

COMMITTEE APPOINTED TO PREPARE AN ESTIMATE OF THE COST
OF EACH OF THE RECOMMENDATIONS CONTAINED IN THE
REPORT OF THE EDUCATION COMMITTEE (1937-41).

FIRST MEETING

Held in the Secretariat, Accra, on Friday, the 19th of June, 1942,
at 2.30 p.m.

Present: The Honourable the Acting Financial Secretary (Chairman),
Capt. G.M.Puckridge.

The Honourable the Director of Education,
G.Power, Esq., C.M.G.

Rev.R.W.Stopford, Principal of Achimota.

Rev.M.B.Taylor, General Superintendent, Methodist Mission.

W.J.D.Wadley, Esq., Senior Inspector of Schools.

The Chairman drew attention to the fact that the Committee's
original terms of reference had been expanded as follows:-

- "1. To submit to Government estimates of the cost of each of the
recommendations which involves increased expenditure by
Government.
- "2. To consider whether it would be practicable for Government
to put any or all of these recommendations into effect
forthwith having regard to:-
 - (a) their cost
 - (b) the Government's financial situation
and prospects
 - (c) any other financial considerations that
may seem to the Committee to be relevant.
- "3. To consider the general question of the future cost of
education in the Colony, Ashanti and the Northern Territories
and how that cost can be met.
- "4. To make recommendations to Government accordingly."

2. The Committee then considered the draft estimates of the cost
of the recommendations involving increased expenditure made in the
report of the Education Committee, 1937-41, which had been prepared
and submitted by the Education Department. In this connection the
Director of Education pointed out that figures for the proposed
School for Clerks had been included, although this item had not been
among the recommendations of the Education Committee, as it was
proposed that the school should form part of the Government Technical
School and thus come directly under the Education Department. After
discussion the estimates were adopted with a few minor amendments.

3. It was then agreed that, at its next meeting, the Committee
should determine order of priority in which the various items in the
estimates should be put forward. The Director of Education stated
that this matter was to be discussed at the forthcoming session of the
Central Advisory Committee on Education, and he promised to submit
that Committee's recommendations at the next meeting.

4. It was decided that the next meeting should be held on Wednesday,
the 8th of July, at 2.30 p.m.

5. The meeting was adjourned at 4.30 p.m.

COMMITTEE APPOINTED TO PREPARE AN ESTIMATE OF THE
COST OF EACH OF THE RECOMMENDATIONS CONTAINED
IN THE REPORT OF THE EDUCATION COMMITTEE
(1937-41).

SECOND MEETING.

Held in the Secretariat, Accra, on Wednesday,
the 8th of July, 1942, at 2.30 p.m.

Present: The Honourable the Financial Secretary (Chairman)
G. N. Farquhar, Esquire, C.M.G., M.C.

The Honourable the Director of Education
G. Power, Esquire, C.M.G.

Reverend R. W. Stopford, Principal of Achimota.

Reverend M. B. Taylor, General Superintendent,
Methodist Mission.

W. J. D. Wadley, Esquire, Senior Inspector of
Schools.

In attendance: Capt. G. M. Puckridge, Senior Assistant Colonial Secretary.

Terms of Reference No. 1.

Captain Puckridge informed the meeting that revised copies, embodying the amendments decided upon, had been made of the estimates adopted at the last meeting.

Appendix

2. After brief consideration, the Committee then approved of the order of priority of the various items in the estimates as recommended by the Central Advisory Committee on Education.

Terms of Reference No. 2.

3. Commenting on this order of priority, the Chairman observed that it indicated the order in which the various recommendations should be put into effect as and when money could be found. It was necessary, however, at this point to consider No.2 of the terms of reference and to decide whether the money could be found. If it could not be found by this Government, could it be found by the Imperial Government? He added that the possibility of aid from the Imperial Government in respect of recurrent expenditure was not ruled out. He then went on to explain the financial situation. Government could find money for the capital expenditure from its reserves; the great difficulty was with regard to recurrent expenditure, as the Colony's expenses were bound to go up whereas increases in revenue were by no means certain. They were in fact unlikely. It was probable, he went on, that in the current financial year, the budget would be balanced, but in subsequent years the Colony would be budgeting for progressively increasing deficits. So far as could be seen, there was no prospect of revenue being sufficient to cover expenditure until some time after the war. The implementation, therefore, of the recommendations under consideration, would only add to Government's deficits and he felt it was not possible to advise Government that it could afford to add this expenditure to its budget. It might be recommended that Government should call upon its reserves, but it was questionable whether those reserve would last out the war and the difficult post-war period. He thought, nevertheless, that the Committee should report to the Government that it considered the proposed increases in recurrent

