



# REVEREND WILLIAM HUGHES AND THE CONGO INSTITUTE

KS2 Learning Resource

Created in 2021 for the Curriculum for Wales, this resource is based on museum and archive resources held at Conwy Culture Centre.

The activities are designed to support schools in their requirement to explore Welsh businesses, cultures, history, geography, politics, religions and societies.

The activities are cross curricular with suggested Statements of what matters from AOEs. Teachers can refine each activity to meet appropriate levels of progression for their pupils.

## INTRODUCTION

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In 1890 Reverend Hughes opened a school in Congo House, Colwyn Bay to educate young people from Africa. He wanted to teach the students new skills that they could take home with them so as to make life better for people there. Many of the students went to work at local businesses within Colwyn Bay.

## THIS ACTIVITY PACK

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These activities are designed to work with a bilingual video aimed at KS2. The video explains some of the work of Reverend William Hughes and visits the locations of some of the businesses who supported the students coming from Africa to study in Colwyn Bay.

**The video that accompanies this resource can be viewed here:**

<https://youtu.be/BmmRgTeVzek>

**Please Note:**

**Website suggestions are recommended for teacher use only. These should be thoroughly checked for suitability if allowing pupils to use the websites for research.**

**There are elements in the history of Congo house that are less suitable for primary age pupils.**

## CONTENTS

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Looking at Reverend William Hughes .....	3
Looking at 'Congo House' the African Institute of Colwyn Bay .....	5
Students from Africa and their work .....	7
Appendix A – Observation questions .....	9
Appendix A - Answers .....	10
Appendix B – Buildings in Colwyn Bay .....	11
Appendix C – Resource: Directions / Gorchmynion .....	12
Appendix D – Resource Vocabulary bingo! .....	13
Appendix E - Timeline of Congo house .....	14
Other Resources .....	15

## LOOKING AT REVEREND WILLIAM HUGHES

<p>Further information for teachers and a video for teacher use are available here:</p> <p><a href="https://colwynbayheritage.org.uk/the-remarkable-reverend-william-hughes-and-the-african-institute/">https://colwynbayheritage.org.uk/the-remarkable-reverend-william-hughes-and-the-african-institute/</a></p> <p><a href="#">Forgotten history: The black missionaries of Colwyn Bay - BBC News</a></p> <p><b>It is not recommended for KS2 pupils to use these websites for their own research.</b></p>	<p><b>AOLE</b></p>	<p><b>Statement of What matters</b></p>
<p>After watching the film, watch again to find the answers to <a href="#">Appendix A</a>.</p> <p>Find the meaning of, and practise saying the vocabulary in <a href="#">Appendix D</a> then play bingo as you hear the words in the film.</p> <p>(9 and 16 word versions available)</p>	<p>Languages and Literacy</p>	<p><b>Understanding languages is key to understanding the world around us.</b></p>
<p>Use the timeline <a href="#">Appendix E</a> to gather information about Congo House.</p> <p>Can you add further details from watching the film, create a timeline in your own words, create a fact poster or news report about the history of Congo House using information from the film and timeline?</p> <p>Using facts from the film and timeline, create an interview about Congo House. Work in pairs, with one person interviewing and one person being Reverend William Hughes, or another local talking about him. Plan it together, create a</p>	<p>Humanities</p> <p>Languages Literacy and Communication</p> <p>Languages Literacy and Communication</p>	<p><b>Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.</b></p> <p><b>Understanding languages is key to understanding the world around us.</b></p> <p><b>Expressing ourselves through languages is key to communication</b></p>

script, then perform / record the interview.		
Hughes didn't like the way the Congolese were treated by some of the missionaries. He also found it difficult to work in the climate and eventually brought students to Wales. Think of life in the Congo then and now – the prejudice of Victorian society, pushing European white, Christian morals on to another culture. Consider the acceptance of the students in the Bay and sharing of culture through song and music. Explore and debate why protecting our own culture and identity is important.	Humanities  Languages Literacy and Communication	<b>Human societies are complex and diverse, and shaped by human actions and beliefs.</b>  <b>Expressing ourselves through languages is key to communication</b>
Create and deliver your own presentation about key events of Hughes's life and some of his main achievements.	Languages Literacy and Communication	<b>Expressing ourselves through languages is key to communication</b>
Hughes believed strongly in promoting Welsh language and culture and was instrumental in persuading the committee to hold the 1910 National Eisteddfod in Colwyn Bay at what is now the site of the Zoo. Hold a class Eisteddfod by creating your own art, poetry and music for the festival.	Expressive Arts	<b>Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.</b>
Borrow the 'Holiday' handling box and use items to discuss how coming to the area would be so different to Africa. Play a game where an item is picked and pupils have to describe what it is to someone who has never seen it before.	Languages Literacy and Communication	<b>Expressing ourselves through languages is key to communication</b>

