

Gold Coast Colony.

- 1) The Education Ordinance, 1925.
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- 2) Report of Mr. Kingdon's Education Committee, 1919.
T.657.N1E E9
- 3) Report of the Educationists' Committee (Mr. Oman's Committee), 1920. T.657.N2E F0
- 4) Annual Report of the Education Department, 1923-1924 T.657x F4
- 5) dto. dto. , 1924-1925 T.657x F5
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- 7) dto. Northern Territories, 1926-1927
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- 8) Report on the Achimota College, 1926-27
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- 9) Annual Report on the Agricultural Department, 1923-1924.
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- 10) dto. dto. , 1924-1925.
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GOLD COAST COLONY.

No. 21 of 1925.

I assent

F. G. GUGGISBERG,
Governor.

30th December, 1925.

AN ORDINANCE for the development and assistance of Education in the Gold Coast Colony, and for purposes connected therewith.

[1st January, 1927.]

BE IT ENACTED by the Governor of the Gold Coast Colony, with the advice and consent of the Legislative Council thereof, as follows:—

1. This Ordinance may be cited as "The Education Ordinance, 1925", and shall come into force on the first day of January, 1927.

Short title
and com-
mencement
of Ordinance.

Interpreta-
tion.

2. In this Ordinance, unless the context otherwise requires :—

“ Assisted School ” means a school which for the time being is in receipt of a grant-in-aid from Government funds ;

“ Board ” means the Board of Education established under this Ordinance ;

“ Government School ” means a school established by and under the entire control of Government and maintained wholly or in part from Government funds ;

“ Grant-in-aid ” means a grant made annually out of Government funds in aid of any school or training institution ;

“ Manager ” means and includes any and every member of the local governing boards of any society, body, or corporation taking part in educational work in the Colony ;

“ Non-Assisted School ” means a school which is not maintained by, and receives no grant-in-aid from, Government funds ;

“ Prescribed ” means prescribed by Rules under section 17 of this Ordinance ;

“ School ” means any assembly of not less than ten pupils for the purpose of receiving regular instruction, but does not include any Sunday School ;

“ Training Institution ” means an institution approved by the Director of Education for the training of teachers.

Establish-
ment and
Constitution
of Board of
Education.

3. (1) There shall be a Board of Education, which Board shall be constituted by the following officers and persons :—

- (i) The Governor ;
- (ii) The Colonial Secretary ;
- (iii) Three officers of the Government Service to be nominated by the Governor ;
- (iv) The Director of Education ;
- (v) The Principal of the Prince of Wales's College Achimota ;
- (vi) Four persons to be nominated as members of the Board by the Governor to represent the Missionary and Educational Societies working in the Colony ;
and

(vii) Four Africans, one of whom shall be a Head Chief ; such Africans to be nominated as members of the Board by the Governor

(2) The Governor, or in his absence such other member as he shall in writing appoint for the purpose, shall be and preside as President over the proceedings of the Board. Governor to be President of the Board.

(3) The Governor may, if he shall so think fit, appoint for the purposes of any particular session of the Board any officer or person within the Colony to be for such session an Extraordinary Member of the Board. Appointment of Extraordinary members of the Board.

(4) Subject as hereinafter provided, the term of membership of members of the Board nominated by the Governor under Head (vi) or Head (vii) of subsection (1) of this section shall be five years as from the date of their nomination as aforesaid. Provided that any nominated member, on the expiration of his term of membership may be renominated for a further term of five years. And provided further that the Governor may at any time revoke any nomination under this section ; and thereupon the member affected shall forthwith vacate his seat on the Board. And provided further that any member nominated as aforesaid may at any time by notification to the Governor in writing resign his seat on the Board. Term of membership of certain nominated members of the Board.

(5) The Governor may, as occasion requires, fill vacancies on the Board. Power to Governor to fill vacancies.

(6) An officer of the Education Department other than the Director of Education shall be appointed by the Governor to be the Secretary of the Board. Secretary of the Board.

(7) The President and four members of the Board, one at least of whom shall be a member nominated under Head (vi) or Head (vii) of subsection (1) of this section shall form a quorum. Quorum.

(8) The President, in addition to his vote as a member of the Board, shall have also a casting vote in cases where the votes of the members are equally divided. President to have a casting vote.

4. (1) A Register of Teachers shall be kept by an officer appointed for the purpose by the Governor. Register of Teachers.

(2) Such Register of Teachers shall with all convenient despatch be published in the *Gazette* on its completion and shall be kept up to date. Every addition to or deletion from such Register shall likewise with all convenient despatch be published

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in the *Gazette* ; and a complete Register shall be republished with all necessary amendments every succeeding third year.

(3) The conditions under which a teacher may be registered shall be such as shall be prescribed.

Only registered teachers to teach in Government, Assisted, or Non-Assisted Schools.

5. No person shall teach in any Government, Assisted, or Non-Assisted School unless he is registered on the Register of Teachers, or on the Provisional List as may be prescribed.

Salaries of teachers.

6. No registered teacher employed in Government, Assisted and Non-Assisted Schools shall be paid at a lower rate than such as shall be prescribed.

Itinerant teachers.

7. Where there is a greater demand for education than the schools in any particular locality can meet, approved itinerant teachers may be appointed, with the sanction of the Director of Education, by any society, body, or corporation, to teach in such locality ; and grants-in-aid in respect of such approved itinerant teachers may be paid to the society, body, or corporation appointing them as aforesaid.

Grants-in-aid and correspondence to be sent to the representative of body.

8. All correspondence relating to educational work generally, and grants-in-aid when payable, shall be sent to the responsible representative of the society, body, or corporation concerned : or to such other person as may be authorized in writing by such representative.

Pauper children.

9. Any school receiving a grant-in-aid from Government funds shall be under a legal obligation to receive such pauper children who may be assigned to it by the Government, in such numbers and upon such terms as may be decided on by the Board.

Prohibited books or writings not to be used in any school.

10. No book, newspaper, printed matter, or writing whatsoever, the use of which in schools has been prohibited by a written order of the Governor, shall be used or allowed to be in any school.

Proviso as to Government educational activity.

11. Nothing in this Ordinance contained shall be construed to limit the Government in establishing schools under its entire control, in maintaining any such school already so established or in any other educational activity whatsoever,

12. A grant-in-aid from Government funds, the conditions and amount of which shall be fixed from time to time by the Board may be made to any Training Institution, School, or College in which teachers are specially trained, provided that the Director of Education is satisfied with the provision made for the general welfare of the students, and with the discipline and tone of such Training Institution, School, or College ; and provided further that each of such teachers shall have given a bond to complete the course of training, the duration of which shall be determined from time to time by the Board, and to teach either in a Government School or Assisted School for a period of not less than five years.

Grant-in-aid
to Training
Institutions.

13. If in the opinion of the Director of Education the union of two or more schools, under different societies, bodies, or corporations, will conduce to greater efficiency, the Director of Education shall have power to make the continuance of the payment of grants-in-aid to such schools, contingent on such union ; provided that a reasonable time shall be fixed by the Director of Education within which such union shall be effected before the payment of grants-in-aid to the individual schools are stopped : provided also that the Director of Education may recommend the payment of a special grant to cover the whole or part of the cost of such union.

Union of
Schools, etc.

14. In any area where educational development is deemed by Government as being particularly necessary, the Director of Education may, with the approval of the Governor, declare such area a special area for educational development. In each such case the Director of Education may offer to any society, body or corporation for a period of not less than three years, which period may, however, be extended, special privileges with a view to such society, body or corporation undertaking the required educational development ; in each such case a grant-in-aid amounting to the total cost of the salaries of African teachers and African Supervisors, in addition to the grant-in-aid in respect of school buildings payable under Rules made under this Ordinance, may be made ; always provided that the representative of such society, body or corporation is willing and in a position to develop educationally such special area according to a policy agreed upon with Government : and, provided further that such development can be accomplished, in the opinion of the Director of Education, without detriment to the educational work of such society, body or corporation in other parts of the Territories administered by the Governor,

Special areas
of educational
development.

Conditions
applying to
non-assisted
schools.

15. (1) No fees, emoluments or gratuities of any kind may be given or taken in any school which does not satisfy the requirements of this Ordinance.

(2) The Manager and Head Teacher of each Non-Assisted School in which fees, emoluments, or gratuities of any kind are taken shall within two months after the commencement of this Ordinance notify the Director of Education in writing of the existence of such school, and shall furnish all particulars relating to such school and the staff thereof as shall be asked for by him ; and thereafter changes in staff shall be notified to the Director of Education as they occur.

(3) Before any new Non-Assisted School shall be opened particulars thereof together with a list showing the names and qualifications of the staff shall be communicated to the Director of Education ; and thereafter changes in staff shall be notified to him as they occur.

Penalty.

16. Any person contravening the provisions of Sections 5, 6, or 15 shall be guilty of an offence, and on summary conviction thereof shall be liable to a fine not exceeding five pounds or, in the case of a continuing contravention, to a fine not exceeding one pound in respect of each and every day during which such contravention has continued.

Power to the
Board to
make rules.

17. (1) It shall be lawful for the Board to make rules for the further, better, or more convenient, effectuation of any of the provisions or purposes of this Ordinance ; and in particular (but without derogating from the generality of the provision last aforesaid) with respect to any of the following matters :—

- (a) The regulation of the application for, and the allowance of, grants to schools ;
- (b) The examination of Government Schools and Assisted Schools, and of teachers employed or to be employed in such schools ;
- (c) The classification of the certificates to be given to such teachers ;
- (d) The determination of the grants-in-aid to be paid as a contribution towards the remuneration of the teachers ;
- (e) The inspection of schools and educational institutions of whatever character by fit and proper officers ;

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- (f) The registration of all teachers; and
- (g) The prescription of anything which under this Ordinance requires to be or may be prescribed.

(2) Rules made under subsection (1) of this section shall come into operation on being approved by the Legislative Council, either immediately or on and from such other date as may therein or in their regard be provided, and shall thereupon have the same effect as if enacted herein. Provided that the first set of Rules made by the Board under this section shall, on being approved by the Legislative Council, be deemed to operate as from the date of the commencement of this Ordinance.

Rules to be approved by the Legislative Council.

(3) All rules made under subsection (1) and approved under subsection (2) of this section shall be published in the *Gazette*.

Rules to be Gazetted.

18. The Education Ordinance is hereby repealed.

Repeal of Cap. 67.

Passed in the Legislative Council this Tenth day of December, in the year of our Lord, One thousand nine hundred and twenty-five.

D. B. STRATHAIRN,
Clerk of the Legislative Council.

This Printed Impression has been carefully compared by me with the Bill which has passed the Legislative Council, and found to be a true and correct printed copy of the said Bill.

D. B. STRATHAIRN,
Clerk of the Legislative Council.

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Gold Coast Colony.

Education and Agriculture.

1. Education Ordinance, 1925.
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9. Annual Report of the Agricultural Department, 1923-24.
10. -----Dto-----Dto----- , 1924-25.

XVII.—1918—1919.

Report of the Special Committee appointed by
His Excellency Sir Hugh Clifford to report
upon and to make such recommendations
as seem desirable in the Educational system
of the Gold Coast. : : : :

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Ordered by His Excellency the Governor to be Printed.



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1919.

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REPORT OF THE SPECIAL COMMITTEE APPOINTED BY HIS EXCELLENCY
SIR HUGH CLIFFORD TO REPORT UPON AND TO MAKE SUCH
RECOMMENDATIONS AS SEEM DESIRABLE IN THE EDUCATIONAL
SYSTEM OF THE GOLD COAST.

1. The Members of the Committee appointed by His Excellency Sir Hugh Clifford to report upon and to make such recommendations as seemed to them desirable in the educational system of the Gold Coast Colony met on the 14th of July and four following days and the 18th and 19th September, 1919. At the first Session all Members were present. At the Meetings on the 18th and 19th September, 1919, several members were unavoidably prevented from attending.

The list of Members of the Committee is as follows:—

- 1 The Honourable D. KINGDON, Acting Colonial Secretary, *Chairman*,
- „ Honourable J. MAXWELL, Acting Secretary for Native Affairs,
- „ Honourable E. J. P. BROWN,
- „ Honourable NANA OFORI ATTA, C.B.E., Omanhene of Akim Abuakwa,
- „ Honourable J. CASELY HAYFORD, M.B.E.,
- „ Honourable DR. B. W. QUARREY-PAPAFIO,
- „ Honourable T. HUTTON-MILLS,
- „ Reverend W. H. MAUDE (Wesleyan Mission),
- „ Right Reverend Bishop IG. HUMMEL (Roman Catholic Mission),
- „ Reverend A. W. WILKIE (Scottish Mission),
- „ Reverend A. G. COLBECK (Church of England Mission),
- „ Director of Education, D. J. OMAN, Esquire, *Secretary*,
- R. P. W. MAYALL, Esquire, who acted as Director of Education during the absence on leave of
Mr. D. J. Oman, acted as a Member and Secretary of the Committee at the Meetings in July.

2. The full terms of reference to the Committee are set out as hereunder:—

“To report upon, and to make such recommendations as may seem advisable concerning the existing system of education in the Gold Coast and its Dependencies, with a view to the improvement of its efficiency and the enlargement of its scope, and to consider the present Education Ordinance and Rules and the Schedules published therewith and to make recommendations as to their amendment.”

These terms of reference were purposely made as wide as possible so that not only the present system of education in the Colony should receive consideration but that its development and the extension of educational facilities in all directions should be matters for the fullest consideration.

SECONDARY EDUCATION.

3. The Committee gave consideration to the question of the introduction of Secondary Education by Government. The attention of the Committee was drawn to the fact that two of the Missionary Societies working in the Colony have, for many years, provided for such instruction but the Committee are strongly of opinion that the two institutions already established are not sufficient to meet the general demand for higher education—for there now is, undoubtedly, a general demand for such education. The Committee are impressed with the progress which has been made in Primary Education during the past few years as indicated by the large increase in the number of schools throughout the Colony, and the increased enrolment of pupils. The Committee recognize that education has become more general and much more popular than it was a decade ago, and they entirely agree with the opinions which recently have been expressed freely in the Legislative Council, that a higher standard of education than that which can be obtained in the Primary Schools is sorely needed, not only in the Government Departments but amongst the professional and commercial classes of the Community. The Committee are acquainted with instances in which parents, desirous of giving their children a more advanced education than is possible to obtain locally, have found it expedient to send them to Europe in order to acquire such education, and the Committee feel that such a policy is fraught with risks consequent on climatic and other conditions. The Committee, after long and careful consideration of this matter and for the reasons given, are unanimously of the opinion that the time has now arrived for the Government to take steps to introduce Government Secondary Education in this Colony.

4. The Committee considered two proposals which were put forward as to the manner in which Government might introduce Secondary Education. The two proposals differed considerably and the main points of each are summarized below :—

- (1) (a) That the school be in the form of a Secondary or Higher Grade School and be for day pupils only.
- (b) That the staff consist of two University Graduates (who have had experience in Cambridge Local work) and two First Class Native Teachers.
- (c) That the course of study be for four years and the curricula of work as those prescribed for the Cambridge Local and London Matriculation Examinations.
- (d) That the fees be very moderate *viz.*, £12 per annum so as to bring Secondary education within the reach of many children whose parents are desirous of giving them a higher education.
- (2) (a) That a school be established on the lines of an English Public School if there is sufficient evidence of such a school becoming self-supporting at an early date.
- (b) That the fees be £100 or £150 per annum *i.e.* sufficiently large to cover the expense of the upkeep of the school and to pay off yearly a portion of the initial cost of establishing the school.
- (c) That the school be staffed with the best men, all Graduates of British Universities, and that the course of instruction prepare students for a University training.
- (d) That such a school be advertized in order to find out the approximate number of pupils who would be prepared to pay such fees and to ascertain whether or not a real demand for such a school exists.
(To test this, fees for the first term might be made payable in advance before substantial expenditure is incurred by Government in building the School).

5. The Committee consider that the first proposal is unsatisfactory inasmuch that it makes provision for day pupils only, and are of opinion that a Government School established for Secondary Education should be for boarders only.

The Committee are of the general opinion that great difficulty would be experienced in ascertaining, even vaguely, the number of pupils likely to attend a Secondary School established on the lines of the second proposal and consider that it would be expecting too much from the community to guarantee a certain number of pupils before the establishment by Government of such a School.

6. The Committee, after careful deliberation, recommend that the following scheme be adopted by Government for the establishment of a Royal College at or near Accra :—

THE ROYAL COLLEGE, ACCRA.

- (1) There shall be established, in the neighbourhood of Accra, a Government Secondary School for Boys to be known as "The Royal College, Accra."
- (2) The College shall be erected on a site to be selected by a Site Board.
- (3) The site shall be extensive.
- (4) The buildings shall, in the first instance, provide accommodation for 100 pupils and shall be designed in such a manner as to be capable of being easily enlarged.
- (5) A Natural Science Laboratory, which shall be a separate building near the College, shall be built and equipped out of the gift from Messrs. Cadbury Brothers, and shall be known as the "Cadbury Laboratory."
- (6) The pupils, all of whom shall be boarders, shall be accommodated in a Government Boarding House or in Mission Hostels built by Government, a Government Boarding House to accommodate 100 pupils being erected in the first instance.
- (7) Two European Masters and two Non-European Assistant Masters shall be resident in bungalows built on the site selected for the school.

STAFF.

The initial Staff shall consist of :—

The Principal. A University Graduate with considerable experience in Cambridge Local Work (salary new scale as Provincial Inspector of Schools).

The Vice-Principal. A University Graduate (salary as Assistant Master, Training College).

Science Master. A University Graduate (salary as Assistant Master, Training College)

Two First Class Non-European Resident Masters (salary £250—£300 per annum).

ADMISSION.

Boarders only shall be admitted to the College. Admission to the College shall be by entrance examination only. The standard of work required shall be equivalent to Standard VII, but the passing of Standard VII shall not be made a condition of entrance.

Three years after the opening of the School no student shall be admitted to the College above the age of eighteen years.

FEEs.

Tuition fees shall be £12 per annum *i.e.* £6 for each term, and the boarding fees £24 per annum *i.e.* £12 each term, both payable in advance.

Additional expenses *viz.*, the cost of books, bedding, laundry, sports subscriptions, together with the cost of journeys to and from Accra shall be borne by the parents or guardians of the pupils.

COURSE OF INSTRUCTION.

The full course of instruction shall be for a period of four years but students may leave the College at the end of each year:—

(a) The 1st year's Course. Schedule of work as for Cambridge Preliminary Local Examination.

(b) „ 2nd „ „ Cambridge Junior Local Examination.

(c) „ 3rd and 4th year's Courses. Cambridge Senior Local and London Matriculation Examinations.

Special Classes shall be arranged for commercial subjects, *e.g.* Shorthand, Typewriting and Book-keeping.

RELIGIOUS INSTRUCTION.

Provision shall be made in the time-table for the teaching of Religious subjects and Ministers of the various denominations shall be invited to give this instruction.

SCHOLARSHIPS AND EXHIBITIONS.

Three Scholarships and three Exhibitions, in each case tenable for four years, shall be annually awarded by Government on the results of an examination held for the purpose. The Scholarships shall entitle each holder to free tuition and free board. The holders of Exhibitions shall receive free tuition only.

CADBURY GIFT OF £5,000.

7. The Committee gave very careful consideration to various proposals for utilizing the beneficent gift of £5,000 from Messrs Cadbury Brothers for the furtherance of educational work and agricultural training in this Colony. In particular the Committee considered the suggestion that this amount might be spent in sending men of this Colony abroad to acquire an agricultural training, but are of opinion that the money should be spent in the Colony. The Director of Agriculture, who attended a Meeting of the Committee, expressed the opinion that the time was not yet ripe for the establishment of an Agricultural College but that efforts should be directed to improving and developing the present system of Agricultural Training.

The Committee recommend that the amount which Messrs Cadbury Brothers have so generously bestowed on this Colony be devoted to the building and equipment of a Natural Science Laboratory at the proposed Royal College to be known as the 'Cadbury Laboratory' with a view to providing facilities for youths of this Colony to obtain an education which will make them better fitted to carry on agricultural work in a more scientific manner than is the custom at the present time.

A SCHOOL FOR THE SONS OF CHIEFS.

8. The Committee considered a proposal that a school should be established for the sons of Chiefs, and it was pointed out that this matter had some years previously engaged the attention of Government but that funds were not available at that time to meet this expenditure.

The Committee are of opinion that the proposed Royal College should provide facilities for the education of the heirs and successors to Chiefs' stools in the Colony.

GOVERNMENT TRAINING COLLEGE FOR FEMALE TEACHERS
AND GOVERNMENT BOARDING SCHOOL FOR GIRLS.

9. The Committee examined statistics which showed that only 4,428 girls were in attendance at school during the year 1918, and of this number only 546 were in the Government Schools. Further, that out of this number only a very small percentage remained in school after passing the third standard. The Committee discussed at length a suggestion for establishing a Training College for female teachers but reluctantly came to

the conclusion that the number of sufficiently well-educated girls likely to come forward as candidates for admission would be insufficient, at the present time, to warrant the establishment of such a College. The Committee, however, are convinced that, until a Training College for female teachers has been in existence for some time, extensive development in the education of girls is impossible. The Committee are almost unanimously of opinion that, although the immediate prospects of success of a Training College for female teachers are not such as would justify the expense of establishing such a College at present, the opening, in the neighbourhood of Accra or Cape Coast, of a Government Boarding School for Girls would do much to improve female education; and such a School would in a short time indirectly create a demand for locally trained female teachers as well as provide the preliminary training for girls who desire to become teachers. The Committee deplore the backward state of female education and are strongly of opinion that every effort should be made to provide greater facilities for the education and training of girls,

10. The Committee, therefore, recommend that a Government Boarding School for Girls be established at or near Accra on the following lines as soon as possible.

GOVERNMENT BOARDING SCHOOL FOR GIRLS.

1. There shall be established in the neighbourhood of Accra a Government Boarding School for Girls.
2. The site shall be large.
3. The school buildings shall be erected to provide, in the first instance, boarding and teaching accommodation for 100 girls.
4. The grounds shall provide facilities for recreation, sports, etc., and shall be enclosed by walls.
5. Residential quarters shall be built for the European Headmistress and one European Assistant Mistress.
6. Residential Quarters shall be built for the Native Staff.

STAFF.

7. The initial staff shall consist of:—
The Headmistress,
One European Assistant Mistress,
Four Native Assistant Teachers.

ADMISSION.

8. Boarders only shall be admitted to the school. Three years after the opening of the School no pupil shall be admitted over the age of 15 years. No pupil shall be admitted under the age of 7 years.

FEEs.

9. Tuition fees shall be graded from £2 to £8 per annum and boarding fees shall be £24 per annum inclusive of all extras. All fees shall be payable half-yearly in advance.

COURSE OF INSTRUCTION.

10. Instruction shall be given in the subject of the ordinary School Curriculum. Special attention shall be given to Hygiene, Needlework and Domestic Science (including Cookery and Laundry work).

SPECIAL COURSE FOR TEACHERS.

11. A special class shall be formed for the training of Female Teachers who shall receive instruction in accordance with the Syllabus prescribed in Schedule G of the Education Rules.

RESIDENTIAL QUARTERS FOR EUROPEAN MASTERS AT THE ACCRA TRAINING COLLEGE AND ALSO AT THE ACCRA TECHNICAL SCHOOL.

11. The Committee considered a proposal which had been made some years ago, both by Government and Members of the Legislative Council, that residential quarters for European Masters should be built at the Accra Training College and the Accra Technical School both being residential, which proposal, however, it had not hitherto been possible to carry into effect owing to the strained financial condition of the Colony brought about by the war.

The Committee are of opinion that the present arrangements whereby the House Master, a native of the West Indies, and the Native Technical Instructors reside on the premises at the Accra Training College and Accra Technical School respectively are inadequate to secure to the students the full benefits of a residential institution.

The Committee recommend that the projected bungalows for residential European Masters at the Accra Training College and the Accra Technical School be erected at the earliest possible date.

12. The Committee have learnt with satisfaction, that since this matter was brought to their notice the Secretary of State has been pleased to approve of the erection of these quarters for Resident Masters.

GRANTS TO TRAINING COLLEGES (RULE 75 (c))

13. The Committee discussed the Rules relating to grants to Training Institutions and a suggestion was made that the word "European" should be omitted from Rule 75 (c). They observed that as this Rule stands at present, persons other than Europeans could not receive Government support if they decided to establish an Institution for the training of teachers, and that it seemed clear that this Rule had been framed with the sole object of encouraging school authorities to bring Europeans to the Gold Coast to assist in the very necessary work of training teachers. The Committee feel that, since this Rule was framed, a great advance has been made in education in this country and that there might come forward, at no far distant date, highly qualified local men desirous of establishing a Training Institution for teachers.

The Committee, therefore, recommend that this Rule be amended so as to make provision for the same Government grants to be paid in respect of a qualified Non-European Principal and staff approved by the Director of Education.

AGRICULTURAL CLASSES FOR TEACHERS.

14. The Committee discussed the question of Agricultural Training for Teachers, and after having heard the opinion of the Director of Agriculture on the subject that, at the present time, he is unable to arrange for adequate training and supervision of the students and teachers who attend the Courses, the Committee recommend that the Agricultural Course be restricted to teachers who have gained a Third or Second Class Certificate and that, in future, these certificates shall not be dependent upon the gaining of an Agricultural Certificate or a Certificate for Woodwork.

GRANTS TO TEACHERS TAKING THE AGRICULTURAL COURSE.

15. The Committee recommend that, in order to encourage certificated teachers to attend the Agricultural Courses a grant of £5 instead of £2 10/- be awarded to a certificated teacher who attends a complete course of instruction at the Agricultural Stations and passes the prescribed examinations, particularly as teachers will not now be called upon to obtain this certificate in order to qualify for the annual grant.

TEACHERS SALARIES AND GRANTS TO CERTIFICATED TEACHERS.

16. The Committee gave careful consideration to the salaries of teachers and are agreed that, excluding those of teachers in the Government service, they are inadequate. The Committee are of opinion that, until the salaries of teachers are increased, the teaching profession cannot be expected to attract the best men.

17. The Committee recognize that the Government teachers are far better circumstanced than many other teachers and that their present rate of salary, starting from £48 per annum as a Third Class certified teacher and £54 per annum as a Second Class certified teacher on leaving the Training College, is far in excess of the usual salaries given to most other similarly certificated teachers. In the case of the other certificated and non-certificated teachers employed in the majority of Assisted Schools throughout the Colony the Committee feel that something must be done in order to improve their position and in order to attract the best men to the teaching profession.

With this object in view the Committee recommend that the annual grant to a certificated teacher of the Third Class shall only be payable provided that the teacher is in receipt of a minimum salary of £40 as against £20 for which the present rule provides. Similarly that teachers of the Second and First Class must be in receipt of minimum salaries of £50 and £60 (as against £25 and £30 under the present rules) respectively in order to be entitled to the Government grant. The Committee realize that to bring into force the new scale of salaries to teachers at once would create a difficulty which many of the school authorities would be unable to surmount. The Committee, therefore, recommend that these increases be arrived at by an annual increase of £5 in each case until the minimum required has been reached.

GRANTS TO UNCERTIFICATED TEACHERS.

18. The Committee also recommend that assistant teachers who are uncertificated and who form part of school staff as required under Rule 49 receive a minimum salary of £25 per annum (this minimum to be increased later) and that a Government grant of £3 or £5 shall be paid in respect of such teachers for a period of three consecutive years only, at the end of which period they should be in a position to qualify for a Teacher's Certificate.

ENGAGEMENT OF TEACHERS DISMISSED FROM GOVERNMENT OR ASSISTED SCHOOLS.

19. The Committee recommend that teachers who have been dismissed from any Government or Assisted School shall not be engaged in any other Government or Assisted School without the approval of the Director of Education, in writing, after reference has been made to the Manager by whom the teacher was dismissed and to the teacher himself.

GRANTS TO EUROPEAN LADY TEACHERS.

20. The Committee considered a proposal, which arose out of the recommendation that grants be paid to uncertificated teachers, that grants be paid also to European lady teachers engaged in Assisted Schools and were generally of the opinion that such a procedure is inadvisable.

The Committee recommend that grants be not paid to European lady teachers.

PUPIL TEACHERS.

21. The Committee discussed the present Pupil Teachers' Scheme and are of opinion that, in an amended form, it would prove more valuable for school purposes and, at the same time, more attractive to the Pupil Teacher and Principal Teacher.

The Committee recommend that the Scheme be amended on the following lines:—

- (a) That a Pupil Teacher on appointment must have passed a standard not higher nor lower than Standard VI, instead of Standard V as in the present scheme.
- (b) That a grant of £2 and £3 be paid to the Pupil Teacher for passing Schedules J and K respectively.
- (c) That the grant to the Principal Teacher be made on the recommendation of the Director of Education and be not entirely dependent on the success or failure of the Pupil Teacher at the examinations.
- (d) That the Schedules of work for these two examinations *viz.*, Schedules J and K be amended in order to prescribe a suitable course of study for Pupil Teachers appointed under these regulations.

AGE LIMIT FOR CHILDREN IN ATTENDANCE AT GOVERNMENT AND ASSISTED SCHOOLS.

22. The Committee gave long and careful consideration to the question of an age limit for children admitted into Government and Assisted Schools. The Committee agree that an age limit is very necessary and that every effort should be made to encourage the people generally to send their children to school at a younger age. The Committee consider that a limit of age should be set down for children in the infant classes and for children in the standard classes, as it is neither good for the school nor for the individual, to have young children taught in the same class with much older children. The Committee realize that to make a radical change at once in this respect would be imposing a hardship on children already in the schools who have started their school career late and, in some districts where educational facilities have only just recently been opened up, have a tendency to discourage education in that particular district.

The Committee, therefore, recommend that Rule 19 be amended in accordance with the following conditions:—

- (a) that an age limit is necessary.
- (b) that a child shall not be admitted to a primary school under the age of four years or over the age of 12 years, unless coming direct from another school.
- (c) that whilst the ordinary limit of age for admission be from 4 to 12 years of age this Rule may be relaxed by the Director of Education in any particular case or in rural districts in which education is being first introduced and that this Rule shall not apply to pupils who have previously received sufficient education to enable them to be placed in standard classes.
- (d) that no pupil shall continue in attendance at an infant school after the age of 12 years or in standard classes after the age of 19 years but that this Rule shall not come into operation until the 1st January, 1924.

LIMITATION OF THE SIZE OF CLASSES.

23. The Committee considered the advisability of a further limitation of the size of classes in schools, and came to the conclusion that only when the supply of trained teachers has been considerably increased can this very desirable change be effected.

RELIGIOUS INSTRUCTION IN SCHOOLS.

24. The Committee considered a proposal, which was supported by the Representatives of the Missionary Societies, that religious instruction should be compulsory in all Government and Assisted Schools. After considerable discussion it was decided by the majority to recommend that no alteration be made in the present rules governing religious instruction in schools.

GRANTS TO SCHOOLS (RULE 74).

25. The Committee agreed that increased grants are advisable in respect of the Assisted Schools owing to the proposed increase in the salaries of all teachers, certificated as well as uncertificated and to the fact that the upkeep of schools had increased during the last few years.

The Committee, therefore, recommend that the scale of grants to standard and infant pupils be increased by 5/- and 2/6 per head respectively.

GRANTS TO BOARDING SCHOOLS.

26. The Committee also recommend that the grants to standard pupils at Primary Boarding Schools be scaled on a basis of 50% increase on the grants to day standard pupils; provided that boarders are under the direction of house masters on conditions satisfactory to the Director of Education; that attention is given to the organization of games and sports, and that the accommodation is hygienic and open to inspection.

GRANTS FOR BUILDINGS AND FURNITURE TO NEW SCHOOLS.

27. The Committee consider that, in order to encourage schools to come on the Assisted List, more assistance should be given during the first year in which schools are placed on the Assisted List.

The Committee, therefore, recommend that as soon as a school has been placed on the Assisted List a grant towards the building and furniture of the same be awarded in accordance with the conditions set out in Rule 90, and in the case of school buildings at present in course of erection, the grant under Rule 90 (i) be payable; provided that drawings and estimates are submitted and approved by the Director of Education or his representative before the completion of the building.

GRANTS FOR SCHOOL BUILDINGS.

28. The Committee considered and discussed at length the conditions under which a Government grant is paid in respect of new school buildings or enlargements of existing school buildings and finally decided to make no recommendation for a change in the conditions governing this matter.

The Committee consider, however, that additional help should be given to the school authorities to meet the increased cost of buildings and expense of the equipment and recommend that under clauses (a) (b) and (c) of Rule 90 (i) a grant of one-third of the expenditure instead of one-fourth be awarded by the Government.

SECONDEE GOVERNMENT PRIMARY SCHOOL.

29. In connection with the question of establishing a Government Primary School at Secoundee the Committee considered the recent policy of Government whereby comparatively small Government Schools have been built, with the assistance of the Chiefs and people, in more or less remote parts of the Colony and Ashanti, as opposed to the earlier policy of establishing large Government Schools in populous centres. The Committee are generally of opinion that the first described policy is correct but that it should not be persisted in to the exclusion of claims for educational facilities from all large towns and that Secoundee is a case in point. The Committee are strongly of opinion that the demand for a Government School at Secoundee is pressing and that it should now be met in preference to claims from smaller towns.

The Committee recommend that a Government Primary School be established at Secoundee in or before January 1921 and that, as at Accra, Cape Coast and Coomassie, it consist of two separate and distinct schools; one for boys and the other for girls.

30. The Committee have learnt with satisfaction that, since this matter was brought forward for consideration, the Secretary of State has been pleased to approve of the establishment of a Government Boys' School at Secoundee to accommodate 400 children, on the lines of the Government Boys' School at Coomassie at an estimated cost of £5,000 plus £400 for equipment. The Committee hope that full effect will be given to their recommendations and that a Government School for Girls will also be established at Secoundee.

EVENING CLASSES.

31. The Committee considered the feasibility of introducing Evening Classes thus making provision for the education of boys and girls too old to enter school or who are under employment during the ordinary school hours. The Committee generally agreed that the time is not opportune for the introduction of such classes under Government control and that the provision made in paragraph 22 (c) and (d) of this Report should meet the present difficulties in regard to boys already in schools.

TECHNICAL SCHOOLS.

32. The Committee discussed the suggestion, which was brought to the notice of the Government at a meeting of the Legislative Council in February of this year, of the advisability of making provision for the extension and further equipment of the Accra Technical School. The Committee consider that the workshop and dormitory accommodation at the present time is inadequate, inasmuch as it provides only for a maximum number of forty-eight pupils, and they regret to learn that numbers of youths desirous of availing themselves of the facilities offered for training in the metal work department of the School have had to be refused admission on account of lack of accommodation.

The Committee have learnt with satisfaction that a proposal to extend the school and dormitories at an estimated cost of £3,150 plus £900 for additional equipment has been approved by the Secretary of State.

The Committee recommend that additional Technical Schools be opened, in the near future at Cape Coast, Accra and Coomassie.

INDUSTRIAL SCHOOLS.

The Committee considered the advisability of establishing Industrial Schools for the teaching of arts and industries and are of the general opinion that such schools would do very good work in the Colony and become very popular.

The Committee recommend that the establishment of Industrial Schools be kept in view for the future of the Government.

STANDARDIZATION OF THE FANTI AND AKAN LANGUAGES.

34. The Committee recommend for the favourable consideration of the Government that Committees be appointed to carry out the standardization of the Fanti and Akan languages. They are convinced that until this is done the teaching of the Vernacular in the standards is fraught with considerable difficulties and it is for this reason that the Committee recommend the postponement of the making of this subject obligatory in the Standards.

THE EDUCATION ORDINANCE.

35. The Committee discussed at length the advisability or otherwise of bringing all Schools, Assisted as well as Non-Assisted, within the jurisdiction of an Ordinance similar to that recently passed in the Colony of Nigeria (No. VIII of 1919). The Committee were informed that as recently as 1914 returns of nearly all the Non-Assisted Schools throughout the Colony had, on request, been furnished to the Education Department and that these returns had been published in the Departmental Annual Report as well as in the Blue Book.

The Committee after lengthy discussion are of opinion that such a procedure as that contemplated by an Ordinance similar to that passed in Nigeria, might through ignorance, create suspicion as to its motive and prove a set-back to education generally, not only in respect of schools at present outside the jurisdiction of the Ordinance but in respect of persons wishing to come forward to assist in educational work in the Colony.

The Committee recommend :—

- (a) that Government should have as accurate information as possible in regard to all the Non-Assisted Schools throughout the Colony and its Dependencies and that the Missionary Authorities be invited to forward, as had previously been done, returns in respect of Non-Assisted Schools of their respective denominations.
- (b) that District Commissioners be asked to obtain through the Chiefs in their Districts similar information in regard to all schools in their Districts for the information of the Education Department as well as for the information of the District Commissioners themselves.

The Committee hope that if these recommendations are put into practice information in regard to all schools not within the jurisdiction of the Ordinance will be brought to the notice of Government.

MINUTES OF THE MEETINGS OF THE BOARD OF EDUCATION.

36. The Committee discussed the form in which the Minutes of the Meetings of the Board of Education are recorded and opinions were expressed that a record of decisions only was insufficient, and that either verbatim reports of the Debates should be published or that much more detailed minutes should be recorded.

The Committee recommend that the latter course be adopted and that a more detailed Agenda of the Meetings be forwarded to Members setting out, amongst other matters, the reasons for the recommendations made for schools to be removed from the Assisted List and reports on matters of special importance.

37. The Committee recommend that the Education Rules and the Schedules thereto be amended as detailed in Appendix A.

38. The Committee consider that, as far as possible, their recommendations should be acted upon in the following order :—

1. The amendment of the Education Rules and Schedules thereto as shewn in Appendix A.
2. The establishment in the neighbourhood of Accra of a Secondary School for Boys to be known as "The Royal College, Accra" and the erection, as part of such College, of a Natural Science Laboratory to be built with the Cadbury Gift.
3. The establishment of a Government Primary School for Girls at Secondee.
4. The establishment of a Government Boarding School for Girls in the neighbourhood of Accra.
5. The establishment of additional Technical Schools at Cape Coast, Secondee and Coomassie.
6. The establishment if found necessary of a Government Boarding School for Boys at Accra, preparatory for the Royal College.
7. The establishment of Industrial Schools.

39. In addition to the above, the following recommendations of the Committee have already been approved by the Secretary of State :—

1. The erection of Quarters for Residential Masters at the Accra Training College and the Accra Technical School.
2. The establishment of a Government Primary School for Boys at Seccondee.
3. The extension of the Accra Technical School.

40. In Appendix B the approximate cost of the recommendations referred to above is set out.

41. The Committee had brought to its notice at an early stage in the proceedings the following statement made by His Excellency, Sir Hugh Clifford in the Legislative Council Debates of 1918 to 1919:—

“ I cannot pretend that I am equally satisfied with the amount of money which during the period in question Government has devoted to Education. The expenditure on this service has automatically increased from year to year during the period under review but in my opinion £37,511 is a pitifully small sum for a Colony of the standing of the Gold Coast annually to disburse in the cause of education.”

Mindful of and in full agreement with this statement, the Committee put forward the recommendations that appear in this Report with full confidence that the expenditure recommended will be most wisely made and that the development and extension of the present system of Education is one of the most important needs of the people of this country.

SIGNED.

DONALD KINGDON, *Chairman.*

JOHN MAXWELL, *Acting Secretary for Native Affairs.*

E. J. P. BROWN.

OFORI ATTA,
Omanhene of Akim Abuakwa.

CASELY HAYFORD.

B. W. QUARTEY-PAPAFIO, M.D.

T. HUTTON-MILLS.

W. H. MAUDE, *General Superintendent of the Wesleyan Mission.*

B. IG HUMMEL BP., *Representative of the Roman Catholic Mission.*

*..... *Secretary of the Scottish Mission.*

A. COLBECK, *Representative of the Church of England Mission.*

D. J. OMAN, *Director of Education, Secretary.*

} *Members of the Legislative Council.*

3th October, 1919.

*The Rev. A. W. Wilkie, Secretary of the Scottish Mission, left the Colony on leave of absence before this Report was ready for signature. He, however, signified his approval of the Draft before leaving the Colony.

APPENDIX A.

SUGGESTED AMENDMENTS TO THE EDUCATION RULES AND THE SCHEDULES THERETO.

RULE 2.

Insert the words "establishing and" after the word 'in' and before the word "maintaining."

RULE 3.

Add,
"School Year" means the period commencing on the 1st October in any one year and ending on the 30th September in the next year following."

RULE 5.

Add,
"(d) As soon as a school has been placed on the Assisted List a grant towards the building and furniture of the same may be awarded in accordance with the conditions as set out in Rule 90. (School buildings in the course of erection at the time of the passing of this amendment shall be entitled to such grant; provided that the estimate is submitted to and approved by the Director of Education or his representative, before the completion of the building."

RULE 6.

Delete and substitute,

"Every application for a school to be placed on the Assisted List for the current school year shall reach the office of the Director of Education on or before the 31st day of December."

RULES 13 AND 15.

Delete the N.B. to Rule 13 and add it as paragraph 2 to Rule 15.

RULE 19.

Delete and substitute,

"No attendance will be recognised in a Primary School for any child under four years of age or over the age of twelve years in an infant class; or nineteen years in a standard class; or for any pupil who has passed standard VII; provided that the maximum age limits here mentioned shall not come into operation until the 1st January, 1924; provided also that even after that date this Rule may be relaxed by the Director of Education or his representative in any particular case or in any rural district in which education is being introduced."

RULE 24.

Add to the list of obligatory subjects for standard classes:—

"Vernacular Reading }
"Vernacular Writing } Standards I, II, III after 1st January, 1924.

"Grammar (for Standards II—VII).

"History }
"Geography } (for Standards IV—VII)."

Add to the list of obligatory subjects for infant classes:—

"Vernacular Reading.

"Vernacular Writing."

RULE 25.

1. Add after "Geography":—" (Standards II and III)."

Delete "4. History"

"5. Grammar."

and re-number the remaining subjects.

With effect from and after the 1st January, 1924.

2. Delete, "1. Vernacular Reading (up to standard III inclusive)"

and re-number the remaining subjects.

RULE 27.

1. Substitute, "four" for the word "five" where such occurs in the Rule.

2. Delete (i) "by Standards I, II, III and IV or any one or more of such classes,
(ii) "at schools situated on or near the Coast."

RULE 29.

Substitute, "during school hours" for the words "at all times."

RULE 41.

Substitute, "six" for the last word "five."

RULE 49.

Add, "(2) Each assistant teacher must be in receipt of a salary of not less than £25 per annum."

RULES 52 and 53.

Insert, "(section 1)" after "Schedules G and I."

RULE 55.

Insert, "(section 1)" after "Schedules H and I."

RULE 56.

Add, (b) "First, Second or Third Class Certificates may be awarded by the Board of Education on the recommendation of the Director of Education to persons holding equivalent or higher qualifications than the above, gained elsewhere than in the Gold Coast."

RULE 60

Add, (b) "Teachers who have been dismissed from any Government or Assisted School shall not be engaged in any other Government or Assisted School without the approval of the Director of Education in writing—after reference has been made to the Manager by whom the teacher was dismissed and to the teacher himself."

RULE 70.

Delete, "January of the year in" and substitute "October of the school year for"

RULE 71.

Delete, "at the end of the school year" and substitute "on the 31st December"

RULE 72.

Delete and substitute, "An instalment of not more than one third of the total amount of grant awarded in the previous year may, with the approval of the Governor on the recommendation of the Director of Education, be paid at any time after the 31st December prior to the grants being approved by the Board."

RULE 74.

Delete and substitute,

- (1) "The grant payable to a primary school shall be calculated on the average attendance for the school year at one of the following rates:—

<i>Standard Pupils.</i>	<i>Infant Pupils.</i>
(a) 32/6	(a) 12/6
(b) 30/-	(b) 10/6
(c) 27/6	(c) 8/6
(d) 25/-	(d) 6/6
(e) 22/6	(e) 4/6.
(f) 20/-	
(g) 17/6	
(h) 15/-	

- (2) "The grants to standard pupils at a Primary Boarding School shall be scaled on a basis of 50% increase on the above amounts; provided that boarders are under the supervision of house masters on conditions satisfactory to the Director of Education; that attention is given to the organisation of games and sports and that the accommodation is hygienic and open to inspection."

RULE 75 (c)

Add, "The same grants may be paid in respect of a qualified Non-European (principal or teacher) approved by the Director of Education."

RULE 77.

With effect from the 1st January, 1920,	substitute,	" £25 "	for	" £20 "
" " " " " "	1921,	" £30 "	"	" £20 "
" " " " " "	1922,	" £35 "	"	" £20 "
" " " " " "	1923,	" £40 "	"	" £20 "

RULE 81.

With effect from the 1st January, 1920,	substitute,	" £30 "	for	" £25 "
" " " " " "	1921,	" £35 "	"	" £25 "
" " " " " "	1922,	" £40 "	"	" £25 "
" " " " " "	1923,	" £45 "	"	" £25 "
" " " " " "	1924,	" £50 "	"	" £25 "

RULE 83.

With effect from the 1st January, 1920,	substitute,	" £35 "	for	" £30 "
" " " " " "	1921,	" £40 "	"	" £30 "
" " " " " "	1922,	" £45 "	"	" £30 "
" " " " " "	1923,	" £50 "	"	" £30 "
" " " " " "	1924,	" £55 "	"	" £30 "
" " " " " "	1925,	" £60 "	"	" £30 "

NEW RULE 86A.

After Rule 86, add a new Rule, :-

"86A. Every uncertificated teacher in an Assisted School in receipt of a salary of not less than £25 per annum shall be entitled to an annual grant of £3 or £5 according to the recommendation of the Director of Education or his representative; provided that this grant shall not be payable to any such teacher for more than three years which must be consecutive."

RULE 87.

Delete and substitute,

"A grant of £5 shall be awarded to a certificated teacher who attends a complete course of instruction at a Government Agricultural Station and passes the prescribed examination."

RULE 88.

Delete and substitute,

"A grant of £2 10s. 0d. shall be awarded to a candidate who obtains a certificate in Hand and Eye or Industrial Training."

RULE 89.

Delete and substitute,

"If a pupil teacher passes the examinations in the subjects prescribed in Schedules J and K, and is proficient in teaching, grants shall be awarded as follows :-

"(a) To the Principal Teacher £2 after each examination.

"(b) To the Pupil Teacher £2 after the examination under Schedule J and £3 after the examination under Schedule K.

"(c) To the Principal Teacher £4, and to the Pupil Teacher £5 if, after passing the examination, under Schedule K, the Pupil Teacher enters a training institution or, if from lack of accommodation he cannot be admitted to a training institution, passes the examination prescribed in Schedule G within two years after the completion of his engagement as a Pupil Teacher.

"(d) A grant of £2 may be awarded to the Principal Teacher on the recommendation of the Director of Education even if the pupil teacher fails to pass the examination under Schedules J or K."

RULE 90.

i. Substitute "third" for "fourth" in paragraph (1) (a) (b) and (c) of this Rule.

ii. Substitute in paragraph (2) "school" for the word "statistical" where such occurs in the phrase "the statistical year."

SCHEDULE A.

REQUIREMENTS FOR INFANT CLASSES.

FOR THE REQUIREMENT AS SET OUT FOR INFANT CLASSES SUBSTITUTE,—

“INFANTS I.

- “*Arithmetic.* (Ball Frame, small stones, sticks, etc. to be used).
- “To know and to be able to write from dictation numbers up to 10.
- “Addition and subtraction of units; answer not to exceed 10.
- “*Reading.*—(English and Vernacular). To name at sight the capital and small letters of the alphabet.
- “To read an infant primer or chart containing words of two and three letters.
- “*Writing.* To copy on slates from the black-board strokes and curves and the small letters of the alphabet.
- “*Hand and Eye Training.* See Schedule N of the Education Rules.
- “*Nature Study.* See Schedule O, Part I.
- “*Drawing.* See Schedule Q.”

FOR THE REQUIREMENTS SET OUT FOR SUB-STANDARD I SUBSTITUTE,—

“INFANTS II.

- “*Arithmetic.* Notation and numeration to 50.
- “Addition and subtraction of numbers (on slates); the answer not to exceed 50.
- “*English.—Reading.* To read sentences of words of not more than four letters.
- “*Wordbuilding and Spelling.* To the standard of the reading book.
- “*Writing.* To copy from the black-board on slates the capital and small letters of the alphabet.
- “To copy a short passage from the reading book or reading sheet.
- “*Vernacular Reading and Writing.* To read and write words of two syllables.
- “*Hand and Eye Training.* See Schedule N.
- “*Nature Study.* See Schedule O, Part II.
- “*Drawing.* See Schedule Q.”

FOR THE REQUIREMENTS SET OUT FOR SUB-STANDARD II SUBSTITUTE,—

“INFANTS III.

- “*Arithmetic.* Notation and numeration to 100.
- “Easy sums in addition and subtraction; the answer not to exceed 100.
- “*English.—Reading.* To read an infant reader which may contain words of two syllables.
- “*Spelling and Wordbuilding.* Up to the standard of the reading book.
- “*Writing.* Transcription—on paper in ink or pencil—of a short passage from the reading book.
- “*Vernacular.—Reading and Writing.* To read and write from a simple primer.
- “*Hand and Eye Training.* See Schedule N.
- “*Nature Study.* See Schedule O, Part III.
- “*Drawing.* See Schedule Q.”

SCHEDULE B.

Add,
“Vernacular (Reading and Writing)” to the Requirements for Standards I, II and III.

Delete,
“Copy Books—Suitable copy books to be shown” from the Requirements for Standards VI and VII.

SCHEDULE G.

Delete,

“Geometry” and the syllabus therefor.

Delete the History syllabus and substitute the following:—

“A general outline of British History from 1485 to 1603. Special attention to be given to

“(a) The making of England.

“(b) The growth of Religious Freedom.

“(c) The expansion of the Empire.

“Stress must be laid on the sequence of cause and effect.”

Delete the syllabus for Hygiene and substitute:—

“For First year students—none.”

“For Second year students—the same for those taking the Third Class Certificate, (Part I) as for those taking the Second Class Certificate.”

Add,

“Algebra.”

“As far as and including simple simultaneous equations with easy problems leading up to such equations.

“Questions may be set on graphs and when such questions are set squared paper will be provided.”

In the Nature Study syllabus

Delete

“the standard classes” and substitute “Standards I, II and III.”

Add, “For Second year students the same for those taking the Third Class Certificate (Part I) as for those taking the Second Class Certificate.”

SCHEDULE H.

Delete,

“Algebra,” and the syllabus therefor.

Delete the Geometry syllabus and substitute the following:—

“Axioms, Definitions, Postulates.

“Lines and Angles.

“Triangles.

“Parallels.

“Parallelograms.

“Practical Geometry on the above.

“(The above syllabus is covered by “A School Geometry,” by Hall and Stevens, price 3s. 6d. Published by Macmillan & Co., Limited)”

Delete the Hygiene syllabus and substitute the following:—

“Full knowledge of the work prescribed for pupils in

“(i) The Preliminary Course.

“(ii) The Junior Course.

“(iii) The Senior Course.

“(See Schedule P of the Education Rules).

• “Thorough acquaintance with the teaching embodied in “Lessons on Elementary Hygiene and Sanitation, with Special Reference to the Tropics,” by Dr. W. T. Prout.

“This reading should be supplemented as far as possible with routine practical work, aided by magic lantern demonstrations.”

Add, “Nature Study.”

“The syllabus prescribed for Standards IV, V, VI, VII in a primary school. (Candidates will be given an opportunity to show the knowledge which they have acquired by their own observational work).

SCHEDULE I.

Delete, "and in Industrial or Agricultural Training" from the head-note.

SCHEDULE J.

Delete and substitute,

"PUPIL TEACHERS' EXAMINATION (FIRST YEAR)."

"*Arithmetic.* All work up to and including that prescribed for Standard VI. Compound Proportion.
"Questions in mental arithmetic.

"*Reading* (including Colloquial English).

"To read a passage from a Standard VII Reader or one of equal difficulty, with explanation of the words and passage read.

"*Composition.* To write a composition on a simple subject selected by the Inspector.

"*Dictation.* To write from dictation a passage selected from a Standard VII reading book.

"*Drawing.* Drawing according to the scheme prescribed for Standard VII.

"The work done by the Pupil Teachers during the year must be shown to the Inspector.

"*Geography.* The same work as that prescribed for Standard VII.

"*Grammar.* " " " "

"*History.* " " " "

"*Hygiene.* " " " "

"*Practical Teaching.* The pupil teacher will be required to give a lesson chosen by the Inspector from the pupil teacher's notes of lessons.

"*Writing.* Copy setting on the black-board for an infant class. Suitable copy books must be shown."

SCHEDULE K.

Delete and substitute,

"PUPIL TEACHERS' EXAMINATION (SECOND YEAR)."

"*Arithmetic.* All work up to and including that prescribed for Standard VII.

"Questions in mental arithmetic.

"*Reading* (including Colloquial English).

"To read a passage from a prescribed book with an explanation of the words and passage read."

"*Composition.* To write an essay or a letter on a simple subject selected by the Inspector.

"*Dictation.* To write from dictation a passage from the prescribed book.

"*Drawing.* Drawing according to the scheme prescribed for Standard VII.

"The work done by the pupil teacher during the year must be shown to the Inspector.

"*Geography.* The same work as that prescribed for Standard VII.

"*Grammar.* " " " "

"*History.* " " " "

"*Hygiene.* " " " "

"*Practical Teaching.* The pupil teacher will be required to give a lesson chosen from his notes of lessons by the Inspector.

"*Writing.* Copy setting on the black-board (large hand and small hand). Suitable copy books must be shown."

SCHEDULE O.

i After heading "Infant Classes." add, "Part I."

ii Delete, "Substandard Classes" and substitute, "Part II."

iii Delete, "Our Bodies" and substitute, "Part III."

APPENDIX B.

ESTIMATED COST OF RECOMMENDATIONS.

I.—INITIAL EXPENDITURE.

1. *The Royal College, Accra*.—Including Residential Quarters at the College for two European Masters and two First Class Non-European Masters and two B type bungalows for the other three European members of the staff:—

	£20,000—£30,000
depending upon the site chosen, nature of ground, distance from Accra, etc.	
Furniture, equipment, etc. ..	£3,500
Total ..	£23,500 to £33,500

This estimate is exclusive of the cost of the Natural Science Laboratory which it is proposed to erect with the Cadbury Gift of £5,000.

2. *Government Primary School for Girls at Secondee*:—

School Building	£3,500 to £4,000
Furniture and equipment ..	£1,800
Total ..	£4,300 to £4,800

3. *Government Boarding School for Girls*:—Including two B type bungalows for the European Headmistress and Assistant Mistress and quarters for four Native Assistant Teachers—

	£15,000 to £25,000
depending upon the site chosen, nature of ground, distance from Accra, etc.	
Furniture, equipment, etc. ..	£2,500
Total ..	£17,500 to £27,500

4. *Technical Schools*:—Including bungalows for the Principal and two European Instructors and quarters for two Native Technical Instructors:—

	£24,200 to £28,200
Furniture and equipment ..	£3,500 to £4,000
Total cost of each School ..	£27,700 to £32,200

II.—THE FOLLOWING HAVE ALREADY BEEN APPROVED.

1. *Residential quarters for European Masters at the Accra Training College and the Accra Technical School*

Total .. £5,400 to £6,000

2. *Establishment of a Government Primary Schools for Boys at Secondee*:—

School Building	£5,000
Equipment	£1,000
Total ..	£6,000

3. *Extension of the Accra Technical School*:—

Extension of the Building ..	£3,150
Additional Equipment	£1,200
Total ..	£4,350

III.—ANNUAL EXPENDITURE IN CONNECTION WITH THE SUGGESTED AMENDMENTS TO THE EDUCATION RULES.

Rule 5 (and Rule 90)	£500
Rule 74 (a) and 74 (b)	£5,000
Rule 86 A	£2,000
Rule 87	£200
Rule 89	£400
Rule 90 (1) (a) (b) (c)	£1,000
	<hr/>
	£9,100
Rule 56 (possible grants arising therefrom)	1,000
	<hr/>
Total	£10,100

GOLD COAST.

IV.-1919-1920.

REPORT

OF

THE EDUCATIONISTS' COMMITTEE APPOINTED

BY

HIS EXCELLENCY THE GOVERNOR

On 5th March, 1920

TO ADVISE THE GOVERNMENT

ON

Educational Matters,

TOGETHER WITH

Minutes of the Meetings of the Committee.

:

Ordered by His Excellency the Governor to be Printed.



GOLD COAST :

GOVERNMENT PRESS. ACCRA

1920.

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REPORT ON EDUCATION.

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THE REPORT.

PREFACE.

ACCRA.

MAY 22ND, 1920.

YOUR EXCELLENCY,

We who have been entrusted by you with the task of advising you and your Government on the vital subject of Education, are mindful of the difficulties and dangers imposed on us by the responsibility of our task. Every man imagines that with common sense all educational problems can be solved. "*Tot homines quot sententiæ.*" Yet in these days Education has become a science with its own text books, and the principles of Education have been deduced and are accepted generally by Educationists.

We take it that our task is to apply these principles to the conditions of West Africa and of the Gold Coast in particular.

That we are able to do so with freedom is owing to your own great enthusiasm, Sir, for the cause of the Education of this country. We know that our reasonable demands for financial help and Government support will be carefully considered by you and your Council. Our demands are high, but we believe that the country *cannot afford* to neglect them, for as Your Excellency has observed "we shall not get a satisfactory system of education in this country without the expenditure of a very large sum." We feel assured that the Government which "now regards Education as the "first and foremost step in Progress of the Races of the Gold Coast and therefore as the most important "item in its work" will do its utmost to undertake our full programme if it receives its approbation.

We accepted the duties entrusted to us, as members of the Educationists' Committee, with a sense of great responsibility, recognizing that policy in regard to education must affect profoundly the life and future welfare of the people of this country.

The range of our investigations has been wide, and the time at our disposal for deliberation upon matters of such importance limited. We are deeply conscious of the inadequacy of our report, but we have endeavoured to base our recommendations upon principles which seem to us to be vital. One principle we have regarded as fundamental: that our education must aim at the development and training of the whole personality. Future study and experience will evolve improved methods of applying the principles and of adapting them to the special needs and conditions of each country.

As we surveyed the whole field of education on the Gold Coast, one fact stood out above all others: the importance of the teacher. This is apparent in almost every term of reference, in the report of nearly every interview, and in practically every recommendation which we have made. However perfect any system of education may be in theory, it will break down if there are not teachers to give effect to it.

It is not surprising that the Gold Coast has always suffered from a dearth of teachers. Serious and wide-spread demand for education is a comparatively modern development. In the early stages schools were for many years almost entirely limited to the small communities gathered round the Missionary who was himself the teacher. As these communities grew in size and number, new schools were required and teachers had to be drawn from very simple and elementary schools, for there were no others. As time went on, it became possible gradually to extend primary education and to take the pupils to a higher stage; the qualification of the teacher was also raised. With still further advance in primary education it was possible to take the next important step by establishing Institutions for the training of teachers. But the increase in the number of new schools has always been far ahead of any possible supply of teachers, and in recent years the advance has been so rapid that the demand for teachers has been utterly beyond the resources of a country still comparatively young in educational efforts.

Further, the salaries of teachers have not always encouraged them to remain in the profession. The rate of pay in Mission Schools and, at one time, in Government Schools has been lower than in other services requiring any measure of education. The phenomenal expansion of trade in recent years has resulted in a demand for large numbers of clerks and artisans, and as the supply is limited high rates of salary are offered. Accordingly, only those who have been specially enthusiastic have consented to enter and remain in the profession of teaching.

We have recommended large increases in the salaries of certificated teachers. We hope that this will attract to the service the best type of young men and at the same time check the alarming loss of the most experienced to the profession.

Our further recommendations dealing with this problem will require time for their effects to be fully realized. We have discovered no magic wand to provide in a year or two highly qualified teachers sufficient for the needs of a country so rapidly developing as the Gold Coast. The training of a teacher is a slow process and begins from the earliest school years. To be efficient it must start in the infant school under skilled and experienced teachers, and be continued throughout the primary school. On this foundation must be erected a superstructure of professional training, both scientific and practical, in a secondary school or training institution. We have therefore advised an extension of the course in training institutions for teachers. We have also recommended the establishment of a Government Secondary School as the next natural and necessary step in progress. We have made no suggestion as to its name but we fervently beg that it may keep the good old term "School." We are hopeful for the future, but we labour under no illusions as to the immediate effects. The full value of the longer training cannot be realized for many years when the influence will have been able to touch every infant and every primary school in the country.

We recognize, further, the great importance of training skilled craftsmen, if there is to be true progress in the country. We have declared our conviction that vocational training should form no part of our primary education. Vocational and technical instruction must be clearly distinguished from the aims of general education. We believe, however, that a Secondary School established on the lines indicated will be invaluable in laying a sound foundation for every profession and every skilled craft.

In making special recommendations in regard to vocational training we have been guided by the advice of those who are themselves professional experts. We have made recommendations in regard to the further training of those who for a variety of reasons are unable to take full advantage of primary education. Those can become most useful citizens rendering invaluable service to the community and their work must not be despised. We have recommended the extension of technical instruction by the development of Trade Schools of various types.

Although no woman was a member of the Committee, we have followed the advice and experience of women workers in making recommendations in regard to the training of girls and we regard the development of such training as vital to the welfare of the country.

Our investigations have not indicated that great alterations are required to the present Education Rules, which seem to embody already most of our principles. The history with which our report opens outlines the frequent revisions which have been made. The most important revision was that made in 1909 when a deliberate break was made from the tradition of following too closely to the system and rules in vogue in England. These rules were epoch-making in that they provided for the establishment of the Accra Training Institution, the first Government Training College for Teachers in West Africa; for the establishment of the Accra Technical School; for the introduction of compulsory industrial training in Government and Assisted schools to counteract the mere book learning of primary schools; and for payment of certain grants to augment the salaries of certificated teachers. The reports on which these new rules were based were submitted to and endorsed by the English Board of Education and approved by the Secretary of State. Further revision was made in 1914 in order to modify and improve the rules in accordance with the results of experience. The fundamental weakness in the past has been inability to put into universal practice the principles which were embodied in the rules. The same weakness will be felt in the future, and all our schemes will fail, and all our recommendations will be rendered inoperative without a full staff to organize, execute and supervise the educational work of the country. And we include in such staff, not only the officers of the Education Department, but also teachers and managers of the schools.

Education needs the very best to achieve the objects it has in view and demands the highest spirit of co-operation in all who are entrusted with, and care for, the welfare and progress of the race.

Your Committee is profoundly impressed by the desire for Education which is now both widespread and growing. We are full of hope for the future. The more we realize what the teachers have done in the past, often working for years on a pittance, how they have toiled on giving of their best as far as they were capable, and the way they have with all willingness tried to co-operate with Managers and Inspectors in improving the education of their schools, the stronger is our hope that the teachers of the future will not be unworthy of those who have blazed the trail that their successors may cast up a better way.

PART I.

Preliminary and General.

PART I.

PRELIMINARY AND GENERAL.

(1) *Members of Committee.* The members of the Committee appointed were:—

Mr. D. J. Oman, The Director of Education, *Chairman.*
The Ven. G. W. Morrison M.A., Archdeacon of Kumasi, *Vice-Chairman.*
Mr. J. Spio-Garbrah,
The Rev. S. J. Gibson, B.Sc.,
The Rev. A. W. Wilkie, B.D.,
Mr. H. Blackmore, *Secretary.*

(2) *Meetings of the Committee.* Meetings were held at the Education Office, Accra, on 5th, 25th, 26th, 29th, 30th and 31st March; 1st, 6th, 7th, 8th, 9th, 12th, 14th, 15th, 16th, 20th, 21st, 22nd, 26th (two sessions), 27th, 29th, and 30th April; 3rd, 4th, 6th, 7th, 10th (two sessions), 11th (two sessions), 14th (two sessions), 15th (two sessions), 17th (two sessions), 18th (two sessions), 20th, 21st and 22nd May.

Visits of inspection to possible sites for the proposed Secondary School were made by the Committee, on 7th April on the Dodowah Road; on 8th April on the Oblogo Line; and on the 15th April on the Nsawam Road.

Visits of inspection were made by various sub-Committees to sites on the Labadi-Teshie Roads, and to sites on the Oblogo-Weshiang Line.

(3) *Attendance.* His Excellency the Governor was present at the meeting of 5th March, and addressed the Committee on the aims and objects of their work.

Mr. J. Spio-Garbrah was unable to attend the opening meeting, and the Vice-Chairman the meeting on 25th March, owing to delay in arrival of the mail steamer.

All members were present at all other meetings.

(4) *Persons who appeared before the Committee.* The following appeared before the Committee:—

The Hon. The Principal Medical Officer.
The Hon. The Acting Director of Public Works.
The Hon. Dr. B. W. Quartey Papaio.
The Acting Director of Agriculture.
The Representative of the Director of Surveys.
The Representative of the Chamber of Commerce,
(Mr. A. B. Beddoes).
The Principal, Training College, Accra.
The former Principal, Accra Technical School.
The Rev. P. Djoieto, Headmaster, Scottish Mission Seminary, Akropong.

The following were unable to appear before the Committee but sent letters or memoranda:—

The Hon. The Acting Attorney General.
The Hon. The Omanhene, Akim-Abuakwa.
The Conservator of Forests.
The Director of Geological Surveys.

(5) *The Terms of Reference.* To investigate past educational efforts in the Gold Coast, their success or failure and the reasons therefor and also to consider, and report on the principles, methods and policy governing the progress of education in the Gold Coast as laid down in

- (a) The speech delivered by His Excellency the Governor to the Legislative Council on the 23rd February, 1920.
- (b) Report of the Special Committee on Education appointed by His Excellency Sir Hugh Clifford K.C.M.G.
- (c) Recent Reports of the Education Department.
- (d) The Education Ordinance.
- (e) The Education Rules and the Schedules attached thereto.
- (f) Archdeacon Morrison's suggestions.
- (g) Other Memoranda.

To consider the whole educational policy and then to report and make recommendations on

I. Infant Schools, (i.e., Infant Classes and Sub-standards I. and II.).

1. Age of children in attendance.
2. Whether or not an age limit should be adopted in the future and, if so, whether or not exceptions should be permitted, and under what conditions and date of any change.
3. Number of different classes which should comprise an infant school and the standard of work to be aimed at in the highest of those classes.
4. Nature of instruction to be given.
5. Place of English in the instruction.
6. Desirability or otherwise of special teachers for infant schools.
7. Relationship to Girls' Schools.
8. Desirability or otherwise of re-classification as "preparatory" schools and considering them as entirely separate from standard schools.

II. Primary Schools (Standards I. to VII.).

1. Present distinction between "Junior" and "Senior" Schools.
2. Whether policy of extension or concentration be adopted.
3. Bush Schools, limitation or not of number of classes at.
4. Limitation of number and size of standards taught by one teacher.
5. Mixed Schools, whether such should be encouraged or discouraged.
6. Age limit, compulsory or otherwise : if former, by what date.
7. Adoption of :—
 - (a) Readers.
 - (b) Other books.
 - (c) Books for general use.
8. Adoption of uniform registers in all schools throughout the Gold Coast.
9. Boarding Schools (boys).
 - (a) Desirability or otherwise of encouraging and if so, for what classes.
 - (b) Need for permanent European supervision at.
 - (c) Special accommodation necessary at (dormitories, hospital, etc.)
 - (d) Enforcement of age limit and whether exceptions should be made : if so, to what date.

III. Female Education.

1. Present attitude of people towards and, if possible, reasons therefor.
2. Comparative popularity and value of
 - (a) Day school for girls.
 - (b) Day school in which girls are taught with boys.
 - (c) Boarding schools.
3. Desirability or otherwise of a special curriculum for girls attending Girls' Schools.
 - (a) In large towns.
 - (b) In the bush.
4. Future careers for girls who have passed through course of instruction at primary schools.
5. Desirability or otherwise of largely increasing staff of European Mistresses for
 - (a) Day Schools.
 - (b) Boarding Schools.
6. Desirability or otherwise of Government establishing one or more Boarding Schools for girls and places where such should be established.

IV. Secondary Schools.

1. (a) Whether there is a need for : if so, how great for
 - (i) boys.
 - (ii) girls.
- (b) How many persons would send boys to Secondary School.
2. For what purposes—Literary, Scientific, Technical.
3. Government or Mission. If the former, should grants be offered to the latter.
4. (a) Should secondary education be combined with technical education in same institution.
 - (b) If so, to what extent ?
5. Use of such a school in training future Native Chiefs.
6. General lines of a Government Secondary School.
7. Day or Boarding.
8. Where best situated.
9. How far should it be self-supporting.

10. Scale of fees.
11. Arrangement of accommodation for pupils and staff.
12. Desirability or otherwise of obtaining co-operation of Missions by the appointment by them of men to supervise Hostels.
13. Relationship between each Hostel (House) Master and Headmaster.
14. Possibility of Hostel Masters also assisting with general instruction given in School.
15. Would other students, e.g., Divinity students, be allowed to live at hostels under charge of Hostel Masters ?
16. Curriculum. Should course be laid down either generally or in detail prior to appointment of Headmaster.
17. Staff.
18. Inspections.
19. Similar schools in other countries.
20. Training of Teachers at.
21. What relationship would be maintained between the Secondary School and pupils entered for
 - (a) Engineering.
 - (b) Medicine.
 - (c) Law.
 - (d) Divinity.
 - (e) Geology.
 - (f) Forestry.
 - (g) Commerce.
 - (h) Teaching.
22. How far co-operation could be secured with bodies already training or preparing to train pupils in
 - (a) Survey.
 - (b) Engineering.
 - (c) Building Construction and allied subjects.
 - (d) Agriculture.
 - (e) Teaching.
23. Possible co-operation with existing bodies *outside* of the Gold Coast.
24. Scholarships.
25. Outline of course taken by pupils studying to qualify in
 - (a) Engineering.
 - (b) Commerce.
 - (c) Teaching.
 - (d) "Learned professions."
 - (e) Native political.
26. Special vacation courses or special courses for clerks and others.
27. Staff.

V. (a) *Teachers (male).*

1. Classification of, in primary schools.
2. Training of, at
 - (a) Secondary School.
 - (b) Government Training Colleges.
 - (c) Mission Colleges.
3. Pay and position of
 - (a) at present
 - (i) Pupil Teachers.
 - (ii) Assistant Teachers.
 - (iii) Untrained and trained certificated (1st, 2nd, and 3rd Class).
 - (iv) Holders of Honorary Certificates.
 - (v) Certificated otherwise.
 - (b) in future
 - (i) From Secondary School.
 - (ii) From Government or other Colleges.
 - (iii) Others, if any.
 - (c) relative responsibility of Government and Missions for the supply of trained teachers for
 - (i) Government Schools.
 - (ii) Mission Schools.

- (d) rates of pay for teachers in
 - (i) Government Schools.
 - (ii) Mission Schools.
- (e) the securing of suitable candidates to be trained as teachers.

V. (b) *Teachers (female).*

1. Classification of, in primary schools.
2. Desirability or otherwise of training girls as teachers of infant boys.
3. How and where female teachers could be trained.
4. Course of study as compared with that for boys.
5. Securing of suitable candidates.
6. Rates of pay for female teachers in
 - (a) Government Schools.
 - (b) Mission Schools.

VI. *Industrial or Trade Schools.*

1. Are such schools necessary ?
2. Which word better for our nomenclature ?
3. What types of Trade Schools are necessary ?
 - (a) for boys too old to remain in primary school.
 - (i) What trades to be taught ?
 - (ii) Should men who have left school for years be admitted ?
 - (iii) Boarding or day schools.
 - (iv) Staff.
 - (b) For boys unable to remain or not desirous of remaining in primary schools after passing Standard about V.
 - (i) What trades to be taught ?
 - (ii) Boarding or day.
 - (iii) Staff.
4. Shall present Government Technical School become first Trade School or shall it be reserved for special purposes, e.g., link between poor boys and higher appointments to technical branches of Government, Service such as Public Works Department, Railway, etc.
5. Desirability or otherwise of teaching a number of trades at each school or specializing at each school in a few trades only.
6. Where should schools be established ?
7. Relationship to future Agricultural Schools (if any) established by Agricultural Department.

VII. *Industrial Training in Primary Schools.*

1. How far vocational instruction should be given, if at all ?
2. What industrial occupations are suitable ?
3. How can Industrial Training be best encouraged ?
 - (a) By special grants.
 - (b) By other means.
4. How can Industrial Training be best promoted ?
 - (a) By class teachers ?
 - (b) By special teachers ?
5. Co-ordination of Industrial Training with literary instruction.
6. Hand and Eye work and its relationship to Industrial Training and other subjects.
7. Number of hours to be devoted to Industrial Training.
 - (a) In lower standards.
 - (b) In higher standards.
8. Utilization of proceeds of Industrial Training.

VIII. *Religion.*

1. Inclusion or otherwise of religious instruction.
2. When such instruction should be given.
3. Given by whom ?
 - (a) In Government Day Schools.
 - (b) In Government Boarding Schools.
 - (c) In Secondary Schools.
 - (d) In Mission Schools.
 - (e) In Mission Hostels.

IX. Moral Training.

1. Relationship to Religious Instruction.
2. Best means of promotion, etc.

X. Physical and Recreational Training.

As applied to (i) Primary Day Schools (ii) Primary Boarding Schools (iii) other schools, etc.

1. Games
 - (a) Compulsory, steps to be taken to enforce.
 - (b) Voluntary.
2. Provision of play grounds
 - (a) For existing schools.
 - (b) Whether such should be compulsory for all new schools.
3. Place of organizations such as Boy Scouts, etc.

XI. Natural History (Nature Study, etc.).

1. Whether this should be a compulsory subject or not.
2. How to secure improved methods of instruction in Agricultural Courses.
3. Provision of text books with suitable information for *teacher*.

XII. Examinations.

1. Necessity or otherwise for in
 - (a) Schools generally.
 - (b) Standard VII.
 - (c) Secondary Schools.
 - (d) Training Colleges.
2. Desirability or otherwise of aiming at the establishment of a West African or Gold Coast Examining Body for schools.

XIII. Evening Classes.

1. Is there need for them at present?
2. If there is a need for them
 - (a) Where is need greatest?
 - (b) For what subjects?
 - (c) Should they be free?
 - (d) Should they be set up by Government or by local bodies with Government assistance?
 - (e) Should attendance be compulsory for any section of the community? If so to what extent?
 - (f) How can staff be obtained?
 - (g) Nature of instruction (literary, vocational, recreational).
 - (h) What control or management is necessary where
 - (i.) Officers of Education Department are stationed?
 - (ii.) Officers of Education Department are not stationed?

XIV. Education Department.

1. To what extent is decentralization desirable?
2. Headquarters Staff.
3. Provincial Staff.
4. Issue of a monthly or quarterly educational publication.

XV. General.

1. How best to secure convenience and economy in the
 - (a) Manufacturing,
 - (b) Purchase,
 - (c) Showing,
 - (d) Selling,of school apparatus, books, furniture, etc.
2. How to secure greater co-operation between Education Department, other Government officials, Missionaries, Native Chiefs, principal Africans and people generally in order to encourage the spread of education.

3. Any general suggestion not included in the definite terms of reference.

XVI. Finance.

1. Grants—

Government assistance to the educational work of Missionary and other bodies.

(a) To schools.

- (i.) For buildings, equipment, etc.
- (ii.) In respect of pupils.

(b) To or in respect of teachers.

(c) Relationship between (a) and (b).

2. School Fees.

3. Any other financial sources.

4. School accounts.

5. Cost to Government of recommendations (exclusive of buildings and equipment).

XVII. Revision of Education Rules.

Amendment of Education Rules and Schedules attached thereto to give effect to recommendations contained in this Report.

XVIII. Board of Education.

Suggestions regarding the constitution of.

XIX. Education Ordinance.

Amendments necessary to give effect to recommendations contained in this Report.

XX. Suggested possible Programme of Work and Progress for Periods 1921 to 1922, 1923 to 1925, 1926 to 1930.

PART II.

Historical Survey.

BRIEF OUTLINE HISTORY OF EDUCATION IN THE GOLD COAST.

Education prior to the passing of the first Education Ordinance in 1882.

1. *The beginning of Missionary effort.* For the years during which this country was practically in the hands of the various trading establishments, there is very little evidence that any attention was paid to the education of the natives. The Portuguese, the first settlers, do not seem to have established any schools, but, on the other hand, the Dutch, the Danes, and the English had schools at their respective headquarters. These schools, however, were not used by them to any extent for the education of the natives, but for their own children born in this country. Both the Dutch and the Danes, about the year 1737, were engaged in Missionary work in the Colony, but owing to their experiencing so much ill-health very little seems to have been done by them for education. A few natives of the country were sent to Europe for their education, some of whom afterwards returned and assisted in Mission work. This Missionary enterprise was of short duration, for in 1773 the work was abandoned after many of the Missionaries had lost their lives. It has generally been considered that the pioneers in educational work in this Colony were Missionaries sent out under the Society for the Propagation of the Gospel at the request of the "Royal African Company" stationed at Cape Coast. The first Missionary under that Society who proceeded to this country was the Rev. Thomas Thompson, who arrived in 1751, just 50 years after the Society had been founded. He remained in the country for five years, but was then obliged to leave on account of ill-health. Three of his native pupils were afterwards sent to England to study, and though two of them died there, one returned and established a school at Cape Coast which was afterwards carried on by his successors. This school was eventually taken over by the Government and to-day it is one of the largest schools in the Colony.

The Basel Missionary Society founded in the year 1815 began work in this country twelve years later, and one of their first missionaries was employed in a school started by the Government. Every year saw the extension of the educational work of this Society, and in the year 1881 there were nearly fifty Basel Mission Schools throughout the Colony. During the first 60 years of its establishment in this country nearly 100 of the European Missionaries died.

In 1834 the Wesleyan Mission started educational work in the Gold Coast and before the passing of the first Education Ordinance in 1882 it had over 80 schools in the country. During the first eight years of the establishment of this Mission, it sustained the loss of 14 Missionaries.

The Bremen Missionary Society began work some thirteen years later, *viz.*, in 1847, and in the year 1881 had established four schools in the Colony.

The Roman Catholic Mission did not start educational work in this country until May 1881, just twelve months before the passing of the first Ordinance. The Rev. Father Moreau was the first Missionary to arrive, and for the first two years he was engaged almost exclusively in ecclesiastical work. This Mission made its first settlement at Elmina.

1880 to 1886.

2. Apart from the Government schools at Cape Coast and Accra (*vide* table below), education had so far been confined to the efforts of the various Missionary Societies, and the following table gives such particulars as could be extracted from the returns sent in by the Superintendents. The figures are for all the schools of the Societies in question, as there was then no classification of schools as "assisted" and "non-assisted" as in subsequent years.

	Number of Schools.	Teachers.	Enrolment.
Cape Coast Government School	.. .. . 1880 .. 1	7	219
	1881 .. 1	7	268
Accra Government	.. .. . 1880 .. 1	7	90
	1881 .. 2	9	239
Basel Mission	.. .. . 1880 .. 45	68	1,257
	1881 .. 47	79	1,285
Wesleyan Mission	.. .. . 1880 .. 83	123	-3,174
	1881 .. 84	106	3,057
Bremen Mission	.. .. . 1880 .. 4	No information.	
	1881 .. 4	"	
Roman Catholic Mission	.. .. . 1880 ..	Not established until May 1881.	
	1881 .. 1	3	150

3. The cost of maintaining the Government schools in 1880 was between £300 and £900. The grants paid by Government to the various Missions for their educational work were £150 to the Basel Mission, £200 to the Wesleyan Mission and £75 to the Bremen Mission. The Roman Catholic Mission first applied for aid in 1883.

4. The majority of the Basel and Wesleyan Mission schools were scattered over the interior, the Wesleyan schools being chiefly in the Central province while those of the Basel Mission were entirely confined to the Eastern province.

The Bremen Mission established schools on the Eastern side of the Colony, bordering on Togoland.

5. Most of the teaching in these schools was in the vernacular, and very little proficiency had so far been obtained by the children in English. The systems of management of the Mission schools differed very widely, and it was chiefly on this account that the Government drew up the first Education Ordinance under which rules were afterwards formulated.

Education Ordinance of 1882.

6. In May 1882 the first Ordinance for the promotion and assistance of Education was passed in Council. It may be briefly summarized as making provision for the following:—

- (1) The appointment of a General Board of Education consisting of the Governor as President, the Members of the Legislative Council, and not more than four other members nominated by the Governor.
- (2) The formation of Local Boards in places where the General Board considered it desirable; these Boards to be appointed and dissolved by the General Board, which was to have general controlling authority over all the Local Boards.
- (3) The duties of the Local Boards to be—
 - (a) To report to the General Board on the advisability or not of establishing new Government Schools;
 - (b) To ascertain that the conditions on which grants-in-aid were to be allowed were fulfilled and to report, with recommendations thereon, to the General Board;
 - (c) To grant certificates to teachers.
- (4) The appointment of an Inspector of Schools; the sum to be paid by the Settlement of the Gold Coast towards the salary of that officer to be two-thirds of the total amount, the remaining third to be paid by the Settlement at Lagos.
- (5) The division of the schools of Primary Education into two classes:—
 - (a) Schools established by Government and to be maintained entirely from public funds.
 - (b) Assisted Schools established by private persons, but to which aid might be contributed from public funds.

The property and control of an Assisted School to be vested in Trustees who were to be the local managers responsible for the payment of the teachers' salaries, and for the proper keeping up of the school buildings.
- (6) The subjects of instruction to be Reading and Writing and the English Language, Arithmetic and, in the case of girls, Needlework. English Grammar, English History, and Geography could also be taught at the option of the teacher.
- (7) While direct religious teaching was not to form part of the instruction at Government Schools, free access to those schools was to be given to ministers, or persons appointed by them, for the purpose of giving religious instruction to children of their own denominations. In the case of "Assisted" Schools, it was provided that no child should receive any religious instruction objected to by the parent or guardian.
- (8) The aid to be granted to Assisted Schools to consist—
 - (a) Of grants towards the providing of school buildings, furniture, and apparatus;
 - (b) Of contributions towards the salaries of teachers.
- (9) The Government contributions towards the teachers' salaries to consist—
 - (a) Of grants for organization and discipline, and special grants to schools obtaining a large percentage of passes and reaching a high standard of general excellence;

- (b) Of a capitation pass grant for each subject;
(c) Of a capitation grant in proportion to the average attendance.

- (10) No grant to be payable to an Assisted School unless the teacher was paid a fixed salary, regarded by the General Board, on report from the Local Board, as adequate.
- (11) Additional grants to be made to Industrial Schools, i.e., schools in which all the pupils devoted not less than two hours of every school day to manual labour on a regular and approved system; manual labour to be understood as meaning any kind of handicraft, manual process or agricultural work.
- (12) Schools in receipt of grants from public funds to be bound to receive pauper children assigned to it by Government.
- (13) Grants to be payable to Training Colleges or Institutions for the training of teachers.

7. Later in 1882 an Amending Ordinance was passed repealing the provision as to the issue of Certificates by Local Boards and enacting that the Governor alone should have power to grant Certificates. In 1883 a further Amending Ordinance was passed providing that the examination in Optional Subjects for the purpose of grants should be subject to the General Board regarding this as desirable.

Shortly after the passing of the first Ordinance (No. 4 of 1882), the representatives of the various Missions were requested to furnish ample reports of every detail of school management, so that the Government might be in a better position to inaugurate the early working of the Ordinance.

8. A scheme of work was then drawn up and rules formulated by the first Inspector of Schools, the Rev. M. Sunter, who was appointed an Inspector of the West African Settlements. As his services were only available for a short time in this Colony every year, the number of schools he was able to inspect was very limited, and consequently the schools far in the interior were not visited.

9. The first report by the Inspector was presented in the year following the passing of the "Education Ordinance Amendment Ordinance, 1883," and revealed a very unsatisfactory state of affairs. As the Missions had previously each adopted its own system of education they experienced the greatest difficulty in conforming to the Rules under the Ordinance. The total number of children inspected during this year was 3,910, and the number of schools 68. There were 5,239 children on the registers, and the average attendance for the year was 3,507. The number of children educated in the vernacular only was set down as 1,051; in English and the vernacular 1,978; and in English only 2,210. The figures relating to the teaching in English and the vernacular appear somewhat misleading, for as recently as in the year 1882, the Governor who had visited the schools in Akwapim, stated that, even in the comparatively large school at Akropong, English was almost unknown.

10. The next report appeared in 1886, and decided progress seems to have taken place since 1884. The following comparative Table shows the percentage of passes obtained. The stringency of the examination is reported as having been more severe and the quality of the work actually better, even in those cases where the percentage of passes was less than in 1884:—

	Writing.	Reading.	Arithmetic.	Geography and History.	English Grammar.
1884	50.0	66.1	42.0	47.5	43.2
1886	55.6	58.4	48.3	42.0	49.0

The average attendance, however, had decreased by 25 per cent., being 2,629, against 3,507 in 1884.

11. The cost of the Assisted Schools was estimated by the Inspector at about £5,000. The grants-in-aid paid by Government amounted to £425, and were distributed as follows:—

Basel Mission	£150
Wesleyan Mission	£200
Bremen Mission	£75

12. In his Report for the year 1886, the Inspector of Schools (the Rev. M. Sunter) gave forcible expression to his dissatisfaction with the existing state of educational matters in the Colony, the blame for which he ascribed principally to the difficulty of working the 1882 Ordinance satisfactorily. "I cannot," he wrote, "too strongly express my regret that no proper Ordinance has yet been passed; after the lapse of nearly four years an unworkable and ridiculously complicated Ordinance remains a dead letter . . . Till an Ordinance of a workable kind is passed no school can qualify, in the proper sense, for a grant . . . Under it (i.e., the 1882 Ordinance) the machinery was

“ never completed, so far as even Government was concerned, for (1) a secretary was appointed without salary : with his other duties he could not possibly attend to those ; (2) the General Board was, I believe, never completely filled in as to members (3) the Local Boards never took tangible form . . . ”

1887 to 1903.

13. *The Education Ordinance of 1887.* In 1887, during the Administration of Sir William Brandford Griffith, a new Education Ordinance (No. 14 of 1887) was passed. As the educational system at present in force is based on this Ordinance it may be quoted *in extenso*.

The Education Ordinance, 1887.

(No. 14 of 1887.)

AN ORDINANCE FOR THE PROMOTION AND ASSISTANCE OF EDUCATION IN THE GOLD COAST COLONY.

1. *Board of Education.*—There shall be a Board of Education in the Gold Coast Colony, which Board shall consist of the Governor, of the members of the Legislative Council and of such other members, not exceeding eight in number, who may be nominated by the Governor.

2. *President of Board : quorum.*—The Governor, or in his absence such other member as he may think fit to appoint in writing, shall be president of the Board. The president and three members of the Board, one of whom shall be a member of the Legislative Council, shall form a quorum. The president, in addition to his vote as a member of the Board, shall have a casting vote in case the opinions of the members are equally divided.

3. *Appointment of Inspector.*—It shall be lawful for the Governor, subject to the approval of one of Her Majesty's Principal Secretaries of State, to appoint some fit and proper person to be Inspector of Schools. The Governor may also from time to time appoint such other officers as may be deemed necessary for carrying this Ordinance into effect.

4. *Powers of Board.*—Subject to the provisions of this Ordinance the Board of Education may, from time to time, make, alter, amend or revoke rules with regard to the examination of schools and of persons to be employed as teachers under this Ordinance ; for classifying certificates to be given to such teachers ; for determining the capitation grants, which shall be paid as contribution toward the remuneration of the teachers of schools entitled to grants-in-aid ; for regulating the application for and the allowance of grants-in-aid to Schools ; for regulating the terms on which any minister of religion may have access to any Government school for the purpose of giving religious instruction to the children of the religious denomination to which such minister may belong ; and generally, all other rules as may be found necessary for the more effectual carrying out of the provisions of this Ordinance ; And all such rules, alterations, amendments and revocations shall, on being approved by the Governor, and on publication in the *Gazette*, have the same effect as if the same had been made by Ordinance subject to disallowance by Her Majesty.

5. *Primary schools.*—Schools of primary education shall be divided into two classes : First, Government schools, or schools established by the Government and entirely maintained from the funds of the Colony ; and, secondly, assisted schools, or schools established by private persons to which aid may be contributed from the public funds.

6. *Religious teaching in Government schools.*—Direct religious teaching shall not form part of the instruction to be given in any Government school.

7. *Aid to primary schools.*—Assisted schools shall, on being allowed by the Board of Education, be enabled to receive aid from the public funds of the Colony on the following conditions :—

- (1) That the control and management of such schools be vested in one or more managers who shall have power to appoint, dismiss, and fix the salaries of the teachers of such schools.
- (2) That such managers be responsible for the payment of the salaries of the teachers and for all other expenses of such schools, and also for keeping the school buildings in a state of repair, and in good sanitary condition : provided that in the case of the non-performance of any of the conditions in this sub-section it shall be lawful for the Board of Education during the continuance of such non-performance to reduce or altogether to withdraw the grants-in-aid of such schools.
- (3) That the present teachers of such schools do obtain within three years from the commencement of this Ordinance a certificate from the Board of Education, and that every teacher hereafter appointed shall hold a certificate from the Board, that he has satisfied the Board as to his competency. These certificates may be honorary or obtained by examination.
- (4) That the schools be open to children without distinction of religion or race.
- (5) That the subjects taught include Reading and Writing of the English Language, Arithmetic and, in case of females, Plain Needlework. Grammar of the English Language, English History, Geography, especially of the British Empire, may also be taught or not at the option of the managers ; provided that, if taught, they shall be taught as class subjects

- (6) That no child receive any religious instruction objected to by the parent or guardian of such child, or be present when such instruction is given.
- (7) That the schools be open at all times to inspection by the Inspector of Schools or by any person appointed by him in writing, or by any member of the Board of Education, or by any District Commissioner, or by any person approved by the Governor.

8. *Managers: definition of term.*—By managers shall be understood all members of the local governing boards of any society, body, or corporation taking part in the educational work of this Colony: provided that, in all cases, correspondence shall be maintained with, and payments made to, the representative of any such society, body, or corporation, or such other person as may be authorised in writing by such representative.

9. *Power of managers to appoint local managers.*—Managers shall have power to appoint local managers, who shall be directly responsible to the said managers, who, in turn, shall be directly responsible to the Board of Education for the maintenance and efficiency of their schools.

10. *Average attendance.*—No school shall receive any grant-in-aid unless the average attendance of pupils has been at least twenty for each day the school has been open during the period for which the grant is payable.

11. *Financial responsibility of managers.*—The managers of every assisted school shall submit yearly accounts of revenue from whatever source derived and expenditure to the Inspector of Schools for the information and satisfaction of the Board of Education; and no school shall be placed on the list of assisted schools unless a detailed tabular statement of the revenue of the school from all sources be furnished, together with the expenditure incurred under every head during the twelve months preceding the date of application.

12. *Industrial schools.*—Schools in which a proportion of the pupils, to be fixed by the Board of Education, devote not less than ten hours a week to manual labour on a regular and approved plan, shall be considered to be industrial schools.

Manual labour shall be understood to mean any kind of handicraft, manufacturing process or agricultural work, and, in the case of females, household work.

13. *Pauper children.*—Any school receiving aid from public funds shall be bound to receive pauper children, who may be assigned to it by the Government, in such numbers and upon such terms as may be decided on by the Board of Education.

14. *Proviso as to Government schools.*—Nothing in this Ordinance contained shall be construed to debar the Governor from establishing schools under the entire control of the Government, or maintaining any such school already established, and, in such case, the Governor may fix the salaries of the teachers of such schools definitely or partly at a definite amount and partly by grants in proportion to the results attained or wholly in proportion to the results attained.

15. *Grants to training colleges, schools or institutions.*—A grant from public funds, the amount of which shall be fixed from time to time by the Board of Education, may be made to any training college, school, or institution, in which teachers are specially trained, for every teacher who shall obtain a certificate from the Board of Education that he has satisfied the Board as to his competency, provided that every such teacher shall have received at least two years' instruction in such training college, school, or institution, and shall give a bond to the Governor to teach, either in a Government school; or school receiving a grant-in-aid, for a period of five years.

16. *Short title.*—This Ordinance may be cited as "The Education Ordinance, 1887."

14. Education Rules for giving effect to the provisions of this Ordinance were soon afterwards issued. They have been amended from time to time, the last revision taking place in November 1914.

15. The Inspector, in his report for the year 1887, the year of the passing of the Ordinance, reports that only 27 schools were examined; 15 Basel Mission, 7 Wesleyan, 1 Church of England and 4 Government Schools. This was due to the fact that the Inspector of Schools, who had also to visit schools in Gambia, Sierra Leone and Lagos, had insufficient time to carry out the work. The Government fully realized this, and stated that in the interest of the Colony this partnership of the West African Colonies in the services of an Inspector of Schools had proved unsatisfactory. This led afterwards to the appointment in 1890 of a Director of Education for this Colony alone. In the year 1887, there were 2,799 children on the roll (2,159 boys and 640 girls); 2,196 (1,722 boys and 474 girls) were present at the examination, or 78·4 per cent. of the number on the roll; the average attendance was 2,107 (1,632 boys and 475 girls) or 75·3 per cent. of the number on the roll, an advance of ·9 per cent. on the figure for the previous year. The highest individual average was reached by the Basel Mission Schools, with an average attendance amounting to 78·9 per cent. of the children on the roll.

The returns for industrial work were now more satisfactory, showing that over 400 children had been engaged in some form of manual work.

16. In 1890, three years after the passing of the Ordinance, the report of the Inspector showed that progress in Education had been made, as regards both the proficiency of the children and the number in attendance at the various Government and Assisted Schools. The number of children on the roll, and the average attendance at the Government and Assisted Schools for that year were as follows :—

	No. on Roll.	Average Attendance.
Government Schools	884	665
Wesleyan Mission Schools	1,807	1,157
Basel Mission Schools	1,777	1,335
Bremen Mission Schools	85	78
Roman Catholic Mission Schools	471	362
Hausa Military	52	44
	5,076 (of whom 1,037 were girls).	3,641 (of whom 712 were girls).

These figures are in respect only of Government and Assisted Schools; there were in addition a large number of Mission Schools not in receipt of Government aid and definite particulars relating to them are unobtainable.

17. Two years later, in 1892, the total number on the roll had increased to 7,350 and the average attendance to 5,195; there were 66 Mission Schools in receipt of grants-in-aid and six Government Schools entirely supported and controlled by the Government. A qualified English Master was appointed to take charge of and to organise the Government School at Accra. The grant awarded in respect of the Mission Schools in 1892 was £2,170 17s. 6d., an increase of nearly £500 on that of the previous year.

18. The Report of the Director of Education for 1893-4 shows that in that year there was an increase of 339 in the number of children on the roll and of 633 in the average attendance. The total sum paid in grants-in-aid showed an increase of over £200, amounting to £2,394 14s. 0d. This sum was distributed as follows :—£804 8s. 6d. to the Basel Mission; £1,082 5s. 6d. to the Wesleyan Mission; £473 16s. 0d. to the Roman Catholic Mission; and £34 to the Wesleyan High School.*

19. In 1898 the number of schools inspected was 118, an increase of 46 schools on the number inspected in 1892. Owing to the fact that the European staff had now been increased and consisted of the Director of Education, an Inspector of Schools and a Headmaster and that for the first time two officers had been engaged on inspection work at the same time, all the schools on the Assisted List were examined during the year. The grants-in-aid for the year 1898 were as follows :—

	£	s.	d.
Basel Mission	1,436	11	1
Wesleyan Mission	1,367	19	6
Roman Catholic Mission	628	3	4

No schools of the Bremen and Anglican Missions were in receipt of grants-in-aid at this time.

20. In the following year the number of Assisted Schools had increased to one hundred and thirty, and there was a further increase of eight in the year 1900. In this year the A.M.E.Z. Mission opened a School at Quittah.

21. The number of children on the roll in 1900 was 11,996, and the average attendance 8,911.

22. The Bremen Mission Schools at Quittah were for the first time placed on the list for inspection in 1901, but the Mission refused at first to claim any Government grant, as their position on the borders of this Colony and Togoland made it difficult for them to conform to all the Board's regulations. Two years later, however, seven schools of this Mission were in receipt of Government aid.

23. Early in 1902 more definite and detailed Rules were drawn up and approved by the Board of Education. These Rules, with the schedules of work attached thereto, were based on the Code in force in England some years previously and very little attempt appears to have been made to adapt the courses of instruction to local conditions. The schedules of work tended to encourage memory work. Grants were paid "on results." Thus a grant of 2/- per head was awarded for each "pass" in Arithmetic, Reading and Writing; while grants varying from 6d. to 2/- per head on the average attendance were awarded in each of the other subjects (except Industrial Training) on the result of a few minutes' questioning by the Inspector at the annual examination. One result of this system was to encourage Managers to overload the time-table in the hope of obtaining a small amount of

* In the previous year this School received a grant of £88 18s. 6d. By 1898 the number of pupils had fallen to 16, and the School was no longer eligible for a grant.

grant for each subject. In the 1902 Rules an attempt was made to encourage Industrial Training by the offer of grants varying from 1/- to 10/- per head on the average attendance. School gardens (or plantations as they were then described) were started but, except at a few schools, the *training* was non-existent. The term "Manual Labour" frequently seen on time-tables more accurately described the work, which was intermittent in character and lacking in objective. At this time, two weeks' notice of a visit by the Director of Education, for the purpose of holding the annual examination, had to be given, and in that time many hours strenuous work was performed in order to put the plantations "in order" for the annual visit of the Director of Education or the Inspector of Schools.

24. The Education Rules of 1902, defective though they were, considerably improved education, and are worthy of note as making provision for the first time for the award of grants to Training Institutions for Teachers (the only Training Institutions at that time being those of the Basel Mission at Abetifi and Akropong).

25. In July 1902, two Mohammedan schools were subsidized by the Government, viz., at Ekroful and Kroboase, and an additional one at Ekotsie in the following year, all these schools being situated in the Fanti district. Very great difficulty was experienced in conducting these schools. The priests were very suspicious and afraid of the effects of allowing instruction to be given in the schools by teachers who were not of their own faith, there being no Mohammedan teachers in the Colony qualified to give instruction in English. In the following year only one of these schools remained, and though one was reopened later, the last of them was eventually closed in 1907.

26. Education had hitherto been almost entirely primary in character. There were no Secondary Schools under the Board and, apart from the two Seminaries of the Basel Mission for the training of teachers and catechists, there were only four schools in the Colony which claimed to give an education other than elementary. These were the Accra Grammar School, the Cape Coast Graded School, the Wesleyan Collegiate School, Cape Coast, and a school opened in the same town by the Fanti Public Schools Company. There were no Europeans on the staff of any of these schools, except for short periods in the Wesleyan Collegiate School, and they could hardly be regarded as secondary in more than name.

27. The number of Government and Assisted Schools in the years 1901 and 1903 is given below.

	1901	1903	Increase or Decrease.
A.M.E. Mission .. .. .	..	..	..
Basel Mission	61	55	- 6
Bremen Mission	3	7	+ 4
Church of England Mission ..	..	..	..
Government	7	7	..
Mohammedan	3	1	- 2
Roman Catholic Mission	12	12	..
Wesleyan Mission	49	41	- 8
	135	123	- 12

28. The enrolment, average attendance and grant-in-aid for the same years are given below :—

	Enrolment.	Average Attendance.	Grant-in-aid.
1901 ..	12,018	8,616	£3,706 2 7
1903 ..	12,803	9,411	£3,875 11 5
	- 785	- 795	- £169 8 10

1904 to 1914.

29. During the period 1904 to 1914 the Education Rules were revised three times, first in 1907 then in 1909 and again in 1914. The most noticeable changes in the 1907 Rules were :—

- (a) The introduction in all classes of Hygiene and Colloquial English as obligatory subjects, for each of which a grant of 2s. per pass was offered, the pass or failure being determined by an individual oral examination of each pupil ;

- (b) Establishment of a Pupil Teacher scheme which has remained very little altered up to the present time.
- (c) The retention of the system of awarding grants on the results secured at an annual examination.

30. In 1908 the Governor, Sir J. P. Rodger, K.C.M.G., appointed a small Committee to consider various matters in connection with Education in the Gold Coast. The Report of that Committee was in due course forwarded to the Secretary of State, who after he had obtained the views of the English Board of Education thereon, approved of the recommendations which it contained. As a result steps were taken:—

- (a) To revise the Educational System and the Education Rules.
- (b) To establish a Government undenominational Training Institution for Teachers.
- (c) To establish a Government Technical School.
- (d) To introduce Hand and Eye, Industrial and Agricultural Training into the schools.

31. In 1909 the Rules were revised to such an extent that they had to be remodelled and renumbered.

The chief changes, which were drastic and far-reaching, were:—

- (a) The introduction of Nature Study, Hand and Eye, Industrial or Agricultural Training as obligatory subjects.
- (b) The teaching of Hygiene as a class subject from Standard IV. upwards, instead of as an obligatory subject in all classes as formerly. This change was made because the subject had become a mere memory exercise in the lower classes.
- (c) The making of Colloquial English a *class* subject.
- (d) The recognition of the value of Drawing.
- (e) The abolition of payment on results of individual examinations in each subject and the substitution therefor of a system of awarding a grant of 27s. 6d., 22s. 6d., 17s. 6d., or 12s. 6d., on the average attendance of standard classes depending on the classification of the school as "Very Good," "Good," "Very Fair," or "Fair"; and 10s., 8s., 6s., or 3s. in the case of infant classes, such classifications to be determined after "the value of the Instruction both Literary and Industrial had been taken into consideration."
- (f) The introduction of increased and graded grants to certificated teachers. (The grants and conditions remain in force to-day.)
- (g) Provision for increased grants for equipment.
- (h) Complete revision of the schedules attached to the Education Rules with the object of improving methods of instruction. Hand and Eye work, however, was considered entirely as a subject apart, rather than as a method or means of giving instruction in most subjects.
- (i) Greatly improved syllabus of work for infant classes.

In regard to (e), this was an epoch-making change, it being the first introduction to West Africa of this system of awarding grants.

32. In 1909 the Accra Government Training College for Teachers was opened. Up to that time no provision for the training of teachers had been made except by the Basel Mission, which very many years previously had recognised the necessity for a proper course of training for teachers (and Catechists) and established accordingly the Seminaries at Abetifi and Akropong. For a few months, during the year 1905, the Wesleyan Mission attempted to establish training classes for teachers in Accra but the effort was not persisted in and failed. Government having been approached by all the Missions working in the Gold Coast, the Basel Mission excepted for reasons already given, opened the Accra Training College, which receives students from any Mission School as well as from Government Schools. The original staff consisted of one European and one West Indian but, after a few months, a second European was added to the staff. In 1912 the staff was increased to five Europeans in addition to the West Indian Teacher and a native teacher. Students entering the College are required to give a bond for £30 with two sureties to complete the course of instruction and to teach in a Government or Assisted School for a period of five years. The College accommodates about 80 students. It was the first, and still is the only, Government Training College for Teachers established in West Africa.

33. In the same year the Accra Government Technical School was opened. This school was the first of its kind established in the Gold Coast, although the Basel Mission Workshops at Christiansborg had given a somewhat similar training for many years previously. The school receives boarders only. Various branches of metalwork and woodwork are taught. There is accommodation for 48 pupils. The original staff consisted of two European Instructors and two Native Instructors. This staff was increased in 1911 by the appointment of a Principal.

34. In 1904 the European staff of the Education Department consisted of four; the Director of Education, the Inspector of Schools and two Headmasters. At the end of 1909 this number had been increased to eleven, owing mainly to the establishment of the Accra Government Training College and the Accra Government Technical School. In 1913, the European staff had still further increased and numbered eighteen, viz.,

- (a) The Director of Education.
- (b) The Senior Inspector of Schools.
- (c) Four Inspectors of Schools.
- (d) Principal, Accra Training College.
- (e) Four Assistant Masters.
- (f) Principal, Accra Technical School.
- (g) Two European Instructors.
- (h) Three Headmasters.
- (i) One Headmistress.

Even at this time, however, the Administrative Branch consisting of the Director of Education and his staff of Inspectors, was insufficient to cope satisfactorily with the general organization of the Department, inspections, etc.

35. The number of Government and Assisted Schools in 1904 and 1914 is given below:—

	1904	1914
A.M.E.Z. Mission	2	3
Basel Mission	60	67
Bremen Mission	8	15
Church of England Mission	—	2
Government	7	12
Roman Catholic Mission	14	28
Wesleyan Mission	41	31
Secondary	—	1
Total	130	160

36. The following Table shows the enrolment, average attendance and grants-in-aid for the two years 1904 and 1914.

Year.	No. on Roll.	Average attendance.	Grants-in-aid.
1904	13,955	10,234	£ 4,636 5 7
1914	20,246	15,152	9,312 2 1
Increase	6,291	4,918	£4,675 16 6

37. In 1909 the Mfantipim School, a Non-Assisted Secondary School at Cape Coast formed by the union of the Wesleyan Collegiate School and the Fanti Public School was reorganized on Secondary lines under a European graduate, and soon after another European graduate was added to the staff. In 1910 the S.P.G. Grammar School was started under a European headmaster. The number on the roll of the two schools at that time was about 150.

38. Towards the end of the period under review, the effect of the new Rules and the influence of teachers who had been trained in the Accra Training College began to be noticeable in the improved methods of instruction adopted.

1915 to 1919.

39. The Education Rules which were revised at the end of 1914 came into force on the 1st January, 1915. The chief features were:—

- (a) Greater stringency in regard to Pupil Teachers.
- (b) Minimum of 60% of attendances (instead of 150 attendances) required from pupils.
- (c) More graduated scale of grants-in-aid to schools.
- (d) Preparation of notes of all lessons by teachers, such notes to be produced at the inspection of the school.
- (e) Substitution of a system of visits to schools in lieu of an annual examination.
- (f) Retention still of the minimum rates of salary fixed in 1902 for certificated teachers.
- (g) Deletion of hand and eye training as a *subject* in the standard classes.
- (h) More detailed suggested schemes of work, particularly in Nature Study and Drawing (including Brushwork).
- (i) Inclusion of "Lessons on the Duties and Rights of a British subject" in the syllabus of work for Standards VI. and VII.

Of the above, (e) has not been given effect to, to any great extent, owing to lack of staff. The administrative staff was admittedly inadequate in 1914 and an increase was sanctioned by the Secretary of State but, owing to the outbreak of war, the appointment was not filled.

40. In 1917 the Education Ordinance was amended, mainly to increase the number of members of the Board of Education as a result of the enlargement of the Legislative Council.

41. In 1914 there were on the staff nineteen Europeans and two West Indians. At the end of 1919 the staff had been reduced to thirteen Europeans and one West Indian, owing to the war, transfers, and inability to fill vacancies.

42. In June, 1916, the German Missionaries belonging to the Bremen Mission were deported and all the schools of that Mission came directly under the control of the Education Department.

43. In December, 1917 and January, 1918, all Missionaries belonging to the Basel Mission were deported. The schools and Teachers' Training Institution at Akropong were taken over temporarily by Government and placed under the direct control of the Education Department. Thus at the end of 1919, sixty per cent. of the schools in the Gold Coast were directly under Government control as compared with about eight per cent. in 1914.

44. In January, 1919 the Scottish Mission took over the Teachers' Training Institution at Akropong and thereby relieved, to some extent, the pressure of work on the Education Department.* Despite difficulties arising out of the war education made very considerable progress during the years 1914-1919 as can be seen from the following table:—

	No. on Roll.	Average attendance.
1914	20,246	15,152
1919	27,318	21,928
Increase --	7,072	6,776

45. Female education, however, made very little progress and great difficulty was experienced in securing teachers for girls' schools.

46. The Accra Training College, which like other branches of the Department suffered through lack of staff was, in the early days of the war, on the point of being closed down as the building was required to accommodate prisoners of war. The Department, however, arranged for the students to be accommodated in the Accra police barracks, then only in course of erection and, despite discomforts and difficulties, work was carried on successfully. At the end of 1919 there was an unusually large demand for admission to the Accra Training College and, after over ninety Students had received permission to enter the College in January, 1920, further applications had, of necessity, to be refused, owing to lack of accommodation.

47. As a result of the war the Accra Technical School suffered more than any other educational institution in the Gold Coast. It, however, made good progress despite lack of staff and several interruptions in its work.

48. In March, 1919, His Excellency the Governor appointed a Commission with the following terms of reference:—

"To report upon, and to make such recommendations as may seem advisable concerning
 "the existing system of education in the Gold Coast and its Dependencies, with a view to the
 "improvement of its efficiency and the enlargement of its scope, and to consider the present
 "Education Ordinance and Rules and the Schedules published therewith and to make
 "recommendations as to amendment."

* In April, 1920, the Scottish Mission took over complete control and responsibility for the former Basel Mission Schools.

The Report of the Committee was still receiving the consideration of Government at the end of 1919.

49. This outline history of Education in the Gold Coast would not be complete without reference to the hundreds of non-assisted schools dotted over the country. Usually the number of pupils on the roll is between 10 and 25, though there are some much larger schools which are non-assisted because of the difficulty of getting certificated teachers to bring them up to the efficiency required by the Education Rules. As official returns of these schools are not compulsory, detailed statistics are not available, but it is estimated that about one-fourth of the children attending school in this country are in non-assisted schools. Usually these schools are conducted by catechists or evangelists who have also religious work to perform. Needless to say, these teachers are generally untrained (and their methods far from ideal), but the pioneer work they are doing is most valuable.

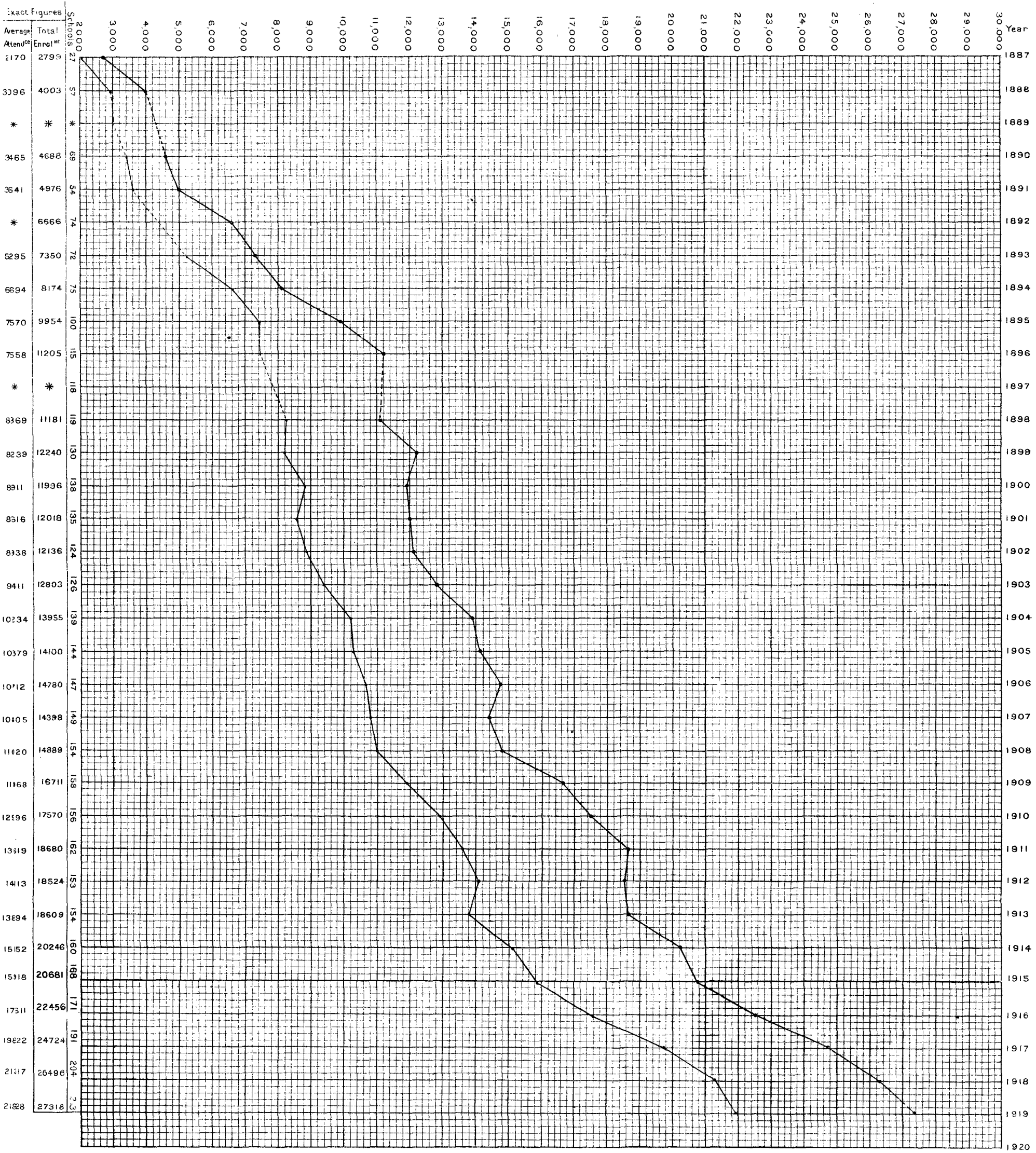
Ill-equipped and ill-staffed, these schools form an advance guard for the progress of more efficient education, and a large number of pupils in better schools in the towns are drawn from them. For many years, in thinly populated districts, such schools can be the only representatives of education.

50. The attached Chart shows the enrolment and average attendance in all Government and Assisted Schools since 1887.

A CHART

SHOWING THE ENROLMENT AND AVERAGE ATTENDANCE IN GOVERNMENT AND ASSISTED SCHOOLS SINCE 1887.

Red indicates Average Attendance. Black indicates Enrolment.



* * Returns doubtful or incomplete

Part III.

**The Terms of Reference answered
with Recommendations.**

I. INFANT SCHOOLS, *i.e.*, INFANT CLASSES AND SUB-STANDARDS I. AND II.

1. *Age of Children in attendance.*

51. There are at present no rules relating to age limit of pupils attending schools. The age varies considerably and ranges from four to twenty. In town schools like those in Accra and Cape Coast the children attend school at an earlier age than those in districts where education has been more recently introduced. In the latter districts the age of children is considerably higher than that of those in the former.

2. *Whether or not an age limit should be adopted in the future and if so, whether or not exceptions should be permitted and under what conditions and date of any change.*

52. At present there is difficulty in ascertaining the correct ages of the children owing to there being no system of registration of births, except in the Coast towns, and in the case of those whose names are registered in Mission records.

53. We consider that an age limit is necessary because if children are admitted to school at too late a period :—

- (a) The most impressionable period is past, both in the mental and physical sense.
- (b) Bad habits may have been formed.

54. If children of an advanced age are admitted to the infant schools it will lead to :—

- (a) Restriction in real infant teaching.
- (b) Bad discipline.
- (c) Irregular attendance.

Such children having lost the innate readiness to acquire a language enjoyed by younger children are not likely to acquire a knowledge of English with any ease. This ultimately results in their slow progress in standard classes where that language is used.

Recommendation No. 1.

55. We recommend that children should not be admitted to infant schools before the age of five years or after the age of 11 years, and that no child shall be allowed to remain in an infant school after attaining the age of 12 years.

56. We recommend the minimum age of five years rather than six years, because experience shows that this is the most impressionable age in this country, and that the moral and physical development is earlier here than in more temperate climates. The Vice-Chairman could only agree to the above recommendation in the case of five-year-old children being taught by women.

We consider however, that in some circumstances exceptions to the age limit should be allowed.

Recommendation No. 2.

57. We recommend that in neighbourhoods where opportunities for Education have not been previously provided, exceptions to the age limit may be granted subject to the approval of the Director of Education. But even in these districts no child should be in attendance in Infant Classes over the age of 15 years.

When these exceptions have been allowed for a period of three years the school must comply with the general Rules regarding age.

The age limit should come into force as soon as the necessary rules can be passed by the Board of Education.

Recommendation No. 3.

58. We also recommend the formation of Kindergarten Classes for children between the ages of three and five where it can be shown that instruction can be given efficiently.

3. *Number of different classes which should compose an Infant School and the standard of work to be aimed at in the highest of these classes.*

Recommendation No. 4.

59. We recommend that Infant Schools shall comprise three classes only, which may be sub-divided into sections according to :—

- (a) Local requirements regarding the number of children on the roll.
- (b) The attainments of the individual children in their various classes.

4. *Nature of Instruction to be given.*

60. We consider that the instruction should provide for :—

- (a) The unfolding of the mind of the child by stimulating it naturally and progressively to action, *i.e.*, to receive, retain, and express ideas.
- (b) The training of the senses so that they develop and become more responsive.
- (c) The exercise of the child's muscles and nerves by varied occupation.
- (d) The acquisition of right habits, such as obedience, service, and truthfulness.
- (e) The encouragement of the æsthetic taste.

Recommendation No. 5.

61. We recommend that the instruction should be in the form of play as far as possible. The child should be encouraged, by arousing his interest, to overcome difficulties by himself.

5. *Place of English in the Instruction.*

Recommendation No. 6.

62. We recommend that the Vernacular should be the *medium* of instruction. English should be a *subject* of instruction, and introduced as early as possible. Opportunities should be taken to combine the Vernacular with English particularly in regard to games.

63. We make these recommendations because children cannot be interested unless they understand what they are doing and what is being said to them.

There can be no real imagination if a child merely repeats by memory certain sounds the meaning of which he does not understand. In later life he can acquire additional knowledge through the English language, hence the necessity for making English a subject of instruction in Infant Classes when the acquisition of a language is easy.

6. *Desirability or otherwise of special Teachers for Infant Schools.*

64. We consider it most desirable that teachers for infant schools should have special training. We see no prospect within the next generation of even a comparatively small number of female teachers being available in addition to those required for girls' schools.

7. *Relationship to Girls' Schools.*

65. Although infant schools will be mixed under conditions which now prevail, and are likely to prevail for many years, we are of opinion that as a general rule, no definite relationship between infant schools and girls' schools be established.

8. *Desirability or otherwise of reclassification as "Preparatory" Schools and considering them as entirely separate from Standard Schools.*

66. We consider the term "infant" is preferable to "preparatory" because the former more accurately describes the type of school which should immediately precede the standard classes.

67. We consider it advisable that infant classes should be separated from the standard classes and each school taught under a separate head teacher, but, we recognise that this is utterly impossible in the large majority of schools owing mainly to low enrolment and also to lack of teachers.

Recommendation No. 7.

68. We recommend that the separation of infant classes from standard classes should be effected as soon as possible, and in schools with an enrolment of 80 infant children, the separation should be made before 1925.

(An earlier date would be suggested if more trained teachers were available).

II. PRIMARY SCHOOLS (STANDARDS I.—VII.)

1. *Present distinction between Junior and Senior Schools.*

69. The terms "Junior" and "Senior" are not official and are mainly used in the Scottish (Basel) Mission. The Junior Schools comprise the infant classes and standards one to three. The Senior Schools, including standards four to seven, are all Boarding Schools.

2. *Whether policy of extension or concentration be adopted.*

70. (a) In view of the scarcity of trained teachers, we consider that the better staffing of the schools we have already, would be of far greater value to the education of the country than any present extension of schools.

(b) When the present schools are adequately staffed the policy should be to encourage the opening of new schools in those areas where educational facilities are absent or obviously inadequate.

(c) We are of opinion that any policy of "A school for each village" cannot be entertained until many years have passed, during which much greater strides must be made in the instruction and training of teachers, whose profession must be made more stable.

(d) We would commend to the earnest consideration of Missionary Bodies in this country that they make a survey of their resources in connection with educational work they are now undertaking, with a view to concentration and co-operation, to ensure economy of staff and ultimately extension of efficient schools.

3. *Bush Schools, limitation or not of, number of classes at.*

Recommendation No. 8.

71. We recommend

- (a) In small village schools where there is one certificated teacher on the staff only Infant Classes should be allowed. If two teachers are available, one of whom is certificated then children up to and including standard one may be enrolled.
- (b) If to the foregoing staff another Certificated teacher be added, then children up to and including standard three may be allowed.
- (c) If accommodation cannot be provided in a recognised central school for children in standards IV.—VII., then standard IV. may be included, provided that at least one extra certificated teacher be added to teach this standard exclusively.

4. *Limitation of number and size of standards taught by one Teacher.*

72. It is generally recognised that a class for a competent teacher should never exceed 40.

Recommendation No. 9.

73. We recommend that for the maximum number of standard classes to be taught by one teacher, the present education rule be adhered to, provided that the enrolment number of the two-classes combined does not exceed 40. When the teacher is in charge of one standard only the enrolment should not exceed 45.

5. *Mixed Schools: Whether such should be encouraged or discouraged.*

74. (a) Most of our mixed schools are really boys' schools with a few girls attending, taught by a male staff and without any proper arrangements for the teaching of domestic subjects.

(b) There is a real and great moral danger to all persons in these schools.

(c) There is great difficulty in obtaining and retaining an efficient mixed staff. The immediate exclusion of girls from boys' schools cannot, unfortunately, be insisted on until there is a greater supply of girls' schools.

Recommendation No. 10.

75. We recommend that mixed schools be so discouraged that they should cease to exist at the earliest possible date.

6. *Age limit, compulsory or otherwise: If former by what date.*

76. We consider that if a boy is clearly over 16 years of age and has not passed Standard IV. he cannot take full advantage of the higher standards. He should then either continue his education at a Trade School or leave altogether.

Recommendation No. 11.

77. We recommend that an age limit, namely 17 under standard V., should be compulsory at the order of the Director of Education or his representative. As the pupil should have a chance of continuing his education at a Trade School we recommend that this comes into effect as soon as adequate Trade School accommodation has been provided.

7. *Adoption of readers and other books for general use.*

78. The primary object of reading is to create interest. The imparting of information must be regarded as of only secondary importance. We consider that it is necessary to have a uniform set of readers from the Infant classes to Standard III. Standards IV. and V. should have a reader supplemented by continuous readers. Standards VI. and VII. should have the latter. The same continuous readers should not be used for two successive years. The subject matter contained in some of the books should have special reference to the Gold Coast.

We consider also that there should be special books compiled on Nature Study, Geography and History for use of the teachers. The information contained in these books should bear directly on the Gold Coast.

Recommendation No. 12.

79. We recommend that an officer of the Education Department be detailed to compile these readers and text books, and that whilst he is so engaged on this particular work he should be relieved from all other official duties.

8. Adoption of uniform registers in all Schools throughout the Gold Coast.

80. Many of the registers at present in use in the Schools are not suitable as they are drawn up for the requirements of education rules of other countries.

Recommendation No. 13.

81. We recommend that a new set of registers be prepared by the Education Department and adopted in all Government and Assisted Schools.

9. Boarding Schools (Boys).

(a) DESIRABILITY OR OTHERWISE OF ENCOURAGING AND, IF SO, WHAT CLASSES.

82. We consider it not only desirable but of high importance to encourage the establishment of Boarding Schools for boys.

(a) The aim of our education being the healthy development of the whole personality and the building of character, the full influence of the teacher can be most effectively exercised when he has opportunity of intimate relationship with the pupils in all the varied experience of their life and not only in the class-rooms. (An objection sometimes raised against the Boarding School system in Europe that the boy loses at an impressionable age the benefits of the Home influence, has no force in this country at the present time).

(b) The Boarding School provides an opportunity of cultivating and developing corporate life to a degree impracticable in a Day School. One of the finest elements in normal African Society is the strong communal sense. European Education and Civilization tend to the development of the individual, and the older communistic ideas are weakened. The Boarding School affords opportunity for the free development and maintenance of the idea of the community and the service of the community by the individual.

Day Schools should attempt to develop the same spirit, but the difficulties are great when the pupils come under the influence of the teacher only in class-rooms or, for a short additional period, on the play ground.

(c) The value of a Boarding School must vary with the influence which can be exerted individually by the teachers. The aim must be deep influence, not large numbers in any one school.

(d) The Boarding School should, under no circumstances, include day scholars.

Recommendation No. 14.

83. We recommend the grading of Boarding Schools, and deprecate the intermingling of grades in the same Boarding Block.

84. We suggest the following grades :—

(i) Infants, up to eight years of age. Preferably these schools should be under the supervision of a European lady teacher.

(ii) Junior, under 14 years of age.

(iii) Middle, over 14 years of age.

In view of the scarcity of specially qualified teachers it is improbable that many Boarding Schools of Grades (i) and (ii) could be established at present or in the near future.

Recommendation No. 15.

85. We recommend that special attention should be given at once, at the present stage, to the establishment and development of Middle Boarding Schools.

(b) NEED FOR PERMANENT EUROPEAN SUPERVISION AT.

Recommendation No. 16.

86. We recommend that there be a resident European Principal for each Boarding School.

87. (a) Supervision. Constant and careful European supervision is essential to ensure success. It would be well also for the Resident European to supervise day-schools in the district in addition to his work in the Boarding School.

Valuable help can be given by African Assistant Masters; but these must be chosen in all cases from the more experienced, and only those of the highest moral character—teachers who are willing to make considerable sacrifice of time and energy to the development of the whole ideal of a Boarding School.

- (b) Organization. The European, with a wider experience, is specially fitted for the organization of a Boarding School. He has a special knowledge of its possibilities, and equally important, of the dangers.
- (c) Discipline. The European Principal must be the final authority in all matters of discipline, but there can be no real success without the fullest sympathy and co-operation between the principal and all the Masters. School Courts should be established, and regularized; and the boys trusted to settle all minor disputes and only the more important cases referred to the Principal.

88. In organizing and framing Rules, while some definite rules are required for the guidance of most pupils, there is danger in their multiplication. As the School Spirit develops, the unwritten Code of Honour wins its way. The guidance of a European Principal is much needed for this. In preparing Time-tables for the School, outside class hours, order and punctuality are necessary; but every moment of the day and night should not be tabulated. Room must be left for the exercise of natural and legitimate freedom.

89. In the organization of games, European guidance is invaluable. In a Boarding School, games would be a vital part of the training. (This subject is dealt with separately in a later section). In the organization of corporate life, and the methods of securing this, by the formation of Clubs, Scouts' Corps, etc., European guidance is also essential.

(c) SPECIAL ACCOMMODATION NECESSARY AT: (DORMITORIES, HOSPITAL, ETC.)

90. We consider that provision of the following accommodation is necessary:—

- (a) Dormitories. Alternative systems are possible:—
- (i) Large dormitories for the whole school, either subdivided or in blocks.
 - (ii) Series of smaller dormitories, each series in connection with the house of a selected master. In either system the dormitories must be in accordance with principles of hygiene taught in the school.

The smaller dormitory, or house system, affords greater scope for personal and individual influence, and is probably, theoretically, the better system, but in practice it is probable that at the present stage the larger dormitory system must be more commonly adopted.

- (b) Day rooms. Day rooms for study and recreation are essential. A day room for each class should be provided.
- (c) Meals. Accommodation for meals should be provided on clean and suitable lines under supervision. (The Basel Mission practice of provision of food by cateresses to each boarder greatly simplifies administration and avoids the difficulty of obtaining large food supplies, but the system is subversive of order and cannot be recommended as ideal).
- (d) Facilities for cooking will be required and for the proper removal of refuse.
- (e) A hall, for meetings of the whole school to foster the corporate spirit.
- (f) Dispensary, for treatment of minor accidents and common ailments.
- (g) Isolation hospital. Experience in other Colonies has proved the great importance of providing a simple isolation hospital. This should be built as far from the other buildings as possible and NOT in connection with the Dispensary and should have its own sanitary accommodation. Every case of sickness however mild should be at once isolated.
- (h) Sanitary arrangements. The Sanitary arrangements should be in accordance with rules framed by the Sanitary Department.
- (i) Suitable accommodation should be provided on the premises for the staff.

An extensive plot of land is required for the purposes of an ideal Boarding School, to provide airy and well-ventilated buildings, to give good cricket and football fields, to make provision for the teaching of agriculture, and to give wide bounds for the boarders roaming at large without going "out of bounds."

The site should never be in the heart of a large town, but questions of water, food, and fuel supplies, must be carefully considered. Provided these are obtainable, the further from a large town the better.

(d) ENFORCEMENT OF AGE LIMIT AND WHETHER EXCEPTIONS SHOULD BE MADE. IF SO, TO WHAT DATE.

91. (a) The association of pupils of widely different ages is an evil in all schools; in boarding schools it is fatal.

(b) In boarding schools the methods of dealing with the infant, the child, and the adolescent are quite distinct. The intermingling of the grades, even if separate rooms are provided, is unsound.

92. We advise the enforcement at the earliest possible date of an age limit in Boarding Schools as shown in the grading following recommendation No. 14. The only exceptions which should be made are in the case of a very few "on the borderline" already in residence. The outside limit should be four years to permit these to pass through the school.

III. FEMALE EDUCATION.

1. *The present attitude of people towards, and, if possible, reasons therefor.*

93. (a) We consider that the attitude of the people towards female education must be judged by the enrolment and the average attendance of girls at existing schools. Statistics for enrolment are available for Assisted Schools, but separate averages for girls are not obtainable.

Statistics for Non-Assisted Schools are incomplete, but where available they do not materially differ in character from those of Assisted Schools.

The following tables are based upon the Education Report for 1918 :—

<i>Governing Body.</i>	<i>Enrolment.</i>		<i>Proportion.</i>	
	<i>Boys.</i>	<i>Girls.</i>	<i>Boys.</i>	<i>Girls.</i>
Roman Catholic	3,158	274	11·5	1
Church of England	612	54	11·3	1
A.M.E.Z.	760	89	8·5	1
Wesleyan	6,838	951	7·	1
Government	3,278	546	6·	1
Bremen	1,528	327	4·7	1
Basel (Scottish)	5,851	2,187	2·7	1
Secondary	43	..	..	..
Totals	22,068	4,428	5·	1

The schools of different Governing Bodies show considerable variation in the proportionate enrolment of boys and girls; and within the schools of each Governing Body there is a wide distinction between Districts where educational facilities have been provided for a long period, and Districts where such facilities have been more recently introduced. The following table illustrates this point.

(For convenience of comparison the figures are taken from the schools of one Governing Body: the late Basé Mission.)

	<i>Boys.</i>	<i>Girls.</i>	<i>Proportion.</i>	
Akropong (Akwapim)	180	134	1·3	1
Late	163	136	1·2	1
Mamong	83	77	1·08	1
Amanokrom	69	64	1·06	1
Christiansborg	335	107	3·	1
Asoromaso (Ashanti)	28	4	7·	1
Berekum	45	7	6·4	1

(b) REASONS FOR PRESENT ATTITUDE.

(i) An exactly similar situation exists in all parts of Africa and in practically every country where education is comparatively modern.

We are of opinion that this situation must be traced to a common cause. Such common cause is found in the common attitude to women: an elemental sense of the place of women in normal primitive society.

(ii) The vocation of practically every girl in this country is prospective marriage and motherhood. For this vocation the girl is prepared by her parents or guardians, and to this vocation the girl herself looks forward simply and naturally. As marriage in this country is early, facilities for school training, even when taken advantage of, are curtailed.

Under these circumstances, it is found exactly as might be expected that the majority of girls attending school do not even complete Standard III.

(iii) The sense of the value of education for its own sake grows slowly. In the case of boys, the opportunities provided by education for money-making are quickly realized. In the case of girls this stimulus is absent and the sense of the value of education naturally comes more slowly.

2. *Comparative popularity of :-*

(a) DAY SCHOOLS, FOR GIRLS.

94. The only Day Schools for girls (Government, Assisted and Non-Assisted) are those provided by :-

- (i) The Government, at Accra, Cape Coast and Coomassie.
- (ii) The Bremen Mission, at Quittah,
- (iii) The Wesleyan Mission at Aburi.

(b) DAY SCHOOLS IN WHICH GIRLS ARE TAUGHT WITH BOYS.

95. A few schools are provided for boys only, but practically all day schools are mixed schools admitting both boys and girls.

(c) BOARDING SCHOOLS.

96. (i) Day scholars not admitted :-

Scottish Mission Girls' Boarding School at Aburi.

(ii) Day scholars admitted :-

The Roman Catholic Mission Schools at Cape Coast and Elmina.
Wesleyan Girls' High Schools at Accra and Cape Coast.

97. In view of the fact that there are only five day schools for girls only, one Boarding School for girl boarders only, and four others admitting day schools, while practically all day schools admit girl pupils, it is not possible from statistics to gauge the comparative popularity of the various types.

98. The fact that the enrolment of girls in many schools in the older districts is relatively high, seems to indicate that in these districts there is no strong prejudice against co-education in Primary Schools.

99. The demand for admission to the few boarding schools provided is so great that in all cases waiting lists are required. This is an indication of the need for the establishment of more boarding schools for girls under European supervision.

2. *Comparative value of the different types.*

100. Consideration of comparative values must be taken in conjunction with that of special curriculum, but the following simple judgments may be here stated.

Comparative value.

(i) *Infant Schools (Mixed).*

There are great advantages in co-education for infants. The day school is useful at this stage, and will probably remain the more popular. The admission of infant girls as boarders to boarding schools, where older girls are in training, should be encouraged.

(ii) *Primary Schools. (Separate for boys and girls).*

As soon as possible after the infant stages are passed, there should be separate schools for girls only, taught by women teachers. There are two main reasons for this :-

(i) A different curriculum is required, and many of the same subjects should be presented from a different angle.

(ii) Moral problems and difficulties : in relation to both pupils and teachers. It is wrong to place young unmarried youths, far from supervision and kindly guidance, in charge of mixed schools. When tragedies occur, the teacher is held up to scorn. The vice lies in the system.

101. The Boarding School where boarders only are admitted is the ideal system for the training of girls. Only in such schools is it possible adequately to correlate the whole teaching with home life. In such schools where vacations are granted great care should be taken by the school authorities and parents to ensure proper supervision at the girls' homes, and on the journeys to and from the school.

3. *Desirability or otherwise of a special curriculum for Girls attending Girls' Schools :*

(a) IN LARGE TOWNS.

(b) IN THE BUSH.

102. We advise the adoption of a modified or special curriculum for all girls, other than those in the infant stage.

(i) The fundamental aim of education is the same for girls as for boys. Many of the subjects of instruction will therefore remain unchanged.

(ii) A literary education which seeks to open and expand the mind is as necessary for girls as for boys.

(iii) Physiological differences suggest the necessity of modification of methods in Physical Training. Physical exercises suited to boys may be even harmful for girls. Games also will differ in range and character.

(iv) Physiological differences also suggest the necessity of introducing subjects bearing upon the future career of girls. These special subjects should be taught practically, and as far as possible under conditions which maintain close connection with a home life.

(v) Such special subjects will naturally include :—

(a) *Sewing.*

This is already taught in most day schools to which girls are admitted. It has great value when well taught as a training of Hand and Eye. It has also an obvious practical value for all girls.

Sewing schedules should be prepared, as at present, by trained women. Grading should be at the discretion of the teacher, not determined by the place in standard classes.

In senior classes, sewing will include simple dress making. Encouragement should be given to the development of imagination and of the artistic senses.

(b) *Hygiene.*

Hygiene should be taught with special reference to the cleanliness of the home, and suited to conditions of African life.

In the case of the older girls, especially those soon leaving school, reference to the care of young children and infants should be introduced.

(c) *Cooking.*

Cooking "can" be taught in day-schools, but neither so satisfactorily nor so practically as in boarding schools. The girls should be taught to utilize to the fullest extent all local resources, and never to use imported food-stuffs where local products can be obtained. European types of cooking and baking need not be excluded but greater emphasis should be placed upon African types.

(d) *General housewifery.*

The education of girls should develop the taste for home life, stirring ambition and pride in the well-ordered house.

Nothing will more quickly break down prejudice against the education of girls, or indifference towards it, where these exist, than the discovery that the educated girl is a far better wife and mother than the untrained and unschooled.

(vi) *Distinctions for town and bush schools.*

The girl nature is the same whether the girl lives in a large town or in the bush. The differences in training are those dictated by practical difficulties of adequate teaching staffs.

In the larger towns, opportunities for education have been provided for many years. Naturally in these areas, it should be possible at an earlier date to enforce the separate teaching of girls and boys. The earlier age at which many enter school, and the longer period available for training, make it possible to carry the literary training further, and to make provision for more specialized training.

103. We consider that as far as is practicable the Boarding School for girls especially those who have passed Standard III. should be encouraged. Fees should be paid to the full extent of ability. Assistance to the daughters of poor parents has always been given in the case of Mission Schools. Some of the most promising girls are drawn from this class.

104. While full attention should be paid to literary training, special domestic training will be introduced at an earlier stage than vocational training in the case of boys.

The vocations for which training should be provided include :—

- (1) The Home. For all girls.
- (2) Teaching. With special reference to infants.
- (3) Nursing. Both for home and for hospital life.

105. In the bush, where the numbers of girls who can attend school are small, it will be difficult to enforce absolute separation, but very strict attention must be paid to an age limit.

106. In undeveloped parts of the country, where there is prejudice against the education of girls, or indifference, special types of schools for girls should be encouraged, which would more rapidly win favour with the untrained parents.

Where such prejudice exists, it cannot be removed in a few years nor possibly in a generation. The training of the girls in these areas must either await the slow growth of the sense of the value of education, or experiment must be made with the foundation of a new type which will immediately appeal to the imagination of the most prejudiced. The new type should be frankly and definitely vocational, and the vocation for which training is given, marriage and motherhood. The schools should be called and be regarded as :

"Homes for the training of girls."

(a) The Homes should be established in up-country districts, organized and superintended by trained and specially qualified European Women.

The girls admitted will be from those who have had little or no school training, but have reached the age when preparation for marriage is approaching.

(b) Buildings should be, as far as possible, of the African type. They should be the best of their kind, but not hopelessly beyond the possibility of the girls' own future attainment.

The houses should be in groups and adapted for practical training in the care and management of an African Home.

Wherever it is feasible, there should be a nursery department of the Home, where practical training can be given in the care of infants.

Simple literary instruction should be given, mainly in the vernacular, but the main purpose of the Home will be to provide a suitable training in Domestic Economy. The whole work of the Home, indoor and outdoor, should be performed by the girls themselves.

The special subjects enumerated above will be taught. Special teaching and training is essential in regard to the care of babies, their feeding and upbringing. Only such definite training can overthrow the present appalling ignorance and consequent waste of child-life.

The association of a woman doctor and nurse with such Homes would be of the greatest service. It might be possible through these to make a beginning towards training African district nurses and midwives.

4. *Future career for Girls who have passed through a course of instruction at Primary Schools.*

107. The following are amongst the possible future careers open to girls who have passed through a course of instruction at a Primary School:—

Home life, marriage, motherhood. (For the great majority).

Hospital work, as nurses.

District nursing and midwifery.

Teaching, particularly in infant schools, and in all girls' schools.

Dressmaking.

Basket making, mat-weaving, and in some districts cloth weaving.

(Some of these occupations need not be abandoned on marriage).

Clerks, typists, store-saleswomen.

The principle should be accepted of specialized training for the work which a woman only can do effectively. The conditions of this country will prevent, for many years, the employment of girl clerks, etc., to any great extent. The first effort must be to obtain girls trained for teaching, nursing and similar careers.

It is probable that the majority of those so trained will be able to give only a limited number of years to the special career. This increases the difficulty, but it should not deter from attempting to train. The community and the future race benefit when the trained girl teacher or nurse marries. A definite step forward in the progress of the country is taken when facilities for training have been provided.

This may seem an old-fashioned doctrine, but we are dealing with conditions of West Africa not twentieth century developments in a very old civilization.

5. *Desirability or otherwise of largely increasing staff of European Mistresses for*

(a) DAY SCHOOLS.

108. A large increase of the staff of European mistresses would add greatly to the efficiency of the schools, but there are difficulties in obtaining mistresses in sufficient numbers, and still greater difficulties in obtaining native assistant teachers. At present the trained native girl teacher is practically non-existent and can only become available after years of patient training. This fact must inevitably postpone the establishment of many day schools for girls which are most desirable.

(b) BOARDING SCHOOLS.

109. Economy of available resources will probably determine the policy of concentrating meanwhile upon boarding schools.

By means of well organized boarding schools it is possible most rapidly to provide training which will aid towards the supply of trained teachers for girls. For each boarding school there should be a European Principal and a European Mistress.

As there are only very few boarding schools in the Gold Coast, a large increased staff of European Mistresses is imperative if the educational needs for girls are to be seriously met.

6. *Desirability or otherwise of Government establishing one or more Boarding Schools for Girls, and places where such should be established.*

Recommendation No. 17.

110. We recommend that one Boarding School for Girls be established by Government, and that the site be in the neighbourhood, but not in the town, of Accra.

- (a) The School should be for Boarders only.
- (b) The School should aim, in the first instance, at providing an efficient Primary School Education for Girls.
- (c) The School should provide opportunity for higher training of the few girls who have reached a standard to benefit by it.
- (d) The School should provide opportunity in particular for the training of girl teachers.
- (e) Domestic Economy should form an important part of the training of *all* pupils.

111. We are of opinion that such a school would meet a real need and that it would receive substantial support.

We suggest that tuition fees be graded from £3 to £10 per annum and that boarding fees be £30 per annum.

We suggest that provision be made for the following staff :—

- 3 British Mistresses.
- 4 Native Teachers.

The staff would, however, vary as experience revealed the actual support of such a school, and the number of Classes required.

Recommendation No. 18.

112. We recommend that the Missions be encouraged and assisted to open Girls' Schools of all types for Boarders only.

IV. SECONDARY SCHOOLS.

1. (a) *Whether there is a need for, if so, how great for.*

(i) BOYS.

113. There is a need for Secondary Schools for boys of a somewhat wider and higher description than those already existing, for the following reasons :—

- (i) At present the boys leave their Primary Schools, even when Standard VII. has been passed, mentally and morally insufficiently equipped, with characters unformed and minds unexpanded. They therefore drift along with the stream of those who have already gone out before them, and soon ideals are quite forgotten. This is not peculiar to West Africa. For the very same reason the Education Act of 1918 was passed in England.
- (ii) The bulk of our boys become clerks of inferior quality, who are not even trained for that profession. They are admitted to offices direct from the Primary Schools and are then expected to be capable of performing work of more or less experienced nature. In addition there are the comparatively few who are trained either at the Training College for teachers or at the Technical School, or who go to one of the Secondary Schools at Cape Coast, or the still fewer sons of rich men who are sent to Secondary or Preparatory Schools in Europe *en route* for Bar or Hospital. Generally speaking the mechanic or artisan class is recruited from the illiterate or nearly illiterate class. We are not sending out our best boys to meet the real needs of the country, with but few exceptions, in the teaching professions.
- (iii) Primary education has turned out boys with their grip on the English language but half-formed, with tastes undeveloped, unable to think consecutively for themselves, and therefore with but little inclination or guidance to continue self-culture when business life begins. Hence stagnation soon clouds their spirits and lack of thought leads to lack of leadership or initiative. This again is not peculiar to West Africa and is only to be expected.
- (iv) When boys have reached the top standards of the Primary Schools, they are just beginning to learn; it is the time for their wits to be sharpened, not laid out to rust. Therefore, the extra discipline of three or four years in a good boarding school to lead them to manhood and a profession simultaneously may be the making of them both in character and mental capacity.

(v) In the Secondary Schools at present, the intellectual end seems to be academic success in the Cambridge Locals or College of Preceptors Examinations. Then the successful competitors are dissatisfied to find that they must either go to Europe to fulfil their destiny or else rejoin their old companions from the Primary Schools who have left them behind in the ordinary clerical occupations of the Coast. Our new schools must fit them for a profession before they leave, or must at least convey them as far as possible along the path leading to a profession.

(vi) The chief need in our Education is that of more fully educated teachers. For this reason alone it is well worth starting secondary combined with technical instruction; even if Government had to bear the whole cost.

2. *How many persons would send boys to Secondary School.*

114. It is hard to say how many natives would send boys to such a school, but the numbers would surely grow as the attractiveness and efficiency of the school made themselves felt. Evidence given before this and the previous Committee seems to indicate that 100 will be ready to enter when the school is opened. The competition for any possible scholarships and for teaching studentship will almost certainly be great, and that too among the most promising pupils of our Primary Schools. It would be well worth the country's money to have them there as the nucleus of the school.

(ii) FOR GIRLS.

115. There is no present need for a Secondary School for Girls. See Section III., Female Education.

2. *For what purpose—Literary, Scientific, Technical.*

116. Secondary Schools will be established for the purpose of providing a good general training especially in English subjects leading up to a profession, therefore it will be literary, scientific and technical all combined.

3. *Government or Mission: If former, should grants be offered to latter.*

117. Government alone can command sufficient funds to build, staff and equip the kind of institution needed.

Recommendation No. 19.

118. We recommend that the Government establish a Secondary Boarding School for Boys.

119. There is, however, a need for other varieties of schools, and grants may well be continued to Mission Secondary Schools.

4. *Should Secondary Education be combined with Technical Education in the same Institution?*

120. Secondary instruction should lead to technical education of some kind, not necessarily restricted to handicraft, but to craftsmanship or professional training in general.

Technical education would be best combined with secondary and higher education in the same institution, and be pursued as far as possible, in each direction, for the following reasons:—

- (a) A big educational scheme will attract the best men in the educational world for the Masterships of such a school, and it is such men that the Gold Coast most requires, if education is to advance as it should.
- (b) It would be best for the students to have the privilege of the social life of a school which concentrated in one centre the best intellect of the country, preparing for divers careers.
- (c) In the matter of housing, staffing, apparatus, playing fields, etc., it would be an economy and prevent over-lapping.
- (d) It is necessary that a large range of professional study should be open to the youth of the country, and that it should be received in their own land, on the best lines, from fully qualified teachers, in environment best suited to their early and future conditions of life.

(b) TO WHAT EXTENT?

121. (a) The extent to which technical education should be carried is only bounded by necessities whether financial or professional.

(b) Thus the future doctor or lawyer should follow a course which will bring him as well prepared as possible to enter immediately his Inn of Court, or Hospital, or University.

(c) In the same way other professions need specialized instruction, which no school, secondary or technical, can possibly give. Candidates for these must be trained as far as they can be in the school and be sent to their special training so well prepared that they will enjoy the full advantages thereof. Other professions, such as teaching, may be fully prepared for at the school, so that the students may pass straight to their life's work.

(d) Justice cannot possibly be done to the training at the Secondary School unless the full course of four years be taken.

Recommendation No. 20.

122. We recommend that no School Testimonial or Leaving Certificate be granted to any boy who leaves before he has completed four years at the School except under special circumstances when the Headmaster may decide otherwise.

123. When the course is completed the boys should be kept in touch with their old school by the formation of an Old Boys' Club.

5. Use of such a School in training future native Chiefs.

124. This School seems supremely useful for the probable successors to nativestools. Such boys must be, however, on an entirely equal basis with every other boy, as regards admission, life, discipline, etc.

A good general instruction is as important for their careers as for any profession. In their last two years they will need a very special course including natural science and technological instruction; whilst constitutional history, political economy and moral science should be well studied. Such a course could be easily adjusted in this type of school.

6. General lines of a Government Secondary School.

125. Boys will enter the school after an entrance examination which will be both oral and written. The questions in the different subjects for examination should be set and asked by the same person who judges the results.

The subjects for examination should be those of Standard VII. in the Primary school, i.e., Arithmetic (algebraic methods being welcomed), Geography, English Composition and Grammar Hygiene, Nature Study, History (stories from that of the British Empire and Gold Coast), and Hand Work combined with all these subjects.

Right methods rather than accurate results will be welcomed, and general intelligence gauged as far as possible.

126. Candidates for scholarships, exhibitions, teaching-studentships, as well as those who are entering as paying pupils, will all take the same examination and be marked without reference to their class. The number of vacancies will determine the number of those who pass the examination unless the standard is too low. From this number only will the scholarships, exhibitions and teaching-studentships be selected.

127. During the secondary course the primary school subjects will be more thoroughly taught with the addition, little by little, of higher mathematics and elementary natural science.

Everything should be made as practicable as possible and varied with much handwork in garden, drawing office, and carpenters' shops. But the greatest emphasis during the first years will be on *English*. The whole aim of the secondary course here will be to lead the boys to a sound and correct knowledge of English, that they may think, and even dream in good English. The object of this is obvious, namely, that all higher study, every avenue of knowledge, all facilities of spending leisure hours with profit and pleasure can only come from a thorough grasp of the English language and literature.

128. For this reason amongst others, the whole of the teaching staff will be recruited from the best schools and colleges of the British Isles, so that the medium of instruction in every subject will be pure English. Boys who cannot understand proper English should not have found an entrance, but if they have, they must never be talked down to, they must pick up good English for themselves, and if they hear nothing but good English they will do so.

The first aim of the Secondary School will be to widen and deepen the Primary Instruction and to teach English. The length of time spent in the secondary course, before taking the technical, should be at least two years for all, and for many, three years would be preferable.

1. DAY OR BOARDING.

129. Not only will the mind of the boy be the concern of the teachers, but also his body and spirit. It is most necessary that a Government secondary school should be purely boarding for the following reasons:—

- (a) That manly games, bodily exercises, and a good school tone may be well established under the kindly guidance and example of the masters of the school.
- (b) That Head, House, or Assistant Master may make his influence thoroughly felt for the making of character.
- (c) That quiet methodical study may be provided for, without either cram or overstrain on the one hand or laziness or too much slackness on the other, and without those many interruptions which often cause low average attendance in the day schools

- (d) Only by means of a boarding school can those habits of punctuality, regularity, good breeding, self-control, responsibility, and discipline, all most necessary in the life of the country to-day, be really formed.

8. *Where best situated.*

130. The choice of the situation of the Government Secondary School will be limited by the following considerations :—

It must be easy of access from all parts of the Gold Coast, and thus near railway or water-way.

It must be in a place where water, food and fuel are easily available in adequate quantities.

For the purpose of training teachers, a variety of good schools for practice must be within easy reach.

The locality must be healthy, cool and breezy.

It must be quiet and not too easy of access for outsiders.

It must stand in a large area of its own land.

Water for bathing purposes and level ground for cricket pitches and playing fields are very necessary.

The great prevalence of education in the Eastern Province seems to point to that part of the country as the field for selection. The above conditions seem to indicate Accra as the place, though the situation must be well removed from the town. Accra is as easy of access as most places in the country; there, also, a water supply is laid on, and probably electric light may soon be available.

We have viewed every probable site in this district.

Recommendation No. 21.

131. We unanimously recommend a site situated about one-and-a-half miles due east of Achimote as most suitable for the Secondary School provided that a water supply is laid on.

132. This choice is confirmed by the Honourable the Acting Director of Public Works, the Senior Sanitary Officer, and the Honourable Dr. B. W. Quartey-Papafio.

9. *How far should it be self-supporting.*

133. We consider that the school should be self-supporting in so far as food and all domestic arrangements are concerned. The fees payable should cover all such items as salaries of domestic servants, purchase of firewood, cooking utensils, sports materials, bedding, etc. The original capital outlay should not be made a charge against the school recoverable by fees. There should be one common dining hall in which all the pupils must take their meals.

10. *Scale of fees.*

134. Tuition fees shall be £12 per annum, i.e., £6 for each term, and the boarding fees £30 per annum, i.e., £15 each term, both payable in advance. Owing to the great fluctuations in the prices of food-stuffs, the boarding fees as suggested are only provisional. They will be subject to alteration

11. *Arrangements of accommodation for Pupils and Staff.*

135. The House system would give the best results, if each house were limited to a maximum of 30 boys, as it would enable the house master to give thorough supervision and help to each of his boys. For those Masters who have no charge of a house there should be bungalows in the school grounds.

The living quarters of the boys and class-room blocks should be quite separate. In Appendix II. we record our more detailed suggestions for arrangements of accommodation for pupils and staff.

12. *Desirability or otherwise of obtaining co-operation of Missions by the appointment by them of men to supervise Hostels.*

136. It would be most beneficial if some of these houses were allotted to Missions which applied for them, on condition that they supplied the European Master in charge. Here only boys of that denomination will be allowed to dwell. It would solve the difficulty of the provision of religious instruction, which, however, should be provided for on the time-table of the school in school hours. Moreover it would be an enormous positive advantage to the boys, to have the same religious guidance and help as they have had hitherto and would be likely to have for the rest of their lives, and, as it were, to link up their school days with life. It is a system which has been tried in other parts of the world with most pleasing results. Religion must go hand in hand with instruction, if education is to be sound. In the initial stages of the school it might possibly be arranged for pupils of two denominations to be housed in one hostel.

13. *Relationship between each Hostel (house) Master and Headmaster.*

137. This being admitted, there is at once a difficulty as to the relationship between the Mission House (or Hostel) Master and the Head of the School. Though a difficulty, it is one that mutual trust and the ordinary courtesies of life will easily overcome. Will the Hostel Master be under the authority of the Head Master or independent of him? In matters belonging to the school, certainly

under the Head Master's authority, but in matters of house or religious discipline, independent. Should difficulties arise, and the principle involved be deemed to be of such importance as to demand a higher ruling, then appeal may be made to the Director of Education. Should the ruling given not be agreeable to both parties then His Excellency the Governor must be the ultimate arbitrator.

14. Possibilities of Hostel Masters also assisting with general instruction given in School.

Recommendation No. 22.