recurrent expenditure on education essential, and that in the Committee's view the Secretary of State should be asked to approve of their being included in the Colony's Budget despite the fact that the Colony's financial position was such that no voluntary additions to its recurrent expenditure could be justified from the purely financial point of view. He added that acceptance of this recommendation by the Secretary of State would amount to his giving the proposed new expenditure the backing of the Imperial Government, which in turn would involve acceptance by the Imperial Government of the principle that a Colony's revenue should be "guaranteed", if it could not otherwise safely provide whatever minimum standard of social services might be considered essential. That principle had not yet been accepted, so far as he was aware, despite the passing of the Colonial Development and Welfare Act, but it would almost certainly be accepted in full after the war.

4. It was pointed out in subsequent discussion that some of the recommendations were not designed to increase, but to prevent a decrease in, educational facilities and that many of the recommendations were necessary in order to deal with the expansion of education which was already taking place, as the people of this country were providing more and more funds for education; this was exemplified particularly in the ever-growing number of 'approved' schools. The recommendations under consideration, however, were all of a type which should be borne by the central Government and not by local contributions.

5. The Committee eventually decided that it was definitely not practicable to add even the cost of the immediate recommendations (under A of the approved order of priority, vide paragraph 2 above) to Government's expenditure without the backing of the Imperial Government, but that the implementation of all the recommendations (under A, B and C of the approved order of priority) was considered essential and permission should be asked for their insertion in the Colony's estimates as required on the understanding that, if the Colony were thereby placed in financial difficulties, the Imperial Government would come to its aid. It was pointed out, with regard to the recommendations under B and C of the approved order of priority, that with the exception of the provision of scholarships to residential universities in the United Kingdom, there was no prospect of their implementation until after the war.

Terms of Reference No.3.

6. Commenting on the list of items other than those included in the estimates, which had to be considered, the Chairman observed that all these items came under the general question of the future cost of education in the Colony, Ashanti and the Northern Territories, and that it was not possible at present to make any detailed recommendations regarding them. He was anxious, however, he said, that, if possible, a formula should be drawn up with a view to indicating, as an ultimate end to be aimed at, how the cost of education should be divided between the central Government and other authorities, and he asked the Director of Education to give this matter his consideration.

7. The Director of Education promised to take action accordingly and to raise the subject at the next session of the Central Advisory Committee on Education.

8. The Committee agreed that a report should be submitted on the action it had already taken, and that the general question of the future cost of education should be deferred until the Director of Education and the Central Advisory Committee on

Education

3.

Education had considered the drawing up of a formula as mentioned in paragraph 6 above.

9. The meeting was then adjourned sine die.

[Signature]
Chairman.

13-7-42.

In case of reply the
number and date of this
letter should be quoted.

Education Form No. 1.



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EDUCATION DEPARTMENT,

P.O. Box 53,

ACCRA, GOLD COAST.

21st July, 1942. 193


Ref. No. 3895/16.

DEVELOPMENT OF EDUCATION IN THE
NORTHERN TERRITORIES.

P.100 I have to refer to your letter No.2620/S.2/10 of
the 21st of March, 1942, on the subject of the expansion of
the terms of reference of the committee to consider the
financial implications of the Education Committee's report,
and to forward, herewith, for the committee's consideration,
estimates of additional expenditure on education in the
Northern Territories together with an explanatory memorandum.

P.31-33
2. The estimates and the memorandum are based on information
which the Acting Chief Commissioner, Northern Territories, has
very kindly furnished in reply to a letter from me asking for
his views on the possible requirements of the Northern
Territories for educational development during the next few years.
He informs me that he has discussed the matter generally and in
detail with the Provincial Inspector of Schools, Northern
Territories, and that he has also obtained the views of most
District Commissioners on the subject.

3. I would add that I am in full agreement with the
recommendations made by the Acting Chief Commissioner,
Northern Territories, as they represent a logical extension
of the policy of gradual educational development which has
been pursued in the Northern Territories for the last nine years.
The estimates are set out in the same form as the estimates of
increased expenditure involved in the recommendations of the
Education Committee (1937-41) which have already been dealt with
by the Financial Secretary's committee.


