

A. Vibert Douglas

Travels

Africa Visit, Canadian<sup>56.</sup>  
Universities Foundation. 1964

2303.9

Box 2

File 15

April 30, 1968 -

## Incidental Observations on Religious Life in Africa (11 countries)

1. Egypt - Muslims + minority Copts - a few Jews -  
Minarets - edn. old synagogue  
Cairo isen al jagu.  
Aswan - Sun am service - communion in 2 kinds
2. Sudan Missionary churches & schools -  
C of E, P.C. South Sudan P.C.
3. Ethiopia 60% Copt - 40% Muslim + P.C.  
+ Prot  
C of E. Meth, Presby, Menonite, Baptist  
7th Day Ad -  
Legends of Q of Sheba + Menelik  
14th Cent. BC - Stone  
Caravans from Axum in Archael. Mus  
Coptic priests - teachers -  
Fac of Religion -  
H.E. Emp. Haile Selassie King of Kings of Ethiopia  
The Lion of Judah. The Elect of God.
4. Uganda Kampala 3 hills - Anglican Cath  
R.C. Cath  
Aga Khan mosque  
Other Mosques -  
+ many sects - Prot  
Hindu Temple -  
Univ Coll chapels Prot  
R.C.  
+ a mosque.
5. Kenya - R.C, Prot, Muslim, Hindu  
SCM chaplain at Univ - Univ Christian Fellowship
6. Tanganyika -
7. S. Rhodesia - fine Anglican cathedral. Remembrance  
in red sand stone
8. S. Africa - Cape T. Anglican St Geo Cath  
Chief Lutheran Ch -  
Bp. Joost de Blank -
9. Nigeria - Ibadan campus Prot, R.C. & Mosque
10. Cameroun - Baptists + other Prot strong near  
Coast. R.C. inland -
11. Ghana - airport scene - Hali-hali-hali -

Glimpses into some African Universities

1964 November.

Chimpas into some African Universities

1. Egypt - Aral University - 45,000 - free tuition costs -

~~W.C. Adams~~ Am. Univ. in Cairo 500 degree 60% w  
600 evening

2. Sudan - Khartoum U. 1956 - 2,000, 150 w  
80% free tuition -

into group of professors -

English language -

Dr. Elmaghez Dafaala - Arabic in Sec. 50 - 30% grant cut  
Nun political division

Randall W.C.

S. Sudan RC vs. Muslim  
Schools. 70% Primary failures.

3. Ethiopia - Haile Selassie I Univ. 1513-107 100-11 w  
(dropouts)

new faculties - Architecture 2 yrs.

Law - 1 yr.

Med. 1 yr. Beirut copy

8 yr. 3 Sci. 2 in 1, 2 Clinical  
+ 1 interne yr.

M. Gossin } Am.

Dr. Cambon } Am.

Dr. Akhilon - Ed<sup>m</sup> 50 in diploma course 10 w

Financists Dr. Kaplan

Inst. for Ethiopian Studies - Dr. Paul Kluge

Agric - Oklahoma Univ - Dr. Hobbs, Dr. Roubt

+ Pres. O.S. Willham.

Free of ~~the~~ <sup>theology</sup> - Coptic.



7. Southern Rhodesia. University Col. of London in Salisbury.

557, 146 only are Africans  
11 w. Africans.

Arts, Social Studies, Sci. & Ed.  
Medicine added 2 yrs ago.

New campus 4 yrs ago.

Dean C.A. Rogers. W. Z. Eds 3yr Diploma Course

Soc. Sci. diploma course  
82 in these two incl. only 11 Africans.

School situation - prelim. College yrs for 40 school failures  
9 mos course + 27 passed.

Gov. attitude to school discipline & to Univ.

8. Nigeria. University of Lagos.

Medical Fac. 5 yrs old. + Nursing School.  
Law, Eng., Sci., Bus. + Arts 1 yr.

420 students about 20 w.

2 campuses

Obafemi Awolowo Univ 100 mi inland 1948

2016 students 187 w. or 9% Fine Residences for 2000.

60 grad students in arts & sci.

Medicine, Agric inc. Forestry + Vet.

Inst. of Library Sci. Mrs Oteinde.

3 Churches. History & Dr Dike.

9. Cameroun

Univ. of the Cameroun Republic  
 Law 3 year. and Economic Sci.  
 Arts + Sci (2 yrs) → Agric + Ed.  
 225 students 7 w.  
 Fr. + Eng speaking provinces  
 ∴ to be Bilingual Univ  
 Br. + Fr. have to be taught.  
 Low medical standards. Hosp.  
 Need for 1 strong med. school for Chad  
 Gabon. Congo (Brazzaville) - but  
 national rivalries too great.

10. Ghana

University of Ghana at Legon, Accra.  
 1500 students 120 w. 300 staff.  
 Faculties of Arts, Sci, Social Studies,  
 Agric. + Law -  
 Inst of Ed.  
 " of Statistics  
 Radio Isotope + Health Physics Unit -  
 Depts of Archaeology, Music, Drama.  
 Fine Library - Volta Project  
  
 Schools - Min Addison - Min Al Hassan  
 C.V.S.O.  
  
 Nkrumah. 10 women MP's

## Continental Areas

Africa	11.5	$10^6$	sq. miles
Asia	17.5	$10^6$	" "
Europe	3.8	$10^6$	" "
N. Am.	8	$10^6$	" "
S. Am.	7	$10^6$	" "



Research in some  
African Universities.

1964 November

# Research in Some African Universities

1. Egypt. Desert irrigation  
Aswan High Dam - Resettlement.  
Archaeological work in Nubia -  
Abu Simbel.
2. Sudan. Archaeology + resettlement.  
2000 students  
Am - grad. students in Geography Dept.  
grad students in Physics + Chem.
3. Ethiopia. <sup>in Geog</sup> Meteorology + seismology. long short  
1500 students  
wave seismographs installed by US Bureau of Standard  
Ground measurements, Dr Mohr, esp. in Rift Valley.  
(Bullard, Camb.)  
Geology. volcanic rocks.  
Agriculture. 2 colleges. U. of Oklahoma. 90%  
Dr. W. H. Hobbs. Imp. Exp. Col. of Agric. + Mech.  
data.  
Solar energy. a water pipe ladder on  
a metal sheet - all painted flat black +  
covered with glass. traps solar rays + raises  
temp. 20°C to 56°C or even 62°C.  
[68°F to 132°F to 144°F. The distillation  
apparatus provides 2 gal distilled water  
to the local Menonite (USA) Hosp.  
Dr. H. F. Runk 12 yrs in Ethiopia. Agric Res. Inst.  
Exp. Stn for grain crops, pulses, + oil seeds,  
chickens, feed control etc. 'waste products'  
now a good chicken food - black strips was  
poured on the roads, now a good cattle feed.  
Archaeology + ethnography - 4<sup>th</sup> Cent  
inscriptions - Legends of Q. of Sheba  
+ her son. Menelik I ancestor of H. Selassie  
Inst for Ethiopian Studies. Dr Pambour  
Religion - Coptic faith + ed.

6. Tanganyika = Tanzania

200 students Univ. Law + Arts + Sci 1961

New campus with research facilities

Gov. research in agric, river fauna & flora, ventanology

↓  
Musical traditions  
Recordings of folk music  
200 from Madagascar alone

7. Rhodesia

557 students  
146 african  
(11 w)

Univ. Col. of London - Dr Walter Adams  
Chancellor - O. Motheridge

New site in 1957 557 146 african  
11 w

Arts, Sci + Med (2nd yr) Eds + Soc. Studies  
Dr Brock - Geophysics - magnetic fields  
of old pre-Cambrian granites +  
ancient sedimentary + igneous rocks  
Cores subjected to partial demagnetization  
process elec or thermal ovens to  
get rid of superimposed magnetism  
(eg. lightning, chem etc) leaving  
residual magnetism of the ancient  
field (i.e.  $> 600 \times 10^6$  yrs. i.e.  $n \times 10^8$ )

8. South Africa

- Stellenbosch 5000 white students  
all faculties ex Mining Eng.  
(Traditional)

Med. research. El. currents from  
fingertips - for diagnosis brain  
abnormalities  
fruit fly pest control powder.

University of East Africa { Kampala.  
Nairobi.  
Dar es Salaam.

4. Uganda

1870  
Students

Medical research.

Dr Parakkitt - ~~heart disease~~ <sup>Cancer</sup> & geographical features  
- altitude correlation

- Dr Don Connor - 1. a black fly carrying trachoma virus  
effect of small quantities DDT  
in Victoria Nile at Ripon dam.  
2. a rare heart disease found  
in certain areas tribes - esp  
Kwanda refugees. valves of  
heart affected.

Dr David Mitchell (A chemistry) Processing of  
a common tuber plant to give a  
high protein flour. also tapioca  
plant - a factory now in operation.

Dr RW Beachey

Inst. for African Studies - economic and  
sociological research - Fellows.

Archaeology - Polish Prof Poznanowski.

Government research stations for agric.  
and animal husbandry & fisheries

Kasangata Health Centre - med. ed.

5.

Kenya  
565 Students

Medical - Tsetse fly research by  
Dr Harrison (Mr Jerry Shortt. (2))

Botanical - Dr Lind & field party.

Mech. Engineering Mr Patel aerodynamics.

Physics - upper atmosphere ionization  
Hunter - geomagnetism  $3/8$ " cores with  
Mussett - orientation marked, placed in  
a plastic holder in a magnetometer  
& readings give the X Y Z data  
evidence that Pole circles geom pole  
in approx 1000 yr. + geom pole as now  
15 106 W 450 - younger vol rocks 15 106 W 45

9. Nigeria. U. of Lagos Med. Teaching Hosp.  
 Research in clinical use of new anesthetic - Lancet  
 arts & Sci 420 students } new faculties  
 engineering, Law (older) } <sup>Emmanuel</sup> S. Kemung & Indian

Ibadan Univ. 1948 Univ. Col. London  
 1962 Independent  
 2000 students  
 60 p.p. in arts & Sci  
 Research in Agr. of Agric, Vet Sci, Forestry.  
 " " Phys & Chem  
 " " History Dr ~~Webster~~ <sup>Dr Webster</sup> vice  
 Dr K.O. Dike  
 18 grad students

10. Cameroun. Univ. at Yaounde.  
 225 students  
 very new. began with Law, Agr. + Eng.  
Bilingual  
 Arts & Sci beginning  
 Research in African History.  
 The 1st Conf. of Africanists 1962  
 founded with Dr Dike on 12<sup>th</sup> Oct 1962  
 " in Agric - Assisted by Unesco.  
 One of the botanists works on  
 Lux metre measures of degree of  
 illum<sup>n</sup> neces. to cause certain  
 flowers + insects to react.

11. Ghana. Univ. of Ghana at Legon, Accra

V. C. Anne Comm. Grace O'Brien  
author - "To Katanga + Back" (C.D.)  
appointed 3 yrs ago at close of  
Univ Col. of London phase  
1500. 120 W

Research Volta Dam project.

archaeologists, sociologists; geol.  
biology - marine & river water  
specialists - geographers agriculturalists  
only 20% students in sec.

Inst of Statistics - David Jones. computer  
of research projects under way  
on Ghanaian trade, agric, popular  
languages, health, cost of living, etc.  
Director - elect Dr Sen (India)

Physics Dr A. Munira May in  
Solid State Physics  
Dr Uttwardinchi

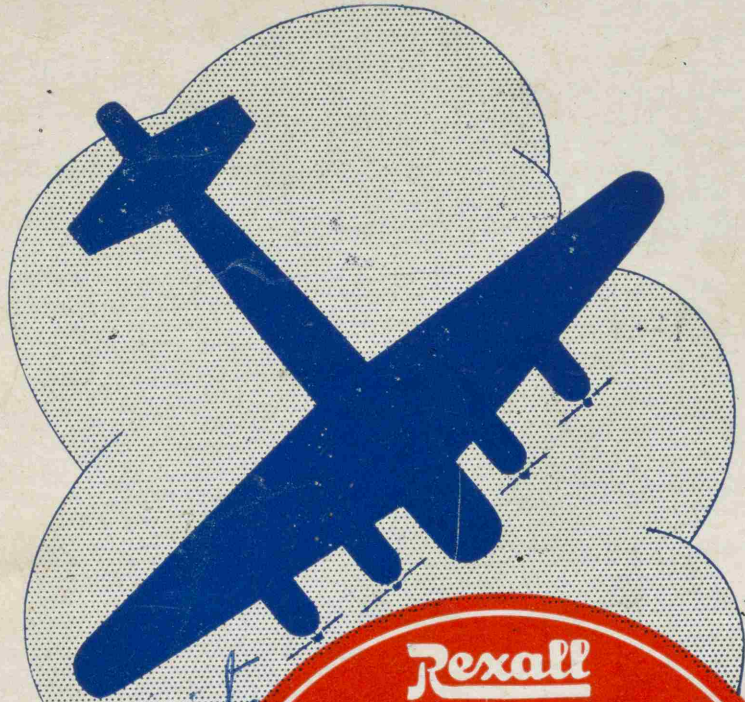
Radio Isotope + Health - Phys. Board  
Mr John Mann Tech Advisor  
from Chalk River.

Rev. Dr JR Koster Ionospheric  
Physics, Geomagnetism + earth  
currents.

problems in  
pest control,  
sugar cane  
cocoa bean

at Kwame Nkrumah Univ  
Kumasi  
Dr Tackie Ghanaian Head of  
Med Services Division  
This research students  
have found 40 herbs wh.  
contain an alkaloid with  
anaesthetic properties.

Medical - 2 Can. Sec. Sc. teachers  
on health benefits to native veg.  
of Gusman Malvarial tablet daily



**Rexall**

**AIR  
MAIL**

**STATIONERY**

1964  
Report on  
To 10 countries  
of Africa  
visits

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**Delray**

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Nov 21 1964  
" 1965

Report to The Canadian Universities Foundation  
on visits to Ten Countries of Africa  
in April, May, June, 1964

In the autumn of 1963 it was agreed that I should visit Sudan, Ethiopia, Uganda, Kenya, Tanganyika, Cameroun, Nigeria and Ghana, timing my journey so as to attend the Seminar for African University Women held under the auspices of the International Federation of University Women at Makerere University College, Kampala, Uganda (from April 29 to May 6, 1964).

The objects ~~were~~ <sup>were</sup> to visit universities and ~~some~~ other educational institutions, gaining some realization of their needs, and ~~the~~ dependence upon ex-patriot professors and teachers. (2) to see some of the C.U.S.O. teachers in ~~action~~ west Africa and learn their reactions to their environment (3) to see some of the returned Commonwealth Scholars who are now playing an active part in their own countries. ~~In all this~~ (4) to see some of <sup>the</sup> external aid personnel engaged in educational work. In all this, special note was to be taken of the access of women <sup>and girls</sup> to education; the reactions <sup>to the problems</sup> ~~of~~ <sup>and</sup> difficulties encountered by them; women teachers and the difficulties experienced by African women studying abroad or accompanying a student husband. How far any of these objectives was attained will be seen from what follows.

1. Egypt. I broke the journey from London to Khartoum at Cairo. There are said to be five universities. The impressive Arab University is said to have over 45,000 students. <sup>It</sup> ~~maintains~~



2

high standards by competitive entrance examinations. I was unable to go over it or meet any officials as I was too late to get a "permit", without which it is not ~~even~~ possible to persuade the guard at the gate to allow one even to walk around the many buildings housing faculties of medicine, engineering, law, languages, economics, sociology, science, etc. Women students are very much in the minority. The Egyptian staff is augmented by visiting professors from France, Great Britain and U.S.A. Tuition is said to be free. My informant was the guard at the gate who spoke very little French and less English. A larger proportion of Coptic than of Muslim Egyptians aspire to higher education.

From Alexandria to Assuan there appeared to be many government and religious schools with children neatly and similarly dressed and well shod.

The American University in Cairo, founded 1919 and privately supported, has about 500 students enrolled in degree courses and 600 in non-credit evening classes, chiefly languages. Many of the degree students are foreigners. About 60% are women. The B.A. <sup>and MA</sup> degrees may be taken in Arabic studies, English, Economics and Politics, Sociology and Anthropology. The B.Sc. <sup>and M.Sc. are offered</sup> in Chemistry <sup>only</sup> with supporting courses in physics and mathematics. Fees are charged <sup>all</sup> foreign students and Egyptian students who can afford <sup>to pay</sup> them; ~~free~~ other Egyptian students are admitted free. The entrance qualifications are less demanding than for the Arab University. The staff is composed largely but not exclusively of American men and women. The degrees are not recognized by the Arab University, but they are accepted by universities in Europe and America.

2. Sudan. April 10-15. The University of Khartoum, 1956, is the successor to Kitchener and Gordon Colleges, the old schools of medicine, agriculture and liberal arts. The present enrollment is about 2000, of whom only 150 are women, in faculties of law, medicine, agriculture, languages, social sciences, science. It is government supported. About 80% of the students receive free tuition and many ~~get~~ <sup>get</sup> living bursaries, in addition. The <sup>other</sup> 20% ~~who~~ pay fees according to their means (£8 to £18 per annum, a very few from wealthy families pay £80). Most students, men and women live in residences on the campus. All the instruction is in English. The general degree requires 4 years, and 5 years for honours, 5 years in engineering and ~~for~~ 6 years in medicine. The professors are an international group, Sudanese, Egyptian, British, Canadian, American, Indian, Pakistanian, etc.

I was privileged in having two long <sup>conversations</sup> ~~sessions~~ with the Vice-Chancellor, Dr. Elnazher Dafaala. He is <sup>convinced</sup> ~~disturbed~~ at the lack of adequate preparation for university studies which the majority of the secondary schools are providing. Too few trained teachers, especially in mathematics and science; this is specially true in schools for girls only, those girls who can gain admission to mixed schools fare a little better. But the problem of too few secondary schools and too few trained teachers even for <sup>the schools</sup> ~~those~~ now operating is common to all the African countries visited. Neither the scale of salaries nor <sup>the</sup> chance of advancement encourages young university graduates to go back into the schools as teachers. Furthermore the government has recently abolished English as the language of instruction in <sup>their</sup> secondary schools, <sup>in favour of Arabic</sup> ~~English~~ is now just <sup>a</sup> compulsory language subject <sup>with</sup> the result ~~that~~ <sup>that</sup> most students enter the university with insufficient working knowledge of English and consequently the failure rate is wastefully high.