## LOOKING AT 'CONGO HOUSE' THE AFRICAN INSTITUTE OF COLWYN BAY

Institute for training African children, where they were taught trades, language and educated in Christianity.

<p>For information for teachers and photographs of Congo House see these websites:  <a href="https://colwynbayheritage.org.uk/the-congo-institute/">https://colwynbayheritage.org.uk/the-congo-institute/</a>  <a href="https://www.bbc.co.uk/news/uk-wales-41777209">https://www.bbc.co.uk/news/uk-wales-41777209</a></p> <p><b>Teachers must check the sites carefully for suitability before allowing pupils to use the sites for research.</b></p>	<p><b>AOLE</b></p>	<p><b>Statement of What matters</b></p>
<p>Using a map of Colwyn Bay, either paper or digital e.g. google maps, plot the location of the some of the buildings Congo House students would have seen, that we can still see today. E.g. Congo House building, Powlsons, the building that is now Natwest bank and Colwyn Bay library. For further images and ideas see <a href="#">Appendix B</a>.</p>	<p>Humanities</p>	<p><b>Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.</b></p>
<p>Use the resource in <a href="#">Appendix C</a> to practise giving directions in Welsh. Use street view or local maps to plan the route and direct a partner, or direct a sprite, using simple coding. J2E on Hwb can be turned to Welsh to practise some of the vocabulary on Appendix C.</p>	<p>Languages Literacy and Communication  Science and technology</p>	<p><b>Understanding languages is key to understanding the world around us.</b></p> <p><b>Computation is the foundation of our digital world.</b></p>
<p>Create an advert for the African Training Institute. Students had to travel a long way away from family. Persuade students and families through the advert that coming to learn new skills in Wales is a good thing to do.</p>	<p>Languages Literacy and Communication</p>	<p><b>Expressing ourselves through languages is key to communication.</b></p>
<p>Explore some African art and crafts, and compare this with traditional Welsh art and crafts. Reverend Hughes was keen</p>	<p>Expressive Arts</p>	<p><b>Exploring the expressive arts is essential to developing artistic skills and knowledge</b></p>



## STUDENTS FROM AFRICA AND THEIR WORK

<p>Further information for teachers about students can be found here: <a href="#">Forgotten history: The black missionaries of Colwyn Bay - BBC News</a></p> <p><b>Teachers must check the sites carefully for suitability before allowing pupils to use the sites for research.</b></p>		
<p>Research the foods / Colwyn Bay / lifestyle during Victorian times and use this to create diary entries as if you were a student at Congo House. A week in the life of a student – visiting Colwyn Bay for the first time. Write it as a diary:</p> <p>e.g. Day 1: Describe the sights and sounds. Day 2: People and clothes. Day 3: Describe the food. Day 4: Temperature / weather. Day 5: Into town – shops and transport of the time.</p>	<p>Languages Literacy and</p> <p>Humanities</p>	<p><b>Expressing ourselves through languages is key to communication.</b></p> <p><b>Events and human experiences are complex, and are perceived, interpreted and represented in different ways.</b></p>
<p>Nkansa and Kinkasa were the first two students to come to Wales with Rev Hughes. They were both young when they moved to a different country, away from their family. Write a postcard home, as one of these students, or create a script for a telephone conversation between one of the students and a family member back home.</p> <p>What might these students say to new students arriving in Colwyn Bay? Create a list of top tips they might give to new students e.g. wear lots of layers – it is colder here than you might ever imagine!</p>	<p>Languages Literacy and</p> <p>Humanities</p>	<p><b>Expressing ourselves through languages is key to communication.</b></p> <p><b>Events and human experiences are complex, and are perceived, interpreted and represented in different ways.</b></p>
<p>World of work. Congo House had its own printing company which did commercial work. Students learnt a trade to take back to Africa with</p>	<p>Languages Literacy and Communication</p>	<p><b>Expressing ourselves through languages is key to communication.</b></p>