DIRECTOR OF EDUCATION.

THE HONOURABLE,
THE COLONIAL SECRETARY,
A C C R A.

2/3
22/7

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DEVELOPMENT OF EDUCATION IN THE NORTHERN TERRITORIES.

Hitherto the growth of education in the Northern Territories has proceeded slowly, side by side with the development of the Native Administrations. The time has now come, however, when a more rapid expansion of educational facilities is desirable and there is urgent need for a considerable increase in the number of teachers specially trained for service in the schools of this area.

2. The establishment, therefore, of a two-year training college, with an annual output of approximately 15 teachers, is regarded as essential for the progressive development of education in the Northern Territories.

3. It is thought that the college should be in Tamale or in the vicinity thereof and that it should be established as soon as possible. In the selection of the site, the considerations enumerated in paragraph 38 of the report of the Education Committee (1937-41) would, in general, be borne in mind.

4. It is not proposed that the Government Senior School at Tamale or the extensions thereof which are recommended later in this memorandum should be staffed by teachers with less than four years' training as at present. Nor is it suggested that there should be any alteration in the present system whereby each Native Administration Junior School has at least one Government teacher with four years' training on its staff. The products of the two-year training college would be used to complete the staffs of the Native Administration Junior Schools and to take charge of the new Village Day Schools which it is proposed should be established. In view, however, of the lower cost of living in the Northern Territories and of the lower rates of pay of the Native Administration employees, it is suggested that the teachers with two years' training should be Native Administration employees on similar (i.e. Native Administration) rates of pay. Thus, the substitution of a two-year course of training for the four-year course now undergone by teachers for Native Administration schools would reduce very substantially in the future the amount of the annual recurrent expenditure on Northern Territories education.

5. In view of the fact that no Junior School at present exists in the Tamale area, it is considered desirable that a Junior School should, if possible, be attached to the two-year training college. Until such time as this school is established, student teachers would obtain their teaching practice at the Junior Schools in Yendi, Gambaga, etc.

6. It is considered that the duplication of the classes at the Tamale Government Senior School will be necessary in order to provide a broader basis for the selection of candidates for teacher training and for Government and other Native Administration posts.

7. In order to allow for the expansion of educational facilities at an economic rate, it is felt that some cheaper form of education must be devised. The employment of two-year trained teachers at Native Administration rates of salary (as suggested in paragraph 4 above) would, in itself, effect considerable economy, but it is considered that the establishment of single-teacher Village Day Schools, at which children would receive the first three years of their education before proceeding to a Native Administration Junior Boarding School, would also help substantially to keep expenditure within reasonable limits.

8. The proposed two-year training college should produce teachers eminently suited to take charge of such schools, which

should

should prove popular with the people and which should provide an excellent framework for the education of Northern Territory people in their present stage of social and economic development.

9. The establishment of Village Day Schools would also give Native Authorities greater incentive and better opportunities for taking a more active participation in educational affairs than they do at present. By not taking away pupils from home life and village surroundings in their early years, it is thought that these schools would help to foster and preserve that valuable training in tribal civics which is only partially inculcated in a boarding school. In this connection the following observation by Mr. Amherst, District Commissioner, is worthy of record:

"The point I wish to make is that between the ages of about 6 and 8 children take their place as useful members of the (village) community with their own place in it, well established by custom, and with their own privileges and duties. This provides, to my mind, a training in "civics" which cannot be given in (boarding) schools, which are in this country even less microcosms of the community than in England. Any "civics" taught out of books as a school subject cannot, in my opinion, compare with this early practical training given at home."

10. The Village Day Schools would serve as feeders to the existing Junior Boarding Schools, and it is believed that the classes in each could be kept up to their maximum enrolments. This, together with the fact that boarding costs in the Village Day Schools would be non-existent, would have the effect of reducing very considerably the average cost of education per pupil. The schools, which would of course be Native Administration schools, assisted by Government, would be established in groups of four, each school having an enrolment of from 30 to 36 pupils in three infant classes and each group feeding one of the existing Native Administration Junior Boarding Schools.

11. It should be possible to establish the first three groups, totalling 12 village day schools, two years after the opening of the two-year training college. Thereafter, in each of the following five years, 12 such schools would be established, making a grand total of 72. It is estimated that each Village Day School would cost about £250 to build and that running costs would be £50 in the first year, £60 in the second and £80 in the third and subsequent years.