Dr. Dafaala stressed the value of retaining the custom of bringing in External examiners every spring. ~~Not~~ <sup>Not</sup> ~~because~~ because of the need to maintain standards at the graduation

level as for the <sup>importance</sup> ~~value~~ of keeping close touch with British and other sources of post graduate fellowships for their most promising graduates ~~and of replacements~~ for their expatriate staff whose <sup>1 or 5 year</sup> contracts are expiring and who do not wish to renew them. ~~These annual contracts help in getting~~

The primary education is free but not compulsory.

failure of a safe reforming ~~project~~ <sup>venture</sup> fund

The government has been providing some fellowships for study abroad but will not do so this year, due to financial crisis brought about by wasteful overspending, poor cotton crop, and serious underestimate of cost of resettling villagers from the northern Nile valley at and above Wadi Halfa where the Aswan High Dam project will flood the valley many miles southward. The government grant to the University was drastically cut and all departments are faced with a 30% reduction of budgets this year.

A very few Sudanese women graduates hold minor positions on the University staff. ~~Two or three~~ Members of the Sudan Association of University women expressed the hope that an able <sup>graduate in</sup> zoologist now attaining her doctorate in the U.S.A. ~~will~~ be appointed to a lectureship on her return to Khartoum.

Several professors affirmed that their best <sup>students</sup> graduates, whether men or women, were of exceptionally high quality by any standards of scholarship - there are so few university women graduates in Khartoum that social pressure is strong for them, married or single, to use their training outside their homes; hence many, even those with a family of five or six children, teach in private or denominational <sup>secondary</sup> schools - The first woman to graduate from the University is now the able Principal of a <sup>large</sup> government secondary school, the only woman in Sudan to hold such a position. She was one of 2 delegates to the Seminar in Uganda.

Fees at a government secondary school are about £80 a year <sup>with some bursaries available to needy students</sup> at the Church of England Secondary School in Khartoum £7 a month; at a private secondary school in Omdurman £40 for the three terms. Primary schools are free, and most of them for boys only. The teaching is bad, and standards low, & about 70% fail to pass the secondary school entrance examinations, and some

of these failures become the primary school teachers. The Khartoum newspaper for April 15 noted that 56 grade teachers from the provinces were arriving in the city for a 45 day (vacation time) training course. In the same paper was a reference to the Unesco sponsored campaign against adult illiteracy. A Sudanese professor, assured me that very few boys are now illiterate and that the interest in educating their girls is growing even amongst the Muslim families as they see good remunerative jobs opening up for girls with even partial secondary school training.

Political tensions divide the University campus. A left wing student group at one extreme and opposing them is a very anti-communist Muslim party. The result is that any student wanting to accept a Government, British or Rockefeller or other Fellowship may not proceed leave the country until cleared by both the Ministry of Education and the Ministry of Foreign Affairs.

The following are amongst those with whom I talked about educational matters.

- Dr. Elnazeeer Dafaala - Principal and Vice-Chancellor.
- Dr. John Randell (U.B.C.) Dept of Geography
- Mrs John Randell (U.B.C.) Teacher in private secondary school
- Engineer Basbary Abdel Rakim
- Dr O'Brien <sup>(contact)</sup> Chairman of Physics Dept. (ex-South Africa)
- Prof. Khali - Zoology Dept.
- Dr Lewis (London) " "
- Dr Pantin (Cambridge) visiting External Examiner in Zoology
- Professor SN Nur (Khartoum and London) History Dept
- Mrs SN Nur (Khartoum and London) Teacher in C. of E. Secondary School
- Dr Steele - (Liverpool) visiting external examiner in Geography
- Mr & Mrs Daniel British Council
- Sir Dan (and Lady) Dixon Scott - British Ambassador
- Sitt Fatma Talib Ismail Principal, Girls Secondary School

3. Ethiopia April 16-24. Haile Sellassie I Universit<sup>y</sup> had a registration for 1963-64 of 1513 students of whom 107 drop out during the year. <sup>These figures include</sup> ~~about~~ <sup>160</sup> women were enrolled of whom 11 drop out. ~~and~~ <sup>foreign students (expatriates) including Africans from</sup> ~~Budgna and other countries~~ <sup>East Africa, and Madagascar</sup> numbering 156 of whom 13 drop out. In 1962, The enrollment was 948 and 162 graduated; in 1963, 1041 were enrolled and 207 graduated. For 1962-63 session The total students in all six colleges which include Arman and Gondar ~~and Extension Department~~ was 2047.

Three new faculties have recently been started. Architecture is in its second year. Law in its first year is modelled on the McGill course; 3<sup>rd</sup> year B.A. year is 1<sup>st</sup> year Law and two further years lead to Bachelor of Laws. Medicine began this year in cooperation with the University of Beirut; a 9 year course. 3 in Faculty of Science, 2 at Beirut, then 2 clinical years in Addis Ababa hospitals and finally 1 year interning in an Ethiopian hospital <sup>at home</sup> or abroad.

The Administration and Public Relations officer, Mr H. Teye, gave me considerable time both in his office and another day taking me to several departments and down to University College to the Dept. of Geophysics & of Education. The Geophysics work under Mr. Gouin of Quebec ~~and Dr Mohr (Montebello)~~ is very active with meteorology & seismology (long and short wave seismographs installed by US Bureau of Standards) and <sup>gravity measurements</sup> ~~work~~ are being <sup>made</sup> carried out in various regions, particularly the Rift Valley by Dr Mohr & Emile M. Cambon lectures in physics and elementary astronomy and has a 3-inch Zeiss refractor for observations of general interest, with special attention to students in the Department of Education. Dean Abkilon <sup>directs this department</sup> ~~is in charge of the~~ teacher training, providing in addition to a degree course in education, a 2 year diploma course for graduates of Secondary Schools. Of the 50 students in the diploma course <sup>only</sup> 10 were women, a fact which underlines

the general indifference to education of girls. ~~at the primary level~~. However two faculty members are women graduates who proceeded to the USA for masters degrees (Harvard and Columbia) and returned to assistant professorships <sup>one</sup> in educational psychology, ~~the other in~~ elementary education, ~~respectively~~.

The University has built a theatre and fine arts centre ~~near~~ the campus near the students' union; the <sup>great</sup> German Institute of Addis Ababa donated \$1000 which, with private donations, finances the activities, ~~and~~ and U.S. Aid sponsors Dr. Kaplan the enthusiastic and versatile director. Many students participate in the art classes, the music and the drama.

Agricultural instruction and research are carried out at the Imperial Ethiopian College of Agriculture and Mechanical Arts at Dire Dawa. The Dept. of Agricultural Engineering Technology is at Dire Dawa under Prof. W. W. Hobbs. He has about 150 students, all men as might be expected. Important research is in progress on utilization of solar energy for heating water and its distillation. The trial plant provides 2 gal. distilled water daily to the local Mennonite Hospital, an important item where fuel is very <sup>costly</sup> expensive. By happy accident I met Dr. Hobbs and through him Dr. H. F. Rouse, Director of Agricultural Research at the Delra Zeit experimental centre, who has been 12 years in Ethiopia and ~~has~~ has seen vast changes. He mentioned research on grain crops, pulses, oil seeds, insect control, poultry; and on utilization of "waste" products leading to new industries for feed ~~stuffs~~ for cattle and poultry. (Black strap molasses used to be poured on the roads.) ~~These agricultural inst.~~ They are 200 students. The senior staff are on USAID, <sup>from</sup> Oklahoma State University whose president, Dr. O. S. Williams was in Addis Ababa making his annual visit to these institutions. His enthusiasm for this work, so closely identified with his own Oklahoma State University from its <sup>inception</sup> ~~beginning~~, was contagious. The junior research staff and some senior men are their

in any one classroom. Four years ago she found numbers up to 150 with consequent chaos in the class and ruthless use of whip and rod by distracted untrained teachers, both lay and priests. But this limitation of enrollment <sup>embarrasses</sup> ~~embarrasses~~ the need for many more schools and the growing recognition of the value of education. \*

own graduates who have returned after <sup>an MA year</sup> ~~Masters~~ in Oklahoma.

The Institute of Ethiopian Studies is under the direction of Prof. Pankhurst, ~~the~~ Professor of Ethiopian Economic History at University College. The small excellent museum is in a spacious hall of the Gannata Leul Palace, the administrative centre of Haile Selassie I University. The National Archaeological museum has a very intelligent young Ethiopian curator who paid tribute to the work being carried out by French archaeologists especially in the northern provinces.

The Faculty of Theology stresses Comparative Religion & History of Religion. Some Coptic scholars hope to educate a more intelligent priesthood and are said to be meeting opposition from an entrenched majority of half or almost wholly uneducated priests many of whom are attached, by law, to primary schools where they can only be given the <sup>first</sup> ~~earliest~~ grades as most are unfit even for these. An American adviser to the Ministry of Education <sup>for primary schools</sup> ~~for primary schools~~ <sup>Miss Sorensen</sup> told me that going about the country <sup>during the last four years</sup> inspecting <sup>primary</sup> schools, her first question is ~~as to~~ the number of Coptic priests on the staff; <sup>and</sup> the efficiency of the school is generally in <sup>reverse ratio</sup>. She has insisted that all schools limit the numbers accepted to 50 children. Primary education is free and, <sup>on the books</sup> compulsory; but in fact attendance is not enforced. <sup>and</sup> the proportion of girls is very low, from 5% to 25%. Secondary schools are not free; they are wholly inadequate in numbers and in trained staff. Fortunately for the country, the Emperor has welcomed and encouraged foreign educators. I visited a large school for boys operated by the Christian Brothers (U.S.A.). <sup>with</sup> One wing for primary school <sup>with</sup>

largely staffed by young Ethiopian women. In the other wing for ~~secondary~~ <sup>older boys</sup>, up to university entrance, most of the ~~class masters~~ <sup>teachers</sup> were ~~smart looking~~ <sup>neatly dressed</sup> young Ethiopians. Last year they matriculated ~~the~~ <sup>6</sup> boys. This year 10 will write the examinations. Brother Nicholas said they had to do a job of teacher training at the school, ~~since~~ <sup>as</sup> the task of finding staff, even with a secondary school diploma, was very difficult. He also informed me that Sisters of the Order have a similar school for girls.

Other schools of high reputation are The Lycée, a joint effort of French and Ethiopian governments; The British School, The German & The Presbyterian Schools. The Seventh Day Adventists were said to operate a good teacher training centre in a rural district selected by the Emperor.

At Solomon Tekalign, the young Administrator of the provisional head quarters of the Organization for African Unity, told me that this, and even more so Africa House, <sup>the</sup> imposing centre of the Economic Planning for Africa, are bringing many well educated, internationally minded and widely travelled men to Addis Ababa. One result <sup>is</sup> an awakening to the need for university education. Another result is the stimulus ~~that will~~ given to the education of women. As an Ethiopian professor worded it: Pressure for the education of more women is coming from the educated young men. The University is planning for expansion with a new 5-storey building on the Palace grounds for classrooms and an auditorium is nearing completion.

The University Bulletin for March contained three items of interest. (1) A public debate was announced on free vs. arranged marriages. (The city paper next day gave this

\* see p 10 \* margin  
 \* Mon Soremen has so far failed to prevail on the Ministry to dismiss drunken and reprobate teachers for whom the Ministry's punishment is to transfer such men to village schools!



East Africa. Africanization is a main objective in government and in education in all three countries of East Africa - a natural and laudable objective. As far as my observations went, this replacement of white by native personnel is being carried out thoughtfully as men with post graduate ~~foreign~~ experience became available. A few examples of this with reference to ~~returned~~ Commonwealth scholars who had studied in Canada were given in my report by letter from ~~Tanganyika~~ Kenya dated May 15, 1964. At the three University Colleges, the Vice-Chancellorships have been, or are about to be, transferred to African scholars. Sir Bernard de Bunsen left Makerere University College Uganda to become Chancellor of the University of East Africa. <sup>The political, economic + prestige rivalry between the 3 countries is strong + probably at this stage no East African would have been acceptable.</sup> Dr Lule succeeded him as Vice-Chancellor and Dr Masawa is Vice-Principal at Makerere. In Kenya the Royal College in Nairobi will drop the adjective and become University College of Kenya; its Principal, Dr J.M. Hyslop is shortly retiring and his successor, from Sierra Leone, is already appointed. <sup>In Dr Salakh</sup> Principal R. Crawford Pratt is about to return to Canada and his successor as Vice-Chancellor of the University College of Tanganyika will be a native member of his present senior staff. All three colleges are expanding their faculties of Arts and Sciences, but <sup>in the immediate future</sup> the medical faculty is in Uganda, the Engineering faculty in Kenya and the Law faculty in Tanganyika. Many of the Asian students

\* in The three University Colleges have entered with excellent training received in the Aga Khan schools of East Africa.

4. Uganda April 25 - May 11. Makerere University College in Kampala has the highest ratio of women to men of any African university visited, approximately 20%. It was pointed out, however, that many of these are Asians. Indians and Pakistanis are everywhere in East Africa as shopkeepers, business men and in the professions. Being more prosperous they can give better schooling to their children than <sup>could</sup> the average African family. The hall of residence for women accommodates 90 in term time, but during the vacation period <sup>when the Seminars at Makerere were held</sup> only about ~~20~~ <sup>10</sup> 8 medical students were <sup>remaining</sup> left in residence, and some ~~30~~ <sup>both there</sup> 30 students of the Department of Education which conducts its own vacation school for practise teaching, ~~also~~ <sup>and</sup> a group of primary teachers, including some young nuns from ~~over~~ village schools who were following a Unesco sponsored course for <sup>instructors</sup> ~~teaching~~ of primary school teachers.

One ~~African~~ <sup>Ugandan</sup> graduate is now the first woman City Councillor in East Africa; another university woman (MA Oxon) is a member of parliament and Parliamentary Secretary to the Minister of Community Planning. The Medical Faculty has graduated a few Asian women but as yet only one Ugandan woman, Dr Josephine Namboze, who ~~worked~~ <sup>did post</sup> graduate work at Great Ormond St Hospital, London, and also in California. She is now resident physician at the Kasangata Health Centre a few miles <sup>near Kampala</sup> out of Kampala, serving ~~half~~ <sup>5 or 6</sup> a dozen villages with a daily health clinic and

a small maternity hospital. Dr Saxton (USA) directs the clinic and he and Mrs Saxton conduct family planning discussions and interviews in which both men & women show interest. An important feature of the training of medical students is their ~~assignment~~ <sup>attendance at Kagangata</sup> for  $\frac{1}{2}$  day per week throughout <sup>senior</sup> 3 years, to Kagangata and for each student a period of several days in residence there. A further feature is the assignment of a village family to each student, who <sup>is expected to</sup> visits the home and keeps in touch with the family for three years, learning the environmental, ~~and~~ dietary & other problems of the <sup>village</sup> family. Diet is an important factor in general health, where too much starchy food is consumed. Tribal taboos forbid eggs, fish and ~~all~~ <sup>meat</sup> meats except beef to women. The orthodox Ugandan woman ~~obeys~~ <sup>conforms</sup> with consequent malnutrition. These same taboos are common to other parts of Africa - i.e. Sudan and some tribes in West Africa. Public health nurses are combatting these diet deficiency problems and the ignorance behind the taboos, <sup>with talks + demonstrations</sup> in community halls and ~~houses~~ <sup>village</sup> institutes.

Research on a common <sup>species of</sup> tuber and on the tapioca plant by a Canadian chemist, Dr David Mitchell, has resulted in the opening of a factory to <sup>produce</sup> a flour of lower starch and higher protein value. <sup>Two regional diseases were being</sup> ~~Another~~ studied by an American research physician, Dr Donald Connor, the connection between trachoma and the black fly breeding in the upper reaches of the White Nile, and a rare

form of heart disease closely associated with some tribes and regions. Dr Burkitt, a senior member of the Medical Faculty is studying an apparent connection between cancer incidence and geographical factors.

I visited the Institute for African Studies with its good library and facilities for resident research fellows; also the Departments of Education and of Fine Arts, both ~~very~~ active in their efforts to provide more primary and secondary school teachers. Here as elsewhere schools and teachers are insufficient in numbers and quality. at the Lubiri School, <sup>where</sup> a remarkable exhibition of children's art was on view. <sup>The art teacher is a product of the Fine Arts Dept.</sup>

The Mathematics and Physics Departments both reported Ugandan <sup>senior / and a few</sup> ~~first~~ <sup>students</sup> ~~graduates~~ of excellent quality. They have an Astronomy ~~Club~~ <sup>to address</sup> to which I was invited to give an illustrated lecture, and a small students' observatory with a reflecting telescope made and mounted on the campus.

Professor Castle <sup>who</sup> <sup>has</sup> <sup>recently</sup> <sup>made</sup> <sup>a</sup> <sup>survey</sup> <sup>of</sup> <sup>education</sup> ~~survey~~ in Uganda. <sup>He</sup> <sup>has</sup> <sup>reported</sup> <sup>to</sup> <sup>me</sup> that 27% of the national revenue <sup>is</sup> <sup>going</sup> into education last year; but only 25% of the <sup>total</sup> population, in 5 years and under, or younger and another 25% is between 5 and 15 years, and the population growth is nearly 3% per annum. At present only about half the children are getting <sup>even</sup> ~~some~~ some primary <sup>schooling</sup> education. With the population growth

~~is~~ nearly 3% per annum. Economic growth cannot be expected to provide the funds ~~to~~ <sup>to</sup> greatly increase the number of schools and teachers. Outside help is indispensable if the ~~situation~~ <sup>situation</sup> is to be ~~enough~~ <sup>enough</sup> improved. The Uganda Technical College ~~under~~ on the far outskirts of Kampala gives training to boys & young men in carpentry, mechanical arts, drafting, ~~and~~ ~~and~~ ~~theoretical~~ & bookkeeping and as laboratory technicians. The only classes for girls were in dressmaking and whereas there were hostels for the boys, the girls had to live at the nearby Teacher Training College ~~hostels~~, but as ~~the~~ <sup>the latter</sup> expected to have a full quota of students in training next year, the Technical College girls ~~could~~ <sup>would</sup> not be accommodated. ~~and~~ The government ~~was~~ doing nothing to prevent the dressmaking classes from being empty. <sup>Miss Allen (Dublin) in charge of the girls work</sup> ~~The authorities~~ believed that with hostels they could get girls into clerical and bookkeeping and laboratory technicians courses as well as expand the dressmaking training. This is typical of the general attitude towards the education & training of girls.

I learned less about ~~the~~ <sup>the</sup> College than about most which I visited since <sup>a great</sup> part of my time in Kampala was fully occupied with delegates to the Seminar for African University women and the sessions thereof. A report on this conference was sent to the Executive Secretary of the Canadian National Commission for Unesco on July 4, 1964, with the request that a copy be sent to the C.U.F. The need for expatriate staff is still <sup>pressing</sup> ~~very~~.

great and the difficulty in finding replacements is often considerable. Professor R.W. Beachey (Canada) head of the history department said he was combing three continents for an assistant professor.

~~The following~~ Going by car through the country to the west and south west provinces, many neat government and denominational primary schools were observed and ~~some~~ <sup>several</sup> government institutions for agriculture, animal husbandry and fishery research.