138. We recommend that there should be a definite and adequate staff appointed to the School by Government. All members of the staff should be Government servants.

139. In exceptional circumstances, and by common consent and mutual understanding of the Headmaster, Hostel Master, Head of the Mission and the Director, a Hostel Master may be employed to act temporarily as a Master of the School.

15. Would other students, e.g., divinity students, be allowed to live at Hostel under charge of Hostel Master.

140. We consider that when students, e.g., Divinity students, have completed the normal course of instruction in the school they should receive their further training in other institutions.

16. Curriculum—should course be laid down either generally or in detail prior to appointment of Headmaster.

141. We are of opinion that the curriculum can only be laid down by the Headmaster himself in close consultation with his staff, provided that the general aim of the Institution be kept clearly in sight.

We are opposed to the recommendations of the Special Committee on Education, 1919, which would make the Cambridge Local Examinations decide the curriculum. Far from doing so we would suggest that English examinations are already most unsuitable tests of West African education, and will tend to become more so, as Gold Coast and English education become more efficient for each country.

17. Staff.

142. The Staff for some time at first should be entirely British, for reasons which are given in paragraphs 125, 126 and 127 as well as in paragraph 82 (b). They should be, at least as well paid as any Government skilled officers of similar length of service, as their Education should be superior to that of most, and the importance of their work inferior to that of none who are serving His Majesty in this country.

Whenever native Africans are added to the staff, we consider that they should only be drawn from ex-teaching students of the school itself, who know by experience the tone of the school and the needs intellectual and moral of their former companions.

The staff of the Secondary School should be recruited from University Graduates who have been educated at the best Public Schools, all of whom shall have had training in the theory and practice of teaching.

Recommendation No. 23.

143. The following table shows the staff we recommend for the proposed Secondary Schools and the year in which they will be required to join the school :—

Year.	Head Masters.	Form Masters.	Mathematics Master.	Science Masters.	Technological Masters.	Method Masters.	Bursar & Games Masters.	Commercial Master:
1.	1	6	—	1	1	—	1	—
2.	—	4	—	—	—	—	—	—
3.	—	2	1	1	1	*2	—	*1
4.	—	*4	*1	*1	*1	*1	—	—

*Provisional.

There should be also a Medical Officer appointed for the School to live on the premises who will assist in teaching special classes for the medical students.

When the Headmaster goes on furlough his place will be taken by one of his staff whom he has personally selected.

144. In this connection we would draw attention to the ruling laid down by the Board of Education and adopted by the Government, that the Principal of the Training College must be a layman.

We consider that a similar ruling should apply to the Government Secondary School particularly as provision is being made for each denomination to have a hostel master resident on the premises. The conditions prevailing in this country differ greatly from those in England where, in some instances, men can only be appointed to certain scholastic posts if they are ordained.

Recommendation No. 24 (a).

145. We recommend that the Headmaster and staff of the Government Secondary School be laymen.

We are in favour of the above recommendation :—

Chairman.

J. S. Garbrah.

Secretary.

Recommendation No. 24 (b).

We recommend that the question whether members of the staff be laymen or ordained men be left open, so that the best men available may be chosen for the school, irrespective of their being or not being ordained.

We are in favour of the above recommendation :—

Revd. S. J. Gibson.

Revd. A. W. Wilkie.

There should be no recommendation on this subject. It is a matter of policy not education.

Vice-Chairman.

18. *Inspections.*

Recommendation No. 25.

146. We recommend that the right of inspecting or visiting the Secondary School be restricted to His Excellency the Governor, Members of the Executive Council and the Director of Education, or those Acting in those positions. Other persons may be permitted to visit the School after arrangements have been made with the Headmaster.

19 *Similar Schools in other Countries.*

147. According to what we have heard or read, we understand that there are institutions on lines similar to those we have indicated in other countries, such as Lovedale and Tiger Kloof in South Africa, Hampton and Tuskegee in United States of America, and Codrington College in Barbados, all of which are dealing with youths of a state of society similar to our own. We do not think much guidance could be got from similar institutions in Asia.

Recommendation No. 26.

148. We recommend that some persons responsible for education in this country should be sent to institutions abroad to find what lessons of encouragement or warning they may have to teach us.

149. In this connection it may be stated that the American Boards of Missionary Societies have appointed a Commission on Education to visit West and South Africa, and that the Conference of British Missionary Societies has agreed to co-operate. The Chairman of the Commission is Dr. Thomas Jesse Jones, who is a leading authority on Negro Education in America. The Commission has been studying the question of education for many months, in America and in London. The Commission will leave London, probably in September, in order to visit all parts of West Africa, from Sierra Leone to the Congo, then proceed to South-west and South Africa, studying varying conditions and methods of education. The African investigation will occupy about 18 months, and thereafter a Report will be prepared and issued. We are of opinion that it should not be beyond the resources of the Gold Coast Government to send out in a similar way members of the Education Department to make similar investigation in educational systems in other countries which would be for the lasting benefit of this country.

20. *Training of Teachers at.*

150. Those who have made application for teaching studentships to the Director of Education, whether for Government or Assisted Schools, and have obtained a place among the successful candidates in the competitive entrance examination for vacancies in the Secondary School, shall be awarded Teaching-Studentships. These Studentships will give free tuition, board, and lodging during term time at the Secondary School, all other expenses must, however, be met by the student himself.

151. He will before entering the School have obtained a certificate of health from the Medical Officer of the District where he resides, and will have signed a bond together with securities for the sum of £100 to teach for at least ten years after his training is completed, the principle of the present sliding scale being continued.

152. During the first two years he will do general work as the rest of his own school year, deepening and strengthening his knowledge in the subjects of Standard VII., and getting a thorough grasp of English. During this period he will add to his subjects of study Algebra and Geometry and some Natural Science, such as Botany, Physics and elementary Chemistry with practical work, whilst under a technological teacher he will acquire habits of handicraft.

153. If at the end of these two years he has satisfied the Headmaster and his form master that he has made sufficient progress, he will pass at his third year to the care of the Master of Method. If he has not satisfied the Headmaster, he will either remain for another school period at his general studies, or if very indolent and slack may be expelled and forfeit whole or part of his bond money. Should at any time the Headmaster find it expedient to expel him from the school for a major offence against school discipline, he will forfeit the whole of his bond money. When the student passes to his vocational course, he will first study the principles of education, psychology and method. He will hear model lessons given, and will pay visits occasionally to the best equipped schools in the neighbourhood. All the time he will still do practical handwork with a special view to help his teaching in the future. During the second half of his third year, he will do much school practice in standards of all kinds (but not in infant classes) in as many different schools as possible, always under the guidance of well qualified and experienced teachers, and close supervision from the Masters of Method.

154. During his fourth year he will do more teaching practice, particularly in infant schools, and will take part in criticism lessons. His lectures will now go more deeply into psychology, the history of education, and the principles of education, whilst such other specialized instruction as the Master of Method thinks necessary will be imparted to him. Above all he will be encouraged to think for himself and express his thoughts clearly.

155. Finally his examination will be taken together with the candidates from the Training Institutions and will be conducted by his and the other Method Masters of all the educational training institutions in common. The examination will be both oral and written, practical as well as theoretical, and conducted in school classes from Infants to Standard VII, in examination room, private interviews with the examiners, and in workshop and garden with and without classes to be instructed. It will be a searching test of his knowledge of what he ought to teach and his ability to do so in all manner of circumstances with all sorts of children. His special abilities in any one direction should give him distinction in any particular subject, but only his special excellence all round should win the coveted "Pass with Honours."

"Honours" being First Class, there should be class lists down to Fourth Class in alphabetical order, except in the Honours List where order by merit should be given.

156. We conclude by stipulating that the Master of Method should be a real specialist, recommended by the highest educational authorities at home. With the scheme of training teaching-students at the Secondary School entirely in his hands there seems no reason why first class teachers should not be produced.

21. *What relationship could be maintained between the Secondary School and Pupils entered for.*

(a) ENGINEERING.

157. A boy who has completed his two years of general training to the satisfaction of the Head Master, and who is considered by the Headmaster to be suitable for such a course, may then specialize for "Engineering" in general. During his third year, he would deepen his knowledge in those mathematical and natural science subjects he has already taken and extend his knowledge to kindred subjects. In technology, he will take a more specialized course, and arrangements will be made whereby this class may have access under one of their own teachers to any engineering works available in the neighbourhood. This may help to guide the boy's choice as to the kind of engineer he wishes to become eventually, though it would not make any difference appreciably to his training in the Secondary School.

In the fourth year he will pursue his mathematical studies (both pure and applied) assiduously. We consider that some technical work could and should be done in the school workshop, if oil engine and electric motor, lathes, drilling and planing machines, forge and other apparatus were established, enough to have given the prospective mechanical engineer a real knowledge of the use of tools before he enters the shops whether in the Gold Coast or abroad. Drawing, both geometrical and perspective, would be accentuated during these two years, but especially in the second.

(b) MEDICINE OR KINDRED PROFESSIONS.

158. The student entered for medicine as in the case of engineers, having passed through his general training course, will specialize in mathematics and natural science during his third year. If he wishes to enter a Medical School or University abroad he must prepare for some examination like the London Matriculation, which will satisfy such body as to his general education, and will enable him to pass immediately to his special work without any waste of time.

(c) LAW.

159. Those entered for Law will work together with those entered for Medicine, in that they must prepare for an examination like the London Matriculation to enter Inns of Court or University. When the Medical specializes in mathematics and natural science the Law student will do so in English prose and constitutional history. Elocution classes will be provided. A debating society will be a *sine qua non* in a Secondary School, and doubtless the future lawyers will make use of it.

(d) DIVINITY.

160. Like the above, the Divinity students need a full course of training in English. They need also some teacher training. Accordingly they should take their third year with the teaching students, and their fourth with the Law and Medical men in preparing for the same examination.

(e) GEOLOGY.

161. During the third year those entered for Geology or Forestry will do the same work as the Medical. In their fourth year they would specialize in the sciences required for their respective courses.

(g) COMMERCE.

162. Those entering to take up a commercial career will do the same ordinary form work as those entered for Law, Medical, etc., but will specialize in commercial geography and arithmetic, book-keeping, shorthand, typewriting, etc., as their vocational course, under a special commercial master.

(h) TEACHING.

163. Those entered for teaching will take their whole course at the Secondary School as sketched above.

22. *How far co-operation could be secured with Bodies already training or preparing to train Pupils.*

(a) SURVEY.

164. It would appear that the Secondary School could only secure co-operation with the Survey School, by sending on those who had taken their four years course (the latter two being with those preparing for engineering) to the Survey School to learn their professional work.

(b) ENGINEERING.

(c) BUILDING CONSTRUCTION AND ALLIED SUBJECTS.

165. The Public Works Department could open their works in Accra, which they expect to be of the very highest efficiency, to the students of the school when they are specializing during their third and fourth years. After their four years' course is finished the Public Works Department will train them at their works as Mechanical Engineers or in the drawing office as Civil Engineers; at the former for some five or six years, at the latter for some six or seven.

(d) AGRICULTURE.

166. Owing to the unsuitability of the soil in the neighbourhood of Accra for teaching agriculture adapted to the rest of the Gold Coast, there does not seem to be any chance of doing much practical work preparatory for that profession at the Secondary School. The Government Agricultural Stations will train well educated boys thoroughly in tropical agriculture, which would be suitable for them whether they preferred to remain on the Government Staff or to work for themselves or others.

(e) TEACHERS.

167. (See above).

23. *Possible co-operation with existing Bodies outside of the Gold Coast.*

168. In years to come when education has been more developed in the different Colonies, Dependencies and Republics of West Africa, there might come a time (and it should be a matter much to be desired) when it would be possible to co-operate with the other best schools, in finishing the training of West African youths at an University for West Africa, with

(a) A West African Medical School.

(b) A West African Law School.

(c) A West African Engineering School.

(d) A West African Agricultural and Forestry School.

24. *Scholarships.*

169. We re-affirm the recommendation of the Special Committee on Education, 1919, in this matter of Scholarships and Exhibitions, which reads as follows :—

“ Three Scholarships and three Exhibitions, in each case tenable for four years, shall be annually awarded by Government on the results of an examination held for the purpose. The Scholarships shall entitle each holder to free tuition and free board. The holder of Exhibitions shall receive free tuition only.”

We commend to the consideration of paramount chiefs and people, commercial firms and others the benefit which could be conferred upon the community at large if scholarships to the Secondary School were established.

25. *Outline of course taken by Pupils studying to qualify in*

- (a) ENGINEERING.
- (b) COMMERCE.
- (c) TEACHING.
- (d) LEARNED PROFESSIONS.
- (e) NATIVE POLITICAL.

170. See paragraphs 157—167. For (e) paragraph 124.

26. *Special vacation courses or special courses for clerks and others.*

171. Some use might be made by teachers, who have not had the great advantage of such a training as we have outlined in this report, of vacation courses to gain more knowledge and skill in teaching, together with a glimpse of the social life in such an institution. There would be special short courses of lectures, some courses of manual work, and many discussions upon different aspects of the teacher's life, work, and duties, together with model and criticism lessons, and plenty of games in the afternoons. As teachers then will be well paid, they should pay the incidental expenses of such a vacation course. It must be made a recreative though instructional holiday. It would be all for the advantage of education if teachers were provided with an opportunity of meeting each other, acquiring fresh knowledge and discussing their common work in the atmosphere of a holiday.

172. We do not think from what we have been told by the representative of the Accra Chamber of Commerce that vacation courses for Clerks would be of much value, but there is no reason why an experiment should not be made during the mid-year vacation.

V. (a) TEACHERS (MALE).

1. *Classification of in Primary Schools.*

Recommendation No. 27.

173. We recommend that the following classification of teachers be used in all Primary Schools:

- (1) Trained and Certificated.
 - (a) Those who have successfully taken a four years' course at the Secondary School, or at a Training College or Seminary.
 - (b) Those who have qualified under Schedule H. of the Education Rules (1909).
- (2) Certificated.
 - (a) Those who have qualified under Schedule G. of the Education Rules (1909.)
 - (b) Those who have been granted other Certificates by the Education Department.
- (3) Uncertificated.

Those who have received no specific training as Teachers, and have not passed any of the examinations required for a Teacher's Certificate.

2. *Training of, at*

- (a) SECONDARY SCHOOL.

174. Students who proceed to the Secondary School for the purpose of receiving an education to enable them to become teachers should take a four years' course. We are of opinion that this can only be made practicable if the salaries are made more attractive.

We are also of opinion that the training should be as follows :—

For the first two years they will take a general course of study as other lads of their own age and position. Their education should now have made them capable of grasping new situations with ease and they may specialize for the next two years in their own branch of vocational study.

In the third year of their preparation these teacher-students will take the special manual and industrial training they will require, alongside of those who are preparing for other technical professions in life. During this year they will put in the first of their school practice under the direction of their pedagogy lecturer, actually working in class-rooms for some three weeks at a time, but under very careful supervision which will check faults and indicate the right direction.

The last year should be a very important time to the budding teacher ; he has received a good literary and scientific education, he has practised the arts he will require, he has seen something of difficulties of actual teaching in school, and he must study the science on which he has to build the art of teaching. Except for more school practice in all sorts of schools, he will spend all his time with his pedagogy tutors, and study psychology as applied to teaching, the history of education, the principles of education, class-room management, and such hygiene, ethics and logic as are required in a teacher ; but all very practically applied to this country.

A first-class lecturer in pedagogy must be secured to conduct this vocational course, and he must be afforded all the help he may require.

Each candidate for teaching will enter the Secondary School by the same open examination as any other boy, but he will be entirely free from expense. He must, of course, be bound by a very heavy bond to complete his course and teach for a certain number of years in return for such a good education.

(b) GOVERNMENT TRAINING COLLEGES.

175. Students who proceed to a Government Training College to be trained as teachers should undergo a four years' course of training. Before admission they must have passed a test examination set by the authorities of the Training College.

Manual Training should find a conspicuous place in the first three years of residence.

During the whole of their residence the students should receive a certain amount of physical training. If possible they would form a company of the proposed local defence scheme.

All students who are medically fit should be compelled to take part in the various games. These games would be organized and supervised by the masters of the school.

During their first year of residence they should begin real study in such subjects as English Language and Literature, Mathematics, History and Geography. Beyond attending model lessons, they would not receive any professional training.

In their second year they should continue their studies more deeply and begin the Theory of Teaching.

From the commencement of the third year their studies would have to become more intensive. English Language, Elementary Science, Mathematics, History and Geography would be taken more deeply. In the Theory of Teaching lessons they would be taken more deeply into Psychology and Ethics. They must be given classes for which they are fitted by educational attainments, general ability and discipline control.

In the fourth year their studies would be continued. Besides practical teaching there should be ample opportunities for criticism and model lessons.

(c) MISSION COLLEGES.

176. The same training as in the Government Training College.

3. *Pay and position of.*

(a) AT PRESENT.

(i) PUPIL TEACHERS.

177. The pay of Pupil Teachers is very small and at present, the system is chiefly used as a means of obtaining cheap labour. Their pay varies from £4 10s. to £8 per annum, and occasionally £12.

(ii) ASSISTANT TEACHERS.

178. Assistant Teachers are usually persons who have just passed Standard VII and have been taken on the teaching staff. As a general rule, they have no knowledge of the Theory and Practice of Teaching and their rates of pay vary from £4 to £36 per annum, sometimes augmented by the Mission which employs them, for religious work done out of school hours. We estimate that the average rate does not exceed £15 per annum.

(iii) UNTRAINED AND CERTIFICATED, 1ST, 2ND, AND 3RD CLASS.

179. In Government Schools Teachers are graded as 1st, 2nd, 3rd and 4th Class, not solely, according to the grade of certificate held, but having regard also to seniority, ability and faithful service.

(iv) TRAINED AND CERTIFICATED, 1ST, 2ND AND 3RD CLASS.

The rates of pay in 1919 were :—

1st Class, £160 to £210 by annual increments of £10.	
2nd Class, £80 to £152	£8.
3rd Class, £42 to £72	£6.
Probationers.	£36.

In 1920 the rates of pay were revised and now are :—

1st Class, £222 to £282 including War Bonus of £30 by annual increment of £12.	
2nd Class, £154 to £204	£24
3rd Class, £98 to £138	£18
4th Class, £60 to £84	£12

180. The above rates do not include amounts of grants payable at the end of the year in respect of the class of certificate held. The numbers in the 1st Class are limited according to vacancies.

181. In addition to the above classes there are two special class appointments as Assistant Headmasters. These positions carried a salary in 1919 of £220 to £300 per annum. In 1920 the rates of pay for these special class appointments were revised and now are :—

£264 to £360 by annual increments of £12, plus war bonus.

(v) HOLDERS OF HONORARY CERTIFICATES.

182. Holders of Honorary Certificates are subject to the same rates of pay and grading as shown under sub-sections (iii) and (iv).

(vi) CERTIFICATED OTHERWISE.

183. These are "Special cases" and receive remuneration according to qualifications, experience and practical ability.

In Missions.

184. In the Mission Schools a somewhat similar scheme is in vogue, but the rates of pay are much lower. But minimum salaries must be paid to teachers holding certain certificates to entitle them to receive annual Government grants as follows :—

<i>Certificate.</i>	<i>Minimum Salary.</i>	<i>Grants at end of year.</i>
1st Class	£30	£20 to £25
2nd Class complete ..	£25	£5 to £20
2nd ,, incomplete	£25	£2 10s. to £10
3rd Class complete ..	£20	£3 to £15
3rd ,, incomplete	£20	£1 10s. to £7 10s.

(b) *In future.***(i) FROM SECONDARY SCHOOL.****(ii) FROM GOVERNMENT OR OTHER COLLEGES.****Recommendation No. 28.**

185. We recommend that in future Teachers appointed to Government Schools should be paid according to scales of salary as below, and that Mission Schools should approximate these scales.

(1) Those who have served four years in the Secondary School or Government Training College and have obtained a pass with honours :—

£120 to £130 by annual increments of	£5
£130 to £170	£10
£170 to £220	£15
£230 to £250	£20

(2) Those who have served four years in the Secondary School or Government Training College and have obtained a pass certificate.

£110 to £120 by annual increments of	£5
£120 to £200	£10
£200 to £245	£15

- (3) Those who have qualified under Schedule H. of the Education Rules (1909) :—
£86 to £92 ; £92 to £156 ; £156 to £233, by annual increments as shown in Appendix IX. Provided that annual increments to teachers in Assisted Schools should not exceed £50, in cases where amounts greater than this sum may be required to raise to the above scale the actual salary paid in 1920, under conditions passed by the Board of Education 26th February, 1920, for purposes of increased grants this limitation to terminate by January, 1924.
- (4) Those who have qualified under Schedule G. of the Education Rules (1907), or have been granted other certificates by the Education Department :—
£77 to £92 ; £92 to £153 ; £153 to £208, by annual increments as shown in Appendix IX. And with the same proviso as in (3) above.
- (5) Those who have received no specified training as a Teacher, and have not passed any of the Examinations required for a Teacher's Certificate :—
A minimum of £25.

N.B. For the purposes of the above scales, an increment shall be deemed to be an increase of salary of specified amount which, provided certain conditions are satisfied, is granted at regular intervals until a maximum is reached.

In this case the conditions shall be that :—

- (i) The teacher has given efficient service.
- (ii) His or her conduct has been satisfactory during the incremental period.

An increment may be deferred or stopped entirely according to the circumstances in every particular case, at the discretion of the Manager.

(*Vide* Appendix VIII. for statements setting forth the basis of recommendations in regard to salaries.)

Recommendation No. 29.

186. We recommend that Pupil Teachers be not recognized after December 31st, 1921.

187. We consider that, as a four years' course has been recommended both for the Training College and the Secondary School, students offering themselves for training as teachers will receive a thorough education both from the academic and pedagogical point of view.

(c) *Relative responsibility of Government and Missions for the supply of Trained Teachers, for*

(i) GOVERNMENT SCHOOLS.

(ii) MISSION SCHOOLS.

188. It is expected that when the Secondary School is opened the demand for admission of students to be trained as teachers will be greater than the accommodation. For some considerable time the schools will not feel the benefit of the training to be given here. As trained teachers are urgently required, it is suggested that the present Mission Colleges (Seminaries) should still carry on their work of training teachers. Greater financial support should be given to these Colleges so that the European staff may be considerably augmented.

(d) *Rates of pay for Teachers in :—*

(i) GOVERNMENT SCHOOLS.

(ii) MISSION SCHOOLS.

189. As the teachers in Government and Mission Schools must work to the same syllabus, have the same educational objects in view, and hold similar qualifications, those engaged in Mission Schools should receive a salary approximately the same as that paid to Government teachers.

190. In estimating the salary paid to Mission teachers it must be borne in mind that some of these teachers receive allowances such as, furnished houses, grants for wives and children, and sometimes a plot of land, which privileges are not enjoyed by Government teachers.

(e) *The securing of suitable candidates to be trained as Teachers.*

191. In the year 1915 it was necessary to engage 604 teachers to maintain a staff of 450, owing to the great number of resignations. In the year 1919 the resignations were greater and 921 teachers were engaged to maintain a staff of 627. From January to April, 1920, the number of resignations has been even greater, particularly among the trained and certificated classes.

One of the causes of these resignations is economic. The number of persons willing to adopt the profession of a teacher will very largely be determined by its attractiveness in respect of emoluments (immediate and prospective) status and security. If the profession was raised to the position it should rightly occupy in respect of these points, then there would be less difficulty in obtaining and retaining persons suitably qualified for the educational demands of the country.

V. (b) TEACHERS (FEMALE).

1. *Classification of in Primary Schools.*

192. There should be three classes of female teachers :

- (a) Trained and Certificated.
- (b) Certificated.
- (c) Uncertificated.

2. *Desirability or otherwise of training Girls as Teachers of Infant Boys.*

193. Female teachers for infants should certainly be trained. At present, and for some time, there will be great difficulty in obtaining girls to offer themselves to undergo this course of training. As a rule they only become teachers for a short period until they are married. Few are willing to undergo a course of study which will even fit them to pass Schedule G.

3. *How and where female Teachers could be trained.*

194. As the number of persons offering themselves would be very small it would be inadvisable to build a Training College for this purpose. They could be placed in a Boarding School which would make the necessary arrangements for their training. A teacher holding the necessary qualification should be attached to the staff to give instruction and training in the Theory and Practice of Teaching.

4. *Course of study as compared with that for Boys.*

195. The course of study should not materially differ from that which is offered to the males. Geometry could be entirely excluded and a modified syllabus of History, Geography and Drawing should be drawn up and such subjects as Housecraft, Kindergarten, Needlework, and Hygiene (including Nursing) should receive adequate attention.

5. *Securing of suitable candidates.*

196. The very small proportion of girls who stay at school until they have passed either Standards VI. or VII. considerably limits the choice of candidates. The difficulties of securing a steady supply of suitable candidates are at present almost insurmountable. There is a prospect, however, that the difficulties may be solved by the establishment of more Mission Boarding Schools for Girls under European supervision.

6. *Rates of pay for female Teachers.*

(a) GOVERNMENT SCHOOLS.

(b) MISSION SCHOOLS.

197. Only eight females have passed the necessary examination to qualify them as certificated teachers and four of these are still engaged in Government Schools, the remainder having resigned. They receive the same grants and salaries as those paid to male teachers. The number of these female certificated teachers does not show any sign of a material increase and in all probability will not do so for some considerable time.

Recommendation No. 30.

198. We recommend that Female Certificated Teachers be paid salaries at the same rate as Male Certificated Teachers.

VI. INDUSTRIAL OR TRADE SCHOOLS.

1. *Are such Schools necessary?*

We consider that Industrial or Trade Schools are very necessary to the development of the education of the country, for the following reasons :—

- (a) The artisan class of the country are both far too few in number and too illiterate in quality for the supply of the legitimate needs of the country.
- (b) It has been found in other parts of the world as well as in the Gold Coast, that many boys who are very slow at book-work develop to a marvellous degree in smartness at handicraft.
- (c) We have already recommended (in paragraphs 76 and 77) that an age limit should be imposed in the standards, and we consider it to be only fair to provide further education in such schools for those boys who are thus prevented by age and no fault of their own from continuing in the Primary Schools.

2. *Which word better for our nomenclature ?*

200. Owing to the association of the term "*Industrial*" with the work of "*Reformatory*" schools, we suggest the word "*Trade*" school for our nomenclature. Here we shall follow the usual designation of such schools in England.

3. *What type of Trade Schools are necessary ?*

(a) FOR BOYS TOO OLD TO REMAIN IN PRIMARY SCHOOL ?

(i) WHAT TRADES TO BE TAUGHT ?

Recommendation No. 31.

201. We recommend that Government establish schools to be called Junior Trade Schools where various simple trades will be taught, especially those of use in helping and extending native handicraft.

202. The Trades suggested are :—Net and basket weaving, straw plaiting, pottery-making, brick-making and simple house-building ; blacksmithing, leather work, and farming ; cooking and housework.

These trades should be taught for two-thirds of the school week, but one-third must be given to the continuation of English writing and reading, plain arithmetic dealing with the work arising from their trade, making out bills and so on, and some simple teaching in hygiene and geography.

(ii) SHOULD MEN WHO HAVE LEFT SCHOOL FOR YEARS BE ADMITTED ?

203. As these schools are for boys who leave school at the age of 17 who are practically men there does not seem very great objection to older men being admitted as well.

We consider that other men should not be excluded if there are vacancies.

(iii) BOARDING OR DAY ?

204. For reasons already expressed it must be strictly kept a Boarding School only, and stand in large grounds, with plenty of room for building expansion, playing fields, and agriculture.

Simple Mission Hostels should be allowed and religious instruction be given in school time by representatives of the denominations.

(iv) STAFF.

205. The school should be under an European qualified teacher, assisted by another to relieve him when on furlough, and a staff of African Instructors.

(b) FOR BOYS UNABLE TO REMAIN OR NOT DESIROUS OF REMAINING IN PRIMARY SCHOOLS AFTER PASSING ABOUT STANDARD V.

(i) WHAT TRADES TO BE TAUGHT ?

206. From the Primary School Standards V., VI., VII. there should be a steady flow into yet other Trade or Technical Schools to be called "*Senior Trade Schools*," such as the Technical School already established at Accra.

Recommendation No. 32.

207. We recommend that Senior Trade Schools be established by Government.

208. At Secondee, in connection with "*The Location*," there might be a large school for railway apprentices, and also with any other large works where many apprentices or learners are wanted.

There is a need for Trade Schools to teach tailoring, boot-making, leather dressing and working, etc.

(ii) BOARDING.

209. See paragraph 204.

(iii) STAFF.

210. The Accra Technical School could be taken as a type and guide as regards staff.

4. *Shall present Government Technical School become first Senior Trade School or shall it be reserved for special purposes, e.g., link between poor boys and higher appointments to technical branches of Government service such as Public Works Department, Railway, etc.*

211. We are of opinion that the Government Technical School at Accra should become the first of the Senior Trade Schools and be recruited as at the present time. We consider, however, that it

should be extended in the future to a large extent on the metalwork side, and provide a fuller course. It follows in consequence that the European staff will need increasing when such extension is made.

We would be glad to see close co-operation between this school and the Public Works Department so that the school might be a link between the clever but poor boys and the higher appointments in the Government Service, and the resources of the Public Works assist the instruction at the School.

5. Desirability or otherwise of teaching a number of trades at each School or specializing at each School in a few trades only.

212. We are of opinion that a few trades only should be taught at each Senior Trade School, but that in the Junior there should be a greater variety, especially as these schools will be needed immediately to help forward the pressing work of grading the Primary Schools.

6. Where should Schools be established?

213. We suggest that two Junior Trade Schools be established as soon as possible.

(i) Although other places equally suitable might be suggested, we consider that the first two schools of this type should be opened in :—

(a) The Western Province.

(b) The Trans-Volta District.

and later on, another in

(c) The Birrim District.

As regards the particular spot, preference might be given to places where the Chiefs and people are prepared to assist in the erection of the buildings.

We do not recommend that more schools of this type should be established at present. We believe that the efforts to bring children to school at an earlier age will gradually eliminate the big youths from the lower standards, though it will be a long process. These schools, however, we hope will also create and supply a demand for vocational instruction as a permanent institution.

(ii) In addition to the present Technical School at Accra, we consider there should be a Senior Trade School in the Central Province. This should provide training in boot-making and tailoring.

Recommendation No. 33.

214. We recommend that there should be at least one Senior Trade School devoted entirely to agriculture and allied subjects, established by the Education Department at a place to be decided upon after consultation with the Director of Agriculture.

Recommendation No. 34.

215. As Trade Schools will be somewhat experimental, we recommend that the Missions be encouraged to establish such schools with Government assistance, whether Senior or Junior, in either town or country, but not in close proximity to any already established or recommended in this report.

N.B. Other Senior Trade Schools would seem best provided for by such Government Departments as the Railway and Medical Department.

7. Relationship to future Agricultural Schools (if any) established by Agricultural Department.

216. As particulars regarding future Agricultural Schools to be established by the Agricultural Department are not available, we are unable to make any recommendation under this term of reference.

VII. INDUSTRIAL TRAINING IN PRIMARY SCHOOLS.

1. How far vocational instruction should be given, if at all?

Recommendation No. 35.

217. We recommend that vocational instruction should not be given at all in Primary Schools.

218. It is not the duty of the Primary School to train for any particular vocation, but to train children that they may adapt themselves readily to life in general whatever trade or profession they may eventually follow.

This Committee accordingly strongly discountenances any attempt to make the Primary Schools of the Gold Coast a training ground for any particular trade, profession or industry, whether it be clerks, mechanics or farmers, although they gladly welcome such vocational training in Trade School

- on completion of such Primary Instruction as each pupil is able to take. From an educational point of view, however, the Committee equally strongly advocates plenty of manual work to overcome the mere "bookiness" of most of our school instruction. The senses and muscular movement need cultivation, and have a direct bearing on the mental processes of the pupil. It must all be correlated to the other lessons of the school, and mainly serve as practical expression to the instruction given.

219. We consider that the term "Practical Instruction" as used in the English Education Act of 1918 be employed rather than that of "Industrial Training" as showing better the intention of the work to be done.

2. *What industrial occupations are suitable?*

220. The most suitable kinds of occupations are:—

- (1) Gardening.
- (2) Wood-work.
- (3) Metal-work.
- (4) Clay-work.

We suggest that besides working to an organised scheme the pupil may be allowed a certain amount of time in which to exercise and develop his own initiative and that a room be available for original or hobby work where odds and ends of material may be collected from which a boy may select for the purpose he has in mind. There should also be a work bench and some simple tools.

3. *How can industrial training be best encouraged?*

(a) BY SPECIAL GRANTS.

221. The best encouragement that Industrial Training could receive would be by liberal grants for the erection of suitable buildings for carpenter's shop, forge, "odd job" or general handiwork, ovens and kilns for clay-work, and, in special circumstances, for weaving looms. A large supply of garden tools is necessary and the teachers should be made responsible for their safety and proper treatment.

Large efficiency grants will be necessary to assist in maintaining such equipment.

(b) BY OTHER MEANS.

222. (i) By increase in the Inspectorial Staff.
(ii) Annual Exhibition as at present.
(iii) By Local or Provincial Exhibitions.
(iv) By encouragement of boys' own hobbies.
(v) By special prizes to boys in addition to those for teachers and schools as at present.

4. *How can industrial training be best promoted?*

(a) BY CLASS TEACHERS.

223. Class teachers who have been trained in bench, garden and forge work under competent teachers, and have been instructed not only in the correct industrial methods, but from a pedagogical point of view, are far and away the best for teaching practical work of all kinds to their own classes. Even as it is, we would advocate the class teacher mainly supervising this work and helping as far as he can. It is not technical work that is required, but the common attempt to overcome difficulties when found by the boy, by the boy's work and the teacher's advice and encouragement.

(b) BY SPECIAL TEACHERS.

224. Special teachers for an unusual class of industrial work may well be utilized, when permission has been obtained from the Educational Authorities, who are satisfied with its educational value. Also when the staff is unable to cope with the work unaided.

5. *Co-ordination of industrial training with literary instruction.*

Recommendation No. 36.

225. We recommend that the Industrial Training be co-ordinated as closely as possible with literary and other instruction.

This being so we would rather have the class teacher the instructor in this branch than even a more skilled special teacher from outside.

6. *Hand and eye work and its relationship to industrial training and other subjects.*

226. Although it is necessary to take special lessons in Hand and Eye work, yet it cannot be regarded as a separate subject, but must be used as laid down in the Education Rules as a means to an end, and in correlation with the ordinary school subjects. Industrial Training may be regarded as an advanced form of Hand and Eye work having the same objects in view.

7. *Number of hours to be devoted to industrial training.*

(a) IN LOWER STANDARDS.

(b) IN HIGHER STANDARDS.

227. We do not recommend that any fixed number of hours be allotted to Industrial Training any more than to other items in the curriculum, but approximately the same proportion of the time of the school should be devoted to Industrial Training as to the principal subjects of literary instruction.

8. *Utilization of proceeds of industrial training.*

228. We consider that the proceeds of Industrial Training should be utilized for the benefit of the pupils of the school themselves. In cases where the article made is of small intrinsic value as for instance—a model in woodwork—it may become the property of the child. If, however, the article so made has a distinct monetary value it should be sold for a reasonable price and the proceeds used for the purchase of books for a library, material for sports, or any similar purpose the Manager may deem fit for the advantage of the pupils as a whole.

VIII. RELIGION.

1. *Inclusion or otherwise of religious instruction.*

229. The aim of Education is to develop the complete personality. It is, therefore, as grave an educational error to ignore or minimize the importance of the development of the religious nature as to neglect the physical by one-sided training of the mental. The African, untouched by European civilization or education, is intensely religious and there is the closest possible relation between religion and the common acts of daily life. This religion may be primitive as in the case of the Animist, or more advanced, as in the case of the genuine Mahomedan, but it dominates life and lies at the foundation of every custom and social institution. The impact of a foreign civilization, especially when rapidly extended, has violent disruptive force. The foundations of belief are exposed to rude shock and the institutions based upon these beliefs are shaken. Education, apart from religion accelerates the revolutionary process. The whole animistic position is inevitably shaken whenever, for example, a simple lesson is taken in nature study or in elementary science. A system of education which breaks down belief inevitably, without at the same time building up, must become not a blessing but a curse to the country, leading sooner or later to social disorder, discontent and anarchy.

It should be our aim to maintain whatever is good in African custom, institution or thought. One inestimable good is the close relation in African thought between religion and the common things of life.

Recommendation No. 37.

230. We regard as absolutely vital the correlation of religion with the whole of school life and training, and recommend accordingly that the religious "instruction" should be given in school hours.

2. *When such instruction should be given.*

231. Such instruction should be given in school hours. Any other method tends to develop in the child's mind the thought that it is possible to separate religion from the ordinary acts of daily life. Or the "lessons" taught in school hours break down belief which must be painfully and laboriously restored outside school hours.

3. *Given by whom?*

232. To maintain the closest possible relation between religion and the whole of life, ideally the instruction should be given in every case by the ordinary teachers. The function of the teacher and his influence in moulding the future of the country is so all-important that a higher standard of character is required than for almost any other vocation. Religious training in the hands of a teacher of poor character becomes a monstrosity and is calculated to do infinite harm to the pupils.

(a) IN GOVERNMENT DAY SCHOOLS.

233. (i) By the teachers themselves in school hours.

(ii) By Ministers of Religion in the locality in school hours.

Owing to special circumstances religious instruction is excluded from the Time-tables at certain Government Schools including those at Coomassie. There is a possibility that at Coomassie a change of thought may have taken place and that those special circumstances do not now exist there. The local stools with whom the former arrangement was made should be consulted and if this is found to be correct, then religious instruction should be introduced. This does not apply at present to other Government Schools where religious instruction is not taken, but, should the people show a desire for religious instruction, steps should be taken to provide it. (In Districts where Mohammedanism has been long established and the Mohammedan Community demand education the term "Minister of Religion" must be held to include the Malsam.)

We are not prepared to recommend at present any change in the existing practice of entrusting simple religious instruction to the teacher in Government Day Schools. The Committee heard, with interest, favourable reports from certain of the Missionary Societies, of the care with which such instruction has been given by the teacher in the past.

(b) IN GOVERNMENT BOARDING SCHOOLS.

(Boarding Schools including Training Institutions).

234. We advise the continuance of the existing practice; instruction by Ministers of Religion to their own students in school hours.

(c) IN SECONDARY SCHOOLS.

235. We advise as above. Hostel Masters appointed by the Missionary Societies will naturally give the religious instruction to their own students.

(d) IN MISSION SCHOOLS.

236. We advise continuance of existing practice.

(e) IN MISSION HOSTELS.

237. By Hostel Masters as above.

IX. MORAL TRAINING.

1. *Relationship to religious instruction.*

238. The relationship is organic and inter-penetrating; and inseparable without violence and artificial distinctions.

2. *How best promoted.*

239. It is best promoted by the personality of the teachers; by the whole school discipline; by the development of a sense of honour; in every lesson in the school room; in the day room and in the dormitory; and particularly in all sports and games. Formal lessons tend to become formality. Morality becomes regarded as a subject to be learned, not a life to be lived. Even civic duties and responsibilities are far better learnt by the practice of such duties, and the exercise of such responsibilities in simple forms in school life, than by any set lessons. Lessons on the duties and rights of a British Subject should be taken in conjunction with those having a bearing on constitutional history.

X. PHYSICAL AND RECREATIONAL TRAINING.

As applied to

(i) PRIMARY DAY SCHOOLS; (ii) PRIMARY BOARDING SCHOOLS; (iii) OTHER SCHOOLS, ETC.

240. Physical education should include all activities likely to minister to the growth and development of the body and mind, not only gymnastics, games, sports, school journeys, but all forms of exercises likely to create a love of open air and a healthy way of living. It should be compulsory in all schools, and all children who are medically fit should be made to take an active part in the various exercises. Physical training should be given according to a scheme, graduated for age and sex, during the whole of the growing period. The scheme should keep in view not only the physical effect, but also the mental and moral education.

In Infant Schools simple exercises in the form of play should be performed at the end of each lesson, but in Primary Schools this is almost impossible. Adequate provision should be made on the time-table for physical exercises.

We feel strongly that before the children go to the playground for recreation a few minutes should be devoted to exercises to produce deep and correct breathing.

1. *Games.*

(a) COMPULSORY, STEPS TO BE TAKEN TO ENFORCE.

241. All children who are physically fit should be encouraged to take an active part in the various school games and sports outside school hours. In Boarding Schools large playing fields will be provided and in these, games and physical exercises can be taken on more definite and systematic lines and should be compulsory.

Organized games should, where possible, be included in the curriculum of all schools. Efforts must be made to keep the subject fresh, varied and interesting.

(b) VOLUNTARY.

242. The pupils should be encouraged to become active members of the Boy Scouts or Girl Guides or similar organizations. The teachers could be given warrants as officers and the senior boys and girls as patrol leaders.

In other schools, as in the proposed Secondary School, the senior students might also form a company of the Local Defence Scheme.

The officers in each case should be selected from members of the staff, if the company is to be a success.

2. *Provision of playgrounds.*

(a) FOR EXISTING SCHOOLS.

243. The playground is one of the most useful adjuncts of the school. It is here that the pupils show themselves in their real character. By careful supervision bad habits can be checked and evil traits eradicated. Many of the existing schools have no playgrounds. We consider that playgrounds are of such paramount importance that every effort should be made to obtain them particularly for Boarding Schools.

In very congested areas this may prove a great difficulty but in the country usually little difficulty should be experienced.

(b) WHETHER SUCH SHOULD BE COMPULSORY FOR ALL NEW SCHOOLS.

Recommendation No. 38.

244. We recommend that all new schools should be provided with a playground sufficiently large to enable each child to take part in organized games and sports. Enlargements to existing schools must be regarded for the purposes of this recommendation as new schools.

245. Under the Terms of Reference XV. (paragraph 288) we are making recommendation for the provision of open spaces in large towns.

3. *Place of organizations such as Boy Scouts, etc.*

246. We have already indicated para. 242 the place of organizations such as Boy Scouts, etc.

XI. NATURAL HISTORY (NATURE STUDY, ETC.)

1. *Whether this should be a compulsory subject or not.*

247. Natural history should be taught in every school. If it is properly taught, it is a corrective against the prevalent idea that knowledge is something only to be acquired from books. If correlated with other subjects it makes them more interesting and of higher educational value. The habits of observation, comparison, reflection and deduction, when trained in this subject, can be exercised in after-school life with great advantage. Moreover, as a civilizing force it is a very necessary study.

2. *How to secure improved methods of instruction in.*

248. (a) *Teach the Teachers.* These must have a wider and deeper education in the subject under a European who has specialized in it, and one who will fire his pupils with enthusiasm as well as teach them. The scheme for natural history for teachers should go much further and deeper than that for the pupils in their schools. They should be shown how to prepare materials, how to make simple home-made apparatus, and how to make and preserve a collection of specimens.

(b) *Train the Teachers.* Special emphasis should be given in their training to methods of teaching the subject. In many schools at present, the interest aroused in the pupils by the novelty of the specimen or subject before them, is not maintained during the lesson nor utilized for educational purposes. The present system of vacation training courses in agriculture, at agricultural stations, has the weakness that the lessons have been given simultaneously to teacher-students in training, as well as to teachers, by men not especially chosen for their teaching qualifications.

We advise that, in future, all such training of the teachers should be taken during their four years of professional preparation. Until such extended training has been inaugurated we are of opinion that the present vacation courses should be continued. Students in training should be taught how to utilize facilities for instruction that are outside the school walls. There should be visits to Botanical Gardens, Agricultural Stations, farms, flower gardens, etc., with the object of training teachers to conduct "school journeys" as understood by the educational world.

In connection with the Secondary School, and at Agricultural Stations and in large towns, there ought to be Natural History Museums, etc., which among other things would show teachers how to make a school museum and how to collect specimens in the neighbourhood of the school.

(c) *Guide the Teachers.* The scheme as outlined in the Education Rules is only intended to be a general guide. Owing to the poor quality of many teachers, it is found that usually the lessons given are restricted to this scheme, the teachers not exercising the wide discretion allowed them. This is particularly true in the infant department. In order to direct the attention of teachers and

managers to the real object of this subject, we suggest that the scheme of lessons, particularly that for the infant classes, be amended.

(d) *Assist the Teachers.* By a magazine, giving notes on lessons, schemes of work, useful experiments, etc.

By lantern lectures, etc.

By the increase of the educational staff to enable the inspectors to give special attention to natural history.

By Reference and Lending Libraries.

(e) *Supervise the Teachers.* By managers especially selected for their active interest in school work.

By an increased number of such managers.

By a larger staff of Inspectors.

3. *Provision of Text-books with suitable information for Teachers.*

249. This is imperative. Such text books can only be written by an educationist with a thorough grasp of the subject, of the country, and of our schools.

We have already made a recommendation (No. 12) on this subject.

XII. EXAMINATIONS.

250. The purpose of examinations is two-fold ; they help the teacher and the pupil.

The teacher uses them as a means of ascertaining to what extent the instruction he has given is established in the mind of the pupil. If he finds that which he has taught is imperfectly reproduced or has left no impression he has to decide if the fault is due to :—

The matter.

The method.

The waywardness or incapacity of the pupil.

To the pupil, examinations afford him an opportunity of :—

Taking stock of his mental resources.

Testing the amount and accuracy of his knowledge.

Ascertaining his ability of using his knowledge.

Examinations are, however, under the best conditions, a concession to the weakness of human memory and understanding. Examinations conducted by persons other than those on the staff of a school are liable to be an interruption in continuous and systematic school work.

Neither teacher nor pupil should regard an examination as an end in itself although, if properly used, examinations are an essential part of teaching.

The teacher who in each lesson, questions his class, and uses properly the method of catechetical teaching, can, to some extent, dispense with examinations. The immediate interest and intelligence of the pupil, however, afford no guarantee that the knowledge imparted has been assimilated.

It is, therefore, almost impossible, except by some process of examination, to ascertain the knowledge a child can assimilate and use when time has elapsed and he has had opportunities of adding further to his store of knowledge. Examinations, however, even when conducted by the teacher should not be frequent; at most, four times a year—and to be useful and genuine tests of knowledge they demand considerable care and skill on the part of the examiner (in this instance the teacher). Seating accommodation, comfort, and mental and physical condition, of the children, and suitability of tests, all require very careful attention, lack of which may render the examination not only valueless but, possibly, harmful.

The tests should naturally be based upon the syllabus pursued in the class, but the questions should not be so framed as to require a mere mechanical reproduction of the knowledge acquired, except on occasions, as a preliminary, when some of the children appear to require a little encouragement to gain confidence. The chief use of examinations should be to test the child's power of applying his knowledge.

251. The assessment of grants to Assisted Schools solely on the result of an annual examination was in force in the Gold Coast until 1909. To put a pecuniary value on the success of a child in giving correct answers to questions, asked at an annual visit of an Inspector, is a sure method of encouraging poor teaching and misdirecting the whole purpose of school life.

After the revision of the Education Rules provision was made for grants to be assessed, from 1910, on a different system, and Inspectors, at their discretion, could "hold an inspection of the school, or conduct an individual examination, or combine both methods." It was at that time anticipated that schools would be visited at least three times a year and that inspection of the methods of teaching would be substituted almost entirely for the system of assessing grants on the results of examinations only. But as an Inspector would necessarily require to test from time to time, the efficiency of these methods, and the knowledge which the pupils had acquired, both as regards quality and quantity, he was still given the opportunity to make that test if, after considering the methods and note books of the teacher, he deemed such necessary.

The present system of education and the existing rules make provision for the assessment of grants on these lines.

Full advantage cannot, however, be taken of the system solely owing to the fact that the number of Inspectors is totally inadequate for the work which has to be performed.

1. *Necessity or otherwise for in*

(a) SCHOOLS GENERALLY.

252. We consider that examinations are necessary within the limits indicated above and always provided that they are not applied to infant classes.

(b) STANDARD VII.

253. Standard VII. being the highest class in the Primary School, is consequently the limit of education obtained in school by many pupils. Some means should, therefore, be available for distinguishing those pupils who have completed the course of study in the Primary School and reached a certain standard of attainment. This can best be done by the award of a certificate on the result of at least two tests conducted during the year by an Inspector of the Education Department. The staff of Inspectors should be sufficiently large to enable the same Inspector to visit the school frequently during the year and thus gain a knowledge of the usual capabilities of the pupils.

(c) SECONDARY SCHOOLS.

254. As the Government School has not yet taken tangible form and the course of study has been left entirely in the hands of the future Headmaster no specific recommendations can be made. The general principles laid down above, however, apply to this school. It may be found desirable to hold examinations (other than those conducted by the school staff) when the pupil has reached the end of his preliminary general training, and before he begins his more or less specialized training and at the end of the fourth year, before the pupil leaves the school. At the end of the fourth year those pupils who are desirous of subsequently qualifying in England for certain professions, should take an examination (*e.g.*, London Matriculation) which will carry them towards the object which they have in view.

The Director of Education should arrange for frequent visits of inspection to be paid to Assisted Secondary Schools.

(d) TRAINING COLLEGES.

255. Periodical examinations should be conducted by the staff and careful records kept of the results. A general test applied by the Department to students nearing the end of their training, should be made on the "group" system. This will tend to secure even and continuous work during the whole period of four years training and obviate at least some of the evils which attend formal examinations by outside authorities.

2. *Desirability or otherwise of aiming at the establishment of a West African or Gold Coast Examining Body on Schools.*

256. We are of opinion that if examinations are found to be necessary it would be desirable to aim at the establishment of a Gold Coast, and preferably a West African Examining Body for Secondary Schools. We are of opinion there should be no examinations other than those for Primary schools which form a natural fact of the school curriculum. The examinations conducted by English Bodies are not very suitable for pupils in West Africa as these pupils form an exceedingly small percentage of those examined. The establishment of a West African Examining Body would have several advantages the chief of which would be

- (a) The syllabus of study could be framed in the light of West African needs.
- (b) Examiners acquainted with local conditions and having a better understanding of the mind and thought of West African pupils would be in a much better position to judge the work of the pupils than examiners in England whose experience has been almost entirely among English pupils.
- (c) Delays and inconveniences arising out of correspondence with England would be avoided.

257. We suggest that the Headmasters of the various Secondary Schools on the Gold Coast should confer in a few years' time on this subject.

XIII. EVENING CLASSES.

1. *Is there need for them at present?*

258. There is a need for Evening Classes for the following reasons:—

- (a) Many of the pupils of the Primary Schools have to leave before they pass Standard VII. owing to pecuniary or other reasons.
- (b) When pupils leave school at present they find it impossible to obtain any further educational facilities, although they are quite willing to pay for them.

- (c) Some of the more ambitious join Correspondence Schools in England, but these are not very satisfactory.
- (d) There are some persons who never had the opportunity of attending school in their younger days and are now anxious to learn.
- (e) If evening classes were established the evenings of many of the people would be more advantageously occupied.
- (f) The recommendations which we have made as to age limit will exclude a large number of pupils from the Primary Schools ; provision for their education must be provided.

2. *If there is need for them.*

(a) WHERE IS THE NEED GREATEST ?

259. The need is greatest in the large towns where education has been in vogue for some years.

(b) FOR WHAT SUBJECTS ?

260. Various classes would require different subjects.

PRELIMINARY.

The illiterate or nearly illiterate would require courses in the rudiments of Reading and Writing, either English or Vernacular, and Elementary Arithmetic.

JUNIOR.

Those who had left school in a junior standard, would need English Reading and Writing and Arithmetic.

PRACTICAL.

Those who are engaged during the day in sedentary occupations might be glad of some practical work, such as carpentry, etc.

MIDDLE.

Those who have left in the higher standards of the Primary Schools would require a continuation of their school work in English, Arithmetic, Geography and Hygiene.

COMMERCIAL.

There would be a demand for vocational training such as in Shorthand, Typewriting, Book-keeping and Business Training.

ADVANCED.

A very few who have passed Standard VII, or older men with a taste for study, might even be provided with courses in French, Latin, English History, Economics, Higher Mathematics and Natural Science.

Recommendation No. 39.

261. We recommend that experimental evening classes be formed at Cape Coast and other large educational centres.

(c) SHOULD THEY BE FREE ?

262. As no value is attached by many to free Institutions, it is necessary that fees should be paid. People value, in a great measure, that for what they pay. The fees should be paid monthly and in advance and should cover the whole cost, but the use of school buildings should be granted free of charge.

(d) SHOULD THEY BE SET UP BY GOVERNMENT OR BY LOCAL BODIES WITH GOVERNMENT ASSISTANCE.

263. Where there is any local demand for Evening Classes application should be made to the Director of Education, who if he is satisfied that the demand is a real one and that suitable accommodation can be provided (in the absence of a Government School), will recommend to His Excellency to appoint a Committee to manage such classes, and a Treasurer to collect the students' fees. This Committee should be responsible for arranging the classes, for securing and paying (when not voluntary) suitable teachers, and fixing the fees so that all expenses may be duly covered.

(e) SHOULD ATTENDANCE BE COMPULSORY FOR ANY SECTION OF THE COMMUNITY ? IF SO TO WHAT EXTENT ?

264. We do not recommend that attendance should be made compulsory particularly as it is not so in the day schools.

(f) HOW CAN STAFF BE OBTAINED ?

265. The staff can be obtained from :—

- (a) Teachers in the profession who volunteer for the work.
- (b) Teachers who have left the profession.
- (c) Other persons having special knowledge or training.

(g) NATURE OF INSTRUCTION—LITERARY, VOCATIONAL, RECREATIONAL.

266. The instruction should be literary and vocational and the subjects have been dealt with above.

Popular lectures and concerts if provided should be for the members of the classes only.

(h) WHAT CONTROL IS NECESSARY ?

(i) WHERE OFFICERS OF THE EDUCATION DEPARTMENT ARE STATIONED.

267. Where officers of the Education Department are stationed they shall act as representatives of the Director of Education in advising the appointment of the Committee and Treasurer.

(ii) WHERE OFFICERS OF THE EDUCATION DEPARTMENT ARE NOT STATIONED.

268. Where officers of the Education Department are not stationed, the committee and treasurer will be appointed and the Provincial and District Inspectors will give what help they can.

XIV. EDUCATION DEPARTMENT.

1. To what extent is decentralization desirable.

269. Decentralization is very desirable. Among other things it secures that as far as possible, matters relating to a particular school, or to schools in a particular district, are considered and dealt with by an officer who is stationed in that district, and who should be thoroughly familiar with local needs and conditions.

Theoretically, this system of decentralization is now in force but, in practice it can only be carried out as far as staff will permit. The number of officers available is insufficient to enable even one Inspector to be permanently stationed in Ashanti and each Province of the Colony (even without considering leave arrangements). Under existing conditions, continuity of policy is obviously absolutely impossible.

Recommendation No. 40.

270. We recommend that the system of decentralization, which was initiated when Provincial Inspectors were appointed, be continued and expanded, so that each Provincial Inspector of Schools with the staff under him will be responsible for Education in his own Province.

2. Headquarters Staff.

271. The Headquarters staff should consist of :—

- The Director of Education.
- Deputy Director of Education.
- Two Assistant Directors of Education.
- Superintendent of Trade and Technical Education.
- Assistant Superintendent of Trade and Technical Education.
- Two Office Assistants (at least) for clerical work.

The above staff is necessary for the following reasons :—

(i) To obviate the necessity of bringing for duty at Headquarters any of the Provincial staff during the absence on leave of the Director of Education or Deputy Director.

(ii) To organise and arrange for the carrying out of the many schemes demanded by the educational progress of the Colony.

(iii) To ensure that the staff will be sufficiently large to enable one officer to devote the whole of his time to the preparation of special books—referred to in another part of this Report—and possibly to editing the proposed Educational Journal.

(iv) To ensure that the Director of Education will be in a position to receive expert advice on Technical and Trade Education.

The Superintendent of Trade and Technical Education will be responsible to the Director of Education for all matters in connection with trade and technical education. The appointment of this officer is most desirable particularly in view of the proposed large extension of this very necessary form of education.

(v) To relieve the Director of Education of much routine and office work.

272. The functions of the Director of Education being primarily to advise the Government in educational matters and to organise his department he should be relieved of all routine inspection work. Such duties should be performed by the various Provincial Staffs. The Director of Education should keep in close touch with the Inspectors particularly during the next few years when the staff of the Department will be increased by the appointment of men who probably have had no experience

of education in West Africa. Except when the Deputy Director of Education is in the Gold Coast, the Director should not be absent from Headquarters for long periods. The more remote parts of the country should be visited mainly when the Deputy is in the Colony. The Director of Education and the Deputy Director should aim at visiting each of the educational provinces of the Colony, Ashanti and the Northern Territories once each tour, particularly during the years immediately following the re-organisation of the Department.

Recommendation No. 41.

273. As we consider that education will have a vital influence on the future of the Gold Coast we recommend that the Director of Education should be appointed a Member of the Legislative Council, at the earliest possible date.

Recommendation No. 42.

274. We recommend that in consideration of the paramount importance of the duties and position of the Director of Education with regard to the progress of the races of this country his emoluments should always be at least on an equal scale with those of the Secretary for Native Affairs.

3. Provincial Staff.

275. The Provincial Staff should consist of

- Provincial Inspectors of Schools.
- District Inspectors of Schools.
- Organizers of Technical and Trade Education.

The Provincial Inspector will be responsible to the Director of Education for educational work in his province. He will organize the work and superintend its execution by the District Inspectors and the Organizer of Technical and Trade Education.

During the absence on leave of a Provincial Inspector his duties should be performed by one of the District Inspectors who will be selected by the Provincial Inspector and approved by the Director of Education.

276. A Provincial Inspector should be stationed in each of the following:—

- (i) Western Province of the Colony.
- (ii) Central Province of the Colony.
- (iii) Eastern Province of the Colony (West of the Volta.)
- (iv) Trans-Volta Province, i.e., that portion of the Colony east of the River Volta together with that portion of Togoland east of Ashanti and the Gold Coast which will ultimately be placed under British administration.
- (v) Ashanti.
- (vi) The Northern Territories including that portion of the northern part of Togoland east of the Northern Territories which will ultimately be placed under British administration.

277. The formation of a separate Trans-Volta Province is advised for the following reasons:—

- (i) The Eastern Province of the Colony is very large.
- (ii) In the Eastern Province there are no less than 56 per cent. of the schools in the Gold Coast and 54 per cent. of the pupils.
(In Appendix XIII. is shown the number of Government and Assisted Schools, and enrolment in each of the provinces of the Colony, as well as in Ashanti and the Northern Territories. The map in Appendix XIV. shows the distribution of these schools.)
- (iii) In that portion of Togoland destined to come under British administration, educational problems different from those in other parts of the Eastern Province are likely to be met with.
- (iv) In the Trans-Volta Province practically all the people speak Ephe, a language not spoken West of the Volta.
- (v) The whole of the former Bremen Mission Schools would then be under one Provincial Inspector of Schools.

278. District Inspectors will be in charge of schools in certain districts. These districts will not necessarily coincide with the political districts, but will do so as far as possible. Owing, however, to the great variation in the distribution of schools a District Inspector may, at times, be in charge of schools in two or more political districts. District Inspectors should be appointed to assist the Provincial Inspectors in the following districts:

Western Province (two District Inspectors).

- (i) Seccondoo and Dixcove Districts.
- (ii) Axim, Tarquah and Western Frontier Districts.

Central Province (three District Inspectors).

- (i) Cape Coast District.
- (ii) Saltpond District.
- (iii) Winnebah District.

Eastern Province (six District Inspectors).

- (i) Accra District.
- (ii) Akwapim District, one at Mampong, one at Koforidua.
- (iii) Volta River District (West of Volta), and Addah District.
- (iv) Birrim District (including Kwahu), say one at Kibbi, one at another place.

Trans-Volta Province (four District Inspectors).

- (i) Quittah District.
- (ii) Volta River District (East of Volta).
- (iii) Togoland at least two stations.

Ashanti (three District Inspectors).

- (i) Coomassie and Southern Province.
- (ii) Central Province.
- (iii) Western and Northern Provinces.

Northern Territories (one District Inspector).

The number of District Inspectors likely to be required in that portion of Togoland, which may ultimately come under permanent British administration, cannot be stated definitely until further information is available. We also draw attention to the fact that very shortly another District Inspector will be required in the Western Province owing to the rapidity with which it is developing.

279. The staff of Inspectors required will, therefore, be approximately as follows:—

	<i>Provincial Inspectors.</i>	<i>District Inspectors.</i>
Northern Territories ..	1	1
Ashanti	1	3
Colony	2	11
Trans-Volta.. .. .	1	4
Total	5	19

For relief purposes and in order to secure continuity of work provision will have to be made for nine additional District Inspectors making in all six Provincial Inspectors and 28 District Inspectors.

280. The principal duty of the District Inspector will be to visit all Government and Assisted Schools in his District, to give advice to the Managers and Teachers and to become acquainted thoroughly with the conditions prevailing in each school. His visits to schools must be frequent (at least once every two months) and the time spent in each school, at each visit, should vary from about two days in small schools to about a week in the larger.

281. An Organizer of Trade and Technical Education should be stationed with each Provincial Inspector of Schools. To allow for relief purposes eight of these officers will be required.

282. Each Province should be visited periodically by the Director of Education but, in order further to ensure uniformity and co-ordination a conference of Provincial Inspectors should be held at Headquarters at least once every year. It is very desirable in order to secure continuity of work and policy that officers should be permanently stationed, as far as possible, in one District or Province. This, however, should not be persisted in until each officer has had some experience in various parts of the Colony, otherwise his views generally and those on educational matters particularly are very liable to be narrow and restricted.

Recommendation No. 49.

283. We recommend that provision be made for the following officers of education:—

- (1) For Headquarters Staff:—
 - Director of Education.
 - Deputy Director of Education.
 - Two Assistant Directors of Education.
 - Superintendent of Trade and Technical Education.
 - Assistant Superintendent of Trade and Technical Education.
 - Two Office Assistants (at least).
- (2) For Staff of Inspectors:—
 - Six Provincial Inspectors.
 - 28 District Inspectors.
 - Eight Organizers of Trade and Technical Education.

(3) For the Secondary School :—

(In the 1st Year).

The Headmaster.
Six Form Masters.
One Science Master.
One Technological Master.
One Bursar and Games Master.
One Medical Officer.

(In the 2nd Year, additional).

Four Form Masters.

(In the 3rd Year, additional).

Two Form Masters.
One Mathematics Master.
One Science Master.
One Technological Master.
Two Method Masters (Provisional).
One Commercial Master. (do.)

(In the 4th Year, additional and provisional).

Four Form Masters.
One Mathematics Master.
One Science Master.
One Technological Master.
One Method Master.

(4) For the Training College :—

Principal.
Vice-Principal.
Three Masters of Method.
Six Masters.
Two Science Masters.
One Arts and Handicraft Master.

(5) For the Accra Technical School :—

Principal.
Two Masters for Woodwork.
Two Masters for Metalwork.

(6) For Senior Trade School (Central Province).

Headmaster.
One Master.

(7) For Senior Trade School (Agricultural).

Headmaster.
Four Masters.

(8) For Junior Trade School (Western Province).

Headmaster.
One Master.

(9) For Junior Trade School (Trans-Volta).

Headmaster.
One Master.

(10) For Junior Trade School (Birrim District, Provisional).

(To be determined later).

(11) Boarding School for Girls :—

Three British Mistresses.
(Staff to be increased as school grows).

We recognise that the above recommendations involve considerable increase in the European staff of the Education Department, but we consider that such increase is absolutely necessary. We also recognize that additions to the Native clerical staff of the Department are necessary. In the past the Education Department has been very much understaffed and because of this fact the increase now necessary, may appear large. We feel, however, that it is our duty to point out that many of the recommendations contained in this Report have been made on the assumption that the staff of the Department will be increased as we have indicated, otherwise many, if not most, of our recommendations cannot be carried out with any possibility of success.

4. *Issue of a monthly or quarterly Educational Publication.*

284. There is need for an official educational publication for circulation among the schools of the Gold Coast.

Such publication should provide for

- (a) The publishing of all circulars, instructions, etc. to Teachers and Managers at present sent through the post from the Education Office and would, therefore, be most convenient for file and reference. Appointments, transfers and resignations of certificated teachers might also be recorded therein.
- (b) The publishing of suggestions in connection with new schemes of work; how improvements could be effected in the instruction given in certain subjects, name of useful books, etc.

Contributions to this section would be made by Inspectors and other officers of the Education Department, teachers in Government and Mission Schools, and by any other persons interested in Education. Extracts from articles appearing in English and other papers and magazines might also be included. A free copy should be provided for the managers but a small charge should be made for all other copies.

A quarterly issue of the periodical would probably be all that could be attempted in the first instance, but later an issue might be made every two months. A more frequent issue appears unnecessary as the schools are closed for a month at Christmas and for another month about July.

Recommendation No. 44.

285. We recommend that as soon as the Education Staff has been brought up to the strength indicated in this report the issue of an official Educational publication be made.

XV. GENERAL.

1. *How best to secure convenience and economy in the supply of School apparatus, books, furniture, etc.*

- (a) MANUFACTURING.
- (b) PURCHASING.
- (c) SHOWING.
- (d) SELLING.

286. We consider that for the information and guidance of Managers, each Provincial Headquarters should be provided with specimen desks and other articles of school furniture which can be made locally. We also consider that blue-prints of the designs of these articles should be obtained and circulated among the Managers of Assisted schools.

2. *How to secure greater co-operation between Education Department, other Government Officials, Missionaries, Native Chiefs, Principal Africans and people generally, in order encourage the spread of Education.*

287. An inference might be made from this Term of Reference that there has been a lack of co-operation between the Education Department, other Government Officials, Missionaries, Native Chiefs, principal Africans and people generally, but such inference would be incorrect particularly if applied to the Education Department, Missionaries and Native Chiefs among whom there has been very close co-operation.

The first step to secure more efficient co-operation between the Education Department and other Government officials is to bring the staffs of the various Departments up to strength so that officers may have an opportunity of considering and dealing with subjects other than those which require immediate attention.

The appointment of a Provincial Inspector of Schools for each province and a District Inspector for each district (or for several districts), as already recommended, will automatically result in closer co-operation between officers of the Education Department and those of the Political Service than has been possible in the past. It should also arouse and retain the interest of Native Chiefs in Education generally and in the schools in their respective divisions in particular.

The establishment of the Secondary School and an extension of trade and technical education will in itself result in closer co-operation between the Education Department and Government Technical Departments.

In regard to Missionary Bodies close co-operation has always existed, and such is not likely to be disturbed if the Department and the Missionary Bodies each continue to realize the peculiar duties and difficulties of the other. The interest of Native Chiefs, principal Africans and people generally might also be obtained by encouraging them to attend special functions in connection with the schools; in particular Empire Day Celebrations, School Concerts, Prize Distributions, etc. Where

thought desirable "Visiting Committees," consisting mainly of persons mentioned above, might be formed in connection with groups of schools. Opportunities might also be afforded occasionally to Chiefs and prominent men to address the upper standards.

288. We consider, however, that an officially recognised body should be formed at each place where a Provincial Inspector of Schools is stationed, to consider local matters connected with Education.

That body might be described as the Provincial Education Committee.

Recommendation No. 45.

289. We recommend that Provincial Education Committees be formed to consider local matters in connection with education.

Such committees should consist of:—

The Provincial Commissioner

(or Chief Commissioner, Ashanti or next Senior Political Officer in Coomassie).

The Provincial Inspector of Schools.

Two other members of the Education Department (one of whom to be Secretary).

The Medical Officer of Health (for Schools).

Three representatives of Missions.

One Chief (to be nominated by the Governor).

Two others (not officials).

This Committee will have no executive powers but will be advisory only. For this reason an official minority is intentionally recommended.

3. (i) *The question of compulsory Education.*

290. Recent history shows that the demand for education is rapidly becoming stronger. As the missionaries and traders spread their influence into new districts, as the people recognize the advantages of trade and agriculture, and as roads and railways connect up larger areas with the principal towns, so the schools increase in number. The greatest drawback to the extension of education and its growth in efficiency is the lack of trained teachers. Owing to the phenomenal expansion of the trade of the Colony, it is not likely that for many years we shall have sufficient trained teachers to supply the needs of schools already established.

There is every sign that the people of this country as a whole are appreciating the value of education, and as their appreciation is already taxing to the utmost the present facilities, we consider it would be inadvisable to attempt to introduce compulsory education.

An accurate system of registration of births for the whole country must have been in force for many years before it can be even attempted.

The Committee, therefore, does not recommend that Legislation be introduced with a view of making Education compulsory.

3. (ii) *Subjects of instruction in the standard classes of Primary Schools.*

291. We are of opinion that the subjects of instruction should not be classified as obligatory and optional.

We suggest the following Rule:—

"The subjects of instruction in the standard classes are as follows:—

English.

Arithmetic.

Writing.

Drawing (including crayon work and brushwork).

Nature Study.

Practical Instruction.

Drill and Physical Exercises.

Hygiene (in Standard IV. upwards).

Lessons on the Duties and Rights of a British subject (in Standards VI. and VII.).

Geography.

Vernacular Reading.

Vernacular Writing.

History.

Singing.

Grammar.

"No grant will be awarded in respect of the standard classes of a primary school which is not efficient in the first nine subjects."

292. In another portion of this Report we have expressed the opinion that vocational training should not be given in Primary Schools. For this reason we consider that shorthand and book-keeping should not be taught; it is our opinion that the time which might be devoted to these subjects would more profitably be given to English.

We consider that these subjects might well be taught at Evening Classes, or under approved conditions at the Secondary School.

3. (iii) *Interval between lessons.*

293. The Committee considered the question of there being a break of ten minutes at the end of each hour of instruction in the Primary Schools. This is already carried out in substance as shown below.

- (a) Provision is made in the Education Rules for recreation during each session of the school, and each school "attendance" only covers a period of two hours in the case of infant children and of two hours and a half for the others.
- (b) The subjects on the school time-table can be arranged in such a sequence as to avoid undue sustained effort and mental fatigue.
- (c) Between each lesson there is inevitably a short break during which all severe mental activity is suspended.
- (d) Many of the school subjects are in themselves of a recreational character.
- (e) The methods adopted by the class teachers should relieve any undue strain even in the more difficult subjects.
- (f) The instruction given is not intensive except in the higher standards, where the pupils must necessarily receive training in concentration and steady application.

We consider, however, that provision should be made in the Education Rules to allow of an interval of fifteen minutes instead of ten minutes as at present.

We advise the wider application of the practice of allowing the children to stand out of their desks and perform a few simple movements between lessons.

3. (iv) *Customs on School material.*

294. We commend for the favourable consideration of the Government, remission of customs import duty on all *bona fide* school material including specially ruled exercise books, drawing books, copy books, slates, etc. Manuscript paper and manuscript books are required for school purposes, but are not included as it would not be possible to distinguish them from ordinary stationery for general use.

3. (v) *Playing fields in towns.*

295. This Committee would draw attention to the inadequate provision made for playing fields in most towns of the Gold Coast.

If, as we recommend, greater provision is made for manly sport and games in our Schools, there is all the more reason that these games should be continued after school days are over when there is great need to provide outlet for exercise and interest after working hours.

Yet in most towns, even in those laid out under Government control, there is very little space provided for football and cricket. Thus such games which the Committee believe to be of the utmost importance to the progress of the race are more neglected than they would otherwise be, to the detriment of physical, intellectual and moral development.

We therefore consider it not outside our sphere as educationists to make a recommendation on this subject.

Recommendation No. 46.

296. We recommend that all those who have the control of the laying out of towns should be instructed by the Government to make adequate provision for open spaces and playing fields.

3. (vi) *King Edward VII. Scholarships.*

297. We are of opinion that these scholarships would be more useful to the scholars, more beneficial to the nation, and more satisfactory to the donors if they were held in connection with the Secondary School.

We, therefore, advise that a scholarship of the value of £50 per annum tenable for seven years be open for competition every year at the entrance examination for the Secondary School to be alternatively for Engineering and for Agriculture.

The subjects for the Scholarship examination should be those of the Entrance Examination for the Secondary School.

The successful competitor will take a four years' course of study at the Secondary School as laid down for Engineering or Agriculture, and will then pass to the Public Works or Agricultural Department for another three years to qualify for his own profession.

3. (vii) *Sir Alfred Jones' Bequest.*

298. We advise that the interest on this Bequest should provide one scholarship annually for either Agriculture or Engineering on the same lines as the King Edward VII. Scholarships.

3. (viii) *Cadbury gift of £5,000.*

299. We have considered the recommendation made by the Special Committee which reads as follows :—

“The Committee recommend that the amount which Messrs. Cadbury Brothers have so generously bestowed on this Colony be devoted to the building and equipment of a Natural Science Laboratory at the proposed Royal College to be known as the “Cadbury Laboratory” with a view to providing facilities for youths of this Colony to obtain an education which will make them better fitted to carry on agricultural work in a more scientific manner than is the custom at the present time.”

As an alternative we suggest that the interest on the money be used for the purpose of providing a Scholarship in Agriculture or Forestry tenable at the Secondary School.

If this suggestion were adopted then the Sir Alfred Jones' Scholarships should be for Engineering only.

The Committee has a preference for the original recommendation.

3. (ix) *Standardization of the Fanti and Akan languages.*

300. We suggest that this subject be referred to a Committee appointed by Government from those qualified to give an opinion from their knowledge of the languages and of modern phonetics.

3. (x) *Accra Government Training College.*

301. In the body of the Report constant reference has been made to the inadequate training given to the teachers of Primary Schools. To remedy this a course of training covering a period of four years has been outlined both for the Secondary School and the Training College.

A minimum number of fifty teachers should be trained by Government each year. Accordingly there will be 200 students in residence instead of 90. To accommodate and properly instruct these students a new building will be required and a much larger staff will have to be engaged.

Recommendation No. 47.

302. We recommend that a new Training College be built on land adjoining the ground to be acquired for the proposed Secondary School and that the staff consist of :—

Principal.
Vice-Principal.
Three Masters of Method.
Six Masters.
Two Science Masters.
One Arts and Handicraft Master.

303. The building at present used as a Training College might well be used for the accommodation of junior pupils attending the primary schools in Accra, all of which are very over-crowded.

3. (xi) *Engagement of Teachers dismissed from Government or Assisted Schools.*

304. We re-affirm the recommendation of the Special Committee of 1919, which reads as follows :—

“The Committee recommend that teachers who have been dismissed from any Government or Assisted School shall not be engaged in any other Government or Assisted School without the approval of the Director of Education, in writing, after reference has been made to the Manager by whom the teacher was dismissed and to the teacher himself.”

3. (xii) *Personal Emoluments of Officers of the Education Department.*

305. We have been informed by the Director of Education that our recommendations regarding the personal emoluments of officers of the Education Department are required by Your Excellency.

We have very carefully considered this matter and feel that we are not in a position to recommend specific amounts.

We desire, however, to express our opinion on general principles. The influence of officers of the Education Department on the coming generation is very great and that influence should make itself felt throughout the country to a greater extent than that of any other Department. The future welfare of the people and the progress of the country, depend largely upon the work and influence of all officers of the Education Department. Such being the case, it is essential that the best type of man should be secured for all educational appointments. The services of such men will not be secured unless remuneration equal at least to that in any other branch of the Government Service is offered.

In "XIV. Education Department" paragraph 274 we have recommended that the emolument of the Director of Education should be, at least, on an equal scale with that of the Secretary for Native Affairs. From this may be inferred the relative salary which we consider should be attached to the post of Deputy Director of Education.

The influence of Provincial Inspectors of Schools, the Principal of the Accra Training College and the Headmaster of the proposed Government Secondary School on the future progress and welfare of the people of the Gold Coast will be very great, and we are strongly of opinion that the emoluments attached to these offices should be high.

XVI. FINANCE.

Grants.

GOVERNMENT ASSISTANCE TO THE EDUCATIONAL WORK OF MISSIONARY AND OTHER BODIES.

306. We consider that Government assistance to the educational work of Missionary and other bodies should be given by grants-in-aid :—

- (1) In respect of teachers.
- (2) For general efficiency.
- (3) For buildings.

(a) TO SCHOOLS.

(i) FOR BUILDINGS, EQUIPMENT, ETC.

Recommendation No. 48.

307. We recommend that grants be made in respect of new school buildings and enlargement of existing school buildings, and that the amount of grant be increased to one-half the total cost of the building : on the general conditions laid down in the existing rules, but that in the event of the school being removed from the Assisted List or being used habitually for other than school purposes within a period of ten years, the whole or part of the grant shall be repayable to Government

We also recommend that similar grants be made towards the cost of land purchased for school sites, school playgrounds or playing fields, on condition that such land may not be sold or leased for any other purpose.

308. We do not recommend the continuance of grants for the upkeep of buildings, nor of grants for purchase and upkeep of equipment and apparatus. We consider that increased grants for buildings and land, together with increased grants for efficiency, etc., will be more satisfactory.

(ii) IN RESPECT OF PUPILS.

Recommendation No. 49.

309. We recommend that grants be made to Primary and Infant Schools for general efficiency such grants to be calculated on the average attendance, in accordance with a graduated scale.

310. We suggest the following scale :—

- (a) 27s. 6d. (b) 25s. (c) 22s. 6d. (d) 20s.
(e) 17s. 6d. (f) 15s. (g) 12s. 6d. (h) 10s.

per unit of average attendance.

We are of opinion that schools which fall in efficiency below the standard which would justify a grant at the rate of 10s. should receive no grants.

311. In the case of Boarding Schools for standard boys or girls, we suggest an increase of 50% on the graduated scale for the efficiency grant, with the following additional requirements :—

- (a) That boarding accommodation is adequate and healthy.
- (b) That a general or recreation room, as distinct from a class room, is provided.
- (c) That adequate playing fields are available and used for organized games.
- (d) That an isolation ward or hospital is provided.

(b) TO OR IN RESPECT OF TEACHERS.

Recommendation No. 50.

312. We recommend that grants be made in respect of the salaries paid to teachers, on condition that such salaries are all in accordance with a scale approved by the Board of Education.

313. We considered various methods of calculating grants in respect of salary :—

- (a) By a grant in some definite proportion to the salaries paid to certificated teachers.
- (b) By a grant equal in amount to the total salaries less the product of some fixed sum (say 30s.) and the average enrolment.

We think that the latter method would encourage great efficiency :—

- (i) If the highest rate of efficiency grant is calculated on a basis of, *e.g.*, 27s. 6d. per unit of average attendance, a deduction of, *e.g.*, 30s. per unit of average enrolment from the total salaries paid would reduce to a minimum any additional grant to schools insufficiently staffed.
- (ii) As the staff is increased in efficiency, and as average attendance more nearly approaches the enrolment, the additional grant in respect of salary rises proportionately.
- (iii) The necessity for a gradually increasing support from voluntary contributions remains, but its incidence seems fairer than under a scheme which computes the grant in some definite proportion to salaries.

We, therefore, suggest the adoption of this method of calculating grants in respect of salaries.

(c) RELATIONSHIP BETWEEN (a) AND (b).

314. (As shown above).

SUGGESTED ADDITIONAL GRANTS.

315. We suggest the following special grants-in-aid :—

- (1) To Day Schools for girls.
A grant of £100 per annum may be paid in respect of every qualified female teacher of British birth and nationality on the staff of the school ; provided that not less than two such teachers are engaged.
- (2) To Boarding Schools for girls.
A grant of £150 per annum may be paid in respect of every qualified female teacher of British birth and nationality on the staff of the school, provided that not less than two such teachers are resident at the same time.

316. We suggest the following grants to Institutions for Teachers (Boarding only) :—

- (i) A grant of £20 or £15 per annum in respect of each student in training who has given a Bond to the Governor to complete the course of four years training and to teach either in a Government or Assisted School for a period of seven consecutive years commencing before the expiration of two years from the date on which he obtained his certificate provided, further, that a satisfactory report is given by the Director of Education as to the efficiency of the training provided. A grant of £4 per annum to each student in training who has given the above Bond ; provided that a satisfactory report as to character and progress is given by the Principal.
- (ii) A grant of £150 per annum in respect of a qualified teacher of British birth and nationality, being also a graduate of a British University, and a grant of £100 per annum in respect of each additional qualified teacher of British birth and nationality, provided that such teachers, are resident and devote their whole time to the work of the Institution, and that the Institution is open to inspection and certified as efficient by the Director of Education.

317. We suggest the following grants to Secondary Schools :—

- (i) An efficiency grant calculated on the average attendance at one of the following rates :—
(a) £2 ; (b) £1 10s. (c) £1 per unit.
- (ii) A grant of £150 per annum in respect of a qualified teacher of British birth and nationality, being also a graduate of a British University, and a grant of £100 per annum in respect of each additional qualified teacher of British birth and nationality, provided that such teachers are resident and devote their whole time to the work of the school, provided also that the school is for boarders only and is open to inspection and certified as efficient by the Director of Education.

318. In the event of Trade Schools being established by Missions, we suggest the following grants :—

- (i) A grant of £150 per annum may be paid in respect of the first, and of £100 per annum in respect of each additional qualified Instructor of British birth and nationality on the staff of the school ; provided that such teachers are resident and devote their whole time to the work of the school ; provided also that the school is for boarders only, and is open to inspection and certified as efficient by the Director of Education.
- (ii) Efficiency Grants, as for Primary Boarding Schools.

2. School Fees.

319. We are of the opinion that, as a general principle, payment should be exacted from those receiving the benefits of education in Government and Assisted Schools. This payment may take the form of

- (a) School fees as generally understood.
- (b) Contributions for construction and upkeep of schools.
- (c) Communal subscriptions.

School fees of varying amounts are charged by all Missions, but not necessarily in every school. The same applies to Government schools.

Contributions for the construction and upkeep of schools are made by the members of some of the Missions in this country, and in these Missions, school fees, when charged, are low, with one or two exceptions.

In some parts of the Gold Coast, education is neither popular nor desired, and the imposition of fees in schools in such districts would result in no educational progress being made.

320. We consider, therefore, that all Missions should have perfect liberty to decide whether or not school fees should be charged in their schools, and, if charged, what the amounts should be.

We consider that similar freedom should be exercised by Government in respect of all Government schools, particularly as there is no evidence to show that in towns where Government and Mission schools are established, the attendance at the latter suffers.

321. To the above suggestion the Vice-Chairman and Rev. S. J. Gibson wish to add :—

- (a) That in places where there are more than one school some attempt should be made to arrive at uniformity of fees.
- (b) That in places, such as Accra, where the value of education is known, school fees should be considerably higher than the trifling rate of $\frac{3}{4}$ d. per week for infants and $1\frac{1}{2}$ d. per week for standard pupils.

We are referring especially to places where Mission Schools charge higher fees whilst Government Schools charge the aforesaid small rate.

We suggest this for the following reasons.

- (i) Those who benefit directly by education should pay directly a fair proportion of its cost.
- (ii) As has already been laid down in an earlier section of this report :—“ People value in a great measure that for which they have to pay.”
- (iii) In the case of schools where there have been no communal subscriptions, or contributions for construction and upkeep, adequate school fees ought to be expected.
- (iv) In view of the increased cost of education and the phenomenal prosperity of the people of this country, we feel that these insignificant rates are pauperising those who benefit by the education provided.

3. *Any other financial sources.*

322. For schools under control of Missions, the main source of financial support, other than grants from Government, has been the voluntary contributions of the people.

Various methods are adopted in the different Missions ; in some, the contributions may be mainly obtained from the town or district in which the school is situated ; in others, mainly from a central fund ; or the contributions may be partly local and partly central.

In recent years the contributions from the Home Base of the Missions have been mainly restricted to the requirements of European supervision.

A small income is obtained in some schools from the sale of agricultural produce, etc., but it is so small as to be, practically, negligible.

4. *School accounts.*

323. We advise that an uniform Cash Book be obtained and used in all Assisted Schools. The system to be adopted for keeping the accounts should combine simplicity with efficiency.

324. We consider that strict differentiation should be made in the accounts and in all official returns between “ Grants from Local Sources,” including congregational contributions, and “ Grants from the Home Base ” i.e., from the headquarters of the Mission, outside of the Gold Coast.

We advise that these two headings be included in the Forms of Yearly Returns required from Assisted Schools, and that the portion of the Yearly Returns of Schools, which deals with Income and Expenditure should be amended to give the undermentioned columns :—

School Income for the year ending..... 19.....	Balance from last year (if any.)	Government grant.	School fees.	Grant from local sources.	Grant from home base.	Other sources.	Total income.	Deficit carried forward (if any.)	
School expenditure for the year ending..... 19.....	Deficit from last year (if any.)	Teachers salaries.		New buildings.	Repairs to buildings.	School Equipment	Other items.	Total expenditure.	Balance o. f. (if any.)
		Cert.	Uncert.						

5. *Cost to Government of recommendations (exclusive of buildings and equipment):*

325. The Committee has no means of estimating the Revenue of the Colony for 1921 or succeeding years, and no indication of probable annual expenditure on the various departments of the Civil Service upon which so much depends. But we are of opinion that certain broad principles should regulate expenditure on Education :—

- (1) In view of the supreme importance of education in the development of the country, expenditure for this purpose should be regarded as a first charge on Revenue. And a new conception is required of the proportion of Revenue which should be devoted to Education.
- (2) Very largely increased expenditure must be made, to obtain and retain highly qualified Educationists for Staff and Inspectorial appointments, in numbers adequate for the developments contemplated; and to obtain and retain men of the first calibre for all Institutions.
- (3) Largely increased Grants-in-aid should be made to the Assisted Schools which have been pioneers in educational efforts, and will continue to make their special educational contribution towards the development of the country. The adoption of a uniform rate of salary for all teachers with the same qualifications must increase enormously the expenditure in Assisted Schools. The responsibility for voluntary support of these schools should not be entirely removed; such efforts have greatly deepened the sense of the value of education in the past, and should be encouraged in the future. But as the revenue of voluntary associations is not readily expansive, the rates of grants-in-aid should be sufficiently generous to make it possible to continue and maintain such schools efficiently, if grants are supplemented by voluntary contributions *gradually* increasing.

The estimated cost of grants-in-aid to assisted schools varies, according to the scales which may be adopted, from £40,000 to £55,000 in 1921; and from £81,000 to £92,000 in 1925. (See Appendix No. XI.)

The estimates have been calculated as carefully as possible and are not mere guesses at figures, but so many uncertain factors enter into the calculations that the results can only be regarded as indicating probable cost.

326. STAFF. The next largest item of expenditure will be in respect of staff. Assuming that the staff of the Education Department is augmented as indicated in other parts of this Report the amount payable in respect of salary in the Headquarter and Provincial Staffs will be somewhat under £30,000 in 1921 and about £41,000 in 1925. In the latter year the staff of the Secondary School will cost approximately £21,850, and that of the Senior Trade School about £1,500. Between 1922 and 1925 the staff of the Accra Training College will have been increased and the cost of salaries of the European staff will be £8,550 as compared with approximately £4,100 in 1921.

As the scale of salaries for European officials has not yet been approved the above estimates have been based on the proposed scale.

327. TRANSPORT. The majority of officers of the Education Department will of necessity be called upon to travel extensively. It is, therefore, essential that they should have at hand the necessary means of transport. We have read Your Excellency's Despatch No. 113 of the 21st February last to the Secretary of State, which deals with the Mechanical Transport Service, and are firmly of opinion that, as stated in that Despatch, motor transport is now essential to ensure economy and efficiency. At the time that the Despatch referred to was written the future requirements of the Education Department in the matter of transport were unknown. We venture to think that transport

over and above that already sanctioned will be absolutely necessary. We suggest that provision should be made for additional transport for officers of the Education Department and that it be detailed as shown below :—

Director of Education.	}	Motor cars as already granted to certain other Heads of Departments, Provincial Commissioners, Executive Engineers, etc.
Provincial Inspectors of Schools.		
District Inspectors.	}	14 Lorries with hoods.
Organizers Trade and Technical Education in Districts where motor transport is possible.		
Total seven motor cars and 14 lorries exclusive of reserve.		
Secondary School.	}	These buildings will be some distance out of Accra and transport will be required for officers (occasionally), students (attending school) and the daily supply of food, fuel, etc.
Training College.		

328. There will also be large increases in recurrent expenditure under :—

- (i) Transport and Travelling Expenses.
- (ii) Passages of officers to and from the Colony.

(i) TRANSPORT AND TRAVELLING EXPENSES. We have no means of estimating with any degree of accuracy the probable expenditure under "Transport and Travelling Expenses," but we consider that if the Provincial Staffs are increased in 1921 and brought up to strength in the following years the expenditure might reasonably be expected to reach £6,000 in 1921 and £7,000 the following year, as compared with an estimated expenditure of £1,700 in the present year. This increase is not great as economy will be effected if the motor cars and lorries referred to above are placed at the disposal of officers of the Education Department.

(ii) PASSAGES OF OFFICERS TO AND FROM THE COLONY. There must of necessity be very considerable additional expenditure under this item, but here again difficulty is experienced in giving an accurate estimate of the cost. Assuming that during 1921 the staff is increased by 28 the *additional* cost of passages for these officers will be approximately £2,100 which, with the estimate of £1,460, for the present staff gives a total of £3,560 in 1921.

By 1925 the staff should be about full strength and, assuming that each officer gets three passages (two out and one home or *vice versa*), every two years, the *average* charge per officer under this item would be the cost of one-and-a-half passages each year. If the staff consisted of 113 officers about 1925 as recommended in our Report the estimated cost of passages would be approximately £8,475 as compared with £1,460 in the present year.

329. *Summary.* The *chief* items of expenditure will, therefore, be as follows :—

	Approved Estimates.		
	1920	1921	1925
	£	£	£
Grants-in-aid to schools	7,000	40,000	81,000
Salaries of Headquarters and Provincial Staff	3,840	30,000	41,000
" Accra Training College	2,446	4,100	8,500
" Secondary School	—	—	21,850
" One Senior Trade School	—	—	1,500
Transport and Travelling Expenses	1,700	6,000	7,000
passages of Officers	1,460	3,560	8,470
Total	16,446	104,660	198,320

In Appendix XII., is shown in detail, probable approximate expenditure in 1921 and 1925 as compared with that for the current year according to the printed Estimates.

XVII. REVISION OF EDUCATION RULES.

330. We have indicated under other Terms of Reference alterations in and amendments to the present Education Rules and Schedules attached thereto which we consider necessary.

The application of these recommendations to the Education Rules is, however, a matter of detail better undertaken when our recommendations have been considered and approved.

XVIII. BOARD OF EDUCATION.

Suggestions regarding the constitution of

Recommendation No. 51.

331. We recommend that when Provincial Education Committees have been formed the Board of Education consist of

His Excellency The Governor.

The Members of Executive Council.

The Director of Education.

The Deputy Director of Education, Secretary (but not a member).

Four Representatives of Missions.

One Head Chief.

all of whom to be nominated by the Governor.

332. In our opinion the present Board is too unwieldy for the particular duties it is called upon to perform and is larger than was originally intended when the Education Ordinance was passed.

We also consider that the influence of the Provincial Commissioners will be felt to a greater extent on the suggested Provincial Education Committees than on the Board of Education.

We are aware of the great interest now taken in Education not only by present unofficial Members of the Board of Education, but also by many other persons. We feel sure that such interest will be represented amply on the Provincial Education Committees and that the Members will be able to bring even greater influence to bear on Education generally than if they were Members of the Board of Education.

333. In view of the fact that considerable delay occurs each year in the passing of grants we advise that, subject to the approval of the Governor, the Board of Education delegate to the Director of Education the power to pass grants recommended by the Inspectors. If this is done the Missions would probably be in possession of the grants about three months earlier than is usual under existing conditions. The Board awards grants on the recommendation of the Director of Education and very rarely does any question relating to the amount of grant arise. If such should arise at any time the Board would still have the right to consider the matter and act as it thought fit subject to the approval of the Governor.

XIX. EDUCATION ORDINANCE.

Amendments necessary to give effect to recommendations contained in this report.

Recommendation No. 52.

334. We recommend that the following Amendments be made to the Education Ordinance :—

(a) Section 1 (1) and (2) to be amended in accordance with the recommendations made under XVIII. Board of Education (Paragraph 331.)

(b) Section 7 (5) be amended to read as follows :—

“ That the subjects taught include for standard classes, English (including Reading, Colloquial English, Word-building, Spelling, Dictation and Composition (from Standards IV. upwards) Arithmetic, Writing, Drawing, Nature Study, Practical Instruction, Drill and Physical Exercises. Hygiene (in Standard IV. upwards) and lessons on the Duties and Rights of a British subject (Standards VI. and VII.).

“ In infant classes English Reading, Writing, Arithmetic, Object Lessons and Nature Study and Varied Occupations be taught.”

Subjects other than those mentioned above may be taught with the approval of the Director of Education.

XX. SUGGESTED POSSIBLE PROGRAMME OF WORK AND PROGRESS.

335.

<i>Period.</i>	<i>Programme of work.</i>	<i>Progress.</i>
		1920. Selection of part of Headquarter and Provincial staffs.
1921—1922.	1921. Building of Secondary School, (first part) Bungalows, etc. Building of new Training College begun. Erection of Bungalows for Headquarter and Provincial staffs. Erection of offices for Provincial Staff.	1921. Adoption of salary scheme for Mission teachers. Selection of part of staff for Secondary School. Selection of remaining officers for Headquarter and Provincial staffs.
	1922. (January) Completion and opening of Secondary School (1st part) bungalows, etc., Extension of Secondary School and erection of additional bungalows. Completion of new Training College (1st part) Bungalows, etc.	1922. Admission of first set of students to Secondary School. Selection of additional staff for Secondary School. Selection of additional staff for Accra Training College.
1923—1925.	1923. Transfer of students from present to new Training College. Extension of Secondary School and erection of additional bungalows, etc. Extension and completion of new Accra Training College with bungalows, etc.	1925. Selection of additional staff for Secondary School. Selection of additional staff for Accra Training College.
	1924. Establishment of one (or more) Trade Schools.	1924. Selection of staff for Trade Schools. Selection of remainder (provisional) staff for Secondary School.
	1925. Building of Government Boarding School for Girls.	1925. Admission to Secondary School of the fourth set of students. Selection of staff for Government Boarding School for Girls. Selection of staff for new Trade School.
		1925. (December) First set of students admitted to Secondary School complete course of instruction.
1926—1930.	1926. Establishment of one or more Trade Schools.	1926. First set of teacher students admitted to Secondary School begin work in Government or Assisted School. Similarly first set of students who specialized in Engineering, etc, take up appointments to enable them to complete their professional training. Opening of Government Boarding School for Girls. Selection of staff for Trade School (if school established, 1927).
	1927. Establishment of remaining Trade School (if not already built).	1927. (January) First set of teachers admitted to new Accra Training College complete four years course and are appointed to Government or Assisted Schools.

(76)

<i>Period.</i>	<i>Programme of work.</i>	<i>Progress.</i>
1928.		1928.
1929.		1929. } Engineering students admitted to 1930. } School when it was first opened complete } their professional training in Govern- } ment Department or elsewhere.

We have the honour to be,

Your Excellency's Obedient Servants,

(Sgd.) D. J. OMAN, *Chairman.*
" G. W. MORRISON, *Vice-Chairman.*
" ARTHUR W. WILKIE.
" S. J. GIBSON.
" J. SPIO-GARBRAH.
" HY. BLACKMORE, *Secretary*

P.S.—Your Excellency has intimated that the Report will be taken home "for further conference with the Colonial Office and with the leaders of the British Educational World." The members of your Committee, Sir, would be honoured if it could be arranged that the Director of Education, their Chairman, could represent them at such Conference to supply the detailed information which will be required.

Appendices to the Report.

APPENDICES TO THE REPORT.

APPENDIX NO. I.

CORRESPONDENCE WITH HON. T. HUTTON-MILLS.

(TERMS OF REFERENCE: IV., (1) AND (8)).

15/4.V/1920.

EDUCATION OFFICE, ACCRA.

27TH APRIL, 1920.

SIR,

I have the honour to inform you that the Educationalists' Committee wish to obtain your views on certain educational problems which have a direct bearing on the Gold Coast Colony.

2. In particular, they wish to obtain your advice on,

- (a) The probable site for the proposed Secondary School.
- (b) The number of pupils who may reasonably be expected to enter the proposed Secondary School during the first and subsequent years of its establishment.
- (c) Any other advice you wish to offer which you consider may be of use to the Committee.

3. Accordingly, I should be pleased if you would come before the Committee on Tuesday, the 4th proximo, at 10.30 a.m.

4. Should the date and time suggested not be convenient I should be pleased if you would suggest others when I will try and meet your wishes.

H. BLACKMORE,

Secretary,

Educationalists' Committee.

THE HONOURABLE

T. HUTTON-MILLS,

JAMES TOWN, ACCRA.

COMMODORE STREET,

ACCRA.

30TH APRIL, 1920.

SIR,

I have the honour to acknowledge the receipt of your letter No. 15/4.V/1920 of the 27th instant and to crave leave to suggest that, the defined educational problems which have a direct bearing on the Gold Coast Colony and, upon which the Educationalists' Committee wish to obtain my views, are in my opinion matters which should be referred to a sub-Committee of persons interested in education including native licensed surveyors and qualified medical practitioners who from their experience and peculiar knowledge of hygiene, sanitation and ownership of landed property in the Accra District would be undoubtedly the competent body to supply the information required after due deliberation of the questions put to me individually.

Since it is obvious that my appearance before the Committee on Tuesday next the 4th proximo at 10.30 a.m. is not likely to serve any useful purpose, I would respectfully ask the Committee to relieve me from the acceptance of their invitation to appear before them.

I have, etc.

T. HUTTON-MILLS.

THE SECRETARY

EDUCATION DEPARTMENT,

ACCRA G.P.O. Box No. 53.

ACCRA.

APPENDIX NO. II.

ARRANGEMENT OF ACCOMMODATION FOR PUPILS AND
STAFF AT THE SECONDARY SCHOOL.

(TERM OF REFERENCE IV., 11.)

We find that we are unable to give detailed suggestions in regard to the type of building, accommodation, etc. We suggest that a Committee consisting of Educationists, Architects, Engineers, Surveyors, Medical and Sanitary advisers be formed for the purpose of preparing drawings of the proposed Secondary School as well as for the new Training College.

APPENDIX NO. III.

LETTER FROM THE ACTING ATTORNEY-GENERAL.

(TERM OF REFERENCE IV., 21 (c)).

LAW OFFICERS' DEPARTMENT,
VICTORIABORG, ACCRA.

30TH APRIL, 1920.

SIR,

With reference to your letter No. 4/4/V./1920 of the 23rd instant, I have the honour to inform you that it is not easy to suggest any course of school study which would directly prepare students for their law studies after they have become members of an Inn of Court.

2. However before becoming members of an Inn, candidates must either pass a preliminary examination or matriculate at one of the Universities.

3. A matriculation course would I understand be most likely to fit in with the proposed routine of the Schools and I therefore recommend that it be taken.

4. I also recommend that special attention be paid to English prose composition and if an elocution class is included in the curriculum all such students should certainly avail themselves of it.

5. An elementary study of constitutional history and of colonial constitution would be useful in preparing the minds of students for the reception of the principles of English law.

I have, etc.

J. J. TREACY,
Acting Attorney-General

THE SECRETARY,
EDUCATIONALISTS' COMMITTEE,
EDUCATION DEPARTMENT,
ACCRA.

APPENDIX NO. IV.

LETTER FROM THE CONSERVATOR OF FORESTS

(TERM OF REFERENCE IV. 21. (f).)

No. 97-1-1-1920.

CONSERVATOR OF FORESTS' OFFICE,
COOMASSIE,

13TH MAY, 1920.

SIR,

With reference to your letter No. 5/4/V/1920 of 17th ultimo, I have the honour to recommend that candidates for the Ranger's and Forester's class should have passed the Civil Service Examination, and that only those who have gained 75% and more of the maximum marks in all subjects should be eligible for the former class.

2. The curriculum for the Ranger's Class should be

- (i) Botany.
- (ii) Morphology and physiology of plants.
- (iii) Sylviculture.
- (iv) Elements of geology, mineralogy and soils.
- (v) Surveying with chain and compass and with plane table.
- (vi) Road making.

For the Forester's Class :—

- (i) Botany.
- (ii) Sylviculture.
- (iii) Soils.
- (iv) Road making.

The standard for Rangers is pitched high as men who have successfully passed this course should be able to take charge of Forest Sub-Divisions, and in case of emergency Forest Divisions which, ordinarily, would be held by Europeans trained in England.

3. I recommend that the Forest School should be entirely independent of the Secondary School and that a trained European Forest Officer should be the Principal. When the school grows in size one or more additional officers may be deputed to lecture for say four or six months of the year and when the Students are on tour doing practical work in the Forests, only one European officer would be in charge while the others would be set free to attend to work in their own Division.

The students of the "Forester" class would at first be trained by the Principal or one of his European assistants, but later a native ranger would be selected to take control under the supervision of the Principal.

4. The training of Rangers should take at least 18 months, and that of Foresters 12 months.

5. An ideal site for the Forest School would be on the Kwahu plateau, as a good deal of useful outdoor work could be done here in the way of afforestation, while the "stool Forest Reserves," which the Omanhene of Akim Abuakwa has agreed to establish would also afford excellent forests in which practical forestry could be taught.

6. With regard to the training of the subordinates staff I beg to invite perusal of Mr. Thompson's remarks on page 155 of his report on the Gold Coast Forests (the Director of Agriculture has a copy).

I have, etc.

N. C. McLEOD,
Conservator of Forests.

APPENDIX NO. V.

MEMORANDUM FROM DIRECTOR OF AGRICULTURE.

(TERM OF REFERENCE IV., 22. (d).)

MAY 11, 1920.

Agricultural, Technical and Trade Schools :—

- (1) *Control* :—They should be controlled by the Department which has the best knowledge of local agriculture and the best means of demonstrating agricultural operations, *i.e.*, the Agricultural Department.
- (2) *Situation* :—They should be situated on an established Agricultural Station under soil and climatic conditions which are typical of local agriculture. I suggest that Agricultural Station as Assuantsi 18 miles north of Cape Coast as a suitable site, and that, providing postal and telegraphic communication be made available and the road from Cape Coast passable for motor traffic, the departmental scientific headquarters should be established in the proximity of the schools, as an essential feature to their ultimate efficiency. In the future the establishment of similar schools, or at least of an agricultural "trade" school, should be considered for the Northern Territories.
- (3) *Buildings* :—For purposes of economy in staff and buildings, both schools should be accommodated in the same building.
- (4) *Land* :—Sufficient land should be reserved for practical training and for probable extension.
- (5) *Institution* :—I suggest that Messrs. Cadburys' gift and other donations be utilized for the institution of these schools.
- (6) *Staff* :—A Headmaster should be appointed, who as an initial measure could be assisted by the departmental scientific and Central Provincial staffs, and European teachers should be appointed as necessity arises.
- (7) *Courses* :—The Trade School should provide two courses :—
 - (a) A Junior course of one year for Standard V. students, and
 - (b) An Intermediate course of two years for Standard VII. students.
 - (c) The Technical School should provide a course of at least two, preferably three years for students from the Secondary School.
- (8) *Syllabus* :—(a) The Junior course should provide a training in the practice and theory of agricultural operations, *e.g.*, tillage, weeding, draining, amelioration of soils, propagation and cultivation of plants, control of pests and diseases, preparation of crops for market, the special requirements and cultivation of individual crops, animal husbandry.

(b) The Intermediate Course should provide, during the first year, a similar training as would the Junior course, and during the second year, its students should be taught in theory, and by demonstration and practice, the application of science to agriculture, *e.g.*, agricultural mathematics, botany, zoology, chemistry, physics.

(c) The Senior Course should provide during the first year or preferably first and second years, the training given in the Junior and Intermediate courses, and during the last year the students should be trained in such subjects as estate management, elementary surveying, mechanical cultivation and preparation, intensive cultivation, scientific research, agricultural economics, co-operation, food-production, and should be expected to specialize.

During the last year of this course opportunity should be taken to inspect certain centres of special agricultural interest, *e.g.*, the Sisal Hemp Plantation, the station for Intensive Cocoa Cultivation, Oil Palm and Rubber Estates.

9. This conception of the suggested schools is made on the assumption that a supply of candidates for the agricultural training will be maintained.

It should be clearly pointed out that there will be no obligation on the part of Government to employ, in this Department, any individual student who has been successful in gaining a certificate of efficiency after any one of the courses of training; on the other hand the Native Technical staff should be recruited from successful students of the Intermediate and Senior Courses.

R. H. BUNTING,

Acting Director of Agriculture.

APPENDIX NO. VI.

LETTER FROM THE HON. THE OMANHENE OF AKIM ABUAKWA.

(TERM OF REFERENCE IV. 25. (e).)

No. 573/66/20.

AKIM ABUAKWA AHENFIE, KIBBI,

WEST AFRICA.

26TH APRIL 1920.

SIR,

I have the honour to acknowledge the receipt of your letter No. 7/4/V/1920, dated the 20th April relative to the desire of the Educationalists' Committee to obtain my views on various educational problems having special reference to s.s. (e) of s. 5 on page 4 of the Terms of Reference enclosed in that letter.

2. But for my ill-health at the present moment, I should prefer to appear before the Committee in order to answer any questions that any member might wish to ask me. However I will attempt to meet the Committee's wish by the few observations which I make hereunder.

3. The Government is, in my mind, to be highly congratulated for the comprehensive and excellent scheme they have for the education of the rising generation of this country. One cannot too strongly emphasise the fact that, in the matter of Education, this country has long stood and still stands in sore need for essential reforms, consequently, the realisation of the schemes at the earliest possible date is the anxious expectation of all and every one of us.

4. Nevertheless, to come to the bed-rock of the question upon which I am requested to express my views, my unwavering conviction is that, unless the African whose intellectual development is going to be brought to such a marked degree turns out to be one who, not merely by a word of mouth may pretend to have pride in his race, but one who, whole-heartedly respects and complies with the Institutions of the country as far as are applicable to that particular portion of it which gave birth to him, I fear, we will not be crowned with that glorious success which the present efforts of the Government should otherwise produce.

5. If the educated native is still going to look to his less-favoured brethren as a source of deriving wealth and revenue, rather than help them out of their difficulties in a proper and sympathetic ways, if the educated native is going to be trained for him to look down on, or to tell his parents, relative or chiefs in that sort of the sarcastic language to which we have been accustomed "you are not advanced and skilled as I am, you do not know the tricks of the civilised world, you do not deserve the leadership naturally conferred on you, etc.," and then, without any authority from the right source places himself in a position to which he has no claim, then I fear our path to civilisation will have been badly made. If the educated native is not going to keep within the limit to which his birthright entitles him and if in his desire to help his people and his country, rather than becoming rightly, a member of Advisory Board, he constitute himself, without the necessary mandate, a ruling or legislative body, it would be no wonder if our expensive educational schemes sustained a failure; and the parents and relatives cannot be justly blamed for withdrawing from such an institution their support and sympathy.

6. There is a loose talk at some quarters that the educated African becomes the natural leader of the country irrespective of any other consideration. Such a talk is an index to much, and the motive actuating it must be apparent to any one who will have the least concern with the future of this country.

7. It may be interesting to recall at this juncture an opinion which, during his term of office as Governor of the Gold Coast, His Excellency Sir Hugh Clifford expressed with regard to our system of Government. That opinion is of very great value, and it must ever remain instructive, for it was the result of an extremely keen and personal interest as well as a most careful and anxious study which the late Governor devoted to the native affairs of the Gold Coast during his term of Governorship. So stated by Sir Hugh :—

" Much the most notable achievement that can be placed to his credit is his invention, " without the assistance of extraneous influence, of the democratic system of Government. " and the State Socialism, which are the basic principles upon which his tribal policy is " founded. Recent innovations, as I have indicated, tend seriously to undermine this " system, and it is interesting to note that, while European political theorists are " apparently working their way back to a state of things closely resembling that which " the Twi-speaking peoples long ago evolved for themselves the latter are displaying an " inclination to discard them as an immediate and inevitable accompaniment of their first " real and solid advance towards a higher standard of civilisation."

8. Further, while imparting to us an education in order to bring the African students to the level of a white scholar, the fact seems to me to be forgotten that what will do well for one nation will not answer altogether and exactly in the same degree for another nation. It is, therefore, I suggest, the earnest duty of the tutors of our successors, the future owners of the soil, to study for themselves, the peculiar character and circumstances of this country, and then to adopt instructions corresponding thereto, for, to simply give an education which has proved a success in another country whose policy and circumstances may vary—and, in some instances very materially—will not much conduce to the true advancement of us as a nation.

9. I have advanced the above arguments not for the purpose of attacking any particular individual or community. I thought it necessary to expose the evil of the present system and to give a faint idea as to the possible spread of that evil. Let us believe that the evil is just in its infancy and therefore to allow it to mature will be criminal. I suggest reasonable efforts should be made to combat and to eradicate it.

10. In these circumstances, it is, to me utmost essential and really indispensable that the student throughout the course of his learning should be imbued with the true ideals of his country. It must be inculcated in him the true aspirations of his people with a view to enable him to adapt himself to the customs, manners and institutions of the place to which he belongs.

11. To attain such object, I suggest

- (a) That the time has reached for a practical or public utility of the voluminous reports at the Office of the Honourable the Secretary for Native Affairs. That is, results of the various enquiries conducted by that department into matters affecting stools, and national disputes which invariably embrace the traditions, and history of the places concerned, may be sent to the print, and published in booklet forms for use in the schools.
- (b) That every paramount Chief be invited to make some effort with a view to reducing into writing as far as practicable the customs, customary laws, and other matters involving the constitution of his division, etc., which will give the student a thorough grasp of the condition of things obtaining in that locality; and with a view to an early and satisfactory compilation of such records, the Political Officers in the Government Service should be instructed to interest themselves in the project.
- (c) That the Government should generously assist any native who may be in need of money for the purpose of producing some useful book on the native politics in any part of the country. Of course such monetary assistance need only be given when the manuscript of the intended book has first been submitted to the Government for scrutiny and found to contain useful information and correct account of events.
- (d) That any book now in existence purporting to deal with or contain information with regard to the affairs of any part of the country be given a thorough review in so far as the circumstances of each given locality are concerned.

With regard to (d) owing to the independent character of the divers States comprising what is now, for the purpose of the British rule, known as the Gold Coast, any native, born in and familiar with the affairs of one Division, giving him all due deference for his exceptional literal culture—attempts a task beyond his ability, when he makes himself a Gold Coast historian with dreams that he could make the outside world know all about each and every part of the country. However some of these books can usefully serve as a guide in many ways, but before any use can be made of any of them in the way of introducing them into the schools the District Commissioners may, I suggest, be each entrusted to ascertain the correctness of statements made in them, as they apply to the district under his control. Every such information to be obtained from the paramount Chief or a Chief sitting with his Council. Of course there may be places where the Councillors may resent the idea of giving away the traditions of their stool, but with proper explanation the Chief or some of his intelligent Councillors can be got to render the desired assistance.

12. It is important that some schemes as above, or if better ones can be suggested, be adopted forthwith so that the delay in the introduction of an approved book on "native political" may be as little as possible.

13. One subject upon which I desire to touch slightly because of its omission from the subject in the Terms of Reference, is the necessity for an early standardization of the Fanti and Akans languages, and I beg to invite the attention of the Educationalists' Committee to para. 34 of the late Committee's report. The reason that necessitated the said recommendation is shown in the same paragraph. I only wish to explain that with the need referred to. It is an admitted fact that Akan is the parent language in this country. The recognition that is so far accorded to the Twi language, which is more or less adulterated of the Akan language or rather an offspring of it, was due to the earliest Basel Missionaries who chose Akropong in Akwapim as their first residence. The Akan language is spoken through the length and breath of Ashanti, Ashanti-Akim, Akim Abuakwa, Akim Kotokn, Akim Soaduro, Kwahu, and of course the New Juaben Settlement also Ashantees, while the Twi is really spoken only in few towns in Akwapim and in Akwamu. I leave to any person having doubts in this matter to draw his own comparison as to which of the two languages has mere national significance.

Already it is interesting to observe the anxiety among the school children themselves to learn precisely according to their own national tongue. Recently, I hear, a quarrel sprang out between a teacher and his pupils because of the former who speaks Twi, forbidding those of his pupils who speak Akan, to use the latter language during school hours when they are employed in reading Twi books. I therefore strongly suggest that the recommendation of Mr. Kingdon's Committee be given a room among the columns of the recommendations of the present Committee in respect of this particular matter.

14. In the end, it gives me great delight to observe that the Educationalists' Committee have been invited also to consider the need of the proposed Secondary School being partly utilised for training possible future Native Chiefs. I have no doubt that the Educationalists' Committee will unanimously emphasize such need. If we have the right to expect the country being saved from ravages at the hands of unscrupulous and imposing African as well as foreign scholars, and with a view to better understanding between the government and the governed, by all means, let the future Native Rulers have as much education as possible, willingly or unwillingly; and I believe the Committee will understand my feeling when I echo a statement recently made by one great statesman elsewhere in Africa. He said:—

“ We cannot afford to destroy the native institutions of the country. Our true mission lies not in the building here in Africa of a Negro State based solely on western ideas, but rather a Negro nationality, indigenous to the soil having its foundations rooted in the institutions of Africa, and purified by western thought and development.”

15. Ultimately, I thank the Committee for extending to me the privilege of a say in this all-important matter. If I have gone beyond the limit within which the Committee wish me to labour, I implore their forgiveness. On the other hand, if there is anything I have not made it sufficiently clear or if there is any further point upon which the Committee would like my views, it shall be my happy lot to respond any time you may write to me.

I am afraid it will not be possible for me to go to Accra until after His Excellency the Governor's visit to Kibbi in the second week of May next.

I return the enclosure as requested.

OFORI ATTA,

Omanhene, Akim Abuakwa.

APPENDIX NO. VII.

PRINCIPLES DETERMINING RECOMMENDATIONS IN REGARD TO SALARY OF TEACHERS.

(TERM OF REFERENCE V. (a) 3.)

The Committee think it necessary to record here the principles which have determined their recommendations in regard to the salary of teachers.

- (1) The basis of all the recommendations has been the scale of salary now adopted for clerks in Government service.

The clerk enters the service by competitive examination after passing Standard VII. without further training.

The scale of salaries has been determined for the Government by a variety of intricate economic conditions, past and present.

- (2) A second basis has been the scale of salaries now adopted for teachers in the Government service.

The Government rate is not determined solely by the certificate, but teachers who hold a particular class of certificate are entitled to certain minimum rates and, further, to special grants at the end of each year in respect of the certificate held. These special grants are graded from £3 to £25 per annum, according to the class of certificate and the number of years of service. In computing the *true* salary of the teacher, such grants must be included. For this reason the Committee has recommended that these grants be commuted in future by the payment of an equivalent amount in the ordinary salary.

- (3) As teachers have received two years' special training subsequent to passing Standard VII. the salary in the *first* year of teaching must be compared with the salary of the clerk in the third year after passing the same Standard.
- (4) When teachers have received four years of special training, salary in the *first* year of teaching must be compared with the salary of teacher with two years training in the *third* year of teaching, and with the salary of a clerk in the *fifth* year of service. The salaries of these teachers cannot be less in any year than the salaries already adopted for clerks or teachers with less training.
- (5) The incidence of these salary scales is very complicated and can be most clearly expressed by the complete schedules appended.
- (6) The Committee has observed with interest that on the scales adopted by the Government, the certificated teacher already commences on a higher rate, and rises to a higher maximum in fewer years of service than the clerk.

APPENDIX No. VIII.

COMPARATIVE TABLE: SHOWING RATES OF SALARY ADOPTED BY GOVERNMENT IN 1920 FOR CLERKS AND TEACHERS; AND RATES RECOMMENDED FOR TEACHERS AFTER RECEIVING FOUR YEARS TRAINING.

Year of Service:	Salary of clerk (with war bonus).		Year of Service:	Salary of Teacher. Schedule G.				Salary of Teacher. Schedule H.			Total.	Year of Service.	(Recommended) Pass. Honours. (4 years training.)		
	salary.	war bonus.		max. grant.	Total.	salary.	war bonus	max. grant.	Year of Service.	Year of Service.			Year of Service.		
1	48+12	60													
2	54	66													
3	60	72	1	60	12	5	77	66	12	8	86				
4	66	78	2	66	12	5	83	72	12	8	92				
5	72	84	3	72	12	8	92	80	18	10	108	1	110	120	
6	80+18	98	4	80	18	8	106	88	18	10	116	2	115	125	
7	88	106	5	88	18	10	116	96	18	12	126	3	120	130	
8	96	114	6	96	18	10	124	104	18	12	134	4	130	140	
9	104	122	7	104	18	12	134	112	18	15	145	5	140	150	
10	112	130	8	112	18	12	142	120	18	15	153	6	150	160	
11	120	138	9	120	18	15	153	120	18	18	156	7	160	170	
12	120	138	10	120	18	15	153	130	24	18	172	8	170	185	
13	130+24	154	11	130	24		154	140	24	20	184	9	180	200	
14	140	164	12	140	24		164	150	24	20	194	10	190	215	
15	150	174	13	150	24		174	160	24	25	209	11	200	230	
16	160	184	14	160	24		184	170	24	25	219	12	215	250	
17	170	194	15	170	24		194	184	24	25	233	13	230	250	
18	180	204	16	184	24		208	184	24	25	233	14	245	250	

APPENDIX NO. IX.

SCHEDULE OF SALARIES FOR TEACHERS. (RECOMMENDED).

(TERM OF REFERENCE V. (a). 3. (b).)

*Classification :—**I. Trained and Certificated.*

- (1) Honours Certificate.
- (2) Pass Certificate.
- (3) Qualification under Schedule H.

II. Certificated.

- (1) Qualification under Schedule G., or
- (2) Otherwise certificated by the Education Department.

III. Uncertificated.

SCHEDULE.

<i>Year.</i>	<i>I. (1).</i>	<i>I. (2).</i>	<i>I. (3).</i>	<i>II.</i>	<i>III.</i>
1.	120	110	86	77	Minimum
2.	125	115	92	83	of
3.	130	120	108	92	£25 per annum.
4.	140	130	116	106	
5.	150	140	126	116	
6.	160	150	134	124	
7.	170	160	145	134	
8.	185	170	153	142	
9.	200	180	156	153	
10.	215	190	172	153	
11.	230	200	184	154	
12.	250	215	194	164	
13.	250	230	209	174	
14.	250	245	219	184	
15.	250	245	233	194	
16.	250	245	233	208	

APPENDIX X.

PRINCIPLES DETERMINING "EFFICIENCY" OF SCHOOLS,
FOR PURPOSES OF AWARDING GRANTS.

(TERM OF REFERENCE XVI. 1. (a).)

In awarding the grants for efficiency, the Inspector will take special notice of the following points and unless he is satisfied therein will not award the higher scales of grants.

- (i) The intelligence of the teaching from a pedagogical point of view.
- (ii) The discipline and tone of the school. In this connection respect, not fear, should be paid by pupils to teachers, and the teachers should treat their pupils with the authority and affection of fathers to their children. Corporal punishment as a method of teaching is most reprehensible, and must on no account be resorted to, and as a deterrent from moral faults should be restricted to the principal teacher.
- iii) The accommodation for the pupils. The ideal arrangement is that there should be a central assembly room for corporate gatherings of the school, and separate class rooms for each teacher and his class. This ideal is far from being attained by most of our schools. On the contrary a very usual practice is for the whole school to huddle into one building with no spaces between the desks for supervision of work in progress with no teaching space, and, in consequence, with the black boards and other teaching apparatus placed at the most inconvenient angles to the class. Such a state in school accommodation must be unhesitatingly condemned.

Infants should always be taught in a separate set of rooms from the standards. If more than one class is taught by different teachers in one room, there must be plenty of intervening floor space between class and class, enough room for the teacher to pass between each of the desks of his pupils, and adequate arrangements made by which the different classes do not distract the attention of each other. In future the plans of new schools should only be passed when adequate class room accommodation is provided for every teacher and his class.

Accommodation must not be restricted to the inside of school buildings, but there must be plenty of room in the play-ground, which should be easy of access from the school. The school building should stand well back from the road, surrounded by its own gardens and play grounds.

- (iv) Equipment with necessary apparatus for teaching all the subjects on the curriculum of the school. This applies to practical as well as literary instruction, and to Infant as well as Primary Schools.
- (v) That the directions of the Education Rules are fully carried out in every school.

APPENDIX NO. XI.

(a) ESTIMATED COST TO GOVERNMENT AND MISSIONS OF RECOMMENDATIONS
IN REGARD TO GRANTS, FOR THE YEARS 1921 AND 1925.

(TERMS OF REFERENCE XVI. 5.)

	GOVERNMENT.						MISSION.	
	Efficiency Grant.		Salary Grant.		Total Grant.		Voluntary.	
	1921	1925	1921	1925	1921	1925	1921	1925
$\frac{3}{4}$ Certificated Salary.	21,000	29,000	30,000	56,000	51,000	85,000	6,000	15,000
$\frac{3}{4}$ Certificated Salary	21,000	29,000	34,000	63,000	55,000	92,000	2,000	8,000
Salary Less Enrol \times 30s.	21,000	29,000	19,000	52,000	40,000	81,000	17,000	19,000
Salary Less Enrol \times 27s. 6d.	21,000	29,000	24,000	56,000	45,000	85,000	12,000	15,000

No estimate can be given of Miscellaneous Expenditure.

(b) BASIS OF THE ABOVE CALCULATIONS.

	Enrolment.	Salaries of Teachers.		Total.
		Certificated.	Uncertificated.	
1921	25,000	45,000	12,000	57,000
1925	32,000	84,000	16,000	100,000

APPENDIX No. 12.

ESTIMATED COST TO GOVERNMENT OF EDUCATION IN THE YEARS 1920, 1921 AND 1925.

No. in 1920 Estimate.	Item.	ESTIMATES.			REMARKS.
		1920.	1921.	1925.	
		£	£	£	
1 to 7a	Headquarters and Provincial Staffs	3,840	30,000 (a) (b)	41,000	(a) New scale of salary not yet known. Calculations made on suggested scale.
8-9	Clerical Staff, etc.	966	2,400 (c)	2,700 (d)	(b) Probably somewhat over-estimated as staff not likely to be available for <i>whole</i> of year.
10-14	Accra Training College Staff	2,446	4,100 (a)	8,550 (a)	(c) Clerical staff for Provincial staff.
14a-16	Subordinate Staff, etc.	316	400	600 (d)	(d) Inadequate information on which to make calculations.
17-19	Accra Technical School Staff	1,230	3,450	3,950 (a)	
20-21	Subordinate Staff, etc... .. .	266	466	600	
	Headmasters, Government Schools	980	-- (e)	—	(e) Absorbed into Headquarters and Provincial Staffs.
23-23a	Native Staffs, Govt. Primary Schools (Boys)	8,750	10,000 (f)	15,000 (d)	(f) Increase of staff and annual increments.
24-30	Govt. Primary Schools (Girls).. .. .	1,709	2,000	3,000 (g) (d)	(g) Amount will be greatly exceeded if numerous European female teachers are appointed.
	Secondary School	—	—	21,850 (h)	(h) Rising from £7,520 in 1922 and £10,430 in 1923 exclusive of wages of cook, servants, etc.
	Senior Trade School	—	—	1,500 (i)	(i) New school.
	Total Personal Emoluments	20,503	52,816	98,750	

(68)

APPENDIX 12—(continued.)

No. in 1920. Estimate.	Item.	ESTIMATES.			REMARKS.
		1920.	1921.	1925.	
	OTHER CHARGES :—				
	<i>Accra Technical School :—</i>	£	£	£	
32 & 33	Books, Equipment, etc.	560	1,000 (a)	2,000 (b)	(a) Increase in number of pupils.
34	Fuel and Light	150	200	400 (b)	(b) Inadequate information on which to make calculations.
35	Cost of food	540	750 (c)	— (d)	(c) Increased number of pupils.
36	Purchase of tools	60	200 (e)	400 (e)	(d) Pupils to receive wages but to pay for their own food in accordance with new P.W.D. scheme for training apprentices. Wages to be paid from a Public Works Department vote.
36a	Sports material	40	60	80	
	<i>Accra Training College :—</i>				
37, 38, & 39	Books, Magazines,	410	750	1,500 (f)	(e) All pupils (apprentices) to be given set of tools.
	Fuel, etc.				
40	Cost of food, etc.	975	1,500 (g)	3,000 (f)	(f) Large increase in number of students.
41					
41a	Prizes, sports, etc.	60	60	100 (f)	(g) Increased cost of food.
	<i>Government Primary Schools :—</i>				
42, 43, & 43a	General upkeep	1,870	2,000	3,000 (h)	(h) Several new Government Schools projected.
	<i>Grants :—</i>				
44	Grants-in-aids of Schools	7,000	40,000 (i)	*81,000 (i)	(i) Salary grant and efficiency grant.
45	Grants to Pupil Teachers	70	70	—	Pupil Teachers abolished.
46	Grants to Teachers	3,500	— (j)	— (j)	(j) Included in salary.
47	Grants to Mission Training Institutions	100	300	1,000 (b)	
48	Grants to Students	900	1,000	1,500 (b)	
49 & 50	Various Prizes	130	160	200	
51	School Exhibition	100	150	200	

APPENDIX 12—(continued.)

No. in 1920 Estimate.	Item.	ESTIMATES.			REMARKS.
		1920.	1921.	1925.	
	Brought forward	£	£	£	
52-55	OTHER CHARGES :—(continued.)				
	<i>Rent :—</i>				
56	Rent various	146	150	150	
	<i>Transport :—</i>				
56	Transport allowances	120	200	250 (b)	
57	Transport and Travelling Expenses	1,700	6,000	7,000	
58	Railway Fares and Freight	250	500 (b)	700 (b)	
59	Passages of Officers	1,460	3,560 (k)	8,470 (k)	(k) Calculated on the average of 1½ passages per annum per officer.
60-61 & 62	<i>Miscellaneous :—</i>	100	200	500 (b)	
New Item.	<i>Secondary School :—</i>				
	Books, Equipment, Upkeep, etc.	—	500 (1) (b)	1,000	(1) Cost of food, etc., to be covered by Boarding fees.
	Total Other Charges	20,241	59,310	112,450	

APPENDIX 12—(continued.)

No. in 1920 Estimates.	Item.	ESTIMATES.			REMARKS.
		1920.	1921.	1925	
	<i>Special Expenditure</i> :—	£	£	£	
	Under various heads	10,200	—	—	
	<i>Secondary School</i> :—				
	Furniture, Equipment, etc.	—	3,500 (m)	—	(m) Amount recommended by Education Committee 1919. Further expenditure will be required as school is extended.
	Training College	—	2,000 (n)	—	(n) Additional furniture and Equipment.
	Initial Equipment, etc., for Trade School	—	—	500 (b)	
	Initial Equipment, etc., of Govt. Boarding School for Girls	—	—	2,500 (o)	(o) Amount recommended by Education Committee 1919.
	Initial Equipment, etc., for 2nd Trade School	—	—	500 (b)	
	Total Special Expenditure	10,200	5,500	3,500	
			Totals.		
	Summary { Personal Emoluments	1920. 20,503	1921. 52,816	1925. 98,750	
	{ Other Charges	20,241	59,310	112,450	
	{ Special Expenditure	10,200	5,500	3,500	
	Total Education	50,944	117,626	214,700	

APPENDIX XIII.

THE FOLLOWING TABLE SHOWS THE NUMBER OF GOVERNMENT AND ASSISTED SCHOOLS AND ENROLMENT IN EACH OF THE PROVINCES OF THE COLONY, AS WELL AS IN ASHANTI AND THE NORTHERN TERRITORIES.

Description of School.	Western Province.			Central Province.			Eastern Province.			Ashanti.			Northern Territories.		
	No. of Schools.	Boys.	Girls.	No. of Schools.	Boys.	Girls.	No. of Schools.	Boys.	Girls.	No. of Schools.	Boys.	Girls.	No. of Schools.	Boys.	Girls.
A. M. E. Z. Mission ..	—	—	—	3	483	56	3	367	32	—	—	—	—	—	—
Former Bremen Mission	—	—	—	—	—	—	25	1,546	320	—	—	—	—	—	—
C. of E. Mission ..	3	366	63	—	—	—	—	—	—	2	277	—	—	—	—
Government	3	143	4	3	828	224	5	1,586	226	4	662	107	4	203	8
Roman Catholic Mission	9	745	85	11	1,105	266	10	1,004	51	2	336	8	—	—	—
Scottish Mission ..	—	—	—	9	410	141	61	4,972	1,864	13	641	129	—	—	—
Wesleyan Mission ..	7	1,116	169	18	2,847	420	15	2,653	384	2	376	43	—	—	—
Secondary	—	—	—	1	50	—	—	—	—	—	—	—	—	—	—
Totals	22	2,370	321	45	5,723	1,107	119	12,130	2,877	23	2,292	287	4	203	8

G.C.G.S. 1920/368.

APPENDIX XIV.

REMARKS ON QUESTION OF THE ESTABLISHMENT OF TEACHING OF GEOLOGY IN SECONDARY SCHOOL AT ACCRA.

1. In my opinion it is not practicable at present to attempt the establishment at Accra of a course of Geology as part of a course for a degree or diploma in that Science.

The educational equipment of a modern geologist involves much more than a knowledge of geology alone, for applied geology embraces a theoretical and practical knowledge of several inter-related sciences, mainly mathematical, physical and chemical. The course extends over a period of four years and includes a great deal of laboratory work.

I forward herewith excerpts from the Calendars of the Royal College of Science and Royal School of Mines*. These show the names and scope of the subjects necessary to qualify for associateship.

It will be seen at once that the attainment of such knowledge is quite impossible without a long course of practical work in well-equipped and costly laboratories (geological, physical, chemical, and mechanical), quite apart from the general knowledge of the subject.

In addition to these laboratories it is just as essential that a thoroughly representative museum collection of rocks, minerals, and fossils should be available for the use of the students.

Further the teaching staff necessary for all these various divisions of science would be a numerous and expensive one.

In my opinion the expense connected with such a course is far beyond anything practicable at the present stage of the development of the Gold Coast.

*Also list of subjects.

A. E. KITSON.

20-9-20.

SUBJECTS. Royal College of Science Course. (Four years.)		SUBJECTS. Royal School of Mines Course (in Mining Geology not mining). (Four years).	
<i>Geology</i> ..	Crystallography. Mineralogy. Petrology. Dynamical Geology. Tectonic Geology. Stratigraphical Geology. Physiographical Geology. Determinative Mineralogy. Palæontological Geology.	<i>Geology</i> ..	Geology Part I. including Determinative Mineralogy and Elementary Palæontology. Mining Geology. Parts I. and II. Structural Geology and Geological Surveying. Advanced Mineralogy, Part I. Advanced Petrology, Part I. Stratigraphical Geology, Part I. Field Study of Ore Deposits.
see Calendar pp. 158-161		<i>Surveying and Metallurgy, etc.</i>	Mine Lamphing. Topographic Surveying. Underground Surveying. Metallurgy. Tropical Hygiene Engineering Geology.
<i>Chemistry</i> see Calendar, pp. 137-8. <i>Mathematics</i> see Calendar, pp. 166-170.	Theoretical. Systematic. Mainly Inorganic Chemistry. Arithmetic. Logarithms. Algebra. Plane Trigonometry. Mensuration. Co-ordinate Geometry. Conic Sections.	<i>Chemistry</i>	as in R.C.S. course see Calendar, pp. 248-9. Physics see Calendar, pp. 249-252.
<i>Mechanics</i> , .. see pp. 166-7	Mass, Force, Weight, and their measures. Motion. Composition and measures. Practical Geometry.		Mathematics as in R.C.S. course, see pp. 253-5. Mechanics as in R.C. course, see pp. 256-260. Applied Electricity, see pp. 262-3.
<i>Botany</i> , see p. 125. <i>Zoology</i> , see p. 128.			Principles of Mining -Exploitation of Mines, see pp. 265-7.

APPENDIX XV.

Outline Map showing distribution of Assisted and Government Schools (not printed.)

Minutes of the Meetings.

MINUTES OF A MEETING OF THE EDUCATIONALISTS' COMMITTEE HELD AT THE
EDUCATION OFFICES, ACCRA, ON FRIDAY THE 5TH MARCH, 1920.

PRESENT :—

His Excellency the Governor.
D. J. Oman, Esq., Director of Education, *Chairman*.
The Venerable the Archdeacon of Coomassie, *Vice-Chairman*.
The Reverend A. W. Wilkie, Secretary, Scottish Mission.
The Reverend S. J. Gibson, Wesleyan Mission.
H. Blackmore, Esq., *Secretary*.

ABSENT :—

Mr. J. S. Garbrah, Government School, Cape Coast.

His Excellency who had kindly promised to be present at the first Meeting of the Committee and to open the proceedings took the chair and addressed the Committee on the aims and objects of their work. His Excellency then retired and the chair was taken by Mr. D. J. Oman.

The Instructions were read by the Secretary and laid on the table. The Chairman suggested that to avoid waste of time in aimless discussions, members should volunteer to prepare for discussion certain of the items in the terms of reference. This suggestion was agreed upon and the members undertook to prepare subjects as follows :—

Infant Schools	Rev. S. J. Gibson.
Primary Schools 1-8	Rev. S. J. Gibson.
Boarding Schools Para. 9	Rev. A. W. Wilkie.
Female Education	Rev. A. W. Wilkie.
Secondary Schools	Archdeacon Morrison.
Teachers (Male)	}
Teachers (Female)	
Industrial and Trade Schools.	}
Industrial Training in Primary Schools	
Religious and Moral Training	Rev. A. W. Wilkie.
Physical and Recreational Training	Mr. H. Blackmore.
Natural History	Rev. S. J. Gibson.
Examinations	Mr. D. J. Oman.
Education Department	Mr. D. J. Oman.

It was decided to ask Mr. J. S. Garbrah to prepare for discussion proposals relating to Evening Classes.

The Chairman pointed out that recommendations on the remaining Terms of Reference would, to a great extent, be influenced by decisions arrived at in the earlier discussions and the Committee decided to defer the allocation of other Terms of Reference until a later date.

The Rev. A. W. Wilkie stated that he would be unable to attend the first few Meetings as he had arranged to go to Abetifi. The Venerable Archdeacon G. W. Morrison also expressed doubt as to his ability to return to Accra by the date fixed by the Governor for the re-assembly of the Committee.

The Chairman stated that it was desirable that all members should be present and provided that the Report was ready by the date fixed by His Excellency, he did not think there was any serious objection to the Committee re-assembling at a date later than the 15th March.

The Committee decided to re-assemble at 9 a.m. on March 25th.

The Chairman adjourned the Meeting accordingly.

H. BLACKMORE,
Secretary.

Confirmed.

D. J. OMAN,
Chairman.
25-3-20.

MINUTES OF THE SECOND MEETING OF THE EDUCATIONALISTS' COMMITTEE
HELD AT THE EDUCATION OFFICES, ACCRA, ON THURSDAY THE
25TH MARCH, 1920, AT 9 A.M.

PRESENT :—

D. J. Oman, Esquire, Director of Education, *Chairman*.
Reverend A. W. Wilkie.
Reverend S. J. Gibson.
Mr. J. S. Garbrah.
H. Blackmore, Esquire, *Secretary*.

ABSENT :—

The Venerable The Archdeacon of Coomassie, *Vice-Chairman*.

1. The Minutes of the last meeting were duly read and confirmed.
2. A telegram was read from Archdeacon G. W. Morrison stating he would be unable to be in Accra before Friday, and asking the Committee to proceed without him.
3. It was decided that the Minutes should be as brief as possible. Should any persons be called before the Committee to give evidence or advice their statements should be embodied in the Minutes. The decisions should be embodied in the Report.
4. The Chairman handed to each member of the Committee present
 - (a) A copy of an address on Education delivered by His Excellency at the opening of the February session of the Legislative Council.
 - (b) A brief outline History of Education in the Gold Coast.
5. Sub-sections 1-3 and 8 of Section I. of the Terms of Reference were dealt with and the Committee adjourned at 11.45 a.m.

H. BLACKMORE,
Secretary.

Confirmed.

D. J. OMAN,
Chairman.
26th March, 1920.

MINUTES OF THE THIRD MEETING OF THE EDUCATIONALISTS' COMMITTEE
HELD AT THE EDUCATION OFFICES, ACCRA, ON FRIDAY THE
26TH MARCH, 1920, AT 9 A.M.

All the Members were present and the chair was taken by D. J. Oman, Esquire.

1. The Minutes of the previous meeting were read and confirmed.
2. Sub-Sections 4-7 inclusive, of Section I. and sub-section I. of Section II. of the Terms of Reference were dealt with and the Committee adjourned at 11.45 a.m.

H. BLACKMORE,
Secretary.

Confirmed.

D. J. OMAN,
Chairman.
29-3-20.

MINUTES OF THE FOURTH MEETING OF THE EDUCATIONALISTS' COMMITTEE
HELD AT THE EDUCATION OFFICES, ACCRA, ON MONDAY THE
29TH OF MARCH, 1920, AT 9 A.M.

All the Members were present at the opening of the meeting and the chair was taken by D. J. Oman, Esquire.

1. The Minutes of the previous meeting were read and confirmed.
2. Sub-Sections II. and III. of Section II. of the Terms of Reference were dealt with.
3. Mr. J. D. Oman and Rev. A. W. Wilkie then withdrew to attend another meeting.
4. Archdeacon G. W. Morrison took the chair and sub-sections IV., V., and VI. of Section I. were dealt with.
5. It was proposed by Archdeacon G. W. Morrison and seconded by Rev. S. J. Gibson, that discussion on sub-sections VII. and VIII. should be deferred until sample books and registers can be obtained. This was agreed to.

The meeting adjourned at 11.30 a.m.

H. BLACKMORE,

Secretary.

Confirmed.

D. J. OMAN,

Chairman.

30-3-20.

MINUTES OF THE FIFTH MEETING OF THE EDUCATIONALISTS' COMMITTEE
HELD AT THE EDUCATION OFFICES, ACCRA, ON TUESDAY THE
30TH MARCH, 1920, AT 9 A.M.

All the Members were present and the chair was taken by D. J. Oman, Esquire.

1. The Minutes of the previous meeting were read and confirmed.
2. In view of the fact that Mr. E. A. Pearson, Principal of the Accra Training College, is expected to proceed on leave next Monday, it was decided to ask him to appear before the Committee on Wednesday morning at 9.30 a.m. to state his views on the "Training of Teachers."
3. The Secretary was instructed to write to the General Manager of the Railways to ask that facilities be granted to the Committee to view probable sites for the Secondary School along the railway line between Accra and Weshiang.
4. Sub-Section 9 of Section II. was dealt with and the meeting was adjourned at 12 p.m.

H. BLACKMORE,

Secretary.

Confirmed.

D. J. OMAN,

Chairman.

31st March, 1920.

MINUTES OF THE SIXTH MEETING OF THE EDUCATIONALISTS' COMMITTEE
HELD AT THE EDUCATION OFFICES, ACCRA, ON WEDNESDAY THE
31st MARCH, 1920, AT 9 A.M.

All the Members were present.

1. The Minutes of the last meeting were read and confirmed.
2. It was agreed that the 8th of April would be a suitable date to proceed to Weshiang and the Secretary was instructed to inform the General Manager's Deputy accordingly.
3. Mr. E. A. Pearson gave his views on the "Training of Teachers."
4. The Committee expressed regret at giving Mr. Pearson such short notice to appear before them, but owing to his impending early departure this was unavoidable. They thanked him for the valuable information he had laid before them.
5. Sub-Sections I.-IV. of Section IV. were dealt with and the Committee adjourned at 12.10 p.m.

H. BLACKMORE,
Secretary.

Confirmed.

D. J. OMAN,
Chairman.

1st April, 1920.

The Chairman :—We wish to obtain your views on the Training of Teachers. We have had no opportunity up to the present of discussing in Committee this subject or that of Secondary Schools in accordance with the "Terms of Reference," but as you are about to proceed to England on leave we thought it advisable to obtain your views before you left the Colony. Could you give the Committee some idea of the quality of the students who gain admission to the Accra Training College ?

Mr. E. A. Pearson :—They vary a great deal and this is very detrimental to the work of the College.

Chairman :—As you acted for a considerable time as Principal of the Basel Mission Seminary at Akropong, after the deportation of the German Missionariés, can you say how the students admitted to the Accra Training College compare with those from the Seminary ?

Mr. E. A. Pearson :—As a general rule the Akropong students are of a better type, and are much more capable of receiving instruction. It takes six months' preparatory work at the Accra Training College to bring the students up to the standard of Akropong students.

Chairman :—Did you make any enquiries into the cause of this difference ?

Mr. E. A. Pearson :—Yes. The students of the Akropong Seminary had received systematic training from the time they entered the infant school until they became students. The Accra students, except in a few cases, had not received this systematic training.

Chairman :—Did it occur to you that the Boarding Schools in vogue in the Basel Mission had any influence in this respect ?

Mr. E. A. Pearson :—Certainly. I am convinced they exercised a very great influence.

Rev. S. J. Gibson :—Would it be correct to say that the students who came to the Accra Training College were suitable as teachers from an educational standpoint, but not from a matter of temperament ?

Mr. E. A. Pearson :—This may be true of a few but certainly not of the majority.

Rev. A. W. Wilkie :—Do the candidates for the Accra Training College undergo a medical examination before they are granted admission ?

Chairman :—Yes, in accordance with Rule 5 of Schedule F of the Education Rules.

Vice-Chairman :—Do you think it would add to the efficiency of the College if it held its own admission examination instead of accepting the present Standard VII. certificate which is in the Primary Schools?

Mr. E. A. Pearson :—I am quite certain it would prove a great advantage and I also think an age limit for admission is necessary.

Rev. A. W. Wilkie :—Could you suggest an age limit?

Mr. E. A. Pearson :—I would suggest an age limit of 18. Exception could be made for boys who had attended the Secondary School. In this case I would suggest 17.

Rev. A. W. Wilkie :—Have you considered the question of properly trained pupil teachers. If a good system of pupil teachers were introduced would this tend to raise the standard of candidates for the Training College?

Mr. E. A. Pearson :—The question all hinges upon the question of a “properly trained pupil teacher.” If you had efficient headmasters supported by efficient assistants who could supervise and give instruction to the pupil teachers then I think it would.

Chairman :—Is the average boy who has just passed Standard VII. in a position to benefit immediately by the instruction given at the College, *i.e.*, instruction in the principles and practice of teaching?

Mr. E. A. Pearson :—Not immediately. On entering the College he has not a great command of the English language. If he had, then progress could soon be made with the principles of Education.

Chairman :—Does this apply to all subjects?

Mr. E. A. Pearson :—It applies to all subjects, but English is the greatest difficulty.

Mr. H. Blackmore :—If it were possible to introduce a good system of pupil teachers would this assist you in your work?

Mr. E. A. Pearson :—Yes, granted properly equipped schools and an efficient staff.

Rev. S. J. Gibson :—Do you prefer the students to commence the learning of pedagogy at the College rather than outside?

Mr. E. A. Pearson :—Yes. I much prefer to have the subject commenced at the College and started on correct educational lines.

Chairman :—In the event of the period of training being lengthened to three years would that cause you to modify your views?

Mr. E. A. Pearson :—I should still prefer the students to commence the subject in College.

Rev. A. M. Wilkie :—When you were at Akropong did you think that the isolation from big towns was an advantage to the student?

Mr. E. A. Pearson :—Yes.

Rev. S. J. Gibson :—Did you find any difficulty there as regards practising schools?

Mr. E. A. Pearson :—Yes, the accommodation was too limited.

Rev. S. J. Gibson :—Have you any views to offer in regard to the geographical position of the College?

Mr. E. A. Pearson :—I think that one of the disadvantages arising from the present position of the Training College, and one that may possibly be overlooked, is the case of the students from the interior and the Northern Territories who might be unable to accommodate themselves to their former surroundings on returning from Accra.

Chairman :—In choosing a site for a Training College or a Secondary School would you prefer it to be in Accra or a few miles outside.

Mr. E. A. Pearson :—I should prefer it to be a few miles outside Accra if the difficulties of Practising Schools could be overcome.

Rev. S. J. Gibson :—Should the Practising School be under the Principal of the College?

Mr. E. A. Pearson :—Certainly.

Vice-Chairman :—With reference to the present schedules for examinations do you think any changes are necessary?

Mr. E. A. Pearson :—Yes. I refer to the alterations recommended by the Special Committee

Rev. A. M. Wilkie :—Do you think a two years' course is sufficiently long ?

Mr. E. A. Pearson :—No. The course should be lengthened.

Mr. J. S. Garbrah :—Do all the students do practical teaching in the infant school ?

Mr. E. A. Pearson :—Yes, before the war. But during the past five years the staff of the College has been so depleted that certain restrictions have had to be made in allocating students to the schools.

Chairman :—Do you find any difficulties arising in allocating teachers to the Infant School ?

Mr. E. A. Pearson :—Yes. The chief difficulty is in regard to the language. The majority of the students do not speak Ga.

Chairman :—What steps do you take to obviate this ?

Mr. E. A. Pearson :—As far as possible a Ga speaking teacher is placed in charge of the class and he is assisted by another student who does not speak Ga.

Chairman :—Do you consider, the examinations, as at present conducted, a great strain on the students..

Mr. E. A. Pearson :—Yes.

Chairman :—Do you think that it would be an improvement to divide the examinations into two parts, for instance, as practical and written, and conduct them at different times of the year ?

Mr. E. A. Pearson :—It certainly would be a relief to divide them, but I should not like to see the course of study curtailed.

Mr. H. Blackmore :—Supposing the " Grouping System " were introduced do you think it would be an advantage ?

Mr. E. A. Pearson :—This would be an excellent system and would give the staff much greater freedom.

Rev. S. J. Gibson :—Do you consider that the students should receive physical training and belong to the local volunteer or Boy Scouts ?

Mr. E. A. Pearson :—They certainly should, and do receive physical training. Until recently the students belonged to the local volunteers, but I consider that the students should form a company of their own and be officered by their own college masters.

Chairman :—Have you ever received objections to the students belonging to the volunteers from parents or ministers ?

Mr. E. A. Pearson :—No.

Chairman :—Would you like to make a general statement as a result of your experience as Principal of the Training College or as an Acting Provincial Inspector of Schools ?

Mr. E. A. Pearson :—As Principal of the Training College I find that when a boy has passed Schedule G he becomes less enthusiastic. Apparently he does not attach that importance to Schedule H which it should receive. The students are very keen on their practical work and leave the College determined to do good work.

When I was acting as a Provincial Inspector of Schools I met many men who had passed through the Training College. On the whole they were contented but at times seemed discouraged because they could not carry out the principles they had been taught by the method master. They complained that they were handicapped through bad school accommodation, lack of materials and inefficient assistants. Many of them complained bitterly of their financial straits, and regretted that they had chosen a profession which left them poorer than their contemporaries at school.

MINUTES OF THE SEVENTH MEETING OF THE EDUCATIONALISTS' COMMITTEE.
HELD AT THE EDUCATION OFFICES, ACCRA, ON THURSDAY THE
1st APRIL, 1920, AT 9 A.M.

All the Members were present.

Sub-Sections 5 to 8 and 11 of Section IV. of the Terms of Reference were dealt with and the Committee adjourned at 12.15 p.m.

H. BLACKMORE,

Secretary.

Confirmed.

D. J. OMAN,

Chairman.

6th April, 1920.

MINUTES OF THE EIGHTH MEETING OF THE EDUCATIONALISTS' COMMITTEE
HELD AT THE EDUCATION OFFICES, ACCRA, ON THE
6TH APRIL, 1920, AT 9 A.M.

All the Members were present.

1. The Minutes of the last Meeting were read and confirmed.
2. Sub-sections 9 and 10 of Section IV. were dealt with.
3. Sub-sections 12, 13, 14 and 15 of Section IV. were discussed and it was decided to bring them up for further discussion on or about April 13th.
4. Sub-sections 16 to 19 inclusive were then dealt with.
5. It was decided to proceed to Weshiang on Sunday, April 18th, to view possible sites for the proposed Secondary School.
6. The meeting was adjourned at 12.10 p.m.

H. BLACKMORE,

Secretary.

Confirmed.

D. J. OMAN,

Chairman.

7th April, 1920.

MINUTES OF THE NINTH MEETING OF THE EDUCATIONALISTS' COMMITTEE
HELD AT THE EDUCATION OFFICES, ACCRA,
ON APRIL 7TH, 1920, AT 9 A.M.

All the Members were present.

1. The Minutes of the previous meeting were read and confirmed.
2. It was decided to ask the following persons to appear before the Committee and give their views on the sections as shown as under :—

Section 21 of the Terms of Reference.

- (a) Engineering : The Hon. Director of Public Works, and
The Hon. The General Manager of Railways.
- (b) Medicine : The Hon. Principal Medical Officer.
- (c) Commerce : A gentleman nominated by the Chamber of Commerce.
- (d) Teaching : Rev. P. Djoletto.

Section 22.

- (a) Agriculture : The Director of Agriculture.

Section 25.

- (e) Native Political : Hon. Nana Ofori Atta, C.B.E.

Letters asking for information would be sent to the Hon. The Attorney General, the Conservator of Forests, and the Government Geologist.

3. Sub-sections 12 and 13 of Section IV. were dealt with. Sub-sections 14 and 15 were withdrawn for further discussion. Section III. was dealt with and the Committee adjourned at 12.15 p.m. until 4.30 p.m. when all the members were invited to meet at Mr. Oman's bungalow to proceed along the Dodowah Road to view a possible site for the Secondary School which had already been seen by the Chairman and Secretary.

H. BLACKMORE,

Secretary.

Confirmed.

D. J. OMAN,

Chairman.

8th April, 1920.

MINUTES OF THE TENTH MEETING OF THE EDUCATIONALISTS' COMMITTEE
HELD AT THE EDUCATION OFFICES, ACCRA, ON THE
8TH OF APRIL, 1920 AT 9 A.M.

All the Members were present.

1. The Minutes of the previous meeting were read and confirmed.
2. Sub-sections 1, 2, 3, of Section V. were dealt with.
3. The Committee were informed that a special train would leave Accra and proceed to Oblogo at 4.30 p.m. to take the members to see if there were any suitable sites for the Secondary School.
4. The meeting was adjourned at 12.15 p.m.

H. BLACKMORE,

Secretary.

Confirmed.

D. J. OMAN,

Chairman.

9th April, 1920.

MINUTES OF THE ELEVENTH MEETING OF THE EDUCATIONALISTS' COMMITTEE
HELD AT THE EDUCATION OFFICES, ACCRA, ON THE
9TH OF APRIL, 1920, AT 9 A.M.

All the Members were present.

1. The Minutes of the last meeting were read and confirmed.
2. Sub-Sections 14 and 15 of Section IV. of the Terms of Reference were dealt with.
3. Sub-Section 3 (a) of Section V. was then dealt with.
4. The Secretary reported that all the members left Accra and proceeded by special train to Oblogo to view probable sites for the proposed Secondary School.
5. The meeting was adjourned at 12.20 p.m.

H. BLACKMORE,

Secretary.

Confirmed.

D. J. OMAN,

Chairman.

12th April, 1920.

MINUTES OF THE TWELVTH MEETING OF THE EDUCATIONALISTS' COMMITTEE.
HELD AT THE EDUCATION OFFICES, ACCRA, ON THE
12TH OF APRIL, 1920, AT 9 A.M.

All the Members were present.

1. The Minutes of the last Meeting were read and confirmed.
2. Paragraphs (c) and (e) of Sub-Section 3 of Section V. and sub-sections 1, 2, 3, 4, and 5 of Section V (b) were dealt with.
3. It was decided that the Reverend Archdeacon G. W. Morrison, Mr. J. S. Garbrah, and the Secretary should leave Accra at 4 p.m. on the 13th instant, and proceed to view a probable site for the Secondary School situated beyond Atchimoto on the Nsawam Road. The site had already been viewed by the Chairman and Secretary.
4. Rev. A. W. Wilkie stated that he would be unable to be present on the 13th. It was decided that the Committee should not assemble on that date.
5. The meeting was adjourned until the 14th instant at 12.20 p.m.

H. BLACKMORE,
Secretary.

Confirmed.

D. J. OMAN,
Chairman.
14th April, 1920:

MINUTES OF THE THIRTEENTH MEETING OF THE EDUCATIONALISTS' COMMITTEE.
HELD AT THE EDUCATION OFFICES, ACCRA,
ON THE 14TH DAY OF APRIL, 1920, AT 9 A.M.

All the Members were present.

1. The minutes of the previous meeting were read and confirmed.
2. The Secretary reported that the site on the Nsawam Road was visited by the Rev. Archdeacon G. W. Morrison, Mr. J. S. Garbrah and himself, and all were favourably impressed. It was decided that all the members of the Committee should visit the site at 5 p.m. on Thursday the 15th instant.
3. The following sub-sections were dealt with:—
 - (a) 1, (b) 1 of Section V.
 - 1, 2, 3, 4, 5, 6 of Section VI.
4. It was decided that 3 (b) of Section V. should be referred to a sub-committee consisting of Rev. A. W. Wilkie, Mr. J. S. Garbrah, and the Secretary.
5. It was decided to invite Mr. H. A. Wright, Provincial Inspector of Schools to appear before the Committee and give his views on Sub-Section 4 of Section 6 of the Terms of Reference.
6. The meeting was adjourned at 12.20 p.m.

