



NORTHERN NIGERIA

A HANDBOOK
FOR INSPECTORS

MINISTRY OF EDUCATION
NORTHERN NIGERIA

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A Handbook For Inspectors

FOREWORD

This Handbook has been written by Miss M. J. Buckerfield and Mr J. W. V. Chamberlain, Deputy Chief Inspector. They wish to acknowledge their debt to Miss C. E. Nuttall, who gave generous help with the English checklist, and to Mrs J. D. C. Clark and to Mr H. Oldman for valuable advice and assistance.

The report by Mr Oldman entitled "The Administration of Primary Education" recommended that a study be made of the techniques required for satisfactory inspection, reporting, and follow-up. "A Handbook for Inspectors" has now been produced in order to provide guidance to inspectors, and to show teachers how inspectors work and what they look for during inspections. It will also help teachers to evaluate the success of their own work. The Handbook concerns itself with the inspection of primary schools, but I hope that the principles put forward in it will also characterise the inspection of secondary schools and teachers' colleges. I am well aware of the heavy burdens which fall upon our classroom teachers. Mutual confidence between inspectors and teachers can do much to lighten those burdens. I feel sure that this Handbook will not only strengthen mutual confidence and respect, but will enable the inspectors to carry out their duties with increased understanding and enhanced efficiency.

MALLAM ISA KAITA,
Minister of Education

A HANDBOOK FOR INSPECTORS

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CHAPTER ONE

INTRODUCTION

1. *Purpose.*—This Handbook has been designed to fulfil three purposes:—

- (i) to reinforce mutual respect and mutual courtesy between teacher and inspector and to foster appreciation of the fact that good teachers and good inspectors are both essential to an efficient education system. Both are equally concerned to ensure that boys and girls receive the best basic general education the country can afford to give them.
- (ii) on the one hand, to indicate to inspectors the lines on which they can most profitably work so as to make the best use of the time they spend in schools; on the other, to show teachers exactly what inspectors are looking for, and hope to achieve, when they visit their schools. This Handbook, therefore, seeks to help inspectors adopt objective methods of assessment, and write reports which are accurate and just, as well as stimulating and helpful to the classroom teachers, and which bring out a dynamic rather than a static picture of the schools concerned. The report or picture we have in mind would show the trend of a school through a measurement of its organisation, its work in particular subjects and its relationship with the community which it serves.
- (iii) to provide experienced teachers with material on which they can base self-evaluation. The process of self-evaluation is a useful one in its own right and has more than usual relevance in a country of vast distances and widely scattered schools. Inspectors and teachers should both look forward to the time when more sophisticated techniques of evaluation have been perfected and when what is now called “inspection” will be a process in which a team of inspectors moderates a detailed evaluation previously made by the school staff.

2. *The Inspector's Duties.*—From time to time the question “Why do we have inspectors?” is still asked, but there appears to be a growing realisation on the part of the teaching profession in this country that the inspector of schools has many vital duties to perform. The efficiency of any school system depends to a large extent on the existence of a body of able, well-qualified and devoted headteachers. It is a major duty of inspectors to ensure by their recommendations that the most suitable men and women become headteachers. It is also their duty to give guidance, help and encouragement to teachers on all professional matters. This advisory service is particularly needed by men and women working in isolated areas, far from libraries, with few if any chances of travelling to see other schools and without the opportunity to discuss teaching problems with experienced colleagues. Equally in need of wise counsel are those teachers who, through no fault of their own, are of limited experience and background, and who in a rapidly expanding educational system are called upon to undertake heavy responsibilities early in their careers.

This advisory service is supplied sometimes by discussion in the classroom with the individual teachers concerned, and sometimes by means of teachers' courses, conferences or working parties in which inspectors participate.

Inspectors act as liaison officers between the Ministry of Education on the one hand and schools on the other. They are entrusted with the task of ensuring that central and local government funds are used properly and wisely for the purposes for which they were intended. They are asked to check whether minimum standards are being maintained in existing schools and to do all in their power to raise professional standards in our schools. As a result of their own study and experience, which they supplement with knowledge gleaned from the teachers they meet, inspectors should be able to cross-fertilize schools with new and better ideas. They have also to initiate educational experiment and investigation and to keep in touch with institutes of education and with other similar bodies and persons concerned with research.

Inspectors are also expected to keep the Ministry of Education informed about the extent to which present official policy is being successfully carried out. It is, of course, through inspectors, and through their formal and informal contact with teachers, that policy changes can frequently best be implemented; implemented less by direct instruction, something to which teachers naturally do not always take kindly, than by quiet persuasion and suggestion. At the same time, inspectors should, in addition, try to assess future needs for our schools and colleges and report back to the Ministry to enable future policy to be discussed and formulated there.

Does the inspector never act as a "policeman"? Only when he finds that a proprietor or a teacher is displaying a blatant disregard for the educational welfare of the pupils in his care. Then of course, he will do all he can to right the wrong at once and take appropriate action. In normal circumstances, however, there can be no place for authoritarian attitudes in the inspectors' relations with schools or with teachers.

3. *The Inspector's Relationship with Schools.*—The basic process of formal education takes place in the classroom and is embodied in the relationship between teachers and pupils. The pupils and teachers are the key members of an education system, and officers of the Ministry of Education, the various school-owning organisations and all inspectors have, as their prime duty, the task of ministering to those working in the classroom and making more effective the basic process of education.

An inspector should always remember that the classroom teacher is his colleague, and perhaps a particularly overworked colleague at that, and should take pains to ensure that at all times he treats him with impeccable courtesy and consideration. While at a school he is the guest of the headteacher and staff. He is an honoured guest, obviously, but he should regard a visit to the school as a privilege since his visit inevitably disturbs the school routine to some extent. A wise head-teacher and staff, recognising that there is much that they can learn from a good

inspector, will hasten to discuss their problems with him. They are, however, likely to pay little heed to an inspector who has forgotten that the real business of education is transacted in the classroom, to an inspector who is preoccupied with his own importance or to an inspector whose integrity is not beyond doubt. Humanity, modesty and a willingness to go on learning are qualities which become an inspector.

Despite the fact that the term "inspector" has unfortunate connotations in some people's minds, and that some authorities have accordingly changed the designation to "counsellor" or "adviser", the decision has been taken to retain the title in Northern Nigeria. In an expanding education system, which still has to rely to some extent on the services of partially-trained teachers of limited educational background, the fact is that for many years to come there will be a need for an inspectorate to raise and maintain standards. There seems little merit in changing a name without changing the underlying facts and situations. There is, instead, in Northern Nigeria, an earnest desire to build up a strong inspectorate which, by providing professional leadership and offering expert technical advice to teachers, will gain and retain their confidence and respect, and in so doing give proof that persuasion, demonstration and co-operation achieve better results than arbitrary instructions and domination. There will certainly be no place for the type of inspector, occasionally met in the past, who gave the impression that in his opinion he was part of a different order of beings superior to classroom teachers, and who consequently treated them with little regard.

At the present time, the role of an inspector is a difficult one to carry out successfully and calls for special qualities of wisdom, understanding and insight, if justice is to be done to it and if pitfalls are to be avoided.

The teacher is the most vulnerable part of any education system. He is subject to criticism from all sides because many people, usually quite unjustifiably, think they can do his work better than he can. Inspections which give the impression that they are "teacher-centred" should be avoided. If inspectors concentrate exclusively on the teachers when inspecting schools, teachers will understandably regard inspection as being directed *at* them. The teacher, in fact, frequently has little control over many factors affecting the efficiency of his school. He cannot often influence significantly either the attitudes of parents to their children's education or the home life of his pupils, and it is unreasonable to pretend that, except in favourable circumstances, he can. The school building or the school's administration may be such as to hinder efficiency; or, more probably, shortage of funds may have caused the school to be inadequately equipped by the proprietor, or the absence of a water supply may make it difficult to make a reality of health education. The inspector, therefore, will be well-advised to devote a share of his attention to the environment in which the teacher works and to do what he can, if necessary by representation to the proprietor, to improve that environment.

An inspector needs to acquire a detailed knowledge of the local conditions under which the teachers work and until he has done this, is severely handicapped. An inspector, for example, often lives in a large centre of population where it is comparatively easy to obtain newspapers for painting and other activities and where minor pieces of apparatus can be either obtained or made at nominal cost. When he visits a rural school, he can readily cause offence by recommending items of equipment which the school can neither obtain nor afford. He needs to know exactly what can be made locally at negligible cost (*e.g.* paint brushes) and how much a school in a poor area can reasonably make available for local purchase. A teacher preoccupied with finding money for books, will not form a favourable opinion of an inspector who recommends an expensive educational visit to provincial headquarters, or who expatiates on the value of the tape-recorder in the primary school. This having been said, it becomes necessary to make an exception in favour of radio. A radio, although a considerable expense when measured against local incomes, brings so much of the outside world into the classroom and provides such good opportunities for improved English teaching that the purchase of a school radio should be encouraged if at all possible.

Inspector must beware of dogmatism and remember that all educationists, including the authors of this Handbook, are peculiarly prone to it! The questions in the checklists of this Handbook, for example, should not be regarded as magic and irrefutable keys to the secret of good teaching and the sound conduct of a school. They can be no more than suggestions and guides. The checklists are, not sacrosanct. Good teachers and good inspectors will doubtless wish to challenge certain aspects of them. The English checklist includes the following question:— Are all lessons English lessons. . . . ? Experienced heads of schools will, however, be familiar with the kind of teacher who glosses over his ignorance of history and geography by spending most of a lesson about the river Niger on correction of the children's use of English structures or on correction of pronunciation. As with so much in education, it is a matter of degree.

There is a tendency in education affairs to designate, as universally good or as universally bad, methods or attitudes or practices which are only "good" or "bad" according to the particular circumstances of the situation. For example, an uninformed person, and even some people who should know better, might say that teachers should always stand when teaching. But this is not true and, during story-telling and some other activities in the lower classes of the primary school, it is indeed desirable that the teacher should be seated. In proportion as an inspector's knowledge and experience increase, the less likely he will be to make statements like "That is the wrong way. This is the right way", and he will be more likely to say something like "It might help to try this way". We know quite a lot about how children learn, but there is very little objective evidence available in this country to show that one recognised method is markedly better than another. Inspectors should train themselves to judge the results of teaching

impartially. It is results that matter. The latest method in the hands of an unskilful teacher may produce worse results than a method which may appear old-fashioned but is used with understanding and conviction. Teachers should be encouraged constantly to revise their methods for themselves and not to regard inspectors as people who prescribe a right way of teaching.

The effects of dogmatism are increased by the influence of fashion. Inspectors cannot afford to ignore fashion, but can profitably keep a sense of proportion and refrain from becoming uncritical propagandists until they have been able to test out a new idea that has been put forward. Every year a new method, a new approach or a new textbook becomes fashionable, although often the new and revolutionary method is soon forgotten or is reduced to the less magnificent status of a "useful aid". It is the duty of inspectors to be alert for new techniques and advances and to distinguish between the good and the meretricious in the whole field of innovation.

4. *The Scope of this Handbook.*—The chapters which follow take the form of advice and suggestions to inspectors. Chapter Two deals with the procedure for an inspection. In the succeeding chapter, various general facets of an inspection are first dealt with at some length and simple checklists of questions provided. They are followed by notes and by questions which inspectors should ask themselves when commenting upon individual subjects in the curriculum. Inspectors should ponder these or similar questions but they should not record every answer they obtain. If they did so, their report would be a wearisome collection of details which would be of little value. They should, rather, select and emphasise significant facts. In Chapter Four there is an important section headed "Writing the Report". Chapter Five contains advice on how an inspection should be followed up. The last chapters in the Handbook are concerned with the qualities to be sought in a teacher and with the contribution which both inspector and trained teacher can make to the success of school practice. There is also a chapter devoted to the ancillary duties of inspectors and there is a note on an inspector's duty in respect of courses for teachers. The final chapter describes some of the interesting developments in education which might prove of value in the years ahead, and with which inspectors will wish to keep in touch.

CHAPTER TWO

INSPECTION PROCEDURE

A.—DAY SCHOOLS

1. There are advantages in arranging inspections by a small team, but this will not always be possible and inspectors will often have to work single-handed. As a guide, it is suggested that three or four man-days be allocated to the inspection of a full primary school. Two inspectors can complete a very satisfactory inspection assignment in two days. An inspector working on his own would probably find it convenient to complete an inspection in three days, though an inspection completed within this allowance of time would necessarily be less detailed.

2. The proprietor and headteacher of the school should be informed, at least a month ahead, of the dates of a proposed full inspection. The month's notice should not include holiday time. If the inspectors are trying to judge the trend of a school and not what happens on a particular day, it will not, in fact, make much difference to their report, whether adequate notice is given or not. To give notice, however, is more considerate and more likely to secure a better relationship with teachers, and this procedure should be followed. For an informal advisory visit, twenty-four to forty-eight hours advance notice should be sufficient. On the other hand, the fact that notice is normally given for a full inspection or for an advisory visit does not mean that the inspectorate has surrendered its right of access to schools at any time without warning. There may well be occasions for short routine visits (e.g. to check staffing) or for special enquiries when it may not be possible to give warning.

3. The letter informing the headteacher of the dates of the inspection should be accompanied by proformas designed to elicit the information listed in Appendix A. The proformas should be completed by the headteacher and handed to the inspectors immediately on their first arrival.

4. The inspector should endeavour to call on the headteacher during the evening before the inspection begins and, where appropriate, on the local chief. They should ascertain what aim and purpose has been established for the school, and should take note of the headteacher's own evaluation of the work done and of the standards reached.

5. On the eve of their visit, inspectors should plan the work to be allocated to each member of their team. A programme based on a study of the school timetable is necessary in order to ensure economical use of the inspectors' time. The programme must allow time for attendance at morning assembly and also for time to obtain information from staff or pupils by questioning. There must also be time for an examination of general and class libraries and of collections of visual aids.

6. The inspectors should endeavour to attend at least three English lessons in Primary Three to Seven, though they may not be able to attend an English lesson in each class. In addition, they should make an assessment of the English in Primary One and Two where it will either be taught as a subject or used as a medium of instruction. We have insufficient knowledge about the teaching of English to very young children and, since there is need for more consultation between inspectors and teachers on this matter and for the pooling of information, inspectors may wish to devote a quite substantial amount of their time to attending lessons in English to pupils in Primary One and Two. When forming an opinion about achievement in this subject or on the recommendations they will make, they should ask themselves questions similar to those in the checklist in Chapter Three, Section VI. (5). Whenever possible they should obtain, and ponder, the class teacher's evaluation of his own work. They need, also, to keep a clear picture in their minds of the level of attainment in similar classes in parallel primary schools within their knowledge. At the end of the lesson, the exercise books should be collected and taken away for scrutiny. One useful technique with exercise books is to ask the teacher to separate what he regards as the six best and the six worst books in the class. This enables the spread of ability and achievement to be better appreciated than by laborious study of a large number of books. It is also useful to compare the earliest pages and the latest pages of an exercise book and assess the degree of progress or deterioration of abler and weaker pupils.

7. The teaching of arithmetic should be examined in a similar way. Like English, it is a key subject and it is important that the initial teaching of arithmetic be skilfully done.

8. As much history, geography and vernacular work should be seen as possible and an assessment made of the practical use of audio-visual aids and of practical methods generally. Time must be found to see handwork taught and to look at any exhibition of art or craft work arranged for the inspectors. It is recommended that there should be no formal inspection of singing. It is not part of the curriculum of all schools and many inspectors will not feel competent to evaluate it.

9. Religious instruction should only be examined if one or more of the inspectors belong to the same religion as that practised in the school and if they have been specifically instructed to inspect this subject. The inspectors should note any arrangements for occupying children who are withdrawn from religious instruction.

10. If an inspector interrupts a lesson, he must do so in such a way that the pupils do not sense any disparagement of the teacher. The formula "Could you finish your lesson ten minutes early so that I can ask the class some questions?" may be a useful one. An inspector can make for himself short, well-constructed, oral tests in arithmetic and English which will tell him a great deal in a short time. The tests should be designed to secure a wide spread of attainment in the result and, at the same time, to show whether the basic work is being taught. They should be lively and such as can be given in ten minutes or so to any particular class.

