

1935.

Kenya.

01

No. 38191.

SUBJECT C0533/461

Education Department Annual Report.

Previous

23276/34.

Subsequent

1935.

ed
Shankh Khay
11/10/35 (copy of the [unclear])
Trans. 12 copies of report 1934

The Report will ~~be sent~~ have to go to the Educational Advisory Committee in due course with the previous ones.

Noted
3/10

? (I wait the despatch, but Bk in 2 months of the it has not been received.

C.A. Perambur
30/8/35

But send spare copy of the Report
E. M. Nayyar.

Shankh
30/8/35

Copy sent to H. R. Nayyar
B. R. Nayyar 1/9/35

Reproduction

to Government of Mysore
Trans. copy of Annual Report of Education Dept. 1934/35 furnished
above therein
6 Sept. 35

A. C. Secretary of Mysore
H. R. Nayyar
No 3 list by
7 Sept 35

DESTROYED UNDER STATUTE

100
9/35
The A. C. S. have not yet arrived...
I am note by Air Mail asking for them.

eg Education 1 A/C Secretary Shri. (Council) ...
Shri. 12 copies of Report 1934

The report will ~~be~~ have to go to the Educational Advisory Committee in due course till the Governor's orders.

(I wait the despatches, but B/A in 2 months if they have not been received.)

C. H. W. ...
3078/31

But send spare copy of the Report to Mr. Mayhew.

S. ...
30.11.35

Copy sent to Mr. Mayhew
Baker 11/3-5

Reproduction

to Governor by June 4-72
Trans. copy of Annual Report of Education Dept. 1934/7 furnished above thereon

A/C Secretary Shri. ...
Furnishes conf. ref. for No. 3
No 3 list by

DESTROYED UNDER STATUTE

... thirty-five copies of the report ...
the A. ... have not yet arrived. ...
3 p.m. note by Air Mail ...

yes
9.11

24/3/34

Paragraph 11 of the report
 on the report on the educational situation
 in the West African States, which was
 sent to the African Dep. Agencies in March this
 year. The comments of Governors were
 requested. The Memorandum was prepared by
 a sub-committee of the A.C.E.C. which was asked
 to report on the section defining the aims
 of educational policy in West Africa, in the
 report of the Conference of Directors of
 Education held at Dar-es-Salaam in 1933. The
 Governor of Kenya is not yet ready with his
 comments on the Memorandum. So far, comments
 have been received from Nigeria and Nyasaland
 only.

Paragraph 2(11) of the despatch -
 Girls' Secondary School, Nairobi.
 Approval has since been given for
 the expenditure of £1,000 on acquiring
 accommodation at the Girls' Secondary School,
 Nairobi.

The following items in the Report are
 of general interest:-

European Primary Education - Tuition
 Costs.

1933 per caput	1934 per caput
Gross Net	Gross Net
£12/1 11s, 10d.	£21/18 11s, 10d.
Fee revenue	Fee revenue
1s	3s, 6d.

1933	1934
15.3	15.3

Indian Education.

1933 per caput	1934 per caput
Gross Net	Gross Net
£9/19 10s, 10d.	£9/10 10s, 10d.
Fee revenue	Fee revenue
21.3	24.8

Arap Education.

1933	1934
£14/2 per caput	£12/7 per caput

European Secondary Education.

Prince of Wales School.

The results of the 1934 examinations were
 as follows:-

	Entered.	Passed.
Junior Cambridge	24	18
School Certificate	14	12
Higher School Certificate	1	1
Girls' Secondary School.		

Results of the Cambridge Local Examinations

Cambridge Local Examinations	Entered.	Passed.
Cambridge Local Examinations	14	12
Cambridge Local Examinations	1	1
Cambridge Local Examinations		

The Situation.

On 13.1.41, the first of the board of the incident which will have to do with the pupils left the school and went into hospital.

African Education.

166 successful candidates at primary school examinations proceeded to secondary schools or to Government or Mission training schools.

Training of Teachers (Indian).

The Director of Education points out that the need for training local Indians as teachers for Indian primary schools in Kenya has received attention, and suggests that the most economic solution would doubtlessly be a common centre for training such teachers for the East African Territories.

Teacher Salaries.

The Director of Education has been asked by the Education Department, and the Government has agreed to the salary of Indian teachers as reported in the report of the Education Department.

Education of African Girls.

Government village schools are being established in the East African Territories.

Page 32

Page 33

Understand from the report that the next meeting of the P.E.C. is fixed for the 1st of Feb. but it may be postponed as there is some work on the agenda. We could probably produce a dozen copies of the Report.

Ch. G. ...

10/10

The demand for compulsory (1 year) education in Kenya cannot afford to be postponed. It is essential that the Government should take steps to ensure that the necessary arrangements are made for the education of the children of the African people. It is suggested that the Government should consider the possibility of providing a central institution for the training of teachers for the African primary schools.

11.10.41
11.10.41

try via mail 15/10/33

to Col. See Kenya - for you (2 answers)

DESTRUCTION UNIT

Mr. Herbert: These copies now be circulated (we have retained the copies of the report) together with copies of the previous dispatch, which however must be corrected first. I don't know if this can be done in time for the next meeting.

Hanns Krich
12.12.41

DESTRUCTION UNIT

12.12.41

DESTROYED UNDER
CORPORATION
ACT

9 Col. Sec. - 3 yrs

23-10-35

STATURE 35 copies of Annual Report for 1934 for the
A.C.E.C. held on 19.12.35

6 Extract from min. of 65th Meeting of the
A.C.E.C. held on 19.12.35

? Note to Foreman as in
draft herewith

C. R. [Signature]
21.12.35

DESTROYED UNDER
CORPORATION
ACT

Zo Kenya, 50 (2 unrecd)

29 JAN 1936

EXTRACT FROM THE MINUTES OF THE 65th MEETING OF THE
ADVISORY COMMITTEE ON EDUCATION IN THE COLONIES

HELD ON 19th DECEMBER, 1935.

5. Other business. - The Committee gave consideration to the 1934 Reports of the Kenya, Swaziland and Tanganyika Territory Education Departments.

(a) Kenya. With regard to the Kenya Report, DR. BURSTALL drew attention to the references made in it to the work of the local Boards which seemed to be functioning actively and sensibly, and to the strengthening of the membership of the Advisory Council on European Education, which was intended to make it more fully representative. The work of the Advisory Council appeared to be very satisfactory, but she would like to know whether there were any women members on it.

MR. VISCHER replied that that was the case.

DR. ESDAILE remarked upon the marked success in examinations which the Report showed had been obtained by students from the Girls Secondary School at Nairobi and by Indian students from the Nairobi Secondary School. In some of the examinations the percentage of successful students was higher than that secured by schools in this country. DR. VAUGHAN said that he attached little importance to examination statistics, which were frequently misleading.

The Committee considered generally that the Report was definitely encouraging in comparison with previous Reports issued by the Kenya Education Department.

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RECEIVED

27/9/54

O. REGI

September, 1954

Sir,

I have the honour to transmit the accompanying copy of the Annual Report of the Education Department for the year 1954.

Thirty-five copies are being forwarded under separate cover for the information of your Advisory Committee.

I have the following observations to offer on the terms of the Report:-

- (1) Part II: Chapter I, Paragraph 3. General Policy in regard to African Education.

This question is the subject of separate correspondence, see Sir Philip Cunliffe-Lister's despatch No. 228 of the 27th March to which it is hoped to furnish a reply at an early date.

- (11) Part II: Chapter I, Paragraph 10. Girls' Secondary School, Nairobi.

The question of providing adequate boarding accommodation for this school has formed the subject of separate correspondence.

- (111) Part II: Chapter IV, Paragraph 2. Compulsory Education.

In this connection reference is invited to Mr. Pilling's despatch No. 421 of the 21st August, 1954, covering the Annual Report of the Department for the year 1953. The following is the relative extract

From:

THE HON. MALCOLM MACGREGAL, P.C., M.P.,
SECRETARY OF STATE FOR THE COLONIES,
DOWNING STREET, LONDON, S.W.1.

No 4
34233/54
A/...

No 5
34216/54

from the proceedings of the Standing Committee.

"Compulsory Education.

The Ag. Colonial Secretary, the Treasurer and Sir Robert Shaw, while in complete agreement as to the desirability of compulsory education for European children, felt that at the present time the Colony cannot afford an experiment on the lines of partial application, particularly as it was considered that the experiment was unlikely to be entirely successful. They realised, moreover, that the natural implication of such an experiment would be that the Colony would be involved in considerably increased expenditure in the future.

Major Cavendish-Bentinck and Mr. Conway Harvey dissented, and considered that the proposed experiment should be made.

Mr. Pandya considered that the principle of compulsory education should include in its application Indian children simultaneously with European children, at the same time holding that the present financial position of the Colony does not permit of the consideration of the introduction of this principle in any form at this stage."

While Government remains fully alive to the desirability of introducing some measure of compulsion when financial considerations permit, you will appreciate that the expenditure involved cannot be entertained at the present time.

(iv). Part II, Chapter VII. Training of Indian Teachers.

This question was discussed by the Conference of Directors of Education held at Nairobi in January of this year, and the following is the relative extract from the proceedings:-

"THE TRAINING OF INDIAN TEACHERS.

In the interests of economy in Indian education, the Conference is impressed with the need for training local Indians as teachers to take the place of the primary teachers at present recruited at considerable expense from India. It is considered that a common centre for the training of such teachers in East Africa would afford the most suitable and economical method of achieving this end and that steps should be taken to ascertain the capital and recurrent costs of such an undertaking.

In this connection the Conference desires to draw attention to Resolution VIII passed at the Conference of Educationists held in 1929 at Dar-es-Salaam. This resolution reads as follows:-

The Conference, recognising the unsatisfactory state of recruitment of Indian teachers, recommends that early consideration be given to the establishment in Eastern Africa of an inter-territorial training centre for Indian teachers: "

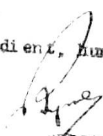
As an interim measure the inclusion of provision of £200 for consideration in the Draft Estimates for 1936 has been authorised to cover the estimated annual cost of a class for teachers at the Indian Secondary School at Nairobi.

In the meantime the Director of Education has been asked to submit in due course agreed concrete proposals, with an estimate of the capital and recurrent costs of an inter-territorial institution on the lines proposed.

I have the honour to be,

Sir,

Your most obedient, humble servant,


BRIGADIER-GENERAL
GOVERNOR.



COLONY AND PROTECTORATE OF KENYA

EDUCATION DEPARTMENT
ANNUAL REPORT
1934

Price 2/-

NAIROBI
PRINTED AND PUBLISHED BY THE GOVERNMENT PRINTER
1935

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The Crown Agents for the Colonies, Millbank, London, S.W.



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Education Department Annual Report, 1934

PART I

HISTORICAL SURVEY.*

I.—African Education.

The development of education for the African in Kenya has been by three stages—

- (a) before British occupation, 1846-90;
- (b) from the beginning of British occupation till the setting up of the Education Department, 1891-1911;
- (c) from 1911 onwards.

During the first and second stages a few Christian missions were the only educating agents; indirect Government help being given latterly by grants of land.

2. The Education Department began work in 1911, when the first Director, Mr. J. R. Orr, was appointed, from that time Government has increasingly subsidized approved mission schools, and has also built up its own system of Government African schools.

3. The first Government subsidies were *per caput* grants earned on test of pupils; but from 1918 a system of inspection was brought progressively into operation, then codified by the Education Ordinances of 1924, and the Grant-in-Aid Rules of 1925. In these two years the Native Industrial Training Depot and the Jeanes School were started; followed, in 1926, by the Alliance High School.

4. Meanwhile, in the Local Native Councils of the Native Reserves there has grown up a determined and generous interest in education; for this reason, and others relating to other branches of education, a new Education Ordinance was passed in 1931, in which is embodied the present Government policy of co-operation with Missions and Local Native Councils in all branches of African education.

II.—European Education.

5. The European School, Nairobi, was opened by the Kenya and Uganda Railway in 1904; it became a boarding school in 1910, under Government control. The formation of an Education Department took developments up country.

* A fuller history of Education in Kenya is given in the annual reports for 1930 and 1931.

two small day schools were opened, one at Nakuru, the other a farm school on the Usisu Gishu Plateau. In 1915 the Eldoret School was opened for boarders with a group of farm schools, in 1918 Nakuru School also became a boarding school and the Vva many other schools. Government and private were going up, loan funds, during the period of prosperity, helped the older Government schools, and provided new buildings at other centres. There are now in the Colony two Government schools, one for girls (Nairobi) and one for boys (Eldoret). Wajir School of proved secondary status.

(1) Indian Education.

1. The Indian School, Nairobi, was founded by the Railway in 1906. Taken over by the first Director in 1912, it soon became a Government school, and development all over the colony has since that time been continuous, so rapid as to be comparable to a much younger Government, but helped by the traditional zeal and generosity of the Indian community in the matter of educating their children.

2. The policy has been to provide Government schools in the more populous centres, such as Mombasa, Nairobi, Kisumu, Eldoret, Nakuru, and to assist private schools by grants-in-aid. The two secondary schools, at Mombasa and Nairobi, are among the largest schools in the Colony.

(2) Arab Education.

1. The history of Arab education at the Coast is that of a struggle between those who desire nothing more than traditional teaching based on the Koran, and those more enlightened who have pressed Government to provide schools, and schooling of the "Western" type.

2. According to this enlightened demand, Government, in 1912, opened the Arab School, Mombasa. This was relatively successful and after the war, in 1919, Government opened a second school at Malindi, with the financial help of the hon. Sheikh Abubakar Salim (now Sir Abubakar Salim, K.B.E., C.M.G.).

3. In 1929 a school was opened at Lamu, this was unsuccessful and had to be closed in 1931. This failure was a symbol of the struggle, for it was precisely at this time that Arab education, based on the original Mombasa school, of urban type, went on Malindi with its small admixture of village schools, was reaching its present culmination, the opening in October, 1931, of the Coast Secondary School, a teaching staff of modern English lines, at Shaur Moyo.

PART II CHAPTER I

RETIREMENTS OF THE YEAR

1. The Director, Mr. H. S. Scott, left the Colony pending retirement on the 9th November, 1934, after six years of devoted work at the head of the Department. Mr. Scott's wide experience in educational and financial administration was invaluable to the Department and to the Colony as a whole during a time of exceptional difficulty. Mr. Scott's period of office was memorable for the passing of the Education Ordinance, 1931, and connected Rules and Regulations, for many improvements in the administration of the Department, and a general clarification of its aims. This opportunity is taken of congratulating Mr. Scott on the award of the C.M.G. in recognition of his services and of wishing Mr. and Mrs. Scott the best of health and happiness in the future.

Retirement of
Mr. H. S.
Scott

2. Mr. E. G. Morris, the new Director, arrived on transfer from Uganda on the 25th November, 1934. Mr. R. H. W. Wisdom, Inspector of Schools, acting during the intervening period.

3. Reference was made to this Conference in last year's Report and its recommendations were made public in 1934. The most important of the recommendations made related to general policy in regard to African education. A summary of this recommendation appears as Appendix A of this Report.

Conference of
Directors of
Education,
1933.

4. Another important recommendation was with reference to the introduction of uniform fees for pupils from various territories attending institutions which provide educational services for more than one of the territories. The institutions concerned were the following—

Kenya

- The secondary schools for Europeans.
- The primary schools for Europeans.
- The secondary schools for Indians.
- The Jeanes School.
- The secondary school for Arabs.

Uganda

- Makerere College, and the special courses attached to Makerere.

Zanzibar

- The Government High School.

Two small day schools were opened, one at Nakuru, the other a farm school on the Usain Gishu Plateau. In 1915 the Eldoret School was opened for boarders with a group of farm schools; in 1918 Nakuru School also became a boarding school. Since the War many other schools, Government and private, have sprung up, loan funds, during the period of prosperity, rebuilt the older Government schools, and provided new building at other centres. There are now in the Colony two Government schools, one for girls (Nairobi) and one for boys (Prince of Wales School) of proved secondary status.

III. Indian Education.

6. The Indian School, Nairobi, was founded by the Railway in 1906. Taken over by the first Director in 1912, it soon became over-extended, and development all over the Colony has since that time been continuous, so rapid as to be creditable to a small colonial Government, but helped by the residential zeal and generosity of the Indian community in the aim of educating their children.

7. The policy has been to provide Government schools in the more populous centres, such as Mombasa, Nairobi, Kisumu, Eldoret, Nakuru; and to assist private schools by grants-in-aid. The two secondary schools, at Mombasa and Nairobi, are among the largest schools in the Colony.

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8. The history of Arab education at the Coast is that of a struggle between those who desire nothing more than traditional teaching based on the Koran, and those more enlightened who have pressed Government to provide schools and "choosing of the 'Western' type.

9. In response to this enlightened demand, Government, in 1912, opened the Arab School, Mombasa. This was relatively successful, and, after the war, in 1919, Government opened a second school at Malindi, with the financial help of the hon. Sheikh Ali bin Salim (now Sir Ali bin Salim, K.B.E., C.M.G.).

10. In 1920 a school was opened at Lamu, this was unsuccessful and had to be closed in 1931. This failure was emblematic of the struggle for it was precisely at this time that Arab education based on the original Mombasa school of urban type, centred on Malindi with its small affiliated group of village schools, was reaching its present culmination, the opening, in October, 1931, of the Coast Secondary School, a combination of modern English lines, at Shimoni (Tawa).

PART II CHAPTER I

1. ESTABLISHMENT OF THE DEPARTMENT

The Director, Mr. H. S. SCOTT, after the lapse of a period of retirement on the 9th November, 1934, after 15 years of devoted work at the head of the Department. Mr. Scott's wide experience in educational and financial administration was invaluable to the Department, and to the Colony as a whole during a time of exceptional difficulties. Mr. Scott's period of office was memorable for the passing of the Education Ordinances, 1931, and connected Rules and Regulations, for many improvements in the administration of the Department, and a general clarification of its aims. This opportunity is taken of congratulating Mr. Scott on the award of the C.M.G. in recognition of his services and of wishing Mr. and Mrs. Scott the best of health and happiness in the future.

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- The Fevers School.
- The secondary school for Arabs.

Uganda

- Makerere College and the special courses attached to Makerere.

Zanzibar

- The Government School, Stone Town.

Continued
Mr. H. S.
Scott

Conference of
Directors of
Education,
1935.

EDU

It was recommended and has since been approved that all pupils attending any one of these schools should pay the same fee.

5. As a result of a further recommendation that there should be close co-operation between the Departments of Agriculture and Education in the matter of agricultural education it may be recorded that the Director of Agriculture of Kenya agreed that one of his officers should be regarded as a part-time member of the Education Committee. It is hoped that this officer will be able to assist the Education Committee in its work.

6. The Conference was postponed until January, 1935, because the various matters of interest discussed were the following:

- For the increase of the number of African- and the training of Indian teachers.
- The extension of education.
- Correspondence courses.

The decisions of the Governments on recommendations submitted to them concerning these matters have not been made public at the time of writing this Report.

7. The formation of a Kenya European Local Civil Service was under consideration during the year and the service was inaugurated on the 1st January, 1935.

8. All teaching posts in Government European primary schools and all matrons posts have been brought into the Local Civil Service, though many of the present holders of these posts remain unaffected. The salary scales are attached to this Report as Appendix B.

9. Many appointments to the Local Service have already been made at the time of writing this Report. In these appointments it is necessary to distinguish between locally engaged teachers and locally "educated" teachers. It has been possible to appoint many well-qualified masters and mistresses of the first category. The appointment of persons of the second category is beginning, and a start has been made with several junior mistresses and female matrons who had been educated in Kenya schools.

10. The important question of compulsory education continued to receive a good deal of attention and publicity

EDU

during the year. The continued need for economy rendered it impossible to give practical effect to any of the recommendations which had been made.

11. It was unfortunately not possible to remedy the defects in the accommodation for boarders at the Girls' Secondary School during the year.

12. The year 1934 has been marked by the completion of the first advanced course in science at this school and in July one pupil passed the Higher School Certificate examination.

13. A comparatively uneventful year is to be recorded, in which quiet but steady progress was made. Outstanding events are the growth of the Government Girls' School in Mombasa in the new building and the opening of an elementary boys' school in the building formerly occupied by the girls. The number of new schools claiming to be placed on the grant-in-aid list has increased considerably, particularly in the case of special schools catering for young children and from schools in the scattered trading centres.

14. The following important matters in connection with African education were dealt with during the year and further reference to them is made in other sections of this Report—

- The revision of the grant-in-aid rules.
- The setting-up of District Education Boards.
- The revision of the syllabuses for primary and elementary schools.
- The building of a new Government African school to South Kavirondo District at Kisumu and
- The extension of the school at Kagumo so as to admit pupils from all the Kikuyu districts.

15. Once again this year it has been necessary to concentrate the effort of the whole staff of the Department on the task of maintaining efficiency and reducing expenditure. The total amount spent on education from central funds was £179,241, as compared with a total of £165,815 in 1933.

The total number of children in Government and aided schools rose from 37,405 in the previous year to 46,312.

The continued need for economy has meant, since funds that many necessary or desirable schemes for extension or improvements have had to be deferred.

Boarding accommodation, Nairobi

Prize of White School

Indian education

African education

Economy

Conference of Directors of Education, 1934

European Education Local Civil Service

Compulsory education

It was recommended and has since been approved that all pupils attending any one of these schools should pay the same fee.

5. As a result of a further recommendation, that there should be close co-operation between the Departments of Agriculture and Education in the matter of agricultural education, it may be recorded that the Director of Agriculture of Kenya agreed that one of his officers should be seconded as a special liaison officer to whom matters of agricultural education are referred and who would be responsible for the Junior School in the district concerned.

Conference of Directors of Education 1934

6. The Conference was postponed until January 1935. During the interval the following matters were discussed:

- The interests of the African.
- The training of Indian teachers.
- The cinema in education.
- Correspondence courses.

The decisions of the Governments on recommendations submitted to them concerning these matters have not been made public at the time of writing this Report.

European Education Local Civil Service

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Compulsory Education

The important question of compulsory education continued to receive a good deal of attention and publicity

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10. It was unfortunately not possible to remedy the defects in the accommodation for boarders at the Girls Secondary School during the year.

Boarding accommodation Mt. Nairobi

11. The year 1934 was closed by the completion of the first advanced course at a school in this school and in July one pupil passed the Higher School certificate examination.

Prince of Wales S.S.I

12. A comparatively uneventful year is to be recorded, in which quiet but steady progress was made. Outstanding events are the growth of the Government Girls' School in Mombasa in the new building and the opening of an elementary boys' school in the building formerly occupied by the girls. The number of new schools claiming to be placed on the grant-in-aid list has increased considerably, particularly in the case of special schools catering for young children and from schools in the scattered trading centres.

Indian education

13. The following important matters in connection with African education were dealt with during the year and further reference to them is made in other sections of this Report:

African education

- The revision of the grant-in-aid rules.
- The setting-up of District Education Boards.
- The revision of the syllabuses for primary and elementary schools.
- The building of a new Government African school in the South Kavirondo District at Keso and
- The extension of the school at Kagumo so as to admit pupils from all the Kikuyu districts.

14. Once again this year it has been necessary to concentrate the efforts of the whole staff of the Department on the task of maintaining efficiency and reducing expenditure. The total amount spent on education from central funds was £170,271, as compared with a total of £165,815 in 1933.

Economy

The total number of children in Government and aided schools rose from 37,465 in the previous year to 46,012.

The continued need of economy has meant, however, that many necessary or desirable schemes for extension or improvements have had to be deferred.