~~At the~~ <sup>Too many people I am indebted for</sup> Information was given me by the following:

- Principal Lule
- Vice Principle Wassawo
- Professor K. Welter <sup>(Heidow)</sup> Mathematics
- Professor Thompson (Cantab) Physics
- Professor R.W. Beachey (Queen's, Can.) History
- Dr Burkitt (Dublin) Medicine
- Professor Castle, Education
- ~~Professor R. Baines~~ <sup>Miss Cornish - Bowden</sup> (Canada, Ext. Aid) Teacher Training
- Dr J. Nambozi - Public Health.
- Miss Walker (Bournemouth) Social Sciences - Acting Warden of Residence
- Dr <sup>David</sup> Mitchell <sup>(Canada)</sup> Organic Chemistry <sup>leaving for Alberta</sup> <sup>for women</sup>
- Dr Donald Connor (USA) Medical research (" " Washington)
- Mr Carter (Plymouth) Uganda Technical College
- Miss Allent (Dublin) " " "
- Dr Saxton (USA) Kasangata Health Centre.
- Mr Mordecai Baluma, Director of Education, National Museum (a Commonwealth scholar to Canada)

Leave 2 lines

As I received no reply from Ruanda about

visiting the University there, I decided, after consultation with the Rwanda <sup>Embassy in</sup> ~~Embassy in~~ Kampala, not to undertake the very costly ~~travels~~ <sup>journey</sup> by air or by hired car. After leaving Uganda I learned that Dean Levesque was in Canada.

The secondary school picture, however, is very different in Southern Rhodesia, although existing in a form which is

5. Kenya May 12-17. The Royal College had 565 students enrolled during the 1963-64 session; of which 87 were women - 15.15% men; 131 were in engineering; 51 <sup>men</sup> in B.Sc. courses <sup>and non-African</sup> 3 women, <sup>Asian and</sup> ~~Asian and~~ <sup>are African</sup> 4.5 men in B.A. courses <sup>and</sup> 21 women, only 3 of whom <sup>are African</sup>; 20 men in B.Com. courses <sup>and</sup> 2 women, <sup>one an</sup> ~~one an~~ <sup>Barbours</sup> African; <sup>13 men and 1 Asian woman.</sup> Most of the women are in diploma courses: 39 in Domestic Science (19 are African), 17 in Fine Arts (13 are Asian, 2 African). Only 4 African women are in degree courses <sup>but</sup> ~~and~~ 20 Asian women and 13 of other races.

Diploma courses are given for Chartered Secretarial work, 25 students; Land Development, 36; Land Surveying, 30; Veterinary Science 51 (2 African women have applied for the coming session).

(\*) At the United Kenya Club I met the Minister for Local Government <sup>one evening</sup> and the Minister of Education and a Kenyan lecturer in Bacteriology <sup>another evening</sup>. The first <sup>of these</sup> ~~named~~ was one of a panel of speakers presenting the favourable side of intermarriage, in an open debate on this topic. The other two argued vigorously in favour of reintroducing the senior secondary school course (2 years) as an intensive one year University course. This subject of the Commission of inquiry

top

on which Dr Sheffield is serving, seemed uppermost in the minds of the Nairobi professors - <sup>many of whom strongly opposed the proposal.</sup> I was to find the same question under consideration in Southern Rhodesia <sup>and in Mashaya.</sup> <sup>of each of these Universities</sup> (where the Principal strongly supported the view that they University should <sup>give</sup> take on this ~~added~~ preliminary year. The secondary school picture, however, is very different in Southern Rhodesia, although ~~evidence of very poor teaching~~ in many schools is apparently general in all these countries.

The Physics Dept, <sup>under Dr Huntley</sup> appeared to be <sup>carrying</sup> very active with heavy loads of lecturing and tutorials and an active research programme in geomagnetism of the younger volcanic rocks and in upper atmosphere ionization. The head of the Zoology Dept, Dr Bristol Foster, is also <sup>on the</sup> ~~an~~ <sup>Board</sup> Advisory to The Nairobi Game Park. His students <sup>are with few exceptions Asians or Europeans.</sup> Dr Harmgen is engaged in <sup>tsetse fly research investigations</sup> Dr Lind (retired professor of Botany at Makerere College) is acting head of the Botany Dept and with graduate students has studied the flora of remote areas of Kenya. She is author of a technical book on the flora of Uganda. <sup>I at the home of Mrs Mansbridge, lecturer in English and warden</sup> I met Mrs Latham of Bedford College, U. of London, who was out at Royal College as an external examiner <sup>in English.</sup> She expressed ~~her~~ <sup>high quality of work</sup> and very satisfied with the ~~standard~~ <sup>of the</sup> degree candidates.

friend & electric of the Kermanshah residence

An active Dept of Fine Arts flourishes under Mr John Baynes who is something of a philosopher in his approach to art. His section for Commercial art is in the hands of Mr Mwaniki (trained in Turin) and Mr Croxden (C.B.). Thirty one students, mostly <sup>of them</sup> Asian, are in these classes.



In the Dept. of Mechanical Engineering, a Kenya born Indian Mr R.P. Patel is lecturer in mechanics and aerodynamics. He held a Commonwealth Scholarship at McGill University in 1960-61. <sup>with his</sup> ~~He has~~ one graduate student ~~with whom~~ he is constructing an air tunnel for experiment work.

The problem of replacement of <sup>expatriot</sup> staff is not a serious one here ~~due to~~ for reasons given by the Registrar as ~~the~~ excellent climate, ~~the~~ large white population and consequently good European schools. The recruitment of Kenyan teaching staff is difficult as government positions offer ~~ought~~ ~~after~~ ~~with~~ higher remuneration than ~~in~~ the academic field. One Kenyan lecturer claimed there was discrimination against African and Asian instructors in salaries. ~~How~~ Whether true or untrue I had no way of ~~ascertaining~~ ~~ascertaining~~ since expatriot staff are certainly given an extra travel allowance for home vacations.

(\*) The following were amongst those with whom I conversed:

Hon J.D. Otiende M.P., Minister of Education

Dr Indira Director of Higher Education, Ministry of Education.

Hon. Sam O. Ayodo M.P., Minister of Local Government

Dr Hunter, Physics Dept. Royal College

Dr A.E. Mussett <sup>(Cambridge)</sup> Physics Dept  
 Dr Lijid <sup>(Liverpool)</sup> Botany Dept  
 Dr Bristol Foster <sup>(U.B.C.)</sup> Zoology Dept.

Mr John Baynes Fine Arts Dept

Mr Mwaniki " " "

Mr Croxson " " "

Dr D. Harmson <sup>(Groningen)</sup> Zoology Dept

Mr R.P. Patel <sup>(Royal and McGill)</sup> <sup>Comm. Scholar Mechanical</sup> Engineering Dept.

Dr N.C. Otiens Bacteriology Dept

Miss Mansbridge English Dept and Warden of Women's Hostel

Rev. Michael Mansbridge SCM Chaplain at Royal College

Mr Eustace <sup>(Oxon)</sup> Registrar

Miss Latham Bedford College, London <sup>External Examiner in English History</sup>

Mr John P. Mboqua <sup>(McGill Comm. Scholar)</sup> Director of Social Services Nairobi County Council

Mr ~~John~~ Donald Owor <sup>(Comm. Scholar)</sup> Administrative Director of Veterinary Services <sup>Kenya</sup> Ministry of Agriculture.

Mr John S. Spear <sup>(Oxon + U.B.C.)</sup> <sup>Comm. Scholar</sup> Forestry Division, Ministry of Agric

Tanganyika. May 18-23. The Faculty of Law of University College in Dar es Salaam, founded in 1961, this year graduated 12 students including one woman (African mother, English father). Completing 2nd year (Part I, LLB.) were 29 students including one woman. Next session <sup>beginning July 1964</sup> on the new spacious campus outside the city 150 freshmen will be in residence, 100 in Arts and 50 in Law. The number of women <sup>will be 25%</sup> ~~20 in Arts~~ (10 European, 14 Indian, 1 African) and 5 in Law of whom 2 are Kenyans, 2 Tanganyikans and 1 Ugandan. A good staff for the new Faculty of Arts has been secured, except for the Dept. of Mathematics.

\* An Institute of Education is being established under the direction of Mr. Honeybone (London), offering a 3 year course to a B.A. degree with <sup>both Arts and</sup> Education <sup>subjects included</sup>. This is designed to train Secondary School Teachers of whom \*

The new site of 800 acres on 3 hills, 6 miles north west of the city with commanding view of city, coast and ocean will ~~begin~~ <sup>have</sup> residences for 200 men and 70 <sup>as a beginning</sup> women.

The library, Teaching and administration building, ~~and~~ <sup>and</sup> some of the residences ~~and~~ <sup>and</sup> houses for staff were nearing completion last May. The Principal and many professors ~~were~~ <sup>were</sup> already occupying their new houses, and the foundations ~~were~~ <sup>were</sup> laid for Physics, Chemistry and Biology Buildings. Mr. Main, the British Architect, and Mr. DeSura <sup>landscape architect from</sup> Goa ~~are~~ <sup>are</sup> justly proud of their achievement.

\* <sup>serious</sup> the shortage of trained Secondary School teachers was stressed by Principal Pratt and by Prof. Ranger (Dept of History). The latter mentioned a <sup>methodist</sup> ~~denominational~~ Secondary School in Chipembe, Zambia, ~~where there~~ <sup>which has</sup> no history teacher, the pupils <sup>saying to take</sup> ~~take~~ this subject by correspondence courses.

The coming of C.V.S.O. teachers to Tanganyika will be ~~greatly~~ <sup>greatly</sup> appreciated a most valuable contribution. This was warmly confirmed by The High Commissioner for Canada, Mr. Norman Berliss.

At The British Tutorial College (Africa) Inc., I was told that over 5000 correspondence pupils are registered in East Africa ~~alone~~, following courses in English, arithmetic,

and subjects required for both the Ordinary <sup>School</sup> Certificate and the Higher School Certificate. Both the High Commissioner, Chantpear and the Vice-Chancellor told me they were taking these courses - the one to improve his English, the other both English and arithmetic. Each course costs 20 shillings per month, no small item for a working man. An airport-taxi driver said <sup>and</sup> he was attending <sup>evening</sup> ~~night~~ classes ~~for~~ in English reading, ~~as~~ he had had no schooling whatever.

The Government has plans for free primary education in the future, but the present limited accommodation, ~~even~~ with school fees, means that thousands of children are refused admission. This deplorable condition led one village woman, Miss Mary Ibrahim, to begin teaching under a mango tree. The illiterate women <sup>and their children</sup> of her village <sup>spang</sup> ~~and later~~ <sup>only</sup> the children <sup>begged her for lessons</sup> ~~began to come~~. She herself had <sup>only</sup> primary school training ~~only~~, but <sup>she</sup> had been in England with a group of village women and had returned learning to do what she could for her own villagers. Today after six years of hard work and ~~the~~ enthusiastic propaganda, she has an 8 classroom school recognized by the Government who send a public health nurse daily. ~~Two~~ <sup>fully</sup> trained teachers <sup>are</sup> supplied by U.S. Foreign Aid. <sup>Local funds provide six</sup> ~~native~~ <sup>native</sup> teachers, trained and semi-trained. <sup>Five cent</sup> ~~lunches~~ <sup>are to come</sup> for 10 cents of beans, corn meal, oil and powdered milk <sup>supplied</sup> by an ~~American~~ <sup>Catholic</sup> African aid fund. This year 450

boys and girls are registered in this school, officially known as Mary's Institute, ~~W. S. S. S.~~. The urgent needs now are for a vermin-proof food storage room, large food scale, a typewriter, and permanent kitchen and dining hall to replace the ~~rush~~ covered open shelter <sup>now</sup> in use, ~~now~~.

(\*) In discussing the African Students' Foundation with Mr Whittleton of the High Commissioner's Office it was pointed out that with many places available in the Universities of East Africa, we should concentrate on bringing students to Canada only for post graduate study, <sup>we would</sup> and achieve more for more undergraduates by sending money to enable ~~them~~ <sup>students, then</sup> to carry through degree courses in Africa where good instruction is <sup>now</sup> available in most subjects.

To help meet the <sup>great</sup> need for more medical men, <sup>especially</sup> in the rural districts, ~~particularly~~, the Ministry of Health provides a 2-year training for "medical assistants". Several of these were helping one Indian physician, <sup>a nurse and nursing assistants</sup> in the Magomeni Clinic near Dar es Salaam. Long queues were waiting their turn on one side of the large <sup>open</sup> quadrangle, while on the other side queues of mothers with infants <sup>were lined</sup> up to have the baby weighed by a volunteer (Mrs Berliss gives one morning a week to this work) while an assistant fills the record card, and a nurse deals with the cases needing special care and advice.

(\*) I owe a debt of gratitude to Mr Norman Berliss, High Commissioner for Canada Principal R. Crawford Pratt, University College, and in lesser degree to the following:

Jean Robertson, Admissions Officer University College  
 Professor Ranger History Dept.  
 Mr Yash Ghai <sup>(Muffield College)</sup> Lecturer in Law  
 Mr T. A. Wylie (B.C.) Ethnographer, National Museum  
 Miss Mary Abraham, Founder & Manager Mary's Institute, Mtoni.  
 Mrs Carpenter (Hungarian wife of Peace Corps teacher) Secondary School Teacher.  
 Mr Hammersley <sup>(U.P.A.)</sup> Research Director, Ministry of Agriculture  
 Mr Knox (N. Ireland) Lands Office  
 Mr Whittleton, Secretary, High Commissioner's Office.

## 7. Southern Rhodesia May 24-27. The route from

Dar es Salaam to Lagos was supposed to be via Salisbury and  
 Brazzaville; <sup>but as the latter was</sup> ~~actually at Salisbury~~ I was told Brazzaville airport  
<sup>was closed for political reasons and the route was</sup> ~~via Johannesburg~~  
 and Leopoldville, <sup>with</sup> ~~once weekly service only from Johannesburg.~~

<sup>3 days</sup> I therefore stayed over ~~two~~ <sup>three</sup> days in Salisbury, Southern Rhodesia, to visit the University  
 and feel something of the attitude in that country.

The enrollment is 557, of whom 146 are Africans including 11 women.

Part time students <sup>working</sup> for education certificates and diplomas number

26 and for the social science diploma 56. <sup>Of these 82</sup> <sup>are</sup> <sup>men only 11</sup>

African men. The College <sup>is stip a University College of London, etc</sup> has Faculties of Arts, Social Studies,

Science, Education; and Medicine was added two years ago. Modern

buildings on the new campus, about 5 miles out of the city, were occupied

in 1957 and already new wings have been added. The college serves

both Northern and Southern Rhodesia; 10% are from Zambia and

17% from beyond the Rhodesian borders. The Faculty of Education

draws students from Great Britain, South Africa, Basutoland, Australia, New Zealand and the Netherlands for the Postgraduate Certificate to be followed by 2 years teaching in The Rhodesias. This ~~course~~ <sup>certificate and course</sup> is recognized in Canada, Australia, and New Zealand, ~~and~~ <sup>and</sup> ~~of~~ <sup>of</sup> ~~the~~ <sup>the</sup> product of elsewhere. The course was planned by a most ~~enthusiastic~~ <sup>stimulating</sup> New Zealander, ~~now~~ <sup>Dean</sup> ~~of~~ <sup>C. A. Rogers</sup> ~~Education~~ who heads the Faculty of Education and is Project Manager of the Unesco Teacher Training grants. He stressed the need for more ~~trained~~ Secondary School teachers, especially in the sciences. He would like C.U.S.O men and women to enter <sup>of</sup> this Postgraduate Certificate course and teach <sup>in the Country</sup> for 2 years. Fares are paid to Salisbury and £350 ~~is~~ granted to cover 3 terms (Tuition £50, Residence £115.10.0 and Miscellaneous expenses £85). The salary, ~~while~~ teaching in Zambia £1070 for men ~~and~~ <sup>and</sup> women, but if in Southern Rhodesia men receive more (£1100) and women less (£915), for which discrimination there is no justification. Dean Rogers urged me to stress the advantages of this course of training <sup>and teaching to emphasize his correspondence with Dr R. Hamington</sup>.

In all Southern Rhodesia only 2 Secondary schools are for African children, and only 1 of these admits girls, and that in limited numbers. The failure rate is high due to poor teaching throughout primary school. The University took 40 failures last year and after 9 months intensive teaching, 27 passed ~~into~~ <sup>into</sup> the University. This is a valuable salvage as some of these will become teachers, a few will go into positions in industry; <sup>and most of</sup> The Zambia men will get government jobs under the Africanization policy <sup>in their country</sup>.

Principal Walter Adams spoke of the struggle to maintain within the University complete racial intermingling and equality. He ~~wished~~ <sup>would welcome</sup> some Canadian professors ~~only~~ <sup>would join</sup> his staff to aid in the fight for sanity and justice. He spoke of the way the government is antagonizing the youth of the land by the policy of expelling any child from a school on suspicion of some insubordination, with no hope of <sup>admission</sup> reinstatement at any later date. In one school an entire class <sup>room was emptied, every child denied any further schooling,</sup> ~~was expelled~~. I inquired whether a mission school could take them in, but ~~Dr Adams~~ <sup>was told that</sup> the government would not allow this to happen as they scrutinize all lists of admission. (He ~~told me~~ <sup>considered the univ</sup> ~~was fortunate~~ <sup>in having Queen Mother Elizabeth as Chancellor as this made it difficult for the government and ~~some~~ public ~~opinion~~ <sup>opinion</sup> to cast stones at their open policy of the college.) I met Dr Yates and Dr Brock of the Physics Dept, both ~~cooperating~~ <sup>cooperating</sup> wholeheartedly with Dean Rogers in training Secondary School teachers of physics. The main research is in geo magnetism, but in contrast to the work in Kenya, their specimens are ~~the~~ pre-Cambrian and ancient sedimentary and igneous rocks. As the term <sup>was over only a few professors and some graduate students were about</sup> In the Art Gallery of Salisbury active encouragement is given to native arts and crafts as well as studio facilities for amateur artists and exhibitions of their work. Those whom I met at University College were:</sup>



Principal Walter Adams  
 Dr. Hyates (Kumbar) Physics Dept.  
 Dr. Brock, Physics Dept.  
 Dean C. A. Rogers, Education  
 Secretary To Registrar.