11. It is a courtesy to the teacher to be present throughout his lesson. The practice of keeping an eye on what is happening in two classrooms should normally be avoided. If the inspector wishes to comment on a lesson or to give the teacher advice, he must find a private occasion to do so. Children hear more than they appear to and report what they hear to their parents.

12. During the recess, the inspector should observe what the children do, where they are and whether or not there is a teacher on duty. Observations of this kind often give a reliable impression of the school's standards of behaviour. Notes should be made of organisation and conduct when school meals are in progress.

13. One of the last hours of the school day should be devoted to a scrutiny of the school records with the headteacher. This is best done in school hours since points often arise which involve reference to the class teacher or to individual pupils.

14. During the cooler part of the day, a visit should be made to the school farm or garden. The inspectors should have an eye to the condition of any weather observation equipment and should form an opinion as to whether the school has developed a collective conscience about hygiene.

15. Out-of-school activities should be discussed, as and when convenient, with the headteacher and those members of staff who take part in them.

16. Every opportunity should be taken of talking informally with the pupils.

17. Towards the end of their visit, the inspectors should discuss those tentative findings and recommendations which they feel they should discuss with the staff. During this discussion, the leader of the team should take notes. Then the inspectors should meet the headteacher and staff and state their commendations, criticisms and recommendations. The staff should be invited to comment on the statements made and, in the light of the comments, the inspectors should be prepared to modify their findings. This meeting on the final day of the inspection should take place at a time when the staff is not too jaded and when it is still early enough for the inspectors to travel during the afternoon, either back to their bases or to their next assignment. The last hour of the school day is therefore the most suitable for the meeting, and the pupils can be permitted to go off to their homes an hour earlier than usual.

18. Before ending this section, it may be desirable to emphasise that an inspector's duties do not end when the bell is rung and the children leave the classroom and that this is equally true for day schools and boarding schools. Inspectors have to be assiduous in attending meetings of parent-teacher associations or other official meetings and sports functions arranged to coincide with their visit. They should also remember that an inspection is something of a social occasion for the staff, especially for those working in rural areas. In these areas, it will provide the teachers with a rare opportunity to talk at length with a visitor possessing an

educational background and cultural interests similar to their own. The visiting inspector should, therefore, be prepared to give up some of his evenings to informal, friendly talks and discussions with staff on many topics. During the course of his stay, an inspector will probably get to know various leading people well and this is all to the good, but at the same time he should be on his guard against accepting presents or customary gifts. He should, of course, be punctilious about paying for any food supplied at his request.

B.—RESIDENTIAL SCHOOLS AND SCHOOLS WITH A BOARDING COMPOUND

Chapter Three, section VII lists the kind of things which inspectors should keep in view when inspecting schools which are residential in whole or in part. The inspectors should arrange to be present at a meal from start to finish—including the clearing away and washing up. One inspector should investigate the way in which meals are prepared and how foodstuffs are stored and accounted for. The inspectors should talk with the matron and other members of staff with residential duties and ascertain whether their duties are clearly defined. Residential schools need not take longer to inspect than day schools, since most of the extra things to be looked at can be seen at times when there are no classroom activities.

C.—INTERVALS BETWEEN VISITS AND INSPECTIONS

Short informal visits of an advisory nature should be made as and when the inspector thinks necessary, e.g. When there has been a change of headteacher, the newly-appointed headteacher often welcomes help and advice from an inspector who has known the school for some years and is familiar with its problems. When an advisory visit of this kind has been made, a follow-up visit approximately six months later will usually be of value.

Full inspections should normally be carried out at intervals of three years.

CHAPTER THREE

CHECKLISTS FOR A FULL INSPECTION

I.—THE PUPILS

Inspectors will wish to ask themselves questions about the pupils. These questions will often take a form similar to the following:—

- (a) What is the enrolment per class in the school? What is the total enrolment?
- (b) If the school is a mixed one, how many girls are there in each class? What methods are adopted to deal with difficulties created by lack of balance between the sexes in recruitment?
- (c) Are the pupils enrolled at the correct age?
- (d) Are the children clean, cared for and suitably dressed?
- (e) How many of the children attend from their own homes and how many live with friends, relatives or foster-parents?
- (f) How far do the children travel to reach the school? What transport facilities, if any, are available?
- (g) How much wastage and repeating take place?
- (h) What medical facilities are available to the pupils?
- (i) Is a school meal provided?
- (j) Is special attention given to the most able and to the most backward children?

II.—THE STAFF

- (a) How many teachers are employed on the staff?
- (b) What are their qualifications, registration numbers, experience and salaries?
- (c) Are the teachers' qualifications and experience adequate to their duties?
- (d) Does the headteacher provide the necessary leadership?
- (e) Does the staff work well together? Do the teachers take a pride in the school?
- (f) Is the staff accepted as belonging to the local community? *i.e.* Does it take an active part in local affairs and is it respected?
- (g) Does each teacher prepare his work adequately and does he keep his records conscientiously?
- (h) Is the headteacher satisfied with the housing accommodation of his staff?

III.—BUILDINGS AND THE SCHOOL COMPOUND

Inspectors should be attentive to the state of the buildings and should place on record:—

- (a) whether the school is in good repair and has a weather-proof roof.
- (b) whether the classrooms are made of permanent or temporary materials and whether they are large enough for the numbers enrolled.

- (c) whether the latrines are adequate in number, are in regular use and are clean.
- (d) whether there is adequate and lockable storage space.
- (e) whether ventilation and light are satisfactory in all the rooms.
- (f) whether the children have access to clean drinking water throughout the year.
- (g) whether the compound is clean and tidy and planted with shade and fruit trees.

IV.—EQUIPMENT

A checklist of essential equipment includes the following:—

- (a) Books—pupils' textbooks (to include dictionaries and atlases): teachers' reference books: school or class library books: exercise books.

Inspectors should note whether the school is well-supplied both as regards quantity and quality of books.

- (b) A large blackboard with a good surface.
- (c) Adequate supply of white and coloured chalk.
- (d) Ink and writing material.
- (e) Provision for the display of visual material at children's eye-level on the classroom walls. Fibreboard is excellent for this purpose.
- (f) Visual Aids.

These should be inspected as aids to the main purpose of the teacher and not as activities in themselves. A primary school can reasonably be expected to have a good supply of number and reading apparatus for use in Primary 1 and 2, and of good illustrative material comprising charts, maps, posters and pictures for use particularly in history, geography, art, domestic science and rural science. The organisation and exhibition of this material is as important as the quantity available. Inspectors should check whether the material is stored and listed in such a way as to be readily accessible to every member of the staff. Illustrative material needs to be changed at frequent intervals.

Inspectors should note whether teaching aids are correctly used, whether for individual, group or class purposes. There are still teachers who have difficulty in getting the maximum benefit from visual aids and inspectors should try to give them the help they need. (*e.g.* by demonstration or discussion).

Inspectors should be prepared to give headteachers details of additional sources of visual material.

- (g) Aural aids.

Inspectors should report on the use made of the School Broadcasting Service and should ensure that:—

- (a) the radio is properly tuned
- (b) the aerial is adequate

- (c) the radio is placed in the classroom in such a way that echo is cut to a minimum
- (d) the batteries have not deteriorated.

Efficient use of radio lessons depends on careful preparation by the teacher before the lesson begins, a knowledge of what to do during the broadcast and provision for follow-up after the broadcast is over. A study of the pamphlet which always accompanies new series of radio lessons, is essential.

Inspectors should ask whether the school has a gramophone and ascertain the use made of it.

- Reference to the School Television Service is made in Chapter Ten.
- (h) Apparatus for physical education: balls, hoops, ropes, bean-bags, team bands, jumping canes. These can often be of local material. There should be a place in which to store them.
- (i) A teacher's table, cupboard and chair in each classroom.
- (j) Desks or tables and chairs or benches suited to the various heights of the pupils.
- (k) A clock which works.
- (l) A school drum or bell.
- (m) Tools and weighing scales for rural science.
- (n) A football and/or netball and inflator. These should be examined to see whether they are in a serviceable condition.
- (o) A wastepaper basket for each room.
- (p) Is there first aid equipment in the school?

V.—THE SCHOOL CURRICULUM ORGANISATION AND TIMETABLE

1. The inspector will, in a good school, find a well-balanced curriculum with adequate time given to art, handwork and to practical subjects such as rural science, domestic science or needlework. There will not be too much emphasis on the three "R's" in isolation from other subjects and the headteacher will have discouraged the setting up of watertight divisions between subjects.

2. The organisation of the school will normally embody a class basis of teaching with only a limited degree of specialisation by teachers. Annual promotions will be usual. Most headteachers in this country prefer to classify their pupils on the basis of age. They divide the age group vertically so as to form two or three parallel classes covering a relatively wide age range. Headteachers of some schools, in areas where ages are precisely known, make horizontal divisions which are also based on age. In a two-stream school this results in an age range of about six months in each class. Alternatively, the "streaming" can be done on the basis of ability and this arrangement permits the classwork to be related more closely to the average ability of the class. There are valid arguments which support all three methods of "streaming" and much depends on the particular circumstances of the school. Inspectors should be prepared to discuss "streaming"

and all other aspects of organisation with headteachers at some length, since school organisation does not always receive the close scrutiny and attention that it should.

3. Reference is made in section VI (a) of this chapter to the kind of timetable which may be most suitable for the first two years of school-life. In the more senior classes, the headteacher's freedom in planning the timetable is limited by the desirability of arranging physical education and rural science for the cooler part of the day and by the fact that lessons demanding great concentration should preferably not be arranged for the last two periods of the morning. Although physical education should not be done in excessive heat, inspectors should encourage the "staggering" of physical education periods so that pupils have plenty of room and in order to make the fullest use of the equipment available.

VI.—CLASSWORK AND THE TEACHING OF INDIVIDUAL SUBJECTS

1. A class teacher has to teach many subjects and has to endeavour to keep up to date with a wide field of knowledge. An inspector with specialist knowledge and training should not be unduly concerned if a schoolteacher's mastery of one area of an individual subject is incomplete. The success of the teacher in classwork and in the teaching of individual subjects should be judged by the general achievement of his class and by the degree of interest awakened in each child.

2. The inspection of the classwork of a school should be organised in one of two ways:— by way of a "class approach" or by means of a "subject approach". When the "class approach" is adopted, an inspector is allotted the whole timetable of two or more classes, and appraises the achievement in all subjects taught to them. He is then able to evaluate the use made of opportunities to link subjects, and to find out whether the class teacher knows his children as individuals, and whether he is fully aware of their strengths and weaknesses throughout the whole curriculum. The "class approach" must obviously be used when a school has introduced a unified curriculum.

3. When the "subject approach" is adopted, one member of the team inspects one or more subjects throughout Classes 3-7. This approach is most fruitful when the teaching staff is of even quality and it is consequently possible to distil valid remarks of a general nature about attainments and the subjects taught. If the quality of the staff is uneven, it is more difficult to make generalised statements about the teaching of individual subjects. Nevertheless the "subject approach" has one advantage which is not to be lightly discarded; it makes it possible for the inspection report to be less teacher-centred.

4. The inspection of Classes 1 and 2 should, in any case, be allotted to one inspector, since the work done during the first two years of education is not characterised by a clear division between subjects. Moreover, young children rapidly become accustomed to the presence of one inspector and the class can work in a normal and informal atmosphere. A succession of strange visitors to the classroom would, on the other hand, be disturbing to five and six-year-olds.

5. Experienced inspectors will recognise that the two approaches are not entirely mutually exclusive. Although the inspection report in Appendix B is subject-based, the General Comments section includes a reference to individual classes and to outstanding work by a class teacher or to special problems facing him. If the inspectors had made a "class approach" to the inspection, the General Comments would have probably included some reference to subject teaching as seen from an over-all viewpoint.

6. The remainder of this chapter consists of ten checklists. The first checklist is headed "The First Two Years" but the remaining checklists deal with individual subjects. This does not mean that subject divisions are inviolable, and every encouragement should be given to teachers who emphasise the connecting links between subjects and the interdependence of various fields of knowledge. "Projects" and "centres of interests" when carefully planned and presented, enable the artificial boundaries between subjects to be disregarded and therefore have a special value. For some years to come, however, it seems probable that most classwork, other than in Primary 1 and 2, will be based mainly on subject compartments rather than on a unified curriculum.

VI(a).—THE FIRST TWO YEARS

In Primary One and Two classes, young children gain their first impression of school life and lay the groundwork for future learning. Modern teaching methods have been developed which are related precisely to the needs of children in the first two years of school life. These methods are dealt with at some length in this section, since schools will need particular help with them. During a transitional period, inspectors will find that some schools use up to-date methods of teaching young children while others retain formal methods more suited to the needs of the older children. A school of the latter type, while not providing the most desirable kind of learning situation, often enables its pupils to acquire a mastery of the tool subjects (or 3 R's). Inspectors should give it credit for its good features but should provide help and advice, encouraging the staff to adopt more liberal teaching methods and encouraging the proprietor to provide the equipment which these methods require.

Inspectors should know the criteria for good, modern Primary One and Two classes. The fundamental consideration is:—

Are the classrooms places where the basic needs of young children are understood and met so that the children develop fully and happily?

When visiting the most junior classes, inspectors may find it helpful to consider the following sections:—

1. *The Children:*

- (i) Do the children feel content and secure at school?
- (ii) Are the children physically and mentally active and alert, and curious and interested in the world around them?

- (iii) Are they encouraged to think for themselves, to experiment and explore, construct and create? e.g., Do they play and make things with sand, clay and grasses? Do they carry out measuring experiments with containers in a water tank?
- (iv) Does school life provide experience through which progress in speaking, reading and writing and in the ideas "How many and how big?" will be made at a rate fitting to each child?
- (v) Are the special needs of above-average and slower children met?
- (vi) Are there good relationships between the teacher and the children, and among the children themselves?
- (vii) Are the children expected to carry out simple duties in the classrooms? e.g., Do they give out pencils and fetch the class register? Do they take it in turn to do this?

2. The Teacher:

- (i) Does the teacher treat his pupils in a friendly, firm and fair manner?
- (ii) Is he setting a good example in speech, dress and manners?
- (iii) Is he interested in improving his methods of teaching, making apparatus, etc.?
- (iv) Are his records satisfactory? e.g. Are records of individual children's physical and intellectual progress and class records of work kept?
- (v) Is he a good organiser—arrangement of classroom, group work, movement in and out of the room, etc.?
- (vi) Are his teaching techniques suitable for these little children?
Has he a genuine liking for young children?

3. The Classroom:

- (i) Is there sufficient air, light and space in the classroom for young children's needs?
- (ii) Is the room colourful and gay? Little children love bright colours, flowers, pictures, etc.
- (iii) Is there suitable and sufficient provision for displaying visual aids, children's work, etc.?
- (iv) Are teaching aids placed at children's eye level and are they suitable and well-made?
- (v) Is furniture arranged to the best advantage?
The teacher who has heavy, solid, old-fashioned desks will naturally find it difficult to move them frequently, and may well have to make use of outdoor space and the shade of a mango tree for such activities as story-telling, dramatic play, singing and nature study: on the other hand, the teacher who has modern, individual or dual flat-topped light tables and chairs, will be able to move them easily to suit his pupils' varied activities.

- (b) As material for pre-reading experiences, does the teacher put captions under interesting pictures, issue simple written reminders or notices in connection with everyday life in the school, provide matching cards etc.?
- (c) As part of their language experience, do the pupils take part in dramatic play and mime and have the opportunity to listen to speech rhymes?
- (iii) Does the teacher show skill in deciding when the children display "reading readiness"?
Are the pupils given material to read that has interest and meaning for them and is related to their everyday lives?
- (iv) Are the reading books in use in the class suitable and sufficient in number? Attractive covers and solid, clear type of a correct size with adequate spacing are necessary.
- (v) Is judicious use made of the three methods of teaching reading: i.e. 'look and say', the phonic method and the sentence method?
- (vi) Does the teacher allow sufficient time for individual reading as well as for group reading?
- (vii) Are the pupils encouraged to write about things that interest them when they feel the urge to do so? e.g. One child who has just heard an interesting folk story may wish to write a few words about it; another may want to write a 'letter' to his father.
Are the pupils helped to acquire the necessary writing skills?
Are they given necessary help with spelling and punctuation?

