organisation and much of its impetus to a former member of the staff, Mr. D. Benzie, who before he went on local mission work found time to establish its principles and procedure in the light of what he had learned from a study of similar work in India. Its membership is restricted to sixty and those who have no spirit for continuous and systematic work do not survive the compulsory period of probation. The work is controlled by a member of the staff, who organises the weekly instruction classes and presides over the discussion which is held on every other Saturday. Details are

left so far as possible to the students who in many branches of the work are free from continuous supervision. The members have all reached the secondary department of the College and include twelve girl students. The free time on Friday afternoon is regularly set apart for the work, but some members are also occupied at other times.

91. The main fields of activity are the village of Achimota, about two miles from the College, the model village for farm and College employees adjoining the College grounds, and the more remote village of Apenkwa. At Achimota a dispensary has been built and is served weekly by a group of students who have been trained to treat simple cases, more particularly sores. There is also a weekly cleaning up of the village, trees have been planted, latrines and bathing-place constructed, and a football club started for the village boys. Help is also given to the villagers in the planning and construction of their houses. The girl students devote themselves to infant welfare, weighing of babies, and the establishment of friendly relations with the mothers. The work at Apenkwa is on similar lines, but for geographical reasons less advanced. The model village necessarily affords less scope for the ardent reformer. But a Sunday school is held here. And a savings bank, the need for which was clearly proved by grievous losses of wages that even a model village could not avoid, grew so rapidly, as a result of the society's work, that it has now become a separate institution under the control of a member of the staff, assisted by three other members. Monthly deposits amount to £45 a month from 132 members. In all three villages alike attempts are made to interest the villagers in poultry farming by members who have undergone courses on the College farm. There are other activities outside these villages. Help is given to the Accra Boys' Club, which was originally connected with the Government Training College. Evening classes in arithmetic and oral English are held thrice weekly for College servants. Weekly visits are paid to the patients in the Government Hospital in Accra. Scouting is not neglected.

Co-education.

92. The courage that was shown by the adoption of the principle of co-education has surely been justified. From our observation, it is working smoothly. There is no over-anxiety, no ostentatious watchfulness, though no doubt much wise care. So far as we can judge, the relations between boys and girls are quite healthy and natural. The leave that is given to brothers and cousins to visit their girl relations at the school on Sunday destroys all sense of artificial separation and has quite naturally led on to healthy fraternisation at other times. The fact that girls sing in the choir, play in the orchestra, act in the plays, and even join in the tribal dances with the boys, increases the opportunities for mutual understanding and the quite normal

give and take of life which sweeten human relations and relieve the stress of sex.

93. In considering the in-school education of the girls, it has struck us that there is some risk of their not taking a full part in the class work, and of their being content to accept this situation. Teachers will no doubt take this into account and encourage them to make a full contribution to viva voce work. In this connection, we think that the girls would benefit, not only physically but in nimbleness of response, by physical training, and we hope that in the near future some member of the staff may be in a position to carry this out.

The whole status of the girls will no doubt be improved when their numbers increase and when there are some girls among the university and training department students. Then the danger of the intelligent or successful girl attracting too much attention, or of the girls as a whole not exercising enough influence, will naturally diminish.

94. Of the seventy-six girls at present at Achimota, twenty have or have had brothers also in the College, forty have male cousins, eight have uncles either in College or on the staff, and the father of one, an art teacher, is at present taking a short course.

It is interesting to note that sixteen of these girls appear to have entered the College before their male relatives entered.

95. There are four African languages used as the medium of instruction in the School at Achimota, and all four are carried on as special subjects of study in the secondary classes of the College. These four, Ewe, Fanti, Ga and Twi, are the languages of the four main tribes in the Colony and Mandated territory. But Twi represents also the great Ashanti people. Accordingly it is clear that these five are the peoples for which Achimota primarily caters.

Tribal  
Elements in  
the Life of  
Achimota.

96. The first six children at Achimota represented the Ashanti, the Fanti and the Twi. These six lived together and from this commencement all the peoples have been thus mixed in every boarding-house. In the School they have to be separated for class work, but in dining-halls, playing-fields, farm and dormitories they live a common life, as also in the College classes.

97. In the dining-halls great difficulty was experienced at first in getting children of one people to eat the food of another. Each wanted their own diet. However, menus were planned so as to give something belonging to each of the five peoples each day, but no one people got enough of their particular food to satisfy. Thus all soon got accustomed to the food of the others. Once fifteen Ashantis left the dining-hall as they felt their food had not been sufficiently considered that day. This difficulty has now disappeared; all are accustomed to the food of each,

and no difference can be seen as one observes the five peoples eating.

98. Each people practises its own form of tribal dancing and song. We saw an exhibition of dancing given by each race and were much impressed by the enthusiasm and skill shown, and by the courage shown by the authorities in encouraging it. An African play in one or other vernacular is produced every year by each boarding-house on the College side, and by the senior girls. Great pains are taken by the performers to uphold the honour of their house in a good play.

99. Lectures are given to the College from time to time by chiefs and other leading Africans. These may be on tribal history or custom, on African constitutions or customary law, on manners and etiquette, on local traditions or any other topic of national or local interest.

100. Research into the four vernaculars, African music and local history is encouraged, and some of the senior students have written interesting monographs on their own language.

101. The unity of all the peoples in their separate and combined efforts is most noticeable, and in the election to offices in the College tribal prejudices seem to have no influence.

102. The daily routine is the same for all students of the College regarding College times and engagements, though variation occurs in what are essentially house activities. The daily routine in the Kindergarten and School is similar in principle but lighter. The following is a sample of a day's routine including both College events and the activities of a house.

Daily  
Routine.

5.30 :	Rising bell
5.30 to 5.55 :	Cleaning of Dormitories
6 to 6.20 :	Drill for all College students : 3 squads
6.20 to 6.45 :	Cleaning—by houses
6.45 to 7 :	Quiet time
7 to 7.15 :	Cleaning
7.15 :	Breakfast
8 :	College prayers
8.15 to 12 :	Classes
12.15 :	Lunch in College dining-hall
2 to 3.30 :	Classes
4.15 to 5.30 :	Games or alternative (see below) <sup>1</sup>
6.15 :	Supper in College dining-hall
7 to 8.45 :	Preparation in class-rooms
9 :	House Prayers
9.30 :	Lights out
	Ground work or compound gardening

<sup>1</sup> Alternative to games on two days: Social service and general cleaning in preparation for Saturday's inspection, washing of clothes, etc.

The routine on Saturday differs in the following respects :

- 5 : Rising bell : preparation for house and compound inspection
- 9 to 11.30 : Hobbies
- 12 : Lunch
- Afternoon : Washing and pressing of clothes : optional attendance at College matches
- 6.15 : Supper
- 7 to 9 : Debates, lectures, tribal drumming, plays, etc.

The senior housemaster and prefect holding office as Musical Director arrange the programme for Saturday nights.

Sunday is free from organised activities.

103. Meals are served in the School and College dining-halls. The former accommodates the girls of the College as well as the boys and girls of the School. The diet has been worked out on scientific principles ; it is plentiful and is obviously appreciated. A dining-room committee of senior students from both School and College dining-halls meet the matron periodically to discuss questions of diet. This is an excellent plan and it is often possible to make minor alterations at the suggestion of the committee without upsetting the balance of the dietary.

Boarding  
and Feeding  
Arrange-  
ments.

104. Supervision at meal times is undertaken by the prefects in the College hall and by prefects and student-teachers in the School hall. More supervision, especially in the latter, by members of the staff would be an advantage.

105. Both in School and College tenpence a day is allowed for food, which is approximately the same figure as that allowed by missionary societies to feed the pupils in their secondary schools. Much of the food is brought in by the College lorries from the country, and the authorities have found that this is a much cheaper and more effective method of buying than the original plan of purchasing through contractors. Cooks and menial staff are paid against the vote for college servants. The serving of the food and washing-up after meals is done by groups of pupils in rotation.

106. All class-room offences are dealt with by the Vice-Principal, an appeal lying in each case to the Principal. House offences are dealt with by individual housemasters, the senior housemaster dealing with those involving boys from different houses.

Discipline.

107. In the College there are nine houses, each capable of holding sixty boys. One of these houses is for younger boys immediately on their transition from the School to the College. Each house has one prefect and four monitors, who are respon-

sible for most of the internal discipline. Prefects are appointed from the monitors by the Principal on the recommendation of the housemaster. Monitors are appointed by the housemasters as a body on the nomination of individual housemasters. The outgoing monitors are consulted by the housemaster as to their successors and very often the other members of the house are given the opportunity of expressing their opinions.

108. Maintenance of good discipline is facilitated by the presence in the College of many older students in the teacher-training and university classes, who naturally fill the majority of these posts. An unfortunate consequence is that many boys are excluded from exercising these responsibilities, owing to the presence of these elder students, during the later portion of their secondary-school careers. The prefects have responsibilities outside the house, and meet the senior housemaster once a week to discuss matters relating to the College and to bring the punishment-book for inspection. The monitors' responsibilities are confined to the house. Prefects and monitors can award extra drills and fatigues but not corporal punishment. Prefects and monitors have many duties in connection with the games and out-of-school activities. There are in each house two housemasters. Where possible one of these is always an African. This is rightly regarded as most important. The need for an African colleague is recognised by all the European housemasters. A housemaster receives no kind of remuneration for his additional responsibility. There is never any lack of eager applicants for such work, in the assignment of which very many qualifications other than that of mere seniority are considered.

109. Though all the house buildings look palatial and are indeed ample, their equipment is simple and it is claimed that they can be reproduced in any African home. Cleaning of rooms and keeping of gardens in order is done by the students. We were present at one of the Saturday morning inspections of dormitories and realised how thoroughly the work was done and supervised.

110. The house system and general discipline of the College, in which the pupils themselves take so large a share, seem to work excellently, and we were impressed by the manners and general behaviour of the students of all sections. Special credit for this is due to the Senior Housemaster, Mr. Dunstan, and to his assistant in his general work of control.

111. In the School the same general principles with regard to discipline apply, but are modified to suit the ages of the children.

The Kindergarten children live in the Kindergarten House, and there is no division by sex in the sleeping and bathing arrangements, as is unnecessary with children of that age. The student-teachers act as matrons.

The Lower Primary boys live together in one house with one mistress and two masters in the bungalows attached.

The Lower Primary girls live in the two girls' houses, which they share with the girl students from the College. The girls play rounders, hockey, netball and tennis. The Kindergarten children play fewer games and are often taken by a mistress for nature walks. Their day is full and well organised. The change from a free-and-easy home life is necessarily abrupt. But those in authority may be trusted to guard against over-organisation and to see that ample opportunity is left for spontaneous fun and children's romps.