8. Nigeria June 5 - June 10. The University of Lagos has ~~five~~ <sup>five</sup> faculties - Medicine, ~~Law and Arts~~ <sup>Engineering, Science, Business</sup> and ~~Arts~~ <sup>Law</sup> and Arts being established on a <sup>new</sup> site on the other side of the city facing the sea. The Assistant Registrar, Mr Osinulun (Ibadan, London College of Education and Northwestern) reported that 420 students are enrolled for the coming session, ~~of~~ <sup>of</sup> these will be 70 in Arts, 75 in Science (including 11 women); these 145 will all take some courses in Education. In Business, Economic and Social Sciences 60 will be registered (including 2 women) in the 3 year course, other evening classes being given over a 4 year period. Engineering will have 56 (including 1 woman). Law <sup>80 (2 women)</sup> expects 30 in 1<sup>st</sup> year and about 50 (including 2 women) in 2<sup>nd</sup> and 3<sup>rd</sup> years. A preliminary year will be available to enable students with only the Lower Certificate to enter Science or Engineering.

Hostels now in operation will house only 220 freshmen. Other students must find town lodgings until new residences are built. The tuition fee is £60 and the cost of room and board £90.

The Medical Professor and Hospital staff nearly all

live ~~on~~ the University Hospital <sup>campus</sup> compound. The large ~~main~~ hostel and School of Nursing accommodates 240 <sup>African</sup> ~~Nigerian~~ nurses. Under a Nigerian Dean of Medicine, ~~the faculty~~ is a ~~very~~ devoted international faculty. Most of the students are Nigerians or from other west African countries. Research work is in progress in several departments, a paper in The Lancet on the clinical use of a new anesthetic being the most recent publication.

I had the privilege of staying on the Medical Campus for two days with Dr Shirley Fleming and meeting <sup>many</sup> ~~several~~ members of faculty - Canadian, English, Indian, <sup>American</sup> and African. The wives of several professors teach in Secondary Schools. Their services and the work of C.V.S.O. teachers is of inestimable value to the country. Mr Carter, High Commissioner, was travelling in adjacent countries <sup>to which he is also accredited,</sup> ~~under his charge~~.

but Mr D. Small <sup>of his staff</sup> paid a glowing tribute to the C.V.S.O. teachers. <sup>I regretted not seeing some of these Canadian teachers but</sup> ~~my stay~~ <sup>in Nigeria was</sup> ~~curtailed~~ <sup>hampered and</sup> ~~by~~ <sup>telephone</sup> the general strike which paralyzed business, postal, and railway services and almost entirely crippled internal airway services. No plane could be booked for Enugu or the Northern Province; ~~the~~ occasional plane did leave the airport 15 or more miles outside Lagos, but there was no certainty as to when a return plane might <sup>be available</sup> ~~come available~~. Thanks to Mr Small I was driven to Ibadan by Mr Edward Wahl, an instructor at Ransome Kute College of Education, Ibadan. With him also was Mr Bertrand ~~the~~ teacher of French at the same College, both of

them Canadians on ~~an~~ External Aid. They told me about 150 ~~are~~ <sup>in this college</sup> enrolled of whom less than 10% <sup>are</sup> women. ~~Founded as a University College in 1928 and an independent~~ since 1960 ~~large and very beautiful~~ University of Ibadan has 2016 ~~degree~~ <sup>undergraduates</sup> students of whom 187 are women. ~~Its~~ Arts and Science have <sup>about</sup> 1600 postgraduates. ~~The~~ The Faculties of <sup>Agriculture (including Forestry and Veterinary Science)</sup> Arts, Science, Economic and Social Studies, Education and <sup>their</sup> Extramural Department are ~~on~~ on the large, very beautiful campus on undulating high ground away from the vast <sup>crowded</sup> native city of huts and narrow streets and lanes <sup>with its</sup> ~~the~~ fringe of new Government Buildings and of <sup>the bungalows of officials &</sup> expatriates. ~~other villas & bungalows~~ The Medical Faculty and large modern hospital are <sup>on another rim</sup> a few miles ~~of the city~~ <sup>of the city</sup>. Doctors and nurses were carrying on with difficulty since all the ~~maintaining~~ <sup>staff</sup> were out on strike.

On the main campus is an Institute of Library Science at which ~~25~~ 18 men and 7 women were following the Diploma course ~~which follows~~ <sup>after obtaining</sup> from their Higher School Certificate.

The Department of Drama has its own building and enthusiastic leadership. A Diploma is granted after two years. The College Shakespeare cast and stage assistants, with <sup>properties</sup> ~~scenery~~ packed in a modified oil tank truck, toured northern and eastern Nigeria playing in villages and towns to over 4000 appreciative spectators.

The Dept of History is very active under the <sup>inspiration</sup> ~~influence~~ of the distinguished scholar of African history Dr K. D. Dike, Vice-Chancellor and Principal of the University, and Professor J. B. Webster, who worked under the direction of Dr Dike for his M.A. <sup>hon</sup> ~~hon~~ V.B.C. and his Ph.D. <sup>from</sup> ~~at~~ London.

The Director of the School of Nursing, Ibadan

He now holds the Professorship of African History and has 18 graduate students including one woman. He regards these women students <sup>in general</sup> as among the best in the <sup>university</sup> college.

I saw <sup>also</sup> the Chemistry Dept where 7 women <sup>and</sup> 13 men were pursuing graduate courses and I visited -

Several ~~very fine~~ <sup>impressive</sup> residences for men and one for women, each with its own quadrangle and dining hall, accommodating 2000 students. At one end of the campus is a large International School with residence facilities for Secondary School children. It being the summer vacation most of the students were away as <sup>also</sup> the Vice-Chancellor, Registrar and many professors.

At the other ~~end~~ side of the campus one passes onto the campus of Ife University, a regional college named for the town some 90 miles east which legend <sup>asserts to be</sup> the site of the creation of the first man and woman. This <sup>institution</sup> like Ibadan, depends very largely on expatriot staff. This ~~institution~~ <sup>institution</sup> is about to be moved to a new site near Ife and developed to meet regional needs. The present campus is being taken over by the Federal government for the future expansion of Ibadan University.

Among those to whom I am indebted ~~in Nigeria~~ are the following

Mr Douglas Small, First Secretary, High Commissioner's Office

Mr Osimulu (Ibadan, London, Northwestern) <sup>acting</sup> Registrar, Lagos

Dr Shirley Fleming (Toronto) Anaesthetics, Lagos

Dr Earl Russell (on <sup>leave</sup> loan from Queen's University) Anaesthetics, Lagos

Dr T. F. Nicholson (Toronto) Pathology, Lagos

Dr Thomas (W. B.) Medicine, Lagos

Mrs Haines ( " ) Secondary School teacher of English, Lagos

Dr Edu Medicine Lagos

The Director of the School of Nursing, Lagos.

Mr Akpata (Hall V.) Assistant Registrar, Ibadan

Dr J. B. Webster (UBe, London) Professor of African History, Ibadan.

Mrs Odeside (Library Diploma Hall) University Library, Ibadan  
 Mr Edward Wahl (UBe, External Aid) Kute College of Education, Ibadan

Mr. Bertrand (Canada - Ext. Aid) " " " " "

Mr Whillowby (G.B.) Government Security Officer, Lagos.

In Ibadan I met a <sup>Canadian</sup> visitor from Sierra Leone, Mr G. D. Killam of the Dept. of English, Fourah Bay College, <sup>Freetown</sup> full of enthusiasm for that small country of 2 million inhabitants with its College of about 200 students.

9. Cameroun June 10 - 14. From Lagos, I flew eastward to Douala, Cameroun, and after a night in this small coastal town, flew inland to the capital, <sup>several</sup> sprawled over <sup>many</sup> wooded hills, Yaounde. French is, of course, the language of communication with the expatriates and between members of different tribes. Only the relatively small western province, a part of the former British Cameroon, elected to join Cameroun rather than Nigeria. In this region English is spoken and <sup>its legal system is</sup> the laws of the land are British. For this reason the <sup>federal</sup> University of Cameroun plans to be a truly bilingual institution.

At present the <sup>university</sup> is <sup>little more than embryonic</sup> almost entirely French. The Vice-Chancellor, Dr. Pellegrin (Tonloume) speaks only French, but is determined to make bilingualism the rule with students.

attending courses of <sup>Practical</sup> English or French, as their ~~need may be~~. The ~~first~~ former course for East Camerounians students is now in <sup>being given by</sup> ~~existence~~ under Dr Moller (Trinity Hall, Cambridge) sent out by the British Council with U.K. funds.

(\*) West Cameroun is very backward educationally, with only one Secondary School bringing students up to University entrance, Humba School with 30 students, 12 of whom will be sent to France for an intensive July to November course in French, after which they will enter The University in <sup>Yaounde</sup> ~~about~~ <sup>Some</sup> 200 candidates for admission, from Cameroun and adjacent countries, will write examinations this summer. About 160 Christian Brothers and 15 lay teachers are in West Cameroun, 22 CVSO teachers are eagerly awaited, 10 for East Cameroun, 3 for West Cameroun, 5 for Chad, 4 in (Brazzaville) Congo. Later they hope to place CVSO teachers in Central Africa and Gabon. College Vogt is the best government Lycée giving the final year for University entrance.

Adventurous young medical doctors are urgently needed for ~~the~~ Cameroun and the <sup>3</sup> neighbouring countries. One Central Medical College for these four countries Cameroun, Chad, Gabon and Congo-Brazzaville is badly needed to produce 300 doctors in the next 10 years, but national rivalries may make this impossible.

The Faculties of the University are Law and Economic Science, Letters, Science, Agriculture and an Ecole Normale Supérieure. The numbers of students <sup>in</sup> ~~are~~ 1st, 2nd and 3rd Year Law are 50, 13, 13 totalling 76 including 3 women.



West-Cameroon (X) on p. 34

Half the schools in Cameroon are government run and half are denominational, Roman Catholic, Protestant and Muslim. Only 40% of the <sup>secondary school</sup> teachers are Africans. But 90% in the primary schools. Their training is ~~in~~ <sup>in</sup> general ~~very~~ poor. Many village children walk long distances through forests and plantations to attend a central school. The salaries of elementary teachers are so low that the 20% increase, <sup>granted</sup> after a recent threat of strike is still not enough to attract ~~able~~ <sup>able</sup> people.

The only bilingual cultural journal in all Africa is produced in Cameroon. Its name, Abbia, with accent on the middle syllable, is taken from an old southern Cameroon game played with carved nuts and dice. This is a fine journal of intellectual quality. Unesco aids substantially in the publication of this Revue culturelle Camerounaise.

I was greatly helped by the following people:

Mr Fulgence Charpentier, Ambassador of Canada

Mr Theodore Arcand (McMaster) Secretary, Can. Embassy

Dr Beleguin (Toulouse) Vice-Chancellor, Federal University

Dr Moller (Lantab) Lecturer in Practical English

Torrential rains ~~for~~ <sup>for</sup> hours in Douda prevented me from visiting the Art and Trades School. <sup>Mr Charpentier</sup> ~~Mr Charpentier~~ had mentioned <sup>where</sup> that two Canadians were teaching there,



and guiding <sup>and encouraging</sup> native crafts. The Ambassador also stressed the value to Cameroun which would result from some Canadian External Aid fellowships to bring men <sup>to Canada</sup> to study trade procedures, and to learn the techniques of Radio programming.

In Yaounde and ~~also~~ <sup>again in</sup> leaving Donala I met Mr Robert Byrd (Chicago) visiting Cameroun to select delegates for the first good-will economic conference ~~planned~~ <sup>organized</sup> by a Society of Friends ~~organization~~ organization to bring African leaders in the business world together, in the hope of helping to overcome some of the national rivalries and suspicious working now so powerfully against their own ideal of "African Unity". This conference is to be held in Lomé, Togo, in August 1964. The second may be held in Cameroun.

From 36  
r



10. Ghana June 14-19. Four hour flight brought me from Donala to Accra where Mr T.C. Bacon, in the absence of the High Commissioner, put me in touch with Mr John Mann of the University at Legon, Accra, and Mr John Baigent, C.U.S.O. teacher at Accra Academy.

Beginning as a University College of London, the University of Ghana at Legon just outside Accra ~~has~~ <sup>has now</sup> ~~under the~~ <sup>been independent</sup> for 3 years, with ~~the~~ Vice-Chancellor Connor Cruise O'Brien

informed me that he has a staff of about 300 for a student enrollment of 1500, including about 120 women. The Secondary Schools are producing so few <sup>students</sup> with Higher School Certificate that the University plans ~~to start~~ a preliminary year to speed up the numbers entering the degree courses. They have Faculties of Agriculture, Arts, <sup>Social Studies,</sup> Science, <sup>and</sup> Law. ~~and~~ Medicine is about to be started. There are active departments of Archaeology, Music, Drama, <sup>and an Institute of Education</sup> and an Institute of Statistics. This last named is <sup>under the</sup> ~~an ambitious~~ competent and progressive direction of Mr. David Jones (Canadian Bureau of Statistics). His staff consists now of an Indian Lecturer and a Polish and 2 Indian Senior Research Fellows. <sup>Eight</sup> ~~of~~ appointments are pending. Dr. A.R. Sen of Calcutta <sup>(M.A.)</sup> and North Carolina (Ph.D) is the Director - Designate expected to assume office in 1965. <sup>Nine</sup> ~~the~~ research projects are now under way dealing with Ghanaian trade and agriculture, population, languages, ~~and~~ health, cost-of-living and other statistical problems.

The Physics Dept under Dr. A.N. May is developing graduate research in Solid State physics. Dr. A.H. Ward directs the active Radio-Isotope and Health-Physics Unit with Mrs J.D. Marr as Technical Adviser from Chalk River. <sup>Ten researches are in progress including problems of economic importance in agriculture.</sup> ~~under Canadian Technical Aid.~~ Work is also in progress on ionospheric physics, geomagnetism and earth currents, under Rev. Dr. J.R. Koster.

A joint project involving the departments of archaeology, History, Geography, <sup>Sociology,</sup> Biology, Geology and agriculture is

several hundred miles of the  
the Volta Dam Region Research, covering ~~the entire~~ Volta  
valley of ~~several hundred miles length~~ which will soon be  
flooded. An impressive exhibit of their findings to date  
was on view in the ~~spacious~~ <sup>rotunda</sup> hall of the University Library,  
including early stone and iron age implements and simple  
pottery.

<sup>Dr. O'Brien expressed</sup>  
concern ~~was expressed~~ over the high proportion of students, 80%  
selecting humanities courses as against only 20% in the  
sciences when the country so greatly needs more of the <sup>men</sup>  
with scientific training. Physics had 50 students, with  
heavy failures in 1st year. In ~~the~~ pre-medical chemistry (2 years)  
~~there~~ were 70 students, including 6 women.

To foot  
of p. 40.

I did not get to Kumasi, 125 miles north, where <sup>training</sup> ~~the~~  
in applied science, <sup>and other disciplines</sup> given in the Kwame Nkrumah University of  
Science and Technology, nor 200 miles further north to Tamale, <sup>and</sup> ~~but~~  
I only saw the University College of Cape Coast in the darkness of an  
<sup>evening</sup> ~~night~~ of frequent gusts of driving rain. The heat, the rains [and  
~~diminishing funds~~] deterred me from travelling inland, especially as  
I had learned that my <sup>predecessor</sup> had visited C.U.S.T. teachers throughout Ghana <sup>the</sup>  
The Accra Polytechnic trains women in Domestic Science, <sup>Commercial art</sup> ~~and~~ Interior Decorating and  
Institutional Management, Upholstery, <sup>Commercial art</sup> ~~and~~ Interior Decorating and  
<sup>Business</sup> ~~Commercial~~ courses. The last three are open to both men and women  
For men and boys they offer Carpentry, motor mechanics,  
plumbing and masonry. An extension is planned for  
dressmaking and a hostel ~~for~~ girls to encourage greater  
attendance by women and girls from outside the city.  
Mrs Florence Addison, a <sup>Cape Verde</sup> Ghanaian graduate of Kumasi,

the  
month  
no  
had  
feeling  
holding  
with

who was a delegate to the Uganda Seminar for African Women, is Education Officer for Primary and Middle Schools for the District of Greater Accra. Eight men hold the corresponding posts throughout the country. She has 5 professional assistants and inspectors whose responsibilities to the Ministry of Education embrace <sup>all</sup> private and denominational as well as government schools. Strenuous efforts are made to train uncertified teachers and raise standards of both education and hygiene. Intensive 6 week courses for about 60 teachers are given, and special 2 week courses in English or science or history in cooperation with the Legon Institute of Education.

The 1962 census gave 7 million population and 900,000 children ~~supported~~ in primary and middle schools which since 1961 are free and compulsory. The <sup>approximate</sup> actual figure of enrollment in 5,451 primary schools was 448,000 boys and 250,000 girls; in 1,575 middle schools 124,000 boys, 51,000 girls; <sup>in 8</sup> public secondary schools (39 coeducational) <sup>forms</sup> grades 1-5, 13,500 boys, 4,200 girls; and <sup>in form 6 (2 years to ~~higher~~ <sup>higher</sup> certificate entrance)</sup> 893 boys, 164 girls.

In 1963 the number of public schools had increased to 6,873 primary, 1,809 middle, 85 secondary.

<sup>From 1962 to 1963</sup> Teacher Training Colleges increased from 32 to 46. <sup>The government provides free text books to all schools and hopes to remove fees in a few years.</sup> The Deputy Minister of Education is Mrs Al Hassan, M.P.,

one of 10 women elected <sup>for 5 years</sup> by Parliament itself. This is Dr Nkrumah's way of drawing women into public life. After their 5 year term those women who desire reelection must take their chances at the polls with the men.

\* Foot of p. 40. see p. 39.

Mr John Baigent (C.U.S.O.) ~~took~~ <sup>motored</sup> me to his school, the large impressive Accra Academy where he and other Canadian teachers are working with enthusiastic devotion. One of these Mr T. Brochmann (Ext. aid) persuaded The School Board to supply anti-malaria tablets for free distribution to <sup>every</sup> all the boys daily; the marked improvement in health and attendance ~~was~~ <sup>was</sup> ~~strikingly~~ <sup>graphically</sup> ~~very~~ noticeable. He and Mr Baigent have selected 30 students from 125 for extra classes on Saturday morning, an opportunity to widen their cultural horizons that these boys greatly appreciate. The boys also devour books loaned them by their teachers. There is need for school libraries of good modern fiction, biography, <sup>science</sup> and current affairs. The ages of the students may run far above the teens into the middle twenties as some have had a very late start or broken periods of schooling.