CHAPTER II.

LEGISLATION AND ADMINISTRATION

Legislation.

Grant-in-aid of African Education Rules, 1933

The procedure adopted in drafting the new Rules and their aims were described in the Annual Report for 1933. The Rules were approved in their final form before the middle of the year under review and were brought into force on the 1st January, 1934. A copy of the Schedule attached to the Rules is given in Appendix C.

It will be recalled that the chief defects found in working the old Rules were that they involved a disproportionate expenditure on large central schools and had led to a system of imbalances and inequities in relation to both the schools and the local officers.

Under the new Rules the following types of schools are recognized as eligible for the purpose of grant-in-aid:-

- (a) Sub-elementary schools, i.e. the basic schools in which instruction does not extend beyond Standard I.
- (b) Elementary schools which complete the syllabus for Standard III and at the same time proceed a year or two beyond this stage.

Schools providing for the training of elementary teachers. These are schools taking the syllabus to at least Standard IV and in which a European is available for the supervision of elementary teachers.

(c) Primary schools.

(d) Primary schools in which a European is available for the supervision of elementary teachers.

(e) Girls' schools.

(f) Technical schools.

(g) Schools in which the instruction is given in a language other than English.

(h) Schools in which the instruction is given in a language other than English and in which the use of text books is not compulsory.

The Rules also provide for grants for elementary schools and for the purchase of books for the development of secondary schools. It is emphasized that the development of secondary schools in a large area must be adequately supervised and adequate supervision is being interpreted to mean European supervision. The instructions with regard to this schools are issued in such a way as to encourage Local Native Councils and to assist the school to the best of their ability but their main responsibility to meet exceptional circumstances is the books and material in the schools. The Local Native Council

is committed to other expenditure. Under this section an increased rate of grant is payable to the school from central funds.

Under the new Rules, Mission primary boarding schools have been released from the obligation of training technical apprentices to qualify for grant-in-aid. That is to say the training at the Native Industrial Training Depot has been brought into line with other post-primary work. These schools will, however, have to continue to train other than the school primary course. There must be attached to the school either a class in which teachers are trained or some other approved course not being a secondary course. Advantage is being taken of this to organize vocational classes in one school to serve a comparatively large area. Thus, at one Mission school teachers will be trained for several neighbouring primary schools at another post-primary agricultural course is attached to which candidates are sent from several schools. In order that the practical subject of the primary school course shall be properly taught a condition has been made that to qualify for a grant these schools must employ qualified instructors in manual training and in agriculture.

In the Girls' schools the standard of literary education is emphasized, the rule requiring provision for general instruction up to the fourth standard only. The subjects that are particularly stressed here are housewifery and hygiene.

These Regulations follow closely the lines of those laid down in the previous year.

The necessity is stressed of reaching agreement on standardized nomenclatures for the vernaculars requested for grant-in-aid. The standardization of the vernacular in several cases presents a very difficult and intricate problem and it is hoped that working in the vernaculars to agree on a uniform system of spelling.

As soon as the claims were prepared forms covering all types of schools and services were sent to the Mission schools and applications for grant-in-aid were invited. The total claims received came to a total of rather more than £47,000. The maximum amount that it was found possible to provide under the Estimate for 1934 was £47,500. A revision of the claims was therefore necessary and negotiations were opened with the Kenya Missionary Council in respect of the total grant available to the primary schools and with

Girls' schools.

Secondary schools.

Vernacular text-books.

Procedure adopted.

CHAPTER II

LEGISLATION AND ADMINISTRATION

Legislation.

Grant-in-aid of
African
Education
Rules, 1935

The procedure adopted in drafting the new Rules and their aims were described in the Annual Report for 1933. The Rules were approved in their final form before the middle of the year under review and they were brought into force on the 1st January 1935. A copy of the Schedule attached to the Rules is shown in the Appendix.

It will be recalled that the chief defects found in working the old Rules were that they involved a disproportionate expenditure on large compound schools and had led to a systematic lability of expenditure on both the schools and the head teachers.

Under the new Rules the following types of schools are covered and recognized for the purpose of grant-in-aid—

1. Sub-elementary schools, i.e. the best schools in which instruction extends upwards beyond Standard I.

2. Elementary schools, which complete the syllabus for Standard III, and in which a pupil spends a year or two beyond this stage.

3. Schools providing training for elementary teachers.

These are schools taking the syllabus to at least Standard V and in which a European or available African teacher is employed as a teacher.

4. Training institutions.

5. Private schools.

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It will be seen that the new Rules are designed to encourage the development of a large number of small schools in the rural area. It is also necessary that the schools must be adequately supervised and deputized services must be interpreted to mean European supervision. The scheme made with regard to these schools is not meant to be a way of encouraging, like the Native Councils, to do the best for the school to the best of their ability, and have no special regulation to meet exceptional circumstances. It is not intended that in cases where the Local Native Council

is committed to other expenditure under this section, an increased rate of grant is payable to the school from central funds.

Under the new Rules, the Native Councils, in making claims, have been released from the obligation of submitting technical appendices to enable the grant-in-aid officer to assess the training of the Native Industries Councils. Progress has been brought into line with that of primary work. These schools will, however, be restricted to the extent that the school premises, which must be attached to the school either a class in which teachers are trained, or some other approved work not being a secondary course. Advantage is being taken of this provision to attach to some schools to serve a compound of some kind, such as a Mission school, teachers' quarters, a dispensary, or a neighbouring primary school, an institute, or a post primary agricultural course. Attached to such a compound is an amount from several schools. In order that the practical subject of the primary school course shall be properly taught, a condition has been made that to qualify for a grant, these schools must employ qualified instructors in manual training and agriculture.

In the Girls' schools, the standard of literary education is emphasized, the rule regarding provision for general and vocational education up to the fourth standard only. The subjects that are particularly stressed here are housewifery and hygiene.

These Regulations follow closely the lines of those laid down in the previous year.

The necessity is stressed of reaching agreement on standardized orthographies for the vernaculars selected for use in schools. The standard form of the vernacular in several areas presents a very difficult problem and it is hoped that the offer of grant-in-aid is heading in time assist those working in the vernaculars to agree on a uniform system of spelling.

As regards the financial side, the claims covering all types of schools, and all years, were sent to the Mission schools and applications for grant-in-aid were invited. The total claims received amount to a sum of rather more than £47,000. The maximum amount that was found possible to provide, under the Estimates for 1935, was £37,500. A revision of the claims was then invited, and negotiations were opened with the Kenya Mission in respect of the total grant available. Provision was made with

Girls' schools.

So-called
schools.

Vernacular
text-books.

Procedure
adopted.

the authorities of each of the three Roman Catholic Vicariates, in the matter of grant to Catholic schools. In this way it was possible to settle all proposed allocations in a comparatively short time on the cooperation of the Missions in this regard, and also what "black" work was very much appreciated.

10. It was found that it would be quite impossible to aid the sub-elementary schools under the provision proposed for 1931. No grants were awarded under this head apart from the small amount for the schools on the Tana River and on the Nankatema Mission. Since no vernacular Government claims were raised in respect of vernacular text books, the following is the statement of schools of the Department for the year ending 31st December 1931:

Elementary schools	302
Sub-elementary schools	4
Primary day schools	1
Primary boarding school for boys	12
Boarding schools	17
Special schools	2

11. It is proposed that the education of grant to sub-elementary and elementary schools will in future be made by District Education Boards, subject to the approval of the Director. In the first year these claims are being submitted through the Inspectors of Schools of the respective District Education Boards. The claims made direct to the District for all other schools come under two heads, "White" and "Semi-White".

12. The Director proposes to award only half rates in the first year of the new Rates, a certain portion of the grant to sub-elementary and elementary schools will continue to be paid under the old rates, and the new Rates will continue to be paid under the old rates for a period not exceeding three years.

13. District Education Bodies in African districts have attracted much attention since the Secretary was instructed by the Board on the subject in 1930. Proposals were submitted and considered by the Advisory Council on African Education at the Conference of Directors of Education and District Commissioners meeting. The resulting legislation is an Ordinance to Make Provision for the Establishment of District Education Boards in the Colony, which came into

force in August. The importance of paramount importance to African education and may well come to be regarded as a turning point in the development of schools in the Native Reserves.

14. The former school area committees had gradually become ineffective, chiefly for two reasons. They had no control over finance and little influence on the allocation of grants and further they were not in close contact with the Local Native Councils which were not the subsidised educational services in an increasing degree. These defects have been rectified under the new Ordinance.

15. The membership of a Board consists of African members, not exceeding six in number, nominated by the Local Native Council of persons, not exceeding four in number, nominated by the managers of the schools in the district and of Government officials. The principal innovation with regard to the duties of the Board is that the Board is empowered to allocate, subject to the approval of the Director, grants in aid of elementary and sub-elementary schools from funds placed at the disposal of the Board by the Director and by the Local Native Council or Councils concerned. Other responsibilities of the Board deal with the establishment of elementary and sub-elementary schools, supervision of the working and management of such schools, and the general promotion and improvement of the education and development of the African in accordance with any directions which the Director may issue.

16. Immediate steps were taken to establish Boards in the districts where they were most needed. Boards have been set up in North Kavirondo, Central Kavirondo, South Kavirondo, South Nyasa, Barr Hall, Kiambu and Machakos. The first six of these Boards met early in 1935 and in 1936 to make recommendations for the allocation of grants to the districts concerned. Great enthusiasm and keenness have been displayed at the inauguration of these Boards and many valuable recommendations have already been made. It is clear that as *ad hoc* bodies, which are in close contact with the Local Native Council through the District Commissioner, who is Chairman, and the African members, and with the Education Department, through the Inspector of Schools, who is usually appointed Secretary, these Boards will fulfil a long-felt need.

The authorities of each of the three Roman Catholic Vicariates, in the matter of grants to Catholic schools. In this way it was possible to settle all proposed allocations in a comparatively short time and the co-operation of the Missions in this heavy and somewhat thankless task was very much appreciated.

10. It was found that it would be quite impossible to aid the sub-elementary schools under the provision proposed for 1935. No grants were awarded under this provision proposed for 1935. The grant to the school on the Tana River awarded by the Neukirchner Mission. Since no vernacular Government schools have been established with the approval of the Government, the following table shows the number of pupils at the Government schools in the district for the year 1934.

Elementary schools	202
Elementary schools training teachers	1
Primary day schools	7
Primary boarding schools for boys	42
Primary day schools	17
Government schools	2

It is pointed out that the allocation of grant to sub-elementary and elementary schools will in future be made by District Education Boards, subject to the approval of the Director of Education for the year. These claims are being submitted to the Inspectors of Schools of the respective District Education Boards. The claims made direct to the head office of the Department are to be paid by direct bills only. Salaries of Government school teachers are to be paid under the provisions of the new law for a certain portion of the grant. The balance of the grant will continue to be paid under the provisions of the existing law for a period not exceeding three years.

11. The District Education Boards in African territories have attracted the attention of the Secretary of State for the Colonies on the subject in 1930. Proposals were made for their consideration by the Advisory Council on African Affairs at the Conference of Directors of Education held in London in 1931. The resulting legislation was the Education (African Territories) Bill which came into force in August. This Ordinance is of paramount importance to African education and may well come to be regarded as a turning point in the development of schools in the Native Reserves.

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12. The former school area committees have gradually become ineffective, chiefly for two reasons. They had no control over finance and little influence on the allocation of grants and further they were not in close contact with the Local Native Councils which were mainly outsiders to educational services in an increasing degree. These defects have been rectified under the new Ordinance.

13. The membership of a Board consists of African members, not exceeding six in number, nominated by the Local Native Council of persons, not exceeding four in number, nominated by the managers of the schools in the district and of Government officials. The principal innovation with regard to the duties of the Board is that the Board is empowered to allocate, subject to the approval of the Director, grants in aid of elementary and sub-elementary schools from funds placed at the disposal of the Board by the Director and by the Local Native Council or Councils concerned. Other responsibilities of the Board deal with the establishment of elementary and sub-elementary schools, supervision of the working and management of such schools, and the general promotion and improvement of the education and development of the African in accordance with any directions which the Director may issue.

14. Immediate steps were taken to establish Boards in the districts where they were most needed. Boards have been set up in North Kavirondo, Central Kavirondo, South Kavirondo, South Nyeri, Fort Hall, Kaimosi and Machelong. The first six of these Boards met early in 1935 and in their tentative recommendations for the allocation of grants to the districts concerned. Great enthusiasm and keenness have been displayed at the inauguration of these Boards and many valuable recommendations have already been made. It is clear that as *ad hoc* bodies, which are in close contact with the Local Native Council through the District Commissioner, who is Chairman, and the African members, and with the Education Departments through the Inspector of Schools, who is usually appointed Secretary, these Boards will fulfil a long-felt need.

Payment of fees in Government European and Indian schools

16. It was found that the Education (Fees) 1933 Rules which were mentioned last year, acted somewhat harshly in those cases where the population still fluctuates considerably. The Rules were therefore amended by the addition of a proviso such as the one in Appendix D to this Report. The effect of this amendment is that the Government should have withdrawn early in the term, there is a remission in respect of the period during which the child is not at school. There is also an abatement of fees for a complete month of absence due to illness.

Advisory Council

17. The membership of the Advisory Council on European Education was increased early in the year with a view to strengthening the Council and making it more fully representative. Two meetings were held during the year and advice was tendered on the following matters:

- (a) The Education of European children in the Colony.
- (b) Conditions of award for overseas scholarships.
- (c) Accommodation at the Girls' Secondary School, Nairobi.
- (d) The co-ordination of efforts in education at various institutions throughout the country.
- (e) A memorandum on the general educational policy.

The memorandum on general policy is a valuable document, summarizing conclusions reached by the Council after long deliberation.

General policy

18. The salient points in the Council's recommendations were that the outstanding necessities at present are the securing of regular attendance at school and provision to enable boys and girls to proceed without difficulty to a reasonable degree of education beyond the primary stage. It was therefore recommended that

- (a) every child should be compelled to attend school between the ages of 5 and 11 years, with a proviso that compulsion should not be enforced in the case of children under the age of 8 years whose attendance at school would involve boarding.
- (b) every child should receive an opportunity of attending school until at least the completion of Form 2 of the Central school course;

and the courses should continue to be general in character.

19. The Advisory Council on Indian Education met twice during the year. The Council made recommendations on the following matters:—

- (a) Grants-in-aid.
- (b) Media of instruction in Indian schools.
- (c) Employment of Indian boys leaving school.
- (d) Grants of land to schools in Nairobi.
- (e) Hostel at the Secondary School, Nairobi.
- (f) Terms of service for Indian teachers.
- (g) Date of London Matriculation examinations.
- (h) Orphan pupils in Government Indian schools.
- (i) Remission of fees in primary schools.
- (j) Age of admittance to schools for girls.

Indian education

20. The Advisory Council on African Education met twice during the year. The Council tendered advice on the following matters:—

African education

- (a) Local Education Authorities, the draft scheme which resulted in the District Education Boards Ordinance.
- (b) The Draft Rules which became the "Grant-in-Aid Rules, 1934".
- (c) Revision of syllabuses for primary and elementary schools.
- (d) Classification of text-books for use in schools.
- (e) Education of native juveniles in Nairobi.
- (f) The independent schools.
- (g) The abolition of the elementary school examination.
- (h) The imposition of fees in Government African schools.

21. The Advisory Council on Arab Education met once in April. The chief business of the meeting was to consider the sub-committee's report on the demands put forward by representatives of the Arabs, Banahis and the "Twelve Tribes". The Chairman reported that Government was unable to approve certain of these demands, particularly those relating to the medium of instruction, the inclusion of Arabics and the exclusion of Africans from the schools. Some members expressed dissatisfaction with this decision. Other business transacted at this meeting dealt with award of instruction and an application for a new school, shortly afterwards four

Arab education

Payment of fees in Government European and Indian schools

16. It was found that the Education (Fees) 1933 Rules which were mentioned last year, acted somewhat harshly in many areas where the population still fluctuates considerably. The Rules were therefore amended by the addition of a proviso which is shown as Appendix D in this Report. The effect of this amendment is that if a pupil withdraws early or withdraws early in the term, there is a remission in respect of the period during which the child is not at school. There is also an abatement of fees for each complete month of absence due to illness.

Advisory Councils

17. The membership of the Advisory Council on European Education was increased early in the year with a view to strengthening the Council and making it more fully representative. Two meetings were held during the year and the advisory was for the following matters:

- The Education of European children in the country.
- Conditions of award of overseas scholarships.
- Accommodation at the Girls' Secondary School, Nairobi.
- The co-ordination of efforts in education at various institutions throughout the country.
- A memorandum on the general educational policy.

The memorandum on general policy is a valuable document summarizing conclusions reached by the Council after long deliberation.

General policy

The salient points in the Council's recommendations were that the outstanding necessities at present are the securing of regular attendance at school and provision to enable neglected girls to proceed without difficulty to a reasonable degree of education beyond the primary stage. It was therefore recommended that

(a) every child should be compelled to attend school between the ages of 5 and 16 years with a proviso that compulsion should not be enforced in the case of children under the aged 8 years whose attendance at school would involve boarding.

(b) every child should receive an opportunity of attending school until at least the completion of Form 2 of the ordinary school course;

(c) the system should continue to be general in character

18. The Advisory Council on Indian Education met twice during the year. The Council made recommendations on the following matters:—

- Grants-in-aid.
- Means of instruction in Indian schools.
- Employment of Indian boys leaving school.
- Grants of land to schools in Nairobi.
- Cost of the Secondary School, Nairobi.
- Terms of service for Indian teachers.
- Date of London Matriculation examinations.
- Goan pupils in Government Indian schools.
- Remission of fees in primary schools.
- Age of admittance to schools for girls.

19. The Advisory Council on African Education met twice during the year. The Council tendered advice on the following matters:

- Local Education Authorities, the draft scheme which resulted in the District Education Boards Ordinance.
- The Draft Rules which became the "Grant-in-Aid Rules, 1934".
- Revision of syllabuses for primary and elementary schools.
- Classification of text-books for use in schools.
- Education of native juveniles in Nairobi.
- The independent schools.
- The abolition of the elementary school examination.
- The imposition of fees in Government African schools.

20. The Advisory Council on Arab Education met once in April. The chief business of the meeting was to consider the sub-committee's report on the demands put forward by representatives of the Arabs and the "Luwero Tribes". The Chairman reported that Government was unable to approve certain of these demands, particularly those relating to the medium of instruction, the number of teachers and the exclusion of Africans from the schools. It was noted that expressed dissatisfaction with this report had been manifested at this meeting itself with regard to instruction and an application for a new school for the tribe, afterwards from

Arabs and one European resigned from membership of the Council. The period of office of the Council came to an end in July and the five remaining members were reappointed to form the new Council.

22. In the controversy there has therefore been a period of postponing which further consideration of these problems has been possible. In the meantime the teaching of English has been encouraged and has improved steadily and the proportion of Mohammedan boys at the Arab School, Mumbai, has risen to a total roll of 240 in the school, of whom 180 are Mohammedan.

Board of Examiners

23. The Board of Examiners met in April and made recommendations on the following matters:—

- (a) Elementary school examination.
- (b) Appointment of examiners for the 1934 examination.
- (c) Syllabuses for teachers' examinations.
- (d) Agriculture in African schools.
- (e) Draft syllabuses for elementary and primary schools.
- (f) Text books in African schools.

Administration.

24. The post of Chief Inspector of Schools, which was left in abeyance during the whole of the year, was filled at the beginning of 1933. The Supervisor of Technical Education and one Inspector of Schools were absent on overseas leave until April. A second Inspector was absent on leave from April until the end of the year. In September, an Education Officer from the staff of the Prince of Wales School was seconded to the Inspectorate and attached to the head office by special duty. There was therefore a considerable shortage of staff during most of the year and as a result the routine inspection of schools had to be somewhat drastically curtailed especially in one area, the Kikuyu District.

25. The movements of the teaching staff were reflected in a considerable number of changes at some of the schools, but the present system of selecting relief teachers locally worked satisfactorily on the whole and no insuperable difficulty in finding suitable substitutes was encountered. It has already been noted in another section of this Report that considerable progress was made in stabilizing salary scales under the Civil Service system.

CHAPTER III.

FINANCE.

The expenditure on education during the year amounted to £170,271. The following table shows the expenditure during the last seven years:—

	Admini- stration	Euro- pean	Indian	Arab	African	Extra- ordinary	Total
1928	£ 14,765	£ 42,492	£ 24,963	£ 72,000		£	£
1929	15,993	49,360	25,603	74,131		10,385	162,385
1930	17,571	49,319	30,862	3,068		15,639	130,722
1931	16,363	49,189	34,348			7,922	140,482
1932	15,914	48,126	32,871	76,472		2,646	184,869
1933	15,171	42,400	31,675	5,975	70,594	1,722	174,665
1934	13,890	44,011	33,818	5,141	72,411	876	166,691
						Nil	170,271

or 8% of Colonial Expenditure.

* Note: The Expenditure on Arab and African Education was separated for the first time in 1933.

2. The net cost to the Colony of education during the year has risen slightly in comparison with the previous year but is still below the total for 1928. The following table shows the net expenditure for the last seven years:—

	Gross Expenditure	Educational Revenue	Net Expenditure
1928	£	£	£
1929	162,385	16,302	146,083
1930	190,726	19,463	161,263
1931	184,882	20,984	169,498
1932	184,869	24,021	160,848
1933	174,665	28,667	145,938
1934	166,691	26,563	140,128
	170,271	25,667	144,604

3. The number of pupils in Government and other schools has increased during the last seven years as shown below.

	1928	1934	Increase	Decrease
EUROPEAN				
Government Schools	1,156	1,156		
Aided Schools	4	4		
INDIAN				114
Government	1,304	1,209		142
Aided Schools	514	429		282
ARAB AND AFRICAN				
Government Schools	335	437	256	
Aided and Unaided Schools	49	49		

Economy.

4. Owing to the continued demands for economy it was necessary to effect savings under all heads of expenditure. The table below shows the savings under six heads of expenditure:-

	Amount Voted	Amount Spent	Saving
	£	£	£
Salaries	14,110	13,890	220
Grants	46,542	44,011	2,531
Stores	6,439	3,818	2,621
Travelling	6,218	6,141	77
Contingencies	77,586	72,411	5,175
Total	178,985	170,271	8,694 4.9%

The large amount saved in African education is mainly due to the fact that several new officers appointed from overseas in 1933 did not arrive till the year following and also that there was a saving of some £1,200 in grants to Missions.

The amount of £13,980 expended on Administration is lower than the 1928 figure. The decrease in comparison with the previous year is due partly to the transfer of an amount of £700 for a number of posts to the various parent territories of expenditure.

The gross cost of the tuition of European children in Government schools amounted to £31,621 in 1934 or to £27.47 per pupil as compared with £30,340 or £27.75 per pupil in 1933. The amount of fees paid by parents increased from £4,067 to £4,442. The net per capita cost of tuition therefore was £23.19 as compared with £23.11 in 1933. This slight increase in tuition costs was due mainly to increased salaries of staffs during the year. The increase in remuneration on leave and absence in the amount of fees paid rises from 10.5 per cent to 12.5 per cent of the amount of fees.

The gross cost of primary education was £19,911 or £20.65 per pupil as against £19,460 or £22.4 per pupil in the previous year and the net cost per pupil was £19 compared with £18.06 in 1933. There has therefore been a small reduction in the average cost of the net per capita cost rose from £18.06 to £18.75. The average expenditure per pupil was £22.1 per cent of the whole expenditure on education as against £21.7 per cent in the previous year.