Music:

- Are the children given the opportunity to listen to music?
Does the teacher play singing games, or sing nursery rhymes and folk songs?
Are the pupils taught to sing simple songs?

Handwork:

- Is a variety of work attempted; e.g. patternwork as well as pictorial work?
Is the maximum use made of locally available material?
Are the children encouraged to work on large pieces of paper, where these are available?
Are they allowed to choose the colour?
See also section VI (f) of this chapter.

Nature Activities:

- Are the children's activities practical and based on direct observations?
Is a nature table kept in the classroom?
Are the children shown how to record their observations in a simple way?

Physical Education:

- (*See section VI (e) on this subject.*)

VI(b).—ENGLISH

“All-round proficiency in English is the most important academic aim of the primary course.” (African Education, 1953.)

Since secondary and technical education are perforce carried out in English, it is important that the children break through the English language barrier while still at the primary school. If they fail to do this, they will encounter serious problems of communication in post-primary institutions. Moreover, in most trades and industries, English is, at the moment, the means by which the pupil has most ready access to the general fund of knowledge and experience available to the world and recorded in books. If teachers fail to help their pupils through the language barrier, and in rural areas the task is often a difficult one, the pupils are gravely handicapped. The following questions may help inspectors to assess the standards reached in English teaching:—

1. *General:*

- (i) Is there an above-average teacher for Class One, and preferably for Class Two, so that the foundations of English are laid competently?
- (ii) Is there a book on English structures and a good pronouncing dictionary available to the teacher? “The Advanced Learner’s Dictionary of Current English” is particularly suitable.
- (iii) In the senior classes, are all lessons English lessons even when such subjects as arithmetic are being taught?
- (iv) Is the effective use of English developed through a variety of activities such as wall newspapers, classroom anthologies and magazines, diaries, personal letters, dramatics, spelling games and extempore speeches?
- (v) Has each pupil a copy of the appropriate book of the English course selected for the school?
Are there copies of any wall charts prescribed?
Have the teachers copies of the teacher’s edition of the English course?
- (vi) Is the selected English course regarded as an end in itself or do experienced teachers endeavour to use additional sources?

2. *Oral English:*

- (i) Does the teacher keep his use of vocabulary and structures within his pupils’ ability to comprehend?
- (ii) Can the children understand accurately, and without repetition, what the teacher and other people say to them in simple English?
Remember that even Class One can be expected to understand the everyday formulas (e.g. “Bring me your books”) used in the classroom.
- (iii) How much opportunity does the individual child have of speaking during the English lesson?
Does the class programme include two-minute speeches, conversations, oral descriptions, news items and discussions by the pupils?
- (iv) Is there too much speaking in chorus so that individual errors remain unchecked?

Checklist.

- (i) Does the teacher understand how a child gains his first experiences of numbers and does he make use of this understanding in the classroom?
- (ii) Is the work carefully graded, the teacher always proceeding from known to unknown?
- (iii) Are tables not merely repeated but studied and learned in a variety of ways? Are the tables of weight, time and capacity familiar to the pupils?
- (iv) Has each child a textbook?
- (v) Is there adequate practical work in measurement of length, area, weight and capacity and does each child have a turn at practical activities?
- (vi) Are number games and number rhymes introduced?
- (vii) Does the teacher avoid unreal sums such as "Multiply 5 tons 6 cwt 4 qrs 3 stones by 23"?
- (viii) Does the teacher give adequate guidance in extracting the basic arithmetical fact from the wording of a problem? Does he introduce problems, in the first place, by means of pictures or blackboard diagrams?
- (ix) Are the children introduced to money transactions by means of a school shop? Are the goods "on sale" of a kind which can be purchased locally?
- (x) How much written work is done? Is it enough to encourage swift appraisal and rapid calculation? Is the marking accurate? Is the pupil shown why and how he went wrong? Are neatness and order encouraged?
- (xi) What part does mental arithmetic play in lessons? Is it used:—
 - (a) to speed up accurate calculation?
 - (b) to test understanding of ideas recently introduced?
 - (c) to show the value of "short" methods?
- (xii) Do all members of staff use the same layout for arithmetical processes? Is one method of subtraction ("double decomposition" or "equal addition") used throughout the school?

VI(d).—VERNACULAR STUDIES

Section VI(a) of this chapter dealt, among other things, with language teaching during the first two years of school-life. In some schools the language taught during these first two years will be the mother-tongue and, despite the later shift of emphasis to English, inspectors can reasonably expect to see evidence that the vernacular is not neglected after it has ceased to be the medium of instruction. Other schools begin to use English as the medium of instruction from the first day of school-life. In both kinds of schools, vernacular studies should be carried strongly forward throughout school-life. In those areas where

few books have been published in the local vernacular, Hausa may prove to be a lingua franca for the area and vernacular studies may well be based upon it. Hausa has a special place in the hearts of Northern Nigerians.

Inspectors should keep the following questions in mind when considering vernacular studies, and should remember that some schools have special problems which make any vernacular studies difficult:—

- (i) Is an attempt made to provide vernacular reading material which is appropriate to the age-range of the pupils?
- (ii) Do the traditions, stories and legends of the people provide the children with material for dramatisation and story-telling?
- (iii) Are the children encouraged to tell a story, or to narrate their experiences, in small groups so that they get adequate practice?
- (iv) Are occasional periods set aside for conversations and discussions between teacher and class, and among the class, in the local language? Are items of news or information ever given to the senior classes in the vernacular?
- (v) Can the children write letters in the vernacular and are they familiar with the conventions followed in a vernacular letter?
- (vi) Are the children familiar with the courtesies and customs of their people?
- (vii) Do the children take a pride in being able to speak their language fluently and to write it accurately?
- (viii) How many members of staff speak the local language well?

VI(e).—PHYSICAL EDUCATION, GAMES AND SPORTS

Nigerian children have two attributes which serve the physical education teacher well. Firstly, they usually have a good carriage. Secondly, the customary games, the dances and mime which they inherit, all facilitate a rewarding approach to physical education through rhythm and song. Unfortunately these dances and rhythmic games have been neglected in recent years, and joint effort by inspectors and teachers to reinstate them is desirable. Physical education can become a happy blend of formal work from prepared tables of exercises on the one hand and of free movement, dance and mime on the other. Inspectors must appreciate, however, that the introduction of local games and less formal activities will make the physical education lesson appear “untidy” to the uninitiated. They should not expect to see the same close control of class activity as is possible with more formal work. In order to understand clearly what teachers are trying to do, inspectors should have studied the H.M.S.O. publications “Moving and Growing” and “Planning the Programme”, and they should possess a copy of Edith Clarke’s “Activities and Games for Tropical Schools”.

Schools should, of course, have apparatus. When properly utilised, it gives children confidence in themselves and helps to develop agility. Simple apparatus can be made which permits jumping from a height, swinging by the arms and

balancing, and which at the same time is safe. Nevertheless, rope ladders and climbing frames are in different categories. Teachers may reasonably have qualms about using improvised apparatus of this kind when it has been exposed to tropical rainfall, harmattan and termites, unless it can be regularly examined by a competent person. Inspectors will therefore wish to be realistic when making recommendations about equipment other than the usual team bands, skittles, balls, poles, hoops, trestles, planks, jumping stands and agility mattresses stuffed with grass. They may need to make a special plea for grass mats for exercises involving sitting or lying down; the bare ground being often either excessively hard, muddy or dusty and unsuitable for such exercises.

A.—CHECKLIST FOR PHYSICAL EDUCATION

1. *Planning the Lesson:*

- (i) Are physical education lessons held as much as possible in the cool part of the day? When children walk long distances to school, however, it may be best to defer physical education lessons until at least one sedentary lesson has taken place.
- (ii) Has the teacher prepared and learnt the lesson he proposes teaching?
- (iii) Has the teacher planned his lesson well, deriving part of it from sound physical education tables and part of it from less formal sources?
- (iv) Was the lesson balanced in that there was known work, partly-known and new work?
- (v) Were the children thoroughly extended during the course of the lesson?

2. *Enjoyment and Interest:*

- (i) Did the pupils enjoy the lesson?
- (ii) Did the teacher change activities before the pupils tired and their interest flagged?

3. *Organisation and Apparatus:*

- (i) Was there sufficient and suitable equipment? Was it arranged on the ground by the pupils before the lesson began and was it collected up again efficiently at the end of the period?
- (ii) Did the lesson begin and end punctually?
- (iii) Were the children suitably dressed for physical education and did they arrange tidily the clothes they removed?
- (iv) Did the teacher change into clothes permitting free movement?
- (v) Was there an opportunity for the children to wash their hands and faces at the end of the lesson?
- (vi) Did the teacher demonstrate well and arrange his class so that all could see him?

4. *Class Control:*

- (i) Was the teacher's voice clear enough for the whole class to hear while working?
- (ii) Did the class respond quickly to instructions given to it by the teacher?
- (iii) Did the class return to school in a quiet and controlled manner so as not to disturb other pupils?

5. *Achievements and Standards:*

- (i) Did the lesson succeed in improving the pupils' standard of work?
Is the standard required by the teacher high enough?
- (ii) Did the teacher encourage good achievement by praising improvement in a pupil's work and by giving judicious coaching?
- (iii) Did the teacher correct the work and enable the class to see, by demonstration by himself or by a pupil, how the movement should be done?
Criticism should be constructive and the teacher should deal with one teaching point at a time.
- (iv) Did the teacher, during group activities, manage to keep an eye on the class as a whole and, at the same time, ensure that each group was fully occupied?
- (v) Was there sensible use of competition to encourage effort and promote enjoyment?
- (vi) Were the children given the opportunity, particularly in group work, to experiment in leadership, organisation and co-operation?

B.—Checklist for Games and Sports

- (i) Are there competitions to which parents are invited? A full Sports Day may be beyond the resources of some primary schools, but "potted sports" can provide an entertaining substitute.
- (ii) Do all the children, and not just the most proficient ones, have an opportunity to take a regular part in games?
- (iii) Is the playing field in good condition, with lines marked and with goal posts?
- (iv) Are such skills as throwing, catching and bouncing developed before children are introduced to complicated games demanding effective ball control?
- (v) Is there a place in which to store sports equipment?
- (vi) Do the teachers endeavour to introduce some of the many games, in addition to soccer, that can be played with a football?
- (vii) Are there matches with other schools?
If so, are competent officials available?
- (viii) Is there, from the most junior classes, progressive training in self-control, in obeying the rules of the game or activity and in being a good loser?

C.—Health Education

Health education, or hygiene, supplies a link between physical education and the rural science course. It is probably desirable that health education, as such should not appear on the timetable since it should be practised rather than taught. A good school develops a collective conscience about health education through a co-operative attempt to carry out a few simple precepts which promote and safeguard health. An experienced inspector will recognise that a class which has a wide knowledge of the life cycles of parasites is not necessarily learning much about health education. An examination of the latrines or of the arrangements for providing drinking water will indicate accurately whether or not a collective conscience about health education has developed.

D.—Additional Notes on Physical Education for Girls

Inspectors may find parents uncertain as to the reasons for providing physical education for girls. Girls need varied physical activity just as much as boys, if they are to maintain vitality and positive health. In their physical education lessons, girls learn the rules of good health and also learn to co-operate, to be helpful and to use initiative. They gain poise, confidence and control, while group work helps them to develop more tolerance, understanding and sympathy for one another.

In the senior classes, girls should not share physical education lessons with boys. Local custom, the preferences of pupils of both sexes and the need for a different emphasis when planning physical education for girls, all dictate this requirement. For girls, the emphasis should be on free and expressive movement and on training in the elementary techniques of major games. More attention should be paid to African dances as these create enjoyment, develop a sense of rhythm and give valuable training in footwork and precision.

It is likely that, during the next few years, inspectors will find at work in training colleges and schools, more women teachers who have been influenced by ideas deriving from the inspiration of Rudolf Laban. These teachers will wish to try out new approaches to physical education and to introduce a freer and more individual way of learning. They should be given every encouragement to do so.

The general checklist prepared for physical education can be used for girls' classes but, in addition, inspectors should take particular note of the following points:—

- (i) *Dress*—Is the teacher suitably dressed for a lesson requiring the demonstration of many types of movement and does she wear suitable shoes? A skirt is not a suitable garment for a teacher taking a lesson of this kind, but shorts or a divided skirt should be worn with a short-sleeved or sleeveless blouse. The type of dress to be worn by the girls will be determined largely by local opinion, but it is essential that the girls, just as the teacher, should change for the physical education lesson.

- (ii) *Place*—In areas where the older generation still has misgivings about physical education for girls, it is recommended that lessons in this subject be taken in a secluded part of the playground which cannot easily be overlooked by boys in the school or by passers-by in the road.
- (iii) *Organisation*—In mixed schools, there are sometimes few trained women teachers on the staff, and girls are frequently in a minority in the senior classes. In these schools, a woman teacher should take two or more classes of older girls together for physical education, and the wide age-range of her composite class should be accepted. When this arrangements is made, the number of girls taught together should not exceed forty.

VI(f).—HANDWORK

'Handwork' is used in Northern Nigerian primary schools as an all-embracing term which includes both art and crafts. It is only in the two senior classes that there need be a gradual shift of emphasis from the composite subject known as 'handwork' to the separate activities of art and crafts. Handwork can be unrewarding for both pupil and teacher if there is a shortage of materials and equipment, or if the teacher's training and experience have not been such as to enable him to cope satisfactorily with practical subjects. Inspectors will probably wish to consider organising courses in handwork for the teachers in their areas, and these courses should be led by competent men and women with first-hand knowledge of conditions in local schools. Inspectors should give practical proof of their own interest in the subject by asking to see the pupils' work, by offering encouragement to the headteachers and staff and by discussing with them recent developments in handwork teaching in this country.

During the last decade, several books on handwork teaching in Africa have recommended the use of local materials, not just as the basis of handwork, but also for such indispensable tools as paint brushes. Most of these suggestions are sound, but it should be borne in mind that these books have been written by specialists who, as such, tend to have more time, skill and enthusiasm to give to the collection of local materials than does the class teacher who is responsible for all subjects. Therefore, while encouraging enterprise along such lines, inspectors will wish to be sure of the implications of the recommendations before passing them on to teachers.

Checklist:

- (i) Is sufficient time allowed on the timetable for handwork? At least one double period in each week is desirable.
- (ii) Are the designated periods used conscientiously for handwork?
- (iii) Are preparation and clearing up regarded as part of the discipline of practical activities? With careful organisation, little time is required to get to work at the beginning of the lesson and to clear up at its end.
- (iv) Is there at least one member of staff who has a special ability and interest in handwork and who is encouraged to provide his colleagues with leadership?

- (v) Does each teacher, by suggestion and friendly discussion, help each pupil to use his material as fully as his maturity permits?
- (vi) Is a reasonable proportion of the school's equipment allocation devoted to the purchase of supplies for handwork?
- (vii) Does the school make judicious use of materials which grow locally or can be obtained from scrap?
- (viii) Is the supply of material adequate in quantity and variety?
- (ix) Are there adequate storage facilities for large sheets of paper and card and are there containers for brushes, etc.?
- (x) Where there are difficulties due to unsuitable furniture or overcrowding what attempts are made to overcome them? Where desks are too small, or too heavy to move together so that they form larger surfaces, pupils can be encouraged to work on school verandahs, or outside on the ground.
- (xi) Is the scheme of work purposive and progressive and is it suited to:—
- (a) the age and interests of the children?
 - (b) local custom? e.g. When an indigenous craft has been introduced has due regard been paid to local tradition which decrees whether the work may be done by boys or by girls?
 - (c) the season? Work which needs to be done outside, or which needs to be dried quickly, should not be included in a programme falling within the rainy season.
- (xii) What types of drawing and painting are practised? Do the children express themselves readily and fluently in colour?
- (xiii) What crafts are practised? Are there opportunities for creative craftwork using a variety of materials?
- (xiv) Does the work undertaken make demands on the pupils' imagination and creative ability?
- (xv) Do the children work on projects which arise naturally from the general teaching? i.e. Do they make models, pictures and friezes which illustrate their lessons in history and geography?
- (xvi) Is pupils' work displayed? If so, is it well arranged? Is work for display selected with a view to:—
- (a) rewarding real effort? A weaker pupil may put care and effort into his work which are out of all proportion to the result. His care and effort should be recognised.
 - (b) setting a good standard of execution?
 - (c) widening other children's ideas on alternative methods of treating subject or theme?
 - (d) encouraging originality of thought and expression?