112. On two afternoons every week as well as on Saturday mornings every student of the College secondary classes devotes his time to some form of art or craft, selected by the student according to his liking and capacity from a very wide range, which includes such occupations as printing and cobbling, as well as drawing, painting, and the various kinds of handwork included in the College time-table. This is regarded as part of the scheduled College work and is done under proper supervision and guidance. Consequently progress in the chosen subject is facilitated, and progress is naturally rapid where each student is doing what he or she likes. But such progress would not in itself justify the very large amount of time devoted, in the class-room and hobby hours taken together, to these essentially cultural (or as they may appear to some vocational) subjects. Justification is to be found in two of the main ideas which animate the College. One is that students must be trained and accustomed to use their leisure for the profitable enjoyment of their neighbours and themselves. The other is that no student is ever so dull or incompetent as to be unable to find his *métier*, provided that the range of opportunities is wide enough and the stimulants sufficiently varied. It is claimed, and we believe with justice, that some who have found nothing in class-room work to stimulate them or give them ideas for a profession have been enabled by these hobby periods to enter on a line of life that is full of hope and promise.

113. Among these hobbies music plays an honourable, and we believe in tropical countries an unusual, part. In private tuition, instrumental and vocal, and still more in the practices of a very lively orchestra, many students carry an important stage further the class-room instruction in the appreciation and production of music. We were most favourably impressed by the early efforts of this orchestra and by the Sunday afternoon performances of several members of the staff, their wives, and students. The "tribal drumming" that we also heard assured us that it is possible for Africans to enjoy Haydn and Mozart without being "detrified."

114. We had ample evidence also of the part played by the

Drama in the cultural life of the place. Scenes from village life, written and produced by one of the Houses, and scenes from the Old Testament, admirably produced by a member of the staff, who claimed as his only merit that he had left practically everything to the students, assured us that in stagecraft, dignity of pose, sense of grouping, colour and rhythm, young Africa is making a serious contribution to the Drama, and is evolving what may play an important part in the evolution of the African village. We understand that the staff has been able to remind the students that it is not only the young who can act.

Annual  
Exhibition.

115. Every year an exhibition is held of School and College work. We were fortunate enough to see this year's exhibition, which gave parents, teachers of other institutions, and officers of the Education Department, as well as ourselves, a lively and stimulating display of the aims and methods of the many kinds of work, including, but by no means confined to, the arts and crafts, that are being carried on in the many departments. We were also impressed by the exhibits of many members of the staff which, together with their Sunday afternoon concerts, convinced us that their employment of such leisure as they enjoy is profitable to themselves and an excellent example to their pupils. At the close of the exhibition there was an encouraging and cheerful display of games and drill by the School and Kindergarten.

Physical  
Training and  
Games.

116. All boys in the College, including those in the training department, have twenty minutes for physical training between 6 and 6.20 a.m. on five mornings of the week. The latter are taken by the instructor, the others in house groups by their housemasters. The work is done with zest and on wisely simple lines. The boys in the middle school have, in addition, two periods of physical training a week under either the Director of Physical Training, or his junior colleague. This work is admirably devised, as it combines vigorous exercise with entertainment, and is no doubt enabling many to conquer quite unconsciously slight physical defects. The pleasure of watching the obvious enjoyment of all these classes was only tinged with the regret that the girls had no share in this activity.

117. A wise use is made of games. From January to April cricket is played; from April to June, association football; from August to October 7th, running and sports; from October 7th to December 31st, hockey. Twice a week there are games organised on a house basis, which lead up to a house competition. On one day there is opportunity for school games, one day is given up to agriculture, and there is one day free from organised games to allow opportunities for social service. There seems to be an honourable obligation to watch school matches. We saw something of all the games except the running and sports. It was pleasant to note the skill and keen-

ness of the players, the cheerful spirit in which defeat and the adverse decisions of the umpire were accepted, and the help as coaches and rivals that was being given so unselfishly by the staff, on the shoulders of one of whom rests the burden of making arrangements for grounds and giving general guidance. So far as we could judge, just the right amount of importance is being attached to this side of School life. Perhaps the apparent disadvantage of not having any inter-school matches is over-estimated. The absence of these relieves the games of some of the grim tension and over-cultivation that occasionally threaten English schools. Owing to the climate and the short interval between the time when the day becomes cool enough for active exercise and the coming on of darkness, the time for games is limited, but it is hoped that in the future the opportunities for less formal games, e.g. fives, may be available for small groups, out for fun and exercise rather than any more serious object.

118. In the School and Kindergarten small dispensing jobs are done and first-aid given by the teachers and students. The elder girls seem to help and give advice to the younger in many matters which in England would be under the care of mistresses. Even if there be some risk, there is also gain in this reliance on the girls themselves.

Care of  
Health and  
Provision for  
Sickness.

119. In the College houses modest dispensing and first-aid are entrusted to one of the elder boys, who as a rule belongs either to the house group of social service or to the last year of the training department. The housemaster is, of course, always in the background, and any case that seems other than trivial is referred to the medical officer, who sees out-patients daily at the Hospital. This Hospital is well designed, with convenient offices, out-patients' rooms, etc. It is in charge of a matron, who has the help of one male nurse and three nursing sisters, a more than adequate staff. There is accommodation for thirty-two in-patients. The wards are good, and, in view of the fact that all serious cases are sent to the Government Hospital in Accra, quite adequate and of sensible size. In the past the medical arrangements, though not probably the health of the school, have suffered from frequent changes of medical officers. The present officer is exercising a wise supervision over the health of the College as a whole, and is gradually compiling medical records that ought to be of great service. He is well aware of the special dangers not only from tropical diseases, but from national customs that distinguish an African from an English school, and he is not likely to let the less vigilant attitude of the parents be of any disadvantage to the children. He seems, too, to be giving generous help to the African neighbours of the College, and to be co-operating when opportunity arises with the Public Health authorities. Much has already

been done, and more will be done, to keep at bay the dangers that come from insect life or human infection.

120. In the absence of the Medical Officer, and to supplement his efforts when desirable, the College can rely on the highly qualified help of a lady, Dr. Savage, whose opportunities of help must be increased by the fact that she is a regular teacher in the School and College.

121. This short account of the care of health at Achimota creates the impression that the amount of supervision is less than that in England. The Houses have no resident matron; the older boys and girls give the help that is in England expected from such an officer; but it must be remembered that, owing to the presence of the training department and the university students, the elder pupils are older by several years than those in an English school. The children are allowed to take greater risks, less watch is kept over normal functions, and, in the case of the girls, irregularities that would disturb an English house-mistress pass unnoticed. But, like other African children, they are more self-reliant and more used to looking after themselves and one another than more carefully supervised pupils in other countries, and we have no reason to suppose they are less healthy. The prevalence of septic sores is probably not due to the system by which first-aid is administered, but to the conditions of home life to which the boys return three times a year, and the fact that our attention was called to this by the Medical Officer himself makes us confident that all wise precautions will be taken.

College Year,  
Vacations  
and Breaks.

122. The College year comprises slightly more than thirty-eight weeks of regular class-room work and ten days of College life when no regular classes are held. These latter constitute the mid-term break in the first term of the College year. During this break many of the older students are taken in batches of thirty or so into camps in various parts of the Colony. Last year there were five such camps, some under canvas and some in houses lent by chiefs or other influential persons. These camps afford opportunities for social service, or, in the case of the training classes, for teaching practice, of a less familiar kind, as also for scout work, nature study, investigation and collection of folk-lore, and contact with rural economics. Those who remain in the College devote their leisure to short excursions, hobbies, library, and games.<sup>1</sup>

123. The long vacation, July and August, is spent by the European staff at home. The Christmas vacation is often spent partially in language study or some kind of research work in the more remote areas.

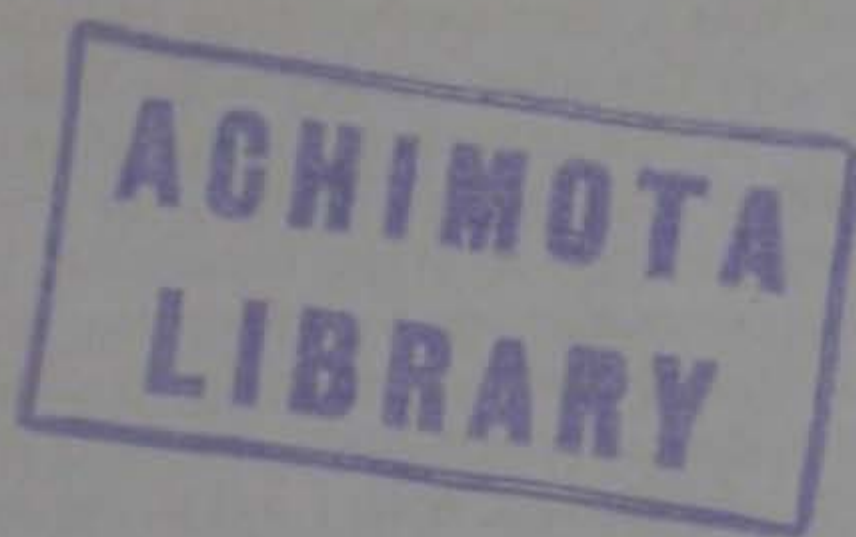
<sup>1</sup> One of the school breaks was devoted, at the wish of the prefects and monitors, to the drainage of a valley near the College which, as a breeding ground of mosquitoes, was a menace to health.

124. The Old Achimotans' Association is to-day a vigorous, if very youthful, body, which is likely to play an increasingly important part in the life of Achimota as years go on. To qualify for membership a student must have been either three years at Achimota, or have combined a two years' stay with membership of the sixth or higher class. The loyalty and *esprit de corps* of Old Achimotans first manifested itself in the forming of associations in Keta, and almost at the same moment, and without mutual consultation, in Cape Coast and Kumasi. That was three years ago. Since then Sekondi has started a local association and Oda has another.

Old  
Achimotans'  
Association.

125. These branches are combined into one membership in the central association, and in it single members all over the country are also included. The annual meeting held during the Christmas holidays has been extended from one to three days. To it Achimotans of both sexes come from all over the country. Some have paid over a month's salary in transport to be present, and at any one gathering considerably over fifty per cent. of the "possibles" are actually there.

126. Associate membership as distinct from full membership is open to those who studied under the Achimota staff in the old Government Training College days, to members of the staff, and to those students not qualified for full membership who are elected by the Committee to associate rank. The Association has as President the Principal of the College.



PART III  
THE COLLEGE AND SCHOOL

CHAPTER VIII

THE STUDENTS

127. Achimota comprises (I) *the College*, which includes (a) university classes, (b) secondary classes (four years' course), (c) middle classes, corresponding to the upper primary stage of the Government elementary school course (four years' course), (d) the training department, preparing for the teacher's certificate of the Education Department (four years' course) and (II) *the School*, which comprises the Kindergarten and higher classes corresponding to the lower primary stages of the Government elementary school course. The lower primary course covers three years and it is hoped that those who enter the Kindergarten at five will ordinarily be able to complete the middle-school course by thirteen or fourteen, and the secondary-school course by seventeen or eighteen.

With the School are included for statistical purposes\* the women student teachers, who teach in its classes and also receive separately instruction in the theory of teaching and subjects of the curriculum.

With the College are included for statistical purposes those who are sent from time to time for special courses of instruction, e.g. in arts and crafts teaching, in one or other of the College departments.

Completion  
of School and  
College  
Courses.