9. The gross cost of secondary education was £11,110 or £61.12 per pupil as against £10,860 or £47.4 per pupil in the previous year and the net cost per pupil was £43.13 compared with £41.5 in 1933. This increase is to be accounted for by an increase in the number of officers on leave by the payments of normal increments of salary to staffs and by an increase in the remission of fees.

10. The fee revenue amounted to £1,795, or 15.3 per cent of the whole expenditure compared with £1,366 or 12.5 per cent of the whole expenditure in 1933. This increase in revenue is due to an increase in the fee charged in the secondary classes from £6.15 to £15 per annum. The increase of revenue would have been greater had not the additional fee charged for children from other territories been abolished.

11. The expenditure from the education vote amounted to £11,831 and the amount actually collected in respect of boarding fees due in the year was £11,391. The revenue collected under the present arrangement whereby a boarding fee of £45 per annum is charged practically covered the charges met from the Education Department vote.

12. The gross cost of Indian tuition amounted to £26,240 as compared with £25,266 in 1933. The gross per capita cost decreased from £9.19 to £9.5. The net per capita cost was £6.19 as against £7.16. This decrease is to be accounted for by the reduction of the European staff in the two secondary schools from four officers to two and also because there was an increase in the number of pupils attending the schools.

13. The total fee revenue was £5,540 or 24.8 per cent of the total expenditure as against £5,511 or 21.8 per cent of the total expenditure in the previous year. The increase in fee revenue is explained by an increased number of pupils in the primary schools and an increase in the secondary school fee from £1.12 per year to £1.15.

14. The expenditure on education in aid decreased from £67 to £5,041 owing to the inability of some schools on the grant-in-aid list to claim the full amount allocated to them. The amount paid in grants-in-aid of four education rose from £304 to £575. Four schools in which children receive instruction were assisted.

15. The expenditure on tuition amounted to £12.7 per head as against £14.2 in 1933. This is to be accounted for by an increase in the number of pupils attending the schools.

European secondary tuition costs

Fee revenue

Secondary tuition

Boarding costs in European schools

Indian education costs

Arab education

Administration

European tuition

European primary tuition

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Education Department Annual Report, 1934

PART I

HISTORICAL SURVEY.*

I.—African Education.

The development of education for the African in Kenya has been by three stages—

- (a) before British occupation, 1846-90;
- (b) from the beginning of British occupation till the setting up of the Education Department, 1891-1911;
- (c) from 1911 onwards.

During the first and second stages a few Christian missions were the only educating agents; indirect Government help being given latterly by grants of land.

2. The Education Department began work in 1911, when the first Director, Mr. J. R. Orr, was appointed; from that time Government has increasingly subsidized approved mission schools, and has also built up its own system of Government African schools.

3. The first Government subsidies were *per caput* grants earned on test of pupils; but from 1916 a system of inspection was brought progressively into operation, then codified by the Education Ordinances of 1924, and the Grant-in-Aid Rules of 1925. In these two years the Native Industrial Training Depot and the Jefferies School were started; followed in 1926 by the Alliance High School.

4. Meanwhile, in the Local Native Councils of the Native Reserves there has grown up a determined and generous interest in education; for this reason, and others relating to other branches of education, a new Education Ordinance was passed in 1931 in which is embodied the present Government policy of co-operation with Missions and Local Native Councils in all branches of African education.

II.—European Education.

5. The European School, Nairobi, was opened by the Kenya and Uganda Railway in 1904; it became a boarding school in 1913, under Government control. The formation of an Education Department took developments up country;

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two small day schools were opened, one at Nakuru, the other a farm school on the Usain Gishu Plateau. In 1915 the Eldoret School was opened for boarders with a group of farm schools; in 1918 Nakuru School also became a boarding school. Since the War many other schools, Government and private, have sprung up; loan funds, during the period of prosperity, rebuilt the older Government schools, and provided new building at other centres. There are now in the Colony two Government schools, one for girls (Nairobi) and one for boys (Prince of Wales School) of proved secondary status.

III.—Indian Education.

6. The Indian School, Nairobi, was founded by the Railway in 1906. Taken over by the first Director in 1912, it soon became overcrowded; and development all over the Colony has, from that time, been continuous—so rapid as to be embarrassing to a small colonial Government, but helped by the traditional zeal and generosity of the Indian community in the affair of educating their children.

7. The policy has been to provide Government schools in the more populous centres, such as Mombasa, Nairobi, Kisumu, Eldoret, Nakuru; and to assist private schools by grants-in-aid. The two secondary schools, at Mombasa and Nairobi, are among the largest schools in the Colony.

IV.—Arab Education.

8. The history of Arab education at the Coast is that of a struggle between those who desire nothing more than traditional teaching based on the Koran, and those more enlightened who have pressed Government to provide schools and schooling of the "Western" type.

9. Acceding to this enlightened demand, Government, in 1912, opened the Arab School, Mombasa. This was relatively successful, and, after the war, in 1919, Government opened a second school at Malindi, with the financial help of the hon. Sheikh Ali bin Salim (now Sir Ali bin Salim, K.B.E., C.M.G.).

10. In 1920 a school was opened at Lamu, this was unsuccessful and had to be closed in 1931. This failure was symptomatic of the struggle, for it was precisely at this time that Arab education, based on the original Mombasa school of urban type, and on Malindi with its small affiliated group of village schools, was reaching its present culmination, the opening, in October, 1931, of the Coast Secondary School, a boarding school on modern English lines, at Shimo-la-Tewa.

PART II CHAPTER I

OUTSTANDING EVENTS OF THE YEAR

The Director, Mr. H. S. Scott, left the Colony, pending retirement, on the 9th November, 1934, after six years of devoted work at the head of the Department. Mr. Scott's wide experience in educational and financial administration was invaluable to the Department and to the Colony as a whole during a time of exceptional difficulty. Mr. Scott's period of office was memorable for the passing of the Education Ordinance, 1931, and connected Rules and Regulations; for many improvements in the administration of the Department and a general clarification of its aims. This opportunity is taken of congratulating Mr. Scott on the award of the C.M.G. in recognition of his services and of wishing Mr. and Mrs. Scott the best of health and happiness in the future.

Retirement of
Mr. H. S.
Scott.

2. Mr. E. G. Morris, the new Director, arrived on transfer from Uganda on the 25th November, 1934. Mr. R. H. W. Wisdom, Inspector of Schools, acting during the intervening period.

3. Reference was made to this Conference in last year's Report and its recommendations were made public in 1934. The most important of the recommendations made related to general policy in regard to African education. A summary of this recommendation appears as Appendix A of this Report.

Conference of
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Education,
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4. Another important recommendation was with reference to the introduction of uniform fees for pupils from various territories attending institutions which provide educational services for more than one of the territories. The institutions concerned were the following:—

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- The primary schools for Europeans.
- The secondary schools for Indians.
- The Jeanes School.
- The secondary school for Arabs.

Uganda.

- Makerere College, and the special courses attached to Makerere.

Zanzibar

- The Government Girls' School

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Zanzibar.

- The Government Girls' School.

It was recommended and has since been approved that all pupils attending any one of these schools should pay the same fee.

5. As a result of a further recommendation, that there should be close co-operation between the Departments of Agriculture and Education in the matter of agricultural education, it may be recorded that the Director of Agriculture of Kenya agreed that one of his officers should be regarded as a special liaison officer to whom matters of agricultural education are referred and with whom the Agriculturalist at the Jujaes School is in constant consultation.

6. This Conference was postponed until January 1935. Among the various matters of interest discussed were the following:

The university education of Africans.

The training of Indian teachers.

The cinema in education.

Correspondence courses.

The decisions of the Governments on recommendations submitted to them concerning these matters have not been made public at the time of writing this Report.

7. The formation of a Kenya European Local Civil Service was under consideration during the year and the service was inaugurated on the 1st January, 1935.

8. All teaching posts in Government European primary schools and all matrons' posts have been brought into the Local Civil Service, though many of the present holders of these posts remain unaffected. The salary scales are attached to this Report as Appendix B.

9. Many appointments to the Local Service have already been made at the time of writing this Report. In these appointments it is necessary to distinguish between locally engaged teachers and "locally educated" teachers. It has been possible to appoint many well-qualified masters and mistresses of the first category. The appointment of persons of the second category is beginning and a start has been made with several junior mistresses and learner matrons who had been educated in Kenya schools.

10. The important question of compulsory education continued to receive a good deal of attention and publicity

Conference of
Directors of
Education
1934

European
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Local Civil
Service

Compulsory
education

during the year. The continued need for economy rendered it impossible to give practical effect to any of the recommendations which had been made.

10. It was unfortunately not possible to remedy the defects in the accommodation for boarders at the Girls' Secondary School during the year.

Boarding
accommoda-
tion, Nairobi.

11. The year 1934 has been marked by the completion of the first advanced course in science at this school and in July one pupil passed the Higher School Certificate examination.

Prince of
Wales School.

12. A comparatively uneventful year is to be recorded, in which quiet but steady progress was made. Outstanding events are the growth of the Government Girls' School in Mombasa in the new building and the opening of an elementary boys' school in the building formerly occupied by the girls. The number of new schools claiming to be placed on the grant-in-aid list has increased considerably, particularly in the case of special schools catering for young children and from schools in the scattered trading centres.

Indian
education

13. The following important matters in connection with African education were dealt with during the year and further reference to them is made in other sections of this Report—

African
education.

The setting of the grant-in-aid rules;

The revision of District Education Boards;

The revision of the syllabuses for primary and elementary schools;

The building of a new Government African school for South Kavirondo District at Kisi; and

The extension of the school at Kagumo so as to admit pupils from all the Kikuyu districts.

14. Once again this year it has been necessary to concentrate the efforts of the whole staff of the Department on the task of maintaining efficiency and reducing expenditure. The total amount spent on education from central funds was £170,271, as compared with a total of £165,815 in 1933.

Economy.

The total number of children in Government and aided schools rose from 37,405 in the previous year to 46,312.

The continued need for economy has meant once more, that many necessary or desirable schemes for extension or improvements have had to be deferred.

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CHAPTER II.

LEGISLATION AND ADMINISTRATION.

Legislation.

Grant-in-aid of
African
Education
Rules, 1934

The procedure adopted in drafting the new Rules and their aims were described in the Annual Report for 1933. The Rules were approved in their final form before the middle of the year under review and they were brought into force on the 1st January, 1934. A copy of the Schedule attached to the Rules is shown in this Report as Appendix C.

2. It will be recalled that the chief defects found in working the old Rules were that they involved a disproportionate expenditure on large central schools and had led to a system of laborious and intricate accounting at both the schools and the Head Office.

3. Under the new Rules the following types of schools and services are recognized for the purpose of grant-in-aid—

- (a) Sub-elementary schools, i.e. the bush schools in which instruction rarely proceeds beyond Standard I.
- (b) Elementary schools, which complete the syllabus for Standard III, and in many cases proceed a year or two beyond this stage.
- (c) Schools providing training for elementary teachers. These are schools taking the syllabus to at least Standard IV and in which a European is available for the training of elementary teachers.
- (d) Primary day schools.
- (e) Primary boarding schools for boys.
- (f) Girls' schools.
- (g) Secondary schools.
- (h) Grants-in-aid of female teachers.
- (i) Grants-in-aid of vernacular text books.

4. The Rules in respect of grants for elementary schools are purposely designed to encourage the development of sector or village schools serving definite areas. It is also stressed that such schools must be adequately supervised and adequate supervision is being interpreted to mean European supervision. The ordinary rule with regard to these schools is framed in such a way as to encourage Local Native Councils and managers to assist the school to the best of their ability, but there is also a regulation to meet exceptional circumstances in backward areas and in areas where the Local Native Council

is committed to other expenditure. Under this section, an increased rate of grant is payable to the school from central funds.

5. Under the new Rules, Mission primary boarding schools have been released from the obligation of training technical apprentices to qualify for grant-in-aid. That is to say, the training at the Native Industrial Training Depot has been brought into line with other post-primary work. These schools will, however, have obligations to fulfil other than the school primary course. There must be attached to the school either a class in which teachers are trained, or some other approved course not being a secondary course. Advantage is being taken of this to organize vocational classes in one school to serve a comparatively large area. Thus, at one Mission school teachers will be trained for several neighbouring primary schools, at another a post-primary agricultural course is attached to which candidates are sent from several schools. In order that the practical subjects of the primary school course shall be properly taught, a condition has been made that to qualify for a grant, these schools must employ qualified instructors in manual training and in agriculture.

6. In the girls' schools, the standard of literary education is not emphasized, the rule requiring provision for general literary education up to the fourth standard only. The subjects that are particularly stressed here are housewifery and hygiene.

7. These Regulations follow closely the lines of those laid down in the previous year.

8. The necessity is stressed of teaching agreement on standardized orthographies for the vernaculars selected for use in schools. The standardization of the vernacular in several areas presents a very difficult and intricate problem and it is for that the offer of grant under this heading will in time assist those working in the vernaculars to agree on a uniform system of spelling.

9. As soon as the Rules were approved, forms covering all types of schools and services were sent to the Mission schools and applications for grant-in-aid were invited. The total claims received came to a sum of rather more than £47,000. The maximum amount that it was found possible to provide, under the Estimates for 1934, was £37,500. A revision of the claims was therefore necessary and negotiations were opened with the Kenya Missionary Council, in respect of the total grant available for Protestant schools—and with

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the authorities of each of the three Roman Catholic Vicariates, in the matter of grants to Catholic schools. In this way it was possible to settle all proposed allocations in a comparatively short time and the co-operation of the Missions in this heavy and somewhat thankless task was very much appreciated.

10. It was found that it would be quite impossible to aid the sub-elementary schools under the provision proposed for 1935. No grants were awarded under this head apart from one small grant to the system of schools on the Tana River conducted by the Neukirchner Mission. Since no vernacular in Kenya has as yet been standardized with the approval of Government, no claims were received in respect of vernacular text books. The following are the numbers of schools of the specified types which have been brought on the grant-in-aid list:

Elementary schools	302
Elementary schools training teachers	1
Primary day schools	7
Primary boarding schools for boys	42
Girls' schools	17
Secondary schools	2

11. It is to be noted that the allocation of grant to sub-elementary and elementary schools will in future be made by District Education Boards, subject to the approval of the Director. For the first year, these claims are being submitted through the Inspectors of Schools of the respective areas pending the opening of banking accounts by the District Education Boards. The cheques made direct to the head office for all other services come under two headings only "Salaries" and "Boarding Grants". To avoid any harshness in the application of the new Rules, a certain portion of the grant to some of the primary schools will continue to be paid under the Rules previously in force, for a period not exceeding three years.

12. The matter of Local Education Bodies in African education had been given close attention since the Secretary of State's questionnaire on the subject in 1930. Proposals were exhaustively considered by the Advisory Council on African Education, the Conference of Directors of Education and a Provincial Commissioners meeting. The resulting legislation, an Ordinance to Make Provision for the Establishment of District Education Boards in the Colony, came into

force in August. This Ordinance is of paramount importance to African education and may well come to be regarded as a turning point in the development of schools in the Native Reserves.

13. The former school area committees had gradually become ineffective, chiefly for two reasons. They had no control over finance and little influence on the allocation of grants and further they were not in close contact with the Local Native Councils which were voting subsidies to educational services in an increasing degree. These defects have been rectified under the new Ordinance.

14. The membership of a Board consists of African members, not exceeding six in number, nominated by the Local Native Council of persons, not exceeding four in number, nominated by the managers of the schools in the district and of Government officials. The principal innovation with regard to the duties of the Board is that the Board is empowered to allocate, subject to the approval of the Director, grants in aid of elementary and sub-elementary schools from funds placed at the disposal of the Board by the Director and by the Local Native Council or Councils concerned. Other responsibilities of the Board deal with the establishment of elementary and sub-elementary schools, supervision of the working and management of such schools, and the general promotion and improvement of the education and development of the African in accordance with any directions which the Director may issue.

15. Immediate steps were taken to establish Boards in the districts where they were most needed. Boards have been set up in North Kavirondo, Central Kavirondo, South Kavirondo, South Nyeri, East Hell, Kiambu and Mombasa. The first six of these Boards met early in 1935 and in time to make recommendations for the allocation of grants to the districts concerned. Great enthusiasm and keenness have been displayed at the inauguration of these Boards and many valuable recommendations have already been made. It is clear that as *ad hoc* bodies, which are in close contact with the Local Native Council through the District Commissioner, who is Chairman, and the African members, and with the Education Department, through the Inspector of Schools, who is usually appointed Secretary, these Boards will fulfil a long-felt need.

Payment of fees in Government and European and Indian schools

16. It was found that the Education (Fees) 1933, Rules which were mentioned last year, acted somewhat harshly in many areas where the population still fluctuates considerably. The Rules were therefore amended by the addition of a proviso which is shown as Appendix "D" to this Report. The effect of this amendment is that if a pupil is admitted late, or withdrawn early in the term, there is a remission in respect of the period during which the child is not at school. There is also an abatement of fees for each complete month of absence due to illness.

Advisory Councils

European education

17. The membership of the Advisory Council on European Education was increased early in the year with a view to strengthening the Council and making it more fully representative. Two meetings were held during the year and advice was tendered on the following matters:—

- (a) The Education of European children in the mining areas.
- (b) Conditions of award for overseas scholarships.
- (c) Accommodation at the Girls' Secondary School, Nairobi.
- (d) The co-ordination of efforts in education at various institutions throughout the country.
- (e) A memorandum on the general educational policy.

The memorandum on general policy is a valuable document summarizing conclusions reached by the Council after long deliberation.

General policy

18. The salient points in the Council's recommendations were that the outstanding necessities at present are the securing of regular attendance at school and provision to enable boys and girls to proceed without difficulty to a reasonable degree of education beyond the primary stage. It was therefore recommended that—

(a) every child should be compelled to attend school between the ages of 7 and 16 years, with a proviso that compulsion should not be enforced in the case of children under the age of 8 years whose attendance at school would involve boarding;

(b) every child should receive an opportunity of attending school until at least the completion of Form 2 of the secondary school course;

(c) the courses should continue to be general in character.

19. The Advisory Council on Indian Education met twice during the year. The Council made recommendations on the following matters:—

- (a) Grants-in-aid
- (b) Media of instruction in Indian schools
- (c) Employment of Indian boys leaving school
- (d) Grants of land to schools in Nairobi.
- (e) Hostel at the Secondary School, Nairobi.
- (f) Terms of service for Indian teachers.
- (g) Date of London Matriculation examinations.
- (h) Goan pupils in Government Indian schools.
- (i) Remission of fees in primary schools.
- (j) Age of admittance to schools for girls.

20. The Advisory Council on African Education met twice during the year. The Council tendered advice on the following matters:—

- (a) Local Education Authorities, the draft scheme which resulted in the District Education Boards Ordinance.
- (b) The Draft Rules which became the "Grant-in-Aid Rules, 1934".
- (c) Revision of syllabuses for primary and elementary schools.
- (d) Classification of text-books for use in schools.
- (e) Education of native juveniles in Nairobi.
- (f) The independent schools.
- (g) The abolition of the elementary school examination.
- (h) The imposition of fees in Government African schools.

21. The Advisory Council on Arab Education met once in April. The chief business of the meeting was to consider the sub-committee's report on the demands put forward by representatives of the Arabs, Baluchis and the "Twelve Tribes". The Chairman reported that Government was unable to approve certain of these demands, particularly those relating to the medium of instruction, the teaching of Arabic and the exclusion of Africans from the schools. Some members expressed dissatisfaction with this decision. Other business transacted at this meeting dealt with Koran instruction and an application for a new school. Shortly afterwards four

Indian education

African education.

Arab education.

Payment of fees in Government European and Indian schools

16. It was found that the Education (Fees) 1933, Rules, which were mentioned last year, acted somewhat harshly in many areas where the population still fluctuates considerably. The Rules were therefore amended by the addition of a proviso which is shown as Appendix "D" to this Report. The effect of this amendment is that if a pupil is admitted late, or withdrawn early in the term, there is a remission in respect of the period during which the child is not at school. There is also an abatement of fees for each complete month of absence due to illness.

Advisory Council

European education

17. The membership of the Advisory Council on European Education was increased early in the year with a view to strengthening the Council and making it more fully representative. Two meetings were held during the year and advice was tendered on the following matters:-

- The Education of European children in the mining areas.
- Conditions of award for overseas scholarships.
- Accommodation at the Girls' Secondary School, Nairobi.
- The co-ordination of efforts in education at various institutions throughout the country.
- A memorandum on the general educational policy.

The memorandum on general policy is a valuable document summarizing conclusions reached by the Council after long deliberation.

General policy

18. The salient points in the Council's recommendations were that the outstanding necessities at present are the securing of regular attendance at school and provision to enable boys and girls to proceed without difficulty to a reasonable degree of education beyond the primary stage. It was therefore recommended that:-

- every child should be compelled to attend school between the ages of 7 and 16 years, with a proviso that compulsion should not be enforced in the case of children under the age of 8 years whose attendance at school would involve boarding;
- every child should receive an opportunity of attending school until at least the completion of Form 2 of the secondary school course;
- the courses should continue to be general in character

19. The Advisory Council on Indian Education met twice during the year. The Council made recommendations on the following matters:-

- Grants-in-aid.
- Media of instruction in Indian schools.
- Employment of Indian boys leaving school.
- Grants of land to schools in Nairobi.
- Hôtel at the Secondary School, Nairobi.
- Terms of service for Indian teachers.
- Date of London Matriculation examinations.
- Goan pupils in Government Indian schools.
- Remission of fees in primary schools.
- Age of admittance to schools for girls.

20. The Advisory Council on African Education met twice during the year. The Council tendered advice on the following matters:-

African education

- Local Education Authorities, the draft scheme which resulted in the District Education Boards Ordinance.
- The Draft Rules which became the "Grant-in-Aid Rules, 1934".
- Revision of syllabuses for primary and elementary schools.
- Classification of text-books for use in schools.
- Education of native juveniles in Nairobi.
- The independent schools.
- The abolition of the elementary school examination.
- The imposition of fees in Government African schools.

21. The Advisory Council on Arab Education met once in April. The chief business of the meeting was to consider the sub-committee's report on the demands put forward by representatives of the Arab, Baluchi and the "Twelve Tribes". The Chairman reported that Government was unable to approve certain of these demands, particularly those relating to the medium of instruction, the teaching of Arabic and the exclusion of Africans from the schools. Some members expressed dissatisfaction with this decision. Other business transacted at this meeting dealt with Koran instruction and an application for a new school. Shortly afterwards four

Arab education

Arabs and one European resigned from membership of the Council. The period of office of the Council came to an end in July and the five remaining members were reappointed to form the new Council.

22. In this controversy there has therefore been a period of respite during which further consideration of these problems has been possible. In the meantime the teaching of English has been encouraged and has improved steadily and the proportion of Mohammedan boys at the Arab School, Mombasa has risen. Out of a total roll of 240 at the end of the year only thirty were non-Mohammedans.

Board of Examiners.

23. The Board of Examiners met in April and made recommendations on the following matters:—

- (a) Elementary school examination.
- (b) Appointment of examiners for the 1934 examinations.
- (c) Syllabuses for teachers' examinations.
- (d) Agriculture in African schools.
- (e) Draft syllabuses for elementary and primary schools.
- (f) Text-books in African schools.

Administration.