<p>them. Some went on to university and became doctors, teachers, nurses. Create an edition of the newspaper, or a class newspaper. Consider different roles: writers, photographers, editors.</p> <p>After studying at the African institute, one student, Davidson Don Tengo Jabavu, went to University College London and Birmingham. When he returned to Africa, and set up the South African Native College at Fort Hare in Cape Province. He even taught Nelson Mandela there!</p>		
<p>Compare climate between the Congo and Colwyn Bay e.g. temperature graphs, rainfall, daylight, time zones.</p>	<p>Mathematics and Numeracy</p>	<p><b>The number system is used to represent and compare relationships between numbers and quantities.</b></p>
<p>Compare different geographical features of the countries, e.g. rivers, desert, mountains.</p>	<p>Humanities</p>	<p><b>Our natural world is diverse and dynamic, influenced by processes and human actions.</b></p>
<p>Compare wildlife, animals and plant life between the Congo, or a different part of Africa, &amp; Colwyn Bay. Use pictures to compare colours, animals / plant life &amp; use these to make a collage of each country.</p>	<p>Humanities</p>	<p><b>Our natural world is diverse and dynamic, influenced by processes and human actions.</b></p>

## APPENDIX A – OBSERVATION QUESTIONS

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Can you answer these questions after watching the video?

1. What does Vickie use to capture the data on, to stop the spread of the virus?
2. What year did Rev Hughes start bringing students to Congo House?
3. Daniel Harvey was one of Congo House's first apprentices. What skill did he learn?
4. What date did Powlsons the Printers start printing from their current shop?
5. What was the name of the newspaper that the students printed?
6. How long did students usually stay at Congo House?
7. One of the students of Congo House became a professor and taught one of the world's most well-known heroes. Who did he teach?
8. Where did Rev Hughes get the Eisteddfod to take place?
9. What did Rev Hughes do to raise money for Congo House?
10. Did the zoo exist in 1910?

## APPENDIX A - ANSWERS

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1. What does Vickie use to capture the data on, to stop the spread of the virus?

An iPad

2. What year did Rev Hughes start bringing students to Congo House?

1890

3. Daniel Harvey was one of Congo House's first apprentices. What skill did he learn?

Joinery

4. What date did Powlsons the Printers start printing from their current shop?

1910

5. What was the name of the newspaper that the students printed?

The Colwyn Bay Times

6. How long did students usually stay at Congo House?

3 years

7. One of the students of Congo House became a Professor and taught one of the world's most well known heroes. Who did he teach?

Nelson Mandela

8. Where did Rev Hughes get the Eisteddfod to take place?

The zoo

9. What did Rev Hughes do to raise money for Congo House?

Have summer fairs to demonstrate Welsh and African culture

10. Did the zoo exist in 1910?

No, it was then known as Flagstaff gardens

## APPENDIX B – BUILDINGS IN COLWYN BAY

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These are some of the places students trained or worked in Colwyn Bay.

Can you find them on maps, find out how they looked in Victorian times, give bilingual directions for students trying to find them, look at the architecture, research how the building uses have changed?



The African Training Institute building – Congo House, then and now.



Colwyn Bay Library in present day



Powlsons Printers in present day

Don't forget the Eisteddfod stones, where the Welsh Mountain Zoo is now.

## APPENDIX C – RESOURCE: DIRECTIONS / GORCHMYNION

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<b>Esgusodwch fi!</b>	-	-	<b>Excuse me</b>
<b>Alla i eich helpu?</b>	-	-	<b>Can I help you?</b>
<b>Beth ydy'r ffordd i'r...?</b>	-	-	<b>What is the way to the....?</b>

<b>Trowch i'r chwith</b>	-	-	<b>Turn right</b>
<b>Trowch i'r dde</b>	-	-	<b>Turn left</b>
<b>Ewch syth ymlaen</b>	-	-	<b>Go straight ahead</b>