12. It is considered that the establishment in Tamale of a Senior Girls' School will become necessary in due course, but that this should not be contemplated until Northern Territory women teachers are available to staff it.

p34. 13. Detailed estimates of the cost of the various proposals put forward in this memorandum are attached.

14. It is suggested that the additional expenditure recommended in respect of the Native Administration schools and employees should be in the form of grants-in-aid to the Native Administrations concerned, who would thus be responsible for the erection of buildings and the payment of staff. Such grants-in-aid would be considerable, but it should be pointed out that the Native Administrations of the Northern Territories are already spending a fair percentage of their basic revenue on education. Over the past 12 years Government has reduced its annual expenditure on Northern Territories education from £14,000 (approximately) in 1928-29 to an estimated expenditure

of approximately £7,000 in 1942-43. The latter sum would appear to be less than 3 per cent. of Government's total annual recurrent provision for Gold Coast education - excluding Achimota. On the other hand Native Administration annual recurrent expenditure on Education in 1941-42 was over £5,000 - a sum which represents approximately 8 per cent. of the total Native Administration basic revenue i.e. revenue derived solely from taxation and other local sources and exclusive of Government grants-in-aid.

15. No increase in the amount required as grant-in-aid to missions is anticipated, as it is understood that they are not planning any further development at present.

16. The implementation of the recommendations made in this memorandum would call for an increase in the staff of the Northern Territories inspectorate. This has already been allowed for in the estimate of increased expenditure involved by the recommendations made in the report of the Education Committee, 1937-41 (vide figures for 'Increase of Senior Staff, Education Department').

Subsidiary 1 to Volume 3.

DEVELOPMENT OF EDUCATION IN THE NORTHERN TERRITORIES
ESTIMATES OF INCREASED EXPENDITURE.

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Item No.	Recommendation	Capital Expenditure	Recurrent Expenditure	Remarks																										
1.	That a two-year training college for Northern Territories teachers be established.	£	£	<p><u>Initial Expenditure.</u></p> <p>1. <u>Buildings</u>, providing classroom accommodation and compounds for 30 students together with office, stores, library and recreation room, handwork room, dining hall, kitchen, latrines and bathing place.</p> <p>Quarters for 2 African teachers and 1 clerk. Laying out of compound.</p> <table><tr><td>Classrooms</td><td>£300</td></tr><tr><td>Compounds</td><td>100</td></tr><tr><td>Office</td><td>100</td></tr><tr><td>Stores</td><td>40</td></tr><tr><td>Library and recreation room</td><td>75</td></tr><tr><td>Handwork room</td><td>150</td></tr><tr><td>Dining hall</td><td>150</td></tr><tr><td>Kitchen</td><td>45</td></tr><tr><td>Latrine</td><td>80</td></tr><tr><td>Bathing place</td><td>30</td></tr><tr><td>Quarters for two teachers and 1 clerk</td><td>450</td></tr><tr><td>Work on site</td><td>50</td></tr><tr><td></td><td><u>£1,570</u></td></tr></table> <p>No allowance is made for bungalows for the two European members of the staff. Suitable accommodation may be available after the war, and it is thought desirable to leave consideration of the matter until then.</p> <p>2. <u>Equipment</u>. Furniture for classrooms, office, library and recreation room and dining hall.</p> <p>Books and apparatus, messing equipment, materials for trade instruction (crafts), agricultural equipment, typewriter, duplicator, games equipment and electric light fittings.</p>	Classrooms	£300	Compounds	100	Office	100	Stores	40	Library and recreation room	75	Handwork room	150	Dining hall	150	Kitchen	45	Latrine	80	Bathing place	30	Quarters for two teachers and 1 clerk	450	Work on site	50		<u>£1,570</u>
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	C/F.	1,570																												