24. The post of Chief Inspector of Schools, which was left in abeyance during the whole of the year, was filled at the beginning of 1933. The Supervisor of Technical Education and one Inspector of Schools were absent on overseas leave until April. A second Inspector was absent on leave from April until the end of the year. In September, an Education Officer from the staff of the Prince of Wales School was seconded to the Inspectorate and attached to the head office for special duty. There was therefore a considerable shortage of staff during most of the year and as a result the routine inspection of schools had to be somewhat drastically curtailed especially in one area, the Kikuyu Districts.

25. The movements of the teaching staff were reflected in a considerable number of changes at some of the schools, but the present system of selecting relief teachers locally worked satisfactorily on the whole and no insuperable difficulty in finding suitable substitutes was encountered. It has already been noted in another section of this Report that considerable progress was made in stabilizing salary scales under Local Civil Service terms.

CHAPTER III.

FINANCE.

The expenditure on education during the year amounted to £170,271. The following table shows the expenditure during the last seven years:—

	Admini- stration	Euro- pean	Indian	Arab	African	Extra- ordinary	Total
1928	£ 14,765	£ 42,492	£ 22,963	£ 72,000	-	£ 10,355	£ 162,385
1929	15,993	49,350	25,653	74,131	-	15,639	180,726
1930	17,571	49,319	30,582	53,068	-	9,222	190,462
1931	16,363	49,189	34,348	82,233	-	2,446	184,869
1932	15,914	48,126	32,371	76,472	-	1,722	174,605
1933	15,171	42,400	31,675	5,975	70,594	876	166,691
1934	13,590	44,011	33,818	1,141	72,411	Nil	170,271

or 8% of Colonial Expenditure.

* NOTE: The Expenditure on Arab and African Education was separated for the first time in 1933.

2. The net cost to the Colony of education during the year has risen slightly in comparison with the previous year but is still below the total for 1928. The following table shows the net expenditure for the last seven years:—

Net expenditure.

	Gross Expenditure	Educational Revenue	Net Expenditure
1928	£ 162,385	£ 16,302	£ 146,083
1929	180,726	19,463	161,263
1930	190,462	20,984	169,478
1931	184,869	24,021	160,848
1932	174,605	28,665	145,938
1933	166,691	26,563	140,128
1934	170,271	25,667	144,604

3. The number of pupils in Government and other schools has increased during the last seven years as shown below:—

Increase in number of pupils

	1928	1934	Increase	Decrease
EUROPEAN—				
Government Schools	740	1,156	416	—
Aided Schools	160	46	—	114
INDIAN—				
Government Schools	1,543	2,969	1,426	—
Aided Schools	1,014	1,296	282	—
ARAB AND AFRICAN				
Government Schools	2,007	4,575	2,568	—
Aided and Unaided Schools	8,549	9,800	1,251	—

Economy

4. Owing to the continued ~~reductions~~ ^{savings} for economy it was necessary to effect savings under all heads of expenditure. The table below shows the savings under six heads of expenditure:—

	Amount Voted	Amount Spent	Saving
	£	£	£
Administration	14,110	13,890	290
European	46,542	44,011	2,531
Indian	34,439	33,818	621
African	6,218	6,141	77
Extraordinary	77,586	72,411	5,175
TOTAL	£ 178,965	170,271	8,694 or 4.9%

The large amount saved in African education is due partly to the fact that several new officers appointed from overseas in the year did not arrive till the year following and also that there was a saving of some £1,200 in grants to Missions

Administration

6. The amount of £13,980 expended on Administration is lower than the 1928 figure. The decrease in comparison with the previous year is due partly to the transfer of an item of £700 for carriage of goods to the various racial divisions of expenditure.

European tuition

7. The gross cost of the tuition of European children in Government schools amounted to £31,621 in 1934 or to £27/17 per pupil as compared with £30,340 or £27/5 per pupil in 1933. The amount of fees paid by parents increased from £4,097 to £4,442. The net per caput cost of tuition therefore was £23/19 as compared with £23/11 in 1933. This slight increase in tuition costs was due mainly to increased leave movements during the year following the moratorium on leave. The increase in the amount of fees paid arises from the increased fee paid in the secondary schools.

European primary tuition costs

8. The gross cost of primary instruction was £19,911 or £21/5 per pupil as against £19,460 or £22/1 per pupil in the previous year and the net cost per pupil was £19 compared with £18/9 in 1933. There has therefore been a small reduction in gross per caput costs but the net per caput cost rose slightly owing to a fall in the revenue from fees. The fee revenue amounted to £2,447 or 12.3 per cent of the whole expenditure as against £2,730 or 14 per cent of the whole expenditure in the previous year.

9. The gross cost of secondary education was £11,710 or £51/12 per pupil as against £10,860 or £47/4 per pupil in the previous year and the net cost per pupil was £43/13 compared with £41/5 in 1933. This increase is to be accounted for by an increase in the number of officers on leave, by the payments of normal increments of salary to staffs, and by an increase in the remission of fees.

European secondary tuition costs.

10. The fee revenue amounted to £1,796 or 15.3 per cent of the whole expenditure compared with £1,366 or 12.5 per cent of the whole expenditure in 1933. This increase in revenue is due to an increase in the fee charged in the secondary classes from £6/15 to £15 per annum. The increase of revenue would have been greater had not the additional fee charged for children from other territories been abolished.

Fee revenue

Secondary tuition

11. The expenditure from the education vote amounted to £11,831 and the amount actually collected in respect of boarding fees due in the year was £11,291. The revenue collected under the present arrangement whereby a boarding fee of £45 per annum is charged practically covered the charges met from the Education Department vote.

Boarding costs in European schools

12. The gross cost of Indian tuition amounted to £26,240 as compared with £25,266 in 1933. The gross per caput cost decreased from £9/19 to £9/5. The net per caput cost was £6/19 as against £7/16. This decrease is to be accounted for by the reduction of the European staff in the two secondary schools from four officers to two and also because there was an increase in the number of pupils attending the schools.

Indian education costs.

13. The total fee revenue was £6,506 or 24.6 per cent of the total expenditure as against £5,511 or 21.8 per cent of the total expenditure in the previous year. The increase in fee revenue is explained by an increased number of pupils in the primary schools and an increase in the secondary school fee from £3/12 per year to £6/15.

14. The expenditure on grants-in-aid decreased from £5,767 to £5,537 owing to the inability of some schools on the grant-in-aid list to claim the full amount allocated to them. The amount paid in grants-in-aid of Goan education rose from £594 to £577. Four schools in which Goan children receive instruction were assisted.

15. The expenditure on tuition amounted to £12/7 per head as against £14/2 in 1933. This is to be accounted for by an increase in the number of pupils attending the schools

Arab education

Economy.

4. Owing to the continued demands for economy it was necessary to effect savings under all heads of expenditure. The table below shows the savings under six heads of expenditure:—

	Amount Voted	Amount Spent	Saving
	£	£	£
Administration	14,100	13,890	290
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African	77,586	72,411	5,175
Extraordinary			
TOTAL	178,965	170,271	8,694 or 4.9%

The large amount saved in African education is due partly to the fact that several new officers appointed from overseas in the year did not arrive till the year following and also that there was a saving of some £1,200 in grants to Missions.

Administration

6. The amount of £13,980 expended on Administration is lower than the 1928 figure. The decrease in comparison with the previous year is due partly to the transfer of an item of £700 for "carriage of goods" to the various racial divisions of expenditure.

European tuition

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European primary tuition costs

8. The gross cost of primary instruction was £19,911 or £21/18 per pupil as against £19,460 or £22/1 per pupil in the previous year and the net cost per pupil was £19 compared with £18/19 in 1933. There has therefore been a small reduction in gross per capita costs but the net per capita cost rose slightly owing to a fall in the revenue from fees. The fee revenue amounted to £2,645 or 13.3 per cent of the whole expenditure as against £2,730 or 14 per cent of the whole expenditure in the previous year.

9. The gross cost of secondary education was £11,710 or £51/12 per pupil as against £10,860 or £47/4 per pupil in the previous year and the net cost per pupil was £43/13 compared with £41/5 in 1933. This increase is to be accounted for by an increase in the number of officers on leave, by the payments of normal increments of salary to staffs, and by an increase in the remission of fees.

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Fee revenue

Secondary tuition

11. The expenditure from the education vote amounted to £11,831 and the amount actually collected in respect of boarding fees due in the year was £11,260. The revenue collected under the present arrangement whereby a boarding fee of £45 per annum is charged practically covered the charges met from the Education Department vote.

Boarding cost in European schools

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Indian education costs

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14. The expenditure on grants-in-aid decreased from £5,767 to £5,537 owing to the inability of some schools on the grant-in-aid list to claim the full amount allocated to them. The amount paid in grants-in-aid of (Grant education rose from £394 to £577. Four schools in which alien children receive instruction were assisted.

15. The expenditure on tuition amounted to £12/7 per head as against £14/2 in 1933. This is to be accounted for by an increase in the number of pupils attending the schools.

Arab education

African education

16. The expenditure on African education was £12,414 as against £70,594. As in the previous year, the saving on African education was effected mainly in connection with Government education. Of a total saving of £5,175 only £1,248 came from the grant-in-aid to Missions.

Local Native Council expenditure

17. Table XIV at the end of the Report shows the Local Native Council expenditure on educational services during the year. The total amount spent was £19,077 of which £9,909 was in respect of recurrent expenditure and £9,168 of non-recurrent expenditure. On the former, expenditure £1,268 was spent on the maintenance of schools, £4,225 grants to primary and other schools and £477 was spent on scholarships to secondary schools and to Makerere College. Against this recurrent expenditure Local Native Councils collected revenue to the amount of £188. This represented the amount of fees received at two schools, Kakamega and Kagumo, and a stream derived from the sale of produce at the Lontokitok school. The whole of the grant for non-recurrent expenditure was spent on buildings and permanent equipment at the Government African schools, apart from the sum of £106 expended on the roofing of selected elementary mission schools in the North Kavirondo District.

DIARY 1934
PRIMARY EDUCATION
in European

The total number of pupils enrolled at the end of the year in day and evening schools was 245 as compared with 225 at the end of 1933. This increase is due in part to the fact that a number of children at the Kakamega and Kagumo schools have returned to the schools during the course of the year. It is also to be noted that 100 boys and 454 girls attended day and evening schools for the preparation of boys to girls' houses in the past few months and this may be accounted for by the fact that parents are making themselves of the facilities for girl education which are being provided to an increasing extent by private enterprise.

Enrolled number pupils.

Comparison

2. No progress is to be reported in the progress to introduce compulsory education for European children in the Colony. Finance has been the factor which has made postponement of this scheme inevitable, but the matter has been under consideration during the year and it is hoped that some progress may be possible in 1935.

3. A record number of pupils on the roll is reported, the total at one time reaching the figure of 230. This school passes on boys for further education on the completion of Standard V. Thirty-six boys entered the Prince of Wales School and fourteen boys were admitted to public schools at home. It has been possible to open a small workshop, which has proved very popular, the boys making wireless sets, repairing sports equipment and generally mending articles broken in the school.

Primary School, Nairobi

4. The school has been holding during the course of the year, which commenced with a roll of 156 and finished with 152 children in the school.

Parklands Primary School, Nairobi

A great need of the school is an assembly room. It was possible to arrange an open-air Embassy during the year and some of the materials were supplied. At the time of writing this Report the assembly room is being planned. A weekly class in elementary geometry has been started.

Miss I. A. Shelton, who had been headmistress since the school opened in 1929, retired in April, and Mrs. D. J. Cameron, from the staff of the Nakuru School, was appointed in her place.

5. The average number of pupils on the roll for the year was 167, a decrease of three in comparison with 1933. The boarding accommodation, both for boys and girls, was full to capacity and there was a waiting list during most of the year.

Nakuru School

It is satisfactory to report that the health of the school was good throughout the year, apart from an epidemic of coughs being the exception.

The Christ Hospital Foundationship, available for Kenya in 1934, was awarded to a pupil of this school.

A most satisfactory achievement during this year was the construction of a school swimming bath. This undertaking was made possible mainly by the generosity of parents and friends who subscribed the necessary funds.

2. The school shooting team had the distinction of being the first winners of the Great Inter-Schools Challenge Cup.

3. The number of children attending the school rose from 95 in the previous year to 121, of whom 74 were boarders. Health has been good, except for cases of malaria contracted by some children from the neighbouring areas. There has

Eldoret School

African
education.

16. The expenditure on African education was £72,411 as against £70,594. As in the previous year, the saving on African education was effected mainly in connection with Government education. Of a total saving of £5,175 only £1,243 came from the grant-in-aid to Missions.

Local Native
Council
expenditure.

17. Table XIV at the end of this Report shows the Local Native Council expenditure on educational services during the year. The total amount spent was £19,677 of which £9,969 was in respect of recurrent expenditure and £9,168 of non-recurrent expenditure. Of the recurrent expenditure £7,206 represented grants to Government schools, £4,223 grants to mission and other schools, and £477 was spent on scholarships to secondary schools and to Makerere College. Against this recurrent expenditure Local Native Councils collected revenue to the amount of £128. This represented the amount of tax collected at two schools, Kakamega and Kagumo, and a small item arising from the sale of produce at the Lontokitok school. The whole of the grant for non-recurrent expenditure was spent on buildings and permanent equipment at the Government African schools, apart from the sum of £106 expended on the roofing of selected elementary mission schools in the North Kavungo District.

CHARTERED PRIMARY EDUCATION in European

Increased
number of
pupils.

The number of pupils enrolled at the end of the year in all Government primary classes for primary, was 946 as compared with 821 at the end of 1932. This increase is due in part to the fact that a number of children in the Kakamega District transferred to the District School during the course of the year. The intake for 1933 consisted of 587 boys and 359 girls there being a preponderance for the proportion of boys to girls in the primary schools, and this may be accounted for by the fact that parents are availing themselves of the facilities for girls' education which are being provided to an increasing extent by private enterprise.

Compulsion

No progress is to be reported on the proposal to introduce compulsory education for European children in the Colony. Finance has been the factor which has made postponement of this scheme inevitable, but the matter has been under consideration during the year and it is hoped that some progress may be possible in 1935.

18. A record number of pupils on the roll is reported, the total at one time reaching the figure of 200. This school passes on boys for further education on the completion of Standard V. Thirty six boys entered the Prince of Wales School and fourteen boys were admitted to public schools at home. It has been possible to open a small workshop, which has proved very popular, the boys making wireless sets, repairing sports equipment and generally mending articles broken in the school.

Primary
School,
Nairobi.

This school has been participating in the contest of the year, which commenced with a roll of 156 and finished with 152 children in the school.

Parklands
Primary
School,
Nairobi.

A great need of this school is an additional building. It is not possible to stretch the present building, therefore, to meet some of the materials were supplied. As the year advanced in this Report the assembly room is being prepared. A new class in elementary carpentry has also started.

Miss L. A. Shelton, who had been headmistress since the school opened in 1929 retired in April, and Mrs. D. J. Cameron, from the staff of the Nairobi School, was appointed in her place.

19. The average number of pupils on the roll in the year was 167, a decrease of three in comparison with 1932. The boarding accommodation, both for boys and girls, was full to capacity and there is a waiting list of 100 at the year's end.

Nairobi School

The school is very happy to report the health of the school was good during the year apart from a few isolated coughs during the winter.

The school's Hospital Foundation was awarded the Kenya in 1934, which awarded a pupil of this school.

A most satisfactory achievement during this year was the construction of a school swimming bath. The undertaking was met, in possible mainly by the generous contributions and friendly subscriptions of the voluntary fund.

The school's sporting team had the distinction of being the first winners of the Local Inter-Schools Challenge Cup.

20. The number of children attending the school rose from 93 in the previous year to 122, of whom the boys were 60. Health has been good, except for cases of malarial contracted in 1934 by children from the 2nd primary class. There has

Eldoret
School

been a tree-planting campaign at this school and the appearance of the playing fields and the grounds should be greatly improved as a result of this effort.

There is still a certain amount of vacant boarding accommodation. This is partly due to the opening of two private boarding houses in the town which are able to charge lower fees.

Kijabe School

7. The average roll of this school rose from 59 in 1933 to 73 this year. At the end of the last term, there were 80 children in attendance. The health of the school was not satisfactory, numerous cases of malaria were reported and in the third term there was a wide-spread, though fortunately mild, epidemic of influenza. It is very sad to report that two boys died of blackwater fever during the year. The extension of boarding accommodation became a somewhat pressing matter and by certain structural alterations, it became possible to accommodate an increased number of boarders.

Private hostels

8. Grants in aid of boarders were awarded for the first time this year to private hostels in connection with the Government School, Nanyuki, and the aided school at Rumuruti. These grants have made it possible to admit a number of children from outlying farms, who would otherwise be unable to receive education.

Private schools

9. The number of private schools increased from fifteen to seventeen. The number of pupils at the end of 1934 was 671 as compared with 526 at the end of the previous year. Certain of these schools contain secondary classes.

Kenton College

10. This opportunity is taken of welcoming the appearance within the Nairobi area of Kenton College from Kijabe. Handsome buildings were erected during the year in one of the Nairobi suburbs. The new school was opened early in 1935.

Kenton College

11. Extensions to the building and improvement in the accommodation was carried out at this school.

(b) Indian Education

Government schools

12. One new Government school was opened in February. This was the elementary school at Mombasa which took over the buildings vacated by the Indian Girls' School. There is now a total of eleven primary schools, with a roll of 1,785 at the end of the year. If to these are added the 1,183 boys in the two secondary schools, the total number of pupils in Government schools will be found to have increased from 2,368 in the previous year to 2,969.

13. A satisfactory year's work is reported but there was considerable pressure in the accommodation. The year closed with a roll of 658. Nairobi Elementary School.

14. The new buildings were opened in February by Lady Curdliffe-Lister. The school year opened with a roll of 200 which had increased to 310 by the end of December. Girls' School, Mombasa.

15. There was a slight decrease in the roll from ninety-four in the previous year to eighty-seven. Additional provision was made for the teaching of Urdu classes during the year. The transport facilities provided by the Indian Girls' Education Society were of considerable value to the school. Girls' School, Nairobi.

15. In both the girls' schools there is still a need for well-trained mistresses, whom have been taken during the period under review to improve matters, but the chief obstacle is, however, a lack of the necessary financial provision.

16. Considerable increase in the number of pupils attending the school was reported and the owners of the building added a small temporary classroom which accommodated the children on the waiting list. The necessity for providing permanent buildings for this school was given considerable attention but up to the present it has not been found possible to make the necessary funds available. Yatika.

17. The roll of this school rose from 162 to 312. This school continues to take the full primary course successfully and passed four boys in the Cambridge Preliminary examinations. A further considerable increase in the roll is anticipated owing to the erection of boarding hostels by two Indian communities in the town and the necessity for increasing the accommodation is a matter for earnest consideration. Kisumu.

18. A rapid increase in numbers in this new school took place from ninety-seven boys, who entered in February, to 163 boys on the roll at the end of the year. The school is well organized for the needs of small children. It has been possible to transfer several of the lower classes from the All India Vistrah High School to this school and in this way the pressure on the accommodation at the secondary school has been considerably relieved. Mombasa Elementary School.

19. One of the chief difficulties in organizing the work of the Indian primary schools is that two vernaculars, Gujarati and Urdu, are in use during at least the first six years of the course. Thus, at Nakuru it was necessary to employ three teachers to teach forty-two children, because the Gujarati and Urdu sections were approximately equal in number and for Medium of instruction.

been a tree-planting campaign at this school and the appearance of the playing fields and the grounds should be greatly improved as a result of this effort.

There is still a certain amount of vacant boarding accommodation. This is partly due to the opening of two private boarding houses in the town, which are able to charge lower fees.

Kitala School.

7. The average roll of this school rose from 59 in 1933 to 74 this year. At the end of the last term, there were 80 children in attendance. The health of the school was not satisfactory, numerous cases of malaria were reported and in the third term there was a wide-spread, though fortunately mild, epidemic of influenza. It is very sad to report that two day children died of blackwater fever during the year. The extension of boarding accommodation became in somewhat pressing matter and, by certain structural alterations, it became possible to accommodate an increased number of boy-boarders.

Private hostels.

8. Grants in aid of boarders were awarded for the first time this year to private hostels in connection with the Government School, Nanyuki, and the aided school at Rumuru. These grants have made it possible to admit a number of children from putlying farms, who would otherwise be unable to receive education.

Private schools.

9. The number of private schools increased from fifteen to seventeen. The number of pupils at the end of 1934 was 671 as compared with 526 at the end of the previous year. Certain of these schools contain secondary classes.

Kenton College.

10. This opportunity is taken of welcoming the appearance within the Nairobi area of Kenton College from Kijabe. Handsome buildings were erected during the year in one of the Nairobi suburbs. The new school was opened early in 1935.

Loreto Convent, Eldoret

11. Extensions to the building and improvements in the accommodation were carried out at this school.

The Indian Education.

Government schools.

12. One new Government school was opened in February. This was the elementary school at Mombasa which took over the buildings vacated by the Indian Girls' School. There is now a total of eleven primary schools with a roll of 1,785 at the end of the year. If to these are added the 1,184 boys in the two secondary schools, the total number of pupils in Government schools will be found to have increased from 2,538 in the previous year to 2,969.

13. A satisfactory year's work is reported but there was considerable pressure on the accommodation. The year closed with a roll of 688. Nairobi Elementary School

14. The new buildings were opened in February by Lady Curcliffe-Laster. The school year opened with a roll of 200 which had increased to 310 by the end of December. Girls' School Mombasa

14. There was a slight decrease in the roll from ninety-four in the previous year to eighty-seven. Additional provision was made for the teaching of Urdu classes during the year. The transport facilities provided by the Indian Girls' Education Society were of considerable value to the school. Girls' School, Nairobi

15. In both the girls' schools there is still need for well-trained mistresses. Steps have been taken during the period under review to improve matters, but the chief obstacle has been a lack of the necessary financial provision.

16. Considerable increase in the number of pupils attending this school was reported and the owners of the building added a small temporary classroom which accommodated the children on the waiting list. The necessity for providing permanent buildings for this school was given considerable attention but up to the present it has not been found possible to make the necessary funds available. Thika

17. The roll of this school rose from 162 to 302. This school continues to take the full primary course successfully and passed four boys in the Cambridge Preliminary examinations. A further considerable increase in the roll is anticipated owing to the erection of boarding hostels by two Indian communities in the town and the necessity for increasing the accommodation is a matter for earnest consideration. Kisumu

18. A rapid increase in numbers in this new school took place from ninety-seven boys, who entered in February, to 163 boys on the roll at the end of the year. The school is well organized for the needs of small children. It has been possible to transfer several of the lower classes from the Alidina Yisrahil High School to this school and in this way the pressure on the accommodation at the secondary school has been considerably relieved. Mombasa Elementary School

19. One of the chief difficulties in organizing the work of the Indian primary schools is that two vernaculars, Gujarati and Urdu, are in use during at least the first six years of the course. Thus at Nakuru it was necessary to employ three teachers to teach forty-two children, because the Gujarati and Urdu sections were approximately equal in number and for Medium of instruction

practical purposes constituted two separate schools. The possibility of making English the medium of instruction at a somewhat earlier stage in the school course might well be considered.

Indian private schools.

20. The number of pupils in fifty-three private schools showed an increase from 3,298 to 3,646.

Grant-in-aid

21. The procedure with regard to the payment of grants-in-aid remained unchanged. It was unfortunately not possible to aid every school which claimed, or was eligible for grant-in-aid, but the funds available were spread as widely as possible. The number of schools on the grant-in-aid list increased to a total of forty-five as compared with thirty-nine in the previous year.

