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My very first good look at
the map of Constantinople and
the map of the city of Constantinople
showed that the city of Constantinople
was situated on a narrow peninsula
between the Bosphorus and the Golden
Horn, and that the city was
surrounded on three sides by water.

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44

tribal rites, and he summarised briefly the Government policy in the matter.

Mr. Oldham said that the policy as stated by Mr. Scott was not the policy advocated by the Missions who were entirely in favour of the policy laid down by the Advisory Committee. It might be that his mistake had arisen owing to the fact that before going to Kenya, he had had long experience in the Transvaal where the educational policy was that all educational work should be done by Missions.

The best Missionary opinion was in favour of the recognition and as far as possible the retention of native customs, but in regard to the extreme form of female circumcision there was a body of competent opinion which held that it was a barbarous custom which ought to be discouraged in every possible way.

After some further discussion it was decided that Mr. Mayhew and Mr. Parkinson should together draw up a statement regarding the policy of the Committee for immediate communication to the Government of Kenya, and that copies of the statement should be circulated to the Committee for information at their next meeting.

44

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X. 16305/30 Kenya 45
3

O.O.
Mr. Mayhew 24.10.30
Mr. Perkins 26.10.30
Mr.
Mr.
✓ Sir C. Bottomley 16.10.30
Sir J. Shuckburgh
Sir G. Grindle
Perm. U.S. of S.
Party U.S. of S.
Secretary of State

O.D.
R. 28 OCT
D 29.11

Downing Street,
29 October, 1930.

DRAFT

Kenya No 856

THE GOVERNMENT

SECRET

only

Sir,

I have the honour to refer to Sir Edward Grigg's despatch, No. *the 30 August* 558, of ~~29.9.30~~ enclosing a copy of the Kenya Education Department Annual Report for 1929.

(2) I note with satisfaction that the Report has been prepared on the lines recommended by my Advisory Committee on Education. *Sir Edward Grigg's* Your appreciation of the work of the Director of Education, and of his staff, is also noted. On this point, and on the various subjects which receive attention in your *for Edward* accompanying despatch, I shall have *will*

Received

communicate further with you, more to say after I have received the

views of the Advisory Committee.

3. Meanwhile, I find it necessary to refer at once to certain passages in the Annual Report which reveal a serious misunderstanding of an important subject, regarding which the establishment of clear and accurate ideas is essential.

On page 7 of the report it is stated that the general policy recommended by the Advisory Committee is that the education of the native must be carried out through the agency of Christian missionaries. On the next page it is stated that this policy no longer applies to the natives of Kenya. I take the correct opportunity of pointing out that no such policy has ever been recommended either by the late Advisory Committee on Native Education in Tropical Africa, or by the present Advisory Committee on Education in Kenya. It has, by my self, or before as I am aware, such a policy can be approved by any

C.O.

Mr.

Mr.

Mr.

Sir C. Bolton

Sir J. Shuckburgh

Sir G. Grindle

Perm. U.S. of S.

Parly. U.S. of S.

Secretary of State

DRAFT

(5) in 18/11/30

of my predecessors in this Office, ~~as~~ ~~in the~~ ~~policy~~ ~~in~~ ~~regard~~ ~~to~~ ~~the~~ ~~agency~~ ~~whereby~~ ~~native~~ ~~education~~ ~~should~~ ~~be~~ ~~carried~~ ~~on~~ ~~was~~ ~~clearly~~ ~~stated~~ ~~in~~ ~~the~~ ~~memorandum~~ ~~of~~ ~~the~~ ~~Advisory~~ ~~Committee~~ ~~on~~ ~~Native~~ ~~Education~~ ~~in~~ ~~Tropical~~ ~~Africa~~ ~~which~~ ~~was~~ ~~published~~ ~~with~~ ~~Mr.~~ ~~Amery's~~ ~~approval~~ ~~in~~ ~~1925.~~ ~~It~~ ~~was~~ ~~there~~ ~~stated~~ ~~that~~ ~~"Government~~ ~~welcomes~~ ~~and~~ ~~will~~ ~~encourage~~ ~~all~~ ~~voluntary~~ ~~educational~~ ~~effort~~ ~~which~~ ~~conforms~~ ~~to~~ ~~the~~ ~~general~~ ~~policy~~ ~~.....~~ ~~Aided~~ ~~schools~~ ~~should~~ ~~be~~ ~~regarded~~ ~~as~~ ~~filling~~ ~~a~~ ~~place~~ ~~in~~ ~~the~~ ~~scheme~~ ~~of~~ ~~education~~ ~~as~~ ~~important~~ ~~as~~ ~~the~~ ~~schools~~ ~~conducted~~ ~~by~~ ~~Government~~ ~~itself."~~ ~~It~~ ~~will~~ ~~be~~ ~~noted~~ ~~that~~ ~~this~~ ~~statement,~~ ~~which~~ ~~has~~ ~~been~~ ~~re-affirmed~~ ~~in~~ ~~the~~ ~~recent~~ ~~memorandum~~ ~~of~~ ~~the~~ ~~Advisory~~ ~~Committee~~ ~~on~~ ~~Education~~ ~~in~~ ~~the~~ ~~Colonies~~ ~~and~~ ~~in~~ ~~the~~ ~~copy~~ ~~of~~ ~~which~~ ~~was~~ ~~enclosed~~ ~~in~~ ~~my~~ ~~despatch~~ ~~with~~ ~~No~~ ~~722~~ ~~of~~ ~~the~~ ~~17~~ ~~Sept~~ ~~1930,~~ ~~contemplates~~ ~~an~~ ~~educational~~ ~~system~~ ~~which~~ ~~includes~~ ~~Government~~ ~~schools~~ ~~and~~ ~~aided~~ ~~schools~~ ~~under~~

under various types of management. In the same memorandum it is stated that the first task of education is to raise the standard of character, and that, in view of the important part played by religion in African tribal life, "the greatest importance must be attached to religious teaching and moral instruction." There has never been any suggestion that such teaching can and should be given only in mission schools.

4. It must be remembered also that the Advisory Committee, in its recent report on the new scheme for native education in Kenya, which I endorse, definitely took into account and admitted the possible need

for developing Government schools side by side with mission schools. The same Committee has recently supported a scheme for native education in Nigeria, in which Government schools and colleges play a most important part.

To us
Proposals concerned in that report with the relation of Government to the local native schools rather than with the relative importance of Government and mission schools. And the left to the decision of the Government the question whether in certain circumstances Government schools can be preferred to mission schools.

Most of the criticism expressed

(in the note I would omit this in favour of A. above) Yes all

O.O.

- Mr.
- Mr.
- Mr.
- Sir C. Batemley
- Sir J. Shackburgh
- Sir G. Grindle
- Parli. U.S. of S.
- Parly. U.S. of S.
- Secretary of State

DRAFT.

expressed by the Advisory Committee on the native education scheme in Kenya arose out of a wish to emphasise the supreme need for the ultimate control of the most important native schools by Government. Far from wishing to deprecate the part likely to be played by Government in the development of native education, the Committee emphasised the need for caution in extending the powers and responsibilities of local authorities.

6. The members of ^{the} Advisory Committee naturally feel that they have been placed in a difficult position by ^{having a} the ^{task} ~~the~~ ^{to them} ~~advised~~ ^{have} of a policy for which they are not responsible, and from which they wish most emphatically to dissociate themselves. I confess that it seems to me unfortunate that an inaccurate statement, likely to increase rather than

under various types of management. In the same memorandum it is stated that the first task of education is to raise the standard of character, and that, in view of the important part played by religion in African tribal life, "the greatest importance must be attached to religious teaching and moral instruction." There has never been any suggestion that such teaching can and should be given only in mission schools.

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(In the whole I would omit the reference of A above)
Yes all

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Mr.
Mr.
Sir C. Balamley
Sir J. Shackburgh
Sir G. Grindle
Parlt. U.S. of S.
Parlt. U.S. of S.
Secretary of State

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than to remove the difficulties which
 are so clearly stated in the Report,
 should have been given such publicity, and
 I hope that you will take an early
 opportunity of making the approved
 policy regarding this important subject
 clearly understood in all quarters.

(Signed) PASSFIELD.

O O

X.16305/30. Kenya.

2 48

add 27.10.30

Mr.

Mr.

Sir C. Bottomley

Sir J. Shuckburgh

Sir G. Grindle

Permt. U.S. of S.

Permt. U.S. of S.

Secretary of State

Qtd for my signature. A.C.C.P.

Downing Street.

29 October, 1930.

2 dfts conson.

DRAFT

Personal

My dear Moore

There comes by this mail

a despatch about native education policy.

The statement in the Kenya Education

Report for 1929 as to the policy

announced by the Advisory Committee

has excited the Committee quite a lot.

Several of the members had a deal

to say on the subject at their meeting

last week. Sir James Currie set the

ball rolling and one after another

they rallied to support him (not least

of all, Oldham) in denouncing the

alleged policy which is attributed

to them in the Report!

It is all very puzzling, as

from other despatches or reports

it

*Let the right concerns
 in the report*

Not

it seems clear that the Governor and the Chief Native Commissioner appreciated the position all right; and yet Scott seems to have got it wrong. I tried to persuade myself that the Report was misdrafted, or that some words fell out in printing; but I could not really convince myself that this was the case. Possibly something was said to Scott before he went out to Kenya which may have misled him, but that is the merest guess.

No one here - least of all the Committee - would wish to minimise the value of Scott's work as Director of Education in Kenya; it is a difficult enough job for anyone to take on at the best of times, and we are under no delusion as to the success which Scott is making of it. But just in case he ^{is} would be led by the despatch to think otherwise, I am asked to send you this personal note, so that you can remove any such doubts if they should occur to him.

Yours sincerely
(Signed) A. C. O. PARKINSON.

KENYA.

No. 558



GOVERNMENT HOUSE,
NAIROBI
KENYA.

RECEIVED
22 SEP 1930
COL. OFFICE

30

August, 1930.

49

My Lord,

With reference to Your Lordship's Circular despatch of the 29th August, 1929, regarding the preparation of Annual Education Reports, I have the honour to transmit, for Your Lordship's information the accompanying copy of the Education Department Annual Report for 1929 prepared generally on the lines approved by the Advisory Committee on Education in the Colonies.

Printed Report

Thirty copies of the Report are being forwarded under separate cover for the use of that Committee.

*Answered - 551 - 28 OCT 1930
Further Answered - 120 - 13 FEB 1931*

2. The salient features of educational policy and progress are admirably recorded in the Director's Report and I propose to confine my comments to important developments since the close of the period under review, which have not formed the subject of separate reference to Your Lordship.

On the side of European education I have to report in continuation of the first paragraph on page 4 of the Report, ~~that~~ that the /question

THE RIGHT HONOURABLE LORD PASSFIELD, P.C.,
SECRETARY OF STATE FOR THE COLONIES,
DOWNING STREET,
LONDON, S.W. 1

KENYA.

No. 558



GOVERNMENT HOUSE
NAIROBI
KENYA

RECEIVED
22 SEP 1930
COL. OFFICE

30 August, 1930.

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*Answered - 851 - 29 OCT 1930
Further Answered - 120 - 13 FEB 1931*

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SECRETARY OF STATE FOR THE COLONIES,
DOWNING STREET,
LONDON, S.W. 1

question of the centralisation of secondary education at Kabete was duly referred to my Executive Council. I concurred in their advice that the Director of Education's recommendations in the matter be accepted and that the education of European children, after completion of Standard VI, should be discontinued at Eldoret and Nakuru and should be centralised and provided for in separate establishments - for boys at Kabete, when that school is completed, and for girls at Nairobi, when Kabete is opened and the present Nairobi school is altered so as to provide the requisite accommodation.

During the July session of the Legislative Council a debate on the subject took place when opportunity was taken of intimating Government's decision. I enclose a copy of the relative proceedings.

3. In regard to African aspirations I may state, in amplification of page 8 of the Report, that the Local Native Council of the North Kavirondo District has for some time had on deposit a sum of approximately £10,000 for the purpose of building a Government school to serve the area. Upon the recommendation of the Director of Education I have now agreed to the establishment of a school at Kakamega on the understanding that the school is erected from funds provided by the Local Native Council and that the maintenance and recurrent charges are shared equally by Government with the Local Native Council. The extra cost to Government in 1931 resulting from

/this

See p. 71

11

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/this

this decision is assessed at some £320 pending completion of the full scheme in 1932, when Government's share of the annual recurrent charge is expected to increase to £1940. I attach the outline of the proposals for this foundation, which I am advised will not necessarily interfere with the denominational schools at Yala and Maseno.

4. The demand for a similar school at Nyeri by the Kikuyu tribe has been strongly supported by the Chief Native Commissioner and the District Officers concerned for a considerable period. In deference to insistent representations I have authorised recently the preparation of a scheme to provide for a Government African School at Nyeri to be erected at a cost of approximately £10,000 from Local Native Councils' funds and to be maintained from funds to be provided in equal proportions by Government and the Local Native Councils.

2. I am aware that the policy suggested may be criticised as in conflict to some extent with the views of the Advisory Committee on Education inasmuch as the proposed schools are within Missionary spheres of influence, but in this connection I would refer Your Lordship to the remarks submitted in paragraph 2(vii) of my despatch No. 312 of the 20th May and the accompanying relative observations of the Director. The determination of the natives to provide themselves with educational facilities, independent of those offered by Missionary Societies, must be faced. The substantial sums which they have raised for the purpose is sufficient proof of their sincerity. Failure to recognise these facts in time may well result in a

/demand

demand for native schools independent of Government and Missions alike. Such a movement it is the duty of Government ^{definitely} to forestall.

6. It will be observed that Appendix V of the Report is a report on the working of the Jeanes School copies of which have already been forwarded under cover of my despatch No. 737 of the 28th November, 1929.

(No. 1 - 15952 / 24)

7. I would direct Your Lordship's attention in conclusion to certain outstanding questions referred to in the correspondence terminating with the despatch cited in paragraph 5 above and in connection with the new Education Bill, which accompanied my despatch No. 328 of the 20th May last, and to express the hope that decisions on the points at issue may be expedited as far as practicable.

(No. 1 - 16199/2c)

8. I particularly wish to take this opportunity of expressing my deep appreciation of the work of the Director of Education and of his staff. Since his arrival in the Colony eighteen months ago the Director has given a clearness to educational policy and a grip to his Department which neither had in the same degree before, and I am most grateful for the invaluable service he has rendered.

I have the honour to be,

My Lord,

Your Lordship's most obedient, humble servant,

Edward Gigg.

G O V E R N O R.

LEGISLATIVE COUNCIL DEBATE - EDUCATION.

Standard in Up-country Schools.

CALL FOR ENQUIRY.

Director on "Terminological
Jargon."

["Standard." Special
Correspondent.]

Mombasa.
By 21 votes to 10 the Govern-
ment negatived the following
motion submitted by the Hon. T.
J. O'Shea at Thursday's sitting of
the Legislative Council.

That in the opinion of this
House a careful enquiry is ne-
cessary before any decision is
made to reduce the present
standard of education at the
up-country European schools
and to determine the organisa-
tion and scope of the new Ka-
bete secondary school, and that
the report of such enquiry be
laid on the table before the
Education Estimates for 1931
are considered.

The debate was chiefly note-
worthy because of the Director of
Education's admission that "I
don't know the difference between
primary and secondary education.
It is a sort of jargon with which
people play, and use as a sort of
dice or counters."

Mr. O'Shea said his motion
arose out of a circular recently
distributed by the Director of
Education. In view of the open-
ing in the near future of the new
Kabete school certain changes in
the education being given to the
children in the up-country schools
were suggested. One was that
provision would be made there for
boys over 14 who had not com-
pleted a primary course of educa-
tion. That he held out across
the original intention with which
Kabete school was built—a se-
condary school solely. It was
also suggested similar provision
should be made for girls, who
would go to Nairobi Central
School. Mr. O'Shea held that up
to a few years ago children in
the up-country schools received
education of a higher standard
than to-day. The whole matter
should be given an exhaustive
enquiry by people representative
of all interests and shades of
opinion, and nothing done to de-
grade the present standard of
education in those schools pending
this inquiry. Speaking to the
second part of his motion, Mr.
O'Shea said £80,000 was voted for
the Kabete school five years ago
since when conditions had altered
to an extent that the need for it
had increased. Between 1,500
and 2,000 children required educa-
tion, the majority of whom
would need facilities such as
Kabete would provide. But as
the result of the Department of
Education working on wrong sta-

that should be investigated to
prevent children growing up only
half-educated.

Capt. the Hon. E. V. M.
Keenly asked what was the educa-
tional policy of the country? It
appeared a "little" difficult to
discern it. What was the represen-
tation on the Central Board,
were the elected members—who
represented all elements com-
posing their constituencies on
that Board? It was a little diffi-
cult to ascertain. The Europeans
in this country had an Imperial
responsibility towards the rest of
Eastern Africa. In political life
Kenya led the way, although
occasionally marred at, and it was
essential the same lead should be
maintained in education. If the
Government accepted the Imperial
liability implied by the acceptance
of this motion they would be on
very safe ground.

Lieut.-Col. the Hon. J. G. Kirk-
wood spoke of the strong feeling
in the up-country districts on the
subject. They were averse to any
retrogressive steps.

Director of Education.

The Director of Education, in a
long academic reply, reminded
the Elected Members that on the
estimates last year he gave an
undertaking that this subject
should be the matter of careful
inquiry. The inquiry had been
made by the Department of
Education first; it was then re-
ferred to the statutory committee
appointed to advise the Government.
The elected members were origi-
nally on the committee, and when
one fell out he was unable to
secure a successor. That he
was as representative of public
opinion in regard to education in
this Colony as it was possible to
secure; it was independent, and
represented all shades of opinion.
Mr. O'Shea was a member.

Mr. O'Shea having questioned
the accuracy of this, the Director
said he was invited to be present,
and although he accepted he was
not present when the matter was
discussed. The speaker could
not see what good purpose would
be served by going over the matter
again, because the facts were
available and the matter had been
decided by Government.
Knowledge of the

The decision of the
school at Kabete, the
reduction of the
reached a certain
attainment of
irrespective of
within certain limits
know the difference
primary and secondary
he said: "It is a sort of
with which people play, and
as a sort of dice or counters." As
far as I understand the meaning
the distinction is not one of
ment in the Cambridge preliminary
examinations; it is on a level
matter of age, and the develop-
ment of a boy's girl. Up to a
certain age you say it is of a
primary character, after that age
it is of secondary character.

He admitted that in this termi-
nological jargon of Education De-
partments all over the world, the
words were used to denote the
standard of attainment. There
had to be considered the standards
of attainment were not the same
were in other countries. The
words must not be taken as having
any meaning except the point of
transfer in a child's education
when the child reached generally
speaking a certain age.

In further remarks the Director

EXTRACT FROM THE
DAILY STANDARD OF
22ND JULY, 1930.

EXTRACT FROM THE
STANDARD OF
22ND JULY, 1950.

people play, and also as a sort of
class or counters."
Mr. O'Shea said his motion
arose out of a circular recently
distributed by the Director of
Education. In view of the opening
in the near future of the new
Kabete school certain changes in
the education being given to the
children in the up-country schools
were suggested. One was that
provision would be made there for
boys over 14 who had not com-
pleted a primary course of educa-
tion. That, he held, cut across
the original intention with which
Kabete school was built—a se-
condary school solely. It was
also suggested similar provision
should be made for girls, who
would go to Nairobi Central
School. Mr. O'Shea held that up
to a few years ago children in
the up-country schools received
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grade the present standard of
education in those schools pending
this inquiry. Speaking to the
second part of his motion, Mr.
O'Shea said £50,000 was voted for
a school for the next five years
since when conditions had altered
to an extent that the need for it
had increased. Between 1,500
and 2,000 children required educa-
tion, the majority of whom
would need facilities such as
Kabete would provide. But as
the result of the Department of
Education working on wrong statis-
tics—the Department was al-
ways unfortunate in this respect—
they were nervous lest, having
built this big school, they would
find themselves without a reason-
able number of children to put
in it in the next year or two. As
a result of that nervousness they
had endeavoured to fill it with a
bias of pupils for whom it was
never intended. Had the Depart-
ment let the public know whether
the school would be in existence
next year to give children a
decent secondary education, the
number of pupils offering them-
selves would be sufficient to
justify the erection of the build-
ing. But the greatest possible
secrecy said Mr. O'Shea, was
preserved as to whether the school was
going on and when it would be
ready.

Mr. O'Shea also wanted to know
what courses of study would be
offered. He understood there
would be specialised education;
and the site was specially selected
to bring the school in touch with
the experimental work of the De-
partment of Agriculture so as to
lay the foundation of scientific
agricultural training in the Co-
lony.

A Proper Equipment

Seconding, Lord Francis Scott
said that if it were accepted that
the white settlement was here for
good it was essential the white
settlers should be the best equip-
ped people. The people who
would be the dominating influence
of the future were the children of
to-day, and it was absolutely es-
sential for them to have the best
education. It was important, too,
in the native population that the
white children should be properly
educated, so that there would be
no fear of an all-British class. He
would not support anything that
would make Kabete ineffective.
On the other hand, there might
be people not in a position to
send their children there, and

Mr. O'Shea having questioned
the accuracy of this, the Director
said he was invited to be present,
and although he accepted he was
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not see what good purpose would
be served by going over the matter
again, because the facts were
available and the matter had been
decided by Government.
The decision was that the
school at Kabete should be a
reduction of standard of attain-
ment on a certain scale, and
irrespective of the standard
within certain limits. The
know the difference between pri-
mary and secondary education,
he said. "It is a matter of
with which people play, and it is
as a sort of dice or counter."
far as I understand the motion,
the distinction is not one of attain-
ment in the Cambridge preliminary
examinations. It is an absolute
matter of age, and the develop-
ment of a boy or girl. Up to a
certain age you say it is of a
primary character. After that age
it is of a secondary character."
He admitted that in this term
the biological jargon of Education De-
partments all over the world the
words were used to describe the
standard of attainment.
had to be considered the standards
of attainment were not the same
were in other countries. The
words must not be taken as having
any meaning except the point of
transfer in a child's education
when the child reached, generally
speaking a certain age.
In further remarks the Director
upheld the changes on the grounds
of economy and efficiency, at the
same time contending that the
most important schools were not
such as Kabete but the primary
schools where the bulk of the
children got the bulk of their
education. Only by improving
the efficiency of these schools
would proper use be made of
Kabete school.

Mr. O'Shea expressed profound
disappointment that the motion
could not be accepted by the Gov-
ernment. He proceeded to take
up the assumption of the Director
that they were presuming upon
the rights of the Executive. They
were not, but they had a perfect
right in open debate to challenge
the wisdom of any action taken
by the Government.

The Governor intervened, by
saying no one had questioned the
right of any party to challenge the
action of the Governor in Council.

DRAFT SCHEME
FOR THE FOUNDATION OF A LOCAL NATIVE COUNCIL
SCHOOL AT KAKAMEGA (NORTH KAVIRONDO).

1. It is proposed to proceed with the erection and establishment of a school for 180 boys at Kakamega in North Kavirondo on the following lines.
2. The school will be erected from funds provided by the Local Native Council.
3. The maintenance and recurrent charges of the school will be met partly from Government and partly from Local Native Council funds.
4. The aim of the school will be to provide
 - (i) General education up to the completion of the primary school course.
 - (ii) Facilities for the training of teachers in the lower classes of the primary schools.
 - (iii) Preliminary artizan training in the trades taught at the Native Industrial Training Depot.
 - (iv) Preliminary agricultural training, leading to the specialised courses of the Department of Agriculture.
5. Pupils will not be admitted to the school until they have satisfactorily completed the first four years of the primary course though it may be necessary to relax this rule when the school is first established. It is hoped and believed that there will be sufficient candidates for admission with the necessary standard of attainment.

The whole school course will be of four years' duration.

Provision will be made in the first instance for 60 boys, but the number will be ultimately raised to 180 arranged somewhat as follows:- (the exact figures will, of course, depend on the progress and perseverance of the boys).