128. It is hoped and intended that all students will complete a school certificate course. So far seventeen pupils have reached the secondary classes and left before getting the Cambridge school certificate. In the two years in which candidates have been presented for this certificate, eight have been successful, of whom seven were exempted from matriculation. It has not so far been customary to present all students in the highest form for this examination. In the Intermediate Examination of London University two candidates failed in 1930 and two out of three succeeded in 1931.

Age of  
Students.

129. The range of age in all the College classes is so great as to make a statement of average ages misleading. In the training department a wide range is natural, though it may be expected to diminish gradually. At present candidates are accepted between sixteen and twenty, but preference will be given, within this range, to the more youthful candidates. In the middle and

\* See table facing this page.

ACHIMOTA COLLEGE AND SCHOOL—NUMB

SECTION	1926		1927		1928	
	Number		Number		Number	
	Male	Female	Male	Female	Male	Female
<b>SCHOOL</b>						
Kindergarten ...	6	—	36	23	86	26
Lower Primary ...						
School Total ...	6	—	36	23	86	26
Student Teachers ...	—	—	—	8	—	5
School and Student Teachers : Total ...	6	—	36	31	86	31
<b>COLLEGE</b>						
Upper Primary ...	—	—	—	—	—	—
Secondary ...	—	—	—	—	—	—
Teachers in Training...	117	—	106	—	133	—
University ...	—	—	—	—	—	—
College Total ...	117	—	106	—	133	—
Special Courses ...	—	—	—	—	—	—
College and Special Courses : Total...	117	—	106	—	133	—
<b>GRAND TOTALS</b> ...	123	—	142	31	219	31
	123		173		250	

A The number of Kindergarten pupils given in p. 69 represents the

secondary classes there is a difference of over seven years between the maximum and minimum age in two classes, of five to seven years in two classes, and of four to five years in five classes. Only in one class is the range less than four years.

In the School and Kindergarten the range of ages is slight and normal. The average age in the top classes is rather less than that of corresponding classes elsewhere in the Colony.

130. Out of 354 College students, 187 entered Achimota after attaining the age of sixteen. Of these late arrivals, 126 are in the training department, where one would expect to find late comers, though in course of time it is to be hoped that the number of students with previous experience of Achimota will be substantial. The remaining sixty-one include some twenty-nine students who have proceeded to Achimota from one or other of the three secondary schools in the Colony. There are still left more than thirty students who entered the secondary classes between the ages of sixteen and twenty-four without any previous experience of secondary school work or who entered the middle department, which corresponds to the final stage of the elementary school in the Government system, at an abnormally advanced age. At the time of our inspection there were only ten students in the College, as distinct from the School, who had begun their studies in Achimota. This fact, coupled with the figures relating to late entries, increases our admiration of the way in which all students alike have evidently absorbed the spirit of the place. Credit for this must be assigned not only to the staff but also the prefects and monitors, and more particularly to the traditions and composition of the training section.

131. We were informed that all statistics relating to age must be used with caution, as it is most difficult to get either definite or accurate statements on this subject from students or parents. The procedure in this matter ought, we think, to be systematised and its importance should be more clearly recognised. We recommend that when a student is medically examined on admission the age, where no definite statement has been made, should be determined, or, where a clearly incorrect statement has been made, should be corrected, by the Medical Officer. The age then entered in the register should not be altered subsequently except on the production of convincing evidence.

132. Of the five hundred students enrolled at the time of inspection :

122	were the children of	independent merchants, or store-keepers and commercial agents.	Occupations of Parents.
102	" " " "	agriculturalists—small or large holdings.	
82	" " " "	school teachers.	

57	were the children of clerks and subordinate Government servants.
33	„ „ „ „ ministers of religion.
32	„ „ „ „ paramount and other chiefs.
22	„ „ „ „ artisans and craftsmen.
11	„ „ „ „ superior Government servants.

The parents of the remaining thirty-nine students represent a large variety of occupations and include lawyers, cooks, a lighthouse keeper, interpreter, and auctioneer.

133. Accurate classification is difficult, as many parents have more than one occupation, and it is often impossible to decide which is the major. For instance, some of the agriculturalists are also engaged in trade and vice versa. But, with all due allowance for possible variations, it is clear that Achimota attracts many classes of society, that there is at present no danger of the predominance of a particular section of society or a few professions, and that agriculture, on which the economic future of the Colony so largely depends, is well represented. The greatest variety of class and profession occurs in the teachers' training department. It must be remembered that the fees of almost all students in this department are paid by the Government. The information under this head should be read in connection with our chapter on fees and scholarships.

134. Of the five hundred students, 111 come from homes within twenty miles of Achimota, 381 from more remote parts of the Colony, and 8 from Nigeria and French Togoland. Though students from outside the Gold Coast are admitted, if otherwise eligible, no attempt has so far been made to invite applications, and several applications, e.g. from East Africa and Rhodesia, have in fact been rejected. It is felt that the time has not yet come for considering systematic extension of the College's sphere of action beyond the Colony. Applicants from outside for the university classes naturally receive special consideration.

	School	College	Total
Twɪ .. .. .	48	109	157
Fanti .. .. .	27	72	99
Ga .. .. .	42	85	127
Ewe .. .. .	23	83	106
Northern Territories			
(Hausa) .. .. .	2	5	7
Nigerian (Yoruba, Efik)	3	1	4
	<hr/>	<hr/>	<hr/>
	145	355	500
	<hr/>	<hr/>	<hr/>

## CHAPTER IX

## THE STAFF

135. Under the Ordinance the Principal is appointed by the Secretary of State for the Colonies after consideration of recommendations made by the Council. Appointments to pensionable posts of more than £200 a year are made by the Governor on the Principal's nomination. These posts are included in what is called the senior staff. Non-pensionable posts and pensionable posts of £200 or less are filled by the Principal. Members of the staff holding pensionable posts of more than £200 are "for purposes of discipline deemed to be in the service of Government." Some doubt seems to exist as to the interpretation of these words, but it is apparently agreed that they confer the same measure of protection, as regards dismissal and kindred matters, as is enjoyed by Government officers of similar status. All salaries are paid from the College revenues, but liability for pension is accepted by the Government, the number of pensionable posts being limited by the Ordinance. The present Principal and some members of the senior staff were appointed by the Secretary of State prior to the establishment of the existing constitution.

Mode of  
Appoint-  
ment.

136. The qualifications of candidates selected for the pensionable senior staff posts are scrutinised by the Secretary of State, who also arranges for their being interviewed, with a view to determining their eligibility for subsequent transfer to posts in the Colonial Educational Service. This is a most desirable arrangement, though no such transfers seem as yet to have been effected. Selection is no easy matter in view of the nature and aims of the College, and the filling of so large a number of posts must have imposed a heavy burden on the Principal during his periods of leave. Of those so far appointed to senior staff posts more than one-third have already left, owing to health, family circumstances, a call to other kinds of work, or, in a few cases, unsuitability.

137. The staff is composed as follows :

*Teaching :*

	European <sup>1</sup>	African	W. Indian	Indian	Total	Number and Grading.
Senior : Male ..	22	2	1	1	26	
Female	10	2	—	—	12	
					—38	
Junior : Male ..	—	11	—	1	12	
Female	—	3	—	—	3	
					—15	
Total Teaching .. .. .					53	

<sup>1</sup> Includes 2 Australians.

*Administrative and Maintenance :*

Senior : Male ..	8	1	—	—	9
Female	3	—	1	—	4
					—13
Junior : Male ..	—	8	—	—	8
Female	—	—	—	—	—
					— 8
					—
Total Administrative .. .. .					21 <sup>1</sup>
Grand Total <sup>2</sup>	43	27	2	2	74

138. Our recommendations in Chapter V will show that we have carefully considered the functions of this admittedly large staff. More particularly in regard to the teaching staff we could not help being struck by the small number of teaching periods assigned to several members and by the small number of pupils per teacher as compared with other institutions of somewhat similar grade and range elsewhere. We fully appreciated, however, the possible dangers of such comparison and took into account various factors that necessarily call for consideration. Among these was the fact that a framework of teaching has now been provided which will be as effective for the full complement of 770 pupils as it now is for 500. Up to the higher total there will be no need, with the present subjects and on present lines, for any increase of staff. We have been able to recommend a comparatively slight reduction without prejudice, as we believe, to normal development. But any further reduction would mean suspension of desirable activities. We have also taken into account the complicated arrangements for the carrying on of College work during part of the period of home leave, the climate's tax on the health and energy of Europeans, the variety of out-of-school activities, the provision for four vernaculars as media of instruction in the school and as subjects of instruction in the College, the need for private instruction of pupils admitted at an advanced age or late in the year and of African members of the junior staff, the amount of research work and collection of materials that is being done in preparation for agricultural courses or in co-operation with government departments, and the various refresher and instruction courses for which the staff are responsible. It should be noted that the institution includes a training college and that the total number of posts is within the estimate approved by the Government as a basis for the assessment of

<sup>1</sup> Includes 2 who also take teaching work in the College.

<sup>2</sup> Includes 10 non-pensionable appointments.

its grant. Our general impression was that each member of the staff was devoting the whole of a very full day to useful activities.

139. Apart from some special posts carrying salaries that are fixed with reference to the required qualifications and the supply and demand locally or at home, the scale of pay for the senior and junior staff is the same as that prescribed for the corresponding grades of the Government educational service. Some of the allowances which were included in the original estimate of cost were eventually omitted on the initiative of the College authorities and we were informed that others have not been drawn recently in view of the financial depression. At an early stage in that depression the staff offered to forgo a part of their salaries, and this offer was accepted when a levy was imposed on Government salaries, the percentage of the levy being the same.

Scale of Salaries.

140. The Principal was selected for his post in view of his educational work in Uganda and Ceylon, and more particularly with reference to the excellence of his work as Principal of Trinity College, Kandy.

Qualifications.

141. Of the European male teaching staff all but two are graduates, the two exceptions being suitably qualified for the work assigned to them. All but two of the graduates took university honours.<sup>1</sup> The remaining two hold diplomas as the result of special courses in appropriate subjects. Of the European ladies five are graduates. The remainder, with one exception, are suitably qualified by study or experience for the work assigned to them. Eight members of the European staff hold diplomas in the theory and practice of education. Eleven of the others have had previous teaching experience.

142. Of the six non-European members of the senior staff, three are graduates (two with honours). Of the fifteen members of the junior staff nine have been locally trained. Four have previously studied in the College. Some are working in their leisure hours for the London Matriculation or Intermediate examination.

The Council hopes that the annual award of a scholarship for university study in Great Britain will increase the number of qualified African candidates, though no guarantee of appointment or service is given or required.

143. All non-African members of the staff are required to pass a test in one of the four vernaculars within three years of appointment. This test corresponds to the first test in the Education Service of the Colony. The second test, which must be passed within the first six years, is of a very searching nature, and preparation for it involves original work such as the collection of local material for a vernacular thesis. It includes a lecture on a difficult or abstract subject and the teaching of children

Language Tests.