(c) Goan Education.

22. A total roll of 340 was reported from the five schools attended by Goan children. The Goan schools in Nairobi and Mombasa were assisted out of public funds and grants-in-respect of Goan children were made to the Catholic Parochial School, Nairobi, and the Convent School, Mombasa.

(d) Arab Education.

23. It is satisfactory to note that the number of pupils enrolled in the five schools, apart from the secondary school, increased from 391 to 456. This increase was chiefly to be accounted for at the Arab School, Mombasa.

Arab School, Mombasa

24. The roll of the school increased from 217 to 248, reaching a maximum figure of 250 in September. The school continues to fulfil successfully its dual function of preparing boys for entrance to the Coast Secondary School and of providing a general elementary education for Arabs and Africans in the town.

25. The facilities for technical training provided at Waa are also open to pupils from this school. The career of an artisan does not appear to be a popular one among the boys of Mombasa and it is therefore satisfactory to note that five pupils proceeded from this school to Waa during the year.

Ali bin Salim School, Malindi.

26. The roll of the school increased by three to eighty-four, and three pupils proceeded to the Coast Secondary School for further education. School handwork was introduced in the lower classes with satisfactory results. Progress in school gardening was also reported. Unfortunately the school football ground had to be given up and a new ground had to be

sought. In the meantime alternative forms of recreation were organized, such as rounders, sports and model show racing. A serious outbreak of smallpox occurred in the town, the whole school was immediately vaccinated and only one pupil contracted a mild form of the disease. A complete medical examination of the whole school was carried out by the Medical Officer from Kilifi. His report showed an increase in the incidence of hook-worm and sub-tertian malaria, and he considered that predisposing famine conditions had paved the way for illness and debility. All children were provided with the necessary treatment and the prescribed medicines.

(e) African Education

27. The former primary school course had been found to be somewhat formal and unreal on the literary side and difficult to co-ordinate with the work of technical apprentices at the schools. Under the Grant-in-Aid Rules, 1934 aided schools were released from the necessity of training technical apprentices and it was generally considered that this was an opportune moment for introducing a revised primary syllabus which would assist schools in developing well-balanced general courses with a strong practical bias in the direction of the needs of the African communities. A small special committee was set up for the purpose and worked in collaboration with the Board of Examiners, the Inspector and Principals of African Schools. The revised syllabus was approved during the year and came into force on the 1st January 1935.

Primary school syllabus.

28. The subjects of the course are arranged under three groups, as follows:—

Group A.—Mathematics, geography, nature study, health, hygiene.

Group B.—Agriculture, arts and crafts, domestic science for girls.

Group C.—Swahili, English, history.

Detailed syllabuses were approved for each of these subjects and the most suitable text-books known to be available were recommended.

29. The course prescribed covers a period of three years—Standards IV, V, and VI. At the primary school examination at the conclusion of the course a candidate must satisfy the examiners in four subjects, namely, mathematics, any one subject from Group B, English or Swahili, together with one other subject not being a second language. It is hoped that

practical purposes constituted two separate schools. The possibility of making English the medium of instruction at a somewhat earlier stage in the school course might well be considered.

Indian private schools.

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24. The roll of the school increased from 217 to 245, reaching a maximum figure of 256 in September. The school continues to fulfil successfully its dual function of preparing boys for entrance to the Coast Secondary School and of providing a general elementary education for Arabs and Africans in the town.

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sought. In the meantime alternative forms of recreation were organized, such as rounders, sports and model show racing. A serious outbreak of smallpox occurred in the town, the whole school was immediately vaccinated and only one pupil contracted a mild form of the disease. A complete medical examination of the whole school was carried out by the Medical Officer from Kilifi. His report showed an increase in the incidence of hook-worm and sub-tertian malaria, and he considered that predisposing famine conditions had paved the way for illness and debility. All children were provided with the necessary treatment and the prescribed medicines.

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Detailed syllabuses were approved for each of these subjects and the most suitable text-books known to be available were recommended.

29. The course prescribed covers a period of three years—Standards IV, V, and VI. At the primary school examination at the conclusion of the course a candidate must satisfy the examiners in four subjects, namely, mathematics, any one subject from Group B (English or Swahili, together with one other subject not being a second language). It is hoped that

in this way the primary school examination will be used with a certain amount of elasticity to meet the needs of candidates of various types. Thus, a candidate desiring to proceed to a secondary or vocational school will offer a course of at least six subjects including English and Swahili. On the other hand, a pupil completing his schooling at Standard VI and leaving to earn his living in the reserves might well offer the minimum subjects of mathematics, Swahili, agriculture and arts and crafts.

30. The normal medium of instruction for the course and for the examination is Swahili, but a provision has been made that if the managers of any school desire for any special reason to use English as the medium, they may make application to the Director for permission to do so. At the time of writing this Report one such application has been received and approved and that from an area in which non-Bantu pupils predominate.

31. Certain modifications were included in the examination requirements for girls desiring to complete the primary school course.

32. It was laid down clearly that the syllabus was intended to be used as a guide to the schools in carrying out a progressive plan of development over the next four or five years and that it was not intended to approve any school of its individuality or of its initiative in pursuing such a plan of development. Most schools began to introduce the Standard IV course at the beginning of 1935.

33. A revision was also made of the syllabus prescribed for elementary schools in order to bring it into line with the new primary syllabus.

34. At the same time steps were taken to draw up a special syllabus for girls' schools. A draft syllabus was completed and is now receiving the attention of the teachers concerned.

35. This examination had served a very useful purpose in earlier stages of development in the African schools, but in recent years it had become increasingly apparent that this early stage of usefulness was past and, indeed, latterly, it had become a semi-Government examination with only two subjects, arithmetic and Swahili, set and marked departmentally. With the agreement of the Advisory Council and Board of Examiners this examination was therefore abolished as from the end of the year.

Elementary school syllabus.

Girls' school syllabus.

Elementary school examination.

36. In some areas, which are served by several large primary schools, a need is felt for standardizing the entrance examinations and it seems probable that some form of common entrance examination, on a district or provincial basis, will be necessary.

37. An important amendment to the Rules under the Native Lands Trust Ordinance, 1930, was made in August by which it is hoped greater security of tenure will be given to managers in regard to school plots. By this amendment, a distinction is made between sub-elementary schools which do not provide instruction beyond the first standard of the syllabus and other schools.

38. Applications for the establishment of new sub-elementary schools may now be disposed of by a Local Native Council resolution; for applications in respect of other schools, the former procedure remains unchanged, namely, a site must be set apart or leased under the Native Lands Trust Ordinance Rules.

39. During 1933 a Committee, representative of the Protestant and Roman Catholic Missions working in the Kikuyu Districts, reached agreement on a uniform orthography for Kikuyu and admitted three phonetic symbols into the proposed alphabet. This alphabet was accepted by Government early in the year under review and certain preliminary steps were taken to bring it into effect. Later in the year the Kenya Missionary Council drew the attention of Government to serious dissatisfaction which it was alleged existed in various parts of the Kikuyu country with regard to the new orthography. The Committee met again and the position was considered afresh. As a result, Government approval of the standardized alphabet was withdrawn early in 1935.

40. The course of events in regard to the Dho-Luo language was in the reverse order. The Committee on the Dho-Luo language submitted its report in August and recommended an agreed alphabet in which no non-Roman letters or symbols were introduced. The Report was forwarded to the appropriate language authorities in London and was not fully approved. It was stated that by setting out to avoid the use of non-Roman letters the Committee had made it impossible to construct an adequate orthography for Dho-Luo. The matter is now being reconsidered by the local committee.

41. It is regrettable that an impasse should have been reached with regard to the spelling of two of the most widely spoken vernaculars in Kenya.

Land for schools in Native

Revises Standardisation of vernacular orthographies.

Kikuyu.

Dho-Luo.

Government schools— numbers.

42. There was an increase in the number of pupils attending the Government primary and village schools. The total roll was 4,037 as against 3,530 in the previous year. Of this total, 1,488 pupils were boarders and 2,364 were pupils in the thirty-three village schools.

Machakos.

43. An innovation was the introduction of a class for training telegraph linesmen for the Post and Telegraph Department. Fifteen apprentices underwent the course under the supervision of the Telegraph Inspector. The teaching of English has been extended and all classes now take this subject as provided for in the departmental syllabus. Despite the prevalence of famine conditions in many parts of the reserve, there has been an increased attendance at the village schools controlled from Machakos.

Native Industrial Training Depot, Kabete.

44. The average number of pupils on the roll for the year was 357. Mention has already been made that under the new grant-in-aid rules technical apprentices are no longer required to complete the first two years of their training at a primary school. In theory, the training at the Native Industrial Training Depot becomes a post-primary course, though some considerable time must elapse before this can be brought completely into effect. During the year forty-five apprentices entered direct to the school for a four-year apprenticeship and a satisfactory proportion of them had completed the primary stage of general education. Some difficulty was experienced in connection with the training of carpenters. This course is much more popular than that for masons, but the admission of carpenters has had to be restricted. One hundred and seventy-five have completed their apprenticeship during the year and, to the great relief of all concerned, employment was found for the great majority of them. Gang work was carried out at various places in the Colony from Mombasa to Kisumu and the approximate cost of the buildings completed was nearly £20,000.

45. The Depot renders valuable assistance to the schools in the Nairobi district by repairing school furniture during the school holidays. This work causes a certain amount of disorganization in the workshops but it is of instructional value and helps the schools considerably.

46. Efforts have been made, as in previous years, to ascertain the whereabouts and employment of all ex-apprentices. It appeared certain that almost every smith and painter trained at the Depot, was in employment and also more than 70 per cent of the carpenters. The position with regard to

masons was unsatisfactory owing to the very limited amount of building work in most areas. Many of the masons come from Kavirondo and many of those at present unemployed will, it is hoped, be absorbed when permanent buildings are erected on the goldfields.

47. The school course ranged from Standard III to Standard V during the year, with an average roll of 115. The present building scheme was practically completed. In this school the Principal reported that he was not altogether satisfied with the working of the house system. The prefect as a body showed little or no aptitude for leadership, and could not be given responsibility for the efficient control of any major portion of the school activities. He ascribed this initial failure to the fact that the pupils were drawn from tribes having no long history of efficient tribal organization. A fee of Sh. 40 per annum is charged at this school but from a variety of causes only Sh. 2,300 was collected. The school agricultural work was successful on the whole in spite of an exceptionally long dry season early in the year. Attempts were made to tackle the great problem of the prevention of soil erosion and various root crops were planted as wash stops.

48. Early in the year it was decided to extend the school to accommodate 300 pupils so that it would serve the whole Nkuyu Province. Satisfactory progress was made in the erection of the new buildings. At the end of the year the first batches of pupils from the Fort Hall and Kumbi districts were selected and they were admitted to the school at the beginning of the first term, 1935. An addition of fifty-four acres was made to the school plot, making the total acreage 105. This land is being developed progressively for practical work under the primary school agricultural syllabus. A successful year concluded with the primary school examination when twenty-three candidates out of thirty passed the examination.

49. A teacher training class was inaugurated and candidates were also admitted from the Government schools at Tambach and Kapenguria. Forty acres of land were under cultivation, with very satisfactory results from both an educational and a practical standpoint. It was reported that the yield of maize was sufficient to supply the whole school in this respect for 1935. The attendance at the six out-schools in the Nandi country was somewhat discouraging.

50. The Launhya school had a roll of approximately 100 during the year. Two new classrooms and an office were

Kakamega.

Kagumo, Nyeri.

Kapabot.

Kajiado, Kericho.

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47. The school course ranged from Standard III to Standard V during the year, with an average roll of 115. The present building scheme was practically completed. In this school the Principal reported that he was not altogether satisfied with the working of the "house" system. The prefects as a body, showed little or no aptitude for leadership, and could not be given responsibility for the efficient control of any major portion of the school activities. He ascribed this initial failure to the fact that the pupils were drawn from tribes having no long history of efficient tribal organization. A fee of Sh. 40 per annum is charged at this school but from a variety of causes only Sh. 2,300 was collected. The school agricultural work was successful on the whole in spite of an exceptionally long dry season early in the year. Attempts were made to tackle the great problem of the prevention of soil erosion and various root crops were planted as wash stops.

48. Early in the year it was decided to extend the school to accommodate 300 pupils so that it would serve the whole Nkuyu Province. Satisfactory progress was made in the erection of the new buildings. At the end of the year the first batches of pupils from the Fort Hall and Kiambu districts were selected and they were admitted to the school at the beginning of the next term, 1935. An additional fifty-four acres was made to the school plot, making the total acreage 118. This land is being developed progressively for practical work under the primary school agricultural syllabus. A successful year concluded with the primary school examination when twenty-three candidates out of thirty passed the examination.

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Nyeri.

49. A teacher training class was inaugurated and candidates were also admitted from the Government schools at Tambach and Kapenguria. Forty acres of land were under cultivation, with very satisfactory results from both an educational and a practical standpoint. It was reported that the yield of maize was sufficient to supply the whole school in this respect for 1935. The attendance at the six out-schools in the Nandi country was somewhat discouraging.

Kapsabet.

50. The Lumbwa school had a roll of approximately 100 during the year. Two new classrooms and an office were

Kajianga,
Kericho.

erected by the six technical apprentices at the school under the supervision of the native instructors. This school is to be heartily congratulated on winning the Deuham Drill Shield for the year. In connection with the agricultural course, fifteen acres of land were cultivated and a good deal of food was produced which supplemented the depleted boarding vote. It was possible to devote considerable attention to the danger from soil erosion in the neighbourhood of the school and the work of terracing an area of sloping ground provided a very valuable object lesson. One new out-school was completed and it promises to develop as an educational and social centre.

Tambach

51. New buildings erected during the year included a dining-hall, dormitory and teacher's house. All pupils received instruction in agriculture on the eight acres of land available for school gardens.

Kapenguria

52. It was unfortunately not possible to proceed with the programme of new buildings during the year, but the construction of a pipe-line was undertaken and the difficulty of obtaining an adequate water supply during the dry season has now been overcome. The school is still at the elementary stage in classroom work. Through a friendly arrangement with the Bible Churchmen's Missionary Society, Kacheliba, it is hoped that some of this elementary work may be done in the future in the mission village schools before the pupils enter the Government school. Good crops were obtained from the ten acres cultivated by the school. Much valuable work was done in connection with nine agricultural demonstration plots in various parts of the reserve. The primitive method of irrigation as practised by the Hill Suk, encourages soil erosion in many places. This matter has received particular attention during the Principal's visits to the demonstration plots but he reports that owing to the innate conservatism of the people his warnings have so far had little effect. At Kapenguria one plot has been terraced and a school garden has been contemplated with the object of teaching the pupils how to combat soil erosion.

Kisii

53. The buildings for this new school were completed during the year under review and the first sixty pupils were admitted early in 1935.

Loitoktok

54. The primary school certificate examination was held for the first time and six boys passed out of the eight candidates entered. The first permanent school building was opened during the year, a dining-hall which will also serve as an assembly hall. Practical instruction is given in irrigation

and the growing of vegetables. Very promising crops of vegetables were unfortunately destroyed by game just as they were ready for use. Instruction in the preparation of hides was commenced towards the end of the year. The area of land under cultivation was increased by twelve acres bringing the total to thirty-six acres.

55. The state of this school has not been altogether satisfactory during the year. In March two bodies of about fifty pupils left the school, one body presenting itself to the District Commissioner, Kwab' and the other to the Inspector of Schools, Mombasa, to explain certain grievances. The chief causes of complaint concerned fatigue duties and the issue of food and soap. These complaints were not found to be well-grounded and some of the boys had to lose two weeks of their holidays. Fifteen apprentices deserted during the year and the attendance fell from 138 to 103.

56. In January, 1935, a recurrence of trouble occurred and eighteen boys created a disturbance. These eighteen boys were expelled, changes were made in the staff and in the organization of the school.

57. Waa is well provided with medical staff in comparison with other Government African schools and there are several senior African teachers on the staff. It is the most expensive of the Government African schools and receives no support from the Local Native Councils apart from about £50 annually from Digo. The future of this institution is a matter for close examination.

CHAPTER V. SECONDARY EDUCATION (a) European

This school commenced the year with a total roll of 125, of whom eighty-nine being boarders and thirty-six day pupils. At the close of the year, there were ninety-six pupils on the roll, sixty-seven boarders and twenty-nine day pupils. The average roll for the year was 106. It is satisfactory to report that the number of pupils in the higher classes continues to increase. The results of the 1934 examinations are as follows:

	Entered	Passed
Junior Cambridge	24	8
School Certificate	15	12
Higher School Certificate	1	1

erected by the six technical apprentices at the school under native instructors. This school is to be heartily congratulated on winning the Denham Drill Shield for the year. In connection with the agricultural course, fifteen acres of land were cultivated and a good deal of food was produced which supplemented the depleted boarding vote. It was possible to devote considerable attention to the danger from soil erosion in the neighbourhood of the school and the work of terracing an area of sloping ground provided a very valuable object lesson. One new out-school was completed and it promises to develop as an educational and social centre.

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Kisii

53. The buildings for this new school were completed during the year under review and the first sixty pupils were admitted early in 1935.

Loitokitok

54. The primary school certificate examination was held for the first time and six boys passed out of the eight candidates entered. The first permanent school building was opened during the year, a dining-hall which will also serve as an assembly hall. Practical instruction is given in irrigation

and the growing of vegetables. Very promising crops of vegetables were unfortunately destroyed by game just as they were ready for use. Instruction in the preparation of hides was commenced towards the end of the year. The area of land under cultivation was increased by twelve acres bringing the total to thirty-six acres.

55. The state of this school has not been altogether satisfactory during the year. In March two bodies of about fifty pupils left the school, one body presenting itself to the District Commissioner, Kwale, and the other to the Inspector of Schools, Mombasa, to explain certain grievances. The chief causes of complaint concerned fatigue duties and the issue of food and soap. These complaints were not found to be well-grounded and some of the boys had to lose two weeks of their holidays. Fifteen apprentices deserted during the year and the attendance fell from 138 to 103.

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CHAPTER V

SECONDARY EDUCATION

(a) European

This school commenced the year with a total roll of 125, (100 of which were day pupils and 25 of which were boarders). At the close of the year, there were ninety-six pupils on the roll, sixty-seven boarders and twenty-nine day pupils. The average roll for the year was 105. It is satisfactory to report that the number of pupils in the higher classes continues to increase. The results of the 1934 examinations are as follows:

	Entered	Passed
Junior Cambridge	24	8
School Certificate	15	12
Higher School Certificate	1	1

Girls' Secondary School, Nairobi.

2. The position with regard to buildings at the Girls' Secondary School remained unchanged during the year. The Headmistress reports as follows:—

The past year has been eventful in every branch of the school life. The results of the Cambridge Local Examinations were again good, and were as follows:—

	Entered.	Passed
Cambridge Preliminary	12	12
Cambridge Junior	15	14
Cambridge School Certificate	12	9

The informal education, which is stimulated by means of competitions and entertainments, has continued happily.

A very successful sports day was held in July.

Advantage was taken of the MacMillan Library lectures, many of which were attended by senior girls.

Seventeen girls passed the first-aid examination of the Junior Red Cross Society.

The sound state of the school sports fund permitted the resumption of lacrosse as a school game in addition to hockey and tennis.

It is a happy feature in our life that the membership of our Old Girls Association is increasing. Two of our old girls have been responsible for running, as lieutenants, our guides and in this they have done excellent work.

(b) Indian Education.

3. The work of both the large secondary schools was very successful during the year.

4. At the London Matriculation examination twenty-seven candidates were presented and twenty-one passed, of whom two were placed in the first division. This high percentage of passes is particularly creditable because every pupil who completes the course is allowed to take the examination.

The School Debating Society was active and six successful gatherings took place in the course of the year.

The Dramatic Society gave a well-attended performance of three short plays.

The annual sports took place in September and proved a great success.

Nairobi Secondary School.

The annual oratorical contest took place in November before an appreciative audience. The award of the judges was announced by the Attorney General who gave helpful criticism to the competitors together with some valuable hints on the art of public speaking.

5. In August, the Cambridge Local Examination Syndicate announced that the Indian vernaculars of the School Certificate examination would be recognized for the purpose of exemption from the Matriculation examination of the University of London. Due consideration was given to a proposal to substitute the School Certificate for the London Matriculation at this school but it was finally decided not to make the change for the present.

School Certificate examination.

6. Accommodation is becoming a problem again and the school has been full to its utmost capacity throughout the year.

7. The average number of boarders in the hostel was forty. The new Khoja Hostel in Nairobi, built by a private trust, was nearly completed at the end of the year and will probably have the effect of reducing the numbers in the Government hostel.

Hostel.

8. Various improvements have been made in the school grounds and playing fields and the pupils have taken their full share of the manual work involved.

9. The problem of employment for boys leaving the school continued to engage the anxious attention of the school committees. Through their efforts several pupils were placed in a Nairobi bank and others were enabled to fill vacancies in offices and with firms.

Employment.

10. The school continued to make steady progress throughout the year. The transfer of several classes to the new elementary school in Mombasa has set free accommodation which was urgently required by the bigger boys. At the London Matriculation Examination thirteen candidates entered and ten passed, two of these being in the first division.

Allahia Vissam High School, Mombasa.

11. Four new cups were presented to the school and were allotted to house games. The new playing field is proving very successful and was used for cricket and hockey. Levelling and planting of the remainder of the field went forward, and a new pavilion was acquired.

12. Through the generosity of Sir Ali bin Salim a club-room has been provided for the school scouts in the town.

(c) Arab Education.

13. There was a decrease of ten in the roll during the year, eighty as compared with ninety in the previous year.

Coast
Secondary
School,
Shimo la Tewa.

Examinations.

14. Five boys entered for the Cambridge Junior Examination and three passed. Of the thirteen candidates entered for the Cambridge Preliminary Examination, six passed.

15. The curriculum, which is designed to meet the requirements of the Cambridge Local Examinations, remained unchanged and the additional activities of carpentry, physical training, games and school gardening were carried on successfully.

Discipline.

16. A serious breach of discipline occurred in the month of June when all the pupils, except twenty, left school and went into Mombasa. As a result of this action one pupil had to be expelled and several others superannuated. An inquiry into the cause of the trouble was conducted by the Inspector of Schools. One grievance was found to be that a quantity of maize meal had been used in the bread with the object of increasing its food value. Other grievances were dissatisfaction with the school discipline and with the instruction. A subsidiary cause may have been that celebrations were taking place in Mombasa in connection with a Mohammedan holiday. At the beginning of the third term of the year, various changes were made in the cooking of food and in the serving of meals; the timetable was lengthened for classwork, preparation was held in the afternoon instead of the evening; the time previously given to evening preparation was utilized for private reading or extra study and the hour for lights out was made earlier. No further breaches of discipline occurred and the general spirit of the school improved and this was reflected in the examination results at the end of the year. Tree planting was continued; over 150 trees were planted.

(d) African Education.

17. Out of 340 successful candidates at the primary school examination 82 per cent proceeded to secondary schools or to Government or Mission training schools in the following year. The actual percentages were—

	Per cent
Teacher training	36
Government vocational schools	25
Secondary schools	21

Post-Primary
Training
Courses.