Standard VI	30	General education with special training
	40	in Carpentry, masonry, tailoring, teaching,
	10	etc.
	III	60 General Education and Testing.
<u>TOTAL</u>		<u>180</u>

The 60 boys in Standard III will be selected from the Elementary Schools of the District which are recognised for the purpose, and the 30 boys who are estimated to survive to the end of the course and successfully complete the Primary School Course will either:-

- (a) go out to work or
- (b) proceed to further training at the Native Industrial Training Depot, the Medical Department Training Depot, the Agricultural and Veterinary Institutions, the King's African Rifles Training section, or other technical training, or
- (c) continue their general education at the Alliance High School or some similar secondary institution.

9. The ultimate annual and recurrent cost of the school when in full working order may be estimated thus:-

A. From Local Native Council funds:-

(a) Boarding costs (i.e. food, clothing, fuel, blankets, soap, medicine and medical requisites) for 180 boys @ Shs.150/- p.a.	Shs. 27,000/-
(b) Consumable equipment (i.e. books, stationery equipment etc.) for 180 boys @ Shs.10/- a boy	" 1,800/-
(c) Tools for 180 boys @ Shs.40/- per boy	" 7,200/-
(d) Menials (say) for cooking and cattle, etc.	" 800/-
(e) Upkeep (buildings, ground, etc.) (say)	" 2,000/-
<u>Total</u>	<u>Shs. 38,800/-</u>

B. From Government funds:-

(a) <u>European staff</u>	
1 Principal (scale £400 x £20 = £600, say £500).	Shs. 10,000/-
2 Assistants (scale £300 x £10 = £400, say £350 each)	" 14,000/-
(b) <u>African staff</u>	
4 Assistants (scale Shs.50/- to Shs.125/- per mensem - say Shs.90/- each)	" 4,520/-
(c) Passages - say	" 2,000/-
(d) Travelling Allowance and Local Transport and Travelling - say	" 3,000/-
(e) Contingencies - say	" 280/-
(f) Materials - say	" 2,200/-
<u>Total</u>	<u>Shs. 38,000/-</u>

Note. (f) is placed under b because the money resulting from sales of articles made with the materials will be credited to Government revenue.

10. This works out at Government assisting the Local Native Council on a £1 for £1 basis or, put in another way, every shilling voted by the Local Native Council brings another shilling into the District.

11. It is hoped that during the remainder of 1930 and during 1931 the school may be completely built and equipped for 60 boys with the necessary staff, who should be able to proceed with the full development of the school for 180 boys and the necessary staff, using future building work as a means of instruction in various crafts.

12. The remainder of 1930 should be utilised for the preparation of a minimum of accommodation for 60 boys and the temporary staff, individuals among whom may or may not become permanent later on.

13. The recurrent costs in 1931 will be met in the following manner:-

A. From Local Native Council funds:-

(a) Boarding 60 boys @ Shs.150/ per annum	Shs.	9,000/-
(b) Consumable equipment, 60 boys @ Shs.10/- per annum.	"	600/-
(c) Tools, 60 boys @ Shs.40/-	"	2,400/-
(d) Menials - say	"	800/-
(e) Upkeep	"	2,000/-
	<u>Total</u>	<u>Shs. 14,800/-</u>

B. From Government funds:-

(a) European staff	Shs.	8,000/-
1 Principal @ £400		
(b) African staff	"	3,600/-
4 Assistants @ Shs.75/-	"	1,600/-
(c) Passages	"	
(d) Travelling Allowance and Local Transport and Travelling	"	1,200/-
(e) Contingencies - say	"	400/-
(f) Materials	"	
	<u>Total</u>	<u>Shs. 14,800/-</u>

Note. In 1931 the leading artizans' pay would be taken as part of the cost of the building put up in that year. No European assistants are therefore necessary.

14. It remains to envisage what is necessary for the scheme in the way of building development from now until the institution reaches its full complement of 180 boys with the connected staff. Until the site is definitely agreed upon it is not possible to provide a real lay out plan, but attached will be found a conventionalised plan which might apply to any Local Native Council Middle School of 180 boys.

Draft Building Scheme for a Local Native Council Middle School at Kakamega, North Kavirondo.

1. Accommodation required is as follows:-

- (a) In 1930 and as early as possible in 1931 to accommodate first entry of 60 boys early in 1931.
- (b) During remainder of 1931 for second entry of 45 (or a total of 105) in January, 1932.
- (c) In 1932 for accommodation of 3rd entry in January, 1933, or for a total of 145 (60 plus 45 plus 40):
- (d) In 1933 for accommodation of 4th entry in January, 1934, or for a total of 180 (60 plus 45 plus 40 plus 35).

2. Suggested Building Scheme in order of priority:-

(a) In 1930 and early in 1931.

- 2 Dormitories (30 boys each).
- 1 Latrine (6 holes).
- 1 Kitchen (full size for 180).
- 1 Bath House (60 boys).
- 1 Dormitory for use as temporary class rooms (see foot note Principal's House).
- Banda or lean-to temporary sheds as workshops.

(b) During remainder of 1931.

- First portion of Main Building, 2 class rooms and offices.
- 2 Native Instructors' Quarters.
- 1 Dormitory (making 4 up to date).
- 2 Latrines (6 holes each, making 3 up to date).
- 1 Bath House (for 60 boys, making 2 up to date).

(c) In 1932.

- 1 Dormitory (making 5 up to date).
- 1 Latrine (making 4 up to date).
- 1 Bath House (making 3 up to date).
- 2 European Assistant Master's Houses (completing European houses).
- 2 Native Instructors' Quarters (completing African Instructors' houses).
- Remainder of Main Building, except Hall. (see foot note).

(d) In 1933.

- Carpenters Shop (25 boys).
- 1 Dormitory (completing 6).
- 2 Latrines (completing 6).
- Dining Hall (complete for 180 boys).
- Blacksmiths' shop (5 boys).
- Remainder of Main Building (Hall) (complete).
- Masons' Shop (25 boys).
- Tailors (will work in a partitioned space in the carpenters' shop).

3. Total programme is therefore:-

- 6 dormitories (each accommodating 30).
- 3 Bathrooms and night latrines.
- 1 Kitchen.
- 1 Dining Hall.
- 6 Latrines (3 in use and 3 resting).
- 4 Native Instructors' Quarters.
- 1 Principal's House.
- 2 European Assistant Masters' Houses.
- 1 Main School Building (6 class rooms, hall, offices and store.)
- 1 Carpenter's Shop with timber store and tailor's room.
- 1 Mason's Shop with store.
- 1 Smith's shop with store.

N.B. If sufficient gangs are available in 1931, one gang should concentrate on the Main School Building (except the Hall section). The surplus class rooms could then be used for other purposes as required.

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ANNUAL REPORT
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INTRODUCTORY NOTE.

The Secretary of State has directed that the reports of the Education Departments of the Colonies should be framed on uniform lines. This report is drawn up as far as possible on the lines required but it has not been possible to complete the tables in the manner prescribed. It is believed that the information given in the tables covers the ground required; but the position in Kenya is such that much of the information required under the different headings cannot be obtained because the schools are not yet organized on the basis indicated in the tables.

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Education Department, Annual Report, 1929.

PART I.

DEVELOPMENT OF THE EDUCATION SYSTEM AND POLICY.

The salient features in regard to Education in this Colony at the beginning of 1929 may be summarized as follows:—

In European education Government had undertaken a large building programme, the purpose of which was to provide educational facilities in Nairobi, Mombasa, Nakuru, Eldoret, and Kitale. This programme was already in part complete. The fine school buildings at Nakuru were already in use. The buildings at Eldoret were opened early in the year. The foundation stone of the secondary school for boys at Kabete was laid in August. The boarding house at Kitale was opened before the end of the year. The school buildings at Kitale were well advanced by the end of the year. In Nairobi there existed already an excellent school building and additional provision was made available during the year by the opening of junior schools at Parklands and Westlands in new buildings. The third junior school, at Kilimani, was completed by the end of the year. At Mombasa the junior school was available, and was added to during the year.

European education.

The enumeration of these buildings indicates that a definite plan had been formulated in regard to the provision of educational facilities and that Government had given effect to the policy underlying that plan.

The policy was, in short, to provide schools of which any country might be proud in the larger centres of population and to enable children living at a distance from these centres to make use of these facilities by means of admirably equipped boarding houses.

Policy of the Department.

In addition to the centres at which Government had gone to considerable expense in providing schools and boarding facilities, Nanyuki, Rumuruti and Thika had been provided with small schools, while the farm schools which provided for the children of Dutch South Africans on the Plateau, had become a part of the Government system.

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Centralization
of secondary
education.

The policy in regard to education had gone beyond the mere planning of school buildings. The grading of the schools had been considered. It had been laid down as long ago as 1925 that secondary education should be concentrated in the Nairobi boarding schools. That policy could not and cannot be effectively carried out until the secondary school for boys is completed at Kabete and the existing Nairobi School is adapted to provide for the secondary education of girls. But the policy is there and is undoubtedly sound.

Aim of the
organization

When the provision of facilities for a complete course of education both primary and secondary has been completed there should be no reason, from an educational point of view, why boys and girls should not remain in Kenya and receive an efficient education at least up to the stage of a first public examination and beyond that stage for the two years which are necessary to provide a full secondary course.

Elected members of the Select Committee on the Estimates for 1930 criticized the estimates on the grounds that the estimates reflected no definite educational policy and that the Colony was being committed to an expenditure in education which it could not meet. The former of these criticisms appears to be unfounded. The policy may not have been definitely expounded but it was clear and positive. The criticism in regard to the expenditure required to give effect to that policy is discussed in Chapter III of this report.

Indian
education:
financial
limitations.

The development of Indian Education in the past has been conditioned by the general policy enunciated in regard to expenditure on European education. That general policy is that the different communities should receive the education which they can finance through direct educational taxation and a special indirect tax and through fees. This policy as long as it continues to be the policy of the Colony (and there is no present indication of its being modified) involves financial provision limited by the capacity of the community to provide the necessary revenue.

Improved
provision.

The Indian community demands a type of education exactly similar to that provided for the European community, but the analysis of the educational revenue available from the two communities shows that while the revenue available for European education is sufficient to enable Government to provide the facilities required for the European community the educational revenue for Indian education falls short of the amount required to fulfil Indian aspirations. Government has accordingly been forced by circumstances to make some

additional provision from sources other than those set aside for the purpose of giving education to the Indian community. The question arises whether the Indian community is able to face the expenditure required to enable it to secure the type of education which it desires. This is not the place in which an answer to that question can be given. It is sufficient to state the difficulty and to express the view that under the circumstances the Government is not ungenerous in its treatment of the Indian community. It is indeed satisfactory to be able to state that the financial provision made in the estimates for 1930 indicates a very considerable advance over that available in previous years.

In spite of these difficulties in the past the existence of such fine schools as the Alidina Visram High School at Mombasa and the erection of the magnificent secondary school at Nairobi which was completed at the beginning of 1929, show that the Government had formulated a scheme to meet the eager demands of the Indian population. The policy was to establish and maintain Government schools in the largest towns and to assist other schools in the less populous centres by means of grants-in-aid. The assistance by means of grants-in-aid had, it is true, been administered somewhat unsystematically, but that lack of system was clearly due to the uncertainty as to the funds available.

There is another aspect of Indian education which deserves reference. The policy adopted of providing Government schools where possible and giving grants-in-aid to other schools was clearly sound but the system of grants-in-aid under the rules approved in 1923 worked unsatisfactorily in practice. Small schools were for no special reason in receipt of larger grants than schools struggling to provide education for larger numbers. It is satisfactory to be able to record that a system of uniform grants-in-aid has been introduced in the estimates for this year. The result of this innovation will be that no Indian school providing education for a reasonable number of pupils will be without assistance in 1930 provided that a fair measure of efficiency is attained. The rate of grant is 43 lbs. per pupil.

The Select Committee on the Estimates for 1930 discussed in general terms the question of language and curriculum in Indian schools. As regards the former question doubt was expressed as to the need for the use of two vernaculars, Gujarati and Urdu. The cost of dividing pupils into two groups according to the vernacular which each group uses is undoubtedly

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Language in
Indian schools

a serious matter, especially in the smaller schools. In the larger schools the cost is probably insignificant because the groups are larger. It is indubitable that the Central Committee on Indian Education are right in their opinion that the proper method of attacking the problem is to retain these two Indian vernaculars where necessary and aim at introducing English as early as possible. It will take some years to make such a plan effective owing to the difficulty of securing teachers adequately equipped with a knowledge of English, but it will probably produce a reduction in expenditure eventually.

Curriculum in
Indian schools.

As regards the question of curriculum generally the fear has been expressed that the education given is too literary. This criticism raises questions of political importance as well as of general educational interest. The policy of the Government in regard to definite instruction in trades is to develop the African so that he may take his place in the Colony as an artisan. It is difficult to see how this policy can be made to square with a proposal to give instruction to Indians which will enable them to maintain their unique position as the general artisan class.

The better aim in regard to Indian education appears to be to develop the general education to enable Indians to serve the community as a whole in the ranks of the distributing and professional classes, to which so many of them already belong. There are indications that Kenya Indians are eager and able to continue their education so that they may take their place in the professions (such as those of the lawyer and the doctor). There is no reason why they should not be actively encouraged to do so. There are obvious reasons why they should. There is further room for a number of recruits in the teaching profession, and one of the first things which we must do is to provide facilities to train Indian teachers for this developing service. In view of these considerations there seems no ground for abandoning the present policy which provides a good general education both primary and secondary. It is necessary, no doubt, to provide for courses in commercial and clerical subjects. This need has not been lost sight of.

Arab and
African
education

The definiteness which characterized the general policy in regard to European and Indian education has been lacking in regard to African education. That was bound to be the case, The circumstances in which the education of the Africans has been undertaken and in which it has developed have made it impossible to secure definiteness of policy. The ~~problem~~ development of a native race in juxtaposition to a European

community presents a complex and difficult problem. Consider the history. The small struggling bands of missionaries conscious at first only of a desire to convert the heathen. The coming of the European and the Indian. The gradual recognition of the fact that the conversion of the heathen to Christianity carries with it a further responsibility in regard to his mental development. The recognition of the Native with the European and the realization on the part of the Native that the European possesses something, some learning which he lacks. The struggle of six years ago between the European and the Indian with its resultant demand for the creation of an African artisan class. The awakening of the Native to the fact that what the missionary gives him is inadequate and his demand for something more, something different—he knows not what. Is it surprising that with all those varying and complicating factors no clear cut policy emerged?

Yet much had been done. The general policy recommended by the Advisory Committee on education in tropical countries had been enunciated. The education of the Native must be carried out through the agency of Christian missionaries. As a result the Government had instituted the policy of grants-in-aid to missionary bodies; an educational system under which these grants are made had grown up and developed.

The policy of
missionary
assistance.

That system consisted in the payment of grants to missions which undertook to provide the type of training which the Government demanded. That training had a definite purpose and that purpose was to train African artisans. At the head of the system the Native Industrial Training Depot had been established at Government expense. The purpose of that institution was to supplement the training given by the missionaries. What had not been provided for was a definite system of primary education leading up to this technical education. The provision in that respect remained spasmodic and unorganized.

The training
of artisans.

It is curious and interesting to note that the opposition between a literary and a technical system found expression in the establishment of the Alliance High School as a grant-aided institution. If it was a wise policy to establish a Government institution as a crown to the mission technical schools it might have appeared natural to do the same on the literary side. That would seem to have been the soundest line to have taken. The result of the establishment of a high school for adherents to Protestant missions is that it is difficult to resist

Secondary
education.

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African
education

The definiteness which characterized the general policy in regard to European and Indian education has been lacking in regard to African education. That was bound to be the case. The circumstances in which the education of the Africans has been undertaken and in which it has developed have made it impossible to secure definiteness of policy. The development of a native race in juxtaposition to a European

community presents a complex and difficult problem. Consider the history. The small struggling bands of missionaries conscious at first only of a desire to convert the heathen. The coming of the European and the Indian. The gradual recognition of the fact that the conversion of the heathen to Christianity carries with it a further responsibility in regard to his mental development. The association of the Native with the European and the realization on the part of the Native that the European possesses something, some learning which he lacks. The struggle of six years ago between the European and the Indian with its resultant demand for the creation of an African artisan class. The awakening of the Native to the fact that what the missionary gives him is inadequate and his demand for something more, something different—he knows not what. Is it surprising that with all those varying and complicating factors no clear cut policy emerged?

Yet much had been done. The general policy recommended by the Advisory Committee on education in tropical countries had been enunciated. The education of the Native must be carried out through the agency of Christian missionaries. As a result the Government had instituted the policy of grants-in-aid to missionary bodies; an educational system under which these grants are made had grown up and developed.

The policy of
missionary
assistance.

That system consisted in the payment of grants to missions which undertook to provide the type of training which the Government demanded. That training had a definite purpose and that purpose was to train African artisans. At the head of the system the Native Industrial Training Depot had been established at Government expense. The purpose of that institution was to supplement the training given by the missionaries. What had not been provided for was a definite system of primary education leading up to this technical education. The provision in that respect remained amodoc and unorganized.

The training
of artisans.

It is curious and interesting to note that the opposition between a literary and a technical system found expression in the establishment of the Alliance High School as a grant-aided institution. If it was a wise policy to establish a Government institution as a crown to the mission technical schools it might have appeared natural to do the same on the literary side. That would seem to have been the soundest line to have taken. The result of the establishment of a high school for adherents to Protestant missions is that it is difficult to resist

Secondary
education.

the demands for recognition recently put forward by the Catholic missions and already envisaged, but not actually formulated by the non-Christian natives.

The developments which are noted above have been due to the varying factors which have influenced those developments and to the enthusiastic influence of missionaries, who, with the help of Government, have laid the foundations of education in the Colony.

There is another factor, touched on above, which is now becoming the dominating factor in the situation and that is the demand of the African himself for the provision of educational facilities through other than missionary agencies. The native of Kenya, especially in the Kavirondo districts and in the Kikuyu Province, has indicated in no uncertain tones his wish to be educated in institutions which are not under the control of missionaries. He has, in fact, indicated that the opinion of the Advisory Committee in England is no longer the one which appeals to him. That aspect of the educational problem is at present receiving the consideration of the Secretary of State. If a decision is not speedily reached there will be danger that we may have to choose not between mission schools and Government schools but between these two on the one hand and on the other hand native schools conducted by natives. That danger has been sufficiently brought home to the district officers of Kikuyu in the last five months. The attitude of these natives for whom the Church of Scotland Mission and the Africa Inland Mission have done so much has been clear. They have quarrelled with their churches on a matter of deep spiritual import and they have refused to send their children to a school conducted by a teacher who does not believe that female circumcision is an essential element in the life of the Kikuyu people. They have demanded that Government should assist them by providing non-denominational schools. The controversy is more fully discussed in Chapter VI of this report.

The demand of the native is not a vague yearning; it is a demand supported by the sacrifices involved in self-imposed taxation. The amounts raised by local native councils in the last few years have now reached many thousands of pounds. The bulk of this is lying on fixed deposit awaiting the decision of Government as to whether the money raised by natives themselves is to be spent on their education in schools created at their own expense on sites set aside by them in the reserves.

The scheme which has been drafted proposes in effect that Government should organize side by side denominational and inter-denominational schools, giving the missions every opportunity to secure pupils of their own denominations but allowing those who do not desire a denominational institution freedom of choice. It is hoped that a decision may be soon arrived at, especially in the two areas mentioned. The policy proposed.

Enough has been said to show the difficulties which have faced the Department in formulating and securing the adoption of any definite policy in regard to the education of the native. But, after all, these difficulties are in the main difficulties of organization and administration: the fundamental difficulty is a far greater one.

Neither the missionaries, nor other Europeans generally, have faced the question: "What do we mean by the Education of the Native?" The answer to the question has always been in terms of schools and types of institution. Is it too much to hope that it may be recognized that the question is one which requires a far wider answer? Education, when all is said, is not a matter of schools or of types of institution. It goes far deeper and affects the activities of every department which administers the country in which the native lives. It is interesting and pathetic to find that far more faith is put in schools by earnest and enthusiastic administrative officers and by natives themselves than by those of us who have practical knowledge of the limitations of a school. The meaning of education.

Every step taken by the administrative officers to inculcate the need for just administration, every visit of a medical officer to a native reserve, every moment spent by an agricultural officer or a forest officer—all these are more valuable, more highly educational for many of the natives in their present state than hours spent on the school benches. The matter may be put in a nutshell. The education officer (as at present understood) is the least valuable, the less necessary of the agencies which make for the education of the backward peoples. If that is true, and few will deny it, the functions of the education officer, if he is to be effective, must be extended to cover all the activities, all the interests of the people among whom he works. Among the Kavirondo and the Kikuyu he must be an agriculturist, in the country of the Masai and the Wakamba and the northern pastoral tribes he must be a stockman. Everywhere he must be a sanitary officer. The functions of Education Officers.

The school as a social centre

None the less the school in its narrow sense is a necessity: it must be the focus of all the activities; if that is understood the school and the instruction given in the school will have their real, their central place in the lives of the people whom it serves.

Need for co-ordination

The only effective educational policy counts on the co-ordinated activities and efforts of the European missionaries, the European settlers, the officers of all Departments to develop the native morally, socially and economically. There are signs that this is being recognized. The district officers are interested in and helping with the work of the Jeanes teachers. The Medical Department is most helpful—and eager to assist. In regard to agriculture there must naturally be difficulties of adjustment. The schoolmaster regards it as his responsibility to govern the instruction of all who are in *status pupillari*. The agricultural officer is perhaps naturally inclined to belittle the work of one who is not an agriculturalist. These difficulties must be adjusted and both Departments are doing all they can to secure a reasonable adjustment. While it is true that in the present state of native development the instruction given by education officers in school is probably the more valuable it must be recognized that advanced technical instruction will have to be given by the technical officers of the Department of Agriculture.

The work of the missionaries

The missionaries are generally recognizing more and more that their education must be not merely efficient on the religious but on the side that are taking steps to employ teachers who are efficient in general teaching, and even in technical subjects. There can be no doubt that at present the movement in regard to the education of the native is all in the direction of greater efficiency both in regard to ordinary school subjects and in regard to technical subjects.

The status of the natives

The prosperity of Africa depends in a material sense on the power of its inhabitants to increase and develop its agricultural production in every direction. In the development of that production there is no room for distinctions of a racial kind. The European, the Indian, and the African are bound together by one common interest. That being so the economic development of the Native is as much the interest of the European as of the Native. The educational problem is to secure that that development should be as complete and as permanent in character as possible.

That development depends primarily on improved conditions of living. Herein lies the justification of the work of the Medical Department in the reserves and the need for close co-operation between the officers specially concerned with education (in its limited sense) and the officers specially concerned with the improvement of health conditions. Better houses, better conditions generally can only be secured by propaganda and experiment. It is here that the school as the social centre of life in the village or in the location can play its part. The effect of improving material conditions of living must be that the people are forced by the recognition of their needs to become more productive in order to secure the satisfaction of those needs. This does not involve (as some say) the catastrophic westernization of the native. This development must be gradual and natural. The main function of the Jeanes School is to spread abroad the seed from which such development is to be produced.

Medical services

With the direct incentives to better conditions of life coming with the medical and sanitary services comes the indirect incentive to secure improved conditions generally with greater enjoyment of life secured by such improvements as better roads, greater comfort in the house and even the acquisition of literary culture. All these things postulate greater productivity.

Economic effects

While all this is obviously true it must be admitted that however true there still appears to be uncertainty in the minds of many as to what is to be the aim in the education of the native. All agree, some with a somewhat cynical acceptance, that the education of the native people is inevitable but there are not yet very many who consciously attempt to justify the development of education as a whole. The missionaries justify it mainly on grounds of religious and moral development. The so-called extremist settler's view is that the native must be taught to work in order that he may be of use to the European farmer. This view may once have been the view of the majority of Europeans. There is certainly no evidence that it is still generally held. The majority of Europeans appear to regard the development of the native as being two-sided. On the one hand there is the development of the relations between the Native and the European with all its social, political and economic repercussions. On the other hand there is the separate development of the natives as dwellers in the reserve—people of many peoples living lives which they gladly see brightened and improved in every way.