VI(g).—DOMESTIC SCIENCE/HOME ECONOMICS

These notes are written on the assumption that the 1956 syllabus will continue in use. In the event of this syllabus being modified, then this section will be amended accordingly. It is possible that future domestic science syllabuses will contain a section to be taught to boys. If so, inspectors will wish to satisfy themselves that this part of the syllabus is not neglected.

1. *General:*

The notes are primarily for inspectors who are not domestic science specialists. Visits to domestic science classes by non-specialists can, if there is a clear understanding of what the teacher is trying to do, have much value. The general inspector can with advantage find out whether the teacher is working under satisfactory physical conditions, whether she has the money and materials she needs, whether her class attends regularly and punctually, and whether she gets a good response from her class and achieves a satisfactory result.

Domestic science and other homemaking subjects are entitled to an important place in the curriculum of girls' classes. Most girls in school will marry and most of them will do so when young. Courses in domestic science should train these girls for their future role as wives, mothers and home-makers in a rapidly developing country. A good teacher of domestic science can train her pupils to make the most of their resources and so help bring about an improvement in the standard of living. She offers to the next generation of parents, not necessarily an easier life, but a *better* life and also more creative pleasure in leisure time.

2. *The Teacher:*

Much is expected of a domestic science teacher. She should be well-groomed in her personal appearance, neat and tidy and suitably, but attractively, dressed. In her general bearing and deportment she should set a good example to the girls. In the classroom she should wear an apron to protect her clothes, and train her pupils to do the same.

She should have a detailed knowledge of the home backgrounds and conditions of her pupils and should be aware of any special difficulties that face them:— e.g. reluctance or inability of parents to make a financial contribution towards the cost of materials for domestic science lessons, heavy daily household duties at home. She should make a determined attempt to secure the parents' interest and gain their confidence.

Her teaching must be related to real-life conditions and she must train her pupils to be economical and methodical in running a home. She should, for instance show her pupils how to provide simple meals for visitors and school guests and avoid expensive and exotic dishes. She must do her best to ensure that lessons learned in theory are put into practice in the school; for example, a girl who is taught to hang her dresses on a clothes line in domestic science lessons must follow this practice in the dormitory or hostel and should not be allowed to lay her clothes

on the ground on washing day. A teacher of domestic science has to be a capable organiser. She has to choose her materials wisely, complete preparations for the day before the first lesson starts, and be able to give good practical demonstrations and supervise the practice class effectively. She must therefore know when to organise and supervise her class as one unit, and when to divide it into groups for practical assignments. It is important that all pupils should be kept busy throughout the lesson.

Revision lessons should be reduced to the minimum and always be prepared carefully. The aim of these lessons should be to consolidate the pupils' knowledge. On no account should classes be left alone, with no clear instructions what to do.

3. *Domestic Science Rooms and their Equipment:*

- (a) Does the room conform to regulations? i.e. is it lockable, thief-proof, possessed of two exits, suitable in size for numbers in classes? Are the surroundings in which the children work, well-ordered and made as attractive as possible?
- (b) Is the domestic science room provided with:—
an adequate water supply? drains and soakaways? storage space? tables and/or other working surfaces? seating? cooking facilities? drying lines? fire buckets? a first aid box?
- (c) Are the following items of equipment readily available:—
a copy of the official domestic science syllabus? recommended text-books? recommended reference books? pupils' notebooks? wallcharts and other teaching aids?
- (d) Who pays for materials used in classes?
Are any special problems encountered by the teacher in buying ingredients for cookery, materials and equipment?

4. *Records:*

- (a) The inspector should make sure that there is a stock book and that it is in regular use.
- (b) The inspector should check the teacher's schemes of work and see whether they are complete. When drawing up her scheme, has the teacher taken into account the amount and type of work in the subject previously done by the pupils? Is the scheme of work suited to the capacity and understanding of the girls? Are details given of assignments to be done by the pupils, garments to be laundered, meals to be cooked, articles to be cleaned etc.?
- (c) Teachers' lesson notes should be looked at, but the inspector should remember that an experienced teacher does not normally make detailed notes. Are lessons so planned that they can end on time?
- (d) Pupils' notebooks should be examined to see whether note-taking is cut down to the minimum. Notes should be examined by the teacher and a high

standard of writing, neatness and layout insisted upon. If recommended textbooks are used correctly, then the pupils should not have to devote much time to the writing or copying of notes.

- (e) Up-to-date records of work accomplished should be kept by the teacher. Weekly progress in needlework should be indicated. All records should be headed and dated, and signed at the end of the term by the teacher responsible.

5. *Topics:*

During the course of their training, girls will learn to carry out all the main duties of the home, including care of guests for a week-end. These duties involve putting into practice all that the girls learn in cookery, needlework, housewifery or laundrywork lessons. For ease of reference, these topics are considered separately below.

- (a) *Cookery Topics*—Is the maximum use made of local ingredients? Are measures taken to improve the food value of popular local dishes which do not provide a well-balanced diet? Is the preparation, cooking and serving of food carried out efficiently and hygienically? Is the food palatable and appetising?
Are the meals served punctually and attractively?
Are the tables laid well?
Are good table-manners required of the pupils?
- (b) *Needlework Topics*—Have the choice, use and cost of materials been taught?
Will the article or garment be of use to the maker when completed?
Is the material suited to the pattern?
Has the article been cut out neatly and economically?
Have processes been worked correctly?
Are seams neat and even?
Are stitches correctly formed, and are starting and finishing secure?
Is the work clean or does it show signs of being much handled?
Are exhibitions of work held from time to time to enable parents and friends of the school to see what is being done in domestic science?
- (c) *Housewifery Topics*—The inspector should try to assess whether the girls know correct methods of caring for household equipment. Part of their training should include the preparation of simple family budgets. The inspector should note whether a balance is struck between the use of local and imported household goods and materials. He should also observe how far the work is related to the pupils' present living conditions and how far to anticipated future improvements.
- (d) *Laundrywork Topics*—Are suitable methods of washing different materials taught?
Is starch correctly made and the proper proportions used for different articles and garments?

- Are white materials hung to dry in the sun and coloureds in the shade?
- Is washing hung on drying-lines and firmly secured?
- Are garments rolled up when sufficiently dry for ironing?
- Are the irons and boards ready when needed?
- Is the correct order of ironing the garment followed?
- Is the work aired after ironing?
- Are articles and garments correctly folded?

6. *General:*

Four general rules apply to all domestic science lessons:—

- (i) The domestic science instructor should be clear-sighted about the aims of her lessons and should have a sound knowledge of the basic principles underlying her teaching.
- (ii) A sensible balance should be struck between the teaching of theory and practice.
- (iii) The pupils should help to get the room ready for a lesson and should clear up systematically at the end of the lesson.
- (iv) Before the lesson period closes, the teacher should allow time for comment on the practical work of the pupils and should answer any questions.

VI(h).—HISTORY

History is concerned with the record of the whole activity of man upon earth. History deals with events in time, just as geography deals with things in space. It is present time, however, which is important to the primary school pupil because young children live intensely in the present. This is one reason why little serious history can be taught before the age of twelve years. But, by means of carefully chosen and well-told stories, the good teacher seeks to develop the primary school pupil's imagination, stir his emotions and arouse his intellectual curiosity about the way men and women lived and worked in the past and how our life has come to be what it is today.

Most teachers realise that the art of historical exposition is largely the art of story-telling, and so make the effort needed to acquire the power of vivid, forceful narrative. They realise that narrative has to be intelligible, simple and accurate, and that carefully thought out questions asked by the teacher at the end of a story are necessary to enlarge the pupils' vocabulary and historical concepts.

History, however, even to the teacher who is a good story-teller, remains a difficult subject to teach successfully. We need to start from the premise that history teaching in primary schools should derive from the story of Nigeria's past and from the legends of her peoples. Unfortunately, it is still true that the subject matter for this teaching is not readily available in textbooks, and that the legends are often not recorded in their written form with the graphic detail and sense of the dramatic which appeal to young children. However, the position is improving.

Exciting new information becomes available every year as scholars and archaeologists publish the results of their research. Both inspectors and teachers need to keep their knowledge up to date and to decide, in conference, how best to utilise new information about such subjects as the Nok culture. It is equally important that they should learn to appreciate the special value of the work of those Nigerian scholars who, while not departing from the disciplines of scholarship, have been able to throw new light on history because they see it from "the other side of the hill".

Although history teaching, particularly in the junior classes, must be "Nigeria-centred", accomplished teachers will probably wish to convey something of a world perspective. They will wish to look out for, and make the most of, any world influences which come to an African village. Inspectors should encourage teachers not to isolate discussion of these influences in a subject designated "current affairs", since this procedure creates the false impression that history is something which has stopped. Farm mechanisation and rural co-operatives are examples of these world-wide influences, while developments in the salt trade—which throughout historical times has been of paramount importance—enable the teacher to link 'the Golden Trade of the Moors' with the contemporary retail marketing system.

The problem of the selection of suitable material is a difficult one. A substantial part of history teaching has been devoted to the pioneering journeys made by the early European travellers. The stories of these travellers are particularly relevant when they merge with the local history of a town or province. A teacher at Yola would wish to include Baikie's travels in his scheme of work, while a teacher at Sokoto would probably wish to omit this in favour of a lesson based on Lander's account of Clapperton's death. Inspectors will, naturally, expect to find differences in local history reflected in corresponding differences in the treatment of the subject in the classroom.

Checklist

1. The Teacher:

- (i) Has the teacher a good and up-to-date knowledge of his subject?
- (ii) Have the teachers access to modern reference books?
- (iii) Has the teacher studied readily available indigenous sources such as the "Chronicle of Abuja"?
- (iv) Has the teacher accurately estimated what the pupils know and what they do not know?
- (v) Has the teacher acquired the art of storytelling?
- (vi) Does the teacher try to develop a sense of historical time in his pupils? If so, how does he do this?

2. Schemes of Work:

- (i) In drawing up a scheme, has the teacher followed wise principles of selection of material? There should be a central theme or themes running through the scheme.

- (ii) Is the scheme of work graded so that the younger children begin with stories and legends?
- (iii) Does the scheme of work provide for a due emphasis on local history?
- (iv) Does the scheme for the senior classes make provision for talks to senior classes by outside speakers? e.g. a talk by a Legislator about his work to year seven pupils. Talks of this practical nature are more suitable at the primary school stage than theoretical lessons largely concerned with abstract concepts.

3. *Equipment:*

Is the school well-equipped to teach history?

- i.e (i) Have the staff provided themselves with suitable wall-charts and illustrations? Are these illustrations reasonably accurate historically? Are they changed frequently and regularly?
- (ii) Are there maps available and are they used?
- (iii) Does the headteacher encourage the use of radio lessons in history?
- (iv) Are there simple library books available for the pupils? "Stories of Old Ghana, Melle and Songhai" is one of several simple readers containing good historical material.
- (v) Has the school a supply of suitable textbooks and atlases?
- (vi) Has the school a small "history collection" containing such things as microliths, Neolithic axe-heads and photographs of Nok figurines? It is desirable that teachers should be able to recognise a prehistoric artefact if they come across one and that they should know what should be done with it.

4. *Teaching of the Subject:*

- (i) Does the teacher encourage an overflow of ideas from one subject to another? e.g. Some lessons, justifiably, seem to have more links with geography, language, handwork or religious instruction than with history. At the primary school stage, the knowledge which children acquire does not naturally fall into place in their minds as differentiated school subjects.
- (ii) What opportunities are there for the children to participate in the history lessons? e.g. Are they encouraged to ask questions after the teacher has told them a story or after they have studied a picture? Do they dramatise the experiences and incidents related to them? Do they draw, paint or make models or puppets? Do they make wall friezes or time-charts? Where possible, do the pupils visit museums or local places of interest?
- (iii) In the senior classes, are any history notes made a joint effort by teachers and pupils? Do the notebooks contain maps, diagrams and pictures as well as written notes? Are these notebooks regularly checked by the teacher, and are errors of fact and gross errors of structure corrected?

VI(i).—GEOGRAPHY

1. Men and women, in all walks of life in Africa, need to have a reasonable understanding of the activities and problems of their own people and of the other peoples of the world. The primary schoolchild is not too young to begin to develop an awareness of his locality and of his life in his community, and to become interested in people. Imaginative and lively handling of geography can broaden the outlook of primary school pupils and train them to be observant and knowledgeable about the world in which they live. It can provide scope for their sense of wonder, their curiosity and their delight in stories of adventure and courage.

2. Good geography teaching in the primary school should have the following characteristics:—

(a) The starting point of teaching should be the environment of the school. Geography should grow out of the locality. Outdoor activities should be the central part of geography during the primary stage of education. Study of the locality should be based on a child's own direct observations and "go, look and see and learn" should be the usual rule.

Children who have studied at first hand, such features as plateaus, springs, escarpments or eroded gullies, are likely to have vivid impressions and to know the precise meaning of these technical terms. Further, first-hand experience provides standards of reference or comparison to help children imagine accurately conditions in distant places.

In order to enable teachers to carry out practical outdoor work, (e.g., making a map of a village), timetable adjustments frequently have to be made. Single periods are seldom suitable for work of this kind and double ones are to be preferred. Inspectors should give headteachers every encouragement to adjust their timetables accordingly.

(b) In addition to local geography, primary school pupils should also study lands and life beyond the immediate environment. The teacher charged with this task should, where possible, draw upon his own wider first-hand experiences to bring reality into his work. If, for example, he has visited Western Nigeria, he will probably have seen a cocoa farm and will be able to refer to this in his lessons on the cocoa industry. But, in addition, the teacher will have to employ various aids to his teaching (e.g., photographs, descriptive passages, stories, the globe, atlas, maps and film strips). This secondary material should help the pupils to build up in their minds accurate pictures of geographical conditions in places or countries not known to the teacher or to his class.

The approach to new areas of knowledge should be made through some link in which the children are interested, e.g. Before learning about 'Irrigation in Egypt', Kano children should see local shadufs at work and visit irrigated vegetable gardens outside the City.

The teacher should use vivid descriptions to bring reality into his geography lessons. Stories told must be accurate, not only in general impressions, but also in detail. Ideas and impressions created must be

unbiased and true. The teacher must ensure that his facts are correct and that he concentrates on the ordinary things of life (e.g. a real child living in a real place and living in a real home). Picturesque detail should only be introduced where it has geographical significance, and should not be stressed at the expense of other more vital and relevant material. For example, in a lesson on Japan, the teacher is justified in showing photographs of the picturesque dormant volcanic mountain, Fujiyama, but should also show pictures of the country's textile mills, ricefields, iron and steel foundries and shipbuilding yards, because it is on these that the Japanese depend for their livelihood.

There should be correlation with other subjects of the curriculum and particularly with arithmetic, rural science or nature study and history. For instance, calculation of the area of the school compound should preferably be linked with similar work in arithmetic, and a lesson about the river Niger should make reference to the story about Mungo Park. Correlation should arise naturally in projects and activities.

3. The teaching of geography in primary schools on these lines presents various problems, and inspectors may wish to set up working parties. There is need for research and more data on what is best and most suitable for children of different ages. We need guidance on the most appropriate age to introduce map making, and on the age at which the average child becomes most readily interested in the homes and ways of life of children in other parts of the world.

4. Geography is a practical subject and a good deal of apparatus is needed. Inspectors should check whether the school possesses the following essential items:—

- a thermometer;
- a rain-gauge;
- a weather-vane;
- a sun clock or sundial;
- a geography 'garden' containing a floor relief map of the province, Nigeria and Africa. It is an advantage if all maps have simple "You are here" signs;
- a globe. If the school cannot afford to buy an elaborate one, then a calabash globe, with its axis set parallel to that of the earth, will suffice;
- a measuring chain. This can be made from baling iron if it is desired to keep costs to a minimum;
- a compass. An inexpensive one will do;
- a pacing cross;
- atlases—one per pupil—for the two senior classes;
- a supply of outline maps of Nigeria, Africa and the world. It may be possible to have these cyclostyled centrally.