H. BLACKMORE,
Secretary.

Confirmed.

D. J. OMAN,
Chairman.
15th April, 1920.

MINUTES OF THE FOURTEENTH MEETING OF THE EDUCATIONALISTS' COMMITTEE
HELD AT THE EDUCATION OFFICES, ACCRA, ON THE
15TH OF APRIL, 1920, AT 9 A.M.

All the Members were present.

1. The Minutes of the previous meeting were read and confirmed.

2. The Chairman stated that as a provisional scheme of salaries for teachers had now been approved by the Committee, he would be obliged if Members of the Committee would, during the next few days, consider the Terms of Reference XVI. Grants, and V. Cost to Government of recommendations (exclusive of buildings and equipment) and be prepared to make suggestions regarding a scheme of grants-in-aid. This would enable the Secretary and himself to obtain the necessary statistics in relation to past years, which would, of necessity, be required when the question of grants came before the Committee for detailed consideration.

3. Sub-sections 1, 2, 3, 4, 5, of Section VII. were dealt with and the meeting was adjourned at 12.35 p.m.

H. BLACKMORE,

Secretary.

Confirmed.

D. J. OMAN,

Chairman.

16th April, 1920.

MINUTES [OF THE FIFTEENTH MEETING OF THE EDUCATIONALISTS' COMMITTEE
HELD AT THE EDUCATION OFFICES, ACCRA, ON THE
16TH OF APRIL, 1920, AT 9 A.M.

All the Members were present.

1. The minutes of the previous Meeting were read and confirmed.

2. Mr. H. A. Wright gave his views on Section VI. and sub-sections 1-6 of Section VII. of the Terms of Reference.

3. Sub-Sections 6 and 7 of Section VI. and sub-sections 1-7 inclusive of Section VII. of the Terms of Reference were dealt with.

4. The Secretary reported that all the members visited a proposed site for the Secondary School on the Nsawam Road and were very favourably impressed. The party left Accra at 4.30 p.m. and returned at 7 p.m.

5. As the Rev. A. W. Wilkie would have to proceed to Nsaba on Saturday and could not return to Accra until late on Monday, it was decided that the Committee should not sit on Monday.

6. The meeting was adjourned at 12.5 p.m. until the 20th instant.

H. BLACKMORE,

Secretary.

Confirmed.

D. J. OMAN,

Chairman.

20th April, 1920.

Chairman :—We are anxious to obtain your opinion on various points contained in Sections VI. and VII. of the Terms of Reference in view of your experience as for some time Principal of the Accra Technical School and afterwards as Provincial Inspector of Schools in the Quittah District. Do you consider that Trade Schools are necessary in this Colony ?

Mr. H. A. Wright :—Trade Schools are certainly necessary.

Chairman :—Do you consider the term "Trade School" better than Industrial School ?

Mr. H. A. Wright :—I do. In England the word "Industrial" is associated closely with Reformatory Schools.

Chairman :—For these Trade Schools we have recommended that boys in the Primary Schools who have not passed Standard IV. at the age of 17 should be admitted. What trades do you think should be taught in these schools.

Mr. H. A. Wright :—The heavier trades where strength is more necessary than intellect. I would suggest masonry (*i.e.*, brickmaking), coopering, rough carpentry, shoemaking, house painting, and perhaps the elements of tailoring.

Chairman :—You suggest these trades even though the boy has not even passed Standard IV.

Mr. H. A. Wright :—Yes.

Chairman :—Do you think any native industries might be taken ?

Mr. H. A. Wright :—Yes, cloth weaving and possibly basket (or cane) weaving.

Chairman :—Would you suggest pottery ?

Mr. H. A. Wright :—Hardly. The demand at present for native pottery is not sufficient to justify its inclusion in the curriculum of a Trade School.

Chairman :—Do you consider that these schools should be day or boarding schools ?

Mr. H. A. Wright :—There should be three types of school, Junior Day Trade, Senior Day Trade and Technical Schools—the latter should be boarding schools.

Chairman :—What are your reasons ?

Mr. H. A. Wright :—Cost primarily, and age of the proposed pupils secondarily. Boys at the age of 17 entering a residential school cause considerable trouble to the Principal, unless they have been in residential schools before such as some of the Scottish Mission boarding schools.

Chairman :—Suppose no boys under the age of 17 were admitted would your objection still remain.

Mr. H. A. Wright :—Certainly ; unless they had been in a residential school before.

Rev. A. W. Wilkie :—Suppose there was no mixing of the grades, would it then be possible to overcome the difficulties ?

Mr. H. A. Wright :—Yes, but there would still be the minority to exert its bad influence, and this might well counteract that for good.

Rev. A. W. Wilkie :—Did the mixing of the grades cause you trouble when you were Principal of the Technical School ?

Mr. H. A. Wright :—Yes.

Chairman :—When the Technical School was first opened I knew difficulties of this character existed, but now it is fully established does the difficulty still remain ?

Mr. H. A. Wright :—I believe so.

Vice-Chairman :—Do these pupils flatly disobey orders ?

Mr. H. A. Wright :—No ; it is a matter of evasion.

Chairman :—Suppose the proposed Trade Schools were placed far away from a town or village, would that obviate the difficulty ?

Mr. H. A. Wright :—Such schools would not, I consider, be successful. You would not be able to obtain a sufficient supply of pupils. Even if you did, the evil tendencies of some of the older lads would still remain.

Vice-Chairman :—What standard should a boy have passed before he would be allowed to enter your suggested Junior School ?

Mr. H. A. Wright :—Standard III. Here he would be taught the industries peculiar or necessary to the district, and if he made sufficient progress he could be passed on to the Senior Trade School.

Vice-Chairman :—Where would you suggest these schools being built ?

Mr. H. A. Wright :—The Junior Schools in small towns and the Senior Schools in large towns. There should be no age limit unless the schools were made residential.

Chairman :—Which class of school would be most numerous ?

Mr. H. A. Wright :—Junior Trade Schools.

Vice-Chairman :—You suggest Technical Schools. Do you adhere to this name ?

Mr. H. A. Wright :—Yes. A Technical School should prepare boys to go to higher appointments. The Accra Technical School has done this in the past ; some of the boys having taken up appointments as teachers, draughtsmen, surveyors, and foremen.

Chairman :—Would you allow boys from one district to attend the Junior Schools established in another district ?

Mr. H. A. Wright :—Only certain trades essential to a particular district should be taught in that district, and so it would not be advisable to draw boys from other districts ordinarily.

Chairman :—Do you consider that the present Government Technical School should become the first Trade School, or shall it be reserved for special purposes (e.g., a link between poor boys and higher appointments to technical branches of the Government service, i.e., Public Works Department or Railway Department) ?

Mr. H. A. Wright :—I think that it should retain its name of the Accra Government Technical School and that efforts should be made to extend its activities to include useful or mechanical arts other than those at present taught, with, in time, the technological training necessary to equip the pupils for posts requiring a more scientific knowledge than is necessary for a craftsman.

Vice-Chairman :—What mechanical arts would you add to the present syllabus ?

Mr. H. A. Wright :—Motor engineering, specialized blacksmithing and fitting, cabinetmaking, founding, and advanced tailoring.

Rev. S. J. Gibson :—Are plumbing or electrical engineering taken at present ?

Mr. H. A. Wright :—No, but I consider them very essential, and that they should be taken.

Vice-Chairman :—As the school progresses you will require much more accommodation ?

Mr. H. A. Wright :—Yes. There is plenty of ground attached to and near the school where extensions could be carried out.

Rev. A. W. Wilkie :—You consider that Technical Schools should be built near large industrial centres where there are large works ?

Mr. H. A. Wright :—Yes I do not think boys would go to Trade Schools far from towns.

Rev. S. J. Gibson :—Where do you propose to obtain your supply of pupils ?

Mr. H. A. Wright :—From Primary and Secondary Schools for the Trade and Technical Schools respectively.

Chairman :—Assuming the Secondary School specializes in engineering then from what schools would you draw your pupils ?

Mr. H. A. Wright :—From the Primary Schools as at present.

Chairman :—Could the Technical School be the link between poor and the higher appointments in the Government service ?

Mr. H. A. Wright :—Yes, if opportunities are provided.

Rev. A. W. Wilkie :—There must be developments ?

Mr. H. A. Wright :—Yes.

Chairman :—With regard to sub-section 5 of the Terms of Reference do you consider it advisable to teach a number of trades in a school, or specialise in a few trades ?

Mr. H. A. Wright :—Specialize in a few trades only for the present. Engineering and woodwork are essential and could always be taken, but the choice of other trades must be ruled by local conditions.

Chairman :—You would not introduce new industries into a district ?

Mr. H. A. Wright :—No. I consider the time premature for such action.

Chairman :—Where would you establish such Schools ?

Mr. H. A. Wright :—In large towns where you can introduce almost any subject with advantage.

Chairman :—Do you consider there are any towns at present large enough to support two such schools ?

Mr. H. A. Wright :—I believe a Trade School could be established in Accra with success in addition to the present Technical School.

Chairman :—Difficulty has been experienced already in obtaining boys for the woodwork department of the Accra Technical School.

Mr. H. A. Wright :—Yes, but I consider that the establishment of Day Trade Schools might remove it.

Rev. A. W. Wilkie :—The large pay and commissions offered to motor drivers rather militates against boys offering themselves for training in woodwork ?

Mr. H. A. Wright :—Yes. I am inclined to think it is chiefly a matter of pay.

Mr. J. S. Garbrah :—Do you consider that these schools should be established where the ordinary educational facilities are poor ?

Mr. H. A. Wright :—Yes, but I am afraid you would get no pupils at such a place.

Chairman :—How far should vocational training be given in Primary Schools ?

Mr. H. A. Wright :—It should not be given at all.

Chairman :—How can industrial training be best provided ?

Mr. H. A. Wright :—By enthusiastic teachers. Give the teachers a better training in these particular subjects and better equipment or, as the difficulties in the way of satisfactorily training the class teachers are so great, have special teachers highly skilled in handicraft subjects.

Chairman :—Who do you consider should take these special subjects ?

Mr. H. A. Wright :—The class teacher is the ideal, but I fear it is not often possible.

Chairman :—Do the class teachers take the metal work training in England ?

Mr. H. A. Wright :—Yes, in a very few cases. I am referring to Primary Schools.

Chairman :—Do you consider that we should have special teachers for these special subjects ?

Mr. H. A. Wright :—Yes, for handicraft training in wood and metal work under a proper system of supervision.

Rev. A. W. Wilkie :—Would you give teachers this special course during the period of training at the College ?

Mr. H. A. Wright :—Not with a view of teaching these subjects thoroughly ; as there is not sufficient time even though the course of training is spread over a period of four years.

Chairman :—Do you think the ordinary class teacher at the present moment can give suitable instruction in agriculture ?

Mr. H. A. Wright :—I have not seen a large enough number of school gardens to justify me in giving a definite answer, though I have met at least one teacher who taught agriculture scientifically and well.

Vice-Chairman :—The object of industrial work is the using of the hand to overcome difficulties ?

Mr. H. A. Wright :—One of the objects, yes ; but modern research has proved that the greatest advantage is mental.

Vice-Chairman :—Do you consider it a good thing for the pupil to be granted facilities to develop his own initiative ? That is, to allow him to work out his own difficulties and only appeal to the teacher when he finds that these difficulties are beyond him ?

Mr. H. A. Wright :—There may be some benefit in such a procedure.

Chairman :—You follow the Vice-Chairman's point ? That is, let the pupil do practically as he likes.

Mr. H. A. Wright :—There are certain educational extremists who believe in this system. I am however, of the opinion that pupils must be trained on definite lines before they are permitted to indulge too much in self-expression.

Rev. S. J. Gibson :—You mean that the pupils must not be allowed to tackle a hopeless problem ?

Mr. H. A. Wright :—Yes.

Vice-Chairman :—This system is in vogue at the Goldsmiths Institute and this place has a good educational reputation. Here teachers are trained for the Surrey and Sussex County Councils.

Mr. H. A. Wright :—I think the system must be subjected to many modifications when classes come under the control of teachers so trained.

Chairman :—Do you consider that such a system would be useful here ?

Mr. H. A. Wright :—No : certainly not.

Vice-Chairman :—In a country like this where the teachers are not specially trained, do you not think it would be a good idea to give the pupil greater freedom ?

Mr. H. A. Wright :—No. Practically all the trained teachers have a fair knowledge of woodwork and the majority of the pupils pass from school before they have reached the stage of skill, however indifferent, attained by the teachers.

Rev. A. W. Wilkie :—There is some educational value in the system at present in vogue in this Colony ?

Mr. H. A. Wright :—Undoubtedly.

Vice-Chairman :—Can woodwork be correlated with such a subject as, *e.g.*, history in the schools at the present time ?

Mr. H. A. Wright :—Yes : both by the class teacher if he takes woodwork, or through him by a specially appointed teacher, provided their knowledge is equal to the task.

MINUTES OF THE SIXTEENTH MEETING OF THE EDUCATIONALISTS' COMMITTEE
HELD AT THE EDUCATION OFFICES, ACCRA, ON THE
20TH OF APRIL, 1920, AT 9 A.M.

All the Members were present.

1. The Minutes of the previous meeting were read and confirmed.
 2. Sub-section 8 of Section 7, Section X. and Sub-section I. of section 12 were dealt with.
- The Committee adjourned at 12.20 p.m.

H. BLACKMORE,
Secretary.

Confirmed.

G. W. MORRISON,
Chairman.
21st April, 1920.

MINUTES OF THE SEVENTEENTH MEETING OF THE EDUCATIONALISTS' COMMITTEE
HELD AT THE EDUCATION OFFICES, ACCRA, ON THE
21ST OF APRIL, 1920, AT 9 A.M.

During the first part of the meeting the chair was taken by the Vice-Chairman as Mr. Oman had to attend the hospital.

1. The Minutes of the previous meeting were read and confirmed.
2. The Chairman said that the Vice-Chairman and himself went along Labadi Road last evening to see if there were any suitable sites for the proposed Secondary School. They reported unfavourably on the district.
3. The following sections of the Terms of Reference were dealt with :—
Sub-section II. of Section XII.
Section XIII.
Sub-section I. of Section XI.

The Meeting was adjourned at 12 p.m.

H. BLACKMORE
Secretary.

Confirmed.

D. J. OMAN,
Chairman.
22nd April, 1920.

MINUTES OF THE EIGHTEENTH MEETING OF THE EDUCATIONALISTS' COMMITTEE
HELD AT THE EDUCATION OFFICES, ACCRA, ON THE
22ND OF APRIL, 1920, AT 9 A.M.

All the members were present.

1. The Minutes of the previous meeting were read and confirmed.
2. Section 8 of the Terms of Reference was dealt with.
3. As the Rev. S. J. Gibson would be unable to attend on the 23rd, because he would be compelled to go to Aburi, it was decided that no meeting be held on that date, but that the Committee should meet on Monday morning and Monday afternoon.
4. The meeting was adjourned at 12 p.m. until the 26th instant.

H. BLACKMORE,

Secretary.

-Confirmed.

D. J. OMAN,

Chairman.

26th April, 1920.

MINUTES OF THE NINETEENTH MEETING OF THE EDUCATIONALISTS' COMMITTEE
HELD AT THE EDUCATION OFFICES, ACCRA, ON THE
26TH OF APRIL, 1920, AT 9 A.M.

All the members were present.

1. The Minutes of the previous meeting were read and confirmed.
2. Sub-sections 1 and 2 of Section XIV. were dealt with.
3. The Hon. the Acting Director of Public Works appeared before the Committee and gave his views on engineering with regard to Sections 21 and 22 of the Terms of Reference.

The meeting was adjourned at 12.15 p.m.

H. BLACKMORE,

Secretary.

-Confirmed.

D. J. OMAN,

Chairman.

27th April, 1920.

Chairman :—We wish to obtain your views on various matters respecting the training of boys at the proposed Secondary School and who ultimately wish to become engineers. The boys who will be admitted to this school would have passed Standard VII. in the Primary School and also an entrance examination which would be competitive.

Hon. Acting Director of Public Works :—At what age would these boys be admitted to the Secondary School?

Chairman :—Between the ages of 17 and 19, and the proposed course is for four years.

Hon. Acting Director of Public Works :—If these boys wish to become engineers then it will be imperative for them to specialize in mathematics. Pure mathematics are the fundamental basis of engineering.

Chairman :—Would you specialize in any other subjects ?

Hon. Acting Director of Public Works :—That all depends upon the type of engineer you wish to train. There are mechanical engineers, electrical engineers, civil engineers, hydraulic engineers, and many others. Which do you refer to ?

Chairman :—Civil and mechanical engineers.

Hon. Acting Director of Public Works :—These boys require a real, good, sound general education with special reference to mathematics. When they have been given this education, they should come into all the various kinds of machinery. In our new workshops we shall have machines of the very latest type.

Chairman :—Do you think the boys should take their vocational training at the Secondary School ?

Hon. Acting Director of Public Works :—No. I am afraid this course would be impossible primarily for financial reasons.

Chairman :—Suppose these boys passed Standard VII. in the Primary Schools and proceeded to the Secondary School for two years, do you think they would be readily trained as mechanical engineers ?

Hon. Acting Director of Public Works :—Yes ; their prospects would be bright.

Chairman :—When the boys come to the Public Works Department workshops will they actually take part in the work ?

Hon. Acting Director of Public Works :—Yes, certainly.

Chairman :—How long does it take to train a mechanical engineer in England.

Hon. Acting Director of Public Works :—Much depends upon the pupil, but the usual time is five years.

Rev. A. W. Wilkie :—The higher branches of engineering would take much longer ?

Hon. Acting Director of Public Works :—Yes.

Mr. Blackmore :—If your system were adopted would you require a special man to teach these pupils when they come to your workshops ?

Hon. Acting Director of Public Works :—That would depend upon the number sent for training. If there were many, then a special man would have to be engaged.

Rev. S. J. Gibson :—At the Secondary School do you consider it advisable for pupils to do ordinary manual training as is done now in the Primary Schools ?

Hon. Acting Director of Public Works :—Yes ; but not go beyond that. They should be sent to the workshop and receive a thorough training.

Vice-Chairman :—When they have gone through this course what would be their status ?

Hon. Acting Director of Public Works :—Mechanical engineers. They are a very useful class and there are many vacancies in the Department now.

Chairman :—What particular posts at present held by Europeans could be filled by these persons ?

Hon. Acting Director of Public Works :—That much depends upon the mentality. If they profited by their education they could become fitters or probably sub-foremen of works.

Chairman :—What training do fitters receive in England ?

Hon. Acting Director of Public Works :—They usually come from good schools, serve an apprenticeship in an engineering shop for five years, and then serve two years as an improver. While in the latter position they are paid a salary less than a man, but more than an apprentice. Many of them also go to sea and obtain a marine engineer's certificate.

Chairman :—What training should we have to give a boy to enable him to qualify as a civil engineer ?

Hon. Acting Director of Public Works :—A real good education with plenty of mathematics, applied mechanics, and elementary building construction. He should also have a good training in geometrical and perspective drawing.

Chairman :—What is the average time taken in England for a person to qualify as a civil engineer.

Hon. Acting Director of Public Works :—About seven years. He usually attends a College where he specializes in mathematics and possibly takes a course in surveying. He is then articled to an engineer for three or four years and at the end of this period becomes a junior draughtsman and given responsible work and a salary. During this period he is preparing to take one of the several recognised examinations.

Vice-Chairman :—Suppose a boy passes through the proposed Secondary School and goes into the drawing office of the Public Works Department say for five or six years do you think he would be able to pass one of these examinations ?

Hon. Acting Director of Public Works :—Yes. It might be possible to have local examinations fixed up by a Board of Examiners consisting of the Director of Public Works, the Director of Education, and other qualified persons.

Mr. J. S. Garbrah :—Would the local certificate carry the same privileges as those granted in England ?

Hon. Acting Director of Public Works :—The certificate granted would have the approval of Government and would be recognised as such.

Chairman :—Would it be possible to arrange with Examining Bodies in England to hold locally the recognized examinations for civil engineers on the same lines that the London Matriculation is held in this and other Colonies ?

Hon. Acting Director of Public Works :—This might possibly be done, but it would have to be arranged with the Governing Bodies.

Chairman :—Suppose a boy wished to become an electrical engineer would his preliminary training differ from that of a boy who wished to become a mechanical engineer ?

Hon. Acting Director of Public Works :—No.

Chairman :—At the present moment there is an arrangement in force between the Public Works Department and the Education Department which will probably hold good for three years. By this arrangement apprentices are engaged to work in either the Technical School or the Public Works Shops and afterwards to serve the Government for two years. When this arrangement terminates what do you consider should be the functions of the Technical School.

Hon. Acting Director of Public Works :—Select from the apprentices engaged in the Public Works Shops the most promising ones and give these a higher and more intensive training at the Accra Technical School. This training should fit them to hold positions as sub-foremen of works.

Chairman :—Do you consider that boys who are given this training would be able to compete with those who have passed through the Secondary School.

Hon. Acting Director of Public Works :—This is quite possible : but of course it all depends upon the individual boy.

Chairman :—Have you any other advice you wish to offer to the Committee ?

Hon. Acting Director of Public Works :—What we really want are real good mechanics who have had a good grounding both in the schools and the workshops. The education given should not cover a wide course but be intensive. At the present time at least 100 men who have received such education could be absorbed in the Public Works Department.

MINUTES OF THE TWENTIETH MEETING OF THE EDUCATIONALISTS' COMMITTEE
HELD AT THE EDUCATION OFFICES, ACCRA, ON THE
26TH OF APRIL, 1920, AT 2.15 P.M.

All the Members were present.

1. Sub-section 3 of Section XIV. of the Terms of Reference was dealt with and the meeting was adjourned at 4.15 p.m.

H. BLACKMORE,

Secretary.

Confirmed.

D. J. OMAN,

Chairman.

27th April. 1920.

MINUTES OF THE TWENTY-FIRST MEETING OF THE EDUCATIONALISTS' COMMITTEE
HELD AT THE EDUCATION OFFICES, ACCRA, ON THE
27TH OF APRIL, 1920, AT 9 A.M.

All the Members were present.

1. The Minutes of the two previous meetings were read and confirmed.
2. Section XI. of the Terms of Reference was dealt with.
3. A general discussion was held on "Grants" and the meeting was adjourned at 12.25 p.m. until the 29th instant.

HY. BLACKMORE,
Secretary.

Confirmed.

D. J. OMAN,
Chairman.
29-4-20.

MINUTES OF THE TWENTY-SECOND MEETING OF THE EDUCATIONALISTS' COMMITTEE
HELD AT THE EDUCATION OFFICES, ACCRA, ON THE
29TH OF APRIL, 1920, AT 9.15 A.M.

All the Members were present.

1. The Minutes of the previous meeting were read and confirmed.
2. Mr. A. B. Beddoes, the representative appointed by the Chamber of Commerce appeared before the Committee and gave his views on Sub-Section 9 of Section XXI. of the Terms of Reference.
3. A further exchange of views was held on "Grants" and the meeting was adjourned at 12.15 p.m.

HY. BLACKMORE,
Secretary.

Confirmed.

D. J. OMAN,
Chairman,
30-4-20.

Chairman :—We are anxious to obtain the views of your Chamber of Commerce on the type of training which should be given at the proposed Secondary School to a pupil who wishes to follow a commercial career. These pupils will have passed Standard VII. or its equivalent in the Primary School, and also a competitive entrance examination. During the first two years they will be given a good general education which will include English Language and Literature. During the last two years of residence effort will be made to carry them as far as possible in the preliminary training for their proposed careers. Do you think we can assist them in this manner at such a school?

Mr. A. B. Beddoes :—Yes, I do. We need boys who have had a good secondary education. At present we obtain boys who have just passed Standard VII. and train them ourselves. While they are learning we usually pay them 30s. per month, but after a few months they grow dissatisfied and leave, and go to trade in cocoa or seek other employment. In the Secondary School the principal vocational training should be book-keeping, shorthand, and typewriting.

Chairman :—How long does it take you to train a boy to become a clerk after he has passed Standard VII ?

Mr. A. B. Beddoes :—Much depends upon the material we obtain, but as a rule it takes about two years.

Chairman :—This period of training is not excessive and not peculiar to the Gold Coast ?

Mr. A. B. Beddoes :—No. We usually find the boys very adaptable and I make this statement after training great numbers of them. When I use the word training I mean from the commercial point of view. Naturally we have not the time to teach them English. That is the work of the school and not the office.

Chairman :—In the Secondary School you suggest that the pupils be given a good grounding in book-keeping.

Mr. A. B. Beddoes :—Yes, and in conjunction with this plenty of commercial arithmetic.

Chairman :—Would you recommend any special system of book-keeping ?

Mr. A. B. Beddoes :—No—just ordinary double entry. It is comparatively simple and easily learned.

Rev. A. W. Wilkie :—You require something more than a mere book-keeper I presume. You really require an accountant or a person with a knowledge of accounting.

Mr. A. B. Beddoes :—Yes. We require persons whom we can place in charge of outstations. In a few years the natives will launch out on similar lines as to those in South America. It has not been done in this Colony so far owing to the fact that until the last year or two they had not had the necessary money. But I feel convinced that they will eventually start a large retail trade.

Rev. S. J. Gibson :—Do you consider they require a Secondary Education for this ?

Mr. A. B. Beddoes :—Yes. I should also like to add that it is surprising how little the people of the Colony understand about customs dues and the work of the Customs Department.

Chairman :—You consider that shorthand should be included in the school curriculum. Do you recommend any particular system ?

Mr. A. B. Beddoes :—No. Any good system would be accepted.

Chairman :—To what extent is shorthand used in the mercantile offices ?

Mr. A. B. Beddoes :—Just for correspondence. "Notes of conversation" are very seldom used in this country.

Chairman :—What training should a pupil receive in typewriting ?

Mr. A. B. Beddoes :—Just the ordinary training. What is required is accuracy not speed.

Rev. A. W. Wilkie :—Can you usually accept a first copy from your clerks ?

Mr. A. B. Beddoes :—Not usually, owing to defective English.

Chairman :—Suppose they type from their own shorthand notes do you find any errors ?

Mr. A. B. Beddoes :—Yes, many ; but here again I am convinced that the cause is a defective knowledge of English.

Chairman :—Is there any other subject you would suggest to include in the curriculum for the last two years of their training ?

Mr. A. B. Beddoes :—Yes. Commercial Geography.

Vice-Chairman :—Do you consider a foreign language should be included ?

Mr. A. B. Beddoes :—No. I do not consider that it would serve any useful purpose. I should like to add here that the boys from the schools do not understand the use of decimals.

Vice-Chairman :—Do you consider that political economy should be taken ?

Mr. A. B. Beddoes :—It is a very useful subject, but I do not consider it advisable to include it. There is a possibility of over-loading the mind.

Chairman :—Do you consider that it would be a good idea to have vacation courses ? These would usually cover a period of from a month to six weeks and be held in the month of January and July.

Mr. A. B. Beddoes :—They would be of very little use. Very little could be done in the time and January is a very busy month with all the mercantile houses. Many of the firms would in all probability allow their junior clerks to attend afternoon classes for a course covering a period of two years.

Chairman :—Suppose a course covering a period of six months were arranged do you think that would be acceptable ?

Mr. A. B. Beddoes :—That would disorganize the staff and although it would be good for the clerk I do not think the firms could guarantee to keep the posts vacant or even guarantee to re-engage the clerk after completing the course. It would all depend upon the number of vacancies at the time.

Chairman :—So you do not consider that a special course or vacation courses would be of great value.

Mr. A. B. Beddoes :—No. I think they would be of very little value. Learners might go to the vacation course.

Mr. Blackmore :—Suppose the following syllabus was covered during the last two years at the Secondary School what position would the boy occupy when he entered the office of a firm ?

BOOK-KEEPING.

Theory of book-keeping to be clearly understood : book-keeping in practice : use of columnar cash, purchase and sales books of journal, and subsidiary books. Study of branch accounts. Making of a set of books from waste book, finally balancing, and producing a profit and loss and trading account and balance sheet, accounts current.

BANKING.

Theory of banking : cheques, pass-books, documents, deposits receipts, and general banking business.

SHORTHAND.

Take notes at conversational speed with accuracy, and to re-read at same speed : understand spelling, punctuation, and paragraphing. Special knowledge is required for legal work.

TYPEWRITING.

Able to transcribe from rough pencil drafts, understand punctuation, paragraphing, and contractions. Knowledge of various copying processes. Typing to be taught only by touch method.

CUSTOMS.

Knowledge of Customs Ordinances and Amendments. Preparing and passing entries, shortages, leakages, pilfering, making claims, insurance, recovery of duty from Government.

GENERAL BUSINESS TRAINING.

Filing system, card indices, Post Office Regulations, petty cash book, postage book, correspondence received and sent out, copying processes, general knowledge of all forms and papers used in offices.

Mr. A. B. Beddoes :—He would first have to go on probation for three or four months to see whether he could apply his knowledge. If he could do so promotion for such a boy would be very rapid.

Mr. Blackmore :—What salary would he probably draw ?

Mr. A. B. Beddoes :—Probably seven or eight pounds per month.

Mr. H. Blackmore :—Are there any junior positions at present held by Europeans which could be offered to these boys ?

Mr. A. B. Beddoes :—No. The aim of most of the clerks is to become a factor. In order to obtain a position like this he must have great practical knowledge and experience.

Chairman :—Suppose a boy passes Standard VII. and does not proceed to the Secondary School do you consider he should go to a school for the training of clerks or go at once to the office ?

Mr. A. B. Beddoes :—Go at once to the office. Here his employers would then see for what particular work he is fitted.

Chairman :—Would you like to make a general statement for the guidance of the Committee ?

Mr. A. B. Beddoes :—No. I presume the new Secondary School will not be too technical.

Vice-Chairman :—The pupils will be given a good grasp of the English language and they will be taken as far as possible in the professions they wish to follow.

MINUTES OF THE TWENTY-THIRD MEETING OF THE EDUCATIONALISTS' COMMITTEE
HELD AT THE EDUCATION OFFICES, ACCRA, ON THE
30TH OF APRIL, 1920, AT 9 A.M.

All the Members were present.

1. The Minutes of the previous meeting were read and confirmed.
2. The Acting Director of Agriculture and the representative of the Director of Surveys appeared before the Committee and gave their views on Sub-Sections (d) and (a) of Section 22 of the Terms of Reference respectively.
3. The meeting was adjourned at 12.5 p.m.

H. BLACKMORE,

Secretary.

Confirmed,

D. J. OMAN,

Chairman.

3rd May, 1920.

The Chairman gave a brief outline of the general curriculum to be followed at the proposed Secondary School and then asked: Do you consider we could have a special course for boys who wish to study agriculture?

Acting Director of Agriculture:—That would be determined by the nature of the site of the school. If only five or six miles out of Accra it would be impossible. I should suggest a special technical school in agriculture at a place like Assuantsi.

Chairman:—If we wish to train boys for higher positions in the Agricultural Department, what should be the nature of the training?

Acting Director of Agriculture:—He must get his practical training at an Agricultural School.

Chairman:—What training could we give him in the Secondary School?

Acting Director of Agriculture:—Biology, mathematics, elementary physics and chemistry to give the student some idea of European conception of the universe. Chemistry would be both theoretical and practical, but elementary, and should have a direct bearing on agriculture.

Physics would include much that is covered by physiography for the same reason. Biology, zoology, and botany are necessary. In teaching the latter it is important that they perceive that a plant is as much a living thing as they are themselves. The practical agriculture could not be done in the neighbourhood of Accra.

Chairman:—After a pupil had been through such a course as indicated by you, would he be of service to your Department?

Acting Director of Agriculture:—Yes, very useful. He would require some time as a learner under the Department.

Chairman:—But you now take as learners youths who have passed Standard VI.

Acting Director of Agriculture:—That is so, but I think it is not ideal.

Chairman:—Would the boys from the Secondary School be paid the same as present learners?

Acting Director of Agriculture:—They have not the practical knowledge a learner has.

Vice-Chairman:—What length of time do you think a course at an Agricultural School should take?

Acting Director of Agriculture:—Two years at least.

Chairman:—Under whose authority should such a school be?

Acting Director of Agriculture:—Under the Director of Agriculture.

Chairman:—Then you consider that we cannot give definite Agricultural Training at a Secondary School, but can only adapt our training to give a very useful preparation.

Acting Director of Agriculture:—Practical training under forest conditions is essential.

Vice-Chairman :—You say we cannot produce an agriculturist from the Secondary School. We do not wish to produce artisans but people of a much higher type.

Acting Director of Agriculture :—Yes, but there will be a need for artisans.

Mr. H. Blackmore :—For a time we shall only be able to send a very small number every year who wish to become agriculturists.

Acting Director of Agriculture :—In that case, they should be sent to the scientific headquarters of the Agricultural Department for training in a special scientific and practical course, which would extend over a period of three years.

Vice-Chairman :—Could they get this scientific training on the Gold Coast without going abroad ?

Acting Director of Agriculture :—An excellent training is provided in the West Indies. They could either come to us or proceed to the West Indies.

Chairman :—Has the Agricultural School referred to by you taken tangible form or been suggested ?

Acting Director of Agriculture :—No, it has not.

Mr. H. Blackmore :—Would you pay them a salary during this special training, or would they pay fees ?

Acting Director of Agriculture :—They should pay fees.

Rev. S. J. Gibson :—What position would they take when their training is finished ?

Acting Director of Agriculture :—They could either be taken on the departmental staff, i.e., to one of the higher appointments held by Natives or some of the junior appointments at present held by Europeans, or could accept the supervision of an estate, or would be eligible for similar appointments in other tropical countries.

Chairman :—Do you consider that Trade Schools are necessary ?

Acting Director of Agriculture :—Yes, and boys who wish to learn agriculture should be sent to one of these schools. Here they could be trained as overseers or as successful farmers.

Chairman :—Suppose a boy leaves school at the age of 17, being unable to pass Standards III. or IV., do you consider that he could be able to profit by a course at a Trade School ?

Acting Director of Agriculture :—Yes, I think he could be taught how to grow crops successfully.

Chairman :—The proposed Trade Schools would be built in the country probably some considerable distance from the Coast. Taking this into consideration do you think that agriculture could be taught in a school where other subjects such as weaving, pottery making, etc., are taught ?

Acting Director of Agriculture :—Yes, there would be no objection, but it could be more economically, and possibly more efficiently, arranged by establishing an Agricultural Trade School conjointly with an Agricultural Technical School.

Chairman :—Now there is another class of boy who does not continue his schooling long enough to enable him to pass Standard VII. These boys leave school when they have passed either Standard V. or VI. probably because of financial reasons, or because they have no desire for further education and wish to commence work. Do you consider that such boys could benefit by a course in Agriculture ?

Acting Director of Agriculture :—Yes. The two classes would have to be merged into one and take the same course of agricultural training. At the suggested Agricultural and Industrial School there would be three courses.

- (a) Junior for boys who have passed Standard V.
- (b) Intermediate „ „ „ „ „ VII.
- (c) Senior „ from the Secondary School.

Chairman :—Would your Department undertake to train boys who have passed Standard III. ?

Acting Director of Agriculture :—Yes.

Chairman :—So am I to understand that the Agricultural Department wishes to give all the training in Agriculture in the Gold Coast ?

Acting Director of Agriculture :—Yes, it should do so.

Rev. A. W. Wilkie :—Would you give us your conception of the suggested Agricultural and Industrial School ?

Acting Director of Agriculture :—See Appendix V.

Chairman :—What are your views on the vacation courses taken at present by teachers from Primary Schools at the various Agricultural Centres ?

Acting Director of Agriculture :—They are useless for the following reasons :—

- (a) The Officer-in-Charge is called upon to instruct large classes when he has not the time to spare owing to the pressing demand of his own duties.
- (b) As a rule the Officers-in-Charge have had no training as teachers and so may be unable to impart the information they desire to give.
- (c) They have not the appliances needful for teaching and illustrating the subject matter.
- (d) Two courses of three weeks each are far too short.

I think that the course should be abolished. The Secondary School could give a teacher a training sufficient to give him a certificate.

Vice-Chairman :—If a garden is used as a laboratory for nature study, could the necessary information be given by the Science Master of the Training College and of the Secondary Schools ?

Acting Director of Agriculture :—Yes.

Vice-Chairman :—Do you think that the Science Masters could conduct a short course term for his own classes at an Agricultural School ?

Acting Director of Agriculture :—I think that would be excellent. They should there concentrate on the practical side, digging and hoeing, planting and reaping, etc., according to the season.

Vice-Chairman :—It is your experience that pupils must come to an Agricultural School to enable them to grasp practical details ?

Acting Director of Agriculture :—Yes—they could not grasp them otherwise.

Chairman :—Would it be possible for all the students in the various training colleges to be thus trained ? There would probably be about 200 each year.

Acting Director of Agriculture :—That is a question of accommodation. In planning the school such additional accommodation must be provided.

Chairman :—Do you think a date should be fixed for the abolition of the present courses ?

Acting Director of Agriculture :—I do not think our Department could make any suggestion.

Chairman :—Assuming you have the staff and the necessary appliances, what course do you suggest for the large number of teachers who have not yet had an Agricultural Course ?

Acting Director of Agriculture :—They could have a course at an Agricultural School. The course should include short periods in different seasons.

Rev. S. J. Gibson :—Would you alter the subject from Agriculture to Nature Study ?

Acting Director of Agriculture :—They should gain their training in Nature Study in the Secondary School. We try to train them in the management of a school garden.

Chairman :—Should the course include instruction on the diseases of cocoa, pruning, preparation of cocoa, etc. ?

Acting Director of Agriculture :—That should be included.

Rev. S. J. Gibson :—In the past school gardens have usually been used for agriculture and not for practical nature study. Can you suggest a reason for this ?

Acting Director of Agriculture :—The main reason for the want of success in the school garden has been the insufficient training of the teachers.

Chairman :—Would you like to make any general statement regarding agricultural training ?

Acting Director of Agriculture :—Yes—owing to the absence of the Director of Agriculture I have not been able to consult him. It is possible that he may think differently. The views I have expressed are my own carefully considered opinions.

(*Mr. Clendinning representing the Director of Surveys.*)

Chairman :—We are anxious to obtain your views in regard to the training to be given to boys at the proposed Secondary School who wish to take up surveying as a profession.

Mr. J. Clendinning :—At present there is no place in the Colony where a person can be properly trained as a surveyor.

Chairman :—What specialized training should a boy receive in his last two years at the Secondary School ?

Mr. J. Clendinning :—Ordinary Algebra, Trigonometry and Geometry. Also Science—particularly Elementary Physics, Geology and Physical Geography. As far as possible these subjects should be taught on practical lines. Although the aim should be to give him a sound general mathematical training, rather than that he should specialize at this stage.

Chairman :—Should the boy remain in the Secondary School for the whole four years or during the last two years attend school part time and spend the remainder of his time in your survey schools ?

Mr. J. Clendinning :—He should finish his course at the Secondary School and then come direct to the Survey School.

Rev. S. J. Gibson :—What work would he do in that school ?

Mr. J. Clendinning :—The practice and theory of surveying.

Chairman :—How long would he have to remain in the Survey School after leaving the Secondary School ?

Mr. J. Clendinning :—The course will cover three years. Part of this time will be spent in the field and part in the Survey School.

Rev. S. J. Gibson :—Would it be possible for the pupils to do the theoretical work at the Secondary School and come to the Survey School for practical work ?

Mr. J. Clendinning :—No.

Rev. A. W. Wilkie :—Is there a Survey School in existence at present ?

Mr. J. Clendinning :—Not at present, but there is one in the process of formation.

Rev. A. W. Wilkie :—Do you know anything about the Survey School in Nigeria ?

Mr. J. Clendinning :—Very little : only what I have read in the “ Hand-book of the Nigerian Survey.”

Vice-Chairman :—Do you think that boys who wish to take engineering could be trained alongside those who wish to become surveyors ?

Mr. J. Clendinning :—Yes.

Vice-Chairman :—After completing the course at the Secondary School how long would it be before he could be classed as a surveyor ?

Mr. J. Clendinning :—About three years.

Vice-Chairman :—So a boy out here would take about the same time to qualify as a boy in England ?

Mr. J. Clendinning :—Yes.

Chairman :—What position in the service would he be qualified to hold then ?

Mr. J. Clendinning :—I cannot say. Under present arrangements he will become a 3rd class surveyor.

Vice-Chairman :—What training does a boy undergo in England who wishes to become a surveyor ?

Mr. J. Clendinning :—The usual method is to take a degree in Mathematics, Engineering or Science.

Vice-Chairman :—Is there any recognised body who issue diplomas in Surveying ?

Mr. J. Clendinning :—There are none which issue professional diplomas except perhaps the Royal Geographical Society who run a course in Surveying, or the Institution of Civil Engineers who grant a diploma on which Surveying is treated as a branch of Civil Engineering. The Surveyors' Institute comprises everyone but real surveyors. It is more an Institution for land agents, auctioneers, etc.

Rev. A. W. Wilkie :—When your proposed Survey School is established there will not be any need for boys to go to Nigeria to be trained as Surveyors ?

Mr. J. Clendinning :—No.

Chairman :—I would like now to obtain from you a little information regarding the publication of a new school map of the Gold Coast.

Do you think it possible to have a new school map of the Gold Coast at an early date ?

Mr. J. Clendinning :—The Survey Department are at work on a map of this description at the present time.

Chairman :—The map used at present in schools could be considerably improved from a school point of view. Too much stress is laid on political divisions to the detriment of other more important matters. Would it be possible to have two maps one political and the other physical ?

Mr. J. Clendinning :—It is simply a matter of cost.

Chairman :—Would it be possible to publish a map showing the physical features and also another map showing the same in what, I think, is usually described as photo-relief.

Mr. J. Clendinning :—When the Department is in full working order we could probably produce a map showing the main physical features by usual conventional signs. At present we could compile and draw such a map, but it would have to be printed in England. The production of a photo-relief map is another matter and, I fancy, it is a job for a specialist. It could be produced in England from material supplied by us, but I doubt if we will even be able to produce such a map here. In my opinion several different editions of the wall map are needed, the following information to be shown on separate editions :—

- (a) Political, District, and Tribal Boundaries.
- (b) Physical Features.
- (c) Agricultural.
- (d) Mining and Geological.

MINUTES OF THE TWENTY-FOURTH MEETING OF THE EDUCATIONALISTS'
COMMITTEE HELD AT THE EDUCATION OFFICES, ACCRA, ON THE
3RD OF MAY, 1920, AT 9 A.M.

All the members were present.

1. The Minutes of the last meeting were read and confirmed.
2. Section XI of the Terms of Reference was dealt with.
3. The Honourable the Principal Medical Officer and the Rev. P. G. Djoleto, housemaster of the Scottish Mission Seminary at Akropong, appeared before the Committee, and gave their views on sub-sections (b) and (h) of Section 21 of the Terms of Reference respectively.
4. The Secretary reported that the Chairman and himself proceeded to Weshiang on Sunday, but were unable to find any site suitable for the proposed Secondary School.
5. A letter was read and circulated from the Honourable Acting Attorney General with reference to sub-section (c) of Section 21 of the Terms of Reference.
6. A letter was read from the Honourable Hutton-Mills declining the invitation of the Committee to appear before them and give his views on the various educational problems affecting the Colony.
7. The meeting was adjourned at 12.15 p.m.

H. BLACKMORE,
Secretary.

Confirmed.

D. J. OMAN,

Chairman.

4th May, 1920.

The Chairman briefly outlined the curriculum to be followed at the proposed Secondary School and then asked the Honourable Principal Medical Officer what subjects boys should specialize in who proposed to become dispensers or go to England to obtain a medical degree.

Honourable Principal Medical Officer :—I should not differentiate between these two classes. They should work the same syllabus and specialize in Chemistry, Physics, Biology, and Electricity.

Chairman :—The last two years of their course at the Secondary School will be given to specializing. How far do you consider we should go in the subjects you mention ?

Honourable Principal Medical Officer :—A good foundation should be laid. Care should be taken that the matter taught is thoroughly assimilated so that the boys will be able to apply their knowledge.

Rev. S. J. Gibson :—What would you include under the heading of Biology ?

Honourable Principal Medical Officer :—Elementary Zoology and Botany.

Chairman :—Could the pupils take any examination at the Secondary School which would be accepted by the medical authorities at home and so shorten the period they would have to spend in England.

Honourable Principal Medical Officer :—I am afraid not.

Chairman :—So we can lay a general foundation ?

Honourable Principal Medical Officer :—Yes.

Vice-Chairman :—Hygiene is already taken in the schools in the Gold Coast. Could we specialize in this and physiology.

Honourable Principal Medical Officer :—You would not be able to take the subject deeply enough. All you can do is to lay a general foundation.

Rev. S. J. Gibson :—Do you consider it could be of value to the pupils if they were taught a language ?

Honourable Principal Medical Officer :—Yes.

Rev. A. W. Wilkie :—Is Latin still a compulsory subject for a medical degree ?

Honourable Principal Medical Officer :—Yes—but no necessity to specialize in it.

Rev. S. J. Gibson :—After the boy has left the Secondary School what period would elapse before he could proceed to the hospital ?

Honourable Principal Medical Officer :—He would have to take the entrance examination and if successful he would commence his studies at once. There is a recognised time for covering the course.

Chairman :—Have you any copies of the examination questions set at such an examination ?

Honourable Principal Medical Officer :—No.

Chairman :—Suppose a boy passed the London Matriculation Examination at the Secondary School here would it be accepted as a substitute for any examination by the medical authorities in England ?

Honourable Principal Medical Officer :—It would be accepted as a standard examination, but no medical examination could be substituted for it.

Chairman :—What is the usual period of training required to obtain a medical degree ?

Honourable Principal Medical Officer :—Five years purely medical studies.

Chairman :—In all probability a medical College will be established in West Africa. If that idea should mature would it be under the control of the Medical Department ?

Honourable Principal Medical Officer :—Yes, and when established it should work in close co-operation with the proposed Secondary School. It would require special buildings and a separate staff.

Chairman :—After leaving the Secondary School how long would it take a boy to qualify to become a dispenser ?

Honourable Principal Medical Officer :—About two years.

Chairman :—From what class are dispensers recruited at present ?

Honourable Principal Medical Officer :—From boys who have passed Standard VII. We pay them at the rate of £48 per annum, but we require boys with a much higher education.

Chairman :—How long does it take a boy who has passed Standard VII. to qualify as a dispenser ?

Honourable Principal Medical Officer :—Two years, but the standard of requirements must be raised considerably.

Chairman :—Are there any openings in the Colony for qualified dispensers ?

Honourable Principal Medical Officer :—Yes. The Medical Department would absorb a certain number, so would also the native medical practitioners, others would probably commence as pharmaceutical chemists on their own account.

Chairman :—If these boys had a wider and more expensive education do you consider they would be given higher salaries ?

Honourable Principal Medical Officer :—We should have to pay them more and we shall get better results.

Chairman :—Would a public vaccinator require a similar training ?

Honourable Principal Medical Officer :—No. There is very little prospect for this class.

Chairman :—Could you offer inducements sufficiently attractive to persuade a boy who proposed to be a nurse to go to the Secondary School ?

Honourable Principal Medical Officer :—Possibly so, but a nurse only wants a general education. If the standard of education were raised at the Primary School that is all the education they require.

Rev. A. W. Wilkie :—Have you any suggestions to offer as regards female nurses ?

Honourable Principal Medical Officer :—There are very few of them employed by Government. They could be used to great advantage in European wards and native female wards.

Chairman :—We should like your opinion as to the advisability of detailing a Medical Officer of Health to each Province to deal solely with educational questions. He would work closely with the Provincial Inspector of Schools and advise him as regards hygiene, the health of the children, school buildings, etc.

Honourable Principal Medical Officer :—It is just a matter of staff, but I think such an arrangement is very desirable.

There is a scheme at present being put forward with regard to Sanitary Officers. If this matures then this kind of work could be commenced at once.

The Chairman first gave a short outline of the course to be followed at the proposed Secondary School and then asked Rev. P. G. Djoletto how he thought this curriculum would assist a boy who wished to become a teacher.

Rev. P. G. Djoletto :—At present the requirements are not sufficient and the period of training is much too short.

Chairman :—What subjects do you find your pupils weak in ?

Rev. P. G. Djoletto :—They are usually weak in Mathematics, but principally so in English.

Rev. A. W. Wilkie :—Which subject do you find the weaker, Algebra or Geometry ?

Rev. P. G. Djoletto :—Algebra because we have only one year in which to cover the syllabus.

Mr. J. S. Garbrah :—What do you consider the reason why English is so very weak ?

Rev. P. G. Djoletto :—This subject was formerly taught by the German Missionaries of the Basel Mission and they had a very imperfect knowledge of the language. They discouraged the use of English in the schools and mostly used the vernacular.

Rev. A. W. Wilkie :—Do you think the boys who come to the Seminary have had a sufficient training ?

Rev. P. G. Djoletto :—We do not always get the best scholars who have passed Standard VII. Many of the pupils prefer to enter Government Service or go as clerks in mercantile houses. In choosing boys for the Seminary we look for character rather than mental equipment.

Chairman :—At Akropong some pupils take a two years' course and others a four years' course. Do you find any great difference in their mental attainments ?

Rev. P. G. Djoletto :—A very great difference.

Vice-Chairman :—Have you noticed any serious falling off in the supply of candidates coming forward for training ?

Rev. P. G. Djoletto :—No. Last year we had applications from more than we could accommodate. They use the Seminary as a Secondary School where they can obtain a higher education rather than a place where they can be trained as teachers. Last year out of 37 who were trained ten paid their bond and went out either to become clerks or to trade.

Vice-Chairman :—You consider there is a demand for higher education ?

Rev. P. G. Djoletto :—Yes.

Vice-Chairman :—If the salaries of the teachers were increased do you consider that a greater number would follow the profession ?

Rev. P. G. Djoletto :—Yes.

Rev. S. J. Gibson :—Could you give your students the necessary training in agriculture to qualify them to each school gardening ?

Rev. P. G. Djoletto :—Yes. If we had the necessary equipment.

Vice-Chairman :—Do you consider that all the pupils could profit by a four years' course of training or would it be necessary to eliminate some of them ?

Rev. P. G. Djoletto :—I think it may be necessary to eliminate some of them.

Rev. A. W. Wilkie :—In your experience as housemaster at Akropong have you had much difficulty as regards discipline ?

Rev. P. G. Djoletto :—No, very little. The boys are between the ages of 17 and 21 and so could be looked upon as one grade.

Vice-Chairman :—What subjects do you consider should be added to the present syllabus for teachers ?

Rev. P. G. Djoletto :—Elementary Science.

Rev. S. J. Gibson :—Do you use the vernacular when giving instructions in the Seminary ?

Rev. P. G. Djoletto :—No.

MINUTES OF THE TWENTY-FIFTH MEETING OF THE EDUCATIONALISTS' COMMITTEE HELD AT THE EDUCATION OFFICES, ACCRA, ON THE 4TH OF MAY, 1920, AT 9.30 A.M.

All the Members were present.

1. The Minutes of the previous meeting were read and confirmed.

2. The Secretary reported that the Transport Officer had requested the return of the motor car as he had orders to send it to Jyajate. The Rev. A. W. Wilkie offered the use of his own car to bring the members to Committee and take them away again.

3. Dr. B. W. Quartey-Papafio gave his views on Female Education and the proposed Secondary School.

4. A discussion took place on Section VIII. of the Terms of Reference and the meeting was adjourned at 11.40 a.m. until the 6th instant.

H. BLACKMORE,

Secretary.

Confirmed.

D. J. OMAN,

Chairman.

6th May, 1920.

Chairman :—The Committee are anxious to obtain your views on Female Education. Are you still of the opinion that the first Government Boarding School for girls should be built in the neighbourhood of Accra ?

Dr. Papafio :—Yes.

Chairman :—What section of the community would patronise such a school ?

Dr. Papafio :—The well-to-do people would send their girls to such a school.

Chairman :—About what age would the girls be ?

Dr. Papafio :—About the ages of 13 and 14.

Chairman :—You do not consider then, that younger girls would attend ?

Dr. Papafio :—I was thinking the school would be an advanced Primary School or a Secondary School.

Chairman :—It has been suggested that girls from other Provinces of the Colony would not come to Accra. What is your opinion ?

Dr. Papafio :—I consider that they would come if there was a really good school established. Of course it would have to be a Boarding School.

Chairman :—If the school were divided into two sections, Junior and Senior do you consider that the people would send the girls at an earlier age ?

Dr. Papafio :—Yes, they would do so.

Chairman :—Do you consider that the people would be prepared to pay for this education ?

Dr. Papafio :—Yes, if they were told to do so.

Chairman :—Have any persons expressed their wishes to you as to the curriculum for a Girls Boarding School ?

Dr. Papafio :—No.

Chairman :—Would they like such subjects as Needlework, Cookery, and Housework to be taught ?

Dr. Papafio :—That is a *sine qua non*.

Chairman :—Would the well-to-do people referred to by you object to such subjects being included in the curriculum ?

Dr. Papafio :—They would not object now, but in the past they would have objected.

Chairman :—Do you consider that the people would object to a simple regulation dress for the girls attending the school ?

Dr. Papafio :—A regulation dress should be designed, simple but becoming, so that all classes could afford to buy it.

Chairman :—Have you any suggestions to offer concerning the site for such a school ?

Dr. Papafio :—Yes. I think there is a suitable site on the Nsawam Road near the village of Kokomlemle.

Rev. S. J. Gibson :—Do you consider that the girls should be allowed to go home for the vacations or stay in the school ?

Dr. Papafio :—They should go home for their holidays for medical and sanitary reasons.

Rev. A. W. Wilkie :—It has been suggested before the Committee that parents or guardians would prefer the girls to stay at the school during vacation.

Dr. Papafio :—I am emphatically against such a principle. If they live at a considerable distance from the school then they may be allowed to stay at the school.

Chairman :—Do you consider that the girls should be under supervision on their journeys to and from the school ?

Dr. Papafio :—That would be a very large order. I should leave the matter in the hands of the girls' friends. Young girls are not allowed to travel alone in this country. They are always accompanied by some responsible person.

Chairman :—Do you think there is an increasing demand for female education ?

Dr. Papafio :—Yes, for an advanced form of education.

Chairman :—You still consider that the Boarding School should be built on the site on the Nsawam Road ?

Dr. Papafio :—Yes.

Rev. A. W. Wilkie :—In the event of the Secondary School for boys being built on the Nsawam Road about five miles from Accra, would the site referred to by you for the girls' school be too near ?

Dr. Papafio :—I should not like that. I should prefer to have the boys' school on the Dodowah Road. The two schools should be a considerable distance apart.

Chairman :—Do you consider there will be any probability of a need for establishing in the near future a school for purely secondary education for girls ?

Dr. Papafio :—Not at present, perhaps in the future there should be more. There should be more advanced classes for girls at the Boarding School.

Chairman :—Are you still of the opinion that we shall obtain 100 pupils for the proposed Secondary School for Boys during the first year that the school is opened ?

Dr. Papafio :—Yes, drawn from all over the Colony.

Chairman :—Do you consider that this school should be established in or near Accra.

Dr. Papafio :—Yes. Cape Coast has already been provided for.

Chairman :—The Committee have selected two probable sites and they would be pleased if you would view them and pass your opinion on them.

Dr. Papafio :—I should be very pleased, but I have no transport.

Chairman :—That of course, will be arranged.

Rev. A. W. Wilkie :—Do many girls proceed to England, Sierra Leone, or Nigeria for higher education.

Dr. Papafio :—Not now. The primary education on the Gold Coast has so improved that it is equal to the Secondary Education given to girls at Sierra Leone or Lagos.

MINUTES OF THE TWENTY-SIXTH MEETING OF THE EDUCATIONALISTS' COMMITTEE HELD AT THE EDUCATION OFFICES, ACCRA, ON THE 6TH OF MAY, 1920, AT 9.15 A.M.

All the Members were present.

1. The Minutes of the last meeting were read and confirmed.
2. Section XVI. of the Terms of Reference was brought forward for consideration. Two schemes were discussed in respect of the payment of fees. A vote was taken and the original scheme was accepted by four votes to two.
3. A further discussion took place on grants and the meeting was adjourned at 11.30 a.m.

H. BLACKMORE,
Secretary.

Confirmed,

D. J. OMAN,
Chairman.

7th May, 1920.

MINUTES OF THE TWENTY-SEVENTH MEETING OF THE EDUCATIONALISTS' COMMITTEE HELD AT THE EDUCATION OFFICES, ACCRA, ON THE 7TH OF MAY, 1920, AT 9 A.M.

All the Members were present.

1. The Minutes of the previous meeting were read and confirmed.
2. Sub-Sections 3, 4, 5 of Section XVI. and Sections XVIII. and XIX. of the Terms of Reference were dealt with and the Meeting was adjourned at 11.15 a.m.

H. BLACKMORE,
Secretary.

Confirmed,

D. J. OMAN,
Chairman.

10th May, 1920.

MINUTES OF THE TWENTY-EIGHTH MEETING OF THE EDUCATIONALISTS' COMMITTEE HELD AT THE EDUCATION OFFICES, ACCRA, ON THE 10TH OF MAY, 1920, AT 9 A.M.

All the Members were present.

1. The Minutes of the previous meeting were read and confirmed.
2. The Secretary reported that another car had been placed at the disposal of the Committee in lieu of the one sent to Jyajate.
3. Sub-Sections 17, 21, 22, 23, 24, 25, and 26 of Section IV. of the Terms of Reference were dealt with and the meeting was adjourned at 12.30 p.m.

H. BLACKMORE,
Secretary.

Confirmed,

D. J. OMAN,
Chairman.

10th May, 1920.

MINUTES OF THE TWENTY-NINTH MEETING OF THE EDUCATIONALISTS' COMMITTEE HELD AT THE EDUCATION OFFICES, ACCRA, ON THE 10TH OF MAY, 1920, AT 2.45 P.M.

All the members were present.

1. The minutes of the previous Meeting were read and confirmed.
2. Section XVI. of the Terms of Reference was dealt with and the meeting was adjourned at 4.10 p.m.

H. BLACKMORE,
Secretary.

Confirmed,

D. J. OMAN,
Chairman.
11th May, 1920.

MINUTES OF THE THIRTIETH MEETING OF THE EDUCATIONALISTS' COMMITTEE HELD AT THE EDUCATION OFFICES, ACCRA, ON THE 11TH OF MAY, 1920, AT 9 A.M.

All the Members were present.

1. The Minutes of the previous meeting were read and confirmed.
2. Section XVI. of the Terms of Reference was completed and various items under General were dealt with and the meeting was adjourned at 12.35 p.m.

H. BLACKMORE,
Secretary.

Confirmed,

D. J. OMAN,
Chairman.
14th May, 1920.

MINUTES OF THE THIRTY-FIRST MEETING OF THE EDUCATIONALISTS' COMMITTEE HELD AT THE EDUCATION OFFICES, ACCRA, ON THE 11TH OF MAY, 1920, AT 2.45 P.M.

All the Members were present.

1. The Minutes of the previous meeting were read and confirmed.
2. Sections IV. VI. and VII. and several items under Section XV. of the Terms of Reference were dealt with and completed.
3. A Sub-Committee composed of the Chairman and Vice-Chairman was appointed to write the Preface to the Report.
4. The Meeting was adjourned at 5.20 p.m.

H. BLACKMORE,
Secretary.

Confirmed,

D. J. OMAN,
Chairman.
14th May, 1920.

MINUTES OF THE THIRTY-SECOND MEETING OF THE EDUCATIONALISTS' COMMITTEE HELD AT THE EDUCATION OFFICES, ACCRA, ON THE 14TH OF MAY, 1920, AT 10 A.M.

All the Members were present.

1. The Minutes of the previous meeting were read and confirmed.
2. The discussions and recommendations on Sections I. and II. of the Terms of Reference were read and revised.
3. The Meeting was adjourned at 12.50 p.m.

H. BLACKMORE,
Secretary.

Confirmed,

D. J. OMAN,
Chairman.

15th May, 1920.

MINUTES OF THE THIRTY-THIRD MEETING OF THE EDUCATIONALISTS' COMMITTEE HELD AT THE EDUCATION OFFICES, ACCRA, ON THE 14TH OF MAY, 1920, AT 2.30 P.M.

All the Members were present.

1. The Secretary reported that a party consisting of the Chairman, a representative of the Honourable Director of Public Works, the Senior Sanitary Officer, Mr. J. S. Garbrah, the Honourable Dr. Papafo, and himself viewed the two probable sites for the proposed Secondary School on the afternoon of the 13th instant. All were in favour of the site one-and-a-half miles due east of Achimoto on the condition that a water supply could be laid on.

2. The discussions and recommendations on Sections III. and IV. of the Terms of Reference were read and revised.

3. The Meeting was adjourned at 5.15 p.m.

H. BLACKMORE,
Secretary.

Confirmed,

D. J. OMAN,
Chairman.

15th May, 1920.

MINUTES OF THE THIRTY-FOURTH MEETING OF THE EDUCATIONALISTS' COMMITTEE HELD AT THE EDUCATION OFFICES, ACCRA, ON THE 15TH OF MAY, 1920, AT 9 A.M.

All the Members were present.

1. The Minutes of the previous meeting were read and confirmed.

2. The discussions and recommendations on Section IV. of the Terms of Reference were read and revised.

3. At 11.30 a.m. the Vice-Chairman took the chair, as the Chairman had to attend an interview with His Excellency the Governor.

4. The discussions and recommendations on Section V. (b) of the Terms of Reference were read and revised and the meeting was adjourned at 12.10 p.m.

H. BLACKMORE,
Secretary.

Confirmed,

D. J. OMAN,
Chairman.

17th May, 1920.

MINUTES OF THE THIRTY-FIFTH MEETING OF THE EDUCATIONALISTS' COMMITTEE HELD AT THE EDUCATION OFFICES, ACCRA, ON THE 15TH OF MAY, 1920, AT 2 P.M.

All the Members were present.

1. The discussions and recommendations on Sections V. and VI. of the Terms of Reference were read and revised.

2. It was agreed that the Rev. A. W. Wilkie and the Secretary should form a sub-committee to deal with the proposed scale of salaries for teachers.

3. The Meeting was adjourned at 5.15 p.m.

H. BLACKMORE,
Secretary.

Confirmed,

D. J. OMAN,
Chairman.

17th May, 1920.

MINUTES OF THE THIRTY-SIXTH MEETING OF THE EDUCATIONALISTS' COMMITTEE HELD AT THE EDUCATION OFFICES, ACCRA, ON THE 17TH OF MAY, 1920, AT 9 A.M.

All the Members were present.

1. The Minutes of the previous meeting were read and confirmed.

2. The discussions and recommendations on Sections VII. to X. of the Terms of Reference inclusive were read and revised.

The Meeting was adjourned at 12.10 p.m.

H. BLACKMORE,
Secretary.

Confirmed,

D. J. OMAN,
Chairman.

18th May, 1920.

MINUTES OF THE THIRTY-SEVENTH MEETING OF THE EDUCATIONALISTS' COMMITTEE HELD AT THE EDUCATION OFFICES, ACCRA, ON THE 17TH MAY, 1920, AT 2 P.M.

All the Members were present.

1. The discussions and recommendations on Sections XI. to XIII. inclusive of the Terms of Reference were read and revised.

The Meeting was adjourned at 5.50 p.m.

H. BLACKMORE,
Secretary.

Confirmed,

D. J. OMAN,
Chairman.

18th May, 1920.

MINUTES OF THE THIRTY-EIGHTH MEETING OF THE EDUCATIONALISTS' COMMITTEE HELD AT THE EDUCATION OFFICES, ACCRA, ON THE 18TH OF MAY, 1920, AT 9 A.M.

All the Members were present.

1. The Minutes of the two previous meetings were read and confirmed.
2. The discussions and recommendations on Sections XIV. and XV. of the Terms of Reference were read and revised.

The Meeting was adjourned at 12 p.m.

H. BLACKMORE,
Secretary

Confirmed,

D. J. OMAN,
Chairman.

20-5-20.

MINUTES OF THE THIRTY-NINTH MEETING OF THE EDUCATIONALISTS' COMMITTEE HELD AT THE EDUCATION OFFICES, ACCRA, ON THE 18TH OF MAY, 1920, AT 2 P.M.

All the Members were present.

1. The remaining discussions and recommendations on the Terms of Reference were read and revised and the meeting was adjourned at 5.25 p.m.

H. BLACKMORE,
Secretary.

Confirmed.

D. J. OMAN,
Chairman.

20-5-20.

MINUTES OF THE FORTIETH MEETING OF THE EDUCATIONALISTS' COMMITTEE HELD AT THE EDUCATION OFFICES, ACCRA, ON THE 20TH OF MAY, 1920, AT 10 A.M.

All the Members were present.

1. The Minutes of the two previous meetings were read and confirmed.
2. Various matters under "General" and the Appendices were dealt with, and the reading of the first draft of the report was commenced.

The meeting was adjourned at 12.15 p.m.

H. BLACKMORE,
Secretary.

Confirmed.

D. J. OMAN,
Chairman.

22-5-20.

(131)

MINUTES OF THE FORTY-FIRST MEETING OF THE EDUCATIONALISTS'
COMMITTEE HELD AT THE EDUCATION OFFICES, ACCRA, ON THE
22ND OF MAY, 1920, AT 10 A.M.

All the Members were present.

1. The Minutes of the previous meeting were read and confirmed.
2. The Report was finally revised, adopted, and signed.
3. The Committee wish to place on record their appreciation of the willing services rendered by the clerical staff of the Department during the whole time the Committee has been sitting.

H. BLACKMORE,

Secretary.

Confirmed.

D. J. OMAN,

Chairman.

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**GOVERNMENT OF THE
GOLD COAST.**

REPORT

ON THE

EDUCATION DEPARTMENT

FOR THE PERIOD

APRIL, 1923—MARCH, 1924.

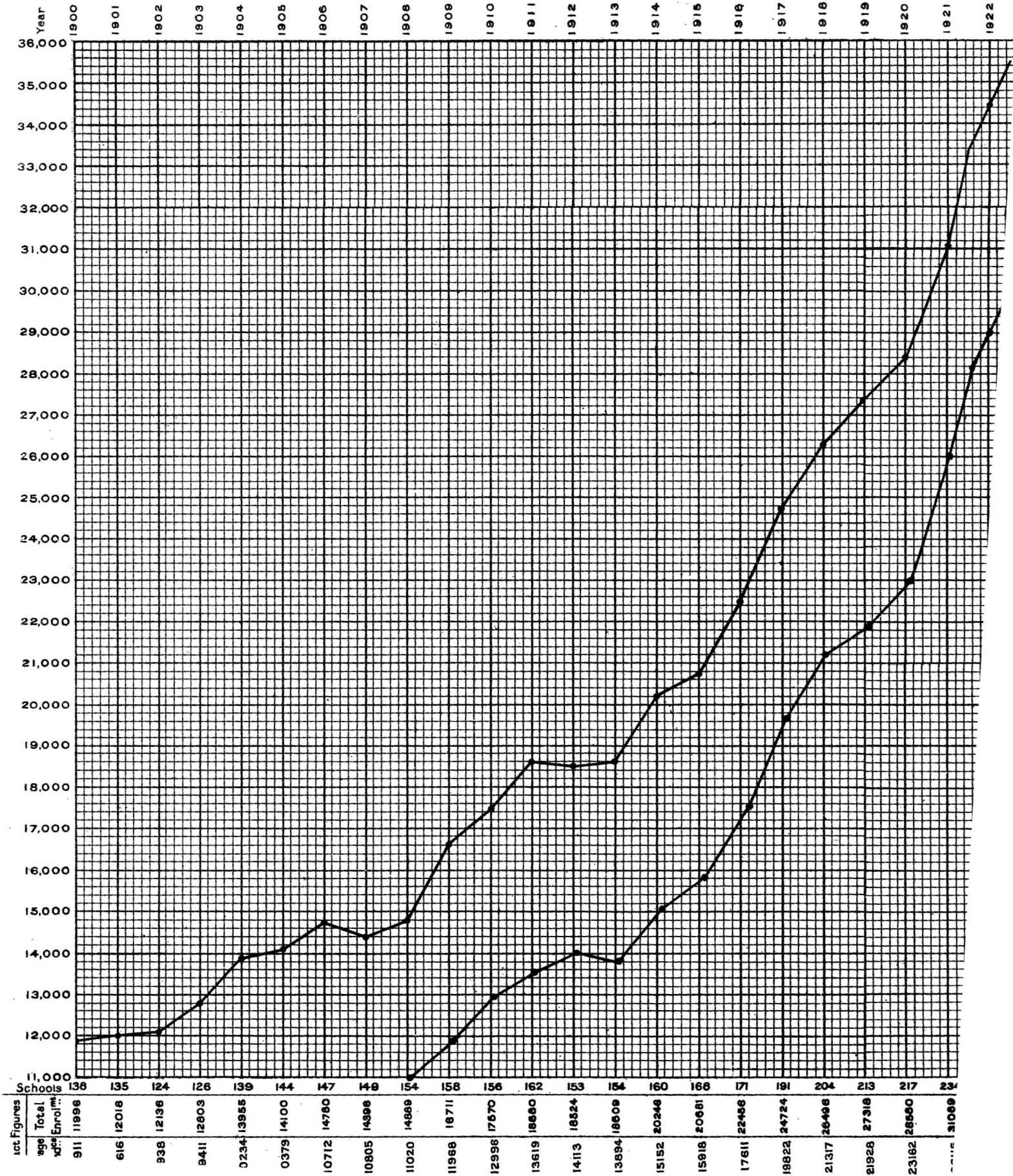
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A CHART

SHOWING THE ENROLMENT AND AVERAGE ATTENDANCE IN GOVERNMENT AND ASSISTED SCHOOLS SINCE 1900.

Red indicates Average Attendance. Black indicates Enrolment.



**REPORT ON THE EDUCATION DEPARTMENT FOR THE
YEAR 1923-24.**

EDUCATION OFFICE,
ACCRA,

24TH JUNE, 1924.

YOUR EXCELLENCY,

I have the honour to submit to you and to the Members of the Board of Education the Annual Report on the Education Department for the year 1923-24.

2. Mr. Oman, the Director of Education, was in charge of the Department until the 14th of April when he proceeded on leave. I acted as Director of Education from this date until the 9th of June when I also proceeded on leave. In section I. of this Report I have dealt with the services of the Administrative Officers of this Department.

3. The Board of Education met on the 24th of March. At this Meeting Rule 81 was amended and the question of increase in rate of school fees charged in Government Schools and registration of all schools in the Colony was fully discussed.

4. Owing to the introduction of the three years course of instruction at the Accra Training College and the Mission Training Institutions, no Teachers' Certificate Examination was held in December, 1923.

5. The Civil Service Examination was held on the 28th and 29th of March. 969 candidates competed, and 172 were successful in securing appointments in the Government Service.

6. The usual courses of instruction in Agriculture for teachers and students were conducted by officers of the Agricultural Department in January and July, 1923, at Aburi, Assuantsi, Coomassie and Kibbi. Out of 72 who completed these courses 55 succeeded in gaining certificates. The list of the successful candidates is shown in Appendix B.

The officers of the Agricultural Department have, as in previous years, been of the greatest assistance to this Department in connection with these courses, the results of which have been demonstrated in the decided improvement made in school gardens. I desire to record my thanks to the Director of Agriculture and his staff for their very kind assistance.

7. The control of the schools of the former Bremen Mission was transferred to the Ewe Mission during the year under review, but the Government continues to pay salaries of the teachers of this Mission.

8. The Foundation Stone of the Achimota College was laid by the Governor on the 24th March; representative sections of the community attended a very successful ceremony. 3,000 school children and students from the Training College and Technical School were in attendance.

I have the honour to be,

Sir,

Your Excellency's obedient Servant,

R. F. HONTER,

Acting Director of Education.

THE ACTING GOVERNOR,
GOVERNMENT HOUSE, ACCRA.

SECTION I.

STAFF.

Mr. D. J. Oman, the Director of Education, was in the Colony from the beginning of the year to the 14th of April when he proceeded on leave of absence. He returned to the Colony on the 28th September, and after a brief period was taken ill and proceeded on sick leave on the 8th of December ; he had not returned at the end of March in the current year.

Mr. R. F. Honter, Deputy Director of Education, acted as Director of Education from the 14th of April until the 9th June when he proceeded on leave of absence. He returned to the Colony on the 14th November and acted as Director of Education from the 8th of December until the end of the year.

Mr. R. P. W. Mayall, Senior Inspector of Schools, was in the Colony until the 13th October when he proceeded on leave of absence. He acted as Director of Education from the 9th June to the 27th September.

Mr. J. P. Robertson, Provincial Inspector of Schools, Central and Western Provinces, was in the Colony until the 13th of May when he proceeded on leave of absence. He returned to the Colony on the 16th of October.

Mr. H. A. Wright, Provincial Inspector of Schools, Trans-Volta Province, was in the Colony throughout the whole year.

Mr. A. Gardner, Provincial Inspector of Schools, Ashanti and Northern Territories, was in the Colony throughout the period under review.

Mr. H. Blackmore, Inspector of Schools, acted as Provincial Inspector of Schools, Eastern Province, and proceeded on leave of absence on the 13th October. He returned to the Colony on the 19th of March. I am glad to state that at the time of writing this report, the Secretary of State has appointed this officer Chief Inspector of Schools, Sierra Leone.

Mr. A. Aitken, Inspector of Schools, was on leave at the beginning of the year until the 27th June, when he returned to the Colony. He acted as Provincial Inspector of Schools, Eastern Province, from the 13th October to the 18th March. Mr. Aitken also acted as Deputy Director of Education from the 8th December to the end of the year.

Captain A. B. Douglas, Inspector of Schools, acted as Provincial Inspector of Schools, Central and Western Provinces, from the 14th May to the 15th October. He proceeded on leave on the 28th idem and was out of the Colony at the end of the year.

Major D. Hedog-Jones, Organiser of Practical Education, proceeded on leave on the 23rd June and returned to the Colony on the 29th November.

Mr. E. J. Enstice, Shorthand Instructor and Office Assistant, was in the Colony until the 2nd February when he proceeded on leave of absence.

2. Details of the staff at the Training College, Technical School and the Trade Schools are given separately and are embodied in this Report.

3. Mrs. J. D. Cranston, Headmistress, Accra Government Girls' School, proceeded leave of absence on the 24th November ; her appointment was terminated on the 14th of March.

4. The health of the European Staff has not been quite so good during the year.

5. Mr. P. G. Clerk, 1st Division Clerk, was promoted Chief Clerk from the 1st April.

6. Messrs. I. S. Lamptey, V. A. Tettey and J. Ayansu, 1st Class Teachers, were promoted Assistant Head masters from the 1st April.

SUBORDINATE STAFF.

7. The following 2nd Division Teachers were promoted to the 1st Class :—I. K. Hinney and H. M. Grant.

8. The following Teachers were appointed to the 2nd Division :—Miss Elizabeth Bannerman, Miss Joanna Bentil, Miss Augusta Jones-Quartey, Miss Anna Owusu Ansah, and Miss Grace A. Manful.

9. The following Clerks were appointed to the 2nd Division :—Mr. S. T. Noye, Mr. S. T. Laryea, Mr. J. T. Quaye, Miss Thyra Jones-Quartey, Mr. M. S. Klufio, Mr. C. W. M. Yarnie and Mr. W. D. Dodoo.

10. The following changes have taken place in the Subordinate Staff :—Mr. C. L. Tagoe, 2nd Division Teacher, was invalided out of the Service. Miss Sarah Wood and Miss Evangelina Sarbah, 2nd Division Teachers, resigned.

SECTION II.

INSPECTION LIST, ASSISTED LIST, ENROLMENT, AVERAGE ATTENDANCE,
GRANTS- IN-AID AND SCHOOL FEES.

11. There were 249 schools on the Inspection List, of which 21 were Government Schools, this being an increase of eight on the previous year.

The following table shows the number of schools which were inspected during the past three years :—

TABLE I.

Description of School.	1921.	1922.	1923.
African Methodist Episcopal Zion Mission	7	7	7
Ewe Mission*	25	28	23
Church of England Mission.. .. .	6	7	6
Roman Catholic Mission	34	34	35
Scottish Mission	99	94	99
Wesleyan Mission	52	49	55
Royal School	—	1	1
Secondary	1	1	2
Total Schools (exclusive of Government) on Inspection List) ..	224	221	228
Government Schools	20	20	21
Total Schools on Inspection List	244	241	249

*Including former Non-Assisted Schools in the Colony.

ASSISTED LIST.

12. There were one hundred and ninety-nine schools which received grants-in-aid. This number does not include the schools of the Ewe Mission which are supported from Government funds.

Table II. shows the number of Government and Assisted Schools for the past three year in the Colony, Ashanti and the Northern Territories :—

TABLE II.

Description of School.	Western Province.			Central Province.			Eastern Province.			Ashanti.			N. Territories.			Trans-Volta.			Totals.		
	1921	1922	1923	1921	1922	1923	1921	1922	1923	1921	1922	1923	1921	1922	1923	1921	1922	1923	1921	1922	1923
A.M.E. Zion Mission	—	—	—	3	3	3	—	—	—	—	1	1	—	—	—	3	3	3	6	7	7
Ewe Mission*	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	27	23	23	27	29	23
Church of England Mission	3	3	3	—	—	—	1	1	1	2	2	2	—	—	—	—	—	—	6	6	6
Roman Catholic Mission	9	9	9	11	11	10	—	—	—	4	4	4	—	—	—	10	10	10	34	34	33
Scottish Mission	—	—	—	10	11	14	63	62	63	14	13	16	—	—	—	7	7	5	94	93	95
Wesleyan Mission	7	8	8	16	16	19	18	19	23	4	5	5	—	—	—	1	—	—	46	48	55
Royal School	—	—	—	—	—	—	—	1	1	—	—	—	—	—	—	—	—	—	—	1	1
Secondary Schools	—	—	—	1	1	2	—	—	—	—	—	—	—	—	—	—	—	—	1	1	2
Total Assisted Schools	19	20	20	41	42	45	82	83	88	24	25	28	—	—	—	48	43	41	214	213	222
Government Schools	4	4	4	3	3	3	5	5	5	4	4	4	4	4	5	—	—	—	20	20	21
Total Government and Assisted Schools	23	24	24	44	45	48	87	88	93	28	29	32	4	4	5	48	43	41	234	233	243

*See foot-note to Table I.

The following schools were added to the List :—

Kpeve Ewe Mission.
 Addah Scottish Mission Junior.
 Coomassie Scottish Mission Junior.
 Obogu Scottish Mission.
 Takyimantia Scottish Mission.
 Arkra Wesleyan Mission.
 Edubiasi " " "
 Aburi " " Junior.
 Kpong " " "
 Nsawam " " "
 Cape Coast Wesleyan Girls' High School.
 Accra " " "
 Richmond College (Secondary) " "

The above shows an increase of thirteen additional schools, but against this the following four schools have been removed from the Assisted List :—

Ayeldu Roman Catholic Mission.
 Ehui Ewe Mission.
 Apeguso Scottish Mission.
 Kwadjowusu Scottish Mission.

One additional Government Primary School was opened at Salaga, Northern Territories, during the year.

13. Table III. shows the classification of the Government and Assisted Schools.

TABLE III.

Classification.	African M.E.Z. Mission.	Ewe Mission.*	Church of Eng. Mission.	Government.	Roman Catholic Mission.	Scottish Mission.	Wesleyan Mission.	Royal School.	Secondary.	Total.
Boys ..	1	2	2	8	8	11	—	—	2	34
Girls ..	—	1	—	3	3	1	2	—	—	10
Infants ..	2	6	2	—	10	3	17	—	—	40
Mixed ..	4	14	2	10	12	80	36	1	—	159
Totals ..	7	23	6	21	33	95	55	1	2	243

*See footnote to Table I.

ENROLMENT.

14. Table IV. gives the enrolment of pupils in the Government and Assisted Schools including the pupils of Ewe Mission Schools in the Colony but not in British Togoland, where there are 46 schools with an enrolment of 2,164, and average attendance of 1,964. The number of girls enrolled in these schools is 374, and of boys 1,790.

The total number of girls in the Government and Assisted Schools shows an increase of 634 and of boys 1,421 on that of the previous year.

TABLE IV.

Description of School.	Enrolment.		
	Boys.	Girls.	Total.
African Methodist E. Zion Mission	1,073	113	1,186
Ewe Mission*	2,066	449	2,515
Church of England Mission	871	77	948
Government	4,109	869	4,978
Roman Catholic Mission	3,651	528	4,179
Scottish Mission	8,004	2,786	10,790
Wesleyan Mission	8,155	1,625	9,780
Royal School	777	99	876
Secondary	156	—	156
Totals	28,862	6,546	35,408

*See footnote to Table I.

15. Table V. gives the enrolment at the various Government and Assisted Schools in the Colony, Ashanti and the Northern Territories. The schools in the Trans-Volta are for the third time shown separately from other schools of the Eastern Province.

The increase in enrolment on that of the previous year was as follows :—In the Western Province 193 boys and 29 girls ; in the Central Province 26 boys and 150 girls ; in the Eastern Province 837 boys and 416 girls ; in Ashanti 72 boys and 24 girls ; in the Northern Territories an increase of 53 boys and a decrease of 2 girls ; in the Trans-Volta Province an increase of 240 boys and 17 girls. The total increase amounts to 2,055.

TABLE V.

Description of School.	Western Province.		Central Province.		Eastern Province.		Ashanti.		Northern Territories.		Trans-Volta	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
A.M.E. Zion Mission	—	535	60	—	—	91	—	—	—	—	447	53
Ewe Mission *	—	—	—	—	—	—	—	—	—	—	2,066	449
Church of Eng. Mission ..	409	77	—	—	182	—	280	—	—	—	—	—
Government	454	64	894	294	1,837	317	644	180	280	14	—	—
Roman Catholic Mission	923	38	1,041	328	—	—	658	17	—	—	1,029	95
Scottish Mission	—	—	470	161	6,219	2,377	923	152	—	—	392	96
Wesleyan Mission	1,319	258	2,703	579	3,328	714	805	74	—	—	—	—
Royal School	—	—	—	—	777	99	—	—	—	—	—	—
Secondary Schools	—	—	156	—	—	—	—	—	—	—	—	—
Totals	3,105	487	5,799	1,422	12,343	3,507	3,401	423	280	14	3,934	693

*See foot-note to Table I.

AVERAGE ATTENDANCE.

16. There has been an increase of 2,133 in the Average Attendance as against an increase of 1,930 in the previous year.

The following table shows the Average Attendance for the past three years in the Government and Assisted Schools :—

TABLE VI.

Description of School.	Average Attendance.		
	1921.	1922.	1923.
African Methodist E. Zion Mission	870	965	986
Ewe Mission*	2,183	2,170	2,338
Church of England Mission	689	722	788
Government	3,821	4,024	4,283
Roman Catholic Mission	3,138	3,200	3,407
Scottish Mission	8,307	8,778	9,502
Wesleyan Mission	7,041	7,407	7,951
Royal School	—	709	789
Secondary Schools	66	70	134
Totals	26,115	28,045	30,178

*See footnote to Table I.

The enrolment and the average attendance of all Government and Assisted Schools for the years 1900 to 1923 inclusive, can be seen from the chart in this Report.

GRANTS-IN-AID.

17. The total grants-in-aid, inclusive of all claims under Rule 90, amount to £30,757 11s. 3d which is an increase of £3,386 7s. 1d. on the amount paid to the Assisted Schools for the previous year. This increase is made up as follows:—The A.M.E. Zion Mission an increase of £11 18s. 5d.; the Church of England Mission £176 18s. 10d.; the Roman Catholic Mission £290 2s. 10d.; the Scottish Mission £1,155 os. 7d.; the Wesleyan Mission £808 os. 10d.; the Accra Royal School £564 os. 0d, and the Secondary Schools £380 5s. 7d.

TABLE VII.

Year.	Number on Roll.	Average Attendance.	Grants awarded.
			£ s. d.
1921	31,089	26,115	25,921 0 11*
1922	33,353	28,045	27,371 4 2*
1923	35,408	30,178	30,757 11 3*
Increase for 1923 ..	2,055	2,133	3,386 7 1

*Exclusive of the amounts paid in respect of salaries of the Teachers of the Ewe Mission.

SCHOOL FEES.

18. There has been a large increase in the amount of school fees collected this year, namely, £14,984 6s. 2d. as against £10,490 12s. 6d. in the previous year. This increase of £4,493 13s. 8d. is made up as follows:—The A.M.E.Z. Mission an increase of £78 9s. 4d.; the Ewe Mission a decrease of £16 18s. 4d.; the Church of England Mission an increase of £30 10s. 0d.; the Government Schools an increase of £80 os. 0d.; the Roman Catholic Mission an increase of £250 os. 6d.; the Scottish Mission an increase of £143 16s. 5d.; the Wesleyan Mission an increase of £1,923 18s. 11d.; Accra Royal School an increase of £76 5s. 9d.; the Secondary Schools an increase of £1,927 11s. 1d. The Richmond College, which was placed on the Assisted List this year, collected £1,904 2s. 7d. in school fees.

The following table shows the amount of School Fees collected in the Government and Assisted Schools during the last three years:—

TABLE VIII.

	Amount Collected.					
	1921		1922		1923	
	£	s. d.	£	s. d.	£	s. d.
African M.E.Z. Mission	258	19 9	353	13 11	432	3 3
Ewe Mission*	555	19 8†	559	15 4†	542	17 0†
Church of England Mission	406	6 9	361	8 3	391	18 3
Government	692	0 9	760	14 9	840	14 9
Roman Catholic Mission	876	1 4	1,088	11 2	1,338	11 8
Scottish Mission	2,647	3 11	2,842	16 6	2,986	12 11
Wesleyan Mission	3,176	14 2	3,819	16 4	5,743	15 3
Accra Royal School	—	—	431	10 0	507	15 9
Secondary Schools	290	2 6	272	6 3	2,199	17 4
Totals	£8,903.	8 10	£10,490	12 6	£14,984	6 2

*See footnote to Table I.

† Fees paid in to Government.

19. Table IX. shows the amount collected as school fees during the past year in the Colony, Ashanti and the Northern Territories.

TABLE IX.

Description of School.	Western Province.			Central Province.			Eastern Province.			Ashanti.	N.T's	Trans-Volta.				
	£	s.	d.	£	s.	d.	£	s.	d.			£	s.	d.		
A.M.E.Z. Mission	—	—	—	258	4	8	—	—	—	52	18	9	—	120	19	10
Ewe Mission*	—	—	—	—	—	—	—	—	—	—	—	—	—	†542	17	0
Church of England Mission	136	1	9	—	—	—	148	8	0	107	8	6	—	—	—	—
Government	24	5	6	230	18	3	434	13	0	150	18	0	—	—	—	—
Roman Catholic Mission	300	7	6	433	17	9	—	—	—	233	7	0	—	370	19	5
Scottish Mission	—	—	—	72	13	6	2,560	11	8	137	13	0	—	215	14	9
Wesleyan Mission	565	15	11	2,419	7	2	2,381	8	5	377	3	9	—	—	—	—
Accra Royal School	—	—	—	—	—	—	507	15	9	—	—	—	—	—	—	—
Secondary Schools	—	—	—	2,199	17	4	—	—	—	—	—	—	—	—	—	—
Totals..	1,026	10	8	5,614	18	8	6,032	16	10	1,059	9	0	—	1,250	11	0

*See footnote to Table I.

† Fees paid in to Government.

SECTION III.

TEACHERS AND TRAINING INSTITUTIONS.

THE ACCRA GOVERNMENT TRAINING COLLEGE.

20. The staff is adequate except on the Method side; fortunately, provision has been made in the current Estimates for another Method Master and practical teaching can then be undertaken invariably under trained supervision.

With 163 students in training, the work, in all spheres of activities, has been greatly enlarged; nevertheless, the Acting Principal and his staff have, with enthusiasm and vigour, undertaken the encouragement of hobbies and three new subjects in the curriculum; amongst these is economics which has an ominous sound, but the intention is to give simple, elementary lessons adapted primarily to the country the students live in; a collection of useful books written by eminent authorities has been issued to the Masters who will teach this subject.

REPORT ON THE ACCRA GOVERNMENT TRAINING COLLEGE.

21. The students here are now 163, 52 1st year students, 56 2nd year students and 55 3rd year students. For the first time in the history of the College we now have third year students. Also this year the new students have signed bonds for a four-year course which they will undergo if the new Secondary School at Achimota is then completed. The increased length of training will undoubtedly enable us to provide much better teachers for the schools.

Two additions to the staff were made during the year. Captain Ashton, Method Master, who arrived on 28th September, 1923, and Captain Sutherland who arrived on 17th October, 1923. We are still, however, understaffed.

Mr. Cranston was Acting Principal until 24th November, 1923, when Mr. Dewhurst took his place.

Mr. Fisher, Housemaster, arrived in the Colony from leave on 17th October, 1923, and Mr. Candler went on leave on 5th January, 1924.

Captain Harrison returned from leave on 5th January, 1924. Mr. Tettey, who was in the College for nine years, left us on July 9th, 1923, to take the position of Headmaster in the Coomassie Government School. He did very valuable work here. In his place we have Mr. Ward from the Trade School at Yendi. At the Certificate Examination held in December, 1923, of 55 candidates 51 passed.

A new system of awarding certificates was adopted.

No printed questions in each subject to be answered by all candidates were set.

Mr. Gardner and Mr. Aitken, after seeing the examination papers worked at the term examination at the Training College and the class work, with the marks awarded for examination work and class work, decided which candidates should be awarded a pass.

The Second year students all received six weeks practical teaching, and the first year, students a little practical teaching.

This year only the 2nd and 3rd year students will do practical teaching ; for the second year, six weeks, and for the 3rd year, six weeks or more. The practical teaching is now under the care of Captains Harrison and Ashton. Each year is now divided into two classes, but on account of insufficient staff, two classes have often to be taken by one Master.

The number of dormitories has increased to seven ; the two new dormitories together with a dining hall are in a new large building ; we use also two additional class rooms and an old class room is used as a science room.

The following subjects now form part of the 3rd year course :—

Elementary Science, Psychology, Economics.

Two games of football are played every day as well as hockey, cricket and tennis, and a new tennis court is being constructed. The addition of a piano and harmonium have done much to the enjoyment of our entertainments. The Library has been supplied with many new books.

Different hobbies have been started and much interest is shown in the following :— Photography, Mapping, Sketching, Leaf collecting, Entomology, Stamp collecting, Cobbling, Weaving. These are largely under the direction of the Housemaster.

Last year the students went twice to camp to a place beyond Korlegono and this year they went to camp at Oblogo. A Rover Troop has been started under Captain Ashton.

The 9th Annual Sports Meeting of the College was held on the Racecourse on 16th June, 1923, before a fair attendance of Europeans and Africans. In the absence of the Acting Governor on tour, Mr. Finlay who was accompanied by Mrs. Finlay, presided at the Meeting. At the conclusion of the sports the prizes were presented by Mrs. Finlay.

The competitions were keenly contended. The Sir Hugh Clifford Inter-Dormitory Shield was won by Dormitory five and the Victor Ludorum Cup was won by J. T. Marmon.

On the 14th December, 1923, the Annual Prize Distribution took place in the Recreation Room. There was a large attendance. His Excellency the Governor presided, and after distributing the prizes visited the display of Hand and Eye work shown in two of the class rooms. Some of the Hand and Eye work then shown will be seen at the British Empire Exhibition.

The Foundation Stone of the new Secondary School and Training College at Achimota was laid by His Excellency the Governor on the 24th of March, and there was a large attendance on this important occasion. The schools of Accra were fully represented as also the students and staff of the Training College.

The number of new students in 1924 was 52. Unlike last year each prospective student was not interviewed before entrance to the College, and therefore, no selection being made by the College staff, some unsuitable students were probably admitted. The spirit shown and the work done by the students have been good and there should be good prospect of success.

J. DEWHURST,

Acting Principal.

MISSION TRAINING INSTITUTIONS.

22. There were 193 students in residence at the Scottish Mission Seminary, Akropong during the year, 66 of whom were in their first year. Under the new system of examination described previously, 51 candidates were awarded the 3rd Class Certificate, Part I.

16 candidates were examined by special arrangement, no grant being payable, at Wesley College, Aburi ; 13 of these were awarded 3rd Class Part I. Certificates. They have now been transferred to the newly-founded Wesley College at Coomassie.

SECTION IV.

TECHNICAL SCHOOL, ACCRA.

23. This Institution still compels a merited popularity; the supply of candidates for admission is greater than the demand—a fact which proves the soundness of the principles on which the Technical School is based. The demand is greater than before, though the old fixed daily wage has been replaced by the Tuskegee method (this is one of Mr. Oman's suggestions) of grading rates of pay according to efficiency, conduct and progress.

The appointment of a Housemaster and the introduction of scouting throughout the school has produced the desired effects. A clean-spirited and manly tone now prevails.

As original Section Officer I was privileged to observe the zest and industry with which the staff and pupils undertook the manufacture of the various handsome exhibits now appearing at Wembley under two sections—Public Works and Education Departments.

I am compelled to refer to a disquieting feature in the history of the school; a deputation of 12 certificated ex-pupils waited on the Principal and myself during the last year and complained of lack of employment. Neither the Public Works Department nor the Railways needed their services. An enquiry into the normal demand for artisans both within and without the Government Departments might be useful in fixing an index number for training at the Technical School.

REPORT FOR THE YEAR 1923-24.

STAFF.

24. The Principal, H. McLaren; R. Horsley, Housemaster; V. W. Wright, Master D. J. Owen, Master, together with Messrs. R. T. Dodoo, G. W. Aggain, O. R. Vanderpuye and E. B. Otoo, African Teachers, were present at the beginning of the year under review.

Mr. T. A. Calvin, Master, returned from leave of absence on May 3rd.

Mr. D. J. Owen proceeded on leave of absence on May 18th. The Principal, H. McLaren completing a tour of fourteen months proceeded on leave of absence on May 26th and returned to the Colony on November 14th.

On returning to the Colony, Mr. D. J. Owen reverted to the Public Works Department. Mr. W. R. Roberts was transferred from the Prison's Department as Master in the Woodwork Branch of the School in lieu of Mr. D. J. Owen; and the former assumed duty at the Technical School on December 1st and proceeded on leave of absence on December 8th.

On March 29th the Housemaster, Mr. Horsley, proceeded on leave of absence.

The appointment of a clerk whose duties were to assist the Principal, Technical School, and the Acting Principal, Training College, took place in July and supplies a much felt want. During the absence on leave of the Principal, Mr. T. A. Calvin acted Principal.

PUPILS.

The number of pupils in the School remains the same as last year, viz., 84; but the applications for admission greatly exceed the vacancies that occur in each department. The need of extensions will be met, however, when the Training College removes to Achimota, as the major portion of the College buildings will be taken over by the Technical School.

The Tuskegee method of grading rates of pay was commenced in June, and is working admirably.

The usual current repairs such as painting, lime-washing, etc., were undertaken by the pupils, as was also the construction of a new concrete drain at the south end of the Sports field.

EXAMINATIONS.

There was no mid-year examination. The Final Leaving Certificate Examinations were held in December, with the following results:—

In Carpentry and Joinery	10	gained	First Class Certificates.
" " "	25	"	Second " "
" " "	1	failed to gain	a Certificate.
In General Engineering	5	gained	First Class Certificates.
" " "	4	"	Second " "

All leaving pupils were given a set of tools, having completed their respective courses of instruction and the conditions of their bond.

SPORTS.

The sports connected with the School are still keenly participated in by each pupil. Lawn Tennis was added to the list of games during the year, and is appreciated by the pupils and staff who often play together.

In cricket the school team maintained its high reputation of last year, and were again champions in the Education Department League.

In football they were not quite so successful as last year, but showed a consistency and keenness to play the game, which always called forth admiration by the spectators.

At the Empire Day Celebrations they carried off the prize in the only event in which they were allowed to compete—namely, the “ tug of war ”—their opponents being the Training College.

BOY SCOUTS.

The spirit of Scouting is still maintained by the pupils, and several week-end camps were held during the year, under the leadership of Scoutmaster Horsley. Towards the end of the year there was formed a Rover Patrol, and much of the necessary equipment was made by the Rovers themselves. A camp, lasting from March 6th till March 13th, was held near Oblogo, and was greatly enjoyed by all participating.

At a meeting of Headquarters Council held at Government House on March 13th, it was decided that the Technical School Scouts should form a Local Association.

The untiring energy and keen interest shewn by Mr. Spurling, of the Posts and Telegraphs Department, who taught the pupils signalling throughout the whole year was highly appreciated by the pupils and staff, and I wish it put on record their indebtedness to him for the efficient results obtained and his devotion and self sacrifice on their behalf.

The Principal, when home on leave of absence, attended the 33rd Scouters' Training Course at Gillwell Park, Chingford, Essex, and was greatly benefited by it, and was fortunate in gaining the certificate for Part II. of the Wood Badge.

DOMESTIC.

This section of the School work is carried out by means of patrols whose duties last for one month in each branch. This system works admirably and rarely are complaints heard of, either with regard to quantity and quality of food supplied or other essentials in the domestic side of the School.

HEALTH.

But for one slight attack of chickenpox in the month of July, when four pupils were admitted to Hospital, the health of the pupils has been very good.

One pupil had to leave School in February owing to defective eyesight.

The health of the staff was very good.

CONCLUSION.

The School still maintains its high standard of efficiency in turning out excellent craftsmen.

During the year a large amount of work was done in making different articles for the British Empire Exhibition, and some exceptionally handsome pieces of furniture have been sent to England.

The making of furniture for the Public Works and Police Departments was also undertaken during the year, and various instruments were made and others repaired for the Survey and other Departments.

I have again to express my indebtedness to the allegiance and painstaking energy of the whole staff in bringing the year to such a successful issue.

H. McLAREN,

Principal

SECTION V.

JUNIOR TRADE SCHOOLS.

25. The total number of students in the past year in the four Junior Trade Schools was 186.

I have to mention with great regret the accidental death of Lt.-Col. Christophers, D.S.O., who, as Headmaster, Junior Trade School, Mampong, was very popular with his boys. He was a vivacious and strong personality.

It is gratifying to note that the aim in literary work of seeking for quality rather than quantity has been realised. In their trade-work it will be observed that the pupils have now gained considerable experience in the construction and equipment of their own schools.

Agricultural work has already shown good results; greater progress is now anticipated, full-time Agricultural Instructors having been appointed.

A strong feature in the Trade School system is the emphasis laid on religion; education cannot be divorced from religion, and the universal adoption of scouting in these schools is a permanent and valuable aid, too, in the absorption of the soundest principles of education.

Games are played with zest and knowledge. The tone of the schools is excellent and high standards of discipline and efficiency obtain.

These institutions have been the immediate cause of demonstrating inter-departmental solidarity. Head Chiefs, Political Officers, Officers of the Public Works and Agricultural Departments have co-operated freely and willingly in the initiation and growth of the Trade Schools.

REPORT ON JUNIOR TRADE SCHOOLS.

EUROPEAN STAFF.

26. The European Staff provided for the four Junior Trade Schools, consists of four Headmasters and one Relief Headmaster. Of the former, Lieut.-Col. E. St. J. Christophers, D.S.O., proceeded on leave on the 13th of May, 1923, and re-assumed duty on the 16th of October, while Captain H. G. Ardron proceeded on leave on the 7th of August, 1923, and re-assumed duty on the 6th of February, 1924. Captain A. Drake Brockman assumed duties on the 18th of November, 1923, as Relief Headmaster. He was promoted Headmaster and assumed duties as such on the 7th of February. Owing to the unfortunate accidental death of Lieut.-Col. E. St. J. Christophers on the 14th of February, a vacancy has been created, but immediate steps have been taken towards making a new appointment. The Organiser of Practical Education, Major D. Hedog-Jones, who controls these Trade Schools, proceeded on leave on the 23rd of June, 1923, and re-assumed duties on his return to the Colony on the 29th of November of the same year.

AFRICAN STAFF.

The African Staff of Literary, Woodwork, Metalwork, Masonry and Agricultural Instructors is now complete at all the Junior Trade Schools. The Agricultural Instructors were transferred from the Agricultural Department as whole-time Instructors in the course of the year. This has already resulted in an improvement both in the instruction given and in the cultivation on the School plots and farms. On the whole satisfactory work is being executed by the different Instructors.

STUDENTS.

The Second Classes were admitted into all the Trade Schools in July, 1923, thereby doubling the number in residence during the previous Session. The total number now amounts to 186, which number will, in July, 1924, be increased by 50%. In the three Trade Schools located in the Colony and Ashanti no difficulty was experienced in obtaining candidates of the necessary literary attainments before admittance, *i.e.*, that of the elementary school Standard IV. In view of the undeveloped educational facilities of the Northern Territories, however, students of a lower standard had to be accepted. In spite of this many of those admitted on a lower standard have shown remarkable progress since their admittance.

LITERARY INSTRUCTION.

The general *Literary* progress has been satisfactory in all these Schools. The work is largely confined to a sound grounding in the literary requirements of the students' trades. The extent of the Literary subjects taught is limited, as the aim is to lay more emphasis on the quality, rather than on the quantity, of such subjects, so as to supply the necessary foundation for the training of a successful artisan.

ARTISAN INSTRUCTION.

In *Woodwork* Instruction much progress has been evident in all the Trade Schools. For the Second year students the work has been largely confined to the woodwork requirements of new school buildings and school furniture. For the First year pupils the work has mainly been confined to the use and care of tools and the making of simple and plain articles. In the course of the year the *Metalwork* Instruction was established at Assuantsi, Mampong and Kibbi Trade Schools, while at the Yendi Trade School the metalworkers have had a successful second year of more advanced metalwork instruction. The metalwork equipment is now complete at all the schools, so far as the present requirements demand it. For the first year pupils the instruction has been confined to the purpose and proper uses of various tools and equipment and the making of simple objects, more especially those required in the construction and completion of school buildings. The instruction in *Masonry* has been well established in all cases. Some very satisfactory buildings have been erected, the double brick dormitory at Assuantsi being the best so far constructed, the whole building from the digging of the foundations to the detailed completion having been carried out by the students. Instruction in building with block and rammed swish, sun-dried and burnt bricks has been given, as well as in some simple construction work in cement and concrete.

AGRICULTURAL WORK.

All the students are trained in the elementary principles and practice of *Agriculture*, with the view of their improving their own gardens or plots after leaving the school, and therefore indirectly augmenting their sources of income in after life. The students definitely allocated to an Agricultural training have received varied field and plot instruction as well as lectures on the theory of their practices. Apart from the school plots for instructional and rotational purposes large areas are being planted and cultivated in some of the schools, so that the food supply yield towards the school messing may be correspondingly increased and the cost of the messing decreased.

RELIGIOUS INSTRUCTION.

All students, with the exception of the Mohammedan students at the Yendi Trade School have been receiving simple *Religious Instruction* from the School Instructors. This instruction has been confined to simple Christian teaching and stories, but with particular reference to the development of behaviour and character. No compulsion of any kind has been brought to bear on non-Mohammedan students to attend such instruction. They attend at their own desire. The Mohammedan students receive instruction from the Malam who attends at the School once a week.

SCOUTING.

The *Scout* organisation is the basis of the school work and routine. The second year students have passed the Second Class tests while the first year classes have passed the Tender-foot test. The Scout equipment is complete and the various Troops and Patrols have been organised and trained with varying success at the different schools. The adoption of a distinctive Scout Flag for each Trade School and the holding of a triennial central Scout Camp for all Trade School Troops will not only intensify the development of their Scouting principles and practices, but will make them realise that they are but units in one conglomerate whole.

GAMES.

School Games, as a factor in the school life, are well established in most of the schools, great keenness and healthy rivalry being shown in inter-patrol and inter-troop games. Scouting games are well attended to and produce the results expected of them—the improvement in the mental alertness of those who participate in them. Militarism in the form of excessive drill and physical jerks is discouraged, the early morning physical exercises being largely confined to breathing and other muscular exercises.

SCHOOL ECONOMY.

The arrangements for the *Messing* of students are on the whole satisfactory. With the exception of the Trade Schools at Assuantsi and Yendi the extra planting required for the production of crops that would assist in reducing the cost of messing has not been satisfactorily attended to in the course of the year.

At Mampong, steps were taken to improve this before the close of the period under review. A sufficiently high standard for the granting of *Proficiency Pay* was not maintained at the Kibbi and the Mampong Trade Schools. This is now being attended to. In order to secure truly desirable results from this pay, the maintenance of a high standard of proficiency is essential.

GENERAL LAY-OUT.

The *general lay-out* plans for the permanent buildings and areas have been approved of for three of the schools, and lands varying in area from 75 to 160 acres have been taken over from the Amanhene or Head Chief concerned as a free gift to the Government for educational purposes. The task of estimating the number of cocoa or other economical trees on these areas has been undertaken and the question of compensation is being considered. The execution of these permanent schemes at the Trade Schools will take at least seven years before completion is reached, but when such a task has been carried out the Colony will be in possession of truly useful educational institutions.

BUILDINGS.

The *buildings* so far erected are of a temporary nature, but a start has been made with permanent constructions. During the year both Senior and Junior artisan students were engaged in constructing temporary buildings required for the accommodation of the incoming Classes, while in future years this will be the duty of the Juniors only, the Seniors being detailed for erecting permanent buildings. The temporary buildings have been built of block swish or sun-dried bricks, the permanent buildings being erected of burnt bricks. The arrival of the brick-making machines will not only facilitate an accelerated supply of bricks, but, owing to the production of more uniformly made bricks, will also lead to the erection of better formed buildings of a more lasting character.

DISCIPLINE AND TONE.

A sound system of discipline exists in some of these Schools. In others this matter has to be attended to more closely, as there is room for improvement. Without discipline and a high standard of efficiency and proficiency there can be no real tone—the essential aim of any healthy school. There has been on the whole a satisfactory co-operation between the Headmasters and their staffs, while the students, through being well looked after, show signs of marked improvement, physically and mentally.

VISITS.

The Schools were visited by many Government Officials and others in the course of the year. The outstanding visit was that of Major-General Sir S. D. L. Crookshank, whose report on the Trade Schools contains many points that are interesting and suggestions that are valuable, more especially those that deal with the supply in part of the training necessary for the production of qualified subordinate officials of the Public Works Department.

GENERAL.

The Amanhene or Head Chiefs concerned with these Trade Schools continue to give them their most active support and assistance in various ways. They realise what valuable institutions they are and how great a part they will play in the improvement of their people. The Political Officers concerned have given their assistance freely and co-operated in all matters where they could assist. Agricultural Officers also have given their services readily when consulted by the Headmasters on local cultivation matters, while the officials of the Public Works Department have, as usual, held themselves at the disposal of the Headmasters whenever called upon for help and advice. With a continuance of this co-operation on the part of all officials and Departments concerned the good work of the year under review will be maintained.

D. HEDOG-JONES,

Organiser of Practical Education

SECTION VI.

WESTERN PROVINCE FOR THE YEAR 1923-24.

STAFF.

27. Education in this Province is controlled from Cape Coast as Provincial Headquarters.

Both Mr. J. P. Robertson, Provincial Inspector of Schools, and Captain A. B. Douglas were stationed at Cape Coast from May 1st to May 13th, 1923.

On May 13th, Mr. Robertson proceeded on leave and Captain Douglas acted as Provincial Inspector of Schools until Mr. Robertson's return on October 16th.

The clerical staff was increased by the addition of Mr. Robert Akwa Quaye, a temporary clerk.

In the teaching staff Mr. Kwow Acquah-Bailey was transferred from Cape Coast to New Awudua as Principal Teacher, replacing Mr. C. A. Dadey who returned to Cape Coast.

During the Christmas vacation, Mr. Emmanuel Obeng was transferred from New Awudua to the Central Province and was replaced by Mr. Jacob Samuel Ntim from the latter Province.

Mr. Benjamin Sey Arthur, having fulfilled the required conditions, was awarded a 1st Class Certificate.

INSPECTION LIST, ASSISTED LIST, ENROLMENT, AVERAGE ATTENDANCE,
GRANTS-IN-AID AND SCHOOL FEES.

Including four Government Schools, there were 25 Schools on the Inspection List.

This is an addition of one to those on the Inspection List for the previous year—the Roman Catholic School at Attuabo.

The Wesleyan Mission School at Dunkwa was also inspected, though it was not on the List.

The following Table shows the Schools under control of the Government and of the different Missions inspected during this and the two preceding years.

The Statistics shown are for the period beginning 1st October, 1922, and ending 30th September, 1923.

TABLE I.

Description of School.	1921.	1922.	1923.
Church of England Mission	3	3	3
Roman Catholic Mission	9	9	10
Wesleyan Mission	7	8	8
Total Mission Schools on Inspection List.. .. .	19	20	21
Government Schools	4	4	4
Total Government and Mission Schools on Inspection List ..	23	24	25

There was no change in the number of schools to which grants-in-aid were awarded.

The Church of England Mission School at Abbontiakoon and the Wesleyan Mission School at Attuabo endeavoured to separate their junior departments from the senior, but failed, the former for want of accommodation, the latter for want of equipment.

Table II. shows the classification of Government and Assisted Schools.

TABLE II.

Classification.	Church of England Mission.	Govern- ment.	Roman Catholic Mission.	Wesleyan Mission.	Totals.
Boys	—	—	—	—	—
Girls	—	—	—	—	—
Infants	1	—	2	2	5
Mixed	2	4	7	6	19
Totals	3	4	9	8	24

The enrolment showed a total increase of 222—193 boys and 29 girls.

The figures for enrolment in the Government and Assisted Schools are shown in the following Table :—

TABLE III.

Description of Schools.	Enrolment.		
	Boys.	Girls.	Total.
Church of England Mission	409	77	486
Government	454	64	518
Roman Catholic Mission	923	88	1,011
Wesleyan Mission	1,319	258	1,577
Totals	3,105	487	3,592

AVERAGE ATTENDANCE.

There was an increase of 141 in the Average Attendance.

This should have been larger, but a steady increase can only be looked for when teachers make their methods of teaching more attractive, and during the year they have not done as much as they should have done in this respect.

Table IV. shows the average attendance for the years 1921, 1922, 1923.

TABLE IV.

Description of Schools.	Average Attendance.		
	1921	1922	1923
Church of England Mission	319	344	378
Government	347	354	359
Roman Catholic Mission	702	745	794
Wesleyan Mission	944	1,105	1,158
Totals	2,312	2,548	2,689

GRANTS-IN-AID TO ASSISTED SCHOOLS.

The schools generally did not show an efficiency that would warrant much increase in grant.

The actual increase in the grants-in-aid, apart from claims under Rule 90, was £9 os. od.

The total amount of the grants-in-aid, including claims under Rule 90, was £2,911 1s. 1d.

In the following Table are compared the total amounts awarded during 1921, 1922 and 1923.

TABLE V.

Year.	Number on Roll.	Average Attendance.	Grants awarded.
1921	2,690	1,965	£ s. d. 2,446 13 11
1922	2,867	2,194	2,818 14 11
1923	3,074	2,330	2,911 1 1
Increase for 1923 ..	207	136	92 6 2

SCHOOL FEES.

The total amount of the School Fees was £1,026 10s. 8d.

This shows an increase of £136 12s. 1d.

In Table VI. is shown the amount collected from the Schools of Government and Assisted Schools.

TABLE VI.

Description of School.	School Fees.
	£ s. d.
Church of England Mission	136 1 9
Government	24 5 6
Roman Catholic Mission	300 7 6
Wesleyan Mission	565 15 11
Total	1,026 10 8

SCHOOL BUILDINGS, EQUIPMENT, ACCOUNTS, GENERAL ORGANIZATION.

The need for new buildings, or for the extension of old buildings, has seriously affected progress.

The Church of England School at Abbontiakoon, for instance, needs urgently a Room in which the Infants can be taught and formed into a separate school, but funds were not available.

The Wesleyan Mission Junior School at Axim is also in difficulty for a building in place of the unsuitable rooms now rented.

The new building of the Roman Catholic Mission at Half Assinie was occupied during the year.

It is not entirely suitable, but it relieves the overcrowding which formerly existed.

The Government School at Wioso needed the addition of a partition and a wall to protect the verandah. It has been arranged to carry out this in the coming year.

During the coming year, also, a new Government School is to be established at Asangkrangwa.

The School Building will be erected by the Chief.

The Workshop at Essiama was almost completed during the year and will be occupied early next year.

Both the Wesleyan and the Roman Catholic Senior Schools at Secondee, the former particularly, need additional accommodation.

EQUIPMENT.

The lack of suitable equipment for Infant Classes was noticeable.

The Roman Catholic Junior School at Secondee stands out as an exception, for it has been very well provided with materials.

It has again to be pointed out that the health of the Infants, no less than their educational progress, requires the provision of suitable desks or tables.

The health of the pupils in the Standard Classes must also be considered.

In several schools the pupils are so crowded together at desks that harmful results are bound to follow.

REGISTRATION.

There were very few complaints about Registration.

Head Teachers should be careful to enter all the particulars required, particularly the percentages.

In some of the Admission Registers indexing had been neglected.

Some Managers do not seem to understand that the spaces at the lower left hand corner of the daily registers are to be filled in when a visit is made to the school and the attendances during the visit are checked.

ACCOUNTS.

The way in which claims under Rule 90 were presented frequently showed that Managers had not read the Minutes of the last Board of Education.

The accounts generally were in order.

GENERAL ORGANIZATION.

This Province is still controlled from Cape Coast.

It was visited by the Acting Provincial Inspector of Schools and the majority of the schools were inspected by him.

Included among the inspected schools were the Government Schools at Enchi and Wioso, schools which take considerable time to reach, and which had been inspected only once before by a member of the Department.

The schools of this Province urgently need the expert control of a trained European Inspector, and it will be for the decided good of the Province when it can be separated from the Central Province and have its own Provincial Inspector.

The District Commissioners can and do help both by visits and inspections, but for a Province as admittedly backward as this Province, close expert control is essential to put educational work on a proper footing.

Thereafter invaluable assistance in the conduct of the schools could be given by District Commissioners.

Seven schools were inspected by District Commissioners, and five District Commissioners were present at inspections held by the Acting Provincial Inspector of Schools.

Managers in organizing their staffs have shown a want of understanding of the needs of their schools and a considerable want of foresight.

The future of a school must be considered, and to make that future a successful one, the best trained and most sympathetic teachers should be put in charge of the Infant Classes and of the lower Standards.

As yet the idea of special Education for girls has had little support.

In the Government School at Essiama special provision has been made for Needlework and Laundry work.

The girls have shown keen interest in this kind of work, and it is hoped that Housecraft will be more extensively taught during the coming year.

J. P. ROBERTSON,

*Provincial Inspector of Schools.
(Central and Western Provinces.)*

SECTION VII.

CENTRAL PROVINCE FOR THE YEAR 1923-1924.

STAFF.

28. Mr. J. P. Robertson, the Provincial Inspector of Schools, proceeded on leave on May 13th, 1923.

Captain Douglas was present in the province from May 1st, and acted as Provincial Inspector of Schools until Mr. Robertson returned from leave on October 16th.

Captain Douglas left Cape Coast on the 26th October, and proceeded to England on leave on the 28th.

Mr. R. A. Quaye was added to the clerical Staff.

During the year the Acting Director of Education visited the Province and inspected many of the schools in the Winnebah district.

Mr. Garbrah, the African Inspector of Schools, also visited the province and inspected the schools in the Oda district.

TEACHING STAFF.

Mr. C. A. Dadey and Mr. E. Obeng were transferred to this Province from the Western.

Mr. E. N. V. Oddoye was transferred to the Eastern Province and replaced by Mr. J. K. Asaam from that province.

Miss Doris Fynn, 2nd Division Teacher, resigned and was replaced by Miss Matilda Pobe.

Miss Wood resigned and was replaced by Miss Anna Owusu-Ansah.

There was a new appointment at the Government Girls' School, which was filled by Miss Joanna Bentil.

Mr John Ayansu, Principal Teacher of Oda Government School, was promoted to be an Assistant Headmaster in the same School.

Mr. E. W. Hoyle, 2nd Division Teacher, was granted a 1st Class Certificate.

Eight 1st Class Certificates were granted to teachers in the Assisted Schools.

INSPECTION LIST, ASSISTED LIST, ENROLMENT, AVERAGE ATTENDANCE,

GRANTS-IN-AID AND SCHOOL FEES.

Four new schools were placed on the Inspection List.

Of these one was a secondary school—Richmond College under the control of the Wesleyan Mission.

A second was a Girls' School—the Wesleyan Mission Girls' High School at Cape Coast.

The remaining two were primary schools of the Wesleyan Mission—one at Edubiasi and the other at Arkra.

In the following Table is shown the number of Schools on the Inspection List for this and the two previous years.

The statistics shown in this report are for the period beginning 1st October, 1922, and ending 30th September, 1923.

TABLE I.

Description of School.	1921.	1922.	1923.
African Methodist Episcopal Zion Mission	3	3	3
Roman Catholic Mission	11	11	11
Scottish Mission	10	11	11
Wesleyan Mission	16	16	19
Secondary :—			
S.P.G. Grammar School, Cape Coast, and Richmond College	1	1	2
Total Mission Schools on Inspection List	41	42	46
Government Schools	3	3	3
Total Government and Assisted Schools on Inspection List	44	45	49

All of the Mission Schools except one shown in Table I. were awarded Grants-in-Aid. The Roman Catholic Mission School at Ayeldu was not recommended for a grant. In the following Table is shown the classification of Government and Assisted Schools

TABLE II.

Classification.	A.M.E.Z. Mission.	Government.	Roman Catholic Mission.	Scottish Mission.	Wesleyan Mission.	Secondary.	Totals.
Boys ..	.	I	2	I	.	2	6
Girls ..	.	I	2	.	I	.	4
Infants ..	I	.	4	.	7	.	12
Mixed ..	2	I	2	10	11	.	26
Totals ..	3	3	10	11	19	2	48

In Table II. appears an increase of three schools, *i.e.*, one Secondary School and three Primary of the Wesleyan Mission.

One Primary School of the Roman Catholic Mission was removed from the List.

In Table III. is shown the enrolment of pupils in Government and Assisted Schools.

The increase of 26 boys and 150 girls was due chiefly to the addition of new schools, for want of accommodation proved a strong bar against increased enrolment in the schools already on the List.

TABLE III.

Description of School.	Enrolment.		Total.
	Boys.	Girls.	
A.M.E.Z. Mission	535	60	595
Government	894	294	1,188
Roman Catholic Mission	1,041	328	1,369
Scottish Mission	470	161	631
Wesleyan Mission	2,703	579	3,282
Secondary (S.P.G. Grammar School, Cape Coast, and Richmond College, Cape Coast)	156	—	156
Totals	5,799	1,422	7,221

The Average Attendance shows an increase of 257.

Table IV. shows a comparison of the average attendance for 1923 with that of 1921 and of 1922.

TABLE IV.

Description of Schools.	Average Attendance.		
	1921.	1922.	1923.
A.M.E.Z. Mission	415	457	436
Government	849	895	956
Roman Catholic Mission	1,123	1,096	1,091
Scottish Mission	502	512	541
Wesleyan Mission	2,693	2,598	2,727
Secondary (S.P.G. Grammar School, Cape Coast, and Richmond College, Cape Coast)	66	70	134
Totals	5,684	5,628	5,885

The total Grants-in-Aid, including the claims under Rule 90, show an increase of £142 os. 5d.

Owing to the withdrawal of all claims except those for buildings, there was a decrease of £212 10d. 7d. in the amount of claims.

The actual grants-in-aid, excluding claims, showed an increase of £354 11s. 0d.

Table V. shows the amounts of grants-in-aid awarded in 1921, 1922 and 1923.

TABLE V.

Year.	Number on Roll.	Average Attendance.	Grants awarded.
1921	5,856	4,835	£ . s. d. 6,617 19 11
1922	5,919	4,733	6,249 14 10
1923	6,033	4,929	6,391 15 3
Increase for 1923	114	196	142 0 5

There was a substantial increase in the amount of the School Fees.

This was chiefly due to the addition to the Assisted List of the Wesleyan Mission Girls' High School and the Richmond College, both of which are Boarding Establishments and have an inclusive fee.

The total amount collected was £5,614 18s. 8d., being an increase of £3,186 11s. 2d.

The following Table shows the amounts collected in School Fees for the years 1921, 1922 and 1923.

TABLE VI.

Description of School.	Amount of Fees.		
	1921.	1922.	1923.
A.M.E. Zion Mission	£ s. d. 141 15 10	£ s. d. 184 3 4	£ s. d. 258 4 8
Government	209 6 0	219 3 3	230 18 3
Roman Catholic Mission	319 2 5	444 12 6	433 17 9
Scottish Mission	78 10 0	71 3 8	72 13 6
Wesleyan Mission	1,016 19 6	1,236 18 6	2,419 7 2
Secondary (S.P.G. Grammar School and Richmond College)	290 2 6	272 6 3	2,199 17 4
Totals	2,055 16 3	2,428 7 6	5,614 18 8

SCHOOL BUILDINGS, EQUIPMENT, GENERAL ORGANIZATION.

There has been no possibility during the year of meeting the necessity, pointed out last year, for additional accommodation in the larger schools.

The new Wesleyan Mission Building at Akim Suadru was completed and occupied by the Standard Classes.

A new building was also completed and occupied at Aprade by the Scottish Mission School.

The cement building of the Roman Catholic Mission at Ayeldu, completed last year, was in a dangerous condition, and this was one reason why the School was removed from the List.

All the schools in Cape Coast need extension. In the Government Boys' School partitions are needed in three of the rooms.

Arrangements have been made for extending the Government Girls' School at Cape Coast.

A small building was completed during the year suitable for the teaching of Cookery. The Government School Building at Oda is unsuitable, as regards both light and accommodation.

The advent of the new Railway is bound to bring a largely increased population and additions should be made to accommodate a greater number of pupils.

The Wesleyan Mission School at Winnebah, which has been under construction for several years could not be continued during the year.

The A.M.E. Zion Mission School at Winnebah urgently needs accommodation for its Infant Classes.

The Wesleyan Mission School at Akim Swedru must be extended to accommodate the number of pupils attending.

The Junior School at the same place could not be put on the List owing to the present unsuitable building.

At Nsaba the Scottish Mission Schools are overcrowded, but arrangements have been made for new buildings.

EQUIPMENT.

Improvement was noticeable in the provision of equipment.

The necessity of making suitable seating arrangements for the Infant Classes was insisted on last year.

The necessity still remains, for little or nothing has been done in this respect.

It is unfortunate that there is no enlightened regard among parents for their children's health that would compel Managers to take the necessary steps.

REGISTRATION.

The complaint made last year as to registration has received attention and some improvement was shown.

Managers and Teachers, however, must give Registration closer attention, for Registration is in fact a public record.

There was again fault to be found with the way Head Teachers admitted pupils without strict scrutiny of Transfer Certificates.

This was particularly so in the Winnebah District and in the Senior School of the A.M.E. Zion Mission at Cape Coast.

TIME TABLES.

Managers do not fully recognize that a change in the Staff necessitates a change in the Time Table, nor do they always arrange their Time Tables to suit the number of teachers on the Staff.

Several Time Tables, sent for approval, had to be returned for amendment on this account.

Managers have, however, begun to recognize that classes of shorter duration are essential.

ACCOUNTS.

That a valid receipt should be stamped—and with a 2d. stamp—was not always known.

Too many Managers were content with a 1d. stamp on receipts for teachers' salaries and for miscellaneous expenditure.

In some cases claims were sent in under the two sections of Rule 90, which had been revoked at the last Board of Education, and it must be inferred that such claims indicated a disregard among Managers of matters affecting the schools.

GENERAL ORGANIZATION.

During the year inspections by officers of the Department were more frequent than during the previous year.

Some schools were inspected three times and many of them twice.

The schools in the Oda district were helped considerably by the District Commissioner.

The suggestion made last year that Standard VII. boys, engaged as teachers, should have morning classes of instruction under the Head Teachers, was not carried out except in Cape Coast.

The schools of the A.M.E. Zion and Wesleyan Missions have a considerable number of untrained teachers whose work is of poor quality, and it is obvious that the educational needs of the Province cannot be met under such conditions.

In such schools the Manager's obvious duty should be to look to the future and reduce the number of classes, so that the trained teachers should be enabled to build up from the Infant Classes.

Generally, however, the Infant Classes were given newly-appointed, untrained teachers, and the results were very unsatisfactory.

FEMALE EDUCATION.

The Wesleyan Mission Girls' High School was added to the number of Girls' Schools on the List.

Three of the four Girls' Schools are Boarding Establishments, and in these the possibility of intensive character training and training in Housecraft is naturally strong.

In the Government Girls' School—a Day School—more should be done by the teachers in the home life of the pupils.

The various branches of Housecraft are taken in the four schools, and in a short time it should be possible to have reports of the effect of this work on the after-school life of the pupils.

GAMES.

The value of Games in character training and educationally generally has not been appreciated.

One Manager so little understood their value that, because his pupils had not "played the game" in the Football Competition, he refused to allow them to enter for the Cricket Competition and so debarred them from a chance of making good.

It is a very serious defect that boys who have left school, rarely come to help in training the boys still at school.

When they continue to play games it is as members of town clubs.

Neither teachers nor "old boys" of any school have taken any steps towards forming clubs composed of boys formerly in that school, and so a valuable help in building up an *esprit de corps* has been lost.

The sportsmanlike feeling that should exist in games was still weak in Football.

In Cricket, however, it was quite otherwise, largely due to the influence of the Town Club under the leadership of a well-known and popular Barrister.

The "Invincibles," under the leadership of another well-known Barrister, also showed they could "play the game."

EMPIRE DAY.

In Cape Coast the official assembly, address and the salute to the Union Jack took place in the morning.

In the afternoon and evening the schools had their concerts and procession.

The Sports were held on the Saturday.

Since 1922, the sports have been managed by an efficient standing Committee.

From its inception this Committee was made representative of the town and was uncontrolled departmentally.

The reason for this was a strong feeling that the people should be helped to enjoy The Day, and to understand that The Day was given them to show their realization of and pride in the Empire.

STANDARD VII. EXAMINATION.

A new departure was made this year in that there was a general examination for all the provinces held at various centres, presided over by District Commissioners and the Provincial Inspector of Schools.

The papers set provided a very fair and not too difficult test, but the results were no satisfactory.

The examination of the worked papers showed the necessity for intensive and expert help from the Inspectorate to the teachers already employed.

EVENING CLASSES.

The Evening Classes for males have not made any decided advance as regards the general outside interest in them.

The influence of teachers outside school might be brought to bear more strongly on that part of public opinion with which they have concern.

Evening Classes for females, begun by the Headmistress of the Government Girls' School, have had some success.

The Headmistress might with advantage engage the interest of some of the influential ladies and induce them to help in this work.

In Appendix A., will be found full details of the schools in this Province, both Government and Government-aided.

Definite details of Non-Assisted Schools were not available.

J. P. ROBERTSON.

SECTION VIII.

EASTERN PROVINCE.

Section (i)—STAFF.

29. I was in charge of the Province from September 30th, 1922, to October 13th, 1923, when I was relieved by Mr. Aitken. Mr. Spio Garbrah, formerly Headmaster of the Cape Coast Boys' School, was appointed as an Inspector of Schools as from the 1st April, 1923, and was stationed in the Eastern Province with Headquarters at Accra. He was granted leave from January 1st to March 31st, but was recalled to duty on March 17th. Mr. Attram was transferred from Coomassie to take charge of the Accra Senior Boys' School on July 16th, 1923. He assumed duties on July 24th. The post of Headmistress of the Accra Government Girls' School fell vacant on April 13th, 1924, owing to Mrs. Cranston's probationary period not being extended, and it is proposed to appoint another European Headmistress who is fully qualified and has received special training in Kindergarten Work, Domestic Science, and who is keen on sports and games. Mr. J. C. Lartey is still here as Provincial Clerk.

The District Commissioners are still assisting in the Inspection of Schools and some good reports have been submitted.

*Section (ii).*INSPECTION LIST, ASSISTED LIST, ENROLMENT, AVERAGE ATTENDANCE,
GRANTS-IN-AID AND SCHOOL FEES.

There were 97 schools on the Inspection List, of which five were Government, this being an increase of nine on the previous year.

The following table shows the number of schools on the Inspection List during the past three years in the Eastern Province.

TABLE I.

Description of School	1921.	1922.	1923.
Church of England Mission	1	1	1
Scottish Mission	63	62	67
Wesleyan Mission	18	19	23
Undenominational	—	1	1
Total Mission Schools	82	83	92
Government Schools	5	5	5
Total Government and Mission Schools ..	87	88	97

ASSISTED LIST.

TABLE II.

There were 88 schools which received grants-in-aid during the year. This includes the Accra Wesleyan High School for Girls.

Description of School.	1921.	1922.	1923.
Church of England Mission	1	1	1
Scottish Mission	63	62	63
Wesleyan Mission	18	19	23
Undenominational	—	1	1
Total Assisted Schools	82	83	88
Government Schools	5	5	5
Total Government and Assisted Schools ..	87	88	93

Table III. shows the classification of the Government and Assisted Schools.

TABLE III.

Classification.	Church of England.	Government	Scottish Mission.	Wesleyan Mission.	Undenominational.	Total.
Boys	1	2	6	—	—	9
Girls	—	1	1	1	—	3
Infants ..	—	—	2	6	—	8
Mixed.. ..	—	2	54	16	1	73
Totals ..	1	5	63	23	1	93

ENROLMENT.

Table IV. gives the enrolment in the Government and Assisted Schools. The enrolment in 1922 was 14,597. Thus there is an increase this year of 1,253.

TABLE IV.

Description of School.	Enrolment.		
	Boys.	Girls.	Total.
Church of England Mission	182	—	182
Government	1,837	317	2,154
Scottish Mission	6,210	2,377	8,596
Wesleyan Mission	3,328	714	4,042
Undenominational	777	99	876
Totals	12,343	3,507	15,850

AVERAGE ATTENDANCE.

Table V. shows the average attendance for the past three years at the Government and Assisted Schools. This shows an increase in average attendance of 1,141 over that for 1922.

TABLE V.

Description of School.	Average Attendance.		
	1921	1922.	1923.
Church of England Mission	142	139	146
Government	1,757	1,833	1,939
Scottish Mission	6,565	6,974	7,565
Wesleyan Mission	2,751	2,949	3,306
Undenominational	—	709	789
Totals	11,215	12,604	13,745

GRANTS-IN-AID.

Table VI. shows the amounts awarded as grants-in-aid to the Mission Schools during the past three years. This shows an increase of £2,697 1s. 7d. as against an increased enrolment of 1,253 and an increased average attendance of 1,141.

TABLE VI.

Year.	Number on the Roll.	Average Attendance.	Grants awarded.
1921	11,043	9,458	£ s. d. 11,598 11 0
1922	11,789	10,062	12,863 0 6
1923	15,850	13,745	15,560 2 1
Increase for 1922	4,061	2,683	2,697 1 7

SCHOOL FEES.

Table VII. shows the amounts of fees collected in Government and Assisted Schools during the last three years, being an increase on 1922 of £891 19s. 4d.

TABLE VII.

Description of school.	Amount collected in		
	1921	1922	1923
Church of England Mission ..	£ s. d. 200 15 6	£ s. d. 158 7 0	£ s. d. 148 8 0
Government	360 1 0	376 9 6	434 13 0
Scottish Mission	2,230 0 6	2,425 19 1	2,560 11 8
Wesleyan Mission	1,520 4 1	1,748 11 11	2,381 8 5
Udenominational	—	431 10 0	507 15 9
Totals	4,311 1 1	5,140 17 6	6,032 16 10

SCHOOL BUILDINGS, EQUIPMENT, ACCOUNTS, INCOME AND EXPENDITURE
AND GENERAL ORGANIZATION.

The congestion in the Accra Schools is worse than during the previous year and it was found necessary to admit 180 pupils to the Government Junior School instead of 120 as formerly arranged. During the year under review three more unassisted schools have been opened in Accra. Of these one is of the Secondary School type and is a boarding school.

2. Application was received from the Accra Wesleyan High School for Girls to be placed on the assisted list. The school was inspected and was able to comply with the requirements of the Department. It was accordingly recommended to be placed on the list of assisted schools. The following schools are now shown as being Junior and Senior Departments:—Addah Scottish Mission, Aburi, Kpong and Nsawam Wesleyan Mission. Many plans have been submitted for approval for new school buildings and alterations to present buildings. Chief among these are several for boarding schools in connection with the Scottish Mission. These schools are urgently needed and when completed will obviate the departure made in their policy last year. Generally speaking the various Missions have kept their school buildings clean and in good repair.

APPARATUS AND EQUIPMENT.

Managers have always experienced great difficulty in obtaining suitable desks, blackboards, etc., for their schools unless they imported them from England. When this was done many of the articles were badly damaged. The Educationists' Committee which sat in 1920 fully appreciated this difficulty and under Heading XV. made a suggestion that model desks, etc., should be made locally and placed in the Provincial Offices so that Managers and Teachers could come and see them and obtain patterns. This has now been completed. More Kindergarten Tables and Chairs and desks suitable for older children have been made in Accra and are now on view. All the Managers were circularized to this effect and many have availed themselves of the opportunity of seeing the various articles and have taken patterns principally of the Kindergarten furniture. The Registers and Accounts have been well kept and in many cases reflect great credit on the teachers concerned. New Time Tables have been periodically submitted for approval and it is evident that the teachers are giving greater care and attention to the allocation of staff and to the amount of time to be devoted to each subject. Unfortunately the same progress cannot be recorded as regards the Teaching Notes. The teachers have never taken kindly to the preparation of notes, but it is absolutely essential that they should be made. In only a very few schools were really good notes prepared and these were usually Boarding Schools. Fairly good schemes of work were drawn out and in the majority of cases an honest attempt was made to follow them.

FEMALE EDUCATION.

Good progress has been made under this heading. The Scottish Mission Girls' School at Aburi have drawn out a complete improved scheme of work which embraces Cookery, Laundry, domestic and personal hygiene, nursing and child welfare. The pupils seem genuinely interested in this branch of their school work. An attempt has been made to introduce ornamental gardening in close correlation with Nature Study and Housecraft. At the Accra Wesleyan High School for Girls all subjects appertaining to Domestic Science are taken and properly fitted up kitchens and laundries have been provided. The girls are made to take an active interest and part in the actual cookery and laundry and the boarders are encouraged to do these things on economical lines. The girls in the higher forms are called upon to do more advanced work. During the greater part of the year Domestic work at the Accra Government Girls' School was done in the open under the shade of a large tree. In January, however, a new Domestic Science Room was opened. It is well adapted for the work for which it is intended. English stoves have been discarded and an adoption of the Maltese system of heating introduced. This system is cheap and simple in construction and economical in practice and can easily be introduced into the homes of the poorest girls attending the school. A good washing copper and iron heaters have also been introduced and are much appreciated by the girls.

EVENING CLASSES.

Evening classes have been held on Tuesdays, Thursdays and Saturdays during the year, but very little material progress has been made and at present there are only three pupils on the roll, and so, as there are three persons on the teaching staff we have "the ideal classes." The teacher in command states that he dismissed many of the students as they did not seem to take a real interest in their work. He is hoping to see an increase in the enrolment during the coming year. The fees paid by the students are utilised in buying lighting material and in payment of the teaching staff.

REFRESHER COURSES FOR TEACHERS.

During the year it has been found possible to make a fuller use of the Accra Senior Boys' School. Teachers in outstations are apt to get out of date in their methods, and when they do the blame does not really lie with them. They are away from the large centres and are not able to obtain the necessary educational papers to keep them abreast of the times. Accordingly arrangements were made whereby two teachers per week were allowed to come and study the organisation and interior workings of the Accra Government Senior School. Here they could see up-to-date methods as being practised both by the class teachers and also by the students in training from the College. At the same time they were given a thorough training in Scouting Principles and a good insight into all the various games and pastimes. The scheme was greatly appreciated both by Managers and Teachers. It is proposed to extend the course during the coming year.

SPORTS AND GAMES.

Great keenness has been observed throughout the Province by Teachers and Scholars in the various sports and games. The principal game played is football, although in some areas cricket has been taken up with enthusiasm. Practically every school has now got its playing fields and at last the teachers seem to appreciate the fact that character training can be best

undertaken on the playing fields. In Accra all the schools belong to the Accra Schools' Football League and very good games are played. The boys play with keenness, intelligence and zest. For the second time the Accra Senior Boys' School succeeded in winning the cup but found the Wesleyan School very strong rivals and finally there was only one point between the winners and the runners up. At the Accra Government Girls' School Hockey, Lawn Tennis and Net Ball are the principal games played. It has been a great surprise to all to see with what avidity the girls have taken to these games. Hockey is their favourite game in which they have made great progress. Scouting has made rapid progress throughout the Province and the movement has achieved excellent results. In practically all the schools Scout Principles are taught and observed while the girls at the Government Girls' School belong to the Girl Guides.

CONCLUSION.

In conclusion I might add that on the whole satisfactory progress has been made in the Province and the majority of the teachers deserve commendation for their loyal devotion to duty. The keen desire for education is marked all over the Province and one feels inclined to think this desire is genuine and will tend to the greater progress of the races. The difficulties as regard Female Education still remain and will only be overcome by patience. To hurry the people at this stage would be a mistake but there are signs in the larger centres that the people are less opposed than they were a few years ago. Kindergarten work suffers through lack of properly trained teachers. Hand and Eye work is still looked upon as a separate subject and here again the teacher is at fault. Their great aim appears to be able to produce pretty models and drawings. Circulars have been issued dealing with Local History and Geography and these should put the teachers on the right track.

H. BLACKMORE,

Provincial Inspector of Schools.
Eastern Province.

SECTION IX.

ASHANTI—STAFF.

30. Mr. A. Gardner, Provincial Inspector of Schools, has been in charge of the Province throughout the year.

The subordinate clerical staff was inadequate. Mr. E. C. Brown, 2nd Division Clerk, had to do the clerical work for Ashanti and the Northern Territories from the 1st of April to the 8th of August when he proceeded on leave, at the expiration of which he was attached to the Education Office, Accra. Mr. Brown was relieved by Mr. J. T. Quaye, 2nd Division Clerk, who carried on the clerical work in the Provincial Office for the remainder of the year.

Mr. J. McAttram, Headmaster, left the Coomassie Government Boys' School on the 10th of July in order to take charge of the Government Senior Boys' School at Accra. His relief was Mr. V. A. Tettey, Assistant Headmaster, who had for some years been on the Accra Training College Staff.

Miss H. Simmons was in charge of the Government Girls' School, Coomassie, during the whole of the year under review. She assumed the title of Assistant Headmistress on the 1st of April.

Messrs. I. Quao, O. H. Brew, F. Essilie and H. R. Cudjoe were transferred from Ashanti to the Northern Territories, and Messrs. M. E. Asare and W. A. Mahamer from the Northern Territories to Ashanti.

The following transfers were also made:—Mr. W. P. Agyeman and Mr. J. F. Essibey from Juaso to Coomassie, Mr. J. G. Attafah from Sunyani to Coomassie, Mr. E. P. Mills and Mr. T. A. Brew from Coomassie to Sunyani and Mr. E. C. Adams from Coomassie to Juaso.

Miss Mary Smith was appointed a 2nd Division Teacher on the 1st of April, and was attached to the Coomassie Government Girls' School.

Mr. A. R. Ntow, Juaso, was awarded a First Class Certificate.

ASSISTED LIST, ENROLMENT, AVERAGE ATTENDANCE,
GRANTS-IN-AID AND SCHOOL FEES:

ASSISTED LIST.

The following table shows the number of Government and Assisted Schools in Ashanti during the past three years :—

TABLE I.

Description of School.	1921	1922	1923
A. M. E. Zion Mission	—	1	1
Church of England Mission	2	2	2
Roman Catholic Mission	4	4	4
Scottish Mission	14	13	16
Wesleyan Mission	4	5	5
Total Assisted Schools	24	25	28
Government Schools	4	4	4
Total Government and Assisted Schools ..	28	29	32

Of the 32 Mission Schools on the Inspection List 28 received Grants-in-aid. The Scottish Mission Schools at Obogu and Takyimantia were added to the Assisted List. Three schools could not be accepted for the Assisted List in consequence of the unsatisfactory accommodation provided for the pupils, and one was rejected because the work did not reach the standard of efficiency required.

There are now two Scottish Mission Schools in Coomassie, *viz.*, the Junior and Senior Schools.

It will be seen from Table II. that of the 32 Government and Assisted Schools 19 are mixed schools. The majority of the girls attending them are chiefly found in the Infants and Standards I. to III.

There is but one girls' school in Ashanti and it is insufficient to meet the demand for female education. The establishment of girls' schools, which make provision for the admission of girls as boarders, is a matter which requires the early attention of the Mission Authorities. It is to be regretted that the erection of such schools has been for so long delayed.

TABLE II.

Classifi- cation.	A.M.E. Zion Mission.	Church of England Mission.	Govern- ment.	Roman Catholic Mission.	Scottish Mission.	Wesleyan Mission.	Totals.
Boys ..	1	1	1	1	4	—	8
Girls ..	—	—	1	—	—	—	1
Infants	—	1	—	1	—	2	4
Mixed..	—	—	2	2	12	3	19
Totals	1	2	4	4	16	5	32

The number of pupils attending the Government and Assisted Schools can be seen from Table III. There has been an increase of 96 in the enrolment during the past year. Slight decreases are shown by the schools of the A.M.E. Zion Mission and the Wesleyan Mission, whilst small increases have been made at the Government Schools and the schools under the management of the Church of England Mission and the Roman Catholic Mission. The increase in the enrolment in the case of the Scottish Mission Schools is due to the increase in the number of Assisted schools belonging to this Mission.

Although the increase in the enrolment is small compared with that shown during the previous year, it must not be regarded as indicating a diminishing demand for education, for such is by no means the case. The demand for education continues to grow rapidly, but the enrolment must depend upon the accommodation provided.

The schools in Coomassie have in the past been overcrowded, and advantage has been taken of extensions which have been made this year to existing buildings, to relieve the overcrowded state of the schools.

TABLE III.

Description of School.	Enrolment.		
	Boys.	Girls.	Totals.
A.M.E. Zion Mission	91	—	91
Church of England Mission	280	—	280
Government	644	180	824
Roman Catholic Mission	658	17	675
Scottish Mission	923	152	1,075
Wesleyan Mission	805	74	879
Totals	3,401	423	3,824

AVERAGE ATTENDANCE.

The average attendance has been increased by 206, which can be regarded as satisfactory, for it has increased in greater proportion than has the enrolment. The increase is general, except in the case of the A.M.E. Zion Mission, which shows a slight decrease. The average attendance comes to over 89 per cent of the enrolment. The following table shows the average attendance at the Government and Assisted Schools for the past three years.

TABLE IV.

Description of School.	Average Attendance.		
	1921.	1922.	1923.
A.M.E. Zion Mission	—	84	72
Church of England Mission	228	239	264
Government	669	730	768
Roman Catholic Mission	450	590	605
Scottish Mission	755	811	946
Wesleyan Mission	568	755	760
Totals	2,670	3,209	3,415

GRANTS-IN-AID.

The grants-in-aid to Assisted Schools amount to £3,395 16s. 8d. which is an increase of £527 2s. 7d. on the grants-in-aid awarded to Mission Schools for the previous year. The amount includes claims under Rule 90, which are now granted in respect of buildings only.

The increase in grant this year is due to the higher average attendance, and to more efficient work being done in the schools.

The following table shows the grants-in-aid awarded to Mission Schools during the past three years.

TABLE V.

Description of School.	1921.	1922.	1923.
	£ s. d.	£ s. d.	£ s. d.
A. M. E. Zion Mission	—	66 16 4	90 0 0
Church of England Mission	337 9 10	346 11 6	414 0 0
Roman Catholic Mission	547 1 3	646 19 5	851 9 8
Scottish Mission	746 13 0	795 13 1	1,000 15 0
Wesleyan Mission	871 18 9	1,012 13 9	1,039 12 0
Totals	2,503 2 10	2,868 14 1	3,395 16 8

SCHOOL FEES.

The total amount collected as school fees is £1,059 9s. 0d. which is an increase of £136 15s. 1d. on the amount collected during 1922, and £329 3s. 10d. more than was paid as school fees during 1921. The largest increases under this head are in respect of the Roman Catholic and the Wesleyan Missions with increases of £66 11s. 3d. and £36 6s. 7d. respectively.

At the Sunyani Government School no school fees are paid by the children.

Table VI. shows the amounts which were collected as school fees in the Government and Assisted Schools during the past three years.

TABLE VI.

Description of School.	1921.	1922.	1923.
	£ s. d.	£ s. d.	£ s. d.
A. M. E. Zion Mission	—	50 6 6	52 18 9
Church of England Mission	74 9 6	90 19 0	107 8 6
Government	122 13 9	146 19 0	150 18 0
Roman Catholic Mission	157 14 1	166 15 9	233 7 0
Scottish Mission	123 11 11	126 16 6	137 13 0
Wesleyan Mission	251 15 11	340 17 2	377 3 9
Totals	730 5 2	922 13 11	1,059 9 0

SCHOOL BUILDINGS, EQUIPMENT AND GENERAL ORGANIZATION.

The Government Girls' School has been enlarged and the additional room provided has been used to accommodate the three Infant Classes. Prior to this extension many children received instruction on the verandah. That a further enlargement of this school is necessary is seen from the fact that four standard classes have still to be taught in one small room.

At the Coomassie Government Boys' School there are ten classes which have to be accommodated in seven class rooms. A site for a new school was selected some years ago, but it has not yet been found possible to commence the school building.

A new building for the Infants is required at Sunyani, as the one previously occupied can no longer be used owing to its dilapidated condition.

No new buildings have been erected by the Wesleyan Mission during the past year in connection with their assisted primary schools.

New premises are required at Afidwase, and additional room is needed at Coomassie.

The African Methodist Episcopal Zion Mission were unable to provide a suitable building for the Infant Classes at Coomassie, and consequently the application made for the Junior School to be placed on the assisted list could not be favourably considered.

Suitable class room accommodation has been provided by the Scottish Mission at Coomassie for the boys of the Senior School, and this has had a beneficial effect on the standard of work done. This Mission should be prepared to erect more satisfactory premises for the boarding school at Mampong, as soon as circumstances will permit of this being done.

An extension has been made to the Roman Catholic Mission School building at Coomassie which now provides more adequate accommodation for the large number of children attending. A separate building for the Infant Children is very desirable at this school.

Repairs to the Church of England Mission Junior School at Coomassie have been carried out, and an improvement has been made in the general appearance of the class rooms.

EQUIPMENT.

At several of the larger schools the seating accommodation provided has not kept pace with the increase in the average attendance, and consequently desks are often so overcrowded that the work cannot be efficiently done. There are still a few Infant Schools where benches are in use, and every effort should be made to substitute suitable desks for them.

Presses are needed at many schools. Since it is now necessary to keep the pupils' work books at the school, adequate provision should be made by Managers to store them. At a number of outstation schools of the Scottish Mission the practice of hanging the blackboard on the wall is a noticeable feature. This is unsatisfactory, and easels should be provided.

At the schools where children are expected to purchase the materials needed from local stores, the slates and exercise books are often incorrectly ruled. Uniformity of ruling is essential, and teachers must guide the children as to the purchases they make in order that this may be secured.

At the Sunyani Government School an adequate stock of materials is supplied from Government funds, and then sold to the pupils. This system must be adopted by Missions at many of their outstation schools if the work is to be satisfactorily carried on in accordance with the regulations in force.

REGISTRATION.

The marking of the attendance registers is usually done with care, and faulty marking is not often met with. The columns provided in the attendance registers for the purpose of entering the admission numbers of the pupils are occasionally not filled in. Errors in the keeping of the summary registers are more common and are generally due to carelessness. Teachers now realize that the admission of children into their schools can only be done by placing their names in the admission register, and this has resulted in a more accurate keeping of this part of school registration.

TIMETABLES.

The timetables which received approval during the previous year have continued in force at most schools. Where fresh timetables have been constructed, it has been rendered necessary in consequence of changes in organization.

One or two instances have come to notice of alterations being made in the school timetables after the latter have received approval, without sanction being obtained to make the alterations. When once a timetable has received approval no changes should be made without the permission of the Provincial Inspector of Schools.

GAMES.

Provision is made for the taking of organized games with the Infants and lower Standard Classes at those schools possessing satisfactory recreation grounds.

As a result of the experience gained last year a football league has been formed at Coomassie allowing school teams only to take part in the competition. Great keenness has been displayed in the games. Many of the small outstation schools are not yet provided with playing areas sufficiently large to enable football to be played properly.

A tennis court is in course of construction for the use of the girls attending the Coomassie Government Girls' School. At this school basket-ball is frequently played, and considerable interest is shown in it.

DOMESTIC TRAINING.

During the year under review considerable attention has been given at the Coomassie Government Girls' School to the Domestic Training subjects. The premises used for cookery and laundry purposes have been more efficiently equipped. The improvements which have been made are such as the girls themselves will be able to adopt, when they have the question of such domestic conveniences to consider.

In addition, plain needlework, domestic hygiene and child welfare, form part of the school curriculum, and the timetable has been constructed in order to give ample opportunity for this very important side of female education to be satisfactorily dealt with.

HOLIDAY COURSE FOR TEACHERS.

A week's holiday course for Ashanti teachers was held at Coomassie in January, and it was attended by sixty-seven teachers from Government and Mission Schools. The course dealt with the special work of Principal Teachers, common teaching errors, and up-to-date methods of dealing with the various subjects taken at both Senior and Junior Schools. The course was taken without any assistance from Government Funds, and the fact that so many attended is ample proof of the interest teachers take in their work.

WESLEY TRAINING COLLEGE.

The new Wesley College at Coomassie was opened by His Excellency the Governor on the 3rd of March, in the presence of a large gathering of Africans and Europeans. The College provides accommodation for 120 students in residence, about one-third of whom will be trained for the ministry, and the remainder for the teaching profession. The present course for teachers is a three-year one, covering Schedules G, H, and I, of the Government Code. This period of training may be extended. The staff consists of three Europeans and two Africans, and another European is expected to arrive in a few months' time.

The building which has been erected is substantial, and so designed as to admit of easy extension. In addition to good class room, dormitory and dining hall accommodation, a chapel and library are provided.

A site has been selected for the erection of a practising school. The grounds of the College are extensive.

GENERAL ORGANIZATION:

Empire Day was celebrated in an appropriate manner by the Government and Mission Schools. In Coomassie, approximately 1,900 school children assembled in the presence of the Acting Chief Commissioner, Ashanti.

Several teachers attended the Scout Masters' Course which was held at Kumawu early in January, and it is hoped that this will result in an increase in the number of Scout leaders, and the consequent increase in the number of Boy Scouts at the schools.

Considerable interest was taken by the schools in the preparation of Exhibits for the British Empire Exhibition, and the Ashanti schools will be well represented.

Every effort was made by the Provincial Inspector of Schools to put into force the scheme for the inspection of small schools by District Commissioners, but only three school reports were received from Political Officers during the year under review.

Standard VII. Examinations were held at Obuasi, Coomassie, and Mampong, on October 6th, November 16th, and November 22nd respectively, and 60% of those who attended were awarded a Certificate.

A certificated teacher has been attached to the Regimental School at Coomassie throughout the year. This school is attended by Non-Commissioned Officers, Signallers and Bandboys, many of whom have made creditable progress in the few subjects taught. Special attention is given to Colloquial English.

The Mission Authorities are gradually replacing uncertificated by certificated teachers in their Assisted Schools. There is a growing demand for the establishment of schools in the Western Province of Ashanti, and as soon as the supply of qualified teachers is such that the demand can be met, educational progress there will no doubt make rapid strides.

A. GARDNER,

Provincial Inspector of Schools.

(Ashanti and Northern Territories.)

SECTION X.

THE NORTHERN TERRITORIES.

31. The Administration of the Northern Territories in Educational matters was carried on from Coomassie during the year under report by Mr. A. Gardner, Provincial Inspector of Schools.

Several changes in the teaching staff were effected. Mr. Mahamer, 2nd Division teacher, was transferred from Lawra to Coomassie, and his relief was Mr. Mahama, who had been in charge of the Gambaga School. Messrs. F. Essilfie, O. H. Brew and H. R. Cudjoe, 2nd Division teachers, were transferred to the schools at Tamale, Wa and Gambaga respectively from Ashanti, as the supply of teachers who are natives of the Northern Territories is insufficient to satisfactorily staff the schools.

Mr. M. E. Asare was transferred from Wa to the Regimental School at Coomassie to relieve Mr. I. Quao, who was sent to Salaga in order to take charge of a new school established there, and Mr. W. Henkel was withdrawn from Tamale and was attached to the staff of the Junior Trade School at Yendi.

First Class Certificates were awarded to Mr. J. B. Harruna and Mr. J. M. Adjarry, Principal Teachers at Tamale and Wa respectively.

Teachers who are transferred from Ashanti or the Colony to the Northern Territories, are expected to make themselves familiar with the language as soon as possible.

The following table shows the enrolment for the past three years :—

TABLE I.