Diligent aims

The economic purpose.

This double view leads and must inevitably lead to confusion as to what our aim must be. It is suggested that if the fundamental problem were regarded not as a social but as an economic problem a clearer policy might emerge and a general agreement as to that policy might be secured. The consideration of native development as an economic problem, part of the general economic problem of the country, destroys at once the artificial distinction between the European and the Native on the material side. If the European generally would realize this (and he is beginning to realize it) he would recognize that the ultimate conclusion, from which there is no escape, is that the European and the Native do form part of one whole and that the division of interest is false and artificial.

The missionary's share.

What has been written above is not intended to minimize in any way the functions of the missionary in the spiritual development of the Native. There need be no conflict between material and spiritual development. The one is helped by the other. The missionary's purpose is to apply the spiritual spur without which progress cannot be effective or lasting. The work of the missions in the past is summarized in the account of the work of the Church Missionary Society in Kenya which Canon Leakey has been so good as to supply.

PART II.

CHAPTER I

OUTSTANDING EVENTS OF THE YEAR

European Education

New school buildings

The new Eldoret School was completed and opened early in the year. The new buildings consisted of a school for one hundred and fifty pupils and a boarding house for boys. The boarding house which had been previously used both for boys and girls was converted to the use of girls. It is proposed to improve it during 1930. In Nairobi the first of the three junior schools, that at Parklands, was used at the beginning of the year and by the end of the year the number of pupils was close on one hundred and thirty. The school at Westlands was opened during the year but its progress has been very slow. There is no doubt that increase of numbers will come in time, but the condition of the roads in the neighbourhood of the school has not been such as to encourage parents to bring their children. Responsibility for the roads had not definitely been fixed at the opening of the school.

In August His Excellency the Governor laid the foundation stone of the new school for boys at Kabete. The school is to accommodate 180 pupils and is to be the secondary school for the whole Colony. Excellent boarding accommodation is being provided and the playing fields will be ample for the development of the school for many years to come.

The Kabete School.

In laying the foundation stone of the school His Excellency emphasized the need for adequate provision for the secondary education of girls. When the boys have moved out from Nairobi the division of the central Nairobi school into two schools, one a mixed primary school, and the other a girls secondary school with good boarding accommodation must be undertaken.

Girls education

The new boarding house at Kitale was completed before the end of the year and was used during the last term of the year both as a school and hostel, the new school not being ready for occupation. The completion of these buildings, the last of the main works has provided the Colony with adequate accommodation for primary education for some time to come. The buildings are admirable in construction, hygienic, and in every way satisfactory.

Kitale School

As regards the organization of education no steps were taken to define the line between primary and secondary education. That is a matter to be settled when the first Kabete school is opened. It is sufficient to say here that proposals have been made to provide for the transfer of those pupils to Kabete who on account of age or attainment will be more efficiently catered for in a large central secondary school than in separate schools. It is unnecessary to add that the proposal meets with opposition from those who have the interests of Nairobi and Eldoret at heart. The matter will be one for further consideration at the annual report for 1930.

Primary and secondary education

The question of numbers and conditions of service of teachers was still under the consideration of the Government of State at the end of the year.

Numbers of teachers

The question of introducing compulsory education was postponed pending the introduction of a new Education Ordinance and a further statement of the Minister's intentions.

Compulsory education

Indian Education

In Indian education the outstanding event of the year was the completion of the Indian English Secondary School at Nairobi referred to already in this report. The building

The Nairobi School

is one of the finest in Kenya: it is not merely a beautiful piece of architectural work but it is also admirably arranged to fulfil its purpose. It is to be hoped that the Indian community as a whole will appreciate to the full the value of the school. There is no doubt that they will.

Arab and African Education.

Masai School.

In African education the most important development was the opening of a new school in the Masai Reserve. This school, at Loitokitok on the slopes of Kilimanjaro, owes its origin to the condition of the reserve during the last two years. The drought has caused such loss of stock that the Administrative and Education officers have succeeded in persuading the Masai that there is real virtue in crop husbandry; the school has been opened with the aim of teaching the young Masai the value of ploughing and of growing some crops to preserve their stock. It is still too soon to say that the school is likely to be a permanent success but at present the prospects are most promising. If the school proves a success it may have a far-reaching effect on the problem of the Masai.

Nyanza Province.

The report of the Inspector of Schools, Nyanza, is published this year as a special appendix to this report.

Jeanes School.

A special report of the work of the Jeanes School was prepared during the year. The report gives an admirable account of the development of the Jeanes School system in Kenya and presents an accurate picture of the institution in its varying activities. It is reproduced in Appendix V.

CHAPTER II.

LEGISLATION AND ADMINISTRATION.

Education Ordinance.

In the Departmental report for the year 1928 it was stated that weaknesses and omissions in the Education Ordinance had been brought to light by the experience of the last few years. It was decided during the course of the year that a new Education Ordinance should be drafted. This has been done. The draft Ordinance has been examined by the various statutory committees and it is hoped that it will be possible to proceed with its enactment during 1930.

Administration.

The administration remained the same as in 1928 save in one respect. Two inspectors were absent during the latter part of the year and advantage was taken of the absence of one who had been attached to the Head Office as Personal Assistant to the Director to reduce the staff in the Head Office. The experiment is being continued in 1930 during the absence on leave of the Chief Inspector of Schools.

This experiment is being made at the express wish of the Select Committee on Estimates. It is at present too early to say whether the arrangement can be made permanent. The fear was expressed to the Select Committee that the reduction of the Head Office staff might have the effect of making the Director and the Chief Inspector office clerks. This fear seems likely to be realized. On the other hand there is no doubt that an additional inspector stationed in Nairobi definitely responsible for the inspection of the Nairobi schools and the schools in the Masai and Ukamba reserves is necessary.

No changes have been made in regard to the control of schools; the school area committees continue to function as advisory bodies in regard to the Government schools in the different areas. There have been signs that this system of control is not entirely satisfactory particularly in the Uasin Gishu area where the control of the Kitale School by the school area committee which controls the Eldoret schools is open to objection. There does not appear to be room for both Boards of Governors and school area committees in the administrative field. This difficulty will, it is hoped, be met when a new Ordinance is passed.

School area committees.

In the field of African Education difficulties have arisen in two directions.

African education.

The Select Committee on the Estimates for 1929 recommended that the continuance of the grants to Kavirondo village schools be made conditional on the control of these schools being vested in the Principal of the Maseno School. The committee was not informed that these schools are not Church Missionary Society schools but independent schools controlled by local church communities. The payment of grant through the Church Missionary Society is therefore open to criticism as the managers of the schools are, in a sense, financially independent of the Mombasa Diocese. The difficulty has been overcome by the co-operation of the Principal of Maseno and the Archdeacon of Kavirondo. None the less, the strain of supervision is more than the Principal of Maseno School should be called upon to bear.

The Kavirondo schools.

The general position of control and grants-in-aid in the Kavirondos is unsatisfactory. The missions are aware that proposals have been submitted to the Secretary of State dealing with the use of Local Native Council funds voted voluntarily for education and have made a great effort to secure the payment of large grants from local native council funds to mission schools.

Local native council funds.

Pending a settlement of the question of the organization of African education it has been necessary to limit these grants so that the position is at present unsatisfactory for the missions and must be confusing to the local native councils.

The Alliance High School

The control of the only secondary school for Africans, the Alliance High School, is open to criticism. This institution owes its origin and development largely to the co-operation of the Government and the Alliance of Protestant Missions. Funds for its establishment were secured from the money collected during the war on behalf of Africans and land was given by the Church of Scotland. It appears from the records that the Roman Catholics accepted the scheme on the explicit understanding that financial support would be available for a Roman Catholic secondary school in due course. The number of pupils in the Colony available for secondary education is insufficient to justify the establishment of two secondary schools. Suggestions have been made to the Alliance to alter the constitution of the school so that it may be available for Roman Catholics but these suggestions have not proved acceptable and the matter has been postponed pending a decision regarding the general organization of African education.

Governing body

The management of the Alliance High School is vested in a governing body composed partly of missionary representatives and partly of natives. It is a regrettable fact that meetings of the governing body are attended by the missionary representatives only, with the exception of the Director of Education. This is unsatisfactory in the case of an institution in which Government funds about 75 per cent of the recurrent expenditure. Government has given instructions that proposals should be made in regard to the control of the finances of the institution and it is hoped that a plan may be devised which will meet not only the administrative but also the denominational difficulty. Much will however, depend on the final decision in regard to the general question of African education.

Conferences and Committees

The most important event of the year was the meeting of Educational officers at Dar es Salaam in March. The full report of the resolutions taken at that conference has been published so that it is not necessary in this report to do more than refer to the most important of these resolutions.

The outstanding matters dealt with were --

- (i) Organization of schools
- (ii) Languages in schools

The Dar es Salaam Conference

The conference adopted a uniform organization for African schools with a standard nomenclature. The resolution on this matter which has been accepted and acted upon by the various Directors of Education is of great importance. It indicates that the four Departments are prepared to accept uniform standards and this will mean the adoption of suitable books and a common terminology in classification. In effect this resolution indicates a recognition of the unity of the four territories in regard to educational problems, not only unity of aim, but, to a great extent, unity in details. It carries with it as a corollary which was recognized by the conference that Zanzibar, Tanganyika and Kenya must look to Makerere in Uganda as the general East African institution for the advanced training of Africans.

Standard organization

The resolution in regard to languages in schools for African languages reads as follows:--

- (i) In every case the first medium of instruction should be the local vernacular;
- (ii) as soon as possible the local vernacular should give way to the dominant native language (where there is a dominant native language), which should first be taught as a language and thereafter be used as the medium of instruction until the stage is reached at which English can be used;
- (iii) in areas in which there is a dominant native language the teaching of English, save as is provided in Resolution No. VI,* should be postponed until the pupil has reached an approved standard in that native language, and then only if recognized teachers of English are available.

This resolution was considered by the Legislative Council of Kenya in October and was adopted with the following addition:--

"That this Council approves of the terms of Resolutions Nos. VI and X of the Dar es Salaam Conference of Educationists but welcomes the Government's assurance that it is the policy of the Government to establish English as the lingua franca of this Colony as soon as possible."

* Resolution VI.

"The Conference recommends that English should not be taught in elementary schools except where there are teachers recognized for the purpose."

Departmental instructions.

Effect has been given to this resolution by departmental circular, the gist of which is as follows:—

- (a) The vernacular will be used for the first four years of school life.
- (b) Swahili will be introduced as a subject during this period.
- (c) English may be taught in those classes where there are competent teachers.
- (d) After the first four years Swahili will be used as a medium of instruction.
- (e) In those schools in which English has been taught English may be used as a medium.
- (f) After the completion of six years the study of English shall be introduced as soon as possible.

Inter-territorial Language Board.

As a corollary of this decision in regard to languages the four Governments have decided to establish an Inter-territorial Languages Board to deal with the standardization of Swahili and the publication of books in Swahili. This board was duly constituted and has already met once.

CHAPTER III

FINANCE.

The general expenditure on education, the cost of boarding in European schools and the cost of tuition in all types of schools are set out in tables V, VI and VII in this report.

Total expenditure

The total expenditure chargeable to the Education vote was £179,124 compared with £163,366 the previous year. The increase of £15,758 was accounted for as follows:—

Administration	£1,500
European Education	£7,703
Indian Education	£2,617
Arab and African Education	£2,035
Extraordinary Expenditure	£2,800

Cost of administration

The cost of administration was in 1923 slightly over 9 per cent of the expenditure, and in 1929 slightly under 9 per cent of the expenditure. The cost in 1930 is not likely to be reduced as the post of Director was vacant during a considerable portion of the year.

The elected members of the Select Committee on the estimates for 1930 criticized the expenditure of the Department especially in regard to the cost of boarding and of tuition in European schools. It is, therefore, desirable that the tables of expenditure should be carefully examined and analysed.

Cost of European education.

Taking first the tuition costs it will be observed that the total expenditure (chargeable to the Education vote) on tuition as in 1928 £27,175; the expenditure in 1929 was £30,772, the numbers of pupils in average enrolment in the two years were 628 and 948. The gross cost per pupil was £43 5s. in 1928, and £32 9s. in 1929. The reduction in gross cost was therefore apparently £10 16s. per pupil. These figures are not strictly accurate because the figures for 1928 do not include expenditure on farm schools for that year. If the expenditure on farm schools in respect of 1929 is added to the 1928 expenditure, the gross cost per head was £38 17s. for 1928, giving a reduction of £6 8s. per pupil. The reduction in net cost was much the same. The cost per head in 1928 was £35 8s. and in 1929 was £28 16s., a reduction of £6 12s.

Tuition costs.

It was unfortunately impossible to put these figures before the Select Committee at the time of the meeting of Legislative Council. Had they been available they would, no doubt, have done much to disarm criticism. The cost per head is unusually high, but it is important not to overlook the small size of the schools and the consequent high expenditure especially in the upper classes. It is hoped that the reduction in cost will be continued but it is to be feared that the opening of the Kabete school must inevitably involve considerable additional expenditure at first even with the concentration of secondary pupils which has been decided upon.

In regard to boarding costs the gross cost in 1928 per boarder was £45 5s. and in 1929 was £42 5s. The net cost, after deducting fees payable, was in 1928 £10 9s. while in 1929 it was £7 9s. It is hoped that by the imposition of a uniform fee from the beginning of 1931 this loss to Government will disappear but it is to be feared that in 1930 the amount of fees remitted may actually increase the cost unless a considerable reduction can be made in the average gross cost.

Boarding costs.

The figures in regard to Indian education show a small reduction in tuition costs of about Sh. 5 per pupil: when tuition fees are taken into account the net cost for the two years is almost exactly the same, mainly owing to high expenditure in 1929 on reliefs and passages.

Indian education.

African
education.

The cost of African education shows a reduction of £3 17s. on tuition and boarding and a reduction of £3 13s. on tuition costs.

The expenditure on the Jeanes School requires special explanation. The figures for 1928 do not include the wages of teachers: there is no doubt that their inclusion (which is certainly justified) gives a truer picture of the cost per head.

CHAPTER IV

SCHOOLS AND SCHOLARS.

The increase in the number of pupils in Government schools for Europeans was 181, from 806 to 987: this is an increase of 22.45 per cent. This large increase is no doubt mainly due to the provision of adequate buildings at Kitale, and in the suburbs of Nairobi. The provision of the schools for younger pupils in Nairobi has made it possible for parents to send children to school who were previously unable to attend the only European school in the town. The school at Parklands has fully justified itself. It closed the year with one hundred and twenty-eight pupils. The Westlands school was last year disappointing but the numbers are increasing in 1930. On the other hand the school at Thika languished and was finally closed in May with an enrolment of eight. It is impossible to justify the continuance of a school of this size. Even if the parents cannot afford to pay boarding fees it is generally cheaper and far more effective to provide for boarding at a larger school which can be properly equipped and staffed.

The number of pupils in Government schools for Indians at the end of this year was 2,051 as compared with 1,671 a year previously, an increase of 380 or 22.74 per cent. The bulk of this increase was due to the provision of additional accommodation at Nairobi where the large new secondary school was available for use early in the year.

The number of pupils in Government African schools increased from 2,259 to 2,264. The smallness of this increase is undoubtedly due in great measure to the severe conditions which prevailed in the native reserves during a portion of the year: in the Machakos district, there was a large reduction of 250 pupils in the Government Central School and the Government village schools. This cannot be attributed entirely to the general condition of the reserves but must be due in part to a diminution of interest on the part of the Wakamba

Increase of
European
pupils

Increase of
Indian pupils

Pupils in
African schools

in education. The matter has engaged the serious consideration of the administrative officers as well as of the Education Department. It is hoped that the appointment of Jeanes teachers will have a stimulating effect on the schools of the district.

CHAPTER V.

PHYSICAL AND MORAL WELFARE.

Medical Inspection.

The year 1929 marks the inception of a definite system of medical inspection of school children. The officer appointed to carry out the duties of a medical inspector or school doctor is an officer of the Medical Department and his report will appear in detail as a part of the report of the Director of Medical and Sanitary Services. It is, therefore, unnecessary to report on the work of medical inspection in detail. It is, however, desirable to record here the aims of medical inspection, the procedure adopted, and the ground covered during the year.

(1) Aim of medical inspection: the School Medical Officer reports as follows:—

The purposes of a medical service to schools are not only to detect the sick and ailing, but to seek for anomalies of growth and development, so that measures may be taken to prevent not only ill-health, but also its causes. In order to carry out these aims it is necessary that a doctor should examine all school children at regular intervals. At first sight this may appear to be a somewhat elaborate method for the separation of the unfit from the fit. It is, however, the only course to adopt, since the dividing line between the robust child and the unhealthy one is often very slight. The ailments of childhood are largely of a minor character, and often remain unnoticed by parents or teachers who are unskilled in the detection of such ills.

School children, since they are collected together for fixed and definite periods, form a section of the community whose health conditions are comparatively easy to ascertain.

The medical examination of school children is a detailed and exacting procedure: the clerical work involved in preparing permanent records, advising parents, and noting results of treatment is, of necessity, tedious, but it

Introduction of
medical
inspection.

Aims of
medical
inspection.

all results in obtaining the health index of a relatively large and representative section of the community, who can be observed over a period of years. Moreover, within certain limits the state of the children's health is analogous to that of the community. Is Kenya a healthy country? Are there any conditions that operate against normal growth and development? The study of normal and abnormal children over a period of years may result in definite answers to these questions, and the material for study is available in the many European, Asiatic and African schools throughout the Colony.

Treatment

This may be regarded as the general aim of a system of school medical inspection but there is a particular purpose which is direct and essential to the examination and consideration of the general health conditions of the community, has a definite place in school medical inspection and that is the treatment of individual defects. It would no doubt be easy to justify the establishment of a system of medical inspection on purely preventive grounds but when in addition to the purely preventive functions of the health condition of the community is added the aim of direct medical inspection, the treatment of the defects which are observed during the course of inspection, the value of such inspection is from the point of view of the individual, immeasurably enhanced. It is indeed generally recognized that treatment is a necessary part of any school medical inspection. This has been best illustrated by the School Medical Officer's reports in his report the methods of actual treatment are specified. These methods are twofold. In the first place, parents of children are advised of the existence of defects in their children and urged to have them put right. It is considered that this is the right course to adopt. The sense of parental responsibility which is also weak enough in these days, is thereby strengthened and the interest and cooperation of the family factor is assured. The second and equally necessary method is that of direct treatment and that includes the establishment of special centres, either at individual schools or at some special centre, for the conditions prevailing in Kenya the Medical Department has no doubt wisely adopted the plan of providing clinics in connection with the schools, and such clinics have already been established at a few Indian and African schools and have so far met with success. They serve the useful purpose of keeping parents constantly aware of conditions that require treatment elsewhere, and also allow of the examination of persons and the treatment of ailments between the periods of a routine inspection.

Inspection. In addition, special examinations, such as that required for the detection of intestinal worms, can more conveniently be carried out at a school clinic than at the time of a routine inspection of school children.

(2) The procedure in regard to medical inspection as described by the School Medical Officer is as follows — Procedure.

A list of the schools to be inspected during any given period is scrutinized by the Director of Education, and arrangements for medical examinations are made to suit the convenience of his officers. Prior to the doctor's visit to some of the schools, headmasters are asked to distribute to parents School Medical Inspection forms B and C. Parents are advised of the inspection by means of the former, which also contains a request to fill up and return one copy of form C in respect of each child. The data given in the latter represent the personal and family histories of the child concerned; this information is of immense value to the doctor, and is always regarded as confidential.

The physical examination includes the usual measurements of weight, height and chest expansion, and, where possible, special examinations, as for the detection of intestinal worms or malarial parasites, are also carried out.

All defects sufficiently severe to require treatment or observation are notified to the parents of European and Indian children. A special departmental form is used when addressing Europeans, and a similar one, printed in Gujarati, is employed in advising Indian parents. The last paragraph on this form reads thus:

I shall be glad if you will advise me, through the Principal of the school, when the defect has been treated.

It is essential that the doctor should obtain the results of treatment so that he may be able to keep his records complete and up-to-date. Only parents can supply such information, and frequent visits to each school are at the present time impossible.

(3) It is not possible to do more than give a very general survey of the results of the inspections held during the year. The number of children of European, Indian, Arab and African races examined during the year was 2167. This figure does not include children examined at school clinics on account

Work of the year.

of complaints arising between the periods of routine inspection. The analysis of the number 2,187 as between races is as follows:—

European	384
Indian	753
Arab and African	1,050
	2,187

The percentages requiring medical or dental treatment are as follows:—

	Percentage
European	68.7
Indian	62.4
Arab and African	61.0 (Nairobi, Lamu and Tambach only).

The common defects are the following:—

1. Absence of vaccination 67.2 per cent of all European and 14.7 per cent of Indians.
2. Teeth 47.3 European children and 80.5 per cent of Indian children.
3. After effects of malaria fever.
4. Defective vision 6.8 per cent of European children and 7.7 per cent of Indian children.

The report indicates that the past year's work has been in the nature of a survey of health conditions prevailing among children attending schools in Kenya. This survey has included representative sections of the European, Asiatic and African communities and has extended over the most important areas of this country.

Girl Guides

The number of Girl Guides at the end of the year was as follows:—

Guides	171
Broymes	135
Rangers	31

A camp was held at Nyali Beach, Mombasa, during the year. It was attended by sixty-six guides representative of every district in the country except Nakuru; this district was unfortunately prevented from attending owing to illness. The camp was an unqualified success and was managed entirely by the guides.

Boy Scouts

There are at present some twenty scouts and about Numbers. Our hundred scouts on the strength. The following troops have been officially recognized.

—European.

- (1) European School, Nairobi.
- (2) Kenton College, Kijabe.
- (3) Eldoret Troop, Eldoret.
- (4) European School, Nakuru.

A troop has also been started at the European School, Kitale.

B.—Indian.

- (1) Senior Secondary School, Nairobi.
- (2) Junior School, Nairobi.
- (3) Allidina Visram High School, Mombasa.
- (4) Ismailia School, Mombasa.

C.—Native.

Alliance High School, Kikuyu.

Many troops have been registered within the last twelve months. The last census showed an increase in membership of about 40 per cent over that of the previous census. There is no restriction as to race or creed.

Kenya sent both European and Indian representatives to the International Scout Jamboree held in England in August, 1929. The European scouts travelled with the South African Contingent. The Indian scouts travelled alone, but were in England taken charge of by Mr. I. Somen, at one time Acting Scoutmaster of the Nairobi Indian Senior School Troop.

International Jamboree.

Seaside Holiday Camp.

In 1923 the generosity of Sir Ali bin Salim, K.B.E., C.M.G., provided a splendid site as a camping ground for European children for an annual holiday to the seaside. As it was impossible to commence a building programme in time for the camp that year, he gave permission to use his beautiful house at Likoni.

Sir Ali bin Salim's gift.

During 1929, a vigorous programme of building was undertaken by the apprentices of the Coast Technical School, Waa, and the necessary accommodation was prepared for a large number of children. It was, however, insufficient to cope with the demand although enough buildings were erected to ensure

Buildings.

the success of the camp in that year. The Officer Commanding King's African Rifles, was good enough to supplement the accommodation by the provision of marquees. One large dormitory was the gift of Lady McMillan, while Sir Ali bin Salim provided two mess bandas.

Donations towards the building funds to the amount of nearly Sh. 12,000 were sent from all parts of the country while a special extra contribution of Sh. 400 for the purpose of clearing the site was collected in Mombasa.

Camp, 1929.

Nearly one hundred children left Nairobi on 10th August in charge of a European staff of 10 teachers. Practically all parts of the highlands were represented, from Kisumu and Plateau to Rumuruti and Gilgil. Most unfortunately, owing to an outbreak of laryngeal coughs, the Nakuru children were unable to join the holiday party.

Of the number attending the camp approximately one-third were assisted financially in some way from the funds; in necessitous cases, children were provided for the holiday entirely free of cost.