18. The following new scholarships were awarded by the Local Native Councils during the year:—

To the Alliance High School	27
To Kabaa High School	5
To Makerere College	6

19. The maximum roll during 1934 was 113 as against 110 in 1933. A change was made in the teacher training course, by which the first year of the primary teacher's course will be taken at the primary schools and the second year only, leading to the 'Primary Teachers' Examination, will be taken at the Alliance High School. It is hoped that in this way ten to twelve qualified teachers will leave the school annually. Some changes were made in the clerks' course in order to bring it more into line with the requirements of the Government Arab and African clerical examination. The school had a very successful year in football and in athletics and hockey was started as an experiment and soon became very popular. The new school chapel was completed in May and dedicated in June. This dignified and beautiful little edifice was built and equipped by trained Africans from the Native Industrial Training Depot.

20. Rather more than one-half of the students in residence during the year were Kikuyu. The only other tribe represented by more than ten pupils was the Kamba with fifteen pupils.

21. The roll of students doing secondary work increased to 111. Under the new rules, these classes have been recognized as a secondary school for the purposes of grant-in-aid.

Alliance High School.

Kabaa High School.

CHAPTER VI.

UNIVERSITY AND COLLEGE POST-SECONDARY EDUCATION.

(a) European.

The Rhodes Scholar who was appointed in 1930 was at Oxford during the year. It is not known definitely at present when another Rhodes Scholar will be appointed.

(b) Indian.

2. The admission of Indian students from Kenya to home universities is being arranged, as heretofore, through the Director of Colonial Scholars in London.

(c) African.

3. The number of Kenya students at Makerere increased to nine during the year. The question of the employment of these students when they return to Kenya is receiving attention.

CHAPTER VII.

TRAINING OF TEACHERS.

(a) European.

Now that European primary teachers are included in the Local Civil Service, it is essential to provide some means for training teachers locally. With this object in view, negotiations were opened with the National Froebel Union. It is proposed to employ local girls who have passed the School Certificate examination as pupil teachers. During their first tour of service (four years) they should be able to pass Part I and the written portion of Part II of the Froebel Teachers' examination and complete the course for the Froebel B Certificate during their first overseas leave.

(b) Indian.

The need for training local Indians as teachers for the Indian primary schools in Kenya has received attention. The most economic solution would doubtlessly be a common centre for training such teachers for the East African Territories.

(c) African.

The following African teachers were successful at the Government Teachers' examinations held at the close of the year—

Elementary Teachers' Certificate	156
Lower Primary Teachers' Certificate	62
Primary Teachers' Certificate	8

Jeanes School.

This year brought to a close the first decade in the history of the Jeanes School.

In his Annual Report the Principal writes as follows—

"For the first time since 1926 the whole of the expenses of running the school was borne by the Education Department. The last of the Carnegie contributions was used up at the end of 1933 and in April of this year a special illustrated report was drawn up for presentation to the Carnegie Corporation in token of appreciation for the generous assistance afforded by them during the years 1927-33. Particular attention was

paid in that report to the agricultural and health training work done in and through the school, since the additional funds made available had been utilized primarily for those purposes.

It was inevitable that this year there should be a small decline in the number of men and women in training. The reduction in the quota of health workers undergoing training for the Medical Department Service is referred to later. We started the year with a total of ninety-three pupils, fifty-one men and forty-two women. Of the men, twenty were health workers and six agricultural demonstrators. At the end of the year there were only thirty-eight men and twenty-eight women. Of the men twenty-four were in training as Jeanes teachers including five from Uganda and four from Tanganyika, so that Kenya had but fifteen men of both years. The remainder consisted of ten health workers and four teachers sent for a special three months' course for the Lower Primary Teachers' Certificate. It is likely that such special courses will be developed, and thus a new sphere of activity will open up for the school. At the end of the year arrangements were made for a year's course for ten teachers for the new primary school agricultural syllabus, and a satisfactory number of candidates was obtained. A full account of this course will appear in the report for 1935.

A further factor accounting for the reduction in the number of pupils in training was the change in the school calendar.

Owing to deteriorated resources in agriculture the Agricultural Department had to abandon with regret the idea of sending any more instructors for the year's course in methods of teaching and co-operation. These courses were begun in 1932, and two groups totaling eleven men received this extra training.

At the annual speech day held in August, the hon. the Director of Education presented provisional certificates to ten Jeanes teachers (of whom three were from Uganda and one from Tanganyika), seven health workers, six agricultural demonstrators, three small-holders, sent by request of the Local Native Council, Fort Hall, and thirteen women who had obtained a satisfactory standard of proficiency in their final examination.

Staff. We had the good fortune to be able to work with a complete staff for the whole of the year.

Buildings and Land.—The only extensive addition to our permanent buildings was a new demonstration and practice

(c) African.

3. The number of Kenya students at Makerere increased to nine during the year. The question of the employment of these students when they return to Kenya is receiving attention.

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Staff.—We had the good fortune to be able to work with a complete staff for the whole of the year.

Buildings and Land.—The only extensive addition to our permanent buildings was a new demonstration and practice

school erected by Native Industrial Training Depot apprentices in August-September. Stone was quarried on our own land for the construction of a house for the health worker posted to the Jeanes dispensary. An open-air theatre was constructed on the site of an old quarry near the pump house and this was used on several occasions, notably on speech day itself, for plays.

Teacher Training and Practice School.—For practice teaching five out-schools of the Church Missionary Society, Kabete, were used. The Jeanes Practice School at Mwangito in the Reserve near by carried on fairly successfully until August, with an average attendance of sixty-eight. The new demonstration school on our land was opened ready for use on November 13th and the Mwangito children transferred themselves to it with great alacrity, giving it a local name, Kiangochi. Almost immediately the numbers rose to nearly 100 pupils. By arrangement with the Church Missionary Society the two teachers were transferred to Government Service at the end of the year. The building has been equipped with semi-bush furniture, the bench and table legs being of round poles and the tops only of sawn timber.

Agricultural Training.—In the last term of the year a full year's course in co-operative theory and method was started. This was thought to be necessary owing to the increasing number of teachers in the field who are attempting to start societies with very inadequate knowledge of what they mean to do and how to do it. The first term was devoted solely to simple account keeping. The health workers attended the courses as well as the second-year Jeanes teachers.

The close of the normal school year in August saw the end of the courses for the agricultural instructors and small-holders. The latter course was frankly an experiment and as yet we have no evidence of its success or otherwise, but it revealed the difficulty of trying to run a number of different courses at the same time and in the same place.

The Co-operative Shop.—The adverse position of the shop at the beginning of the year was corrected by the date of the half-yearly balance sheet in July, but no dividend was paid then. This should be possible by January, 1935. An ex-Jeanes teacher has been installed as salesman, and since he began no trouble has arisen with regard to stock.

Credit Society.—The Savings and Credit Society continues to function in a small way. A number of credits have been granted for the purchase of ploughs and hand cultivators and

all the twenty medical workers were supplied with bicycle-credits extending over two years. The total amount involved in this case is Sh. 3,200.

Manual Training.—During the year 1934 all the teachers and health workers were fully employed during their manual training periods on constructional and repair work on the station. They built a two-roomed banda, roofed it with thatch, laid cement concrete floors, made doors and windows and finally lined it with Kavirondo matting.

The School Dispensary.—The attendance at the dispensary still increases despite the fact that all the ante-natal patients were removed to the welfare centre.

Total attendance on the surgical side	5,442
Total attendance on the medical side	5,354
Total	10,796

making an increase of 175 on last year's attendance.

Welfare Centre.—During the year this was given a permanent home and we may look for a flourishing ante-natal clinic in the future. Its main function is the education of the women in training but it is hoped that a lady doctor will be able to come out once a week for the clinic, instead of monthly as at present. There has been an attendance of 396 patients with an average of six in-patients per term.

Red Cross Classes.—Thirteen men and women sat for the final Red Cross examination in August, of whom ten were successful. They were granted the Senior Certificate from the Red Cross Society. This item of training is now fully established and has the full support and approval of the Red Cross Society in Kenya.

Health Workers.—Our function with regard to these men is to put the resources of school and staff at the disposal of the Medical Department for theoretical and practical education. Since they are included in the general scheme of training for the African Medical Service a fuller account of their work is included in the annual report of the Medical Department.

Training of Women.—The wives of the men in training are entering into every phase of school life more and more. They have their own committee and also two representatives on the School Council of Elders. At one time they were mere listeners but now they are not afraid to speak, and to make

requests. There is never any difficulty with attendance at lessons; in fact they wish for more instruction than it is possible to give them at present.

Jeanes Teachers in the Field.

General.—At the end of the year there were ninety-six men at work in Kenya, five in Uganda and one in Tanganyika, making 102 in all. There was a loss of seven men for various causes. The table below gives some idea of the position:—

JEANES GROUPS 1927 TO 1934

Men (Group Names)	Year of Passing Out	Total No. Completing Course	Losses	In service end of 1934
Mwenge	1927	15	7	8
Nyeri	1929	23	11	12
Uganda	1930	20	5	15
Kenya	1931	24	4	20
Wajir	1932	26	2	24
Kenya	1933	19	7	12
Uganda	1934	17	6	11
		134	52	82

There are also eighteen health workers now at work and eleven agricultural demonstrators who have had some training in the Jeanes school, as well as three snuff smokers.

By the end of 1935, allowing for normal wastage, there will be over 100 men at work in Kenya. Salaries continue to increase and on the whole it is the men on higher pay who retire. The sum of £1,700 required this year for the salaries of two-thirds salary was as usual included in estimates for African education. It has to be remembered that the men are distributed all over the Native Reserves from the Coast to the Lake and thus, through a common loyalty and indirect guidance and control from a central source, help to exercise a unifying and persistent drive in the direction of village development.

Financial Aspect.—A word may be said about the cost of the system. Of the total sum of £5,500 (in round figures) which represents the amount spent by Government on the Jeanes School and Jeanes teachers, £1,850 only was required to maintain the system in the field, or roughly £20 per man. All members of staff spent most of August and part

of September in safaris in practically every district where Jeanes teachers are employed. The value of such visits enabling them to get into touch with teachers and schools, missionaries and Government officials, cannot be over-estimated. In addition, a refresher course, attended by forty women, described below, was held in January, in lieu of a refresher course for the men. These two items of expenditure accounted for £100. The remainder of the money went, as already mentioned, to the refund of two-thirds of salary of certified Jeanes teachers, employed in the supervision of at least three village schools. Actually, so far as our figures show, in 1934, 333 such schools were visited by Jeanes teachers quarterly (an average of 6.27 per teacher per quarter). How much is actually accomplished by such visits it is difficult to say briefly. Some effect a very great deal, others are more or less failures, but on the whole, and taking all the difficulties of their work into consideration, they are fully justifying the expenditure.

In their school supervision the Jeanes teachers are doing their best despite the initial handicap of their own comparatively low standard of scholastic attainment. Each year however the qualifications of candidates are improving. There seems to be room for two types of men, a few fit to supervise the highest standard of elementary school, and the rest better fitted to work among the masses of sub-elementary or bush schools.

So far as general welfare work outside the school is concerned, the difficulties, as one might expect, are enormous and the position of Jeanes teachers is often rather invidious. The gradual extension of the activities of the Medical and Agricultural Departments into African villages relieves them of a good portion of the programme of work which was originally planned for them. The responsibility of Jeanes men is increasingly becoming one of liaison work.

Jeanes Wives Refresher Course.—A fortnight's course was held in January when forty wives were present, seventeen from Kikuyu districts, two from Uamba, fifteen from Nyanza, five from Coast Province and one from Uganda. Four of them belonged to the first Jeanes group and had left us in 1927. The women were allowed to bring with them their youngest children. The success of the course was, in a large measure, due to voluntary helpers from outside the staff who took series of lessons in the following subjects:—

Singing, first-aid, sewing and cutting-out, child care.

TABLE SHOWING JEANES TEACHERS, HEALTH WORKERS, AGRICULTURAL DEMONSTRATORS ETC. IN TRAINING AND SERVICE, 1934

	In Service	In Training	Total
KENYA—			
Kikuyu	46	5	51
Bantu Kavirondo	26	3	29
Luo	24	10	34
Masai	3	0	3
Tsetse	5	1	6
Giriama	4	1	5
Chonyi	1	1	2
Pokomo	1	1	2
Duruma	1	0	1
Digo	1	1	2
Kipsigia	3	1	4
Mwimbi	2	0	2
Embu	1	1	2
Mori	3	0	3
Nandi	2	0	2
Kisii	2	0	2
Kamba	14	3	17
TANGANYIKA—			
Bondei	0	2	2
Muhehe	1	0	1
Mugogo	0	1	1
UGANDA—			
Bugishti	0	1	1
Samia	1	0	1
Tea	1	1	2
Acholi (Lango)	1	1	2
Ankole	2	1	3
Turo	0	1	1
Total	145	36	181
Death, retirement, transfer, dismissal, etc.	8	0	8
Removal owing to unsuitability	0	4	4
NET TOTAL	137	32	169

Total number of Jeanes Teachers actually in employment in Kenya at the end of 1934—96.

CHAPTER VIII.
EDUCATION OF GIRLS.

(a) European Education.

Reference has been made to the position in European education in Chapter V.

(b) Indian Education.

2. There has been a rapid increase in numbers at the Government Girls' School in Mombasa. The school is now developing a secondary top and the appointment of one or more highly qualified assistant mistresses is under consideration in so far as the financial provision will permit.

3. In Nairobi the progress anticipated at the Government school has not been fully realized and the position is in all essentials unchanged. The small Government school has a very serious language difficulty to cope with. The Gujarati and Urdu sections are approximately equal in number and every class from sub-Standard A to Standard VI has to be duplicated. On the other hand, seven large aided schools managed by the various communities continue to expand in spite of the fact that the reduced rate of grant-in-aid continued in force throughout the year.

(c) African Education.

4. There are no Government schools for girls and this very important branch of education continues to be almost entirely neglected. The wives of Jeanes teachers in training continue to give instruction in domestic subjects at the Jeanes School. The Government village schools are technically open to girls as well as to boys but in practice few girls attend these schools as yet. It is satisfactory to note that seventeen Mission girls' schools were placed on the aided list under the new Grant-in-Aid Rules.

CHAPTER IX.

MANUAL INSTRUCTION.

This service remains in abeyance but wherever possible medical officers carry out inspections in the schools of their areas. A thorough medical examination of the pupils of the Coast Secondary School was made and a particularly valuable report issued.

BOY SCOUTS AND GIRL GUIDES.

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Pokomo	1	1	2
Duruma	1	0	1
Digo	1	1	2
Kipsigis	3	1	4
Mwimbi	2	0	2
Embu	1	1	2
Meru	3	0	3
Nandi	2	0	2
Kisii	2	0	2
Karaba	14	3	17
LANGANVIA—			
Bondei	0	2	2
Muhehe	1	0	1
Mugogo	0	1	1
UGANDA—			
Bugishu	0	1	1
Samia	1	0	1
Teso	1	1	2
Acholi (Lango)	1	1	2
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The year was one of great activity in scouting in the Colony and was memorable for the formation of the Kenya

Scout Council. Rapid progress was reported, especially at the Coast and in Nyanza. Provisional troops of African scouts have now been recognized in Nairobi, Kericho and Bukura.

The Girl Guides report a very successful year and the formation of the first company of Indian Guides and Brownies at H.H. the Aga Khan School, Nairobi. The third Ranger Company in Kenya was formed at Eldoret. The annual camp at the Coast, besides being most enjoyable, provided unusual facilities for guide training.

CHILDREN'S HOLIDAY CAMP.

The Children's Holiday Camp, which is organized by a Committee, was held as usual at Likoni, near Mombasa. The children had a fortnight at the sea; health was good on the whole and the camp was a success generally.

CHAPTER X.

CO-OPERATION WITH OTHER DEPARTMENTS.

The year's work has been satisfactory with regard to co-operation with other departments. There is close contact with the Administration in most of the educational effort under review. District Commissioners are also Presidents of Local Native Councils. The statistics of the expenditure of the Councils on education are an index of the growing demands made on the time of the District Commissioners for the consideration of educational matters in the native reserves. In many areas District Commissioners act as chairmen of European and Indian School Committees and devote a great deal of thought and time to the increasing business undertaken by these committees.

Medical Department

The Director of Medical Services reports as follows:

Hospital Assistants.—The class of recruits who came at the beginning of 1934 was selected from all tribes and included members of tribes such as the Masai, Elgeyo, Digo, tribes which had previously sent none for training. All recruits in 1934 had obtained the Primary School Certificate, and they were selected by the Principals of their schools.

At the beginning of 1935 it will be possible to recruit even better candidates. In areas where candidates are numerous, the primary schoolboy is debarred from immediate admission to the depot and has to serve a year of apprenticeship in a

district hospital. Government or Mission. After a year in this hospital he is transferred to the Medical Training Depot.

Training has been progressively lengthened and the scale of emoluments has been gradually decreased during 1933 and 1934.

The hospital assistant who has completed his training, ranks as a Grade II clerk, and is governed in all respects by the Code of Regulations for the Arab and African Clerical Service.

The method of training has become in recent years increasingly practical.

At the beginning of 1934, nineteen recruits were engaged as the new junior year.

At the end of the year, six learners of the senior year sat for the final examination. All passed both in the reports on the year's work in the practical nursing examination, and in the theoretical and oral examination conducted by the two external examiners.

Compounder Assistants.—Recruits are selected from boys who have passed through a secondary school, and have gained the Junior Secondary Certificate; that is they have done two more years schooling than the primary schoolboy, and have studied elementary chemistry and physics, subjects which are extremely helpful if not essential to anyone undergoing training as a compounder.

One difficulty is being already experienced, for by selecting only secondary school boys, practically all those chosen are Kikuyu who more than other tribes have pressed for higher education. It is probably not so essential that a compounder in any district hospital should be a member of the tribe of that district but other things being equal this is desirable. During 1934 two Kikuyu and one Mkamba were recruited, and arrangements have been made to recruit two Luo and one Kikuyu at the beginning of 1935.

At the end of the year two senior learners were examined in the theory and practise of compounding, pharmacy and materia medica. Both passed in the theoretical examination.

Health Workers.—A Committee of those responsible for the training of health workers, and of medical officers and sanitary inspectors examined the whole position. The Committee found that the health worker was seldom as competent

Scout Council. Rapid progress was reported, especially at the Coast and in Nyanza. Provisional troops of African scouts have now been recognized in Nairobi, Kericho and Bukura.

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The Children's Holiday Camp, which is organized by a Committee, was held as usual at Likoni, near Mombasa. The children had a fortnight at the sea; health was good on the whole and the camp was a success generally.

CHAPTER X.

CO-OPERATION WITH OTHER DEPARTMENTS.

The year's work has been satisfactory with regard to co-operation with other departments. There is close contact with the Administration in most of the educational effort under review. District Commissioners are also Presidents of Local Native Councils. The statistics of the expenditure of the Councils on education are an index of the growing demands made on the time of the District Commissioners for the consideration of educational matters in the native reserves. In many areas District Commissioners act as chairmen of European and Indian School Committees and devote a great deal of thought and time to the increasing business undertaken by these committees.

Medical Department.

The Director of Medical Services reports as follows:—

Hospital Assistants. The class of recruits who came at the beginning of 1934 was selected from all tribes and included members of tribes such as the Masai, Elgeyo, Digo, tribes which had previously sent none for training. All recruits in 1934 had obtained the Primary School Certificate, and they were selected by the Principals of their schools.

At the beginning of 1935 it will be possible to recruit even better candidates. In areas where candidates are numerous, the primary schoolboy is debarred from immediate admission to the depot and has to serve a year of apprenticeship in a

district hospital, Government or Mission. After a year in this hospital he is transferred to the Medical Training Depot.

Training has been progressively lengthened and the scale of emoluments has been gradually decreased during 1933 and 1934.

The hospital assistant who has completed his training, ranks as a Grade II clerk, and is governed in all respects by the Code of Regulations for the Arab and African Clerical Service.

The method of training has become in recent years increasingly practical.

At the beginning of 1934, nineteen recruits were engaged as the new junior year.

At the end of the year, six learners of the senior year sat for the final examination. All passed both in the reports on the year's work in the practical nursing examination, and in the theoretical and oral examination conducted by the two external examiners.

Compounder Assistants.—Recruits are selected from boys who have passed through a secondary school, and have gained the Junior Secondary Certificate; that is they have done two more years schooling than the primary schoolboy, and have studied elementary chemistry and physics, subjects which are extremely helpful if not essential to anyone undergoing training as a compounder.

One difficulty is being already experienced, for by selecting only secondary school boys, practically all those chosen are Kikuyu who more than other tribes have pressed for higher education. It is probably not so essential that a compounder in any district hospital should be a member of the tribe of that district but other things being equal this is desirable. During 1934 two Kikuyu and one Mkamba were recruited, and arrangements have been made to recruit two Luo and one Kikuyu at the beginning of 1935.

At the end of the year two senior learners were examined in the theory and practise of compounding, pharmacy and materia medica. Both passed in the theoretical examination.

Health Workers.—A Committee of those responsible for the training of health workers, and of medical officers and sanitary inspectors examined the whole position. The Committee found that the health worker was seldom as competent

as a dresser in the medical care of the patients who came to the dispensary. It was decided that the health worker should be trained only in preventive medicine and that only in this capacity should he work. Health workers were placed under the supervision of the sanitary inspectors. It was decided that they could not be effectively employed in districts where there were no sanitary inspectors. No recruits were admitted in 1934.

One member of the senior class failed in the final examination in July, 1934, and has returned to the Jeanes School for further instruction. Twelve members of the junior class sat for an examination held in July, 1934, ten passed and have subsequently become the senior class and two have been discharged. A total number of eighteen health workers have completed training. Eleven were undergoing training at the end of 1934.

Agricultural Department.

The Director of Agriculture reports as follows:—

Native Agricultural Training Centres.—The primary object of the two agricultural schools maintained by the Department is the training of Africans for work as native agricultural instructors in native reserves and for imparting practical agricultural instruction to Africans who at the conclusion of their training will obtain a livelihood on their own land. Among other matters these institutions also provide facilities for demonstrating and teaching the value of superior varieties of crops and crops new to districts, cultural methods applicable in areas concerned, conservation of soil fertility including the storage and application of animal manure, the value of rotational systems of cropping and the manner in which land may best be used according to particular circumstances.

With the advance in the standard of education and intelligence of natives available for admission to these schools, it will be possible in the near future to restrict entry to those who have passed the Primary School Examination of the Department of Education. This will enable the standard of agricultural education to be raised, and make it possible to teach not only methods but the principles on which they are based. Their modification according to circumstances of the population situated in areas of varying conditions of rainfall, soils and situation with regard to food requirements and markets, will also be more fully taught.

The value of layout and management of small holdings was emphasised in the course of instruction.

In the absence of funds for increase in the number of schools, advantage was taken of facilities on seed farms to increase the educational influence of the Department in native reserves and selected natives were admitted to these farms for periods of a few months as circumstances permitted.

Scott Agricultural Laboratories.—Accommodation and funds allowed the maintenance of sixty natives at this school. Excluding the Coast Province, apprentices were drawn from parts of the Colony east of a line running north and south through Nakuru. Owing to the attractions of other vocations, considerable difficulty was experienced in obtaining post-primary school examination candidates, but several applied and were admitted. Twenty apprentices completed the course of instruction at the end of the year, of whom fifteen obtained employment as native agricultural instructors.

Bukura, North Kavirondo.—Although drawn mainly from the Bantu and Luo races of North, Central and South Kavirondo, the fifty-six apprentices at this school included representatives from the more pastoral areas of the Suk, Kumasia, Elgeyo, Marakwet, Nandi and Lumbwa Districts. A new feature of instruction at this school during the year was the inauguration of annual refresher courses for native agricultural instructors which were attended by natives training as teachers at the Church Missionary Society School, Maseno.