School.	1921		1922		1923	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Gambaga	41	—	38	2	34	3
Lawra	47	—	30	—	46	1
Salaga	—	—	—	—	42	—
Tamale	79	8	93	12	97	10
Wa	67	1	66	2	61	—
Totals	234	9	227	16	280	14

There has been a total increase of 51, which is almost entirely due to the opening of a new Government School at Salaga.

Table II. shows the average attendance during the past three years :—

TABLE II.

School.	1921.	1922.	1923.
Gambaga	35	34	29
Lawra	42	30	40
Salaga	—	—	40
Tamale	69	81	92
Wa	53	67	60
Totals	199	212	261

Including the Salaga school, the average attendance shows an increase of 49 over that of the previous year, and 62 over that of 1921. The average attendance works out at nearly 88.7% of the enrolment. There are no Mission Schools.

SCHOOL BUILDINGS.

The New Hospital buildings at Salaga, with the exception of the dispensary, were handed over to the Education Department for school purposes on condition that no structural alterations were made, and that the school was reserved entirely for natives of the Northern Territories, exception being made in the case of sons of Ashanti or Colony Government employees stationed at Salaga. The school was opened on August 27th with an enrolment of 40. In view of the possibility of the Hospital Buildings being again required by the Medical Department at no distant date, arrangements have been made to erect new school premises at this station.

At Gambaga, repairs and alterations are being made to a building not previously used for school purposes, and it is intended to accommodate the children in this building instead of the one hitherto used, as the latter is dark, and in various other ways not altogether suitable for school purposes. More satisfactory accommodation for the boarding pupils is also being provided for.

EQUIPMENT.

Desk accommodation is provided for the Standard Classes, and it is hoped to do away with the benches which are at present used by Infants and substitute desks for them as soon as circumstances allow of this being done.

In order to expedite the despatch of materials to the schools at Gambaga, Lawra, and Wa, arrangements were made to supply these schools from Tamale, where a sufficient quantity of stock is kept for this purpose. Not only are the materials supplied with less delay, but the arrangement has been found to effect a saving financially. Salaga is supplied from Coomassie.

Children have the use of school materials free of charge, and it would be detrimental to the success of the schools in the Northern Territories to require the children to purchase these for themselves.

SCHOOL FEES.

No fees are collected at any of the Northern Territory Government Schools.

GENERAL ORGANIZATION.

For the first time in the history of the Northern Territory Schools, a tour of inspection was undertaken by an Officer of the Inspectorate Branch of the Education Department, and the schools at Tamale and Gambaga were visited by the Provincial Inspector of Schools. It is to be regretted that visits to Lawra and Wa could not be included in the tour. As there is but one European to supervise Educational matters of both Ashanti and the Northern Territories, the prolonged absence of this Officer from Coomassie was not possible.

The boarding school system is in force at Gambaga, Lawra and Wa, and those boys who came from homes situated at some distance from these places avail themselves of the opportunity offered. The boarding arrangements have the supervision of the District Commissioners. A small charge is made for expenses, but the fees are kept as low as possible, and an endeavour is being made to make these boarding establishments self-supporting. Plots of land are attached to each of these schools, and the boys are encouraged to grow their own food supplies.

Considerable attention has been given to the Boy Scout movement at the Tamale, Gambaga and Wa schools, and good progress has been made.

A. GARDNER,

Provincial Inspector of Schools.
(Ashanti and Northern Territories.)

SECTION XI.

TRANS-VOLTA PROVINCE REPORT.

STAFF.

32. Mr. H. A. Wright, the Provincial Inspector; Mr. J. Nyamelegbe, Government Teacher; and Mr. M. K. Ado, Temporary Clerk, were engaged in this province throughout the year.

INSPECTIONS.

One hundred and sixty-three days were spent by Mr. Wright from headquarters (Quittah) while engaged on inspecting other than local schools. Mr. Nyamelegbe, who is stationed at Ho, travelled for one hundred and fourteen days.

All the Gold Coast Trans-Volta Assisted Schools received a minimum of two inspections by the former officer, with one individual examination in the primary subjects; he also paid many brief visits to non-assisted schools. The latter inspected at least once, all the Ewe Mission Schools in British Togoland, and gave general supervision to the Ho school.

Thus, during the year, forty-one schools on the Government Assisted List; forty-six Ewe Mission Schools; and a considerable number of non-assisted schools (of which sixty-six are known) have been inspected and reported upon.

The District Commissioners of Quittah, Akuse, Ho and Kpando have each made a number of inspections and rendered useful reports, for which sincere thanks are due to them.

The only regret to express is, that owing to the limited time at the disposal of the education officers concerned for inspection work, and the strenuous nature of the duty, so little was done in comparison to the much that was needed to be done.

GENERAL ORGANIZATION.

Official intimation in June, was given to the former Bremen Mission staff, that arrangements made by Government with the Scottish Mission were complete, and that the responsibility for control of the former Bremen Mission vested for so many years in the Education Department, was transferred.

At a full conference of former Bremen Mission Staff and members, held at Ho on the 12th and 13th of September, at which were also present three German Missionaries who had returned to work with the Scottish Mission, the appellation "Bremen Mission" which had hitherto designated the North German Mission on the Gold Coast, was changed by general approval on the suggestion of the Reverend T. L. Beveridge, Joint Secretary of the Scottish Mission, to "The Ewe Mission" or "The Ewe Church."

All the schools on the Gold Coast and in British Togoland which prior to 1916 were known as Bremen Mission Schools, are now named Ewe Mission Schools.

One other change in mission organization took place during the year, *viz.*, the appointment of the Right Reverend Augustine Herman as Roman Catholic Bishop of the Lower Volta Vicariate. Schools of this mission east of the Volta are now under the General Managership of Bishop Herman or his delegate.

ASSISTED LIST.

The Assisted Schools number forty-one as compared with forty-three last year. The difference is brought about by the removal from the list of three schools and the inclusion of one. Kwadjowusu Scottish Mission School was taken off by the Reverend Manager in charge, owing to his desire to employ the certificated teacher elsewhere. The village of Apeguso was removed to a new situation, a temporary structure being provided for the Scottish Mission School of that name. It proving, however, to be entirely unsuitable for educational purposes the school was excluded. Ehui Ewe Mission School was removed for bad work and poor attendance. Kpeve Ewe Mission School was re-included, its exclusion last year being merely due to shortage of staff.

Detailed statistics of all the schools are shown at the end under Appendix A.

ENROLMENT ; AVERAGE ATTENDANCE, ETC.

	A.M.E Zion Mission.	Ewe Mission (G.C.).	Roman Catholic Mission.	Scottish Mission.	Total for all Schools.
No. of Std. Boys on Roll ..	324	1,176	616	215	2,331
.. .. Girls ..	29	151	38	30	248
.. .. Infant Boys ..	123	890	413	177	1,603
.. .. Girls ..	24	298	57	66	445
Total Enrolment ..	500	2,515	1,124	488	4,627
Average Attendance Std. Boys	307	1,104	523	211	2,145
.. .. Girls	24	146	29	26	225
.. .. Infant Boys	118	821	331	157	1,427
.. .. Girls	29	267	34	56	386
Total Average Attendance	478	2,338	917	450	4,183
Percentage of Average Attendance to Enrolment ..	95.6	92.5	81.6	92.2	90.4
Percentage of Enrolment of Girls to Boys ..	11.8	21.7	9.2	24.4	17.6

This table, which is in addition to the ordinary statistics at the end of this report gives, when analysed, much interesting information. It shows that the total enrolment was 4,627 with a daily average attendance of 4,183; the remarkably good percentage of average attendance to enrolment being 90.4.

These figures are all increases on those of previous years and rather indicate, in spite of strict entrance examinations to some of the senior schools this year, and an exaction of an all round higher standard, done for the purpose of attempting to keep the rate of entry down to the rate of progress in buildings, staff and equipment, that it will need more than efforts such as these to stem the tide of determination to go to school.

The figures showing the percentage of enrolment of girls to boys have not kept pace with the increased number on roll, though, as last year, the highest is held by the Scottish Mission, closely followed by the Ewe Mission. Female education progresses regrettably slowly.

A similar table to the above is given below in respect of the Ewe Mission Schools in the mandated territory of British Togoland, for, though they are not on the assisted list proper, and only a small proportion of them have yet reached a sufficiently high standard for that list, the teachers have been paid, and the schools regularly inspected and supervised by, this department.

EWI MISSION SCHOOLS IN BRITISH, TOGOLAND.

ENROLMENT AND AVERAGE ATTENDANCE.

Number of Schools open during the year.	No. of Std. Boys on Roll.	No. of Std. Girls on Roll.	No. of Infant Boys on Roll.	No. of Infant Girls on Roll.	Total Enrolment.
46	438	13	1,352	361	2,164
	Average attendance Std. Boys.	Average attendance Std. Girls.	Average attendance Infant Boys.	Average attendance Infant Girls.	Total Average Attendance.
	381	11	1,250	322	1,964

Percentage of average attendance to enrolment 90.7.

Percentage of enrolment of girls to boys 20.8.

GRANTS-IN-AID.

The grants recommended to the respective missions are as follows :—

A.M.E. Zion Mission	..	..	..	£	s.	d.
Roman Catholic Mission	..	..	..	620	9	0
Scottish Mission	..	..	..	1,229	0	2
				649	7	0
Total	..	..	..	£2,498	16	2

This total sum represents an increase on last year's award of 6.5%, which is due to the increased average attendance.

The pupils of the above missions have thus, in direct grants on average attendance earned at the rate of £1 7s. 1d. each.

A careful record was kept when inspecting the Gold Coast Ewe Mission Schools, the grants being assessed as if the teachers were not being paid by Government. The total calculated award amounted to £3,170 3s. 0d., or exactly the same as the above rate per pupil, viz., £1 7s. 1d. Actually, however, the cost to Government of these schools was at the rate of £1 12s. 4d. per pupil. The Togoland Ewe Mission Schools (salaries to teachers as in the previous case) cost £1 6s. 1d. per pupil on an average attendance of 1964. These costs are of course, exclusive of administrative expenses and certificate grants to teachers.

SCHOOL FEES.

The following amounts were collected as school fees :—

	£	s.	d.
By the A.M.E. Zion Mission	120	19	10
„ „ Roman Catholic Mission	370	19	5
„ „ Scottish Mission	215	14	9

The Roman Catholic Mission made the excellent and substantial increase over last year of £160. The differences in the others are negligible.

The greatest strictness has been observed at inspections in seeing that all Ewe Mission pupils paid school fees regularly. The total of £898 14s. 4d. was paid to the Treasury during the year, made up as follows :—

Gold Coast Ewe Mission Schools	£542	17s.	od.
British Togoland do.	£355	17s.	4d.

SCHOOL ACCOUNTS, REGISTERS, TIME TABLES, BUILDINGS AND EQUIPMENT.

The Evangelical Missions have, since the war, delegated the duty of managing some of the schools to African Pastors, who, in the majority of cases, render accurate accounts and returns. There are a few instances, however, where a cheerful disregard of care and regularity, not only weakens school efficiency, but affects a mission's income.

More and more care is being rightly given to Time Table preparation and there is less tendency to dissipate energy on a number of subjects which, however good in themselves, do not help to lay a solid foundation of primary education.

The year was marked by teachers and managers paying greater attention to the good repair and cleanliness of classrooms, and in endeavouring to make them cheerful places by the provision of pictures, nature study examples and flowers.

GAMES, BOY SCOUTS, EMPIRE DAY.

Games have continued to make progress. Considerable thanks are due to many of the teachers for giving up their leisure time, after hours in a hot, stuffy classroom, with refractory pupils may be, trying to instil in their classes further principles of wholesome education.

Similar thanks are due to several Europeans who have given time to improving the various troops of Boy Scouts. This movement only lacks qualified scoutmasters and commissioners.

Empire Day is becoming yearly a celebration in which not only all schools participate, from those in large towns to the smallest one "in the bush," but in which nearly all the people in a town or village join.

MISCELLANEOUS.

Owing to a desire to conserve efficiency in one place, the proposal mentioned in last year's report to re-open Amedjope Seminary for Teachers, was abandoned. A considerable number of Ewe students are now at Akropong Scottish Mission Seminary undergoing training for work among their own people.

In July, the last of the Ewe Mission church accounts was checked and handed over by this department, and in January the Ewe Mission began to make its own arrangements for supplies of school material.

A good representative selection of exhibits for the British Empire Exhibition was forwarded from this province.

Special printed papers were used for the first time in the standard seven examination held on November 16th. From the seven senior schools in this province 195 pupils sat, the percentage of certificates awarded being 60.5.

The Ewe Mission teaching staff fluctuates a good deal owing to resignations and dismissals, but at the end of the year the number of teachers was 129. These were re-classified in the Quittah office according to the Scottish Mission salary scales and the teachers re-commenced paying to a pension fund

The Acting Secretary of the Ewe Mission (Rev. R. R. Watt) held a special vacation course at Amedjope in January, at which over 60 teachers were present taking a definite course of study in school and theological subjects.

GENERAL PROGRESS OF EDUCATION, CONCLUSION.

A perusal of this report should leave the impression that education here is sought after by a rapidly increasing number, but that there is yet no opportunity for many.

Progress is slow, certain and well defined. The educational edifice is, of necessity, a structure of slow erection, and extremely so in this country where the shadow is so often mistaken for the substance, and where superficiality can so easily mislead.

The Mission Teachers (there are no Government schools in this province) poorly paid; often with inadequate housing accommodation; frequently with unwieldy classes; and with practically no chance of attaining a higher position, are nevertheless, with few exceptions, nobly striving daily to sow the seeds of character, obedience to authority, and learning.

H. A. WRIGHT,

Provincial Inspector of Schools.

(Trans-Volta.)

SECTION XII.

SECONDARY SCHOOLS.

33. There are two Secondary Schools now on the Assisted List:—The S.P.G. Grammar School and Richmond College, Wesleyan Mission; both are situated at Cape Coast. The former has had better public examination results than the latter but Richmond College is primarily concerned with the formation of character and then with instruction.

The Foundation Stone of Achimota College was laid by His Excellency the Governor on 24th March, 1924; he was assisted by a merchant, a lawyer and an artisan, the last being one of the most successful students who have left the Technical School. Representative sections of the community attended the ceremony; 2,000 Standard pupils from the Accra School and the students from the Training College and Technical School were conveyed to and returned from Achimota by train. The smooth working of the transport arrangements was facilitated by the energy and the courtesy of the European members of the Railway Staff who deferred the end of the day's work till the last school train returned to Accra about 8.30 p.m. Special mention should be made of Messrs. Horsley and Fisher, Housemasters of the Technical School and Training College respectively, who undertook the charge and over-sight of the trains conveying pupils. To the teachers, male and female, and to the pupils, whose day began with 11.30 a.m. and ended at 8.30 p.m. only the warmest praise can be afforded; the latter stood this test of endurance with great fortitude.

DISTRIBUTION OF SCHOOLS.

34. The geographical distribution of Government and Assisted Schools in the Colony, Trans-Volta, Ashanti and the Northern Territories is shown in Appendix C.

COST OF EDUCATION.

35. The 100% increase in grants-in-aid to Assisted Schools was sanctioned again for this year. The total estimated cost for the year was £118,237; this sum is exclusive of the amount provided in the year for Achimota College.

ACCOUNTS.

36. On the whole these were well kept and accurate; in a few cases there was a lack of care and precision, resulting in the decrease of the school income and the weakening of efficiency. Some Managers still continued to make claims under sections of Rule 90 which deals with building grants, already revoked by the Board of Education; they evidently do not keep in touch with matters affecting the welfare of their schools; this is very culpable negligence.

REGISTRATION AND TIME TABLES.

37. The reports on registration from all the Provinces are encouraging ; distinct progress has been made this year ; the Admission and Attendance Registers are generally well-kept but there is a tendency to carelessness when teachers deal with Summary Registers.

More care has been used in the preparation of Time Tables which are submitted periodically for approval by Provincial Inspectors ; in some cases, nevertheless, Time Tables are not arranged to suit the number of teachers on the staff ; this involves waste of material. The Provincial Inspector, Ashanti, reports that in a few instances alterations were made in the Time Table after approval had been given ; this is contrary to regulation.

SCHOOL BUILDINGS AND EQUIPMENT.

38. There is a clamant demand for new buildings or the extension of old buildings to accommodate healthily the numbers attending school. Overcrowding, particularly in the large coast schools, is patent even to the casual observer. Many plans have been submitted for approval, some of boarding schools ; this type should be encouraged as making for better results in the training of the youth of this country. Managers and Teachers have paid more attention to the good repair and cleanliness of their class rooms.

Seating accommodation has not kept pace with the increase in average attendance ; there is great lack of Infant equipment for whom benches or unhygienic and overcrowded desks are provided. Both Managers and parents do not appear to give consideration to the health of the standard pupils and of the infants in particular, when they persist in the provision of unsuitable seating arrangements. Acting on the recommendation of the Educationists' Committee, 1920, the Provincial Inspector has on view in his office at Accra, Model Desks, Kindergarten Tables and Chairs ; many Managers have availed themselves of this opportunity, visited the office and taken measurements particularly of the Kindergarten apparatus. That the school-rooms are more cheerful, is reported from Trans-Volta, owing to the more extensive use of flowers, pictures and Nature-study specimens.

GAMES.

39. Football is the most popular game in the country ; it has been suggested that more sportsmanship is discernible in Football than in Cricket ; the former game is certainly played with great keenness and energy. Of the many games played at the Government Girls' School Accra, Hockey is " facile princeps." Teachers seem to appreciate the fact that character training can be undertaken in the playing field and many freely give up their leisure for this purpose.

STANDARD VII. EXAMINATION.

40. There was a new departure this year, the oral examination being replaced by a written test. The examination was held in all the provinces at various centres and presided over by Provincial Inspectors and Political Officers. The papers set were fair and not too difficult ; 60% passed in Ashanti and Trans-Volta but in other Provinces the results were not as satisfactory.

SCOUTS.

41. Provincial Inspectors, the Organiser of Practical Education and Headmasters, Junior Trade Schools, Masters, Training College, the Principal and Masters, Technical School and Elementary School Teachers co-operate in this movement which has been accepted with great enthusiasm. In various parts of the Colony, designated vulgarly " far, far bush " it is reported that Political and Education officers have received a punctilious scout salute from little boys and girls clad only in a shirt or entirely unclad. The co-operation of this Department does not mean that the movement is official ; the above officers are in the end responsible to the Chief Scout. It must, however, be stated that the introduction of scouting principles into the schools has not contributed merely to material progress but is slowly but surely producing a fair type of boy in character and in spirit.

EVENING CLASSES.

42. It is regrettable that steady progress cannot be recorded of these classes ; at Cape Coast, the classes continue but there has been no decided awakening among the outside public as to their value ; the Headmistress of the Government Girls' School has now instituted evening classes for females, an interesting venture which has met with some measure of success.

In Accra, many students were dismissed for lack of real interest in their work and only three remain on the Roll. The teachers anticipate better results next year.

EMPIRE DAY.

43. The celebration took place in all towns and villages where there are schools, whether Government, Assisted or Unassisted. Approximately 50,000 children saluted the flag on Empire Day, but this celebration is not confined to the children alone; nearly the whole population of a town or village where there is a school participate in the proceedings.

FEMALE EDUCATION.

44. At the Scottish and Wesleyan Mission Boarding Schools at Aburi, Accra and Cape Coast as well as the Government Girls' Day Schools at Accra, Cape Coast, Coomassie and Essiama, practical Domestic Work is now undertaken. Essiama is in the Western Province where little support is given to the special education of girls. Hence the introduction of this work at Essiama is of some significance for the future. A feature of the Domestic Science Scheme at Aburi, is the addition of ornamental gardening in correlation with Nature-study and Housecraft. The girls' boarding schools are most valuable institutions as in the circumstances intensive character training is facilitated.

INSPECTION OF SCHOOLS BY POLITICAL OFFICERS.

45. Provincial Inspectors report that considerable help has been given by Political Officers in various districts and some excellent reports have been received. In the Northern Territories and some parts of the Western Province, their interest and activity is invaluable to this Department. In other parts, over-worked officers have had no time to partake in inspection however willing they have been. Harmonious co-operation exists between the two Departments and excellent results may be predicted for the future.

GENERAL ORGANISATION.

46. The control of the Former Bremen Mission, the Ewe Mission, has been transferred to the Scottish Mission. In this connection it may be apropos to refer to the tact, sympathy and industry with which Mr. H. A. Wright, Provincial Inspector, Trans-Volta, acted as a sort of Superintendent of the Church in addition to his own duties. There has also been a change in the constitution of the Roman Catholic Mission; on the appointment of the Right Reverend Augustine Herman as Bishop of the Lower Volta Vicariate, the schools in his diocese came under his control; the General Manager, Roman Catholic Mission, Cape Coast, now controls all schools West of the Volta only. This Mission in particular and education in general has suffered a severe loss in the death of Bishop Hummel; by his unswerving devotion to duty, his indefatigable industry and his unflinching geniality, he has left in his Mission, an outstanding monument in the Gold Coast.

The Western Province is still controlled from Cape Coast. In spite of the valuable help afforded by Political Officers, it is essential that an Inspector of Schools be stationed at Secondee; expert control is needed in this backward province to place education on a sound basis.

Various undertakings have been initiated in the interests of the teachers in the different Provinces; at Cape Coast morning classes have been held for Seventh Standard boys engaged as teachers; these classes were taken by Head Teachers. In Accra, two teachers from the Assisted Schools attend each week to study the organisation and internal working of the school. In Coomassie a week's holiday course was held and attended by 67 teachers; the classes were taken by Mr. Gardner, the Provincial Inspector, assisted by Mr. Dewhurst of the Training College, Accra.

Wesley Training College, Coomassie, was opened by His Excellency the Governor on the 3rd March; provision has been made for 120 students of whom about two-thirds will be trained as teachers.

In conclusion, though distinct advance has been made in some places, Managers must realise that no progress is possible with untrained teachers; these might produce an atmosphere of satisfactory stagnation. It is a regrettable fact that some Missions still employ many untrained teachers owing to the force of circumstances; the only remedy is to reduce the number of classes, place sympathetic trained teachers in charge of the Infants and Lower Standards and thus build on a firm foundation, up to a future when trained teachers may be expected.

R. F. HONTER,
Acting Director of Education.

APPENDICES.

Appendix A. Statistics relating to Government and Assisted Schools.

„ B. Results of the Teachers' Certificate Examinations and the Examination in Agriculture.

„ C. Geographical Distribution of Government and Assisted Schools.

APPENDIX

STATISTICS OF GOVERNMENT

WESTERN

GOVERNMENT

School.	Denomi- nation.	*Character.				No. on Roll.				Government Grants-in-Aid Recommended.		
		B.	G.	M.	I.	Boys.	Girls.	Total.	Average.	Grant. £ s. d.	Claims under Rule 90. £ s. d.	Total Grant. £ s. d.
Enchi	Government			M		129	1	130	88	..	..	..
Essiama	"			M		176	56	232	151	..	..	..
New Awudua	"			M		68	4	72	50	..	..	..
Wioso	"			M		81	3	84	70	..	..	..
	Totals	..	..	..	..	454	64	518	359	..	..	..

ASSISTED SCHOOLS OF THE

		R. C.										
Adjua	Mission	..	..	M	..	83	1	84	69	38 12 0	..	38 12 0
Axim Junior .. ..	"	..	..	..	I	92	9	101	82	65 12 0	..	65 12 0
Axim Senior .. ..	"	..	..	M	..	86	4	90	78	1 5 0 0	..	165 0 0
Chamah .. ..	"	..	..	..	..	71	5	76	62	52 6 0	..	52 6 0
Half Assinie .. ..	"	..	..	M	..	184	11	195	134	112 6 0	166 12 10	278 19 10
Prestea .. ..	"	..	..	M	..	55	6	61	43	21 4 0	..	21 4 0
Sekondi Junior .. ..	"	..	..	..	I	105	22	127	108	108 0 0	..	108 0 0
Sekondi Senior .. ..	"	..	..	M	..	121	11	132	95	190 0 0	..	190 0 0
Tarkwa .. ..	"	..	..	M	..	126	19	145	123	164 8 0	..	164 8 0
	Totals	..	..	..	..	923	88	1,011	794	908 8 0	166 12 10	1,075 0 10

ASSISTED SCHOOLS OF THE

Attuabo	Wesleyan Mission	..	..	M	..	104	12	116	95	78 16 0	..	78 16 0
Axim Junior .. ..	"	..	..	..	I	92	32	124	80	48 0 0	5 0 0	53 0 0
Axim Senior .. ..	"	..	..	M	..	149	17	166	140	210 0 0	4 12 3	214 12 3
Chamah .. ..	"	..	..	M	..	141	20	161	130	157 4 0	..	157 4 0
Dixcove .. ..	"	..	..	M	..	139	21	160	100	72 8 0	..	72 8 0
Sekondi Junior .. ..	"	..	..	..	I	220	95	315	239	191 4 0	..	191 4 0
Sekondi Senior .. ..	"	..	..	M	..	291	35	326	227	397 5 0	..	397 5 0
Tarkwa .. ..	"	..	..	M	..	183	26	209	147	191 14 0	..	191 14 0
	Totals	..	..	..	..	1,319	258	1,577	1,158	1,346 11 0	9 12 3	1,356 3 3

B = Boys. G = Girls. M = Mixed. I = Infants.

A.
AND ASSISTED SCHOOLS—1922-23.

PROVINCE.**SCHOOLS.**

Government Grant-in-Aid.			Income.				Total Income.	Total Expenditure.	Remarks.
Govt. Grant.	Claims under Rule 90.	Total Govt. Grant.	School Fees.	Grant from Local Sources.	Grant from Home Base.	Grant from Other Sources.			
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
..	Expenditure d frayed by Go
..	24 5 6	..	..	..	24 5 6	..	
..	
..	
..	24 5 6	24 5 6	..	

ROMAN CATHOLIC MISSION.

65 8 0	3 4 7	68 12 7	22 9 8	..	44 1 3	..	135 3 6	135 3 6	*Including bal for 1922 of £4 16s. 0d.
35 8 0	0 11 8	35 19 8	3 13 6	..	97 3 4	..	136 16 6	136 16 6	
160 0 0	4 14 5	164 14 5	60 0 3	..	22 12 4	..	252 3 0	252 3 0	
49 14 0	4 2 7	53 16 7	28 1 3	..	69 7 4	..	161 5 2	151 5 2	
105 16 0	7 11 7	113 7 7	42 2 10	..	572 6 10	25 17 3	753 14 6	753 14 6	
47 17 0	10 9 6	58 6 6	18 19 3	..	74 6 6	..	151 12 3	151 12 3	
108 0 0	1 14 7	109 4 7	19 16 6	..	30 6 1	..	159 17 2	159 17 2	
150 0 0	11 18 9	161 18 9	63 1 9	..	94 17 8	3 8 9	323 6 11	323 6 11	
130 12 0	7 14 9	138 6 9	42 2 6	..	54 10 11	..	235 0 2	235 0 2	
852 15 0	52 2 5	904 17 5	300 7 6	..	1,059 12 3	29 6 0	2,298 19 2	2,298 19 2	

WESLEYAN MISSION.

69 0 0	..	69 0 0	36 19 3	135 15 9	241 15 0	263 15 0	*Balance from 1922 £172 11 * Do. £ 44 * Do. £118 15
60 0 0	5 6 0	65 6 0	13 8 3	..	..	..	78 14 3	213 0 7
270 0 0	3 4 4	273 4 4	79 13 10	..	..	2 14 0	528 4 1	353 16 4
131 5 0	..	131 5 0	50 12 3	75 17 5	..	..	257 14 8	310 12 6
91 13 0	3 1 7	94 14 7	49 8 6	53 15 6	..	..	197 18 7	197 18 7
160 0 0	1 3 5	161 3 5	67 12 3	..	..	..	272 15 10	195 19 7
426 0 0	16 2 10	442 2 10	172 18 7	..	..	2 17 9	736 18 4	546 7 10
223 12 0	3 2 8	226 14 8	95 3 0	118 17 7	..	43 0 0	483 15 3	460 4 3	
1,431 10 0	32 0 10	1,463 10 10	565 15 11	384 6 3	..	48 11 9	2,797 16 0	2,541 14 8	

STATISTICS OF GOVERNMENT

WESTERN

ASSISTED SCHOOLS OF THE CHURCH

School.	Denomi- nation.	*Character.				No. on Roll.				Government Grants-in-Aid. Recommended.		
		B.	G.	M.	I.	Boys.	Girls.	Total.	Average.	Grants, £ s. d.	Claim under Rule 90 £ s. d.	Total Grants. £ s. d.
Ab bontiakoon ..	C. of E. Mission	..	..	M	..	158	16	174	112	139 13 0	..	139 13 0
Sekondi Junior (St. Peter's) ..		..	..	..	I	114	38	152	137	82 4 0	..	82 4 0
Sekondi Senior ..		..	..	M	..	137	23	160	129	258 0 0	..	258 0 0
	Totals	..	..	..	..	409	77	486	378	479 17 0	..	479 17 0

GRAND TOTALS

Denomination.	No. on Roll.				Government Grant-in-Aid. Recommended.		
	Boys.	Girls.	Total.	Annual Average.	Grant, £ s. d.	Claims under Rule 90. £ s. d.	Total Govt. Grant £ s. d.
Church of England Mission	409	77	486	378	479 17 0	..	479 17 0
Government	454	64	518	359	..	..	..
Roman Catholic Mission	923	88	1,011	794	908 8 0	166 12 10	1,075 0 10
Wesleyan Mission	1,319	258	1,577	1,158	1,346 11 0	9 12 3	1,356 3 3
	3,105	487	3,592	2,689	2,734 16 0	176 5 1	2,911 1 1

*B = Boys. G = Girls. = M Mixed. I = Infants.

AND ASSISTED SCHOOLS.

PROVINCE—continued.

OF ENGLAND MISSION.

Government Grant-in-Aid.			Income.				Total Income.	Total Expenditure.	Remarks.
Grant.	Claims under Rule 90.	Total Govt. Grant.	School Fees.	Grant from Local Sources.	Grant from Home Base.	Grant from Other Sources.			
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
115 3 0	2 14 9	117 17 9	32 8 3	..	80 0 6	0 18 3	295 3 2	281 11 0	Balance from 1922 £63 18
110 8 0	1 1 10	111 9 10	37 8 0	27 3 8	..	..	176 1 6	176 1 6	
216 0 0	4 19 1	220 19 1	66 5 6	155 7 6	..	5 4 3	447 16 4	447 16 4	
441 11 0	8 15 8	450 6 8	136 1 9	182 11 2	80 0 6	6 2 6	919 1 0	905 8 10	

WESTERN PROVINCE.

Govt. Grant-in-Aid.			Income.				Total Income.	Total Expenditure.	Remarks.
Govt. Grant.	Claims under Rule 90.	Total Govt. Grant.	School Fees.	Grant from Local Sources.	Grant from Home Base.	Grant from Other Sources.			
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
441 11 0	8 15 8	450 6 8	136 1 9	182 11 2	80 0 6	6 2 6	919 1 0	905 8 10	
..	..	..	24 5 6	..	..	..	24 5 6	..	
852 15 0	52 2 5	904 17 5	300 7 6	..	1,059 12 3	29 6 0	2,298 19 2	2,298 19 2	
431 10 0	32 0 10	1,463 10 10	565 15 11	384 6 3	..	48 11 9	2,797 16 0	2,541 14 8	
725 16 0	92 18 11	2,818 14 11	1,026 10 8	566 17 5	1,139 12 9	84 0 3	6,040 1 8	5,746 2 8	

STATISTICS OF GOVERNMENT

CENTRAL

GOVERNMENT

School.	Denomi- nation.	*Character.				No. on Roll				Government Grand-in-Aid Recommended.		
		B.	G.	M.	I.	Boys.	Girls.	Totals	Average.	Grant.	Claim under Rule 90.	Total Grant.
											£ s. d.	£ s. d.
Cape Coast Boys' ..	Government	B	..	..	..	650	—	650	537	..	..	..
Cape Coast Girls' ..	"	..	G	..	..	—	287	287	239	..	..	..
Oda .. .. .	"	..	..	M	..	244	7	251	210	..	..	..
Totals		..	..	..	..	894	294	1,188	956	..	..	..

ASSISTED SCHOOLS OF THE

	A. M. E. Z. Mission											
Cape Coast Junior	I	121	41	162	141	56 8 0	2 8 0	58 16	
Cape Coast Senior	M	..	196	10	206	176	308 0 0	..	308 0	
Winneba	M	..	218	9	227	119	81 8 0	..	81 8	
Totals	535	60	595	436	445 16 0	2 8 0	448 4	

ASSISTED SCHOOLS OF THE

	R. C. Mission											
Anamaboe Junior	M	..	56	2	58	39	31 4 0	0 3 10	31 7	
Anamaboe Senior	B	..	..	64	1	65	49	73 10 0	0 6 0	73 16	
Cape Coast Junior	I	145	87	232	168	134 8 0	1 1 10	135 9	
Cape Coast Senior	B	..	..	237	..	237	190	427 10 0	3 3 6	430 13	
Cape Coast Girls'	G	..	..	98	98	81	182 5 0	0 9 9	182 14	
Elmina Junior	I	105	36	141	120	96 0 0	..	96 0	
Elmina Senior	B	..	..	115	..	115	104	208 0 0	..	208 0	
Elmina Girls'	G	..	..	65	65	58	130 10 0	..	130 10	
Saltpond Junior	I	119	27	146	111	88 16 0	..	88 16	
Saltpond Senior	M	200	12	212	171	299 5 0	..	299 5	
Totals	1,041	328	1,369	1,091	1,671 8 0	5 4 11	1,676 12	

ASSISTED SCHOOLS OF THE

	Wesley. Mission											
Agona Soudru	M	..	134	9	143	116	145 0 0	..	145 0	
Akim Soudru	M	..	132	4	136	116	119 2 0	105 7 5	224 9	
Anamabo Junior	I	95	23	118	84	16 16 0	..	16 16	
Anamabo Senior	M	..	79	11	90	75	75 0 0	..	75 0	
A ppam Junior	I	132	6	138	118	70 16 0	..	70 16	
A ppam Senior	M	..	148	6	154	138	172 10 0	..	172 10	
Atra	M	..	66	8	74	55	31 12 0	..	31 12	
Cape Coast Junior	I	153	54	207	169	101 8 0	8 5 7	109 13	
Cape Coast Senior	M	..	267	45	312	274	548 0 0	9 18 7	557 18	
C. C. High School	G	..	..	84	84	84	117 0 0	..	117 0	
Edubasi	M	..	74	16	90	88	69 0 0	..	69 0	
Elmina Junior	I	93	43	136	125	75 0 0	..	75 0	
Elmina Senior	M	..	169	33	202	148	222 0 0	..	222 0	
Odumtu Junior	I	102	21	123	89	53 8 0	..	53 8	
Odumtu Senior	M	..	140	6	146	118	208 5 0	..	208 5	
Saltpond Junior	I	185	76	261	218	43 12 0	..	43 12	
Saltpond Senior	M	..	266	37	303	270	270 0 0	..	270 0	
Winneba Junior	I	192	55	247	189	113 8 0	1 0 0	114 8	
Winneba Senior	M	..	276	42	318	253	442 15 0	..	442 15	
Totals	2,703	579	3,282	2,727	2,894 12 0	124 11 7	3,019	

*B=Boys. G=Girls M=Mixed. I=Infants.

AND ASSISTED SCHOOLS.

PROVINCE.

SCHOOLS.

Government Grant-in-Aid.			Income.				Total Income.	Total Expenditure.	Remarks
Grant.	Claims under Rule 90.	Total Govt. Grant.	Schools Fees	Grant from Local Sources.	Grant from Home Base.	Grant from Other Sources.			
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
..	130 12 9	..	..	98 1 1	228 13 10	..	Expend defrayed Govern
..	50 13 9	..	..	..	50 13 9	..	
..	49 11 9	..	..	..	49 11 9	..	
..	230 18 3	..	..	98 1 1	328 19 4	..	

A.M.E. ZION MISSION.

93 0 0	5 18 0	98 18 0	35 9 11	..	..	64 11 7	*218 1 6	218 1 6	*Balance fr. m 19
295 15 0	6 9 1	302 4 1	168 12 0	..	..	..	*389 3 6	450 12 10	*£19 2
83 4 0	1 6 2	84 10 2	54 2 9	60 17 6	..	..	*303 14 5	276 16 3	*£218 4
471 19 0	13 13 3	485 12 3	258 4 8	60 17 6	..	64 11 7	*1,210 19 5	945 10 7	*£341 15

ROMAN CATHOLIC MISSION.

32 16 0	0 9 0	33 5 0	1 3 6	..	65 11 0	..	99 19 6	99 19 6	Includir
73 10 0	5 19 1	79 9 1	16 10 6	..	54 18 2	..	150 17 9	150 17 9	balance
159 0 0	3 19 4	162 19 4	27 17 8	163 13 6	..	0 15 0	355 5 1	355 5 1	1922 of
510 0 0	24 14 7	534 14 7	134 15 3	..	..	55 1 7	*600 1 3	751 14 7	*£75 9
158 0 0	13 8 5	171 8 5	58 19 3	181 12 8	..	8 10 0	*476 12 10	476 12 11	*£56 2
114 0 0	3 4 9	117 4 9	22 4 0	154 16 3	..	3 15 0	298 0 0	298 0 0	
213 15 0	2 19 3	216 14 3	56 16 3	39 12 2	..	..	313 2 8	313 2 8	
106 0 0	18 3 8	124 3 8	40 9 6	46 5 2	..	1 14 6	212 12 10	212 12 10	
100 18 0	9 8 7	110 4 7	15 6 9	..	34 6 2	..	209 17 6	209 17 6	
271 5 0	11 7 6	282 12 6	59 15 6	..	169 0 3	..	511 8 3	511 8 3	
1,712 0	93 14 2	1,832 16 2	433 17 9	585 19 9	373 15 7	69 16 1	*3,427 17 8	3,379 11 1	*£131 12

WESLEYAN MISSION

142 10 0	8 17 8	151 7 8	110 17 6	87 14 9	..	5 0 0	359 8 11	311 2 6	* Includ
112 4 0	4 14 4	116 18 4	53 13 4	65 0 0	..	186 1 9	421 13 5	635 0 10	balance
68 16 0	1 1 1	69 17 1	15 19 6	..	2 17 11	..	88 14 6	70 11 10	1922
141 0 0	0 17 0	141 17 6	70 16 0	32 0 10	..	..	244 14 4	228 19 9	£1
80 8 0	17 18 0	98 6 0	18 17 4	..	..	2 10 0	119 13 4	149 18 4	
241 10 0	34 18 6	276 8 6	66 17 6	..	..	..	*425 18 10	254 13 7	£82 12
..	..	..	17 15 0	78 7 0	..	..	94 2 0	126 2 10	
80 0 0	8 14 0	88 14 10	51 8 6	55 6 11	..	..	195 9 5	489 19 9	
507 10 0	30 10 6	538 0 6	246 8 0	..	..	..	1,352 15 0	601 16 5	*£568
..	..	..	1,081 5 7	800 0 0	50 17 7	443 6 2	2,408 12 6	2,362 0 8	*£33
..	..	..	33 0 0	52 0 0	..	8 0 0	93 0 0	93 0 0	
58 16 0	1 18 0	60 14 0	8 0 5	4 16 9	..	69 7 9	142 18 11	225 9 3	
226 10 0	4 1 1	230 11 1	30 8 3	4 16 9	..	120 13 9	449 12 6	381 15 0	*£63
46 4 0	2 12 6	48 16 6	27 19 3	75 18 9	..	0 2 0	152 16 6	152 16 6	
186 0 0	11 16 7	197 16 7	104 12 6	85 17 3	..	2 13 6	446 17 1	405 6 8	*£55 1
88 16 0	5 18 0	94 14 0	39 7 11	..	..	..	134 1 11	279 0 11	
356 5 0	1 1 4	357 6 4	228 0 7	..	..	..	935 7 0	650 2 7	*£350
134 8 0	6 9 10	140 17 10	39 1 3	..	..	..	235 8 0	222 0 11	*£56
400 15 0	21 15 4	422 10 4	174 18 9	61 6 6	..	140 0 0	798 15 7	872 3 10	£1,213
2,871 12 0	163 4 3	3,034 16 3	2,419 7 2	1,401 5 6	53 15 6	977 14 11	9,099 19 9	8,512 2 2	

STATISTICS OF GOVERNMENT

CENTRAL

ASSISTED SCHOOLS OF THE

School.	Denomination.	*Character.				No. on Roll.				Government Grant-in-Aid Recommended.		
		B.	G.	M.	I.	Boys.	Girls.	Total.	Average.	Grant. £ s. d.	Claim under Rule 90. £ s. d.	Total Grants. £ s. d.
Abodom	Scottish Mission	..	..	M	..	31	12	43	35	28 9 0	..	28 9 0
Akim Soadru .. ..	"	..	..	M	..	42	8	50	45	66 12 0	..	66 12 0
Akokoase .. ..	"	..	..	M	..	38	4	42	34	37 7 0	..	37 7 0
Akyease .. ..	"	..	..	M	..	34	11	45	41	55 19 0	..	55 19 0
Aprade .. ..	"	..	..	M	..	26	13	39	39	35 19 0	9 17 2	45 16 2
Bobikuma .. ..	"	..	..	M	..	33	9	42	37	17 0 0	..	17 0 0
Kwanyako .. ..	"	..	..	M	..	88	51	139	109	131 4 0	..	131 4 0
Nsaba Junior .. ..	"	..	..	..	..	44	21	65	60	64 0 0	0 15 10	64 15 10
Nsaba Senior .. ..	"	..	..	B	..	68	..	68	62	139 10 0	0 19 2	140 9 2
Nyakrom .. ..	"	..	..	M	..	29	23	52	37	33 18 0	..	33 18 0
Wankyi .. ..	"	..	..	M	..	37	9	46	42	49 4 0	..	49 4 0
	Totals	..	..	..	..	470	161	631	541	659 2 0	11 12 2	670 14 2

SECONDARY

Cape Coast S. P. G. Grammar School Cape Coast Richmond College	Church of England Wesleyan Mission	B	..	..	..	67	..	67	60	240 0 0	41 0 7	281 0 7
	Totals	..	..	..	..	156	..	156	134	536 0 0	41 0 7	577 0 7

GRAND TOTALS

Denomination.	No. on Roll.				Government Grant-in-Aid Recommended.		
	Boys.	Girls.	Total.	Annual Average.	Grant. £ s. d.	Claims under Rule 90. £ s. d.	Total Govt. Grant £ s. d.
A. M. E. Zion Mission	535	60	595	436	445 16 0	2 8 0	448 4 0
Government	894	294	1,188	956	—	—	—
Roman Catholic Mission	1,041	328	1,369	1,091	1,671 8 0	5 4 11	1,676 12 11
Scottish Mission	470	161	631	541	659 2 0	11 12 2	670 14 2
Wesleyan Mission	2,703	579	3,282	2,727	2,894 12 0	124 11 7	3,019 3 7
Secondary Schools	156	..	156	134	536 0 0	41 0 7	577 0 7
	5,799	1,422	7,221	5,885	6,206 18 0	184 17 3	6,391 15 3

AND ASSISTED SCHOOLS.

PROVINCE—continued.

SCOTTISH MISSION.

Government Grant-in-Aid.			Income.				Total Income.	Total Expenditure.	Remarks.
Grant.	Claims under Rule 90.	Total Govt. Grant.	School Fees.	Grant from Local Sources.	Grant from Home Base.	Grant from Other Sources.			
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
21 17 10	0 7 3	22 4 3	1 14 6	64 6 10	..	0 5 3	88 10 10	88 10 10	
53 5 0	3 8 0	56 13 0	3 12 6	27 8 2	..	..	87 13 8	85 5 8	
37 1 0	..	37 1 0	..	49 10 6	..	..	86 11 6	86 11 6	
47 14 0	0 7 2	48 1 2	2 14 0	54 3 11	..	..	104 19 1	104 11 11	
39 8 0	0 3 4	39 11 4	3 14 0	28 13 11	..	..	73 4 6	73 1 2	Including bal
26 4 0	1 0 9	27 4 9	3 17 0	70 12 6	..	..	101 14 3	101 14 3	from 1922
114 8 0	0 19 4	115 7 4	..	..	38 16 9	0 9 0	154 13 1	154 13 1	£1 5 3.
66 0 0	0 18 1	66 18 1	6 7 6	46 3 11	..	1 5 0	120 14 6	120 14 6	
117 0 0	9 10 1	126 10 1	40 0 0	60 10 0	..	0 15 0	227 15 1	227 15 1	
38 16 0	5 15 8	44 11 8	4 11 6	75 10 4	..	..	124 13 2	124 13 2	
38 19 0	0 16 2	39 15 2	6 2 6	59 12 7	..	1 17 3	107 7 6	..	
600 12 0	23 5 10	623 17 10	72 13 6	536 12 4	38 16 9	4 11 6	1,277 17 2	1,274 18 8	£1 5 3.

ASSISTED SCHOOL.

140 0 0	56 15 0	196 15 0	295 14 9	60 0 0	120 0 0	..	672 9 9	650 16 6	Balance from 1922.
..	..	..	1,904 2 7	295 0 0	..	166 5 7	*2,726 10 11	2,312 8 10	*£361 2 9
140 0 0	56 15 0	196 15 0	2,199 17 4	355 0 0	120 0 0	166 5 7	*3,399 0 8	2,963 5 4	*£361 2 9

CENTRAL PROVINCE.

Government Grant-in-Aid.			Income.				Total Income.	Total Expenditure.	Remarks.
Govt. Grant	Claims under Rule 90.	Total Govt. Grant	School Fees.	Grant from Local Sources.	Grant from Home Base.	Grant from Other Sources.			
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
471 19 0	13 13 3	485 12 3	258 4 8	60 17 6	..	64 11 7	1,210 19 5	945 10 7	
..	..	..	230 18 3	..	..	98 1 1	328 19 4	..	
1,739 2 0	93 14 2	1,832 16 2	433 17 9	585 19 9	373 15 7	69 16 1	3,427 17 8	3,379 11 1	
600 12 0	23 5 10	623 17 10	72 13 6	536 12 4	38 16 9	4 11 6	1,277 17 2	1,274 18 8	
2,871 12 0	63 4 3	3,034 16 3	2,419 7 2	1,401 5 6	53 15 6	977 14 11	9,099 19 9	8,512 2 2	
140 0 0	56 15 0	196 15 0	2,199 17 4	355 0 0	120 0 0	166 5 7	3,399 0 8	2,963 5 4	
5,823 5 0	350 12 6	6,173 17 6	5,614 18 8	2,939 15 1	586 7 10	1,381 0 9	18,744 14 0	17,075 7 10	

STATISTICS OF GOVERNMENT

EASTERN

GOVERNMENT

School.	Denomi- nation.	*Character.				No. on Roll.			Average Atten- dance.	Government Grant-in-Aid Recommended.							
		B.	G.	M.	I.	Boys.	Girls.	Total.		Grant.	Claim under Rule 90.	Total Grant.					
									£	s.	d.	£	s.	d.	£	s.	d.
Accra Junior ..	Govern- ment	B	..	..	I.	482	..	482	452	£	..	..	£	..	..	..	..
Accra Senior ..	"	B	..	..	..	995	..	995	928	..	..	..	..	..	..	..	..
Accra Girls' ..	"	..	G	..	..	..	302	302	281	..	..	..	..	..	..	..	..
Kibi .. ..	"	..	..	M	..	173	15	188	160	..	..	..	..	..	..	..	..
Obo	"	B	..	..	..	187	..	187	118	..	..	..	..	..	..	..	..
	Totals	..	..	..	..	1,837	317	2,154	1,939	..	..	..	..	..	..	..	..

ASSISTED SCHOOLS OF THE

Abetifi Junior ..	Scottish Mission	..	..	M	..	120	65	185	178	246	2	0	..	246	2	0
Abetifi Senior ..	"	B	..	..	..	115	..	115	105	210	0	0	..	210	0	0
Abirew .. ..	"	..	..	M	..	28	16	44	41	42	6	0	..	42	6	0
Abokobi .. ..	"	..	..	M	..	93	62	160	147	182	8	0	..	182	8	0
Abominya .. ..	"	..	..	M	..	30	10	40	43	38	2	0	..	38	2	0
Aburi .. ..	"	..	..	M	..	117	88	205	160	158	12	0	..	158	12	0
Aburi Girls ..	"	..	G	..	..	..	38	38	33	82	10	0	..	82	10	0
Adawso	"	M	..	119	81	200	180	185	0	0	1	4	9	186	4	9
Ada Junior .. ..	"	..	..	M	..	144	39	183	161	202	0	0	..	202	0	0
Ada Senior	"	B	..	..	..	88	..	88	84	189	0	0	..	189	0	0
Adukrom .. ..	"	..	..	M	..	69	51	120	105	108	3	0	..	108	3	0
Akropong Junior ..	"	M	..	143	95	238	191	208	16	0	0	11	6	209	7	6
Akropong Senior ..	"	B	..	..	..	201	..	201	179	402	15	0	..	402	15	0
Akuse	"	M	..	110	40	150	108	140	8	0	2	12	4	143	0	4
Amanase .. ..	"	..	..	M	..	119	52	171	150	142	15	0	..	142	15	0
Amanokrom .. ..	"	..	..	M	..	69	61	130	120	153	7	0	..	153	7	0
Apapam .. ..	"	..	..	M	..	45	16	61	55	74	10	0	..	74	10	0
Apedwa	"	M	..	12	32	44	36	29	4	0	0	12	10	29	16	10
Apemsu .. ..	"	..	..	M	..	81	22	103	102	78	12	0	..	78	12	0
Apirade .. ..	"	..	..	M	..	29	28	57	53	49	12	0	..	49	12	0
Asafo .. ..	"	..	..	M	..	25	25	50	41	38	12	0	..	38	12	0
Asamankese .. ..	"	..	..	M	..	99	32	131	97	94	9	0	..	94	9	0
Asantema .. ..	"	..	..	M	..	92	60	152	116	96	5	0	..	96	5	0
Asiakwa	"	M	..	78	40	118	112	137	4	0	0	17	8	138	1	8
Asuom .. ..	"	..	..	M	..	54	13	67	42	37	1	0	..	37	1	0
Bana-Hill	"	B	156	..	156	147	367	10	0	2	2	6	369	12	6
Begoro Junior .. ..	"	..	..	M	..	147	54	201	192	252	4	0	..	252	4	0
Begoro Senior	"	B	..	..	..	185	..	185	200	400	0	0	..	400	0	0
Christiansborg Infants	"	..	..	..	I	162	70	232	225	281	5	0	..	281	5	0
Christiansborg Junior	"	..	..	M	..	117	26	143	141	317	5	0	..	317	5	0
Christiansborg Senior	"	B	..	..	..	193	..	192	201	502	10	0	..	502	10	0
Dodowa .. ..	"	..	..	M	..	76	33	109	96	126	18	0	..	126	18	0
	Carried forward	

*B=Boys. G=Girls. M=Mixed. I=Infant.

STATISTICS OF GOVERNMENT

EASTERN

ASSISTED SCHOOLS OF THE

School.	Denomi- nation.	*Character.				No. on Roll.				Government Grant-in-Aid Recommended.		
		B.	G.	M.	I.	Boys.	Girls.	Total.	Average.	Grant £ s. d.	Claims under Rule 90. £ s. d.	Total Govt. Grant. £ s. d.
	Brough forward											
Gyakite ..	Scottish Mission.	..	..	M	..	36	14	50	47	50 4 0	..	50 4 0
Kade	M	..	55	17	72	62	70 11 0	..	70 11 0
Kibi	M	..	124	61	185	174	236 8 0	2 7 2	238 15 2
Koforidua	M	..	165	87	252	204	248 8 0	..	248 8 0
Kpemo	M	..	73	18	91	76	76 13 0	5 13 2	82 6 2
Kpong	M	..	34	14	48	44	55 0 0	..	55 0 0
Kukurantumi	M	..	102	35	137	114	114 8 0	..	114 8 0
Kwabeng	M	..	98	18	116	98	48 19 0	..	48 19 0
Labadi	M	..	144	48	192	159	192 0 0	..	192 0 0
Larte	M	..	202	156	358	309	358 1 0	..	358 1 0
Mamfe	M	..	112	69	181	162	186 12 0	..	186 12 0
Mamong	M	..	155	107	262	204	248 5 0	..	248 5 0
Mangoase	M	..	142	76	218	192	274 12 0	1 4 8	275 16 8
Manyakpohuno	M	..	141	16	157	118	148 8 0	..	148 8 0
Mpraeso	M	..	113	21	134	135	198 18 0	..	198 18 0
Nkwatia	M	..	97	31	128	131	138 0 0	..	138 0 0
Nkwantanang	M	..	36	12	48	36	45 8 0	..	45 8 0
Nsawam	M	..	267	81	348	263	316 10 0	..	316 10 0
Obawale	M	..	97	21	118	106	83 14 0	..	83 14 0
Obenyemi	I	..	26	12	38	30	24 0 0	..	24 0 0
Odumase	M	..	135	75	210	203	262 0 0	..	262 0 0
Osenase	M	..	51	11	62	49	59 0 0	4 11 8	54 11 8
Otumi	M	..	42	15	57	56	42 16 0	..	42 16 0
Parkro	M	..	126	37	163	124	126 3 0	..	126 3 0
Sra	M	..	67	15	82	70	95 12 0	..	95 12 0
Tafo	M	..	142	35	177	149	153 16 0	..	153 16 0
Tamatoku	M	..	30	1	31	33	39 12 0	..	39 12 0
Teshi Junior	M	..	95	17	112	105	135 12 0	..	135 12 0
Teshi Senior	M	..	102	2	104	100	225 0 0	..	225 0 0
Tutu	M	..	60	81	141	127	129 12 0	..	129 12 0
Wirekyirong	M	..	30	25	55	44	44 0 0	0 5 6	44 5 9
	Totals	..	..	..	..	6,219	2,377	8,596	7,565	9,994 7 0	22 3 9	10,016 10 9

ASSISTED SCHOOLS OF THE

Aburi Junior ..	Wesleyan Mission.	..	..	..	I	63	26	89	76	60 16 0	..	60 16 0
Aburi Senior ..	..	..	..	M	..	108	16	124	98	147 0 0	..	147 0 0
Accra ..	..	..	..	M	..	916	134	1,050	842	1,186 8 0	..	1,186 8 0
Accra Girls' ..	..	..	G	..	..	..	200	200	168	275 14 0	..	275 14 0
Adukrom ..	..	..	..	M	..	142	14	156	131	198 4 0	3 1 4	201 5 4
Apirade ..	..	..	..	M	..	40	10	50	43	37 6 0	..	37 6 0
Asafo ..	..	..	..	M	..	60	14	74	64	67 8 0	..	67 8 0
Asokore ..	..	..	..	M	..	87	13	100	82	98 13 0	..	98 13 0
Dodowah ..	..	..	..	M	..	125	40	165	131	184 4 0	..	184 4 0
Efidwase ..	..	..	..	M	..	132	10	142	105	112 8 0	..	112 8 0
Ewukugua ..	..	..	..	M	..	40	11	51	40	42 8 0	..	42 8 0
Koforidua Junior ..	..	..	..	..	I	191	33	224	204	81 12 0	..	81 12 0
Koforidua Senior ..	..	..	..	M	..	259	26	285	250	437 10 0	..	437 10 0
Kpong Junior ..	..	..	..	..	I	39	10	49	41	8 4 0	..	8 4 0
Kpong Senior ..	..	..	..	M	..	144	12	156	127	158 15 0	1 18 0	160 13 0
Larte Junior ..	..	..	..	..	I	99	13	112	98	78 8 0	..	78 8 0
Larte Senior ..	..	..	..	..	..	157	22	179	160	360 0 0	..	360 0 0
Mamong ..	..	..	..	M	..	197	40	237	194	283 12 0	..	283 12 0
Nsawam Junior ..	..	..	..	..	I	96	25	121	77	30 16 0	..	30 16 0
Nsawam Senior ..	..	..	..	M	..	185	9	194	171	256 10 0	2 18 0	259 8 0
Okorase ..	..	..	..	M	..	153	22	175	114	137 8 0	..	137 8 0
Oyoko Junior ..	..	..	..	..	I	42	10	52	41	24 12 0	..	24 12 0
Oyoko Senior ..	..	..	..	M	..	53	4	57	49	73 10 0	..	73 10 0
	Totals ..	..	..	..	..	3,328	7,144	4,042	3,306	4,341 6 0	7 17 4	4,349 3 4

* B = Boys. G = Girls. M = Mixed. I = Infants.

AND ASSISTED SCHOOLS.

PROVINCE—continued.

SCOTTISH MISSION—continued.

Government Grant-in-Aid.			Income.				Total Income.	Total Expenditure.	Remarks.
Grant.	Claims under Rule 90	Total Govt. Grant.	School Fees.	Grant from Local Sources.	Grant from Home Base.	Grant from Other Sources.			
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
49 8 0	0 13 8	50 1 8	6 9 0	..	57 0 10	..	113 11 6	113 11 6	
64 6 0	..	64 6 0	4 6 0	..	..	..	68 12 0	102 15 6	
238 0 0	..	238 0 0	26 14 0	..	..	..	323 7 4	252 10 10	*£58 13
222 1 0	9 17 4	231 18 4	28 0 0	..	..	..	259 18 4	269 0 6	
71 18 0	1 9 0	73 7 0	13 18 6	..	..	..	87 5 0	134 5 0	
73 0 0	0 7 5	73 7 5	7 7 0	..	..	..	80 14 5	117 17 0	
100 16 0	5 1 0	105 17 0	15 12 0	..	..	..	121 9 0	178 6 10	
54 10 0	..	54 10 0	13 19 6	..	..	..	68 9 6	97 4 5	
183 4 0	..	183 4 0	40 4 0	36 7 10	..	13 0 0	272 15 10	265 18 5	
308 8 0	10 2 9	318 10 9	42 12 0	1 10 6	..	..	362 13 3	385 4 4	
160 15 0	..	160 15 0	24 3 0	..	4 8	..	185 2 3	258 4 9	
208 19 0	..	208 19 0	15 2 0	..	..	9 10 0	233 11 0	273 17 10	
239 17 0	..	239 17 0	19 18 0	..	..	0 4 0	260 7 9	230 16 0	*8
98 8 0	4 12 5	103 0 5	22 4 0	..	..	..	125 4 5	135 18 8	
124 12 0	..	124 12 0	16 1 0	..	..	..	140 13 0	145 13 0	
144 12 0	..	144 12 0	12 10 0	..	..	..	157 2 0	206 5 10	
41 8 0	..	41 8 0	..	5 10 6	..	..	46 18 6	88 17 0	
228 19 0	12 1 10	241 0 10	37 2 6	..	..	..	278 3 4	265 2 8	
64 9 0	2 3 2	66 12 2	14 15 0	..	..	1 0 0	87 7 2	267 2 6	
28 0 0	0 12 0	28 12 0	2 14 0	..	..	..	31 6 6	73 7 11	
222 16 0	8 9 8	231 5 8	32 9 0	..	..	1 3 6	264 18 2	252 17 3	
42 16 0	0 6 3	43 2 3	6 0 0	..	47 0 9	..	96 3 0	96 3 0	
39 10 0	..	39 10 0	1 5 6	..	..	..	40 15 0	87 0 0	
82 13 0	3 11 2	86 4 2	21 11 6	..	..	..	107 15 8	165 0 0	
58 4 0	1 2 3	59 6 3	12 13 6	..	..	..	71 19 9	121 0 6	
161 4 0	..	161 4 0	23 18 0	..	..	..	175 2 0	195 17 6	
40 0 0	0 17 10	40 17 10	5 0 6	..	..	..	45 18 4	67 15 11	
126 15 0	..	126 15 0	17 11 0	23 6 8	..	32 10 0	206 11 8	204 18 5	£6 9
202 10 0	..	202 10 0	159 0 0	50 19 9	..	51 0 0	463 9 9	362 10 2	
109 4 6	..	109 4 0	10 1 0	..	..	..	119 5 0	225 0 0	
41 4 0	..	41 4 0	4 9 0	61 15 6	..	..	107 8 6	107 8 6	
9,297 17 0	118 14 3	9,416 11 3	2,560 11 8	801 4 7	151 13 2	297 1 1	13,837 6 7	13,365 12 10	*£610 4 1

WESLEYAN MISSION.

								Vide Semi School	
268 16 0	4 6 1	273 2 1	120 7 11	1 14 9	..	..	453 11 3	431 19 8	£58 6
626 18 0	73 2 0	700 0 0	602 8 9	..	..	..	1,870 19 2	1,772 6 11	
..	..	..	275 13 0	900 0 0	..	1,097 13 6	2,470 18 7	2,428 7 7	£568 10
207 14 0	5 12 1	213 6 1	92 8 6	45 12 11	..	..	351 7 6	351 7 6	£197 12
32 17 0	1 6 8	34 3 8	14 7 6	..	..	..	48 11 2	129 17 6	
59 12 0	2 11 0	62 3 0	32 13 3	12 10 1	..	..	107 6 4	109 4 0	
90 11 0	1 3 1	91 14 1	41 7 2	..	..	..	133 1 3	126 2 10	
175 12 0	..	175 12 0	96 5 3	..	..	8 6 9	353 19 5	308 5 1	£73 15
93 14 0	0 10 6	94 4 6	55 9 9	..	..	..	149 14 3	159 13 0	
48 4 0	0 19 6	49 3 6	18 4 3	77 5 5	..	0 1 0	144 14 2	144 14 2	
116 8 0	7 17 5	124 5 5	51 17 4	..	..	1 7 0	177 9 9	202 6 2	
386 15 0	4 3 11	390 18 11	214 4 9	..	..	14 14 6	619 18 2	713 16 8	
..	..	..	..	..	..	..	..	..	Vide Semi School %
169 14 0	3 2 3	172 16 3	153 11 9	..	..	1 10 0	380 9 10	284 3 10	£47 11 10
55 4 0	1 1 3	56 5 3	24 9 8	..	..	..	80 14 11	148 10 0	
262 10 0	3 16 11	266 6 11	103 3 10	..	..	..	498 3 1	356 0 7	£123 12 4
221 12 0	..	221 12 0	125 14 8	107 14 8	..	..	455 1 4	430 13 4	
..	..	..	23 16 9	..	..	..	23 16 1	86 18 0	
268 4 0	22 2 7	290 6 7	187 3 0	..	..	9 14 3	547 8 9	437 14 0	£60 4 11
120 18 0	0 19 7	121 17 7	80 14 4	..	..	..	208 17 4	217 19 9	
27 0 0	..	27 0 0	11 10 8	..	..	..	38 10 8	77 14 7	
81 0 0	2 4 5	83 4 5	45 16 4	..	..	..	137 4 2	125 15 3	£8 3 5
3,313 3 0	134 19 3	3,448 2 3	2,381 8 5	1,144 17 10	..	1,133 7 0	9,251 17 10	9,043 10 5	1,144 2 4

STATISTICS OF GOVERNMENT

E A S T E R N

School,	Denomi- nation.	Character.				No. on Roll.				Government Grant-in-Aid. Recommended.		
		B.	G.	M.	I.	Boys.	Girls.	Total.	Annual Average.	Grant. £ s. d.	Claims under Rule 90. £ s. d.	Total Govt. Grant. £ s. d.
Accra (St. Mary's) C. of Eng. Mission ..	..	..	B.	..	..	182	..	182	146	219 0 0	..	219 0 0
Accra Royal School	Undenomi- national	..	..	M.	..	777	99	876	789	925 8 0	50 0 0	975 8 0
		..	..	..	..	959	99	1,058	935	1,144 0 0	50 0 0	1,194 8 0

Denomination.	No. on Roll.				Government Grant-in-Aid. recommended.		
	Boys.	Girls.	Total.	Annual Average.	Grant. £ s. d.	Claims under Rule 90. £ s. d.	Total Govt. Grant. £ s. d.
Church of England Mission ..	182	..	182	146	219 0 0	..	219 0 0
Government ..	1,837	317	2,154	1,939	..	..	..
Scottish Mission ..	6,219	2,377	8,596	7,565	9,994 7 0	22 3 9	10,016 10 9
Wesleyan Mission ..	3,328	714	4,042	3,306	4,341 6 0	7 17 4	4,349 3 4
Undenominational ..	777	99	876	789	925 8 0	50 0 0	975 8 0
Totals ..	12,343	3,507	15,850	13,745	15,480 1 0	80 1 1	15,560 2 1

AND ASSISTED SCHOOLS.

PROVINCE—continued.

Government Grant-in-Aid.			Income.				Total Income.	Total Expenditure.	Remarks.
Govt. Grant.	Claims under Rule 90.	Total Govt. Grant.	School Fees.	Grant from Local Sources.	Grant from Home Base.	Grant from Other Sources.			
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
139 0 0	..	139 0 0	148 8 0	297 2 2	..	..	584 10 2	873 8 0	..
411 8 0	..	411 8 0	507 15 9	150 0 0	..	..	1,103 0 6	1,208 4 4	£33 16 9
550 8 0	..	550 8 0	656 3 9	447 2 2	..	..	1,687 10 8	2,081 12 4	£33 16 9

Government Grant-in-Aid.			Income.				Total Income.	Total Expenditure.	Remarks.
Govt. Grant.	Claims under Rule 90.	Total Govt. Grant.	School Fees.	Grant from Local Sources.	Grant from Home Base.	Grant from Other Sources.			
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
139 0 0	..	139 0 0	148 8 0	297 2 2	..	..	584 10 2	873 8 0	..
..	..	..	434 13 0	..	..	..	434 13 0	..	..
9,297 17 0	118 14 3	9,416 11 3	2,560 11 8	801 4 7	151 13 2	297 1 1	13,837 6 7	13,365 12 10	£610 4 1
3,313 3 0	134 19 3	3,448 2 3	2,381 8 5	1,144 17 10	..	1,133 7 0	9,251 17 10	9,043 10 3	£11,144 2
411 8 0	..	411 8 0	507 15 9	150 0 0	..	..	1,103 0 6	1,208 4 4	£33 16
13,161 8 0	253 13 6	13,415 1 6	6,032 16 10	2,393 4 7	151 13 2	1,430 8 1	25,211 8 1	24,490 15 7	£1,788 3 1

STATISTICS OF GOVERNMENT

ASHANTI.

ASSISTED SCHOOL OF THE

School.	Denomi- nation.	*Character.				No. on Roll.			Average.	Government Grant-in-Aid. Recommended.		
		B.	G.	M.	I.	Boys.	Girls.	Total.		Grant.	Claims under Rule 90.	Total Govt. Grant.
Kumasi Senior ..	A.M.E.Z. Mission	B	..	..	..	91	..	91	72	£ s. d. 90 0 0	£ s. d. ..	£ s. d. 90 0 0
	Totals	..	..	..	..	91	..	91	72	90 0 0	..	90 0 0

ASSISTED SCHOOLS OF THE

Kumasi Junior ..	C. of E. Mission	..	..	..	I	99	..	99	95	76 0 0	..	76 0 0
Kumasi Senior ..	"	B	..	..	..	181	..	181	169	338 0 0	..	338 0 0
	Totals	..	..	..	..	280	..	280	264	414 0 0	..	414 0 0

GOVERNMENT

Kumasi Boys' ..	Govern- ment	B	..	..	..	381	..	381	386	..	..	..
Kumasi Girls' ..	"	..	G	..	..	..	155	155	122	..	..	..
Juaso ..	"	..	..	M	..	153	15	168	159	..	..	..
Sunyani ..	"	..	..	M	..	110	10	120	101	..	..	..
	Totals	..	..	..	..	644	180	824	768	..	..	..

ASSISTED SCHOOLS OF THE

Akrokerri ..	Roman C. Mission	..	..	M	..	102	2	104	98	114 16 0	1 19 2	116 15 2
Kumasi ..	"	..	..	M	..	361	1	362	302	410 16 0	..	410 16 0
Obuasi Junior ..	"	..	..	..	I	100	14	114	115	69 0 0	..	69 0 0
Obuasi Senior ..	"	..	..	M	..	95	—	95	90	180 0 0	74 18 6	254 18 6
	Totals	..	..	..	..	658	17	675	605	774 12 0	76 17 8	851 9 8

ASSISTED SCHOOLS OF THE

Afidwase ..	Scottish Mission	..	..	M	..	50	8	58	52	51 1 0	..	51 1 0
Agogo ..	"	..	..	M	..	47	9	56	61	66 4 0	..	66 4 0
Asoromaso ..	"	..	..	M	..	41	7	48	43	29 2 0	..	29 2 0
Bekyem ..	"	..	..	M	..	36	7	43	37	33 13 0	..	33 13 0
Berekum ..	"	..	..	M	..	42	9	51	44	41 16 0	..	41 16 0
Bompata ..	"	..	..	M	..	105	35	140	132	102 19 0	..	102 19 0
Kumasi Junior ..	"	..	..	M	..	145	16	161	121	183 16 0	..	183 16 0
Kumasi Senior ..	"	B	..	..	..	75	..	75	66	115 10 0	..	115 10 0
Dweao ..	"	B	..	..	..	42	..	42	38	27 6 0	..	27 6 0
Gyamase ..	"	..	..	M	..	42	3	45	38	50 16 0	..	50 16 0
Kokofu ..	"	..	..	M	..	58	10	68	48	34 10 0	..	34 10 0
Kwaso ..	"	B	..	..	..	31	..	31	31	32 12 0	..	32 12 0
Mampong Junior ..	"	..	..	M	..	97	34	131	109	92 16 0	..	92 16 0
Mampong Senior ..	"	B	..	..	..	30	..	30	33	66 0 0	..	66 0 0
Obogu ..	"	..	..	M	..	55	3	58	59	41 3 0	..	41 3 0
Takyimantia ..	"	..	..	M	..	27	11	38	34	31 11 0	..	31 11 0
	Totals	..	..	..	..	923	152	1,075	946	1,000 15 0	..	1,000 15 0

AND ASSISTED SCHOOLS.

A. M. E. ZION MISSION.

Government Grant-in-Aid.			INCOME.				Total Income.	Total Expenditure.	Remarks
Grant.	Claims under Rule 90.	Total Govt Grant.	School Fees.	Grant from Local Sources.	Grant from Home Base.	Grant from Other Sources.			
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ d. s.	
66 0 0	0 16 4	66 16 4	52 18 9	70 0 0	..	..	210 9 11	215 6 1	Balance fr last year £20 14 1
66 0 0	0 16 4	66 16 4	52 18 9	70 0 0	..	..	210 9 11	215 6 1	

CHURCH OF ENGLAND MISSION.

57 0 0	..	57 0 0	22 18 6	55 10 5	..	..	135 8 11	135 8 11	
288 0 0	1 11 6	289 11 6	84 10 0	235 5 6	..	..	609 7 0	609 7 0	
345 0 0	1 11 6	346 11 6	107 8 6	290 15 11	..	..	744 15 11	744 15 11	

SCHOOLS.

..	..	..	91 16 0	..	..	..	91 16 0	..	
..	..	..	19 6 3	..	..	..	19 6 3	..	
..	..	..	39 15 9	..	..	..	39 15 9	..	
..	..	..	..	..	..	..	..	..	No fees charged.
..	..	..	150 18 0	..	..	..	150 18 0	..	

ROMAN CATHOLIC MISSION.

73 12 0	8 10 10	82 2 10	40 17 3	38 6 9	..	0 14 6	162 1 4	162 1 4	
327 9 0	25 10 10	352 19 10	110 3 9	130 2 6	..	0 9 9	593 15 10	593 15 10	
42 8 0	1 10 2	43 18 2	20 11 6	33 13 11	..	..	98 3 7	98 3 7	
154 0 0	13 18 7	167 18 7	61 14 6	166 1 11	..	0 19 1	396 14 1	396 14 1	
597 9 0	49 10 5	646 19 5	233 7 0	368 5 1	..	2 3 4	1,250 14 10	1,250 14 10	

SCOTTISH MISSION.

33 4 0	..	33 4 0	8 10 6	75 2 0	..	..	116 16 6	116 16 6	
69 1 0	..	69 1 0	4 16 0	2 0 0	..	..	75 17 0	85 10 6	
22 7 0	0 5 10	22 12 10	3 6 6	59 12 8	..	..	85 12 0	87 12 0	
20 16 0	..	20 16 0	3 0 0	59 11 0	..	..	83 7 0	83 7 0	
71 12 0	..	71 12 0	5 11 6	40 7 3	..	..	117 10 9	117 10 9	
102 16 0	..	102 16 0	16 10 0	44 17 0	..	..	164 3 0	164 3 0	
..	..	..	7 0 3	82 19 11	..	..	90 0 2	90 0 2	
177 6 0	12 1 3	189 7 3	20 3 9	39 3 4	..	..	248 14 4	248 14 4	
29 1 0	..	29 1 0	5 2 0	17 17 0	..	..	52 0 0	52 0 0	
39 9 0	2 2 11	41 11 11	5 11 0	64 17 5	..	..	112 0 4	112 0 4	
20 0 0	1 9 7	21 9 7	8 4 0	58 5 11	..	..	87 19 6	87 19 6	
49 8 0	0 9 1	49 17 1	2 9 0	2 2 4	..	..	54 8 5	54 8 5	
86 16 0	0 12 6	87 8 6	15 7 9	..	..	..	101 16 0	136 4 5	
56 0 0	0 15 11	56 15 11	28 15 9	59 11 8	..	0 16 8	144 0 0	144 0 0	
..	..	..	3 0 0	..	..	..	3 9 0	85 0 0	
..	..	..	2 5 0	79 17 5	..	..	82 2 5	82 2 5	
777 16 0	17 17 1	795 13 1	137 13 0	686 4 11	..	0 16 8	1,622 7 5	1,747 9 4	Regarded one schoo prior to 1923. Balance fr last year £1 19 9. Not Assist schools during 19

STATISTICS OF GOVERNMENT

ASHANTI

ASSISTED SCHOOLS OF THE

School.	Denomination.	Character.				No. on Roll.			Average.	Government Grant-in-Aid. Recommended.		
		B.	G.	M.	I.	Boys.	Girls.	Total.		Grant. £ s. d.	Claims under Rule 90. £ s. d.	Total Grant. £ s. d.
Afidwase	Wesleyan Mission	..	..	M.	..	52	7	59	45	45 10 0	..	45 10 0
Kumasi Junior ..	"	..	..	..	I.	247	30	277	247	148 4 0	..	148 4 0
Kumasi Senior ..	"	..	..	M.	..	272	11	283	250	562 10 0	..	562 10 0
Obuasi Junior ..	"	..	..	..	I.	105	23	128	109	65 8 0	..	65 8 0
Obuasi Senior ..	"	..	..	M.	..	129	3	132	109	218 0 0	..	218 0 0
	Totals .. ..	..	..	..	..	805	74	879	760	1,039 12 0	..	1,039 12 0

GRAND TOTALS FOR GOVERNMENT

Denomination.	No. on Roll.			Annual Average.	Government Grant-in-Aid. Recommended.		
	Boys.	Girls.	Total.		Grant. £ s. d.	Claims under Rule 90. £ s. d.	Total Govt. Grant. £ s. d.
African Methodist Episcopal Zion Mission ..	91	..	91	72	90 0 0	..	90 0 0
Church of England Mission	280	..	280	264	414 0 0	..	414 0 0
Government	644	180	824	768	..	..	..
Roman Catholic Mission	658	17	675	605	774 12 0	76 17 8	851 9 8
Scottish Mission	923	152	1,075	946	1,000 15 0	..	1,000 15 0
Wesleyan Mission	805	74	879	760	1,039 12 0	..	1,039 12 0
Total	3,401	423	3,824	3,415	3,318 19 0	76 17 8	3,395 16 8

AND ASSISTED SCHOOLS.

—continued.

WESLEYAN MISSION.

Government Grant-in-Aid.			Income.				Total Income.	Total Expenditure.	Remarks.
Govt. Grant.	Claims under Rule 90.	Total Govt. Grant.	School Fees.	Grant from Local Sources.	Grant from Home Base.	Grant from Other Sources.			
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
45 16 0	3 1 9	48 17 9	22 2 6	116 6 5	..	..	187 6 8	187 6 8	
200 16 0	4 19 10	205 15 10	61 13 3	137 8 1	..	..	404 17 2	404 17 2	
531 0 0	7 8 8	538 8 8	150 7 0	4 11 1	..	..	702 6 9	702 6 9	
42 16 0	0 5 3	43 1 3	42 18 0	28 0 0	..	..	113 19 3	158 14 11	
175 0 0	1 10 3	176 10 3	91 3 0	34 10 0	..	24 7 1	354 14 8	367 6 4	Balance from last year £28 4 4
995 8 0	17 5 9	1,012 13 9	377 3 9	320 15 7	..	24 7 1	1,763 4 6	1,820 11 10	

AND ASSISTED SCHOOLS IN ASHANTI.

Government Grant-in-Aid.			Income.				Total Income.	Total Expenditure.	Remarks.
Govt. Grant.	Claims under Rule 90.	Total Govt. Grant.	School Fees.	Grant from Local Sources.	Grant from Home Base.	Grant from Other Sources.			
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
66 0 0	0 16 4	66 16 4	52 18 9	70 0 0	..	..	210 9 11	215 6 1	Balance from last year £20 14 10.
345 0 0	1 11 6	346 11 6	107 8 6	290 15 11	..	..	744 15 11	744 15 11	
..	..	..	150 18 0	..	..	..	150 18 0	..	
597 0 0	49 10 5	646 19 5	333 7 0	368 5 1	..	2 3 4	1,250 14 10	1,250 14 0	
777 16 0	17 17 1	795 13 1	157 13 0	686 4 11	..	0 16 8	1,622 7 5	1,747 9 4	Balance from last year £1 19 9.
995 8 0	17 5 9	1,012 13 9	377 3 9	320 15 7	..	24 7 1	1,763 4 6	1,820 11 10	Balance from last year £28 4 4
2,781 13 0	87 1 1	2,868 14 1	1,059 9 0	1,736 1 6	..	27 7 1	5,742 10 7	5,778 18 0	

STATISTICS OF GOVERNMENT

NORTHERN

GOVERNMENT

School.	Denomi- nation.	*Character.				No. on Roll.			Annual Average.	Government Grant-in-Aid. Recommended.		
		B.		M.	I.	Boys.	Girls.	Total.		Grant £ s d	Claims under Rule 90 £ s. d.	Total Govt. Grant. £ s. d.
Gambaga	Govern- ment.	..	..	M	..	34	3	37	29	..	..	..
Lawra	"	B	..	M	..	46	1	47	40	..	..	..
Salaga .. ..	"	..	..	..	..	42	..	42	40	..	..	..
Tamale .. ..	"	..	..	M	..	97	10	107	92	..	..	..
Wa	"	B	..	..	..	61	..	61	60	..	..	..
Totals		..	..	..	..	280	14	294	261	..	..	..

TRANS-VOLTA

ASSISTED SCHOOLS OF THE

School.	Donomination.	Govt. Grant 1922.	Claims under Rule 90. 1922.	Total Govt. Grant. 1922.
Agbosome	A. M. E. Zion Mission.	132 12 0	4 14 6	137 6 6
Quittah Junior	do.	65 12 0	1 16 10	67 8 10
Quittah Senior	do.	385 0 0	4 10 8	389 10 8
Totals	do.	583 4 0	11 2 0	594 6 0

ASSISTED SCHOOLS OF THE

School.	Donomination.	Govt. Grant	Claims under	Total
Adjakoi	Ewe Mission.	..	..	..
Aferingbe	do.	..	..	..
Agbosome	do.	..	..	..
Anyako	do.	..	..	..
Avetile	do.	..	..	..
Awunaga	do.	..	..	..
Dabala	do.	..	..	..
Djakai	do.	..	..	..
Dzodze	do.	..	..	..
Hute	do.	..	..	..
Kpeve	do.	..	..	..
Peki Blengo Junior	do.	..	..	..
Peki Blengo Senior	do.	..	..	..
Pode	do.	..	..	..
Quittah Junior	do.	..	..	..
Quittah Senior	do.	..	..	..
Quittah Girls	do.	..	..	..
Quittah Infant Boys	do.	..	..	..
Tchibu	do.	..	..	..
Tchito	do.	..	..	..
Wegbe	do.	..	..	..
Woe	do.	..	..	..
Wudome	do.	..	..	..
Totals	do.	..	..	..

AND ASSISTED SCHOOLS.

TERRITORIES.

SCHOOLS.

Government Grant-in-Aid.			INCOME.				Total Income.	Total Expenditure.	Remarks.
Grant.	Claims under Rr's 90.	Total Govt. Grant.	School Fees.	Grant from Local Sources	Grant from Home Base.	Grant from Other Sources.			
£ s d.	£ s d.	£ s d.	£ s d.	£ s d.	£ s d.	£ s d.	£ s d.	£ s d.	
..	
..	
..	
..	
..	
..	

PROVINCE.

A.M.E. ZION MISSION.

School Fees 1923.	Grants from local sources.	Grant from Home base 1923.	Grant from other sources 1923.	Total Income 1923.	Total Expenditure 1923.	Remarks.
27 18 9	38 16 7	..	52 7 0	256 8 10	256 8 10	
5 5 7	22 10 0	..	18 18 5	114 2 10	114 2 10	
87 15 6	19 16 0	Bal/1922)	3 10 0	500 12 2	448 7 11	
120 19 10	81 2 7	..	74 15 5	871 3 10	818 19 7	

EWE MISSION.

5 10 0	Ewe Mission teachers are bei temporarily paid by Govern ment. School fees are paid Government.
10 16 3	..	..	..	..	..
18 7 3	..	..	..	..	..
48 10 9	..	..	..	..	..
20 0 0	..	..	..	..	..
54 18 0	..	..	..	..	..
9 7 6	..	..	..	..	..
19 9 5	..	..	..	..	..
11 17 6	..	..	..	..	..
11 9 6	..	..	..	..	..
4 3 3	..	..	..	..	..
54 10 10	..	..	..	..	..
70 5 0	..	..	..	..	..
8 18 0	..	..	..	..	..
31 16 3	..	..	..	..	..
87 17 3	..	..	..	..	..
17 19 9	..	..	..	..	..
17 15 3	..	..	..	..	..
4 10 0	..	..	..	..	..
31 8 6	..	..	..	..	..
2 9 0	..	..	..	..	..
14 3 9	..	..	..	..	..
5 0 0	..	..	..	..	..
1 14 0	..	..	..	..	..
542 17 0	Ehui school removed from list

TRANS-VOLTA

ASSISTED SCHOOLS OF THE

School.	Denomination.	Govt. Grant 1922.			Claims under Rule 90. 1922.			Total Govt. Grant. 1922.		
		£	s.	d.	£	s.	d.	£	s.	d.
Adina	Roman Catholic Mission.	19	0	0	2	0	5	21	0	5
Afao	do.	29	14	0	1	5	6	30	19	6
Denu	do.	18	0	0	1	14	4	19	14	4
Fiagbedu	do.	19	4	0	2	15	3	21	19	3
Hedzranawo	do.	22	16	0	1	17	5	24	13	5
Jelu Kofwe	do.	39	12	0	0	16	3	40	8	3
Quittah Junior	do.	81	12	0	3	4	8	84	16	8
Quittah Senior	do.	486	0	0	12	0	5	498	0	5
Quittah Girls	do.	65	0	0	3	2	3	68	2	3
Threetown (Denu)	do.	269	10	0	7	18	7	277	8	7
Totals	do.	1,050	8	0	36	15	1	1,087	3	1

ASSISTED SCHOOLS OF THE SCOTTISH

Adidome	Scottish Mission.	65	14	0	2	14	6	68	8	6
Anum Junior	do.	112	4	0	2	2	5	114	6	5
Anum Senior	do.	240	15	0	12	9	9	253	4	9
Boso	do.	107	10	0	0	14	9	108	4	9
Kpaleme	do.	49	16	0	0	14	0	50	10	0
Totals	do.	575	19	0	18	15	5	594	14	5

GRAND TOTALS TRANS-

African Methodist Episcopal Zion Mission	do.	583	4	0	11	2	0	594	6	0
Ewe Mission	do.	..	..	..	..	..	..	..	..	..
Roman Catholic Mission	do.	1,050	8	0	36	15	1	1,087	3	1
Scottish Mission	do.	575	19	0	18	15	5	594	14	5
Grand Totals	do.	2,209	11	0	66	12	6	2,276	3	6

PROVINCE.

ROMAN CATHOLIC MISSION.

School Fees 1923.	Grant from local Sources 1923.	Grant from home base 1923.	Grant from other Sources. 1923.	Total Income 1923.	Total Expendi- ture 1923.	Remarks.
2 1 6	41 17 3	64 19 2	64 19 2	All sums in the local sources column are described by the Managers of this Mission as "Advance by" the Mission."
2 11 0	51 11 2	..	..	85 1 8	85 1 8
1 11 1	33 10 1	..	..	54 15 6	54 15 6
2 5 11	55 19 8	..	..	80 4 10	80 4 10
2 9 3	30 18 5	..	..	58 1 1	58 1 1
15 12 3	37 19 4	..	..	93 19 10	93 19 10
20 10 9	23 3 3	..	..	128 10 8	128 10 8
156 16 9	..	..	14 7 6	669 4 8	523 2 10
4 2 11	440 2 6	..	19 15 0	532 2 8	*532 2 8	
62 18 0	..	..	..	340 6 7	324 2 4
370 19 5	715 1 8	..	34 2 6	2,107 6 8	1,945 0 7	*European Sisters salaries included.

MISSION.

8 3 0	0 16 3	77 7 9	102 7 11	Each school of this Mission uses its school fees for buildings and equipment. Teachers salaries are paid from local headquarters.
11 14 9	..	..	..	126 1 2	178 0 3
174 16 0	..	..	..	428 0 9	307 3 8
11 18 0	3 2 0	..	..	123 4 0	167 11 0
9 3 0	..	..	..	59 13 0	102 5 4
215 14 9	3 2 0	..	0 16 3	814 7 5	857 8 2	

VOLTA PROVINCE.

120 19 10	81 2 7	..	74 15 5	871 3 10	818 19 7
542 17 0	..	..	..	..	..
370 19 5	715 1 8	..	34 2 6	2,107 6 8	1,945 0 7
215 14 9	3 2 0	..	0 16 3	814 7 5	857 8 2
12,500 11 0	799 6 3	..	109 14 2	3,792 17 11	3,621 8 4

H. A. WRIGHT,
Provincial Inspector of Schools.
Trans-Volta.

STATISTICS OF GOVERNMENT

ASSISTED SCHOOLS OF THE AFRICAN

School.	Denomination.	*Character.				No. on Roll.			Annual Average.
		B.	G.	M.	I.	Boys.	Girls.	Total.	
Agbosome	A.M.E.Z.Mission.	..	..	M	..	164	15	179	155
Quittah Junior .. .. .	"	..	..	..	I	62	14	76	86
Quittah Senior .. .. .	"	..	..	M	..	221	24	245	237
	Totals ..	..	..	..	..	447	54	500	478

ASSISTED SCHOOLS

Ewe Mission Teachers are being temporarily paid by

Adjakoi	Ewe Mission	..	..	..	I	26	15	41	39
Aferingbe	(Former Br. Mission)	B	..	..	..	76	—	76	69
Agbosome .. .. .	"	..	..	M	..	76	7	83	74
Anyako .. .. .	"	..	..	M	..	246	7	253	243
Avetile .. .. .	"	..	..	M	..	82	47	129	130
Awunaga .. .. .	"	..	..	M	..	166	7	173	161
Dabala .. .. .	"	..	..	M	..	46	8	54	42
Djakai .. .. .	"	..	..	M	..	93	53	146	149
Dzodza .. .. .	"	..	..	M	..	55	4	59	47
Hute .. .. .	"	..	..	M	..	63	3	66	57
Kpeve .. .. .	"	..	..	..	I	30	3	33	31
Peki Blengo Junior .. .. .	"	..	..	M	..	143	61	204	191
Peki Blengo Senior .. .. .	"	..	..	M	..	130	14	144	148
Pode .. .. .	"	..	..	M	..	44	7	51	46
Quittah Junior	"	B	..	..	..	143	..	143	131
Quittah Senior .. .. .	"	..	..	M	..	212	10	222	212
Quittah Girls	"	..	G	..	..	—	138	138	111
Quittah Infant Boys .. .. .	"	..	..	..	I	167	..	167	147
Tchibu .. .. .	"	..	..	..	I	26	8	34	30
Tchito .. .. .	"	..	..	M	..	115	31	146	144
Wegbe .. .. .	"	..	..	..	I	13	11	26	20
Woe .. .. .	"	..	..	M	..	84	10	94	83
Wudome .. .. .	"	..	..	..	I	28	5	33	33
	Totals ..	..	..	..	..	2,066	449	2,515	2,338

STATISTICS OF GOVERNMENT

ASSISTED SCHOOL OF THE

Denomination.		No. on Roll.						Annual Average.	
						Boys.	Girls.		Total.
Adina	Roman C. Mission	B	..	..	..	30	..	30	26
Afao	"	B	..	..	..	65	..	65	49
Denu .. .. .	"	..	..	..	I	60	..	60	42
Fiagbedu .. .. .	"	..	..	..	..	29	4	33	24
Hedzranawo .. .. .	"	..	..	..	I	48	..	48	39
Jelu Kofwe	"	B	..	..	..	120	..	120	92
Quittah Junior .. .. .	"	..	..	..	I	112	..	112	101
Quittah Senior	"	B	..	..	..	302	..	302	271
Quittah Girls	"	..	G	..	..	..	91	91	59
Threetown (Denu)	"	B	..	..	..	263	..	263	214
Totals .. .. .	..	..	..	..	..	1,029	95	1,124	917

ASSISTED SCHOOLS OF THE

Adidome	Scottish Mission.	..	..	M	..	52	9	61	70
Anum Junior .. .. .	"	..	..	M	..	106	35	141	115
Anum Senior	"	B	..	..	..	123	..	123	121
Boso .. .. .	"	..	..	M	..	68	29	97	83
Kpaleme .. .. .	"	..	..	M	..	43	23	66	61
Totals .. .. .	..	..	..	..	..	392	96	488	450

AND ASSISTED SCHOOLS.

Roman Catholic Mission.

Government Grant-in-Aid Recommended in 1923.			Income.				Total Income.	Total Expenditure.	Remarks.
Grant.	Claims under Rule 90.	Total Govt. Grant.	School Fees.	Grant from Local Sources.	Grant from Home Base.	Grant from Other Sources.			
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
20 3 0	..	20 3 0	..	..	..	..	..	..
43 4 0	..	43 4 0	..	..	..	..	..	..
25 4 0	..	25 4 0	..	..	..	..	..	..
24 0 0	..	24 0 0	..	..	..	..	..	..
23 8 0	1 13 6	25 1 6	..	..	..	..	..	..
64 19 0	0 2 6	65 1 6	..	..	..	..	..	..
80 16 0	0 19 2	81 15 2	..	..	..	..	..	..
542 0 0	4 3 0	546 3 0	..	..	..	..	..	..
77 8 0	..	77 8 0	..	..	..	..	..	..
321 0 0	..	321 0 0	..	..	..	..	..	..
1,222 2 0	6 18 2	1,229 0 2	..	..	..	..	..	..

SCOTTISH MISSION.

60 18 0	..	60 18 0	..	..	..	..	..	..
123 12 0	..	123 12 0	..	..	..	..	..	..
272 5 0	..	272 5 0	..	..	..	..	..	..
118 12 0	..	118 12 0	..	..	..	..	..	..
74 0 0	..	74 0 0	..	..	..	..	..	..
649 7 0	..	649 7 0	..	..	..	..	..	..

STATISTICS OF GOVERNMENT

TRANS-VOLTA

GRAND TOTALS

Denomination.	No. on Roll.				Government Grant-in-Aid. Recommended.		
	Boys.	Girls.	Total.	Annual Average.	Grant. £ s. d.	Claims under Rule 90. £ s. d.	Total Govt. Grant. £ s. d.
African Methodist Episcopal Zion Mission	447	53	500	478	620 9 0	..	620 9 0
Ewe Mission	2,066	449	2,515	2,338	..	..	..
Roman Catholic Mission	1,029	95	1,124	917	1,222 2 0	6 18 2	1,229 0 2
Scottish Mission	392	96	488	450	649 7 0	..	649 7 0
Grand Totals	3,934	693	4,627	4,183	2,491 18 0	6 18 2	2,498 16 2

GRAND TOTALS FOR GOVERNMENT

Denomination.	No. on Roll.				Government Grant-in-Aid. Recommended.		
	Boys.	Girls.	Total.	Annual Average.	Grant. £ s. d.	Claims under Rule 90. £ s. d.	Total Govt. Grant. £ s. d.
African Methodist Episcopal Zion Mission	1,073	113	1,186	986	1,156 5 0	2 8 0	1,158 13 0
Ewe Mission	2,066	449	2,515	2,338	..	..	..
Church of England Mission	871	77	948	788	1,112 17 0	..	1,112 17 0
Government	4,109	869	4,978	4,283	..	..	..
Roman Catholic Mission	3,651	528	4,179	3,407	4,576 10 0	255 13 7	4,832 3 7
Scottish Mission	8,004	2,786	10,790	9,502	12,303 11 0	33 15 11	12,337 6 11
Wesleyan Mission	8,155	1,625	9,780	7,951	9,622 1 0	142 1 2	9,764 2 2
Accra Royal School	777	99	876	789	925 8 0	50 0 0	975 8 0
Secondary Schools	156	..	156	134	536 0 0	41 0 7	577 0 7
Totals	28,862	6,546	35,408	30,178	30,232 12 0	524 19 3	30,757 11 3

AND ASSISTED SCHOOLS.

PROVINCE—continued.

TRANS-VOLTA PROVINCE.

Government Grant-in-Aid.			Income.				Total Income.	Total Expenditure.	Remarks.
Govt. Grant.	Claims under Rule 90.	Total Govt. Grant.	School Fees.	Grant from Local Sources.	Grant from Home Base.	Grant from Other Sources.			
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d. d.	£ s. d.	
..	
..	
..	
..	

AND ASSISTED SCHOOLS.

Government Grant-in-Aid.			Income.				Total Income.	Total Expenditure.	Remarks.
Govt. Grant.	Claims under Rule 90.	Total Govt. Grant.	School Fees.	Grant from Local Sources.	Grant from Home Base.	Grant from Other Sources.			
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
1,121 3 0	25 11 7	1,146 14 7	432 3 3	212 0 1	..	139 7 0	2,292 13 2	1,979 16 3	
..	..	..	542 17 0	..	..	..	..	..	Expenses defrayed by Government
925 11 0	10 7 2	935 18 2	391 18 3	770 9 3	80 0 6	6 2 6	2,328 7 1	2,523 12 9	
..	..	..	840 14 9	..	..	245 17 4	733 7 3	..	
4,260 8 0	281 12 9	4,542 0 9	1,338 11 8	1,669 6 6	1,433 7 10	135 7 11	9,084 18 4	8,874 5 8	
11,001 16 8	180 9 10	11,182 6 4	2,986 12 11	2,027 3 10	190 9 11	75 15 6	17,303 12 11	15,673 1 7	
8,607 17 0	348 4 4	8,956 1 4	5,743 15 3	3,251 5 2	57 9 9	2,241 16 9	22,612 11 1	21,605 17 9	
411 8 0	..	411 8 0	507 15 9	150 0 0	..	..	1,633 3 9	1,208 4 4	
140 0 0	56 15 0	196 15 0	2,199 17 4	355 0 0	120 0 0	166 5 7	3,399 0 8	2,963 5 4	
26,468 3 6	903 0 8	27,371 4 2	14,984 6 2	8,435 4 10	1,881 8 0	3,010 12 7	59,387 14 3	54,828 3 8	

APPENDIX B.

AGRICULTURAL COURSE. 1923.

LIST OF SUCCESSFUL CANDIDATES IN ORDER OF MERIT.

Order of Merit.	Name.	Regd. No.	Student or Teacher.	School, College or Seminary.	Percent age.
1	Manuel, F. N. ..	33/A/21	Teacher	Zion, Winnebah	82
2	Riverson, I. D. ..	109/W/21	"	Wesleyan School, Cape Coast	78
3	Hanson, E. H. ..	103/W/21	"	" " Winnebah	72½
4	Warden, C. A. ..	272/W/22	"	" " Elmina ..	69½
5	Hammond, J. W. ..	3/H/R	"	Roman Catholic, Cape Coast	68½
6	Addo, E. W. H. ..	163/A/BL	Student	Abetifi Seminary	68½
7	Akpey, G. T. D. P. ..	58/S/21	"	Abetifi Seminary	67
8	Dodoo, S. B. ..	32/A/21	Teacher	Wesleyan School, Odumtu ..	65½
9	Ayer, P. A. G. ..	69/S/21	"	Scottish Mission, Larteh ..	65½
10	Fynn, V. C. A. ..	12/G/21	"	Govt. School, Cape Coast ..	64½
11	Simons, J. R. ..	52/R/21	"	Roman Catholic, Kumasi ..	63½
12	Nonoo, S. A. ..	34/A/21	"	Wesleyan School, Cape Coast	63
13	Acquah, F. W. ..	276/W/21	"	Wesleyan School, Cape Coast	61½
14	Anzi-Quainoo, H. ..	95/W/21	"	Zion, Cape Coast	61
15	Bitatsi, K. H. ..	5/B/G	"	Govt. School, Obo	60½
16	Opoku, J. E. ..	82/O/BL	Student	Abetifi Seminary	60½
17	Thompson, E. G. ..	25/G/21	Teacher	Govt. School, Cape Coast ..	60
18	Tsagbey, G. B. K. ..	17/T/BL	"	Former B.M. School, Peki B.	59½
19	Kyame, B. C. ..	77/S/21	"	Abetifi Scottish M. School ..	59½
20	Ntowereko, S. H. ..	5/N/BL	Student	" Seminary	59
21	Okyere, E. N. E. ..	76/O/BL	"	" "	58
22	Bakuaye, A. K. ..	44/B/BL	"	" "	57½
23	Prah, J. O. ..	4/P/A	Teacher	Zion School, Kumasi	57
24	Lartey, M. T. ..	79/S/21	"	Abetifi Scottich M. School ..	56½
25	Abusu, R. C. ..	162/A/BL	"	"	55
26	Koramo, E. T. ..	21/K/BL	"	"	54½
27	Hammond, I. F. ..	102/W/21	"	Wesleyan School, Aburi ..	53
28	Kwakye, D. B. E. ..	22/K/BL	"	Mampong Ashanti, S.M. Schl.	53
29	Ababio, C. ..	123/A/BL	"	Peki F. M. B. School ..	52
30	Ahulu, K. D. A. ..	56/S/21	"	Abetifi Scottish M. School ..	51½
31	Nkulenu, K. A. ..	82/S/21	Student	Abetifi Seminary	51
32	Young, E. F. A. ..	259/S/21	Teacher	Larteh Scottish M. School ..	51
33	Atiase, B. K. ..	167/A/BL	"	Abetifi Scottish M. School ..	51
34	Koomson, G. M. ..	273/W/22	"	Wesleyan School, Elmina ..	50½
35	Quayson, E. V. ..	107/W/21	"	Wesleyan School, Elmina ..	50
36	Okuno, T. A. ..	66/O/BL	"	Teshi Scottish Mission School	50
37	Lawyer, S. A. ..	9/L/BL	"	"	50
38	Antwi, W. S. ..	64/S/21	Student	Abetifi Seminary	48½
39	Odoi, N. H. A. ..	80/O/BL	"	"	48½
40	Boakye, E. N. ..	23/B/BL	Teacher	Kwaso Scottish M. School ..	48½
41	Newman, A. A. L. ..	81/S/21	Student	Abetifi Seminary	48
42	Ofori, D. A. ..	13/O/W	Teacher	Aburi Wesleyan M. School	47
43	Anaman, P. W. ..	103/A/BL	"	Akropong Scot. M. School ..	47
44	Dsane, A. S. ..	40/D/BL	Student	Abetifi Seminary	47
45	Ansah, J. O. ..	53/A/W	Teacher	Wesleyan School, Mampong	46
46	Akude, S. O. ..	135/A/BL	"	Peki Former B.M. School ..	46
47	Lutterodt, S. A. C. ..	1/L/C/	"	St. Mary's Church of England	46
48	Ablorh, D. A. ..	165/A/BL	Student	Abetifi Seminary	46
49	Okyere, A. E. H. ..	50/O/BL	Teacher	Kibi Scottish Miss. School	45
50	Benson, T. O. ..	232/W/22	"	Wesleyan School, Aburi ..	43½
51	Welbeck, J. A. ..	5/W/BL	"	Bompata Scottish M. School	43
52	Appiah, J. F. ..	8/A/C	"	St. Cyprian C.E.Sch. Kumasi	41½
53	Opong, A. S. ..	65/O/BL	"	Abetifi S.M. Junior School ..	41
54	Brown, J. E. P. ..	11/G/21	"	Govt. School, Cape Coast ..	74
55	Essel, J. A. ..	233/W/22	"	Odumtu Wesleyan School ..	59

APPENDIX C. DISTRIBUTION OF SCHOOLS.

THE FOLLOWING TABLE SHOWS THE DISTRIBUTION OF GOVERNMENT AND ASSISTED SCHOOLS THROUGHOUT THE COLONY, ASHANTI AND THE NORTHERN TERRITORIES IN THE YEAR 1923.

PROVINCE.	DISTRICT.	GOVERNMENT AND ASSISTED SCHOOLS.									Number of Government and Assisted Schools.
		DESCRIPTION OF SCHOOLS.									
		African Methodist Episcopal Zion Mission.	Scottish Mission.	Ewe Mission.	Church of England Mission.	Government.	Roman Catholic Mission.	Wesleyan Mission.	Undenominational.	Secondary.	
Western	Ankobra	1	3	3	Western Province, 24.
	Axim	..	..	..	..	1	4	4	..	..
	Seconde-Dixcove	..	..	..	3	1	4	4	..	..
	Tarquah	..	..	..	1	2	2	1	..	..
	Western Frontier	2	
Central	Cape Coast	2	2	6	6	..	2	Central Province, 48.
	Saltpond	..	5	..	..	1	4	6	..	..
	Winnebah	1	6	..	..	..	..	7	..	..
Eastern	Accra	..	8	..	1	3	..	2	1	..	Eastern Province, 93.
	Addah West	..	3	..	..	..	..	..	..	..
	Akwapim	..	20	..	..	..	..	11	..	..
	Birim	..	22	..	..	2	..	8	..	..
	Volta River West	..	10	..	..	..	..	2	..	..
Trans-Volta	Addah East	..	1	1	Trans-Volta, 41.
	Quittah	3	..	12	..	..	10	..	..	..
	Volta River East	..	4	10	..	..	..	..	..	..
Ashanti	—	1	16	..	2	4	4	5	Ashanti, 32.
Northern Territories	—	5	Northern Territories, 5.
Totals	—	7	95	23	6	21	33	55	1	2	Total 243.

**GOVERNMENT OF THE
GOLD COAST.**

REPORT

ON THE

EDUCATION DEPARTMENT

FOR THE PERIOD

APRIL, 1924—MARCH, 1925.

*Printed by the Government Printer at the Government Printing Department, Accra.
To be purchased from the Colonial Secretariat, Accra, Gold Coast Colony, and from the
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Price 3s.*

A CHART

SHOWING THE ENROLMENT AND AVERAGE ATTENDANCE IN GOVERNMENT AND ASSISTED SCHOOLS SINCE 1900.

Red indicates Average Attendance. Black indicates Enrolment.



Report on the Education Department for the Year 1924-25.

EDUCATION OFFICE,

ACCRA,

17th August, 1925.

YOUR EXCELLENCY,

I have the honour to submit to you and to the Members of the Board of Education the Annual Report on the Education Department for the year 1924-25.

2. Mr. Oman, the Director of Education, was on sick leave at the beginning of the year. Mr. R. F. Honter, Deputy Director of Education was in charge of the Department until the 25th June when Mr. Oman returned to the Colony. In section I of this Report I have dealt with the services of the Administrative Officers of this Department.

3. A Special Conference consisting of the Heads of the chief Missions, the Rev. A. G. Fraser, Principal of the Prince of Wales' College, Achimota, and the Director of Education as Chairman, and the Rev. R. Fisher as Secretary was appointed by your Excellency in February to draft a new Education Ordinance and Rules thereunder for consideration by the Board of Education.

4. The Board of Education met twice during the year *viz.* : on the 26th February and 26th March respectively. At the former meeting various amendments to the Education Rules were passed and at the latter meeting the new Education Ordinance and Rules made thereunder submitted by the Education Conference referred to above were fully discussed and passed.

5. The Teachers' Certificate Examination was held in December at Accra, Akropong, Cape Coast, Keta and Kumasi. The total number of candidates who sat for the various schedules was 221 of which number 133 were awarded certificates. This number does not include the students at the Government and Mission Training Colleges as these were examined separately under the "Group System." The results of both examinations will be found in Appendix B.

6. The Civil Service Competitive Examination was held on the 27th and 28th March. Out of 933 candidates who sat for this Examination only 93 succeeded in obtaining appointments in the various Departments of the Government Service.

7. The King Edward VII Memorial Scholarship Examination was held in conjunction with the Civil Service Competitive Examination. Eight candidates entered for the examination for the Agricultural Scholarships, two of whom were awarded scholarships. There were no candidates for the Trade Scholarships. The present system of awarding these scholarships will be revised when the Prince of Wales' College is opened.

8. The usual courses of instruction in Agriculture for teachers were conducted by officers of the Agricultural Department in January and July at Aburi, Assuantsi, Kumasi and Kibi. Out of 64 candidates who completed these courses 44 succeeded in gaining certificates. The list of the successful candidates is shown in Appendix B.

I desire, once again, to place on record my appreciation of the valuable services rendered by the officers of the Agricultural Department in connection with the holding of these courses.

9. I should like to express my appreciation of the valuable services rendered to me by Mr. Edwin J. Enstice, Office Assistant, in the compilation of this report which have enabled me to complete it since my return from leave on the 5th instant.

I have the honour to be,

Sir,

Your Excellency's obedient Servant,

PERCIVAL MAYALL,

Acting Director of Education.

HIS EXCELLENCY
THE ACTING GOVERNOR,
GOVERNMENT HOUSE, ACCRA.

SECTION I.

HEADQUARTERS STAFF.

Mr. D. J. Oman, the Director of Education, returned to the Colony from sick leave on the 25th June, and took charge of the Department from that date to the end of the year.

2. Mr. R. F. Honter, Deputy Director of Education, acted as Director of Education from the beginning of the year to the 24th of June. Mr. Honter proceeded on leave of absence on the 20th January.

3. Mr. R. P. W. Mayall, Senior Inspector of Schools, returned to the Colony from leave of absence on the 30th April, and acted as Deputy Director of Education from the 20th January to the end of the year.

4. Mr. E. J. Enstice, Shorthand Instructor and Office Assistant, returned to the Colony from leave of absence on the 8th July.

5. Major D. Hedog-Jones, Organizer of Practical Education, was in the Colony throughout the whole year.

6. Details of the Inspectorate, the staffs at the Training College, Technical School and Trade Schools are embodied in the various sections of the Report.

7. I am pleased to report considerable improvement in the health of the European Staff during the year.

SUBORDINATE STAFF.

8. The following clerks were appointed to the 2nd Division :—Messrs. J. D. Otoo and B. S. A. Akrong, the latter taking the place of Mr. S. T. Noye, whose appointment was terminated.

SECTION II.

INSPECTION LIST, ASSISTED LIST, ENROLMENT, AVERAGE ATTENDANCE,
GRANTS-IN-AID AND SCHOOL FEES.

9. There were 242 schools on the Inspection List, of which 21 were Government Schools, this being a decrease of seven on the previous year.

The following table shows the number of schools which were inspected during the past three years :—

TABLE I.

Description of School.	1922.	1923.	1924.
African Methodist Episcopal Zion Mission	7	7	6
English Church Mission	7	6	6
Ewe Mission*	28	23	23
Roman Catholic Mission	34	35	28
Scottish Mission	94	99	100
Wesleyan Mission	49	55	55
Undenominational	1	1	1
Secondary	1	2	2
Total Schools (exclusive of Government) on Inspection List ..	221	228	221
Government Schools	20	21	21
Total Schools on Inspection List	241	249	242

*Exclusive of a large number of small schools not equal to the standard of those on the Assisted List.

ASSISTED LIST.

10. There were one hundred and ninety-two schools which received grants-in-aid. This number does not include the schools of the Ewe Mission which are supported from Government funds.

Table II. shows the number of Government and Assisted Schools for the past three years in the Colony, Ashanti and the Northern Territories.

TABLE II.

Description of School.	Western Province.			Central Province.			Eastern Province.			Ashanti.			Northern Territories.			Trans-Volta.			Totals.		
	1922	1923	1924	1922	1923	1924	1922	1923	1924	1922	1923	1924	1922	1923	1924	1922	1923	1924	1922	1923	1924
A.M.E. Zion Mission	—	—	—	3	3	2	—	—	—	1	1	1	—	—	—	3	3	3	7	7	6
English Church Mission	3	3	3	—	—	—	1	1	1	2	2	2	—	—	—	—	—	—	6	6	6
Ewe Mission*	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	23	23	23	23	23	23
Roman Catholic Mission	9	9	9	11	10	10	—	—	—	4	4	4	—	—	—	10	10	6	34	33	29
Scottish Mission	—	—	—	11	11	11	62	63	64	13	16	16	—	—	—	7	5	5	93	95	96
Wesleyan Mission	8	8	8	16	19	18	19	23	21	5	5	5	—	—	—	—	—	—	48	55	52
Undenominational	—	—	—	—	—	—	1	1	1	—	—	—	—	—	—	—	—	—	1	1	1
Secondary Schools	—	—	—	1	2	2	—	—	—	—	—	—	—	—	—	—	—	—	1	2	2
Total Assisted Schools	20	20	20	42	45	43	83	88	87	25	28	28	—	—	—	43	41	37	213	222	215
Government Schools	4	4	4	3	3	3	5	5	5	4	4	4	4	5	5	—	—	—	20	21	21
Total Government and Assisted Schools	24	24	24	45	48	46	88	93	92	29	32	32	4	5	5	43	41	37	233	243	236

*See footnote to Table I.

(5)

The following schools were added to the List :—

Atwabo Roman Catholic Mission.
New Mangoase Scottish Mission Junior.
Bekwai Wesleyan Mission.

The above shows an increase of three schools, but against this the following ten schools have been removed from the Assisted List :—

Adina Roman Catholic Mission.
Affao " " "
Denu " " "
Hedzranawo " " "
Prestea " " "
Arkra Wesleyan Mission.
Affidwase " " (Ashanti).
Effiduase " " (Colony).
Ewukugua " " "
Winneba A.M.E. Zion Mission.

11. Table III. shows the classification of the Government and Assisted Schools.

TABLE III.

Clasification.	African M.E.Z. Mission.	English Church Mission.	Ewe Mission.*	Government.	Roman Catholic Mission.	Scottish Mission.	Wesleyan Mission.	Undenominational.	Secondary.	Total.
Boys ..	1	2	2	7	7	11	—	—	2	32
Girls ..	—	—	1	3	3	1	2	—	—	10
Infants..	1	1	6	—	8	3	16	—	—	35
Mixed ..	4	3	14	11	11	81	34	1	—	159
Totals ..	6	6	23	21	29	96	52	1	2	236

*See footnote to Table I.

ENROLMENT.

12. Table IV. gives the enrolment of pupils in the Government and Assisted Schools including the pupils of Ewe Mission Schools in the Colony but not in British Togoland, where there are 43 schools with an enrolment of 1,853, and average attendance of 1,736. The number of girls enrolled in these schools is 321, and of boys 1,532.

The total number of girls in the Government and Assisted Schools shows an increase of 91. There is a decrease of 809 in the number of boys on the roll. This is in some measure due to the steps taken to reduce the overcrowding which has existed in some schools in past years.

TABLE IV.

Description of Schools.	Enrolment.		
	Boys.	Girls.	Total.
African Methodist Episcopal Zion Mission	814	102	916
English Church Mission	865	78	943
Ewe Mission*	1,857	430	2,287
Government	4,216	882	5,098
Roman Catholic Mission	3,554	555	4,109
Scottish Mission	8,168	2,850	11,018
Wesleyan Mission	7,596	1,631	9,227
Undenominational (Royal School)	797	109	906
Secondary	186	—	186
Totals	28,053	6,637	34,690

*See footnote to Table I.

13. Table V. gives the enrolment at the various Government and Assisted Schools in the Colony, Ashanti and the Northern Territories. The schools in the Trans-Volta are again shown separately from other schools of the Eastern Province.

The variation in enrolment compared with that of the previous year was as follows:—

In the Western Province a decrease of 109 boys and 25 girls; in the Central Province a decrease of 283 boys and an increase of 39 girls; in the Eastern Province a decrease of 42 boys and an increase of 55 girls; in Ashanti a decrease of 30 boys and an increase of 30 girls; in the Northern Territories an increase of 13 boys and a decrease of one girl; in the Trans-Volta Province a decrease of 358 boys and 7 girls. The net decrease amounts to 718.

TABLE V.

Description of School.	Western Province.		Central Province.		Eastern Province.		Ashanti.		Northern Territories.		Trans-Volta.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
A.M.E. Zion Mission	—	—	299	48	—	—	80	—	—	—	435	54
English Church Mission	351	78	—	—	210	—	304	—	—	—	—	—
Ewe Mission* ..	—	—	—	—	—	—	—	—	—	—	1,857	430
Government ..	404	51	915	306	2,006	335	598	177	293	13	—	—
Roman Catholic Mission	986	94	1,051	346	—	—	663	22	—	—	854	93
Scottish Mission ..	—	—	567	162	6,232	2,408	939	171	—	—	430	109
Wesleyan Mission ..	1,255	239	2,498	599	3,056	710	787	83	—	—	—	—
Undenominational ..	—	—	—	—	797	109	—	—	—	—	—	—
Secondary ..	—	—	186	—	—	—	—	—	—	—	—	—
Totals ..	3,996	462	5,516	1,461	12,301	3,562	3,371	453	293	13	3,576	686

* See footnote to Table I.

AVERAGE ATTENDANCE.

14. There has been an increase of 278 in the average Attendance as against an increase of 2,133 in the previous year. This is most satisfactory in view of the decreased enrolment and represents an average throughout the whole of the schools of nearly 88 per cent. average attendance.

The following table shows the Average Attendance for the past three years in the Government and Assisted Schools:—

TABLE VI.

Description of School.	Average Attendance.		
	1922.	1923.	1924.
African Methodist E. Zion Mission	965	986	814
English Church Mission	722	788	809
Ewe Mission*	2,170	2,338	2,213
Government	4,024	4,283	4,504
Roman Catholic Mission	3,200	3,407	3,437
Scottish Mission	8,778	9,502	9,864
Wesleyan Mission	7,407	7,951	7,762
Undenominational	709	789	898
Secondary	70	134	155
Totals	28,045	30,178	30,456

*See footnote to Table I.

The enrolment and the average attendance of all Government and Assisted Schools for the years 1900 to 1924 inclusive can be seen from the chart in this Report.

GRANTS-IN-AID.

15. The total grants-in-aid, inclusive of all claims under Rule 90, amount to £28,626 7s. 11d which is a decrease of £2,131 4s. 4d. on the amount paid to the Assisted Schools for the previous year. This is made up as follows:—The A.M.E. Zion Mission a decrease of £186 1s. 0d.; the English Church Mission an increase of £22 8s. 0d.; the Roman Catholic Mission a decrease of £18 4s. 5d.; the Scottish Mission a decrease of £870 1s. 10d.; the Wesleyan Mission a decrease of £1,037 16s. 6d.; the Accra Royal School a decrease of £124 8s. 0d. and the Secondary Schools an increase of £82 19s. 5d.

TABLE VII.

Year.	Grants Awarded.
	£ s. d.
1922	*27,371 4 2
1923	*30,757 12 3
1924	*28,626 7 11
Decrease for 1924 ..	2,131 4 4

*Exclusive of the amounts paid in respect of salaries of the Teachers of the Ewe Mission.

SCHOOL FEES.

16. There has been a fair increase in the amount of school fees collected this year, namely £15,883 16s. 0d. as against £14,984 6s. 2d. in the previous year. This increase of £899 9s. 10d. is made up as follows:—The A.M.E. Zion Mission an increase of £37 12s. 11d.; the Ewe Mission a decrease of £12 6s. 8d.; the English Church Mission an increase of £45 9s. 11d. the Government Schools an increase of £68 11s. 0d.; the Roman Catholic Mission an increase of £54 7s. 9d.; the Scottish Mission an increase of £200 15s. 7d.; the Wesleyan Mission an increase of £190 5s. 4d.; Accra Royal School (Undenominational) an increase of £18 2s. 6d. the Secondary Schools an increase of £296 11s. 6d.

The following table shows the amount of School Fees collected in the Government and Assisted Schools during the last three years:—

TABLE VIII.

Description of Schools.	Amount collected.		
	1922.	1923.	1924.
	£ s. d.	£ s. d.	£ s. d.
African Methodist E.Z. Mission ..	353 13 11	432 3 3	469 16 2
English Church Mission	361 8 3	391 18 3	437 8 2
Ewe Mission*	†559 15 4	†542 17 0	†530 10 4
Government	760 14 9	840 14 9	909 5 9
Roman Catholic Mission	1,088 11 2	1,338 11 8	1,392 19 5
Scottish Mission	2,842 16 6	2,986 12 11	3,187 8 6
Wesleyan Mission	3,819 16 4	5,743 15 3	5,934 0 7
Undenominational	431 10 0	507 15 9	525 18 3
Secondary	272 6 3	2,199 17 4	2,496 8 10
Totals	10,490 12 6	14,984 6 2	15,883 16 0

*See footnote to Table I.

†Fees paid in to Government.

17. Table IX. shows the amount collected as school fees during the past year in the Colony, Ahsanti and the Northern Territories.

TABLE IX.

Description of School.	Western Province.			Central Province.			Eastern Province.			Ashanti.	N.Ts.	Trans-Volta.				
	£	s.	d.	£	s.	d.	£	s.	d.			£	s.	d.		
A.M.E.Z. Mission ..	—	—	—	279	10	6	—	—	—	53	17	0	—	136	8	8
English C. Mission ..	177	15	8	—	—	—	160	18	0	98	14	6	—	—	—	—
Ewe Mission* ..	—	—	—	—	—	—	—	—	—	—	—	—	—	†530	10	4
Government ..	38	18	6	238	18	3	496	6	9	135	2	3	—	—	—	—
Roman Catholic Mission ..	323	4	11	502	4	8	—	—	—	233	6	9	—	334	3	1
Scottish Mission ..	—	—	—	121	16	11	2,661	19	0	152	12	10	—	250	19	9
Wesleyan Mission ..	624	5	6	2,276	17	0	2,565	4	7	467	13	6	—	—	—	—
Undenominational ..	—	—	—	—	—	—	525	18	3	—	—	—	—	—	—	—
Secondary ..	—	—	—	2,496	8	10	—	—	—	—	—	—	—	—	—	—
Totals ..	1,164	4	7	5,915	16	2	6,410	6	7	1,141	6	10	—	1,252	1	10

*See footnote to Table I.

†Fees paid in to Government.

SECTION III.

NEW EDUCATION ORDINANCE.

18. During the year under review a Committee consisting of the following gentlemen was appointed to consider the drafting of a new Education Ordinance :

D. J. OMAN, ESQUIRE, O.B.E., Director of Education, (Chairman).

THE REV. A. G. FRASER,

Principal, Prince of Wales College, Achimota.

THE REV. H. WEBSTER, Wesleyan Mission.

THE REV. A. WILKIE, Scottish Mission.

THE RIGHT REV. J. AGLIONBY, M.C., D.D.,

Lord Bishop of Accra.

THE REV. FATHER J. STAUFFER,

Acting General Manager, Roman Catholic Mission.

THE REV. R. FISHER, Housemaster, Accra Training College, (Secretary).

As a result of their deliberations a new Ordinance and set of Rules were drawn up and were passed by the Board of Education at a special meeting held on 26th March, 1925.

The new Ordinance and Rules provide for a substantial increase in Government Assistance to Missions and chief among their many advantages is the greatly improved status afforded to the teaching profession which should attract men of the best type.

MISSION TRAINING INSTITUTIONS.

19. The Scottish Mission Seminary at Akropong now trains teachers for the schools of the Ewe (formerly Bremen) Mission in addition to those required for the Scottish Mission Schools. During the year grants were paid in respect of

53 first year students

58 second " "

46 third " "

Total 157

The Wesleyan College at Kumasi received grant for the first time this year in respect of 30 students in training as teachers.

SECONDARY SCHOOLS.

20. The two Secondary Schools viz: the English Church Mission Grammar School and Richmond College, Wesleyan Mission, remained on the Assisted List during the year. Both these schools are situated at Cape Coast and are doing good work.

DISTRIBUTION OF SCHOOLS.

21. The geographical distribution of Government and Assisted Schools in the Colony, Trans-Volta, Ashanti and the Northern Territories is shown in Appendix C.

COST OF EDUCATION.

22. The 100% increase in grants-in-aid to Assisted Schools was sanctioned again for this year. The total estimated cost for the year was £123,583.

ACCOUNTS.

23. I regret that there is still considerable room for improvement in the keeping of school accounts. It is evident that in many instances the importance of well kept and accurate accounts is not sufficiently realized. This is a matter which will require even greater care in the future as expenditure in respect of salaries of teachers will form the basis of grants to schools under the new Education Ordinance. Provision, however, is made under that Ordinance for grants to Missions in respect of the salaries of qualified accountants and it is hoped that full advantage will be taken of this privilege to secure accuracy and clarity in the keeping of accounts.

REGISTRATION AND TIME TABLES.

24. The reports on registration from all the Provinces are more encouraging, and progress in this respect is satisfactory. The Admission and Attendance Registers are generally well kept but there is still considerable room for improvement in the keeping of the Summary Registers.

Some changes have been found necessary in the preparation of Time Tables consequent on the limitation in the size and number of classes to be taken by teachers but it is satisfactory to note that the importance of a carefully prepared time table is better realized than in previous years.

SCHOOL BUILDINGS AND EQUIPMENT.

25. There is still great demand for new buildings or the extension of old buildings to accommodate the numbers attending school. Overcrowding, particularly in the large coast schools, is still too prevalent, but this evil is gradually being eradicated. Standard type plans, based on those in use in the Southern States of America, but adapted to the needs of this country, have been prepared and approved, and arrangements are being made to supply these in such form as will assist the Missions to provide suitable school accommodation at a reasonable cost.

The provision of suitable desk accommodation, especially in Infant Departments, is a matter which again calls for comment. Some progress has been made in this respect but much remains to be done before it can be described as satisfactory. Sample desks of suitable design are kept in the Education Offices for inspection by Managers, and as these desks can easily be made locally there is no reason why all the schools in the Colony should not in the near future be equipped in a modern and hygienic manner.

GAMES.

26. Football is still the popular game throughout the country in boys' schools, and hockey is becoming more and more popular in girls' schools. The encouragement and example of the teachers has resulted in increased interest in games on the part of the girls.

STANDARD VII EXAMINATION.

27. This examination is now a written one and uniformity is thereby secured throughout all schools. It was found necessary to ask for the services of a number of Political Officers to preside over this examination owing to shortage of staff.

SCOUTS.

28. Except in the Junior Trade Schools Scouting no longer forms part of the school organization. The Boy Scout Movement is essentially a voluntary one, and as the maintenance of discipline in school demands the inclusion of all pupils in any system adopted, section organization has been introduced in which the spirit of scouting plays its part, but which can be enforced throughout the whole school. The new system has proved effective.

EVENING CLASSES.

29. It is to be greatly regretted that this effort has not been properly appreciated. The teachers showed a great deal of keenness but the public has not responded to the extent anticipated. Efforts are being made to popularise these classes, and it is hoped that revived interest will be the result.

EMPIRE DAY.

30. This was celebrated throughout the country as in previous years. In the morning, Assemblies were held in each of the Government and Assisted Schools at which Addresses were generally delivered by the Headmaster or Principal Teacher and patriotic songs and recitations were given by the pupils. The afternoon was given up to processions and sports. At Accra the whole of the schools in the town as well as the Training College combined to form one magnificent procession and take part in athletic sports. The proceedings were presided over by His Excellency the Acting Governor who took the salute on the Accra Race Course very kindly lent for the occasion. At outstations similar ceremonies, on a smaller scale, took place. Prizes were, as usual, awarded to Headmasters and Principal Teachers for the best Addresses delivered and to the pupils for the best Essays written. The following were the subjects :—

Address delivered by Headmasters and Principal Teachers :

“ Union is strength ”—with special reference to the Gold Coast.

Essays written by pupils :

“ How can I be of use to my Country ? ”.

FEMALE EDUCATION.

31. Practical Domestic Work is undertaken at the Scottish and Wesleyan Mission Boarding Schools at Aburi, Accra and Cape Coast as well as at the Government Girls' Day Schools at Accra, Cape Coast, Kumasi and at Essiama. The girls' boarding schools are most valuable institutions as in these circumstances intensive character training is facilitated. It is gratifying to be able to point to an increase in the enrolment of girls in the Primary Schools. The increase is small, it is true, but is a healthy sign of increasing interest in female education.

INSPECTION OF SCHOOLS BY POLITICAL OFFICERS.

32. I have again to express my grateful thanks for the help and co-operation afforded by Officers of the Political Department in inspecting and visiting schools as well as presiding over the Civil Service and Standard VII. Examinations.

HOLIDAY COURSE FOR TEACHERS.

33. A special Holiday Course for teachers was conducted at the Government Training College by the Acting Principal and staff of the College. The course commenced on January 5th and lasted until January 16th.

The teachers showed extraordinary keenness, and although 132 were officially admitted to the course, 160 actually presented themselves. The number was embarrassingly large, but thanks to the energetic methods of the Acting Principal and Staff a very successful course was undertaken.

GENERAL.

34. The Western Province is still controlled from Cape Coast, but it is expected that an Inspector will soon be available to take over this Province. He will be stationed at Sekondi.

Although distinct progress has been made in the staffing of schools the proportion of uncertificated teachers is still very much too large. As additional certificated teachers become available the schools are being more efficiently staffed and a further impetus in this direction will be given when the Wesley College at Kumasi begins to turn out trained teachers.

We have now reached the stage when the output of trained teachers is greatly in excess of the wastage, and this is gradually having its effect on the efficiency of the schools. At the present rate of progress uncertificated teachers should disappear from Assisted Schools in a few years.

35. There was again a very large number of applications for the Civil Service Examination (1,460) and of these 933 were admitted. Ninety-three were successful in passing the examination.

A noticeable feature of these examinations is the constant re-appearance of the unsuccessful candidates who help very considerably to swell the number of failures.

The question of reducing the age limit for these examinations is now under consideration and this should have the effect of eliminating many who stand no chance of passing.

P. MAYALL,

Acting Director of Education.

SECTION IV.

THE ACCRA GOVERNMENT TRAINING COLLEGE.

36. During the year there was no Principal and Mr. Dewhurst acted as Principal until May 14th when Mr. Cranston returned from leave of absence and took charge for the rest of the year. There have been several changes in the staff during the period under review. Mr. Dewhurst was transferred to the Inspectorate on his return from leave and Captain Ashton, Method Master, resigned his appointment on being appointed headmaster of a school at home. He was succeeded by Mr. Ward of Achimota College. Mr. Ward, African Assistant, was transferred to Kibi Government School and no one was appointed to fill the vacancy. Instead of that a clerk was seconded from the Education Office for duty. Rev. C. E. Stuart and Mr. Stevens of Achimota College were seconded for duty at the Training College. Rev. A. H. Candler returned from leave of absence on June 11th.

On March 31st 1925 we had in residence 61 first year, 38 second year, and 45 third year students. The first year students will undergo four years training which will be completed at Achimota College. As a result of the end of the year reports eleven third year students and seven second year students were not allowed to continue their studies on the grounds that they were "not likely to become efficient teachers."

The Teachers' Examination was held under the Group System with satisfactory results, the recommendations of the Acting Principal being approved.

During the whole of 1924 we were sadly understaffed with the result that in School Section only the 3rd year received the full practising period, the second year having to be content with only half the proper time.

I am pleased to report that progress is being made with our hobbies which were commenced the previous year. The Photographers do good work and we are now collecting a series of lantern slides made by our own students to illustrate the College life. The Weavers have been busy making our College ties. We have revived our College Choir which Mr. Enstice has very kindly offered to train. It meets on two evenings of the week and very good work is being done. We have also started boxing classes on two evenings of the week when Messrs. Mills and Plester come down and give instruction. Our thanks are due to these gentlemen who give up two evenings a week to assist us. The College bank under Captain Sutherland is greatly appreciated by the thrifty students. I am glad to be able to report that the purchase of a small Printing Press has been approved and we hope to be able to print our next College Magazine.

During the year there was a great improvement in every branch of sport and at our Annual Sports in the presence of the Acting Governor no fewer than five records were broken. The Long Jump was increased to 18 feet 9½ inches; Putting the shot was increased to 29 feet 6½ inches. The High Jump was increased to 5 feet 4 inches; while the time for the Hurdles became 17 seconds and the quarter mile 58 seconds. The improvement was probably due to the 3rd year's course. This year the students made a new tennis court which is proving a great boon and is giving every satisfaction.

Visits were made to the Prisons, the Printing Office, the Ice Co., the Sisal Plantation, the Post Office and the Electrical Station. We thank those officers who were kind enough to show us round and to explain the working to us.

The Annual Prize distribution was held in December when His Excellency presided. We gave our usual Hand and Eye display as well as showing our hobbies working. We held an al fresco concert and each tribe took part in tribal drumming and dancing. This was greatly enjoyed by all present. On two occasions we held a College camp and during November camp Messrs. Cranston, Harrison and Candler were sent out to examine some of the schools—a change that was appreciated.

T. D. CRANSTON,
Acting Principal, Training College.

SECTION V.

GOVERNMENT TECHNICAL SCHOOL, ACCRA.

STAFF.

37. The Principal, H. McLaren ; T. A. Calvin and V. W. Wright, Masters ; together with Messrs. R. T. Dodoo, G. W. Aggain, O. R. Vanderpuye, E. B. Otoo and Yao Berkoh, African Teachers were present at the beginning of the year.

Mr. W. R. Roberts, Master, returned from leave of absence on May 14th.

The Principal proceeded on leave of absence on July 19th and returned to the Colony on November 6th.

Mr. T. A. Calvin proceeded on leave of absence on November 13th.

During the absence of the Principal Mr. T. A. Calvin acted as Principal, and Mr. V. W. Wright acted as House master during Mr. Horsley's absence.

Mr. Horsley, Housemaster, returned from leave of absence on September 3rd.

PUPILS.

The number of pupils on roll remains the same as the last year, *viz* :—84. The applications for admission are still far in excess of any vacancies that take place at the end of the year.

EXAMINATIONS.

At the Leaving Certificate Examinations held in December, the following were the results:—

In Carpentry and Joinery	2	gained	1st	Class	Certificates.
" "	4	"	2nd	"	"
In General Engineering	5	"	1st	"	"
" "	3	"	2nd	"	"

All the above were given a set of tools having completed the course of instruction and the conditions of their bond.

SPORTS.

This side of the school curriculum is still keenly participated in by the pupils and staff. The year under consideration was a very successful one. In football the school team were runners up in the Accra Schools League.

At Tennis the improvement in play was very marked, and in Cricket the high standard of the previous year was maintained. The School Tug of War Team were again successful at the Empire Day Sports held on the Race course.

BOY SCOUTS.

The Technical School Troop is still recognised as being a most efficient troop. Several camps were held during the year, which is greatly enjoyed as a thorough change from the school routine. The Scout spirit manifested is due to a great extent to the excellent leadership and example set by their Scout Master Mr. Horsley. The band was out on parade on many occasions with the volunteers who appreciated the music and the benefit derived in marching.

Mr. Spurling of the Post and Telegraph Department continues to give much of his spare time to the teaching of signalling which is appreciated greatly by the pupils and staff.

DOMESTIC.

The domestic side of school life continues to be carried on by the Patrol System which works admirably, and seldom is a complaint made as regards food, cleanliness, etc., etc.

The cook, Mr. Kofi, who had been employed here since the opening of the school in 1909 left us on December 31st rather than come under the new servants registration Act, which came into force on January 1st.

A new cook named Joseph John commenced duties on January 17th, and is carrying on his duties in an efficient manner.

HEALTH.

The health of the pupils during the year was good. There being no cases of infectious disease to report.

The installation of iron bedsteads with spring mattresses is a great improvement on the wooden frames and canvas sists previously used.

The usual slight wounds received at sports and in the workshops are promptly attended to by the Housemaster. The health of the staff was good.

CONCLUSION.

On the whole this year has been a very successful one. The furniture and doors made at the school for the Gold Coast Section of the British Empire Exhibition in London were greatly admired. The Director of Education and the Principal of the School, visited the Exhibition at different times of the year, and each heard very favourable comments by visitors on the excellence of these exhibits.

The large cement wall dividing the carpenters' shop and the Lecture Room was removed by the pupils, and the latter space added to give further workshop accommodation which proves a great acquisition to this department.

The new Drawing Room extension was completed and a long felt need met. The excellent lighting conditions are greatly appreciated and good results are being obtained.

The Bucket Shed at back of school was converted into a Scout Headquarters by extending the walls and enclosing the ends which have windows and doors fitted, and an entirely new roof was made which gives a building of a permanent nature and most useful.

The bathing place was retimbered, new corrugated sheets fitted, foundations tarred and cemented so that it should last for years without further repair.

The roofs of school buildings were tarred and limewashed. The interior of dormitories were distempered and painted and the general repairs from time to time in addition to the above named extensions and alterations were done by the pupils.

Some excellent pieces of furniture were made for Government House, the Public Works and other Departments. Lantern Lectures were given on Saturday evenings by the Principal, Mr. McLaren, and Mr. T. A. Calvin, Master, and proved very instructive and interesting to the pupils.

Visits were made to the Sisal Plantation and, the Electric Power Station by the Housemaster and the Senior Pupils of the school and greatly enjoyed by all present.

The Principal wishes to put on record his appreciation of the excellent support given him by the staff—European and African, which brings the year to such a successful finish.

H. McLAREN, *Principal.*

SECTION VI.

JUNIOR TRADE SCHOOLS.

38. The number of Junior Trade Schools has not been increased in the course of the period under review. They are four in number, one for the Eastern Province (Kibi), one for the Central and Western Provinces (Assuantsi), one for Ashanti (Mampong) and one for the Northern Territories (Yendi).

European Staff.—The European Staff consists of four Headmasters (Mr. McDermid, Captain Hendrie, Captain Ardron and Mr. Drake Brockman), and one Relief Headmaster (Captain Burnett), with the Organiser of Practical Education as responsible for their general

supervision and inspection. Of these five Headmasters Mr. McDermid proceeded on leave on 15th March and re-assumed duties on 17th September. Captain Hendrie also proceeded on leave on 17th August and returned to the Colony on 4th February. The other European Officers on the Trade School organisation have not been absent on leave within the period under discussion.

African Staff.—The African members on the staffs of these Schools have also remained of the same strength, viz: four Woodwork Instructors, four Metalwork Instructors, four Masonry Instructors, four Agricultural Instructors and four Literary Instructors.

For the on-coming session of 1925-26 the number of Literary Instructors will be doubled through the addition of one extra Literary Instructor for each of the schools. These Instructors have on the whole shown a general capability at their work and a keenness in taking part in games and sports and other social activities of residential institutions. It must however be stated that the lack of truly efficient Instructors for all these schools is a serious drawback in their working and accounts for what might be described as a weak link in the whole Trade School scheme.

Pupils.—The third class of pupils was admitted into these schools in July, 1924. Through this admission the numbers of pupils on the roll at the various schools were in consequence brought up to the following figures:—

Assuantsi	60
Mampong	60
Kibi	72
Yendi	90

In view however of the need for certain dismissals through bad conduct or on medical grounds and because of desertions these numbers were not fully maintained for the year. The numbers to be admitted into the various schools in the coming year will be increased, viz for Assuantsi and Mampong a fourth class of 25 pupils each and for Kibi and Yendi a class of 30 each.

The average standard of attainments before entrance has been well maintained, in many cases that of the necessary Standard IV. attainment from the elementary school being well exceeded. In the Northern Territories however, owing to the generally undeveloped state of educational activities there, it has been found necessary to admit into the Junior Trade School at Yendi a large number of pupils possessing the barest knowledge of elementary school work.

Literary Instruction.—Satisfactory progress has been shown in this subject in all the Trade Schools. Approximately half the time of the pupils' periods at instruction has been devoted to this subject and in ordinary subjects the work of the class room has been correlated as far as possible with the work in the workshops. For the period under consideration much difficulty has been experienced by the Literary Instructors owing to their having to teach together pupils of different years with the attainments of the pupils of each year varying rather considerably. This difficulty however will be overcome by the addition of a second Literary Instructor for each school with the advent of the fourth class or Troop in July, 1925.

Artisan Instruction.—In most of the subjects of this division good progress has been evident. In the *Woodwork* section the satisfactory progress of the previous period has been maintained. Apart from the ordinary work of making the various woodwork necessaries for the construction of school buildings some highly satisfactory work has been done in the making of articles of furniture for the schools in general and for Headmasters' houses. Each school now possesses a good Turning Lathe in addition to their ordinary necessary equipment. In the *Metalwork* section a greater progress has been shown for this year than for the year last reported on. This may be accounted for by the greater keenness displayed after reaching the stage of making definite articles while last year the metalwork pupils of three of the schools were doing their first year work. The classes in this subject have produced nearly all the metalwork requirements in the construction of additional buildings, e.g., locks, hinges, bolts, bars &c., and some distinctly creditable specimens have been seen. A good number of agricultural tools, e.g., forks, rakes, hoes &c., have also been made. The pupils of the *Masonry* section have been fully occupied with the construction of swish and brick buildings and in the making of bricks, both of the sun dried and kiln burnt kinds. Some useful concrete work was also carried out, such as the construction of culverts and the cementing of floors.

Agricultural Instruction.—The Agricultural section needs more careful attention on the whole if the schools are to become self-supporting in their food supplies before many years are past. At Assuantsi this matter has received careful attention but it must be admitted that the same is not truly applicable to the Kibi and Mampong Trade Schools. The plots at Assuantsi are well laid out and give a good yield and in consequence have added very considerably towards the school messing. At Kibi the food areas are fairly extensive but the yield

has not been good, neither in quality nor variety. At Mampong the plots and food areas are not extensive enough and their contribution towards the school messing has not been of the extent that might be expected. At Yendi the food producing areas are extensive but the cost of messing is not reduced to that extent that might be expected. These remarks are made from the view point that in three or four years these schools should be practically self-supporting as far as the vegetable needs for messing are concerned. In addition to the practical instruction in the school farm areas the agricultural pupils receive theoretical instruction.

Buildings.—The buildings so far erected are of a temporary nature but a start is made with the permanent buildings. In the third year of the existence of these schools, approximately the period under review, the temporary buildings required for the accommodation of the fourth year class or Troop are being constructed and should be completed in time for the in-coming class in July. Some highly satisfactory temporary dormitories and other buildings have been constructed and compare most favourably with those built in the first year of the schools' existence. A great improvement in this respect has been shown at all the Trade Schools.

At three of these Schools preparations have been made for the erection of the permanent Headmasters' houses and in two of them the necessary supply of burnt bricks is on hand. The brick-making machines supplied to the Schools have not been altogether an unqualified success the rate at which they can be made to turn out bricks—though the same are regular and well pressed—somewhat contrasts with the rate at which they can be made by hand frames.

General Layout.—Much progress has been evident at all the schools in the general layout for the permanent areas and schemes. At Yendi the question of clearing and the preparation of areas ready for cultivation and building presents few difficulties as compared with the enormous task of clearing giant trees and stumps from the thick forest areas of Assuantsi, Kibi and Mampong. At the latter places much expense has to be incurred in the necessary clearing.

Messing.—The problems of messing vary with the schools. Where and when the food supply derived from the schools' plots and farms does not suffice for the messing of the pupils it is necessary to depend on the local market supplies. These however at times present great difficulties owing to the great variation both as regards quantities, qualities and prices. This in particular applies to Assuantsi but the same difficulties in lesser form exist at other centres. The Government allowance towards messing has been fivepence a day for each pupil but a very considerable saving was effected on the same for the financial year. This allowance is to be reduced yearly and therefore all Headmasters have been instructed to see to the planting and sowing of crops to meet this.

Proficiency Pay.—A sufficiently high standard for the granting of this pay was not in practice in former years in all the schools. During the year under review an improvement has been shown, but in one or two cases a sufficiently high standard is still not attained. In former years in some schools the pupils were under the impression that this payment was made without any reference to real and general proficiency in all subjects, in addition to which discipline and character—important factors in the awarding of marks—scouting and games are all considered, but now they are made to understand through the general adoption of a higher standard that this can only be granted to any extent as the result of work well done and behaviour worthy of a scout.

Scouting.—As each of these schools is organised and mainly conducted on the basis of the Scout organisation it is essential that scouting should play an important part in the life and activity of each school. Each pupil as he enters is a possible scout and after passing his Tender-foot test he becomes a Scout. As a general rule the first year pupils remain 'Tender-foot' for that year but in their second year they qualify for their Second Class badges. General satisfactory progress has been shown in this respect at most of the schools. During the year there have been twelve Troops in residence in which there were thirty-six patrols. The Headmaster is a Scoutmaster at each School with some Staff Instructors as Assistant Scoutmasters in charge of individual Troops. In one or two centres it has been found very difficult to inculcate the proper scout spirit owing to the difficulty experienced in getting the pupils to see beyond their own 'self' interests, but on the whole it can be said that much progress has been achieved and this of itself has justified the adoption of the system.

Games.—The success in games varies greatly with the school. At Assuantsi, owing to the very uneven nature of the ground, the playing field is extremely limited and it is hardly possible to play a good game of football on it. With the clearing of the forest and the development of the layout for the permanent scheme it is hoped that more expansive areas will be made available. At the other schools satisfactory playing fields have been laid out and they

sufficed for the needs of the year under review. Keeness has been displayed at all the schools in Football and Scout games but only in one or two schools can it be said that cricket is a favourite game. I regret to have to report that I do not consider that the value of games and sports as exercises and ways of providing the means of inculcating due obedience and discipline on the part of the pupils have yet been fully realised in one or two cases.

Discipline and Character.—These are the two main qualities that should underlie the whole organisation and out-look of a Junior Trade School. Without them there can be no real success in so far as the real efficiency of the scheme is concerned. In practice, however, it has been found difficult to attain this standard. In my last report I stated that “without discipline and a high standard of efficiency and proficiency there can be no real tone—the essential aim of any school.” This has not been truly attended to in all cases for the year under review, but on the whole however I am able to report general progress in this respect.

Visits.—The general recognition of these Schools as valuable centres of useful training has resulted in an increase of visitors to see at first hand what has been and is being done. Visits have been paid not only by His Excellency the Governor and officials of the various Government Departments but also by many commercial men and by many Africans who realise what possibilities there are in the scheme of training as applied in these schools for the advancement of their people.

Before this report was written two notable visits have been paid to these schools, that of His Royal Highness the Prince of Wales to the school at Kibi and that of Her Highness, Princess Marie Louise, to the School at Mampong (Ashanti). In both cases the Royal Visitors took the keenest interest in the pupils and their work and training and expressed their satisfaction and pleasure with what they had seen.

General.—It is a pleasant duty to be able to report the continued co-operation between the officials of the various Departments concerned with these Schools and it is a further pleasure to express our appreciation of the assistance given by other Departments. The Amanhene of the Colony and Ashanti and the Na of Yendi are hearty in their support of their respective schools. With the continuity of their hearty support, and the co-operation of the various Departments concerned, I doubt not that the good work carried out in these schools for the period under consideration will be still more firmly established in years to come.

D. HEDOG-JONES,
Organiser of Practical Education.

SECTION VII.

WESTERN PROVINCE.

CONTROL.

39. Education in this province is at present controlled by the Provincial Inspector of Schools stationed at Cape Coast.

Mr. J. P. Robertson was transferred to Accra on the 14th May when Mr. Aitken took over the charge of the province. He handed over to Mr. J. Spio-Garbrah on the 5th July and proceeded on leave of absence on the 6th. Mr. Garbrah acted as Provincial Inspector in charge from that date until January 22, 1925.

CLERICAL STAFF.

The Clerical Staff is the same as that for the Central Province.

GOVERNMENT TEACHING STAFF.

Mr. J. A. Indome was transferred from Essiama in the Western Province to Oda in the Central Province and was replaced by Mr. Henry M. Grant from the Government Senior School Accra. Mr. John Dadzie Thompson was transferred to the Accra Government Senior School.

INSPECTION LIST, ASSISTED LIST, ENROLMENT, AVERAGE ATTENDANCE,
GRANTS-IN-AID AND SCHOOL FEES.

Mr. A. Aitken, Acting Provincial Inspector of Schools, inspected the Sekondi schools and visited a number of others in this province in June and Mr. J. Spio-Garbrah, Acting Provincial Inspector of Schools inspected those at Shama, Adjua and Dixcove in November.

The District Commissioners in the Western Province rendered considerable help in inspections.

The following Table shows the number of Government and Mission Schools on the Inspection list for the years, 1922, 1923 and 1924.

The Statistic shown are for the period beginning on the 1st October, 1923, and ending on the 30th September, 1924.

TABLE I.

Description of School.	1922.	1923.	1924.
English Church Mission	3	3	3
Roman Catholic Mission	9	10	9
Wesleyan Mission	8	8	8
Total Mission Schools on Inspection List	20	21	20
Government Schools	4	4	4
Total Government and Mission Schools on Inspection List ..	24	25	24

The Roman Catholic Mission School at Atwabo was inspected by the District Commissioner, Axim, and recommended for inclusion on the Assisted List. As Prestea School was removed from the List, the number of schools of this Mission remains the same. No other changes took place.

Table II. shows the classification of Government and Assisted Schools.

TABLE II.

Classification.	English Church Mission.	Govern- ment.	Roman Catholic Mission.	Wesleyan Mission.	Totals.
Boys	—	1	—	—	1
Girls	—	—	—	—	—
Infants	—	—	2	2	4
Mixed	3	3	7	6	19
Schools on the Assisted List	3	4	9	8	24

Table III., shows the enrolment of pupils. There was a decrease of 134 enrolled as compared with 1923.

TABLE III.

Description of School.	Enrolment.		Totals.
	Boys.	Girls.	
English Church Mission	351	78	429
Government	404	51	455
Roman Catholic Mission	986	94	1,080
Wesleyan Mission	1,255	239	1,494
Totals	2,996	462	3,458

Table IV. shows the average attendances for the years 1922, 1923 and 1924.

In spite of a decreased enrolment, the year 1924 shows an improvement in the average attendance of 113.

TABLE IV.

Description of School.	Average Attendance.		
	1922.	1923.	1924.
English Church Mission	344	378	396
Government	354	359	347
Roman Catholic Mission	745	794	862
Wesleyan Mission	1,105	1,158	1,197
Totals	2,548	2,689	2,802

The next Table (V.) shows a decrease compared with 1923 in the Grants-in-Aid paid to Missions, including claims under Rule 90, of £97 11s. 1d.

The total amount of Grants in-Aid recommended for 1924 inclusive of claims under Rule 90 was £2,813 10s. 0d.

TABLE V.

Year.	Grants awarded.
1922	£ s. d. 2,818 14 11
1923	2,911 1 1
1924	2,817 5 0
Decrease for 1924	101 6 1

Last year the school fees collected amounted to £1,026 10s. 8d. This year the fees were £1,164 4s. 7d. showing an increase from this source of £137 13s. 11d. The following Table (VI.) gives details.

TABLE VI.

Description of School.	School Fees.		
	£	s.	d.
English Church Mission	177	15	8
Government	38	18	6
Roman Catholic Mission	323	4	11
Wesleyan Mission	624	5	6
Total	£1,164	4	7

SCHOOL BUILDINGS, EQUIPMENT, ETC.

The lack of suitable buildings has hampered the general progress of the schools in this province.

The walls of the Essiama Government School building became so dangerous in November that the classes had to be held temporarily in the Ohene's Tribunal, the Rest House and the Workshop. The Ohene eventually repaired the building sufficiently for use, but Government intends during 1925 to erect a new School.

EQUIPMENT.

It has again to be pointed out that suitable desks for the schools particularly in Infants Departments are still lacking. Success is impossible if pupils are crowded together. Very little has been done regarding the provision of equipment in most of the schools in this province.

The health of the children should always receive the first consideration of the Managers of Schools.

REGISTRATION.

Registration in the schools at the larger centres has been well conducted, but it has been found that at some of the smaller schools where supervision is infrequent, some teachers have failed to mark their registers strictly to time.

ACCOUNTS.

Checking of accounts in a few cases revealed insufficient care on the part of Managers to familiarize themselves with the rules laid down by the Board of Education setting forth the conditions under which grants, and particularly the comparatively recent privilege of a hundred per cent increase on the old rates, are paid. The cash books should be kept up to date in order to enable Inspectors to check them as late as possible at any visit.

Managers are realising as never before, the necessity of securing the services of certificated teachers in their schools. Seventh Standard pupils are still employed owing to a shortage of certificated teachers and the recent limitation of the size of classes.

The tendency to separate the infants entirely from the standards pupils is developing, but frequently without suitable provision of buildings and equipment for them. It must always be borne in mind that infants should have the best possible buildings, equipment and teachers.

FEMALE EDUCATION.

The Education of girls in this province is somewhat backward as compared with the other provinces in the Colony. The number of girls attending schools is approximately 15% of the boys.

J. SPIO-GARBRAH,
Inspector of Schools.

SECTION VIII.
CENTRAL PROVINCE.

STAFF.

40. Mr. J. P. Robertson, Provincial Inspector of Schools, was in charge of this province until he was relieved by Mr. A. Aitken, on the 12th May, 1924, who in turn was relieved by Mr. J. Spio-Garbrah who arrived from Accra and took charge on the 5th July. Mr. Aitken proceeded on leave of absence on the 6th July, and Mr. Garbrah ceased to act as Provincial Inspector on the 22nd January, 1925.

CLERICAL STAFF.

Messrs. J. A. Mensah and R. A. Quaye were on duty in the Cape Coast office throughout the year.

INSPECTIONS.

Mr. J. P. Robertson visited and inspected a number of the schools early in the year. Mr. J. Spio-Garbrah inspected the Assisted Schools at Saltpond ; the Roman Catholic Mission Senior School at Anomabu ; and the Wesleyan Mission School at Edubiasi. The Palim-Ul-Islam Ahmadia mixed school at Saltpond was inspected in September. Visits were paid to schools at Elmina and in Cape Coast as often as possible.

The Senior Inspector of Schools visited this province and inspected a number of the schools during October and December. Mr. T. D. Cranston, Acting Principal, and Captain H. D. Harrison, Master, both of the Accra Government Training College, also visited and inspected some of the schools in the Winneba and Swedru Districts.

The District Commissioners at Oda, Swedru and Winneba rendered great help by visiting and inspecting schools in their respective districts.

TEACHING STAFF, GOVERNMENT SCHOOLS.

Mr. Joseph Muller, Assistant Headmaster, Government Boys' School, Cape Coast, was transferred to the Government Senior Boys' School, Accra, on the 20th October, 1924. Mr. C. A. Dadey was placed temporarily in charge.

Mr. John Ayansu, Assistant Headmaster, Oda Government School, was transferred to Cape Coast, and was replaced by Mr. John A. Indome of the Essiama Government School.

One new appointment was made to Cape Coast Government Girls' School and this was given to Miss Sarah Jackson. Miss Matilda Pobee resigned and was replaced by Miss Eva Spio-Garbrah. Miss Joanna Bentil resigned on the 31st October, 1924.

INSPECTION LIST, ASSISTED LIST, ENROLMENT, AVERAGE ATTENDANCE,
GRANTS-IN-AID, AND SCHOOL FEES.

The following Table shows the number of schools on the Inspection List for the years 1922, 1923 and 1924.

The Statistics shown are from the 1st October, 1923 to 30th September, 1924.

TABLE I.

Description of School.	1922.	1923.	1924.
African Methodist Episcopal Zion Mission	3	3	2
Roman Catholic Mission	11	11	10
Scottish Mission	11	11	11
Wesleyan Mission	16	19	18
Secondary :—			
English Church Mission Grammar School, Cape Coast, and Richmond College	1	2	2
Total Mission Schools on Inspection List	42	46	43
Government Schools	3	3	3
Total Government and Assisted Schools on Inspection List	45	49	46

Two Mission Schools which were Assisted in 1923 were not awarded Grant, viz., the A.M.E. Zion Mission School at Winneba, and the Wesleyan Mission School at Arkra. The Wesleyan Mission School at Komenda was inspected, but was not recommended to be placed on the Assisted List.

The following Table shows the classification of Government and Assisted Schools.

TABLE II.

Classification.	A.M.E.Z. Mission.	Government.	Roman Catholic Mission.	Scottish Mission.	Wesleyan Mission.	Secondary.	Totals.
Boys ..	—	I	3	I	—	2	7
Girls ..	—	I	2	—	I	—	4
Infants ..	I	—	4	—	7	—	12
Mixed ..	I	I	I	10	10	—	23
Totals ..	2	3	10	11	18	2	46

In Table III. is shown the enrolment of pupils in Government and Assisted Schools.