During the fortnight at the coast, the children had a most enjoyable time and the greatest praise was due to the Mombasa committee of the fund for their organization of entertainments on behalf of the children. Trips and excursions of various kinds were organized, so much so, that many kind offers of assistance had to be refused reluctantly. Outstanding events were the entertainment of the children on the "Llanstephan Castle" by the Union Castle officers and a visit to the "Usambira" arranged by the Mombasa agent of the Deutsche Ost Afrika Linie. The children had a splendid time on board both ships, and the motor trip round the island organized by the ladies of Mombasa is also deserving of special mention while there was never the slightest difficulty in obtaining motor launches for trips to the bay or for exploring the delightful creeks.

The camp coincided with the arrival of His Excellency the Governor from Europe; he received a most enthusiastic reception on the occasion of the visit he was kind enough to pay during the very limited time at his disposal before he left for Nairobi.

Health.

The health of the children in the camp was extraordinarily good and reports indicate that the trip to the coast was most beneficial to the children who participated.

CHAPTER VI.

The Dar es Salaam Conference discussed the question of Missionary Control of Schools and it is desirable to give in this report a record of what took place. Paragraph 34 of the report of the conference reads as follows:—

Relations of
Missions and
Government.

Missionary Control of Schools.

The conference discussed this question in the light of Command Paper 2374 of 1925 and the policy outlined in that document. It was evident from the discussion that the members of the conference recognize to the full the pioneer work done by the missionary bodies in the past, and appreciate their efforts to develop the education of the native. At the same time the members of the conference are not fully satisfied that the missionary bodies realize the vast strides which native development has already taken, and for which they themselves must receive the greatest credit. Nor is the conference satisfied that all missionaries realize how deep is the desire of many Africans for education as distinguished from evangelization. This desire for education can only be met by the missionary authorities if they recognize that efficiency in schools is essential. If they fail to recognize this the various Governments will be forced to meet the demand for further educational facilities by the establishment and development of Government schools. It is indeed open to question whether in some areas the confidence of the African in the efficiency of the missionary as an educationist has not been so severely shaken that he may find it impossible to recover the ground he has lost.

The following resolution must be read in the light of what has been said above:—

Resolution XVI.

The conference is of opinion that the Secretary of State should be requested to put the Command Paper No. 2374 of 1925 before the Advisory Committee again, with a view to a consideration of the following points which the conference desires to emphasize:—

- (i) The policy of co-operation enunciated in the White Paper is one which must be maintained and developed.
- (ii) There is a danger that missionary bodies may fail to realize fully the responsibility laid upon them in regard to co-operation. It is urged therefore that

the Advisory Committee should consider the desirability of re-stating that policy so as to emphasize more strongly the need for educational qualifications and efficiency as the justification for the grants-in-aid system.

- (iii) The policy of co-operation does not justify that Governments concerned in giving grants-in-aid to schools for which there is no educational need—as to which the Government must be the sole judge—nor does it absolve the Governments concerned from providing facilities for African education by the establishment of Government schools where they consider such action desirable."

The above passage is a statement of the opinion of the Education officers responsible to the Governments in East Africa for African educational matters and for educational administration.

The opinions expressed may or may not be wrong but they are, as submitted, entitled to careful consideration. Certain events of the year seem to indicate clearly that the opinions expressed are not ungrounded.

An examination of the position in the Colony at the beginning of the year showed clearly that there were two divergent views in regard to educational organization. Local native councils in Kavirondo and in Kikuyu had by voluntary means raised considerable sums of money for educational purposes. On the one hand the view was held that these funds had been deliberately collected for the purpose of establishing schools which should not be schools controlled or managed by missionaries. On the other hand, it was held that the proper use of this money was to develop education through the missionaries. In order to test the opinion four meetings were held with local native councils. The leading missionaries in the districts concerned (Central Kavirondo, North Kavirondo, Kisumu, and Fort Hall) were invited to attend the meetings and put their views before the councils. The procedure adopted in every case (no missionary was present at the Fort Hall meeting) was that the missionaries addressed the local native council and the local native council then deliberated in private. In every case the local native council expressed their appreciation of the work done by missionaries in the past but indicated clearly their desire for schools not controlled by missionaries. It may be argued that discussion with two Kavirondo and two Kikuyu

local native councils does not justify a wide generalization but it must not be forgotten that the areas selected were areas in which the native demand for educational facilities had been demonstrated in the most practical manner possible, by the payment of cash. It is impossible to resist the conclusion that there is a widely spread desire on the part of the native peoples to secure some educational facilities beyond those which have been available through the agency of missionaries.

The controversy in regard to the practice of female circumcision in the Kikuyu Province has had a marked effect on the educational problems in that Province. The controversy has affected the educational work of the Church of Scotland and the Africa Inland Mission particularly but it is now affecting the work of the Methodist Mission in Meru.

Female
circumcision.

It will be convenient to record in some detail what has occurred in that part of the Kikuyu Province which lies roughly along the Kenya and Uganda Railway from Dagoretti in the neighbourhood of Nairobi to Kijabe.

In October the Church of Scotland took the decision that they would not allow teachers to continue in their employ unless they made a declaration to the effect that they had given up the practice of female circumcision and that they were not members of the Kikuyu Central Association and would not become members of that Association without the concurrence of the Mission. The result of this decision was that a number of schools were left without teachers and these schools were closed. Some of the natives concerned came to the Education Department and urged that Government schools should be opened in place of mission schools.

To have acceded to their request would have been to depart from the settled policy of the Secretary of State. Whatever our views might be in regard to the wisdom of the action taken by the Mission it was clear that if Government schools were established the prospect of healing the breach between the missions and the people would be materially lessened. On the other hand, the Government was faced by the risk that the natives concerned might establish private schools not directly controlled either by the Mission or by the Government. The first step taken was to inform the natives that the Government was not prepared to open Government schools where a mission had, with the authority of Government, established schools. An assurance was obtained from the Mission that no instructions bearing upon the

question of female circumcision would be given. It is satisfactory to record that there does now appear to be a slight improvement in the situation. The children are slowly coming back to school and the controversy appears to be dying down as far as the Church of Scotland Mission at Kikuyu is concerned. The position in regard to the Africa Inland Mission is still uncertain.

The result as far as the Church of Scotland is concerned appears to be that the Mission has vindicated its right to control the political and spiritual beliefs of those whom it employs to teach in its schools even though Government pays a part of their salaries. It is open to question whether that is altogether a matter of congratulation for those who have associated themselves in the past with a claim to freedom of opinion in politics and some measure of individual liberty in spiritual matters.

Turning from these controversial matters it is satisfactory to note that the relations of the Department with missionary bodies have been altogether satisfactory. Opportunity has been taken of meetings of the Kenya Missionary Council to approach that body in a friendly and unofficial manner. These meetings have always been marked by real cordiality and a desire to co-operate. On one occasion it was indeed found possible to arrange for a joint meeting with representatives consisting not only of the Protestant missions but of Roman Catholic missions.

CHAPTER VII

MISCELLANEOUS

The evening classes which were conducted last year and were developed by the opening of special classes in connection with the Young Men's Christian Association have not continued to be as successful as was hoped and it is feared that the demand for these classes is so small that it is not possible to justify their continuance.

The statistics in regard to the examinations for the year are given in Appendix III. They show (as far as examination figures can show) the progress in the various schools.

The statistics in regard to staff are given in Statistical Table I. The figures for European staff include this year the numbers of the staff in farm schools. This accounts for

the apparent increase in the number of uncertified teachers. Every effort is made to replace uncertified by certified teachers whether they are recruited in England or locally.

The work of the staff has, on the whole, been highly satisfactory and a word of special thanks is due to the officers in the Head Office, several of whom were delayed in taking leave owing to the desirability of their remaining to assist and instruct me in my first year of work.

H. S. SCOTT,
Director of Education.

10th June, 1930.

APPENDIX II.

STAFF MOVEMENTS.

Officers appointed in England or South Africa, who arrived in the Colony during 1929:—

NAME	Designation	Date of Arrival	Where Appointed
Miss J. McCorquodale	Asst. Mistress	16-3-29	England
Miss A. M. Knapman, M.A.	ditto	15-5-29	"
J. Dickson	Leading Artizan	14-8-29	"
V. J. Wyatt	ditto	14-8-29	"
W. Dalziel	ditto	14-8-29	"
C. Whate	ditto	10-9-29	"
A. Roberts	ditto	10-9-29	"
R. Stewart	ditto	10-9-29	"
B. A. Astley, B.Sc.	Asst. Master	23-9-29	"
B. T. Lindahl, B.Sc.	ditto	4-10-29	S. Africa
Miss M. Coates	Asst. Mistress (Welfare Worker)	10-11-29	England
G. C. Grant	Manual Instructor	10-11-29	"
Rev. J. Gillett, M.A.	Asst. Master	20-1-29	"

Officers on leave of absence from the Colony in 1929:—

NAME	Departed on Leave	Returned from Leave
A.—ADMINISTRATION—		
R. H. W. Wisdom, B.A.	3-8-29	—
H. L. Bradshaw	15-9-29	—
H. Hubble	12-8-29	—
*T. Bagnall	6-1-29	—
P. J. Naude	3-3-29	12-9-29
Miss W. A. Cock	6-7-29	—
B.—EUROPEAN SCHOOLS—		
Capt. B. W. L. Nicholson	29-12-29	—
*F. W. Humphries	1-6-29	—
E. R. Pratt	—	20-1-29
R. McKay	23-11-29	—
†Miss N. R. Whitehead	21-6-29	—
Mrs. D. J. Cameron	21-4-29	22-11-29
J. Twells, M.B.	6-1-29	15-8-29
R. W. Weston	15-4-29	6-11-29
R. E. Madge, M.A.	28-2-29	—
C. A. Baboneau, B.A.	21-4-29	22-12-29
F. White, B.A.	—	14-6-29
J. Woods	12-8-29	—
R. Hunter, M.A.	—	5-8-29
†E. Watson, B.Sc.	1-12-29	—
Mrs. E. Southey	17-8-29	—
†Mrs. V. E. Bruce	6-1-29	—

*On leave pending retirement.

†Not returning for a further tour.

STAFF MOVEMENTS.—Contd.

Officers on leave of absence from the Colony in 1929

NAME	Departed on leave	Returned from leave
B.—EUROPEAN SCHOOLS.—Contd.		
†Miss H. M. Reynolds	1-12-29	—
†Miss M. E. Cloete	13-9-29	—
†Miss G. M. Lacey	15-9-29	—
Miss E. J. Bannister	—	25-3-29
Miss M. M. Burge, B.A.	—	12-8-29
Mrs. E. Stanley	21-12-29	—
Mrs. A. C. Rees	31-12-29	—
Mrs. M. L. Angus	21-4-29	3-12-29
R. Visser	23-2-29	19-9-29
F. P. S. Olivier	13-9-29	—
Miss W. du Plessis	28-12-29	—
Mrs. A. D. Hammond	14-4-29	27-10-29
INDIAN SCHOOLS		
<i>Europeans.</i>		
J. H. Maxwell, M.A.	—	5-8-29
D. Somen, B.A.	—	20-1-29
<i>Indians.</i>		
O. S. Desai	—	9-2-29
H. B. Sharma	18-10-29	—
J. R. Patel	5-4-29	14-6-29
Allah Ditta	—	5-5-29
D. C. Patel	7-8-29	—
R. Sohai	—	1-6-29
M. R. Sethi	—	1-6-29
Ranjit Singh	13-12-29	—
Roshan Lal Sud	13-12-29	—
S. M. Upadhaya	—	24-1-29
D. M. Pathak	5-4-29	7-9-29
S. B. Joshi	8-3-29	9-7-29
*Waryam Singh	15-11-29	—
M. B. David	5-4-29	19-9-29
Mrs. V. L. Patel	—	1-6-29
I.—ARAB AND AFRICAN SCHOOLS		
J. W. Francis	—	25-3-29
A. I. Roach, B.A.	21-8-29	—
C. A. Bungey	12-8-29	—
†R. P. Rounthwaite	3-8-29	—
†C. E. Morton, B.A.	31-8-29	—
W. H. Taylor, B.A.	12-8-29	—
D. A. Kerr	12-6-29	30-12-29
*J. Miles	3-3-29	—
R. H. Howitt	25-5-29	22-12-29
W. Rutherford	21-4-29	8-11-29
A. V. Harris	10-10-29	—
†E. H. Caunter	26-4-29	—
†A. McKelvie	16-4-29	—
†Dr. H. A. Wright	19-6-29	—

* On leave pending retirement.

† Not returning for a further tour.

APPENDIX III.

PUBLIC EXAMINATIONS.

	1928	1929
<i>(a) EUROPEAN EDUCATION.</i>		
(1) <i>Cambridge Preliminary Examination—</i>		
Number of candidates entered	50	58
Number of candidates passed	37	43
(2) <i>Cambridge Junior Local Examination—</i>		
Number of candidates entered	37	51
Number of candidates passed	24	23
(3) <i>Cambridge School Certificate Examination—</i>		
Number of candidates entered	7	9
Number of candidates passed	4	6
(4) <i>London Matriculat on Examination—</i>		
Number of candidates entered	—	3
Number of candidates passed	—	1
<i>(b) INDIAN EDUCATION.</i>		
(1) <i>Cambridge Preliminary Examination—</i>		
Number of candidates entered	28	41
Number of candidates passed	22	15
(2) <i>Cambridge Junior Local Examination—</i>		
Number of candidates entered	30	38
Number of candidates passed	20	29
(3) <i>Cambridge School Certificate Examination—</i>		
Number of candidates entered	3	—
Number of candidates passed	3	—
(4) <i>London Matriculation Examination—</i>		
Number of candidates entered	16	16
Number of candidates passed	4	4
<i>(c) ARAB AND AFRICAN EDUCATION</i>		
(1) <i>Elementary "D" School Certificate—</i>		
Number of candidates entered	722	978
Number of candidates passed	414	559
(2) <i>Elementary "C" School Certificate—</i>		
Number of candidates entered	338	237
Number of candidates passed	97	102
(3) <i>Junior Secondary School Certificate—</i>		
Number of candidates entered	35	40
Number of candidates passed	13	15
(4) <i>Senior Secondary School Certificate—</i>		
Number of candidates entered	6	—
Number of candidates passed	5	—
(5) <i>Elementary "D" Teachers—</i>		
Number of candidates entered	190	166
Number of candidates passed	139	142
(6) <i>Elementary "C" Teachers—</i>		
Number of candidates entered	32	47
Number of candidates passed	22	25

PUBLIC EXAMINATIONS.—Contd.

	1923	1929
(7) Junior Secondary Teachers—		
Number of candidates entered	7	14
Number of candidates passed	4	6
(8) Junior Secondary Clerks—		
Number of candidates entered		4
Number of candidates passed		1
(9) Arab and African Clerical Service—		
Number of candidates entered		9
Number of candidates passed		1

EUROPEAN STAFF LANGUAGE EXAMINATIONS.

(1) Higher Standard Swahili—	
Mr. T. A. McKay.	
(2) Lower Standard Swahili—	
Mr. C. A. Baboneau, B.A.	Miss D. L. Byatt-Scott.
Miss I. E. Brown.	Miss V. E. Hoar.
Mr. J. W. C. Dougall, M.A.	Miss G. H. Kerby, B.A.
Miss K. Hudson.	Miss E. J. Bannister.
Mr. C. E. Morton, B.A.	Mr. J. Twells, M.A.
Mr. G. E. Webb, B.A.	Miss A. A. Biss, B. Sc.
Mr. L. E. Whitehouse, B. A.	Miss M. MacDonald.
(3) Preliminary Oral Swahili Examination—	
Mr. W. N. Dolton, M. A.	Mr. R. H. Howitt.
Miss M. MacDonald.	Miss A. A. Biss, B. Sc.
Mr. N. B. Larby, B.A.	Miss M. G. McGaffin.
Mr. J. R. Forrest.	Mr. A. S. Walford, B.A.
Mr. H. Gledhill, B. Sc.	Capt. B. W. L. Nicholson.

APPENDIX IV

ALLIANCE HIGH SCHOOL, KIKUYU. ANNUAL REPORT FOR THE YEAR 1929.

1. *General.*—The maximum roll for the year was seventy-three as against fifty-one for 1928, this being an increase of 43.1 per cent. Twenty students left during the year. Of these, six had completed a course leading up to the Senior Secondary School Examination, five of the six qualifying for the Certificate.

This is noteworthy in view of the fact that this stage of education has not previously been reached by any other school in Kenya Colony.

The following is a summary of the occupations taken up by the students who left the school during 1929:—

Agriculturist	1
Agricultural Department (teacher)	1
Medical Department (teacher)	1
Veterinary Department (clerk)	1
Kenya and Uganda Railway (clerk)	1
Clerks (Judicial)	3
Teachers (non-Government)	10
Other occupations	2

During the year, for the first time in the history of the school, Akamba students from the Government School at Machakos entered the Alliance High School. The only big tribe of the Colony at present not represented in the school is the Bantu Kavironda.

The popularity of the school among the people of this and adjacent territories remarked on in the previous reports has continued to be in evidence during 1929; many applications for admission have been received from neighbouring territories as well as from various parts of this Colony.

The average roll for the year was 62.9 as compared with 44.5 for 1928 and 28.4 for 1927.

The fees received during the year amounted to Sh. 9,455/95 as compared with Sh. 8,329 in 1928 and Sh. 1,599 in 1927.

2. *Staff.*—The European staff remained as it was in the previous year, namely a Principal and two Assistant Masters. Efforts to augment the staff in view both of the increase in

the number of pupils and of the fact that the Principal was due to leave on furlough in June were unsuccessful. In March, however, an African teacher, who is an ex-pupil of the school and a holder of the Senior Secondary School Certificate, was added to the staff.

Mr. J. S. Smith was appointed Acting Principal during the absence on furlough of the Principal.

3. *Curriculum.*—The courses mentioned in the last report terminated with the end of the session in January, 1929. The following are the results of the examinations conducted on the completion of those courses:—

	Candidates	
	Sat	Passed
Senior Secondary School Certificate ...	6	5
Junior Secondary Teacher's Certificate ...	7	4
Junior Secondary Clerk's Certificate ...	4	3
Junior Secondary School Certificate ...	19	7
Elementary C Teacher's Certificate	3	1

With the beginning of the new session in March, the following courses were commenced:—

Form 1.—General Education.

Form 2.—General Education in preparation for the Junior Secondary School Certificate Examination, held in December, 1929 and January, 1930.

Form 3.—General Education.

Education Class.—Teacher training in preparation for the following examinations:—

- (a) Elementary C Teacher's Certificate.
- (b) Junior Secondary Teacher's Certificate, held in December, 1929, and in January, 1930, respectively.

Commercial Class.—Commercial Training in preparation for the Junior Secondary Clerk's Certificate Examination, held in January, 1930.

4. *Buildings.*—During the course of the year, the following building programme was successfully completed:—

- 1 Dining room and kitchen.

- 1 Dormitory, which, together with the dining room and kitchen, was erected on the new site, on which new dormitories and another wing to the dining room are to be erected in 1930.

- 1 European staff house.

5. *Science and Mathematics.*—Owing to the difficulties created by shortage of staff, it was thought advisable temporarily to suspend teaching of physics and chemistry as definite class subjects. It has often been found necessary to explain physical and chemical phenomena in connexion with the work in agricultural nature study, history and geography, and other subjects. Thus it will be seen that this branch of the school's activity has not been as much neglected as might appear at first sight. With the commencement of the new session in March, 1930, these subjects will be re-introduced into the curriculum of the school as definite branches of study. The method of treatment will be in accordance with the general policy of correlating school subjects with the life of an agricultural and pastoral people, putting special emphasis on those physical and chemical phenomena which are more especially associated with agricultural nature study.

The special course in mathematics ended in January of the year under review and no pupils took a special course from March onwards. In the general courses, the work and examples have been of a practical character throughout and the subject has been treated in relation to domestic and commercial life.

6. *Agricultural Nature Study.*—This subject still continues to hold a prominent place in the school curriculum and to occupy amongst the students. Encouragement has been given during the year for students to make their own textbooks from lessons given in class and in the field. These books should prove helpful whether in the preparation of lessons or as reference books for those who will take up some form of agriculture in later years.

Each student has a garden of his own kept under a strict rotation, from the produce of which he is enabled to pay part of his fees.

A plot of land was set aside for experimental work, where experiments were carried out under supervision. The results of experiments were carefully tabulated and much good work has been done in this connection.

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	Candidates	
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Junior Secondary Teacher's Certificate	7	4
Junior Secondary Clerk's Certificate	4	3
Junior Secondary School Certificate	19	7
Elementary C Teacher's Certificate	5	1

With the beginning of the new session in March, the following courses were commenced:—

Form 1.—General Education.

Form 2.—General Education in preparation for the Junior Secondary School Certificate Examination, held in December, 1929 and January, 1930.

Form 3.—General Education.

Education Class.—Teacher training in preparation for the following examinations:—

- Elementary C Teacher's Certificate.
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- Dormitory, which, together with the dining room and kitchen, was erected on the new site, on which new dormitories and another wing to the dining room are to be erected in 1930.

- European staff house.

5. *Science and Mathematics.*—Owing to the difficulties created by shortage of staff, it was thought advisable temporarily to suspend teaching of physics and chemistry as definite class subjects. It has often been found necessary to explain physical and chemical phenomena in connexion with the work in agricultural nature study, history and geography, and other subjects. Thus it will be seen that this branch of the school's activity has not been as much neglected as might appear at first sight. With the commencement of the new session in March, 1930, these subjects will be re-introduced into the curriculum of the school as definite branches of study. The method of treatment will be in accordance with the general policy of correlating school subjects with the life of an agricultural and pastoral people, putting special emphasis on those physical and chemical phenomena which are more especially associated with agricultural nature study.

The special course in mathematics ended in January of the year under review and no pupils took a special course from March onwards. In the general courses, the work and examples have been of a practical character throughout and the subject has been treated in relation to domestic and commercial life.

6. *Agricultural Nature Study.*—This subject still continues to hold a prominent place in the school curriculum and is popular among the students. Emphasis has been given during the year for students to make their own textbooks from lessons given in class and in the field. These books should prove helpful whether in the preparation of lessons or as reference books for those who will take up some form of agriculture in later years.

Each student has a garden of his own kept under a strict system, from the produce of which he is enabled to pay part of his fees.

A plot of land was set aside for experimental work, where experiments were carried out under supervision. The results of experiments were carefully tabulated and much good work has been done in this connection.

During the year, there have been many inquiries regarding ploughs, cultivators, and harrows. Many have been purchased and sent to the reserves which should have the effect of speeding up cultivation and teaching a more economical use of land.

7. *English*.—The standard of English, both oral and written, has been maintained throughout the year. Great emphasis has been placed on equipping the pupils with that knowledge of English which will enable them to have access to the literary resources which are found in English and which cannot, at any rate for many years, be found in any of the languages of East Africa. One difficulty lies in the fact that the teaching of English begins at a comparatively late stage in the school life of the candidates for admission and, consequently, they do not all have that knowledge of English which is desirable for candidates embarking on a high school course. It is to be hoped that, in the near future, better facilities will be available for the teaching of English in elementary schools.

8. *Bantu Studies and Civics*.—Great interest has been maintained in this branch of study and, during the course of the year, a number of interesting exchanges have been made with schools abroad through the medium of the American Junior Red Cross. Links have been forged with an Eskimo school in Alaska, with several American schools, and with an American Indian school. By means of exchanges of folios containing illustrated descriptions of life and customs, very interesting comparative studies have been made.

The collection of notes on the material and intellectual aspects of tribal culture has been continued throughout the year. It is very strongly felt that these studies in native life and customs, together with agricultural nature study, form the basis of an educational system suited to the scholastic requirements of African pupils.

9. *History and Geography*.—The course in history and geography followed the lines of the previous year. The subject was closely correlated with Bantu studies and civics and great benefit was derived from the correspondence carried on through the American Junior Red Cross.