<b>Rhwng</b>	-	-	<b>between</b>
<b>Near</b>	-	-	<b>agos</b>
<b>Ar ôl</b>	-	-	<b>after</b>
<b>Cyn</b>	-	-	<b>before</b>
<b>Ty ôl</b>	-	-	<b>behind</b>
<b>O flaen</b>	-	-	<b>in front of</b>

<b>y goleuadau traffig</b>	-	-	<b>the traffic lights</b>
<b>yr orsaf</b>	-	-	<b>the station</b>
<b>yr ysbyty</b>	-	-	<b>the hospital</b>
<b>yr eglwys</b>	-	-	<b>the church</b>
<b>yr ysgol</b>	-	-	<b>the school</b>

## APPENDIX D – RESOURCE VOCABULARY BINGO!

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tŷ	dref	gwaith
crefft	dysgu	gweithio
busnes	sgiliau	papur newydd

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teithio	dysgu	sgiliau	diwylliant
gweithio	busnes	dychwelyd	dref
diddorol	prifysgol	tŷ	gwaith
iaith	papur newydd	crefft	gorffennol

## APPENDIX E - TIMELINE OF CONGO HOUSE

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1856 – **Reverend William Hughes was born.**

1882 – **Reverend William Hughes started preaching in the Congo.** In Victorian times missionaries would travel the world, spreading the teachings of Christianity, and British culture. Missionaries were at risk of becoming ill because different countries have different diseases that visitors have not developed immunity for.

1885 – **Reverend William Hughes came back to North Wales, with two students: Kinkasa and Nkansa.** They gave lectures in different languages about the Congo and sold photographs to raise money to start his school.

1887 - **Reverend William Hughes, his wife and two students settled in Colwyn Bay.**

1890 - **The African Training Institute, known locally as Congo House was opened.** It taught students Welsh and English as well as academic and practical skills. Instead of trying to make the African students be more 'British', the institute wanted to give its students new skills to add to their African languages and skills. Differences in culture were celebrated and encouraged – including art, music and languages. The idea was to help the African countries preserve their traditions, languages and cultures.

1903 – **Over 20 students from African countries were studying at the Institute.** Sadly, because of different diseases in different countries, some of the students who came to Wales became very ill and some even died. They were buried in Colwyn Bay cemetery. Congo House relied on charity to survive. This was collected from donations, events, writing a book, talks and other social gatherings. Hughes also did some property speculation which didn't pay off.

1910 – **Reverend Hughes made sure an Eisteddfod was held locally.** It was where the Zoo is now.

1912 – **The Institute was forced to close.** This was due to lack of money and Reverend William Hughes became bankrupt. During its 22 years of training, over one hundred students trained at the institute, in a wide range of academic subjects and practical skills. Some students returned home to use their skills as doctors, nurses, carpenters or lawyers, and some stayed in the UK.

1924 - **Reverend William Hughes died.** He is buried in Colwyn Bay cemetery, with the students who died buried near to him.

## OTHER RESOURCES

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### Useful Links:

[Forgotten history: The black missionaries of Colwyn Bay - BBC News](#)

[Scandal at Congo House - Colwyn Bay Heritage](#)

[The Congo Institute Sefydliad y Congo - Colwyn Bay Heritage](#)

[Colwyn Bay's African Institute: 1889-1912 – Jeffrey Green. Historian](#)

[St Joseph's interview Dr Marian Gwyn](#)

[Letters Home project with Ysgol St Joseph's](#)

<https://www.facebook.com/congo.house.colwyn.bay>

[Search Conwy Archives Online Catalogue](#)

[Imagine Trail Heritage App](#)

### Further Reading

Scandal at Congo House by Christopher Draper & John Lawson-Reay.

Copies available to borrow from Conwy Library Service

### Handling collections

Collections of themed objects are available for loan from the Conwy Culture Centre. They can be used to encourage discussion. The boxes can be borrowed with a library card. Contact the library to arrange collection 01492 576089 /

[llyfrgell.conwy@conwy.gov.uk](mailto:llyfrgell.conwy@conwy.gov.uk)

### Feedback

Feedback is welcome on this activity pack, as are any additional resources we can use to update it. Please email to: [diwylliant.culture@conwy.gov.uk](mailto:diwylliant.culture@conwy.gov.uk)