Item No.	Recommendation	Capital Expenditure	Recurrent Expenditure	Remarks
1(contd.)	B/F.	£ 1,570	£	<p>Furniture for classrooms, office, library and recreation room and dining hall. £250</p> <p>Books and apparatus (including cinematograph projector). 150</p> <p>Messing equipment 50</p> <p>Materials for Trade Instruction (Crafts) 100</p> <p>Agricultural equipment 25</p> <p>Typewriter and duplicator 50</p> <p>Games equipment 50</p> <p>Electric light fittings 50</p> <p><u>725</u> £725</p> <p><u>Recurrent Expenditure.</u></p> <p>1. <u>Staff.</u></p> <p>Principal (Expenditure allowed for under ('Recommendations involving increased expenditure made in the report of the Education Committee, 1937-41' - (paragraph 183, 'Increase of Senior (Staff, Education Department.'</p> <p>2 2nd Division teachers £96</p> <p>1 2nd Division clerk 48</p> <p><u>144</u> £144</p> <p>Increases, due to increments, on the expenditure on staff would be as follows:- 2nd year, nil; 3rd year, £12; 4th year, £30 and so on according to the salary scale.</p> <p>It is probable that the African staff required will be on higher salaries than those indicated above, but for the purposes of this estimate the initial salaries of the Second Division scale have been put down as these represent the actual increase under the Departmental Estimates (Personal Emoluments) as a whole.</p>
	C/F.	2,295	144	

Item No.	Recommendation	Capital Expenditure	Recurrent Expenditure	Remarks
1(contd.)	B/F.	£ 2,295	£ 144	<p>2. <u>Other Items.</u></p> <p>Travelling and transport on leave, etc. £208</p> <p>(a) Government officers</p> <p>(b) Native Administration clerk</p> <p>Office expenses 15</p> <p>Cooks and labourers 42</p> <p>Books and Apparatus 60</p> <p>Messing 90</p> <p>Materials for trade instruction (crafts and agriculture) 20</p> <p>Sports materials 15</p> <p>Fuel and light 15</p> <p>Upkeep of buildings 75</p> <p>Broadcast service 6</p> <p><u>£546</u></p> <p>Expenditure on messing during the first year would be half the amount shown above, i.e. £45.</p>
2	That there should be a Junior School attached to the two-year training college.			<p><u>Initial Expenditure.</u></p> <p>1. <u>Buildings.</u></p> <p>Classrooms £450</p> <p>Compounds 120</p> <p>Stores 40</p> <p>Dining hall 150</p> <p>Kitchen 45</p> <p>Latrines 80</p> <p>Bathing place 30</p> <p>Quarters for 3 teachers 450</p> <p>Work on site 50</p> <p><u>£1,415</u></p>
	C/F.	1,415 3,710	690	

Item No.	Recommendation	Capital Expenditure	Recurrent Expenditure	Remarks
2 (contd.)	B/F.	£ 3,710	£ 690	<p><u>2. Equipment.</u></p> <p>Furniture for classrooms and dining hall £150</p> <p>Books and apparatus 75</p> <p>Messing equipment 50</p> <p>Materials for Trade Instruction (crafts) 25</p> <p>Games equipment 20</p> <p>Electric light fittings 50</p> <p><u>£370</u></p> <p><u>Recurrent expenditure.</u></p> <p><u>1. Staff.</u></p> <p>1. Government 2nd Division Teacher £48</p> <p>2. Native Administration teachers 60</p> <p><u>£108</u></p> <p>Increases, due to increments, on the expenditure on staff would be as follows:-</p> <p>(a) <u>Government teacher:</u> 2nd year, nil; 3rd year, £6; 4th year, £12 and so on according to the salary scale.</p> <p>(b) <u>Native Administration teachers:</u> 2nd year, £6; 3rd year, £12; 4th year, £18 and so on according to the salary scale.</p> <p>Allowance is made for the Government teacher on the initial salary of the 2nd Division Scale (£48 p.a.) for the reason stated under Item No.1 (Recurrent Expenditure - Staff) of these estimates.</p> <p><u>2. Other Items.</u></p> <p>Travelling and transport on leave, etc.</p> <p>(a) Government teacher £3</p> <p>(b) Native Administration teachers 5</p> <p>Cooks 36</p> <p>Books and apparatus 60</p> <p>Messing 190</p> <p><u>C/F. £294</u></p>
		370	108	
	C/F.	4,080	798	