The purchase of unnecessary and costly apparatus is much to be deprecated, but, in the teaching of physical geography, a certain minimum of purchased apparatus is required. During the year, an orrery was obtained from England and was

usefully employed in the discussions on the solar system. Unfortunately, the eclipses of the sun which took place in 1929 were not visible; the phenomenon had been demonstrated and explained by means of the orrery and the students were greatly looking forward to being able to make observations of the actual eclipses.

10. *The Training of Teachers*.—Seventeen students took the professional course in preparation for posts as teachers. Great emphasis was placed on the proper use of the blackboard; a great fault in a large number of African teachers is in their inability to make adequate use of their blackboards. It was felt that "print script" was most suited for blackboard use and each pupil spent about half-an-hour each day on blackboard writing. This was followed by a graded series of exercises in freehand drawing and map drawing, together with exercises in geometry and the setting out of arithmetical examples.

Teachers' guides suitable for African teachers are all too few, but during the course of the year, each teacher made for himself a set of notes dealing with the method of teaching the various subjects of the curriculum. An elementary study of the child mind brought out, among other things, the necessity for individual treatment, the desirability for the correlation of school subjects, and so on.

Teaching practice was made possible by having a class of boys from the Church of Scotland Mission each day at the High School. Each teacher had about a fortnight's practice teaching. The physical instruction classes every morning also provided practice material for members of the education class.

11. *Commercial Course*.—Only one student took the commercial course during 1929. Through lack of staff, it was found impossible to hold a special class in this subject, but the student in question had shown such a keen interest in clerical work that he was taken into the office where he was taught office routine and guided in his studies. At the end of the year, he was able to type with comparative accuracy at twenty words a minute and to write Pitman's shorthand at the rate of sixty words per minute. He sits for his Junior Secondary Clerk's Certificate in January, 1930.

With the arrival of the new Commercial Master in February, facilities for teaching this subject will be greatly increased.

12. *Drawing*.—As in the previous year, this class was run in three sections—an elementary course, a more advanced course, and a section for teachers.

The work of the elementary course consisted of simple technique in drawing and shading followed by simple brush work.

The more advanced course consisted of further color study, model drawing with special regard to objects of native origin including native shields, decorated calabashes and so on, together with stencil cutting and design making.

The teachers' course consisted of blackboard work, including map drawing and the setting out of class work, together with printing and writing.

13. *Gymnastics, Physical Instruction and Football*.—The gymnastic class is held on three mornings every week. The apparatus at our disposal now consists of a jumping horse, trapeze, pommel horse, horizontal bar, parallel bars, and rings. The students enjoy this form of daily morning exercise and these are already over gymnastics. Each morning, towards the end of the lesson, games are played and gymnastics has in fact been.

Physical education was given as preparation for the coming games. Four students were successful in winning some points in the inter-school sports and will compete in the coming season in February, 1930.

Physical instruction was given on two mornings of the week throughout the session. Those of the students who are taking up swimming as a profession were given opportunities for practice in that class.

The school football team was again successful in winning the 1st. Div. cup which they had held during 1928. They also had won the 1st Div. trophy in the earlier days and were only beaten after years had been played. The captain of our 1st eleven was chosen, captain of the 2nd eleven of our 1st eleven being elected for the Kensington Cup, and was successful in winning this cup in victory.

14. *The Students' Union*.—The aim of the school is to bring the sense of responsibility which already exists between the representatives of the various missionary bodies of the Alliance. Further, whatever may be the student's occupation on leaving the school it is desired to send him out as a connected and connected man who will make for himself opportunities for Christian service.

Whereas it has been true in the past that all the students were adherents of some church, during the year under review, a new situation arose. Certain of the candidates for admission were still attending classes prior to baptism, while others were apparently untouched by the Gospel. Arrangements were made for weekly instruction classes to be held for inquirers and catechumens and these were well attended.

Each day began with a simple service conducted either by a member of the staff or by a student. This was followed by a daily Bible Class. The subject taken by the junior section was "Old Testament Characters" the senior section studied "The Life and Letters of St. Paul."

On Monday mornings, a service was held for the benefit of those students who, coming from a distance, do not understand Kikuyu. The Kikuyu students attended similar services in one of the neighbouring mission churches. A regular feature of school worship is the Monday afternoon service. This takes its form usually associated with a Y.M.C.A. meeting for which we tried to have suitable speakers. On most occasions, the chairman of the meeting was one of the students. Applications were given for questions to be asked after the address concluded. The day closed with hymn-singing and prayer.

Services of Holy Communion for the staff and students of the school were conducted from time to time throughout the year.

It is hoped that funds will become available for the erection and furnishing of a school chapel on place set aside some for building.

15. *Visitors*.—The Principal is due to leave from Kenia in February, 1930. At about the same time another European member of staff is also due to arrive. This will enable the work of the school to be carried on to the usual secondary school stage (Forms 1 and 2) together with more active provision for special work along the lines of professional training, domestic training, agriculture and commerce and other activities as indicated.

Provision is being made for a hundred students from Nairobi, with provision.

16. *Results*.—The Board of the school has been paid throughout the year.

1929.

AND STEPHEN SMITH,

January, 1930.

Acting Principal.

APPENDIX V.

REPORT OF THE JEANES SCHOOL, KABETE, FOR THE YEARS
1925 TO 1929.

At the time of writing we have just completed a refresher course for the old teachers and this provides a good opportunity for estimating the results of the working of the Jeanes School for the period : September, 1925 to September, 1929.

The evidence may be set out in order of importance, beginning with the concrete material facts since these can be measured most easily. It must be recognized, however, that these are not the most important. The Jeanes School is nothing in itself except a setting for activities, which, if they are to be of any real value, must be seen in operation under genuine African conditions in the reserve where they are transferred and perpetuated with the minimum of European stimulus. If the school means anything to African life and to education as the morrow of that life, its working must be looked for in the lives and attitudes of its former students and those they convert to their own enthusiasms. In other words, our success or failure at Kabete is to be assessed by the efforts and attitudes of African teachers, pupils and parents in the outschools and villages of the reserves.

1. *Land, Buildings and Capital Expenditure.*—At Kabete the sincerity of Government's interest can be seen in its generous provision for the school in land, buildings and permanent equipment. In 1925 there were only two buildings on the present site and these were an inheritance from the former Government farm. These have been used as a school-room and Principal's house. No land was assigned to the school in secure tenure. Since then 150 acres have been surveyed, allocated and laid out for different purposes. A water supply and storage capacity has been provided. The sum of nearly £8,000 has been provided for capital expenditure. The buildings erected with this money are all of permanent material. They include the following:—

- 4 Staff bungalows.
- Additional classroom.
- Large school assembly-hall and chapel.
- School shop.
- Dispensary and isolation ward.
- Combined workshop, store and open-air classroom.
- Cow shed.
- Dairy.
- 51 African teachers' homes.
- 1 Semi-detached African staff house.

In addition to these permanent buildings a grass banda was built by the teachers and also a practising school in the adjacent reserve.

The extraordinary expenditure allowed for each year has enabled us to buy permanent equipment such as agricultural machinery, carts and draught-oxen, dairy cows, hand posho mill, etc.

2. *Recurrent Expenditure.*—The recurrent expenditure approaches the figure of £6,000 and this provision has been possible very largely owing to the generous appropriation made by the Carnegie Corporation of New York. It will be seen that Government has been all the more anxious because of this assistance to provide for the school from revenue. The Carnegie gift has been used for the salaries and travelling of two members of staff, the medical woman and the agricultural instructor. Recurrent expenditure includes the cost of the students' allowances during training and two-thirds salary grant towards their active work in the reserves. The travelling involved in the very nature of the Jeanes system accounts for substantial expenditure both for staff supervision and teachers' practice periods during training when they return to their own home districts. The recurrent expenditure is to be regarded therefore not as money spent on the school itself but on the school together with the system which is dependent upon it. As time goes on it will be increasingly evident that Government takes a sound line in extending its support beyond the school itself and that it must continue to recognize responsibility for the salaries and conditions of the teachers' work in the reserves. At present the system is delegated to missions and the greatest flexibility seems to be secured in this way. It should be admitted that the Jeanes recurrent expenditure constitutes a very substantial grant-in-aid to missions. The system acts also as a substitute in large measure for the Government inspection of outschools which would be a very costly business. This is so because the helping teacher, in so far as he is true to his name and his training, gives the village schools new vitality and keenness and thus reduces the need for the European school inspector in remote and scattered outschools all over the Colony.

3. *Staff and Qualifications.*—The recurrent expenditure provides also for what may justly be ranked as the best staff of any native non-technical school in the Colony. There are now five Europeans on the staff of the school. Three are men, of whom one is a Cambridge graduate and a former master at

Harrow. He has great personal and linguistic abilities. The other assistant master was on the staff of the School of Rural Economy at Oxford and has the best training in agriculture and allied subjects. The two women are respectively a Froebel graduate with domestic science abilities, and a trained midwifery nurse and child welfare worker. One modification has been made on the original staff proposals. The woman doctor has been replaced by the nurse with the above special qualifications as it has been proved that such a person is more valuable in the training of the teachers' wives than a doctor who has had the usual professional course leading to graduation. One appointment is still vacant, that of the manual instructor, but Government has provided the salary, and the post will be filled as soon as the right candidate is forthcoming.

Progress in the school itself has been shown by the growing experience of the staff, their language study, and their understanding of the type of training most likely to achieve the aims of the school. Thus a course of two years' training of teachers and their wives has been fully worked out and organized in six terms' work with four periods of practice supervision. A schedule of practice teaching has been tried and checked. Syllabuses have been compiled for every subject that appears, or should appear, in the curriculum of a village school; and every class taken at the Jeanes School itself has been worked out and arranged in detailed outlines of lesson notes. Though such material may seem insignificant in itself, it is evidence of great moment in that, whereas four years ago, no one knew exactly what the Jeanes School was to be and how it was to proceed in respect of methods, now there is a small staff whose work is co-ordinated and their individual efforts directed by defined aims and detailed material. Not only so but it may be claimed that when Government puts into action its policy for the courses and syllabuses of village schools and normal schools for the training of teachers, the experience in possession of the staff at the Jeanes School and the materials or "sediment" in which it is embodied will be of great value in clarification and agreement. The value of this experience as shown in general organization and methods has already been placed at the disposal of other territories in East and South Africa where Jeanes Schools are being established.

4. *The Jeanes School in relation to Teacher-Training or Normal Schools.*—It may be instructive, at this point, to glance at the significance of the course at Jeanes School in relation to the whole question of the training of teachers for

African schools. It is not unjust to assert that missions have so far done little in this matter. Mission teachers, as a rule, are simply pupil teachers with the emphasis on the pupil rather than the teacher attitudes. Normal training in the proper sense scarcely exists. There is little or no professional training or consciousness. The African teacher conceives of his task largely in a mechanical sense as the imparting of a fixed body of instruction, largely foreign in origin and character, to passive recipients of a uniform type. He cannot credit the idea that a kindergarten mistress may be a greater artist in her profession than a college professor. The teacher is an ambitious student who finds part-time teaching an excellent device for obtaining more education for himself and that education not for purposes of teaching it to children but for his own profit or enjoyment. This condition is natural enough with the rapid increase of schools, the great demand for teachers, and the general absence of educational experience among missionaries in the mass. There are still many people in England who believe or assume that no scientific principles or methods can be distinguished in the work of the teacher and used to build up a systematic course of vocational training.

Through Government's provision for staff at the Jeanes School it has been possible in one centre at least in Kenya Colony to show what can be done in the training of teachers for their specialized work. Here the student's teaching is the centre and pivot of the whole course and not an accident. Every term has its professional instruction. Subject matter is treated as it should be taught and not simply to advance the student's own education. The preparation of lessons is studied before the student is expected to teach. Demonstration lessons are constantly given in the beginning of the course. Criticism lessons are worked over before and after they are given to a class. The practising school or schools are in use all the time. Students are not expected to teach with excellence apart from supervision. The individual student is carefully watched and guided, and, before he is trained in any sense as a supervisor of other teachers, he is expected to prove that he is a good teacher himself. In the final year, he has four weeks of responsible practice teaching but even there he is subject to supervision every week and his record in this matter is a principal consideration in the award of his certificate. Such a type of training makes heavy demands on staff. It helps to explain why, with African families in residence and teachers' wives also to train, five Europeans can never quite overtake all the work they see waiting to be done. Yet it marks a

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5. *The Training of Native Leaders or Social Workers.*—

None the less it would be distinctly a wrong impression of the Jeanes School if it were imagined as simply an elaborate and expensive normal school. Its distinctive features and those which make it develop in directions largely different from the conventional type of education in mission schools are to be looked for as much or more so in non-school activities. Of these it will be enough to mention the home and family life of the students, their home gardens, their village and school councils, the community farm and the co-operative store. It is as well to recognize that the results of the training given at this centre will be visible as much in social and economic improvement as in school improvement. The students go back to their reserves having had experience of better living conditions. They are propagandists for public health and improved agriculture, not simply because they *know* and can teach new facts and processes, but because they have practised them and seen their results. They have made their own furniture. Their wives have fed and cared for their babies in intelligent fashion. They have put capital in the school shop. They have drawn interest and pocketed dividends on their purchases. They have bought food at wholesale rates and sold it at reasonable retail prices. They have used ploughs and have seen how to market their produce. All this is training for life through the practice of living, and it cannot but influence their neighbours both by instruction and example. Of the many other by-products of this type of education there is one which will affect the social life in the reserves as the above experience will tend to better economic conditions. The programme here places great stress on recreation and that indoor as well as outdoor, for adults as well as for children. It uses many forms of indigenous recreation, folk-songs and games, fables, tales and traditions and these often in dramatic form. Consequently it may be claimed, both because of the character of the life they lead while they reside in the school and because of results already visible in the reserves, that the students of this school, both men and women, are much more than teachers in the academic sense. They are leaders and pioneers of improvement in regard to social and economic conditions among the masses of the people and their influence extends to pagans as well as Christians.

6. *The Spirit of the School.*—An important feature from the point of view of education in any profound sense is that we have built up a spirit of team-work among the staff, that the relations between the staff and pupils are of the happiest nature, and that any one who lives for any period in the school will be conscious that it has an "ethos" of its own; that loyalty, and pride of belonging to something greater than the individual produce a growing and empowering motive and incentive which remains with the students after they leave. This it is that makes the annual refresher course, as it were, a family reunion at the "Alma Mater." That this is the case in a school run by a Department of Government has provoked surprise from many visitors and it is a signal evidence of the fact that Government can retain the right of inspection and guidance without interfering with or cramping the legitimate freedom of a school to be itself and to develop its own traditions along the lines of the great schools of other lands. The strength of this spirit is due in special to the fact that the staff has been recruited for this job in particular and has been given a permanent stake and interest in the school which is impossible to those who are recruited for Government service in general and who might have come from anywhere and might regard themselves as temporarily and accidentally making a living in this place.

That such a spirit is in evidence in the school after only four years' work in building up the tradition is to be reckoned as most encouraging and it may be expected to grow stronger with time and continuity of staff and policy. To begin with there was no accommodation for two groups, a senior and a junior year, to be trained side by side and the first students had completed their course before the second group were admitted. Now we have room for the two years and the older students pass on a tradition to the younger group. When it is remembered that many different tribes are numbered among the students, that some of these were hereditary foes, that, further, many different denominations and missionary bodies are represented and these not by any means united in matters of religious dogma, ritual, and policy, the fact of a united family spirit is all the more significant. That the relations between staff and students are so cordial and reciprocal may be taken to show that racial barriers largely yield to the efforts of study, and sympathetic imagination and patience. The spirit of the school is moreover a testimony to the value of an African lingua franca as the medium of instruction and of personal communication between staff and students, and between students of very different tribes.

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6. *The Spirit of the School.*—An important feature from the point of view of education in any profound sense is that we have built up a spirit of team-work among the staff, that the relations between the staff and pupils are of the happiest nature, and that any one who lives for any period in the school will be conscious that it has an "ethos" of its own; that loyalty, and pride of belonging to something greater than the individual produce a growing and empowering motive and incentive which remains with the students after they leave. This it is that makes the annual refresher course, as it were, a family reunion at the "Alma Mater." That this is the case in a school run by a Department of Government has provoked surprise from many visitors and it is a signal evidence of the fact that Government can retain the right of inspection and guidance without interfering with or cramping the legitimate freedom of a school to be itself and to develop its own traditions along the lines of the great schools of other lands. The strength of this spirit is due in special to the fact that the staff has been recruited for this job in particular and has been given a permanent stake and interest in the school which is impossible to those who are recruited for Government service in general and who might have come from anywhere and might regard themselves as temporarily and accidentally making a living in this place.

That such a spirit is in evidence in the school after only four years' work in building up the tradition is to be reckoned as most encouraging and it may be expected to grow stronger with time and continuity of staff and policy. To begin with there was no accommodation for two groups, a senior and a junior year, to be trained side by side and the first students had completed their course before the second group were admitted. Now we have room for the two years and the students pass on a tradition to the younger group. When it is remembered that many different tribes are numbered among the students, that some of these were hereditary foes, that further many different denominations and missionary bodies are represented and these not by any means united in matters of religious dogma, ritual, and policy, the fact of a united family spirit is all the more significant. That the relations between staff and students are so cordial and reciprocal may be taken to show that racial barriers largely yield to the efforts of study, and sympathetic imagination and patience. The spirit of the school is moreover a testimony to the value of an African lingua franca as the medium of instruction and of personal communication between staff and students, and between students of very different tribes.

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7. *Facts about Jeanes Work in the Reserves.*—An opportunity has been provided by the recent refresher course for estimating some of the effect of the teachers' work among their own communities. Though, at the time of writing, the number of teachers on the active list in the reserves has risen to thirty-three, the figures given below are based on the work of the first group of teachers, only ten in number, who completed their training here in 1927, two years ago. Every care has been taken in securing these figures to eliminate the results of other mission effort. These facts are therefore an indication of what has been achieved by the visiting teachers themselves through co-operation with parents, teachers and pupils in the African villages:—

Seventy-five school gardens have been started.

Sh. 6,541 has been collected for buildings and school materials.

Sh. 1,265 has been raised for women's sewing classes.

Sh. 550 has been collected for classes in rough carpentry.

One hundred and seventeen school latrines have been dug.

Seventy-two village latrines have resulted from the teachers' work.

There are now seventeen outschools with regular instruction for women in sewing and knitting and hygiene. Two schools have rough carpentry as a part of their programme and more classes are starting. A gratifying feature of the women's work is that some of the wives of the teachers are actively at work teaching other women.

Eighty outschools on an average are visited by these teachers every month.

Twenty-two teachers' meetings are held monthly at which the average attendance varies from 160 to 220. These figures represent village teachers who, otherwise, would be out of touch with new methods or materials and therefore more or less stagnant in their work.

Twenty-five demonstration lessons are taught monthly on the average.

Seven troops of African boys are in active existence as village helpers or "scouts."

Seventy parents' meetings on the average have been held each year. Ten meetings have been arranged in outschools for the purpose of receiving instruction from Government agricultural or medical officers.

The actual type of work being done by these teacher leaders in the reserves may be summed up in a series of statements as follows:—

- (1) Jeanes teachers are training village school teachers in methods of teaching and management of village schools.
- (2) They are introducing new subject matter into the village schools, notably hygiene, nature study, drill, games, school gardening and agriculture.
- (3) They are definitely training teachers to use local materials in all the school lessons, especially to convert the teaching materials of the conventional subjects into terms of the native environment and the practical needs of life in the villages.
- (4) They are thus directing the interests and sympathies of school teachers and pupils outside the class-room and bridging the gulf between the "readers" and the rest of the tribe, between Christians and pagans, between the younger generation and their elders and chiefs.
- (5) They are developing means along which these sympathies may be expressed in practical terms through the service of the pupils to the community. Such activities are promoted through clean-up days, rat campaigns and the digging of latrines by the school pupils. The teachers are also trying experiments with the training of small groups of volunteers who embody scout ideals and service in African forms.
- (6) They are bringing the parents into touch with the schools and making these more what they should be, community centres. They do this by meetings of parents, by forming parents' councils, and by classes for women. They are promoting the spirit of community self-help and the acceptance of financial responsibility for the needs of the school instead of depending on outside subscriptions.

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- (7) They are thus making the outschools more a native concern through interest taken by chiefs and members of local native councils. Thus they are helping to place the schools on a broader basis and linking them up with native aspirations. This is less sectional than the purely denominational attachment.
- (8) They are bringing the programme and character of the outschools more into line with native mentality and with normal life in its full expression. They are providing an outlet for indigenous ideas both in school lessons such as tribal history, local geography, proverbs, nature-lore, and in play both for pupils and in the community. They are bringing a new point of view to teachers and pupils, viz. that one can be a loyal member of the tribe and a natural African though one goes to school. They are thus retarding the process of denationalization and giving time to select and adapt native traditions in forms suitable to more civilized life. They are teaching it possible to develop native education along African lines before the unity of African life is disintegrated and destroyed by a generation of African youth which is too good for its parents.
- (9) They are teaching cooperation among the different sections of the present African community and thus promoting advances in the conditions of living in the combination of native growers for production and sale of their crops, sets of native co-operators for the purchase of necessary foods and materials.
- (10) They are themselves research students into the customs and traditions of their respective tribes and are gathering together an immense amount of material for the Jeanes School which may be used not only for the understanding of African peoples but for the instruction of African children to respect and value their own tribal and social inheritance.
- (11) They are bringing about a closer relation between the work of the several Departments of Government which are engaged in the native treaties and the activities of schools. They do this by their association with the work of the Medical and Agricultural Departments. They are thus bringing a better and more sympathetic understanding of

Government's desire to help the native communities along many different directions. They are making it possible for the Jeanes School itself to be more directly associated with these native communities and, perhaps, to derive financial support in large measure from the local native councils.

- (12) They are, incidentally, spreading a belief in Swahili as a satisfactory medium for school studies and as a language through which an increasing literature is available, more relevant to African conditions and needs in the rural districts than any other except the innumerable local vernaculars.

8. *Supply and Standard of Candidates.*—This is perhaps the most difficult question that faces the Jeanes School. Up to the present we have had the number of candidates we wanted though we cannot pretend that this has been easy. We have had no margin from which to make our own selection. The consequence is that though the candidate sent by a mission may be satisfactory from the character point of view he is quite likely to be backward in education or slow in intelligence. Younger pupils would be preferable on the latter ground but younger men would not have the same strictness of sense of responsibility nor would they be accorded the same deference as older men in the scheme of native life. They would not therefore be leaders in the same degree. It would be easy to raise the standard of academic qualifications for entrance but that would probably cut out the most backward ones—that is, those which are most in need of the visiting teachers—and a paper certificate is of no sense a guarantee that the student would make a good leader along here that are often tried and certainly commendable. Younger pupils also are often more difficult because they are more out of touch with the spirit of their people. What is really wanted is an intelligence test as a means of judging the students most likely to pick up the new ideas and work them out on original African lines. The new material for us is the product of common experience and therefore our task is often re-education or the removal of previous prejudices and the substitution of a broader point of view. It cannot be stated too strongly that, for this purpose, the very best intelligence is required in the student with at least normal academic performance. The same should be said of the teachers' work though, in this respect, we need not expect a high standard of intelligence since, as a rule, the natives have had little chance of development. Yet

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we have found them very appreciative and anxious to learn as mothers and housewives. As already stated there are several who have assumed the role of teacher to other women.

Looking towards the future and assuming that Government finds it necessary to train at least a limited number of teachers in its own institutions, it seems likely that the best candidates for the special Jeanes training could be found in the ranks of younger teachers who had been trained at the Jeanes School in a course for village school teachers and after a period of teaching in a village school in the reserves had proved themselves to be above the average in their capacity as teachers. The advantages of such a proposal are very great in that younger teachers would have received their first professional training in an environment hospitable to the attitudes required and alongside other students in training as supervisors. The selected pupils would return to the Jeanes School after a period of three to five years and take an extra year or more for training as supervising teachers.