With Mr Baigent I visited the Teacher Training College at Winneba, along the coast west of Accra, where we saw Miss M. J. Little <sup>(C.U.S.O.)</sup> instructor in Music and the only expatriot in this village, a buoyant young Canadian enjoying her teaching, her colleagues, her cottage, and all the new experiences of this adventure into Ghana. We went further ~~west~~ to the large Mfantseman Girls Secondary School and talked briefly with Miss Florence English (C.U.S.O.). She too was ~~an~~ enthusiastic about her life and work in this school for 265 pupils. In addition to native teachers ~~and herself~~ <sup>her colleagues</sup>, there are 2 teachers from Great Britain and 2 from U.S.A. Going on through heavy rain which had washed out half the road

in the low places.  
~~Still further~~ <sup>we came to Cape Coast.</sup> up the coast as darkness fell, ~~over the country~~ we drove around and partially washed out roads. The hillside on which the University College and its attractive staff ~~houses~~ <sup>bungalows</sup> are built. We called upon Mr Ronald Almond, <sup>(CVSO)</sup> teacher of physics and mathematics at St Augustine's College, another enthusiast, who gives spare hours to coaching the College soccer team.

I was sorry not to see more of the many CVSO teachers both in Nigeria and in Ghana. In Nigeria it was the paralyzing strike, in Ghana the tropical heat and seasonal rains. ~~as well as~~ <sup>It was good</sup> I was glad to learn from the High Commissioners Office that a month earlier Mr McWhinnie had visited the CVSO teachers throughout both ~~that~~ Nigeria and Ghana.

In conclusion ~~it seems~~ <sup>it seems</sup> worth mentioning <sup>the wide</sup> ~~immense~~ influence of one educated Ghanaian family. Dr Baëta is Professor of Religion at the University of Ghana; his sister, Mrs Jagge is a Judge in Accra; his daughter, Miss Barbara Baëta, a trained dietitian, is manager of the YWCA <sup>Residence,</sup> Club and public Cafeteria in Accra; <sup>from Montreal to Winnipeg,</sup> (she is being sent to visit YWCA ~~across half of~~ <sup>Canada</sup> for six months); his son, ~~Mr~~ R D Baëta, a graduate of this year, is joining Professor May's team of research workers in Solid State Physics where he will in due time attain higher degrees.

From the following I received much appreciated assistance and information:

Mr T.C. Bacon Secretary, High Commissioners Office  
Mrs Donald Cornett (Queen's) wife of High Commissioner.



## Conclusion

It ~~has been~~ <sup>has been</sup> a ~~very~~ great privilege to ~~have~~ visited these ten countries <sup>of Africa</sup>, ~~actually 11 countries~~, for I spent 7 days in South Africa although I did not see the inside of any educational institution <sup>there</sup>. I deeply appreciate the interest <sup>shown in this trip</sup> and the encouragement given me by the Director of the Canadian Universities Foundation and his colleagues.

To the Department of External Affairs for the letters written to their offices in these countries of Africa, and for the help and kindness extended to me by Canada's representatives in these offices; to the many people in Universities & other institutions who welcomed my visits and enquiries and aided me in innumerable ways, I gladly record my sincere thanks.

I have been greatly impressed by the valuable and varied services being rendered by Canadians in education and technical assistance in Africa. The need is obviously very great and the urgency is apparent. It will be my aim to encourage in what ways I can, young or people to go out on contract to the Universities, or under Canadian Government External Aid, or as C.U.S.O. Teachers.

Asking young women who had studied abroad what were the specific difficulties encountered, I was always told they had met with much helpful kindness and found a friendly atmosphere; but <sup>as few</sup> some expressed their embarrassment at <sup>sometimes</sup> finding themselves 'on exhibit' at times, and <sup>then</sup> surprised at the <sup>fragment</sup> lack of intelligized knowledge of and other than superficial interest in their homelands. They valued being <sup>invited</sup> brought



as individuals into Canadian homes far more than as groups of overseas students. I heard of no case of a woman scholar suffering a nervous breakdown on her return from overseas study, and I only know one case of breakdown in my 24 years at <sup>Queens University, Ont.</sup> ~~Queens University, Ont.~~ I heard a few old tales of men for

personally of one case of breakdown in my 24 years at <sup>Queens University, Ont.</sup> ~~Queens University, Ont.~~ I heard a few old tales of men for whom the clash of African culture and village tradition with western culture proved too great a strain, either while overseas or on their return. These cases were told me in Tanganyika and Nigeria.

None of the Commonwealth scholars whom I met had been married before going to Canada. Two had married while in Montreal and both were quick to affirm the great value and bond of having shared experiences in the foreign <sup>land</sup> country. Others told of instances where family life, interrupted while the father was an overseas student, could not be happily resumed on his return due to the gulf caused by unshared wider horizons.

With regard to the African Students' Foundation, from conversations in nine countries, I am convinced that we should ~~accept~~ <sup>bring</sup> undergraduates only under very exceptional circumstances. With places empty in their own universities, we shall accomplish more by aiding the student from a poor <sup>home</sup> family with fees and residence costs in his own <sup>country</sup> ~~college~~, thus keeping him in his <sup>local environment</sup> ~~native surroundings~~ for three or four years until ~~the~~ his post graduate period. ~~Confusing~~ As the number of graduate students is not now sufficient for the British, American, Canadian and other fellowships offered, we should <sup>bring to Canada</sup> ~~take~~ those who select our fellowships and use the excess money in our hands to assist students in situ. Without the heavy ~~in~~ transportation costs, we could enable <sup>considerably more</sup> ~~more~~ promising secondary school students to enter begin university <sup>courses</sup> ~~study~~. This policy is less spectacular but more valuable to Africa and more realistic.

And  
1962-1963

Appendix. Statement of funds received and expended.

From Canadian Universities Foundation	\$1000.
From <sup>Can.</sup> National Commission for Unesco	500.
From Canada Council	<u>250</u>
Total	<u>\$1750</u>

Cost of Economy Air ticket: Montreal - London - Cairo - Khartoum - Addis Ababa - Nairobi - Entebe - Nairobi - Dar es Salaam - Salisbury - <del>Brazzaville</del> <del>Porto Zavello</del> - Lagos - Accra - London - Montreal	\$ 1239.
Re-routed ticket Salisbury - Phamesburg - Lagos	30.
Lagos - Donala - Yaounde - Donala - Lagos	<u>173.</u>
	<u>\$ 1442</u>

Hotels, Meals, Taxis, etc.	Sudan	80.
	Ethiopia	85.
	Uganda, Conference, etc.	75.
	Kenya.	40.
	Tanganyika (in part).	<u>28</u>
		<u>\$ 308</u>
Total		<u>\$ 1750</u>

And

Address until mid Sept-  
1/2 Can. H.

Linnæusacres  
Beltra Co Sligo  
1964 July 30

Dear Dr Andrew

Herewith a report on my travels  
in Africa in April, May & June.  
I hope it will be of some interest to you  
and of value to others.

I am sorry to send it in manuscript  
but I am still out on the Sligo coast  
far from any typists - if such a person  
exists in Sligo Town - 16 miles by bus.

My next adventure is the Intl.  
Astronomical Union meeting - 1000 strong  
in Hamburg on Aug 24. & the joint  
meeting with the Intl. Union for Hist  
& Phil of Science.

I expect to be in K— in very  
late Sept. & will go to Ottawa to see  
you in October.

With kind regards

W-D

Address until mid September  
c/o Canada House, Trafalgar Sq.  
London

Carrownacreevy, Beltra,  
Co. Sligo, Ireland  
1964 July 4.

Mr Lewis Pennington  
Executive Secretary  
C.N.C.V. Ottawa

Dear Lewis

Enclose a Report on the African Seminar  
for University Women held in Kampala, Uganda  
in April-May 1964. I am sorry I have no  
way to get it typed, as I am in a remote  
part of the Sligo coast.

When it is typed in your office, may  
I ask you to have two extra copies made,  
one to go to Dr G. F. Andrew, Can. Univ. Foundation  
75 Albert St, the other to the Chairman of the Canada  
Council.

This three month visit to Africa has been  
a tremendous experience. I shall hope to see  
you when I am in Ottawa in October.  
With kindest regards & my ~~deepest~~ <sup>very real</sup>  
appreciation of your interest and advice  
last autumn

Sincerely yours

AVD

Address until mid September  
c/o Canada House, Trafalgar Sq.  
London

Carrownacreevy, Beltra,  
Co. Sligo, Ireland  
1964 July 4.

Mr Lewis Peninham  
Executive Secretary  
C.N.C.U. Ottawa

Dear Lewis

Enclose a Report on the African Seminar  
for University Women held in ~~Harare~~, Uganda  
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With kindest regards & my ~~deepest~~ <sup>very real</sup>  
appreciation of your interest and advice  
last autumn.

Sincerely yours

AN-D

Report to the <sup>Canadian</sup> National Commission for Unesco on  
the I.F.U.W. Seminar for African University Women  
held at Makerere University College  
Kampala Uganda  
from April 29 - May 6, 1964

This Seminar was planned over the last two years by the officers of the International Federation of University Women to encourage higher education amongst the women of African countries south of the Sahara.

The programme was arranged in close cooperation with the I.F.U.W. representative to Unesco <sup>in Paris</sup> (vice-chairman of the committee of N.G.O.'s having consultative status with Unesco), and with the officers of the Uganda Association of University Women. The African delegates' expenses and the general expenses of the ~~meetings~~ <sup>Seminar</sup> were met by the I.F.U.W. with generous assistance from Unesco (approximately 30%) and special funds raised in Great Britain, the U.S.A. and Switzerland by officers of I.F.U.W.

The representatives from ~~the~~ <sup>18</sup> ~~sixteen~~ African countries were exceptionally able women by any standards, forceful speakers, capable as chairmen, or rapporteurs at every session. The following countries were represented: Sudan, Somalia <sup>Republic</sup>, Uganda, Kenya,

Tanganyika, Madagascar, Bechuanaland, Swaziland, Southern Rhodesia, Senegal, Gambia, Sierra Leone, Liberia, <sup>Ivory coast,</sup> Ghana, Dahomey, Nigeria, Cameroon. In addition an Anglo-saxon delegate represented South Africa and the second delegate from Southern Rhodesia was Anglo-saxon.

A large number of Uganda ~~and~~ members of the ~~the~~ <sup>local</sup> Association of University Women and ex-patriot members attended many of the Sessions as observers and visitors.

The I.F.U.W. was represented by its president, Miss I. F. Hilton and four other members from Great Britain, vice-presidents from Belgium, the USA and Brazil, the treasures from Switzerland and past presidents from France and Canada.

Unesco was represented by Mrs Helen Tacci.

The opening meeting was addressed by Dr Wassawo, Vice-Principal of Makerere University College and by the Hon. Mrs F. Lubego member of the Uganda Parliament and <sup>Parliamentary Secretary to the Minister of Community</sup> ~~Assistant Minister of Welfare Planning.~~

Amongst the topics discussed at the morning and afternoon sessions were the education of girls and women at the primary, secondary and University level, the attitudes towards education, the

sociological and economic factors involved, the need in many regions ~~of~~ girls' hostels attached to secondary schools where the villages may be some miles distant; The lack of technical or trade schools for girls and of vocational guidance; the need for adult education and the ~~of~~ eagerness with which this is sought in many <sup>Tanzania</sup> villages; The retaining of Africa's cultural heritage by the encouragement of traditional music, dance, art and crafts; The training of women for leadership in civic and village life through voluntary organizations and service\*; The wide range of responsibilities <sup>falling on the relatively</sup> few educated women and the dire need for more ~~and more~~ teachers; ~~the~~ <sup>challenge</sup> ~~to~~ <sup>to</sup> parents and ~~the whole~~ <sup>indeed all citizens</sup> to strive <sup>to</sup> ~~to~~ <sup>by precept and practice</sup> inculcate high ideals and ethical standards in a world where ~~old~~ <sup>everywhere</sup> traditions are ~~constantly~~ questioned. ~~By~~ <sup>as</sup> various cultures clash and intermix,

visits to schools, training colleges, a village health clinic, the Parliament Buildings <sup>and the Presidential Palace</sup> and to Ugandan private homes rounded out a valued and valuable eight day conference. For some of the delegates this was their <sup>first</sup> visit to other parts of their vast continent, their first <sup>direct</sup> contact with ~~the~~

\* the need to break down many tribal taboos which deprive women of certain nutritious foods (egg, fish, fowl...) with resulting malnutrition



African countries remote from their own borders. Some problems <sup>were</sup> ~~they~~ found to be purely local, but most were common to all the countries represented and many to the <sup>(African)</sup> countries of other continents as well.

There was unanimous agreement that Africa needs more educated women — as wives for her educated young men, as teachers, <sup>as doctors and nurses,</sup> as community leaders in public health and welfare work, and as members of civic and national bodies. Toward this end it was agreed that in each country represented great efforts must be made to enable more girls to enter and complete secondary school. At present insufficient numbers of secondary schools and insufficient, <sup>adequately</sup> trained teachers in these schools create the bottleneck which prevents the universities from <sup>having capacity</sup> attaining full enrollment. (In Southern Rhodesia the deplorable fact is that only <sup>one of ~~two~~</sup> ~~two~~ secondary schools <sup>are open to Africans, permitting the</sup> enrollment of girls, and that is for a limited number only. <sup>and only one other admits a limited number</sup>)

One result of the <sup>Seminar</sup> Conference will be the formation of Associations of University Women in several of the countries which now have none; and in the countries where such Associations exist — Sudan and Nigeria — affiliation with the International Federation of University Women may soon come. Full membership in the I.F.U.W. is at present held by Egypt, the Associations in Egypt, Uganda, Rhodesia and South Africa. In the last two it is more and more difficult to hold inter-racial meetings and maintain mutual trust in the face of apartheid pressures. This seminar demonstrated the determination of Unesco and the International Federation of University Women to oppose all forms of racial discrimination.

In many of the sessions speakers from <sup>various</sup> ~~the~~ countries  
 or ~~another~~ made reference to Unesco projects in Teacher  
 Training, in Literacy campaigns, <sup>in adult education through Reading</sup> in Agricultural Research, etc.  
 One <sup>great need</sup> ~~complaint~~ was expressed by several delegates, namely  
 the ~~lack of~~ suitable adult reading material for newly  
 literates. He writes visited Patzcuara ~~two~~ years  
 ago and saw what is being done in that line for  
 Latin America. Africa needs such literature. ~~These~~  
 difficultly being the multitude of languages. In  
 some countries, notably Liberia and <sup>Southern Rhodesia</sup>, local writers  
 are producing suitable material which is mimeo-  
 graphed for village distribution. The suggestion  
 was made that a centre <sup>should</sup> be established to  
 which all such <sup>reading material</sup> ~~material~~ in English or French,  
 be sent, ~~and lists~~ <sup>could</sup> be available to the other  
 African countries, where educated people  
~~might~~ <sup>could</sup> be found who <sup>to</sup> would translate <sup>what</sup>  
~~it was~~ <sup>most</sup> appropriate to their localities.  
 into the <sup>target</sup> ~~native~~ <sup>language</sup>. Perhaps the Canadian  
 National Commission for Unesco might feel  
 justified in giving the lead in this matter.  
 It was further pointed out that ~~it~~ <sup>there</sup> only is a clearing  
 house <sup>index</sup> needed for reading material, but also for records  
 of African music; in Madagascar alone over 200 such  
 records <sup>have</sup> been made.

The Canadian National Commission for Unesco <sup>in Ottawa</sup> ~~has~~ <sup>indicated</sup>  
 its realization of the urgency of <sup>helping</sup> African countries  
 in these critical years. Two ways in which <sup>immediate</sup> ~~needed~~  
 assistance <sup>could</sup> be given were made apparent at the  
 Uganda Seminar (1) establishment of a clearing centre,

as above mentioned, <sup>reading material</sup> in Africa for ~~the~~ <sup>newly literates</sup> ~~and for~~ native music recordings. (2) provision of good modern books - biography, history, fiction, etc - for African secondary schools where many of the pupils are in their late teens, early or middle twenties. Many associations and clubs <sup>in Canada</sup> <sup>are</sup> <sup>usually</sup> <sup>would</sup> be willing to collect such books if the Canadian Commission for Unesco would undertake the <sup>heavy</sup> shipping costs. <sup>The writer found that both African and Canadian teachers in both east and west Africa</sup> ~~expressed~~ <sup>confirmed</sup> this need <sup>to the writer</sup> - stressing the avidity with which their <sup>good</sup> senior students borrowed any <sup>such</sup> books which they themselves had made available.

It is made  
an use of the  
need

<sup>It is a pleasure</sup> The ~~writer~~ <sup>wishes</sup> to express <sup>again</sup> ~~his~~ <sup>his</sup> gratitude for the contribution of \$500 made by the Canadian National Commission. This sum together with sums <sup>given</sup> ~~from~~ by the Canadian Universities Foundation, the Canada Council and from personal funds, enabled <sup>the writer</sup> ~~him~~ to attend the Uganda <sup>General</sup> ~~Conference~~ and visit universities and various other institutions in two countries of Africa during April, May and June of 1964.

Uganda - Kenya  
J. Bonkitt - Audrey Wipper

Tanzania

Norman Berles  
Mr Whittleston 3rd Sec  
Princ R Crawford Pratt

Mr Yash Eshai (Nuffield Col)

T A Wylie (Comm) Museum. Ethnographies

## Dr. A. V. Douglas to Study CUSO Program in Africa

A retired Queen's University professor will mix business with pleasure visiting many African cities and villages on a three-month tour next year.

Dr. A. Vibert Douglas, dean of women until 1959 and a professor of astronomy at Queen's for 24 years, will attend a conference dealing with education of English-speaking African women at Makerere University in Kampala, Uganda, next April.

The rest of the time she will spend in the Sudan, Ethiopia, Kenya, Tanganyia and possibly Northern and Southern Rhodesia, Nigeria, Ghana and the Cameroons.

Dr. Douglas will visit some of the 160 Canadian university graduates, most of them secondary school teachers, who are working two years in Africa with the Canadian University Students Overseas program. Three Queen's graduates are among the group.

She will attempt to determine some of the problems the graduates face in Africa and assess further opportunities open to Canadian graduates there. CUSO will use the information to select and brief recruits before they leave Canada.

At the same time she has been requested to contact Africans who have been a year or more in Canada as Commonwealth Fellows and are now returned to their native lands.

Many of these men and women may offer comments and ideas to help the Canadian Universities Foundation evaluate its program.

When she arrives at the Uganda conference Dr. Douglas will be investigating the opportunities for education of women in the newly-emerging African states.

She was the 1947-50 president of the International Federation of University Women, sponsors of the Kampala gathering.

"The influence of CUSO teachers and Commonwealth scholars will help overcome the apathy of many Canadians to what is happening in Africa," she said. "No longer can any nation say it is not affected by what happens in countries like Ghana or Kenya."

She explained each of the new nations have but a small core of educated men and women. "Some of the university women are lawyers, doctors and teachers and they rise rapidly in their professions because there are so few highly trained people."

All the new nations have one common need. "From Tanganyika to Ghana one serious problem is a lack of teachers at high school level," she maintained.

Dr. Douglas will receive grants from CUF, UNESCO and the Canada Council to



Dr. A. Vibert Douglas

help her complete the survey.