Native Veterinary Services.—The educational system which was adopted by the Division of Animal Industry some few years ago for native pastoral development is linked up with the administration of veterinary services and is chiefly concerned with the development of native pastoral resources. It is essentially a system of demonstration and propaganda.

These educational and demonstrational centres were established in certain native reserves as facilities were available, at which tribesmen are received for a period of two years' training in disease control and animal husbandry. Each centre is staffed by a veterinary officer, who is also in charge of the veterinary activities of the native area in which the centre is located, and by a stock instructor or stock inspector who has special training in disease control and native pastoral development. In this way a wide range of work, complementary in nature, is concentrated under one staff.

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Although the Department has been requested to do so, it has not been possible, during the year, to add to the following centres already established:—

Ngong, located in and serves the Masai Reserve.

Maseno, located in and serves Central Kavirondo Reserve.

Machakos, located in and serves Machakos-Kitu Reserves.

Sangalo, located in and serves North Kavirondo Reserve.

Baraton, located in and serves Nandi Reserve.

It has been necessary for reasons of economy to close the Isiolo Centre which formerly served the Northern Frontier District.

It is hoped to complete the centre at Mariakani to serve the Coast Province as soon as funds are available.

Every endeavour is made to restrict admission to those who have obtained the Primary School Certificate. It is however, not always possible to obtain such pupils and in order that full advantage may be taken of the facilities provided, pupils not in possession of the desired certificates, are selected and given elementary education to prepare them for their course of technical studies. It is expected that from the year 1931 onwards, post-primary pupils will be available each year up to the number of vacancies at centres.

The total number of pupils accepted at all centres during the year was 154 with a distribution as follows:—

<i>Training Centre</i>	<i>No. of Pupils</i>
Ngong	47
Maseno	29
Machakos	30
Sangalo	12
Baraton	16

Inter-Territorial Language Committee

The Inter-Territorial Language Committee did not meet during the year, but consultation with regard to the translation of books into Swahili and other matters proceeded as hitherto.

Relations with Missions

Excellent relations with all the missionary societies have been maintained throughout the year, and their valuable contributions to the cause of African education are gratefully

acknowledged. The difficulties in connection with the application of the new Grant-in-Aid Rules (vide paragraph 9) could not have been solved without a real spirit of co-operation. The Missions, perhaps even more seriously than many other people, are feeling the effects of the long period of financial depression and it is to be hoped that in the near future their prospects may improve.

GENERAL.

It is pleasant to record the great assistance which has been afforded by the Advisory Councils and the School Committees. The loyal collaboration of all members of the staff of the Department has rendered the past year one of steady progress in spite of many difficulties. As I only arrived in Kenya at the end of November, in am indebted to Mr. R. H. W. Wisdom, Chief Inspector of Schools, for the main drafting of this Report.

E. G. MORRIS,

Director of Education.

APPENDIX A

SUMMARY OF RECOMMENDATIONS OF THE CONFERENCE OF DIRECTORS OF EDUCATION, 1933, IN REGARD TO AFRICAN EDUCATION POLICY.

(1) To extend elementary vernacular education as widely as possible and build the education structure in pyramidal fashion with that elementary vernacular education as its foundation and basis with the definite purpose of developing the people of the country on the lines most suitable to their environment. The special aim to be kept in view should be to increase useful production. Two essentials are required. These are :-

- (i) The adequate training of teachers for employment in the elementary schools both male and female.
- (ii) The development of a curriculum aiming deliberately at practical instruction in agriculture (including animal husbandry) suitable to the locality of the individual school.

(2) To provide training, in a carefully regulated manner, for those who are fitted to fill posts in the administrative and technical services of all kinds in the country, and, generally to provide opportunities for more advanced education for a limited number, recognizing that such provision must depend on the financial resources of each territory.

(3) The education of women and girls is recognized as at least equal in importance to that of boys and men. Every effort should be made to reduce the disparity between the facilities provided for boys and those provided for girls.

(4) To provide technical and vocational training to meet the needs of the country whether in the African village or in the European workshop or farm. So far as is practicable training of an elementary character should be given in all schools with a view to the improvement of housing conditions in the African village.

(5) On the understanding that state schools where necessary are not excluded, to give grants-in-aid for the encouragement of voluntary effort in carrying out (1), (2), (3) and (4) and to encourage the native authorities to utilize as fully as possible the services of missionary bodies.

APPENDIX A—Contd.

(6) To utilize institutions in the neighbouring territories for higher education where accommodation is available rather than build new institutions.

(7) To provide an adequate European staff for the supervision and inspection of all educational work in order to ensure vitality in the educational system and to secure the efficient carrying out of the Government's policy.

APPENDIX B

EUROPEAN LOCAL CIVIL SERVICE
SCALES OF PAY OF PRIMARY EDUCATION OFFICERS

	Scale of Salary
PRINCIPAL (MALE), PRIMARY EUROPEAN EDUCATION— Schools of 200 Pupils and over	£660-45-720
Schools of 100-199 Pupils	£520-10-660
PRINCIPAL (FEMALE), PRIMARY EUROPEAN EDUCATION— Schools of 100-199 Pupils	£400-10-520
PRIMARY EDUCATION OFFICERS (MALE)—	

Grade	Qualifications			Scale of Salary
	Academic	Professional	Experience	
A	Graduate of recognized University.	Certificate recognized as equivalent to Board of Education Certificate.	—	£420-20-520 —10-600
B		Ditto	—	£360-20-520 —10-600
C	Graduate of recognized University. Higher School Certificate or Intermediate or equivalent.	Nil	2 years	£240-20-360
	Matriculation or School Certificate or equivalent.	Ditto	4 years	£240-20-360
D	Higher School Certificate or Intermediate or equivalent.	Nil	—	£180-15-210
E	Matriculation or School Certificate or equivalent.	Nil	—	£150-15-210

APPENDIX B.—Contd.

PRIMARY EDUCATION OFFICERS (FEMALE)—

Scale	Qualifications			Scale of Salary
	Academic	Professional	Experience	
A	Graduate of recognized University.	Certificate recognized as equivalent to Board of Education Certificate.	—	£360-20-420 -10-500
B	Graduate of recognized University.	Ditto	—	£315-15-360 -20-380-10 -420-10-500 £225-15-315
C	Graduate of recognized University. Higher School Certificate or Intermediate or equivalent.	Nil	—	£225-15-315
	Matriculation or School Certificate or equivalent.	Certificate recognized as less than Board of Education Certificate.	2 years	£225-15-315
D	Higher School Certificate or Intermediate or equivalent.	Ditto	4 years	£225-15-315
E	Matriculation or School Certificate or equivalent.	Nil	—	£180-15-210 £180-15-210

NOTE.—(i) Black figures indicate efficiency bars.
(ii) These posts carry certain privileges in respect of leave, passages, medical attendance and a Provident Fund.

APPENDIX C
GRANTS IN AID OF AFRICAN EDUCATION RULES, 1954
SCHEDULE
GRANTS IN AID OF RECURRENT ANNUAL EXPENDITURE

Rule	Service	Rate not Exceeding	Special Conditions
12	Sub-Elementary Schools. Provision supervision and equipment	£50 in the case of any one Manager or Supervisor	At least three-fifths to be spent on equipment.
13, 14	Jeunes Teachers'	Half the cost of the equipment provided from the grant	Special rates, may be approved as in Rule 17.
15-17	Elementary Schools	(a) Grants by Local Notice Council, (b) Funds provided or raised by the Managers of the school. Total not to exceed £40	
18	Elementary Schools providing training for Elementary Teachers.	European male teacher, £300 by £10 to £350. European female teacher, £285 by £5 to £350. European relief teacher, £70 or £50 per annum. African assistants general, £18 by £3 to £30 and £24 by £3 to £34	Payable if 20 approved pupils are in attendance undergoing training for Teachers' Elementary Certificate.
19	Primary Day School	European male, £350 by £10 to £400, or European relief, £250 by £5 to £350. European assistant, £200. Relief teacher, £70 or £50 per European teacher per annum. African assistants general, £18 by £3 to £30 and £24 by £3 to £34	Payable only if 30 pupils are in attendance above elementary stage. * Payable if the attendance is 200 or over, of whom 50 are above the elementary stage. Salary according to qualifications. Number and qualifications to be approved.
20	Primary Boarding Schools	European assistant, £350 by £10 to £450. European assistant, £300 by £10 to £400.	* Payable only if 40 pupils are in attendance above elementary stage, of whom one-third may be day scholars. Payable only if 90 pupils are in attendance above elementary stage, of whom one-third may be day scholars. Payable only if 150 pupils are in attendance above elementary stage, of whom one-third may be day scholars.

* Proportionate Grants are payable when full numbers required are not reached.

Rule	Service	Rate and Conditions	Special Conditions
20	Primary Boarding Schools—Contd.	<p>Relief teacher: £10 per fortnight per annum.</p> <p>Indian assistant (technical): £30 by £3 to £50; £2/10 per pupil (general); £24 by £3 to £34.</p> <p>European relief teacher: £50 by £5 to £350; European teacher: £50 by £5 to £380.</p> <p>African teachers: £22 by £2 to £24.</p> <p>(a) £20 per boarding pupil making 75 per cent of possible attendances or over.</p> <p>(b) £20 per day pupil making 75 per cent of possible attendances or over.</p> <p>(c) £27/10 per boarding pupil making 50 per cent of possible attendances or over, but less than 75 per cent.</p> <p>(d) £15 per day pupil making 50 per cent of possible attendances or over, but less than 75 per cent.</p> <p>(e) £18 per boarding pupil making 25 per cent of possible attendances or over, but less than 50 per cent.</p> <p>(f) £10 per day pupil making 25 per cent of possible attendances or over, but less than 50 per cent.</p> <p>(g) £7/10 per boarding pupil making 10 per cent of possible attendances or over, but less than 25 per cent.</p> <p>(h) £5 per day pupil making 10 per cent of possible attendances or over, but less than 25 per cent.</p> <p>£100, as laid down in Rules 29-31.</p>	<p>Salary according to qualifications. Number and special conditions to be as approved.</p> <p>As prescribed in Rule 22.</p> <p>Grant for two teachers payable only if 50 pupils are in attendance.</p> <p>Number and qualifications to be approved.</p> <p>As prescribed in Rule 24.</p> <p>As prescribed in Rule 25-28.</p>
21-23	Primary School Boarding Class Schools		
24	Girls' Boarding Secondary Schools		
24-31	Vernacular Textbooks		

* Proportional grants are payable when full numbers required are not reached.

APPENDIX D

COLONY AND PROTECTORATE OF KENYA.
THE EDUCATION ORDINANCE, 1931.

RULES.

IN EXERCISE of the powers conferred upon him by section 45 of the Education Ordinance, 1931, His Excellency the Governor in Council has been pleased to make the following Rules:—

1. These Rules may be cited as the Education (Fees) (Amendment) Rules, 1934, and shall be read as one with the Education (Fees) Rules, 1933, hereinafter referred to as the Principal Rules.

2. Rule 3 of the Principal Rules is hereby amended by the addition of the following proviso at the end thereof:—

"And provided further that in cases of unavoidable absence from school the fees prescribed in Rule 2 of these Rules may be reduced by the Director."

By Command of His Excellency the Governor in Council

Nairobi,

This 16th day of November, 1934.

J. F. G. TROUGHTON,

Clerk to the Executive Council.

GENERAL TABLE II—ABSTRACT STATEMENT OF GROSS EXPENDITURE ON EDUCATION FOR THE OFFICIAL YEAR 1934—(Contd.)

AFRICA

Class of Institution	TOTAL DIRECT EXPENDITURE ON EDUCATION						TOTAL INDIRECT EXPENDITURE ON EDUCATION						Total Expenditure on Education	
	Arts and Sciences	Colleges for Professional Education	University Education	School Education: Gen. Secular	Technical Schools	Other Schools	Universities	Directorate and Inspection	Scholarships	Buildings, Furniture and Apparatus	Miscellaneous	TOTAL		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Colombian Revenue			4,750	53,624	3,909	12,247	76,030	57,695	477	9,169	42	15,383	91,413	
Local Public Funds			4,750	53,624	3,909	12,247	76,030	57,695	477	9,169	42	15,383	91,413	
Other Sources—			4,750	53,624	3,909	12,247	76,030	57,695	477	9,169	42	15,383	91,413	
(a) Colonial Loan Funds			4,750	53,624	3,909	12,247	76,030	57,695	477	9,169	42	15,383	91,413	
(b) Local Discretionary Bodies, including Missions			4,750	53,624	3,909	12,247	76,030	57,695	477	9,169	42	15,383	91,413	
(c) Private Management			4,750	53,624	3,909	12,247	76,030	57,695	477	9,169	42	15,383	91,413	
Total			4,750	53,624	3,909	12,247	76,030	57,695	477	9,169	42	15,383	91,413	
Total Expenditure from Colonial Revenue			4,750	53,624	3,909	12,247	76,030	57,695	477	9,169	42	15,383	91,413	
Percentage of Expenditure from Colonial Revenue on Education to Total Expenditure from Colonial Revenue			17	17	17	17	17	17	17	17	17	17	17	
Amount spent on Education from all sources per head of population			0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	
Amount spent on Education from all sources per head of population			0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	

* Indirect Expenditure.

35.1 percent.

2.0 0.50.

GENERAL TABLE III—COLLEGES, SCHOOLS AND SCHOLARS FOR THE OFFICIAL YEAR 1934

Class of Institution	CONTROLLED INSTITUTIONS UNDER PUBLIC MANAGEMENT				CONTROLLED INSTITUTIONS UNDER PRIVATE MANAGEMENT				GRAND TOTAL		NUMBER OF TEACHERS AND SCHOLARS
	Number of Institutions	Average Daily Attendance	Number of Institutions	Average Daily Attendance	Number of Institutions	Average Daily Attendance	Number of Institutions	Average Daily Attendance	Public	Private	
(a) University and Collegiate Education	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil
(b) Secondary—											
i. European	2	211	212	Nil	Nil	Nil	Nil	4	237	215	448
ii. Indian and Coast	1	1,184	1,184	"	"	"	"	"	"	"	1,474
iii. African	1	1,90	1,80	"	"	"	"	"	"	"	2,20
Total	5	1,475	1,446	Nil	Nil	Nil	Nil	4	237	215	2,017
(c) Primary—											
i. European	12	948	854	Nil	Nil	Nil	Nil	11	338	335	1,379
ii. Indian and Coast	11	1,785	1,654	"	"	"	"	8	350	294	2,151
iii. African	5	458	396	"	"	"	"	"	"	"	854
iv. African	47	4,037	3,525	"	"	"	"	1,065	65,548	42,528	103,635
Total	75	7,225	6,525	Nil	Nil	Nil	Nil	1,102	66,286	43,457	110,813
Total of Schools and Colleges under Public and Private Management	80	8,700	7,971	Nil	Nil	Nil	Nil	1,106	66,523	43,672	112,836

*Including Swahili.

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TABLE IV - RESULTS OF PUBLIC EXAMINATIONS DURING THE OFFICIAL YEAR 1964

NAME OF EXAMINATION	Number of Candidates who completed during the year the course of studies prescribed for the examination				Number of Candidates				Number Passed				Rate of Candidates Passed				Percentage of Column 10 to Column 5
	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)	(l)	(m)	(n)	(o)	(p)	
I. Cambridge Matriculation	2	1	1	1	4	25	2	11	14	1	2	24	1	24	1	100.5%	100.5%
II. London Matriculation	2	2	14	4	25	2	11	14	1	2	24	1	24	1	100.5%	100.5%	
III. Kenya Department of African Examinations	142	47	46	52	197	142	47	46	52	142	47	46	52	142	47	46	52
(a) Junior Certificate	27	2	11	16	56	27	2	11	16	27	2	11	16	27	2	11	16
(b) School Certificate	58	124	22	49	153	58	124	22	49	58	124	22	49	58	124	22	49
(c) Preliminary Certificate	58	124	22	49	153	58	124	22	49	58	124	22	49	58	124	22	49
(d) Preliminary Certificate	58	124	22	49	153	58	124	22	49	58	124	22	49	58	124	22	49
(e) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(f) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(g) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(h) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(i) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(j) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(k) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(l) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(m) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(n) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(o) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(p) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(q) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(r) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(s) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(t) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(u) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(v) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(w) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(x) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(y) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(z) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(aa) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(ab) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(ac) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(ad) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(ae) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(af) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(ag) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(ah) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(ai) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(aj) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(ak) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(al) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(am) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(an) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(ao) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(ap) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(aq) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(ar) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(as) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(at) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(au) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(av) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(aw) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(ax) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(ay) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(az) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(ba) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(bb) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(bc) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(bd) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(be) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(bf) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(bg) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(bh) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(bi) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(bj) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(bk) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(bl) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(bm) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(bn) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(bo) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(bp) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(bq) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(br) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(bs) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(bt) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(bu) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(bv) Primary Teachers	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
(bw) Primary Teachers	15	15															

GENERAL TABLE VI—EUROPEAN—GROSS EXPENDITURE ON CONTROLLED INSTITUTIONS MAINTAINED BY

(c) Government

	2		3		4		5		6	7	8	9		10		11
	Colleges	Secondary Schools	Primary Schools	Training Institutions	Other Vocational Schools	Total	From Fees	From State Grants				From Other Sources	From Loans	From Private Management	Total	
Maintenance Charges on Capital Expenditure on Building Equipment																
Total	11,710	19,911	19,911	19,911	19,911	31,621	4,442	4,442	4,442	4,442	4,442	4,442	4,442	4,442	4,442	31,621
Average Annual Cost per Pupil to Colonial Revenue	681.11 69	421.18 69	421.18 69	421.18 69	421.18 69	271.79	271.79	271.79	271.79	271.79	271.79	271.79	271.79	271.79	271.79	271.79
Local Public Funds (L.N.C.)	681.11 69	421.18 69	421.18 69	421.18 69	421.18 69	271.79	271.79	271.79	271.79	271.79	271.79	271.79	271.79	271.79	271.79	271.79
Total Average Cost per Pupil	681.11 69	421.18 69	421.18 69	421.18 69	421.18 69	271.79	271.79	271.79	271.79	271.79	271.79	271.79	271.79	271.79	271.79	271.79

(b) Local Public Funds—Nil

(c) Ministries or Local Departmental Bodies—Not Known

(d) Other Private Management—Not Known

NOTE.—Boarding costs are excluded from this Table.

GENERAL TABLE VI—INDIAN AND COMB.—GROSS EXPENDITURE ON CONTROLLED INSTITUTIONS MAINTAINED BY

(c) Government

	2		3		4		5		6	7	8	9		10		11
	Colleges	Secondary Schools	Primary Schools	Training Institutions	Other Vocational Schools	Total	From Fees	From State Grants				From Other Sources	From Loans	From Private Management	Total	
Maintenance Charges on Capital Expenditure on Building Equipment																
Total	13,386	12,860	12,860	12,860	12,860	26,340	6,505	6,505	6,505	6,505	6,505	6,505	6,505	6,505	6,505	26,340
Average Annual Cost per Pupil to Colonial Revenue	411.2 82	411.2 82	411.2 82	411.2 82	411.2 82	263.40	197.25	197.25	197.25	197.25	197.25	197.25	197.25	197.25	197.25	197.25
Average Annual Cost per Pupil to Local Public Funds (L.N.C.)	411.2 82	411.2 82	411.2 82	411.2 82	411.2 82	263.40	197.25	197.25	197.25	197.25	197.25	197.25	197.25	197.25	197.25	197.25
Total Average Cost per Pupil	411.2 82	411.2 82	411.2 82	411.2 82	411.2 82	263.40	197.25	197.25	197.25	197.25	197.25	197.25	197.25	197.25	197.25	197.25

(b) Local Public Funds—Nil

(c) Ministries or Local Departmental Bodies—Not Known

(d) Other Private Management—Not Known

NOTE.—Boarding costs are excluded from this table.

GENERAL TABLE VI—EUROPEAN—GROSS EXPENDITURE ON CONTROLLED INSTITUTIONS MAINTAINED BY

(c) Government

	1		2		3		4		5		6		7	8	9	10		11
	Colleges	Male	Female	Secondary Schools	Male	Female	Primary Schools	Male	Female	Training Institutions	Other Vocational Schools	Total				From Colonial Revenues	From Fees	
(a) Maintenance Charges	6	11,710	19,911	6	6	6	6	6	6	6	6	31,621	27,179	4,442	6	6	6	31,621
(b) Capital Expenditure on Building Equipment	6	11,710	19,911	6	6	6	6	6	6	6	6	31,621	27,179	4,442	6	6	6	31,621
Average Annual Cost per Pupil to Colonial Revenue	6	531.11 69	421.18 99	6	6	6	6	6	6	6	6	627.16 71	2318.51	6	6	6	6	6
Total Average Cost per Pupil	6	651.14 09	623.16 09	6	6	6	6	6	6	6	6	622.16 71	2318.51	6	6	6	6	6

(b) Local Public Funds—Nil

(c) Minimum of Local Desamminational Bodies—Nil Known

(d) Other Private Managements—Nil Known

NOTE.—Boarding costs are excluded from this Table.

GENERAL TABLE VI—INDIAN AND GOAN—GROSS EXPENDITURE ON CONTROLLED INSTITUTIONS MAINTAINED BY

(c) Government

	1		2		3		4		5		6		7	8	9	10		11
	Colleges	Male	Female	Secondary Schools	Male	Female	Primary Schools	Male	Female	Training Institutions	Other Vocational Schools	Total				From Colonial Revenues	From Fees	
(a) Maintenance Charges	6	13,380	12,865	6	6	6	6	6	6	6	6	26,240	16,735	6,505	6	6	6	26,240
(b) Capital Expenditure on Building Equipment	6	13,380	12,865	6	6	6	6	6	6	6	6	26,240	16,735	6,505	6	6	6	26,240
Average Annual Cost per Pupil to Colonial Revenue	6	411.2 82	471.71 87	6	6	6	6	6	6	6	6	629.56 41	662.19 67	6	6	6	6	6
Total Average Cost per Pupil	6	471.21 32	471.71 86	6	6	6	6	6	6	6	6	629.56 44	662.19 67	6	6	6	6	6

(b) Local Public Funds—Nil

(c) Minimum of Local Desamminational Bodies—Nil Known

(d) Other Private Managements—Nil Known

NOTE.—Boarding costs are excluded from this table.

TABLE VII

DISTRIBUTION OF GOVERNMENT SCHOOLS, WITH AVERAGE
NUMBER ON THE ROLL, 1934

	Boys	Girls	Total
(a) EUROPEAN SCHOOLS (14)			
Prince of Wales, Kabete	106	7	106
Girls' Secondary, Nairobi	..	121	121
European Primary Schools—			
Brookersroom	36	27	63
Eldoret	72	44	116
Farm Schools—			
674 (Kipkabus)	15	15	30
140	7	8	15
139	11	3	14
Kilimani, Nairobi	17	10	27
Kiikhe	46	27	73
Mombasa	11	13	24
Nairobi	148	84	232
Nakuru	100	67	167
Nanyuki	15	10	25
Parklands	88	67	155
Total	670	466	1,136
(b) INDIAN AND GOAN SCHOOLS (13)			
Alidina Ursan High School, Mombasa	614	..	614
Government Secondary School, Nairobi	587	..	587
Indian Elementary School, Nairobi	891	..	891
Indian Elementary School, Mombasa	140	..	140
Indian Girls' School, Nairobi	..	87	87
School, Mombasa	..	290	290
Indian School—			
Eldoret	63	40	103
Fort Hall	21	3	24
Kiambu	178	..	178
Laruo	31	6	37
Machakos	43	17	60
Nakuru	35	10	45
Tika	48	28	76
Total	2,349	481	2,830
(c) ARAB SCHOOLS (6)			
All bin Salim School, Malindi	85	..	85
Arab Primary, Mombasa	235	..	235
Arab Primary, Lamu	35	..	35
Coast Secondary, Shimo la Tewa	82	6	82
Malindi Village Schools (2)	85	..	91
Total	522	6	528

TABLE VII—(Contd)

DISTRIBUTION OF GOVERNMENT SCHOOLS, WITH AVERAGE
NUMBER ON ROLL 1934—(Contd.)