It may be remarked, at this point, that this is the nearest approximation we can make in Kenya to the policy of the Jeanes Fund in the Southern States of America. The trustees of this Fund did not attempt to train the visiting teachers, as it were, from nothing. They carefully examined the rural schools of the negroes and, when they came to a promising school with outside contacts and practical work for the community, they took the teacher aside and suggested that she should undertake the special visiting and supervising work of a small district or country. That is what we should be doing according to this proposal for we should select from our own old students those who had really made good and show the qualities necessary for the special work. These would be then given an extra course in supervision and social leadership. There would thus be two parallel courses at the Jeanes School—a course for village school teachers and a course for supervising teachers.

This might reduce the number of such visiting teachers but it would ensure that the special Jeanes training was given to those most likely to profit by it. It would do the least possible damage to the prestige and efficiency of missions in their own areas. Government, in fact, without attempting the impossible task of supplying village schools all over the Colony with trained teachers, would be training a certain number for each mission and they would be employed by the mission and subject to its authority. Such teachers would

serve either in selected village schools or in mission normal schools. They would introduce a new standard of professional qualifications and a broader outlook on their community responsibilities. They would act as liaison officers to the visiting teachers and provide them with rallying points in each area. If such teachers were at work in village schools in all the mission areas, it would be possible to make the visiting teachers more genuine community workers in the sense that they need not confine their activities to the schools and villages of one denomination but could serve all the communities in a particular location or district irrespective of sect or opinion. It would also make it possible at the Jeanes School to train supervising teachers according to their individual aptitudes along special lines. This would develop qualifications of which they had already given evidence in particular schools where they acted as teachers. They might thus be trained as public health workers, agricultural instructors and industrial craft teachers. It will be found, I believe, as we proceed with the training at Nairobi that we cannot give each student all these qualifications, though in a sense we are now attempting all three in addition to the ordinary qualifications of a good school-leaver.

A Criticism of the Jeanes System with Mission Education. The conclusions mentioned above together with evidence brought forward at each annual conference course makes it clear that the visiting teacher finds herself in a position that is sometimes difficult and usually always complicated. The tables shown in the report show the subjects and their sources from which our candidates are drawn. The students are predominantly mission teachers and candidates to be drawn from missions alone make their working range far more limited numerically and the most productive subdivisions. These are the core of the community schools and are likely to remain so. The Jeanes teachers come from sources with very different attitudes as regards education. Different standards of English and English different standards of teaching for teachers and different attitudes to community work as they understood it. Consequently the Jeanes teacher may find that mission policy conflicts with hers or has been abandoned at the Jeanes School. One possible measure may be to provide a nucleus of the primary schools around an institution and the primary to native content in general. There is need to ascertain what mission influence and the nature of training at Nairobi are often getting in different directions. Another

instance is the relative importance attached to the literary and the practical subjects in education or the attention paid to the central station and the outschools respectively. The Jeanes teacher often finds it difficult to secure the means and the moral support of the missionary for activities and interests which are primary in his scheme of relative values. Under such circumstances, where is he to look? Is he to accept the direction or assumptions of the mission or is he to look for a lead to the school where he was trained for this special work? While he is in training here, he is taught to be loyal to mission authority and to put all his plans before the head of the mission and not to take any steps without his cordial agreement. Progress is therefore slow for the missionary may have other ideas or may be too busy to look into the matter personally. Yet the Jeanes teacher is receiving two-thirds of his salary from Government which has a right to ask whether he is receiving all the active support necessary to encourage him to experiment along new and broader lines. He is an exponent of ideas that are strange to most village school teachers and their pupils. He has an initial inertia to overcome in affecting their mind and outlook. No matter how enthusiastic he is in himself his work will meet with little or no response unless the Christian villagers and members of the local church feel that the missionary is backing him up and unless he receives a salary and position which are in keeping with the fundamental importance of his social leadership over against merely literary attainments. The following suggestions are therefore offered with the idea of preserving mission authority and direction in the system of visiting teachers. This, in my view, is too important to injure in any way since it offers the most variety and flexibility of control, makes the greatest use of the student's local and religious loyalty, and provides, or should provide, the greatest degree of effective supervision:—

- (1) As has already been suggested, the training of a selected number of younger village school teachers at the Jeanes School for work in mission schools would largely help to strengthen the system and spread among mission teachers the ideas for which the Jeanes School stands. This would ensure that the visiting teachers, on returning to their mission districts, found a more ready response and understanding among other teachers to whom they are to act in the relation of helpers and trainers.

- (2) Government might lay down some few minimum conditions for the employment of the Jeanes teachers, such, for example, as salary scales in different areas. It might also see that they have access to a small fund for providing books, school materials, stationery, pictures and maps, farm implements and tools for hand, and women's classes.
- (3) A short course or conference is wanted for missionaries engaged in native education. Some of them possess qualifications and experience which they would be glad to place at our disposal and we would be only too glad to learn from them. On the other hand, there are missionaries who would be the first to admit that they have had little training for this type of education. A conference is specially needed for all those engaged in the training of teachers not only to agree on points of policy and the character of the course but to work out many small technical matters such as educational phraseology.
- (4) The staff of the Jeanes School should be encouraged to keep touch with the students after they leave and to collect all the available knowledge of local conditions necessary for the best instruction at this centre. It is recognized that the present inspectors of schools, so far as they are able to find time, have tried to see the visiting teachers at work and to help them by further advice and criticism. None the less it is felt to be imperative that individual members of staff at the Jeanes School should keep in touch with the efforts of the students along the particular lines of training for which they feel themselves responsible, whether it be manual work, agriculture, health training or normal training. As the numbers of teachers on the active list increase, it seems all the more important that the course should be so arranged that members of staff should be able to get away from their duties as instructors here in order to live for a few weeks at a time in a native reserve where their students are at work. This is the system adopted in the training of agricultural demonstrators at the Scott Laboratories where one or other of the instructors is on safari most of the time. It is felt that members of staff at the Jeanes School might thus be recognized as

supervisors of village schools where Jeanes teachers are working. The gain of this system is immense, not simply for its stimulus and encouragement of the teachers in the field but for the correction and adaptation of the courses of instruction at the centre to suit local conditions and to build up on native mentality. It would also help to correlate mission ideas with our own since more opportunity would be given of personal touch with individual missionaries in charge of schools.

10. *Relation of the Jeanes School to Government and to the Native Communities in the Reserves.*—The strength of the Jeanes teacher's work in any native community lies in the fact that he belongs to that community, is accepted by the people as one of themselves and united to them by blood and sympathy, by language and tradition. He can thus express the aspirations and ambitions of the people and contribute to the common life that is both theirs and his. Granted that, as a result of his training at the Jeanes School, he comes back to his reserve with a more fully-developed outlook on education and its relation to the whole life of the people and that he has not lost his sense of identity with their lot, he can occupy a strategic position among them as a leader, for, though he is more advanced than they are in some directions, yet he speaks as one of themselves and the new ideas and methods he introduces can be put to them as in their own interests and promoting their fullest welfare, culturally no less than economically. If, on the other hand, he is regarded in any sense as the representative of external authority, his influence is seriously affected because the relation of identity and confidence between himself, on the one hand, and pupils and teachers on the other is jeopardized. In his masterly book on "The Education of India" Mr. Mayhew draws attention to this weakness of a too-close identification of education with Government and this danger has already made itself felt in the case of the Jeanes School. We are profoundly concerned with the realities of life in the reserves and we are attempting a type of education which prepares for that life and therefore draws its materials from the familiar environment and the customary habits of the people. To the native, with his ideas of education as foreign and bookish, presenting abstract information rather than interpreting familiar facts and preparing for practical necessities, this education is at first sight a real disappointment. Hence we had to grapple at first with strong prejudices in the minds of school

natives against such things as hygiene and agriculture, manual work and the study of native custom. What the pupil feels to be education is book-learning, the study of a foreign language, the acquisition of unrelated information. Happily we were able to convince our first students that we had no other motives than the welfare of their own people and that, if we had to deny them some of the ornamental fruits of education, it was only that they might be better equipped to raise the social and economic conditions in the villages and, not only so, but develop their own cultural life which had depth and significance which none of the schools had tried to explore. This task will never be easy, since, by the very nature of our aim, we are more or less restricted to the field of elementary education and vocational training for teaching, and therefore excluded from higher education or the "cultural" subjects in the conventional sense. The task is possible as we can already prove by results but it is possible only as long as our motives are above suspicion. Whenever our work is too closely associated with a Government, which is, in the eyes of all, the potential fount of every conceivable blessing and consequently the actual cause of every ill, our relationship to the students is gravely affected and also their relationship to their own communities. They can and do impute political motives and import racial considerations into a purely educational question and thereby destroy the fundamental teaching relationship which is based on trust. In India, for example, "official suggestions for the wider use of the vernacular in schools have been attributed to a desire to restrict the teaching of English, and to revert to the policy of *"Divide et impera."* One does not need to study the mentality of the natives in Kenya for long before one realizes how naturally such a suggestion would occur to them. It is plainly absurd to imagine such considerations entering into the minds of the pupils in one of our great schools or universities in England. When such motives can be attributed to the staff of the Jeanes School or when the teachers in service can be regarded as in any sense politically directed, then the whole purpose and spirit of the effort is defeated.

Because the Jeanes system has been worked through missions and local schools it has been possible in large measure to identify the work of the visiting teachers with the desire of village communities. If this is accepted as the soundest relationship of the individual teacher in his own work, it follows equally that the strength of the Jeanes School itself where this training is given must be found also in its

direct association with native communities in the reserves and its sensitiveness to native opinion. It has already been remarked that Government has shown a liberal attitude towards the school and has allowed it to develop freely according to internal needs and subject to influences from the African pupils themselves. At the same time Government has retained the right of inspection to the full and has satisfied itself throughout of the uses to which public money is put. While the school was in its initial stages and when, moreover, policy and curricula in native education were in a nebulous or fluid condition, this attitude was easy and natural. But with the clarification of policy and the laying down of detailed rules and regulations governing native education, the Jeanes School will have to be kept as free as it has been, or else it will have to wage a perpetual struggle against uniformity, against slavery to its own routine and the rigid insistence on details of procedure which is obstructive to natural growth. It is therefore important, in my view, that the connexion with the Central Government through the Department of Education should be kept as elastic as possible and that can be achieved only by deliberate policy, by what Mr. Mayhew calls the voluntary "self-limitation" of Government itself. This would mean that Government was primarily concerned, as it has been, with the aim of the institution and the character and qualifications of the staff, and, having laid down certain broad principles as to the conduct of the institution, it would then leave the staff free to adapt and change its methods and courses and to allow the school to evolve according to its own needs and native aspirations. The freedom which is felt to be necessary may be arrived at in another and more positive way, by attaching it more directly to native bodies which raise money for education and are interested in the local application of such funds. From the point of view of securing the greatest sensitiveness to native opinion it would seem the soundest policy to attach the school more closely to the working of the local native councils and school area committees. At the moment we have no relationship at all to these bodies though we have been fortunate in visits from various chiefs and members of these councils from time to time and they have expressed surprise that such an institution should be carrying on this work for the reserves without any kind of connexion with the councils. I would therefore venture the suggestion that definite effort should be made to interest these native bodies in our work and that two objects should be kept in view: that such bodies should

send teachers to be trained for work in connexion with their district development; and that the councils should be encouraged to vote money for the support of the school and system. It would seem to be wise, in view of the considerations brought forward above, to try to reduce the contribution of the Central Government as increasing financial support can be obtained from these district councils and their school area committees. This would mean that we could look forward to a time when the Jeanes School and system of visiting teachers for the reserves could be largely controlled by native bodies and thus the Central Government might be able to limit its formal control to the appointment of staff and periodical inspections. This may seem to be looking too far ahead but it has been felt already in the experience of the teachers in the reserves that even mission control does not in all cases give direct access to the native community in all its variety. One has heard the statement made more than once that native communities in the reserve would like to send teachers for training at the Jeanes School but have not been able to make the direct connexion. The working of the system depends on each student being supported by and responsible to some definitely constituted body in the reserves. The native councils are taking an increasing interest in education and it would be singularly unfortunate if they gave all their encouragement to high schools and technical institutions when the masses of the people can be reached most effectively through the little outposts. Since these little schools and their village communities are our objective, it is our hope that in the near future we may have Jeanes teachers employed as servants of the local native authorities and that the experiments of the Jeanes School may be found increasingly from purely native sources.

The Frequency of African Material for Educational Purposes—Recent visitors to the school have included a number of eminent students and teachers of anthropology, members of the various parties of the British Association. They have repeatedly asked what material had been published or otherwise made available which would help in the understanding of native life and especially aid in the beginning of a genuinely African school in the context of native education. The question called for answers as satisfactorily as one would like and that for two reasons. The proposal has had to this procedure over the aim of research, since this is an institution devoted in the first place to practical training. We were not able to spend time in the study of the people

through living among them as the staff of Achimota were enabled to do before they assumed teaching duties. Further we had to produce results and those somewhat quickly in order to prove that the expenditure on the school was justified. The staff has not yet included an anthropologist whose whole time and energies could be devoted to research for educational purposes. Consequently the aim of study has had to be pursued between the calls of practical teaching and organization. A lingua franca had to be mastered for the teaching of a very wide range of subject matter and only then could we begin to study the vernaculars which are the medium of accurate research. Notwithstanding these facts a considerable amount of material has been gathered together on native subjects. Much of this has been published in the native newspaper "Habari" which has been edited in the Jeanes School for more than two years. This includes a large number of native songs and games suitable for schools, tribal folk-stories and legends, discussions of individual native customs. More material is now available on local history and geography. But much of the knowledge now available awaits the leisure which will allow for classification and arrangement and this is a task which will take time and in which we would be the better of the services of a competent student trained in the methods of this science. Further, "Habari" is not the right medium for the publication of such studies since it has to retain its character as a newspaper and must therefore limit its pedagogical or instructional element. It is the unanimous conviction of the different members of staff that the study of African life would be enormously encouraged by the publication of a journal of African studies locally which would encourage the student, whether he be an officer of this or that Department of Government or a missionary or a settler to pursue his subject in a systematic fashion and to prepare his material for publication. It is also to be hoped that Africans themselves would increasingly contribute from their inside knowledge of their own people and that the Jeanes teachers would find in this way a medium for publishing the results of their own observation and study. I have been approached by my own students on several occasions with the question of how they were to be able to convert their own material into more permanent form and at least one of them has amassed enough knowledge of various aspects of tribal custom to fill a small book. Should such a journal be promoted it would be of great service to native education

and to those who, like ourselves, are specially interested in preserving and developing indigenous knowledge and practice in the context of school studies and social evolution.

NOTE BY DIRECTOR ON THE JEANES SCHOOL REPORT.

There are certain recommendations made by Mr. Dougall in regard to which my remarks will not be out of place. These are dealt within the following paragraphs.

Mr. Dougall draws the attention to the difficulty of selecting recruits and states that an intelligence test is required. It is not possible to provide at the present time for the appointment of a trained psychologist, but examination into the possible adaptation of existing individual tests will be undertaken. It may be that by experiment in this direction we shall be able to make some useful contribution to the work of a trained psychologist when it is possible to appoint such an officer. It is true that up to the present, we have, largely, had to accept the candidates available but there are indications that as the value of the Jeanes system becomes more widely known the number of candidates will become greater than the provision available. It is already as large as the number of vacant places.

The observations in regard to the relation of the Jeanes teacher to missionary education raised a question of great importance which may be stated in a sentence. "Is the missionary really whole-heartedly an educationist?" Mr. Dougall's observations suggest that he is not. While I agree that there is force in the veiled criticism, I must say that there are signs that missionary education tends to assume a far more important place in their work. I believe that some missionaries are recognizing that the conversion of the native can and should proceed *pari passu* with their development and not precede it. Once that is recognized, the value of the work of missions, as educational agencies, will be enormously enhanced and we may hazard the suggestion that their work as evangelists will not be less fruitful as it will tend to be far more permanent.

The question of salary and the share of salary is not unimportant and may be illustrated by an example recently brought to my notice. A teacher paid at the rate of Sh. 40 per month by a missionary was sent to the Jeanes School. He spent two years there and is now doing really admirable work at the salary of Sh. 66 per month. Towards this salary of Sh. 66 Government contributes Sh. 44 so that the mission

which formerly paid Sh. 40 for the services of this teacher now pays Sh. 22. Meanwhile the teacher has greatly increased responsibilities including a largely increased family.

The practical suggestions at the end of section 9 of the report will not be lost sight of; they will as far as practicable and as far as our resources permit, be put into operation.

Mr. Dougall remarks in regard to the need for elasticity and flexibility in the relations between the Department and the school might be taken as justifying the suggestions that some alteration in the present attitude of the Department is called for. In so far as that is the case his remarks are a little unfortunate. It certainly has been the policy of the Department (as it now is) to give the widest possible freedom to the institution. We look upon it really as a laboratory for educational and social experiment and investigation and accord it full measure of freedom. Our only restriction is the depth of our purse. The suggestion that we should invite the cooperation of the local native councils is worthy of consideration but at the present moment we are urging local native councils to direct their attention particularly to the definite improvement of the facilities for teaching elementary teachers and we must be careful to avoid the danger of making them confused by varying and possibly divergent appeals. Ultimately, as should the local native councils wish to take an increasing share and only so the responsibility for financing but also the responsibility for administering educational institutions, but the control of a central institution such as the Father School must in my opinion remain definitely in the hands of the central Government.

APPENDIX VI.

REPORT OF THE NYAMBA PROVINCE.

Native Education in Nyamba Province.

The two native schools at Kapuabet and Kerido are the only native schools directly under the control of Government, all the rest being under missionaries. There are ten different missions working in Nyamba and about eight European missionaries are employed, three or less, in giving both religious and secular instruction at fifty mission stations; about half the number of missionaries being to the Mt. Hill Catholic Mission. In all there are over fourteen hundred village schools. Although this number includes a large percentage whose chief object is to function as meeting places for religious exercises and sermons, they all fall under the definition of a "school" according to the present Education Ordinance, and should be registered with the Education Department.

Government Schools.

Government Native School, Kapuabet.—This school was established in 1925 but not until the end of 1927 were any permanent buildings erected since that time, chiefly under Mr. Dungey, the superintendent of permanent buildings has made rapid progress and they now include—

- (1) One three-roomed European quarters of corrugated iron with kitchen, dining, toilet block and a school block adjacent quarters.
- (2) Teaching shed and store of corrugated iron on timber framing fitted to concrete pillars.
- (3) Two two-roomed teachers' quarters and kitchen of corrugated iron.
- (4) Four four-room block containing with corrugated iron main teachers' store and wooden veranda.
- (5) Other four block buildings.
- (6) School building.
- (7) Heating tank and incinerator shed.
- (8) Principal's office of dressed stone.
- (9) One four block building.

Land built on the building site was being cleared out by the public themselves under the supervision of the Principal with the help of a few of the laborers from Mandakou. Last year it was thought desirable to push on more rapidly with the work and a gang of about twenty or more apprentices was

sent from the Native Industrial Training Depot to carry out certain construction under a European artisan. The pupils often worked with the apprentices and must have learned much by observing their workmanlike methods. The instruction given to the pupils includes a literary education up to Standard IV and special instruction in carpentry, masonry, agriculture and tailoring. There has been steady progress in both literary and technical work, drill is well taught and a good discipline maintained. Three boys passed the Elementary "B" School Certificate Examination, one with three distinctions and one with two. Nine of the best carpenters and builders gave a very satisfactory proof of their ability and have entered the Native Industrial Training Depot at Kabete for a special two years' course. These are the first Nandi to go to the Depot. The number on the roll reached over one hundred at one time during the year, but there has been a slight falling off partly owing to the necessity for boys to attend circumcision ceremonies. Nevertheless, considering the conservative habits of the Nandi and the apathy which has always been shown to any form of missionary work, there is a growing appreciation among the elders of the kind of training given at the Government school and several thousands of shillings have been voluntarily given from local native councils' funds for its support. As adequate funds for capital expenditure were included in the central funds estimates, the local native council voted Sh. 6,000 towards the erection of two village schools, one at Aldai and another at Mnaop. If the proposal meets with Government approval, these out-schools will be built and conducted under the supervision of the Principal of the Kapsabet School. Some steps are already being taken to bring the successful Elementary "B" School Examination candidates up to the corresponding Teachers' Examination so that they may be qualified to act as teachers at the proposed schools.

Government School, Kabianga, Kericho.—The school was begun in 1924 and carried on in temporary buildings in the Kericho township until January, 1929. It has now been moved to Kabianga about sixteen miles away. The site is on a hill 300 ft. above the Abnako River and about 5,000 ft. above sea level. The land is very suitable for agriculture and grazing and there is an unlimited supply of fuel nearby. Plenty of water power is available. Apprentices from the Native Industrial Training Depot have, under European supervision, erected a large number of permanent buildings, including a Principal's house and garage, two dormitories,

native teachers' quarters, classrooms, store house, carpenters' shop and blacksmiths' shop. A ram has also been fixed which supplies the school with 2,000 gallons of water daily.

The present Principal of the school Lt.-Col. Weir, M.A., was appointed in December, 1928. He is taking a keen interest in the work and there is every indication that he possesses both the tact and the foresight which are essential in the building up of the school so that it shall be of the greatest value to the reserve.

The number on the roll is about sixty most of whom are between twelve and sixteen years of age. Only a very few have received any previous instruction at village schools. The literary work is not yet above Standard II, but carpentry, smithing, motor-work and gardening are being taught with a large measure of success. The health of the school has been particularly good and one is struck by the excellent physique of the boys, largely developed by good dieting and regular healthy exercise.

The local native council has made several grants towards capital expenditure in connexion with the school. In 1929 the sum of Sh. 14,000 was voted for the purpose.

Mission Schools.

Mill Hill Catholic Mission.—At each of the nine stations of this mission there is a school under European supervision. The most progressive of the station schools up to the present has been Asumbi in South Kavirondo, where there are some very good buildings well equipped with educational apparatus. Several out-schools under this mission have been selected for special development and four of these received grants for equipment and salaries from the local native council.

During the year, however, educational work at three other stations, Kibuye, Rangala and Kakamega has been very greatly augmented by the arrival from Europe of ten nuns, several of whom are qualified teachers with some experience.

The teachers' training work at Yala suffered a great loss through the departure for England of the Principal, Father Farmar. A second loss soon followed when Father Kouma, the Acting Principal died suddenly of blackwater fever. He was a great authority on the Dholuo language, had done much useful work in training village school teachers, and was one of the most respected and valuable workers in the cause of native education and welfare. Father Kernig is now

sent from the Native Industrial Training Depot to carry out certain construction under a European artizah. The pupils often worked with the apprentices and must have learned much by observing their workmanlike methods. The instruction given to the pupils includes a literary education up to Standard IV and special instruction in carpentry, masonry, agriculture and tailoring. There has been steady progress in both literary and technical work, drill is well taught and a good discipline maintained. Three boys passed the Elementary "B" School Certificate Examination, one with three distinctions and one with two. Nine of the best carpenters and builders gave a very satisfactory proof of their ability and have entered the Native Industrial Training Depot at Kabete for a special two years' course. These are the first Nandi to go to the Depot. The number on the roll reached over one hundred at one time during the year, but there has been a slight falling off partly owing to the necessity for boys to attend circumcision ceremonies. Nevertheless, considering the conservative habits of the Nandi and the apathy which has always been shown to any form of missionary work, there is a growing appreciation among the elders of the kind of training given at the Government school and several thousands of shillings have been voluntarily given from local native councils' funds for its support. As adequate funds for capital expenditure were included in the central funds estimates, the local native council voted Sh. 6,000 towards the erection of two village schools, one at Aldai and another at Maaop. If the proposal meets with Government approval, these out-schools will be built and conducted under the supervision of the Principal of the Kapsabet School. Some steps are already being taken to bring the successful Elementary "B" School Examination candidates up to the corresponding Teachers' Examination so that they may be qualified to act as teachers at the proposed schools.