In August the Montreal native expects to attend two astronomy conferences in Hamburg, West Germany.

The joint symposium sponsored by UNESCO will see a meeting of the commission on

the History of Astronomy, International Astronomical Union, with the International Union for the History and Philosophy of Science. The general LAU assembly brings together astronomers from 40 to 50 countries.

Report to the Canadian Universities Foundation on visits  
to ten countries of Africa in  
April, May, June 1964.

By A. Vihed Douglas.

In the autumn of 1963 it was agreed that I should visit Sudan, Ethiopia, Uganda, Kenya, Tanganyika, Cameroun, Nigeria and Ghana, timing my journey so as to attend the Seminar for African University Women held under the auspices of the International Federation of University Women from April 29 to May 6, 1964 at Makerere University College in Uganda.

The objects were (1) to visit universities and other educational institutions, gaining some realization of their needs and dependence upon expatriate professors and teachers. (2) to see some of the C.U.S.D. teachers in West Africa and learn their reactions to their environment. (3) to see some of the returned Commonwealth scholars who are now playing an active part in their own countries. (4) to see some of the External Aid personnel engaged in educational work. In all this, special note was to be taken of the access of women and girls to education; the reactions of women teachers to the problems encountered by them; and the difficulties experienced African women studying abroad or accompanying a student husband. How far any of these objectives was attained will be seen from what follows.

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The objects were: (1) to visit universities and other educational institutions, gaining some realization of their needs and dependence upon expatriot professors and teachers. (2) to see some of the CUSO teachers in West Africa and learn of their reactions to their environment. (3) to see some of the returned Commonwealth Scholars who are now playing an active part in their own countries. (4) to see some of the External Aid personnel engaged in educational work. In all this, special note was to be taken of the access of women and girls to education; the reactions of women teachers to the problems encountered by them, and the difficulties experienced by African women studying abroad or accompanying a student husband. How far any of these objectives was attained will be seen from what follows.

1. Egypt

I broke the journey from London to Khartoum at Cairo. There are said to be five universities in the city. The impressive Arab University is said to have over 45,000 students. It maintains high standards by competitive entrance examinations. I was unable to go over it or meet any officials as I was too late to get a 'permit' without which it is not possible to persuade the guards at the gate to allow one even to walk around the many buildings housing faculties of medicine, engineering, law, languages, economics, sociology, science, etc. Women students are very much in the minority. The Egyptian staff is augmented by visiting Professors from France, Great Britain, and the U.S.A. Tuition is said to be free. My informant was the guard at the gate who spoke little French and less English. A larger proportion of Coptic than of Muslim Egyptians aspire to higher education.

From Alexandria to Aswan there appeared to be many government and religious schools with children neatly and similarly dressed.

The American University in Cairo, founded in 1919 and privately supported, has about 500 students enrolled in degree courses and 600 in non-credit evening classes, chiefly languages. Many of the degree students are foreigners--about 60% are women. The B.A. and M.A. degrees may be taken in Arabic studies, English, Economics and Politics, Sociology and



Anthropology. The B.Sc. and the M.Sc. are offered in Chemistry only, with supporting courses in Physics and Mathematics. Fees are charged all foreign and Egyptian students who can afford to pay; other Egyptian students are admitted free. The entrance qualifications are less demanding than for the Arab University. The staff is composed largely but not exclusively of American men and women. The degrees are not recognized by the Arab University, but they are accepted by universities in Europe and America.

2. Sudan April 10-15

The University of Khartoum, 1956, is the successor to Kitchener and Gordon Colleges, the old schools of Medicine, Agriculture and Liberal Arts. The present enrollment is about 2,000, of whom only 150 are women, in faculties of Law, Medicine, Agriculture, Languages, Social Sciences, Science. It is government supported. About 80% of the students receive free tuition and many get living bursaries in addition. The other 20% pay fees according to their means (mostly £8 to £18 per annum, a few from wealthy families pay £80). Most of the students, men and women, live in residences on the campus. All the instruction is in English. The general degree requires 4 years and 5 years for honours, 5 years in engineering and 6 years in Medicine. The professors are an international group--Sudanese, Egyptian, British, Canadian, American, Indian, Pakistanian, etc.

I was privileged in having two long conversations with the Vice-Chancellor, Dr. Elnazeer Dafaala. He is concerned at the lack of adequate preparation for university studies which the majority of the secondary schools are providing. Too few trained teachers, especially in Mathematics and science; this is specially true in schools for girls only; those girls who can gain admission to mixed schools fare a little better. But the problem of too few secondary schools and too few trained teachers even for the schools now operating is common to all the African countries visited. Neither the scale of salaries nor the chance of advancement encourages young university graduates to go back into the schools as teachers. Furthermore the government has recently abolished English as the language of instruction in their secondary schools in favour of Arabic. English is now just a compulsory language subject, with the result that most students enter the University with insufficient working knowledge of English and consequently the failure rate is wastefully high.

Dr. Dafaala stressed the value of retaining the custom of bringing in External Examiners every spring, not because of the need to maintain standards at the degree level, but for the importance of keeping close touch with British and other sources of replacements for their expatriot staff whose 4 or 5 year contracts are expiring and who do not wish to renew them. The annual contacts also help in getting postgraduate fellowships for their most promising graduates.

The government has been providing some fellowships for study abroad but will not do so this year due to financial crises brought about by wasteful overspending, poor cotton crops, the failure of a sugar refining venture, and serious underestimates of the cost of resettling villagers from the northern Nile Valley at and above Wadi Halfa where the Aswan High Dam will flood the valley many miles southward. The government grant to the University was drastically cut and departments are faced with a 30% reduction of budget this year.

A very few Sudanese women hold minor positions on the University staff. Members of the Sudan Association of University Women expressed the hope that an able graduate in Zoology now attaining her doctorate in the U.S.A. would be appointed to a lectureship on her return to Khartoum. Several professors affirmed that their best students, whether men or women, were of exceptionally high quality by any standards of scholarship. There are so few university women in Khartoum that social pressure is strong for them, married or single, to use their training outside their homes; hence many, even some with a family of 5 or 6 children, teach in private or denominational secondary schools. The first woman to graduate is now the able principal of a large government secondary school, the only woman in Sudan to hold such a position. She was one of two delegates to the Seminar in Uganda.

Fees at a government secondary school are about £80

a year, with some bursaries available to needy students. At the Church of England Secondary School the fee is £7 a month; at a private school in Omdurman £40 for 3 terms. Primary schools are free; most of them are for boys only. The teaching is bad, standards low and about 70% fail to pass the secondary school entrance examinations. Some of these failures become primary school teachers. The Khartoum newspaper for April 15 noted that 56 grade teachers from the provinces were arriving in the city for a 45 day (vacation time) training course. In the same paper was a reference to the UNESCO sponsored campaign against adult illiteracy. A Sudanese professor assured me that very few boys are now illiterate and that the interest in educating their girls is growing, even amongst the Muslim families as they see good remunerative jobs opening up for girls with even partial secondary school training.

Political tensions divide the University campus. A left wing student group at one extreme and opposing them is a very anti-Communist Muslim party. The result is that any student wanting to accept a government, British, Rockefeller or other Fellowship may not leave the country until cleared by both the Ministry of Education and the Ministry of Foreign Affairs.

The following are those with whom I discussed educational matters:

Dr. Elnazeer Dafaala, Principal and Vice-Chancellor

Dr. John Randell (UBC), Geography  
Mrs. John Randell (UBC), Teacher in private secondary school  
Engineer Bashir Abdel Rahim  
Dr. O'Brian (Cantab), Physics (ex-South Africa)  
Professor Klali, Zoology  
Dr. Lewis (London), Zoology  
Dr. Pantin, Cambridge Zoologist, Visiting External Examiner  
Professor S.N. Nur (Khartoum and London), History  
Mrs. S.N. Nur (Khartoum and London), Teacher in Church of  
England Secondary School  
Dr. Steele, Liverpool Geographer, Visiting External Examiner  
Sitt Fatima Talib Ismail, (Khartoum), Principal, Girls' Second-  
ary School  
Mr. and Mrs. Daniel, British Council  
Sir Ian (and Lady) Dixon Scott, British Ambassador

3. Ethiopia April 16-24

Haile Selassie I University had a registration for 1963-64 of 1513 students of whom 107 dropped out during the session. These figures include about 100 women of whom 11 dropped out, and foreign students (expatriots including Africans from Sudan, East Africa and Nyassaland) numbering 156 of whom 13 withdrew. In 1962 the enrollment was 948 and 162 graduated; in 1963, 1041 enrolled and 207 graduated. In that year the total students in all six colleges in Ethiopia, including Asmara and Gondar was 2047.

Three new faculties have recently been started. Architecture is in its second year. Law in its first year is modelled on the McGill course, 3rd year B.A. is 1st Law year and two further years lead to the Bachelor of Law. Medicine began this year in co-operation with the University of Beirut; a 9 year course, 3 in the faculty of Science, 2 at Beirut, then 2 clinical years in Addis Ababa hospitals, finally 1 year in-

termining in a hospital at home or abroad.

The Administration and Public Relations officer, Mr. H. Taye, gave me considerable time both in his office and another day visiting several departments, and, in University College, the departments of Geophysics and Education. The geophysics under M. Gouin of Quebec is very active in meteorology and seismology (long and short wave seismographs installed by U.S. Bureau of Standards). Gravity measurements are being made in many regions, particularly in the Rift Valley, by Dr. Mohr. Dr. Emile M. Cambron lectures in physics and elementary astronomy and has a 3-inch Zeiss refractor for observations of general interest, with special attention to students in the Department of Education. Dean Aklilon directs this department, providing in addition to a degree course in education, a 2 year diploma course for graduates of secondary schools. Of the 50 students in the diploma course only 10 were women, a fact which underlines the general indifference to the education of girls. However two faculty members are women who went for their masters degrees to the U.S.A. (Harvard and Columbia) and returned to assistant professorships, one in educational psychology, the other in elementary education.

The University has built a theatre and fine arts centre on the campus near the Students' Union; the West German Institute in Addis Ababa donated \$1,000 which, with private donations, finances the activities, and U.S. Aid sponsors

Dr. Kaplan, the enthusiastic and versatile director. Many students participate in the art classes, the music and drama.

Agricultural instruction and research are carried out at the Imperial Ethiopian College of Agriculture and Mechanical Arts. The Department of Agricultural Engineering Technology is at Dive Dawa under Professor W.W. Hobbs. He has about 150 students all men as might be expected. Important research is in progress on utilization of solar energy for heating water and its distillation. The trial plant provides 2 gal. distilled water daily to the local Mennonite Hospital, an important item where fuel is very costly. By happy accident I met Dr. Hobbs and through him Dr. H.F. Ronk, Director of Agricultural Research at the Debra Zeit experimental centre, who has been in Ethiopia 12 years and seen vast changes. He mentioned research on grain crops, pulses, oil seeds, insect control, poultry; and on utilization of "waste" products leading to new industries for feed stuffs for cattle and poultry. (Black strap molasses used to be poured on the roads.) They have 200 students. The senior staff are on U.S. Aid from Oklahoma State University, whose president, Dr. O.S. Willham was in Addis Ababa making his annual visit to these institutions. His enthusiasm for this work, so closely identified from its inception with his own University, was contagious. The junior research staff and some senior men are their own graduates who have returned after an M.A. year in Oklahoma.

The Institute of Ethiopian Studies is under the direction of Dr. Pankhurst, Professor of Ethiopian Economic History at University College. The small excellent Museum is in a spacious hall of the Gannata Leul Palace, the administrative centre of Haile Selassie I University. The National Archaeological Museum has a very intelligent young Ethiopian curator who paid tribute to the work being carried out by French archaeologists especially in the northern provinces.

The Faculty of Theology stresses Comparative Religion and History of Religion. Some Coptic scholars hope to educate a more intelligent priesthood and are said to be meeting opposition from an entrenched majority of half or almost wholly uneducated priests, many of whom are attached by law to primary schools. They can only be given the first grades as most are unfit even for there. An American adviser to the Ministry of Education, Miss Sorensen, told me that going about the country during the last four years inspecting primary schools, her first question is the number of Coptic priests on the staff; the efficiency of the school is generally in inverse ratio. She has insisted that all schools limit the numbers accepted to 50 children in any one classroom. Four years ago she found numbers up to 150 in a class with consequent chaos and ruthless use of whip and rod by distracted untrained teachers both lay and priest. But this limitation emphasizes the need for many more schools and the growing recognition of the value of education. Miss Sorensen has so far failed to prevail on the



Ministry to dismiss drunken and reprobate teachers for whom the Ministry's punishment is to transfer such men to village schools.

Primary education is free and, on the books only, compulsory. In fact attendance is not enforced. The proportion of girls is low, from 5% to 25%. Secondary schools are not free; they are wholly inadequate in numbers and in trained staff. Fortunately for the country, the Emperor has welcomed and encouraged foreign educators. I visited a large school for boys operated by the Christian Brothers (U.S.A.). One wing for primary school was largely staffed by young Ethiopian women. In the other wing for older boys, up to University entrance, most of the teachers were well dressed young Ethiopians. Last year they matriculated 6 boys, this year 10 will write final examinations. Brother Nicholas said they had to do a job of teacher training at the school as the task of finding staff, even with Secondary School Diploma, was difficult. Sisters of the Order have a similar school for girls.

Other schools of high reputation are the Lycée, a joint effort of French and Ethiopian governments; the British, the German and the Presbyterian Schools. The Seventh Day Adventists were said to have a good teacher training centre in a rural district selected by the Emperor.

Ato Soloman Tekalign, the young administrator of the provisional headquarters of the Organization for African Unity, told me that this and far more so African House, the imposing centre of Economic Planning for Africa, are bringing many well

educated internationally minded and widely travelled men to Addis Ababa. One result is an awakening to the need for University education; another is the stimulus given to the education of women. An Ethiopian professor put it thus: pressure for the education of more women is coming from the educated young men. The University is planning for expansion, with a new 5-storey building for an auditorium and classrooms nearing completion.

The University Bulletin for March contained three items of interest. (1) A public debate was announced on Free vs. Arranged Marriages. (The city paper next day gave this debate good coverage.) (2) Professor Toynbee had spent a month as guest of the University, lecturing and holding discussion groups. (3) Both President Kassa and Vice-President Dr. Edward Myers had spoken on radio and issued posters widely through the city urging employers to find summer jobs for 1500 students. Last year only 200 obtained summer employment largely because of the feeling that any manual work was demeaning. Both speakers had urged students to abandon the notion that only office jobs were befitting, to follow the example of North American students and accept any honest work.

Among those helpful to me were the following:

Dean Hapte Aklilon (Man. and Ohio), Education  
Mr. Gouin (Canada), Geophysics  
Dr. Emile M. Cambron (Canada), Physics  
Dr. Mohr (Great Britain), Geophysics  
Dr. Pankhurst (Great Britain), Director, Institute for  
Ethiopian Studies

Dr. Kaplan (U.S.A.), Drama and Fine Arts  
Mr. Haile Taye, Administration and Public Relations  
Dr. Hugh F. Ronk (U.S.A.), Agricultural Research Director  
Prof. W. W. Hobbs (U.S.A.), Agricultural Engineering Technology  
Dr. O.S. Willham, President, Oklahoma State University  
(Annual visitor to Haile Selassie I University)  
Miss Sorensen (U.S.A. Foreign Aid), Adviser to Ministry of  
Education  
Mrs. Gladys Lawthor, YWCA Secretary in Addis Ababa  
Mrs. Pankhurst, University College Librarian  
Mr. Taffara de Gueffé (UBC and Michigan), General Manager,  
Commercial Bank of Ethiopia  
Mrs. T. de Gueffé (Canadian - UBC)

### East Africa

Africanization is a main objective in government and in education in all three countries of East Africa--a natural and laudable objective. As far as my limited observations went, this replacement of white by native personnel is being carried out thoughtfully as men with postgraduate experience become available. A few examples of this with reference to Commonwealth Scholars who had studied in Canada were given in my report by letter from Kenya dated May 15, 1964. At the three University Colleges the Vice-Chancellorships have been or are about to be transferred to African scholars. Sir Bernard de Bunsen left Makerere University College, Uganda, to become Chancellor of the University of East Africa. The political, economic and prestige rivalry between the three countries is strong and probably at this stage no East African would have been acceptable. Dr. Lule succeeded Sir Bernard as Vice-Chancellor at Makerere and Dr. Wasawo is the Vice-Principal. The Royal College in Nairobi will drop the adjective and become the University College of Kenya; its Principal, Dr. J. M. Hyslop is shortly retiring and his successor from Sierra Leone is already appointed. In Dar es

Salaam, Principal R. Crawford Pratt is about to return to Canada and his successor as Vice-Chancellor of the University College of Tanganyika will be a native member of his present senior staff. All three colleges are expanding their Faculties of Arts and Science, but for the immediate future, the Medical Faculty is in Uganda, the Engineering in Kenya and Law in Tanganyika. Many of the Asian students in the three Colleges have entered with excellent training received in the Aga Khan schools of East Africa.

4. Uganda April 25-May 11

Makerere University College in Kampala has the highest ratio of women to men of any African university visited, approximately 20%. It was pointed out, however, that many of these are Asians. Indians and Pakistanis are everywhere in East Africa, as shopkeepers, business men and in the professions. Being more prosperous they can give better schooling to their children, than can the average African family.

The hall of residence for women accommodates 90 in term time, but during the vacation period, when the Seminar for African University women was held, only about 10 medical students were remaining in residence, and some 30 students, both those of the Department of Education which conducts its own vacation school for practice teaching and the group of primary teachers, including some young nuns from village schools, following a UNESCO sponsored course for instruction of primary teachers.

One Ugandan graduate is now the first woman City Councillor in East Africa; another, an Oxford M.A., is a member of Parliament and Parliamentary Secretary to the Minister of Community Planning. The Medical Faculty has graduated a few Asian women but as yet only one Ugandan woman, Dr. Josephine Nambozi, who did postgraduate work at Gt. Ormond St. Hospital, London and also in California. She is now resident physician at the Kasangata Health Centre serving 5 or 6 villages near Kampala with daily health clinics and a small maternity hospital. Dr. Saxton (U.S.A.) directs the clinic. He and Mrs. Saxton conduct discussions and interviews on family planning in which both men and women show interest. An important feature of the training of medical students is their attendance at Kasangata for half a day per week throughout 3 senior years, and for each student a period of several days in residence there. A further feature is the assignment of a village family to each student, who is expected to visit the home and keep in touch with the family for three years, learning the environmental, dietary and other problems of the village family. Diet is an important factor in general health where too much starchy food is consumed. Tribal taboos forbid eggs, fish and most meats to women. The orthodox Ugandan woman conforms with consequent malnutrition. These taboos are common to other parts of Africa, e.g. Sudan and some tribes of West Africa. Public Health nurses are combatting these diet deficiency problems and the ignorance behind the taboos, with

demonstrations in community halls and village institutes.