TABLE III.

Description of School.	Enrolment.		
	Boys.	Girls.	Total.
A.M.E. Zion Mission	299	48	347
Government	915	306	1,221
Roman Catholic Mission	1,051	346	1,397
Scottish Mission	567	162	729
Wesleyan Mission	2,498	599	3,097
Secondary :—			
English Church Mission Grammar School, Cape Coast, and Richmond College, Cape Coast	186	—	186
Totals	5,516	1,461	6,977

The enrolment shows a decrease of 244 as compared with 1923. This is due to the removal of two schools from the list.

Table IV. shows a comparison of the average attendances for 1922, 1923 and 1924.

TABLE IV.

Description of School.	Average Attendance.		
	1922.	1923.	1924.
A.M.E. Zion Mission	457	436	299
Government	895	956	1,003
Roman Catholic Mission	1,096	1,091	1,101
Scottish Mission	512	541	597
Wesleyan Mission	2,598	2,727	2,636
Secondary :—			
English Church Mission Grammar School, Cape Coast, and Richmond College, Cape Coast	70	134	155
Totals	5,628	5,885	5,791

While the Average Attendance showed a decrease of 94 as compared with last year owing to the removal of two schools from the Assisted List, the schools generally showed larger average attendances than in previous years.

Table V. shows the amounts of Grants-in-Aid awarded in 1922, 1923 and 1924.

TABLE V.

Year.						Grants awarded.
						£ s. d.
1922	..	..	..	..	..	6,249 14 10
1923	..	..	..	..	..	6,391 15 3
1924	..	..	..	..	..	6,614 2 4
Increase for 1924						222 7 1

There is an increase of £222 7s. 1d. on the awards made in 1923.

In Table VI. is shown the amounts of School Fees collected for the years 1922, 1923 and 1924 in Government and Assisted Schools.

TABLE VI.

Description of School.	Amount of Fees.		
	1922.	1923.	1924.
	£ s. d.	£ s. d.	£ s. d.
A.M.E. Zion Mission	184 3 4	258 4 8	215 17 9
Government	219 3 3	230 18 3	238 18 3
Roman Catholic Mission	444 12 6	433 17 9	502 4 8
Scottish Mission	71 3 8	72 13 6	121 16 11
Wesleyan Mission	1,236 18 6	2,419 7 2	2,265 13 6
Secondary :—			
English Church Mission Grammar School, Cape Coast, and Richmond College, Cape Coast	272 6 3	2,199 17 4	2,496 8 10
Totals	2,428 7 6	5,614 18 8	5,840 19 11

Thus increased receipts from this source as compared with 1923, amounted to £226 1s. 3d. in spite of the removal of two schools from the Assisted List.

SCHOOL BUILDINGS, EQUIPMENT, AND GENERAL ORGANIZATION.

The accommodation in the larger schools remains practically the same. Those in Cape Coast still need extension. Two new classrooms at the Government Girls' School have been completed and are now occupied.

The A.M.E. Zion Mission, Cape Coast, propose to extend their school which is badly needed, but no progress has yet been made.

EQUIPMENT.

Fairly satisfactory progress has been made regarding the provision of equipment in schools. A number of schools have not sufficient desks, nor are those in general use of a suitable pattern. This, of course, affects the efficiency of the school work. Managers should endeavour to replace existing forms and desks by dual desks with backs. The health of the children must be considered as the primary factor in matters educational.

REGISTRATION.

Registration has been well conducted at the larger schools, but instances have come to light of irregularity in a few of the remoter stations. The need for great care and absolute strictness in this matter is emphasized.

TIME TABLE.

While the importance of drawing up suitable timetables for their schools is now appreciated more by Managers than formerly, insufficient study still appears to be given to the Education Rules, in consequence of which timetables are frequently submitted for approval which require considerable amendment.

ACCOUNTS.

Those school accounts which were checked during the year were found to be carefully kept in so far as an accurate record of income and expenditure was concerned, but several Managers failed to realise that certain amendments to Education Rules made by the Board of Education, vitally affected their Government Grant, particularly in regard to paying teachers according to an "approved Shale."

GENERAL ORGANIZATION.

The Roman Catholic Mission lost by death the services of their Reverend General Manager whose appointment had not been filled at the end of the year.

A newly appointed Bishop for the A.M.E. Zion Mission arrived from America and visited all the schools of this Mission in different parts of the Colony.

FEMALE EDUCATION.

Female education is slowly but surely gaining in popularity each year. This is proved by the increased number of pupils in attendance at the various schools. All the Girls' Schools are full, and Housecraft takes an important place in the curriculum.

GAMES.

Games now occupy a very important place in the life of every pupil. The spirit of combination is being fostered; and the meaning of fair play is well understood. Ample provision is being made by Government for playing fields in Cape Coast.

J. SPIO-GARBRAH,

Inspector of Schools.

SECTION IX.

EASTERN PROVINCE.

Section I.—STAFF;

41. Mr. Harry Blackmore, Inspector of Schools, was in charge from the beginning of the year under review until May 10th when he proceeded to Sierra Leone to take up the post of Chief Inspector.

Mr. J. P. Robertson, Provincial Inspector of Schools arrived in Accra on May 14th and took charge of the Province as from that date. Mr. J. Spio-Grabrah, Inspector of Schools, assisted the Provincial Inspector of Schools from the beginning of 1924 to July 2nd when he was transferred to Cape Coast. Mr. Robertson proceeded on leave to England on 20th December and was relieved by Mr. J. Dewhurst. Captain A. B. Douglas, Inspector of Schools arrived in Accra on 30th October and assisted the Provincial Inspector of Schools for the rest of the year. Major D. Hedog-Jones, Organizer of Practical Education, rendered useful assistance by inspecting a number of schools in the neighbourhood of Accra. Miss E. Telfer arrived in Accra on first appointment on 15th October to take up the post of Headmistress of the Government Girls' School. Miss R. Quartey-Papafio was in charge from the beginning of the year until September 1st when Mrs. Dove, who had been appointed to the 1st Division, took charge as Acting Headmistress. Miss E. Ansah was appointed as 2nd Division Teacher in the Government Girls' School on 2nd February, 1925. Mr. J. McAttram was in charge of the Government Senior Boys' School throughout the year. Mr. J. C. Lartey, 2nd Division Clerk, discharged satisfactorily the very onerous duties which devolved upon him at Provincial Headquarters. It is hoped that an additional clerk will be appointed before long to assist him.

An additional teacher was appointed to Kibi Government School and four additional teachers to Obo Government School. The death of one of them, Mr. C. M. Adjei, 2nd Division Teacher which occurred on February 4th a few weeks after he had been appointed is recorded with deep regret. Mr. Adjei was a keen and energetic teacher.

With the present enrolment and accommodation local Managers find it difficult to staff their schools in accordance with Rule 49. In these circumstances, Managers have been invited to state which schools they propose to withdraw from the Assisted List.

The Provincial Inspector of Schools received valuable assistance in the inspection of his schools from several District Commissioners.

Section (II).

INSPECTION LIST, ASSISTED LIST, ENROLMENT, AVERAGE ATTENDANCE,
GRANTS-IN-AID AND SCHOOL FEES.

There were five Government Schools and 93 Mission Schools on the Inspection List.

The following table shows the number of schools on the Inspection List during the past three years in the Eastern Province.

TABLE I.

Description of School.	1922.	1923.	1924.
English Church Mission	1	1	1
Scottish Mission	62	67	67
Wesleyan Mission	19	23	24
Undenominational	1	1	1
Total Mission Schools	83	92	93
Government Schools	5	5	5
Total Government and Mission Schools ..	88	97	98

ASSISTED LIST.

TABLE II.

There were 87 schools which received grants-in-aid during the year.

Description of School.	1922.	1923.	1924.
English Church Mission	1	1	1
Scottish Mission	62	63	64
Wesleyan Mission	19	23	21
Undenominational	1	1	1
Total Assisted Schools	83	88	87
Government Schools	5	5	5
Total Government and Assisted Schools ..	88	93	92

Table III. shows the classification of the Government and Assisted Schools.

TABLE III.

Classification.	English Church Mission.	Government.	Scottish Mission.	Wesleyan Mission.	Undenominational.	Total.
Boys	1	2	6	—	—	9
Girls	—	1	1	1	—	3
Infant	—	—	3	5	—	8
Mixed	—	2	54	15	1	71
Totals	1	5	64	21	1	92

ENROLMENT.

Table IV. gives the enrolment in the Government and Assisted Schools. The enrolment in 1923 was 15,850. This year there is an increase of 13.

TABLE IV.

Description of School.	Enrolment.		
	Boys.	Girls.	Total.
English Church Mission	210	—	210
Government	2,006	335	2,341
Scottish Mission	6,232	2,408	8,640
Wesleyan Mission	3,056	710	3,766
Undenominational	797	109	906
Totals	12,301	3,562	15,863

AVERAGE ATTENDANCE.

Table V. shows the average attendance for the past three years at the Government and Assisted Schools. This shows an increase in average attendance of 463 over that for 1923. It will be observed from a comparison of these figures with those given in Table IV. that the percentage of Attendance has improved considerably since last year. This cannot but give cause for satisfaction.

TABLE V.

Description of School.	Average Attendance.		
	1922.	1923.	1924.
English Church Mission	139	146	166
Government	1,833	1,939	2,132
Scottish Mission	6,974	7,565	7,837
Wesleyan Mission	2,949	3,306	3,175
Undenominational	709	789	898
Totals	12,604	13,745	14,208

GRANTS-IN-AID.

Table VI. shows the amounts awarded as grants-in-aid to the Mission Schools during the past three years. This shows a decrease of £2,078 10s. 8d.

TABLE VI.

Year.	Grants Awarded.
	£ s. d.
1922	12,863 0 6
1923	15,560 2 1
1924	13,481 11 5
Decrease for 1924	2,078 10 8

SCHOOL FEES.

Table VII. shows the amounts of fees collected in Government and Assisted Schools during the last three years, being an increase as compared with 1923 of £309 4s. 6d.

TABLE VII.

Description of School.	Amounts collected in		
	1922.	1923.	1924.
	£ s. d.	£ s. d.	£ s. d.
English Church Mission	158 7 0	148 8 0	160 18 0
Government	376 9 6	434 13 0	496 6 9
Scottish Mission	2,425 19 1	2,560 11 8	2,661 19 0
Wesleyan Mission	1,748 11 11	2,381 8 5	2,496 19 4
Undenominational	431 10 0	507 15 9	525 18 3
Totals	5,140 17 6	6,032 16 0	6,342 1 4

SCHOOL BUILDINGS, EQUIPMENT ACCOUNTS AND GENERAL ORGANISATION.

A new school is being built at Obo, the old Government School building having fallen down. It is proposed further to provide quarters for the Head Teacher and his assistant teachers.

Foundations have been dug for a new Scottish Mission Senior School at Asafo. No assurance could be given as to the date of its completion. A new building has been erected by the Scottish Mission at Labadi to accommodate the senior pupils but the floor, ceiling, windows, &c., have not been completed.

New buildings are badly needed at the Ada Scottish Mission, Mampong Wesleyan Mission and Kpong Wesleyan Infant Schools. In very many cases the Infant classes are accommodated in the Church Buildings. Desks are not always provided and the children have to use the church pews. Such accommodation cannot in any circumstances be regarded as satisfactory.

SYSTEM OF SECTION ORGANIZATION AT THE ACCRA GOVERNMENT BOYS' SCHOOLS.

A system of section organization has been initiated to supersede the Boy Scouts organization within these schools. It is of the essence of this latter organization that it should not be compulsory and cannot therefore be applied to the schools in its entirety. Assembly, Registration and Class room discipline have been greatly facilitated by the new system. The scheme is designed to foster the competitive spirit.

TEACHERS' NOTES.

Inspectors have reported that in many cases Teachers' Notes bear evidence of careful and intelligent preparation but the great majority are still mechanical and devoid of inspiration.

QUARTERLY MEETINGS OF TEACHERS.

It has been arranged that quarterly meetings of the teachers of Accra shall be held. The first of these meetings was held on September 25th. All the schools in Accra were represented. At these meetings model lessons are given and criticised. At them also, teachers discuss difficulties that have arisen in the administration of their schools.

ACCOUNTS.

In the Scottish Mission it has been found in most cases impossible to understand School Accounts kept by Local Managers. It is understood that arrangements are being made with the Secretary of the Mission to establish a satisfactory system of keeping Local Accounts.

In general very few Mission Schools present for inspection, accounts which are simple and accurate.

EMPIRE DAY.

The usual Empire Day Celebrations were held on May 24th in Accra and throughout the Province. In Accra alone upwards of 5,000 children assembled on the Race-course to show respect to our Empire's Flag.

The procession was very capably organized by Mr. J. Kitson Mills.

Encouraging reports on the enthusiasm displayed were received from many schools in the Province.

TIME TABLES.

A considerable number of Time Tables have been revised, brought up to date and approved during the year. In certain schools unapproved Time Tables have been in use for three or four years. Many time tables submitted have been drawn up and signed by Managers in ignorance of the Education Rules.

GAMES.

The boys at Kibi are becoming much keener at games. The District Commissioner has rendered useful assistance in this matter. In Accra arrangements have been made to devote a portion of the year entirely to cricket. Keen interest is taken in the football matches of the Accra Schools' League.

A report by the Headmistress on Games at the Accra Government Girls' School has been received. It is appended to this report.

STANDARD VII. EXAMINATION.

The number of pupils who presented themselves for examination in Standard VII. was 856 and the number of passes 356. This may perhaps not appear encouraging but the increased severity of the examination has made the Standard VII. certificate of greater value.

PRACTICAL EDUCATION.

An increasing interest is taken in School Gardens and the practice of keeping Records of Crops has been revived.

At the Accra Government School a plot of land nearly 3 acres in area has been cleared and beds have been made according to a plan supplied by the Agricultural Department. Food crops will be grown on the rotation principle. The different standards will have separate plots.

Forms of Practical Instruction other than Gardening are seldom imparted. Rough Carpentry has been adopted in at least one school. Managers state that they cannot afford to start Wood-work.

PROGRESS.

It has been possible during the last year to visit and inspect schools more frequently than previously. The effect of this is already noticeable. Carelessness in the keeping of Records, Registers and Teachers' Notes has been largely eliminated and one can now feel with reasonable assurance that conditions discovered at an inspection reveal the actual daily state of things in the school concerned. As a result of the increasing frequency of surprise visits (by officers of both the Political and Education Departments) it is becoming ever more difficult to "prepare" schools for inspection.

A greatly increased interest in, and enthusiasm for games is evident.

The Headmistress reports favourably on the progress of Domestic Training for Girls.

J. DEWHURST,

Acting Provincial Inspector of Schools.
Eastern Province.

REPORT ON GAMES AND HOUSECRAFT.

The following games are played in this school viz., hockey, tennis, net-ball and rounders. The pupils are taking a very keen interest in all of these and during the last term marked progress has been especially noticeable in hockey.

Matches in hockey have been played on two occasions between the Wesleyan Girls and the girls of this school and both times the latter scored. Hockey is played with much vigour and enthusiasm. The other games are certainly improving gradually but more practice is still required.

HOUSECRAFT.

In the last term rapid improvement has no doubt been effected. Things are certainly executed in a more methodical and painstaking way and quickness and aptitude have been noted.

New dishes have been introduced in which the pupils have shown the keenest interest.

A native oven which was made by the pupils is being regularly used, the results being quite satisfactory. The pupils are being trained to be as economical as possible in the buying and preparing of the various foods.

The teachers engaged in this subject have themselves been most helpful and willing to learn all they can.

LAUNDRY.

As in the above subject laundry has improved considerably. The amount of work undertaken per lesson has been restricted and what is attempted is done with more care.

On the whole there has been a decided improvement in Housecraft during this term. New utensils have been ordered which will enable us to make further improvements and stimulate a still keener interest on the part of both teachers and pupils.

NEEDLEWORK.

This term has been taken up with the making of school uniform. In the future the pupils will be able to cut out and make up all their dresses at home without any help.

ELIZABETH W. TELFER,
Headmistress.

SECTION X.

ASHANTI.

Section (i)—STAFF.

42. I was in charge of the Province until April 12th when I proceeded on leave. Mr. Aitken acted as Provincial Inspector of Schools until May 8th, when he was transferred to the Central Province of the Colony. Major Hedog-Jones then took charge, and he was required to combine the duties of Acting Provincial Inspector of Schools and Headmaster of the Junior Trade School, Mampong, until my return on October 1st.

Mr. J. T. Quaye discharged the duties of Provincial Clerk throughout the year.

*Section (ii).*ASSISTED LIST, ENROLMENT, AVERAGE ATTENDANCE,
GRANTS-IN-AID AND SCHOOL FEES.

ASSISTED LIST.

Of the 30 Mission Schools on the Inspection List 28 received Grants-in-Aid. The Wesleyan Mission School at Bekwai was added to the Assisted List, whilst the School of this Mission at Afidwase was withdrawn, owing to the unsuitable accommodation provided. It was found possible to inspect 19 Schools only during the year, including five Schools inspected by District Commissioners.

The following table shows the number of Government and Assisted Schools in Ashanti during the past three years :—

TABLE I.

Description of School.	1922.	1923.	1924.
A.M.E. Zion Mission	1	1	1
English Church Mission	2	2	2
Roman Catholic Mission	4	4	4
Scottish Mission	13	16	16
Wesleyan Mission	5	5	5
Total Assisted Schools	25	28	28
Government Schools	4	4	4
Total Government and Assisted Schools ..	29	32	32

The classification of the Government and Assisted Schools is given in table II.

TABLE II.

Classification.	A.M.E. Zion Mission.	English Church Mission.	Government.	Roman Catholic Mission.	Scottish Mission	Wesleyan Mission.	Totals.
Boys ..	1	1	1	1	3	—	7
Girls ..	—	—	1	—	—	—	1
Infants ..	—	1	—	1	—	2	4
Mixed ..	—	—	2	2	13	3	20
Totals ..	1	2	4	4	16	5	32

Table III. gives the enrolment in the Government and Assisted Schools, which is the same as that of the previous year. There has been a decrease of 30 boys and an increase of this number of girls. Little change in the enrolment can be expected until additional accommodation is provided.

TABLE III.

Description of School.	Enrolment.		
	Boys.	Girls.	Totals.
A.M.E. Zion Mission	80	—	80
English Church Mission	304	—	304
Government	598	177	775
Roman Catholic Mission	663	22	685
Scottish Mission	939	171	1,110
Wesleyan Mission	787	83	870
Totals	3,371	453	3,824

AVERAGE ATTENDANCE.

There has this year been a slight decrease in the total Average Attendance. Many of the children who left Kumasi during the Mid-year vacation did not return until towards the end of the year owing to the outbreak of plague. This adversely affected the average attendance at the Kumasi Schools.

Table IV. shows the average attendance for this and the two preceding years.

TABLE IV.

Description of School.	Average Attendance.		
	1922.	1923.	1924.
A.M.E. Zion Mission	84	72	65
English Church Mission	239	264	247
Government	730	768	753
Roman Catholic Mission	590	605	628
Scottish Mission	811	946	951
Wesleyan Mission	755	760	754
Totals	3,209	3,415	3,398

GRANTS-IN-AID.

The Grants-in-aid, including Claims under Rule 90, this year amount to £3,625 9s. 2d. being an increase of £229 12s. 6d. Excluding claims, the increase in the actual Grants-in-aid amounts to £79 5s. 0d.

Table V. gives the amounts awarded as grants-in-aid to the Mission Schools during the past three years.

TABLE V.

Description of School.	1922.	1923.	1924.
	£ s. d.	£ s. d.	£ s. d.
A.M.E. Zion Mission	66 16 4	90 0 0	81 5 0
English Church Mission	346 11 6	414 0 0	398 0 0
Roman Catholic Mission	646 19 5	851 9 8	1,028 12 10
Scottish Mission	795 13 1	1,000 15 0	1,059 11 4
Wesleyan Mission	1,012 13 9	1,039 12 0	1,058 0 0
Totals	£2,868 14 1	3,395 16 8	3,625 9 2

SCHOOL FEES.

Table VI. gives the amounts of fees collected at the Government and Assisted Schools during 1922, 1923 and 1924. The fees collected during 1924 are £56 2s. 10d. more than the sum for the preceding year, and £192 17s. 11d. more than the amount collected during 1922.

No fees are paid by the children attending the Government School at Sunyani.

TABLE VI.

Description of School.	1922.			1923.			1924.		
	£	s.	d.	£	s.	d.	£	s.	d.
A.M.E. Zion Mission	50	6	6	52	18	9	53	17	0
English Church Mission	90	19	0	107	8	6	98	14	6
Government	146	19	0	150	18	0	135	2	3
Roman Catholic Mission	166	15	9	233	7	0	233	6	9
Scottish Mission	126	16	6	137	13	0	152	12	10
Wesleyan Mission	340	17	2	377	3	9	441	18	6
Totals	922	13	11	1,059	9	0	1,115	11	10

SCHOOL BUILDINGS, EQUIPMENT, ACCOUNTS AND GENERAL ORGANIZATION.

As soon as the new building is erected for the Government Boys at Kumasi, the present building will be used not only to provide accommodation for the Infant Boys, but also to relieve the present congestion at the Government girls' School. This scheme will provide for immediate requirements, effect economy in the cost of the new building, and provide an Infant School for boys and girls at no great distance from their homes.

A new Government School for the Infants at Sunyani has been erected.

Alterations have been made at the Kumasi Wesleyan Senior School in order to make the accommodation more suitable. It is the intention of the Wesleyan Mission Authorities to erect a Senior School for Boys and a Boarding School for Girls in the neighbourhood of the Wesley College. The Boys' School will be attended by day pupils and also provide for the boarding of those boys who are admitted from outstation schools. Both these buildings are to be commenced shortly.

More up-to-date premises for the boarders attending the Scottish Mission School at Mampong are needed.

In the past, attention has been chiefly directed towards the improvement of the Senior Department buildings, with the result that those for the Infants have not had that attention which is desirable. During the current year, an effort has been made to improve the Infant School accommodation, and schools of the classroom type have been built by the English Church and the Roman Catholic Missions at Kumasi. This is a step in the right direction, for Infant Education can only be carried on satisfactorily under better conditions than have hitherto prevailed.

EQUIPMENT.

The Government Schools at Kumasi are now supplied with dual desks throughout. Long desks, seating four or five children, are in use at Mission Schools with two exceptions. Many of the Mission School buildings are used also for Church purposes, and it is chiefly on this account that the long desks have been retained, and have not been replaced by dual desks, which are much to be preferred for school purposes. The dual desk can be made locally but it would be advisable for Managers to visit the Government Schools at Kumasi, and take patterns of the desks in use there, before placing their orders. The exercise books used by the children attending school in the larger centres are often found unsuitably ruled, and there would appear to be no excuse for this, as books of the correct type can be obtained from the local stores. At Outstation Schools there is greater difficulty in providing for an adequate supply of exercise books and other necessary materials, but arrangements should be made by the Managers concerned to obtain a sufficient supply at the beginning of the year to meet the requirements of their schools.

TIME TABLES, REGISTRATION AND ACCOUNTS.

It has been found necessary in many instances to make new time tables owing to the introduction of a new rule limiting the size and number of the classes to be taken by teachers, and those submitted for approval indicate that head teachers realize the importance of carefully constructed timetables.

The Registration has been done satisfactorily and reflects credit on the teachers generally. Regarding the Accounts many items appeared in the cash books which were unsupported by receipts, when such should have been submitted. Several Managers sent in claims under those Sub-sections of Rule 90 which have been revoked, although this information is clearly set forth in the Revised Edition of the Education Rules, which all Managers should be familiar with.

FEMALE EDUCATION.

There are 453 girls attending the Government and Assisted Schools out of a total enrolment of 3,824. There are over seven times as many boys as girls attending. Very few girls remain at school after passing Standard III. A large percentage of those girls who do continue their education beyond that stage do so at the boarding schools near the Coast. It is unfortunate that there is no such accommodation nearer their homes. There is an increasing demand from parents for the admittance of their children into the Infant classes, and there is insufficient accommodation to meet the demand. At the only girls' school in Ashanti a large number of children could not be taken in owing to want of room. At the Kumasi Government girls' School special attention is given to the Domestic Training Subjects, including cookery and laundry work, needlework, nursing and child welfare, and home and personal hygiene. Satisfactory schemes of work have been drawn up in each of the branches enumerated, and the girls take keen interest in this part of their work.

SPORTS AND GAMES.

Football is played at all the Mission and Government Schools. A very interesting series of matches played in connection with the Kumasi Educational Institutions Football League came to an end early in December, when a match took place between the winners of the competition, and a team chosen from the other schools which took part in the games. A cup, subscribed for by the various schools, was won by a team representing the Roman Catholic Mission School, and it was presented to the team by His Excellency, the Governor. Europeans have acted as referees during the matches, and the Football Committee is very grateful to them for the valuable assistance they rendered. The great keenness shown by the boys in their various sports and games is very noticeable.

The girls are now taking a greater interest in games than they did, but there is still much room for improvement in this direction.

WESLEY COLLEGE.

In view of the difficulties inseparable from the opening of a new Institution, the first year's work of the College may be regarded as satisfactory. Excluding those students who received training for the Ministry, the classes were constituted as follows :—

First year students	34
Third „ „	13

Much time and care have been given to the ornamental gardens in front of the building, the playing field, to the making of serviceable roads, and to the planting of hedges and avenues. In addition, fruits and vegetables were raised in plots allotted to each third year student, and this was done in their own spare time. It is intended later on to give Agriculture and Gardening a more formal status. With a large area of good land available there are obvious possibilities of development.

It is intended to build a model school, which will also serve as a practising school, on the College site.

The athletic side of the College has been developed during the year. The College took part in the Local Football Competition, cricket has been begun in earnest, and the first Annual Sports Day was held. A Sports Shield has been presented to the College, and is competed for by the various dormitories.

The spirit shown on the field, and the smooth running of the " House " on lines of Self-Government, are evidences of a healthy tone.

UNASSISTED SCHOOLS.

There are 158 Unassisted Mission Schools with an enrolment of approximately 3,385. The Teachers in charge are usually youths whose only qualifications are that they have passed one of the higher classes at a primary school, with the result that the teaching is of poor quality, and the standard of work is low.

CONCLUSION.

The Schools in Kumasi, which are attended by 50 percent of the school children in Ashanti, were closed for a considerable period on account of plague, and even when they were reopened the attendance was below the average for some time. In addition to this setback, it was not found possible for some months of the year for the Education Department to place in charge of Ashanti, an Officer whose whole time could be devoted to the supervision of the Primary Schools. This did not make for progress, which is largely dependent upon the amount of guidance which the Inspector is able to give the teachers. When consideration is given to the fact that teachers have this year been left so much to their own resources, the general progress must be regarded as satisfactory. An important and pleasing feature is the decrease in the average age of the pupils in the various classes of the Government and Assisted Schools. Only very young children are now met with in the Infant Departments, whilst a large proportion of the pupils reach the higher standard classes at an age which would have been considered as very exceptional a few years ago.

A. GARDNER,

Provincial Inspector of Schools.
(Ashanti and Northern Territories.)

SECTION XI.

NORTHERN TERRITORIES.

STAFF.

43. The Education Officers in charge of Ashanti also took charge of the Educational Administration of the Northern Territories. An additional teacher was added to the staff of each of the Schools at Salaga, Tamale, Wa, and Gambaga.

The following table gives the enrolment for the past three years.

TABLE I.

School.	1922.		1923.		1924.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Gambaga	38	2	34	3	64	1
Lawra	30	—	46	1	40	1
Salaga	—	—	42	—	54	—
Tamale	93	12	97	10	77	11
Wa	66	2	61	—	58	—
Totals	227	16	280	14	293	13

There has been a very substantial increase in the enrolment of the Gambaga School, and a slight increase at Salaga. Boys were transferred from the Tamale School to the Junior Trade School, Yendi, and this accounts for the decrease in the numbers at this school.

Table II. shows the average attendance during 1922, 1923, and 1924.

TABLE II.

School.	1922.	1923.	1924.
Gambaga	34	29	35
Lawra	30	40	42
Salaga	—	40	45
Tamale.. .. .	81	92	88
Wa	67	60	59
Totals	212	261	269

The average attendance is nearly 88 per cent of the enrolment. There are no Mission schools.

Schools fees are not collected from the children attending the Schools.

BUILDINGS AND EQUIPMENT.

No expenditure has this year been incurred in respect of school buildings. New school houses are required at Salaga and Wa, but it is intended to delay building for a time for the reason given in another part of this report. Additional seating accommodation has been provided for the Gambaga, Salaga, and Wa Schools. All Schools have had a satisfactory supply of materials.

The children are supplied free of charge with the materials they require.

INSPECTION.

No Officer of the Education Department was available during the year under review for inspection work in connection with the Primary Schools. Quarterly Examinations were held at each school by the teacher in charge, and the results were forwarded to the Provincial Office at Kumasi. In addition each school was inspected by a District Commissioner. The reports sent in gave favourable accounts of the work done.

Seventy per cent of the children are in the Infant Classes, and only 14 boys are in classes higher than Standard IV.

CONCLUSION.

Educational Development in the Northern Territories has made very little headway during the number of years school work has been in progress there. The enrolment varies very little from year to year. Of the large number of children of school age in the Northern Territories, very few have taken advantage of the Education offered, and one can only come to the conclusion that the present system of education is not the type which appeals to the people. The syllabus of work which has hitherto been in force is similar to that adopted for the schools in Ashanti and the Colony, and it would appear to be highly desirable to introduce into the Northern Territories a System of Education, more in keeping with the needs of the country. Further school building will, in all probability, be held in abeyance pending the reorganization of Educational work.

A. GARDNER,
Provincial Inspector of Schools.
 (Ashanti and Northern Territories.)

SECTION XII.

TRANS-VOLTA.

STAFF.

44. Mr. H. A. Wright, Provincial Inspector of Schools was in the Colony and in charge of this Educational Province during the period April 1st to April 25th 1924 and again after returning from leave of absence on October 29th 1924 to January 15th 1925. On the latter date he left Keta on transfer to Cape Coast.

Captain A. B. Douglas, Inspector of Schools was in charge from April 26th to October 28th 1924.

Mr. A. Aitken Inspector of Schools arrived at Keta on January 14, 1925.

Mr. J. Nyalemegbe Government Teacher had his headquarters at Ho in British Togoland throughout the year.

Mr. M. K. Ado, temporary clerk was engaged in the Keta office during the period covered by this report.

INSPECTIONS.

(a) *Assisted Schools.*

Thirty schools were inspected and reported upon by Education Officers for the information of the Board of Education.

Two reports were received from the District Commissioner Volta River district, and two from the District Commissioner Ada-Keta district.

(b) *Non-Assisted Schools.*

Sixty-four schools of the Ewe Mission in British Togoland were visited and reported upon by Mr. J. Nyalemegbe, Government Teacher. A number of non-assisted schools of other denominations were visited as occasion presented.

Six reports of Togoland Schools were received from the District Commissioner Ho, and one from the Assistant District Commissioner Kpando.

GENERAL ORGANIZATION.

No change occurred in departmental organization during the year.

In mission organization, a local resident of Keta was appointed to act as Manager of the A.M.E. Zion Mission Schools in the place of the Reverend Mrs. H. Peters who went to America on furlough.

The Head Teacher of the Keta Ewe Mission (former Bremen Mission) Senior school was ordained and made Manager of the Keta district Ewe Mission Schools.

These two managers have carried out the work required of them by the Education Rules exceptionally well.

The Scottish Mission schools in the Anum area have suffered from the inefficient performance of managerial duties there.

ASSISTED LIST.

The number of schools on the Assisted List is now thirty seven. This is four less than last year, the difference being caused by the action of the Reverend General Manager of the Roman Catholic Mission in voluntarily removing four infant schools viz., Adina, Aflao, Denu and Hedzranawo.

These schools were (and are) housed unsuitably, and could not long have remained on the Assisted List in the condition they were. The Management, however, wisely decided to concentrate its educational energies for a time on its larger institutions.

Applications were made by the Roman Catholic Mission, the A.M.E. Zion Mission and Wesleyan Mission for the inspection with a view to inclusion on the Assisted List of Kpando, Penyie, and Avetile non-assisted schools respectively. The first named is situated in British Togoland, the Second in the Keta district and the third in the Peki district. All three were inspected, but it was considered that the staff, buildings, equipment and quality of work shown were not of sufficiently high standard to warrant recommendation for Government assistance.

Application was also made by the Roman Catholic Mission for Bla and Ho schools, both in British Togoland to be inspected, and by the Scottish Mission for inspection of Akwamu, Nudu and Apeguso schools in the Anum district. None of these schools was, however, able to comply with requirements.

ENROLMENT, AVERAGE ATTENDANCE, ETC.

The following table summarizes the detailed attendance statistics for the Trans-Volta Province given at the end of this report. It does not include Ewe Mission Schools in British Togoland for which a similar table is given separately below.

	A.M.E. Zion Mission.	Ewe Mission (G.C.)	Roman Catholic Mission.	Scottish Mission.	Totals for all Schools.
No. of Std. Boys on Roll ..	306	1,115	599	226	2,246
" " " Girls ..	33	163	43	31	270
" " Infant Boys ..	129	742	255	204	1,330
" " " Girls ..	21	267	50	78	416
Total Enrolment	489	2,287	947	539	4,262
Average Attendance Std. Boys	292	1,090	555	207	2,144
" " " Girls	29	152	35	30	246
" " Infant Boys	110	724	217	176	1,227
" " " Girls	19	247	39	66	371
Total Average Attendance ..	450	2,213	846	479	3,988
Percentage of Average Attendance to Enrolment	92.0	96.7	89.3	88.8	93.5
Percentage of Enrolment of Girls to Boys	12.4	23.1	10.9	25.3	19.1

These figures by comparison with those for last year show :—

- (a) That the total enrolment and average attendance have decreased by 365 and 195 respectively. This is partly due to the exclusion of four schools from the Assisted List noted earlier in this report.
- (b) The A.M.E. Zion shows an enrolment of 11, and the Ewe Mission of 177 less than last year. This is an improvement, the schools of these missions still being overcrowded. A stricter admission to the Senior schools, indicated in last year's report has, no doubt, had its share in reducing the figures.
- (c) The percentage of average attendance to enrolment has increased by 3.1 the figure this year being 93.5.
- (d) The percentage of enrolment of girls to boys has increased by 1.5, it now being 19.1. The Scottish Mission again has the highest percentage *viz.*, 25.3 followed closely by the Ewe Mission with 23.1.

EWE MISSION SCHOOLS IN BRITISH TOGOLAND.

ENROLMENT AND AVERAGE ATTENDANCE.

Number of Schools open during the year.	No. of Std. Boys on Roll.	No. of Std. Girls on Roll.	No. of Infant Boys on Roll.	No. of Infant Girls on Roll.	Total Enrolment.
43	482	11	1,050	310	1,853
	Average Attendance Std. Boys.	Average Attendance Std. Girls.	Average Attendance Infant Boys.	Average Attendance Infant Girls.	Total Average Attendance.
	465	12	959	300	1,736

Percentage of average attendance to enrolment, 93.6.

Percentage of enrolment of girls to boys, 20.8.

The enrolment and average attendance are less than last year, as also are the number of schools by three. The percentage of attendance has improved and the percentage of girls remains the same.

These figures do not allow for all the Ewe Mission Schools in the British Mandate of Togoland but only for those in which the Teachers have been paid out of Government funds.

GRANTS-IN-AID.

The grants recommended for 1924 are :—

					£	s.	d.
A.M.E. Zion Mission	..	..	..	..	559	16	0
Roman Catholic Mission	..	..	..	..	1,026	7	0
Scottish Mission	..	..	..	..	501	17	0
Total	..	..	..	..	£2,088	0	0

This total (£2,088) is less by £297 3s. 8d. or 12.5% than that awarded last year. While a part is due to a less average attendance in the case of two missions, a part is also due to reductions in the rate per pupil awarded to schools which have failed to maintain the previous standard.

It is exclusive of the amounts paid by Government for the salaries of teachers in Ewe Mission (former Bremen Mission) schools which approximate :—

					£	s.	d.
(a) To Gold Coast Teachers	..	..	..	..	3,305	0	0
(b) To British Togoland do	..	..	..	..	2,605	0	0
Total	..	..	..	..	£5,910	0	0

Thus Government expenditure on Education in the Trans-Volta area will amount this year, exclusive of administrative costs and certificate grants to teachers, (shown below) to :—

					£	s.	d.
(a) Capitation grants to Assisted Schools	..	..	..	..	2,088	0	0
(b) Payment for Teachers Salaries (Ewe M.)	..	..	..	..	5,910	0	0
Total	..	..	..	..	£7,998	0	0

or at the rate of nearly £1 8s. od. per pupil on the total average attendance for the year, viz. 5,724 in the Assisted Schools of the Trans-Volta Province on the Gold Coast and the Ewe Mission Schools in British Togoland.

CERTIFICATED TEACHERS GRANTS.

The recommendations for certificate grants to Teachers amount approximately to £700, bringing this year's total cost of Education in this province (exclusive of administrative expenses) to £8,698.

SCHOOL FEES.

The Missions set out below, collected fees as shown:—

	£	s.	d.
A.M.E. Zion Mission	136	8	8
Roman Catholic Mission	334	3	1
Scottish Mission	250	19	9
Total	<u>£721</u>	<u>11</u>	<u>6</u>

This total is £14 greater than last year.

Fees collected from Ewe Mission schools were credited to Government revenue, the amounts being:—

	£	s.	d.
From Gold Coast schools	530	10	4
From British Togoland schools	345	19	1
Total	<u>£876</u>	<u>9</u>	<u>5</u>

Treasury receipts are held for this total sum.

SCHOOL ACCOUNTS.

These have been generally satisfactorily kept, except those in the charge of the Reverend Manager of the Scottish Mission at Anum.

REGISTERS.

No cases of irregular registration have been discovered in the old Assisted Schools. Some of the Ewe Mission Teachers in Togoland have been reported as being inclined, on occasion, to wait for pupils' arrival rather than closing the registers strictly to time.

TIME TABLES.

All schools have been working to approved time tables throughout the year.

BUILDINGS AND EQUIPMENT.

A considerable amount of work in improvements to buildings and maintenance of class rooms in a clean condition has been done by the A.M.E. Zion Mission.

The Ewe Mission in the Keta district has improved certain of its outstation buildings by the fitting of doors and windows, by cleaning and by the provision of more desks.

The same Mission has done good work in the Peki district particularly at Blengo, where a well constructed dormitory, teachers' room, kitchen and dining room for the girls have been built and completed.

No particular progress by the Roman Catholic and Scottish Missions has been observed.

PLAYGROUNDS.

Excepting those of the A.M.E. Zion and Ewe Mission in Keta, all schools have satisfactory playgrounds. The pupils of the former use the Keta public parade ground for games such as football and cricket, no other ground being available to them except at some considerable distance from the schools.

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Good progress has been made in the playing of organized games, in which great keenness is exhibited by the pupils.

EWE MISSION TEACHERS.

One hundred and thirty one Ewe Mission teachers were paid salaries throughout the year by Government.

STANDARD VII. EXAMINATION.

Two hundred and nine pupils from eight senior schools sat for the standard seven examination in November, of which one hundred and thirty seven or 65.5% gained certificates. The highest percentage of passes awarded to any one school was Threetown Roman Catholic Mission School with 86% followed closely by Amedjope Ewe Mission School in British Togoland with 82%. This is the first year that any British Togoland School has had a standard seven class.

GENERAL PROGRESS. CONCLUSION.

A great effort has been made this year to improve the quality of the instruction and to resist all attempts at ill-considered and premature expansion.

Frequent applications are made to increase the number of classes in small villages in cases where neither the financial position of those who clamour for the additions nor of the Mission through which the appeal is presented, justifies expenditure and where qualified teachers cannot be provided.

Very much remains to be done to staff and equip the schools adequately.

In spite of the many difficulties Teachers and Managers are loyally and bravely grappling with their task of equipping their charges with a ground-work of education on which can be built a structure of enduring worth.

H. A. WRIGHT,

Provincial Inspector of Schools.
Trans-Volta.

R. P. W. MAYALL,

Acting Director of Education.

17th August, 1925.

APPENDICES.

Appendix A. Statistics relating to Government and Assisted Schools.

- „ B. Results of the Examinations for Teachers' Certificates and the Examination in Agriculture.
- „ C. Geographical Distribution of Government and Assisted Schools.

APPENDIX A.

STATISTICS OF GOVERNMENT AND ASSISTED SCHOOLS.

WESTERN PROVINCE. ASSISTED SCHOOLS OF THE ENGLISH CHURCH MISSION.

School.	Character XX	No. on Roll.			Average attendance.	Government Grant-in-Aid Recommended for 1924.			Income 1924.				Total Income.	Total Expenditure.	
		Boys.	Girls.	Total.		Grant.	Claims under Rule 90.	Total Grant.	Total Govt. Grant for 1923..	School Fees.	Grant from Local Sources.	Grant from Home Base.			Grant from Other Sources.
obontiakoon ..	M	122	7	129	110	£ s. d. 145 7 0	£ s. d. ..	£ s. d. 145 7 0	7 s. d. 139 13 0	£ s. d. 30 17 9	£ s. d. 125 18 6	£ s. £. ..	£ s. d. 2 12 0	£ s. d. 299 1 3	£ s. d. 299 1 3
okondi Junior ..	M	104	45	149	134	80 8 0	..	80 8 0	82 4 0	35 11 0	45 16 3	..	..	163 11 3	163 11 3
okondi Senior ..	M	125	26	151	152	304 0 0	..	304 0 0	258 0 0	111 6 11	83 11 5	..	..	452 18 4	452 18 4
Totals ..	..	351	78	429	396	529 15 0	..	529 15 0	479 17 0	177 15 8	255 6 2	..	2 12 0	915 10 10	915 10 10

GOVERNMENT SCHOOLS.

nchi ..	B	75	..	75	70	..	..	..	..	..	..	..	..	..	..
nsiama ..	M	181	46	227	164	..	..	..	..	38 18 6	..	..	..	..	X
ew Awudua ..	M	64	2	66	55	..	..	..	..	..	..	..	..	..	X
ioso ..	M	84	3	87	58	..	..	..	..	..	..	..	..	..	X
Totals ..	..	404	51	455	347	..	..	..	..	38 18 6	..	..	..	..	X

X Expenditure defrayed by Government

ASSISTED SCHOOLS OF THE ROMAN CATHOLIC MISSION.

ajua ..	M	83	1	84	73	47 8 0	..	47 8 0	38 12 0	26 6 5	..	..	48 17 3	113 15 8	113 15 8
twabo ..	M	75	4	79	57	40 4 0	..	40 4 0	..	22 11 9	145 15 6	..	..	168 7 3	168 7 3
kim Junior ..	I	84	14	98	84	67 4 0	..	67 4 0	65 12 0	3 16 0	..	..	58 15 0	128 3 0	128 3 0
kim Senior ..	M	98	6	104	85	170 0 0	..	170 0 0	156 0 0	55 16 0	..	..	62 14 0	274 10 0	274 10 0
alf Assinie..	M	196	8	204	148	121 15 0	..	121 15 0	278 19 10	46 7 0	..	..	..	325 6 10	286 12 11
estea ..	..	..	..	..	Removed from Assisted	..	..	..	21 4 0	..	..	..	..	21 4 0	..
okondi Junior ..	I	106	26	132	104	104 0 0	2 3 4	106 3 4	108 0 0	23 14 3	..	..	49 5 3	180 19 6	180 19 6
okondi Senior ..	M	131	15	146	111	222 0 0	2 8 2	224 8 2	190 0 0	69 5 9	2 2 3	..	44 7 2	305 15 2	305 15 2
ama ..	M	58	3	61	59	55 10 0	..	55 10 0	52 6 0	27 12 9	..	..	37 18 3	117 17 0	117 17 0
arkwa ..	M	155	17	172	141	196 16 0	..	196 16 0	164 8 0	47 15 0	..	..	36 7 9	248 10 9	248 10 9
Totals ..	..	986	94	1,080	862	1,024 17 0	4 11 6	1,029 8 6	1,075 1 10	323 4 11	147 17 9	..	338 4 8	1,884 9 2	1,824 11 3

XX B=Boys. G=Girls. M=Mixed. I=Infants.

STATISTICS OF GOVERNMENT AND ASSISTED SCHOOLS.

WESTERN PROVINCE—continued.

ASSISTED SCHOOLS OF THE WESLEYAN MISSION.

School.	Character XX.	No. on Roll.			Average attendance.	Government Grant-in-Aid Recommended for 1924.			Income 1924.					Total Income. £ s. d.	Total Expenditure. £ s. d.
		Boys.	Girls.	Total.		Grant. £ s. d.	Claims under Rule 90. £ s. d.	Total Grant £ s. o.	Total Govt. Grant for 1923. £ s. d.	School Fees £ s. d.	Grant from Local Sources. £ s. d.	Grant from Home Base. £ s. d.	Grant from Other Sources. £ s. d.		
Atwabo	M	110	13	123	91	35 6 0	..	35 6 0	78 16 0	29 19 0	56 9 11	..	12 11 6	177 16 5	177 16 5
Axim Junior ..	I	82	28	110	89	53 8 0	3 15 0	57 3 0	53 0 0	14 8 9	15 3 9	..	148 2 6	230 15 0	299 15 6
Axim Senior ..	M	178	21	199	160	240 0 0	..	240 0 0	214 12 3	76 3 2	199 7 9	..	..	490 3 2	460 12 4
Dixcove	M	101	14	115	87	56 12 0	..	56 12 0	72 8 0	33 10 0	..	..	61 13 4	167 11 4	148 3 11
sekondi Junior ..	I	180	74	254	222	177 12 0	..	177 12 0	191 4 0	77 14 3	76 16 3	..	..	345 14 6	259 5 4
sekondi Senior ..	M	278	43	321	259	388 10 0	..	388 10 0	397 5 0	227 17 8	190 10 6	..	..	815 13 2	584 15 7
Shama	M	122	17	139	123	75 13 6	..	75 13 6	157 4 0	45 13 2	67 11 9	..	40 4 5	310 13 4	273 18 10
Larkwa	M	204	29	233	166	227 5 0	..	227 5 0	191 14 0	118 19 6	23 11 0	..	29 3 0	363 7 6	347 5 4
Totals	1,255	239	1,494	1,197	1,254 6 6	3 15 0	1,255 1 6	1,356 3 3	624 5 6	629 10 11	..	291 14 9	2,901 14 5	2,551 13 3

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GRAND TOTALS WESTERN PROVINCE.

English Church Mission	351	78	429	356	529 15 0	..	529 15 0	479 17 0	177 15 8	255 6 2	..	2 12 0	915 10 10	915 10 10
Government .. ..	..	404	51	455	347	..	..	..	..	38 18 6	..	..	..	38 18 6	X
Roman Catholic Mission ..	..	986	94	1,080	862	1,024 17 0	4 11 6	1,029 8 6	1,075 1 10	323 4 11	147 17 9	..	338 4 8	1,884 9 2	1,824 11 3
Wesleyan Mission .. ..	..	1,255	239	1,494	1,197	1,254 6 6	3 15 0	1,255 1 6	1,356 3 3	624 5 6	629 10 11	..	291 14 9	2,901 14 5	2,551 13 3
Totals		2,996	462	3,458	2,802	2,808 18 6	8 6 6	2,817 5 0	2,911 2 1	1,164 4 7	1,032 14 10	..	632 11 5	5,740 12 11	5,291 15 4

X Expenditure defrayed by Government. XX. B=Boys. G=Girls. M=Mixed. I=Infants.

STATISTICS OF GOVERNMENT AND ASSISTED SCHOOLS.

CENTRAL PROVINCE.

ASSISTED SCHOOLS OF THE AFRICAN METHODIST EPISCOPAL ZION MISSION.

School.	Character XX.	No. on Roll.			Average attendance.	Government Grant-in-Aid Recommended for 1924.			Income 1924.				Total Income. £ s. d.	Total Expenditure. £ s. d.
		Boys.	Girls.	Total.		Grant. £ s. d.	Claims under Rule 90. £ s. d.	Total Grant. £ s. d.	Total Govt. Grant for 1923. £ s. d.	School Fees. £ s. d.	Grant from Local Sources. £ s. d.	Grant from Home Base. £ s. d.			Grant from Other Sources. £ s. d.
Cape Coast Junior ..	I	140	40	180	142	£ s. d.	£ s. d.	£ s. d.	86 16 0	38 12 3	..	..	121 5 1	218 13 4
Cape Coast Senior ..	M	159	8	167	157	56 16 0	..	56 16 0	308 0 0	177 5 6	..	..	..	485 5 6
Winneba ..	M				Removed from Assisted List 1924.	274 15 0	..	274 15 0	81 8 0	63 12 9	137 17 4	..	3 17 2	286 15 3
Totals	299	48	347	299	331 11 0	..	331 11 0	448 4 0	279 10 6	137 17 4	..	125 2 3	990 14 1

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GOVERNMENT SCHOOLS.

Cape Coast Boys ..	B	632	..	632	516	129 9 0	129 9 0	X
Cape Coast Girls ..	G	..	300	300	250	54 5 3	54 5 3	X
Ida ..	M	283	6	289	237	..	..	..	..	55 4 0	..	..	..	55 4 0	X
Totals ..	..	915	306	1,221	1,003	..	..	..	..	238 18 3	..	..	..	238 18 3	..

X Expenditure defrayed by Government. XX. B=Boys. G=Girls. M=Mixed. I=Infants.

STATISTICS OF GOVERNMENT AND ASSISTED SCHOOLS.

CENTRAL PROVINCE—(contd).

ASSISTED SCHOOLS OF THE ROMAN CATHOLIC MISSION.

School.	Character XX.	No. on Roll.			Average attendance.	Government Grant-in-Aid Recommended for 1924.			Income 1924.					Total Income.	Total Expenditure.
		Boys	Girls.	Total.		Grant.	Claims under Rule 90.	Total Grant.	Total Govt. Grant for 1923.	School Fees.	Grant from Local Sources.	Grant from Home Base.	Grant from Other Sources.		
nomabu Junior ..	I	40	3	43	35	14 0 0	..	14 0 0	31 7 10	2 9 0	..	..	..	33 16 10	78 11 6
nomabu Senior ..	B	71	..	71	57	99 15 0	..	99 15 0	73 16 0	22 14 3	..	..	..	96 10 3	141 16 9
upe Coast Junior ..	I	165	92	257	184	147 4 0	..	147 4 0	135 9 10	41 2 5	..	..	143 3 3	319 15 6	319 15 6
upe Coast Senior ..	B	256	..	256	202	454 10 0	..	454 10 0	430 13 6	154 4 3	72 14 8	..	67 13 11	725 6 4	773 13 0
upe Coast Girls ..	G	..	111	111	87	195 15 0	7 10 3	203 5 3	182 14 9	59 13 6	216 18 3	..	..	459 6 0	459 6 0
lmina Junior ..	I	107	33	140	124	124 0 0	1 9 0	125 9 0	96 0 0	23 7 0	179 1 6	..	2 1 9	300 10 3	300 10 3
lmina Senior ..	B	123	..	123	107	214 0 0	10 6 7	224 6 7	208 0 0	61 19 6	69 13 0	..	..	339 12 6	339 12 6
lmina Girls ..	G	..	62	62	57	128 5 0	..	128 5 0	130 10 0	43 12 0	32 8 1	..	1 8 0	207 18 1	207 18 1
ltpond Junior ..	I	115	29	144	107	85 12 0	0 10 0	86 2 0	88 16 0	..	..	..	..	107 16 0	188 1 9
ltpond Senior ..	M	174	16	190	141	246 15 0	..	246 15 0	299 5 0	74 3 3	..	..	..	373 8 3	456 3 6
Totals	1,051	346	1,397	1,101	1,709 16 0	19 15 10	1,729 11 10	1,676 12 11	502 4 8	570 15 6	..	214 6 11	2,964 0 0	3,265 8 10

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ASSISTED SCHOOLS OF THE SCOTTISH MISSION.

bodom	M	42	13	55	46	42 14 0	..	42 14 0	28 9 0	3 3 6	76 10 9	..	0 6 8	108 9 11	108 9 11
rim Soadru ..	M	56	11	67	54	77 4 0	..	77 4 0	66 12 0	5 9 6	21 14 0	..	..	93 15 6	93 15 6
sokoaso	M	48	8	56	44	46 16 0	..	46 16 0	37 7 0	3 1 0	55 12 0	..	..	96 0 0	96 0 0
syease	M	28	16	44	34	46 16 0	23 14 6	70 10 6	55 19 0	3 0 0	116 4 6	..	..	175 3 6	175 3 6
rade	M	43	11	54	45	40 4 0	..	40 4 0	45 16 2	4 7 0	28 0 11	..	..	78 4 1	78 4 1
obikuma	M	39	10	49	33	16 4 0	..	16 4 0	17 0 0	4 14 6	73 19 3	..	1 19 9	97 13 6	97 13 6
wanyako	M	81	41	122	105	126 0 0	..	126 0 0	131 4 0	..	78 16 0	..	..	210 0 0	210 0 0
aba Junior ..	M	56	24	80	69	70 16 0	..	70 16 0	64 15 10	6 14 6	..	..	0 15 10	72 6 2	151 15 0
aba Senior ..	B	104	..	104	87	174 0 0	..	174 0 0	140 9 2	86 7 0	..	..	0 15 0	227 11 2	221 2 9
akrom	M	36	14	50	37	33 0 0	..	33 0 0	33 18 0	4 19 11	..	..	..	38 17 11	114 0 0
ankyi	M	34	14	48	43	56 0 0	..	56 0 0	49 4 0	..	..	..	..	49 4 0	78 0 0
Totals ..	..	567	162	729	597	729 14 0	23 14 6	753 8 6	670 14 2	121 16 11	450 17 5	..	3 17 3	1,247 5 9	1,424 4 3

XX. B=Boys. G=Girls. M=Mixed. I=Infants.

STATISTICS OF GOVERNMENT AND ASSISTED SCHOOLS.

CENTRAL PROVINCE.—continued.

ASSISTED SCHOOLS OF THE WESLEYAN MISSION

School.	Character XX.	No. on Roll.			Average attendance.	Government Grant-in-Aid Recommended for 1924.			Income 1924.				Total Income. £ s. d.	Total Expenditure. £ s. d.	
		Boys.	Girls.	Total.		Grant. s. d.	Claims under Rule 90. £ s. d.	Total Grant. £ s. o.	Total Govt. Grant for 1923. £ s. d.	School Fees. £ s. d.	Grant from Local Sources. £ s. d.	Grant from Home Base. £ s. d.			Grant from Other Sources. £ s. d.
Agona Swedru ..	M	130	13	143	124	155 0 0	..	155 0 0	145 0 0	114 18 6	40 12 10	..	..	300 11 4	320 6 5
Akim Soadru ..	M	142	7	149	119	102 17 0	0 16 6	103 13 6	224 9 5	63 2 3	40 0 0	..	14 10 0	342 1 8	392 6 0
Anomabu Junior ..	I	91	22	113	109	65 8 0	0 15 1	66 3 1	16 16 0	16 12 0	22 5 2	..	..	55 13 2	83 17 1
Anomabu Senior ..	M	80	11	91	77	77 0 0	..	77 0 0	75 0 0	68 6 9	31 18 11	..	0 8 6	175 14 2	191 1 7
Appam Junior ..	I	118	9	127	112	67 4 0	..	67 4 0	70 16 0	15 1 3	..	..	..	85 17 3	146 12 0
Appam Senior ..	M	152	5	157	136	170 0 0	..	170 0 0	172 10 0	69 8 0	..	..	..	241 18 0	242 0 9
Arkra ..	M				Removed from Assisted List in 1924.				31 12 0	11 3 6	23 19 8	..	1 15 7	68 10 9	106 19 6
Cape Coast Junior ..	I	168	54	222	168	100 16 0	2 14 4	103 10 4	109 13 7	51 13 0	20 18 7	..	..	182 5 2	554 3 9
Cape Coast Senior ..	M	264	53	317	279	558 0 0	9 13 11	567 13 11	557 18 7	228 18 9	..	..	..	786 17 4	688 19 5
Cape Coast High School	G	..	92	92	85	120 6 0	..	120 6 0	117 0 0	956 6 8	533 0 0	35 5 3	329 7 3	1,970 19 2	1,954 1 8
Edubiase ..	M	69	20	89	85	75 6 0	..	75 6 0	69 0 0	42 14 8	49 12 0	..	..	161 6 8	161 6 8
Elmina Junior ..	I	76	41	117	102	61 4 0	..	61 4 0	75 0 0	9 3 7	4 6 0	..	25 16 9	114 6 4	189 5 0
Elmina Senior ..	M	166	27	193	143	214 10 0	..	214 10 0	222 0 0	66 15 6	4 6 0	..	25 1 6	318 3 0	356 12 10
Odumtu Junior ..	I	100	30	130	94	75 4 0	..	75 4 0	53 8 0	25 16 6	87 12 0	..	..	166 16 6	166 16 6
Odumtu Senior ..	M	125	3	128	110	192 10 0	1 17 1	194 7 1	208 5 0	96 8 6	114 14 1	..	5 4 0	424 11 7	412 1 10
Saltpond Junior ..	I	140	75	215	167	100 4 0	..	100 4 0	43 12 0	30 1 6	..	..	..	73 13 6	218 7 11
Saltpond Senior ..	M	288	45	333	284	426 0 0	..	426 0 0	270 0 0	236 8 5	285 4 5	..	..	791 12 10	625 8 0
Winneba Junior ..	I	156	59	205	196	117 12 0	4 14 0	122 6 0	114 8 0	45 11 5	14 14 0	..	13 7 1	188 0 6	277 15 8
Winneba Senior ..	M	233	43	276	246	450 10 0	9 9 1	439 19 1	442 15 0	128 6 3	78 18 9	..	0 2 2	650 2 2	516 1 4
Totals	2,498	599	3,097	2,636	3,109 11 0	30 0 0	3,139 11 0	3,019 3 7	2,276 17 0	1,352 2 5	35 5 3	415 12 10	7,099 1 1	7,604 3 11

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ASSISTED SECONDARY SCHOOLS.

Cape Coast English Church Mission Grammar School	B	69	..	69	57	228 0 0	40 0 0	268 0 0	281 0 7	309 7 0	21 13 3	120 0 0	..	732 0 10	723 18 7
Cape Coast Wesleyan Richmond College	B	117	..	117	98	392 0 0	..	392 0 0	296 0 0	2,187 1 10	779 2 1	..	163 6 10	3,425 10 9	2,923 1 7
Totals ..	..	186	..	186	155	620 0 0	40 0 0	660 0 0	577 0 7	2,496 8 10	800 15 4	120 0 0	163 6 10	4,157 11 7	3,647 0 2

XX. B=Boys. G=Girls. M=Mixed. I=Infants.

STATISTICS OF GOVERNMENT AND ASSISTED SCHOOLS.

GRAND TOTALS. CENTRAL PROVINCE.

School.	Character XX.	No. on Roll			Average attendance.	Government Grant-in-Aid Recommended for 1924.			Income 1924.					Total Income. £ s. d.	Total Expenditure. £ s. d.
		Boys.	Girls.	Total.		Grant. £ s. d.	Claims under Rule 90. £ s. d.	Total Grant. £ s. d.	Total Govt. Grant for 1923. £ s. d.	School Fees. £ s. d.	Grant from Local Sources. £ s. d.	Grant from Home Base. £ s. d.	Grant from Other Sources. £ s. d.		
A.M.E. Zion Mission	..	299	48	347	299	331 11 0	..	331 11 0	448 4 0	279 10 6	137 17 4	..	125 2 3	990 14 1	1,093 11 4
Government	..	915	306	1,221	1,003	..	..	..	..	238 18 3	..	..	..	238 18 3	X
Roman Catholic	..	1,051	346	1,397	1,101	1,709 16 0	19 15 10	1,729 11 10	1,676 12 11	502 4 8	570 15 6	..	214 6 11	2,964 0 0	3,265 8 10
Scottish Mission	..	567	162	729	597	729 14 0	23 14 6	753 8 6	670 14 2	121 16 11	450 17 5	..	3 17 3	1,247 5 9	1,424 4 3
Wesleyan Mission	..	2,498	599	3,097	2,636	3,109 11 0	30 0 0	3,139 11 0	3,019 3 7	2,276 17 0	1,352 2 5	35 5 3	415 12 10	7,099 1 1	7,604 3 11
Secondary Schools	..	186	..	186	155	620 0 0	40 0 0	660 0 0	577 0 7	2,496 8 10	800 15 4	120 0 0	163 6 10	4,157 11 7	3,647 0 2
Totals	5,516	1,461	6,977	5,791	6,500 12 0	113 10 4	6,614 2 4	6,391 15 3	5,915 16 2	3,312 8 0	155 5 3	922 6 1	16,697 10 9	17,034 8 6

EASTERN PROVINCE.

ASSISTED SCHOOLS OF THE ENGLISH CHURCH MISSION.

Accra St. Mary's ..	B	210	..	210	166	207 10 0	..	207 10 0	219 0 0	160 18 0	241 8 8	621 6 8	541 6 8
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GOVERNMENT SCHOOLS.

Accra Junior ..	B	626	..	626	539	75 14 9	75 14 9	X
Accra Senior ..	B	997	..	997	958	274 15 0	274 15 0	X
Accra Girls' ..	G	..	324	324	282	..	..	..	..	65 14 6	..	..	..	65 14 6	X
Kibi	M	171	7	178	168	..	..	..	..	42 6 6	..	..	..	42 6 6	X
Obo	M	212	4	216	185	..	..	..	..	37 16 0	..	..	..	37 16 0	X
Totals ..	..	2,006	335	2,341	2,132	..	..	..	..	496 6 9	..	..	..	496 6 9	X

X Expenditure defrayed by Government. XX. B=Boys. G=Girls. I=Infants. M=Mixed.

STATISTICS OF GOVERNMENT

EASTERN

ASSISTED SCHOOLS OF THE

School.	Character XX.	No. on Roll.			Average attendance.	Government Grant-in-Aid Recommended for 1924.		
		Boys.	Gir ls.	Total.		Grant. £ s. d.	Claims under Rule 90 £ s. d.	Total Grant. £ s. d.
Ibetifi Junior	M	135	71	206	189	201 12 0	..	201 12 0
Ibetifi Senior	B	99	..	99	112	196 0 0	..	196 0 0
Ibiriw	M	49	35	84	64	52 14 0	..	52 14 0
Ibokobi	M	99	66	165	150	183 12 0	..	183 12 0
Ibominya	M	35	9	44	41	8 18 0	..	8 18 0
Iburi	M	95	83	178	139	120 0 0	2 15 5	122 15 5
Iburi Girls'	G	..	42	42	38	95 0 0	..	95 0 0
Idawso	M	100	71	171	167	184 4 0	..	184 4 0
Ida Junior	M	138	35	173	163	191 12 0	..	191 12 0
Ida Senior	B	76	..	76	80	180 0 0	..	180 0 0
Idukrom	M	76	64	140	119	62 4 0	..	62 4 0
Akropong Junior	M	165	98	263	232	152 16 0	..	152 16 0
Akropong Senior	B	221	—	221	208	364 0 0	..	364 0 0
Akuse	M	113	42	155	134	141 7 0	..	141 7 0
Amanase	M	113	45	158	131	119 18 0	..	119 18 0
Amanokrom	M	77	60	137	107	83 10 0	..	83 10 0
Apapam	M	58	18	76	64	98 10 0	..	98 10 0
Apedwa	M	28	11	39	29	24 8 0	..	24 8 0
Apemsu	M	68	22	90	86	72 12 0	..	72 12 0
Apirade	M	37	30	67	58	69 4 0	..	69 4 0
Asafo	M	30	24	54	47	49 4 0	..	49 4 0
Asamankese	M	104	42	146	115	117 6 0	..	117 6 0
Asantema	M	91	57	148	117	73 4 0	2 4 10	75 8 10
Asiakwa	M	80	27	107	92	115 12 0	..	115 12 0
Asuom	M	63	14	77	66	52 1 0	..	52 1 0
Bana Hill	B	177	..	177	172	387 0 0	..	387 0 0
Begoro Junior	M	154	68	222	201	279 14 0	..	279 14 0
Begoro Senior	B	189	..	189	180	360 0 0	..	360 0 0
Christiansborg Infants	I	161	77	238	229	286 5 0	..	286 5 0
Christiansborg Junior	M	140	32	172	161	402 10 0	..	402 10 0
Christiansborg Senior	B	185	..	185	185	462 10 0	..	462 10 0
Dodowah	M	80	29	109	103	109 8 0	..	109 8 0
Gyakite	M	34	10	44	41	44 14 0	..	44 14 0
Kade	M	51	17	68	58	61 8 0	..	61 8 0
Kibi	M	119	71	190	170	222 8 0	..	222 8 0
Koforidua	M	167	87	254	213	138 16 0	..	138 16 0
Kpemo	M	71	15	86	78	93 0 0	..	93 0 0
Kpong	M	42	19	61	46	63 4 0	..	63 4 0
Kukurantumi	M	113	35	148	126	79 16 0	..	79 16 0
Kwabeng	M	84	19	103	88	21 12 0	..	21 12 0
Labadi	M	186	54	240	196	225 8 0	..	225 8 0
Larte	M	194	155	349	331	306 12 0	..	306 12 0
Mamfe	M	98	60	158	159	153 18 0	..	153 18 0
Mampong (Akwapim)	M	122	88	210	180	163 17 0	..	163 17 0
Mangoase	M	120	67	187	179	213 4 0	..	213 4 0
Manyakpohuno	M	143	22	165	144	169 0 0	..	169 0 0
Mpraeso	M	91	21	112	121	146 0 0	..	146 0 0
New Mangoase	I	74	42	116	104	20 16 0	..	20 16 0
Nkwantanang	M	40	9	49	48	56 16 0	..	56 16 0
Nkwatia	M	101	32	133	128	139 16 0	..	139 16 0
Nsawam	M	163	57	220	233	145 4 0	..	145 4 0
Obawale	M	99	25	124	109	88 16 0	..	88 16 0
Obenyemi	I	23	9	32	33	26 8 0	..	26 8 0
Odumase	M	149	85	234	208	285 4 0	..	285 4 0
Osenase	M	56	10	66	60	63 12 0	..	63 12 0
Otumi	M	44	25	69	58	43 12 0	..	43 12 0
Parkro	M	99	36	135	137	138 11 0	..	138 11 0
Sra	M	60	11	71	71	101 4 0	..	101 4 0
Tafo	M	139	29	168	141	110 6 0	..	110 6 0
Tamatoku	M	29	4	33	31	33 11 0	..	33 11 0
Toshie Junior	M	116	24	140	113	156 18 0	..	156 18 0
Teshie Senior	M	91	2	93	93	186 0 0	..	186 0 0
Tutu	M	47	71	118	112	95 2 0	..	95 2 0
Wirekyireng	M	31	25	56	49	56 0 0	..	56 0 0
Totals .. .. .	..	6,232	2,408	8,640	7,837	9,147 8 0	5 0 3	9152 8 3

XX. B=Boys. G=Girls. M=Mixed. I=Infants.

AND ASSISTED SCHOOLS.

PROVINCE.

SCOTTISH MISSION.

Income 1924.					Total Income.	Total Expenditure.
Total Govt. Grant for 1923.	School Fees.	Grant from Local Sources.	Grant from Home Base.	Grant from Other Sources.		
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
246 2 0	36 13 6	..	..	0 10 7	263 6 1	212 19 7
210 0 0	48 5 0	..	..	..	258 5 0	218 1 1
42 6 0	8 15 0	350 19 11	..	..	402 0 11	541 12 1
182 8 0	22 1 0	..	..	9 18 7	214 7 7	214 18 4
38 2 0	7 0 6	10 19 0	..	..	56 1 6	94 0 0
158 12 0	7 0 0	92 8 5	..	0 3 6	258 3 11	258 3 11
82 10 0	397 19 9	..	..	8 19 11	489 9 8	431 16 10
186 4 9	18 19 6	..	..	..	205 4 3	205 18 10
202 0 0	13 2 6	..	..	..	215 2 6	165 11 9
189 0 0	107 0 0	..	..	..	206 0 0	240 9 7
108 3 0	12 4 6	..	..	0 15 0	121 2 6	163 14 9
209 7 6	22 0 0	..	..	3 5 0	234 12 6	285 8 11
402 15 0	267 7 6	..	..	3 9 6	673 12 0	371 7 1
143 0 4	19 7 0	..	..	0 4 2	162 11 6	189 12 1
142 15 0	18 13 0	..	..	..	161 10 0	141 8 0
153 7 0	14 16 3	..	..	3 8 6	171 11 9	181 9 0
74 10 0	10 13 6	4 8 10	..	..	89 12 4	89 12 4
29 16 10	1 4 0	66 6 2	..	..	97 7 0	97 7 0
78 12 0	12 10 6	..	..	..	91 2 6	128 9 9
49 12 0	7 12 0	..	..	0 10 0	57 14 0	80 12 6
38 12 0	3 9 0	12 11 9	..	..	54 12 9	58 10 9
94 9 0	10 1 3	..	59 8 3	..	163 18 6	163 18 6
96 5 0	21 0 0	85 15 6	..	2 0 0	205 0 6	205 0 6
138 1 8	8 19 0	52 15 1	..	..	199 15 9	199 15 9
37 1 0	..	..	..	..	37 1 0	85 10 0
369 12 6	272 0 0	..	..	0 5 7	641 18 1	545 14 6
252 4 0	27 1 3	..	..	..	279 5 3	330 3 10
400 0 0	289 3 3	..	..	..	689 3 3	400 8 7
281 5 0	29 19 0	..	..	3 15 5	314 19 5	263 17 8
317 5 0	35 2 0	..	..	..	352 7 0	278 12 10
502 10 0	268 2 9	..	..	16 7 10	787 0 7	556 3 3
126 18 0	12 16 6	..	..	..	139 14 6	190 9 9
50 4 0	6 17 0	..	54 5 0	..	111 6 0	111 6 0
70 11 0	..	..	..	..	70 11 0	84 16 4
238 15 2	23 11 0	68 4 4	..	..	330 10 6	401 7 0
248 8 0	30 4 0	..	..	0 2 4	278 14 4	307 10 4
82 6 2	13 15 6	..	..	0 18 4	97 0 0	120 19 0
55 0 0	7 11 0	..	..	..	62 11 0	121 0 6
114 8 0	10 2 6	63 7 6	..	..	187 18 0	187 18 0
48 19 0	10 16 0	..	..	..	59 15 0	113 11 0
192 0 0	47 7 6	70 5 0	..	..	309 12 6	292 3 11
358 1 0	49 13 6	0 14 0	..	..	408 8 6	473 0 6
186 12 0	21 13 6	..	..	0 12 6	208 18 0	263 1 3
248 5 0	14 16 0	..	..	2 0 0	265 1 0	212 19 6
275 16 8	23 16 0	..	..	0 5 0	299 17 8	186 14 9
148 8 0	27 7 0	..	..	..	175 15 0	127 9 8
198 18 0	10 3 0	..	..	..	209 1 0	188 2 0
..	12 17 0	..	95 2 10	..	107 19 10	120 17 4
45 8 0	3 3 0	..	..	..	48 11 0	88 0 6
138 0 0	4 7 0	..	..	..	142 7 0	187 8 0
316 10 0	39 10 0	..	..	0 8 6	356 8 6	266 13 2
83 14 0	15 0 0	..	..	..	98 14 0	119 0 0
24 0 0	3 9 0	..	..	..	27 9 0	63 18 6
262 0 0	36 11 0	..	..	0 19 4	299 10 4	282 2 3
54 11 8	4 8 0	..	52 10 9	..	111 10 5	106 18 9
42 16 0	..	..	..	..	42 16 0	208 5 0
126 3 0	19 5 6	..	..	..	145 8 6	196 4 6
95 12 0	11 13 6	..	..	..	107 5 6	113 4 6
153 16 0	20 0 0	..	47 4 0	..	221 0 0	221 0 0
39 12 0	5 3 6	..	..	..	44 15 6	68 2 3
135 12 0	19 14 0	9 18 0	..	..	165 4 0	165 5 10
225 0 0	143 5 0	..	..	..	368 5 0	393 12 2
129 12 0	8 6 0	26 18 5	..	0 11 7	165 8 0	165 8 0
44 5 6	6 12 0	59 0 5	..	..	109 17 11	109 17 11
10,016 10 9	2,661 19 0	974 12 4	308 10 10	59 11 2	14,021 4 1	13,658 17 9

STATISTICS OF GOVERNMENT AND ASSISTED SCHOOLS.

EASTERN PROVINCE.

ASSISTED SCHOOLS OF THE WESLEYAN MISSION.

School.	Character XX.	No. on Roll.			Average attendance.	Government Grant-in-Aid Recommended for 1924.			Income 1924.					Total Expenditure. £ s. d.		
		Boys.	Girls.	Total.		Grant. £ s. d.	Claims under Rule 90. £ s. d.	Total Grant. £ s. d.	Total Govt. Grant 1923. £ s. d.	School Fees. £ s. d.	Grant from Local Sources. £ s. d.	Grant from Home Base. £ s. d.	Grant from Other Sources. £ s. d.		Total Income. £ s. d.	
Aburi Junior ..	I	62	20	82	70	56 0 0	..	56 0 0
Aburi Senior ..	M	115	17	132	104	156 0 0	..	156 0 0	207 16 0	119 11 4	64 9 4	..	..	391 16 8	403 8 6
Accra Girls' ..	G	—	203	203	173	305 2 0	..	305 2 0	275 14 0	262 4 0	599 6 0	..	..	2,494 6 3	2,431 1 3
Accra Mixed ..	M	869	157	1,026	933	1,283 12 0	..	1,283 12 0	1,186 8 0	762 14 3	..	..	1,357 2 3	1,949 2 3	1,477 6 9
Adukrom ..	M	118	17	135	106	92 16 0	0 16 8	93 12 8	201 5 4	74 16 0	..	..	..	276 1 4	252 4 0
Apirade ..	M	42	7	49	45	25 0 0	..	25 0 0	37 6 0	14 3 4	..	..	..	110 3 0	110 3 0
Asafo ..	M	62	14	76	77	82 10 0	..	82 10 0	67 8 0	31 9 7	..	24 2 0	..	122 19 7	118 12 1	
Asokore ..	M	87	13	100	82	37 9 0	..	37 9 0	98 13 0	43 8 8	..	..	..	142 1 8	125 9 9
Dodowa Junior ..	I	43	26	69	52	31 4 0	..	31 4 0	34 4 0	10 8 8	27 0 7	..	0 5 3	71 18 6	71 18 6	
Dodowa Senior ..	M	92	13	105	83	124 10 0	0 17 6	125 7 6	150 0 0	99 4 9	..	..	..	249 4 9	265 4 3
Efidwase* ..	..	..	..	..	..	..	..	..	112 8 0	54 0 3	31 2 0	..	..	197 10 3	138 19 3
Iwukugua* ..	..	..	..	..	..	..	..	..	42 8 0	14 5 0	..	..	39 7 0	96 0 0	96 0 0
Koforidua Junior ..	M	192	28	220	189	18 18 0	..	18 18 0	81 12 0	49 14 3	49 9 5	..	..	180 15 8	131 13 6
Koforidua Senior ..	M	258	25	283	244	152 10 0	..	152 10 0	437 10 0	198 16 3	126 6 0	..	..	762 12 3	565 3 10
Kpong Junior† ..	..	..	..	..	..	..	..	..	8 4 0	..	..	..	..	8 4 0	..
Kpong ..	M	184	23	207	147	161 14 0	..	161 14 0	160 13 0	203 1 3	..	..	..	363 14 3	311 18 7
Larte Junior ..	I	84	19	103	86	8 12 0	..	8 12 0	78 8 0	19 16 8	..	..	83 9 9	181 14 5	181 14 5
Larte Senior ..	M	168	16	184	161	201 5 0	..	201 5 0	360 0 0	109 18 8	..	..	..	469 18 8	489 3 5
Mampong ..	M	200	38	238	196	202 14 0	..	202 14 0	283 12 0	140 1 10	57 1 9	..	..	480 15 7	435 1 1
Nsawam Junior ..	I	116	35	151	96	9 12 0	..	9 12 0	30 16 0	30 13 9	..	..	..	61 9 9	98 6 2
Nsawam Senior ..	M	166	9	175	151	188 15 0	..	188 15 0	259 8 0	184 19 0	..	..	..	444 7 0	380 3 2
Nkoras ..	M	118	17	135	102	104 12 0	..	104 12 0	137 8 0	81 10 8	22 6 0	..	..	241 4 8	191 2 7
Nyoko Junior ..	I	26	10	36	32	3 4 0	..	3 4 0	24 12 0	6 3 9	52 14 5	..	..	83 10 2	43 9 6
Nyoko Senior ..	M	54	3	57	46	23 0 0	..	23 0 0	73 10 0	54 2 8	..	..	0 1 3	127 13 11	139 0 1
Totals	3,056	710	3,766	3,175	3,268 19 0	1 14 2	3,270 13 2	4,349 3 4	2,565 4 7	1,029 15 6	24 2 0	1,538 19 2	9,507 4 7	8,457 3 8	

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ASSISTED UNDENOMINATIONAL SCHOOL.

Accra Royal ..	M	797	109	906	898	801 0 0	50 0 0	851 0	975 8 0	525 18 3	1,501 6 3	1,396 15 2
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*Not on list for present year. †Kpong Junior no longer a separate school.

STATISTICS OF GOVERNMENT AND ASSISTED SCHOOLS.

GRAND TOTAL.—EASTERN PROVINCE

Denomination.	Character XX.	No. on Roll.			Average attendance.	Government Grant-in-Aid Recommended for 1924.			Income 1924.					Total Income.	Total Expenditure.
		Boys.	Girls.	Total		Grant.	Claims under Rule 90.	Total Grant.	Total Govt. Grant for 1923.	School Fees.	Grant from Local Sources.	Grant from Home Base.	Grant from Other Sources.		
English Church Mission	..	210	..	210	166	207 10 0	..	207 10 0	219 0 0	160 18 0	241 8 8	..	..	621 6 8	541 6 8
Government	..	2,006	335	2,341	2,132	..	..	..	..	496 6 9	..	..	..	496 6 9	X
Scottish Mission	..	6,232	2,408	8,640	7,837	9,147 8 0	5 0 3	9,152 8 3	10,016 10 9	2,661 19 0	974 12 4	308 10 10	59 11 2	14,021 4 1	13,658 17 9
Wesleyan Mission	..	3,056	710	3,766	3,175	3,268 19 0	1 14 2	3,270 13 2	4,340 19 4	2,565 4 7	1,029 15 6	24 2 0	1,538 19 2	9,499 0 7	8,457 3 8
Undenominational	..	797	109	906	898	801 0 0	50 0 0	851 0 0	975 8 0	525 18 3	..	..	..	1,501 6 3	1,396 15 2
Totals	..	12,301	3,562	15,863	14,208	13,424 17 0	56 14 5	13,481 11 5	15,551 18 1	6,410 6 7	2,245 16 6	332 12 10	1,598 10 4	26,139 4 4	24,054 3 3

X Expenditure defrayed by Government.

ASHANTI

School.

ASSISTED SCHOOLS OF THE A.M.E. ZION MISSION.

Kumasi Senior	..	B	80	..	80	-65	81 5 0	..	81 5 0	90 0 0	53 17 0	51 18 8	..	..	195 15 8	195 15 8
Totals	..	..	80	..	80	65	81 5 0	..	81 5 0	90 0 0	53 17 0	51 18 8	..	..	195 15 8	195 15 8

ASSISTED SCHOOLS OF THE ENGLISH CHURCH MISSION.

Kumasi Junior	..	I	103	..	103	80	64 0 0	..	64 0 0	76 0 0	17 14 0	45 2 3	..	..	138 16 3	138 16 3
Kumasi Senior	..	B	201	..	201	167	334 0 0	..	334 0 0	338 0 0	81 0 6	166 3 9	..	..	585 4 3	585 4 3
Totals	..	..	304	..	304	247	398 0 0	..	398 0 0	414 0 0	98 14 6	211 6 0	..	..	724 0 6	724 0 6

XX. B=Boys. G=Girls. I=Infants. M=Mixed.

STATISTICS OF GOVERNMENT AND ASSISTED SCHOOLS.

ASHANTI—continued.

GOVERNMENT SCHOOLS.

School.	Character XX.	No. on Roll.			Average attendance.	Government Grant-in-Aid Recommended for 1924.			Income 1924.					Total Expenditure. £ s. d.	
		Boys.	Girls.	Total.		Grant. £ s. o.	Claims under Rule 90. £ s. d.	Total Grant. £ s. o.	Total Govt. Grant for 1923. £ s. d.	School Fees. £ s. d.	Grant from Local Sources. £ s. d.	Grant from Home Base. £ s. d.	Grant from Other Sources. £ s. d.		Total Income £ s. d.
Uaso	M	142	18	160	156	..	..	..	..	39 5 0	..	..	..	39 5 0	X
Kumasi Boys	B	343	..	343	350	..	..	..	..	70 3 3	..	..	..	70 3 3	X
Kumasi Girls	G	..	150	150	138	..	..	..	..	25 14 0	..	..	..	25 14 0	X
Obonyani	M	113	9	122	109	..	..	..	..	..	..	..	..	..	X
Totals .. ..	..	598	177	775	753	..	..	..	..	135 2 3	..	..	..	135 2 3	..

ASSISTED SCHOOLS OF THE ROMAN CATHOLIC MISSION.

Okrokro	M	102	6	108	99	81 5 0	1 10 0	82 15 0	116 15 2	45 4 9	6 14 4	..	..	168 14 3	168 14 3
Kumasi	B	379	..	379	333	466 8 0	219 12 7	686 0 7	410 16 0	128 2 0	..	774 18 4	0 14 6	1,314 10 10	1,314 10 10
Obuasi Junior	I	82	13	95	97	58 4 0	3 13 3	61 17 3	69 0 0	19 11 0	36 13 8	..	..	125 4 8	125 4 8
Obuasi Senior	M	100	3	103	99	198 0 0	..	198 0 0	254 18 6	40 9 0	..	..	..	295 7 6	230 6 1
Totals .. ..	..	663	22	685	628	803 17 0	224 15 10	1,028 12 10	851 9 8	233 6 9	43 8 0	774 18 4	0 14 6	1,903 17 3	1,838 15 10

ASSISTED SCHOOLS OF THE SCOTTISH MISSION.

Afidwase	M	47	13	60	44	38 8 0	..	38 8 0	51 1 0	7 1 6	42 5 9	..	..	100 8 3	100 8 3
Agogo	M	50	10	60	54	69 6 0	..	69 6 0	66 4 0	3 2 9	22 2 9	..	..	91 9 6	91 9 6
Asoromaso	M	37	5	42	38	38 2 0	..	38 2 0	29 2 0	2 10 0	51 15 8	..	..	83 7 8	83 7 8
Bekyen	M	40	9	49	35	33 6 0	..	33 6 0	33 13 0	3 0 0	50 10 2	..	..	87 3 2	87 3 2
Berekum	M	60	14	74	46	41 10 0	..	41 10 0	41 16 0	11 14 0	48 15 3	..	0 2 0	102 7 3	102 7 3
Bompata	M	109	42	151	130	93 13 0	..	93 13 0	102 19 0	11 12 0	109 3 10	..	..	223 14 10	223 14 10
Oweso	B	37	—	37	34	12 1 0	..	12 1 0	27 6 0	4 12 0	19 13 10	..	..	51 11 10	51 11 10
Gyamase	M	34	1	35	35	50 8 0	..	50 8 0	50 16 0	5 7 0	40 0 10	..	..	96 3 10	96 3 10
Kokofu	M	60	8	68	52	51 0 0	..	51 0 0	34 10 0	4 2 6	46 17 0	..	..	85 9 6	85 9 6
Kumasi Junior	M	134	13	147	134	195 13 0	25 18 4	221 11 4	183 16 0	19 2 10	58 8 11	..	0 0 5	261 8 2	261 8 2
Kumasi Senior	B	101	..	101	83	145 5 0	..	145 5 0	115 10 0	16 8 0	..	100 17 8	..	232 15 8	232 15 8
Kwaso	M	24	1	25	28	23 19 0	..	23 19 0	32 12 0	3 6 0	24 4 9	..	..	60 2 9	60 2 9
Mampong Junior	M	107	43	150	128	116 16 0	..	116 16 0	92 16 0	17 9 0	84 15 1	..	..	195 0 1	195 0 1
Mampong Senior	B	28	..	28	36	72 0 0	..	72 0 0	66 0 0	36 6 9	92 2 3	..	2 8 1	196 17 1	196 17 1
Obogo	M	44	3	47	43	20 12 0	..	20 12 0	41 3 0	3 18 6	55 9 10	..	..	100 11 4	100 11 4
Takyimantia	M	27	9	36	31	31 14 0	..	31 14 0	31 11 0	3 0 0	46 17 0	..	..	81 8 0	81 8 0
Totals	939	171	1,110	951	1,033 13 0	25 18 4	1,059 11 4	1,000 15 0	152 12 10	793 2 11	100 17 8	2 10 6	2,049 18 11	2,049 18 11

XX, B=Boys, G=Girls, M=Mixed, I=Infants, X, Expenditure defrayed by Government,

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STATISTICS OF GOVERNMENT AND ASSISTED SCHOOLS.

ASHANTI—continued.

ASSISTED SCHOOLS OF THE WESLEYAN MISSION.

School.	Character XX.	No. on Roll.			Average attendance.	Government Grant-in-Aid Recommended for 1924.			Income 1924.					Total Expenditure. £ s. d.	
		Boys.	Girls.	Total.		Grant. £ s. d.	Claims under Rule 90. £ s. d.	Total Grant. £ s. d.	Total Govt. Grant for 1923. £ s. d.	School Fees. £ s. d.	Grant from Local Sources. £ s. d.	Grant from Home Base. £ s. d.	Grant from Other Sources. £ s. d.		Total Income. £ s. d.
Akwase	M				Removed	from Assisted	List 1924.		45 10 0	25 15 0	122 2 6	..	..	193 7 6	193 7 6
Bekwai	M	114	15	129	90	81 1 0	..	81 1 0	..	67 4 3	1,306 2 6	98 16 10	30 0 0	1,502 3 7	1,502 3 7
Kumasi Junior ..	I	221	30	251	210	126 0 0	..	126 0 0	148 4 0	63 8 0	264 10 10	..	..	476 2 10	476 2 10
Kumasi Senior ..	M	230	13	243	238	535 10 0	..	535 10 0	562 10 0	176 8 0	..	..	..	738 18 0	680 10 0
Obuasi Junior ..	I	99	19	118	99	59 8 0	10 0 9	69 8 9	65 8 0	38 11 9	184 3 9	..	..	288 3 6	288 3 6
Obuasi Senior ..	M	123	6	129	117	234 0 0	12 0 3	246 0 3	218 0 0	96 6 6	69 18 8	..	123 18 4	508 3 6	446 10 7
Totals .. ..	...	787	83	870	754	1,035 19 0	22 1 0	1,058 0 0	1,039 12 0	467 13 6	1,946 18 3	98 16 10	153 18 4	3,706 18 11	3,586 18 0

Denomination.

GRAND TOTALS—ASHANTI.

African M. E. Z. Mission ..	..	80	..	80	65	81 5 0	..	81 5 0	90 0 0	53 17 0	51 18 8	..	..	195 15 8	195 15 8
Anglican Church Mission ..	..	304	..	304	247	398 0 0	..	398 0 0	414 0 0	98 14 6	211 6 0	..	..	724 0 6	724 0 6
Government ..	..	598	177	775	753	..	..	..	..	135 2 3	..	..	..	135 2 3X	X
Roman Catholic Mission ..	..	663	22	685	628	803 17 0	224 15 10	1,028 12 10	851 9 8	233 6 9	43 8 0	774 18 4	0 14 6	1,903 17 3	1,838 15 10
Scottish Mission ..	..	939	171	1,110	951	1,033 13 0	25 18 4	1,059 11 4	1,000 15 0	152 12 10	793 2 11	100 17 8	2 10 6	2,049 18 11	2,049 18 11
Wesleyan Mission ..	..	787	83	870	754	1,035 19 0	22 1 0	1,058 0 0	1,039 12 0	467 13 6	1,946 18 3	98 16 10	153 18 4	3,706 18 11	3,586 18 0
Totals .. ..	..	3,371	453	3,824	3,398	3,532 14 0	272 15 2	3,625 9 2	3,395 16 8	1,141 6 10	3,046 13 10	974 12 10	157 3 4	8,715 13 6	8,395 8 11

X Expenditure defrayed by Government, XX. B=Boys. G=Girls. M=Mixed. I=Infants,

STATISTICS OF GOVERNMENT AND ASSISTED SCHOOLS.

NORTHERN TERRITORIES.

GOVERNMENT SCHOOLS.

School.	Character XX.	No. on Roll.			Average attendance.	Government Grant-in-Aid Recommended for 1924.			Income 1924.					Total Income. £ s. d.	Total Expenditure. £ s. d.	
		Boys.	Girls.	Total.		Grant. £ s. d.	Claims under Rule 90. £ s. d.	Total Grant. £ s. d.	Total Govt. Grant for 1923. £ s. d.	School Fees. £ s. d.	Grant from Local Sources. £ s. d.	Grant from Home Base. £ s. d.	Grant from Other Sources. £ s. d.			
Gambaga ..	M	64	1	65	35	..	..	..	..	..	† ..	..	..	..	*	..
Lawra ..	M	40	1	41	42	†	*	..
Salaga ..	B	54	..	54	45	†	*	..
Tamale ..	M	77	11	88	88	†	*	..
Wa ..	B	58	..	58	59	†	*	..
Totals	293	13	306	269

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TRANS-VOLTA DISTRICT.

ASSISTED SCHOOLS OF THE A.M.E.Z. MISSION.

Agbosome ..	M	152	13	165	152	181 4 0	..	181 4 0	154 2 0	29 17 0	..	50 0 0	70 13 3	304 12 3	295 14 7
Keta Junior..	M	169	30	199	182	204 12 0	..	204 12 0	51 12 0	20 6 2	..	100 0 0	131 6 5	303 4 7	250 19 8
Keta Senior..	M	114	11	125	116	174 0 0	..	174 0 0	414 15 0	86 5 6	7 6 6	..	50 7 0	558 14 0	589 17 2
Totals ..	..	435	54	489	450	559 16 0	..	559 16 0	620 9 0	136 8 8	7 6 6	150 0 0	252 6 8	1,166 10 10	1,136 11 5

XX. B=Boys. G=Girls. M=Mixed. * Expenditure defrayed by Government. † No fees charged.

STATISTICS OF GOVERNMENT AND ASSISTED SCHOOLS.

TRANS-VOLTA DISTRICT--contd.

ASSISTED SCHOOLS OF THE EWE MISSION.

School.	Character XX.	No. on Roll.			Average attendance.	Government Grant-in-Aid Recommended for 1924.			Income 1924.					Total Income. £ s. d.	Total Expenditure. £ s. d.
		Boys.	Girls.	Total.		Grant. s. d.	Claims under Rule 90. £ s. d.	Total Grant. £ s. d.	Total Govt. Grant for 1923. £ s. d.	School Fees. £ s. d.	Grant from Local Sources. £ s. d.	Grant from Home Base. £ s. d.	Grant from Other Sources. £ s. d.		
djakoi ..	I	21	14	35	32	..	..	..	..	4 6 3	..	..	..	..	..
feringbe ..	B	68	..	68	67	..	..	..	..	10 12 6	..	..	..	..	..
gbosome ..	M	45	3	48	63	..	..	..	..	10 16 9	..	..	..	..	..
nyako ..	M	218	13	231	222	..	..	..	..	47 3 3	..	..	..	..	..
vetile ..	M	79	38	117	116	..	..	..	..	18 7 6	..	..	..	..	..
wunaga ..	M	135	7	142	145	..	..	..	..	37 8 9	..	..	..	..	..
labala ..	M	63	5	68	60	..	..	..	..	9 11 9	..	..	..	..	..
ljakai ..	M	85	51	136	135	..	..	..	..	25 19 7	..	..	..	..	..
lzodze ..	M	41	3	44	46	..	..	..	..	9 10 9	..	..	..	..	..
lute ..	M	82	11	93	73	..	..	..	..	13 7 3	..	..	..	..	..
Ceta Junior	B	142	..	142	145	..	..	..	..	45 10 0	..	..	..	..	..
Ceta Senior	M	211	7	218	212	..	..	..	..	99 10 0	..	..	..	..	..
Ceta Girls	G	..	124	124	107	..	..	..	..	24 10 6	..	..	..	..	..
Ceta Infant Boys	I	122	..	122	118	..	..	..	..	15 7 9	..	..	..	..	..
Cpeve ..	M	31	4	35	31	..	..	..	..	3 3 9	..	..	..	..	..
'eki Blengo Junior	M	126	54	180	186	..	..	..	..	38 3 9	..	..	..	..	..
'eki Blengo Senior	M	117	21	138	140	..	..	..	..	64 10 0	..	..	..	..	..
'ode ..	I	15	5	20	20	..	..	..	..	2 6 3	..	..	..	..	..
'chibu ..	I	22	9	31	29	..	..	..	..	3 17 6	..	..	..	..	..
'chito ..	M	108	29	137	128	..	..	..	..	24 5 3	..	..	..	..	..
Vegbe ..	I	27	15	42	36	..	..	..	..	5 11 3	..	..	..	..	..
Voe ..	M	71	9	80	67	..	..	..	..	11 12 6	..	..	..	..	..
Vudome ..	I	28	8	36	35	..	..	..	..	4 17 6	..	..	..	..	..
Totals ..	..	1,857	430	2,287	2,213	..	..	A	..	530 10 4B	..	..	..	..	..

XX. B=Boys. G=Girls. M=Mixed. I=Infants. A. As the salaries of the teachers are paid by Government no grants are earned. B. Paid to Government.

STATISTICS OF GOVERNMENT AND ASSISTED SCHOOL.

TRANS-VOLTA DISTRICT—contd.

ASSISTED SCHOOLS OF THE ROMAN CATHOLIC MISSION.

School.	Character XX.	No. on Roll.			Average attendance.	Government Grant-in-Aid Recommended for 1924.			Income 1924.					Total Income. £ s. d.	Total Expenditure. £ s. d.
		Boys.	Girls.	Total.		Grant. £ s. d.	Claims under Rule 90. £ s. d.	Total Grant. £ s. d.	Total Govt. Grant for 1923. £ s. d.	School Fees. £ s. d.	Grant from Local Sources. £ s. d.	Grant from Home Base £ s. d.	Grant from Other Sources. £ s. d.		
Adina†	B	..	..	..	..	..	..	..	20 3 0	..	..	..	..	20 3 0	..
Abaof	B	..	..	..	..	..	..	..	43 4 0	..	..	..	..	43 4 0	..
Denu†	I	..	..	..	..	..	..	..	25 4 0	..	..	..	..	25 4 0	..
Fiagbedu	M	65	3	68	50	44 6 0	..	44 6 0	24 0 0	12 16 10	..	..	..	36 16 10	149 14 10
iedzranawo†	I	..	..	..	..	..	..	..	25 1 6	..	..	..	..	25 1 6	..
Jelu Kofwe	B	115	..	115	108	79 2 0	..	79 2 0	65 1 6	28 9 6	..	..	..	93 11 0	91 17 9
Keta Junior	I	120	..	120	103	61 16 0	..	61 16 0	81 15 2	19 1 3	..	20 0 5	..	120 16 10	120 16 10
Keta Senior	B	294	..	294	268	469 0 0	..	469 0 0	546 3 0	148 5 9	..	..	10 0 6	704 9 3	447 13 8
Keta Girls	G	..	90	90	70	63 8 0	..	63 8 0	77 8 0	7 4 3	..	..	9 13 0	94 5 3	528 18 3
Threetown Denu	B	260	..	260	247	308 15 0	..	308 15 0	321 0 0	118 5 6	..	..	0 7 3	439 12 9	290 10 6
Totals	..	854	93	947	846	1,026 7 0	..	1,026 7 0	1,229 0 2	334 3 1	..	0 0 5	20 0 9	1,603 4 5	1,629 11 10

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ASSISTED SCHOOLS OF THE SCOTTISH MISSION.

Adidome	M	39	11	50	52	50 15 0	..	50 15 0	60 18 0	6 14 6	0 6 0	67 18 6	131 7 11
Anum Junior	M	139	37	176	143	104 10 0	..	104 10 0	123 12 0	17 12 3	..	..	..	141 4 3	274 5 3
Anum Senior	B	131	..	131	118	175 10 0	..	175 10 3	272 5 0	205 5 0	..	..	..	477 10 0	264 9 0
Boso	M	68	33	101	93	104 16 0	..	104 16 0	118 12 0	10 7 0	..	..	..	128 19 0	185 1 1
Kpaleme	M	53	28	81	73	66 6 0	..	66 6 0	74 0 0	11 1 0	..	..	..	85 1 0	164 9 6
Totals	..	430	109	539	479	501 17 0	..	501 17 0	649 7 0	250 19 9	..	..	0 6 0	900 12 9	1,019 12 9

XX, B=Boys, G=Girls, M=Mixed, I=Infants. †Schools removed from Assisted List by Reverend Manager.

STATISTICS OF GOVERNMENT AND ASSISTED SCHOOLS.

TRANS-VOLTA DISTRICT—contd.

GRAND TOTALS TRANS-VOLTA DISTRICT.

School.	Character XX.	No. on Roll.			Average attendance.	Government Grant-in-Aid Recommended for 1924.			Income 1924.					Total Income. £ s. d.	Total Expenditure. £ s. d.
		Boys.	Girls.	Total.		Grant. £ s. d.	Claims under Rule 90 £ s. d.	Total Grant. £ s. d.	Total Govt. Grant for 1923. £ s. d.	School Fees. £ s. d.	Grant from Local Sources. £ s. d.	Grant from Home Base. £ s. d.	Grant from Other Sources. £ s. d.		
African M.E. Zion Mission	..	435	54	489	450	559 16 0	..	559 16 0	620 9 0	136 8 8	7 6 6	150 0 0	252 6 8	1,166 10 10	1,136 11 5
Anglican Mission	..	1,857	430	2,287	2,213	..	..	..	..	530 10 4	..	..	..	530 10 4	..
Roman Catholic Mission	..	854	93	947	846	1,026 7 0	..	1,026 7 0	1,229 0 2	334 3 1	..	20 0 5	20 0 9	1,603 4 5	1,629 11 10
Scottish Mission	..	430	109	539	479	501 17 0	..	501 17 0	649 7 0	250 19 9	..	..	0 6 0	900 12 9	1,019 12 9
Grand Total	..	3,576	686	4,262	3,988	2,088 0 0	..	2,088 0 0	2,498 16 2	1,252 1 10	7 6 6	170 0 5	272 13 5	4,200 18 4	3,785 16 0

GRAND TOTALS FOR GOVERNMENT AND ASSISTED SCHOOLS.

Denomination.															
M.E. Zion Mission	..	814	102	916	814	972 12 0	..	972 12 0	1,158 13 0	469 16 2	197 2 6	150 0 0	377 8 11	2,353 0 7	2,425 18 5
Anglican Church Mission	..	865	78	943	809	1,135 5 0	..	1,135 5 0	1,112 17 0	437 8 2	708 0 10	..	2 12 0	2,260 18 0	2,180 18 0
Anglican Mission	..	1,857	430	2,287	2,213	..	..	..	..	530 10 4	..	..	..	530 10 4	..X
Government	..	4,216	882	5,098	4,504	..	..	..	..	909 5 9	..	..	..	909 5 9	..X
Roman Catholic Mission	..	3,554	555	4,109	3,437	4,564 17 0	249 3 2	1,814 0 2	4,832 4 7	1,392 19 5	762 1 3	794 18 9	573 6 10	8,355 10 10	8,558 7 9
Scottish Mission	..	8,168	2,850	11,018	9,864	11,412 12 0	54 13 1	11,467 5 1	12,337 6 11	3,187 8 6	2,218 12 8	409 8 6	66 4 11	18,219 1 6	18,152 13 8
Wesleyan Mission	..	7,596	1,631	9,227	7,762	8,668 15 6	57 10 2	8,726 5 8	9,764 2 2	5,934 0 7	4,958 7 1	158 4 1	2,400 5 1	23,214 19 0	22,199 18 10
Accra Royal School	..	797	109	906	898	801 0 0	50 0 0	851 0 0	975 8 0	525 18 3	..	..	..	1,501 6 3	1,396 15 2
Secondary Schools	..	186	..	186	155	620 0 0	40 0 0	660 0 0	577 0 7	2,496 8 10	800 15 4	120 0 0	163 6 10	4,157 11 7	3,647 0 2
Totals	..	28,053	6,637	34,690	30,456	28,175 1 6	451 6 5	28,626 7 11	30,757 12 3	15,883 16 0	9,644 19 8	1,632 11 4	3,583 4 7	61,502 3 10	58,561 12 0

X. Expenditure defrayed by Government

APPENDIX B.

EXAMINATION OF TEACHERS FOR CERTIFICATES, 1924.

SCHEDULE G.

THIRD CLASS CERTIFICATE PART I.

LIST OF SUCCESSFUL CANDIDATES IN ORDER OF MERIT.

Order of Merit.	Name.	Regd. No.	Teacher.	School.	Marks Max. 2,000.
1	Clerk, Jane	620/S/24	Teacher	Aburi Scot. Mis. Girls' School	Between 60% and 70%.
2	Kwaku, Francis Elliot	639/W/24	"	Aburi Wes. Mission School ..	
3	Roland, Marie T.	610/R/24	"	C.Coast R.C.M. Girls' School	Between 50% and 60%.
4	Manful, Grace Assan	605/G/24	"	C.Coast Govt. Girls' School	
5	Archer, Helena M.	608/R/24	"	C.Coast R.C.M. Girls' School	Between 40% and 50%
6	Bilson, Ernest Christian	634/W/24	"	C.Coast Wes. Mission School	
7	Aido, John Crosby	632/W/24	"	Odumtu Wes. Mission School	"
8	Sarbah, Evangelina Sarah	606/G/24	"	C.Coast Govt. Girls' School	
9	Bram, Christopher Odoi	635/W/24	"	Aburi Wes. Mission School ..	"
10	Gbolonyo, W. D.	601/E/24	"	Agbosome Ewe Mis. School	
11	Setsoafia, Joseph Emmanuel	589/A/24	"	Keta A.M.E.Z.M. Jnr. School	"
	Sackey, Peitre Assan	644/W/24	"	Elmina Wes. Mission School	
13	Abbey, Robert	593/C/24	"	Accra St. M.E.C.M. School	"
14	Fynn Francis Emmanuel	596/C/24	"	"	
	Reynolds, James John	643/W/24	"	Saltpond Wes. Mis. School ..	"
16	Spio, Margaret Effie	645/W/24	"	C.Coast Wes. Mis. School ..	
17	Okpattah, Syloester A.	588/A/24	"	Agbosome A.M.E.Z.M. School	Between 33 $\frac{1}{3}$ % and 40%
18	Ohene, Joseph Andrews	627/S/24	"	Abetifi Scot. Mis. Jnr. School	
19	Boadi, John	619/S/24	"	Asuboa Scot. Mis. School ..	"
20	Garbrah, Eva Spio	604/G/24	"	C.Coast Govt. Girls' School	
	Adjei, Emmanuel Adams	613/S/24	"	Anum Scot. Mis. Jnr. School	"
22	Ansah, Anna Owusu	603/G/24	"	C.Coast Govt. Girls' School	
23	Vardon, George Frank	599/C/24	"	S'kdi St. P's E. C. M. School	"
24	Anthony, Stephen Benjamin	594/C/24	"	Kumasi E. C. Mis. School	
	Garbrah, Charles Brookman	585/A/24	"	C.Coast A.M.E.Z. Mis. School	"
26	Aggrey, James Bedford	583/A/24	"	"	
27	Yalley, Robert Mensah	600/C/24	"	D'Bipposu Mansu (Ashanti) English Church Miss. School	"
28	Oparehene, R. M.	628/S/24	"	New Mangoase Scot. Mis. School	
29	Tamakloe, Alfred Mensah C.	590/A/24	"	Keta A.M.E.Z. Mis. School	"
30	Tsagli Bernard Kwadjovi K.	591/A/24	"	"	
31	Kudolo, Wilfried A.	587/A/24	"	Agbosome A.M.E.Z.M. School	"
32	Quist, Isaac K.	602/E/24	"	Keta Ewe Mis. Junior School	
33	Quao, Joseph Emmanuel	647/CG/24	"	Accra Church of the Gold Coast Grammar School ..	"
34	Ofori Albert	626/S/24	"	Nsuta Scot. Mission School	
35	Mills, Samuel Lamptey	597/C/24	"	Accra St. Mary's English Church Mission School ..	"

82 Candidates sat for this Examination.

EXAMINATION OF MALE TEACHERS FOR CERTIFICATES, 1924.

SCHEDULE H.

SECOND CLASS CERTIFICATE, PART I.

LIST OF SUCCESSFUL CANDIDATES IN ORDER OF MERIT.

Order of Merit.	Name.	Regd. No.	Teacher.	School.	Marks Max. 2,000.
1	Asani, Tijani Bosworth ..	29/A/21	Teacher	Keta A.M.E.Z. Mis. School ..	Between 60% and 70%
2	Graham, Charles	267/W/22	..	Nsaba Wes. Mission School ..	Between 40% and 50%
3	Agyiri, Moses Budu	169/A/BL	..	Nkwatia Scot. Mis. School ..	..
4	Anamam, Ezra Bernard ..	11/A/BL	..	Kwanyako Scot. Mis. School	..
5	Ghanson, Daniel Frederick ..	4/G/G	..	Enchi Government School ..	..
6	Aikins, Sorpie Ewusie ..	52/A/W	..	Elmina Wes. Mis. School ..	..
7	Anansie, James Francis ..	286/A/22	..	Kumasi Wes. Mission School	..
8	Quayson, John Augustus ..	108/W/21	..	Sekondi Eng. Ch. Mis. School	..
9	Ayesu, Jonathan Wilson ..	270/W/22	..	Aburi Wes. Mission School ..	..
	Anang, Jonas Mark	265/W/22	..	Okorase Wes. Mission School	..
11	Ofosu, Samuel Eugene ..	64/o/BL	..	Abetifi Scot. Mission School	Between 33 $\frac{1}{3}$ % and 40%
12	Akoto, Isaac	57/A/BL	..	Brakwa Scot. Mission School	..
13	Koomson, Gershon Manasah	273/W/22	..	Elmina Wes. Mis. School ..	..
14	Amusah, James Kaitoe ..	278/W/22	..	Kumasi Wes. Mission School	..
15	Attram, William Emmanuel	227/G/22	..	Kibi Government School ..	..
16	Young, E. Festus Asiedu Kofie	259/S/22	..	Larte Scottish Mis. School ..	..
17	Ado, Michael E.	55/S/21	..	Amanase Scot. Mis. School ..	..
18	Kumi, George Samuel ..	20/K/BL	..	Tutu Scottish Mission School	..
19	Bruce, Prince William ..	228/G/22	..	Enchi Government School ..	..
20	Aniapam, Martin Nicholas ..	157/A/BL	..	Asantema Scot. Mis. School	..
21	Boye, Adsete Joseph Michael	7/B/BL	..	Larte Wes. Mission School ..	..
22	Essiama, Josiah Benjamin ..	234/W/22	..	Odumtu Wes. Mis. School ..	..
23	Kotey, Reginald Djannie ..	230/G/22	..	Kibi Government School ..	..
24	Atakora George S. Oseeko ..	156/A/BL	..	Mpraeso Scot. Mis. School ..	..
25	Yeboa, C. D. Asante.. ..	4/Y/BL	..	Mamfe Scot. Mission School	..

60 Candidates sat for this Examination.

EXAMINATION OF FEMALE TEACHERS FOR CERTIFICATES, 1924.

SCHEDULE H.

SECOND CLASS CERTIFICATE, PART I.

LIST OF SUCCESSFUL CANDIDATES IN ORDER OF MERIT.

Order of Merit.	Name.	Regd. No.	Teacher.	School.	Marks Max. 1,825.
1	Fletcher, Amelia DeGraft ..	237/G/22	Teacher	C.Coast Govt. Girls' School	Between 60% and 70%
2	Quartey-Papafio, R. Akoley	269/W/22	..	Accra Wes. Mission School ..	Between 50% and 60%
3	Fynn, Margaret Aggrey ..	238/G/22	..	C.Coast Govt. Girls' School	..
4	Quartey-Papafio, V. Akuorkor	268/W/22	..	Accra Wes. Mission School..	Between 40% and 50%
5	Addy, Jemima Grace Lamiley	271/W/22	..	..	..

5 Candidates sat for this Examination.

EXAMINATION OF TEACHERS FOR CERTIFICATES, 1924.

SCHEDULE I.

SECTION I. HAND AND EYE TRAINING.

LIST OF SUCCESSFUL CANDIDATES IN ORDER OF MERIT.

Order of Merit.	Name.	Regd. No.	Teacher.	School.	Marks Max. 480
1	Kwaku, Francis Elliot ..	639/W/24	Teacher	Aburi Wes. Mis. Jnr. School	Between 60% and 70%
2	Gbolonyo, W. D. ..	601/E/24	"	Agbosome, Ewe Mis. School	Between 50% and 60%
3	Bilson, Ernest Christian ..	634/W/24	"	C.Coast Wes. Mis. School ..	"
4	Abbey, Robert ..	593/C/24	"	Accra St. Mary's English .. Church Mission School ..	"
6	Manful, Grace Assan ..	605/G/24	"	C.Coast Govt. Girls' School	"
7	Roland, Marie T. ..	610/R/24	"	C.Coast R.C.M. Girls' School	"
8	Spio, Margaret Effie ..	645/W/24	"	C.Coast Wes. Mission School	"
9	Garbrah, Eva Spio ..	604/G/24	"	C.Coast Govt. Girls' School	"
10	Fynn, Francis Emmanuel ..	598/C/24	"	Accra St. Mary English Church Mission School ..	"
11	Sarbah, Evangelina Sarah ..	606/G/24	"	C.Coast Govt. Girls' School	"
12	Archer, Helena ..	608/R/24	"	C.Coast R.C.M. Girls' School	"
13	Graham, Charles ..	276/W/22	"	Nsaba, Wes. Mission School	"
15	Ansah, Anna Owusu ..	603/G/24	"	C.Coast Govt. Girls' School	"
16	Garbrah, Charles Brookman ..	585/A/24	"	C.Coast A.M.E.Z.M. Snr. Sch.	"
17	Ackom, John Ebenezer ..	607/R/24	"	Kumasi R.C. Mission School	Between 40% and 50%
18	Quayson, Alfred Festus ..	246/C/22	"	Sekondi St. Peter's English Church Mission School ..	"
19	Okpattah, Syloester A. ..	588/A/24	"	Agbosome A.M.E.Z.M. School	"
20	Tamakloe, A. Mensah Cacroran ..	590/A/24	"	Keta A.M.E.Z. Mis. School	"
21	Oparehene, R. M. ..	628/S/24	"	New Mangoase Scot. Mis. Sch.	"
22	Twum, Jonathan Rusking ..	629/S/24	"	Nkwatia Scot. Mission School	"
23	Gyebi, Francis Emmanuel ..	622/S/24	"	Kumasi Scot. Mission School	"
24	Cudjoe, Aloysius ..	609/R/24	"	Kumasi R.C. Mission School	"
25	Kudolo, Wilfred A. ..	587/A/24	"	Agbosome A.M.E.Z.M. School	"
26	Abiate, Boateng S. A. ..	612/S/24	"	Adukrom Scot. Mis. School	"
27	Setsoafia, Joseph Emmanuel ..	589/A/24	"	Keta A.M.E.Z. Mission School	"
28	Afari, Ebenezer Martin Ntow ..	614/S/24	"	Larte Scot. Mission School ..	"
29	Amoa, Peter Helen ..	616/S/24	"	Okwawu (Gomoa) S.M. School	"
30	Pobee, Stephen Isaac ..	5/P/W	"	Elmina Wes. Mis. Jnr. School	"
31	Amena, James Kwame ..	94/W/21	"	Edubiase	"
32	Biney, Joseph William ..	595/C/24	"	Kumasi E.C.M. Junior. Scho 1.	"
33	Tanno, Emmanuel ..	646/W/24	"	Akim Soadru Wes. Mis. School	"
34	Quist, Isaac K. ..	602/E/24	"	Keta Ewe Mission School ..	"
35	Bram, Christopher Odoi ..	635/W/24	"	Aburi Wes. Mission School ..	"
36	Wilmot, Samuel Mensah ..	592/A/24	"	C.Coast A.M.E.Z.M. Snr. Sch.	"
37	Boye, Joseph ..	7/B/BL	"	Larte Wes. Mission School ..	"
38	Boadi, John ..	619/S/24	"	Asuboa Scot. Mission School	"
39	Otoo, William Cofi Samuel ..	641/W/24	"	Larte Wes. Mission School ..	"
40	Ogyiri, Edwards ..	615/S/24	"	New Mangoase S.M. School ..	"
41	Aidoo, John Crosby ..	632/W/24	"	Odumtu Wes. Mis. Snr. School	"
42	Anthony, Stephen Benjamin ..	594/C/24	"	Kumasi E.C. Mis. Snr. School.	"
43	Bah, Bram Michael ..	618/S/24	"	Asantema Scot. Mis. School ..	"
44	Neizer, Richard S. Dumin ..	640/W/24	"	Kumasi Wes. Mis. Jnr. School	"
45	Agyei, Eugene Samuel ..	145/A/BL	"	Begoro Scot. Mis. Jnr. School	"
46	Offei, Agyemang Emmanuel ..	625/S/24	"	Old Mangoase S.M. School ..	"
47	Ahinkura, Nelson ..	631/W/24	"	Akim Soadru Wes. Mis. School	"
48	Quayson, John Augustus ..	598/C/24	"	S'kdi St. P's E.C. M. School	"
49	Fiawatsror, Michael D. ..	584/A/24	"	Agbosome A.M.E.Z.M. School	"
50	Koomson, James Magnus ..	638/W/24	"	Odumtu Wes. Mis. Jnr. School	"
51	Noye, Isaac Kutey ..	611/U/24	"	Accra Royal School ..	"

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SCHEDULE I—continued.

LIST OF SUCCESSFUL CANDIDATES IN ORDER OF MERIT—(continued).

Order of Merit.	Name.	Regd. No.	Teacher.	School.	Marks. Max. 480.
50	Sackey, Peitre Assan ..	644/W/24	Teacher	Elmina Wes. Mis. Snr. School	Between 40% and 50%
51	Young, E. Festus Asiedu Kofi	259/S/22	"	Larte Scottish Mission School	
52	Anaman, Ezra Bernard ..	11/A/BL	"	Kwanyako Scot. Mis. School	"
53	Adisi, John Moses ..	630/W/24	"	Kumasi Wes. Mis. Snr. School	"
54	Asare, Manasseh B. ..	617/S/24	"	Akokoaso Scot. Mis. School..	"
55	Opare, Tio Martin Haikins ..	70/O/BL	"	Aburi Scottish Mis. School ..	Between 33 $\frac{1}{3}$ % and 40%
56	Hansen, Ebenezer Duodo ..	623/S/24	"	Aburi Scottish Mis. School ..	"
57	Yalley, Robert Mensah ..	600/C/24	"	Domi Bipposu E.C.M. School	"
	Ohene, Joseph Andrews ..	627/S/24	"	Abetifi Scottish Mis. School ..	"
59	Korankye, Andrews ..	624/S/24	"	Batabi Scottish Mis. School	"
60	Assan, Kwabina Tobor ..	633/W/24	"	Odumtu Wes. Mis. Snr. School	"
	Gyang, Emmanuel Moses ..	621/S/24	"	Agogo Scottish Mission School	"
	Mills, Samuel Lamptey ..	597/C/24	"	Accra St. M's E.C.M. School	"
63	Oware, Joseph Asiedu ..	642/W/24	"	Akim Soadru Wes. Mis. School	"
	Otu, Gilbert Kwaku ..	275/W/22	"	Ewukugua Wes. Mis. School	"
65	Haywood, John Samuel ..	586/A/24	"	Kumasi A.M.E.Z.Mis. School	"
	Quao, Joseph Emmanuel ..	647/CG/24	"	Accra C.of the G.C.G. School	"
67	Tsagli, Bernard K. Kwaku ..	591/A/W4	"	Keta A.M.E.Z. Mission School	"
68	Kofi, John A. ..	637/W/24	"	Okorase Wes. Mission School	"
	Cudjoe, John Ankrah ..	636/W/24	"	Akim Soadru Wes. Mis. School	"

74 Candidates sat for this Examination.

EXAMINATION OF STUDENTS FOR CERTIFICATES, 1924 (GROUP SYSTEM).

TRAINING COLLEGE, ACCRA.

The following Students passed in Schedule " G " (December, 1924):—

<i>Name.</i>	<i>Registered No.</i>
Addison, Benjamin	299/G/23
Addo, William	407/W/23
Adjapong, Francis Gabriel	300/G/23
Adom, Ebenezer Firempong	302/G/23
Alikoe, Thomas	408/W/23
Allotey, James Neemoi	303/G/23
Amegashie, Evans Michael	327/R/23
Ankrah, Charles	305/G/23
Annan, Hinin Victor	306/G/23
Ayittey, Joseph Bando	410/W/23
Badger, Henry George Sindbad	308/G/23
Carson, Gilbert Stewart	310/G/23
Codjoe, Daniel Jubin	294/C/23
Conduak, Joseph William	295/C/23
Crentsil, Ernest Goerge	412/W/23
Domekpor, Aloysius Cromwell	325/R/23
Ekem, George Kofi	413/W/23
Ennin, Edward Garbin	311/G/23
Hyde, Alex Benjamin	332/RS/23
Johnson, Emmanuel Kofi A.	333/RS/23
Kaikari, Seth Maxwell	314/G/23
Kwarbo, Addo	315/G/23
Kumanoo, Kwamo	217/W/22
Masuperh, Jones Amasah	316/G/23
Mensah, David Donkor K.	414/W/23
Mensah, Emmanuel Ashon	317/G/23
Mensah, Thomas Hutton A.	318/G/23
Mensah, Will. Jacob	415/W/23
Nortey, Stephen Emmanuel	320/G/23
Nylander, Clarkoon Thomas	321/G/23
Ordarno, Robert Ezekiel	416/W/23
Ossei, Samuel Benjamin	322/G/23
Ossei-Tutu, A.	313/G/23
Quaye, Solomon Quarshie	323/C/23
Reindorf, Daniel	418/W/23
Selormey, Felix Nani	329/R/23
Smith, Andrew Ben	296/C/23
Sekyi, Kwaku Abraham	114/A/22
Tackie, John Asamoah	297/C/23
Tettey, Charles Benjamin	325/W/23
Thompson, Daniel Okai	326/G/23
Thompson, Jonas	421/RS/23
Torbgui, Christian Komi	334/A/23
Vanderpuye, Emmanuel Codjoe	419/W/23
Wesley, John Edward	298/C/23
Wollams, Gabriel Koku	330/R/23
Yankey, Augustus Cruikshank	420/W/23

EXAMINATION OF STUDENTS FOR CERTIFICATES, 1924 (GROUP SYSTEM).

TRAINING COLLEGE, ACCRA.

The following Students passed in Schedule " H " (December, 1924) :—

<i>Name.</i>	<i>Registered No.</i>
Addo, Reymond Nelson	121/G/22
Amaah, Jonas Martin	122/G/22
Ametewee, Williams Kofi	117/B/22
Amoo, John William Andrew	115/C/22
Ansah, Justinian Oseimeko	118/B/22
Arthur, William Emmanuel	124/G/22
Boampong, Thomas Robertson	125/G/22
Brocke, Benjamin Tawiah	126/G/22
Buahin, Daniel Joseph	127/G/22
Cobbina, John Oge Haizel	147/R/22
Dogbatse, Mejemewo Ernest	112/A/22
Doomson, Joseph Cadman	214/W/22
Edjah, Armah	129/G/22
Egyir, Daniel	215/W/22
Ewussiah, Samuel William	129/G/22
Gbikpi, Albert Worthly A.	148/R/22
Haizel, George	130/G/22
Hammond, Joseph Aryeh	131/G/22
Hanson, Samuel Augustus	132/G/22
Levie, Jacob Komie Ocloo	113/A/22
Lomoh, Albert Enoch	133/G/22
Lotsu, Yawo Godfrey	119/B/22
Lutterodt, Reginald Halm	134/G/22
Marmon, James Tete	135/G/22
Mensah, Mathias Ashiboe	149/R/22
Mpere, Ebenezer Charles	219/W/22
Nelson, Abraham Kofi	137/G/22
Nelson, George Africanus	220/W/22
Niampoma, Richard	138/G/22
Osafo, Benjamin	139/G/22
Ochere, Joseph William Obubah	140/G/22
Paidoo, Robert	223/W/22
Palm, Neils Bernard Akuete	141/G/22
Patu, John Carlus Adukpo	150/R/22
Quarm, Henry Edmundson	142/G/22
Quartey, Paul Odooro	143/G/22
Quaynor, Isaac Tetteh	144/G/22
Rockson, Christopher	151/R/22
Sappon, Henry Quarshie	145/G/22
Seade, Peter Kofi	152/R/22
Tackie, Emmanuel Charles	224/W/22
Tetteh, Joseph Bissue	225/W/22
Thompson, George Evelyn Fynn	146/G/22
Yalley, John Daniel	116/C/22
Yevougah, Godwin Crowther	120/B/22
Ossei, Edmund Henry Brownford	222/W/22
Essandoh, Francis Evans	216/W/22
Kumi, Jacob Stephens	218/W/22

EXAMINATION OF STUDENTS FOR CERTIFICATES, 1924 (GROUP SYSTEM).

TRAINING COLLEGE, ACCRA.

The following Students passed in Hand and Eye Training (December, 1924) :—

<i>Name.</i>	<i>Registered No.</i>
Addison, Benjamin	299/G/23
Addo, William	407/W/23
Adjapong, Francis Gabriel	300/G/23
Adom, Ebenezer Firempong	302/G/23
Alikoe, Thomas	408/W/23
Allotey, James Neemoi	303/G/23
Amegashie, Evans Michael Kofi	327/R/23
Ankrah, Charles	305/G/23
Annan, Hinia Victor	306/G/23
Ayithey, Joseph Bando	410/W/23
Badger, Henry George Sindbad	308/G/23
Carson, Gilbert Stewart	310/G/23
Codjoe, Daniel Jubin	294/C/23
Conduah, Joseph William	295/G/23
Crentsil, Ernest George	412/W/23
Domekpor, Aloysius Cromwell	328/R/23
Ekem, George Kofi	413/W/23
Ennin, Edward Garbin	311/G/23
Hyde, Alexander Benjamin	332/RS/23
Johnson Emmanuel Kofi Ansah	338/RS/23
Karikari, Seth Maxwell	314/G/23
Kumanoo, Kwami	217/W/22
Masuperh, Jonas Amasah	316/G/23
Mensah, David Duncan Kwamina	414/W/23
Mensah, Emmanuel Ashon	317/G/23
Mensah, Thomas Hutton Aggrey	318/G/23
Mensah, William Jacob	415/W/23
Nortey, Stephen Emmanuel	320/G/23
Nylander, Clarkoon Thomas	321/G/23
Nyannor, Simeon Elson	221/W/22
Ordanno, Robertson Ezekiel	416/W/23
Ossei-Tutu, Abraham	313/G/23
Quaye, Solomon Quarshie	323/C/23
Reindorf, Daniel	418/W/23
Selormey, Felix Nani	329/R/23
Smith, Andrew Ben	296/C/23
Sekyi, Kwaku Abraham	114/A/22
Tackie, John Asamoah	297/C/23
Tetty, Charles Benjamin	325/G/23
Thompson, Daniel Okai	326/G/23
Thompson, Jonas	421/R/23
Torgbui, Christian Komi	334/A/23
Vanderpuye, Emmanuel Codjoe	419/W/23
Wesley, John Edward	298/C/23
Woollams, Gabriel Koku	330/R/23
Yankey, Augustus Cruickshank	420/W/23

EXAMINATION OF STUDENTS FOR CERTIFICATES, 1924 (GROUP SYSTEM)

TRAINING COLLEGE, ACCRA.

The following Students passed in "Woodwork" (December, 1924) :—

<i>Name.</i>	<i>Registered No.</i>
Addae, Jonathan Kwaku	212/W/22
Addo, Raymond Nelson	121/G/22
Amaah, Jonas Martin	122/G/22
Amekwee, William Kofi	117/B/22
Amoo, John William Andrew	115/C/22
Ansah, Justinian Oseimeko	118/B/22
Arthur, William Emmanuel	124/G/22
Boampong, Thomas Robertson	125/G/22
Brocke, Benjamin Tawiah	126/G/22
Buahin, Daniel Joseph	127/G/22
Cobbina, John Oge Haizel	147/R/22
Darko, Robert Elias Aminah	213/W/22
Dogbatse, Mejemewo Ernest	112/A/22
Doomson, Joseph Cadman	214/W/22
Edjah, Armah	128/G/22
Egyir, David	215/W/22
Ewussiah, Samuel William	129/W/22
Gbikpi, Albert Worthy Awetovi	148/R/22
Haizel, George	130/G/22
Hammond, Joseph Aryeh	131/G/22
Hanson, Samuel Augustus	132/G/22
Lavie, Jacob Kormie Ocloo	113/A/22
Lomoh, Albert Enoch	133/G/22
Lotsu, Yawa Godfrey	119/B/22
Lutterodt, Reginald Halm	134/G/22
Marmon, James Tete	135/G/22
Mensah, Mathias Ashiboe	149/R/22
Mills, Joseph Odarquaye	136/G/22
Mpere, Ebenezer Charles	219/W/22
Nelson, Abraham Kofi	137/G/22
Nelson, George Africanus	220/W/22
Niampoma, Richard	138/G/22
Osafo, Benjamin	139/G/22
Otchere, Joseph Williams Obubah	140/G/22
Paidoo, Robert	223/W/22
Palm, Neils Bernard Akuete	141/G/22
Patu, John Carlis Adukpo	150/R/22
Quarm, Henry Edmundson Chibuah	142/G/22
Quartey, Paul Odooro	143/G/22
Quaynor, Issac Tetteh	144/G/22
Rockson, Christopher	151/R/22
Sappon, Henry Quarshie	145/G/22
Seade, Peter Kofi	152/R/22
Tetteh, Joseph Bissue	225/W/22
Yalley, John David	116/C/22
Yevougah, Godwin Crowther	120/B/22
Ossei, Edmund Henry Brownford	222/W/22
Esandoh, Francis Evans	216/W/22
Kumi, Jacob Stephens	218/W/22

EXAMINATION OF STUDENTS FOR CERTIFICATES 1924 (GROUP SYSTEM).

AKROPONG SEMINARY.

The following students passed in Schedule " G " (December, 1924) :—

<i>Name.</i>	<i>Registered No.</i>
Aboagye, Daniel Robertson	335/S/23
Addo, William Daniel	336/S/23
Adow, Emmanuel Theodore	337/S/23
Adjei, Augustus Adolphus	338/S/23
Adom, Gotlieb Ababio	339/S/23
Afari, Jones Shirley	340/S/23
Affotey, Samuel Laye	341/S/23
Afum, Samuel Osafo	342/S/23
Agyei, Matthew Debra	343/S/23
Aku, Fridoline John	344/S/23
Akuffo, Frederick William	346/S/23
Akuffo, George Dampare	347/S/23
Amoa, Benjamin	349/S/23
Amoa, Reuben Opoku	350/S/23
Anim, Andrew	352/S/23
Anipare, Emmanuel Nicholas	353/S/23
Antwi, Moses Ntim	354/S/23
Antwi, Nathan Osei	355/S/23
Asa, Michael Bekoe	356/S/23
Asamoa, Nathan Henry	357/S/23
Asihene, Norman Kwabena	358/S/23
Atiemo, Clement Awuku	359/S/23
Ayettey, Abraham Michael	360/S/23
Ayim, Seth Ogoe	361/S/23
Ayisi, Jacob Christian	362/S/23
Bannerman, Alexander Edmund	365/S/23
Bansa, Benhard Kwadjo	366/S/23
Badu, Benjamin Joseph	363/S/23
Birikorang, Albert Addo	367/S/23
Botsyi, Bartimeus	369/S/23
Bruku, Theophilus Kwami	370/S/23
Dada, Emmanuel Teye	371/S/23
Dagadu, Peter Kweifio	372/S/23
Dako, Alexander K.	176/S/22
Dankwa, Elias Awuna	375/S/23
Djoleto, Joseph Edmund	376/S/23
Dowuona, Emmanuel Wilfred.. .. .	377/S/23
Duodu, Isaac Robertson	181/S/22
Firemping, Sam Alfred	378/S/23
Graham, Eric Joseph	379/S/23
Kakari, Sam Osei	382/S/23
Keteku, John Manasseh	383/S/23
Kisiedu, Emmanuel Christian	384/S/23
Kofi, Ishmael Teye	385/S/23
Korantena Emmanuel Okyere	386/S/23
Kuma, Ogar Foli	387/S/23
Kwakye, Isaac Diaboah	388/S/23
Labi, Thomas	389/S/23
Laweh, Timothy Chaway	390/S/23
Lokko, Benjamin Kwapong	391/S/23
Mane, Matthew Ohene	392/S/23
Nkansa, Paul Albert	394/S/23
Ntumitse, Emmanuel Kwami	395/S/23
Obiti, Michael Boateng	396/S/23
Odarme, Reuben Eugene	397/S/23
Offei, Ebenezer Nelson	398/S/23
Opoku, Bonifacius	400/S/23
Otu, Emmanuel	401/S/23
Pipim, Stephen Apea	404/S/23
Puplampu, Divine Adibuel	405/S/23
Sifa, Gabriel Dotse	406/S/23
Tenkórang, Newton Martin	208/S/22

EXAMINATION OF STUDENTS FOR CERTIFICATES 1924 (GROUP SYSTEM).

AKROPONG SEMINARY.

The following Students passed in Schedule " H " (December, 1924) :—

<i>Name.</i>	<i>Registered No.</i>
Aboagye, Josua Boi	153/S/22
Addo, Ebenezer Daniel	155/S/22
Agbetaiko, Emmanuel Cole	158/S/22
Agyepong, Theodore Henry	159/S/22
Amaning, Charles Julius	160/S/22
Amedza, Godfried Kwadzo	161/S/22
Amoa, Gottfried Bediako	162/S/22
Amponsa, Jonathan Rexford	163/S/22
Antwi, Benjamin Samuel	166/S/22
Apeatu, Elias Archibald	167/S/22
Asiedu, Felix Michael	169/S/22
Ayesu, Mathias Quist	170/S/22
Badu, George Ankrah	171/S/22
Ba, William Teye	172/S/22
Bannerman, Robert Richter	173/S/22
Bekoe, Aristocles Silvanus	174/S/22
Biney, Emmanuel Addo	175/S/22
Dampsey, Clement Hoffman	178/S/22
Danso, Robert Okyere	179/S/22
Date, Lawrence Erasmus	180/S/22
Gyampo, Thomas Owusu	182/S/22
Gyima, Charles Williams	183/S/22
Konoboa, John Clement	185/S/22
Kumi, Robert Michael	186/S/22
Kwapong, Nicholas Mosi	187/S/22
Kyame, Geoffrey Calfa	188/S/22
Lampsey, Gabriel Manson	189/S/22
Manteaw, Lawrence Komla	190/S/22
Manukure, Robertson Adu	191/S/22
Nah, Edwards Mathias	193/S/22
Nuete, Isaac Padi	194/S/22
Nyante, Austin Chamberlain	195/S/22
Ntow, Gottfried Ohene	196/S/22
Obiri, Walter Bennett	197/S/22
Odai, Jacob Hubert	198/S/22
Ofori, Alexander Martin	199/S/22
Ofori, William Vernon	200/S/22
Oforikae, Gustav Reynolds	201/S/22
Olongo, Edwards Kwame	202/S/22
Opape, Christian Wilfred	203/S/22
Osam, Walter John	204/S/22
Takya, Henry Late	205/S/22
Tawia, Cephas Bernard	206/S/22
Tenkorang, Albert Anto	207/S/22
Tsagbei, Aaron Duku	209/S/22
Wentum, Emmanuel Michael	211/S/22

EXAMINATION OF STUDENTS FOR CERTIFICATES 1924 (GROUP SYSTEM).

AKROPONG SEMINARY.

The following students passed in " Hand and Eye Training " (December, 1924) :—

<i>Name.</i>	<i>Registered No.</i>
Aboagye, Daniel Robertson	335/S/23
Addo, William Daniel	336/S/23
Adow, Emmanuel Theodore	337/S/23
Adjei, Augustus Adolphus	338/S/23
Adom, Gottlieb Ababio	339/S/23
Afari, Jones Shirley	340/S/23
Affotey, Samuel Laye	341/S/23
Afum, Samuel Osáfo	342/S/23
Agyei, Mathew Debra	343/S/23
Akuffo, Frederick William	346/S/23
Akuffo, George Dampare	347/S/23
Amoa, Benjamin	349/S/23
Amoa, Reuben Opoku	350/S/23
Anim, Andrew	352/S/23
Anipare, Emmanuel Nicholas	353/S/23
Antwi, Moses Ntim	354/S/23
Antwi, Nathan Osei	355/S/23
Asa, Michael Bekoe	356/S/23
Asamoá, Nathan Henry	357/S/23
Asihene, Norman Kwabena	358/S/23
Atiemo, Clement Awuku	359/S/23
Ayettey, Abraham Michael	360/S/23
Ayim, Seth Ogoe	361/S/23
Ayisi, Jacob Christian	362/S/23
Bannerman, Alexander Edmund	365/S/23
Bansa, Benhard Kwadjo	366/S/23
Bedu, Benjamin Joseph	363/S/23
Birikorang, Albert Addo	367/S/23
Boateng, George Elliot	368/S/23
Botsyi, Bartimeus	369/S/23
Dada, Emmanuel Teye	371/S/23
Dagadu, Peter Kweifio	372/S/23
Dako, Alexander	176/S/22
Dako, Christian	373/S/23
Dankwa, Elia Awonu	375/S/23
Djoleto, Joseph Edmund	376/S/23
Dowuona, Emmanuel Wilfred	377/S/23
Duodo, Isaac Robertson	181/S/22
Firemping, Sam Alfred	378/S/23
Graham, Joseph Eric	379/S/23
Karikari, Sam Osei	382/S/23
Keteku, John Manasseh	383/S/23
Kisiedu, Emmanuel Christian	384/S/23
Kofi, Ishmael Teye	385/S/23
Koranteng, Emmanuel Okyere	386/S/23
Kuma, Oscar Foli	387/S/23
Kwakye, Isaac Diaboa	388/S/23
Labi, Thomas	389/S/23
Laweh, Timothy Chaway	390/S/23
Lokko, Benjamin Kwapong	391/S/23
Mante, Matthew Ohene	392/S/23
Nkansa, Paul Albert	394/S/23
Ntumitse, Emmanuel Kwami	395/S/23
Obiri, Michael Boateng	396/S/23
Odame, Rueben Eugene	397/S/23
Offei, Ebenezer Nelson	398/S/23
Opare, Daniel Awuku	399/S/23
Opoku, Bonifacius	400/S/23
Otu, Emmanuel	401/S/23
Oware, Albert Wilson	402/S/23

EXAMINATION OF STUDENTS FOR CERTIFICATES 1924 (GROUP SYSTEM).

AKROPONG SEMINARY—(continued).

<i>Name.</i>	<i>Registered No.</i>
Pipim, Stephen Apea .. .. .	.. 404/S/23
Puplampu, Devine Adibueh .. .. .	.. 405/S/23
Sifa, Gabriel Dotse .. .. .	.. 406/S/23
Tenkorang, Newton Martin .. .. .	.. 208/S/22
Aboagye, Joshua Boi .. .. .	.. 153/S/22
Agbetakpo, E. Cole .. .. .	.. 158/S/22
Bannerman, Robert Richter .. .. .	.. 173/S/22
Nah, Edward Mathias .. .. .	.. 193/S/22
Nuete. Isaac Padi .. .. .	.. 194/S/22

EXAMINATION OF STUDENTS FOR CERTIFICATES 1924 (GROUP SYSTEM).

WESLEY COLLEGE, KUMASI.

The following students passed in Schedule " H " (December, 1924).

<i>Name.</i>	<i>Registered No.</i>
Ando, Simeon Charles Bresi .. .. .	.. 475/W/23
Anguah, Peter Abetia Opare .. .. .	.. 476/W/23
Darko, Albert Solomon Odei .. .. .	.. 478/W/23
Ekuban, Frederick Emmanuel Kwesi .. .. .	.. 479/W/23
Hammond, James Amissah .. .. .	.. 480/W/23
Noonoo, Andrew Ben Christian .. .. .	.. 481/W/23
Pierterson, Emmanuel Edward .. .. .	.. 483/W/23
Quantren, Isaac George .. .. .	.. 484/W/23
Quartey, William Quartelai .. .. .	.. 485/W/23
Vandyck, James Emmanuel Brankson (Jnr.) .. .. .	.. 486/W/23

AGRICULTURAL COURSE, 1924.

LIST OF SUCCESSFUL CANDIDATES IN ORDER OF MERIT.

Order of Merit.	Name.	Regd. No.	Student or Teacher.	School, College or Seminary.	Percentage.
1	Nartey, S. J. ..	80/S/21	Student	Scottish M. S., Akropong ..	60.9
2	Quartey, W. Q. ..	485/W/23	"	Wesley College, Kumasi ..	60.0
3	Caesar, T. S. I. ..	73/S/21	"	Scott. Miss. Sem. Akropong ..	56.8
4	Sekyere, C. E. ..	14/S/BL	Teacher	" " Sch. Kumasi ..	56.7
5	Richter, C. P. ..	87/S/21	Student	" " Sem. Akropong ..	55.3
6	Vandyck, J. E. B. ..	486/W/23	"	Wesley College, Kumasi ..	54.8
7	Sackey, R. E. K. ..	8/S/W	Teacher	Wes. Miss. School, Aburi ..	54.0
8	Graham, C. ..	267/W/22	"	" " " Odumtu ..	54.0
9	Manteaw-Owusu, J. J. ..	19/M/BL	"	Scottish Miss. Sch., Aburi ..	53.9
10	Lamptey, S. E. ..	78/S/21	Student	Scott. Miss. Sem. Abetifi ..	53.7
11	Darko, A. S. O. ..	478/W/23	"	Wesley College, Kumasi ..	52.5
12	Dowuona, F. N. ..	47/R/21	Teacher	Rom. Cath. Miss., Obuasi ..	52.5
13	Allotey, J. Q. ..	2/G/21	"	Govt. Boys' School, Accra ..	52.3
14	Anguah, P. A. O. ..	476/W/23	Student	Wesley College, Kumasi ..	52.1
15	Ekuban, F. E. K. ..	479/W/23	"	Wesley College, Kumasi ..	50.6
16	Sakyiama, G. A. A. ..	89/S/21	"	Scott. Miss. Sem., Akropong ..	50.0
17	Pieteron, E. E. ..	483/W/23	"	Wesley College, Kumasi ..	49.8
18	Opare, S. A. ..	67/O/BL	Teacher	Scot. Miss. Sch., Mampong ..	48.7
19	Bentill, S. O. ..	46/R/21	"	Rom. Cath. Sch. Saltpond ..	48.7
20	Ando, S. C. B. ..	475/W/23	Student	Wesley College, Kumasi ..	48.1
21	Gyang, I. A. ..	7/G/BL	Teacher	Wes. Miss. Sch. Anamase ..	48.0
22	Amoo, F. D. ..	3/G/21	"	Govt. Boys' Sch. Accra ..	47.9
23	Attram, W. E. ..	227/G/22	"	Govt. Boys' Sch. Kibi ..	47.5
24	Debra, G. M. J. ..	74/S/21	Student	Scott. Miss. Sem. Akropong ..	47.4
25	Amuah, J. E. ..	4/G/21	Teacher	Govt. Boys' Sch. Kumasi ..	47.0
26	Ashie, N. E. V. ..	67/S/21	Student	Scott. Miss. Sem. Akropong ..	46.6
27	Nyampong, A. ..	84/S/21	"	" " " " ..	46.4
28	Tete, O. M. F. ..	90/S/21	"	" " " " ..	45.1
29	Gyampo, E. ..	75/S/21	"	" " " " ..	45.1
30	Boadu, G. A. ..	477/W/23	"	Wesley College, Kumasi ..	44.6
31	Asiedu, E. W. J. ..	68/S/21	"	Scott. Miss. Sem. Akropong ..	44.5
32	Quantren, I. G. ..	484/W/23	"	Wesley College, Kumasi ..	43.8
33	Asante, F. E. ..	256/S/22	Teacher	Scott. Miss. Sch. Mamfe ..	43.3
34	Aggrey, J. B. ..	288/A/22	"	Zion Miss. Sch. Cape Coast ..	42.5
35	Yankson, D. S. ..	236/W/22	"	Wes. Miss. School, Odumtu ..	41.7
36	Aikins, S. E. ..	52/A/W	"	Wes. Miss. School, Elmina ..	41.5
37	Amakye, D. M. ..	61/S/21	Student	Scott. Miss. Sem. Akropong ..	41.0
38	Agyei, E. S. ..	145/A/BL	Teacher	" " Sch. Begoro ..	41.0
39	Aduama-Osei, H. B. ..	170/A/BL	"	" " " Anum ..	41.0
40	Yeboa, C. D. ..	4/Y/BL	"	" " " Mamfe ..	40.7
41	Quayson, A. ..	246/C/22	"	E.C.M. School, Sekondi ..	40.3
42	Odei, A. J. ..	85/S/21	Student	Scott. Miss. Sem. Akropong ..	40.2
43	Anang, J. M. ..	265/W/22	Teacher	Wes. Miss. School, Larte ..	40.1
44	Amissah, J. K. ..	278/W/22	"	Wes. Miss. School, Kumasi ..	40.1

APPENDIX C.

DISTRIBUTION OF SCHOOLS.

THE FOLLOWING TABLE SHOWS THE DISTRIBUTION OF GOVERNMENT AND ASSISTED SCHOOLS THROUGHOUT THE COLONY, ASHANTI AND THE NORTHERN TERRITORIES IN THE YEAR 1924-5.

PROVINCE.	DISTRICT.	GOVERNMENT AND ASSISTED SCHOOLS.										Number of Government and Assisted Schools.
		DESCRIPTION OF SCHOOLS.										
		African Methodist Episcopal Zion Mission.	English Church Mission.	Eve Mission.	Government.	Roman Catholic Mission.	Scottish Mission.	Wesleyan Mission.	Undenominational.	Secondary.		
Western	Ankobra	1	3	...	3	} Western Province, 24.	
	Axim ... ..	...	2	...	1	4	...	4	...	...
	Sekondi-Dixcove ... ..	...	1	...	1	2	...	1	...	...
	Tarquah ... ..	...	...	...	2	...	...	...	...	...
	Western Frontier ... ..	...	...	...	...	...	...	...	...	...
Central	Cape Coast	2	2	6	...	6	...	2	} Central Province, 46.	
	Saltpond ... ..	...	...	...	1	4	5	5	...	...
	Winnebah ... ..	...	...	...	...	...	6	7	...	...
Eastern	Accra	1	...	3	...	8	2	1	...	} Eastern Province, 92	
	Addah West ... ..	...	...	...	...	...	3	...	...	...
	Akwapim ... ..	...	...	...	...	...	21	9	...	...
	Birim ... ..	...	...	...	2	...	22	8	...	...
	Volta River West ... ..	...	...	...	...	...	10	2	...	...
Trans-Volta	Addah East	1	1	} Trans-Volta, 37.	
	Quittah	3	...	12	...	6	...	...	...	...
	Volta River East ... ..	...	...	10	...	...	4	...	...	...
Ashanti	—	1	2	...	4	4	16	5	} Ashanti, 32.	
Northern Territories ...	—	5	} Northern Territories, 5.	
Totals	—	6	6	23	21	20	96	52	1	2	} Total 236.	

**GOVERNMENT OF THE
GOLD COAST.**

REPORT

ON THE

EDUCATION DEPARTMENT

FOR THE PERIOD

April, 1926 — March, 1927.

*Printed by the Government Printer at the Government Printing Department, Accra.
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from the Crown Agents for the Colonies, 4, Millbank, London, S.W. 1.
Price 3s.*

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Annual Report of the Education Department for the Year 1926-27.

EDUCATION DEPARTMENT,

DIRECTOR'S OFFICE,

Accra, 15th June, 1927.

YOUR EXCELLENCY,

I have the honour to submit to you and to the members of the Board of Education the Annual Report of the Education Department for the year 1926-27 in respect of the Colony and Ashanti.

2. The Board of Education met on the 17th March, 1927, when the Provisional Rules, drafted under the Education Ordinance of 1925, were finally amended and made by the Board. These Rules were subsequently approved by the Legislative Council at a meeting held on 24th March, 1927.

3. The Department is still suffering from its old handicap of shortage of staff. During the year under review four new officers have been appointed to the Inspectorate but the promotion of Mr. Wright to the post of Assistant Director of Education and the promotion of Mr. Cranston later in the year to a similar post leaves our staff of Inspectors considerably under the strength necessary for the adequate supervision of the schools on the Gold Coast.

4. The health of the Department during the year under review can be regarded as fairly satisfactory.

5. I desire once more to place on record my thanks for the services rendered by the officers of the Department of Agriculture in connection with the holding of the course of instruction in Agriculture for Teachers.

6. I also desire to record my thanks for, and appreciation of, the services rendered by Political Officers in connection with the Inspection of Schools.

I have the honour to be,

Sir,

Your obedient Servant,

H. A. HARMAN,

Acting Director of Education.

SECTION I.

HEADQUARTERS STAFF.

Mr. D. J. Oman, the Director of Education, proceeded on leave of absence on the 4th December, 1926.

2. Major H. A. A. F. Harman, Assistant Director of Education, proceeded on leave of absence on 3rd July, 1926 and returned to the Colony on 29th September, 1926. He has acted as Director of Education from the 4th December, 1926.

3. Mr. R. P. W. Mayall, Assistant Director of Education, proceeded to England on leave of absence on 14th August, 1926. He retired on pension on 18th November, 1926.

4. Mr. H. A. Wright was promoted Assistant Director of Education and returned from leave of absence on 14th April, 1926.

5. Mr. T. D. Cranston was promoted to the post of Assistant Director of Education on 18th November, 1926, and proceeded on leave of absence on 5th December, 1926.

6. Mr. E. J. Enstice, Shorthand Instructor and Office Assistant, returned from leave of absence on the 4th August, 1926.

7. Mr. E. Lesster was appointed Office Assistant as from 1st April and arrived in the Colony and assumed duty on 14th April.

8. Mr. V. W. Wright, Master, Technical School, was promoted to be Organizer of Practical Education but, in accordance with the instructions of the Secretary of State, the promotion will not take effect until another master has been appointed to the Technical School to relieve him.

9. Details of the Inspectorate, the staffs of the Technical School and the Trade Schools are embodied in the appropriate sections of the Report.

SUBORDINATE STAFF.

10. Mr. R. J. Sonne was transferred to this Department on 17th February, 1927, on promotion, to the 1st Division.

11. Mr. A. W. Mantey was appointed Temporary Clerk in the place of Mr. J. A. Quainoo, Temporary clerk, who resigned on the 12th September, 1926.

SECTION II.

GENERAL STATISTICS AND COMPARATIVE TABLES.

ASSISTED LIST.

12. Two hundred and twentyone schools received grants-in-aid as compared with one hundred and ninety in the previous year.

This increase, as well as the large addition to the Assisted List shown below, requires some explanation. Ever since the Bremen Missionaries were deported, the whole of their schools, now known as Ewe Mission Schools, had been maintained entirely from public funds. This year the whole of the schools are, for the first time, maintained by the Ewe Mission and, as in the case of other Mission Schools, grants-in-aid from public funds are paid only in respect of those schools which are on the Assisted List. Twentytwo of these schools in the Colony had been regarded as of the status of Assisted Schools, and were included, for the purpose of statistics, in the Assisted List. But there is a large number of schools in the Mandated Territory of Togoland which had never been on the Assisted List, and while they were being maintained from public funds they were not shown as receiving grants-in-aid. Twelve of these schools have been added to the Assisted List.

The following schools were placed on the Assisted List :—

Talim-Ul-Islam Ahmadiyya School.
Agate Ewe Mission School.
Akpafu Ewe Mission Junior School.
Akovieve Ewe Mission School.
Amedjofe Ewe Mission Junior School.
Amedjofe Ewe Mission Senior School.
Anfoega-Akukome Ewe Mission School.
Borada Ewe Mission School.
Botoku Ewe Mission School.
Fessi Ewe Mission School.
Ho Ewe Mission School.
Kpando Ewe Mission School.
Wusuta Ewe Mission School.
Avetile Wesleyan Mission School.

Threetown Roman Catholic School has been split into two departments and is shown as two separate schools this year.

A notable addition to the Assisted List is the Mohammedan School at Saltpond. This is the first school of a Non-Christian Mission to received financial assistance from Government in this country.

The following schools have been removed from the list :—

Akrokerri Roman Catholic Mission School.
Kwabeng Presbyterian Mission School.
Tamatoku Presbyterian Mission School.
Agbosome Ewe Mission School.
Tchibu Ewe Mission School.
Wegbe Ewe Mission School.

TABLE I.

SHOWING THE NUMBER OF GOVERNMENT AND ASSISTED SCHOOLS FOR THE PAST THREE YEARS IN THE COLONY AND ASHANTI.

Description of School.	Western Province.			Central Province.			Eastern Province.			Trans Volta.			Ashanti.			Totals.		
	1924	1925	1926	1924	1925	1926	1924	1925	1926	1924	1925	1926	1924	1925	1926	1924	1925	1926
A.M.E. Zion Mission.. ..	—	—	—	2	2	2	—	—	—	3	4	4	1	1	1	6	7	7
English Church Mission	3	3	3	—	—	—	1	1	1	—	—	—	2	2	2	6	6	6
Ewe Mission*	—	—	—	—	—	—	—	—	—	23	22	31	—	—	—	23	22	31
Roman Catholic Mission	9	7	7	10	10	10	—	—	—	6	7	8	4	5	4	29	29	29
Presbyterian Mission (a)	—	—	—	11	11	11	64	65	63	5	6	6	16	16	16	96	98	96
Wesleyan Mission	8	8	8	18	18	18	21	16	16	—	—	1	5	5	5	52	47	48
Undenominational	—	—	—	—	—	—	1	1	1	—	—	—	—	—	—	1	1	1
Secondary Schools	—	—	—	2	2	2	—	—	—	—	—	—	—	—	—	2	2	2
Mohammedan	—	—	—	—	—	1	—	—	—	—	—	—	—	—	—	—	—	1
Total Assisted Schools	20	18	18	43	43	44	87	83	81	37	39	50	28	29	28	215	212	221
Government Schools (b)	4	5	5	3	3	3	5	5	5	—	—	—	4	4	4	16	17	17
Total Government and Assisted Schools	24	23	23	46	46	47	92	88	86	37	39	50	32	33	32	231	229	238

*Figures for 1926 include Ewe Schools in the Mandated Area now included in the Assisted List for the first time.

(a) Formerly designated Scottish Mission. (b) Schools in the Northern Territories omitted.

TABLE II.

SHOWING THE CLASSIFICATION OF THE GOVERNMENT AND ASSISTED SCHOOLS

Classification.	African M.E. Zion Mission.	English Church Mission.	Ewe Mission.	Govern- ment.	Roman Catholic Mission.	Presby- terian Mission.	Wesleyan Mission.	Undenomin- ational	Secondary.	Moham- medan.	Total.
Boys ..	1	2	2	3	8	10	—	—	2	1	29
Girls ..	—	—	1	3	3	1	2	—	—	—	10
Infants ..	1	2	13	1	8	4	15	—	—	—	44
Mixed ..	5	2	15	10	10	81	31	1	—	—	155
Total ..	7	6	31	17	29	96	48	1	2	1	238

(6)

13. Of the Government and Assisted Schools ten only are entirely devoted to the education of girls, but one hundred and fiftyfive other schools cater for girls as well as boys. The education of girls, however, is receiving increasing attention. Although during the year under review there is a decrease of 366 in the total enrolment of pupils attending Government and Assisted Schools the enrolment of girls shows an increase of 277. The number of girls enrolled represents a little over 20% of the total.

ENROLMENT.

14. There is a decrease of 643 in the enrolment of boys in Government and Assisted Schools. Girls show an increase of 277, the net decrease being 366. The fact that this decrease has been effected in spite of the addition of the Togoland Schools to this year's statistics points to increasing success in our efforts to eliminate overcrowding and reduce classes to more suitable numbers. Although of course it must not be forgotten that the report for 1925 included five Government Schools in the Northern Territories with an enrolment of 377.

TABLE III.

Showing the enrolment of pupils in the Government and Assisted Schools including the Assisted Schools of the Ewe Mission in the Colony and the British Sphere of Togoland.