Item No.	Recommendation	Capital Expenditure	Recurrent Expenditure	Remarks
2 (contd.)	B/F.	£ 4,080	£ 798	<p style="text-align: right;">B/F. £294</p> <p>Materials for Trade Instruction (crafts) 25</p> <p>Sports materials 10</p> <p>Fuel and light 25</p> <p>Upkeep of buildings 50</p> <p>Broadcast service 3</p> <p style="text-align: right;"><u>£407</u></p> <p>The above estimates are for a school of 3 teachers and 60 pupils, a strength which would probably be reached in the fourth year.</p>
3	That the classes at the Tamale Senior School should be duplicated.	1,780		<p><u>Initial expenditure.</u></p> <p>1. <u>Buildings.</u></p> <p>Classrooms £700</p> <p>Compounds 320</p> <p>Latrine 80</p> <p>Bathing place 30</p> <p>Teachers' quarters 600</p> <p>Work on site 50</p> <p style="text-align: right;"><u>£1,780</u></p> <p>2. <u>Equipment.</u></p> <p>Furniture for classrooms £240</p> <p>Books and apparatus 100</p> <p>Messing equipment 150</p> <p>Materials for Trade Instruction (Crafts and agriculture) 250</p> <p>Games equipment 50</p> <p>Electric light fittings 50</p> <p style="text-align: right;"><u>£840</u></p>
	C/F.	6,700	1,205	

Item No.	Recommendation	Capital Expenditure	Recurrent Expenditure	Remarks																				
3 (contd.)	B/F.	£ 6,700	£ 1,205 192	<p><u>Recurrent Expenditure.</u></p> <p>1. <u>Staff.</u></p> <p>2nd Division Teachers £192</p> <p>Increases, due to increments, on the expenditure on staff would be as follows:- 2nd year, nil; 3rd year, £4; 4th year, £48 and so on according to the salary scale.</p> <p>Allowance is made for 4 teachers on the initial salary of the Government 2nd Division scale (£48 p.a.) for the region stated under Item No.1 (Recurrent Expenditure - Staff) of these estimates.</p> <p>2. <u>Other Items.</u></p> <table><tr><td>Travelling and transport on leave etc.</td><td>£10</td></tr><tr><td>Cooks</td><td>66</td></tr><tr><td>Books and apparatus</td><td>120</td></tr><tr><td>Messing</td><td>500</td></tr><tr><td>Materials for Trade Instruction (Crafts and agriculture)</td><td>100</td></tr><tr><td>Sports materials</td><td>25</td></tr><tr><td>Fuel and light</td><td>45</td></tr><tr><td>Upkeep of buildings</td><td>100</td></tr><tr><td>Broadcast service</td><td>3</td></tr><tr><td></td><td><u>£969</u></td></tr></table> <p>The above estimates are for 4 extra classes with an enrolment of 160 pupils and a staff of 4 teachers. This strength would be reached in the 4th year.</p>	Travelling and transport on leave etc.	£10	Cooks	66	Books and apparatus	120	Messing	500	Materials for Trade Instruction (Crafts and agriculture)	100	Sports materials	25	Fuel and light	45	Upkeep of buildings	100	Broadcast service	3		<u>£969</u>
Travelling and transport on leave etc.	£10																							
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Upkeep of buildings	100																							
Broadcast service	3																							
	<u>£969</u>																							
4	That Village Day Schools be established.	18,000	5,760	<p>The opening of 72 Village Day Schools is envisaged. These would be established at the rate of 12 a year over a period of 6 years.</p> <p>It is estimated that the capital expenditure in respect of each school would be £250, and that recurrent expenditure would be £50 in the first year, £60 in the second year and £80 in the third and subsequent years.</p>																				
	C/F.	24,700	8,126																					