Research on a common species of tuber and on the tapioca plant by a Canadian chemist, Dr. David Mitchell, has resulted in the opening of a factory to process a flour of higher protein value. Two regional diseases were studied by an American physician, Dr. Donald Connor, the connection between trachoma and the black fly breeding in the upper reaches of the White Nile, and a rare form of heart disease closely associated with some tribes and regions. Dr. Burkitt, a senior member of the Medical Faculty, is studying an apparent connection between cancer incidence and geographical features.

The Mathematics and Physics Departments both reported senior students, both male and female, of excellent quality, and a few graduate students. They have an Astronomy Club, to which I was invited to address, and a small observatory with a reflecting telescope made and mounted on the campus.

I visited the Institute of African Studies with its good library and facilities for resident research fellows; also the Departments of Education and Fine Arts, both active in their efforts to provide more primary and secondary school teachers. Here as elsewhere schools and teachers are insufficient in numbers and quality. At the Lubiri School, where the art teacher is a product of the Fine Arts Department, a remarkable exhibition of children's art was on view.

Professor Castle has recently made a survey of education in Uganda. He reports that 27% of the national

revenue went into education; but only half the children are getting even some primary schooling. Of the total population, 25% are 5 years and under. Another 25% are between 5 and 15 years. The population growth is nearly 3% per annum. Economic growth in a largely agricultural country cannot be expected to increase greatly the number of schools and teachers. Outside help is indispensable if the situation is to be much improved.

The Uganda Technical College on the outskirts of Kampala gives training to boys and young men in carpentry, mechanical arts, drafting, bookkeeping and as laboratory technicians. The only classes for girls were dressmaking. Hostels were provided for boys but not for girls; the latter had to live at the fairly nearby Teacher Training College, but as it is expected to have a full quota of its own students next year, the dressmaking classes will probably be empty at the Technical College. Miss Allen (Dublin) in charge of the girls' work believed that with hostels they could get girls into the clerical, bookkeeping and laboratory technicians courses and expand the dressmaking department. The government was making no move to provide a hostel.

Most of my time in Kampala was fully occupied with delegates to the Seminar for African University Women and the sessions and informal discussions. A report on this Conference was sent on July 4, 1964 to the Executive Secretary of the

Canadian National Commission for UNESCO, with the request that a copy be sent to the CUF.

The need for expatriot staff is still pressing and the difficulty of finding replacements often considerable, Professor R. V. Beachey (Canada), head of the History Department said he was combing three continents for an assistant. In spite of heavy teaching duties, he is working on a history of East Africa.

Going by car through the country in the west and South west provinces, many neat government and denominational primary schools were observed and several research stations for agriculture, animal husbandry and fishery.

To many people I am indebted for information.

Principal Lule, Makerere University College  
Vice-Principal Wassawo  
Prof. K. Welter (Leiden), Mathematics  
Prof. Thompson (Cantab), Physics  
Prof. R.W. Beachey (Queen's, Canada), History  
Dr. Burkitt (Dublin), Medicine  
Prof. Castle, Education  
Dr. R. Baines, Education  
Miss Walker (Swansea) Social Sciences - Acting Warden of Residence  
Dr. David Mitchell (Canada), Organic Chemistry, (leaving for  
Alberta  
Dr. Donald Connor (U.S.A.), Medical research, (leaving for  
Washington)  
Mr. Carter (Plymouth) Uganda Technical College  
Miss Allen (Dublin), Uganda Technical College  
Dr. Saxton (U.S.A.), Kasangata Health Centre  
Mr. Mordecai Baluma (Comm. Scholar), Director of Education,  
National Museum

As I received no reply from Ruanda about visiting the University there, I decided after consultation with the Ruanda Embassy in Kampala not to undertake the very costly journey by



air or by hired car. After leaving Uganda I learned that Dean Levesque was in Canada.

5. Kenya May 12-17

The Royal College in Nairobi had 565 students enrolled during the 1963-64 session, of whom 87 were women, i.e. 15%; 131 men in engineering; 51 men and 3 non-African women in science; 45 men and 21 women, only 3 of whom were African, in arts; 20 men and 2 women, 1 being African, in commerce; 13 men and 1 Asian woman in architecture. Most of the women were in diploma courses: 39 in domestic science, 19 being African; 17 in Fine Arts, 2 African and 13 Asian. In degree courses only 4 African women, but 20 Asian and 13 of other races.

Diploma courses are given in Chartered Secretarial work, 25 students; Land Development, 36; Land Surveying, 30; Veterinary Science, 51 (2 African women have applied for the coming session).

An active Department of Fine Arts flourishes under Mr. John Baynes who is something of a philosopher in his approach to art. His section for commercial art is in the hands of Mr. Mwaniki (Trained in Turin) and Mr. Croydon (Gt. B.). In these classes are 31 students, most of them Asian.

The Physics Department under Dr. Hunter appeared to be carrying heavy loads of lecturing and tutorials and an active research programme in geomagnetism of the younger volcanic rocks, and in upper atmosphere ionization. The head of the

Zoology Department, Dr. Bristol Foster (UBC), is also on the Advisory Board of the Nairobi Game Park. His students, with few exceptions, are Asians and Europeans. Dr. Harmsen is engaged in tsetse fly investigations. Dr. Lind, retired professor of Botany at Makerere College, is acting-head of the Botany Department and with graduate students is studying the flora of remote areas of Kenya. She is the author of a technical book on the Flora of Uganda.

At the home of Mrs. Mansbridge, lecturer in English and Warden of the attractive women's residence, I met Miss Latham of Bedford College, University of London, who was at Royal College as an external examiner in English. She expressed satisfaction with the high quality of the degree candidates.

In the Department of Mechanical Engineering, a Kenya born Indian, Mr. R. P. Patel is lecturer in Mechanics and Aerodynamics. He held a Commonwealth Scholarship at McGill in 1960-61. With his one graduate student he is constructing an air tunnel for experimental work, and hopes to return to McGill for a doctorate.

The problem of replacement of expatriot staff is not a serious one for reasons given by the Registrar as the excellent climate, the large white population and consequently good European schools. The recruitment of Kenyan teaching staff is difficult as government positions offer higher remuneration than the academic field. One Kenyan lecturer claimed there was discrimination against African and Asian instructors in salaries.

Whether true or untrue I had no way of ascertaining since expatriot staff are certainly given an extra travel allowance for home vacations.

At the United Kenya Club I met the Minister for Local Government, the Minister of Education and a Kenyan lecturer in Bacteriology. The first of these was one of a panel of speakers presenting the favourable side of Inter-marriage in an open debate on this topic. The other two, on another occasion, argued vigorously in favour of reintroducing the senior secondary school course (2 years) as an intensive 1 year university course. This subject of the commission of inquiry on which Dr. Sheffield is serving seemed uppermost in the minds of the Nairobi professors whom I met, many being strongly opposed to the proposal. I was to find the same question under consideration in Southern Rhodesia and in Ghana, where the Principal of each of those Universities strongly supported the view that they should give this preliminary year. The Secondary School picture, however, is very different in Southern Rhodesia particularly, less different in Ghana.

The following are amongst those most helpful to me:

Dr. Hunter, University College, Physics  
Dr. A.E. Mussett (Cantab), Physics  
Dr. Lind (Liverpool), Botany  
Dr. Bristol Foster (UBC), Zoology  
Dr. D. Harmsen (Groningen), Zoology  
Mr. John Baynes, Fine Arts  
Mr. Mwaniki, Fine Arts  
Mr. Croydon, Fine Arts  
Mr. R.P. Patel (Royal and McGill, Comm. Scholar), Engineering  
Dr. N.C. Otieno, Bacteriology

Mrs. Mansbridge, English and Warden of Women's Hostel  
Rev. Michael Mansbridge, SCM Chaplain  
Mr. Eustace (Oxon), Registrar  
Miss Latham, Bedford College, London, Ext. Examiner  
Hon J.D. Otiende, M.P., Minister of Education  
Dr. Indire, Director of Higher Education, Ministry of Education  
Hon. Sam O. Ayodo, M.P., Minister of Local Government  
Mr. John P. Mbogna (McGill, Comm. Scholar), Director of Social  
Services, Nairobi County Council  
Mr. Donald Owour (Comm. Scholar), Administrative Director of  
Veterinary Services, Ministry of Agriculture  
Mr. John S. Spears (Oxon and UBC, Comm. Scholar) Forestry  
Division, Ministry of Agriculture.

6. Tanganyika May 18-23

The Faculty of Law of University College in Dar es Salaam, founded in 1961, this year graduated 12 students including 1 woman, (African mother, English father). Completing second year (Pt.I., LL.B) were 29 students including 1 woman. Next session, beginning July 1964, on the new spacious campus outside the city, 150 freshmen will be in residence, 100 in Arts, 50 in Law. The number of women will be 25, (1 African, 14 Indian, 10 European). Of these 20 will be in Arts and 5 in Law of whom 2 are Kenyans, 2 from Tanganyika and 1 from Uganda. A good staff for the new Faculty of Arts has been secured, except for the Department of Mathematics.

The new site of 800 acres on three hills, 6 miles northwest of the city, with commanding views of city, coast, and ocean, will have residences for 200 men and 70 women as a beginning. The library, teaching and administration buildings were nearing completion in May. The foundations were laid for Physics, Chemistry and Biology buildings. The principal and

many professors were already occupying their new houses. Mr. Main, the British architect, and Mr. De Sura, landscape contractor from Goa, are justly proud of their achievement.

An Institute of Education is being established under the direction of Mr. Honeybone (London), offering a 3 year course to a B.A. degree with both arts and education subjects in each year. This is designed to train secondary school teachers of whom the serious shortage was stressed by Principal Pratt and by Prof. Ranger of the History Department. The latter told me of a Methodist school in Chipembe, Zambia, which has no history teachers, the pupils having to take this subject by correspondence courses. The coming of CUSO teachers to Tanganyika will be a most valuable contribution. This was warmly confirmed by the High Commissioner for Canada, Mr. Norman Berliss.

At the British Tutorial College (Africa) Inc., I was told that over 5,000 correspondance pupils are registered in East Africa, following elementary courses in English and arithmetic or subjects required for the Ordinary and the High School Certificates. Both the High Commissioner's chauffeur and the Vice-Chancellor's told me they were taking these courses, the one to improve his scanty English, the other both English and arithmetic. Each course costs 20 shillings per month, no small item for a working man. An airport taxi driver said he had had no schooling whatever as a boy and was attending evening classes in English reading.

The government has plans for free primary education in the future, but the present limited accommodation means that thousands of children are refused admission. This deplorable condition led one village woman, Miss Mary Ibrahim, to begin teaching under a mango tree the illiterate women and then the children of her village. She herself had only primary school training, but she had been in England with a group of village women and returned burning to do what she could for her own villagers. Today, after six years of hard work and enthusiastic propaganda, she has an 8 classroom school recognized by the government who send a public health nurse daily. Two fully trained teachers are supplied by U.S.A. Foreign Aid. Local funds pay for six native teachers, some trained, some semi-trained. An American Catholic fund supplied dried beans, corn meal, oil and powdered milk to give 10 cent lunches. This year 450 boys and girls are registered in this school officially known as Mary's Institute. The urgent needs now are for a vermin-proof storage room, large food scales, a typewriter, and permanent kitchen and dining hall to replace the rust covered open shelters now in use.

To help meet the great need for more medical men, especially in the rural districts, the Ministry of Health provides a 2 year training for 'medical assistants'. Several of these were helping one Indian doctor, a nurse and nursing assistants in the crowded Magomeni Clinic near Dar es Salaam.

In discussing the African Students' Foundation with Mr. Whittleton of the High Commissioner's Office, it was pointed out that, many places being available in the universities of East Africa, we should concentrate on bringing students to Canada for only postgraduate work. We would achieve more for more undergraduates by sending money to enable them to carry through degree courses in Africa where good instruction is now available in most subjects.

I owe a debt of gratitude to:

Mr. Norman Berlis, High Commissioner for Canada  
Mrs. N. Berlis  
Principal R. Crawford Pratt, University College  
Dean Robertson, Admission Officer  
Professor Ranger, History  
Mr. Yast Ghai (Nuffield College), Lecturer in Law  
Mr. T. A. Wylie (B.C.), Ethnographer, National Museum  
Miss Mary Ibrahim, Founder and Manager, Mary's Institute, Mtoni  
Mrs. Carpenter (Hungarian wife of Peace Corps teacher), Sec.  
School teacher  
Mr. Hammersley (Gt.B.), Research Director, Ministry of  
Agriculture  
Mr. Knox (N. Ireland), Lands Office  
Mr. Whittleton, Secretary, High Commissioner's Office

7. Southern Rhodesia May 24-27

The route from Dar es Salaam to Lagos was originally via Salisbury and Borazzaville, but as the latter was closed for political reasons it was necessary to go from Salisbury via Johannesburg and Leopoldville. I stayed over three days in Southern Rhodesia to visit the University and feel something of the attitudes in that country.

The college in Salisbury is still a University

College of London. It has Faculties of Arts, Social Studies, Science, Education, and a Faculty of Medicine was added two years ago. The enrollment is 557 of whom 146 only are Africans, 11 of these being women. Part time students working for education certificates or diplomas number 26, and for the social science diploma 56. Of those 82 men, only 11 are Africans.

Modern buildings on the new campus, a few miles out of the city were occupied in 1957 and already new wings have been added. The college serves both Southern and Northern Rhodesia. 73% of the students are from Southern Rhodesia, 10% from Zambia (N. Rhodesia) and 17% from other countries. The Faculty of Education draws students from Australia, New Zealand, South Africa, Basutoland, Netherlands and Gt. Britain, most of them working for the Postgraduate Certificate in Education. This course of 1 year followed by 2 years teaching in the Rhodesias was planned by Dean C. A. Rogers, a stimulating energetic New Zealander who is also Project Manager of the UNESCO Training Grants. This certificate is recognized in Canada and the above mentioned countries. Dean Rogers stressed the extreme need for Secondary School teachers especially teachers of Science. He would welcome CUSO men and women into this 3-year programme. Fares are paid to Salisbury and £350 granted to cover 3 terms. (Tuition £50, Residence £115, miscellaneous expenses £185). The salary if teaching in Zambia is £1071 for men and women, but in Southern Rhodesia £1100 for men and £915 for women, for which



discrimination there is no justification. Dean Rogers urged me to stress the advantages of this course about which he has corresponded with CUSO and with Dr. R. Flemington.

In all Southern Rhodesia only 2 secondary schools are for African children, and only one of these admits girls, and that in limited numbers. The failure rate is high due to poor teaching throughout. The University took 40 failures last year and after 9 months intensive teaching, 27 passed. This is a valuable salvage as some of these will become teachers; others will go from the University into positions in industry; most of the Zambia men will get government jobs under the Africanization policy in their country.

Principal Walter Adams spoke of the struggle to maintain within the University, complete racial equality and intermingling. He considered the University fortunate in having Queen Mother Elizabeth as Chancellor as this made it difficult for the government and public opinion and individuals to cast stones at their open policy. He would welcome some Canadian professors on his staff to aid in the fight for sanity and justice. He spoke of the way the government is antagonizing the youth of the land by the policy of expelling any child from a school on suspicion of insubordination -- with no hope of re-admission at any later date. In one school an entire classroom was emptied, every child denied any further schooling. I enquired whether a mission school would not take them in; but the government

would not allow this to happen as they scrutinize all lists of admission.

I met Dr. Yates and Dr. Brock of the Physics Department, both co-operating wholeheartedly with Dean Rogers in training secondary school teachers of physics. The main research is in geomagnetism, but in contrast to the work in Kenya, their specimens are pre-Cambrian and ancient sedimentary and igneous rocks. As the term was over, only a few professors and some graduate students were still on the campus.

In the Art Gallery of Salisbury active encouragement is given to native arts and crafts as well as studio facilities for amateur artists, and exhibitions of their work.

Those whom I met at University College were:

Principal Walter Adams  
Dean C.A. Rogers (New Zealand)  
Dr. Yates (Cantab), Physics  
Dr. Brock, Physics  
Secretary to Registrar

#### 8. Nigeria June 5-10

The University of Lagos has five faculties: Medicine at the large University Teaching Hospital, in the suburb of Suru Sere, established four years ago; Law, Engineering, Science, Business and Arts now being established on a new site on the other side of the city facing the sea. The Assistant Registrar, Mr. Osinulu (Ibadan, London College of Education and North-western), reported that 420 students are enrolled for the coming session. Students in Arts (70) and Science (75 including 11

women), will all take some courses in Education. In Business, Economics and Social Science 60 will be registered (including 2 women), and other evening classes extending over a 4th year are given. Engineering will have 56 (1 Woman), Law 80 (2 women). A preliminary year will be available to enable students with only the Lower Certificate to qualify for Science and Engineering.

Hostels now in operation will house 220 freshmen. Other students must find lodgings until new residences are built. The tuition fee is £60, cost of room and board £90.

The medical professors and hospital staff nearly all live on the University Hospital campus. A large hostel and School of Nursing accommodates 240 African nurses. Under a Nigerian Dean of Medicine is a devoted international Faculty. Most of the students are Nigerians or from West African countries. Research work is in progress in several departments, a paper in The Lancet on the clinical use of a new anaesthetic being the most recent publication.

I had the privilege of staying on the Medical campus for two days with Dr. Shirley Fleming, and meeting many members of the Faculty, Canadian, English, Indian, American and African. The wives of several professors teach in secondary schools. Their services and those of the CUSO teachers are of inestimable value to the country. Mr. Carter, High Commissioner was travelling in adjacent countries to which he is accredited, but Mr. D. Small of his staff paid a glowing tribute to the CUSO teachers.

I regretted not seeing some of these Canadian teachers but my stay in Nigeria was hampered and curtailed by the general strike then in effect, paralyzing business, postal and telephone and railway services and almost entirely crippling internal air transport. No plane could be booked for Enugu or the Northern Province; an occasional plane did leave the airport (15 or more miles outside Lagos), but there was no certainty as to when a return plane might be available. Thanks to Mr. Small, I was driven to Ibadan by Mr. Edward Wahl, an instructor at Ransom Kute College of Education, Ibadan. With him also was Mr. Bertrand, teacher of French at the same college, both Canadians on External Aid. About 150 are enrolled there, of whom less than 10% are women.

The University of Ibadan, founded as a University Colleg of London in 1948 and independent since 1962 has 2016 degree students of whom 187 are women. Arts and Science have about 60 postgraduates. The large Faculty of Agriculture (including Forestry and Veterinary Science), and Arts, Science, Economics, and Social Studies, Education and the Extramural Department are on the large, beautiful campus on undulating high ground away from the vast crowded native city of huts, narrow streets and lanes with its fringe of new government buildings and the bungalows of officials and expatriots. The large hospital and Medical Faculty are on another rim of the city. Doctors and nurses were carrying on with difficulty since

all the maintenance staff were out on strike throughout the entire university.