Description of School.	ENROLMENT.		
	Boys.	Girls.	Total.
A.M.E. Zion Mission	955	148	1,103
English Church Mission	875	66	941
Ewe Mission	2,083	553	2,636
Government	3,704	921	4,625
Roman Catholic Mission	3,479	658	4,137
Presbyterian Mission	7,543	2,735	10,278
Wesleyan Mission	6,341	1,658	7,999
Undenominational (Royal School)	376	40	416
Secondary	268	—	268
Mohammedan	58	—	58
	25,682	6,779	32,461

15. The variation in enrolment compared with that of the previous year is as follows :—

In the Western Province an increase of 15 boys and 63 girls ; In the Central Province a decrease of 137 boys and an increase of 41 girls ; In the Eastern Province a decrease of 645 boys and 8 girls ; In the Trans Volta an increase of 586 boys and 182 girls ; and in Ashanti a decrease of 106 boys and an increase of 20 girls.

TABLE IV

SHOWING THE ENROLMENT OF PUPILS AT THE VARIOUS GOVERNMENT AND ASSISTED SCHOOLS IN THE COLONY AND ASHANTI.

Description of School.	Western Province.		Central Province.		Eastern Province.		Trans Volta.		Ashanti.		Total.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
A.M.E. Zion Mission	—	—	379	63	—	—	463	85	113	—	955	148
English Church Mission	338	66	—	—	193	—	—	—	344	—	875	66
Ewe Mission	—	—	—	—	—	—	2,083	553	—	—	2,083	553
Government	454	62	778	323	1,857	362	—	—	615	174	3,704	921
Roman Catholic Mission	880	137	916	347	—	—	1,095	145	588	29	3,479	658
Presbyterian Mission	—	—	503	172	5,632	2,232	440	127	968	204	7,543	2,735
Wesleyan Mission	1,141	270	2,269	619	2,165	632	40	18	726	119	6,341	1,658
Undenominational	—	—	—	—	376	40	—	—	—	—	376	40
Secondary	—	—	268	—	—	—	—	—	—	—	268	—
Mohammedan	—	—	58	—	—	—	—	—	—	—	58	—
Totals	2,813	535	5,171	1,524	10,223	3,266	4,121	928	3,354	526	25,682	6,779

AVERAGE ATTENDANCE.

16. Table V shows a decrease of 241 in average attendance as compared with 278 in the previous year, but there is again a slight improvement in the percentage of attendance which is a little over 90 per cent. The decrease shown is entirely due to reduction in enrolment.

TABLE V.

SHOWING THE AVERAGE ATTENDANCE FOR THE PAST THREE YEARS IN THE GOVERNMENT AND ASSISTED SCHOOLS.

Description of School.	Average Attendance.		
	1924.	1925.	1926.
A.M.E. Zion Mission	814	831	897
English Church Mission	809	861	857
Ewe Mission	2,213	2,024	2,580
Government	4,504	4,589	4,219
Presbyterian Mission	9,864	10,215	9,732
Roman Catholic Mission	3,437	3,502	3,563
Wesleyan Mission	7,762	6,907	6,786
Undenominational	898	443	409
Secondary	155	201	236
Mohammedan	—	—	53
	30,456	29,573	29,332

The enrolment and average attendance of all Government and Assisted Schools for the years 1900-1926 inclusive can be seen from the chart at the end of this report.

GRANTS-IN-AID.

17. The total grants-in-aid, inclusive of all claims under Rule 90 in respect of school buildings, amount to £32,225 2s. 2d., which is an increase of £3,306 os. 4d. on the amounts paid to the Assisted Schools for the previous year, but as this amount includes grants to the Ewe Mission Schools amounting to £3,187 14s. 0d. the actual increase in respect of Missions receiving grants in previous years amounts to £118 6s. 4d.

The net increase is made up as follows:—

	Increase.	Decrease.
	£ s. d.	£ s. d.
A.M.E. Zion Mission	131 13 6	—
English Church Mission	—	161 19 1
Ewe Mission	3,187 14 0	—
Roman Catholic Mission	57 8 7	—
Presbyterian Mission	283 1 3	—
Wesleyan Mission	—	453 0 2
Accra Royal School	59 15 0	—
Secondary Schools	139 19 3	—
Mohammedan School	61 8 0	—
	3,920 19 7	614 19 3

TABLE VI.

SHOWING GRANTS-IN-AID AWARDED DURING THE PAST THREE YEARS.

Year.							Grants Awarded.				
1924	(a)	£	s.	d.	
1925	(b)	28,671	19	11	
1926	*	28,919	1	10	
Increase for 1926							£3,306	0 4

Note:—

(a) Exclusive of amounts paid in respect of salaries of teachers of the Ewe Mission. (b) Include £40 under Rule 90 paid in respect of English Church Mission Grammar School not shown in last year's report.

* Salaries of Ewe Teachers paid by the Mission. Grants awarded this year in lieu of maintenance by Government as in former years.

TABLE VII.

SHOWING THE SCHOOL FEES COLLECTED DURING THE PAST YEAR IN THE COLONY AND ASHANTI.

Description of School.	Western Province.		Central Province.		Eastern Province.		Trans Volta.		Ashanti.		Total.	
	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.
A.M.E. Zion Mission	—	—	223	17 6	—	—	109	4 6	70	0 0	403	2 0
English Church Mission	195	9 3	—	—	227	12 0	—	—	199	17 0	622	18 3
Ewe Mission	—	—	—	—	—	—	945	6 10	—	—	945	6 10
Government	76	19 3	227	13 9	498	16 6	—	—	147	9 0	950	18 6
Roman Catholic Mission	384	3 5	532	18 3	—	—	343	17 7	277	1 4	1,538	0 7
Presbyterian Mission	—	—	183	14 0	2,856	4 9	250	19 6	203	6 3	3,494	4 6
Wesleyan Mission	760	4 11	2,893	0 9	2,383	18 2	19	1 7	531	19 9	6,588	5 2
Udenominational	—	—	—	—	415	0 9	—	—	—	—	415	0 9
Secondary	—	—	3,808	17 10	—	—	—	—	—	—	3,808	17 10
Mohammedan	—	—	15	8 8	—	—	—	—	—	—	15	8 8
Totals	1,416	16 10	7,885	10 9	6,381	12 2	1,668	10 0	1,429	13 4	18,782	3 1

(14)

SCHOOL FEES.

18. There has been an increase in the amount of school fees collected *viz* £18,782 3s. 1d. as against £17,011 17s. 2d. in the previous year. The net increase is made up as follows:—

	Increase.	Decrease.
	£ s. d.	£ s. d.
A.M.E. Zion Mission	37 11 5	—
English Church Mission	57 19 11	—
Ewe Mission	428 19 6	—
Government	40 4 9	—
Roman Catholic Mission	85 12 5	—
Presbyterian Mission	—	82 11 10
Wesleyan Mission	1,012 0 11	—
Accra Royal School	—	34 5 3
Secondary	209 5 5	—
Mohammedan	15 8 8	—
Total	£1,887 3 0	£116 17 1

The large increase in the case of the Wesleyan Mission is mainly due to insistence on the prescribed fees being paid.

TABLE VIII.

SHOWING THE SCHOOL FEES COLLECTED IN THE GOVERNMENT AND ASSISTED SCHOOLS DURING THE PAST THREE YEARS.

Description of School.	Amount Collected.		
	1924.	1925.	1926.
	£ s. d.	£ s. d.	£ s. d.
African M.E. Zion Mission	469 16 2	365 10 7	403 2 0
English Church Mission	437 8 2	564 18 4	622 18 3
Ewe Mission	530 10 4	516 7 4	(a) 945 6 10
Government	909 5 9	910 13 9	950 18 6
Roman Catholic Mission	1,392 19 5	1,452 8 2	1,538 0 7
Presbyterian Mission	3,187 8 6	3,576 16 4	3,494 4 6
Wesleyan Mission	5,934 0 7	5,576 4 3	6,588 5 2
Undenominational	525 18 3	449 6 0	415 0 9
Secondary	2,496 8 10	3,599 12 5	3,808 17 10
Mohammedan	—	—	15 8 8
Totals	15,883 16 0	17,011 17 2	18,782 3 1

(a) Includes fees collected in Assisted Schools in Togoland.

COST OF EDUCATION.

19. The actual total cost of Education for the year so far as it can at the moment be estimated (excluding the Northern Territories and Achimota) was £114,152 made up as follows:—

(a) Expenditure on Government Technical and Primary Schools and Training College, and grants to Mission Schools and Training Colleges	£ 94,614
(b) Administration Headquarters	9,415
Inspectorate	10,123
Total	£ 114,152

The cost of the Government Training College for Teachers does not include the salaries of those members of the Achimota staff who were working at the Training College during the year.

20. In Table IX the cost of Education is shown for each class of school or college. The second column gives the number of pupils or or students catered for, and the third shows the cost per head.

The Headquarters cost (£9,415) has been spread over all Government and Assisted Schools and Colleges administered by the Department in proportion to the number of scholars in attendance, and accounts for 6s. 3d. per head.

The cost of the Inspectorate (£10,123) has been similarly apportioned, but only over the Government and Mission Primary Schools, the Inspectorate not being directly concerned with the Trade and Technical Schools and the various Training Colleges. This accounts for 6s. 10d. per head.

TABLE IX.

COST OF EDUCATION TO GOVERNMENT IN 1926.

Type of Educational Institution.	Cost to Government in £.	Number of pupils.	Approximate cost per pupil.
<i>Government</i>			
Technical School	8,495	84	101 2 0
Trade Schools	9,646	261	36 19 0
Primary Schools	32,138	4,219	7 12 0
Training College	4,087	113	36 4 0
<i>Missions</i>			
Primary Schools	54,118	24,877	2 3 6
Secondary Schools	1,068	236	4 10 6
Training Colleges	4,600	241	19 1 0
	£114,152	30,031	—

The 100% increase in grants-in-aid to Assisted Schools was again sanctioned for the year under review.

SECTION III.

SCHOOL BUILDING EQUIPMENT GENERAL ORGANIZATION, ETC.,

SCHOOL BUILDINGS AND EQUIPMENT.

21. The effort towards the improvement of existing buildings and the provision of new buildings has been well sustained, and in the case of new buildings the standard type plans are followed almost without exception.

While overcrowding to some extent still exists, the warnings issued in regard to the operation of the new Education Ordinance have resulted in great improvement in this respect, and the reduction of classes to the required numbers is now well within measurable distance.

Pressure is brought to bear by Officers of this Department on those responsible for non-government schools to secure better equipment and more suitable furniture, the latter being a very important matter for the well-being of the child.

Much still remains to be done in the matter of desk accommodation, but the persistent efforts of the inspecting staff have had the effect of making the vital importance of suitable furniture realised and this is receiving serious attention on the part of School Managers, and where improvements have not been effected it is generally due to lack of funds.

REGISTRATION AND TIME-TABLES.

22. The general absence of adverse comment on registration and preparation of time-tables in the Provincial Reports points to the fact that this work is receiving better attention from Managers and Head Teachers. The requirements of the new Ordinance, additions to staff and reduction in size of classes have combined to make new time-tables necessary and these have, in most cases, given little cause for complaint.

SCOUTS AND SCHOOL ORGANIZATION.

23. In most schools a number of boys are scouts, but this is entirely optional. A school uniform is worn in almost every school.

The new school organization mentioned in paragraph 24 of my last report is gradually spreading and has a considerable effect on the one of the schools where the underlying principles have been grasped.

FEMALE EDUCATION.

24. Female education is receiving increasing attention and I am able to report an increase of 277 girls in the enrolment of Government and Assisted Schools. This has taken place during a period in which the operation of the new Ordinance has brought about a net decrease of 366 in the total enrolment.

In addition to the girls' schools mentioned in my previous report a school for girls under the auspices of the English Church Mission at Cape Coast has been taken in hand by three sisters of the Order of the Holy Paraclete. Very earnest efforts are being made by them eventually to establish a really good and efficient boarding school for girls.

During the year a further important step forward has been taken in the matter of female education by the appointment of Probationer Teachers. Nothing can, of course, compensate for the absence of a properly organized training institution for female teachers but it is hoped that the appointment of probationer teachers, who will be required to attain a certain standard of proficiency before being appointed to the permanent establishment, will have the effect of increasing the efficiency of the female teaching staff.

Domestic work still retains its important place in the curriculum of the girls' schools.

STANDARD VII EXAMINATION.

25. In view of the leakages which have occurred from time to time in regard to examination papers special arrangements were made this year for the distribution of papers in connection with the Standard VII. and other examinations and these appear to have effectively checked all leakages.

GAMES.

26. Football is becoming increasingly popular everywhere and is almost entirely confined to the Association Code. At the Junior Trade School, Kibi, a start has been made in introducing the Rugby Code and considering the fact that the boys have never had an opportunity of even seeing a Rugby match played they have made quite good progress in the game.

Kibi Government School has started hockey but the teams have, perforce, to be mixed ones.

INSPECTION OF SCHOOLS BY POLITICAL OFFICERS.

27. With the increase in my staff of Inspectors it has not been found necessary to call upon the Political Officers so frequently as hitherto, but I wish to tender my thanks to the officers of the Political Service for their very ready help and co-operation. The interest they display in the work of this department has been and is most helpful.

SECTION IV.

EDUCATION ORDINANCE.

28. The Education Ordinance, No. 21 of 1925 was passed in the Legislative Council on the 10th December, 1925. The Rules made thereunder were submitted to the Board of Education on 17th March, 1927, and approved by the Legislative Council on 24th March, 1927.

Under the Ordinance a Register of Teachers is established, and no person may teach in any Government, Assisted or Non-Assisted School unless he is enrolled thereon. There are many teachers employed in schools who have not the necessary qualifications to entitle them to be registered. A Provisional List is therefore being prepared and certificates of identification are being given to such of these teachers, who, having been engaged in teaching since a date prior to December 31st, 1925, are fit to continue temporarily in employment.

This will prevent the new law operating harshly on such teachers as are satisfactory though not qualified for inclusion in the Register.

Teachers appointed after 31st December, 1925, must possess qualifications entitling them to registration except in cases where the Director of Education approves of their temporary employment and enrolment on the Provisional List.

This Provisional List will automatically decrease in size and ultimately cease to exist as the undesirable teachers are weeded out from the schools and the really useful ones are given Certificates of Recognition enabling them to be registered.

29. Once a teacher is registered he may not be employed in any school at a lower rate of salary than is laid down in the Minimum Salary Scale appended to the Rules. A certain amount of misconception exists that Government is now paying teachers' salaries or part of them; whereas (except in the case of Government Schools) Missions or other school authorities are themselves responsible for them and Government is only introducing a system of grants-in-aid based on salaries and not on average attendance as before.

30. No new Non-Assisted School may be opened, and no old school which has been closed be re-opened, until the Director of Education is satisfied that suitable buildings and staff will be provided.

31. Many existing schools are very inadequately staffed and equipped and are doing more harm than good to the children who attend them. Such schools must satisfy the requirements of the Ordinance so long as fees, emoluments or gratuities of any kind are given or taken in them. It is recognised that a reasonable period must be allowed before these schools can be made efficient, but steps will be taken to effect their being closed if endeavours are not made at once and steadily continued, to make them fit places for children to attend.

32. Overcrowding is common in many areas and inadequate staff is supplied in numerous schools. The Rules prescribe exactly the size of classes allowed for variously qualified teachers, and Managers are required to make their infant classes comply at once with the Ordinance, and to take steps during the next two years to ensure that standard classes also comply.

There is now no incentive to have large schools with inadequate staff, for the system of paying grants on average attendance has been replaced by one under which 'good' schools may receive a grant equal to 95% of the total amount paid as salaries to the African staff engaged therein. Grants even higher will be paid to schools which maintain the highest efficiency over a number of years.

Provision is also made for special grants in respect of boarding schools and of European staff attached to schools and Missions in various capacities.

33. Schedules are being attached to the Rules indicating the scope of the work which will be expected of the various types of schools and colleges, but the greatest freedom will be allowed in this respect and every encouragement will be given to the keen head-teacher to develop his school on lines best suited to the class of pupil and the district in which the school is situated.

SECTION V.

THE TRAINING OF TEACHERS.

34. There are three institutions for the training of male teachers:—

- (1) The Government Training College, Accra, handed over to Achimota in January, 1926, but still quartered in its old premises.
- (2) Akropong Training College (Presbyterian Mission).
- (3) Wesley College, Kumasi (Wesleyan Mission).

The last two train teachers for their respective Missions, and the Accra Training College has students of the other Missions as well as those destined for Government and Undenominational Schools.

At the end of this section will be found reports written by the Principals of these three Training Colleges.

35. The last batches of students working on the three years' normal course left in December, 1926. All students now in residence will undergo four years' training.

36. The students no longer take the ordinary teachers' examinations, but the Colleges are inspected and examined annually by a Board appointed by the Director of Education. The first inspection of this nature took place in October, 1926.

The advantage of the new system is that considerable freedom can now be granted to the Training Colleges in their search for a suitable course of training and though they work to a common end much more experimental work may be done.

In general the earlier part of the course is spent in a continuation of the school training of the student. During the later years the courses of study enable the student to leave in possession of either a third or second class preliminary certificate. His full certificate is not awarded till after he has been satisfactorily reported upon for two years in the school in which he goes to teach.

No separate certificates will be given for Hand and Eye Training, Agriculture or Woodwork. The courses in these subjects will be incorporated in the ordinary curriculum. The certificates granted will, however, record any special proficiency shown by the student.

37. The number of students in the Training Colleges during 1926 is shown in the following table. Those shown in the 1st or 2nd year or admitted in 1927 will undergo a four years' course of training as teachers. Those shown in the 3rd year finished their course in 1926 but at Akropong Training College and Wesley College students may stay for an extra year for the study of theological subjects.

STUDENTS-IN-TRAINING, 1926.

	1st. year.	2nd. year.	3rd. year.	Admitted in 1927.
Accra Training College	31	50	32	32
Akropong Training College ..	55	48	54	52
Wesley College	30	24	30	34

38. More Training Colleges for teachers are wanted and in October, 1926, Government expressed the hope that the Missions which have not yet started Training Colleges would endeavour to establish them and supply their own teachers as early as possible.

39. There is no Training College for women but in those Missions which have a European staff girls are given home and school training to enable them to become teachers. Six Probationer Teachers have been appointed among the Government Girls' Schools in Accra, Cape Coast and Kumasi where they are receiving assistance from the Head-mistresses and the staff and are getting experience in the school work.

In the Achimota Kindergarten ten student matrons are receiving instruction in domestic and school duties.

REPORT ON ACCRA TRAINING COLLEGE, 1926. (Principal, Rev. R. C. Blumer M.A., B.Sc.)

40. *Staff.*—The Government Training College, Accra, was handed over to Achimota College in January, 1926. The Rev. R. Fisher, Housemaster, was transferred to the Achimota staff, and continued to act as Housemaster. Mr. C. S. Dey, Art Master and Assistant Housemaster, and Mr. J. H. Asare, Woodwork Instructor, were temporarily transferred to the Achimota staff, and continued to act in their respective positions. The College continues to train teachers for Government and for Assisted Schools, except those of the Presbyterian and Wesleyan Missions.

Students.—At this time there were 35 third year students and 50 in the second year, and 32 new students had just been selected by interview for the first year. One first year student died in April, and two first year students and one in the second year were dismissed in August on the ground of insufficient progress. The first and second years, under the new arrangement for all Training Colleges, will do a four years' course, but the third year completed their course in December.

Course.—A new draft syllabus for the four years' course was drawn up, submitted to the Director of Education, and put into operation. The Director of Education has the right of entry and inspection, and his board of examiners made the first annual inspection in October. The college staff conducted all the yearly and qualifying examinations in December, with the result that one third year student was recommended for a Third Class Certificate and all the rest for Second Class. Twelve students were recommended for Woodwork Certificates, and all the first and second year students were permitted to proceed to the next year of their course.

General.—In December 32 new students were chosen by interview for the 1927 first year, 16 Government and 16 Mission.

The College is still conducted in the premises in Rowe Road, but in January, 1928, it is expected that everyone will move out to Achimota, where the College will form part of the ordinary Secondary School.

R. C. BLUMER,
Principal.

REPORT ON AKROPONG TRAINING COLLEGE, 1926. (*Principal, Rev. William Ferguson, M.A.*)

41. The members of the staff during the first half of the year were:—The Principal, Rev. W. G. Murray, M.A., B.D; Mrs. Murray, M.A.; and Rev. R. R. Davidson, M.A.; assisted by seven African Masters. Mr. and Mrs. Murray retired in June, and Rev. W. Ferguson, M.A. and Rev. R. R. Davidson took over their work in August. Rev. H. H. G. MacMillan, M.A. arrived at the end of September.

There were 55 First Year, 48 Second Year, 54 Third Year, and 48 Fourth Year students in residence. The first, second and third year students were undergoing Teachers' Training, and the fourth year, having completed a three years' course, were studying Theological subjects.

The work during the past year might be described in general terms as a continuation of the struggle by the staff and students against very inadequate buildings, equipment, and environment—a struggle which commenced in 1924, when the Abetifi and Akropong Colleges were united, in order that the staff of both Colleges might be available for the changed conditions brought about by the lengthening of the Teachers' Training Course. The thoughts suggested and the hopes inspired by the words "Temporary Buildings" have enabled the staff to continue without giving way to despair.

There has been an attempt to teach more subjects than the small staff could adequately treat, and more subjects than there was provision for in buildings and equipment, but the retiral of the Principal, and the uncertainty about the personnel of the staff in the future prevented the giving of any serious thought to the preparation of a four years' course of training adapted to local conditions, and, as a consequence, the lines of the old Code requirements have been followed with slight modifications.

So much of the energy and time of the staff and the students since 1924 has of necessity been devoted to the completion of the temporary buildings, the levelling and draining of the grounds around them, the provision of sanitary arrangements for so great a number, the clearing of the surrounding 'bush' to provide land for training in Agriculture, the clearing and partial levelling of a playing field, that it has been impossible to give the place to organized physical training and games which should be given in an educational institution. However, the work which the students have done is an invaluable preparation for the task which will confront them in 99% of the schools to which they will be appointed.

The new College is now being rapidly built, and, in the course of another year, it is hoped that a move can be made out of the present 'encampment' into permanent quarters, where the students will have an opportunity of enjoying real student life with a proper balance of work and recreation.

WILLIAM FERGUSON,
Principal.

REPORT ON WESLEY COLLEGE, 1926. (*Principal Rev. C. W. Armstrong*)

42. Ninety-eight students were in residence during the year, 84 of these taking the Teacher Course. The senior year, numbering 30, left in December, 21 with 2nd class certificates, 9 with 3rd. Entrance examinations were held in December, and over 200 applications were received for admission to the Teacher Course in 1927. Thirty-four have been accepted.

The staff was increased by the appointment of Mr. Siebu as Handwork Master, but now loses the services of Mr. Dadey, who has been teaching Mathematics. Late in the year Miss Clarke (Higher Froebel Certificate) was appointed to take charge of Kindergarten Method; in future, one year of the course in School Method will be given entirely to Infant School work.

The Agricultural Course has been considerably developed under the guidance of the Superintendent of Agriculture. There is now a regular course covering four years, with certain additional lectures taken at Cadbury Hall, and Agricultural Certificates are awarded on the results of the final examination. Students are thus able to do far more thorough work than was possible in the previous six weeks' course.

During the year regular Saturday evening lectures or concerts were introduced, and included a series of lectures on Wireless by Mr. Pope, of the Post Office, and on Cocoa by Mr. Hunter, of the Agricultural Department. During the mid-term break in October there was a reunion of past students. About 25 came and stayed for a long week-end, which included the Annual Sports Day. If possible, the Reunion will be extended to a full week in future. The return to College life seemed to be much appreciated.

In September the College sent representatives to the Inter-Collegiate sports at Accra, but met with very little success. The failure was by no means an unmixed evil, and supplies a motive for more keenness and better training. Regular early-morning running (familarly known as "anapatutu") is one result.

During the year the College has received many valuable gifts, of money or equipment; notably from Mr. E. S. Lamplough, of London, who very generously presented a pipe organ for the College Chapel.

C. W. ARMSTRONG,
Principal.

SECTION VI.
(TRADE SCHOOLS AND TECHNICAL SCHOOL.)

JUNIOR TRADE SCHOOLS.

43. Of the four Junior Trade Schools situated at Kibi, Mampong, Assuantsi and Tamale, the one at Tamale in the Northern Territories is administered by the Superintendent of Education, Northern Territories, and is not reported on here.

Staff.—Details of the staff are given in the respective school reports. With the exception of five days in February, when Mr. Okyné acted as Headmaster at Mampong Junior Trade School, a European Headmaster has been in residence at each school throughout the year.

Pupils.—The number of pupils at each school at the end of the period under review is given in the following table :—

School.	Agriculture Pupils.	Woodwork Pupils.	Masonry Pupils.	Metalwork Pupils.	Total.
Kibi	19	32	19	21	91
Mampong.. ..	15	31	20	16	82
Assuantsi	16	35	19	18	88
Totals	50	98	58	55	261

Messing.—With regard to food for the pupils, the aim of the Junior Trade Schools to produce as much of their own food as possible is slowly reducing the bill for messing.

The average cost of messing per pupil per day during the year under review is as follows :—

Kibi	3.56 pence
Mampong	3.5 pence
Assuantsi	3.0 pence

Proficiency Pay.—In order that pupils may themselves meet certain expenses, such as upkeep of clothing and uniform, and to encourage thrift, proficiency pay may be given up to the following rates 3d., 4d., 5d., 6d. per day for pupils of the 1st, 2nd., 3rd., and 4th. years respectively.

Each Junior Trade School runs a Savings Bank and pupils must save from their pay sufficient to meet half the cost of their kits of tools.

Conduct, work, and ability determine the amount each pupil receives. The average rate earned per pupil per day is given in pence in the following table :—

School.	Troop A. 4th year.	Troop B. 3rd year.	Troop C. 2nd year.	Troop D. 1st year.	Average for School.
Kibi	4.31	2.75	1.95	1.33	2.58
Mampong	4.7	3.3	2.8	1.8	3.15
Assuantsi	4.3	3.5	2.35	1.68	2.96

Pupils leaving.—The first pupils to complete their period of training at the Junior Trade Schools left in June, 1926. About half of these pupils were at once taken into Government employment, the remainder with very few exceptions found work with different firms almost at once. Several of the Agriculture pupils decided to return to their towns and work on their family farms. The result of the leaving examinations is given in the following table :—

CLASSIFICATION OF LEAVING CERTIFICATES AWARDED 1926.

School.	Agriculture			Woodwork			Masonry			Metalwork.		
	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd
Kibi	2	—	—	3	3	—	—	1	—	4	—	—
Mampong	1	—	3	1	4	—	2	—	—	4	—	—
Assuantsi	4	—	1	2	4	2	2	—	2	—	1	—

Four senior pupils from Mampong elected to take a further two years' course of advanced training at the Accra Technical School. It is hoped that next year pupils from each Junior Trade School will avail themselves of this opportunity for further training.

Trade Instruction.—Much has been learned about practical work,

(1) By the Metalworkers, due to lorries being available for instruction in motor engineering and running repairs.

(2) By the Woodworkers and Masonry pupils during the erection of permanent buildings at each school.

(3) By the Agriculture pupils as the area of land under cultivation at each school has been increased and records of yields have been made. The head of livestock has also increased due to systematic management.

Permanent buildings.—Some quarters are completed at each school, and, with the increase in the vote for Materials for Trade Instruction this year, buildings on the permanent layout will be erected.

General Layout.—Playing fields and areas under cultivation have all been extended and improved while fruit trees have been planted bordering the roads.

Games.—Cricket and football are very popular and well played. A trophy for inter-class competition has been provided at Mampong and Kibi.

Discipline and character.—During the period under review good progress on the right lines has been made. One school has gained in tone by the dismissal of several pupils who had not learned the true spirit of discipline.

Visits.—There were many interested visitors to each school during the year.

Savings bank and purchase of tools.—A practical lesson in saving will be given by a scheme about to come into operation. Each pupil must save a portion of his proficiency pay every month to go toward the cost of tools supplied to him by Government. Before the pupil leaves, his savings up to a limit of five pounds, will be taken by Government and tools of twice the value will be supplied.

Detailed reports.—Further information supplied by the Headmaster of each Junior Trade School is given later in this section.

DETAILED REPORTS ON THE JUNIOR TRADE SCHOOLS.

JUNIOR TRADE SCHOOL ASSUANTSI.

Staff.—Headmaster, Mr. R. Horsley. Assistant Headmaster, Mr. Tete-Marmon. Literary Instructors, Mr. Haizel and Mr. Mensah. Agricultural Instructor, Mr. Paku. Metalwork Instructor, Mr. Falady. Woodwork Instructor, Mr. Nortey. Masonry Instructor, Mr. Amonoo.

Pupils.—Agricultural 16, Woodwork 35, Metalwork 18, Masonry 19, total 88.

Agriculture and Live Stock.—The area occupied by the school and under cultivation has been increased from 19½ to 36 acres, of this, the school buildings and roads take up about six acres. Pupils' food plots have been extended and the fruit belts are doing well. A nursery in which pupils raise their own seedlings has been established. The poultry farm has been extended to provide space for four breeds of English fowls, turkeys, ducks and guinea-fowls. These are all doing well.

Sheep have been increased to 27; while the keeping of goats has been discontinued owing to the damage done by them to crops.

Woodwork.—In this section work has included the making of doors, windows and roofing work for the permanent store and dining room, dining tables and forms, beds, desks and a press for the Headmaster's bungalow; poultry pens and a latrine for the instructors.

Metalwork.—The making of necessary hinges and fastenings for doors and windows in the permanent buildings under construction, also repairing and making new tools for agricultural pupils has been mainly carried out by the junior pupils. The seniors have concentrated on practical motor engineering and driving.

Masonry.—A dining room 62' x 22' to accommodate 120 pupils and a produce store 24' x 13' have been completed in concrete blocks, while work has been commenced on quarters for two instructors. These are all permanent buildings.

General Layout and Permanent Buildings.—The extensions to the food plots and the poultry farm, and the clearings for playing fields have necessitated a complete re-arrangement of the school ground plan.

Several buildings have now been completed according to this revised layout.

Messing.—Fresh meat and fish have been substituted for tinned foods, the fish being brought from Cape Coast by the school lorry. It is hoped that when the new food plots are in full yield the cost of messing, at present 3d, will be reduced to 2½ per pupil per day.

Proficiency pay.—The average rate of proficiency pay per pupil per day is given in pence. :—

Troop A	Troop B	Troop C	Troop D
4.3	3.5	2.35	1.68

Scouting.—Mr. Lockhart of the Wesleyan Mission, assisted by Mr. Falady, held a Scoutmasters' Training Camp at which great keenness was shown.

Games.—The new playing field, levelled by volunteer labour in the evenings, is greatly appreciated.

The pupils of the St. Nicholas Grammar School were entertained during a week-end visit for games.

Discipline and Spirit.—The completion of the full programme of work is due to the hearty co-operation of the pupils and their keen interest in the progress of the school.

JUNIOR TRADE SCHOOL, KIBI.

45 *Staff*.—Headmaster, Mr. J. Bevan, (1st April, 1926, until 3rd August, 1926, and resumed duty after leave on 10th February, 1927) Mr. J. S. Mc.Dermid, (4th August, 1926, until 9th February, 1927). Assistant Headmaster, Mr. J. P. C. Chinery, Agricultural Instructor, Mr. La. Woodwork Instructor, Mr. Sam. Masonry Instructor, Mr. Benjamin. Metalwork Instructor, Mr. Nartey. Literary Instructors, Mr. Marbell, Mr. Sapon, (to 20th June, 1926), Mr. Allotey, (from 27th July, 1926).

Pupils.—Agriculture 19, Woodwork 32, Metalwork 21, Masonry 19, Total 91.

Agriculture and Live stock.—The area occupied by the school and under cultivation has been increased by $7\frac{1}{2}$ acres to 20 acres. Corn and paw-paw have each yielded well while many fruit trees have been planted as borders to the roads. Poultry has increased from 50-120. Eggs and young cockerels are sold and the proceeds used for messing. Sheep 4.

Crops yielded, as follows :—

Cocoyams	..	..	..	676 lbs.
Yams	..	..	..	6,633 lbs.
Cassava	..	..	..	11,366 lbs.
Plantains	..	..	..	2,007 lbs.
Bananas	..	..	..	1,171 lbs.
Corn	..	..	..	2,191 cobs till 28th February 1927, and 16,110 cobs in barn for further usage.
Pine apples	..	..	..	227 $\frac{1}{2}$ lbs.
Sugar cane	..	..	..	342 lbs.
Pepper	..	..	..	875 lbs.
Garden eggs	..	..	..	1,325 $\frac{1}{2}$ lbs.
Okro	..	..	..	59 lbs.
Beans	..	..	..	325 lbs.
Tomato	..	..	..	232 $\frac{1}{2}$ lbs.
Ground nut	..	..	..	305 lbs.
Oil, palm nuts	..	..	..	160 lbs.
Onions	..	..	..	57 $\frac{1}{2}$ lbs.
Paw-paw fruit	..	..	..	337 lbs.

Woodwork.—In this section, work has included the joinery necessary for the new permanent quarters, poultry pens and maintenance of existing buildings.

Metalwork.—Has included the construction of hinges and fastenings for doors and windows, bolts, etc., needed for the permanent quarters and poultry pens. The seniors have obtained experience in motor engineering from the school lorry and in running repairs from breakdowns of other vehicles near the school.

Masonry.—New permanent quarters in concrete blocks are under construction. Quarters for one instructor are completed.

Messing.—A book shewing menu for each meal reveals insufficient green vegetables. Porridge is a regular item and eggs are included when available.

Cost per pupil per day 3.56 pence.

Proficiency pay.—The average rate of proficiency pay per pupil per day is given in pence. Maximum rate is shown in brackets :—

Troop A	Troop B	Troop C	Troop D
4.31 (6)	2.75 (5)	1.95 (4)	1.33 (3)

This average shows a reduction on the previous year of .87d. per pupil per day.

Savings.—The sum of £23 15s. 10d. is already in hand for the purchase of tools while £30 9s. 3d. is in the savings bank.

Scouting.—The Scout Organising Secretary, Mr. R. R. P. Hall, has twice inspected the scouts, expressing satisfaction with all he saw at each visit.

A Church parade and inspection is held each Sunday morning by the Headmaster.

A trophy has been provided for inter-patrol competition, marks being given for orderliness in dormitories and school. Messrs. Chinery and Allotey are very keen scouts.

Games.—Cricket, Hockey, Association and Rugby football are played. Rugby Football, taught by the Headmaster and other Europeans in the vicinity, has been received enthusiastically and a useful fifteen was sent to Achimota on 11th March, 1927, to meet a scratch European team. A trophy for competition between the four trade classes has been provided.

Discipline—Spirit.—Much improvement is evident and can be attributed to games and evening classes which give an interest outside class hours.

Visitors.—Lady Guggisberg honoured the school with a visit early this year. The Acting Provincial Commissioner, Eastern Province is a frequent visitor. The District Commissioners and Medical Officers visit regularly. Agriculture, Railway and Public Works Department Officers visited the school to select workmen from among the pupils leaving in June, 1927.

JUNIOR TRADE SCHOOL, MAMPONG, (ASHANTI).

46. *Staff.*—Headmaster, Mr. B. D. Burnett (1st April, 1926—8th February, 1927). Assistant Headmaster, Mr. Okyne (acted as Headmaster from 8th February, 1927 to 12th February, 1927). Literary Instructors, Mr. Tagoe, Mr. Kwakye, Mr. Agoe. Woodwork Instructor, Mr. Gyebi. Masonry Instructor, Mr. Annan. Metalwork Instructor, Mr. Schandorf, Agricultural Instructor, Mr. Sackey.

Pupils.—Agriculture 15, Woodwork 31, Metalwork 16, Masonry 20. Total 82.

Applications for admission in January 1927 far exceeded the vacancies.

Agriculture and Live stock.—The area under cultivation has been increased from 11 to 14 acres. Progress has been good but the yam harvest failed owing to disease.

The number of fowls has been maintained despite heavy losses during the rains.

Satisfactory progress on the theoretical side has been made.

Woodwork.—In this section much work on permanent buildings has been done. Doors, windows, louveres, jalousies and many articles of furniture have been well made.

Metalwork.—This has included making hinges, casement stays, fastenings, handles for furniture and sundry other articles needed for the permanent buildings. Agricultural implements have been made and repaired.

Masonry.—The following programme of work has been carried out :—

- i. Kitchen, boy's room and latrine completed in burnt brick.
- ii. Instructor's quarters in brick, with kitchen and boy's room in cement blocks.
- iii. Foundations have been excavated for the Headmaster's house and the walls, in cement blocks, built to one foot above ground level.
- iv. Repairs and maintenance of temporary buildings.

General layout and Permanent buildings.—Permanent buildings include kitchen and boys' rooms, latrine, and Instructors' quarters completed in brick while the Headmaster's house is well under way in cement blocks.

Messing.—This has averaged 3½d per pupil per day.

Proficiency pay.—Average rate in pence per pupil per day is given by troops :—

Troop A 4.7	Troop B 3.3	Troop C 2.8	Troop D 1.8
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Scouting.—As the spirit of scouting seemed lacking a new start was made on voluntary lines under Scoutmasters Okyne and Tagoe. Several week-end camps were well organised and greatly enjoyed by the troop. Mr. R. R. P. Hall, Camp Chief, reports discipline and spirit excellent.

Games.—Cricket and football inter-trade contests are keenly fought out. Messrs. Okyne and Tagoe give great assistance.

Discipline and Spirit.—The enforcement of strict discipline has, owing to constant changes of Headmasters, only recently become possible. This necessitated the dismissal of several pupils while others have still much to learn in cheerful obedience to orders.

Health.—The school was visited periodically by the Surgical Specialist, Kumasi, and Medical Officer, Salaga-Mampong. The health of staff and pupils has been generally good.

General.—The commencement of Evening Classes and a general tightening of discipline should make the instructors more respected and less "familiar" with their pupils during class hours.

Visitors.—Visitors during 1926 included the Parliamentary Under Secretary of State, the Honourable W. G. A. Ormsby-Gore, M.P., Sir J. C. Maxwell, Acting Governor, Mr. John Maxwell, Chief Commissioner, Ashanti, Major Jackson, Acting Chief Commissioner, Ashanti, Mr. Knowles, Director of Agriculture, Mr. Newlands, Commissioner, Eastern Province, Mr. F. McDowell, Acting Circuit Judge, Ashanti, and many others. All were impressed with the work being turned out.

V. W. WRIGHT,

Organiser of Practical Education.

REPORT ON THE GOVERNMENT TECHNICAL SCHOOL, ACCRA,
FOR THE YEAR 1926-27.

47. *Staff.*—The Principal, Mr. H. McLaren, Messrs. T. A. Calvin and V. W. Wright, Masters, Mr. W. R. Roberts, Housemaster, together with Messrs. R. T. Dodoo, G. W. Aggain, O. R. Vanderpuye, E. B. Otoo, and Yao Berkoh, African Teachers, were present at the beginning of the year.

The Principal proceeded on leave on April 9th after a tour extended by five months and returned to the Colony on October 27th.

Mr. T. A. Calvin left the Colony on leave on November 6th.

Mr. V. W. Wright was promoted Organiser of Practical Education in the year under review but remains at the Technical School until his successor's arrival from England. He was absent on leave from June 12th to October 27th.

Mr. T. W. Perrett, Master, assumed duty at the Technical School on October 4th as successor to Mr. Horsley in the Metalwork Department.

Mr. Yao Berkoh, Woodwork Teacher, was transferred to Tamale, Northern Territories and left Accra on February 11th.

Mr. C. R. Amporfro was appointed Woodwork Teacher in place of Mr. Berkoh and assumed duty on February 14th.

Pupils.—The number of pupils is 84, 54 in woodwork and 30 in metalwork. About 700 applications for admission were received during the year for the 49 vacancies caused by pupils completing their course of instruction. 50% of the applicants were pupils of Standard VII. One pupil completed a four year course, and was selected for work at Achimota. Two pupils due to leave decided to remain for a fourth year.

Examinations.—Thirty-five pupils sat at the Final Leaving Certificate Examination in Woodwork. Seven received First Class Certificates, 21 Second Class Certificates and seven Third Class Certificates.

One pupil was not allowed to sit for the examination because of misconduct.

Thirteen pupils sat at the Final Leaving Certificate Examination in Metalwork. Four received First Class Certificates, Six Second Class Certificates and three Third Class Certificates.

Each leaving pupil was presented with his certificate by His Excellency the Governor at a display held on the sports field on December 14th when special prizes for physical drill were also awarded. All leaving pupils received the usual set of prize tools.

Technical Instruction.—All pupils during the year took the ordinary course of Technical Instruction. In addition they were able to render assistance to the Public Works Department, the Survey Department, the Posts and Telegraphs Department, and the Printing Office, by making furniture and instruments and by executing repairs. Ten pupils were examined by the Transport Officer for their driver's licence and all passed.

Sports.—This year will ever be remembered as one of marked success in all branches of sport. The School Football Team finished at the head of the Accra Schools' League without losing a single point, winning the cup for the third year in succession.

At the sports held on Empire Day the Tug-of-War Team won the only event in which the school was allowed to compete. The Inter-College Sports, inaugurated this year, were held on the Race Course on October 2nd, and resulted in the Technical School being placed first with 22½ points, the next best score being 14½.

His Excellency the Governor presented the Technical School with a large Gold Coast Palm Leaf in lieu of the Shield which had not arrived from England in time for the occasion.

The school had also a good year in cricket, beating the Training College on the 12th July and the staff of the Government Senior Boys' School on the 9th September.

An outstanding feature of this year was the introduction of the Sandow Method of intensive physical culture in addition to the regular physical drill (dumbbells, bar-bells, Indian-clubs and figure marching). The benefits derived from this system were very marked in the great increase of chest expansion and all round muscular development.

Boy Scouts.—The Technical School Troop is still being carried on with that spirit of efficiency which should characterise the movement. Twelve rover scouts attended a week-end Camp at the Water Tower, Dodowah Road, under Mr. Hall, Scout Commissioner and Organising Secretary. Four of the Scouts attended the Gold Coast Scout-Masters' Training Course held in January, 1927 at Abetifi, and each qualified in Part I, gaining the Certificate.

Health.—The health of the staff and pupils was good. No cases of infectious disease occurred and the moral of the school was all that could be desired.

Visits.—The Housemaster, African staff, and 45 pupils visited H.M.S. "Daffodil" and were shewn round the various departments, a privilege which was highly appreciated by all. The usual visits to the Electrical Power Station and Water Works took place.

Conclusion.—I feel indebted to the staff for the whole-hearted assistance given which made the year one of such success. The decision arrived at by His Excellency, the Governor in granting permission for the Principal to prepare a scheme providing for the extension of the school buildings and for more ground for playing fields is a first step towards meeting a long felt need.

H. McLAREN,
Principal.

SECTION VII.
GENERAL.

EMPIRE DAY.

48. Empire Day was celebrated throughout the country as in previous years. The proceedings included the ceremony of Saluting the Flag, concerts at the various Government and Mission Schools, with patriotic songs, etc. School sports were held either on the day or at some other convenient time.

At Accra all schools, including the Training College and Technical School, combined in one great procession to the Race Course and marched past His Excellency, the Acting Governor who took the salute. Afterwards sports were held.

Prizes were as usual awarded to Headmasters and Principal Teachers for the best addresses delivered and to the pupils for the best essays written.

The subject of the addresses given was either

(a) "The Idea of Empire is not new: the Idea of the British Empire is new;"

or (b) "The four great virtues of Empire are Unselfishness, Courage, Foresight and Integrity, and prizes were awarded to Messrs. V. C. Jiagge, S. S. Odonkor, P. E. Pentsil, J. Lamptey and F. K. Potakey and to Miss H. Archer.

Essays were written by pupils on the subject:

"Each part of the Empire depends on every other part." Discuss this, using Cotton, Wool, Cocoa and Wheat as your examples.

Thirty prizes were awarded for the best efforts.

AGRICULTURAL COURSES FOR TEACHERS.

49. Courses of instruction in Agriculture were held at Aburi, Assuantsi, Kumasi and Kibi by officers of the Agricultural Department in January and July. Of the 40 candidates who completed the two courses 34 were awarded certificates.

A list of the successful candidates is given in Appendix B.

It has long been recognised that the work which can be done in these courses must of necessity be very superficial, and it is hoped that in the future it will be possible for Agricultural work to be taken in close connection with the work in Nature Study during the ordinary Training College courses.

A start in this direction was made this year at Wesley College, Kumasi, where, by the hearty co-operation of the staff with Mr. T. Hunter of the Agricultural Department, all students were able to get a far more valuable training than heretofore. It is hoped that the Akropong Training College will soon be able to adopt a similar system, and that the Government Training College will come into line so soon as the college moves from Accra to Achimota in 1928.

HOLIDAY COURSES FOR TEACHERS.

50. The usual Refresher Course at the Accra Training College was begun in January, 1926, the number of teachers being limited to 40. The second part of the course was held in July when the majority of the same teachers attended.

The course was a pronounced success and all who attended derived great benefit therefrom. It was found possible to print and distribute notes on the work done at the course.

TEACHERS' ASSOCIATIONS.

51. As a result of discussions which took place at the July Refresher Course for Teachers great impetus was given to the formation of Teachers' Associations in various parts of the country. These have in most cases been affiliated to a Central Advisory Board consisting of various gentlemen particularly interested in the work of the teachers, and the Rev. R. Fisher is acting as Secretary.

Pamphlets are issued from time to time and teachers encouraged thereby to meet for lectures, debates, etc., and to keep themselves in touch with modern ideas in educational work.

CIVIL SERVICE EXAMINATION.

52. This was held on April 1st, and 2nd, 1927. The number of candidates was 874 of whom 246 were successful. The large number of successes is partly accounted for by the 1926 examination having had to be cancelled owing to irregularities in the examination rooms.

KING EDWARD VII MEMORIAL SCHOLARSHIP.

53. This examination was held as formerly in conjunction with the Civil Service Competitive Examination. There were 17 candidates and two were declared successful in winning scholarships which entitle them, subject to the conditions of the scholarships, to £30 a year for three years.

CONFERENCE OF INSPECTORS.

54. A Conference of Inspectors and other members of the Education Department was held in Accra in January, 1927, when various matters arising out of the new Education Ordinance were discussed.

REFERENCE LIBRARIES.

55. Reference Libraries have been inaugurated in the Provincial Headquarters in Accra, Cape Coast, Sekondi, Kumasi and Keta. These are in addition to the larger library at Headquarters. It is hoped that all teachers and others engaged in educational work will make use of the opportunity of seeing and borrowing new and up-to-date books bearing on their work.

Arrangements have also been made for the circulation among officers of the Education Department and Achimota of the journals and pamphlets of various learned societies.

CONTINUOUS READERS IN SCHOOLS.

56. All schools have been encouraged during the year to adopt books for general reading in addition to the ordinary school readers. It is gratifying to hear on all sides that there is a steadily increasing demand for books for general reading. Inquiries made from the Book Depots of one Mission reveal that during the year 1,400 dictionaries have been purchased. Of well-known series such as the Oxford World Classics, Wayfarers and Everyman Library and Nelson's Classics between 400 and 450 each have been purchased. Among novelists Marie Corelli, Hall Caine and Silas Hocking were popular, and, in all, 650 copies have been sold. Henty's Tales and similar books accounted for about 700 copies.

The "*Children's Newspaper*" and "*My Magazine*" were much in demand; 90 copies weekly of the former being disposed of. There is probably no side of school life where more valuable work can be done than in the encouragement among children of a taste for reading, so that after school-days have finished they may have at their own command a constant source of entertainment and relaxation. Among Africans the reading habit is seldom acquired after leaving school.

Even the smallest of schools might make a start with a school library.
THE LATE REV. MOTHER BASILE.

57. There passed away at Elmina on 12th August, 1926, one who for 36 years had been working among the children of the Gold Coast. The Rev. Mother Basile came to this country in 1890 and during the whole of her time she had been of tremendous influence among children,—and especially the girls—of the community.

The Roman Catholic Mission Sisters have sustained heavy loss during the year, for besides Mothers Basile three sisters have died.

CONCLUSION.

58. Towards the end of the year under review the Department was strengthened by the arrival of four new Inspectors of Schools. Their services were not immediately available for inspection duties since language study has to be the first consideration. The full complement of inspectors is urgently needed in view of the greatly increasing work in the future in connection with the non-assisted schools.

Valuable help was given in the latter part of the year by two members of the Achimota staff seconded to the Inspectorate.

59. A further early increase in the number of inspectors appears to be an urgent need, if anything approaching full effect is to be given to the provision of the Education Ordinance, 1925.

60. I should like to place on record my appreciation of the very valuable assistance given by the Heads of Missions in the work connected with the application of the new Ordinance. With Government and Missions working together so smoothly to a common end the task is considerably lightened. This fact was noticed by Major Vischer who, in reporting to the Advisory Committee on his visit to the Gold Coast, said that he was "struck by the perfect co-operation between the Education Department, Achimota, and the Mission Bodies."

H. A. HARMAN,
Acting Director of Education.

SECTION VIII.

**REPORT OF THE PROVINCIAL INSPECTOR OF SCHOOLS EASTERN PROVINCE
(WEST OF THE RIVER VOLTA).**

Staff.—From the 1st of April to the 18th of June, 1926, I was in charge. On the 19th of June I proceeded on leave and Mr. V. A. Tettey, Inspector of Schools, took charge until the arrival of Mr. Dewhurst, Inspector of Schools, on the 23rd of June.

I returned from leave on the 24th of November, and again took control.

Mr. Dewhurst remained in the Province until the 12th of January, 1927, when he went to Sekondi in charge of the Western Province.

Mr. Tettey was in this Province until the end of the year under review.

An African Inspector-in-training, Mr. M. J. Sampson, was attached to the Provincial Office from the 26th of June, to the 4th of January, 1927, when his appointment was terminated.

The clerical staff was strengthened by the appointment, as a temporary clerk, of Mr. C. H. D. Nelson on the 7th of May.

Miss L. M. Tucker and Mr. F. T. Adams were seconded from the Achimota staff to the Education Department and during the latter part of the year gave valuable assistance in this Province. At various periods after the 29th of September, 1926, the Province both at its Headquarters and outside received considerable help from Messrs W. J. D. Wadley, F. F. Worsley, and M. G. Smith, newly appointed Inspectors.

Mr. Rignell, Physical Instructor on the Achimota staff, gave great and unstinted help during the year.

Teaching Staff.—Miss E. W. Telfer, Headmistress of the Government Girls' School, Accra, was absent on leave from the 30th of April to the 29th of September.

In December Miss Telfer was engaged in inspecting the Girls' School in the Central Province.

During Miss Telfer's absence Mrs. E. Dove acted as Headmistress.

Transfers.—The following transfers of teachers were made:—

Mr. J. Q. Allotey, from the Accra Government Senior Boys' School to the Kibi Junior Trade School, on the 27th of July. Mr. T. C. Annan, from Kibi Government School to Sunyani, on the 14th of January, 1927.

Mr. H. Bitatsi, from Obo Government School to Wa, in the Northern Territories, on the 15th of January, 1927.

Mr. D. O. Thompson, from Sunyani to Kibi Government School, on the 24th of January, 1927.

Mr. E. N. V. Oddoye, from Accra Government Senior Boys' School to Obo, on the 15th of July, 1926, and Mr. C. Anson, from Obo to the Accra Senior School, on the 17th of July, 1926.

Messrs. E. Q. Devine and F. D. Amoo, from Accra to Obo, on the 15th of January, 1927.

Messrs. T. F. Bruce Tagoe and R. Niampoma, from Accra to Kibi, on the 15th of January, 1927.

Messrs. W. E. Attram, P. H. Quartey and R. D. Kotey, from Kibi to Accra, on the 18th of December, 1926.

Mr. I. S. Lamptey, Assistant Headmaster, was transferred from the Accra Government Junior School and put in charge of the Accra Senior School, on the 22nd of March, 1927.

Appointments.—There were seven new appointments during the year:—

Mr. G. W. Gilbert to the Accra Senior School, Messrs. E. A. Schandorf, I. A. Bruce Tagoe, R. Q. Bruce, S. D. Lamptey to the Accra Junior School on the 18th of January, 1927 and to the same school Mr. P. D. Quartey, as Principal Teacher on the 14th of March; Mr. E. K. Brako Hiapa to Kibi on the 18th of January.

Mr. J. D. Sowah, 2nd Division Teacher resigned from the Accra Senior School, on the 16th of January, 1927.

The appointment of Miss M. Vanderpuye, Accra Government Girls School, was terminated on the 17th of January, 1927.

The death took place on the 15th of December, 1926, of Mr. J. McP. Attram, Headmaster of the Accra Senior School. Mr. Attram's service dated from April 1894 and his early death is a cause of general regret.

Special Appointments.—Mr. J. A. Addo, who with Mr. J. D. Quartey shared responsibility for the Accra Senior School after Mr. Attram's death, was appointed a Cadet Inspector on the 21st of March, 1927. Mr. Addo qualified for this appointment by passing the

Intermediate Arts Examination of London University. Mr. E. O. Ankrah was appointed a Visiting Teacher to eight of the Assisted Schools in the Krobo District. His special duties are to give instruction in General Organisation, Drill and Physical Exercises. This appointment dated from the 7th of February, 1927. At present it is experimental, but my inspections in the Krobo District have convinced me of its success, and I hope that a larger teaching staff will enable me to have similar appointments made for other subjects.

In the Assisted Schools the difficulty of staffing the schools adequately and efficiently with trained teachers is considerable.

The new Education Ordinance, by its insistence on the registration of teachers and by limiting the size of classes, has helped Managers to see the necessity for early attention to staffing and building.

Assisted List.—During the year 83 Assisted Schools were inspected. Of these 81 received a Government grant-in-aid, two being removed from the List.

In addition 45 Non-Assisted Schools were inspected or visited, but none of these was considered advanced enough to be put on the List.

TABLE I.—ASSISTED SCHOOLS.

Description of School.	1924	1925	1926
English Church Mission	1	1	1
Presbyterian Mission	64	65	63
Wesleyan Mission	21	16	16
Undenominational	1	1	1
Total Mission Schools	87	83	81
Government Schools	5	5	5
Total Government and Assisted Schools ..	92	88	86

TABLE II.—CLASSIFICATION OF GOVERNMENT AND ASSISTED SCHOOLS.

Classification.	English Church Mission.	Government.	Presbyterian Mission.	Wesleyan Mission.	Undenominational.	Total.
Boys	1	1	6	—	—	8
Girls	—	1	1	1	—	3
Infant	—	1	4	3	—	8
Mixed	—	2	52	12	1	67
Totals	1	5	63	16	1	86

8. *Enrolment.*—As compared with the enrolment during 1925, this year's enrolment shows a decrease of 653. This is a testimony to the efforts made to make the classes of a teachable size.

TABLE III.—ENROLMENT IN GOVERNMENT AND ASSISTED SCHOOLS.

Description of School.	Enrolment.		Total.
	Boys.	Girls.	
English Church Mission	193	—	193
Government	1,857	362	2,219
Presbyterian Mission	5,632	2,232	7,864
Wesleyan Mission	2,165	632	2,797
Undenominational	376	40	416
Totals	10,223	3,266	13,489

9. *Average Attendance.*—The decrease of 851 in the Average Attendance is due, like the decrease in Enrolment, to the operation of the Education Rules affecting the size of classes.

TABLE IV.—AVERAGE ATTENDANCE IN GOVERNMENT AND ASSISTED SCHOOLS, 1924-6.

Description of School.	Average Attendance.		
	1924	1925	1926
English Church Mission	166	201	201
Government	2,132	2,169	2,114
Presbyterian Mission	7,837	7,984	7,443
Wesleyan Mission	3,175	2,597	2,376
Undenominational	898	443	409
Totals	14,208	13,394	12,543

TABLE V.—GRANTS-IN-AID.
GRANTS-IN-AID FOR 1926 AND TWO PRECEDING YEARS.

Year.	Grants Awarded.
	£ s. d.
1924	13,481 11 5
1925	12,772 11 9
1926	13,079 15 9
Increase for 1926	£307 4 0

The increase might have been larger had Managers been careful enough to submit claims, supported by proper receipts, for new buildings and for repairs to buildings previously approved.

A notable exception is the Presbyterian Mission Senior School at Abetifi. This school had the advantage of the personal attention of Mr. Benzies of the Achimota Staff.

The teachers of the Accra Government Senior School transferred to Obo Government School have effected considerable improvement in the latter, and among the Assisted Schools in the Krobo District, where the newly appointed " Visiting Teacher " has been at work, a marked change has been observed.

Quarterly Meetings of Teachers.—The idea of Quarterly Meetings of Teachers has spread, and the free discussion of difficulties met, and methods of teaching adopted, has been of great assistance.

They propose to start in Accra a Reference Library for the use of teachers. This proposal came from the teachers themselves and is indicative of the spirit animating them.

At two of the meetings in Accra we had the benefit of lectures on specialised subjects from Miss Tucker and Mr. Adams.

Notes of Lessons.—Fair progress has been made in the teachers' ideas of methods as shown in their notes of lessons. Very few teachers, however, show in their notes that they realise the importance of making their lessons in any one subject a continued series, nor have they appeared to grasp the value of a correlation of subjects.

Practical Education.—The Government School at Obo has begun an elementary form of Wood work. This, I hope, will develop as funds allow of an enlarged equipment.

The school garden is the main form of Practical Education.

In the Senior Boys School at Accra the garden has made such progress and has become such a part of the school boys' life that continued supervision is not necessary. The systematized work and keeping of records have become a natural part of the school work both in and out of class.

As a result of oft-repeated advice, the Presbyterian Senior School at Bana Hill has made an interesting experiment in beginning a farm.

Two acres were taken in and 22 boys were selected to work the farm. These were encouraged to grow such foodstuffs as suited themselves and special arrangements were made as to cooking.

Consequently they ate only the food they were accustomed to and it was cooked and served at regular hours.

The boys were put by themselves into one Dormitory and records of health were kept. These records showed a decrease by 65% of cases of indigestion.

It was also noted that the boarding cost was much smaller than under the cateress system.

The experiment is to be continued on a larger scale and efforts are being made to procure good breeds of goats, sheep and fowls.

I understand that this farm is to receive special attention from the Presbyterian teacher lately returned from Tuskegee.

Generally the school garden is becoming a more real part of the school work and teachers are realising how valuable such work can be.

The gardens need, however, much greater supervision than can be given by the present small staff of Inspectors, and it will be necessary to have more direct and continuous help from the Agricultural Department.

The three Girls' Schools in the Province are making successful progress in specialized Practical Education.

A fourth school at Odumase was opened this year by the Presbyterian Mission and it has every prospect of success.

A report on the Games and Practical work of the Government Girls' School in Accra is to be found at the end of my report and it records very satisfactory progress.

Empire Day.—It has long been felt that the schools should have a larger share in teaching the meaning of Empire Day and this year one event in the Sports was made open.

We intend, by increasing the number of open events, to bring people into touch with the idea of the celebration and so help a greater number to feel that the day is theirs just as much as it is the schools'.

Standard VII. Examination.—The examination was held on the 26th and 27th of November.

There were 704 male candidates and 34 female.

Of the latter all but two were given a special examination dealing chiefly with their Practical work.

Twenty-three of the girls passed, a percentage of 67.6.

Of the boys 219 passed, a percentage of 31.1.

The small percentage of passes among the boys is due to the gradual raising of the standard of efficiency necessary for a pass.

The Teaching of the Vernacular.—The teaching of the Vernacular received much more attention during the year.

Some difficulty has been experienced in schools where the pupils are of different tribes. To some extent this has been met by not having the Vernacular taken by the class teacher, but by grouping the pupils on this subject according to their tribes and by arranging the teachers according to the language they speak.

Already an improvement has been noted in the use both of the Vernacular and of English.

Health.—The Health Week took place in November.

This has for its object the practical inculcation of Sanitary and Hygienic modes of life among both pupils and towns-people.

This year there was no evidence of the friction experienced formerly and I feel sure that this means a stronger appreciation of Sanitation.

The success of the Health Week Cooking Demonstration is noted in the Report by the Headmistress of the Government Girls' School, Accra.

General Progress.—Nearly all Assisted Schools were inspected at least twice during the year and the majority of the Non-assisted Schools were either inspected or visited.

Several of the latter did not seem to justify their existence and I expect that under the New Education Ordinance a great improvement will be compelled.

A much stronger effort is being made to associate parents and guardians with the work of their children.

In the Accra Senior School a regular system of visits by teachers has been arranged and each teacher records his visits and observations of the home life of the pupils.

A half-yearly exhibition of the pupils' work has been agreed upon to which parents will be invited.

J. P. ROBERTSON,
Provincial Inspector of Schools,
Eastern Province.

REPORT ON COOKERY, LAUNDRY, GAMES, NEEDLEWORK AND HANDWORK
AT THE ACCRA GOVERNMENT GIRLS' SCHOOL.

Cookery.—Simple lunches are planned by the girls and those girls who come from a distance are encouraged to remain on the premises to partake of the meals cooked, a charge being made to defray the cost of materials.

Very satisfactory improvement has been shown during the past year. The girls are altogether smarter and more methodical in their household duties, and a greater amount of work is accomplished at each lesson.

One thing to be particularly noted is the spic-and-span appearance of the kitchen at the end of each day's work. It is the duty of each class to scrub thoroughly and clean every corner of the kitchen before leaving it.

We are now trying to take lessons in Cookery and Laundry simultaneously *e.g.* while the girls take their turn at marketing the remainder of the class carry on with the washing and get the clothes out to dry before starting Cookery.

Strict economy in cooking is impressed on the pupils. Lessons on fish, tomatoes, etc. are taken only when these food stuffs can be bought at their lowest prices, the girls are trained particularly to buy only when articles are at their cheapest and not to buy things regardless of their price.

All kinds of stews have been made with their value and economy explained—also the advantages and disadvantages of “frying.”

Quite a large amount of baking has been done, the rules for the various ovens explained and the degrees of oven heat.

Simple bread, scone-making, etc. has been successfully done using the different rising agents (including palm-wine).

The girls leave the kitchen with a clear idea of their duties for the following week.

At the beginning of last term a new electrical stove was installed in the kitchen, also a very handy electrical hot plate. This does not mean that the other stoves and griddles have been discarded.

Jam-making was introduced last quarter. Pine-apple jam, guava jelly, orange and lemon marmalade and “*lasa*” (resembling rhubarb) jam were successfully made.

The girls thoroughly enjoy their lessons now and there is great competition among the classes as to which will be the best working and produce the best results for the quarter. At the end of the quarter practical and theoretical tests are given and specially good prizes are awarded to the best housewives at the end of the year.

During “Health Week” a Cooking Demonstration was given in the Assembly Hall of this school. The Electrical Engineer kindly fitted the new stove in the Hall for our convenience.

This year the cooking was done entirely by six girls who lectured and demonstrated exceedingly well considering it was their first attempt at anything of the kind. Two of these girls, Jessie Bruce and Margaret Sonne are worthy of mention. The lecturing throughout was done entirely in Ga.

The recipes made were palm-oil soup, steamed pudding, oven scones, orange marmalade and plain griddle scones. All the articles-cooked were sold to the public at cost price.

At the end of the demonstration a table was brought in and properly set with a clean white cloth, glasses, etc. and the spectators were invited to sit down and have their meal, which was thoroughly enjoyed by all.

Parents realize the advantages derived from Domestic Science and they speak very favourably of the good use their daughters put it to in their own houses.

Laundry.—This subject is improving steadily.

During the last year lessons were given on the following ;

- (a) The sorting out of the family washing.
- (b) The washing and boiling of clothes.
- (c) The careful treatment of woollens so as to prevent them from shrinking.
- (d) The washing and laundering of print, muslin, silk, bed-linen and men's soft collars.
- (e) Rules for hanging out clothes, starching, damping, folding and pressing.
- (f) Dying with " Twink " and red ink.

The senior girls have been taught to make a very good starch from " Cassada."

The addition of a " Clothes-horse " to the Laundry would prove a very useful thing indeed. Laundered articles would then be properly aired off before being folded.

Games.—Hockey is still progressing satisfactorily. It has been and still is the favourite game in the school. It is played with zest by Standards III–VII and each class shows a sporting spirit. During the term a shield for Hockey was presented to the school for which there are inter-class matches at the end of each quarter. The best team for the year is presented with the shield.

Tennis, which has been hitherto not quite so favoured, is now getting more attention and is becoming more popular both among teachers and pupils.

During the term Badminton was introduced and the rapid progress that has been made by both younger and older pupils is surprising. This game is played in the Gymnasium in the morning before school opens.

Swedish Drill.—This subject is one of interest and enjoyment for the whole school and each pupil looks eagerly forward to this period of school work, especially now that music plays an important part in the drill lesson. Dumb-bell drill and Hoop drill have been taught exceedingly well and a beginning has been made in the teaching of Country and Morris Dances.

Educational Handwork.—Needlework and Educational Handwork have advanced greatly during the last two quarters. Most of the girls in the standards have made themselves simple under-garments suitable for gymnastics while the smaller girls are busy at lap bags in which they will be able to keep their needlework all the time they are at school. The senior girls are having practice in cutting out under garments and simple dresses. There is a specified garment made in each class in addition to the usual specimens:

Canvas and coloured wool are used in teaching the infant classes the various kinds of stitchery.

Knitting has been introduced and in this the teachers and pupils take a very keen interest both at home and at school.

Designs made during the drawing lesson have been carried out very effectively in coloured raffia. With this, bags, pochettes, mats (embroidered and plaited) and slippers have been tastefully done.

Baskets are being made in natural raffia and sisal.

In Clay Modelling large vases have been made and painted in designs and colours copied from pictures of good pottery.

More time is being devoted to Educational Handwork in all the classes and very good suggestions have been brought forward by the teachers themselves.

E. W. TELFER,
Headmistress.

SECTION IX.

REPORT OF THE INSPECTOR OF SCHOOLS, TRANS-VOLTA (EASTERN PROVINCE, EAST OF THE RIVER VOLTA AND INCLUDING THE SOUTHERN PORTION OF THE BRITISH SPHERE OF TOGOLAND.)

Staff.—Captain A. B. Douglas, Inspector of Schools, was in charge of this Educational District during the period 19th April to 4th October, and proceeded on leave of absence on the 5th October.

Mr. J. Spio-Garbrah, Inspector of Schools, arrived at Keta on the 10th September, and took charge on the 5th October.

Captain A. B. Douglas, Inspector of Schools, arrived in Keta on March 27th, 1927 and took charge as from March 28th.

Mr. Josiah Nyalemegbe, Government Visiting Teacher, had his headquarters at Ho in British Togoland throughout the year.

Mr. G. K. Djokotoe, was appointed temporary clerk and assumed duty on the 10th August. Mr. M. K. Addo left the service on 31st October, leaving Mr. G. K. Djokotoe in full charge of clerical duties at the Keta Education Office.

(a)

Inspections.—Assisted Schools.—Individual examinations were conducted in 44 schools during the year and the results obtained were in most cases satisfactory.

(b)

Non-Assisted Schools.—Most of the schools of the Ewe Mission in British Togoland were visited and reported on by Captain A. B. Douglas, Inspector of Schools and Mr. J. Nyalemegbe, Government Visiting Teacher.

A number of schools of other Missions were also visited.

A report on the Aferingbe Ewe Mission School was received on the 13th of February from the District Commissioner, Keta.

General Organization.—No change occurred in departmental organization during the year.

The Rev. R. E. Peters and Mrs. Peters have been in charge of the A.M.E.Zion Mission Schools throughout the year. The Rev. R. F. Pile arrived in Keta in October, 1926, and on March 15th, 1927, took over the management of A.M.E.Zion Mission Schools in the Keta district from Rev. R. E. Peters who, it is understood, is to be transferred to Sekondi.

Assisted List.—Three schools of the Ewe Mission (Gold Coast) viz. those at Wegbe, Tsibu and Agbosome, have been withdrawn from the Assisted List in view of the fact that the teachers in charge are uncertificated. Applications were made by the Ewe Mission for 17 of their Schools in British Togoland to be inspected with a view to their inclusion on the Assisted List. Twelve of these schools were reported on favourably, but it was discovered that the buildings, equipment, furniture and quality of the work shown by five schools were not of such nature as to justify recommendation for Government Assistance.

Application for Government assistance was also made by the Roman Catholic Mission for Threetown Junior and Aflao Schools in Keta district. Threetown Junior School complied with requirements.

The Wesleyan Mission School at Peki-Avetile has this year been recommended for inclusion in the Assisted List.

The following table shows the number of schools on the Inspection List during the last three years.

TABLE I.

NUMBER OF SCHOOLS ON INSPECTION LIST, 1924-26.

Description of School.	1924	1925	1926
A.M.E. Zion Mission	3	4	4
Ewe Mission (Gold Coast)	23	22	22
Ewe Mission (British Togoland)	—	—	17
Roman Catholic Mission	6	7	9
Scottish Mission	5	6	6
Wesleyan Mission	1	1	1
Totals	38	40	59

TABLE II.

NUMBER OF ASSISTED SCHOOLS, 1924-6.

Description of School.	1924	1925	1926
A.M.E. Zion Mission	3	4	4
Ewe Mission (Gold Coast)	—	—	19
Ewe Mission (British Togoland)	—	—	12
Roman Catholic Mission	6	7	8
Scottish Mission	5	6	6
Wesleyan Mission	—	—	1
Totals	14	17	50

Fifty schools were recommended for Grants-in-Aid during the year. Last year the number of schools that received assistance from Government was 17. There is, therefore, an increase of 33 this year. As appears from the table this large increase is accounted for by the fact that 31 Ewe Mission Schools which were not classified as assisted in 1925, though Government paid the Teachers, are now so classified. In addition, the Threetown Roman Catholic Junior and the Peki-Abanase Wesleyan Mission Schools have been recommended for grant.

TABLE III.

CLASSIFICATION OF SCHOOLS ON THE ASSISTED LIST.

Classification.	A.M.E. Zion Mission.	Ewe Mission (G.C.)	Ewe Mission (Brit. T.)	Roman Catholic Mission.	Scottish Mission.	Wesleyan Mission.
Boys.. ..	—	2	—	4	1	—
Girls	—	1	—	1	—	—
Infants	—	6	7	—	—	—
Mixed	4	10	5	3	5	1
Totals	4	19	12	8	6	1

TABLE IV.—ENROLMENT.

ENROLMENT OF ASSISTED SCHOOLS.

Description of School.	Boys.	Girls.	Total.
A.M.E. Zion Mission	463	85	548
Ewe Mission (Gold Coast)	1,386	390	1,776
Ewe Mission (British Togoland)	697	163	860
Roman Catholic Mission.. .. .	1,095	145	1,240
Scottish Mission	440	127	567
Wesleyan Mission	40	18	58
Totals	4,121	928	5,049

In 1925, the enrolment was 4,281, in 1926, it was 5,049. This shows an increase of 768 on the previous year, but it should be noted that the Togoland Ewe Mission Schools are for the first time included in the table and these account for an enrolment of 860.

TABLE V.—AVERAGE ATTENDANCE.

AVERAGE ATTENDANCE IN ASSISTED SCHOOLS, 1925-26.

Description of School.	Average Attendance.	
	1925	1926
A.M.E. Zion Mission	461	478
Ewe Mission (Gold Coast)	2,024	1,740
Ewe Mission (British Togoland)	—	807
Roman Catholic Mission	991	1,117
Scottish Mission	541	536
Wesleyan Mission.. .. .	—	54
Totals	4,017	4,732

An increase of 715 is recorded. Here again this is set off by the 807 in Togoland which was not included for 1925.

TABLE VI.—GRANTS-IN-AID.

AMOUNTS AWARDED AS GRANTS-IN-AID TO MISSION SCHOOLS, 1924-26.

Mission.	1924.	1925.	1926.
	£ s. d.	£ s. d.	£ s. d.
A.M.E. Zion	539 16 0	572 14 0	615 19 6
Ewe Mission (Gold Coast) ..	—	—	2,109 18 0
Ewe Mission (British Togoland)	—	—	524 9 0
Roman Catholic	1,026 7 0	1,449 0 6	1,025 2 0
Scottish Mission	501 17 0	587 2 0	731 0 9
Wesleyan Mission	—	—	20 3 0
Totals	2,088 0 0	2,608 16 6	5,026 12 3

Owing to almost all of the Ewe Mission Schools in the Colony and the twelve schools in British Togoland being placed on the List this year, the amount of grant awarded has nearly doubled that of the previous year. This table shows an increase of £2,417 15s. 9d. In fact, however, there has been a very considerable reduction of expense to Government, as in former years about £6,000 annually was spent from the Vote for "Upkeep of Schools formerly under the Bremen Mission." In 1925-26 a sum of £5,779 3s. 11d. was spent under this heading.

TABLE VII.—SCHOOL FEES.

AMOUNT OF FEES COLLECTED IN ASSISTED SCHOOLS, 1925-26.

Mission.	Amounts collected in	
	1925.	1926.
	£ s. d.	£ s. d.
A.M.E. Zion	137 16 7	109 4 6
Ewe Mission (Gold Coast)	516 7 4	763 13 4
Ewe Mission (British Togoland)	—	181 13 6
Roman Catholic	331 13 9	343 17 7
Scottish Mission	256 6 3	250 19 6
Wesleyan Mission	—	19 1 7
Totals	1,242 3 11	1,668 10 0

Buildings.—Good progress has been made with new buildings, and steps have been taken by some Managers to extend their existing buildings. At Kpando an extension consisting of two additional classrooms has been built. At Amedjofe Ewe Mission School a Girls' Dormitory is being built which will accommodate 20 to 30 girls. At Amedjofe also a new Junior School is in course of erection. An extension of the Awunaga Ewe Mission School is projected and the plans have been approved.

Time Table.—New Time Tables have been submitted for approval. Alteration and improvement of staff and accommodation have in many cases necessitated revision.

Standard VII Examination.—203 pupils presented themselves for the standard VII examination, and 97 passed. The percentage of passes in 1925 was 43. This year the percentage was 48.

Empire Day.—Empire Day was celebrated with the usual enthusiasm. Interest in this celebration is ever increasing amongst both school children and the people generally. Performances and programmes of concerts shewed marked improvement on those of previous years. Leading citizens contributed generously both money and effort to ensure the Day's success.

Book Depot.—A new stock of school materials has been received by the Gold Coast Presbyterian Mission (Scottish Mission) Book Depot at Keta. This has been a great relief to the pupils.

School Furniture and Equipment.—In most of the schools visited during the year a beginning has been made with new desks. Most schools which formerly provided the infant class I with forms only have obtained a few desk-tables and chairs. In many class rooms teachers' tables of proper size and stability have been supplied. Most schools have been provided with black-boards for each class, but in some it has been considered sufficient only to provide one for each teacher.

Organization and Discipline.—In all schools visited during the year, khaki uniforms have been introduced. Section organization has been adopted in the senior schools (Standards IV-VII).

Discipline throughout all the schools in the district is of a high average standard.

Practical Instruction.—Difficulty is still experienced in making it clear to Managers and teachers that Practical Instruction is not identical with "Manual Labour." Managers have been urged to adopt forms of Practical Instruction other than Gardening.

Accounts.—In few schools visited were accounts kept up-to-date nor when they were examined did they convey in individual cases a clear account of the school's actual financial position.

Games.—Football is the popular game with the pupils in this district. The genesis of *esprit de corps* is everywhere apparent; pupils are learning to "play the game."

Conclusion.—Progress made this year is satisfactory; the lines upon which it has proceeded have been indicated under the several headings of this report.

J. SPIO-GARBRAH,
Inspector of Schools.

SECTION X.

REPORT OF THE ACTING PROVINCIAL INSPECTOR OF SCHOOLS, CENTRAL PROVINCE.

Staff.—This province was in charge of Mr. J. Spio-Garbrah, Inspector of Schools, until Mr. T. D. Cranston's arrival in the province on April 16. Mr. Cranston remained in charge until he proceeded on leave on December 4th when Captain H. D. Harrison, Inspector of Schools, took over.

Mr. J. Spio-Garbrah was transferred to Keta on September 7th.

The clerical staff has been increased by the appointment of Mr. E. H. Mensah.

Special mention must be made of the work of Mr. J. A. Mensah, Senior Clerk.

Mr. R. A. Quaye, 2nd Division Clerk, was transferred from this province to the Western Province on January 13th.

Several visits were made to the province during the year by members of the Headquarters Staff of the Department.

Inspections.—All schools in the province were inspected during the year, many of them twice, and a few three times.

The new Mohammedan School at Saltpond was inspected three times and was recommended to be placed on the Assisted List.

The work of inspection was greatly helped by the aid of the Rev. R. Fisher, now on the staff of Achimota.

Teaching Staff, Government Schools.—There have been no changes except for a few transfers amongst the junior staff.

All the schools are in a sound condition. The Government Boys' School at Cape Coast has been improved by the partitions fitted in the classrooms.

The furniture has also undergone a great improvement. The old forms have been done away with in favour of dual desks.

The assembly in the early morning and in the afternoon is now a matter of great pride to the pupils and teachers.

The exactitude and smartness of the drill and the bearing of teachers and pupils reflect credit on all concerned, more especially perhaps, on Mr. Bernasko, the teacher primarily responsible for the drill.

Several playing fields prepared by the Public Works Department are in readiness to be used. The Government Girls' School has now secured a laundry so that this branch of Domestic Science will be taught under better conditions.

The question of obtaining a suitable hockey field is being gone into and negotiations are proceeding with a view to securing one.

Oda Government School has had several building improvements but this school building is not satisfactory. A new building is needed here, especially for the infant classes. This school is now organised on the Section System and this has been reported upon as satisfactory. The early morning assembly has been improved and is now quite creditable.

TABLE I.—ASSISTED LIST.

LIST OF GOVERNMENT AND ASSISTED SCHOOLS 1924-26.

Description of School.	1924	1925	1926
A.M.E. Zion Mission	2	2	2
Roman Catholic Mission.. .. .	10	10	10
Presbyterian Mission	11	11	11
Wesleyan Mission	18	18	18
<i>Secondary :—</i>			
English Church Mission Grammar School, Cape Coast and Mfantshipim School	—	2	2
Talim-Ul-Islam Ahmadiyya School	—	—	1
Total Assisted Schools	43	43	44
Government Schools	3	3	3
Total Government and Mission Schools ..	46	46	47

TABLE II.

CLASSIFICATION OF GOVERNMENT AND ASSISTED SCHOOLS.

Classi- fication.	A.M.E. Zion Mission.	Govt.	Moham- medan.	Roman Catholic Mission.	Presby- terian Mission.	Wes. Mission.	Second- ary.	Tot- als.
Boys ..	—	1	1	3	1	—	2	8
Girls ..	—	1	—	2	—	1	—	4
Infants ..	1	—	—	4	—	7	—	12
Mixed ..	1	1	—	1	10	10	—	23
Totals ..	2	3	1	10	11	18		47

TABLE III.

ENROLMENT OF PUPILS IN GOVERNMENT AND ASSISTED SCHOOLS, 1926.

Description of School.	Enrolment.		
	Boys.	Girls.	Total.
A.M.E. Zion Mission	379	63	442
Government	778	323	1,101
Roman Catholic Mission	916	347	1,263
Presbyterian Mission	503	172	675
Wesleyan Mission	2,269	619	2,888
<i>Secondary</i>			
English Church Mission Grammar School, Cape Coast and Mfantsipim School, Cape Coast }	268	—	268
Talim-Ul-Islam Ahmadiyya School	58	—	58
Totals	5,171	1,524	6,695

The figures show a decrease since 1925 of 137 boys and an increase of 41 girls, a net decrease of 96.

TABLE IV.

AVERAGE ATTENDANCE IN GOVERNMENT AND ASSISTED SCHOOLS, 1924-26.

Description of School.	Average Attendance.		
	1924	1925	1926.
A.M.E. Zion Mission	299	315	333
Government	1,003	998	977
Roman Catholic Mission	1,101	1,088	1,089
Presbyterian Mission	597	634	697
Wesleyan Mission	2,636	2,468	2,455
<i>Secondary :—</i>			
English Church Mission Grammar School, Cape Coast and Mfantsipim School, Cape Coast }	155	201	236
Talim-Ul-Islam Ahmadiyya School	—	—	53
Totals	5,791	5,704	5,840

Comparison with Table III shows an increase of 136 in average attendance over the figure for 1925 although the number on roll has decreased by 96 in the same period.

TABLE V.

AMOUNTS AWARDED AS GRANTS-IN-AID TO MISSION SCHOOLS DURING
1924-26.

Year.								Grants awarded.					
								s. d.					
1924	..	..	..	..	..	..	..	6,614	2	4
1925	..	..	..	..	..	..	..	7,089	9	9
1926	..	..	..	..	..	..	..	6,879	0	8
Decrease for 1926								210	9	1

TABLE VI.

AMOUNT OF SCHOOL FEES COLLECTED IN GOVERNMENT AND ASSISTED
SCHOOLS, 1924-26.

Description of School.	Amount of Fees.					
	1924		1925		1926	
	£	s. d.	£	s. d.	£	s. d.
A.M.E. Zion Mission	215	17 9	183	9 3	223	17 6
Government.. ..	238	18 3	237	16 6	227	13 9
Roman Catholic Mission	502	4 8	479	3 9	532	18 3
Presbyterian Mission	121	16 11	183	13 8	183	14 0
Wesleyan Mission	2,265	13 6	2,147	7 10	2,893	0 9
<i>Secondary :—</i>						
English Church Mission Grammar } School, Cape Coast and Mfantsi- pim School, Cape Coast .. }	2,496	8 10	3,599	12 5	3,808	17 10
Talim-UI-Islam Ahmadiyya School	—	—	—	—	—	—
Totals	5,840	19 11	6,831	3 5	7,870	2 1

The amount received in school fees has increased by £1,038 18s. 8d. in 1926 mainly due to insistence on the prescribed fees being paid.

Non-assisted Schools.—Whenever opportunity has occurred it has been the policy to inspect and report upon the non-assisted schools in this province. Advice has been given, and in most cases acted upon by the managers concerned.

Domestic Science.—A great deal has been done to develop this most important branch of the education of girls. Special papers in this subject were set for the Standard VII examination, and the results were satisfactory.

Head teachers of schools where Domestic Science is taught are given great freedom in experimenting to find a suitable curriculum.

Cape Coast Roman Catholic Girls' School deserves special mention for its domestic science work. Very good work has been done by the girls in the Government Girls' School, Cape Coast.

Secondary.—Richmond College, Cape Coast, is now known as Mfantsipim School.

Conclusion.—Throughout the year every endeavour has been made to insist firmly on the introduction of better and more comfortable furniture and on the building of better schools. It has been a matter of some difficulty to get Managers to improve these things but they are coming to realize that the Department means to have better and more up-to-date conditions. The old fashioned long desks are being gradually replaced by more suitable dual desks.

Several new schools are being built, and arrangements are being made for building others.

H. D. HARRISON,
Acting Provincial Inspector of Schools,
Central Province.

SECTION XI.

REPORT OF THE ACTING PROVINCIAL INSPECTOR OF SCHOOLS, WESTERN PROVINCE.

In the early part of the year the Western Province was administered from Cape Coast. It was under Mr. Garbrah until the 16th of April when Mr. Cranston arrived and took charge until he went on leave on December 5th. After that Captain Harrison was in charge until January 13th, 1927, when the Province was definitely separated from the Central Province, and Mr. J. Dewhurst placed in charge with an office at Sekondi.

Clerical Staff.—Mr. R. A. Quaye was appointed clerk in the new Provincial Office at Sekondi.

Inspections.—All the Assisted and Government Schools were inspected twice during the year by an officer of this department and several schools were inspected three times.

Three Government Schools were inspected four times.

Government Schools.—There has been no change in the management of these schools. There have been a few transfers amongst the junior staff. There is a great reluctance to go to these outstations and this office is continually being asked for transfers. The policy adopted is to staff these schools with the best teachers available and the teachers should remember they are chosen to do pioneer work, and that good service on the part of any one at an outstation is always noticed.

Essiama Government School.—This is the largest Government School in the Province and it means to specialize in Manual Training. The blacksmith's shop is now open; a preliminary course of instruction is at present given but a regular course in Metalwork will soon be started. Instruction in Woodwork is given at this school. A female teacher has been engaged to teach the girls Domestic Science. Good progress has been made in Laundry work and Sewing. Cooking lessons will be started in April. Extensions to the school have been completed and this is now a very good school.

New Awudua School.—During the year there has been a slight improvement in the attendance and it has been decided to continue this school, for another year at any rate. Now that the stool differences have been settled it may grow. The work done in it is good.

Wioso.—A new school to cost £2,700 has now been sanctioned and this should result in considerable improvement in the school work.

Enchi.—This school is increasing in numbers and good work is being done.

Asankrangwa.—The present school building is not sufficiently sheltered from the sun and rain and is also not altogether safe.

A new building is to be erected soon.

Good work has been done in this school under adverse circumstances.

General.—Except in Essiama Government School there is little provision for the education of girls in the Government Schools of this Province.

An undesirable feature in this Province is the poor accommodation provided in the schools. It is a matter for much regret that there is not one suitable school building in Sekondi. When Managers are pressed to build a new school the usual excuse is the lack of suitable sites.

There is no doubt that there is a real difficulty in this matter of obtaining sites, but more effort could be directed to overcoming this than has hitherto been the case.

It is expected that the Church of England Mission will soon begin building a new school in Sekondi. The Wesleyan Mission School continued during the year to hold its classes in an unfinished church with the noise of hammer and chisel going on during lessons.

The school has submitted plans for a new and large school building and other schools in the province are contemplating new school buildings.

The Wesleyan Mission have made progress in the building of their new schools at Half Assinie and Axim. This Mission is building a new school at Atwabo.

TABLE I.—ASSISTED LIST.

NUMBER OF GOVERNMENT AND ASSISTED SCHOOLS IN 1924-26.

Description of School.	1924.	1925.	1926.
English Church Mission	3	3	3
Roman Catholic Mission	9	7	8
Wesleyan Mission	8	8	8
Total Mission Schools on the Assisted List ..	20	18	19
Government Schools	4	5	5
Total Government and Mission Schools ..	24	23	24

The number of Government Schools is the same as last year.

The increase of one in the number of schools of the Roman Catholic Mission is due to the school at Half Assinie being now separated into two departments, Senior and Junior.

TABLE II.

CLASSIFICATION OF GOVERNMENT AND ASSISTED SCHOOLS.

Classification.	English Church Mission.	Government.	Roman Catholic Mission.	Wesleyan Mission.	Totals.
Boys	—	—	—	—	—
Girls	—	—	—	—	—
Infants	1	—	3	3	7
Mixed	2	5	5	5	17
Totals	3	5	8	8	24

Co-education is general: there are no separate Boys and Girls Schools.

TABLE III.

ENROLMENT IN 1926.

Description of School.	Enrolment 1926.		
	Boys.	Girls.	Totals.
English Church Mission	338	66	404
Government	454	62	516
Roman Catholic Mission.. .. .	880	137	1,017
Wesleyan Mission	1,141	270	1,411
Totals	2,813	535	3,348

The number of girls during 1926 was 19 per cent of the number of boys as compared with 17 per cent in 1925. The proportion of girls attending school is slowly but steadily increasing.

TABLE IV.

AVERAGE ATTENDANCE 1924-6.

Description of School.	Average Attendance.		
	1924.	1925.	1926.
English Church Mission	396	354	340
Government	347	345	371
Roman Catholic Mission.. .. .	826	781	808
Wesleyan Mission	1,197	1,090	1,155
Totals	2,802	2,570	2,674

The average attendance for 1926 is 80 per cent of the number enrolled and this, although rather low, is an increase on the previous year.

The number of pupils also shows a slight increase.

TABLE V.
AMOUNTS AWARDED AS GRANTS-IN-AID TO MISSION SCHOOLS
1924-26.

Year.	Grants Awarded.
	£ s. d.
1924	2,817 5 0
1925	2,537 12 0
1926	3,018 1 11
Increase for 1926	£480 9 11

Although the increase in the number of pupils over last year was only about two per cent, the increase in the grants awarded was 19 per cent.

During this year the inspections were much more frequent than in former years and the increase in grants awarded shows that the standard of education has improved on this account.

TABLE VI.
SCHOOL FEES COLLECTED IN GOVERNMENT AND ASSISTED
SCHOOLS, 1925-6.

Description of School.	School Fees.					
	1925		1926			
	£	s.	d.	£	s.	d.
English Church Mission	197	2	6	195	9	3
Government	45	1	0	76	19	3
Roman Catholic Mission	366	6	1	384	3	5
Wesleyan Mission	675	13	4	760	4	11
Totals	1,284	2	11	1,416	16	10

The total increase compared with last year is £132 13s. 11d. There has been an increase in fees collected from all schools except those of the English Church Mission, where the amount collected has remained nearly stationary.

Buildings and Equipment.—As mentioned earlier in this report the buildings used for school purposes are often unsuitable and church buildings or chapels are frequently used. There has been some improvement and there is prospect of more.

Equipment, especially as regards seating accommodation, is generally poor, but here also there has been improvement.

The necessity of providing suitable seating accommodation for the school children has not generally received the consideration it deserves and this applies specially to the infant children.

Playing Grounds and Games.—Schools in Sekondi seem still to be largely dependent on public recreation grounds and it is without doubt difficult to find suitable sites for school play grounds.

In out-stations there are many good playing fields for the school pupils.

Games, especially football, are played with increasing enthusiasm by the school children in this province. In some of the schools, cricket, hockey and net ball are played, the two latter by the girls and boys of the Essiama School. Tennis has also been introduced. District Commissioners have in many cases greatly assisted in the encouragement of games.

Conclusion.—Although there has been an increase in the number of girls attending school, the education of girls makes slow progress.

Generally education in this Province has made progress since the last report was written.

J. DEWHURST,

Acting Provincial Inspector of Schools.

SECTION XII.

REPORT OF THE PROVINCIAL INSPECTOR OF SCHOOLS, ASHANTI.

Staff.—Mr. A. Gardner, Provincial Inspector of Schools, was in charge of the Province during the period April 1st to April 24th, and again on his return from leave on November 23rd to the end of the year under review.

Captain H. D. Harrison, Inspector of Schools, was in charge from April 25th to November 22nd.

Mr. G. H. Ardill, Inspector of Schools, was attached to the Province from February 24th, 1927.

The Office staff consisted of Messrs. J. T. Quaye, 2nd Division Clerk, and G. Nuamah, Temporary Clerk.

Miss H. Simons, Assistant Headmistress, and Mr. G. E. H. Kennedy who was made a First Division Teacher in December, 1925, continued in charge of the Kumasi Government Girls' and Boys' Schools respectively throughout the year, and no change took place in the head teacherships of the Government Schools at Juaso and Sunyani.

Assisted List.—Of the 29 Mission Schools on the Inspection List, 28 were awarded Grants-in-Aid. As it was not found possible to staff the Roman Catholic Mission School at Akrokéri to meet the requirements of the Education Rules in force, it was decided by the Mission Authorities to withdraw this school from the Assisted List.

TABLE I.

NUMBER OF GOVERNMENT AND ASSISTED SCHOOLS, 1924-26.

Description of School.	1924	1925	1926
A.M.E. Zion Mission	1	1	1
English Church Mission	2	2	2
Presbyterian Mission	16	16	16
Roman Catholic Mission	4	5	4
Wesleyan Mission	5	5	5
Total Assisted Schools	28	29	28
Government Schools	4	4	4
Total Government and Assisted Schools .. .	32	33	32

Classification of Schools.—The majority of the Presbyterian Church Mission Schools (formerly known as the Scottish Mission Schools) provide for the education of both boys and girls, the two exceptions being the Senior Schools at Kumasi and Mampong, which are for boys alone.

TABLE II.

CLASSIFICATION OF GOVERNMENT AND ASSISTED SCHOOLS, 1926.

Classification.	A.M.E. Zion Mission.	English Church Mission.	Government.	Presb. Church Mission.	Roman Catholic Mission.	Wesleyan Mission.	Totals.
Boys ..	1	1	1	2	1	—	6
Girls ..	—	—	1	—	—	—	1
Infants ..	—	1	—	—	2	2	5
Mixed ..	—	—	2	14	1	3	20
Totals ..	1	2	4	16	4	5	32

TABLE III.—ENROLMENT.

ENROLMENT OF PUPILS IN GOVERNMENT AND ASSISTED SCHOOLS, 1926.

Description of School.	Enrolment.		Total.
	Boys.	Girls.	
A.M.E. Zion Mission	113	—	113
English Church Mission	344	—	344
Government	615	174	789
Presbyterian Mission	968	204	1,172
Roman Catholic Mission.. .. .	588	29	617
Wesleyan Mission	726	119	845
Totals	3,354	526	3,880

There has been a total decrease of 86, which is chiefly due to the withdrawal from the Assisted List of the Roman Catholic School at Akrokerri, and to a small extent to a reduction in the size of classes on the part of Managers.

The causes which brought about a decrease in the enrolment also had the effect of reducing the average attendance as is shown in the following comparative table:

TABLE IV.—AVERAGE ATTENDANCE.

AVERAGE ATTENDANCE FOR THE PERIOD 1924-26.

Description of School.	1924	1925	1926
A.M.E. Zion Mission	65	55	86
English Church Mission	247	306	316
Government	753	740	755
Presbyterian Mission	951	1,056	1,056
Roman Catholic Mission.. .. .	628	642	550
Wesleyan Mission	754	752	746
Totals	3,398	3,551	3,509

The average attendance is over 90% of the enrolment, which is very gratifying when the fact that attendance at school is not compulsory is taken into consideration.

Grants-in-Aid.—The Grants-in-Aid, exclusive of building claims under Rule 90, amount to £3,369 6s. 0d. The claims in respect of buildings total £7 4s. 1d. only. It will be seen from another section of the report that extensive building operations have been undertaken by the Presbyterian Church Mission, but the buildings were not completed in time to enable the claims to be submitted during the year under review.

From Table V. it will be seen that the total grants-in-aid are £494 1s. 9d less than the amount awarded in the previous year. This difference is partly due to the fact that a large building claim in respect of the Kumasi English Church Junior School had to be met last year, and also partly in consequence of the reduction in the number of schools of the Roman Catholic Mission.

TABLE V.

AMOUNTS AWARDED AS GRANTS-IN-AID TO MISSION SCHOOLS, 1924-26.

Description of School.	Grants-in-Aid inclusive of Claims under Rule 90.					
	1924		1925		1926.	
	£	s. d.	£	s. d.	£	s. d.
A.M.E. Zion Mission	81	5 0	82	10 0	86	0 0
English Church Mission	398	0 0	809	7 0	431	2 0
Presbyterian Mission	1,059	11 4	1,094	19 6	1,027	11 0
Roman Catholic Mission.. ..	1,028	12 10	823	14 10	696	10 9
Wesleyan Mission	1,058	0 0	1,060	0 6	1,135	6 4
Totals	3,625	9 2	3,870	11 10	3,376	10 1

School Fees.—The total amount of fees collected in Government and Assisted Schools exceeds that collected during the previous year by £74 1s. 3d. The increase has been general except in the case of the Presbyterian Church Mission Schools which show a slight decrease, as will be seen from the following table :—

TABLE VI.

AMOUNT OF SCHOOL FEES AT GOVERNMENT AND ASSISTED SCHOOLS, 1924-26.

Description of School.	Amount of fees collected.					
	1924		1925		1926.	
	£	s. d.	£	s. d.	£	s. d.
A.M.E. Zion Mission	53	17 0	44	4 9	70	0 0
English Church Mission	98	14 6	170	9 0	199	17 0
Government	135	2 3	143	6 3	147	9 0
Presbyterian Mission	152	12 10	203	8 6	203	6 3
Roman Catholic Mission.. ..	233	6 9	275	4 7	277	1 4
Wesleyan Mission	441	18 6	518	19 0	531	19 9
Totals	1,115	11 10	1,355	12 1	1,429	13 4

School Buildings.—The new Government School building at Kumasi, which was commenced during the last quarter of 1925 is nearing completion, and the 400 pupils who will be accommodated in it shortly will receive instruction under excellent conditions. The Honourable W. G. A. Ormsby-Gore, M.P. laid the foundation stone of this building on the 6th of April.

A cement floor at the Juaso Government School has been laid down. The accommodation provided at this school is, however, not sufficient to meet the demand for admittance, and the erection in the New Township Area of a more commodious building than that now in use is under consideration.

New buildings of the class room type have been erected by the Presbyterian Church Mission to take the places of the unsuitable school premises hitherto used at Afidwase, Berekum, Kumasi, Mampong and Obogu. This by no means completes the school building programme of this Mission as at other stations premises are either in course of erection or will shortly be commenced.

Equipment.—A real step forward has been made to improve the seating accommodation, and the long desks, each providing room for four or five children, have been replaced at the Government Schools as Juaso and Sunyani by dual desks of a pattern which has been adopted as the standard type by the Education Department.

Similar desks have either been made or are being constructed for several Mission Schools, and there is every reason to believe that at no distant date this standard type of desk will be in general use.

Arrangements should be made at a number of outstation schools to enable the children attending them to obtain all the materials they require as soon as the schools reopen in January. Considerable time is often wasted owing to unnecessary delay in obtaining the articles needed.

At a number of schools the scarcity of suitable pictures and diagrams gives the school room walls a somewhat bare appearance, and there is consequently an absence of that cheerful atmosphere which is so desirable.

Time Tables, Registration and Accounts.—Taking into consideration the difficulties which have to be overcome at many outstation schools in consequence of teachers having to take charge of more than one class, the framing of suitable time tables has on the whole been satisfactory. Where these conditions exist it is necessary for the time tables to be constructed in such a way as will enable the teachers to devote the maximum of attention to each lesson with each class.

With the exception that in one or two instances the closing of attendance registers has not always been done strictly in accordance with the approved time tables, the registration has given satisfaction.

On the whole the school accounts have been kept satisfactorily.

Female Education.—There are 526 girls attending the Government and Assisted Schools, and this number exceeds that of the previous year by 20. The proportion of boys to girls is 6.38 to 1. Each year sees an increased demand for female education, and less reluctance on the part of parents to send their daughters to school.

The Kumasi Government Girls' School has an enrolment of 145, but a very large increase is certain as soon as the school building is enlarged. This school gives particular attention to the training of girls in Domestic Subjects. At the Mixed Schools of the Wesleyan, Presbyterian Church, and Roman Catholic Missions, the girls enrolled number 119, 204 and 29 respectively, and the majority of them are found in the Junior Departments.

It cannot be said that the training the girls receive in the standard classes of the Mission Schools is of the kind best suited for them. The need for the establishment of girls' schools by the various missionary bodies at work in Ashanti cannot be too strongly emphasized.

Playgrounds, Sports and Games.—With few exceptions the Government and Assisted Schools possess playgrounds large enough to meet present requirements. Several playgrounds which were on the small side have been enlarged, and levelling has been undertaken where necessary. As a rule the extensions were made by the pupils themselves, and as the preparation of much of the ground was of an arduous nature, the work was found to be particularly heavy at certain schools owing to the small number and size of the children attending them.

A good deal of interest is shown by both teachers and pupils in organized games and sports. A visiting teacher has been attached to Assisted Mission Schools in the Western Province of Ashanti who is required to give particular attention to this branch of the school work, and the scheme has so far been attended with success.

Football continues to be the most popular form of sport at the Government, Assisted, and Non-assisted Schools. Matches in connection with the Kumasi Educational Institutions Football League began in April and a football shield was competed for at Kumasi by the various Government Schools in Ashanti.

Wesley College.—An account of the activities of this Training College for Teachers is given in Section V.

NON-ASSISTED SCHOOLS.

STATISTICS OF THE MISSION NON-ASSISTED SCHOOLS ARE AS UNDER.

Description of School.	No. of Schools.		Enrolment.	
	1925	1926	1925	1926.
A.M.E. Zion Mission	15	5	214	158
English Church Mission	3	5	95	135
Presbyterian Mission	41	41	1,094	1,098
Roman Catholic Mission	12	6	374	327
Seventh Day Advent. Mission	9	1	266	69
Wesleyan Mission	75	70	1,561	2,168
Totals	155	128	3,604	3,955

General Progress.—The separation educationally of this Province and the Northern Territories which took place at the commencement of the year, has had the result of enabling the education officer at Kumasi to devote more attention than has been possible in the past to the educational development of Ashanti. The improved transport facilities have brought all Government and Assisted Schools within easy reach of headquarters, and the increased supervision which the outstation schools now receive cannot but be to their great advantage.

The New Education Ordinance will have the effect of raising the standard of efficiency of the Non-assisted Schools.

The Standard VII Examination was held in November and of the 130 candidates who presented themselves, 68 succeeded in obtaining certificates. This result is a slight improvement on that of the previous year.

A. GARDNER,
Provincial Inspector of Schools,
Ashanti.

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APPENDIX A.
 STATISTICS OF GOVERNMENT AND ASSISTED SCHOOLS.
 EASTERN PROVINCE.
 ENGLISH CHURCH MISSION.

School.	Character. †	No. on Roll.			Average Attendance.	Government Grant-in-Aid Recommended.			Income 1926.					Total Income. £ s. d.	Total Expenditure. £ s. d.
		Boys.	Girls.	Total.		Grant.	Claim under Rule 90.	Total Grant.	Total Govt. Grant 1925. £ s. d.	School Fees. £ s. d.	Grant from Local Sources £ s. d.	Grant from Home Base. £ s. d.	Grant from Other Sources. £ s. d.		
Accra St. Mary's ...	B	193	—	193	201	251 5 0	166 8 5	417 13 5	251 5 0	227 12 0	155 0 0	—	—	633 17 0	629 15 7

(19)

GOVERNMENT SCHOOLS.
 EASTERN PROVINCE.

Accra Junior	I	527	—	527	513	—	—	—	—	75 0 0	—	—	—	—	—
Accra Senior	B	873	—	873	877	—	—	—	—	248 15 0	—	—	—	—	—
Accra Girls	G	—	337	337	313	—	—	—	—	73 12 9	—	—	—	—	—
Kibi	M	202	21	223	201	—	—	—	—	47 18 0	—	—	—	—	—
Obo	M	255	4	259	210	—	—	—	—	53 10 9	—	—	—	—	—
Totals		1,857	362	2,219	2,114	—	—	—	—	498 16 6	—	—	—	—	—

APPENDIX A—Contd.
 STATISTICS OF GOVERNMENT AND ASSISTED SCHOOLS.
 EASTERN PROVINCE.
 PRESBYTERIAN MISSION.

School.	Character †	No on Roll.			Average attend- ance.	Government Grant-in-Aid Recommended for 1926.			Income 1926.					Total Income. £ s. d.	Total Expenditure. £ s. d.
		Boys.	Girls.	Total.		Grant. £ s. d.	Claims under Rule 90. £ s. d.	Total Grant. £ s. d.	Total Govt. Grant 1925. £ s. d.	School Fees. £ s. d.	Grant from Local Sources £ s. d.	Grant from Home Base. £ s. d.	Grant from Other Sources. £ s. d.		
Abetife Junior ..	M	97	53	150	156	167 4 0	—	167 4 0	178 0 0	21 1 6	—	—	0 12 5	199 13 11	298 7 6
Abetife Senior ..	B	121	—	121	116	232 0 0	—	232 0 0	140 0 0	88 10 0	—	—	2 14 10	231 4 10	439 7 0
Abiriw ..	M	89	46	135	112	65 0 0	—	65 0 0	67 19 0	16 16 6	—	—	—	84 15 6	194 4 5
Abokobi ..	M	94	59	153	150	172 16 0	—	172 16 0	214 0 0	19 3 3	—	—	45 14 8	278 17 11	278 17 11
Abominya ..	M	30	13	43	41	28 8 0	—	28 8 0	21 8 0	7 9 6	—	111 3 8	0 3 0	140 4 2	140 19 2
Aburi ..	M	103	72	175	151	128 12 0	128 13 9	257 5 9	102 4 6	10 6 0	238 5 8	—	—	350 16 2	350 16 2
Abui Girls ..	G	—	46	46	44	110 0 0	53 8 8	163 8 8	107 10 0	511 11 8	—	—	36 1 6	655 3 2	1,011 18 11
Ada Junior ..	M	104	26	130	129	180 0 0	—	180 0 0	201 12 0	21 7 6	—	—	—	222 19 6	304 11 9
Ada Senior ..	M	71	2	73	80	180 0 0	—	180 0 0	186 15 0	90 5 0	—	—	—	277 0 0	456 7 10
Adawso ..	M	127	80	207	181	193 14 0	—	193 14 0	151 12 0	17 10 0	—	44 5 4	—	213 7 4	231 18 7
Adukrom ..	M	106	82	188	161	147 2 0	—	147 2 0	127 16 0	24 5 6	—	—	—	152 1 6	202 1 0
Akropong Junior ..	M	175	133	308	284	294 12 0	2 0 0	296 12 0	132 6 9	36 6 6	108 2 9	—	2 5 0	279 1 0	279 1 0
Akropong Senior ..	B	163	—	163	174	391 10 0	10 0 0	401 10 0	373 2 11	206 8 1	—	—	3 0 0	582 11 0	477 15 8
Akuse ..	M	83	30	113	108	106 0 0	—	106 0 0	120 3 0	15 2 0	—	—	—	135 5 0	177 6 7
Amanase ..	M	82	31	113	100	100 4 0	—	100 4 0	127 8 0	15 14 6	—	—	—	143 2 6	189 13 11
Amanokrom ..	M	94	62	156	142	120 5 0	—	120 5 0	100 2 11	21 2 6	160 6 5	—	6 18 0	288 9 10	288 9 10
Apapam ..	M	43	11	54	53	48 4 0	—	48 4 0	64 15 0	6 7 0	46 19 0	—	—	118 1 0	127 19 10
Apedwa ..	I	23	5	28	27	19 16 0	—	19 16 0	26 19 0	1 16 0	—	76 9 8	—	1 5 4 8	105 4 8
Apemsu ..	M	37	21	58	52	43 17 0	—	43 17 0	48 0 0	10 7 0	10 0 0	—	—	68 7 0	146 5 3
Apirade ..	M	43	28	71	61	58 9 0	—	58 9 0	63 4 0	6 8 9	—	—	—	69 12 9	9 18 0
Asafo ..	M	32	20	52	45	40 10 0	0 5 3	40 15 3	28 4 0	6 2 6	269 10 7	—	—	303 17 1	303 17 1
Asamankese ..	M	88	43	131	129	103 6 0	—	103 6 0	140 6 0	12 12 0	—	52 18 0	—	205 16 2	205 16 0
Asantema ..	M	81	53	134	116	72 4 0	—	72 4 0	62 7 0	10 3 0	204 15 2	—	0 1 0	277 6 2	277 6 2
Asiakwa ..	M	71	23	94	83	66 4 0	—	66 4 0	70 0 0	10 6 0	130 8 6	—	—	210 14 6	210 14 6

STATISTICS OF GOVERNMENT AND ASSISTED SCHOOLS.
EASTERN PROVINCE.
PRESBYTERIAN MISSION.

School.	Character†	No. on Roll.			Average attend- ance.	Government Grant-in-Aid Recommended for 1926.			Income 1926.					Total Income. £ s. d.	Total Expenditure. £ s. d.
		Boys.	Girls.	Total.		Grant. £ s. d.	Claims under Rule 90. £ s. d.	Total Grant. £ s. d.	Total Govt. Grant 1925. £ s. d.	School Fees. £ s. d.	Grant from Local Sources £ s. d.	Grant from Home Base. £ s. d.	Grant from Other Sources. £ s. d.		
Brought forward															
Asuom	M	52	15	67	65	50 4 0	—	50 4 0	55 0 0	7 4 0	54 0 0	—	—	116 4 0	116 17 4
Bana Hill	B	157	—	157	156	390 0 0	—	390 0 0	389 5 0	251 10 0	—	—	—	640 15 0	630 5 10
Begoro Junior ..	M	138	45	183	179	265 0 0	—	265 0 0	250 1 0	26 11 6	—	—	—	276 12 6	329 18 7
Begoro Senior ..	B	163	—	163	165	412 10 0	—	412 10 0	398 0 0	256 14 6	—	—	—	654 14 6	443 16 6
Christiansborg Infant	I	109	58	167	160	160 0 0	—	160 0 0	267 10 0	20 13 0	—	—	40 0 0	328 3 0	324 10 2
Christiansborg Junior	M	96	26	122	128	288 0 0	—	288 0 0	312 0 0	25 6 0	—	—	53 0 0	390 6 0	401 3 3
Christiansborg Snior ..	B	163	—	163	165	412 10 0	—	412 10 0	455 0 0	257 5 6	—	—	6 6 6	718 12 0	650 7 11
Dodowa	M	68	20	88	83	69 10 0	—	69 10 0	78 16 0	11 8 0	—	75 6 3	2 0 0	167 10 3	213 15 3
Gyakiti	M	41	15	56	52	58 16 0	—	58 16 0	93 11 1	7 8 0	114 13 11	—	0 5 0	215 18 0	117 8 0
Kade	M	64	16	80	66	60 10 0	—	60 10 0	64 8 0	9 10 0	—	—	101 12 0	175 10 0	174 5 5
Kibi	M	107	63	170	160	139 4 0	—	139 4 0	169 4 0	18 5 6	267 19 3	—	2 2 0	457 10 9	457 10 9
Koforidua	M	121	58	179	151	160 15 0	—	160 15 0	152 13 0	25 13 0	—	—	0 2 9	178 8 9	360 11 1
Kpemo	M	60	14	74	69	68 2 0	—	68 2 0	05 8 0	11 10 6	—	—	—	106 18 6	158 10 7
Kpong	M	28	14	42	43	50 0 0	—	50 0 0	68 17 0	7 2 0	—	—	—	75 19 0	140 13 4
Kukurantumi ..	M	120	30	150	125	114 12 0	—	114 12 0	86 18 0	16 6 6	—	—	0 8 0	103 12 6	225 4 11
Kwabeng		Removed from the			List 1926				46 8 0	16 16 0	—	—	—	63 4 0	169 16 8
Labadi	M	229	50	279	278	289 8 0	—	289 8 0	249 10 0	108 0 6	146 11 11	—	—	504 2 5	581 15 3
Larte	M	185	133	318	307	314 3 0	—	314 3 0	327 4 0	71 4 0	—	—	—	398 8 0	557 0 6
Mamfe	M	88	58	146	150	155 11 0	—	155 11 0	112 4 0	24 12 0	189 16 5	—	0 13 0	327 5 5	327 5 5
Mampong (Akwapim)	M	120	95	215	208	264 16 0	—	264 16 0	236 3 2	34 6 0	17 9 7	—	0 19 0	288 17 9	288 17 9
Mangoase	M	118	55	173	161	169 14 0	—	169 14 0	200 8 0	27 5 0	—	49 4 4	0 1 0	276 18 4	276 8 4

STATISTICS GOVERNMENT AND ASSISTED SCHOOLS.
EASTERN PROVINCE.
PRESBYTERIAN MISSION.

School.	Character. †	No. on Roll.			Average attendance.	Government Grant-in-Aid Recommended for 1926.			Income 1926.					Total Income. £ s. d.	Total Expenditure. £ s. d.
		Boys.	Girls.	Total.		Grant. £ s. d.	Claims under Rule 90. £ s. d.	Total Grant. £ s. d.	Total Govt. Grant 1925. £ s. d.	School Fees. £ s. d.	Grant from Local Sources £ s. d.	Grant from Home Base. £ s. d.	Grant from Other Sources. £ s. d.		
Brought forward															
Manyakpohonu ..	M	88	18	106	105	109 3 0	—	109 3 0	141 16 0	17 12 6	—	—	—	159 8 6	200 14 9
Mpraeso ..	M	76	25	101	98	170 4 0	—	170 4 0	137 5 0	11 16 6	—	—	2 1 9	151 3 3	190 8 1
New Mangoase ..	I	65	43	108	97	77 12 0	—	77 12 0	54 12 0	14 6 0	—	128 3 3	—	197 1 3	199 0 9
Nkwantanang ..	M	54	10	64	56	41 2 0	—	41 2 0	57 8 0	8 7 0	—	—	—	65 15 0	57 8 6
Nkwatia ..	M	90	24	114	114	132 0 0	—	132 0 0	141 13 0	10 0 0	—	—	0 5 6	151 18 6	195 0 0
Nsawam ..	M	125	44	169	171	118 14 0	—	118 14 0	123 14 0	60 17 0	1 1 0	—	3 3 8	188 15 8	273 7 5
Obawale ..	M	115	29	144	129	129 3 0	—	129 3 0	123 0 0	20 15 6	—	—	—	143 15 6	211 14 10
Obenyemi ..	I	25	13	38	34	20 8 0	—	20 8 0	25 12 0	4 14 6	—	—	—	30 6 6	65 16 6
Odumase ..	M	118	72	190	175	277 15 0	—	277 15 0	269 4 0	31 14 0	—	—	3 13 0	304 11 0	437 19 3
Osenase ..	M	43	13	56	55	42 0 0	—	42 0 0	68 16 0	4 6 0	—	28 9 0	—	101 11 0	101 11 0
Otumi ..	M	38	21	59	54	39 4 0	—	39 4 0	43 1 0	—	—	61 14 0	—	104 15 0	109 9 5
Pakro ..	M	93	30	123	126	103 4 0	—	103 4 0	106 10 0	27 10 0	—	—	—	134 0 0	203 15 5
Sra ..	M	42	14	56	58	39 2 0	—	39 2 0	72 12 0	9 10 0	—	—	—	82 2 0	138 4 1
Tafo ..	M	141	42	183	192	252 1 0	—	252 1 0	178 9 0	45 14 0	—	—	—	224 3 0	345 13 2
Tamotoku ..	M	Removed from the Assisted List 1926.							26 10 0	—	—	—	—	26 10 0	—
Teshie Junior ..	M	109	36	145	136	146 4 0	—	146 4 0	180 3 0	24 2 0	—	—	—	204 5 0	241 1 3
Teshie Senior ..	B	82	—	82	80	160 0 0	—	160 0 0	160 0 0	127 5 0	148 5 0	—	—	435 10 0	330 9 6
Tutu ..	M	50	71	121	113	113 16 0	—	113 16 0	100 9 4	8 13 0	118 18 10	—	—	228 1 2	228 1 2
Twenedurase ..	M	70	9	79	51	54 18 0	—	54 18 0	32 16 0	5 0 0	—	—	—	37 16 0	162 18 0
Wirekyireng ..	M	24	14	38	33	28 16 0	—	28 16 0	43 13 0	2 8 0	111 6 11	—	—	157 7 11	157 12 5
Totals ..		5,632	2,232	7,864	7,443	9,038 8 0	194 7 8	9,232 15 8	9,051 6 8	2,856 4 9	2,338 10 11	627 13 6	314 3 7	15,187 19 5	17,505 19 1

STATISTICS OF GOVERNMENT AND ASSISTED SCHOOLS.
EASTERN PROVINCE.
WESLEYAN MISSION.

School.	Character†	No. on Roll.			Average attend- ance.	Government Grant-in-Aid Recommended for 1926.			Income 1926.					Total Income.	Total Expenditure.
		Boys.	Girls.	Total.		Grant.	Claims under Rule 90.	Total Grant.	Total Govt. Grant 1925.	School Fees.	Grant from Local Sources	Grant from Home Base.	Grant from Other Sources.		
Aburi Junior	M	93	31	124	101	110 2 0	—	110 2 0	118 10 5	48 3 2	82 2 7	—	—	248 16 2	249 0 2
Aburi Senior	M	70	6	76	71	142 0 0	—	142 0 0	119 0 0	103 4 6	61 17 1	—	—	284 1 7	284 1 7
Accra	M	706	176	882	716	989 13 0	—	989 13 0	901 6 0	709 17 8	—	—	1,611 3 8	2,115 14 5	
Accra High School ..	G	—	191	191	181	351 16 0	—	351 16 0	329 14 0	336 3 5	550 6 0	—	1,314 16 2	25,30 19 7	2,477 0 3
Adukrom	M	128	21	149	107	67 0 0	—	67 0 0	90 16 0	87 11 5	12 5 4	—	136 3 3	326 16 0	326 16 0
Apirade	M	38	7	45	43	19 0 0	—	19 0 0	29 16 0	15 8 5	25 9 2	—	41 19 11	112 13 6	112 13 6
Dodowa Junior	I	44	17	61	58	34 16 0	—	34 16 0	34 16 0	18 13 3	61 1 0	—	—	114 10 3	114 10 3
Dodowa Senior	M	59	15	74	72	72 0 0	—	72 0 0	105 0 0	104 17 3	16 17 7	—	—	226 14 10	259 10 5
Koforidua Senior ..	M	176	21	197	175	262 10 0	—	262 10 0	316 10 0	210 14 0	—	—	—	527 4 0	478 13 2
Kpong	M	110	11	121	113	112 10 0	—	112 10 0	164 10 0	135 11 7	—	—	—	300 1 7	313 15 5
Larte Junior	I	63	23	86	77	46 4 0	—	46 4 0	8 4 0	23 9 4	30 19 2	36 10 2	0 15 0	99 17 8	102 17 8
Larte Senior	M	154	8	162	145	145 0 0	—	145 0 0	207 10 0	154 15 8	6 0 0	—	—	368 5 8	347 14 0
Mampong	M	161	37	198	185	172 12 0	9 17 8	182 9 8	116 0 0	142 14 8	275 18 2	—	—	534 12 10	534 12 10
Nsawam Junior	I	91	29	120	87	34 16 0	—	34 16 0	75 17 0	40 14 3	39 15 11	—	—	156 7 2	163 2 8
Nsawam Senior	M	178	20	198	158	158 0 0	—	158 0 0	161 15 8	186 5 9	37 14 3	—	—	385 15 8	440 3 5
Okorase	M	94	19	113	87	38 0 0	—	38 0 0	87 0 0	65 13 10	44 15 6	—	41 7 10	238 17 2	238 17 2
Total		2,165	632	2,797	2,376	2,755 19 0	9 17 8	2,765 16 8	2,866 5 1	2,3 18 2	1,245 1 9	36 10 2	1,535 2 2	8,066 17 4	8,559 2 11

UNDENOMINATIONAL.

Accra Royal School ..	M	376	40	416	409	613 10 0	50 0 0	663 10 0	603 15 0	415 0 9	—	—	—	1,018 15 9	1,369 15 0
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STATISTICS OF GOVERNMENT AND ASSISTED SCHOOLS.
GRAND TOTALS FOR THE EASTERN PROVINCE.

School.	Character †	No. on Roll.			Average attend- ance.	Government Grant-in-Aid Recommended for 1926.			Income 1926.					Total Income.	Total Expenditure.
		Boys.	Girls.	Total.		Grant.	Claims under Rule 90.	Total Grant.	Total Govt. Grant 1925.	School Fees.	Grant from Local Sources	Grant from Home Base.	Grant from Other Sources.		
						£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
English Church Mission		193	—	193	201	251 5 0	166 8 5	417 13 5	251 5 0	227 12 0	155 0 0	—	—	633 17 0	629 15 7
Government ..		1,857	362	2,219	2,114	—	—	—	—	498 16 6	—	—	—	498 16 6	—
Presbyterian Mission ..		5,632	2,232	7,864	7,443	9,038 8 0	194 7 8	9,232 15 8	9,051 6 8	2,856 4 9	2,338 10 11	627 13 6	314 3 7	15,187 19 5	17,505 19 1
Wesleyan Mission ..		2,165	632	2,797	2,376	2,755 19 0	9 17 8	2,765 16 8	2,866 5 1	2,383 18 2	1,245 1 9	36 10 2	1,535 2 2	8,066 17 4	8,559 2 11
Undenominational ..		376	40	416	409	613 10 0	50 0 0	663 10 0	603 15 0	415 0 9	—	—	—	1,018 15 9	1,369 15 0
Grand Totals ..		10,223	3,266	13,489	12,543	12,659 2 0	420 13 9	13,079 15 9	12,772 11 9	6,381 12 2	3,738 12 8	664 3 8	1,849 5 9	25,406 6 0	28,064 12 7

STATISTICS OF GOVERNMENT AND ASSISTED SCHOOLS.
TRANS-VOLTA PROVINCE.
A.M.E. ZION MISSION.

School.	Character †	No. on Roll.			Average attend- ance.	Government Grant-in-Aid Recommended for 1926.			Income 1926.					Total Income. £ s. d.	Total Expenditure. £ s. d.
		Boys.	Girls.	Total.		Grant. £ s. d.	Claims under Rule 90. £ s. d.	Total Grant. £ s. d.	Total Govt. Grant 1925. £ s. d.	School Fees. £ s. d.	Grant from Local Sources £ s. d.	Grant from Home Base. £ s. d.	Grant from Other Sources. £ s. d.		
Agbosome	M	138	17	155	133	195 19 0	—	195 19 0	174 0 0	26 4 9	40 16 9	130 6 5	—	371 7 11	371 7 11
Keta Junior	M	154	43	197	178	182 8 0	—	182 8 0	172 4 0	24 1 3	57 1 0	27 12 11	—	280 19 2	280 19 2
Keta Senior	M	116	12	128	119	208 5 0	—	208 5 0	175 10 0	55 2 3	26 4 9	—	—	256 17 0	246 5 3
Penyi	M	55	13	68	48	19 7 6	—	19 7 6	51 0 0	3 16 3	2 0 0	64 17 1	—	121 13 4	119 13 4
Total		463	85	548	478	605 19 6	—	605 19 6	572 14 0	109 4 6	126 2 6	222 16 5	—	1,030 17 5	1,018 5 8

STATISTICS OF GOVERNMENT AND ASSISTED SCHOOLS.
TRANS-VOLTA PROVINCE.
EWE MISSION (GOLD COAST).

School.	Character†	No. on Roll.			Average attend- ance.	Government Grant-in-Aid Recommended for 1926.			Income 1926.					Total Income. £ s. d.	Total Expenditure. £ s. d.
		Boys.	Girls.	Total.		Grant. £ s. d.	Claims under Rule 90. £ s. d.	Total Grant. £ s. d.	Total Govt. Grant 1925. £ s. d.	School Fees. £ s. d.	Grant from Local Sources £ s. d.	Grant from Home Base. £ s. d.	Grant from Other Sources. £ s. d.		
Adjakoe	I	25	17	42	37	26 13 0	—	26 13 0	—	6 19 0	—	—	—	6 19 0	54 0 0
Aferingbe	B	48	—	48	48	75 17 0	—	75 17 0	—	10 10 0	—	—	—	10 10 0	73 0 0
Agbosome						Not awarded grant.			uncertificated teacher in charge.						
Anyako	M	145	7	152	150	326 14 0	—	326 14 0	—	91 11 0	—	—	—	91 11 0	245 19 4
Avetile	M	82	38	120	116	175 18 0	—	175 18 0	—	29 0 4	—	—	—	29 0 4	189 0 0
Awunaga	M	159	4	163	151	261 18 0	—	261 18 0	—	84 5 6	—	—	—	84 5 6	268 0 0
Dabala	M	28	11	39	39	11 8 0	—	11 8 0	—	8 15 9	—	—	—	8 15 9	96 0 0
Dzake	M	83	40	123	122	157 4 0	—	157 4 0	—	32 6 9	—	—	—	32 6 9	210 0 0
Hute	M	44	5	49	59	19 2 0	—	19 2 0	—	12 1 9	—	—	—	12 1 9	92 0 0
Keta Junior	B	114	—	114	108	259 4 0	—	259 4 0	—	40 5 9	—	—	—	40 5 9	151 0 0
Keta Senior	M	173	15	188	185	499 10 0	—	499 10 0	—	173 16 3	—	—	—	173 16 3	293 0 0
Keta Girls	G	—	108	108	97	143 0 0	—	143 0 0	—	32 7 6	—	—	—	32 7 6	246 0 0
Keta Infant Boys ..	I	92	—	92	83	82 2 0	—	82 2 0	—	14 13 3	—	—	—	14 13 3	139 0 0
Kpeve	I	27	3	30	31	22 6 0	—	22 6 0	—	6 3 0	—	—	—	6 3 0	63 0 0
Peki-Blengo Junior ..	M	115	47	162	168	93 10 0	—	93 10 0	—	43 0 9	—	—	—	43 0 9	220 0 0
Peki-Blengo Senior ..	M	93	38	131	129	154 16 0	—	154 16 0	—	131 0 0	—	—	—	131 0 0	288 0 0
Pode	I	20	11	31	24	17 6 0	—	17 6 0	—	5 2 0	—	—	—	5 2 0	40 0 0
Tchibu						Not awarded grant.			uncertificated teacher in charge.						
Tchito	M	81	29	110	110	148 4 0	—	148 4 0	—	26 16 0	—	—	—	26 16 0	192 0 0
Wegbe						Not awarded grant.			uncertificated teacher in charge.						
Woe	I	23	5	28	42	30 5 0	—	30 5 0	—	7 19 3	—	—	—	7 19 3	50 0 0
Wudome	I	34	12	46	41	29 10 0	—	29 10 0	—	6 19 6	—	—	—	6 19 6	50 0 0
Totals		1,386	390	1,776	1,740	2,534 7 0	—	2,534 7 0	—	763 13 4	—	—	—	763 13 4	2,959 19 4

STATISTICS OF GOVERNMENT AND ASSISTED SCHOOLS.
TRANS-VOLTA PROVINCE.
EWE MISSION (BRITISH TOGOLAND).

School.	Character	No. on Roll.			Average attend- ance.	Government Grant-in-Aid Recommended for 1926.			Income 1926.					Total Income.	Total Expenditure.
		Boys.	Girls.	Total.		Grant.	Claims under Rule 90.	Total Grant.	Total Govt. Grant 1925.	School Fees.	Grant from Local Sources.	Grant from Home Base.	Grant from Other Sources.		
Agate	I	21	9	30	31	14 18 0	—	14 18 0	—	—	—	—	—	—	41 0 0
Akpafu Junior	M	88	11	99	104	105 0 0	—	105 0 0	—	30 1 9	—	—	—	30 1 9	232 8 9
Akoviefe	I	25	15	40	40	19 4 0	—	19 4 0	—	7 0 0	—	—	—	7 0 0	60 0 0
Amedjofe Senior	M	101	4	105	99	118 16 0	—	118 16 0	—	—	—	—	—	—	228 0 0
Amedjofe Junior	M	158	39	197	189	110 16 0	—	110 16 0	—	51 14 6	—	—	—	51 14 6	197 0 0
Anfoega-Akukome	I	25	8	33	33	23 15 0	—	23 15 0	—	5 7 6	—	—	—	5 7 6	47 0 0
Borada	I	14	17	31	31	14 18 0	—	14 18 0	—	4 18 0	—	—	—	4 18 0	50 0 0
Botoku	I	20	5	25	25	6 0 0	—	6 0 0	—	4 3 9	—	—	—	4 3 9	56 3 6
Fessi	I	22	5	27	25	12 0 0	—	12 0 0	—	4 4 0	—	—	—	4 4 0	48 0 0
Ho	M	124	31	155	158	162 11 0	—	162 11 0	—	42 5 0	—	—	—	42 5 0	169 0 0
Kpando.. .. .	M	85	14	99	85	60 13 0	—	60 13 0	—	28 18 3	—	—	—	28 18 3	149 0 0
Wusuta	I	14	5	19	20	4 16 0	—	4 16 0	—	3 0 9	—	—	—	3 0 9	53 0 0
		697	163	860	840	653 7 0	—	653 7 0	—	181 13 6	—	—	—	181 13 6	1,330 12 3

WESLEYAN MISSION—PEKI AVETILE.

Avetile	M	40	18	58	54	20 3 0	—	20 3 0	—	19 1 7	115 3 5	—	—	134 5 0	134 5 0
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STATISTICS OF GOVERNMENT AND ASSISTED SCHOOLS.

TRANS-VOLTA PROVINCE.

PRESBYTERIAN MISSION.

School.	Character †	No. on Roll.			Averagee attend- ance.	Government Grant-in-Aid Recommended for 1926.			Income 1926.					Total Income. £ s. d.	Total Expenditure. £ s. d.
		Boys.	Girls.	Total.		Grant. £ s. d.	Claims under Rule 90. £ s. d.	Total Grant. £ s. d.	Total Govt. Grant 1925. £ s. d.	School Fees. £ s. d.	Grant from Local Sources. £ s. d.	Grant from Home Base. £ s. d.	Grant from Other Sources. £ s. d.		
Adidome	M	38	13	51	54	57 12 0	10 0 0	57 12 0	52 11 0	5 9 6	0 9 0	—	1 2 6	59 12 0	159 9 11
Anum Junior	M	124	48	172	174	137 16 0	61 10 10	199 6 10	116 0 0	27 4 6	0 11 8	—	—	143 16 2	455 14 6
Anum Senior	B	132	—	132	123	246 0 0	—	246 0 0	218 15 0	188 5 0	—	—	—	407 0 0	307 11 6
Apeguso	M	30	18	48	39	35 2 0	38 4 11	73 6 11	33 0 0	7 17 0	—	—	—	40 17 0	112 0 0
Boso	M	82	31	113	100	111 15 0	—	111 15 0	139 4 0	15 4 0	—	—	—	154 8 0	233 6 0
Kpaleme	M	34	17	51	46	43 0 0	—	43 0 0	27 12 0	6 19 6	—	—	—	34 11 6	130 7 10
		440	127	567	536	631 5 0	99 15 9	731 0 9	587 2 0	250 19 6	1 0 8	—	1 2 6	840 4 8	1,398 9 9

(70)

STATISTICS OF GOVERNMENT AND ASSISTED SCHOOLS.
TRANS-VOLTA PROVINCE.
ROMAN CATHOLIC MISSION.

School.	Character†	No. on Roll.			Average attend- ance.	Government Grant-in-Aid Recommended for 1926.			Income 1926.					Total Income. £ s. d.	Total Expenditure. £ s. d.
		Boys.	Girls.	Total.		Grant. £ s. d.	Claims under Rule 90. £ s. d.	Total Grant. £ s. d.	Total Govt. Grant 1925. £ s. d.	School Fees. £ s. d.	Grant from Local Sources £ s. d.	Grant from Home Base. £ s. d.	Grant from Other Sources. £ s. d.		
Fiagbedu	M	131	4	135	119	44 12 6	—	44 12 6	71 16 0	36 16 5	126 3 10	—	—	234 16 3	234 16 3
Jelu-Kofwe	B	96	—	96	91	74 8 0	—	74 8 0	73 1 0	15 0 6	27 7 3	—	—	115 8 9	115 8 9
Keta Junior	B	105	—	105	93	55 16 0	3 5 0	59 1 0	56 8 0	13 16 7	43 19 11	—	—	114 4 6	114 4 6
Keta Senior	B	311	—	311	282	493 10 0	1 13 0	495 3 0	486 3 4	111 6 3	94 9 3	—	6 8 3	698 7 1	698 7 1
Keta Girls	G	—	128	128	101	63 16 0	—	63 16 0	98 19 0	6 9 6	30 2 6	—	—	135 11 0	135 11 0
Kpando Senior	M	136	2	138	118	59 0 0	—	59 0 0	226 0 0	60 14 9	—	—	—	286 14 9	252 5 4
Threetown Senior	B	239	—	239	229	200 7 6	—	200 7 6	436 13 2	94 8 3	—	—	—	531 1 5	391 13 1
Treetown Junior	M	77	11	88	84	33 12 0	—	33 12 0	—	5 5 4	201 8 4	—	—	206 13 8	206 13 4
		1, 95	145	1,240	1,117	1,025 2 0	4 18 0	1,030 0 0	1,449 0 6	343 17 7	523 11 1	—	6 8 3	2,322 17 5	2,148 19 4

STATISTICS OF GOVERNMENT AND ASSISTED SCHOOLS.
GRAND TOTALS FOR THE TRANS-VOLTA PROVINCE.

School.	Character†	No on Roll.			Average attend- ance.	Government Grant-in-Aid Recommended for 1926.			Income 1926.					Total Income	Total Expenditure.
		Boys	Girls	Total.		Grant.	Claims under Rule 90.	Total Grant.	Total Govt. Grant 1925.	School Fees.	Grant from Local Sources	Grant from Home Base.	Grant from Other Sources.		
						£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
A.M.E. Zion	463	85	548	478	605 19 6	—	605 19 6	572 14 0	109 4 6	126 2 6	222 16 5	—	1,030 17 5	1,018 5 8
Ewe Mission (G.C.)	1,386	390	1,776	1,740	2,534 7 0	—	2,534 7 0	—	763 13 4	—	—	—	763 13 4	2,959 19 4
Ewe Mission (B.T.)	697	163	860	840	653 7 0	—	653 7 0	—	181 13 6	—	—	—	181 13 6	1,330 12 3
R. Catholic Mission	..	1,095	145	1,240	1,117	1,025 2 0	4 18 0	1,030 0 0	1,449 0 6	343 17 7	523 11 1	—	6 8 3	2,322 17 5	2,148 19 4
Presbyterian Mission	440	127	567	536	631 5 0	99 15 9	731 0 9	587 2 0	250 19 6	1 0 8	—	1 2 6	840 4 8	1,398 9 9
Wesleyan Mission	40	18	58	54	20 3 0	—	20 3 0	—	19 1 7	115 3 5	—	—	134 5 0	134 5 0
Grand Totals	4,121	928	5,049	4,765	5,470 3 6	104 13 9	5,574 17 3	2,608 16 6	1,668 10 0	765 17 8	222 16 5	7 10 9	5,273 11 4	8,990 11 4

**STATISTICS OF GOVERNMENT ASSISTED SCHOOLS.
CENTRAL PROVINCE.**

ASSISTED SCHOOLS OF THE AFRICAN METHODIST EPISCOPAL ZION MISSION.

School	Character	No on Roll.				Government Grant-in-Aid Recommended for 1926.			Income 1926.					Total Income.	Total Expenditure
		Boys	Girls	Total.	Average attendance.	Grant.	Claims under Rule 90.	Total Grant.	Total Govt. Grant 1925.	School Fees	Grant from Local Sources	Grant from Home Base	Grant from Other Sources.		
Cape Coast Junior ..	I	145	45	190	145	58 0 0	—	58 0 0	65 12 0	41 9 9	5 1 7	—	198 10 3	310 13 7	310 13 7
Cape Coast Senior ..	M	234	18	252	188	329 0 0	—	329 0 0	226 10 0	182 7 9	—	—	139 10 0	548 7 9	597 18 9
		379	63	442	333	387 0 0	—	387 0 0	—	223 17 6	5 1 7	—	338 0 3	859 1 4	890 12 4

GOVERNMENT SCHOOLS.

Cape Coast Boys' ..	B	496	—	496	466	—	—	—	—	109 17 0	—	—	—	109 17 0	—
Cape Coast Girls' ..	G	—	300	300	258	—	—	—	—	55 2 0	—	—	—	55 2 9	—
Oda ..	M	282	23	305	253	—	—	—	—	62 14 9	—	—	—	62 14 9	—
		778	323	1,101	977	—	—	—	—	227 13 9	—	—	—	227 13 9	—

*Expenditure defrayed by Government.

ASSISTED SCHOOLS OF THE ROMAN CATHOLIC MISSION.

Anomabu Junior ..	I	49	4	53	39	15 12 0	—	15 12 0	15 4 0	4 8 6	80 7 6	—	—	100 0 0	100 0 0
Anomabu Senior ..	B	64	—	64	49	61 5 0	—	61 5 0	70 0 0	29 0 0	90 4 4	—	—	189 4 4	189 4 4
Cape Coast Junior ..	I	119	82	201	169	101 8 0	—	101 8 0	100 5 5	37 3 6	—	—	—	137 8 11	408 13 3
Cape Coast Senior ..	B	225	—	225	208	468 0 0	—	468 0 0	411 2 0	134 19 6	—	—	42 4 4	588 5 10	700 8 11
Cape Coast Girls ..	G	—	116	116	97	242 10 0	—	242 10 0	172 10 0	61 8 3	—	—	10 0 0	243 18 3	491 8 4
Elmina Junior ..	I	89	31	120	116	92 16 0	0 16 8	93 12 8	72 0 0	18 4 9	131 15 9	—	—	222 0 6	222 0 6
Elmina Senior ..	B	118	—	118	115	201 5 0	0 7 2	201 12 2	201 5 0	108 19 9	0 18 3	—	—	311 3 0	311 3 0
Elmina Girls' ..	G	—	63	63	58	130 10 0	—	130 10 0	108 0 0	42 12 9	81 13 7	—	6 11 6	238 17 10	238 17 10
Saltpond Junior ..	I	101	30	131	99	39 12 0	—	39 12 0	66 8 6	14 6 3	114 1 0	—	—	194 15 9	194 15 9
Saltpond Senior ..	M	151	21	172	139	208 10 0	0 12 2	209 2 2	212 9 6	81 15 0	142 12 8	—	—	436 17 2	436 17 2
		916	347	1,263	1,089	1,561 8 0	1 16 0	1,563 4 0	1,429 4 5	532 18 3	641 13 1	—	58 15 10	2,662 11 7	3,293 9 1

(73)

STATISTICS OF GOVERNMENT AND ASSISTED SCHOOLS.
CENTRAL PROVINCE.

ASSISTED SCHOOLS OF THE PRESBYTERIAN MISSION.

School.	Character. †	No. on Roll.			Average attendance.	Government Grant-in-Aid Recommended for 1926.			Income 1926.					Total Income. £ s. d.	Total Expenditure. £ s. d.
		Boys.	Girls.	Total.		Grant. £ s. d.	Claims under Rule 90. £ s. d.	Total Grant. £ s. d.	Total Govt. Grant 1925. £ s. d.	School Fees. £ s. d.	Grant from Local Sources £ s. d.	Grant from Home Base. £ s. d.	Grant from Other Sources. £ s. d.		
Abodom	M	47	17	64	53	42 4 0	—	42 4 0	44 17 0	5 11 0	64 13 1	—	1 15 0	116 16 1	394 5 0
Akim Soadru	M	40	10	50	48	54 0 0	—	54 0 0	63 12 0	6 18 0	30 19 0	—	0 6 6	101 15 6	101 15 6
Akokoaso	M	35	9	44	41	38 8 0	—	38 8 0	39 12 0	6 15 3	77 8 0	—	1 6 9	125 2 0	125 2 0
Akyease	M	23	12	35	31	29 16 0	—	29 16 0	40 0 0	3 1 0	63 5 8	—	0 3 0	106 19 8	106 19 8
Aprade	M	23	7	30	29	32 16 0	—	32 16 0	25 15 0	4 14 3	63 19 8	—	0 5 6	94 14 5	94 14 5
Bobikuma	M	25	8	33	29	25 9 0	—	25 9 0	30 15 0	4 5 0	34 13 11	12 0 2	0 2 6	81 16 7	81 16 7
Kwanyako	M	69	49	118	101	87 18 0	—	87 18 0	96 12 0	15 6 6	0 6 0	117 5 4	—	229 9 10	223 1 9
Nsaba Junior	I	60	29	89	84	86 1 0	—	86 1 0	81 19 0	14 16 0	121 13 9	—	—	218 8 9	218 8 9
Nsaba Senior	B	105	—	105	106	212 0 0	—	212 0 0	224 0 0	110 0 0	—	—	1 5 0	335 5 0	272 11 3
Nyakrom	M	45	19	64	53	47 8 0	—	47 8 0	41 4 0	6 0 0	113 18 5	—	0 4 6	161 6 11	161 6 11
Wankyi	M	31	12	43	122	108 4 0	—	108 4 0	50 16 0	6 7 0	57 14 8	—	0 1 9	114 19 5	113 18 5
		503	172	675	697	764 4 0	—	764 4 0	739 2 0	183 14 0	629 2 2	129 5 6	5 10 6	1,686 14 2	1,894 0 3

STATISTICS OF GOVERNMENT AND ASSISTED SCHOOLS.
CENTRAL PROVINCE.
WESLEYAN MISSION.

School.	Character.†	No. on Roll.			Average attendance.	Government Grant-in-Aid Recommended for 1926.			Income 1926.					Total Income.	Total Expenditure.
		Boys.	Girls.	Total.		Grant.	Claims under Rule 90.	Total Grant.	Total Govt. Grant 1925.	School Fees.	Grant from Local Sources.	Grant from Home Base.	Grant from Other Sources.		
Agona Swedru ..	M	123	20	143	122	122 0 0	298 16 0	420 16 0	122 0 0	116 11 6	122 14 2	—	—	361 5 8	361 5 8
Akim Soadru ..	M	129	3	132	106	70 0 0	—	70 0 0	105 4 8	63 17 9	213 6 9	—	0 4 7	382 13 9	382 13 9
Anomabu Junior ..	I	70	17	87	89	35 12 0	0 15 3	36 7 3	24 1 7	19 7 6	71 13 7	—	8 6 1	123 8 9	123 8 9
Anomabu Senior ..	M	86	14	100	69	86 5 0	—	86 5 0	100 0 0	76 9 3	29 6 3	—	—	205 15 6	205 15 6
Appam Junior ..	I	56	5	61	69	27 12 0	—	27 12 0	58 16 0	16 17 1	52 19 0	—	17 10 0	146 2 1	146 2 1
Appam Senior ..	M	103	6	109	106	132 10 0	—	132 10 0	173 15 0	90 6 9	—	—	1 0 0	265 1 9	300 15 11
Cape Coast Junior ..	I	153	74	227	208	124 16 0	20 9 4	145 5 4	80 5 7	42 7 6	—	58 19 9	195 9 4	377 2 2	377 2 2
Cape Coast Senior ..	M	254	55	309	275	550 0 0	25 3 1	575 3 1	492 7 0	234 3 6	—	—	0 1 0	726 11 6	1,061 14 10
Cape Coast Girls' ..	G	—	116	116	106	212 0 0	—	212 0 0	171 12 0	1,333 0 10	708 8 0	40 18 6	507 18 1	2,761 17 5	2,546 2 11
Edubiasi ..	M	96	19	115	98	138 8 0	0 10 6	138 18 6	101 12 0	64 11 10	80 19 3	—	—	247 3 1	247 3 1
Elmina Junior ..	I	60	33	93	66	26 8 0	0 6 0	26 14 0	32 0 0	19 18 6	47 15 11	—	30 0 0	129 14 5	129 14 5
Elmina Senior ..	M	120	30	150	128	192 0 0	3 11 10	195 11 10	99 0 0	87 6 8	20 5 2	—	9 13 6	216 5 4	269 16 6
Odumtu Junior ..	I	74	17	91	83	66 8 0	—	66 8 0	65 12 0	23 6 6	67 4 0	—	—	156 2 6	156 2 6
Odumtu Senior ..	M	182	10	192	150	300 0 0	—	300 0 0	208 5 0	144 16 6	78 7 8	—	—	431 9 2	485 9 4
Saltpond Junior ..	I	128	62	190	159	95 8 0	—	95 8 0	91 4 0	33 3 10	—	—	119 16 5	244 4 3	244 4 3
Saltpond Senior ..	M	284	61	345	271	406 10 0	—	406 10 0	343 15 0	238 3 0	10 7 7	—	—	592 5 7	659 6 11
Winneba Junior ..	I	133	41	174	125	75 0 0	0 18 0	75 18 0	88 16 0	49 7 9	20 7 1	—	68 12 2	227 3 0	227 3 0
Winneba Senior ..	M	218	36	254	225	393 15 0	1 0 0	394 15 0	1,456 16 1	239 4 6	21 2 9	—	—	1,717 3 4	713 10 9
		2,269	619	2,888	2,455	3,054 12 0	351 10 0	3,406 2 0	3,815 1 11	2,893 0 9	1,544 17 2	99 18 3	958 11 2	9,311 9 3	8,637 12 4

(75)

STATISTICS OF GOVERNMENT AND ASSISTED SCHOOLS.

CENTRAL PROVINCE.

ASSISTED SECONDARY SCHOOLS.

School.	Character†	No. on Roll.			Average attendance.	Government Grant-in-Aid Recommended for 1926.			Income 1926.					Total Income.	Total Expenditure.
		Boys.	Girls.	Total.		Grant.	Claims under Rule 90.	Total.	Total Govt. Grant 1925.	School Fees.	Grant from Local Sources.	Grant from Home Base.	Grant from Other Sources.		
						£ s. o.	£ s. o.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Cape Coast English Church Mission Grammar School	B	99	—	99	81	324 0 0	40 0 0	364 0 0	316 0 0	380 4 0	—	218 0 0	—	914 4 0	1,009 6 5
Cape Coast Mfantsipim Wesleyan Mission. Cape Coast Mfantsipim School	B	169	—	169	155	620 0 0	9 18 8	629 18 8	537 19 5	3,428 13 10	157 5 8	—	48 11 9	4,172 10 8	3,535 18 6
		268	—	268	236	944 0 0	49 18 8	993 18 8	853 19 5	3,808 17 10	157 5 8	218 0 0	48 11 9	5,086 14 8	4,545 4 11

ASSISTED SCHOOL OF THE MOHAMMEDAN.

Saltpond Tali m-ul-Islam Ahmadiyya ..	B	58	—	58	53	61 8 0	—	61 8 0	—	15 8 8	1,421 13 6	500 0 0	122 1 3	2,059 3 5	2,030 18 1
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STATISTICS OF GOVERNMENT AND ASSISTED SCHOOLS.

GRAND TOTALS FOR THE CENTRAL PROVINCE.

School.	Character.†	No. on Roll.			Average attend- ance.	Government Grant-in-Aid Recommended for 1926.			Income 1926.					Total Income.	Total Expenditure
		Boys.	Girls.	Total.		Grant.	Claims under Rule 90.	Total Grant.	Total Govt Grant 1925.	School Fees.	Grant from Local Sources.	Grant from Home Base.	Grant from Other Sources.		
						£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
A.M.E.Z. Mission ..		379	63	442	333	387 0 0	—	387 0 0	292 2 0	223 17 6	5 1 7	—	338 0 3	859 1 4	890 12 4
Government ..		778	323	1,101	977	—	—	—	—	227 13 9	—	—	—	227 13 9	—
Roman Catholic ..		916	347	1,263	1,089	1,561 8 0	1 16 0	1,563 4 0	1,429 4 5	532 18 3	641 13 1	—	58 15 10	2,662 11 7	3,293 9 1
Presbyterian Mission ..		503	172	675	697	764 4 0	—	764 4 0	739 2 0	183 14 0	629 2 2	129 5 6	5 10 6	1,686 14 2	1,894 0 3
Wesleyan Mission ..		2,269	619	2,888	2,455	3,054 12 0	351 10 0	3,406 2 0	3,815 1 11	2,893 0 9	1,544 17 2	99 18 3	958 11 2	9,311 9 3	8,637 12 4
Secondary Schools ..		268	—	268	236	944 0 0	49 18 8	993 18 8	853 19 5	3,808 17 10	157 5 8	218 0 0	48 11 9	5,086 14 8	4,545 4 11
Mohammedan ..		58	—	58	53	61 8 0	—	61 8 0	—	15 8 8	1,421 13 6	500 0 0	122 1 3	2,059 3 5	2,030 18 1
Grand Totals ..		5,171	1,524	6,695	5,840	6,772 12 0	403 4 8	7,175 16 8	7,129 9 0	7,885 10 9	4,399 13 2	947 3 9	1,531 10 9	21,893 8 2	21,291 17 0

STATISTICS OF GOVERNMENT AND ASSISTED SCHOOLS.

WESTERN PROVINCE.

ASSISTED SCHOOLS OF THE ENGLISH CHURCH MISSION.

School.	Character†	No. on Roll.			Average attend- ance.	Government Grant-in-Aid Recommended for 1926.			Income 1926.					Total Income. £ s. d.	Total Expenditure. £ s. d.
		Boys.	Girls.	Total.		Grant. £ s. o.	Claims under Rule 90. £ s. d.	Total Grant. £ s. d.	Total Govt. Grant 1925 £ s. d.	School Fees £ s. d.	Grant from Local Sources £ s. d.	Grant from Home Base. £ s. d.	Grant from Other Sources. £ s. d.		
Abbontiakoon ..	M	115	16	131	91	114 8 6	—	114 8 6	127 3 0	40 1 6	134 11 2	—	100 3 0	401 18 8	351 18 8
Sekondi Senior ..	I	83	26	109	102	61 4 0	—	61 4 0	47 12 0	29 16 3	66 13 6	—	—	144 1 9	144 1 9
Sekondi Junior ..	M	140	24	164	147	294 0 0	—	294 0 0	245 0 0	125 11 6	18 10 9	—	7 19 0	397 1 3	481 11 5
		338	66	404	340	469 12 6	—	469 12 6	419 15 0	195 9 3	219 15 5	—	108 2 0	943 1 8	977 11 10

GOVERNMENT SCHOOLS.

Assankrangwa ..	M	76	5	81	68	—	—	—	—	9 3 0	—	—	—	9 3 0	—
Enchi	M	98	9	107	68	—	—	—	—	16 6 9	—	—	—	16 6 9	—
Essiama	M	142	24	166	136	—	—	—	—	29 10 9	—	—	—	29 10 9	—
New Awudua ..	M	38	15	53	32	—	—	—	—	16 11 3	—	—	—	16 11 3	—
Wioso	M	100	9	109	69	—	—	—	—	15 7 6	—	—	—	15 7 6	—
		454	62	516	373	—	—	—	—	76 19 3	—	—	—	76 19 3	—

STATISTICS OF GOVERNMENT AND ASSISTED SCHOOLS.

WESTERN PROVINCE.

ASSISTED SCHOOLS OF THE ROMAN CATHOLIC MISSION.

School	Character	No. on Roll.			Average attendance.	Government Grant-in-Aid Recommended for 1926.			Income 1926.					Total Income.	Total Expenditure.
		Boys.	Girls.	Total.		Grant.	Claims under Rule 90.	Total Grant.	Total Govt. Grant 1925	School Fees.	Grant from Local Sources	Grant from Home Base.	Grant from Other Sources.		
Axim Junior	I	72	10	82	64	38 8 0	—	38 8 0	28 0 0	4 1 3	—	—	89 16 11	121 18 2	121 18 2
Axim Senior	M	98	7	105	75	112 10 0	—	112 10 0	123 0 0	57 17 9	—	—	120 1 4	300 19 1	300 19 1
Half Assinie	M	191	7	198	154	154 5 0	—	154 5 0	167 6 0	58 9 11	—	110 19 7	—	336 15 6	336 15 6
Sekondi Junior	I	107	30	137	126	100 16 0	—	100 16 0	67 4 0	32 12 0	—	—	154 17 4	254 13 4	254 13 4
Sekondi Senior.. ..	M	163	26	189	142	213 0 0	395 18 7	603 18 7	194 5 0	116 4 3	—	—	1,259 4 7	1,569 13 10	1,569 13 10
Shama	M	81	27	108	83	68 8 0	—	68 8 0	36 16 0	33 0 0	—	—	209 8 0	279 4 0	279 4 0
Tarkwa	M	168	30	198	163	139 3 0	—	139 3 0	136 4 0	81 18 3	—	149 10 7	—	367 12 10	367 12 10
		880	137	1,017	807	826 10 0	395 18 7	1,222 8 7	752 15 0	384 3 5	—	260 10 2	1,833 8 2	3,230 16 9	3,230 16 9

ASSISTED SCHOOLS OF THE WESLEYAN MISSION.

Atwabo	M	88	9	97	77	96 12 0	—	96 12 0	77 10 0	32 4 3	120 11 6	—	—	230 5 9	230 5 9
Axim Junior	I	91	36	127	129	51 12 0	5 0 0	56 12 0	44 0 0	20 10 0	133 14 10	—	—	198 4 10	198 14 10
Axim Senior	M	147	23	170	151	302 0 0	1 1 4	303 1 4	264 5 0	100 2 8	112 11 8	—	17 1 3	494 0 7	494 0 7
Sekondi Junior	I	171	75	246	166	66 8 0	—	66 8 0	107 8 0	95 7 6	—	—	—	202 15 6	259 4 2
Sekondi Senior.. ..	M	300	68	368	282	352 10 0	—	352 10 0	467 5 0	300 0 6	—	—	—	767 5 6	689 18 9
Shama Junior	I	40	24	64	90	54 0 0	—	54 0 0	54 0 0	15 4 3	68 12 5	—	—	137 16 8	137 16 8
Shama Senior	M	73	8	81	64	128 0 0	—	128 0 0	96 0 0	57 18 0	74 8 4	—	64 18 0	293 4 4	293 4 4
Tarkwa	M	231	27	258	196	268 18 0	—	268 18 0	254 14 0	138 17 9	21 6 4	—	46 17 7	461 15 8	500 10 0
		1,141	270	1,411	1,155	1,320 0 0	6 1 4	1,326 1 4	1,365 2 0	760 4 11	531 5 1	—	128 16 10	2,785 8 10	2,803 15 1

STATISTICS OF GOVERNMENT AND ASSISTED SCHOOLS.
GRAND TOTALS OF THE WESTERN PROVINCE.