	Boys	Girls	Total
(d) AFRICAN SCHOOLS (14 CENTRAL 33 VILLAGE)			
Jeane's School, Kabete	47	37	84
Native Industrial Training Depot, Kabete	357	..	357
Government African School—			
Kabianga Kericho	108	..	108
Kagumo Nyeri	120	..	120
Kakamega	115	..	115
Kapenguria	62	..	62
Karsabet	131	..	131
Lontokitok	160	..	160
Machakos	194	..	194
Narok	63	..	68
Tambora	92	..	92
Waa	120	..	120
Agricultural School, Bukura	35	..	35
Agricultural School, Scott Labs	40	..	40
Village Schools—			
Coast (6)	248	..	248
Kahungu (1)	41	..	46
Kapsabet (6)	285	..	285
Kiira	30	..	30
Kitui (4)	422	..	422
Machakos (14)	1,280	..	1,280
Pumwani	80	..	80
Total	3,989	37	4,026

TABLE VIII

DISTRIBUTION OF AIDED AND UNAIDED EUROPEAN, INDIAN, AND GOAN SCHOOLS WITH AVERAGE NUMBER ON ROLL, 1934

	Boys	Girls	Total
(a) EUROPEAN SCHOOLS (17)			
Highlands School, Nairobi	46	30	46
Hill Preparatory School, Nairobi	9	25	34
Kenton College, Kijabe	42	2	42
Limuru Girls' School	2	52	54
Loreto Convent, Eldoret	8	41	49
Loreto Convent, Nairobi	16	102	118
Mount Elgon School, Kitale	5	6	11
Mount Kenya School, Nahyuki	1	14	15
Mrs. Clarke's, Westlands, Nairobi	29	23	52
Mrs. Fletcher's Mombasa	15	6	20
Mrs. Fischer's Eldoret	6	6	12
Pembroke House, Gilgil	55	55	55
Rift Valley Academy, Kijabe	18	13	31
*Rumuruti	15	23	38
*Sergeant Farm School	11	11	11
St. Andrew's Trust	20	20	40
St. Helena, Parklands	9	17	26
Total	277	377	654
(a) INDIAN AND GOAN SCHOOLS (53)			
Adarsha Vidyalaya, Nairobi	64	28	92
*Arya Sabha Girls, Kisumu	..	89	89
*Arya Sabha Girls, Nairobi	..	137	137
*Balmamdi Institute	110	7	117
*Bora School, Nairobi	19	17	36
*White Sisters Convent, Mombasa	45	89	134
*Catholic Parochial, Nairobi	115	99	214
*Cutchi Gujarati Girls, Nairobi	..	243	243
Goan School, Kisumu	10	9	19
*Goan School, Mombasa	28	27	55
*Goan School, Nairobi, Dr. Ribeiro	53	74	127
*Guldwara Baraat Girls, Nairobi	..	95	95
H. H. Aga Khan School—			
*Assebo Bay	15	19	34
*Boys, High Mombasa	271	2	273
*Girls, Kisumu	..	42	42
*Girls, Mombasa	..	221	221
*.. Nairobi	..	165	165
*Homa Bay	7	7	14
*Kapsabet	8	6	14
*Kisii	10	10	20
*Kendu Bay	12	11	23
*Mumias	16	5	21
*Rungwe	6	5	11
*Sultan Hamud	15	5	20

† Moved to Nairobi in 1935

* Receives a grant-in-aid.

TABLE VIII (Contd.)

DISTRIBUTION OF AIDED AND UNAIDED EUROPEAN INDIAN AND GOAN SCHOOLS—Contd.

	Boys	Girls	Total
(b) INDIAN AND GOAN SCHOOLS (Contd.)			
Indian School	12	8	20
*Gilgil	15	12	27
*Kararima	25	17	42
*Kencho	11	7	18
*Kiambu	8	12	20
*Kikuyu	20	19	39
*Kitale	11	7	18
*Likoni	5	14	19
*Limuru	11	10	21
*Luanda	34	21	55
*Malindi	9	20	29
*Maragani	16	7	23
*Mariakani	34	14	48
*Meru	32	14	46
*Indian School, Nanyasha	5	11	16
*Nrong	26	8	34
*Nyeri	2	12	14
Sotik	20	10	30
Voi	15	9	24
*Yala	81	1	82
Joseph Christian's, Mombasa	..	117	117
*Khalsa Girls, Nairobi	28	..	28
*Khalsa Boys, Nairobi	46	61	107
*Khoja Sha Isna Ashari, Mombasa	12	14	26
Ladies School Mkupa, Mombasa	79	96	175
*Maddressa Budhia, Mombasa	..	101	101
*Muslim Girls, Nairobi	..	75	75
*Shri Saratana, Nairobi	34	..	34
Solanki Gujarati School, Mombasa	25	2	27
Visa-Oswar Balmamdi, Nairobi
Total	1,427	2,108	3,535

* Receives a grant-in-aid.

TABLE K.
DISTRIBUTION OF MISSION SCHOOLS PUPILS, ETC.

Mission	Number of Assisted Schools				Number on Roll				Number of Pupils				Total on Roll			
	Central		Bush		Central		Bush		Central		Bush		Boys	Girls	Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls						
1. Africa School Mission	5	7	379	109	286	262	164	30	63	345	781	13	13	2,064	982	3,046
2. Alliance High School	1	1	2,285	1,398	1,398	5,570	2,153	21	110	9	21	9	21	131	12	143
3. Bible Churchman Society	1	1	11	155	9	271	156	30	50	50	100	1	1	172	616	788
4. Church of Scotland	1	1	76	572	539	5,199	734	96	23	22	1,223	1	1	6,654	2,071	8,725
5. Church of Scotland Mission	1	1	12	142	186	205	78	14	36	10,383	10,383	1	1	11,634	12,325	23,959
6. Friends Africa Mission	1	1	142	109	109	205	78	14	36	10,383	10,383	1	1	2,654	427	3,081
7. Friends Africa Society	1	1	109	109	109	205	78	14	36	10,383	10,383	1	1	3,011	233	3,244
8. Friends Africa Society	1	1	109	109	109	205	78	14	36	10,383	10,383	1	1	3,011	233	3,244
9. Friends Africa Society	1	1	109	109	109	205	78	14	36	10,383	10,383	1	1	3,011	233	3,244
10. Friends Africa Society	1	1	109	109	109	205	78	14	36	10,383	10,383	1	1	3,011	233	3,244
11. Nileic Lutheran Mission	1	1	836	317	317	170	110	13	147	160	210	150	150	357	293	650
12. Nileic Lutheran Mission	1	1	836	317	317	170	110	13	147	160	210	150	150	357	293	650
13. Nileic Lutheran Mission	1	1	836	317	317	170	110	13	147	160	210	150	150	357	293	650
14. R.C. Holy Child Mission	1	1	526	644	1,008	647	72	46	37	213	213	88	88	4,046	1,746	5,792
15. R.C. Holy Child Mission	1	1	526	644	1,008	647	72	46	37	213	213	88	88	4,046	1,746	5,792
16. R.C. Holy Child Mission	1	1	526	644	1,008	647	72	46	37	213	213	88	88	4,046	1,746	5,792
17. Scotch Day Advance M.	1	1	30	38	76	584	164	26	165	94	213	109	109	2,432	1,326	3,758
18. Independent Schools	57	239	7,539	4,116	16,417	6,198	37	1,046	2,501	1,586	38,327	23,112	23,112	54,784	35,034	99,818

TABLE X

TEACHER TRAINING INSTITUTIONS
A—EUROPEAN—NIL B—INDIAN—NIL C—ARAB—NIL
D—AFRICAN

NAME OF SCHOOL	Organization	No. in training
Jeanes School	Government	28
African School	Government	8
Kabianga	Government	7
Kapsabet	Government	7
Machakos	Government	24
African Inland Mission	African Inland Mission	16
Litein	"	17
Kijabe	Alliance of Protestant Missions	9
Alliance High School	Church of God Mission	11
Banyore Central School	"	10
Catholic Mission	Mill Hill Mission	16
Eregi	"	18
Kibabi	"	22
Kibuye	"	14
Nyabururu	"	21
Rang'ala	"	22
Yala	"	8
Bura	Holy Ghost Mission	34
Kabaa	Consolata Mission	20
Nyeri	"	20
Church Missionary Society	Church Missionary Society	47
Butere	"	18
Kahuhia	"	26
Kabete	"	39
Kakoleni	"	14
Maseho	"	9
Ng'ya	"	9
Church of Scotland Mission, Kikuyu	Church of Scotland Mission	12
Church of Scotland Mission, Tumatuu	"	62
Methodist Mission, Meru	Methodist Missionary Society	15
Nyangori Mission	Pentecostal Assemblies of Canada	11
	Total	544

TABLE XI

EXPENDITURE 1934

SUB-HEADS	Actual Expenditure	
	£	Ss. ds.
ADMINISTRATION—		
Personal Emoluments	11,713	13 69
Contingencies	86	14 15
Passages	1,090	5 67
Local Transport and Travelling	848	17 27
Travelling Allowance	71	0 75
Telephones and Telegrams	92	6 51
Colony's share of cost of Advisory Committee to Colonial Office	0	0 00
Total Administration	£ 13,802	17 84
EUROPEAN EDUCATION TUITION—		
Personal Emoluments	28,571	16 04
Maintenance and Purchase of Materials	562	8 02
Passages	1,234	4 08
Local Transport and Travelling	289	6 29
Travelling Allowance	1	1 00
Contingencies	36	12 32
Contributions to Schools	192	14 57
Overseas Scholarships Scheme	0	0 00
Expenses of Committees	41	7 00
Books, Stationery and Equipment	780	1 48
Life Insurance Premium of Donation Governor		
Christ's Hospital	19	16 25
Telephones and Telegrams	183	14 40
Carriage of Goods	29	16 93
Expenses of Overseas Examinations	215	4 92
Total European Education Tuition	£ 32,179	19 27
EUROPEAN EDUCATION BOARDING—		
Personal Emoluments	3,608	11 27
Maintenance and Purchase of Materials	1,420	5 34
Passages	164	10 75
Transport and Travelling	22	5 73
Travelling Allowance	3	0 08
Contingencies	5	1 00
Equipment	192	3 24
Boarding Expenses	5,727	5 64
Grant to Private Hostels	599	9 48
Carriage of Goods	91	2 16
Total European Education Boarding	£ 11,830	14 89
Carried forward	£ 57,913	44 70

TABLE XI—(Contd.)

EXPENDITURE

SUB-HEADS	Actual Expenditure	
	£	Ss. ds.
<i>Brought forward</i> .. £		
INDIAN AND GOAN EDUCATION—	57,913	44 70
Personal Emoluments	23,228	4 38
Maintenance and Purchase of Materials	432	18 70
Passages	859	18 66
Local Transport and Travelling	315	4 97
Travelling Allowance	2	0 80
Grants-in-Aid (Indian Education)	5,536	12 92
Grants-in-aid (Goan Education)	577	3 20
Expenses of Committees	60	18 09
Telephones and Telegrams	50	16 75
Books, Stationery and Equipment	940	10 35
Contingencies	14	13 84
Boarding Expenses	1,112	5 18
Carriage of Goods	68	12 98
Expenses of Overseas Examinations	617	15 83
Total Indian and Goan Education	£ 33,897	16 47
ARAB EDUCATION—	4,792	3 06
Personal Emoluments	172	12 39
Maintenance and Purchase of Materials	419	4 75
Passages	62	10 71
Transport and Travelling	1	10 00
Travelling Allowance	388	4 06
Boarding Expenses	5	8 26
Contingencies	198	8 88
Books, Stationery and Equipment	15	0 00
Telephones	47	11 81
Carriage of Goods	31	3 68
Expenses of Overseas Examinations		
Total Arab Education	£ 4,123	19 59
AFRICAN EDUCATION—	27,151	6 56
Personal Emoluments	2,528	0 55
Maintenance and Purchase of Materials	1,483	7 14
Passages	384	13 00
Hut and Poll Tax	33,808	6 94
Grants-in-Aid to Missions	1,743	2 27
Grants-in-Aid towards Jeanes Teachers' Salaries	41	13 73
Expenses of Committees	1,297	9 28
Local Transport and Travelling	29	17 00
Travelling Allowances	2,412	17 65
Boarding Expenses	99	4 44
Contingencies	480	12 74
Tools	407	13 62
Books, Stationery and Equipment	69	6 45
Telephones	10	0 59
Expenses of Local Examinations	10	0 59
Colonial Share of Fees of Boys at Makerere	588	3 34
Carriage of Goods		
Total African Education	£ 72,151	6 77
TOTAL EDUCATION DEPARTMENT	£ 170,270	14 23

TABLE XII

TUITION COST—EUROPEAN

Number of Pupils	1933		1934	
	SA.	cts.	SA.	cts.
Teachers	583,051	42	516,584	86
Clerical	4,320	00	2,160	00
Reliefs	23,033	36	40,362	43
African Domestic and Grounds Staff	11,289	65	16,858	75
Total Personal Emoluments	541,694	43	549,936	04
Passages	30,680	71	25,733	61
Local Transport and Travelling	4,569	43	5,897	34
Travelling Allowance	45	00	21	00
Books, Stationery and Equipment	15,113	35	15,495	27
Maintenance	9,184	54	10,815	73
Contingencies	678	93	770	99
Carriage of Goods	331	61	1,607	39
Telephones and Telegrams	3,599	75	2,137	34
Total Expenditure	606,327	70	632,419	40
Gross Cost per Pupil	544	83	556	71
Total Fees Collected	81,937	00	89,836	12
Total Net Cost	524,450	70	543,583	28
Net Cost per Pupil	471	21	478	51

TUITION COST—EUROPEAN—PRIMARY & SECONDARY
1934

Number of Pupils	Primary		Secondary	
	SA.	cts.	SA.	cts.
Teachers	326,598	72	129,755	14
Clerical	900	00	1,200	00
Reliefs	25,093	44	45,238	99
African Domestic and Ground Staff	6,206	42	4,652	63
Total Personal Emoluments	358,798	28	211,137	76
Passages	16,200	01	9,530	80
Local Transport and Travelling	4,561	14	1,336	70
Travelling Allowance	21	00		
Books, Stationery and Equipment	8,309	45	7,189	82
Maintenance	6,954	90	3,860	82
Contingencies	608	93	162	06
Carriage of Goods	1,325	32	282	07
Telephones and Telegrams	1,444	04	693	33
Total Expenditure	398,226	04	234,198	36
Gross Cost per Pupil	438	09	1,031	69
Total Fees Collected	52,906	95	35,927	17
Total Net Cost	345,317	09	198,266	19
Net Cost per Pupil	379	89	873	42

TABLE XII.—Contd.

TUITION COST—INDIAN SCHOOLS

Number of Pupils	1933		1934	
	SA.	cts.	SA.	cts.
Teachers, European	57,385	00	32,883	33
Teachers, Indian	67,739	24	407,232	16
Clerical	1,600	00	1,600	00
Reliefs	9,282	47	13,219	92
African Domestic and Grounds Staff	8,570	63	9,258	85
Total Personal Emoluments	446,777	34	464,394	26
Passages	16,071	06	18,098	95
Local Transport and Travelling	4,567	35	6,348	95
Travelling Allowance	25	00	43	80
Books, Stationery and Equipment	26,330	98	24,917	81
Maintenance	7,849	28	8,550	51
Contingencies	550	35	246	69
Carriage of Goods	1,895	09	1,188	00
Telephones and Telegrams	10,016	80	1,016	75
Total Expenditure	569,022	65	524,808	72
Gross Cost per pupil	199	26	185	44
Total Fees Collected	110,220	00	130,096	00
Total Net Cost	398,102	65	394,709	72
Net Cost per pupil	155	80	139	47

TABLE XII—(Contd.)

TUITION AND BOARDING COSTS.
AFRICAN SCHOOLS.

	African			
	1933		1934	
	Sh.	cts.	Sh.	cts.
Number of Pupils	3,335		3,827	
Teachers, European	305,147	99	317,415	03
Teachers, African	96,733	39	102,573	05
Stipends of Apprentices in Training	13,050	00	20,207	18
Clerical	14,654	86	8,962	86
Reliefs	17,042	82	11,620	42
Motor Drivers, Menials and Porters	16,679	02	25,222	71
Total Personal Emoluments	468,274	8c	486,926	25
Passages	26,650	71	29,406	40
Local Transport and Travelling	23,016	69	25,650	90
Books, Stationery and Equipment	21,613	78	15,260	48
Maintenance	50,044	17	55,841	87
Contingencies	328	18	1,362	14
Leads	10,226	71	10,763	79
Hot and Poll Tax	7,992	00	7,093	00
Carriage of Goods	10,146	88	14,130	39
Boarding Expenses	140,413	40	99,453	67
Telephones and Telegrams	1,037	80	999	65
Travelling Allowance	428	00	372	00
Total Expenditure	759,718	50	747,291	12
Gross Cost per pupil	227	80	195	27
Tuition Cost per pupil	185	69	169	28
REVENUE:—				
Fees			2,927	75
Sale of Produce			935	31
Reimbursements			1,787	00
From L.N.C.'s	12,797	43	1,787	00
* Loan P.W.D. (Direct Expenditure)	108,452	28	*113,009	14
" Missions			3,429	54
			1,124	00
TOTAL REVENUE	121,249	71	123,212	74
TOTAL NET GOVT. EXPENDITURE	638,468	79	624,078	38

*Of this amount, Sh. 8,831.00 contributed indirectly through L.N.C. Extraordinary Expenditure.

JEANES SCHOOL, KABETE

	1933	1934
Number of Pupils	92	84
Total Expenditure	Sh. 98,611	Sh. 78,170
Revenue	26,262	528
Net Expenditure	72,349	77,642
Average Cost per Pupil	786	924

TABLE XIII

AFRICAN EDUCATION—GRANTS-IN-AID TO SCHOOLS, 1934

	Central Province	Nyanza Province	Coast Province	Rift Valley Province	Total
	Sh. cts.	Sh. cts.	Sh. cts.	Sh. cts.	Sh. cts.
ELEMENTARY AND PRIMARY EDUCATION					
Church Missionary Society	104,535 65	95,188 66	55,758 33	175 00	255,657 64
Church of Scotland Mission	151,434 07	—	—	—	151,434 07
Friends' Africa Mission	—	27,992 00	—	—	27,992 00
Methodist Missionary Society	19,830 00	—	1,110 00	—	20,940 00
Seventh Day Adventists' Mission	—	10,591 08	—	—	10,591 08
Gospel Missionary Society	2,320 00	—	—	—	2,320 00
Pentecostal Assemblies Mission	—	1,200 00	—	—	1,200 00
Salvation Army	320 00	—	—	—	320 00
Africa Inland Mission	1,200 00	—	—	—	1,200 00
Church of God Mission	—	720 00	—	—	720 00
Roman Catholic Mission of the Mill Hill Fathers	—	80,315 34	—	—	80,315 34
Holy Ghost Fathers	43,200 00	—	2,440 00	—	45,640 00
Consolata Fathers	15,639 80	—	—	—	15,639 80
Nairobi Municipality	358 09	—	—	—	358 09
Total Elementary and Primary Education	338,736 81	17,929 07	59,308 33	175 00	616,149 21
SECONDARY EDUCATION					
Alliance High School, Kilkuyu (Protestant)	—	—	—	—	65,000 00
*Catholic High School, Kabaa (Roman Catholic)	—	—	—	—	99,000 00
Total Secondary Education	—	—	—	—	95,000 00

*The above schools are established for the whole Colony.

TABLE XIV
L.N.C. EXPENDITURE, 1954
RECURRENT

LOCAL NATIVE COUNCILS	Grants to Mission Schools		Grants to Independent Government Schools		Grants to Government Schools		Scholarships		Total	Revenue	Net Total
	Sh.	Sts.	Sh.	Sts.	Sh.	Sts.	Makers	Secondary			
North Kavirondo	17,600 00		21,458 19		300 00	600 00	39,988 78		39,988 78	2,342 75	37,645 43
Central Kavirondo	29,470 00		4,798 37		300 00	612 50	29,382 50		29,382 50		29,382 50
South Kavirondo (Luo-Abasuba)	5,965 00		1,607 37				7,763 17		7,763 17		7,763 17
South Kavirondo (Luhya-Bakoria)	5,000 00		4,328 98				5,807 37		5,807 37		5,807 37
Kenya L. N. C.	4,000 00		11,591 88		2,600 00	300 00	4,928 88		17,591 88		17,591 88
Machakos	2,700 00		9,000 00		377 00	12,077 00			12,077 00		12,077 00
Elmali	11,900 00	1,345 00	11,900 00		750 00	14,114 00			14,114 00	585 00	14,114 00
Fort Hall	2,300 00	3,500 00			1,940 00	6,640 00			6,640 00		6,640 00
Kiambu			4,102 29		125 00	100 00	8,227 29		8,227 29		8,227 29
Muru	2,600 00		13,089 81		121 00	15,710 81			15,710 81		15,710 81
Teta	600 00		1,043 75		300 00	2,647 75			2,647 75	935 31	13,054 50
Kajiado			2,429 62			10,433 79			10,433 79		10,433 79
Narok			4,545 47			2,499 62			2,499 62		2,499 62
Digo			8,019 60			6,360 47			6,360 47		6,360 47
West Suk						10,019 60			10,019 60		10,019 60
Egery											
South Lushoto											
Total Recurrent	Sh. 81,615 00		2,945 00	104,179 14	2,414 00	7,130 50	198,182 64		198,182 64	3,863 06	194,319 58

Sh. 965 03 on Deposit Unspent.

Sh. 965 03 on Deposit Unspent.

TABLE XIV (Contd.)
L.N.C. EXPENDITURE, 1954
NON-RECURRENT

LOCAL NATIVE COUNCILS	Grants to Mission Schools		Grants to Independent Government Schools		Grants to Government Schools		Scholarships		Total	Revenue	Net Total
	Sh.	Sts.	Sh.	Sts.	Sh.	Sts.	Makers	Secondary			
North Kavirondo	2,000 00								2,263 40		2,263 40
Kerit					5,263 40				7,283 50		283 50
Machakos					283 50				9,983 39		9,983 39
Kajiado					9,983 39				3,368 69		3,368 69
Nandi					3,368 69				168 00		168 00
Kisumu					168 00				27,185 26		27,185 26
Fort Hall					27,185 26				47,937 30		47,937 30
South Kavirondo (Luo-Abasuba)					47,937 30				59,996 60		59,996 60
South Kavirondo (Kisii-Bakoria)					59,996 60				183,371 41		183,371 41
Total Non-recurrent	2,000 00				181,371 41						

Sh. 225 14 54 on Deposit Unspent.

Sh. 29,814 73 on Deposit Unspent.