<sup>1</sup> English 2, Mathematics 3, History and or Classics 4, Science 7.

who know no English. The Christmas holiday is often used for residence in remote villages where materials can be collected and conversational opportunities gained. African members of the staff have to pass the education department test in a vernacular language other than their mother tongue.

Publications  
of the Staff.

144. A list of staff publications is given in an appendix. It does not include the many contributions to local educational and scientific journals. A book on the teaching of arithmetic and a history of England for oversea students are also ready for publication.

Home Leave  
Arrangements.

145. All European members of the staff get eight weeks at home every year. This involves twelve weeks' absence from the College and periods of a fortnight in June and a fortnight in September, when the College and School are in session with a staff reduced by about one-third. The number of teaching periods is accordingly reduced, some classes are combined in some of their subjects, the senior students of the training department take classes in the School and Kindergarten and other senior students take vernacular work in the middle department.

General.

146. In our reports on the various departments we have made suggestions that may help the Principal in the distribution of work and filling of future vacancies. We have also tried to assist him in the very difficult task of determining the proportion of African teachers. In our statement of general impressions we have paid a tribute to the qualifications, the variety of attainments and the singleness of aim of the staff as a whole. Our accounts of activities outside the class-room, of the discipline, and of the religious and spiritual life show the extent and importance of the stimulus and friendly guidance that the students receive from the staff, whose unselfish devotion of time and energy is combined with a determination to leave initiative and responsibility where possible to the students. That they are ready when necessary to give more than their leisure is shown by the staff fund for help in fees to temporarily depressed students to which reference is made in Chapter VI. Their readiness to assist the College's finances has been shown in this chapter. We cannot omit a reference to the honorary teaching work undertaken by the wives of some members of the staff and to the part played by so many of them in the musical, dramatic, and social life of the place.

152. The work is arranged so as to bring pupils in M.IV up to the seventh standard level of the Education Department. Those leaving the College at this stage are eligible for a certificate that they have passed an examination, held annually in December, equivalent to the seventh standard examination. This, we are glad to see, is taken by the pupils in their stride.

English.

153. We think it important that use should be made of Phonetics in encouraging correct speech in all English lessons, even though certain lessons are devoted more specially to the subject. As the children in the lower classes are being taught entirely in English for the first time, they must not be hurried, and they are not being hurried. The patient skill with which they are being escorted along this stage of their journey is very noticeable, but the gain would be greater if all the teaching in the Middle School, except the vernacular, could be in the hands of Europeans or of Africans whose pronunciation and intonation are almost faultless. The history, the geography, and even the arithmetic lessons should be looked upon as opportunities for teaching English quite as much as for teaching the subjects to which the periods are assigned. If English is not learnt at every lesson, it is being unlearnt. It is for this reason, amongst others, that we attach great importance to one master being responsible for the control of all the English teaching from M.I to S.VI. So only can there be any uniformity of method; so only can the English teaching be graded to meet the capabilities of the pupils at the different stages. It might be desirable in some blocks of classes to regrade the pupils in sets according to the length of time they have been trained and their proficiency in English speech, making a fuller use of a course of phonetics, where desirable, and adopting other devices for improving fluency and correctness of speech. Though all the teachers attach importance to one or other aspect of English work, co-ordinated action would probably give confidence to the taught, diminish obscure and stilted phraseology, and make the most fruitful use of any experiments, e.g. gramophone records, that may be tried. The written English of S.V and S.VI already reflects great credit on the work done, but we do not think that slovenly and ill-pronounced spoken English will be got rid of without a definite campaign under the direction of some chief of staff whose duty and pleasure it would be to keep in touch with modern methods of teaching this difficult subject to non-English races, and be a clearing-house for all the best devices that others may have found useful. It is obvious from what we say about the English that, apart from other considerations that weigh with us, we cannot contemplate any considerable increase in the near future in the number of African teachers, so far as the College is concerned.

Mathematics.

154. After English, the most important subject in the Middle

School is arithmetic. In this many good lessons are given, but the standard attained is not very high. More and better graded oral work should be done, and the final result would gain if the pace were quickened and the pupils introduced to algebra and geometry at an earlier stage. In the same way an interest would be added to the mathematical teaching of the secondary classes if trigonometrical ideas were introduced, even though this subject forms no part of the school certificate programme. At present the teaching of mathematics in this block is in the hands of only two teachers, one a master of great experience, the other still near the beginning of his teaching career, but well equipped with knowledge. It is to be hoped that he will take full advantage of the Vice-Principal's help in improving his methods, and that he will seize some opportunity of seeing what is being done by the best mathematical teachers in England.

155. Most of the history teaching is in the hands of one master, who has great knowledge of the subject. What is more important is that he is able to interest the pupils, and associates most wisely the unfamiliar with the familiar. The periods covered seemed a little ambitious, but it may well be wise to give a country that may tend to become self-centred a wide range of historical outlook. It would seem a pity that the three other masters who teach history do not work more strictly under his guidance. Their good would become even better and occasional conferences under his direction would evolve an even more perfect syllabus and more discrimination in its use. History.

156. The history of the Gold Coast is rightly being studied, but it is a history so rich in detail, so exiguous in principle, without even a thread of constitutional development to keep it together, that there is a real danger of collecting details without the forming of principles. This offers another opportunity for useful guidance by a controlling teacher.

157. The geography teaching has been dislocated by the departure last summer of the geography master. He left behind him, however, a most useful book which serves as an excellent introduction to parts of the subject. When the opportunity occurs, a geography specialist will no doubt be appointed, and he will help the many careful teachers of the subject to make the geography lessons opportunities for thought as well as for the gleaning of geographical information. One master, specially qualified by his military training, teaches map-reading to several classes and gives most lucid lessons on a difficult subject. Some time might be saved, and the geography teaching would certainly be enriched, if there were more definite co-operation between the teachers of this subject and those engaged in the science work. Geography.

158. In the secondary stage, comprising classes S.III, S.IV, Latin.

S.V and S.VI, there is an extra period of school every morning and the opportunity is taken to begin Latin.

At first sight its inclusion in the programme for pupils already coping with the difficulties of one foreign language—English—is a little surprising, but not only does this language seem to be demanded by African public opinion, possibly under the mistaken opinion that it is learnt more universally in England than is actually the case, but also the results of its teaching at Achimota seem to justify the enterprise, and the justification would probably be more complete if it were possible to allow more than three periods of the time-table in the first two years. All educational experience seems to prove that it is wise to begin a new language with at least one period a day. This would mean five periods a week instead of three in S.IIIA, S.III B and S.IV. It might be well then to weed out those—and there are some—for whom Latin seems too hard, and to divert them to some other subject. Were this done, five periods in S.V and S.VI might well be enough to bring the rest up to school certificate standard in S.VI.

159. The teaching is in the hands of competent teachers who have faith in their subject. As a consequence we were impressed by the zeal of the learners and the soundness of their knowledge. It might be desirable, in view of the age they begin, to introduce them even from early days to some Latin literature and to give them a wider experience in preparing for themselves and even translating at sight passages from Latin into English. By most of the teachers a wise use was being made of the history and archæology of Rome as a background to the language. To those of us who have been accustomed to see many English boys weary of Latin and uncertain of its constructions after years of teaching, it was refreshing to note the enthusiasm of the teachers and the courage with which the pupils tackled the difficulties. Most of them seemed to be gaining culture as well as the right sort of discipline from their Latin studies.

Science.

160. It is in M.IV, the top Form of the Middle School, that elementary science is introduced into the curriculum. In the Forms S.III and S.IV the work is preparatory to the school certificate courses in physics, chemistry, botany, and biology. The scheme of work is sensibly devised, and the teaching, being all in the hands of one master, is carried on continuously. Good results are already obtained, and as the master gains experience in handling a class these results will improve and a fine foundation for further work will be laid. The pupils should be encouraged as much as possible to make their own apparatus.

In S.III nature study is also taught for two periods a week. An interesting course has been devised to meet the needs of each season, and it is being taught in the right way.

In S.IV four periods are given to the elementary science

course, one to hygiene, in which we heard an admirable lesson, and three to agriculture. This last is a specially interesting departure from the normal science course, and it is hoped that it will be continued irrespective of any change that may be made in the later stages of the science course.

161. In S.V and S.VI during the last two years before the school certificate is taken, agriculture, botany, or physics and chemistry are alternatives. These subjects are well handled, and the course for agriculture breaks new ground. It does, however, seem to us undesirable on educational grounds, and wasteful in man-power, to give three alternatives to those taking science for the school certificate. Biology, physics and chemistry are all interesting subjects. The argument for physics and chemistry is weakened by the fact that the engineering students in the intermediate classes are largely recruited from outside schools where these subjects have not been taught, and for whom, in consequence, a course must be provided in any case. We are greatly in favour of the agriculture now taught to S.IV as a compulsory subject, but we doubt the desirability of concentrating on this subject at the school certificate stage.

We recommend a syllabus in general science to contain some biology with possibly an agricultural bias and the elements of physics and chemistry. A course of this kind adapted to local needs could no doubt be arranged with the examining body concerned.

162. The College is lucky in possessing attractive and spacious laboratories, which give every opportunity for good work in spite of such defects as scanty wall space and windows opening inwards, with resulting disturbance of any apparatus that may be on the tables near by, due probably to the absence of opportunity for co-operation between the teachers and the architect. The teachers are interested in their subject and fertile in discovering methods of forwarding it. We read with pleasure the suggestions drawn up by one of them for the upkeep of practical note-books. As it is not possible for them to get into contact with their fellow science masters in the Science Masters' Association, it is to be hoped that they will make modest opportunities for themselves of seeing what is being actually done in English schools when they are at home.

163. For the teaching of the vernaculars, the forms are re-arranged in sets according to the language studied. Here African teachers are of special value, and most useful work is done by the English teachers, who are taking an active and effective part in the instruction. As Twi and Fanti have been accepted by the Cambridge Board as the second language, one or other of these may be offered instead of Latin. Thanks to the initiative and research of the staff, a real addition is being made to the scanty

The  
Vernaculars.

literature that at present exists in those languages. In time the teaching of the vernaculars may be justified for its cultural value. Meanwhile, it keeps the students, when at the College, in touch with the language and the traditions of their own homes and tribes. Great importance is attached in the Colony to the development of these languages for cultural and educational purposes, and in this development the staff has leisure and opportunity to play a leading part. Already the vernacular is used as a medium of instruction in higher classes of the School than is customary elsewhere. It may be possible later on to extend experimentally its use to one or two of the College classes.

Domestic  
Science.

164. In all the forms until the sixth is reached domestic science is taken by all the girls instead of physical training and metal work, and by some instead of Latin. The practical teaching given by a well qualified teacher is excellent, but perhaps a more scientific background is required if the subject is to take a place comparable to Latin or even the vernacular.

Arts and  
Crafts.

165. Except in M.II, where art is temporarily suspended until the second art master is set free from his work as a method master, art is taught in all the forms in the middle and secondary classes up to, and including, S. III. The teacher has interesting ideas and encourages his pupils to make the best of their gifts. His lack of experience as a teacher leads to some loss of effectiveness with those who are unaware of their gifts and are inclined to abandon effort.