School.	Character†	No. on Roll.			Average attend- ance.	Government Grant-in-Aid Recommended for 1926.			Income 1926					Total Income.	Total Expenditure.
		Boys.	Girls.	Total.		Grant.	Claims under Rule 90.	Total Grant.	Total Govt. Grant 1925.	School Fees.	Grant from Local Sources	Grant from Home Base.	Grant from Other Sources.		
						£ s. o.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
E.C. Mission		338	66	404	340	469 12 6	—	469 12 6	419 15 0	195 9 3	219 15 5	—	108 2 0	943 1 8	977 11 10
Government		454	62	516	373	—	—	—	—	76 19 3	—	—	—	76 19 3	—
R.C. Mission		880	137	1,017	807	826 10 0	395 18 7	1,222 8 7	752 15 0	384 3 5	—	260 10 2	1,833 8 2	3,230 16 9	3,230 16 9
Wesleyan Mission ..		1,141	270	1,411	1,155	1,320 0 0	6 1 4	1,326 1 4	1,365 2 0	760 4 11	531 5 1	—	128 16 10	2,785 8 10	2,803 15 1
Grand Totals		2,813	535	3,348	2,675	2,616 2 6	401 19 11	3,018 2 5	2,537 12 0	1,416 16 10	751 0 6	260 10 2	2,070 7 0	7,036 6 6	7,012 3 8

STATISTICS OF GOVERNMENT AND ASSISTED SCHOOLS.

ASHANTI PROVINCE.

A.M.E. ZION MISSION.

School.	Character†	No. on Roll.			Average attendance.	Government Grant-in-Aid Recommended for 1926.			Income 1926.					Total Income. £ s. d.	Total Expenditure. £ s. d.
		Boys.	Girls.	Total.		Grant. £ s. d.	Claims under Rule 90. £ s. d.	Total Grant. £ s. d.	Total Govt. Grant 1925. £ s. d.	School Fees. £ s. d.	Grant from Local Sources. £ s. d.	Grant from Home Base. £ s. d.	Grant from Other Sources. £ s. d.		
Kumasi Senior ..	B	113	—	113	86	86 0 0	—	86 0 0	82 10 0	70 0 0	—	—	157 11 7	310 1 7	310 1 7
		113	—	113	86	86 0 0	—	86 0 0	82 10 0	70 0 0	—	—	157 11 7	310 1 7	310 1 7

ENGLISH CHURCH MISSION.

Kumasi Junior ..	I	121	—	121	106	63 12 0	—	63 12 0	450 12 0	29 4 0	89 1 6	—	—	568 17 6	568 17 6
Kumasi Senior..	B	223	—	223	210	367 10 0	—	367 10 0	358 15 0	170 13 0	61 7 6	—	—	590 15 6	590 15 6
		344	—	344	316	431 2 0	—	431 2 0	809 7 0	199 17 0	150 9 0	—	—	1,159 13 0	1,159 13 0

GOVERNMENT.

Juaso	M	155	22	177	169	—	—	—	—	44 15 9	—	—	—	44 15 9	—
Kumasi Boys' ..	B	338	—	338	320	—	—	—	—	73 13 6	—	—	—	73 13 6	—
Kumasi Girls' ..	G	—	145	145	141	—	—	—	—	28 19 9	—	—	—	28 19 9	—
Sunyani	M	122	7	129	125	—	—	—	—	*	—	—	—	—	—
		615	174	789	755	—	—	—	—	147 9 0	—	—	—	147 9 0	—

*No fees charged. *Expenditure defrayed by Government.

STATISTIC OF GOVERNMENT AND ASSISTED SCHOOLS.

ASHANTI PROVINCE

ROMAN CATHOLIC MISSION.

School.	Character†	No. on Roll.			Average attend- ance.	Government Grant-in-Aid Recommended for 1926.			Income 1926.					Total Income. £ s. d.	Total Expenditure. £ s. d.
		Boys.	Girls.	Total.		Grant. £ s. d.	Claims under Rule 92. £ s. d.	Total Grant. £ s. d.	Total Govt. Grant 1925. £ s. d.	School Fees. £ s. d.	Grant from Local Sources £ s. d.	Grant from Home Base. £ s. d.	Grant from Other Sources. £ s. d.		
Akrokerri *	..	—	—	—	—	—	—	86 17 6	—	—	—	—	86 17 6	—	
Kumasi Junior	.. I	168	11	179	157	94 4 0	—	94 4 0	85 4 0	36 3 3	115 5 7	—	—	236 12 10	236 12 10
Kumasi Senior	.. B	239	—	239	202	404 0 0	—	404 0 0	430 0 0	161 0 4	—	—	—	591 0 4	498 14 1
Obuasi Junior	.. I	95	13	108	103	41 4 0	1 0 4	42 4 4	60 8 8	26 7 3	39 13 8	—	—	126 9 7	126 9 7
Obuasi Senior †	.. M	86	5	91	88	154 0 0	2 2 5	157 2 5	161 4 8	53 10 6	61 16 4	—	—	276 11 6	313 19 6
		588	29	617	550	693 8 0	3 2 9	696 10 9	823 14 10	277 1 4	216 15 7	—	—	1,317 11 9	1,175 16 0

* Withdrawn from Assisted List by Mission Authorities. † Balance from last year £37 8s. od.

STATISTICS OF GOVERNMENT AND ASSISTED SCHOOLS

ASHANTI PROVINCE

PRESBYTERIAN CHURCH MISSION.

School.	Character†	No. on Roll.			Average attend- ance.	Government Grant-in-Aid Recommended for 1926.			Income 1926.					Total Income. £ s. d.	Total Expenditure. £ s. d.
		Boys.	Girls.	Total.		Grant.	Claims under Rule 90.	Total Grant.	Total Govt. Grant 1925.	School Fees.	Grant from Local Sources.	Grant from Home Base.	Grant from Other Sources.		
Afidwasi	M	44	5	49	48	34 2 0	—	34 2 0	34 18 0	7 6 6	84 9 11	—	—	126 14 5	126 19 5
Agogo	M	36	14	50	49	29 16 0	—	29 16 0	23 16 0	5 0 0	92 9 10	—	—	121 5 10	121 5 10
Asoromasi	M	42	10	52	44	23 11 0	—	23 11 0	32 8 0	3 10 0	54 7 7	—	—	90 5 7	90 5 7
Bekyem	M	60	6	66	61	32 4 0	—	32 4 0	39 12 0	4 10 0	106 2 0	—	—	150 4 0	150 4 0
Berekum	M	49	7	56	48	23 4 0	—	23 4 0	44 8 0	5 2 0	83 8 3	—	—	132 18 3	132 18 3
Bompata	M	100	34	134	140	110 8 0	—	110 8 0	127 18 0	24 10 0	86 7 3	—	—	238 15 3	238 15 3
Gyamase	M	42	11	53	39	24 1 0	—	24 1 0	27 12 0	5 8 0	47 17 8	—	—	80 17 8	80 17 8
Kokofu	M	36	8	44	40	21 12 0	—	21 12 0	46 0 0	6 17 0	64 2 5	—	—	116 19 5	116 19 5
Kumasi Junior	M	150	35	185	159	193 15 0	—	193 15 0	170 5 6	34 19 6	155 11 1	—	—	360 16 1	36 16 1
Kumasi Senior	B	89	—	89	84	147 0 0	—	147 0 0	164 10 0	32 5 3	81 3 0	—	—	277 18 3	277 18 3
Kwaso	M	51	8	59	31	21 6 0	—	21 6 0	20 1 0	5 12 0	62 8 11	—	—	88 1 11	88 1 11
Mampong Junior	M	109	44	153	135	158 0 0	—	158 0 0	145 4 0	22 9 3	66 11 1	—	—	234 4 4	234 4 4
Mampong Senior	B	20	—	20	23	46 0 0	—	46 0 0	76 0 0	20 12 9	51 4 11	—	1 9 1	149 6 9	149 6 9
Obogu	M	40	5	45	43	43 1 0	—	43 1 0	39 4 0	7 8 0	50 7 3	—	—	96 19 3	96 19 3
Pamu	M	48	9	57	67	77 12 0	—	77 12 0	70 8 0	14 16 0	47 2 0	—	—	132 6 0	132 6 0
Takyimantia	M	52	8	60	45	41 19 0	—	41 19 0	32 15 0	3 0 0	83 8 7	—	—	119 3 7	119 3 7
		968	204	1,172	1,056	1,027 11 0	—	1,027 11 0	1,094 19 6	203 6 3	1,217 1 9	—	1 9 1	2,516 16 7	2,517 1 7

STATISTICS OF GOVERNMENT AND ASSISTED SCHOOLS.

ASHANTI PROVINCE.

WESLEYAN MISSION.

School.	Character†	No. on Roll.			Average attendance.	Government Grant-in-Aid Recommended for 1926.			Income 1926.					Total Expenditure.	
		Boys.	Girls.	Total.		Grant.	Claims under Rule 90.	Total Grant.	Total Govt. Grant 1925.	School Fees.	Grant from Local Source.	Grant from Home Base.	Grant from Other Sources.		Total Income.
Bekwai	M	111	25	135	99	109 16 0	—	109 16 0	86 8 0	72 16 9	8 10 6	—	184 12 2	352 7 5	352 7 5
Kumasi Junior ..	I	147	44	191	185	111 0 0	—	111 0 0	120 12 0	78 8 3	251 1 7	—	—	450 1 10	450 1 10
Kumasi Senior ..	M	261	21	282	255	573 15 0	—	573 15 0	508 10 0	242 6 0	21 8 6	—	—	772 4 6	772 4 6
Obuasi Junior ..	I	82	21	103	89	71 4 0	—	71 4 0	80 16 0	33 15 9	74 16 8	—	—	189 8 5	200 4 11
Obuasi Senior ..	M	125	8	133	118	265 10 0	4 1 4	269 11 4	263 14 6	104 13 0	114 13 1	—	0 2 0	483 2 7	483 2 7
		726	119	845	746	1,131 5 0	4 1 4	1,135 6 4	1,060 0 6	531 19 9	470 10 4	—	184 14 2	2,247 4 9	2,258 1 3

* Balance from last year £10 16s. 6d.

GRAND TOTALS, ASHANTI.

A.M.E. Zion Mission ..	113	—	113	86	86 0 0	—	86 0 0	82 10 0	70 0 0	—	—	157 11 7	310 1 7	310 1 7
English Church Mission ..	344	—	344	316	431 2 0	—	431 2 0	809 7 0	199 17 0	150 9 0	—	—	1,159 13 0	1,159 13 0
Government	615	174	789	755	—	—	—	—	147 9 0	—	—	—	147 9 0	*
Roman Catholic Mission ..	588	29	617	550	693 8 0	3 2 9	696 10 9	823 14 10	277 1 4	216 15 7	—	—	1,317 11 9	1,175 16 0
Presbyterian Church Mission ..	968	204	1,172	1,056	1,027 11 0	—	1,027 11 0	1,094 19 6	203 6 3	1,217 1 9	—	1 9 1	2,516 16 7	2,517 1 7
Wesleyan Mission	726	119	845	746	1,131 5 0	4 1 4	1,135 6 4	1,060 0 6	531 19 9	470 10 4	—	184 14 2	2,247 4 9	2,258 1 3
Grand Totals	3,354	526	3,880	3,509	3,369 6 0	7 4 1	3,376 10 1	3,870 11 10	1,429 13 4	2,054 16 8	—	343 14 10	7,698 16 8	7,420 13 5

*Expenditure defrayed by Government.

STATISTICS OF GOVERNMENT AND ASSISTED SCHOOLS.
GRAND TOTALS FOR GOVERNMENT AND ASSISTED SCHOOLS.

School.	No. on Roll.			Average attendance.	Government Grant-in-Aid Recommended for 1926.			Income 1926.					Total Income.	Total Expenditure.
	Boys.	Girls.	Total.		Grant.	Claims under Rule 90.	Total Grant.	Total Govt. Grant 1925.	School Fees.	Grant from Local Source.	Grant from Home Base.	Grant from Other Sources.		
A.M.E. Zion Mission	955	148	1,103	897	1,078 19 6	—	1,078 19 6	947 6 0	403 2 0	131 4 1	222 16 5	495 11 10	2,200 0 4	2,218 18 7
English Church Mission	875	66	941	857	1,151 19 6	166 8 5	1,318 7 11	1,480 7 0	622 18 3	525 4 5	—	108 2 0	2,736 11 8	2,767 0 5
Ewe Mission	2,083	553	2,636	2,580	3,187 14 0	—	3,187 14 0	—	945 6 10	—	—	—	945 6 10	4,290 11 7
Government	3,704	921	4,625	4,219	—	—	—	—	950 18 6	—	—	—	950 18 6	*
Roman Catholic Mission	3,479	658	4,137	3,563	4,106 8 0	405 15 4	4,512 3 4	4,454 14 9	1,538 0 7	1,381 19 9	260 10 2	1,898 12 3	9,533 17 6	9,849 1 2
Presbyterian	7,543	2,735	10,278	9,732	11,461 8 0	294 3 5	11,755 11 5	11,472 10 2	3,494 4 6	4,185 15 6	756 19 0	322 5 8	20,231 14 10	23,315 10 8
Wesleyan Mission	6,341	1,658	7,999	6,786	8,281 19 0	371 10 4	8,653 9 4	9,106 9 6	6,588 5 2	3,906 17 9	136 8 5	2,807 4 4	22,545 5 2	22,392 16 7
Undenominational	376	40	416	409	613 10 0	50 0 0	663 10 0	603 15 0	415 0 9	—	—	—	1,018 15 9	1,369 15 0
Mohammedan	58	—	58	53	61 8 0	—	61 8 0	—	15 8 8	1,421 13 6	500 0 0	122 1 3	2,059 3 5	2,030 18 1
Secondary	268	—	268	236	944 0 0	49 18 8	993 18 8	853 19 5	3,808 17 10	157 5 8	218 0 0	48 11 9	5,086 14 8	4,546 4 11
Grand Totals	25,682	6,779	32,461	29,332	30,887 6 0	1,337 16 2	32,225 2 2	28,919 1 10	18,782 3 1	11,710 0 8	2,094 14 0	5,802 9 1	67,308 8 8	72,780 17 0

*Expenditure defrayed by Government.

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APPENDIX B.

EXAMINATION OF TEACHERS FOR CERTIFICATES, 1926.

SCHEDULE G.

THIRD CLASS CERTIFICATE, PART I.

LIST OF SUCCESSFUL CANDIDATES IN ORDER OF MERIT.

Order of Merit.	Name.	Regd. No.	School.	Marks obtained.
1	Mould, Bernice	1009/W/26	Accra Wesleyan Girls' High School	Between 50 % and 60%
2	Owoo, Agnes	1010/W/26	Accra Wesleyan Girls' High School	
3	Grant, Victoria	1008/W/26	Accra Wesleyan Girls' High School	Between 40% and 50% ¹
4	Bannerman, Elizabeth Abbah	953/G/26	Accra Government Girls' School	
5	Enim, Mary	1007/W/26	Accra Wesleyan Girls' High School	Between 33 $\frac{1}{3}$ % and 40%
6	Otoo, William Cofi Samuel ..	641/W/24	Larteh Wesleyan Mission School	
7	Joppa, John	1003/R/26	Kpando Roman Catholic Mission School	"
8	Ahlijah, Grace Awoyo	795/E/25	Keta Ewe Mission Girls' School	"
9	Agyei-Ako, Gottfried	154/S/22	Amanase Scottish Mission School	"
10	Quartey-Papafo, Mansuah ..	1013/W/26	Accra Wesleyan Girls' High School	"
11	Kuofie, Frances Justina ..	966/G/26	Cape Coast Government Girls' School	"
12	Quansah, Rosiana	1011/W/26	Accra Wesleyan Girls' High School	"
13	Opape, Daniel Awuku	399/S/23	Asantema Scottish Mission School	"
14	Quartey, Harriet	1012/W/26	Accra Wesleyan Girls' High School	"
15	Acolatse, Victoria Amah ..	801/E/25	Keta Ewe Mission Girls' School	"

35 Candidates sat for this Examination.

EXAMINATION OF MALE TEACHERS FOR CERTIFICATES, 1926.

SCHEDULE H.

SECOND CLASS CERTIFICATE, PART I.

LIST OF SUCCESSFUL CANDIDATES IN ORDER OF MERIT.

Order of merit.	Name.	Regd. No.	School.	Marks obtained.
1	Etse, Cornilius	248/R/22	Keta Roman Catholic Mission Sedooi	Between 60% and 70%
2	Asante, Jechonias Nathaniel ..	934/W/26	Accra Wesleyan Mission School	Between 50% and 60%
3	Warden, Charles Arthur ..	272/W/22	Tarkwa Wesleyan Mission School	Between 40 and 50%
4	Odoi, Nicholas Heldon Asare ..	80/O/BL	Mampong Scottish Mission School	"
5	Amakye, Michael Danson ..	61/S/21	Mampong Scottish Mission School	"
6	Botchway, Daniel Quarshie ..	9/B/W	Dodowa Wesleyan Mission Senior School	Between 33 $\frac{1}{2}$ % and 40%
7	Adaye, Joshua James	173/A/BL	Akropong Scottish Mission Junior School	"
8	Boateng, Eliezer Francis ..	30/B/BL	Pakro Scottish Mission School	"
9	Voadjogbey, Raymond Nicholas	806/E/25	Pode Ewe Mission School ..	"
10	Reynolds, James John	643/W/24	Saltpond Wesleyan Mission Senior School	"
11	Tawiah, Anthony	5/T/R	Shama Roman Catholic Mission School	"
12	Garbrah, Charles Brookman ..	585/A/24	Cape Coast A.M.E.Z. Mission School	"
13	Oparehene, Robert Martin ..	628/S/24	New Mangoase Scottish School	"
14	Amenah, James Kwami	94/W/21	Nsawam Wesleyan Mission School	"
15	Yalley, Robert Mensah	600/C/24	Kumasi Roman Catholic School	"
16	Dako, Christian	373/S/23	Peki Blengo Ewe Mission School	"
17	Quaye, Jacob Mensah	231/G/22	Kibi Government School ..	"
18	Birikorang, Samson Erasmus ..	27/B/BL	New Mangoase Scottish Mission School	"
19	Acquah, Francis William	276/W/22	Cape Coast Wesleyan Mission School	"

42 Candidates sat for this Examination.

EXAMINATION OF FEMALE TEACHERS FOR CERTIFICATES, 1926.

SCHEDULE H.

SECOND CLASS CERTIFICATE, PART I.

LIST OF SUCCESSFUL CANDIDATES IN ORDER OF MERIT.

Order of Merit.	Name.	Regd. No.	School.	Marks obtained.
1	Owusu, Eleanor Bruwa	818/W/25	Saltpond Wesleyan Mission School	Between 40% and 50%
2	Spio-Garbrah, Eva	604/G/24	Cape Coast Government Girls' School	Between 33 $\frac{1}{2}$ % and 40%

3 Candidates sat for this Examination.

EXAMINATION OF TEACHERS FOR CERTIFICATES, 1926.

SCHEDULE I.

SECTION I.—HAND AND EYE TRAINING.

LIST OF SUCCESSFUL CANDIDATES IN ORDER OF MERIT.

Order of Merit.	Name.	Regd. No.	School.	Marks obtained.
1	Ntummy, Augustine	1036/R/26	Kpando Roman Catholic Mission School	Between 50 and 60%
2	Agbenaza, Nicholas	997/R/26	Nkonga Ahenkro Roman Catholic School Mission ..	Between 40 and 50%
3	Nelson, Victoria	1005/R/26	Keta Roman Catholic Mission Girls' School	"
4	Ayikutu, Gladys	994/E/26	Ho Ewe Mission School	"
5	Dadzie, Benedictus	1000 R/26	Wusuta-Hohoe Roman Catholic Mission School	"
6	Dotse, Sixtus	1001/R/26	Kpando Roman Catholic Mission School	"
7	Bankars, Beatrice Nora	995/E/26	Peki Blengo Ewe Mission School	Between 33% and 40%
8	Reynolds, James John	643/W/24	Saltpond Wesleyan Mission School	"
9	Joppa, John	1003/R/26	Kpando Roman Catholic Mission School	"
10	Kudiabor, Jessie	1004/R/26	Keta Roman Catholic Mission Girls' School	"
11	Gockel, Raphael	1002/R/26	Ho Roman Catholic Mission School	"
12	Akpi, Jacob	998/R/26	Kratchi Roman Catholic Mission School	"
13	Ayim, Thomas	999/R/26	Kpando Roman Catholic Mission School	"
14	Klu, Mrs Bertha	996/E/26	Keta Ewe Mission Girls' School	"

25 Candidates sat for this Examination.

EXAMINATION OF TEACHERS FOR CERTIFICATES, 1926.

SCHEDULE I.

SECTION II.—WOODWORK.

LIST OF SUCCESSFUL CANDIDATES IN ORDER OF MERIT.

Order of Merit.	Name.	Regd. No.	School.	Marks obtained.
1	Alicoe, Thomas	408/W/23	Axim Wesleyan Mission School	Between 40% and 50%
2	Thompson, David Okai	326/G/23	Sunyani Government School	"
3	Karikari, Seth Maxwell	314/G/23	Kibi Government School	"
4	Abbey, Robert	593/C/24	Accra St. Mary's English Church Mission School	Between 33 $\frac{1}{2}$ % and 40%
5	Badger, Henry George Sindbad	308/G/23	Accra Government Senior Boys' School	"
6	Annan, Hinin Victor	306/G/23	Accra Government Junior Boys' School	"
7	Neizer, Richard Sagoe Dumin	640/W/22	Kumasi Wesleyan Mission School	"
8	Conduah, Joseph William	295/G/23	Sunyani Government School	"
9	Ankrah, Charles	305/G/23	Accra Government Junior Boys' School	"

25 Candidates sat for this Examination.

EXAMINATION OF STUDENTS FOR CERTIFICATES, 1926.

GOVERNMENT TRAINING COLLEGE, ACCRA.

The following students passed in Schedule I (i) Hand and Eye Training :—

Amissah, Richard David Yamson	..	Registered No.	429/A/24
Codjoe, William Tetteh	.. ..	..	440/C/24
Dick, Moses Arthur	.. ..	..	445/G/24
Kaleem, James Samuel	.. ..	..	453/G/24
Quainoo, James Annan	.. ..	..	468/C/24

EXAMINATION OF STUDENTS FOR CERTIFICATES, 1926.

PRESBYTERIAN TRAINING COLLEGE, AKROPONG.

The following students passed in Schedule I (i) Hand and Eye Training :—

Akoto, Martin Gyang	.. ..	Registered No.	497/S/24
Asiete, James Bannerman	.. ..	..	506/S/24
Bansa, Nicholas Yawo	.. ..	..	514/S/24
Beeko, Martin Odame	.. ..	..	515/S/24
Nibo, Gershon Kwakusa	.. ..	..	533/S/24
Obodai, Lawrence Kwao	.. ..	..	536/S/24

EXAMINATION OF STUDENTS FOR CERTIFICATES, 1926.

WESLEY COLLEGE, KUMASI.

The following students passed in Schedule I (i) Hand and Eye Training :—

Afful, Samuel Amos	.. ..	Registered No.	551/W/24
Bruce, William Bonso	.. ..	..	563/W/24
Cobblah, Joseph	.. ..	..	564/W/24
Coompson, Frederick Danquah	.. ..	..	565/W/24

EXAMINATION OF STUDENTS FOR CETIFICATES, 1926.

GOVERNMENT TRAINING COLLEGE, ACCRA.

The following students passed in Schedule H :—

Aggoe, John Kwashie.. ..	Registered No.	424/G/24
Agyekum, Joseph Kofi	"	425/G/24
Allassani, Joseph Henry	"	428/R/24
Amissah, Richard David Yamson	"	429/A/24
Andoh, Major Dawson	"	431/G/24
Ankwandah, James Robert	"	432/C/24
Arthur, George Henry	"	433/G/24
Brako-Hiapa, Edmund Kofie	"	437/G/24
Bruce, Roosevelt Quao	"	438/G/24
Bruce-Tagoe, Joseph Alfred	"	439/G/24
Codjoe, William Tetteh	"	440/C/24
Dadzie, Isaac	"	441/G/24
Davidson, William Augustus	"	443/G/24
Dick, Moses Arthur	"	445/G/24
Duncan, George Attu	"	447/G/24
Ekorm, David	"	448/G/24
Enniful, Henry Charles	"	450/G/24
Gilbert, George Wilfred	"	451/G/24
Kaleem. James Samuel	"	453/G/24
Kankam, Thomas Nathaniel	"	454/G/24
Kumadey, Samuel Mensah	"	456/A/24
Kwadjo, Edmund	"	457/G/24
Kwawu, Humphrey Worklatsi	"	452/A/24
Lamptey, Samuel Darku	"	459/G/24
Mensah, Anthony Kodjo	"	461/A/24
Mensah, Joseph	"	462/A/24
Odoom, Kobina Ahinful	"	464/A/24
Opong, James	"	465/A/24
Quainoo, James Annan	"	468/C/24
Quartey, Solomon Quartalai	"	469/RS/2
Savage, Fred Harry	"	470/G/24
Schandorf, Ebenezer Adjei	"	471/G/24
Taylor, John Victor Benet	"	472/C/24
Yaw, Samuel John	"	473/C/24

EXAMINATION OF STUDENTS FOR CERTIFICATES, 1926.

PRESBYTERIAN TRAINING COLLEGE, AKROPONG.

The following students passed in Schedule H :—

Abusuasa, Vincent Kofi	Registered No.	488/S/24
Acquah, Paul Obese	"	489/S/24
Adade, Edward Amadi	"	490/S/24
Adjei, Emmanuel Anyetei	"	492/S/24
Agama, Seth Komla	"	494/S/24
Agyei, Thomas Ayete	"	496/S/24
Akoto, Martin Gyang	"	497/S/24
Alomenu, Robert Aka	"	498/S/24
Amponsah, Nelson Nyako	"	499/S/24
Anti, Alfred Adu	"	500/S/24
Asare, Christian Gyebi	"	503/S/24
Asare, Theodore Owusu	"	504/S/24
Asiedu, William Ofori	"	505/S/24
Asiete, James Bannerman	"	506/S/24
Attipoe, Joseph Prempeh	"	507/S/24
Awuah, Emmanuel Kwamla	"	508/S/24
Awuma, Otto Gerald	"	509/S/24
Ayisi, Mark Dabiete	"	510/S/24
Badu, Martin Ntow	"	511/S/24
Baeta, Christian Goncalves	"	512/S/24
Bampoe, Michael Atta	"	513/S/24
Beeko, Martin Odame	"	515/S/24
Buabeng, Gottfried Osafo	"	517/S/24
Danso, Edward Addo	"	519/S/24
Danso, Ernest Akyempong	"	520/S/24
Debrah, John Sarpong	"	521/S/24
Gadzekpoe, Bernard Sinedjie	"	523/S/24
Gyan, Ebenezer Oteng	"	524/S/24
Gyang, Samuel Agyei	"	525/S/24
Klufio, Enoch Joseph	"	526/S/24
Kuadey, Abraham Agbealinawo	"	528/S/24
Kwabbi, Ebenezer Kwapong	"	529/S/24
Kwansa, Samuel Yawo	"	530/S/24
Manu, Daniel Kwao	"	531/S/24
Mensa, Bernard Asare	"	532/S/24
Nibo, Gershon Kwakusa	"	533/S/24
Obodai, Lawrence Kwao	"	536/S/24
Obuobi, Nathan Atiemo	"	537/S/24
Okae, Alexander Ohene	"	540/S/24
Oko, Samuel Adjei	"	541/S/24
Owusu, Marin Nelson	"	542/S/24
Sakyi, Edward Tete	"	545/S/24
Tetty, Winfried Boye Lomo	"	547/S/24
Williams, Charles Odamey	"	548/S/24
Ziga, Henry Kwadjo	"	549/S/24

EXAMINATION OF STUDENTS FOR CERTIFICATES, 1926.

WESLEY COLLEGE, KUMASI.

The following students passed in Schedule H :—

Addo, Joseph Tunfu Bedu	Registered No.	550/W/24
Agyebin, James Kodwo .. ..	.. ..	552/W/24
Amos, Robert Kobbina .. ..	.. ..	555/W/24
Arthur, Noble Kofi Karkra .. ..	.. ..	556/W/24
Asmah, Akronteh Emmanuel .. ..	.. ..	557/W/24
Ayel, Nathan Francisco Ribeiro .. ..	.. ..	558/W/24
Baidu, Samuel Opare .. ..	.. ..	559/W/24
Bart-Addison, John Frederick .. ..	.. ..	560/W/24
Bray, Lemnel Davis .. ..	.. ..	561/W/24
Brown, Benjamin Acquaye .. ..	.. ..	562/W/24
Danquah, Matthew Nathan Erenchy .. ..	.. ..	566/W/24
Dodoo, Jonathan Arthur .. ..	.. ..	567/W/24
Essandoh, Richard Bedford .. ..	.. ..	568/W/24
Essilfie, Isaac .. ..	.. ..	569/W/24
Frans, Jacob Christian .. ..	.. ..	570/W/24
Graham, Samuel Ehuron .. ..	.. ..	571/W/24
Hinson, John Kwofi .. ..	.. ..	573/W/24
Koi, Cephas .. ..	.. ..	574/W/24
Mensah, Joseph .. ..	.. ..	575/W/24
Quashie, John David .. ..	.. ..	578/W/24
Tettey-Enyo, Emmanuel Joshua Ametepey .. ..	.. ..	581/W/24

AGRICULTURAL COURSE 1926 : RESULT OF EXAMINATION OF.

CANDIDATES WHO HAVE QUALIFIED FOR A CERTIFICATE.

No.	Name.	Reg. No.	Student or Teacher.	School, College or Seminary.	Marks obtained Percentage
1	Amposa, Jonathan Rexford	163/S/22	Student	Akropong Scottish Mission Seminary	68.7
2	Puplampu, Devine Adebueh	405/S/23	do.	do.	65.6
3	Affote, Samuel Laye	341/S/23	do.	do.	61.3
4	Reindorf, Daniel	418/W/23	Teacher	Winneba Wesleyan Mission School	59.1
5	Asamoah, Nathan Henry	357/S/23	Student	Akropong Scottish Mission Seminary	56.5
6	Bansa, Benhard Kwadjo	366/S/23	do.	do.	55.6
7	Anipare, Emmanuel Nicholas	353/S/23	do.	do.	55.6
8	Yankah, John Abraham	3/Y/W	Teacher	Saltpond Wesleyan Mission School	55.6
9	Anim, Andrew	352/S/23	Student	Akropong Scottish Mission Seminary	54.3
10	Addo, Ebenezer Daniel	155/S/22	Teacher	Kumasi Scottish Mission School	53.7
11	Offei, Ebenezer Nelson	398/S/23	Student	Akropong Scottish Mission School	53.7
12	Ackom, John Ebenezer	607/R/24	Teacher	Kumasi R. C. Mission School	53.5
13	Mensah, David Duncan Kwamina	414/W/23	do.	Winneba Wesleyan Mission School	51.7
14	Sekyi, Kwaku Abraham	114/A/22	do.	Appam Wesleyan Mission School	51.3
15	Bruku, Theophilus Kwami	370/S/23	Student	Akropong Scottish Mission Seminary	51.3
16	Keteku, John Manasseh	383/S/23	do.	do.	50.9
17	Botsyi, Bartimaeus	369/S/23	do.	do.	50.9
18	Anthony, Stephen Benjamin	594/C/24	Teacher	Kumasi English Church Mission	50.0
19	Asihene, Norman Kwabena	358/S/23	Student	Akropong Scottish Mission School	49.6
20	Otchere, Joseph William	140/G/22	Teacher	Juaso Government School	49.1
21	Minta, Albert Daniel Amankwa	21/M/BL	do.	Obogu Scottish Mission School	48.7
22	Djoleto, Joseph Edmond	376/S/23	Student	Akropong Scottish Mission Seminary	47.8
23	Garbrah, Charles Brookman	585/A/24	Teacher	Cape Coast A.M.E. Zion Mission	47.4
24	Antwi, Moses Ntim	354/S/23	do.	Apegosu Scottish Mission School	46.9
25	Kofi, John A.	637/W/24	do.	Akorase Wesleyan Mission School	46.5
26	Haizel, George	130/G/22	do.	Assuantsi Junior Trade School	46.5
27	Mensah, Jeremiah Egan	17/M/W	do.	Appam Wesleyan Mission School	46.0
28	Amoa, Reuben Opoku	350/S/23	do.	Peki Blengo Ewe Mission School	44.3
29	Amoah, Peter Helen	616/S/24	do.	Gomoa Akwawa Scottish Mission School	44.3
30	Gyebi, Francis Emmanuel	622/S/24	do.	Ashanti-Mampong Scottish Mission School	41.3
31	Yalley, Robert Mensah	600/C/24	do.	Kumasi Roman Catholic Mission School	41.3
32	Reynolds, James John	643/W/24	do.	Saltpond Wesleyan Mission School	41.3
33	Gyampo, Thomas Owusu	182/S/22	do.	Kwabeng Scottish Mission School	40.9
34	Biney, Joseph William	595/C/24	do.	Kumasi English Church Mission School	40.0

APPENDIX C.

TABLE SHOWING THE NUMBER OF SCHOOLS IN THE COLONY AND ASHANTI ON THE 1ST JANUARY, 1927
AND THEIR DISTRIBUTION. (EXCLUSIVE OF TRAINING COLLEGE FOR TEACHERS.)

Mission, etc.	Eastern Province.			Western Province.			Central Province.			Ashanti.			Trans-Volta.			Total,		
	A.	N.A.	T.	A.	N.A.	T.	A.	N.A.	T.	A.	N.A.	T.	A.	N.A.	T.	A.	N.A.	T.
Presbyterian	64	80	144	—	1	1	11	29	40	16	38	54	6	9	15	97	157	254
Wesleyan	16	59	75	8	21	29	*19	42	61	4	81	85	1	7	8	48	210	258
Roman Catholic	—	—	—	7	27	34	10	14	24	5	5	10	8	28	36	30	74	104
Ewe	—	—	—	—	—	—	—	—	—	—	—	—	31	44	75	31	44	75
English Church	1	6	7	3	5	8	†1	5	6	2	6	8	—	—	—	7	22	29
A.M.E. Zion	—	12	12	—	1	1	2	4	6	1	13	14	4	2	6	7	32	39
First Century Gospel	—	1	1	—	—	—	—	3	3	—	—	—	—	3	3	—	7	7
Nigratian	—	—	—	—	—	—	—	3	3	—	—	—	—	—	—	—	3	3
Salvation	—	1	1	—	1	1	—	2	2	—	—	—	—	—	—	—	4	4
National Church of Christ	—	1	1	—	—	—	—	1	1	—	—	—	—	3	3	—	5	5
Seventh Day Adventists	—	—	—	—	1	1	—	3	3	—	7	7	—	—	—	—	11	11
Private	1	9	10	—	2	2	1	1	2	—	—	—	—	12	12	2	24	26
Government	7	—	7	5	—	5	4	—	4	5	—	5	—	—	—	21	—	21
Total	89	169	258	23	59	82	48	107	155	33	150	183	50	108	158	243	593	836

*Inclusive of Mfantshipim Cape Coast. A Secondary School.
†Inclusive of St. Nicholas, Cape Coast. A Secondary School.

‡Inclusive of the Technical School and three Trade Schools.

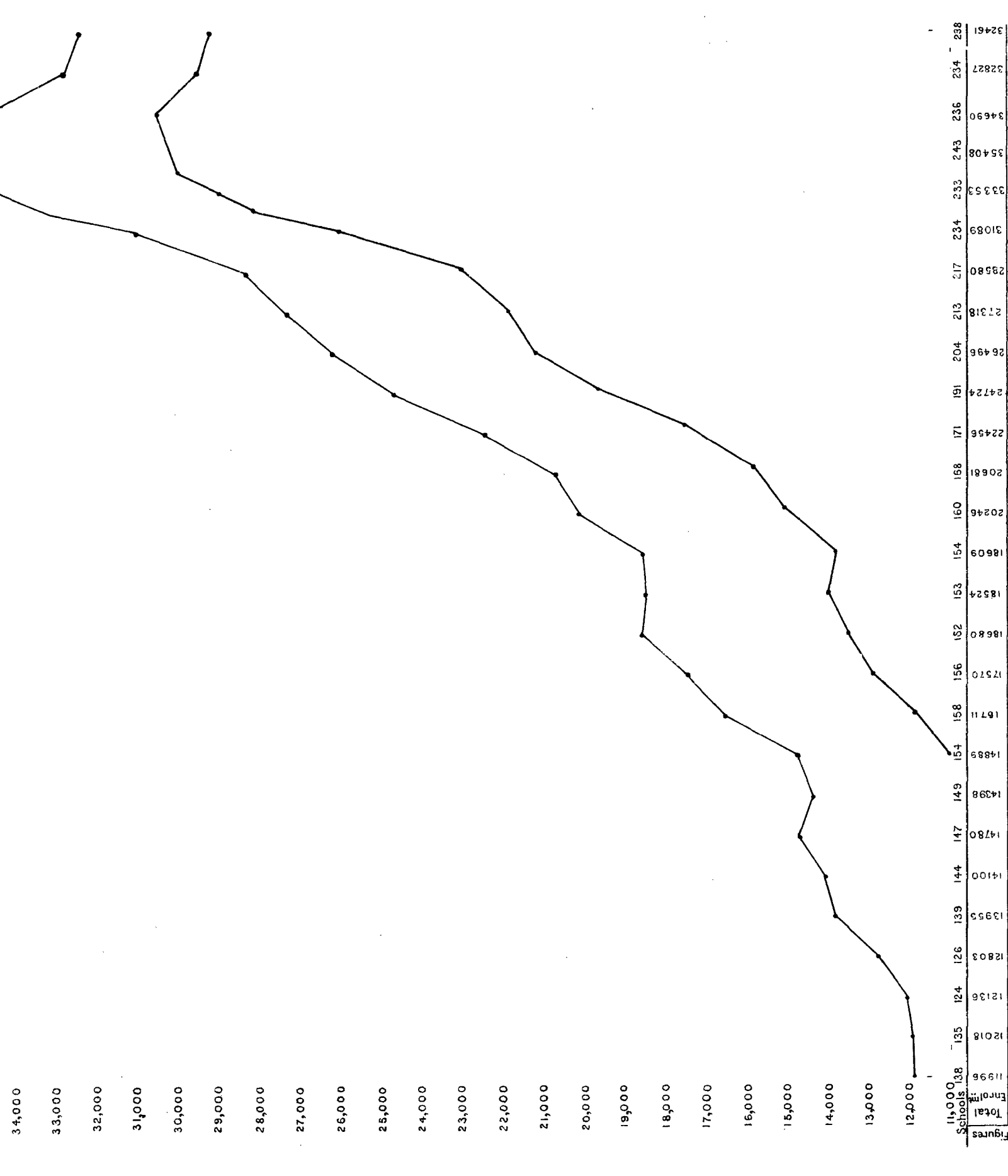
APPENDIX C.

TABLE SHOWING THE NUMBER OF EUROPEANS ENGAGED IN TEACHING IN THE COLONY AND ASHANTI AND THEIR DISTRIBUTION.

	Eastern Province.			Western Province.			Central Province.			Ashanti.			Trans-Volta.			Total.		
	M.	F.	T.	M.	F.	T.	M.	F.	T.	M.	F.	T.	M.	F.	T.	M.	F.	T.
Achimota	26	6	32	—	—	—	—	—	—	—	—	—	—	—	—	26	6	32
Wesleyan Mission	—	4	4	—	—	—	1	3	4	4 ^(b)	—	4	—	—	—	5	7	12
Government	7	1	8	—	—	—	1	—	1	1	—	1	—	—	—	9	1	10
Roman Catholic Mission	—	—	—	—	—	—	—	4	4	—	—	—	—	4	4	—	8	8
Presbyterian Mission	(a) 3	3	6	—	—	—	—	—	—	—	—	—	—	—	—	3	3	6
English Church Mission	—	—	—	—	—	—	—	3*	3	—	—	—	—	—	—	—	3	3
Totals	36	14	50	—	—	—	2	10	12	5	—	5	—	4	4	43	28	71

*Sisters of the Holy Paraclete. (a) Masters, Akropong Training College. (b) Masters, Wesley College.

(97).



GOVERNMENT OF THE GOLD COAST.

REPORT

ON THE

Education Department, (Northern Territories)

FOR THE PERIOD

APRIL, 1926—MARCH, 1927.

Printed by the Government Printer at the Government Printing Office, Accra. To be purchased from the Colonial Secretariat, Accra, Gold Coast Colony, and from the Crown Agents for the Colonies, 4, Millbank, London, S.W. 1. Price 1s.

Annual Report on the Education Department, (Northern Territories,) for the period April, 1926—March, 1927.

SUPERINTENDENT OF EDUCATION,
NORTHERN TERRITORIES,
TAMALE.

I.—INTRODUCTORY.

Following the realisation of the necessity of establishing a system of Education suited to local needs, His Excellency the Governor created a separate Department of Education for the Northern Territories; and the Rev. A. H. Candler was appointed Superintendent of Education, as from April 1st, 1926.

II.—STAFF.

The above-mentioned officer took up his new duties on that date, accompanied by his wife, who has given valuable assistance in inspection, training and supervision of teachers, correction of teachers' essays, needlework instruction, etc., Capt. H. G. Hendrie, M.C., was already in charge of the Yendi Trade School. This officer proceeded on leave on December 5th, Mr. J. S. Dunn, Master-Inspector, joined the staff in October, and acted as Headmaster of the Trade School from November 29th; Miss Pitt, Kindergarten Mistress, landed in the Colony on February 2nd, 1927, and after some days in Accra reached Tamale on February 16th. There is one vacancy for a Master Inspector, and work has been somewhat handicapped by the non-appointment.

The African staff consists of 23 teachers, five instructors, and an office clerk. There have been many changes due to transfers, and the staff is one below establishment strength through the death of Mr. H. Q. Sappon.

III.—SCHOOLS AND INSPECTION.

The schools in existence on April 1st, 1926 were:—

Junior Trade School, Yendi.

Primary Schools, Wa,	} Boarding Schools.
Primary Schools, Lawra	
Primary Schools, Gambaga.	
Primary Schools, Tamale.	
Primary Schools, Salaga.	

The White Fathers' Mission has a school at Navoro, is building another at Bolgatanga, and has occupied Wiaga in Bulsi country where educational work will be undertaken later. The Roman Catholic Mission, Trans-Volta, irregularly reopened a school at Kete-Kratchi in May, 1926. This school has been closed, since the matters of building, equipment, syllabus, age of children, and European supervision are alike unsatisfactory. The Mission retains its teacher as Catechist, and is building a new school house on an approved site. Application is also sought by this Mission for a station at Apaso. The English Church Mission seeks permission to occupy the Lawra-Tumu area for Mission and educational work. There are no schools as yet on the Assisted List.

All schools have been inspected by the Superintendent and Mrs. Candler twice during the year, Salaga School receiving more frequent visits, and the old Tamale school having regular attention. The District Commissioners have zealously safeguarded school interests, and I am very grateful to them for their assistance.

IV.—COST OF EDUCATION, N.T.

The total estimated cost of Education in the Northern Territories for the year was £12,363, which includes initial equipment for the new Tamale School. There are no Grants-in-aid, but a grant towards the cost of building Bolgatanga School, is under consideration.

V.—REGISTRATION AND TIME-TABLES.

Except at Gambaga, where many scholars were late in returning from vacation, attendance has been satisfactory throughout the year. The present enrolment at Lawra is intentionally low. Most of the standard boys were drafted to the Trade School, and one effect of this has been to decrease teaching difficulties at Lawra. The Timetables have been altered to conform with a simplified syllabus, and more time is devoted to practical work. In the new Tamale Schools practical works will occupy approximately half the school time of standard boys, and this will become the rule.

VI.—SCHOOLS BUILDINGS AND EQUIPMENT.

Outstations have had ordinary repairs and re-thatching. The Lawra school, if retained, must be completely renovated next year. At Gambaga a new Teacher's house is contemplated. At Salaga, new temporary classrooms have been put up. Arrangements for the erection of a new permanent building were well in hand when the water-supply failed. The work will begin with the rains. At Tamale the old school's accommodation was increased by zana-mat rooms, and the congestion was further relieved by sundry dismissals. The new Tamale Schools, two and a half miles from the town, are excellent, with model compounds, Teachers' Quarters, and large airy class room blocks with wide verandahs. The equipment of these schools is also excellent. Salaga school has profited by cupboards, desks and forms from the old school, and other desks have been sent to Gambaga. Arrangements are being made to equip each school with a carpenters' bench, tools and timber, for the provision of school needs. At Gambaga very good "blackboards" of clay have been built into class-room walls. Teachers are encouraged to make their own apparatus. The new Tamale Upper School is equipped for vocational work and Teachers' training, and has also a smithy and carpenters' shop, the wide verandahs being available for craft work and for the accommodation of a printing press. This press is intended to produce vernacular and other books, illustrated by home-made woodcuts. Picture-story books in vernacular are now being made by hand.

VII.—GAMES.

Organised games are part of the life of each school. Football and small-ball games are played at all stations. At Wa cricket and archery are regular sports and a native form of hockey is sometimes played. The new playing fields at Tamale cater for football, hockey, cricket, net-ball, and other competitive sport like tug-of-war, jumping, etc. Tennis Courts are being made for the use of the staff.

VIII.—GARDENS, ETC.

Each school has a garden. Cotton was experimentally grown at Gambaga and Salaga. Gambaga school grows much of its own food, and has a small flock of sheep. Large food farms are being established at Tamale, and about 2,000 teak seedlings were planted, as were some firewood and shade trees before the dry season. The teak plantation will be extended yearly, in view of the need for roofing poles. A start has been made at making the roads of the school area into avenues.

IX.—STANDARD VII EXAMINATION.

Six boys sat for the Standard VII examination, and three were successful.

X.—SCOUTING.

The Wa school is run on Scout and Cub lines. At Tamale the Troop was revived, but staff and school changes have wiped out the old troop. The new schools will have a Troop which will act as Fire Brigade and Ambulance Squad. The Trade School continues on modified Scout lines.

XI.—EMPIRE DAY.

At each school there was the usual ceremony of saluting the Flag, followed by a Concert, Speeches, Sports, Prize giving and Feasting.

XII.—FEMALE EDUCATION.

But few girls attend the schools, and these are mostly the children of coast clerks. It has been decided to make a Girls' Boarding Compound at the new Tamale Schools, the women cooks living in the same compound.

XIII.—TEACHERS' COURSES.

A holiday Course for Teachers was held during the Christmas holidays, the Superintendent of Education, Mrs. Candler, and Mr. Dunn taking part. The Rev. R. Fisher gave invaluable assistance, teaching games, conducting discussions on "The Teacher and Community Work," lecturing, etc. Capt. Donald gave Cub instruction and taught more games, and Capt. Beal, Principal Veterinary Officer, lectured on the care of livestock. Instruction in the art of Teaching, in teaching in vernacular and on the lines of the new Syllabus, and Organised Games, were the emphatic features of this Course. All teachers then on the staff attended the course, but one teacher left early to take part in a Scouters' Course elsewhere.

Teachers at Tamale have been under constant supervision and instruction, and many outstation teachers have profited by correspondence tuition and advice. Test Questions, Papers, and Marking have been scrutinised and the value of the scrutiny is apparent.

There is now a well-furnished Teachers' Library and each outstation school has staff copies of certain books for regular use. By the kindness of the Acting Director of Education and the Principal of Achimota, teachers in the Northern Territories may draw also upon the Teachers' Libraries in Accra.

XIV.—GENERAL.

The work at outstations has been greatly eased by the cutting down of standards so that Standard V is the highest standard at Wa and Gambaga, and Standard II and III the highest at Lawra and Salaga. Selected boys from outstations will come in to the Upper School, Tamale for special vocational training. The new Schools open early in April, 1927, and several boys are in prospect for the Upper School, including one candidate for each of the following Departments—Political, Education, Veterinary, Post Office, and Agriculture.

The new Schools will be organised on lines of local civic existence, and will foster respect for native rulers, institutions etc., while developing the sense of responsibility and love of country. On the practical side, house-building, smithing, woodworking, and home-crafts should ultimately benefit the whole country.

XV.—SCHOOL FEES.

Tuition, books etc., are free. Salaga School is non-boarding, and, during the period under review Tamale has had no Boarding School. Boarding Fees are charged elsewhere, and similar fees at the new Tamale Schools will be payable in cash or kind. A child sent to a boarding school is regarded as a lost labour asset, and there is no great willingness to pay fees. Moreover money is scarce.

XVI.—ENROLMENT.

The following list gives Enrolment for the last three years, the figures for 1924 and 1925, being taken from earlier reports. The 1926 figures show averages based on Quarterly Returns.

School.	1924.		1925.		1926.	
	Boys	Girls	Boys	Girls	Boys	Girls
Gambaga	64	1	68	2	68	1.8
Lawra	40	1	30	—	40.2	—
Salaga	54	—	60	3	60.1	4
Tamale	77	11	122	16	109.1	11.4
Wa	58	—	76	—	73.5	—
Totals	293	13	356	21	350.9	17.2

Average Attendance.

School	1924.	1925.	1926.
Gambaga	35	68	59.3
Lawra	42	34	36.13
Salaga	45	60	58.93
Tamale	88	102	113.4
Wa	59	73	71.65
Totals	269	337	339.41

It will be seen that there is a slightly reduced enrolment number but an increase in average attendance. For Navoro School 1925 average attendance approximately 25. For Navoro 1st Quarter 1926, Enrolment 47 average attendance 45.

XVII.—VISITS.

Political and Medical Officers have paid frequent visits to schools. The Hon. the Director of Education visited Tamale in September, and the Hon. the Acting Director came up in March to discuss a new Education Ordinance and new Education Rules for the Northern Territories.

XVIII.—JUNIOR TRADE SCHOOL.

Staff.—The staff is that of last year, Mr. Dunn temporarily relieving Capt. Hendrie, as recorded elsewhere. Mr. Yao Berkoh, was appointed to the Trade-School as Woodwork Instructor in order that he might be seconded as Craft Instructor to the Primary School.

Pupils.—June, 1926.

Agriculture	Woodwork	Masonry	Metalwork	Total
11	44	23	19	97
including the first leaving pupils as under.				
3	12	4	5	24

Certificates granted were as follows :—

Agriculturists	..	one 1st, two 2nd class
Carpenters	..	one 1st, four 2nd class, three 3rd class, four failed.
Masons	..	one 1st, three 3rd.
Metalworkers	..	one 1st, two 2nd., one 3rd. one failed.

It was found difficult to obtain employment for all the metalworkers. If the N.T. Railway Scheme is approved the Territory will be able to absorb more Metalworkers and Mechanics.

New pupils were admitted on and after January 15th, 1927, the strength at the end of March being 102, new-comers not definitely allocated to trades.

There were several desertions from Yendi during the early part of the year, and one boy was dismissed for theft.

Trade Instruction.—The Trade School was transferred from Yendi to Tamale in the course of the year, the evacuation of Yendi buildings beginning in July. Trade Instruction has necessarily been chiefly incidental to the work of demolishing, re-erecting, making and equipping school buildings, and laying out roads and farms and playing fields. A large yam farm and nursery have been established, and roads availed.

The Schools' Lorry has been kept in running order and has been of great use, especially in carting water for building purposes during the dry season.

The dressed stone double-arch bridge at Yendi was completed and is a very creditable piece of work. Office, Storeroom, some Instructors' quarters and some Dormitories have been completed except for outside plastering, etc., which will be done after the rains, and other quarters and dormitories, with the workshops and classrooms are nearing completion. Mr. Dunn has done very well in a difficult situation.

Literary instruction has inevitably suffered during the transition period. Upper Standard boys now attend classes at the Primary School, where they can have closer attention and by this arrangement the Trade School Teachers have fewer classes to handle and thus can do better work. These Teachers join the other Tamale teachers for regular instruction.

Messing.—Messing has been relatively more expensive than last year's owing to the transfer of the school and to the general shortage of foodstuff due to scanty rains. The school cattle and sheep were sold off at Yendi or eaten. Other livestock will be bought. The herd of swine flourishes. Improved houses have been made for the fowls, and it is hoped that there will be fewer losses through snakes, etc.

Proficiency Pay.—The standard of work required remains high, and Proficiency Pay for March averages out of a maximum 6d, 4.2d. per day for Troop B, 3.5d. for Troop C, and 2.2d. for D Troop. Special issues of tools, supplementing Proficiency Pay, have rewarded good work on the new school.

Provision of Tools.—Arrangements are now made whereby Government supplements the stock of tools a boy acquires in prizes or from savings, and each pupil should now leave the school properly equipped for his trade.

Saving Bank.—This is a voluntary matter in this school and is very popular. The total in the Bank on the 31st March, 1927 was £110 16s. 9d.

Scouting still gives the basis of school organisation, and is effective.

Games.—Football, cricket, hockey, captain-ball and other games are played.

Discipline.—The tone of the school is good. The boys seem to be happier at Tamale than they were at Yendi, and there have been only three desertions. The work of building has been very strenuous and exacting but boys and instructors have stood the test.

Health has been good, wounds and abrasions being dressed on the spot. There have been several reprehensible cases of guineaworm among the staff.

Political and Medical Officers and the Superintendent of Education Northern Territories, have visited and inspected the school. Mr. Sharman, Acting Director of Public Works, inspected the Yendi School and reported very favourably upon it.

A. H. CANDLER,

Superintendent of Education, Northern Territories.

6th June, 1927.

GOVERNMENT OF THE GOLD COAST.

REPORT

ON THE

Achimota College

FOR THE PERIOD

APRIL, 1926—MARCH, 1927.

Printed by the Government Printer at the Government Printing Office, Accra. To be purchased from the Colonial Secretariat, Accra, Gold Coast Colony, and from the Crown Agents, for the Colonies, 4, Millbank, London, S.W. 1. Price 1s.

Annual Report on Achimota College for the year 1926-27.

ACHIMOTA COLLEGE,

P.O. Box 394.

Accra, Gold Coast.

14th June, 1927.

I have the honour to submit the Annual Report on the Prince of Wales' College and School, Achimota, for the year, 1926-1927. The report covers the twelve months from April, 1926 to March, 1927 inclusive.

The formal opening of the Prince of Wales' College and School at Achimota by His Excellency the Governor, Brigadier-General Sir Gordon Guggisberg, K.C.M.G., D.S.O., R.E., took place on the afternoon of Friday, the 28th January.

A large gathering of those for whom room could not be found within the building was also assembled.

After inspecting the Guard of Honour, which was commanded by Lieut. J. H. Rignell, Gold Coast Volunteers, the Physical Training Instructor of the College, His Excellency proceeded to the main entrance to the Dining Hall, where he was met by the Principal, the Rev. A. G. Fraser, M.A.; the Vice-Principal, the Rev. R. C. Blumer; and the Bursar, the Rev. C. E. Stuart. Mr. E. H. D. Nicolls, O.B.E., the Director of Public Works, then introduced Mr. P. Hall, the Resident Engineer in charge of the building operations, who in turn introduced to the Governor the principal members of his staff, whom His Excellency congratulated on the speed and excellence with which the work was being carried out.

Mr. Hall then presented to His Excellency a golden key with which he unlocked the door into the Main Hall wherein were accommodated some 2,000 people who had come to participate in this important event. More than that number were unable to get in and remained outside the hall.

This gathering consisted not only of all classes of people, both European and African, from Accra, but also of those from all parts of the Colony, Ashanti, and the Northern Territories, including the Chief Commissioners and a number of Chiefs and their Councillors.

At the back of the Hall were the students from the Accra Training College, now for the first time students of Achimota College, and in the gallery at the back of them again were some sixty children who were starting their school life in the Kindergarten attached to the College.

On the platform at the end of the Hall were gathered His Honour the Chief Justice, Sir Philip Smyly, K.T.; Mr. C. W. Leese, Acting Colonial Secretary; Mr. R. W. H. Wilkinson, K.C., Attorney-General; Mr. R. E. Burns, Acting Treasurer; Dr. G. Hungerford, Acting Director of Medical and Sanitary Services; Mr. H. S. Newlands, Acting Secretary for Native Affairs; Mr. E. H. D. Nicolls, O.B.E., Director

of Public Works ; Rev. A. G. Fraser, Principal ; Nana Ofori Atta, C.B.E., Omanhene of Akim Abuakwa ; Rev. R. C. Blumer, Vice-Principal ; Dr. J. E. K. Aggrey, Assistant Vice-Principal ; Major H. A. Harman, Acting Director of Education ; Mr. J. E. Casely-Hayford, B.L. ; Rev. C. E. Stuart, Acting Bursar ; and Lieutenant-Colonel H. W. M. Bamford, O.B.E., M.C., Inspector-General of Police, Staff Officer to the Governor.

On His Excellency taking his place on the platform the Hymn " Father of Mercy and of Might " was sung. The Rev. C. E. Stuart then gave the following prayer :—

" O God, Who art the King of Kings and Lord of Lords, and the Father of this people, we thank Thee for the College here begun in Thee. Bless Thou this place and may Thy glory dwell herein. May its sons and daughters come to know the life that is life indeed, and go forth from it as living water to a thirsty land, for Thy name's sake."

which was followed by " The Lord's Prayer."

At the conclusion of this short Service, messages and telegrams of congratulation and good wishes, which had been received from all parts of the world, were read.

His Excellency then addressed the assembly, and was followed by two Africans, the Hon. Nana Ofori Atta, Paramount Chief of Akim Abuakwa, and Mr Casely-Hayford ; and also by Major Harman, Acting Director of Education, and the Rev. A. G. Fraser, the Principal of the College.

The ceremony was brought to a conclusion by the singing of the first verse of the National Anthem, followed by cheers for His Excellency the Governor.

As His Excellency departed the Westminster chimes rang out from the newly-installed bells in the tower above the Administration Block.

SECTION I.

STAFF.

1. In March, 1927, there were thirty-four members of the senior staff and three of the subordinate staff. Of the new members Mr. Barker arrived in the Colony on June 2nd, Misses Witten and Tucker and Messrs. D. Herbert, A. R. B. Fraser, H. C. Neill and C. P. Woodhouse in September, Miss Deakin in December, the Rev. C. K. Williams in January, Misses Armstrong and Williams, Capt. Maxwell-Lawford and Mr. Joseph in February.

2. The following members of the staff proceeded on leave. April 24th, Messrs. A. G. Fraser, Jr. and W. E. Ward. June 19th, Misses Flecker and Gunn, Rev. A. G. Fraser, and Mr. A. Bolton on sick leave. July 17th, Mr. Irvine. September 25th, Messrs. Brown and Stevens. November 20th, Mr. Watson and Capt. Whitfield. January 1st, Mr. Scragg. February 12th, Mr. Deakin.

3. The following returned from leave. August 4th, Rev. C. E. Stuart. September 29th, Miss Gunn, Rev. A. G. Fraser, Messrs. A. G. Fraser, Jr. and Ward. November 24th, Mr. A. Bolton. February 16th, Mr. Irvine. March 2nd, Messrs. Brown and Stevens. March 30th, Mr. Watson.

4. During the absence of the Principal in England, June to September, the Rev. R. C. Blumer acted as Principal.

5. On the Principal going to Nigeria in March, the Rev. C. K. Williams acted as Principal.

6. Mr. Bolton, whilst studying the language north of Cape Coast, contracted yellow fever. On his recovery he was sent home on leave and was given six weeks additional sick leave.

7. Miss Flecker resigned her post as headmistress of the Girls' School in August on her marriage to Mr. Bolton. No successor has yet been appointed, but the Hon. Margaret Scott has acted in the place.

8. Messrs. Fraser and Brown, who had been seconded to the Survey Department for work in the Survey School returned to this Department in April and September of the year under review.

9. Messrs. Deakin and Watson have throughout the year been working under the Director of Public Works.

10. Mr. H. A. Barker has given much of his time and services to the work at Korle Bu Hospital.

11. Messrs. Scragg, Neill and Woodhouse have, for some months, been at Mfantshipim College, Cape Coast, studying the language, and helping in, and gaining experience from, the work of the school.

12. Similarly, Messrs. Stuart, A. R. B. Fraser and D. Herbert have been at the Training College at Akropong.

13. Capt. Whitfield, D.S.O., R.N., left the Colony in November, and the Rev. C. E. Stuart acted as Bursar until the end of January, when the Rev. C. K. Williams took over the work. The lack of continuity in this office has been a serious disadvantage.

14. The services of the Rev. R. Fisher were lent to the Education Department from September to December, and those of Miss Tucker and Mr. Adams from January onwards.

15. During the period under review the following members of the staff have passed the language examinations :

The First Examination—

TWI :— Miss Flecker, Mrs. Irvine, Hon. Margaret Scott, Mrs. Stuart, Messrs. Dunstan, A. G. and A. R. B. Fraser, and Herbert.

FANTI :— Messrs. Scragg and Bolton.

GA :— Messrs. Benzies and Adams.

EWE :— Mr. and Mrs. Young.

HAUSA :—Mr. Deakin.

Mr. Ward passed the special examination for Educational Staff in Twi.

SECTION II.

KINDERGARTEN.

1. Until January there were but six children in Achimota, these six having been taken into a staff bungalow as no dormitories were finished. In January, however, one dormitory block was completed and fifty-nine children were admitted on the 25th of that month, out of two-hundred-and-fifty applications. Of these twenty-three were girls, and the average age of the children was six years and three months.

2. Three language groups were represented, Fanti, Ga and Twi, and the children had to be taught in three different sets accordingly. A fourth group, Ewe, is to start in May.

3. Spoken English is taught in all classes and English reading will begin whenever children reach a certain standard of fluency in vernacular reading. Meantime, the children rapidly get to understand each other's vernaculars through association in dormitories and sports.

4. The working periods of the afternoon are given up entirely to stories and handicrafts. Gardening, woodwork, painting, basketry, laundry work and classroom decoration occupy the bigger children.

The little ones are busy with modelling, paper-work, toy-making, etc. Occasionally the whole school give an afternoon to community service ; for instance, a talk on the danger of empty tins as breeding places for mosquitoes is followed by a practical campaign to clear the compound of them, and also to destroy breeding spots. The standard of intelligence shown by the children is very satisfactory indeed.

5. The health of the children has been on the whole good, and they certainly enjoy their school life. Almost all the medical attention required has been due to troubles brought to school, and not contracted or developed at school.

6. There has been very little trouble experienced in collecting fees. Almost all parents have paid all fees in advance.

7. Eight older girls are being trained in kindergarten teaching and in general child welfare in connection with the children. They receive training in domestic and school duties and also take part in the actual teaching, dispensary work and general child welfare. Their own education is being continued along practical and cultural lines, including good physical training.

SECTION III.

TRAINING COLLEGE.

1. The Rev. R. C. Blumer acted as Principal of the Training College throughout the year under review.

2. The first inspection of the Training College, since it had been handed over to us by the Director of Education, was conducted by a Board of Inspectors under Major Harman, appointed by the Director. Their report was not only very favourable but very useful.

3. The class work is improving in quality, and, with the larger staff, there are more opportunities for students to have teaching practice under due supervision.

4. The students have built an incinerator in the College compound to destroy all the College rubbish, and have also made a model bakehouse. Fifty of them have helped in cleaning out compounds in Accra and in clearing bush with a view to checking the yellow fever epidemic. They have also worked to improve the sanitation of the College compound, and laid down pitches in the cricket field.

5. During the holidays members of the staff and students went on long treks to get to know each other and the country better. Akropong, Winneba, Aburi, Koforidua, Abetifi, Kibi, Anum and Odumasi were amongst the towns visited by these walking parties.

6. Several week-end camps have also been held.

7. On July 16th a College team went to Cape Coast to compete with the Mfantshipim College team. This event was so successful that it suggested a general inter-collegiate meet. So in October a meeting was held in Accra when the Technical School and Training College of Accra, the Scottish College of Akropong, the Wesley College of Kumasi and the Mfantshipim and St. Nicholas Colleges of Cape Coast competed. The visiting teams were housed at the Training College. The meet is now to be an annual event, and some African gentlemen have promised to present a challenge shield for the champion college of the meet. The Technical School, having won this last year, will be the first holders.

8. A party of Akropong students visited the College for a week-end in March, and some of our students visited the Akropong College a month later. On the 8th April a cricket match ending in a draw was played with Mfantshipim College. These inter-collegiate relationships now starting should have very great educational value both to students and staffs.

SECTION IV.

GENERAL WORK FOR TEACHERS.

1. The Gold Coast Teachers' Association was started in October, 1926, by the Rev. R. Fisher. It consists of a union of all local Associations affiliated to a Central Advisory Board, of which Mr. Fisher is Secretary. The object of the Association is to unite the teachers of the country in one common body, and to give them a central authority to whom they can turn for information and assistance. Fifty-one local associations have now joined with a total membership of 741 teachers, and there are in addition 21 individual members.

2. The Board consists of Messrs. Oman, Beveridge, Harman, Aggrey, Fisher, Clegg and Clerk.

3. The Board has issued twenty-three different circulars, books or leaflets since January, as well as answered innumerable letters. And it is at present preparing a simple explanation of the new Education Ordinance, particularly stressing the points with which teachers have been mainly concerned.

4. Two-hundred-and-seventy teachers have ordered the book on psychology, "*Know Your Own Mind*", and notes for discussion on that book are being prepared by Mr. Jones of Wesley College, Kumasi. These will be issued month by month.

5. His Excellency kindly presented five hundred copies of his last speech to the Legislative Council to the Association and the Rev. W. Beveridge is writing notes to form a basis of discussion on that book.

6. The time for forming the Association was clearly ripe, for it has been taken up with an enthusiasm on the part of the teachers corresponding to Mr. Fisher's own, and fresh members are joining almost daily.

7. The Achimota Library for Teachers has now a membership of 169. Books are issued by the Rev. C. E. Stuart, the Librarian, to all members whether resident in Accra or up-country. These members have, on joining, to pay a deposit of five shillings. Thereafter they may take out one book at a time. Up till December, 1926, in nine months only 169 books were borrowed, but in the first months of 1927 nearly 250 books were borrowed. This increase is largely due to the permission received for teachers to return the books by post without postal charges. The value of such a library need not be stressed.

8. Refresher courses have been held for teachers in various parts of the country. The largest of these has been held for 43 teachers representing many districts, and took place in Accra. This lasted a month and was held during two separate fortnights, one in July and one in December. Eight members of the staff lectured at these Accra courses, besides those who conducted the smaller country courses. The Accra course was held in term time, and so the teachers could see and share in the College life. The reading rooms and library were thrown open to them, and the students organised entertainments for them. Notes of some of the lectures given were printed and circulated amongst those who had attended the course.

SECTION V.

BUILDINGS AND FARM.

1. During the year great progress has been made by the Public Works Department in the erection of buildings. Fifteen bungalows have been completed, two dormitory blocks, one class-room block, the dining hall and kitchens. Far advanced are the administration block and that for arts and science. There are smaller buildings also which are completed, and the hospital, the girls' school and other dormitory blocks are well advanced.

2. The work of developing the farm and preparing it to be a useful means of education has developed apace. Poultry and stock raising have been efficiently done and much valuable experience gained. The agricultural side and the ornamental garden have both advanced greatly. The gardens and laying out of the grounds too have made great progress.

SECTION VI.

ATHLETICS.

1. Members of the staff suggested and largely organised an inter-collegiate athletic meet in October. The meet was thoroughly successful, and as a result an inter-collegiate association has been formed, and under its auspices a similar meet is likely to be held annually. It is hoped the Trades' Schools will take part in the competition.

2. Regular boxing courses have been held at the Training College and at Achimota. Students have the best possible attention paid them and the year has been one of steady progress. Last year's champion of the schools of Great Britain, Mr. Anthony, has been giving invaluable aid in teaching boxing.

3. Cricket, football and hockey continue to be played at the Training College. The staff have acted as very efficient coaches.

4. Rugby football has been played at Abetifi and Kibi, and two excellent games were played against a team from the Trade School at Kibi, the second being played on our grounds at Achimota in the presence of His Excellency the Governor.

5. A gymnasium has been fitted in Achimota and is very popular with the small pupils.

6. The services of the Physical Training Instructor have been much appreciated. Besides work in Accra he made a useful visit to the Training College at Akropong.

SECTION VII.

COURSE IN THE TWI LANGUAGE.

1. A course in the elements of the Twi language was held at Achimota from April 28th to May 17th, 1927. Instruction was given by Mr. Ward, assisted by Mr. F. W. Akuffo, a native of Akropong (Akwapim).

2. The course was attended by Colonel Gibbs, D.C., Political Administration, and by Messrs. Joseph, Maxwell-Lawford, and Anthony of Achimota. Two ladies from Achimota, Mrs. Kingsley Williams and Mrs. Ward, also attended.

3. The course was intended as a rapid general introduction to the language, with special reference to the grammatical structure and the elementary idioms. It made no attempt at thoroughness, and was intended to supplement and render more intelligible the purely conversational practice which is often all that can be obtained from a native teacher.

4. The programme adopted was one hour's idiom and syntax, with oral practice; this was followed by an hour's dictation, conversation, and other oral exercises on matter already learnt, conducted mainly by Mr. Akuffo under Mr. Ward's supervision, the vocabulary used being strictly limited to correction of prepared work, and recapitulation and tabulation of pure grammar that had occurred in the morning. Approximately one hour's written preparation per day was given.

5. Colonel Gibbs was the only officer that attended the full course; the rest, having only part of their time for language study, after the first week omitted all but the first hour, devoted to idiom and syntax.

6. It is hoped to include in the next course Fanti as well as Twi lessons.

(9)

CONCLUSION.

It has been possible to get lectures for the students from many who are not engaged in the work of education, thus widening the horizon and interests of the students. Further, the students have begun to be interested in social work and community education. These things are, however, still in the experimental stage in this country, but the beginnings show promise.

A. G. FRASER,
Principal.



**GOVERNMENT OF THE
GOLD COAST.**

REPORT

ON THE

AGRICULTURAL DEPARTMENT

FOR THE PERIOD

APRIL, 1923—MARCH, 1924.

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STAFF OF THE DEPARTMENT OF AGRICULTURE AS AT 31st. MARCH, 1924.

Administrative Headquarters.

Director of Agriculture	W. S. D. Tudhope.
Deputy Director of Agriculture	A. Ogilvy, N.D.D.
Secretary	J. M. Dunbar.

Research Branch.

Assistant Director of Agriculture for Research	R. H. Bunting, F.L.S.
Assistant Mycologist	H. A. Dade, A.R.C.S.
Government Entomologist	W. H. Patterson.
Assistant Entomologist	G. S. Cotterell, A.R.C.S., D.I.C., F.E.S.
Chemist	R. Coull, B.Sc.
Botanist	Vacant.
Laboratory Apprentices	Three.

PROVINCIAL (ADMINISTRATIVE).**Provincial Superintendents, Superintendents and Assistant Superintendents (20).**

Provincial Superintendents	G. H. Knowles, B.Sc., A. C. Miles, C. Saunders, N.D.A., N.D.D., A. B. Culham.
Superintendents	W. Caldwell, N.D.A., (Hons.) N.D.D. M. D. Reece, G. H. Eady, W. O. Fishlock.
Assistant Superintendents	T. J. S. Smellie, N.D.A., N.D.D. J. Steele, N.D.A., N.D.D. H. J. Horwood, B.A., H.K. Hewison, A. W. Paterson, N.D.A., N.D.D. H. Nicholas, B.A. *J. C. Glover. *E. A. Brew. *J. S. Martinson. *M. Alexis.
Superintendent, Agriculture and Forestry Training Centre	T. Hunter.
Assistant Superintendent, Agriculture and Forestry, Northern Territories	G. C. Coull, B.Sc.
2nd Division Officers, Overseers, Assistant Overseers and Junior Assistant Overseers (38).	
Overseers	R. B. Pobee, A. B. Mensah, J. N. Akwafoe.
Assistant Overseers	S. G. Opata, E. K. Sese, W. F. Adakwa, F. A. Paku, F. T. Hammond, J. E. Onyinah, T. B. Asare, R. W. Damba, Z. J. Osman, I. N. Acquah, A. K. Nkpe, G. K. Seth.
Junior Assistant Overseers	G. Y. Bansah, E. K. Gankui, R. O. Antwi, J. Mensah, E. C. Gyabah, I. N. Frimpong, S. K. Ameko, E. W. Dankwa, S. P. Pobee, J. S. Mahamer, Yakabu Singa, S. R. B. Fletcher, T. V. Danso, G. Asima, D. A. Reynolds, A. Y. Abbah, N. K. Ababio, E. K. Ge, E. M. Addipah, Iddi, G. W. Mahama, 2 vacancies.
Learners (36)	Twenty-eight—8 vacancies.

Special Appointments.

Superintendent, Sisal Plantation	J. E. Symond.
Assistant Superintendent, Sisal Plantation	J. M. Wingate.
2 Temporary Assistant Superintendents	M. Vardy, one vacancy.
2 Coconut Instructors	T. H. Carry, D. J. V. De Vos.
2 Coconut Craftsmen	2 Vacancies.

Clerical Staff.

One 1st Division Clerk	H. G. Wilmot (Chief Clerk).
Eleven 2nd Division Clerks	F. K. Robertson, G. A. Saforo, E. R. Amoah, I. L. Mensah, P. K. A. Badoo, J. M. Adams, G. B. Ofei, J. T. Ahmoah, Robert Newton, W. D. Duncan, one vacancy, (filled meantime by Temporary Clerk).

* African.

**REPORT OF THE DEPARTMENT OF AGRICULTURE FOR THE PERIOD
1st APRIL, 1923 to 31st MARCH, 1924.**

DEPARTMENT OF AGRICULTURE,
HEAD OFFICE, ACCRA.
28th June 1924.

Sir,

I have the honour to submit the Annual Report of the Department of Agriculture for 1923-24.

Introductory.

2. It will be observed that the report has been arranged somewhat differently when compared with reports of previous years.

Hitherto it has been the custom that the reports of Provincial Superintendents have formed appendices to the main report. This year the main features of the latter reports have been incorporated in my own report thus avoiding to some extent a certain amount of duplication which unavoidably creeps in, while at the same time eliminating figures of incomplete experiments that can be but of little interest to any one.

It is the intention to publish from time to time separate leaflets dealing with the more important experiments as they come to completion, thus effecting a corresponding reduction in the matter to be reported upon annually.

The reports from the Research Branch are as usual attached in the form of appendices.

3. The strength of the Department has increased somewhat in the African *personnel* while the number of Europeans remains as before, *viz* :—27 Europeans ; 44 Africans (excluding Learners and Clerical Staff) and 2 Cingalese.

SPECIAL DEVELOPMENT WORK.

4. The following paragraphs deal with the progress of those items that are enumerated under this heading in last year's report.

(a) Communal Coconut Plantations.

Attuabo (Western Province).—The planting of this plantation has been practically completed. Some 12,675 palms (planted 30' x 25') are well established out of a total of 14,000 palms. The few hundreds of palms that are still required (to complete) have of course been previously planted but have since failed, owing to a number of reasons, principally non-germination. All vacancies will be filled in due course. The area of the plantation equals 275 acres.

The plantation now presents a most pleasing appearance and much credit is due to those who have been immediately responsible for the work. Many of the palms at 2½ years from planting reach to a height of about 11 feet. A great portion of the plantation is under clean cultivation as a result of intercropping with groundnuts by the local people. Quite a stimulus has been given to this local industry and it is assuming some considerable local importance. It is of interest to note here that groundnuts are now being shipped to Secondee, while quite large quantities find their way inland *via* the Ancobra River to the Prestea district.

The Borassus palms which in the past served as harbourage and provided breeding places for the Rhinoceros beetles are gradually being burnt up or removed.

5. Abra (Central Province).—The planted area on this plantation now extends to 296 acres carrying 17,055 palms, with some planted at 30 x 30 feet and others again 25 x 25 feet apart. This completes the area to be planted ; any planting done now will be in the way of filling vacancies that may occur.

While progress is not as advanced as in the plantation reported on in paragraph 4, it is nevertheless satisfactory. Greater difficulty has been experienced in the matter of labour, while in the earlier stages much more clearing work was required.

Every encouragement is being given to the local farmers to interplant with food crops and they are gradually taking this up; some 80 acres have been so occupied.

The Rhinoceros Beetle has been more troublesome of late, requiring an ever careful watch.

6. Labadi, Teshi, Temma and Kponi Plots (Eastern Province).—Of the four plots that at Labadi is appreciably ahead of the other three. In the latter a large number of vacancies are still to be filled, a matter which is receiving attention during the current rains.

Over the four plots a total of 5,033 palms have become established while approximately a similar number of vacancies have to be filled.

In this connection it should be noted that many seed-nuts in the nurseries unfortunately failed to germinate and in consequence the work of completing the plots has been very much delayed.

7. That in the Coast areas farmers are taking more interest in the valuable coconut palm is shewn by the increased demand for seed nuts; and this I may say also applies to places further removed from the sea.

Thousands of acres of land suitable for Coconuts are lying idle so that an industry of some considerable size could be developed.

The export of Copra although not quite so high as that of last year at 1,305 tons exported is nevertheless much higher than for many years back.

Copra at £26 to £28 per ton on the European market, the level at which it stands meantime, should leave to the producer a satisfactory margin of profit.

(b) Sisal Plantation, Accra.

The plantation continues to make very satisfactory progress, more particularly the younger areas where appreciable growth was made.

The crop is as healthy as could be desired.

A small outbreak of Caterpillar of the moth *Plusia Acuta* was again experienced, but was very quickly controlled by natural enemies and little damage resulted.

9. It is now 3 to 3½ years since the oldest portion of the plantation was planted and in consequence that part is now ready to be reaped.

The preparation of the factory site was commenced in June in anticipation of receiving the buildings in September. Owing, however, to unfortunate delays in England, the factory buildings and machinery did not arrive until early in February last and the erection of same was not completed during the period under review, although this became an accomplished fact very soon after.

The principal machinery that has been installed consists of:—

- (1) One Robey decorticating machine *Sisedecor* size.
- (2) One automatic belt-driven brushing machine.
- (3) One hydraulic baling press to make bales weighing 2 cwts., and
- (4) One double-cylinder 100 B.H.P. two-cycle crude oil engine.

At the time of writing the preparation of the fibre is in full swing.

10. A branch line half a mile long has been laid from the Weshiang railway to the factory site thus providing railway communication with the beach.

Routes for the light railway throughout the plantation for the transport of the leaves to the factory have also been surveyed. The light railway is of the 24 ins. gauge type (14 lbs. per yard) provided with steel sleepers. The trucks will be man-handled to begin with, although later it is proposed to instal a mechanical tractor unit, and enquiries are now on foot with a view to selecting some suitable type.

FOOD CROPS.

11. As regards Rice cultivation in Appolonia the propaganda work has been continue by District Officers and the interest which now exists will no doubt be translated into practice and the cultivation of rice increase as the farmers see the plans of the department developing for their own material benefit.

The erection of a small rice hulling factory is in progress and will now be completed at an early date. The factory is designed to turn out 10 cwts. of white rice per hour. And while it is a simple plant it will in all likelihood meet the requirements of the district for some years to come.

This plant has been erected in order to eliminate the laborious process of hand-hulling on the part of the farmers which until some improved method is substituted must confine the industry to very narrow limits.

12. At Adebrem rice farm—which really forms an adjunct to the factory—satisfactory crops of rice were obtained, although considerably reduced compared with those shown in last year's report.

A somewhat severe attack of "Rice Blast" affected many of the varieties; while extraordinarily continuous and heavy rains, causing much flooding, in no way helped the situation.

The best yields were given by the following varieties—each 1 acre plots:—

Guinalong	..	..	..	1,661 lbs. per acre.
Attabubu	..	..	..	1,040 lbs. per acre.
Tarquah, White.	..	..	..	1,031 lbs. per acre.

All efforts at Adebrem are concentrated on rice and it is therefore the principal crop; new varieties are in process of being tested to ascertain their suitability for the surrounding district, and in time much can be done by the distribution of improved seed.

13. At Ejura where there is an experimental station in the Savannah Country, the area under cultivation has been much reduced.

The cultivation of rice as a pure crop has practically had to be abandoned owing to indifferent results.

14. Efforts are mainly directed to purely local crops with the object of ascertaining the most suitable system of rotation, yields obtainable, seasons for planting and cost of production. No conclusive results have yet been ascertained.

15. In regard to the supply of food crops generally, this has been plentiful and a marked feature is that the cultivation of such is very much on the increase everywhere. In the industrial areas, however prices still remain abnormally high—and the reason undoubtedly is that the suppliers know the market requirements and regulate their supplies accordingly.

On the other hand there are a few centres where distinct scarcity of supplies in the immediate neighbourhood is experienced; and supplies have to be brought from a considerable distance, thus adding much to the price.

16. You are possibly aware that a sub-committee was appointed by the Management Committee of the Gold Coast Agricultural and Commercial Society to report on the supply and transport of foodstuffs to congested areas, but as the full report is to be found in Vol. III., No. 1 of the Society's Journal, further comment seems unnecessary here.

(d) Investigation into the prospects of sugar Cultivation.

17. There is little material progress to report in this connection; the Trans-Volta area has been reported upon as a suitable area in which to encourage the cultivation of the sugar cane under irrigation but closer investigation has yet to be made and there the matter stands meantime.

(e) Oil Palm Products.

18. In the matter of the preservation of the Oil Palm much propaganda work has been conducted on every possible occasion by the provincial staff of the Department.

The felling of oil palms for the production of palm wine continues unabated in most districts. As one would expect this practice is much more noticeable in districts where the oil palm exists within comparatively easy reach of the larger centres of population, and it is extremely unlike, that any appreciable difference as a result of propaganda will be observed for a very long time to come, or possibly so long as the African has a taste for Palm Wine.

19. A good feature of the propaganda work, however, is the fact that in a few cases Chiefs have become sufficiently enthusiastic in regard to planting. At the moment, perhaps this applies more particularly to the Eastern Province and Ashanti where an attempt has been made to conduct systematic planting of the oil palm. Again on the other hand some chiefs have passed bye-laws in which it is laid down that for every palm tree cut down at least two seedlings shall be planted.

This, of course, is not yet general throughout the Country ; but in any case a start has been made in the right direction.

20. Tapping experiments on the standing palm were continued from last year but with no very marked success up to date.

Two methods were adopted, *viz.* (a) Tapping at the base of growing point and, (b) excising base of peduncle of male inflorescence.

In both cases has the yield been very much less than in the case where the palm is felled and the wine extracted by the method usually practised ; and indeed in some cases the palms ultimately died. The experiments, however, are being continued

21. On the lines suggested by His Excellency the Governor in the Memorandum (No. 542) of 14th August, 1922, a new series of experimental areas have been opened up in the Eastern, Central and Western Provinces of the Colony, with the object of demonstrating the proper care and cultivation of the oil palm and particularly the renovation of neglected areas.

Those areas have been selected in the oil palm belt and as far as possible near a main road where they can be easily seen.

Each of the plots in the Eastern and Central Provinces consists of 25 acres, but that in the Western Province is on a much larger scale and will be referred to later.

22. It is proposed to conduct the work along the following lines. Each block of 25 acres is divided into Plot A (10 acres) on which the existing palms are to be thinned out to 70 or 80 per acre (containing 50-70 bearing palms). The palms left are to be of graduated ages allowing for the over-tall palms being cut out two or so annually and their places taken by younger palms. Seedlings will be planted where necessary to allow for this.

The area is to have all undergrowth dug out and cutlashed four times a year, and hoed once just prior to the Harmattan. The palms will be regularly trimmed (if necessary) at each weeding and the fruit collected and measured or weighed.

Plot B (5 acres) Control.—No cultivation or cleaning of the palms will be practised at all, other than is necessary to facilitate gathering.

The fruits will be regularly collected and measured or weighed as in Plot A.

Plot C (5 acres) to be left in its natural state and no fruits to be collected.

Plot D (5 acres) to be held in reserve for planting up in subsequent years with special types of palms.

23. During the period under review work has been commenced at one centre only, *viz.* at Odumase in the Eastern Province ; but any figures that have been obtained so far are necessarily incomplete and therefore they are not published meantime.

It is however, of interest to note that on the plot selected at Odumase three different varieties of oil palms exist namely, Abepah; Abetuntum and Abedam.

24. In the Central Province some difficulty was experienced in obtaining a suitable block of oil-palms, but one has since been acquired at Owan in the Ajumako division and work has no more than commenced.

25. As regards the plot in the Western Province, this is on a much bigger scale, the area of land selected amounting to approximately 100 acres in extent ; it will be worked on the same principle as the plots in the other Provinces.

This area has been leased from Messrs. West African Oils, Limited, at Anaji on Secondee-Axim road ; this firm is manufacturing palm oil on a commercial scale. Work, however, had not commenced as the agreement was only completed towards the end of the financial year. With the close proximity of a factory it should be possible in the course of time to acquire some valuable data in regard to the variation in the yield of oil (if any) under different methods of treating the palms, and results from different varieties.

26. Reverting to last year's report in which reference was made to the appointment of a Botanist to the Staff for work on oil palms amongst other things, it is with regret I have to record that the appointment has not yet been filled ; but possibly this is a matter which may soon materialise.

(f) Shea Butter Investigation.

27. This investigation continues, although there is not much conclusive evidence to report on as yet. A preliminary report has, however, been submitted by the Superintendent of Agriculture and Forestry for the Northern Territories which contains some interesting data.

Of the areas selected (ref: last year's report) two of approximately 10 acres each were treated on the Yendi-Tamale road in the District of Western Dagomba, about four miles west of Yendi.

28. The plots which were selected and marked out in March, 1922, were first of all fire traced to about 10 yards wide and treated as follows :—

Plot A. 2/3 was unweeded and 1/3 weeded while the whole was unburned.

Plot Z. is divided into 4 parts of equal size—B. C. D. and E.—and each of the four divisions was burned on a different date, as shown in the table below, to gain some idea of the effect burning has on the yield of fruit in relation to the time each plot is burned compared with the protected plot above.

It should be explained that during the dry season in the Northern Territories, sooner or later each year, fire sweeps over the area on which the Shea butter trees grow causing considerable loss in the yield of Shea fruits.

C. burned (by mistake) in November and December before flowering commenced.

B. burned 13th January, 1923, the trees being in full flower. In this case the lower flowers were all destroyed and the higher ones untouched. The bark of the trees was very slightly charred but no trees were actually set on fire.

D. burned 27th January, 1923, trees in full flower ; all flowers were destroyed while the bark of the trees was appreciably charred.

E. burned 10th February, 1923, flowers practically over and young fruits forming. All flowers and young fruits were killed and several trees smouldered for a time after the fire had passed.

29. The following table illustrates the effect of the aforementioned treatment, and from the figures it would appear that the annual fires have a drastic effect on the yield of fruit ; an affect which increases as the date of burning is delayed :—

Plot.	Area Acres.	No. of Trees.	Yield of Fruits.	Average per tree (Fruits.)	Remarks.
A.	7.71	1,367	82,156	60	Unweeded
A.	2.52	489	31,235	64	Weeded
B.	3.04	404	4,049	10	—
C.	3.18	473	14,906	32	—
D.	2.72	305	873	3	—
E.	3.09	585	—	—	—

30. An experiment was also conducted in regard to the yield of Shea butter and it was found that 27 lbs. of kernels produced 7 lbs. of butter. By calculation it was reckoned that Plot A (area 10.23 acres) would produce about 232 lbs. of butter equal approximately to 22 lbs. of butter per acre.

(g) Power Alcohol.

31. A separate report on this subject is being submitted to you after the first year's trials, but much further work will be necessary before any definite result can be shown. The main factor in the production of power alcohol is the cost of production of the raw material which so far as our trials have gone are much too high. Further experiment and experience may suggest how this cost can be reduced.

(h) Lime Juice.

32. Since this subject was reviewed in the last annual report the small plant for expressing lime juice referred to therein has been installed at Assuantsi Agricultural Station, and a report on the working of the plant has already been submitted to you.

The plant is by no means of the most modern type—iron boiling pans are in use—and the labour is as yet more or less unaccustomed to the work, but, as each of those details is improved, the cost of production can no doubt be reduced below the figures given in paragraph 34.

33. The production is being shipped as concentrate and a trial shipment of 40 gallons will shortly be made through the African and Eastern Trade Corporation, Limited, who are kindly assisting us in the disposal of this shipment.

34. It has been found that 10 barrels or 1,500 lbs. limes are required to produce 5 gallons of the concentrate, and the cost of producing this quantity with female labour is as follows :—

	s.	d.	
Gathering	3	4	} On Station.
Pressing	3	9	
Concentrating	3	0	
	10. 1		

(including supply of fuel)—

Therefore the cost of production at the station per hogshead of 52 gallons would be £5 4s. 10d.

The total cost f. o. b. Cape Coast per hogs-head is indicated by the figures below :—

Production	£5	4s.	10d.
Container	0	5	0
Transport to Cape Coast ..	0	10	0
Lighterage	0	1	0
	£6 0 10		

On factory lines there would, of course, be other charges to be taken into account that are not included in the figures above, such as supervision, interest on capital, depreciation of plant and sinking fund for renewals. Some idea, however, of the financial aspect will be obtained when it is known what the value of the product (concentrated juice) is on the European market.

(i) OTHER DEVELOPMENTS.

(a) Tobacco.

35. The cultivation of this crop is being encouraged as far as possible and seeds were distributed here and there to farmers who appeared anxious to take the matter up. Some fairly successful crops were obtained. The curing, however, presents some difficulty to the native farmers, and as regards evenness it leaves much to be desired.

(b) Cotton.

36. This crop continues to receive consideration and its cultivation has been persistently advocated by Political and Agricultural Officers in the mandated area of Togoland and also in the Anum and Peki districts. Seed was distributed free at the commencement of the 1923 growing season and although in many cases little effort was made, some farmers did show some interest. Quite a feature at the Agricultural Show at Ho held early in the current year was an exhibit consisting of 150 samples of cotton which indicates that the subject is by no means dead and that possibly continual propaganda work may increase the industry appreciably. The Department established a hand-gin at the sub-station of Kpedschu; but practically no advantage was taken of it by the farmers in that neighbourhood and arrangements were made to remove the gin to Kelekpe, the centre of a considerable area where cotton is grown.

One disadvantage with the present type of cotton is the length of time taken by the crop to mature, and an effort is being made to select a strain which will mature its crop in a shorter period, but to do so will require some period of time.

Prices prevailing during the past season for cotton have been exceptionally good—from 15/- to 20/- per load—and consequently cotton has come forward in larger quantities than for many years past.

The export for the financial year amounted to 131,295 lbs., valued at £2,703—the largest, it would appear, since 1885—and is distinctly encouraging to further effort to promote an increase in cultivation.

(a) Coffee.

37. To encourage the cultivation of coffee a bonus scheme was introduced (*vide* last year's report) whereby the growers of selected plots who successfully establish and cultivate a plot of coffee receive a bonus of £5 for the first year. For the second and third year the bonus will be somewhat less. The area of each plot is one acre.

Plots were opened up and planted in the Eastern and Western Provinces, while suitable centres have been selected in the Central Province and Ashanti for the same object, in readiness for planting during the forthcoming season.

Some considerable period of time must of course elapse before any results accrue.

ITINERANT INSTRUCTION.

38. Itinerant work continues as heretofore to take an important place in the programme of the department. The objects of itinerant instruction were very fully dealt with in last year's report, so it seems needless to repeat what has already been written so recently.

The value of systematised travelling in the various districts should become more apparent each year.

Officers have generally been well received everywhere—and meetings on the whole well attended by a considerable number of farmers.

The amount of travelling accomplished by the Senior Officers of the Staff is as follows :—

Percentage of times spent on tour.

Headquarters	20%
Research Branch	16%
Eastern Province	40%
Central Province	48%
Western Province	40%
Ashanti	51%
Northern Territories	36%

In addition the junior staff is also employed on itinerant duties when required.

AGRICULTURAL EDUCATION.

39. Kumasi station is devoted to the technical training of pupils in Agriculture and Forestry: This station forms an admirable centre for such work owing to the large variety of crops under cultivation and the many types of experiments in progress.

Pupils are in residence at the Training Centre for a period of two years and during this time engage in practical work each forenoon for six days a week, while the afternoons (excepting Saturday) are devoted to theoretical instruction in elementary science.

40. Thirty-one pupils were in residence throughout the year (29 Agriculture ; 2 Forestry) and of those one appointment was terminated in July on the ground of ill-health.

Towards the end of March one pupil was promoted to the Staff, while 17 pupils were transferred to other stations in the Department to complete their training.

The remainder who are pupils in their first year remain at the Training Centre to undergo their second year's course.

Certificates of proficiency were awarded to those pupils who left the Training Centre at the end of their second year's training and to the pupil promoted to the Staff as follows :—

First Class	2
Second Class	9
Third Class	7
	<hr/>
Total	18
	<hr/>

The standard for a first class certificate is 80% while for second and third 65% and 50% respectively.

Every encouragement is given to recreation ; an excellent sports ground was made some little time ago where the pupils play cricket and football.

41. Structural alterations of the dormitories were carried out during the year and this has improved the ventilation and appreciably added to the general comfort of the pupils.

A bungalow erected in close proximity to the pupils' quarters was completed for the Superintendent in Charge of the Training Centre.

42. Towards the close of the year the contractors commenced work on the building to be known as Cadbury Hall. This is the method by which it was decided after very careful consideration to utilise the generous gift of Messrs. Cadbury Brothers, of Bournville, England, that was granted to promote the interests of education.

The site of Cadbury Hall is situated within the grounds of Kumasi experimental Station and the building when completed will comprise a lecture room, recreation room, laboratory, office and stores. This will permit of ample class room accommodation and opportunities for study hitherto unknown, while it will form a useful nucleus for the College of Agriculture which in the future will probably be required.

Classes in Agriculture for Teachers.

43. These classes which are held annually were conducted as usual at the four under-mentioned stations, and the number of candidates sent forward by the Education Department are also enumerated :—

	<i>January Class</i>	<i>July Class</i>
Aburi	31	29
Assuantsi	19	19
Kumasi	9	17
Kibbi	16	10
Total	75	75

Fifty-five candidates were successful in obtaining the certificate.

44. During the year one Junior Assistant Overseer, Mr. D. A. Reynolds, was awarded a King Edward VII Scholarship after the usual examination.

Publications.

45. The following pamphlets and leaflets were published and distributed by the Department to all interested :—

- (1) How to recognise good Cocoa.
- (2) Notes on growing and curing Tobacco.
- (3) Report on the San Thomé Cocoa pest.

The last is a report by the Government Entomologist on his tour of inspection in San Thomé to study the causes and resultant effects of Cocoa thrips, reference to which was made in last year's report.

RESEARCH BRANCH,

46. The reports by the Government Mycologist, Acting Government Entomologist and Chemist are attached as Appendices A, B and C.

The two former reports indicate that much useful work has been accomplished.

These reports also indicate the widespread nature of fungoid and insect parasites amongst the economic crops of the country, a position which is much aggravated by the absence of proper cultivation and attention required by all crops to assist them to withstand the effects of disease.

47. The posters reproduced in colour dealing with insect pests and fungoid diseases referred to in last year's report were received from England towards the latter end of the period under review, and were in course of being distributed throughout the country to schools and other suitable centres.

48. Appendix D. includes reports from the Imperial Institute on materials submitted for examination at different periods throughout the year.

GENERAL AGRICULTURE.

Cocoa.

49. The shipment of 197,444 tons of cocoa (see Customs Returns of Exports, Appendix K) constitutes a record for any one period of twelve months. This record occurred during the financial year 1st April, 1923, to 31st March, 1924. The amount exported was contributed

from the several provinces as tabulated below :--

	Percentage.		
	1923-24.	1922-23.	1921.
Eastern Province	47.69	51	48.91
Central Province	20.22	19	18.83
Western Province	1.11	3	3.67
Ashanti	30.98	27	28.59

50. The crop was a good average one all over. The continually extending road and railway system is having a most beneficial effect on the industry. The Accra-Coomassie railway was opened in October throughout its entire length and in consequence has correspondingly extended the area in which the buying of cocoa becomes economically possible. Formerly much cocoa was left on the farms and it was only when ruling prices were high that the farmer received adequate compensation for the long carry to market, and then only did he consider it worth while to make up the cocoa for sale.

This of course still remains the case in some districts, but such circumstances are gradually being eliminated with the ever extending system of communication.

51. Buying was by no means brisk until the season had advanced somewhat as is not infrequently the case. Prices responded to the more active demand which became apparent in the early part of 1924 by a rise of several shillings per load. Prices varied between 9/3 to 16/- per load. One explanation of the rise would seem to be the natural desire on the part of buyers to fulfil contracts which they have been unable to do earlier in the season with cheaper beans ; hence with an increased demand prices rise accordingly.

52. There was no organised " hold up " of cocoa on the part of farmers ; it sold freely especially when the rise in price occurred.

Complaints were heard of a " hold up " at different periods, but on investigation these proved to be unfounded.

53. The quality of the prepared beans did not show any very appreciable improvement on that of former years, but generally constituted a fair average. It is difficult to see that any marked improvement is likely to take place until the farmer is offered some consideration for the additional trouble and the expense on his part ; or until some form of legislation is introduced to remedy the present position.

Cola.

54. The export of cola nuts has made a very appreciable recovery. The figures for 1923-24 exceed those for 1922-23 by 2,664,128 lbs. representing a value of £18,942.

The total export figures (15,489,255 lbs.) however, give no idea of the extent of this industry because such large quantities are used locally by Hausa and other Northern tribes and are taken inland by itinerant vendors.

In a number of the more remote localities this is the only saleable commodity of which full advantage appears to be taken when markets permit.

55. Efforts are continually being made to induce the farmers to extend the crop, and these are meeting with a fair degree of success. There has been a steady demand for the so-called " White Cola " seeds for planting out.

Oil Palm Products.

56. I have already in an earlier part of this report, referred to special work in progress in connection with the oil palm industry generally and little more remains to be added.

57. The higher prices prevailing in the European markets have given rise to quite satisfactory increase in the export of oil and kernels as compared with the previous year : but satisfactory as this increase may be it is but a poor indication of the possibilities of the industry. Enormous amounts of fruit go to waste annually.

The export figures are as follows :—

	1923-24.	1922-23.	Increase.
Palm Oil	408,360 galls.	298,979 galls.	109,381 galls.
Kernels	4,563 tons.	3,039 tons.	1,524 tons.

58. In the Western Province, a " Wilt " affection spread through the palm belt during the months of May to September. The condition of the palms was investigated by the Research Branch but no causative organism was found. The " Wilt " was considered to be due to the adverse climatic conditions prevailing during 1923, principally I think due to an insufficient rainfall which records show to be lighter than that of last year.

59. The Manager of Messrs. West African Oils, Limited, has kindly supplied the following information :—

" The quantity of palm fruits has been less for the following reasons :—

- a) Disease (?) of the trees.
- b) Shortage of labour in some districts.

" The quality of the fruit from an oil yielding point of view has not been so good for the latter months which I also attribute to the disease (?) and its effect on the trees.

" The disease (?) reported to you in June, 1923, has weakened the trees and at present our fruit cutters are reporting that there is little fruit owing to it.

" The fruits themselves have been smaller and have contained less oil, particularly those gathered during the last two or three months.

" This is an exactly similar effect to that caused by the disease (?) prevalent in 1918. I consider the previous disease (?) was due to drought and I consider the present is due to the 1923 rains being of too light a character to thoroughly saturate the ground and provide moisture sufficient to serve the trees through the dry season. Labour has been scarce—attracted by high wages and easier work at Takoradi.

" We have not been troubled as much by palm tree felling on our Concessions as we have in previous years : but there is still a tremendous amount of destruction going on outside our Concessions both for palm wine and farming purposes."

Rubber.

60. There has been a somewhat surprising revival in the export of rubber since last year. Prices on the home markets did certainly improve somewhat, but even so they have not been of a particularly attractive nature.

1923-24.	1922-23.	Increase.
364,644 lbs.	15,282 lbs.	349,382 lbs.

This is the highest figure reached for exports since 1919 (calendar year) when 721,588 lbs. was recovered. In any case rubber is not of much importance now as an industry in this country, nor does it show any indication at present of ever attaining its former magnitude.

Fuelwood Plantation, Achimota.

61. Since this matter was dealt with in the Annual Report for 1922-23, No. 1 Block consisting of approximately 100 acres has been planted, while No. 2 block consisting of a similar area received attention in the matter of clearing away and burning bush-growth, lining and planting, the latter operations being completed before the 31st March last.

62. It was at first proposed that *Casuarina equisetifolia* should predominate in the various blocks, but after repeated attempts to establish this species without any success it had to be abandoned in favour of *Cassia Siamea*; while other species are also in course of trial such as the raintree, mahogany, wild almond and Neem.

All varieties are being sown at stake, but I may say that much difficulty has been experienced in satisfactorily establishing the areas referred to above owing principally to two reasons :—

- (a) Irregular and scanty rainfall.
- (b) Bush fowl and rodents doing away with the seed after planting.

63. No. 1 block has been re-sown now several times, and up to date one can only characterise the results as disappointing.

Agricultural and Commercial Society.

64. This Society continues to make very satisfactory progress : with an increasing membership and its objects becoming better and more widely understood its influence becomes correspondingly greater amongst the Agricultural community.

The past year has been a very full one in every respect : a series of highly successful Agricultural Shows were held in each of the Provinces and Ashanti and in conjunction with them the Cocoa Farm Competitions.

A new departure from the previous year was that all shows were continued over two days instead of one : thus adding considerably to the educational value of each show in a way that was not possible before.

65. In the Eastern Province the Agricultural Show was held at Anyinam in December, some 850 exhibits were sent in and from certain noticeable improvements it is apparent that competitors are beginning to realise that " Show " material must be carefully prepared. A show was also held at Ho organised by a local committee assisted by a donation from the Society.

Some 150 exhibits of cotton were a striking feature of the show.

The Cocoa farm competition was held in the Akim-Abuakwa and Kwahu districts: 711 farmers were entered.

66. The Central Province Show was held at Agona Swedru and the Cocoa farm competition in the Winnebah district, with 138 farmers competing.

67. That in the Western Province was held at Tarquah; there were 657 entries and the cocoa farm competition was held in the same district with 60 farms competing.

68. In Ashanti the show and cocoa farm competition took place at Bekwai, there were 300 entrants for the farm competition. It is estimated that some 8,000 people attended the show, so that it is obvious these shows create a very considerable amount of interest.

69. In addition to the shows above referred to a new feature was a live stock show held in Accra last January. This is the first show to be held devoted entirely to live stock. £50 was allocated from the Society's funds for prizes which sum was further augmented by subscriptions from friends of the Society.

70. These are I think the more important features that have occurred in the Society's year: but fuller details are contained in the report of the Secretary to the Society.

It is no doubt realised that the organisation of the shows, work in connection with the Cocoa farm competitions, entailing as it does three and four separate inspections of cocoa farms scattered over a wide tract of country, and the execution of the Society's work generally, all fall largely on the officers of this Department and have in no small degree added very considerably to the work of all concerned.

Meteorology.

71. The rainfall returns are appended to this report as Appendices E to J, and it will be noted they are for the calendar and not the financial year.

Generally less rain fell than during the previous year, but at the same time the season was not unfavourable for the agriculturist as during the crop-ripening months of the year the rainfall was well up to average.

BRITISH EMPIRE EXHIBITION.

72. A very complete and fully representative exhibit of agricultural products was prepared for the British Empire Exhibition in London by the Agricultural Stations in the Colony, Ashanti and the Northern Territories.

Cocoa, being the important vegetable product of the Colony, naturally takes first place and four varieties prepared in various ways have been sent.

In the general exhibit, samples were also included of Rice, Rubber, Fibres, Spices, Coffee, Cereals, Bamboo, Fruits, Foodstuffs, nuts of various descriptions, Oil seeds, etc.

It appears unnecessary however, to go into further details in this report except to say that the total weight of exhibits prepared by this Department amounted to some 20-25 tons which called for much care on the part of the Officers immediately responsible for the preparation of the products.

A pamphlet entitled "Notes on the Agricultural Industry of the Gold Coast Colony," for distribution at the Exhibition, was compiled from notes contributed by Officers of the Department.

Legislation.

73. The Diseases of Plants Ordinance was passed by the Legislative Council but the question of putting it into operation is still under the consideration of the Secretary of State for the Colonies.

74. A proclamation referring to the British Mandated area of Togoland came into force at the end of 1923 for dealing with Collar Crack disease of Cocoa.

Action was commenced against the disease by cutting out affected trees and destroying them.

It is satisfactory to report that no trouble has been experienced with the farmers who almost invariably express their appreciation of the efforts made on their behalf.

NOTES ON SOME OF THE MORE IMPORTANT WORK ON THE DEPARTMENTAL EXPERIMENT STATIONS.

Stations.

75. Since the reports of Provincial Superintendents of Agriculture are not attached this year as appendices as has been the custom formerly the work in progress at various stations on a particular crop, has been tabulated under one heading for easier reference and so on throughout the following paragraphs.

Although figures are not in all cases in a strictly comparable form they serve to show what is being done and the experiments in progress

76. For easy reference the location of the "stations" is tabulated below:—

Eastern Province.	Mandated Area of Togoland.	Central Province.	Western Province.	Ashanti
Aburi Peki Asamangkese Kibbi	Kpeve Kpedschu	Assuantsi Hemang	Tarquah Adebrem Wioso	Coomassie. Juaso. Ejura.

77. One addition was made to the Stations of the Department during the year, that of Kpeve situated in the mandated area of British Togoland.

This Station comprising some 300 acres was purchased from the Controller of Enemy Property in September, 1923.

The only planted crop is cocoa planted by the late German owner, about 1912, in a number of blocks. The bearing trees number some 6,449.

A programme of future work is under consideration. The roof of the plantation house was blown away during a tornado soon after the plantation was taken over by the Department, necessitating considerable repairs. This station will form the Headquarters of the Assistant Superintendent in charge of the Trans-Volta district.

COCOA.

Assuantsi Station.

78. Sanitation work as usual received considerable attention and all diseased trees were removed

Die Back, *Formes* and *Hymenochaete* were responsible for part of the trouble while again quite a considerable number of trees were killed out by "unsuitable soil conditions".

On Bush Plots 1 and 2 diseased pods were allowed to remain on the trees after 30th June with a view to noting the effect over a series of years. As these plots are apart and distinct from the station, this can safely be done.

Plot 1 produced 13,982 pods of which 2.1% were diseased and Plot 2 795 of which 1.6% were similarly affected.

79. Amelonado and variety plots. (Plot IV planted 15' by 15' and Plot V 10' by 10').

TABLE I.

Particulars	Amelonado.		Variety Ocumare	Plots. Cundeamor.	Criollo.		Total Summa- rised.
	Plot IV.	Plot V.			A.	B.	
When Planted ..	1908-11	1912-15	1910-17	1910-17	1913-21		
Fruiting Trees ..	1,886	576	419	417	256	127	3681
Yield of pods	94,135	12,879	6,359	7,988	6,121	2,382	129,864
Average per tree ..	49	22	15	19	23	18	35
Diseased pods ..	17.75%	15.9%	19.09%	16.27%	20.78%	20.28%	18.34%
Insect Attack ..	66.3%	61.67%	60.10%	60.65%	61.23%	70.31%	65.03%

TABLE II.

Variety.	Nc. of pods fermented.	Quantity of dry cocoa produced.	No. of pods to pro- duce 1 lb. dry cocoa.
Amelonado Plot IV.	77,417	6,400	12.09
Amelonado Plot V.	10,831	850	12.74
Ocumare	5,123	418	12.25
Cundeamor	6,688	624	10.71
Criollo	6,748	500	13.51

80. Of the total pods collected the following were fermented :—

Variety Plots	..	..	..	..	..	..	..	106,807
Bush	..	..	..	..	..	..	..	14,263
Total								..	121,070

These produced 9,771 lbs. of dry Cocoa.
Number of pods per 1 lb. dry Cocoa—12.

81. Individual tree records in the one acre block in Amelonado Plot IV were recorded. The number of trees is now 178. The pods collected numbered 9,936 of which 8,022 were fermented, producing 582 lbs. dry Cocoa. To produce 1 lb. dry cocoa 13 pods were required. Dry Cocoa produced per tree—3.26 lbs. Average number of pods per tree—55.

82. The mulch experimental plot commenced last year continues. So far the mulched plot shows the advantage of treatment in a somewhat higher yield. Figures will be published when there is something more conclusive to report.

83. The very high proportion of diseased and insect attacked pods over that of previous years is difficult to account for; it may be that inaccuracies have crept in during the process of counting.

Aburi Station.

84. The practice of maintaining Plot 2 under thorough cultivation and Plot 3 under conditions resembling those of the average farm, commenced last year, was continued.

In the table of results below the term "Wet Cocoa" means the fresh beans as removed from the pods ready for fermentation.

Plot.	Variety.	Areas Acres.	Crop.		Wt. of Wet Cocoa, lbs.	Wt. of dry Cocoa lbs.
			No. of pods.	No. fermented.		
1.	Cundeamor	2.408	3,461	3,403	728	287
2.	Amelonado	2.34	24,220	23,218	3,367	1,420
3.	Amelonado	.30	4,872	4,768	972	389
4.	Criollo	.52	2,030	1,934	427	156
5.	Ocumare	.292	912	840	146	55

In comparing the cultivated Amelonado plot 2 with No. 3 it may be mentioned that the latter is a younger plot with practically all trees at their bearing age while in No. 2 are many young plants not yet bearing.

The following table shows the percentage of pods rendered useless by Brown Pod, and insect pests. The total number of pods collected is shown in table above.

Plot.	Variety.	Pods rendered useless by Brown Rot and Insect Pests.	Percentage of useless pods.
I.	Cundeamor	105	3.03
II.	Amelonado	477	1.97
III.	Amelonado	104	2.13
IV.	Criollo	96	4.73
V.	Ocumare	72	7.89

85. The four highest yielders of the selected trees in Amelonado Plot 2 gave the following yields :—

A.27	..	..	..	..	202 pods.
A.24	..	..	..	..	194 "
A.25	..	..	..	..	149 "
A.11	..	..	..	..	145 "

Kibbi Sub-station.

86. The Amelonado variety continued in a healthy and flourishing condition, but the same cannot be said of the Criollo Ocumare or Cundeamor varieties.

The following figures give the results of the past year :—

Variety.	Area acres.	Cocoa wet. lbs.	Cocoa dry lbs.	Dry Cocoa per acre. lbs.	Pods per lb. dry Cocoa.
Amelonado ..	1.25	2,276	847	678	14.8
Cundeamor ..	1.25	1,314	570	456	11.5
Ocumare .. ..	.67	449	175	260	12.0
Criollo .. ..	.57	465	183	321	12.3

The table below shows number of pods rendered useless by disease, etc.:—

Variety.	Total pods.	Pods rendered useless by Brown pod and Insect pests.	Percentage of useless pods.
Amelonado	14,325	1,278	8.9%
Cundeamor	8,123	1,329	16.3%
Ocumare	2,620	266	9.9%
Criollo	2,971	619	20%

Peki Sub-station.

87. The area in cocoa is 10.2 acres which produced 3,127 lbs. dry cocoa, and per acre 306.5 lbs. pods per lb. of dry cocoa—12.3

The percentage of pods rendered useless by brown pod and insect pests was 1.4 per cent—**Asamangkese Cocoa Farm.**

88. The first record of the farm appears in last year's report, since when good progress has been made.

Block I.—A marked difference was to be noticed in the growth of the cocoa plants to the advantage of those which were well shaded as compared with those more lightly shaded. The temporary shade plants consist of plantains, bananas and pawpaw ; cocoa yams were planted throughout the block in May and June ; being now established they provide a useful cover crop.

Insect Pests.—*Helopeltis* and *Sahlbergella* were troublesome during the early part of the year. The Assistant Entomologist visited the station. The destruction of certain weeds found to be host plants of *Helopeltis* and *Sahlbergella* was recommended and carried out, and the whole block kept more or less clean weeded : and with that the pests were checked considerably.

Block II.—The planting of the young cocoa was commenced on the 13th June and the work with the exception of a few bad places was completed by the end of that month.

Young plants of rain tree—*Pithecolobium Saman*—are used for permanent shade and plantains and bananas for temporary shade.

The block is divided into three sections for distance planting experiments. Each section is 370 feet.

The cocoa on these sections is planted at the following distances :—

Section I.—Plants at 15' x 15' total 250 plants.

.. II. .. " 12' x 12' .. 372 ..

.. III. .. " 9' x 9' .. 640 ..

Block III. The clearing of this block was started in September, 1923, and the young cocoa was planted out in March, 1924 ; the same temporary shade as before is used. Distances of planting is as in Block II.

Goomassie Station.

89. The total yields from all plots were rather less than last year and beans were on the average smaller. The percentage of diseased pods for the total crop shows an increase of 1.7 per cent while for the whole it amounts to 10.5 per cent.

90. The yield from one acre of trees 13-14 years old was 669 lbs. of dry beans, showing an average yield of 3.14 lbs. In the aggregate this is 33 lbs. less than for the previous year.

Variety.	Area Acres.	No. of trees fruiting.	No. of pods collected.	No. of pods diseased.	Insect attack.	Pods fermented.	Dry cocoa in lbs.
Amelonado ..	12	2,306	63,807	5,883	40,010	57,924	4,588
Cundeamor ..	4	1,185	28,938	2,380	24,355	26,558	2,255
Ocumare ..	4	1,137	27,448	2,865	17,018	24,583	2,034
Criollo A. ..	3½	657	7,856	1,498	5,702	6,358	500
„ B. ..	5	1,160	6,627	1,536	4,832	5,091	408
Totals ..	28½	6,445	134,676	14,162	91,917	120,514	9,785 lbs

Comparative yields of the above with 1922-23 :—

Variety.	Yield in pods.	Dry Cocoa.	No. of pods per lb. dry Cocoa.	
			1922-23.	1923-24.
Amelonado	+ 11,602	+ 634	12.1	12.6
Cundeamor	— 5,355	— 465	11.6	11.7
Ocumare	— 330	— 38	12.	12.
Criollo A.	+ 788	— 8	12.2	12.7
„ B.	— 2,480	— 248	11.9	12.4

The lower yield in the Cundeamor plot was particularly noticeable over ¼ of the area. The remaining portions treated with night soil in 1917-18 produced a very fine crop, otherwise the yield would have been much lower in this section.

The two Criollo plots are very poor—the varieties would appear to be unsuited to the Country.

Wioso Sub-station.

91. Cocoa yields :—

	Amelonado.	Cundeamor.	Cundeamor.	Summary.
No. of Fruiting Trees	815	747	685	2,247
Total yield of pods	26,795	21,642	20,211	68,648
Pods per tree	32.87	28.97	29.5	30.44
Dry beans per tree (lbs.)	2.22	2.24	2.34	2.26
Pods per 1 lb. dry beans	14.76	12.92	12.56	13.41
Diseased pods	6.3%	4.5%	5%	5.1%
Insect attacked pods	10%	22.8%	27.2%	20%

The average yield of dry beans per tree shows some considerable increase on that of last year.

In the block of 100 Amelonado trees where individual records are kept, the best yielding trees have produced as follows :—

Tree No. 98	119 pods.
„ „ 2	118 „
„ „ 94	100 „
„ „ 89	99 „
„ „ 33	98 „

OIL PALMS.

Aburi.

92. The varieties named yielded as follows :—

Variety	No. of Palms.	No. of Bunches.	Weight of Bunches.	Weight of clean fruit	Percentage of clean fruit to bunch.
Abedam	4	13	156 lbs.	134 lbs.	86%
Abobobe	3	13	162 ..	108 ..	66.6%
Abefita	3	15	190 ..	113 ..	59%
Abetuntum	4	31	389 ..	270 ..	70%
Ljcombe	2	10	197 ..	112 ..	57%
Gamopeley	2	7	190 ..	126 ..	66%
Dewakawaka	1	2	30 ..	24 ..	80%

Kibbi Sub-station.

93. The following yields were obtained :—

Variety.	No. of Palms.	No. of Bunches.	Weight of Bunches.	Weight of clean fruit.	Percentage of clean fruit to bunch.
Abetuntum	9	68	1,006	513½	51
Abobobe	20	91	1,652	824½	50
Abepa	22	95	1,929	1,091½	57
Mixed Varieties	34	161	3,142	1,593	51

Peki Sub-station.

94. See last year's report as to the division of the plots.

Plot.	Area. Acres.	No. of bearing palms.	No. of Bunches.	Weight of Bunches. lbs.	Clean Fruit. lbs.
I.	2.5	172 (fixed No.)	658	16,894	14,637
II.	2.5	?	495	14,685	8,656
Various	—	—	619	21,363	13,225

The record of fruit from a number of individual palms is being maintained.

Assuantsi Station.

95. This plot consists of 127 palms planted in 1914 and 26 palms which originally existed on the land. Yields are given in table below :—

Young Palms.			Old Palms.		
No. of Bunches.	Weight of Bunches. lbs.	Weight of Fruit. lbs.	No. of Bunches	Weight of Bunches lbs.	Weight of Fruit. lbs.
397	3,483½	2,043	109	3,060½	1,724

COLA.

Aburi Station,

96. The yields of the plots are as below :—

Plot.	Variety.	Area—Acres.	Yield in Nuts.	
			White.	Red.
1	Red	.90	—	16,858
2	White	.67	10,075	3,610
3 (Plantation)	Red	27.5	—	40,758

The crop from plots one and three were much less than last year, while plot two gave a much greater yield.

Kibbi Sub-Station.

97. The plot consists of so called "White Cola." Planting in between the existing trees has been continued with seed from tree No. 99 which for several years gave only white nuts. The total area is now 4.91 acres of which 3.4 acres are in bearing. 125 trees gave 9,002 pods yielding 38,754 white nuts and 3,267 red nuts a slightly higher yield than last year with about the same percentage of white nuts.

Ten trees gave white nuts only during the year, but the one (No. 99) was not one of them

Assuantsi Station.

98. The lines were kept cutlassed and vacancies filled. There are still a few vacancies in the white variety.

Hemang Sub-Station.

99. The growth of this continues irregular though the trees are healthy.

Three trees were bearing immature fruit at the end of the year.

Tarquah Station.

100. The general plot is now showing the benefit of thinning from 15' x 15' to 30' x 30'. The trees are developing whilst the yield is the highest yet recorded.

The experiment with trees at varying planting distances so far would appear to favour the wider spacing. Plot A. 78 trees 22' x 22' produced 11,009 nuts, and Plot B. 45 trees 30' x 30' produced 16,213 nuts.

Wioso Sub-Station.

101. Most of the trees continue to do well.

Coomassie Station.

102. The area has been reduced to 10 acres (trees 25' x 25') and records are being maintained of individual yields from six rows comprising 150 trees.

The total yield was 99,961 nuts.

Yield per six rows was 28,640 nuts.

The highest yielding tree produced 2,167 nuts, while three trees gave over 1,000 nuts each.

Juaso Sub-Station.

103. In the plot devoted to this crop three trees raised from white seed have fruited none of them produced white nuts.

COCONUTS.

Assuantsi Station.

104. Records continue to be taken from individual palms over an area of some 20 acres—the palms are planted 25' apart. The table below gives the results :—

Variety.	Fruiting Palms.	Yield of Nuts.			Percentage immature.
		Mature.	Immature.	Total.	
Ceylon	671	9,510	748	10,258	7.29
Native	431	10,402	656	11,058	5.93

There is a considerable increase in the number of nuts collected from the native palms, but the yield from Ceylon variety is slightly reduced. A satisfactory reduction in immature nuts has taken place.

COFFEE.

Aburi Station.

105. The results of the plots are given below :—

Variety.	Area-acres.	Crop.		Yield per acre.
		Berries.	Beans.	
Liberica .. ..	.915	3680 lbs.	400 lbs.	439 lbs.
Robusta .. ..	.55	523 ..	80 ..	145 ..
Stenophylla .. ..	.35	628 ..	125 ..	357 ..

The yield of beans for the Liberian variety has been estimated.

Kibbi Sub-Station.

106. Results are as follows :—

Variety.	Area acres.	Yield.		Yield per acre.
		Berries.	Beans.	
Robusta .. ..	.365	52 lbs.	12 lbs.	33 lbs.
Liberica .. ..	.365	176 ..	not hulled	—

The trees were cut back in January, 1923, which accounts for the low yield.

Peki Sub-Station.

107. The following returns have been recorded :—

Variety.	Area-acres.	Dry Berries.	Dry Beans.	Yield per acre—Beans.
Stenophylla	330 lbs.	162 lbs.	216 lbs.
Robusta	442 ..	157 ..	209 ..
Liberica	1,064 ..	411 ..	548 ..

New plots have been planted up, the seed being taken from selected trees. Each row in the new plots contain seedlings raised from the seed of one tree.

Assuantsi Station.

108. The Liberian variety continues to be affected with fungoid disease. The yield from the various plots is as follows. All are planted 8' x 8'.

Variety.	Date planted.	No. of fruiting trees.	Weight of good berries.	Weight of diseased berries.	Weight of berries used for seed.	Weight of cured Coffee.
Liberica	1910	415	2,399½ lbs.	27 lbs.	59 lbs.	238 lbs.
Stenophylla	1912	98	54 ..	—	8 ..	20½ ..
Robusta	1912-13	504	389 ..	—	10 ..	106 ..

Hemang Sub-Station.

109. The area of each plot is one sixteenth of an acre and not 1.16 acres stated in last year's report.

Variety.	Fresh fruit. lbs.	Selected for seed.	Dry Coffee lbs.
Liberica	562½ lbs.	4 lbs.	60 lbs.
Stenophylla	137 "	4 "	15½ "
Arabica	57½ "	2 "	13 "
Robusta	55 "	3 "	5½ "

Tarquah Station.

110. The results below have been obtained from the blocks of 20 trees of each variety marked off for record purposes.

Variety.	Yield of fresh fruit.		Cleaned Beans.		Fresh fruit required to produce 1lb. beans.
	Total	per tree.	Total	per tree.	
Liberica ..	56 lbs. ozs.	2.8 lbs.	5 lbs. 12 ozs.	4.7 ozs.	9.74 lb
Robusta ..	125 " 13 "	6.28 "	32 " 14 "	26.3 "	4.8 "
Stenophylla ..	71 " — "	3.55 "	13 " 10 "	10.9 "	5.21 "
Arabica ..	8 " 8 "	.43 "	1 " 14 "	1.5 "	4.53 "

Coomassie Station.

111. The yield of Coffee per acre was as follows :—Liberica 480 lbs., Stenophylla 594 lbs. Robusta 266 lbs, and Uganda 252 lbs.

COTTON.**Kpedschu Sub-Station (Togoland).**

112. The plots were planted in May, June, July and August respectively, and the results obtained are as given below :—

Plot.	Area—acres.	Total weight of seed cotton.	Total weight of lint.
I. (May)	1	36½ lbs.	9 lbs.
II. (June)	1	49 "	13 "
III. (July)	2	283½ "	75½ "
IV. (August)	2	288 "	60½ "
Total	6	657 "	158 (24%)

The average yield of seed Cotton per acre is 109 lbs. which is somewhat better than that of last year although of course it cannot be regarded as good. Many difficulties with drainage were encountered which will necessitate the choosing of more suitable site for further experiment.

RUBBER.**Assuantsi Station.**

113. No tapping carried out. The average girth of the 37 trees under observation three feet from the ground was 37.7 inches, an increase of 1.1 inch in last year.

Hemang Sub-Station.

114. Of the trees under observation one has died from root disease. Planted in 1916 the average girth is now 24 inches three feet from the ground. This is an increase of 4.4 inches since the measurement was recorded last year.

Tarquah Station.

115. No tapping has been done. The annual increase in girth is given in the table below of five groups of trees :—

No. of Trees.	4	9	8	9	9
Distance planted	12' x 24'	15' x 15'	20' x 20'	30' x 30'	40' x 40'
Average girth	50.75"	48"	—	62"	60.77"
Increase	2.00"	1.67"	—	1.89"	2.66"

Thinning operations and storms have caused the removal of five trees from the 12' x 24' group and one tree from the 20' x 20' group.

Diseases have not been very prevalent. Reference should be made to last year's report.

Wioso Sub-Station.

116. The 48 trees under observation to record the yearly increase in girth averaged 28.68 inches at three feet from the ground.

Average increase for the year being 3.25". The largest tree in the block measured 48.5 inches and shows an increase of 4½ inches during the year.

Coomassie Station.

117. Tapping was carried out from August to December to produce rubber for the British Empire Exhibition and the following records were obtained.

Section 1.—103 trees planted 1909—15' x 15' average girth 44.57"—previously untapped

Tappings	69
Sheet	117 lbs.
Scrap	17 "
Total	194 "

Average yield per tree—30.1 ozs.

Yield per tree per tapping—.43 ozs.

Section 2.—109 trees (planted 1909) 45' x 45' in cocoa plots average girth 58.35" previously untapped.

Tappings	84
Sheet	343 lbs.
Scrap	23 "
Total	366 "

Average yield per tree—53.7 ozs.

Yield per tree per tapping—.63 ozs.

Section 3.—1,850 trees (planted 1909) 15' x 15', average girth 34.92" previously tapped 1918-1920.

Virgin back panel tapped on this occasion :—

Tappings	84
Sheet	1,415 lbs.
Scrap	226 "
Total	1,641 "

Average yield per tree—14.1 ozs.

Yield per tree per tapping—.169 ozs.

The previous yield of No. 3 section during 1919-20 was 40.5 ozs. per tree.

All tapping was on the two left hand cuts system on one-third circumference of the tree at 22½" and 45" from the ground.

TOBACCO.**Kpedschu Sub-Station.**

118. Area .75 acres planted 3' x 3'. Two varieties used. Boyd and Yellow Pryor. The leaves were attacked by leaf spot which reduced the quality of the crop. The yield however, was a slight improvement on that of the previous year. This amounted to 132½ lbs. Boyd, and 98½ lbs. Yellow Pryor of cured tobacco.

Total weight 231 lbs.

Adebrem Sub-Station.

119. Tobacco was planted but was not successful

Juaso Sub-Station.

120. The crop gives some promise of success and is being given further trials. A small temporary curing house has been erected in readiness for the next crop.

ROTATION EXPERIMENTS.**Kibbi Sub-Station.**

121. The following table shows the yields during the year, which was the third year of the rotation:—

Plot.	Crop.	Planted.	Area—acres.	Yield.
A	Corn	March, 1923	1/6	509 lbs. in cob.
B	Water Yams ..	"	"	469 "
C	Cotton	April, 1923	"	1 lb.
D	Water Yams ..	March, 1923	"	414 lbs.
E	Fallow	—	—	—
F	Groundnuts ..	March, 1923	74' x 36'	36 lbs. Hong Kong. 72 .. local variety.

Peki Sub-Station.

122. This plot has not been particularly successful.

Plot.	Crop.	Area.	Yield.
4	Corn	½ acre.	2,381 lbs. cobs 1,171 lbs. Corn.
	2nd crop	"	2,181 735 lbs.
1	Groundnuts ..	" "	466 .. cobs —
Check ..	Yams	" "	343 .. Good yams, 2,589 lbs. Water Yams.
2	Yams	" "	301 .. 2,448 lbs.
3	Cotton	" "	18 .. Seed Cotton.

Assuantsi Station.

123. There are four plots ¼ of an acre each:

Plot A.—Planted with Cassava 3' x 3' in March, 1923. A yield of 16.49 tons was recorded.

Plot B.—Planted with Jerusalem peas and Canavalia beans, and while in growth were dug in as a mulch in September, 1923. The plot was then planted (11th September) with tobacco 3' x 1¼'.

Half of the plot was cut for leaf in January, 1924, producing a yield of 14½ lbs. The remaining half was allowed to seed—2 lbs. of seed being obtained. Yellow Pryor gave the best result with approximately 80 lbs. cured tobacco per acre.

Plot C. Planted with Sea Island Cotton 10 lbs. seeds were sown but germination was very poor. The crop was picked in December, January, February and March and yielded 25 lbs.

Plot D. Planted with Corn 29th March, 1923—8 lbs. of seed used 4' x 2'. Reaped in August, 1923, producing a yield of 2,018 cobs or 266 lbs. grain or at the rate of 426 lbs. per acre.

Hemang Sub-Station.

124. Each lot is $\frac{1}{2}$ acre from which the following results were recorded :—

Plot.	Crop.	Yield.	Remarks.
A.	Cassava ..	9,375 lbs.	8 $\frac{1}{2}$ tons per acre.
B.	Tobacco	—	Failed owing to disease.
C.	Jerusalem Peas	160 lbs	320 lbs. per acre.
D.	Maize	1,484 cobs or 285 lbs.	570 lbs. per acre.

Wioso, Juaso, and Ejura sub-stations.

125. Details of these experiments will be published when more information is available.

GROUNDNUTS.**Kpedschu Sub-Station.**

126. Area of plot 2 acres—eight varieties were sown 3' apart.

Variety.	Area square feet.	Weight of nuts fresh.	Weight of nuts dry.	Yield per acre unshelled.
American	540	23 lbs.	10 $\frac{1}{2}$ lbs.	847 lbs.
Gambia	135	4 $\frac{1}{2}$ "	2 "	645 "
Illorin	504	9 $\frac{1}{2}$ "	5 $\frac{1}{2}$ "	475 "
Chinese	2,358	97 "	49 $\frac{1}{2}$ "	914 "
Tamale	1,179	50 $\frac{1}{2}$ "	26 "	960 "
Hong Kong	20,043	754 "	446 $\frac{1}{2}$ "	970 "
Kwahu	33,012	1,138 $\frac{1}{2}$ "	663 "	1,440 "
Native	29,475	802 "	498 "	736 "

From the Kwahu variety oil was extracted for the British Empire Exhibition and it gave 15% against 13% in the other varieties.

SOYA BEANS.

127. This crop was planted out at Kpedschu, Assuantsi, Wioso and Adebrem, but in most cases the results were anything but satisfactory.

FRUITS.**Assuantsi Station.**

128. The yield of fruit has on the whole been satisfactory. That from the five selected lime trees amounted to 15,893 limes, which is somewhat less than last year. Sour Orange, Shaddock, Grape Fruit, Sweet Orange, Avocado pears, Sweet sop, Guava, Bread fruit, were all recorded.

A few fruits were picked in May and December of the Ceylon Mangoes of which two varieties exist, *viz.*, Jaffa and Rupee. There was a heavy crop of Tangerine in May and June, but most of the fruit was destroyed by attack of insects.

Hemang Sub-Station.

129. This section makes good progress. Grape fruits, Tangerines and Oranges suffer much from the fruit moth. The five selected lime trees planted 15' x 15' in 1917 are recorded as having produced 40,299 limes which is a particularly heavy crop.

Tarquah Station.

130. Under systematic cultivation the trees have improved considerably; good crops of Limes, Oranges and Grape fruits have been collected.

The yield of fruit from 6 trees of the spineless lime has been recorded as follows :—

Total yield	735 fruits.
Weight of Fruit	70 lbs.
Average per tree	122 fruits.

The yield is lower than that of last year.

BAMBOO.

131. As a report was recently submitted dealing with this, further comment here is unnecessary.

Nurseries.

132. The following is a record of plants and seeds distributed from all stations.

ABURI STATION.

Descriptions.	Plants.	Seeds.
Cocoa	1,295	425
Coffee	581	6,200 and 2 lbs.
Fruits and decorative ..	5,786	5,038, 12 pkts. and 14 lbs.
Other Economics	—	3,166, 1 pkt. and 1 lb.
Vegetable Seeds	—	74 pkts.
Shade trees	—	1,000, 13 pkts. and 26½ lbs.
Total	7,662	15,829 ; 100 pkts., 43½ lbs.

133. Kibbi Sub-Station.

Description.	Plants.	Seeds.
Cocoa	246	9 pods
Coconuts	—	198
Coffee	2,689	23 berries.
Cola	1,240	8,293
Fruit trees	1,490	6
Other Economics	—	301 lbs.
Ornamental	517	5 pkts.
Vegetable Seeds	—	22 pkts.
Total	6,182	8,498 seeds ; 9 pods ; 23 berries ; 301 lbs ; 27 packets.

134. Peki Sub-Station.

Description.	Plants.	Seeds.
Coffee	5,060	—
Ornamental	473	—
Fruit trees	136	—
Other Economics	276	—
Vegetable Seeds	—	10 packets.
Total ..	5,945	10 packets.

135. Assuantsi Station.

Description.	Plants.	Seeds.
Cocoa	—	396 pods.
Coconut	2,457	3,786
Fruit trees	1,318	152 seeds, 2 pkts., 5 lbs.
Coffee	110	21 lbs.
Shade trees	618	1 lb.
Ornamental	9,712	40 lbs.
Other Economics	6,407	60 seeds, 39 lbs.
Sugar Cane	20	—
Total ..	20,642	3,998 seeds ; 396 pods ; 2 packets ; 106 lbs

136. Tarquah Station.

Description.	Plants.	Seeds.
Food Crops	1,362	—
Coffee	346	36 lbs.
Fruit trees	564	9 ozs. and 3 packets.
Shade trees	313	14½ lbs.
Other Economics	32	—
Ornamental	7,348	—
Total ..	9,965	51 lbs. and 3 pkts.

137. Adebrem Sub-Station.

Description.	Plants.	Seeds.
Paddy	—	1,174 lbs.
Coffee	308	—
Tobacco	—	4 packets.
Food Crop	—	250 lbs.
Banana	39 suckers	—
Total ..	347	1,424 lbs ; 4 packets.

138. Coomassie Station.

Description.	Plants.	Seeds.
Shade and Decorative	5,500	—

139. The following is a summary of the total distribution of plants and seeds from all stations :—

	Plants.	Seeds.	Packets of Seeds.	Lbs. of Seeds.
Aburi	7,662	15,829	100	43
Kibbi	6,182	8,498	27	301
Peki	5,945	—	10	—
Assuantsi	20,642	3,998	2	106
Tarquah	9,965	—	3	51
Adebrem	347	—	4	1,424
Coomassie	5,500	—	—	—
Accra Horticultural Nursery	9,729	—	—	—
Total	65,972	28,325	146	1,925

As the figures indicate, a very considerable amount of planting work has been executed.

REVENUE.

140. The revenue denoted below was derived from the sale of produce of the various stations :—

						£	s.	d.
Aburi	..	..	..	..	..	62	4	10
Kibbi	..	..	..	..	..	59	4	1
Peki	..	..	..	..	..	42	9	2
Kpedschu	..	..	..	..	..	7	0	0
Ho and Kpandu	..	..	..	..	..	28	1	2
Assuantsi	..	..	..	..	..	207	14	6
Hemang	..	..	..	..	..	33	6	7
Coconut Plantation, Cape Coast	..	..	..	..	..	19	5	4
Tarquah	..	..	..	..	..	111	18	5
Wioso	..	..	..	..	..	16	2	8
Adebrem	..	..	..	..	..	19	11	0
Coomassie	..	..	..	..	..	128	9	11
Juaso	..	..	..	..	..	35	18	3
Total	..	..	..	..	..	£771	5	11

141. The number of visitors recorded at the various stations are given below :—

Kibbi	..	..	..	..	..	..	116
Peki	..	..	..	..	..	..	91
Kpedschu	..	..	..	..	..	..	1
Assuantsi	..	..	..	..	..	..	40
Hemang	..	..	..	..	..	..	46
Coconut Plantation, Cape Coast	..	..	..	..	..	..	30
Tarquah	..	..	..	..	..	..	110
Coomassie	..	..	..	..	..	..	232
Juaso	..	..	..	..	..	..	130
Total	..	..	..	..	..	..	796

STAFF.

Appointments and Promotions.

142. Captain John McNie Wingate was appointed Assistant Superintendent, Sisal Plantation, on 27th December, 1923, and assumed duty on 9th January, 1924.

Six Learners were promoted to Junior Assistant Overseer, and eleven Learners were appointed to the Agriculture and Forestry Training Centre by competitive examination.

Two Temporary Clerks were appointed to the Second Division on passing the Civil Service Examination.

Retirement on Pension.

Mr. J. C. Glover, African Assistant Superintendent of Agriculture, retired on pension on 15th March, 1924, after completing about twenty-six years of valuable service in the Department.

Termination of Appointment.

The appointment of Mr. A. A. L. Smith, Temporary Assistant Superintendent, was terminated from the 17th October, 1923, on completion of agreement.

The appointments of two Ceylon Craftsmen were also terminated: one on the 11th January 1924, being invalided, and the other on the 17th January, 1924, on completion of agreement.

The death of Mr. E. D. Segbefia, Junior Assistant Overseer, occurred on the 15th June, 1923, at Labadi.

HEALTH.

143. The health of the Staff has been fair. Ten Europeans were on the sick list for 117 days, one Sinhalese for 114 days, and 19 members of the African Staff for 169 days.

144. In concluding, it is my privilege to add my appreciation of the energy and co-operation displayed by the Staff at all times during the period under review which has been a very full one, on account of the increasing activities of the Department in all directions.

I have the honour to be.

Sir,

Your obedient Servant,

A. OGILVY, *Lieut. Col.*
Acting Director of Agriculture.

APPENDIX A.

REPORT ON THE MYCOLOGICAL SECTION FOR THE
YEAR ENDING 31st MARCH, 1924.

The Government Mycologist was absent from the Colony on leave from the 29th September, 1923, to the 7th February, 1924, and the Assistant Mycologist was absent on leave from the 1st April until the 24th July.

2. During the year the following tours were undertaken:—

Government Mycologist, 11th-21st April—Collar-crack areas of Eastern Akim.

Government Mycologist, 16th-21st June—Collar-crack areas of Eastern Akim.

Government Mycologist, 13th August—4th September—West African Oils Estates, Western Province, Assuantsi, Tarquah, and Coomassie.

Assistant Mycologist, 17th October;—6th November—Collar-crack areas of Togoland.

Assistant Mycologist, 8th-12th December—Koforidua district to take photographs for British Empire Exhibition.

Assistant Mycologist, 27th-31st December—Coomassie for Departmental Conference on Diseases Bill.

Collar-crack of Cocoa.

3. Since the last annual report, this disease has been reported from several localities in Eastern Akim and from Akrokerrri, Ashanti.

Field investigations and cultural work on the causative fungus has established its identity with *Armillaria mellea* (Vahl.) Fr.

In other parts of tropical Africa the same fungus is reported to have fatal effect on Coffee, Tea, Para and Ceara Rubbers, Mango, Guava, *Ficus*, *Eucalyptus*, *Spathodea*, *Bauhinia*, *Erythrina*, *Hibiscus* and Roses; in Europe, America and Australia it is destructive to deciduous and Coniferous trees.

The symptoms of the disease which *A. mellea* causes in cocoa appear to be peculiar to that host. Longitudinal cracks appear in the collar of the host and extend upward. From these cracks are protruded narrow frilly outgrowths of fungus tissue which are at first cream coloured but later become yellow and eventually black. The frills are continuations of white leathery plates of mycelium contained by the cracks which may extend to the centre of the tree.

The fruiting bodies of the fungus are mushrooms and occur in groups near ground level. They vary in colour according to age; when young the cap is uniformly brown but as it develops in size the outer skin ruptures and remains as small brown dots on the cream-coloured surface of the pileus. The stalk is usually dark in colour at its base, and the whole fruitification rots away as a slimy, rusty-brown mass infested by nematodes and fly-larvae.

In order to control the disease it is necessary to reduce the excessive moisture conditions in which the fungus flourishes, to destroy all traces of the fungus on cultivated crops and forest hosts, and to isolate affected areas by trenching.

Bud-Rot of Coconut Seedlings.

4. Only negative results have been gained by inoculating healthy seedlings with cultures of organisms taken from diseased plants. Whilst it is impossible to say that the diseased condition is not produced by an organism, it is considered probable that they have been caused physiologically as a result either of inducing germination in unripe seed or in seed which has been badly stored. Investigation along these lines is proceeding.

Rice Blast.

5. (*Piricularia Grisea* Sacc.) was reported as not so serious as last year at Adebrem.

Oil Palm Wilt.

6. A visit of investigation was paid to the Western Province in connection with the wilting of oil-palms. No pathogenic organisms was found that was likely to cause the trouble and the conclusion was reached that the wilt was due to physiological causes following adverse climatic conditions.

Liberian Coffee Disease.

7. The fungus causing mealy pod disease of cocoa and the annual loss of a very large percentage of Liberian Coffee berries, was found to be infecting the green shoots of Liberian coffee at Aburi. It was also found on wounded fruit of *Persea gratissima*.

Moulds on Dried Cocoa Beans.

8. Work on mouldy cocoa beans was continued and provided indications for future lines of investigation.

Damping-off Disease of Tobacco.

9. This disease which occurs in Togoland was investigated, and the causative organism *Pythium aphanidermatum* (Edson) Fitz p. isolated.

Other Diseases.

10. A number of leafspot diseases on economic crops have been collected for determination.

The incidence and possible parasitology of species of *Colletotrichum* on immature, withered cocoa pods is under investigation.

Soy Beans.

11. In co-operation with the Assistant Superintendent of Agriculture, by whom a report was submitted, further examinations of Soy bean nodules were undertaken.

Publications.

12. Articles of mycological interest have been written for the Journal of the Gold Coast Agricultural and Commercial Society, and the preparation of bulletin on local fungous disease is under way.

General.

13. The collection of photographic records of fungous diseases was augmented and a series of lantern slides prepared for the use of travelling officers. Specimens of characteristic diseases were prepared for the British Empire Exhibition ; during leave in England, coloured photographs of diseases were made for that exhibition, and a list of local fungi compiled for publication.

R. H. BUNTING,

Government Mycologist.

APPENDIX B.

REPORT OF THE ENTOMOLOGIST FOR THE YEAR
ENDING 31st MARCH, 1924.

The Government Entomologist, Mr. W. H. Patterson, was absent on leave from the Colony from April 18th until July 24th, 1923, and from February 2nd, 1924, when he took up duties in connection with the British Empire Exhibition in the United Kingdom. During his tour in the Colony most of his time was taken up in collecting specimens for the British Empire Exhibition, editing the Journal of the Gold Coast Agricultural and Commercial Society, and doing duty at the Agricultural Shows. The Assistant Entomologist was in the Colony during the whole year under report.

2. Pests of Cocoa :—

- (a) *Sahlbergella*, *Helopeltis* and *Homocoerus*, have caused no more injury than in former years indicating that a natural equilibrium has been obtained. Natural enemies of the former pest appear to be negligible, only one certain parasite having been found which has been determined as being a new species, *Encyrtus coterelli* sp. n. fam. Chalcidae.
- (b) *Thrips*—(*Heliothrips rubrocincta*) appears to be increasing in the Central Province and immediately follows sudden exposure of trees to sun and drying winds. This can be observed where clearings for roads have been newly made. The Government Entomologist visited San Thome early last year in connection with this pest, his observations being the subject of a separate report.
- (c) Cocoa Bark Caterpillar.—The larva of a Noctuid reported in the last Annual Report as feeding on the bark of Cocoa was again observed at Peki and also at Kpeve in British Togoland. These appear to be of two different but closely related species. The larvae spend the earlier part of their life-history feeding externally on the bark under a gallery made of frass and silk eventually boring into the branch finding entrance at reaping and pruning wounds. This pest is exceedingly common in Peki district, but appears only to attack the weaker trees. The adult moths are being determined.
- (d) Bark Borer (*Glenea* spp.).—A few trees on the Aburi Station have been attacked by this Pest. The borers have been cut out and the wounds tarred.
- (e) Cocoa Storage.—Work is in hand at the time of writing on the relation between moisture content in beans and attack of moth (*Ephestia* sp.) and weevil (*Araecerus fasciculatus*).

3. Pests of Cola :—

Cola Weevil (*Balanogastriis colae*). Work on the life-history of this pest has been completed. Cola pods are as a rule collected and broken under the actual Cola tree, the fresh nuts being infected from previously fallen and broken pods infested with weevil. Pods should be collected, and broken away from the trees entirely, thus reducing liability of infection. The fungus *Beauveria* previously reported is not effective in keeping the number of weevils down. Infection takes place in the adult stage and as oviposition commences immediately on emergence from the pupa oviposition is completed before death.

4. Pest of Palms.

- (a) Oil Palm Leaf-miner (*Coelonomenoder elaeidis*). This beetle has been very much in evidence on the Akwapim ridge this year. The attack ceased at the commencement of the dry season. The larvae are heavily parasitised but apparently their efficiency is reduced during certain seasons owing to the adult developing a migratory habit. This beetle was reported from the West African Oil Estates, Secondee, as being a possible cause of "Wilt" of Oil-palms. This was found not to be so, the beetle being comparatively common but no serious damage. This work will be the subject of a special paper.
- (b) Rhinoceros Beetles.—It has been found that there are two distinct Rhinoceros Beetles attacking Coconut in the Colony. *Archon centaurus* is found up-country and *Oryctes monoceros* only on the coast.

A considerable number of Borassus Palms in British Togoland have been killed by *Oryctes* sp. the larvae breeding in the dead trunks.

Coconuts in the vicinity are unattacked.

5. *Pests of cotton.* This applies only to cotton growing districts of British Togoland. Owing to the possibility of this becoming an important industry a special study is to be made of pests. So far only a preliminary survey has been made :—

- (a) Stainers (*Dysdercus* spp.)—These are common and causing considerable damage, 30% to 40% of the cotton picked on Kpedschu station being stained, not counting aborted bolls. Investigation of the prevalence of stainers at different periods of the season and the relation to other food plants is required.
- (b) Boll-worms.—These are comparatively common but not serious. This will call for special work.

6. Fruit Moth (*Archres* sp.) was again in abundance during March this year. The food plants of the larva have not yet been ascertained.

Apiculture.

7. Two colonies were in existence at Aburi at the beginning of the year. One of these is still flourishing, but has giving no indication of storing honey in sufficient quantity to be profitably removed. The other colony never made headway and eventually died.

On the plains of Southern British Togoland a comparatively flourishing industry is in existence, the honey being sold to local Hausas. Specimens of honey and wax obtained appear to be of good quality. These have been sent to specialists for opinion on value.

G. S. COTTERELL,
Acting Government Entomologist.

APPENDIX C.

REPORT ON THE CHEMICAL SECTION FOR THE YEAR ENDING 31st MARCH, 1924.

The Agricultural Chemist has been in the Colony during the year.

During the year under report the question of the provision of adequate laboratory accommodation has been discussed at some length and it has finally been decided to remodel the laboratory at Aburi and by removing a number of trees overhanging the building to improve conditions and avoid excessive humidity. At the close of the year these alterations were in hand and completion may be expected at an early date.

The scope of the Chemist's work has been much more accurately defined and the improving conditions will shortly enable this to be carried out efficiently.

2. Approval has been given for the appointment of an African Chemist's Assistant who has been employed by Messrs. West African Oils, Limited. The staff will then consist of a Chemist, Chemist's Assistant and an Apprentice.

3. The Chemist visited Provincial Headquarters in the Colony and Ashanti to confer with Superintendents in order to be able to correlate laboratory investigations with the work in hand in the Provinces. A tour of this nature ought to be undertaken annually. One's opinions of the investigations necessary can only be formulated after consulting the officers in charge of the field work who can appreciate the economic aspect of the situation as viewed by the native. My experience has been that without such exchange of views work proposed by me may be only of very secondary importance, the tendency in laboratory work being to neglect the economic in favour of the academic.

4. As matters now stand it appears, for example, that work on cocoa is not of prime importance, the industry being well established and the product being of a grade for which there is a steady demand, which is shown by the steady yearly increase in our exports. Instead of attempting the impossible task of improving the quality, work ought to be directed towards producing a uniform grade.

In this connection it may be mentioned that the fermentation of cocoa appears to be complete when a maximum temperature varying between 40° and 50° C. is reached. This maximum is usually reached on the 6th or 7th day, but may be earlier or later. The unfortunate breakage of two vat thermometers at the time of harvest prevented verification of whether this could be accepted as a criterion of the completion of fermentation.

5. It is of much greater importance to collect information regarding one of our older industries and collect data which will be of use in the exploitation for the benefit of the native of the vast potential wealth of our oil-palms.

6. In the absence of a Botanist the greater part of my time has been employed in the study of the varieties of the oil-palm in the vicinity of Aburi, to find first of all whether these are really varieties and whether they have been grown true from seed. Full details of these investigations will be found in a separate report. It may be said here, however, that as these so-called varieties do not appear in pure stands and therefore cannot be correlated with soil conditions, and that the possibility of cross-fertilisation is great, the task of isolating pure strains will cover a very long period of time. It is my opinion, which I put forward with some trepidation, in view of literature on the subject (cf. Kew Bulletin Misc. Inf. 1914, pp. 285-288) that a great deal too much from economic standpoint may be made of these varieties and formulae. The only factors to be considered are the production of fruit and the oil content of that fruit. Sufficient data have now been assuaged to enable the necessary chemical investigation to be started.

Power Alcohol.

7. Samples of maize and cassava grown under standardised conditions were examined and showed little variation in starch content. It should be noted, however, that the cassava samples consisted of peeled roots.

Soil.

8. A number of soils typical of cocoa growing areas in the Eastern Province have been examined. It is impossible so far to generalise upon the results of these. The volume of work necessary to enable this to be done would not appear to justify an extension of this work with the present staff.

At the suggestion of the Superintendent of the Agriculture and Forestry Training Centre a manurial experiment has been laid out at Coomassie to test the value of locally obtainable manures and the response to chemical fertilisers. This is at present confined to the Amelonado-cocoa plots there, but will be extended if the results obtained justify that course.

R. COULL,

Agricultural Chemist.

APPENDIX D.

REPORTS BY DIRECTOR OF IMPERIAL INSTITUTE ON PRODUCTS SENT FOR INVESTIGATION.

NEELE.

The Neele seeds which are the subject of this report were forwarded to the Imperial Institute by the Director of Agriculture, and are referred to in his letters No. 77/7/1923 of the 13th January, and No. 481/7/1923 of the 2nd March, 1923.

The two samples which differed considerably in appearance, were stated to be derived from varieties of the Neele plant, growing respectively in the Northern Territories and the Western Province. The botanical specimens of the plants were identified at Kew as the same species, viz., "*Citrullus Vulgaris. Schrad.*," the seeds of which are known to be very variable. The two types of seed from the Gold Coast are being grown at Kew in order to determine whether there are corresponding differences in the plants.

DESCRIPTION.

Northern Territories.

Weight 18 lbs. Small, narrow, flat, straw-coloured seeds; similar to neele seeds which were the subject of Imperial Institute report dated the 24th December, 1921. No information was furnished as to the district from which the earlier seeds were derived.

Western Province.

Weight $\frac{1}{2}$ lb. Thin, flat, oval, yellowish-brown seeds, from $\frac{1}{8}$ to $\frac{1}{4}$ inch in length and $\frac{1}{8}$ inch wide. The seeds were composed of a thin, brittle, papery husk and cream-coloured oily kernel. They were larger and flatter than the seeds from the Northern Territories described above and differed from these in general appearance.

RESULTS OF EXAMINATION.

Seed.

The seeds were examined with the following results :—

	Seeds from the Northern Territories.	Seeds from the Western Province.	Seeds examined in 1921.
Moisture in seeds as received. .	6.4	8.1	7.0
Yield of Oil (on extraction with light petroleum) from seeds as received	45.3	33.8	44.4
Yield of Oil (on extraction with light petroleum) expressed on moisture—free seeds . .	48.4	36.8	47.7

In respect of yield of oil, the seeds from the Northern Territories correspond with those examined at the Imperial Institute in 1921, whereas the seeds from the Western Province contain a much lower percentage of oil.

Oil.

The oil extracted from the seeds was chemically examined with the following results, which are shewn in comparison with the corresponding figures for the oil obtained from the earlier sample :—

	Oil from Northern Territories seed.	Oil from Western Province seed.	Oil from seed examined in 1921.
Specific gravity at 15°/15°C ..	0.9236	0.9230	0.9232
Refractive index at 40°C ..	1.467	1.467	1.467
Acid value	3.2	1.8	1.3
Saponification value	191.3	195.1	192.8
Iodine value (Hubl. 17 hr.) per cent	124.3	119.2	121.7
Unsaponifiable matter per cent	0.8	0.7	0.8
Solidifying point of fatty acids	29.2°C.	32.7°C.	32.5°C.

These results show that the oils from the three samples of seed are very similar in composition.

Residual Meal.—The residual meal left after the removal of the oil from the Western Province seed was cream-coloured and possessed no distinct taste. The results of a chemical examination are given in the following table, which includes the figures for the meal from the seeds examined in 1921 :—

	Meal from seed from Western Province. (Calculated as containing 7 per cent of fat.)	Meal from seed examined in 1921 (calculated as containing 7 per cent of fat.)
Moisture	9.7 per cent	10.1 per cent.
Crude Proteins	28.2	35.3
Fat	7.0	7.0
Carbohydrates, etc. (by difference)	11.3	14.3
Crude fibre	39.2	29.0
Ash	4.6	4.3
Nutrient ratio	1 : 0.97	1 : 0.86
Food Units	99	120

Neither of these meals contained cyanogenetic glucosides, and that from the Western Province seed, unlike the meal examined in 1921, gave no indication of the presence of alkaloids.

Commercial Value.

The opinions of oil-seed crushers were obtained on the seed from the Northern Territories and the oil extracted from it at the Imperial Institute. They were of opinion that oil could be refined without difficulty and should be suitable for technical use, and probably, if suitably treated, for edible purposes. The residual meal was regarded as a fairly useful feeding stuff which should be saleable at a somewhat higher price than cotton seed cake.

The firm valued the seed at £17 to £18 per ton nett weight, delivered in the United Kingdom, and offered to purchase a trial shipment of 200 to 300 tons.

Remarks.

As already indicated, the Neele seeds from the Western Province differ in appearance from the seeds from the Northern Territories which resembled the sample examined in 1921. The seeds from the Western Province gave a much lower yield of oil, and the residual meal contained less protein and considerably more fibre than that obtained from the earlier sample.