Item No.	Recommendation	Capital Expenditure	Recurrent Expenditure	Remarks																																						
4 (contd.)	B/F.	£ 24,700	£ 8,126	<p>The figure shown for capital expenditure (£18,000) is the grand total, which would be reached at the end of 6 years, the annual amount during this period being £3,000.</p> <p>The figure for recurrent expenditure (£5,760) represents the estimated ultimate expenditure in respect of 72 schools (at £80 per annum each).</p>																																						
5	That a Government Senior Girls' School be established.			<p><u>Initial Expenditure.</u></p> <p>1. <u>Buildings.</u></p> <table><tr><td>Classrooms</td><td>£300</td></tr><tr><td>Compounds</td><td>160</td></tr><tr><td>Stores</td><td>40</td></tr><tr><td>Library and recreation room</td><td>150</td></tr><tr><td>Dining hall</td><td>150</td></tr><tr><td>Domestic Science room</td><td>150</td></tr><tr><td>Kitchen</td><td>50</td></tr><tr><td>Latrine</td><td>80</td></tr><tr><td>Bathing place</td><td>50</td></tr><tr><td>Teachers' quarters</td><td>300</td></tr><tr><td>Work on site</td><td>50</td></tr><tr><td></td><td><u>£1,480</u></td></tr></table> <p>2. <u>Equipment.</u></p> <table><tr><td>Furniture for classrooms, library and recreation room and dining hall</td><td>£150</td></tr><tr><td>Books and apparatus</td><td>75</td></tr><tr><td>Messing equipment</td><td>50</td></tr><tr><td>Domestic Science equipment</td><td>50</td></tr><tr><td>Games equipment</td><td>20</td></tr><tr><td>Electric light fittings</td><td>50</td></tr><tr><td></td><td><u>£395</u></td></tr></table>	Classrooms	£300	Compounds	160	Stores	40	Library and recreation room	150	Dining hall	150	Domestic Science room	150	Kitchen	50	Latrine	80	Bathing place	50	Teachers' quarters	300	Work on site	50		<u>£1,480</u>	Furniture for classrooms, library and recreation room and dining hall	£150	Books and apparatus	75	Messing equipment	50	Domestic Science equipment	50	Games equipment	20	Electric light fittings	50		<u>£395</u>
Classrooms	£300																																									
Compounds	160																																									
Stores	40																																									
Library and recreation room	150																																									
Dining hall	150																																									
Domestic Science room	150																																									
Kitchen	50																																									
Latrine	80																																									
Bathing place	50																																									
Teachers' quarters	300																																									
Work on site	50																																									
	<u>£1,480</u>																																									
Furniture for classrooms, library and recreation room and dining hall	£150																																									
Books and apparatus	75																																									
Messing equipment	50																																									
Domestic Science equipment	50																																									
Games equipment	20																																									
Electric light fittings	50																																									
	<u>£395</u>																																									
		1,480																																								
		395																																								
	C/F.	26,575	8,126																																							

Item No.	Recommendation	Capital Expenditure	Recurrent Expenditure	Remarks.
5 (contd.)	B/F.	£ 26,575	£ 8,126	<p><u>Recurrent Expenditure.</u></p> <p>1. <u>Staff.</u></p> <p>2 2nd Division Teachers £96</p> <p>Increases, due to increments, on the expenditure on staff would be as follows:- 2nd year, nil; 3rd year, £12; 4th year, £24 and so on according to the salary scale.</p> <p>2. <u>Other Items.</u></p> <p>Travelling and transport on leave etc. £5 Cooks 24 Books and Apparatus 72 Messing 165 Materials for Trade Instruction (Domestic Science) 75 Sports materials 10 Fuel and light 25 Upkeep of buildings 65 Broadcast service 3</p> <p style="text-align: right;"><u>£444</u></p> <p>The above estimates are for a school of 4 classes with an enrolment of 48 and a staff of 2 teachers. This strength would probably be reached in the fourth year.</p>
		26,575	8,666	<p>Total Capital Expenditure £ 26,575</p> <p>Total Recurrent Expenditure 8,666</p> <p style="text-align: right;">Grand total <u>£35,241.</u></p>

Order of Priority.

It is suggested that the various items of these estimates be arranged, for priority, under the same headings (A, B and C) as the recommendations involving increased expenditure made in the report of the Education Committee, 1937-41 (vide order of priority recommended by the Financial Secretary's Committee).

The following order of priority is proposed:-

A. Immediate.

Nil.

B. Urgent - to be implemented as soon as possible.

Item No.	Recommendation	Estimated Cost	
		Capital	Recurrent.
1.	Establishment of two-year training college for Northern Territories teachers	£ 2,295	£ 690
3.	Duplication of classes at Tamale Senior School	2,620	1,161
4.	Establishment of Village Day Schools	18,000	5,760
	Totals	22,915	7,611

C. Less Urgent.

Item No.	Recommendation	Estimated Coast	
		Capital	Recurrent.
2.	Establishment of a Junior School attached to the two-year training college	£ 1,785	£ 515
5.	Establishment of a Government Senior Girls' School	1,875	540
	Totals	3,660	1,055

Note.

It is suggested that the expenditure in respect of the Native Administration schools and employees should be in the form of grants-in-aid to the Native Administrations concerned.

The total expenditure, therefore, would be sub-divided in the manner shown in the following table.