Ample and satisfactory provision is also made for instruction in, or preparatory to, various crafts. We have shewn in Chapter VII the effect of this in the cultivation of hobbies.

Scripture.

166. Scripture is taught reverently and with real care to all except the very few who exercise their right to omit this subject.

Music.

167. The other subject that is very properly taught right through the College by a competent and well qualified instructress is music. As time goes on, this will become more and more a valuable means of influencing the national life. Where more than one form is taken simultaneously, there is a considerable strain on the teacher. More use could, perhaps, be made of the gramophone in the teaching of musical appreciation. Thirty-four pupils are taking instrumental lessons, out of school hours for the most part, and on payment of a special fee. Of these an unusually large number—twenty-three—are learning the violin. At present no one is available to teach a wind instrument. This is to be regretted, especially as Achimota possesses a reasonable "arsenal" for these important auxiliaries of an orchestra. The few opportunities we had of judging the music of the school included attendance at a delightful concert when we listened with great pleasure to the orchestra, and the performance of a

cantata, to the unusual accompaniment of a thunderstorm, which disconcerted neither conductor nor performers.

From this, and from what we heard on other occasions, we felt that a wise direction was being given to the musical taste of Achimota, and that much devotion was being effectively lavished on its cultivation.

168. Our account of the curriculum will have shewn that the subjects taught are numerous. It could be argued that the children must be bewildered by their multitude, and that more time spent on fewer subjects would lead to a better-balanced and more fruitful education. The difficulty is that to the subjects useful or necessary for the attainment of the school certificate one specifically African subject and a wide range of cultural subjects are added, and all are studied simultaneously in the higher forms. Over all the work of the secondary school the school certificate exercises a great influence. As in England, there is always a danger of its dominating the minds of the teachers and pupils; only those who have passed a test in May are allowed to enter for the school certificate. Partly because of the dark shadow that this must cast, and partly to deprive the examination of some of its importance, we suggest that in future the whole of S.VI should as a matter of routine be entered for the school certificate without any preliminary examination or weeding, and the examination be treated as a school examination, conducted by outside examiners. If this were done, no stress should be laid on the proportion of successes to failures, and as little public notice as possible attracted to the results. It does not seem to us that the examination is needed either as a stimulus to the conscientious teaching of the masters or to the diligence of the pupils.

169. We have alluded more than once to arrangements for the preparation of work, and in this connection we throw out the suggestion that the length of the evening preparation in the lower classes, at present one and three-quarter hours, should be reconsidered. Boys and girls at this stage may well find the long restraint in the form room at the end of the day trying, and may suffer, without knowing it, from the artificial light. Is it possible too that there would be some advantage if less written work were set for preparation? Even the younger children would gain by having to "get up" or make out something for themselves on which they could be asked questions involving often short written answers (but not one-word answers) in school next day. It is possible too that over-much time is spent by all at this stage in copying out notes. This question is no doubt mixed up with the difficulty of finding text-books suitable for use by non-European students. To wait, however, for the ideal book is probably a mistake, and may lead to the undue postponement of the practice of the

Preparation

difficult art of getting information from books, which is immediately of importance in solving the difficulty of carrying university studies without a full number of teachers, and is eventually going to make all the difference in the learner's mental development.

Syllabus.

170. We have been impressed by the very full and interesting syllabus of work that has been drawn up to guide all teachers and to keep the work of the classes sound. If it has a defect it is that it is too full and seems to comprehend the wishes of all the teachers of a subject, and so to set an impossible task that may bewilder those who are less experienced, and may lead, even with the experienced, to the lack of thoroughness that a syllabus is meant to avoid.

Alternative Subjects.

171. As time goes on it will no doubt be possible to devise an alternative subject for those boys and girls who for a good reason do not take Latin or possibly mathematics. It is obvious that this will be done most conveniently and economically if blocks of forms are rearranged in sets for these subjects.

Examinations.

172. Examinations seem to be kept in their proper place and were certainly not allowed to obtrude themselves on our notice. The records of the Academic Committee show that the system at present in favour distributes the burden over the school year by short examination in one or other subject periodically throughout each term, the results of such examination being taken into account together with those of the final examination, which is to be as short and as little dislocating as possible. The system is still in an experimental stage.

University Classes.

173. In the university classes there are at present eighteen students with an age range of seven years. Eleven of these, including two African masters, are taking the arts course, two are taking science, one the pre-medical science course, and four engineering. With the exception of the last-named course, for which an examination authority has not yet been selected, the courses followed are those of London University. Fine work is being done in all of them. We have been told that there is certain to be a large increase of these students next year, but it will have to be a very large increase to justify the highly qualified teaching-power now available. We do not think that it would be wise to abandon faith in the steady growth of this interesting development, as would be done if any of these classes were lopped off the College. We do, however, believe that it will be right for reasons of economy to contemplate, if the numbers do not increase as anticipated, the reduction of one teacher, and the possible setting free of others for some work elsewhere. As the students learn to use books, they will be able to get on with less definite teaching. Their whole attitude makes us hopeful that, with guidance occasionally given and with the inspiration that they will catch from teachers engaged in

research work, as more than one of those at Achimota are, they will in time do work of a real university standard. The presence of these sober students intent on making the best of their opportunities is bound to have a valuable effect on the discipline, and above all on the intellectual atmosphere, of the College. Here work can be done, and is being done, that cannot even be attempted elsewhere in the Colony. It is only fair, too, to remember that some of this work, especially that in engineering and medicine, was undertaken in the first instance at the request of Government. Again, one master has been devoting a considerable portion of his time to the preparation of material that is necessary if any university work in agriculture, with reference to the main industry of the country, is to be done, as has been contemplated.

## CHAPTER XI

### THE TRAINING OF TEACHERS

174. Though the training of teachers does not seem to have been included among the functions assigned to the College at the first inception of the scheme, it had become the fixed intention of the Government as early as 1925 to transfer to the College the work that had been successfully initiated in the Government Training College, Accra; the students of that College were, with a few infants at the kindergarten stage, the first persons to be enrolled when work started in 1927.

175. There can be no doubt as to the wisdom of the decision. The staff gained much at the outset by taking over a well-organised and effective institution and by contact with a body of students with wholesome traditions and considerable knowledge of the country and its ways. From the start the students under training have identified themselves completely with the institution as a whole, they have supplied the greater part of prefectorial staff and they share in its life to such an extent that a new-comer to the College would fail to distinguish them, outside the class-rooms, from the other students. The majority of them, who come from outside schools, bring with them information and ideas that supplement and freshen the materials at the disposal of the staff. Passing out from the College they may be expected to extend from centres in which they are employed a knowledge of Achimota aims and methods and sympathy with its general purpose. The country as a whole, on the other hand, profits from the output of teachers who have spent four years in surroundings and under conditions that

inevitably broaden their outlook on life, develop their capacity for the rational and intelligent enjoyment of life and for helping others to share that enjoyment, and encourage a spirit of corporate service and discipline. It has indeed been suggested that they live and work at Achimota under conditions that they cannot hope to meet with or reproduce in their subsequent professional life, and that the contrast may engender discontent or apathy. This might well be the case unless vigorous steps were taken during the Achimota course to help them not only to appreciate and assimilate the atmosphere of the place, but also to extend to others some at least of the advantages which they enjoy. Provided that the social service work of the College continues to be developed on its present lines there need be little fear that the College life will enervate the teachers who are trained there. Their general tendency will be towards the development and enrichment of the community in which they are set to work. Nor need there be any fear that they will be out of sympathy with racial or tribal life and traditions. All that we have said elsewhere about the relations of the College to such life is applicable with special force to this section of it.

176. We do not mean by what we have said above to imply that all the future teachers of the country ought to be trained under Achimota conditions. There are at present two large training colleges under Christian mission control which have substantially the same aims and courses as Achimota. We have received most favourable reports of their work, which our visit to one of them makes it easy and pleasant for us to credit. There are also three smaller mission institutions which are undertaking the same kind of work under less favourable conditions, but apparently with a fair measure of success. We believe, however, that Achimota offers conditions for the output of a class of teachers different in some ways from that which any other institution, as at present situated, could produce. And we think it most unlikely that the Government will let slip the opportunity afforded by the College of contributing this class of teachers to the common stock. We observe that the committee which recently considered economies in the Education Department rejected a proposal that it should cease to send teachers for training to Achimota, in view of the considered opinion of the Department that it was the best training institution in the Gold Coast.

177. We feel, as no doubt the staff feel, that teachers who have enjoyed such exceptional opportunities during their training are likely, unless they receive a word of warning, to give those with and under whom they work the impression of being somewhat swollen-headed at the beginning of their subsequent service. *Esprit de corps*, which is praiseworthy and, at Achimota, inevitable, may in some circumstances and among young men

with exuberant vitality be a source of trouble to those who experience it and of irritation to their colleagues and superiors. They will probably ascribe to the brisk intemperance of youth and the new wine of Achimota what may at first sight look like conceit. But it will be a gain to all who are concerned if the note of warning that is no doubt sounded before they leave the College is vigorous and clear.

## II

178. The College, like the training colleges and institutions under mission control, prepares students who have completed the elementary school course (Standard VII) for work in elementary schools and for the less advanced work of secondary schools. There is a four years' course for such students. The two latter years of the course include the theory of teaching and teaching work in the Achimota school and schools in Accra and the neighbourhood. And during these years some of the time devoted to the subjects of general education is spent in explaining methods of instruction in these subjects and the framing of courses of instruction. For students who have obtained the first school certificate there is a two years' course. Such students take most of their work with the two highest classes of the four years' course, but work also with the first and second years in subjects which are taken only in the first half of the full course. There are no such students at present. The final examination is conducted by the College staff, and on the results of this examination students are recommended to the Director of Education for the award of departmental certificates.

179. The training work done by the College is inspected annually by a Board of Inspectors appointed by the Director of Education. We have been favourably impressed by the careful and constructive criticism that these reports embody ; it is clear that their recommendations have received very full consideration and have been of substantial assistance. The reports generally are most creditable to the work of the training section. For each student nominated by the Government the inclusive fee of £50 is paid by the Government to the College. Up to the current year these nominees have been selected with a view to service both in Government and assisted schools. The nomination of students for Government schools has been suspended this year for reasons of economy, and there has been a consequent fall in the strength of the section, 145 in 1931 to 126 in the current year. Almost all the assisted schools are under Christian management and most of them are mission schools. Mission students are trained for those missions which maintain no training institutions, but students from other missions can be admitted if there is no room for them in the training institu-

tions of their respective missions. In addition to students whose fees are paid by the Government there are at present five first-year, two second-year and five fourth-year students who are undergoing the course at their own expense, and two who hold College scholarships. This readiness to pay for training testifies to the growing popularity of the teaching profession and this mode of preparation for it. Up to the current year the expenses of the nominated students on books, travelling, and incidental items, were also paid by the Government. The need for economy has led to the withdrawal of this privilege, but the number of candidates has not thereby been affected.