These items of equipment must be kept under the control of the teacher responsible. Each should have its appropriate place, and should be listed in the school stock-book.

5. The following questions may be a useful guide to inspectors:—

- (a) Has the teacher a wide and reasonably accurate knowledge of his subject?
- (b) Does the school possess an adequate collection of geography reference books for the use of the staff in the preparation of their lessons? Do the staff make regular use of them?
- (c) Has the school a supply of photographs, and pictures that are geographically significant and aesthetically pleasing?
Have the teachers ready access to them?
Are the pupils trained to study and interpret pictures?
- (d) Does the teacher draw simple, accurate sketch-maps on the blackboard?
- (e) Are the pupils shown how to produce maps of good standard with a key and title?
Does the teacher check these maps? Does the class also make full use of outline maps?
- (f) Can pupils in their final year use atlases effectively? They should be able to locate towns by the use of the index and by the co-ordinates for latitude and longitude.
- (g) Is classwork integrated as much as possible with history, handwork, arithmetic and rural science?
- (h) Does the class devote enough time to practical work? Is the class organised in groups for project work?
- (i) Are pupils trained to observe, record and make deductions? e.g. Are weather records kept by at least one class in school, and is an attempt made to deduce conclusions from this data? Are records kept of crop yields, crop rotations, etc., on the school farm?
- (j) Are models well-made and properly used by the class?
- (k) Is the pupils' written work checked regularly by the teacher? Are the pupils expected to correct serious errors?
- (l) How does the teacher of the senior class deal with the syllabus? Does he attempt to cover too wide a field, or does he attempt to spotlight particular topics and places so that there is less likelihood of over-generalisation in the interests of simplification?
- (m) Is there a small school collection containing such things as foreign stamps and examples of grains, minerals and fibres?
- (n) Is an understanding of maps encouraged by treasure hunts based on sketch maps and instructions requiring a knowledge of the cardinal points?

6. The teaching of geography can contribute a good deal to the knowledge which a child needs if he is to lead a full life in modern Africa. The value of primary school geography teaching may be estimated by the extent to which pupils "have a lively and intimate acquaintance with their own immediate environment", and by the extent to which they have been trained "to imagine accurately the conditions of the earth's stage", and have retained and developed an early curiosity that is fascinated "by the magic of the earth and the drama of man's work".

VI(j).—RURAL SCIENCE

It is wise not to be dogmatic about rural science since soil and climatic conditions vary so widely; but good rural science teaching is often reflected in the attractive appearance of the school compound which will be carefully laid out, provided with fruit and shelter trees and bright with flowers and shrubs. The pupils will derive pleasure from their farming and gardening and will have some understanding of the fact that the fertility of the soil is a trust handed down to their generation which they can either augment or plunder.

It is a characteristic of rural science that it overlaps other subjects in the curriculum. For example, weather observation—an important part of rural science—is also a valuable geographical activity. Moreover, rural science provides unlimited opportunities for practical work in arithmetic. Non-specialist inspectors, in addition to appraising the success of attempts to introduce a rural idiom into schemes of work for other subjects, can usefully ask themselves the following questions:—

1. *The School Farm and/or Garden.*

- (i) Is the cultivated area stock-proof?
- (ii) Is it possible to carry out all cultivations without placing an undue physical burden on the pupils?
- (iii) Is a variety of crops grown and is an approved rotation of crops followed?
- (iv) Do the pupils weigh the crops and make a permanent record of crop yields?
- (v) What use is made of animal manure, compost and artificial fertilizer?
- (vi) What livestock, if any, are kept? Are they adequately housed and fed?
- (vii) Are trees and shrubs protected against fire and against goats? Are they labelled?
- (viii) Has the teacher a good supply of charts and diagrams including:—
 - (a) a scale plan of the school farm showing the rotation?
 - (b) a chart showing planting distances and seed rates?
- (ix) Are the crops on the school farm/garden better than those grown locally, and is there an Open Day at which the progress made in farm and garden is displayed and explained to parents?

2. *Nature Study and Elementary Science:*

- (i) Is there at least one nature corner in the school? Do well-organised nature walks take place at significant times of the seasonal cycle?
- (ii) Are carefully prepared specimens introduced during nature study lessons?
- (iii) Does the teacher make full use of simple blackboard diagrams?
- (iv) Do the pupils make simple experiments?
Has the teacher made or collected simple apparatus?
- (v) Are the pupils encouraged to make accurate drawings recording their observations? Do they keep a nature diary or a nature calendar?

- (vi) Have the pupils been introduced to Kim's Game and to such nature games as Leaf Matching?
- (vii) Are living creatures (e.g. butterflies and tadpoles) ever reared in the school?
- (viii) Do the children in the senior classes of the school acquire a knowledge of simple anatomy?
- (ix) Does the school encourage a spirit of enquiry and a restless curiosity about the nature of things?

VII.—BOARDING ARRANGEMENTS

A boarding school should be run in such a way as to permit the growth of a closer spirit of community, training in leadership and responsibility and the profitable use of leisure time. If the diet has been well-chosen and if a regular routine is followed, physical well-being should improve. Moreover, since the children will have the benefit of adequate sleep and of supervised preparation periods, a higher standard of achievement can often be required from a boarding school than from a day school.

Inspectors should check that there are adequate opportunities for private or supervised study and for creative leisure-time activities. This check is particularly important in the case of girls who are sometimes given an excessive amount of daily and week-end duties and tasks to perform.

Inspectors will wish to comment on the following aspects of boarding schools:—

1. *School Meals and Catering:*

The Diet

Is there a food committee? If so, are senior pupils represented on it and are they free to make suggestions and comments?

Is the diet well-balanced, varied, adequate, well-cooked and well-served? What is the cost of food per day?

The Dining Arrangements

Are there suitable cutlery, crockery and tablecloths? Are the tables kept clean? What duties do the children have?

Do they carry out these duties punctually and efficiently?

Is drinking water always available?

Washing-up Facilities

Are they hygienic and well-organised?

Is there an adequate water supply all the year round?

Facilities for Refuse Disposal

Are they adequate and are they used?

The School Kitchen

- Is the kitchen kept scrupulously clean?
- Are the arrangements for the buying of food satisfactory?
- Does the school grow any of its own food?
- What storage facilities are there for food?
- Are they thief-proof and rat-proof?
- How many people are employed in the kitchen and what are their duties?

Social Training at Meal-time

- Is a high standard of table manners expected of the children?
- Do the staff dine with the children on certain occasions?

2. *Dormitories and Common Rooms:*

- (a) Are the regulations in the Education Law as to area per pupil satisfied?
- (b) Are the beds a suitable size for the age of the child? Are they in a good state of repair and are they clean?
- (c) Has every child the following:—
 - a locker?
 - a towel rail?
 - a hanging wardrobe or coat-hanger?
 - a soap-bowl?
 - adequate bedclothes, including, where necessary, a mosquito net?
- (d) What has been done to make the dormitory attractive? (e.g. curtains, pictures, flowers, wall murals painted by the pupils, the use of colours to make the room look gay).
 - What opportunity is there for the pupil to express his individuality?
 - Does the school help children to develop good taste and a sense of style?
- (e) Are there precautions against fire and is fire-drill carried out regularly?
- (f) Are there sufficient latrines and are they in good working order?
 - Have the pupils ready access to them at night?
 - Is a night-light kept burning?
- (g) Are there facilities for washing, drying and ironing?
 - When do the children do their laundry?
 - Are they supervised by a member of staff or by a senior pupil?
- (h) What is the week-day daily routine of the boarders?
 - What is their week-end routine or programme?
 - These routines can usually be set out most conveniently in two appendices to the report.
- (i) What responsibilities do the pupils have?
 - e.g. Are they prefects, monitors, games captains, members of school committees?

- (j) What part does the staff play in the residential life of the school? e.g. Do teachers help to supervise games and other activities after school?
- (k) Is there a school matron and is she qualified for the post and is she competent?
- (l) Is the school uniform well-designed and serviceable? Who pays for it and who makes it?
- (m) Is the common room attractive and as home-like as possible?
What use is made of it?
Has it books, periodicals and indoor games?

3. Health:

- (a) Is there a dispensary at which minor ailments can be treated? Who is responsible for supervising the dispensary? Is it adequately stocked with medicines?
- (b) Is there a sick room where pupils who are ill can have quiet surroundings?
- (c) What arrangements are made when sick children have to be sent to hospital?
- (d) Is there any system for routine medical examinations?
- (e) Are health records, including records of height and weight, kept up to date?

4. Additional notes on girls' boarding schools and mixed schools with girls on the roll:

- (a) Relationship between the girls' school and the local community.
What social contacts are there?

In the past, girls' boarding schools were sometimes sited a considerable distance from towns and villages and they were in danger of becoming little islands isolated and cut off from the community. Today there is an increasing awareness that girls' schools have a two-fold duty; to protect their pupils from the distractions and moral dangers of urban areas and, also at the same time, provide opportunities for them to meet other young people of both sexes and take part in inter-school activities and various forms of voluntary social service including drama festivals, dances, games, matches, debates and visits to sick people in hospitals. To strike a balance between these claims calls for wisdom and good judgment. Those schools which, despite all the difficulties, contrive to play an active and worthy part in the social life of the community are to be commended, and are deserving of any help and advice members of the inspectorate can give them.

- (b) Special transport arrangements for Muslim girls have usually to be made and chaperons have to be obtained for the beginning and the end of term. Inspectors, where appropriate, may wish to check that arrangements for the welfare of these girls are acceptable to parents and guardians.
- (c) Girls in boarding schools should be expected to put into practice in the dormitory and dining room all that they have learnt in their domestic science lessons. For suggestions and further details see the relevant part of the section on domestic science (Chapter Three, section VI(g), paragraph 5).

VIII.—GIRLS' EDUCATION

1. Despite much progress in recent years, the education of girls still lags behind that of the boys. Some grandparents and parents are not yet convinced of the value of formal education, and this may result in a general lack of enthusiasm in the community for the education of girls. Some members of the older generation feel that the education of girls tends to disturb the established order of society. There is still, in some areas, an inability or an unwillingness on the part of parents to pay school fees for their daughters.

2. Inspectors are influential members of society and they have a special responsibility to see that the education of girls receives the attention it deserves. They need to be fully aware of the general attitude to female education in their area, and also need to be familiar with the social and economic problems that confront those entrusted with the care and training of girls. They need to assess whether the schools in their district are making a good contribution to the production of courteous, intelligent, well-read and well-spoken girls.

3. Inspectors may find it helpful to keep the following questions in mind when they visit a school:—

- (a) Have the headteacher and his staff a sympathetic understanding of the girls in their school, and do they enjoy the confidence of the parents?
- (b) Are the class teachers aware of the home conditions of their pupils? e.g. Do they know whether the girls are adequately fed, whether they get adequate rest and sleep, and whether the domestic duties they carry out at home are reasonable? How many miles do the girls have to walk daily to school?
- (c) Is enrolment satisfactory?
Inspectors should try to ensure that there is a fair balance between the number of girls and the number of boys enrolled in co-educational schools.

Where there is a significant wastage in the girl population in either mixed or single-sex schools, they should investigate it and report on the reasons.

It is essential that parents keep their daughters at school until they complete their courses successfully. Inspectors should encourage headteachers to try to persuade parents to do this.

- (d) Is there at least one woman member of staff qualified to take a special interest in the girls' welfare, and is she a full member of the teaching staff? Does she advise the girls on the careers and opportunities for further education open to them?
- (e) Are the curriculum and timetable suitable for girls?
 - (i) Is due regard paid in the curriculum to the fact that girls will be the future home-makers? Is there, for example, provision in the timetable for such girls' subjects as needlework and child care?

(ii) Does their education in school train the girls to respect the customs of their people, and does it inculcate in them a regard for courtesy and for the traditions of their forefathers, and at the same time fit them to play a worthy part in their country's future?

(iii) Are there physical education periods, separate from those of the boys, for the older girls? Are there proper facilities for girls to play netball, volleyball, badminton or rounders?

Do their physical recreation activities make suitable provision for African games and dancing on the school compound?

(iv) Are the girls given plenty of opportunity to practise speaking in English? By the time they leave school, are they able to carry out an intelligent conversation in English on a great variety of topics or subjects, without difficulty or strain?

The ability to do this is an essential accomplishment for the young educated wife to-day. Please see item 2(iii) on the English checklist. Is there too much speaking in chorus so that individual errors remain unchecked?

(f) How much attention is paid to social training?

(i) e.g. Are the girls in residential schools taught how to dress in good taste in both traditional and modern styles?

If they wear school uniform, do they wear it correctly and are they always smart, clean and tidy?

(ii) If the day school provides a midday meal, do the girls help to organise it? Is a high standard of table manners expected of them?

(iii) Are they shown how to entertain and be entertained at an afternoon tea-party?

(iv) Are the girls shown how to use their leisure or free-time profitably and sensibly?

(v) Do the headteacher and staff do everything possible to give their pupils a sense of values and train them to distinguish right from wrong and give them a respect for truth?

Are the girls given as much training as possible in responsibility and leadership?

4. Parent-teacher associations are particularly valuable in girls' schools and inspectors should encourage their growth. Parent-teacher meetings serve to keep parents and grandparents informed of the progress of the school. If these meetings coincide with Open Days or school exhibitions of work, then parents can see for themselves what their daughters are being taught, can make suggestions and ask questions. In this way, mutual confidence and trust can be established between the parents and the staff. Experience has shown that in some areas it is frequently the older women in a village or compound, who have never had the chance of going to school themselves, who need to be convinced that the education of girls is essential.

5. When visiting girls' schools or mixed schools with women teachers on the staff, inspectors should check with headteachers that the women teachers who are resident, are satisfactorily housed and have a reasonable provision of amenities. Shared quarters for three or four are usually preferable for newly-trained, unmarried women teachers. Burglar-proofing of the windows of their quarters with weldmesh is strongly recommended since this gives a sense of security for which young women teachers, on their own for the first time, often feel a need. In the case of married women teachers, special provision may be necessary to ensure that their children are properly looked after during school hours.

IX.—SCHOOL EXAMINATIONS

In the past, examinations have played too large a part in the life of primary school pupils. Wise headteachers will wish to keep examinations down to a minimum and to dispense with them entirely during the first two years. Provided a class teacher has worked conscientiously during the term, a few short tests at the end of the term should suffice. One or two revision lessons in each subject may be necessary to refresh the children's memory at the end of the year, but there is usually no justification for spending a whole week on "revision". Inspectors should keep the following questions in mind during an inspection:—

- (i) Are the test questions phrased in correct and simple language?
- (ii) Are they a fair test of the work done by the pupils?
- (iii) Does the staff mark papers and collate results during out-of-school hours so as not to disrupt class teaching unnecessarily?
- (iv) Do the mark lists approximate to a normal distribution curve?
- (v) Do the teachers keep a mark book for classwork in use throughout the year so that they maintain a clear record of a pupil's progress?

X.—SCHOOL SOCIETIES AND OUTSIDE ACTIVITIES

Inspectors should normally include a list of school societies in their report, together with information about their nature and organisation. This information may include answers to the following questions:—

- (i) How many children belong to the various societies?
- (ii) How often do the societies meet? When and where do the various activities take place? Day pupils who live a long distance away should not be kept at school too late.
- (iii) Are the societies or clubs run on a voluntary basis or is membership compulsory?
- (iv) Do the societies' activities help develop the child's personality and sense of responsibility?
- (v) Do the pupils and the school carry out any kind of voluntary social service? e.g. Do they collect money for the Northern Nigeria Society for the Blind or the Northern Nigeria Society for Leprosy Aid?
- (vi) Is there an annual Open Day when the children's work is displayed, and parents and friends of the school are invited to meet the headteacher and staff?

XI.—SUBSEQUENT CAREERS OF PUPILS

1. Only a small proportion of pupils go on to secondary grammar schools, and headteachers of primary schools are therefore responsible for guiding their school leavers into suitable avenues of further education or into suitable careers. (e.g. training in craft schools, clerical training schools, dispensary attendants' training school, the Nigeria Police, etc.)