The oils from the three samples were, however, practically identical in composition.

In this connection it may be mentioned that the seeds of *Citrullus vulgaris*, are known to vary widely in appearance and yield of oil, whilst the constants of the oils may also differ within certain limits.

In general, the oil of these Neele seeds from the Gold Coast is similar in composition to that of some of the other varieties of *C. vulgaris*, but the residual meal is richer in protein than the meals yielded by the seeds of this species from certain other localities.

If available in commercial quantities and at a suitable price the seed from the Northern Territories would find ready market in the United Kingdom. The seed from the Western Province would be of lower value on account of the smaller percentage of oil: a further sample of this variety should, however, be forwarded in order to determine whether the lower yield of oil is a constant feature.

SHEA FRUITS.

The Shea fruits which are the subject of this report were forwarded to the Imperial Institute by the Director of Agriculture, and are referred to in his letter No. 1594/7/1923 dated the 13th August, 1923.

The fruits were furnished in accordance with a suggestion made by the Imperial Institute that a consignment of Shea Fruits, which had been sun-dried without being allowed to ferment should be forwarded in order that the possibility of utilising the pericarp as a source of alcohol might be determined.

Description.

The consignment weighed 134 lbs. and consisted of dried fruits about $1\frac{1}{4}$ inches in length and one inch in diameter. The fruits, which were in good condition, were composed of 30.3 per cent of reddish-brown pericarp, 22.0 per cent of shell and 47.7 per cent of kernel.

Results of Examination.

The pericarp of the fruits was analysed with the following results:—

	Per cent.
Moisture	17.4
Crude protein	4.1
Fat	3.5
Reducing sugars, calculated as dextrose	5.5
Non reducing sugars, calculated as sucrose	0.1
Starch (by acid hydrolysis)	10.4
Other Carbohydrates (by difference)	39.6
Crude fibre	13.1
Ash	6.3

From these results it will be seen that the constituents which could be directly converted into alcohol (*viz.*, sugars and starch) amounted to only 16 per cent of the weight of the pericarp. Experiments were therefore carried out with a view to determining the total quantity of reducing sugars which could be obtained by hydrolysis, but on treatment with sulphuric acid (of 1.5 per cent strength) under pressure the pericarp did not furnish more than 16.9 per cent of such sugars (expressed as dextrose) so that even if the whole of these sugars were fermentable the yield of alcohol would be comparatively small.

Remarks.

The pericarp of these Shea fruits contained only 5.6 per cent of sugars and 10.4 per cent of starch and it was not found possible to increase the total yield of reducing sugars by acid hydrolysis beyond 16.9 per cent of the weight of the original pericarp. It is thus clear that the material is not likely to be suitable for utilisation as a commercial source of alcohol.

SHEA BUTTER AND KERNELS.

The samples which are the subject of this report were forwarded to the Imperial Institute by the Agricultural Chemist, and are referred to in letter No. 428/7/1923 of the 21st February, 1923, from the Director of Agriculture.

It was stated that the samples of shea butter represented the products obtained by two different native methods of preparation.

DESCRIPTION.

Grunchi method No. 1.—Weight 8 lbs. A cream-coloured, fairly hard solid fat, in clean condition, with a slight "burnt" odour.

Grunchi method No. 2.—Weight 6 lbs. A greyish-white, fairly hard solid fat, free from "burnt" odour, but of rather dirty appearance owing to the presence of a small amount of extraneous matter, consisting chiefly of powdered kernels. After being filtered the fat was white.

Kratchi method No. 3.—Weight 12 lbs. A greyish-cream, fairly hard solid fat, with a more pronounced "burnt" odour than that of No. 1. As in the case of sample No. 2, a small amount of powdered kernels was present giving the fat a dirty appearance. When filtered the fat was of a dark cream colour.

Germinated seeds from Kete Kratchi.—Weight 1 lb. This sample consisted of fairly large shea kernels which had commenced to germinate. The kernels were in a moist condition and covered with mould, but appeared to be sound internally.

RESULTS OF EXAMINATION.**Fat.**

The clean filtered fats were chemically examined with the following results:—

	Grunchi No. 1.	Grunchi No. 2.	Kratchi No. 3.
Acid Value	3.1	4.1	3.2
Unsaponifiable matter per cent	6.5	6.1	7.3
Melting point	31.5°C	31.5°C	33.0°C

From the point of view of colour the sample "Grunchi No. 1" was the best of the samples as received, but after being filtered "Grunchi No. 2" was the best in this respect, being white whilst the other two fats were cream-coloured. As indicated above, samples Nos. 1 and 3 had been slightly "burnt" in preparation. The results of the chemical examination show however, that the three fats were very similar, although No. 3 contained slightly more unsaponifiable matter than the two other samples.

Kernels.

The germinated kernels as received contained 26.3 per cent of moisture, and yielded on extraction with light petroleum, 31.5 per cent of fat, corresponding to a yield of 42.7 per cent from the moisture-free kernels. The fat, which was pale-greenish-yellow and fairly soft with the usual appearance of shea butter, was found to have an acid value of 19.2 and to melt at 29.5°C.

Remarks.

The results of examination of the three samples of shea butter indicate that the "Grunchi" and "Kratchi" methods yield similar products.

The percentage of fat in the sample of germinated kernels was lower than the usual figure for shea kernels which have not germinated; previous samples of which examined at the Imperial Institute have contained from 45.5 to 58.5 per cent of oil, expressed the moisture-free kernels. The acid value of the fat in the present case is, moreover, rather higher than is usual for the fat of sound shea kernels. These features are evidently due to the hydrolysis and assimilation of some of the fat during examination.

SHEA BUTTER AND KERNELS.

The samples of Shea Butter and Kernels from the Gold Coast which are the subject of this report were forwarded to the Imperial Institute in September, 1922, by the Agricultural Chemist, whilst on leave in the United Kingdom.

The Agricultural Chemist furnished a description of the native processes used for preparing the samples of butter, with a view to ascertaining the effect, if any, of these methods on the amount of unsaponifiable matter in the resulting product.

Description of Samples.

The materials consisted of eight samples of Shea kernels (1-A to 8-A) and eight corresponding samples of Shea Butter (1-B to 8-B), together with a sample (No. 9), which was described by the Agricultural Chemist as an "emulsion of fat and latex." The eight sets of samples of kernels and butter were marked respectively "Wa," "Nadawle," "Issa," "Kujoperi," "Nabolo," "Wulugu," "Karaga" and "Konkomba," whilst sample No. 9 was marked "Tamale."

Results of Examination.

On inspection of the products at the Imperial Institute it did not seem necessary to examine the entire series in detail, but two of the samples of fat, *viz.*, those labelled "Wa" and "Konkomba," which had been prepared by different methods, were investigated with the results given below:—

1-B. Wa.—This was a solid fat of a pale greyish-cream tint. It had a slight "burnt" odour, characteristic of native prepared shea butter, and contained a small amount of dirt. After filtration through paper the fat was of pale cream colour.

8-B. Konkomba.—This was a solid of a darker shade than that of sample 1-B, and with a much more pronounced odour. A small amount of dirt was present and the fat appeared to have been slightly burnt in the course of preparation. When filtered through paper it was light brown.

The two fats after filtration were found to have the following constants, which are shewn in comparison with the corresponding figures for the fat prepared in the Colony which was dealt with in Imperial Institute report dated 31st May, 1922:—

	1-B. "Wa."	8-B. "Konkomba."	Previous sample examined in 1922.
Specific gravity at 100°/15°C ..	0.8636	0.8635	0.8634
Refractive Index at 40°C	1.465	1.464	1.461
Acid value	7.2	5.9	6.7
Saponification value	182.2	184.5	182.4
Iodine value (Hubl. 17 hrs.) per cent	57.7	56.3	54.5
Unsaponifiable matter per cent ..	6.4	5.3	4.7
Solidifying point of fatty acids (Titer test)	53.5°C	54.2°C	54.8°C
Melting point of fat	31.0°C	31.4°C	33.0°C

The results of chemical examination thus show that the two present samples and the previous sample from the Gold Coast were all of similar composition. It will be seen that sample 1-B. (Wa) contained slightly more unsaponifiable matter than No. 8-B. (Konkomba), but in neither case had the method of preparation yielded fat containing an unusually low percentage of the latter substance.

No. 9 (Tamale).—This sample representing an intermediate stage in the native process of preparing shea butter, was a soft, purplish-white fatty material consisting of an emulsion of fat with water and a powdered solid substance (composed of finely ground kernels). It did not contain any appreciable amount of latex.

On preparing Shea Butter from the "Tamale" at the Imperial Institute, by a process similar to that stated to be used by the natives, a product was obtained containing five per cent of unsaponifiable matter, whilst another specimen, obtained by merely melting and filtering the "Tamale," contained only 4.4 per cent.

It therefore appears that the native method of preparing Shea Butter from "Tamale" does not cause any reduction in the amount of unsaponifiable matter in the fat.

Remarks.

The results of this investigation indicate that the Shea Butter prepared by the native method of the Gold Coast as in the case of sample No. 1-B. (Wa), does not differ greatly in respect of the percentage of unsaponifiable matter present from that obtained by the Nigerian method used in preparing sample No. 8-B. (Konkomba), and that, in general, Shea Butter prepared by the native processes does not contain a lower proportion of unsaponifiable matter than is usually present in the fat extracted by other means.

COFFEE.

The samples of Coffee which are the subject of this report were forwarded to the Imperial Institute by the Director of Agriculture, and are referred to in his letter No. 988/7/1923, dated 4th May, 1923.

It was stated that Coffees had been grown at the Agricultural Station, Aburi, and it was desired to ascertain their quality with a view to the possible extension of the plantations.

Description.

The characters of the samples are given in the following table :—

No.	Variety and Weight.	Description.	Average weight of beans.
1.	Coffee Liberica (4½ lbs.)	Medium-sized to large beans, cream-coloured and opaque, seed coats yellowish-brown to greenish-brown, tightly adhering	0.24 gram.
2.	Coffee Stenophylla (4½ lbs.)	Small to medium-sized beans, mostly cream-coloured and opaque, some greyish-cream, seed coats light-brown to greenish-brown, tightly adhering	0.12 gram.
3.	Coffee Robusta (5 lbs.)	Small to medium-sized beans, greyish-cream to cream-opaque, seed coats light-brown to greenish-brown, tightly adhering	0.13 gram.

The samples were of good appearance, but contained some husk and broken and unripe beans.

Commercial Value.

No. 1 was considered in the trade to represent a good Liberian Coffee, worth at present about 57s. to 58s. per cwt. in London for export to Scandinavian countries, where this variety is consumed. No. 2 was regarded as suitable for the United Kingdom market and worth about 60s. to 63s. per cwt. in London; it should also be saleable at a slightly lower price for export to the Continent.

No. 3 was described as an exceptionally good West African Robusta coffee which would be readily saleable in lots from 50 to 200 tons at 53s. to 54s. per cwt. c.i.f. for direct shipment to the Continent, and also saleable to some extent in the United Kingdom at about 57s. per cwt. for the home trade.

At the date of the above valuations the following prices per cwt. in London, were ruling for the principal commercial grades :—

Mocha	.. .. .	.. .. .	.. .. .	85s. to 120s.
East Indian, bold to good	.. .. .	.. .. .	.. .. .	85s. ,, 105s.
Java (Plantation)	.. .. .	.. .. .	.. .. .	80s. ,, 150s.
,, (Liberian)	.. .. .	.. .. .	.. .. .	65s. ,, 75s.
Robust (Plantation)	.. .. .	.. .. .	.. .. .	56s. ,, 62s.

Remarks.

The foregoing results show that commercial shipments of these coffees should find a ready market. In preparing consignments care should be taken to avoid, as far as possible, the inclusion of pieces of husk and of broken and unripe beans.

APPENDIX E.

METEOROLOGICAL OBSERVATION RECORDED AT ABURI, 1,500 FEET ABOVE SEA LEVEL DURING THE YEAR, 1923.

	Temperature (Degrees F.)						Relative Humidity.	Rainfall in Inches.	Clouds Amount.	Wind Force.
	Shade Max.	Shade Min.	Dry Bulb.	Wet Bulb.	Solar Max	Terr. Min.				
January	88.03	70.03	75.12	72.77	151.51	67.41	87.29	.56	8.00	2.83
February	90.71	70.28	76.67	73.39	156.71	65.21	83.21	1.97	7.57	3.17
March	88.88	70.90	77.80	73.38	163.93	67.09	83.58	1.99	8.06	3.64
April	88.16	69.76	77.20	73.46	157.63	64.50	80.86	4.89	7.90	2.90
May	85.54	69.51	77.54	74.61	154.51	66.87	84.67	7.93	8.12	2.09
June	83.73	69.46	74.70	73.33	145.80	67.73	92.30	8.04	8.86	2.60
July	76.77	66.38	70.25	68.87	120.77	66.29	69.45	2.75	8.74	2.22
August	78.80	64.90	69.29	68.35	137.77	64.67	94.48	.59	8.77	2.41
September ..	81.96	66.30	70.56	69.26	144.26	66.06	92.50	2.96	8.33	2.23
October	85.09	68.03	74.09	71.87	154.83	64.58	88.00	4.05	7.67	1.83
November ..	86.56	69.93	76.26	73.33	151.11	65.56	84.50	6.11	7.16	2.43
December ..	87.45	71.09	76.12	73.90	139.80	69.25	87.93	1.30	6.61	2.09

Monthly Averages.

Average for 1923	85.14	68.88	74.63	72.21	148.21	66.26	85.73	3.59	7.98	2.53
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APPENDIX F.

RAINFALL RECORDS, 1923.

EASTERN PROVINCE.

	Aburi Agricultural Station.		Kibbi Agricultural Sub-Station.		Peki Plengo Agricultural Sub-Station.		Accra.		Akuse.		Anyinam.		Ho.	
	Inches.	No. of Rainy Days.	Inches.	No. of Rainy Days.	Inches.	No. of Rainy Days.	Inches.	No. of Rainy Days.	Inches.	No. of Rainy days.	Inches.	No. of Rainy days.	Inches.	No. of Rainy days.
January .. ..	.56	3	.66	2	.92	4	—	—	.29	1	2.34	3	.51	2
February	1.97	7	5.49	12	2.55	5	—	—	.65	5	4.05	5	2.30	6
March	1.99	4	4.16	10	4.40	6	.74	3	3.05	7	7.05	7	4.54	5
April	4.89	8	9.84	17	10.45	15	1.19	3	6.87	9	12.69	18	5.10	11
May	7.93	19	9.46	17	5.59	12	5.73	11	8.85	11	8.22	16	8.14	12
June	8.04	17	10.90	19	10.29	11	5.41	10	3.23	12	10.35	17	8.00	13
July	2.75	19	2.89	18	2.17	7	2.13	9	1.94	4	3.17	16	1.77	10
August .. ..	.59	5	.28	6	.03	1	.01	1	.07	1	.56	4	.49	3
September	2.96	10	4.19	12	10.84	12	1.03	5	2.20	9	7.88	17	11.18	16
October	4.05	11	7.06	14	6.15	14	4.46	7	5.40	9	9.74	17	8.99	19
November	6.11	12	5.69	11	3.02	6	.28	2	2.84	7	4.16	11	2.33	6
December	1.30	4	.96	5	—	—	—	—	—	—	.79	2	.83	3
Totals	43.14	119	61.58	143	56.41	93	20.98	51	35.39	75	71.00	133	54.18	106
Average of previous five years	43.22	101	60.88	139	50.33	91	26.10	51	39.35	69	59.84	59	(a) 46.11	100

(a) Average for two years only.

APPENDIX F.—continued.

RAINFALL RECORDS, 1923.

EASTERN PROVINCE.

	Mpraeso.		Begoro.		Quittah.		Odumase.		Asamangkese.		Labadi Coconut Plantation.		Kpedschu.	
	Inches.	No. of Rainy days.	Inches.	No. of Rainy days.	Inches.	No. of Rainy days.	Inches.	No. of Rainy days.	Inches.	No. of Rainy days.	Inches.	No. of Rainy days.	Inches.	No. of Rainy days.
January	—	—	2.93	—	—	—	1.10	2	—	—	—	—	—	—
February	—	—	3.46	7	1.75	1	3.00	3	—	—	—	—	—	—
March	4.89	10	10.02	11	.44	2	3.88	6	—	—	—	—	—	—
April	7.48	—	14.06	16	2.68	7	3.93	9	—	—	2.73	4	4.90	12
May	8.21	—	9.00	13	3.03	9	8.33	14	9.73	15	5.17	9	10.10	15
June	7.62	21	12.07	15	3.27	7	7.39	16	13.40	12	4.29	6	4.80	10
July	8.01	14	1.92	12	2.87	8	2.84	12	6.57	15	2.17	8	3.98	7
August	—	—	.82	3	.63	2	1.55	2	.48	3	.02	1	.99	2
September	12.85	21	7.84	18	1.36	4	4.50	12	4.31	6	.85	1	5.60	10
October	5.81	14	9.14	19	2.22	6	6.28	17	7.33	9	2.68	2	11.01	17
November	2.28	2	2.19	7	1.30	1	.99	7	7.13	12	.17	1	4.50	6
December .. ..	.40	2	.85	5	—	—	—	—	.38	6	—	—	1.00	2
Totals	57.55	84	74.30	120	20.65	47	43.79	100	(b) 49.33	78	(c) 18.08	32	(c) 46.88	81
Average of previous five years ..	—	—	—	—	21.31	44	—	—	—	—	—	—	—	—

(b) Rainfall for eight months only.
(c) Rainfall for nine months only.

APPENDIX G.

RAINFALL RECORDS, 1923.

CENTRAL PROVINCE.

Month.	Assuantsi Agricultural Station.		Hemang Agricultural Sub-Station.		Abra Coconut Plantation.		Ayinasu.		Oda.		Saltpond.	
	Inches.	No. of Rainy days.	Inches.	No. of Rainy days.	Inches.	No. of Rainy days.	Inches.	No. of Rainy days.	Inches.	No. of Rainy days.	Inches.	No. of Rainy days.
January	1.14	6	.39	2	—	—	—	—	.54	2	—	—
February.. .. .	6.29	7	3.30	6	1.02	2	2.83	9	4.21	8	1.13	2
March	4.52	6	4.59	7	3.81	5	5.34	6	4.18	9	5.97	3
April	4.63	9	5.88	11	2.17	7	2.82	8	8.64	16	2.21	4
May	11.34	18	6.49	17	8.87	11	13.34	16	10.54	16	7.82	8
June	8.71	20	8.59	19	8.75	10	5.99	12	8.88	20	5.91	8
July	2.60	17	3.98	17	2.84	8	2.53	11	5.61	11	.99	2
August .. .. .	.32	5	.71	5	—	—	.10	1	1.20	3	—	—
September	4.24	12	3.24	13	.92	3	4.81	10	5.99	15	2.29	3
October	4.44	10	8.50	14	2.10	7	2.58	12	10.55	21	.55	2
November	5.32	13	9.84	18	2.01	4	4.65	12	7.22	19	.95	2
December	2.17	6	3.13	7	—	—	1.68	7	.97	3	—	—
Totals	55.72	129	58.64	136	31.79	57	46.67	104	68.53	143	27.82	34
Average of previous five years	48.44	127	63.55	105	—	—	54.93	104	57.78	134	31.48	51

APPENDIX H.
 RAINFALL RECORDS, 1923.
 WESTERN PROVINCE.

	Tarquah Agricultural Station.		Wioso Agricultural Sub-Station.		Axim.		Adjuah.		Dunkwa.		Mansu.	
	Inches.	No. of Rainy days.	Inches.	No. of Rainy days.	Inches.	No. of Rainy days.	Inches.	No. of Rainy days.	Inches.	No. of Rainy days.	Inches.	No. of Rainy days.
January	3.92	6	3.83	3	.97	1	.60	1	1.19	2	3.64	4
February	5.76	12	2.48	8	.98	3	.15	1	4.10	9	4.48	7
March	4.16	12	4.32	10	11.29	10	4.07	6	4.22	10	3.69	7
April	9.35	15	6.13	13	1.64	7	1.10	4	6.72	13	4.40	9
May	12.25	23	6.73	12	30.76	26	10.89	16	9.93	19	11.86	16
June	9.48	18	7.89	16	19.24	16	11.63	15	5.79	13	12.88	17
July	3.61	15	3.68	17	7.59	12	8.58	18	5.44	18	4.23	9
August	1.09	7	1.12	5	.46	1	.62	8	1.14	5	.74	3
September	4.21	18	2.49	13	2.64	7	2.03	14	4.73	13	3.73	10
October	7.15	21	5.92	15	16.86	9	1.54	5	9.11	14	4.65	9
November	7.83	19	1.64	7	6.89	10	.41	3	4.60	10	4.40	9
December	2.81	9	.80	1	.90	3	—	—	—	—	3.13	55
Totals ..	71.62	175	47.03	120	100.22	105	45.65	103	56.97	126	61.83	105
Average of previous five years	62.45	157	55.02	98	63.79	95	44.21(a)	69	52.34	87	60.11	

(a) Average for three years only.

APPENDIX H. (contd).

RAINFALL RECORDS, 1923

WESTERN PROVINCE.

	Seccondee.		Seysie. (Butre).		Adebrem.		Half-Assinee		Siwum.	
	Inches.	No. of Rainy days.	Inches.	No. of Rainy days.	Inches	No. of Rainy days.	Inches.	No. of Rainy days.	Inches	No. of Rainy days
January .. .. .	.17	2	1.57	3	2.28	6	2.65	2	1.34	4
February	—	—	1.92	4	4.03	7	4.40	5	.70	3
March	6.02	6	3.37	8	3.11	11	14.45	11	4.45	8
April	1.39	6	2.79	6	7.23	10	3.99	6	6.48	13
May	12.30	20	9.50	17	12.28	20	16.64	17	10.71	11
June	6.90	15	10.00	21	23.34	21	23.21	19	9.87	12
July	5.76	15	5.67	14	6.72	17	6.02	13	9.19	15
August .. .. .	.22	7	.10	3	2.06	7	1.21	5	1.45	5
September .. .. .	.74	11	1.38	7	4.14	9	.59	8	2.95	8
October	4.93	10	3.14	9	5.29	10	6.89	9	8.93	17
November .. .. .	.78	2	1.30	6	3.80	9	4.91	12	4.82	12
December .. .. .	.08	2	.29	3	1.19	4	2.95	5	.46	4
Totals	39.29	96	41.03	101	75.47	131	87.91	112	61.35	112
Average of previous five years	38.85	75	46.13(b)	96	—	—	—	—	—	—

(b) Average for two years only.

APPENDIX I.

RAINFALL RECORDS, 1923.

ASHANTI.

Month.	Coomassie Agricultural Station.		Juaso Agricultural Sub-Station.		Ejura Agricultural Sub-Station.		Bekwai.		Goaso.		Kintampo.		Abomposu.		Sunyani.		Wenchi.	
	Inches.	No. of Rainy days.	Inches.	No. of Rainy days.	Inches.	No. of Rainy days.	Inches.	No. of Rainy days.	Inches.	No. of Rainy days.	Inches.	No. of Rainy days.	Inches.	No. of Rainy days.	Inches.	No. of Rainy days.	Inches.	No. of Rainy days.
January ..	2.18	3	.38	4	.12	1	1.30	1	—	—	.50	1	1.85	4	.24	2	.19	1
February ..	5.91	5	1.26	3	.58	2	2.70	2	1.08	1	3.50	2	.55	4	.28	2	2.75	4
March ..	6.97	7	7.71	12	6.65	6	3.50	6	.95	6	4.15	7	3.07	11	6.64	7	3.70	5
April ..	8.80	12	12.03	16	7.44	10	10.60	11	11.44	5	7.94	13	9.37	14	7.31	13	8.99	13
May ..	3.91	9	9.85	11	7.64	9	11.21	10	6.60	11	7.68	11	6.59	17	7.16	14	3.74	9
June ..	7.73	17	5.90	9	8.69	14	8.70	10	5.79	12	12.96	13	7.14	19	6.35	10	6.11	10
July ..	8.10	18	5.99	15	3.63	7	9.20	14	6.96	18	4.06	9	8.72	20	7.15	12	3.83	7
August ..	.40	5	.17	2	1.33	2	.31	3	.34	3	1.98	7	.56	6	.55	4	.46	1
September ..	5.50	9	7.70	13	13.42	18	2.15	6	6.75	11	17.16	26	4.19	17	9.23	13	10.97	18
October ..	5.46	14	8.26	22	6.75	19	11.70	12	6.09	16	9.36	21	10.17	23	9.16	17	6.69	16
November..	3.73	7	3.78	12	2.12	6	7.00	11	2.54	7	3.34	7	5.42	16	3.27	5	2.03	6
December ..	0.50	1	.41	5	.53	1	.50	2	.25	1	1.25	2	.58	2	.42	1	1.30	2
Totals ..	60.20	107	63.44	124	48.90	95	68.87	88	50.79	91	73.88	119	58.21	153	57.76	100	50.76	92
Average of previous five years ..	56.69	111	65.37	119	53.83	110	74.12	(a) 97	—	—	70.30	96	—	—	51.20	104	—	—

(a) Average of Rainy days for two years only.

(48)

APPENDIX J.
RAINFALL RECORDS, 1923.
NORTHERN TERRITORIES.

Month.	Tamale Agricultural Station.		British Kratchi.		Salaga.		Wa.		Yendi.		Zuaragu.	
	Inches	No. of Rainy days.	Inches	No of Rainy pays	Inches.	No. of Rainy days.	Inches.	No. of Rainy days.	Inches.	No. of Rainy days.	Inches.	No. of Rainy days.
January .. .. .	.45	2	1.10	4	2.63	5	3.09	3	4.31	3	.56	2
February	—	—	.26	1	.33	1	—	—	—	—	—	—
March	1.78	3	4.43	12	1.39	5	2.13	6	4.99	3	.56	2
April	3.71	7	5.78	10	4.47	7	4.89	8	5.39	7	1.28	5
May	2.72	8	3.85	9	6.82	10	4.16	9	3.94	6	2.02	6
June	5.25	7	6.49	12	4.73	7	5.72	8	4.31	8	4.38	6
July	3.58	10	7.10	16	5.18	7	4.59	9	9.36	7	6.46	13
August	4.72	7	1.88	10	3.54	4	7.51	11	4.82	5	12.40	10
September	10.18	17	12.22	24	9.05	18	13.68	17	16.54	15	11.01	13
October	2.91	9	3.43	19	8.10	17	2.65	9	3.46	7	2.99	7
November .. .. .	.73	2	1.13	5	1.81	3	1.54	3	1.37	2	—	—
December	—	—	.09	1	.02	1	.75	1	—	—	—	—
Totals	36.03	72	47.76	123	51.07	85	50.71	84	58.49	63	41.66	64
Average of previous five years ..	43.16	75	(a) 45.18	77	43.99	75	42.57	75	—	—	45.71	61

(a) Average for four years only.

APPENDIX "K."

VALUE AND QUANTITY OF THE PRINCIPAL VEGETABLE PRODUCTS EXPORTED FROM THE COLONY DURING THE LAST TEN YEARS.

Year.	Cocoa.		Cola-Nuts.		Guinea Grains.		Palm Kernels.	
	lbs.	Value. £	lbs.	Value. £	lbs.	Value. £	Tons.	Value. £
1913	113,239,980	2,489,218	7,024,868	144,705	41,036	706	9,744	159,128
1914	52,888 tons	2,193,749	7,862,414	142,190	18,894	319	5,633	88,671
1915	77,278 "	3,651,341	8,267,100	139,163	15,849	277	4,064	50,512
1916	72,123 "	3,846,090	6,742,898	130,571	2,280	38	5,857	85,899
1917	90,964 "	3,146,851	11,984,645	239,134	5,253	173	4,768	74,911
1918	66,343 "	1,796,985	13,254,538	262,144	32,799	1,407	8,933	152,922
1919	176,155 "	8,278,166	16,319,972	350,249	12,868	513	9,892	253,243
1920	124,773 "	10,056,298	16,203,851	452,745	18,534	530	7,664	224,684
1921	133,195 "	4,764,067	13,693,412	463,597	13,846	285	1,650	30,820
1922 (January-March quarter) ..	71,777 "	2,562,274	3,497,116	90,328	1,664	25	515	9,257
1922-1923	176,245 "	6,445,384	12,825,127	332,923	2,820	25	3,039	43,003
	197,444 "	6,058,223	15,489,255	351,865	1,029	16	4,563	69,863

Year.	Palm Oil.		Rubber.		Cotton.		Copra	
	Gallons.	Value. £	lbs.	Value. £	lbs.	Value. £	Tons.	Value. £
1914	495,763	37,646	654,133	21,631	23,514	588	656	11,829
1915	330,990	25,769	647,982	25,167	12,016	300	770	12,821
1916	450,360	38,302	2,215,973	78,865	18,896	447	633	14,386
1917	198,900	24,770	2,961,204	110,272	43,870	227	736	19,916
1918	670,867	83,689	1,391,097	57,006	20,640	211	99	2,772
1919	938,595	140,163	721,588	33,637	Nil	—	983	30,091
1920	629,612	114,084	299,180	27,331	24,394	234	427	17,561
1921	67,447	7,718	102,780	6,744	19,068	755	443	10,488
1922 (January-March quarter) ..	702	91	7,618	215	—	—	15	302
1922-1923	298,979	28,999	15,282	430	7,704	251	1,694	33,987
	408,360	43,301	364,664	11,442	131,295	2,703	1,305	29,333

(50)

**GOVERNMENT OF THE
GOLD COAST.**

REPORT

ON THE

AGRICULTURAL DEPARTMENT

FOR THE PERIOD

APRIL, 1924—MARCH, 1925.

*Printed by the Government Printer at the Government Printing Department, Accra.
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Report on the Agricultural Department for the Financial Year 1924-25.

Department of Agriculture,
Gold Coast,
Head Office, Accra,
23rd May, 1925.

Sir,

I have the honour to submit the following report on the work of this Department and upon agriculture generally for the year 1st April, 1924-31st March, 1925.

I.—INTRODUCTION.

It has been found convenient to re-arrange the items slightly whereby some economy in space—particularly in the number of tables of results—has been effected. It will be understood that routine work on the stations goes on steadily and no special reference is made to that or to plots or crops on the stations in cases where the crop has not been worked or where there is nothing special to report. The collection of the results of one crop into one table has been made to meet the convenience of those interested in one crop rather than the results of any particular station as a whole.

Reports of the divisions of the Research Branch are attached in the usual form as appendices.

II.—STAFF.

The following changes have taken place during the year :—

A. Appointments.

(a) **European.**—Mr. F. N. Howes, B.A., was appointed Botanist but did not take up his duties during the year. Mr. W. H. Beckett, B.A. (Cantab.), Assistant Superintendent of Agriculture, Oda, 24th December, 1924.

Messrs. B. T. Steemson, J. C. Muir, F. A. Robb, and W. T. O. Maidment have been selected for appointment as Assistant Superintendents and are undergoing a course of Tropical Agriculture at the Imperial College of Tropical Agriculture, Trinidad.

(b) **African.**—Mr. R. D. J. M'Cauley, Chemist's Assistant, Aburi, appointed on 1st April, 1924.

The following were appointed Junior Assistant Overseers :—

C. A. Boateng, 1st April, 1924, E. V. Sakey, 1st June, T. E. Asiedu, 1st September, and Mr. J. E. Onyinah was re-appointed Assistant Overseer in October, having previously resigned on the grounds of urgent private affairs.

Mr. R. Newton and Mr. W. D. Duncan, Temporary Clerks were appointed second division clerks in March on passing the Civil Service Examination.

Mr. E. D. Addo, Temporary Clerk, 1st May, 1924. 14 Learners were appointed in April, 1924.

B. Promotions.

C. H. Knowles, B.Sc. (London), Provincial Superintendent of Agriculture in charge of Eastern Province was promoted to Deputy Director of Agriculture on August 2nd, and to Director of Agriculture on December 6th.

C. Resignations.

Lieutenant-Colonel A. Ogilvy, N.D.D., Deputy Director, 2nd August, 1924. Mr. W. Caldwell, N.D.A., N.D.D., Superintendent of Agriculture, 6th June, 1924. Mr. T. J. S. Smellie, N.D.A., N.D.D., Assistant Superintendent of Agriculture, 27th September, 1924. Mr. H. J. Horwood, B.A. (Oxon.), Assistant Superintendent of Agriculture, March, 1925. Mr. L. P. Coussey, Learner, 1st August, 1924.

D. Retirements.

Mr. W. S. D. Tudhope, Director of Agriculture, 6th December, 1924.

• Appreciative remarks upon Mr. Tudhope's long service and a reference to the loss to the Colony and the Department were made by His Excellency the Governor in his address to Legislative Council in February.

Mr. M. D. Reece, Superintendent of Agriculture, 12th December, 1924.

E. Dismissals and Terminations of Appointment.

The appointments of one Junior Assistant Overseer and one Temporary Clerk were terminated on the grounds of general inefficiency in May, 1924 and March, 1925 respectively. One Junior Assistant Overseer and one Learner were dismissed for misconduct and 10 Learners failed to pass the examination for promotion to the staff.

F. Death.

The Department lost the services of Mr. D. J. V. Devos, Coconut Instructor, on 29th September, 1924, when he died in England on returning from leave in Ceylon.

G. Leave and Absences due to illness.

21 European officers were absent from the Colony on leave a total of 2,428 days, one Sinhalese was absent for 167 days.

27 African officers were on leave for 944 days.

7 European officers were on the sick list for a total of 70 days and 17 African officers for a total of 264 days.

H. General.

The year will, therefore, be seen to be one in which the staff suffered more than usual by resignations, etc., officers now appointed to the provincial staff, unless they have tropical experience elsewhere, take a course at the Imperial Tropical Agricultural College, Trinidad. The course commencing in October and finishing in June, generally means that the services of such officers are lost for at least a year, but it is anticipated that the Colony will ultimately gain by the training and experience so acquired.

III.—GENERAL AGRICULTURE.

(a) Cocoa.

As will be seen by the table of exports at the end of this report, for the third year in succession, a record has been established in the amount of cocoa exported. The main season developed into a favourable one, although it opened with rather late rains, giving rise to much germinated cocoa about the middle of the season. Another factor in helping towards an increase in the crop is undoubtedly the extension of the lorry roads enabling cocoa to be brought to railway centres at a remunerative rate, thus encouraging farmers to work up cocoa that previously was permitted to go to waste. Owing to the use of heavier lorries the local freight on cocoa was reduced in some areas. Prices on the whole were much better than last year.

The season was characterised by an exceedingly severe exhibition of Harmattan. Towards the end of the season considerable alarm rose owing to cocoa from many different parts of the country showing white spots under the skin and between the divisions of the "cotyledons." Examination by the Mycologist and Chemist showed these spots to consist of a deposit of fat and crystals of matter which in the ordinary course would have been carried away during fermentation. Reports were received to the effect that the pods actually dried on the trees, hence when the beans of such dry or partly dry pods were put to ferment, the amount of liquor present or produced during fermentation was insufficient and resulted in solid matter being left on the beans when ready for drying.

Farmers' Union.

An Association of farmers having its Headquarters at Nsawam was active during the year and its operation resulted in some thousands of tons of cocoa being shipped principally to United States of America. It remains to be seen whether the operations are more beneficial to the farmers in the Union than the regular methods of selling the cocoa through the large cocoa buying firms.

(b) Cola.

The crop appears to have been a heavy one and the exports by sea being rather greater than last year. Prices on the whole appear to have been rather lower than the year before.

C. Oil Palm Products. A satisfactory increase (nearly 50%) is to be noticed in the export of palm kernels but the quantity of oil was very much less than for the year previously. The price however, of both these articles was much greater and seemed at the end of the year to be well maintained. Considerable activity has been displayed in many parts of the Colony in the planting of oil palms organised by the Political Officers with the co-operation of Agricultural Officers.

D. Rubber. The export of this fell off considerably, compared with last year due to the unremunerative prices offered.

E. Cotton. A very large increase in the area of cotton planted for export purposes was noticeable in Togoland and particularly around Ve where it is estimated that several hundreds of acres of cotton were planted, the amount exported constituting by a long way a record. The season was a good one but rather long drawn out and the crop was not entirely reaped at the end of March; hence the figures shown do not represent all the crop. The prices have been good on the whole.

The Director of Agriculture, Nigeria, visited the Colony in January to examine the possibility of growing cotton, etc., under irrigation in the lower Volta area, and while satisfied that the soil is suitable for cotton he found the conditions were not suitable for a large irrigation scheme.

F. Copra. There is again a reduction in the amount of copra exported. From the general appearance in the palms around Keta, the bearing of the palms has been normal, while several young palms commenced to bear—hence the reduction in the crop must be due to an increase in the number of nuts used locally.

The crop continues to attract increasing attention in the coast areas and numbers of nuts have been obtained for planting by individual owners.

G. Food Crops. These have been plentiful throughout the year and prices to the farmer consequently were somewhat reduced. But as usual, this does not seem to affect the prices in the large markets, where supplies are carefully regulated to the demand. Round large towns an increasing use is made of lorry transport, the cost of which is considerably reduced owing to competition and the use of larger lorries. In some parts, the first maize crop was poor on account of lack of rain, the shortage continued until the second crop, which was on the whole good. A disease known as Corn Smut was found for the first time during the year and now appears to be fairly well spread over the country. Efforts have been made by the issue of posters, pamphlets and by lectures by travelling officers and with the assistance of Political Officers, to teach corn growers the need for doing everything possible to eradicate this disease.

IV.—SPECIAL AGRICULTURAL DEVELOPMENT.

A. Coconut Plantations.

(a) **Eastern Province.** The Labadi, Teshi beach plot, Tenma beach plot and Kpone plots have made good growth. The Tenma inland and Teshi inland plots have not done well and show that conditions there are not suitable for coconuts.

White ants have been troublesome in places. Some 17 plants at Labadi are fruiting and the older part of this plot may be considered to have done exceedingly well.

Failure of seed put in the nurseries prevented the vacancies being filled, some 125 seedlings only being available. At the end of the year some 3,366 seedlings, however, were waiting suitable weather for planting out. Increasing interest is being taken along the coast, some thousands of coconuts having been obtained for private planting.

(b) Central Province.

The plantation at Abra was completely planted but there have been many deaths due to attacks of Rhinoceros beetle (of which 5,020 were captured) and the dry weather in what should have been the main rainy season.

Farmers have planted as catch crops 100 acres cassava, 10 acres ground-nuts, 34 acres peppers, okros, tomatoes, etc., 2 acres corn, 1 acre sugar cane.

The young coconuts have made fair growth and the nursery contains sufficient seedlings to provide for present vacancies.

(c) Western Province.

Area 290 acres at Atwabo, containing some 14,128 palms planted 25 x 30 feet apart completed in 1924. Some 561 vacancies were filled during the year. The palms continue to make good growth. Ground-nuts are grown extensively by the neighbouring farmers, in the space between the palms, an arrangement which reduces the cost of weeding.

The Rhinoceros beetle has been troublesome, some 1,352 being caught during the year—straying cattle have been troublesome at times.

B: Accra Sisal Plantation.

Mr. J. E. Symond, Superintendent and Captain J. McN. Wingate, Assistant Superintendent were present during the whole of the year. During this financial year the plantation came into bearing and a commencement has been made with harvesting. Enough labour was available for the first nine months of the year, the average number employed being about 100, 75 of whom were Northern Territories men. During the last quarter a serious shortage of labour hampered operations very considerably, and reduced the out-put. At the close of the year 48 Northern Territories men were employed and 20 local labour.

Weeding was confined to the younger areas until harvesting commenced, as it was impossible to work inside mature sisal. After harvesting the areas reaped received attention. Buildings and labourers quarters were kept in good repair, and the roads kept up as well as possible with the small labour staff. During the last quarter of 1924, many plants were affected by what might be called "Sun-Scorch". The tips of leaves show light green blotches, which become white and spread rapidly downwards; and affected portion finally drying up and becoming brown. The Mycologist is of the opinion that this is a physiological disturbance probably due to excessive heat after rains. The trouble ceased with the advent of dry weather but the affected leaves are practically useless for decorticating.

The machines and factory buildings arrived at the end of the financial year, and were erected by June 1924. Owing to various delays, and the re-laying of the engine crankshaft being necessary, a proper start was not made until August; since when the factory has been regularly at work.

During February the engine was not running for three weeks, as a new gudgeon pin in one cylinder had to be substituted. The machines all appear satisfactory and are now running well.

Harvesting naturally commenced in the areas first planted, which were not, however, the best. This was probably due to the planting of cassava as a catch crop in the early days. There have been wide differences in yield from different areas, varying from 9-20 cwts to the acre. The largest yield has been obtained from Sisal on high ground which has never been planted with catch crops. Replanting will be begun during next year, with the first 300 acres.

A hand experiment gave a percentage of fibre in the leaf of 3.15%. This experiment was small, and a proper one under normal working conditions gave 3.26%. Many plants are poling amongst the first planted areas. The number poling, planted as suckers in 1920, can be roughly estimated at 8%.

The small, $\frac{1}{4}$ acre plot of coffee has been maintained. The plants look healthy, but are very small and suffer considerably during the dry season.

Production. 136 tons of fibre have been produced during the financial year. This is divided into :—

119	tons	grade I.
9	"	II.
8	"	Tow.
136		

Our fibre was reported on by brokers in London as worth £44 a ton. The average yield per acer is 13.8 cwts.

Rainfall during the year has been slight. Much interest has been displayed in the plantation by both Europeans and Africans. Several enquiries have been made by the latter as to prospects, and a few would without doubt make a commencement with small farms if definitely assured that their crop will be purchased from them by Government when mature.

G. Rice.

(a) **The Rice Mill Essiama.** The factory was completed and the machinery installed during the year. Trial runs were made, but it was found that the engine (an Austin tractor) was not sufficiently powerful to turn all the machines. Several minor adjustments were found to be necessary, while continual breakages in fan blades of one of the blowers took place. It was decided not to work up the 1924 crop.

Arrangements have been made for an officer to visit the Makers' works, explain the trouble and ascertain what should be done to overcome the difficulty, and meanwhile a new engine has been ordered.

The chief and people in the neighbourhood are greatly interested in the Mill and when it is working, a large increase in cultivation of rice is expected.

(b) **The Rice Farm Adebrem.**—Area cultivated 18 acres. Number of varieties tested—14. Birds were very troublesome at ripening time and the protection against them considerably adds to the cost.

Results.

Variety.	Area acres.	Paddy lbs.	Paddy per acre lbs.	Units of labour per ton.
Attabubu	4.43	5,640	1,274	300
Tarkwa white	4	3,971	993	303
Guinalong	3	5,400	1,800	138
Tarkwa red	1	1,436	1,436	154
Average.. .. .			1,323	234.6

The results with the varieties Pendi, Bondobi, Essiama, Borneo (Hill) Nos. 5, 6, 7, 8 and 9, American and Black Hill were very poor.

D. Achimota Fuel Area.—Until September the procedure, adopted previously, of weeding only the lines in which the trees have been planted was continued, when a change was made on two plots, clean weeding being tried. Part of one of the clean-weeded plots was planted up afresh with *Cassia* seed. Suitable rainfall, the seeds germinated well, and the plants have thrived excellently.

The agencies responsible for the loss of the seed or the destruction of the seedlings when very small could not be properly determined, but since clean weeding has been practised, the loss of seeds or seedlings has been markedly less, while there has been practically no loss among the young plants.

In March 1925 an Austin Tractor from the Ejura Agricultural Station with a double furrow plough and a harrow was put on the land. It was found that the type of plough was unsuitable on account of the presence of roots of bushes, and its use has been discontinued until a suitable type of plough is available.

It appears that the destruction of weeds etc., while the plants are young, is essential and the plan now adopted is to clean the ground, and plant the seed, replanting as often as necessary until a good stand of plants is obtained, then to keep the ground free from weeds until the land is sufficiently shaded, when the trees may be expected to look after themselves.

The plot planted in September, 1924 is the most regular of all the area, and this late planting shows that given suitable weather immediately after planting, trees can be established, while the growth of weeds is not as troublesome as during the rainy season proper.

E. Oil Palm Plantations.—The experimental palm plantations referred to last year have been continued. The following are the results:—

(a) **Eastern Province Plot Odumase.**—Plot A. (10 acres) was weeded each quarter, the palms are kept pruned and vacancies filled. The palms average 70 per acre and range from four feet stem to 40 feet. A number of the tall ones will be felled each year when seedlings put in to take their places have grown sufficiently.

For comparison of yields, cost of collecting, etc., the trees are classified, up to six feet stem, from 7–12 feet, 13–18 feet and above 18 feet.

On Plot B. (five acres) no cultivation is done.

Cost of collecting fruits.

To 6 feet 17.1 bunches per unit of labour

7-12 feet 10.8 " " " " "

13-18 " 11.0 " " " " "

above 18 " 9.1 " " " " "

Yields from varieties.

Variety.	Cultivated Block.				Uncultivated Block.		
	1	2	3	4	5	6	7	8
	Height.	No. of palms.	Aver. No. bunches per palm.	Aver. wt. clean fruit per bunch.	No. of palms.	Aver. wt. lbs. clean fruit.	Average wt. lbs. clean fruit per bunch.
Abepa	6 feet	8	5.0	9.3	4	7.0	6.1
	7-12 "	11	7.3	6.9	6	8.8	5.3
	13-18 "	1	8.0	3.1	—	—	—
Abetuntum ..	6 "	1	7.3	6.1	3	8.7	6.5
	7-12 "	10	7.3	8.0	6	11.8	5.7
	13-18 "	3	7.3	5.6	1	10.0	6.9
Abedam	6 "	8	6.75	6.95	4	6.75	5.9
	7-12 "	8	7.0	6.7	6	8.8	6.1
	13-18 "	4	8.0	6.7	—	—	—

The experiment has not yet been going long enough for the effects of cultivation to be felt, but the bunches on the uncultivated block in general would seem to be smaller.

The total amount of fruit from each block is as below : —

Block.	Area acres.	No. bunches per acre.	Aver. wt. clean fruit bunch.	Total wt. fruit per acre. lbs.	Units of labour per acre.	Wt. of fruit. Unit of labour lbs.
A. Cultivated	10 acres	386.9	3.2	1,238	32.0	38.7
B. Uncultivated	5	602.0	3.6	2,167	62.2	34.8

Owing to the want of uniformity between these blocks they are not comparable, hence the effects of cultivation will best be judged as time goes on by the results of the Plot A. compared with its previous results, allowances being made for the effects of the season, etc., as judged by the corresponding results of Plot B.

(b) **Central Province, Owan.**—Plot A. 10 acres and B. five acres are worked in the same plan as the above. On A. there are 53 palms per acre. No records were kept as to the cost of collecting from palms of various height, nor of varieties. The yields are as below :—

Block.	Area acres.	No. of bunches per acre.	wt. of clean fruit per acre lbs.	Units of labour per acre.	Fruit per Unit of labour lbs.
Cultivated A.	10.	85.3	1,063	150	7.0
Uncultivated B.	5.	81.	855	5.1	171.0

(c) **Western Province, ANAJI.** This plot on the Axim motor road, was taken up in March, 1924. Its area is 100 acres.

The following are the results:—

Cost of collecting fruit.

To 6 feet—36 per unit of labour
 7-12 „ 18 „ „ „ „
 over— 6.4

Yield of varieties.

Variety.	No. of Palms.	Average Number bunches per palm.	Average weight per bunch. lbs.
Abepa	5	1.0	20.8
Abetuntum	5	4.0	18.9
Abedam	5	3.4	12.7
Abefita	5	1.8	13.1
Abehene	1	2.0	23.0

The total amount of fruit for eight months from each block is as below:—

Block.	Area.	No. per acre.	Total weight fruit per acre. lbs.	Units of labour per acre.	Fruit per unit of labour. lbs.
Cultivated A. .. (8 months.)	50 acres	65.8	961.8	59.0	16.3
Uncultivated B. ..	20 acres	45.3	595.7	13.1	45.5

Percentage of clean fruit per bunch—

large bunches gave 52.1% average of clean fruit,
 small „ „ 73.3% „

(f) **Shea Butter.**

A report upon the investigation of shea in the Northern Territories by Captain G. C. Coull who was seconded from this Department and attached to the staff of the Chief Commissioner of Northern Territories was published during the year.

(g) **Power Alcohol.**

The investigations as to the possibility of producing commercial alcohol from local crops has continued. The general conclusion is that maize is too costly, but that there does appear to be a possibility in the case of cassava as a raw material.

(h) **Lime Juice.**

An offer has been made by a large firm of lime juice manufacturers to erect a factory when 300 acres of limes in a compact block in a locality having suitable transport facilities is available. In accordance with this offer the farmers in a district in the Central Province have been recommended to plant up limes and arrangements were made at the end of the year for some 2 cwt. of lime seed to be ready for distribution early in May.

(i) **Tobacco.**

Small areas are still being cultivated in parts of the Eastern Province and particularly Togoland. The planters complain of difficulty in obtaining a ready market. They say their friends and neighbours are prepared to use the tobacco, but when it comes to buying it, they prefer what they consider the more potent material from the United States of America. The difficulties are principally connected with regulating the temperature and moisture in the curing houses, which it is thought will gradually be overcome as the growers gain more experience.

(j) **Coffee.**

The plots of coffee planted in various parts of the country under a bonus system, have had varying results. The interest taken in the plots generally varies in accordance with the frequency of visits of District Agricultural Officers, and with shortage of staff the plots have suffered. It is feared that several of the plots which showed some promise a year ago will be abandoned. Some of the plots have been carefully looked after and have thrived satisfactorily.

V.—AGRICULTURAL STATIONS.

A. (a) The following is a list of Agricultural Stations in the Colony and Ashanti, showing area, crops grown, etc.

Province.	Station.	Area (acre).	Area in use (acre).	Chief Crops.	Supervision.	Average Number of labourers employed.	Vote. £
Eastern ..	Aburi	160	160	Cocoa, Rubber, and general crops	Superintendent of Agriculture and Assistant Overseer	32	650
	Kibi	25.7	25.7	Cocoa, Oil Palms, Cola, etc.	Assistant Overseer	8	150
	Peki	43.6	32	Cocoa, Oil Palms, etc.	Assistant Overseer	9	180
	Asamangkese	54	15	Cocoa	Overseer	10	300
	Kpeve	300	30	Cocoa	Assistant Supt. of Agriculture and Assistant Overseer	10	750
	Kpedshu	50	20	Cotton	Assistant Overseer	12	
	Horticultural Nursery, Accra	1½	1½	Plants, Shrubs, etc.	Junior Assistant Overseer	12	300
Central ..	Assuantsi	640	150	Cocoa, Rubber, Coconuts, Oil Palms, etc.	Assistant Supt of Agriculture and Assistant Overseer	25	650
	Hemang	43½	38	Cocoa and general crops	Assistant Overseer	9	180

V.—AGRICULTURAL STATIONS—(contd.).

A. (a) The following is a list of Agricultural Stations in the Colony and Ashanti, showing area, crops grown, etc.

Province.	Station.	Area (acre).	Area in use (acre).	Chief Crops.	Supervision.	Average Number of labourers employed	Vote. £
Western ..	Tarkwa	278	190	Rubber and general crops	Supt. of Agriculture; Overseer	24	500
	Wioso	38	—	Cocoa and general crops	Overseer	10	160
	Adebrem	25	—	Rice	Assistant Supt. of Agriculture	12	400
	Essiama	—	—	Rice Factory	Junior Assistant Overseer	2	
Ashanti ..	Kumasi	205	—	Cocoa, Rubber, and general crops	Superintendent of Agriculture Assistant Overseer and Junior Assistant Overseer	38	750
	Juaso	37	—	Cocoa and general crops	African Asst. Superintendent, Junior Assistant Overseer	9	200
	Ejura	20½	—	Groundnuts and Cassava	Travelling Instructor	6	150
Special Stations (see section IV.)							
Eastern ..	Achimota	1,400	200	Forest trees for firewood	Temporary Overseer	50	1,100
	Sisal Plantation ..	1,000	930	Sisal Hemp	Supt. and Assistant Overseer	120	—
	Labadi and Teshi, Temma, Kpone ..	154	154	Coconuts	Junior Assistant Overseer	7	200
	Odumase	22	15	Oil Palms	Temporary Overseer	4	170
Central ..	Abra	296	296	Coconuts	Ceylon Coconut Instructor and Junior Asst. Overseer	37	500
	Owan	20	15	Oil Palms	Do. do.	9	150
Western ..	Atwabo	275	275	Coconuts	Ceylon Coconut Instructor	16	300
	Anaji	100	70	Oil Palms	Junior Assistant Overseer	23	620

(15)

(b) Buildings, Machinery, Tools, etc.

- The various offices and station buildings have been maintained in good order. Quarters for the Overseer were built at the oil palm plot, Anaji.

An additional store-room was built at the Provincial Office, Koforidua.

The quarters at Kpeve were practically rebuilt, and an office constructed.

The stations were provided with the necessary tools. A corn sheller was used for demonstration purposes in the market place at Koforidua and attracted much attention.

A number of standard prunners found a ready sale among farmers in the Eastern Province and a suggestion was adopted by one of the large trading firms to stock these implements regularly.

B. The following tables show the results of the various chief crops.

(a) Cocoa.

(i) Amelonado.

Station.	Area acres.	Date planted.	Distance apart feet.	Crops.			Rate per acre loads (of 60lbs.)	Pods per lb. cocoa.	Pods.					
				No. of pods fermented.	Weight wet cocoa lbs.	Weight dry cocoa lbs.			No. attacked by			No. rendered useless.		
									Akate.	Borer.	Brown rot.	Akate.	Borer.	Brown rot.
Aburi.. ..	II. 2.34	1891-93	15 x 15	27,619	4,711	1,809	12.9	15.2	2,171	2,041	1,103	14	63	416
	III. .30	1891-93	15 x 15	5,983	1,011	441	24.5	13.2	370	156	275	15	11	187
Kibi	1.25	1912	12 x 12	1,684	2,139	911	12.2	12.0	5,648	1,901	795	—	—	59
Peki	II. 2.3	—	10 x 15	27,766	4,417	1,260	9.1	22.0	1,534	1,366	743	469	1,038	340
	II. 2.4	1910	10 x 15	3,174	917	262	1.8	12.1	488	305	374	179	189	234
Kpeve	23.0	1903	12½ x 12½	132,916	20,382	6,794	4.92	19.6	—	—	3,034	—	—	—
Assuantsi ..	IV. 10.0	1908-11	15 x 15	94,417	15,075	7,126	11.9	12	30,627	—	7,627	not recorded.		
	V. 2.0	1912-15	10 x 10	13,829	2,274	1,101	9.2	12	4,612	—	842	not recorded.		
Tarkwa .. ..	.73	1912	12 x 12	737	—	56	1.25	13.2	94	—	67	—	—	—
Wioso	3.0	1916	12 x 12	7,688	1,104	566	3.08	13.8	1,722	589	479	—	—	479
Kumasi	II.	1908-10	15 x 15	67,826	14,513	5,851	8.9	11.5	50,732	17,094	—	—	—	—

(ii) Criollo.

Station.	Area acres.	Date planted.	Distance apart feet.	Crops.			Rate per acre loads	Pods per lb. cocoa.	Pods.					
				No. of pods.	Weight wet cocoa lbs.	Weight dry cocoa lbs.			No. attacked by			No. rendered useless.		
									Akate.	Borer.	Brown rot.	Akate.	Borer.	Brown rot.
Aburi.. ..	0.52	1909	12 x 12	3,322	262	17	8.4	12.6	729	197	216	72	13	141
Kibi	0.57	1912	12 x 12	1,783	349	138	4.0	11.3	1,186	254	120	—	—	9
Assuantsi ..	A. 2.5	1913-21	15 x 9	7,411	1,194	535	3.6	13	2,429	—	437	not recorded.		
	B. 2.0	1913-21	15 x 9	2,836	427	222	1.9	11	900	—	235	not recorded.		
Wioso	3½	1910-13	12 x 12	11,170	2,819	973	4.6	11.4	7,829	3,341	900	—	—	900
Kumasi	5	1910-16	12 x 12	5,981	1,359	529	1.8	11.3	4,258	1,723	1,213	—	—	1,213

(iii) Cundeamor.

Station.	Area acres.	Date planted.	Distance apart feet.	Crops.			Rate per acre loads.	Pods per lb. cocoa.	Pods.					
				No. of pods.	Weight wet cocoa lbs.	Weight dry cocoa lbs.			No. attacked by			No. rendered useless.		
									Akate.	Borer.	Brown rot.	Akate.	Borer.	Brown rot.
Aburi.. ..	2.40	1901	15 x 15	4,866	1,109	455	3.1	10.7	530	230	218	27	26	201
Kibi	1.25	1912	12 x 12	5,985	1,020	391	5.2	13.0	4,376	550	168	—	—	62
Peki	2.00	1913	12 x 10	4,490	1,047	40	3.5	10.7	638	344	404	253	170	243
Assuantsi ..	2.0	1910-17	15 x 9	8,495	1,338	735	6.1	10.0	2,720	—	570	not recorded.		
Wioso	2.5	1916	12 x 12	11,187	1,596	785	2.2	14.2	3,098	212	879	—	—	468
Kumasi	4	1908-11	15 x 15	25,895	5,607	2,252	9.4	11.0	18,328	6,985	4,076	—	—	4,076

(iv) Ocumare.

Station.	Area acres.	Date planted.	Distance apart feet.	Crops.			Rate per acre loads.	Pods per lb. cocoa.	Pods.					
				No. of pods.	Weight wet cocoa lbs.	Weight dry cocoa lbs.			No. attacked by			No. rendered useless.		
									Akate.	Borer.	Brown rot.	Akate.	Borer.	Brown rot.
Aburi.. ..	0.25	1891-93	12 x 12	1,615	272	145	9.9	10.8	342	289	137	39	24	97
Kibi	0.67	1912	12 x 12	2,752	512	210	5.2	11.8	2,174	267	48	—	—	6
Peki	2.0	1913	12 x 10	6,420	1,764	577½	4.8	11.1	997	873	509	255	209	301
Assuantsi ..	1.25	1910-17	15 x 9	7,183	1,135	574	7.6	11	2,261	—	523	not recorded.		
Wioso	2.5	1916	12 x 12	9,466	1,592	691	4.9	13.7	2,545	2,121	730	—	—	398
Kumasi	4.0	1910-16	12 x 12	27,980	5,081	2,484	10.4	11.2	18,126	5,039	2,737	—	—	2,737

(v) Notes.

- The crop on the whole was slightly better than last year, and while the attacks of insect pest varied for different parts, on the whole the damage seems to have been much the same. Ten of the trees of Amelonado cocoa at Aburi, the individual records of which have been kept since 1913, gave the following averages and the table also shows their positions for four years:—

No.	Average over 11 years. No. of pods.	Position.			
		1921-22	1922-23	1923-24	1924-25
A 2 ..	181 (1)	2	5	2	7
3 ..	170 (4)	}	8	6	10
4 ..	170 (4)				
5 ..	173 (3)	1	2	10	1
6 ..	179 (2)	3	1	8	3
7 ..	167 (6)	9	3	7	4
8 ..	157 (9)	}	6	5	9
9 ..	157 (9)				
10 ..	162 (8)	10	4	3	8
11 ..	163 (7)	4	10	1	2

(vi) Asamangese Station.

This station is entirely devoted to cocoa. Three blocks of five acres each have been planted one block each year. During this year all the blocks were kept clean weeded. The growth of the oldest plot has been seriously interfered with by the attacks of Akate, and handpicking was resorted to.

Spraying with lime sulphur solution was practised to deal with ants, mealy bugs and a superficial brown fungus, and apparently met with some success. The youngest plot did very well. The shade trees are fairly well established.

(vii) Kpeve.

The eradication of elephant grass which had obtained a strong hold among the cocoa, and is responsible for the deaths of many cocoa trees, is the most important work on the station.

Two methods are at present being tried, (a) frequent cutlassing of the grass, (b) digging up roots at intervals of some months. The results at present are inconclusive.

(b) Cola.

Station.	Variety.	Area.	Distance apart	Date planted.	Crops.	
					Nuts.	
					Red.	White.
Aburi	White ..	.67	20' x 20'	1910	3,263	9,389
	Red ..	.90	20' x 20'	—	30,639	—
Kibi	White ..	6.78	30' x 30'	1914 & 18	2,526	78,989
Peki	—	2.0	25' x 30'	1914 & 18	just coming	into bearing.
Assuantsi ..	White ..	2.0	30' x 25'	1919	not bearing.	—
	Rcd ..	2.5	30' x 25'	1915	just coming	into bearing.
Tarkwa	Plot A. ..	1	22' x 22'	1907	10,871	—
	„ B. ..	1	30' x 30'	1907	11,083	—
	General ..	27	15' x 30'	1907	116,406	—
Wioso	White ..	4½	—	1918	just coming	into bearing.
Kumasi	Red ..	10	25' x 25'	1911-15	129,008	—
Juaso	White ..	—	—	—	—	—
	Red ..	—	—	—	—	—

The plot at Kibi consists of the so-called "white" cola. 53 trees bore pods containing white nuts only, the crop being more than double last year, the percentage of red nuts falling to less than half that of last year.

(c) Oil Palm Products.

Station.	Variety.	Date planted or age.	No. of Palm.	Crop.		
				No. of bunches.	Weight of bunches lbs.	Weight of clean fruit lbs
Aburi	Abedam ..	1909	5	26	405½	281½
	Abobobe ..	1909	3	8	156	105
	Abefita ..	1909	2	10	156	111
	Abetuntum	1909	3	10	54	32
	Liscombe ..	1909	2	11	177	125
	Gamopeley	1909	4	15	331	199
	Diwakawaka	1909	1	4	52	34
Kibi	Abobobe ..	1912	85	20	354	177
	Abepa ..	1912	—	94	2,131½	1,001½
	Abetuntum	1912	85	30	523	243½
	Abedam ..	1912	—	44	1,019	169½
Peki	Plot I. ..	old trees	172 (1)	287	7,458	5,532
	" II. ..	" "	? (2)	325	10,038	7,524½
	Various ..		239	441	12,471	8,348½
Assuantsi ..	"	1914	(1½ ac.)	304	3,418	1,985
Kumasi ..	"	1916	16	65	359	145

(1) Palms thinned to 68 per acre, (2) any number of palms allowed to grow.

(d) Rubber.

No tapping was carried out during the year.

(e) Cotton.

The cultivation of cotton is confined to the station at Kpedsu on the Ho-Adidome Road in Togoland. Cotton has been cultivated here for three years. The first two gave very inferior results but the year under report gave much improved crops. The season appeared to be a satisfactory one, but picking was long drawn out and was not completed, in some cases, at the end of March.

Eight acres were planted in June, July, August and September.

Results as below :—

Month.	Variety.	Distance teet.	Area acre.	Total Seed-Cotton lbs.
June	Various	3 x 2	½	118
July	"	4 x 2	1	76
"	Sonko	"	1	158
"	Kadeanyingba ..	"	1	205
August	Various	"	1	41
"	"	"	1	54
September ..	Sonko	"	1	104
"	Kadeanyingba ..	"	1	170

A plot of ½ acre was devoted to special rows of varieties ; all distances were 4' x 2'.

Variety.	Square feet.	Yield seed cotton.	Corresponding yield acre.
1. Allen	2,800	25 lbs.	389 lbs.
2. Zeidabi	"	22	343
3. Meade	"	10 $\frac{1}{2}$	163
4. Sonko	"	19 $\frac{1}{2}$	303
5. Sagai	2,400	15 $\frac{3}{4}$	286
6. Gumante	"	7 $\frac{3}{4}$	141
7. Kadeanyingba	"	13	236
8. Kpalagunda	1,200	5 $\frac{1}{2}$	191

1-3 were obtained from Nigeria, 5, 6, 7 from Tamale, and 4 and 8 from Kpalime.

A selection was made of the individual best plants and seed was collected separately from each, so that next season a selection of plants will be obtained the progeny of one plant.

The Assistant Government Entomologist spent considerable time studying cotton pests on the station, principally stainers.

(f) Coconuts,

Station.	Variety.	Area (acres).	Distance apart.	Date planted.	Crop.
					Nuts.
Assuantsi	Ceylon ..	12	25' x 25'	1912-13	3,479
	Native ..	10	25' x 25'	1910-12	10,062
Kibi	Ceylon ..	.55	30' x 30'	1912	102
	Native ..		"	"	"
Peki	Local ..	3.5	25' x 25'	1918	65

The yield from the Ceylon variety was greatly reduced.

(g) Coffee.

(i) Liberica.

Station.	Area.	Distance apart.	Date planted.	Crop.	
				Fresh fruit.	Dry coffee.
Aburi .. .. .	.85	10' x 10'	1912	lbs. 3,298	lbs. 307
Kibi .. .. .	.365	8' x 8'	1912	121	16
Peki .. .. .	.75	8' x 8'	1913	1,107	461
Assuantsi .. .. .	.75	8' x 8'	1910	2,451	241 $\frac{1}{2}$
Hemang .. .. .	.06	—	—	425	37
Tarkwa .. .. .	.48	10' x 10'	1904-07	731	81
Kumasi .. .. .	.1	8' x 8'	1909	2,086	224
		8' x 8'	1920	492	51
Wioso	1.0	12' x 6'	1916-17	210	26

(ii) Robusta.

Station.	Area acre.	Distance apart.	Date planted.	Crop.	
				Fresh fruit. lbs.	Dry coffee. lbs.
Aburi .. .. .	.55	10' x 10'	1913	1,042	156
Kibi .. .. .	.365	8' x 8'	1912	199	36
Peki .. .. .	.75	8' x 8'	1913	1,428	703
Assuantsi	1.00	8' x 8'	1912-13	1,209	329
Hemang .. .. .	.06	—	—	142	28½
Tarkwa .. .. .	.80	10' x 10'	1912	741	188
	.27	8' x 8'	1912		
Kumasi	½	8' x 8'	1914-15	581	114
	½	8' x 8'	1920	212	46
Wioso	1.0	12' x 6'	1916-17	370	81

(iii) Stenophylla.

Station.	Area acre.	Distance apart.	Date planted.	Crop.	
				Fresh fruit. lbs.	Dry coffee. lbs.
Aburi .. .. .	.35	10' x 10'	1909	364	51
Peki .. .. .	.75	8' x 8'	1913	85	38
Assuantsi .. .. .	.25	8' x 8'	1912	79	29
Hemang .. .. .	.06	—	—	100	18½
Tarkwa .. .. .	.34	10' x 12'	1912	413	82
	.73	8' x 8'	1913		
Kumasi	½	8' x 8'	1912	326	92

(iv) Arabica.

Tarkwa06	6' x 6'	1912	12½	3½
Hemang06	—	—	79	12½

(v) Uganda.

Kumasi	½	8' x 8'	1915	769	189
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(h) Food crops.

Station.	Area (acre.)	Crop.	Distance feet.	Crop lbs.	Rate per acre.
Kibi169	yams	4 x 4	2,692	7.1 tons.
	.158	corn	4 x 4	1,006 (cobs)	
Wioso	1.0	corn	3 x 1 3 x 2	507 (dry corn)	8.5* (1st crop)
	1.0	"	"	116 "	1.9 (2nd crop)
Adebrem	1.0	"	3 x 2	1,276 "	21.3 (1st crop)
	1.0	"	"	551 "	9.2 (2nd crop)
Assuantsi	1.0	Hausa patch	6 x 6	1,375 "	12 cwt.
	0.75	Ginger	3 x 6	800 "	9 cwt.

*bushels of 60 lbs.

(i) Rotation.

The rotation plots were continued at Kibi, Peki, Assuantsi, Hemang, Wioso, Kumasi and Juaso. The results from a rotation area do not give much information until the rotation is complete, when it is proposed to publish the returns separately.

(j) Visitors.

Station.	No. of visitors.
Aburi	16
Kibi	40
Peki	37
Kpeve	not stated.
Assuantsi	39
Hemang	85
Tarkwa	38.
Wioso	147
Kumasi	341
Juaso	113
Asamangkese	103
Atwabo	18
Abra	27
Owan	21

K.—DISTRIBUTION OF PLANTS.

Station.	Cocoa.		Coffee.		Kola.		Coconuts	Other Economic.		Fruit trees.		Ornamental and shade plants.		Vegetables.	Oil Palm seed.
	Plants.	Pods.	Plants.	Seed. lbs.	Plant	Seeds.		Plants.	Seeds.	Plants.	Pkts. seed.	Plants.	Seed. lbs.		
Aburi	206	281	4,967	24	—	—	6	388	1,432	9,122	50	260	32	22 pkts	—
Kibi	200	23	1,040	40	646	400	—	—	—	—	—	412	—	96 cuttings	18 lbs.
Peki	—	—	2,495	—	—	—	—	153	—	—	—	260	—	47 lbs.	—
Assuantsi	—	6	1,734	253	—	—	10,450	12	—	440	6	1,608	2	8 pkts.	—
Hemang	12	8	—	108	—	—	84	12	—	60	—	78	—	335 cuttings	—
Tarkwa	—	—	658	21	—	—	—	1,532	3 lbs	504	—	9,684	12 lbs.	—	—
Kumasi	—	12	2,796	155	—	—	—	—	23 "	1,887	26	1,972	3½ lbs.	—	—
													10 pkts	—	—

(25)

(1) Revenue.

Station.	Amount.		
	£	s.	d.
Aburi	102	16	4
Kibi	63	16	5
Peki	39	4	1
Kpeve	88	6	0
Kpedschu	6	2	1
Assuantsi	169	1	3
Hemang	49	6	7
Abra	6	5	6
Tarkwa	8	12	9
Adebrem	4	2	6
Anaji	24	7	3
Wioso	20	17	10
Kumasi	209	2	7
Juaso	45	11	5
Ejura	37	10	0
Total	£875	2	7

VI.—AGRICULTURAL INSTRUCTION.

The instructional work carried out by the Department during the year is as under the following headings :—

A. The Agricultural and Forestry Training Centre, Kumasi.—Thirty-two learners were in residence during the year, 12 Seniors and 20 Juniors of which 24 were Agricultural and eight Forestry Learners; 10 Learners (nine Agricultural and one Forestry) having completed their two years' course were sent to outstations for their final year of training. Two Learners were dismissed during the year for misconduct, leaving 20 to continue the second years' course.

The 10 Learners who left the Training Centre were granted awards on the result of school work as follows :—

First Class (80% marks)	1
Second Class (65% ,,)	2
Third Class (50% ,,)	7

Four Learners completed three years training and sat for the staff examination in March, 1925. Their papers were considerably better than previous ones, indicating that good use had been made of the facilities for study at the Training Centre. Three of them passed the examination and have been appointed Junior Assistant Overseers on probation.

Progress generally has been good. Discipline and general appearance of the Learners has been the subject of favourable comment by His Excellency the Governor, Chief Commissioner of Ashanti, and other visitors.

The Learners have shown keenness in cricket and football especially the latter. The team occupied 6th place in the Kumasi Educational Institution's Football League. Good sportsmanship has been exhibited in all games and this has helped considerably in the development of character, initiative, and spirit of co-operation, which is so essential to progress. The weekly meetings of The Mutual Improvement Society have been a success, Learners showing keenness and thoughtful intelligence in the various discussions. The value of these meetings cannot be over-estimated and now a projector lantern has been provided should be of still greater value.

Gadbury Hall was completed and on December 6th, 1924, the building was presented to the Government by Mr. Organ on behalf of Messrs. Cadbury Brothers of Bournville, England. It was then formally opened by His Excellency the Governor in the presence of a large number of the European and African communities.

This imposing building consists of a main hall 84' x 24' divided into two parts for a Lecture Hall and Recreation Room, a Laboratory 42' x 24', an office and storeroom and provides ample accommodation for present needs.

The feeding of the Learners which is carried out by a Mess Committee has been in every way satisfactory, few complaints being heard.

The health of the Learners has been very good ; no serious cases of illness being recorded.

The number of visitors during the year was 341 including His Excellency the Governor, the Chief Commissioner of Ashanti, two African members of the Legislative Council, and Director of Agriculture.

The Chief Commissioner of Ashanti visited the Training Centre on March 31st and after addressing the Learners presented the prizes to those who were successful.

B. Class in Agriculture.—The Annual classes were held as previously, at the following stations, for Teachers and Students sent by the Education Department to the numbers shown :—

	July, 1924.	January, 1925.
Aburi	28	25
Assuantsi	8	12
Kibi	7	22
Kumasi	22	26
Totals	65	85

Examinations are held at the close of each course which lasts three weeks, and those who are successful in passing the examination for the two courses in one year receive a prize. 44 candidates succeeded in passing the two examinations at the end of the July course.

G. King Edward VII. Scholarships.—Scholarships are awarded, tenable for three years, to learners who have completed two years' training at Kumasi on the results of a competitive examination held each year.

The present holders of the scholarship are Mr. S. R. B. Fletcher (1st July, 1922) Mr. D. A. Reynolds (1st July, 1923) and Mr. H. B. Daniel (1st July, 1924). The amount of the scholarship is £30 per annum and the scholar must satisfy the authorities as to his progress. The scholars go for special study for one year at Aburi and the balance of the time is spent on the stations.

D. Sir Alfred Jones Bequest.—During the year the arrangements were completed whereby the Trustees of the late Sir Alfred Jones deposited with the Crown Agents a sum, to which Government adds an equal amount, the interest of which is to provide scholarships tenable at the Imperial College of Agriculture Trinidad or an Agricultural College in the Gold Coast, open to West Africans between ages of 17–25 who are able to satisfy certain conditions and selected by competitive examination.

No selection has yet been made.

E. Itinerant Instruction.—The work has continued to occupy an important place among the activities of the Department, and on the same lines as previously.

An innovation was introduced by the use of a lantern and slides illustrating diseases, etc., of cocoa. So far the lantern has been used only in the Eastern Province, and everywhere it has aroused keen interest. It is proposed to extend the system.

The amount of time occupied in travelling by the senior officers is as follows :—

	Days spent on tour.
Headquarters	25.8%
Research Branch	25.6%
Eastern Province	48.0%
Central Province	49.4%
Western Province	43.3%
Ashanti	59.7%

Certain of the junior staff are employed on itinerant duties when required.

VII.—PUBLICATIONS.

Publications as below have been issued during the year.

A. Books.

Gold Coast Plant diseases, by R. H. Bunting and H. A. Dade.

This contains a brief description of the known diseases of plants on the Gold Coast and suggestions as to remedies. To enable the book to be of use to others than Scientific observers, technical terms have been avoided where possible and fully explained otherwise. This book forms a useful commencement for future use in compiling the list of plant diseases in the Colony.

B. Pamphlets.

A series of pamphlets containing advice, instructions or information has been commenced, the following having been issued :—

	No. issued.
(1) " Cotton " by C. H. Knowles .. ..	.. 300
(2) " Corn Smut " by H. A. Dade .. ..	.. 500
(3) " Notes on cocoa poster " by C. H. Knowles and R. H. Bunting .. ..	.. 500
(4) " Diseases of corn " by R. H. Bunting ..	.. 750

No. 2 was accompanied by a large coloured poster drawn by Mr. H. A. Dade and reproduced in colour by the courtesy of the Surveyor-General.

No. 3 was drawn up chiefly for the use of the schools, etc., to whom cocoa posters referred to in last year's report, were distributed. The Agricultural portions of the Gold Coast Hand-book and of the Hand-book to the British Empire Exhibition were revised during the year.

C. The Annual Report for 1923-1924.

D. Quarterly reports of departmental activities in the various provinces have been published regularly in the Journal of the Agricultural and Commercial Society, and several articles have been written by members of the staff and published in the same journal.

E. Provision has been made for the results of investigation to be published from time to time in a uniform manner as Bulletins, but none were issued during the year.

VIII.—RESEARCH BRANCH.

The reports of the various divisions of Research Branch are to be found in Part X.

It will be seen that considerable progress has been made. A disease apparently recorded for the first time here, **Corn Smut**, appeared during the year.

The Assistant Entomologist spent a considerable part of his time in the Colony studying cotton pests in Togoland.

A commencement has been made in the study of the soils of the Colony.

IX.—MISCELLANEOUS.**A. Agricultural and Commercial Society.**

The Society has continued its activities, principally in connection with organisation of Agricultural Shows and Farm Competitions. Shows were held at :—

Western Province .. ..	.. Sekondi.
Central Province .. ..	.. Oda.
Eastern Province .. ..	.. Peki and Keta.
Ashanti .. ..	.. None.
Northern Territories .. ..	.. Han.

Farm competitions were held in the Central Province—round Oda, Eastern Province in the Trans-Volta district and in Ashanti. Special reports on these shows appears in the Journal of the Society.

The Accra Exhibition, on account of lack of financial support, was postponed.

B. The British Empire Exhibition.

Further consignments of Agricultural produce were sent to England in accordance with the requests of the Exhibition Committee. Mr. A. W. Paterson Assistant Superintendent, Western Province was appointed to represent the Agricultural Department at the Exhibition taking over from Mr. W. H. Patterson Government Entomologist in March, 1925.

C. New Plants Introduced.

The following new plants were introduced during the year :—

- | | | | |
|---|---|--|-----------------------------------|
| Talipot palm from Ceylon. | } | from M. F. Irvine, Agricultural
Instructor, Achimota. | |
| Velvet beans vars. of <i>Sorghum</i> sweet corn | | | |
| Sugar Cane | } | from Director of Agriculture Tanganyika. | |
| <i>Albizzia Moluccana</i> | | | |
| <i>A. Stipulata</i> | | | |
| <i>Eucalyptus Angulosa</i> | | | |
| <i>Acacia cunninghamii</i> | | | |
| <i>Cyphomandra betacea.</i> | } | from Director of Agriculture India. | |
| <i>Gynocardia odorata</i> | | | |
| <i>Rhus semi-alata</i> & <i>R. insignia</i> | | | |
| <i>Alangium Begoniaefolium</i> | | | |
| <i>Spondias Axillaris</i> | | | |
| <i>Antidesma Diandrum</i> | | | |
| <i>Ficus Cunea</i> | | | |
| <i>F. Hookeri.</i> | | | |
| Oil Palm variety | | | Sumatra. |
| Bengal Beans | | | Director of Agriculture, Nigeria. |

D. Meteorology.

The rainfall for the Calendar year 1924, was greater than the average at 28 stations from which rainfall records are received, as compared with 16 stations at which the year's rainfall was below the average.

Places of greater annual rainfall were generally in the forest area of the Eastern Province the Northern part of Ashanti and Eastern part of the Northern Territories, on the Western part of the Central Province and the eastern part of the Western Province.

The departures from the averages of the different months throughout the year show January, February, April, October and December to have been generally wet months.

February was a wet month for the Eastern Province and adjacent parts of the Central Province and Ashanti.

March was on the whole a dry month. April was wet for the forest areas except central Ashanti.

May, June, July and August were generally dry.

The main cocoa crop was delayed by dry weather in what should have been the wet season, while the October and December rains delayed the preparation of cocoa and were responsible for much germinated cocoa as reported elsewhere.

Harmattan.

The early months of 1925 were characterised by an abnormal display of Harmattan. Very low temperatures were recorded and the very dry conditions gave rise to an unusual feature in cocoa—the pods in many cases becoming dry on the trees, while over large areas normal fermentation was interfered with, on account of lack of the normal amount of moisture in the pods. The matter is referred to elsewhere in this report.

E Additions to Library.

A number of standard up-to-date works on Agriculture was added to the Library at Head Office and the libraries of the Provincial Officers, while the Research Sections were provided with selections dealing with their special work.

Monthly and weekly journals dealing with general agriculture and with African affairs are regularly received. To prevent an unnecessary accumulation, only a limited number of publications dealing with tropical agriculture is sent to each provincial headquarters—but the publications from Headquarters are circulated when desirable.

F. Legislation.

The Plants (Injurious Pests) Ordinance was not put into operation during the year, it having been decided to postpone it one year, during which time the further lectures to farmers were given.

The importation of maize straw was prohibited by order in Council on account of the outbreak of smut on Corn.

G. Ornamental Planting.

(a) **Accra Nursery.**—An area of $1\frac{1}{2}$ acres near the Secretariat has been maintained as a nursery with a stock of ornamental plants for use in and around Accra.

In addition to collecting seeds, cuttings, etc., and propagating them in the nursery, planting has been carried out by the nursery staff as below:—

	Trees.	Shrubs.	Palm.	Hedge Plants.
(a) Planting streets, additions	157	34	146	bundles of cuttings.
Supplies	775	—	—	—
School street planting, additions	1,307	—	—	—
Korlebu Hospital, additions	1,943	1,732	—	36
Supplies	395	78	—	—
(a) „ sewage, additions	555	—	—	—
Supplies	211	—	—	—
(a) European Hospital, additions	10	214	3	130
Supplies	—	44	—	12
Achimota, additions	940	—	—	—
Supplies	145	—	—	—
Railway, Accra Station	30	46	—	—
(a) Cantonments (Survey)	288	130	—	—
„ (Regiment)	350	110	—	—
(a) The Castle, Christiansborg	32	—	—	—
Bungalow, additions	2,675	3,143	25	284
Supplies	350	110	—	—
Totals	10,163	5,641	174	462

The items marked (a) were entirely done by the nursery labour.

The stock of plants in the nursery at end of the financial year was:—

Ornamental trees	6,420
„ Palms	280
Shrubs	1,723
Climbers or Creepers	24
Flowering trees	8,382
Flowering shrubs	1,596
Fruit trees	1,800
Border plants	620

The expenditure including amount received from Accra Town Council on labour was £371.

(b) Achimota.

(i) **Avenues.** Avenues of shade trees have been planted along the roads within the main fence of the College grounds at Achimota. The trees are planted at road level, 25 feet apart and 23 feet from centre of road.

They consist of Rain trees on main road from the Railway, Mangoes around the oval road, Almond and Neem on the two shorter roads. Copious watering was found to be necessary and vacancies have been regularly filled. Mole crickets have been troublesome. Some 1,100 plants have been set out exclusive of supplies for vacancies

(ii) **Playing fields.**—Three playing fields two of approximately $2\frac{1}{2}$ acres each and one of $9\frac{1}{2}$ acres were planted with couch grass. The areas were levelled by the Public Works Department and roughly weeded, when they were handed over for planting. Imported seed was tried on one but failed completely hence all were planted up with tufts of grass. The area planted in September appears to have done best and seems to indicate that provided the season is satisfactory so far as rain fall goes, there is no particular advantage in early planting, while the continuous weeding necessary entails considerable additional expense.

The cost of the avenues was approximately £105 and of the grass plots about £370.

(c) **Gold Coast Hospital, Korlebu.**—During the year the planting up of the avenues and lawns at the Gold Coast Hospital as previously agreed upon was completed. The large area in front of the hospital was roughly levelled and planted with couch grass except the western corner—the site of some cottages and containing a burial ground. An area on Guggisberg avenue was laid out with garden beds, ornamental plants, etc.

The trees and grass are well established, maintenance being now a simple matter.

H. Plant Sanitation.

Collar Crack eradication, Togoland.—The areas dealt with were—

Amedjope
Akome
Kpedse.

The operations on the farms consist of digging up and burning trees showing the disease, tracing and up-rooting as many roots as possible and burning them and isolating the sites of the tree or trees destroyed, by trenches 18" deep.

At Amedjope the attacks were very bad. They were not so bad at Akome. The number of farms treated was 383, few of them being small ones. Inspection of the areas first worked has shown no cases of disease re-appearing.

In no case has there been any opposition to the work, but many of the farmers did not appear to realise the benefit.

The Provincial Superintendent of Agriculture, Eastern Province, the Assistant Mycologist, the Assistant Entomologist and the Agricultural Instructor of Kpalime in French Togoland visited the area being worked and investigated the methods and results.

In consequence of roots of bush trees being found to be affected, the work of tracing adjoining roots became greater, reducing the rate at which the work was being done and increasing the cost.

I am, Sir,

Your obedient servant,

C. H. KNOWLES,

Director of Agriculture.

X.—APPENDICES.

A. Report of the Mycological Division.

(a) The Government Mycologist was absent from the Colony on duty and vacation leave from the 7th June to the 14th October 1924, and the Assistant Mycologist left the Colony on vacation leave on the 13th January, 1925.

During the year the Mycologists spent 441 days at their headquarters, and the following tours were undertaken:—

16th—22nd April—Kumasi—to select sites for laboratories.

5th—31st May—Togoland—to inspect collar-crack area.

13th—23rd December—Juaso and Ejura—to investigate diseases of cereal, and

30th March—en route for Hemarg—to investigate coconut and other diseases.

The Government Mycologist attended the Imperial Mycological and Botanical Conferences held in London during July.

(b) Collar crack of cocoa.

The causative fungus—*Armillaria mellea* (Vahl.) Fr.—was found on the roots of "Lakpa" (Ewe) trees, on moribund lime trees, and on cassava: also on the dead roots of "Ewu" (Ewe), and of Silk-Cotton trees. Infection of cocoa trees from lakpa roots, and along a length of 33 yards of silk cotton root, was demonstrated, and the theory that infection takes place in the field chiefly by contact has been confirmed by the absence of rhizomorphs in Togoland.

A cocoa tree recently examined in Ashanti was found to be affected by this disease and showed the usual radial fissures in the wood. There was no splitting of the bark as has been previously observed as a symptom of this disease on cocoa, but felty plates of mycelium had been formed between the wood and the bark as is the customary habit of the parasite on other hosts.

(c) Other cocoa diseases.

A case of extensive teratoid hyperlasia, probably caused by *Bacterium tumifaciens*; from Ashanti was examined, an organism isolated and treatment advised.

Red-rust of twigs and leaves, caused by the alga—*Cephaleuros mycoides* Karst.—was reported from Asamangkese. The presence of the organism on twigs causes die-back, but only occurs on weak plants.

Cocoa-beans bearing small spots between the cotyledons and their integuments were first received from Ashanti, and later from the Colony, immediately after the recent severe harmattan. No organism was found and it was concluded that the spots were caused by climatic conditions.

(d) Corn Smut.

The occurrence of *Ustilago Zeae* (Berk.) Ung.* on maize was recorded from the Central Province in July. Since then, and especially during the second crop, the disease had radiated to such distant places as Western Appolonia, Wioso, Sunyani, Ejura, Abetifi and Kibi.

No record exists of it having been found previously in this country, nor is it known by agricultural officers in neighbouring colonies. Local farmers stated that they had not seen it before, but some Hausa-men are reported to have said that it occurs in their country, whilst one Government Official asserted that it occurred in Ashanti in 1919, and another that he collected it in the Central Province several years ago. The fact that this conspicuous disease of a crop of recognised importance has not been reported in the interim seems significant either of a new infection during 1924, or that a mistake in diagnosis occurred previously. It is extremely unfortunate from a control point of view that definite information on this point is not available.

Corn-smut on one farm at least was so prevalent as to cause the second crop to be abandoned, and in other localities as many as 968 cases per acre were estimated. A poster and two pamphlets were prepared and issued, warning farmers of the danger of smut on maize, and advising methods of control.

(e) Other diseases of maize.

The year under review appeared, in many districts, to offer favourable conditions for the development of fungous diseases which affect cereal crops.

Of these probably **Dry Rot of maize**—caused by *Diplodia macrospora* Earle*—was the most serious. The fungus occurs on the leaves and outer husks of the cob in large straw coloured patches dotted with minute spots, and may be recognised in the cob by the dull, mouldy appearance of the grain. Not only does it inhabit the normal function of affected leaves, but its occurrence in the ears causes a direct loss of crop.

Another maize disease—**Black-Spot**, due to the attack of *Physoderma Zeae-maydis* Shaw*—occurred with unusual severity in some districts on the leaves and stems, causing disintegration of tissues and frequently the breaking of the stem near soil level.

Leaf Blight of maize (*Helminthosporium turcicum*, Pass.)* was widely distributed, and caused considerable loss of crop. The disease occurs at first as pale blotches which become withered and ultimately covered with a dark velvety mould.

Other species of *Helminthosporium*, have been found associated with a leaf spot on maize, and with a blackening of the sheaths and auricles of the leaves, nodes of the stem, and tassels.

Until investigations on these fungi are complete, the methods of control advised are,—1) the destruction by fire of all affected material, 2) the use of seed from unaffected sources, and 3) the rotation of crops on at least a three years basis. It is of interest to record in this respect, that the zoospores of *Physoderma*, and the spores of one of the species of *Helminthosporium*, were found in the excreta of snails infesting diseased maize plants at Juaso and were subsequently germinated.

(f) Diseases of millet.

Grain-smut of guinea corn. At Ejura a large farm of this millet was found badly attacked by *Sphacelotheca Sorghi* (Lk.) Clint.* Subsequently similar material was received from the Principal Veterinary Officer, Tamale who put forward the interesting theory that the disease had been introduced from the Mediterranean region many years ago.

The best method of preventing a serious re-occurrence of grain-smut in Guinea-corn consists of steeping the seed in a suitable antiseptic solution.

Red Leaf-Spot. Guinea-corn on the farm referred to in the preceding paragraph was also extensively attacked by *Collétotrichum graminicolum* (Ces.) Wils.*—a fungus which usually restricts its development to localised areas of the leaf, thus causing but slight damage.

Smut of bulrush millet.

The first recorded case of *Tolycoporium penicillariae* Bref.* in this country, was received from the Principal Veterinary Officer, Tamale with the information that Bulrush Millet Smut had been known in the Northern Territories for many years.

The disease affects individual grains in an ear, and usually the majority remain normal. The spores by which the causative fungus is propagated are capable of remaining alive in the soil for some years, so that—seed disinfection having proved useless as a method of control—it is necessary to practise rotation of crops, and destruction of affected ears in bad cases, in an attempt to prevent infection.

Rusts.

Bulrush Millet grown at Aburi was heavily infested on the leaves and stems by *Puccinia penniseti* Zimm.* This parasite had not previously been reported from other countries than India and East Africa. The plants on which it occurred were never robust and the rust did not appear until the end of the season. Maize leaves at Kumasi and Ejura were found affected by *Puccinia Maydis* Bereng* in December. The rust did not appear to have caused such extensive damage as the maize diseases mentioned above.

An aecidial stage on species of *Oxalis* has been demonstrated in other countries.

(g) Ring spot of sugar-cane.

Leptosphaeria sacchari van. Breda was found on the foliage of Sugar-cane near Aburi, but did not appear to cause much damage to the crop.

(h) Oil palm diseases.

Two interesting, but not very prevalent, diseases were recorded on Oil-palms for the first time during 1924.

A case of stem-rot was received from Anaji, and species of *Thielaviopsis* isolated which is morphologically similar to *T. paradoxa*, the cause of disease on Pine-apple, Sugar-cane, Coco-nut and Banana stems. The fungus gave positive results when inoculated into pine-apple stem.

Sessile specimens of *Ganoderma lucidum* were sent in from Odumase. The fungus was reported to be causing a collar-rot on a few palms, and examination on the plantation later confirmed the report.

(i) *Mimusops* fruit rot.

The complete crop of *Mimusops* Elengi tree at Aburi was destroyed by a species of *Phytophthora*, which differs from *Ph. Faberi*, the common cause of black-pod of cocoa. Work on this parasite has not been completed. A fungus parasitic cultures of the *Mimusops Phytophthora* and of other fungi was provisionally determined as *Cephalosporium acremonium* Corda.

(j) Diseases of Weeds.

The troublesome weed, lalang (*Imperata arundinacea*) was severely attacked at Aburi by *Puccinia rufipes* Diet.* But the attack was unfortunately modified by the hypoparasite *Darluca filum*.*

Uredo ochracea Diet.* Was found on leaves of *Commelina* sp. at the same place. *Pennisetum Setosum* at Ejura was attacked by *Cerebella cenchroidis* Subram.*

(k) Entomogenous fungi.

The fungus recorded as *Beauvaria bassiana* on Cola weevils in the 1922-3 report has been transferred to *B. globulifera* (Speg.) Pic: and on a grasshopper. *Gibellula pulchra* (Sacc.) Cav. occurred on a spider: *Hirsutella citriformis* Speare on the oil-palm beetle and *Pseudomicrocera Henningsii* var. *longispora** on an *Aspidotus* scale affecting rose trees.

(l) Scierotial diseases.

A number of host—plants were affected by fungi consisting of sterile mycelia. The most serious of these affections was the Achimota fuel plantation.

R. H. BUNTING,

Government Mycologist.

*Fungi which have not been previously recorded for this country are marked with an asterisk.

B. Report of the Entomological Division.

The Government Entomologist Mr. W. H. Patterson, was absent from the Colony on duty in connection with the British Empire Exhibition, during the whole year under report.

The Assistant Entomologist was absent on leave from May 24th, 1924 to October 15th, 1924, during which period there was no Entomologist in the Colony.

Pests of Cocoa.

No further work has been done on Cocoa pests during the year. A special study of pests is to be made at Asamangkese and neighbourhood in the Eastern Province during the present year. From reports received from District Officers there has been no increase or decrease of the major pests, a state of equilibrium apparently having been obtained.

Pests of Food Crops.

Corn has been reported as seriously attacked by Corn Borer, *Sesamia* sp., 70 % of plants at Kumasi Station being ruined. No information has been obtained as to extent of damage on native farms in the vicinity. A visit by the Entomologist was impossible owing to his being engaged on work elsewhere. It is suggested that the damage was primarily caused by lack of rain at time of germination weakening the plants and other possible climatic factors being unfavourable to normal development of natural enemies.

Pests of Palms.

(a) Rhinoceros Beetles—*Oryctes monoceros* has been reported as damaging coconuts at Atwabo, Western Province. This species of Rhinoceros Beetle is common along the coast where there is sufficient decaying vegetable matter in the vicinity for them to breed.

The Rh noceros beetle reported last year attacking Borassus Palms in Southern British Togoland has since been found attacking coconuts in the neighbourhood.

(b) Oil Palm Leaf Miner—(*Coelonomenodera clacidis*). The life-history and habits of this beetle, which was reported last year as causing damage to Oil Palms in the Eastern and Western Provinces, have been worked out. This work has been made the subject of a separate report which will be published shortly in the **Bulletin of Entomological Research**. A summary is given below.

Damage is caused by the larvae mining in the leaflets and the adults beetles eating the lower epidermis of the leaflets. As many as 10 egg-masses may be oviposited per leaflet during a serious attack, and as the larvae resulting from each egg mass are capable of eating out an area 6" x 1" almost complete destruction of the foliage occurs.

The life cycle from egg to egg has been found to be three months.

There are a number of egg and larval parasites which normally keep the beetle down to almost negligible quantities.

An increase of the beetle may occur locally owing to some, as yet unknown, factor being unfavourable to the normal development of parasites. Migration in the adult stage then occurs. This migration follows a definite direction and may cover a distance up to 15 or 16 miles unaccompanied by the parasites. The beetle then becomes a serious pest at the place of settlement, until the parasites in the neighbourhood reach the normal proportion in number to the host. This has been found to take two generations of the host or approximately six months.

No economic control has yet been found possible. Owing to the palms being uncultivated the difficulty of obtaining an economic control is great. Possible controls can only be successfully applied in the adult stage to prevent or limit migration. The breeding and releasing of parasites at points where the adults settle might be attempted but would be costly and could not be considered until the actual damage to the crop is ascertained.

Pests of cotton.

During the final five months of the year under report the Assistant Entomologist was engaged on the pests of cotton in the Mandated Area of British Togoland. The major part was done at Kpedschu. The following is a list of pests attacking cotton:—

Attacking Leaves.

Cotton Leaf Roller (*Sylepta* sp.)—Caterpillars roll up leaves and cause small amount of defoliation. A minor pest and heavily parasitised.

Cotton Aphis (*Aphis gossypii*)—Cause rapid defoliation during heavy infestation by sucking leaves. Becomes serious during dry weather and disappears on commencement of first rains.

Normally kept under by a number of predators.—A major pest.

Cotton Leaf Hopper—Cause a slight crinkling of the leaves, not important, although cotton is commonly heavily infested.

Attacking Stems.

Shoot Borer (*Earias* sp.)—Borers into young growing shoots. Common early in season. Also a Boll-worm (see under insects attacking Bolls).

Helopeltis—Sucks herbaceous stems causing stunting. Only a pest at beginning of season. Disappears entirely at end of rains.

Attacking Bolls.

Stainers (*Dysdercus* spp.)—Cause abortion, partial abortion of the bolls or staining of developing lint according to age of boll at time of puncturing. Capable of carrying over non-cotton season on perennial cotton (cotton left over from previous years) and on a number of other malvaceous plants. Occurs in largest numbers at beginning and end of season and decreases during dry weather. A pest of major importance accounting for 40% to 50% of the potential yield in some parts.

Boll-Worms ;—(*Earias* spp. *Mometa* sp. etc.)

Bore into bolls of all ages, commonly before flower has fallen. Total life-cycle not necessarily completed in one boll, one larva being responsible for the destruction of a number of bolls. *Earias* spp. are pests of major importance.

Dusky Cotton Bug—(*Oxycaraenus* sp.).—Sucks seeds after bolls have opened. Does not cause staining but possibly causes devitalisation of the seeds.

This work, the field work of which has only just been completed and is now in the process of being summarised, will form the subject of an Entomological Bulletin.

Minor Pests.

Para Rubber trees at Tarkwa Station have been reported as damaged by borer in some cases young trees being killed. Adults sent in have been determined as *Mallondon downesi* not hitherto reported as attacking rubber. Attempts to breed out the larvae were unsuccessful owing to the Entomologist proceeding on leave.

A species of *Ficus* in the Courtyard of Government House, Accra attacked by the larva of moth, *Hypsa undulifera*, was dealt with by the use of dusts and sprays consisting of Lead Arsenate, and fumigating of the soil with para-di-chlor-benzene where the larvae were pupating. A further outbreak did not occur.

Fruit Moth. *Othreis fullonica* and *Achraea* sp. were not reported as damaging fruit this year.

Banana Borer. *Cosmopolites Sordidus*, has not yet been recorded as occurring in this country. In view of the possible increased production of bananas for local consumption and for export it has been suggested that the Banana should be made a declared plant under the Injurious Pests Ordinance.

Apiculture.

The Colony at Aburi established two years continued to flourish but showed no instinct to store honey in quantity. A small amount of honey was found stored in December. Results to date indicate that Aburi, and presumably all forest and deciduous forest areas, are unsuitable for bee-keeping. An attempt is to be tried on the Accra plains.

A further study was made of the honey industry in the Adaklu division of Southern British Togoland. This consists of Orchard-Savannah country and appears to be ideal from an apicultural point of view. Honey is obtained in January and February. Stores are apparently laid up to carry over the period following the burning of the grass in February, flowering grasses being the major food plant in that district. The majority of the honey is bought by native merchants for sale in Palime (French Togoland), Keta and Accra. It is hoped that the local industry may be increased with a view to increase consumption.

G. S. COTTERELL,
Government Entomologist.

C. Report on Chemical Division.

Staff.—The Agricultural Chemist was absent on leave from 16th August, 1924 to 3rd February, 1925.

Mr. R. D. J. M'Cauley joined for duty on the 1st April, 1924.

Laboratory accommodation.—The alterations referred to in last report were not completed till January, 1925.

Tours.—The Chemist visited the Central Province in July, 1924 in connection with the palm-oil industry and the local manufacture of lime juice.

In February, 1925, part of the Trans-Volta district was visited for the purpose of obtaining soil samples.

Palm-oil.—The following summarises the work done to date.

(a) Varieties. As the basis of investigation the native method of classification is adopted. These "varieties" are differentiated and named primarily from the colour of the fruit. By this means four varieties are recognised. Further differentiation on the thickness of 'pericarp' and thinness of endocarp gives two other forms.

(b) Differentiated by the colour of the ripe fruits four varieties are recognised.

Twi (Akwapim)	English.	Ewe.	English.
Abepa	The good palm	Degba	The good palm.
Abetuntum ..	The black „	Deibo	„ black „
Abedam	The orange „	Blede	„ green „
Abefita (fufu) ..	„ white „	Dege	„ white „

Based upon (a) thickness of 'pericarp' and (b) thinness of shell we have two further variation.

Adibe	The Edible Palm.	—	
Abobobe	The brittle palm ..	Duye	bite and break.

(c) Description of fruits.

Abepa.—The ripe fruit is of a chocolate or dark brown colour in the upper portion and is usually orange at the base but may be uniformly brown. Size and shape vary and when the shell can be cracked with the teeth it becomes Abobobe.

Abetuntum.—The ripe fruit is black instead of brown as in above. The fruit is generally more rounded in outline. There are intermediate forms which natives refer to either of the above varieties.

Abedam.—This form is unmistakable and is recognised by the fact that it is green when unripe. The green colour may persist at the tip of the ripe fruit, but generally it is of a uniform light orange colour when ripe. Size and shape in this variety also vary.

Abefita.—In this type the characteristic is the much paler colour. The ripe fruit is black in the top third, the lower two-thirds are light orange. Streaks of this colour frequently run up to the tip. A sample of oil from this form examined at the Imperial Institute was reported to have a much lower iodine than is usual. This variety is very scarce but the scattered individuals are well known to the natives of villages near which they occur.

Abehene.—The King Palm (Fiade in Ewe) has distinct vegetative characters in that the pinnae on the younger leaves are joined at the base. It is very scarce in this neighbourhood and the individuals are also well known. I have however been unable to see the ripe fruit.

Abobobe.—This name is given to fruits whose shell can be broken with the teeth. The fruits are generally smaller and the proportion of oil is larger. It has not yet been determined whether the higher percentage of oil compensates for the smaller weight of the bunches. According to colour these forms are known as Abedam—abobobe, etc.

Adibe. This name is given to any variety with very thick pericarp and in which the seed is absent or nearly so. This is generally used by the women in making palm oil for culinary purposes. According to colour this is similarly known as Abedam-Adibe, &c.

(d) Attempts have been made to raise these varieties from seed. No precautions however seem to have been taken to ensure that the seeds used were of known parentage. The risk of cross-fertilisation must therefore be considered in drawing any inference from the results.

At Kibi out of nine seeds sown as Abetuntum only three came true. One is Abedam and the remainder Abepa. Of 20 Abobobe only three grew as such; 15 are Abepa and two Abetuntum. Of 22 Abepa 15 came true; two were Abedam and two Abetuntum.

At Aburi the experiment was on a smaller scale five seeds each of Abobobe, Abedam, Abefita and Abetuntum were sown. There remain now 3, 5, and 4 respectively. Of the Abobobe 2 are Abepa and 1 Abedam; Abedam, 4 Abepa, 1 Abetuntum; Abefita, 1 Abefita, 3 Abepa; Abetuntum all true. No attempt has been made departmentally to grow adibe from seed. Mr. J. P. Taylor of West African Oils Limited, informs me that he has never succeeded in getting this to germinate and attempts made here have been equally unsuccessful. Adibe consists almost entirely of pulp and the seed if present is very minute. It will possibly be found that such seeds are not complete of germinating.

(e) Oil content of fruits.

The results of analyses of the ripe fruit of ten trees from Aburi gardens are given in Table A. It was proposed to use these trees to determine seasonal variation in oil-content.

In Table B. the attempt is made to determine chiefly the mean oil content of varieties collected in the neighbourhood of Aburi.

It will be seen that there is a large variation within each so-called variety. Of the rarer kinds it has not yet been possible to obtain many samples. The bunches used were all ripe in the sense that the fruits had become loose. The mean figures for oil and kernel content indicate that Abobobe if it can be grown true will yield the highest percentage of oil and kernel. It has been stated that the proportion of kernels is smaller in this form but this does not appear to be so. There seems to be an almost constant ratio of kernels to fruit in all the varieties. The mean oil content varies between 33% in Abobobe and 16.8% in Abetuntum.

To determine the rise in free-fatty acids after the bunch is cut from the tree, ripe nuts were kept on a concrete floor, sampled at intervals and the rise in free fatty acid as palmitic acid determined.

Time from cutting	18 hrs	2 days	4 days	7 days	8 days	10 days	14 days
F. F. A. %	0.5	0.6	1.5	2.7	5.4	7.6	20.2
Time from cutting	15 days	17 days	21 days				
F. F. A. %	22.9	25.2	30.9				

(f) Preparation of oil by native methods.

The method of preparation is very primitive and naturally yields an oil with a fairly high percentage of free fatty acids. It however appears to find a ready market in many districts at prices which would prohibit it from being bought for export. The local price sometimes reaches £50 per ton. While improvement in native methods at once suggest themselves, these involve the expenditure of much more care in manufacture than is now devoted to this industry and would not yield a proportionate return in money. It therefore appears to me to be economically unsound to direct investigations along this line. The only possible method, under existing conditions, of developing any considerable export industry in oil-palm products is either by the erection of central factories or by the introduction of simple hand-operated machinery. It seems that a central factory run by Government would at least ensure an adequate financial return and have educational advantages which would act as a great stimulus to the development of the industry.

On the other hand the introduction of hand-operated machinery would in my opinion, although not the most economical method, tend to cause the least dislocation of labour conditions in the oil-palm areas and would foster the development of the industry along lines suited to existing economic conditions.

The bunches are cut down and lie on the ground for a day or two to facilitate the removal of the fruits. The cleaned fruits are carried to the "factory" and there put into a conical hole lined with flat stones and then with banana leaves. Water is sprinkled on the fruit and the whole covered with banana leaves and allowed to ferment for 6-7 days. The object of this is to soften the pericarp. The free fatty acids in the pericarp oil at the end of this period rise to about 8%.

The fruits are transferred to another similar hole and depericarped by being worked by long staves by a number of men surrounding the hole. The nuts with pericarps thus loosened are now heaped up and allowed to drain for several days during which an oil of better quality exudes. This is collected and used for cooking. The free fatty acids in this are 12%. The nuts and fibre are then transferred to a shallow hole containing water and beaten up with wooden hammer-headed pestles. The oil and a certain amount of fibre rises to the surface as a yellow scum and is skimmed off with calabashes. This is boiled in an iron pot and strained while hot through a net into the storage cask.

The process does not lend itself to the production of a high-grade oil. In addition to this it is exceedingly wasteful. The yield of oil by this process is 8-10%. The free fatty acids in this oil amount to 25%.

Small quantities of oil are made for household use by a process of boiling. The fruits are boiled in an iron pot till the pericarp is soft. The fruit is then pounded in a mortar and the pounded mass transferred to a pot with water. The fibre and nuts are squeezed by hand expressing most of the oil and are transferred to another pot where the process is repeated. The mixture of oil and water is boiled for about two hours and on cooking the oil is skimmed off. Further boiling of the skimmings drives off any moisture; sludge and fibre sink and the pure oil is decanted off.

A yield of 12-13% of oil can be obtained by this process. Such oil is of much better quality and has usually 8-9% free fatty acid.

It is surprising that this method which gives a better extraction and a much higher grade of oil is not widely used. Natives state that it gives a lower yield of oil. This however is incorrect. Sixty seven per cent extraction has been obtained here against forty per cent for the usual process.

In the area behind Saltpond the method adopted is different and with care a uniformly good oil should result.

The bunches after being cut down are left on the ground for a day or two to loosen the fruits. The cleaned fruits are carried to the village and kept dry under cover till sufficient have been collected. This usually takes four days.

The fruits are boiled to soften the pericarp and pounded with sticks in the usual way to loosen the pericarp. The pounded mass is transferred to a large circular wooden tray when women pick out the pericarp which is boiled again with a small quantity of water and the oil squeezed out by means of a net and simple levers into a tub. After settling the clean oil is skimmed off and boiled to remove water. This is a great improvement on the usual process in that the fermentation to soften the pericarp, is replaced by boiling. The free fatty acids in the resulting oil are much lower; viz. 12-16% and with greater care could be reduced.

(g) Mechanical extraction of oil.

One firm in the Colony has had a mechanical process in operation for several years and a uniformly high grade of oil is produced.

There was exhibited at the British Empire Exhibition a hand operated plant which I am of opinion would meet local requirements in the oil-palm districts generally and particularly in those areas where oil-palms are dense but do not cover large areas. There are three distinct units in the set (a) a depericarper (b) a screw-press (c) a nut-cracking machine.

In addition apparatus is necessary for the preliminary heating of the fruits. This would be readily improvised however from materials locally available. The advantage of the process is that fermentation does not take place and water does not come in contact with the oil at any stage.

(h) Summary.

(a) Yields of pericarp oil from Abepa, Abetuntum, Abedam and Abefita vary within wide limits, average figures being 21%, 16%, 20% and 17% respectively.

(b) Abobobe and Adibe give higher yields of pericarp oil but in the latter case no kernels.

(c) Previous planting experiment ought to be repeated on a larger scale neglecting the native classification and choosing seeds from trees yielding a high percentage of oil and kernels.

(d) By artificial pollination the attempt should be made to ensure that pure strains are sown.

(e) Improved "native" methods of preparation are not likely to be adopted.

(f) Meantime hand operated plant has been designed which is on sale in the Colony and which with some departmental propaganda is likely to be taken into use in at least parts of the Central and Eastern Provinces.

Soil.

Since the Chemist's return from leave instructions have been received to examine various soils in the Colony. This is now being done.

Manurial Experiments.

The yields of the manurial plots at Kumasi show that there is so much inherent variation in yield from these plots that an extension of the area under experiment is necessary.

"Adco. —Two drums of this substance for converting waste material into an organic manure have been received. In conjunction with the Government Mycologist and the Superintendent of Agriculture, Aburi, the use of this on banana refuse is being tried.

Assistance has been given to the other sections and to the Superintendent of Agriculture whenever possible.

Cocoa.—Several samples of cocoa cured at the end of the main season which were affected with small white spots below the seed coat and in the convolutions of the cotyledons could not be referred to any insect or fungus damage. The condition is a purely physical one due to the extremely dry atmospheric conditions causing rapid evaporation of moisture from the pulp and interfering with the normal flow of "sweatings." Reports are expected from manufacturers as to the value of this cocoa.

R. COULL,
Agricultural Chemist.

Table A.

No.	Fruit sampled.	Peric. %	Oil %	Fibre %	Moisture %	Nut % fruit.	Kernels % fruit.	Kernels % nuts.
1.	100 Grms.	50.5	25.0	—	10.2	49.5	12.4	25.7
2.	100 "	38.6	14.3	12.5	11.8	61.4	10.6	15.7
3.	100 "	41.1	14.7	11.2	14.5	58.9	10.4	17.0
4.	100 "	50.2	23.0	—	13.6	49.8	12.6	25.2
5.	100 "	38.7	17.1	7.8	13.8	61.3	12.5	20.3
6.	100 "	72.8	31.7	15.5	25.6	27.1	12.8	46.9
7.	100 "	45.9	13.5	10.0	22.4	54.1	13.6	—
8.	100 "	57.2	23.1	12.7	21.4	42.8	10.7	—
9.	100 "	54.4	23.4	11.3	19.7	45.6	11.4	—
10.	100 "	42.8	15.4	8.7	18.7	57.2	14.3	—

Table B.

Abepa.

From 10 samples of 100 gr. each.	Pericarp %	Oil %	Fibre %	Moisture %	Nuts % of fruit.	Kernels % of fruit.	Kernels % of nuts.
Maximum	61.3	32.1	14.7	22.4	70.4	26.1	45.4
Minimum	29.9	13.0	5.7	8.2	19.6	7.2	19.4
Average	43.6	21.1	9.2	13.5	51.4	14.2	28.9

Abedam.

Maximum	66.9	39.6	15.9	25.9	64.4	19.2	38.9
Minimum	21.4	8.7	2.5	9.0	31.0	5.6	12.1
Average	44.3	20.7	9.1	16.3	52.7	12.6	23.1

Abetuntum.

Maximum	72.8	31.7	16.0	25.6	70.5	21.1	34.4
Minimum	29.9	8.1	6.1	5.5	27.1	8.7	13.5
Average	39.7	16.8	9.4	13.9	59.7	13.2	21.3

Abefita.

Maximum	60.1	22.2	9.5	18.6	66.7	22.2	45.5
Minimum	32.7	13.2	4.9	7.2	38.6	9.7	20.3
Average	39.7	17.7	7.3	13.3	60.1	16.0	28.9

Abobobe.

Maximum	72.5	37.7	18.2	21.1	45.6	17.4	45.9
Minimum	37.0	29.0	9.4	13.8	8.4	7.6	9.1
Average	56.9	33.0	12.2	18.2	32.5	13.2	33.5

D.—REPORTS BY DIRECTOR OF IMPERIAL INSTITUTE ON
PRODUCTS SENT FOR INVESTIGATION.

Kisidwe.

I have to acknowledge the receipt of your letter No. 78/7/24 of the 26th January on the subject of Kisidwe nuts together with the herbarium specimens referred to therein.

These specimens were submitted to the Royal Botanic Gardens, Kew, and found to represent *Pentadesma butyracca*, Don. In view of identification a further specimen of the original Kisidwe nuts, which were provisionally identified in 1922 as a species of *Allanblankia*, was forwarded to Kew, and the Director has now reported that as previously stated they appear to be *Allanblackia floribunda* Oliv. but he confirms his identification of the present herbarium specimens as *P. butyracca*. He adds that the seeds of the two species are very similar (differing mainly in size), but that the leaves and flowers are entirely different.

It would thus appear that some confusion has arisen in connection with the specimens recently forwarded, and I shall therefore be glad if you will kindly send for further identification authentic herbarium specimens of "kisidwe," representing the tree which yielded the nuts sent to the International Rubber and Tropical Products Exhibition in 1921 and subsequently transferred to the Imperial Institute.

In continuation of my letter of the 21st February, I have to acknowledge the receipt of your letter No. 246/7/24 of the 6th February, together with the supposed *Allanblackia* fruits referred to therein.

These fruits have been submitted to the authorities at Kew, who report that they are undoubtedly *Pentadesma butyracea*, Don. The seeds are much larger than the "Kisidwe nuts" (*Allanblackia* sp.) examined here in 1922, although as stated in my previous letter the two kinds of seeds are otherwise very similar in appearance.

With further reference to your letter No. 682/7/24 of the 3rd April last on the subject of "Kisidwe" nuts, I have to inform you that in February last a sample of *Pentadesma butyracea* kernels, labelled "Oil seeds for scientific investigation," was received here from your Department.

The kernels yielded a fat having the usual characteristics of that of *P. butyracea* seeds, as described in the Bulletin of the Imperial Institute, Vol. XI (1913), pp. 569-572 and Vol. XVI (1918), pp. 35-37.

In view of your letter of the 3rd April it seems probable that the sample was sent in mistake for *Allanblackia* nuts, and it therefore does not appear necessary to furnish a detailed report upon it.

With reference to the known unsuitability of the residual meal of *Pentadesma butyracea* kernels for use as a feeding-stuff, it may be mentioned that the meal obtained from the present sample was found to contain over 29 per cent. of tannin.

I have to acknowledge the receipt of your letter No. 821/7/24 of the 2nd May, together with the botanical specimens from Ashanti which are referred to therein. The specimens have been forwarded to the Director of the Royal Botanic Gardens, Kew, who has reported that they are undoubtedly *Allanblackia floribunda*, Oliv.

It is therefore clear that the "Kisidwe" nuts exhibited at the International Rubber and Tropical Products Exhibition in 1921 and subsequently examined at this Institute (see report of the 15th August, 1922) were the seeds of *Allanblackia floribunda*.

REPORT ON "NEELE SEED" FROM THE GOLD COAST.

The Neele seed which is the subject of this report was forwarded to the Imperial Institute by the Director of Agriculture, and is referred to in his letter No. 443/7/24 dated 1st March, 1924.

The sample was sent in accordance with a suggestion made in Imperial Institute Report of the 28th November, 1923 on Neele seeds from the Northern Territories and Western Province, that as the seed from the latter area contained much less oil than that from the Northern Territories a further sample should be forwarded to determine whether this inferiority in yield is a constant feature of the seeds of the Western Province.

Description.

The sample which was labelled "Neele or Niriseed (Akitaiwa) from Appolonia," weighed 1 lb., and consisted of flat, oval, cream-coloured seeds, which differed somewhat in colour, size and form from the previous sample of Neele seeds from the Western Province and also from the seeds collected in the Northern Territories.

Results of examination.

The seeds contained 8.3 per cent of moisture and on extraction with light petroleum yielded 37.2 per cent of a greenish-yellow oil, equivalent to a yield of 40.6 per cent from the moisture-free seeds. This is a somewhat better yield than that from the earlier sample from the Western Province, viz.—36.8 per cent from the moisture-free seeds.

Remarks.

These seeds are slightly richer in oil than those previously received from the Western Province, but both samples yielded considerably less oil than the two samples of Neele seed received from the Northern Territories, which furnished 47.7 and 48.4 per cent. As already mentioned the two samples from the Western Province are distinct in appearance, and also different from the seeds forwarded from the Northern Territories.

The samples of Neele seed forwarded from the Gold Coast therefore represent three different types. The two types previously received are being grown at Kew in order to determine whether there are corresponding differences in the plants. A quantity of the present samples from the Western Province is also being forwarded to Kew for the same purpose. In this connection it should be of interest if observations on the plants occurring in the Northern Territories and Western Province could be made in the Gold Coast.

RESULTS OF THE EXAMINATION OF SISAL HEMP FROM THE GOLD COAST.

Weight of sample—2½ lbs.

Description—Lustrous Sisal hemp of dark cream colour, well prepared on the whole though a small quantity of extraneous matter (chiefly pith) was present at the ends of some of the strands of fibre.

Strength—Good.

Length of staple—Somewhat irregular, ranging from 2 feet to 4 feet 4 inches with an average of 3 feet 6 inches.

		Present sample.	East African Sisal hemp of good quality.
Results of examination—	Moisture percent ..	9.8	9.6
	Ash	1.0	0.8
	a—Hydrolysis, loss ..	9.9	11.3
	b—Hydrolysis, loss ..	13.3	14.8
Calculated on the dry fibre—	Acid purification, loss ..	2.7	2.1
	Water washing, loss ..	1.3	not determined.
	Cellulose	75.7	77.4
	Length of ultimate fibres	—	—

The fibre is of satisfactory composition, although the quantity of cellulose present is not quite so high as in the sample of Sisal hemp from East Africa with which it was compared.

Commercial valuation.—The fibre was regarded by merchants as equal in value to No. 1 East African Sisal, which is now quoted in London at about £45 per ton. They pointed out however that prices are abnormally high at present, and that the average price for such fibre over a series of years would probably be about £35 per ton.

Remarks.—This sisal hemp is on the whole of good quality and such fibre would be readily saleable in the London market.

REPORT ON HONEY FROM BRITISH TOGOLAND.

The sample of honey which is the subject of this report was forwarded to the Imperial Institute by the Acting Government Entomologist, and is referred to in his letter No. 7/E8/24 dated the 24th April, 1924.

The honey was obtained from native bee-hives in the Adaklu District of British Togoland, where there is a considerable local trade in the product, and it was stated that the output could be largely increased if a demand arose.

Description.

The sample, which weighed 1 lb. was golden-brown, slightly cloudy viscous, and somewhat lacking in the characteristic aromatic flavour of honey.

Results of Examination.

The honey was chemically examined with the following results:—

Moisture	19.2	per cent.
Ash	0.2	" "
Invert sugar	70.8	" "
Sucrose	2.5	" "
Acidity (expressed as formic acid)	0.2	" "
Polarisation (at 20°C), before inversion, 6.8°		
Do. do. after inversion, 8.2°		

These figures show the sample to be of normal composition.

Commercial value.

The honey was submitted to a firm of importers specialising in this product, who regarded it as lacking in definite flavour and expressed the opinion that this might be due to the honey having been heated in order to liquefy it and too high a temperature having been used. It appeared to them that the honey would not "set" again, and this would somewhat reduce its commercial value as the best price is obtained in the United Kingdom for "set" honey of good colour.

The firm considered that honey of the quality of the present sample would be worth 37s. 6d. to 40s. per cwt. c.i.f. London (July, 1924). They stated that they would be pleased to assist in popularising the honey in the United Kingdom, and suggested that in the place a trial shipment, of not more than one ton, should be forwarded for sale. The honey should be packed in good serviceable barrels, ranging from one cwt. to three cwt. in capacity, or, if these are not available, in 60 lb. tins, two tins being included in each case.

Remarks.

Honey represented by this sample would be marketable in the United Kingdom, and if it is desired to create an export trade steps should be taken to forward a consignment of about one ton for trial sale. This should be consigned to the Imperial Institute, when arrangements will be made for its disposal by the firm who have reported on the present sample.

Care should be taken that the honey is not overheated during preparation, as this is liable to affect the quality adversely.

E.—APPENDIX—X,

TOTAL AND AVERAGE RAINFALL TO END OF 1924.

1st line—Total rainfall in inches.
 2nd „ Average rainfall for month in inches.
 3rd „ Total and average number of wet days.

Station.	Pro- vince.	No. of years.	January.	February.	March.	April.	May.	June.	July.	August.	September.	October.	November.	December.	Total.
Abomposu ..	Ash- anti.	3	3.62	5.41	15.17	21.26	23.38	28.62	18.64	3.04	15.04	35.57	20.84	8.42	199.01
			1.21	1.80	5.06+	7.09+	7.79	9.54	6.21	1.01	5.01	11.86	6.95	2.81	66.34
		3	7/2.3	20/6.7	29/9.7	44/14.7	46/15.3	53/17.7	45/15.0	29/9.7	56/18.7	66/22.0	50/16.7	12/4.0	457/152.5
Abra	C.P.	3	2.27	1.79	8.12	8.09	20.98	30.99	4.97	0.50	5.36	13.52	6.94	5.18	108.71
			0.76+	0.59	2.71	2.69	6.99	10.33	1.66+	0.17+	1.79+	4.51+	2.31	1.73	36.24
		3	4/1.3	5/1.7	18/6.0	19/6.3	28/9.3	33/11.0	15/5.0	4/1.3	19/6.3	24/8.0	15/5.0	8/2.7	192/63.9
Aburi.. ..	E.P.	34	36.85	74.54	127.60	180.19	209.21	247.98	126.02	74.66	117.94	191.70	158.15	70.73	1,615.57
			1.08	2.19	3.75	5.30+	6.15	7.29	3.71+	2.20+	3.47+	5.64+	4.66	2.08	47.52
		34	80/2.3	150/4.4	230/6.8+	275/8.1+	367/10.8+	385/11.3	354/10.4	285/8.4+	355/10.4	419/12.3	324/9.5	195/5.7	3,419/100.4
Accra.. ..	E.P.	9	5.23	5.08	18.80	27.81	47.45	60.87	22.07	5.09	20.08	34.49	13.06	5.35	265.38
			0.58	0.56	2.09+	3.09	5.27	6.76	2.45	0.57+	2.23	3.83	1.45	0.59	29.47
		9	12/1.3	12/1.3	29/3.2	47/5.2	70/7.8	80/8.9	45/5.0	31/3.4	52/5.8	70/7.8	23/2.6	9/1.0	480/53.3
Adebrem ..	W.P.	2	3.23	5.99	7.66	21.15	21.87	35.89	14.88	3.16	9.02	15.78	12.98	3.33	154.94
			1.62+	2.99	3.83	10.58+	10.94+	17.95+	7.44	1.58	4.51	7.89	6.49	1.67+	77.49
		2	9/4.5	9/4.5	16/8.0	23/11.5	37/18.5	41/20.5	22/11.0	19/9.5	22/11.0	27/13.5	27/13.5	7/3.5	259/129.5
Adjua	W.P.	5	5.02	7.44	12.35	16.82	37.42	57.91	17.74	5.23	9.97	33.15	11.72	9.95	224.72
			1.00	1.49+	2.47	3.36	7.48	11.58	3.55+	1.05+	1.99	6.63	2.34	1.99	44.93
		5	16/3.2	8/1.6	19/3.8	30/6.0	61/12.2	70/14.0	41/8.2	22/4.4	40/8.0	54/10.8	28/5.6	13/2.6	402/80.4
Akuse	E.P.	10	7.28	14.99	36.93	57.42	56.56	62.69	33.33	14.63	40.38	45.62	37.96	14.00	421.79
			0.73	1.50	3.69	5.74	5.66	6.27	3.33	1.46	4.04	4.56	3.80	1.40	42.18
		10	18/1.8	35/3.5	59/5.9	70/7.0	83/8.3	94/9.4	56/5.6	40/4.0	87/8.7	89/8.9	79/7.9	35/3.5	745/74.5
Anyinan ..	E.P.	18	22.23	49.20	116.63	109.86	148.01	175.08	134.77	67.75	135.48	141.34	59.80	29.27	1,189.42
			1.24+	2.73	6.48	6.10	8.22	9.73	7.49	3.78	7.52+	7.85	3.32	1.62	66.08
		10	14/1.4	35/3.5	69/6.9	73/7.3	83/8.3	98/9.8	69/6.9	41/4.1	87/8.7	99/9.9	58/5.8	25/2.5	751/75.1

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E.—APPENDIX—X—contd.

TOTAL AND AVERAGE RAINFALL TO END OF 1924.

1st line = Total rainfall in inches.
 2nd „ = Average rainfall for month in inches.
 3rd „ = Total and average number of wet days.

Station.	Province.	No. of years.	January.	February.	March.	April.	May.	June.	July.	August.	September.	October.	November.	December.	Total.
Asamangkese	E.P.	2	4.78	5.70	13.24	15.76	15.24	18.12	10.19	2.47	5.47	13.46	12.41	4.14	120.98
		2	2.39 10/5.0	2.85 18/9.0	6.62 16/8.0	7.88 24/12.0	7.62 27/13.5	9.06 26/13.0	5.10+ 24/12.0	1.23 10/5.0	2.74+ 16/8.0	6.73 17/8.5	6.20 13/6.5	2.07 8/4.0	60.49 209/104.5
Assuantsi ..	C.P.	16	26.22	44.42	62.39	92.22	116.36	137.29	69.82	42.34	51.05	76.46	56.09	40.28	814.94
		12	1.64+ 40/3.3	2.78+ 63/5.3 +	3.90+ 94/7.8	5.76 110/9.2+	7.27 170/14.2+	8.58 197/16.4	4.36 178/14.8	2.65+ 121/10.1	3.19 162/13.5	4.78+ 142/11.8	3.51+ 112/9.3	2.52+ 78/6.5	50.94 1,467/122.2
Axim ..	W.P.	10	15.06	18.63	44.09	49.26	147.68	152.45	92.07	22.72	31.17	75.28	82.68	33.62	764.71
		10	1.51+ 24/2.4	1.86 29/2.9	4.41+ 66/6.6	4.93+ 83/8.3	14.77 153/15.3	15.25+ 144/14.4	9.21 105/10.5	2.27 36/3.6	3.12+ 71/7.1	7.53+ 87/8.7	8.27+ 112/11.2	3.36 57/5.7	76.49 967/96.7
Ayinasu ..	C.P.	7	1.86	25.74	38.46	49.07	55.99	55.99	20.81	7.04	30.99	48.40	33.87	17.89	386.11
		7	0.27+ 11/1.6	3.68+ 53/7.6	5.49 56/8.0	7.01 74/10.6	8.00+ 86/12.3	8.00+ 90/12.9	2.97 43/6.1	1.01 37/5.3	4.43+ 74/10.6	6.91 85/12.1	4.84 67/9.6	2.56+ 41/5.8	55.17 717/102.5
Begoro ..	E.P.	3	8.63	14.88	18.26	43.51	24.50	26.14	6.46	2.84	25.80	39.56	11.57	3.30	225.45
		3	2.88 13/4.3	4.96 27/9.0	6.09 27/9.0	14.50 44/14.7	8.17 36/12.0	8.71 42/14.0	2.15 21/7.0	0.95 11/3.7	8.60 49/16.3	13.19+ 59/19.7	3.86 24/8.0	1.10 14/4.7	75.15 367/122.4
Bekwai ..	Ash-anti.	11	10.70	35.66	58.74	89.75	101.45	112.94	63.00	25.02	64.25	95.96	63.96	16.44	737.87
		4	0.97 1/0.3+	3.24 23/5.8+	5.34 23/5.8+	8.16+ 36/9.0	9.22 41/10.3+	10.27+ 45/11.3+	5.73+ 41/10.3+	2.77 17/4.3+	5.84 44/11.0	8.72 54/13.5	5.81 44/11.0	1.49 13/4.3+	67.06 382/96.9
Dunkwa ..	W.P.	10	8.15	19.74	48.46	70.77	65.81	85.13	44.23	23.65	48.45	58.22	43.99	13.31	529.91
		10	0.82+ 21/2.1	1.97 50/5.0	4.85+ 106/10.6	7.08+ 131/13.1	6.58 155/15.5	8.51 158/15.8	4.42 138/13.8	2.37+ 85/8.5	4.85+ 150/15.0	5.82 164/16.4	4.40+ 115/11.5	1.33 33/3.3	53.00 1,306/130.6
Ejura..	Ash-anti.	9	5.75	18.75	38.89	46.40	70.06	67.26	34.83	23.61	87.41	72.77	41.52	12.23	519.48
		9	0.64+ 6/0.7+	2.08 35/3.9+	4.32 59/6.6+	5.16+ 84/9.3	7.78 95/10.6+	7.47 122/13.6+	3.87 77/8.6+	2.62 65/7.2	9.71 123/13.7	8.09+ 150/16.7	4.61 81/9.0	1.36+ 27/3.0	57.71 924/102.9

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E.—APPENDIX—X—contd.

TOTAL AND AVERAGE RAINFALL TO END OF 1924.

1st line = Total rainfall in inches.
 2nd „ = Average rainfall for month in inches.
 3rd „ = Total and average number of wet days.

Station.	Province.	No. of years.	January.	February.	March.	April.	May.	June.	July.	August.	September.	October.	November.	December.	Total.
Goaso ..	Ash-anti.	3	1.02	4.27	7.76	28.11	16.90	20.75	11.87	1.68	14.60	21.77	13.94	1.43	144.10
			0.34	1.42	2.59+	9.37	5.63	6.92+	3.96+	0.56	4.87+	7.26+	4.65+	0.48+	48.05
		3	1/0.3	10/3.3	21/7.0	27/9.0	30/10.0	40/13.3	34/11.3	17/5.7+	44/14.7+	56/18.7+	29/9.7	6/2.0	315/105.0
Half-Assinee..	W.P.	3	4.27	12.78	25.71	19.35	28.81	56.11	10.78	1.97	8.14	28.38	18.78	15.66	230.74
			1.42	4.26	8.57	6.45	9.60	18.70	3.59	0.66+	2.71	9.46	6.26	5.22	76.90
		3	4/1.3	12/4.0	21/7.0	26/8.7+	36/12.0	39/13.0	21/7.0	12/4.0	37/12.3	39/13.0	35/11.7	23/7.7+	305/101.7
Hemang ..	C.P.	8	8.16	29.39	53.18	53.88	67.71	61.62	43.00	25.74	40.83	71.43	55.90	25.69	536.53
			1.02	3.67	6.65+	6.74+	8.46	7.70	5.38+	3.22	5.10	8.92	6.99	3.21	67.06
		8	23/2.9+	44/5.5	72/9.0	86/10.8+	121/15.1	115/14.4+	97/12.1	52/6.5	95/11.9+	115/14.4	82/10.3+	47/5.9+	949/118.8
Ho	E.P.	3	1.93	17.42	11.27	22.09	18.04	23.65	6.87	4.52	24.84	30.57	9.32	4.59	175.11
			0.64	5.81	3.76	7.36	6.01	7.88	2.29	1.51	8.28	10.19	3.11+	1.53	58.37
		3	5/1.7	24/8.0	26/8.7	33/11.0	35/11.7	47/15.7	23/7.7	14/4.7	45/15.0	52/17.3	25/8.3	11/3.7	340/113.3
Juaso.. ..	Ash-anti.	9	7.52	19.21	56.30	59.03	69.58	85.31	50.03	20.78	75.32	77.21	41.61	17.26	579.16
			0.84+	2.13	6.26	6.56+	7.73	9.48+	5.56+	2.31	8.37+	8.58+	4.62	1.92+	64.36
		9	17/1.9+	45/5.0	91/10.1	100/11.1	114/12.7	139/15.4	119/13.2	62/6.9+	137/15.2	150/16.7+	98/10.9+	42/4.7+	1,114/123.8
Keta	E.P.	19	11.87	17.64	27.59	56.82	85.92	112.67	39.21	15.10	20.33	58.69	29.59	9.47	484.90
			0.63	0.93	1.45	2.99	4.52	5.93	2.06	0.79	1.07	3.09	1.56	0.50	25.52
		9	6/0.7	8/0.9	27/3.0	54/6.0	78/8.7	74/8.2	31/3.4	19/2.1	37/4.1	68/7.6	20/2.2	7/0.8	429/47.7
Kibi	E.P.	12	14.22	36.56	69.30	85.08	75.82	112.41	57.34	36.50	69.74	99.93	73.43	35.96	766.29
			1.19	3.05+	5.78	7.09	6.32	9.37+	4.77	3.04	5.81	8.33	6.12	2.99	63.86
		12	33/2.8	83/6.9	146/12.2	150/12.5	167/13.9	200/16.7	173/14.4	113/9.4	180/15.0	213/17.7	157/13.1	77/6.4	1,692/141.0
Kintampo ..	Ash-anti.	10	3.13	19.19	48.12	68.94	85.59	111.20	68.79	46.94	133.98	98.21	42.55	4.29	730.93
			0.31	1.92+	4.81	6.89	8.56+	11.12	6.88+	4.69	13.40+	9.82	4.26+	0.43	73.09
		10	7/0.7	32/3.2	70/7.0	95/9.5	115/11.5	133/13.3	101/10.1	87/8.7	207/20.7	156/15.6	67/6.7	9/0.9	1,079/107.9

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E.—APPENDIX—X—contd.

TOTAL AND AVERAGE RAINFALL TO END OF 1924.

1st line = Total rainfall in inches.
 2nd „ = Average rainfall for month in inches.
 3rd „ = Total and average number of wet days.

Station.	Pro- vince.	No. of years.	January.	February.	March.	April.	May.	June.	July.	August.	September.	October.	November.	December.	Total.
Koforidua ..	E.P.	3	1.53	9.16	9.11	15.26	17.02	28.41	12.29	2.24	15.54	20.60	8.65	7.11	146.92
			0.51	3.05	3.04	5.09	5.67	9.47	4.10	0.75	5.18	6.87	2.88	2.37	48.98
		3	6/2.0	12/4.0	17/5.7	31/10.3	33/11.0	37/12.3	20/6.7	6/2.0	33/11.0	37/12.3	27/9.0	14/4.7	273/91.0
Kpedshu ..	E.P.	2	3.14	8.36	16.18	10.88	14.44	13.86	4.79	1.23	9.92	23.13	7.51	4.09	117.53
			1.57	4.18	8.09	5.44	7.22	6.93	2.40+	0.61	4.96	11.57+	3.75	2.05+	58.77
		2	4/2.0	10/5.0	12/6.0	24/12.0	23/11.5	22/11.0	12/6.0	8/4.0	20/10.0	33/16.5	12/6.0	4/2.0	184/92.0
Kratchi ..	N.T.	6	2.37	11.60	16.93	25.73	30.16	42.34	39.77	16.07	52.81	37.36	13.01	2.06	289.31
			0.40+	1.93	2.67	4.29+	5.03	7.06+	6.63+	2.68+	8.80	6.23+	2.17+	0.34	48.23
		4	7/1.7	23/5.7	33/8.2	44/11.0	43/10.7	54/13.5	54/13.5	44/11.0	87/21.7	71/17.7	32/8.0	4/1.0	496/123.7
Kumasi ...	Ash- anti.	18	10.63	42.00	90.47	110.04	116.77	156.84	97.78	56.01	129.34	140.30	70.75	23.02	1,043.95
			0.59	2.33	5.03	6.11	6.49+	8.71	5.43	3.11	7.19+	7.79	3.93	1.28+	57.99
		10	11/1.1	44/4.4	96/9.6	104/10.4	109/10.9	133/13.3	110/11.0	82/8.2	126/12.6	144/14.4	89/8.9	29/2.9	1,077/107.7
Labadi ..	E.P.	2	1.66	3.14	6.80	7.48	11.46	6.06	2.17	0.12	3.85	8.55	0.17	3.36	54.82
			0.83	1.57	3.40	3.74	5.73	3.02	1.09+	0.06	1.92	4.28+	0.08	1.68	27.41
		2	4/2.0	4/2.0	10/5.0	11/5.5	12/6.0	9/4.5	8/4.0	2/1.0	5/2.5	7/3.5	1/0.5	3/1.5	76/38.0
Mansu ..	W.P.	11	29.74	28.41	46.63	69.43	100.42	108.44	51.27	20.33	48.33	69.63	61.73	38.77	673.13
			2.70	2.58	4.24+	6.31	9.13+	9.86+	4.66	1.85+	4.39	6.33	5.61	3.52	61.18
		3	17/5.7	15/5.0	19/6.3	24/8.0	41/13.7+	48/16.0	21/7.0	10/3.3	39/13.0	40/13.3	28/9.3	13/4.3	315/104.9
Mpraeso ..	E.P.	7	7.35	17.47	32.23	42.27	57.29	70.32	55.57	29.44	62.82	54.52	37.30	18.55	485.13
			1.05	2.50	4.60	6.04+	8.18	10.05+	7.94	4.21	8.97	7.79	5.33+	2.65	69.31
		7	19/2.7	34/4.9	76/10.9	58/8.3+	103/14.7	143/20.4	120/17.1	74/10.6+	149/21.3+	118/16.9	71/10.1	30/4.3+	995/142.2
Oda ..	C.P.	10	10.08	21.11	51.17	68.45	70.62	85.43	42.74	23.31	61.98	81.68	75.21	23.97	615.75
			1.01+	2.11	5.12+	6.85+	7.06	8.54	4.27	2.33	6.20+	8.17	7.52	2.40+	61.58
		10	27/2.7	53/5.3	107/10.7	119/11.9	134/13.4	151/15.1	136/13.6	110/11.0	146/14.6	177/17.7	162/16.2	61/6.1	1,383/138.3

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E.—APPENDIX—X—contd.

TOTAL AND AVERAGE RAINFALL TO END OF 1924.

1st line = Total rainfall in inches.
 2nd „ = Average rainfall for month in inches.
 3rd „ = Total and average number of wet days.

Station.	Province.	No. of years.	January.	February.	March.	April.	May.	June.	July.	August.	September.	October.	November.	December.	Total.	
Odumase ..	E.P.	3	5.21	8.72	6.91	14.58	15.65	23.85	No records taken.							
		3	1.74+	2.91+	2.30	4.86	5.22+	7.95								
			8/2.7	17/5.7+	20/6.7+	27/9.0	33/11.0	41/13.7								
Peki ..	E.P.	10	7.27	19.54	40.13	55.29	45.72	93.75	47.63	33.45	66.35	63.91	39.07	14.68	527.29	
		10	0.73+	1.95	4.01	5.53+	4.57	9.37	4.76	3.34	6.63	6.39	3.91	1.47+	52.73	
			18/1.8	43/4.3	70/7.0	96/9.6	96/9.6	120/12.0	93/9.3	58/5.8	112/11.2	124/12.4	80/8.0	25/2.5	935/93.5	
Salaga ..	N.T.	10	2.86	6.15	23.73	51.41	49.61	72.91	55.94	62.32	101.88	58.44	14.27	1.02	500.54	
		10	0.29+	0.62+	2.37	5.14	4.96	7.29	5.59	6.23	10.19+	5.84	1.43+	0.10	50.05	
			6/0.6	20/2.0	51/5.1	74/7.4	111/11.1	102/10.2	105/10.5	93/9.3	164/16.4	118/11.8	41/4.1	4/0.4	889/88.9	
Saltpond ..	C.P.	10	4.51	4.31	24.72	32.76	68.77	80.81	25.31	8.24	16.70	26.89	20.11	9.87	322.80	
		10	0.45	0.43	2.47	3.28+	6.88	8.08	2.53	0.82	1.67	2.69+	2.01	0.99+	32.30	
			11/1.1	14/1.4	31/3.1	54/5.4	87/8.7	99/9.9	58/5.8	34/3.4	51/5.1	45/4.5	26/2.6	15/1.5	525/52.5	
Sekondi ..	W.P.	11	12.69	9.25	26.86	46.95	86.94	84.84	45.75	22.97	17.78	43.23	39.17	15.16	451.59	
		10	1.15	0.84+	2.44+	4.26+	7.90	7.71	4.15+	2.08+	1.61	3.93	3.56	1.37+	41.05	
			20/2.0	19/1.9	48/4.8	70/7.0	110/11.0	117/11.7	93/9.3	72/7.2	93/9.3	89/8.9	60/6.0	35/3.5	826/82.6	
Seyzie (Butre) ..	W.P.	4	5.69	6.65	11.10	15.84	26.37	48.58	16.08	3.13	10.99	22.03	6.40	10.63	183.49	
		4	1.42	1.66	2.78+	3.96	6.59	12.15+	4.02	0.78	2.75+	5.51+	1.60	2.66+	45.88	
			9/2.3+	12/3.0	22/5.5	35/8.8+	62/15.5	73/18.3+	42/10.5	26/6.5	37/9.3+	43/10.8+	24/6.0	19/4.8+	404/101.3	
Siwum ..	W.P.	3	2.41	6.13	13.62	16.32	29.25	28.27	17.01	3.21	15.99	23.30	16.30	6.30	178.33	
		3	0.80	2.04	4.54	5.44	9.75	9.42	5.67	1.07	5.33	7.77+	5.51+	2.10	59.44	
			6/2.0	13/4.3	25/8.3	37/12.3	36/12.0	39/13.0	31/10.3	12/4.0	32/10.7	41/13.7	34/11.3	11/3.7	317/105.6	
Sunyani ..	Ash-anti.	10	7.00	23.24	51.86	70.36	62.09	63.09	50.41	21.00	72.86	75.31	41.02	4.51	542.74	
		10	0.70	2.32	5.19+	7.04+	6.21+	6.31+	5.04	2.10	7.29+	7.53	4.10	0.45	54.28	
			14/1.4	42/4.2	82/8.2	113/11.3	114/11.4	134/13.4	107/10.7	72/7.2	148/14.8	157/15.7	84/8.4	16/1.6	1,083/108.3	

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E.—APPENDIX—X.—contd.

TOTAL AND AVERAGE RAINFALL TO END OF 1924.

1st line = Total rainfall in inches.
 2nd „ = Average rainfall for month in inches.
 3rd „ = Total and average number of wet days.

Station.	Province.	No. of years.	January.	February.	March.	April.	May.	June.	July.	August.	September.	October.	November.	December.	Total.
Tamale ..	N.T.	15	0.79	3.53	40.10	45.84	68.83	86.12	79.82	119.68	130.63	40.35	10.21	1.90	627.80
		10	0.05 3/0.3	0.23 9/0.9	2.67 38/3.8	3.05 58/5.8	4.59 87/8.7	5.74 95/9.5	5.32 99/9.9	7.98 114/11.4	8.71 167/16.7	2.69 73/7.3	0.68 19/1.9	0.13 4/0.4	41.84 766/76.6
Tarkwa ..	W.P.	21	40.64	71.92	126.40	154.87	186.11	220.90	123.44	44.19	92.08	174.91	138.40	71.42	1,445.28
		13	1.94+ 56/4.3	3.42 98/7.5	6.02+ 137/10.5	7.37 148/11.4+	8.86 208/16.0	10.52+ 218/16.8+	5.87+ 175/13.2+	2.10 127/9.8+	4.38 199/15.3	8.33+ 239/18.4+	6.59 190/14.6	3.40 102/7.8	68.86 1897/145.6
Wa ..	N.T.	8	4.71	4.58	11.82	31.26	40.28	44.87	45.67	61.72	76.98	22.25	8.04	5.47	357.65
		8	0.59+ 6/0.7	0.57 9/1.1	1.48+ 28/3.5	3.91+ 59/7.4	5.04+ 70/8.8	5.16+ 73/9.1	5.71+ 81/10.1	7.72+ 94/11.8+	9.62 128/16.0	2.78 57/7.1	1.01 24/3.0	0.68 7/0.9	44.72 636/79.5
Wenchi ..	Ashanti.	3	0.94	8.55	8.47	23.27	15.00	21.75	5.63	3.46	23.32	29.01	14.77	1.50	155.67
		3	0.31 2/0.7	2.85 11/3.7+	2.82 11/3.7+	7.76+ 34/11.3	5.00 29/9.7	7.25 32/10.7	1.88+ 13/4.3	1.15 13/4.3	7.77 47/15.7	9.67 57/19.0	4.92 25/8.3	0.50 3/1.0	51.88 277/92.4
Wioso ..	W.P.	9	12.06	18.91	52.11	45.63	61.35	81.75	42.21	18.19	47.32	62.50	40.32	14.48	496.83
		9	1.34 20/2.2	2.10 42/4.7	5.79 82/9.1	5.07 100/11.1	6.82+ 105/11.7	9.08 134/14.9	4.69 99/11.0	2.02 70/7.8	5.26+ 112/12.4	6.94 111/12.3	4.48 83/9.2	1.61 27/3.0	55.20 985/109.4
Yendi ..	N.T.	3	4.31	0.85	6.05	25.70	13.12	16.48	24.57	10.35	48.36	14.33	2.62	—	166.74
		3	1.44+ 3/1.0	0.28 3/1.0	2.02+ 5/1.7+	8.57+ 18/6.0	4.37 18/6.0	5.49 23/7.7+	8.19 22/7.3	3.45 12/4.0	16.12 41/13.7	4.78+ 27/9.0	0.87 4/1.3	—	55.58 176/58.7
Zuaragu ..	N.T.	7	0.71	0.10	3.88	28.24	22.77	43.57	37.92	79.31	76.52	13.41	4.87	0.42	311.72
		7	0.10 3/0.4	0.01 1/0.1	0.55 12/1.7	4.03 42/6.0	3.25 38/5.4	6.22 57/8.1	5.42+ 65/9.3+	11.33 76/10.9+	10.93 101/14.4	1.92+ 31/4.4	0.70+ 7/1.0	0.06 1/0.1	44.52 434/01.8

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E.—APPENDIX—X.—contd.

METEOROLOGICAL OBSERVATION RECORDED AT ABURI, 1,500 FEET ABOVE SEA LEVEL DURING THE YEAR, 1924.

Month.	Temperature (Degrees F.)							Rainfall in inches.	Clouds Amount.	Wind Force.
	Shade Max.	Shade Min.	Dry Bulb.	Wet Bulb.	Solar Max	Terra Min.	Relative Humidity.			
January ..	87.83	70.06	76.16	73.16	145.29	66.22	84.44	1.33	6.83	2.25
February ..	90.37	70.48	77.62	74.13	156.10	66.58	82.27	3.60	7.27	2.86
March ..	90.64	70.83	78.35	75.	154.70	65.03	82.87	.75	6.90	2.29
April ..	88.09	69.53	77.06	68.2	119.8	65.56	84.43	5.84	7.7	2.43
May ..	88.61	71.35	78.48	74.74	163.58	68.77	81.16	7.40	7.67	1.77
June ..	84.17	69.9	75.15	73.3	144.15	67.25	86.28	3.96	7.34	1.77
July ..	82.32	67.77	73.00	70.83	146.35	66.64	87.93	2.62	8.61	1.19
August ..	82.87	68.12	72.19	70.51	143.51	66.22	90.77	1.15	8.93	2.22
September ..	82.53	66.5	72.46	70.5	145.1	66.3	89.08	5.20	11.63	1.9
October ..	83.51	65.74	73.58	71.61	154.80	64.48	89.35	7.03	8.35	1.51
November ..	84.06	62.5	75.43	73.8	156.1	68.56	93.08	7.78	7.93	1.53
December ..	84.06	63.70	74.93	73.48	146.19	67.77	92.06	7.48	8.16	2.06

Monthly Averages.

Average for 1924	85.75	67.89	75.36	72.30	147.64	66.59	86.97	4.51	8.05	1.91
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F.—APPENDIX "X."

VALUE AND QUANTITY OF THE PRINCIPAL VEGETABLE PRODUCTS EXPORTED FROM THE COLONY DURING THE LAST TEN YEARS.

Year.	Cocoa.		Cola-Nuts.		Guinea Grains.		Palm Kernels.	
	Tons.	Value. £	lbs.	Value. £	lbs.	Value. £	Tons.	Value. £
1916	72,123	3,846,090	6,742,898	130,571	2,280	38	5,857	85,899
1917	90,964	3,146,851	11,984,645	239,134	5,253	173	4,768	74,911
1918	66,343	1,796,985	13,254,538	262,144	32,799	1,407	8,933	152,922
1919	176,155	8,278,166	16,319,972	350,249	12,868	513	9,892	253,243
1920	124,773	10,056,298	16,203,851	452,745	18,534	530	7,664	224,684
1921	133,195	4,764,067	13,693,412	463,597	13,846	285	1,650	30,820
1922 (January-March quarter)	71,777	2,562,274	3,497,116	90,328	1,664	25	515	9,257
1922-1923	176,245	6,445,384	12,825,127	332,923	2,820	25	3,039	43,003
1923-1924	197,444	6,058,223	15,489,255	351,865	1,029	16	4,563	69,863
1924-1925	220,355	7,896,917	16,434,761	361,164	—	—	7,554	122,437

Year.	Palm Oil.		Rubber.		Cotton.		Copra	
	Gallons.	Value. £	lbs.	Value. £	lbs.	Value. £	Tons.	Value. £
1916	450,360	38,302	2,215,973	78,865	18,896	447	633	14,386
1917	198,900	24,770	2,961,204	110,272	43,870	227	736	19,916
1918	670,867	83,689	1,391,097	57,006	20,640	211	99	2,772
1919	938,595	140,163	721,588	33,637	Nil	—	983	30,091
1920	629,612	114,084	299,180	27,331	24,394	234	427	17,501
1921	67,447	7,718	102,780	6,744	19,068	755	443	10,488
1922 (January-March quarter)	702	91	7,618	215	—	—	15	302
1922-1923	298,979	28,999	15,282	430	7,704	251	1,694	33,987
1923-1924	408,360	43,301	364,664	11,442	131,295	2,703	1,305	29,333
1924-1925	1,588 tons	40,154	224,334	7,624	452,941	5,724	1,075	24,758

G.—APPENDIX—X.—contd.

STAFF OF DEPARTMENT OF AGRICULTURE AS AT 31st MARCH, 1925.

Title.	No.	Names.
Director	1	C. H. Knowles, B.Sc. (Lond.)
Deputy Director	1	Vacant.
Secretary	1	J. M. Dunbar.
Assistant Director of Agriculture for Research ..	1	R. H. Bunting, F.L.S.
Government Mycologists ..	2	R. H. Bunting, F.L.S., H. A. Dade, A.R.C.S.
Government Entomologists ..	2	W. H. Patterson, G. S. Cotterell, A.R.C.S., D.I.C., F.E.S.
Agricultural Chemists	2	R. Coull, B.Sc. (Edin.) One vacancy.
Botanist	1	F. N. Howes (a), B.A., F.L.S.
Chemist's Assistant	1	R. D. J. M'Cauley.
Laboratory Apprentices	3	Three.
Provincial Superintendents ..		A. C. Miles, C. Saunders, N.D.A., N.D.D., A. B. Culham. One vacancy.
Superintendents		G. H. Eady, W. C. Fishlock, J. Steele, N.D.A., N.D.D.
Assistant Superintendents ..	19	M. Vardy, A. W. Paterson, N.D.A., N.D.D., H. K. Hewison, H. Nicholas, B.A. (Cantab.), W. H. Beckett, B. T. Steemson (a) J. C. Muir (a) B.Sc. (Glasgow), F. A. Robb (a), B.Sc. (Glasgow), N.D.A. E. A. Brew (b), J. S. Martinson (b) M. Alexis (b) One vacancy.
Superintendent, Agricultural and Forestry Training Centre ..	1	T. Hunter.
Assistant Do.	1	W. T. O. Maidment (a) B.A. (Cantab.).
1st Division Officers.		
Travelling Instructors	2	N. T. Clerk and G. H. Amoo.
2nd Division Officers.		
Overseers		R. B. Pobee, A. B. Mensah, J. N. Akwafoe.
Assistant Overseers	38	S. G. Opata, E. K. Sese, W. F. Adakwa, F. A. Paku, F. T. Hammond, I. N. Acquah, A. K. Nkpe, G. K. Seth, R. O. Antwi, J. K. Pera, E. C. Gyabah, S. K. Ameko, E. W. Dankwa, S. P. Pobee, J. E. Onyinah.
Junior Assistant Overseers ..		I. N. Frimpong, S. R. B. Fletcher, T. V. Danso, G. Asima, D. A. Reynolds, A. Y. Abbah, N. K. Ababio, E. K. Ge, E. M. Addipah, C. A. Boateng, E. V. Sackey, T. E. Asiedu. Eight vacancies.
Learners	34	27. Seven vacancies.
Special Appointments.		
Superintendent Sisal	1	J. E. Symond.
Assistant Do.	1	J. M. Wingate.
Coconut Instructors	2	T. H. Carry, P. A. Herft (a)
Clerical Staff.		
1st Division Clerk	1	H. G. Wilmot.
2nd Division Clerks	10	F. K. Robertson, G. A. Saforo, E. R. Amoah, I. L. Mensah, P. K. A. Badoo, J. M. Adams, G. B. Ofei, J. T. Almoah, R. Newton, W. D. Duncan.
Temporary Clerk	1	E. D. Addo.
(a) Not yet assumed duty.		
(b) African.		