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The teachers' training work at Yala suffered a great loss through the departure for England of the Principal, Father Farmer. A second loss soon followed when Father Bouma, the Acting Principal died suddenly of blackwater fever. He was a great authority on the Dholuo language, had done much useful work in training village school teachers, and was one of the most respected and valuable workers in the cause of native education and welfare. Father Kernig is now

Principal. He is both a good teacher and organizer, and there is every reason to think that with the assistance of two other trained European teachers and a skilled mechanic, the school will continue to make good progress. Fifty per cent of the building costs of the school has been provided by Government and the school also receives a substantial grant-in-aid for recurrent expenses.

Six station schools and fourteen selected village schools of the Roman Catholic Mission received grants-in-aid from local native council funds amounting in all to Sh. 16,994.

Church Missionary Society.—Maseno Central School still maintains its position as the leading school in the province, both from the point of view of numbers and standard of attainment. For a year or two, chiefly owing to constant changes of staff, its reputation fell considerably, but I am glad to say that in almost every respect the school has shown marked improvement under Mr. Carey Francis, M.A., who came to the school in October, 1928. Teachers' training, which had been temporarily dropped at Maseno, has again taken a definite part in the vocational work of the school. Only seven were definitely in training at the end of the year compared with fifty-nine carpenters, ten builders, twelve tailors and five clerks, but this is chiefly due to the comparatively low wages still paid to the native teacher in comparison with that of other vocations. A factor which will eventually make for greater efficiency is that the newly admitted pupils are all young and have already attained a reasonable standard of proficiency in village schools. One of the drawbacks in the past was the difficulty of trying to combine a good technical education with a comparatively low standard of literary work, among two distinct tribes, the Juluo and the Bantu. Now instead of having a division of all the lower standards into two separate vernacular classes, English is taught immediately as a class subject, and in the second year is made the medium of instruction. The Elementary "C" Examination is taken after the third year. Twenty-five boys from Maseno School passed this examination in December.

Butere Normal School.—This institution has been conducted for the training of village school teachers up to the Elementary "B" examinations. Most of the men who are trained here have been teaching in the reserve for many years doing mostly evangelical work. Owing to their age many have been unable to pass the Elementary "B" School

Examination which has been the school leaving examination. The question has been raised as to whether the grant paid by Government for the training of such "A" school teachers is justified, and it seems probably that central fund grants are not likely to be long continued for this purpose.

Village Schools.—The grant of about £1,000 paid by Government for the village schools of this mission was re-allocated this year. In the past it was distributed among a very large number of schools as a salary grant. The only apparent benefit was that each teacher got a very small addition to his salary. This year the money was distributed among 80 selected schools only. Although the selection of the schools depended on their past records, the average attendance, the state of the school buildings, and generally speaking the degree of local effort which had been shown, care was taken to select schools in areas where they could serve the largest numbers of people, with the view to their possible future development as "Sector Schools." Grants from the local native councils of North and Central Kavirondo amounting to Sh. 12,400 were added to the central fund grant for use in these schools, a portion being spent on buildings and equipment. The application of grants in this way has resulted in a remarkable increase in efficiency of the selected schools. Several schools under native teachers will I think for the first time, enter candidates successfully for the next Elementary "B" School Examination.

Friends' African Mission.—The school at Kaimosi has a strong staff. The Principal, Mr. Kellum, who is a graduate of the Friends' University, Kansas, U.S.A., is assisted by Mr. Hoyt, Mrs. Bold and Miss Haviland, all graduates and certified teachers. Miss Haviland is an M.A. of Columbia University. All the pupils at the station school are boarders and the classes range from Standard III to V, and the average attendance is about 50. Apart from those who are doing technical training the chief object is the training of teachers, and most of the boys in the top standard are given educational theory and practice in teaching. Pupils will not be entered for the Elementary "C" Examination until 1931.

Mr. Hoyt is in charge of the technical training. About thirty boys are enrolled and indentured for a three years' course in carpentry and building. Many of the "fundis" who have been trained at Kaimosi are now earning good wages in the reserve putting up permanent dwelling houses and schools of brick and stone. They are also employed in

the settled areas and I have frequently heard very good reports of their work. The chief improvement at the station in 1929, was the installation of a new turbine for driving the sawmill. The mission has about 1,000 acres of land with good water power available, and in the cutting and converting of timber, the planting and care of young trees, the growing of coffee and other crops on cleared land, it is obviously using its large area to advantage.

Village Schools.—From the 250 "A" schools of the Mission twelve have been selected to proceed to the Elementary "B" grade. Six of the best of these were chosen to share the \$1,000 grant of the local native council. A striking feature of the financing of the money was that it was all used for purchasing permanent equipment and buildings and not for salaries. There has been fine appreciation of the selected schools of the grants and a considerable improvement in efficiency. The native council of the Vichile Mission Mission contributes over \$10,000 per year for village teachers' salaries.

Seventh Day Adventist Mission.—Management in South Kivuanda is the educational center of the Mission. The school is under the management of Mr. Westland, who with the help of Miss King has brought the school up to a high state of efficiency. There is an ordinary elementary school, a girls' boarding school, and a training school for teachers. Many of the village school teachers have now passed the Elementary "B" and "C" Teachers' Examinations, and it is proposed to enter the institutions to be started by and through the special feature of the work of the Seventh Day Adventists has been the preparation and printing of the curriculum of textbooks in arithmetic, geography, and hygiene. These for use by teachers in Kivuanda and they might advantageously be used by other missions where the curriculum is similar.

The local native council of South Kivuanda voted \$1,000 towards the mission in 1929. About 1 per cent was used for salaries, the remainder for buildings and equipment.

The Closing of the Mission.—Several changes have taken place in the management of the mission in the course of the year with the result that the educational work has suffered. The former Superintendent, Mr. Kramer, and the wife left for America in June. The normal teaching at the teachers'

station never amounted to much, but since Mr. Bailey and his family left Namerembe in October, this station has had no European in charge. A satisfactory attempt was made to reorganize the work in the latter part of the year at Namerembe, but no great advance beyond the vernacular stage is likely to be attained without trained European teachers.

Local Native Council Grants for Education.—The native councils of North and Central Kivuanda have on deposit sums amounting to approximately \$1,200,000 each for proposed local native council schools. South Kivuanda has \$1,100,000 earmarked for a similar purpose. In addition each council has voted annually considerable sums for helping mission education. The total native council grants to missions in North, Central and South Kivuanda in 1929 amounted to nearly \$1,500,000. This money was spent almost entirely on the development of about seventy-five elementary schools. It is some years now since the native councils first expressed a wish for Government schools in Kivuanda and agreed to fund the money necessary for the capital cost. Now that the required amounts estimated for the buildings have been raised, the hope was expressed that building operations would be begun this year. Meanwhile, the missions estimated considerably increased estimates for 1930. The local native councils feared that it was impossible to increase their grants to missions indefinitely, and being a reluctant believer to meet different sums of estimates with the proposed new schools. Grants totaling of the following amounts: \$1,500,000, \$1,500,000, and \$1,500,000 were voted by North, Central and South Kivuanda respectively for education on the understanding that these sums should be divided between the local native council school funds of the Department of the Director of Education.

It is expected, however, that the confidence which has been placed by the natives in the Government educational policy, and the pressure which has been shown, will be rewarded by the early application of these sums to the building of new native and mission schools.

There are representatives from mission schools in order Namerembe, Namerembe, and Namerembe. The schools which have been opened have been applied to the Government schools of Kivuanda and Namerembe.

APPENDIX VII.

REPORT FOR 1929.

African.

Technical Education.

1. The year under review has seen the full idea of the Native Industrial Training Depot developed: a good selection of gangs kept employed on building work outside the Depot, under British Leading Artizans; an appreciable flow of mission-trained pupils to the Department under the new five-year indentures—three years at a mission or Government African School; followed by two years at the Native Industrial Training Depot; and the first output of trained ex-apprentices.

2. As to the quality of work done by the gangs and skill of the fully trained native artizan, unprejudiced observers speak highly of both. The employment of skilled Africans, however, has met with considerable prejudice; and it remains to be seen whether they will be absorbed quietly into the industries for which they have been trained, or will have to fight against a combination of vested interests. That they will take their place is economically inevitable.

3. So far no African pupils have shown themselves fit for any kind of higher technical or science education.

4. *Native Industrial Training Depot.*—The Native Industrial Training Depot has remained under the successful control of Captain G. J. Stroud, M.B.E., who, in charge of nearly six hundred African pupils and about twenty-five British Instructors, in depot and settled over the Colony, holds no sinecure.

5. Of the various tribes represented in the Depot, only one has given any trouble; the difficult cases from this tribe have come from one mission area.

6. *Machakos.*—Mr. J. W. Francis returned to his charge as Principal of Machakos. There has been some disappointment in the Ukamba outschools at the small proportion of pupils selected from them for the central school.

7. *Waa.*—Towards the end of the year, a decision having been made that the school should not be moved to Kwale, it became possible to continue to develop it at Waa. A beginning was made with the building of native teachers' quarters; money has been provided for buildings in 1930.

8. The school is always full—vacancies are easily filled, but the proportion of Digo is not so high as might be expected, most of the pupils coming from further inland.

9. *Kapsabet.*—At Kapsabet, where the building programme was too heavy for the school alone, a British Leading Artizan was posted, with a gang of Native Industrial Training Depot apprentices, to assist. This arrangement was successful.

10. The school continues to be successful, and has sent its first draft (nine) of Nandi apprentices to the Native Industrial Training Depot, where they are much appreciated.

11. *Kericho.*—At Kericho the school buildings at the new site (Kabianga, sixteen miles from Kericho), with a pumped water supply, were finished by Native Industrial Training Depot gangs; and the school was removed there by the new Principal, Lieutenant-Colonel Weir, M.A., O.B.E., early in the year.

12. Progress since the move has been noteworthy. Special features of the school are a class in motor-repair, and excellent agricultural plots for the demonstration of methods suited to the district as well as for supplementing the food supply of the school.

13. *Tambach.*—At Tambach (Elgeyo and Marakwet) a European Principal, with a small gang of Native Industrial Training Depot apprentices, has been building the Principal's house and other permanent quarters. This school is now well established.

14. *Nyongoma.*—For a new school of this type, at Nyongoma (West Side) the new headquarters of the Turkana Province, a site was selected and building materials purchased towards the end of the year.

15. *Nandi, Kapole, Lantabuk.*—The Mandi schools, at Nandi and Kapole, have had a bad year in their glass industry, owing to the prolonged drought.

A new school, taking the senior boys and the Principal from Kapole, has been started at Lantabuk, on the slopes of Kamburjo. At this school an attempt is being made to teach the Mandi agriculture.

Mission Schools

16. Now that the complete scheme of technical training may be said to be in working order, it is becoming clear in what direction the preliminary training at certain mission stations should aim at improvement. At some stations the improvement must be on the literary side, to avoid the risk of the excessive use of cheap skilled labour at only one station for the tendency towards in the opposite direction.

17. The guiding principles must be that while technical training has a rental value at least as high as literary education, while its moral value may be even higher, yet the illiterate man cannot become a fully capable craftsman. At the Native Industrial Training Depot, he is not given literary work; if he does not get it at his mission, or his Government African school, he is being cheated.

18. Of the two subsidized Protestant missions, the two Church of Scotland stations, at Kikuyu and Tumutumu, have the most earnestly tried to come into line with Government requirements. This is all the more creditable in that they work among the most difficult of the Kenya Christianized tribes, the Kikuyu. They have a degree of continuity in staffing, policy, and discipline which balances this disadvantage.

19. One of the Church Missionary schools, Maseno, is still the largest non-Government centre for the training of "fundis", and, in spite of the difficulties caused by change of staff during the last few years, it is hoped that the institution may under its new principal do work worthy of the reputation which the school secured in the early days of education.

20. Roman Catholic missions have now been working for subsidy for several years. The discipline at these institutions is generally good, and, at Kaban and Nyeri, the missionaries have begun to remove the reproach that the technical training they gave carried little advantage to the pupils. At Nyeri especially, apprentices have been indentured to a course of training modelled on that of the Native Industrial Training Depot.

21. The Africa Inland Mission have not made the same progress. In particular they have not responded to suggestions that they should use their magnificent forest and saw-mill at Kijabe in training indentured pupils.

22. On the other hand, the Friends' Africa Mission at Kaimosi, with a smaller estate have put in a better equipment—one of the best turbine-driven saw-mills in the Colony and not only are they training indentured pupils but they exercise a marvellous civilizing influence over the whole countryside.

23. The United Methodist Mission continued their quiet, sound work at Meru.

APPENDIX VIII.

THE WORK OF THE CHURCH MISSIONARY SOCIETY IN KENYA.
Brief Historical Summary of the Educational Activities of the Church Missionary Society in Kenya Colony and Protectorate, 1844-1930.

In writing a summary of the educational activities of the Church Missionary Society in Kenya Colony and Protectorate one might safely say that they began with, or very soon after, the arrival of the first missionary of the Society, that is to say with the arrival of the Rev. L. J. Krapf in 1844, for it has been the unfailing custom of all pioneer Church Missionary Society missionaries to gather together such children as they could induce to come to them and start a school with the object of teaching them to read.

In 1846 Rebmann joined Krapf and they established a mission station at Rabai. During the twenty-nine years that he worked there without once returning to Europe he undoubtedly had a school as a part of his activities and the school which exists there to-day, entirely under African teachers, but supervised from Kaloleni, to which place the European missionaries have moved, is probably a continuation of the school started some years ago; for this the oldest Church Missionary Society station, has never been closed.

With the arrival of the Rev. W. Salter Price about 1873 a movement was started for sending a good many of the boys to Nasik, in India, where many received quite a good education. Among such of the first and oldest generation to go over there is the venerable old Matthew Wellington, who has recently been much in the limelight, and amongst some of the boys to get their education in India is Mr. "Jimmy" Jones, a very well-known figure in Nairobi circles, both as a member of the Church of England Synod and a prominent football enthusiast.

But to come to later times, in 1898, Mr. (afterwards Rev.) T. S. England arrived at Frere Town. He was a trained schoolmaster and he quickly got a very flourishing school together and later started a normal school, so that the scholars could be trained to become teachers for the various schools which were springing up, up-country, with the advance of civilization into the interior. Schools existed by this time at Sagala in the Taita Hills, soon to be extended to Dabida and Wusi, and at Taveta. In 1898 the first Church Missionary Society work in the highlands proper began, in

response to an invitation to Bishop Peel by the Commissioner, Sir Arthur Harding some time previously, the Government kindly lending their old boma at Fort Smith to the Church Missionary Society for this purpose. A few Kikuyu boys immediately began to get interested and learned to read. One of these is Shadrach Njuguna, head African master of Narok Government School and another is a familiar figure in the court where he has been senior interpreter for a great number of years. This station was moved to a permanent site nearby in 1900, and is now known as "Church Missionary Society, Kabete." Shortly after this, mission stations were opened in quick succession in Cis and Trans Tana country at Weithaga, Kahuhia, Embu, Kabete and two other sites, and, of course, the inevitable school, first for boys and then for girls when the parents could be induced to let them come, were started in every place. All such schools were naturally very primitive and merely what would to-day be called catechetical centres, but still they were the beginning of a new movement towards education among those who had never so much as leard of books, nor the mystery of setting down one's thoughts on paper.

In the early years of the present century the Church Missionary Society Mission in Uganda started work amongst the Kavirondo, for it was a good many years later that that country was transferred to the Diocese of Mombasa, so that the boundaries of the Protectorate and Diocese might correspond. The desire to learn to read among this tribe, who knew something of what had taken place in Uganda, spread at terrific speed, and a great number of Kavirondos who had learnt to read at one of the mission stations, or further afield in one of the townships, chiefly Nairobi, set to work to teach their tribesmen what little they knew about reading and writing themselves, in small buildings which they used as schools. One of the greatest problems which has had to be faced in the last decade, and is still a problem to-day, is to know how to supervise out-station schools which arose in this way, but where their founders have gradually been superseded by at least a slightly more qualified teacher. After some time of work amongst the people the mission made its headquarters at Maseno, and Mr. Willis (afterwards Archbishop of Kavirondo and now Bishop of Uganda) started a very excellent school there, most ably assisted on the technical side by Mr. (now Reverend) F. H. White. It is a standing honour to the African of Kenya that the magnificent carving of the veranda in the Uganda Cathedral was done by

Kavirondo pupils of this school. Two other European-manned stations have since been started among the Bantu and Nilotic Kavirondos at Butere and Ng'nyia, where flourishing schools exist both for boys and girls, while both Maseno and Butere have normal schools where every effort is put forth to produce teachers for the teeming out-schools large and small.

So far only mission stations in what to-day we should call reserves have been dealt with, but a very important part of the educational activities of the Church Missionary Society has been the starting of schools in townships for the cosmopolitan African population existing in them.

As far back as 1894 Miss M. Bazett (now Mrs. H. Leakey) started a little school for Arab and Indian boys, assisted by Miss A. Grieve. In 1896 the Rev. W. E. Parker was sent to take charge of this school and it later became the Buxton High School in its new buildings within the Cathedral close. A normal school, using the school for practice, was attached to it for some years, and many young teachers both from the coast and up-country schools learned the rudiments of teaching there. The normal school has now been transferred to Kaloleni some twenty-five miles from Mombasa and the school is about to be moved to a new site at Manyimbo which it is hoped will be much more suitable, and where fine buildings are being put up both for boys' and girls' schools.

The Kaloleni Central School just mentioned serves the Giriama Reserve for technical instruction as well as ordinary school work for boys and girls.

It is needless to say that in connexion with every one of twelve or so European-manned station in the reserves there are a great number of bush schools, and these bush schools, as they gradually get better trained teachers, who understand what true education means, are the real hope of the Colony. The Church Missionary Society have sent several of their best teachers to the Government Jeanes School institution, and some of these men are now back at work and greatly assisting the village, or bush school, work.

The next township after Mombasa to be tackled by the Church Missionary Society educationally was Nairobi. As this place gradually began to grow into existence a goodly number of coast Christians gathered there. Some attempt was made from Kabete, first by Mr. (afterwards Reverend) W. A. McGregor, and then by Rev. H. (now Canon) Leakey to

shepherd these people by holding services for them, and an African pastor from the coast, the Rev. J. R. Deimler was sent up to assist him in this in 1904. He endeavoured to start a school for teaching the "three R's" among some of the houseboys and others who were attracted by seeing the coast Christians able to read books like the "Wazungu."

But it was not till 1906 that a real start was made in the way of school work in Nairobi. In that year Mr. G. (now Canon) Burns, who had worked for some eight years at Frere Town among the dormitory boys was appointed to Nairobi having been forbidden to live any longer at the coast, after an attack of blackwater. Long before this Mr. Deimler had left, and the African boys in Nairobi were clamouring to be taught to read and write. Mr. Burns quickly hired a house in which to start a school and in a very short while it was crowded out, and a substantial new school was erected on a newly acquired site. From that time onwards till now there has never failed to be a large body of persons passing through the schools both morning, afternoon and evening, to suit the working hours of the scholars who may be house boys, cooks, garden or office boys, only free to attend school at certain periods of the day. There are great difficulties attached to these town schools owing to their being always made up of a floating population, who are constantly coming or going from one of the reserves, but they have done a great deal to introduce a desire for knowledge in places which have never been reached otherwise. Many Masai, Nandi and other tribes where either no schools or very few exist have learnt to read and write in Mombasa or Nairobi and on their return they have exhibited their knowledge and made many others determine to sail forth and find work in a place where they can learn to read a book or write a letter to a friend. To-day, with a rising generation of children from Christian parents, and with native locations established, conditions are somewhat changing in Nairobi and there are some scholars who can attend school with greater regularity.

Side by side with the education of boys in Nairobi there has always been the teaching of women in a "women's school." This has been most elementary, and merely to meet the need of women desiring to learn to read before baptism; but recently the need for a better girls' school has been felt and a very fine new building has been put up in Pumwani where girls get some training in domestic science as well as the ordinary school curriculum. The same thing applies to

Kabete. Of recent years, with Government assistance, very fine new buildings have been put up entirely for girls' and infant school work, and there is a hostel from which some eighty girls attend the day school and learn dressmaking, infant welfare, etc.

Of the other schools in the Kikuyu country, Kahuhia is a "Central School" in so much that there is both a normal school and a technical school there. It also has a "dormitory" where girls are trained and taught.

At Weithaga the infants have special attention and are taught by a modified form of the Dalton system by a European lady teacher.

Very much the same conditions obtain at Nakuru as they did at Nairobi in the early days of the work, and there is a school for boys of many tribes who are all taught in Swahili. A European has just gone to work at Nakuru, and under his oversight no doubt the school will go ahead;

At Kisumu there has for many years been a school, but chiefly for Kavirondos living in or nearby, and the same difficulties that are found in other town schools exist there, but a great number of scholars have passed through the schools and profited by it during their stay in the township.

The most striking feature of the last ten or so years has been the co-operation of Government and missions in their educational work. By accepting grants, both capital and recurrent, from Government, missions have been enabled to obtain infinitely better buildings in which to carry on the instruction they impart, and also to call out a better supply of highly qualified men and women for technical and teacher training work. The Church Missionary Society has gladly accepted this co-operative help at several of its centres in the education of both boys and girls, and a very great advance has been made, along the best lines, towards giving a sound form of education to the Africans.

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STATISTICAL TABLE III

AVERAGE ROLL OF NON-GOVERNMENT SCHOOLS.

A.—EUROPEAN.

NAME OF SCHOOL	Administrative District	Date of Foundation	Average roll for year
*1. Loreto Convent, Nairobi	Kikuyu.	1921	109
2. Loreto Convent, Eldoret	Nzoia.	1929	26
†3. The Hill School, Nairobi	Nairobi.	1923	30
4. Pembroke House, Gilgil	Naivasha	1927	45
5. Kenton College, Kijabe	"	1924	38
6. Rift Valley Academy, Kijabe	"	1903	16
7. The Hill School, Limuru	Kyambu	1923	25
8. Dondora Estate School, Kyambu	"	1923	12
TOTAL			301

* Aided.

† Special grant of £50.

B.—INDIAN.

NAME OF SCHOOL	Administrative District	Date of Foundation	Average Roll for year
(a) AIDED.			
1. Ismailia Girls' School, Nairobi	Nairobi	1917	113
2. Arya Kanya Pathshalla Girls' School, Nairobi.	"	1910	76
3. Shri Sanatan Dharam Girls' School, Nairobi.	"	1922	76
4. Catchi Gujrati Hindu Union, Nairobi.	"	1926	158
5. Khalsa Girls' School, Nairobi	"	1913	71
6. Khoja Ismailia Girls' School, Kisumu	Nyanza	1918	39
7. Arya Samaj Girls' School, Kisumu	"	1924	51
8. Ismailia Girls' School, Mombasa	Mombasa	1918	143
9. Ismailia Boys' School, Mombasa	"	1918	191
10. Joseph Christian's School, Mombasa	"	1926	63
11. Shia Imami Ismailia School, Asembo Bay	C. Kavirondo	1921	27
12. Indian School, Naivasha	Naivasha	1921	24
13. " " Mymias	N. Kavirondo	1925	45
14. " " Slo River	C. Kavirondo	1927	21
15. " " Kitale	Nzoia	1927	21
16. Indian School, Nakuru	Naivasha.	1926	66
TOTAL			1,155

STATISTICAL TABLE III—Continued.

AVERAGE ROLL OF NON-GOVERNMENT SCHOOLS.—Continued.