2. Inspectors should find out to what extent the headteacher is familiar with the opportunities open to his school leavers, and whether he passes on relevant information to his pupils at the right time. Are there pamphlets available for teachers and pupils to consult? Does the headteacher make himself available for consultation by parents?

3. Inspectors should also make sure that the school has copies of necessary official circulars embodying the regulations for entrance to the various examinations. Headteachers need to have an up-to-date knowledge of these regulations, in order to give pupils who are qualified to do so, every opportunity to enter for the appropriate examinations.

4. Inspectors should note whether there is someone on the staff able and willing to advise on the special problems of, and opportunities for, girl leavers. (e.g. openings in commerce; teachers' colleges; nurses' training school).

5. A check should be made that the headteacher keeps careful records of school leavers. Inspectors should collect significant data on the subsequent careers of school leavers and should keep the Ministry of Education informed about any problems such as youth unemployment. Inspectors should also encourage liaison between the school and employers and between the school and those providing opportunities for further education. It is desirable that inspectors should themselves be very well briefed on the subject of opportunities for school leavers and that they should take every chance of spreading this information.

XII.—SCHOOL RECORDS, FEES, REWARDS AND PUNISHMENTS

1. Regulations made in accordance with the Education Law, specify the records which should be kept by schools and the length of time for which record books and registers must be retained. In order that other officers should not have to make long and expensive journeys for the purpose, inspectors should examine these records and should record in their report the fact that they have done so. They should check that the records are neat, accurate and up to date. This can be more than a routine mechanical task and can often provide the inspectors with valuable insight into what is happening in a school. For example, a scrutiny of the admission and withdrawal register will sometimes show that a school has a large turnover of pupils and that relatively few spend all their primary school careers there. Sometimes the log book will show that there has been little continuity of staffing over a considerable period. Each phenomenon will warrant further investigation.

2. An inspection of the register of school fees is necessary to determine that the school fees are not exorbitant, that fees charged to girl pupils are not set so high as to discourage their attendance and that the fees are brought properly to account. Although the school cash account should be scrutinised, a detailed audit can hardly be expected. In cases where the inspectors are not reasonably satisfied that school funds have been expended for the purposes for which they were intended, the proprietor can be requested to arrange a more comprehensive audit.

3. The inspectors must satisfy themselves that the headteacher maintains an adequate and consolidated record of the pupils' progress, achievement and attendance throughout their school career. A simple way of maintaining this record is to prepare annual or bi-annual reports in duplicate—one copy being sent to the parent, the other being retained by the headteacher in the pupil's file. These reports, if they are to be of value, must embody an assessment of the pupil's achievement as measured against that of his classmates and an objective appraisal of his potentialities.

4. A check of the corporal punishment book will indicate whether the regulations concerning corporal punishment are observed, and whether or not the headteacher uses this form of punishment with moderation. There is, however, usually little abuse of corporal punishment when it is authorised by the headteacher and duly recorded in the corporal punishment book. The illegal, unofficial punishments by a minority of classroom teachers are a greater problem.

5. On the more positive side, inspectors should consider any incentives designed to encourage children to improve their standards of achievement. When a pupil produces work of a higher standard than he usually does, he might be encouraged by having his work displayed on the classroom notice board or by having a star placed beside his name on the class list. There are schools where insufficient interest is taken in the written work of the pupils and in the work done in handwork lessons. Inspectors visiting school of this kind, should discuss rewards with the teachers and point out that childrens respond well to encouragement and praise. Praise should always be given when it is due and also to encourage the well-meaning, though not always outstanding, efforts of the less gifted children.

CHAPTER FOUR

WRITING THE REPORT

1. The task of reporting on an inspection or advisory visit should be carried out as soon as possible after the conclusion of the meeting between inspectors, headteacher and staff mentioned in paragraph 17 of Chapter Two. The final draft of the report must be ready for typing within ten days and the report must reach the proprietor and the headteacher within twenty-eight days of the inspection.

2. Standardisation is not required but it is probable that the form and content of the report will be influenced by:—

(a) The purpose of the visit or inspection.

Where a short, informal visit of an advisory nature is paid, then a concise list of the main suggestions or recommendations made by the inspector is usually all that is required. The summary is equally useful to the education authority, headteacher and inspector for future reference.

Where a full inspection is carried out, a detailed report is necessary, and it is with this type of report that the rest of the chapter is mainly concerned.

(b) Local conditions.

While recognising that every school should aim at accepted minimum standards, inspectors should give due weight to, and place on record, any special circumstances or problems in a school. For example, a school in an isolated and poor area is severely handicapped. A school that has had frequent changes of staff during the past few years is similarly at a disadvantage. Neither is likely to achieve the same standards that could reasonably have been expected of it under more favourable conditions.

3. Inspectors will naturally wish to have a good deal of discretion in setting out their report, but should bear the following general principles in mind:—

(a) The report must be carefully written in good English. Fowler's "Modern English Usage", Gowers's "Plain Words" and a good dictionary are aids to precise English which all inspectors need.

(b) The opening paragraph should state the names and qualifications of the inspectors with the date of their visit to the school. The report should also state when and by whom the school was last inspected. Any significant details in the school's history should be recorded. When several inspectors take part, one of them should be designated as the reporting officer and leader of the team. He will be responsible for compiling the report after discussion with his colleagues and after reference to their notes. There will be rare occasions on which one or more members of the panel of inspectors will not agree with the reporting officer's version. When this happens the report, with the views of both parties, should be sent to the Chief Inspector of Education before issue, for his decision.

- (c) The order of a full inspection report will naturally vary with the circumstances of each school, but will frequently approximate to that followed in the checklists given in Chapter Three of this Handbook. Paragraphs of the report should be numbered for ease of reference. Appendix B contains an inspection report which may be useful as a guide.
- (d) Full credit should always be given for the good features of a school. A report should be clear, helpful, and as encouraging as possible. Commendations, where appropriate, are as important as recommendations. There is no need for oracular utterances, but recommendations may have to draw attention to the main principles behind the teaching of a subject. No useful purpose is served by recording destructive criticisms. Where there are faults, attention should be drawn to these by constructive suggestions. For example, it is better to say "Mallam X would benefit from attendance at a teachers' course on.....and is meanwhile advised to read the following books to widen his background knowledge" rather than "Mallam X has a poor knowledge of his subject".
- Serious criticisms of individual members of staff should only be made in a separate confidential letter accompanying the main report.
- (e) Towards the end of the report, in addition to a separate paragraph on recommendations, there should also be one headed "General comments". The latter should commend any good features of the school and should also refer to the question of moral education.
- Schools rightly attach great importance to the building up of moral leadership and inspectors should attempt to comment on this vital aspect of school life. To this end, they should say whether, in their opinion, religious worship is carried out reverently. Ideally, religion should be lived out in the whole life of the community.
- Inspectors should gauge the general tone of the school. In a school with a good tone, one would expect to find staff and pupils sharing a common purpose: pupils playing an active and responsible part in the running of the school, and displaying sportsmanship and chivalry when engaged in sports and games. There would be a cheerful atmosphere, and good manners on the part of both teacher and taught. The teachers would have attained a happy medium in their relations with pupils; creating among them the self-discipline essential to any corporate body and yet encouraging a restless curiosity and the free spirit of enquiry. Service to the community would be regarded as a fine ideal and some attempt made by the school as a corporate body to put this ideal into practice, in however small a way.
- (f) Copies of timetables, menus, etc., are often best attached to the report in the form of appendices.
- (g) Special note should be made confidentially, and not included in the report, of headteachers who appear likely to make good inspectors, and of teachers who have potentialities as headteachers. At the same time, notes should be

made of those who seem likely to merit future recommendations for further training or for overseas scholarship. Where appropriate, these special notes should be forwarded to the Ministry of Education.

- (h) Copies of all reports should be sent by the Provincial Inspector to the proprietor and to the headteacher. At the same time, a copy should be sent to the Ministry of Education. A covering letter should always accompany reports, drawing attention to any special features contained in them.
- (i) The headteacher should paste his copy of the report in the school's log book. He must show relevant sections of the report to the assistant teacher concerned but he need not, of course, show his staff anything which could be regarded as serious criticism of himself. It will also be undesirable that one assistant teacher should read very adverse criticisms of another. Since, however, the report will seldom contain serious criticism of individual members of staff, it will normally be possible for all the staff to see all the report.
- (j) At the end of the report, there should be a footnote in the following form:—

“This report is confidential and may not be published except by the express direction of the Minister of Education”.

CHAPTER FIVE

FOLLOW-UP ACTION BY INSPECTORS

1. The duties of inspectors are not finished when they have written their report. Follow-up action on their recommendations is nearly always necessary. Their recommendations will have been of two kinds:—

- (a) recommendations concerning purely professional matters:—
e.g., the curriculum, timetables, out-of-school activities, etc.,
and
- (b) recommendations concerning staffing, buildings and equipment.

The first kind of recommendation can usually be dealt with by the headteacher and, before leaving the school, the inspectors should remind him that he is expected to give early consideration to the implementation of their advice and that, to this end, he is at liberty to seek any further assistance he thinks necessary from the inspectorate. Inspectors make recommendations to the headteacher. They do not issue instructions to him. The headteacher is therefore entitled to use his discretion as to when and how he implements recommendations on professional matters. If, after careful consideration, the headteacher decides to ignore recommendations altogether, he should be prepared to discuss his reasons with inspectors during the course of a subsequent follow-up visit.

2. A headteacher cannot implement recommendations about staffing, buildings and equipment and it will usually be an inspector's duty to discuss these recommendations with the executive head of an education authority. Often, the powers delegated to this official by the education authority will enable him to take the necessary action. In other cases, the recommendations will have to be considered by the education committee. In these cases, it is helpful if the inspector puts his recommendations into an order of priority and if he supplies the executive head of the authority with reasons for his recommendations which can be used in the meeting of the education committee. It serves no purpose to make a large number of recommendations involving expenditure unless the inspector indicates which, in his opinion, ought to receive priority.

3. When there has been exceptional achievement in a school, the inspectors, having written their report, should request the Chief Inspector to consider showing the papers to the Minister of Education in order that the latter may, when he deems it appropriate, send a personal letter of commendation to the school.

4. Where a school has a Board of Managers or Governors, a copy of an inspection report will normally be sent to the chairman, and will almost certainly be discussed by members. Inspectors should be prepared to supply additional information about the school, if asked to do so by the Board.

5. Inspectors should, where appropriate, pay a follow-up visit to a school after a reasonable interval (e.g. six months) has elapsed since a full inspection. As a courtesy, follow-up visits should be announced by letter, at least a month ahead. During these visits, inspectors should take note of any relevant supplementary information about promising teachers. They should study conditions in the schools and discover how far their recommendations and suggestions have been carried out. If the headteacher has not been able to do all that he would wish to do to implement them, the inspectors should discuss with him the difficulties or problems involved and try to help solve them. A brief follow-up report should usually be written and in it attention should be drawn to improvements effected since the last visit.

6. For record purposes, inspectors should keep full details, with dates, of schools they visit, stating in each case the nature of the visit. In this connection, the use of wall-charts to indicate inspection programmes has much to recommend it. They will usually wish to keep more complete notes on their inspections, and on their conversations with staff, than are contained in their reports and other communications forwarded to the school proprietor. These notes can be used for more detailed reference when the occasion arises, and they allow the inspectors to write reports which are not obscured by excessive detail. When an inspector is posted to another station, he should list, in his handing-over notes, the schools which are due to be inspected or visited in the near future. He should also hand over his detailed notes in the files of the schools which have been allocated to him.

CHAPTER SIX

THE TEACHER AND HIS QUALITIES

This chapter is devoted to the qualities which, in the opinion of the authors, are characteristic of many of the best members of the teaching profession. It has been cast in the form of a checklist in order to help inspectors be as objective as possible when singling out teachers for special commendation and advancement. Nevertheless teaching is an art, and it is not possible to evaluate a teacher as if he were a machine, and inspectors will, from time to time, encounter teachers who, while departing from the stereotype of the "good" teacher, kindle the divine spark in the hearts of their pupils.

1. *Attitude to, and knowledge of children:*

- (i) Is the teacher's attitude friendly but controlled and authoritative, showing a sense of humour and modesty and maturity sufficient to admit error?
- (ii) Does the teacher display skill in general class management and, where appropriate, in using group activity?
- (iii) Is his teaching adjusted to the pupils' background and stage of development?
Does he know what his children are like outside school, and what their homes and families are like?
Does he know each child in his class as an individual personality?

2. *The selection and organisation of what is taught:*

- (i) Schemes of work.
Their preparation requires the ability to plan a series of lessons and translate a syllabus into effective teaching units.
- (ii) Preparation of lessons.
Good lesson preparation calls for thoroughness, the use of suitable reference books and the ability to make notes which are useful in the classroom for producing the lesson.
- (iii) Subject matter.
 - (a) The subject matter of the lesson should be accurate. In his presentation, the teacher should show a sound knowledge of his subject.
 - (b) It should be suitable in difficulty and amount for the ability, age-level and present attainment of his class, and it should be related to the scheme of work.
 - (c) The amount of material and its distribution throughout a particular lesson should be adjusted to the time available.
- (iv) The keeping of records.
These include a lesson preparation notebook, a mark book, a book containing details of schemes of work and records of work accomplished

3. *Learning techniques:*

- (i) Is the teacher aware of the close connection between the physical condition of his pupils and the ability to learn? Children find it hard to learn if they are hungry, cold, or tired through lack of sleep.
- (ii) Does the teacher introduce new material in an interesting and logical way?
- (iii) Does he use the pupil's initiative, guiding it along the desired course by skilful questioning and suggestion?
Are his questions well-framed?
- (iv) Does he encourage maximum class participation in his lesson? Does he evoke a lively response from his pupils?
- (v) Is proper use made of incentives, praise, rebuke, competition?
- (vi) Are practice and repetition adjusted to the needs of the class?
- (vii) Is there recapitulation of the lesson at the end, and are the pupils left with some record of what has taken place? Do the pupils write their own notes or are they composed jointly by the teacher and his pupils? Are the notes apt and concise?
- (viii) Is individual learning assessed through the children's performance?
- (ix) Is the pupils' written work corrected?
Are pupils' errors properly handled as part of a rational elimination process?
- (x) Is the teacher himself prepared to go on learning and improving his professional skill?

4. *Speech:*

Is the teacher intelligible to the class? Clear and pleasant speech is an important asset in a teacher. Language should be adequate in choice of words and structures, while speech should be adequate in fluency, pace and enunciation.

5. *The use of teaching aids:*

- (i) Does the teacher make good use of the blackboard? Is his work well set out, well-written and clear?
- (ii) Does he use a variety of teaching aids with his class? If so, what types does he use?
- (iii) Are his teaching aids well made? Are they bold and simple and are the lettering, printing and layout of a high standard?
- (iv) Are aids used to further the lesson and not as an end in themselves? Are they used competently?
- (v) Are charts and posters properly displayed on the walls? Are they changed at frequent intervals?

- (c) work in the school or class library.
- (d) private reading on subjects taught in school, and the preparation of lessons.
- (e) the correction of exercise books.

5. The assessment of a student's ability as displayed in final teaching practice, is normally the responsibility of the college principal and his senior tutors. There will, however, be occasions when inspectors are asked to help the principal and staff to make this assessment.

CHAPTER EIGHT

ANCILLARY ACTIVITIES OF INSPECTORS

1. In term time, an inspector should tour as energetically as possible. His touring programme should make provision for informal visits for advisory purposes, for full inspections and for "follow-up" visits after inspections.

2. When schools lie within a twenty-mile radius of his home, the inspector can usually travel daily to a single school, complete his assignment, and return home in the evening of the same day. But when schools are distant, then the inspector will find it advisable to spend nights away from home, and visit as many schools as possible in a particular area. An inspector should be prepared to spend about two and a half weeks out of every four on tour in term time. He must be allowed to live a reasonably normal home life and cannot, therefore, be expected to spend more than this proportion of his time away from home.