On the main campus is an Institute of Library Science at which 18 men and 7 women were following the Diploma course, after obtaining their Higher School Certificate.

The Department of Drama has its own building and enthusiastic leadership. A diploma is granted after 2 years. The College Shakespeare cast and stage assistants, with properties packed in a modified old oil tank truck, had toured Northern and Eastern Nigeria, playing in towns and villages to over 4000 appreciative spectators.

The Department of History is active under the inspiration of the distinguished scholar of African history, Dr. K. O. Dike, Vice-Chancellor of the University, and Professor J. B. Webster who worked under Dr. Dike for his M.A. from U.B.C. and also for his Ph.D. from London. He now holds the professorship of African history and has 18 graduate students including 1 woman. He regards the women students in general as among the best in the university. In the Chemistry Department, 13 men and 7 women were engaged in graduate research.

Several impressive residences for men and one for women, each with its quadrangle and airy dining hall, accommodate 2000 students. A large international School with residence facilities for secondary school children is at one end of the campus.

At the other side of the campus one passes directly onto the grounds of Ife University, a regional college named for the town some 50 miles east which legend asserts to be the site of the creation of the first man and woman. This institution, like Ibadan, depends very largely on expatriot staff. It is about to be moved to a new site near Ife and developed to meet regional needs. The present campus is being taken over by the Federal Government for future expansion of Ibadan University.

Among those to whom I am indebted are the following:

Mr. Douglas Small, First Secretary, High Commissioner's Office  
Mr. Osimulu (Ibadan, London, Northwestern), Acting Registrar, Lagos  
Dr. Shirley Fleming (Toronto), Anaesthetics, Lagos  
Dr. Earl Russell (on loan from Queen's Univ.), Anaesthetics, Lagos  
Dr. T. F. Nicholson (Toronto), Pathology, Lagos  
Dr. Haines (Gt. B.), Medicine, Lagos  
Mrs. Haines (Gt. B.), Secondary School Teacher of English, Lagos  
Dr. Edu, Medicine, Lagos  
The Director of the School of Nursing, Lagos  
Dr. J. B. Webster (U.B.C., London), Prof. of African History, Ibadan  
Mr. Akpata (Hull), Assistant Registrar, Ibadan  
Mrs. T. O. Odeinde (Library Diploma, Hull), Librarian, Ibadan  
Mr. Edward Wahl (U.B.C., Ext. Aid), Ransom Kute College of Education, Ibadan  
Mr. Bertrand (Can. Ext. Aid), Ransom Kute College of Education, Ibadan  
Mr. Willowby (Gt. B.), Government Security Officer, Lagos

In Ibadan I met a Canadian visitor from Sierra Leone, Mr. G. D. Killman of the Department of English at Fourouh Bay College, Freetown, full of enthusiasm for that small country of 2 million inhabitants with its college of about 200 students.

9. Cameroun June 10-14

From Lagos I flew eastwards to Douala Cameroun, and after a night in this small coastal town, I flew inland to the capital Yaounde sprawled over several wooded hills. French, is of course, the language of communication with the expatriots and between members of different tribes. Only the relatively small western province, formerly part of British Cameroon, elected to join Cameroun rather than Nigeria. In this region English is spoken and its legal system is British. For this reason the Federal University of Cameroun is to be a bilingual institution.

At present the University is little more than embryonic. The Vice-Chancellor, Dr. Pellegrin (Toulouse) speaks only French but is determined to make bilingualism the rule, with students attending the necessary courses in practical English or French. The former course for East Camerounians is now being given by Dr. Mollen (Trinity Hall), sent out by the British Council with U.K. funds.

The Faculties of the University are Law and Economic Science, Letters, Science, Agriculture, and an Ecole Normale Superieure. The numbers of students in 1st, 2nd and 3rd year Law are 50, 13, 13, totaling 76 and including 3 women.

In Science about 30 men; in Letters 15 passed (out of 22) with 2nd year and 37 entered 1st year (4 women; 10 expatriots). Agriculture had 32 men and Teacher Training had 35. The total

is 225 in all faculties.

A McGill trained French Canadian will join the Faculty of Law this coming year so that both French and English law will be taught henceforth.

The present site of the University is totally inadequate -- 3 one storey buildings for administration offices, classrooms, a good nucleus of a library for humanities, economics and law, and small science laboratories. The French government paid for the law and science buildings and pays the salaries of both French and African (French trained) lecturers. The Acting Dean of Letters is a Camerounian; four of his staff of 7 are Canadians as also two professors of science. One of these is using a lux meter to determine the reactions of certain plants and insects to the changing intensity of radiation, both diurnal and seasonal, as part of the programme of the Agricultural Research Institute sponsored by UNESCO. A new site with room for expansion is under consideration.

Jamot Hospital in Yaounde is very poorly equipped and inadequately staffed with one and sometimes two French army doctors and so few nurses that it was reported to me that on many nights no one was on duty in the wards. Very poor training facilities are available for nurses. When the University starts its Medical Faculty this bad situation is bound to change.

Adventurous young doctors are urgently needed in Cameroun and in the neighbouring countries, Chad, Gabon, Congo (Brazzaville). One central Medical College is badly needed for



these four countries, to produce 300 doctors in the next 10 years, but national rivalries may make this impossible.

West Cameroon is very backward educationally with only one secondary school bringing students up to university entrance, Kumba School with 30 students; 12 of these will be sent to France for an intensive July to November course in French after which they will enter the University of Yaounde.

Some 200 candidates for admission from Cameroun and adjacent countries will write examinations this summer. About 160 Christian Brothers and 15 lay teachers are in West Cameroon; 22 CUSO teachers are eagerly awaited, 10 for East Cameroun, 3 for West Cameroon, 5 for Chad, 4 for Congo (Brazzaville). Later they hope to place CUSO teachers in Central Africa and Gabon. Collège Vogt is the best government lycée giving the final year for university entrance.

Half the schools are government run and half are denominational, Roman Catholic, Protestant and Muslim. Only 40% of secondary school teachers are African, but 90% in the primary schools. Their training in general is poor. Many village children walk long distances through forest and plantation to attend a central school. The salaries of elementary teachers are so low that the 20% increase granted after a recent threat of strike is still not enough to attract able people.

Torrential rains in Douala prevented me from visiting the Art and Trade School where two Canadian instructors are guiding and encouraging native crafts. Our ambassador stressed

the value to Cameroun which would result from some External Aid fellowships to bring men to Canada to study trade procedures and to learn the techniques of Radio programming.

In Yaounde and again in Douala, I met Mr. Robert Byrd (Chicago) visiting Cameroun to select delegates for the first good-will economic conference planned by a Society of Friends organization to bring African leaders in the business world together, in the hope of helping to overcome some of the national rivalries and suspicions working now so powerfully against their own ideal of "African Unity". This conference is to be held in Lomé, Togo, in August. The second may be held in Cameroun.

The only bilingual cultural journal in all Africa is produced in Cameroun. Its name, Abbia, with accent on the middle syllable, is taken from an old southern Cameroun game played with curved nuts and dice. This is a fine journal of intellectual quality. UNESCO aids substantially in the publication of this Revue Culturelle Camerounaise.

I was greatly helped by the following people:

Mr. Fulgence Charpentier, Ambassador of Canada  
Mr. Theodore Arcand (McMaster), Secretary, Canadian Embassy  
Mrs. T. Arcand  
Dr. Pelegrin (Toulouse), Vice-Chancellor, Federal University  
Dr. Moller (Cantab), Lecturer in Practical English.

10. Ghana June 14-19

Four hours flight from Douala brought me to Accra where Mr. T. C. Bacon, in the absence of the High Commissioner put me in touch with Mr. John Marr of the University and Mr. John Baignet, CUSO teacher at Accra Academy.

Originally a University College of London, the University of Ghana at Legon just outside Accra has now been independent for 3 years. Vice-Chancellor Connor Cruse O'Brien has a staff of about 300 for a student enrollment of 1500, including about 120 women. The secondary schools are producing so few students with the Higher Certificate that he plans a preliminary year to speed up the numbers entering degree courses. There are now Faculties of Agriculture, Arts, Social Studies, Science and Law. Medicine is about to be started. There are Departments of Archaeology, Music, Drama, and Institute of Education and an Institute of Statistics. This last is under the competent and progressive direction of Mr. David H. Jones (Can. Bureau of Statistics). His staff consists now of an Indian lecturer and 2 Indian and 1 Polish Research Fellows. Eight appointments are pending. Dr. A.R. Sen of Calcutta (M.A.), and North Carolina (Ph.D.) is Director-Designate, expected to assume office in 1965. Nine research projects are now under way dealing with Ghanaian trade and agriculture, population, languages, health, cost-of-living and other statistical problems.

The Physics Department under Dr. A. N. May is developing

graduate research in Solid State physics. Dr. A. H. Ward directs the Radio-Isotope and Health-Physics Unit with Mr. J. D. Marr as Technical Adviser from Chalk River. Ten researches are in progress including problems of economic importance in agriculture concerning sugar cane, cocoa bean and pest control. The research work on ionospheric physics, geomagnetism and earth currents is directed by Rev. Dr. J. R. Koster.

A joint project involving the Departments of Archaeology, History, Geography, Sociology, Biology, Geology and Agriculture is the Volta Dam Region Research covering several hundred miles of the Volta valley which will soon be flooded. An impressive exhibit of their findings to date was on view in the rotunda of the University Library including early stone and iron age implements and simple pottery.

Dr. O'Brien expressed concern over the high proportion of students 80%, who select humanities courses as against only 20% in the sciences when the country so greatly needs more men with scientific training. Physics had 50 students but heavy failures in its first year. In pre-medical chemistry were 70 including 6 women.

The Accra Polytechnic School trains women in Domestic Science, Institutional Management, Upholstery, Commercial Art, Interior Decorating and Business courses. The last three are open to both men and women. For men and boys are carpentry, mechanics, plumbing and masonry. An extension is planned for

dressmaking and a hostel to encourage greater attendance by women and girls from outside the city.

Miss Florence Addison, an outstanding Ghanaian graduate of Kumasi, four times a delegate to UN meetings and a delegate to the Uganda Seminar last April, is Education Officer for Primary and Middle Schools for the District of Greater Accra. Eight men hold the corresponding positions throughout Ghana. She has 5 professional assistants and inspectors whose responsibilities to the Ministry of Education embrace all private and denominational as well as government schools. Strenuous efforts are made to train uncertified teachers and raise standards of both education and hygiene. Intensive 6 week courses for about 60 teachers are given, and special 2 week courses in English or science or history in co-operation with the Legon Institute of Education.

The 1962 census gave 7 million population and 900,000 children in primary and middle schools, which since 1961 are free and compulsory. The approximate figures of enrollment in 5,451 primary schools was 448,000 boys and 250,000 girls; in 1575 middle schools 124,000 boys, 51,000 girls; in 68 public secondary schools (39 co-educational) Forms 1-5, 13,500 boys, 4,200 girls; Form 6 (2 years to Higher Certificate) 893 boys, 164 girls. In 1963 the number of primary schools has increased to 6,873, middle schools 1809, secondary 85.

Teacher Training Colleges increased from 32 to 46.

The government provides free text books to all public schools and hopes to remove secondary school fees in a few years. The Deputy Minister of Education is Mrs. Al Hassan, M.P., one of 10 women elected for 5 years by Parliament itself. This is Dr. Nkruma's way of drawing women into public life. After their 5 year term, those who desire re-election must take their chances at the polls with the men.

I did not get to Kumasi, 125 miles north, where applied science and other disciplines are available in Kwame Nkruma University of Science and Technology; nor 200 miles further north to Tamale. I only saw the University College of Cape Coast in the darkness of an evening with gusts of driving rain. The rains and the heat deterred me from travelling inland. When I heard that Mr. McWhinney had visited CUSO teachers throughout Ghana the previous month I had less feeling of regret that I could not visit many of the schools.

Mr. John Baigent took me to his school, the large Accra Academy where he and other Canadian teachers are working with enthusiastic devotion. One of these, Mr. T. Brochmann (Ext. Aid) persuaded the School Board to supply anti-malaria tablets for free distribution daily to every boy; the marked improvement in health and attendance was gratifying. He and Mr. Baigent have selected 30 students from 125 for extra classes on Saturday mornings, an opportunity to widen their cultural horizons that these boys greatly appreciate. The boys also devour books

loaned them by their teachers. There is need for school libraries of good modern fiction, biography, science and current affairs. The ages of the students may run far above the teens into the middle twenties as some have had a late start or broken periods of schooling.

With Mr. Baigent I visited the Teacher Training College at Winneba along the coast west of Accra, where we saw Miss M.J. Little (CUSO), Instructor in Music and the only expatriot in this village, a buoyant young Canadian enjoying her teaching, her cottage and all the new experiences of this adventure into Ghana. We went further west to the large Mfantseman Girls Secondary School and talked briefly with Miss Florence English (CUSO). She too spoke appreciatively of her life and work in this school for 265 pupils. In addition to native teachers her colleagues are from Gt. Britain (2) and from U.S.A. (2). Going on through heavy rains, which had washed out half the road in places, we came to Cape Coast. As darkness fell we drove around the hillside on which the University College and attractive staff bungalows are built. We called upon Mr. Ronald Alward (CUSO), physics and mathematics master at St. Augustine's College, another enthusiast who gives spare hours to coaching the College soccer team

Worth mentioning is the wide influence of one educated Ghanaian family. Dr. Baeta is Professor of Religion at the University of Ghana; his sister, Mrs. Jagge is a Judge in Accra; his daughter, Miss Barbara Baeta, a trained dietitian, is manager

of the Y.W.C.A. residence, club and public cafeteria in Accra. (She is being sent for 6 months to visit Y.W.C.A.'s from Montreal to Winnipeg); his son, R. D. Baeta, a graduate of 1964 is joining the research team of Professor May in Solid State Physics where in due time he will attain higher degrees.

From the following I received much appreciated assistance and information:

Mr. T. C. Bacon, Secretary, High Commissioner's Office  
Mrs. Donald Cornett (Queen's), Wife of High Commissioner  
Dr. Connor Cruse O'Brien (T.C.D.), Vice-Chancellor, University of Ghana  
Mr. John D. Marr (Chalk River, Ext. Aid), Radio-Isotope Physics  
Dr. A. H. Ward (Gt. B.), Health-Physics Unit  
Rev. Dr. J. R. Koster (Can), Geophysics  
Dr. Sundaram (India and Australia), Chemistry  
(Mrs.) Dr. A. Sundaram (India and Australia), Isotope Chemistry  
Mr. David H. Jones (Dom. Bur. Statistics), Director, Inst. of Statistics  
Mr. G. Dargie (U.B.C., Ext. Aid), Faculty of Agriculture  
Mr. Tedam M.P. for North Ghana  
Miss Florence Addison (Kumasi), District Education Officer, Accra  
Miss Barbara Baeta, Y.W.C.A., Accra  
Mr. John Baigent (Loyola), CUSO teacher at Accra Academy  
Miss M. J. Little (Mt. Allsion), CUSO teacher at Winneba  
Miss Florence English, CUSO teacher at Saltpond  
Mr. Ronald Alward, CUSO teacher at Cape Coast

### Conclusion

It has been a great privilege to visit these ten countries of Africa. I deeply appreciate the interest shown in this trip and the encouragement given me by the Director of the Canadian Universities Foundation and his colleagues.

To the Department of External Affairs for the letters written to their offices in these countries of Africa, and for the help and kindness extended to me by Canada's representatives



in these offices; to the many people in the Universities and other institutions who welcomed my visits and enquiries and aided me in innumerable ways, I gladly record my thanks.

I have been greatly impressed by the valuable and varied services being rendered by Canadians in education and technical assistance in Africa. The need is obviously great and the urgency is apparent. It will be my aim to encourage in what ways I can younger people to go out on contract to Universities, or under Government External Aid, or as CUSO teachers.

The importance of educating more women cannot be overstressed. They are needed in all these African countries: as wives for the growing number of educated young men, as teachers, as doctors and nurses, as public health and welfare workers, as leaders in voluntary services, and as members of civic and national bodies and government.

Asking about specific difficulties encountered by young women who had studied abroad, I was always told they had met with much helpful kindness and a friendly atmosphere. A few expressed their embarrassment at sometimes finding themselves 'on exhibit'; others their surprise at the lack of intelligent knowledge of and frequently only superficial interest in their homelands. They valued being invited as individuals into Canadian homes far more than as a group of overseas students.

I heard of no case of a woman suffering a nervous breakdown on her return from overseas study, and I only knew of

one case of breakdown at Queen's University in 2<sup>1</sup>/<sub>4</sub> years of close association with the non-Canadian students. In both Tanganyika and Nigeria, however, I heard of men for whom the clash of African culture and village tradition with western culture proved too great a strain, either while overseas or on their return.

None of the Commonwealth Scholars whom I met had been married before going to Canada. Two had married while in Montreal and both were quick to affirm the great value of having shared experiences in the foreign country. I was told of instances where family life, interrupted while the father was an overseas student, could not be happily resumed on his return due to the gulf caused by unshared horizons.

With regard to the African Students Foundation, from conversations in nine countries, I am convinced that we should bring undergraduates only under very exceptional circumstances. With places empty in their own universities, we shall accomplish more by aiding the student from a poor home with fees and residence costs in his own country, thus keeping him in his local environment for 3 or 4 years until his post-graduate period. As the number of graduate students is not now sufficient for the British, American, Canadian and other fellowships offered, we should bring to Canada those who select our fellowships, and use the excess money in our hands to assist students in situ. Without the heavy transportation costs we could thus enable considerably more promising secondary school students

to begin university courses. This policy is less spectacular but more valuable to Africa and more realistic.

1964 July 30

Appendix

Funds received and expended

From Canadian Universities Foundation	\$1,000
From Canadian National Commission for UNESCO	500
From Canada Council	<u>250</u>
Total	<u>\$1,750</u>

Cost of Economy Air Ticket: Montreal - London - Cairo - Khartoum - Addis Ababa - Entebe - Nairobi - Dar es Salaam - Salisbury - Lagos - Accra - London - Montreal	\$1,239
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Re-routed ticket Salisbury - Johannesburg - Lagos	30
Lagos - Douala - Yaounde - Douala - Lagos	<u>173</u>

\$1,442

Hotels, meals, taxis, etc. Sudan	80
Ethiopia	85
Uganda, Conference, etc.	75
Kenya	40
Tanganyika (in part)	<u>28</u>

\$ 308

Total	<u>\$1,750</u>
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A. Vibert Douglas  
1964 July 30