180. The selection of students for Government nomination is undertaken by a member of the College staff, at present Mr. Dunstan, Senior Housemaster, who visits centres in various parts of the Colony and interviews the candidates who have been permitted to apply by the Government educational office concerned.

181. Last year there were over seven hundred candidates from whom a shorter list for interview had to be prepared. In the case of Government school teachers the number to be trained in each of the four vernacular languages is determined by the Director of Education, and in the case of assisted schools by the College in consultation where necessary with the Director. No applicant is accepted for assisted school purposes without a reference to the mission or other manager concerned. Seven students were students of Achimota before they joined the training section. Candidates must be below 18 years of age. The minimum age of admission has recently been reduced to 16. The interview consists of general conversation, a few questions on the subject in which the teacher claims to excel, on local history and geography and on arithmetic. Questions are also asked with a view to testing the general intelligence or common sense of the pupil. Finally, they are asked to read a simple piece of English and to answer questions in it. From what we saw of students in the first-year class we are favourably impressed with the nature of this test. Successful candidates are subsequently subjected to a medical examination and sign a bond binding them to a period of teaching service after training. No corresponding guarantee of employment is given. So far there has been no difficulty in obtaining such employment, but the recent decision of Government to suspend for the present the payment of fees for future Government school teachers was no doubt due partly to a fear that funds might not be available for payment of salaries at the full face value of the certificate to those who completed this training.

### III

182. The general education course is on the same lines as the

secondary course for the school certificate, and each of the four years is regarded generally as parallel to the corresponding year of the secondary course. The main difference between the two courses is that the teacher classes take no Latin. They devote considerably less time to mathematics than the other classes, and do not, like the school certificate candidates, specialise in one branch of science, though, like the other students, they include elementary science, nature study, and agriculture, in their course. In the final stage of the English course they do not spend so much time on literary texts, though even here it is laid down that attention shall be equally divided between "systematisation of their knowledge for purposes of teaching and fostering their appreciation of style and thought." Throughout the English course such appreciation is carefully developed. The time saved under the heads of Latin and mathematics is appropriately devoted to teaching theory and practice in the last two years, and to a more intensive study of art, wood and metal work and handwork, music and agriculture than is possible for most of the students. The number of periods devoted to art and music is larger than is usual in training institutions of this type, and we shall have more to say on this point later.

183. Despite these important points of difference between the teachers' and the other secondary courses, and despite the very important fact that the third-year class devotes morning periods for eight weeks in the year, and the fourth-year class for twelve weeks in the year, to teaching in the practising schools, we believe that ample provision is being made for the cultural and educational background that teachers require for the highest kind of work in elementary schools and for the less advanced work in secondary schools. The general comments that we make elsewhere on the secondary department courses and syllabuses may be taken *mutatis mutandis* as applicable to the training section.

184. We note with special approval the fact that preparation for the work of developing the vernaculars as literary and educational media, which is included in all the secondary-school courses, receives special emphasis in the teachers' course. The higher-grade work includes the collection, editing, and dramatisation, of folk stories, the making of reading-cards, and the translation of reading-books and grammars. Under departmental regulations the starting pay of a teacher depends partly on his passing the qualifying vernacular test in the last year of the course. And all students are expected to advance from the intensive study of their own vernacular to an elementary study of at least one more vernacular. Moreover, every student is expected to produce during the last year of the course a vernacular thesis along the line of his particular interests. The

staff advises them regarding the use of library books for this purpose, but more important is the collection of local information by the students during the summer vacation. We saw theses of the 1931 students on such subjects as the Ananse (Spider King) stories, tribal histories, and village hygiene, and were impressed by their neatness and illustrations. All these special arrangements seem likely to assist greatly the cultural and educational development of the local languages, to which most properly the greatest importance is attached by all the educational authorities.

185. We were also glad to find that the making of simple school apparatus receives special attention in the last year of the wood and metal work and the handwork classes, and that this work is closely correlated with instruction in the use of such apparatus. All the students receive also a simple and practical course of instruction in building at the maintenance workshops with a view to their understanding and if necessary taking a part in the construction of simple school buildings. A model of school building was constructed and shown in the annual College exhibition that we saw.

186. Finally, on the general education side, we note that the cult of hobbies, under adequate guidance and supervision, plays an important part in the life of these as of other College students. No teacher is likely to leave the College without means for the useful enjoyment of his leisure and for developing in his pupils ability and desire for similar occupations.

#### IV

187. On the professional side teaching theory is taught for three hours weekly to the third year and four hours to the fourth year by members of the staff who, unlike those responsible for the general education, devote practically the whole of their teaching time to theoretical and practical work in and for these classes. This is clearly as it should be, as the work is highly specialised and requires great concentration. The great difficulty in a course of theoretical pedagogy in such an institution as Achimota is the omission of what is not absolutely essential and concentration on vital and practical principles. We note a very definite effort in this direction. The history of education, which receives undue prominence in so many courses, is restricted to the work and influence of a few great educationists, psychology is kept within proper bounds, and in the study of courses and syllabuses attention is directed to the various aspects of child growth rather than to the comparative value and significance of "subjects" considered by themselves. In the majority of subjects the study of method and syllabus is directed by one of the specialist teachers of the subject, but in

a few subjects, including English, this work is undertaken by the staff responsible for teaching theory. We return later to this point.

188. Teaching practice—eight weeks for the third and twelve weeks for the fourth year—is arranged (*a*) in the various schools of Accra, which include a very efficient Government infant school, as well as large and well-conducted elementary schools under Government, African, and mission management (*b*) in the Achimota kindergarten and primary school, and (*c*) in the Government school of the model village for college servants. In addition the students give their services in the school and kindergarten when the staff is depleted in June and September owing to vacation arrangements. Observation visits are also paid, during breaks in the College course, to less efficient schools and schools in outlying centres. The practising work is rightly taken in continuous stretches of at least a week, and the whole morning is devoted to it. The time is divided between actual teaching, in accordance with notes prepared beforehand, observation, and demonstration and criticism lessons. There is useful group-work in the planning of some of the courses of lessons. All the work is closely supervised by the theory-teaching staff. It has been suggested that more of the practical work should be done in the inferior type of school in which many of the teachers may have to teach, or at least that there should be more observation and discussion of the organisation of schools with limited funds and resources. The absence of facilities for extensive work on these lines is to some extent counterbalanced by systematic efforts to make the students resourceful in such matters as the making of apparatus. But we have ventured to suggest above a possible need for a different type of institution to meet more effectively this need.

189. Finally, on the practical side we note that the two years' agricultural course, theoretical as well as practical, is so designed as to equip students for the maintenance and educational use of school gardens as well as for a sympathetic understanding of rural life and problems. During one of the years a full day is devoted weekly to practical work on one or other of the three sections of the farm. Visits are also paid to areas where cocoa and other crops not suited to the immediate neighbourhood are to be seen. The work, which in common with other students they do on the gardens, for which the various houses are responsible, should train them in the decorative side of garden work, and their share in the orderly maintenance of the College grounds should help them to keep their school surroundings in proper order. The refresher course which it has now become customary to hold annually at the request and with the support of the Education Department affords the staff a useful means of keeping in touch with actual school conditions and

problems. The course is held for ten to fourteen days during the Christmas holidays and is attended by teachers from forty to eighty in number. Lectures are given by the staff on various aspects of elementary school life, including games and physical training, and some of the afternoons are directed to group discussion of such subjects. There are also lectures on more general topics, visits to various institutions and a religious service every day.

## V

190. We have already recorded our hope that the training of teachers will continue to be an integral and essential part of the College work. Our general impression of this part of the College work is distinctly favourable. We recognise, what those engaged in the work would be the first to admit, that much is due to the sound condition of the Government Training College at the time when it was taken over, and that much still remains to be done, particularly in the co-ordination of the various parts of the work. Though the training department was in point of time the first to be organised, it is, and ought to be, like other departments of the College, in an essentially plastic state.

191. The class-room work of this department falls under three heads, which may roughly be called theory, practice, and general education. Though these groups are rightly distinguished, we think that they require more co-ordination than has hitherto been found possible. Where a subject of general education is in the hands of more than one teacher, the course and general lines of instruction should be controlled by one of these teachers, subject to the general instructions that govern the teaching of the subject throughout the College. Great care should be taken to see that the method which the students are advised to follow in the teaching of any subject is consistent with the method actually followed in the general education classes. This involves making the "controlling" teacher of a subject responsible also for instruction in the method of teaching it, except where one of the theory staff is not only an expert in the subject, but also in conscious agreement with the principles followed in the teaching of it in the general education classes. And the teacher who is responsible for instruction in the method of a subject should have at least occasional opportunities of testing the results of his instruction by seeing the students at work in the practising schools. For some subjects, as for instance, arithmetic, such co-ordination has to some extent been effected, though even here the practising-school work seems to be outside the sphere of the expert. For some subjects, and

more particularly English, there seems to be a distinct lack of co-ordination.

192. This raises the question whether the work of the department as a whole ought not to be co-ordinated and inspired, subject, of course, to the Principal, by a member of the staff who has no such responsibility in respect of any other department of the College. We are aware that the Vice-Principal is at present responsible for all the College class-room work, including the training classes. We do not question his ability to exercise the more detailed control over the training department that we have suggested. But if he is found to be the most suitable person for such work, we think that he should be relieved of responsibility for the control of the College. The present dual responsibility prevents concentration on either of these spheres.

We think that the staff set apart for theory and practising-school work needs to be strengthened by the substitution of a male teacher, with previous experience of training-college work, for one of the present staff. We are by no means dissatisfied with this work taken as a whole, and mention this as a hint in the filling of future staff vacancies, rather than with a view to urging any immediate change of personnel. The qualifications and previous experience of the woman teacher are appropriate and, despite the need which we have noted above, much admirable work is being done.

193. What we have said of some of the secondary classes courses of instruction is applicable with special force to the training department courses. In history, in particular, there is a real danger of overcrowding, unless strict control is exercised. It is not merely a question of excluding what is obviously irrelevant. Mere want of time may demand the sacrifice of what is educationally valuable, but not of absolutely first-rate importance.

194. The Inspectors of the Education Department have rightly discussed the comparative importance that should be attached to so-called "fundamental" subjects, such as English and mathematics, and to "cultural" subjects, such as art and music. We are far from underestimating the value of the latter group to future teachers, and indeed regard their inclusion in the course as essential. Adjustment of the time-table to the claims of all the subjects is a delicate matter requiring constant attention. There need be no conflict if it is remembered that all subjects, rightly treated, have a cultural value. There is a stage at which instruction in the arts comes to have a decorative or professional rather than an educational value, and care will no doubt be taken to see that this stage is not reached.

195. We think that much would be gained from regular and periodic conferences of selected members of the training staff of Achimota and of the staffs of the two mission training

colleges. Apart from the opportunities thereby afforded for discussion of aims and methods and for the pooling of experience, such meetings would facilitate joint discussion of the courses and syllabuses of elementary schools. To such discussion those who inspect the schools would have as much to contribute as those who train the teachers. A conference of this kind would of course have to be convened by the Director of Education, to whom also it would report. It would be beyond our province to make any recommendation on this subject to the Education Department. We merely express a hope that the College would respond readily to such an invitation, if issued. We understand that there has been in the past occasional informal conference, and that proposals for something more regular and systematic would be sympathetically considered.