3. Inspectors should normally take their own vacation leave during school holidays when they can best be spared.

4. During school holidays, and during term time when they are not on tour, inspectors will normally undertake many activities from their offices. In this Handbook, these activities have been described as "ancillary" in order to emphasise that an inspector is essentially a touring officer whose place is in the schools rather than the office. Nevertheless these activities are an integral and important part of the inspector's duties and a list of them would include the following:—

- (a) *Research and the provision of education material.*—There will be a continuing need for suitable and more accurate material to be used in history and geography teaching. This can be provided by inspectors, in co-operation with the specialised subject inspectors at the headquarters of the Ministry of Education and with the teachers' colleges, in the form of broadsheets. Much fascinating material bearing on the first two decades of this century's history can be collected now, but will be lost for ever if the opportunity is neglected. The story of the German invasion of Takum, of considerable interest to Benue schools, could provide material of this kind if simple research were done before the generation remembering the event died out.

Many other allied activities can engage the inspectors' interest:—research into common errors in English which owe their origin to the structure and pronunciation of the local vernacular, lists of customary games and summaries of their rules, assembly of material for the historical section of the triennial report, the evaluation of textbooks, the writing of supplementary readers and the collection of folk stories, folk songs and indigenous dances.

- (b) *Writing Reports.*—Reports cannot be well-written if delayed too long after inspections. Provided, however, that adequate notes are made at the time of the inspection, a proportion of reports can be drafted when the inspector is back in his office. It is very useful to call for the dossiers of the teachers at schools he has visited recently, make sure that they are accurate and up to date, and add a note of commendation when this can properly be done.
- (c) *Follow-up of Reports.*—The inspector's station will usually be the headquarters of an education authority and, when he is in his station, he can do much useful personal follow-up of inspection reports. Much can be done to help teachers by taking a polite but firm line with the officers of the authority and endeavouring to ensure that the central administration of the authority does its full share towards making its schools a success. The procedure for follow-up is described in Chapter Five.
- (d) *Courses for Teachers.*—Chapter Nine explains the inspector's responsibilities in respect of courses for teachers. They require much careful planning, organisation and follow-up and make heavy demands on an inspector's time when he is in station. A rather similar activity, with which inspectors are sometimes connected, is the organisation of Festivals of Arts and Craft at provincial headquarters.
- (e) *Liaison with Teachers' Colleges and Secondary Schools.*—Inspectors will normally act as the Minister's representative on the advisory boards or boards of governors of all post-primary institutions. It is therefore desirable that they cultivate close relations with the principals and staff of these institutions.
- (f) *Youth Organisations.*—Those with interests in that direction, should take part in the administration of organisations like the Girl Guides and the Federation of Young Farmers' Clubs, since their touring activities enable them to do useful liaison. They must not, however, allow the meetings of these organisations to interfere with touring programmes; nor must they impose their own enthusiasms for a particular organisation on headteachers.
- (g) *Model Schools.*—There is a case for having, within easy reach of an inspector's office, one or more schools which have received special help from him so that they become model schools. These schools will probably require some special treatment over staffing, and proprietors may have to be asked to post promising teachers there.

The value of these model schools is that they can be a source of stimulus and encouragement to teachers from more remote areas since they show what can be done under favourable conditions and also demonstrate additional teaching methods and techniques. Schools of this kind, which work in a closer relationship with the inspector, are particularly suitable for teaching practice.

- (h) *The Provincial Inspector's Annual Report.*—This should be built up over the year and contributed to by all inspectors in the province. It should consist, in essentials, of a survey of education in the province at the beginning of the year under review and an analysis of the influence of the inspectorate on education during that year.

CHAPTER NINE

COURSES FOR TEACHERS

1. It will usually be the inspector's duty, in co-operation with principals of training colleges in his area, to arrange courses for teachers. These courses comprise:—

- (a) vacation courses;
- (b) in-service courses held in term time and requiring the release of teachers from their schools and lasting for a term or even a year;
- (c) correspondence courses (in some situations).

2. The inspector's specialised knowledge of local conditions enables him to form an opinion as to the nature and duration of courses needed. He also knows which teachers will derive most benefit from, or contribute most to, the courses planned. He must take care that he does not dragoon unwilling teachers to attend an ill-prepared course. The courses should be planned to extend a teacher's knowledge of a subject or to bring him up to date with recent development.

3. The inspector, in close consultation with the principal of the institution at which the course is to be held, will usually be responsible for planning the programme of vacation courses. In order to secure the participation of the most suitably qualified tutorial staff, he will often have to ask for help from the Chief Inspector who may be able to make available the services of any specialists needed. The inspector should take his share of teaching on the course and of all other educational activities. It is important that he and the tutorial staff, while taking a full part in discussion groups, should not appear to dominate these. On the final day, teachers should be asked to evaluate the course and to offer suggestions as to how future courses can be improved. The inspector should include the evaluation and the suggestions in his report to the Ministry of Education. This report should include a list of teachers attending the course so that their attendance can be noted in their records.

4. Inspectors must study ways and means of making teachers' courses satisfying and rewarding for those who attend them. Seminars and discussion groups are usually sources of satisfaction, particularly when they are based upon thought-provoking lectures by well-chosen tutors. In a few years, when the teaching profession includes a larger proportion of highly trained men and women, teachers' courses could with advantage take the form of conferences, "workshops" or working parties. These might be best arranged in partnership with the teachers' professional organisations. One value of the "workshop" approach is that it can provide the classroom teacher with an additional way of sharing the benefit of his experience with his colleagues.

5. During the terms which follow the successful conclusion of a course or conference, the inspector should try to ascertain whether there are results to be discerned in the classrooms of those teachers who were present. e.g. Did the course or conference bring about the introduction of improved methods or produce the ability to obtain better work from pupils?

6. Inspectors will often draw the attention of the Ministry of Education to the need for specific courses of in-service training but, once a decision has been made to establish any particular in-service course, the responsibility and initiative will lie with the principal of the institution concerned. The inspector's advice may well be sought by the principal, but he will normally have few administrative responsibilities in connection with in-service courses held during term time.

7. Inspectors have sometimes conducted correspondence courses in order to help teachers living in remote villages. These are, of necessity, somewhat limited in scope but they can be of help to untrained teachers and to teachers who are striving to improve their academic background and qualify themselves for entry to institutions providing advanced professional training.

CHAPTER TEN

LOOKING AHEAD

1. Inspectors keep in touch with new developments in education by contact with institutes of education and with teachers' colleges, and by reading professional magazines. The purpose of this chapter is to draw the attention of inspectors to developments which, after further research and trial, may prove to be of value in Northern Nigerian schools. Only a very few new methods and techniques can be mentioned here and it will be obvious that inspectors who wish to keep their knowledge up to date, must see as much experimental work as they can and read any material published about it.

2. *Television.*—The School Television Service will extend to wider areas in the future than it does at present. Although its advantages over radio as a method of language teaching have yet to be established, television can help to release the teacher from the search for visual material for such lessons as history and geography. It can be used:—

- (a) to provide a central "core" around which the teacher can plan his scheme of work.
- (b) to consolidate and reinforce subject matter which has been introduced previously.
- (c) to provide "enrichment" programmes—drama, travel, films, etc.

Inspectors may find that, if television is to be used to best advantage, they need to organise courses in its use. They should also report back to the television producers the comments of experienced teachers on the content and presentation of programmes.

3. *Cuisenaire Rods.*—All teachers are aware of the need to use apparatus when teaching arithmetic and will have been trained to make and use simple teaching aids. The Cuisenaire rods constitute a relatively simple form of apparatus which enables young children to form simple mathematical concepts and to understand the reasoning involved in the arithmetical processes they employ. The interest in Cuisenaire rods has declined slightly in some countries. They may, however, prove to be of particular value to those of our pupils who have to learn their numbers and number bonds in a foreign language because their mother tongue is not the medium of instruction.

The Cuisenaire material consists of wooden rods. These are of ten lengths and colours, each with ends of one square centimetre. The shortest is a white cube and the longest, orange, is ten centimetres long. Addition is represented by placing two rods end-to-end so that they touch. From a pattern: green + black = orange, it is seen at a glance that $3 + 7 = 10$ and that $7 + 3 = 10$, in a way that is fully convincing.

Similarly as soon as two rods are placed side-by-side, subtraction is understood as the inverse of addition. The pattern made by a blue rod placed side-by-side with a crimson rod poses the question "What rod fills the gap?" or, "What added to four makes nine?" The pupil finds by experiment that the gap can be filled by a yellow rod (5), a crimson rod plus a white rod ($4+1$), a red rod plus a light green rod ($2+3$), etc. There are many other possibilities with the Cuisenaire rods, including simple algebra, and experiments in their use should be encouraged.

The rods were first brought to public notice after a visitor had seen them in use in Monsieur Cuisenaire's classroom in Belgium. An inspector, during his visits to schools, may well discover teachers who have something similarly new and worthwhile to offer their colleagues in the profession. Unless inspectors seek out and encourage these exceptional teachers, valuable new methods and techniques will not receive the attention they deserve.

4. *Programmed learning and teaching machines*—Although pupils do not learn at the same rate, a teacher can only present new material at a speed determined by his estimate of the needs of the average pupil. A limitation inherent in any form of class teaching, makes it difficult to be certain that individual pupils are following what is being taught, or whether they are merely appearing to do so. Methods have been evolved which compensate for this limitation by bringing out the maximum of class participation in the lesson, but programmed learning and teaching machines go further than this and provide a medium of teaching which may, for some purposes, prove to be a useful alternative to class teaching.

Ideally, schools would provide individual teaching for each pupil in some, though not all, learning situations. Expense makes this impossible; but some of the characteristics of the individual tutor/child relationship can be provided by programmed learning. The slow learner can be brought up to a satisfactory standard of attainment, while the gifted pupil can proceed to advanced material.

After nearly forty years of development, there are many types of teaching machine. In essentials, they consist of a panel in which a multiple choice question or an arithmetical sum appears. The pupil, after doing such rough work as may be necessary, sets up his answer by means of a keyboard beneath the panel. He then pulls a small lever at the side. If the answer is correct, he is able to go on to the next problem, since the handle will have moved forward the roll of paper on which the questions are printed. If the pupil's answer is wrong, an error is recorded, the roll of paper does not move forward and he has to try again, consulting, if necessary, the teacher or a reference book. Since the roll of paper is continuous, the pupil can go through the questions again and, on succeeding attempts, will make fewer incorrect responses. Teaching machines require a programme of instruction which is based on carefully prepared, step-by-step questioning. More research is necessary to discover the best way of presenting instructional material in a pre-ordered sequence in a teaching programme. Programmes prepared in this way, can be printed in book form and do not necessarily require a mechanical device in order to be used effectively. Programmes of this kind may well be of value in those areas where there is a shortage of highly-qualified teachers.

5. *Team Teaching*.—All teaching in our primary schools at present is based on a class unit of forty pupils. This is not the most efficient size for the teaching unit. For some purposes it is too large, while for other purposes it is too small. When team teaching is introduced, the teaching unit might be as large as one hundred pupils when a film-strip projector or radio is being used and when some kinds of demonstrations are being given by the head of the teaching team. This in turn permits other members of the team to teach small groups of pupils who may be in need of special help, or to make careful preparation for future lessons. The system is economical in the use of highly-trained teachers since it permits them to concentrate on "exposition", while administrative burdens, and most of the marking, devolve upon less experienced staff. A member of a teaching team brings the teacher into contact, at different times, with all age-groups in the school and the idea of "my class" disappears. Leaders of teaching teams would be paid more than their assistants, and it would thus be possible to create a teacher's hierarchy providing an opportunity for distinction to the enterprising and gifted teacher who is not necessarily sufficiently talented as an administrator to make a good headmaster. The practical implications of team teaching for those who plan schools, are that removable partitions between classrooms become necessary in order to permit variations in size of the teaching space.

APPENDIX A

(For use with Chapter Two)

INFORMATION REQUIRED FOR A FULL INSPECTION

Headteachers should be asked to prepare the following information and have it ready to hand to the inspector(s) on arrival:—

1. *Staff:*

A list of teaching staff showing the following:—

- (a) Qualifications with dates, registration number and date of joining the school.
- (b) Previous teaching experience, with dates.
- (c) Subjects taught in present school and number of periods.
- (d) Non-teaching duties undertaken by each member of staff.

2. *Pupils:*

- (a) Number of pupils in each class with details of attendance during the past month.
- (b) Number of boarders and day pupils (if applicable).

3. *Timetable:*

- (a) A daily timetable for the whole school.
- (b) Analysis of timetable.
This should show the number of periods in each subject in each class.
- (c) A note giving details of the daily routine.

4. *General:*

- (a) A note on school societies and outside activities.
- (b) The library:—
a brief account of its extent and scope, including information about class libraries.
- (c) Information about school leaders and their subsequent careers.
- (d) Information about the Parent-Teacher Association, if there is one.

5. In addition, the headteacher should be reminded that the inspectors will wish to see the following:—

- (a) Schemes of work in all subjects for every class.
- (b) Records of works accomplished for every class.
- (c) Teachers' lesson notes (for newly-trained teachers).
- (d) School records, e.g., admission register, log book, punishment book, stock books.

Note.—In large schools, a plan of the school buildings showing the location of classrooms will often be of value to inspectors. A plan of this kind prevents loss of time when looking for classes.

APPENDIX B

THE COMMUNITY PRIMARY SCHOOL, KOKONA

INSPECTION REPORT, AUGUST 1962

The school was inspected on 1st and 2nd August, 1962, by Malama Amina Katsina, B.A., Inspector of Schools, assisted by Mr Gbenda Akiga (Teacher's Grade I Certificate), Assistant Inspector. The most recent inspection of the school had been made by Mr M. A. Abiodun in July 1959.

2. The school was opened in 1946 and provided boarding accommodation. It became a day school in 1957.

3. *The Pupils:*

(a) Enrolment and attendance are as follows:—

Class	Enrolment			Average Attendance in July		
	Boys	Girls	Total	Boys	Girls	Total
1	19	20	39	18	20	38
2	23	17	40	23	17	40
3	16	21	37	14	20	34
4	28	11	39	27	11	38
5	31	9	40	31	9	40
6	30	10	40	29	10	39
7	28	5	33	28	5	33
	175	93	268	170	92	262

The attendance figures have been corrected to the nearest whole number.

- (b) The parent-teacher association is concerned at the small proportion of girls in the upper half of the school and the people of the village, as proprietors, may wish to consider reducing the fees for girls attending Classes 4-7.
- (c) The admission and withdrawal register indicates a disturbing number of withdrawals and transfers from the school. In Class 7, there are only seven pupils who have been at the school for longer than four years. In Class 6, only eight pupils were at the school in 1960. A school with such a large floating population will find it difficult to build up good traditions and gain a reputation for sound scholarship.
- (d) All pupils are of an age appropriate to their classes and all appear to come from homes where they are well cared for. Only five per cent come from outlying villages and live with foster-parents in Kokona. No school meal is provided. No medical facilities are available in Kokona, other than those provided by the native authority dispensary. We were impressed by the good relations established between the school and the dispensary attendant and by the helpful attitude of the latter.

4. *The Staff:*

(a) :—

Name	Qualification and Date	Reg. No.	Experience	Salary £	Class taught
M. Muhtar Bello ...	H.E.C. 1955	56/N/1234	7th year	282	H/M
Mr. D. Okana ...	E.C. 1956				
	H.E.C. 1961	57/N/2345	6th year	219	7
Miss. E. Egunsola ...	H.E.C. 1957	58/N/3456	6th year	270	6
Malama Maryama Bida ...	E.C. 1956	57/N/4567	6th year	210	5
M. Garba Abdu ...	E.C. 1960	61/N/5678	2nd year	168	4

Name	Qualification and Date	Reg. No.	Experience	Salary £	Class taught
M. Manassa	C.P.E. 1954	58/N/6789	8th year	144	3
Mr. R. C. Afolayan	E.C. 1960	61/N/7890	2nd year	168	2
Malama Binta Yero	E.C. 1960	61/N/8907	2nd year	168	1

(b) We recognise the many claims on the headmaster's time, but suggest that he should consider increasing the number of periods he teaches. At present, he spends six periods per week in the classroom and this is insufficient to provide the teaching staff with the professional leadership they need.

(c) There is no trained teacher in the junior half of the school with more than two years' experience.