NAME OF SCHOOL	Administrative District	Date of Foundation	Average roll for year
<i>Brought forward</i>			1,155
(b) UNAIDED.			
1. Khalsa Boys' School, Nairobi	Nairobi	1921	36
2. New Gujrati School, Mombasa	Mombasa	1923	54
3. Mudrassa Burhanian, Mombasa	"	1877	146
4. Indian School, Voi	Voi	1928	20
5. " " Kikuyu	Kyambu	1927	16
6. " " Eldoret	Nzoia	1927	46
7. " " Ngong	Ngong	1923	15
8. " " Sultan Hamud	Machakos	1928	18
9. " " Yala River, Kisumu	C. Kavirondo	1928	14
10. " " Lumbwa	Nyanza	1928	16
11. " " Rangwa	S. Kavirondo	1928	20
12. " " Nyeri	Nyeri.	1928	25
13. " " Maragua	Fort Hall	1927	20
14. " " Karatina	Nyeri	1927	21
15. " " Gilgil	Naivasha	1927	24
16. " " Kisii	S. Kavirondo	1927	26
17. " " Luonda	N. Kavirondo	1928	21
18. " " Limuru	Kyambu	1929	11
19. " " Kyambu	"	1929	13
20. " " Mariakani	Kilifi	1926	5
21. Ismailia School, Kindu Bay	S. Kavirondo	1923	20
22. Ismailia School Homa Bay	"	1923	16
TOTAL			603
TOTAL			1768

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*1. Loreto Convent, Nairobi	Kikuyu	1921	109
2. Loreto Convent, Eldoret	Nzoia	1929	26
†3. The Hill School, Nairobi	Nairobi	1923	30
4. Pembroke House, Gilgil	Naivasha	1927	45
5. Kenton College, Kijabe	"	1924	38
6. Rift Valley Academy, Kijabe	"	1903	16
7. The Hill School, Limuru	Kyambu	1923	25
8. Dondora Estate School, Kyambu	"	1923	12
TOTAL			301

* Aided.

† Special grant of £50.

B.—INDIAN.

NAME OF SCHOOL	Administrative District	Date of Foundation	Average Roll for year
(a) AIDED.			
1. Ismailia Girls' School, Nairobi	Nairobi	1917	113
2. Arya Kaoya Pathshalla Girls' School, Nairobi	"	1910	76
3. Shri Sanatan Dharam Girls' School, Nairobi	"	1922	76
4. Catchi Gujrati Hindu Union, Nairobi	"	1926	158
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9. Ismailia Boys' School, Mombasa	"	1918	191
10. Joseph Christian's School, Mombasa	"	1926	63
11. Shia Imami Ismailia School, Asembo Bay	C. Kavirondo	1921	27
12. Indian School, Naivasha	Naivasha	1921	24
13. " " Mymias	N. Kavirondo	1925	15
14. " " Sig River	C. Kavirondo	1927	21
15. " " Kitale	Nzoia	1927	21
16. Indian School, Nakuru	Naivasha	1926	66
TOTAL			1,155

STATISTICAL TABLE III—Continued.

AVERAGE ROLL OF NON-GOVERNMENT SCHOOLS.—Continued.

NAME OF SCHOOL	Administrative District	Date of Foundation	Average roll for year
(b) UNAIDED.			1,155
Brought forward ..			
1. Khalsa Boys' School, Nairobi	Nairobi	1921	36
2. New Gujrati School, Mombasa	Mombasa	1923	54
3. Mudrassa Burhanias, Mombasa	"	1877	146
4. Indian School, Voi	Voi	1928	20
5. " " Kikuyu	Kyambu	1927	16
6. " " Eldoret	Nzoia	1927	46
7. " " Ngong	Ngong	1923	15
8. " " Sultan Hamud	Machakos	1928	18
9. " " Yala River, Kisumu	C. Kavirondo	1928	14
10. " " Lumbwa	Nyanza	1928	16
11. " " Rangwa	S. Kavirondo	1928	20
12. " " Nyeri	Nyeri	1928	25
13. " " Maragua	Fort Hall	1927	20
14. " " Karatina	Nyeri	1927	21
15. " " Gilgil	Naivasha	1927	2
16. " " Kisii	S. Kavirondo	1927	26
17. " " Luonda	N. Kavirondo	1928	21
18. " " Limuru	Kyambu	1929	11
19. " " Kyambu	"	1929	13
20. " " Mariakani	Kilifi	1926	5
21. Ismailia School, Kindu Bay	S. Kavirondo	1923	20
22. Ismailia School Homa Bay	"	1923	16
TOTAL			1,768

STATISTICAL TABLE III.—Continued.

AVERAGE ROLL OF NON-GOVERNMENT SCHOOLS.—Continued.

C.—ARAB AND AFRICAN.

NAME OF SCHOOL	Administrative District	Date of Foundation	Mission	Average Roll for year
*Alliance High School, Kikuyu	Kyambu	1926	Protestant Alliance	63
*C.M.S. Kabete	"	1900	Church Missionary Society	340
*C.M.S., Kabai	Kilifi	"	"	65
*C.M.S., Maseno	C. Kavirondo	1906	"	148
*20 Village Schools	"	"	"	2,500
*C.M.S., Wusi	Teita	1922	"	97
*C.M.S., Mombasa	Mombasa	1897	"	136
*C.M.S. Dabuda	Teita	1904	"	124
6 Village Schools	"	"	Church Missionary Society	180
*C.M.S., Freetown	Mombasa	1875	"	69
*C.M.S., Werthaga	Fort Hall	1904	"	226
12 Village Schools	"	"	"	703
*C.M.S., Kahua	"	1922	"	194
*C.M.S., Mutua	"	1912	"	120
7 Village Schools	"	"	"	245
*C.M.S., Kabare	South Nyeri	1913	"	100
7 Village Schools	"	"	Church Missionary Society	300
*C.M.S., Nairobi	Kikuyu	1911	"	714
*C.M.S., Butere	N. Kavirondo	1927	"	50
*C.M.S., Nakuru	Naivasha	"	"	100
*C.M.S., Karulana	Fort Hall	1913	"	45
7 Village Schools	"	"	Church Missionary Society	280
*C.M.S., Kabete	Kilifi	1922	"	162
*C.M.S., Embu	Embu	1910	"	106
10 Village Schools	"	"	"	1,228
*C.M.S., Nairobi	Kikuyu	1900	Holy Ghost Fathers	152
*St. Peter's Convent, Nairobi	"	1922	"	1,497
Kenneth Catholic, Machakos	Machakos	1926	"	60
4 Village Schools	"	"	"	34
Kenneth Catholic, Nairobi	"	1926	"	36
Kenneth Catholic, Mombasa	Mombasa	1920	"	63
9 Village Schools	"	"	"	453
Kenneth Catholic, Kaituma Mbagha	Kyambu	1927	Holy Ghost Father	55
15 Village Schools	"	"	"	500
At. Nairobi, Kiambu	"	1902	"	53
2 Village Schools	"	"	"	50
Kenneth Catholic, Li Li	"	1913	"	49
Kenneth Catholic, Kilungu	Machakos	1920	"	63
2 Village Schools	"	"	"	28
St. John's Kibera	Kyambu	1909	"	48
Kenneth Catholic, Bura	Teita	1892	"	56

* These Missions receive regular grants-in-aid.

STATISTICAL TABLE III.—Continued.

AVERAGE ROLL OF NON-GOVERNMENT SCHOOLS.—Continued.

C.—ARAB AND AFRICAN.—Continued.

NAME OF SCHOOL	Administrative District	Date of Foundation	Mission	Average Roll for Year
4 Village Schools	Teita	"	Holy Ghost Fathers	261
Roman Catholic, Mangu	Kiambu	1906	"	84
4 Village School	"	"	"	38
*St. Teresa's Convent, Nairobi	Kikuyu	1906	"	56
*St. John's, Kabaa	Machakos	1925	"	140
1 Village School	"	"	"	40
Roman Catholic, Mbaya Ngundo	Kilifi	"	"	65
7 Village Schools	"	"	"	300
*St. Mary's Training School, Yala	N. Kavirondo	1927	Mill Hills Fathers	52
Roman Catholic, Nyabururu	C. Kavirondo	"	"	266
65 Village Schools	"	"	"	550
*Roman Catholic, Asumbi	S. Kavirondo	1913	"	347
109 Village Schools	"	"	"	3,634
*Roman Catholic, Kibuye	Kisumu	1904	"	84
13 Village Schools	"	"	"	579
*Roman Catholic, Aluwr	C. Kavirondo	1912	"	230
37 Village Schools	"	"	"	1,483
Roman Catholic, Rangala	S. Kavirondo	1920	"	131
71 Village Schools	"	"	"	2,473
Roman Catholic, Mumias	N. Kavirondo	1905	"	148
319 Village Schools	"	"	"	3,305
Roman Catholic, Kakamega	"	1906	"	407
50 Village Schools	"	"	"	1,730
Roman Catholic, Nangina	C. Kavirondo	"	"	252
134 Village Schools	"	"	"	3,208
Roman Catholic, Nakuru	Naivasha	"	"	335
5 Village Schools	"	"	"	329
Roman Catholic, Eldoret	Nzoia	"	"	60
6 Village Schools	"	"	"	296
*Church of Scotland Mission, Kikuyu	Kiambu	1898	Church of Scotland	1,069
23 Village Schools	"	1898	"	1,297
*Church of Scotland Mission, Tumutumu	S. Nyeri	1909	"	915
52 Village Schools	"	"	"	2,874
Church of Scotland, Chogoria	Embu	1922	"	86
7 Village Schools	"	"	"	255
Salvation Army School, Nairobi	Kikuyu	1923	Salvation Army	165
10 Village Schools	"	"	"	261
Salvation Army School, Malakisi	N. Kavirondo	1927	"	22
4 Village Schools	"	"	"	158
Salvation Army, Thika	Kiambu	1926	"	36
Salvation Army Pangani, Nairobi	Kikuyu	1928	"	22

* These Missions receive regular grants-in-aid.

† Special grants in 1929.

STATISTICAL TABLE III.—Continued.

AVERAGE ROLL OF NON-GOVERNMENT SCHOOLS.—Continued.
C.—ARAB AND AFRICAN.—Continued.

NAME OF SCHOOL.	Administrative District.	Date of Foundation.	Mission.	Average Roll for Year.
Salvation Army, Maragua	Fort Hall	1929	Salvation Army	55
Salvation Army, Saba Saba	"	1929	"	34
Salvation Army, Donyo Sabuk	Kyambu	1929	"	8
Nilotic Independent Mission, Ogada	C. Kavirondo	1926	Nilotic Independent	295
14 Village Schools	"	"	"	326
Seventh Day Adventist Gendia	S. Kavirondo	1909	7th Day Adventist	95
120 Village Schools	"	"	"	4,000
Seventh Day Adventist Kamagambo	"	1911	"	140
78 Village Schools	"	1911	"	2,426
Seventh Day Adventist Ksali	"	1911	"	27
25 Village Schools	"	"	"	3,029
Lumbwa Industrial Mission	Kericho	1905	"	35
14 Village Schools	"	"	"	310
United Methodist Church Ribe	Digo	1894	United Methodist	342
10 Village Schools	"	"	"	342
United Methodist Church Meru	Meru	1913	"	169
1 Village Schools	"	"	"	435
Gospel Mission, Kambut	Kyambu	1906	Gospel Mission	195
10 Village Schools	"	"	"	362
Gospel Mission, Ngenda	"	1901	"	106
6 Village Schools	"	"	"	410
Roman Catholic, Nyeri	Nyeri	1903	Roman Catholic	206
6 Village Schools	"	"	Conolata Fathers	347
Roman Catholic, Limuru	Kyambu	1904	"	77
3 Village Schools	"	"	"	87
Roman Catholic, Gatuni	"	1914	"	82
3 Village Schools	"	"	"	132
Roman Catholic, Karina	"	1913	"	110
1 Village Schools	"	"	"	70
Roman Catholic, Letu	"	1913	"	74
6 Village Schools	"	"	"	70
Roman Catholic, Fort Hall	Fort Hall	1910	"	75
6 Village Schools	"	"	"	109
Roman Catholic, Tuvo	"	1913	"	58
4 Village Schools	"	1913	"	55
Roman Catholic, Caichmajiro	"	1911	"	200
6 Village Schools	"	1911	"	210
Roman Catholic, Mogolli	"	1907	"	102
6 Village Schools	"	"	"	110
Roman Catholic, Ithagaki	"	1912	"	130
6 Village Schools	"	1912	"	252
Roman Catholic, Gerondi	Nyeri	1912	"	75

* These Missions receive regular grants-in-aid.
† Special grants in 1929.

STATISTICAL TABLE III.—Continued.

AVERAGE ROLL OF NON-GOVERNMENT SCHOOLS.—Continued.
C.—ARAB AND AFRICAN.—Continued.

NAME OF SCHOOL.	Administrative District.	Date of Foundation.	Mission.	Average Roll for Year.
6 Village Schools	Nyeri	1912	"	109
Africa Inland Mission, Kijabe	Kyambu	1903	Africa Inland Mission	520
3 Village Schools	"	1916	"	386
Africa Inland Mission, Mulango	Kitui	1916	"	45
3 Village Schools	"	"	"	74
A. I. M., Lumbwa	Kericho	"	"	59
" Mbooni	Machiakos	"	"	56
" Syabei	Ngong	"	"	39
" Machakos	Machakos	1903	"	154
12 Village Schools	"	"	"	62
Lumbwa Industrial	Kericho	1905	Pentecostal Assemblies	35
14 Village Schools	"	"	"	310
Nyirgioni Mission	C. Kavirondo	1924	"	222
9 Village Schools	"	"	"	474
Church of God Bunyore	N. Kavirondo	1905	Church of God	250
51 Village Schools	"	"	"	2,909
*Kaimosi Mission	"	1922	Friends Africa Mission	67
251 Village Schools	"	"	"	10,591
Maragoli Mission	"	1922	"	106
50 Village Schools	"	"	"	5,345
Lirhanda Mission	"	1905	"	"
31 Village Schools	"	"	"	1,720
Kitosh Mission	"	1914	"	"
53 Village Schools	"	"	"	4,866
Malaya Mission	"	1910	"	"
29 Village Schools	"	"	"	1,321

COMPARATIVE	1927	1928	1929
Number of African Central School	67	77	88
" African Village Schools	1,576	2,459	2,198
" Pupils	71,897	83,549	82,455

* These Missions receive regular Grants-in-Aid.
† Central here means a school with a European in charge.

STATISTICAL TABLE IV.

TEACHER TRAINING INSTITUTIONS.

A.—EUROPEAN—Nil.

B.—INDIAN—Nil.

C.—ARAB AND AFRICAN—

NAME OF SCHOOL	Organization by which run	STAFF		Average Roll.
		A European	B African	
Jeanes School, Kabete	Government	6	..	44
Government African School, Machakos	"	1	..	24
Alliance High School, Kikuyu ..	Protestant Alliance	4	..	63
St. Mary's, Yala	Mill Hill Fathers	3	2	51
St. John's, Kabaa	Holy Ghost Fathers	5	3	140
Church Missionary Society, Kalo- leni	Church Missionary Society	1	..	20
Church Missionary Society, Butere	Church Missionary Society	1	2	50
Church Missionary Society, Ma- seno	Church Missionary Society	1	..	7
Church Missionary Society, Kahu- hia	Church Missionary Society	1	..	12
Church of Scotland Mission, Kikuyu ..	Church of Scotland Mission	2	..	74
Church of Scotland Mission, Tumutumu ..	Church of Scotland Mission	2	..	65
Seventh Day Adventist, Kama- gambo	Seventh Day Adven- tist	1	..	30

COMPARATIVE	1927	1928	1929
Number of Schools	7	1	12
European Teachers	11	22	21
African Teachers	10	9	7
Total Teachers in Training	26	44	50

STATISTICAL TABLE V.

EXPENDITURE

(a) RECURRENT.

SUB-HEADS	Actual Expendi- ture	
	£	s. d.
ADMINISTRATION—		
Personal Emoluments	10,792	4 47
Contingencies	217	4 33
Passages	259	19 84
Local Transport and Travelling	1,764	10 53
Travelling Allowance	299	7 50
Telephones and Telegrams	174	15 84
Carriage of Goods	2,016	3 72
TOTAL ADMINISTRATION	£ 16,064	3 73
EUROPEAN EDUCATION—		
Personal Emoluments	53,165	12 12
Maintenance	1,965	3 65
Passages	2,271	25 12
Local Transport and Travelling	599	12 36
Travelling Allowance	33	11 50
Contingencies	152	10 14
Contributions to Students	745	15 41
Boarding Expenses	5,960	13 34
Expenses of Committees	10	9 40
Books, Stationery and Equipment	4,463	11 52
Grants to Lecturers	110	0 00
Life Insurance Premiums of Donations Committee		
City Hospital	28	16 25
Expenses of Examinations	0	0 20
Transport and Telegrams	27	16 42
TOTAL EUROPEAN EDUCATION	£ 69,960	1 22
INDIAN EDUCATION—		
Personal Emoluments	17,332	0 14
Maintenance and Purchase of Materials	425	10 21
Passages	166	0 22
Local Transport and Travelling	251	8 12
Travelling Allowance	53	4 26
Contingencies	2,050	0 10
Expenses of Committees	24	17 35
Telephones and Telegrams	15	3 26
Books, Stationery and Equipment	2,023	17 25
Living Messes	127	4 12
Contingencies	20	25 74
Expenses of Examinations	3	10 30
TOTAL INDIAN EDUCATION	£ 24,561	1 65
TOTAL RECURRENT	£ 91,581	17 60

STATISTICAL TABLE V.—Continued.

EXPENDITURE.

(a) RECURRENT.

SUB-HEADS	Actual Expenditure		
	£	s.	cts.
<i>Brought forward</i>	91,842	17	60
ARAB AND AFRICAN EDUCATION—			
Personal Emoluments	26,936	17	14
Maintenance and Purchase of Materials ..	4,331	1	13
Hut and Poll Tax	388	16	00
Grants-in-Aid to Schools	25,337	14	66
Grant to Alliance High School, Kikuyu ..	2,423	5	92
Colony's Share of Cost of Advisory Committee to Colonial Office ..	299	4	25
Expenses of Committees	28	3	50
Evening Classes	256	16	44
Passages	1,892	2	36
Local Transport and Travelling	2,136	5	03
Travelling Allowance	133	4	50
Boarding Expenses	5,586	12	75
Contingencies	122	14	45
Tools	953	10	96
Native Newspaper "Habari"	611	5	17
Books, Stationery and Equipment	1,536	4	04
Domestic Training of African Women ..	935	7	00
Telephones and Telegrams	44	15	88
Expenses of Examinations	39	2	70
Total Arab and African Education ..	74,043	3	93
TOTAL	165,886	1	53
(b) EXTRAORDINARY.			
Special Equipment (European)	577	1	34
Capital Grant, Loreto Convent	500	0	00
Special Equipment (Indian)	545	16	77
Kapsabet and Kericho Schools	733	15	12
Narok and Kajiado Schools	345	15	29
Machakos and Waa Schools	207	13	14
Jeanes School, Kabete	284	4	28
Grants to Missions, Buildings	5,000	0	00
Grants to Alliance High School	841	19	70
Domestic Training of African Women ..	400	0	00
Special Equipment (African)	500	0	00
Tambach, Kabrumuria and Kabarnet Schools ..	825	19	49
Wireless Apparatus	50	0	00
Capital Stock, Books, Stationery and Equipment ..	2,422	15	54
TOTAL	13,235	0	67
GRAND TOTAL	179,121	2	20

STATISTICAL TABLE VI.

TUITION COST EUROPEAN SCHOOLS.

Number of Pupils	1928		1929	
	628	948	628	948
	<i>S.A.</i>	<i>cts.</i>	<i>S.A.</i>	<i>cts.</i>
Teachers	427,778	68	473,453	77
Clerical	3,547	74	3,220	00
Reliefs	23,768	45	22,773	23
Menials	4,534	92	8,836	31
Total Personal Emoluments	459,629	79	508,283	31
Passages	35,944	01	47,182	77
Local Transport and Travelling	7,121	86	13,609	81
Books, Stationery and Equipment	30,496	64	28,212	93
Maintenance	3,846	53	11,391	76
Contingencies	4,773	20	2,657	07
Carriage of Goods	1,705	03	2,620	45
Telephones and Telegrams .....	.....	.....	1,471	53
Total Expenditure	543,517	06	615,429	63
Gross Cost per Pupil	865	47	649	18
Total Fees Due	51,192	73	68,809	75
Total Net Cost	492,324	33	546,619	88
Net Cost per Pupil	783	95	576	60

TUITION COST, INDIAN SCHOOLS.

Number of Pupils	1928		1929	
	1,543	1,842	1,543	1,842
	<i>S.A.</i>	<i>cts.</i>	<i>S.A.</i>	<i>cts.</i>
Teachers, European	28,415	48	31,193	19
Teachers, Indian	250,521	70	294,645	61
Clerical	916	63	1,000	05
Reliefs	8,674	76	11,765	24
Menials	5,627	37	6,712	07
Total Personal Emoluments	294,555	94	345,316	16
Passages	11,433	46	12,945	03
Transport and Travelling	2,828	70	3,390	27
Books, Stationery and Equipment	32,940	04	49,751	75
Maintenance	5,819	03	7,983	68
Contingencies	645	31	217	02
Carriage of Goods	1,564	76	1,477	61
Telephones and Telegrams .....	.....	.....	369	28
Total Expenditure	349,387	24	420,455	63
Gross Cost per Pupil	226	43	229	28
Total Fees Due	65,547	29	77,553	00
Total Net Cost	283,839	95	342,897	63
Net Cos. per Pupil	183	95	186	11

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END

STATISTICAL TABLE VII.

EDU

BOARDING COSTS.

SCHOOL	NAIROBI			NAKURU			ELDORET			KITALE			TOTAL		
	Expenditure		Cost per Head	Expenditure		Cost per Head	Expenditure		Cost per Head	Expenditure		Cost per Head	Expenditure		Cost per Head
	1929	1929	1928	1929	1929	1928	1929	1929	1928	1929	1929	1928	1929	1929	1928
Number of Boarders		129	130		99	61		67	58		19	15		314	264
STAFF--	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>
European	21,906 39	169 81	168 67	17,150 58	173 23	179 05	11,951 66	178 38	190 72	4,000 00	210 53	306 96	55,007 63	175 19	183 77
Clerical	1,200 00	9 30	7 23	1,440 00	14 54	23 60	580 00	8 65	20 13	..	..	..	3,220 00	10 25	13 44
Medical	3,000 00	23 25	23 07	1,999 92	20 20	16 39	1,999 92	29 84	33 18	..	..	22 22	6,999 84	22 29	23 70
Menials	8,159 35	63 25	43 79	4,758 71	48 06	41 73	5,323 26	79 45	57 54	1,679 50	88 39	70 27	19,920 82	63 44	47 84
Total Staff	34,264 74	265 62	242 76	25,349 21	256 05	260 79	19,854 84	296 34	301 58	5,679 50	298 92	399 45	85,148 29	271 17	268 75
EXPENSES--															
Food	44,605 76	345 78	383 26	40,288 90	406 95	398 72	30,816 00	459 94	502 07	5,700 17	300 01	439 94	121,410 83	386 66	416 16
Equipment	8,828 79	68 44	83 15	4,094 33	41 35	172 71	3,089 66	46 11	54 38	2,073 58	109 13	34 88	18,086 36	57 60	94 78
Maintenance	15,152 27	117 46	102 34	8,008 01	80 88	68 32	3,237 35	48 31	34 43	358 21	18 85	38 21	26,755 84	85 21	75 93
Carriage	52 72	0 41	1 59	1,134 29	11 45	15 13	804 45	12 00	13 08	364 66	19 19	23 96	2,356 12	7 50	8 51
Contingencies	41 00	0 32	..	20 00	0 20	0 20	35 20	0 52	..	18 70	0 98	1 40	114 90	0 37	0 13
Total Boarding	68,660 54	532 41	570 34	53,545 53	540 83	655 08	37,982 66	566 88	603 96	8,515 32	448 16	538 39	168,724 05	537 34	595 51
Books, Passages, Travelling	3,461 04	26 62	23 45	9,872 37	99 65	..	127 90	1 91	107 7	..	..	176 27	13,461 31	42 86	45 23
Carriage Cont	156,406 32	824 85	836 15	88,767 11	896 56	915 89	57,965 40	865 15	577 24	11,790 00	620 53	1,113 91	267,333 65	861 37	909 49
Fees Due	90,850 17	704 26	708 31	76,520 00	772 92	834 46	38,695 30	572 24	542 00	14,194 82	747 08	541 50	217,855 47	693 91	691 44
Net Cost	15,556 15	120 59	127 84	12,247 11	123 64	81 43	19,270 10	287 91	471 27	2,404 82	126 55	572 41	49,478 18	157 56	218 05