196. It is perhaps unusual for the final results of a training institution of this scope to be tested almost entirely by the staff of the institution. In this respect, as in several others, Achimota is on the same footing as the other training colleges. Even if it were within our province to question an arrangement which, in so far as it affects the granting of certificates, is a matter solely for the Director of Education, our observations at Achimota would not lead us to propose any change. The examination is conducted by a Board selected from members of the staff. If at any time the Department of Education thought fit to prescribe an external examination for all the colleges, they would no doubt consider the propriety of nominating representatives of the college staffs to the Board. Meanwhile, they have probably good reason to be content with the annual inspection of the College by a departmental board, which includes, among its functions, the testing of the students' progress in the art of teaching.

## CHAPTER XII

### THE SCHOOL

197. The School comprises two sections : (a) Kindergarten ; (b) Lower Primary. Attached to the School there is also a class of Student Teachers. There is a Headmistress of the School, who is also in general charge of the College girls who live in the School area in houses superintended by European house-mistresses.

The  
Kindergarten,

198. The Kindergarten class-rooms are joined by a corridor to the Kindergarten dormitories, and this section forms a complete unit. All the pupils, boys and girls, are boarders, and the

ages vary from 4, 5 and 6 to 7, 8 or 9. The number of children at the date of inspection was fifty-four. Out of the fifty-four children, forty-one were divided into four language groups, Ga, Fanti, Twi and Ewe, while at the bottom was a pool of thirteen children who had arrived at the School at various times during the last few weeks and were not going to be absorbed into the four groups until the beginning of the new school year. These were subdivided into two language groups (Ga and Fanti), and some of the children therefore were receiving their preliminary instruction in a language that was not their mother tongue. The reason given for the formation of this pool was the inconvenience to classes caused by new pupils in the middle of the school year.

Each language group was subdivided into three classes, normally of one year's duration, though in some cases classes II and III were taken together by a single teacher.

199. The European teacher in charge of the Kindergarten is assisted by two African certificated mistresses in the Ga and Ewe groups, and by the student teachers to whom reference will be made later.

The syllabus consists mainly of vernacular, number, scripture, elementary nature study in the form of talks and nature-study walks, and very elementary lessons in oral English, mostly in connection with action songs and games.

The children are obviously happy and take an interest in their lessons.

The mistress in charge is temperamentally fitted for her work and well qualified, but is handicapped by the fact that she has at present a working knowledge of one only of the four languages in use. On the whole she manages remarkably well and the general standard is encouraging. It is impossible to compare results with those of the Kindergarten School at Adabraka, which has been longer in existence and is homogeneous in language.

200. The very small size of the classes, inevitable where forty-one children are divided first by language and then by classes into twelve teaching units, is a distinct handicap. It increases the expense and restricts the spirit of competition and comradeship generally found where a large number of children work together.

201. The total number of Lower Primary children was eighty-three. As in the Kindergarten there are four language groups, and in each group three classes, i.e. Lower Primary I, II, and III. In some cases classes II and III are taken together.

Lower  
Primary.

202. The complete teaching staff of the school is as follows :

- 1 European Headmistress
- 1 European master

- 5 European mistresses, one of whom undertakes the general education of the student teachers
- 2 certificated African masters
- 2 certificated African mistresses
- Student teachers for varying periods.

One member of the European staff takes afternoon work in the College. Music, hygiene, and some of the art and handwork are taken by members of the College staff. There is also an Indian instructor in physical training and games.

The Ga group is staffed by one European and one African master, the Fanti by a certificated African teacher and student teachers, the Twi group by two European mistresses and one African master, and the Ewe by one European mistress and student teachers.

203. The subjects included in the curriculum are : vernacular language, English, history, geography, civics, arithmetic, scripture, nature study, music, handwork, art, and physical training. In classes II or III of the various language groups, English is used, partially and according to the discretion of the teachers, as the medium of instruction.

204. The syllabus for history, geography, and civics, looks very ambitious. Some teachers were selecting from the courses while others made the outline of the whole so thin as to lessen its value. Civics might well be taught, not separately, but incidentally to history and geography. We assume that all the school courses are periodically revised for the purpose of excluding what has been found irrelevant or, in the light of experience, beyond the pupils' powers or the time at the disposal of the teacher. Some of the teachers seem to require more guidance and supervision in the use of the prescribed courses than they are in fact receiving.

205. English at this stage is confined to conversation and reading, the only written English being in the writing lessons. Phonetic methods are used. Harman's *Sounds of English Speech*, specially prepared for use in West African Schools, is the teachers' book on the subject.

206. The standard of mental development is satisfactory and ensures a good preparation for the College studies. Hand and eye receive ample training. Generally the pupils are bright, ready to learn, and keenly interested. They have a wider range of subjects and outside interest than we should have expected of pupils of this grade in African schools. English speech and pronunciation is distinctly good and the whole standard of work well up to what we understand to be the average level of the grade in the Colony. The age of most of the pupils of the top class is about 9 or 10, which is lower than that of the majority of students in the corresponding grade of other schools.

207. Sixteen girls are trained as student teachers in a two-year course for work in the lower classes of elementary schools, and qualify, if successful in a departmental examination, for a third-class teachers' certificate. The departmental requirements are a knowledge of the subjects taught in a girls' primary school (standard VII), and a paper is set on general principles of teaching and school management. In addition the students have to offer for examination three special subjects out of the following six, all of which are included in their course : English, hygiene, drawing, handwork, geography, history, domestic science and child welfare, kindergarten methods. House duties, the care of small children, and social-service work play an important part in their training. They also do practical gardening work on the girls' boarding-house plots, and for a portion of their course receive practical instruction in the poultry and vegetable departments of the farm.

Student  
Teachers.

208. The girls must pass an examination for standard VII before entry. The first year teach in the school in the morning and attend classes in the afternoon, while the second year attend their classes in the morning and teach in the afternoon. A European lady takes both sections in class work, and one of the European teachers takes the girls in school method, but cannot supervise their teaching as she has classes to attend in the School, and in addition knows one only of the four languages. This is an obvious defect.

209. The girls are keen and hard working and the results, both practical and theoretical, are all that can be expected, under present conditions, from a system of training which neither the Education Department nor Achimota regards as final or satisfactory. We hope and believe that when the need is felt for a larger supply of well-qualified and competent women teachers in all stages of elementary school work the College will co-operate with the Department to supply that need, and admit women students to the full four years' training course that the College maintains for male students. Such a development would be a gain to the College.

210. We feel it necessary to draw attention here, though we have referred elsewhere generally to the subject, to the very full and long day's work of these student teachers in and out of the class-room. House duties and social service added to class and outdoor activities seem to leave some but little energy at the close of the day for effective preparation of the next day's work. We are glad that they are so completely identified with the whole life of the institution ; but we think that their capacity for undertaking the same burdens substantially as the male students requires careful investigation by the medical officer and close observation by their teachers.

211. As regards the assistance which they render to the

School and Kindergarten teaching staff as well as their help to the matrons, for which they receive £12 annually in addition to free board and tuition, it is difficult to arrive at a definite conclusion. In so far as they assist those members of the European staff who have not yet mastered the vernacular of their respective classes, there is a clear need for their services. It cannot, however, be maintained that they are effective substitutes for the qualified and experienced teachers on whom alone a school of this status and reputation ought to rely for regular class work, more particularly as one of the arguments for its maintenance at considerable expense is the desirability of shortening the period required for this stage of education. The amount of quasi-independent work assigned to these students varies according to the language of the classes. It is everywhere controlled and supervised. We do not suggest, at a time when economy is so necessary, adding to the necessarily expensive staff with a view to making it independent of their assistance though available for their guidance. But we hope and believe that the need will receive attention when the financial stress is less acute, and that meanwhile everything possible in the way of organisation will be done to make their periods of sole charge as few as possible.

212. In view of the small number of children at present in the School departments, the provision of education there is, and must be, very expensive. How this expense could be reduced has engaged our serious consideration. With one exception, we are not prepared to recommend the obvious economy of employing only African teachers, women or men, under the guidance of a European woman, but we all feel that every opportunity of securing competent African teachers should be seized, even though for long there will be, in the view of most of us, need of a definite proportion of European women teachers to guide the African teachers and to maintain social relations with the pupils themselves. It is obvious that as regards the pace at which African can take the place of European there is a marked difference between the College and the School, in so much as the African's knowledge of the language and of the mental and social background of the people, which few if any European teachers can hope to emulate, is of special value to the younger children, and is a set-off against their comparative weakness in English.

## PART IV

### GENERAL CONCLUSIONS

#### CHAPTER XIII

#### THE RELATION OF ACHIMOTA TO THE EDUCATIONAL AND GENERAL DEVELOPMENT OF THE COLONY

213. Recognition of the need for close co-operation between the College and the Education Department finds expression in the fact that the Director of Education is *ex officio* a member of the Council. We have emphasised in Chapter XI the close touch with the Department that is necessitated by the maintenance of the training section, its annual inspection by the Department, and the annual conduct of a teachers' refresher course. We understand too that educational conferences held at Achimota with the consent and support of the Department have established useful contact of the College staff with official and private educational workers and resulted in the publication of valuable papers. The College library circulates its educational books and journals among members of the Teachers' Association. Members of the staff serve on text-book and allied committees and on the language examination boards. They conduct annually a six weeks' language course for Government officers and co-operate in the preparation of the very useful departmental series of nature study and other pamphlets. They contribute to the *Teachers' Journal* and hold occasional courses for arts and crafts teachers. The annual exhibition of College work is visited by outside teachers and managers. College students are taken to see the useful exhibitions that the Education Department organises in Accra.

214. In their conduct of the College farm, as also in the experimental work and instruction of students and part-time labourers, the agricultural staff are in constant and friendly contact with officers of the agricultural and veterinary departments. The value of Dr. Irvine's research and collection work is recognised and its progress advanced by agricultural officers. The institution of the engineering course is proof of the College's desire to participate in the Government scheme for the training of engineers. Arrangements for the preliminary medical course show a similar desire for co-operation. The Hospital staff offers facilities for the training of nurses, laboratory examinations by the medical staff are carried out in communication

with the Government experts. Research in food values is contemplated by a member of the chemistry staff. The fact that Achimota and the adjoining villages are within the Accra area for public health administration necessarily involves useful contact with officers who have a wider scope and experience than members of the College medical staff are likely as a rule to have.

215. In our talk with various heads of Government departments, we were favourably impressed by their generally hopeful and friendly attitude towards Achimota and by their recognition of its potential value to the Colony. But when we came to discuss in more detail the part that Achimota might be expected to play in the development of the Colony, we found considerable vagueness and uncertainty, which seemed to us largely due to the fact that this question had not been submitted to the joint investigation of the College authorities and those who are responsible for the direction of the Colony's development.