5. *The Buildings and School Compound:*

The classrooms are built of permanent materials and are weather-tight and in a satisfactory state of repair. More windows are needed in the classrooms in the main block. Building regulations require that window space in a classroom shall not be less than one-fifth of the floor area. There are not enough latrines and the drains, which were commented on adversely in the last inspection report, still smell. The children in Class 1 have no access to drinking water. It is pleasant to record that twenty citrus trees have been planted and that they are being carefully tended. The compound has been equipped with seesaws and climbing frames which obviously give much pleasure during recess and after school.

6. *Equipment:*

(a) There is a shortage of good reference books for the teachers' use, and we will forward separately a list of books which the headmaster should consider purchasing. The headmaster and staff have, however, built up an excellent library for the pupils which, together with some good classroom libraries, is wisely used. All teachers have pinned pictures and diagrams to the walls of their classrooms, but it is suggested that the school ought to have a body of visual material, stored and listed in such a way as to be readily accessible to the staff. Some diagrams on the walls of senior classrooms appeared to have little relevance to current work. The large notice-boards in each classroom are excellent.

(b) There is no school radio. If pupils were enabled to profit from the "Let's Talk English" programmes and from the "Time Travellers" series, the teaching of English and of history would be materially assisted.

(c) Physical education lessons would be more stimulating if there were more jumping canes, hoops, balls and skipping ropes available.

7. *Curriculum, organisation and timetable.*

The trend in the school in recent years has been towards an undue concentration on the three 'R's'. These are well taught but other subjects, with the exception of handwork, receive less attention than they should. We recommend that the timetable should be modified to bring it closer to the pattern suggested in the School Manager's Handbook. In particular, there should be not more than twelve periods of English in Classes One and Two and not more than ten periods (including 'writing') in the other classes. Reference is made in paragraph 8(g) of this report to the desirability of reintroducing domestic science into the curriculum. More use could be made of the limited amount of physical education equipment available, if all periods devoted to this subject were not held at the same time.

8. *Classwork and the teaching of individual subjects.*

(a) *The first two years*

(i) The pupils in Classes One and Two are taught in classrooms that do not adequately meet the needs of young children. The windows are much too high and the

rooms appear dark and ill-ventilated. Wooden benches and desks are of the heavy old-fashioned type that seat four or five and are heavy to move. Neither classroom has a cupboard or alternative storage space. The recent provision of fibreboard notice boards, however, has made it possible for the teachers to display relevant posters, charts, numbers recognition cards, etc., and these are in daily use.

- (ii) Both teachers of Primary One and Two have established satisfactory relationships with their pupils, and treat them in a friendly but firm manner. The pupils seem alert, cheerful and keen to learn. Within the limitations imposed by physical conditions, both teachers encourage their pupils to create, construct and engage in purposeful activities. Pupils take it in turns to carry out monitors' duties daily and these are well done.
- (iii) The woman teacher in charge of Primary One handles her class well. She has a pleasant manner with her pupils. Her lessons are well-prepared and her records complete and up to date. She has produced a carefully worked out scheme for number work based on the Oxford Arithmetic Course, Book One. There is unfortunately little apparatus for the pupils to handle and there are no individual sum-cards at present. All the children are working on wooden boards, although they have been in school seven months and should now be ready for exercise books. One result of the unduly prolonged use of boards is to slow up the more able children who, on the day of our visit, quickly finished the sums set them and sat idle for the remainder of the lesson. Meanwhile, a disturbing number of children in the lower half of the class got most of their sums wrong, and are clearly in need of more attention than they receive. There appears to be a good case for dividing this class into two or three groups, according to present attainment. The reading lesson was based on "Straight for English", Book One. The teacher used wall charts and blackboard sketches to good effect and has a good command of English. Under her tuition, her pupils have made excellent progress.

(b) English

- (i) The school follows the "Straight for English" policy, and informal tests by the inspectors show that the standards achieved compare very favourably with those reached by similar schools in the area. One reason for this is a good start made in the first two years. All pupils had copies of the English course-books and all teachers made use of the teacher's edition. The teachers of Classes Six and Seven do not always keep their English vocabulary within limits which the children can understand. Composition in these two classes might be stimulated by the introduction of class diaries and wall newspapers. Good results are attained in Classes Three and Four, but more pair and group work would make oral English lessons more interesting. The use made of the main and class libraries has been commented on in paragraph six of this report. Children were able to give coherent accounts of books which the library registers showed them as having borrowed.
- (ii) When money permits, the two senior classes should be supplied with dictionaries and taught how to use them.
- (iii) More written work could be done with advantage in Class Five. Children in this class would probably derive more satisfaction from writing English, if they were allowed to finish the exercises to which they have set their hand. Too many pieces of written work have been suddenly abandoned when the bell rang, and no opportunity has been given to the children to complete a peice of writing which, in some cases, they had obviously found absorbing. Children in a primary school should be given plenty of opportunity to express their ideas freely.

(c) *Arithmetic*

- (i) Each child has a copy of a recommended arithmetic textbook. In Classes Three and Four, more variety is needed in the mental arithmetic which does not at present extend the children. The mental arithmetic should not take up the first twenty minutes of the lesson as it does in these classes. Five to ten minutes should be sufficient. Pupils would, throughout the school, have a surer grasp of many problems if they had been introduced to them by way of a classroom "shop".
- (ii) In Classes Five and Six, the arithmetic teaching threatens to become unrelated to real life. The class teachers can obviate this danger if they introduce much more practical work with weights and measures. Some children have very inaccurate ideas of their own height. All other classes have learned their tables satisfactorily, but Class Seven have not fully mastered the table of weight and is uncertain as to which months of the year have thirty days.

(d) *Vernacular Studies*

The pupils belong to two large language groups, and, because there is no common language other than English, there are no vernacular studies in the school. We appreciate the difficulties of the staff in this matter, but consider that there should be further consultation with the parents before making a final decision against introducing vernacular studies. Children should not be cut off, when in school, from local traditions and legends which are still very much alive.

(e) *Physical Education, Games and Sports*

- (i) The staff of the school is advised to give more time to planning physical education lessons and to the study and adaptation of sound sets of tables in recommended textbooks. Children would enjoy the lessons more if they were given more to do. The boys of Classes Three and Four were taught together and too much time was spent by the teacher in talking. The girls from these classes were similarly not extended in any way. Children were suitably dressed for physical education but the teachers were not. The lesson began and ended punctually but the children returned to their classrooms in a noisy and disorderly manner. The headmaster could, in our opinion, usefully help to supervise the physical education lessons instead of spending these periods on administrative work. He would doubtless wish to encourage correct demonstrations by the teachers and the supervision of good performance by the pupils. We noted with approval that the senior girls had their physical education lessons in a secluded corner of the compound, shielded from embarrassing scrutiny.
- (ii) The senior classes take part in regular football and athletic competitions with other institutions in the area. The school holds a challenge cup for athletics. Since the girls learn basketball and volleyball rather than the more usual netball, they are debarred from competitions of this kind. This seems regrettable, and the headmaster may wish to consider a change to netball.
- (iii) The obnoxious drains and the untidy nature of the compound do not suggest that the school has developed a collective conscience about hygiene. A cure for the drains is probably beyond the headmaster's resources and we hope that the proprietor will approve the expenditure necessary to deal with this threat to health.

(f) *Handwork*

The organisation of handwork teaching is good and the school is reasonably well-equipped with essential materials. The headmaster takes a great personal interest in this subject and has contrived to pass on his enthusiasm to several members of the staff. The pupils in Classes One and Two have done promising work in drawing and

painting. Class Three has concentrated on clay work, producing an interesting variety of products. Rope-making, knitting and bookbinding are done in the upper half of the school with commendable results.

(g) *Domestic Science*

There is no domestic science teaching because the school has neither the facilities for this subject nor a teacher qualified to teach it. There is, however, a domestic science centre at the new native authority school six hundred yards away. We discussed this matter with the headmaster and promised to support any application he made to the native authority for permission to send his girl pupils to attend this centre. In the past, pupils from this school went there regularly and there seems to be no valid reason why they should not do so at the present time.

(h) *History*

- (i) The staff has made commendable efforts to reorientate the scheme of work for history so that the children learn first of all about Nigeria's great men and women of the past, and so that the older children have some insight into the world-wide influences which affect their village. The teachers are conscious of gaps in their own background knowledge and, if good reference books were available to them, there is no doubt that they would use them. All teachers excelled at story-telling, and dramatisation was introduced effectively.
- (ii) History teaching in Classes Six and Seven would benefit from the use of the excellent radio lessons on history and by inviting speakers from outside the school. The use of maps, particularly when describing the journeys of the nineteenth century explorers, would make the lessons easier to follow.
- (iii) We would like to see in Classes Six and Seven, more evidence of initial training in note-making. As a first step, a concise blackboard summary, prepared by the teacher in collaboration with the pupils and then copied by the pupils, has much to commend it.

(i) *Geography*

- (i) Geography is another subject which has suffered from excessive concentration on the three 'R's'. The schemes of work have been carefully drawn up, but they are not always followed. The study of the locality appears to be neglected, and insufficient time is devoted to out-door activities. The school is fortunate in that there is a wealth of geographical material within easy reach. We hope that timetable adjustments can be made to enable pupils to visit, and study, features of geographical significance. Occasional double periods are necessary for this purpose.

The senior classes have been supplied with a good geography textbook, but the pupils need to be trained to study and interpret the pictures. When funds are available, these classes should also be given atlases. Maps and models of the province, of Nigeria and of Africa would serve a useful purpose and could be built up on the ground outside the classrooms.

The keeping of meteorological records is an important feature of the work done in Classes Six and Seven, and the teachers make appropriate reference to the data obtained.

(j) *Rural Science*

- (i) We hope that the headmaster and staff will be able to reconsider the whole of their rural science programme. The first essentials are that the farm should be fenced against goats and that a recognised crop rotation should be introduced. Records of seed rates and crop yields should then be commenced, and the making of a plan of the farm would permit the pupils to apply what they have learnt about measurement.

- (ii) No specimens were used in nature study in any class, and the only experiment made by the children was misleading. This was an experiment to show Class Seven the conditions necessary for germination. Unfortunately the teacher has not had any rural science training of any kind, and the information and apparatus he supplied were incomplete.
- (iii) The introduction, in the senior classes, of a nature diary would encourage the pupils to observe what is going on in nature around them.

9. *Girls' Education.*—During recent years, there has been an increasing willingness on the part of the parents in the locality to send their daughters to Kokona School. This change of attitude has not, however, yet had time to increase the enrolment of girls in Classes Five to Seven. Nevertheless, the headmaster has fully realised the importance of this new development and has wisely given the senior women teacher on the staff a special responsibility for looking after the girls' welfare. Since our last visit, this teacher has succeeded in effecting a marked improvement in the girls' personal appearance. They are now more courteous, more neatly and suitably dressed, and appear to have much more poise and self-confidence. The senior girls speak English more fluently and are able to carry on an intelligent conversation with visitors. These girls are now ready to take more responsibility and play a more active part in the running of the school. Several would probably make good prefects or monitors. There is a head boy. Could there not also be a head girl?

10. *School Examinations.*—We were pleased to learn that the school does not attach exaggerated importance to examinations and that these take up very little time at the end of the school year. The short tests are conducted efficiently and usually occupy two days at the beginning of December.

11. *School Societies and Out-of-School Activities.*—Twenty boys belong to the Boys' Brigade, attending drill on Thursdays and Bible Class on Sundays. There is no school society or organisation to which girls may belong, and the formation of a Junior Red Cross Link or a Girl Guide Company might be considered. An annual Open Day has not been held since 1960, but the headmaster is considering re-introducing Open Day at the end of this year.

12. *Subsequent Careers of School Leavers.*—The records show that children leaving school obtain entry to secondary schools and to teacher training colleges, and a small number of presumably older children join the Nigeria Police. The headmaster has some difficulty in keeping track of school leavers but is aware of the desirability of doing so. It is pleasant to find ex-schoolboys working happily and successfully in rural occupations around Kokona. The headmaster is well-briefed on the subject of examinations open to his Class Seven but needs to acquire, and then disseminate, more information about the opportunities available for ex-primary boys and girls in nurses' training schools, medical unit attendants' schools and in commerce.

13. *School Records, Fees, Rewards, and Punishments:*

- (a) All record books are up to date and neatly kept but the headteacher should take care to note in the logbook any absence from school by teachers. The school has some good photographs of various school activities and, if selected prints were occasionally pasted in the logbook, its value as a record would be enhanced. There are few names in the visitors' book and perhaps more might be done to encourage parents and friends to show their interest by visiting the school.
- (b) Teachers are required by the headmaster to write lesson notes one week in advance. This practice needs reconsideration as it tends to impose an undesirable rigidity on what happens in the classroom.
- (c) Fees vary from £1 : 4s per term in Class One to £1 : 16s per term in Class Seven. Since the school provides all textbooks, these fees are reasonable though they may have the effect of deterring girls from completing the full primary course.

- (d) We suggest that more might be done to provide the pupils with incentives to improve their work. Competition is a powerful incentive to young children, though competition between individuals should not be over-emphasised. A system of self-competition against the pupil's own record has, however, everything to commend it.
- (e) Examination of the punishment books shows that corporal punishment is used in moderation and only after the headmaster has reached the conclusion that it is both justified and necessary.

14. *General Comments:*

- (a) The teaching staff is a relatively inexperienced one, but it is a stable staff now and is unlikely to change substantially in the next few years. This being so, the staff should now turn its attention to building up a healthy corporate spirit in the school. Religious worship is carried out reverently, and the headteacher's personal reputation for public spirit provides an excellent example to his pupils. We would, however, like to see the pupils encouraged to take a more responsible part in school affairs, and consider that the younger members of staff should learn to give more help in building up a good tone in the school. Breaches of discipline, such as absence from practical rural science lessons on the school farm, are not always checked.
- (b) Class Three is taught by a teacher who, although untrained, has had more experience than any other member of staff. This class has five more girls than boys. It is making satisfactory progress on somewhat unadventurous lines. Class Four is outstanding for the keen interest everyone takes in the class library. The zeal for reading acquired by these children is impressive. The class is making excellent progress in English; rather less distinguished progress in arithmetic. Class Five suffers from a lack of balance between boys and girls, the latter being in a minority of nine. Fortunately, this class has an experienced woman teacher and the girls are not neglected. The two most senior classes present a considerable challenge to their teachers. There is, once again, a lack of balance between boys and girls, and most pupils are relative newcomers to the school. The teachers have, in the circumstances, done very well to create a sense of "belonging" among all members of their classes. Class Seven promises to send some good material to post-primary institutions at the end of this year. Class Six will also do so in due course, if its abilities are taxed a little further and if more written work is done.

15. *Summary of main recommendations:*

- (a) We hope the proprietor will find it possible to build more latrines and to instal new drains.
- (b) Individual chairs and flat-topped tables that can be lifted by small children should be supplied to Classes One and Two, when it is possible to do so.
- (c) A radio should be supplied and radio lessons used to supplement class teaching. This recommendation should be given priority over (b) above, but should not be implemented if its implementation would delay the provision of money for new latrines and drains.
- (d) A "Library" of visual aids should be established for the use of all the staff.
- (e) The headteacher and staff should consider ways and means of making written work in English more satisfying and varied. This might be done by introducing class diaries and wall newspapers. Pupils should be given the opportunity of finishing written work in which they are still interested.
- (f) Consideration should be given to the introduction of more practical work in arithmetic.
- (g) We strongly urge that vernacular studies should not continue to be entirely omitted from the curriculum.

- (h) The headteacher and staff should review the organisation and teaching of physical education and rural science.
- (i) Domestic science should be reintroduced.

16. *Conclusions.*—Kokona school has gone through a troubled period since it became a day school, and has had many changes of staff. The pupils have included many who stayed only a short time and these were replaced by others who had begun their education elsewhere. The headmaster is now in his second year at Kokona and, with the co-operation of the proprietor, he has assembled a staff which is eager to improve the school. The standards reached in the three 'R's' are already high. If these standards can be carried over into history, geography, rural science and physical education, and if the tone of the school is further improved, the people of Kokona will be able to be very proud of the school which they built.

M. A. K.

G. A.

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