Item No.	To be paid direct from Government funds		To be paid in the form of grants-in-aid to the Native Administrations	
	Capital	Recurrent	Capital	Recurrent.
1.	2,295	690	-	-
2.	-	48	1,785	467
3.	2,620	1,161	-	-
4.	-	-	18,000	5,760
5.	1,875	540	-	-
Totals	6,790	2,439	19,785	6,227

SUMMARY.

Total Capital Expenditure direct from Government funds	£ 6,790
Total Capital Expenditure as grants-in-aid to Native Administrations	19,785
Total Recurrent Expenditure direct from Government funds	2,439
Total Recurrent Expenditure as grants-in-aid to Native Administrations	6,227

Grand Total £35,241.

SUMMARY.

	Total Cost	
	Cap.	Recurrent
A. Immediate	-	-
B. Urgent	22,075	7,611
C. Less Urgent	3,600	1,055
Totals	26,575	8,666

Total Capital Expenditure

22,075

Total Recurrent Expenditure

Grand Total

(1)

Y.E.

At p.1 Y.E. appointed a Committee to prepare an estimate of the cost of each of the Recommendations contained in the Report of the Education Committee (1937-1941) and the terms of reference were subsequently expanded as under :-

p3.

1. To submit to Government estimates of the cost of each of the recommendations which involves increased expenditure by Government.

2. To consider whether it would be practicable for Government to put any or all of these recommendations into effect forthwith having regard to :-

- (a) their cost,
- (b) the Government's financial situation and prospects.
- (c) any other financial considerations that may seem to the Committee to be relevant.

3. To consider the general question of the future cost of education in the Colony Ashanti and the Northern Territory and how that cost can be met.

4. To make recommendations to Government accordingly.

2. The schedule of proposed expenditure as approved by the Committee is filed at p.16. The total expenditure envisaged is

Capital	...	\$41,123	
Recurrent	...	\$54,313	Total. \$95,436.

details at
p.p.25/27.

This expenditure will be spread over a period of years and the Committee accepted the classification of priorities recommended by the Central Advisory Committee.

The following is a summary of the Committee's recommendations in order of priority :-

Recommendation	Estimated cost.	
	Capital	Recurrent.
A. Immediate.	nil	\$23,307
B. Urgent	\$32,800	\$13,180
C. Less Urgent	6,325	\$15,202.
Totals	\$39,125	\$51,689.
School for Clerks.	\$ 1,998	\$ 2,624
Grand total.	\$41,123	\$54,313.

As regards the items included in the "Immediate" category amounting to \$23,307 only a portion of this amount will be required in the immediate future, as, for example, it will not be possible to provide much of the additional senior staff required in the Education Dept until after the war.

See p.6 on
F. 3392.

3. The Committee's recommendations, which are set out in full at p.p. 22/23, are briefly that the financial position of the Colony does not justify the making of voluntary additions to its recurrent expenditure but that nevertheless permission should be sought from the S of S. to make provision in the Colony's estimates on the understanding that if the Colony were thereby placed in financial difficulties, the Imperial Government would come to its aid.

4. With regard to other items to which reference is made in the Report of the Education Committee's Report, no estimates are yet available in respect of the proposed Teachers Pensions Scheme - in respect of which a special Committee has been appointed - or in respect of Items 1 - 7 listed on p. 28.

5. With regard to the development of education in the N.T.s. the recommendations of the C.C.N.T. and the D of E. are at p.p. 30-34. These have not been put to the Committee as neither of the unofficial members are actually concerned with education in the N.T.s.

The D of E. has classified the recommendations in respect of the N.T.s. into three categories as under :-

Recommendation	Estimated cost.	
	Capital	Recurrent.
A. Immediate	nil	nil.
B. Urgent	£22,915	£7,611
C. Less Urgent	3,660	1,055
Totals.	£26,575	£8,666.

The implementation of these recommendations depends on the establishment of the teacher training college and as this will not be possible until after the war, no immediate expenditure is contemplated.

6. As regards Ashanti, Ex. Co. has already approved the opening of the Assisted List for 14 schools and has advised that the Secretary of State should be informed that the necessary financial provision will be made in the Estimates for 1943/44 and that he should be further informed that the Colony cannot afford the additional expenditure unless the S of S. is prepared to guarantee the finances of the Colony in this respect.

C. 3164

27/7/42

Money

2.7.42