216. In view of the position already attained by Achimota and the probability that the Government will not be able for a long time to come to finance any other venture on the same scale in the sphere of secondary<sup>1</sup> and university education, we feel that systematic and effective co-operation with the Education Department and such other departments of Government as are concerned with the training of Africans should be secured, in order that by the combined action of these agencies free scope may be given to the natural aspirations of educated Africans. By co-operation with the Education Department more is meant than merely such valuable contributions already made by Achimota to educational work as have been enumerated above, or by the fact that the Director of Education is *ex officio* a member of the Council. The maintenance of a sound educational policy, and the development of the people of this country in the material, social, and political spheres, demand co-ordination of thought and action by those principally responsible for educational work, and it is essential that channels of communication, more formal than any at present devised, should be opened and kept open for the free interchange of educational experience and educational inspiration.

<sup>1</sup> Our intention is to emphasise the heavy responsibility imposed on Achimota, and not in any way to make light of similar work that is being done and will, we hope, be developed elsewhere.

We are aware of the progress that is being made in secondary education outside Achimota and were most favourably impressed by what we saw of the two schools at Cape Coast, more particularly by the good use which Mfantshipim is making of its excellent site and buildings. There are in these two schools more than 400 pupils of whom 244 are boarders, for whose supervision and welfare arrangements are made. From Mfantshipim alone 40 pupils have obtained the Cambridge school certificate in the last two years, which is not only proof of the school's teaching power but also a gratifying assurance of a further source of recruitment for the university classes of Achimota. Neither institution provides at present for girls.

217. Some departments have already initiated a scheme for employing men who have been trained, either partially or wholly, at Achimota up to full degree standard. It may well be that opportunities may also be found for students of good character and education who are equipped with a practical rather than a profound knowledge of technical subjects. Such knowledge might well be gained at Achimota with the co-operation of the departments concerned. We feel that disappointment will arise if ample opportunities for national and individual service are not forthcoming, commensurate with the aspirations of students educated at a College possessing such magnificent material and intellectual advantages.

## CHAPTER XIV

### THE FUTURE OF ACHIMOTA STUDENTS

218. What is going to become of the students is a question that must be included in the survey of any educational institution. There are and will always be students at Achimota in respect of whom no such question arises, boys who by virtue of their birth and training will become "rich men furnished with ability, living peaceably in their habitation," and girls to whom marriage will bring a home in which they can show some at least of the excellence of the virtuous housewife in Proverbs. But they will be in a minority. There will be very many for whom to some extent the College accepts responsibility, though, apart from its engineering and medical courses, it does not undertake vocational training, in the more restricted sense of that term.

219. In our chapter on the relations of the College to the general development of the Colony we emphasise the need for frequent conference on ways and means by which the natural aspirations of educated Africans for responsible posts in the public service may be met. In this connection the establishment of a College Employment Bureau will no doubt be considered. It cannot fail to help all parties, if it gives employers a full and unbiased record of attainments and character.

220. In our talks with heads of departments we have found evidence of a genuine desire to employ Africans of the right type in responsible posts. We were agreeably impressed by the advice volunteered by a representative of a department not directly concerned with education that Achimota in its courses and policy should "aim too high rather than too low." We believe that the College on its present lines will in due course

produce men and women of the required type. But we can form no estimate of the opportunities that will await them, and with all their goodwill the government officers whom we interviewed were of course unable to state at what rate candidates educated at Achimota could be absorbed in the higher branches of the public service. This is affected by factors beyond their control, for instance the number of vacancies and the economic situation. It will depend too on the extent to which the College can meet the technical needs of the various departments, and this again depends on more effective co-operation between the College and the heads of government departments. On one point there was, however, substantial agreement. There is everywhere a good opening for the well-educated men, and to a lesser degree for the well-educated women, who will enter a service by the avenue hitherto used mainly by candidates of lower educational status. In most departments there is a call for a better type of candidate than that which the junior civil service now attracts. A man of the type that Achimota hopes to produce ought to rise fast in that service. The College, in aiming high, must also accustom its students to the idea of humble opportunities. We got the impression that the technical and accounts branches of the Post Office, the accounts branch of the Public Works Department, and the subordinate services of the Agricultural and Education Departments, afford a reasonably fair scope for the man who depends on his ability and character rather than on his certificate or degree for promotion. The characteristics for profitable service of this kind were admirably summarised and arranged in order of merit for us by one of our expert advisers. Honesty in thought, deed and word, accuracy, intelligence, command of English, breadth of outlook, legible writing, and initiative, will count where mere technical qualifications might go unrewarded.

221. The industrial future of the Colony is not such as to offer at present prospects of widespread employment for highly educated men. There is already a Government scheme for the training of engineers in which Achimota is co-operating. Commercially the prospect seems more favourable. The number of Africans employed in responsible positions will certainly grow as men and women of well-disciplined character and trained mind become available. In this sphere, and to an even greater extent in agriculture, much will depend on the capacity for co-operation shown, both in production and sales, by the petty traders and owners of small holdings. We are glad that modes and possibilities of co-operation are already being studied in the agricultural course which all students take before they complete the pre-university course. It cannot be too much stressed. And we welcome the existence of this course, both theoretical and practical, because it is calculated to impress

students with the dignity and importance of the premier industry and to inculcate a right attitude towards it. We are not convinced of the need for the more advanced school certificate course in agriculture and are far from recommending any pre-university "commercial" course. Without any such premature specialisation, and as a result of the general College training, we look forward to a type of student being produced who will eventually have a beneficial influence on the agricultural development of the Colony. Whatever that development may be, character and ability to co-operate are bound to tell. There are at present 102 children of agriculturalists in Achimota. If the ex-student of Achimota can create opportunities, take advantage of small and humble openings, inspire respect and confidence, face adversity, and wait patiently for success, an increase in its strength up to the full complement of 770 and beyond it will give cause for satisfaction rather than alarm. There will always be some to question the financial propriety of such costly training for possibly humble posts. It is right that such questions should be asked. We are not in a position or authorised to attempt an answer. What we can say is that if the Colony can find the money the progress up to date amply justifies its expenditure. Achimota bids fair to produce the citizen that a progressive country needs.

222. We have specially been impressed by the confidence and support that it is winning from so many educated Africans. There has been in the past criticism based on mistrust. That this is giving way to constructive and sympathetic criticism is largely due to the feelings of which we had ample evidence, that Achimota is revealing the capacity of the African and increasing at once his responsibility and self-respect. If it does this it can look forward hopefully to the useful employment of its students.

## CHAPTER XV

### FINAL IMPRESSIONS

223. We are impressed by the general aims, as set out in our third chapter, and we are still more impressed by the wisdom and thoroughness with which those aims are being carried out.

224. We recognise that they must from time to time be modified by the new ideas that may be contributed by new men, by the growth of the country, by co-operation with other educational workers, and by the increasing experience of the Council and staff. An equally important factor is the human material on

which these ideas have had to work. We consider that the boys and girls who have come to Achimota from all over the Gold Coast combine vitality with docility to a remarkable degree. They are not wasting their splendid opportunities. They are meeting their teachers more than half-way and they seem to be winning simple happiness for themselves and the whole community.

225. Accustomed as we are to the slow growth of educational institutions in England, we are almost bewildered by the rapidity with which, so far as we can see, the hopes of the founders are being steadily realised and developed.

226. The magnificence of the material surroundings might easily have dwarfed the spiritual life of the place and impeded its growth. This danger is being avoided. The elements in education that cannot be tested at all by statistics, and only with difficulty by observation, pervade the whole life of the place. If, as we believe, this growth is natural and spontaneous, it will endure. The discipline in its widest sense is evidence of this growth. All indications make us believe that the experiments in the delegation of authority, sometimes bolder even than those that the condition of many English schools have made possible, and the methods of guidance by word and example are producing a society here that is happy and orderly and which, in so far as its effects are permanent, will send out into the world men and women who have self-control, self-respect, and high ideals of citizenship.

227. We have had many opportunities of judging the work of the staff in and out of school. We have been deeply impressed by their competence and devotion. The staff taken as a whole bears comparison with that in English institutions of similar scope. In saying this we take into account the combination of variety of attainments with singleness of aim. We have been greatly interested by the development of co-education. Nothing that we have seen has made us anxious. Some of the difficulties that we have noticed in our report will tend to decrease as the number of the girls grows.

228. Another distinctive feature of the life at Achimota is that education on western lines has not here been allowed to weaken a sympathetic attitude towards what is regarded as fine in national life.

229. Finally we are very greatly impressed by the generous attitude of the Government, not only as regards financial endowment, but also in the freedom that has been conferred on the Council. This body has been given unique opportunities that few if any institutions have enjoyed before. Its use of them will always be under close scrutiny. From what we have heard we believe that this will be welcome and that by its exertions it will justify the confidence that has been placed in

it and contribute to the greatness of Achimota and the Gold Coast.

230. For our own satisfaction, though it can hardly be necessary for public information, we must declare our conviction of the debt Achimota owes to the personal qualities of its first Principal. His experience of education elsewhere, his courage in plan and action, his fundamental tolerance, his powers of leadership, his fertility in ideas, and his trenchant expression of them, his gifts of winning the affection of his colleagues and the students, and above all his living faith have enabled him to do what few men could have done and to lay foundations on which other men may well be proud to build.

H. S. NEWLANDS,  
E. R. J. HUSSEY,  
ARTHUR MAYHEW,  
W. W. VAUGHAN.



## APPENDIX

## ACHIMOTA COLLEGE

## PUBLICATIONS OF THE STAFF UP TO APRIL 1932

- REV. A. G. FRASER and SIR G. GUGGISBERG : *The Future of the Negro* (Student Christian Movement).
- REV. R. C. BLUMER : *Aim of the Curriculum ; Notes on the Teaching of Arithmetic* (Achimota Press).
- REV. C. K. WILLIAMS : Editor of a series of simplified English texts for Messrs. Longmans, Green and Co. Ltd., e.g. *The Coral Island, Kidnapped, A Wonder Book. Everyman : A Morality Play* (Achimota Press).
- DR. IRVINE : *Plants of the Gold Coast* (O.U.P.). *Some Salt Water Fishes of the Gold Coast* (Gold Coast Education Department). (Illustrated by Mr. A. P. Brown.) *West African Botany* (O.U.P.).
- D. T. ADAMS : *Gold Coast Geography* (University of London Press).
- MISS DEAKIN : *The Seashore* (Fanti and English), (Atlantis Press).
- MISS BLAIR and MISS DEAKIN : *Fanti Stories* (Achimota Press).
- R. P. DJABANOR : *Ga Stories* (Achimota Press).
- D. BENZIES : *Social Service* (Achimota Press).
- J. H. RIGNELL and D. BENZIES : *Notes on Physical Training* (Gold Coast Government Press).
- MISS FIELD : *Gold Coast Food* (Achimota Press).
- D. G. R. HERBERT : *The Rights and Duties of a Citizen* (Gold Coast Government Press).
- G. A. STEVENS : with students illustrated Rattray's *Ashanti Folk Tales*.



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U.S.A.  
Icama Cases.

# ACHIMOTA COLLEGE



## REPORT

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Colony to inspect the Prince of  
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Achimota

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